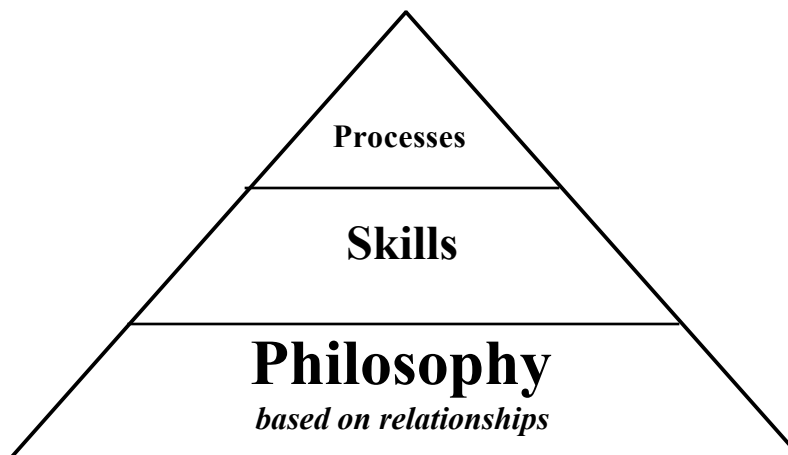


Restorative (Relational) Practices

Connections

*Building, maintaining, and restoring
positive working relationships
for academic success and school safety.*



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Restorative Practices

What it is. What it isn't.

What it is:

1. a relationship-based approach to educating students and working with staff
2. a way of thinking
3. a way of operating
4. building, maintaining, and restoring positive working relationships
5. working **with** students (rather than to, for, or not)
6. a collection of practices
7. creative
8. high on accountability
9. high on support
10. high expectations
11. affective communication
12. enhancing academic success
13. enhancing instruction
14. enhancing attendance
15. enhancing school safety
16. enhancing the existing school discipline procedures
17. helping those who have been harmed
18. helping those who have done harm make things right

What it isn't:

1. low accountability
2. low support
3. low expectations
4. a program
5. only a response to problem behaviors
6. only a discipline procedure
7. restorative justice (though they share principles and practices)
8. a replacement of the school discipline procedures

Restorative Practices

1. Being **proactive**
2. Using **circles**
3. Building, maintaining, and restoring positive working **relationships**
4. Working **with** students (rather than to, for, or not)
5. Building **social capital** (to draw upon later)
6. Cultural Awareness, Cultural Competencies, Cultural Responsiveness
7. Respectful, nonjudgmental, informative, clear communication
8. Respectful, daily greetings
9. Supportive comments
10. Praise
11. Advice
12. Emotional intelligence
13. Setting the tone
14. Expect, insist, support
15. Warm demander
16. Not taking things personally when a student acts up.
17. Using the adult voice
18. Listening
19. Empathy and understanding
20. 1-to-1 conversations / dialogue with students *ongoing dialogue for understanding*
21. 1-to-1 conversations / dialogue with parents *ongoing dialogue for understanding*
22. Handling things as they arise.
23. Collaborative problem-solving
24. Collaborative decision-making
25. Making things right
- 26. Continuum of response**
27. Affective statements
28. Affective questions / Restorative questions
29. Small impromptu conferences (mediation: informal, formal)
- 30. Circles** (class meetings) *ongoing dialogue for understanding and empathy*
31. Formal group conferences
32. Fair Process
- 33. Separating the doer from the deed**
- 34. Reintegration** to a group/community
35. Restorative reentry process after suspension or expulsion
36. Establishing **norms**
37. Owning one's behavior
38. Accepting questions (everyone)
39. Accepting "confrontation" (everyone)
40. What will you do differently?

Research on Restorative Practices

Palisades High School, Pennsylvania, USA, 1998-2002

- Overall disciplinary referrals decreased from 1,752 to 1,154 per year
- Suspensions decreased from 105 to 65 per year
- Detentions dropped from 844 to 332 per year
- Incidents of disruptive behavior decreased from 273 to 153 per year

Palisades Middle School, Pennsylvania, USA , 2000-2002

- Disciplinary referrals fell from 913 to 516 per year
- Incidents of fighting dropped from 23 to 16 per year

Springfield Township High School, Pennsylvania, USA, 2000-2002

- Incidents of disrespect to teachers fell from 71 to 21 per year
- Incidents of classroom disruption fell from 90 to 26 per year

Pattengill Middle School, Lansing, Michigan, USA, 2005-2006

- 15% drop in suspensions
- 2 expulsions averted
- 93% of students reported using restorative methods to resolve their conflicts
- 90% of students reported learning new skills in their restorative experiences
- 86% of students reported using those skills to peacefully resolve or avert conflicts after their restorative interventions

Primary and Secondary Schools in 4 districts, Minnesota, USA, 1998-2001

- 30 to 50 percent reduction in suspensions

Queanbeyan South Public School, New South Wales, Australia, 2002-2004

- Teachers subjected to intimidating or threatening behavior dropped from 56% to 24%
- Teachers verbally assaulted decreased from 74% to 61%
- Teachers physically assaulted plummeted from 53% to 3%

Waterloo Region District School Board, Ontario, Canada, 2005-2007

- Elementary suspensions decreased 80%
- Secondary suspensions decreased 65%

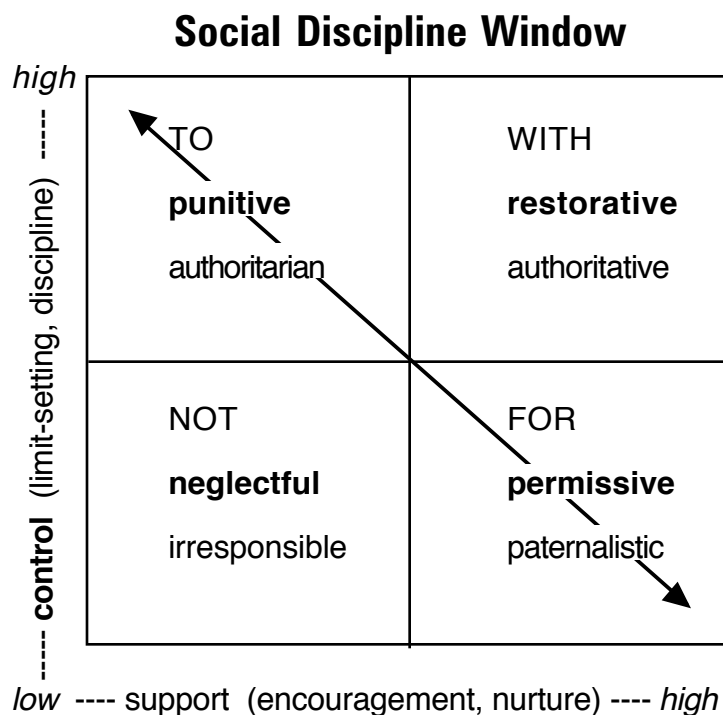
20 “Disadvantage Area” Schools, Sefton, England, 2003-2006

- Permanent exclusions reduced by 70%
- 59 restorative conferences resulted in 0% recidivism for misbehavior,
- from bullying and assaults to swearing at teachers

Restorative Thinking & Practices

a way of thinking, acting, and responding - a philosophy - based on respect and relationships

high on accountability and high on support.



Reference: International Institute for Restorative Practices

“A student misbehaves in class and her teacher asks her to leave. The student is suspended from school and comes back. Nothing is resolved; nothing is restored. But with restorative practices, the student is held accountable and given support to resolve the issue, repair the harm and make a plan to ensure that the misbehavior doesn't happen again. Relationships are restored and community is rebuilt.”

- Ted Wachtel *International Institute for Restorative Practice*

Relationships

a positive relational infrastructure for a successful school community

Belonging

1. When students and staff feel a sense of belonging and significance (value) they come to school, participate, learn, and succeed.
2. If a student has a positive relationship with at least one adult in the school, he/she is likely to attend and succeed.

Value

- When people

- feel valued,
- are doing meaningful things,
- and are having success,

there are fewer problems, more success, stronger community, and more respect.

Build, maintain, restore

Building, maintaining, and restoring positive working relationships in school helps each student learn and succeed, and supports each teacher professionally, physically, and emotionally.

Build social capital.

Relational, Responsive, Restorative

- Build relationships 1-to-1: praise; dialogue; support.
- Build relationships with groups: circles and regular class meetings.
- Develop social capital. (a resource for difficult times)
- Expect, insist, support. Be a warm demander.
- Use adult voice.
- Show and model respect.
- Be authoritative not authoritarian.
- Respond professionally, don't just react personally.
- Use restorative practices for building relationships, behavior management, conflict management, “discipline” issues, and reentry after suspension.

Research on Relationships and Learning

The Role of Communication in Student Achievement

Academic Exchange Quarterly , Summer, 2007 by Renee Robinson, Saint Xavier

... There are several factors that have been linked to **student achievement**, ranging from parental involvement to students' emotional security, such as affluence of parents or the students' ability to effectively lead (Ryan & Cooper, 2000).

... Bainbridge-Frymier and Houser (2000) noted the following variables as having a relationship to learning: **immediacy**, communicator style, affinity-seeking, compliance gaining, humor, and caring. Perhaps one of the variables that has attracted the most attention in the study of student achievement is teacher immediacy.

... According to Gorham and Zakahi (1990), **immediacy** is defined as an action(s) that **decreases** the physical and/or psychological **distance** between individuals with respect to communication behavior.

... Examples of teacher **verbal** immediacy behaviors include **calling students by name**, **encouraging** feedback, and **soliciting student opinions**. The use of **humor**, **storytelling**, and **disclosure** are other forms of verbal immediacy that Christensen and Menzel (1998) identified as effective teacher characteristics. . . . examples of **nonverbal** teacher immediacy behaviors consist of **direct eye contact**, **facial expressions** (e.g., smiling, frowning), **gestures**, and **tone** of voice among others. Chory and McCroskey (1999), Christensen and Menzel (1998), Gorham and Zakahi (1990), and Kelley and Gorham (1988) each investigated the relationship between **student achievement and teacher immediacy** and found a **positive relationship** between these two variables. . . . Christensen and Menzel (1998) noted a difference between nonverbal and verbal immediacy behaviors with nonverbal communication appearing to have a more significant effect on learning than verbal communication.

Immediacy enhances student learning from a number of perspectives (Gorham & Zakahi, 1990). First, immediacy . . . creates a warm and open environment for learning that is **free from negative or insulting** teacher behavior(s) that usually lead to less student participation and involvement (Chory & McCroskey, 1999). . . . Second, immediacy behaviors are closely linked to **liking**; that is individuals are drawn to people, objects, or things they find to be attractive . . . (which)**creates an interest that stimulates memory, recognition, and involvement**. Interest and liking prompt a **desire to please and heighten the awareness of the information to be studied and learned**. Students who feel that a teacher uses immediacy behaviors are more likely to **feel a relationship exists** and it is **built on liking, encouragement, and support** (Kelley & Gorham, 1988). Therefore, **students work harder** to continue the development of the relationship.

Christenson and Menzel (1998) stated that teacher immediacy behaviors have been found to influence affective learning, which results in increased motivation that ultimately affects cognitive learning. . . .

. . . Each of these studies revealed that teacher immediacy **positively influences** students of **various ethnic and cultural groups**.

. . . A second communication variable that has been researched is teacher **perceived caring**. Teven (2001) argued that "a vital requisite to effective teaching is establishing a climate of warmth, understanding, and caring within the classroom" (p. 159). Due to the nature of classroom instruction, length of time spent with students, issues of cultural and cognitive diversity, it is essential that teachers develop a caring atmosphere in which to work with their students. **Students who feel that teachers care for them tend to achieve academically**.

. . . Verbal aggression, communication that attacks the self-concept of another, has also been examined in relation to perceived caring. Teven (2001) reported that verbal aggression has been researched in a number of contexts ranging from interpersonal to organizational communication settings; however, the exploration of instructional environments is a recent phenomenon. Research reveals that **teachers who use verbal expressions to discourage students or who express dislike** for their students are perceived to be less caring and, therefore, **impede student achievement**.

. . . the third communication variable, **communication apprehension**, concerns student communication and is also linked to student achievement. McCroskey and Andersen (1976) defined communication apprehension as levels of anxiety or fear that impede an individual's communication effort. **In the classroom** setting, students may experience **communication apprehension** that renders them unable to express themselves. According to the researchers, at least **15-20 percent** of all students suffer from communication apprehension. The fear of speaking to teachers or peers severely **handicaps the student's learning** because of a lack of interaction, inquiry, and feedback. These students are unable to participate in class or to reach out for assistance. Due to such limitations, students who suffer from communication apprehension are less likely to do well in the learning environment and receive lower grades for their lack of participation or interaction. Therefore, teachers should be aware of such disorders regarding communication so they can develop instructional strategies to promote success in the communication apprehensive population.

The bold emphasis above has been added.

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The full article by can be found at
http://findarticles.com/p/articles/mi_hb3325/is_2_11/ai_n29397967/

Expect, Insist, Support

Expect

We must have expectations of our students. (and state them clearly)

Insist

We must insist that our students meet those expectations. (warm demander)

Support

We must support our students in meeting those expectations.

Tone

It's not just the words.

What tone are we setting?

What is the tone of our school?

policies, practices, expectations, implementations, behavior,

What is the tone of my classroom?

responses, communication, manners, voices, sounds

Who is setting the tone? teacher, principal, school board, students, community, politicians, media

It's not just the words

Sounds, Manners, Volume, Movement, Attitude, Response, Expectations, Decor, Actions, Words . . .

Tone is not climate.

Climate is a collection of factors outside our control. We can set the tone in our school.

What tone do we/I want to set?

Respectful-Rude

Kind-Mean

Positive-Negative

Authoritative-Authoritarian

Patient-Impatient

Supportive-Indifferent

Responsible-Lax

Diligent-Distracted

Success-Failure

Productive-Unproductive

Educational-Vengeful

Restorative-Retributive

Unit of analysis

Is a student not learning or behaving because of the student, the student's family, the student's environment?

What are we doing as educators? Do we need to review and adjust our own ways?

Success - Failure

Are we a success - failure institution, where in order for one person to succeed another person must fail?

Some Practices in Managing Student Behavior

Punishment

- Intended to stop and change behavior.
- Effective in stopping and changing behavior for some.
- Not effective in changing behavior for some.

Removal from class

- Intended to stop the behavior in the class at the time.
- Intended to change behavior.
- Very effective in stopping the behavior in the class at the time.
- Effective in changing behavior for some.
- Not effective in changing behavior for some.
- Students lose instruction.

Suspension from school

- Intended to stop the behavior in the school at the time.
- Intended to change behavior.
- Very effective in stopping the behavior in the school at the time.
- Often effective in changing behavior.
- Often not effective in changing behavior.
- Students lose instruction.

Restorative (Relational) Practices

- Intended to create a positive working relationship between a student and a teacher
- Very effective in creating, maintaining, and restoring positive working relationships.
- Students are in class more.
- Effective in changing behavior.
- Positive reentry to class.
- Conflict is reduced and managed effectively.
- Positive working relationships are affirmed and developed.
- Social capital is created.
- Reduces stress.

A Warm Demander

Creating an engaging classroom

1. Convince students first that you care, and then that you'll never let up.
2. Communicate personal warmth.
3. Build relationships deliberately.
4. Use an instructional style of "active demandingness." (Kleinfeld 1075)
5. Speak directly and assertively, as needed. (backed by a positive relationship)
6. Insist that students perform to a high level.
7. Insist on two things: that students treat the teacher and one another respectfully and that they complete the academic tasks necessary for successful futures.
8. Begin with establishing a caring relationship that convinces students that you believe in them.
9. It's not what you say that matters; it's how you say it."
10. Warm demanders approach students, particularly those whose behavior causes trouble in the classroom, with *unconditional positive regard*, a genuine caring in spite of what that student might do or say (Rogers, 1957).
11. Learn about your students' cultures and experiences.
12. Communicate an expectation of success.
13. Expect good things of students.
14. Insist that they meet these expectations.
15. Support students in meeting those expectations. Support positive behavior.
16. Be clear and consistent with expectations
17. _____
18. _____
19. _____
20. _____

- Credit: Elizabeth Bondy and Dorene D. Ross

- "Warm demander" is a term coined by education researcher Judith Kleinfeld in 1975.

On the Spot

Being in a challenging, embarrassing, conflictual, uncertain, public, emotion-sparking situation at school

Teacher

When is teacher a on the spot?
How is the teacher feeling?
What does the teacher need?

Student

When is a student on the spot?
How is the student feeling?
What does the student need?

Don't take it personally.

1. Taking it personally may result in a personal, emotional reaction.
2. We've seen the behavior 100 times. It is not new.
3. We know it is coming. It is not a surprise.
4. It is not about us. It is a pattern.
5. When it happens: *Oh, there it is.*
6. Respond professionally. Don't just react. Have a plan. Have support.
React = emotion + no thought + no plan + irrational act
7. It's a frame of mind.

Respond Professionally *Respond = thought + plan + practice*

1. Frame of mind. Don't take it personally.
2. Be calm. Be confident. Be thoughtful.
3. Be in charge. Authoritative not authoritarian
4. Be scientific. Have a plan.
5. Respond. Don't just react.
6. Use skills: Listening, speaking, thinking (words, manner, voice)
7. Use a thought-out, practiced method.
8. Have support arranged in advance.
9. Teachers, counselors, administrators, policies, procedures, protocols, practices

Build relationships

1. Build positive working relationships. (in advance)
2. Build social capital.
3. Create allies.

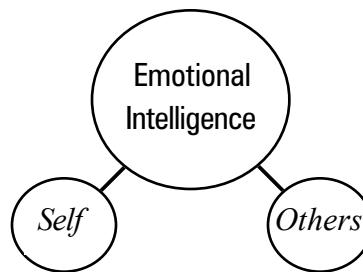
Don't take it personally.

Emotional Intelligence

adapted from Daniel Goleman

Emotional intelligence is the ability to:

1. recognize our own feelings and know what to do
2. recognize the feelings of others and know what to do (**empathy**)
3. motivate ourselves, managing emotions
4. build good relationships with others



Emotional Competencies

PERSONAL COMPETENCE

how we manage ourselves

Self-Awareness *Knowing our own feelings, preferences, resources, intuitions*

Self-Management *Managing our own feelings, impulses, and resources*

SOCIAL COMPETENCE

how we handle relationships

Social Awareness *Awareness of others feelings, needs, and concerns*

Relationship Management *Skilled at understanding and helping others*

How do you feel?

admired
encouraged
grateful
included
happy
glad
blissful
ecstatic
joyful
fortified
thankful
humble
loved
loving



curious
interested



jealous
envious

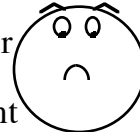
innocent
blamed unjustly
accused unjustly
blamed
guilty
responsible
accountable

humbled
insulted
put down

meditative
thoughtful
reflective
ponderous

inept
incompetent
incapable

superior
cocky
arrogant
smug

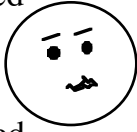


mistreated
disliked
unloved
hated
sad
forlorn

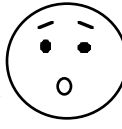


devastated
grieving
sorry
regretful
apologetic
remorseful
distrusted
pained
miserable

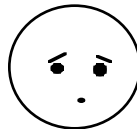
pleased
determined
optimistic
protected
sure
safe
secure
respected



surprised
dismayed
shocked
disbelieving
confused
unsure
perplexed
puzzled
undecided



lonely
bored

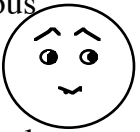


disappointed
overwhelmed
defeated
discouraged

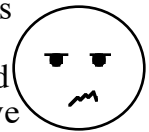
surly
greedy
selfish



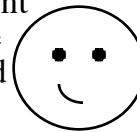
ridiculous
foolish
idiotic



nervous
tense
stressed
negative



dignified
competent
confident
capable
talented
mature



unconcerned
indifferent
weird
strange

angry
mad
hateful
incensed
bitter

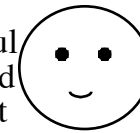


sick & tired
upset
furious
enraged
outraged
disgusted
frustrated
exasperated
obstinate

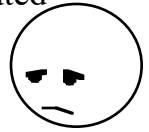


hysterical
aggressive
mischievous
irresponsible
immature
prudish

gentle
peaceful
gratified
content
embarrassed



exhausted
weary
debilitated

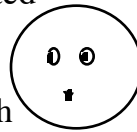


sympathetic
thoughtful
concerned
responsible
accountable

trusted
appreciated

love struck
infatuated

bashful
shy
sheepish



hurt
betrayed
misled
resentful
cold



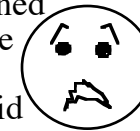
relieved
satisfied
comfortable

suspicious
withdrawn
depressed
excluded
left out

worried
anxious

frightened
scared
fearful

unsafe
threatened
insecure
afraid

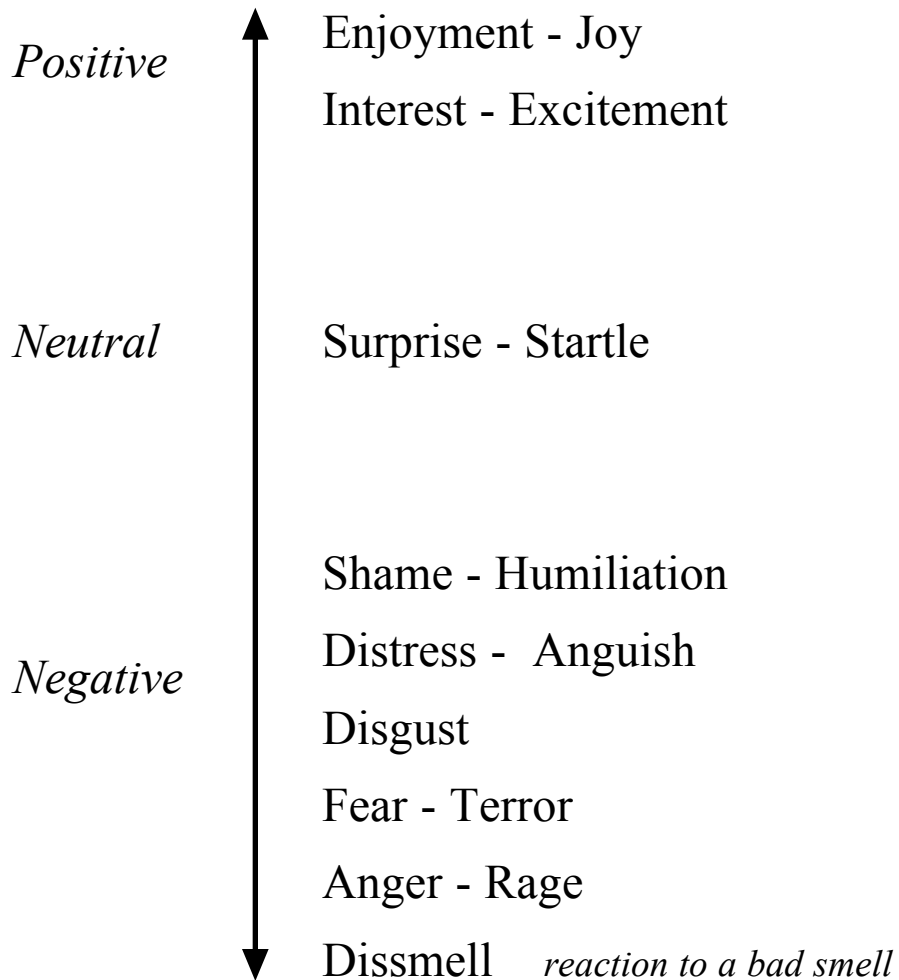


paranoid

Anger is the external manifestation of deeper feelings. Anger does not necessarily mean hostility

Passion does not necessarily mean anger or hostility.

9 Affects



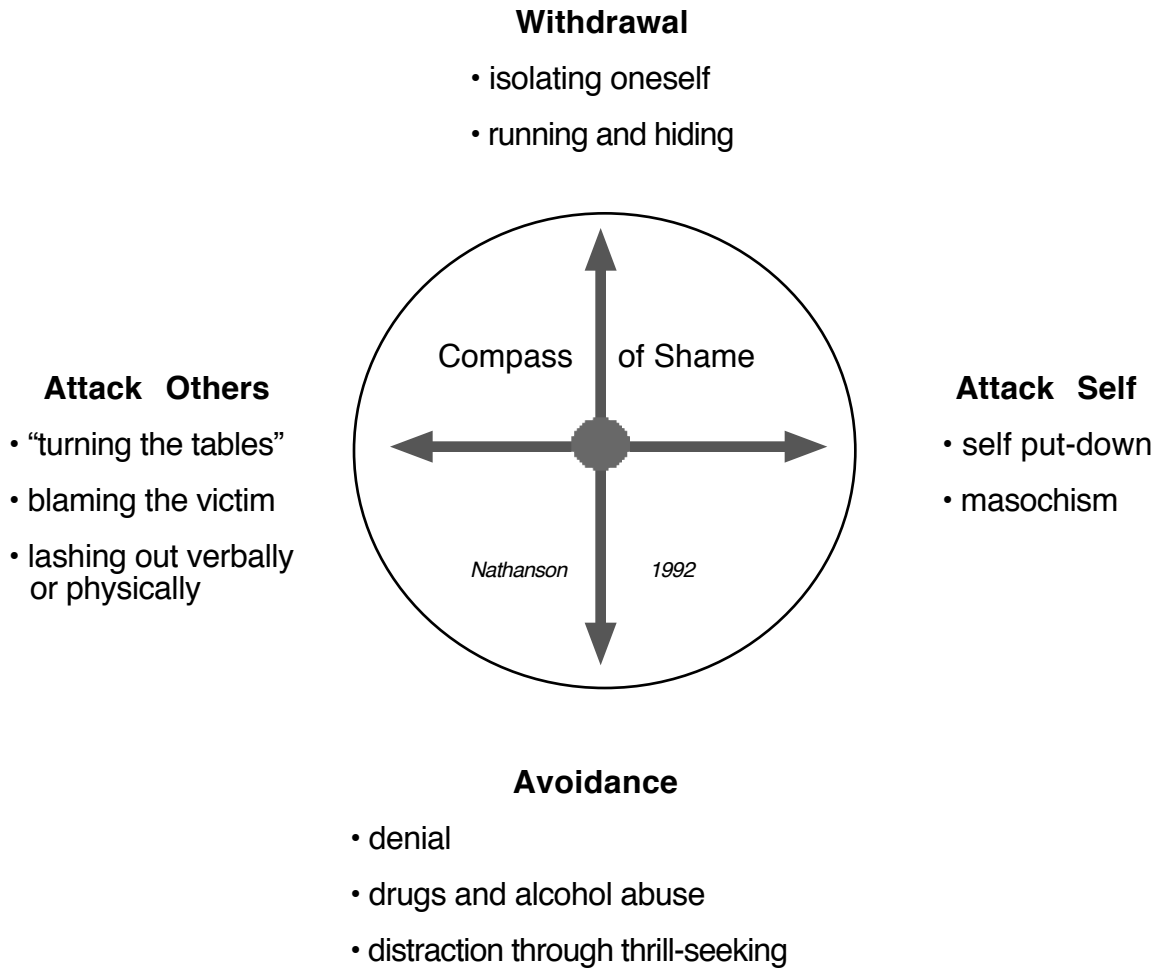
- Silvan Tompkins

Negative affect results from the disruption of positive affect.

Someone may be "On the Spot"

Reduce the frequency of negative affect.
Increase the frequency of positive affect.

Compass of Shame



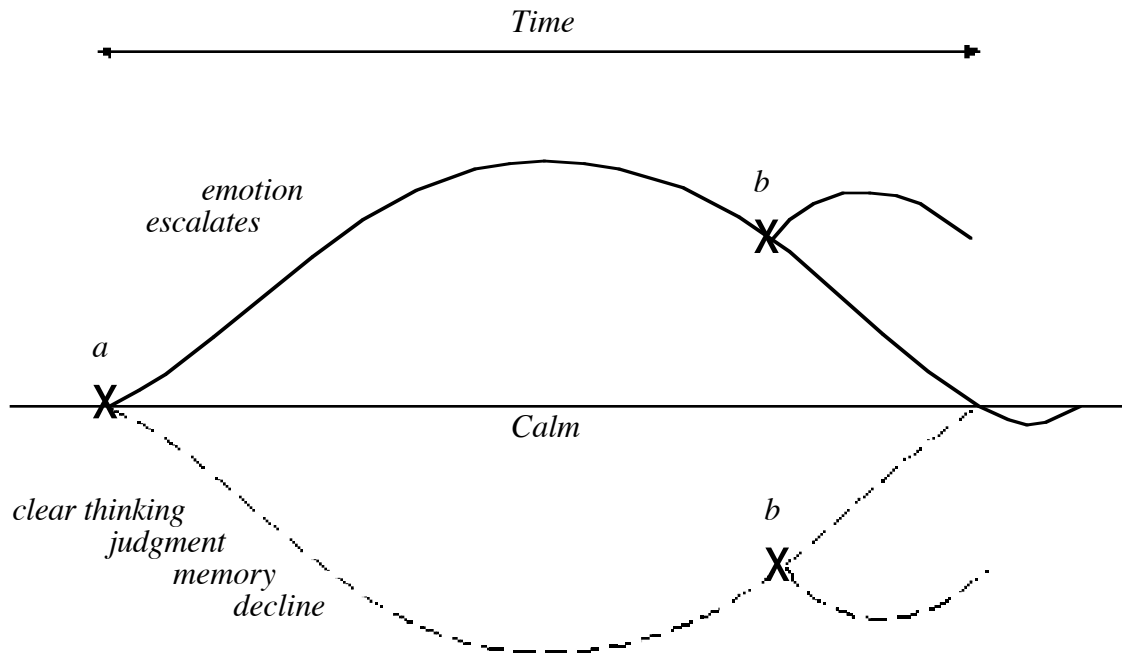
reference: Nathanson & Sylvan

Shame = Disruption of positive affects

Goal = increase positive affects

1. Shame can be seen as a response to the disruption of positive affects on Sylvan’s 9 Affects Scale.
2. Prior to 1945 in the U.S.A., withdrawal and attack self were the more common responses to shame.
3. Since 1945 in the U.S.A., avoidance and attack other has become a more common response to shame.
4. When a teacher calls out a student (though justified), she is disrupting the positive affect of the student(s). *The student is “On the Spot”.*
5. The student is surprised.
6. The student might respond with a negative affect.
7. *Attack other* is a frequent response seen by teachers.
8. The teacher is surprised . Her positive affect is disrupted. She/may experience a negative affect. *The teacher is “On the Spot”.*
9. Our goal in effective education is to
 - a. increase the frequency of positive affects
 - b. reduce the frequency of negative affects

Anger & Strong Emotion Change your Body



1. Emotion

Upset, angry, mad are how we may look when emotional. Other, deeper feelings are the source.

2. Body

Heart rate increases. Breathing rate changes. Adrenaline flows. Muscles tense, ready. Heat increases. Strength and power increase.

3. Mind

Blocked memory, confused judgment, and unclear thinking difficult to listen, consider, remember, reflect and decide.

(Have you ever said or done something in anger, then thought, "I wish I hadn't said that.")

4. It takes time, but will pass: Emotion subsides. Body calms. Judgment returns. It is natural.

5. *Anger* ≠ *hostility* (though it might)

Anger is often misunderstood as hostility. It is the secondary emotion sparked by a primary emotion such as being frustrated, worried, pressured, loving, concerned, confused, offended, etc.

Fear of hostility blocks communication. *Name the deeper feelings.*

6. *Passion* ≠ *hostility*

Passion is often misunderstood as hostility. It is a strong feeling which makes the body and voice become more intense. Some people take offense. A good response: "So you feel strongly about..."

7. Euphoria and joy are also strong emotions and may have similar effects on body and mind.

8. When someone is "On the Spot", emotion is rising.

What Pushes My Buttons?

1. What do students do that push my buttons?

What are my feelings?

What is my response?

2. What do students do that push my buttons?

What are my feelings?

What is my response?

What Pushes Students' Buttons?

1. What do teachers do that push students' buttons?

What are their feelings?

What is their response?

2. What do teachers do that push students' buttons?

What are their feelings?

What is their response?

Do I need to be wearing these buttons?

Why do I wear these buttons?

Which buttons can I remove?

What will happen if I remove them?

What will be lost?

What will be gained?

Compliance of Defiance

*How do our actions and words affect student behavior and emotion?
Do we sometimes, unintentionally, provoke and/or escalate a situation?*

How do we unintentionally provoke a situation?

How does the student feel? (*if angry + underlying feelings*)

What is our actual purpose?

What else could we have done?

What restorative approach could we use?

Omission or Commission

*How does our inaction affect others and our community?
Does this sometimes create, perpetuate, or escalate a problem?*

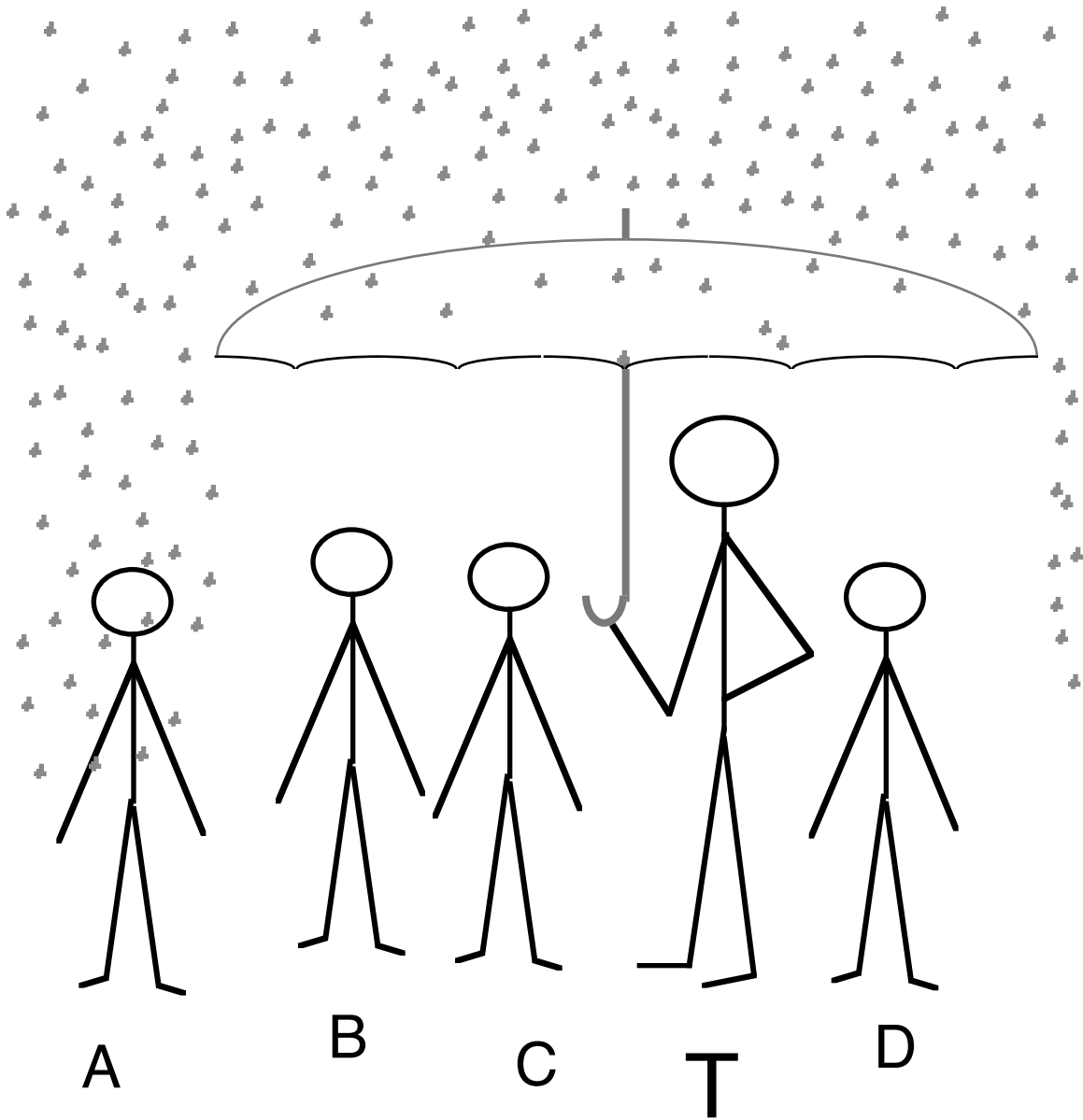
When do we create or perpetuate a problem by not knowing or not doing?

Who is affected (harmed)? How? How do they feel?

What is our purpose?

What else could we have done?

What restorative approach could we use?



Cultural Umbrella

Who is holding the umbrella?
Who is culturally connected to the holder?
What does the umbrella represent?
What can T do to support A?
What do I need to know?
How do I need to be?

Culturally Responsive Educators

Using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively.

. . . through teacher caring, attitude, and expectations with curriculum, discourse, and strategies.

from Geneva Gay (2002)

1. Hold high academic and personal expectations for each child.
2. Provide for each child equitable access to the necessary learning resources and sufficient opportunities to learn.
3. Ensure that learning outcomes are meaningful, relevant, useful, and important to each child.
4. Nurture learning-support communities for each child (families, peers, homework hotlines, community centers).
5. Facilitate the maximum growth of each learning by making informed academic adaptations that match and build upon the learner's prior knowledge, experiences, skills, and beliefs.
6. Build positive and supportive school and classroom learning environments that are grounded in mutual and genuine respect for cultural diversity.
7. Promote classroom climates built on social justice, democracy, and equity.
8. Promote individual empowerment, self-efficacy, positive self-regard, and a belief in societal reform.
9. Value diversity as well as human commonalities.
10. Believe that it is their role and responsibility to provide effective and empowering instruction for each child.

Beverly Jeanne Armento

Adversarial
Competitive
Win/Lose
Lose/Lose
Debate
not Dialogue
Look for flaws
Blame
Prove I am right
Ignore/resist common ground



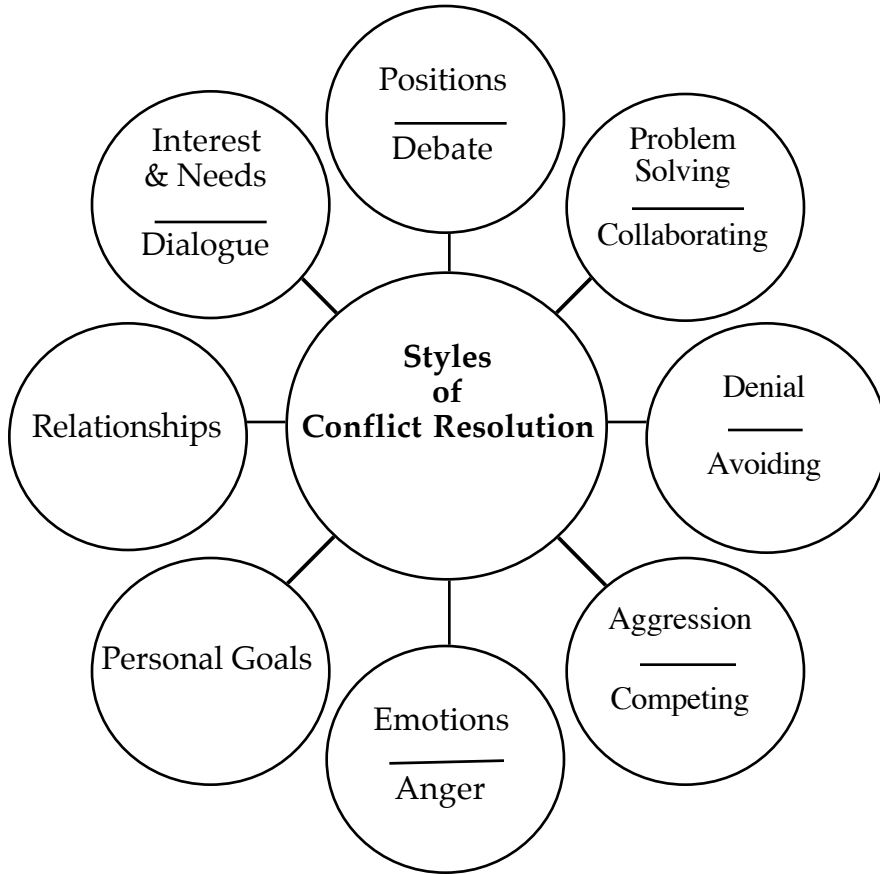
Positions

Problem-solving
Collaborative
Win/Win
Dialogue
not Debate
not Blaming
Focus on issues
Go easy on the people
Work hard on problems
Look for common ground

Interests

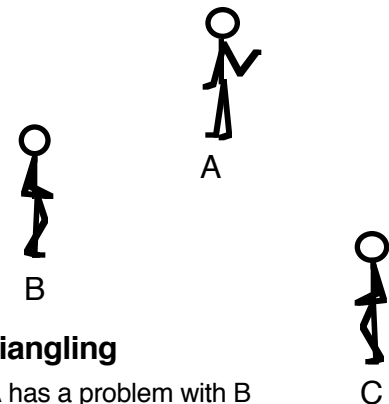
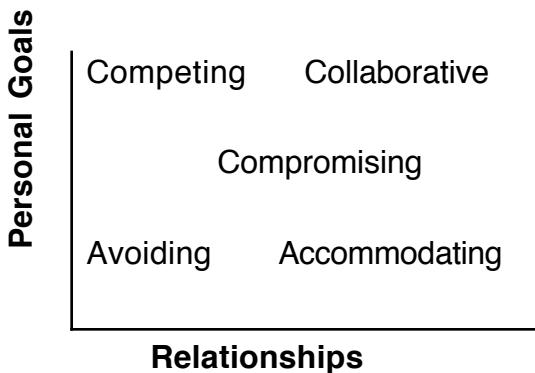


& Needs



People handle conflict in different ways at different times.

- Sometimes we pretend that the conflict does not exist or hope that it will just go away. (*Denial*)
- Sometimes we confront each other in angry ways telling what we want, not listening to the other person, and not caring what s/he feels or needs. (*Confrontation*)
- Sometimes we talk it out, *listening* to discover the other's perspective and common ground, and *collaborating* to create a solution that meets the needs of both/all of us. (*Problem Solving*)



Triangling

- A has a problem with B
- A talks to C about it.
- C may dismiss A's ideas, support A v. B, urge A to talk to B

Institutional Habits

What is the habit?

What need is it intending to serve?

Does it serve that need?

What is the habit?

What need is it intending to serve?

Does it serve that need?

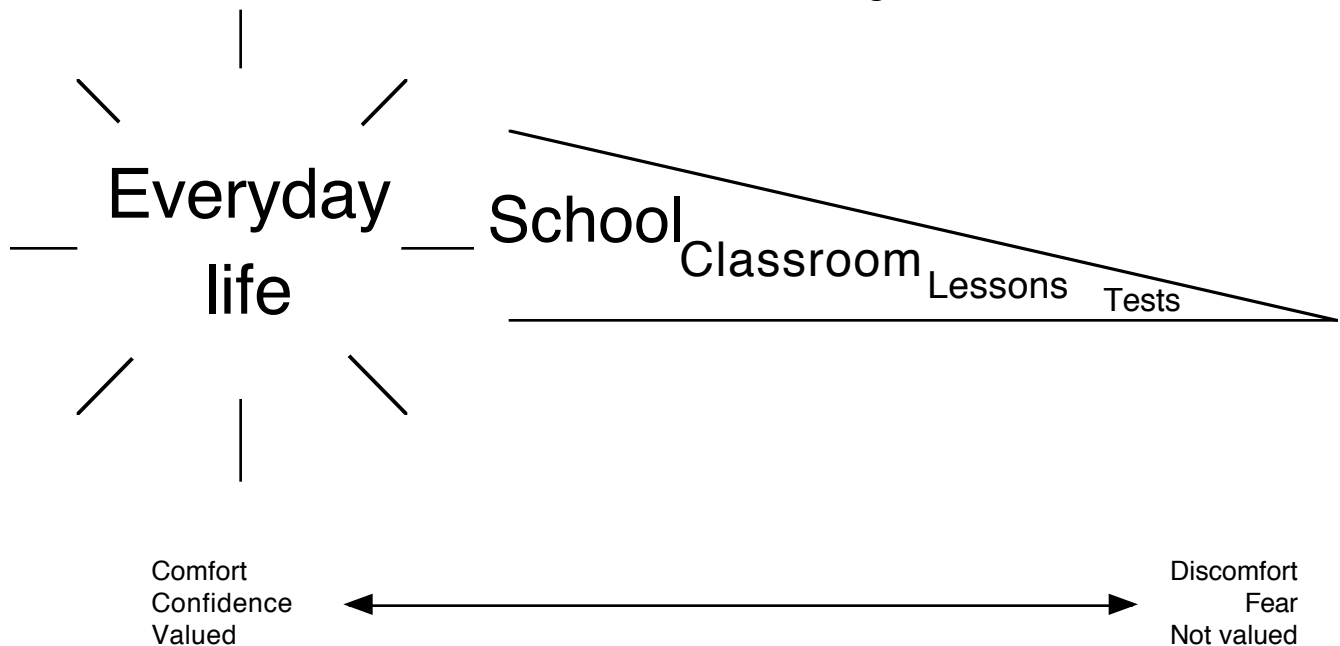
What is the habit?

What need is it intending to serve?

Does it serve that need?

Success or Failure

a traditional educational setting



Everyday Life

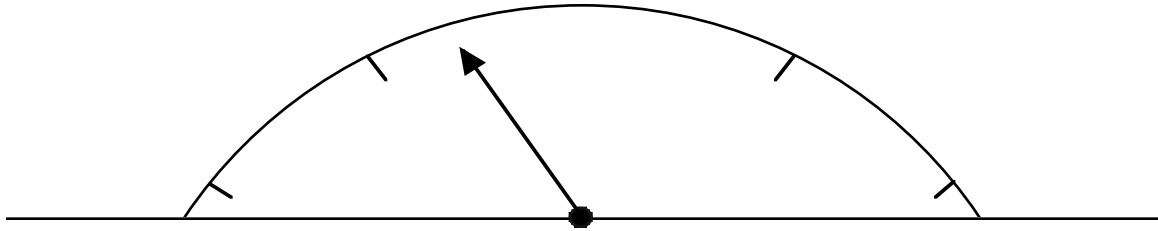
A child thrives in his everyday life.
She is creative, effective, and productive.
He takes care of siblings: feeding; helping; getting them off to school.
He sings in the church choir.
She does errands for her parents.
He makes meals and cleans up.
She is very helpful in difficult times.
He is empathetic.
She is a good communicator.
He is a good listener.
She is responsible with family and friends.
He is trusted.
She/he is a success.

School life

The same child enters school and feels a change.
Enters a classroom and feels the constraints and demands of school closing in.
Is unsure of the educator - student relationship.
Hears lessons and worries about succeeding.
Takes tests and resists being embarrassed.
He/she is a failure.

- adapted from R.P. McDermoth

Able to talk about the issue
Somewhat comfortable
Confident
Able to be relaxed
Able to be clear



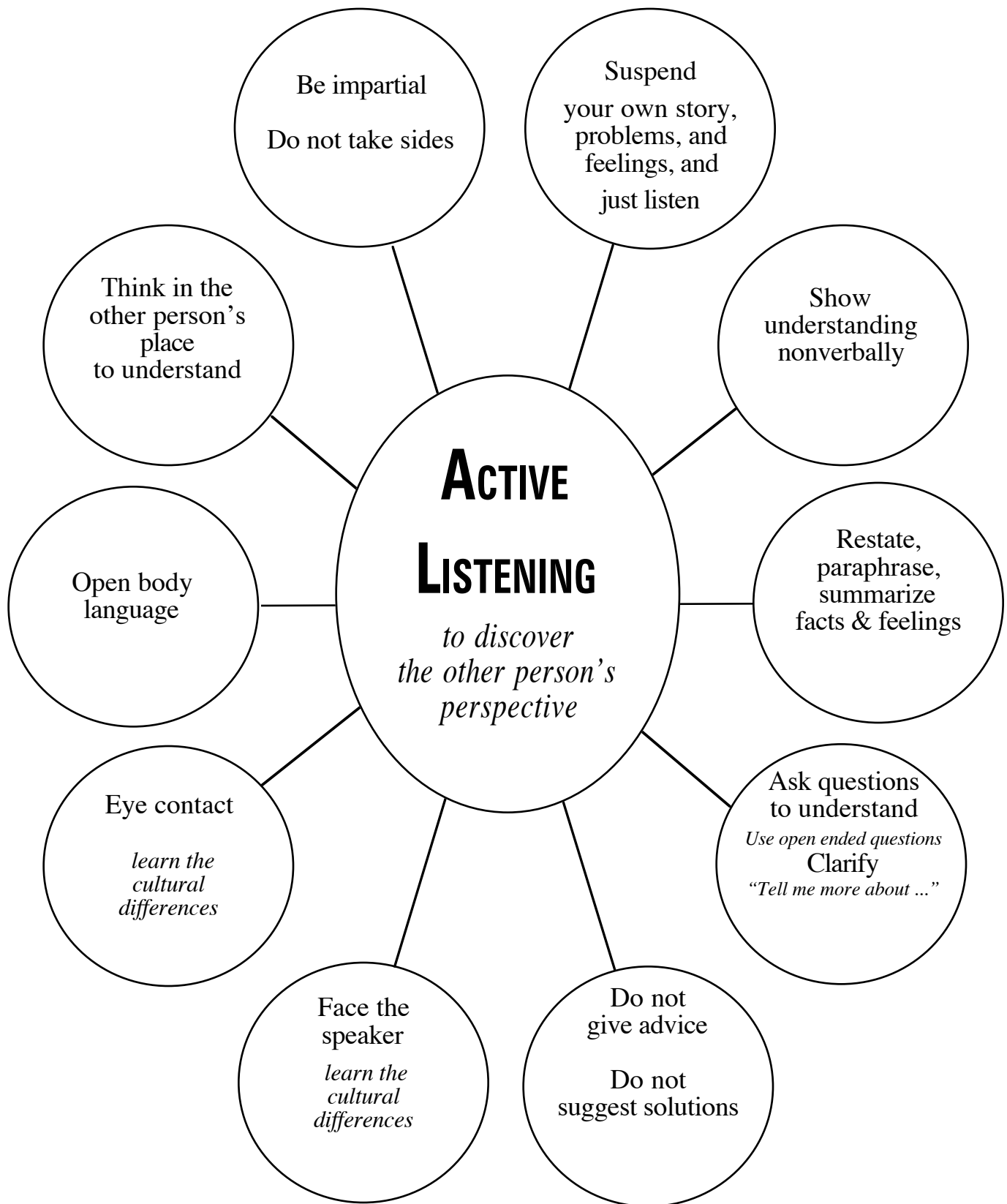
Silence
Not willing to speak
Not wanting to speak
Afraid to speak
Uncomfortable speaking
Not confident
Unsure of safe reactions
Vulnerable
Uncertain, confused

Strong expressions
of emotion
Feeling urgent
Feeling determined
Feeling justified
Intense
Loud
Uncertain, confused

Talkability Scale

*on issues that need to be
discussed*

- What puts us in a place on the scale?
- What are our feelings?
- Does it differ per issue?
- What are the differences?
- What relationships exist?
- What is the nature of those relationships?
- What is the history of communication?
- How do we handle questions & confrontation?
- Is there respect?
- How do we move along the scale?
- What do we need to move on the scale?



Do not jump in. Do not try to fix it. Do not judge. Do not assume motivation. Do not resist or contradict.

Listen for feelings, facts, information, hopes, joys, concerns, worries, options, needs, deeper feelings, etc.

Listening

Do not jump in. Do not try to fix it. Do not judge. Do not assume motivation. Do not resist.

Paraphrasing: Stating in your own words what another person has said.

Focus on the speaker

Begin with: So... You... So, you... You seem... It sounds like...

So what you said was . . .

Include: feelings, facts, hopes, values

Formula: You (feel, are) _____,
when/because/that _____.

Example: You're feeling unappreciated, because you work hard and do a good job, but you don't get any credit for what you do.

You feel undermined when s/he walks away when you're talking.

A calm, respectful and thoughtful manner, using Adult Voice.

The Art of Questioning

Purpose

- Ask questions to understand: to encourage people to express themselves, learn more information, explore ideas, explore options and help people understand each other and themselves.
- Sometimes people ask questions to accuse, blame, express anger or show distrust.

Open-ended: *inviting people to tell a story*

- Use *open-ended* questions rather than short answer or closed-ended question.
- Closed-ended questions can limit what people say. We sound like a detective interrogating.
- We think and act as if we already know the person's story or information.
- Examples of short answer and *closed ended* question:
 - Did you walk or ride to the meeting? Who drove?
 - Did Jerry get angry when you forgot the meeting time? When did you leave your office?
- Open-ended: "Can you tell us about.....?" *the project...the schedule...your hopes*
"You mentioned ..." "Can you tell us more about that?"

Exploring relationships, exploring the past

- Can you tell us about the times when you used to get along?
- Can you tell us about how things changed?

Let people answer!

- We feel uncomfortable if we ask a question and do not get a quick answer.
So we ask another question, and another and another...
- We think we know the person's answers, so we do not listen or let them speak.

3 Voices

Child voice: defensive, victimized, emotional, whining, losing attitude, strongly negative nonverbal

Negative parent voice : authoritarian, directive, judgmental, evaluative, win-lose mentality, demanding, punitive, sometimes threatening.

Adult voice: nonjudgmental, free of negative nonverbals, factual, often a question format, win-win attitude, authoritative - not authoritarian, confident, positive

Reference: Erick Berne

Don't Argue

1. Maintain dignity, authority, and confidence as the teacher.
2. Arguing with a student compromises the authority of the teacher in that student's eyes and in the eyes of the other students.

Sarcasm

the hidden virus

- Sarcasm seeps in when we do not feel supported when trying to change student behavior.
- It may be an effort to change a behavior that we cannot otherwise change.
- It often results from seeing a behavior for the 100th time, though we have only just met the student.
- It puts the teacher and the student on the spot.
- It is perceived as unkind, mean, belittling, bitter, and unprofessional. It can be destructive.
- We may lose respect from other students.

Fair Process

1. Engagement

Everyone affected by a decision is given the chance to provide input and have an opportunity to discuss various possible courses of action.

2. Explanation

After a leader has made a decision, that decision and the process and reasoning behind the decision are made clear to all stakeholders.

3. Expectation clarity

Everyone involved understands the implications of that decision, the specific expectations and the consequences for failing to meet those expectations.

4. Fair process does not mean democracy.

5. Creating open channels of communication.

6. Taking into account the ideas and feelings of the people involved.

7. When people feel treated fairly, they are more willing to participate in the decision that has been made, even though the decision was not their first choice or met the outcome they desired.

- *Harvard Business Review*, Kim & Maubourgne, 1997

- *Restorative Practices Handbook*, pp. 86-88

Affective Statements

Respecting the humanity in each other

Affective statements express the human connection,
the affect something has on the speaker and on others.

Affective statements are clear and specific.

Acknowledging (clearly)

General

Good job Michael.

I'm okay.

Affective

I am impressed with the homework you turned in today.

I am grateful that you asked. I'm doing better this morning.

Checking

General

Don't do that.

Stop picking on her.

Affective

I am sad that you pushed him and I am disappointed that you acted that way. We don't do that here.

I am uncomfortable when you tease Marie.

Paraphrasing

1. Stating in your own words what another person has said.
2. So... You... You're... So, you... You seem... It sounds like... So what you said was . . .
3. You (feel, are) _____, when/because/since _____.
4. Include: feelings, facts, needs, hopes, values

Using the Adult Voice.

Affective (restorative) Questions

Questions for the one who has been harmed.

- 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?

Questions for the one who did the harm.

- 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?

- *International Institute for Restorative Practices*

One has harmed another.

- These restorative questions are very helpful when there has been a situation where one has clearly harmed another.
- This is similar to Restorative Justice in the courts.

Two, or more, are in equal conflict.

These restorative questions are very helpful when there is

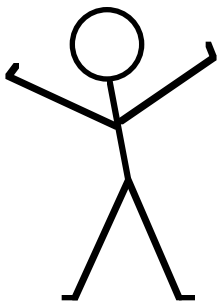
- an equal conflict between/among two or more
- not a clear harm only to one
- there is a balance of power

Two in conflict: Their conflict is in conflict with others/the school.

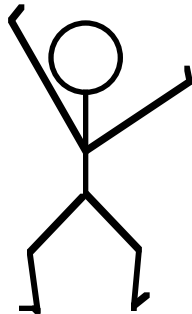
- When two student have a conflict in school they have created harm twice.
- Harm to their relationship.
- Harm to the school. (others)
- They have two places to make things right.
- With each other.
- With the school.
- Use a mix of the Affective Questions

Students are generally sincere when responding to these questions

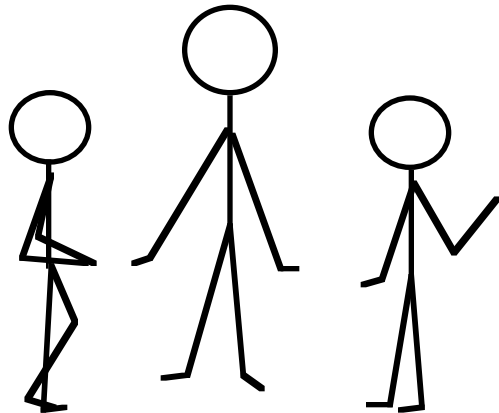
Small Impromptu Conference



You . . . !!!
I did not . . . !



Well you . . . !!!
Yes you did!



What happened?

Who has been affected?

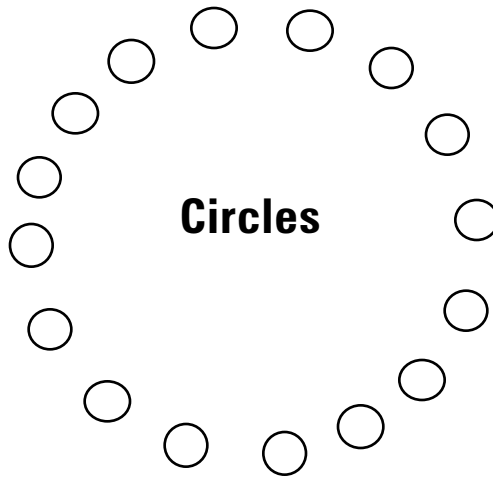
I was worried when . . .

What can you do to make things right?

What can you do differently next time?

The Teacher, Counselor, or Administrator handles situations as they arise.

1. Use affective statements.
2. Use affective questions.
3. Conduct problem-solving as needed.
4. Use Adult Voice
5. Respond, don't just React.
6. Manage emotions (self and others)



Purpose

1. Communicating, Talking, Listening, Understanding, Empathy
2. Building community, relationships, social capital, connections
3. Creating a sense belonging for students
4. Reentry/Reintegration to a group
5. Problem-solving
6. Decision making
7. Check in *in a class, for a transition, for the day, for the week*
8. Check out *in a class, for a transition, for the day, for the week*

Modes

- Taking turns
- Taking turns in sequence
- Passing a talking piece
- Protected opportunity to speak
- Open discussion

Process

- Go-round*
- State the purpose
- Set the Mode
- Ask a question
- Hear thoughts
- Thank you

Process

- Decision making*
- Problem-solving*
- State the purpose
- Set the Mode
- Ask a question
- Hear thoughts
- I.D. issues
- Brainstorm ideas
- Make decisions
- Thank you

Process

- Check in*
- State the purpose . . .
- Set the Mode
- Ask a question
- How are you feeling?*
- How was your evening?*
- What are your hopes/goals for today/this class?*
- Any needs or concerns?*
- Hear thoughts
- Thank you

Process

- Check out*
- State the purpose . . .
- Set the Mode
- Ask a question
- How are you feeling?*
- How was your day/class?*
- What's one new thing you learned?*
- What are you hoping for tomorrow?*
- What are your plans for the evening?*
- Hear thoughts
- Thank you

Class Meetings

weekly for secondary schools weekly or daily for elementary schools

- Use a formal process, and hold meetings every week (or every day).
- Use a circle formation, with members sitting in chairs.
- Model respectful behavior.
- Create a positive environment.
- Do not dominate meetings.
- Have faith in the creative problem-solving process.
- Trust the ability of your students to lead meetings, participate in discussions, choose solutions, and make decisions that will affect the classroom.

reference: Donna Styles

• Why have class meetings?

1. To get kids involved in constructive decision-making in their classrooms and schools.
2. To build a climate of trust and respect between teacher and students, as well as among students.
3. To help build self-esteem by getting kids involved in decisions that impact their world in important ways.

• Rationale

1. Students often develop a better sense of responsibility when given a chance to make meaningful contributions to the world around them.
2. When children believe they are contributing to the school environment in a significant way, they feel a more positive attachment to school and are more motivated to learn.
3. Students who are allowed to problem solve and make some of their own decisions are likely to buy in to the solutions.

• Benefits

1. Just as families can use family meetings as times to connect and reflect on their goals and/or problems as a family, class meetings can achieve similar results.
2. Class meetings provide children with opportunities for assuming responsibilities.
3. Class meetings may help children to take ownership for their actions by involving them in the process of understanding and questioning rules, guidelines, limits, and consequences.
4. Children are able to reason/reflect on their actions, think about the consequences of their behavior, and comprehend the impact they have on others.
5. Class meetings can help students learn to associate their successes with their own efforts and abilities, thus boosting self-esteem.
6. When children feel they are making an important contribution to the world, their motivation and sense of control in their lives can greatly increase.

• **TeacherVision** http://www.teachervision.fen.com/classroom-management/interpersonal-skills/4864.html?_R=

Formal Conference

Restorative Conference

a response to wrongdoing or harm

1. Participants: those who did the wrong/harm and those who have been affected.
2. A trained facilitator leads the process.
3. Facilitator follows a restorative conference script.
4. Everyone gets a chance to speak.
5. The one or ones who did the wrong/harm have an opportunity to make things right.
6. Those who were harmed and affected have the opportunity to explain what is needed to make things right.
7. Plans are made.
8. Things are resolved.
9. A time to break bread to restore community.

Family Group Decision Making / Family Group Conferencing

collaboration and empowerment

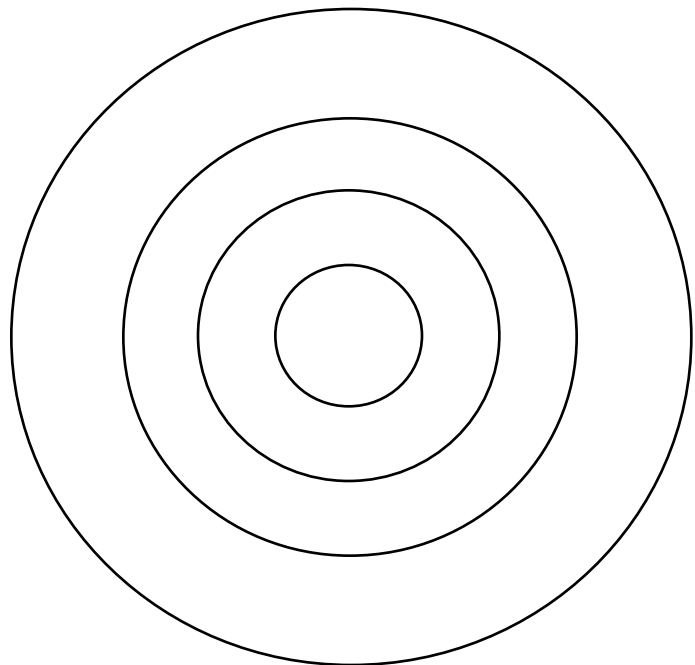
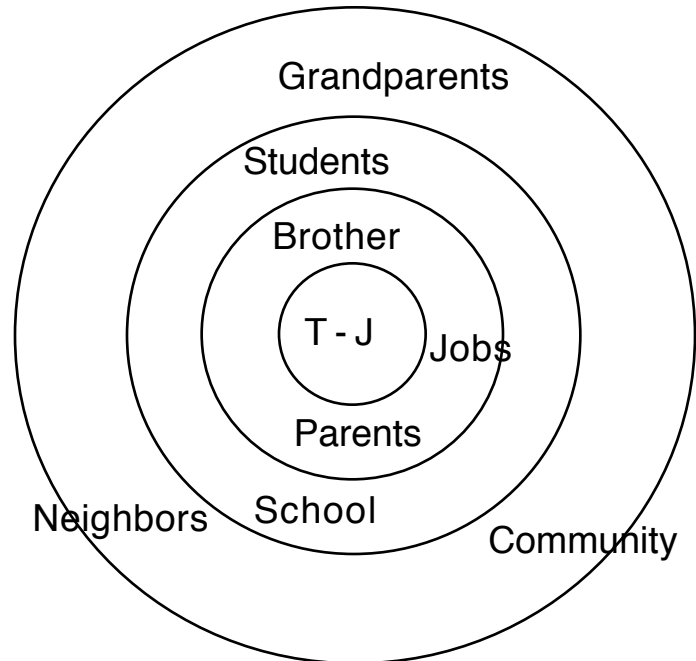
1. Participants: the family, extended family, social service professionals, educators, etc.
2. All participants confer on issues and options.
3. All professionals depart.
4. Family works together, without professionals, to make decisions and plans.
5. Family explains their plan.
6. Family confers with professionals for implementation of their plan.
7. Used in schools for ongoing behavioral issues, truancy, school phobia and bullying.
8. An alternative to suspension and expulsion.

Who is affected?

Who has been affected by what happened?

Who will be affected by . . . ?

- Who has been affected by what you have done (by what has happened) ?
- Well, me I guess. I am out of school.
- Anyone else?
- What do you mean?
- What time did were you sent home?
- In the morning?
- Did your mom pick you up?
- Yeah.
- Was she at work?
- Um-hm.
- Did she lose time at work?
- Yeah.
- Did she lose money, not get paid for that time?
- I guess.
- Anyone else?
- Hmm . . . the teacher
- Anyone else?
- The other students.
- Anyone else?



Questions are asked in a respectful, interested, nonjudgmental, and sincere manner.

Restorative Response to Harm

Basic Principles

Support for the one who has been harmed.
Accountability for the one who has done the harm.
Making things right.

Address harm done. Address causes of the harm.
Put things right.

Wrongdoing is a violation of people and interpersonal relationships. (not just an act against the state)
Violations create obligations.
The central obligation is to put right the wrong.

- adapted from Howard Zehr

Resolving

What has happened?
Who has been affected?
How can we involve everyone who has been affected in finding a way forward?
How can everyone do things differently in the future?

Restorative Questions

Questions for the one who has been harmed.

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?

Questions for the one who did the harm.

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?

- International Institute for Restorative Practices

Restorative Thinking

for relationships

Restorative Practices

for schools

Restorative Justice

for the courts

Restorative - Retributive

Retributive: a traditional method of responding to wrongdoing, based on retribution. The offender has harmed the state and owes something. Punishments or fines are often the methods of retribution.

Restorative: a traditional method of dialogue, understanding, and repairing harm.

Reentry After a Referral or Suspension

“A student misbehaves in class and her teacher asks her to leave. The student is suspended from school and comes back. Nothing is resolved; nothing is restored. But with restorative practices, the student is held accountable and given support to resolve the issue, repair the harm and make a plan to ensure that the misbehavior doesn't happen again. Relationships are restored and community is rebuilt.”

- Ted Wachtel *International Institute for Restorative Practices*

1. Teachers often do not know what steps have been taken when they send a student out of class with a referral.
2. Teachers often do not know when a student is scheduled to return to their class.
3. They may be surprised and/or caught off guard when the student appears in class.
4. There has been no communication between the teacher and student.
5. There is no new understanding of what is expected and how things will be.
6. They have not had a chance to express their thoughts, ideas, needs, hopes, and values.
7. They have not had a chance to create a plan for a positive working relationship.

Reintegration

Reentry After a Referral or Suspension

1. A student is sent out with a referral.
2. The administrator takes action.
3. The administrator informs the teacher of the action. (email, personal visit, etc.)
4. A facilitator (the administrator, a counselor, a teacher, a student) visits with the teacher to learn the teacher's concerns and needs regarding the student.
5. The facilitator visits with the student to learn the student's concerns and needs.
6. The facilitator shares one's thoughts with the other to begin to restore and rebuild a positive working relationship.
7. The facilitator offers a restorative circle as a reentry step and prepares them for the circle.
8. The facilitator leads a restorative circle the morning the student is to return to class.

Restorative Reentry process

1. Student reflects on the 5 restorative questions page.
2. Confer with parents.
3. Dialogue between family and school officials to determine what needs to be done for the student to successfully return to school and to each class.
4. Conduct a process to resolve issues that caused the student's suspension.
5. Dialogue between each teacher and the student to build a positive working relationship.
6. Include other students in the process who can support the one student in being successful.
7. A designated staff support person to check in regularly (daily at first) with the student and teachers to
 - a. see how they are working with each other
 - b. see if the student is completing his/her work
 - c. learn what the student needs to succeed in the short term and long term
 - d. learn what the family needs to support the student in succeeding
 - e. see how the student and other students who engaged in resolving issues are doing
5. Create a communication and conflict management/resolution process for the student and teachers.
6. Coordinate among student, teachers, and family to support the student in completing his/her assignments, both new/current assignments and make up assignments.
7. Other steps as needed and discovered.

Partnering for Student Success

Bring together stakeholders and participants
to build and implement a successful working relationship that is
high on support and high on accountability.

1. Identify students with low grades
2. Identify students with high number of referrals, suspensions
3. Develop a list
4. Meet with each student and parent at home, at school, before school opens, or after the school year has started, to learn
 - a. Past experience in school
 - b. Successes
 - c. Difficulties
 - d. Academics
 - e. Social
 - f. Behavioral
 - g. Referrals & suspensions: reasons, contributing factors
 - h. Relationships with teachers, administrators, etc.
 - i. Student's hopes, needs, ideas for a successful school year
5. Meet with the 2009-10 teachers of that student
 - a. Share student's hopes, needs, ideas for a successful school year
 - b. Learn teacher's hopes, needs, ideas for a successful school year
6. Have student, teacher, and parent meet before school starts to build a plan for success
 - a. Teacher - Student working relationship
 - b. Academics
 - c. Behavior
 - d. Conflict sources
 - e. Conflict resolution plan (accountable, restorative approach)
 - f. Monitoring process
 - g. Revision process (as needed)
7. Create a support team including the student, parent, teachers, a designated administrator, counselor, and supportive students for planning and implementation
8. Implementation
 - a. Support team: student, teachers, parent, administrator, counselor, students
 - b. Daily check-in and check-out person
 - c. Weekly analysis with the team
 - d. Monthly analysis with the team
 - e. *Support her if she wavers. Catch him before he falls.*

Think Like a Mediator/ Facilitator

1. Mediation can be an informal or formal restorative practice.
2. Though s/he may look passive, a mediator is an active observer, listener, and process guide who must:
 - Be an impartial listener.
 - Create a safe comfortable environment.
 - Facilitate the conversation of the people in difficulty. Help people talk.
 - Protect each person's right to speak.
 - Support each person.
 - Assist each person in communicating and understanding.
 - Encourage each person to express their feelings, thoughts, concerns, joys, needs, hopes, values, and solutions.
2. The mediator is **not responsible** to:
 - determine who is right and who is wrong
 - prove the truth
 - determine the best solution
3. A mediator is:

humble	patient	a good listener	thoughtful
helpful	respectful	not a judge	kind
focused	responsible	not bossy	a servant

Why does mediation work?

- Mediation is based on respect for human dignity; mediators model respectful behavior.
- In mediation, the people in the conflict create the solutions to the problems.
- Mediation helps people understand each other.
- With understanding people can create solutions that suit themselves and others.
- Mediation recognizes the value of the open exploration of options.
- Mediation recognizes the human need to express emotions.
- Mediation is voluntary.
- Mediation is not about power and control.
- Mediation is a process of communication, understanding and self-determination.
- Mediation helps the people acknowledge that neither has the power to settle the dispute alone.
- Mediation transforms the way we handle conflict by focusing on creating understanding.

Common Ground

What is the same for both/all? Common experience, feelings, needs, hopes, values

Issues

Problems to be solved

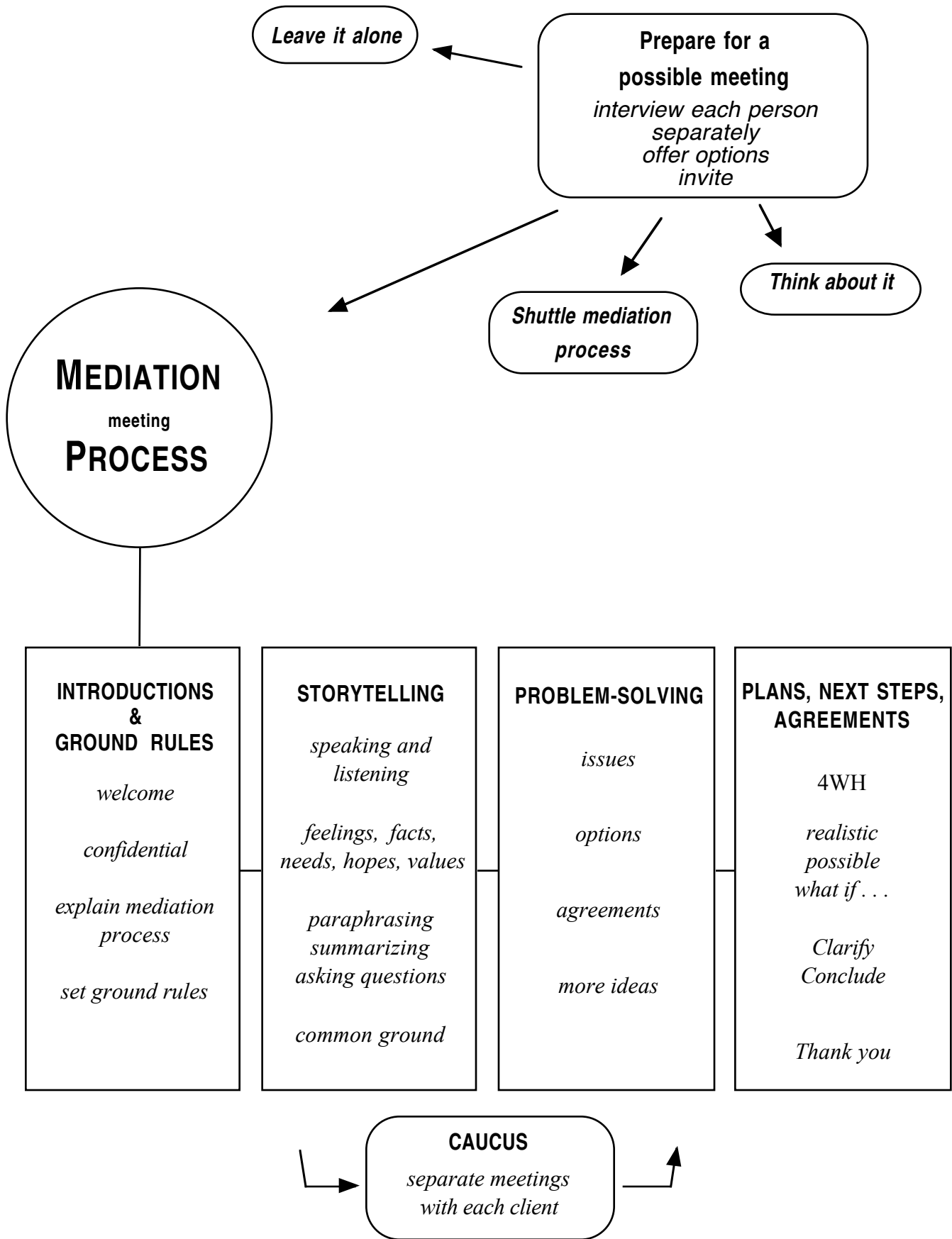
1. Mediators begin the list by naming issues that we have heard.
2. Ask each person what other issues or problems they want to solve.

Brainstorming Ideas

Issue: _____

_____	<input type="radio"/>	<input type="radio"/>
_____	<input type="radio"/>	<input type="radio"/>
_____	<input type="radio"/>	<input type="radio"/>
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- Write the names of the participants on the lines above the circles.
- Take turns writing out ideas.
- After a list of ideas has been written down, each person notes their opinion on each option by writing in the circle: Agree √ Disagree X Maybe ?



Planning sheet for discussion, negotiation, planning, problem-solving

Assessment	Person A	Person B
<p>Positions <i>Wants</i> <i>Assumed best outcome</i></p>		
<p>Interests <i>Needs</i> <i>Why I want the outcomes... (because)</i> <i>How important are these?</i> <i>Identify-Prioritize</i></p>		
<p>BATNA* <i>What can I do, on my own, if I do not reach an agreement?</i></p>		
<p>Common Ground <i>What is the same?</i> <i>We both...</i> <i>Common hopes, needs, experience, feelings, etc.</i></p>		
<p>Options for Mutual Gain <i>Satisfy both/all of those involved</i> <i>Solutions</i></p>		
<p>Objective Criteria <i>The facts, information, restrictions, rules, regs., data, customs, etc.</i></p>		

* BATNA: Best Alternative to a Negotiated Agreement