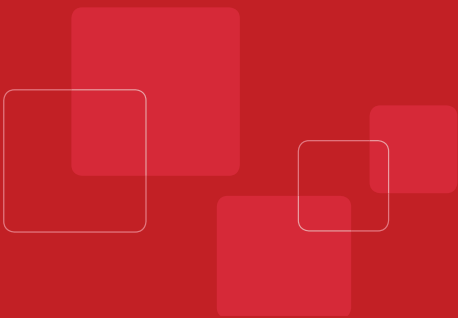




# ASAP

## Workbook

Restorative Practices - Level 1



# Accelerated School Administrator Program

Provided by Qumark Global Solutions Inc.

## Introduction

An effective school leader provides safe and collaborative school and classroom environments by developing relationships and building community, with a strong understanding of the distinction between classroom management and school discipline. While these two concepts are often used interchangeably, they are very different.

Classroom management deals with how things are done in the classroom including the procedures, routines, and structures. Classroom management is the responsibility of the teacher. Discipline is no longer about ensuring the compliance of children or young adults under the guidance or direction of an authority figure. It is about students taking responsibility for their own behavior and self-monitoring their behavior while working collaboratively with their peers.



Restorative practices help educators to proactively prevent problems like bullying and violence. An increasing body of research indicates that restorative approaches are effective in transforming student behavior and building healthy school communities.

Circles and groups provide opportunities for students to share their feelings and to build relationships and solve problems. When there is wrongdoing, students play an active role in addressing the wrong and making things right (Riestenberg, 2002).

This workbook provides practical strategies for implementing restorative practices to create a positive school community and classroom culture in which every student feels respected. Positive school cultures foster rich learning environments where student achievement is enhanced.

School stakeholders—principals, teachers, and parents—must be willing to assess the school culture and help to shape it positively through conscious individual and collaborative efforts.

*"We know that the sense of belonging and pride in school are related to academic performance and dropout rates, and dropout rates are related to involvement in the criminal justice system and more at-risk behavior. The more involvement in school and positive peer groups, the less likely students are to engage in risky behavior."*

Dr. Paul McCold, International Institute for Restorative Practices

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## **Building Community**

Implementing restorative practices creates a classroom culture in which everyone feels like they belong. A sense of community is built in which every member--students, teachers, parent volunteers, paraprofessionals--feel that they are seen, heard, and respected.

The notes and activities in this workbook are sequenced to support growth in the understandings and skills needed to support authentic dialogue and problem-solving. They include everyone who is immediately affected by challenging circumstances in discovering the solutions.

## **Goals for Students**

The primary goals of restorative justice and restorative practices in schools are accountability, safety and the development of social competency (Ashley & Burke, 2009). Restorative practices allow offenders to take accountability and work to repair harm to individuals and the community. Within the school, the goals for students and teachers relate to the individual and his or her role.

1. Students will learn to value and consistently use pro-active, positive ways to build and maintain a respectful classroom community.
2. Students will develop and improve positive and supportive relationships with peers.
3. Students will develop an understanding of the principles and vocabulary of restorative practice.
4. Students will learn how to participate in circle dialogues.
5. Students will learn to use and respect a talking piece.
6. Students will learn how to use restorative questions to support conflict resolution.
7. Students will learn to take responsibility for their actions.
8. Students will learn to identify who is affected by their behavior and appropriate ways to make things right when harm has been caused.
9. Students will learn how and when to ask for a restorative circle.
10. Students will learn to communicate how they are affected by specific situations using affective statements and restorative questions.

### Goals for Teachers

1. Teachers will understand the core principles of restorative practices.
2. Teachers will know how to use restorative practices in situations where traditional punitive discipline strategies were used in the past.
3. Teachers will know how to implement and lead circle dialogues.
4. Teachers will know how to effectively transition into and out of “circle time”.
5. Teachers will have an understanding of the principle of “connection before content” as it relates to restorative circles.
6. Teachers will know how to build trust among students so they become more willing to effectively communicate with each other.
7. Teachers will understand restorative questions and know when to use them.
8. Teachers will know how and when to utilize affective statements, affective questions, small impromptu conferences, circles and formal conferences.



### Your Goals

Consider the lists for both teachers and students. Reflect on the discipline issues in your school or from past experiences. On the following page, create a list of your own specific goals for restorative practices.

List your specific goals for restorative practices:

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## Restorative Justice

Restorative Justice is an alternative to using punishment to manage off-culture behavior. Punishment-based approaches are what most teachers are familiar with and are guided by the idea that punishment is the best response to misbehavior. In practice this means identifying, prosecuting, and punishing the wrongdoer with the goal of enforcing behaviors that are safe and non-disruptive. When punishment does not work, misbehaving students may be suspended or expelled. When this occurs, there is little or no opportunity for learning.

The goal of implementing restorative practices in schools is to focus on restorative justice principles instead of punishment. The purpose is to build classroom communities that are supported by clear agreements, authentic communication, and specific tools to discuss issues and conflicts in a productive way. They provide specific strategies to bring together those that caused harm with those who are affected by misbehavior to engage in dialogue to address concerns, gain understanding, and come to an agreement about how to make things right.

As schools adopt and gain experience with implementing restorative practices, shifts in perspective take place.

*"What's fundamental about restorative justice (practices) is a shift away from thinking about laws being broken, who broke the law, and how we punish the people who broke the laws. There's a shift to: there was harm caused, or there's a disagreement or dispute, there's conflict, and how do we repair the harm, address the conflict, meet the needs, so that relationships and community can be repaired and restored. It's a different orientation. It is a shift."*

Cheryl Graves, Community Justice for Youth Institute

The **first shift** acknowledges that troublesome behavior is normal, and when students behave in off-culture ways, they create opportunities to learn important social and emotional skills. What is important is not so much that they got into trouble in the first place, but what they learn along the way. Making things right is a powerful learning experience.

The ***second shift*** is a departure from the model in which an authority does an investigation and after taking a statement from the person that was harmed, decides guilt and assigns punishment. In restorative practices the authority figure acts more as a facilitator. The facilitator has an opportunity to engage both parties in a circle dialogue to discuss the problem and its impact. During this time ideas are explored and the group comes up with ways to make things right. Usually this means the student who caused the harm identifies specific actions that address the consequences of their choices. A restorative approach builds empathy, responsibility and helps restore relationships.

The ***third shift*** moves the locus of responsibility for well-being of the community from the shoulders of the teachers to the students/community itself. Restorative practices challenge those who are in the circle dialogue to share information with each other and to come to agreements together.

**Notes:**

## **Making the Shift**

Making the change from a punitive to a restorative culture is a significant undertaking, and can be quite challenging in the beginning for everyone involved. It will occur over time and as a result of sustained effort. The activities described in this workbook will assist everyone with creating and maintaining a restorative culture. Successful implementation can only occur when supported by a whole-school approach to restorative practices, including community building as part of the daily routine and restorative practices in the school's disciplinary policies. Change tends to happen slowly, so it is essential to persevere and recognize when your efforts have taken root and are yielding results.

Here are some indicators by which you can recognize the emergence of restorative cultures in classrooms:

- Students have experience dealing with conflicts and feel reasonably safe and supported in doing so.
- The class works together to identify and solve problems that interfere with learning.
- While the teacher is still in charge, there is a shift to shared responsibility for behavior management. It becomes more of a team effort, with most of the students on the team.
- Through restorative practices students' needs for social and emotional learning are supported in positive ways. Over the course of a year this growth can be as observable as growth in academic skills and knowledge.
- Conflicts are often managed by gathering in circles, following circle guidelines, and using restorative questions as a framework for a dialogue in which understanding is reached and there is an agreement on how to make things right.

Like most things, practice makes perfect. It may feel like students are taking "two steps forward, one step back." It can be frustrating to watch a student successfully resolve an issue using a restorative dialogue, then almost immediately revert back to their old ways. We may be tempted to think that the learning is not taking place; but this is probably not the case. Consider what would happen if we gave up on mathematics because students keep getting problems wrong. We wouldn't say, "Math doesn't work". As is the case with all subjects, social and emotional learning (including restorative dialogue) is a process in which setbacks are best viewed as opportunities for inquiry and clarification. If we remember that "failures" are a natural part of how learning happens;

then as educators, we can view repeat offenses as an opportunity for students to conduct their own research into what works and does not work for them. An approach that can be used during circle time, to discuss any topic, is to have students engage in dialogue about what has worked and what didn't work for them.

- What strategy worked well for solving the problem?
- What advice would you give your classmates about solving conflicts?



This is a good time to reflect on what you know about restorative practices, what you want to know, and what you have learned thus far. Use the ***KWL Worksheet*** in **Appendix A** to answer these questions.

## Understanding Student Behavior/Choices

The diagram below illustrates how an adult might typically perceive wrongdoing.

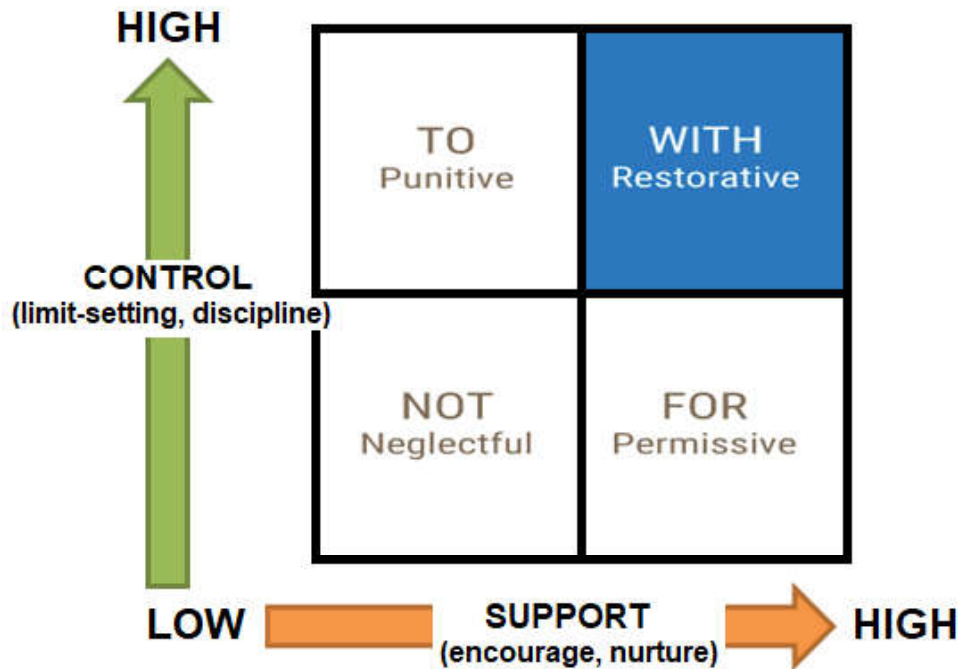


Many adults are either punitive or permissive about individuals who cause harm to others. The punitive response limits the possibilities of being restorative with our actions. Teachers and administrators often find themselves at the crossroad—to punish or not to punish a student. In restorative practices we move beyond punishment, allowing the student to make things right so they can rejoin the learning community.

Provide an example (or examples) of when you were punitive in dealing with a student. What can you do differently?

## The Social Discipline Window

The Social Discipline Window highlights the four combinations for engaging students. High control with low support is punitive and high support with low control is permissive. These combinations mirror the Punitive-Permissive Continuum.



*Adapted from McCold & Wachtel*

A third response to wrongdoing combines low control and low support. This is the choice that characterizes a school or classroom where behavior has spun out of control and the adults have relinquished their authority and their responsibility. The fourth response to wrongdoing combines both high control and high support. This is when those in authority exercise their control, refusing to accept inappropriate behavior, but do so in a caring and supportive way. This is called a restorative practice response.

### When engaging with students:

- We can hold them accountable in an active way, then we are doing the things **WITH** them
- When we simply hand out punishments, we are doing things **TO** them
- When we take care of their problems and make no demands, we are doing things **FOR** them
- When we ignore their behavior, we are **NOT** doing anything

Provide an example (or examples) of when you did something **FOR—WITH—TO** a student or students. What specifically can you do to increase/enhance what you do **WITH** students?

**WITH**

**TO**

**FOR**

**INCREASE/ENHANCE**

## **Principles of Restorative Practices**

The principles of restorative practices flow from the principles of restorative justice:

1. Victims and/or the community have been harmed and are in need of restoration.
  - The primary victims are those most directly affected by the offense but others such as family members of both the victims and offenders, and members of the affected community, are also victims. The relationships affected by the offense must be addressed. Restoration is a continuum of responses to the range of needs and harms experienced by the victims, offenders and the community.
2. Victims, offenders and the affected communities are the key stakeholders.
  - The restorative process maximizes the input and participation of the parties, especially the victims as well as the offender(s), in seeking restoration, healing, responsibility and prevention. The roles of each person will vary according to the nature of the offense as well as the capacities and preferences of the individuals. The jurisdiction in which the offense has occurred (town, county, state, etc.) may have a mandated role, such as investigating facts, facilitating processes and ensuring safety, but the jurisdiction is not a primary victim.
3. The offender has an obligation to make things right as much as possible.
  - The primary obligation is to the victim(s). The restorative process empowers the victim(s) to participate in defining the obligation. The offender is provided with opportunities and encouragement to understand the harm he or she has caused and to develop a plan for taking appropriate responsibility. To assist the offender in seeing this as an obligation, voluntary participation is promoted and coercion and exclusion are minimized. However, an offender may be required to accept the obligation if they do not do so voluntarily. Any obligation that follows from the harm inflicted by the offense must be related to making things right. While the obligation may be experienced as difficult by the offender it must not be intended as painful, vengeance or revenge. Obligation to the victim(s) must take priority over other sanctions or obligations to the school or the jurisdiction. The offender also has an obligation to himself or herself, to be an active participant in addressing his or her own needs.

*Adapted from Zehr & Mika, (1998), "Fundamental Concepts in Restorative Justice".*

The principles in the following sections reflect the values and concepts for implementing restorative practices in the school setting. Listed under each principle are some of its important implications.

### Relationships

Relationships are central to building community. To achieve the benefits of restorative practices in the classroom:

- Considerable effort and time is spent on building and sustaining positive, trusting relationships among ALL members of the school community.
- Every student, teacher, administrator, staff member, and parent/guardian is a valued member of the school community.
- All members of the school community are involved in a process of naming the values and principles to live by within their school community.

This requires that all voices are valued and everyone is heard, ensuring equity of voice among all members of the community. To accomplish this:

- Systems and structures are established to ensure that all members of the school community have equal opportunities for meaningful participation.
- A culture of non-judgmental, authentic listening and sharing is encouraged and reinforced.
- Inclusive decision-making practices are utilized to ensure that those impacted by decisions have a voice in the process by providing opportunities for input. Once decisions are made the reason for the decision and new expectations are clearly communicated.
- Negotiation and cooperation are key components towards building a collaborative classroom and school environment.

### Expectations

School leaders and classroom teachers establish a culture of high expectations with high support. Emphasis is on doing things “with” students and community members, not “to” or “for”. Educators support high standards and expectations for both learning and behavior in the school and classroom community. They offer high levels of support to create positive change.

Everyone in the school community has the expectation that school systems will address misbehavior in a constructive way. The school builds systems that address misbehavior and harm in a way that strengthens relationships and focuses on the harm done rather than only on rule-breaking:

- Schools establish policies to provide a safe place for learning. Real safety however comes from fostering and maintaining caring relationships.
- Misbehavior is recognized as an offense against people and relationships, not just rule-breaking.
- Policies need to address the root causes of discipline concerns rather than only the symptoms. The causes of misbehavior may be multiple and should be addressed by all members of the school community equally asserting high levels of expectation within a supportive environment.
- The person/s harmed is the center of the primary relationship that needs to be addressed. Secondary relationships that may have been impacted might include other students, teachers, parents, the administration, and the surrounding community.

These steps are visible and known to all, creating the expectations of fairness, justice, obligation and restoration.

### **Collaboration and Accountability**

The school engages in collaborative problem-solving:

- There is a shared responsibility and participation among all members of the school community to contribute to the sustainability of positive relationships by working together to identify potential problems and determine solutions.
- Misbehavior can become a teachable moment and the community/relationships can be restored when all those impacted/harmed by an incident are involved in a collaborative process of determining unmet needs and solutions to make things as right as possible.
- Recognizes all of us act to satisfy our human needs (e.g., belonging, freedom, power, and fun). Behaviors are chosen to meet these underlying needs.

Restorative practices enhance accountability and responsibility, and empower change and growth when conducted in a collaborative environment.

- All members of the school community are responsible for contributing to the establishment and maintenance of a positive school culture by taking personal responsibility to follow through and hold one another accountable to the collective values and principles that define the community.
- Conflict presents opportunity for change if the process includes careful listening, reflecting, shared problem-solving and trust.

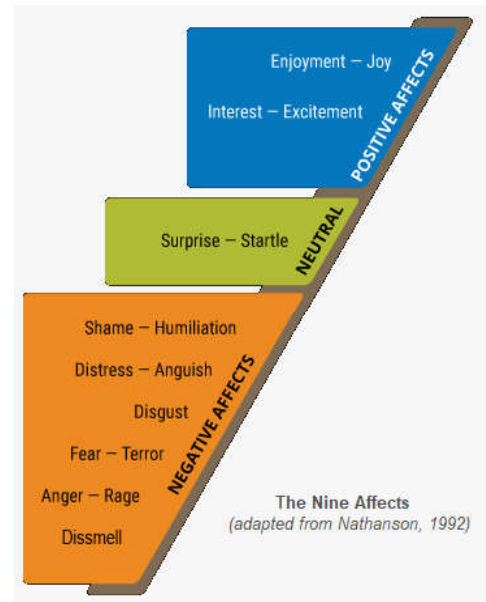
- High accountability occurs when systems and structures are in place that allow for one to take responsibility for their actions by providing them the opportunity to learn and understand the impact of their actions, determine how to make things as right as possible, AND follow through with the plan.
- Consequences as part of the restorative process should be evaluated based on whether they are reasonable, related to the offense, and respectful.
- Some students choose to resist participation in a process that will allow for change and may need adults to support and guide them in decision making concerning their accountability.

*Adapted from Amstutz & Mullet (2005), and Wachtel & Costello (2009).*

## The Nine Affects

Informal and formal restorative processes foster the expression of affect or emotion. In doing so they help to foster emotional bonds. It is through the mutual exchange of expressed affect (via emotion) that educators and students build community, creating the emotional bonds that tie them together. Restorative practices such as conferences and circles provide the safe environment for individuals to express and exchange emotion (Nathanson, 1992).

There are nine distinct affects to explain the expression of emotion. Most of the affects are defined by pairs of words that represent the least and the most intense expression of a particular affect. The six negative affects include shame-humiliation, distress-anguish, disgust, fear-terror, anger-rage, and dissmell, a word coined to describe "turning up one's nose" in a rejecting way (Tomkins, 1963). An individual does not have to do something wrong to feel shame. The individual just has to experience something that interrupts interest-excitement or enjoyment-joy. This understanding of shame provides a critical explanation for why victims of crime often feel a strong sense of shame, even though it was the offender who committed the "shameful" act (Angel, 2005).



According to Tomkins, because we have evolved with an affect system with some affects that feel good and some that feel bad, each human is motivated to:

1. Maximize positive affect
2. Minimize (reduce) negative affect
3. Both of these actions work best when all affect is expressed

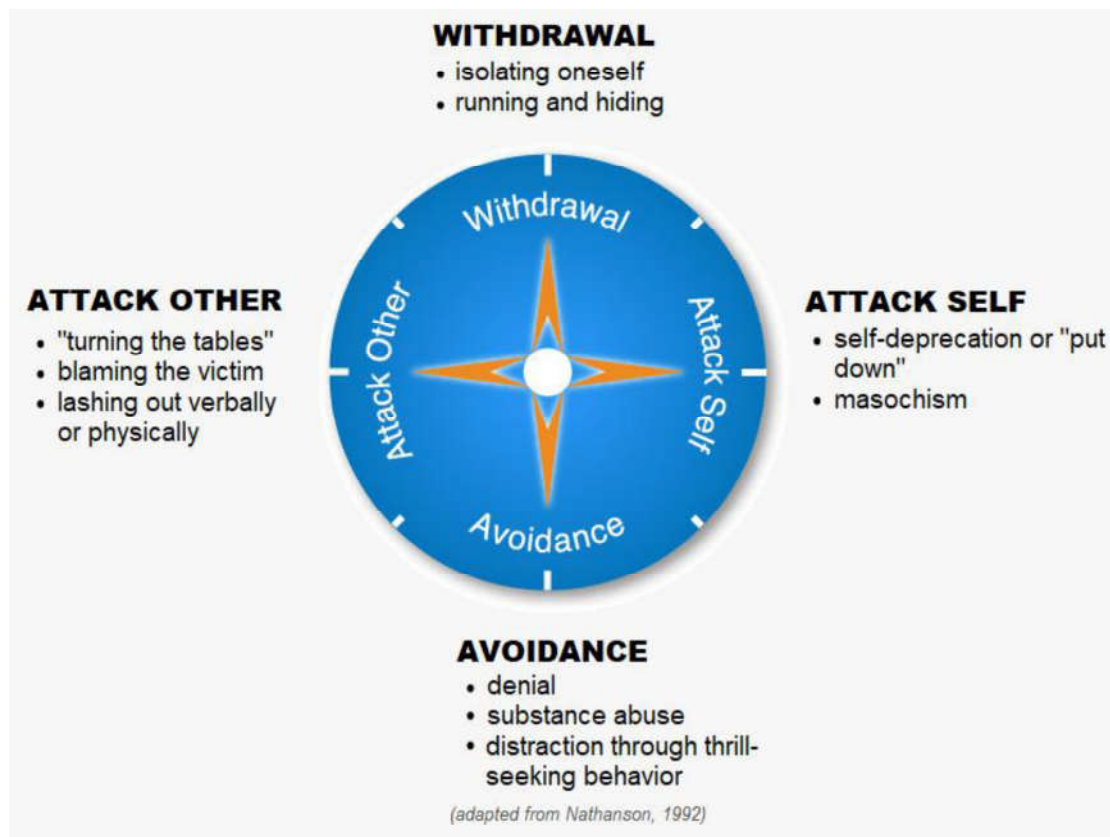
According to the "Tomkins blueprint", anything that helps the performance of these three rules is good for human life. Anything that interferes with them is bad for us.

How could this information be beneficial to your students? Try to think of one or two ways you could use this information in communicating and interacting with students on a regular basis.

Nathanson observed and discussed four ways that human beings react to shame. He found that when the shame response is triggered, people respond with one of the following:

1. withdrawal – pulling away
2. avoidance – denial
3. attacking self – the individual puts himself or herself down, or harms themselves
4. attacking others – blaming others for what they've done

This led to the depiction of shame response through a four-point compass:



Almost everyone feels or exhibits one or more of these responses every time a positive affect/emotion is interrupted. But for most of us, our shame response is mild or short lived.

How could this information be beneficial to your students?

This is a good time to reflect on your school culture. What does it look like? What does it sound like? Is it collaborative? Use the ***School Culture Quick Write*** provided in **Appendix B** to answer these questions.

## The Restorative Practices Continuum

Restorative practices are not limited to formal processes, such as restorative conferences or family group conferences, but range from informal to formal. Informal practices include affective statements that communicate people's feelings, as well as affective questions that cause people to reflect on how their behavior has affected others. Impromptu restorative conferences, groups and circles are somewhat more structured but do not require the elaborate preparation needed for formal conferences. Moving from left to right on the continuum, as restorative practices become more formal, they involve more people, require more planning and time, and are more structured and complete. Although a formal restorative process might have dramatic impact, informal practices have a cumulative impact because they are part of everyday life (McCold & Wachtel, 2001).



### Affective Statements

Affective statements are brief comments about how others have been affected by an offender's behavior. They relate directly to the "Nine Affects" discussed in the previous lesson and are important to more formal restorative practices. They are phrased as personal expressions of feeling in response to specific positive or negative behaviors of others. They provide feedback on the impact and scope of the intended or unintended harm that has resulted from a negative behavior or action. Affective statements provide information that can be used to restore a good feeling between all who have been affected when harm has been done to their relationships.

The purpose of affective statements is to humanize the person making them, immediately changing the dynamic. The sharing of feelings is what communicates an

understanding of the harm that has been done, and what steps can be taken to improve the relationships in the school community. High quality affective statements can have a significant and cumulative impact in the school.

Some examples of affective statements:

1. "It makes me unhappy when I hear you teasing other students."
2. "I get frustrated when I hear you chatting instead of paying attention in class."
3. "I got very upset when I saw you hit her."

Take a few moments to think of some affective statements you would make in addressing a discipline issue in the classroom:

Affective Statements:

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This is a good time to reflect on the language and responses to disciplinary issues commonly used in your school culture. Use the ***Affective Statements Worksheet*** provided in **Appendix C** to consider common responses, and how the use of affective statements might help.

### Affective Questions

Restorative practices acknowledge the intrinsic worth of the person and their potential contribution to the school, the school community and society (Braithwaite, 1989).

Affective questions take a further step, asking the offender to define in his or her own words the actions that were offensive, and how others have been affected.

Examples of higher-quality affective statements incorporating affective questions:

1. In the first example provided on the previous page, the feeling is blamed on the student's behavior and "teasing" is a judgment. An alternative would be, "When I heard you speaking to her that way, I felt concerned because I value respect for each other. Would you be willing to tell me what you said?" This engages the student in explaining their actions and seeking to understand the root cause.
2. In the second example, the feeling is also based in blame and accuses the student of being a distraction and not listening, rather than dealing with the teacher's need to be heard. An alternative would be, "When I hear you talking in class at the same time I am talking, I feel like I am not being heard. Would you be willing to raise your hand when you want to talk, or wait until after I am finished to speak to another student?"
3. The third example places the ownership of the feeling on the student and may not take into account all of the information related to what actually happened. An alternative would be, "I value the safety of everyone in the school. I thought I saw you putting your hand on her and would like to know what happened between the two of you. Will you share that with me?"

The goal is not to dilute awareness of the negative impact of the behavior, but to present the issue as specifically and precisely as possible while encouraging the student to express his or her own feelings about what happened. By focusing on behavior, and the feelings involved, the teacher separates the deed from the person, removing any focus on the intrinsic worth of the individual and reflecting instead on what happened and why.

Set some time aside to work with a small group of colleagues. Use the ***Affective Questions Activity*** provided in **Appendix D** to practice the use of affective questions in responding to typical disciplinary issues in the school.

### Impromptu Conferences

Asking affective questions of both the offender and those who have been harmed creates a small impromptu conference. This is the informal step you may choose if the circumstances do not call for a more formal structure, such as a restorative circle.

Informal restorative practices are appropriate when the incident has impacted only one or a few individuals, and is not considered a severe transgression. The teacher may be dealing with aberrant behavior that is recent and not yet seen as part of a pattern. For example, a first incident of teasing among young students may be a suitable case for less formal intervention.

It is important to follow a method similar to that used in more formal restorative practices, incorporating the following four steps:

1. The offender has a chance to tell their side of the story and to take responsibility for their actions.
2. The person (or persons) suffering harm is supported to explore the harm they experienced by talking about how they have been affected.
3. The offender is given the opportunity to acknowledge the harm done, and may offer an apology.
4. An agreement is made among the parties that includes a plan to monitor future behavior/incidents and follow-up.

*Adapted from Restorative Practices and Bullying, (Thorsborne, 2017).*

Impromptu conferences reduce the need for more time-consuming formal restorative practices. Systematic use of informal restorative practices has a cumulative impact and creates an environment that consistently fosters awareness, empathy and responsibility in a way that is likely to prove far more effective in achieving social discipline than reliance on punishment and sanctions (Wachtel, 2013).

This is a good time to practice conducting an impromptu conference. Set time aside to meet with a small group of colleagues. Use the ***Small Impromptu Conference Worksheet*** provided in **Appendix E** to role play while conducting an impromptu conference.

### Group Processes

Different group structures can influence the behaviors and thoughts of each participant in a different and significant way. Research has shown that democratic, autocratic and laissez-faire group processes can increase or decrease hostility toward the process and the participants (Lewin, 1997). In Lewin's studies, ten-year-old boys participated in each of the different types of groups with striking results. The boys in the autocratic groups were 40 times more hostile than the boys in the democratic groups. When autocratic leaders were extremely repressive, the participants reacted with apathy. The boys in the autocratic groups also appeared to act far more self-centered than the boys in the democratic groups.

A democratic process is also more likely to support participants by providing a greater opportunity to develop morality (Power, Higgins & Kohlberg, 1989). In contrast to the traditional autocratic and adversarial system of trial by judge (think of the legal system of crime and punishment), conferencing is based on group consensus decision making where all participants agree to an outcome.

Consensus leads to cooperation and compromise, which are vital to conflict resolution (Fisher & Ury, 1981). Conference groups are structured to enable each individual to participate equally in an attempt to deal with the offense that brought them together. Effective conferencing provides the type of group dynamic that can lead to cooperation and resolution for the offender and those affected most by the offense.

Before holding a small group conference, gather information from each of the individuals and any teachers who may have witnessed the event(s) separately. During this process, you can offer the opportunity to meet as a group. Without the acceptance of the parties, the management of the restorative process will have to be handled in a more formal setting but acceptance is the norm as most students will want to talk about how they view what happened. When deciding who should participate, use the questions provided on the next page as a guide.

**Group Process/Circle Questions:**

- What's the history of this situation?
  
  
  
  
  
  
  
  
  
  
- What harm has been done, now and in the past?
  
  
  
  
  
  
  
  
  
  
- Who is responsible?
  
  
  
  
  
  
  
  
  
  
- Who is accountable?
  
  
  
  
  
  
  
  
  
  
- What are the needs of those affected?
  
  
  
  
  
  
  
  
  
  
- Which staff might be helpful?

If the number of individuals who need to participate increases after you have answered these questions, you may need to move to a more formal process, such as a family or formal group conference.

### **Restorative Circles and Circle Dialogue**

The physical arrangement of the restorative circle is important and greatly affects the quality of dialogue that will occur in the circle. Sitting in a circle is a profoundly different experience than sitting in rows. In a classroom where students sit in rows, the teacher is typically standing in front, commanding attention. This is the person who is in charge, who has the answers, and to whom the group is accountable. When students sit in a circle, there is a stronger sense of community. Everyone in the circle is an equal participant and takes responsibility for how the circle functions. In circles we face each other and speak respectfully, one person at a time, diminishing the feeling of being disconnected.

- Circles help people take responsibility.
- Circles allow quiet voices to be heard.
- Circles can help people explore issues on a deeper level.
- Circles allow people to learn about each other and build relationships.
- Circles encourage problem-solving.
- Circles allow leaders to emerge.

### **High Quality Prompts**

High quality prompts are questions that give the circle its energy and focus. The teacher or circle keeper asks a question and invites everyone in the circle to respond. Some questions are about building and maintaining community, while others are about responding to specific challenges. Characteristics of high quality prompts include:

- Relevant and meaningful to the lives of students
- Energize
- Gives voice to questions that students think about, but are usually unspoken like "What does it mean to be popular?"
- Simple and clear
- Open-ended and worded in a way that invites deeper dialogue and follow-up
- About discovery, not teaching facts or proving a point. Thus, a prompt framed as "Why is it always best to be polite?" may be helpful, but it also assumes its own conclusion; you may as well say, "It's best to be polite. Tell

me why.” It might be more interesting to ask, “What makes relationships work out well?”

- Related to current events – a way for students to discuss recent events  
“Does anyone have something they would like to share about what happened in our community yesterday?”

## Types of Circles

There are two main types of circles: community-building and responsive. Responsive circles (responding to off-culture behavior and harm) work best in classrooms that have built a strong foundation through community-building circles.

### Community-building Circles

This gives students the opportunity to get to know each other and establish positive connections, including agreements about how they should treat each other. Community-building circles help strengthen connections between students.

Types of circles can include:

- Check-In (opening) & Out
- Classroom Norms
- Classroom Content
- Academic Goals



**Check-In & Check-Out** – At the beginning or end of the class, have students respond to a question or statement. This can also be used as a form of an Exit Ticket. Closure questions invite reflection on what has happened in the circle.

- How are you feeling today?
- What did you do this weekend?
- What is one thing you learned today?

**Classroom Norms** – Classroom norms deal with expectations and procedures for a particular class. Engaging students in a discussion about how students should act and how they can all work to enforce those expectations changes the nature of classroom management.

- Assume positive intentions
- Track the speaker
- Listen while the speaker has the “talking stick”
- Monitor air time
- Active engagement

**Classroom Content** – When strategically integrated in circles, this indicates to students that their ideas and feelings matter and have an effect on the class.

- What did you learn from doing your homework on Ecosystems?
- Share an example of when you would use equations in the real world?

**Academic Goals** – Circles can be used as a great tool for setting academic goals. Students can use circles to establish plans for the next class period, the coming week or the upcoming unit of study. Teachers facilitate students thinking process, and help them come up with solutions.

- What do you need to do to improve your math grade?
- What steps do you need to take to finish your science project by the deadline?
- What do you need to do in order to improve your writing skills?

**Staff Meeting Circles** – Can be any type of meeting (staff, department, PD, etc.)

- When teachers are sitting in a circle during a staff meeting, there are opportunities throughout the meeting for staff to respond to information that is presented
- Asking for feedback may be the norm, but when it is done in a circle more voices will be heard

### Responsive Circles

Responsive circles utilize questions to explore challenging behavior, the consequences of this behavior and agreements about how to make things right. When using Responsive Circles to respond to incidents, they should address two critical questions:

- What harm has been caused?
- What needs to happen to make things right?

Helpful Questions for Responsive Circles:

- What have you thought about since the incident?
- How do you feel about what happened?
- What has been the hardest part of this for you?
- Who has been affected by this incident?
- How have they been affected?
- What was your part in the problem?
- What needs to happen to make things right?
- What can we do to make sure this doesn't happen again?

## **Building Trust**

Effective circles build relationships. Meaningful relationships are built on trust. Trust is safety. Trust is feeling like someone has your back. Trust is an environment where students can be their best selves. When there is trust between students, it creates an environment in which students can safely risk expressing themselves.

Trust is a process and is not automatic. Once trust is embedded in the school culture, you can have more powerful conversations to help everyone grow and improve. To build trust, start by investing time and giving structure to trust-building activities such as recognizing and supporting others. Restorative circles are always by invitation; students should not feel compelled to share when they do not feel emotionally safe with those who are in the circle. You can use participation levels as a gauge for how students trust each other. If many students do not want to speak in the circle, it may mean trust is lacking and may need more attention.

In circles, we build trust by giving students the ability to safely share their responses without being judged or fearing social consequences. This begins by asking students in the circle prompting questions with low-risk responses such as, *"What is your favorite movie and why?"* Teachers can increase the depth of questions asked based on participation and how students react to each other. *"Share a time when you had a conflict with someone and tell what happened."*

Ways to build trust in your classroom: What has to happen? What has to change?  
What do you need to do? What do students need to do?

### Classroom Agreements

Strategies for building trusting relationships include:

- Model trust and respect for all students
- If you make a mistake acknowledge it and state your intention to do better in the future
- Connecting with each and every student
- When a student shares in class, validate their contribution
- Start each class with a moment to focus on kindness to self and others
- Let students know they can talk to you about issues
- Create ways for students to share concerns with you privately or anonymously. This can be through email, notes, or after class, etc.
- Start each class with a moment to focus on kindness to self and others, such as writing in a journal that focuses on kind things that have happened to them
- Set norms - Be intentional about letting students know you want to create a safe place to learn. Be very clear about what kinds of talk or behaviors are not tolerated
- Spend time getting to know students and students getting to know each other

**Purpose:** Have students be part of crafting the classroom norms or agreements (rules for operating in the classroom).

#### Steps for Getting It Done:

- Speak with the class about how classroom agreements (rules) will be developed in the classroom (avoid using "*MY CLASSROOM*").
- On chart paper write the following question: "What needs to happen in this classroom for all of us to do our very best learning?"
- Provide each student in the class with a piece of paper that has the question above written on top of the page. Instruct the students to work independently or with a partner to answer the question. Ask the students not to write their name on the paper.
- On the chart paper capture the ideas students share out. Remember to write down as they state them.
- Post the list and ask your students if they would like to add any other ideas to the list.

A sample list is provided on the next page.

## What needs to be done in this classroom for each of us to do our best learning?

- Get along
- I need quiet
- I work better with a friend
- I need to understand directions
- No putdowns
- Have some fun learning
- Don't interrupt
- Not too quiet
- No one takes my stuff
- Show respect for each other

- Now work with students to group your ideas into three or four categories such as "be safe", "be responsible", "be mindful", etc.
- Divide the sheet of paper into two columns and write Class Agreements, identifying appropriate categories. Create the title "Students' Ideas" and write the ideas shared by the students during the creation of the initial list.
- Post the chart in the classroom where it is visible to all to see daily.
- Add more ideas to the Classroom Agreements Chart as the need arises.

| Our Classroom Agreements                        |                                                                                                                                                                                                         |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Class Agreements                                | Students' Ideas                                                                                                                                                                                         |
| Everyone in the class agree to:                 | Please...                                                                                                                                                                                               |
| 1. Show respect and help others feel safe.      | <ul style="list-style-type: none"> <li>○ No put-downs</li> <li>○ Do not interrupt</li> <li>○ All questions welcomed</li> <li>○ Show respect to each other</li> </ul>                                    |
| 2. Be responsible.                              | <ul style="list-style-type: none"> <li>• Come prepared</li> <li>• Ask if you need further directions</li> </ul>                                                                                         |
| 3. Recognize there are different ways to learn. | <ul style="list-style-type: none"> <li>• I need quiet</li> <li>• I work best with friends</li> <li>• Give us enough time</li> <li>• I like working by myself so that I do not get distracted</li> </ul> |
| 4. Have fun learning.                           | <ul style="list-style-type: none"> <li>• Not too much work</li> <li>• Have some fun learning</li> <li>• Do lots of stuff</li> </ul>                                                                     |

### Repairing the Harm

Reparation should always come from the desire to make things right. It is imperative that the teacher always assumes positive intentions and listens to each student. The voice of the person harmed and the person who caused the harm is important to help repair the harm that was caused. Before considering what reparation should look like, answer the following question:

What needs to happen in your classroom for all students to do their very best learning?

This is a good time to reflect on your own feelings about reparation and any bias you may introduce into the process. Use the ***Repairing the Harm Quick Write Activity*** provided in **Appendix F** to consider this important question: "*Why is having the opportunity to repair the harm important for students?*"

## Conducting a Circle

|                                               |                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Starting the Circle<br>5-10 minutes           | <ol style="list-style-type: none"> <li>1. State the purpose of the circle (e.g., Community Building)</li> <li>2. Open the Circle</li> <li>3. Teach or Remember Circle Guidelines</li> <li>4. Make or Remind about Agreements</li> </ol>                                           |
| Doing the Work of the Circle<br>15-30 minutes | <ol style="list-style-type: none"> <li>5. Connection: Check-in Round with Talking Piece;</li> <li>6. Core Activities: <ul style="list-style-type: none"> <li>• Community Building/Connection</li> <li>• Restorative Practices Content or Deeper Connection</li> </ul> </li> </ol> |
| Ending the Circle<br>5 minutes                | <ol style="list-style-type: none"> <li>6. Closure: Check-out Round</li> </ol>                                                                                                                                                                                                     |

1. **State the Purpose of the Circle** – Inform or remind students the purpose of circles and the type of circle that will be conducted
2. **Open the Circle** – Establish a routine/ritual you do to start each circle. This commemorates the transition from regular class to circle time, e.g., Place items in the middle of circle for students to focus on
3. **Teach or Remember Circle Guidelines** – Teach or remind students about guidelines you established, e.g., being open, using the talking stick, respecting others, listening, etc.
4. **Make or Remind about Agreements** – Agreements the class has established together using consensus. "What needs to happen in the circle/class for all of us to do our very best?"
5. **Connection: Check-in Round with Talking Piece** – Invite all students to respond to a low-risk prompt. This gives all students an opportunity to speak and feel connected. Students can suggest check-in questions.
6. **Core Activities** - When discussing challenging behavior, clearly name the issue that will be discussed. It is more meaningful when the topic/issue comes from students.
  - Community Building/Connection
  - Restorative Practices Content or Deeper Connection
7. **Closure: Check-out Round** – Ask students to comment on their experience in the circle, e.g., "Using a two-word response, tell us about your experience."

## Facilitating Restorative Dialogue

### Engagement

- Do we need to talk about what just happened?
- Can you tell me what happened?

### Reflection

- What happened?
- Who else was there/around when it happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected/upset/harmed by your actions?
- How do you think they have been affected?

### Understanding the Harm/Impact

- What was your reaction at the time of the incident?
- How did it make you feel?
- What did you think at the time of the incident?
- What have you thought about since?
- How has it upset/hurt/harmed you?
- What has been the worst or hardest thing for you?
- What is needed to make it right/to make you feel better?
- What did you think when that happened?

### Acknowledgment

- What do you think now about what you did? Was it helpful?
- What could you say right now to help fix things?

### Agreement

- What would you like to see happen to repair the harm?
- Is that fair/do you agree? Could you do that?
- What else needs to happen to make things right?

### Arranging Follow-Up

- Let's make a note of our agreement and I will follow-up with you in the next few days to see how the agreement is going.

## Start-up Activities

The activities provided here are designed to help establish strong relationships with students, set classroom structures, assist in conducting formative assessments and establish protocols for learning to support all learners in striving to achieve excellence. The activities are designed to help educators create a safe classroom environment supported through structures that promote clear, self-regulatory learning expectations for all students.

## Activities for Building Relationships

### NAME GAME

**Purpose:** To help students feel a sense of belonging and get to know each other.

#### Steps for Getting It Done:

- Create a Find People Who Have... Name Grid and provide a copy to each student.
- Ask students to go around the room and locate other classmates whose names match statements in the grid.
- Have students record the information learned or gathered at the bottom of the page.

| Find People Who Have...                                                     |                                                                  |                                                              |
|-----------------------------------------------------------------------------|------------------------------------------------------------------|--------------------------------------------------------------|
| the same number of letters as you have in your first name                   | the same number of names (first, middle, last)                   | a first name that has no letters that are in your first name |
| a last name that follows the first letter of your last name in the alphabet | <b>your name goes here</b>                                       | the same first letter in their first name as you             |
| a name that contains a consonant that is not in any of your names           | at least one of the same vowels that you have in your first name | the same number of syllables as you have in your last name   |
| Number of matches made: ____                                                |                                                                  |                                                              |

**CLASSROOM DIRECTORY**

**Purpose:** Have students demonstrate their expertise in certain areas by creating a Classroom Directory of students that know stuff well enough to teach others.

**Steps for Getting It Done:**

- In a circle, ask students this question: "What are some things you are good at?" Make a list of their ideas. These ideas are about anything that they see themselves as experts.
- Give each student a copy of a sheet of paper that has the words "For help with ..." "Call..." (See below).
- As a class discuss a possible way to organize the Classroom Directory so that it is useful to everyone in the room when they need help.
- When a student needs help, refer him/her to the Classroom Directory for first line support. You might say, "If you look in the Class Directory, you will find that Charles can help you to design your animation."
- Continue to have students add to the Classroom Directory as the year progresses.

**For help with** \_\_\_\_\_

**(Place a sample or picture of work)**

**Contact** \_\_\_\_\_

## Activities for Setting Structures

### CHECKING-IN/OUT

**Purpose:** To help students understand clear expectations or to debrief on their learning experiences.

#### Steps for Getting It Done:

- Have students sit in a Checking-in Circle and have them discuss a challenge they experienced doing their homework. What did they find difficult? What content was easy? What are their next steps in the learning process? Etc.
- Have students sit in a Checking-out Circle and let them talk about something they learned today or the actions they took to resolve a problem.

### BRAIN BREAKS

**Purpose:** To help students learn that our brain needs physical and mental breaks throughout the day.

#### Steps for Getting It Done:

- Hold a conversation with students letting them know that in your classroom we take short mental breaks to reenergize our brain for continuous learning.
- Generate as a class a list of Brain Breaks suggestions and create a classroom sign up chart.
- Invite students to sign up to lead the class in a Brain Break activity.
- Always thank the student for sharing and helping us to get reenergized.

| Sign Up for Brain Breaks |                       |           |
|--------------------------|-----------------------|-----------|
| Week Of:                 | Brain Break Activity  | Leader(s) |
|                          | Tell a Joke           |           |
|                          | Lead a Stretch        |           |
|                          | Read a Poem           |           |
|                          | Lead or Teach a Cheer |           |
|                          | Sign or Lead a Song   |           |
|                          | Follow the Leader     |           |
|                          | Lead a Dance Move     |           |
|                          | Other                 |           |

**LEARNING TARGETS**

**Purpose:** By identifying the learning target and making it visible for all students to see and know, the teacher helps the student to clearly know what is expected as a result of today's learning.

**Steps for Getting It Done:**

- Write the learning target on the board and take time to unwrap it. Ensure that everyone understands what expected of them, what the end result looks like, feels like, etc.
- Throughout the lesson take time to do some spot checks to ensure that students understand and can show evidence through formative assessment that they are mastering the learning target.

**Activities for Conducting Formative Assessments****GOAL SETTING**

**Purpose:** To help students set realistic goals for success.

**Steps for Getting It Done:**

- Speak with students about the importance of setting realistic goals to improve their learning. It is important to get students to understand that they are responsible for setting clear learning goals throughout the year. They are to self-regulate these goals and ensure that they are mastering them. They also need to know that the goals change as they master them.
- Practice goal setting with your students by focusing on an area that they are all having some difficulty in (for example fractions).
- On a chart paper, write the question: "How can you make better use of independent reading time?" Ask students to respond.
- Ask each student to select a goal from the list and place it in the Student Goal Setting Page. Remember to set a time limit of one week for this first goal to be achieved.
- Provide feedback. Have each student select a goal-setting partner and check-in with this partner if he/she has any questions.
- At the end of the week conduct a circle and have them discuss what they did to achieve their goal.
- Find a mutual way to celebrate to recognize the class for meeting their goals (high five, quick dance move, cheer, etc.).

## Student Goal Setting Chart

Name: \_\_\_\_\_ Date: \_\_\_\_\_

To improve in \_\_\_\_\_

I plan to \_\_\_\_\_

I'll do this by \_\_\_\_\_

Signed: \_\_\_\_\_

Goal Partner's Name: \_\_\_\_\_

On \_\_\_\_\_

\_\_\_\_ met my goal

\_\_\_\_ still need to work on my goal

## REFLECTION

**Purpose:** To help students to pause and think about what they are learning.

### Steps for Getting It Done:

- Create Check-In Tickets and Exit Tickets and have them in a central location for students.
- Check-In Ticket – Have students use these tickets to share their thoughts in a circle.

|                 |                                                   |
|-----------------|---------------------------------------------------|
| Check-In Ticket | 3 Things I remember about _____<br>1.<br>2.<br>3. |
|-----------------|---------------------------------------------------|

- Exit Ticket – Have students use these exit tickets to capture their final thought as they exit your classroom.

|             |                                 |
|-------------|---------------------------------|
| Exit Ticket | 2 Things I learned:<br>1.<br>2. |
|-------------|---------------------------------|

**DEVELOPING CRITERIA WITH LEARNERS**

**Purpose:** To help students show their individual growth and progress.

**Steps for Getting It Done:**

- Present the 'before' and 'after' folders to your students. Let them know that it is important for them to keep track of the growth they have made throughout the year. On the left side pocket of the folder they are to keep copies of their before growth pieces of work and on the right side pocket their final work after many revisions that demonstrate that they have mastered the expectation.
- Ask students to write one or two comments on a small card of what they would like others to notice about their work sample. They can use a staple the small note to attach it to their paper.

I would like you to note how hard I worked on this story problem.

*John*

- Encourage students to discuss their before and after folder with their parents during Parent Teacher Conferences or other times.

**Activities for Using Protocols for Learning****Think, Pair, Share**

**Purpose:** To teach students to stop and think about what they are learning. This allows them to process new information.

**Steps for Getting It Done:**

- Have students turn to a partner (next to them), discuss the topic, and share out their findings.
- Post a chart with prompts for students to use.

## *Think, Pair, Share Ideas*

I started to think about...

I wondered about...

I got confused when...

I learned...

One question I have is...

I always knew about...

I want to know more about...

- Remember to schedule frequent opportunities throughout the day for students to think, pair, share their ideas and understandings with a partner.

## **READ, STOP, THINK**

**Purpose:** To help students to stop and reflect on their learning.

### **Steps for Getting It Done:**

- Speak with students about the importance of reading, stopping, and reflecting on what they read.
- During small group instruction or in a whole group circle record their responses or questions they have.
- Use a graphic organizer of a thinking map to help students to think about their own thinking.

## *Thinking about Your Thinking*

What do you like about what you thought about this experience?

What would you do differently?

## CREATE YOUR OWN QUESTIONS

**Purpose:** To activate student knowledge and arouse curiosity in students.

### Steps for Getting It Done:

- Speak with students about the importance of asking questions throughout the learning process.
- Let students know that they will be responsible for generating their questions throughout the learning experience and that you welcome their questions.
- Select a piece of text and copy it for students. Distribute it and have students read the text. Have students scan the text looking at headings, illustrations, photos, boldface words, etc. Ask them to write a question that comes to mind as a result of their observations about the text...what would they like answered.
- Have students complete the "Questions That I Still Have..." sheet as they read the text. The questions identified will help them to understand the content better.

| Questions That I Still Have... |                   |                  |
|--------------------------------|-------------------|------------------|
| Before Questions:              | During Questions: | After Questions: |
|                                |                   |                  |

**Restorative Practices Diary**

It is important to practice these strategies and techniques on a daily basis. It is also important to commit to following up on commitments and obligations, and keeping your own personal record of what works, and what needs work.

Use this page, or create a document on your computer or personal technology, to diarize your activities or exposure to restorative principles and restorative practices between now and the next time your cohort meets. Make only bullet point notes.

Share your diary with the group at the next meeting and compare notes.

- 
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**Restorative Practices Diary (after at least 30 days have passed)**

Use this page, or create a document on your computer or personal technology, to diarize your activities or exposure to restorative principles and restorative practices between now and the next time your cohort meets. Make only bullet point notes.

Share your diary with the group at the next meeting and compare notes.

- 
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**Restorative Practices Diary (at end of term/school)**

Use this page, or create a document on your computer or personal technology, to diarize your activities or exposure to restorative principles and restorative practices between now and the next time your cohort meets. Make only bullet point notes.

- 
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- 
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Compare notes from your previous diary entries. Summarize the impact of restorative practices in your classroom/school.

## Appendix A – KWL Restorative Practices

| KWL - Restorative Practices                                           |                                                                                       |                                                                               |
|-----------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <b>Know</b><br><i>(What do you know about RESTORATIVE PRACTICES?)</i> | <b>Want to Know</b><br><i>(What do you want to know about RESTORATIVE PRACTICES?)</i> | <b>Learned</b><br><i>(What have you learned about RESTORATIVE PRACTICES?)</i> |
|                                                                       |                                                                                       |                                                                               |

## Appendix B – School Culture Quick Write

| What is the culture of your school? |          |          |           |
|-------------------------------------|----------|----------|-----------|
|                                     | Teachers | Students | Community |
| What does it look like?             |          |          |           |
| What does it sound like?            |          |          |           |

## Affective Statements

| Affective Statements                                        |                                                                                                               |
|-------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <b>Typical Responses</b><br>What do you think you're doing? | <b>Affective Statements</b><br>I feel frustrated when you don't follow our agreed-upon classroom expectations |

## Appendix D – Affective Questions Activity

| Respond to challenging behavior                                                                                                                                                                                                                                                              | Help those harmed by others actions                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• What happened?</li> <li>• What were you thinking of at the time?</li> <li>• What have you thought about since?</li> <li>• Who has been affected by what you have done?</li> <li>• What do you think you need to do to make things right?</li> </ul> | <ul style="list-style-type: none"> <li>• What did you think when you realized what had happened?</li> <li>• What impact has the incident had on you and others?</li> <li>• What has been the hardest thing for you?</li> <li>• What do you think needs to happen to make things right?</li> </ul> |

### PROCEDURES:

- Form groups of 3
- Identify roles
  - Facilitator
  - Person harmed
  - Person who caused the harm
- Identify a typical classroom scenario (conflict/dilemma)
- Role play a short skit/scenario but stay in character
- The person who caused the harm must agree to be part of the restorative meeting and acknowledge that he/she caused the harm and be willing to make things right
- Switch roles and select another scenario
- Switch role again and select another scenario
- Once each participant has practiced all three roles the group takes a turn to reflect on this activity

## Appendix E – Small Impromptu Conferences

A small impromptu conference might go like this:

**SAY:**

- “John, Sally, would you come here, please? I was really surprised when I saw the two of you calling each other inappropriate names. What happened?”
- After each of the students speak, say to each in turn, “What was your part in what happened?”
- One student might try to blame the other, but you can say, “We’re talking about just you right now. What was your part in this?”
- Finally, you can ask them, “Now what can you each do to make this better?”

Remember that all human beings like to have their say. By asking questions, the facilitator allows each student to reflect on how he/she added to the conflict, and then each can say how he/she wants the situation to be resolved.

**ACTIVITY:**

- Organize into groups of three (3) and identify one of the following roles that you will play during this small impromptu conference: facilitator, person harmed, and/or person who caused the harm
- Practice the following skit/scenario:

**Scenario:** Carlos, Tom’s best friend shared out a personal secret that Tom told him in confidence. Carlos had promised Tom that he would never tell this secret. Carlos decided to tell a group of friends at a later time about Tom’s secret. The other boys decided to confront Tom and made fun of him. Tom was extremely embarrassed and as a result became upset with Carlos.

- Reflect on the process.

**Appendix F – Repairing the Harm Quick Write Activity**

*"Why is having the opportunity to repair the harm important for students?"*

**SHARE OUT WITH WHOLE GROUP**

- What are your thoughts?
- How do you feel about repairing the harm?
- What are your concerns?

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This workbook was authored in its original form by Dr. Carlos Lopez and Shawn Hill with Minds on Results of Farmington Hills, MI.

**About Dr. Lopez**

Dr. Carlos Lopez is a dedicated, student-centered, and innovative transformational leader with a proven record of leadership excellence as demonstrated by high student achievement, strong community support and sound fiscal management. He has over 30 years of experience in education and has served in all levels of leadership from building level to central office level leadership, including 16 years of successful central office experience, 8 years building leadership and 6 years of best-practice classroom instruction.

Dr. Lopez is currently the Director of Curriculum, Instruction and Assessment for Plymouth-Canton Community Schools where he is directly responsible for the development, implementation, and delivery of a rich curriculum that leads to high quality instruction. He oversees the assessment system, is responsible for grant writing, and works closely with literacy coaches in the delivery of high quality job-embedded professional development for all stakeholders.

**About Shawn Hill**

Shawn is a results oriented visionary leader who is passionate about helping students live up to their full potential. Shawn's vast experience as an educator also includes opening five Detroit charter schools from the ground up, K-12 principal for 11 years, Superintendent for four years and central office administrator. In each of these positions, her leadership contributed to increased student performance and extensive collaboration with various community partners to support the school community. Her previous position was a Network Leader for Detroit Public Schools and Deputy Chief of Schools for the EAA. In these roles she coached and supervised 15-24 principals and led a Network team providing support for academics and operations.

Both Dr. Carlos Lopez and Shawn Hill have a proven ability to effect change and drive continuous school improvement. Much of their work involves supporting strong instructional leaders to achieve unprecedented results. They also possess a keen interest in processes, systems, and results, and have a reputation for managing adversity and improving school climates.