

A decorative graphic featuring a large, light blue dashed circle that frames the central text. Various solid-colored circles in shades of teal, blue, green, yellow, orange, and pink are scattered around the page. Some circles are solid, while others are dashed outlines. The overall design is modern and vibrant.

# Introduction to Restorative Practices

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## Objectives:

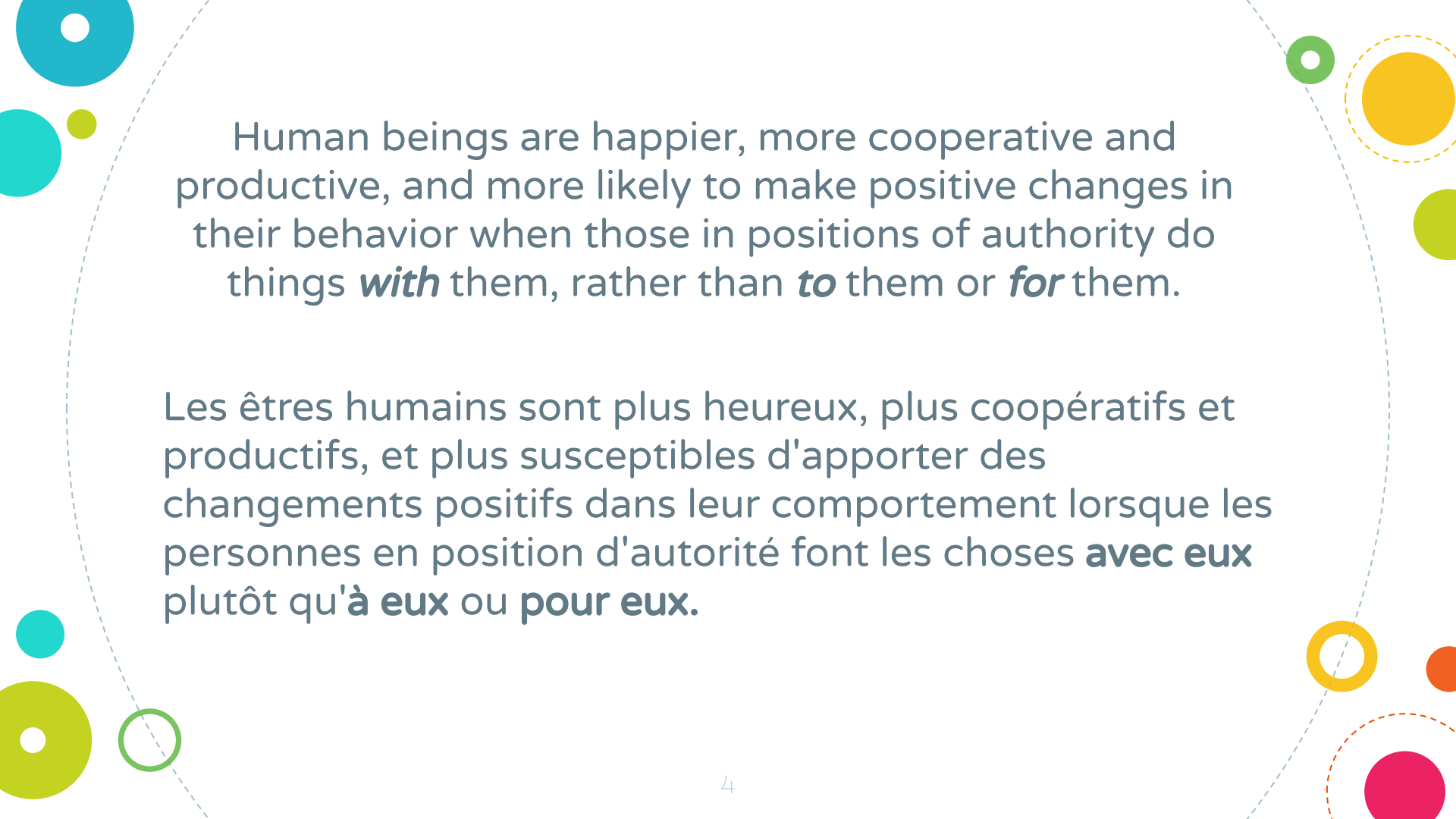
- ◎ Aim of Restorative Practices
- ◎ Connections to DEIJ Work
- ◎ Social Discipline Window
- ◎ Compass of Shame

# What are Restorative Practices?

It's a framework and way of *being*

which results in the creation of healthy communities, a sense of well being,

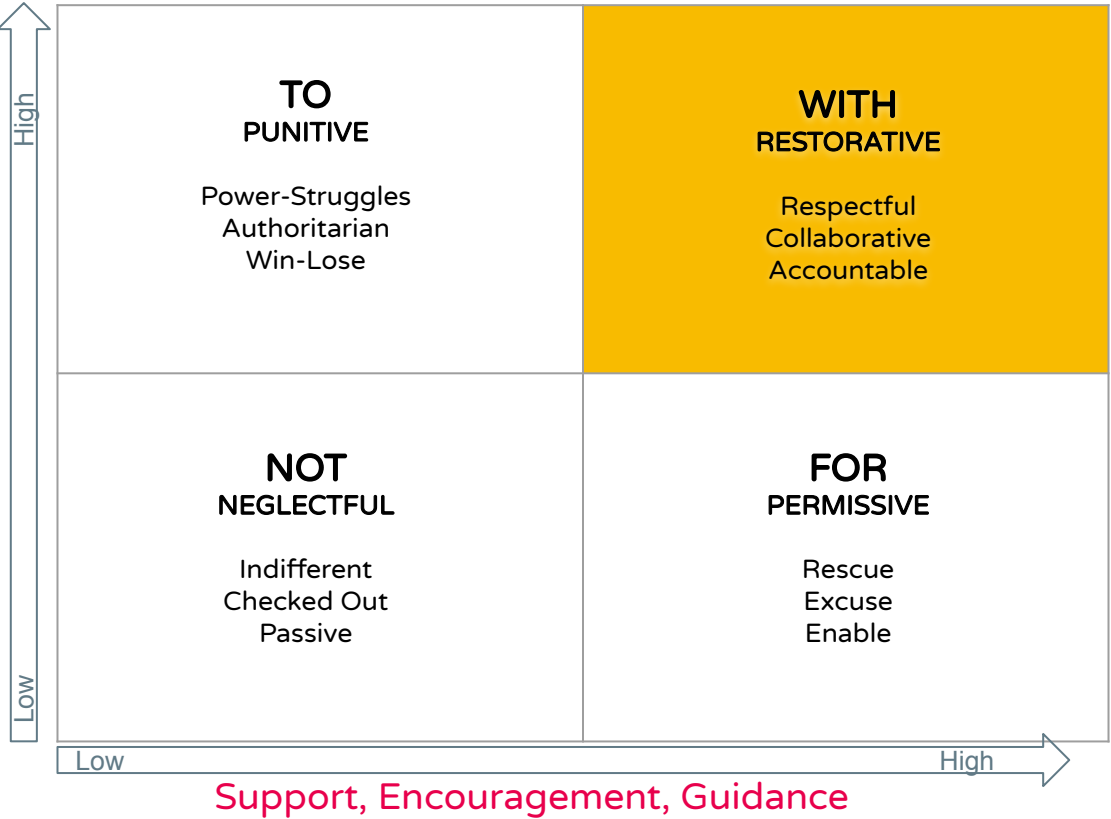
and a structure to restore connection when challenges and conflicts arise.

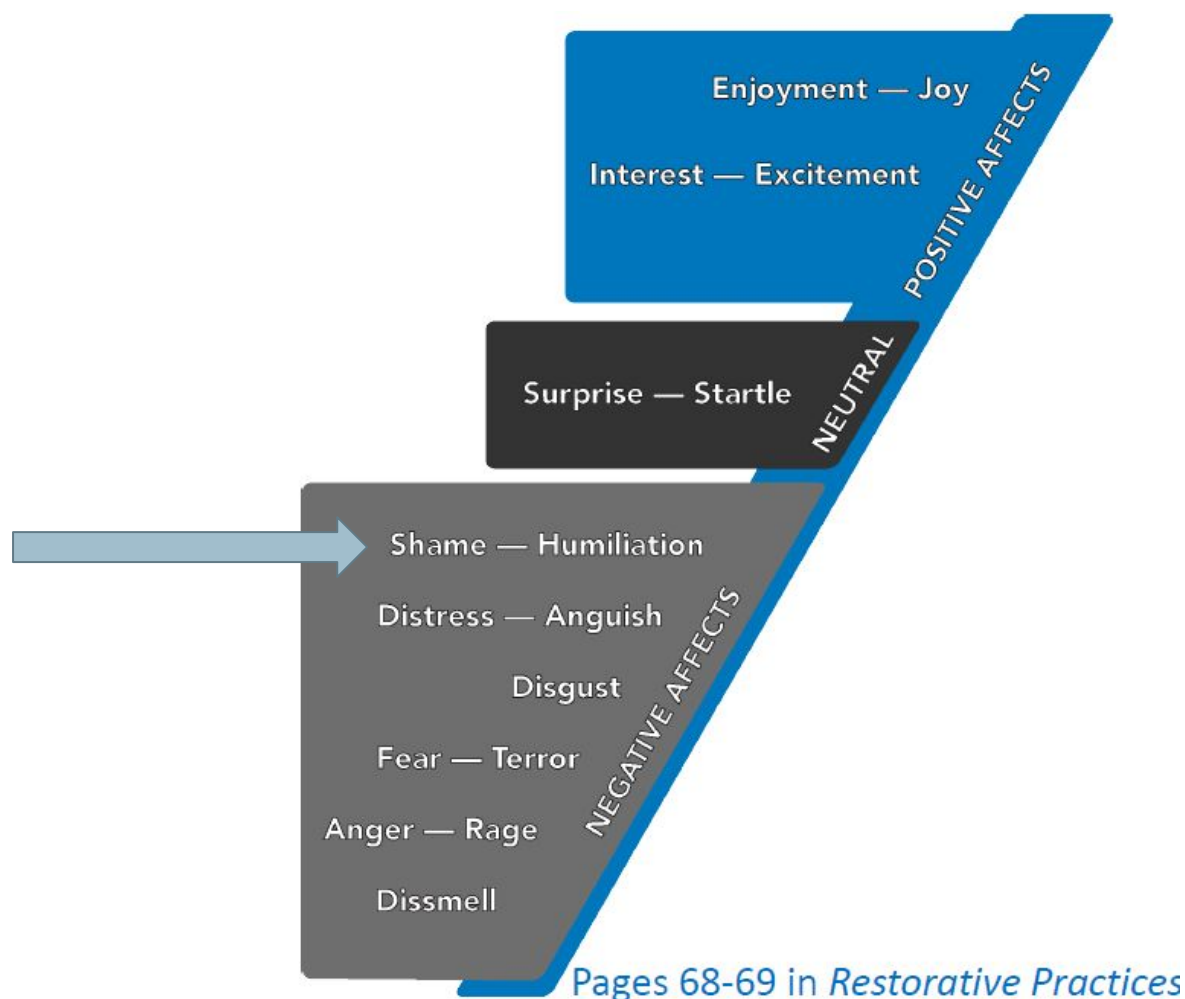
A decorative graphic featuring a large, light blue dashed circle that frames the text. The background is white. Scattered around the circle are various colored circles: teal, yellow, green, orange, and pink. Some are solid, some are hollow, and some have dashed borders. The text is centered within the dashed circle.

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.

Les êtres humains sont plus heureux, plus coopératifs et productifs, et plus susceptibles d'apporter des changements positifs dans leur comportement lorsque les personnes en position d'autorité font les choses **avec eux** plutôt qu'**à eux** ou **pour eux**.

Limit setting, accountability, boundaries





# Compass of Shame



# CONTINUUM OF RESTORATIVE PRACTICE

More  
of these

Less  
of these



**Affective  
Statements**

Proactive  
class circles  
around social  
and emotional  
learning.

**Restorative  
Conversation:**

Class,  
Corridor,  
Playground

**Restorative  
Intervention**

Small,  
Impromptu meeting

**Whole class  
circle and  
restorative  
process**

**Formal  
Conference**

**INFORMAL**

**FORMAL**

More people, planning, time  
More complete  
More Structure





# What are affective statements?

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They are often described as **personal expressions of feelings** in response to others' positive or negative behaviors.

The idea is to **connect people** (students) with **how their behavior is “affecting”** or impacting self or others.

Using affective statements helps us to **specify the behavior** that a student (or person) is exhibiting and **encourage or discourage that behavior** while **improving or maintaining the relationship** between the two people.

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# Examples

<b>Typical response</b>	<b>Affective statement with observations, feelings, needs and requests</b>
Good job!	When I saw you holding the door for the people behind you, I was really touched. Helping one another is important to me and I noticed you doing it. Thank you!
Stop teasing Mary	When I heard you speaking to Mary the way you did, I felt confused and worried as respecting each other is a community norm. Can we talk about what you were thinking?
You've missed another deadline	

- When a challenging behavior occurs, why would using the restorative questions be helpful?
- How could you use the restorative questions in your own relationships, both personally and professionally?
- How could these questions assist you to engage those hurt by the actions of another?

## RESTORATIVE QUESTIONS I

When things go wrong...

- 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? In what way?
- What do you think you need to do to make things right?

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## RESTORATIVE QUESTIONS II

When someone has been 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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# Examples

## PLANNING PRO-D

1. What are some of the most effective, in-house professional development practices you have experienced?
2. Which parts of our practices and priorities would benefit from more professional development?
3. What are 3 priorities for Pro D do you suggest for the remainder of the year?

## PLANNING HERITAGE MONTHS

1. What has been our intent in celebrating Heritage Months?
2. How can we create authentic connections and ensure that it is introduced across the PS?
3. What do we need to do to actualize our plan?