



The New York State Office of Religious and Independent Schools

# PROFESSIONAL DEVELOPMENT RESOURCE CENTER (PDRC)

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*The Upstate PDRC - All NYS Regions North of NYC*

## **Restorative Practices: A Quick Guide**

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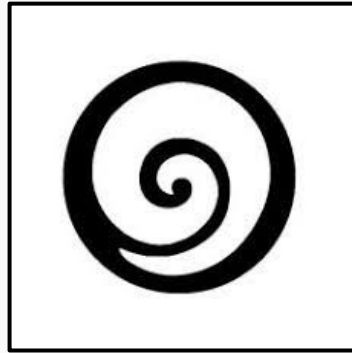
# Goals of this Guide



- ❖ *Distinguish between restorative justice and restorative practices*
- ❖ *Consider how RP can support positive behavior and school climate*
- ❖ *Become familiar with the key elements of restorative practices: circles, chats, and conferences*

# Newest Old Thing

Restorative Justice practices have their roots in ancient and indigenous traditions from Native North America, Australia and New Zealand.



(In other words...not a fly-by-night fad.)

# Restorative justice is an alternative response to crime.

**Restorative justice** is a theory of justice that emphasizes **repairing the harm** caused by criminal behavior.

**Restorative justice** focuses on the harm caused by misconduct or crime, enabling those affected to identify responses that best meet their needs.

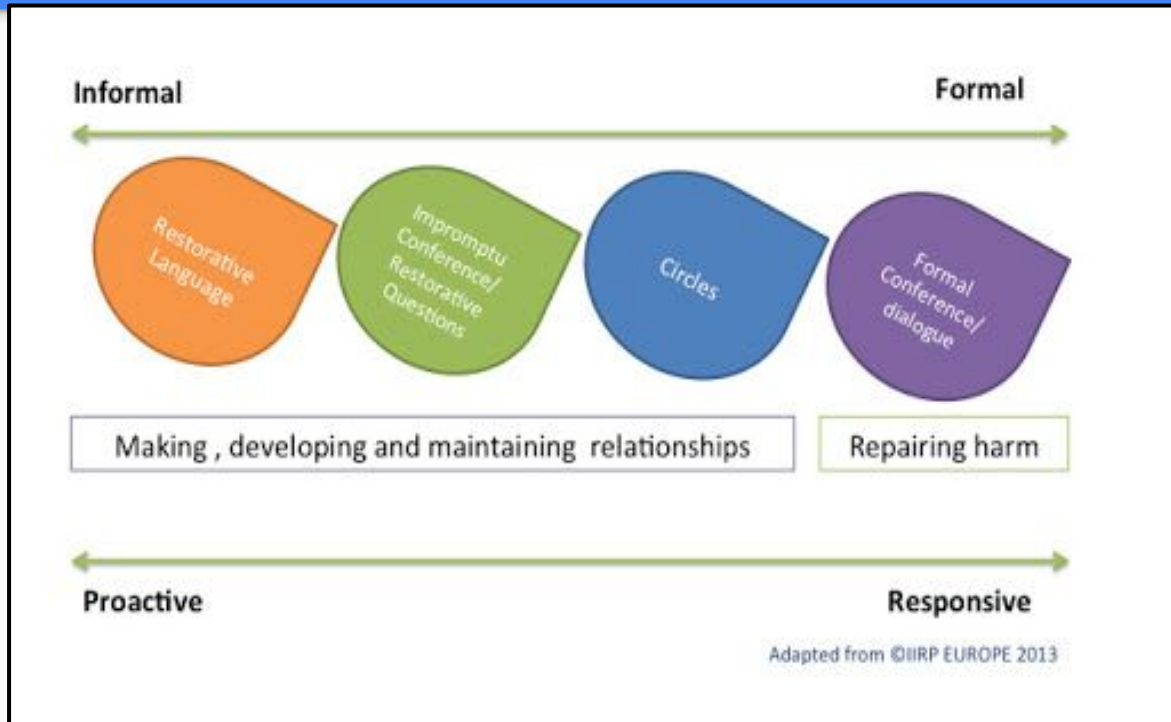
- **Harms and Needs:** Who was harmed, what was the harm? How can it be repaired?
- **Obligations:** Who is responsible and accountable and how can he/she repair the harm?
- **Engagement:** Victims and Offenders have active roles in the Justice process

(Zehr, H. 2002. The little book of restorative justice. Good Books Press)

# Restorative Justice Practice in K-12 is...

a whole school **relational approach** to building school climate and addressing student behavior that fosters **belonging** over exclusion, social **engagement** over control and meaningful **accountability** over punishment.

# The spectrum of restorative practices



## Integrating Restorative Practices into A Multi-tiered Framework

Prevention &  
Intervention

### Repair Harm & Restore Relationships

Formal restorative conference

5%

### Maintain Relationships

Impromptu conversations

Circles for problem-solving & conflict resolution

20%

### Build Community & Relationships

Circles (students & staff)

Affective Questions

Affective Statements

75%

# The Restorative Mindset

- The first aim is to build **classroom communities** that are supported by clear agreements
- We practice SEL skills of empathy, active listening and **authentic communication** to bring issues and conflicts forward in a helpful way.
- We provide specific pathways to **repair harms** by bringing together those who are affected by misbehavior in a dialogue to address concerns, achieve understanding, and come to agreement about setting things right.



# Building blocks of restorative practice:

Mindfulness

+

Empathy

+

Active listening

+

Authenticity

+

Trauma/shame awareness =



**Readiness for a paradigm shift**

# Community-building circle



[Edutopia video](#)

# Changing the Space and the Pace



# Talking Piece



- **A physical reminder that the person talking should receive the group's full attention**
- **Equalizes the voice of each participant**
- **Gives fidgety students something tactile to calm them when it's their turn to speak.**
- **Can be a common classroom object or something symbolic: small globe for geography class, Shakespeare figurine for English, etc...**
- **Online, individual talking pieces or a virtual pass**

# Mindfulness moment

Breath focus

Body scan

Listen to surroundings

Self talk/affirmations

Mindful seeing

5-4-3-2-1 sensory check



# Inspiration



Poetry

Quotation

Image

Short reading

Song

# Circle agreements



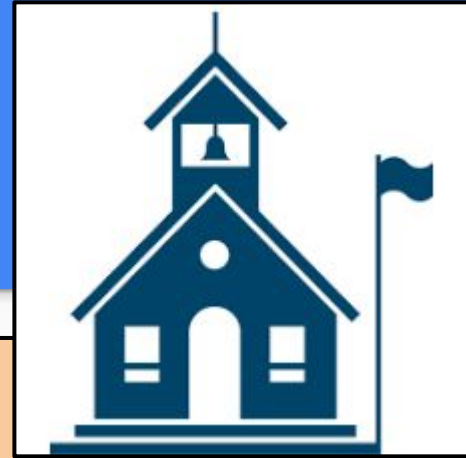
Source:<https://partnershipla.org/wp-content/uploads/2018/08/RC-Resource-Guide-2016.pdf>

# What do circles offer that other tools don't?

- **Honors community**
- **Increases equity and voice among participants**
- **Encourages accountability**
- **Encourages ownership**
- **It's based on story-sharing. Stories engage listeners and are absorbed differently than advice**



# Applications of Circles at School



- **Icebreakers and energizers**
- **Build relationships and community**
- **Introduce, review, debrief curriculum**
- **Solidify key understandings**
- **Prepare for substitute or debrief afterward**
- **Problem-solving session**
- **Teach coping skills**
- **Bring closure to incident**

# Circle Design



Mindful moment

Inspiration

Review and commit to agreements

Content Rounds (check-in, circle prompts, check-out)

Strategies (passing/returning, lower to higher risk, summarizing, pair-share, reflect/write, games)

# Using RP to address harm



# The Shame of Wrongdoing

Stigmatizing shame can lead to....

- Inability to feel empathy
- Powerlessness
- Depression
- Anger and hostility directed at others
- Repeat behavior is more likely



# The Compass of Shame

Adapted from D.L. Nathanson, Shame and Pride, 1992

## Withdrawal:

- isolating oneself
- running and hiding

## Attack Other:

- 'turning the tables'
- blaming the victim
- lashing out verbally or physically



## Attack Self:

- self put-down
- masochism

## Avoidance:

- denial
- abusing drugs and alcohol
- distraction through thrill seeking

# Healing the shame of wrongdoing

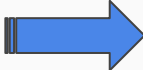
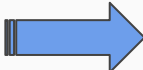
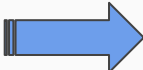
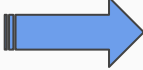
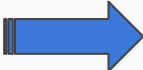
In the aftermath of wrongdoing, students manage shame constructively when they can:

1. Admit the wrongdoing
2. Take responsibility for the effects of their action
3. Make amends for the harm done



These are the cornerstones of restorative discipline.

# Restorative practitioners make these shifts

Telling		Listening
Knowing the answers		Being curious
Focus on wrongdoer		Focus on repairing harm
Authority figure decides		Those affected try to restore balance
External coercion		Internal motivation

# Restorative chats and conferences

Discovering root cause through conversations that encourage reflection, accountability and repair.





# Restorative questions for 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?**

# Message to the person causing harm:

**“You are important, but we cannot have this kind of behavior.”**

**“You are accountable to your community, and we are here to help you get back on track.”**

**“How can you repair the harm you caused?”**

# Questions for those impacted or harmed:

- ① **What did you think when you realized what had happened?**
- ① **What impact has this incident had on you and others?**
- ① **What has been the hardest thing for you?**
- ① **What do you think needs to happen to make things right?**

# Message to the person who experienced harm:

**“We care about you; it is not your fault that this happened.”**

**“You have a voice and your story matters.”**

**“What do you need to make things as right as possible?”**

# Learn more....

## **Do some reading:**

Circle in the Square, Nancy Riestenberg

The Little Book of Restorative Justice in Education, Katherine Evans and Dorothy Vaandering

Anything from the resource slide below!

**Take a training:** IIRP, Mindful Schools, Community Matters, or ask your PDRC to develop a training for your school.

# Web resources

“What the Heck is Restorative Justice?” (Edutopia)

<https://www.edutopia.org/article/what-heck-restorative-justice-heather-wolpert-gawron>Cultivating Restorative Schools

School Wide Restorative Practices: Step by Step (National Education Association)

<http://educationvotes.nea.org/wp-content/uploads/2017/09/Implementation-Guide-2017-FINAL.pdf>

Ways to Implement RP in the classroom (EdWeek)

[http://blogs.edweek.org/teachers/classroom\\_ga\\_with\\_larry\\_ferlazzo/2020/01/ways\\_to\\_implement\\_restorative\\_practices\\_in\\_the\\_classroom.html](http://blogs.edweek.org/teachers/classroom_ga_with_larry_ferlazzo/2020/01/ways_to_implement_restorative_practices_in_the_classroom.html)

Restorative DC: Implementation Guide

<http://www.restoratedc.org/wp-content/uploads/2018/08/RDC-Implementation-Guide-FINAL.pdf>

Restorative Communities Resource Guide (LA Unified School District)

<https://partnershipla.org/wp-content/uploads/2018/08/RC-Resource-Guide-2016.pdf>

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Thank you! Visit our website for more Quick Guides:

<https://www.nysed-soris-upstate-pdrc.org/resources-and-tools>