



Shifting the Paradigm: Restorative Practices

PRESENTED BY STUDENT RELATIONS



Favorite Snack

Earliest memory enjoying
this snack

A Community of Restorative Practitioners

Fundamental Hypothesis from International Institute for
Restorative Practices (IIRP):

“The fundamental hypothesis of restorative practices is that 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.”

Aim of Restorative Practitioners:

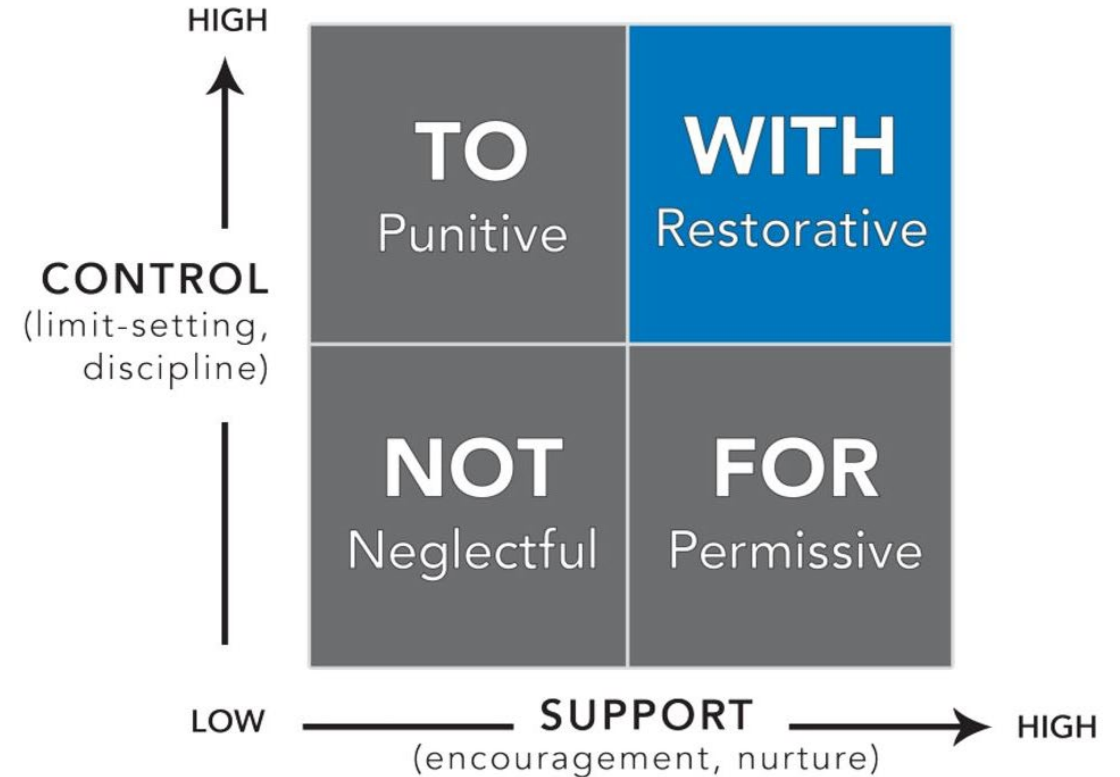
“To develop community and to manage conflict and tensions by repairing harm and restoring relationships.”

The Explicit Restorative Practices Framework Allows us to:

- ❖ Apply the practice to our campuses with fidelity; together
- ❖ Clarify roles, responsibilities, values, assumptions, and outcomes
- ❖ Focus on the *right* [practice] conversations with out students/colleagues
- ❖ Strengthen Restorative communities District wide
- ❖ Focus on the collective goal of building healthy and inclusive learning environments

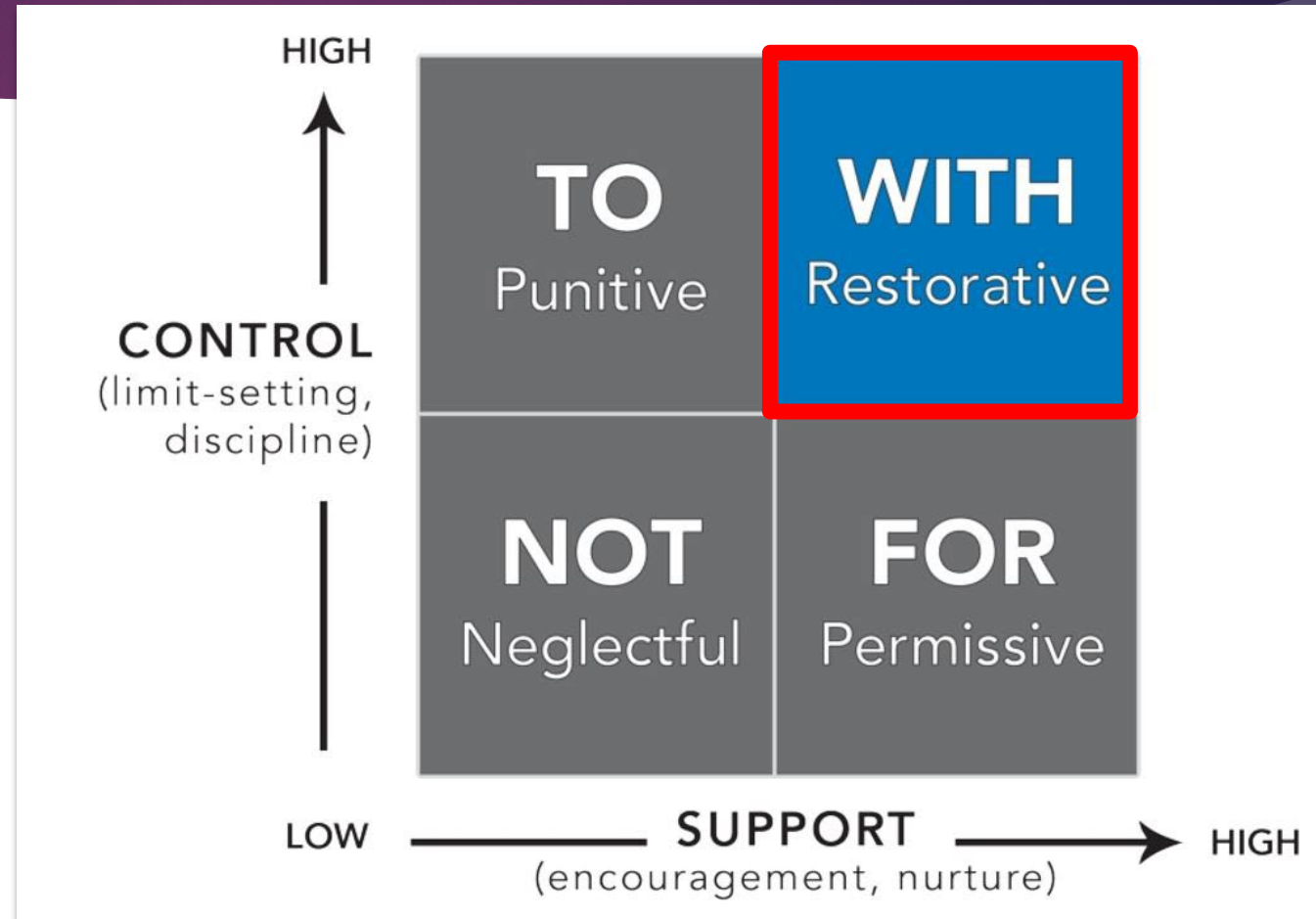
The Social Discipline Window

- ❖ Helps us answer the question of, “Was that restorative?”
- ❖ Control: limit setting, discipline, setting boundaries, high expectations
- ❖ Support: encouragement, nurturing, and love.



The “Restorative” Box

- ❖ The WITH Box, referred to as the “Restorative” Box
- ❖ High on control, and high on support



Restorative Practitioner Style

Observed Behavior:

- ❖ Engaging content delivery
- ❖ Clear and written objectives and goals
- ❖ Affective language
- ❖ Engages in collaborative conversations
- ❖ Engages everyone in decision making
- ❖ Circles
- ❖ Has high standards

Likely Outcomes:

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

Practitioner Style Activity

Volunteers to offer personal experiences: TO, FOR, or NOT

❖ How the situation could have been made restorative and how the outcomes would have been different/positive?

OR

❖ A Restorative (WITH) experience – What was the outcome?

The Nine Affects

- ❖ The psychology of affect based on Silvan Tomkins helps us better understand why human beings act and respond in certain ways they do.
- ❖ According to Tomkins, there are nine innate affects that explain the emotion in all humans.
- ❖ Most of the affects are defined by pairs of words that represent the least and the most intense expression of a particular affect.

The Nine Affects

The two POSITIVE affects are:

- ❖ Interest-Excitement
- ❖ Enjoyment-Joy

The one NEUTRAL affect is:

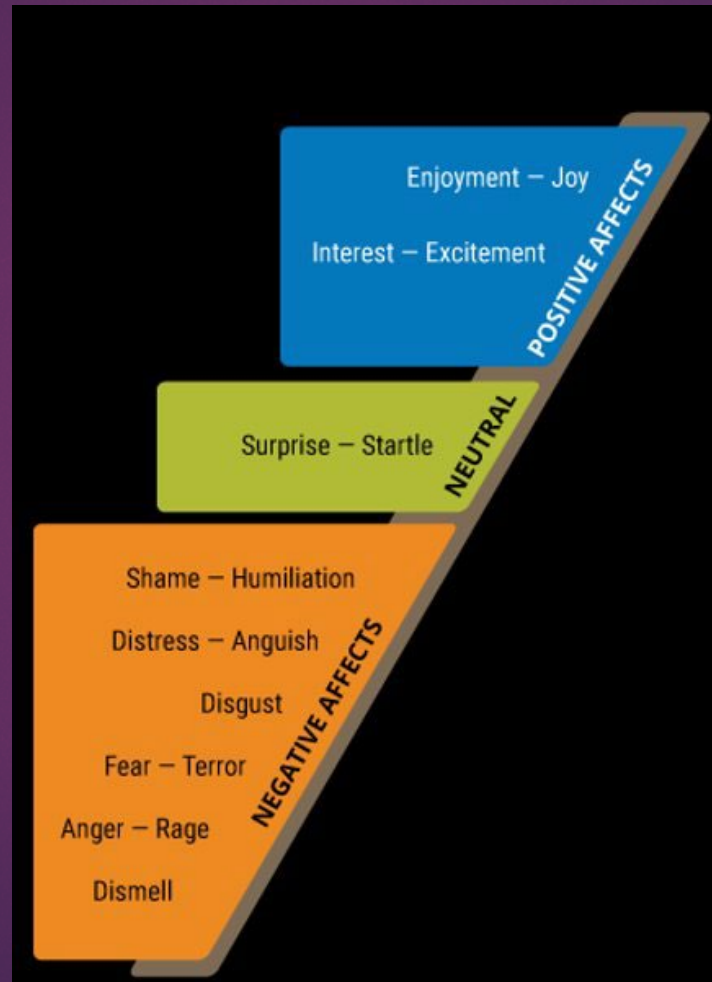
- ❖ Surprise-Startle

The six NEGATIVE affects are:

- ❖ Shame-Humiliation
- ❖ Distress-Anguish
- ❖ Disgust
- ❖ Fear-Terror
- ❖ Anger-Rage
- ❖ Dissmell



The Nine Innate Affects



The Nine Affects

❖ **Humans feel and function best when we:**

- Maximize positive affects
- Minimize negative affects
- Are allowed to free expression of affect



**By encouraging people to express their feelings,
restorative practices build better relationships.**

What does
“shame”
mean?



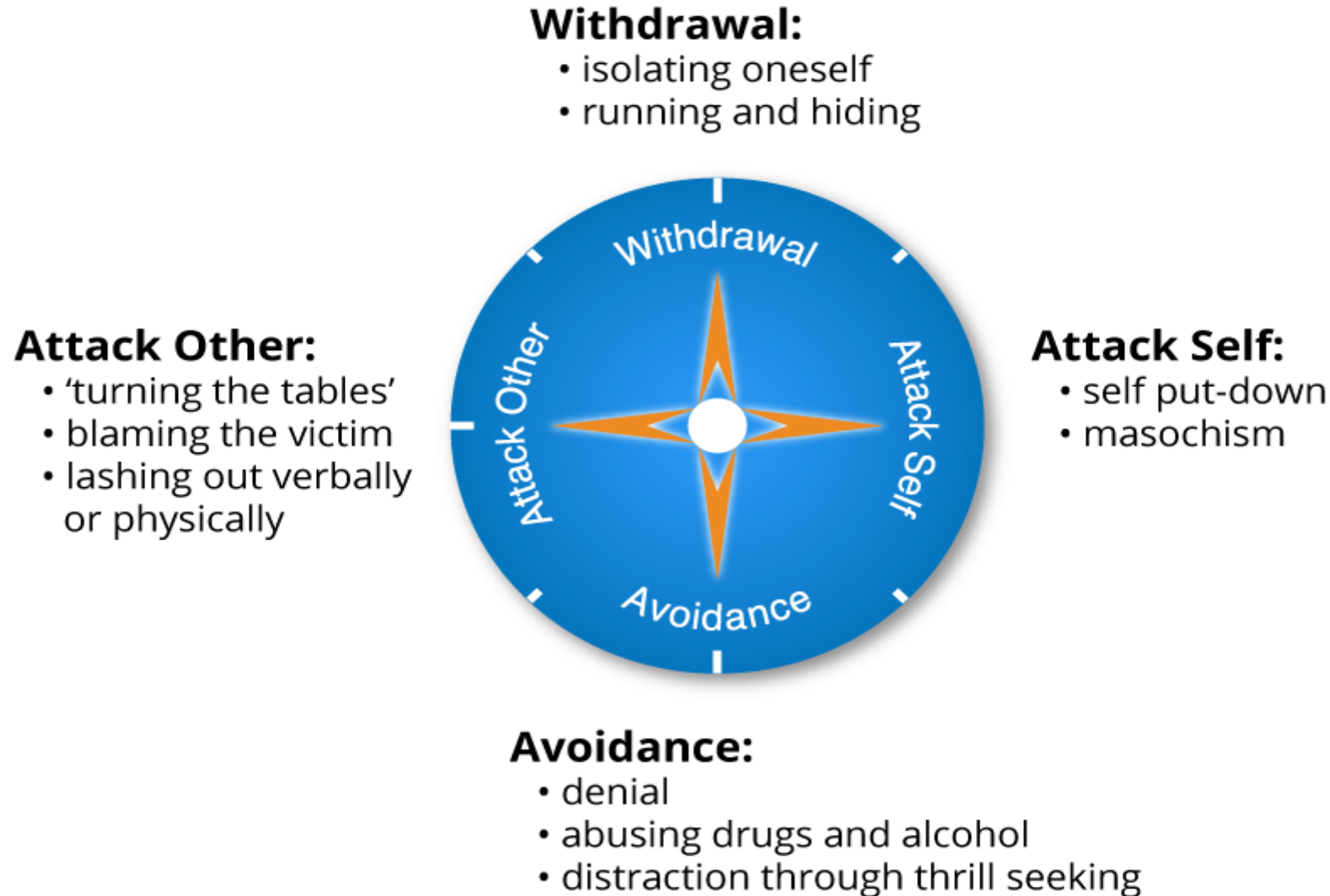
The Compass of Shame

- ❖ Shame is defined quite simply as the reaction to any interruption of a positive affect.
- ❖ Shame does not occur only when you do something wrong, but whenever your positive affects are interrupted.
- ❖ Of all the affects, shame is the one affect humans least like to deal with.
- ❖ Shame makes us feel terribly uncomfortable.



The Compass of Shame

Adapted from D.L. Nathanson, Shame and Pride, 1992



The Compass of Shame



Attack Other-

When someone blames the person, they hurt for being hurt (yes, including their feelings). Or when someone lashes out with their words or body (like hitting and kicking).

Withdrawal-

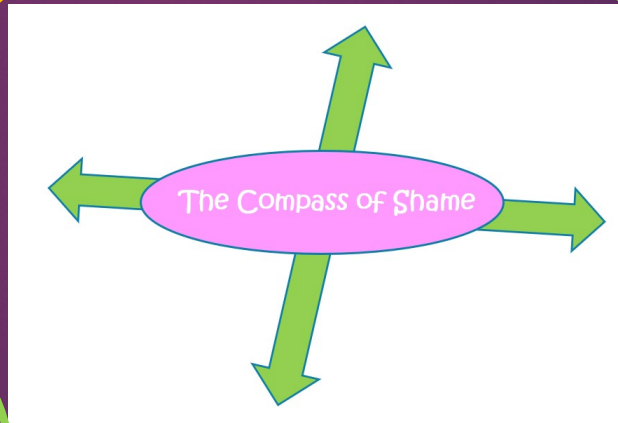
When someone chooses to be by themselves rather than be with other people. Or when they do not participate in class like usual.

Avoidance-

When someone distracts themselves from feelings negative feelings. They may even start doing dangerous activities (like breaking playground rules or lying).

Attack Self-

When someone bullies themselves with their words or body.



Share Out

- ❖ In your experience, how do most students we see for discipline respond to their shame?
- ❖ How do you/ your team/ site respond to students who respond to their shame negatively?

Responding to others experiencing Shame

- ❖ **Listening to what they have to say**
- ❖ **Being present with them without trying to problem solve**
- ❖ **Reflecting on what has caused the shame feeling**
- ❖ **Acknowledging their feelings**
- ❖ **Encouraging them to talk about their experience**
- ❖ **Communicate to them that they are not defined by their shame, separate the deed from the doer.**

Classroom Application



- ❖ Our awareness of the Compass of Shame allows us to identify our response, react less intensely and quickly recover from our shame response.
- ❖ Can you think of a time when students may have criticized one of your assignments that you thought would be fun for them, or disrupted your class?
- ❖ What response from the Compass of Shame did you experience?
- ❖ This awareness provides perspective we need to be restorative when confronting inappropriate behaviors.
- ❖ Nathanson observed that in our society, attack other and avoidance were the most common responses to shame.
- ❖ Understanding this, educators can learn to expect these responses when addressing parents regarding unwanted behaviors from students.

CIRCLES: BUILDING COMMUNITY AND RESPONDING TO CONFLICT



Restorative Questions

THINK ABOUT A TIME IN YOUR LIFE WHEN YOU HARMED SOMEONE INTENTIONALLY OR UNINTENTIONALLY.

- ❖ **WHAT HAPPENED?**
- ❖ **WHAT WERE YOU THINKING OF AT THE TIME?**
- ❖ **WHAT HAVE YOU THOUGHT ABOUT SINCE?**
- ❖ **WHO HAS BEEN AFFECTED BY WHAT YOU HAVE DONE, AND HOW WERE THEY AFFECTED?**
- ❖ **WHAT DO YOU THINK YOU NEED TO DO TO MAKE THINGS RIGHT?**

Restorative Questions

THINK ABOUT A TIME IN YOUR LIFE WHEN YOU WERE HARMED.

- ❖ **WHAT DID YOU THINK WHEN YOU REALIZED WHAT HAD HAPPENED?**
- ❖ **WHAT IMPACT HAS THIS INCIDENT HAD ON YOU AND OTHERS?**
- ❖ **WHAT HAS BEEN THE HARDEST THING FOR YOU?**
- ❖ **WHAT DO YOU THINK NEEDS TO HAPPEN TO MAKE THINGS RIGHT?**

AN ADDITIONAL QUESTION YOU COULD OFFER TO OTHERS,

- ❖ **WHEN FACED WITH A SIMILAR SITUATION IN THE FUTURE, WHAT WOULD YOU DO DIFFERENTLY?**

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