Restorative Practices: Overview

Santa Clara County Office of Education

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This Presentation Will... 

• Provide thorough overview and working definitions of restorative practices.
• Describe the continuum of restorative practices.
• Discuss restorative practices within positive behavior support.
• Assess capacity and readiness.
Context

• What are schools/community-based organizations about today?
• What has changed in your field over the last 30 years?
• Why are schools/community-based organizations today the most important public institutions?
• What are the challenges of working with your constituents (students, families, clients)?
• What do the most challenging students/youth have in common?
• What’s going to make a difference in their lives?
Practice Rationale

If you struggle a little around explaining your practice rationale, it is probably because:

• You intuitively know what works
• It is based on custom and practice, including a range of assumptions
• You have probably never had to explain it in this way

If yes, your practices are likely to be located within an “implicit framework”.

International Institute for Restorative Practices
Explicit Framework Rationale

Why the need for an explicit framework?

• To be certain about practice
• Proliferation of programs
• Focus on the right practice conversations
• Need to focus on what works
• Clarity about role, responsibilities, values, assumptions and outcomes
Fundamental Hypothesis

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 Practices

• To develop community and to manage conflict and tensions by repairing harm and restoring relationships.
• Grounded in the philosophy that everyone has a voice and takes part in the process of restoring and repairing.
Restorative Practices

- Address and discuss the needs of the school community
- Build healthy relationships between educators and students
- Resolve conflict, hold individuals and groups accountable
- Reduce, prevent, and improve harmful behavior
- Repair harm and restore positive relationships
Social Discipline Window

CONTROL (limit-setting, discipline)

HIGH

TO Punitive

WITH Restorative

LOW

SUPPORT (encouragement, nurture)

FOR Permissive

Adapted by Paul McCold and Ted Wachtel from Glaser, 1969
The Three Principles of Fair Process

- Engagement
- Explanation
- Expectation Clarity

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<thead>
<tr>
<th>informal</th>
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<tr>
<td>affective statements</td>
<td>formal conference</td>
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<td>affective questions</td>
<td>circle</td>
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<td>small impromptu conversation</td>
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Types of Circles

• Sequential go-around
• Non-sequential circle
• Fishbowl
Introducing the Concept

• Explain reasoning

• Be upbeat, positive

• Regard resistance as fear
Restorative Practices within a Multi-Tiered System of Support

Restorative School Climate
Focuses on building strong sense of community and positive relationships among all stakeholders. All community members feel safe and welcomed, and adults support students in developing social emotional skills.

Tier 1
All Students

Tier 2
Some Students

Tier 3
Few Students

Restorative Discipline
After harm or conflict, restorative responses address the root cause of problem, promote healing, and ensure students are held accountable and take ownership over the process of repairing harm.

Re-entry and Restorative Healing
In the most serious incidents, restorative practices ensure students who have been removed from school/classroom are welcomed back to community.
# Practices at each Tier

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<th>Tier 1</th>
<th>Tier 2</th>
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<tr>
<td>• Restorative Mindset</td>
<td>• Restorative Conversations</td>
<td>• Re-entry Procedures</td>
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<td>• Restorative Language</td>
<td>• Peer Conference/Peer Mediation</td>
<td>• Restorative Conferencing</td>
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<tr>
<td>• Talking Circles/Class Meetings</td>
<td>• Peace Circles</td>
<td>• Family/Community Conferencing</td>
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<td>• Restorative Conversations</td>
<td>• Skill Building Alternatives to Suspension</td>
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Integrating Restorative Practices into A Multi-tiered Framework

Prevention & Intervention

Repair Harm & Restore Relationships
- Formal restorative conference

Repair Harm & Restore Relationships
- Impromptu conferences
- Circles for problem-solving & conflict resolution

Build Community & Relationships
- Community-Building Circles (students & staff)
- Affective Questions
- Affective Statements
Activity: From Discussion to Action

By yourself or with your team complete the restorative practices implementation rubric

www.tinyurl.com/RPRubric
Questions?

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Thank you!