

A S C A W E B I N A R S E R I E S



Restorative Practices in Action

Webinar Presenters: Katharine Reid & Mindy Willard
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A S C A W E B I N A R S E R I E S

Learning outcomes:

- Explain how to facilitate restorative conversations in classrooms, small groups and individual counseling.
- Implement restorative practices as part of a comprehensive school counseling program.
- Use outcome data to advocate for this systemic change in their schools.

School Profile

- Suburban Milwaukee
- 1511 total enrollment 2016-1
- 74.2% attend 4 Year college
- 9.5% attend 2 year college
- 2.3% join the military
- 11% Free and Reduced Lunch



You must define your
why before you can
begin with the **what**
and the **how**.



Why Restorative Practices?

A S C A W E B I N A R S E R I E S



A S C A W E B I N A R S E R I E S

RP Implementation Driven by:

- Gallup Poll Data (Hope and Engagement)
- Counselor Needs Assessment
- Attendance Data
- Major Behaviors/Office Referrals
- School Climate and Cultural Understanding



Goal: Increase Student Engagement and Connec



ASCA Model and Restorative Practices



What are Restorative Practices?

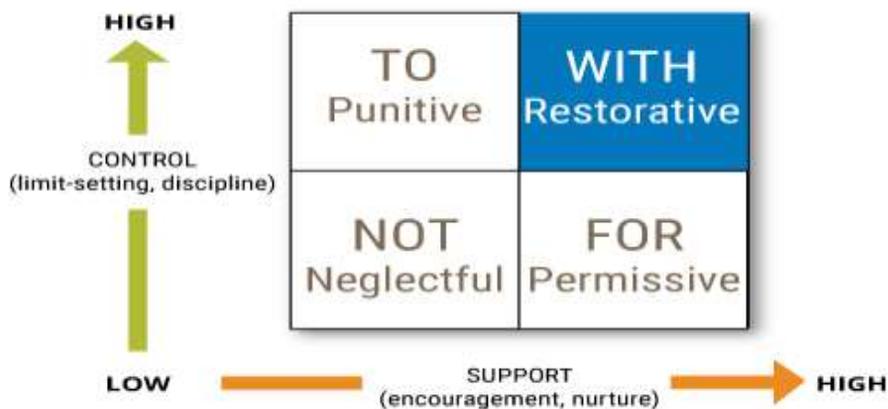
A formal process for participatory learning and decision making.

The use of restorative practices helps to:

- reduce violence, bullying
- improve human behavior
- strengthen civil society
- provide effective leadership
- restore relationships
- repair harm



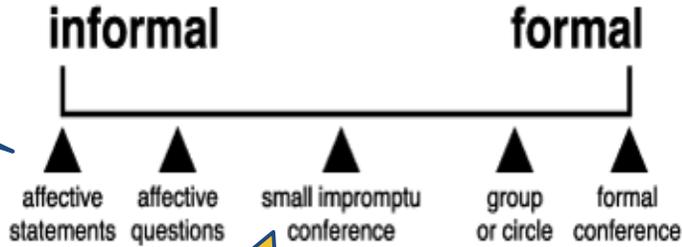
Social Discipline Window



Adapted by Paul McCold and Ted Wachtel

Spectrum of Restorative Practices

We are counselors! We already live these!



Use restorative questions to process conflicts as they arise

Prevention OR Intervention

For more serious or high impact offenses

Spectrum of Restorative Practices

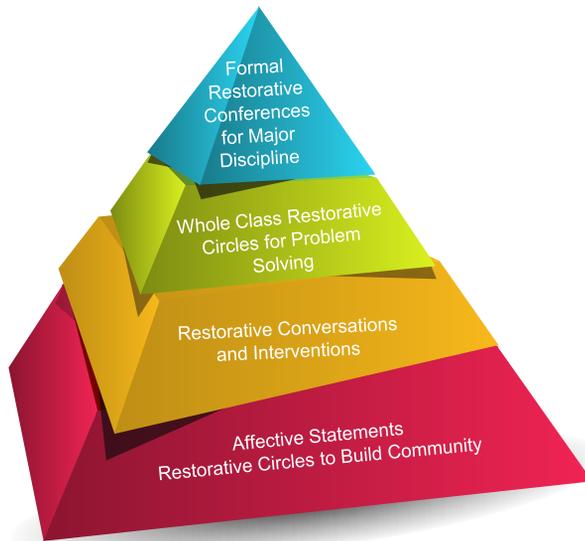


Diagram featured by <http://slidemodel.com>



Affective Statements

- Model appropriate communication
- Elevate emotions as a guide for student behavior
- Build empathy and perspective taking
- Teach students to self-advocate

Example: “Brooke, I heard you talking during the group presentations. I am frustrated because I am not able to focus on the work that the group presented. Would you be willing to hold your comments until a break in the presentations?”



Affective Questions & Impromptu Conferences

Affective questions

- What happened?
- What were you thinking at the time?
- Who has been affected?
- What needs to happen to make things right?



Impromptu Conferences

- Engage the person who has done harm
- Questions to facilitate reflection on behavior
- Make agreements to fix the problem



The slide features a green background with faint circular patterns. A dark blue banner on the left contains the ASCA logo and the text "AMERICAN SCHOOL COUNSELOR ASSOCIATION". A white rounded rectangle in the center contains the title "Restorative Circles". At the bottom, the text "A S C A W E B I N A R S E R I E S" is displayed in a spaced-out font.

AMERICAN SCHOOL COUNSELOR ASSOCIATION

Restorative Circles

A S C A W E B I N A R S E R I E S



The slide features a white background with a green header bar at the top containing the ASCA logo and the text "AMERICAN SCHOOL COUNSELOR ASSOCIATION" and "A S C A W E B I N A R S E R I E S". The main content includes the text "Circles, by nature, create" on the left, a large black arrow pointing to the right, and a large yellow circle on the right containing a list of values.

AMERICAN SCHOOL COUNSELOR ASSOCIATION

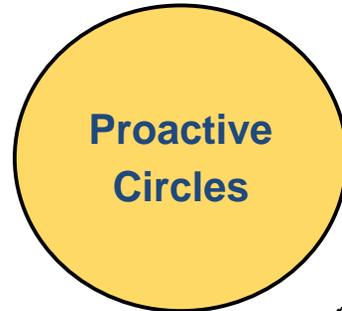
A S C A W E B I N A R S E R I E S

Circles, by nature, create

Equality
Safety and Trust
Responsibility
Facilitation
Ownership
Connections



- Build positive classroom climate
- Build positive student relationships
- Used BEFORE problems occur
- Questions progress
- Use them as weekly check ins/outs
- Can be used to deliver course content



What is one of your favorite candy bars?

What are you looking forward to this weekend?

What has been the hardest part about high school so far?



Sequential

- One person speaks at a time
- Move in one direction around circle
- Wait to speak
- No one may interrupt



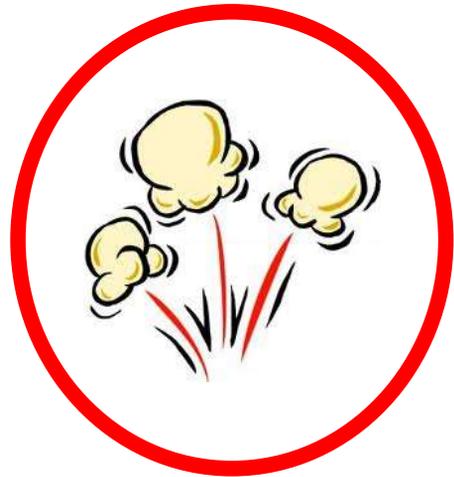
Hint: A "Talking piece" is useful for keeping students' attention and focus.



Non Sequential

Conversation may proceed from one person to another without a fixed order

May simply be focused around an issue that is to be solved (problem-solving) but allow anyone to speak



Restorative Conferences



Restorative Conference Circle: Informal or Formal



Goals:

Repair harm

Support those who harm

“Reject the act, but not the person”



- Using established relationships and trust to address problems and concerns in the classroom
- Used AFTER problems occur
- Questions progress along a continuum
 - What happened?
 - Who has been affected?
 - What needs to happen to make things right?
- Create Agreements
- Hold individuals accountable
- Restore relationships, return to class

**Formal
Restorative
Conference
Circles**



Restorative Questions

To respond to challenging behavior:

What happened?

What were you thinking of at the time?

What have you thought about since?

Who has been affected by what you have done? In what ways?

What do you think you need to do to make things right?

Questions facilitator asks the offender (wrongdoer)



Restorative Conferences and Discipline



Courtesy of Chicago Public Schools



Restorative Response:

Two 10th grade boys snuck onto campus Friday Night. They climbed up onto the school roof with intentions of vandalizing the school. The night custodian discovered the students. The students fled, but were identified.

To respond to challenging behavior:

What happened?
 What were you thinking of 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?

To help those harmed by other's actions

What did you think when you realized what had happened?
 What impact has this incident had on your and others?
 What has been the hardest thing for you?
 What (do you think) needs to happen to make things right?



Scenario 1: Until recently, two 8th grade girls have been best friends since 5th grade. One girl found out that the other was “talking” to her boyfriend and became jealous. She posted embarrassing photos of the other girl on Snapchat and now everyone at school is teasing her.

Scenario 2: Two 4th grade boys were playing basketball. They started name-calling which led to pushing and shoving. The teacher intervened to break it up. Throughout the afternoon the boys continued to have hard feelings and their classmates are encouraging them to “meet after school” to settle it.

To respond to challenging behavior:

What happened?
 What were you thinking of 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?

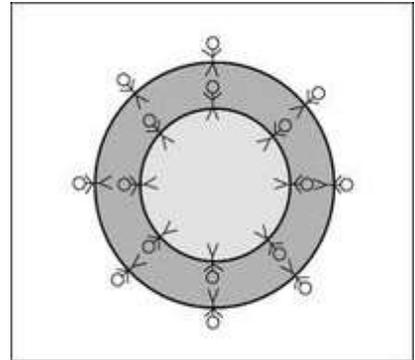
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Fishbowl

Fishbowl format allows others to watch a circle activity that might be impractical with a large number of active participants

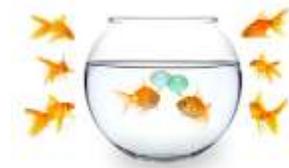
- Inner circle of active participants discussing an issue
- Outside circle are observers
- Empty chair is placed in the inner circle to allow observers to participate one at a time
- *Have at least one recorder who will write/record all solutions / ideas generated



**Goal: Come up with as many solutions/ideas as possible; agree to implement one or two*

Fishbowl - Problem Solving Circle

- Person with problem has 2 min to describe situation/problem.
- **All others stay quiet and listen - no questions.**
- Inner circle and empty chair person have 8 min to offer thoughts and ideas.
 - Person receiving feedback must not respond to suggestions until the end.
- **Notetakers write down all suggestions.**
- Person receiving feedback has 2 min to review suggestions and selects 1-2 to try.





What we've learned so far...

Ongoing training and support is essential for fidelity

Teachers have varying comfort with social emotional learning

Students report having a positive relationship with teacher facilitating RP

Teachers need both autonomy and structure in planning Restorative Circles

Spend plenty of time building community, take it slow

RP Conferences build empathy and restore relationships between peers and adults.

RP Circles have helped with classroom management

RP strategies can be used to help teachers build community and problem solve.

Administrative participation is essential



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Craving More Information ?

- [International Institute for Restorative Practices](#)
- [A Restorative Approach to Discipline - Sullivan High School, Chicago Public Schools](#)
- [Restorative Practices and Classroom Management Video](#)



Contact Us!



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