# Introductory Strategy Building in Restorative Practice

Restorative Practices

Building Connections to Change Behaviors, Repair Relationships and Improve Results

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**Prevention Series:**
**Introductory Strategy Building in Restorative Practice**
**Educational Service Centers**
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## Ohio Prevention Education & Project Prevent

• Partnership between the Ohio Departments of Education and Mental Health and Addiction Services
• $20 million state budget investment for two
   Initiatives:
   • K-12 Prevention (ADAMHS)
   • K-12 Professional Development (ESC)
• How do you reach every student, every grade, every school?
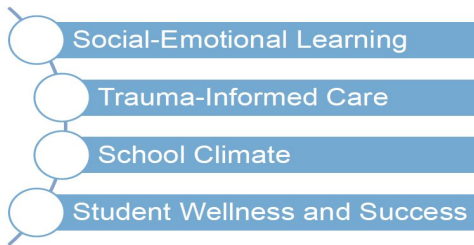   • Needs Assessment (Self-Assessment Survey) and Planning and Other Funding streams

## Today's Takeaways

1. Exploring fundamentals, principles, and processes of restorative practice.

2. Understanding alignments within MTSS.

3. Introducing restorative strategies for classroom management.

## Aligning Prevention Education with Existing initiatives

- Social-Emotional Learning
- Trauma-Informed Care
- School Climate
- Student Wellness and Success

Group Chat:
What do you hope to get from this training on Strategy Building in Restorative Practices...

## Takeaway 1:

### Explore the Fundamentals, Principles, and Processes of Restorative Practice

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## What is Restorative Practice?



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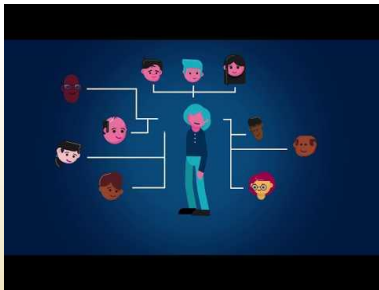
## Fundamental Principles of Restorative Practices:

1. Acknowledges that relationships are central to building community.

2. Ensures equity of voice among all members of the community. All voices are valued, everyone is heard.

3. Establishes a culture of high expectations with high support, emphasizing doing things "WITH" not "TO" or "FOR".
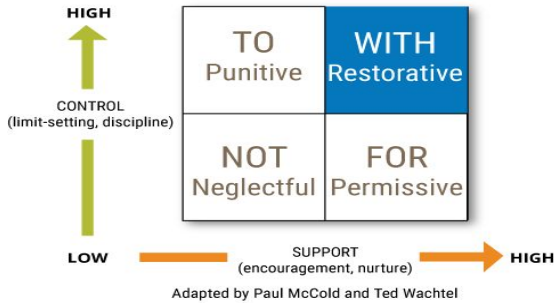
## Fundamental Principles of Restorative Practices:

4. Builds systems that address misbehavior in a way that strengthens relationships and focuses on the harm done rather than only rule-breaking.

5. Engages in collaborative problem solving.

6. Enhances accountability, responsibility and empowers change and growth for all members of the community.

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Address and discuss the needs of the school community

Build healthy relationships between educators and students

**Restorative Practices**

Resolve conflict, hold individuals and groups accountable

Reduce, prevent, and improve harmful behavior

Repair harm and restore positive relationships

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HIGH

CONTROL (limit-setting, discipline)

LOW

| | |
|---|---|
| TO Punitive | WITH Restorative |
| NOT Neglectful | FOR Permissive |

SUPPORT (encouragement, nurture)

HIGH

Adapted by Paul McCold and Ted Wachtel

## Compass of Shame

Withdrawal

Attack Other

Attack Self

Avoidance

Nathanson, 1992

## Separating Deed from Doer

- Unacceptable behavior is rejected because it doesn't meet expectations while the intrinsic worth and a person's contribution to the community is acknowledged.

- Reintegrative Shame vs. Stigmatizing Shame

## Restorative Justice VS. Restorative Practice

*Restorative practices has its roots in restorative justice, a way of looking at criminal justice that emphasizes repairing the harm done to people and relationships rather than only punishing offenders (Zehr, 1990).*

*Whereas justice is by its nature reactive, restorative practices also include preventative measures designed to build skills and capacity in students as well as adults (Smith, et al. 2015).*
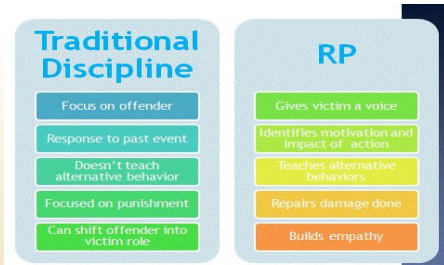
## Why use RP?

The use of restorative practices helps to:

- Reduce crime, violence and bullying
- Improve human behavior
- Strengthen civil society
- Provide effective leadership
- Restore relationships
- Repair harm

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## Switching the Discipline Mindset

**Traditional Discipline**
- Focus on offender
- Response to past event
- Doesn't teach alternative behavior
- Focused on punishment
- Can shift offender into victim role

**RP**
- Gives victim a voice
- Identifies motivation and impact of action
- Teaches alternative behaviors
- Repairs damage done
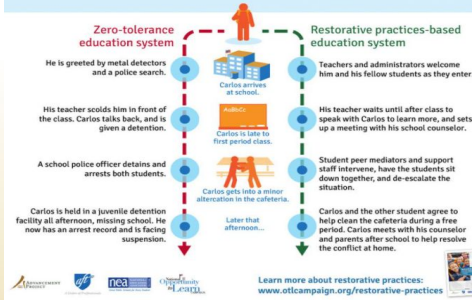- Builds empathy

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## Restorative Approach to Discipline

## 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** / **Restorative practices-based education system**

Carlos arrives at school.
- He is greeted by metal detectors and a police search.
- Teachers and administrators welcome him and his fellow students as they enter

Carlos is late to first period class.
- His teacher scolds him in front of the class. Carlos talks back, and is given a detention.
- His teacher waits until after class to speak with Carlos to learn more, and sets up a meeting with his school counselor.

Carlos gets into a minor altercation in the cafeteria.
- A school police officer detains and arrests both students.
- Student peer mediators and support staff intervene, have the students sit down together, and de-escalate the situation.

Later that afternoon...
- Carlos is held in a juvenile detention facility all afternoon, missing school. He now has an arrest record and is facing suspension.
- 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

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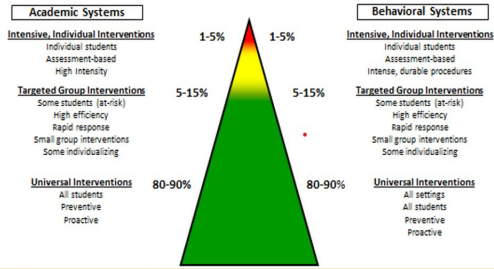
## Importance of Relationships

*"In order for restorative practices to work, there needs to be something to restore"*
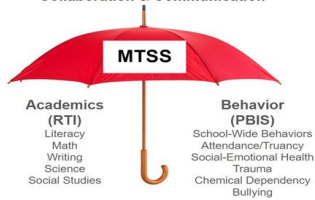
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## Takeaway 2:

Understand Alignment within MTSS

## Academic and Behavioral Systems



## RTI + PBIS = MTSS



## RP and PBIS

Mistakenly viewed as mutually exclusive…

Can complement each other quite well

## RP and SEL

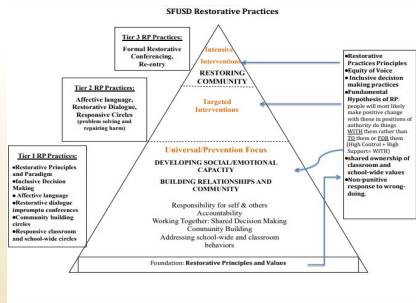CASEL wheel: 5 competencies

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## School Climate

"School Climate matters. It informs how we work, teach, learn, and live."
(p17)

School climate isn't static

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## Aligning the Goals of RP:
### 80% proactive and 20% reactive

## Takeaway 3:

### Introduce Restorative Strategies for Classroom Management

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## Restorative Practices in Schools

You are working towards restorative discipline in schools when you....

1. Focus primarily on relationships and secondarily on rules.

2. Give voice to the person(s) harmed?

3. Give voice to the person(s) who caused the harm.

4. Engage in collaborative problem-solving.

5. Enhance Responsibility.

6. Empower Change and Growth.

7. Plan for Restoration.

All material is taken directly from: Amstutz, L., & Mullet, J., (2005), pg 29-32.The Little Book of Restorative Discipline, pg 28-32.

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## RP Continuum

80% proactive, 20% responsive

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

## Affective Language

"*The art of communication is the language of leadership*"
*James Humes*

- *Empathic listening*
- *Positive feedback*
- *Non-judgmental*

## Breakout



1. Listen to the non-affective statement
2. Change it to an affective statement

## Affective Questions

- When responding to misbehavior / the offender:
  - What happened?
  - What were you thinking at the time?
  - What have you thought about since?
  - Who has been affected? In what way?
  - What do you think needs to happen to make things right?
- When responding to the victim of the behavior:
  - What did you think when you realized what happened?
  - Who has been affected? In what way?
  - What has been the hardest thing for you?
  - What needs to happen to make things right?



## Breakout

- Affective questioning will be modeled:
- *1 participant will share a time they felt harm*
- *A student scenario will be shared*

## Circles

- Builds relationships between the students and the teacher

- Fosters relationships between students and builds a community within the classroom.

- Important to circle as a staff as well

- Seven Types of Circles with Norms and Expectations



## Urban Elementary Building - Impact & Data

Generally, adult responses to behavior is more solution-oriented and needs-based.

Number of reported disruptive behaviors from a teacher who transitioned from punitive to restorative approaches:

- Year 1: 67
- Year 2: 77
- Year 3: 8

## Next Steps:

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## How can you be a champion of this work in a district?

- Look into formal training options
- Start RP leadership team (combination of administrators, support staff, teachers, etc.)
- Engage in professional learning communities (monthly meetings to slowly teach RP skills and circle as a staff)
- Align policies and procedure
- Determine which staff have the capacity to add responsive circles to their schedule

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## Formal Training in Restorative Practice:

- **Introduction to Restorative Practices & Using Circles Effectively**
- "Introduction to Restorative Practices" helps participants thoroughly understand restorative concepts and learn effective strategies for managing behavior and teaching young people to take responsibility for their actions. "Using Circles Effectively" teaches participants the value and process of circles.
- **Facilitating Restorative Conferences**
- Participants in this training learn how to facilitate restorative conferences — structured meetings that bring together everyone affected by an incident of wrongdoing or conflict to discuss how they have been affected and decide how to repair the harm.

## Resource Links

➔ International Institute for Restorative Practices

➔ Smith, D., Fisher, D., & Frey, N. (2015). *Better than carrots or sticks: Restorative practices for positive classroom management*. ASCD Book Study

➔ Restorative Communities Resource Guide

➔ Bibliography of Restorative Justice & Practice

➔ Restorative Resources: Educator Toolkit:

➔ Restorative Practices, San Francisco USD

➔ Restorative Practice Guide and Toolkit, Chicago Public Schools

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## Upcoming Prevention Series Trainings

• March 16, 2021 from 11:00 - 12:30 PM
  – Strategies & Considerations: Aligning School Programs within a Multi-Tiered Framework

• May 6, 2021 from 11:30 - 1:00 PM
  – QPR & Suicide Prevention Coaching

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## Post-Training Survey

### *Google Form*

SCAN ME

Thank You!

**Thank you for participating in the Prevention Education Professional Development Training.**

**Thank you to the partners in developing this training.**

EDUCATIONAL SERVICE CENTER *of Northeast Ohio*

Ohio Department of Education

MENTAL HEALTH & ADDICTION SERVICES Ohio MHAS Promoting wellness and recovery