Introduction to Restorative Practices

tUSker University Family Focus
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Phil Kavanagh & Karin Brill
Agenda

- Welcome & Introductions
- Check-in
- Restorative Defined
- Why Restorative?
- What?
- Who?
- Where?
- When?
- How?
- Reality vs. Restoratively
- Resources
- Questions?
Who are we?

Phil Kavanagh
• Director of Counseling

Karin Brill
• Diversity, Equity, and Inclusion Coordinator
• Special Education for 16 years
Which quadrant shows how you are feeling right now?

Do the exercise shown in the quadrant! Yes, I said, “DO IT!”
restorative

/ˈrɛstərətɪv/

adjective
having the ability to restore health, strength, or a feeling of well-being.
"the restorative power of long walks"

noun
something, especially a medicine or drink, that restores health, strength, or well-being.
"herbal restoratives"

Definitions from Oxford Languages
WHY RP?

- Build trust, community & relationships
- Transition from traditional discipline to restorative
- Develop language and problem-solving skills
- Shared understanding of respectful dialogue
- Decrease suspension rates
- Repair harm & restore relationships
- Proactive
Recently, I was asked if I was going to fire an employee who made a mistake that cost the company $600,000. No, I replied, I just spent $600,000 training him. Why would I want somebody to hire his experience?

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RP is... an investment in people!
Traditional Discipline

- Focus on offender
- Response to past event
- Doesn’t teach alternative behavior
- Focused on punishment
- Can shift offender into victim role

RP

- Gives victim a voice
- Identifies motivation and impact of action
- Teaches alternative behaviors
- Repairs damage done
- Builds empathy

COMPASS OF SHAME

ATTACK OTHER
- Taunting the victim
- Blaming the victim
- Hurting or verbally or physically

ATTACK SELF
- Self-hate
- Self-harm

AVOIDANCE
- Denial
- Avoiding blame or responsibility
- Distraction through self-seeking

WITHDRAWAL
- Isolating oneself
- Feeling and hiding

Foundations of Restorative Justice

- Respect
- Accountability
- Healing
- Empathy
WHAT IS RP & WHAT SKILLS DOES RP BUILD?

The roots of restorative practices are ancient and found in many Indigenous and First Peoples’ nations around the world.

Though practices and processes may differ, many similarities exist. Such similarities include helping people connect to community and foster healing when conflict/harm/problems occur, repairing relationships, proactively building and maintaining relationships to prevent future harm, processes to make things right and holding people accountable for their words and actions are found in many ancient practices and processes.

For an informational video about restorative practices, click here!
WHO IS RP FOR?

EVERYONE, INCLUDING YOU!
WHERE IS RP DONE?
WHEN CAN RP HAPPEN?

ANYTIME!
Classrooms
During car ride
Through texting
Cafeteria/Meals
During routines (morning/bedtime/class transition)
HOW DOES RP WORK?

7 Questions That Change School Discipline

- What happened?
- How did it happen?
- Who else was affected by what you did?
- What part did you play in it?
- What can you do to repair the harm?
- What do you need to make it right?

How Communication is Transmitted

- Words: 53.0%
- Tone: 40.0%
- Body Language: 7.0%

Empathetic Listening

I'm listening.
I want to hear you.

Dismissive Listening

I'm here.
I could have done better.

Words of Empathy:
- What if you try this?
- What can I show up for you now?
- You are not alone.
- I'm here.

Words of Dismissal:
- You should be upset.
- It's not my problem.
- You made a mistake.
- I'm too busy.
- It's not my problem.
IS THIS HELPFUL AT HOME?

HERE’S WHAT YOU CAN DO:

• CONNECT BEFORE YOU CORRECT
• AFFECTIVE LANGUAGE & USE OF “I” STATEMENTS
• VALIDATE THEIR FEELINGS
• BUILD PERSPECTIVES
• REPAIR
Reality vs. Restorative

Homework Time

It's 4:00 and time for homework. That means my son and daughter are supposed to be focused on independent, quiet reading and math worksheets. Liam and Sloane are sitting together. Sloane flicks a rubber band she has found in her backpack at Liam. When Liam ignores her, Sloane starts smirking, picks up the rubber band and flicks it at Liam again. Soon, the children have forgotten that they are supposed to be doing homework; they start arguing and throwing the rubber band back and forth.

• How will you realistically react?
• What advice would you give a friend when dealing with this situation?
### How to Have a Restorative Conversation

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>WHY AM I ASKING THIS?</th>
<th>WHO SHOULD ANSWER FIRST?</th>
<th>ANOTHER WAY TO ASK (FOR THE “IDK”)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What happened?</td>
<td>To hear the story from both perspectives</td>
<td>Child</td>
<td>What was happening before I asked you to stop ____? What do you think I say before I took the ___ away?</td>
</tr>
<tr>
<td>Who was impacted?</td>
<td>To understand impact of behavior</td>
<td>Child</td>
<td>How do you think ____ might have felt when you did that? Who saw you do that? How do you think they might have felt?</td>
</tr>
<tr>
<td>What part can you take responsibility for?</td>
<td>To take accountability</td>
<td>Adult</td>
<td>What is a choice that you made? What would you do differently next time?</td>
</tr>
<tr>
<td>How will we make things right?</td>
<td>To make a plan to repair harm</td>
<td>Child, with adult support if they struggle to identify next steps</td>
<td>How will we move forward? How will we fix it? What do you think your consequence should be?</td>
</tr>
</tbody>
</table>
RESOURCES

RP Flyer 1
RP Myths and Facts
RESTORATIVE CONVERSATION

Script

1. What happened?
2. What were you thinking at the time?
3. What do you think about it now?
4. Who do you think has been affected by your actions?
5. What do you need to do about it?
6. How can we make sure this doesn’t happen again?
7. What can I do to help you?

Reflect + Restore

Name: ___________________ Date: ____________

I chose to...

[ ] Dangerous
[ ] Disrespectful

I was feeling...

1. Mad
2. Jealous
3. Frustrated
4. Lifted
5. Hurt
6. Uncomfortable
7. Scared

Because...

[ ] I wanted to get my own way
[ ] I wanted to be funny (or get a reaction)
[ ] I wanted attention
[ ] I was upset about something
[ ] Other:

My behavior made you feel...

1. Sad
2. Mad
3. Frustrated
4. Lifted
5. Hurt
6. Uncomfortable
7. Scared

Is there anything I can do to help?

[ ] Offer a sincere apology about what happened
[ ] Make me a picture or write a kind note
[ ] Give me a gentle touch such as a hug
[ ] Say 2 nice things to me
[ ] Other:

Going forward, I need to...

The Art of Education
www.theartofed.com

QUESTIONS?

Email: Karin Brill
kbrill@somersschools.org
Q: There is a lot of literature around restorative justice as critical race theory in disguise. Can you clarify if this is what the district is doing here?

A: Restorative Practice is a centuries old practice rooted in many different cultures used to create and build strong communities. The practice focuses on building trust, respect, and responsibility. It prioritizes repairing and restoring damaged relationships. There is no connection or relation to Critical Race Theory. It is considered to be a constructive and restorative way to create a sense of belonging and hold students accountable with a focus on improving the individual and the community.
Q: In a situation where a student is targeted and bullied for discriminatory reasons (race, gender, sexual orientation, religion, etc.) - and the student targeted does NOT wish to participate in restorative practices and risk further victimizing themselves, what happens then?

A: At no time would any student be forced to participate in a conversation with the person who they feel has targeted them. In this case, the two students would participate in restorative practices separately. The eventual goal would be for the accused to learn through reflection about their actions and to hold themselves accountable for any actions which caused discomfort to another. If possible, facilitators would work towards repairing the relationship in a way that is comfortable and appropriate for all involved.
Q: Can you give an example of how that child would be coached to realize the impact of their actions?
A: Some examples would be:
- For some students, we may have them research the meanings behind words and/or phrases that they used.
- At other times, students may be asked to consider how they would feel if the same harm were done to them.
- In addition, if the parties wish to speak to one another, they will directly hear and see the impact of their actions from the party who was targeted.

Q: Are you going to train or be able to assist a child that may have communication issues/special needs to facilitate the conversation?
A: Absolutely! We will create multiple types of prompts using visuals, words, recordings, etc. to assist with communication and assist with all needs to ensure every “voice” is heard.