

A circular arrangement of stylized human figures in various colors (red, green, blue, purple) holding hands, set against a dark blue background.

Fixing What's Broken

Repairing Harms and Relationships

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Sorry Folks

I'm less than a month old, and as you can see, I am just about the most darling baby that ever there was! My mom just couldn't leave me for a whole weekend so far away, but she's there in spirit.



Overview

How do relationships affect student outcomes?

Strategies for repairing harm:

- Restorative practices continuum

- Give 'Em Five

- Re-Entry Conferences

- Mediation

How does relationship building differ between elementary and middle school?

How to start the conversation in your school.

Why are relationships important?

Relationships impact:

Student Outcomes



Improved social adjustment

Academics

Work habits

Test scores

School Climate



School connectedness

Perceived safety at school

Involvement in clubs

Perceived acceptance at
school

Optimal learning
environment

Teachers



School connectedness

Greater sense of influence

Higher self-efficacy and
self-worth

Optimal teaching
environment

How do relationships affect student outcomes?

Positive Relationships:

- Influence *child development* (Houts et al., 2010)
- Predict *positive* future *academic and social* outcomes (Fisher et al., 2016)
- Lead to better long-term *social adjustment* (Hamre & Pianta, 2001)

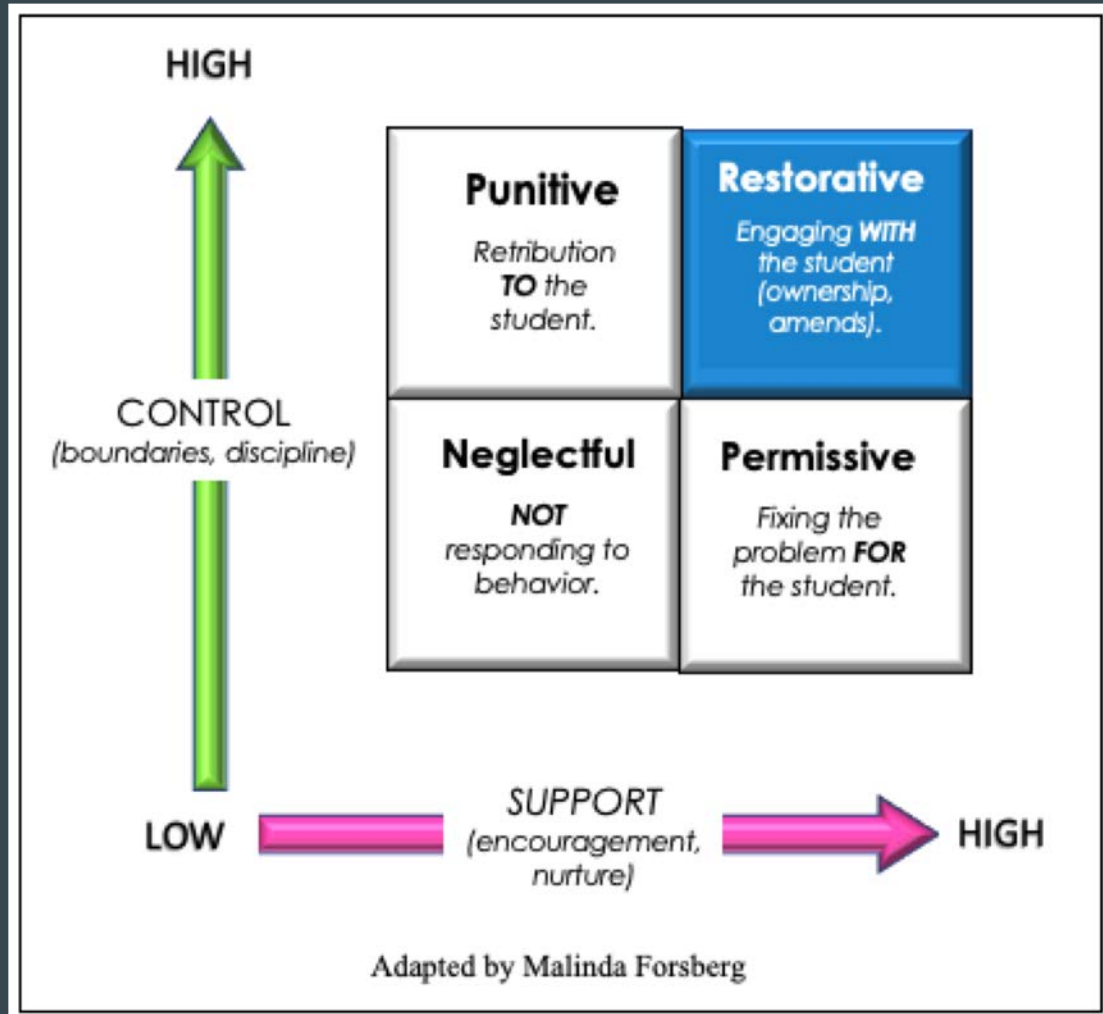
Negative Relationships:

- Predict *negative academic and behavioral* outcomes (Hamre & Pianta, 2001)
- Limit student *participation* in school clubs and activities (Eriksson, Welander, & Grandlund, 2007)
- Damage students' perceived degree of *safety and acceptance* at school (Gage, Larson, Sugai, & Chafouleas, 2016).

Restorative Practices

Focus on...

- strengthening relationships
- collaborative problem-solving,
- giving voice to the person harmed and the person who caused harm.



Restorative Practices Continuum

The core of restorative practices is building and restoring

Relationships

Informal

Formal

Affective
Statements

Restorative
Questions

Proactive
Circles

Responsive
Circles

Restorative
Conferences



Affective Statements













- Thoughts and feelings are expressed.
- Demonstrate empathy and caring.
- Inform students how their actions affect others.
- Enlist student cooperation.

Observation
Feeling
Need
Request

Honest Expression: →

When I...   [Add your observation]

I feel...

				
Happy	Sad	Angry	Annoyed	Excited
				
Worried	Scared	Hurt	Embarrassed	Confused

Because I Need...

Survival: Food Shelter Water Rest Safety Health Wellbeing Security	Love & Belonging: Friendship Community Family Respect Cooperation Support Acceptance Understanding Connection Empathy	POWER: RECOGNITION SUCCESS IMPORTANCE ACHIEVEMENT INFLUENCE ORDER GROWTH EQUALITY TRUST SELF-WORTH	FUN: Laughter Learning Change Enjoyment Play Excitement Inspiration Celebration Movement	FREEDOM: Choice Independence Solitude Individuality
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Would you be willing to?

Based on the work of Marshall Rosenberg and the Center for Nonviolent Communication and the work of William Glasser. Created by www.johnnymer.com. Restorative Approaches & Practices #RAP

Restorative Questions



These questions are used in the moment when a conflict occurs.

Allows all parties to process and communicate.

Avoids the knee-jerk response of accusation and punishment.

RESTORATIVE QUESTIONS I

When things go wrong...

- 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?
- What do you think you need to do to make things right?

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 International Institute
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RESTORATIVE QUESTIONS II

When someone has been harmed...

- 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?

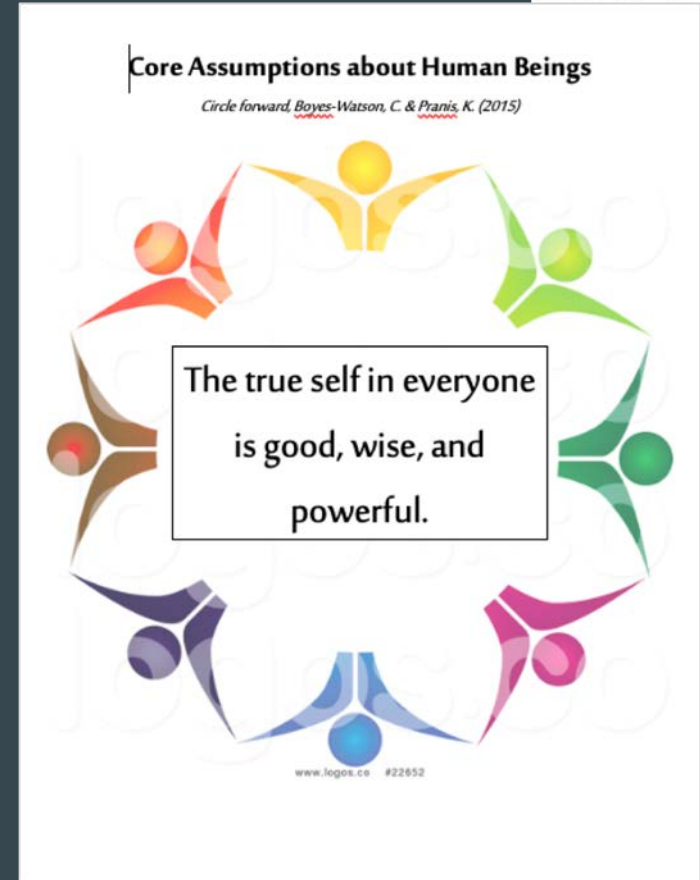


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Circles - Core Assumptions about Human Beings



- The true self in everyone is good, wise, and powerful...
- The world is profoundly interconnected...
- All human beings have a deep desire to be in a good relationship...
- All humans have gifts, everyone is needed for what they bring...
- Everything we need to make positive change is already here...



What is the Circle Process?

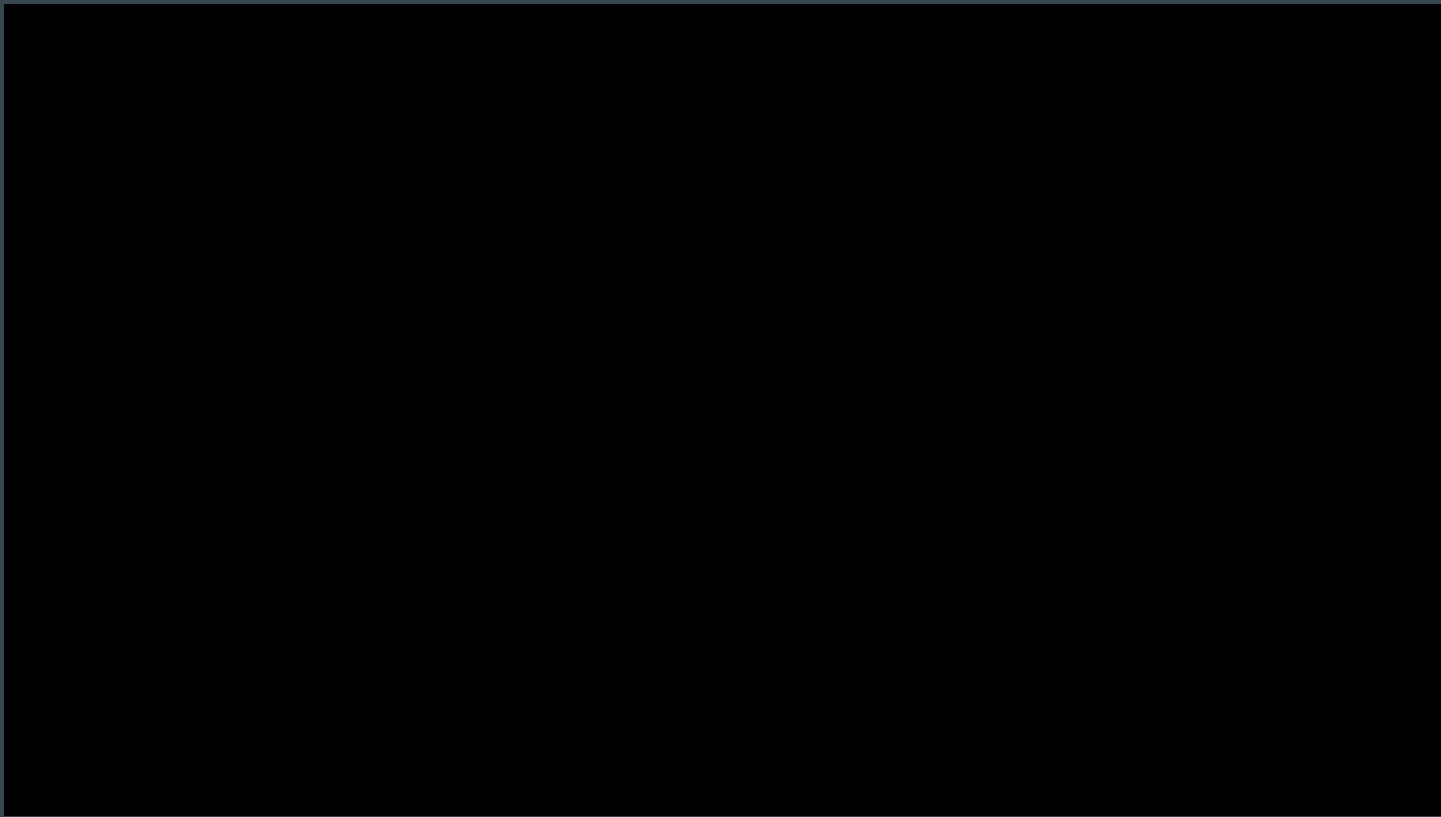
As a symbol of community, circles are one of the most distinctive and flexible forms of restorative practice. Sitting in a circle creates the feeling of connectedness. When the teacher sits in the circle, it enhances the quality of the relationship.

Circle Guidelines: Before any circle begins, it is critical to review the circle guidelines.

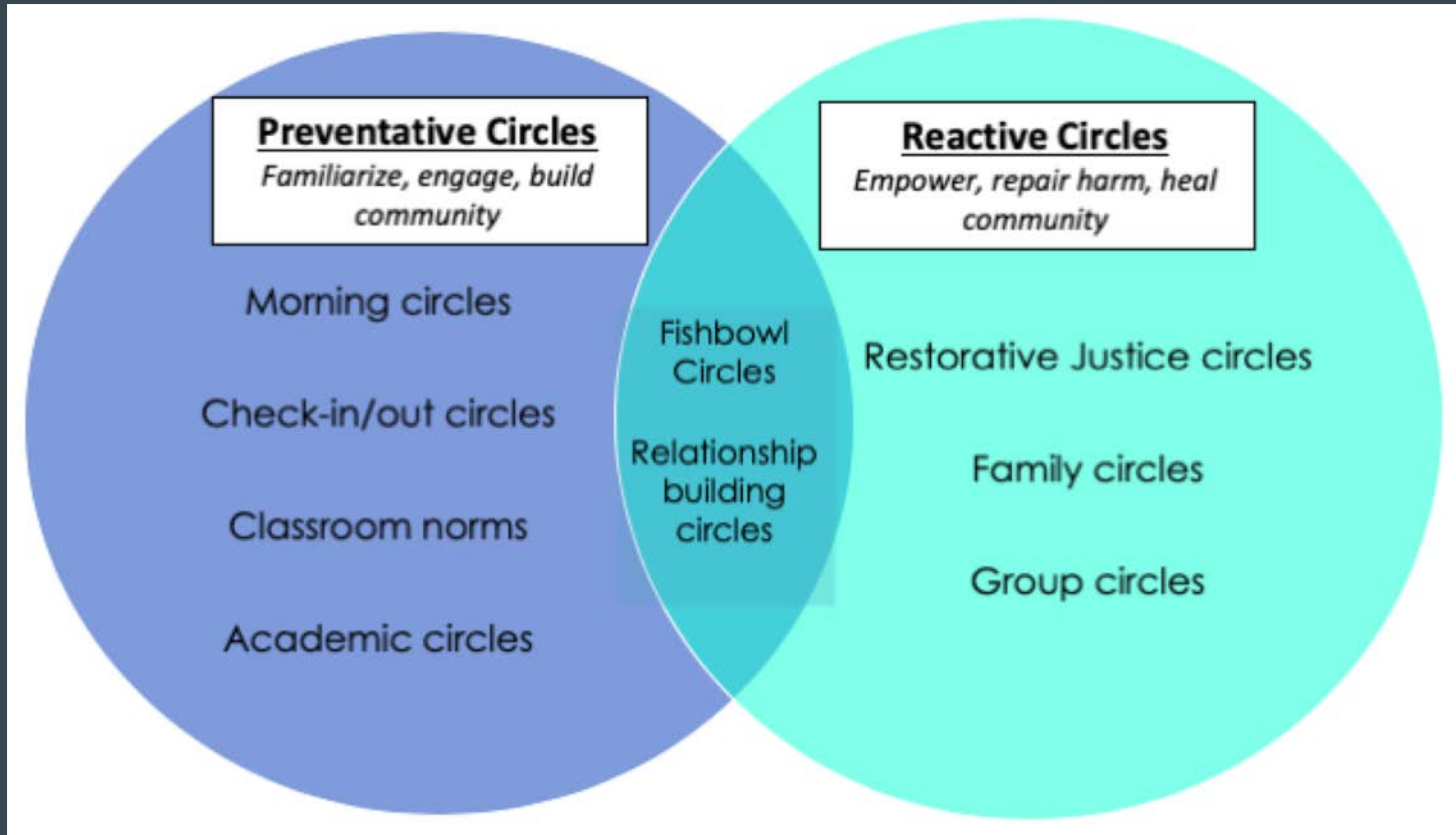
- Respect the talking piece
- Trust yourself- Don't rehearse
- Speak your truth, not for others
- Listen, be open, and non-judgmental
- Say just enough- be considerate of time



The Power of Circles



Types of Circles



The Circle Experience

Let's try our hand at:

Active Participation

Respect the talking piece

Trust yourself- Don't rehearse

Speak your truth, not for others

Listen, be open, and non-judgmental

Say just enough- be considerate of time

Why are student-teacher conversations and conferences important?

We all see situations from different perspectives.

Students need to be heard and understood.

Students need to see teachers as conversing equally *with* them rather than talking down *to* them.

Give 'Em Five Conversations (**Done in private, off to the side or in the hallway)

Support

- Positive, relevant statements to students about their personal strengths and interests that correspond to your relationship with each individual student

Expectation

- Foundations shared by the school and clear expectations you have for the students your class

Breakdown

- Specific information about where, how, and when an expectation was broken or not met

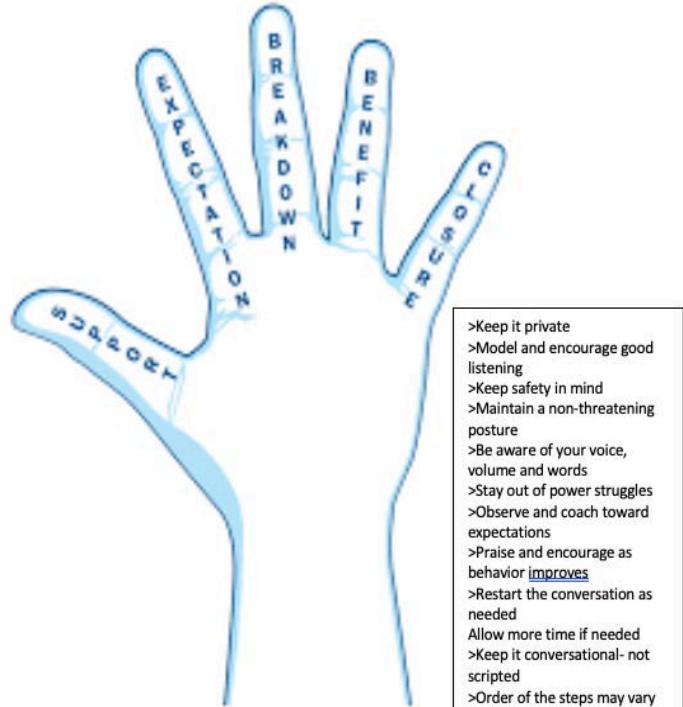
Benefits

- Personal benefits for changing the behavior (not the benefits to the school, educator, or other classmates)

Closure

- A place in the conversation where the educator and the student can comfortably move forward and resolve the situation at the best level possible under the circumstance

A Give 'em Five Conversation



Re-Entry Conferences

- Outside of the classroom
- Student Improvement Plan
- Process with another adult
- Re-entry conference before return to class

When Give' Em Five conversations are unsuccessful, and closure is not possible



Mediation- Solving Conflicts Peacefully and Effectively

What were you thinking at the time?
What have you thought about since?

What happened?

What did you think when it happened?
What have you thought about since?

Who else has been affected?

Who do you think was affected by what you did?
In what way?

What do you think you need to do to make things right?

What has been the hardest part?

How have you been affected?

How can we make sure that this doesn't happen again?

What do you need to happen to set things right for you?

What is the impact of peer-led conflict resolution?

Students respond better to peers than adults

Peers handle low level conflict so teachers don't have to

Students contribute and are positive role models

Increases a climate of care

Peers have a better understanding of the impact of situations and can better help participants arrive at practical conclusions

Students' well-being is increased in environments that require them to contribute by helping others.

Teachers often say "avoid, ignore, or tell a teacher" - this might avoid conflict but will not *resolve it*.

Formal Restorative Conferences

- Structured **formal** process
- Involves all parties affected
- Response to serious harms
- Victim impact statement
- Script/agenda
- Calm and Supportive
- Results in written agreement of actions to be taken to repair harms



How does relationship building differ between grade levels?

Elementary

Generally, adults facilitate circles.

Pre-conferencing before restorative circles is likely necessary to help students prepare for active participation.

Simple language. Guidance with naming emotions may be needed.

Secondary

Students may have more autonomy with initiating and facilitating circles.

Small groups may be used for academic circles.

How to have productive conversations about RP in your school

1. Start small
2. Lead by example
3. Model affective statements & restorative questions
4. Implement proactive circles
(academic, check-in/out, class norms, etc.)
5. When harm occurs:
 - a. Bring student into conversation
 - b. Community makes decision as a group

~~Program
Curriculum~~

What is emphasized
when harm occurs?

Who is involved in
determining how to
repair harm?



Final Thoughts

“Restorative schools are places where *all students are asked to take care of one another*. Whether this means *taking responsibility* for misdeeds and making amends, taking part in a restorative circle to address issues that affect whole groups or being part of a caring circle to *help a classmate form and maintain social connections*, students in restorative schools are required to *take an active interest in one another* and to *show care*.”

Hansberry & Hansberry

Other Master Teacher Strands:

LET THE GAMES BEGIN: How to support behavior needs right from the start-Megan Rees, Jessica Nelson, Barbara Rieken-Gross

Making It Fun to Get It Done! Strategies to Reduce Problem Behavior Maintained By Avoiding/Escaping Academic Tasks - Kaye Otten, Jodie Tagel, Janice Motta

Fixing What's Broken: Repairing Harms and Relationships - Jan Burgess, Malinda Forsberg

Behavior Tracking: Filling Your Data Toolbox - Stacy Hirt, Josh Wikler, Seth Piro

What to be a Master Teacher?

- Master Teachers are a group of experienced professional educators committed to bridging the "research to practice gap" by promoting the use of evidence-based practices in their work directly with students who exhibit behavioral challenges in school. Founded in 2006, the master teacher group provides a strand of practical, "what to do on Monday" presentations at the annual February Symposium, and contributes tips and tools to help educators in their daily practice.
- <https://mslbd.org/what-we-do/teacher-resources/who-are-the-master-teachers/mslbd-master-teachers.html>

Resources for Practitioners

Websites:

International Institute for Restorative Practices: <http://www.iirp.edu/what-is-restorative-practices.php>

Living Justice Press: https://livingjusticepress.org/index.asp?Type=B_BASIC&SEC={B158346E-2E21-48C6-94DC-A71301BE3D0F}

Books:

Circle forward, Boyes-Watson, C. & Pranis, K. (2015)

Don't suspend me!: An alternative discipline toolkit, Djabrayan Hannigan, J. & Hannigan, J. E. (2016)

How to do Restorative Peer Mediation in your School, Hansberry, B. & Hansberry, C. (2018)

Peacemaking circles: From conflict to community, Pranis, K., Stuart, B., & Wedge, M. (2003)

Roadmap to responsibility: The power of give 'em five to transform schools, Thomson, L. (2015)

The little book of restorative discipline for schools: Teaching responsibility; Creating caring climates, Mullet, J. H., & Stutzman Amstutz, L. (2005)

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