Restorative Resources

transform conflict • repair harm • build community

Restorative Resources

- 501(3)C non-profit organization
- Located in Santa Rosa, California
- Providing restorative justice services
- Offering restorative practices trainings
- Serving the community, schools and juvenile justice system throughout California since 2001.

History of Restorative Practice in Schools

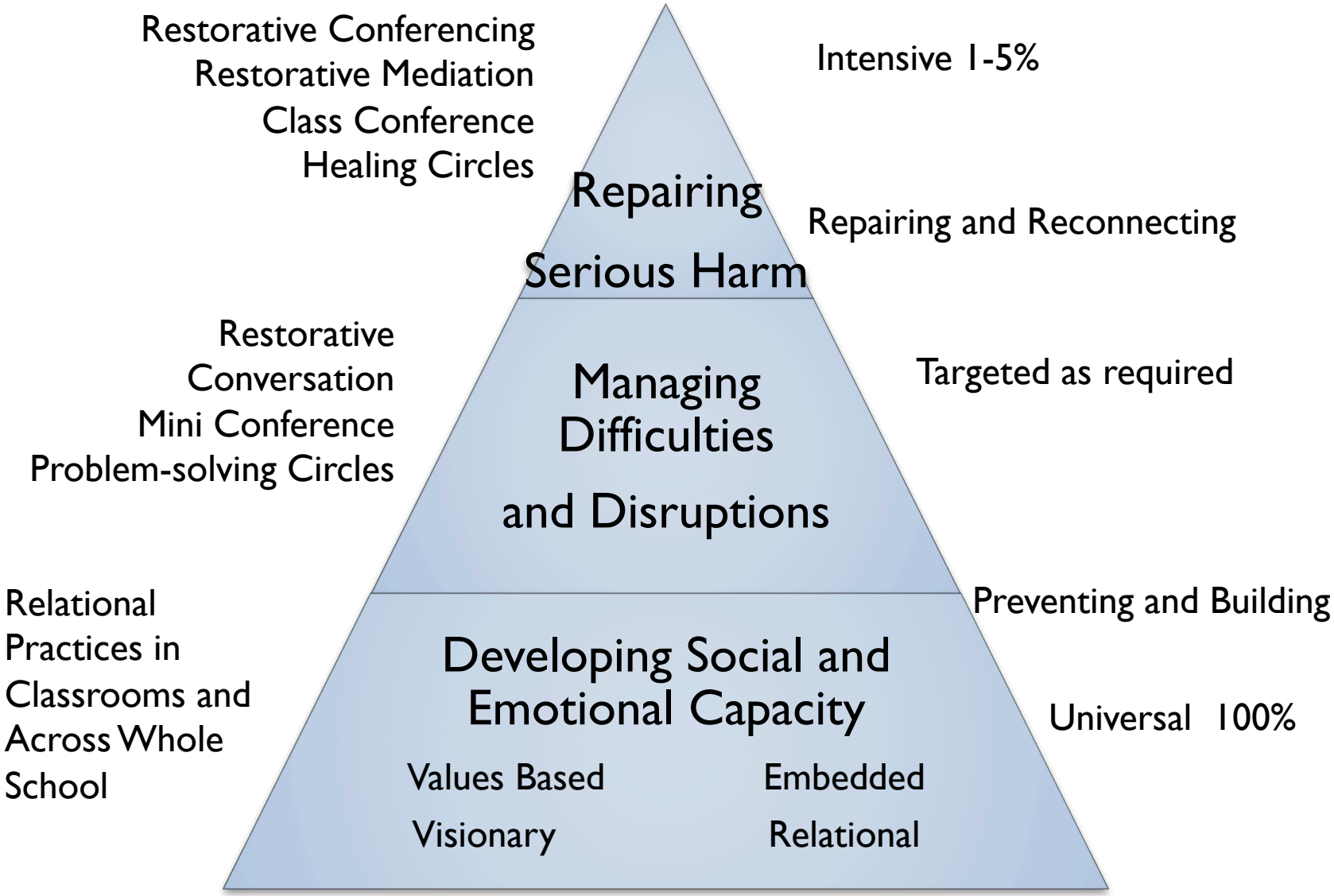
- Based on indigenous values and practices seen throughout history and across the globe from cultures as diverse as Native American, Polynesian, African, Celtic, Hebrew and more.
- In modern times, came out of the Restorative Justice movement started in New Zealand and Australia. In response to high youth incarceration.
- Schools in Australia were among the first to bring the RJ practices into the schools and it then spread across the world.

Affective Language
Restorative Questions
Restorative Circle
Youth Council
Restorative Conference
Accountability Circle
Restorative Community

Creating a Restorative School Community

Characteristics of a Restorative School

- Quality communication on a regular basis
- Sense of belonging and connection
- Relationships based on trust, respect, and authenticity
- Desire to contribute to and protect the school community
- Conflict used to deepen connections
- Wrongdoing understood to be a breakdown in relationships, and community as a whole takes responsibility for healing.


Restorative Conferencing
Restorative Mediation
Class Conference
Healing Circles
Intensive 1-5%
Repairing
Serious Harm
Repairing and Reconnecting
Restorative
Conversation
Mini Conference
Problem-solving Circles
Managing
Difficulties
and Disruptions
Targeted as required
Relational
Practices in
Classrooms and
Across Whole
School
Preventing and Building
Developing Social and
Emotional Capacity
Universal 100%
Values Based
Embedded
Visionary
Relational

Restorative Practices

Restorative Practices build and sustain a culture of kindness, respect, responsibility and justice. This is achieved through emphasizing the importance of trusting relationships as central to building community and repairing relationships when harm has occurred.

Restorative Practice: Classroom & Community Circles

Restorative Classroom Circles

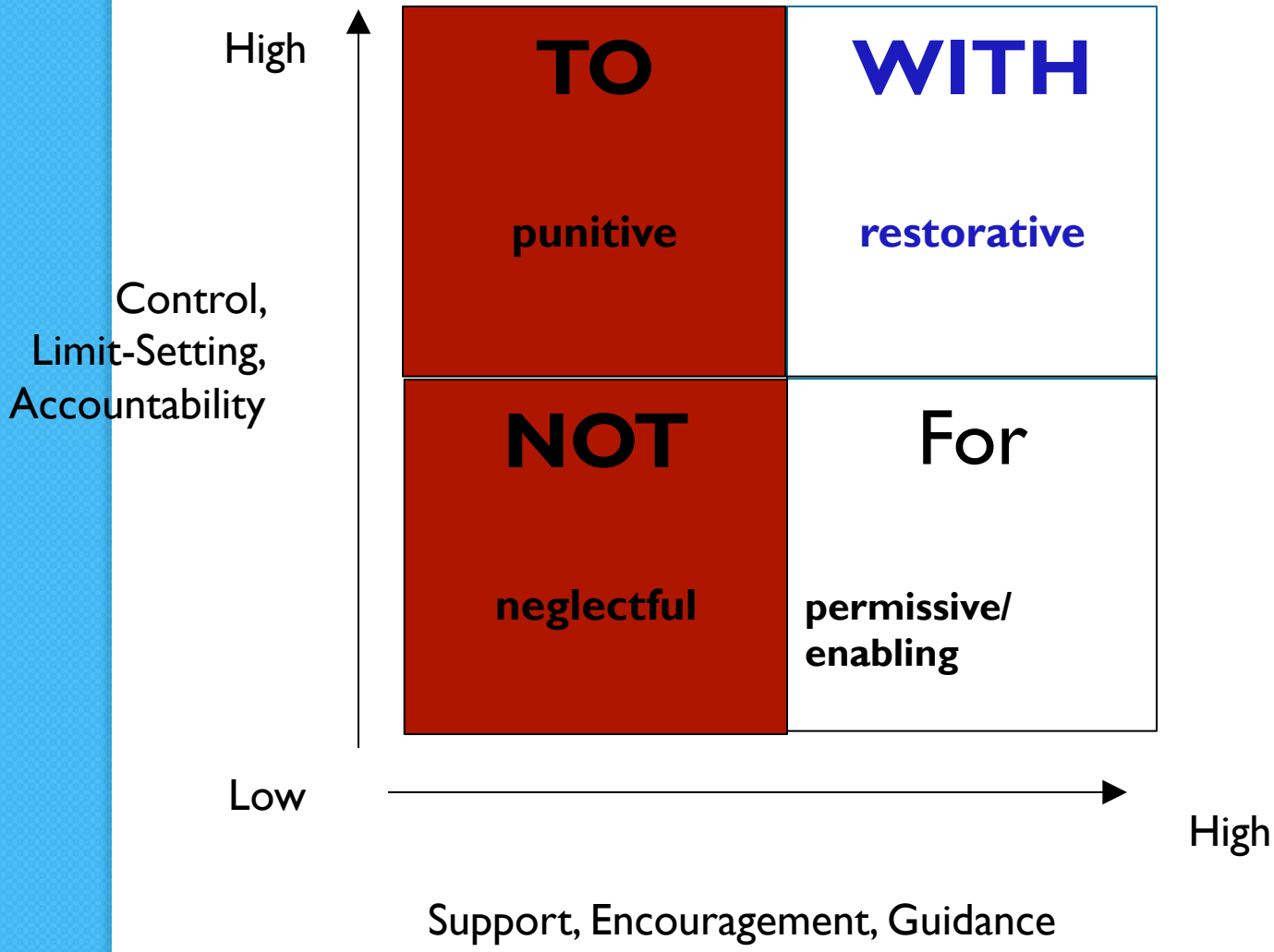
- Practice perspectives, attitudes, and behaviors that support a restorative culture in the classroom
- Learn the foundational principles of restorative practices
- Address conflict and incidents of harm in a safe, respectful community setting

Restorative Principles

- Relationships are central to building community
- Equity of voice
- Inclusive decision-making
- Shared ownership of classroom and school-wide values
- Non-punitive response to wrong-doing
- Positive change supported when we do "with" not "for" or "to" others

Social Control Window:

High Accountability, High Support



"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."

Ted Wachtel, IIRP

Commonly reported problems in the classroom/school:

- Struggling to connect to all the children
- Losing patience with some behaviors
- Inability to get the attention of certain students
- Saying the same thing over and over and not seeing any change in behavior
- Feeling overwhelmed, tired, burnt-out, disheartened.
- Fear of losing control
- A sense of having to do it all alone, overwhelm.

ELEMENTS OF A CIRCLE

- Awareness Moment
- Opening
- Guidelines
- Agreements
- Check-in
- Discussion Rounds
- Check out
- Closing

GUIDELINES

- Respect the talking piece
- Speak from the heart
- Listen from the heart
- Trust the process
- Say what you need to say

Purpose of Circles

- Building Connection and Community
- Establishing Community/Classroom Norms
- Resolving Conflict
- Repairing Harm
- Learning/Academic Activities

Content of Circles

- Community celebrations
- problem solving, reflecting
- Academic learning and lessons
- introducing new students, farewell to students
- conflict resolution, healing harm, tension diffusion
- support
- brainstorming
- community violence debriefing

Social Emotional Learning

- Recognizing and managing emotions
- Reading and responding to other's emotions
- Developing empathy and concern for others
- Making responsible decisions
- Establishing and maintaining healthy positive relationships

Skills practiced in circle

- Showing respect
- Allowing equality of power
- Empathy and emotional literacy
- Problem-solving
- Taking responsibility
- Self-regulation and self-awareness
- Shared leadership
- Genuine authentic expression

INTEGRATION WITH SEL PROGRAMS

- Toolbox:
  - Breathing
  - Quiet/Safe Place
  - Listening
  - Empathy
  - Personal Space
  - Using Words
  - Please and Thank you
  - Apology and Forgiveness
  - Patience
  - Forgiveness

Circle Keeper traits we strive to hold

Good Listener	Trusting
Nonjudgmental	Respectful
Watchful	Aware
Supportive	Tolerant
Inclusive	Humble
Reflective	Open to others' experience
Patient	Able to keep the space

Restorative Practice: Affective Language

Affective Communication

- Affective language provides a structure for reinforcing desired behaviors and challenging/ redirecting unwanted behaviors.

- It is the genuine expression of feelings, impacts and emotions in relation to specific behaviors and actions.

Affective / I Statements

Affective statement are expressions of personal feelings, both positive and negative.

For example: *"I feel frustrated when people are talking when I am trying to teach. It makes me feel like the time I spent preparing was wasted and is not appreciated."*

Affective Sentence Creation

I Feel_____

(state the feeling)

When _____

(state the behavior)

And What I'd Like Is_____

(name the action)

Benefits of Circles

- Builds and maintains healthy relationships
- Supports the development of healthy, competent moral people.
- Promotes individual learning and development.
- Maximizes learning capacity by creating safety, equity, accountability and self-reliance.

Anticipated Outcomes

<u>School Engagement:</u>

- Increase in student sense of connectedness to school environment
- Increase in parent sense of connectedness to school community
- Increase in student motivation
- Increase in instructional time
- Increase in students believing that adults in the school care about their success.

Anticipated Outcomes

School Climate:

- Increased sense of safety for all members of school community
- Decrease in behavior infractions
- Decrease in student and staff absences
- Decrease in number of suspensions

Anticipated Outcomes

Long-Term Outcomes

- Increased Academic Achievement
  - Graduation/dropout rates
  - GPA
  - Standardized test scores
  - College and Career preparedness
- Successful Adults
  - Ready for college and careers and equipped with the skills, capacities, and dispositions necessary for 21st century success.