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
What exactly is Restorative Practices?

Restorative Practices are differentiated relational approaches to building & sustaining relationships and managing student behavior.

**Proactive**

The classroom environment intentionally focuses on relationship building techniques that promote positive interactions and creates norms to establish trust, empathy, and a sense of belonging and community in the classroom.

**Responsive**

The responsive restorative process provides opportunities to respond relationally to misbehaviors.

It allows acknowledgment to those who have been harmed, and repairs the relationshory, meeting them exactly where they are harmed.

It serves as the platform for meaningful accountability, with an attempt to dismiss exclusionary consequences and avoid zero tolerance policies.

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Relational Practices

TREAT

PULSE

SPARK

CONNECT

PROACTIVE

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No significant learning occurs without a significant RELATIONSHIP!

-James Comer
What is your favorite morning beverage?
60 SECOND RELATE BREAKS

60 SECOND BREAK DESIGNED AROUND A RELATABLE QUESTION:

- **Students** are talking with others at their table about a specific question posed
- **Teacher** is walking around and listening to conversations (learning and listening)
- **Teacher** ends relate break by telling what their answer to the question is and extends with a short story (so students learn more about teacher)
Relatable Questions:

**TRY IT:**

- Unlock your phone
- Open up your notes app
- Type Two “Get to know you” type questions
- Share with a buddy
60 Relate Break Tips:

- Have a list of questions that can be used at anytime
- Allow students to create questions; always proofread
- Create a cup to put questions in so you can always be ready

60 Second Relate Break: 90+ Ready-to-Go Question Strips
Breaking Down the Barriers
Would you rather have breakfast on the Eiffel Tower or dinner in a castle?
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
How are you feeling?

ENERGY

ENRAGED, PANICKED, STRESSED, JITTERY, SHOCKED, SUPRISED, UPBEAT, FESTIVE, EXHILARATED, ECSTATIC
LIVID, FURIOUS, FRUSTRATED, TENSE, STUNNED, HYPER, CHEERFUL, MOTIVATED, INSPIRED, ELATED
FUMING, FRIGHTENED, ANGRY, NERVOUS, RESTLESS, ENERGIZED, LIVELY, ENTHUSIASTIC, OPTIMISTIC, EXCITED
ANXIOUS, APPREHENSIVE, WORRIED, IRRITATED, ANNOYED, PLEASED, HAPPY, FOCUSED, PROUD, THRILLED
REPULSED, TROUBLED, CONCERNED, UNEASY, PEEVED, PLEASANT, JOYFUL, HOPEFUL, PLAYFUL, BLISSFUL
DISGUSTED, GLUM, DISAPPOINTED, DOWN, APATHETIC, AT EASE, EASYGOING, CONTENT, LOVING, FULFILLED
PESSIMISTIC, MOROSE, DISCOURAGED, SAD, BORED, CALM, SECURE, SATISFIED, GRATEFUL, TOUCHED
ALIENATED, Miserable, LONELY, DISHEARTENED, TIRED, RELAXED, CHILL, RESTFUL, BLESSED, BALANCED
RESPONDENT, DEPRESSED, SULLEN, EXHAUSTED, FATIGUED, MELLOW, THOUGHTFUL, PEACEFUL, COMFY, CAREFREE
DESPAIR, HOPELESS, DESOLATE, SPENT, DRAINED, SLEEPY, COMPLACENT, TRANQUIL, COZY, SERENE

PLEASANTNESS
• 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.

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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
SURPRISED
DISGUST
FEAR
SAD
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
<table>
<thead>
<tr>
<th>Monday Moves!</th>
<th>Tuesday Touch!</th>
<th>Welcome Wednesday!</th>
<th>T.U.M.S. Thursday!</th>
<th>Funny Face Friday!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play music and dance at the door as students enter.</td>
<td>Greet with High-five, Fist Bump, or Chicken Wing</td>
<td>Tell each student 1 positive reason I am glad they are here today!</td>
<td>Touch, Use name, Make eye contact, &amp; Smile</td>
<td>Make funny faces as students enter the classroom.</td>
</tr>
<tr>
<td>Mimic Monday: students do a dance move as they enter and teacher mimics</td>
<td>Toe Tap Tuesday: Greet with a toe tap (like a high five with your foot)</td>
<td>Rock-Paper-Scissor Wednesday: Do a quick game of Rock-Paper-Scissor as students enter</td>
<td>Thank You Thursday: Tell each student one reason you’re thankful they’re in class today</td>
<td>Funky Friday: Play music and show students your funky dance moves as they enter</td>
</tr>
<tr>
<td>Move with Me Monday! Follow the teacher’s moves as they enter the classroom.</td>
<td>T-Rex Tuesday! Short arm high fives</td>
<td>Wing it Wednesday! Chicken Wing Elbows to greet students.</td>
<td>Throwback Thursday! Any Old School Move… Raise the Roof or Sprinkler Dance Move</td>
<td>Formal Friday! Exchange a formal handshake to meet your students.</td>
</tr>
</tbody>
</table>
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  Kaden
Brenna  Courtney  Hunter  Bean  Macy
Shane 
“Sole Mate” Monday

Find a classmate wearing similar shoes to your’s (color, brand, style, etc.) and give them a compliment!

Verbal!

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“Staring Is Caring” Friday

Find a peer you have not Sparked with this week and invite them to a staring contest. See who smiles first!

Non-Verbal!
“Thumb Wrestle” Thursday

Thumb Wrestle a classmate wearing the same colored shirt as you, Loser pays the winner a compliment.

Super Spark!
Plan your **SPARKS!!**

<table>
<thead>
<tr>
<th>Spark Menu</th>
<th>Movement</th>
<th>Touch</th>
<th>Verbal Interaction</th>
<th>Nonverbal Interaction</th>
<th>Written</th>
<th>Quote</th>
<th>Video Clip</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Build-a-Spark</strong></td>
<td></td>
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<tr>
<td>Select ONE option from your Spark Menu to create a <strong>Simple Spark</strong></td>
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<tr>
<td>or Choose any TWO to create a <strong>Super Spark</strong></td>
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<tr>
<td><strong>Just Make Sure You Cross-Connect!</strong></td>
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</tbody>
</table>

**Random ways to help make sure ALL students**
- Hand each student a Post-it Note or Popsicle stick with another student's name on it as they enter the classroom.
- Use 4 colors and designate a different color for each desk. Identify which colors should interact for Sparks.
- Hand each student a playing card from a deck of cards. Randomize based on suits, numbers, colors, etc.
Plan your **SPARKS!!**

<table>
<thead>
<tr>
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<th>Quote</th>
<th>Video Clip</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk like a Duck!</td>
<td>High Five!</td>
<td>Have an Awesome Day!</td>
<td>Thumbs up or Give the OK sign!</td>
<td>Write a Positive Message on a Post it Note</td>
<td>“There are no shortcuts to any place worth going.” – Beverly Sills</td>
<td><a href="https://www.youtube.com/2mNhR5Hps3cQ">https://www.youtube.com/2mNhR5Hps3cQ</a></td>
<td>“Happy” by Pharrel Williams.</td>
</tr>
<tr>
<td>Do the Wave!</td>
<td>Fist Bump!</td>
<td>I am thankful about you...</td>
<td>Take a Pic or Selfie!</td>
<td>Write down what makes someone in your class a good friend.</td>
<td>“Failure is the opportunity to begin again more intelligently.” – Henry Ford</td>
<td><a href="https://www.youtube.com/109EUzfg_zQ">https://www.youtube.com/109EUzfg_zQ</a></td>
<td>Say Hey (I Love You)” by Michael Franti and Spearhead</td>
</tr>
<tr>
<td>Bust a Move!</td>
<td>T-Flex High Five!</td>
<td>You are a good friend because...</td>
<td>Point with a Wink!</td>
<td>Write a “Thank You” to someone in the class</td>
<td>“Don’t let what you cannot do interfere with what you can do.” – John Wooden</td>
<td><a href="https://www.instagram.com/dontecolley/?hl=en">https://www.instagram.com/dontecolley/?hl=en</a></td>
<td>“I Gotta Feeling” by the Black Eyed Peas</td>
</tr>
</tbody>
</table>

**Super Sparks!**

- Watch a Motivational Video then write a positive message to encourage a
- Give a Fist Bump and tell your neighbor they are Awesome!
- Dance over to a classmate and take a Selfie!
- Thumb Wrestle and the Loser Pays a Compliment to the Winner
- Read a Positive Quote and give your classmate a high five to start their day.
<table>
<thead>
<tr>
<th>Types of Sparks</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Greeting</td>
<td>Handshake Monday - create a funny handshake</td>
<td>Tell them something good - give each student a personal compliment</td>
<td>What's up Wednesday - ask each student one thing they are excited about today</td>
<td>Thankful Thursday - Tell each student one reason you are thankful they are your student</td>
<td>Freestyle Friday dance party</td>
</tr>
<tr>
<td>Students at the classroom door</td>
<td></td>
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</tr>
<tr>
<td>Student to Student</td>
<td>Make My Day Monday - tell a peer why you are happy to see them today</td>
<td>Terrific Tuesday - Tell a peer why they are terrific</td>
<td>Make a Wish Thursday - Share with a peer one thing you wish you could learn today</td>
<td>Throwback Thursday - tell a peer one nice thing you have noticed them do the past</td>
<td>Friendship Friday - Tell a peer why they are a good friend</td>
</tr>
<tr>
<td>beginning of class</td>
<td></td>
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</tr>
<tr>
<td>Student to Student as needed</td>
<td>Rock, Paper Scissors - winner gives loser a compliment</td>
<td>Find your “Sole” partner - Share one thing you appreciate about them</td>
<td>Find your opposite - tell them why you make a good pair</td>
<td>Tell 3 people why you appreciate them being in your class</td>
<td>Fist Bump Friday - give as many fist bumps as you can before the timer goes off</td>
</tr>
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</tbody>
</table>
• 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 \textit{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.
Campus-Wide Spark Plan

Big Spark Plan

Admin/Leadership to Staff

1. Family Feast Friday
2.
3.

Staff to Staff

1. Secret Snack Supplier
2.
3.
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 hmm?</th>
</tr>
</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>
</tr>
<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>
</tr>
</tbody>
</table>
Which is your best friend, dog or cat?
THE TREATMENT AGREEMENT
Treatment Agreement

How we treat each other...

Student To Student
Student To Teacher
Teacher To Student

But when this doesn’t happen, we need to ‘Make It Right’ by:

AND
We will commit to a weekly RELATIONSHIP GOAL.
Implementing the Treatment Agreement in Class

Have students write 2 examples
Creating individual responses for each section
Implementing the Treatment Agreement in Class

Share those responses with their groups, looking for common responses.

Each group discusses and comes to a consensus on a top #3 responses for each section and writes them on a post it note. Place their completed Post it Note in the appropriate section.
TREATMENT AGREEMENT

Student to Student

- Use kind words
- Use kind voice
- Respect my privacy
- Don't call me names
- Help me if I am struggling with my task
- Think of my feelings

Student to Teachers

- Follow directions the first time
- Smile
- Replace broken items
- Use kind words to me
- Don't give up on me
- Use my name
- Praise me
- Don't make fun of me
- Work with me

Teacher to Student

- Use my first name
- Praise me
- Use my name
- Don't make fun of me
- Work with me
- Think of my feelings

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TREATMENT AGREEMENT

Student to Student:
- Use kind words
- Use inside voice
- Ask before using my things
- Stay in your lane
- Help each other

Teacher to Student:
- Honesty
- Use kind words
- Smile
- Forgive me if I have a bad day
- Give best effort/try

Teacher to Student:
- Don't give up on me when I have a bad day
- Listen to whole story before judging
- Use my name
- Smile at me
- Honor my privacy

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Students Treating Students

Student to Student

- sharing
- treat others like you want to be treated
- Care for each other no matter what
- helpful
- do not kick
- smile
- keep hands to ourselves
- be kind
- treat each other like brother and sister
- be quiet during testing
- say excuse me

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Students Treating Teacher

Student to Teacher

- Listen
- Do not steal
- Give gifts
- Do not curse
- Treat teacher nice and give love
- Respect the teacher
- Treat teacher like mom or dad
- Stay in your seat
- Raise your hand to speak
- Don't talk when the teacher is talking
- Say excuse me
- Have good manners
- Do not yell
- Do not hit
- Do not throw

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Teacher to Student

1) Reward good behavior
2) Be nice
3) Work for those who finish early
4) Reasonable amount of work
5) Verbal praise
6) Pronounce names properly
7) Be respectful
8) Try not to yell
9) Listen to opinions
10) Don't make assumptions

Keep Us Safe
Help Us SHINE
Listen
Use Polite Words
Help Us Learn
Make it Right

But when this doesn’t happen, we need to Make it Right by:

This is a whole group discussion to establish a Classroom Set of Norms on how we can possibly Make it Right.

*If individual students require additional NEEDS, then they must share those needs with the other students/adults in the classroom.
Make it Right

But when this doesn't happen, we need to 'Make it Right' by:

- respectfully review the treatment that was broken
- give second chance
- apology is needed
- own it/be accountable
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

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Relationship Goal

Student Goal
We will listen while someone else is talking.

Teacher Goal
I will be more patient.
Live it...Don’t Laminate it!
Things to Consider

- Have all students signed the Relationship Agreement?
- Does Relationship Agreement focus on how we will treat one another?
- Is the language used written in positive language?
- How many treatments per quadrant?
- Do you use it as a tool for redirecting?
- One per period or one all-inclusive?
- Is it posted in the classroom?
- New students?
- Weekly Relationship Goal?
What is your favorite evening beverage?
GTKY
(GET TO KNOW YOU)
RELATIONSHIP CIRCLES
Why do we circle?

Teachers:

- Circle gives the teacher an opportunity to take the “Teacher Hat” off and actively cultivate a classroom community
- Can be used as a creative way to teach content
- Is intentionally invested time to get to know students and build meaningful relationships
- Allows for understanding of the students’ perspective
- Can have a great impact on classroom management by building a common ground among students

Students:

- Gives every student the opportunity to share and have a voice
- Allows students to build relationships with one another
- Creates a safe place for students to share their perspective and learn from each other
- Builds trust with teachers and administrators
- Helps students learn to walk with adults
Components of a GTKY Circle

- Circle Guidelines
- Talking Piece
- 4 Get to Know You Questions
Themed Get To Know You Circles
Themed GTKY Circle Creation Template

Circle Theme: ____________________________________________

Talking Piece: __________________________________________

Circle Guidelines: (Remember to get student buy-in with Guidelines)

1. ______________________________________________________
2. ______________________________________________________
3. ______________________________________________________

Get To Know You Questions:

1. ______________________________________________________
2. ______________________________________________________
3. ______________________________________________________
4. ______________________________________________________


GTKY

- Talking Piece
  - Microphone
  - Headphones
  - Stuff Animals
  - Magic Wand
  - Rubik’s Cube
  - Stress Ball
  - Eraser
  - Significant Object
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
- Listen to Others
- Be honest
- Don't be silly

One person speaks with mouthpiece (Fluffy)
GTKY Questions

What would be the theme song for your year so far?
Cheetos Circle

Talking Piece - Bag of Cheetos

- Hot or Not Cheetos?
- Regular or Puff Cheetos?
- How do you clean your Cheetos fingers?
- What flavor Cheetos would you create if possible?
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)

I need 6 volunteers to form a circle in the middle of the room
- All other participants will be active observers around the circle
Relational Practices

PROACTIVE

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