


 Florida's Positive Behavioral Interventions & Support Project

**Part 1: Preventative Restorative Practices:  
Building the Foundation**

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*A Multi-Tiered System of Supports*

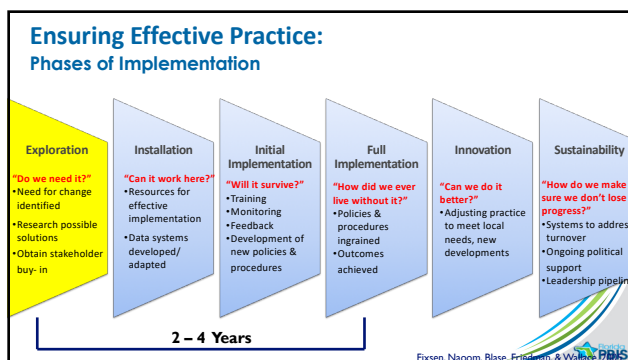
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## Objectives

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)?

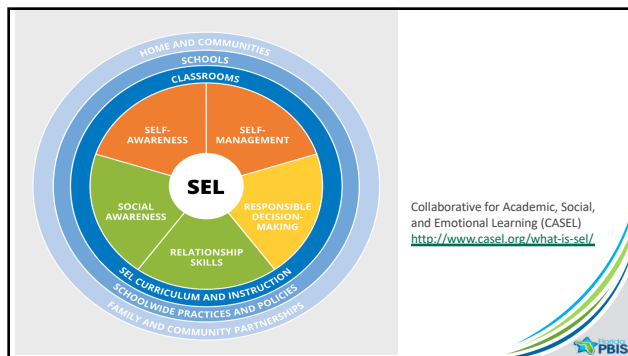


## Social Emotional Learning (SEL) Restorative Practices (RP) Overview

## 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/>



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## 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."

International Institute for Restorative Practices (IIRP) <http://www.iirp.edu/news/1894-definition-of-restorative-practices?highlight=WYjkZWZpbml0aW9uU0=>



## 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.



**Relationships**

- Central to building an inclusive community
- Build systems that develop & strengthen healthy relationships

**Respect**

- Provide a voice for the person harmed
- Improve social behavior of staff & students

**Responsibility**

- Emphasis placed on the harm, rather than the offense
- Understand the impact of the harm

**Restoration**

- Collaborative problem solving
- Empowers change & growth

**Reintegration**

- Harm is welcomed back into the environment

### Guiding Principles of RP

### 5 R's

Eber, 2015; SFUSD; Gonsoulin, Schiff, and Hatheway 2013; 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 punitive, 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
  - Affective statements
  - Circles (variety of circles may be included)
  - Informal conferences



### Responsive Practices

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



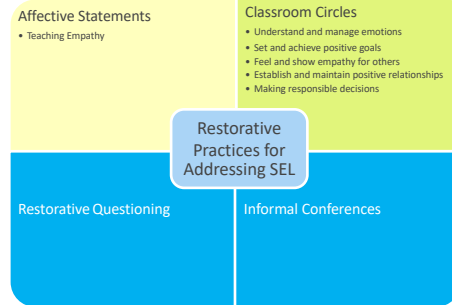
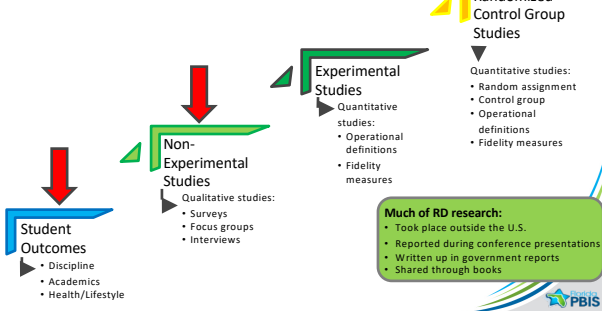
## RP Across the Tiers



- Structure ↑
- Community Restorative Conferencing
  - Family Group Conferencing (FGC)
  - Family Group Decision Making (FGDM)
  - Peer juries
  - Peer mediation
  - Shuttle mediation
  - Mediation
  - Restorative meetings
  - Restorative conversations
  - Informal conferences
  - Problem-solving circles
  - Restorative questioning
  - Affective statements & scripts
  - "Checking-In" circles
  - Using social/emotional curriculum
- Reactive strategies  
Preventative strategies



## Research on RD



## Common Restorative Practices

Affective statements, & circles

## Types of Restorative Practices



## 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

I feel frustrated when you don't address my questions during training.

I feel angry when you disrupt the class because it makes it harder for other students to learn.

I feel happy when you complete your homework because it shows me how well you understand the topic.

International Institute for Restorative Practices:  
[http://www.iirp.edu/article\\_detail.php?article\\_id=Nikol](http://www.iirp.edu/article_detail.php?article_id=Nikol)



## "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 \_\_\_\_\_



I think...  
I feel...  
I believe...  
I want...

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





### 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

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



### Additional Resources

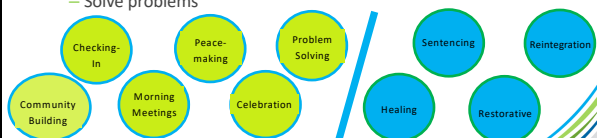
- Sample Lesson Plans:
  - <http://www.advocatesforyouth.org/publications/1445-lessons>
  - [http://www.teachingasleadership.org/sites/default/files/Tools/INV/I-5/Tools/I5\\_tool\\_I\\_statements.doc](http://www.teachingasleadership.org/sites/default/files/Tools/INV/I-5/Tools/I5_tool_I_statements.doc)
  - [https://fc.amsdb.ca/~randv\\_john/S03BF5738.108/I%20vs.You%20Statements%20Activit.pdf](https://fc.amsdb.ca/~randv_john/S03BF5738.108/I%20vs.You%20Statements%20Activit.pdf)
  - [http://www.nipbs.org/Problem\\_Solving/documents/SSLesson6statements.doc](http://www.nipbs.org/Problem_Solving/documents/SSLesson6statements.doc)
  - <http://nosuchthingasabully.com/wp-content/uploads/2013/03/Lesson-12-I-Statements-Handout.pdf>
  - <http://internet.savannah.chatham.k12.ga.us/district/AcademicAffairs/PBIS/Documents/Lessons/Middle%20school/School-Wide/Be%20Accountable/Using%20I%20Statements.pdf>
  - <http://specialabout.com/od/characterbuilding/ss/Cartoon-Strips-To-Teach-I-Statements.htm#stn1>



### Circles

### Circles

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



Kay Pranis (2005): The Little Book of Circle Processes. Good Books Publishing, PA.

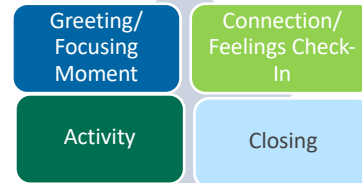


## Topography of a Circle

- 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/Focus Moment

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

### Examples of Greetings:

- Group greeting
- Match card greeting
- Spider web greeting
- I wonder...



## 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/setting-morning-meeting-greetings-fresh-and-fun>



## Examples of Focusing Moment

### 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/setting-morning-meeting-greetings-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



Keep it fresh  
— use a  
variety of  
greetings



### 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 do not address social/ emotional learning

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  
\*SEL lesson and Tier 2 supports

\*Address a class-wide behavior issue (i.e. disruption, name calling)

\*Morning circle in 1st grade classroom to discuss ways students can learn to be good listeners

Community

\*Discuss future goals and possibilities after high school.  
\*Establish circle norms and agreements. Practiced listening skills with 2 round circle questions. Model what it looks like and sounds like.

\*The faculty meeting kicked off with a restorative circle, faculty were asked to reflect on the school year, picking something they were happy about that happened during the school year.

Problem Solving

\*Synergy steps to problem solving: real world problem and possible solutions.

\*5th grade problem solving circle to talk about problems in the classroom and strategies to solve the problems.

\*Address an issue with a group of students (i.e. 6th grade in the cafeteria, behavior on bus route 202).

\*Staff are in disagreement about “gum” chewing on



### Closing

- 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

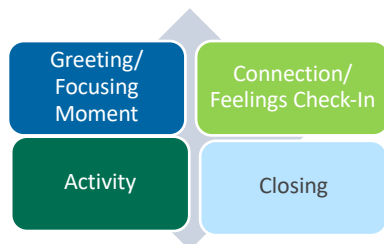


### Examples: Closing

- Two-word check out
- Reflective questioning
- Student-developed closing
- Song
- Chant
- Pledge



### Putting it All Together: Circles Practice



### Fidelity Check: Components of a Class Circle

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

Fidelity Check: Classroom Circles  
 Date: \_\_\_\_\_ Time: \_\_\_\_\_  
 Fidelity Check Completed By: (circle one) Student \_\_\_\_\_ Staff Member \_\_\_\_\_  
 Description of Circle (be specific: i.e. teaching 1st period 6th grade math class the rules in the cafeteria; morning circle in kindergarten to review emotions and talk about different strategies for expressing anger; 4th period graphic design class to discuss increase of number of tardy students to class following lunch)

Directions: For each of the components place a X in the box if the component was observed as "In Place" or "Not in Place". Not required but there is a box if you want to make a note about the content used or to provide feedback.

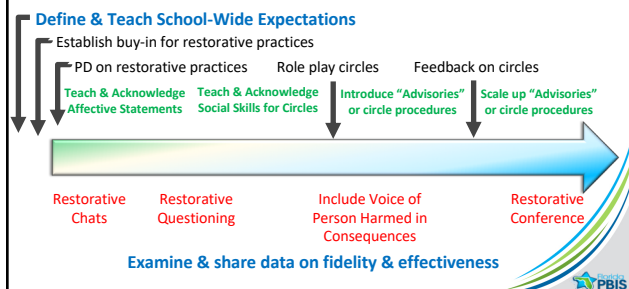
Component	Status		Comments/Notes
	In Place	Not in Place	
Greeting/Focusing Moment			
Connections/Feelings Check-In			
Activity			
Closing			

### The Buzz on RP Practices

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



### Sample Timeline



Reactionary Practices: Informal Conferences

Session on Reactionary Practices tomorrow 1:15!

## Continuum of Conferences



## 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 have you 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 I can do to help you?



McIntosh, K. (Oct. 27, 2014). Enhancing Equity through Effective Professional Development. PBIS Implementers' Forum, Chicago, IL.



## Resources for RP

- International Institute for Restorative Practices:  
<http://www.iirp.edu/>
- Safer, Saner Schools:  
<http://www.safersanerschools.org/>
- Illinois Balanced & Restorative Justice:  
<http://ibarj.org/default.asp>
- RTIPS Circle templates:  
<https://sites.google.com/a/cceb.org/rtips/rtips-in-schools/resources-for-teachers/restorative-practices-sample-circles>
- San Francisco Unified School District:  
<http://www.healthiersf.org/RestorativePractices/Resources/>
- National Opportunity to Learn Campaign – Restorative Practices Guide  
(<http://www.otlcampaign.org/sites/default/files/restorative-practices-guide.pdf>)



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