



RESTORATIVE PRACTICES: LYME –OLD LYME SCHOOLS

Paradigm shift in
response to bullying,
harassing, mean spirited
behaviors

OBJECTIVE:

Participants will activate knowledge about restorative justice theory through restorative practices and formulate applications related to diversionary programming in school or home communities

Peer Observations

Common Planning

Alternative Energy

Crew State Champs

Newsweek Top 20

Advisory

AP HONOR
ROLL

The 12 Days Lip Sync

Study with a Buddy

Math Team

AP Scores

Indoor Track State Champs

Learning Guides

Bagel Fridays R.O.A.R.S

Spirit Week

Pickle Ball

Homework Club

Science Olympiad

AP Art Portfolio

LOLPS

Special Ed Success

Safe Sports School Award

Independent Reading

17 Intermurals Microsoft Certification

1:1 Canvas/
Computer
Model

CTE Top 5

21st Century

Senior Projects

P.E.E.P.S

WLYM

AP Calculus Perfect Score

Cross Country State Champs

Raku

Wind Tunnel

Technology

Core Values Global Travel

School-Wide Writing Rubric

DISCIPLINE INTERVENTIONS: REACTIVE VS. PROACTIVE

- ❖ Loss of Privilege
- ❖ Detention: Lunch, Teacher, Office, Saturday
- ❖ Suspension: Bus, In-School, Out of School

- ❖ Positive Behavioral Supports (community and individual)
- ❖ Character Education
- ❖ Clear Expectations
- ❖ Common language / Core values

PARADIGM SHIFT: EDUCATIONAL INTERVENTION

Focus from rule broken ...

To

Harm done to relationship ...

To

How to repair ...

WHAT IS RESTORATIVE PRACTICE?

Restorative practice is a social science that studies how to build social capital and achieve social discipline through participatory learning and decision-making.

“The fundamental premise of restorative practice is that people are happier, more cooperative and productive, and more likely to make positive changes when those in positions of authority do things with them, rather than to them or for them”.

WHAT IS RESTORATIVE PRACTICE?

The use of restorative practices helps to:

- reduce crime, violence and bullying
- improve human behavior
- strengthen civil society
- provide effective leadership
- restore relationships
- repair harm

RESTORATIVE PRACTICES: EDUCATIONAL INTERVENTION

- Reduces suspension rates
- Reduces recidivisms of same/similar behavior
- Reduces focus on labels
- Reduces shaming and blaming
- Reduces hostility / parental challenge
- Eliminates guess work when applying discipline
- Eliminates 'one size fits all' discipline models
- Shifts focus of discipline practice to educational practice
- Reduces time spent on "chasing ghosts"

RESTORATIVE PRACTICES: EDUCATIONAL INTERVENTION

- Creates safe learning environments
- Increases student ownership of interpersonal interactions
- Increases level of student accountability for actions/behaviors
- Allows students to make mistakes and recover
- Personalizes interventions
- Allows for greater engagement in academic, social and emotional growth
- Teaches skills of conflict resolution and problem solving
- Develops skills of empathy and compassion
- Increases leadership opportunities
- Rebuilds community and develop positive relationships
- Maintains zero tolerance policy
- Creates partnerships with parents
- Increases communication between school, parents, students

TYPICAL RESPONSE

1. Incident reported
2. Interview target
3. Interview with possible witnesses
4. Interview with perpetrator
5. Decision time...Bullying? Harassment? Sexual harassment? Hate speech? Mean behavior? Who started it? Who finished it? Who is more responsible? Was this joking gone wrong or naïve behavior? Should everyone get the same punishment? What did I do last time? Which set of parents do I call first? How will I defend my decision? Will the parent support the school or lash out? How will I handle an angry parent? Angry student?

(Note: My first thought was not *what do I want the student(s) to learn?*...it was on a label and a punishment...it was more about me)

PARADIGM SHIFT

...You did this...I'm giving you this label...and this label gets you this punishment...and hopefully this will never happen again...

TO

...This is the concern...what behaviors/actions do you own...how are we going to work together so you can make things right...? What do you need from us to help you?

THE CATALYST FOR CHANGE...MAY 2014 REALIZATION: WHAT I'M DOING IS NOT WORKING

- 26 formal bullying investigations – more than double the amount from the year before (not all resulting in a bullying label)
- Increase in theft

Emergency Advisory with 9/10 grade

- Three students involved in a verified bullying incident

ANGER, FRUSTRATION, AND A LITTLE BLUE BOOK

Parent report of a bullying incident

Verified Act – three boys against one

All perpetrators owned different behaviors at different times

All perpetrators said it was a joke...he's our friend...

...and I had no plan

WHY WAS IT NOT WORKING?

- Adversarial relationship with students
- Adversarial relationship with parents
- Labeling students and did not address behavior, or address needs of the student
- Controlled student and parent - and in an effort to control you either get compliance or defiance – not engagement
- When student returned to community, punishment either was a ‘badge of courage’ or a shameful re-integration
- Did not address underlying issues (presenting problem is generally not the problem); therefore no new skills were generalized

OVERNIGHT RESPONSE...

THAT LITTLE BLUE BOOK

- Restorative Justice Theory

 - Utilized theory to develop educational intervention

 - Used Juvenile Review Board experience to support design

- The Restorative Practice Board (AP and up to four staff)

 - Required parent meeting to address behavior

 - Parent information on RP

 - Student/Parent contract

 - RP 'homework'

 - Follow up meeting (parent invited)

- Reached out to like-minded staff to participate

RESPONSE TO BULLYING, HARASSMENT, MEAN-SPIRITED BEHAVIOR

BEFORE:

- Zero tolerance *rule* violated
- Student(s) level of *guilt*/participation is established and *label* selected
- One-sided action: *authority* vs. *student*
- Compliance through *punitive* measures
- Measures usually *isolate* student
- Future motivation: *fear* of punishment

AFTER:

- Establish *concern* and *harm* done
- Address the *needs* of the student
- Validate this *opportunity* for learning and establish process as *positive*
- *Involve* student (and parent) in process
- Students is *embraced* by community
- Future motivation: New *skills*, positive *relationships*, charge to *support community*

THIS IS TOO TOUCHY- FEELY...AND WHAT ABOUT OBLIGATIONS UNDER ZERO- TOLERANCE?

- Am I copping out as a disciplinarian?
- Are kids 'getting away with it?'
- Is this really effecting change?

IS IT WORKING? DATA AND PROGRAM REVIEW

May 2014-May 2105:

33 Total Cases (1 opt out)

27 Formal Board Cases

Male: 30

Female: 3

504/IDEA: 4

Repeat perpetrators: 3 (including opt out student)

- Supporting data that students who went through the RPB used new skills and confidence to intervene on behalf of others

MIDDLE SCHOOL DATA 2015-2016

32 Total cases: Most for bullying, harassment, or mean spirited behavior
6 repeat behaviors

Male: 29

Female: 3

IDEA/504: 6

RESTORATIVE PRACTICES: EDUCATIONAL INTERVENTION

- **Create safe learning environments**
- Increase student **ownership** of interpersonal interactions
- Increase level of student **accountability** for actions/behaviors
- Allow students to make mistakes and **recover**
- **Personalizes** interventions
- Allow for greater **engagement** in academic, social and emotional **growth**
- **Teach skills** of conflict resolution and problem solving
- **Develop skills** of empathy and compassion
- Increase **leadership** opportunities
- **Rebuild** community and develop positive **relationships**
- Creates **partnerships** with parents
- Increases **communication** between school, parents, students
- **Maintains zero tolerance policy**

FROM STUDENTS: A BETTER PUNISHMENT

“This was so much harder than doing an ISS, but it was worth it.”

“It’s kind of like a second chance...”

“I am more cautious about my words and actions. I [think] about things first before doing anything stupid.”

“ I should have just taken an ISS. This was so much harder.”

“I learned a lot more than I would if I was in an ISS.”

“The restorative process seems to get the point across better than other things.”

FROM A PARENT: PARTNERSHIP AND OWNERSHIP

Mrs. Dean,

My husband and I spent a good deal of time talking with ----- about his behavior last week, and discussing the questions for his essay. We asked him many questions in an effort to get him to think about the result of his actions beyond the physical impact on his friend, rather than simply lecturing him. His essay reflects his thoughts that came from those conversations. Expressing himself, particularly in writing, is very difficult for----, so the essay is a little rough, but I felt it was more important to focus on the content rather than turning it into a grammar lesson, so I didn't correct his spelling, punctuation, etc. Thank you for giving him a more meaningful consequence than simply an in-school suspension. I do feel that this consequence has hit home with him, and I believe that he understands how far reaching the impact of his choices can be.

Tiered RP Educational Interventions LOLHS/MS



**Intensive Intervention:
Restorative Practice Board Presentation,
Classroom Circle**

**Managing Interpersonal Issues/difficulties: Mini-
Board, Conflict Resolution/Mediation, Counseling,
Follow Up**

**Common Language, Core Values, School-Wide Programing/
Character Education (tba: RP in classrooms)**

WHAT IS A CLASSROOM CIRCLE?

Restorative Circle is a community process for supporting those in conflict. It brings together the three parties to a conflict - those who have acted, those directly impacted and the wider community - within a chosen systemic context, to dialogue as equals.

In other words: With very specific facilitating questions, all people have the opportunity to express concerns and commitments to the group. It opens lines of communication.

FROM A TEACHER: ON RESTORATIVE CIRCLES

...the results have been amazing. The classroom environment had been very negative, to the point where the students would try to pull pranks on me or argue with me in front of the class. One student in particular had completely disengaged from the class, refused to do any work, and seemed to look for opportunities to cause a disruption. This student now actively participates, asks me for help when he is struggling, and contributes to the positive feeling of the classroom. The environment as a whole is much more positive and when I do need to speak to the class about their behavior, I reference the conversation we had in our restorative circle, and remind them of the commitments we made and how nice it feels when we have a “good” day. For me and my class, the restorative circle was a much needed “restart” button.

RESTORATIVE PRACTICES: NOT JUST FOR ADMINISTRATORS

Restorative Practices are commonly school-wide and used as a classroom model

I bet you are using RP techniques now and don't even realize it

BEST PRACTICES MEETS RESTORATIVE PRACTICES

Classroom Best Practices: Tier 1 Behavioral Supports

- Greet students by name
- Collaborative/clear expectations
- Consistency/ routines
- High expectations
- Individualized instruction
- Team communication
- Actionable feedback
- Model behaviors / follow through
- Support independence

Restorative Practice outcome

- Students feel welcome
- Students feel included
- Students feel safe
- Students feel empowered
- Students feel important
- Students feel supported
- Students feel capable
- Student feel trust
- Students feel trusted

DIRECT CONNECTION BETWEEN SRBI AND RP

Tier III – BIP, FAB, leveled behavior contracts, individualized RP meetings involving school/ necessary community, classroom circle intervention, adult mentorship, access to internal and community support agencies, time-in conversations

Tier II – Peer mentor/conflict resolution, lunch groups, ‘hot pass’, access to internal services, behavior contracts, individualized PR meetings involving select people, classroom circle intervention, time-in conversations, think sheets

Tier I – Universal/clear expectations/definitions (PBIS), Advisory Programing, All-School Assemblies, use of school-wide restorative practices (Classrooms: social stories, responsive classroom initiatives), effective classroom management, positive feedback



Get trained in Restorative Practices to support
your school community!

One of the most important aspects of Restorative Practices in schools is adult modeling. If adults are not willing to model the types of behaviors, problem-solving skills, or appropriate communication, no amount of student intervention will be effective or enough.

- All adults need *common language* and definitions
- All adults need *support* in how to diffuse or address conflict
- All adults need to *understand underlying problem* before 'fixing' it

THANK YOU FOR HAVING ME
TODAY!

Michelle Dean

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CLIMATE CHANGE AND RESTORATIVE PRACTICES

A growing number of schools are exploring how RP can support student academic, social and emotional gains.

<https://www.youtube.com/watch?v=tqktOiYG5NM>