

Restorative Mindset And Language



The three basic needs to all humans:
To feel **respected, accepted, and significant.**

Restorative Mindset

- Relationships and trust are at the center of the community. In the upcoming weeks, make an effort to build a relationship with each student.

Continue to build and monitor relationships throughout the year using a weekly check-in...

News:	Concerns:
Shout Out:	Apology:

Building Community Ideas...

<p><i>News!</i></p>	<p><i>Concerns</i></p> <p>I am concerned about:</p> <p>Because:</p>
<p><i>Shout-outs</i></p> <p>I would like to give a shout-out to:</p> <p>For:</p>	<p><i>Apologies</i></p> <p>I would like to apologize to:</p> <p>Because my words or actions may have hurt their feelings and I am sorry.</p>

Teaching Students To Write Affirmations

The diagram illustrates two examples of affirmations. The first example is a handwritten note that says "Hi Hillary," followed by "I liked your question about life on other planets. It made me curious and to want to pay attention." and signed "-Ken". Arrows point from the text "A greeting using their name" to "Hi Hillary," and from "Reference a specific thing that you noticed they did or said and why you appreciate it" to the main body of the note. The second example is a handwritten note that says "Dear Edgar," followed by "Thanks for encouraging me to add to the conversation during group work today. You're good at making people feel included." and signed "-Joe". An arrow points from the text "Sign it!" to the signature "-Joe".

Hi Hillary, ← A greeting using their name

I liked your question about life on other planets. It made me curious and to want to pay attention. ← Reference a specific thing that you noticed they did or said and why you appreciate it

-Ken

Dear Edgar,

Thanks for encouraging me to add to the conversation during group work today. You're good at making people feel included.

-Joe ← Sign it!

Restorative Mindset

- All members of the community are responsible to and for each other. Sometimes this may require explicit modeling of conversations.
- Ex: You might need to specifically tell a student who is upset because another student is touching their computer. “I felt mad when you touched my computer because I worked hard to get to the fifth level”.
- Ex: Involve students in your norms. How do they want to treat each other? How do they want to be treated by their classmates?
 - **Begin by describing characteristics of favorite/least favorite classes in the past. List all on the board in a chart format. Re-phrase negatives into positives!

Contingent v. Non-Contingent questions

- Dr. Randy Sprick, who is the author of CHAMPS recommends that teachers aim for a minimum of 3:1 ratio of positive interactions. They can be either contingent or noncontingent.

Contingent (Related to What They Are Doing)	Non-Contingent (Just Because)
<ul style="list-style-type: none">• Letting them know they did well on an assignment• Appreciating their specific positive behavior• Telling how they're meeting/ exceeding expectations• "That's a really interesting question"• "Thank you for sharing that comment"• Privately acknowledging their improvement• Noticing the kind things they do for others• Asking them to share a strong answer with the class• Acknowledging when they comply with your redirect	<ul style="list-style-type: none">• Greetings• Asking them questions about their lives• Remembering details about their lives• Going to their events• Ask their opinion on class activities• Letting them know you're interested in their work• Inviting them to ask for help• Encouraging them to join school club/sports• Checking in about a concern they mentioned before

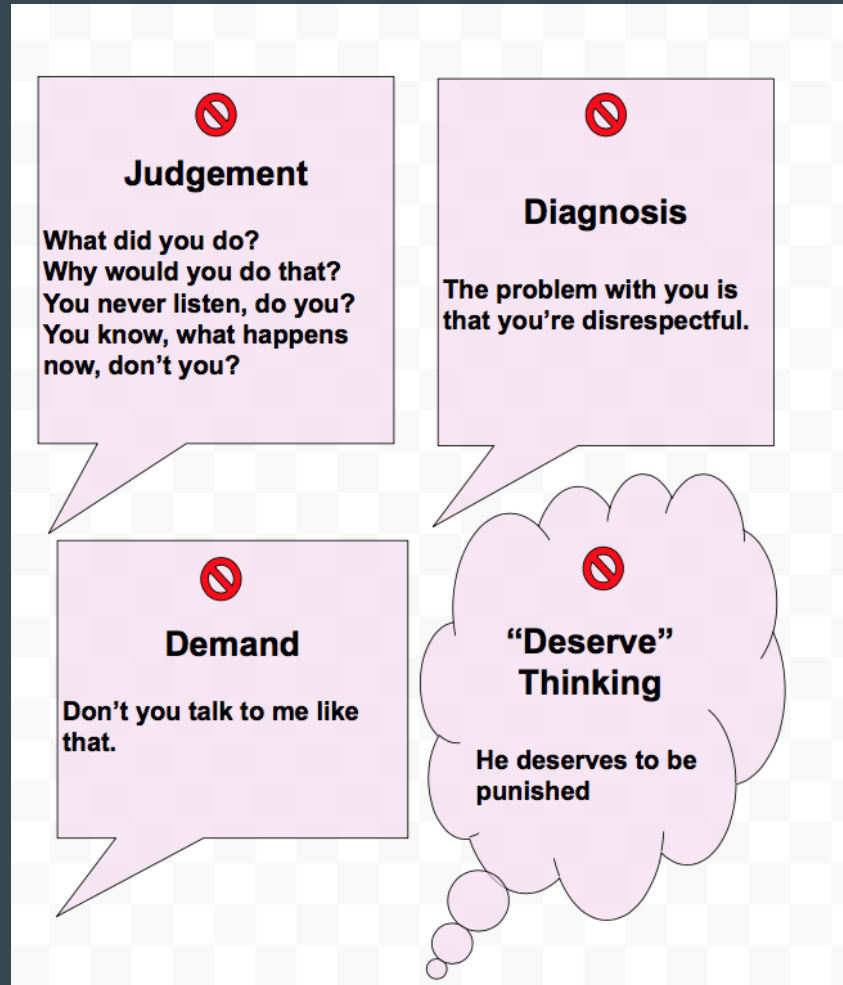
Building relationships is ESSENTIAL to implementing restorative justice! You can't restore relationships within a community if they are not there in the first place!

Restorative Mindset

- Healing is a process essential to restoring community.
- Harm doers should be held accountable for and take an active role in repairing harm.
- **Conflict is resolved through honest conversations and collaborative problem solving that addresses the root cause and the needs of those involved.**
- **This is where restorative language comes in.**

Restorative Language

- We want “honest dialogue” to be the center of conflict resolution.
- Move away from...



Restorative Language



Empathetic Listening

I hear you saying that you are still very upset about what happened. Although I am upset, too, I want to hear your side of things. Go ahead and tell me what's on your mind.



Restorative Questions

What happened?
What were you thinking and feeling at the time?
Who do you think has been affected?
What do you think you need to do to make things right?



"I" Statements

When I heard you speaking to the other student in the way you did, I felt frustrated because I value the respect that we've built in this classroom.

“I” Statements

Diagnosis:

“The problem with you is that you’re disrespectful.”

Restorative:

“When I heard you speaking to Kyle like that, I felt frustrated because I value the respect we have built in this classroom. It sounds like you were angry with him. Is that right?”

“I” Statement

Denying personal responsibility for one's feelings/actions:

“You make me so frustrated when you talk during class.”

Restorative:

“When I hear you talking at the same time I am talking, I feel frustrated because I would like to be heard. I appreciate that you're so passionate about what we are doing though. How can we work together to ensure we are both heard?”

“I” Statement

Demanding:

“If you don’t sit down and be quiet you are going to the office.”

Restorative:

“When I see you walking around during class and talking while I am, I feel angry because I really want you to learn and I know that you’re a leader among other students. Would you be willing to tell me what you’re feeling during class?”

“I” Statements

“Deserve” Thinking -
believing that certain
behaviors deserve to be
punished.

“He got in a fight, so he
needs to be suspended to
teach him a lesson.”

Restorative:

“When I saw you put your
hands on Peter, I was
scared because I am
responsible for making sure
everyone is safe in here.
Can you tell me what
happened?”

Don't believe the way we talk to the kids makes a difference?

<https://www.youtube.com/watch?v=VxyxywShewI>

- What do you feel and why?
- Can you relate to any of the teachers in either section?
- How many of your students say good-bye at the end of the day?

Moving To The Restorative Mindset...

- Scenario - Phillip is running down the hallway at full speed. A teacher tells him to slow down and walk, but Phillip ignores him and bumps into him as he runs past.

“Punishment Only” Way	The Restorative Way
Phillip gets a detention and is forced to apologize to the teacher.	Phillip and the teacher sit down to talk. Phillip explains why he was running and the teacher explains why he was concerned that running could be dangerous. Phillip choose to apologize and offers to post “speed limit: Walking” posters in the hallway.

Moving To The Restorative Mindset...

- Andrea is angry at Mark so she writes something about him on the bathroom wall in Sharpie.

“Punishment Only” Way	The Restorative Way
<p>With the help of the bathroom log and a handwriting investigation, Andrea is caught. She has detention for a week and isn't allowed to use the restroom pass anymore.</p>	<p>Andrea is asked what she thinks would be a fair consequence for her actions. She volunteers to paint the bathroom wall. She also says she would like to sit down with Mark in a peace circle so that she can talk to him about why she is upset.</p>

Moving To The Restorative Mindset...

- Scenario - Students are taking turns reading aloud in class, and one student really struggles. Mila makes a joke about her that the whole class can hear.

“Punishment Only” Way	The Restorative Way
Mila is sent to the dean.	The teacher tells Mila that she’s really disappointed that she would make that hurtful comment, and that they’ll talk about it privately in a few minutes. During their later conversation, Mila doesn’t think it was a big deal so the teacher asks her to write about what happened from the other girl’s point of view. The teacher calls her parents and asks them to ask Mila about what she wrote. The next day, Mila chooses to write a letter of apology.