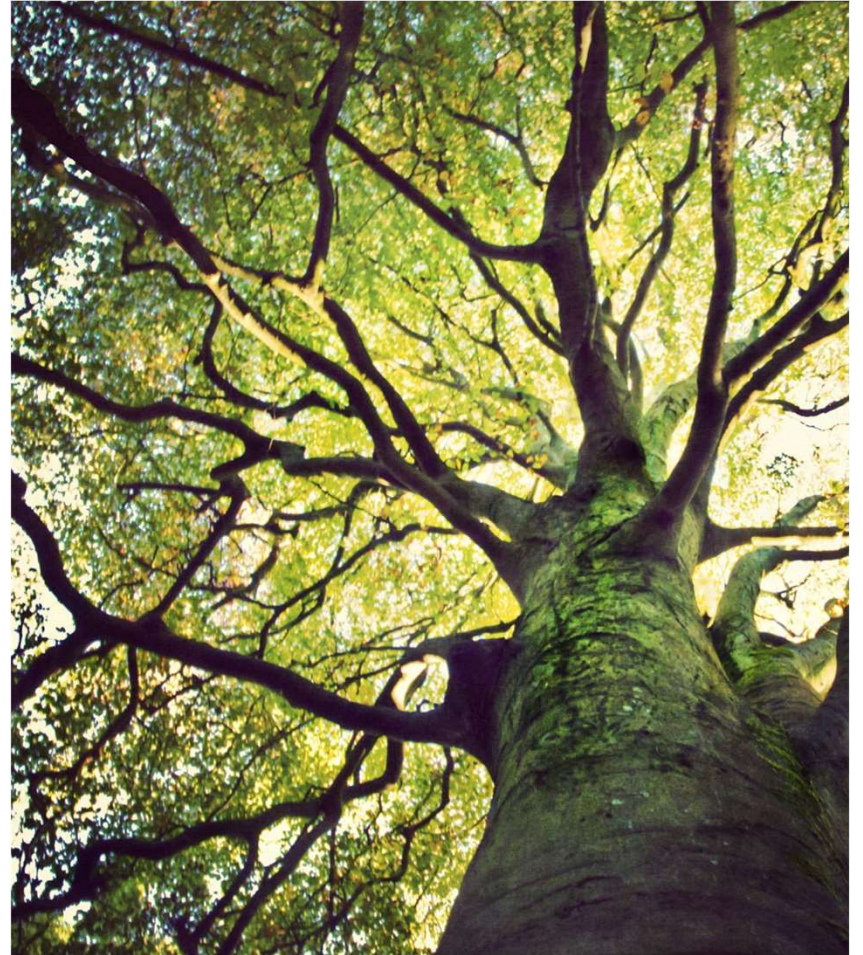

Introduction to Restorative Practices

t**US**ker University Family Focus

January 25, 2022

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!"



THE ZONES of regulation

sad bored tired sick	calm happy focused ready to learn
excited silly frustrated nervous hyper	out of control anger rage terror



 re·stor·a·tive

/rəˈstɔːrətɪv/

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

Restorative





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



WHY RP?

Foundations of Restorative Justice



Respect



Accountability



Healing



Empathy



michiganvirtual.org

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?

Thomas J. Watson

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



Foundations of Restorative Justice

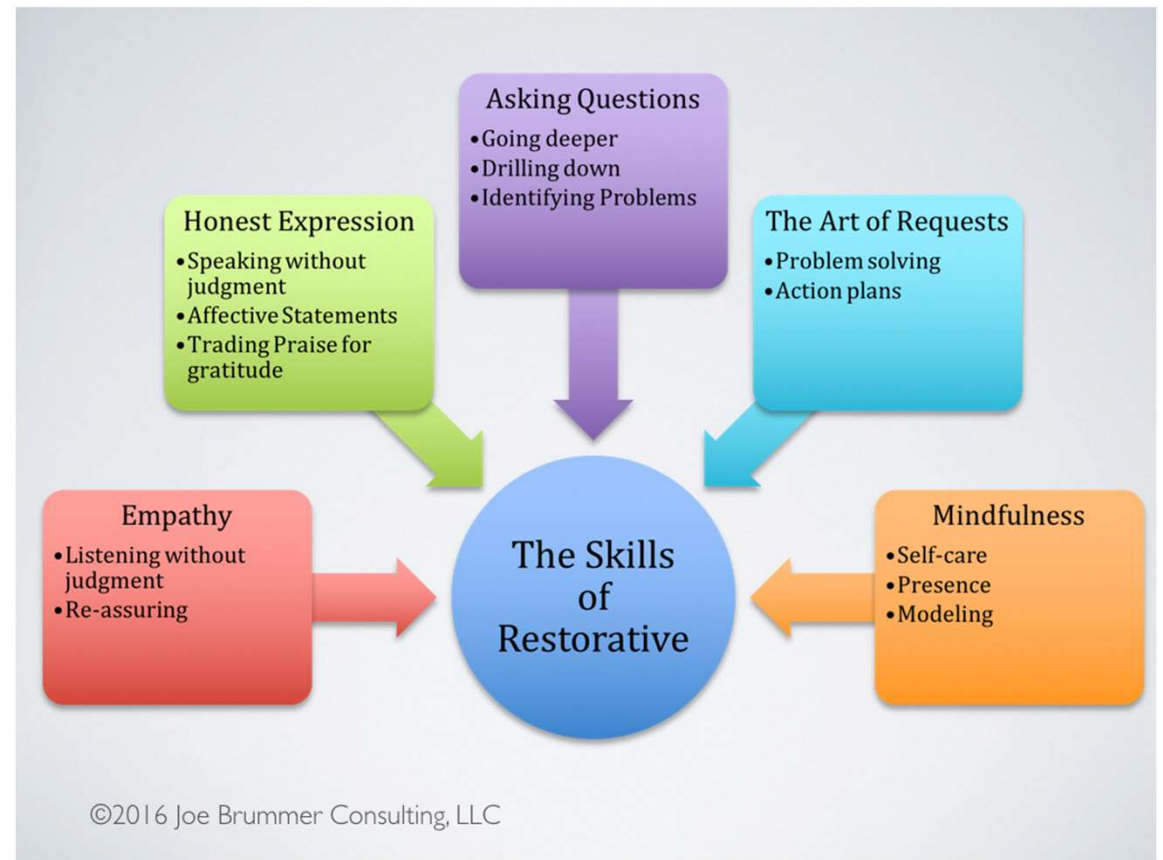


WHAT IS RP & WHAT SKILLS DOES RP BUILD?

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

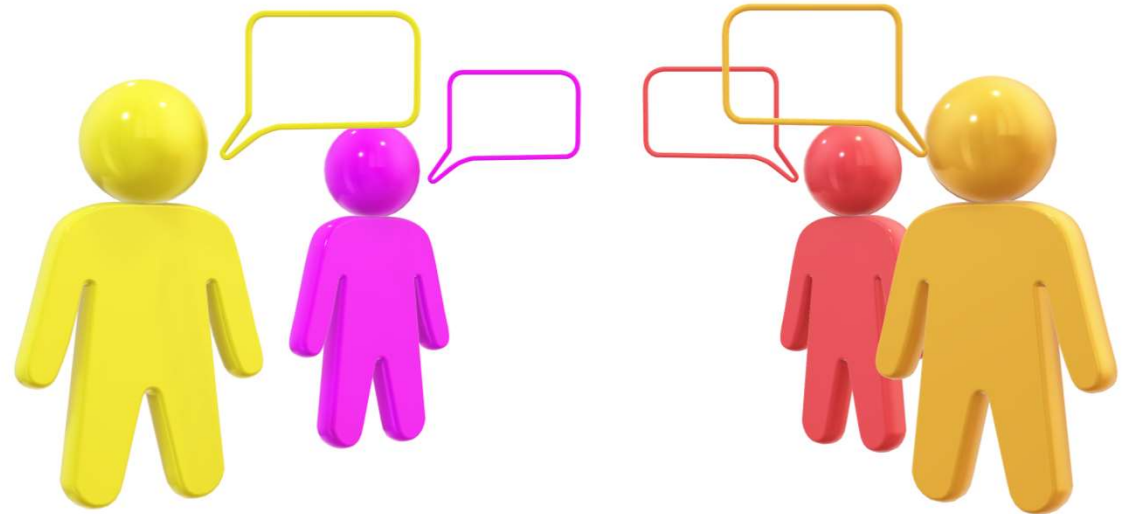
Though practices and processes may differ, many similarities exist. Such similarities include helping people connect to community and foster healing when conflict/harm/problems occur, repairing relationships, proactively building and maintaining relationships to prevent future harm, processes to make 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!](#)



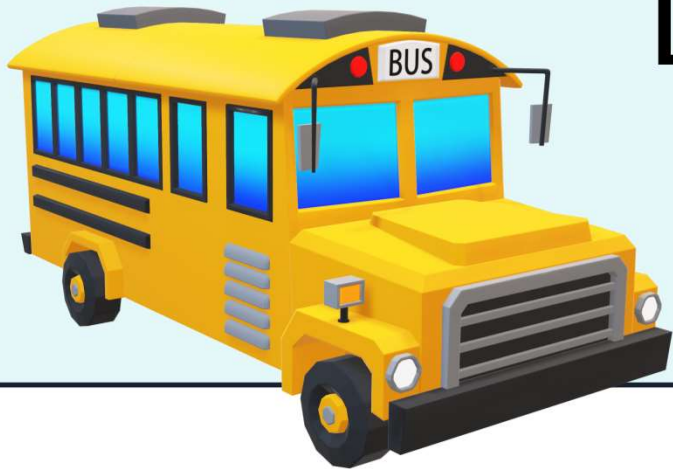
WHO IS RP FOR?

*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)

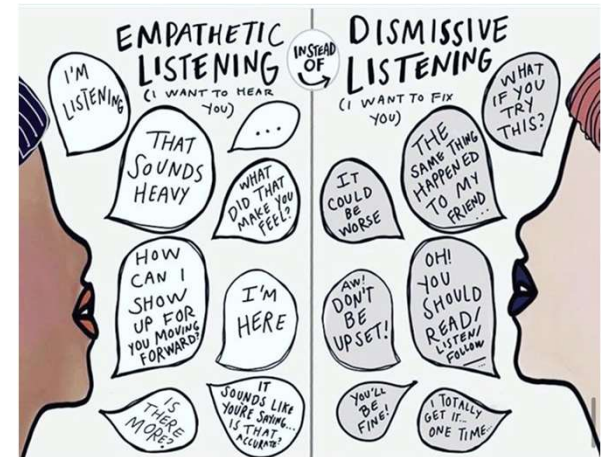
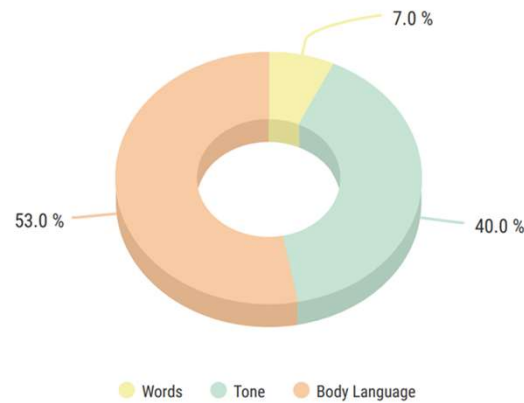


HOW DOES RP WORK?

7 Questions That Change School Discipline



How Communication is Transmitted



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

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

RESOURCES

[RP Flyer 1](#)

[RP Myths and Facts](#)

Wheel of Choices



"I" Statements

Honest Expression: Observation, Feeling, Need, Request

When I... (Next year (2018-2019))

I feel...

Happy, Sad, Angry, Annoyed, Excited, Worried, Scared, Hurt, Embarrassed, Confused

Because I Need...

- When I feel sad, you can help me by talking to me.
- When I feel angry, you can help me by listening to me.
- When I feel worried, you can help me by talking to me.
- When I feel scared, you can help me by talking to me.
- When I feel hurt, you can help me by talking to me.
- When I feel embarrassed, you can help me by talking to me.
- When I feel confused, you can help me by talking to me.

Would you be willing to?

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?

Source: International Institute for Restorative Practices, <https://www.iirp.edu/>

 REFLECT + RESTORE NAME: _____ DATE: _____	
1	I chose to... This behavior was... <input type="checkbox"/> Dangerous <input type="checkbox"/> Disrespectful
2	I was feeling... 
3	Because... <input type="checkbox"/> I wanted to get my own way <input type="checkbox"/> I wanted to be funny (or get a reaction) <input type="checkbox"/> I wanted attention <input type="checkbox"/> I was upset about something <input type="checkbox"/> Other: _____
4	My behavior made you feel... 
5	Is there anything I can do to help? <small>Pick 1-4 that apply, or write your own.</small> <input type="checkbox"/> Offer a sincere apology about what happened <input type="checkbox"/> Make me a picture or write a kind note <input type="checkbox"/> Give a gentle touch such as a hug <input type="checkbox"/> Say 2 nice things to me <input type="checkbox"/> Other: _____
GOING FORWARD, I NEED TO... 	

QUESTIONS?



Email: Karin Brill
kbrill@somersschools.org

ANSWER 1

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.

ANSWER 2

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.

ANSWERS

3 & 4

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.