RISE TO THE CHALLENGE

Whole School implementation of Restorative Practices: It’s Not “One More Thing”
Our dilemma/ questions

- How do we teach kids right from wrong?
- How do we develop a value for compassion/ empathy/ self-control/ contribution?
- How do we teach them to tolerate differences?
- How do we teach them to be resilient in the face of adversity?
- How do we get them to recognize the impact that their behavior has on others?
Alternative school challenge:

- Are our actions moving students *closer* to educational opportunity or *farther away*?

  - The tougher the punishment, the more difficult the rehabilitation and successful reintegration into the community—“shooting ourselves in the foot.”
Research – lasting impacts on re-offense and seriousness of re-offense.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Total sample</th>
<th>Restorative justice</th>
<th>Traditional court</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Within three years of referral</td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>62.1%</td>
<td>70.4%</td>
<td>54.5%</td>
</tr>
<tr>
<td>Other</td>
<td>14.2%</td>
<td>8.6%</td>
<td>19.3%</td>
</tr>
<tr>
<td>Property</td>
<td>13.6%</td>
<td>12.3%</td>
<td>14.8%</td>
</tr>
<tr>
<td>Persons</td>
<td>10.1%</td>
<td>8.6%</td>
<td>11.4%</td>
</tr>
</tbody>
</table>

Normal, but harmful responses to shame:

Blame the school

Avoid

Attack self

Withdrawal

Communication, Mirror Neurons and Empathy

*We trust perception of body language and tone over words*

**Mirror neurons**

- Fire when you perform an action AND when you see someone else perform an action.

- “Mirrors” the behavior of the other, as though you, yourself were performing the action.

From: *Neurological Nuggets for Mediators*, Barbara Blake Wiliams, 2008
Brain Research Supports a Restorative Approach

- Attention, motivation and learning are driven and guided by emotion and impeded by cortisol.
- Relationships are central to learning and development.
- Students are more likely to make positive changes when authority do things with them rather than to them.

Adapted from Chuck SauflerM.ed., Safe Schools for All
Kirkpatrick & Ellis, 2001 – *High Status* versus *Accepted*. Quest for status puts students at odds with others.

Best option – include, include, include to lower cortisol levels as we improve relationships.

Lack of secure attachment results in anxiety, acting out, and bids for attention.

“*I don’t need anyone’s help*” - maintain safe distance.

From *TEACHING WITH POVERTY IN MIND*, Eric Jensen, 2009
So how does this fit in with our goals?

- Safe and Orderly Environment
- PBIS
- Gallup Student Poll
- Bullying Prevention Policy
Positive Behavior Interventions and Supports (PBIS)
RESTORATIVE PRACTICES

TIERED PRACTICES

- Restorative conferencing/circles/mediation
- Corridor conferencing, peer mediation, problem solving circles
- Relational practices, school/classroom policies, curricula, social skills, morning meetings
- Developing social & emotional capacity
- Reaffirm Relationships
- Managing difficulties & disruptions
- Repair relationships
Gallup Student Poll

Measuring Hope, Engagement, and Wellbeing:
- There is an adult in my life who cares about my future
- I can find lots of ways around problems
- I feel safe at school
- My school is committed to building on the strengths of each student
- In the last month, I volunteered my time to help others
- Were you treated with respect all day yesterday?

GALLUP Student Poll

Measuring Hope, Engagement, and Wellbeing of America’s Students

1. Please imagine a ladder with steps numbered from zero at the bottom to ten at the top. The top of the ladder represents the best possible life for you and the bottom of the ladder represents the worst possible life for you. On which step of the ladder would you say you personally feel you stand at this time? (Wellbeing: compared with ladder graphs)

   Worst
   Possible
   0 1 2 3 4 5 6 7 8 9 10
   Best

   How much do you think you will stand above five years from now?

   Strongly Disagree
   Strongly Agree
   Don’t Know

2. I know I will graduate from high school. (Hope) __________________________ 1 2 3 4 5 0
3. I feel safe at school. (Hope) __________________________ 1 2 3 4 5 0
4. I can find lots of ways to get good grades. (Hope) __________________________ 1 2 3 4 5 0
5. I am treated with respect all day yesterday. (Engagement) __________________________ 1 2 3 4 5 0
6. I have a close friend at school. (Engagement) __________________________ 1 2 3 4 5 0
7. I feel safe at this school. (Engagement) __________________________ 1 2 3 4 5 0
8. I feel safe at this school. (Engagement) __________________________ 1 2 3 4 5 0
9. My teachers care about my success. (Engagement) __________________________ 1 2 3 4 5 0
10. At this school, I have the opportunity to do what I’m best at. (Engagement) __________________________ 1 2 3 4 5 0
11. In the last month, I volunteered my time to help others. (Engagement) __________________________ 1 2 3 4 5 0
12. In the last month, I volunteered my time to help others. (Engagement) __________________________ 1 2 3 4 5 0
13. In the last month, I volunteered my time to help others. (Engagement) __________________________ 1 2 3 4 5 0
14. In the last month, I volunteered my time to help others. (Engagement) __________________________ 1 2 3 4 5 0
15. In the last month, I volunteered my time to help others. (Engagement) __________________________ 1 2 3 4 5 0
16. In the last month, I volunteered my time to help others. (Engagement) __________________________ 1 2 3 4 5 0
17. In the last month, I volunteered my time to help others. (Engagement) __________________________ 1 2 3 4 5 0
18. In the last month, I volunteered my time to help others. (Engagement) __________________________ 1 2 3 4 5 0
19. In the last month, I volunteered my time to help others. (Engagement) __________________________ 1 2 3 4 5 0
20. In the last month, I volunteered my time to help others. (Engagement) __________________________ 1 2 3 4 5 0

Please select the answer that most closely describes your thoughts about the day you were surveyed. Ask about the day you were surveyed and ask the same question every day. Do you have enough energy to get through today? (Wellbeing) __________________________ 1 2 3 4 5 0

Did you smile or say a lot yesterday? (Wellbeing) __________________________ 1 2 3 4 5 0

Did you do something interesting yesterday? (Wellbeing) __________________________ 1 2 3 4 5 0

Do you have enough energy to get through today? (Wellbeing) __________________________ 1 2 3 4 5 0

Do you have a lot of problems that keep you from doing everything you think you should do? (Wellbeing) __________________________ 1 2 3 4 5 0

Did you enjoy doing things you like yesterday? (Wellbeing) __________________________ 1 2 3 4 5 0

Did you feel liked by other students? (Wellbeing) __________________________ 1 2 3 4 5 0

Do you like the time you spend in school? (Wellbeing) __________________________ 1 2 3 4 5 0

Do you feel like other people are interested in you? (Wellbeing) __________________________ 1 2 3 4 5 0

Do you feel liked by other students? (Wellbeing) __________________________ 1 2 3 4 5 0

Do you feel like other people are interested in you? (Wellbeing) __________________________ 1 2 3 4 5 0

Do you have enough energy to get through today? (Wellbeing) __________________________ 1 2 3 4 5 0

Following the 20 core items are demographic items, and there may be a randomly selected additional item. The Gallup Student Poll is administered to students in grades 6 through 12 via a secure website. For more information, visit www.gallupstudentpolls.com.
How the Use of Restorative Practices Supports the Common Core

Students who are College and Career Ready...

<table>
<thead>
<tr>
<th>Demonstrate independence</th>
<th>Cultivate self-awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build strong content knowledge</td>
<td>Develop emotional intelligence</td>
</tr>
<tr>
<td>Respond to the varying demands of audience, task, purpose, and discipline</td>
<td>Build social awareness</td>
</tr>
<tr>
<td>Comprehend as well as critique</td>
<td>Consider challenges and opportunities</td>
</tr>
<tr>
<td>Value evidence</td>
<td>Focus on harms and consequent needs</td>
</tr>
<tr>
<td>Use technology and digital media strategically and capably</td>
<td>Use resources to prepare for successful circles</td>
</tr>
<tr>
<td>Come to understand other perspectives and cultures</td>
<td>Acknowledge and demonstrate that everyone is worthy of respect</td>
</tr>
<tr>
<td>Make sense of problems and persevere in solving them</td>
<td>Integrate collaborative problem solving</td>
</tr>
<tr>
<td>Reason abstractly and quantitatively</td>
<td>Think logically about occurrences and possible outcomes</td>
</tr>
<tr>
<td>Construct viable arguments and critique the reasoning of others</td>
<td>Give voice to the person or group harmed and the person or group who caused the harm</td>
</tr>
<tr>
<td>Model with mathematics</td>
<td>Analyze data to support the plan for restoration</td>
</tr>
<tr>
<td>Use appropriate tools strategically</td>
<td>Employ ceremony and ritual</td>
</tr>
<tr>
<td>Attend to precision</td>
<td>Ensure ongoing accountability</td>
</tr>
<tr>
<td>Look for and make use of structure</td>
<td>Take on responsibility</td>
</tr>
<tr>
<td>Look for and express regularity in repeated reasoning</td>
<td>Enhance change and growth based on experiential learning</td>
</tr>
</tbody>
</table>

Taken from Common Core State Standards for English Language Arts and Mathematics, www.restorativepractices.org, and www.communityconferencing.org

S. McMurtray-Homewood Center
### Homewood Center: Before & After Restorative Practices

Comparing Behavior and Attendance Data from 2011-2012, to Data from 2012-2013

<table>
<thead>
<tr>
<th>Category</th>
<th>2011-12</th>
<th>2012-13</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Daily Attendance</td>
<td>63.96%</td>
<td>89.94%</td>
<td>40.61%</td>
</tr>
<tr>
<td><strong>Office Referrals</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Referrals</td>
<td>1959</td>
<td>948</td>
<td>51.6%</td>
</tr>
<tr>
<td><strong>Out-of-school Suspensions</strong></td>
<td>Total: 275</td>
<td>Total: 229</td>
<td>16.7%</td>
</tr>
<tr>
<td><strong>Dropouts</strong></td>
<td>33 Dropouts</td>
<td>13 Dropouts</td>
<td>60.6%</td>
</tr>
</tbody>
</table>
### Homewood Implementation Timeline

**Preparation: March 2012 - June 2012**

- Intro to All-staff: March 29, 2012  
  Intro to Restorative Philosophy

- *Mediation and Conflict Resolution Center at Howard Community College*

- Proposal Meeting: April 30, 2012
  - Champions Identified & Implementation Schedule Set
  - MCRC

- Start Up Session: May 18, 2012
  - Champions learn plan, give feedback; Professional Learning Communities (PLCs) set; Champion trainings scheduled; Champions get RD in Schools Book
  - MCRC

- Admin & Champions Trainings: June 6, 2012
  - 5 Questions Mini Session: 2 hours
  - MCRC
  - June 11, 2012 Responsive Circles Training: (full day) *International Institute of Restorative Practices*

- School Improvement Team Retreat: June 12, 2012 (8 AM – 12)
  - Groups develop graphic interconnection between Restorative Practices and Life Space Crisis Intervention and Positive Behavior Interventions and Supports
  - MCRC

**Initial Trainings: August, 2012**

- All Staff Training: Proactive Circles and Five Questions: August 21, 2012;
  - Full day, 3 hour sessions, 44 people each, then switch

- *Community Conferencing Center (Proactive)*

- Teachers Submit Commitment to use Proactive Circles Plan to Maddox (by first day of school)

- 5 Questions posters printed and displayed throughout school

- “Circle Rooms” set up at Homewood with whiteboards for processing

- Behavior Support Form (Minor Incident Referral Form) modified to reflect the use of Restorative Practices
  - All staff trained on the use of the new form

**Implementation: August 2012 - August 2013**

- August 27, 2012 – Ongoing
  - All teachers using Proactive Circles weekly

- September, 2012 – Ongoing
  - Professional Learning Communities meeting twice monthly, led by champion

- Proactive Circles Refresher Session #1: November 5, 2012
  - CCC

- All-Champions Check-In Session: January 22, 2013
  - Give feedback, share experiences, identify challenges, plan for next steps

  - MCRC

- Proactive Circles Refresher Session #2: March 21, 2013
  - CCC

- Review 5 Models of Proactive Circles: August 20, 2013 (2 hours)
References

- *Teaching with Poverty in Mind, What Being Poor Does to Kids’ Brains and What Schools Can Do About It*, Eric Jensen, 2009 by ASCD


- Martin Wright: *the case for restorative justice* observer.co.uk, Saturday 13 July 2002


- Adapted from Chuck SauflerM.ed., Safe Schools for All

- *Neurological Nuggets for Mediators*, Barbara Blake Wiliams, 2008