

Lessons Learned: Implementation of Restorative Practices

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Overview

- Restorative Practice Overview
- Lessons Learned: Systemic Change
- Example

Restorative Practices: Foundations

- Mutual exchange of expressed affect/emotion
- **WITH**, not TO or FOR
- Fair Process:
 - Engagement
 - Explanation
 - Expectation Clarity
- “Separate the deed from the doer”
- Accountability and Responsibility



Impact of Social Environments on the Brain

High ↑ Boundaries/Limits ↑ Low	<p>Doing To Authoritarian Punitive Stigmatizing</p> <p>Hyper-vigilance for threat Memory and executive functions hampered</p> <p>BRAIN state: Anxious vigilance</p>	<p>Doing With Authoritative Connected Trusting</p> <p>Builds attunement, connections, accountability, cause and effect thinking, reflective, pro-social</p> <p>BRAIN state: Relaxed Alertness</p>
	<p>Doing Nothing Uninvolved Ignoring Unresponsive</p> <p>Distress Negative impact on attention, memory, emotions and behavior</p> <p>BRAIN state: Reactive Defensive</p>	<p>Doing For Permissive Excusing Reasoning</p> <p>Connects negative behaviors with positive feelings Reinforcing negative behaviors</p> <p>Brain state: Passive Enabled</p>
	Low → Nurture/Support → High	

Chart is modified from Diana Baumrind's parenting research

Restorative Practices

- RP provides an explicit framework, through which relationships can be developed, as well as maintained and supported.
 - Relationships are at the core of RP
 - Pedagogical Connection
 - Re-Learning Roles
- Responses that are “respectful, curious, calm, deliberate, firm and fair” (Thorsborne & Blood, 2013, p.40)
- Restorative practices balance the three basic community expectations:
 - community safety,
 - accountability and
 - competency development

Traditional _{vs} Restorative

School rules are broken.

Justice focuses on establishing guilt.

Accountability = punishment

Justice is directed at offender; the victim is ignored.

Offender receives little to no support in learning prosocial skills.

Limited opportunity for expressing remorse or making amends.



People & relationships are harmed.

Justice identifies needs and responsibilities.

Accountability= understanding impact and repairing harm.

Offender, victim, and school all have direct roles in the justice process.

Offender is provided education and resources to learn appropriate behavior.

Opportunity given to make amends and express remorse.



Which lens will you choose?



Lessons Learned: Systemic Change

- Paradigm shift
- Exploration of current school values and expectations
 - Work to incorporate a restorative approach
- Explicit connection demonstrated to all school community between Restorative Practices and student engagement and achievement, not just a focus on behavior
- Development of common language and appropriate RP responses

Assumptions Underlying Change

- Change is a process, not an event
- Change is a highly personal experience
- Change entails multilevel development and growth
- Change must be presented in concrete and practical terms
- Change facilitators should approach individuals systematically
- The real meaning of any change is the human component

To work restoratively means that we value relationships and connectedness across the school community.

Other lessons

- Targeted training of new teachers
 - Build confidence & cohort to build capacity
- Targeted outreach to administrators
 - Evaluation fears
- School counselors - ongoing support & implementation
 - ISS
 - Guidance curriculum
- Tools -Circles lessons
- Elementary outreach
 - ongoing trainings
 - small doses-opportunity to practice, reflect, and regroup
- Basics
 - Mattering
 - Strength based teaching
 - Culturally responsive practices

School Example

Brief summary of the Youth-Based Liaison position

- Connection: Juvenile Detention Alternatives Initiatives
- Contacts: Rebecca Humphrey, Judge Faith Graham, Carol Kilver
- Work of the JDAI group over the past 5- 7 years caused caseloads of probation officers to shift. Fewer caseloads resulted in more time for probation officers to move to proactive, preventative actions. Early discussions looked at joint efforts of the school corporation and the Lafayette probation office. Probation officer is placed at TJH to work with caseload and non-caseload students. Serves as a Tier 3, intensive interventionalist within a multi-tiered system of support. Desired behavior tiers: Core: handbooks, PBIS, etc. Secondary: School counselor comprehensive programming, and Tertiary: Youth-based Liaison.
- School administration has worked with the liaison to establish annual goals, benchmarks for data, methods to display the data, and a referral process. Initial year/planning includes quarterly meetings with principal, liaison, Judge Graham, Asst. Supt, Rebecca, and probation office.

RESTORATIVE PRACTICES CONTINUUM

Affective Statements

- Growth Mindset
- Strength Based
- Proactive Circles (Pro-Social Skill Development)

Restorative Conversations

- Reflective Communication

Restorative Intervention

- Use of Restorative Questions

Restorative Whole Class Circle

- Strong Teacher Rapport
- Strong Peer to Peer Rapport

Formal Conference

- Involvement of non-biased party to prep & facilitate conference

Created by Dr. Brandie Oliver, Butler University 2015



AFFECTIVE QUESTIONS



#1

**Responding 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?

#2

Responding to Those Harmed

- What did you think when you realized what had happened?
- What impact has this incident had on you? On others?
- What has been the hardest thing on you?
- What do you think needs to happen to make things right?

A TALE OF TWO SCHOOLS

Carlos has a heated argument with his parents before leaving for school, so he's running late. Let's see the difference that restorative policies and practices can make.

RESTORATIVE PRACTICES-BASED EDUCATION SYSTEM

Carlos arrives at school.



Teachers and administrators welcome him and his fellow students as they enter.

Carlos is late to first period class.



His Teacher waits until after class to speak with Carlos to learn more, and sets up a meeting with his school counselor.

Student peer mediators and support staff intervene, have the students sit down together, and de-escalate the situation.



Carlos gets into a minor altercation in the cafeteria.



Carlos and the other student agree to help clean the cafeteria during a free period. Carlos meets with his counselor and parents after school to help resolve the conflict at home.

Later that afternoon...

ZERO-TOLERANCE EDUCATION SYSTEM



He is greeted by metal detectors and a police search.

His teacher scolds him in front of the class. Carlos talks back, and is given a detention.



A school police officer detains and arrests both students.



Carlos is held in a juvenile detention facility all afternoon, missing school. He now has an arrest record and is facing suspension.



Questions?

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