Restorative Practices

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Overview

- Introductions
- Why Restorative Practices?
  - School-to-prison pipeline
  - EPS initiative
- What are restorative practices?
- How are restorative practices different from traditional discipline?
- “Tier 1” components of restorative practices
  - Affective Statements
  - Restorative Questions
  - Community Building Circles
- Discussion/Questions
School-to-Prison Pipeline

- Criminalization of misconduct in schools
- Involvement in the school disciplinary system becomes a gateway to the justice system
  - Progressive discipline
  - ISS and OSS compromise learning time, school connectedness, and opportunities for growth
- Suspension rates correlated to delinquency and high school dropout
Why Restorative Justice?
Restorative Practices at EPS

- Restorative Practices is a social-emotional, district-wide initiative
- Under the umbrella of Equity and Access
  - Disproportionate impact of discipline and the school-to-prison pipeline: Males, LGBT students, racial and ethnic minorities, students on IEPs
- EPS goal of 0% dropout
- Trauma-Informed Care
- Current school discipline criticisms
  - Overly punitive
  - Feeds school-to-prison pipeline
  - Disproportionately impacts minority students
  - Sanctions do not build social skills or resolve conflict
Restorative Practices at EPS

- District level planning and implementation:
  - Updated Board Policy (3241) regarding discipline Spring 2016
  - Student Services Team
  - Restorative Practices Steering Committee
  - School-wide Implementation Guide
  - Ongoing staff training, professional development, and consultation
  - HS Deans+ attended Victim Offender Meeting (VOM) training
- EPS Board Policy 3241
  - “Restorative interventions and/or options will be a primary consideration, decreasing reliance on exclusionary practices.”
Restorative Practices at EPS

- Building level
  - Restorative Practice Committees/ Work Groups / PLC’s
  - Community building circles ("Circle Days")
  - Affective statements (i.e., “I feel statements”)
  - Use of restorative questions
  - Formal restorative conferences*
  - Parent Social-Emotional Learning information night
What are Restorative Practices?

- Historical context
- Restorative Justice vs. Restorative Practices
- Philosophy and practice emphasizing taking responsibility for actions that have hurt or harmed someone else and/or yourself
  - Focus on meaningful accountability, which includes
    - Understanding what harms have been done
    - How to repair those harms
    - Identifying supports needed to make things right
Restorative Practices in Schools

● Build community and respond to student misconduct
  ○ Community circles, affective statements, etc.
  ○ Alternatives to traditional discipline

● Goals
  ○ Create safe and supportive learning environment
  ○ Repairing harm
  ○ Restoring relationships between those impacted

● Common values
  ○ Respect, inclusion, responsibility, empathy, honesty, openness, accountability
# Traditional Discipline vs. Restorative Practices

<table>
<thead>
<tr>
<th>Traditional Discipline</th>
<th>Restorative Practices</th>
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<tbody>
<tr>
<td>• Misbehavior defined as breaking school rules</td>
<td>• Misbehavior impacts/ harms people and relationships</td>
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<td>• Focus on establishing blame</td>
<td>• Focus on establishing responsibility to repair harm/make things right</td>
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<td>• Administrator determines the punishment/consequence</td>
<td>• Those responsible and those impacted create agreement to make things right</td>
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<td>• Isolation of the person responsible</td>
<td>• Reintegration into the community</td>
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A Tale of Two Schools

Carlos had 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.

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.
- A school police officer detains and arrests both students.
- Carlos is held in a juvenile detention facility all afternoon, missing school. He now has an arrest record and is facing suspension.

Restorative practices-based education system

- Teachers and administrators welcome him and his fellow students as they enter.
- His teacher waits until after class to speak with Carlos to learn more, and sets up a meeting with his school counselor.
- 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.

Learn more about restorative practices: www.otlcampaign.org/restorative-practices
Social Discipline Window

Adapted by Paul McCold and Ted Wachtel
What can we do?

- Affective statements and questions
- Community building circles
- Impromptu restorative conferences
- Restorative circles
- Formal restorative conferences
Using Circles to Support Classroom Management
Restorative Practices Continuum

*80% of work is preventative/community building

Community Circles occur across the continuum of Restorative Practices

*20% is formal
PBIS and Restorative Practices

9 classroom components:
- Teach Expectation
- Teach routines and procedures
- Behavior Specific Praise--5:1
- Positive Behavior Game
- Environment
- Engaging Lessons
- Proximity
- Error Correction
- Community Circles

School Wide:
- Expectations
- Feedback
- System
- PBIS team

Formal - More Time

Restorative Conferences

Restorative Circles

Small Impromptu Conversations

Affective Questions

Affective Statements

Community circles

Informal - least amount of time

Tier I

Tier II

Tier III

Data based decision making

CICO
Social Groups
Reteaching of Expectations

Individual plans

Small Group Interventions

Small Group Interventions

Community Circles
Affective statements

● Used to increase empathy
● Can be used to highlight both positive and negative behavior
● Example:
  - “I’m feeling (state feeling)…because (name the behavior(s))….I would like it if you could (state the action)”
  - “That makes me (state feeling)….when you (name the behavior(s))…Can you (state the action)?
Affective Statements Exercise

Examples:

1. A student is running in the hall
2. A student jumped down the stairs into the library
3. A student has been working hard on a challenging class assignment.
4. A student invited a peer to join the rest of the group
5. A student is being disruptive during class instruction
   - “I’m feeling (state feeling)…because (name the behavior(s))…I would like it if you could (state the action)”
   - “It makes me (state feeling)…when you (name the behavior(s))…Can you (state the action)?”
Community Building Circles

Community circles are used to create a forum where all community members (kids, staff, etc.) can connect with each other

Can be used for:

- Welcoming/saying farewell to student
- Setting group goals
- Establishing group norms
- Delivering educational content & discussion
- Check-in’s/ Check-out’s
Community Building Circles

Materials:

- Talking piece & centerpiece (optional)
- 3-5 questions (Numerous circle lesson plans are available)

Circle Format:

- Sitting on floor, in chairs, or desks in a circle
- Desks in U shape can work as well
Community Building Circles

Circle Protocol:

- Conduct circles consistently (daily/weekly)
- Have 3-5 questions prepared and determine format (sequential, non-sequential, fishbowl)
- First question should be an ice breaker
- Adult can go first to model response
- Once the group is comfortable with the process, students can begin leading
Community Building Circles

Circle Expectations:

- Speak from the heart
- Don’t rehearse (as we can’t actively listen)
- Be respectful of others’ opinions
- Honor confidentiality
- Use the talking piece
- Practice “lean expression” (be brief, no long stories)
- You may pass (however, after everyone else finishes, it goes back to them for an opportunity to answer)
Example Community Building Circle Questions

- If you could be a superhero, what super powers would you choose and why?
- How would your best friend describe you?
- What would you not want to change about your life?
- If you could talk to someone from your family who is no longer alive, who would it be and why?
- If you had an unexpected free day, what would you like to do?
- If you were an animal, what animal would you be and why?
- Name two things or people who always make you laugh.
- I like to collect....
- If you could have a face to face conversation with anyone, who would it be and why?
- Describe your ideal job.
- Describe your favorite vacation.
- If you could change anything about yourself what would it be?
- Share a happy childhood memory.
Andrew...Spain
Community Building Circles

https://safari.vansd.org/SAFARI/generated/embedlinks/7c69479d353533ac260b7eabf29b22c6.mp4
Affective/Restorative Questions

- Affective/Restorative questions are used to increase understanding of why a behavior occurred and how it impacted the community.
- Examples:
  - What happened?
  - What were you thinking at the time?
  - What have you thought about since?
  - Who has been affected by what happened?
  - What do you think needs to happen to make things right?
"How you do anything is how you do everything."

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[Image of two people wearing green shirts, one standing in front of a whiteboard with the quote written on it.]
“A high school teacher saw a student push another student’s books out of his hands, and it looked like the two were about to start to fight. She pulled them aside in the hallway and said, “Hey, what happened here?” and she let each student talk. She said to the one who lost his books, “How were you affected by that?” The student replied that it made him really angry. The teacher expressed her feelings, too, by saying: “I don’t feel safe in the halls when students are fighting. I needed to get to another classroom, but I feel responsible when I see something like this.” Lastly, she asked the students to say what they wanted to see happen to resolve the issue. They promised not to fight and they both apologized to one another and to the teacher. No one was late for class.”
Practice

Break into groups of 2 or 3 and discuss:

1. Two students are having a noisy argument in the school grounds.
2. You hear a student swearing in the school hallway.
3. While on duty you come across a student who is clearly breaking the school dress code.
4. A student is continually distracting others in your class.
5. You see a student casually drop litter on the school grounds.
6. A student is using an electronic device in class for social purposes.
7. You discover a student smoking on the school grounds.
Restorative Circles

- Resemble community building circles but they are used to process and resolve concerns, issues, or conflicts in the classroom.
- Restorative questions can be used as the script
Formal Restorative Conference

- Used to repair harm amongst individuals
- Formal conferences can include:
  - Those who have been harmed
  - Those who have caused the harm
  - Parents
  - Teachers
  - Support staff (Admin, Counselors)
  - Those involved must be willing to participate.
  - Restorative questions are used as the script.
  - Peer-Led Restorative Circle (5 min)
Justice Committee: Using Restorative Practices to Resolve Conflict

https://www.facebook.com/edutopia/videos/10155676953744917/
Preparing for Formal Restorative Conference

- Pre meeting with involved parties
- Hear their stories by going through restorative questions
- Explain the process and who will be involved
- Identify support for key people
- Ask about and listen for willingness to participate
- Formal restorative circles can cause more damage if person who caused harm is not remorseful
- Schedule space, date, and time
- Center and talking pieces?
- Icebreaker questions? (Feelings about being here)
Restorative Agreements

- A written agreement should be completed upon the group’s decision on how to repair harm. This holds each person accountable for their part.
- If using a restorative approach as an alternate to traditional discipline, it should be stressed that if the agreement is not followed, a different consequence may need to happen.
- Documentation and communication with others.
Student Voices
Discussion/Questions?