

Restorative Practices

*Helping to strengthen relationships
& give every individual a voice*

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October 22, 2020

Agenda

- Circle Introductions 8:00-8:30
- Review
8:30-9:15
- Break
9:15-9:30
- Impromptu Conferences 9:30-10:30
- Break
10:30-10:45
- Circles
10:45-11:45
- Break
11:45-12:00
- Formal Conference 12:00-1:00

Sequential Go-Round

Name, position,
one way you incorporated what you learned
about RP into your work or personal life.

THE FOUR PILLARS
of the
State College Area School District

**Culture of
Trust
Relationships
&
Collaboration**

**Responsive
Teaching
& Learning**

**High
Expectations
For All**

**Welcoming &
Safe Climate
for
Learning &
Work**

RESTORATIVE PRACTICES

Equity and Inclusive Excellence

Key Concepts

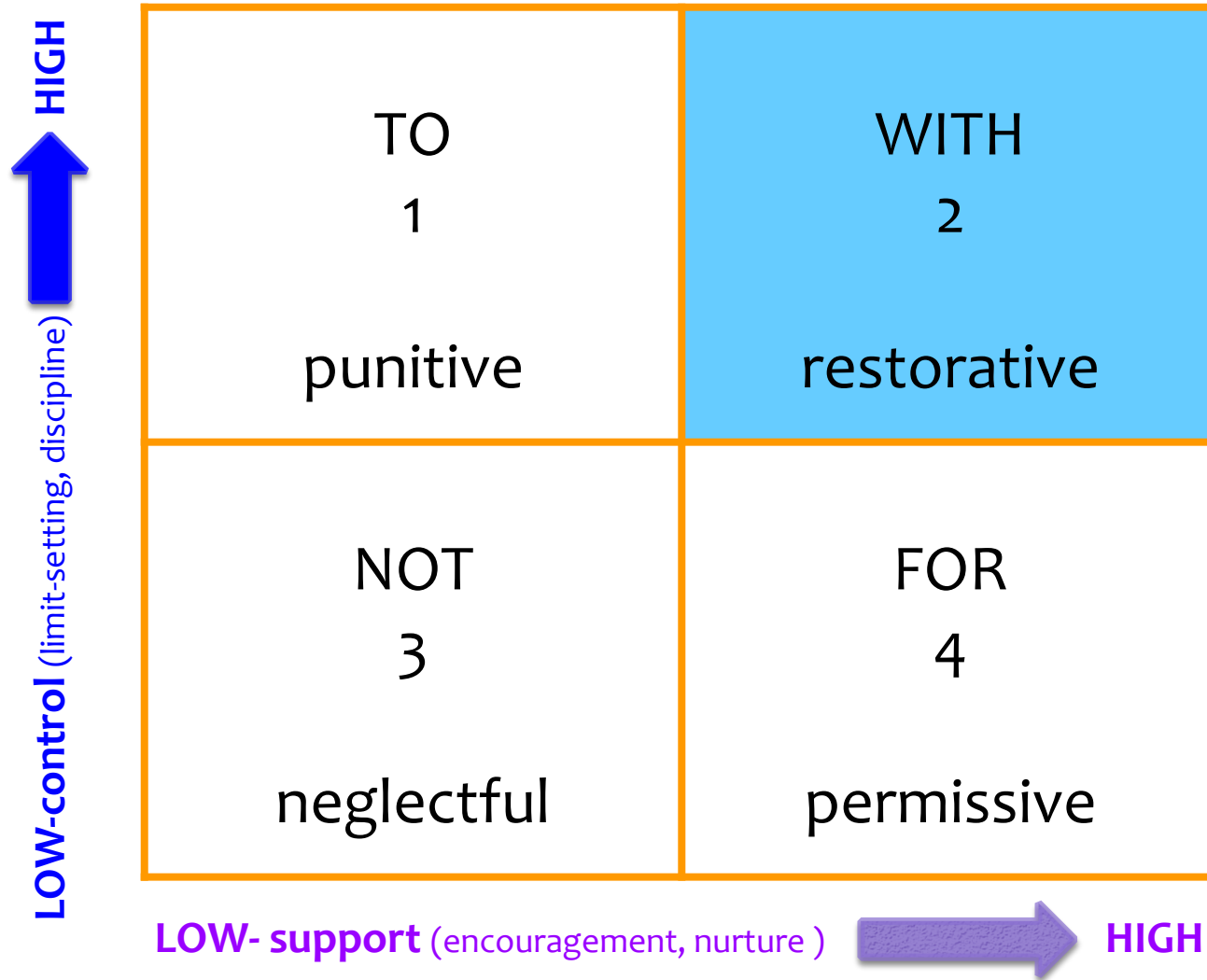
- Review
 - Fundamental hypothesis/Social Discipline Window
 - Fair Process
 - Psychology of Affect
 - Restorative Practices Continuum
- Conferences and Circles
 - Impromptu Conference
 - Circles
 - Formal Conference

Fundamental Hypothesis

The fundamental hypothesis of restorative practices is that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than to them or for them.

Aim is to: To develop community and to manage conflict and tensions by repairing harm and restoring relationships.

The Social Discipline Window



Was I treated Restoratively?



Where do you go when you are feeling stressed?



TO 1 punitive	WITH 2 restorative
NOT 3 neglectful	FOR 4 permissive

Where do you go when you are feeling sympathy?



TO 1 punitive	WITH 2 restorative
NOT 3 neglectful	FOR 4 permissive

Where do you go when you are not feeling heard?



TO 1 punitive	WITH 2 restorative
NOT 3 neglectful	FOR 4 permissive

Where do you go when you are about to leave for vacation?



TO 1 punitive	WITH 2 restorative
NOT 3 neglectful	FOR 4 permissive

Where do you go when you are back from vacation?



TO 1 punitive	WITH 2 restorative
NOT 3 neglectful	FOR 4 permissive

Fair Process

Central Idea:

“...individuals are most likely to trust and cooperate freely with systems – whether they themselves win or lose by those systems – when fair process is observed.”

3 Principles of Fair Process

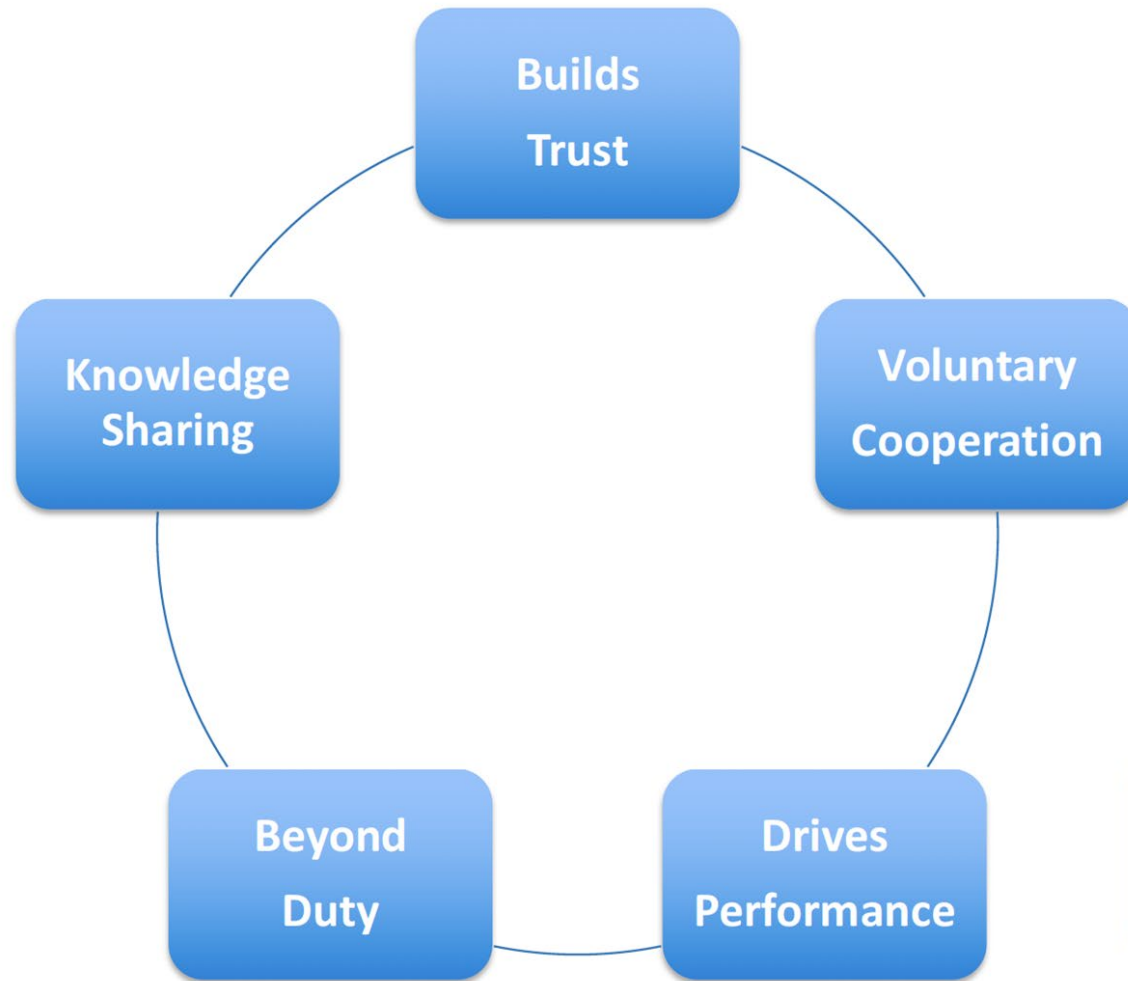
- Engagement
- Explanation
- Expectation Clarity

Ask yourself: Was I treated fairly and if not what was missing?

Fair Process is NOT

- Decision by consensus
- Does not set out to achieve harmony
- Does not set out to win people's support through compromises that accommodate every individual's opinions, needs or interests
- Democracy in your system
- Leaders forfeiting their responsibility to make decisions, establish policies and procedures

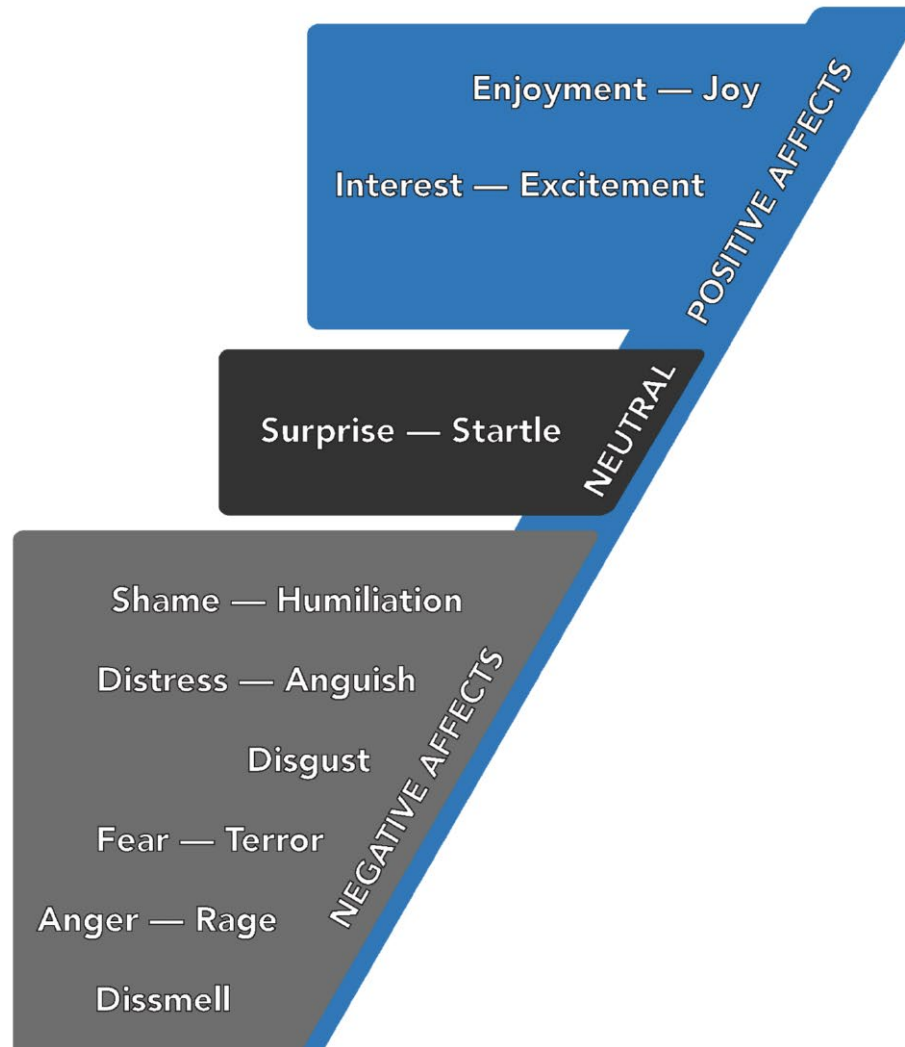
What Fair Practice Achieves



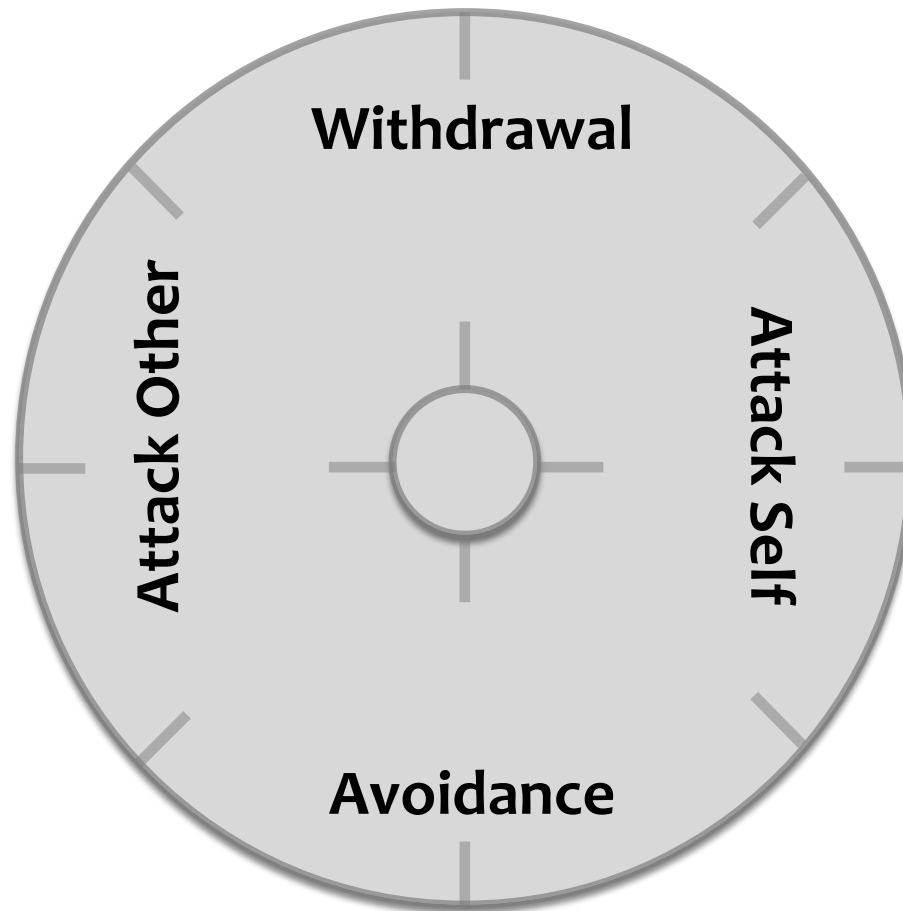
Psychology of Affect

- **Affects** - Nine innate, biological programs triggered in response to specific stimulus conditions (biology)
- **Feelings** - The awareness an affect is present (psychology)
- **Emotions** - Scripted responses learned over a lifetime of the triggering of affects by environmental forces that surround us (biography)

The Nine Affects



The Compass of Shame



When something terminates a feeling of interest (excitement or enjoyment), the shame that takes place points us in one of the four directions.

Tomkins Blueprint

Individuals are at their best when:

Intimacy is when two people agree to:

Community is when multiple people agree to:

- Maximize positive affect
- Minimize negative affect
- Freely express emotions
- Do as much of the above three as possible

Traditional vs. Restorative Approach to Discipline

- Who is to blame?
- What rule did they break?
- What is the punishment?

- What happened?
- Who has been harmed/affected?
- What do we need to do to repair the harm?

The Restorative Practices

Continuum

80% PROACTIVE ----- 20% REACTIVE

Informal

Formal



**Affective
Statements**



**Affective
Questions**



**Small
Impromptu
Conference**



**Group or
Circle**



**Formal
Conference**

Affective Statements

TYPICAL RESPONSE

- Stop being rude.
- Talking during class is inappropriate.
- If you skip this class again you are not welcome back.

AFFECTIVE STATEMENT

- The way you are treating Sandy is disappointing and is hurting our classroom community.
- I am frustrated that you aren't listening to me.
- It is upsetting to me that you chose not to come to our class yesterday.

Affective Questions

- A good affective question will produce an affective statement in response. Giving the student the opportunity to express both what they think and feel.
- Open-Ended

Example:

- What would have made this lesson more meaningful to you?
- What did you think and how did you feel as you read Chapter 5?
- What has been the hardest thing for you?

Small Impromptu Conference

- Brief, spontaneous response to an incident.
- Should involve those most directly affected.
- Should incorporate affective statements and questions.

Example:

1. What happened?
2. What were you thinking at the time?
3. Who was affected?
4. How were they affected?
5. What needs to happen to make things right?

****Volunteers for Sam and Andy**

Small Impromptu Conference Activity

Andy and Sam were in their dorm room yelling at each other about the cleanliness of the room. Sam has neatness in his blood and can't leave the room unless his dorm bedding is perfectly folded and the room is spotless. On the other side (of the room), Andy is always leaving dirty dishes around or not picking up after himself. Andy is a little laid back and doesn't understand why Sam is so uptight about a cleaning schedule and Sam cannot focus on his work and cannot understand how Andy can function in the mess he has created.

Sam and Andy Questions: Small Impromptu Conference Activity

Sam:

What has been happening?

What do you think of when you see the mess?

What have you thought about sense?

How has this affected you?

What do you think needs to happen to make things right?

Andy:

What has been happening?

What do you think of when Sam gets angry and yells?

What have you thought about sense?

How has this affected you?

What do you think needs to happen to make things right?

Small Impromptu Conference Activity

Jordan and Casey have lived on the same floor for about two months. Each time Jordan sees Casey in the hallway, either because Casey is leaving for class, or headed to dinner, or is simply talking to other students on the floor, Jordan approaches Casey to ask about Casey's day or tries to engage in casual conversation. When they do so, Jordan touches Casey's arm, or caresses Casey's shoulder, and one time Jordan jokingly stroked Casey's hair. Casey feels uncomfortable with this behavior

- and and finally had enough and pushed Jordan's hands away and starts yelling at him to get out of her space.
- but is worried about speaking up, or saying anything to Jordan.

Small Impromptu Conference Activity

Jordan and Casey Questions:

Casey:

What has been happening?

What do you think of when you see Jordan in the halls and he gets into your personal space?

What have you thought about sense?

How has this affected you?

What do you think needs to happen to make things right?

Jordan:

What has been happening when you see Casey in the halls?

Knowing how this makes Casey feel now, how does that make you feel?

What do you think needs to happen to make things right?

Types of Circles

- Sequential Go -Arounds
 - Ask for a volunteer to start
 - Have them pick a direction prior to responding
 - Check-Ins, Check-Outs, “Getting to Know You” Activities & Academic Responses/Reflections
- Non -Sequential Circles
 - Free flowing discussion – no order
 - Talking piece or hand raising can add structure
 - Brainstorming
- Fishbowls
 - Inner Circle, Tap Out, or Open Chair

Benefits of Circle

- Benefits of using circles in different classroom environments
 - Sense of unity, safety, trust, responsibility, ownership, connection & community
- Eye contact, emotion, no hiding – accountability
- Circles encourage problem solving
- Cultivates empathy and mutual respect

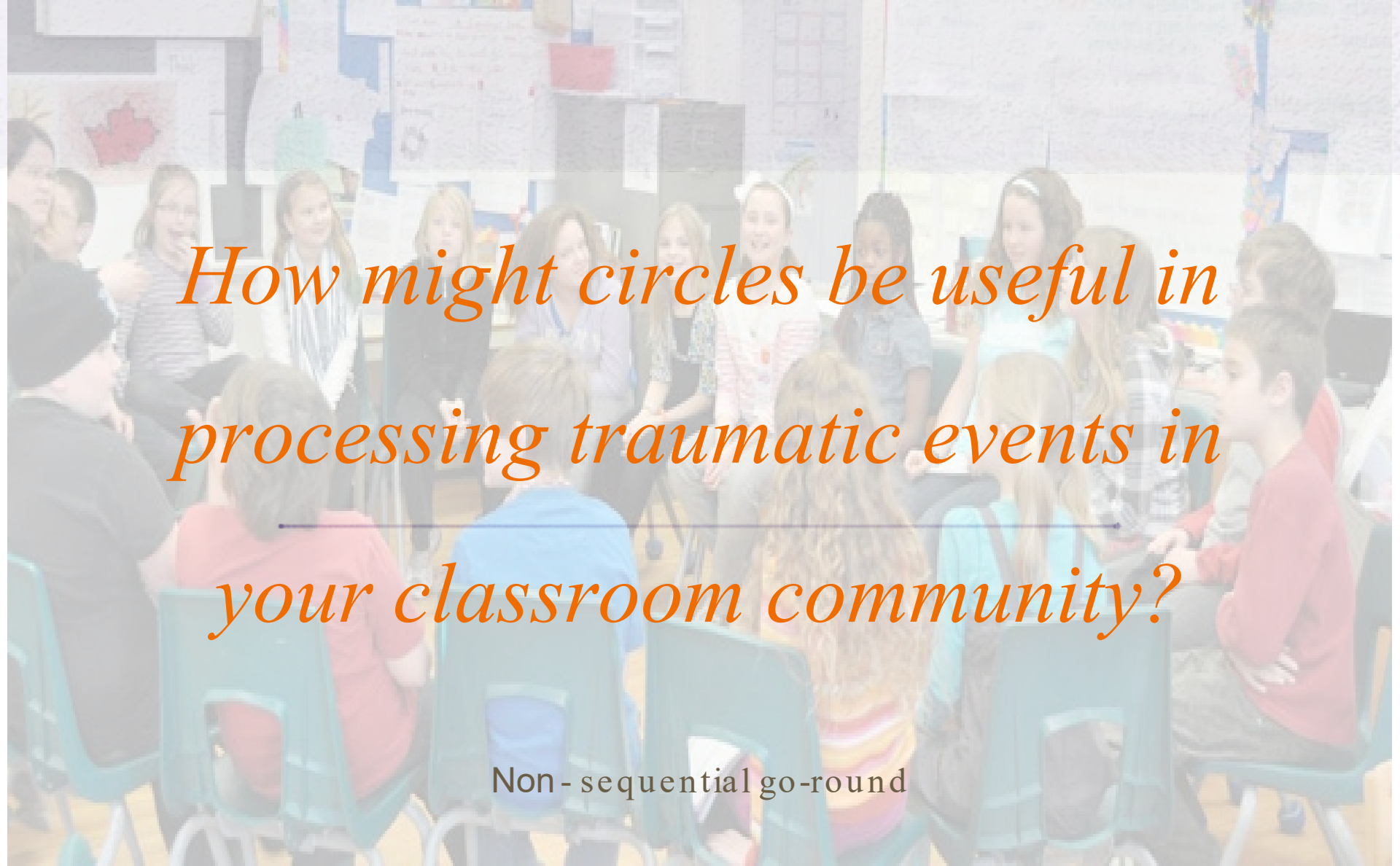
Video Examples of Circles

Get to know you Circle

Check in Circle

Feedback Circle

Staff Training

A group of diverse students, including boys and girls of various ethnicities, are sitting in a circle in a classroom. They are engaged in a discussion, with some looking towards the center and others looking towards each other. The classroom background shows posters on the wall, including a red maple leaf, and a bulletin board with various papers. The text is overlaid on the image in a large, orange, italicized font.

*How might circles be useful in
processing traumatic events in
your classroom community?*

Non-sequential go-round

Topic: September 11

Practice Circle

1. What happened?
2. What were you thinking at the time?
3. Who was affected?
4. How were they affected?
5. What needs to happen to make things right

Circle Lesson Plan **Script and Questions**

Situation: The beloved Professor Thomas dies from COVID -19. He has been a professor for 32 years at PSU and has impacted the lives of many faculty, staff, students and community members both past and present. Knowing the news is going to be traumatic, the university organizes a circle discussion to process the loss with those impacted.

Facts: 71 years old, died on a ventilator, his family could not be with him, he is currently teaching 5 classes and is the chair for many university committees. In addition, he refused to work remotely (saying he cannot be the professor he wants to be without being face to face with young people) and was likely exposed by one of his students.

Follow Up Circles for Trauma

- Faculty/Staff Circles
- Student Circles
- Class Circles

Can also be used for any class experiencing “trauma”

Formal Conferences

For Serious Situations

- Optional – All participants must be willing to participate
- Structured/Scripted
- Facilitated
- All participants meet with facilitator prior to formal meeting
- Perpetrator(s), Victim(s), Supporters, Facilitators, Etc.
- Developed from the Restorative Justice Model

Formal Conferencing Activity

General Conflict: [Matt and Cindy's story](#)

Matt's support person is his colleague Alex

Cindy's support person is her husband David

[Matt and Cindy Script](#)

General Conflict [Script](#):

Formal Conferencing Activity (cont)

Terry is a junior accused of smashing, Peggy, his girlfriend's roommate's laptop, amongst other things that were on her desk in an off-campus apartment. Terry recognizes that he made a mistake and was drunk when he did it. He has offered to pay for a new laptop and replace what he broke. However, the other person seems unwilling to accept his apology and wants a University process. After a few meetings, you learn that the complainant wishes to engage in a restorative practice with Terry to resolve the issue.

Formal Conferencing Activity

Serious Conflict clear Victim and Offender:

Offender: Terry and John, Terry's dad, is Terry's support person.

Victim: Peggy and Tina, Peggy's sorority sister, is Peggy's support person

Sandy, Terry's girlfriend and Peggy's roommate has agreed to be a neutral person at the conference.

[Terry and Peggy Script](#)

Ideas for Moving Ahead

- Think of at least one way to incorporate circles into your meetings or your family routine.
- Consider finding a talking piece to use or way to incorporate a talking piece in a virtual setting.
- Think of ways to use the question cards to solve problems, even little problems or personal problems.
- Utilize the script to organize a formal conference, reach out to each member to confirm understanding of the process and outcome.
- Take a leap of faith and give it a shot!

Information and Q&A

Restorative Practices



“The circle is a container that is strong enough to hold just about anything that is poured into it.”

Resources

Costello, B., Wachtel, J. & Wachtel, T. (2010) *Restorative Circles in Schools: Building Community & Enhancing Learning*. International Institute of Restorative Practices: Bethlehem, PA

<http://iirp.edu> -International Institute of Restorative Practices, a graduate school

<http://www.centerforrestorativeprocess.com>

Riestenberg, N. (2012) *Circle in the Square: Building Community and Repairing Harm in School*. Living Justice Press: St. Paul, MN

<http://www.rpforschools.net>

<http://safersanerschools.org>

<http://samanthakourakis.wordpress.com> - a blog by an Australian School Counselor who writes about Restorative Practices

Resources

<http://restorativeworks.net/2013/03/sunday-video-bullying-and-restorative-practices/>

<http://www.youtube.com/watch?v=lqaqrDnhzDw&feature=related>

<http://www.youtube.com/watch?v=BK8DXqqGf5Q&feature=related>

<http://www.youtube.com/watch?v=LQWNYs4QSao>

<http://www.youtube.com/watch?v=Q7FWjapsJRU>

<http://tldsbc.ca/item/344-restorative-practice/>