

Urban Community  
Studio: Building  
Trust Between  
Communities,  
Schools, and Schools  
of Education

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Restorative Practices at Lehman  
College



# Incorporating Restorative Practices into Higher Education

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- ESC 302 – Social Equity & Justice / Service-Learning (Fall 2013)
- ESC 308 & ESC 709 –Implementing Restorative Practices (January 2016)
- LEH 351 – Restorative Practices/Restorative Justice (September 2016)
- Community Circle – Friday evenings (Oct 2015)
- 3<sup>rd</sup> Annual Transformative Practices & Restorative Justice Conference (May 2017)
- RP/RJ college-wide planning team (2017)



# LEH 351 - Undergraduate College Course Open to All Juniors and Seniors

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- Exploring restorative justice versus punishment and retribution
- Building an intentional class community
- Incorporating social, emotional, creative and intellectual learning
- Addressing sensitive concerns and issues
- Valuing the gifts, insights, experiences, questions, support and courage that participants bring



# LEH 351 Course Demographics

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- Five men and sixteen women

- **Racial Ethnic Background**

African American

Jamaican

Dominican

Puerto Rican

Mexican

Peruvian

European American

Native American (Cherokee and Blackfoot)

# What are Students' Experiences on Justice and Injustice

	Issues	Yes	No
1	My neighborhood is a safe and non-violent place to live	50%	50%
2	I live in a neighborhood where neighbors look out after each other	37%	63%
3	I have confidence that I can trust the police to treat me fairly	43%	57%
4	The police in my neighborhood are honest	23%	77%
5	The police use "Stop and Frisk" in my neighborhood	43%	57%
6	People who commit nonviolent crimes (eg, possessing small amounts of a drug) should always have to spent time in prison	14%	86%
7	People who commit violent crimes should always have to spent time in prison	79%	21%
8	Poorer people receive harsher punishment than people who can afford a private lawyer	100%	0%
9	People are treated fairly when charged and have to go to court	11%	89%



# Building an Intentional Class Community

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## Circles

- Mindful Exercises
- Affirmations
- Reflections
- Support

## Assignments


- Explorations (Circles and Collaborative Teams)
- New Learning

Response from Class Participants:

“Not what I expected!”

# Sensitive Issues Explored

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- Racism
  - Intimate Partner Violence
  - Economic Injustice
  - Sexual Assault
  - Mass Incarceration
  - School to Prison Pipeline
  - LGBTQ- Youth and Adults
  - Disability Prejudice



# What are Students Experiences?

Most of the time - always

I feel I am a participant in a supportive learning community	95%
I collaborate with others and they with me	100%
I do not have to fear or worry about being judged	84%
I provide social and emotional support for classmates	90%
I receive social and emotional support from classmates	100%
I feel safe enough to share my experiences with each other and discover similarities and difference	90%
I experience other participants as more complete human being, more than just being a student	100%
I challenge myself to reflect and learn more deeply	100%
I challenge others to reflect and learn more deeply	78%



Tashika McBride

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Language as Liberation and  
Trauma Sensitive Learning  
Environments



# Trauma Sensitive Learning Environment

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- Understanding trauma or adverse childhood experiences and the impact they have on learning and human development
- Reframing academic challenges and student misbehaviors so that staff can provide safe spaces and support instead of punishment for challenging behaviors
- Supporting the development of an emotionally and physically safe environment for the individual
- Building positive relationships can foster healing and recovery from trauma



# Radical Healing: Collective Well Being in Response to Conditions of Justice

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- **Radical Healing:** a process that builds the capacity of people to act upon their environment in ways that contribute to their well-being for the common good.
- **Suffering** (Permanent condition of injustice): sense of powerlessness, loss of hope, internalized oppression
- **Surviving** (Persistent conditions of injustice): adaptation to circumstances, navigating conditions, acceptance of status quo
- **Challenging** (Promising conditions of justice): critical consciousness, collective action, rejection of status quo, sense of collective power and hope
- **Thriving** (Optimal conditions of justice): control of life, collective power, pursuit of dreams, collective responsibility, sense of collective peace

# Shawn Ginwright's Conditions of Justice





# CARMA: Elements of Radical Healing

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- **Culture:** serves to connect young people to a racial and ethnic identity that is historically grounded and relevant
- **Agency:** individual and collective ability to act in order to create desired outcomes and transform external conditions
- **Relationships:** capacity to create, sustain, and grow healthy connections with others
- **Meaning:** discovering our purpose, and building awareness of our role in advancing justice
- **Achievement:** illuminates life's possibilities and acknowledges movement toward goals

<b>CARMA – Five elements of radical healing</b>	<b>Radical healing practices</b>	<b>Radical healing outcomes</b>
<p><b>Culture</b> Culture serves as an anchor to a racial and ethnic identity that is historically grounded and contemporarily relevant.</p>	<p>*Affirm and celebrate cultural and indigenous practices. *Integrate cultural practices into school and organizational rituals.</p>	<p><b>SOCIAL</b> *Cultural awareness *Sense of belonging *Collective identity *Ethnic pride</p>
<p><b>Agency</b> Agency is the individual and collective ability to act in order to create desired outcomes and transform external conditions.</p>	<p>*Create space for youth voice *Encourage political reflection of root causes of social issues. *Identify ways for youth to address community issues.</p>	<p><b>COMMUNITY</b> *Community well-being *Collective consciousness *Community power, civic action *Relationships, trust, social capital</p>
<p><b>Relationships</b> Relationships are the capacity to create, sustain, and grow healthy connections with others.</p>	<p>*Create opportunities to learn about others beyond their titles. *Use activities that encourage young people and adults to share their story. *Create healing circles where members share their interests, fears, and hopes.</p>	
<p><b>Meaning</b> Meaning is discovering our purpose, and building an awareness of our role in advancing justice.</p>	<p>*Have conversations about what gives life meaning. *Create discussions that foster self-discovery.</p>	<p><b>INDIVIDUAL</b> • Healing • Hope and optimism *Sense of purpose *Sense of accomplishment</p>
<p><b>Achievement</b> Achievement illuminates life's possibilities and acknowledges movement toward explicit goals.</p>	<p>*Recognize and celebrate small and large victories *Build knowledge and skills about individual assets and aspirations.</p>	



# Transformative: Using Language as Liberation

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## Meaning

- NO longer silencing!
- Speaking up and out against injustices
- Replacing fear with ACTION
- Types of language: non-verbal, silence, verbal, and written

## Empowerment

- Reclaiming pride, dignity, self-worth, and IDENTITY
- Reclaiming our bodies.





# Audre Lorde on Language as Liberation

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## Reflections

1. What are the words you do not yet have?
2. What do you need to say?
3. What are the tyrannies you swallow day by day and attempt to make your own, until you will sicken and die of them, still in silence?


**“ I speak these words in an attempt to break the silence and bridge some of those differences between us, for it is not difference which immobilizes us, but silence.” –Audre Lorde**



Ocali Catano

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The Management of Time Devotion  
In Community Building Circles




*Rationalization* is a dominant trend in modern society; a way of approaching all areas of life that relies on calculation, efficiency, problem solving, and goal-directed behavior; decreasing reliance on tradition, values, and feelings for guiding action.



# Being Calculative, Efficient, and Strategic

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## Time

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- Water
  - Sand
  - Celestial  
Bodies

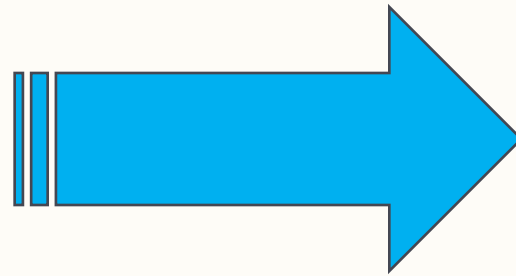
- Pendulums
- Wristwatches
- Atomic  
Clocks

# Being Rational VS Being Restorative

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Being:

- 1) Calculative
- 2) Efficient
- 3) Strategic



Sets the stage for a decreased reliance on:

- 1) Tradition
- 2) Values
- 3) Feelings

# LEH 351 – Rituals

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## Assignments

- Explorations (Circles and Collaborative Teams)
- New Learning

## Circles

- Mindful Exercises
- Affirmations
- Check in
- Reflections
- Support

# LEH 351 – Values

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## Assignments

- Give light to Social Justice issues based in Restorative Justice

## Circles

- Talking piece
- Speaking form the “I”
- Being real
- Respecting others *truth*

# LEH 351 – Acknowledgment of Feelings

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## Assignments

- Exploring topics students feel are relevant to their life experience

## Circles

- Mindful Exercises
- Affirmations
- Check in
- Reflections
- Support



# Time Usage In LEH 351



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The Class is 2.5 hours and is divided between the Circle and Assignment needs:

- Mindful Exercises = 4-5 mins
- Affirmations = 3-5 mins
- Check in = 30-35 mins
- Explorations (Circles and Collaborative Teams) = 30
- Shorty community game: 20mins
- New Learning = 1 hour
- Reflections = The Rest of the time

# Time Management

- Calculative
- Efficient
- Strategic

Time  
Devotion



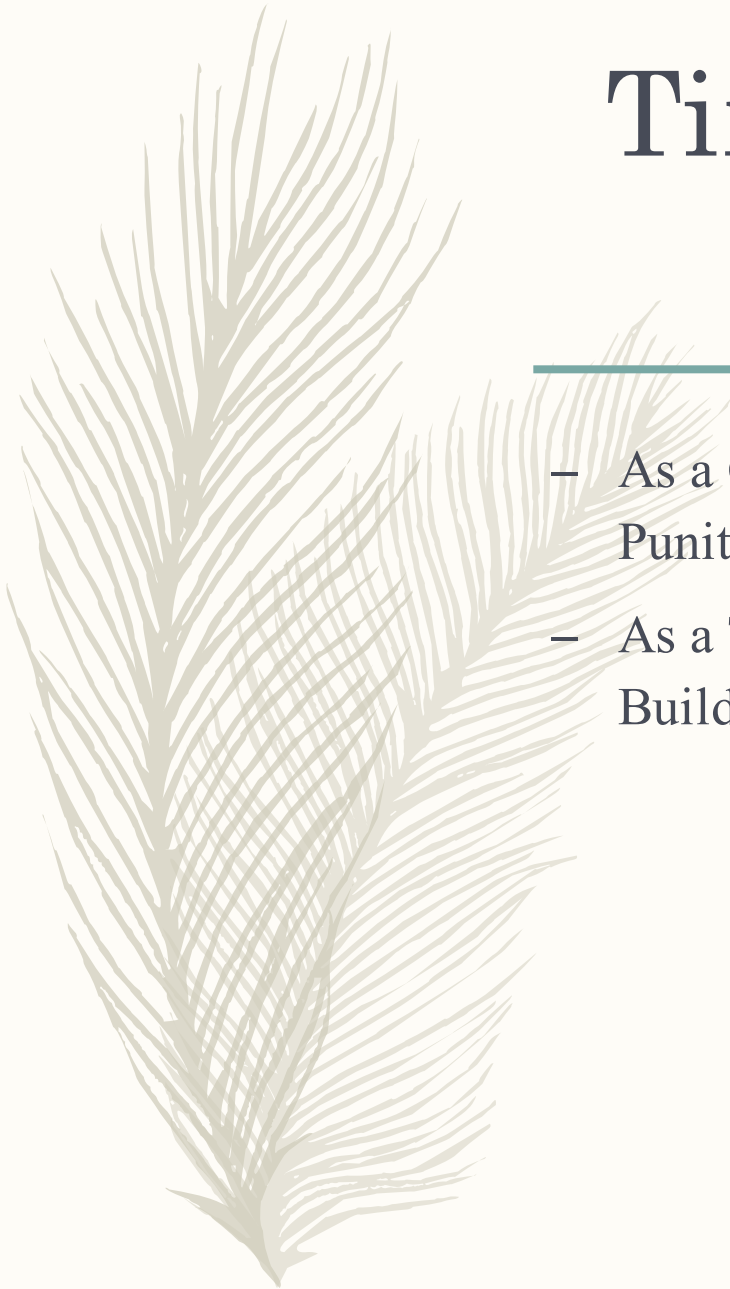
- Tradition
- Values
- Feelings



# Time and Learned Experiences

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- As a Circle Participant with Time ( In Relation to Restorative Justice and Punitive Action)
- As a Teaching Assistant with Time (In Relation to Intentional Community Building)





# References

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