

Restorative Discipline



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BUILDING RELATIONSHIPS THROUGH RESTORATIVE CIRCLES

Participation Norms

- Be fully present.
- Minimize distractions.
- Minimize “air time.”
- Take a chance.
- Celebrate accomplishments.



Discourse Norms



Listen.

Be involved.

Contribute ideas.

Participate by asking questions.

Develop understanding, if not at the beginning, by the end.

Krusi, 2009

Agenda

- Introductions – Opening Ceremony
 - Who Am I? - Name, Job, Say something about yourself others may not know
 - Check-In – Rate how you feel today – 1 through 5 and state why you feel that way
- Background Information
- Definition of Restorative Discipline
- Benefits
- What do circles look like?
- Circles Process
 - Values
- Next Steps
- Check-Out/Closing

Who Am I Circle



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Name, Job, Say something about yourself others may not know

Check-In Circle



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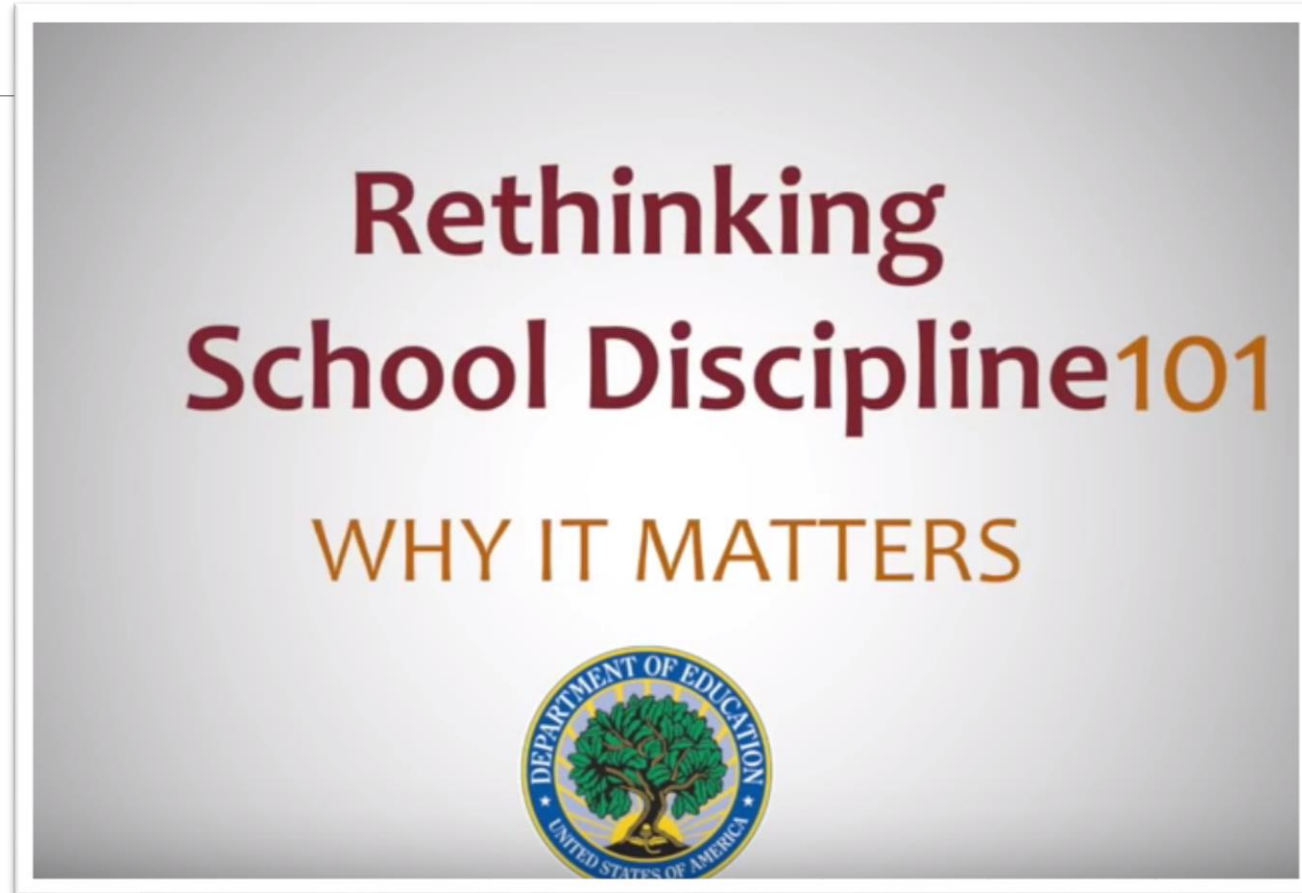
Rate how you feel today – 1 through 5 and state why you feel that way

“ Making oneself
VULNERABLE
is an act of
trust and respect,
as is receiving
and honoring
the **VULNERABILITY**
of others. ”

Lawrence Lightfoot

22 Feb 2013 1:27 pm

Rethinking School Discipline 102



Website:

[US Department of Education – School Climate](#)

Research Tells Us

- In schools, we see that ***overreliance on punitive strategies*** like suspension or expulsion **isn't working**.
- The UCLA Civil Rights Project, has found that ***schools with high suspension rates*** are **less safe, less equitable**, and have **lower academic outcomes**.

Fania E. Davis Co-Founder and Executive Director, Restorative Justice for Oakland Youth



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Grade 9 Four-Year Longitudinal Graduation and Dropout Rates (%), Texas Public Schools, Class of 2015

Group	Graduated	Continued	Received GED ^a	Dropped out
African American	85.2	4.8	0.5	9.5
American Indian	86.3	4.2	0.7	8.7
Asian	95.4	2.2	0.2	2.2
Hispanic	86.5	5.3	0.5	7.7
Pacific Islander	88.7	3.9	0.9	6.5
White	93.4	2.4	0.8	3.4
Multiracial	92.1	3.0	0.6	4.3
Economically disadvantaged	85.6	5.0	0.7	8.7
ELL in 9-12 ^b	73.3	11.4	0.3	15.1
Special education	78.2	11.1	0.4	10.4
State	89.0	4.1	0.6	6.3

Note. Parts may not add to 100 percent because of rounding. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. Students may be counted in more than one of the following categories: economically disadvantaged, ELL in 9-12, and special education.

^aGeneral Educational Development certificate. ^bStudents identified as English language learners (ELLs) at any time while attending Grades 9-12 in Texas public schools.

**Annual Dropout Rates, by Grade Span, 2014-15,
ESC Region 01 - Edinburg**

Grade span	Dropouts	Students	Rate (%)
Grades 7-8	123	65,318	0.2
Grades 9-12	2,426	121,769	2.0
Grades 7-12	2,549	187,087	1.4

Copyright Texas Education Agency (TEA) 2007-2014

What is Restorative Discipline?



Restorative Discipline is a relational approach to building school climate and addressing student behavior that fosters **belonging** over exclusion, **social engagement** over control, and meaningful **accountability** over punishment.

Restorative Justice Around the World

Africa

Asia

Europe

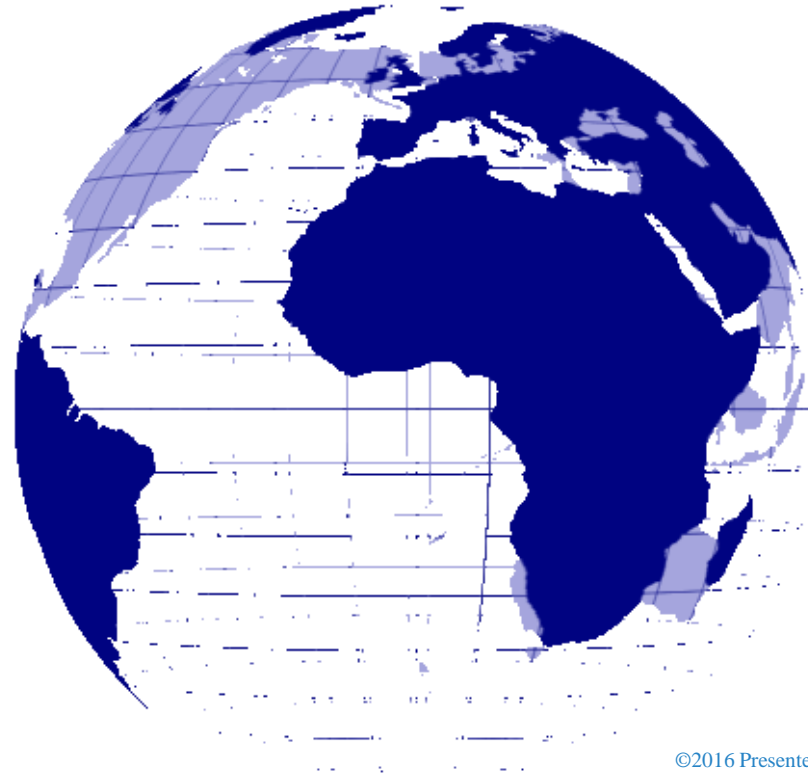
Latin America

Middle East

North America

Caribbean

Pacific



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Assess The Need For Restorative Discipline

Are suspensions, expulsions, and arrests at your school higher than they should be?

Is there disparity in your school's discipline practices based on race, gender, economic status, or disability of the student?

Does every student have a safe, fair, and positive learning environment? You decide.

Fania E. Davis Co-Founder and Executive Director, Restorative Justice for Oakland Youth

Is Change Needed?

Brain studies show that punitive responses activate a fight/freeze/flight brain response, shutting down children's ability to learn.

Restorative Discipline Practices create a brain state of relaxed alertness that optimizes the ability to think creatively and learn. The feeling of belonging to the school community.

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Activity - Cards

Traditional Approach

Restorative Approach

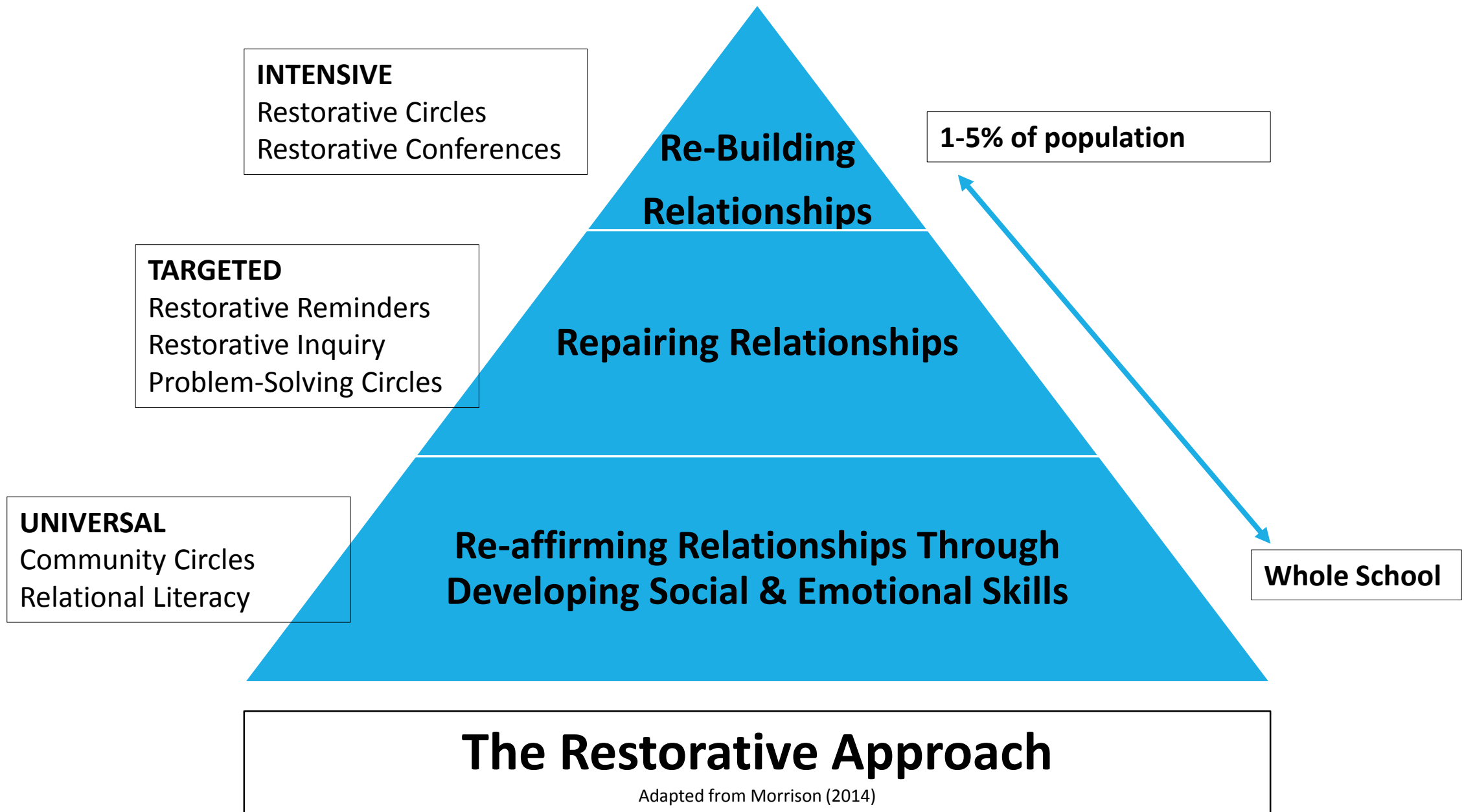


Traditional Approach	Restorative Approach
School and rules violated	People and relationships violated
Justice focuses on establishing guilt	Justice identifies needs and obligations
Accountability = punishment	Accountability = understanding impact, repairing harm
Justice directed at offender, victim ignored	Offender, victim and school all have direct roles in justice process
Rules and intent outweigh whether outcome is positive/negative	Offender is responsible for harmful behavior, repairing harm and working toward positive outcomes
No opportunity for remorse or amends	Opportunity given for amends and expression of remorse

Short Video - Using Dialogue Circles to Support Classroom Management



<https://www.youtube.com/watch?v=qTr4v0eYigM>



Benefits

- Safer, caring school climate
- Empathy for victim and offender
- Lowers re-offending
- More learning time
- Increased parent satisfaction, partnership
- Greater social-emotional learning
- Fewer suspensions & expulsions
- Increased accountability and healing
- Attention to root causes



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Everyone Has A Voice



- Respect for all involved
- Rooted in deeper values
 - equal worth of all people
 - appreciation for diversity
 - belief in interconnectedness
- Problem Solving/Empowering

It Works for Our Professional Community



Involve Students in Peer Restorative Practices

Train students to promote and facilitate circles. **Empower them** to create a safe and respectful space to talk through instead of fighting through differences.

- ✓ Students learn **to respect each other** and **their teachers**.
- ✓ Students learn **to communicate their emotions** and **increase vocabulary skills**.
- ✓ Let them lead, ownership means buy-in!

Fania E. Davis Co-Founder and Executive Director, Restorative Justice for Oakland Youth

Ms. Noonin's Morning Meeting



A photograph of a field of tall, golden-brown grasses in the foreground, with a soft, hazy sunset or sunrise sky in the background. The grasses are slightly out of focus, creating a sense of depth. A semi-transparent grey box is centered over the image, containing white text.

**To share your weakness
is to make yourself vulnerable;
to make yourself vulnerable
is to show your strength.**

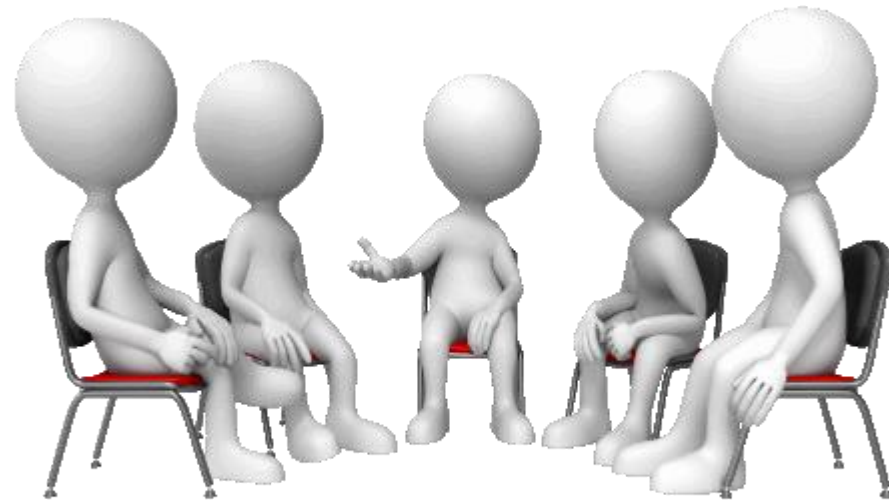
~ Criss Jami ~
purehappylife.com

What Do Circles Look Like?



The Basics of CIRCLES 101

- Center Piece
- Values
- Behavioral Guidelines
- Talking Piece
- Guiding Questions
- Circle Keeper



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Facilitator/Keeper (Teacher)

- ❖ The role is to initiate the space that is respectful and safe, and to engage participants in sharing responsibility for the space.
- ❖ The role of the keeper is a participant that offers thoughts, ideas, and stories. Minimizing being bias is the GOAL.
- ❖ The Keeper is not an enforcer, but a monitor that all the guidelines are being followed.
- ❖ An effective Keeper has the ability to let go of the control, to share responsibility

The Little Book of Circles Processes, Kay Pranis

Components of a Circle

- ✓ Opening Ceremony
- ✓ Value Setting
- ✓ Rounds: Getting Acquainted
- ✓ Rounds: Building Relationship
- ✓ Rounds: Addressing Issues
- ✓ Taking Action
- ✓ Closing Ceremony



The Little Book of Circles Processes, Kay Pranis

Introduction to Circles

Objective: Orient students to circles and how to participate in them.

Time 30-45 minutes

Purpose Circles have their own set of guidelines that are essential for them to function well. This lesson introduces those guidelines and begins the process by which students will become skillful participants in circles.

Materials Talking piece; something to put in the center of the circle; a poster of the circle guidelines, or write the guidelines on the whiteboard.

Other Preparation Figure out in advance how to get your class seated in a circle without tables or desks in the middle. Circles can be done while students are standing or seated on the floor.

www.iirp.org

Circles Process

An Example:

- Begin by gathering in a circle and creating norms that will help build trust in the space.
- In class, write norms on a poster board, place in the center of the circle.
- A talking piece, an object of significance chosen by Circle members, is passed around inviting equal participation.
- Whoever holds the talking piece is invited to speak, while all others listen to and support the speaker.
- To familiarize students with this process, you might ask them, “What does it look and sound like to listen respectfully?”

Teaching Tolerance – A Project from Southern Poverty Law Center

Circle – Getting Acquainted

Why did you get into education?



“Most people believe vulnerability is weakness. But really, vulnerability is courage. We must ask ourselves... are we willing to show up and be seen?”

- Brené Brown -

PBIS and Restorative Practices

HOW ARE THEY ALIGNED?

- Both are “whole-school” models focused on changing host environment (immersion v. program) to create the conditions needed for learning
- Both are aligned with Response to Intervention (RtI) with attention to (3) Tiers: prevention, early intervention and intensive support
- Both are effective strategies to lower racially disproportionate discipline by changing adult responses to students behavior
- Both support social-emotional learning for adults and students
- Both are designed to support student achievement by removing social and emotional barriers to learning

What's Next...

Establish the foundation for a strong restorative school culture.

Teachers will need time learning how to do Restorative Discipline Circles.



School-Wide Implementation

Circles might also be held school-wide during first or last period on a recurring basis to ensure students' feeling belonging.

Do classroom circles to generate shared values, or short check-in and check-out circles at the beginning and end of class or when scheduled

Fania E. Davis Co-Founder and Executive Director, Restorative Justice for Oakland Youth

Restorative Justice Coordinator

A full-time restorative justice coordinator working for the school is necessary to make it work. Creates a safe and secure place to meet.

- ✓ Objective
- ✓ Relates Well to Students and Staff
- ✓ Receptive to Everyone's Needs

Alternatively, a trained and motivated Asst. Principal, Dean, or Counselor can manage training and school-wide implementation of restorative practices.

Restorative Justice Coordinator Role..

- ✓ The RJ coordinator begins to use restorative alternatives for disciplinary infractions.
- ✓ Implement Peer mediation, teacher and student mediation techniques.
- ✓ Students returning from an absence due to incarceration, suspension, or expulsion will participate in reentry circles. Many of these practices will involve parents. Follow-up is critical.

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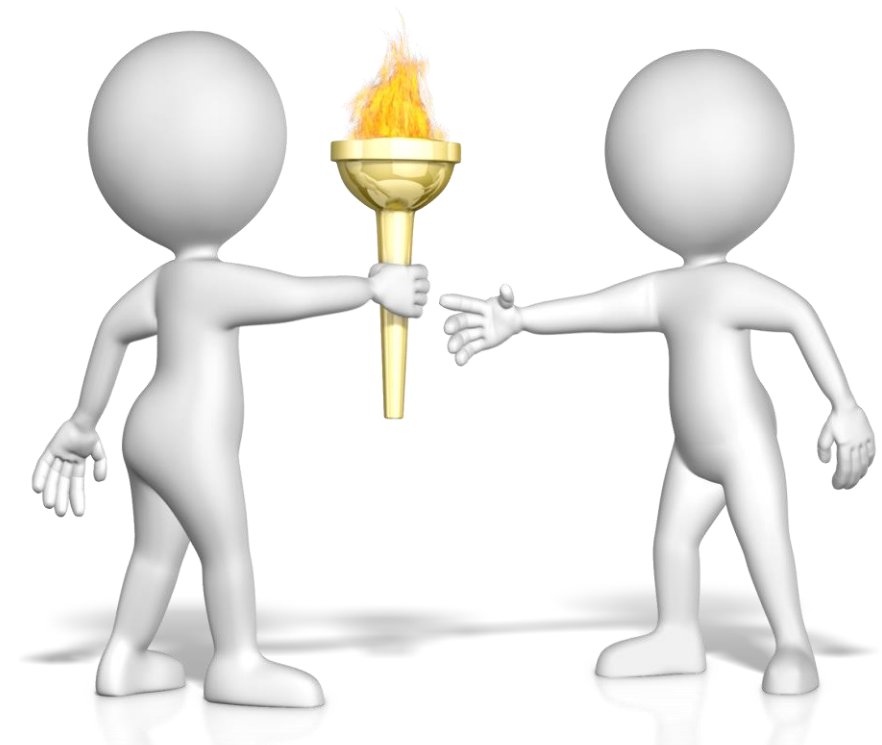
THE POWER OF THE CLASSROOM

Control?

Take Charge?

Manager?

**Could you relinquish some
control?**



Check-Out/Closure Circle

Emoji Time

Justice Poem



Questions and Discussion

THANK YOU!!

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