

Woodbourne

TURNING LIVES AROUND · SINCE 1798

“Restorative Practices”
THE WOODBOURNE WAY

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TYPICAL WOODBOURNE STUDENT

At The Woodbourne School success is defined in many different ways. It is often measured by a student's willingness to demonstrate personal growth in various areas of his life. The culture of the school is one in which students are valued individually for their experiences, talents and contributions to the community. Evaluating the success of the typical Woodbourne student using general standards that are normally applied to the average American high school student would be unfair. The unique character of our students is one that can only be brought about through a series of unfortunate circumstances, setbacks and perceived failures.

Upon admission, the typical Woodbourne student is apprehensive and defensive. He is usually the product of unspeakable trauma, neglect or instability. As a result, he is usually in need of treatment for emotional disturbance. Due to his residence in multiple detention centers, foster homes, group homes and/or residential treatment centers, he has not had much consistency in his education. Many basic skills are lacking, and the teaching staff must spend valuable instructional time teaching foundational skills as well as study habits. The typical Woodbourne student has never even had his own consumable workbook, and has to be taught note-taking and other organizational skills.

Motivation and incentives are necessary for him to reach his goals, and he may even express an expectation of his future incarceration or untimely death. However, the typical Woodbourne student still expresses a strong desire to earn a high school diploma. Unfortunately, it is very difficult for a student with his profile to meet all of the requirements necessary. During standardized testing, he often loses hope during the three part exam which can last for one-hundred fifty minutes. It is at these times when he may require verbal encouragement to even complete the entire test.

The Woodbourne student usually finds a sense of accomplishment through extra-curricular activities that are offered at the facility. Many of the students who choose to participate in athletics often do better in their academics. Staff is in attendance at every game due to the absence of family support.

The Woodbourne Way

RESTORATIVE HEALING

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graph TD; RH([RESTORATIVE HEALING]) --> ART[A.R.T.]; RH --> RP[Restorative Practices]; RH --> TR[TRAUMA];
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A.R.T.

Skill Building
Moral Reasoning
Anger Control

Restorative Practices

Taking
Responsibility
for Your Actions

TRAUMA

Services for
Healing Harm
Done to you



How did we get to this point?

Addie tells her story...



Restorative Practices

How do we become restorative?

- Restorative practices are demonstrated through the use of three models that are similar in basic outline but differ in the number and category of participants. The models are the Victim Offender Conference, Family Group Conference (FGC), and the Circle.

Restorative Practices

The Go Around Circle

- The Go Around Circle is a sequential process used to foster a sense of community among students, coworkers, and/or group members.
- Go Arouns address a specific question i.e. “What is your favorite food?”, “What do you do well?”, “How was your weekend?”, “How did the incident make you feel?”
- Go Arouns can be used as an opening ritual for class discussion and/or group circles or as a tool to engage students in resolving an incident.

Restorative Practices

Why do we use circles?

- Circles are mainly used interpersonally to respond to incidents that affect a group of students, an entire class, or even community members.
- Circles are additionally used to foster a sense of community among group members and to review and discuss academic course content.



Restorative Practices

When should a circle be used?

- Three categories of circles exist that differ based on their goals:
 1. Go Around Circle
 2. Group Circle
 3. Course Content/Literary Circles

Restorative Practices

Group Circle

- When responding to an incident that may affect a class, school, or a campus as a whole, a group circle is used to seek resolution.
- A group circle should be used to address two critical questions:
 1. What harm has been caused?
 2. What needs to happen to make things right?

Restorative Practices

Group Circle (cont.)

- A group circle may use a go around to commence discussion to resolve an issue.
- After the necessary participants have had an ample opportunity to have their voice heard (victims/offenders), the circle may open up for others to provide feedback to the offender or to address any other group members to give supportive feedback (positive or negative).
- A Fishbowl circle can be utilized in the workplace to problem solve.