

Restorative Practices

Whole-School Implementation

Overview



INTRODUCTION: Whole-school implementation of restorative practices is a strategic approach to create “Safer Saner Schools.” The IIRP Implementation Plan is an explicit road map to achieve proficient and consistent use of restorative concepts and practices throughout a school. The plan defines the proficiencies to be developed and articulates effective implementation structures and processes.

A. How does the Implementation Plan address the knowledge and skills necessary for whole-school implementation?

- › The plan identifies 11 essential elements™ and the knowledge and skills associated with the proficient use of each of those elements.

B. What are the 11 essential elements and who needs to understand and use each element to change the culture of the school?

- › All staff members use 5 of the 11 essential elements. These 5 elements are referred to as “school-wide” elements:

1. Affective Statements
2. Restorative Questions
3. Small Impromptu Conferences
4. Restorative Staff Community
5. Fundamental Hypothesis

- › Instructional and administrative staff members use 5 more of the 11 essential elements. These elements are referred to as “broad-based” elements:

6. Proactive Circles
7. Responsive Circles
8. Fair Process
9. Reintegrative Management of Shame
10. Restorative Approach with Families

- › Members of a multidisciplinary team use the last essential element. This element is referred to as a “targeted element”:

11. Restorative Conferences

- › All staff members need to understand the purpose and function of all 11 essential elements.

Overview

C. How does the Implementation Plan address pacing and sequencing of implementation?

- › Although the plan encourages immediate use of practices introduced in IIRP training to realize initial positive changes in the school culture, the implementation plan outlines a specific pacing and sequencing schedule to develop proficient and consistent use of all 11 elements over a period of 2 years.
 - » The 2-year schedule is divided into 8 quarters.
 - » During each quarter, 2 essential elements are the focus of professional development.
 - » One of the essential elements is always school-wide, and the other is always broad-based.
 - » Individual essential elements are the focus of professional development for different lengths of time, depending on the training necessary to develop proficiency.
 - » There is an intentional sequencing of essential-element focus throughout the 2-year implementation process, which takes into account necessary prerequisite understanding.

D. How does the Implementation Plan address monitoring and documenting progress of implementation?

- › The “Plate to Plaque” System™ is used to monitor and document progress.
 - » When an essential element is the focus of professional development, that element is considered to be “on the plate.”
 - » When all appropriate staff members develop proficiency with an element on the plate, the element is moved to “the plaque.”
 - » The plaque is prominently displayed to document staff proficiency as it is achieved with each element.
 - » An ideal sequence and pacing schedule is provided, but the actual sequence and pacing may differ for each school.
 - » Whole-school implementation of restorative practices is complete when all of the 11 essential elements are “on the plaque” and systems to sustain training and proficiency are in place.
 - » When whole-school implementation is complete, the school is officially recognized as a Restorative Practices School.

E. How does the Implementation Plan address internal support and accountability during the implementation process?

- › Every staff member collaborates with colleagues on an “expert team” to develop expert knowledge and skills related to elements assigned to that expert team.
 - » Each expert team is assigned responsibility for one school-wide element and one broad-based element.
 - » All members of an expert team provide leadership and support for the rest of the staff to develop proficiency with the school-wide essential element assigned to that expert team.
 - » The instructional and administrative members of an expert team also provide leadership and support for the rest of the instructional and administrative staff to develop proficiency with the broad-based element assigned to that expert team.

Overview

E. *Continued*

- » Every expert team includes a mix of instructional, administrative and support staff members.
- › Every staff member also collaborates with colleagues on a “base team” to develop the proficiency of each base team member with the elements on the plate.
 - » All base team members bring expert knowledge and skills from their assigned expert groups to their base groups to facilitate proficiency with assigned essential elements.
 - » Every base team includes 5 staff members with similar roles or responsibilities (same students, subjects or job classification).
- › One additional multidisciplinary team is formed to develop proficiency with Restorative Conferences, the one targeted essential element.
 - » Assignment to the “restorative-conference team” is in addition to base-team and expert-team responsibilities described above.
 - » Members of this team develop proficiency with Restorative Conferences and facilitate these conferences for the school.

F. How does the Implementation Plan address necessary external (IIRP) support during the implementation process?

- › IIRP consultants and implementation specialists support the development of proficiency with the essential elements.
 - » IIRP consultants provide training and consultation to help staff members understand and effectively use the essential elements.
 - » IIRP implementation specialists provide training and consultation to establish and refine structures and processes for carrying out the implementation plan.

Restorative Practices

Whole-School Implementation

The 11 ESSENTIAL ELEMENTS

Element	Scope of Proficiency
1. Affective Statements	School-wide
2. Restorative Questions	School-wide
3. Small Impromptu Conference	School-wide
4. Proactive Circles	Broad-based
5. Responsive Circles	Broad-based
6. Restorative Conferences	Targeted
7. Fair Process	School-wide
8. Reintegrative Management of Shame	School-wide
9. Restorative Staff Community	School-wide
10. Restorative Approach with Families	Broad-based
11. Fundamental Hypothesis Understandings	School-wide

These are the essential elements necessary for successful whole-school implementation of restorative practices. Although all of the school's staff should be aware of them and understand what they are, proficiency in doing the elements will be defined as follows:

- › School-wide includes all staff who interact with children.
- › Broad-based includes administrators, teachers and other professional staff, such as counselors and social workers, but not non-instructional staff.
- › Targeted will be those who are selected to carry out a specific element — facilitating Restorative Conferences.

The following pages will describe and define each element and the characteristic of high quality. Verification methods will also be defined for each element.

11 Essential Elements

Essential Element #1 Affective Statements

Scope of Proficiency

School-wide

Description and Purpose

Affective Statements:

- › Are central to all of the more formal restorative practices.
- › Are personal expressions of feeling in response to specific positive or negative behaviors of others.
- › Provide feedback on the impact and scope of intended or unintended harm resulting from negative behaviors.
- › Provide information that can be used to restore a good feeling between people when harm has been done to their relationship.
- › Humanize the person making them, immediately changing the dynamic between the people involved. This sharing of emotions or “getting real” is what makes it possible to improve relationships in a school community.
- › Have a significant and cumulative impact in a school community.
- › Are the most informal type of response on the restorative practices continuum.

Characteristics of High Quality

High-Quality Affective Statements:

- › Are “I” statements that express a feeling.
- › Make students aware of either the positive or negative impact of their behavior.
- › Provide a precise description of a student’s behaviors and the specific impact of those behaviors.
- › Do NOT protect students from the consequences of their behavior.
- › Are strategically delivered in a time frame, place and manner most likely to maximize impact.
- › Are delivered in a personalized manner directly to the student who impacted others.
- › Focus on behavior, not on the intrinsic worth of the person (separate the deed from the doer).
- › Are respectful in tone.
- › Encourage students to express feelings.

11 Essential Elements

Essential Element #1 Affective Statements

Verification Methods	Proficiency Criteria for Long-Term/Sustainable Implementation
Interview	
Interview by expert team members of everyone in their base team	I can explain the rationale and benefits of using Affective Statements.
Observation	
Observation checklist based on the characteristics of high quality	I am willing to share my feelings with students by using Affective Statements in formal and informal settings.
Data Collection	
Questionnaire distributed by each teacher to all of his/her students	The majority of my students indicate that I use Affective Statements in a way that shows respect for students and encourages students' expression of feelings.
Self-Assessment	
Self-reflection to be compared to colleagues' observation forms	I can assess my use of Affective Statements in formal and informal settings. I assess myself as proficient in the use of Affective Statements based on all of the above criteria.

11 Essential Elements**Essential Element #2 Restorative Questions****Scope of Proficiency****School-wide****Description and Purpose****Restorative Questions:**

- › Like Affective Statements, are central to all of the more formal restorative practices.
- › Are responses to negative behavior and conflict.
- › Are selected or adapted from two sets of standard questions designed to challenge the negative behavior of the wrongdoer and to engage those who were harmed.
- › Address inappropriate behavior in a way that places the responsibility for making things right and restoring relationships on those involved in the situation.
- › Ask the wrongdoer to think about his/her behavior and how it impacted others.
- › Provides those harmed with an opportunity to be heard by those who harmed them and to have a direct say in what needs to happen to make things right.
- › Are an informal type of response on the restorative practices continuum.

Characteristics of High Quality**High-Quality Restorative Questions:**

- › Are selected or adapted from the two sets of standard questions.
- › Always ask the wrongdoer to identify who has been harmed, what harm was done, and what needs to be done to make things right.
- › Always ask the person harmed to express their feelings by using Affective Statements to describe the harm done and to identify what needs to be done to make things right.
- › Require a response, whether it be verbal or written.
- › Are asked in a non-judgemental way that communicates a genuine desire for understanding.
- › Are used in the appropriate public/private setting.

11 Essential Elements**Essential Element #2 Restorative Questions**

Verification Methods	Proficiency Criteria for Long-Term/Sustainable Implementation
Interview	
Interview by expert team members of everyone in their base team	I can explain the rationale and benefits of using Restorative Questions.
Observation	
Observation checklist based on the characteristics of high quality	I can use Restorative Questions in formal and informal settings. I can accurately assess my colleagues' use of Restorative Questions in formal and informal settings.
Data Collection	
Questionnaire distributed by each teacher to all of his/her students	The majority of my students indicate that I use Restorative Questions in a respectful way and encourage students to use Affective Statements in response.
Self-Assessment	
Self-reflection to be compared to colleagues' observation forms	I can accurately assess my use of Restorative Questions in formal and informal settings. I assess myself as proficient in the use of Restorative Questions based on all of the above criteria.

11 Essential Elements**Essential Element #3** Small Impromptu Conferences**Scope of Proficiency****School-wide****Description and Purpose****Small Impromptu Conferences:**

- › Are questioning exercises that quickly resolve lower-level incidents involving two or more people.
- › Ask both the wrongdoer and those harmed to answer a series of Restorative Questions in front of one another.
- › Model a healthy approach to conflict resolution and break the pattern of lower-level incidents escalating or accumulating over time.
- › Encourage people involved in the incident to talk to each other, express their feelings and think about the impact of their behavior.
- › Are a response to behavior midway on the restorative practices continuum.

Characteristics of High Quality**High-Quality Small Impromptu Conferences:**

- › Are confined to structured conversations based on a set of Restorative Questions.
- › Are consistently used whenever lower-level incidents occur.
- › Take place as soon as possible once an incident has been noticed.
- › Are conducted in a respectful tone.
- › Prompt students to use Affective Statements in response to the Restorative Questions.
- › Ask students to take specific actions that will repair harm resulting from the incident.

11 Essential Elements

Essential Element #3 Small Impromptu Conferences

Verification Methods

Proficiency Criteria for Long-Term/Sustainable Implementation

Interview

Interview by expert team members of everyone in their base team

I can explain the rationale and benefits of using Small Impromptu Conferences.

Observation

Observation checklist based on the characteristics of high quality

I can use Small Impromptu Conferences in all school settings and contexts.

I can accurately assess my colleagues' use of Small Impromptu Conferences in various school settings and contexts.

Data Collection

Self-Assessment

Self-reflection to be compared to colleagues' observation forms

I can accurately assess my use of Small Impromptu Conferences.

I assess myself as proficient in the use of Small Impromptu Conferences, based on all of the above criteria.

11 Essential Elements

Essential Element #4 Proactive Circles

Scope of Proficiency

Broad-based

Description and Purpose

Circles:

- › Are meetings with participants seated in a circle, with no physical barriers.
- › Are often a sequential go-around, with a talking piece to encourage equity and efficient use of time.
- › Can be used with any group of students who meet on a regular basis.
- › Are designed so students increase ownership for facilitating circles and generating topics over time.
- › Are a distinctive, flexible type of restorative practice at a moderately formal place on the continuum.

Proactive Circles:

- › Are NOT held in response to an incident or problem.
- › Ideally should account for no less than 80 percent of all circles a student experiences.
- › Are based on topics intentionally selected and sequenced to increase risk-taking over time.
- › Build the social capital necessary to support successful Responsive Circles.
- › Provide opportunities for students to share feelings, ideas and experiences in order to build trust, mutual understanding, shared values and shared behaviors.
- › Are used to set class norms at the beginning of a year, semester or whenever necessary.
- › Are used to set up behavioral expectations prior to events that occur outside the regular classroom.
- › Can be used to help students with academic goal setting and planning.
- › Can be used to set ground rules for projects and activities.
- › Can be used to build or monitor understanding of academic content.

11 Essential Elements

Essential Element #4 Proactive Circles

Characteristics of High Quality

During High-Quality Circles:

- › Only one person talks at a time and often uses a talking piece to support this norm. The facilitator can interact with the student-speaker for clarification when absolutely necessary.
- › Students remain focused on the explicit topic/goals introduced by the facilitator.
- › The facilitator sets a positive tone.
- › The facilitator models desired responses and behavior.
- › Participants, including the facilitator, sit in a configuration as close to a circle as possible, with no barriers.
- › The facilitator is prepared to respond to “I don’t know” or “Can I pass?”

During High-Quality Proactive Circles:

- › Topics are intentionally selected to increase risk-taking over time.

Verification Methods

Proficiency Criteria for Long-Term/Sustainable Implementation

Interview

Interview by expert team members of everyone in their base team

I can explain the rationale and benefits of using Proactive Circles for a variety of purposes.

Observation

Observation checklist based on the characteristics of high quality

I use Proactive Circles for a variety of purposes and much more frequently than I use Responsive Circles.

I can accurately assess my colleagues’ use of Proactive Circles.

Data Collection

Questionnaire distributed by each teacher to all of his/her students

The majority of my students indicate that I effectively use circles to develop community.

Self-Assessment

Self-reflection to be compared to colleagues’ observation forms

Over time and when appropriate, I provide opportunities for students to take increasing ownership for circles.

I can accurately assess my use of Proactive Circles.

I assess myself as proficient in the use of Proactive Circles based on all of the above criteria.

11 Essential Elements**Essential Element #5** Responsive Circles**Scope of Proficiency****Broad-based****Description and Purpose****Circles:**

- › Are meetings with participants seated in a circle, with no physical barriers.
- › Are often a sequential go-around, with a talking piece to encourage equity and efficient use of time.
- › Can be used with any group of students who meet on a regular basis.
- › Are designed so students increase ownership for facilitating circles and generating topics over time.
- › Are a distinctive, flexible type of restorative practice at a moderately formal place on the continuum.

Responsive Circles:

- › Are a vehicle for using peer pressure to get positive change in behavior.
- › Should ideally account for no more than 20 percent of the total circles a student experiences.
- › Engage students in the management of conflict and tension by repairing harm and restoring relationships in response to a moderately serious incident or pattern of behavior affecting a group of students or an entire class.
- › Require the appropriate level of safety and community to handle high-risk sharing.
- › Address who has been harmed and what needs to happen to make things right.
- › Make it possible to air feelings, repair harm, solve problems and plan changes for the future.
- › Require all people involved in wrongdoing to play an active role in making things right.

11 Essential Elements

Essential Element #5 Responsive Circles

Characteristics of High Quality

During High-Quality Circles:

- › Only one person talks at a time and often uses a talking piece to support this norm. The facilitator can interact with the student-speaker for clarification when absolutely necessary.
- › Students remain focused on the explicit topic/goals introduced by the facilitator.
- › The facilitator sets a positive tone.
- › The facilitator models desired responses and behavior.
- › Participants, including the facilitator, sit in a configuration as close to a circle as possible, with no barriers.
- › The facilitator is prepared to respond to “I don’t know” or “Can I pass?”

During High-Quality Responsive Circles:

- › Disapproval of the inappropriate behavior is voiced by more people than just the facilitator.
- › Students take responsibility for their personal behavior and collective responsibility for the group’s behavior.
- › Reintegrative aspects are intentionally inserted. The facilitator always looks for ways to reintegrate identified offenders and allow them to reclaim their good name in the group.

Verification Methods

Proficiency Criteria for Long-Term/Sustainable Implementation

Interview

Interview by expert team members of everyone in their base team

I can explain the rationale and benefits of using Responsive Circles.

Observation

Observation checklist based on the characteristics of high quality

I use Responsive Circles when necessary.

I can accurately assess my colleagues’ use of Responsive Circles.

Data Collection

Questionnaire distributed by each teacher to all of his/her students

The majority of my students indicate that I effectively use Responsive Circles to repair harm.

Self-Assessment

Self-reflection to be compared to colleagues’ observation forms

Over time and when appropriate, I provide opportunities for students to take increasing ownership for circles.

I can accurately assess my use of Responsive Circles.

I assess myself as proficient in the use of Responsive Circles based on all of the above criteria.

11 Essential Elements

Essential Element #6 Restorative Conferences

Scope of Proficiency

Targeted

Description and Purpose

Restorative Conferences:

- › Are a structured protocol used in response to serious incidents or a cumulative pattern of less serious incidents.
- › Are meetings where all of those involved in an incident (often including friends and family of all parties) come together with a trained facilitator who was not involved in the incident.
- › Are consistent with the belief that deterrence must be linked to relationships, personal accountability and repairing harm rather than on punishment and blame.
- › Help develop empathy through understanding of each participant's experience and perspective.
- › Are structured using a strategic, scripted approach that includes: facilitator introduction, initial offender phase, initial victim phase, victim supporter phase, offender supporter phase, offender response phase, agreement phase, facilitator closure to conference, and breaking of bread.
- › Use a series of Restorative Questions (Socratic engagement) to prompt the responses of participants in each phase of the conference. These questions are designed to help all participants develop their own capacity to make sense and meaning of what has happened, who was affected, and what is needed to make things right.
- › Limit the role of the facilitator to following the script, keeping the conference on track, and avoiding the tendency to interfere in the discussion or the decisions made by the participants.
- › Are NOT a routine class process.
- › Are the most formal type of restorative practice on the continuum.

11 Essential Elements

Essential Element #6 Restorative Conferences

Characteristics of High Quality

High-Quality Restorative Conferences:

- › Consistently follow the script, sequence and norms of the protocol.
- › Acknowledge and disapprove of harmful behavior, value all involved and avoid arbitrary punishments.
- › Do not reflect the views of the facilitator in the outcomes of the conference.
- › Allow people to express their negative feelings and transition to more positive affects while developing their own solutions to the harm resulting from an incident.
- › Effectively reintegrate the wrongdoer into the community.

Verification Methods

Proficiency Criteria for Long-Term/Sustainable Implementation

Interview

Interview by expert team members of everyone in their base team

I can explain the rationale and benefits of using Restorative Conferences.

Observation

Observation checklist based on the characteristics of high quality

I can facilitate a Restorative Conference.

I can accurately assess my colleagues' use of Restorative Conferences.

Data Collection

Self-Assessment

Self-reflection to be compared to colleagues' observation forms

I can accurately assess my use of Restorative Conferences.

I assess myself as proficient in the use of Restorative Conferences based on all of the above criteria.

11 Essential Elements

Essential Element #7 Fair Process

Scope of Proficiency

Broad-based

Description and Purpose

Fair Process:

- › Is an approach to decision making that is an application of the “with” concept from the Social Discipline and Organizational Change windows.
- › Means people are treated respectfully throughout a decision-making process and they perceive that process to be fair, regardless of the outcome.
- › Outlines a set of transparent practices designed to create open lines of communication, assure people that their feelings and ideas have been taken into account, and foster a healthy community.
- › Is based on the central idea that individuals are most likely to trust and cooperate freely with systems — whether they themselves win or lose by those systems — when Fair Process is observed.
- › Is an essential ingredient of any successful behavioral or organizational change.
- › Is used with students, staff and parents when participatory decisions are appropriate.
- › Does NOT mean every decision is made by a vote or by consensus.

Characteristics of High Quality

High-Quality Fair Process :

- › Engages students affected by the decision by giving them the opportunity to provide input and reason to believe their opinion will be considered.
- › Explains the reasoning behind the decision when students are affected.
- › Clarifies expectations so students understand the implications of the decision, specific expectations for carrying out the decision, and the consequences for not meeting those expectations.

11 Essential Elements

Essential Element #7 Fair Process

Verification Methods	Proficiency Criteria for Long-Term/Sustainable Implementation
Interview	
Interview by expert team members of everyone in their base team	I can explain the rationale and benefits of using Fair Process with my students.
Observation	
Observation checklist based on the characteristics of high quality	<p>I use Fair Process when making decisions that affect students.</p> <p>I can accurately assess my colleagues' use of Fair Process when making decisions that affect students.</p>
Data Collection	
Questionnaire distributed by each teacher to all of his/her students	The majority of my students indicate that I consistently use Fair Process (engage, explain, clarify expectations) when making decisions that affect them.
Self-Assessment	
Self-reflection to be compared to colleagues' observation forms	<p>I can accurately assess my use of Fair Process when making decisions that affect students.</p> <p>I assess myself as proficient in the use of Fair Process based on all of the above criteria.</p>

11 Essential Elements**Essential Element #8** Reintegrative Management of Shame**Scope of Proficiency****Broad-based****Description and Purpose****Reintegrative Management of Shame:**

- › Is informed by the Psychology of Affect and the Compass of Shame.
- › Recognizes shame as a critical regulator of human social behavior.
- › Anticipates the shame response when positive affect is interrupted.
- › Relates to both wrongdoers and those impacted by wrongdoing.
- › Does not try to avoid the natural occurrence of shame when confronting negative behavior.
- › Anticipates the shame response in every situation where people are confronted with the consequences of misbehavior.
- › Helps people transform and move beyond shame.

Characteristics of High Quality**High Quality Reintegrative Management of Shame involves:**

- › Listening actively to what the shamed person has to say.
- › Acknowledging the feelings of the shamed person.
- › Encouraging the shamed person to express his/her feelings and to talk about the experience that brought about the shame response.
- › Acknowledging the worth of the person while rejecting the unacceptable behavior (separating the deed from the doer).
- › Avoiding labels that stigmatize the person experiencing shame.
- › Discouraging dwelling on shame.
- › Self-examining and monitoring one's own shame response.

11 Essential Elements

Essential Element #8 Reintegrative Management of Shame

Verification Methods

Proficiency Criteria for Long-Term/Sustainable Implementation

Interview

Interview by expert team members of everyone in their base team

I can explain the rationale and benefits of using Reintegrative Management of Shame.

I can explain the four ways people react to shame when there is an interruption of one of the positive affects (enjoyment-joy or interest-excitement).

Observation

Observation checklist based on the characteristics of high quality

I use Reintegrative Management of Shame in formal and informal settings.

I can accurately assess my colleagues' use of Reintegrative Management of Shame in formal and informal settings.

Data Collection

Questionnaire distributed by each teacher to all of his/her students

The majority of my students indicate that I separate the "deed from the doer" when I confront unacceptable behavior. That is, I acknowledge the worth of a person at the same time that I reject specific unacceptable behavior.

Self-Assessment

Self-reflection to be compared to colleagues' observation forms

I can accurately assess my use of Reintegrative Management of Shame in formal and informal settings.

I can manage my personal response to shame. This includes identifying the type of response in relation to the compass of shame, and moderating the intensity of the shame response.

I assess myself as proficient in the use of Reintegrative Management of Shame based on all of the above criteria.

11 Essential Elements

Essential Element #9 Restorative Staff Community

Scope of Proficiency

School-wide

Description and Purpose

A Restorative Staff Community:

- › Models and consistently uses restorative practices with each other to build and maintain healthy staff relationships.

Characteristics of High Quality

A High-Quality Restorative Staff Community:

- › Is led by an administration that models restorative practices.
- › Uses Affective Statements with each other.
- › Uses Restorative Questions to resolve staff conflicts and repair harm done to staff relationships.
- › Uses Proactive Circles regularly to build a healthy staff community.
- › Uses Responsive Circles to address conflicts that arise among staff members.
- › Uses Fair Process in all situations where participatory decision making is appropriate.
- › Is made up of individuals who each have a deep understanding of the Fundamental Hypothesis and how it relates to the other essential elements.

11 Essential Elements

Essential Element #9 Restorative Staff Community**Verification Methods****Proficiency Criteria for Long-Term/Sustainable Implementation****Data Collection**

Periodic Staff Survey covering staff and administrative actions related to each of the aspects of a high-quality Restorative Staff Community.

The majority of the staff indicates that as a staff we meet the criteria for a high-quality Restorative Staff Community.

Self-Assessment

11 Essential Elements**Essential Element #10** Restorative Approach with Families**Scope of Proficiency****Broad-based****Description and Purpose****A Restorative Approach with Families:**

- › Consistently uses restorative practices in interactions with students' family members.
- › Values the contributions, knowledge and expertise of family members.
- › Views all interactions with family members as opportunities to build relationships.
- › Establishes genuine rather than token engagement of family members.

Characteristics of High Quality**A High-Quality Restorative Approach with Families:**

- › Uses Affective Statements in interactions with students' family members.
- › Uses Proactive Circles regularly to build healthy relationships with students' family members.
- › Uses Responsive Circles to resolve problems between students' family members and the school.
- › Uses Fair Process in all situations where participatory decision making is appropriate.
- › Actively engages family members in learning about restorative practices.
- › Anticipates a shame response from family members when inappropriate behavior of their relative is reported to them.
- › Uses Reintegrative Management of Shame when interacting with family members.
- › Engages families in "real" and substantive consultations regarding behavioral and academic concerns.
- › Requires intentional and strategic communication of positive student behavior and academic achievement.

11 Essential Elements**Essential Element #10** Restorative Approach with Families**Verification Methods****Proficiency Criteria for Long-Term/Sustainable Implementation****Interview**

Interview by expert team members of everyone in their base team

I can explain the rationale and benefits of using a Restorative Approach with Families.

I can provide examples of my use of restorative practices with family members.

Observation**Data Collection****Self-Assessment**

Self-reflection

I can assess and document my use of restorative practices with family members of students.

I frequently engage families in substantive consultations.

I routinely communicate positive student behavior and academic achievement to family members.

I assess myself as proficient in the use of a Restorative Approach with Families.

11 Essential Elements

Essential Element #11 Fundamental Hypothesis Understandings

› Worked on by all expert groups as a part of their work on all other essential elements

Scope of Proficiency

School-wide

- › **The Fundamental Hypothesis:** Human beings are the happiest, healthiest and most likely to make positive changes in their behavior when those in authority do things *with* them rather than *to* them or *for* them.

Description and Purpose

The Fundamental Hypothesis:

- › Is the cornerstone of all of the Restorative Practices Essential Elements.
- › Is based on the interplay of control/pressure and support.
- › Is represented inside the “with” domain of the Social Discipline Window and the Organizational Change Window.
- › Provides a framework to examine daily interactions and to become intentionally restorative on a consistent basis.

Characteristics of High Quality

High-Quality interactions are consistent with the Fundamental Hypothesis when they:

- › Maintain high expectations for appropriate behavior.
- › Do not ignore inappropriate behavior.
- › Use the appropriate mix of control/pressure and support.
- › Minimize the role of the facilitator and maximize the participation of the people directly involved.
- › Minimize the times that the facilitator operates outside of the “with” domain.

11 Essential Elements

Essential Element #11 Fundamental Hypothesis Understandings

› Worked on by all expert groups as a part of their work on all other essential elements

Verification Methods

Proficiency Criteria for Long-Term/Sustainable Implementation

Interview

Expert team members interview each person in their base team

I can explain the Fundamental Hypothesis.

I can explain the connection between the Fundamental Hypothesis and Affective Statements.

I can explain the connection between the Fundamental Hypothesis and Restorative Questions.

I can explain the connection between the Fundamental Hypothesis and Small Impromptu Conferences.

I can explain the connection between the Fundamental Hypothesis and Proactive Circles.

I can explain the connection between the Fundamental Hypothesis and Responsive Circles.

I can explain the connection between the Fundamental Hypothesis and Restorative Conferences.

I can explain the connection between the Fundamental Hypothesis and Fair Process.

I can explain the connection between the Fundamental Hypothesis and Reintegrative Management of Shame.

I can explain the connection between the Fundamental Hypothesis and a Restorative Staff Community.

I can explain the connection between the Fundamental Hypothesis and a Restorative Approach with Families.

Observation

Data Collection

Self-Assessment

Self-reflection

I often reflect on which domain of the Social Discipline/Organizational Change Window I am functioning in during a specific interaction.

I am aware when my interactions are not consistent with the Fundamental Hypothesis during a specific interaction.

I assess myself as proficient in my understanding of the Fundamental Hypothesis based on all of the above criteria.

