

An Introduction to Restorative Practices: School Culture and Climate

Office of Safety and Youth Development

Lois Herrera, Chief Executive Officer

Kenyatte Reid, Senior Director of School Climate

Jolan Nagi, Director of Youth Support Services

Margaret Mead

"Never doubt that a small group of thoughtful, committed people can change the world. Indeed. It is the only thing that ever has."

Restorative Practices

- Restorative Practices are based on principles that emphasize the importance of positive relationships as central to building community, and involves processes that repair relationships when harm has occurred.
- When broadly and consistently implemented, will promote and strengthen positive school culture and enhance pro-social relationships within the school community.
- A framework which is underpinned by values and beliefs that asks us to focus on community, relationships, and healing.

Key Goals of Restorative Practices

- A more effective teaching and learning environment
- Promote accountability and behavioral change
- Repair harm and develop empathy for both the harmed and the harmer
- Reintegrate the harmer and harmed
- A safer, more caring environment by building community : allowing positive relationships to occur between students-students, students-teachers , school staff-school staff; learn more about their peers and hear different perspectives
- A greater staff capacity to deal with challenging situations
- A reduction in bullying and other interpersonal conflicts
- Reductions in suspensions

Discipline through Instruction:

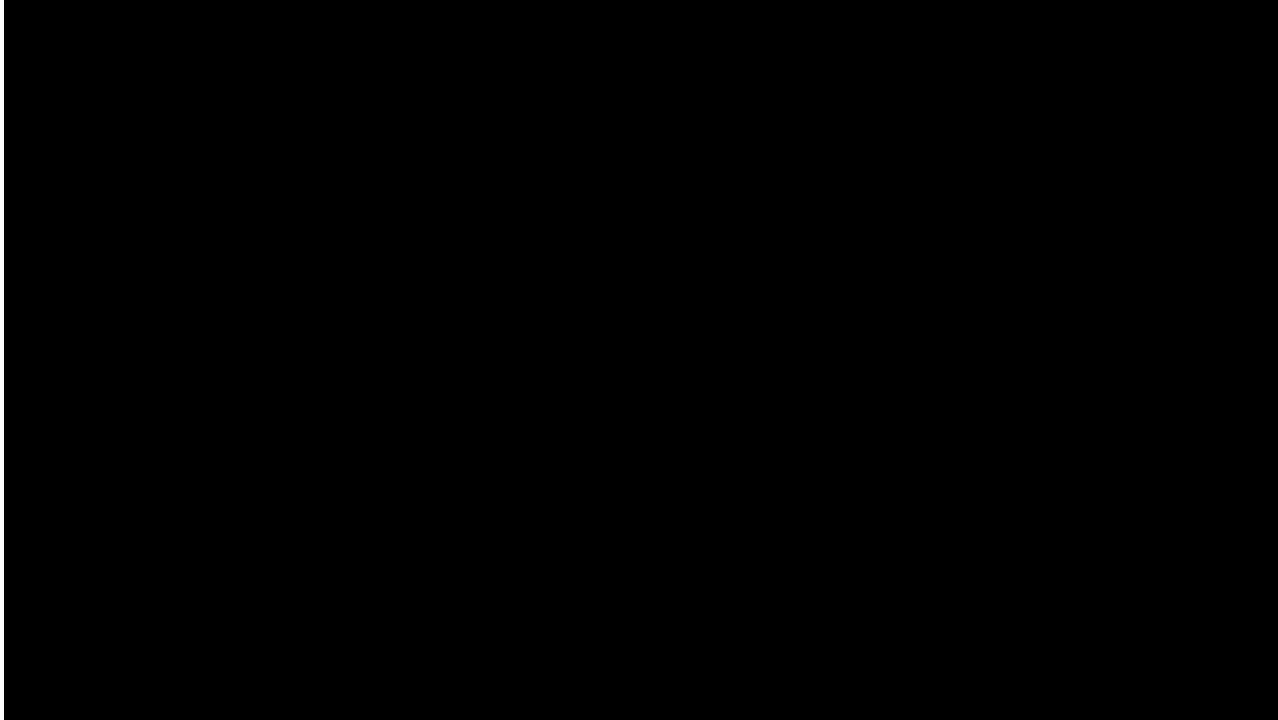
- **We want our students and stakeholders to realize:**
 - a. *What harm has been done and to whom?*
 - b. *What needs to be done to repair the harm (emphasis added)?*
 - c. *Who is responsible for repairing the harm?*

To take responsibility and try to make amends.....and to assist the targeted individual an opportunity to participate in that process and start the healing process for parties involved.

Fostering Students' Social Emotional Learning through Be the Change curriculum

- **Circle Process: 5 days of training**
- Circles may be used as a regular practice in which a group of students (or faculty or students and faculty) participates. Or a circle can be used in response to a particular issue that affects the community. The circle process can enable a group to get to know one another, build relationships and establish understanding and trust create a sense of community, **learn how to make decisions together**, develop agreements for the mutual good, **resolve difficult issues**, etc. **Circles can be effective as both a prevention and intervention strategy.**

Discover who you are through Social Emotional Learning: [The 5 components](#)



Practical Applications of the Circle Process through Social Emotional Learning

- **Social Emotional Learning** is the process that helps teachers and students acquire the knowledge, attitudes, and skills to:
 - Recognize and manage their emotions
 - Set and achieve positive goals
 - Demonstrate caring and concern for others
 - Establish and maintain positive relationships
 - Make responsible decisions
 - Handle interpersonal situations effectively

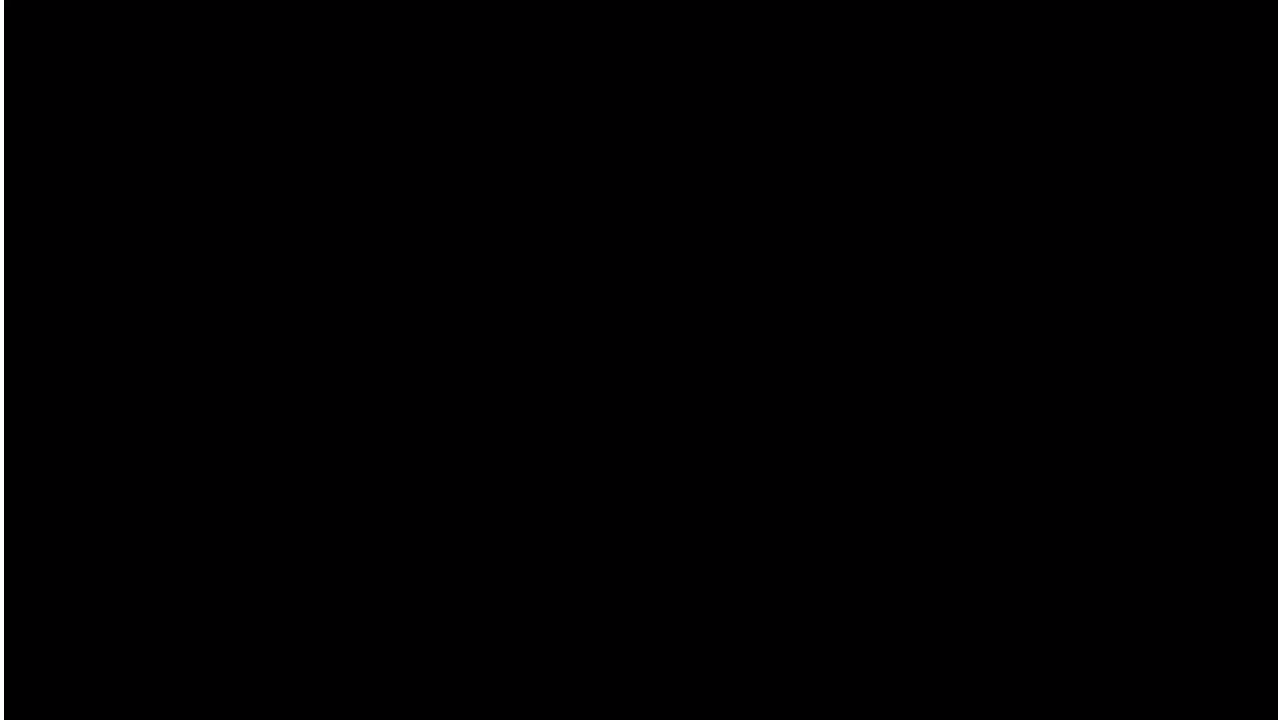
SEL programming improved students' achievement test scores by 11 to 17 percentile points. We recommend and encourage broad implementation of SEL programs and instruction during and after school. www.casel.org

Videos

- [Elementary Dialogue Circles](#)
- [Re-entry Circle](#)
- [Restorative Circles in Schools](#)

Elementary Circles ([video](#))

Re-entry Circle ([video](#))



Restorative Circles in School ([video CCJ](#))

Restorative Circles in Oakland: Middle School, Righting Wrongs through Dialogue ([video](#))



Reflections on Video

- What are your thoughts?
- How do you feel?

Elementary Dialogue Circles

- Each student shares and is heard.
- Circles being used for class management, student activities, and conflict resolution.
- Start of the day for mindfulness exercises, check-ins and readiness to learn.

Video of Re-entry Circle-after incarceration or suspension:

- Considering the attitudes one would expect when a young male student is coming back to school after a long term suspension or incarceration, were you surprised how the circle progressed?

Video Reflection on Restorative Circles in Schools

- What were the students saying?
- Circles allows us to express ourselves, being heard, helps solve conflicts in a controlled environment- “all schools should have circles”.

Circles in Schools: Important Questions to ask

- What are the school's current responses to infractions?
- Are the school's discipline practices delivering positive outcomes ?
- Is there a need to help students learn pro-social student behavior?
- How positive or negative are student to student and adult – student relationships?
- What do adults in the school believe about helping students to learn from their misconduct?
- Have teachers and other school staff been trained in positive behavioral intervention strategies and skills?

Elements of a Circle, Part I

- Welcome
- Opening - marking the beginning
- Centerpiece- creates a central focus for participants
- Talking pieces- only the person holding may speak; increases the degree of self-responsibility of the members of the group (use always at the beginning and end of a circle)
- State purpose of the circle
- Check-ins
- Guidelines(see next slide)

Elements of a Circle, Part II

- Guidelines: Community agreements need to allow participants in the circle to speak from the heart and listen from the heart (How do you want to be treated here?)
 1. Keep Confidentiality
 2. Show Respect
 3. Listen Actively
 4. _____

Elements of a Circle, Part III

- Guiding questions
- Explore the topic/purpose of the circle
- Check-out
- Thanks
- Closing
- The role of the keeper- facilitate and take part

Elements of a Circle and a Lesson

Circles (Common Core aligned, CCLS)	Lesson (Common Core aligned, CCLS)
State purpose of the circle	Aim or Learning Objective
Opening/Check in	Do now/Prompt/Task/Motivation
Guiding questions	Sequencing of lesson with guiding questions
Exploring the topic	Deeper dive into lesson
Check in and check out	Medial and Summative Summary- check for understanding
Guidelines/ Talking piece	Classroom procedures/ rules/ routines

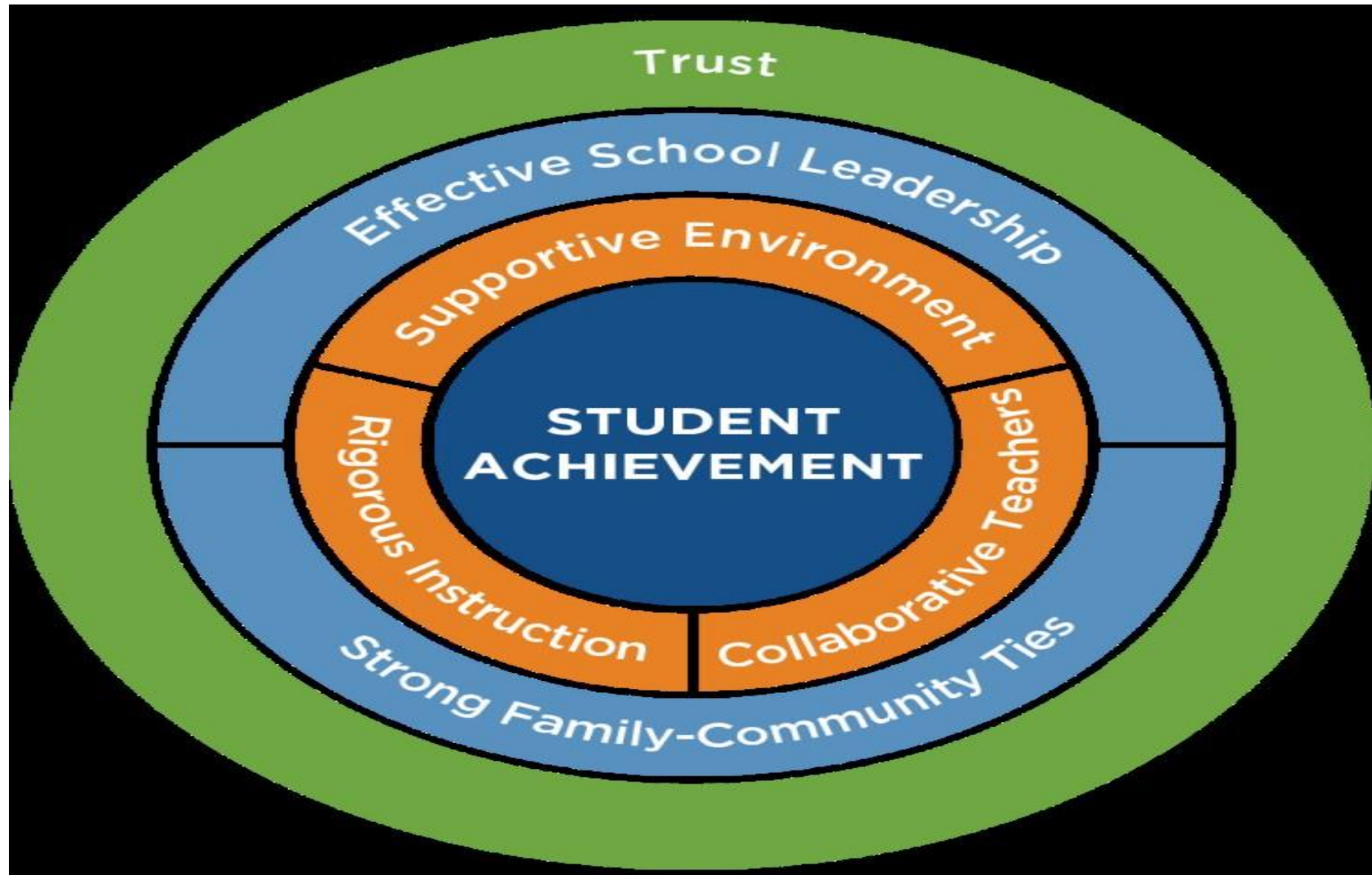
Theoretical Foundations of Restorative Circles



Theoretical Foundations of Restorative Circles

- Circles are a profound method for developing meaningful relationships with one another.
- We become who we are through our relationships with others.
- Each person has voice; each person is valued and listened to.
- Individual power in a circle is self determining by having a voice and choosing whether to speak.
- Collective power in the circle is “power with”; it does not privilege any point of view or position.
- The companionship of coming together in circle offers a sense of hope.

The Framework for Great Schools



DTSDE, CEP, and The Framework

The Framework and the School Comprehensive Educational Plan are aligned to each other and to the Diagnostic Tool for School and District Effectiveness, the process ensuring optimal conditions for learning.

Capacity Framework Elements

A	B	C	D	E
Rigorous Instruction	Supportive Environment	Collaborative Teachers	Effective School Leadership	Strong Family Community Ties

DTSDE Tenets

3	5	4	2	6
Curriculum Development and Support	Student Social and Emotional Developmental Health	Teacher Practices and Decisions	School Leadership Practices and Decisions	Family Community Engagement

Examples of Types of Circles:

- Instructional Delivery
- Community Building (morning circles, talking circles, end of day circles, etc.)
- Issue Oriented
- Problem Solving
- Re-entry after incarceration or suspension
- Conflict Resolution

We cannot always build the future for our youth, but we can build the youth for our future. —Franklin D. Roosevelt

Fostering Students' Social Emotional Learning through Formal Conferencing

- **Formal Restorative Conference: 2 days of training.**
- **A circle process in which individuals who have acknowledged causing harm are brought together with those who have been harmed.** In addition to the individuals who have been directly involved, both sides may bring supporters who have also been affected by the incident to the circle. The purpose of the conference is for both the harm doer and the harmed to understand each other's perspective and come to a mutual agreement which will repair the harm as much as it is able to be repaired. Regardless of the circumstances, the mental and physical health, safety and welfare of the individual who was harmed is of paramount importance when considering this option in a school setting.

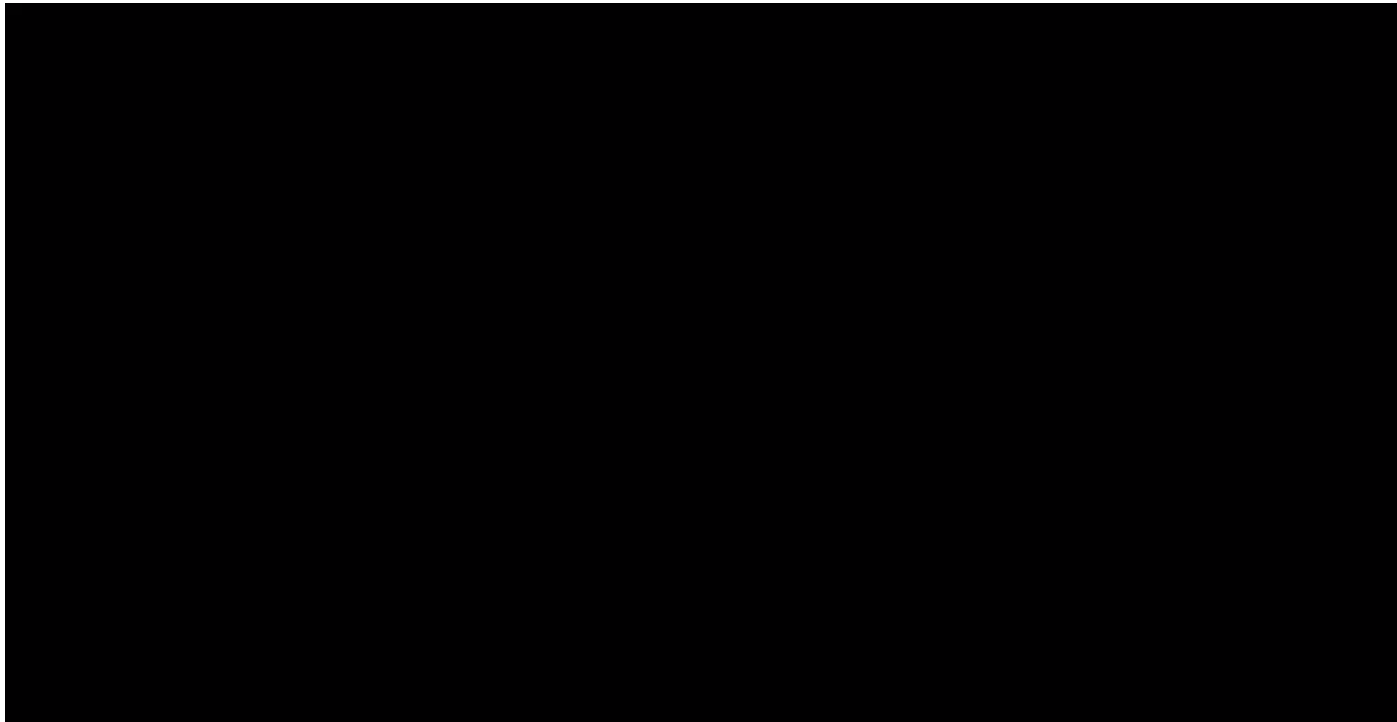
Formal Conferencing Steps

- Offender pre-conference (*What were you thinking? Who do you think was affected and how do you think they were affected? If you had to do it over again what would you do differently? What do you think would be the best possible outcome from this conference?*)
 - Victim pre-conference (*What were you thinking? How were you affected? What do you think would be the best possible outcome from this conference?*)
 - Hold conference (*preference always to the victim*) – *What happened? Who was harmed and how were they harmed? What can be done to repair the harm?*
 - The agreement and follow up.

Formal Conference Video

- Restorative Justice Introduction at 3 minutes to 4:30.
- [Restorative Justice Introduction](#) or see video on next slide.

Formal Conferencing after an Incident: A Sense of Normalcy, Healing, Accountability, Addressing Core Issues, and Finding Solutions



Fostering Students' Social Emotional Learning through Life Space Crisis Intervention

- **5. Life Space Crisis Intervention 6 days of training**
- Participants in the Life Space Crisis Intervention (LSCI) course will learn effective strategies and skills for their daily work with students, especially those students who engage in persistent negative behaviors. LSCI training provides strategies to turn crisis situations into learning opportunities for students with chronic patterns of self-defeating behaviors. **LSCI training will build the capacity of school personnel to teach students better ways to respond to future stressful events, thereby reducing recidivism.**

Six Stages of LSCI

- 1. Crisis** - Drain off the student's intense emotions by acknowledging feelings.
- 2. Timeline** — By using affirming and listening skills, discover the student's point of view.
- 3. Central Issues** — Identify the student's vital interest and select the appropriate LSCI strategy
- 4. Insight** — Use interviewing skills to help the student recognize and change self-defeating behavior patterns.
- 5. New Skills** — Teach the new skills needed for behavior change.
- 6. Transfer of Training** — Prepare the student to reenter the on-going activity and setting.

LSCI Strategies

Red Flag Identify the source of the problem and help the student recognize that he takes out his angry feelings on others with undesirable results.

Reality Rub

Organize reality enabling the blaming student to see how he contributes to his problems and makes them worse.

Symptom Estrangement

Confront unacceptable behavior by making the bullying student uncomfortable with his pattern of gaining pleasure from causing others pain.

Massaging Numb Values

Build values to strengthen self control in the impulsive or self-abusive student who acts out, then feels too much guilt afterward.

New Tools Salesmanship

Teach new social skills to the student with the right goals and attitudes, but the wrong behavior.

Manipulation of Body Boundaries

Expose exploitation for the student who is set up by others or who is manipulated through a false friendship.

Boston 24 Video de-escalation and repairing harm

- How can we have avoided the situation? Or de-escalate?
- How can we reintegrate the student back to the school community? Remember who was harmed.
- Start video at 4 minutes: [Boston 24](#)

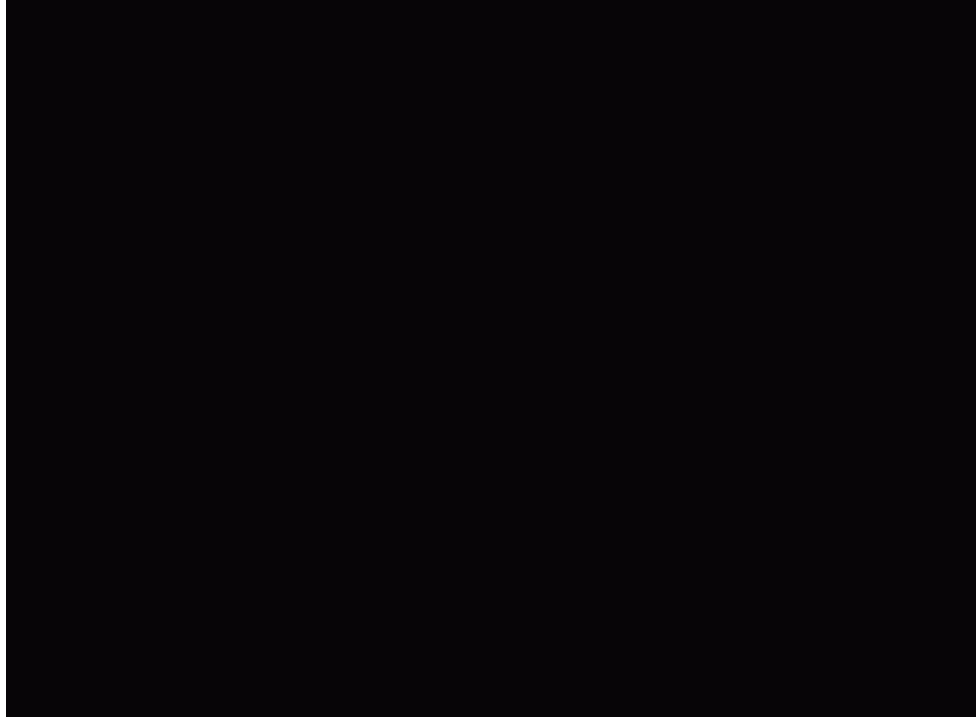
Boston 24 Video



Fostering Students' Social Emotional Learning through Collaborative Negotiation skills

- 3. Collaborative Negotiation 6 days of training
- The most direct method of conflict resolution is collaborative negotiation in which one or both disputants knows and understands the **strategies and skills needed to talk through a conflict**. An individual trained in collaborative negotiation knows how to facilitate a direct conversation with the person with whom s/he is in conflict. During the collaborative negotiation process, s/he will articulate her/his position and underlying need(s), surface the position and underlying need(s) of the person with whom s/he is in conflict and reframe the conflict into a mutual problem to be resolved by both parties. **The goal of a collaborative negotiation is to arrive at a mutually agreed upon resolution that meets the needs of both parties.**

Peace Helpers at PS 24



Conflict Resolution

Conflict exists when one person has a need of another and that need is not being met:

1. Express the need
2. Find out if the need can or cannot be met
3. Yes= Resolution
4. No=Negotiate
5. Mediation

Constructing I-Messages: Affective Language

- I feel _____ (state the feeling)
- When you _____ (state the behavior)
- Because _____ (state the effect of behavior on you)
- I would like you to _____

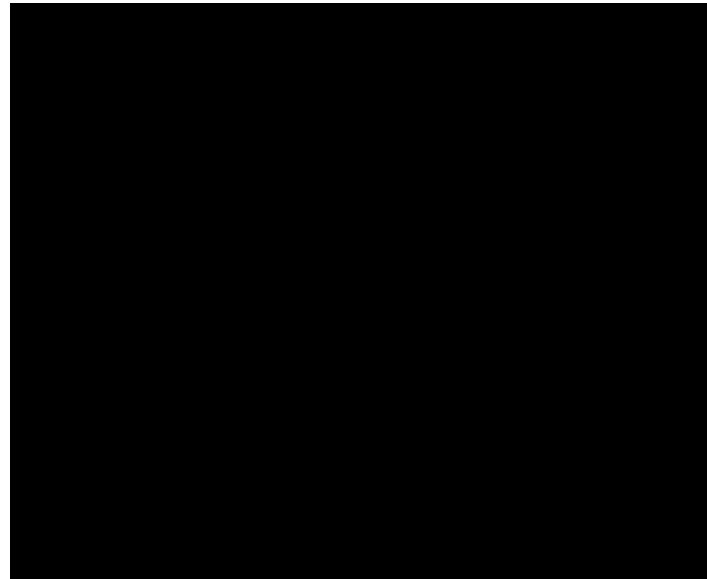
Fostering Students' Social Emotional Learning through Peer Mediation

- 4. Peer Mediation 6 days of training
- An impartial, third party mediator (in a school, a student who has been trained to serve as a peer mediator) facilitates the negotiation process between parties who are in conflict so that they can come to a mutually satisfactory resolution. Mediation recognizes that there is validity to the conflicting points of view that the disputants bring to the table and helps disputants work out a solution that meets both sets of needs. Disputants must choose to use mediation and must come to the process willingly. **Mediation is not used in situations in which one individual has been victimized by another.**

Peer Mediation at Romeo HS



Peer Mediation: A Process of Respect



Steps in a Mediation

1. Agree to mediate and meet
2. Gather points of view
3. Focus on Interests
4. Create win-win options
5. Evaluate options
6. Create an agreement

Restorative Approaches Interventions



Repair Harm and Relationships

Use mediation or formal restorative conferencing

Maintain Relationships

When low level conflicts occur, use collaborative negotiation, problem solving circles or informal mediation.

Make and Develop Relationships

Create and sustain a caring community in which members take ownership and accountability for their actions, have a shared sense of responsibility for each other's wellbeing and work together for the benefit of the community as a whole.

Citywide Behavioral Expectations to Support Student Learning

- Circle process for grades 6-12 (Guidance Intervention)
- Collaborative Negotiation (Guidance Intervention)
- Peer Mediation (Guidance Intervention)
- Formal Restorative Conferencing (Disciplinary Response)
- Circle process for grades 3-5 (Guidance Intervention)

OSYD Trainings through the ASPDP NYC DOE P-Credit Year Round

The screenshot shows a web browser window with the URL <https://pci.nycenet.edu/aspdp/>. The page header features the NYC Department of Education logo and the title "After School Professional Development Program". A red banner at the top right states "Spring 2015 Classes Open for Registration Until March 6, 2015".

Registered Users

ASPDP UserID:
ASPDP Password:
[Forgot Password / Problems Logging In?](#)
[Sign In](#)

Welcome To ASPDP

Welcome to the New York City DOE After School Professional Development Program (ASPDP)! ASPDP provides high-quality, rigorous professional learning options for NYC school teachers in their pursuit of the vision that every child graduates from high school prepared for college, a career, and a future as a productive, critically thinking adult.

Program Policy for Participants
Please read the [Program Policy Memorandum](#) before registering for a P In-service course.

Education Partners and Instructors
If you are interested in teaching a class, please review the [Education Partner and Instructor Guidelines](#) and email ASPDP@schools.nyc.gov to obtain application forms for the upcoming semester.

Course Catalogue
The course catalogue includes a complete [list of courses](#) available for registration in the current semester.

ASPDP News
[ASPDP News](#) is regularly updated with news about our course offerings.

New Account Registration for DOE Participants
If you are a new participant to ASPDP, please [click here](#) to set up an account. Note that you will need your DOE file number in order to establish the account.

New Account Registration for Non-DOE Participants and Instructors
If you would like to set up a new account and do not have a DOE file number, please email ASPDP@schools.nyc.gov with your full name, home address, and phone number, and we will send you account information.

Note: Please be advised that the ASPDP website is intended for users with either Internet Explorer or Firefox browsers. If you are not using one of these two browsers, you may experience issues with the website. Note that you will also need Adobe Reader to view posted documents.

If you have any questions, please contact ASPDP@schools.nyc.gov. We look forward to learning with you!

© 2015 The New York City Department Of Education

Trainings Year Round

- Summer.....first three weeks in July
- Fall on Saturdays
- Winter on Saturdays
- Spring on Saturdays
- Formal two day Conferencing during work week
- Check DOE link: [Professional Development](#) or email OSYDProfDev@schools.nyc.gov

— B.F. Skinner, *Beyond Freedom and Dignity*

- “A person who has been punished is not thereby simply less inclined to behave in a given way; at best, he learns how to avoid punishment.”

School Culture and Climate

- Restorative approaches and practices are integral to teaching and learning.....following slides speak to Teacher Effectiveness, Quality Reviews, School Surveys, and the Principal's Performance Objectives.

School Surveys (Students, Parents, and Teachers)

Course Clarity

Quality of Student Discussion

Cultural Awareness

Quality of Professional Development

Innovations

Reflective Dialogue

Peer Collaboration

Collective Responsibility

Classroom Behavior

Social Emotional Measure

Personal Attention and Support

Student –Teacher Trust

Teacher-Teacher Trust

Parent-Teacher Trust

Measures of Teacher Practice (MOTP) eight components

- 1a Demonstrating Knowledge of Content and Pedagogy
- 1e Designing Coherent Instruction
- **2a Creating an Environment of Respect and Rapport**
- **2d Managing Student Behavior**
- **3b Using Questioning and Discussion Techniques**
- **3c Engaging Students in Learning**
- **3d Using Assessment in Instruction**
- 4e Growing and Developing Professionally

- *Domains 2 and 3 will be weighted 85% - up from 75% - while components from Domains 1 and 4 will be weighted 15%.*

Danielson Framework for Teaching

- Domain 1: Planning and Preparation
- 1a Demonstrating Knowledge of Content and Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources
- 1e Designing Coherent Instruction
- 1f Designing Student Assessments

Danielson Framework for Teaching

- Domain 2: Classroom Environment
- 2a **Creating an Environment of Respect and Rapport**
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2d **Managing Student Behavior**
- 2e Organizing Physical Space

Danielson Framework for Teaching

- Domain 3: Instruction
- 3a Communicating with Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

Danielson Framework for Teaching

- Domain 4: Professional Responsibilities
- 4a Reflecting on Teaching
- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in the Professional Community
- 4e Growing and Developing Professionally
- 4f Showing Professionalism

Quality Review Rubric

- 3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations

Instructional Core Curriculum (1.1)* Pedagogy (1.2)*
Assessment (2.2)*
School Culture High expectations (3.4)*
Structures for Improvement Teacher teams and
leadership development (4.2)*

Principal Practice Observation, PPO

- How have you approached curriculum refinements as a learning community? **1.1**
- What are your school's core beliefs about student learning and how are those beliefs reflected across classrooms? **1.2**
- How do you build teacher and student capacity to engage in rigorous discussions and tasks? **1.2**
- What factors do you consider when creating staff and student schedules? **1.3**
- How do you build a safe and inclusive school culture? What key strategies have you implemented for discipline and social-emotional support? **1.4**
- How have you built staff capacity to meet the social-emotional needs of students in and out of the classroom? **1.4**
- How do teachers check for understanding? How do they create structures for students to self-assess and reflect on their own progress? What has been the impact of such assessments on teaching and learning? **2.2**
- How do you ensure that goal-setting and action planning is collaborative? **3.1**

Principal Practice Observation, PPO

- Teacher teams and staff establish a culture for learning that systematically communicates a unified set of high expectations for all students and provide clear, focused, and effective feedback and guidance/advisement supports to ensure that students, including high-need subgroups, own their educational experience and are prepared for the next level. **3.4**
- In what ways do you communicate your high expectations about teaching and learning? **3.4**
- Ensure that best practices from professional development offerings are implemented into practice. **3.4** (example)
- How have you worked with your school community to norm understanding of the Danielson Framework and effective feedback connected to it? **4.1**
- Build structures for teachers to meet regularly within teacher teams. **4.2** (example)
- What data do you analyze on school environment and culture? How often? Can you give an example of a recent finding and an adjustment you've made? **5.1**

The Framework for Great Schools

- Creates a School Culture and Climate Favorable for Student Achievement



- Rigorous Instruction
- Supportive Environment
- Collaborative Teachers
- Effective School Leadership
- Strong Family-Community Ties
- Trust

Two Wolves Within

A grandfather from the Cherokee Nation was talking with his grandson. "A fight is going on inside me," he said to the boy. "It is a terrible fight between two wolves."

The young grandson listened intently.

"One wolf is evil, unhappy, and ugly: He is anger, envy, war, greed, selfishness, sorrow, regret, guilt, resentment, inferiority/ superiority, false pride, coarseness, and arrogance. He spreads lies, deceit, fear, hatred, blame, scarcity, poverty, and divisiveness. The other wolf is beautiful and good: He is friendly, joyful, loving, worthy, serene, humble, kind, benevolent, just, fair, empathetic, generous, honest, compassionate, grateful, brave, and inspiring resting wholeheartedly in deep vision beyond ordinary wisdom."

The grandson paused in deep reflection of what his grandfather had just said.

The grandfather continued. "This same fight is going on inside you, and inside all human beings as well."

The boy asked, "Grandfather, which wolf will win this horrific war?"

The elder Cherokee replied, "The wolf that you feed. That wolf will surely win!"

Thank you.

Questions, please email:

- Kenyatte Reid, Senior Director of School Climate, at KReid3@schools.nyc.gov
- Michael DiSchiavi, Senior Program Manager of School Climate, at MDiSchiavi@schools.nyc.gov
- Jolan Nagi, Director of Youth Support Services, at Jnagi@schools.nyc.gov