

Virtue and Discipline:
Bullying Prevention from the Inside Out

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 International Institute for Restorative Practices

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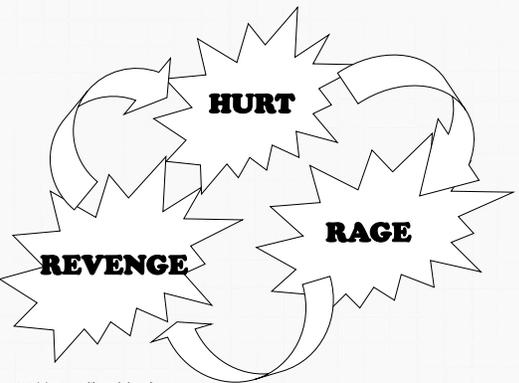
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When I approach a child, he inspires in me two sentiments; tenderness for what he is, and respect for what he may become.

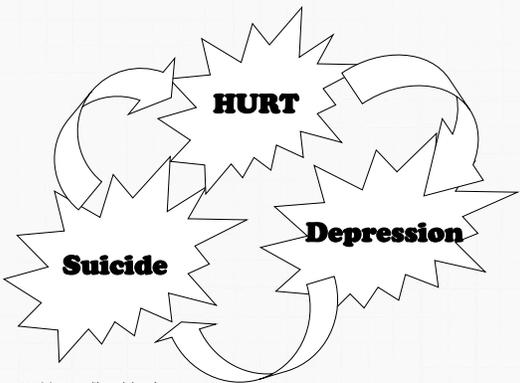
Louis Pasteur



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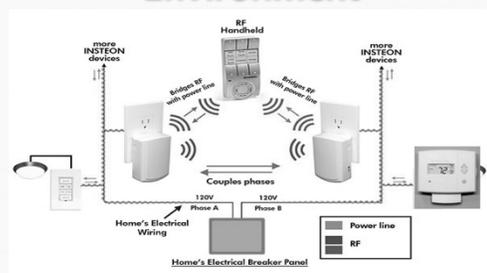


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Thermostats Control the Environment



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Three legs to the stool of peace and safety



- Parents and home environment
- Staff in building
- Students

Each has specific qualities and characteristics, each brings factors that may or may not be within our control

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Parents & Home

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School Staff

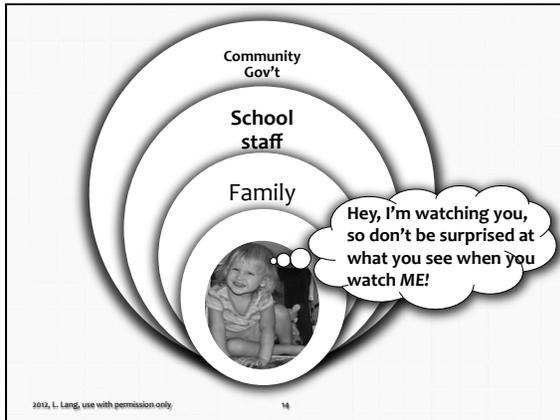
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Adult Misconduct at School

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Students

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We would want hope for the future that only adults can provide, because as adults we know that....

Children are our hope for the future, but WE are the hope for theirs.

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Virtue-Based Restorative Discipline™

- A response to *harm* that addresses all disruptive behavior and blurs the lines that label "bullies"
- Restorative justice in school
- Rooted in virtue education
- Recognizes history and context

Offers restoration of relationships and property, high accountability and high responsibility for **everyone**

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Virtue

- Habits for human excellence that are good for the person, and for the common good/good of others

Always rooted in positive behavior and optimism (hope)

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Core Virtues Throughout History

Aspects of excellence for solving tasks necessary for the survival of the species

 Wisdom	 Justice
 Courage	 Temperance
 Humanity	 Transcendence

Character Strengths and Virtues, Peterson & Seligman, 2004

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Virtue Builds Moral Intelligence

Seven Essential Virtues

 Empathy	 Kindness
 Conscience	 Tolerance
 Self-Control	 Fairness
 Respect	

Building Moral Intelligence, by Michele Borba, Ed. D.

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Virtue Inspires

A way to RETURN TO GOODNESS in a time when we are quick to eliminate bullies or “bullying problems”

Virtue helps us to reframe our thinking to operate at a higher frequency.

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Building Virtue

*Patience moderates sadness
Meekness moderates anger
Charity removes hatred
Justice forbids unjust damage**

By believing in the goodness within our students, we can commit to being constructive. This is the foundation of restorative discipline

Guiding Principles

- 1. Commit to cultivating virtue**
- 2. Commit to helping others do the same**
- 3. Commit to constructive thoughts and actions**
- 4. When conflict occurs, use it to further practice virtue in ourselves and one another.**

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VBRD™ Key Ingredients

- 1. Commit to constructive language
About, with, and on behalf of all
No gossip, rudeness, negativity**
- 2. Become a student of virtue
Pick up to three
Learn and live them!**

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Implementing VBRD™

- 🌱 Restorative practices
 - 🌱 Recognize and repair harm at every level
- 🌱 Collaborate to change discipline policies
- 🌱 Fidelity to mission
- 🌱 Community commitment to virtue
- 🌱 Built on a foundation of talking circles at all levels

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Circles Build “Belonging”



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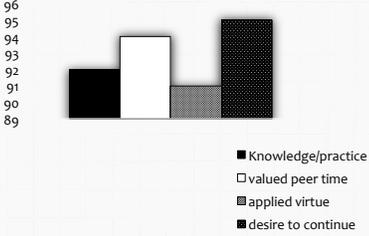
Timeline to Implement

- 🌱 Form Team/meet monthly
- 🌱 Determine virtues, name the campaign, learn the components for emotional literacy and virtue literacy
- 🌱 Adults commit to circle process
- 🌱 Evaluate mission integration and discipline policy
- 🌱 Plan for training of staff/parents
- 🌱 Have kickoff/begin class circles
- 🌱 Evaluate, celebrate, and plan for year two

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VBRD™ Pilot Project

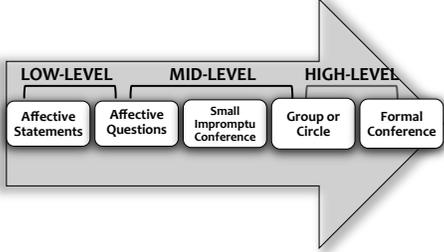
Begin with ALL staff



Category	Value
Knowledge/practice	92
valued peer time	94
applied virtue	91
desire to continue	95

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Continuum of Responses



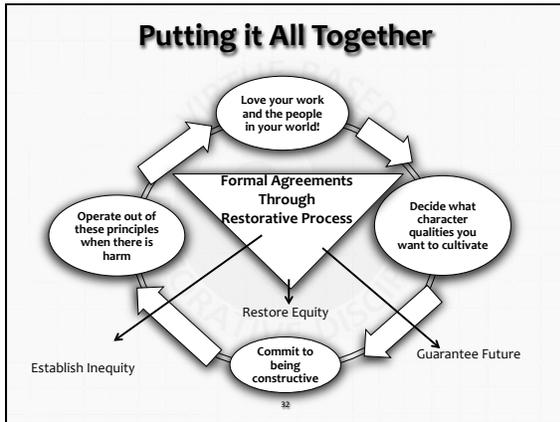
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Principles of a Just Process:

- 🌱 **Engagement**—involving individuals in decisions that affect them by listening to their views and genuinely taking their opinions into account
- 🌱 **Explanation**—explaining the reasoning behind a decision to everyone who has been involved or who is affected by it
- 🌱 **Expectation clarity**—making sure that everyone clearly understands a decision and what is expected of them in the future

(Kim & Mauborgne, 1997)

31



Steps to Restoration

- **What happened**
 - Injustice occurred
- **So what?**
 - Equity restored
- **Now what?**
 - Future expectations

1. **Agreements/Confidentiality**
2. **Key virtues to be demonstrated**
3. **What happened to bring us here today?**
4. **What harm has been done and what can be done to repair it?**
5. **How will we use this as an opportunity to grow virtue here?**
6. **What can we expect in the future?**
7. **Review/Write/Sign any outcomes**
8. **Closing reflection and check back later**

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“This program has made an enormous difference in my school. It has helped my teachers work with a common language, and it has helped all of us work harder to create true justice. I love it.

It is kinder when working with some of our students who may be acting out behaviors that are not truly bullying, but rather reacting to the struggles they have at home.” *Principal*

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“... it is a program on bullying, yet we’re truly working to grow in faith and love. It is a huge undertaking to ask others to look at themselves and find ways to become more virtuous. Well worth it!” *Parent*

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“When I used to get in trouble and was given a silent lunch, I would want to take it out on someone, so it made my problem worse because I was always in trouble. It was like a cycle. But now, I get to do something that makes me think about my actions and help others to learn from my mistakes. I hardly ever get in trouble anymore.” *7th grader*

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Erikson’s Psychosocial Stages

Birth – 1	Safety, trust providers	Trust (hope, gratitude)
1-3	Make action, choose, Exercise will	Autonomy (persistence)
3-6	Initiate activity, gain confidence	Initiative (curiosity)
6-puberty	Explore systematically skills/abilities	Competence (love learning; creativity)
Puberty-18	Personal values/goals; coherent identity	Identity (social intelligence; spirituality)
18-25	Merge identity with another person	Intimacy (love)
25-50	World, next generation	Generativity (kindness)
50-death	Resolve past issues	Ego integrity (integrity; perspective)

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