



Restorative Practices Student Discipline Institute

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Restorative Justice / Practices

- “Restorative practices” was derived from a significant development in the criminal justice field called “restorative justice.”
- Rather than simply punishing offenders, restorative justice holds offenders accountable for their crimes by involving them in face-to-face encounters with the people they have harmed after the wrongdoing occurs.
- Restorative practices is the use of practices that precede wrongdoing and proactively build relationships and a sense of community to prevent wrongdoing.
- (iirp International Institute for Restorative Practices iirp.edu)

Benefits of restorative practices

- Reduces crime, violence and bullying
- Improves human behavior
- Strengthens civil society
- Provides effective leadership
- Restores relationships
- Repairs harm

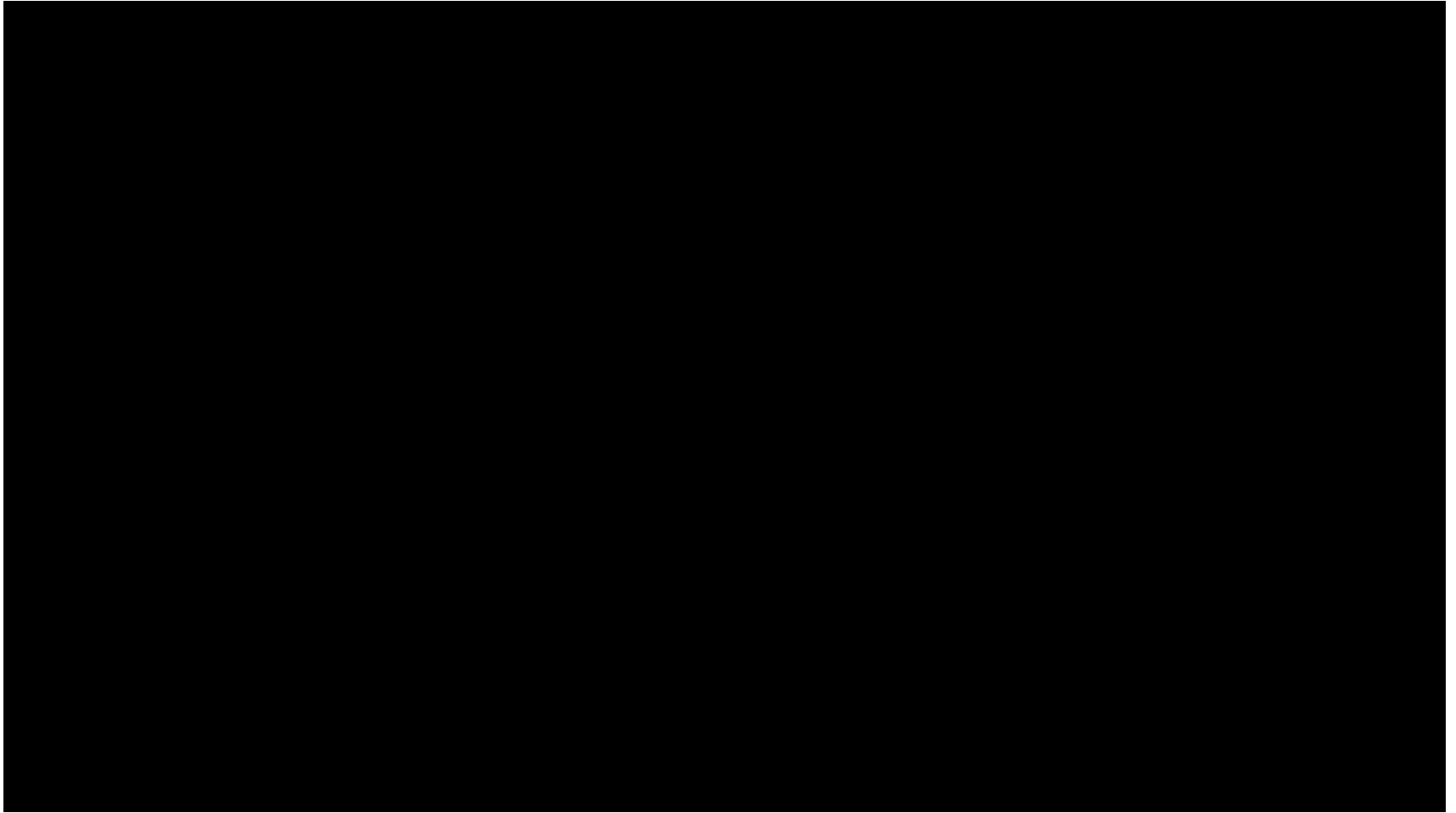
CONTEXT

- **What has changed in your field over the last 30 years?**
- **What are the challenges of working with your students and families?**
- **What's going to make a difference in their lives?**

Restorative Practices is...

- **A framework not a program:**
 - **A framework helps us guide our practice and places it in a context that reflects an overall way of thinking and being that reflects our values and who we are.**
- **A relationship-building, strengths-based, and solutions focused approach. Relationships is the key to positive change.**

Introduction to Restorative Practices



AIM of Restorative Practices

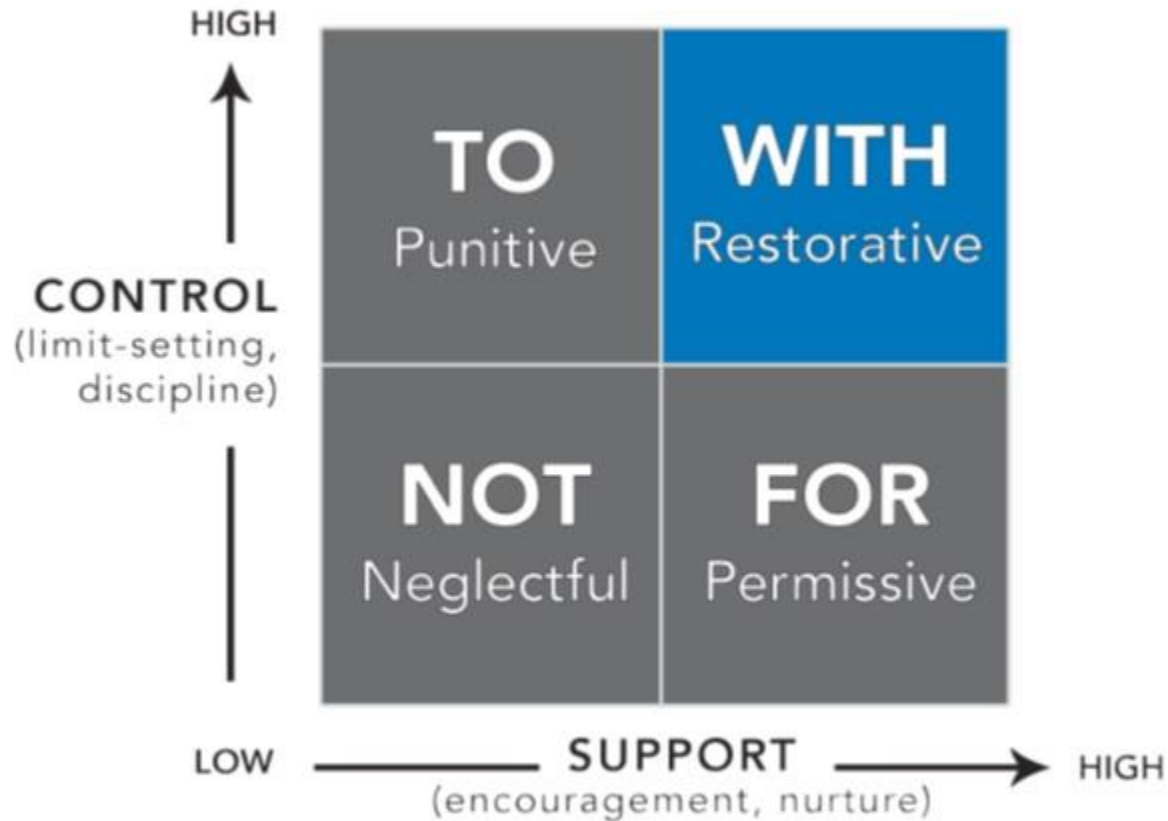
To develop community and to manage conflict and tensions by repairing harm and restoring relationships.



Fundamental Hypothesis

- Human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things **with** them rather than **to** them or **for** them.

Social Discipline Window



Adapted by Paul McCold and Ted Wachtel from Glaser, 1969

PRACTIONER/PARENTAL STYLES

What box would you be operating in if you said to a student/young person:

- **Sit down and do it because I said so.**
- **Here- let me do that for you.**
- **I'm too busy- do what you want.**
- **You are aware of our expectations. How can we support you in reaching them?**

Punitive Teacher Style

Observed Behavior:

- Often uses a tone of voice that blames or accuses
- Lack of support in directions
- Notices inappropriate behavior rather than appropriate
- Frequently gets immediate compliance
- Has high standards

Likely Outcomes:

- Ordered classroom/setting
- Anxious resentful students
- Short term compliance but rarely lasting behavior change
- Negative classroom atmosphere

Permissive Teacher Style

Observed Behavior:

- Warm and supportive
- Doesn't consistently set limits
- Focus on effort and de-emphasize quality
- Tries to reason with people to respond
- Makes excuses for behavior

Likely Outcomes:

- Students feel supported and likes
- Chaotic out-of-control classroom
- Student's do not feel secure in the teacher's ability to manage behavior
- Poor work quality
- Students feel anxious and uncertain
- High teacher and student stress

Neglectful Teacher Style

Observed Behavior:

- Lacks consistent engagement
- Does not appear to be concerned about quality of work
- Ignores inappropriate behavior
- Uses videos and worksheets to teach

Likely Outcome:

- May miss warning signs of academic or behavior difficulties
- Students may withdraw and feel worthless
- Increasing acting out behaviors
- No sense of order
- Limited meaningful learning taking place
- High teacher and student stress

Restorative Teacher Style:

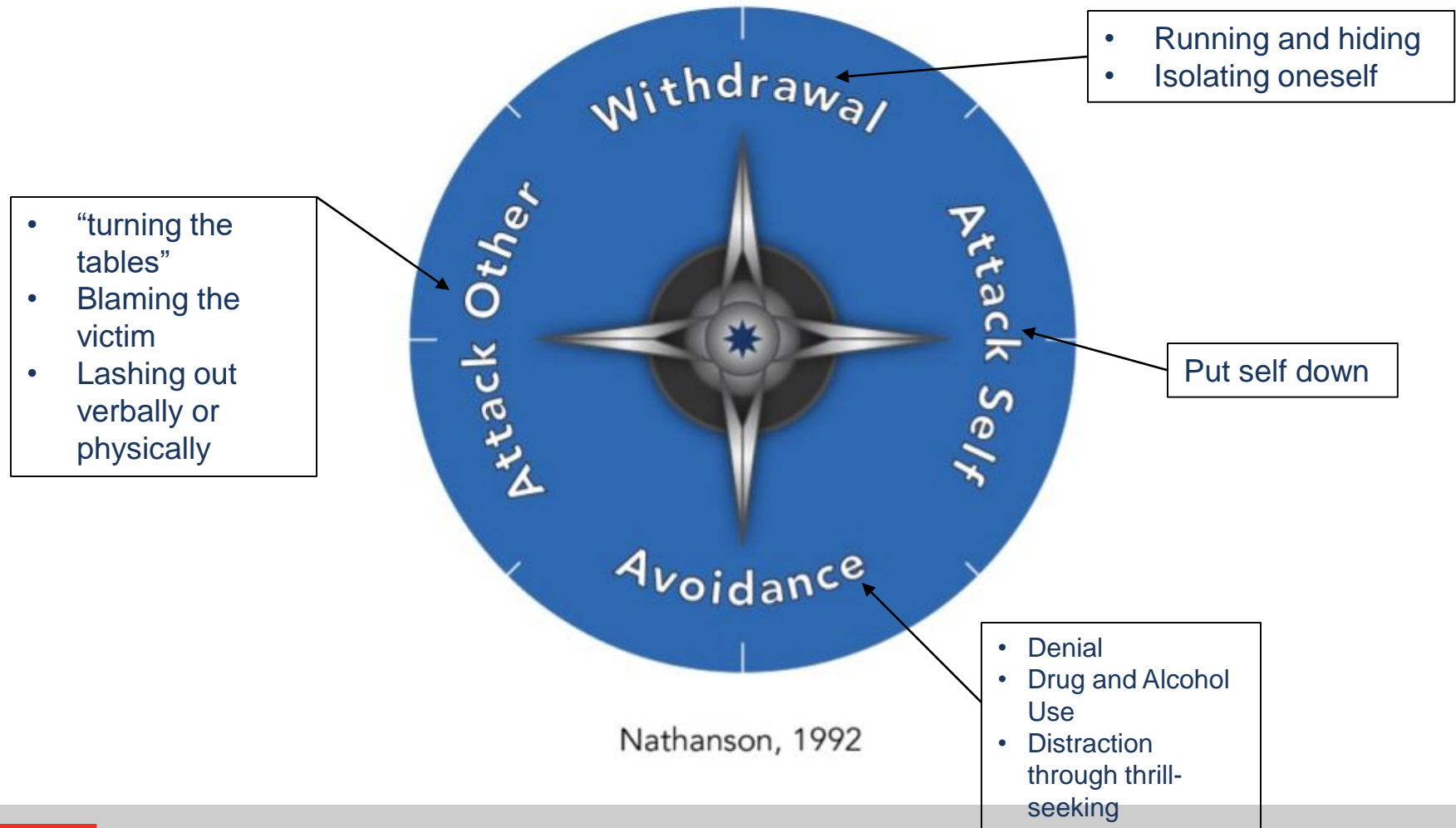
Observed Behavior:

- Engaging content delivery
- Clear written objectives and goals
- Affective language
- Engages in collaborative conversations
- Engages students voice in decision making
- Uses circles to build relationships

Likely Outcomes:

- Positive atmosphere
- High quality work output
- Positive, kind and supportive relationships
- Sense of hope and optimism
- Effective classroom management
- Students feel a sense of safety
- High job satisfaction

Compass of Shame



STIGMATIZING VS. REINTEGRATIVE SHAME

Stigmatizing Shame:

Pushes the offender out of the community and labels them. The offender is now a bad person who committed a crime or harm. This label may follow them their whole lives. Since the offender is pushed out of the community, it encourages their participation in a criminal subculture.

Reintegrative Shame:

Expresses disapproval but does not push the offender out of the community. This type of shame rejects the act but not the person and allows the person to be reintegrated back into the community.

RESTORATIVE PRACTICES CONTINUUM

informal				formal
affective statements	affective questions	small impromptu conversation	circle	formal conference

Page 12 in Restorative Circles in Schools
Page 12 in *Restorative Practices Handbook*



Welcome and Reentry Circle



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