

Techniques for Restorative Practices

Affective Statements: Making statements that include how a person was affected by the behavior of another person.

Affective Questions: Questions to ask people involved in a conflict or wrongdoing. Restorative practice distinguishes between punishment and natural or restorative kinds of consequences and separating the deed from the doer.

In response to Challenging Behavior

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way have they been affected?
- What do you think you need to do to make things right?

To Help Those Affected

- What did you think when you realized what happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?



Our Story

The Dearborn Public School District is rich in history. Our schools provide a safe and nurturing environment for your child. We take pride in our beautiful and historic buildings, dedicated staff, and our diverse community.

Students First – Inspire, Educate, Celebrate

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Restorative Practices At Stout Middle School



Go Falcons

Restorative Practices is the Law PA451

Michigan legislature, PA 451, requires schools to develop an evidence based plan for improving student behavior and discipline in the school corporation. The bill also requires discipline rules to incorporate a graduated system of discipline, based on positive behavioral supports, which includes actions that may be taken in lieu of suspension or expulsion.

Restorative Practices are embedded in behavior continuum in response to PA451.

Restorative Practice

Restorative Practice is an emerging area of study focused on finding respectful and effective ways to

- ◆ **Build community**
- ◆ **Restore relationships**
- ◆ **Repair harm**

in an increasingly disconnected world.

With roots in the philosophy and methods of **restorative justice**, the fundamental hypothesis of restorative practice is this?

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 (restorative), rather than to them (punitive) or for them (permissive).

International Institute for Restorative Practice

In schools, the use of **Restorative Practices** has been found to:

- ◆ **Reduce misbehavior, violence, and bullying**
- ◆ **Increase instructional time**
- ◆ **Increase school safety**
- ◆ **Improve school climate**
- ◆ **Improve relationships and attitudes**

What Are Circles?

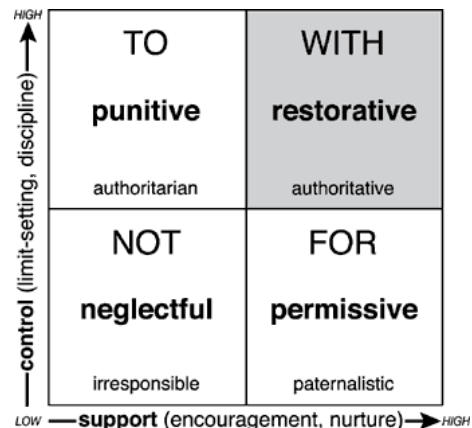
Circles are a structured way of bringing people together. Borrowed from the restorative traditions of many native and aboriginal peoples, the circle process fosters a sense of respect and equality among participants.

In schools, circle processes can be used for many purposes including:

- ◆ Improving Classroom and School Climate (Community-Building Circles)
- ◆ Enhancing Academic Learning (Curriculum Circles)
- ◆ Conflict Resolution and Problem-Solving (Repairing Harm Circles)

Social Discipline with Regards to Restorative Practices

The social discipline window is a simple but useful framework with broad application in many settings. It describes four basic approaches to maintaining social norms and behavioral boundaries. The four are represented as different combinations of high or low control and high or low support. The restorative domain combines both high control and high support and is characterized by doing things *with* people, rather than *to* them or *for* them.



Circle Basics

- ◆ **Circle Keeper/Facilitator** — an individual who accepts responsibility for helping circle participants create and maintain a safe space.
- ◆ **Setting** — chairs arranged in a circle with an open space in the center.
- ◆ **Talking Piece** — an object(s) of significance or interest that creates a focus and offers a place for participants to rest their eyes.
- ◆ **Shared Agreements** (posted in a manner visible to all participants) - guidelines describing behaviors that the participants feel will make the space safe for them to share openly.

Typical Shared Agreements

- ◆ Listen with respect.
- ◆ Speak with respect; speak from the heart; no put downs.
- ◆ Respect the talking piece.
- ◆ Assume good intent.
- ◆ Keep confidentiality.

Tips for Circles

- ◆ Set clear topics and goals for the outcome of the circle.
- ◆ Set a positive tone. If you are confident and upbeat, the students will follow your lead.
- ◆ Keep the focus. In a kind and supportive way, make sure the conversation sticks to the goal you have set.
- ◆ Make students your allies: prep some students and ask them to speak first. Always sit in the circle with students and participate fully.