Part 2: Reactionary Restorative Practices: Working to Repair Harm

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A Multi-Tiered System of Supports

Agenda

• Exploration:
  – Circle Review and strategies for advanced facilitation
  – Reactionary Restorative Practices
    • Restorative Conferences
    • Shuttle Mediation
    • Reintegration Procedures

• Installation/Adoption:
  – Next steps for Reactionary Practices at your School/District

Objectives

1. Identify the four parts of a circle
2. Identify common reactionary restorative practices
3. Describe how restorative practices may be used within a multi-tiered PBIS framework
4. Identify next steps for implementation of restorative practices.

Categories of Practices

Proactive

- Prevention & Skill building
  - Affective statements
  - Circles (variety of circles may be included)
  - Informal conferences

Responsive Practices

- Disciplinary actions
  - Restorative chat
  - Restorative meeting/conference
  - Restorative circle
  - Mediation (and shuttle mediation)
  - Peer juries
- Alternatives to suspension/expulsion
  - Family/GROUP conferences
  - Community restorative conferencing

Circle review – advanced facilitation

Why spend so much time building the foundation?

If you don’t have a relationship, what do you have to repair?
Types of Restorative Practices

**Affective Statements**
- Everyday usage
- "I" statements
- Describes how something made you feel

**Circles**
- Morning meetings
- Problem-solving class-wide issues
- Restorative conferences
- Restorative meetings and chats

**Restorative Conferences**
- Involves all affected parties
- Problem-solving and conflict resolution

**Reintegration Procedures**
- Match to severity of incident
- Match to needs of student

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**Components of a Class Circle**

- Greeting/ Focusing Moment
- Connection/ Feelings Check-
- Activity
- Closing

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**Examples of Circles**

**Teaching**
- Expectations and rules
- SEL lessons and Tier 2 supports
- Staff are inconsistent with performing hallway duty
- Address a class-wide behavior issue (i.e., disruption, name calling)
- Morning circle in 1st grade classroom to discuss ways students can learn to be good listeners

**Community**
- Synergy steps to problem solving
- Communication
- Synergy steps to problem solving
- Communication

**Problem Solving**
- 5th grade problem solving circle
- Staff in disagreement about "past" behavior in school

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**Circles**
- A structured process for bringing people together to:
  - Understand one another
  - Strengthen bonds
  - Share & understand feelings
  - Solve problems

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**Topography of a Circle – Advanced!**
- Participants sit in circle
- All members have equal status
- Designated facilitator – Student!
- Identify expectations – have students create
  - Be Honest
  - Speak with respect
  - Follow structure
- Everyone has the opportunity to participate
  - Participation is encouraged but optional
  - Refocus: Use of a designated “talking piece”

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**Reactionary Restorative Practices**

RP Across the Tiers

- Community Restorative Conferencing
- Family Group Conferencing (FGC)
- Family Group Decision Making (FGDM)
- Peer juries
- Peer mediation
- Shuttle mediation
- Mediation
- Restorative mediations
- Restorative conversations
- Inferential conferences
- Problem-solving circles
- Argument mapping
- Restorative questioning
- Affective statements & scripts
- "Checking In" circles
- Using social/emotional curriculum

RD has the strongest impact when implemented as a whole-school, preventative approach to discipline
McCleary RT et al., 2011

Guiding Principles of RP

- Relationships: Contract to build an inclusive community
- Solidarify that disrupts & strengthens healthy relationships
- Respect: Provide a voice for the person harmed
- Improve social behavior of staff & students
- Responsibility: Emphasis placed on the harm rather than the offense
- Committed to the impact of the harm
- Restoration: Collaborative problem solving
- Empowers change & growth
- Reintegration: Harner is welcomed back into the environment

What Does it Take to Do Reactionary RP?

Which of the following are important for implementing reactionary RP?
- Shift in mindset away from punishment focused ✓
- Trained facilitator ✓
- Interpersonal skills ✓
- Already established relationships ✓
- Time ✓
- Others?

Are We Ready for Reactionary RP Practices?

- Fosters positive relationships with all students
- Students have empathy
- Receive input from families on discipline policies & practices
- School administration has ability to develop & modify discipline policies and practices
- Staff support implementation of RP within PBIS

Why identify “Readiness” for Reactionary RP?

- Shift from a punitive mindset to repairing harm, restoring relationships & reintegrating
- Requires all to take responsibility for their actions
- Consequences may be identified within the RP practice
- May be used with exclusionary practices not always in lieu of
- Requires acceptance of the practice & outcomes of the practice
  - Students
  - Families
  - Staff Members

Preparing for Reactionary RP Practices

- Time
- Trained facilitator with interpersonal skills
  - Active & attentive listening
  - Summarizing
  - Questioning
  - Paraphrasing
  - Delivering
  - Integrating
  - Empathizing
- Written into your discipline process and procedures
- Follow a structured process
- Buy-in from all participants
- Relationships have already been formed
- Students must have empathy skills
- Voluntary participation

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Interpersonal Communication Skills

Include:
- Active Listening
- Summarizing
- Questioning
- Paraphrasing
- Empathizing

Restorative Conferences

Continuum of Conferences

Informal conference
- Minor, low-intensity misbehavior
- Low structure
- Re-direction, prompts and/or reminders may be provided

The Restorative Chat

Lucille Eber

1. Tell me what happened.
2. What were you thinking at the time?
3. What do you think about it now?
4. Who did this affect?
5. What do you need to do about it?
6. How can we make sure this doesn’t happen again?
7. What can I do to help you?

Preparing for a Restorative Conference

Preparing Students
- Pre-established relationships
- Empathy skills taught and used
- Chats: Teaching the restorative chat questions
- Restorative Conferences: Reviewing questions being used & explain the process; ask who they would like to participate
- Asking for voluntary participation
Restorative Conferencing

• “A structured meeting between:
  – Offenders,
  – Victims, and
  – Both parties’ family and friends
• Where they:
  – Deal with the consequences of a wrongdoing/crime, and
  – Decide how to repair the harm.”


“Administrative Actions vs. Restorative Outcomes”

• The “action” is what is assigned to the student
  – Examples:
    • Informal conference
    • Restorative chat
    • Restorative meeting
    • Restorative conference
• The “outcome” is the outcome of the discussion
  – Examples:
    • Conflict resolution, anger management training
    • Community service
    • Collaborative project
    • Individual project

Tier 1 Discipline

Level 1 & 2 misbehaviors
• Restorative Questioning
• Problem-Solving Circles
• Restorative Chat/Conversations
• Restorative Meetings
• Mediation
• Restorative Conferences

Level 2 & 3 misbehaviors

Level 3 & 4 misbehaviors

What does this mean for schools?
• Part of discipline process
• Varying levels of intensity
• Very intense offenses = increased structure of reintegration

Reintegrating

Definition: “to integrate again into an entity; to restore to unity” (Merriam-Webster Dictionary)

What does this mean for schools?
• Part of discipline process
• Varying levels of intensity
• Very intense offenses = increased structure of reintegration

• Participants may range from single student to entire class and/or family or community members
• Conduct as soon as possible after the offense, when the student indicates readiness
• End result: student is welcomed back as an active member of the school/classroom
Examples of Reintegration at a School

- Student completes a reflection sheet based on restorative chat questions when seen by administrator; this reflection sheet is shared with the teacher if the behavior impacted the teacher.
- Upon return from a suspension student meets with administrator and teacher.
- Any student who is returning from alternative education programs has a meeting at the school with administration, representation from the alternative school and family members to develop a plan of support.

But what if they do not want to participate?

Shuttle Mediation

- An option
- Same process as restorative conference except...
- Come to an agreement between all parties

RP May not be appropriate for all infractions

- Before implementing RD ask the following questions:
  - What is the harm that was caused?
  - Who was involved?
- There may be times when using RD may not be appropriate
  - Bullying situations
  - Skill sets of students
    - Difficulty focusing, difficulty taking perspectives, etc.
  - One party does not want to participate
  - Function of behavior – student enjoys extra attention
Incorporating RP into the Discipline Process

**Categories** (majors/minors)
- Classroom Discipline Hierarchy
- Office Discipline Hierarchy
- Reintegration

**Discipline Process**

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**EXAMPLE: Decision Tree for RP:**
Office-Managed Disrespect

- Does the offended wish to be involved in a face-to-face meeting?
  - No
    - Process with offender
  - Yes
    - Proceed with investigation

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**Types of Restorative Practices**

**Affective Statements**
- Everyday usage
- "I" statements
- Describes how something made you feel

**Circles**
- Morning meetings
- Social/emotional instruction (e.g. empathy)
- Problem-solving class-wide issues

**Restorative Conferences**
- Informal conference
- Restorative meeting and chats
- Restorative conference

**Reintegration Procedures**
- Restore relationships
  - between offender & victim
- Match to severity of incident

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**Sample Timeline**

- **Define & Teach School-Wide Expectations**
  - Establish buy-in for restorative practices
  - PD on restorative practices
  - Role play circles
  - Feedback on circles

- **Teach & Acknowledge**
  - Teach Affective Statements
  - Teach Social Skills for Circles
  - Introduce "Advisories" or circle procedures
  - Scale up "Advisories" or circle procedures

- **Examine & share data on fidelity & effectiveness**

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**Now What? – Next Steps…**
**Next Steps: Questions to Ask Yourself**

- Do I, the PBIS team, and the staff buy-in?
- What are our current practices and policies around discipline?
  - Preventative
  - Reactive
- What personnel do we have available?
- What time are we willing to provide?
- What time do we have available for providing PD?
- When do we want to start?

- Do I, the PBIS team, and the staff buy-in?
  - Do my philosophical beliefs align with RP?
  - Will everyone on the PBIS and administrative team support the usage of RP practices?
  - Where does the staff stand on the philosophy for RP?
  - How do you know?
    - Overview
    - Show some video clips
    - Survey staff

- What personnel do we have available?
  - Do we currently have any staff knowledgeable on RP practices to staff?
  - Do we need PD for staff who can in turn train the rest of staff?
  - Do we have individuals who could facilitate Restorative Conferences? What training would they need?
  - Do we have individuals who could facilitate Reintegration? What training would they need?

- What time are we willing to provide?
  - What time do we have to provide PD for all staff
    - Affective statements
    - Circles
  - How often do we want our staff to use circles?
  - Do we have the ability to do a circles, restorative conferences as needed when determined appropriate by an administrator?
  - Do we have the ability to do reintegration every time a student returns from OSS? ALC? DJJ?

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**Ensuring Effective Practice: Phases of Implementation**

- **Exploration**
  - "Do we need it?"
    - Need for change identified
    - Research possible solutions
    - Obtain stakeholder buy-in
- **Installation**
  - "Can we make it work?"
    - Resources for effective implementation
    - Data systems developed, adopted
- **Initial Implementation**
  - "How did we make it work?"
    - Training, monitoring, feedback
    - Development of new policies & procedures
- **Full Implementation**
  - "Now do we need to change?"
    - Policies & procedures assessed
    - Outcomes achieved
- **Innovation**
  - "How do we make it better?"
    - Adjusting practice as needed, new developments
- **Sustainability**
  - "How do we make sure we don’t lose ground?"
    - Systems to address turnover
    - Ongoing political support
    - Leadership pipeline

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**Do we need it?**

- Need for change identified
- Research possible solutions
- Obtain stakeholder buy-in

**Can we make it work?**

- Resources for effective implementation
- Data systems developed, adopted

**How did we make it work?**

- Training, monitoring, feedback
- Development of new policies & procedures

**Now do we need to change?**

- Policies & procedures assessed
- Outcomes achieved

**How do we make it better?**

- Adjusting practice as needed, new developments

**How do we make sure we don’t lose ground?**

- Systems to address turnover
- Ongoing political support
- Leadership pipeline
Are you thinking…

- Remember, this is not training 😊
- Review the preparation questions with your PBIS team, and school staff
- Let your TA support know!

Resources for RP

- International Institute for Restorative Practices: http://www.iirp.edu/
- Safer, Saner Schools: http://www.safersanerschools.org/
- RTIPS Circle templates: http://rtips.cceb.org/rtips-
schools/resources-teachers/restorative-practices-sample-circles
- Morningside Center for Teaching Social Responsibility: https://www.morningsidecenter.org/rp-video-library

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