

# Restorative Practices: The Power of the

*Presented by Adele Bovard  
Lead Facilitator for the Eastern Region  
Restorative Justice Education ( RJEEd)  
Certified in RJ Leadership and Facilitation USD  
Center for Urban Resilience RJ Project Loyala  
Marymount University  
Consultant for East and West Suffolk BOCES*



## RJ Ed

RESTORATIVE JUSTICE EDUCATION

Creating a Culture of Care in Schools

### **Tiered Professional Development Training**

Using Restorative Principles and Practices,  
Culturally Appropriate Relationships and Interactions

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# What are Restorative Practices?

*Culture of Care and Connectivity*  
*Elevate all voices*  
*Conflict becomes opportunity for learning*  
*Serves the cause of fairness and justice*

## Today's Agenda



- ❖ Overview of 4 Tiers of training in 3 hours!
- ❖ Goal: understand and embrace the possibilities for this work



# Tier 1

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# Tier 1

## Tier 1 - Principles of Restorative Justice and Proactive Restorative Practices

### Learning Objectives:

1. Participants will be able to *identify and explain the basic principles of restorative justice, focusing on the primary principle of relationships.*
2. Participants will be able to engage in and train others to facilitate community circles for *building a sense of belonging and connectedness in schools*, particularly in classrooms.




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## Debrief

*What resounded with you relative to relationships as the foundational work of educators?*

## Student Support: Walk through Time

### January 2000

Academic Intervention Services ( AIS)

Supplemental Instruction for students scoring **below proficiency** on state exams

### October 2010

Response to Intervention ( RTI)

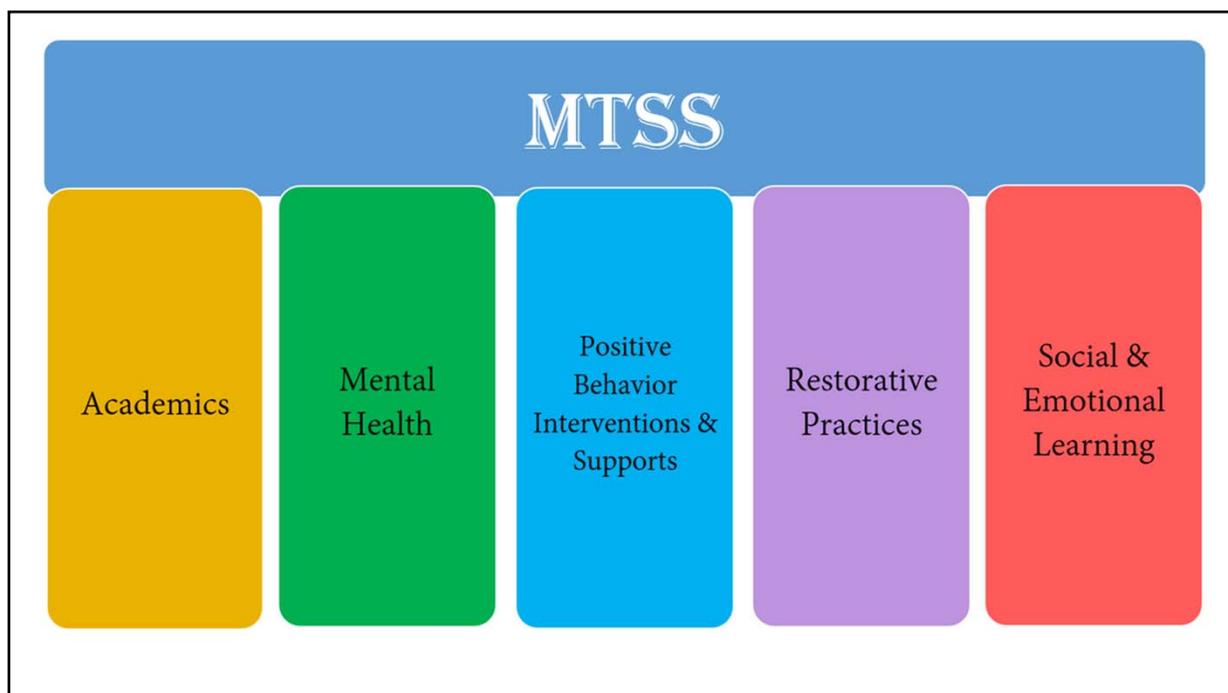
Close **achievement gaps** for all students

Tier1, 2, 3 **Behavior** focus added PBIS framework introduced

### January 2017

Multi Tiered System of Support ( MTSS)

**All students, all school professionals** are responsive to **academic and behavioral needs**  
**ESSA: School Climate, Student Well Being**



## 2018 NYSED Regulatory Guidance: Social Emotional Learning:

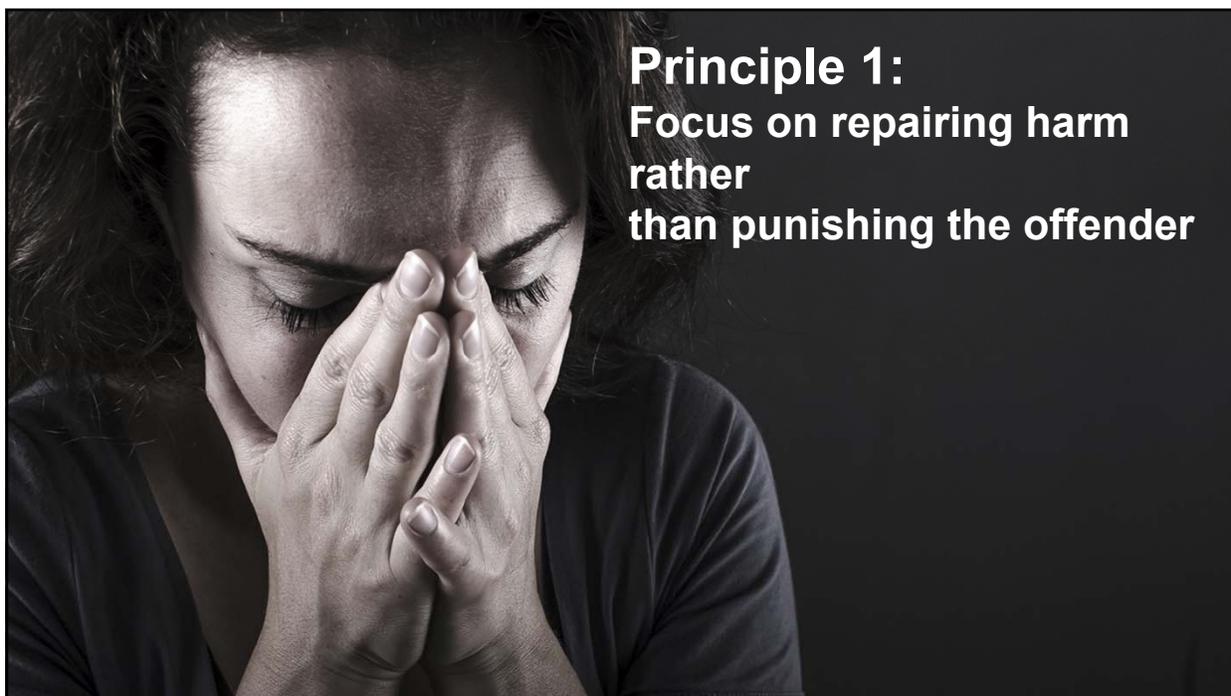
- *“Address discipline as an opportunity for social emotional growth that seeks concurrent accountability and behavioral change through Social Emotional Learning - based restorative practices”*

## New York State Bar Association Task Force on The School To Prison Pipeline 2019

- Include Restorative Practices in the *guiding philosophy of discipline*
- Acknowledge and support current use of Restorative Justice: *Highlight Best Practice*
- *Increased data collection and analysis*
- Acknowledge *disproportionate suspensions around the state* - implicit bias
- Change Law relative to *3214 Long Term Suspensions to include use of RP*

## Basic Principles

- ❖ *Focus on repairing harm rather than punishing the offender*
- ❖ *Include the student voice in the process*
- ❖ *Integrate a whole-school approach*
- ❖ *Incorporate practices and strategies to build students' social/emotional skills*



**Principle 1:**  
Focus on repairing harm  
rather  
than punishing the offender



### **Traditional Discipline Belief:**

A **tough discipline** program in schools will result in **controlling student** behavior through the power of deterrence.

“Expert” decides consequence, **student is a passive recipient** of discipline largely based on **exclusion**.

**Trauma** significantly impacts students’ abilities to relate to others, manage emotions, self-regulate and attend to instruction. Students with trauma are much more likely to be **excluded** from the learning environment.

## Reality

**Each suspension** decreases a student's odds of graduating by 20% and ten times more likely to enter Juvenile Justice system

**Students of color** 26% more likely to receive out of school suspensions: Students With Disabilities varies by school district

**American Academy of Pediatrics**

“effectiveness of exclusionary discipline is increasingly questionable”

## Principle 2: Include the student voice in the process



### Principle 2: Include the student voice in the process

<u>Traditional Discipline</u>		<u>Restorative Practice</u>
<b>Adult focused</b>	➔	<b>Student focused</b>
What <b>rule</b> was broken & who broke it?	➔	<b>Student and adult</b> identify <b>who</b> was harmed <b>Student considers</b> how the behavior affected others
What <b>punishment</b> is warranted? Most punishment is <b>exclusionary</b>	➔	<b>Student creates</b> and carries out a plan to repair the harm





### Principle 3: Integrate a whole-school approach

<p><input checked="" type="checkbox"/> <i>When we encounter a student who cannot read we <b>teach</b> that student to read</i></p>	<p><input checked="" type="checkbox"/> <i>When we encounter a student who struggles in mathematics, we <b>teach</b> that student math</i></p>	<p><input type="checkbox"/> <i>When we encounter a student who does not behave, we <b>punish</b> that student</i></p>
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# Principle 4: Incorporate practices and strategies to build students' social emotional skills



### Traditional Approach

- School rules are broken
- Justice focuses on establishing guilt
- Accountability = punishment
- Justice directed at the offender: victim is not addressed
- Rules and intent outweigh whether outcome is positive or negative
- Limited opportunity for expressing remorse or making amends

### Restorative Approach

- People and 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 responsible for harmful behavior, repairing harm and working towards positive outcomes
- Opportunity given to make amends and express remorse

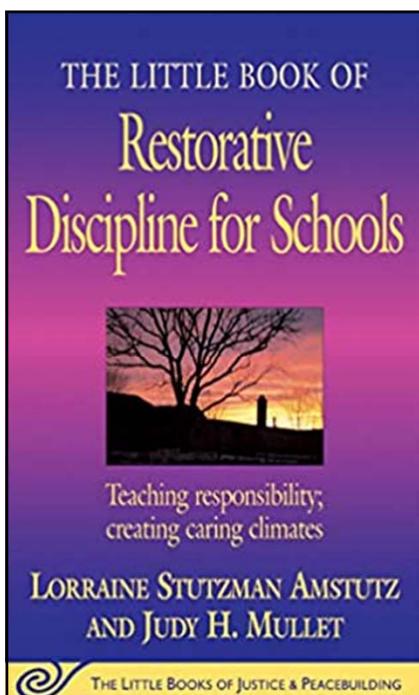
## New York State Bar Association Task Force on The School To Prison Pipeline Report

“Inherent in all restorative justice iterations is a belief that when we do the *difficult work of resolving conflict at its root, we reduce future conflict* and come away from the process with *more empathy* and a *decreased likelihood of repeating the same mistake* that led to the original conflict”

## How Trauma-Informed Are We, Really? Paul Gorski

*How does Trauma Informed work intersect with Restorative Practice?*

- ❖ *Being trauma-informed means consciously cultivating space in our mental models so that, even if we know nothing about a particular set of circumstances, we avoid the temptation to mindlessly apply rules.*
- ❖ *Whatever a child does, the trauma-informed response is first to make sure everybody is safe, then withhold judgment and show concern.*
- ❖ *We're acknowledging that trauma-informed education cannot live where hyper-punitive ideologies and institutional cultures are allowed to live.*



*A restorative approach recognizes the needs and purposes **behind the misbehavior**, as well as the needs of **those who were harmed** by the misbehavior.*

*A restorative approach works with all participants to create ways to **put things right and make plans for future change**.*

*Thus, **the focus is on the healing** that can occur through a collaborative conferencing process.*

## Basic Principles

- ❖ *Focus on repairing harm rather than punishing the offender*
- ❖ *Include the student voice in the process*
- ❖ *Integrate a whole-school approach*
- ❖ *Incorporate practices and strategies to build students' social/emotional skills*



## Time for discussion

Where do you find Restorative Justice principles  
in your school now?  
What could be your next step to strengthen these  
practices?



# Community Building Circles

*In circles we face each other and speak respectfully, one person at a time, diminishing the feeling of disconnectedness that permeates our technology forward world and restoring the sense of belonging that constitutes a healthy community.*

*\*\*Circle practice is an important step for students on the margins of your school to be seen and heard.*

## Circle Sequence

### Starting the Circle

Gather in circle, keeper opens the circle, mindfulness moment, circle guidelines

### Doing the Work of the Circle

Connection: Check in Round with Talking Piece

Community Building and Connection

\*\*Restorative Practices Content or Deeper Content

### Closure

Check out Round

Ending the Circle

### Debrief with colleagues

## *Tier One Community Building Circles*

### ❖ **Low and Medium Level Community Circles**

#### ❖ **Norm Setting Circles**

#### ❖ **Academic Circles**

## What we learn in a Circle

**Equality** - no one is more important than another: everyone is seen, heard ( even if they choose not to speak)

**Empathy and Emotional Intelligence**- nurturing, developing capacity for empathy - greater opportunity to reflect on what you are feeling and to talk about these feelings than in normal conversations

#### **Problem Solving**

Every Participant has something to offer. Presence of everyone is good for the whole.  
Confidence in the innate capacity as humans to connect and to be what each other needs

**Responsibility:** Physical structure, nonverbal accountability. No hiding behind the desk, no one is behind anyone else's back.

**Self Regulation and Awareness** - Wait to speak - Listen to Understand Not to Respond!

## Implementation Tip

*A good general rule is that about 20% of a school's restorative practices respond to conflict while **80% are proactively creating shared cultures and building strong relationships.** This approach cultivates a climate where destructive responses to conflict are less likely to occur.*

<http://www.fixschooldiscipline.org/>

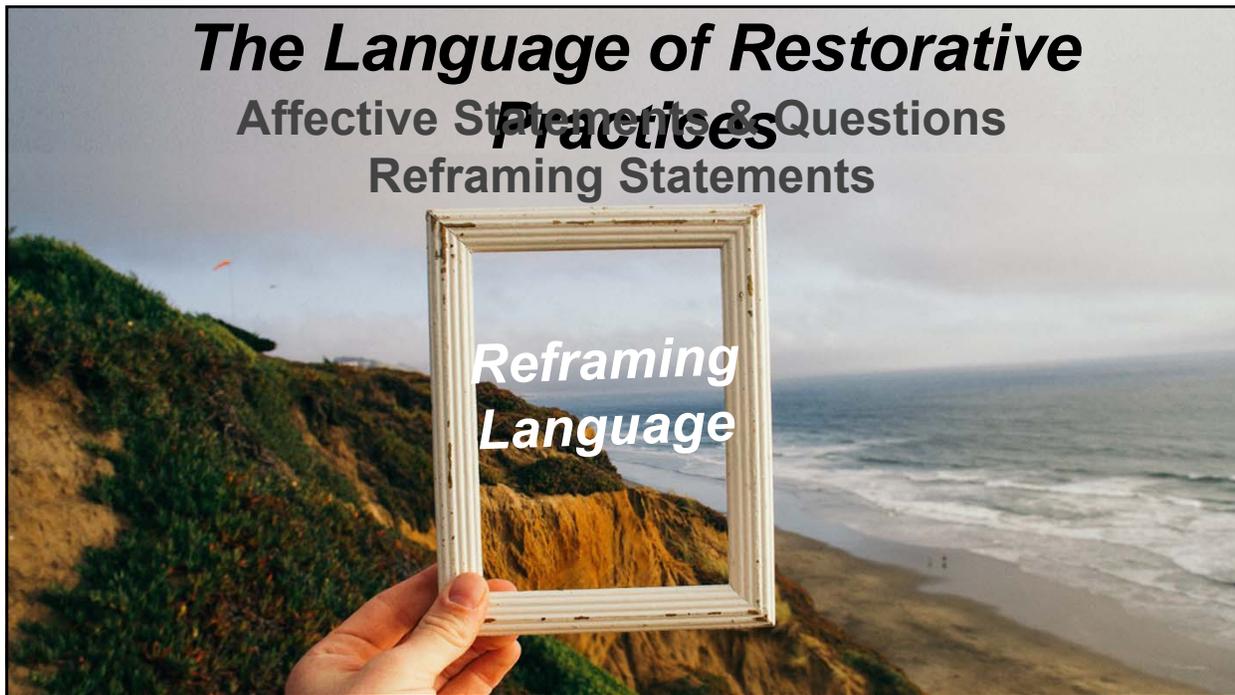
# Tier 2

## Tier 2 - Reactive Restorative Practices for Minor Behavior Problems

### Learning Objectives:

1. Participants will be able to respond to *minor misbehavior* problems *restoratively*.
2. Participants will be able to engage in and train others to facilitate *restorative conversations, restorative circles, and restorative assessments* for creating harmony in schools, particularly in classrooms.





## **Healthy Relationships Start With Language**

*Affective Statements, Affective Questions*

- *I Statements: Express Feelings: Why you feel that way*
- *Ask Questions relative to impact*

- ❖ Suspend Certainty
  - ❖ Stay Curious
- ❖ Invite Students Into the Conversation



## Affective Statements

These “I” statements tell the listener, **how** the person feels and **why** it makes them feel that way.

Reinforce **positive** actions and explain feelings without assigning **blame** or **shame**.

These **restorative statements** reinforce positive school wide norms of being safe, responsible and respectful.



## Examples of Affective Statements

### Traditional Statements

Stop running down the hall!

You are disrupting everyone around you!

Don't talk to me that way!

### Affective Statements

When I saw you running down the hall, I was afraid someone was going to get hurt.

I would like to see you focus on your work and understand the impact on your classmates.

It upsets me when you talk that way.



## Affective Questions



Go a step further and ask question which address any wrongdoing.

**Who** was affected by what happened?

**How** were they affected by what happened?

Elicit expressions of **attitude**, **values**, or **feelings** of the student.

*"How do you feel about that?" "Is that important to you?"*

## Examples of Affective Questions



*Who has been affected by what happened?*

*How did this impact others in our room?*

***What can we do to make things right?***

## Reflecting

Shift away from  
“judgement/blame”  
To understanding  
and engagement

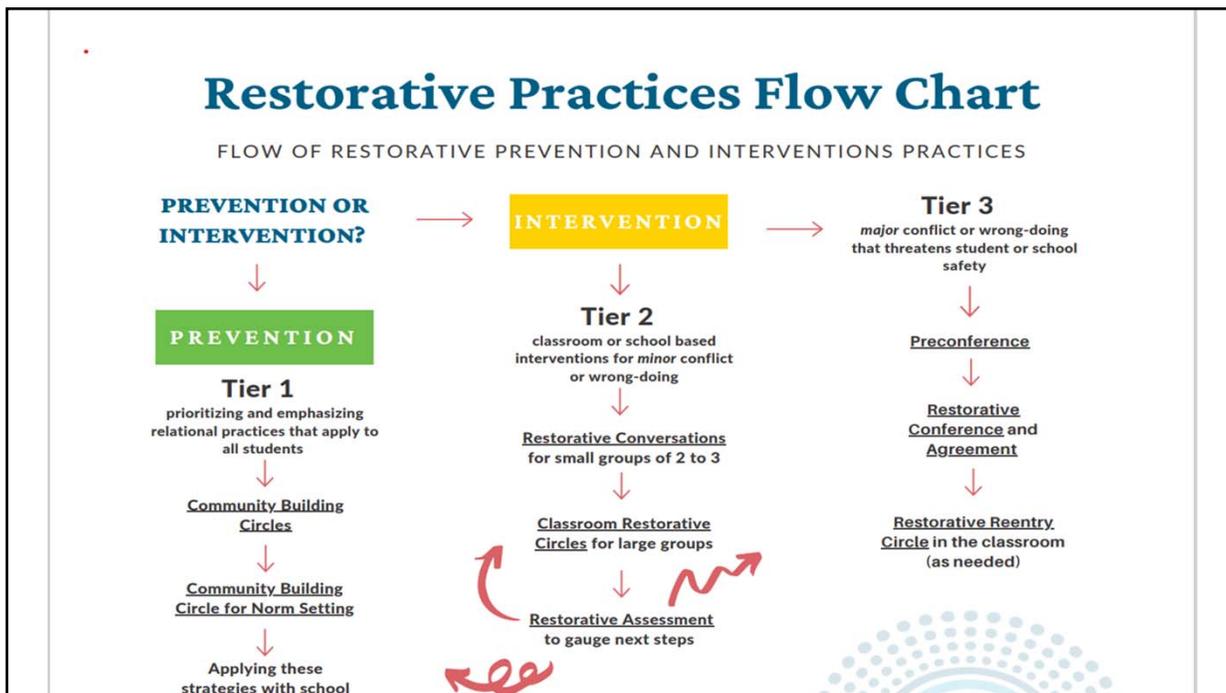
[“Brene Brown on Blame”](#)

-Youtube



“

*Children need to learn to take  
responsibility for their actions so they  
don't become adults believing that  
nothing is their fault*



# Time for a Break!





## Restorative Conversations

*The person is not the problem, the problem is the problem!*





## 1. What is the

### problem?

Coming to an agreement about what is the problem can be the hardest part of the conversation. However, it is critical that consensus be reached among the participants

## 2. What are the

### effects of the

### problem?

Consider the persons involved and the community as a whole.

The answers to this question need to be framed as “I” statements. These answers

3. What is it like when the problem doesn't exist?

The response to this question is meant to explore the ideal situation, when the problem no longer exists.

4. What can I/we do to move forward?

Get to that ideal place where the problem does not exist, reconciliation occurs, and harmony returns to the community. In this answer, a

### ***Stand Up, PairUp Practice!***

- 1. Practice in Pairs***
- 2. One Role Play Adult, One Role Play Student***
- 3. Identify an issue of minor wrongdoing that you want to address before it becomes serious***
- 4. Make an agreement with each other to move from this being a problem to a more ideal place where the problem does not exist***
- 5. Switch Roles and Repeat!!***

## **Debrief**

***What did you experience?***

***What did you learn?***

***What are your questions about implementation?***

## ***Open your mind before you open your mouth***

*Body Language: students see your face and feel your energy before they hear your words.*

*Recognize Triggers: how do you respond in conflict? What can you do to stay present and respond rather than react?*

*Eliminate Assumptions: assume benefit - listen to understand rather than listen to be right about a situation.*

*Privacy: Make contact emotionally safe and private*

## **Restorative Circle**

*For a group of students or a classroom of students to process a conflict that has occurred.*

*Combines 4 questions of restorative conversation with Circle Practice.*



## Time for discussion

What do discipline statistics reveal about subgroups of students?

What work could be possible to support all students learning and growth in behavior with school discipline policies?



## Time for discussion

*The shift to restorative language, affective statements, questions, and restorative conversations will require.....*



# Tier 3

## Tier 3 - Reactive Restorative Practices for Major Restorative Problems

### Learning Objectives:

1. Participants will be able to *respond restoratively to major misbehavior problems.*
2. Participants will be able to engage in and train others to facilitate classroom *conference circles and conferences, generally upon reentry of a student after out-of-school suspension, including the pre-conference, conference, and agreement in order to repair harmed relationships resulting from major misbehaviors involving violence and safety.*



## Re-entry Circle

*We are holding this circle because wrongdoing occurred which resulted in harm to relationships in this classroom. We are going to specifically talk about the incident of wrongdoing regarding (identify the incident), which resulted in a suspension from school. Now that the suspension has been served, we want to talk about the harm, particularly to relationships, resulting from this incident and how that harm might begin to be healed.*

*We are not here to determine who was right and who was wrong. Rather, we want to hear each person's story about what happened, what they were feeling then and now, how the harm might be healed, and how this kind of incident can be prevented from happening in the future.*

## Re-entry Circle

We will now begin passing the stick to answer six questions I will pose. Please listen to and respond to the questions I ask.

1. *Tell us your story of what happened.*
2. *What were you feeling at the time?*
3. *What are you feeling now?*
4. *Is there anything else you want to say about this incident?*
5. *What can be done to heal the harm (particularly to relationships) that resulted from what happened? The agreement needs to follow the SAM format - simple, achievable, and measurable. Keep the language simple. Make certain the person(s) involved can complete the agreement, and be specific as to how it can be determined the agreement was fulfilled, for example, specific dates to complete specific tasks.*

# Culture of Care

## CULTURE OF CARE - Planning to Create a Culture of Care Over a Three-year Period of Time

Learning Objectives:

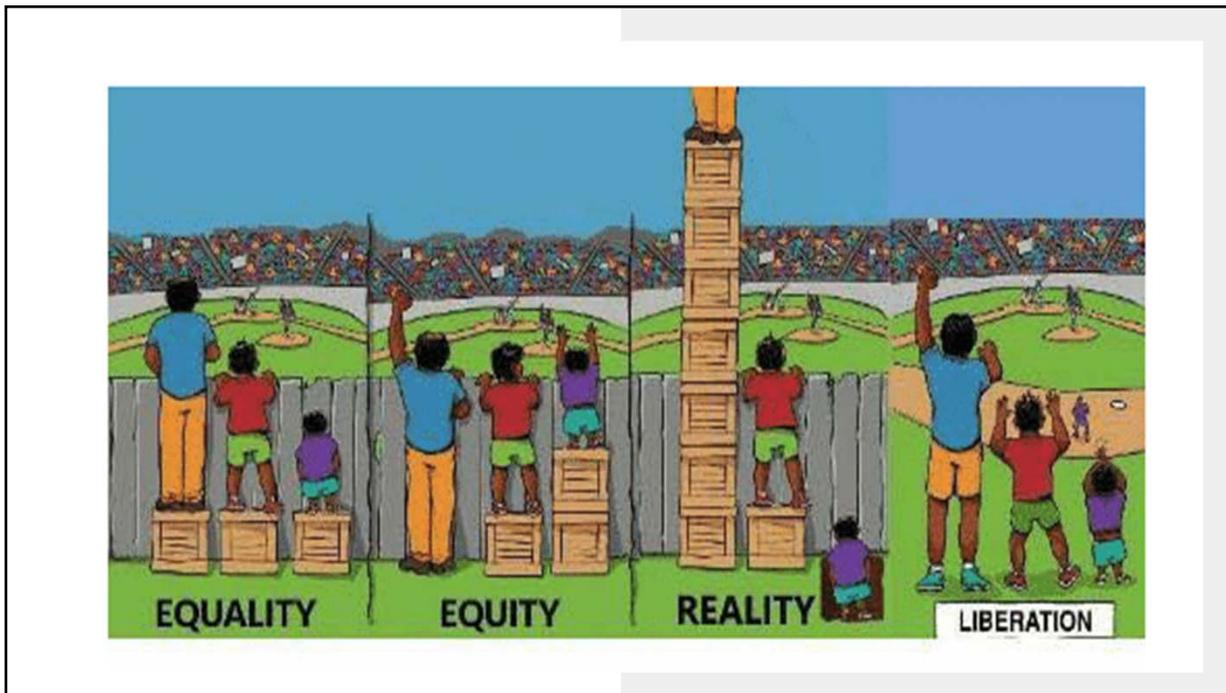
1. Participants will be able to identify and apply to action plan: (a) the stages of implementation of a culture of care, (b) how to *blend restorative justice principles* and practices with other initiatives, such as, multi-tiered systems of support, trauma informed care, and social-emotional learning under the umbrella of a Culture of Care, and (c) implementation of *culturally appropriate relationships* and interactions.
1. *Participants will be able to create an action plan* to create a Culture of Care in the school over a period of three to five years.



## 2020 National Education Policy Center

*“ Substantial evidence that restorative initiatives can reduce suspensions and show promise for narrowing racial disparities in exclusionary discipline”*

The Starts and Stumbles of Restorative Justice in Education” Where do we go from here? Gregory, Evans



## Stages of Implementation

Planning

Year 1: Needs Assessment

Year 2: Capacity Building

Year 3: Sustainability

*Prior to the first year of creating a Culture of Care in a school, schools are urged to create and train a **restorative justice team**. The team can represent one part or group or a cross-section of the school. However, generally the initial RJ team consists of administrators and school leaders.*

*Part of the action plan needs to include the **implementation of community circles at the beginning of the Year 1** for two purposes: first, to build relationships by creating a sense of connectedness and belonging, and second, to co-create classroom norms.*

## Observe and Analyze

- ★ Students treated as *Passive Receptors or Co-Creators*
- ★ Focus is *Rules & Regulations or Relationships & Interactions*
- ★ *Teacher in control or Power shared*
- ★ *Misbehavior viewed as disruption to learning or Wrongdoing and conflict viewed as learning opportunities*
- ★ When discipline problems occurred: *Consequences determined by someone other than teacher or Capacity of students & teacher built to solve problems nonviolently*
- ★ *Punishment and retribution viewed as deterrents or Healing the harm to relationships is the focus*

## Use of Focus Groups to Clarify District Values

### *Structure of Focus Group*

Groups for Students, Teachers,  
Parents

- Mini Lesson on Basic Principles of Restorative Practice
- Steps the District is taking to create a Culture of Care

### *Appreciative Inquiry Frame*

- What practices are in place now?
- Teachers - what are you most proud of.....
- Students, Parents - describe strong relationships you have with school staff
- What would be ideal for our school?

## Create a multi year plan!

[PLAN of ACTION \(POA\)\\_ ORIGINAL .docx](#)

Focus on one year from now  
Review and update with each cohort



## Recommendations in Research

**[National Education Policy Center 2020](#)**

***Linda Darling Hammond*** [Want Safe Schools? Start with Research-Based School](#)

[Discipline Policies](#)





*“The new dawn blooms as we free it. For there is always light. If only we’re brave enough to see it. If only we’re brave enough to be it.”*

Amanda Goorman Presidential Inauguration 2021  
*The Hill We Climb*

### Culture of Care Professional Development Training

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[adele.bovard@restorativejustice.com](mailto:adele.bovard@restorativejustice.com)

[adele.bovard@outlook.com](mailto:adele.bovard@outlook.com)

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