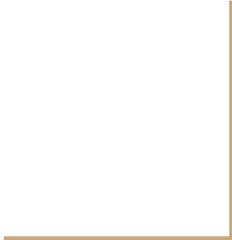
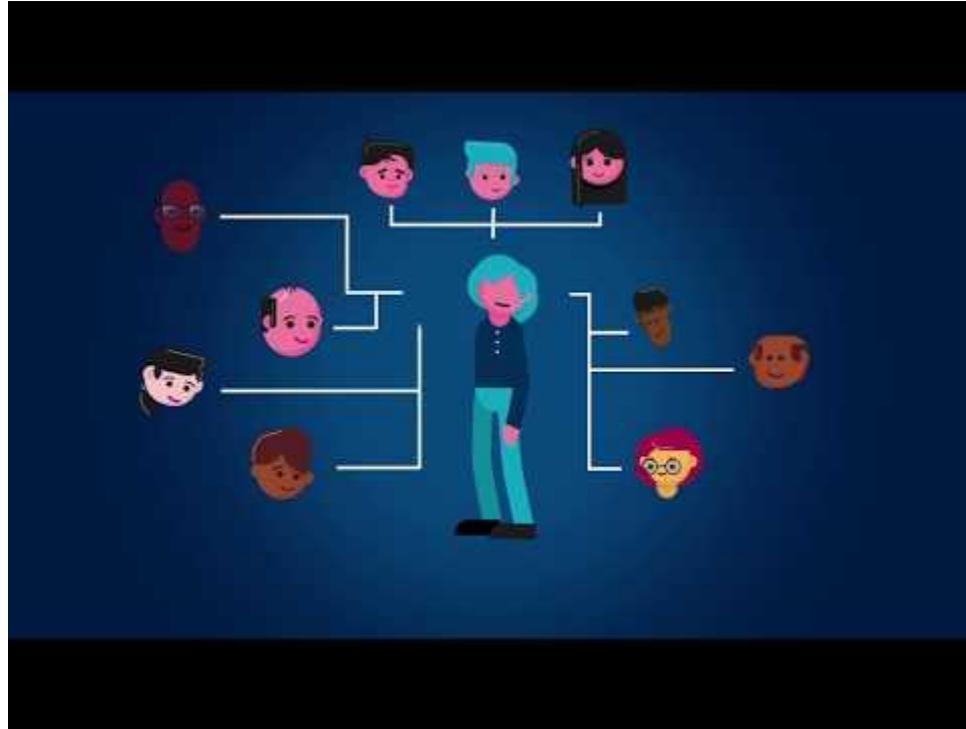


Restorative Practices



A Quick Example



(6) Learning Targets / Objectives

- History of Restorative Practices [Past/Present]
- What is Restorative Practices (RP) and Restorative Justice
- More than just circles
- Process of conducting a RP circle
- How to process after a circle
- Practice time facilitating a RP circle



History of Restorative Practices/Circles/Justice

Restorative Circles vs Restorative Conferences

Restorative circles has its roots in restorative practices, as a way of looking at how we interact with others in a safe way. Restorative Conferences are practices that emphasizes repairing the harm done to people and relationships rather than only punishing offenders.

Restorative circles echoes ancient and indigenous practices employed in cultures all over the world, from Native American and First Nation Canadian to African, Asian, Celtic, Hebrew, Arab and many others

THIS IS NOT NEW

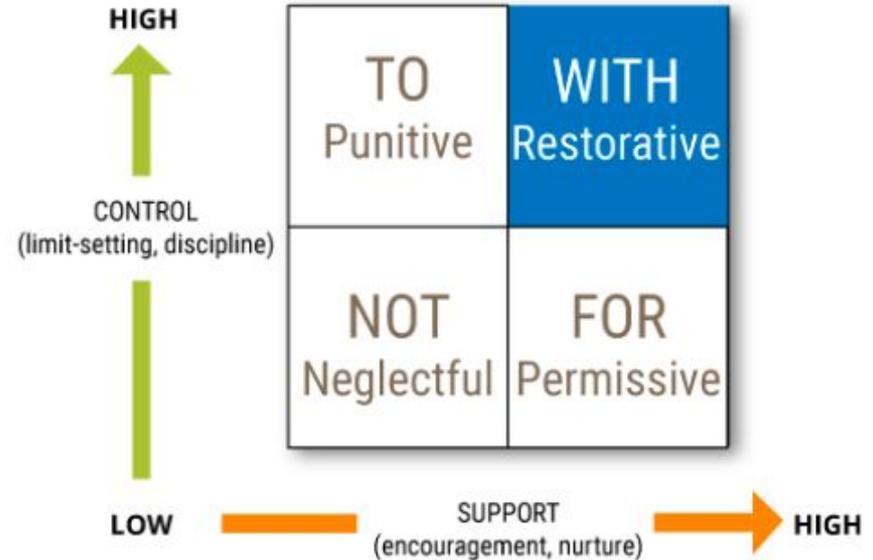


History of Restorative Circles

(Continue and introduce the concept of a talking piece)

Social Discipline Window of RP

The fundamental premise of restorative practices is that people are happier, more cooperative and productive, and more likely to make positive change when those in authority do things WITH them, rather than TO them or FOR them.



Adapted by Paul McCold and Ted Wachtel

What it is Restorative Practices

Restorative Practices are the implicit actions taken to create, strength, and repair or transform ***relationships*** between people, communities, and societies.

What it is Restorative Justice

Restorative Justice is the process to **repair** or **transform** the harm that was created, by addressing the needs and limitations of those who have been harmed and those who harmed.

Principles of Criminal Justice vs Restorative Justice

Criminal Justice AKA “punitive criminal system” was established to enforce the rules (laws) that have been broken. There is a process (depending on the system / society) which seeks to punish those who have broken the rules (laws) to reinforce the idea that a punishment will discourage the person from committing the crime again and to demand an accountability upon them.

Restorative Justice seeks to hold the person who committed harm accountable for their actions so that they may take responsibility for their actions. It also allows the victim an opportunity to be heard and have their needs met and repaired or due to the limitation of their need transformed. By product is reduced recidivism of event.

Restorative vs Traditional

Restorative (new)

1. The student who caused harm has the opportunity to directly express remorse and directly make amends. (And tell THEIR story or WHY)
2. The student will learn a better way to behave/react if we teach them directly, and will not learn from punishment alone.

Traditional (old)

1. The student that broke the rule has little opportunity to express remorse or make amends.
2. The student will not learn from the punishment itself and the behavior/harm will repeat.

Not just Circles: Restorative Practices

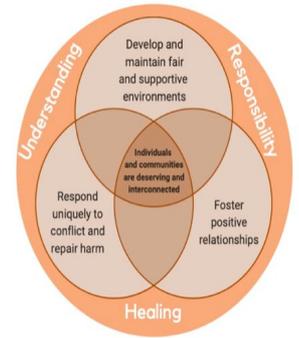
The continuum of Restorative Practices Is as follows:

Ideally, about 80% of the RP work that is being done (in the schools) is to build community to foster a positive school climate, while 20% is responsive in nature.

Just as in the Rtl tiered model, we see that the bulk of the work (80%) is done in the classroom with our everyday interactions with our students. It involves building relationships and our use of affective language.

The next tier, tier 2 (15%) , is where circles come into play. These should be proactive in nature, but not always, and should be a tool to increase relationships and foster a positive growth mindset in all.

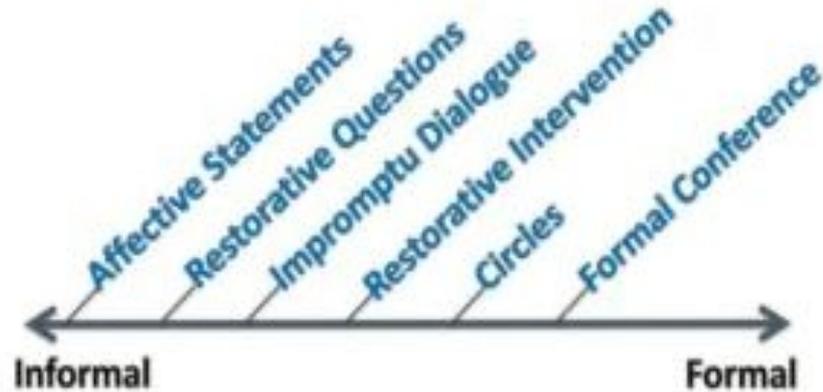
The last step, tier 3 (5%) , would be normally done in the dean's office as a restorative conference that seeks to repair the harm that has been committed by one party towards another.



Not just circles

Restorative Practices *Is* as follows:

Restorative Practices Continuum



Restorative Practices Continuum

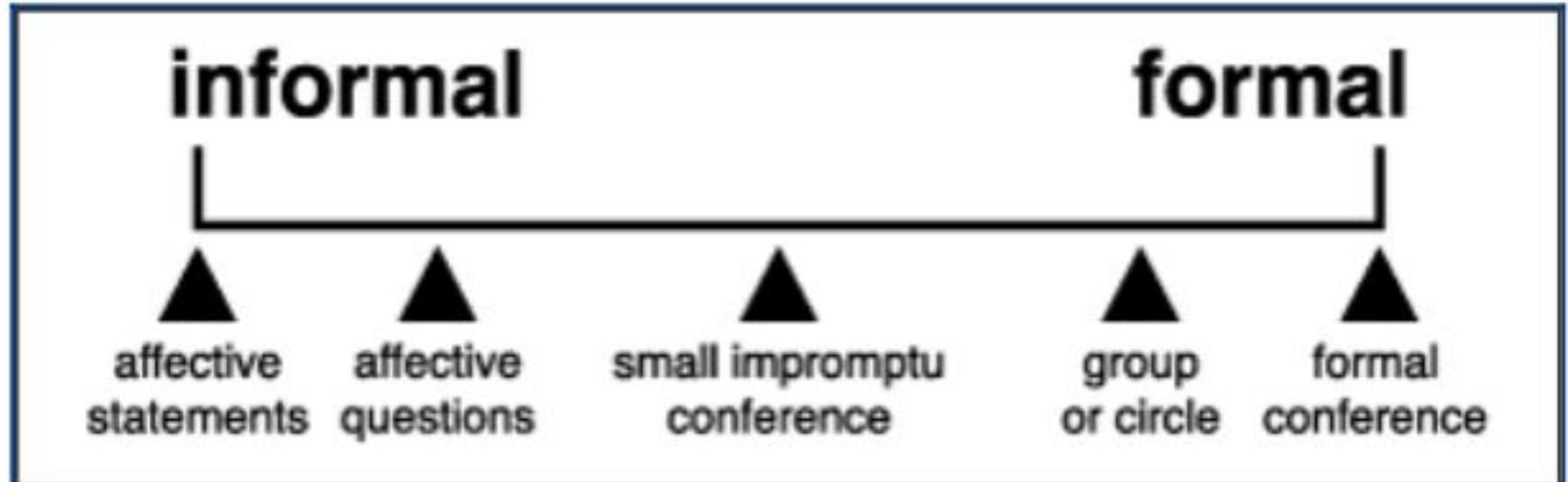


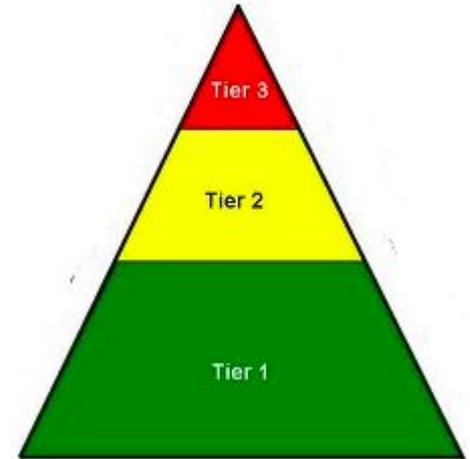
Figure 3. Restorative Practices Continuum

Bottom: Tier 1

Building Relationships:

In order to be effective teachers we must first build a relationship with those whom we work with. This means we have to be intentional in our work to build them. Simple things such as greetings, smiling, occasionally rewarding the class for their positive interactions with a treat (simple candy goes a long way).

Tier 1 is the bread and butter and is used 80% of the time.



Tier 1 Affective language

Affective Statements / Questions:

Language can speak louder than actions. When we talk to students and in front of them, we should always use affective language. Affective language is a powerful skill to model ways of expressing our feelings and needs.

There are four parts to affective statements:

1. **Observation:** I statements
2. **Feelings:** RP questions
3. **Needs:** Acknowledgement / accepted / resolved
4. **Plans/Requests:** Action

Restorative Questions:

When 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?
- What do you think you need to do to make things right?

To help those affected:

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

Restorative Conversations

Validate Feelings (Unwind)

Are you alright?

How are you feeling right now?

What do you need now?

What will make it Better?

How can I help?

Perspective Building (Rewind)

What happened?

What led up to this?

What were you thinking at the time?

How did you feel when that happened?

Repair (Moving Forward)

How can we make sure this doesn't happen again?

What can you do in similar situations?

What do you need to see happen now?

In schools it can change discipline into a learning opportunity for students. *Life Space Crisis Intervention (LSCI)*

Talking Piece & (Zoom)

A talking piece is an object, chosen by the leader, that is used to guide the conversation by allowing only the person who is holding the talking piece to speak.

In  follow these guidelines:

- 1) The leader starts as normal (opening)
Acknowledgement of indigneous people
- 2) Explains that the person chosen to speak will choose who the next person will be to speak BEFORE they answer.
- 3) As you go along have the last few raise their hand to show who has not yet gone yet.



Sequential vs Non-Sequential

Sequential is traditional for in person circles. The first person begins (possibly with a talking piece) and passes it to the person to the left and accepting and passing the item with only the left hand.

Non-sequential is when a person starts and passes the talking piece to anyone, who can be seated anywhere, not necessarily to the left.

For Zoom, we will follow a non-sequential method which we talked about earlier, when we get to our circle



Norms

CIRCLE GUIDELINES



Respect the Talking Piece.



Speak from the heart.



Share just enough.



Listen with respect.



Remain in the circle.



Honor confidentiality.

Beginning Ritual: Optional

You may want to start every circle with a particular ritual that is unique to each group. This may be reading a poem, changing the talking piece, offering a free pass on homework that day or passing a bowl of candy. It can be anything, but you must acknowledge the indigenous roots of the process.

When in person utilize full Native American Historical traditions



Intro w/ Questions

As the leader (I) you will go first as you explain the Norms and begin the conversations. At the first question (regardless of how long you have been meeting and running circles) state your name and ask a low level questions (see list)

**Model the actions you want to see
in others**



Low level Questions



What is your favorite food?

What is your favorite tv show?

Tell us about something fun you did last weekend.

Finish this sentence, “If I could be any animal, I would be ...”

Tell us about your favorite vacation.

If you were a videogame character who would you be?... Why?

Coke or Pepsi?

What makes a good friend?

What is your favorite room in your house?

What makes you happy?

What is your favorite color?

What is your favorite thing to do?

What is your favorite: color? song?/ musician?

If you had to sing a song at karaoke, What would it be?

Medium level Questions



If you could have a superpower, what would you choose....and why?

How would your best friend describe you?

What are you good at?...and why?

Finish this sentence, “I am totally awesome at”

Describe your best friend.

What is your favorite sport?...explain why?

What are you good at?...and why?

How do you show respect for your neighborhood / family / the community?

What is the kindest thing anyone has ever done for you?

What is the kindest thing you have ever done for someone else?

High level Questions



What is the most courageous thing you have ever done?

What is the most courageous act you have ever seen / or heard of?

Have you ever been let down by someone you trusted (no names, describe the situation)

Have you ever let anyone else down (what was the situation)

Who is your go-to person in your life and why?

If you could change one thing in your life what would it be and why?

If your parents were her right now, how would they describe you?

Process Circle

One person answer please with 2-3 words only:

What did you think about the process?

Was there anything challenging about it?

What do you think would be difficult for you, if you were running the circle.

How do you think this could help you in your profession? In your Life?

Picture who you would want in the circle and WHY?

Facilitate a Circle in Breakout rooms

We will break into separate rooms so that you may experience being involved in a circle.

- Use the steps provided (Facilitator is chosen by who ever has their B-day closest to Jan 1)
- Describe the purpose and rules/guidelines
- Begin with low level questions
- Be mindful of time (try to limit to 1 min per response per person)

Write down questions you may have so that we may process afterwards.

Process Circle

One person report out on your circle:

What did you think about the process?

Was there anything challenging about it?

What do you think would be difficult for you, if you were running the circle.

How do you think this could help you in your profession? In your Life?

Picture who you would want in the circle and WHY?

Restorative Justice in Schools

https://www.youtube.com/watch?v=pB7GX9y_OiA

Questions

?????

References:

Long, N. J., Wood, M. M. & Fecser, F. A. (2001). Life space crisis intervention: Talking with students in conflict. Pro-Ed.

Wachtel, T. (n.d.). Defining restorative. International Institute for Restorative Practices. <https://www.iirp.edu/restorative-practices/defining-restorative/>

Zehr, H. (2015). The little book of restorative justice. Good Books.