

# RESTORATIVE PRACTICES

**How to Provide SEL Supports for the  
Success of Every Student**

**Jeremy Bullock Safe Schools Summit  
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Facilitator: Sara Cole**



# Learning Objectives...

**Today I will** gain a deeper understanding of Restorative Practices, including the:

- Foundational parts
- Mindset
- Common Language (**proactive**/reactive)
- Continuum of Strategies (**proactive**/reactive)

**So that I can** enhance my school community with social emotional learning opportunities...

**I will know I have it when** I am confident implementing Restorative Practices into the fabric of what we are *already* doing

# Shared Norms

## *Circle Guidelines*

### **Respect the talking piece:**

Everyone listens; everyone has a turn.

### **Speak from the heart:**

Your truth, your perspectives, and 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

# Community Circle-Check-In

Round 1: Please share  
your name and your  
weather word

(sequential circle)

Round 2: Take a  
moment to read the  
next slide and reflect.  
Which one resonates  
with you and why?



# REFLECTION

- It helps now and then to step back and take the long view.
- We can't do everything and there's some liberation in that.
- We can do something, and we can do it well.
- We plant the seed that one day will grow, we may never see the end result.
- We provide the yeast that produces effects far beyond our capabilities.

Adapted from the Archbishop Oscar Romero.





# Systems of Support: WHAT MAKES RESTORATIVE PRACTICES REALLY WORK?

## Restorative Practices in a Multi-Tiered System of Support

Restorative Practices fit into a Multi-Tiered System of Support, proactively supporting all students and providing targeted and intensive interventions for students with higher levels of need.



# FIXED MINDSET

# MINDSET CHARACTERISTICS

# GROWTH MINDSET

SET - YOU HAVE WHAT  
YOU HAVE

**SKILLS+INTELLIGENCE**

CAN BE GROWN AND  
DEVELOPED

HOW THEY LOOK  
PERFORMANCE FOCUS

**MAIN CONCERN**

LEARNING / GETTING BETTER  
PROCESS FOCUS

SOMETHING YOU DO  
WHEN YOU'RE NOT GOOD

**EFFORT**

AN IMPORTANT PART OF  
LEARNING

GIVE UP / CHECK OUT

**CHALLENGES**

PERSEVERE / WORK THROUGH  
IT - SHOW MORE GRIT

TAKE IT PERSONAL  
GET DEFENSIVE

**FEEDBACK**

LIKE IT / USE IT TO LEARN

HATE THEM / TRY  
TO AVOID MAKING THEM

**MISTAKES**

TREAT THEM AS A LEARNING  
OPPORTUNITY

[WWW.TRAINUGLY.COM](http://WWW.TRAINUGLY.COM)

# CASEL & OPI SEL Competencies



↓ Download the CASEL Framework (PDF)

↓ Download in Spanish (PDF)



# Highlight Video

The screenshot shows a YouTube video player interface. The video is titled "At Valor Collegiate Academies, students and faculty participate in WEEKLY CIRCLES". The video is from the channel "Edutopia" and has 29,017 views. The video is currently at 0:01 / 5:24. The video content shows a classroom scene with students and a teacher participating in a "Weekly Circles" activity. The video is not approved for the user's account (sd5.k12.mt.us).

Weekly Circles: Building Community to Foster Academic Achievement

Edutopia

29,017 views

Published on Feb 5, 2018

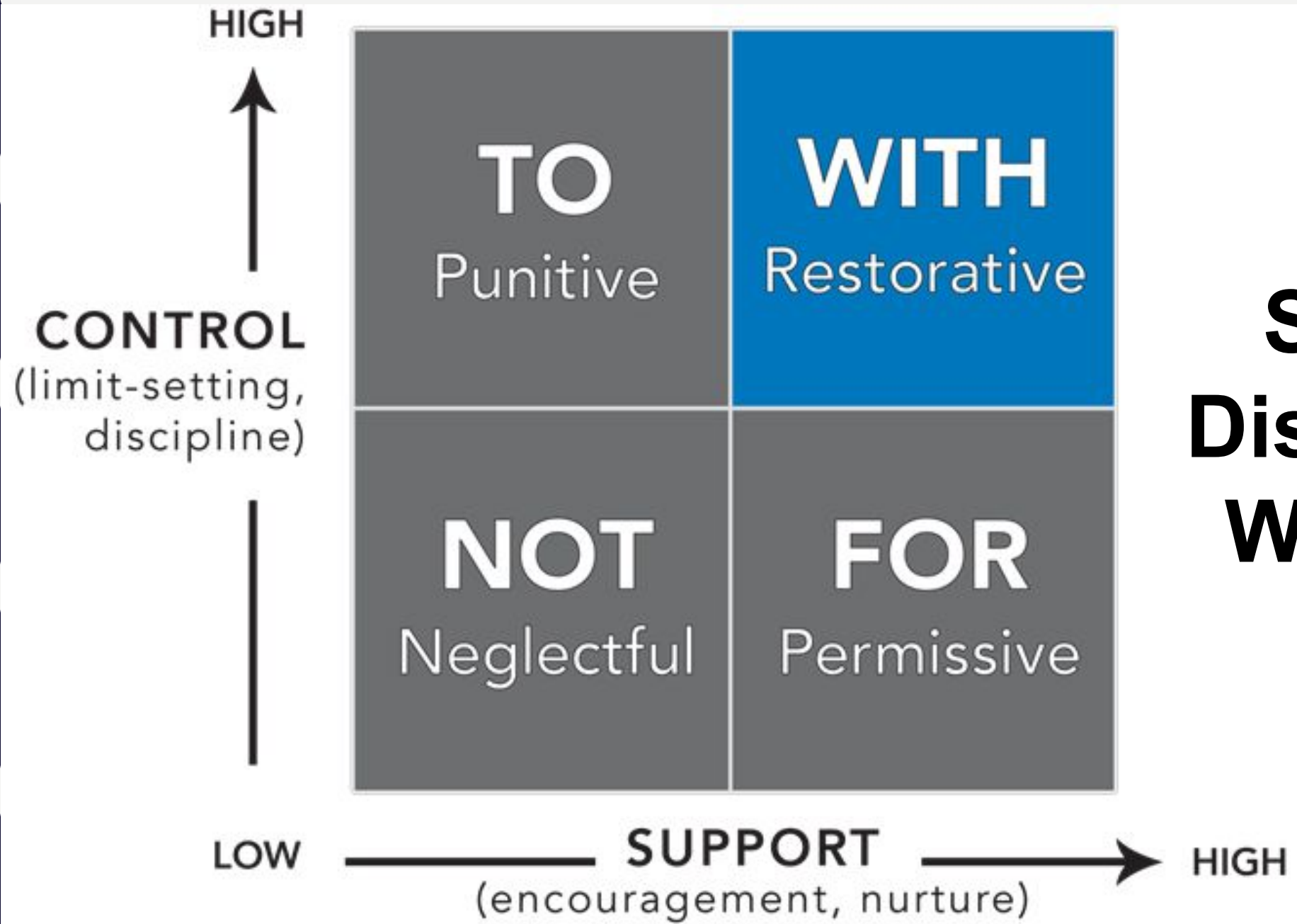
Structured weekly circle meetings create a strong school community and help students become better learners—and teachers have their own circle to work on relationships and improve their practice as well.

Up next

- Using Dialogue Circles to Support Classroom Management
- Classroom Management Strategies To Take Control Of Noisy Students
- Top 10 Incredible Street Performers Videos [AMAZING]
- 32 Incredible Easter Eggs You Missed in Harry Potter Movies
- A Simple Test Will Show If You Are a Genuine Introvert
- Dr. Bruce Lipton Explains HOW WE ARE PROGRAMMED AT BIRTH (an eye opening video)
- US / UK / Aussie English Vocabulary Differences [KoreanBilly's English]
- Autism — what we know (and what we don't know yet)

# FUNDAMENTAL HYPOTHESIS

The fundamental hypothesis of restorative practices is that human beings are happier, more cooperative and productive, and more likely to make positive change in their behavior, when those in authority positions do things ***with*** them rather than ***to*** them or ***for*** them.




# Social Discipline Window

Adapted by Paul McCold and Ted Wachtel from Glaser, 1969

# PRACTITIONER STYLE EXERCISE

Looking at your assigned quadrant (**To**, **For**, **Not** or **With**), answer the following questions:

- **What** is the intent of this authority figure (*what do they want from others?*)
  - **What** might they exhibit in terms of behavior, tone, body language?
  - **What** might they get back in return from others?
- 



# PUNITIVE PRACTITIONER STYLE (T0)

## Observed Behavior:

- Often uses a tone of voice that blames or accuses
- Lack of support in directions
- Notices inappropriate behavior more than appropriate
- Frequently gets immediate compliance
- Has high standards

## Likely Outcome:

- Ordered classroom/setting
- Anxious, resentful students
- Short-term compliance but rarely lasting behavioral change
- High teacher stress
- Negative classroom atmosphere



# PERMISSIVE (FOR) PRACTITIONER STYLE

## Observed Behaviors

- Warm and supportive
- Doesn't consistently set limits
- Focus on effort and de-emphasize quality
- Tries to reason with people to behave or respond
- Makes excuses for others' behavior

## Likely Outcome:

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

# NEGLECTFUL (NOT) PRACTITIONER STYLE

## Observed Behavior:

- Lacks consistent engagement
- Does not appear concerned about quality of students' work
- Ignores inappropriate behavior
- Uses only video and worksheets to teach

## Likely Outcome:

- May miss warning signs of academic or behavioral difficulties in students
- Students may withdraw & 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



# RESTORATIVE PRACTITIONER STYLE

## Observed Behavior:

- Engaging content delivery
- Clear & written objectives goals
- Affective language
- Engages in collaborative conversations
- Engages everyone in decision making
- Circles
- Has high standards

## Likely Outcome:

- Positive atmosphere
- High quality work output
- Positive, kind, and supportive relationships
- Sense of hope and optimism
- Effective classroom management
- Students feel sense of safety
- High job satisfaction

# CONTROL VS. INFLUENCE

- **Control:** A myth. We cannot control others. We can only control ourselves.
- **Influence:** A reality. The environment we establish, the relationships we forge, the focus we encourage and the kindness we share can influence the beliefs, attitudes, behaviors and outcomes in our classrooms.

# THE AIM

To **develop community** and **manage conflict** and tension  
by **repairing harm** and **restoring relationships**.

**informal**

affective  
statements

affective  
questions

small impromptu  
conversations

circle

**formal**

formal  
conference



# AFFECTIVE STATEMENTS

Brief comments about **how others were impacted** by the person's **positive or negative behaviors**.

Affective language, often in the form of “I” statements **strengthens relationships** and aims to get sustainable results by **aligning the words we use with our tone and body language** for the development of ourselves and others.

**Only 7% of what we communicate is with our words.**

**40% comes through tone.**

**53% comes through body language.**

# **AFFECTIVE STATEMENTS...**



**Provide feedback**

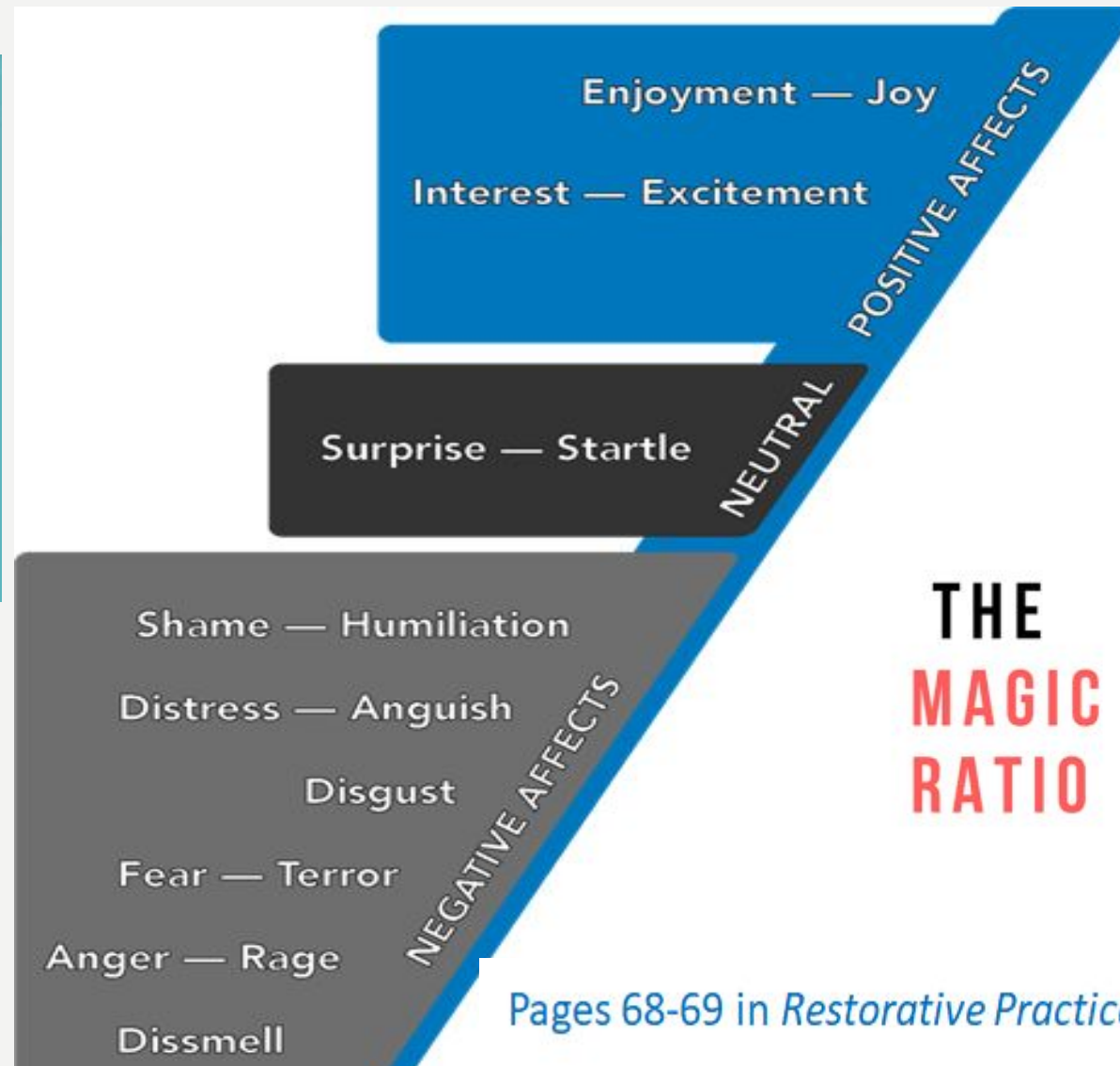


**Set boundaries**



**Teach self-awareness and  
empathy**

# THE NINE AFFECTS



5:1

Pages 68-69 in *Restorative Practices Handbook*



Nathanson, 1992

# **COMPASS OF SHAME**

# AFFECTIVE STATEMENT ACTIVITY

- Sit down and be quiet!
- Get out of my room – you are nothing but a problem.
- Great job on your test.
- Think before you speak.
- Pick up your head.
- Think before you speak.
- I'm going to call the cops.
- You need to start getting along with others.
- You played nice today.





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# PROACTIVE (Talking) CIRCLES

“As a symbol of community, circles are one of the most distinctive and flexible forms of restorative practices...” (23)

- Getting to know one another
- Check in/check-out
- Catalyze creativity
- Literature Circle
- New content/review content
- Goal setting
- Academic or social check-up
- Anticipation
- Reflection

pg 33-36 [Chicago Public Schools, Restorative Guide and Toolkit](#)

## *Common Core Connection*

The lesson plan that follows, as well as other lesson plans in this resource, strengthen student skills in two key Common Core anchor standards for English Language Arts: **Comprehension & Collaboration** and **Knowledge of Language**

CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

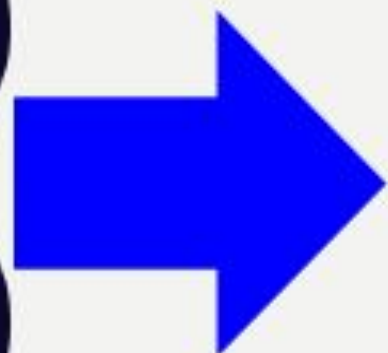
CCSS.ELA-LITERACY.CCRA.L3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.



# GETTING STARTED WITH CIRCLES

Something new and unfamiliar can trigger fear in adults and children.  
The trick is to get over the initial hurdle.



- ✓ Introduce circles when things are going well.
- ✓ Establish circle norms.
- ✓ When you start with something that is safe and not too difficult, you increase the chance of having a successful experience. p. 24
- ✓ Use a talking piece.

# EX: Integrating Academic Standards & SEL Instruction

## [CCSS.ELA-LITERACY.WHST.6-8.5](#)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

## [Sample Lesson: Sharing Student Writing In a Read-Aloud Circle](#)

[Resource: Social and Emotional Learning \(SEL\) Standards and Benchmarks for the Anchorage School District](#)



# RESPONSIVE CIRCLES

**A community process for supporting those in conflict.**

**A restorative circle brings together those who acted, those directly impacted & when appropriate, the wider community within the intentional systemic context to dialogue as equals.**

**The aim is to listen, learn and understand, create a safe place for the dialogue to occur and repair the harm done and the relationships impacted.**



# PUNITIVE VS RESTORATIVE DISCIPLINE

	PUNITIVE	RESTORATIVE
MISBEHAVIOR IS DEFINED AS	Breaking school rules, disobeying authority	Harm done to one person/group by another
PROCESS RELIES ON	Authority figure establishing what rules are broken, and who's to blame	Everyone working to problem solve, build relationships and achieve a mutually-desired outcome
ACCOUNTABILITY DEFINED AS	Receiving punishment	Understanding the impact of actions, taking responsibility for choices, suggesting ways to repair harm and restore community
GOAL OF THE RESPONSE	Pain or unpleasantness to deter/prevent	Meaningful restitution to reconcile and acknowledge responsibility for choices
EFFECTS OF THE RESPONSE	Short term—behaviors often stop in the moment but return once the punishment is over	Long term—students learn critical social and emotional skills that serve them in college, career, and life

# FAIR PROCESS: THE CENTRAL IDEA

“...individuals are most likely to **trust** and **cooperate freely** within systems – whether or not they win or lose within those systems – when fair process is observed.”

(W. Chan Kim & Renee Mauborgne, Harvard Business Review, January 2003)



# THE KEY TO SUCCESS

Separate the “**deed**” from the “**doer**”

Restorative Practices allow:

The **act** (*unacceptable behavior*) **to be rejected** because they failed to meet expectations or standards while **acknowledging the intrinsic worth of the person and their potential contribution to society.**

# Partner Up!



## Restorative Questions

To respond to challenging behavior...

- What happened?
- What were you thinking 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?

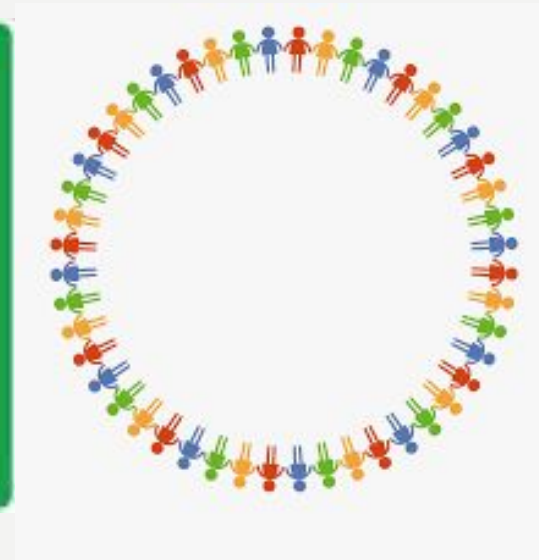
To help those harmed by other's actions...

- 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?



# Community Circle: Check-Out

In a few words, share either: your “a-ha!” learning moment from today **OR** one action you will take (start or stop) to be more restorative





# Works Cited/Resources

[Weekly Circles: Building Community to Foster Academic Achievement](#)

[Circle Forward: Building a Restorative School Community Kindle Edition, Carolyn Boyes-Watson, Kay Pranis](#)

[Chicago Public Schools, Restorative Guide and Toolkit](#)

Sharon Mast, IIRP Consultant, Adapted Slides (with permission)