FOSTERING POSITIVE BEHAVIOR THROUGH RESTORATIVE PRACTICES

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Restorative Discipline

Fostering Positive Behavior Through Restorative Practices
Restorative Discipline?

• “Students who violate the rights of others or who violate District or school rules shall be subject to disciplinary measures designed to correct the misconduct and to promote adherence by all students to the responsibilities of citizens in the school community.” --PISD Student Code of Conduct

• When it comes to discipline systematically school-wide, district-wide, state-wide, and nation-wide…is what we are doing working?
## Traditional Discipline vs. Restorative Discipline

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<thead>
<tr>
<th>Traditional Discipline is...</th>
<th>Restorative Discipline is...</th>
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<tr>
<td>- Exclusionary—sends message to students they don’t belong</td>
<td>✓ Community building—gives everyone a voice to ensure all are respected</td>
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<td>- Isolating—attempts to solve the problem by getting it out of sight</td>
<td>✓ Social development—teaches conflict resolution through dialog</td>
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<td>- Punitive—relies on the disciplinary action being unpleasant so behavior isn’t repeated</td>
<td>✓ Meaningful accountability—leans on caring relationships to promote change in behavior</td>
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Circles

- Symbolism-
  - Circles create a setting for unity, connectedness, and belonging. They remove hierarchal order and eliminate a “sense of sides”. All members are accountable to one another face to face, with all body language evident.
  - The circle becomes a community, driven by a set of guidelines and values that all members agree upon.
Elements

- **Talking Piece**: Gives the person holding it the right to talk, and everyone else the responsibility to listen deeply. Everybody has the equal opportunity to share. The talking piece is passed around giving all participants a physical prompt to share their voice, as opposed to relying on verbal prompts. The talking piece is chosen by the circle keeper who explains it symbolic meaning when introducing it to the group.

- **Center Piece**: Representative of the group in some way. It could show the values of the core self, the culture, shared vision of the group, etc. It provides a focal point other than eye-contact that serves as a visual reminder of the group identity.
Guidelines & Values

• Guidelines: Serve as commitments of how participants will behave in the circle.
  - Respect the Talking Piece
  - Speak from the Heart
  - Give Equal Opportunity to Share
  - Honor Confidentiality

• Values: Members from the circle explore together the values they want to bring to the process.
  - Honesty
  - Open-Minded
  - Compassion
  - Trust
Circle Types

- Check-In, Check-Up, Check-Out Circles
- Teaching Circles
- Decision-Making Circles
- Circles of Support
- Problem-Solving Circles
- Repair Harm Circles
Establishing the Culture

The Respect Agreement—

• Promotes a common language and a set of behaviors that equate to respect
• Promotes the students’ voices being heard
• Promotes accountability by including the students in the development of the agreement
• Promotes a framework of the class being a team/unit
How to Do a Respect Agreement for your Classroom

• Each student and adult in the room takes a piece of paper and folds it horizontal and then vertical to create four quadrants.

• Each quadrant will then be labeled with the following:
  - Students Respecting Students
  - Teacher Respecting Students
  - Students Respecting Teacher
  - All Respecting Property
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How to Do a Respect Agreement for your Classroom

• Each person, including the adults, then fills in each quadrant with what they believe shows respect for each category.

• The quadrants may have different amounts of items, this is ok.

• Once everyone has completed the four quadrants, the teacher will take a large piece of chart paper and make the same four quadrants with the corresponding labels.
How to Do a Respect Agreement for your Classroom

• The facilitator will then ask the class to solicit their responses for each quad, placing each response on the sheet, as it is stated by the student.

• It is imperative that all responses are written to show value, failing to do so will squander future responses.

• Complete this activity for each quadrant until each has been completed and all responses have been recorded.
How to Do a Respect Agreement for your Classroom

• The facilitator will now lead a discussion to eliminate/merge items, in each section, that are the same, or that further clarification is needed about.

• This should be done as a group discussion, with the facilitator gaining agreement by all parties if a solution is presented. This can be done with a thumbs up or thumbs down.

• Once all elements of each quadrant have been agreed on, a final draft of the agreement should be created, initialed by all, and hung in the classroom.
How to Do a Respect Agreement for Your Classroom

- If and when new students enter your classroom, review the Respect Agreement with them, soliciting the invitation to add elements that are important to them that may not be present.

- When new items are added, gaining consensus from all students is important.

- Refer to the Respect Agreement often to praise, use of a pre-correction, or if a violation has occurred. Doing so will help sustain the culture you are building.
Further Training and Information

• Starting in 2017-2018 school year, look to your Region Service Centers to provide circle trainings.

• Suggested Reading:
  • Restorative Justice in US Schools: A Research Review (February 2016)
  • Restorative Justice in School Communities: Successes, Obstacles, and Areas for Improvement (December 2013)