Restorative Practices
Lessenger’s Journey

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It is easier to build strong children than to repair broken men.

-Frederick Douglass
Connector
The fundamental hypothesis of Restorative Practices is that human beings are happier, more cooperative and productive, and more likely to make positive changes when those in authority do things with them rather than to them or for them.

- International Institute for Restorative Practice
Expressing and Exchanging emotions create emotional bonds that tie us all together.

The Nine Affects

- **Positive Affects**
  - Enjoyment – Joy
  - Interest – Excitement

- **Neutral Affects**
  - Surprise – Startle

- **Negative Affects**
  - Shame – Humiliation
  - Distress – Anguish
  - Disgust
  - Fear – Terror
  - Anger – Rage
  - Dismell

Nathanson, 1992
The Compass of Shame
Adapted from D.L. Nathanson, Shame and Pride, 1992

**Withdrawal:**
- isolating oneself
- running and hiding

**Attack Other:**
- ‘turning the tables’
- blaming the victim
- lashing out verbally or physically

**Attack Self:**
- self put-down
- masochism

**Avoidance:**
- denial
- abusing drugs and alcohol
- distraction through thrill seeking
Shame: I **AM** bad  
Fixed mindset

Guilt: I **DID** bad  
Growth mindset
Our Journey Towards Restorative Practices
How do you Discipline?

**Traditional Approach**
- Rules are violated
- Accountability is defined as punishment
- Justice is directed at the offender while the victim is ignored
- Rules and intent outweigh the outcome
- No opportunity is offered for the offender to express remorse

**Restorative Approach**
- People and relationships are violated
- Justice focuses on needs and obligations
- Accountability is defined as understanding the effects of the offense and repairing any harm
- The offender, victim, and school all have roles in the justice process
- Offenders are held responsible for their behavior and are given the opportunity to express remorse or make amends
School Wide standards

→ Take Care of Yourself

→ Take Care of Others

→ Take Care of This Place
Our Classroom Mission Statement

We, the Leaders of our room, promise to take care of ourselves, each other, and this school. We will pay attention, be kind, and clean up our areas. We will work to be the best learners possible!

EXAMPLES

OUR STANDARDS

Take Care of Yourself
- Wake up early
- Drink water
- Eat healthy foods
- Listen to the teacher
- Do your best work
- Have a positive attitude

Take Care of Each Other
- Respect others
- Be kind
- Help others
- Share
- Be a good listener

Take Care of this Place
- Keep the classroom clean
- Follow safety rules
- Be quiet
- Be organized
- Be respectful

Examples:
- Treat others the way YOU want to be treated.
- Be kind.
- Take a deep breath.
- Be a leader.
- Use making fun.
- Help yourself have a Growth Mindset.
- Walk quietly in the hallways.
- Clean up after yourself EVERYWHERE you go.
- Put things where they belong.
- Help others clean up.
- Use toys and materials correctly.
Examples

Taking care of MYSELF
- Quiet Voices
- Shut The Door
- Wash My Hands
- Throw Away Paper Towel

Taking care of OTHERS
- Be Patient And Wait My Turn
- Flush The Toilet
- Leave The Toilet Clean
- Giving Privacy

Taking care of THIS PLACE
- Throw All Paper Towel Away
- Flush The Toilet
- Do Not Write On The Walls
We will take care of our Lesser Lunchroom!

Take Care of Yourself
I will:
- clean up after myself.
- wait patiently.
- walk at all times.
- make positive choices.
- eat and enjoy my own lunch.

Take Care of Others
I will:
- be respectful and follow directions.
- be polite.
- ask politely, “Can I sit by you?”
- be welcoming to others.
- keep my hands and feet to myself.

Take Care of This Place
I will:
- clean up messes around me.
- sit at my assigned table.
- throw all trash in the trash can or use an inside waste can.
- follow directions.
- stay in my seat.
Mentoring program

Students work harder for those they feel connected to.
Identify students who lack a strong personal connection to staff members
Staff Survey

Teacher identify students they feel a deep connection to.

Student Survey

“Here at Lessenger we want all of our students to feel safe, cared for and valued. Although all of the adults care about the students here at Lessenger, we want to know with which adults do you feel the closest. Which of these adults do you care deeply about and feel cares deeply about you? Who do you think knows you very well and makes you feel safe and secure? Which of these adults would you go to for help if you had a problem? You can choose more than one, if you feel that more than one adult cares deeply about you.”
Ways to connect  2x10

- Helper in class - before, during, or after school
- Check in at breakfast if they attend
- Lunch time check in
- Pop into their class during planning time
- Leave a note on the desk of mentee
- Offer mentee a neutral break spot in your room if they are having a tough day
- School aged child care check in - before or after school
- Visit with them during various clubs
- Play with them at a recess
Circles
Types of Circles

Proactive - builds community

Responsive - responds to harm

Content - presents academic or social information

Process - helps to process information together

Games - encourages teamwork
Brainstorm:
What issues/topics might you discuss in your classroom circles?
Multi Aged Group Meetings

Every available staff member has a group (principal, psychologist, art teacher, reading specialist....)

15-18 students per group

Staff brainstormed a list of topics

Committee meets and plans groups, script, and materials

25 minute meeting is held once per month
It’s your turn to connect!
Join us in a circle to participate in your first roadrunner round-up.
In groups of 3 or 4 design your own circle.

- Check in question: What is your favorite food?
- Choose a circle situation to address
- Discuss
  - What kind of circle would you use?
  - What questions would you ask?
  - What would you hope to accomplish (purpose)?

If you finish early, plan another circle.
Reflection
Thank you for joining us!
It was a pleasure sharing our journey with you.

References:
www.otlcampaign.org/restorative-practices, Restorative practices: fostering healthy relationships & promoting positive discipline in schools
www.iirp.edu/what-we-do/what-is-restorative-practices