

CONNECTING RESTORATIVE PRACTICES



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3R'S OF RESTORATIVE PRACTICES

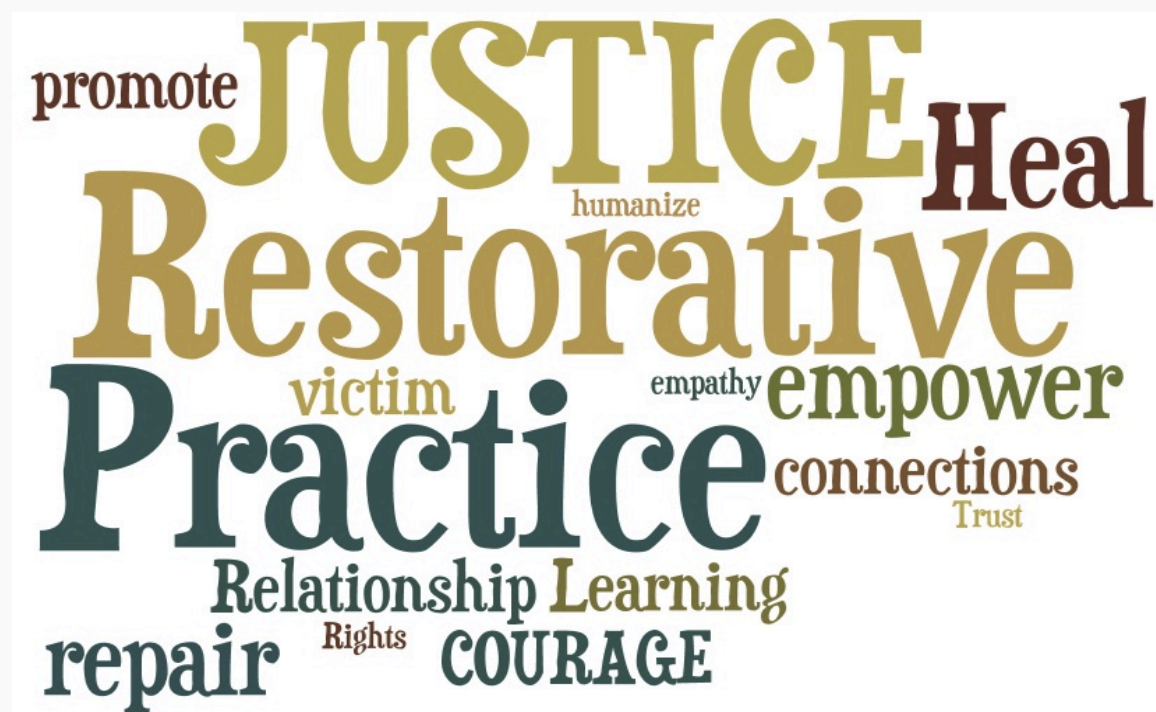
RESPECT

RESPONSIBILITY

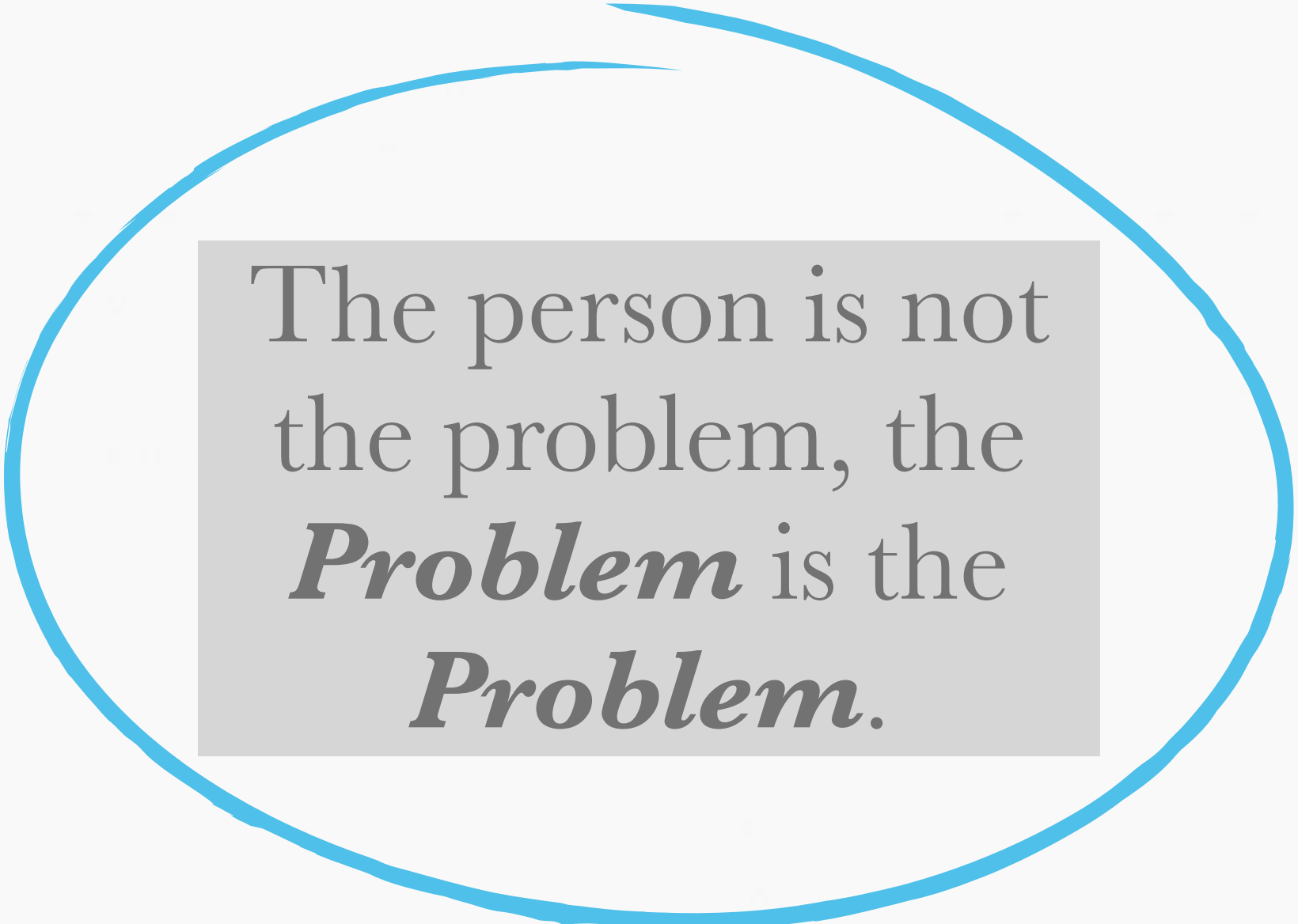
RELATIONSHIPS

RESTORATIVE PRACTICES

✓ The fundamental premise of restorative practices is that people are happier, more cooperative and productive, and more likely to make positive changes when those in authority do things with them, rather than to them or for them.



✓ “Relationships, not strategies, bring about meaningful change.”
~ Bob Costello, 2005



The person is not
the problem, the
Problem is the
Problem.

WHAT'S THE PROBLEM?

TRAUMA? PAIN BASED BEHAVIOR?

OUR STUDENTS' INABILITY TO COPE WITH WHAT HAS
HAPPENED IN THEIR LIVES...SO LET'S SUPPORT, TEACH
THEM, & MODEL APPROPRIATE PROSOCIAL BEHAVIORS!

TRAUMA & REENACTMENT

REENACTMENT

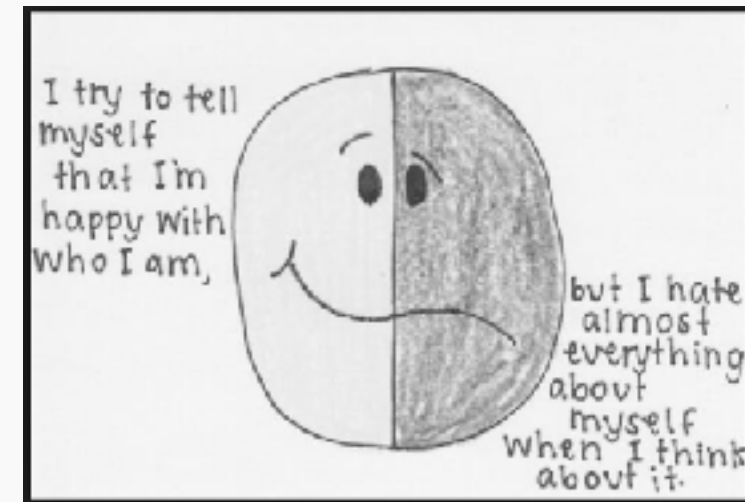
Recreating the trauma in new situations with new people.

Examples:

- * After sexual abuse adolescent may become hyper-sexual
- * After being physically abused student may get into fight

The traumatic event is overwhelming & doesn't fit into any existing schema.

Reenactment or repeating a behavior is an attempt to comprehend and regain some control.



Recreates old relationships with new people
Tests the negative internal working model for “proof” that it’s right

- * I am worthless
- * I am unsafe
- * I am ineffective in the world
- * Caregivers are unreliable
- * Caregivers are unresponsive
- * Caregivers are unsafe and will ultimately reject me

HURT PEOPLE HURT PEOPLE

MANY HURTING PEOPLE
HURT PEOPLE



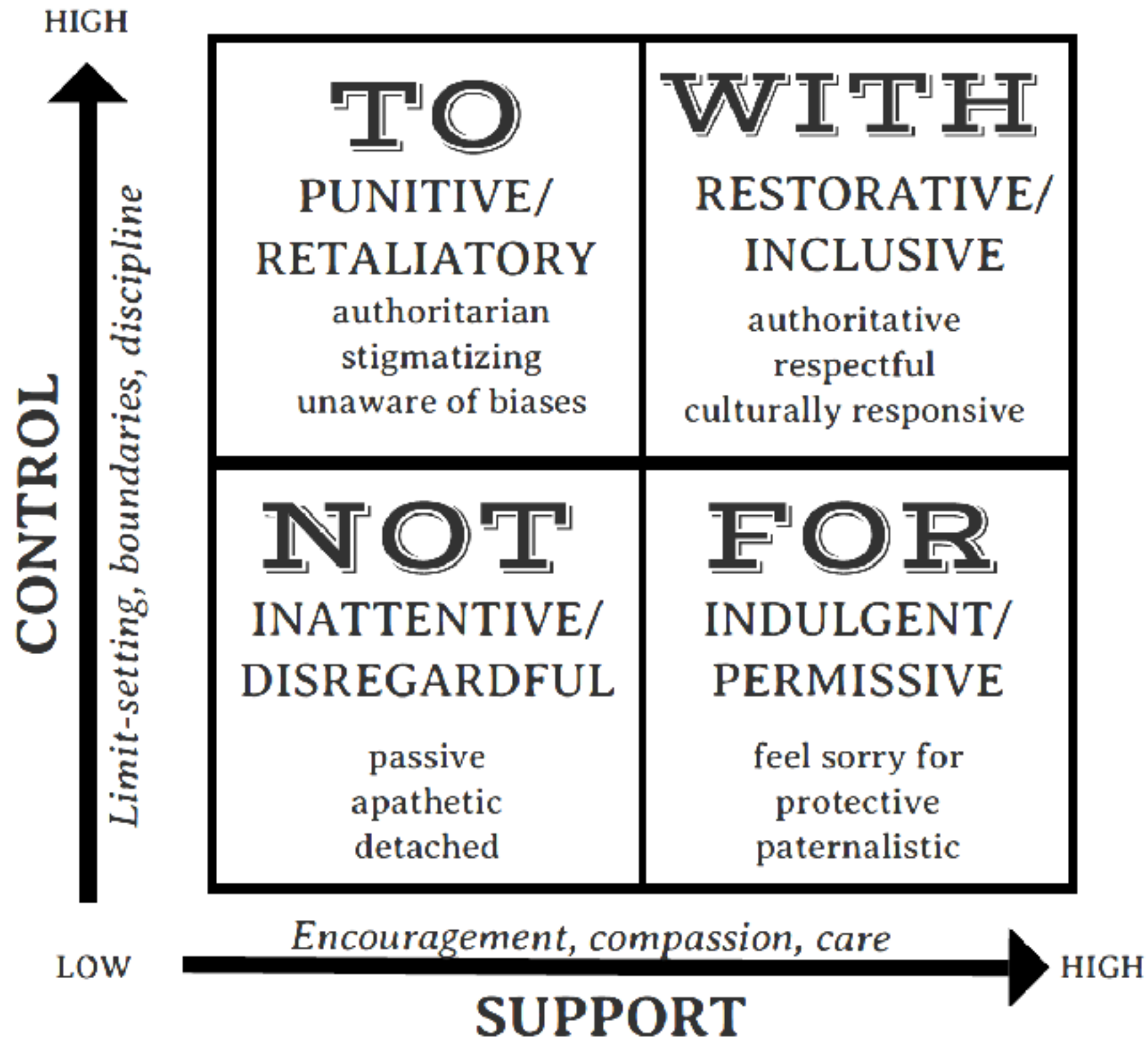
✓ Students acting from pain-based decisions (trauma response), often operate from a “hurt people, hurt people” framework.

✓ It is imperative to check your own emotional reaction to the student’s behavior so you can remain calm, connected, and engage the student from a caring, empathic response.

MANY HURTING PEOPLE ARE
HURT BY PEOPLE

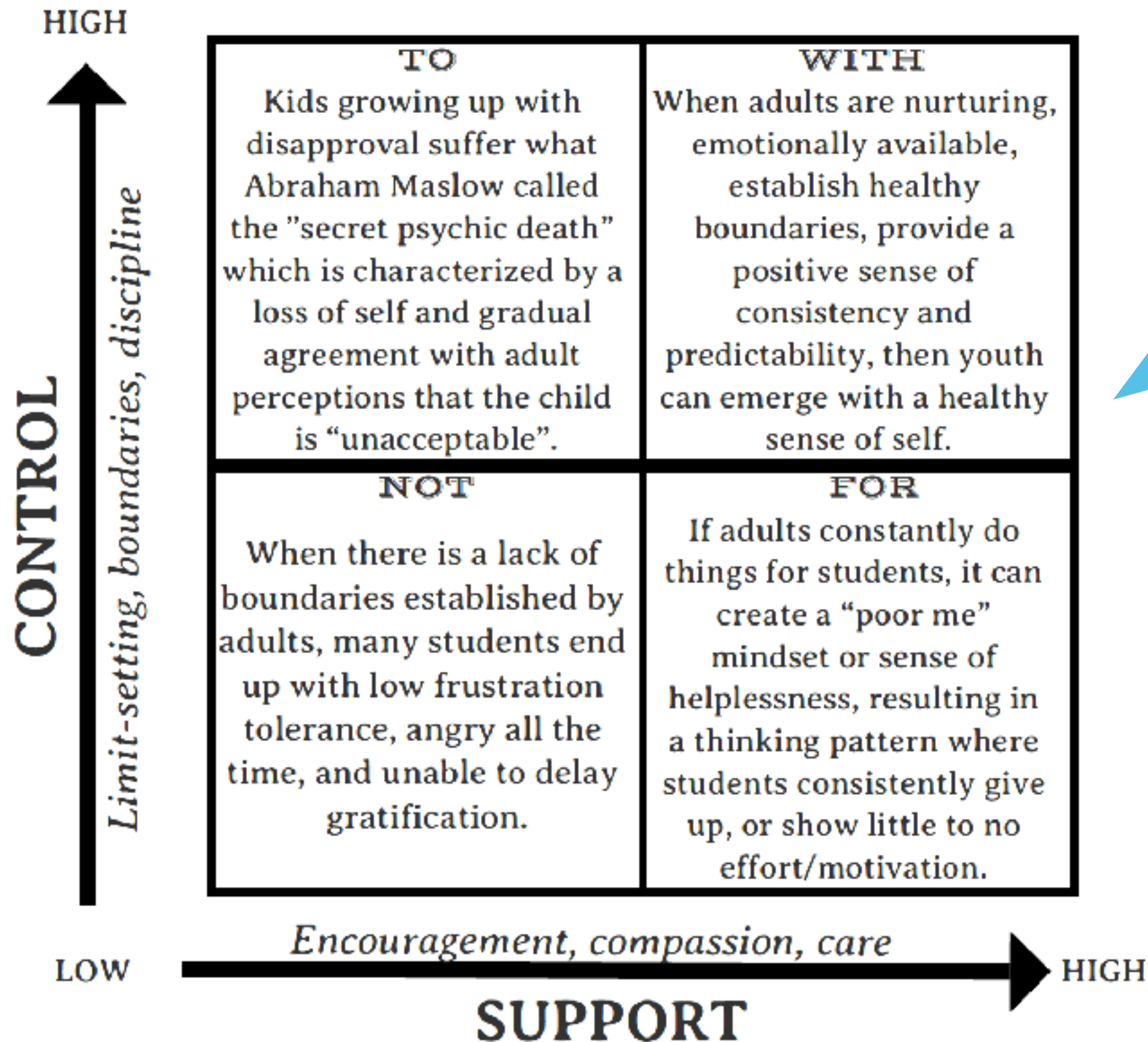
✓ It is common that the cycle continues. A natural reaction when someone hurts you is to want to hurt them back. Working to create a classroom community (and school community) where empathy, kindness, respect, forgiveness, and problem-solving practices are actively used and are the foundational principles will be critical to break this cycle.

SOCIAL DISCIPLINE WINDOW



SOCIAL DISCIPLINE WINDOW

Trauma Responsive Lens



Students need unconditional positive regard. What do you think about the term, radical acceptance?

WHY CIRCLES?

Provides Multiple Positive Experiences

✓ It is through positive, healthy relationships with caring adults that children develop the brain connections that make it possible for them to trust, regulate their own emotions, and love other people.

✓ Positive interactions with educators can help traumatized children and adolescents build new neural pathways to bypass old ones, and foster growth, including the connections that form the basis for thoughts, feelings, and behaviors.

✓ Circle discussions that engage the “thinking brain” (PFC) can help build rational thinking skills, self awareness, social awareness, and self-management skills to help students make new choices and override past primitive brain responses.

✓ This process of “unlearning” and building new neural pathways will take time, patience, and practice.



WHY CIRCLES?



CONNECTIONS

Intentional strategy to build connectedness in an increasingly disconnected world.

Connection is why we're here. We are hardwired to connect with others, it's what gives purpose and meaning to our lives.

- Brené Brown



EMPATHY

The shape of the circle provides students the opportunity to not only hear the stories and words shared, but it allows for the visual element of learning the emotions coming from nonverbal communication



EQUITY & CULTURAL RESPONSIVENESS

Circles give voice to every student and strives to honor and value the input of all contributions. This format provides a genuine safe space so students can deeply and critically analyze thoughts, feelings, and opinions—expanding cultural identity.

WHY CIRCLES?



RELATIONSHIPS

By designating and protecting time for Circles, students are given time to get to know each other and their teacher—therefore developing meaningful relationships with one another.



TRUST & SAFETY

The shape of the circle lends itself so everyone “sees” each other. Disrespectful behavior such as side conversations or rolling of eyes are discouraged and quickly addressed within the Circle—thus creating trust and safety.



RESPONSIBILITY & ACCOUNTABILITY

The adult facilitator models responsibility & accountability. Additionally, the students behave in a manner where they eventually take ownership of the Circle—leading it, noticing when an agreement/norm is not followed, and then addressing it with the group of students.

"I'M SORRY." is a **STATEMENT.**

"I WON'T DO IT AGAIN." is a **PROMISE.**

"HOW DO I MAKE IT UP TO YOU?" is a **RESPONSIBILITY.**

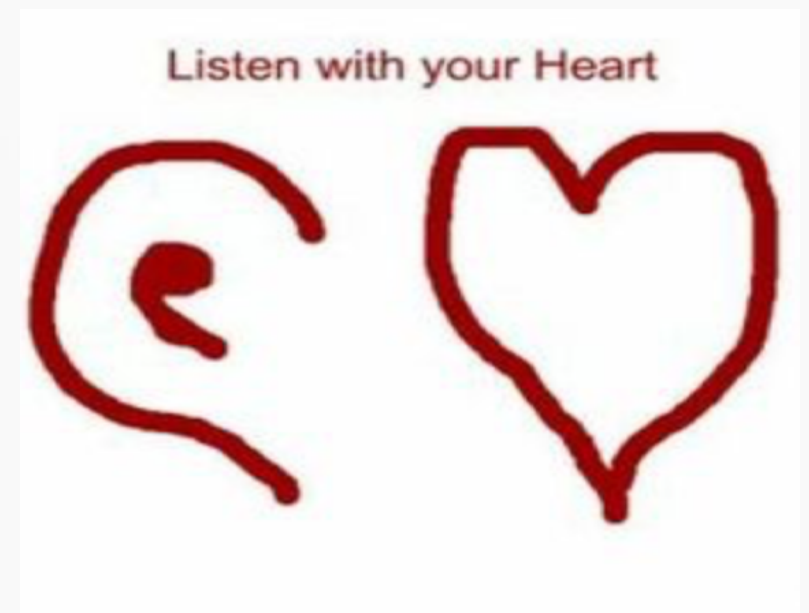
CIRCLES ENHANCES COMMUNICATION SKILLS

DO WE....

Listen to Respond?



Listen to Understand?



Communication skills are at the core

Multiple opportunities to practice verbal and nonverbal skills

SOME EXAMPLES



Circles Agreement



Be supportive and encourage others

Respect others' thoughts & feelings

Offer your ideas and insight—you are valued and we want all voices to be heard

Never give up—keep a growth mindset

Courage-be willing to take risks and open yourself up to challenges

Have fun!

Open-minded—be open to learning from others that may have a different perspective than you

Stay in the circle—even if you become irritated or frustrated, it is important that you stay in the circle



Signature Box

CIRCLES IN SCHOOLS

► Talking Piece



► Using “I-Statements”

- People speak from own perspective; leaving titles, roles, & groups out of personal sharing
- Circles are embedded in daily practice—not an “add-on” or only done when there is a problem

Some Details To Consider

“In every one of us there is a deep desire to connect to others in a good way. Circles assume a universal human wish to be connected to others in a good way.”

The Little Book of Circle Processes

- Shape is critical—students need to be seated in an open circle so everyone can see each other (preferable no tables/desks)



► Circle Facilitator

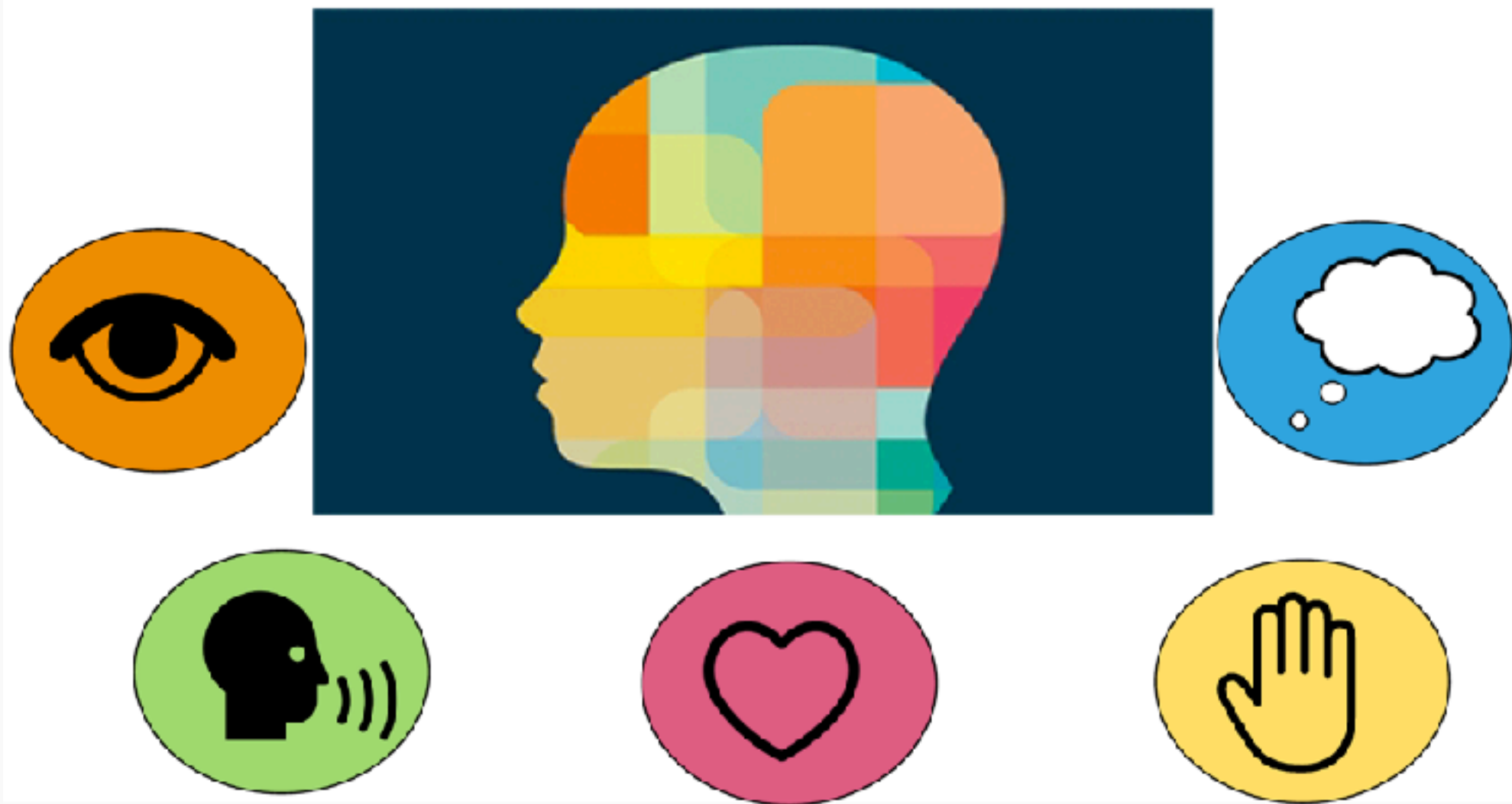
- Responsible for Circle agreement; ensuring agreement is followed



Implementation Activities

EMPATHY MAPPING

EMPATHY MAPPING



LESSON FROM ELEMENTARY

DON'T SQUISH MY ISH...

Overview & Purpose

To help students understand that it is okay to struggle, fail, and make mistakes. Mistakes are opportunities to learn—being creative and seeing our struggles or challenges as growth moments is an important part of our learning.

Objectives

1. To demonstrate it is okay to make mistakes
2. To explain that we can learn from our mistakes
3. To practice opportunities for students to support each other when faced with difficult learning tasks

Opening: Mindfulness Activity

Topic: Growth Mindset

Sharing/Discussion

Show students the page in the book where Ramon crumples up his paper.
Ask students the following questions.

- ◆ *What do you think Ramon was thinking when he crumpled up his paper?*
- ◆ *How do you think he was feeling?*
- ◆ *How would you feel if someone said that to you about an activity that you really enjoyed?*

Ramon decided to stop drawing but something happens when he sees all of his crumpled art on his sister's wall---what happens?

- ◆ *How does her -"Ish" view of Ramon's drawings help him?*
- ◆ *What do you think -"Ish" mean?*
- ◆ *What would it look like if students had an -"Ish" mindset to help when they get frustrated or upset when they don't understand something? or if their first try isn't perfect?*

Closing

Invite students as you go around the circle to think of ways that we all can help each other to remember not to "Squish our -Ish" and ways to help support each other in making mistakes and keeping a growth mindset. Invite "-Ish" ideas from each student.

- ◆ Invite simple statements students can say to each other if they see another student getting frustrated or upset after a mistake or if they are confused.
- ◆ *Sample statements: You got this; How can I help? I know you can do this; Keep trying—you are so close. Keep your head up. We all make mistakes sometimes.*



Reinforcer: Give each student one of the "squiggly" drawings. Explain to the students this is an "Ish" inspired drawing. What do they see? What can they create from this -Ish? It is something to help them remember not to let anyone "Squish their Ish"—have students place their drawing somewhere they can see it to remind them to learn from their mistakes.



CIRCLE LESSON

Circle Lesson: Stereotypes: I AM ...but I AM NOT

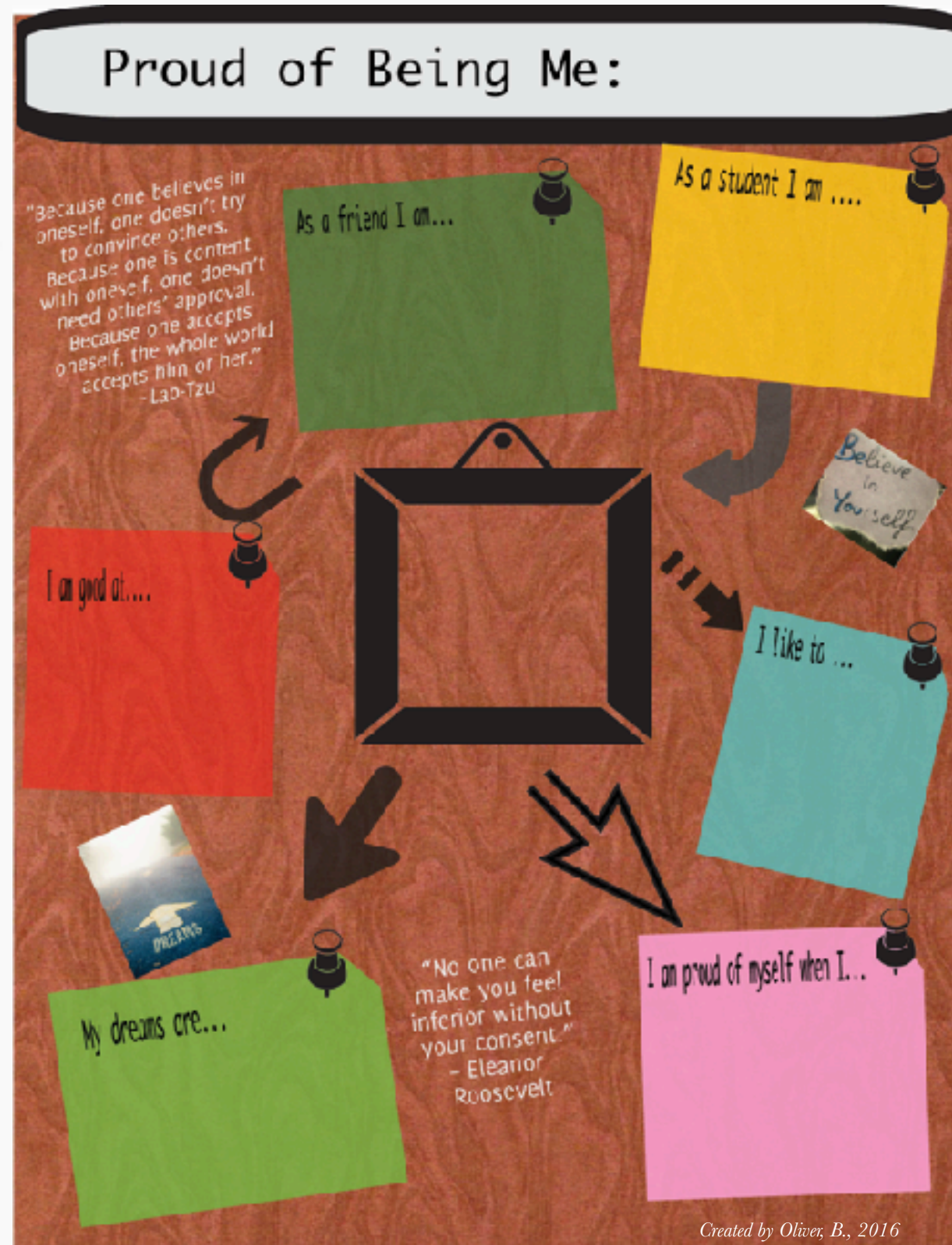
Overview

The activity engages participants in a process of identifying what they consider to be the most salient dimensions of their own identity. It is also a helpful introduction to stereotypes and ways in which people identify common stereotypes in their lives.

Common stereotypes can be very hurtful and harmful to people. It can make it challenging for individuals to celebrate their own identities. In this activity, we will have the opportunity to celebrate some of our own identities and dispel stereotypes we may believe exist around parts of our identity.

I AM	but	I AM NOT
1. I am a girl	but	I don't like makeup
2. I am an athlete	but	I don't think I am better than anyone else or get special treatment.
3.	but	
4.		
5. *examples can be removed		

BUILDING STRENGTHS



HELP YOUR STUDENTS REMEMBER THE 7C'S

**You didn't CAUSE it
You can't CURE it
You can't CONTROL it
You can help take CARE
of yourself
By COMMUNICATING
your feelings,
Making healthy
CHOICES, and
CELEBRATING being
yourself**