Teaching with a Restorative Mindset

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Ask yourself one simple question every morning on your way to work: Would you want to be a student in your class?  
-Unknown
The classroom environment intentionally focuses on building relationships, trust, empathy, respect, and a sense of belonging and community in the classroom.

The restorative process provides opportunities to acknowledge those who have been harmed, and to repair the relationship by meeting the needs of the harmed. It serves as the platform for meaningful accountability, with an attempt to dismiss exclusionary consequences and avoid zero tolerance policies.
Relational Practices

TREAT

GTKY

CONNECT

SPARK

PULSE

PROACTIVE

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No significant learning occurs without a significant relationship!

-James Comer
What is your favorite morning beverage?
PULSE METERS
Relational Pulse Check

Awareness check-in-tool for how your students FEEL not how they *behave*.

Teacher should participate too!

*Every student can learn just not on the same day or in the same way*

~ George Evans
- Create Relational Meters that can be placed on the students desk for students to identify with as you walk by.

- Use a Relational Meter as students enter the classroom, and have them identify how they are feeling as they enter the classroom.

- Have students create their own Mood Meters, plotting their own words in each quadrant... and YES, slang is ok to use (i.e. Salty, trippin, Gucci, etc.)

- For students who experience a higher number of mood changes throughout the day, document Date, Time, Identified feeling, What happened to cause the mood change, and the Coping Strategy used. This will assist both you and the student recognize patterns in behaviors.

- Make a poster and use it as one of the bulletin boards in your classroom. Attach the poster to a magnetic surface and have students place magnets with their names on it at the word/emoji that best represents how they feel.

- Pay close attention to what your students report. A student that is consistently reporting (over days) that they are sad or angry should raise a red flag.
Emotional Weather Report

What Kind of Emotional Weather Are You Having Today?

- Sunny (happy, excited)
- Snowy (relaxed, peaceful)
- Rainbow (hopeful)
- Rainy (sad, lonely)
- Stormy (angry, frustrated)
- Windy (anxious, stressed)
- Foggy (confused, depressed)
- Cloudy (grumpy, sick)

I Am Feeling...

- Joy
- Fear
- Surprised
- Sad
- Disgust
- Anger
Recognise. Learn to identify physical cues to understand what we and others are feeling, for example, if someone’s feelings are hurt.

Understand. Develop an understanding of the causes and consequences of an emotion, such as what makes you angry and why taking it out on your siblings is not OK.

Label. Build an emotional language to start to differentiate and describe the full range of human emotions, like expressing when you are happy or sad.

Express. Learn how to show and express our emotions in socially appropriate ways, such as not shouting at others when we are upset.

Regulate what we think about or do to feel more or less of an emotion, so we can be our best selves whatever the situation, for example, how to control ourselves when we feel cross.
Breaking Down the Barriers
French Fries, tater tots or onion rings?
90 Second Positive Spark Plan
We Got This

WEDNESDAY

Select a student from the list below. Don’t pick your bestie. Write them a positive, encouraging message that will pump them up for a great Wednesday! ♥

Rylee  Alex  Connor  Mitchell  Trevor
Livvy  Pat  Kayleigh  Eli  McKayla  Blake
Rachel  Tommy  Landis  Caleb  Meadow
Shane  Brenna  Courtney  Hunter  Kaiden
Bean  Macy  Blake  Mattie  Hunter
FRIENDSHIP FRIDAY
Pick a name and write what makes them a good friend.

Johnathan -
He is nice to people and is funny, he's also friends with everyone. - Jill

Shane -
He is always really funny. He can always cheer you up.

Break
SPARK PLAN

MOVEMENT MONDAY
Physical Rapport Building

TOUCH TUESDAY
Sensory Rapport Building

WACKY WEDNESDAY
How many laughs can we get?

THANKFUL THURSDAY
Say “thank you!”

FINALLY FRIDAY
Big reinforcer for the week

K-2 COMM

Stop the spread of germs that make you and others sick!

Cover your mouth!
Plan your **SPARKS!!**

<table>
<thead>
<tr>
<th>Spark Times</th>
<th>MONDAY</th>
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- Implement Spark Plans in the first 90 seconds of each class.

- Put a sign outside your door that reminds students as they enter the classroom they are getting ready to create some Positive Sparks!

- Have a another Spark Plan in your back pocket! If the energy in your room begins to change its charge, stop the growth and Spark again!

- Have students create their own Spark Plans.

- Change Spark Plans monthly.

- Keep Spark Plans simple and consistent for elementary students.

- Incorporate movement and music into our plans!

- Add some physical touch to your Spark Plans: Fist bumps or high fives!

- Students love videos or memes. Show a short motivation video clip or meme and have them reflect and interact.
## Big Spark Plan

<table>
<thead>
<tr>
<th>Admin/Leadership to Staff</th>
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<tbody>
<tr>
<td>1. Family Feast Friday</td>
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<td>2.</td>
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<td>3.</td>
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<table>
<thead>
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<th>Staff to Staff</th>
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<tbody>
<tr>
<td>1. Secret Snack Supplier</td>
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<td>2.</td>
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<td>3.</td>
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</table>
Breaking Down the Barriers
Vacation on the beach or in the mountains?
<table>
<thead>
<tr>
<th>What time is it?</th>
<th>What is one thing that makes you say hmmm?</th>
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</thead>
<tbody>
<tr>
<td>What is one thing you’ve done this year that you would like to do again?</td>
<td>If you won a million dollars; what would you do with it?</td>
</tr>
<tr>
<td>Comment on the quote: <em>Be somebody that makes everybody feel like somebody.</em></td>
<td>What makes you a good friend?</td>
</tr>
<tr>
<td>What is something nice someone said to you today?</td>
<td>Give a positive statement to the person on your right.</td>
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<tr>
<td>How do Mondays feel for you?</td>
<td>What would happen if you knew you could not fail?</td>
</tr>
<tr>
<td>Would you rather be a giant rodent or a tiny elephant?</td>
<td>If you were an animal, what animal would you be?</td>
</tr>
<tr>
<td>What is the weirdest thing you have ever eaten?</td>
<td>If you could choose a superpower, what would it be (Super speed or Super strength)?</td>
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</table>
Which is your best friend, dog or cat?
## Treatment Agreement

<table>
<thead>
<tr>
<th>Student Treat Student</th>
<th>Student Treat Teacher</th>
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<tr>
<td>Teacher Treat Student</td>
<td>Students Treat the Classroom</td>
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Classroom Learning Community (CLC)

- Validates students as contributors
- Creates a welcoming environment
- Agreed upon expectations
- Includes teacher as a part
Students respecting students

- Be kind and help each other out.
- Don’t take other students things.
- Keep the drama out of class, DON’T GOSSIP!!
- No bullying.
- Use your manners.
- Don’t bother students that are working.
- Don’t call each other bad names or make fun of.
- Treat others the way you want to be treated.
- If you borrow something give it back.

Teacher respecting students

- Treat us equal.
- Be patient.
- Try not to yell.
- Don’t get in my face.
- Listen to us.
- Help me, if I need extra help.
- Be nice.
- Don’t give up on me even when I’m having a bad day.
- Don’t call me out.
- Don’t call out my grades.

Students respecting teacher

- Don’t talk when the teacher is talking.
- Raise your hand if you have a question.
- Don’t talk back.
- Don’t lie, steal, or mock the teacher.
- Don’t walk out of class.
- Have a positive attitude.
- Keep the drama out of class.
- Follow rules and expectations.
- Don’t be late to class.
- Help her.
- Wait your turn to talk don’t blurt out.

All respecting facilities and equipment

- Don’t rip, throw or leave books on the floor.
- No writing on desks, books, wall, etc.
- Clean up.
- Follow rules and expectations for I Pads, computers and any other technology.
- Don’t break anything.
Setting a Weekly Relationship Goal

- Every Monday
- Peers Collaborate to determine where we struggle as a CLC
- Determine Goal and Post
- Check-in, Check-up, Check out
• Intentionally check in, check up and check out and re-address violations at any time during class time

• Assist students with replacement behaviors and strategies to meet the Relationship Goal

• Confirm that ALL students (including new students) have signed the Relationship Agreement in order to help increase accountability

• Once all classes have had an opportunity to create their Relationship Agreement, teachers with multiple classes can decide if you want to have individual Relationship Agreements or one accumulative Relationship Agreement.

• Relationship Agreement Student Ambassador is a student responsible for greeting new students, explaining what the Relationship Agreement is, how it was created, how it is used, and any additional needs the new student may have.

• Don’t forget the substitutes! Have your Relationship Agreement Student Ambassador review the Relationship Agreement with the class and substitute. Have the substitute teacher add any specific need to the Relationship Agreement using Post-it notes and sign.

• Use a visual cue (I.e. Post-it, Clothespin, magnet, etc.) directly on the Relationship Agreement next to the identified goal.
Breaking Down the Barriers
What is your favorite evening beverage?
GTKY
(GET TO KNOW YOU)
RELATIONSHIP CIRCLES
Proactive “Green” Circles

Proactive Circles are used for:

“CLC” Classroom Learning Community

Getting to Know You

Relationships
Teacher to Student
Student to Teacher
Student to Student

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Get To Know You Circles

Circle Guidelines:
1.
2.
3.

Talking Piece:

Get To Know You Questions:
1.
2.
3.
4.
Green GTKY Circle Components

3 Circle Guidelines

A Talking Piece

4 GTKY Questions
Circle Guidelines

Respect the talking piece: everyone listens, everyone has a turn
Speak from the heart: your truth, your experiences, your perspectives
Listen from the heart: let go of stories that make it hard to hear each other
Trust that you will know what to say: no need to rehearse
Say just enough: without feeling rushed, be concise and considerate of the time of others
Honor confidentiality: what's said in the circle stays in the circle
Restorative Discipline (R.D.)

Be polite

Be honest

Listen to Others

Don’t be silly

One person speaks with mouthpiece (Fluffy)
- Talking Piece
  - Microphone
  - Headphones
  - Stuff Animals
  - Magic Wand
  - Rubik’s Cube
  - Stress Ball
  - Eraser
  - Significant Object
• 4 Questions
  • Favorite
  • Likes/Dislikes
  • Family
  • Hobbies
  • Wishes
  • Career
  • Mistakes
  • Superhero Connection
  • Music
  • Social Media
  • #Hashtags

GTKY

Stay Green!
Leadership Tip by Dr. Ada

When you start a dialogue you never know where it will take you.

Trust the process.
Let’s experience a Get to Know You Circle (fishbowl method)

- 8 volunteers to form a circle
  - All others will form a larger circle around them
Breaking Down the Barriers
Relational Practices

PROACTIVE

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Our Relationship Action Plan features six proactive approaches in helping our teachers build and sustain relationships.

The 2018 National Educators for Restorative Practices Conference

October 29th-30th | Arlington Convention Center

Register

A two day conference changing the way educators view discipline.

2018 Keynote Speakers:

Ron Clark
Bestselling Author & Educator

Joe Dombrowski
Educator, special guest on Ellen DeGeneres

Click here to learn more
## Positive Spark Plan

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## Big Spark Plan

### Admin/Leadership to Staff

1. 
2. 
3. 

### Staff to Staff

1. 
2. 
3.
2 Minute Connection

Instructions: Generate 10 fun and easy questions for you and your students to answer below. Cut out the following questions, fold and place in a container. Have the students stand up and form a circle. Reach in the container, select a question and read it to the class. Answer the question on the paper first, using the paper as the talking piece. Pass the talking piece, allowing for each student to share their response to the question. Remember, it’s ok to pass!

Get To Know You Questions

| 1. ________________________________________________________________________________ |
| 2. ________________________________________________________________________________ |
| 3. ________________________________________________________________________________ |
| 4. ________________________________________________________________________________ |
| 5. ________________________________________________________________________________ |

Practice writing sentence stems for your Get To Know You questions

1. ________________________________________________________________________________
2. ________________________________________________________________________________
Treatment Agreement Template

Student Treats Student

Student Treats Teacher

Teacher Treat Student

Student Treat & Take Care of the Classroom

Relationship Goal

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Why We Circle?

**Teachers**

- **Listen!** Take your “teacher hat off” and listen from your heart and not your head.
- Relationships, Relationships, Relationships. Circle is a designated platform that serves as the platform to proactively build, and reaffirm relationships.
- Circle Time is an investment, designed to cultivate relationships, and build a strong sense of community in the classroom.
- Circle allows the teacher to become an active listener, while also increasing vulnerability, and genuine empathetic moments.
- Circle can be used to teach the soft skills. Listening, Reflecting, and Understanding are natural bi-products of circle when done correctly, regularly, and with fidelity.
- Circle can be used as a creative way to teach content.
- Using Circle to Check-in, Check-up, and Check out, allows the teacher to have an in depth understanding of the student perspective.
- Relationships built during circle, and engaging lessons can potentially result in better classroom management.
- Circle time creates a safe, nonjudgmental space, for teachers to value student perspective and create a sense of belonging.
- Circle can be used to connect quickly using the Two-minute connection or Step-in
- Circle can be used to talk **with** student **not to** students.
- To learn more about my students beyond the content setting in my classroom.

**Students**

- **VOICE!** Circle gives every student the opportunity to share and have a voice by respecting the talking piece.
- Circle allows students to build relationships with one another.
- Circle increases awareness, of circumstances and appreciation.
- Circle is fun!
- Circle is a safe place for students to share their perspective and learn from each other.
- Circle allows students to know more about their teachers and administrators.
- Circle builds strong bonds and trust.
- Circle can be a segway to friendships.
- Circle helps students talk **with** adults.
What Circle is NOT!

**Teachers**

- Circle is not used to fix kids or classroom issues and is not a substitute for classroom management. When a teacher wants to say “Circle does not work,” ask yourself, what was it suppose to do?
- Circle is not therapy. Although at times it can be therapeutic, it is not designed to get to a student to reveal deeper issues.
- Circle is not counseling. Just listen!
- Circle is not a time to evaluate a student’s response to an answer, or coach a student to the answer we want or think they should share.
- Circle is not conducted to make students cry. The success of a circle cannot be determined by its depth or brevity.
- Circle is not used to force students to share. Students may pass at any time.
- Circle is not designed to facilitate without a plan. Just like a content lesson…don’t “wing-it.”
- Circle does not have a formulated outcome. Let the circle take its shape by remembering that the questions start the circle but the answers shape the circle.
- Circle is not an expenditure of time, it is an investment. Learning about WHO is in my class can be more crucial at times than the lesson. **Connect before content!**

**Students**

- Circle is not a time to be on stage or be silly. Speak from the heart but don’t be Kevin Hart.
- Circle is not mandatory, a student can opt out and Pass!
- Circle may not be a time to share things that are confidential or traumatic in nature.
- Circle is not all about solving problems. Focus on getting to know each other!
- Circle is not a time to judge other students’ responses. Don’t laugh or make fun of other students.
- Circle is not an excuse to miss classes.
- Circle is not always teacher led. Work towards students leading circle!
- Circle is should not be a scary process. Trust the process and focus on building relationships as the key driver allowing organic outcomes to naturally come to the surface.
- Circle is not an assignment. Teachers should not be judging, grading responses or reluctance to participate.
## Components

<table>
<thead>
<tr>
<th>Do you have a GTKY Circle plan?</th>
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<tbody>
<tr>
<td>Alternate Academic Plan/Alternate Placement Prepared</td>
</tr>
<tr>
<td>Review Circle Guideline (to determine if students are ready to circle)</td>
</tr>
<tr>
<td>Remind students that participating in Circle is voluntary</td>
</tr>
<tr>
<td>Review the Pass - <em>Students DO NOT have to share</em></td>
</tr>
<tr>
<td>Redirect any student that is not ready to circle to alternate assignment or alternate classroom</td>
</tr>
<tr>
<td>Invite Students to Circle</td>
</tr>
<tr>
<td>Physically Move into the Circle</td>
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<tr>
<td><em>(Once Seated)</em></td>
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<tr>
<td>Welcome/Thank Participants to Circle and Review Guidelines Again</td>
</tr>
<tr>
<td>Review Three Ways to Actively Participate in the Circle</td>
</tr>
<tr>
<td><em>Focus on Not Speaking without the Talking Piece by:</em></td>
</tr>
<tr>
<td><em>Being an Active Listener</em></td>
</tr>
<tr>
<td><em>Raising Hand for Clarifying Questions (3)</em></td>
</tr>
<tr>
<td><em>Thumbs up/Thumbs down</em></td>
</tr>
<tr>
<td>Introduce your talking piece</td>
</tr>
<tr>
<td>Begin your GTKY questions</td>
</tr>
<tr>
<td>Question Round - <em>(Start in the shallow end)</em></td>
</tr>
<tr>
<td>Pause/Give Think Time</td>
</tr>
<tr>
<td>Pass Talking Piece Right or Left - DO NOT Zig Zag or Toss</td>
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<tr>
<td>Suspend the talking piece to have open discussions</td>
</tr>
<tr>
<td>Don’t Teach/Judge Responses - “Take off Teacher Hat”</td>
</tr>
<tr>
<td>Only Interrupt if Violations of Guidelines Occur</td>
</tr>
<tr>
<td>If student violates - remind them that they chose to join in circle signifying they were “ready” to be held accountable to the Circle Guidelines. Create self-accountability!</td>
</tr>
<tr>
<td>End Circle by asking students to reflect on one new thing they learned about their teacher or classmates today. Thank them for sharing!</td>
</tr>
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</table>
Get To Know You Circles
GTKY Green Circle Creation Template

Circle Guidelines:
1. 

2. 

3. 

Talking Piece: ________________________________

Get To Know You Questions:

1. __________________________________________________________
   Sentence Stem: ____________________________________________

2. __________________________________________________________
   Sentence Stem: ____________________________________________

3. __________________________________________________________
   Sentence Stem: ____________________________________________

4. __________________________________________________________
   Sentence Stem: ____________________________________________

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