

# Lessons Learned

## A Deeper Look at Implementing Restorative Discipline

### What is Restorative Discipline

- Restorative Discipline is a **relational** approach to building school **climate** and addressing student behavior that fosters **belonging** over exclusion, social **engagement** over control, and meaningful **accountability** over punishment. - Dr. Marilyn Armour
- **Restorative Discipline is about:**
  - Building relationships
  - Improving campus climate
  - Instilling a strong sense of belonging
  - Student engagement
  - Meaningful accountability

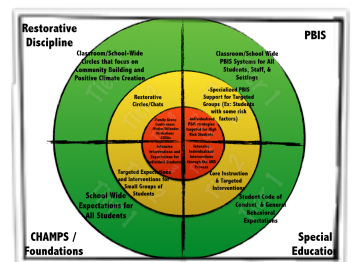
Traditional Discipline Asks	Restorative Discipline Asks
What rule was broken?	What happened?
Who broke it?	Who was affected?
What should be the punishment?	What needs to be done to make it right?

### 3 Goals of Restorative Discipline

1. **Accountability** - Students have an opportunity to be *accountable* for the harm caused as well as the opportunity to *repair* the harm
2. **Community Safety** - Students are empowered to help resolve conflict and maintain an environment where *learning can occur*
3. **Skill Development** - Restorative Discipline works to address underlying factors that lead people to cause harm and gives students *necessary* tools for creating and maintaining community

### Does Restorative Discipline Supplant or Supplement

- Restorative Discipline fits perfectly with other student behavioral strategies/approaches
  - Foundations, PBIS, Special Education, etc....
- Restorative Discipline adds a much needed piece in the development of better relationships and school culture



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### A Tiered Approach

#### Examples of Tier-1 Applications of Restorative Practices:

1. Community Building Circles
2. Affective Statements
3. Respect Agreements
4. Collective Goal Setting
5. Restorative Circles/Restorative Chats
6. Entry Circles

Restorative Discipline	
Tier 1 Practices/ Approaches <i>Restorative Practices</i>	Tier 2 & 3 Practices/ Interventions <i>Restorative Discipline</i>
Occur before anything goes wrong	Most often occur in response to something that has gone wrong
Are more <b>proactive</b> in nature	Are more <b>reactive</b> in nature
Focus on building: o Connections o Relationships o Community	Focus on building: o Meaningful accountability o Restoration o Building support systems for change

#### Examples of Tier-2 & Tier-3 Applications of Restorative Practices:

1. Constructive Reminders of Goals, Expectations, and Respect Agreements
2. Active Listening
3. Restorative Circles/Chats
4. Victim/Offender Mediations
5. Family Group Conference
6. Circle of Support and Accountability (COSA)
7. Re-entry Circles

### Lessons Learned

#### Lessons learned from our pilot implementation:

- Focus initially on Tier-1
- Don't forget about the teachers
- A Restorative Discipline Coordinator makes a significant impact in achieving successful implementation
- Get a picture of what accountability looks like in your campus/ district
- Try to hire people with a restorative mindset
- Develop a realistic implementation plan

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### Timeframe & Indicators of Change

Timeframe	Indicators of Change
12-18 Months	Gaining commitment. Changing dialogue. Pockets of practice. Improved statistics. Increased options for managing behavior.
12-24 Months	Altered dialogue and processes. Alignment of policy and procedure. Increased skill development. School community commitment.
24-36 Months	Embedding of practice at all levels. Altered operating framework. Reviewing policy and procedure. Creative solutions emerge.
4-5 Years	Best Practice. Behavior change embedded. Cultural change across school community.

### Why Try Restorative Discipline

#### Restorative Discipline can assist you in:

- Improving your campus climate and culture
- Increasing the level of student behavioral engagement in the classroom
- Decreasing suspensions and conflict occurrences among students
- Building better relationships between teachers, staff, & students
- Decreasing the number of students with recurring negative discipline occurrences

# **Lessons Learned**

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### **Recommended Reading List**

Amstutz, L. S., Mullet, J., 2005, *The Little Book of Restorative Discipline for Schools*, Intercourse, PA.: Good Books.

Holtham, J. (2009). *Taking Restorative Justice to Schools: A Doorway to Discipline*. Colorado Springs, CO: Homestead Press.

Hopkins, B. (2004). *Just Schools: A Whole-School Approach To Restorative Justice*. London: Jessica Kingsley Publishers.

Kidde, J. & Alfred, R. (2011). *Restorative Justice: A Working Guide for Our Schools*. Alameda County School Health Services Coalition. <http://healthyschoolsandcommunities.org/Docs/Restorative-Justice-Paper.pdf>

Morrison, Brenda (2006). *School Bullying and Restorative Justice: Toward a Theoretical Understanding of the Role of Respect, Pride, and Shame*. *Journal of Social Issues*. 62(2): 371-392.

Morrison, B. (2007). *Restoring Safe School communities; A Whole School Response to Bullying, Violence and Alienation*. Federation Press.

Morrison, B., Thorsborne, M. & Blood, P. (2005). *Practicing Restorative Justice in School Communities: The Challenge of Culture Change*. *Public Organization Review: A Global Journal*. 5: 335–357.

Morrison, B.E. & Vaandering, D. (2012). Restorative justice: Pedagogy, praxis and discipline. *Journal of School Violence* 11, 138-155.

Pranis, K. 2005, *The Little Book of Circle Processes*, Intercourse, PA: Good Books.

Riestenberg, N. (2012). *Circle in the Square*. St Paul, MN: Living Justice Press.

Thorsborne, M. & Blood, P. (2013). *Implementing Restorative Practices in Schools*. Philadelphia, PA: Jessica Kingsley.

### **Important Websites**

[www.irjrd.org](http://www.irjrd.org) (RD in Schools—Assessing Your Readiness)

<http://www.safersanerschools.org>

<http://www.dignityinschools.org>

[http://www.legalrightscenter.org/LRC\\_UMN\\_Report-Final.pdf](http://www.legalrightscenter.org/LRC_UMN_Report-Final.pdf)

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

[http://sss.mpls.k12.mn.us/restorative\\_practices\\_in\\_schools](http://sss.mpls.k12.mn.us/restorative_practices_in_schools)