

FUSD

Restorative Practices

Making Connections and Building Relationships

Welcome and practices

Restorative Practice Opener

Community Agreement

What is Restorative Practices

Benefits of restorative practices

Strategies to use to support restorative practices

Restorative Practice Opener

If you could be a superhero what powers would you choose and why? Think about how this super power could influence your household?



Community Agreement

Assume best intentions

Go hard on ideas, less on people (step out of your comfort zone)

Except non-closure

Learning Intention

Gain a basic understanding of restorative practices

Understand how you can use restorative practices at home and in your community to help strengthen family, community and school relationships

If a child doesn't know how to read, *we teach.*"

"If a child doesn't know how to swim, *we teach.*"

"If a child doesn't know how to ride a bike, *we teach.*"

"If a child doesn't know how to drive, *we teach.*"

"If a child doesn't know how to behave, *we ...*

...TEACH? or ...PUNISH?"

Why can't we finish the last sentence as
automatically as we do the others?"

Restorative Practices

Restorative practices are social sciences that study how to build social capital and achieve social discipline through mutual learning and decision making

Restorative practices focus on having positive relationships and connections. It asks us to take responsibility for our own behaviors and to make amends.

At the heart of restorative practices is the belief that we are all in this together. Having positive relationships with family and friends, and being respectful of those around us.

Restorative practices supports children in learning how to create healthy relationships and how to resolve conflicts

Founding Principle

“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 The Fundamental Hypothesis The Restorative Practices Handbook pg 51

5 Core Principles of Restorative Practices

1. Respect
2. Relationship
3. Responsibility
4. Repair
5. Reintegration

Restorative Practices

Restorative Practices focus on building, maintaining, and when necessary, repairing relationships among all members of the community. It is based on growth and deep learning not compliance.

**Building
Community**

**With
Eachother**

**Active
Listening**

Restorative Practices is...

a proactive approach to creating caring, productive, and equitable home environments

allow people the opportunity to analyze the problem, identify the harm or conflict within the family and find a workable solution

can develop positive relationships and restore a sense of familial community in an increasingly disconnected world.

Why Restorative Practices

Strengthen connections with others

Create a positive and productive learning environment at home and in school

Increase social emotional learning skills and cultural awareness

Develop skills to resolve conflicts and problem solve

Restorative Practices at home

1. Is what I'm doing making me better and/or the other person better?
2. How would my reaction impact the other individual
3. How can I fix the conflict not the other person?

How do we get there?

New thinking - Building deeper connections will require a mindset shift. Taking time to be self aware of our emotions. How you are feeling and how the other person is feeling. How we want to improve our communication

New practices- will happen organically because you will think about how you will frame the situation which in return will generate a different response

New results- embedded in routines of engaging in healthy conversations moving forward.

The Restorative Practice Continuum

Informal

Formal


affective
statement


affective
questions


small impromptu
conversation


group
or circle


formal
conference

What are Affective Statements?

Approach to express your feelings

Foster immediate change in the dynamics between family members

Develop empathy in members of your family

Provides opportunity to build real relationships based on the “new image” of you as someone who cares and has feelings rather than a distant authority figure or “just a child”

Affective Statements

Affective or “I” Statement:

I feel(state feeling) When this.....(state action)

Because I need

Examples of Affective Statements

Typical Statement:

“Good Job today Justin.”

“Why are you acting so crazy today?”

“Stop picking on your brother.”

“You are making a mess Leslie.”

“Go to your room!”

Affective Statements

“Justin, I was really happy that you cleaned up without me asking. Thank you.”

“Alexis, I get frustrated when I'm trying to rest and your running around the house.” how about playing a quiet game or going outside with your brother?”

“ It feels uncomfortable when you are teasing your brother .” how about telling him the things you like about him

“I feel disrespect when I ask you to do something and you don't do it.” what happened? “

What are Affective Questions

Provides the opportunity to take responsibility for actions and consider the impact of the behavior and share the thinking or feelings

Guides the opportunity to make amends, identifies boundaries and needs while eliminating judgement and encouraging reflection

Examples of Affective Questions

When challenging Behavior

What happened?

What were you thinking at the time?

What have you thought about since?

Who has been affected by what you have done? In what way have they been affected?

What do you think you need to make things right?

To help those Affected

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 need to happen to make things right?

Small Impromptu Conversation

Discussing a call from the teacher about your child's behavior

Concerns about recent neighborhood violence

Sibling conflict

Transitioning from one school to another

Engaging your child in conversation about random thoughts and feelings they may be having

Before the Restorative Conversations

See the behavior from all perspectives:

Understand how it impacts others

Take responsibility for their/your part

Figure out a plan to fix the problem

How to have a Restorative Conversation

What happened? “What was happening before I asked you to stop playing?”

What do you think I saw before I took the book away?”

Who was impacted? “How do you think Alex might have felt when you did that?”

Who saw you do that? How do you thinking they might have felt.”

How to have a Restorative Conversation.....

What part can you take responsibility for?

What is a choice that you made?

What would you do differently next

Time

How will we make things right?

How will we move forward?

How will we fix it?

What do you think should

happen?

Meaningful Repair - More than a consequence

Issues to Address:

Increased Responsibility

Mending/ building a relationship

Commitment to closing a knowledge gap
and possibly sharing with others

Develop my own action and accountability

Tasks to Consider:

Set the table and help with dishes

Spend an hour playing a game the sibling

Research the impact of Marijuana on the
adolescent brain and possible
replacement outlets

Create a schedule that lays out when they
will do schoolwork, chores, etc.. 3
strategies tp help them follow it

Circles to Connect as a Family

When:

During meals or while preparing meals

During car rides

During bedtime or morning routines

Preparing for something stressful

Saturday/Sunday mornings/ Evenings

How:

Respect the process

Respect the talking piece

Speak and listen from the heart

Speak and listen with respect

Say just enough

Honor privacy and bring your best self

Open-ended Questions related to community

Ideas for Open ended Questions for Circles

Who do you admire and why?

What talents do you think you have?

What brings you joy?

What was your last dream about?

What are your strengths and weaknesses?

What is important to you ? What do you value?

Where do you see yourself in 1 month, 1 year, 10 years?

Success on our learning intentions

I have the basic understanding of Restorative Practices

I am able to understand way to bring restorative practices into my home and in my community to help strengthen family, community and school relationships

Outcomes:

1. Connect then Correct--relationships before rules
2. Ask Restorative Questions:
 - What happened?
 - Who was affected and how?
 - What can you take responsibility for?
 - What needs to happen to make things right?
3. Take Responsibility First
4. Hold Community Circles/ family Circles

Testimonials

“Circles have made a big difference. There is more empathy. We know our students better than before and that surprised us.”

“I don’t have to use constant redirects. Before when I used more punitive responses, they would just push back and not listen. Now they listen and take more responsibility.”

Testimonials

“There is a lot more honesty and teamwork.”

“It has made such a huge difference. They don’t talk over me anymore.”

“It is worth taking the time. Kids feel safe to share without being judged.”

Questions?



Thank you for your time

Contact me for more information, or questions you might have.

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Retributive Justice Vs. Restorative Justice

- Retributive Justice Crime is a violation of the law and state
- Violations create guilt and require someone to blame
- Justice requires the state to determine guilt and impose punishment
- Central focus: offenders get what they deserve
- Restorative Justice
- Crime is a violation of people and relationships
- Violations create obligations
- Justice requires victims, offenders and community members in an effort to make things right
- Central focus: meet needs of person harmed, primarily by the person who caused the harm

Three Questions from Howard Zehr

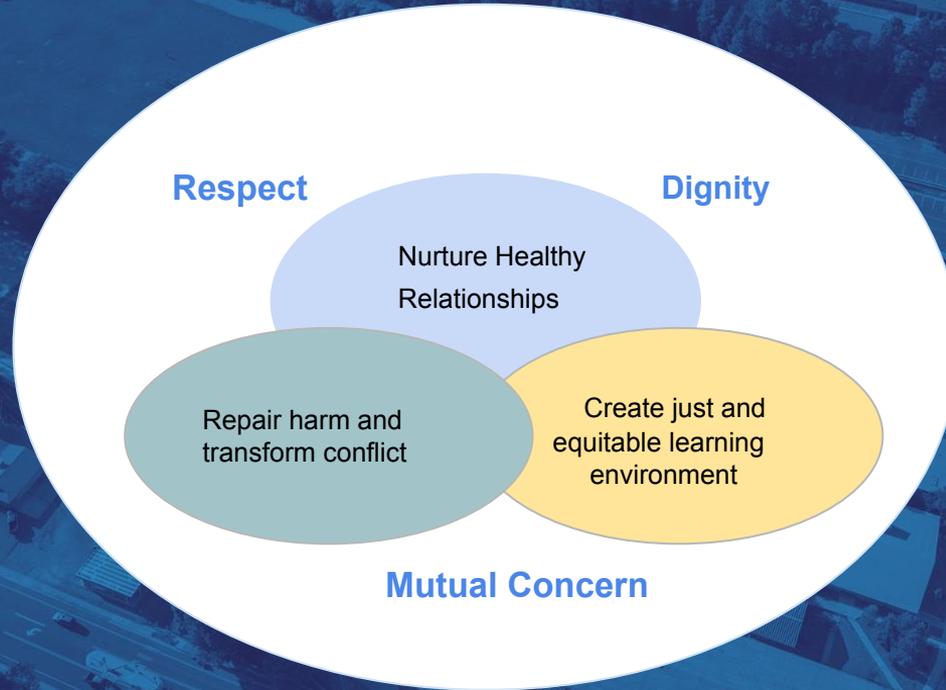
Retributive Questions:

1. What is the rule that was broken?
2. Who broke the rule?
3. How should we punish them?

Restorative Questions:

1. What is the harm that was done?
2. How can we repair that harm?
3. Who is responsible for repairing that harm?

Restorative Justice in Education



What are the effects of punishment?

- Doesn't provide true accountability
- Changes the focus of the harm done to resenting the giver of the punishment
- Offender blames punisher rather than take responsibility
- Take out frustration on classmates
- Doesn't get to the root cause of the conflict or the systemic dis-ease

Anticipated Outcomes

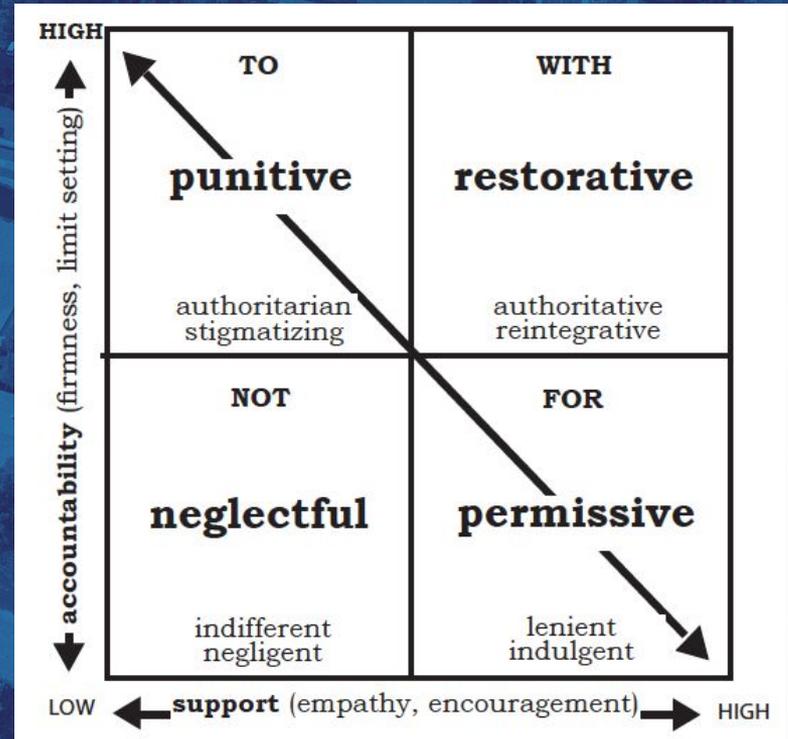
- Reduction in:
 - Detentions
 - In-school and out-of-school suspensions
 - Expulsions
 - Referrals to criminal justice
 - Truancy reports
 - Bullying
- Increase in:
 - Grade Point Average
 - School safety
 - Teacher support
 - Sense of belonging
 - Attendance
- Benefits > Costs

Restorative Practice is NOT a Program

- Change as event
 - Punishment
 - Individual-oriented
 - Judgement/shame
 - Assumption of choice
 - Learning quick
- Vs.
- Change as process
 - Repair and restore
 - Community-oriented
 - Curiosity/vulnerability
 - Understanding of trauma
 - Learning deep

Social Engagement Window

The underlying premise of Restorative Practices rests with the belief that people will make changes when those in positions of authority do things with them rather than to them or for them.



Continuum of Restorative Practices

Restorative Language - foundation

Tier I - Primary Prevention - All students, daily and ongoing

Connection & Appreciation Circles

Affective Questions and Statements

Tier II - Secondary Response- When Tier I is not enough

Restorative Conversations

Restorative Agreement Meetings

Problem Solving Circles

Restorative Mediations

Tier III - Tertiary Response- When neither Tier I or Tier II are working

Community Group Conferences

Circles of Support and Accountability

What's Happening in FUSD Schools

Implementation Teams

Affective Statements

Restorative Language

Proactive Circles

Problem Solving Circles

Reintegration Circles

Peace Corners

Peace Rooms

Restorative Conferencing and
Mediation

Restorative conversations