

**Restorative Practices:
Teaching Behavioral Expectations
WITH Students**

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[Lincoln Public Schools](#)

We will be participating in CIRCLE soon


We will...

KNOW how it's **ALL** about teaching!

UNDERSTAND WITH

BE ABLE TO improve outcomes for **ALL** students

We will be participating in CIRCLE soon



One action step?
Two reasons why you
were **glad** to be here
today?

CIRCLE GUIDELINES

Speak from the heart:
your truth, your experiences,
your perspectives

Listen from the heart:
let go of stories that make it hard
to hear each other

Trust that you will know what to say:
no need to rehearse

Say just enough:
without feeling rushed, be concise and
considerate of the time of others

<http://www.centerforrestorativeprocess.com/circle-guidelines.html>

Be...	Safe	Respectful	Responsible
Classroom			

Circle Outline

1. Opening - "If you don't feel safe as a child, you can't learn." - Lady Gaga
2. Introduce talking piece
3. Circle guidelines
4. ROUND: What does "being safe" in the classroom mean to you and what is one thing you do to demonstrate "being safe" in the classroom?
5. Getting agreement or consensus on Top 3-5 safe classroom behaviors.
6. Creating "Be Safe" guidelines for class to sign and post.
7. Closing - "Without individuals feeling safe and having an environment of safety, they then have reluctance of taking part in the city of being active. They wind up leaving the city. That's more detrimental!" Dick Powell


Restorative Practices in Schools are inspired by the philosophy and practices of restorative justice, which puts repairing harm done to **relationships** and people over and above the need for assigning blame and dispensing punishment.

(www.ibarj.org)

Goals of Restorative Practices in Schools


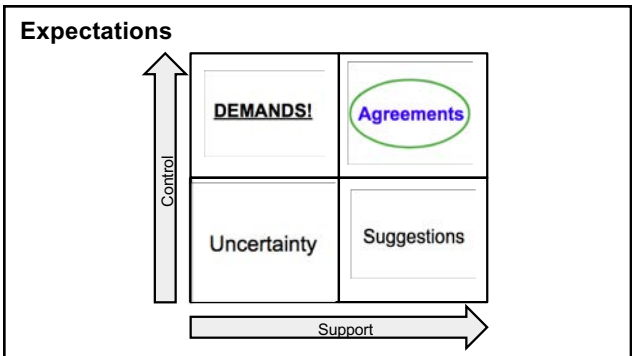
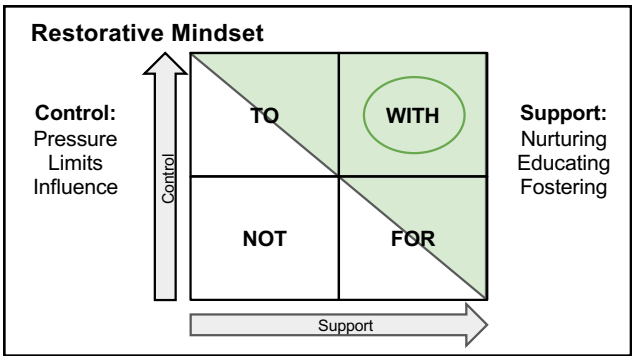
- Create a restorative and **inclusive** community rather than a punitive one
- To **create opportunities for learning** through understanding about the impact of behavior on others
- Decrease suspensions, expulsions, and disciplinary referrals** by holding youth accountable for their actions through **repairing harm** and making amends

(Lampron & Gonsoulin, 2013)



A person of great impact and respected by you...

When this person challenged you, when you did something wrong or weren't living up to your potential, how did this feel? What was your experience?

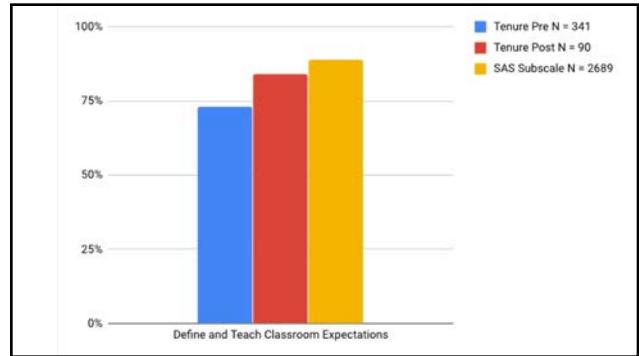
ALL students need these supports

Prevention:

- Expectations
- Routines and procedures
- Engagement
- Active supervision
- Room arrangement

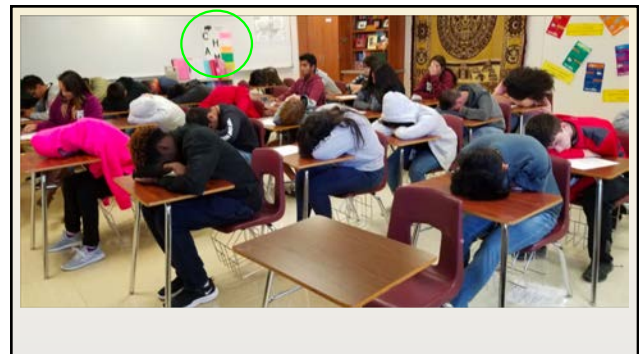
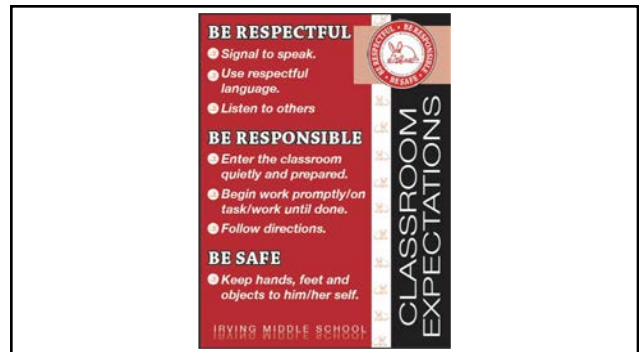
Response:

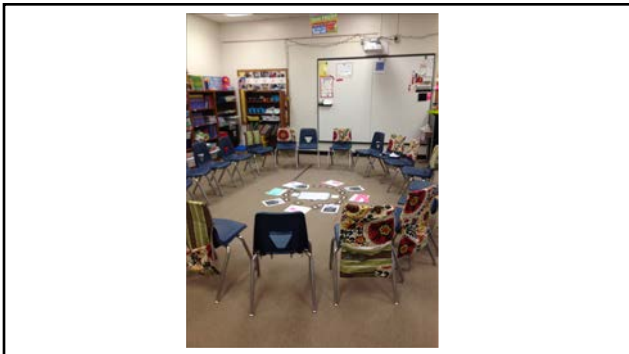
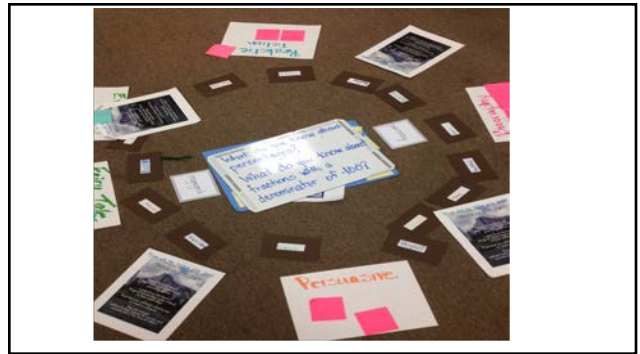
- Acknowledgement
- Responding to problem behavior



How To Use PBIS Expectations

Post	Teach/Re-Teach	Acknowledge
<ul style="list-style-type: none"> ● Visible ● Easily referred to ● Linked to school-wide expectations 	<ul style="list-style-type: none"> ● Often and timely ● Positively stated ● 3-5 specific behaviors ● Monitor with data 	<ul style="list-style-type: none"> ● Positively stated ● Linked to school-wide system ● Frequency





One **action step**?
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Follow up



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Resources:

Boyes-Watson, C. & Pranis, K. (2015). *Circle forward: Building a restorative school community*. St. Paul, MN: Living Justice Press.

https://blog.cps.edu/wp-content/uploads/2017/08/CPS_RP_Booklet.pdf

<http://www.midwestpbis.org/materials/special-topics/restorative-practices/resources>

Moore, T. et al. (2019). Brief prompting to improve classroom behavior: A first-pass intervention option. *Journal of Positive Behavior Interventions*, 21 (1) 30-41.

Lampron, S., & Gonsoulin, S. (2013). PBIS in restrictive settings: The time is now. *Education and Treatment of Children*, 36, 161-174.

Simonsen, B. & Myers, D. (2015). *Classwide positive behavior interventions and supports: A guide to proactive classroom management*. New York, NY: Guilford Press.