

Restorative Practices

<https://tinyurl.com/restorativepractices2019>

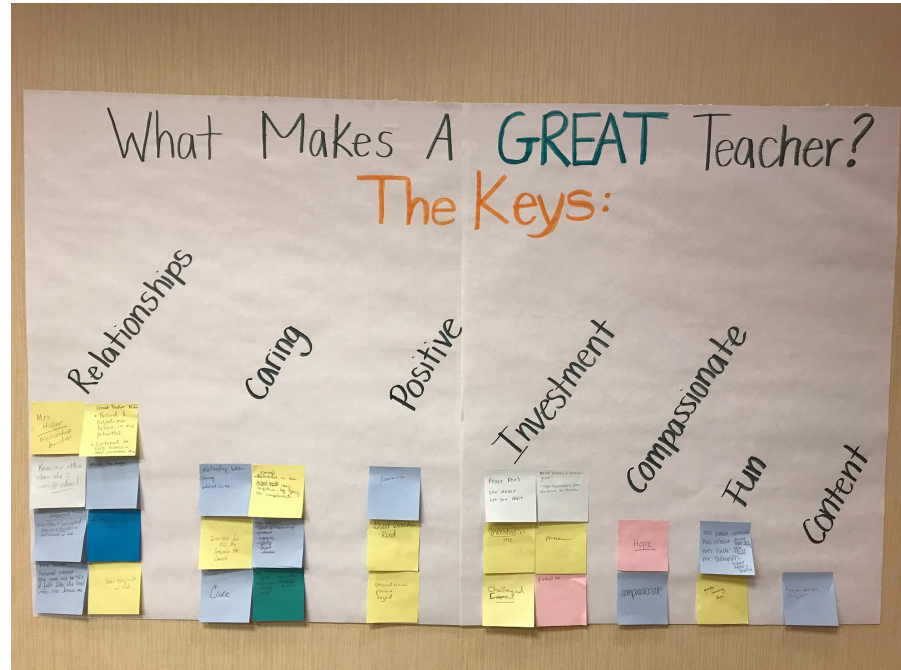
Jennifer Akins jakins@mckinneyisd.net

Foundations of Restorative Practices

Teacher Impact

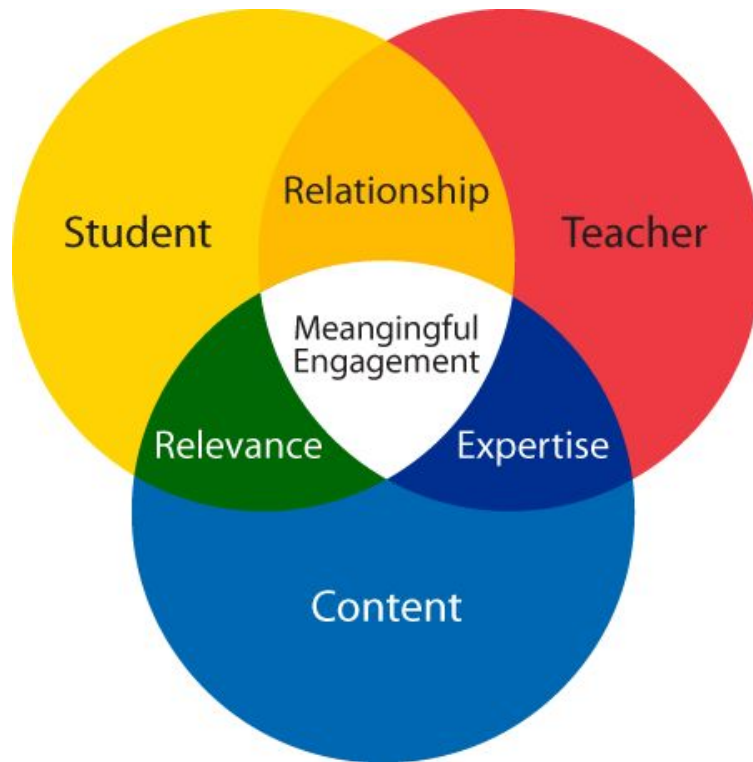
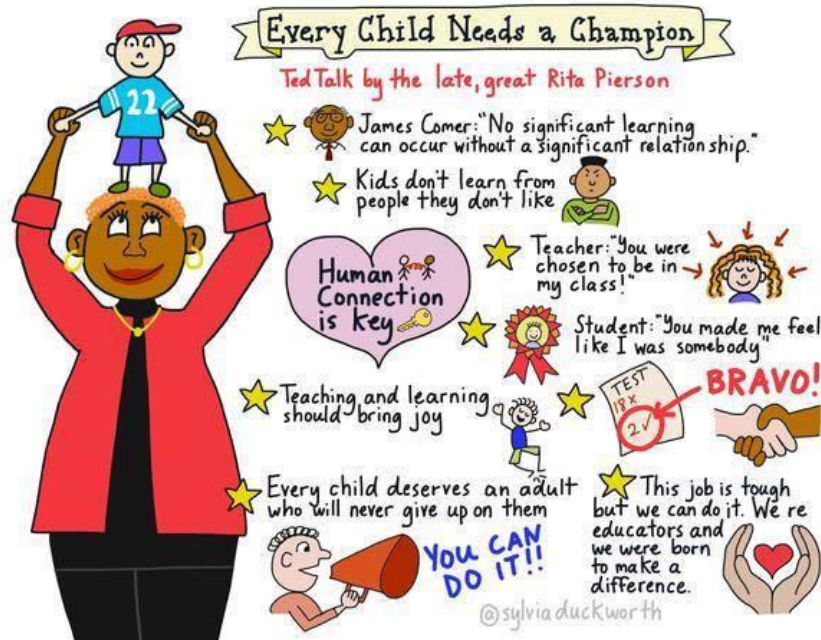


- Write about a favorite teacher from your past. What characteristics did that person have?
- Share with your group, listening for common characteristics.



What do we believe about student learning & behavior?

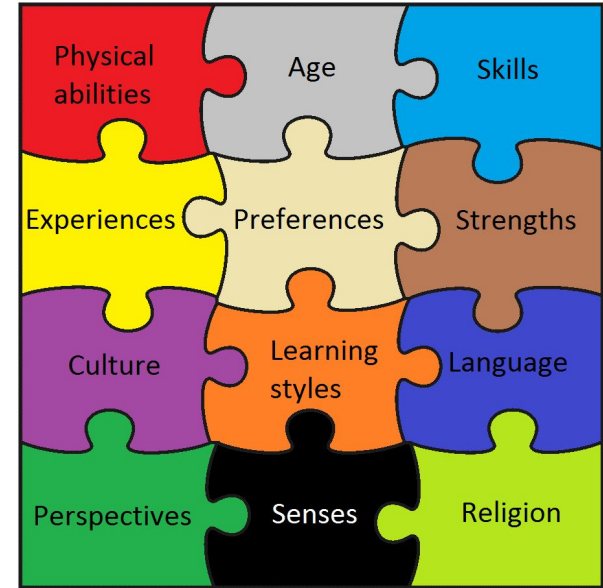
HRS Level 1: safe and collaborative culture



#connectB4content

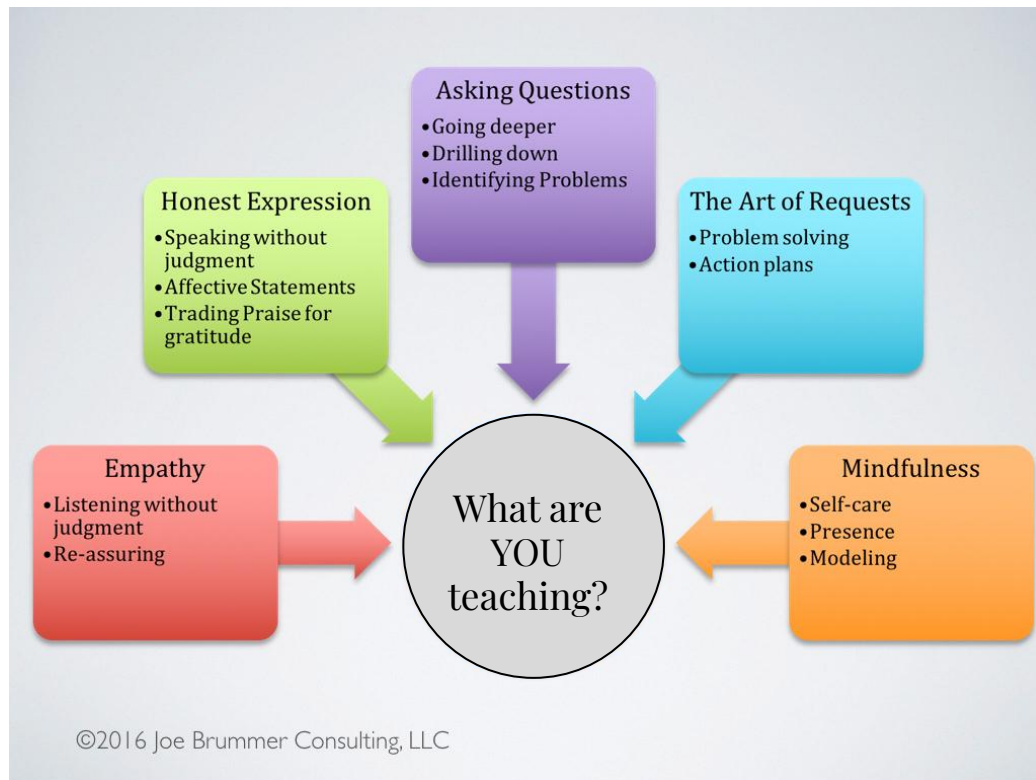
Seven Core Assumptions of Restorative Practices

1. The true self in everyone is good, wise, and powerful
2. The world is profoundly interconnected
3. All human beings have a deep desire to be in a good relationship
4. All humans have gifts and everyone is needed for what they bring
5. Everything we need to make a positive change is already here
6. Human beings are holistic
7. We need practices to build habits of living from the core self



Relational Practices: Get More Tools

Restorative Practices are differentiated relational approaches to building and sustaining relationships and managing student behavior.



Restorative Practices are NOT:

- A silver bullet...or magic wand...
- A quick fix...
- A program...it is a process
- Change 30 kids in 30 days
- Is it not something you DO...it is something you GO THROUGH!
- Weak with no consequences...
- Just another “gimmick”

Restorative Practices are:

Proactive	Responsive
<ul style="list-style-type: none">- Build and sustain relationships- Purpose: build empathy, trust, respect, and community	<ul style="list-style-type: none">- Shift mindset from fixing kids for breaking rules- Respond to behaviors and feelings



Proactive Restorative Practices

Every Moment Matters

- SPARK plan
- 30 second Quick Connect
- 2 Minute Connections
- GTKY Circles
- Mood Meters
- Treatment Agreements



Positive spark plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher to Student:	<p>Monday sticky notes/expo on desk with positive affirmation</p> <p>Monday Moves: Play music and dance at the door</p>	<p>TUMS Tuesday: (Touch, Use name, Make eye contact, Smile)</p> <p>Tuesday Touch: Greet with High-five, fist bump or chicken wing</p>	<p>Words of Wisdom (quote of the day on index cards)</p> <p>Welcome Wed: tell each student 1 positive reason I am glad they are here today</p>	<p>Blow a bubble and give a compliment to whom it lands on</p> <p>MUMS: non verbal "hello"</p>	<p>Ball roll and share an affirmation</p> <p>Funny Face Friday: Make funny faces as students enter the classroom</p>
Student to Student	<p>Make a Match Monday (sticky notes with stickers, find the match)</p> <p>Go ahead and make my monday: tell someone something to make their monday magical</p>	<p>Team building dance from conscious discipline</p> <p>Tell me something good tuesday; tell your neighbor something good about them today</p>	<p>Pick a stick and give an affirmation to the person on the stick</p> <p>We got this Wed: students tell each other</p>	<p>Origami affirmation: write, fold and share</p> <p>Leave a note for the next person to sit here</p>	<p>Compliment chain. I like when you...</p> <p>30 seconds high five as many people as possible</p>
Back up spark	Freeze and share a gratitude	Find a friend and share a wink	Class positivity chant	Send good vibes to speaker	snowball fight compliments

2 Minute Connect

Each member of the circle responds

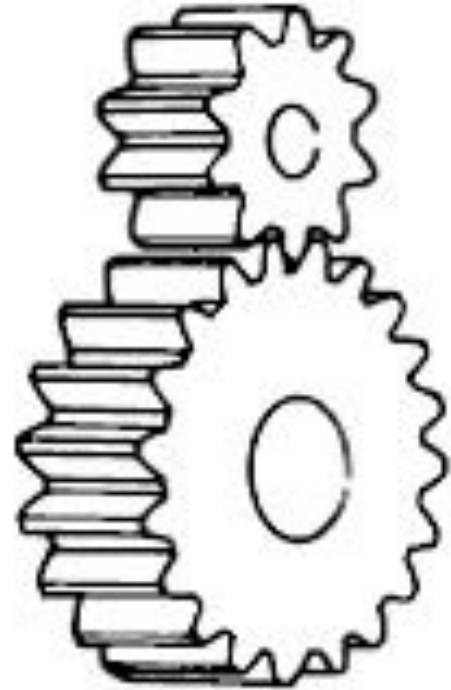
Either/Or Questions / Short Answer

Dr. Pepper or Coke?

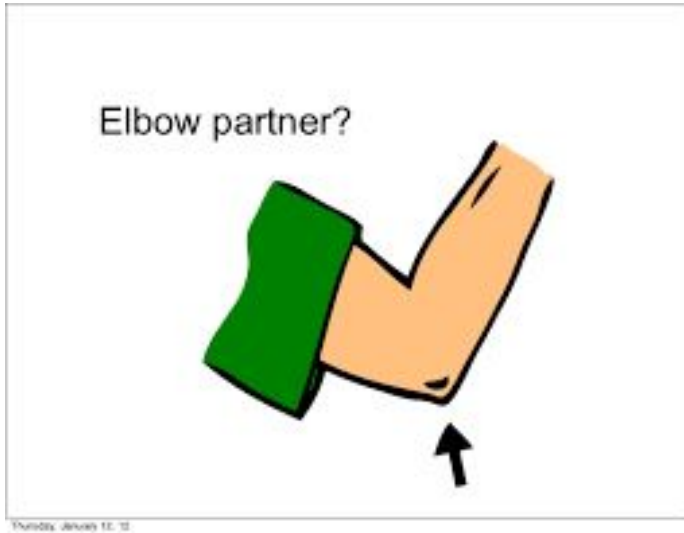
What's your favorite fruit?

Shift

[Exercise](#) and More [examples](#)



30 Second Quick Connect



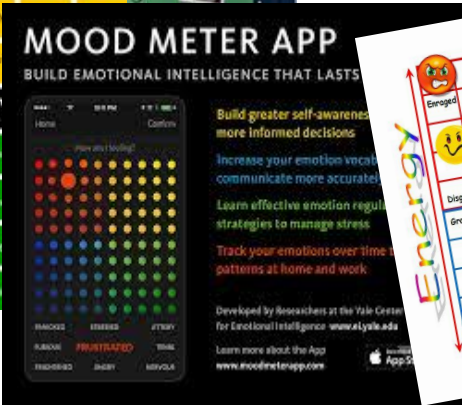
- Individual Version of 2 Minute Quick Connect
- Works best for Yes/No; Either/Or
- Give 10 seconds to think and write then call on them (give a word limit)

What's your favorite dessert?

Mood Meters



RULER Method [Info](#)
and example [lesson](#)

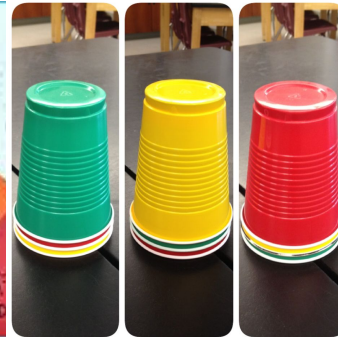
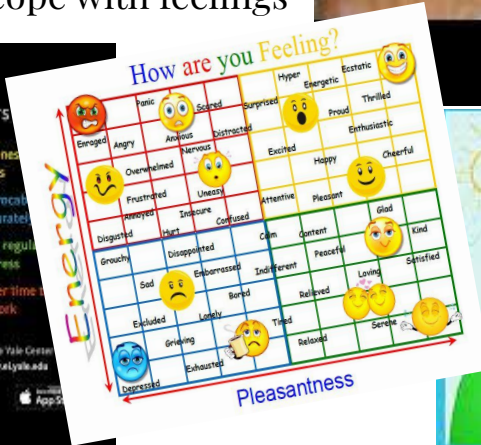


Build emotional vocabulary

Share emotional “temperature”

Decode nonverbal communication

Scale the intensity and teach skills to cope with feelings



Relationship Agreements

- Start with the Relationship Goal
- Avoid general terms (eg. respect)
- Begin with a blank one
- Collaborate together to create final product

Student treats student:

Listen when someone is speaking

Student treats teacher:

Don't talk over me

Goal

Teacher Treats Student:

Listen first

Student Treats & Takes Care of Classroom:

Pick up after yourself

Get to Know You Circles

- Practice with positives
- GTKY should be practiced for many months before circles are used for other purposes!
- Major Components
 - Circle Guidelines
 - Thumbs up if you agree
 - Talking Piece
 - Questions/Activities
 - Connect around a theme or not
 - Start “shallow” and then build
 - Closing



Example GTKY Circle

Circle Guidelines: Talk one at a time; It's okay to pass; What is said in circle stays in circle...but no guarantees. Only share what you'd be okay with others knowing

Talking Piece: stress ball

Questions:

Describe your perfect snack.

Who or what can always make you laugh?

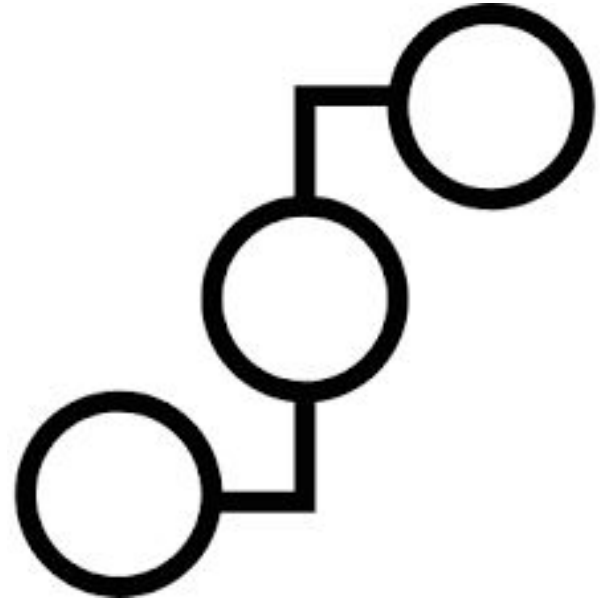
What fictional place would you most like to go if it were real?

What helps you feel better when you are stressed?

Closing: Turn to the person on your right and say “You got this!”

Get to Know You Circle-Yellow Circle

- **Relationship Theme/Topic**
- Opening/Closing the circle
 - Quote or poem
 - breathing/calming exercise
 - Activity
 - Music
 - Video
 - Talking piece
- 3 guidelines
- 4 questions: shallow, deep, shallow
- Make sure to start shallow, go deep, come back out shallow and positive with closing question/closing.
- 3 to 1 ratios,-- 3 GTKY to 1 GTKY +theme



Example Yellow [Circle](#)

Responsive Restorative Practices

So does this mean that there are NO consequences?



What if connection is hard?

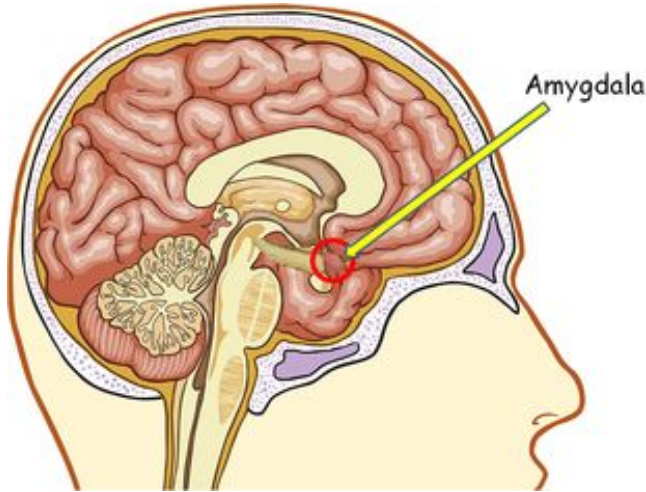
THE KIDS WHO NEED
THE MOST LOVE
WILL ASK FOR IT IN
THE MOST UNLOVING
OF WAYS.



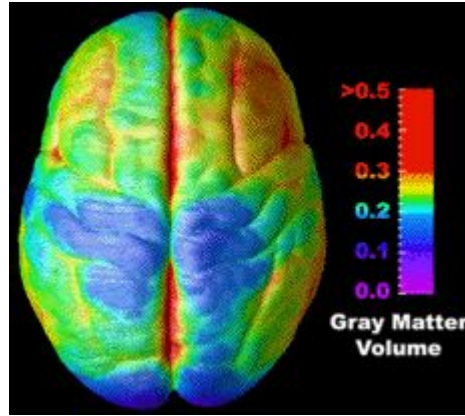
REMEMBER: EVERYONE IN THE CLASSROOM HAS A STORY
THAT LEADS TO MISBEHAVIOR OR DEFIANCE. 9 TIMES
OUT OF 10, THE STORY BEHIND THE BEHAVIOR WON'T
MAKE YOU ANGRY. IT WILL BREAK YOUR HEART

Annette Breaux

Try Not to Take a Child's Neurobiology Personally



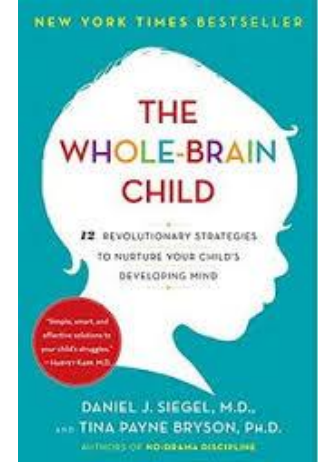
- Automatic
- Unconscious
- Focused on survival



- More sensitive to stress
- Overload easier and quicker



Networks of brain cells



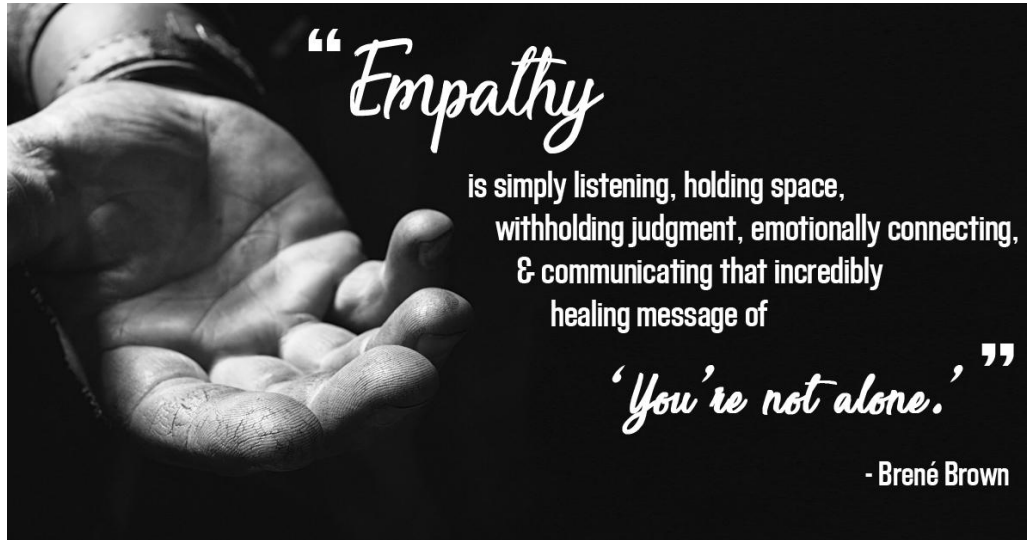
What is beneath the Surface?



THINKING OF YOUR CHILD AS BEHAVING
BADLY DISPOSES YOU TO THINK OF
PUNISHMENT.

THINKING OF YOUR CHILD AS
STRUGGLING TO HANDLE SOMETHING
DIFFICULT ENCOURAGES YOU TO HELP
THEM THROUGH THEIR DISTRESS.

- Share your CALM-Don't join their chaos!
- Path to consequences changes the path to accountability
- Meet students needs: foster self regulation, close behavioral skill gaps, help students reconnect when something goes wrong



when little people
are overwhelmed by
big emotions, it's our job
to share our calm,
not to join their chaos.
-L. Frost

©charndave



Needs Map

Think of a scholar that you struggle to respond to, what did they need?

“What does this scholar need more than anything else to be successful in my classroom?”

Needs	Strategies	Outcomes
Positive attention Breakfast Cool Down Place Male Role Model	Recruit mentor Work with family on free lunch application Create pass to counselor	Student will let adults know when he needs help Student will be better able to participate in learning activities

Unless there is a plan to meet the need, behavior will not change

Reactive vs. Responsive Strategy

Classroom Issue: Sleeping in class

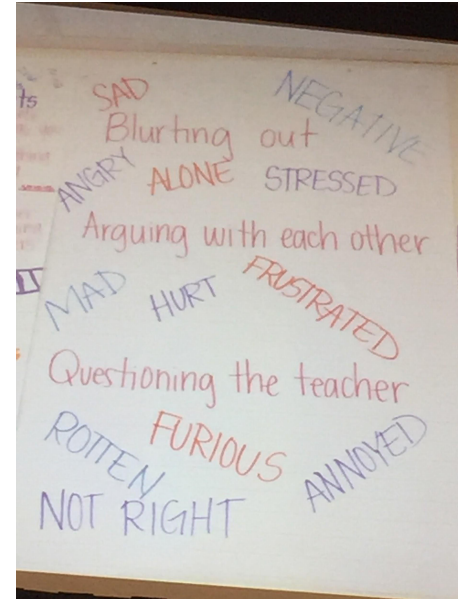
Typical Reactive Consequence: Verbal Warning/Jostle awake; Zero for classwork; Office referral; slamming book/loud noise

Responsive Strategies:

- Conference privately and screen for basic needs/mental or physical health changes
- Have the whole class do a brain break/state change
- Reflect on level of rigor. Can the student be given a leadership role?
- Call parent to discuss
- Let rest with nurse and set appointment to catch back up

Surface Discussion: PLC Activity

- Identify 6 things that interrupt the learning process
- Go through each one and decide which one bothers you the most (take the top three)
- “When these three behaviors happen in the classroom, how does this make you feel?”
 - Write them down
- Create an anchor chart with the 3 things that bother everyone
- Choose one and discuss ways to convert Reactive Strategies into Proactive Strategies. Focus on Needs Map!



Restorative Practices (red zone)

- Can't restore a relationship if you don't have a relationship
- Repairing relationships/ reconciliation is an **advanced restorative practice** and should only be attempted when the class and the leader are comfortable and experienced with the process

The Repair Process

- Repair harm
- Understanding how their behavior affects others- Restorative Chats, Surface Circles, NO-Blame Circles
- Involving Family Members from all parties- Family Group Conference
- Reintegrating Students from DAEP/ Suspension
- Support Intensive Behavior Students- Circle of Support and Accountability

The Four R's In Developing a RAP-Repair Action Plan

Facts/Recognize: Focus on observable items. What happened? Who has been impacted?

Reconsider/Feelings: How did it make you feel? What has been the hardest part for you? What part do you take responsibility for?

Right/Fix: Now that this has happened....What needs to happen to make things as right as possible? What are you willing to do to fix this?

Reflect/Future: In the future...How can we keep this from happening again? What do you need? When should we check in?

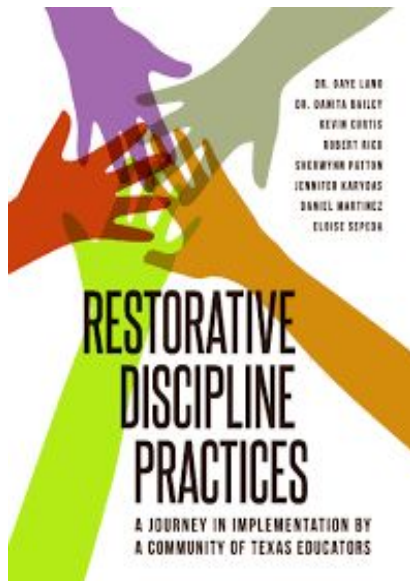
One Minute



Resources:

<https://tinyurl.com/restorativepractices2019>

NEDRP Restorative Practices Conference



November 4-5, 2019
Irving Convention Center

The 2019 National Educators for *Restorative Practices* Conference

The Student Connection Conference

Come experience the student voice through the power of relationships

2019 Keynotes Announced!



Michael Bonner



Joe Beckman

Learn More At: <https://events.ed311.com/event-series/2019-nedrp-conference/>

Resources

The Restorative Practices Handbook

Bob Costello, et al.

<https://www.iirp.edu/what-we-do/what-is-restorative-practices>

National Educators for Restorative Practices

Kevin Curtis

<https://www.nedrp.com/>

