

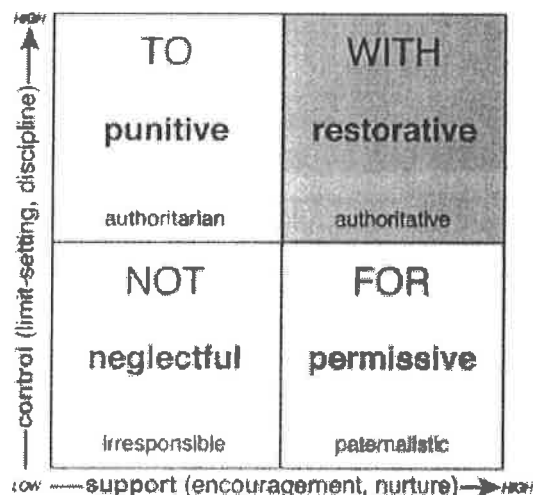
What is Restorative Practice?

Restorative Practice uses informal and formal processes that proactively build relationships and a sense of community to prevent conflict and wrongdoing. When wrongdoing does occur, those most directly affected by wrongdoing come together to determine what needs to be done to repair the harm and prevent a reoccurrence. Every instance of wrongdoing or conflict is seen as an opportunity for learning. Being restorative is about building relationships and connections with students which will positively impact academic performance.

Restorative Practice was derived from a significant development in the criminal justice field called Restorative Justice. Rather than simply punishing offenders, restorative justice holds offenders accountable for their crimes by involving them in face-to-face encounters with the people they have harmed. Research in restorative justice has revealed very positive outcomes for victims and offenders alike, including reduction in reoffending. Restorative Practices in schools helps to: reduce crime, violence and bullying • improve human behavior • strengthen the school community • restore relationships and repair harm.

The fundamental unifying hypothesis of restorative practices is disarmingly simple: **human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things *with* them, rather than *to* them or *for* them.** This hypothesis maintains that the punitive and authoritarian *to* mode and the permissive and paternalistic *for* mode are not as effective as the restorative, participatory, engaging *with* mode. If this restorative hypothesis is valid, then it has significant implications for many disciplines.

The social discipline window (left) is a simple but useful framework with broad application in many settings. It describes four basic approaches to maintaining social norms and behavioral boundaries. The four are represented as different combinations of high or low control and high or low support. The restorative domain (*upper left quadrant*) combines both high control and high support and is characterized by doing things *with* people, rather than *to* them or *for* them.



The 3 Principles of Fair Process = Engagement – Explanation – Expectation Clarity

- 1 - Engagement: Involving individuals in decisions that affect them by asking for their input and allowing them to refute the merit of one another's ideas.
- 2 - Explanation: Everyone involved and affected should understand why final decisions are made as they are.
- 3 - Expectation Clarity: Once decisions are made, new rules are clearly stated, so that everyone understands the new boundaries and consequences of failure.

Fair Process builds trust and commitment which produces voluntary co-operation, which drives performance, which leads individuals to go beyond the call of duty by sharing their knowledge and applying creativity. Fair Process then, is about interacting *with* others and allowing them to tell their stories in a way where they are heard and treated with dignity and respect.

Reintegrative Management of Shame

If participants are going to reach a shared understanding and feel the process is fair, then within a safe environment with clear meeting protocols around dignity and respect, they need to be free to express all of their emotions or “affects”, including those which are negative. According to the **Psychology of Affect** (Nathanson /Tomkins) there are nine innate affects. Most affects are experienced within a range from mild to strong.

- Two of them are **positive**: Interest and Enjoyment
- One is **neutral** and operates as a restart mechanism: Surprise
- Five are varying degrees of **negative**: Distress, Disgust, Fear, Anger, and Shame

The **Psychology of Affect** postulates that ‘Shame’ is nothing but the interruption of one of the above positive affects. Anytime one of those affects is interrupted, we will experience varying degrees of ‘shame –humiliation’. As a result the **Compass of Shame** (left) shows 4 negative ways we respond to shame: withdraw, attack other, attack self and avoidance.

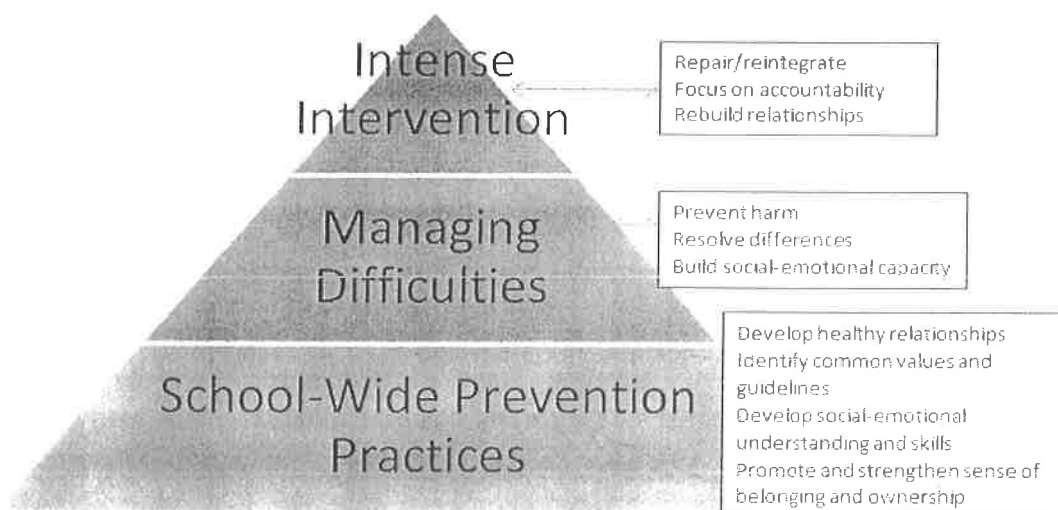
Strange as it may seem, shame is a kind of admission that one has done something wrong. Once we’ve recognized what this reaction actually is, there are things we can do to help students deal with their shame in a positive way.

Compass of Shame



Some of the positive ways we can deal with shame are; to talk about it, apologize, admit the wrongdoing, make amends and express feelings. All of these things are restorative ways to handle shame in a way that does not become toxic to the group. Healthy school communities are the ones that encourage students to respond positively to shame by listening to what a student in shame has to say, acknowledging their feelings and encouraging them to talk about their experience.

Eureka City Schools is on year-two of a five-year grant to bring restorative practices to Eureka High School. As part of the recent ACLU agreement, an Assessment Report and Intervention Proposal prepared by School-wide Positive and Restorative Discipline (SWPRD) involves the total school population and will integrate into and support our current tiered behavioural system approach we have implemented at our elementary and middle schools:



The Restorative Practices Continuum (*below*) illustrates that, moving from left to right, 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.



- **Affective Statements** are personal expressions of feeling in response to specific positive or negative behaviors of others.
- **Affective Questions** ask qualifying questions about an act of harm to both the wrongdoer as well as the victim
- **Small Impromptu Conference** Brings together a few people to talk about the incident, its impact and what to do next
- **The Group or Circle** As a symbol of community, circles are one of the most distinctive and flexible forms of restorative practices. These can be used proactively to build social capital or create classroom norms or as a response to wrongdoing.
- **The Formal Conference** is a carefully planned meeting between administration, teachers, staff, offenders, victims and both parties' family and friends, in which they deal with the consequences of the crime or wrongdoing and decide how best to repair the harm.

Restorative Language - Affective Statements

Everyone at EHS can use affective statements at any time. Even though as a school we speak restoratively at times, to be a restorative school, we need to make a conscious effort to make affective restorative statements part of our everyday language. Using positive and negative affective statements improve children’s emotional literacy, which further improves their communication and social skills, written work and reading.

Restorative Language shares emotions. Rather than just asking a student “How are you feeling today?” You would say “I am feeling happy today because ____ how are you feeling? It is important to describe how you are feeling and why so that children can connect feelings with real life situations.

Positive affective statements share emotions and reflect on positive behavior. Rather than saying “thank you for sharing your experience” you would say “You made me feel so happy when you shared your experience with the class.”

Negative affective statements share emotions, reflect on negative behavior and bring feelings of natural shame to the surface. Rather than saying “stop teasing her” you would say “I am disappointed to see you tease another student”

REMEMBER! Do not encourage shame with comments, shaking head, etc. Shame occurs naturally in everyone regardless of how they express it. Always expect challenging reactions to shame; smirking, laughing, fight/flight, poor eye contact, no expression etc. and try not to react to these reactions. It will cause the situation to escalate and will deflect from the original issue.

Adding a request: If we are going to go through the trouble of pointing out the behavior, and expressing our feelings and needs, we might as well ask for what we’d like to see the student do. Be as direct and clear as possible with something doable. Ask for what you DO want rather than what you DON’T want. Honor choice by starting with “Would you be willing.....?” Be prepared and welcome to hear NO.

Affective Statement Sentence Stems:

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|---|--|
| I am so proud to see/hear . . . | I am concerned about . . . |
| I am appreciative of you/you . . . | I am feeling frustrated about/by/to see/to hear that . . . |
| I am grateful that/for . . . | I am feeling irritated by . . . |
| I am thankful that/for . . . | I am angry about . . . |
| I am delighted to learn/see/hear . . . | I am upset that . . . |
| I am impressed by . . . | I am having a hard time understanding . . . |
| I am touched that you . . . | I am uncomfortable when I see/hear . . . |
| I am worried about/by/to see/to hear that . . . | I feel sad because I heard . . . |

Taking Affective Statements a step further: *Marshall Rosenberg's Nonviolent Communication (NVC) model of Observations, Feelings, Needs, and Requests (OFNR)*

Typical Response:	Example Affective Statement	Problem with Affective Statement	NVC - Version
Stop teasing Sandy	It makes me uncomfortable when I hear you teasing Sandy	Feeling is blamed on student behavior & teasing is a judgement	When I heard you speaking to Sandy in the way you did, I felt worried because I value respect. Would you be willing to tell me what you were talking about?
Talking during class in inappropriate	I am frustrated that you are not listening to me	Feeling is blame based & accuses student of not listening rather than expressing need to be heard.	When I hear you talking at the same time I am talking, I feel frustrated because I would like to be heard. Would you be willing to raise your hand when you want to talk?
You shouldn't do that	I feel sad when you say something like that to John	Aside from blame and accusation, there is also a bit of shame in this statement	When I heard what you said to John, I felt sad because I value respect. Would you be willing to tell me what you were thinking about when you said that?
Sit down and be quiet	I feel angry when you talk and joke during my lectures	Blame based statement. Teachers feelings attributed to student's behavior.	When I see you walking around the class and talking while I am doing a lecture, I feel angry because I really value collaboration in the class. Could I ask you to tell me how that sounds to you?
I don't want to see you fighting with him	I was shocked to see you hurt Pete	Makes a judgment about what happen perhaps without know facts. Blames student for feeling of shock so teacher no longer owns feeling.	When I saw you put your hands on Peter, I was scared because I really want safety for everyone in my classroom. Would you be willing to tell what happen between you?

Restorative Questions:

These are very specific questions used to process an incident of wrongdoing or conflict. When a situation has occurred, the person(s) who has created the conflict takes some time and answers questions and so does the victim. These questions lay the foundation for and act as the building blocks for all forms of restorative processes that seek to discover the root cause/s of challenging behavior, determine impact, repair harm, and ultimately restore damaged relationships.

Questions for the Offender:

1. **What happened?**
2. **What were you thinking of at the time?**
3. **What have you thought of since?**
4. **Who has been affected by what you have done? In what way?**
5. **What do you think you need to do to make things right?**

Questions for the Victim:

1. **What did you think when you realized what had happened?**
2. **What impact has this incident had on you and others?**
3. **What has been the hardest thing for you?**
4. **What do you think needs to happen to make things right?**

Restorative questions:

- are non-blaming and open ended
- allow for storytelling and attentive listening
- separate people's behavior from their intrinsic worth as a person
- allow for all people involved to identify their thoughts and feelings associated with particular actions
- provide a forum for meaningful expression of emotions (affective statements)
- focus on impact and how others (people and community) were affected by the action/s
- are an inclusive and collaborative approach to problem solving, emphasizing finding solutions rather than assigning blame
- holds people accountable
- requires people to take responsibility for their actions
- attends to the needs of those harmed
- resolves underlying issues that act as the root cause of challenging behavior

