



iirp

Partial Curriculum

Introduction to Restorative Practices

www.iirp.edu

Revised May 19, 2021

Introduction to Restorative Practices Curriculum

The International Institute for Restorative Practices (IIRP) Introduction to Restorative Practices Curriculum is designed for one full day of learning (6 hours direct instruction), and it is recommended that it be delivered to the learner in this format.

If it isn't possible to deliver the content in person in one day, please see the Curriculum Maps and online tips for this event. You have the flexibility to modularize this event and deliver the material online.

Full-Day Agenda

8:30 a.m. – 4:30 p.m.

Opening and Introductions

Video

Reflection

Context

Explicit Practice

BREAK

The Social Discipline Window

Fair Process

LUNCH

Psychology of Affect and The Compass of Shame

Restorative Practices Continuum

BREAK

Experiential Activities

- Affective Statements
- Restorative Questions
- Restorative Circles

Final Consolidation and Closing Circle

Before 8:00 a.m.

Preparation for Registration and Event

Trainer Objectives:

1. Decide use of classroom space.
2. Put materials and equipment in place.
3. Prepare for training.

Registration checklist:

- ✓ Name Tags with Markers or Pens
- ✓ Registrant List (if applicable)
- ✓ Participant Agenda and Evaluation
- ✓ It is recommended but not required that each participant receive a copy of *The Restorative Practices Handbook*. If each participant does not have a copy of the book, be sure to distribute the relevant excerpts.
- ✓ Trash can at registration table to discard backing from name tags

Checklist:

- ✓ Laptop computer with speakers and necessary cables; Adobe Reader installed
- ✓ Digital projector
- ✓ Copy of Curriculum
- ✓ Flipchart with markers or whiteboard
- ✓ Copy of The Restorative Practices Handbook for reference
- ✓ Check locations of light switches, bathrooms, phones, water fountains, and temperature controls
- ✓ Have room set up in a circle with enough chairs for the number of people expected

Preparation for event:

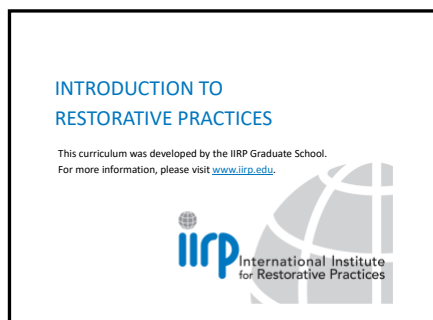
- ✓ Review the Curriculum and slides; be sure you are familiar with the content.
- ✓ Preview any videos you plan to show and be prepared to answer questions about the content.
- ✓ Read the book that corresponds with the training:

Costello, B., Wachtel, B., & Wachtel, T. (2019). *The restorative practices handbook for teachers, disciplinarians and administrators* (2nd ed). International Institute for Restorative Practices.

- ✓ **Review the reference list on the final page of this Curriculum.**
This will help you to gain command of the material. The Curriculum alone will not give you enough information. The IIRP strongly suggests further exploration of restorative practices to ensure confidence in the subject matter.
- ✓ Include any other references that you plan to use in conjunction with this Curriculum. For example, if you are using PBIS in your setting, have references available for participants.

Slide #1: Event Title Slide

- Display while people enter the room, until event begins.



8:00–8:30 a.m.

Registration and Coffee

Trainer Objectives:

1. Welcome participants and provide materials.
2. Complete registration list.

- Welcome participants as they come in.
- If you are taking attendance, check names off list as participants arrive.
- Ask participants to sign in, if applicable.
- Ask participants to take a name tag.
- Give participants their agendas and books – or have the book excerpts readily available or sent in advance of the event.

8:30–8:45 a.m.

Opening and Introductions

Trainer Objectives:

1. Begin to build connections with participants by demonstrating a restorative go around.
2. Introduce learning outcomes.
3. Show an overview of restorative practices through a video.

- Welcome participants and thank them for coming.
- Explain the format for Introductions.
- Trainer demonstrates by going first, introducing self and following the format.
- BE BRIEF and DO NOT add information at this point. Participants will follow your lead.
- Ask the person to your left or right to go next and continue around the circle.

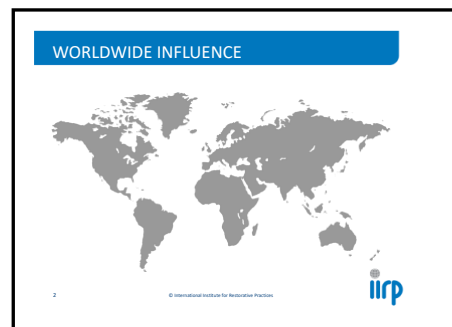
Activity

- Use the following as a go around: “What is your name, your position, where do you work, and give one reason why you do this work.” You may change this opening go around. Some options may be:
 - What is your experience with restorative practices?
 - What is one thing you are hoping to gain from today’s event?
 - What brought you to this event today?
 - Why is it important that you are here today?
- Next, the trainer(s) briefly introduce themselves and describe their initial involvement with their work with restorative practices.
 - This is an opportunity for the trainer(s) to connect with the group.
- Discuss agreements, norms, expectations, and housekeeping issues.
 - Discuss with the group their expectations for the day.
 - This can be done by highlighting a few of the earlier examples when people shared why they came, and by asking a few others to share what they want to get out of attending.
 - Record on the flipchart (or other medium) a few specific expectations you have for the day, including attendance, timeliness, use of electronic devices, note taking, etc.
 - Set up a “parking lot” for questions that can be postponed for later discussion.
 - Point out location of restrooms.
 - Discuss lunch plans, whether on-site or off-site, and share that there is a scheduled break in the morning and another break in the afternoon.
 - If this training is being delivered online or in shorter time frames, be clear about expectations and the learner experience.
 - Explain that the materials and concepts you will explore today are in the book (or book excerpts), and you will let the group know the page numbers as we go along.

➤ **While the title slide is still displayed, discuss the following:**

- The Curriculum we are using today was developed by The IIRP Graduate School. It is the world's first higher education institution wholly dedicated to restorative practices – the science of relationships and community.
- The IIRP provides education, consulting, and research that explores fundamental questions about human relationships and applies those insights to the world's most pressing social challenges. For more information, go to www.iirp.edu.

Slide #2: Worldwide Influence



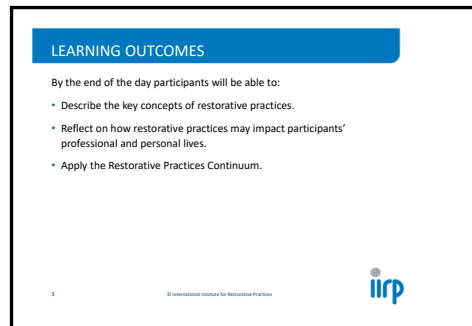
➤ **Learn and deliver:**

- Explain that all the ideas you are going to talk about today are concepts developed over time through experience. Some of the concepts have been influenced and inspired by Indigenous Communities throughout the world. For example, the Restorative Conference was inspired by the Maori People of New Zealand and much of the circle work that we will discuss comes from several Indigenous Communities throughout North America.
- The practice came before the theory, and we aim to apply ancient wisdom to 21st century issues that arise in our communities.
- Restorative practices is the science of relationships and community. We believe this event will be a meaningful learning process about how we build and sustain relationships, as well as how we restore relationships when things go wrong.
- The context of the work at the IIRP started when the founders, Susan and Ted Wachtel, both educators, were looking for more relational and participatory ways to work with youth who were at risk.

- They were using restorative practices long before it was called “restorative practices.”
- State that participants may relate to this, as many of them are doing the same.
- What they were doing was implicit rather than explicit.
- Over the years, restorative practices has evolved into an explicit framework, which we will explore today.

Note to Trainer You may wish to give some context around how you came to this work. If you were influenced by the work of Indigenous People, feel free to share. If you choose to do a Land Acknowledgement, please do so in a way that makes sense for the community you are working with.

Slide #3: Learning Outcomes


A presentation slide titled "LEARNING OUTCOMES" in a blue header. The text below states: "By the end of the day participants will be able to:" followed by a bulleted list of three outcomes. The slide includes the iirp logo and copyright information at the bottom.

LEARNING OUTCOMES

By the end of the day participants will be able to:

- Describe the key concepts of restorative practices.
- Reflect on how restorative practices may impact participants' professional and personal lives.
- Apply the Restorative Practices Continuum.

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- **Read aloud:** By the end of the day, participants will be able to:
- Describe the key concepts of restorative practices.
 - Reflect on how restorative practices may impact participants' professional and personal lives.
 - Apply the restorative practices continuum.
- **Learn and deliver:** Our goal is that by the end of today, you will understand restorative practices and have several processes you can begin to use. We will start with some broad ideas and then move to more specific ones.

8:45–9:15

“San Francisco Unified SD: Intro to Restorative Practices”**Optional Video (16 minutes): San Francisco Unified SD**

- Explain to participants that this video was created by San Francisco Unified SD. SFUSD was trained by the IIRP years ago when they began using restorative practices in their schools. This video is a great example of how a school district has implemented restorative practices and made the practices work in their settings. You may notice some differing language, but you will also see many similarities, including the IIRP globe the students use as a talking piece.

9:15–9:20

Reflection*Learning Objective:*

1. Participants will reflect on their current practice.


Slide #4: Reflection

REFLECTION

- It helps now and then to step back and take the long view.
- We can't do everything, and there is a sense of liberation in that.
- We can do something, and we need to do that well.
- We plant the seed that one day will grow; we may never see the end result.
- We provide the yeast that produces effects far beyond our capabilities.

Adapted from the "Archbishop Oscar Romero Prayer" (Bishop Ken Untener, 1979).
Saint Oscar Romero was a Catholic priest murdered for his stand against injustice in Latin America.

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**➤ Ask the group to read the statements on the screen.**

- It helps now and then to step back and take the long view.
- We can't do everything and there is a sense of liberation in that.
- We can do something and we need to do that well.

- We plant the seed that one day will grow; we may never see the end result.
- We provide the yeast that produces effects far beyond our capabilities.

Adapted from the "Archbishop Oscar Romero Prayer" (Bishop Ken Untener, 1979).
Saint Oscar Romero was a Catholic priest murdered for his stand against injustice in Latin America.

Activity

- Ask the group to pair and share.
- Ask which statement most appeals to them. If you are working with a large group, ask the group to share with a partner and then share out to the larger group.
- Allow participants to respond without much comment from trainer(s).
There are no "right" answers.
- Relate to one of the statements you heard, being personal and human to set a warm tone. Do not dominate the conversation.

9:20–9:45

Context

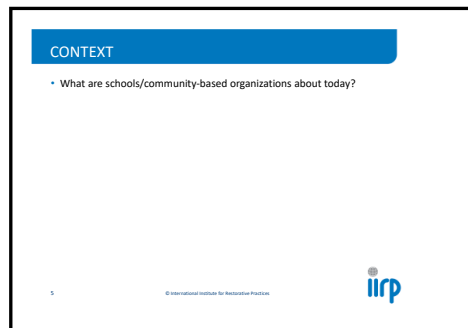
Learning Objectives:

1. Participants will reflect on their current practice.
2. Participants will discuss the importance of relationships in their work.

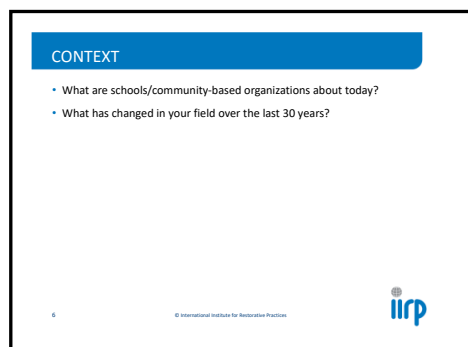
- **These are some options for how to run this activity.**
 - Reveal the first four slides to discuss as pairs, then bring the group back to discuss the final two.
 - Arrange the group in concentric circles facing each other. After each question is discussed, ask the inside circle to move one to the left.
 - Reveal each slide one at a time. If you are working with a large group, ask the group to share with a partner and then share with the large group, again going one at a time.

- Allow for responses and discussion after each slide.
- Read each slide as it is revealed.
(Images of slides are shown below)
 - What are schools/community-based organizations about today?
 - What has changed in your field over the last thirty years?
 - Why are schools/community-based organizations today the most important public institutions?
 - What are the challenges of working with your constituents (students, families, clients)?
 - What do the most challenging students/youth have in common?
 - What is going to make a difference in their lives?

Slide #5: Context (1)



Slide #6: Context (2)



Slide #7: Context (3)

CONTEXT

- What are schools/community-based organizations about today?
- What has changed in your field over the last 30 years?
- Why are schools/community-based organizations today the most important public institutions?

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Slide #8: Context (4)

CONTEXT

- What are schools/community-based organizations about today?
- What has changed in your field over the last 30 years?
- Why are schools/community-based organizations today the most important public institutions?
- What are the challenges of working with your constituents (students, families, clients)?

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Slide #9: Context (5)

CONTEXT


- What are schools/community-based organizations about today?
- What has changed in your field over the last 30 years?
- Why are schools/community-based organizations today the most important public institutions?
- What are the challenges of working with your constituents (students, families, clients)?
- What do the most challenging students/youth have in common?

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Slide #10: Context (6)

CONTEXT

- What are schools/community-based organizations about today?
- What has changed in your field over the last 30 years?
- Why are schools/community-based organizations today the most important public institutions?
- What are the challenges of working with your constituents (students, families, clients)?
- What do the most challenging students/youth have in common?
- What's going to make a difference in their lives?

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➤ Learn and deliver:

- Most groups will say that relationships and strong connections are what is going to make a difference in the lives of young people.
- This activity may elicit emotions from the group. Validate the group's feelings. There is pressure in working with youth and families.
- Relationships are what is most important.
- If relationships are what's most important in your work with youth, what makes them most likely to be successful? Think about how we get that message across.

Tip Share a story that shows the connection between relationship and making positive changes.

9:45–10:00

Explicit Practice*Trainer Objectives:*

1. Introduce the importance of explicit practice.
2. Reinforce the importance of having, and operating in, an explicit practice framework.

Learning Objective:


1. Participants will identify the Fundamental Hypothesis.

Tip In this section, you want to help participants understand the importance of being clear and explicit about their practice with people they work with. Convey the significance of the “why” behind what they do and the benefit of communicating practice rationale explicitly rather than implicitly. This will set the stage for the trainer to be explicit about restorative practices and the “why” behind what we are trying to accomplish at this event.

Slide #11: Being Clear about Practice

BEING CLEAR ABOUT PRACTICE

- How important is it that your constituency understand “where you are coming from,” “what you are all about”?
- In other words, the **why** behind your practice?
- How confident would you be explaining your practice rationale or that of your organization?

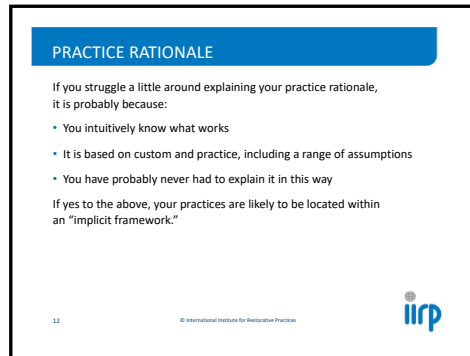
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➤ **Learn and deliver:**

- How important is it that your constituency (students, parents, clients, etc.) understand “where you are coming from” or “what you are all about”?
 - In other words, the **why** behind your practice?
 - How confident would you be at explaining your practice rationale or that of your organizations?
- Allow for brief discussion. Many participants will say it’s important for those we work with to understand our **why** but aren’t always able to explain the **why** concisely.
- Explain you may not be able to explain the **why**; we do what we do so naturally that it may be hard to explain or define. The longer we work in our respective fields, the more confident we become about “trusting our gut,” but we are rarely asked to explain that “gut.”
 - People may struggle to explain the rationale behind their practice and to give a clear, succinct statement.

Tip You may want to give an example. Ask the group to raise their hands if the organization they work for has a mission statement. Ask them to keep their hands up if they can recite the mission statement verbatim. Typically, about half of the group will put their hand down. This doesn’t mean people don’t understand the essence of what the mission is trying to communicate; they just may not know explicitly the wording to explain to others.

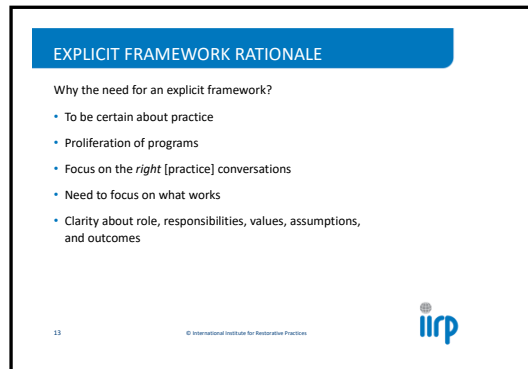
Slide #12: Practice Rationale



➤ Learn and Deliver:

- If you struggle a little around explaining your practice rationale, it is probably because:
 - You intuitively know what works.
 - It is based on custom and practice, including a range of assumptions.
 - You have probably never had to explain it in this way.
 - If you can identify with the statements above, your practices are likely to be located within an “implicit framework.”
- Provide an example of a time you struggled to be explicit about restorative practices. Example ideas:
 - Struggling with an “elevator speech” or trying to give a succinct definition of restorative practices and how it is applied in your field.
 - Having an intern or student teacher. They may ask hundreds of questions a day about what you are doing and why. You may be going through the motions of a typical day, but the intern/student teacher wants to understand explicitly why you are doing what you are doing.
 - Cooking without a recipe. Ask the group if anyone cooks without a recipe. If so, how do they know how much of an ingredient to add? How do they explain to others what they do in order for them to replicate the recipe?

Slide #13: Explicit Framework Rationale



Tip Summarize the points below in ways that make sense to you. This slide (#13) gives concrete reasons to be explicit.

➤ To be certain about practice

- When we are not sure of our practice or what really works, we are not as effective.
- A framework helps us to guide our practice and places it in a context that demonstrates an overall way of thinking and being that reflects our values and who we are.
- There are a lot of misconceptions about restorative practices. It is important for us to be clear and certain about what restorative practices is and isn't.

➤ Proliferation of programs

- When we are not sure what works or struggle with issues or situations, we often look to find a program that will be the answer to our struggle.
- Schools and organizations may implement several programs at a time. Is this being done purposefully, or are 5 separate initiatives being implemented in a rather haphazard fashion?
- There are many researched and evidenced-based programs to choose from. However, there are limitations in terms of the time required to implement these programs with fidelity and the costs and training required.

- This can also happen with implementing restorative practices.
- **Share with participants** that while there may be resistance to “another new thing,” we think that restorative practices is not something more to put on your plate but actually is the plate. Another analogy: restorative practices isn’t just another tool; it is the garage in which you have many tools.
- It is a framework for how we interact and communicate with others. Restorative practices can inform and underpin all other practices, including academic instruction.

➤ Focus on the **right** [practice] conversations

- Frequently, we have the wrong conversations and miss what really needs to be addressed or done. For example:
 - We may prescribe an anger management program for someone when the anger may be symptomatic of the real or deeper issue.
 - We may send a student out of class for sleeping, which is seen as a rule being broken, rather than take the opportunity to gain some understanding for why the student is sleeping.
- Are we using a trauma-informed lens and asking *What happened to this person?* and not *What is wrong with this person?*

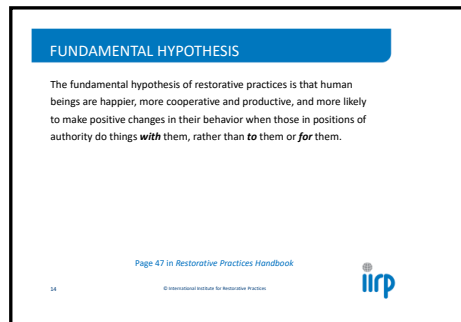
➤ Need to focus on what works

- It is most effective to focus on what works and meets the needs of your community. Build on that and do more of it.
- There often is a lot of wasted energy in trying to fix what is going wrong. Building on strengths and what we know works ultimately saves time and energy.
- Our restorative practices framework is a relationship-building, strength-based and solution-focused approach.

➤ Our framework provides clarity about the roles, responsibilities, values, assumptions and outcomes to which we prescribe to as a community. A framework should give everyone a common language.

- **Learn or paraphrase:** We all agree that we have to be explicit, so we are going to be very explicit about restorative practices.

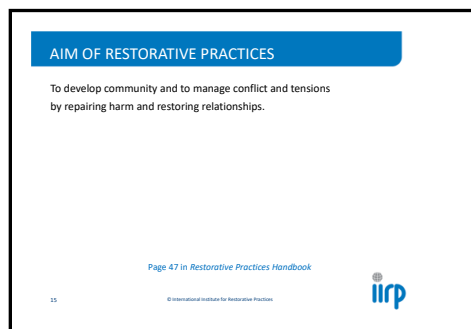
Slide #14: Fundamental Hypothesis



➤ **Read aloud:**

- The fundamental hypothesis of restorative practices is that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things **with** them, rather than **to** them or **for** them.
- See Page 47 in *The Restorative Practices Handbook* to read more about this.

Slide #15: Aim of Restorative Practices



Note to Trainer This is the first time you will stress the importance of the 80/20 rule. Reiterate the critical nature of proactive/community-building restorative practices. Be sure participants leave the training understanding that restorative practices isn't just what to do when things go wrong.

- **Read aloud:** The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and restoring relationships.
 - **Point out that** this statement identifies both the **proactive 80%** (developing community) and **responsive 20%** (repairing harm and restoring relationships) aspects of restorative practices. This helps us get the outcomes we want.
- **Add:** Schools and other organizations that only use the responsive aspects without building the social capital beforehand are less successful than those that also incorporate the proactive approaches.
- Give an example of how important it is to develop community.
 - If you haven't built your own social capital with the group of people you are working with, there is a decreased probability of having effective outcomes when you need to address harm or wrongdoing with or between people.

Note to Trainer You may want to share a story with the group to relate the need for spending more time on the proactive aspects than on the responsive aspects of restorative practices.

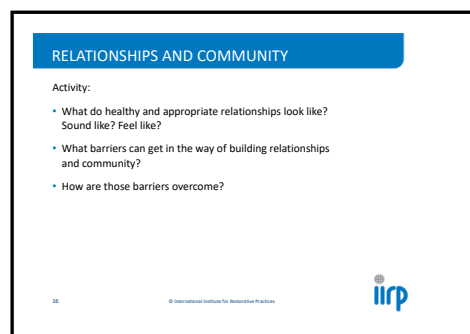
Activity

Tip You may want to pass out sticky notes to participants and have them write what healthy relationships look like, sound like and feel like.

➤ **Learn and deliver:**

- This morning we discussed the importance of relationships and being explicit about restorative practices.
- We believe that relationships are what is most important in our work and we should spend time building relationships (being proactive) with youth and not just disciplining them (being responsive). Let's discuss what that means. We can't make the assumption that all adults know what healthy relationships entail.

Slide #16: Relationships and Community



➤ **Relationships and Community Activity:** In small groups of 3-4, have the participants discuss the following questions:

- What do healthy and appropriate relationships look like? Sound like? Feel like?
- What barriers can get in the way of building relationships and community?
- How are those barriers overcome?

➤ As a large group, take some comments from participants.

➤ During this activity, participants may list implicit/explicit bias as a barrier. If they don't, you should explore this purposefully with the group.

Ask: If restorative practices is the science of relationships and communities and bias gets in the way of building relationships and communities, how can we begin to address this?

- **Explain:** We won't have all the answers today, but we want to begin to think about how bias can impact relationships.
- **State:** We also want to be sure we are explicit about what healthy relationships will look like, so we can model restorative practices in our settings.

10:00–10:15

Break

Tell participants how long the break is and when it ends.

10:15–11:30

The Social Discipline Window

Learning Objectives:

1. Participants will identify the social discipline window.
2. Participants will reflect on their current practice.

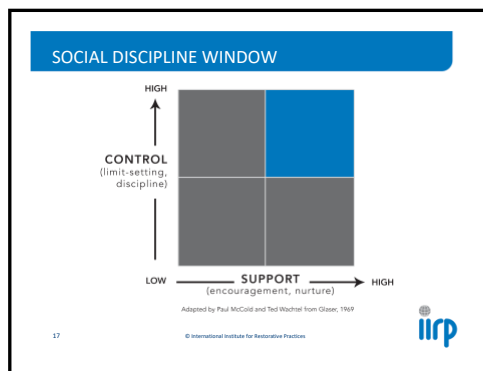
Activity

- Conduct the following as a go around, requesting **one-word** answers.
- **Learn and paraphrase: Think about the person who had the greatest impact on you – that is, the one you respected the most.**
 - Give participants time to reflect and pause, then **ask:**
 - What allowed you to feel this way? What is one word that would describe what was special about this person?
- **Learn and paraphrase: Let participants answer by calling out.**
(Do not do as a go around. Do not record on paper.)
 - When this person challenged you, when you did something wrong or weren't living up to your potential, how did this person treat you?
 - Describe the experience.

➤ **Refer back to what participants said and explain:**

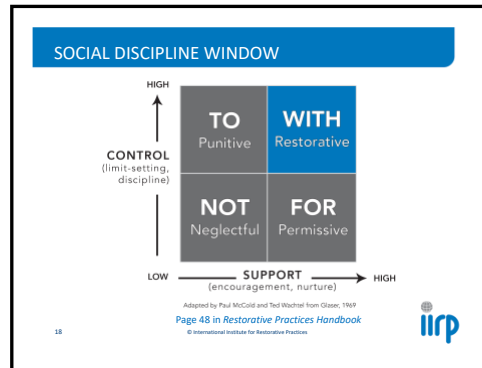
- Two major factors are control and support.
- Control being limit setting, discipline, setting boundaries, high expectations, and support being encouragement, nurturing, love.

Slide #17: Empty Social Discipline Window



- **Learn and deliver:** If we placed control and support on two axes, each measured from low to high, we would have four basic options.
- **While pointing to each box, ask the group to think about the following questions. Again, let participants answer by calling out.**
- Think of a person who was high on control but low on support.
What word would you use to describe this person? **Give examples.**
 - What about a person who was high on support but low on control?
What word would you use to describe this person? **Give examples.**
 - What about a person who was neither?
What word would you use to describe this person? **Give examples.**
 - What about a person who was both high on control and high on support?
What one word would you use to describe this person?
 - It is probably the person you were thinking about in the last exercise.
Give examples.

Slide #18: Full Social Discipline Window



Note to Trainer As you go through each box, give a clear example of a person operating in each box. This will allow the group to begin to see how this works in practice. You may want to give examples from your own life of people in positions of authority that fit each window.

➤ Learn and paraphrase:

- High on control, but low on support, we call “punitive” or “doing things **TO** people.”
- High on support, but low on control, we call “permissive” or “doing things **FOR** people.”
- Low on both control and support, we call “neglectful” or “**NOT** doing anything.”
- Another option: high on both control and support, we call that being “restorative” or “doing things **WITH** people.”
- The person you respected most was probably in this box.

➤ Point out:

- This is not a new idea. The people you respected, good teachers, mentors, coaches and counselors have always treated people like this.
- But this simple framework is meant to give us a way to describe what we know works; it also gives us a way to teach other people to do it.
- Different internal and external factors may move people into certain boxes. This gives us a frame of reference for why someone may drift into the **TO**, **FOR**, or **NOT** box.

- Go through each window and give examples of what may be happening to cause people to respond from the **TO**, **FOR**, or **NOT** box.

Tip As you discuss the different boxes, you may want to recreate the social discipline window on the floor in the middle of the circle with four sheets of paper and walk to each box as you describe each box.

- **TO:** Internally feeling ignored or not listened to. Externally feeling pressure to perform.
- **FOR:** Internally feeling sympathy for people and wanting to make the pain go away. Externally being under time constraints – “not enough time to be restorative.”
- **NOT:** Internally feeling overwhelmed, uncertain, scared. Externally feeling intimidated or tired.

- We are not all restorative all of the time.

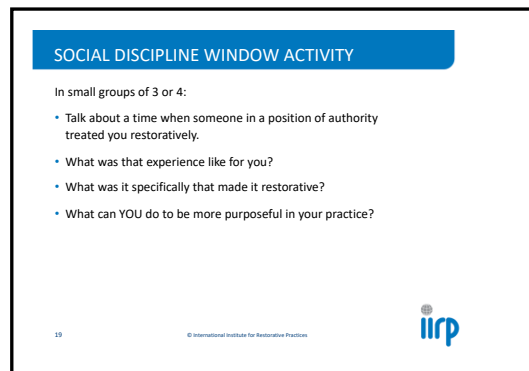
Note to Trainer Perhaps tell a short personal story about how you became restorative or your ongoing struggle to be restorative.

- It is a way to do this **on purpose**, all of the time.
- This **does not** mean a decrease in the amount of control.
- Point out the social discipline window on Page 50 in *The Restorative Practices Handbook*.
- **Explain to the group:** A truly restorative practitioner is self-aware and reflective.
- **State:** In this next activity, we are going to ask you to think about a time when you were treated restoratively. What was that experience like for you? What specifically made it restorative? What can YOU do to be more purposeful in your practice?

Activity

- Have participants break into small groups or triads and discuss the questions on the slide. Take a few comments from the groups after their discussions to debrief and move on.

Slide #19: Social Discipline Window Activity



- **Learn and deliver:** The social discipline window is a useful framework to examine our practice in general or our daily interactions. It helps us answer the question: “Was that restorative?”
- **Learn and deliver:** If you think about it, the social discipline window really applies to just about anything: teaching, parenting, supervision, counseling, policing, and social work.
 - Invite comments.
- **Learn and deliver:**
 - Now that we have an explicit rationale for our practices, it makes sense philosophically, but how would we actually go about doing things that match this rationale, that fall inside the **WITH** box?
 - If relationships are what is most important to people, then being restorative means there will be two tasks:
 - Building and strengthening relationships, and
 - Repairing relationships when they’ve been harmed.
- **End this section by saying:** The social discipline window is the cornerstone of everything we do.

Slide #20: Practitioner Styles


PRACTITIONER STYLES

Which box would you be operating in if you said to a student/young person:

- Sit down and shut up.
- You really only have to do it if you want to.
- I don't care what you do – sort it out yourself.
- You are aware of the expectations in this class. How can I support you in reaching them?

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Activity

Tip You may want to break the 4 corners of the room into the social discipline window. As you ask the group the following questions, they can move to the box they think is correct. You can use this if time allows for a longer discussion of the social discipline window.

- Do this as a large group, asking: Which box would you be operating in if you said to a student/young person:
- Sit down and shut up.
 - You really only have to do it if you want to.
 - I don't care what you do – sort it out yourself.
 - You are aware of the expectations in this class. How can I support you in reaching them?

Slide #21: Practitioner Styles Activity

PRACTITIONER STYLES ACTIVITY


In your groups, identify the behaviors you would likely observe if a practitioner's style was predominantly:

- Punitive
- Permissive
- Neglectful
- Restorative

What learning outcomes would each style deliver?

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Activity


- **Explain:** The group will explore the behavior of adults working within each window and what outcomes would most likely be seen in each setting.
- **For a group that doesn't just include educators, explain: This activity is about authority and how those in positions of authority exert their power.**
 - Tell participants you will do the first window together – PUNITIVE Style.
 - What behavior would they OBSERVE if they were a “fly on the wall” in a setting where the practitioner was punitive 90% of the time? What would the likely OUTCOMES be for a young person or your constituency?
 - Solicit feedback from the group before revealing the next slide.

Slide #22: Punitive Practitioner Style

PUNITIVE PRACTITIONER STYLE

Observed Behavior:	Likely Outcome:
<ul style="list-style-type: none">• Often uses a tone of voice that blames or accuses• Lack of support in directions• Notices inappropriate behavior more than appropriate• Frequently gets immediate compliance• Has high standards	<ul style="list-style-type: none">• Ordered classroom/setting• Anxious, resentful students/young people• Short-term compliance but rarely lasting behavioral change• High teacher/practitioner stress• Negative classroom atmosphere

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➤ Use this slide to illustrate their discussion.

The group will likely come up with most of what is on the slide.

- Observed Behavior
 - Often uses a tone of voice that blames or accuses
 - Lack of support in directions
 - Notices inappropriate behavior more than appropriate
 - Frequently gets immediate compliance
 - Has high standards
- Likely Outcomes
 - Ordered classroom/setting
 - Anxious resentful students/people
 - Short-term compliance but rarely lasting behavioral change
 - High teacher/practitioner stress
 - Negative classroom atmosphere


Slide #23: Practitioner Styles Activity

PRACTITIONER STYLES ACTIVITY

In your groups, identify the behaviors you would likely observe if a practitioner's style was predominantly:

- Punitive
- Permissive
- Neglectful
- Restorative

What learning outcomes would each style deliver?

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Activity

- After doing the first window together as large group:
 - Have the participants divide into like groups (e.g., teachers, social workers, juvenile justice). Have each group select a recorder.

Tip You may want to have the group use chart paper to record their answers and after the 15 minutes, hang the paper on the walls to do a gallery walk. This communicates the information without having to report back.

- **Explain: The group will now repeat the activity we did as a large group in their small groups.**
 - The group will explore the behavior of adults working within each window and what outcomes would most likely be seen in each setting.
- **For a mixed group representing different professions, explain:** This activity is about authority and how those in positions of authority exert their power.
- **Tell participants: You will have 15 minutes to explore the 3 remaining windows: Permissive, Neglectful and Restorative.**


Keep Slide #23 up while the participants are working in their groups.

- Have participants record what they would OBSERVE if they were a “fly on the wall” in a setting where the practitioner was permissive.
 - What would the likely OUTCOMES be for a young person?
- Give the small groups a countdown when it’s time to complete each window.
 - **After the 15 minutes**, solicit feedback from the group before revealing each slide.

Slide #24: Permissive Practitioner Style

PERMISSIVE PRACTITIONER STYLE

<p>Observed Behavior:</p> <ul style="list-style-type: none"> Warm and supportive Doesn't consistently set limits Focuses on effort and de-emphasizes quality Tries to reason with people to behave or respond Makes excuses for others' behavior 	<p>Likely Outcomes:</p> <ul style="list-style-type: none"> Students/young people feel liked and supported Chaotic, out-of-control classroom/setting Students/young people do not feel secure in the teacher's capacity to “manage” Poor work quality Students/young people feel anxious and uncertain High teacher/practitioner stress
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- Observed Behavior
 - Warm and supportive
 - Doesn't consistently set limits
 - Focuses on effort and de-emphasizes quality
 - Tries to reason with people to behave or respond
 - Makes excuses for others' behavior
- Likely Outcomes
 - Students/young people feel liked and supported
 - Chaotic, out-of-control classroom/setting
 - Students/young people do not feel secure in the teacher's capacity to “manage”
 - Poor work quality
 - Students/young people feel anxious and uncertain
 - High teacher/practitioner stress
- Solicit feedback before revealing Slide #25.

Slide #25: Neglectful Practitioner Style

NEGLECTFUL PRACTITIONER STYLE

Observed Behavior: <ul style="list-style-type: none">• Lacks consistent engagement• Does not appear concerned about quality of students' work• Ignores inappropriate behavior• Uses only video and worksheets to teach	Likely Outcomes: <ul style="list-style-type: none">• May miss warning signs of academic or behavioral difficulties in students• Students may withdraw and feel worthless• Increased acting out in order to get the teacher's attention or because there is no sense of order or control in classroom• Limited meaningful learning taking place• High teacher/practitioner stress
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➤ Observed Behavior

- Lacks consistent engagement
- Does not appear concerned about quality of students' work
- Ignores inappropriate behavior
- Teacher/Practitioner uses videos and worksheets to teach

➤ Likely Outcomes


- May miss warning signs of academic or behavioral difficulties in students
- Students may withdraw and feel worthless
- Increased acting out in order to get teacher's attention because there is no sense of order or control in classroom
- Limited meaningful learning taking place
- High teacher/practitioner stress

➤ Solicit feedback before revealing Slide #26.

Slide #26: Restorative Practitioner Style

RESTORATIVE PRACTITIONER STYLE

Observed Behavior: <ul style="list-style-type: none">• Engaging content delivery• Clear and written objectives and goals• Affective language• Engages in collaborative conversations• Engages everyone in decision making• Circles• Has high standards	Likely Outcomes: <ul style="list-style-type: none">• Positive atmosphere• High quality work output• Positive, kind and supportive relationships• Sense of hope and optimism• Effective classroom management• Students/young people feel sense of safety• High job satisfaction
---	---

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➤ Observed Behavior

- Engaging content delivery
- Clear and written objectives and goals
- Affective language
- Collaborative conversations
- Everyone engaged in decision making
- Circles conducted regularly
- Has high standards

➤ Likely outcomes

- Positive atmosphere
- High quality work output
- Positive, kind and supportive relationships
- Sense of hope and optimism
- Effective classroom management
- Students/young people feel a sense of safety
- High job satisfaction

11:30–11:50

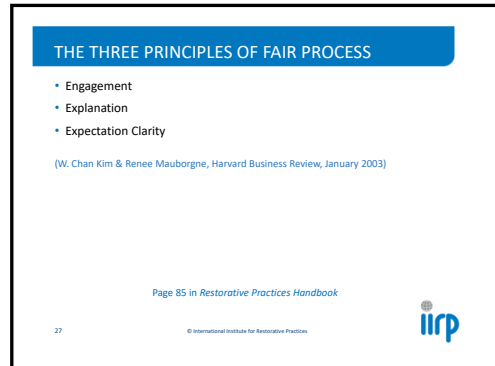
Fair Process*Learning Objective:*

1. Participants will identify fair process.

Tip Highly recommend to all to read the following to learn more:
Kim, W. C., & Mauborgne, R. (2003, January). Fair process: Managing in the
knowledge economy. *Harvard Business Review*, 81(1), 127-136.

- Ask the group in a general way and allow them to call out the answers.
 - Think about how you expect to be treated by people in positions of authority.
 - What is one word that describes how you expect to be treated?
 - Most people will say “respectfully” or “fairly.” But if they don’t, it is okay; move on.
 - Once the participants have identified “fair,” move on to the next set of questions.
- **Ask the participants to** think of an experience in which they felt they were treated unfairly.
 - Rather than have them share the story, have them share one thing that was missing that would have made the experience feel fair.
 - Pay attention until the participants get to at least two of the fair process points: Engagement, Explanation, Expectation Clarity.
- **When the participants identify the “three Es,” reveal the next slide.**

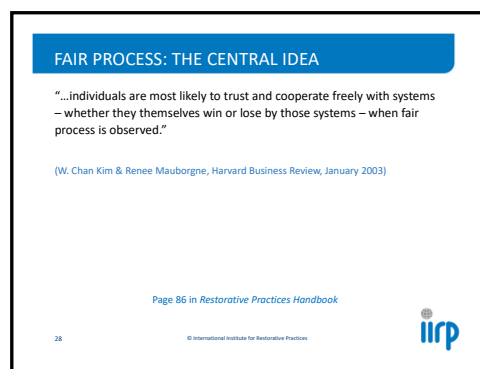
Slide #27: The Three Principles of Fair Process



- Explain what the participants described is the basis of fair process. Give a brief description of the “three Es” and let participants know you will come back to this in a moment.
- **Ask: Which is more important: how you were treated or whether or not you got what you wanted? Process or outcomes?**
- **Acknowledge** we would like to get what we want but when the process includes the “three Es” of fair process, the outcome tends to be easier to support.

➤ **Reveal the next slide and share the central idea of fair process.**

Slide 28: Fair Process: The Central Idea



➤ Fair Process: The Central Idea

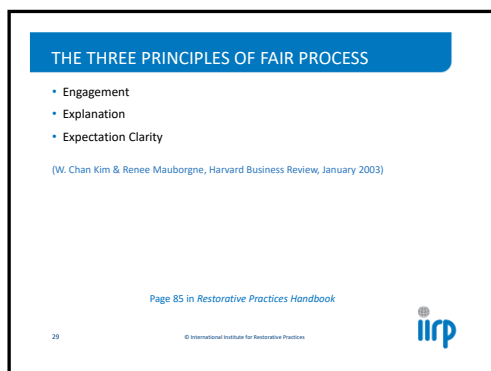
Individuals are most likely to trust and cooperate freely with systems – whether they themselves win or lose by those systems – when fair process is observed.

- Be sure to refer to different systems, e.g., individual classrooms, entire school districts, criminal justice settings, workplaces, etc. For example:
 - STUDENTS are most likely to trust and cooperate freely with TEACHERS – whether they themselves win or lose by those systems – when fair process is observed.
 - TEACHERS are most likely to trust and cooperate freely with ADMINISTRATORS – whether they themselves win or lose by those systems – when fair process is observed.
 - PARENTS are most likely to trust and cooperate freely with SCHOOL SYSTEMS – whether they themselves win or lose by those systems – when fair process is observed.

➤ **Explain that** these are some basic things they can do every day with their students and parents to get more cooperation.

- Reveal the “three Es” slide again and give a more detailed explanation.

Slide 29: The Three Principles of Fair Process




THE THREE PRINCIPLES OF FAIR PROCESS

- Engagement
- Explanation
- Expectation Clarity

(W. Chan Kim & Renee Mauborgne, Harvard Business Review, January 2003)

Page 85 in *Restorative Practices Handbook*

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➤ Engagement, Explanation, Expectation Clarity

- Explain each principle and share a story to illustrate how it works.
- Make sure that participants understand you need to do all three for fair process to work.
- Ask what engagement, explanation, and expectation clarity look like in their practice.

➤ Engagement

- Involving individuals in decisions that affect them by asking for their input and allowing them to refute the merit of one another's ideas.

➤ Explanation

- Everyone involved and affected should understand why final decisions are made as they are. This creates a powerful feedback loop that enhances learning.

➤ **Say:** This is a chance for you, as an authority figure, to reinforce your basic rationale: "This is the decision I made, and this is why."

➤ Expectation Clarity

- Once decisions are made, new rules are clearly stated, so that individuals understand the new standards and penalties for failure.

Tip You can connect the "three Es" of fair process to the social discipline window and explain that when in a position of authority and making decisions, fair process is a check to stay in the **WITH** box.

➤ **Ask the group:**

- If all you did was engage stakeholders and nothing else, which box would you be operating from? (Most will say the **FOR** box.)
- If all you did was give explanation to stakeholders for the decision being made, which box would you be operating from? (Most will say **TO**.)
- If all you did was give expectation clarity about the new rules to stakeholders, which box would you be operating from? (Most will say **TO**.)
- The combination of support and expectation is evident when utilizing all three components of fair process. (**WITH**)


Slide #30: What Fair Process Isn't

WHAT FAIR PROCESS ISN'T

- Decision by consensus
- Does not set out to achieve harmony
- Does not set out to win people's support through compromises that accommodate every individual's opinions, needs, or interests
- Democracy in your system
- Leaders forfeiting their responsibility to make decisions, establish policies and procedures

(W. Chan Kim & Renee Mauborgne, Harvard Business Review, January 2003)

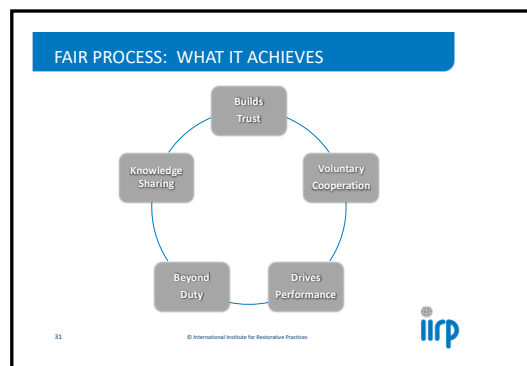
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➤ What fair process is not:

- Decision by consensus
- Does not set out to achieve harmony
- Does not set out to win people's support through compromises that accommodate every individual's opinions, needs or interests
- Democracy in your system
- Leaders forfeiting their responsibility to make decisions and establish policies and procedures

Slide #31: What Fair Process Achieves



➤ **Explain the chart by paraphrasing:**

- Fair process builds trust and commitment, which
- Produces voluntary co-operation, which
- Drives performance, which
- Leads individuals to go beyond the call of duty
- Through sharing their knowledge, experiences, and creativity

➤ **Point out** the fair process information on page 86 in *The Restorative Practices Handbook*.

➤ **Ask** if there are questions.

OPTIONAL Activity for Fair Process

- Have participants break up into small groups and create a list of examples and non-examples of how they use fair process in their settings.

OR

- Think of a decision you are contemplating. Create a plan for how to incorporate fair process with your staff, in your building or in your classroom.

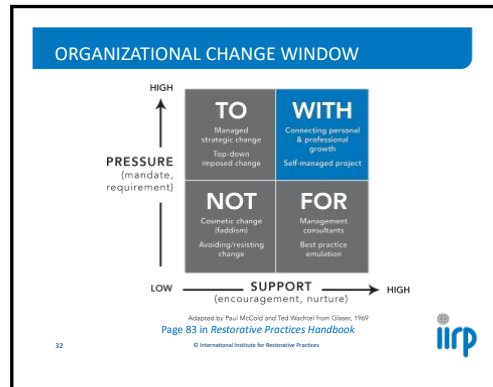
OR

- Discuss a time you were involved in fair process. What was that experience like?

➤ **Learn and deliver:**

- Fundamentally, fair process is about exercising authority in a way that is engaging. It takes the feelings and needs of others into account and feels fair and respectful.
- Next, we'll take a look at not only how we make decisions, but also how change can be managed on a large scale.
- Reinforce the social discipline window, pointing out that fair process happens in the **WITH** box.
- The social discipline window is about our interactions with individuals. But, more globally, the same concepts can help us manage change on an organizational level. In bringing about change in an organization, there are four basic approaches similar to those in the social discipline window. We call this the organizational change window.

Slide #32: Organizational Change Window



➤ Learn and deliver:

- The high control, or what we could call pressure without support, is the **TO** strategy.
 - This is the management strategy that we typically think of in organizations.
 - Bosses make decisions and inform the staff, and the staff is expected to carry out the decisions.
 - While this approach tends to save time, it breeds resentment and resistance.
- If, however, you provide resources and assistance with no pressure to follow through, you'll be doing things **FOR** people and wasting resources.
 - Managers who practice in the **FOR** box have an unrealistically optimistic view of human nature – "If we give our employees the tools they need, they will strive to do their best." Most of us don't operate that way.
 - We also need clear expectations before we change.
- If you provide neither pressure nor support, nothing is going to happen.
 - While this may seem obvious, many bureaucracies operate within the **NOT** box.
 - There are frequent discussions and meetings about change, but no pressure to do anything or resources to actually help it happen.
 - Those who are routinely in the **NOT** box are more interested in the appearance of change than in change itself.

- The best way to bring about a change as an organization is to provide both pressure and support.
 - By doing things **WITH** people, you allow them the opportunity to self-manage projects.
 - This gives them a greater sense of ownership and allows them to help decide the direction of the change.
 - This increase in investment helps employees connect their personal and professional growth.
 - When people are actively engaged, they bring their personal skills and ideas to bear on their work.

Tip You may want to connect this to whole-school change and implementation, how restorative practices can be implemented in a non-restorative way and the importance of a successful change process.

11:50–12:50

Lunch

Tell participants how long lunch is and when it ends.

12:50 – 12:55

Icebreaker

12:55–1:40

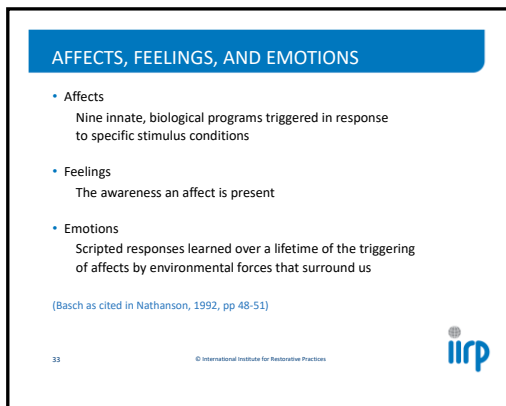
Psychology of Affect and The Compass of Shame

Learning Objectives:

1. Participants will identify the relevant elements of Affect Psychology.
2. Participants will reflect on current practice.

- **Explain that** in this section of the training, we will explore the work of Silvan Tomkins and his contemporaries, who developed the theory of Affect Psychology.
- This theory describes why restorative practices works.
 - We will see later, when we look at the work of Donald Nathanson, how the affect of shame helps us understand why human beings act or respond the way they do.
 - Then we will discuss John Braithwaite and his book, *Crime, Shame and Reintegration*. Braithwaite differentiates between stigmatizing and re-integrative shame.


Slide #33: Affects, Feelings, and Emotions



AFFECTS, FEELINGS, AND EMOTIONS

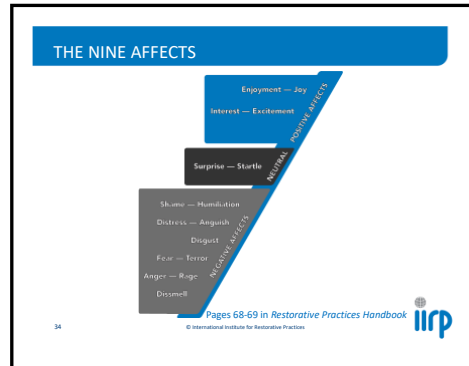
- **Affects**
Nine innate, biological programs triggered in response to specific stimulus conditions
- **Feelings**
The awareness an affect is present
- **Emotions**
Scripted responses learned over a lifetime of the triggering of affects by environmental forces that surround us

(Basch as cited in Nathanson, 1992, pp 48-51)

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- **Explain that** Tomkins discusses in-depth how babies' facial expressions and their bodily reactions are the physical representations of each of the Nine Affects.
- **Explain that** affects are instantaneous reactions to stimuli in one's environment.
- Feelings are experienced seconds after one is aware that an affect has been triggered.
 - Emotions are the scripted responses and expressions that result from the accumulated stories and scripts learned from one's families, culture, and community.
 - The shorthand way to remember the difference between the three can be explained this way: **"Affects are our biology, feelings are our psychology, and emotions are our biography."**

Slide #34: The Nine Affects



- **Give a basic overview of the Nine Affects by explaining that** according to this theory, there are nine innate affects. Most affects are experienced within a range from mild to strong.
- **Two of them are positive:**
 - Interest-Excitement
 - Enjoyment-Joy
- **One is neutral and operates as a restart mechanism:**
 - Surprise-Startle
- **Six are varying degrees of negative:**
 - Shame-Humiliation
Explain that you will come back to this one in a moment.
 - Distress-Anguish
 - Disgust
 - Fear-Terror
 - Anger-Rage
 - Dismissal
(When something is physically or emotionally revolting – make the dismissal “yucky face” if needed.)

- Before you move into explaining shame, ask the following questions so the group will get an understanding of how the word “shame” is defined by participants.

- What is shame?
- What purpose does it serve?
- What if you never experienced shame?
- We wouldn’t know what feeling good was all about.

Tip You may want to write the word “Shame” on chart paper and ask participants to respond to the word. What comes to mind when they see and hear this word?

- **Explain that** in this system:

- “Shame” is defined differently from how one usually uses the word.
- Instead of using the word “shame” to describe the sense of “doing wrong,” in this theory, the word “shame” is used to describe the interruption or impediment to one of the positive affects.
- Whenever one of the positive affects is partially interrupted or when there is an impediment to positive affect, we will experience varying degrees of shame-humiliation. This shame response cannot be avoided. It will vary in duration, lasting from a few seconds to several months or even years.
- We can, however, minimize the negative aspects of shame.

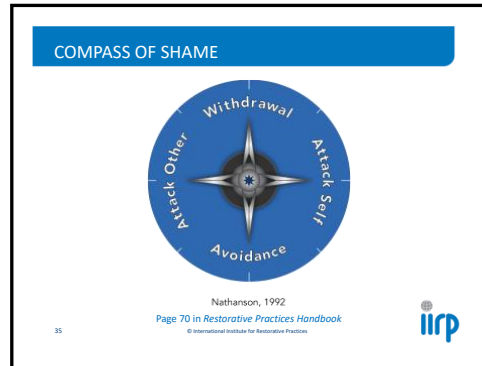
- Shame sets social parameters, interrupts good feelings, and provides a sudden awareness of what we don’t want to know about ourselves.

- **Ask participants to think about what the experience of shame is like.**

- “What are your negative ways of dealing with shame?”
- Allow time for responses.

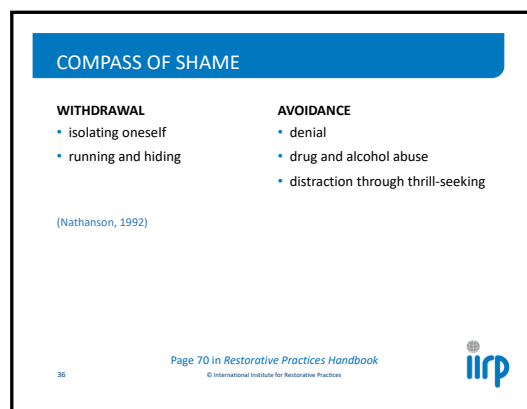
- Allow participants to identify the four points on the Compass of Shame before revealing the next slide. If they don’t identify them all, you can move on and guide the process.

Slide #35: The Compass of Shame



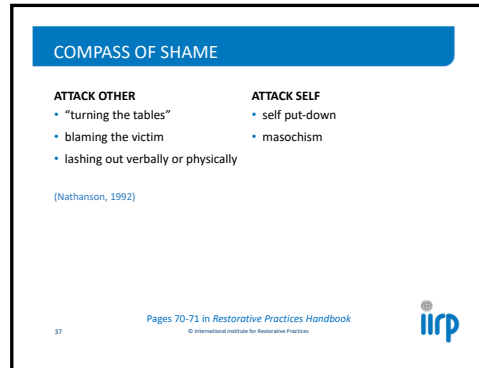
- **Learn and deliver:** Donald Nathanson, who worked with Silvan Tomkins, developed the Compass of Shame to illustrate how human beings react when they feel shame.
- **Explain that** there are four negative ways people respond to shame – or the interruption of a positive affect.

Slide #36: The Compass of Shame



- **Learn and deliver:**
 - Withdrawal – isolating oneself, running and hiding
 - Avoidance – denial, drug and alcohol abuse, distraction through thrill seeking

Slide #37: The Compass of Shame



➤ **Learn and deliver:**

- Attack other – “turning the tables,” blaming the victim, lashing out verbally or physically
- Attack self – self put-down, masochism

➤ **Point out that** the Compass of Shame largely confirms the answers they have already given.

➤ **Learn and deliver:**

- Why do we take time to talk about the negative ways people deal with shame?
- When we see these responses in other people, we can recognize them for what they are – expressions of shame.
- Once we’ve recognized what this reaction actually is, there are things we can do to help people deal with their shame in a positive way.

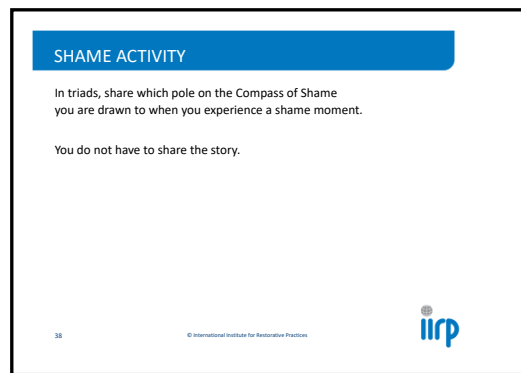
➤ **Ask: “What are the positive ways you can deal with shame?”**

- Allow time for participants to come up with ideas.
- People will usually answer: talk about it, apologize, admit the wrongdoing, make amends, and express feelings.

➤ **Learn and deliver:**

- All the things mentioned are restorative ways to handle shame in a way that does not become toxic to the group.
- In your community, you probably notice those negative shame responses all the time – with students, staff, and parents. Healthy communities are the ones that learn to deal with shame in a positive way.
- The important thing is to recognize the responses because there are positive ways we can respond to help people work through their shame.
- **Explain that** these just happen to be the key steps needed to build and maintain healthy relationships, according to Silvan Tomkins.

Slide #38: Shame Activity



Activity

- **Have participants partner with someone in the room.**
- **Ask each to think of a time when their shame affect was triggered and which pole on the Compass of Shame they gravitated to and why.**
- They do not have to share the story, just which pole they gravitated toward.
 - Process with the whole group by asking for responses to the following question: “What struck you with the activity you just went through?”
 - Do not ask or allow people to share their stories.
They are simply sharing instances of learning and awareness.

➤ **Optional Activity:**

- You can put the poles of the Compass in different areas of the room and ask the participants to move to the pole on the Compass that matches their shame response for the following situations.
- Which pole of the Compass do you go to when....
 - You call a friend with exciting news and you get voicemail.
 - You prepare a meal for someone you care about and they come over and say: “I already ate.”
 - You are at a stop light and rocking out to your favorite music. You don’t notice the light changed, and someone beeps at you.
 - You spend a lot of time picking out the perfect gift for a friend and they ask you for the receipt.
 - You are excited to spend time with someone you haven’t seen in a while and they cancel unexpectedly.


Note to Trainer Sometimes participants may bring up the work of Brene Brown and raise the issue of shame being different from guilt. Explain that the following theory has some similarities to Brown’s work; however, this is a different approach.

Slide #39: Responding to Shame

RESPONDING TO SHAME

Respond to others experiencing shame by:

- Listening to what they have to say
- Being present with them without trying to problem solve
- Reflecting on what has caused the shame feeling
- Acknowledging their feelings
- Encouraging them to talk about their experience

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- **Read:** Responding to Shame
 - Listening to what they have to say
 - Being present with them without trying to problem solve
 - Reflecting on what has caused the shame feeling
 - Acknowledging their feelings
 - Encouraging them to talk about their experience
- **Assure participants that** we don't set out to intentionally shame people, but we don't protect people from shame when it occurs, either. We want people to move through a process that allows them to acknowledge what is happening and give them an outlet to process the experience.
- As you begin to explain Braithwaite's hypothesis, discuss that there are two types of shame we will explore: stigmatizing and reintegrative.

Slide #40: Braithwaite's Hypothesis

BRAITHWAITE'S HYPOTHESIS

Separating "the deed from the doer"

Restorative Practices allows:

The act (unacceptable behavior) to be rejected because they failed to meet expectations or standards


While:

Acknowledging the intrinsic worth of the person and their potential contribution to society

Page 72 in *Restorative Practices Handbook*

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- **Say:** John Braithwaite is an Australian criminologist who, instead of considering only why people commit crimes or do wrong, asked: "Why do most people do the right thing most of the time?"
- **Explain:** Most people do the right thing because they care about each other; they are connected; they have relationships. They want to be well thought of.

Slide #41: Stigmatizing vs. Reintegrative Shame

STIGMATIZING VS. REINTEGRATIVE SHAME

Stigmatizing Shame:
Pushes the offender out of the community and labels them. The offender is now a bad person who committed a crime or harm. This label may follow them their whole lives. Since the offender is pushed out of the community, it encourages their participation in a criminal subculture.

Reintegrative Shame:
Expresses disapproval but does not push the offender out of the community. This type of shame rejects the act but not the person and allows for the person to be reintegrated into the community.

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- Introduce Braithwaite’s notion of reintegrative shaming with the importance of separating the deed from the doer.
- **Explain:**
 - Braithwaite’s theory is consistent with the good practice identified in our social discipline window.
 - When the shame is stigmatizing, it pushes the offender out of the community and labels them.
 - The offender is now a “bad person” who committed a crime or harm.
 - This label may follow them their whole lives. Since the offender is pushed out of the community, it encourages their participation in a criminal subculture.
- Reintegrative shaming expresses disapproval but does not push the offender out of the community.
 - This type of shame rejects the act but not the person and allows for the person to be reintegrated into the community.
- **Explain:**
 - Restorative practices allows the act (unacceptable behavior) to be rejected because the person failed to meet expectations or standards...
 - ...While acknowledging the intrinsic worth of the person and their potential contribution to society (the school).

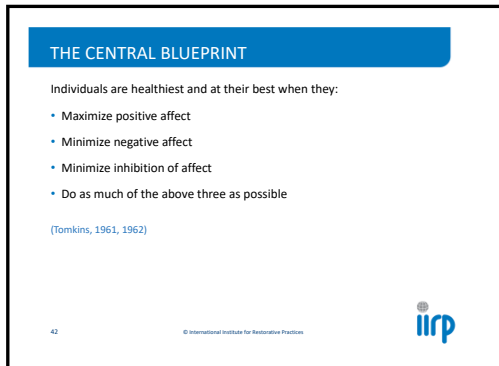
➤ **Inform the participants:**

- John Braithwaite's book, *Crime, Shame and Reintegration*, offers more detail on the importance of shame from a sociological perspective.

Tip Trainers may want to read the book to familiarize themselves with the theory.

- **Explain that**, based on the Nine Affects, we know we are all hardwired to respond in a certain way. Because of this, there is a blueprint for human beings to be healthiest and at their best.

Slide #42: The Central Blueprint



THE CENTRAL BLUEPRINT

Individuals are healthiest and at their best when they:

- Maximize positive affect
- Minimize negative affect
- Minimize inhibition of affect
- Do as much of the above three as possible

(Tomkins, 1961, 1962)

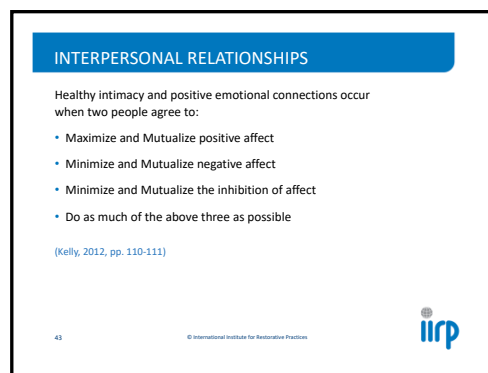
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➤ Individuals are healthiest and at their best when they:

- Maximize positive affect
- Minimize negative affect
- Minimize inhibition of affect
- Do as much of the above three as possible

- **Explain the Central Blueprint:** What Tomkins was saying is that we are healthiest and at our best when we engage in activities that maximize positive affect. We do the things that feel good and are not destructive; we practice self-compassion and self-care. Minimize negative affect, deal with the things that feel bad. Minimize your inhibition around affects. We take risks and allow ourselves to be vulnerable when and where we feel safe and do as much of all of those as possible.

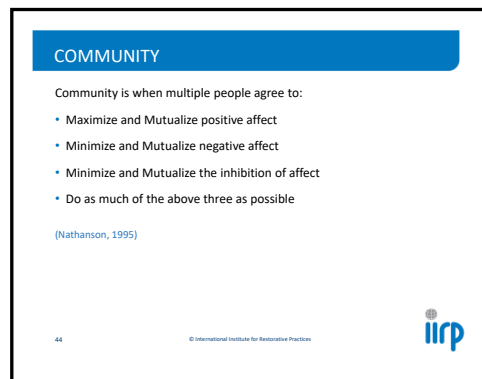
Slide #43: Interpersonal Relationships



- Vernon “Vick” Kelly expanded Tomkins’s Central Blueprint beyond the individual and applied it to interpersonal relationships. Vick is a psychiatrist and through his practice with families and couples, explains that:
- Healthy intimacy and positive emotional connections occur when two people agree to:
 - Maximize and mutualize positive affect
 - Minimize and mutualize negative affect
 - Minimize and mutualize the inhibition of affect
 - Do as much of the above three as possible
- Explain that while Kelly’s blueprint primarily focuses on couples, we can see how interpersonal relationships can be healthy and positive when an individual’s blueprint is coordinated with another’s (Kelly, 2012). Kelly states: “Couples who develop the relational skills to follow and balance the rules of the Central Blueprint are well equipped to handle life’s inevitable impediment to emotional connection (2012, p. 111).”

- Ask participants to think of the closest relationship they have in their lives and to consider if Kelly's application of the Blueprint applies in those interpersonal relationships. How can this version of the Blueprint help us when building healthy relationships with students, families and co-workers?
- To gain a better understanding of Kelly's work, trainers should consider reading: Kelly, V. C. (2012). *The art of intimacy and the hidden challenge of shame*. Maine Authors Publishing.

Slide #44: Community



- Community is when multiple people agree to:
 - Maximize and mutualize positive affect
 - Minimize and mutualize negative affect
 - Minimize and mutualize the inhibition of affect
 - Do as much of the above three as possible
- **Explain that** Nathanson built upon the work of Tomkins and Kelly when he applied the Central Blueprint to communities. Nathanson first referenced this definition in his article, *Crime and Nourishment: Sometimes the Tried and True Becomes the Tired and False*.
- **Point out that** most schools identify themselves as a “community.” According to Nathanson, if they do these three things, their “community” will become stronger and more defined.

➤ **Ask participants to** think about their students and how they interact in the hallways between classes.

- They typically do not maximize positive affect.
- They don't minimize negative affect. In fact, through teasing and bullying, they maximize negative affect.
- It is a rare occasion when students are able to share their reactions to others' behaviors toward them when adults are not present.

➤ **Learn and deliver:**

- Because of what we just said, the challenge for adults is to do the fourth point (do as much of the three above as possible).
- If students are not behaving in a way that builds community on their own, we have to provide them the opportunity to do it when they are with us.
- Adults can provide opportunities for youth to respond to each other in positive ways – by learning about affect psychology, affective statements, affective questions, and circle processes.

1:40–2:00

Restorative Practices Continuum

Learning Objective:

1. Identify the restorative practices continuum.

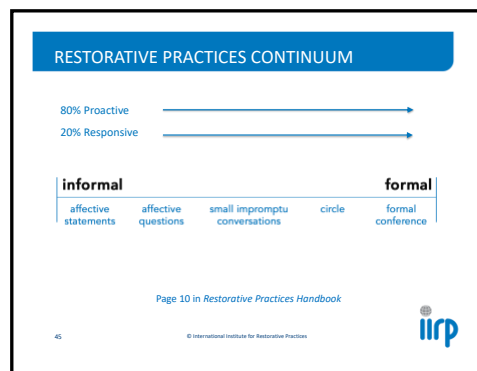
➤ **Read aloud:**

- If we believe that it is best to do things **WITH** people, then whenever possible we should use fair process, and our responses to behavior should involve strengthening relationships and repairing harm. Then the following restorative practices emerge.
- We call this the restorative practices continuum.

➤ **Explain:**

- Most people don't have the outlets, rituals, or processes to live out the Blueprint that we just discussed.
- Restorative practices allows for this to happen along the entire continuum of practices – both proactively and responsively.
- With the continuum, we will explore practical ways to maximize positive affect, minimize negative affect, minimize our inhibition of affect, and do as much of all three as possible.

Slide #45: Restorative Practices Continuum



Note to Trainer Do not spend a lot of time on this section. Give a brief overview, around 5-10 minutes. You will review the points on the continuum again in greater detail with activities.

➤ **Tell the group that** as you move from the informal to the formal, responses involve:

- More people
- More planning
- More time
- Are more complete
- Add more structure

- As you move along the continuum from left to right, the range of practices is both proactive and responsive.
 - As you begin to incorporate restorative practices into your daily interactions, work toward **80% proactive and 20% responsive** experiences.
- **Explain the restorative practices continuum, providing an example of each practice listed.**
- **Affective Statements**
 - These are brief statements about the impact of another person's behavior.
 - Usually done in the form of "I statements."
 - Affective statements encourage people to clearly verbalize how they are feeling in relation to another person's behavior.
 - Affective statements provide feedback, set boundaries, and teach empathy.
 - Affective statements can be proactive or responsive.
 - Affective statements can go beyond the "I statement" and do not just have to be in relation to another's behavior. The goal of the continuum is to live out Tomkins's Blueprint. An affective statement can be a statement that maximizes positive affect or minimizes negative affect.
- **Distribute the Restorative Questions Cards.**
- **Affective Questions**
 - There are two categories of questions: those to ask someone when they create harm intentionally or unintentionally, and those to ask someone when they have been harmed.
 - When things go wrong and someone creates harm, the following questions are explored:
 1. What happened?
 2. What were you thinking at the time?
 3. Who was affected?
 4. How were they affected?
 5. What needs to happen to make things right?

- For situations when someone is hurt, ask questions such as:
 1. What did you think when you realized what happened?
 2. What impact has this incident had on you and others?
 3. What has been the hardest thing for you?
 4. What do you think needs to happen to make things right?
- **Explain that** the questions help people take responsibility and connect with how they are feeling.
- The questions address past, present and future.
- **Make it clear that** people can use the questions to reinforce positive behaviors also (i.e., catching people doing the right thing).
 - When a student has been making positive changes, you may ask the questions to help them see how the positive changes are impacting themselves and others.
- Tie the questions back to fair process: This is a place to check for understanding about engagement, explanation and expectation clarity.
 - **You may ask the group** how the questions can help achieve fair process when people in authority are making decisions.
 - Be clear when making this point that restorative questions won't always achieve fair process, and in order for the questions to achieve fair process, all three parts (engagement, explanation, and expectation clarity) need to be present. Fair process is a management procedure that focuses on bringing change to an organization. While there are some connections to restorative questions, the two processes should not be conflated into one process.
 - An example of this is around discipline or changing behavior. If a student breaks a rule, the "authority" could give a punishment without any engagement, explanation, or expectation clarity. By using the restorative questions, the "authority" is engaging the student, explanation happens on both sides, and expectation clarity happens when both parties answer what needs to happen to make this right. This same example could apply to a manager and someone they supervise. Rather than: "You broke this rule, here is your sanction, and you can never do this again," there is opportunity for discussion and support around what needs to happen so this same behavior isn't repeated.

- **Ask the group** what question is missing. They will inevitably say “Why.”
 - Take some comments from the group about why we don’t ask why.
 - Reinforce that “asking why” always triggers defensive mechanisms, and that many times people (especially teenagers) will say “I don’t know” when asked why.
 - **Explain that** affective questions are not limited to the questions on the card. Any questions that help elicit affect are affective questions.
 - **Explain that** affective statements and questions are the basis for a restorative conversation or dialogue.
- **Small Impromptu Conversations:** A few people talk about the incident, its impact and what to do next.
- Small Impromptu Conversations take place when the opportunity arises.
 - These conversations can happen quickly and shouldn’t take too much time.
 - May also be used proactively.
- **Circles:** Can be both proactive and responsive.
- **Explain again that** we want to stress using proactive circles 80% of the time when we conduct circles.
 - Circles help to build a community and get any group of people of any age connected.
 - **Let the group know that** there is an IIRP Curriculum designed to address the use of circles. During that experience, participants will go deeper into circle practice.
- **Formal Conference**
- There are two kinds of formal restorative conferences, both of these applications come from the Maori People of New Zealand.
 - One is called the restorative conference and is usually held in response to a distinct incident of harm, misbehavior or crime.
 - This process brings together the those harmed, those who created the harm, and their supporters.
 - Participants share how they have been affected and discuss how the harm might be repaired.
 - There is an IIRP Curriculum designed to address the use of Formal Conferences. During that experience, participants will go deeper into how to prepare and facilitate a restorative conference.

- The other type of formal conference empowers families to make important decisions or plans by engaging a wider circle of support.
 - This is called Family Group Decision Making or FGDM (sometimes Family Group Conference or FGC).
 - This process is used for care and protection plans regarding children, and other applications such as truancy or ongoing school behavior issues.
 - A distinct feature of this process is “family alone time,” during which professionals leave the room and families create the plan to help the child.

➤ **Learn and deliver:**

- Next, we will begin to put the continuum into practice.
Point out the “Restorative Practices Continuum” on page 10 in *The Restorative Practices Handbook*.

2:00–2:15

Break

Tell participants how long the break is and when it ends.

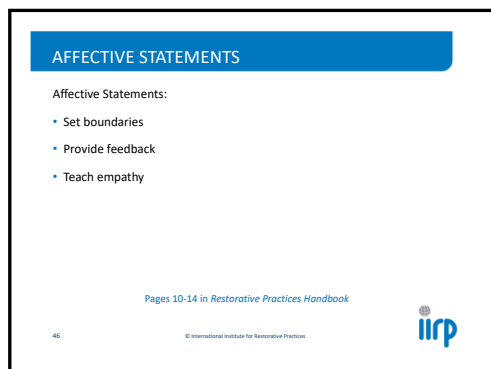
2:15–4:00 Activities

Restorative Practices Continuum Activities

Learning Objectives:

1. Practice affective statements.
2. Practice affective questions.
3. Define small impromptu conversations.

Slide #46: Affective Statements



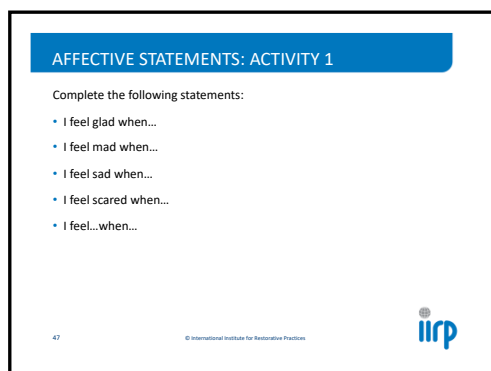
➤ Learn and deliver:

- Affective Statements
 - Set boundaries
 - Provide feedback
 - Teach empathy

- Acknowledge to the group that affective statements are harder than they look because we may not be used to always sharing our feelings.

Activity

Slide #47: Affective Statements, Activity 1



- Have the participants pair up and practice affective statements by completing the following sentence stems.
 - I feel glad when...
 - I feel mad when...
 - I feel sad when...
 - I feel scared when...
 - I feel...when...
- After the pair-share, ask the group: “What struck you doing the activity?”
- **Explain to the group that** you are going to do another activity and begin to change the way we might typically say things within a day and to practice being intentional with our words.

Activity

Slide #48: Affective Statements, Activity 2

AFFECTIVE STATEMENTS: ACTIVITY 2


Change into affective statements:

- Don't act so stupid all the time.
- You played nicely today.
- Be respectful.
- You look very nice today.
- Get out of my room – you are nothing but a problem.
- Good job.
- Think before you speak.
- Thank you for listening.

- Great job on your test.
- I'm going to call the cops.
- You're a good reader.
- Behave or I'm calling your parents.
- You did a nice job on your homework.
- Pick your head up.
- You need to start getting along with others.
- Get your act together.

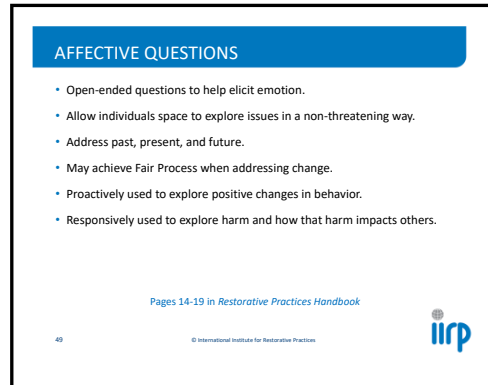
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- **Tell the group that** the statements you see on the slide are statements that kids say they hear all day long.
- In your same pairs, change these statements into affective statements.

Slide #49: Affective Questions



➤ Learn and deliver:

- Open-ended questions to help elicit emotion.
- Allow individuals space to explore issues in a non-threatening way.
- Address past, present, and future.
- May achieve fair process when addressing change.
- Proactively used to explore positive changes in behavior.
- Responsively used to explore harm and how that harm impacts others.

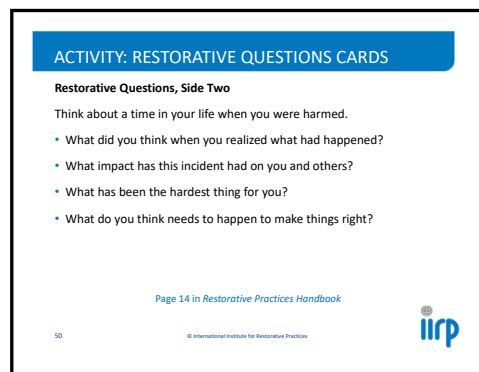
Restorative Practices Activities – Affective Questions

- Explain that in the next two activities, attendees will have the opportunity to practice affective questions using examples from their own lives.
- Have participants find new partners, preferably someone they have not partnered with before. Encourage them to choose someone they do not work with, if possible.
- After, process with the group what that experience was like for them.
“What struck you or resonated with you?”

Note to Trainer The activity is structured in this way because participants generally feel more comfortable sharing about a time they were harmed rather than a time they were creating harm.

Activity

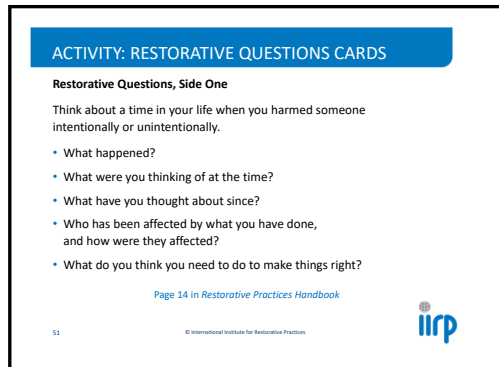
Slide #50: Restorative Questions, Side 2 Activity



- Think about a time in your life when you were harmed.
 - What did you think when you realized what had happened?
 - What impact has this incident had on you and others?
 - What has been the hardest thing for you?
 - What do you think needs to happen to make things right?
- **Explain:** One person begins by telling their partner a short story of a time when they were affected by another person's actions or behavior.
- Then they are asked the Side Two questions (in order) by their partner.
- Each person takes a turn doing this story-telling and question-answering activity.

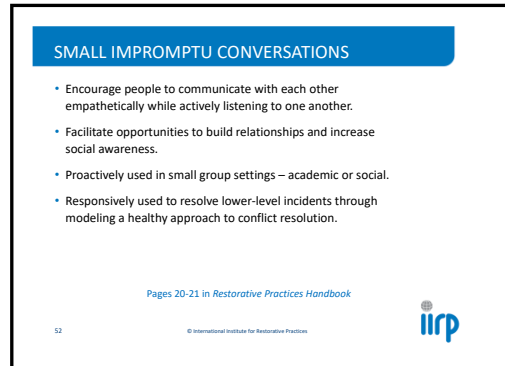
Activity

Slide #51: Restorative Questions, Side One Activity



- Think about a time in your life when you harmed someone.
 - What happened?
 - What were you thinking of at the time?
 - What have you thought about since?
 - Who has been affected by what you have done and in what way?
 - What do you think you need to do to make things right?
- **Explain:** One person begins by telling their partner a short story of a time when they affected another person by their actions or behavior.
- Then they are asked the Side One questions (in order) by their partner.
- Each person takes a turn doing this storytelling and question-answer activity.
- End this activity once again by asking participants what they were struck by during the activity.

Slide #52: Small Impromptu Conversations



➤ Learn and deliver: Small Impromptu Conversations

- Encourage people to communicate with each other empathetically while actively listening to one another.
- Facilitate an opportunity to build relationships and increase social awareness.
- Proactively used in small group settings – academic or social.
- Responsively used to resolve lower-level incidents through modeling a healthy approach to conflict resolution.

➤ Learn and paraphrase:

- Any impromptu small group interactions fall into this category.
- The small group work that participants have been doing are all examples of small impromptu conversations.
- Participants have concentrated on a learning activity and most likely talked about other topics when the activity was complete. This demonstrates the building of community in smaller groups.

Note to Trainer If the group **will be** participating in the Using Circles Effectively Curriculum the next day, say: “Tomorrow we will be exploring the use of circles for the entire day.”

If the group will **NOT** be participating in the Using Circles Effectively Curriculum, demonstrate a type of circle called a sequential circle.

- Arrange everyone in a large circle to conduct a go around. Choose a prompt and ask someone to start and pick a direction. An example is: “Today, I learned, I realized, or I was surprised by...”
- Keep this short; be sure to model the response using only a sentence or two.

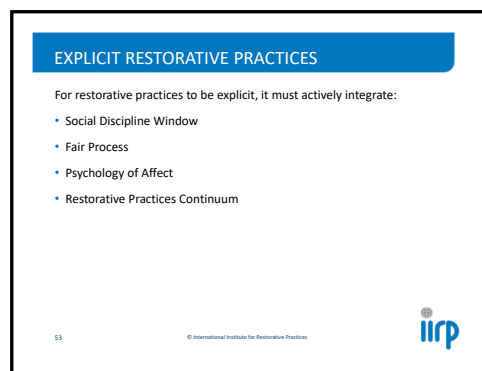
4:00-4:30

Final Consolidation and Closing Circle

Trainer Objective:

1. Reinforce the necessity and elements of explicit practice.

Slide #53: Explicit Restorative Practices

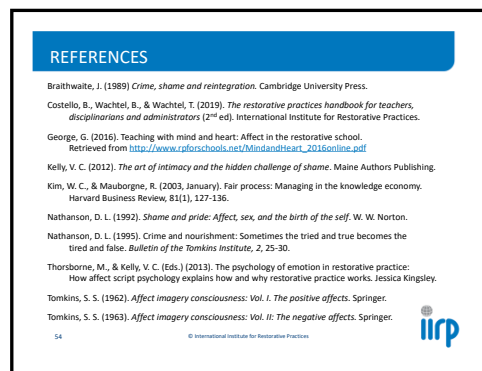


- **Point out that** these are the key elements needed if our restorative practice is to be explicit. The slide displays each element in a sequential way.
- **Read:** If Restorative Practices is something we explicitly do on a daily basis, it means you will be actively using these four things:
 - Social discipline window – Doing things **WITH** high control and high support
 - Fair process – Engagement, Explanation, Expectation Clarity
 - Psychology of Affect – Giving people opportunities to maximize positive affect, minimize negative affect, express emotion, and do as much of these three as possible
 - Restorative Practices Continuum

- **Point out that** all four things are critical.
 - **Ask** if there is anything that needs clarification.
 - It is important to allow participants time to think about this question.
 - **Answer** any questions that should arise.
 - **Learn and deliver:**
 - This morning we began by defining what “restorative” means and what it looks like in action. We then discussed the importance of fair process. We also explored how we can use Restorative Questions and Circles to repair harm and build community.
 - Finally, we discussed two theories.
 - Reintegrative shame theory emphasizes the importance of separating “the deed from the doer.”
 - Affect Theory looks at the role of shame in our lives and how good relationships are fostered when we encourage the free expression of emotion in positive ways.
 - **Ask participants what their first step will be.**
 - Leave the slide without further comments.
 - This allows participants to reflect upon the slide and their “journey.”
 - Allow time for silence, statements, or questions.
 - **Summarize by saying:**
 - If you believe these four things and your daily practices are informed by them, then you can’t help but be restorative.
 - In fact, you will probably come up with things we haven’t thought of.
 - Ask everyone to stand in a circle again and conduct a closing go around.
 - Here are two suggestions:
 - “Share one word that would describe your experience today”
- OR
- Complete this sentence with one word in each blank:
“This morning I came in _____ and now I am leaving _____.”

- Ask for a volunteer to start and go around the circle.
- After the go around is complete, thank attendees for their participation.

Slide #54: References



- Have this slide showing at the end as participants are wrapping up.

After 4:30

Immediately after the Day – If you are delivering the Using Circles Effectively Curriculum the next day

- Review the evaluations, sticky notes, or index cards to be able to respond to feedback (example of fair process) on the morning of the Circles Curriculum.
- Cluster the related points.
 - Give participants as many affirmative responses as possible.
 - Respond with the negatives first, and end with the positives.
 - Be brief and upbeat; use appropriate humor. Avoid defensiveness.

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