Other Key Ideas:

- Becoming Restorative is like Growing up Physically
- Building a strong/solid "house"
- Working from the "Family" Model
- "Human beings are happier, healthier 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."

Fundamental Hypotheses:

Fundamental Ideas for Restorative Practices
Adapted by Paul McCold and Ted Waughel from Claseer, 1969

Encouragement, nurture
High

Support

Permissive
FOR

Neglectful
NOT

Restorative
WITH

Punitive
TO

Social Discipline Window

High

Control

Limit-setting
(discipline)
Five Measures of School Connectedness

1. Close to people at school
   a. Friends/Other Parents/Guardians within the school community
   b. Special Relationship with at least one adult on the school faculty/staff
   c. Intellectually (treated as though your ideas/input matters)
   b. Emotionally (being included/treated respectfully)
   a. Physically

2. Happy to be at school
   i. Someone with whom you can share freely...as a warm/caring professional
   b. A special relationship with at least one adult on the school faculty/staff
   a. Parents/Guardians of the school community
   b. Feeling as though you are a part of the school
   a. A true sense of “belonging” as a parent/Guardian of the school community
   b. Not “equal” but equitable treatment
   a. Not “equal” but equitable treatment
   b. Listening to your views and perspectives

3. Feeling as though you are a part of the school
   a. The school is a “joyful” place; a destination
   b. Feeling as though faculty/staff in school treat you fairly

4. Feeling as though faculty/staff in school treat you fairly
   a. A true sense of “belonging” as a parent/Guardian of the school community
   b. Listening to your views and perspectives
   a. Not “equal” but equitable treatment
   b. Not “equal” but equitable treatment
   a. Not “equal” but equitable treatment

5. Feeling safe in the school
   a. Happy to be at school
   b. Listening to your views and perspectives
   a. Not “equal” but equitable treatment
   b. Not “equal” but equitable treatment
   a. Not “equal” but equitable treatment

6. Education consultant (b) Education consultant (b)
Paradigm Shift

- Honorably re-integrate
- Opportunity to make amends and positive behavior results from the use of "carrots"
- Positive behavior (or the use of "sticks")
- Using fear of punishment and exclusion to motivate
- Accountability
  - Taking Responsibility
  - Understanding the Impacts
  - Accountability
    - Collectively in Circles
    - Those impacted determine resolution
  - Authority-driven disciplinary action
  - Authority driven disciplinary action
- Suppression misbehavior
- Establish guilt of innocence
- Rule broken

From Punitive

To Restorative
Restorative Questions

Can you explain what happened?
How did it happen?
What was the harm?
Who do you think was affected?
How were you affected?
How were they affected?
How do you feel about what happened?
What needs to happen to make things right?
How are you doing now in relation to the event and its consequences?
What were you looking for when you chose to act?
What would you like to offer and to whom?

Questions Never to Ask Adolescents

Why did you do that?
What were you thinking?
Restorative Questions
From Restorative Works learning network
RestorativeWorks.net

Restorative Questions I (To respond to 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?
- What do you think you need to do to make things right?

Restorative Questions II (To help those harmed by other’s actions)

- 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?

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