Part 1: Preventative Restorative Practices: Building the Foundation

Lauren Evanovich, PhD
Research Assistant Professor
A Multi-Tiered System of Supports

Objectives

1. Define the term “restorative practices”
2. Identify common restorative practices
3. Describe how restorative practices may be used within a multi-tiered PBIS framework
4. Identify next steps for implementation of restorative practices.

Agenda

- Exploration:
  - Restorative Practices (RP) and Social Emotional Learning (SEL) Overview
- Installation/Adoption:
  - Next steps for adopting RP as a school-based initiative

The Buzz on Restorative Practices

1. What is Social Emotional Learning (SEL)?
2. What is all the buzz around restorative practices (RP)?
**What is Social Emotional Learning (SEL)?**

“Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

Collaborative for Academic, Social, and Emotional Learning (CASEL) [http://www.casel.org/what-is-sel/](http://www.casel.org/what-is-sel/)

**What are Restorative Practices?**

- "The emerging field of restorative practices is the study of restoring and developing social capital, social discipline, emotional well-being, and civic participation through participatory learning and decision making."


**A restorative approach aims to...**

Repair HARM

- To a relationship
- To the community
- To the person causing harm, that created the conditions for his/her actions

People respond best when you do things with them, not to or for them.

**Guiding Principles of RP**

5 R's

- Relationships: Central to building an inclusive community, building connectedness, developing & navigating healthy relationships
- Respect: Provide a voice for the person harmed, improve self-awareness of staff & students
- Responsibility: A_freq_ emphasis on repair, rather than the offense, to understand the impact of the harm
- Restoration: A collaborative process asking & agreeing on change & growth
- Reintegration: Harmer is welcomed back into the environment

Eber, 2015; SFUSD; Goodwin & Mathway 2015; IIRP 2012; Restorative Practices Workgroup, 2014

**Goals of RP**

- Positive relationships are shared by all stakeholders
  - Reduction in number of offenses may be a by-product of positive relationships, strong community
- Inclusive school community
- Less reliance on exclusionary discipline practices
  - RP is incompatible with an approach that focuses on punishment, exclusionary consequences
- Needs of community members, including the person who caused harm, are addressed
- Stakeholder voice & collaboration is evident in practices
**Categories of Practices**

- **Proactive**
  - Prevention & Skill building
    - Circles (variety of circles may be included)
    - Informal conferences
  - Affective statements
  - Circles (variety of circles)
  - Informal conferences

- **Responsive Practices**
  - Disciplinary actions
    - Restorative chat
    - Restorative meeting/conference
    - Mediation (and shuttle mediation)
    - Peer circles
  - Alternatives to suspension/expulsion
    - Family Group conferences
    - Community restorative conferencing

**RP Across the Tiers**

- Community Restorative Conferencing
- Family Group Conferencing (FGC)
- Family Group Decision Making (FGDM)
- Peers
- Mediation
- Peer juries
- Shuttle mediation
- Mediation
- Peer juries
- Family Group conferences
- Community restorative conferencing

**Research on RD**

**Randomized Control Group Studies**
- Qualitative studies
  - Random assignment
  - Control group
  - Operational definitions
  - Fidelity measures

**Non-Experimental Studies**
- Qualitative studies
  - Surveys
  - Focus groups
  - Interviews

**Student Outcomes**
- Discipline
- Academics
- Health/Lifestyle

**Much of RD research:**
- Took place outside the U.S.
- Reported during conference presentations
- Written up in government reports
- Shared through books

**Types of Restorative Practices**

- **Affective Statements**
  - Everyday usage
  - “I” statements
  - Describes how something made you feel

- **Circles**
  - Morning meetings
  - Social/emotional instruction (e.g., empathy)
  - Problem-solving class-wide issues

- **Restorative Conferences**
  - Informal conferences
  - Restorative meeting and chats

- **Reintegration Procedures**
  - Restore relationship between victim and/or person harmed
  - Classroom and/or office-managed
  - Match to severity of incident

**Restorative Practices for Addressing SEL**

- Affective statements
- Circles
- Restorative questioning
- Informal conferences

**Classroom Circles**
- Understanding and managing emotions
- Set and achieve positive goals
- Find and show empathy for others
- Develop positive relationships
- Making responsible decisions

**Common Restorative Practices**

- Affective statements, circles
Affective Statements

Teaching Empathy

1. Why do you need to teach empathy to students?

Affective Statements

• “Personal expressions of feeling in response to specific positive or negative behaviors of others.”
  - ‘I statements’
  - Makes ‘person who caused harm/harmer’ aware of the impact of their actions
  - Changes the dynamic between individuals

Sample Starters

“I” Statement Format: Step 1

Step 1: Refer to the Behavior
1. When I’m shouted at I ……
2. When I’m sworn at I ……
3. When I hear please and thank you I ……
4. When I see you following directions the first time ……
5. When I hear you talking while I am talking ……
6. When I see you come in late ……
7. When I see you raise your hand ……

“I” Statement Format: Step 2

Step 2: State how the Behavior Affects You
1. I feel unappreciated because …
2. I feel hurt because…
3. I feel appreciated because …
4. I am concerned that…
5. I get scared that…
6. I feel respected by…
7. I feel disrespected by …

“I” Statement Format

I feel _____ when_____ because_______

Sample Starters

http://www.therapistaid.com/worksheets/i-statements.pdf

International Institute for Restorative Practices:
http://www.iirp.edu/article_detail.php?article_id=Njkx
Affective Statements: Practice Time

• Find a partner and identify two "I" Statements
  – Positive Emotion
  – Negative Emotion

I feel _____ when _____ because ___

Additional Examples

• A father wants his young child to stop calling him rude names during playtime.
  – Common response: "Hey! If you call me a rude name one more time, I’m going to send you straight to bed!"
  – "I" statement response: "I feel very sad when I hear rude words because they hurt my feelings. I like playing with people who use nice words."

• A woman becomes angry when her sister borrows her favorite coat and returns it with stains and a tear.
  – Common response: "You ruined my jacket! Are you ever going to grow up?!"
  – "I" statement response: "I am upset that my coat was damaged because I can’t afford to replace it. I really appreciate it when the things I loan out are taken care of."

• A teenage boy is annoyed with his parents, who ask him several times each night if he has completed his homework.
  – Common response: "Lay off me!"
  – "I" statement response: "I feel frustrated and annoyed when I am reminded over and over to do my homework. I am old enough now to complete my homework without reminders."

http://www.goodtherapy.org/blog/psychpedia/i-message

Affective Statements: Practice Time

<table>
<thead>
<tr>
<th>School-Wide Expectation</th>
<th>Sample Scenario</th>
<th>Affective Statement 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Respectful</td>
<td>Gary helps Fred by holding the door for him while he walks into the classroom</td>
<td>I am happy to see holding the door for Fred because it shows respect.</td>
</tr>
<tr>
<td>Be Safe</td>
<td>Johnny is running in the hall and bumps into Jose</td>
<td></td>
</tr>
<tr>
<td>Be Responsible</td>
<td>Sariah has her backpack and is ready to leave when her mom calls her</td>
<td></td>
</tr>
</tbody>
</table>

Additional Resources

• Sample Lesson Plans:
  – http://www.teachingasleadership.org/sites/default/files/edpub70495/edpub70495_sample_5tools.pdf
  – http://www.teachingasleadership.org/sites/default/files/i5_tool_i_statements.doc
  – http://www.pbis.org/Products/Books/pdf/70-70IStatements.pdf
  – http://www.pbis.org/Products/Books/pdf/70-70IStatements.pdf

Circles

• A structured process for bringing people together to:
  – Understand one another
  – Strengthen bonds
  – Share & understand feelings
  – Solve problems

Topography of a Circle

- Participants sit in circle
- All members have equal status
- Designated facilitator
- Identify expectations:
  - Be Honest
  - Speak with respect
  - Follow structure
- Everyone has the opportunity to participate
- Participation is encouraged but optional

Components of a Class Circle

Greeting/Focusing Moment
- Greeting/Focusing moment
  - Happens first to set positive tone
  - Everyone in circle is included
  - Name is said once
  - Respectful and friendly
  - Short time frame (between two to five minutes)

Examples of Greetings
- Group greeting is when a person says their name and everyone greets them at once
- Match card greeting— one student gets a math problem 3 X 2 and another person gets 6 and they have to find their match
- Spider web greeting— using a ball of yarn, one student starts and rolls ball to person on another side of circle and greets them. The student greets them back and rolls it to another student continuing until all students are greeted and then go backwards to roll ball of yarn back up.
- I wonder…..Have index cards with lots of different questions for example— If you could be any superhero, who would be? Why? If you could have one wish come true, what would it be? Why?
- Other Ideas??

Examples adapted from https://www.responsiveclassroom.org/article/keeping-morning-meeting-fresh-and-fun

Examples of Focusing Moment
- Close eyes/look down take a deep breath & count to 5. Take another deep breath & count backwards from 5. Feel free to add a couple of cycles to this to help the group calm down & focus.
- Close your eyes and visual your happy place (i.e. beach, mountains, lake, snow, etc.)
- Develop a chant the students can say (i.e. Never Give Up: Be Safe, Be Respectful, Be Responsible)
- Other Ideas??

Examples adapted from https://www.responsiveclassroom.org/article/keeping-morning-meeting-fresh-and-fun

Connection/Feelings Check-in
- Builds relationships among students
- Creates connections among teachers and students and school and home
- Encourages multiple perspectives
- All have a chance to share
Examples: Connection/Feelings Check-in

"Whose a five today?"

- This is a very brief way of checking in with your participants/students, seeing how they feel today. Here’s a sample scale:
  - 5 = Couldn’t be better, feeling energized and happy, excited for the day to begin
  - 4 = Feeling pretty happy, relaxed, feeling relatively optimistic about the day
  - 3 = So-So, relaxed, not particularly excited or happy but still alert & engaged
  - 2 = Not terrible, a little low energy, not particularly motivated to be here
  - 1 = Feeling really bad, really low energy, I would rather be somewhere else

Circle Activity

- Makes up the bulk of the circle
- Can have many different purposes:
  - To problem solve a classroom issue
    - Example: Issue with name-calling
  - To review school-wide expectations
    - Example: Review what ‘be respectful’ looks like in the classroom
  - To review procedures
    - Example: Review the process for getting ready for lunch
  - To teach social/emotional skills
    - Example: How to handle disappointment
  - To build a community
    - Example: Step forward if you have this in common

Using Circles to Teach Necessary Skills

Why use circles in addition to existing teaching methods?

- Additional tool for teaching and/or re-teaching
- Existing lesson plans can be addressed
- Circle structure offers benefits beyond traditional classroom arrangements
- Reactive circles support problem-solving skills for addressing problem behavior

Examples of Circles at a School

Teaching

- Expectations and rules
  - 5th Grade Lesson and Test 2 supports
  - 6th Grade Lesson and Test 3 supports
- Address a class-wide behavior issue (e.g. disruption, name calling)
- Morning circle in 1st grade classroom to discuss ways students can play in good peer relationships

Community

- Use a signal that indicates the circle is closing
- Reflections
  - What went well
  - What did they learn
  - What do they need to do as a result of activity or discussion
  - "Daily News" – Review the schedule for the day

Examples: Closing

- Two-word check out
- Reflective questioning
- Student-developed closing
- Song
- Chant
- Pledge
Putting it All Together: Circles Practice

Greeting/Focusing Moment
Connection/Feelings Check-In
Activity
Closing

Fidelity Check: Components of a Class Circle

- Greeting/Focusing Moment
- Connections/Feelings Check-In
- Activity
- Closing

The Buzz on RP Practices

- How are you going to go back and implement affective statements and classroom circles at your school?

Sample Timeline

Define & Teach School-Wide Expectations
Establish buy-in for restorative practices
Teach & Acknowledge Affective Statements
Teach & Acknowledge Social Skills for Circles
Role play circles
Feedback on circles
Introduce “Advisories” or circle procedures
Scale up “Advisories” or circle procedures
Examine & share data on fidelity & effectiveness

Reactionary Practices: Informal Conferences

Session on Reactionary Practices tomorrow 1:15!
Continuum of Conferences

<table>
<thead>
<tr>
<th>Informal conference</th>
<th>Restorative Chat</th>
<th>Restorative meeting</th>
<th>Restorative Conferencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor problem behavior when it first occurs</td>
<td>Minor behavior is persistent</td>
<td>Range of minor classroom and office-managed behaviors</td>
<td>Major behaviors resulting in harm</td>
</tr>
<tr>
<td>Typically occurs between teacher and student or student and student</td>
<td>Typically occurs between students or between teacher and student</td>
<td>Typically involves multiple parties</td>
<td>Specific preparation needed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Count for conducted within context of care</td>
<td>Script for restorative conferencing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Plan for follow-up</td>
</tr>
</tbody>
</table>

Informal Conference

- Minor, low-intensity misbehavior
- Low structure
- Re-direction, prompts and/or reminders may be provided
  a) "Hey Thomas, I noticed you were having some fun at Michael’s expense when you were laughing at his new shoes.
  b) That makes me concerned because it sounds like you weren’t considering his feelings.
  c) What could you have said instead?
  d) Will you give that a try next time?"

The Restorative Chat

Lucille Eber

1. Tell me what happened.
2. What you were thinking at the time?
3. What do you think about it now?
4. Who did this affect?
5. What do you need to do about it?
6. How can we make sure this doesn’t happen again?
7. What can I do to help you?

Resources for RP

- International Institute for Restorative Practices: http://www.iirp.edu/
- Safer, Saner Schools: http://www.safer sanerschools.org/
- RTIPS Circle templates: http://sites.google.com/a/ccrb.org/rtips/rtips-in-schools/resources-for-teachers/restorative-practices-sample-circles

Contact information:

Lauren Evanovich, PhD
University of South Florida
Florida’s PBIS Project

evanovich@usf.edu