

Introduction to Restorative Practices in Schools

Collaborative for Educational Services

Northampton, MA

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Opening Circle

- What would you normally be doing at this time on a Wednesday?
- Compose a “Tweet” or headline on your post-it.

Objectives

- Be grounded in the theory of Restorative Practices
- Develop Restorative Practices-based skills for building community
- Become familiar with beginner Restorative tools and applications for responding to harm

Agenda – Day 1

- Welcome, overview, norms/agreements
- Restorative Practices definitions
- 80%: The power of community
- 20%: Responding to harm
- *The Breakfast Club*, feelings and needs
- Case study: responding to harm using active listening and RP tools (RP questions)
- Planning time with your group
- Closing reflections

Norms and Agreements

- Confidentiality
- Take care of yourself
- Step up, step back
- We can't be articulate all the time
- Welcome differences, be curious
- Oppression exists
- Call IN
- Be present

A Definition

Aim of restorative practices in school community: To develop community and to manage conflict and tensions by repairing harm and restoring relationships.

- International Institute of Restorative Practices

Look under your chair...

Find where your key concept is posted on the wall. With the others in your group, discuss:

- What does the concept mean to you?
- How do you think it might connect with Restorative Practices?

Five Key Concepts

- Community building
- Harm and impact
- Trauma-sensitive
- Support and accountability
- Engagement and empowerment
- “Developmental right”

Power of Community

Think of a time you were in a negative work environment/community

- What made it negative?
- How did it impact you/make you feel?

Power of Community

Think of a time you were in a positive work environment/community

- What made it positive?
- How did it impact you/make you feel?

20%: Responding to Harm

- Think of a time you were harmed.
 - What were you feeling?
 - What were you needing?
- Turn to a neighbor and share your story, feelings, and needs. Switch after 2 minutes.

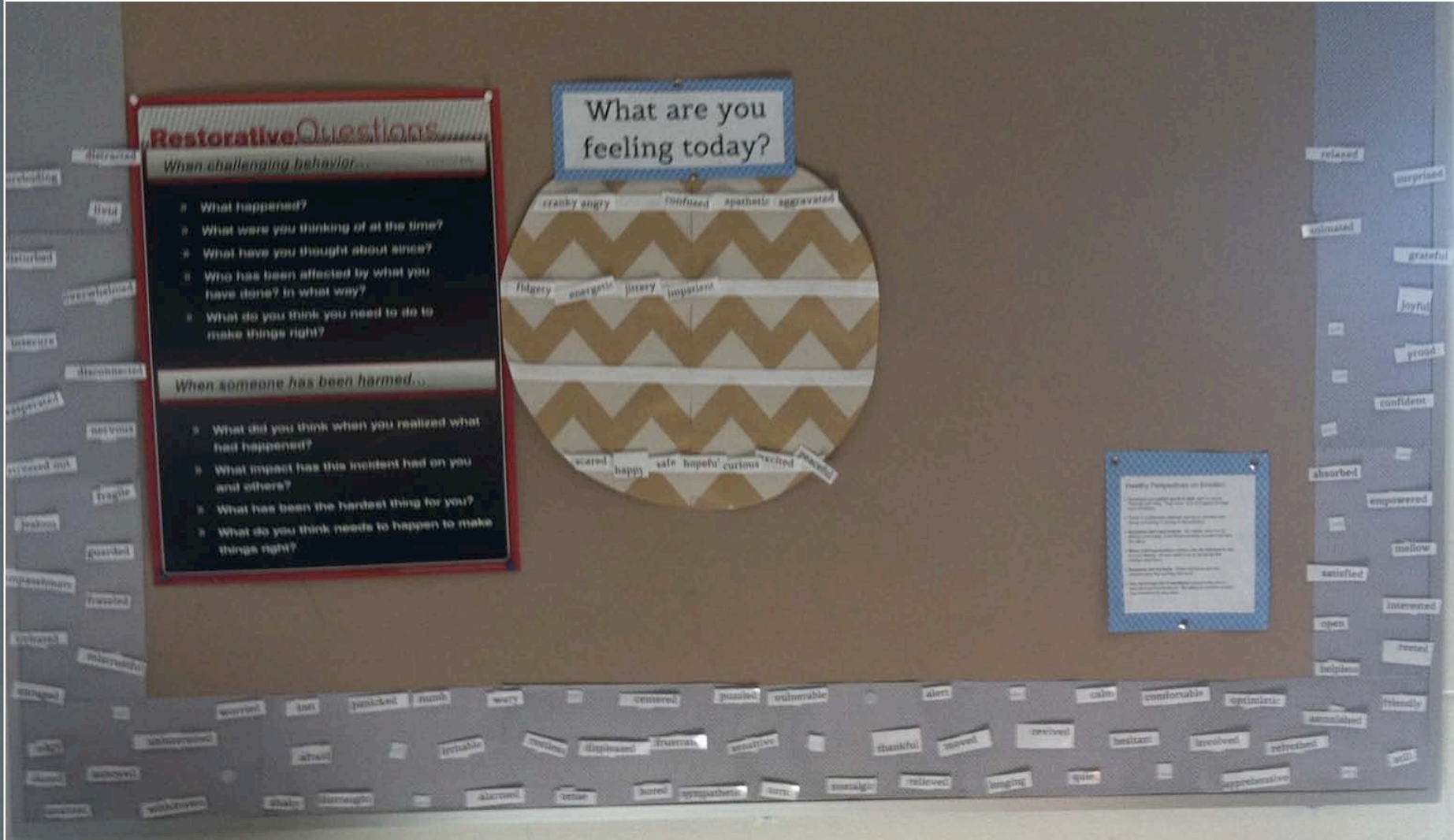
20%: Responding to Harm

- Think of a time you harmed someone else.
 - What were you feeling?
 - What were you needing?
- Turn to a neighbor and share your story, feelings, and needs. Switch after 2 minutes.

(You can talk about how you felt/what you needed *before, during, and/or after* the incident.)

Hurt people
hurt people.

Feelings and needs at TFHS





Bender, Vernon & Other Students

- 1s = Bender
- 2s = Vernon
- 3s = Other Students

- Discuss with your group: What do you think the person/group was feeling?
Needing?
- Choose a scribe to capture feelings/needs.

Needs

Acceptance	Safety	Understanding
Time	Support	Sleep
Inclusion	Belonging	Fairness
Honesty	Sleep	Empathy
Recognition	Validation	Nurturing
Hope	Trust	Communication
Clarity	Respect	Authenticity
Contribution	Competency	Independence

Welcome back...

- Think about an important adult in your life when you were a student. What qualities/attributes did they possess that made them a powerful person in your adolescence?
- Compose a “Tweet” or headline on your post-it.

Get together with your group...

- What is resonating with you so far?
- What are you (or people in your school) already doing that is restorative?
- What are some new things you would like to try in your classroom or school?

Agenda Review

- Welcome, overview, norms/agreements
- Restorative Practices definitions
- 80%: The power of community
- 20%: Responding to harm
- *The Breakfast Club*, feelings and needs
- Case study: responding to harm using active listening and RP tools (RP questions)
- Planning time with your group
- Closing reflections

Closing

What is one thing you are taking with you today?

Agenda – Day 2

- Welcome, norms review
- Your brain, the teen brain and conflict
- Case study: summarizing and more RP tools (RP reflection form and mapping)
- Community-building circle video
- Community-building circle practice in groups
- Planning time with your group
- Introduction to conferencing
- Closing reflections

Norms and Agreements 2.0

- Confidentiality
- Take care of yourself
- Step up, step back
- We can't be articulate all the time
- Welcome differences, be curious
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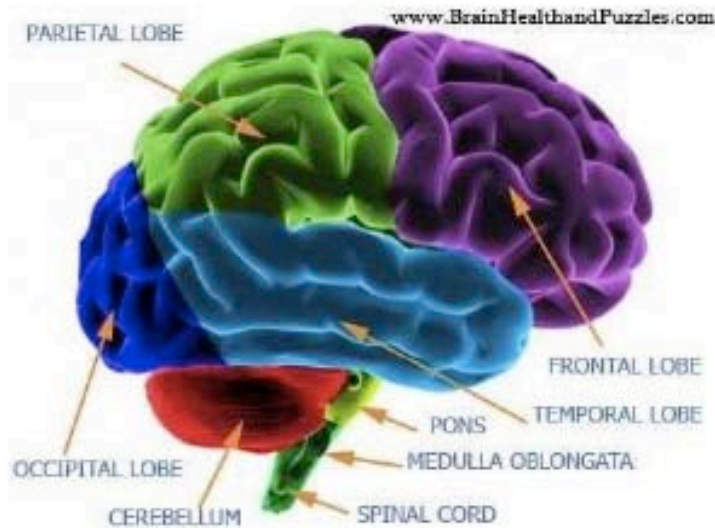
Your Brain, the Teen Brain & Conflict



Teen Brain



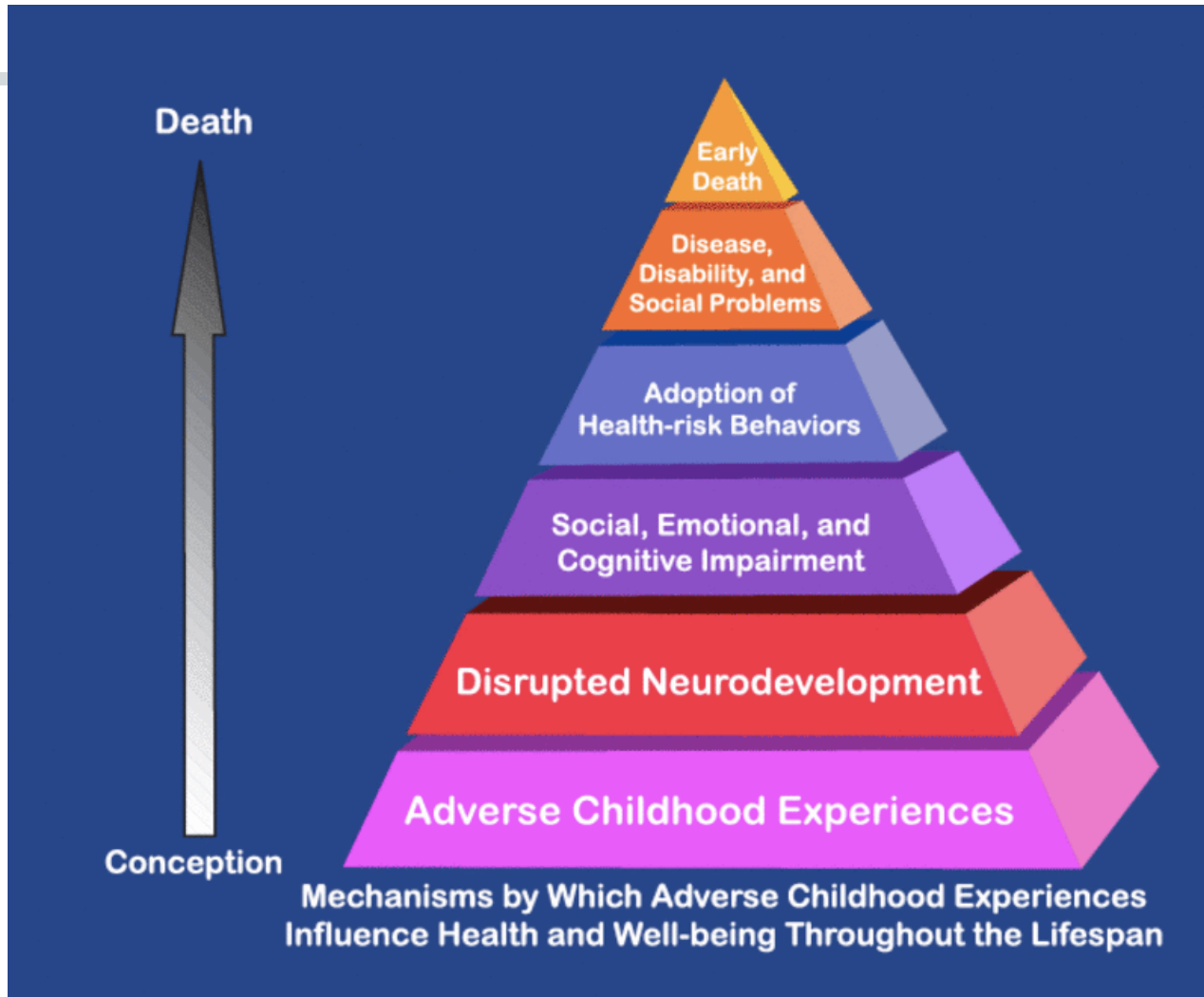
Adult Vs. Teen Brain



- Most of the activity in the adult brain is in the frontal lobe
 - Thinking, reasoning, planning

- Most of the activity in the teen brain is focused in the center
 - Pleasure reward center

Adverse Childhood Experience Study



Brain Plasticity

- You can and do counteract the impact of trauma
- Caring adults outside the family who can serve as role models or mentors are important protective factor that research shows can make a difference

Building and Strengthening

- Your positive interactions and relationships build positive neuropathways and strengthen the connection between the amygdala and hippocampus
- Teach and practice de-escalation activities, techniques

RP is trauma sensitive

Circles create safety:

- Predictable
- Choice to pass
- Quiets impulsive talking and interrupting
- Creates room for all voices

Trauma and the Brain

Resources

1. [Peer Influence on Risk Taking, Risk Preference, and Risky Decision-Making in Adolescence and Adulthood: An Experimental Study](#)
2. [A Social Neuroscience Perspective on Adolescent Risk-Taking](#)
3. [Licking Rat Pups: The Genetics of Nurture](#)
4. [Bad Memories Easier to Remember](#)

Tools: Summarizing, reflection form, and mapping

- Get up, stretch, and find someone across the room to pair up with.
- Goal: Support Kyle to think about the impact of his actions, take responsibility, think about next steps to repair harm
- Round one: Use the reflection form. Person A is Kyle, Person B is the disciplinarian.
- Round two: Use mapping. Person A is the disciplinarian, Person B is Kyle.

In the classroom...

Everything being made into a sexy/dirty joke

What is happening?
Peoples words being twisted
How they are twisted is Inappropriate

Who is being harmed/impacted and how?
Disrupts what everyone is happening
Couldn't get anything done
The whole class loses class pt
The teacher feels disrespected!

How are you feeling/thinking about it now?
Makes people feel uncomfortable.
Crossing the line! Offending!
Isolate the people who do it!
Make the people feel disgusted and immature.
They want to be seen as knowing about more sex

What needs are there?
People need to realize that it needs to stop!
need to stop

What should happen to make things right?
Reparations for dirty jokes
Have a talk about why it's not okay!

Welcome back...

What do YOU miss about being a teenager?

Moving Forward

- Where are you?
- Where do you want to be?
- How are you going to get there?

Agenda Review

- Welcome, norms review
- Neurobiology and conflict
- Case study: summarizing and more RP tools (RP reflection form and mapping)
- Community-building circle video
- Community-building circle practice in groups
- Planning time with your group
- Introduction to conferencing
- Closing reflections

Closing

What are you taking back to your school from this training?

Resources

- Center for Nonviolent Communication:
www.cnvc.org
- International Institute of Restorative Practices (IIRP): www.iirp.edu
- Restorative Justice for Oakland Youth (RJOY): www.rjoyoakland.org
- Just Schools Project:
www.justschoolsproject.org