

Reconciliation
Mediation
Communities Proportion
Relationships Closure
offenders Zehr
Healing Victims
Support Advocate Redemption
Restorative
Justice
Retributive
Responsibility
Reintegrate

An Introduction to Restorative Practices with PBIS: Day 1

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OBJECTIVES

- Understand core principals of restorative practices and how they differ from traditional punitive approaches.
- Understand PBIS and restorative practices alignment.
- Be able to lead circle dialogues.
- Learn the restorative questions and how to use them.
- Understand affective language statements.

THE CIRCLE: Outline

- Welcome/Mindful Moment
- Review of Agreements
- Introduce The Talking Piece
- Opening Round(s)
- Content/Focus Round(s)
- Closing Round



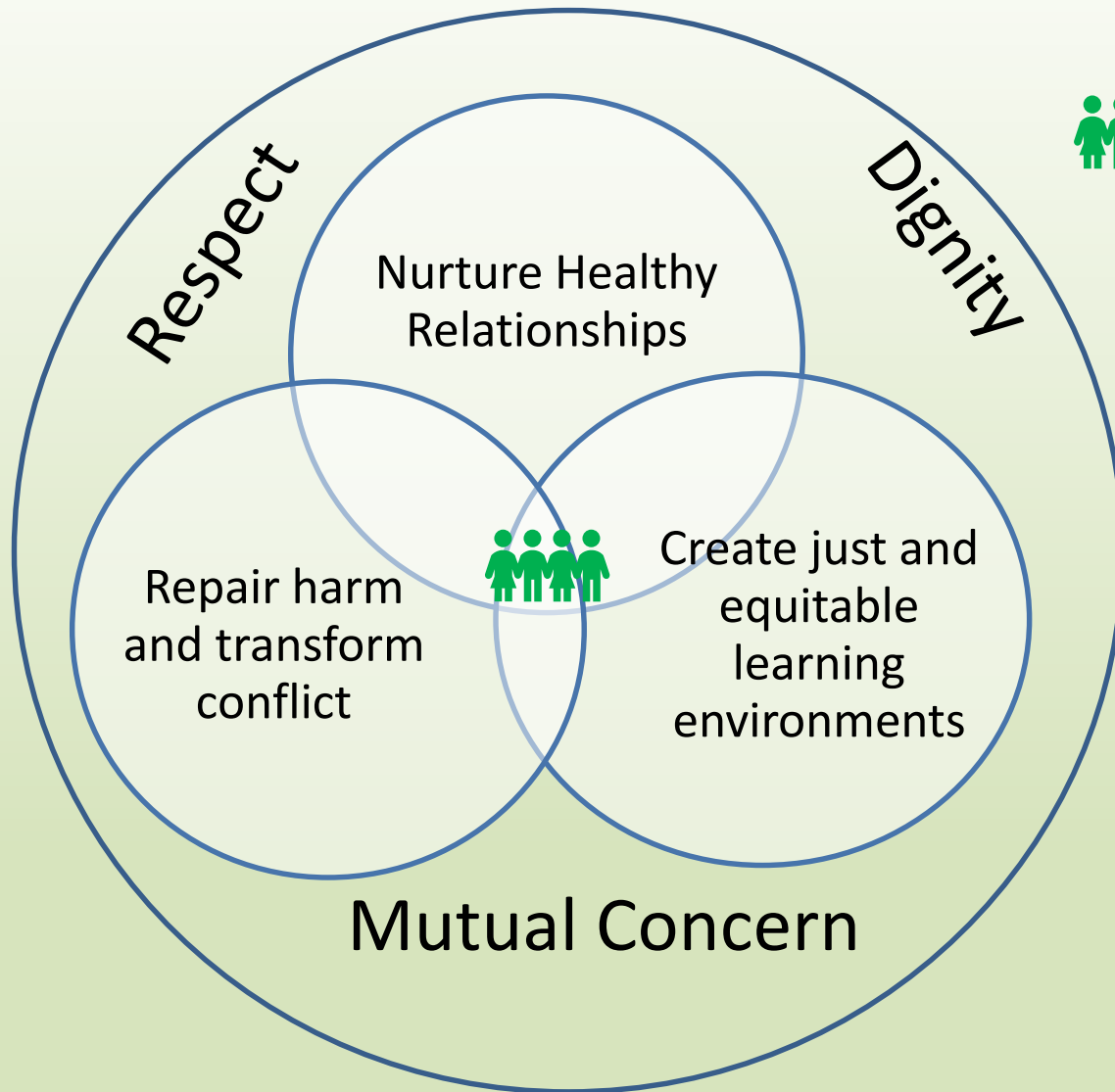
THE CIRCLE: Participation Guidelines

- **Respect the talking piece:** everyone listens, everyone has a turn.
- **Speak from the heart:** your truth, your perspectives, your experiences.
- **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.

THE CIRCLE: Opening Circle



THE CIRCLE: Background



People are worthy and relational

RESTORATIVE JUSTICE: Building a Positive School Climate



“No significant learning occurs without a significant relationship.” - Dr. James Comer



SCHOOL SAFETY: Two Camps

ZERO TOLERANCE Policies

- “One strike and you’re out” regardless of the situation or past history
- Meant for illegal behaviors but then expanded to disrespect and disobedience
- Encourage exclusionary practices for minor behaviors to prevent escalation

Prevention & Threat Assessment

- Emphasize the importance of listening
- Adopt a strong but caring stance against a code of silence
- Bullying prevention and intervention
- Involve all community members
- Develop trusting relationships

•U.S. Department of Education and U.S. Secret Service, 2005

RESTORATIVE PRACTICES

Restorative practice is a social science that studies how to build social capital and achieve social discipline through *participatory learning and decision making.*

– IIRP, 2014

RESTORATIVE PRACTICES: The “Why”

- School suspensions account for roughly one-fifth of the **white-black achievement gap**.
 - Perry and Morris 2015
- Punishment often increases behavior and only gains us **temporary compliance**
 - Kohn, 2011.
- Creates **shared power** and helps students learn to resolve conflicts.
- Creates a more positive school climate and **sense of ownership**.

RESTORATIVE PRACTICES: School as a Protective Factor and as a Resilient Context



Protection

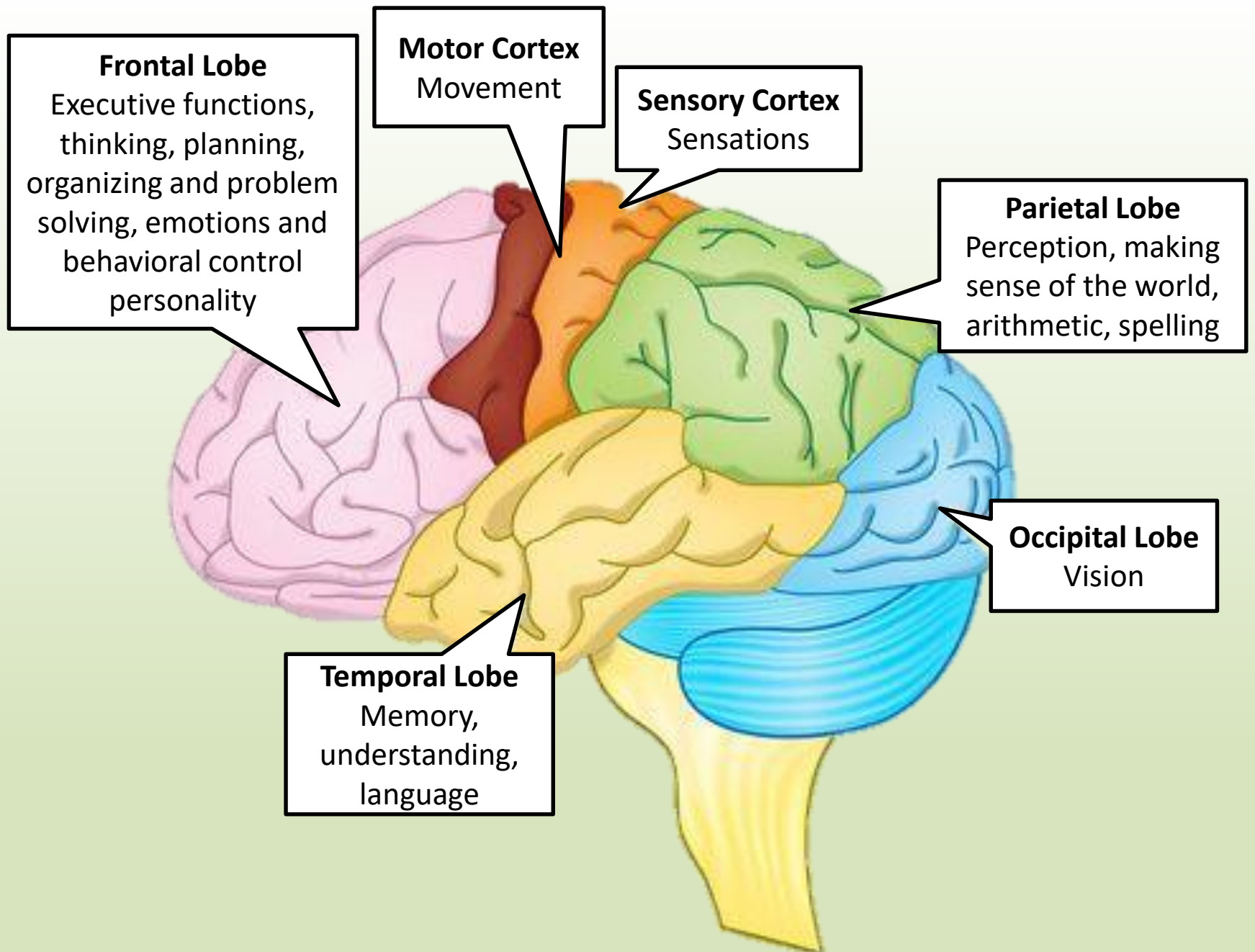
- Connection
- Academic Success
- Supported Transitions
- Positive Relationships With Adults And Peers
- Caring Interactions
- Social Emotional Learning
- Positive Interactions With Pro-social (Not, Anti-social) Peers
- Stability
- Positive Approaches To Disciplinary Infractions & Services And Supports

What We Hope To See From Students

- Sound Decision Making Skills
- Regulation of Emotions and Body
- Personal Insight
- Flexibility and Adaptability
- Empathy
- Morality



Daniel Siegel, *No Drama Discipline* 2016



RESTORATIVE PRACTICES: Punishment vs Discipline



Punishment or consequence:

Immediate way to try and get a behavior to stop

“Make the child pay”



Discipline

Teaching, learning and giving instruction.

Offers skills that can change behavior.

It can help the developing brain make connections about good choices.



RESTORATIVE PRACTICES: Punishment vs Discipline

We want to exclude the **behavior**
not the person.

“You are important to us, but this behavior is not acceptable at school.”



PBIS



Intensive Supports for Few

Additional Supports for Some

Predictable and Consistent
Systems & Supports for ALL

RESTORATIVE JUSTICE



Repair Harm and
Relationships

Maintain Relationships

Make and Develop Positive
Relationships

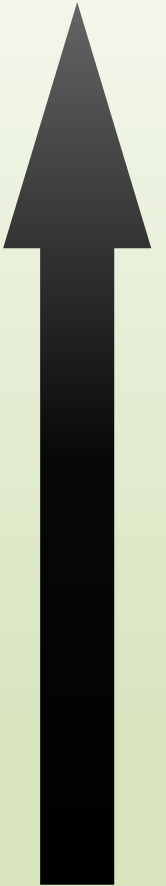
RESTORATIVE JUSTICE:

Characteristics of Restorative Schools

- ✓ Promote social engagement instead of social control.
- ✓ Educators are models of restorative practice
- ✓ Physical environment promotes an ethos of care
- ✓ Emotional environment promotes an ethos of care
- ✓ School policies and practices focus on restoration
 - Conflict resolution
 - Flexible policies including differentiated discipline

RESTORATIVE JUSTICE: Evidence of expected outcomes

- Improvements in **attitudes and relationships**
- An increase in the **engagement and learning**
- Growth in **relational and problem-solving skills**, both for adults and students across the school community.
- A **calmer school environment**, with less classroom disruption and more time for teaching.



RESTORATIVE JUSTICE: Evidence of expected outcomes

- Decrease in **out-of-school suspension, expulsions, tardies, & absences.**
- Reduction in **racial disproportionate** discipline practices.





Video: Restorative Justice in San Francisco

<http://www.healthiersf.org/RestorativePractices/Resources/videos.php#intro>

RESTORATIVE JUSTICE: Fishbowl Circle



RESTORATIVE JUSTICE: School Environment/ Culture Circle Rounds

What is the difference
between School Culture and
School Climate?



How do you measure
them?

What do you do
with the data?

RESORATIVE JUSTICE: Fishbowl Circle Debrief



FAIR PROCESS

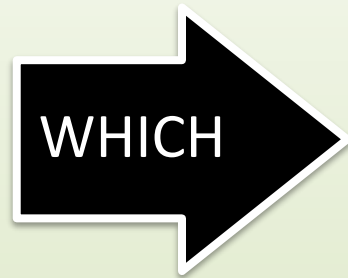
Individuals are most likely to trust and cooperate freely with systems- whether they themselves win or lose by those systems- when fair process is observed.



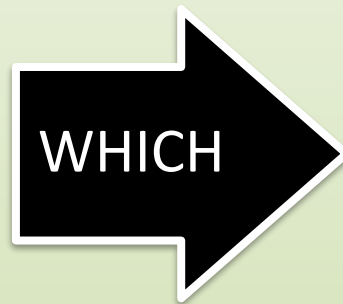
Fair Process: Managing in the Knowledge Economy: Chan Kim and Renee Maugorgne, Harvard Business Review January 2003.

FAIR PROCESS

Produces voluntary
co-operation



Drives
performance



Leads individuals to go
beyond the call of duty
by sharing their
knowledge and
applying creativity.

Fair Process: Managing in the Knowledge Economy: Chan Kim
and Renee Maugorgne, Harvard Business Review January 2003.

FAIR PROCESS: CORE COMPONENTS

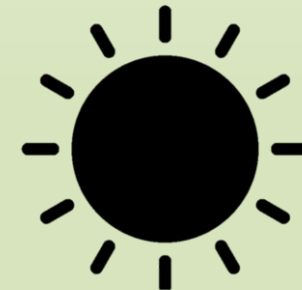
Engagement



Explanation



Expectation Clarity



FAIR PROCESS: CORE COMPONENTS

Engagement



Involving individuals in decisions that affect them by asking for **their input** and **allowing them to refute** the merit of one another's ideas.

FAIR PROCESS: CORE COMPONENTS

Explanation



Everyone involved and affected should understand why final decisions are made as they are. Creates powerful feedback loop that enhances learning.

FAIR PROCESS: CORE COMPONENTS

Expectation Clarity



Once decisions are made, new rules are **clearly stated**, so that everyone understands the new boundaries and consequences of failure.

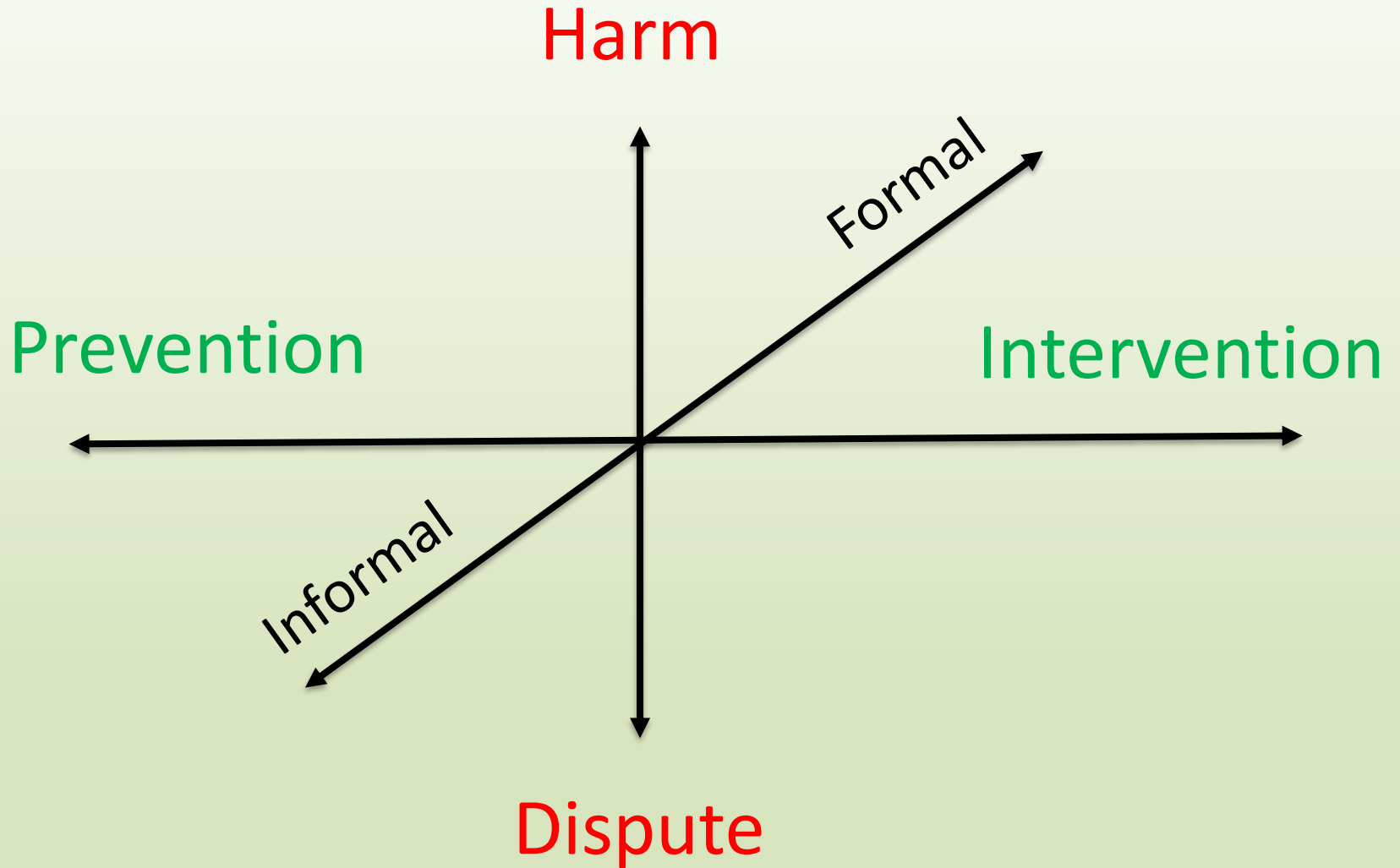
FAIR PROCESS

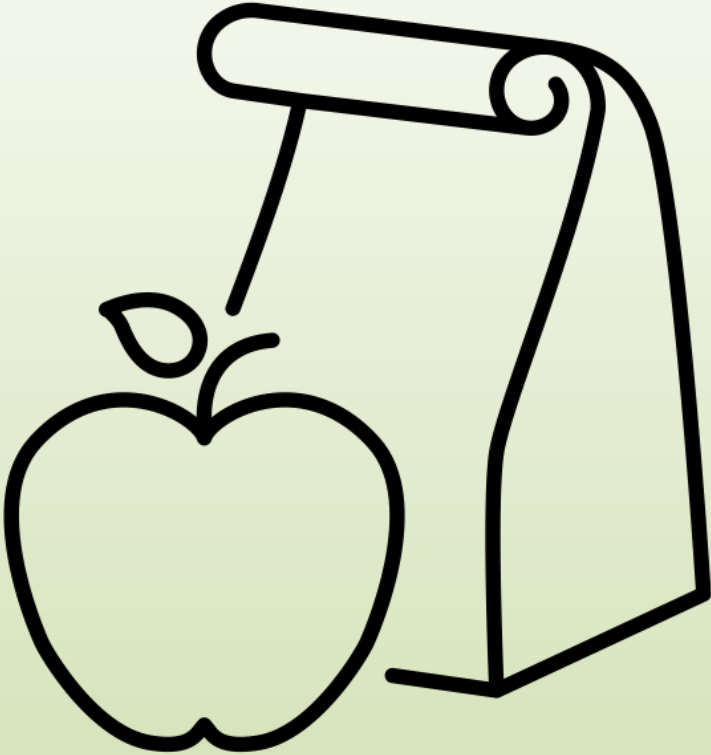
Fair Process is about interacting *WITH* others and allowing them to the space to be heard and treated with *dignity and respect*.

It provides opportunities for *those affected by decisions to be included* in the decision making process.

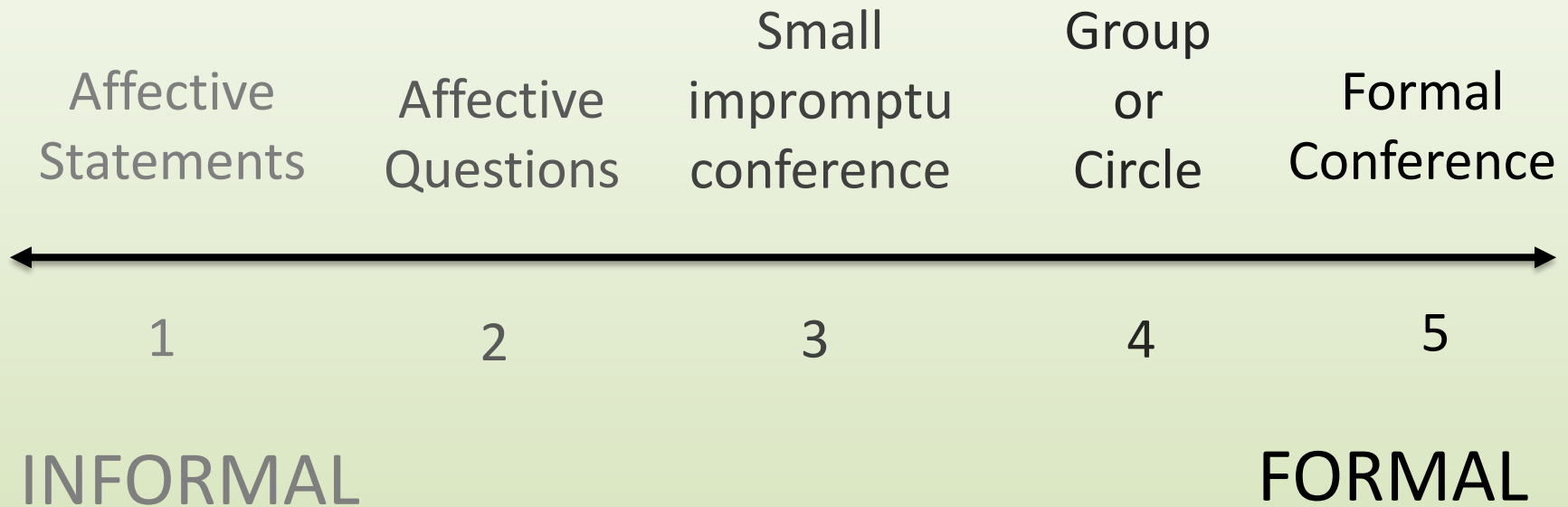
This contributes to an *inclusive culture* where all voices are valued and accounted for, ultimately leading to *greater cooperation* and *follow-through* of the decisions that are made.

RESTORATIVE JUSTICE

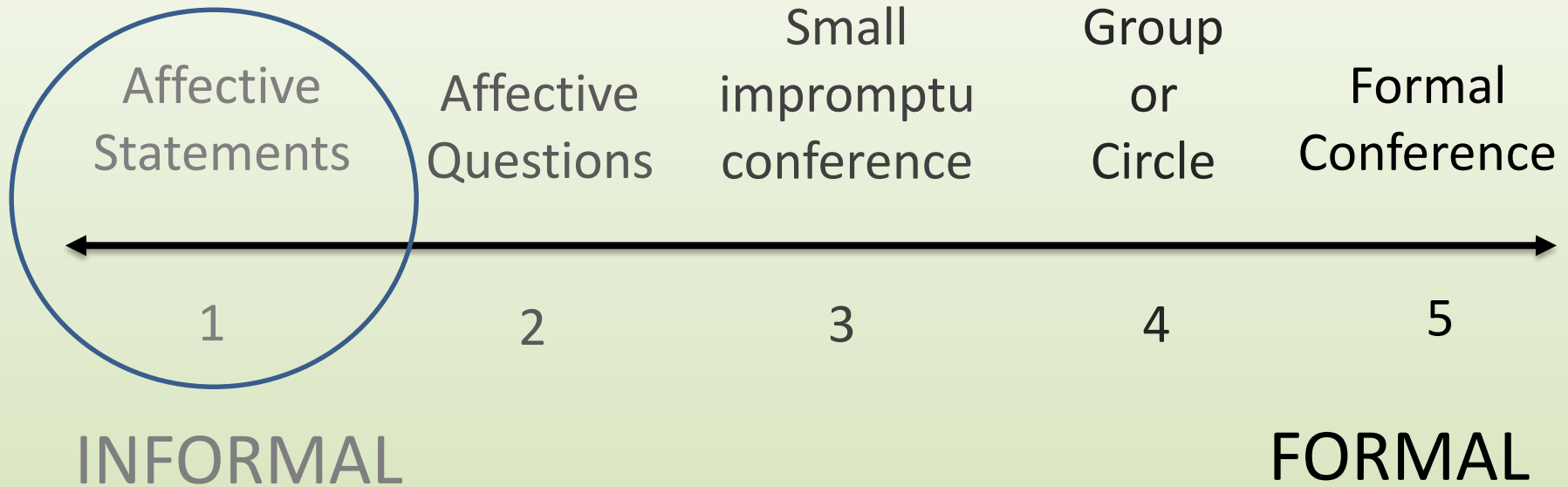




RESTORATIVE PRACTICES: Continuum



RESTORATIVE PRACTICES: Continuum



RESTORATIVE PRACTICES: Affective language

An authentic expression of feelings and impact in relation to an action (positive or negative)

Building strengthened relationships by genuinely presenting oneself as someone who cares and has feelings.



Adapted from Berkowitz, K., 2015

RESTORATIVE PRACTICES: Constructing an Affective Statement

Step 1 – Identify the Observation: Use an “I” statement. When I see or hear (Add your observation)

Step 2 – Self-identify how you feel. I feel happy, sad, angry, annoyed, worried, scared, hurt, embarrassed, confused.

Step 3 – Because I need...

1. Survival: Food, shelter, water, rest, safety, health...
2. Love and belonging: Friendship, community, respect, cooperation...
3. Power: Recognition, success, importance, trust, order...
4. Fun: Laughter, learning, change, enjoyment, celebration
5. Freedom: Choice, independence, solitude, individuality

Step 4: Would you be willing to?

– Adapted from Berkowitz, K., 2015, Joe Brummer 2018

RESTORATIVE PRACTICES: Affective Statements

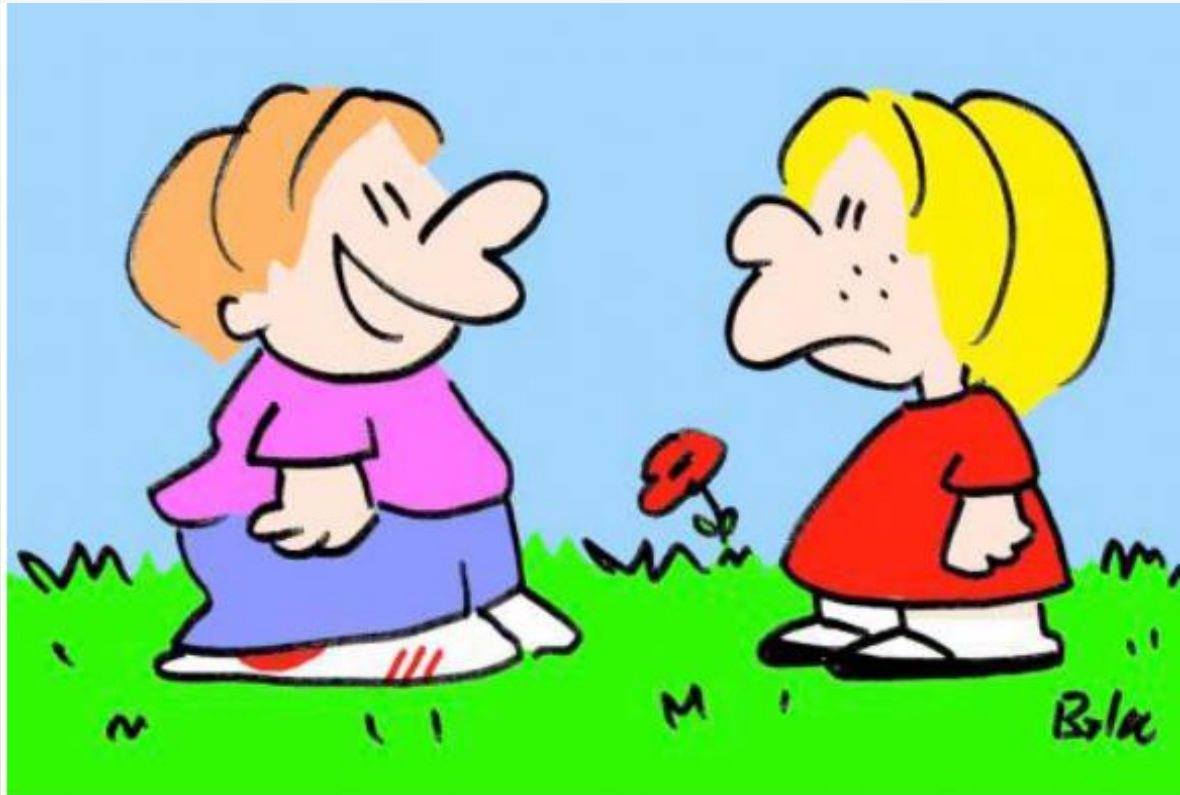
Typical Response	Affective Response
Stop teasing Sandy.	
Talking during class is inappropriate	

RESTORATIVE PRACTICES: Affective Statements

Typical Response	Affective Response
Stop teasing Sandy.	When I heard you talking to Sandy in that way, I felt worried because respect is a class value. Would you be willing to tell me what was happening?
Talking during class is inappropriate	

RESTORATIVE PRACTICES: Affective Statements

Typical Response	Affective Response
Stop teasing Sandy.	When I heard you talking to Sandy in that way, I felt worried because respect is a class value. Would you be willing to tell me what was happening?
Talking during class is inappropriate	When I hear you talking at the same time as me, I feel frustrated because I would like to be heard. Could you please raise your hand if you need to speak?



"The Principal suspended me -
School is the only place in the
world where you can get time
off for *bad* behavior."

RESTORATIVE PRACTICES: To Punish or Not to Punish

To

For

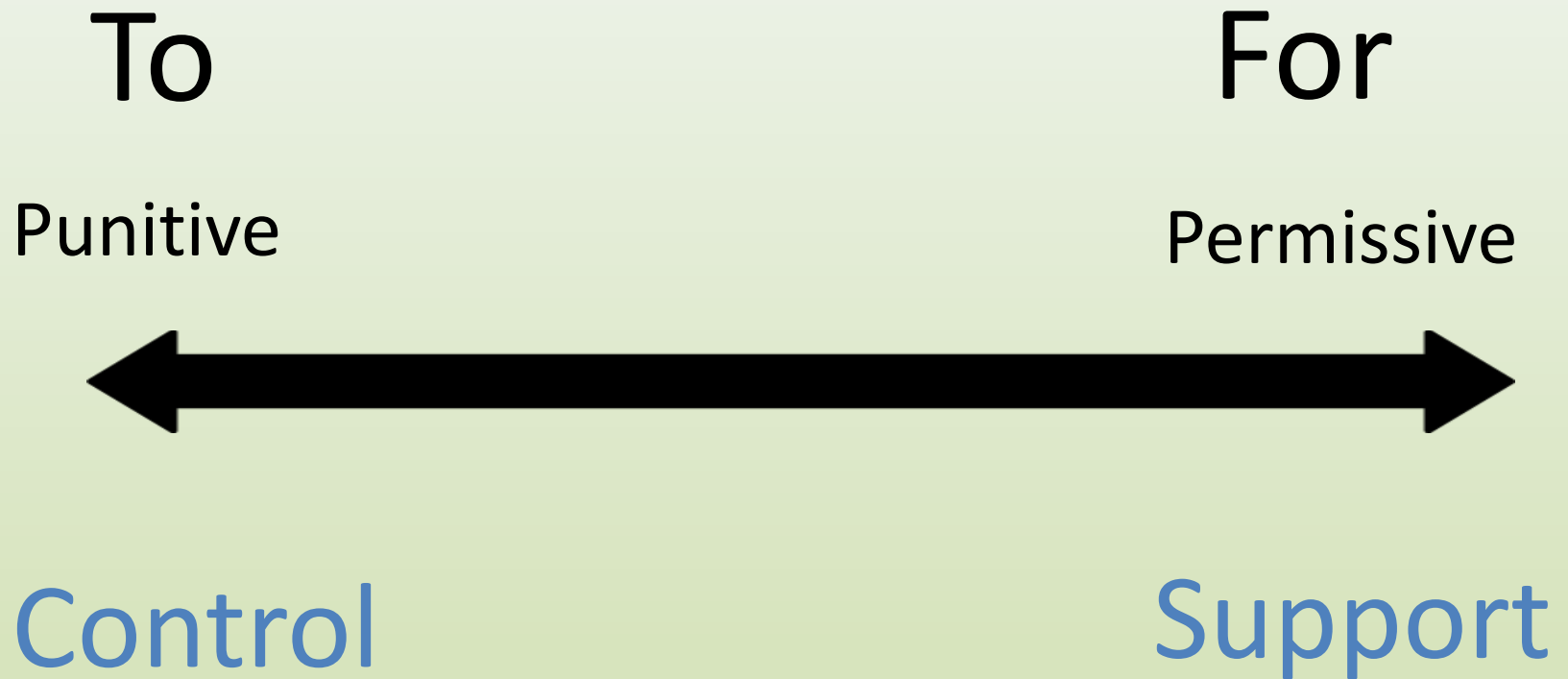
Punitive

Permissive



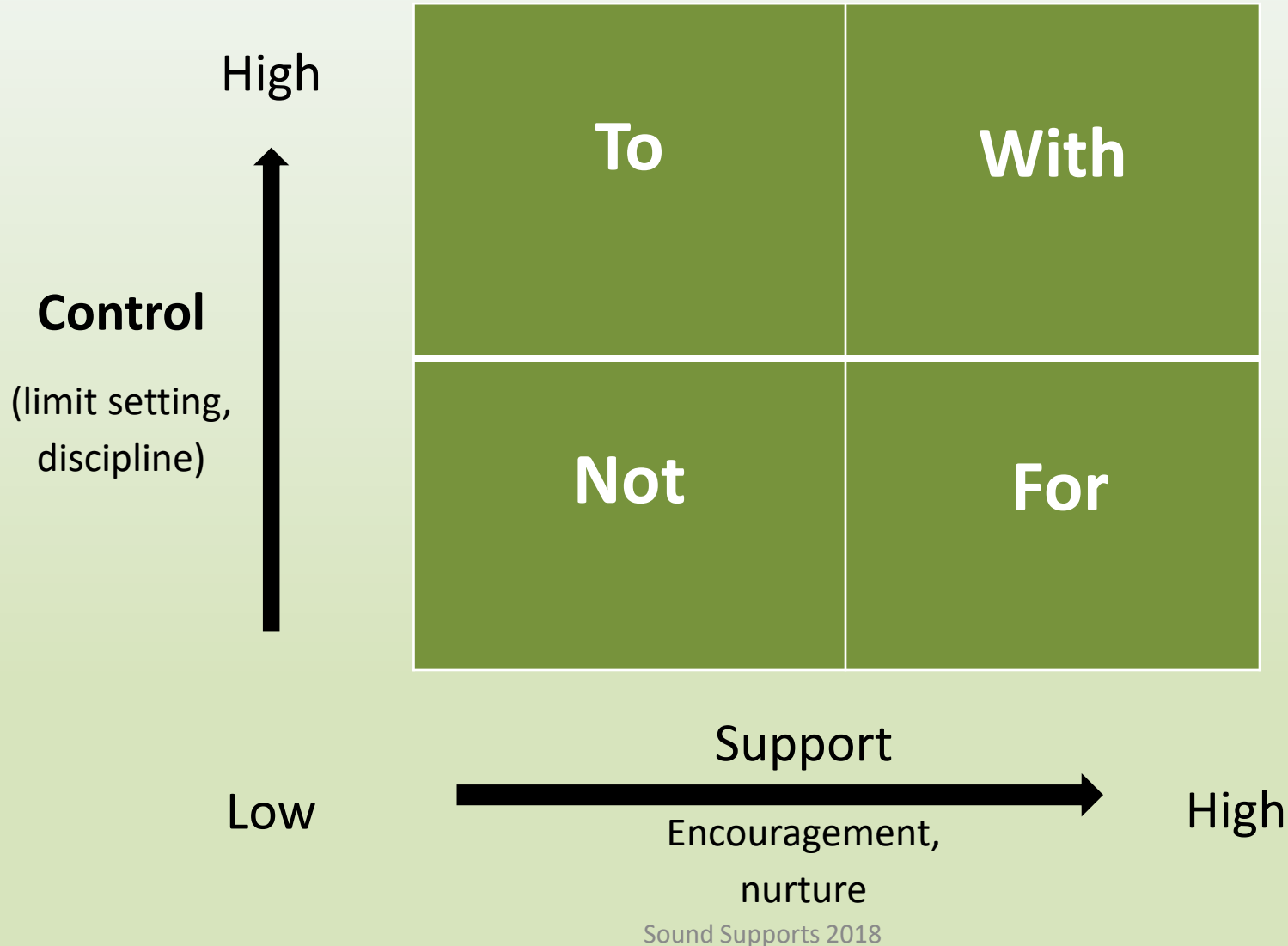
The Restorative Practices Handbook by Bob Costello, Joshua Wachtel and Ted Wachtel

RESTORATIVE PRACTICES: To Punish or Not to Punish

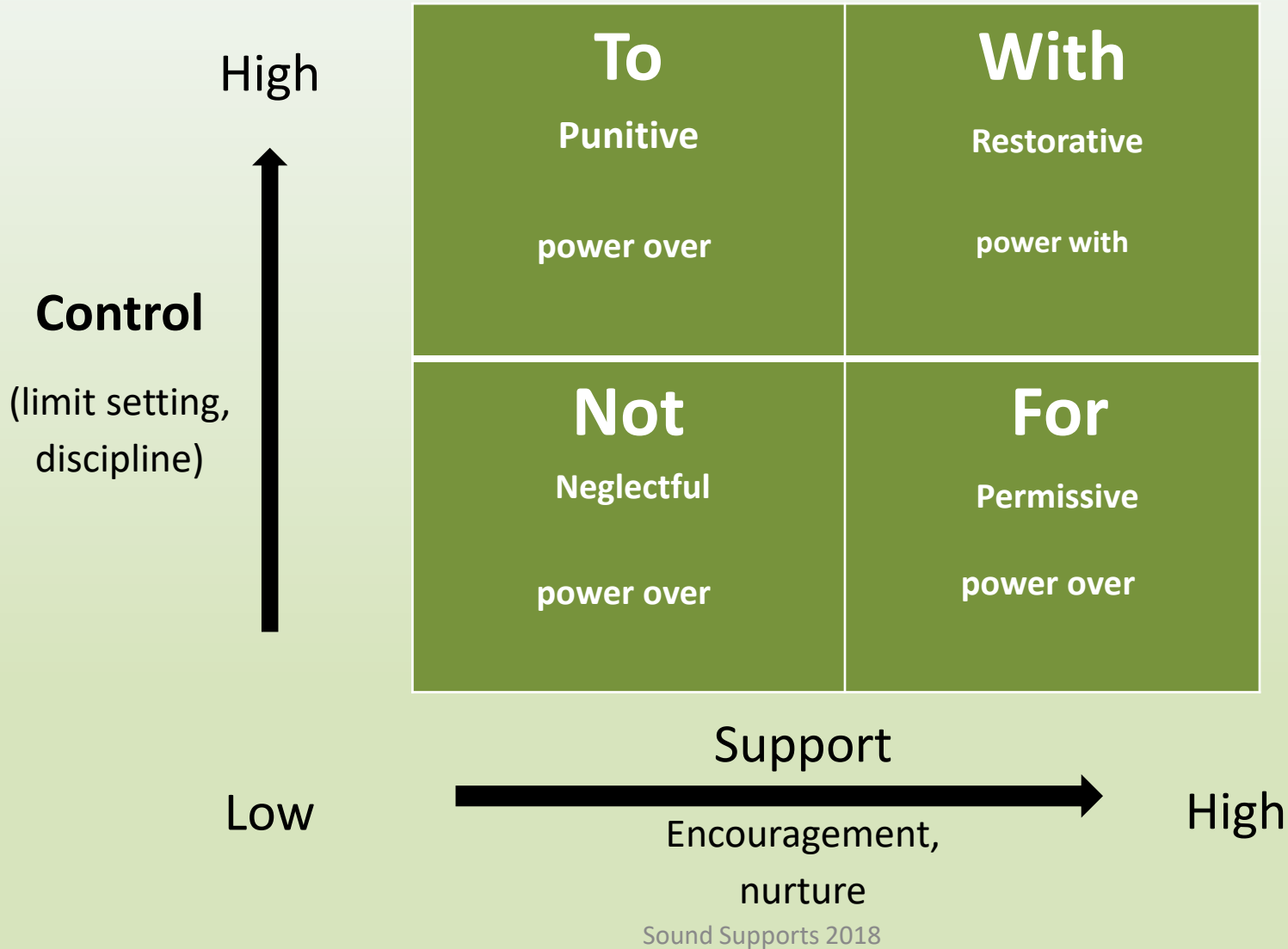


The Restorative Practices Handbook by Bob Costello, Joshua Wachtel and Ted Wachtel

RESTORATIVE PRACTICES: Social Discipline Window



RESTORATIVE PRACTICES: Social Discipline Window



SOCIAL DISCIPLINE WINDOW: To

TO

Teacher Classroom Style

TEACHING STYLE: Punitive (To)

Low Support/ High Control

Observe in the classroom:

- Punitive and often uses loud, angry voice
- Notices inappropriate behavior more than appropriate
- Power struggles
- Frequently gets immediate compliance

TEACHING STYLE: Permissive (For) High Support/Low Control

Observe in the classroom:

- Warm and supportive
- Doesn't set limits
- Focus on effort and deemphasize quality
- Inconsistent
- Inappropriate behavior handled through ignoring or handles with weak reprimands or pleading.

TEACHING STYLE: Neglectful (Not) Low Control/Low Support

Observe in the Classroom

- Teacher remains at desk and students do not feel cared for
- Teacher does not appear concerned about the quality of student work
- May result from teacher stress, burn-out, depression or physical illness

TEACHING STYLE: Restorative (With) High Support/ High Control

Observe in the Classroom

- Positive kind and supportive relationships
- Effective discipline plan and orderly classroom
- Sense of hope and optimism
- Students feel sense of safety and competence
- High level of work quality
- High job satisfaction

TO

Teacher Classroom Style

Likely Outcomes

LIKELY OUTCOMES: Punitive (To) Teaching Style Low Support/High Control

- Ordered classroom
- Anxious, resentful students
- Short term compliance but rarely lasting behavioral change
- High Teacher Stress
- Negative classroom atmosphere.

LIKELY OUTCOMES: Permissive (For) Teaching Style High Support/Low Control

- Students feel liked and supported
- Chaotic out of control classroom
- Students do not feel secure in the teacher's capacity to "manage"
- Poor work quality
- Students feel anxious and uncertain
- High teacher stress

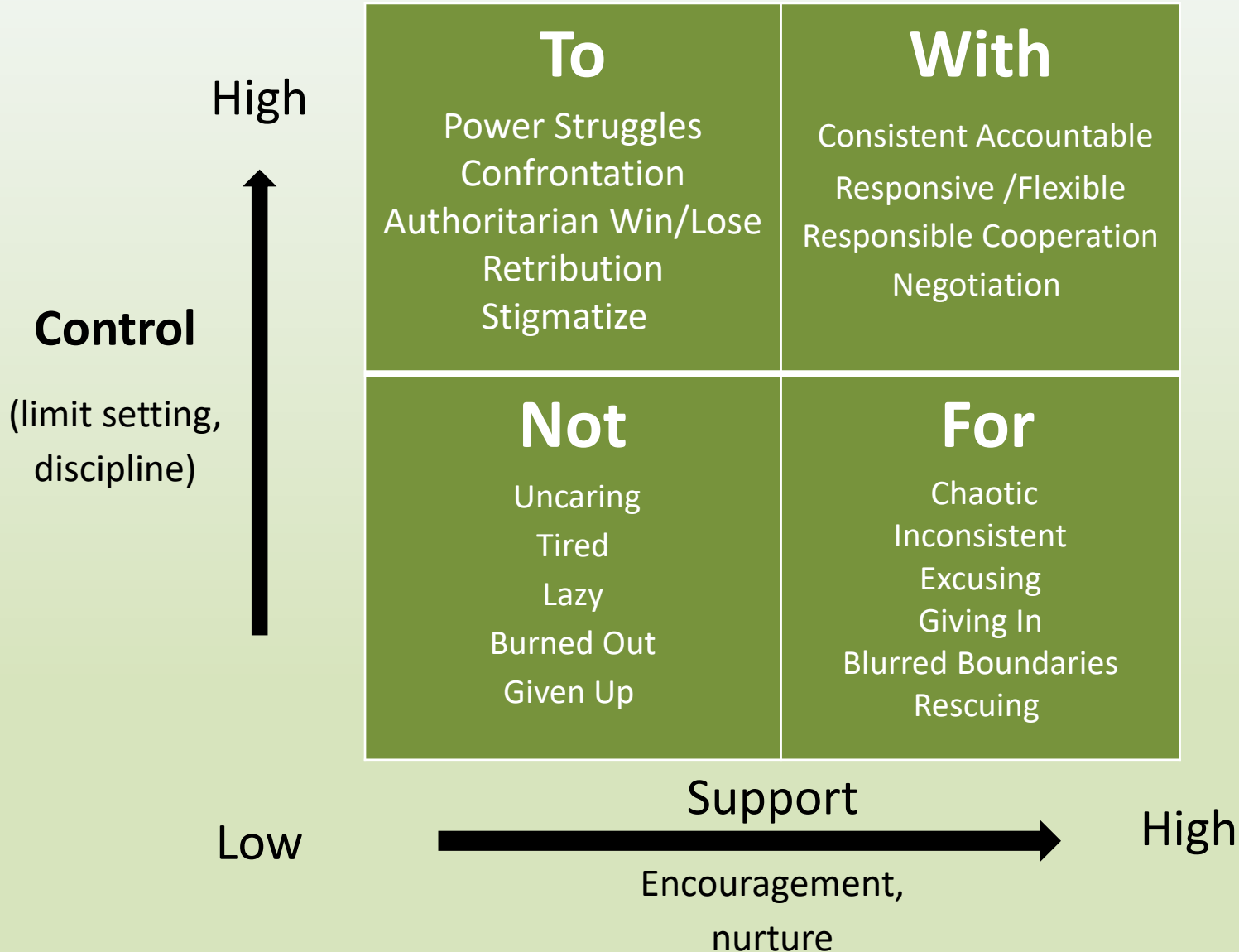
LIKELY OUTCOME: Neglectful(Not) Teaching Style Low Control/Low Support

- May miss warning signs of academic or behavioral difficulties in students
- Students may withdraw and feel worthless
- Increased acting out in order to get teacher's attention or because no sense of order or control in classroom
- Limited meaningful learning taking place.
- High teacher stress.

LIKELY OUTCOMES: Restorative (With) Teaching Style High Support/ High Control

- Positive classroom atmosphere
- Responsive /Flexible
- High quality work output
- Positive relationships

RESTORATIVE PRACTICES: Social Discipline Window



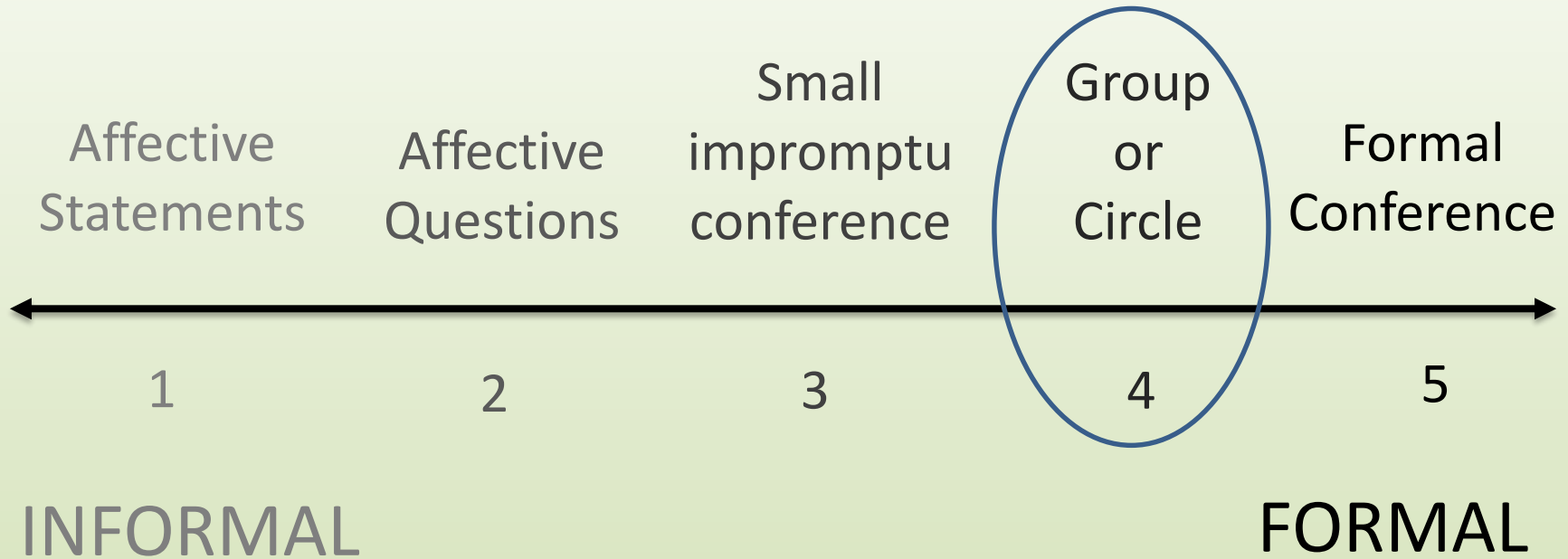


- What box do you naturally fall into?
- What triggers put you into the other boxes?

VIDEO: Community Circles in Action

<https://www.youtube.com/watch?v=oc23H6RxWRo>

RESTORATIVE PRACTICES: Continuum



RESTORATIVE PRACTICES: Circles

Intentionally creating a space that lifts barriers between people, circles open the possibility for connection, collaboration, problem solving and mutual understanding.



RESTORATIVE PRACTICES: Proactive Circles Uses

- Relationship building
- Establishing and reinforcing values and behavior expectations
- Goal setting
- Celebrations, recognition, achievements
- Dialogue around topics of interest
- Relevant content instruction
- Class progress (behavior and academics)

RESTORATIVE PRACTICES: Circle Process

- Welcome/Mindful Moment
- Review of Agreements
- Introduce The Talking Piece
- Opening Round(s)
- Content/Focus Round(s)
- Closing Round



CIRCLE STARTERS: Groups of 5-6

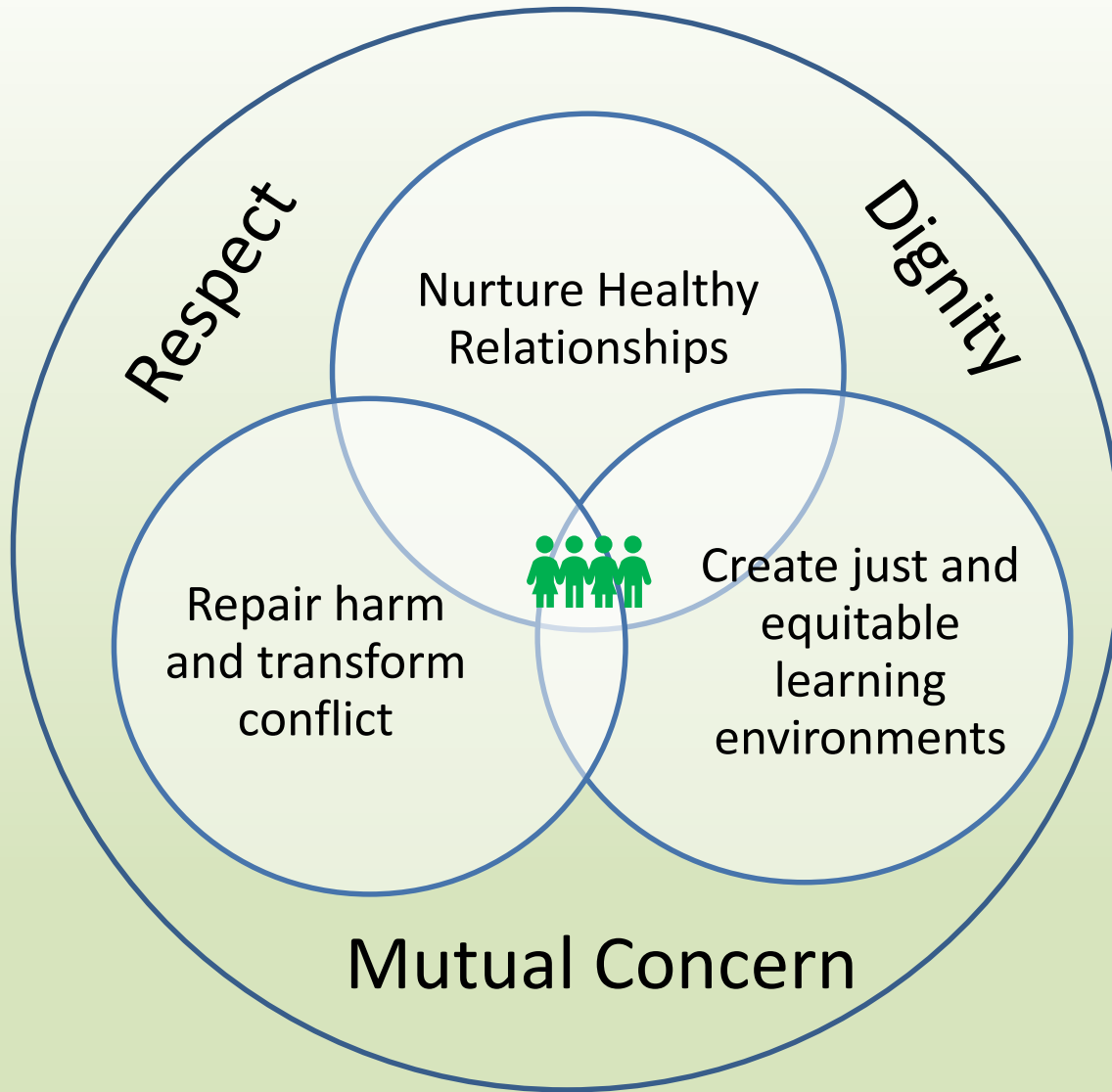


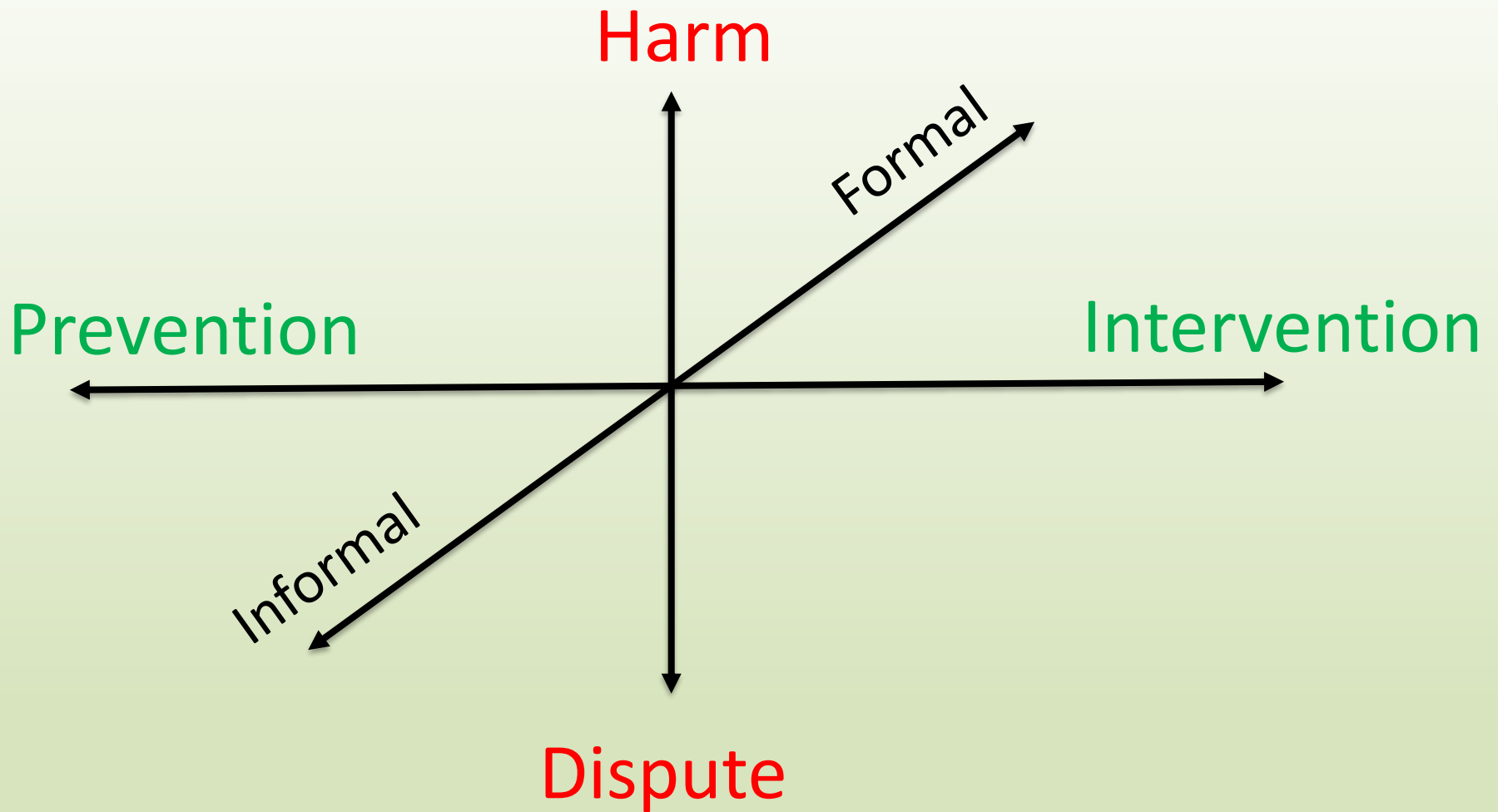
CIRCLE STARTERS: Debrief





People are
worthy
and
relational





Closing Circle



See You Tomorrow!

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