Implementing School-Based Restorative Practices

April 19-21, 2016

Office of Alternative Dispute Resolution, NYS Courts

INSTITUTE *for* RESTORATIVE INITIATIVES
CIRCLE *FORWARD*

Suffolk University
College of Arts & Sciences
Center for Restorative Justice

Goals

- Understand the key values, concepts and practices of a whole school approach to restorative practices

- Experience circle process and review key elements of facilitation for circles and conferences

- Learn a five-phase change model for implementing and sustaining restorative practices in schools

- Learn to engage key stakeholders in developing and implementing a restorative strategic plan that addresses systems, policies, resources and learning

- Develop skills to guide schools through the restorative change process

Introductions

- Name, role

- Personal weather report

Experience in the Room

- Why you are here, experience with restorative justice

Today's Agenda

- Introductions

- Learning the Vocabulary of Restorative Justice

- Experiencing the Circle

- Mental Models: Restorative Window and Restorative Questions
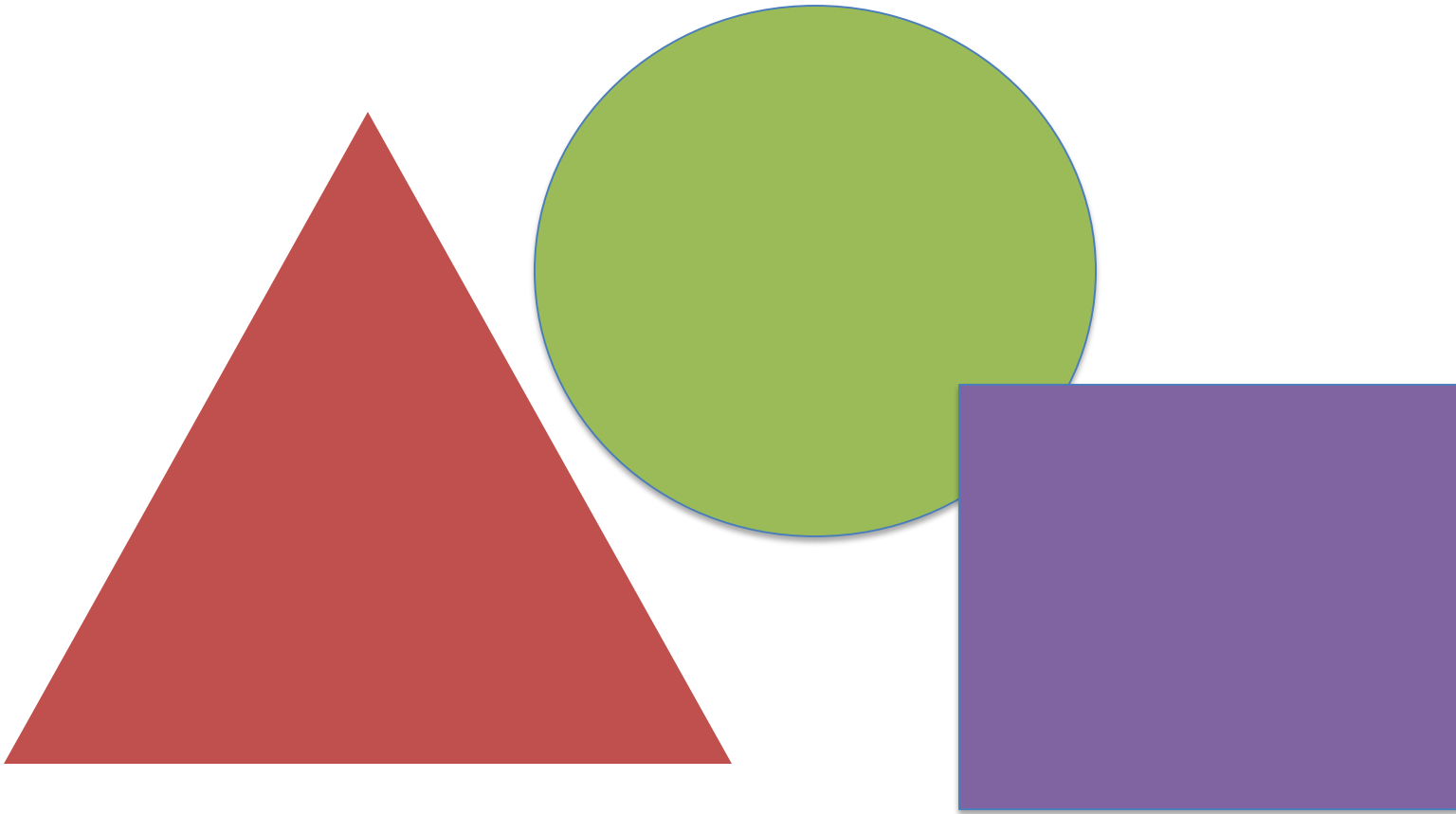
What do We Mean by Restorative Practices?

Restorative Practices involve interventions when harm has happened, as well as practices that help to prevent harm and conflict by creating a sense of belonging, safety, and social responsibility within the school community.

It's All About Relationships

The underlying principle is that relationships are important. When an incident occurs, the focus is on the harm caused to the relationship and how to repair the relationship; rather than what rule has been broken and what consequences will be imposed.
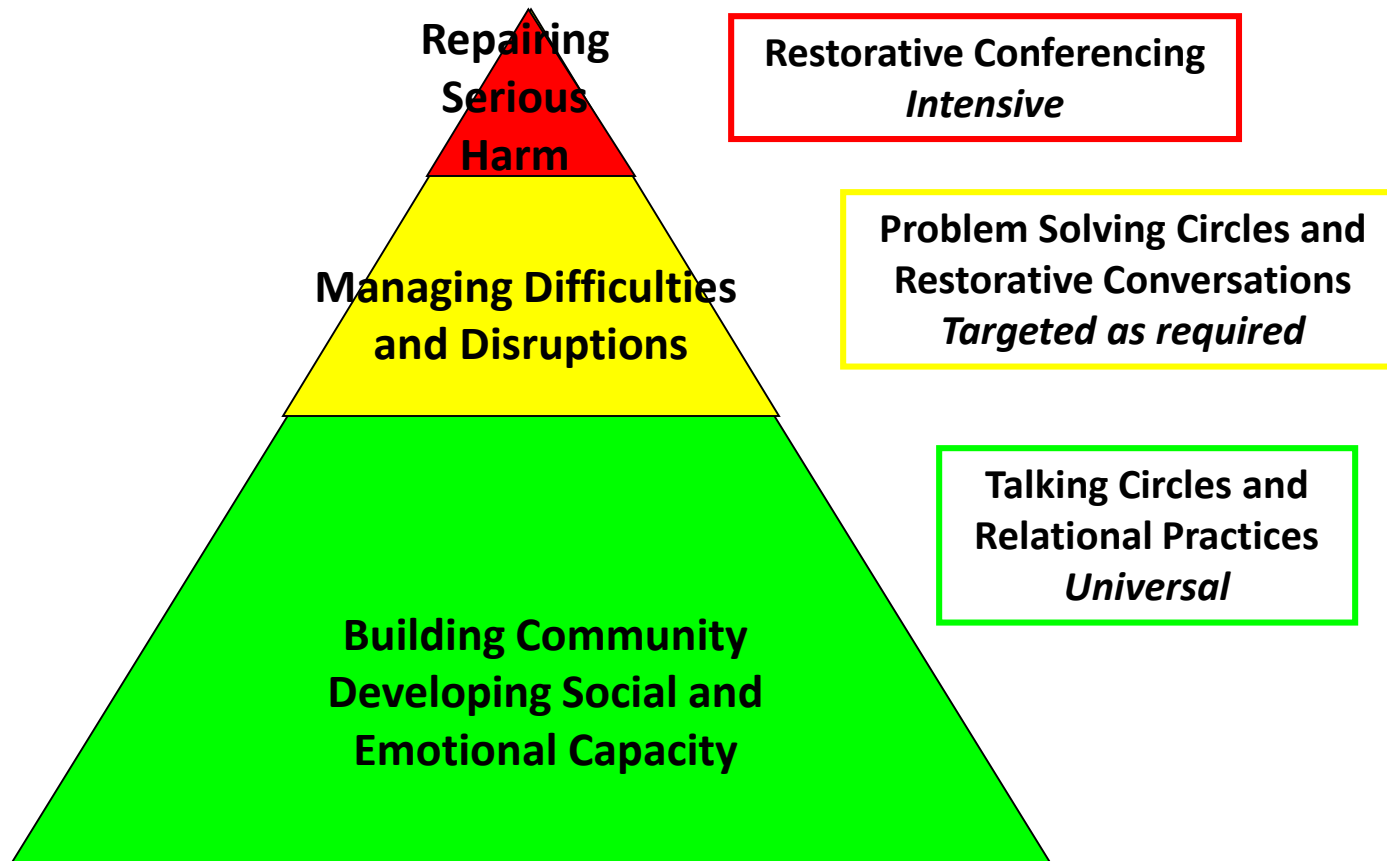
All You Need to Know…

Restorative Practices Triangle
Whole School Approach

Repairing Serious Harm

Restorative Conferencing
Intensive

Managing Difficulties and Disruptions

Problem Solving Circles and Restorative Conversations
Targeted as required

Talking Circles and Relational Practices
Universal

Building Community Developing Social and Emotional Capacity

Adapted from *Implementing Restorative Practices in Schools* by Margaret Thorsborne and Peta Blood

Culture Shift

"Culture is the result of the messages received about what is really valued. People align their behavior to these messages in order to fit in. Changing culture requires a systematic and planned change to these messages, whose sources are behavior, symbols and systems."

C. Taylor

Core Practices:
Conferences and Circles

- Circle: a structured dialogical space based on indigenous values and rituals designed to maximize understanding, empowerment and connection among participants

- Conference: "… a process to involve, to the extent possible, those who have a stake in an offense and to collectively identify and address harms, needs and obligations, in order to heal and put things right as possible."

  - Howard Zehr,   *The Little Book of Restorative Justice*

Core Practices:
Conferences and Circles

Circles

Conferences

A Restorative Culture
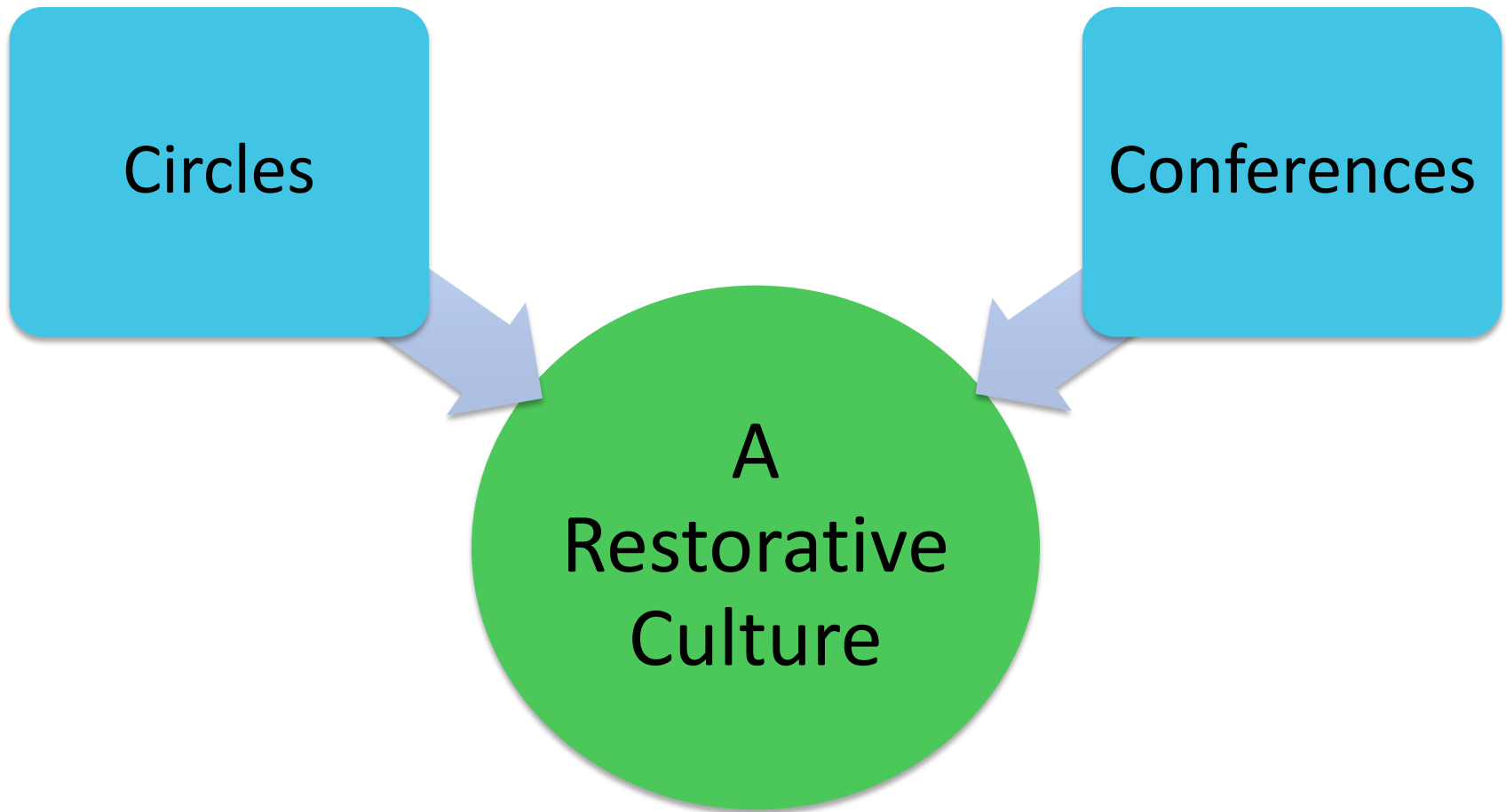
Agreements

Core Values

- What is a value you try to live by?
- Where or from whom did you learn this value?
- Write/draw your value on a plate

Oakland Advisory Circle

https://www.youtube.com/watch?v=RdKhcQrLD1w#action=share

Reflection Round

- What struck you about this video?

- What are the benefits to the students and teacher?

- How might this be useful in your outreach efforts?

Structural Elements of Circles

- **Ceremony**: Opening and closing activity to mark the Circle as a special space that is different from an ordinary meeting

- **Centerpiece:** A centerpiece creates a focal point that supports speaking and listening from the heart, such as items representing core values.

- **Agreements/Guidelines**: Participants create their own guidelines about what they need to feel safe and speak their truth.

- **Talking Piece**: Only the person holding the talking piece can speak, which circulates consecutively around the Circle. No one is ever required to speak.

- **Facilitator/Keeper**: Monitors the quality of the collective space and stimulates the reflections for the group, but does not control the issues or determine the outcome.

General Flow of Circles

- Welcome
- Opening
- Introduce Talking Piece
- Check In Round
- Agreements Round

ACTIVITY CIRCLE
- Activity
- Sharing Round
- Reflection

STANDARD CIRCLE
- Topic Round
- Response Round
- Follow up Round

- Check Out Round
- Closing

Harm Exercise

- A youth, feeling frustrated in class, stands up, swears at the teacher and storms out of the classroom.

- Think about the teacher. Make a list of what you think (s)he is feeling as a result of the incident.

- Then make a list of what you think (s)he would need to transform those feelings.

Traditional vs. Restorative Discipline

Traditional approach asks…

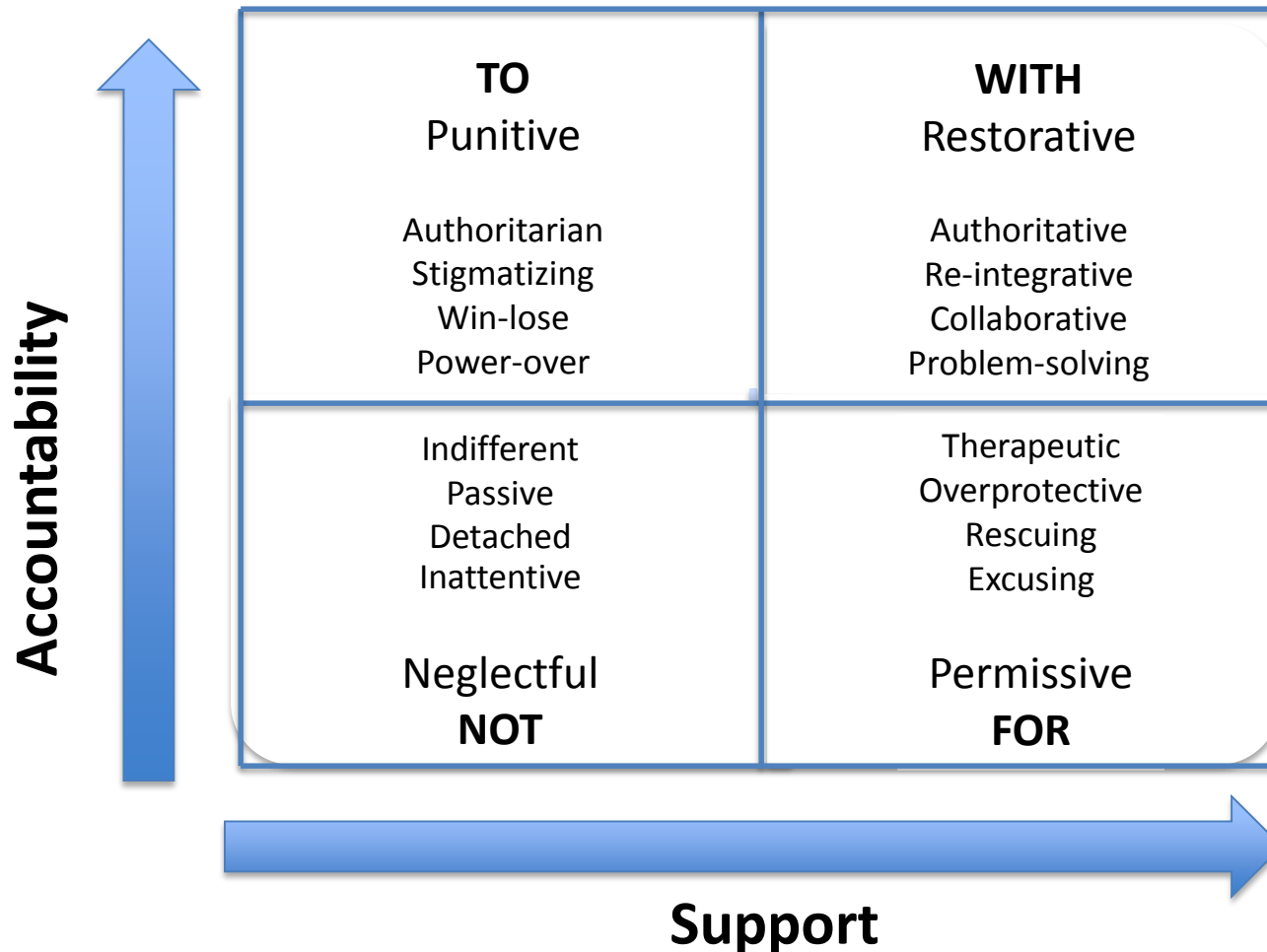What rule was broken?

Who did it?

How should we punish them?

RJ approach asks…

Who has been hurt/affected?

What are their needs?

Who is obliged to meet these needs?

The Square:
Restorative Window

Accountability (vertical axis, arrow pointing up)

Support (horizontal axis, arrow pointing right)

|	
TO Punitive Authoritarian Stigmatizing Win-lose Power-over	**WITH** Restorative Authoritative Re-integrative Collaborative Problem-solving
Indifferent Passive Detached Inattentive Neglectful **NOT**	Therapeutic Overprotective Rescuing Excusing Permissive **FOR**

Exercise

- Starting with the first scenario, evaluate where each response to the situation fits into the restorative window.

- Move on to the subsequent scenario if your group finishes before others.

,

All You Need to Know…
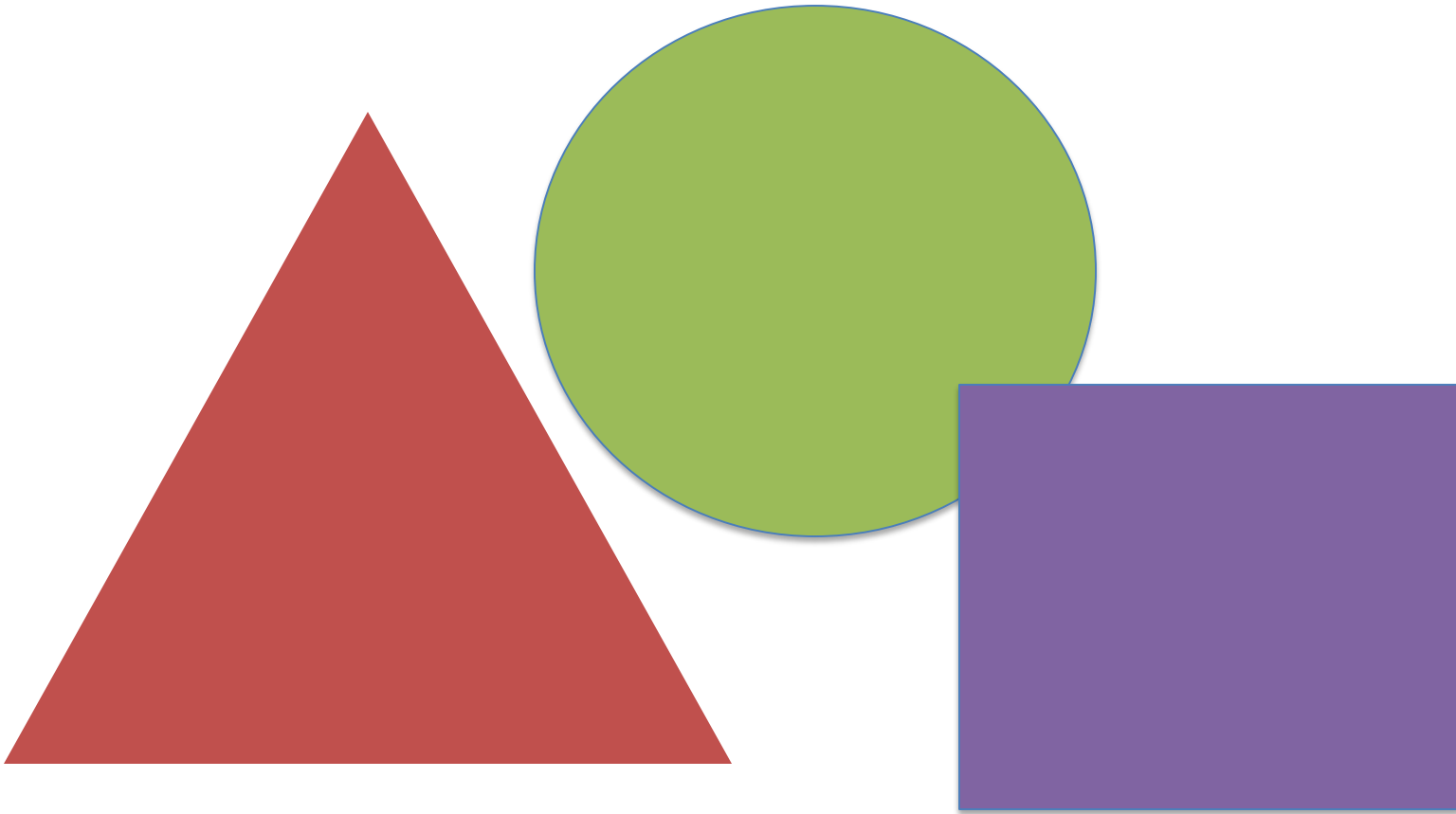
Is It Fully Restorative?

- Does the process address harms, needs, and causes?

- Is it adequately victim-oriented?

- Are offenders encouraged to take responsibility?

- Are all relevant stakeholders involved?

- Is there an opportunity for dialogue and participatory decision-making?

- Is the model respectful to all parties?

Restorative Questions

When responding to conflict or harm, a restorative approach consists of asking the following key questions:

- What happened?

- What were you thinking at the time?

- What have you thought about since?

- Who has been affected by what happened and how?

- What about this has been the hardest for you? *(Ask of person(s) harmed only)*

- What do you think needs to be done to make things as right as possible?

Closing

- How are you feeling about the day?

- Any questions you have?

Homework

- Reflect on the circle process.   What values and priorities are modelled here? What message is this sending to the school about what is important?

Opening Circle

- How are you feeling today?

- Anything on your mind from yesterday?

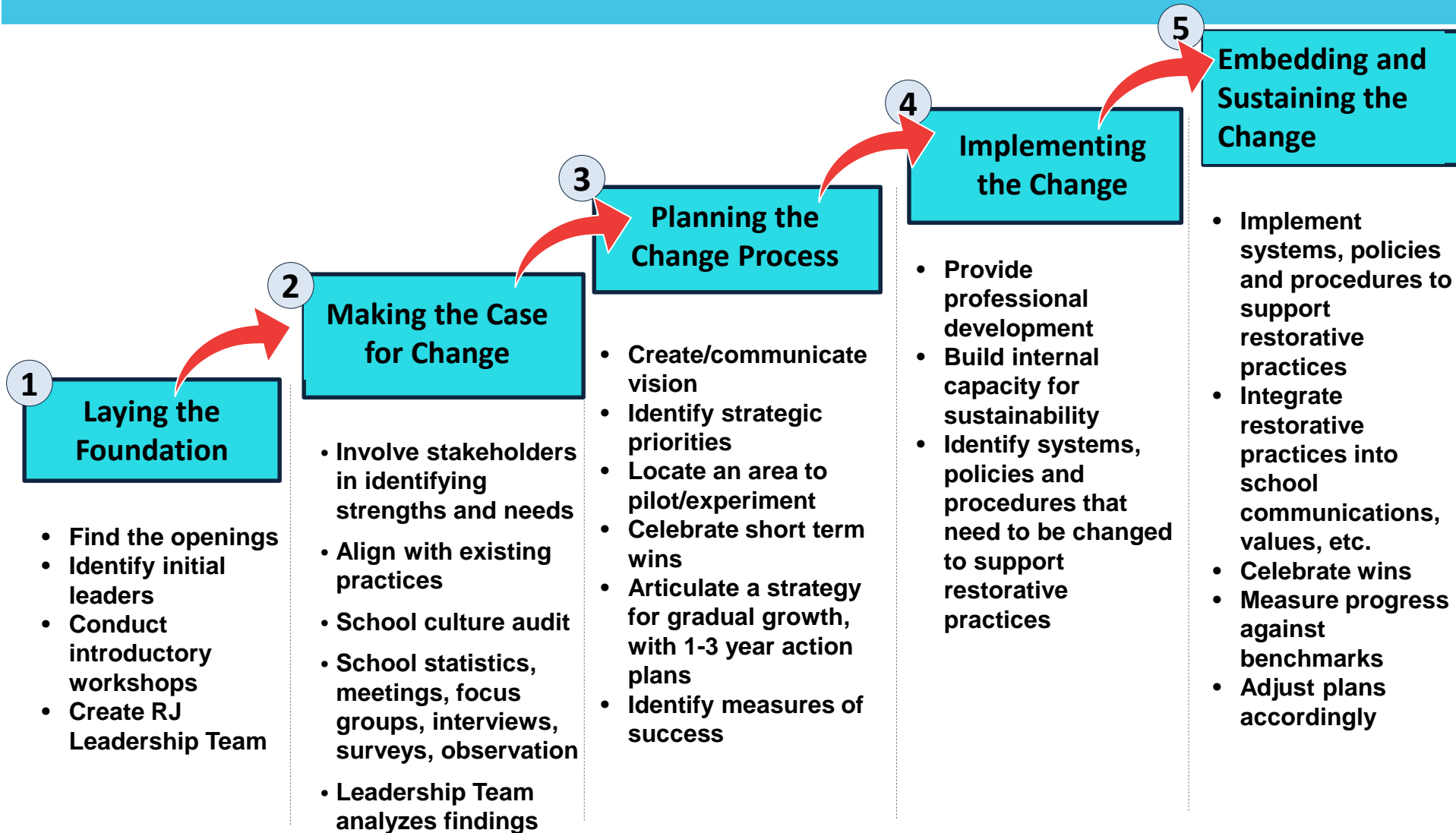# Implementing School-Based Restorative Practices

April 19-21, 2016

Office of Alternative Dispute Resolution, NYS Courts

INSTITUTE *for* RESTORATIVE INITIATIVES
CIRCLE *FORWARD*

Suffolk University
College of Arts & Sciences
Center for Restorative Justice

Today's Agenda

- Check-in
- Restorative Change Process
- Phase 1: Laying the Foundation
  - Elevator speech
  - Outreach circles
  - Whole School Approach in SFUSD
  - Innovation adoption cycle
- Phase 2: Making the Case for Change
  - Needs assessment methodologies
- Video: Circle for Re-entry
- Closing

Restorative Practices Change Process

1 Laying the Foundation

- Find the openings
- Identify initial leaders
- Conduct introductory workshops
- Create RJ Leadership Team

2 Making the Case for Change

- Involve stakeholders in identifying strengths and needs
- Align with existing practices
- School culture audit
- School statistics, meetings, focus groups, interviews, surveys, observation
- Leadership Team analyzes findings

3 Planning the Change Process

- Create/communicate vision
- Identify strategic priorities
- Locate an area to pilot/experiment
- Celebrate short term wins
- Articulate a strategy for gradual growth, with 1-3 year action plans
- Identify measures of success

4 Implementing the Change

- Provide professional development
- Build internal capacity for sustainability
- Identify systems, policies and procedures that need to be changed to support restorative practices

5 Embedding and Sustaining the Change

- Implement systems, policies and procedures to support restorative practices
- Integrate restorative practices into school communications, values, etc.
- Celebrate wins
- Measure progress against benchmarks
- Adjust plans accordingly

Restorative Practices Change Process: Phase 1

1

Laying the Foundation

- Find the openings
- Identify initial leaders
- Conduct introductory workshops
- Create RJ Leadership Team

Small Group Exercise to Identify Openings

Groups
- Administrators
- Teachers/staff
- Students
- Parents

- Step 1: discuss what your stakeholder group needs to know about restorative practices and chart on flip chart paper (10 minutes)
- Step 2: Individually write a 1-2 minute elevator speech for your stakeholder (10 minutes)
- Step 3: Practice in pairs and give feedback (10 minutes)

Whole School Approach

San Francisco Unified School District

http://www.healthiersf.org/RestorativePractices/

Whole School Approach

What did you learn from the video that would help you introduce restorative practices to schools?

Innovation Adoption Cycle
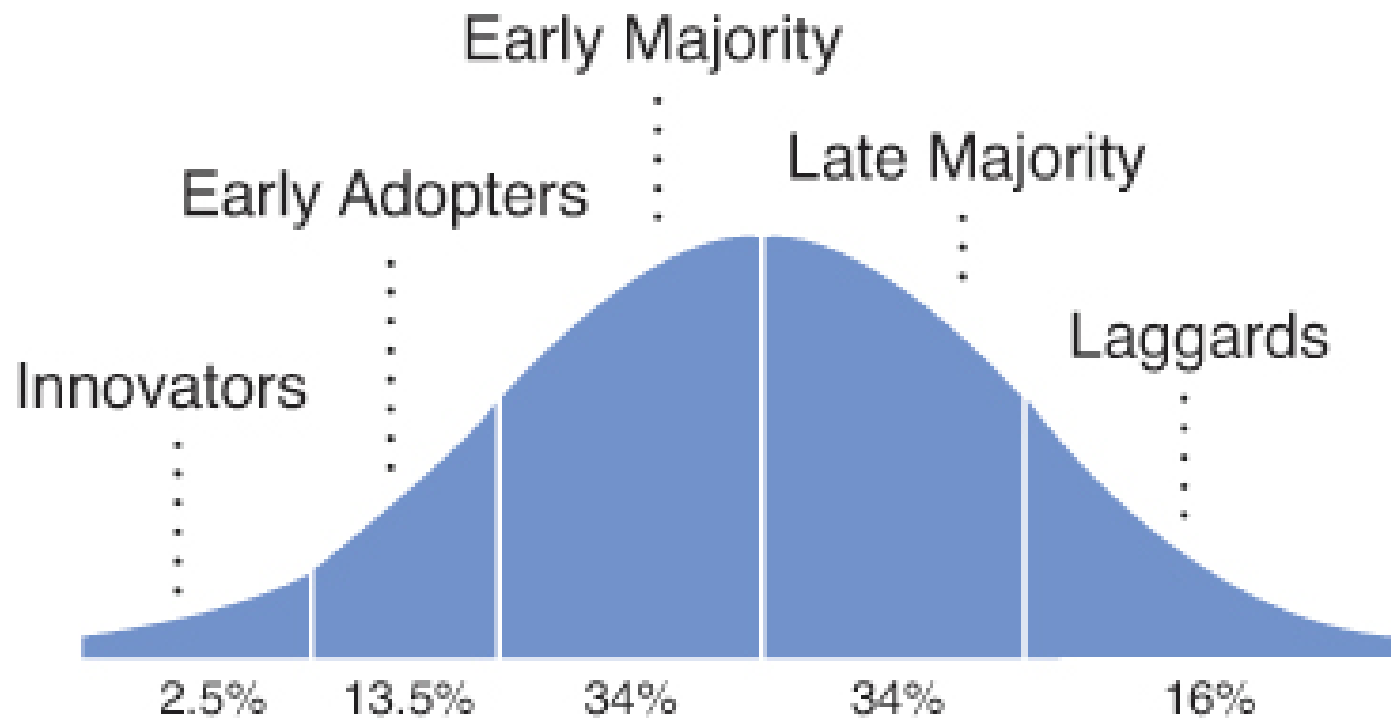
Introductory Outreach Circle

- What value in your life led you to teaching?

- What do you think students learn from the way discipline operates in your school currently?

- What is your hope for what a student would learn from your response to their misbehavior?

Restorative Practices Change Process: Phase 2

2

Making the Case for Change

- Involve stakeholders in identifying strengths and needs

- Align with existing practices

- School culture audit

- School statistics, meetings, focus groups, interviews, surveys, observation

- Leadership Team analyzes findings

Beckhard's Change Model

A

B

How do we get there?

Where are we now?

Where do we want to go?
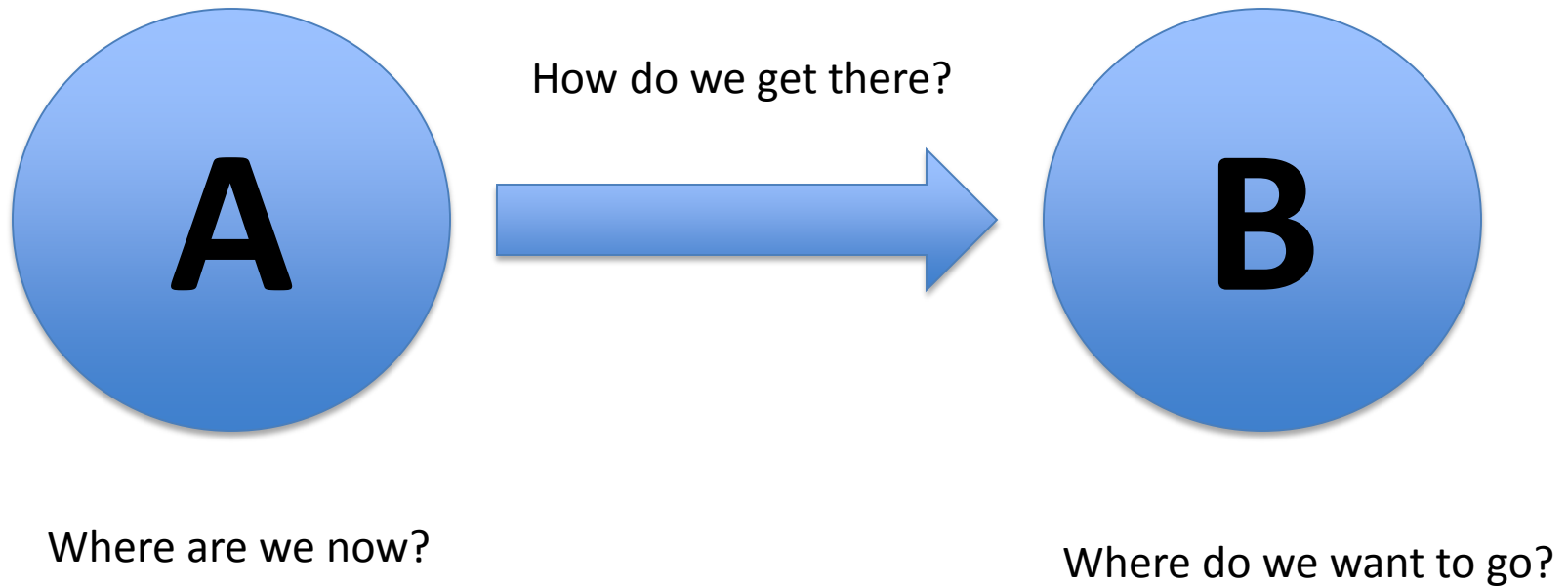
What Do We/They Need to Know About the School

Data

- Qualitative data
  - Conversations/interviews/focus groups with students, staff, parents re: current discipline practices, school climate, school reputation, use of restorative practices
  - Card sort
  - Observation of school climate
- Quantitative data
  - Suspension/expulsion/detention/incidents/office referrals/arrests
  - Climate surveys
  - Absenteeism
  - Academic results
  - Retention

Card Sort

We do this well	This is in place but needs work	We don't do this

Needs and Outcomes Analysis

- **Determining Need:**
  Identify 5 areas of need that you would like to see addressed through the implementation of RP

- **Determining Preferred Outcomes:**
  Identify 5 preferred outcomes you would like to see occur as a result of restorative practices implementation

Qualitative Data

- What 5-8 questions would you ask in interviews/focus groups with students?

- What 5-8 questions would you ask in interviews/focus groups with staff?

- What 5-8 questions would you ask in interviews/focus groups with parents?

- What would you look for in a climate observation?

De-Brief

- What is your learning from this exercise in terms of doing this work with schools?

Re-entry Video

- http://youtu.be/uSJ2GPiptvc

Reflection Round

- What vision is embodied in this circle?

Today's Agenda

- Check-in
- Phase 3: Planning the Change
    - Vision
    - SMART goals
    - Action plans
- Phase 4: Implementing the Change
    - Training grid
- Phase 5: Embedding and Sustaining the Change
    - Systems, policies and procedures
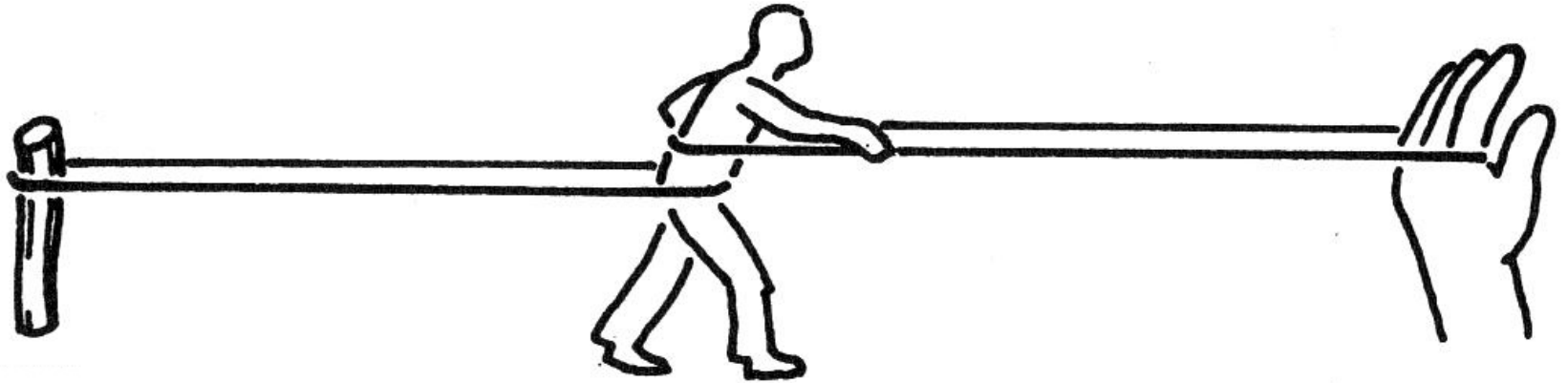   - Minimizing resistance
- Closing and evaluations

Restorative Practices Change Process: Phase 3

3

Planning the Change

- Create/communicate vision
- Identify strategic priorities
- Locate an area to pilot/experiment
- Celebrate short term wins
- Articulate a strategy for gradual growth, with 1-3 year action plans
- Identify measures of success

Creative Tension

The most effective people are those who can hold their vision while remaining committed to seeing the current reality clearly (the truth).

Peter Senge

Circle

1. Was this reflective of your experience growing up in school? Why or why not?

2. What would a school look like if it embraced this value?

Creating a Vision

Vision Statement: (Desired End-State) A one-sentence statement describing the clear and inspirational long-term desired change resulting from an organization or program's work.

Sample Vision Statements

- Oxfam: A just world without poverty
- Human Rights Campaign: Equality for everyone
- Teach for America: One day, all children in this nation will have the opportunity to attain an excellent education
- Save the Children: Our vision is a world where every child attains the right to survival, protection, development and participation
- Special Olympics: To transform communities by inspiring people throughout the world to open their minds, accept and include people with intellectual disabilities, and thereby anyone who is perceived as different
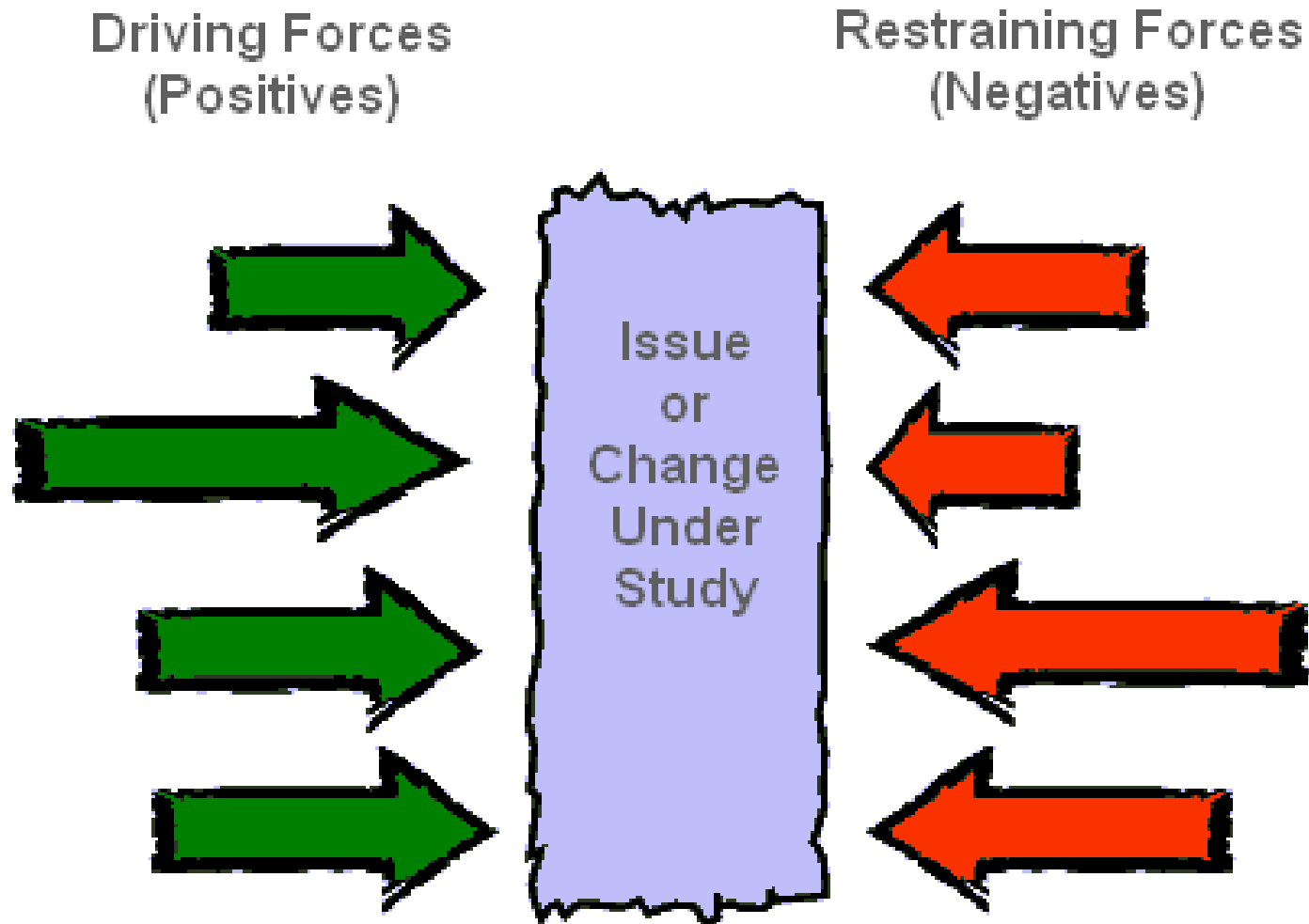
Creating A Vision Statement Exercise

- Create a one sentence vision statement and a drawing that captures your vision for a school's restorative transformation

SWOT Analysis

Strengths	Weaknesses
Opportunities	Threats

Internal

External

Positive

Negative
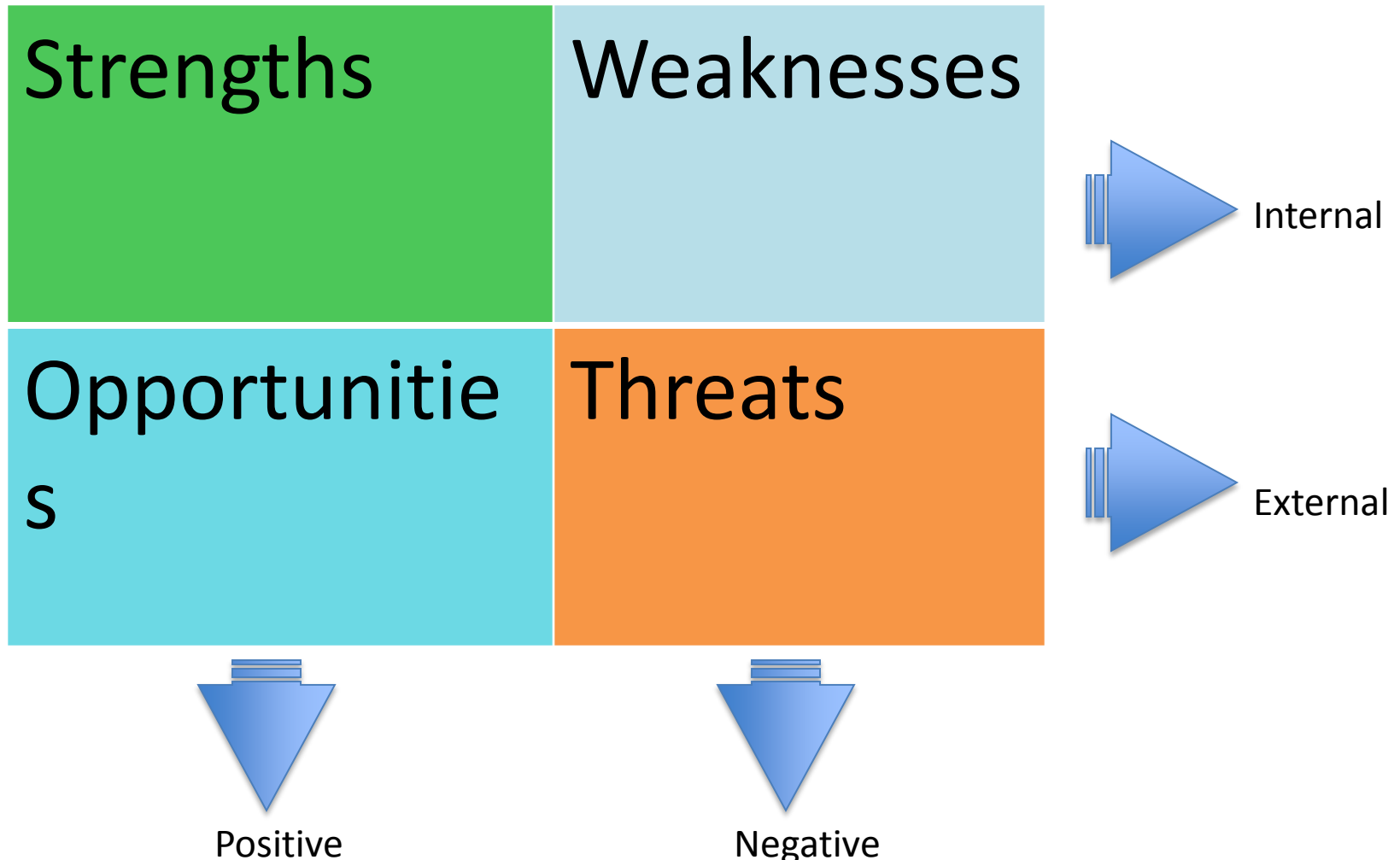
Force Field Analysis

Self-Audit

Use the SWOT or Force Field analysis to evaluate your program's current state re: undertaking/enhancing an initiative to bring restorative practices to schools.

You may work as an individual or with others from your program.

SMART Goals

S	• Specific and Strategic
M	• Measurable
A	• Achievable
R	• Results-focused
T	• Time-framed

Strategic Planning Exercise

SMART Goal:	Steps	Timing	Learning and develop-ment	Systems, policies and procedures	Resources	Benchmarks	Person responsible
By January 2017, every student will participate in weekly circles in advisory							

Restorative Practices Change Process: Phase 4

4

Implementing the Change

- Provide professional development
- Build internal capacity for sustainability
- Identify systems, policies and procedures that need to be changed to support restorative practices

Developing a Whole School Training Strategy

Tier 1
Culture Building and Prevention

Tier 2
Managing Difficulties and Disruptions

Tier 3
Repairing Serious Harm

Individual and Organizational Change

	No	**Yes**
Yes	Short-lived change Cynicism	Sustainable Change
No	No change	Resistance Undermined systems

Individual Change

Organizational Change

Restorative Practices Change Process: Phase 5

5

Embedding and Sustaining the Change

- Implement systems, policies and procedures to support restorative practices
- Integrate restorative practices into school communications, values, etc.
- Celebrate wins
- Measure progress against benchmarks
- Adjust plans accordingly

Systems, Policies and Procedures

- What systems, policies and procedures may need to be modified to support restorative practices?

- Remember to be in the "with" box when addressing these changes

Change Formula

Dissatisfaction x Vision x First Steps must be greater than the Resistance to Change

D x V x F > R

If D, V, or F is zero, the product will be zero

Why is There Resistance to Change?

1. Loss of control
2. Excess uncertainty
3. Surprise, surprise!
4. The difference effect
5. Loss of face
6. Concerns about the future competencies
7. Ripple effect
8. More work
9. Past resentments
10. Sometimes the threat is real

Ten Reasons People Resist Change, Rosabeth Moss Kantor, Harvard Business Review, September 25, 2012

Small Group Exercise

- What are five key things you can do to minimize resistance within the schools to the implementation of restorative practices?

- Chart your answers

Survival Skills for Change Agents

#1: Stay alive

#2: Start where the system is

#3: Never work uphill

#4: Innovation requires a good idea, initiative, and a few friends

#5: Load experiments for success

#6: Light many fires

#7: Keep an optimistic bias

#8: Capture the moment

adapted from Herb Shepard

Closing