

Using Restorative Practices to Create a District that Cares

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Creating a District that Cares

Defending Restorative Approaches to Discipline



**THE CURIOUS
PARADOX IS THAT
WHEN I ACCEPT
MYSELF JUST AS I AM,
THEN I CAN CHANGE.**

Carl Rogers

American Psychologist

QUOTEHD.COM

You Don't Have to Erase Your Backstory, You Just Have to Grow From It.

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Five Principles of Restorative Practice

- 1. Cooperation over Coercion*
- 2. Face-to-Face Participation*
- 3. Outcomes by Impacted*
- 4. Equal Access and Consent*
- 5. Research-Based Practices*

Rethinking Discipline

- 1. Increase awareness of the prevalence, impact, and legal implications of suspension and expulsion;*
- 2. Find basic information and resources on effective alternatives; and*
- 3. Join a national conversation on how to effectively create positive school climates.*

Paradigm Shift

| Traditional Discipline | Restorative Practices |
|--|--|
| <i>School and rules violated</i> | <i>People and relationships violated</i> |
| Justice focuses on <i>establishing guilt</i> | Justice identifies <i>needs and obligations</i> |
| Accountability = punishment | Accountability = understanding impact, repairing harm |
| Justice directed at offender, while victim is ignored | Offender, victim and school all have direct roles in justice process |
| Rules and intent outweigh whether outcome is positive/negative | Offender is responsible for harmful behavior, repairing harm and working toward positive outcome |
| No opportunity for remorse or amends | Opportunity given for amends and expression of remorse |

Table Activity: 2 minutes



- List 5 reasons students might be suspended
- List 5 reasons students might be expelled
- What do the students learn from this experience?



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Bottom Line Up Front...

**"Restorative
Practices
keep students **in** school,
learning, rather than
removing them for
suspension or expulsion..."**

Albemarle-PSD-Charlottesville, VA

...But Now Let's Make The Case

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District 49's Cultural Compass



RESPECT

We respect others for their abilities, qualities and achievements.

TRUST

We build positive relationships through honesty and openness with all stakeholders

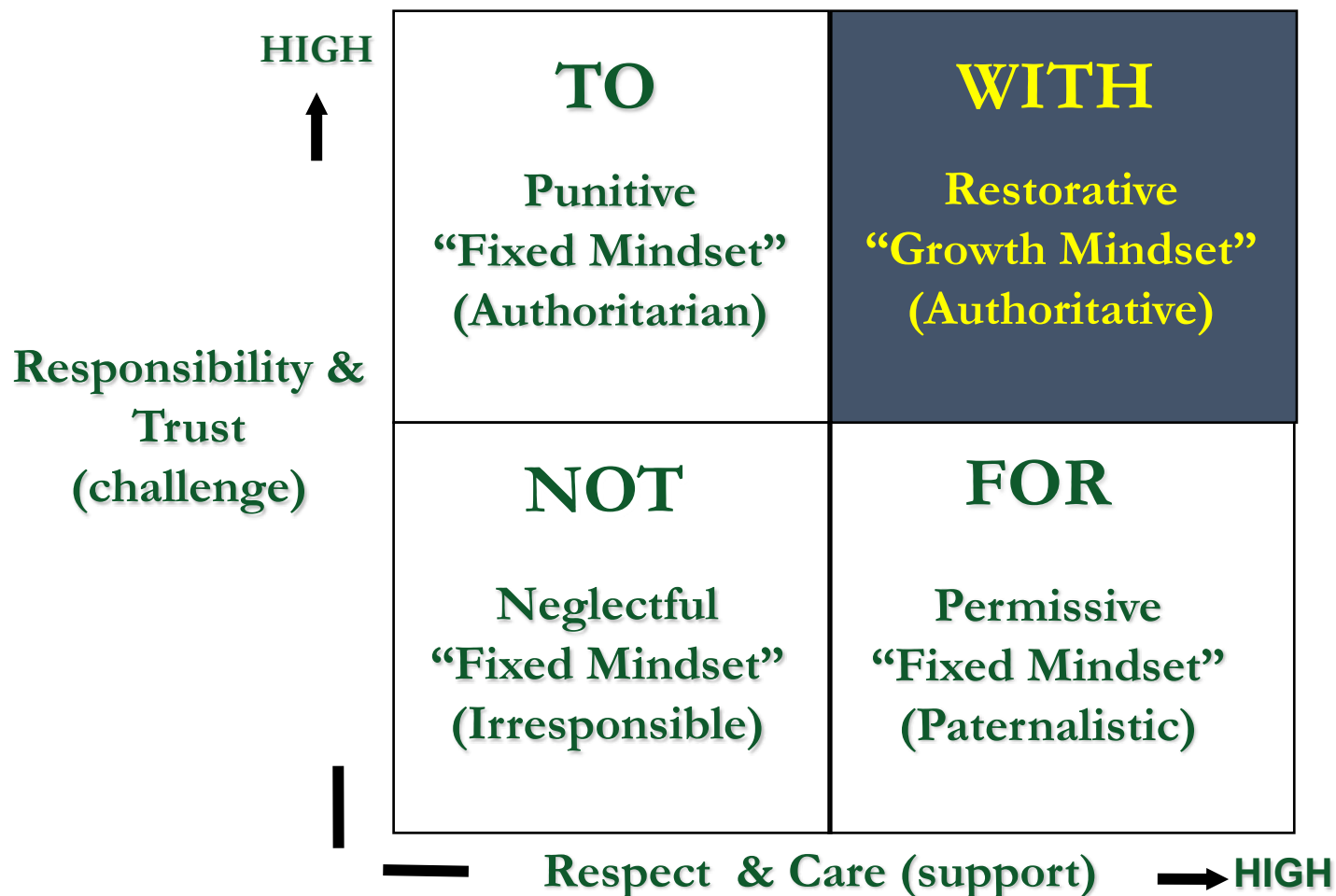
CARE

We provide a safe and caring environment for students and staff

RESPONSIBILITY

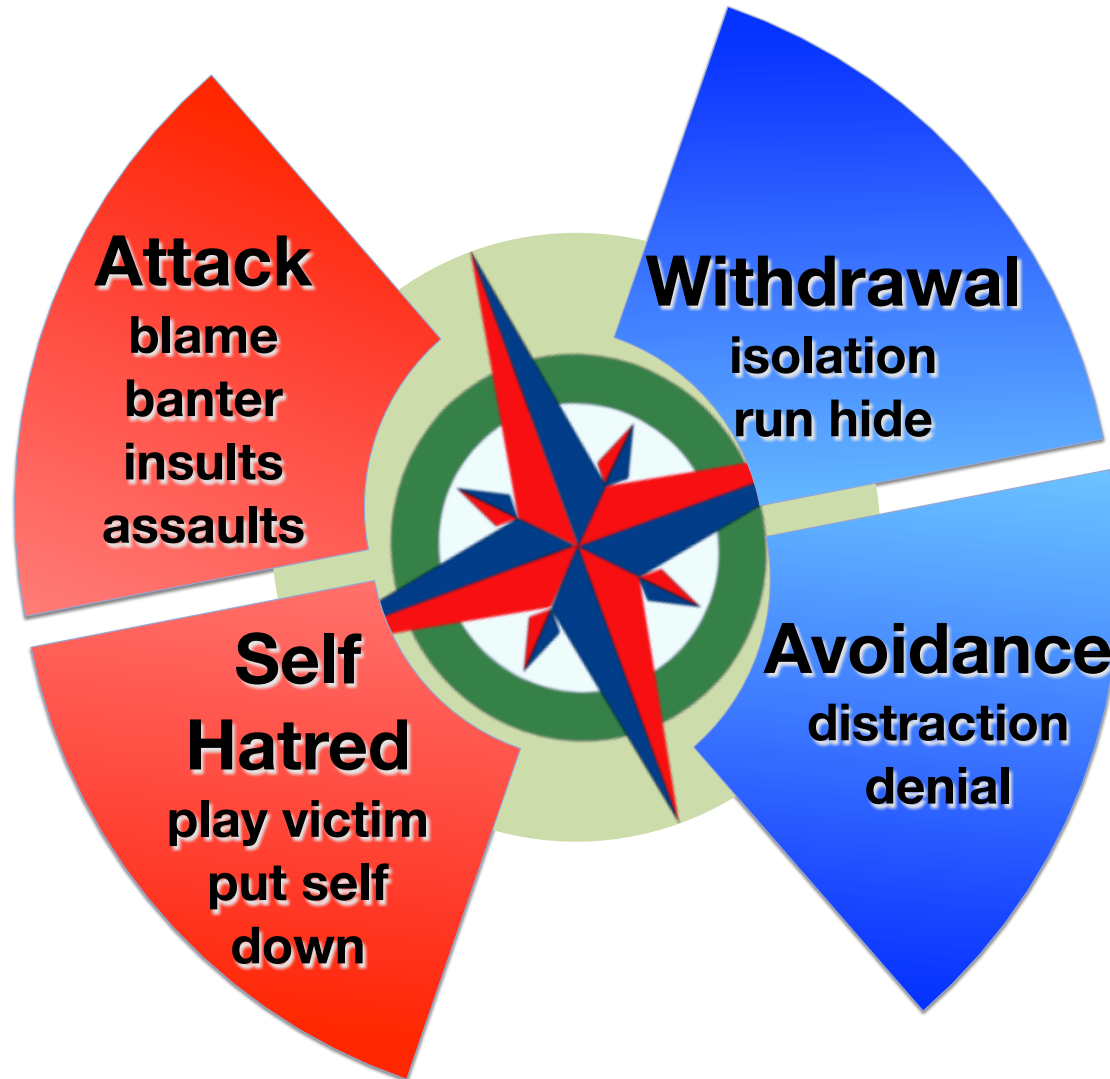
We hold ourselves accountable for our actions

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Adapted from Social Discipline Window - Paul McCold and Ted Wachtel - 2000

Nathanson's Compass of Shame



NATHANSON 1992

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Restoration versus Shame



Adapted from Nathanson's Compass of Shame - 1992

TO
 Aggressive
 Fixed

FOR
 Enabling
 Fixed

NOT
 Apathetic
 Fixed

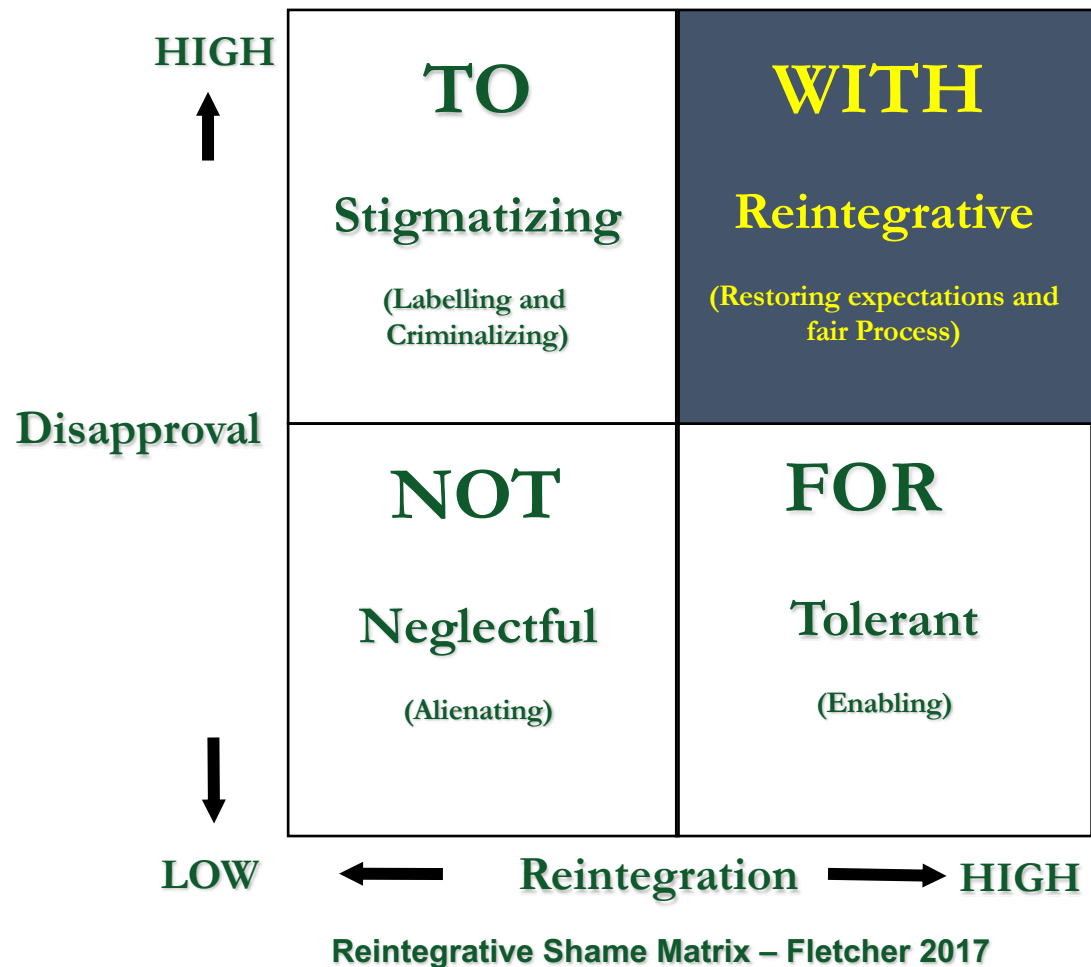
WITH
 Equipping
 Growth

| SELF HATE | ATTACK | WITHDRAW | AVOID |
|--------------------|---------------------|------------|--------------|
| Low Self-Esteem | Conflict Instigator | Addicted | Absent |
| Low Self-Efficacy | Emotional Abuser | Dependent | Undependable |
| Suicide Attempts | Physical Assaulter | Depressed | Deceptive |
| Negative Self-Talk | Entitled | Ungrateful | Tardy |
| Deceitful | Manipulative | Hopeless | Unreliable |
| Suicidal Ideations | Undermining | Despondent | Evasive |
| Self-Neglect | Passive Aggressor | Loner | Dropout |
| Unconfident | Neglectful | Helpless | Uncommitted |
| Victim | Spiteful | Antisocial | Elusive |
| Resilient | Peer-Mediator | Engaging | Dependable |
| Confident | Protector | Positive | Reliable |
| Motivated | Communicator | Hopeful | Committed |

Shame-Restoration Affective Outcomes – Fletcher 2016

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Is Shaming Always Negative?

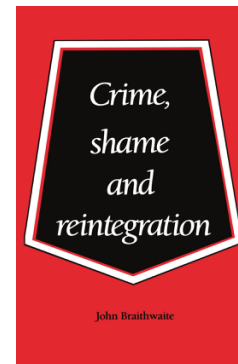


- **Stigmatic shaming:**

A form of shaming, imposed as a sanction by the criminal justice system, that is thought to destroy the moral bond between the offender and the community

- **Reintegrative shaming:**

A form of shaming, imposed as a sanction by the criminal justice system, that is thought to strengthen the moral bond between the offender and the community



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Know and work to eliminate your own biases



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Resolution

We, The Members of the Board, Resolve That Beginning in the 2016-2017 School Year, School District 49 Will Adopt Restorative Practice As Its Primary Approach to Mediate Conduct and Discipline Issues.

Expulsion Statistics

2015-2016

18 Hearings

- 2 Expelled (11%)
- 16 Deferred (89%)
 - 3 Deferred became expelled (19%)
 - 13 In Compliance (81%)

2016-2017

25 Hearings

- 11 Expelled (44%)
- 14 Deferred (56%)
 - 1 Deferred became expelled (7%)
 - 13 In Compliance (93%)

2-Year Pilot Study Snapshot

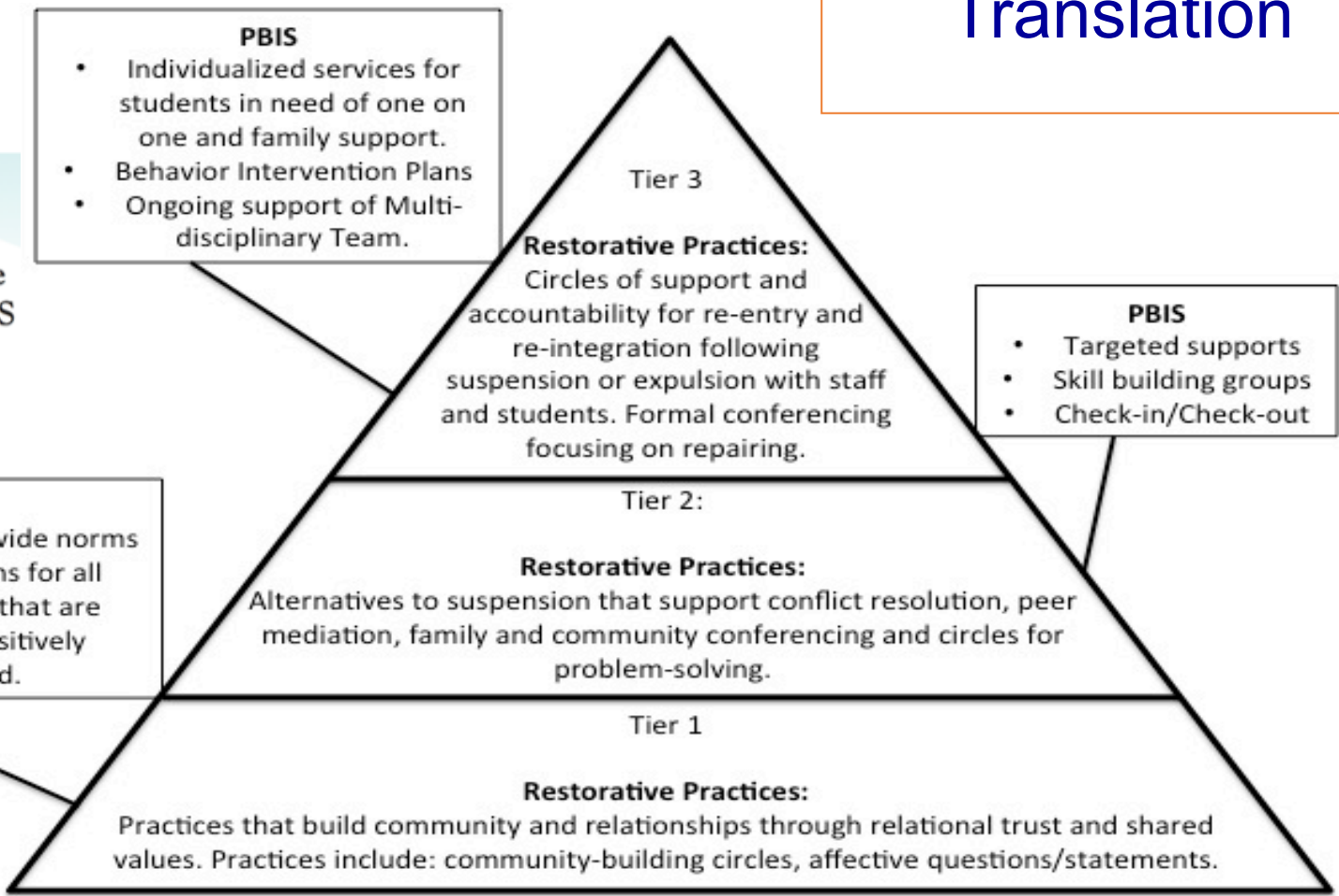
- 26 of 43 Students Restored To School W/ Safety Contracts (60%)
- 26 of 30 Yields A 87% Deferment Compliance Success Rate
 - 26 Fewer Students In the Expulsion Program
 - 26 Students Without An Expulsion On Their Record
- 17 Expelled Students Gained A Favorable Student/Teacher Ratio

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Restorative-PBIS Translation

PBIS

Embedding Restorative Practices Within a PBIS Framework to Support Student Success



Restorative Practices Continuum

| informal | | | | formal |
|-------------------------|------------------------|---------------------------------|--------|----------------------|
| affective statements | affective questions | small impromptu conversation | circle | formal conference |

Page 12 in *Restorative Practices Handbook*

Restorative Questions



District 49

BRIGHT

To Address Misbehavior

- What are you doing?
- What are you supposed to be doing?
- Are you doing that?
- What are you going to do about it?

Borrowed from The Flippen Group- www.flippengroup.com

To Respond to Challenging Behavior

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

To Help Someone Harmed

- What did you think when you realized what had happened?
- What impact has this had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

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Table top (3 minutes)



Using one of the 5 reasons for suspension discussed earlier

- Role play going through the Challenging Behavior questions with the offender and for the victim

What is different about this approach?

What would the outcome be?

What might be learned from this?

Discussion: 5 minutes



- Take the 5 reasons for suspension and 5 for expulsion
- Discuss how you could use a restorative approach to those issues
 - Possible outcomes other than or with suspension
- What might the students learn from a restorative approach?

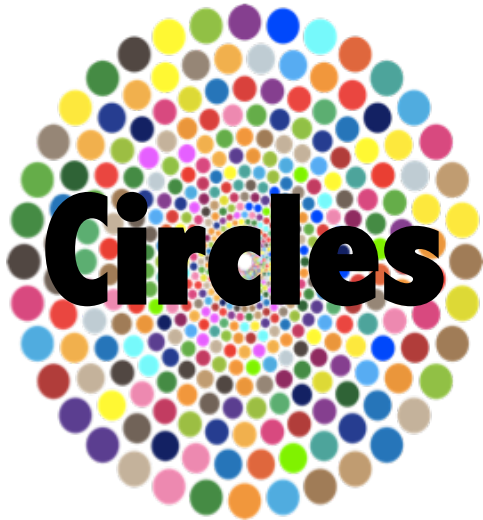
Benefits of Circles

Restorative Circles in
Schools

Trust
Equality
Ownership
Circles
Safety
Responsibility
Facilitation
Connection

Using Restorative Circles to Change the Culture by

- **Teaching a social skill**
- **ADDRESSING A CLASS WIDE BEHAVIOR DIFFICULTY**
- **Creating relationships by getting to know each other personally**
- **Exploring problem solving**
- **Responding to incidents**
- **Teaching mindfulness**



- Sit in a circle
- Establish expectations
- Use a positive tone
- Sequential
 - Have a talking piece
 - Can go sequentially so everyone has a chance to speak
 - Check in/check out, getting to know you, questions
- Non-sequential
 - May or may not use a talking piece
 - Free flowing
 - Open discussion

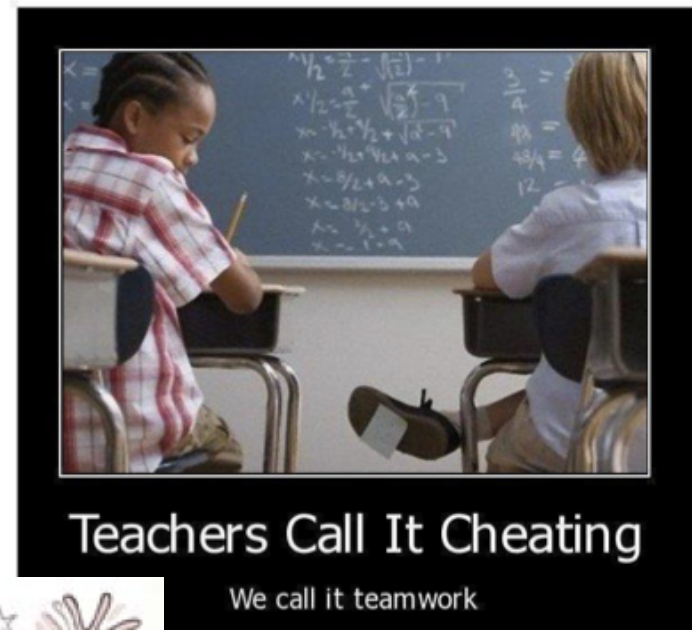
Teaching Social skills



- Start the week with a social themed circle (10 min)
 - Honesty
 - Integrity
 - Being a friend
- Practice that skill throughout the week
- Hold circle mid week and end of week to discuss how the students have implemented the concept (10 minutes each)
- Praise and reinforce the sharing

Addressing a class wide issue

- Using the Restorative Questions to discuss classroom issues
 - Getting out of seat
 - Being disruptive
 - Calling out



Building Relationships

- Have students get into a circle
- Pass the talking piece around the circle
- Ask a question and have all those who fit that category go into the center of the circle.
 - Favorite food
 - Something they did this weekend
 - Sport they play
 - How many people in your family?
 - Games they play



Problem solving and Incidents

- Have STUDENTS problem solve a situation by asking questions
 - “What should you do if you find some \$ on the playground?”
- Discuss ways to improve class culture
 - “How will the teacher know when you want her attention?”
- Allow students to come up with solutions



Teaching Mindfulness



- Being in the moment
- Self Control
- Destress
- Breathing
- Visualization
- Mindfulness training has shown to positively impact academics and behavior (Greater Good Magazine, 2014)

Involving our Community

- Parent trainings on Restorative Practices
- Working with Police/Sheriff using Restorative Practices.
- Working with community mental health agencies to support
- Training our support staff
- Training Security and SRO's



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Build a Caring Culture By:

1. Recognizing zero-tolerant discipline and building relationships early (*Early S-E support*)
2. Conducting outreach with all stakeholders (*Promoting restoration over punishment*)
3. Being transparent about your district's efforts (*Implement strategies to achieve a fair process*)
4. Not letting moderate success go to your head, nor letting moderate failure go to your heart (*Build the culture that you want; don't give up*)



References

- Barnes, V.A., Bauza, L.B., & Treiber, F.A. (2003). Impact of stress reduction on negative school behavior in adolescents. *Health and Quality of Life Outcomes*, 1(10).
- Costello, B., Wachtel, J., Wachtel, T. (2010). *Restorative Circles in Schools*. International Institute for Restorative Practices. Pennsylvania.
- Obsuth, I. et al.(2016). Propensity Score Analysis of the Effects of Teacher-Student Relationships on Adolescent Problem and Prosocial Behavior, *Journal of Youth and Adolescence*. University of Cambridge.
- The International Institute for Restorative Practices. iirp.edu