



RESTORATIVE PRACTICES IN GUSD

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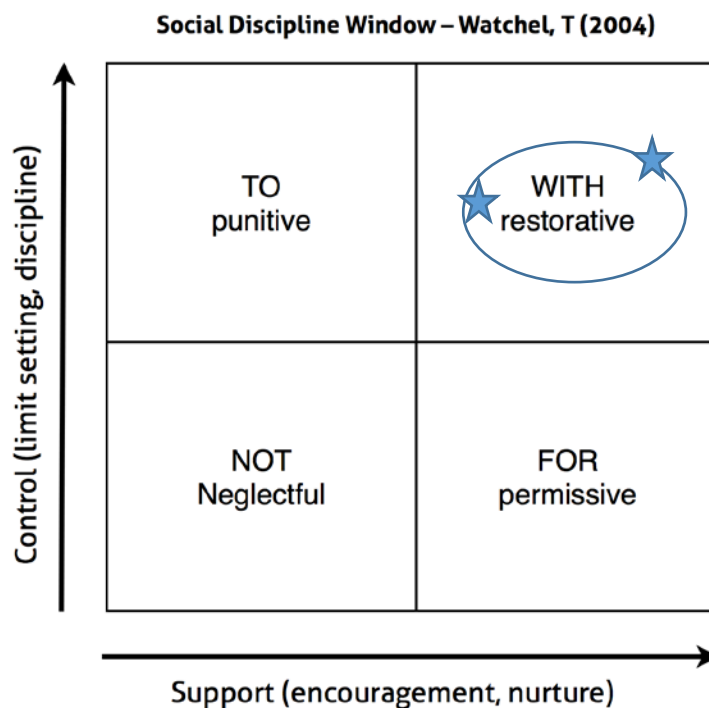
RESTORATIVE PRACTICES-OVERVIEW

Restorative Practices allow for a shift in practice that results in a culture that is inclusive, builds fair process into decision-making practices, and facilitates students learning to address the impact of their actions through an approach that allows for true accountability, skill building, cooperation, and mutual understanding. When broadly and consistently implemented, Restorative Practices will promote and strengthen positive school culture and enhance pro-social relationships within the school community.

Through Restorative Practices, members of the school community will:

- Have an opportunity to be heard
- Understand the greater impact of one's actions
- Learn to take responsibility
- Repair the harm one's actions may have caused
- Recognize one's role in maintaining a safe school environment
- Build upon and expand on personal relationships in the school community
- Recognize one's role as a positive contributing member of the school community

The underlying premise of Restorative Practices is that people are happier, more cooperative, more productive, and more likely to make positive changes when those in positions of authority do things with them rather than to them or for them. Ultimately, people will learn to make positive, productive, and effective choices in response to situations they may encounter in the future after engaging in a restorative practice.



A RESPONSE TO AND PREVENTION OF HARM

In schools, Restorative Practice/Approaches are multifaceted in nature. Restorative Practices include interventions when harm has happened, as well as practices that help to prevent harm and conflict by helping to build a sense of belonging, safety, and social responsibility in the school community.

Benefits of Restorative Approaches in the School Setting:

- A safer, more caring environment.
- A more effective teaching and learning environment.
- A greater commitment by everyone to taking the time to listen to one another.
- A reduction in bullying and other interpersonal conflicts.
- A greater awareness of the importance of connectedness to young people.
- The need to belong and feel valued by peers and significant adults.
- Greater emphasis on responses to inappropriate behavior that seek to reconnect, and not further disconnect young people.
- Reductions in fixed term and permanent suspensions and expulsions.
- A greater confidence in the staff team to deal with challenging situations.

The most widely known part of Restorative Practices are the circles, which can be used to build community or solve a problem.

COMMUNITY BUILDING CIRCLES

Community Building Circles are all about being seen, being heard, being known, and developing affection. They are performed by having the class sit or stand in a circle and openly shares thoughts, ideas, and feelings, in order to feel a sense of belonging within the classroom community.

Prior to the sharing, the class sets guidelines:

1. **Speak from the Heart-** This means students speaking for themselves and talking about what is true for them based on their own experiences. When students speak from the heart, they are aiming to be clear in choosing words that accurately communicate what they hold to be important.
2. **Listen from the Heart-** When students listen from the heart they are trying to set aside any judgements that they may have made about another person. This opens up the possibility of making discoveries and new connections with their peers.
3. **No Need to Rehearse-** Students do not need to mentally rehearse what they are going to say while waiting to speak. Reminding themselves “no need to rehearse” will help to bring the attention back to the speaker and puts each student in an active listening role.
4. **Lean Expression-** Keep in mind the limits of time and making room for everyone to speak. The intention is to have students express themselves with fewer words than they would normally use, as fewer words can have a greater impact.
5. **Respect the Talking Piece-** Only the person who holds the talking piece should be speaking in the circle.

After the class accepts the norms, the teacher leads the students through prompts. Sample prompts are provided at the end of this section.

PROBLEM-SOLVING CIRCLES

When something negative happens, such as something being destroyed, students being unkind to one another, students talking during instruction, etc., the teacher can use that opportunity to gather the class in a circle to:

1. Think about what happened that did not work and have people take responsibility for what they did to contribute to that problem.
2. Ask what kind of atmosphere students and teachers want in their classrooms.
3. Reflect and think about what each person is going to do to help attain that ideal.

Tips for Problem-Solving Circles:

- Use nonviolent communication to avoid blame
- Keep it simple. Ask, “What harm has been caused” and “what needs to happen to make things right?”
- Circles can be sequential, popcorn, or fishbowl style.
- Teachers should not feel the need to control the conversation.
- Be vulnerable. If the teacher’s feelings were hurt, the students should know that.
- Once the group has a good idea or solution, write it down as a poster or contract
- If the culprit is never uncovered, that person still heard the harm that was done and likely will not do it again.
- Trust the circle, “The circle is a container that is strong enough to hold just about anything that is poured into it. Discover what is possible.”

RESTORATIVE CONFERENCE

A restorative conference is a structured meeting between offenders, victims, and possibly even bystanders, in which they deal with the consequences of the crime or wrong-doing and decide how best to repair the harm. Neither a counseling nor a mediation process, conferencing is a victim-sensitive, straightforward problem-solving method that demonstrates how citizens can resolve their own problems when provided with a constructive forum to do so.

The conference uses a specific questioning protocol:

| Questions to Respond to Challenging Behavior: | Questions to Help Those Harmed By Others' Actions: |
|---|---|
| <ul style="list-style-type: none">• What happened?• What were you thinking of at the time?• What have you thought about since?• Who has been affected by what you have done?• In what way have they been affected?• What do you think you need to do to make things right? | <ul style="list-style-type: none">• What did you think when you realized what had happened?• What impact has this incident had on you and others?• What has been the hardest thing for you?• What do you think needs to happen to make things right? |

INFORMAL RESTORATIVE PRACTICES/NON-VIOLENT COMMUNICATION

Restorative Practices can be used in many informal ways beyond the formal processes. Informal Restorative Practices include affective statements/non-violent communication, which communicate people’s feelings, as well as affective questions, causing people to reflect on how their behavior has affected others.

A teacher in a classroom might employ an affective statement/non-violent communication when a student has misbehaved, letting the student know how the teacher has been affected by the student’s behavior: “When you disrupt the class, I feel sad” or “disrespected” or “disappointed.” Hearing this, the student learns how his or her behavior is affecting others.

The use of informal Restorative Practices dramatically reduces the need for more time-consuming formal Restorative Practices. Systematic use of informal Restorative Practices has a cumulative impact and creates an environment that consistently fosters awareness, empathy, and responsibility in a way that is likely to prove far more effective in achieving social discipline than our current reliance on punishment and sanctions.

Rosenberg Non-Violent Communication Method

| Clearly expressing how I am without blaming or criticizing | Empathically receiving how you are without hearing blame or criticism |
|--|--|
| OBSERVATIONS | |
| 1. What I observe (<i>see, hear, remember, imagine, free from my evaluations</i>) that does or does not contribute to my well-being: <i>“When I (see, hear) . . . ”</i> | 1. What you observe (<i>see, hear, remember, imagine, free from your evaluations</i>) that does or does not contribute to your well-being: <i>“When you see/hear . . . ”</i> <i>(Sometimes unspoken when offering empathy)</i> |
| FEELINGS | |
| 2. How I feel (<i>emotion or sensation rather than thought</i>) in relation to what I observe: <i>“I feel . . . ”</i> | 2. How you feel (<i>emotion or sensation rather than thought</i>) in relation to what you observe: <i>“You feel . . . ”</i> |
| NEEDS | |
| 3. What I need or value (<i>rather than a preference, or a specific action</i>) that causes my feelings: <i>“ . . . because I need/value . . . ”</i> | 3. What you need or value (<i>rather than a preference, or a specific action</i>) that causes your feelings: <i>“ . . . because you need/value . . . ”</i> |
| REQUESTS | |
| Clearly requesting that which would enrich my life without demanding | Empathically receiving that which would enrich your life without hearing any demand |
| 4. The concrete actions I would like taken: <i>“Would you be willing to . . . ?”</i> | 4. The concrete actions you would like taken: <i>“Would you like . . . ?”</i> <i>(Sometimes unspoken when offering empathy)</i> |

FEELINGS INVENTORY



The following are words we use when we want to express a combination of emotional states and physical sensations. This list is neither exhaustive nor definitive. It is meant as a starting place to support anyone who wishes to engage in a process of deepening self-discovery and to facilitate greater understanding and connection between people.

There are two parts to this list: feelings we may have when our needs are being met and feelings we may have when our needs are not being met.

Feelings when your needs are satisfied

AFFECTIONATE

compassionate
friendly
loving
open hearted
sympathetic
tender
warm

ENGAGED

absorbed
alert
curious
engrossed
enchanted
entranced
fascinated
interested
intrigued
involved
spellbound
stimulated

HOPEFUL

expectant
encouraged
optimistic

CONFIDENT

empowered
open
proud
safe
secure

EXCITED

amazed
animated
ardent
aroused
astonished
dazzled
eager
energetic
enthusiastic
giddy
invigorated
lively
passionate
surprised
vibrant

GRATEFUL

appreciative
moved
thankful
touched

INSPIRED

amazed
awed
wonder

JOYFUL

amused
delighted
glad
happy
jubilant
pleased
tickled

EXHILARATED

blissful
ecstatic
elated
enthralled
exuberant
radiant
rapturous
thrilled

PEACEFUL

calm
clear headed
comfortable
centered
content
equanimous
fulfilled
mellow
quiet
relaxed
relieved
satisfied
serene
still
tranquil
trusting

REFRESHED

enlivened
rejuvenated
renewed
rested
restored
revived

Feelings when your needs are not satisfied

AFRAID

apprehensive
dread
foreboding
frightened
mistrustful
panicked
petrified
scared
suspicious
terrified
wary
worried

ANNOYED

aggravated
dismayed
disgruntled
displeased
exasperated
frustrated
impatient
irritated
irked

ANGRY

enraged
furious
incensed
indignant
irate
livid
outraged
resentful

AVERSION

animosity
appalled
contempt
disgusted
dislike
hate
horrified
hostile
repulsed

CONFUSED

ambivalent
baffled
bewildered
dazed
hesitant
lost
mystified
perplexed
puzzled
torn

DISCONNECTED

alienated
aloof
apathetic
bored
cold
detached
distant
distracted
indifferent
numb
removed
uninterested
withdrawn

DISQUIET

agitated
alarmed
discombobulated
disconcerted
disturbed
perturbed
rattled
restless
shocked
startled
surprised
troubled
turbulent
turmoil
uncomfortable
uneasy
unnerved
unsettled
upset

EMBARRASSED

ashamed
chagrined
flustered
guilty
mortified
self-conscious

FATIGUE

beat
burnt out
depleted
exhausted
lethargic
listless
sleepy
tired
weary
worn out

PAIN

agony
anguished
bereaved
devastated
grief
heartbroken
hurt
lonely
miserable
regretful
remorseful

SAD

depressed
dejected
despair
despondent
disappointed
discouraged
disheartened
forlorn
gloomy
heavy hearted
hopeless
melancholy
unhappy
wretched

TENSE

anxious
cranky
distressed
distraught
edgy
fidgety
frazzled
irritable
jittery
nervous
overwhelmed
restless
stressed out

VULNERABLE

fragile
guarded
helpless
insecure
leery
reserved
sensitive
shaky

YEARNING

envious
jealous
longing
nostalgic
pining
wistful

NEEDS INVENTORY



The following list of needs is neither exhaustive nor definitive. It is meant as a starting place to support anyone who wishes to engage in a process of deepening self-discovery and to facilitate greater understanding and connection between people.

CONNECTION

acceptance
affection
appreciation
belonging
cooperation
communication
closeness
community
companionship
compassion
consideration
consistency
empathy
inclusion
intimacy
love
mutuality
nurturing
respect/self-respect

CONNECTION continued

safety
security
stability
support
to know and be known
to see and be seen
to understand and
be understood
trust
warmth

PHYSICAL WELL- BEING

air
food
movement/exercise
rest/sleep
sexual expression
safety
shelter
touch
water

HONESTY

authenticity
integrity
presence

PLAY

joy
humor

PEACE

beauty
communion
ease
equality
harmony
inspiration
order

AUTONOMY

choice
freedom
independence
space
spontaneity

MEANING

awareness
celebration of
life
challenge
clarity
competence
consciousness
contribution
creativity
discovery
efficacy
effectiveness
growth
hope
learning
mourning
participation
purpose
self-
expression
stimulation
to matter
understanding

COMMUNITY BUILDING CIRCLE PROMPTS

SCALES

1. Hold up your fingers for the number of chores you do at home.
2. How are you feeling today? (1-5)
3. How excited are you about this class? (1-5)
4. How ready are you for today's test? (1-5)
5. On a scale of 1 to 5 how excited are you about the school year?
6. On a scale of 1 to 5 how was your summer?
7. On a scale of 1-5 how calm was your morning?
8. On a scale of 1-5 how many of you like you be alone?
9. On a scale of 1-5 how was your vacation?
10. On a scale of 1-5, how is your week going?
11. One a scale of 1-5, how much do you enjoy school lunches?
12. One scale of 1-5 how did you feel about the last test you took?
13. Scale of 1 to 5 how would you rate your weekend?
14. Scale of one to five how is your week going?
15. Show me using your fingers how many siblings you have.

LOW RISK

1. Do you prefer TV or other media?
2. If you could have an endless supply of any food, what would it be?
3. If you were an ice cream flavor, which one would you be and why?
4. If you were to perform in the circus, what would you want to do?
5. Name your all-time favorite song.
6. What color is your mood and why?
7. What Disney character would you be?
8. What song did you listen to the most this summer?
9. What was your favorite TV show when you were a kid?
10. What's your favorite thing to do in the summer?
11. Would you rather be a fish or a bird and why?
12. How do you feel about school uniforms?
13. If you could be an animal what would you be?
14. If you could be any Disney character who would you be and why?
15. If you could be any superhero who would you be and why
16. If you could be anywhere in the world, where would you go?
17. If you could have a superpower what would it be and why?
18. If you could have any job in the world, which one would you want?
19. If you could rid the world of one thing, what would it be?
20. If you could spend 15 minutes with any living person, who would it be?
21. If you were a color what color would you be and why
22. If your school year had a movie title what would it be and why?
23. In 3 words, describe your best friend.
24. In one word, describe a relative.
25. Sports or academics?
26. What are your favorite pizza toppings?
27. What do you think would be a popular new invention in 20 years?

28. What elective would you like to see offered that we don't have?
29. What food would you add to the cafeteria menu?
30. What is your favorite animal?
31. What is your favorite color?
32. What is your favorite famous time period?
33. What is your favorite food?
34. What is your favorite holiday?
35. What is your favorite movie of all time and why?
36. Who is your favorite non-famous person?
37. What is your favorite possession?
38. What is your favorite present I have ever received?
39. What is your favorite room in your house?
40. What is your favorite season?
41. What is your favorite Starbucks drink?
42. What is your favorite story, poem, book or magazine?
43. What is your favorite subject?
44. What is your favorite thing to do?
45. What is your favorite TV show or movie?
46. What would you do if you had a million dollars?
47. What's the weirdest food you've ever eaten?
48. Who is your favorite famous person?
49. Who is your favorite rock/music star?
50. Would you rather be 3 feet tall or 8 feet tall?
51. Would you rather constantly be too cold or too hot?
52. Would you rather have super vision or super hearing and why?
53. If you could live in any decade which would it be and why?
54. _____ makes every day great!

BARRIER BREAKING

1. A good thing that happened recently _____
2. Complete the sentence, "my one goal for the upcoming school year is..."
3. Describe the ideal family.
4. How do you feel when someone laughs at you?
5. I am good at _____
6. I was surprised when _____
7. If I can change one thing about this class it would be...:
8. If you can choose an elective to be offered at RMS what would it be?
9. If you could be an animal what would you be and why?
10. If you could change one thing about this school or school year what would it be and why?
11. If you could create a club what would it be and why?
12. If you could have any car in the world regardless of price what would it be?
13. If you could have lunch with anybody, alive or dead, who would it be and why?
14. If you could live anywhere in the world where would it be and why?
15. If you could redo something from yesterday what would it be?
16. If you could smash one thing... what would you smash?
17. If you could stay home all day alone and would you and why or why not?
18. If you were King for a Day, what is one law that you would change?
19. If you were to paint a picture, what would you paint a picture of?

20. In three words, describe yourself.
21. In your favorite TV show which character would you want to be and why?
22. It makes me proud when I _____
23. Other than a relative, what one person has greatly influenced your life?
24. Pick one subject out of your six that you want to improve on this year.
25. Say something nice about the person to your right.
26. Someone in this class who helped me this week is _____
27. Sometimes I am afraid _____
28. Sometimes I wish _____
29. Tell something fun you did last weekend.
30. The type of weather I feel like is _____
31. What are you most looking forward to this year?
32. What cartoon character do you identify with?
33. What do you dislike about this class?
34. What do you like to do outside of school?
35. What do you think our community needs the most?
36. What gives you the most security?
37. What is something you know how to do that you didn't know how to do last year?
38. What is the best advice you have ever gotten?
39. What is the biggest waste you know of?
40. What is the great problem in the United States?
41. What is the greatest value that guides your life?
42. What is the most beautiful thing about people?
43. What is your favorite subject in school and why?
44. What makes a good teacher to you?
45. What movie or book character are you like and why?
46. What one quality do you look for in friend?
47. What one thing would you change in your life?
48. What other student has worked hard in this class?
49. What TV commercial bothers you the most?
50. When I was younger I used to think _____
51. Whenever I come to school _____
52. Whenever I enter a new group of people, _____
53. Why should people follow the rules?

STUDENT FEELINGS CHART

Sometimes students have trouble expressing their feelings in a way that is comprehensible to others. This chart was created to give students the tools to self-express how they feel.

