



RISE TO THE CHALLENGE

Whole School implementation of Restorative
Practices: It's Not "One More Thing"

Our dilemma/ questions

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



Alternative school challenge:

- Are our actions moving students *closer* to educational opportunity or *farther away*?
- The tougher the punishment, the more difficult the rehabilitation and successful reintegration into the community— “shooting ourselves in the foot.”



Research – lasting impacts on re-offense and seriousness of re-offense.

Variable	Total sample	Restorative justice	Traditional court
<i>Within three years of referral^c</i>			
None	62.1%	70.4%	54.5%
Other	14.2%	8.6%	19.3%
Property	13.6%	12.3%	14.8%
Persons	10.1%	8.6%	11.4%

Berseth&Bouffard (2007) *The Long-Term Impact of Restorative Justice Programming for Juvenile Offenders*. Journal of Criminal Justice 35(4): 433-451

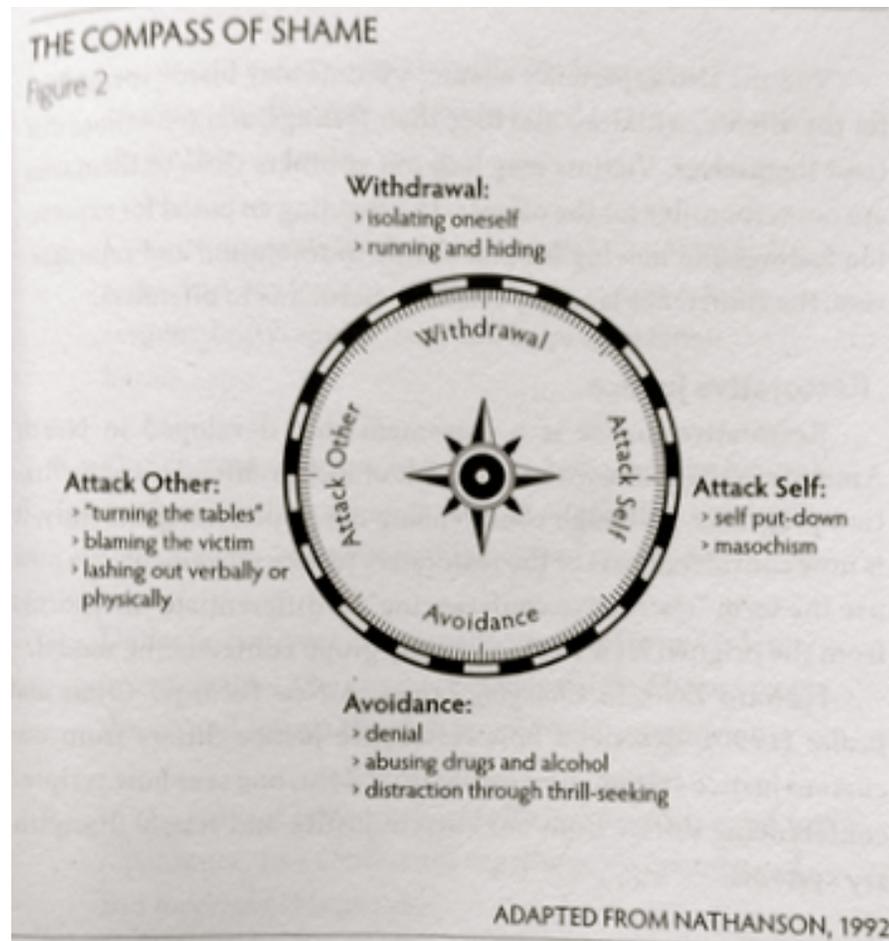
Normal, but harmful responses to shame:

Blame the school

Avoid

Attack self

Withdrawal



Restorative Justice Conferencing: Real Justice & The Conferencing Handbook Piper's Press, 2010

Communication, Mirror Neurons and

Empathy

We trust perception of body language and tone over words

Mirror neurons

- Fire when you perform an action AND when you see someone else perform an action
- “Mirrors” the behavior of the other, as though you, yourself were performing the action.



From: *Neurological Nuggets for Mediators*, Barbara Blake Williams, 2008

Brain Research Supports a Restorative Approach



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

Adapted from Chuck Saufler M.ed., Safe Schools for All

Social Status vs. Relationships



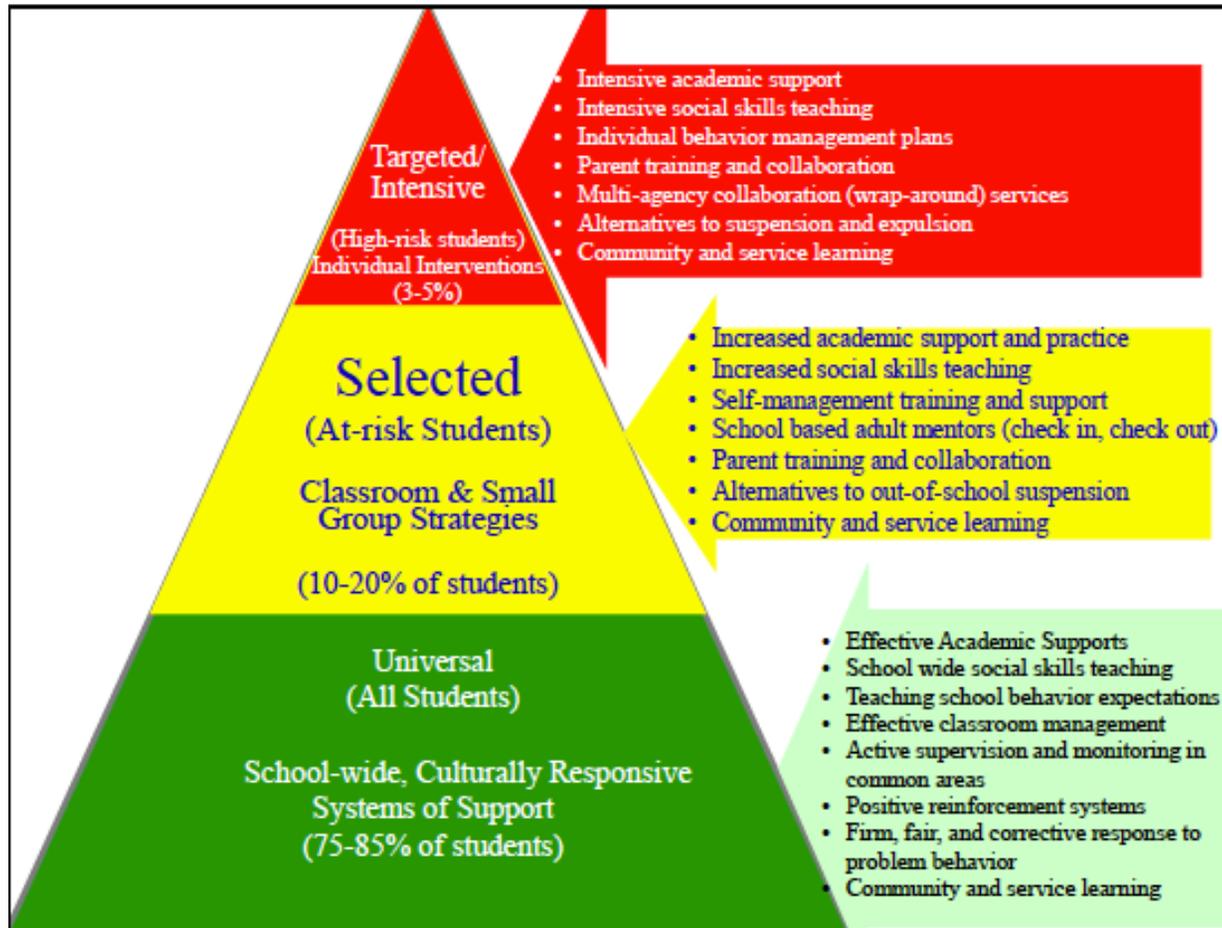
- Kirkpatrick & Ellis, 2001 – *High Status versus Accepted*. Quest for status puts students at odds with others.
- Best option – include, include, include to lower cortisol levels as we improve relationships
- Lack of secure attachment results in anxiety, acting out, and bids for attention.
- “I don’t need anyone’s help” -maintain safe distance
- From TEACHING WITH POVERTY IN MIND, Eric Jensen, 2009

So how does this fit in with our goals?

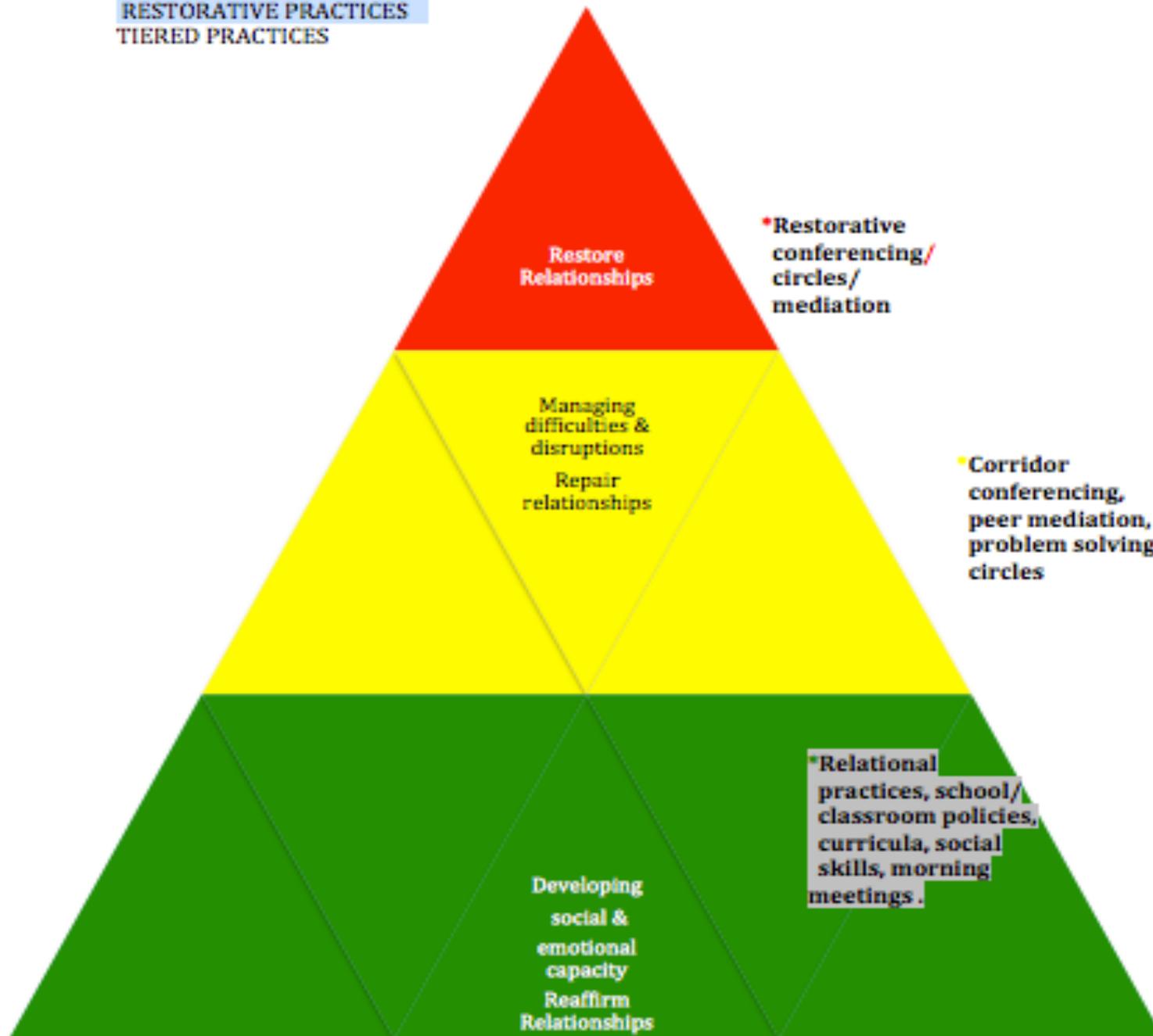


- Safe and Orderly Environment
- PBIS
- Gallup Student Poll
- Bullying Prevention Policy

Positive Behavior Interventions and Supports (PBIS)



RESTORATIVE PRACTICES
TIERED PRACTICES



HOW THE USE OF RESTORATIVE PRACTICES SUPPORTS THE COMMON CORE

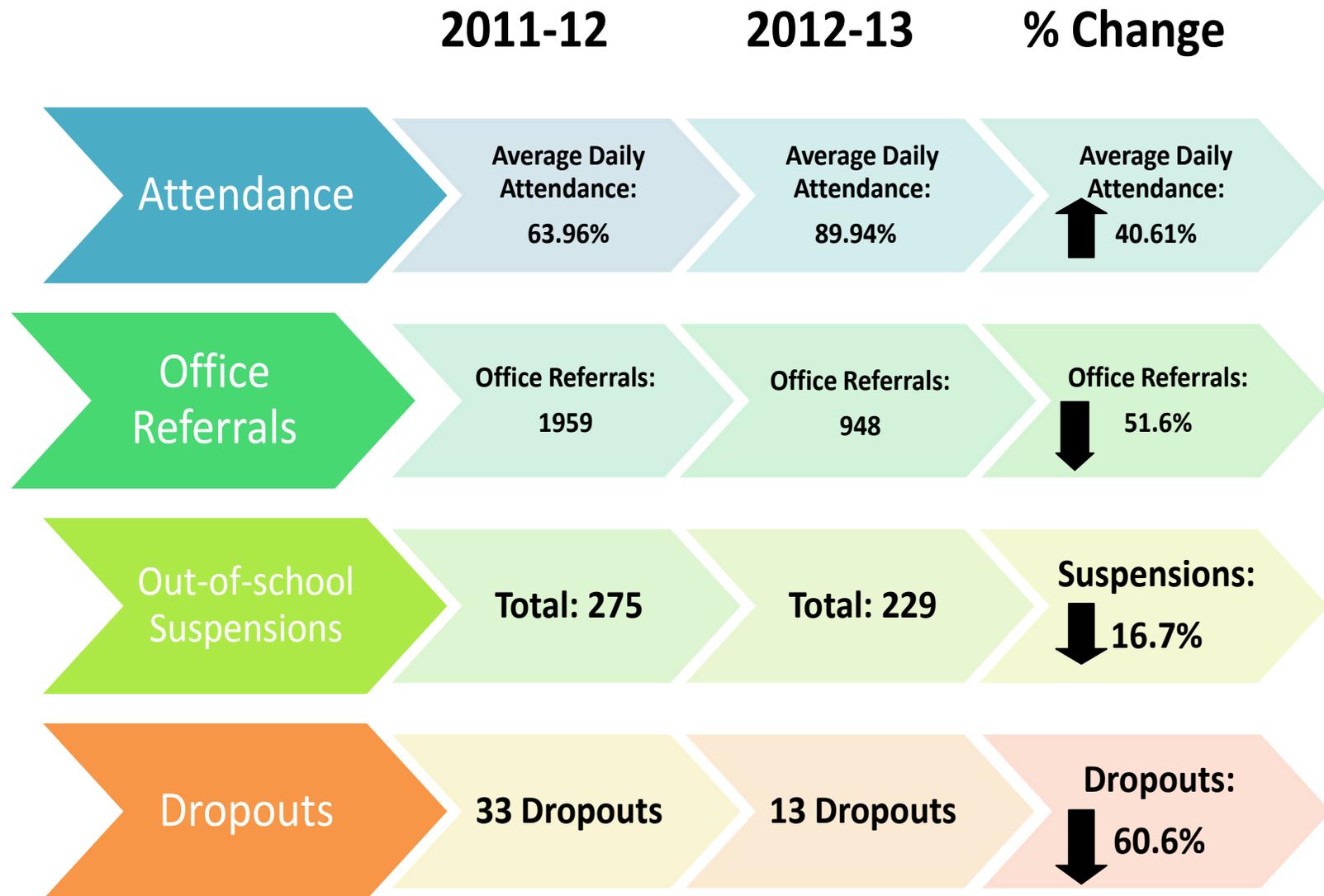
Students who are College and Career Ready...

<ul style="list-style-type: none"> • Demonstrate independence 	<ul style="list-style-type: none"> • Cultivate self-awareness
<ul style="list-style-type: none"> • Build strong content knowledge 	<ul style="list-style-type: none"> • Develop emotional intelligence
<ul style="list-style-type: none"> • Respond to the varying demands of audience, task, purpose, and discipline 	<ul style="list-style-type: none"> • Build social awareness
<ul style="list-style-type: none"> • Comprehend as well as critique 	<ul style="list-style-type: none"> • Consider challenges and opportunities
<ul style="list-style-type: none"> • Value evidence 	<ul style="list-style-type: none"> • Focus on harms and consequent needs
<ul style="list-style-type: none"> • Use technology and digital media strategically and capably 	<ul style="list-style-type: none"> • Use resources to prepare for successful circles
<ul style="list-style-type: none"> • Come to understand other perspectives and cultures 	<ul style="list-style-type: none"> • Acknowledge and demonstrate that everyone is worthy of respect
<ul style="list-style-type: none"> • Make sense of problems and persevere in solving them 	<ul style="list-style-type: none"> • Integrate collaborative problem solving
<ul style="list-style-type: none"> • Reason abstractly and quantitatively 	<ul style="list-style-type: none"> • Think logically about occurrences and possible outcomes
<ul style="list-style-type: none"> • Construct viable arguments and critique the reasoning of others 	<ul style="list-style-type: none"> • Give voice to the person or group harmed and the person or group who caused the harm
<ul style="list-style-type: none"> • Model with mathematics 	<ul style="list-style-type: none"> • Analyze data to support the plan for restoration
<ul style="list-style-type: none"> • Use appropriate tools strategically 	<ul style="list-style-type: none"> • Employ ceremony and ritual
<ul style="list-style-type: none"> • Attend to precision 	<ul style="list-style-type: none"> • Ensure ongoing accountability
<ul style="list-style-type: none"> • Look for and make use of structure 	<ul style="list-style-type: none"> • Take on responsibility
<ul style="list-style-type: none"> • Look for and express regularity in repeated reasoning 	<ul style="list-style-type: none"> • Enhance change and growth based on experiential learning

Taken from *Common Core State Standards for English Language Arts and Mathematics*, www.restorativepractices.org, and www.communityconferencing.org
S. McMurtray-Homewood Center

Homewood Center: Before & After Restorative Practices

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



Homewood Implementation Timeline

Preparation: March 2012- June 2012

Initial Trainings: August, 2012

Implementation: August 2012- August 2013

- Intro to All-staff: March 29, 2012
Intro to Restorative Philosophy
Mediation and Conflict Resolution Center at Howard Community College
- Proposal Meeting: April 30, 2012
Champions Identified & Implementation Schedule Set
MCRC
- Start Up Session: May 18, 2012
Champions learn plan, give feedback; Professional Learning Communities (PLCs) set; Champion trainings scheduled; Champions get RD in Schools Book
MCRC
- Admin & Champions Trainings: June 6, 2012
5 Questions Mini Session: 2 hours
MCRC
June 11, 2012 Responsive Circles Training: (full day) ***International Institute of Restorative Practices***
- School Improvement Team Retreat: June 12, 2012 (8 AM – 12) Groups develop graphic interconnection between Restorative Practices and Life Space Crisis Intervention and Positive Behavior Interventions and Supports
MCRC

- All Staff Training: Proactive Circles and Five Questions: August 21, 2012;
Full day, 3 hour sessions, 44 people each, then switch
Community Conferencing Center (Proactive)
- Teachers Submit Commitment to use Proactive Circles Plan to Maddox (by first day of school)
- 5 Questions posters printed and displayed throughout school
- "Circle Rooms" set up at Homewood with whiteboards for processing
- Behavior Support Form (Minor Incident Referral Form) modified to reflect the use of Restorative Practices
All staff trained on the use of the new form

- August 27, 2012 – Ongoing All teachers using Proactive Circles weekly
- September, 2012 – Ongoing Professional Learning Communities meeting twice monthly, led by champion
- Proactive Circles Refresher Session #1: November 5, 2012
CCC
- All-Champions Check-In Session: January 22, 2013 give feedback, share experiences, identify challenges, plan for next steps
- Infuse Restorative Practices into Homewood New Student Procedure: February, 2013
MCRC
- Proactive Circles Refresher Session #2: March 21, 2013
CCC
- Review 5 Models of Proactive Circles: August 20, 2013 (2 hours)

References

- *Teaching with Poverty in Mind, What Being Poor Does to Kids' Brains and What Schools Can Do About It*, Eric Jensen, 2009 by ASCD
- Berseth&Bouffard (2007) *The Long-Term Impact of Restorative Justice Programming for Juvenile Offenders*. *Journal of Criminal Justice* 35(4): 433-451
- Martin Wright: *the case for restorative justice* observer.co.uk, Saturday 13 July 2002
- *Restorative Justice Conferencing: Real Justice & The Conferencing Handbook*, Watchel, O'Connell &Wachtel, 2010,Piper's Press
- Adapted from Chuck SauflerM.ed., *Safe Schools for All*
- *Neurological Nuggets for Mediators*, Barbara Blake Williams, 2008