

Restorative Discipline	All Grades	PBIS/MTSS Support
-------------------------------	-------------------	--------------------------

Session Focus	Using Restorative Discipline Framework for All Tier Infractions
Facilitator Knowledge and Skills	Familiarity with restorative practices, school discipline processes and data

AGENDA

I. Getting Started	II. View Video	III. Video Discussion	IV. Planning Resource
5 Minutes <i>Consider the difference between a punitive and teaching/restorative response</i>	10 Minutes <i>Understand the primary goal of Restorative Discipline is to connect before correcting, and keep students in their classroom and school communities.</i>	10 Minutes <i>Discuss components and strategies demonstrated in video</i>	10 Minutes <i>Assess the steps necessary to implement Restorative Discipline</i>

MATERIALS

Video	Planning Resources
Facilitators and participants can access the <i>School Based Restorative Practice Video</i> here: School Discipline: A Restorative Approach	<ul style="list-style-type: none"> • Trauma-Informed Restorative Discipline Toolkit • Planning Worksheet

CONTEXT

Video Context	Restorative Discipline provides students an opportunity to understand the cause and effect of their actions, repair harm and build/rebuild relationships to remain or re-enter their school community.
Key Points	<ul style="list-style-type: none"> • Restorative discipline prepares school staff to re-teach boundaries of behavior, support accountability, and establish relationships, routines and resilience as an approach to discipline to keep students in their classrooms and school communities. • Restorative discipline is aligned to and support PBIS and MTSS at all tier levels in schools.

SESSION: Getting Started (5 Minutes)

Opening Questions:

- Think about a time when someone treated you in a way that you felt was unfair:
 - How did you react to that feeling?
 - What did you say, and how did your body feel at the time?
- Consider a moment when you sincerely acknowledged to a friend or family member that you you harmed them in some way:
 - What did you hope would happen after you made the acknowledgement?
 - How did your acknowledgement impact your relationship moving forward?

Facilitator Note: *Encourage participants to consider situations in which they understand the difference between a punitive and teaching/restorative response. Consider the effects of a punitive response on the body, verbal and physical reactions, and impact on relationships in contrast to a response that provides accountability for an action and steps to repair a harm.*

Sample Response – Think about a time when someone treated you in a way that you felt was unfair: *I remember a time as an elementary student when I had difficulty concentrating on a task and I started talking with my classmates. My teacher made me sit at the front of the class with a cardboard sign that designated me as disobedient for two days. I spent that time with my head down and uninvolved with the class, and continued to distrust the teacher for the rest of the school year. As I write this many years after my elementary experience, my heart is racing, I feel numb, angry and sad that I went through an experience where I felt humiliated for a minor infraction.*

Sample Response - Consider a moment when you sincerely acknowledged to a friend or family member that you you harmed them in some way: *During a phone call with a very good friend, I was multi-tasking and not paying complete attention during our conversation. After the call, I realized that she had asked for my assistance with an important issue, and my lack of attention made her feel disappointed and resentful. We met later that day, and I acknowledged that I had not given my full attention to her request. We discussed how that made her feel, and I considered what steps I would take in the future to be fully present during our conversations. We continue to be very good friends.*

VIEW VIDEO (10 Minutes)

Restorative Discipline and Framing: *In this video you will learn the primary goal of Restorative Discipline is to connect before correcting in order to re-teach boundaries of behavior, support accountability, and keep students in their classroom and school communities. You will understand how restorative questions are the building blocks of Restorative Discipline, and hear accounts from staff and youth who benefitted from the use of restorative discipline in their schools.*

Guiding Questions: As you watch the School Discipline video consider the following questions:

- How would Restorative Discipline support community building in school for students, staff and families?
- What components of Restorative Discipline are key to developing trust and promoting accountability in classrooms or school communities?
- How does Restorative Discipline address issues of race, equity and disability in terms of in-school and out-of-school suspension?

VIDEO DISCUSSION (10 Minutes)

Reflection Questions:

- How does the implementation of Restorative Discipline build relationships, establish routines and build resilience for staff and students?
- What does a fair process of Restorative Discipline look like for your school? What needs should be considered for students and staff, and what challenges would need to be addressed?
- What data would be useful to collect to inform how Restorative Discipline could be implemented at your school?
- How does Restorative Discipline reteach skills or replacement behavior for students?

Sample Responses:

- **How does the implementation of Restorative Discipline build relationships, establish routines and build resilience for staff and students?**
 - *When Restorative Discipline is used with restorative questions, students have the opportunity to understand how their actions/behavior affect another person or group. By taking responsibility for the harm and proposing activities to address the harm, students use communication and listening skills to increase trust and empathy which builds the foundation for relationships in the classroom and community. The consistency of using Restorative Discipline practices sustains a process that students and staff can depend on and utilize in times of conflict. The repair of relationships and connection with routine strengthens the resiliency of the students and staff in the school community.*
- **What does a fair process of Restorative Discipline look like for your school? What needs should be considered for students and staff, and what challenges would need to be addressed?**
 - *A fair process of restorative discipline would take into account the types of behaviors that students are being suspended and/or sent to in-school suspension for, who is being suspended, and what is the process for students returning to the classroom/school community. Considerations could include how behaviors are assessed, types of interventions, and safety, physical and mental health support for students and staff. Challenges could include reluctance of staff and families to implement strategies that are not punitive or take additional time to process in the school day.*
- **What behavior data would be useful to collect to inform how Restorative Discipline could be implemented at your school?**
 - *Data that could be useful to collect when considering how to implement Restorative Discipline could include suspension data, tracking of interventions at each tier level, student data on feelings of belonging in the school, and staff data on consistency of behavior and discipline policies being understood and followed.*
- **How does Restorative Discipline reteach skills or replacement behavior for students?**
 - *Restorative discipline provides a whole-school model that can be used to increase positive outcomes for student behavior. These practices encourage personal reflection, accountability and healing for students (and staff) while encouraging positive behavior and creating space for student voice in the discipline process.*

Planning Resource (10 Minutes)

Implementing Restorative Discipline: *Ask participants (in groups or individually) to review the **Trauma-Informed Restorative Discipline Toolkit** and to consider how they would implement Restorative Discipline in their classroom or school community.*

- *Using the worksheet, ask participants to respond to the questions while reflecting on the **Toolkit** material.*

Going Deeper

The following are additional resources to deepen your understanding and skills of Restorative Discipline:

- *The Little Book of Restorative Discipline for Schools: Teaching Responsibility; Creating Caring Climates* by Lorraine Stutzman Amstutz and Judy H. Mullet
- *Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management* by Dominique Smith, Douglas Fisher and Nancy Frey
- *Hacking School Discipline: 9 Ways to Create a Culture of Empathy and Responsibility Using Restorative Justice* by Nathan Maynard and Brad Weinstein
- *Restorative Practice and Special Needs* by Nick Burnett and Margaret Thorsborne