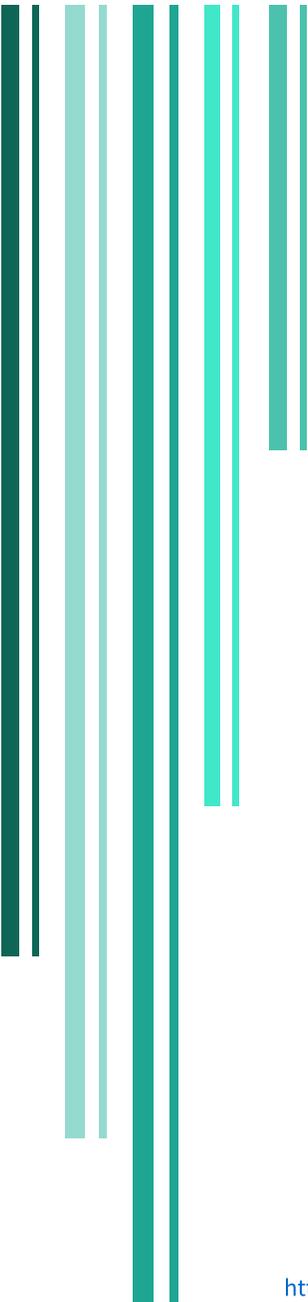


# THE CONTINUUM OF RESTORATIVE PRACTICES



## INSIDE THE PACKET

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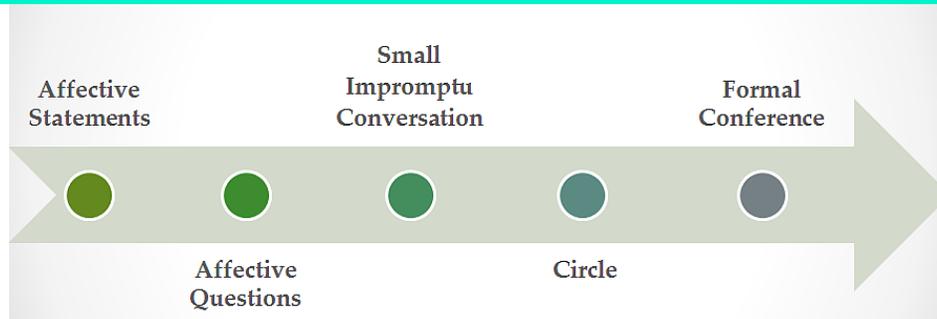
Center for Healthy Kids & Schools

<http://www.ocde.us/Healthykids>

[http://www.ocde.us/HealthyMinds/Pages/Restorative\\_Practices](http://www.ocde.us/HealthyMinds/Pages/Restorative_Practices)



# 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.”

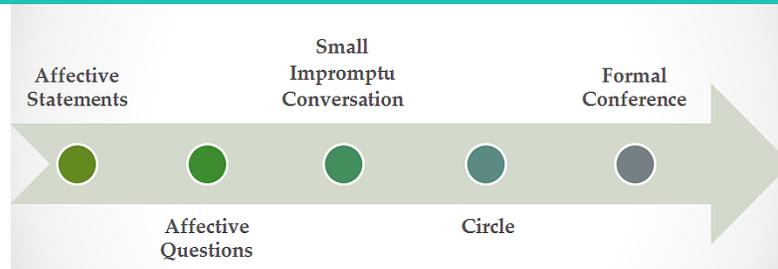
“I am disappointed that you turned in this paper late because you are always so good at turning in assignments on time.”

“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

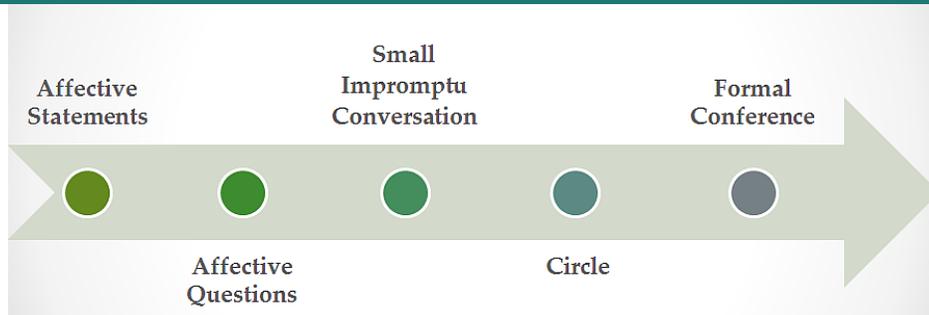
- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

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.



# Circles



The circle is a powerful symbol of community, inclusion, equality, and wholeness. Seated in a circle, individuals are placed on a level playing field and all voices are equal. The shape of the circle is crucial; everyone in the circle should see each other, and not sit behind others or lean forward. The inside of the circle needs to be clear of chairs, tables, or other obstructions.

Within the context of Restorative Practices, circles have many uses from proactive and preventative to restorative and reparative. The purpose of a circle can include: getting to know each other, building community, addressing issues, and taking action. It is important to begin with circles that build community and trust before addressing deeper issues so that students are familiar with the circle process. Circles can also be used with school staff for a variety of purposes from community building to problem solving.

Circles can cultivate students' social emotional skills and improve school climate. Within the circle, students feel that what they say matters; they are respected by authority figures and peers alike. The circle process supports students to take responsibility for their actions. Students learn to cooperate with one another and give each other support.

### Examples of when to use circles:

- Getting acquainted
- Building trust and relationships
- Discussing academic topics
- Addressing issues in the classroom (respect, bullying, stealing, disruption, etc.)
- Welcoming students back after an absence
- Following a disaster or death at school

### The Talking Piece

The talking piece is a circle tool that keeps individuals focused and the circle running smoothly. It is usually an object that has special meaning to the class. The primary rule of the talking piece is that whoever has it is the only one permitted to speak and everyone else must give their full attention and listen.

\*Costello, B., Wachtel, J., & Wachtel, T. (2009). Restorative Circles in Schools: Building Community and Enhancing Learning. Canada: International Institute for Restorative Practices.



Circle Structure Guideline:

1. Open the circle
2. Create Ground rules/Agreements (Created together as a class)
3. Introduce talking piece
4. Introduce Check-In
5. Discussion topic
6. Check-Out
7. Close the circle

To get started, listed below are some examples of prompts for circle go-arounds. You may want to develop your own prompts. These prompts help students to get to know each other. They are useful as a warmup for higher-risk questions and prompts.

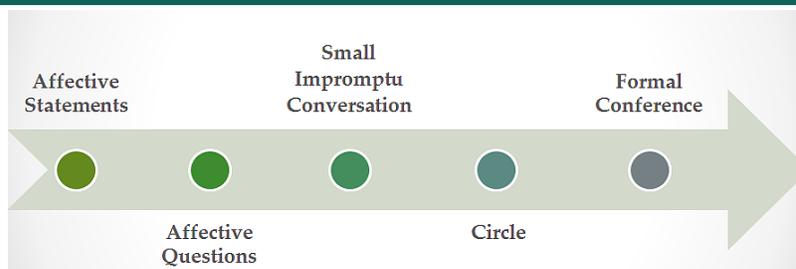
- Say something nice about the person to your right.
- What makes you sad (happy)?
- What is your favorite food?
- If I could be any animal, I would be...
- What makes a good friend?
- What is your favorite thing to do?
- What are you grateful for?
- What do you do well?
- Name someone in this class who helped you this week.
- What do you want to be when you grow up?
- Whom do you trust?
- What is something you know how to do that you didn't know how to do last year?
- What other student worked hard today?

For circles that respond to incidents, using the affective questions helps students discuss the classroom or school campus issues. See the "Affective Questions" document in this series.

For more information on circles and circle formats, a great resource is: "Teaching Restorative Practices with Classroom Circles," which can be found on the Restorative Practices Resource webpage under Circles:

[http://www.ocde.us/HealthyMinds/Pages/RP\\_Resources.aspx](http://www.ocde.us/HealthyMinds/Pages/RP_Resources.aspx)

# Formal Restorative Conference



The restorative conference is the most formal practice on the restorative practices (RP) continuum. It has a prescribed structure and requires pre-conference preparation in order to repair harm after a more serious incident. Traditional discipline practices focus on offenders and how to mete out punishment, while victims are completely excluded from the process. The restorative conference is a victim-sensitive process. Those harmed are able to speak to the offenders, voice their feelings and have those feelings acknowledged, and take part in the repairing and restoring process.

Often, serious incidents involve members of the community and punishment alone is not enough. Offenders will have to continue to be in the school community after an incident, therefore, it is important to have personal resolution between parties and reintegrate the offender back into the school community.

*To have a restorative conference:*

- Offenders must take responsibility for their part in the incident and voluntarily agree to the conference
- Victims must also voluntarily agree to the conference

For the offenders, a restorative conference does not replace punishment. Depending on the situation, it can be in lieu of suspension or as a supplement. The restorative conference ends with an agreement about how the offender can make restitution for the wrongdoing. The process fosters empathy in the offender; he/she is able to hear how their actions have affected the victims, the victims' supporters, and their own friends and family.

*The restorative conference process includes:*

- Pre-conference preparation: the facilitator speaks to all parties involved, confirms participation, and reviews conference proceedings with participants
- A date, place, & time are set not long after the incident
- Conference day: A circle of chairs is set up with offender(s) and their supporters on one side of the facilitator and victim(s) and their supporters on the other side
- The conference facilitator follows a script (see "Conference Facilitator's Script" on RP Resources webpage) and ends with an agreement.
- Conference closing: the refreshments follow the conference and is a crucial part of reintegrating the offender

Training for conducting a formal restorative conferences is highly recommended. Please refer to the OCDE Restorative Practices website for more information on RP trainings.

\*Wachtel, T., O'Connell, T., & Wachtel, B. (2010). Restorative Justice Conferencing: Real Justice® & The Conferencing Handbook. Canada: International Institute for Restorative Practices.





# Integrating Restorative Practices within the PBIS-MTSS Framework



**Positive Behavior Interventions and Supports (PBIS)** is a decision-making framework that guides schools to select and implement the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes within a **multi-tiered system of supports (MTSS)**. PBIS is organized around three tiers: Tier 1 addresses primary (universal) interventions, Tier 2 addresses secondary interventions (targeted groups), and Tier 3 focuses on tertiary (individual) interventions for students demonstrating more intensive behavioral needs. Restorative Practices support the PBIS premise that positive behavioral and social skills are central to learning (Horner, R.).

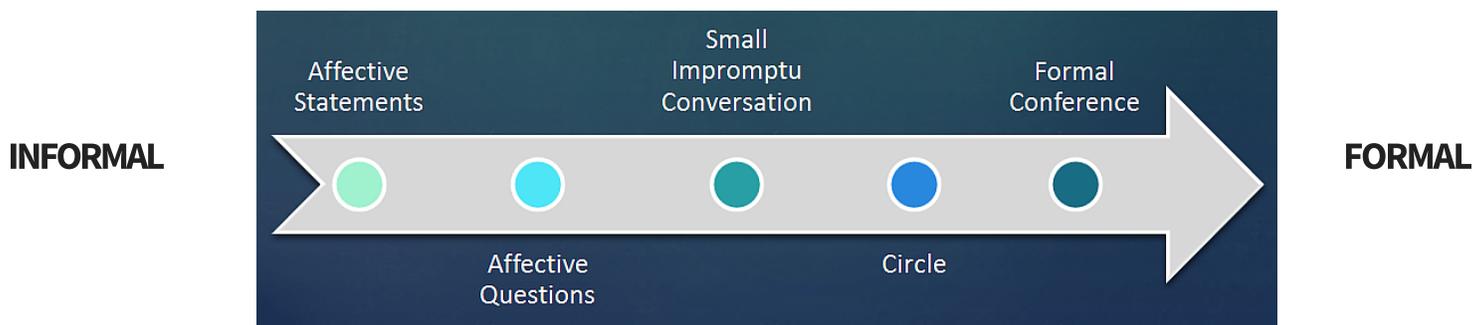
**Restorative Practices (RP)** is an evidence-based approach to building school and classroom community and developing positive school climate in support of students' learning and social-emotional development. **Restorative Practices in Schools** are inspired by the philosophy and practices of restorative justice, which puts repairing harm done to **relationships** and people over and above the need for assigning blame and dispensing punishment (Eber, 2014).

Restorative Practices and the PBIS framework both seek to:

- Engage parents, students, teachers, school staff, and administrators
- Promote positive behavior and social-emotional competence
- Promote equity, positive school climate and learning environment
- Uplift students' strengths
- Establish a routine



The continuum of Restorative Practices, ideally when integrated within a multi-tiered behavioral framework such as PBIS, can build a sense of community, improve relationships, and provide a positive alternative to exclusionary discipline practices such as suspensions and expulsions. Restorative practices teach the entire school community the skills to resolve and prevent conflict in a peaceful, positive, and respectful way.

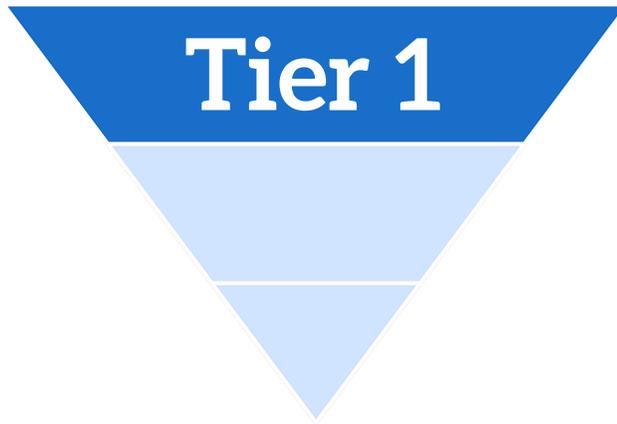


For more information on Restorative Practices, please visit [http://www.ocde.us/HealthyMinds/Pages/Restorative\\_Practices](http://www.ocde.us/HealthyMinds/Pages/Restorative_Practices) or contact Dr. Lucy Vezzuto at [lvezzuto@ocde.us](mailto:lvezzuto@ocde.us)

For more information on PBIS, please visit <http://www.ocde.us/PBIS> or contact Dr. Dori Barnett at [dbarnett@ocde.us](mailto:dbarnett@ocde.us)



# Restorative Practices within a Three-Tiered Approach

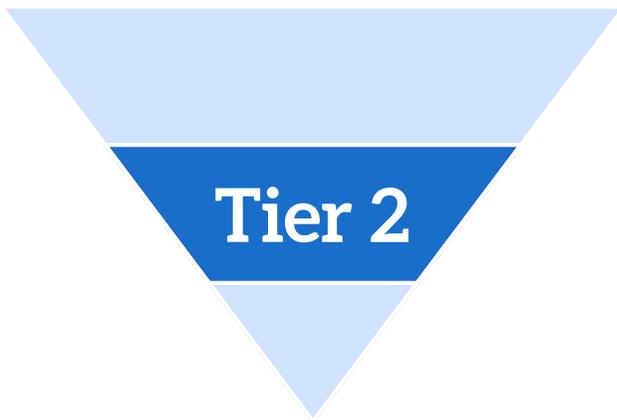


## **Tier 1: Build Community and Relationships**

School and classroom-wide systems for all students & staff (100% of students)

**RP Tools:** Affective statements, Affective questions, and circles with staff and students to:

- Establish positive relationships & get to know others
- Set community guidelines
- Understand behavioral expectations
- Discuss successes and challenges
- Practice social-emotional skills
- Discuss curricular topics

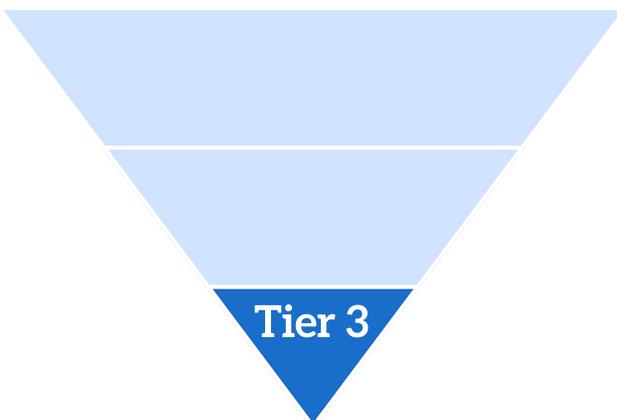


## **Tier 2: Maintain Relationships**

Specialized group systems for students with “at-risk” behavior (15% of students)

**RP Tools:** Small impromptu conversations and circles to address a targeted group need such as:

- Incidents between students and staff that require immediate impromptu conference
- Community circles to address a targeted group need (e.g. misbehavior, attendance, conflicts, etc.)
- Re-entry circles for new or returning students



## **Tier 3: Repair Harm & Restore Relationships**

Specialized individualized systems for students with “high-risk” behavior (5% of students)

**RP Tools:** Formal restorative conferences and restorative circles to:

- Address serious issues such as bullying, teacher-student problems, destruction of property, threats, stealing, etc.
- Reintegrate a student after suspension, expulsion, or incarceration
- Support the inclusion of students with disabilities