



# Restorative Practices and Family Power

THE POWER OF LISTENING AND THE USE OF LANGUAGE TO BUILD TRUST  
WITHIN AN RP FRAMEWORK.

SUZANNE PETERSEN, STUDENT SUPPORT SERVICES SUPERVISOR  
BETH WEATHERFORD, LCPS SCHOOL PSYCHOLOGIST

# What it is .....

- ▶ Restorative Practices are a framework for building community and for responding to challenging behavior through authentic dialogue, coming to understanding, and making things right.
- ▶ “People are happier, more cooperative and productive, and are more likely to make positive changes when those in authority do things *with* them, rather than *to* them or *for* them.”

~ Ted Wachtel, IIRP, Defining Restorative

# Restorative Practices (RP)

## What is RP?

- ▶ Restorative vs Retributive
- ▶ Repairing harm
- ▶ Alternative to traditional discipline, minimizing time out of the classroom
- ▶ Seeks to repair harm, build relationships, and fashion an agreement on future conduct

## Benefits to Students:

- ▶ Limits time out-of-school
- ▶ Promotes school safety
- ▶ Improves academic performance
- ▶ Skill-building: empathy, impact of behavior, conflict resolution, social-emotional, kindness, community values, communication
- ▶ These skills translate to life skills, resiliency, and positive mental health outcomes

# Loudoun County Public Schools

## Restorative Practices

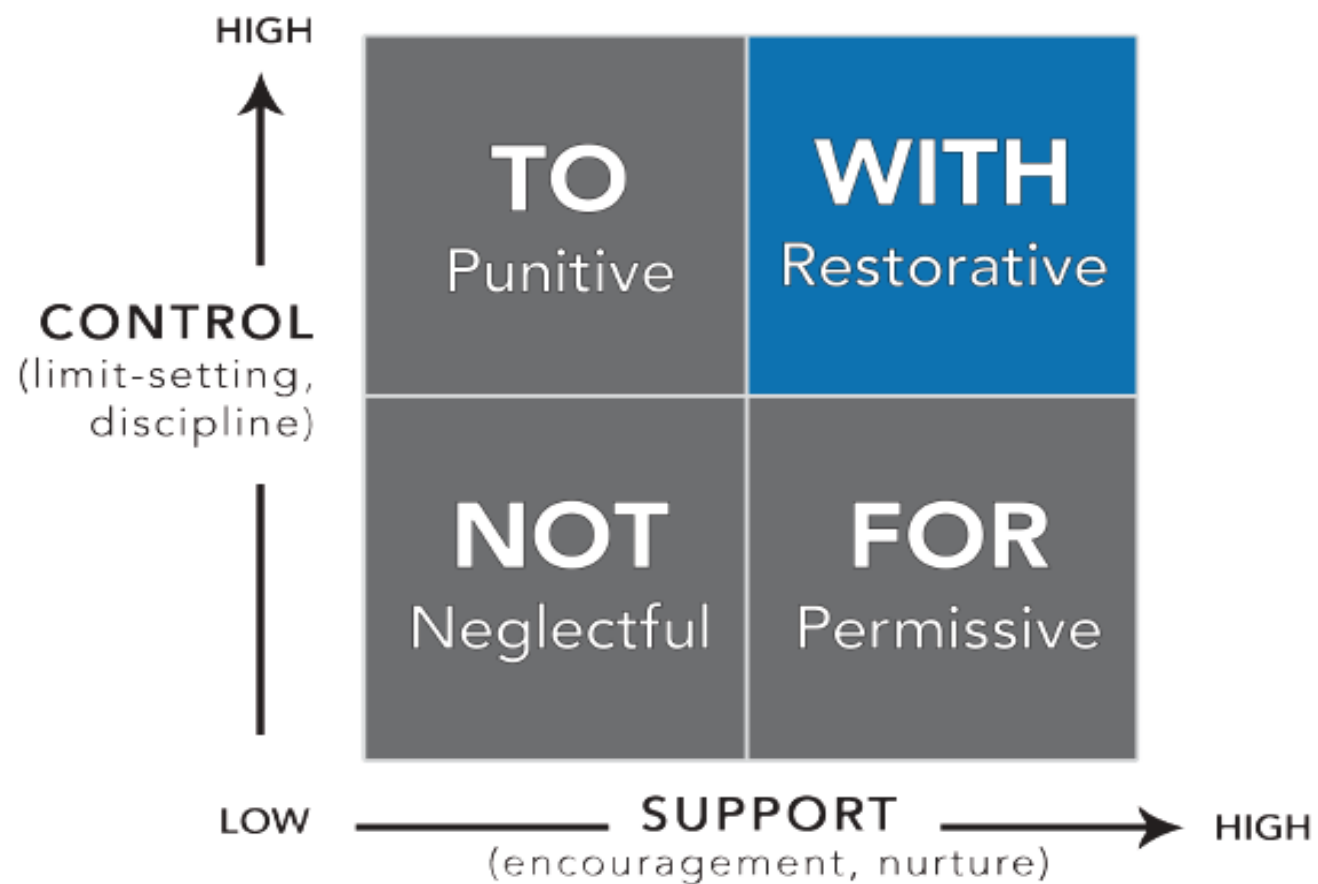
### Philosophy and Goals

- ▶ Reduce the overall number of suspensions and expulsions.
- ▶ Address the disproportionate number of minority students who are suspended.
- ▶ Allow every student who is harmed to have a voice.
- ▶ Give students the opportunity to learn from the process without having their education interrupted.
- ▶ Improved behavior, learning, and attendance
- ▶ Accountability and school safety

# Continuum of Restorative Practice



# SOCIAL DISCIPLINE WINDOW



Adapted by Paul McCold and Ted Wachtel from Glaser, 1969

Page 8 in *Restorative Circles in Schools* book

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# Restorative Language and Affective Statements

## Restorative Language

Addressing conflict and repairing harm.

## Affective Statements

Personal expressions of feelings in response to others' positive/negative behaviors.

# Why is Restorative Language Important?

- ▶ Language is the building block of your our culture and your home.
- ▶ We all approach conflict differently:
  - ▶ Humanizes the person making statements: sharing emotions or “getting real” makes it possible to restore relationships
  - ▶ Does not protect people from the consequences of their behavior.
  - ▶ Focus is on behavior, not the worth of the person (separate deed from doer).
  - ▶ Encourages people to share their perspective and feelings.



# The Goal of Restorative Language:

- ▶ Connect our children with HOW their behavior is “affecting” or impacting self/others.
- ▶ Discourage harmful behavior.
- ▶ Repair harm when possible.
- ▶ Improve/maintain relationships between family members.

# The Basics of Affect Statements and Restorative Language ...

- ▶ Talk to the person.
- ▶ Describe the harm.
- ▶ Describe how it affected you.
- ▶ Offer support.

# Respectful Communication

- ▶ Neutral or concerned facial expressions (don't roll your eyes)
- ▶ Non-sarcastic tone of voice
- ▶ Raise voice/catch attention, then lower it
- ▶ Use "I" statements
- ▶ Keep language neutral
- ▶ Breathe before you speak
- ▶ State positive behavior expectations



## Affective or “I” Statement:

I feel .....(state feeling) .....  
When you .....(state action)  
Because .....  
I need you to .....

# Typical response statement

- ▶ **Stop yelling!!**
- ▶ **Sit down and be quiet!!**

# Affective

- ▶ I feel mad when you yell because it's distracting while I'm driving. I need you to lower your voice.
- ▶ I feel comfortable when you are sitting down and talking quietly because I can drive safely. I need you to keep following the rules.

# Affective Statements: Activity



Complete the following statements in relation to your family:

- I feel glad when...
- I feel mad when...
- I feel sad when...
- I feel scared when...
- I feel...when...

# Restorative Questions II (for person harmed)

- ▶ What did you think when you realized what had 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?

# Restorative Questions I (for Wrongdoer)

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



# PRACTICE RESTORATIVE QUESTIONS

- ▶ DIVIDE INTO GROUPS OF 3
- ▶ READ THE SCENARIO- YOU ARE AT HOME AND HEAR TWO OF YOUR CHILDREN FIGHTING IN ANOTHER ROOM. IT STARTS AS YELLING AND ENDS WITH TEARS. ONE OF YOUR CHILDREN COMES AND TELLS YOU THEIR SIBLING TOOK ONE OF THEIR TOYS/POSSESSIONS. THE OTHER CHILD GOES HAS GONE UP TO THEIR ROOM AND IS WITHDRAWN.
- ▶ SELECT ONE PERSON TO ASK THE RESTORATIVE QUESTIONS
- ▶ THE OTHER TWO PARTICIPANTS ROLE PLAY EACH CHILD
- ▶ SHARE OUT YOUR EXPERIENCE

# Resources

- ▶ *The Restorative Practices Handbook for teachers, disciplinarians and administrators*; Bob Costello, Joshua Wachtel and Ted Wachtel; [www.iirp.org](http://www.iirp.org)
- ▶ *Just Schools: A whole school approach to restorative justice*; Belinda Hopkins; [www.jkp.com](http://www.jkp.com)
- ▶ *Teaching Restorative Practices with Classroom Circles* ; © Amos Clifford, Center for Restorative Process Developed for San Francisco Unified School District; [www.healthiersf.org](http://www.healthiersf.org)

*“It is in the shelter of each other that the people live.”* Irish

*proverb*

*“The quality of our lives depends not on whether or not we have conflicts, but on how we respond to them.”* Tom

*Crum*

*“People start to heal the moment they feel heard.”* Cheryl

*Richardson*

*“The more you know about someone the less likely you are to hurt them.”*