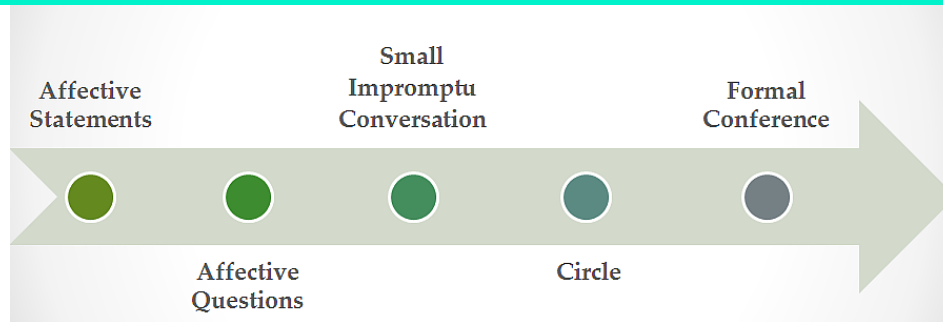


Affective Statements



Affective statements fall on the most informal side of the restorative practices continuum. They are also at the core of all the practices and are used to build and maintain relationships. Day-to-day use is a crucial first step to creating positive classroom and school environments.

These statements provide opportunities for students and adults to express their feelings, both positive and negative. By expressing feelings toward a student about their behavior, teachers are humanized and become relatable. Students are able to cultivate empathy and learn social and emotional skills.

These statements are “I” statements and the structure is able to remove the deed from the doer. Teachers and students are able to converse about a behavioral situation without assigning blame. Students are more receptive when these conversations are done privately, but when this is not feasible, approach with caution when done in front of the class. Never use statements with the intent to harm or embarrass a student.

Examples of Affective Statement Structure

“I feel/am _____(emotion)_____ when/that you _____(behavior)_____.”

OR

“I feel/am _____(emotion)_____ when/that you _____(behavior)_____ because _____(reason)_____.”

Examples of Affective Statements

“I feel frustrated when you interrupt the class because I worked hard to prepare this activity.”

“I am impressed with your answer to the assignment.”

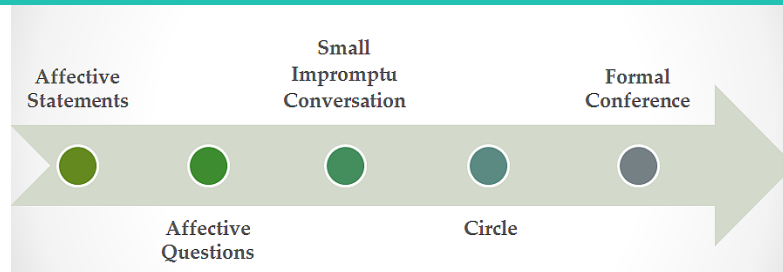
“I am disappointed that you turned in this paper late because you are always so good at turning in assignments on time.”

“I'm concerned that you've been coming late to class.”

*Costello, B., Wachtel, J., & Wachtel, T. (2009). *The Restorative Practices Handbook for Teachers, Disciplinarians and Administrators*. Canada: International Institute for Restorative Practices.



Affective Questions



Affective questions fall on the informal side of the restorative practices continuum, but are central to all of the restorative practices. They provide students a chance to reflect on the impact their behavior has on others and to nurture empathy toward those they have affected. Those who have been harmed get an opportunity to be heard, and all parties are a part of the solution (fair process).

Use may range from all of the questions or just a few, depending on the intervention. Questions may be used to speak with students one-on-one, during a small impromptu conference, or even handed to the student as a worksheet if time does not allow for a sit-down conversation.

Restorative Questions I

To respond to 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? In what way?
- What do you think you need to do to make things right?

Restorative Questions II

To help those harmed by others 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?

Small impromptu conferences build upon affective questions. They are used for immediate issues to quickly solve a problem in the moment. Teachers and staff should use the restorative questions and may use all or several of the questions, depending on the situation. These can be minor problems in the classroom, hallways, lunch areas, field-trips, etc.

*Costello, B., Wachtel, J., & Wachtel, T. (2009). *The Restorative Practices Handbook for Teachers, Disciplinarians and Administrators*. Canada: International Institute for Restorative Practices.

