

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/ selfcontrol/ 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 | | | | | |
|---|-----------------|------------------------|----------------------|--|--|--|--|--|
| Within three years of referral ^o | | | | | | | | |
| 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:

THE COMPASS OF SHAME

Blame the school

Avoid Attack self

Withdrawal

Reure 2 Withdrawal: > isolating oneself > running and hiding Attack Other: Attack Self: > "turning the tables" self put-down > blaming the victim > masochism > lashing out verbally o physically. Avoidanc Avoidance: > denial > abusing drugs and alcohol > distraction through thrill-seeking ADAPTED FROM NATHANSON, 1992

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 Wiliams, 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 SauflerM.ed., Safe Schools for All

Social Status vs. Relationships

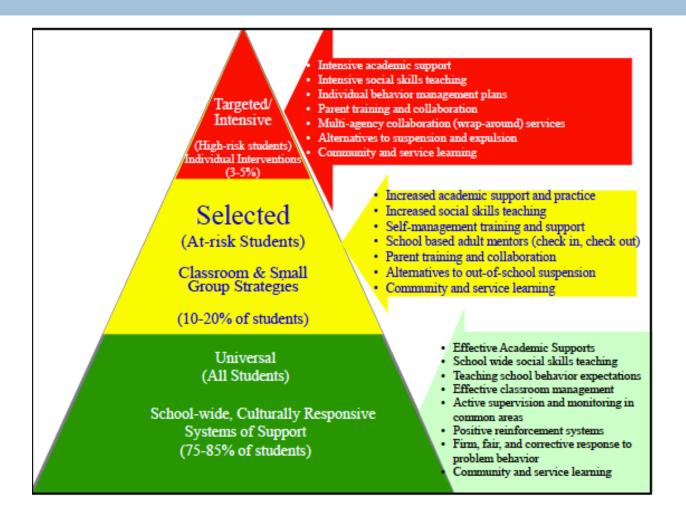
- Kirkpatrick & Ellis, 2001 High Status versus Accepted. Quest for status puts students at odds with others.
- Best option include, include, include to lower cortisol levels as we improve relationships
- Lack of secure attachment results in anxiety, acting out, and bids for attention.
- "I don't need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

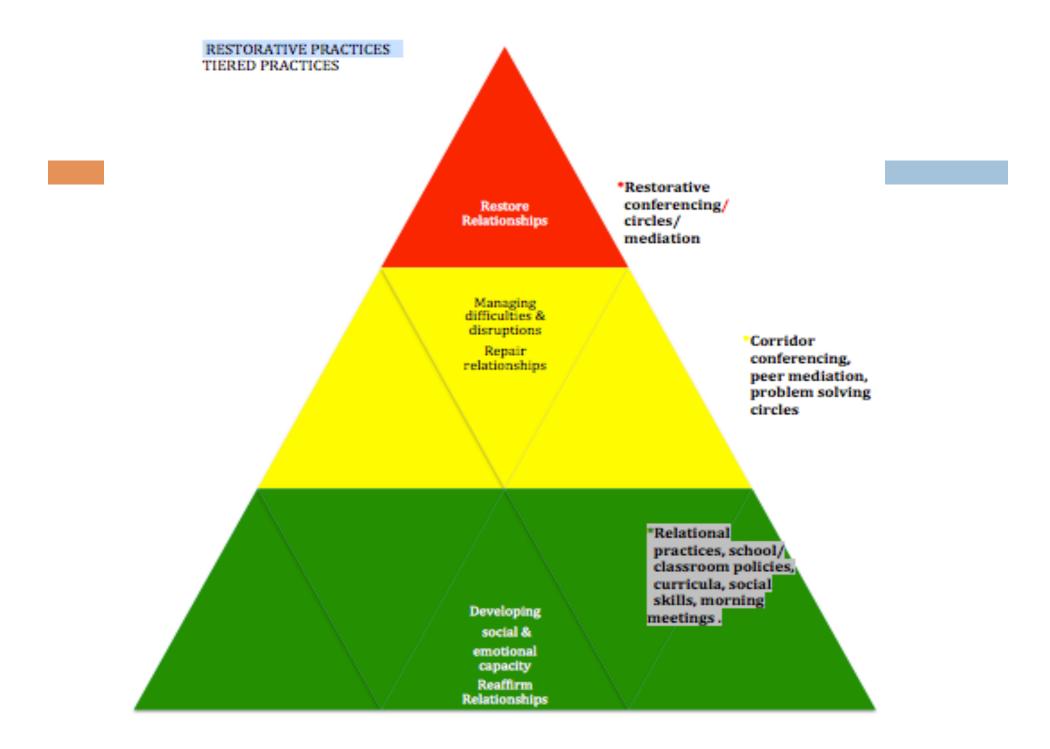
So how does this fit in with our goals?



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

Positive Behavior Interventions and Supports (PBIS)





Gallup Student Poll

Measuring Hope, Engagement, and Wellbeing :

-There is an adult in my life who cares about my future

-I can find lots of ways around problems

-I feel safe at school

-My school is committed to building on the strengths of each student

-In the last month, I volunteered my time to help others

-Were you treated with respect all day yesterday?

GALLUP Student Poll

Measuring Hope, Engagement, and Wellbeing of America's Students

Please imagine a ladder with steps numbered from zero at the bottom to ten at the top. The top of the ladder represents the best
possible life for you and the bottom of the ladder represents the worst possible life for you. On which step of the ladder would you
say you personally fed you and at this time? (Wellbeing presented with ladder graphic)
Worst
Possible
0 1 2 3 4 5 6 7 8 9 10

| | | Stron Disag | gly ree | | St | rongh Agree | , Don't Know | |
|-----|--|----------------|------------|---|-----|----------------|-----------------|--|
| 2. | I know I will graduate from high school. (Hope) | . 1 | 2 | 3 | 4 | 5 | 0 | |
| 3. | There is an adult in my life who cares about my future. (Hope) | . 1 | 2 | 3 | 4 | 5 | 0 | |
| 4. | I can think of many ways to get good grades. (Hope) | . 1 | 2 | 3 | 4 | 5 | 0 | |
| 5. | I energetically pursue my goals. (Hope) | . 1 | 2 | 3 | 4 | 5 | 0 | |
| 6. | I can find lots of ways around any problem. (Hope) | | | | | | 0 | |
| 7. | I know I will find a good job after I graduate. (Hope) | . 1 | 2 | 3 | 4 | 5 | 0 | |
| 8. | I have a best friend at school. (Engagement) | | | | | | 0. | |
| 9. | I feel safe in this school. (Engagement) | | | | | | 0 | |
| 10. | My teachers make me feel my schoolwork is important. (Engagement) | . 1 | 2 | 3 | 4 | 5 | 0 | |
| 11. | At this school, I have the opportunity to do what I do best every day. (Engagement) | . 1 | 2 | 3 | 4 | 5 | 0 | |
| 12. | In the last seven days, I have received recognition or praise for doing good schoolwork. (Engagement |) 1 | 2 | 3 | 4 | 5 | 0 | |
| 13. | My school is committed to building the strengths of each student. (Engagement) | . 1 | 2 | 3 | 4 | 5 | 0 | |
| 14. | In the last month, I volunteered my time to help others. (Engagement) | . 1 | 2 | 3 | 4 | 5 | 0 | |
| Ple | ase think about yesterday, from the morning until the end of the day. Think about where you were, v | hat y | ou | | | | Don't | |
| | re doing, who you were with, and how you felt as you respond to the next six items. | | | 1 | (es | No | Know | |
| 15. | Were you treated with respect all day yesterday? (Wellbeing) | | | | 1 | 2 | 0 | |
| 16 | Did you smile or laugh a lot vesterday? (Wellbeing) | | | | 1 | 2 | 0 | |

| 15. | Were you treated with respect all day yesterday? (Wellbeing) | 1 | 2 | 0 |
|-----|--|---|---|---|
| 16. | Did you smile or laugh a lot yesterday? (Wellbeing) | 1 | 2 | 0 |
| 17. | Did you learn or do something interesting yesterday? (Wellbeing) | 1 | 2 | 0 |
| 18. | Did you have enough energy to get things done yesterday? (Wellbeing) | 1 | 2 | 0 |
| 19. | Do you have health problems that keep you from doing any of the things other people your age normally | | | |
| | can do? (Wellbeing) | 1 | 2 | 0 |
| 20. | If you are in trouble, do you have family or friends you can count on for help whenever you need them? | | | |
| | (Wellbeing) | 1 | 2 | 0 |
| | | | | |

Following the 20 core items are demographic items, and there may be a randomly selected additional index. The Gallup Student Poll is administered to students in grades 5 through 12 via a secure website. For more information, visit www.gallupstudentpoll.com.

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HOW THE USE OF RESTORATIVE PRACTICES SUPPORTS THE COMMON CORE

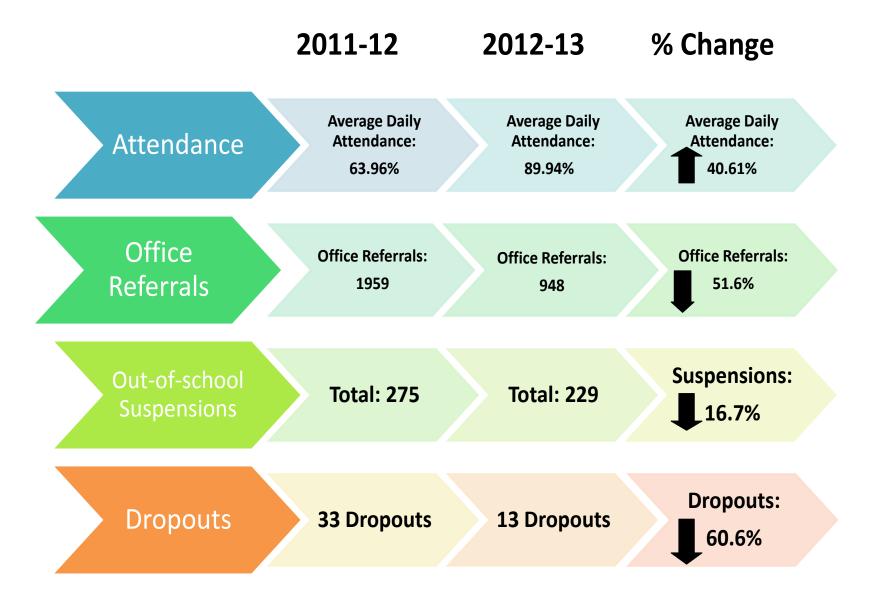
Students who are College and Career Ready...

| Demonstrate independence | Cultivate self-awareness | | | | |
|---|--|--|--|--|--|
| Build strong content knowledge | Develop emotional intelligence | | | | |
| Respond to the varying demands of audience, task, purpose, and discipline | Build social awareness | | | | |
| Comprehend as well as critique | Consider challenges and opportunities | | | | |
| Value evidence | Focus on harms and consequent needs | | | | |
| Use technology and digital media strategically and capably | Use resources to prepare for successful circles | | | | |
| Come to understand other perspectives and cultures | Acknowledge and demonstrate that everyone is worthy of respect | | | | |
| Make sense of problems and persevere in solving them | Integrate collaborative problem solving | | | | |
| Reason abstractly and quantitatively | Think logically about occurrences and possible outcomes | | | | |
| Construct viable arguments and critique the reasoning of others | • Give voice to the person or group harmed and the person or group who caused the harm | | | | |
| Model with mathematics | Analyze data to support the plan for restoration | | | | |
| Use appropriate tools strategically | Employ ceremony and ritual | | | | |
| Attend to precision | Ensure ongoing accountability | | | | |
| Look for and make use of structure | Take on responsibility | | | | |
| Look for and express regularity in repeated reasoning | Enhance change and growth based on experiential learning | | | | |

Taken from *Common Core State Standards for English Language Arts* and *Mathematics, <u>www.restorativepractices.org</u>, and <u>www.communityconferencing.org</u> 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 <u>Circles and Five Questions</u>: August 21, 2012; Full day, 3 hour sessions, 44 people each, then switch <i>Community Conferencing</i> <i>Center (Proactive)</i> Teachers Submit <u>Commitment to use Proactive</u> <u>Circles Plan to Maddox (by</u> first day of school) <u>5 Questions posters printed</u> and displayed throughout <u>school</u> <u>"Circle Rooms" set up at</u> <u>Homewood with whiteboards</u> for processing <u>Behavior Support Form</u> (Minor Incident Referral <u>Form) modified to reflect the</u> <u>use of Restorative Practices</u> All staff trained on the use of the new form | <u>August 27, 2012 – Ongoing</u> All teachers using Proactive Circles weekly <u>September, 2012 – Ongoing</u> Professional Learning Communities meeting twice monthly, led by champion <u>Proactive Circles Refresher</u> Session #1: November 5, 2012 CCC <u>All-Champions Check-In Session</u>: January 22, 2013 give feedback, share experiences, identify challenges, plan for next steps <u>Infuse Restorative Practices into Homewood New Student Procedure</u>: February, 2013 MCRC <u>Proactive Circles Refresher</u> Session #2: March 21, 2013 CCC <u>Review 5 Models of Proactive Circles</u>: 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 Wiliams, 2008