
Clinicians and their role in Restorative Discipline: Restorative Justice in School Settings

Caliber: ChangeMakers Academy

Vallejo, California

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Who's here?

Learning Objectives: SWBAT

- Identify 3 strategies used to create the foundation for a strong SEL program
- Identify 3 reasons for a restorative discipline approach in schools
- Identify 3 differences between traditional retributive justice and restorative justice
- Identify 3 ways clinicians are integral in a restorative discipline model

Our School



TK-8 school

Opened in 2016

**Currently serving
700+ students**

Core elements of Caliber CMA

HEART



SMART

THINK



ACT

Reflect on how discipline was handled in your own school experiences:

Describe your own experience with discipline (possibly describing a specific incident) or describe an incident that occurred with discipline in your school community.

How did it impact you and your relationships with people (peers, teachers, etc.) at school?

Integration

SEL is a foundation that fosters the opportunity for Restorative Practices to be implemented daily

<https://vimeo.com/339919404/e40c0eecee>

CMA: Our Why

Daily we ask ourselves:

- “What narratives are we creating for our students?”
- “How do our students leave school each day?”
- “How will our students navigate in this world in 5 years, in 10, in 15?”
- “How can we work to create the world as it should be within our campus?”



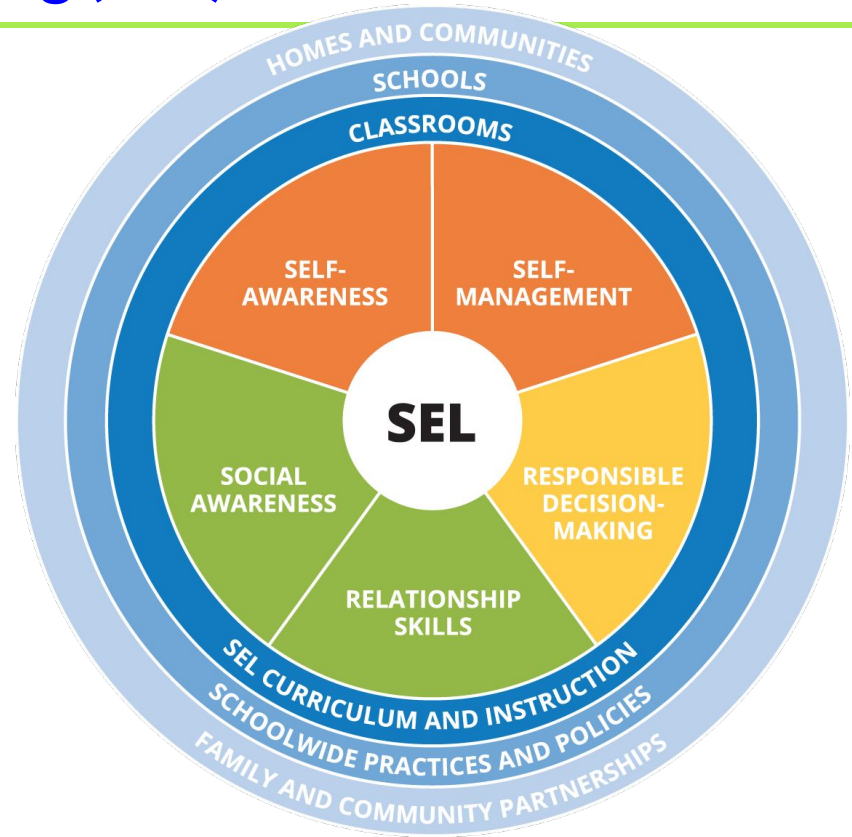
Turn & Talk with a partner:

When you hear
Social Emotional Learning
what do you think of?

SEL at CMA

What is Social Emotional Learning (SEL)?

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.



GRADUATE PROFILE

During their time at Caliber, all students will have developmentally appropriate mastery of the six social-emotional learning abilities below:

- 1) Identify and manage one's emotions and behavior.
- 2) Recognize personal qualities and external supports.
- 3) Recognize the feelings and perspectives of others.
- 4) Recognize individual and group similarities and differences.
- 5) Use communication and social skills to interact effectively with others.
- 6) Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

How do we do it?

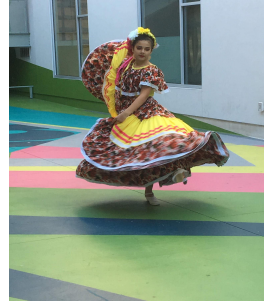
1) Proactive Restorative Practices in Building Community + Relationships

2) Validating and Affirming Students Ethnic/Racial Identities

3) Explicit Social-Emotional Development via Toolbox + Activities

Circle Framework:

- **Greeting:** Getting to Know Each Other Group Activities/Students Reflecting on their Weekend in a Group
- **Temperature Check:** Feelings Check In
- **Rights & Responsibilities:** Created at the beginning of the year, and revisited throughout the school year
- **Question:** Low to High Risk Questions
- **Activity:** Activities that allow students to build relationships with one another
- **Chant:** Closing chant connected to the classroom or school





The 12 Tools

Tools for Learning • Tools for Life



Breathing Tool

I calm myself and check-in.

Quiet/Safe Place Tool

I remember my quiet/safe place.



Listening Tool

I listen with my ears, eyes, and heart.

Empathy Tool

I care for others. I care for myself.



Personal Space Tool

I have a right to my space and so do you.

Using Our Words Tool

I use the "right" words in the "right" way.



Garbage Can Tool

I let the little things go.

Taking Time Tool

I take time-in and time-away.



Please & Thank You Tool

I treat others with kindness and appreciation.

Apology & Forgiveness Tool

I admit my mistakes and work to forgive yours.



Patience Tool

I am strong enough to wait.

Courage Tool

I have the courage to do the "right" thing.



Student Scenario

Samantha and Anthony are students in your class. Samantha was reading aloud and Anthony and his friends were whispering and looking at her. When students get up to transition, Samantha bumps into Anthony as he's lining up. Anthony says, 'Why'd you do that?'. Samantha says, 'Why, what are you going to do about it?' Anthony then starts cursing at Samantha and you move to intervene.

How would your setting address this challenge?

Samantha & Anthony → What are SEL moves?

- Gather Data
 - ‘What’s happening?’
- Label and Validate feeling
 - How are you feeling?
 - ‘It seems like you’re frustrated.’
- Model using a Coping Strategy
 - ‘Let’s take a couple of deep breaths’ (you take them, whether student takes them or not.)
- ‘How can I/you help you/yourself feel better?’
 - What do you need to calm your body?
 - Where can you take a break?
 - Let’s take a few more deep breaths.

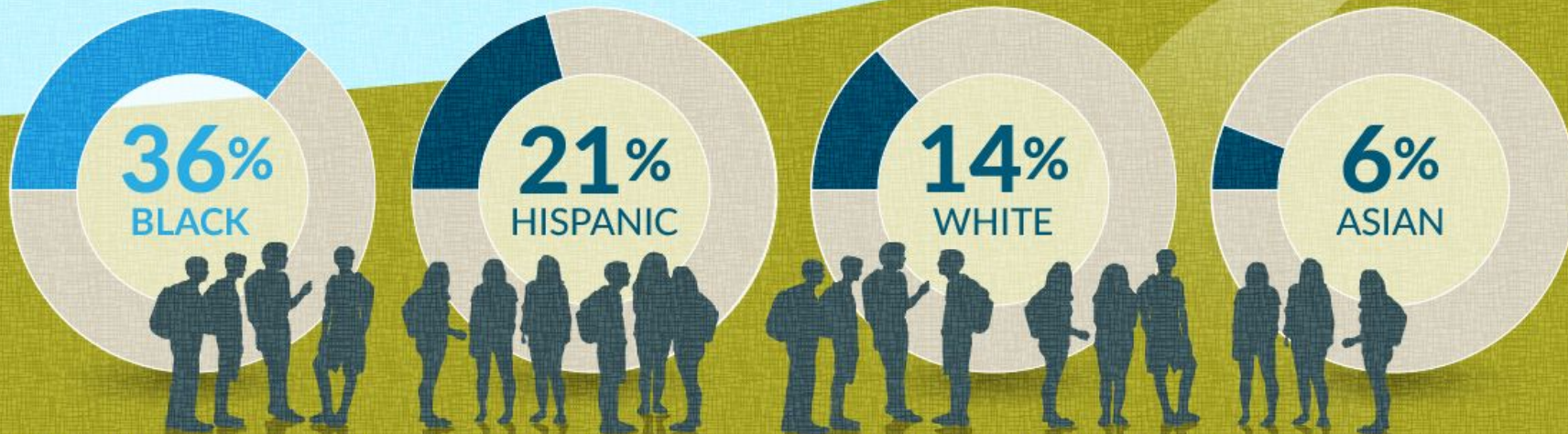
RJ at CMA

Why RJ?

Disproportionality in School Discipline

Suspensions and Expulsions by Race/Ethnicity

Among students who started high school in 2009, a higher percentage of Black students than of Hispanic, White, and Asian students had ever been suspended or expelled by 2012.



Note: Includes suspensions and expulsions prior to high school as well. Starting high school is defined as starting 9th grade.

SOURCES: *Indicators of School Crime and Safety: 2015*, National Center for Education Statistics, U.S. Department of Education and Bureau of Justice Statistics, U.S. Department of Justice.

For more information on the Indicators of School Crime and Safety project, visit www.air.org/project/indicators-school-crime-and-safety. | EDUCATIONPOLICY.AIR.ORG

**EDUCATION
POLICY** Center

at American Institutes for Research ■

DEPARTMENT OF EDUCATION SUSPENSION DATA FOR GIRLS AND BOYS

SUSPENDED **3x** MORE



WHITE BOYS

BLACK BOYS

SUSPENDED **6x** MORE



WHITE GIRLS

BLACK GIRLS

Figure 1: Intra-gender comparison of suspension rates. Department of Education, school year 2011-2012

Conflict Resolution Education

- Increased perspective taking
- Improved problem-solving abilities
- Improved emotional awareness and emotional management
- Reduced aggressive orientations and hostile attributions
- Increased use of constructive conflict behaviors in schools and in home and community contexts

What is Restorative Justice?

Discipline is helping
a child solve a problem.
Punishment is making a
child suffer for having
a problem. To raise problem
solvers, focus on solutions
not retribution. - L. R. Knost

What are Restorative Justice Practices?

- Restorative practices at CMA provide a framework for building community connection and interpersonal social-emotional competence.
- Restorative practices in schools are broadly defined as “processes that proactively build healthy relationships and a sense of community to **prevent** and **address** conflict and wrongdoing”.
- Restorative Justice focuses on ‘righting a wrong committed and repairing harm done. The goal is to place value on relationships and focus on repairing relationships that have been injured’.

Shifting paradigms through RJ

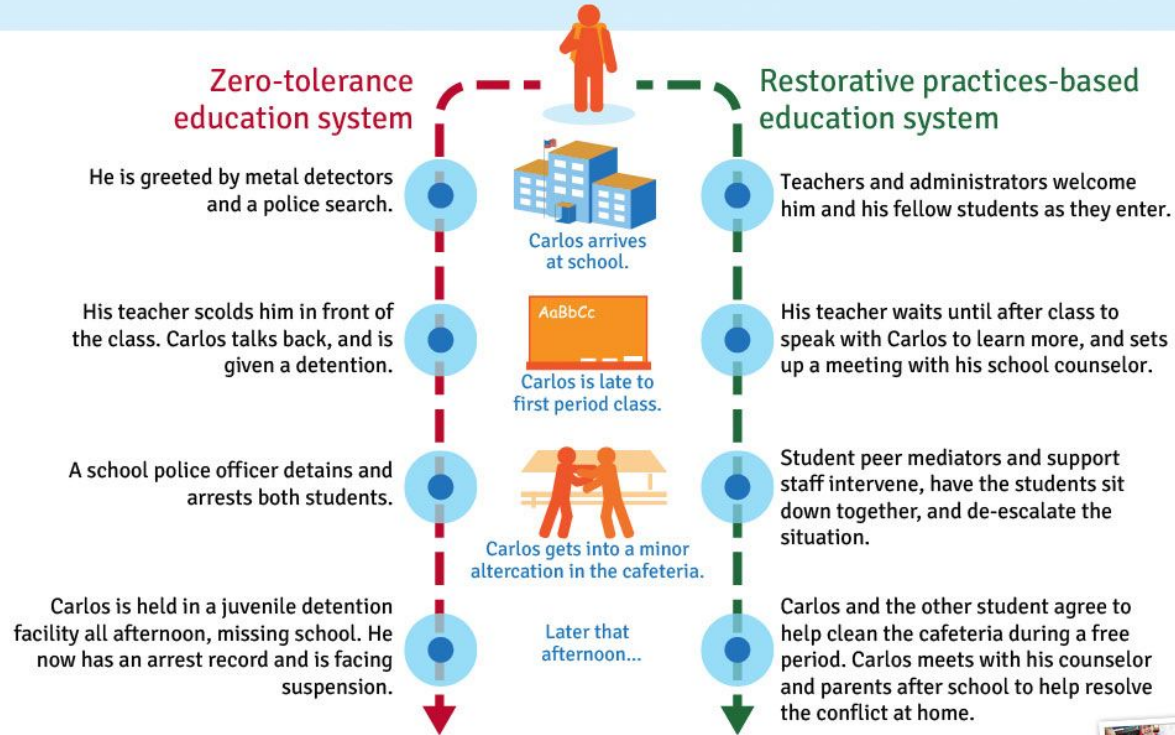
BIG PICTURE:

If you were able to successfully institute a Restorative Model for your school what would be true? What would it look like/feel like/sound like for students in your school?

- Arbitrary Consequences → Logical Accountability
- Punitive → Supportive
- Top down → Collaborative Relationship building
- Belief that misbehavior is a sign of failing schools → Misbehavior identifies a need that must be met and a way for an individual to learn from their mistakes

A Tale of Two Schools

Carlos had 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.



What Restorative Justice Practices are NOT:

1. Lowered expectations
2. Lack of accountability
3. A quick-fix or formula
4. A classroom management program



n'Hani
I am a CHANGEMAKER!
I am a CHANGEMAKER by
taking care of my
school and my classroom.

How do you implement Restorative Practices?



How do you show COMPASSION
for others?

Stickers on the page include:
- A green sticker: "I could make the world a better place if..."
- A pink sticker: "I show compassion by helping others have a good day when they are sad or when they are in trouble."
- A green sticker: "I will help my friend..."
- A pink sticker: "I will help my friend..."

Student Scenario

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Reflect on this scenario again →

How would you respond using a Restorative lens?

Pre-Work

- How are you feeling?
 - Validate Feelings
- What do you need to calm your body?
 - Model Using a Tool (Even if student doesn't :)
- What happened?
- How were you feeling at the time?
- How are you feeling now?
- We will talk through what happened with the other student. Are you ready to talk to _____ ?

Restorative Conversation: Essential Components

1. Set Norms
 - a. Talking Piece
 - b. No Interrupting/Everyone will have a turn to speak
2. What happened?
3. How did you feel when that happened?
4. Reflect back what you heard
5. Repeat with other student!
 - a. What happened?
 - b. How were you feeling when that happened?
 - c. Reflect back what you heard
6. What do you each need from the other person?
7. What can we do to make this right?
8. What can we do next time?

Why are clinicians well poised to implement RJ?

What unique skills/lens do clinicians bring to school settings?



Unique Lens

SEL is normalized in our school setting  Providing a clinical lens

Trust is built & context is present  Understanding the individual

Psychological safety allows people to be introspective  Mistakes are expected

Family Partnership & Bridging Trust in the Community

- A student's social, emotional, cognitive and academic advancement is enhanced when families and educators consistently work in partnership.
- As families and educators work in tandem, students are able to recognize authentic trust and support from a caring adult team
- It is imperative that educators:
 - Communicate with families as frequent as possible
 - Communicate students' strengths and growth areas
 - Positive deposits = 5 to 1 ratio
 - Strength-based lens
 - Seek to understand families' expectations, goals, and experience
 - Consistently demonstrate respect by fostering a "Two-Way" communication style

Using the Milieu

Nothing happens in a vacuum in life: every action has a series of consequences, and sometimes it takes a long time to fully understand the consequences of our actions.

Khaled Hosseini



Story: The long game → SEL + Restorative Justice

Professional Development for Staff



RJ committee, RJ circle models,
RJ presentations

The Role of the Clinician in RJ: Recess

Non-Traditional Role

Clinicians are present at lunch & recess with their designated grade level

Clinicians facilitate RJ projects and restorative conversations with students during recess

Self-Reflection

How do we maintain therapeutic boundaries when asking students to be reflective?

How do we balance what is therapeutic vs what is therapy?

"We've seen this [restorative] process help students understand the wide net their actions cast. This process allows students to accept responsibility and gives students an action plan to move forward productively instead of continuing to repeat the cycle of misbehavior and punitive response from administration."

- Jen Adkins in Education Week
Teacher

Final Reflection: What can you take away for your setting?

INDIVIDUAL CHILD



CLASSROOM



ORGANIZATION



Questions?

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