



# Shifting the Paradigm: Restorative Practices

PRESENTED BY STUDENT RELATIONS

# Favorite Snack:

Earliest memory enjoying  
this snack



# In Lak'ech Belief

"Tu eres mi otro yo, si te hago  
daño a ti, me hago daño a mi  
mismo, si te amo y te respeto a  
ti, me amo y me respeto a mi  
mismo,"

We reflect on ourselves, and if we do  
something to someone, then it might be  
a reflection of who we are.

# 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.”

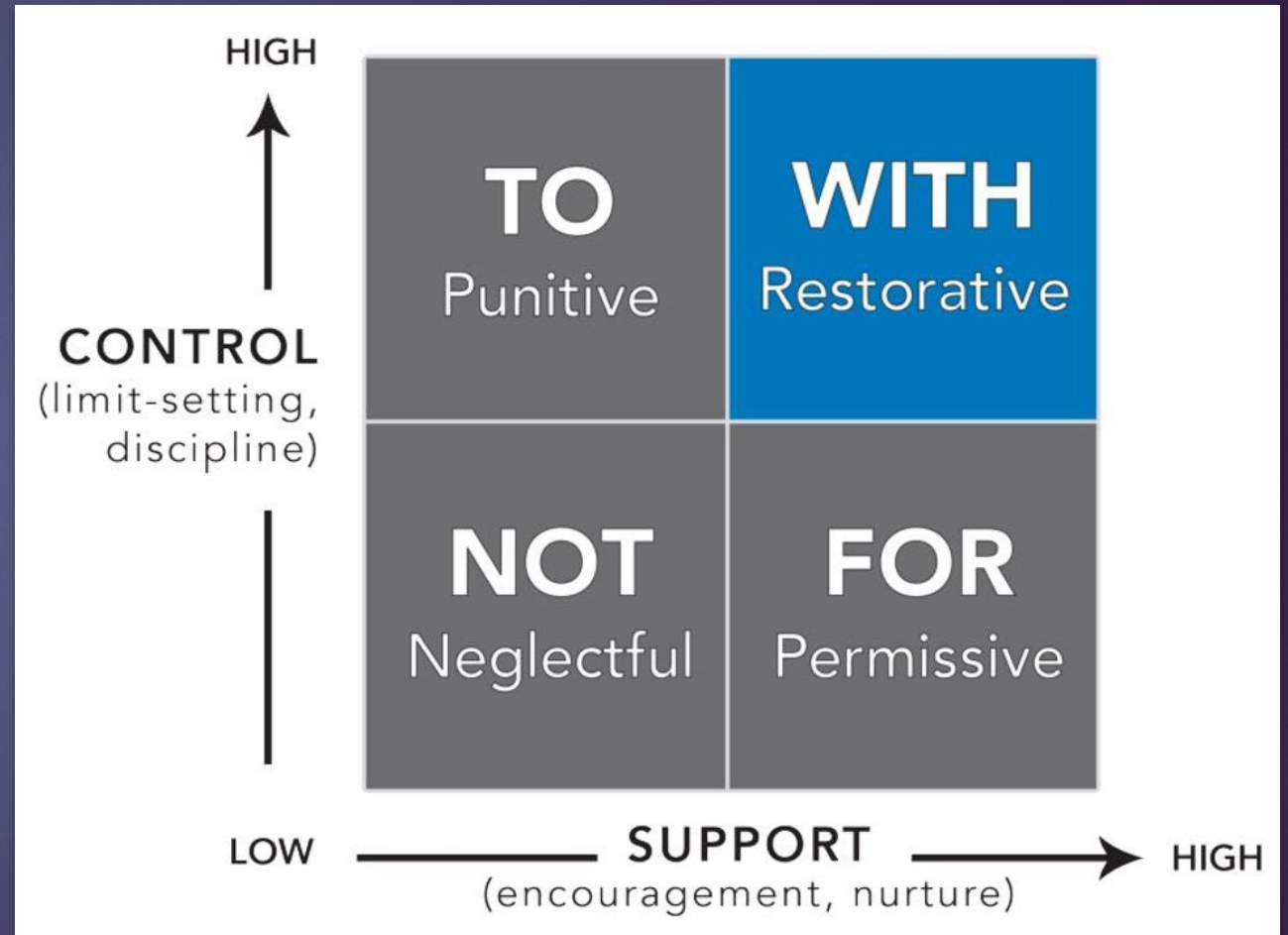


# The Explicit Restorative Practices Framework Allows us to:

- ❖ 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

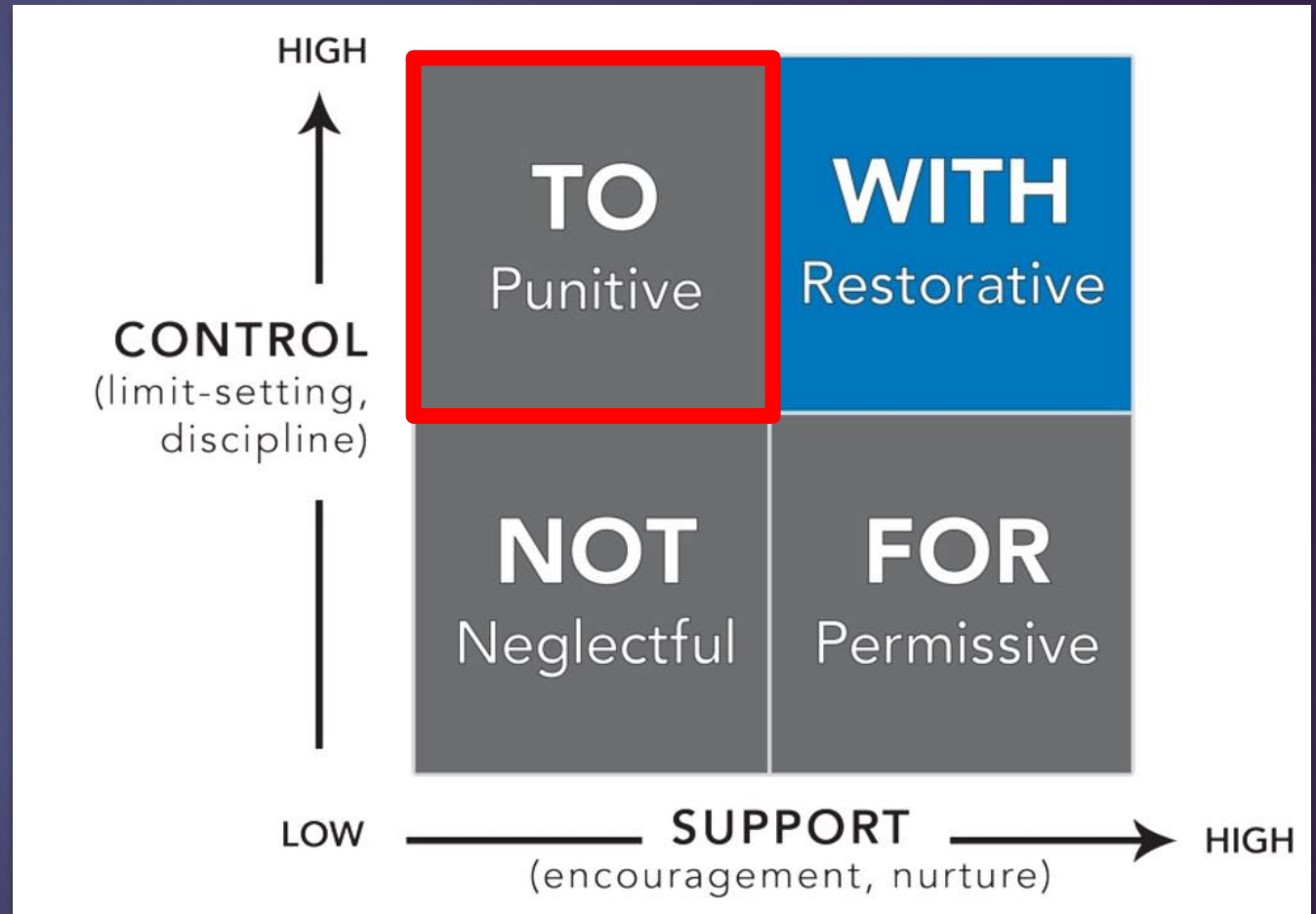
- ❖ Helps us answer the question of, “Was that restorative?”
- ❖ **Control:** limit setting, discipline, setting boundaries, high expectations
- ❖ **Support:** encouragement, nurturing, and love.





# The “TO” Box

- ❖ The TO Box, referred to as the “Punitive” Box
- ❖ High on control, but low on support



# Punitive Practitioner Style

## Observed Behavior:

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

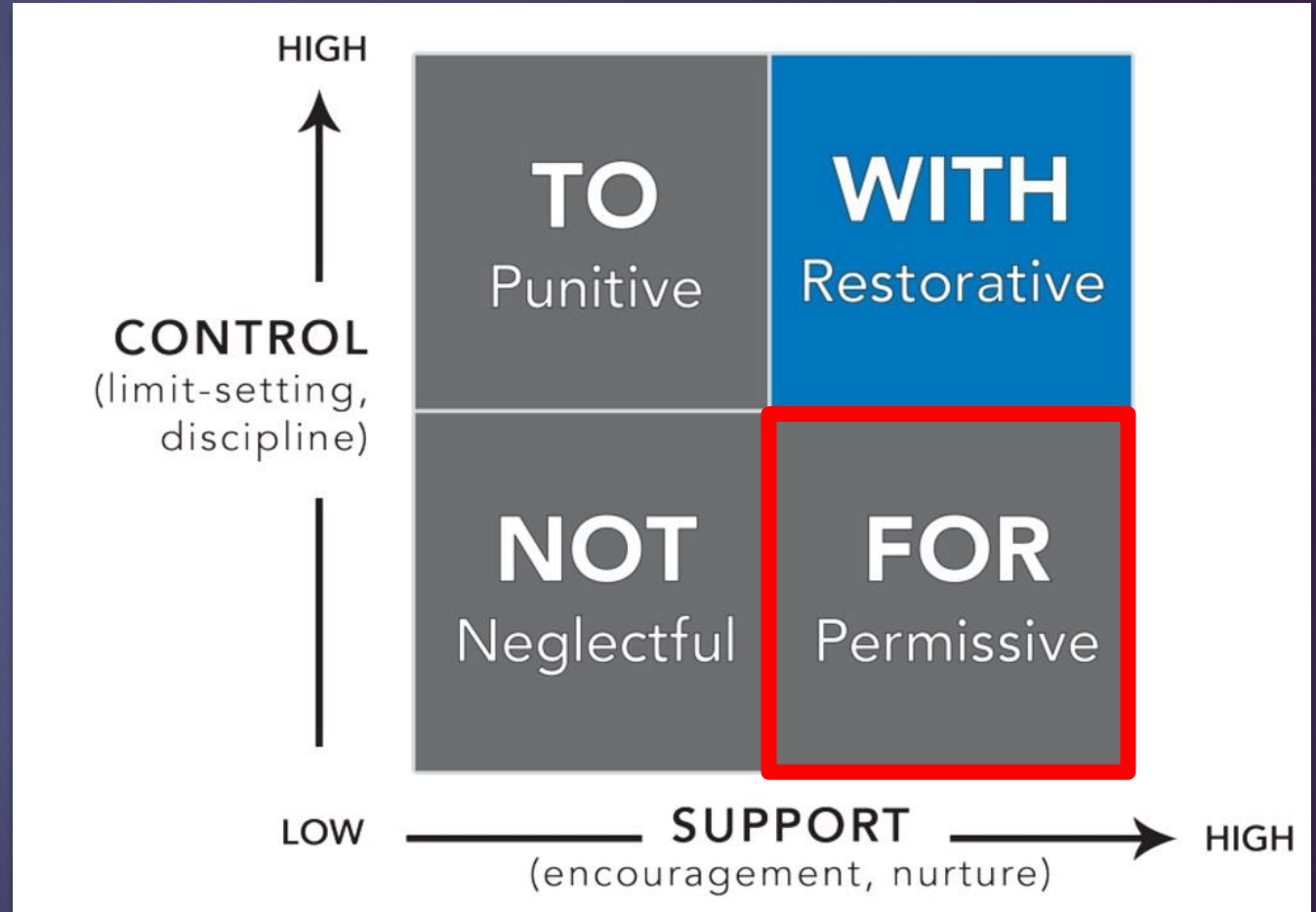
## Likely Outcomes:

- ❖ Ordered classroom/setting
- ❖ Anxious, resentful students/young people
- ❖ Short-term compliance but rarely lasting behavioral change
- ❖ High teacher/practitioner stress
- ❖ Negative classroom atmosphere



# The “FOR” Box

- ❖ The FOR Box, referred to as the “Permissive” Box
- ❖ Low on control, but high on support



# Permissive Practitioner Style

## Observed Behavior:

- ❖ Warm and supportive
- ❖ Doesn't consistently set limits
- ❖ Focuses on effort and de-emphasizes quality
- ❖ Tries to reason with people to behave or respond
- ❖ Makes excuses for others' behavior

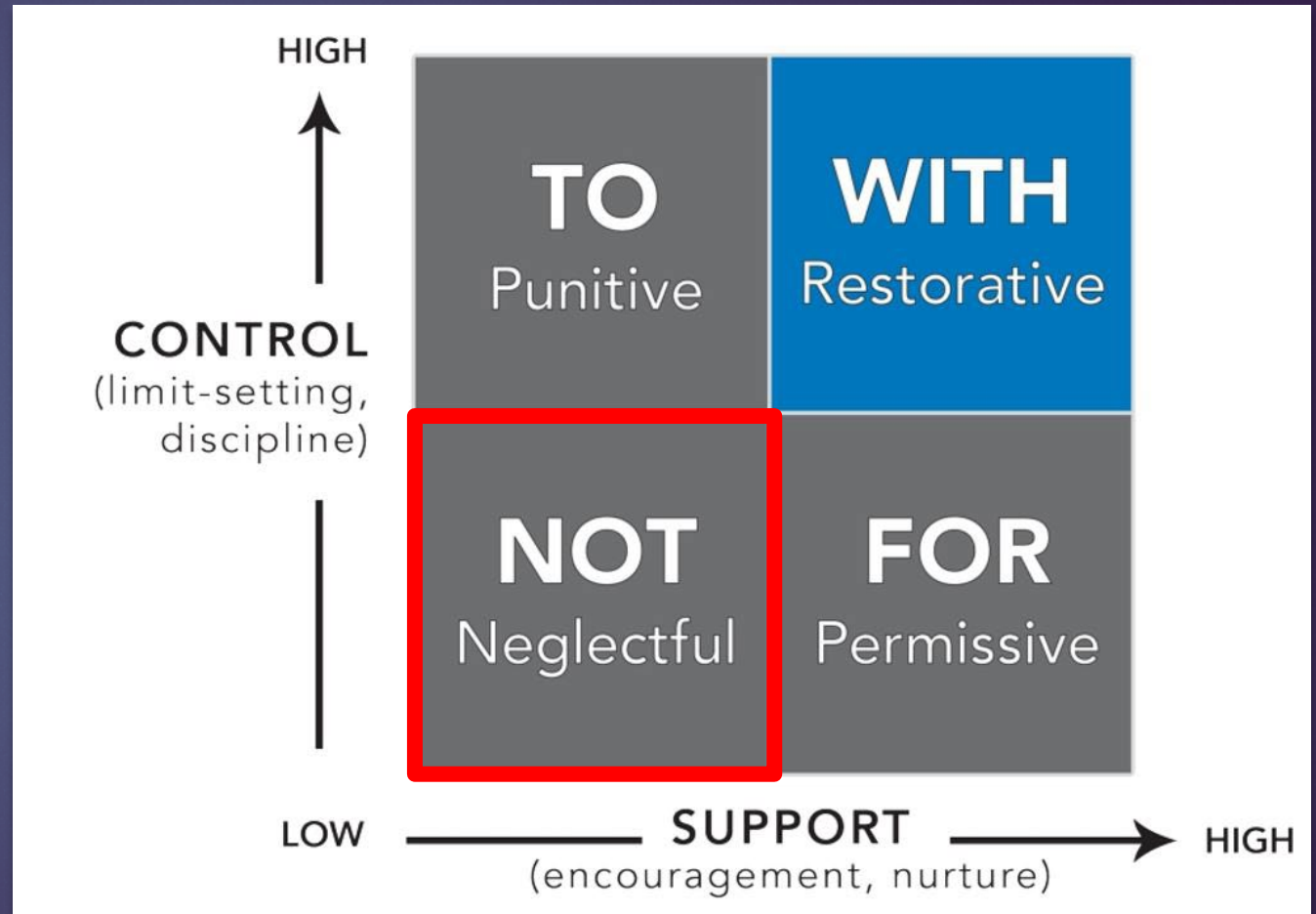
## Likely Outcomes:

- ❖ Students/young people feel liked and supported
- ❖ Chaotic, out-of-control classroom/setting
- ❖ Students/young people do not feel secure in the teacher's capacity to "manage"
- ❖ Poor work quality
- ❖ Students/young people feel anxious and uncertain
- ❖ High teacher/practitioner stress



# The “NOT” Box

- ❖ The NOT Box, referred to as the “Neglectful” Box
- ❖ Low on control, and low on support



# Neglectful Practitioner Style

## Observed Behavior:

- ❖ Lacks consistent engagement
- ❖ Does not appear concerned about quality of students' work
- ❖ Ignores inappropriate behavior
- ❖ Uses only video and worksheets to teach

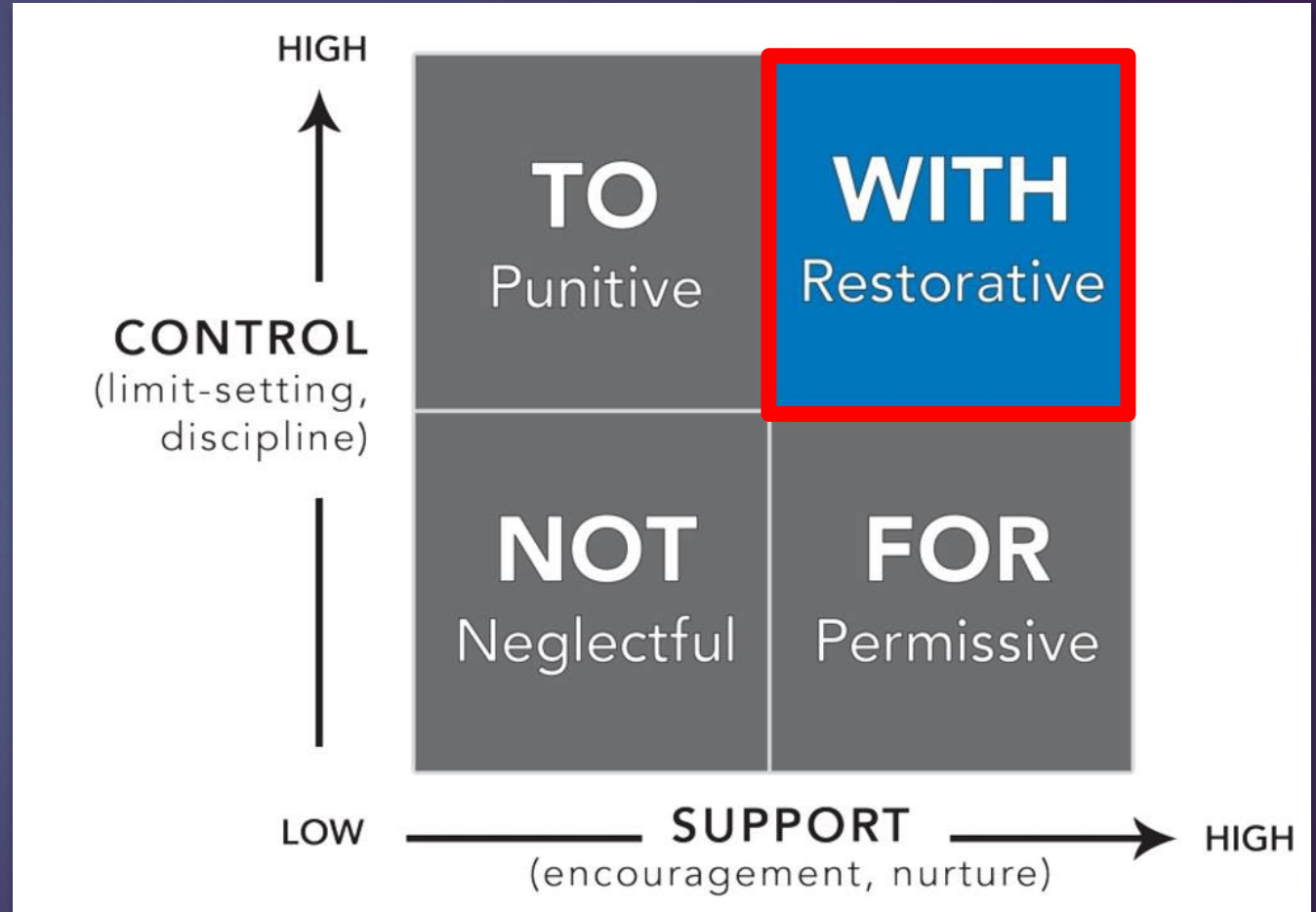
## Likely Outcomes:

- ❖ May miss warning signs of academic or behavioral difficulties in students
- ❖ Students may withdraw and feel worthless
- ❖ Increased acting out in order to get the teacher's attention or because there is no sense of order or control in classroom
- ❖ Limited meaningful learning taking place
- ❖ High teacher/practitioner stress



# 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:

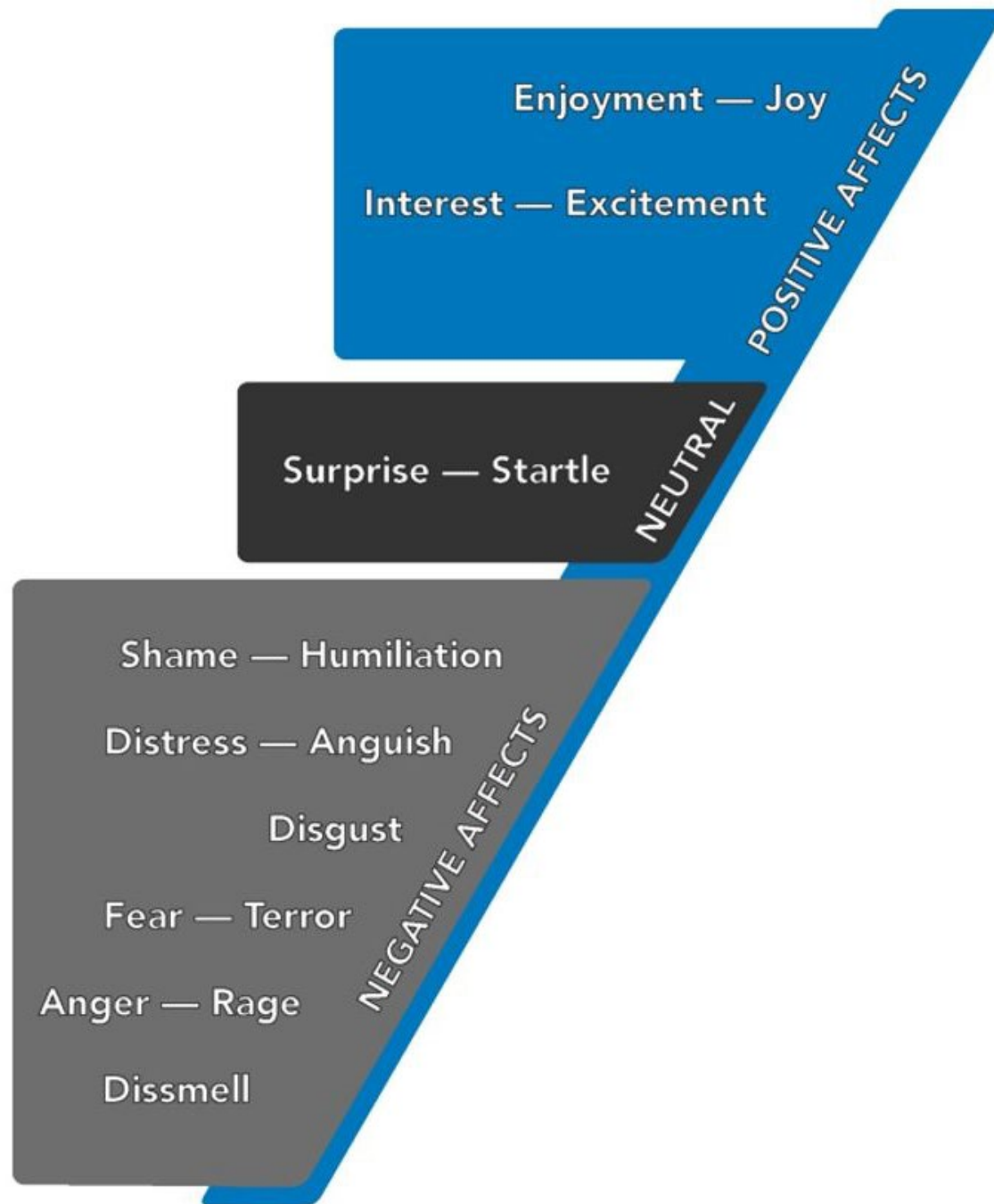
- ❖ Positive atmosphere
- ❖ High quality work output
- ❖ Positive, kind and supportive relationships
- ❖ Sense of hope and optimism
- ❖ Effective classroom management
- ❖ Students/young people feel sense of safety
- ❖ High job satisfaction



# Affects, Feelings, and Emotions

- ❖ **Affects:** Nine innate, biological programs triggered in response to specific stimulus conditions
- ❖ **Feelings:** The awareness an affect is present
- ❖ **Emotions:** Scripted responses learned over a lifetime of the triggering of affects by environmental forces that surround us

# Tompkins' Nine Affects



- ❖ According to Tompkins, humans are born with nine innate affects
- ❖ Affects are experienced within a range from mild to strong



What does  
“shame”  
mean?



# The Compass of Shame

- ❖ Shame is defined 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

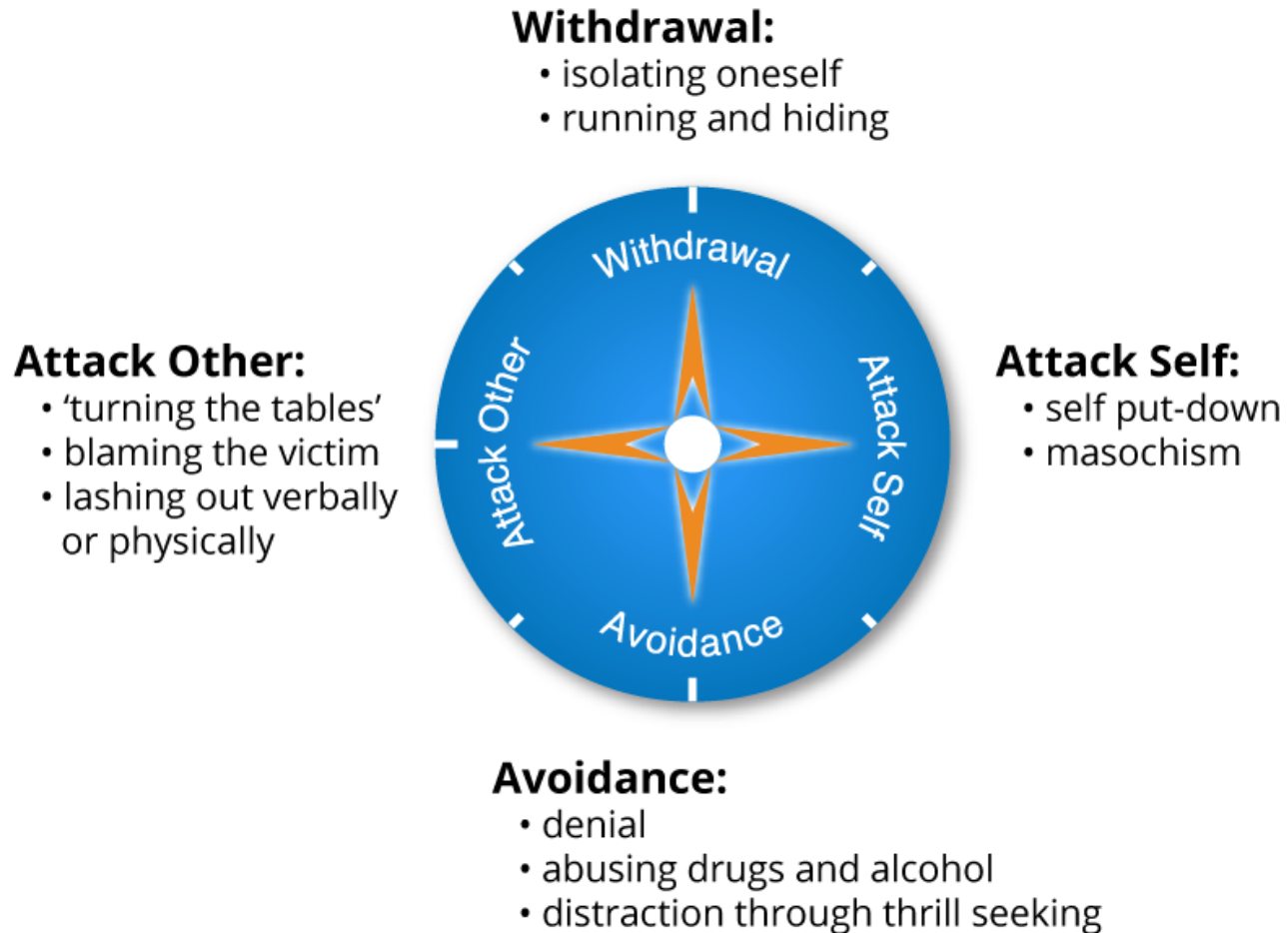
- ❖ Donald Nathanson, who worked with Silvan Tomkins, developed the Compass of Shame to illustrate the four negative ways human beings respond when they feel shame- or interruption of a positive affect



# Four Negative Responses to Shame

## 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-

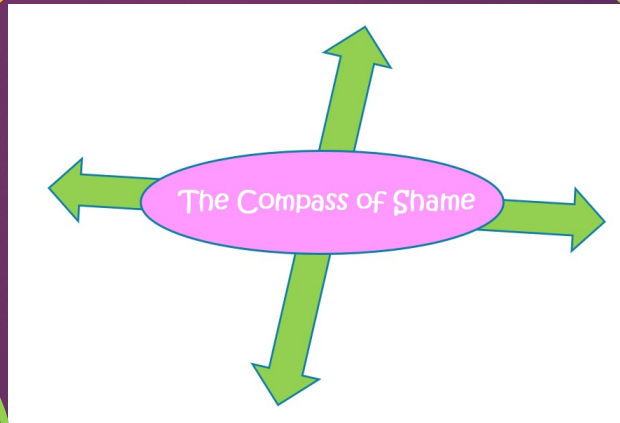
When someone chooses to be by themselves rather than be with other people. Or when they do not participate in class like usual.

## 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.





# 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.



# 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.

# The Central Goal

- ❖ Maximize positive affect
- ❖ Minimize negative affect
- ❖ Minimize inhibition of affect
- ❖ Do as much of the above three as possible



# Affective Statements

- ❖ Set boundaries
- ❖ Provide feedback
- ❖ Teach empathy
- ❖ Humanize

# Affective Statements

Starters:

---

**Complete the following statements:**

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**I feel glad when...**

---

**I feel mad when...**

---

**I feel sad when...**

---

**I feel scared when...**

---

**I feel...when...**

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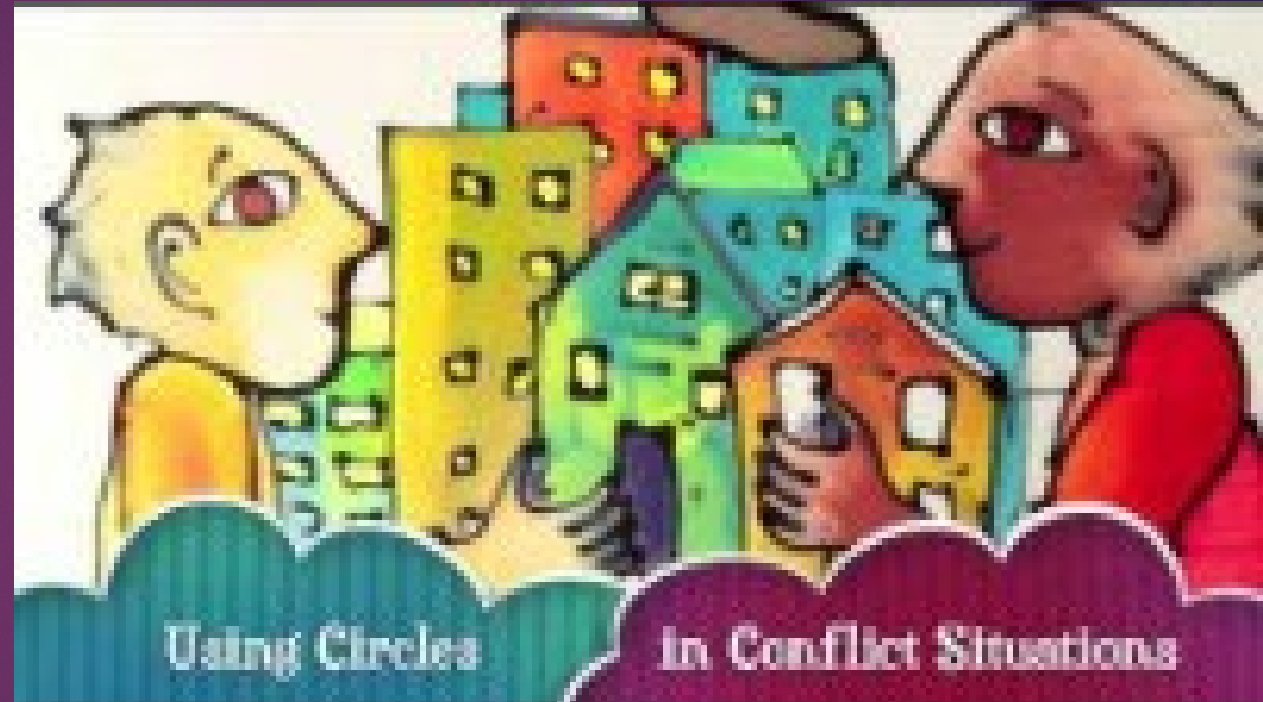




# Circles

# Why Circles

- ❖ Equality
- ❖ Equity
- ❖ Safety and trust
- ❖ Responsibility
- ❖ Reminds you to facilitate
- ❖ Builds connections
- ❖ Ownership





# TYPES OF CIRCLES

- ❖ Proactive ←
- ❖ Responsive ←
- ❖ Sequential
- ❖ Non-sequential
- ❖ Fishbowl

# PROACTIVE CIRCLES

- ❖ Should account for 80% of the circles that are done within a setting.
- ❖ Are intentional and can allow for participants to take risks as the community strengthens.
- ❖ Build trust and social capital.
- ❖ Proactive circles include but are not limited to: creating norms, community building, course content, and games.



# The Process

- ❖ The facilitator must meet with both/all parties prior to restorative to unpack the conflict, explain the structure of the restorative, and answer any further questions anyone may have
- ❖ The facilitator keeps the restorative focused but is not an active participant.
- ❖ Facilitator provides an opportunity to each participant to speak, beginning with asking open-ended and affective restorative questions
- ❖ The facilitator will be actively directing questions directly to each party in a very structured manner

# Restorative Questions: Responding to Harm

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?



# Restorative Questions: Responding to Harm

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

An additional question you could offer:

- ❖ When Faced with a similar situation in the future, what would you do differently?

# Circle Activity

- ❖ Select a facilitator
- ❖ Select folks by name (in the order you see on your screen) and ask address the following questions:
  - Share an experience where you were restorative with a student? What was the outcome?
  - How will you practice being restorative from this moment forward?
  - How will you encourage others to be restorative?
  - What is ONE thing you will take away from this PD and put into practice?





**THANK YOU**  
**ALL!**

# References

- Braithwaite, J. (1989) *Crime, shame and reintegration*. Cambridge University Press.
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# Shifting the Paradigm: Restorative Practices

PRESENTED BY STUDENT RELATIONS  
AND SOCIAL EMOTIONAL LEARNING



Making  
Connections  
with  
CharacterStrong's  
Relational  
Activities



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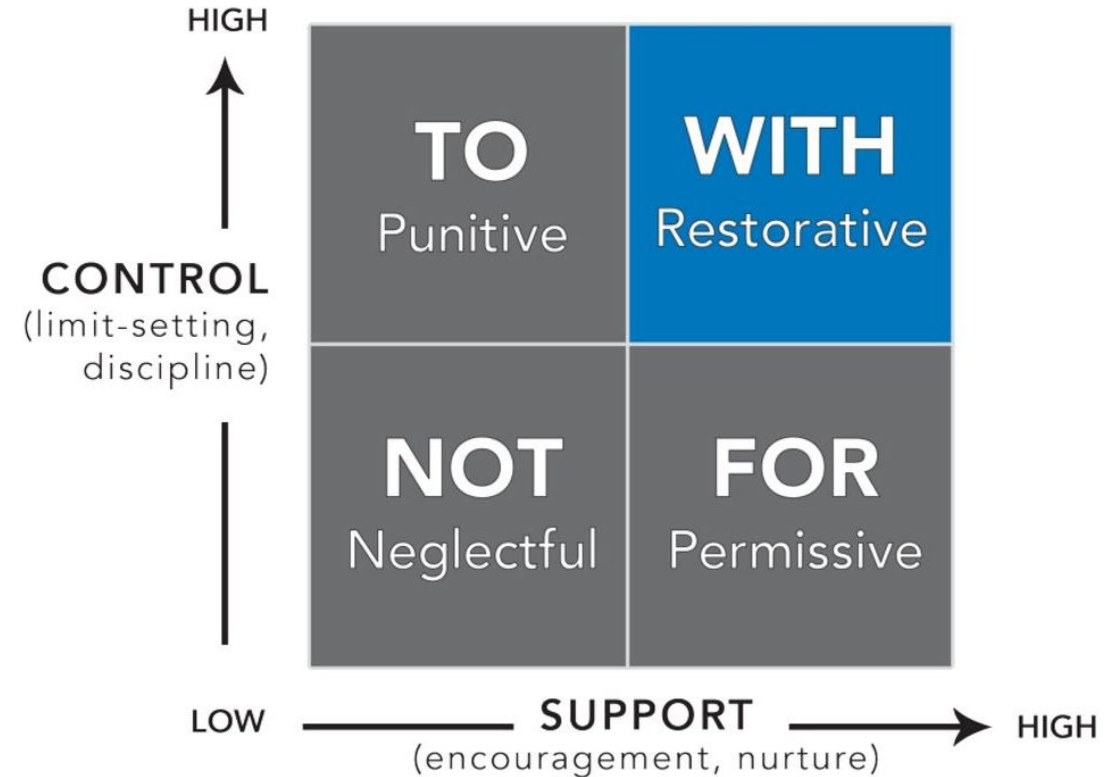
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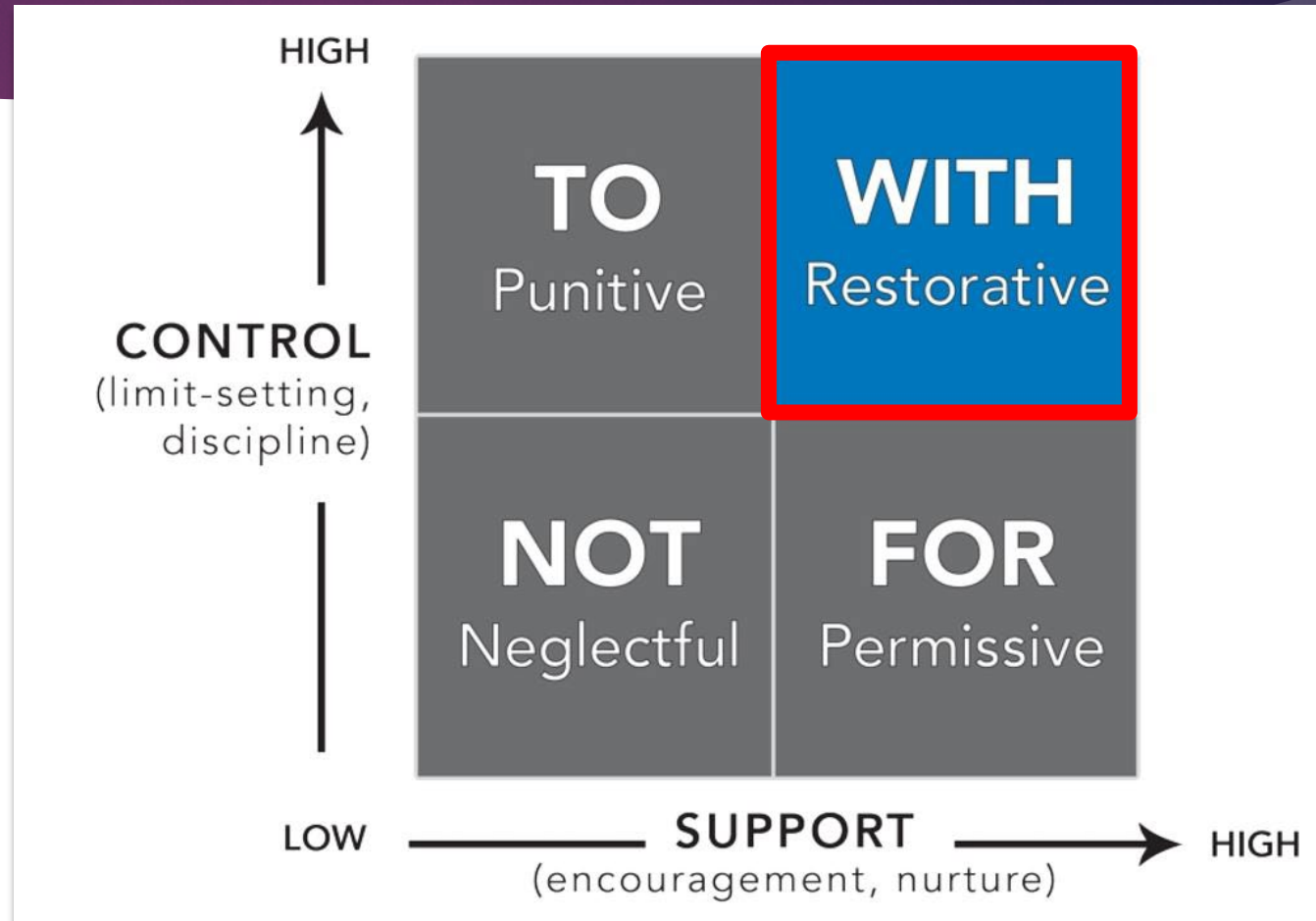
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## Likely Outcomes:

- ❖ Positive atmosphere
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- ❖ Effective classroom management
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# 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

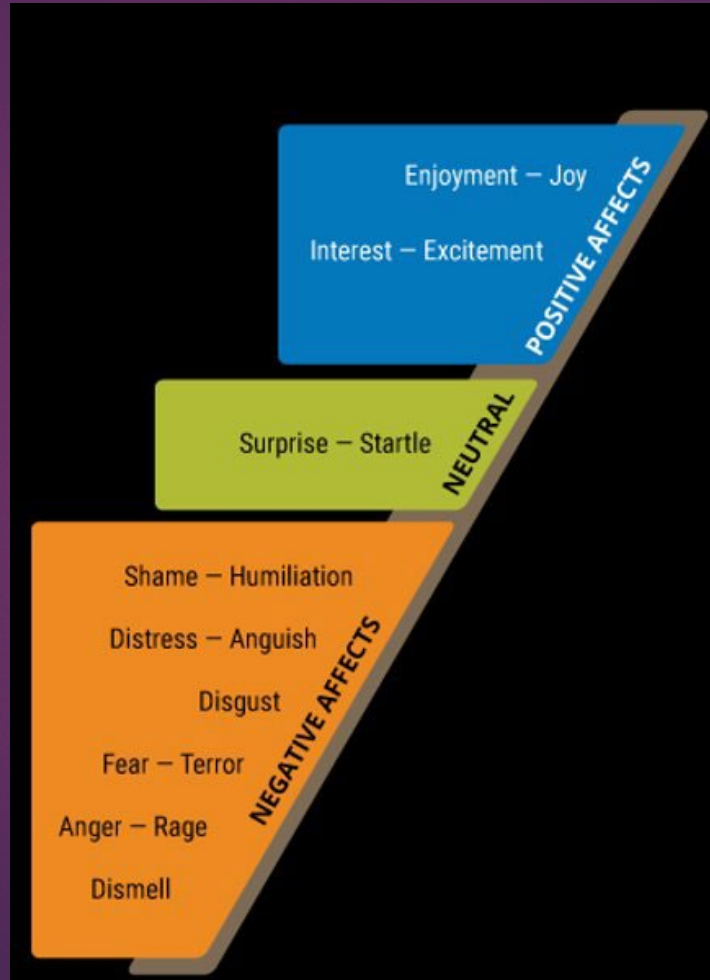
## The six NEGATIVE affects are:

- ❖ 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.**



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# The Compass of Shame

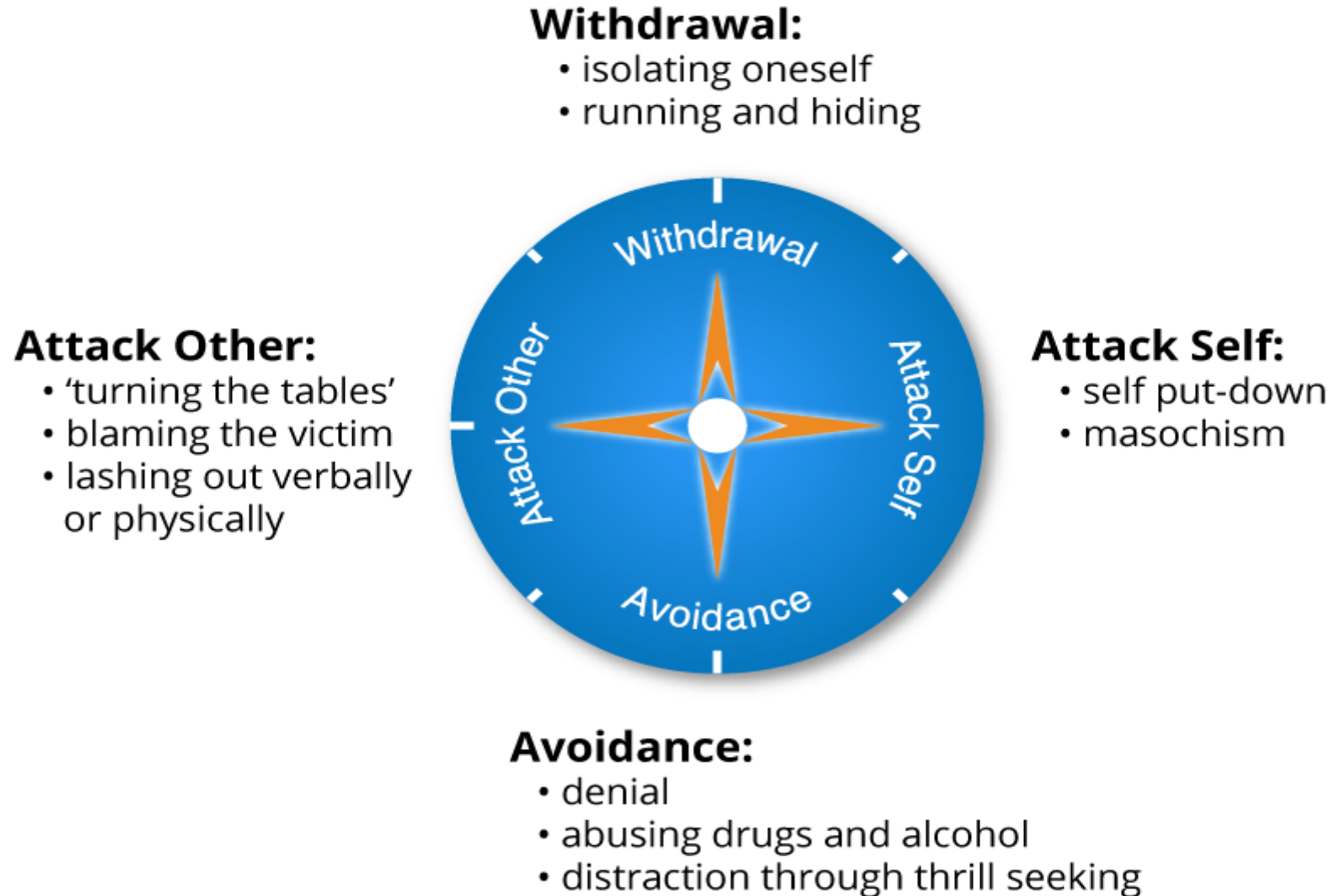
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# The Compass of Shame

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# 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.**



# 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?

# 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



# PROACTIVE CIRCLES

- ❖ Should account for 80% of the circles that are done within a setting.
- ❖ Are intentional and can allow for participants to take risks as the community strengthens.
- ❖ Build trust and social capital.
- ❖ Proactive circles include but are not limited to: creating norms, community building, course content, and games.
- ❖ Circle prompts are already embedded in CharacterStrong curriculum!



## CharacterStrong Community (Proactive) Circle Resources:



Embedded in the sessions



Be Well: Gratitude Week 1  
([characterstrong.com](https://characterstrong.com))

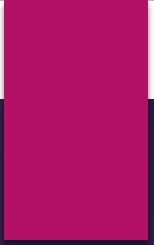


Setup Video

# RESPONSIVE CIRCLES

- ❖ Should account for 20% of the circles that are done within a setting.
- ❖ Are intentional and address conflict and manage tension in a community.
- ❖ Involve all who are impacted by conflict and tension.
- ❖ Allow a safe place for people to discuss issues as they arise.
- ❖ Responsive circles include but are not limited to: patterns of behavior, interpersonal issues, grief, and loss.





Think of a time when you  
believe a circle would have  
benefitted a situation with  
students?

# 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?

AN ADDITIONAL QUESTION YOU COULD OFFER TO OTHERS,

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



# 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?**

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