Restorative Practices For Positive Classroom Management
The Ambulance Down in the Valley - Joseph Malins

- Please read through the poem as we are waiting to begin.
- How might this poem relate to the current issues schools and communities are dealing with?
- Highlight or underline the phrases that stand out to you?
Then an old sage remarked: "It’s a marvel to me
That people give far more attention
To repairing results than to stopping the cause,
When they’d much better aim at prevention.
Let us stop at its source all this mischief," cried he,
"Come, neighbors and friends, let us rally;
If the cliff we will fence, we might almost dispense
With the ambulance down in the valley."
Better guide well the young than reclaim them when old,

For the voice of true wisdom is calling.

"To rescue the fallen is good, but 'tis best
To prevent other people from falling."

Better close up the source of temptation and crime
Than deliver from dungeon or galley;

Better put a strong fence 'round the top of the cliff
Than an ambulance down in the valley.
Group Discussion - 2 min

How might this poem relate to the current issues schools and communities are dealing with?

What phrases stood out to you?
Classroom Management

In the Past
Control
Rules, Rewards and Consequences
Discipline plan
Routines and Procedures
Shame
Suspension and Expulsion

Today
Building relationships with students and teaching social skills along with academic skills.
- Relationships
- Rules and Procedures
- High-Quality Instruction

When students have strong, trusting relationships both with the adults in the school and with their peers, and when their lessons are high-quality and relevant, it’s harder for them to misbehave.
Why Suspensions and Expulsions DON'T work

1) Sour School Climates
2) Linked to higher dropout rates and low student achievement
3) Disproportionately affect certain demographics
4) Suspensions undercut our efforts to boost attendance
5) Key instruction is often missed
<table>
<thead>
<tr>
<th>Location</th>
<th>Suspension Type</th>
<th>Data Type</th>
<th>2011 - 2012</th>
<th>2013 - 2014</th>
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<tr>
<td>United States</td>
<td>In-school</td>
<td>Number</td>
<td>3,385,868</td>
<td>2,710,924</td>
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<tr>
<td></td>
<td></td>
<td>Percent</td>
<td>7%</td>
<td>5%</td>
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<td></td>
<td>Out-of-school</td>
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<tr>
<td></td>
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<td>Percent</td>
<td>6%</td>
<td>5%</td>
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Why Rewards and Consequences DON’T work

Because rewards,

1) don’t teach
2) only promote compliance
3) undermine motivation (Deci, Koestner, & Ryan, 2001)

AND, Consequences,

1) often lead to anger, humiliation and fear, which may shut down learning
2) are punishments and punishments don’t teach
3) and/or punishments thwart the development of empathy
If not Rewards and Consequences...Then What?

1) Realize that all behaviors are lawful and a direct result of the student’s interaction with his/her environment

2) Students don’t learn what we don’t teach
   a) Problematic Behaviors signal a student’s lack of skills for responding appropriately to a difficult situation

3) Build a classroom foundation of positive relationships and meaningful instruction to include academic AND Social Emotional Learning
What is the Alternative?
- A Restorative Approach to Discipline
- The Big 3
A Restorative Approach to Discipline

- Built on the foundation of **Positive Relationships**
- Gives the **Victim a Voice** and the **Offender the Opportunity to make Amends**
- Empowers the Community to **Problem Solve**
- **Preventative** rather than Reactive
- **Builds** Skills and Capacity
- Practices are Interwoven into **Every Interaction**

### Paradigm Shift

<table>
<thead>
<tr>
<th>Traditional Justice</th>
<th>Restorative Justice</th>
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<tbody>
<tr>
<td>School and rules violated</td>
<td>People and relationships violated</td>
</tr>
<tr>
<td>Accountability = punishment</td>
<td>Accountability = understanding impact, repairing harm</td>
</tr>
<tr>
<td>Justice directed at offender, victim ignored</td>
<td>Offender, victim and school all have direct roles in justice process</td>
</tr>
<tr>
<td>Rules and intent outweigh whether outcome is positive/negative</td>
<td>Offender is responsible for harmful behavior, repairing harm and working toward positive outcome</td>
</tr>
<tr>
<td>No opportunity for remorse or amends</td>
<td>Opportunity given for amends and expression of remorse</td>
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</table>
Step 1: Build Trusting Relationships

EVERY KID DESERVES A CHAMPION

- Know their name
- Bring the right attitude to school
- Get to know their interests
- Go to their home
- Attend extracurricular activities

"Every child needs at least one person who is crazy about him or her"

"To the world you may be one person; but to one person, you may be the world."

Students know when they are loved, and they can tell when they are only tolerated
Step 2: Quality, Meaningful Instruction

Just because kids feel valued and important doesn’t mean that they will behave in class, especially if instruction is boring or ineffective.

Key Ideas

- Know your Impact - Formative Assessments - Every Day
- Intentional and Targeted Teaching - Teacher Collaboration
- Purposeful Learning - A Student’s Right
- Collaborative Learning Over Meaningful and Complex Tasks
Step 3: Academic AND Social Emotional Learning

Great teachers are able to enact meaningful instruction BECAUSE they actively invest in the social and emotional development of their students. Their students are productive BECAUSE they know they are psychologically safe to wonder, try, fail, and try again.

- **What “Soft Skills do you possess?**
  - Use that skill/s as a starting point
  - Help your students develop this skills in your classroom next year

- Self-regulated learning (voice and choice, goals, rules and expectations)
Start from the Beginning of the Year -
Structures that Support Restorative Practices

Rules

Should never...

- take priority over the well-being of the people involved

Should...

- Be just and fair
- Mirror schoolwide values and behavior structure
- Be short
- Be positively phrased
- Be posted, visible, taught, reviewed, and retaught if necessary
Procedures

Aligned to
- rules
- basic classroom situations
- the idea of self-regulation

Must
- Be taught and retaught
- Hold high and consistent expectations

<table>
<thead>
<tr>
<th>Procedures Aligned to Rules</th>
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<tbody>
<tr>
<td>Rule #1 Take care of yourself</td>
</tr>
<tr>
<td>Procedures:</td>
</tr>
<tr>
<td>● Turning in work</td>
</tr>
<tr>
<td>● Obtaining help</td>
</tr>
<tr>
<td>● Returning after an absence</td>
</tr>
<tr>
<td>● Leaving to use the restroom</td>
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Inviting Classrooms

What are some ideas that you use to build a positive culture in your classroom at the beginning of the year?

Padlet - Share
https://padlet.com/janette_stubbs/SMILE
What type of teacher are you? Your colleagues? Your school? Why then are schools filled with teachers that students avoid?

4 Types of Teachers

<table>
<thead>
<tr>
<th>Intentionally Uninviting</th>
<th>Intentionally Inviting</th>
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<tbody>
<tr>
<td>● Dismissive</td>
<td>● Consistently Positive</td>
</tr>
<tr>
<td>● Alienating</td>
<td>● Growth Mindset</td>
</tr>
<tr>
<td>● Harsh</td>
<td>● Purposeful</td>
</tr>
<tr>
<td>● Vindictive</td>
<td>● Sensitive to student needs</td>
</tr>
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<table>
<thead>
<tr>
<th>Unintentionally Inviting</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Negative</td>
</tr>
<tr>
<td>● Low Expectations</td>
</tr>
<tr>
<td>● Low sense of efficacy</td>
</tr>
<tr>
<td>● Pessimistic</td>
</tr>
<tr>
<td>● Energetic but unaware</td>
</tr>
<tr>
<td>● Enthusiastic but naive</td>
</tr>
<tr>
<td>● Positive but inconsistent</td>
</tr>
<tr>
<td>● Laissez-faire attitude</td>
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When the efforts of a school are channeled into becoming intentionally inviting to students, families, community members, and colleagues, the results are seismic.
What do Students Want in a Teacher?

- Take us seriously
- Challenge us to think
- Nurture our self-respect
- Help us to know that we can
- Point us toward our goals
- Help us feel important
- Build on our interests
- Tap our creativity
- Bring out the best in us

(ASCD, 2008)

Take Care of Me List

I expect teachers to understand our thoughts, to help us, and to lead us to good choices!!
Use Affective Statements

- Identity Building Statements
  - Roles: Scholars - Scientists - Expert Investigators - Writers
  - Statements that separate students from their actions, “That’s not the Robert that I know.”

- Agency Statements
  - “I can tell that you studied last night”
  - “Your hard work is really paying off.”
  - “As writers, do you feel ready for this?”
  - “I can see that you put time into practicing for the tryout, but it didn’t pay off this time. What do you think you can do next time?”
  - “I felt ________ (angry/proud) when you ________ (left the room/were so quiet) because (I am embarrassed/I know all of our hard work has paid off)”
Hold Regular Class Meetings

These are essential to Restorative Practices in the classroom because they build identity, agency, and community.

They typically serve one of four purposes:
- Make classroom decisions
- Check-in on something
- Solve problems
- Raise awareness

Both academic and social issues are appropriate. “What is something that we should make sure we all do tomorrow so that our trip to the museum goes well?”

Research shows that implementing class meetings at least three times a week, “increased students’ skills in relation to listening attentively, complimenting and appreciating others, showing respect for others, and building a sense of community.”

The meetings are generally student led and teacher facilitated.
Informal Classroom Circles

Students sit in a circle

Used to discuss a topic, text, or issue of study - Not for solving discipline issues

- Socratic Seminar - The N-Word
- Sequential Circles - Talking piece video
- Nonsequential circles - Freely Discuss a topic
- Fishbowls - A Classroom Management Technique
- Inside-Outside Circles - Vocabulary Review

Tips - Students must feel safe and comfortable to speak freely

Students should have expectations for themselves and each other
Build a School Wide Culture of Peacemaking and Peace Building From Day 1

- Shift our focus from rules to relationships
- Peace-building efforts and vocabulary are folded into everyday classroom lessons
- Empower all parties to develop problem-solving skills, resolve and restore
- Have a Growth Mindset
Create a Schoolwide Restorative Mindset Culture

Schools with a growth mindset BELIEVE in their capacity to change

- BUT the entire school must relentlessly focus on reexamining long-held practices
  - The Front Office: greeting by name, comfortable seat
  - ALL Adults and Points of Contacts: Ensure that adults are present and student engaged where students congregate
  - New Students and Staff: School tours, school mission, appropriate training
  - Identify Obstacles for creating a positive, restorative environment: (e.g., Extensive security: Involve school resource officers and all staff to keep everyone safe)
Create a Data Mindset Culture

Hard Data

- Regularly examine
  - Attendance data
  - Disciplinary referrals, and patterns, demographic patterns
  - Academic data

Soft Data

- Student Perspectives
- Student Stories -
  - DNA - Dreams, Needs, Abilities
  - STORY - Strengths, Talents, Opportunities for Growth, Resources, Yearnings
Create a Preventative Mindset

Look for Early Warning Signs

- Attendance rates
- Grade-Level (promotion/retention)
- Course completion rates
- Grade Point Averages
- Student Mobility

Data is not destiny! We use it to identify students who need support and then get to work building positive relationships with those students - FAST!

Anticipating crisis can reduce their impact and accelerate our responsiveness to students, faculty, and families.
Create a Team Mindset

Daily 10 min Student Team meeting

- Daily Logistics - Who is going to be where today?
- Student Spotlight: Celebration or concern Who needs an adult today?
- A culture relationship building routine

“Each morning, the kinship we feel with our professional colleagues is powerful. We know that problematic situations are best addressed through coordinating efforts among all of our staff. We can’t imagine not having these meetings each day. We wouldn’t be the school we are without it.”

As a team we are -

PROACTIVE, SYSTEMATIC, TRANSPARENT, AND STUDENT CENTERED
When Behavior Problems do Occur
Responding When Problem Behaviors DO Occur

Remember -

Traditional discipline punishes the offender

Restorative Practices take a more educative approach, mobilizing resources to ensure that students' continue to learn.
A restorative approach acknowledges that young people make mistakes in the process of growing up and that these mistakes provide them with opportunities to learn.
Preventing Problems - Impromptu Conferences

When teachers see that conflict is brewing, before it happens, observant teachers can reduce or prevent the conflict by prompting communication.

Successful conferences

- Brief
- Students are not threatened with punishments
- Teacher asks each student to share their version of what happened
- Teacher shares her feelings
- Teacher reminds students that they are accountable to others
- Teacher suggests ways to resolve the problem
- Teacher models how to communicate with someone that disagrees with you.

Group Role Play Scenario
ABCs of Analyzing Problematic Behavior

Understand what happens before and after the behavior

A = Antecedent (events that occur before the behavior)
B = Behavior (the behavior as a result)
C = Consequences (the result of the behavior)

“THE CAUSES OF EVENTS ARE MORE INTERESTING THAN THE EVENT THEMSELVES.” (Cicero, 60 BCE)

We should seek to recognize patterns of behavior so that we can correctly anticipate students’ actions. This allows us to pinpoint the causes and mitigate further issues. It may also help us to work with the student after an inappropriate behavior occurs.

Looking for the function of a behavior isn’t excusing or rationalizing it, rather it prevents us from identifying consequences that inadvertently reinforce the behavior.
RP Strategy - Problem Behavior Continuum

1. **Looking**: make eye contact or use a simple gesture
2. **Naming**: Talk quietly to the student, identifying the problem behavior.
3. **Questioning**: Ask the student what he or she should be doing at the moment?
4. **Commanding**: Inform the student what needs to be done instead of the problematic behavior and may note an aligned consequence for not complying
5. **Directing**: The teacher physically prevents the problematic behavior from happening if necessary

“Jeffrey, this isn’t the kind of behavior I’ve come to expect from you. It seems that you act this way when the task is hard, is that true? You can’t learn, however, if you don’t apply yourself. I need you to complete the assignment today and try your best so that you can learn. How about if I make a point to come to your table to clarify right after I give instructions? I do what you to be successful today. Can we work together to make this happen?”
RP Strategy - Responding to a Behavior by De-escalation

● Make eye contact and speak in low tones,
● Acknowledge and name the student’s feelings
● Avoid sudden movements and verbally label your movements in advance so as not to startle the student. (“I am going to move backward and..”)
● Keep your hands where students can see them, but not on the student
● Refuse to take the student’s outbursts personally
Restorative plans...

- separate the deed from the doer and work to change the deed
- let the student know that they are valued, but that the behavior is unacceptable
- focus on the actions without rejecting the individual
- encourage the offender to
  - acknowledge their behavior
  - apologize
  - express Repentance
  - commit to not repeat the offence
  - offer to make amends
- permanently change students’ future behaviors by developing their internal control mechanisms and empathy toward others
RP Strategy - Allow Students to Write it out

Writing can be a benefit to students whose emotions are running high. It gives them time to cool off and gather their thoughts.

Peace Tables

Total Truth Processes: When we’re upset, we fail to communicate all of our true feelings to the person that we are upset with. We get stuck at the level of anger or pain and rarely move past it. As a result it is hard to feel close to the other person after an angry confrontation, ruining the classroom or school community feel.

Allowing students the time to express their true feelings leads them on a path to ownership and resolution
Formal Restorative Practices - For Significant Problems
When significant problems occur that don’t repair themselves without a significant investment in time and dialogue, try the three phase approach

**Phase 1: Unwind**
- Take time to calm down.
- Focus on reestablishing the offended party’s identity
- Solicit ideas from the victim regarding ways to allow for restitution, repair, and healing

**Phase 2: Rewind**
- The offending student is given time to reflect on the behavior and understand the harm it caused
  - Review the situation, consider the facts, identify a course of action to make things right
- Induce empathy
- Ensure that they accept responsibility for their actions: apologize and consider reasonable consequences

**Phase 3: Windup**
- Observers share their perspective, supporting both the offended and the offending parties
From Getting Even to Getting Well

*Restorative minded educators view getting well as an academic priority and make time during the day for restorative dialogue.

1. **Formal Classroom Circles:** for resolving conflicts within class
2. **Victim-Offender Dialogue:** for resolving conflicts between two students, allowing victims to face offenders, and offenders to show remorse and make amends
3. **High-Stakes Conference:** for addressing serious conflicts that involve larger groups, such as the victims and offenders families, and that may require law enforcement.
Formal Classroom Circles

- Used for wind-up situations, or other issues affecting the entire learning community.
- Playground confrontations
- Cheating schemes
- These are generally ran by an outsider, counselor, someone trained in restorative practices, because sometimes the teacher is involved
- Not a lecture, should be short 10 - 15 min at most.
- Norms should be followed
Victim-Offender Dialogue

- Work best in small groups
- Facilitator is a neutral party
- Parties should be given time to unwind first
- A meeting with individuals should take place first
- Mutual willingness to participate should be established

Meeting Dialogue
- Overview of what happened
- Discussion of step necessary for repair of harm done
- Facilitator encourages listening and sharing of thoughts and feelings
- Encourages commitments to restore, reconcile, and make restitution
- Focus on outcomes - contracts - apologies
- Helps students become a better version of themselves
High-Stakes Conferences

- Intended to address serious issues
- Often involve family members and law enforcement
- A lot of work and scheduling beforehand
  - Meetings with all parties in advance to coordinate stories, establish desired outcomes, etc.,
- Longer conferences
- More emotional and heated at times
- Trained facilitator
- Establish a plan
  - Follow-up
  - Reentry
“Yeah, I teach science, but I teach middle school kids. Science is my content - kids are why I’m here!”
A TALE OF TWO SCHOOLS

Carlos has a heated argument with his parents before leaving for school, so he’s running late. Let’s see the difference that restorative policies and practices can make.

RESTORATIVE PRACTICES-BASED EDUCATION SYSTEM

Teachers and administrators welcome him and his fellow students as they enter.

Carlos arrives at school.

ZERO-TOLERANCE EDUCATION SYSTEM

He is greeted by metal detectors and a police search.

His teacher scolds him in front of the class. Carlos talks back, and is given a detention.

Carlos is late to first period class.

A school police officer detains and arrests both students.

Later that afternoon...

Carlos is held in a juvenile detention facility all afternoon, missing school. He now has an arrest record and is facing suspension.

Student peer mediators and support staff intervene, have the students sit down together, and de-escalate the situation.

Carlos and the other student agree to help clean the cafeteria during a free period. Carlos meets with his counselor and parents after school to help resolve the conflict at home.

Carlos gets into a minor altercation in the cafeteria.

Restorative Practices

VS

Zero Tolerance
I HAVE HOPE, AND A PLAN

“I have hope for a better life because people care about it. I mean all those people can’t be wrong. I must be a pretty amazing person if they all like me so much. I know that I am loved, and that gives me hope. I don’t want to disappoint the people who love me here - or myself. I know that I’m going to graduate and go to college after that. I have hope, and a plan to get where I’m going, because people cared.”