



Hurt people
hurt people.

Before the presentation begins, think about this phrase. Reflect alone, discuss with neighbor(s), or journal what you think the significance is.

Restorative Practices in Schools

District Attorney Joseph Early Jr.
Safe Schools Summit
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Presentation Goal and Objectives

Goal: Participants will understand Restorative Practices as an effective approach to building community, responding to harm, and reducing conflict in schools.

Objectives:

- Participants are familiar with basic theory of restorative practices.
- Participants gain awareness of various Restorative Practices techniques that can be used by teachers, administration, and school staff.
- Participants are familiar with specific examples of successes, challenges, and recommendations for implementing Restorative Practices in schools.

Aim of **restorative practices**

in **school** community:

To develop community and to manage conflict and tensions by repairing harm and restoring relationships.

Key Concepts

Community Building

Harm and Impact

Engagement and Empowerment

Trauma-Sensitive

Support and Accountability

Aim of **restorative practices**

in **school** community:

To develop community and to manage conflict and tensions by repairing harm and restoring relationships.

Community Building

Intentional community building:

- creates safety and trust over time
- prevents harms
- encourages, supports people to naturally take responsibility for their actions
- repair harms, value their community and their role within that community

Harm and Impact

A Restorative Framework:

- focus on feelings and needs
- repairing harm of all parties

Engagement and Empowerment

Restorative Practices:

- shifts power
- the authority figures become facilitators
- all constituents become change agents rather than passive recipients

Trauma-sensitive

Students who have had highly stressful experiences in their lives can experience difficulties taking advantage of what schools have to offer. Learning, remembering, trusting, or managing your own feelings and actions can be a painful challenge for a child who has experienced violence or other adversity.

Trauma-sensitive

Yet, when adults are unaware of trauma's impacts, schools too often fail such children and even punish them while misreading their behavior as laziness, apathy, or intentional misbehavior.

Helping Traumatized Children Learn 2, Trauma and Learning Policy Initiative

Support and Accountability

Restorative Practices:

- provides both support and accountability
- recognizes that for students and adults to take responsibility for their attitudes and behaviors, there needs to be high levels of support (safety and trust)

Community Building

What does it look like?

Community Building

80:20

Community Building

It is already happening:

- Responsive Classroom
- Developmental Design
- Advisory
- Affective statements and questions: i.e., what happened instead of what did you do (this time)

Harm and Impact

Think of a time when were harmed by someone.

How did you feel?

What were you needing?

Turn to neighbor and share just the feelings and needs, not the story. Both people share.

Feelings

confused

angry

dismayed

hurt

scared

embarrassed

upset

deflated

annoyed

flustered

disheartened

outraged

shocked

ashamed

stressed

Needs

validation

fairness

trust

safety

honesty

communication

understanding

space

clarity

time

empathy

respect

support

recognition

authenticity

Harm Activity Round 2

Think of a time when you harmed someone.

How did you feel?

What were you needing?

Turn to neighbor and share just the feelings and needs, not the story. Both people share.

Feelings

confused flustered
angry outraged
dismayed shocked
hurt stressed
scared humiliated
upset embarrassed
annoyed deflated

Needs

validation empathy
honesty space
safety trust
clarity communication
respect understanding
time authenticity
support fairness

Engagement and Empowerment



Engagement and Empowerment

- Circles also used to respond to harm
- The questions asked focus on what happened, how did you feel, what did you notice, what needs to happen etc...
- Circle includes person who did the harm, person(s) who were harmed and by-standers.
- Everyone's voice is heard.

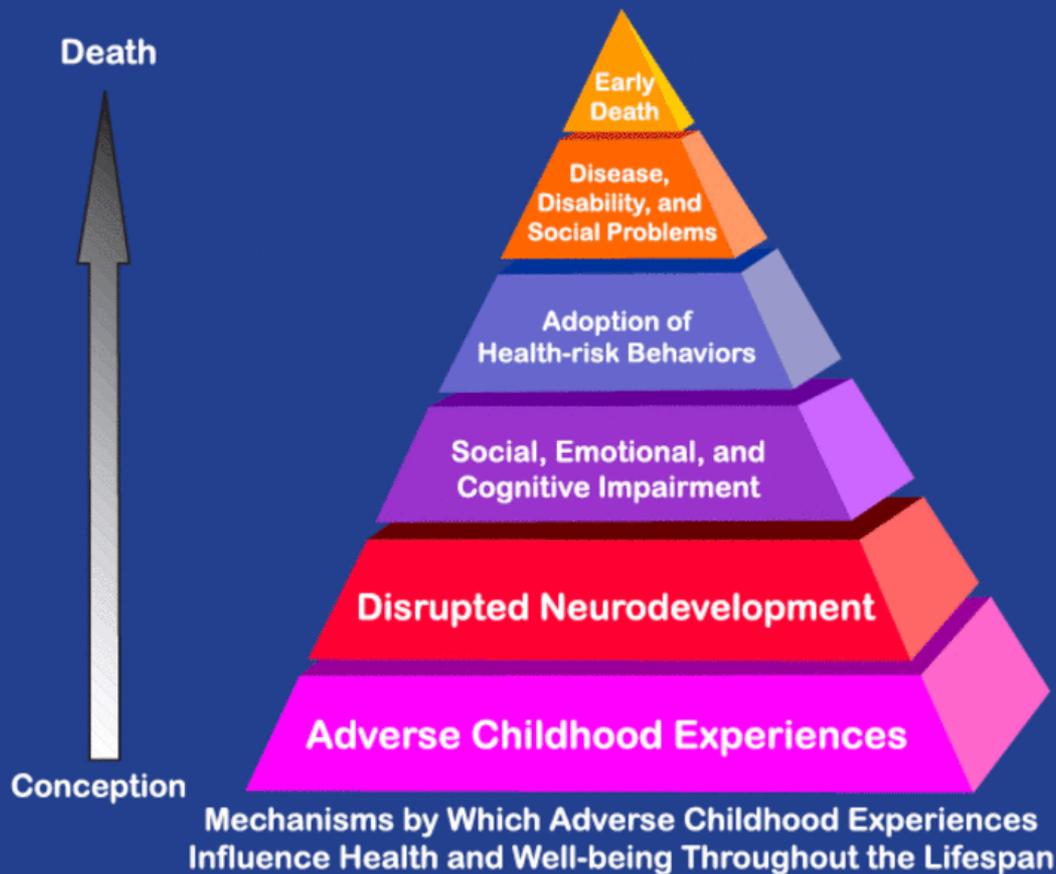
Trauma-sensitive



Trauma-sensitive

Amygdala Hijack: emotional responses from people which are immediate and overwhelming, and out of measure with the actual stimulus because it has triggered a much more significant emotional threat.

Emotional Intelligence, Daniel Goleman



Space in TFHS!



Support and Accountability

“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, President, IIRP

Support and Accountability Window

Accountability	6	TO	WITH			
	5					
	4					
	3	NOT	FOR			
	2					
	1					
	1	2	3	4	5	6
	Support-					

Adapted from the
IIRP Social Discipline Window
McLaughlin, Motel, Woolner 2014

Support and Accountability



Misconceptions And Myths About RP

- The goal is an apology
- Shaming students
- Why is there no punishment?
- Apologies are possible outcomes, NOT a goal
- Students often experience shame, but is NOT a goal
- Consequences and accountability

What next?

- Training
- Practice
- Connect with other schools
- Just Schools Project: contact for training information and for a copy of this presentation <http://www.justschoolsproject.org/>