

Restorative Practices - Part I

Presented by:
Jon Kidde

Wifi Information:
Grand Guest

Find all materials at:



Maximizing Your Session Participation

Consider these questions:

- Where are we in our implementation?
- What do I hope to learn?
- What did I learn?
- What will I do with what I learned?
By when?

Use the Learning Reflection
Sheet

Where are you in the implementation process?

Adapted from Fixsen & Blase, 2005

Exploration & Adoption

- We think we know what we need so we are planning to move forward (evidence-based)

Installation

- Let's make sure we're ready to implement (capacity infrastructure)

Initial Implementation

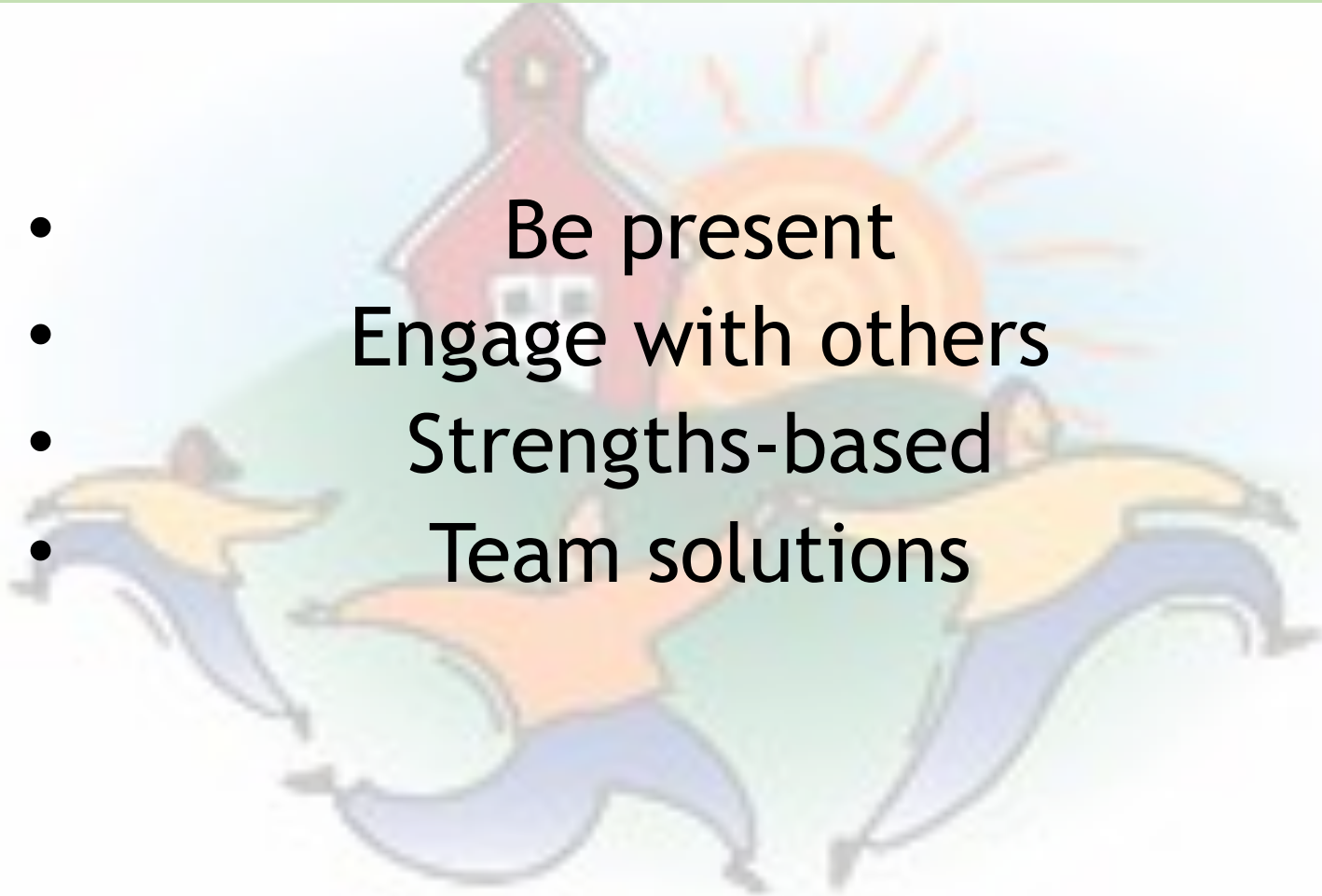
- Let's give it a try & evaluate (demonstration)

Full Implementation

- That worked, let's do it for real and implement all tiers across all schools (investment)
- Let's make it our way of doing business & sustain implementation (institutionalized use)

BEST Expectations

- Be present
- Engage with others
- Strengths-based
- Team solutions



WHY ARE WE TALKING ABOUT RESTORATIVE JUSTICE?



Achievement Based Objectives

- Identified personal values and related them to RJ.
- Defined RJ in your own words.
- Practiced circle process.
- Examined a three tiered framework for RJ in schools and assessed application in your school.**
- Proposed action steps to integrate RJ in your school.**

Outcomes & Indicators (Schools)

- Reduced suspensions and expulsions
- Reduced behavioral referrals
- Reduced racial disparities in exclusionary discipline.
- Reduced absenteeism and tardiness
- Increased academic performance
- Increased parental satisfaction with school response
- Identified increased social emotional capacity

See: <http://www.greenomegal3c.org/2016/restorative-justice-in-schools-outcomes-and-indicators/>

SO,
WHAT IS



RESTORATIVE
JUSTICE?

“Restorative Justice is a Compass, not a Map”*

- Is not necessarily new.
- Is NOT a program.
- Is a way of thinking, a philosophical framework.
- It is a way of responding relationally to wrong doing in our schools, justice system, workplaces, and communities.
- In schools, workplaces, and communities, it has evolved beyond responding to wrongdoing.

*(Zehr, 2002)

Questions We Ask About Wrongdoing?

- What law or rule was broken?
- Who did it?
- What consequences do they deserve?

RJ Guiding Questions (Zehr)

- Who has been harmed?
- What are their needs?
- Whose obligations are they?
- What are the causes?
- Who has a stake in this?
- What is the appropriate process?

Principles (Zehr)

- **Engagement:** involves those impacted, including the community, in the process and resolution.
- **Responsibility:** encourages appropriate responsibility for addressing needs and repairing the harm (Accountability);
- **Restoration:** acknowledges and repairs the harm caused by, and revealed by, wrongdoing;

Excerpted and adapted from: <http://emu.edu/now/restorative-justice/2009/04/20/restorative-justice-and-peacebuilding/>

STANDARD VS. RESTORATIVE ASSUMPTIONS

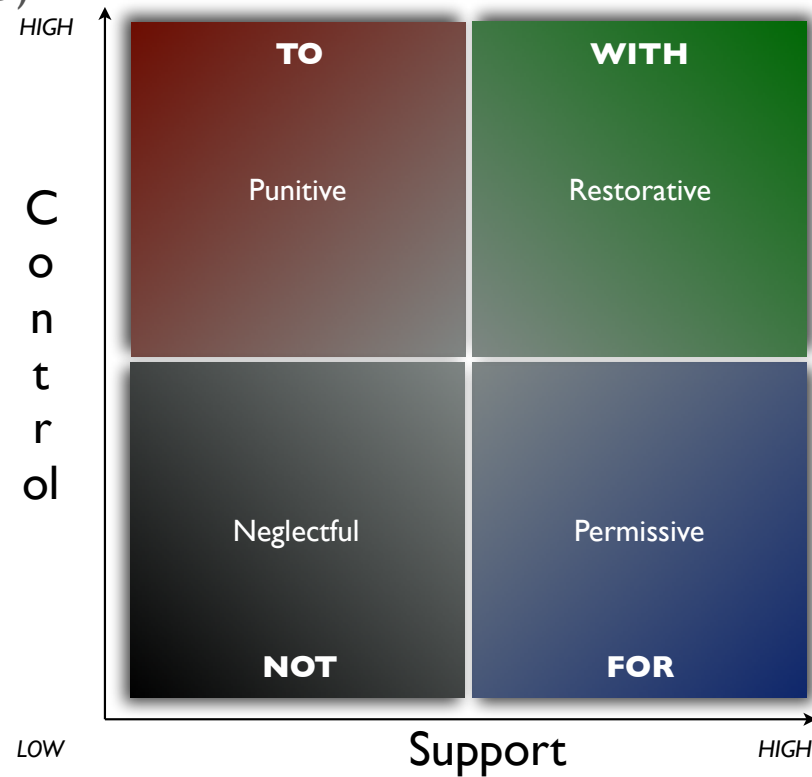
- ▶ Rule violation is paramount
- ▶ Response targets offender
- ▶ Punishment is just
- ▶ Wrongdoing harms people and relationships
- ▶ Harm creates needs
- ▶ Obligation is to heal and “put right” the harms

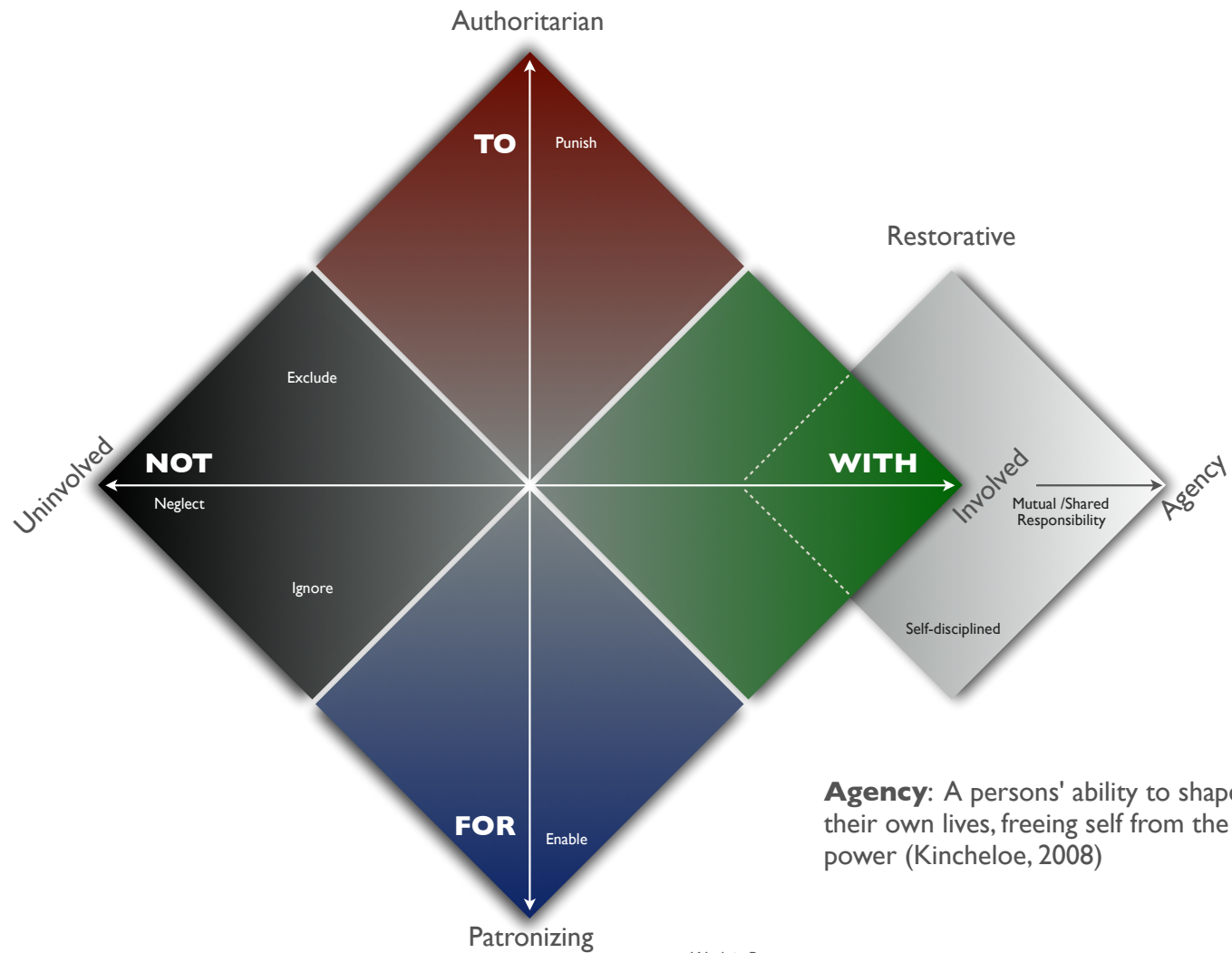
WORLDVIEW

- ▶ **SOCIAL CONTROL**
- ▶ **SOCIAL ENGAGEMENT**

SOCIAL DISCIPLINE WINDOW

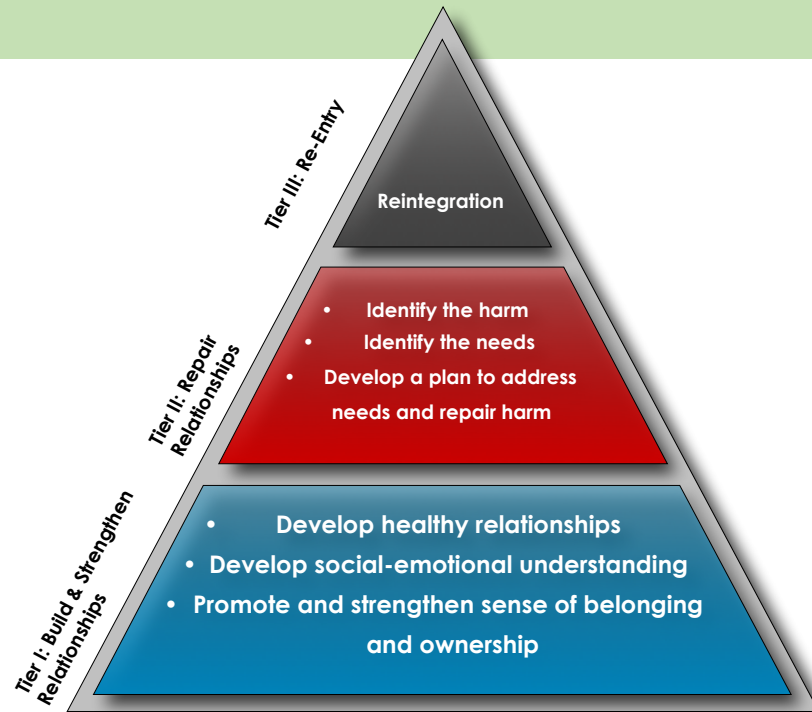
(McCold & Wachtel, 2003)



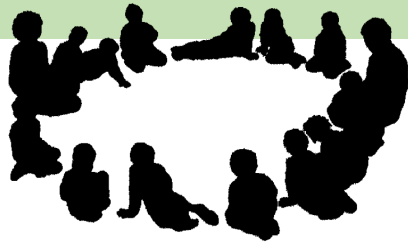


Agency: A persons' ability to shape and control their own lives, freeing self from the oppression of power (Kincheloe, 2008)

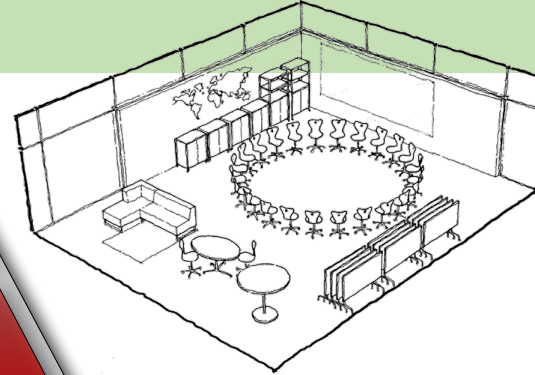
Whole School Approach



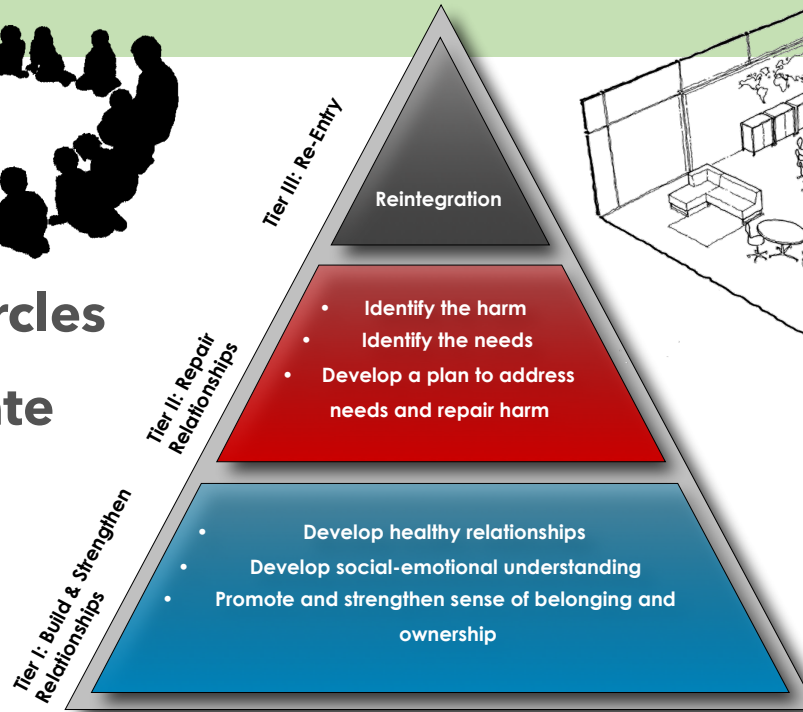
Tier I: Build & Strengthen Relationships



Values Circles
Celebrate



Check-in
Learning
Issues
Decisions



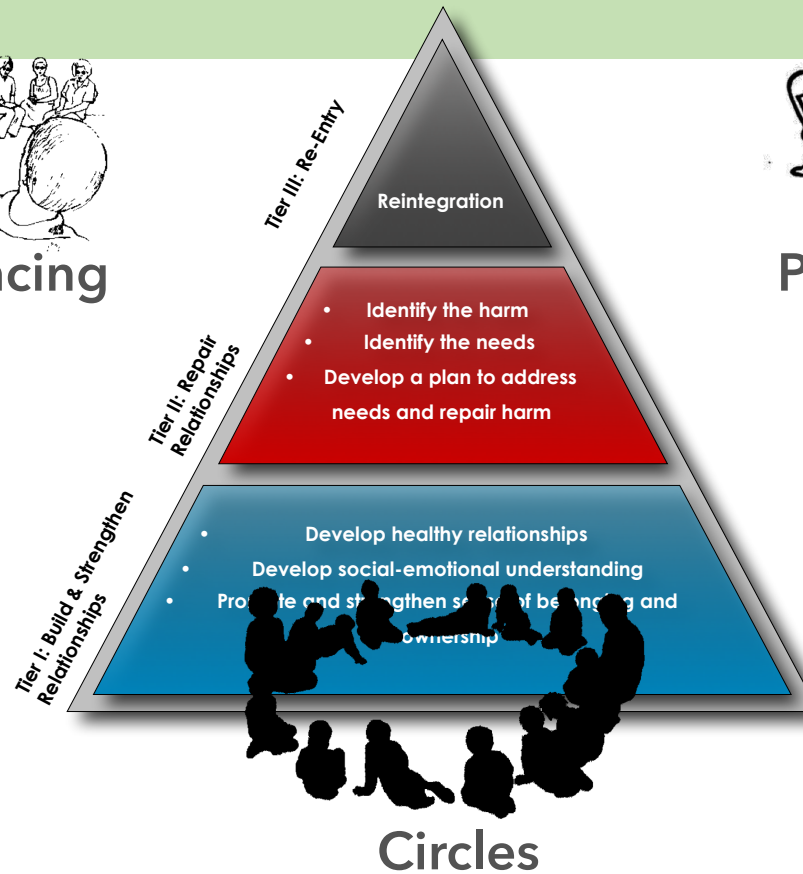
Tier II: Repair Relationships



Conferencing



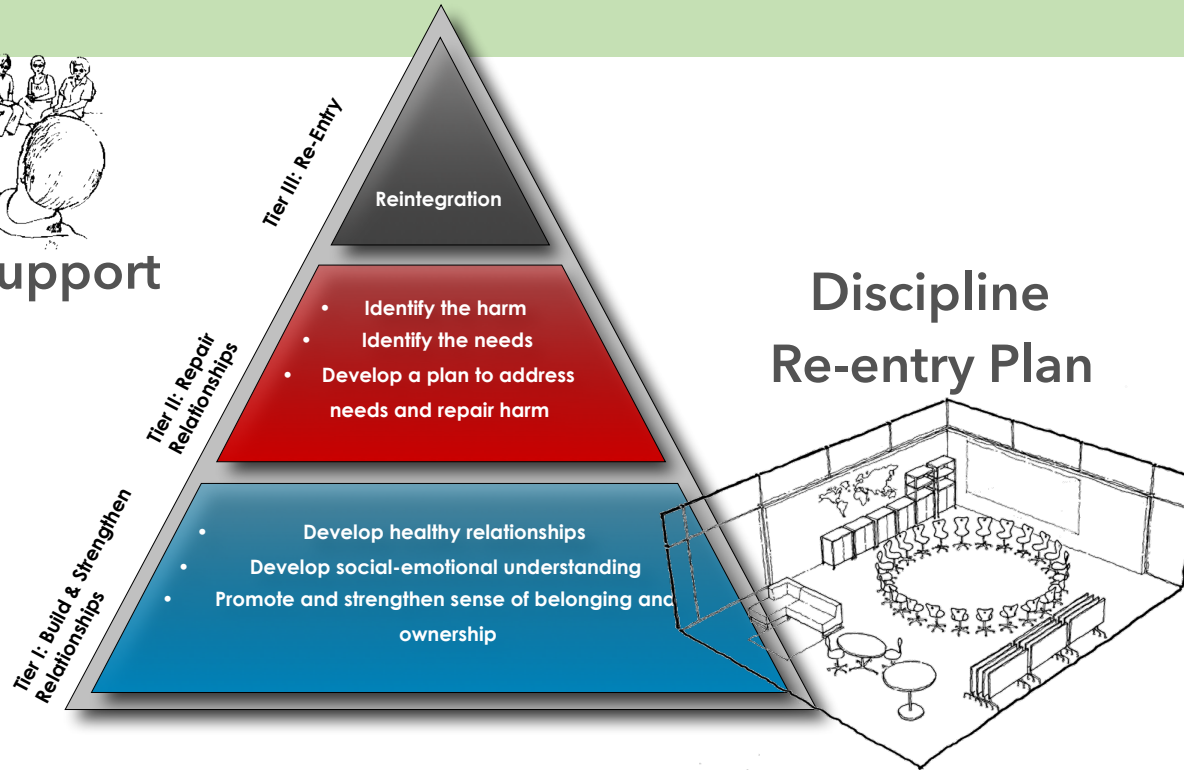
Peer Mediation



Tier III: Re-entry



Circles of Support



Welcome Circles

Defining Restorative Justice in a School

- Reflect on your previous knowledge, the introduction to restorative justice you just heard, and the handouts.
- In groups of 3 - 5, develop a “hallway definition” of restorative justice in schools.
- Write key points on easel pad paper.

A Broad Definition

“Restorative Justice promotes values and principles that use inclusive, collaborative approaches for being in community. These approaches validate the experiences and needs of everyone within the community, particularly those who have been marginalized, oppressed or harmed. These approaches allow us to act and respond in ways that are healing rather than alienating or coercive.”

Lorraine Stutzman Amstutz and Judy H. Mullet, (2005) *The Little Book of Restorative Discipline* (p.15)

Circle

A practice that can be used and adapted for all tiers



Key Elements of Circles

- Ceremony Opening/Closing
 - Used to indicate that this is different space.
- Centerpiece
 - A focal point to promote speaking and listening.
- Identify Values / Guidelines
 - Defined by the group. Serve as a reminder of expectations.
- Talking piece
 - Regulates dialogue, allows for focus, and limits interruption.
- Facilitation or Keeping
 - Assists the group in creating and maintaining the space.

Circle VIDEO

- As you watch a video of a student-led Tier 1 circle, consider how you can build on what you see and hear in a way that is relevant for your context.
- Take time to jot notes relevant to your journey implementing restorative justice in a school context.
- We'll hear a few comments from those willing to share

How to Obtain a VTPBIS State-Approved Coach

1. Contact your VTPBIS State TA to review the needs of your SU/SD/School
2. Review the VTPBIS Coach Fees: \$62.50/hour, \$250/half day or \$500/day plus mileage
3. Coordinate with your central office Grants Coordinator to use local funds or to apply for BEST/Act 230 funds: <http://education.vermont.gov/sites/aoe/files/documents/edu-integrated-frameworks-best-act-230-innovation-grant-instructions.pdf>.
4. Contact a VTPBIS State-Approved Coach: <http://www.pbisvermont.org/resources/coaches-a-coordinators/coaches>.

Explore the PD Calendar



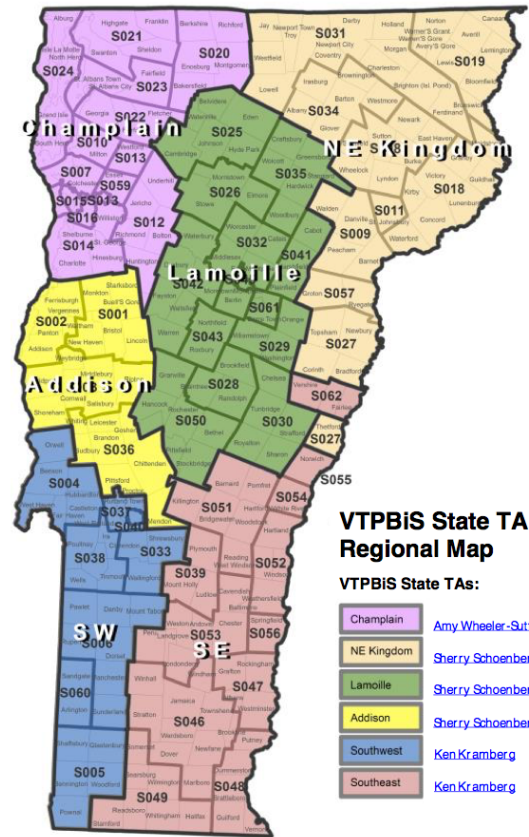
Vermont BEST Project VTPBIS Professional Learning Calendar July 2017 - June 2018

The following learning opportunities and related costs are eligible for BEST/Act 230 funding.
Please visit www.pbisvermont.org regularly for an updated list of dates and locations.



Professional Learning Opportunities		
Date	Month	Fee per person
	September	
7	Navigating SWIS Webinar Details & Registration: http://uvmcdci.adobeconnect.com/er59u57j69tr/event/registration.html	FREE
11	VTPBIS Coordinators "Welcome Back" Webinar Details & Registration: http://uvmcdci.adobeconnect.com/ee9nk85e9w3j/event/registration.html	FREE
12	Navigating SWIS-CICO Webinar Details & Registration: http://uvmcdci.adobeconnect.com/e96ulf4frcuz/event/registration.html	FREE
13	Rule 4500: The Use of Restraint and Seclusion in Vermont Schools Webinar Details & Registration: http://uvmcdci.adobeconnect.com/e429nslcikfl/event/registration.html	FREE
20	PBIS in 60 Minutes: Introduction to PBIS Webinar	FREE

Questions? Contact a VTPBiS TA



When in doubt, contact Anne Dubie!
(802) 656-5775 or Anne.Dubie@uvm.edu

Stay Connected



<https://www.facebook.com/groups/PBISVermont/>



<https://twitter.com/vtpbis>

**Please share all of the
awesome things you are
doing by using #VTPBIS or
@VTPBIS**