Creating and Supporting a Restorative School and Classroom Community

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Outcomes

• Restorative vs. Traditional
• Restorative Mindset
• Strategies in Action
Keep in Mind

Students rarely change their behavior because of one meeting or conference.
Traditional

Rules are violated

Restorative

Relationships are violated
Traditional
Little opportunity to express remorse

Restorative
Opportunity to express remorse and make amends
Required
Guiding Principle

The primary victim of the misbehavior is the one most impacted by the offense.

The secondary victims are others impacted by the misbehavior.
Non-Restorative Mindset

- Looks at negative behavior as defining the person
- Focuses on blame
- Links deterrents to punishment
- Demonstrates a judgemental approach
- Focuses on consequences
- Expects immediate results
Restorative Mindset

• Looks at whole person in context of situation
• Understands the result of harm
• Links deterrents to relationships and personal accountability
• Demonstrates empathy
• Focuses on problem solving
• Repairs harm to make things right
• Values that the process takes time
• Practices a collaborative approach
It’s not enough to merely listen…

Educators and Students want more!

We don’t just want a good listener. We want more than that. We want someone who makes us feel listened to.
## Survey: Student Voice

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I know about my students' hopes and dreams.</td>
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<td>2</td>
<td>I routinely speak with my students about their futures.</td>
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<td>3</td>
<td>I assess and evaluate student progress using more than just grades.</td>
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<td>4</td>
<td>I provide opportunities for students to use their imaginations.</td>
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<td>5</td>
<td>I regularly involve students in conferences with their parents.</td>
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<td>6</td>
<td>I make learning relevant for my students.</td>
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<td>7</td>
<td>I ask students for feedback related to lessons and content.</td>
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<td>8</td>
<td>Students are responsible for assessing parts of their schoolwork.</td>
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<td>9</td>
<td>I use student input to improve my teaching.</td>
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<tr>
<td>10</td>
<td>I stay current with pop culture and events that shape the lives of my students.</td>
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</tbody>
</table>
Choice & Variation

- Student/Teacher Conference
- High Stakes Conference
- Informal Classroom Meetings
- Victim & Offender Dialogue
- Formal Classroom Meetings
Restorative Classroom Meetings

Designed to solve a problem within the classroom

can be student led

NOT designed to solve specific problems between individual students
OFFICE MEETINGS

Counselor, Administrator, Student, Teacher

Victim Offender Counselor/Administrator

Pre-Conference Required

Disciplinary
Questions to Ask the Offender

• What happened?
• What were you thinking of at the time?
• What have you thought of since the incident?
• Who has been affected by what you have done?
• In what way?
• What do you think you need to do to make it right?
Questions to Ask Those Harmed by Other’s Actions

- 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?
Educator/Student Conflict

• All must understand “how it works”
• Designed to facilitate problem solving from both sides
• Easy to be defensive/justify what has happened if unaware of the purpose
• What better way to demonstrate professionalism than to willingly and thoughtfully listen to what our students say, especially in challenging circumstances.
Restorative Agreement

• Often, multiple people feel harmed
• Often, multiple people have offended
• Allows for voice, personal accountability, and an opportunity to restore the relationship
Re-engagement

• How do we make students feel welcome and wanted when returning from a suspension?
• How do we establish and follow through with necessary supports for that student?
• How do we keep their dignity in tact?
Supporting Staff

- Look for receptive staff members, and start the conversation
- Collaborate with administration
- Use the language!
- Facilitate staff trainings
- Offer quick, practical strategies
- Offer a restorative practices lens during collaborative conversations
Supporting Staff

Circle up for...
- Classroom Meetings
- To Preview Units
- Talk Back Sessions
- LEAD Lessons
- Discussion
- Celebrations/FUN
- Restoring Classroom Environment
- Restorative Conferences

Model...
- Regulating Emotions (think out loud)
- Humility
- Apologies
- Making Amends
- Forgiveness
- Reflection
- Evaluation

Create...
- A safe space to make mistakes
- Roles that challenge students to develop social emotional skills
- Social and Cultural Awareness

Strategies...
- Talk Moves
- Brain Breaks/Mindfulness Exercises
- Oops and Ouch
- 2x10
- Questioning to induce self-reflection, empathy and accountability
- Talking Piece
Scenario

It is mid morning and students are working in pairs during guided practice. Two students begin to argue and disrupt the work of everyone around them.

One of the students involved recently enrolled at the school, and little is known about her. Before the teacher can respond to the problem, the new girl begins to cry uncontrollably. As she is weeping she states “I hate this school. Everyone is so mean! I didn’t want to come here but my mom made me move because she didn’t want me around my dad anymore.”
1d
Just Try It
Happily