Virtue and Discipline:
Bullying Prevention from the Inside Out
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International Institute for Restorative Practices
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Archdiocese of St. Louis

When I approach a child, he inspires in me two sentiments; tenderness for what he is, and respect for what he may become.
Louis Pasteur

HURT

REVENGE

RAGE

HURT

Suicide

Depression

Thermostats Control the Environment
Three legs to the stool of peace and safety

- Parents and home environment
- Staff in building
- Students

Each has specific qualities and characteristics, each brings factors that may or may not be within our control.

Parents & Home

School Staff

Students

Adult Misconduct at School
Hey, I'm watching you, so don't be surprised at what you see when you watch ME!

Children are our hope for the future, but WE are the hope for theirs.

We would want hope for the future that only adults can provide, because as adults we know that....

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Community Gov't
School staff
Family

Hey, I'm watching you, so don't be surprised at what you see when you watch ME!

The Focus

Virtue-Based Restorative Discipline™

A response to harm that addresses all disruptive behavior and blurs the lines that label “bulliers”

Restorative justice to school

Rooted in virtue education
Recognizes history and context
Offers restoration of relationships and property, high accountability and high responsibility for everyone

Virtue

Habits for human excellence that are good for the person, and for the common good/good of others

Always rooted in positive behavior and optimism (hope)
Core Virtues Throughout History
Aspects of excellence for solving tasks necessary for the survival of the species
Wisdom
Justice
Courage
Temperance
Humanity
Transcendence


Virtue Builds Moral Intelligence
Seven Essential Virtues
Empathy
Kindness
Conscience
Tolerance
Self-Control
Fairness

Building Moral Intelligence, by Michele Borba, Ed. D.

Virtue Inspires
A way to RETURN TO GOODNESS in a time when we are quick to eliminate bullies or “bullying problems”
Virtue helps us to reframe our thinking to operate at a higher frequency.

Building Virtue
Patience moderates sadness
Meekness moderates anger
Charity removes hatred
Justice forbids unjust damage

By believing in the goodness within our students, we can commit to being constructive. This is the foundation of restorative discipline.

Guiding Principles
1. Commit to cultivating virtue
2. Commit to helping others do the same
3. Commit to constructive thoughts and actions
4. When conflict occurs, use it to further practice virtue in ourselves and one another.

VBRD™ Key Ingredients
1. Commit to constructive language
   About, with, and on behalf of all
   No gossip, rudeness, negativity

2. Become a student of virtue
   Pick up to three
   Learn and live them!
Implementing VBRD™

- Restorative practices
- Recognize and repair harm at every level
- Collaborate to change discipline policies
- Fidelity to mission
- Community commitment to virtue
- Built on a foundation of talking circles at all levels

Timeline to Implement

- Form Team/meet monthly
- Determine virtues, name the campaign, learn the components for emotional literacy and virtue literacy
- Adults commit to circle process
- Evaluate mission integration and discipline policy
- Plan for training of staff/parents
- Adults commit to circle process
- Evaluate, celebrate, and plan for year two

Circles Build “Belonging”

VBRD™ Pilot Project

Begin with ALL staff

- Knowledge/practice
- Valued peer time
- Applied virtue
- Desire to continue

Continuum of Responses

LOW-LEVEL 
Affective Statements  
Affective Questions  
Small Improvisation Conference

MID-LEVEL
Group or Circle

HIGH-LEVEL
Formal Conference

Principles of a Just Process:

- Engagement—involving individuals in decisions that affect them by listening to their views and genuinely taking their opinions into account
- Explanation—explaining the reasoning behind a decision to everyone who has been involved or who is affected by it
- Expectation clarity—making sure that everyone clearly understands a decision and what is expected of them in the future

(Kim & Mauborgne, 1997)
“Putting it All Together

Love your work and the people in your world!”

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Putting it All Together

Putting it All Together

Love your work and the people in your world!

- Decide what character qualities you want to cultivate
- Commit to being constructive
- Operate out of these principles when there is harm
- Establish Inequity
- Restore Equity
- Guarantee Future

Steps to Restoration

1. Agreements/Confidentiality
2. Key virtues to be demonstrated
3. What happened to bring us here today?
4. What harm has been done and what can be done to repair it?
5. How will we use this as an opportunity to grow virtue here?
6. What can we expect in the future?
7. Review, Write, Sign any outcomes
8. Closing reflection and check back later

“Erikson’s Psychosocial Stages

<table>
<thead>
<tr>
<th>Birth - 1</th>
<th>Safety, trust providers</th>
<th>Trust (hope, gratitude)</th>
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</thead>
<tbody>
<tr>
<td>1-3</td>
<td>Make action, choose, Exercise will</td>
<td>Autonomy (persistence)</td>
</tr>
<tr>
<td>3-4</td>
<td>Initiate activity, gain confidence</td>
<td>Initiative (curiosity)</td>
</tr>
<tr>
<td>6-puberty</td>
<td>Explore systematically skills/abilities</td>
<td>Competence (love, learning, creativity)</td>
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<tr>
<td>Puberty-dil</td>
<td>Personal values/goals/coherent identity</td>
<td>Identity (social intelligence, spirituality)</td>
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<tr>
<td>18-25</td>
<td>Merge identity with another person</td>
<td>Intimacy (love)</td>
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<tr>
<td>25-50</td>
<td>World, next generation</td>
<td>Generativity (kindness)</td>
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<tr>
<td>50-death</td>
<td>Resolve past issues</td>
<td>Ego integrity (insecurity, perspective)</td>
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“This program has made an enormous difference in my school. It has helped my teachers work with a common language, and it has helped all of us work harder to create true justice. I love it.

It is kinder when working with some of our students who may be acting out behaviors that are not truly bullying, but rather reacting to the struggles they have at home.” Principal

“This program on bullying, we’re truly working to grow in faith and love. It is a huge undertaking to ask others to look at themselves and find ways to become more virtuous. Well worth it!” Parent

“When I used to get in trouble and was given a silent lunch, I would want to take it out on someone, so it made my problem worse because I was always in trouble. It was like a cycle. But now, I get to do something that makes me think about my actions and help others to learn from my mistakes. I hardly ever get in trouble anymore.” 7th grader