

TASN ATBS SCHOOL MENTAL HEALTH INITIATIVE WEBINAR SERIES

An Integrated Approach to Restorative Practices

Presented by:
Ali Berlinski & Sheri Tiamiyu



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TASN ATBS School Mental Health Initiative Webinar Series



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Presenter Information

Ali Berlinski, MS.Ed

Sheri Tiamiyu

Safe and Supportive Schools'
Coach, **SFUSD**

Safe and Supportive Schools'
Coach, **SFUSD**



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Learner Objectives

1. Deepen knowledge of the importance and components of Restorative Practices
2. Understand how to use Restorative Practices to build community
3. Explore how to use Restorative Questions during an impromptu restorative conversation

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Presentation Summary



This webinar is intended to provide a working understanding of Restorative Practices. It will cover the purpose of Restorative Practices (RP) as well as proactive strategies along the restorative continuum. Participants will understand how to utilize RP to build community and how to use impromptu restorative conversations to repair harm.

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WHY RP?



RP Contributes to:

- A stronger community
- Positive relationships
- Improved climate
- More instructional time

Reduction in:

- suspensions and expulsions
- discipline referrals
- bullying
- conflict

Greater emphasis on responses to inappropriate behavior that seek to reconnect and not further disconnect young people.
Greater confidence in staff to deal with challenging situations.

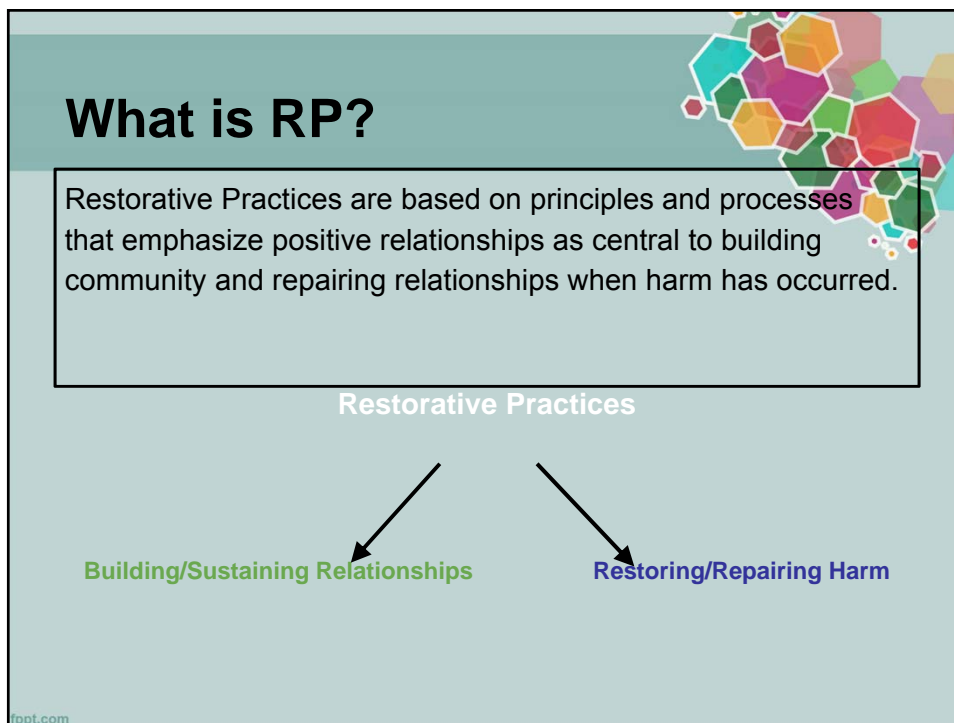
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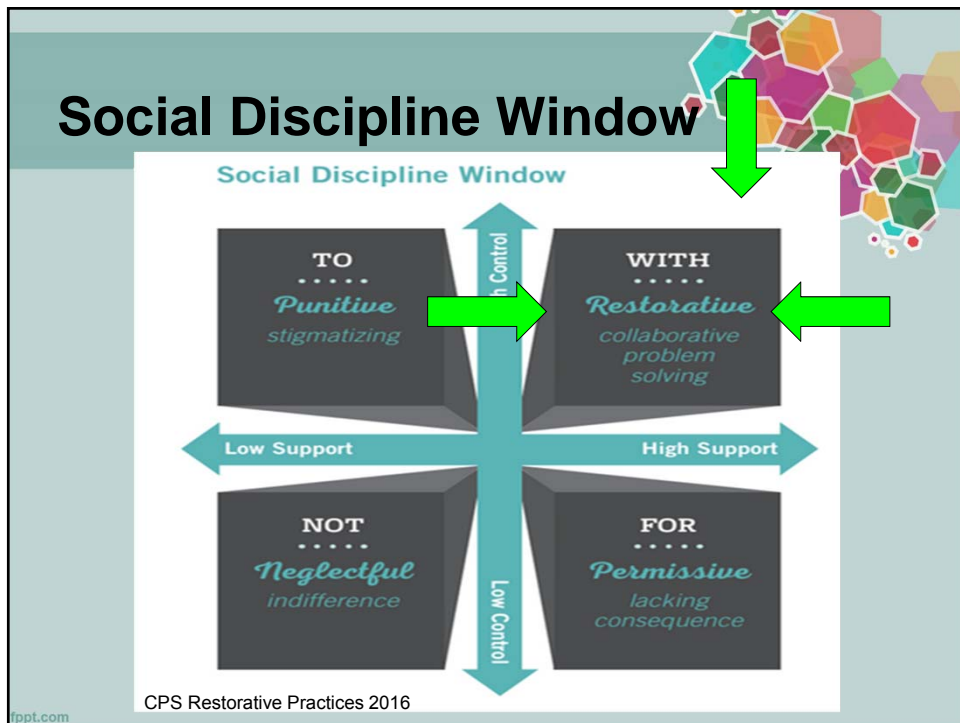
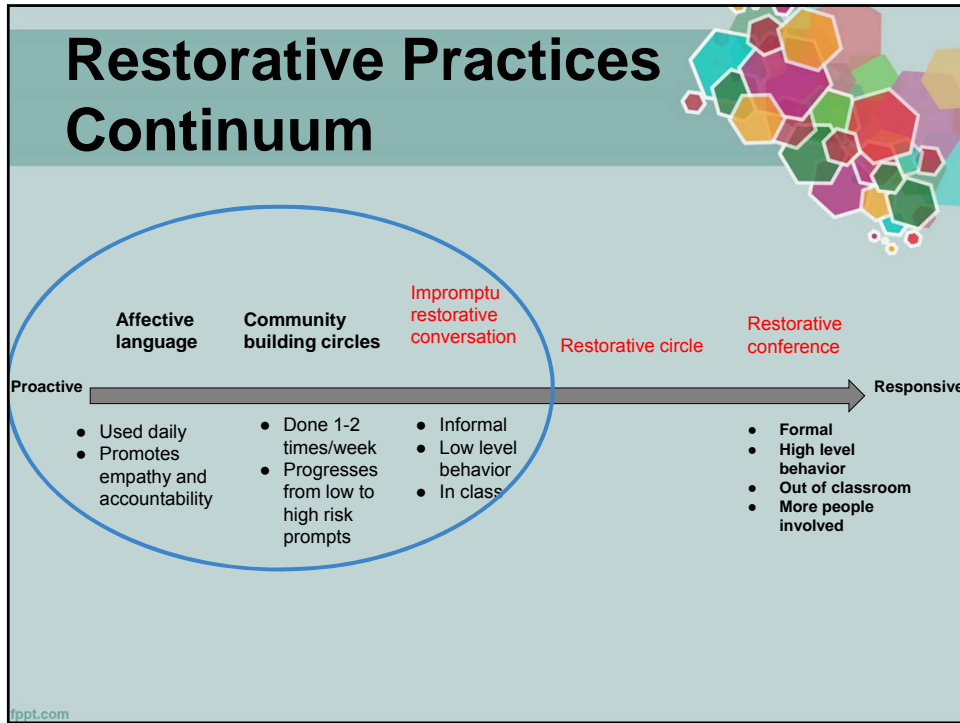
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Paradigm Shift

	PUNITIVE	RESTORATIVE
MISBEHAVIOR IS DEFINED AS	Breaking school rules, disobeying authority	Harm done to one person/group by another
PROCESS RELIES ON	Authority figure establishing what rules are broken, and who's to blame	Everyone working to problem solve, build relationships and achieve a mutually-desired outcome
ACCOUNTABILITY DEFINED AS	Receiving punishment	Understanding the impact of actions, taking responsibility for choices, suggesting ways to repair harm and restore community
GOAL OF THE RESPONSE	Pain or unpleasantness to deter/prevent	Meaningful restitution to reconcile and acknowledge responsibility for choices
EFFECTS OF THE RESPONSE	Short term—behaviors often stop in the moment but return once the punishment is over	Long term—students learn critical social and emotional skills that serve them in college, career, and life

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Poll Question #1

Not - For - To - With

Students enter the classroom and sit on the rug. They are not particularly focused, talking to each other. Some stop to play with things on the teacher's desk as they walk by. The teacher comes to the rug and sits on the floor with the students. Students are not listening so he starts the discussion himself. When rug time is over, they go to their desks and the students call his name to sharpen their pencils, ask about the journal prompt that is written on the board, and how to spell words. He spells words for them, gives them ideas for what to write, and sharpens their pencils.

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Poll Question #1 Feedback

Not - For - To - With

Students enter the classroom and sit on the rug. They are not particularly focused, talking to each other. Some stop to play with things on the teacher's desk as they walk by. The teacher comes to the rug and sits on the floor with the students. Students are not listening so he starts the discussion himself. When rug time is over, they go to their desks and the students call his name to sharpen their pencils, ask about the journal prompt that is written on the board, and how to spell words. He spells words for them, gives them ideas for what to write, and sharpens their pencils.

Answer:

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Poll Question #2

Not - For - To - With

Students are seated at their desks. They are engaged in academic conversation. The teacher circulates, taking notes on student conversations and giving praise with hand signals. He walks to the front of the room and puts up the quiet sign. Students slowly follow. The teacher remarks on particular questions and statements made in some conversations and gives general praise for building on the ideas of others. He uses those questions and statements to add sentence stems on the board. Students return to conversation. The teacher circulates, supporting students in using the sentence stems without shaming those that are struggling.

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Poll Question #2 Feedback

Not - For - To - With

Students are seated at their desks. They are engaged in academic conversation. The teacher circulates, taking notes on student conversations and giving praise with hand signals. He walks to the front of the room and puts up the quiet sign. Students slowly follow. The teacher remarks on particular questions and statements made in some conversations and gives general praise for building on the ideas of others. He uses those questions and statements to add sentence stems on the board. Students return to conversation. The teacher circulates, supporting students in using the sentence stems without shaming those that are struggling.

Answer:

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Values and Agreements

Values Activity: Write down a value you would like to offer to our space together. Examples are: compassion

Agreements Activity: Write down one commitment you are both offering and requesting of others to contribute to a safe and open environment.

- Ask: Are there any we want to clarify? Ask for consent.

Things to consider:

- If there's a disagreement, ask, "Can you live with it?"
- Agree to disagree may be necessary

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Affective Language

The starting point for all restorative processes

- Active non-judgemental listening
- Authentic expression of feelings and impact in relation to an action (positive or negative)

Traditional Language

Stop tapping that pencil



Affective Language

I feel distracted **when you** tap your pencil and I can't focus on the lesson. Please tap on your knees instead.

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Fair Process



Fair process is a way for us to make inclusive decisions that acknowledges various viewpoints

What are the steps?

- a) Present the decision that needs to be made.
- b) Elicit suggestions from the group
- c) Give group members an opportunity to make a case
- d) Take time to review all suggestions and makes a decision
- e) Share with the group the final decision and provides a rationale.
- f) Review the new expectations as a result of the decision.

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Proactive Circles



Circle Components

- Purpose
- Guidelines/Agreements
- Prompts (low-high)
- Circle keeper
- Talking piece
- Use of physical space

What you should know:

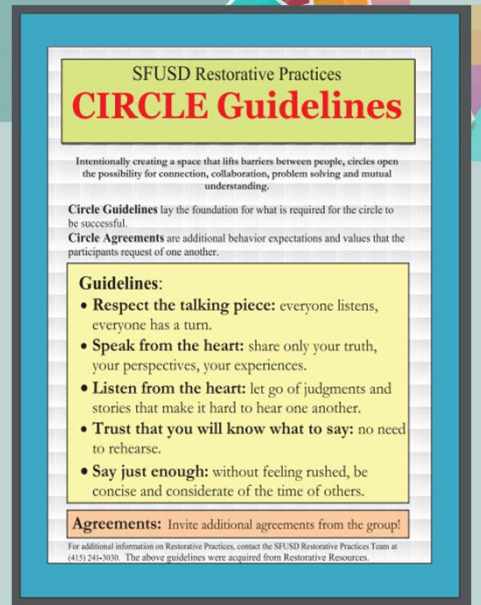
1. Can be done by anyone, anytime.
2. Should make up the **majority** of the circles.
3. Are used to build community or for academic purposes

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Circle Guidelines

Things to consider:

- The prompts should relate back to the circle's purpose.
- Purpose can be community building, social, or academic
- There can be multiple rounds
- Prompts should go from low to high-risk



SFUSD Restorative Practices
CIRCLE Guidelines

Intentionally creating a space that lifts barriers between people, circles open the possibility for connection, collaboration, problem solving and mutual understanding.

Circle Guidelines lay the foundation for what is required for the circle to be successful.

Circle Agreements are additional behavior expectations and values that the participants request of one another.

Guidelines:

- **Respect the talking piece:** everyone listens, everyone has a turn.
- **Speak from the heart:** share only your truth, your perspectives, your experiences.
- **Listen from the heart:** let go of judgments and stories that make it hard to hear one another.
- **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.

Agreements: Invite additional agreements from the group!

For additional information on Restorative Practices, contact the SFUSD Restorative Practices Team at (415) 241-3030. The above guidelines were acquired from Restorative Resources.

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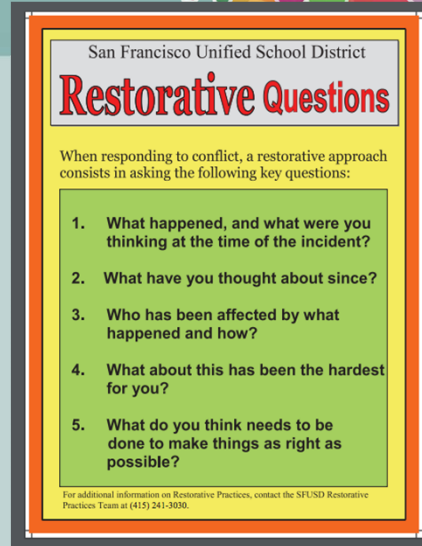
Circle Video Wallenberg H.S.



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Impromptu Restorative Conversation

- Both parties should be **willing** to participate.
- Used for **low-level** incidents.
- Utilizes Restorative Questions
- Questions can be adapted to be more developmentally appropriate.



San Francisco Unified School District

Restorative Questions

When responding to conflict, a restorative approach consists in asking the following key questions:

1. What happened, and what were you thinking at the time of the incident?
2. What have you thought about since?
3. Who has been affected by what happened and how?
4. What about this has been the hardest for you?
5. What do you think needs to be done to make things as right as possible?

For additional information on Restorative Practices, contact the SFUSD Restorative Practices Team at (415) 241-3030.

Poll Question #3

During which scenario would it be most appropriate to facilitate an Impromptu Restorative Conversation?

- A. You have just observed a student breaking a window
- B. Two students are arguing over a ball during recess
- C. A student has just walked off campus and refuses to return

Poll Question #3 Feedback

Which did you choose?

- A. You have just observed a student breaking a window
- B. Two students are arguing over a ball during recess
- C. A student has just walked off campus and refuses to return

Answer:

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Conclusion

- There are a spectrum of strategies within Restorative Practices.
- Community Building is essential and should take place during 80% of your circles
- When students feel like they are a part of a community and have relationships:
 - Members are less likely to harm each other
 - Harm is more easily repaired

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References

- Community Justice for Youth Institute
<http://cjiorg.publishpath.com>
- CPS Restorative Practices 2016
- Restorative Practices in the San Francisco Unified School District
<http://www.healthiersf.org/RestorativePractices>

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THANK YOU!

Ali Berlinski- berlinskia@sfusd.edu

Sheri Tiamiyu- tiamiyus@sfusd.edu

For more information, visit:

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



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