



INTERNATIONAL INSTITUTE FOR  
**RESTORATIVE PRACTICES**  
A GRADUATE SCHOOL

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# 11 ESSENTIAL ELEMENTS

- » Ideally all adults who interact with children
- » Clear and comprehensive implementation plan developed collaboratively
- » Based on enhancing relationships with all stakeholders
- » Consistency and sustainability achieved through shared accountability and mutual support

# 11 ESSENTIAL ELEMENTS

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

# BEING CLEAR ABOUT PRACTICE

- » How important is it that clients/ students and their parents understand “*where you are coming from*”, “*what are you all about?*”
- » In other words, the rationale for your practice, what you do formally or informally?

# AFFECTIVE STATEMENTS

## RESTORATIVE PRACTICES WHOLE-SCHOOL IMPLEMENTATION

### 11 Essential Elements

#### Essential Element #1 Affective Statements

##### Scope of Proficiency

##### School-wide

##### Description and Purpose

##### Affective Statements:

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

##### Characteristics of High Quality

##### High-Quality Affective Statements:

- › Are “I” statements that express a feeling.
- › Make students aware of either the positive or negative impact of their behavior.
- › Provide a precise description of a student’s behaviors and the specific impact of those behaviors.
- › Do NOT protect students from the consequences of their

# PROFESSIONAL LEARNING GROUP (PLG)

- » Definition
- » Rationale
- » Responsibilities
- » Expectations

# STAGES OF GROUP DEVELOPMENT

- » Forming
- » Storming
- » Norming
- » Performing
- » mourning

# PLG MEETING STRUCTURE (4 PHASES)

- » Opening go-around - storytelling
- » Learning activity
- » Restorative problem solving - brainstorming
- » Closing go-around - commitments

# Next Steps

- » What should we do next?
- » Competing Commitments
- » Moving and creating competency in all areas
- » Turnover in staff

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