

Restorative Practices Application: Scenario

Scenario: Over the past couple months you have observed that John's use of profane language as well as putdowns towards other students has significantly increased. You notice an increase in inappropriate and hurtful language and a greater number of heated verbal altercations in general among the students in your class.

Restorative Practice	Example of application
Affective Language (statements)	<p><u>Positive statements to John:</u></p> <ol style="list-style-type: none"> 1. <i>Ten minutes into class you notice that John has yet to say anything hurtful to another student, you say, "John, I am appreciating the fact that you are speaking respectfully to the other students in class so far. Keep up the good work!"</i> 2. <i>"John, I was impressed to see that you did not verbally respond to Kyle when he yelled at you from across the room."</i> <p><u>Positive statement to the entire class:</u> <i>At the end of class one day you say, "I am feeling very proud of you all because I heard a lot of supportive, positive discussions in class today."</i></p> <p><u>Redirecting statements to John in private:</u></p> <ol style="list-style-type: none"> 1. <i>"John, I feel very disrespected when you raise your voice and speak over me while I'm teaching the lesson."</i> 2. <i>"When I hear you saying hurtful things to the other students in class I feel concerned that the classroom becomes an unsafe place."</i> <p><u>Redirecting statement to the entire class:</u> <i>In the past 10 minutes you have heard 4 different students putdown one another, you say: "Everyone, can I please have your attention up front for a moment. In the past ten minutes I have heard four different people put down one another. I am noticing this happening more and more in our class and I am feeling very uncomfortable with it because it creates a very negative environment in the class."</i></p>
Impromptu Restorative Dialogue	<p><u>With John alone:</u> <i>John was particularly rude and inappropriate in class one day. You decide that you would like to have a discussion with him after class about it.</i> <i>You say to John towards the end of class, "John, I've been noticing something different about your communication with others lately and I would really like to hear your thoughts in response to a few questions I have about it. I have some time right after our class today or immediately after 3rd period, which time would</i></p>

work better for you?"

When you meet with John you say: "I'd really like to better understand what your experience is like in our class, specifically in relation to how you communicate and the things you say to other students in the class. I've noticed that you are putting a lot of the students down and also getting into quite a few heated altercations. In order for me to better understand where you are coming from and what you are thinking, there are a few questions I'd like to ask you."

Q1: "When you put other students down in our class and get into heated verbal altercations what is going on for you in that moment? What are you thinking about while it's happening?"

Q2: "After you say something that is hurtful to someone else, what do you think and feel about it afterwards?"

Q3: "Who do you think is affected by you calling out putdowns in the class? How are the other students affected by it? How are you affected by it? How do you think I am affected by it?"

Q4: "What feels like the hardest thing about stopping to put others in our class down?"

Q5: "What do you think needs to happen to make things as right as possible moving forward in our class?"

"Is there something you can commit to doing to cut out the putdowns in the class?"

With John and another student in class: *John got into a verbal altercation with another student during class while you were teaching the lesson. You weren't able to address the situation in that moment, so you separated the students and gave each of them the Restorative Questions reflection form to complete and told them to expect to come together to discuss the situation as soon as you had a moment to meet with them.*

Restorative meeting with both John and other student (only if both students are NOT escalated):**

You say, "I can tell you both were really upset during class today and I heard some language thrown around that sounded very hurtful to each one of you as well as to the other students and myself. It's important that we work through what happened to ensure the situation is dealt with and therefore doesn't happen again. I am going to ask each of you to share your responses with one another to the question reflection form I asked you to complete.

Q1:(ask who wants to begin, and then proceed to ask Q1 to each student)

"What happened between the two of you and what were you thinking as it was happening?"

Q2: "Now that a little time has passed, what are you thinking about what happened?"

Q3: "Who are all the people that were affected by the heated altercation you had and how were they affected?"

(make sure they address how the other students in the class were affected, as well as yourself as the teacher. Feel free to share with them how you, personally were affected)

Q4: "What about this situation has been hardest for you?"

Q5: "What needs to happen to make things as right as possible for both of you as well as the entire class?"

With John and another student in the hallway: *During passing period you notice John and another student raising their voices and yelling at one another. Other students are starting to gather around them to watch what is happening. It does not seem like a friendly interaction and you are concerned that it will continue to escalate. You approach the group of students and tell all the other students to keep moving on to class.*

With John and other student you say: "Excuse me John and (other student). I can't help but notice that you are both looking very agitated right now."

Q1: "What just happened that lead towards you raising your voices at one another?"

Q2: "How are you both feeling affected by it? How do you think the other students heading to class are affected by hearing that type of negative language yelled in the hallways?"

Q3: "What is feeling the hardest for each of you right now?"

Q4: "What needs to happen to make things as right as possible moving forward?"

Community Building
Circle

With entire class:

Purpose: To build stronger relationships among the students, and between you and the students.

Introduction: "Class, in thinking about all the time we spend together and all the time you work together on classwork and projects it's really important that we also spend some of our time building strong relationships. I would like to get to know each of you better and I would like for you all to have an opportunity to get to one another and to get to know me a bit better too. To do this, we are going come together in a circle and I will present a fun question what we can each have a turn to respond to."

Guidelines: Review the Circle Guidelines and make sure all students agree to following the guidelines before continuing on. Introduce the talking piece that you have selected to use.

Circle Rounds: (*recommendation:* start with low risk questions until more trust is established)

"If you had an unexpected day off from school, what are two things you would do with your day?"

or "What is one of your favorite things to do on the weekend?"

or "What is your favorite food?"

Recommendation: Have students write out questions they are interested in knowing about one another. You may want to consider having a conversation about level of risk first. Collect them, check for appropriateness and level of risk, and place the questions in a jar. For the next circle, ask a student to select one of the questions and that will be the next circle prompt.

Closing:

"Thumbs up, thumbs down, how did we do following the circle guidelines?"

If all agreed the guidelines were followed and you agree with them, congratulate them for following the guidelines.

If not everyone agreed the guidelines were being followed, ask which were not followed, what was challenging about following them, and end with another circle round asking each student to make one commitment that they will remember to follow during the next circle to help ensure all the guidelines are followed.