



**Restorative
Practices - An
Introduction**



“

*Respect means not only
treating all parties as persons
with dignity and worth, but
also as people with wisdom
and other valuable
contributions to offer*

Restorative Practices Continuum

informal

formal

▲
affective
statements

▲
affective
questions

▲
small impromptu
conference

▲
group
or circle

▲
formal
conference



Circles



Types

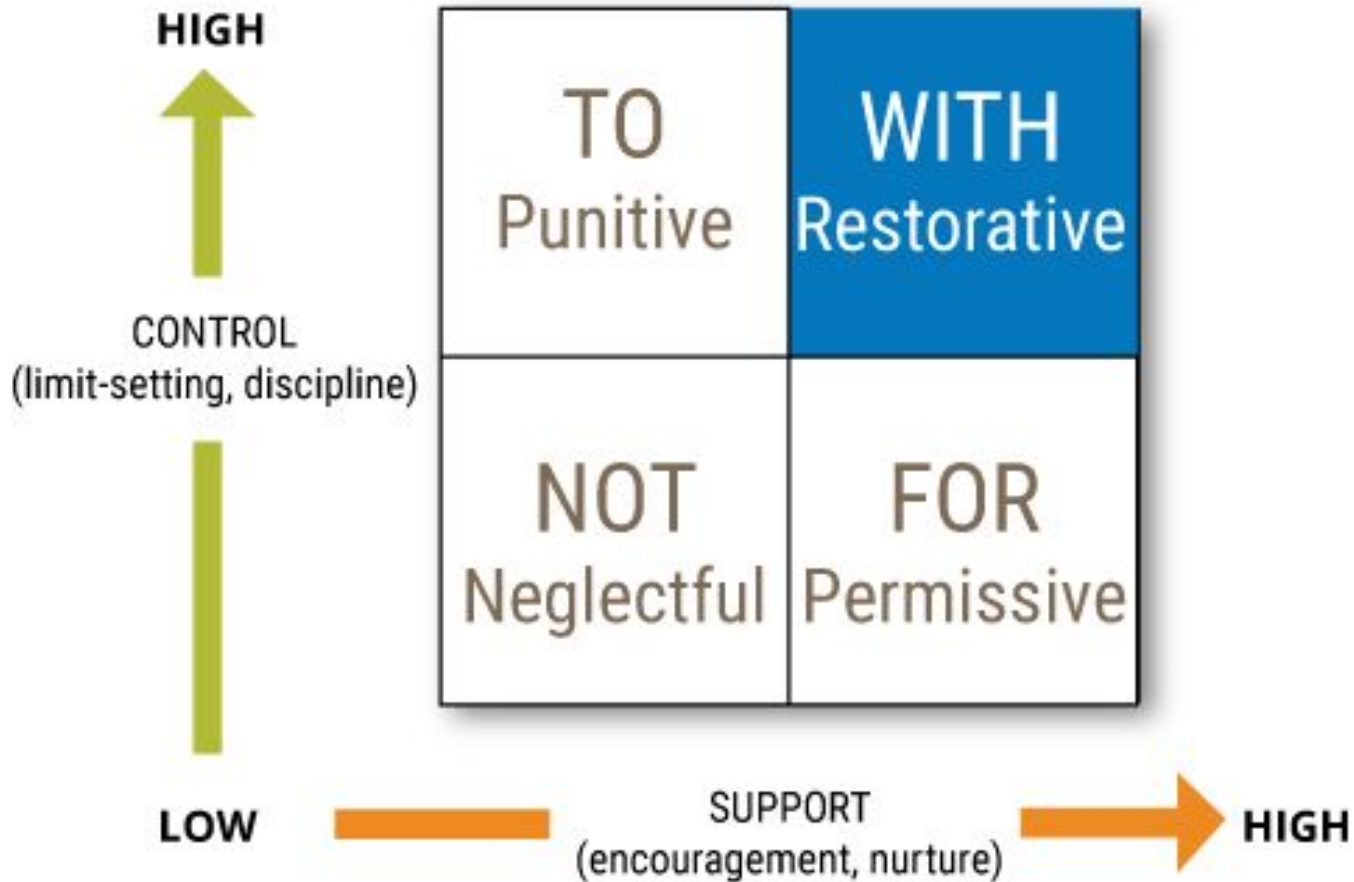
Community Building -

Required to build the community that will be leveraged to resolve conflicts and support problem solving

Problem Solving - Utilizes a strong sense of community and relationships in order to resolve conflicts or find solutions

Curriculum -

Gives everyone a voice in learning or exploring a new concept, can take pressure off of teacher needing to answer all questions - requires sense of safety for students

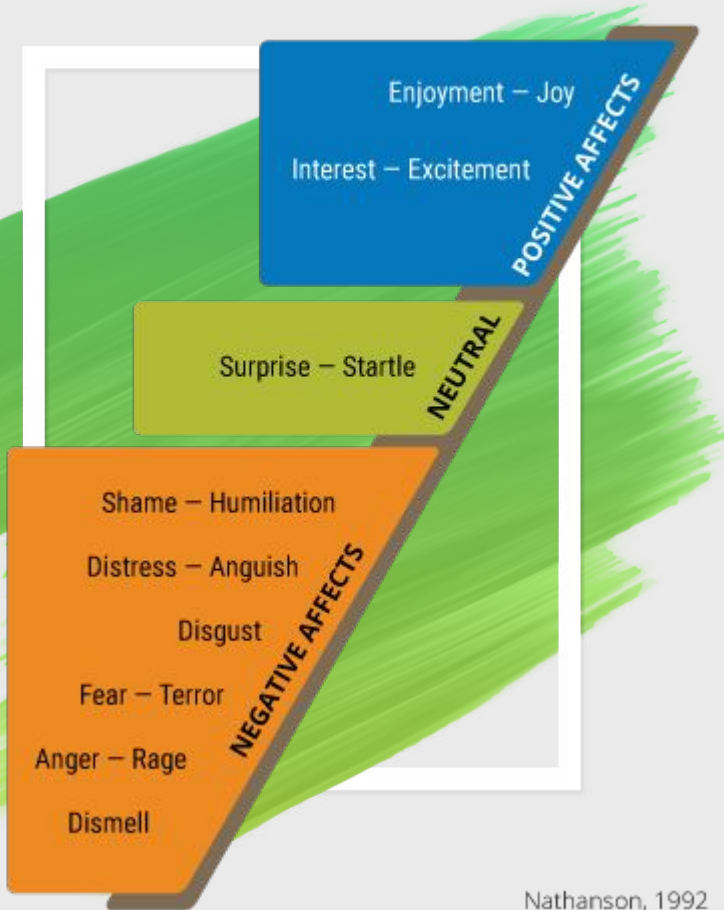


Adapted by Paul McCold and Ted Wachtel



Affects

The Nine Affects



- Individuals are at their best when they:
 - Maximize positive affect
 - Minimize negative affect
 - Freely express emotion (+ and -)
 - Do as much of the above three as possible

Shame

“shame” is used to describe the interruption or impediment to one of the positive affects



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

A large, expressive red brushstroke graphic that sweeps across the top and left side of the slide, framing the title.

Responding to Shame

- Listen to what they have to say
- Be present with them, without trying to problem solve
- Reflect on what has caused the shame moment
- Acknowledge their feelings
- Encourage them to talk about their experience


The background of the slide is a light gray color. Overlaid on this is a large, expressive blue brushstroke that starts from the top left and sweeps across the middle of the slide towards the bottom right. The brushstroke has a textured, painterly quality with visible bristles and varying shades of blue. Centered within this blue area is the text 'Affective Statements' in a bold, white, sans-serif font. The text is split into two lines: 'Affective' on the top line and 'Statements' on the bottom line. The entire composition is framed by a thin white border.

Affective Statements



Why Affective Statements ?

- “By encouraging people to express their feelings, restorative practices build better relationships” (*Defining Restorative*, Nine Affects section, para 4)
- Core to Restorative Practices
- Provide students and staff opportunities to express emotions
- Cultivate empathy and learning of SEL skills



**What
makes it
an
affective
statement
?**

- Is an “I” statement
- Clearly states an emotion
- “I feel ____ when ____.”
- “It makes me _____ when _____.”
- Focuses on behavior



Non-Violent Communication

- I see/notice _____
- I feel _____ and _____
- Because I need/value _____
- Would you be willing to _____



Examples

We all make mistakes. What are some situations you can think of where you didn't respond in the best way?



Let's Try It!

Someone is not listening to an idea you have

Kids are not following rules

Siblings are fighting more than usual

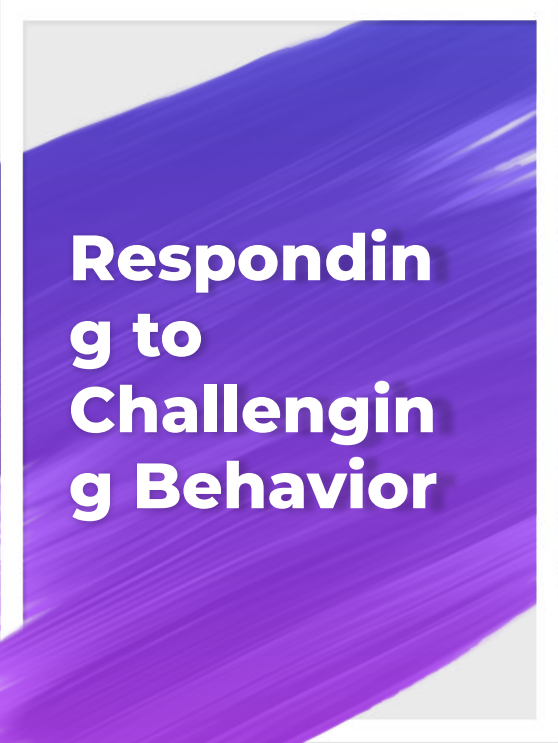
Kids will not get up in the morning

Disagreement on rule decisions between those making rules

Friend has withdrawn a lot, and you aren't seeing them as much as you'd like


The image features a light gray background with three horizontal, overlapping green brushstrokes. A white rectangular frame is centered over the middle stroke. The text 'Affective Questions' is written in white, bold, sans-serif font within this frame.

Affective Questions



Responding to Challenging Behavior

1. What happened?
2. What were you thinking of at the time?
3. What have you thought about since?
4. Who has been affected by what you have done? In what way?
5. What do you think you need to do to make things right?



**To help
those
harmed by
others'
actions**

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



Caring School Communities

Coming soon!



How does this fit in?

- Full school program
- Lessons are themed, and grade levels all follow same theme map
- Teaches skills, not just expectations
- Staff just completed PD and intro to materials
- Builds on Restorative Practices and circles that we've already started
- Planning began this week for implementation (full implementation will be Fall)
- Family/Home connection