

ACEs, School Climate &  
Restorative Practices: What are the  
Connections and What Do These  
Look Like in Practice

**Jo Ann Freiberg, Ph.D.**

**School Climate Consultants, LLC**

# The Restorative Journey

*The Road goes ever on  
and on... The Hobbit*



*It's a dangerous business, walking out  
one's front door*

Bilbo Baggins (to Frodo)

# Journeys Can Be Difficult

## The Restorative Practices Journey...

*If you want to go there fast...  
go by yourself*

*If you want to go far...  
take someone **with** you*

# Traveling the Road Safely...Having the correct maps

Understanding Trauma (ACEs),  
Community/School Climate,  
Following the Five National School  
Climate Standards, and  
Working Restoratively

**RESILIENCY & ACEs:  
THE MORAL &  
PRACTICAL  
IMPERATIVE TO  
WORK DIFFERENTLY**

# Resiliency

*“Resiliency can be defined as the capability to spring back, rebound, successfully adapt in the face of adversity, and develop social and academic competence despite exposure to severe stress...or simply the stress of today’s world.”*

*Nan Henderson / Mike Milstein*

# “ACEs” Research

Adverse Childhood  
Experiences

Day-to-day trauma...Birth  
through age 18; Everything is  
*additive*

# Adverse Childhood Experiences

- History, 1980's
  - Robert Anda, M.D., M.S.,  
Centers for Disease Control and  
Prevention (CDC), 1984 – 2014
  - Looking at emotional  
underpinnings of disease



# Adverse Childhood Experiences

- History, 1990's
  - Vincent Felitti, M.D., Chief of Preventive Medicine, Kaiser Permanente, San Diego
  - Obesity Clinic (Kaiser Permanente)
    - San Diego, CA
    - 286 cases of Morbid Obesity
    - Upper middle class, suburban clients
    - 55% of clients were sexually abused
      - Learned just through normal conversation
    - Wanted to know why successful patients gained back weight within a year later?

# Adverse Childhood Experiences

- History, 1990's
  - Felitti and Anda collaborated to confirm their “discovered” findings
  - Targeted epidemiological research study subsequently conducted
    - 17,500 middle class adults
      - Well educated and most had gone to college
      - Asked (physical) health questions
      - Asked “*difficult*” questions about their childhoods

# Meeting a Bear in the Forest

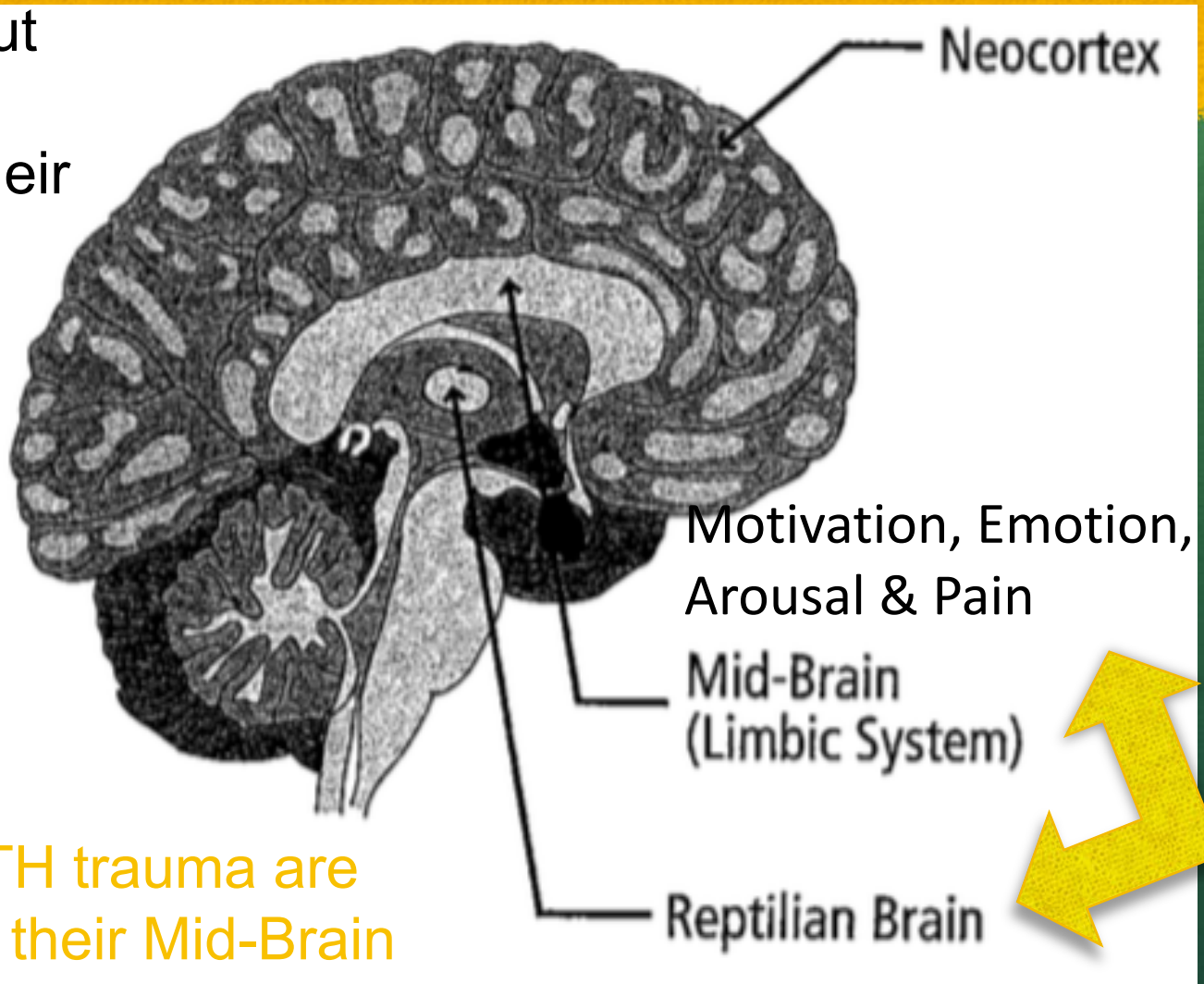
- Fight or Flight response
- Necessary/positive stress
  - Adrenalin
  - Cortisol
- Tolerable Stress
  - We get through because of supportive relationships
- Toxic Stress/Trauma
  - No supportive relationships
  - Overactive stress responses

# The Brain Control Systems

Children without trauma are governed by their Neocortex



Traditional Methods work in this portion of the brain



Children WITH trauma are governed by their Mid-Brain & their Reptilian Brain...where the problem lies

# ACEs SCALE: Assessing Us

We are the sum of  
everything we have  
experienced...good or  
bad

# Children With Trauma

**May present as ADHD, but it is TRAUMA**

**2017 – 2018 School Year: 12.2% Special Ed. In CT**

**2018 – 2019 School Year: 14.8% Special Ed. In CT**

***Would be below 10% if there was a “Trauma” Bucket***

# Ten ACEs: Birth to Age 18

1. Emotional Abuse
2. Physical Abuse
3. Sexual Abuse
4. Lack of family love/connections
5. Lack of family care
6. Mother/Stepmother ever Threatened or Hurt
7. Live with Substance Abusers
8. Biological Parent Separation
9. Live with Depression, Mental Illness or Suicide
10. Incarceration of a Family Member

# Additional Factors (from CYW)

- The child was in foster care
- The child experienced harassment or “bullying” (including through use of technology) at school
- The child lived with a parent or guardian who died
- The child was separated from her or his primary caregiver through deportation or immigration
- The child had a serious medical procedure or life-threatening illness
- The child often saw or heard violence in the neighborhood or in her or his school neighborhood
- The child was often treated badly because of race, sexual orientation, place of birth, disability or religion



# ACES: A Public Health Issue



# ACEs SCALE LEARNING TASK I

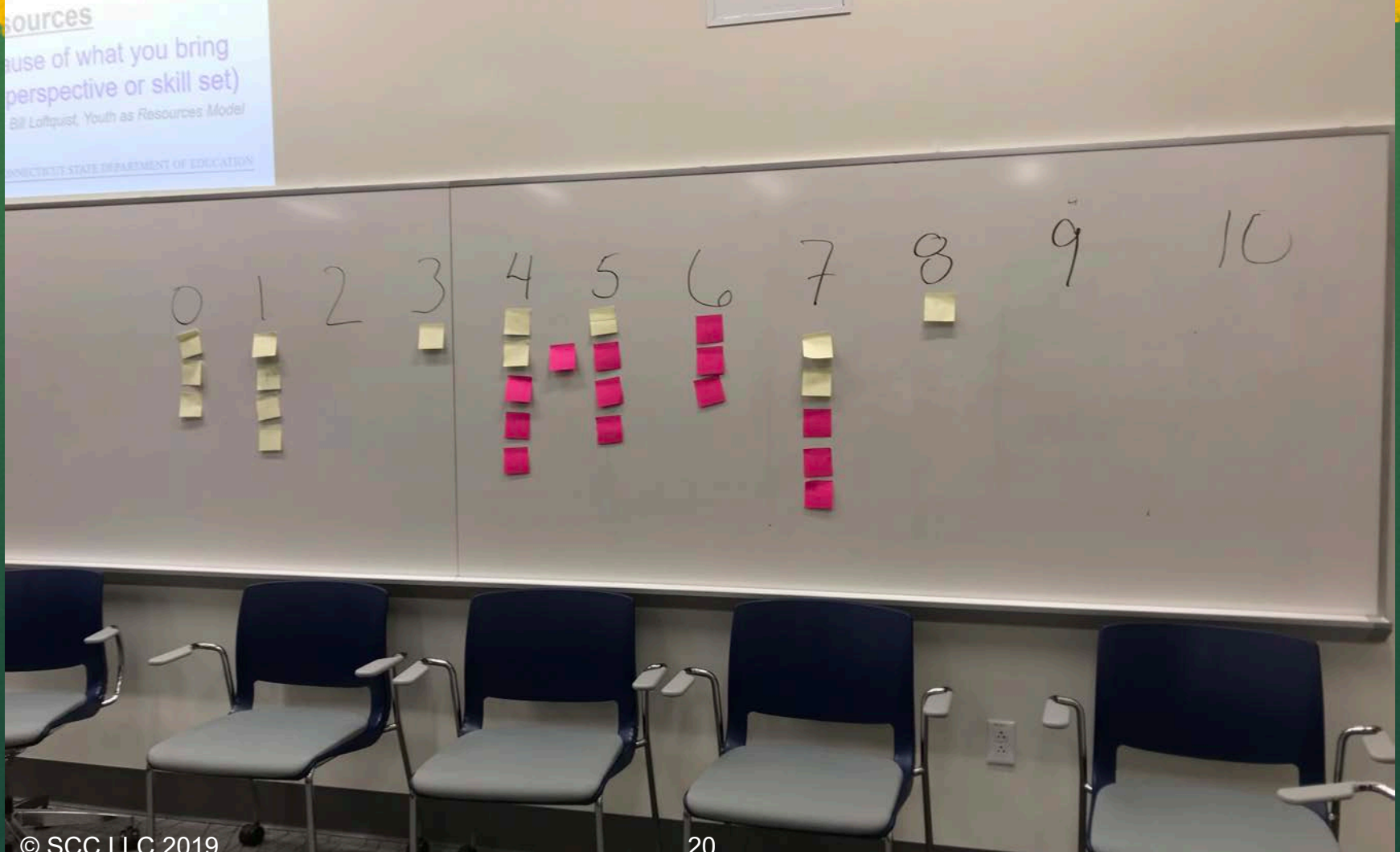
- Using the ACEs Scale assess your own ACEs score... *Only if you wish*
  - *From Birth to your 18<sup>th</sup> Birthday*
- Write your score (a number only) on a yellow post-it note
- Place the note in the bag for posting on the number line

# ACEs SCALE LEARNING

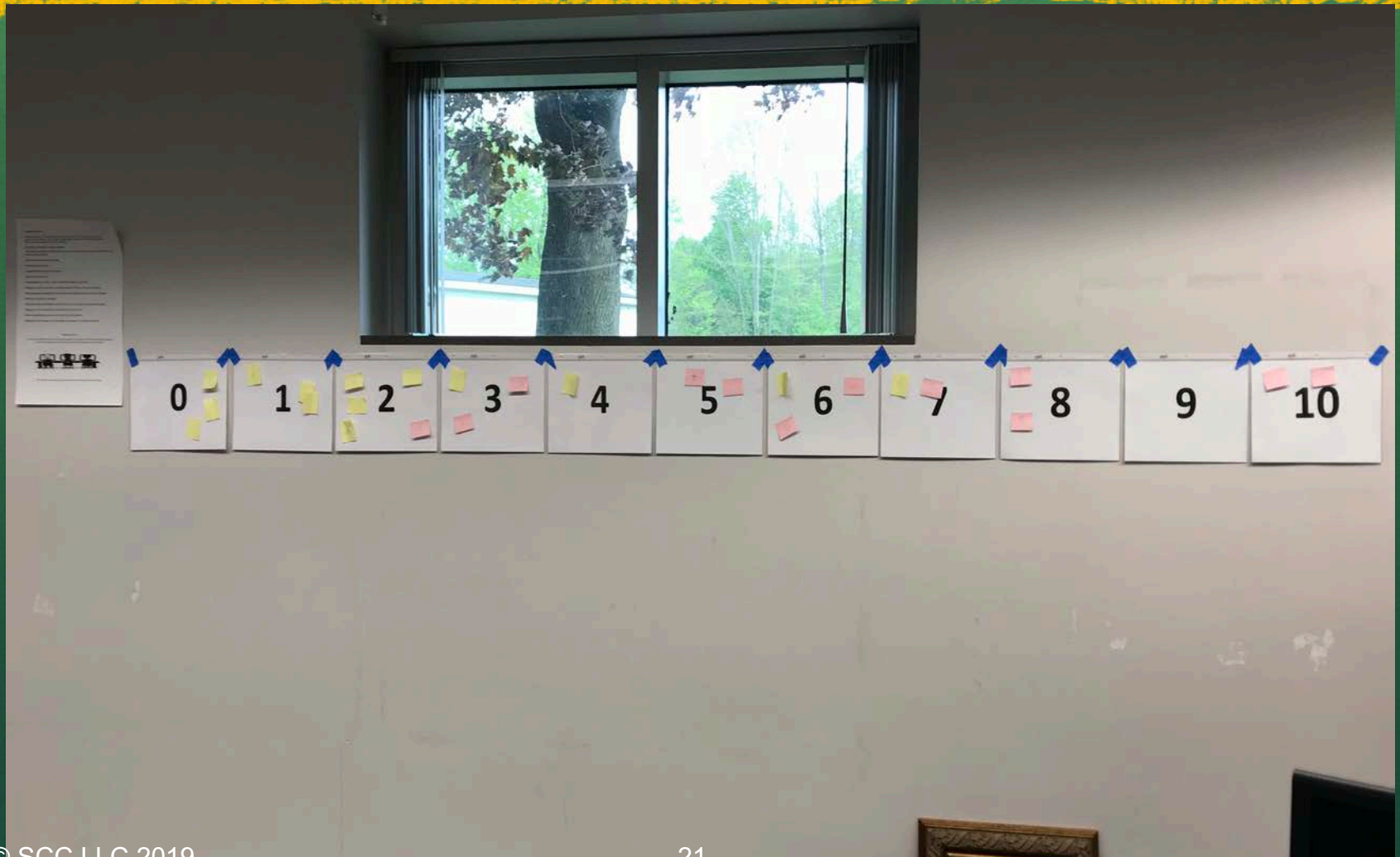
## TASK II

- Think of a specific child that has significant behavior issues
- Using the ACEs Scale with only as much information as you know *informally*, come up with an ACEs score
- Write that score on a colored post-it note
- We will add these to our number line

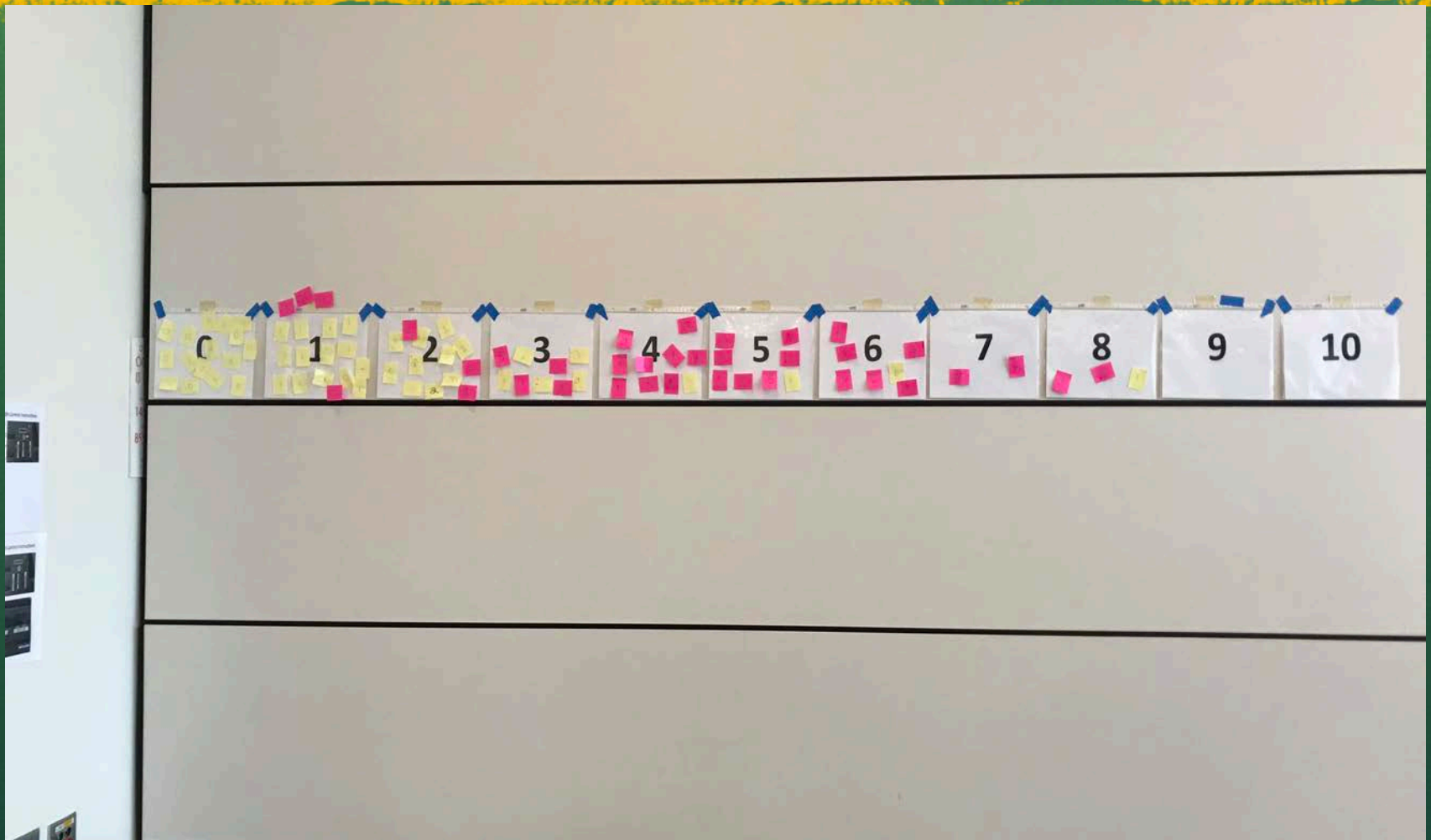
# ACEs Scale: Hartford



# ACEs Scale: East Windsor



# ACEs Scale: Greenwich



# ACEs Scale: Stamford



# ACEs Scale: Torrington

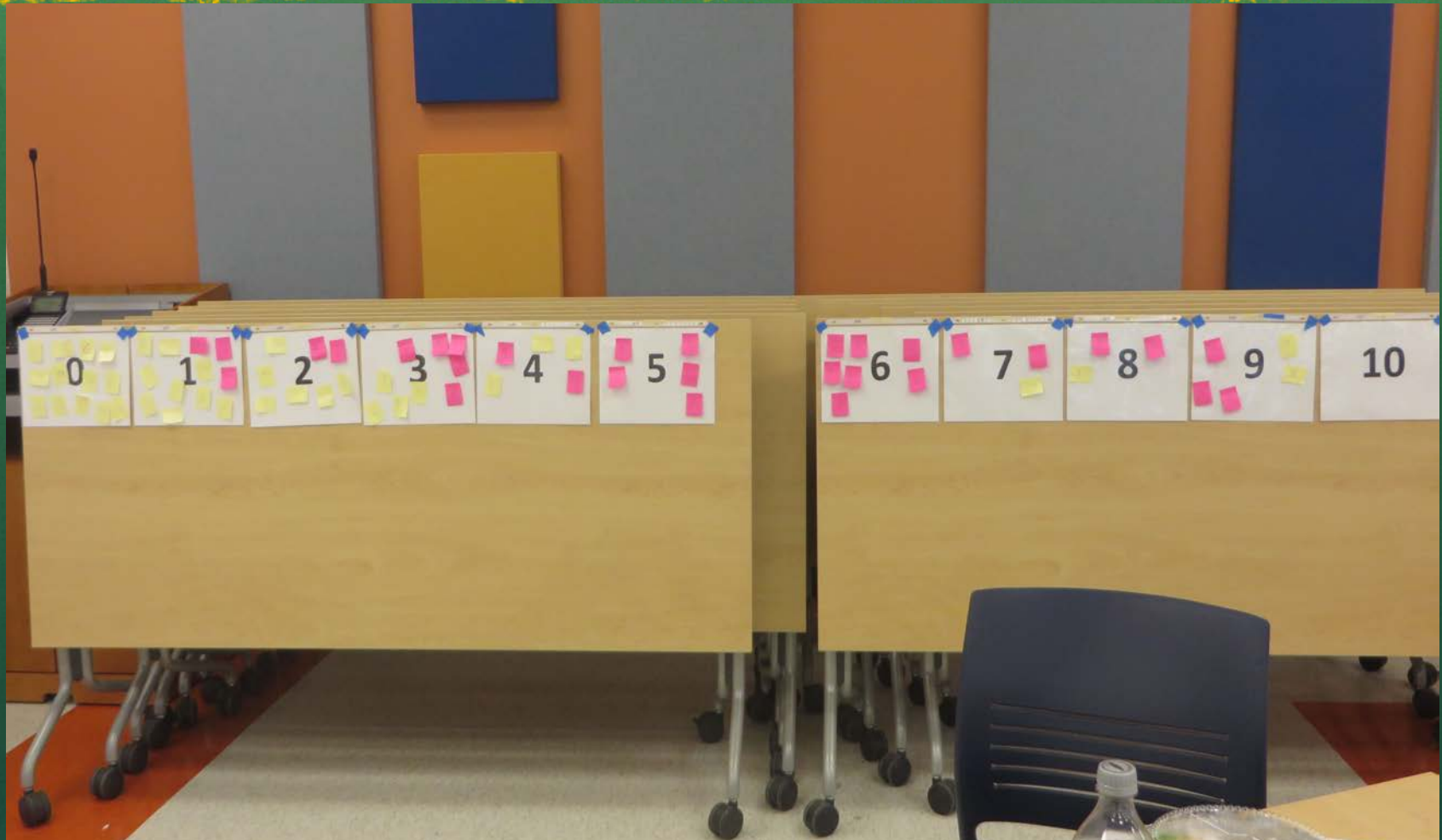




# ACEs Scale: East Hampton



# ACEs Scale: Hamden



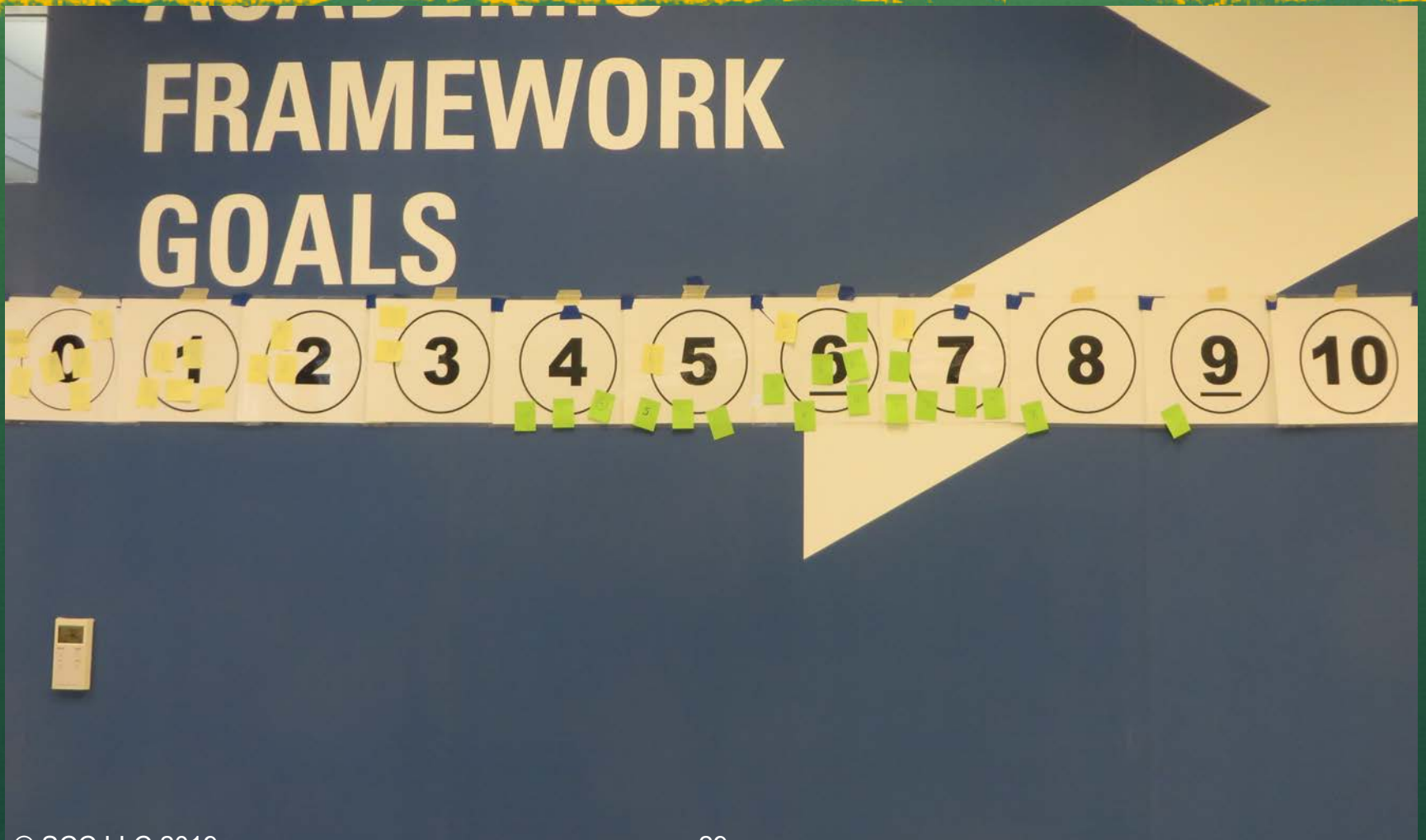
# ACEs Scale: Milford



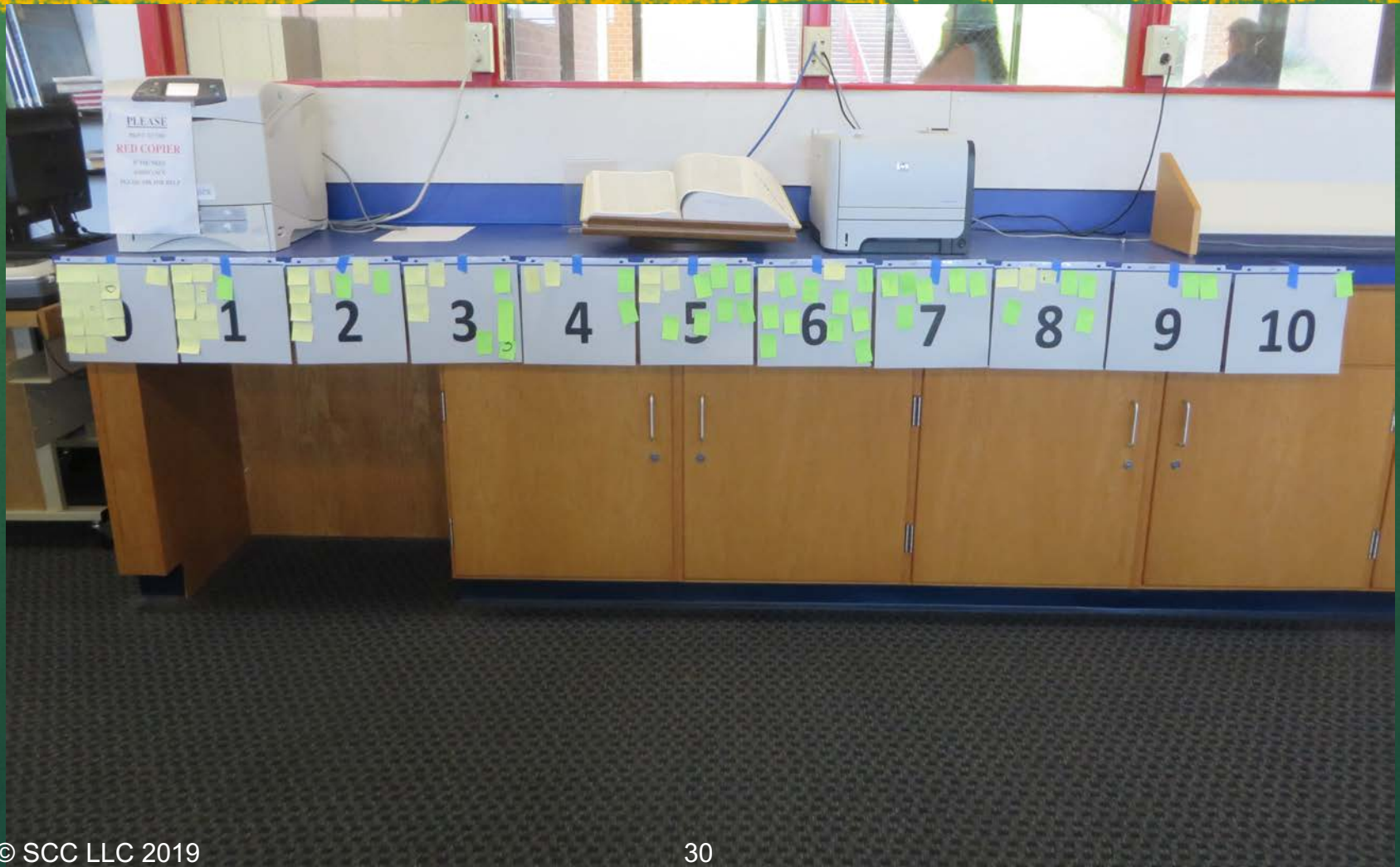
# ACEs Scale: Hamden



# ACEs Scale: Hartford



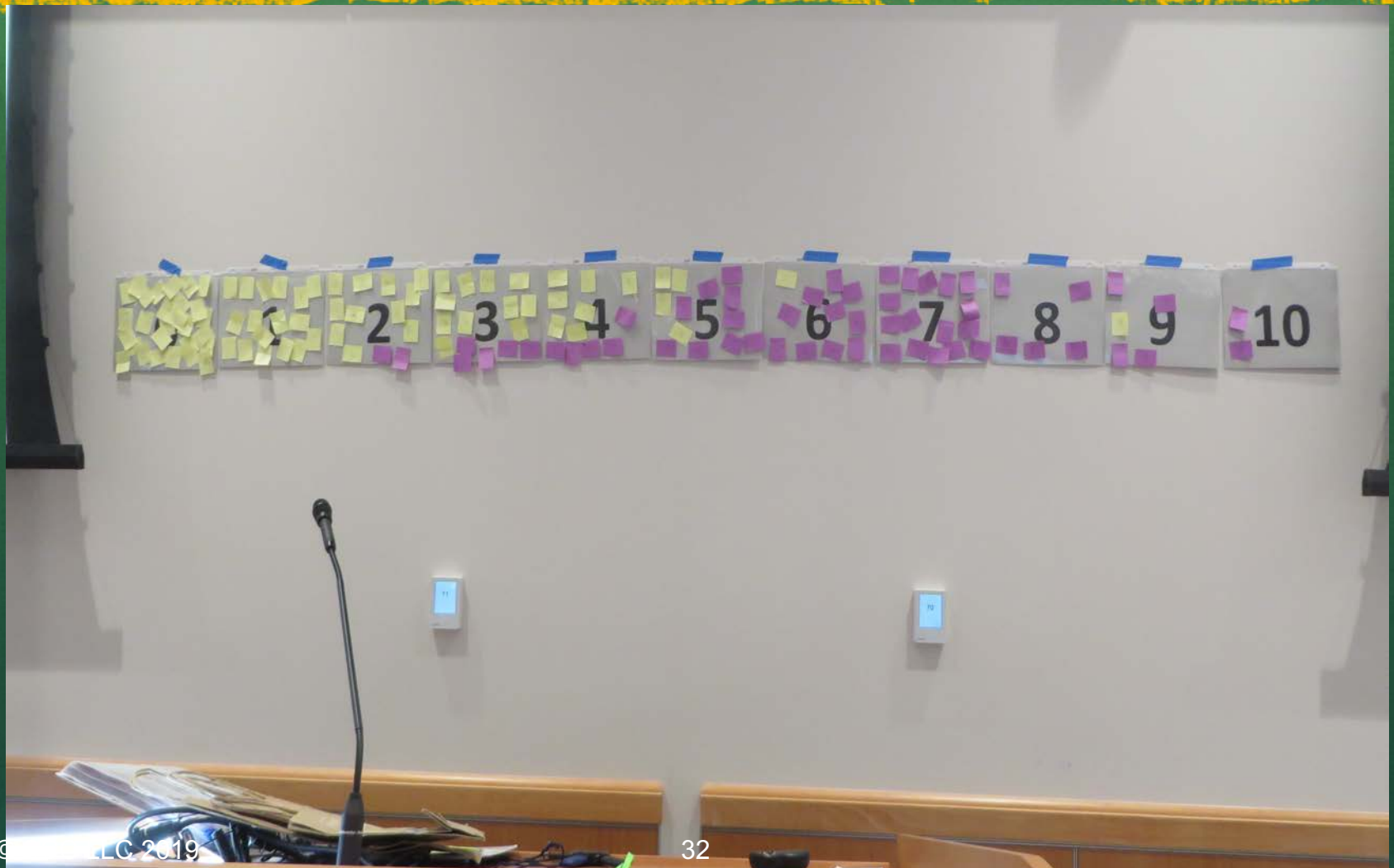
# ACEs Scale: Milford



# ACEs Scale: Waterbury



# ACEs Scale: Hartford





# ACEs Scale: Hamden



# ACEs Scale: East Windsor



# ACEs Scale: Bridgeport



# ACEs Scale: Stafford



# ACEs Scale: Greenwich



# ACEs Scale: Stafford



# ACEs Scale: Hamden



# ACEs Scale: Madison





# ACEs Scale: Kansas City, MO



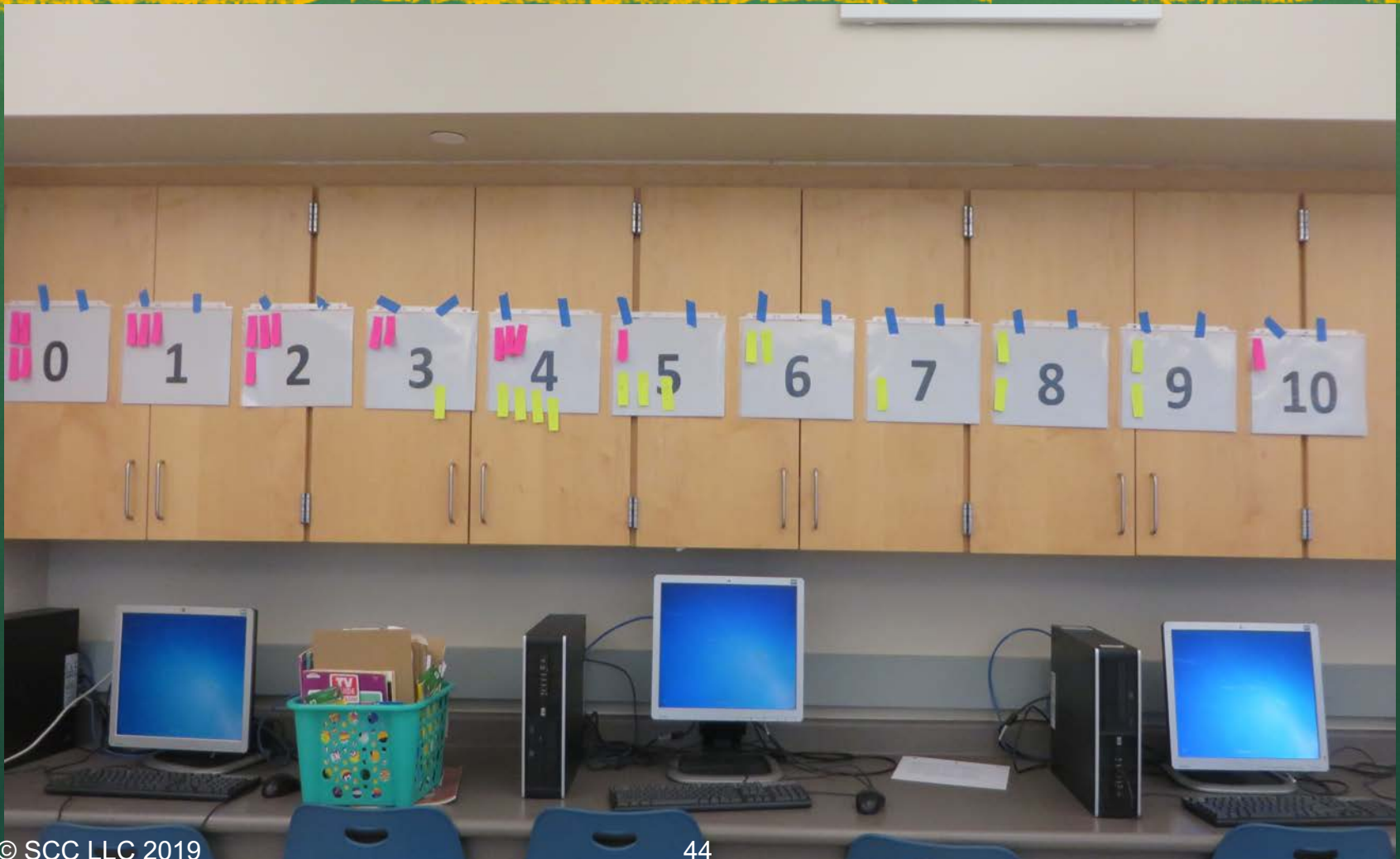
# ACEs Scale: Hartford



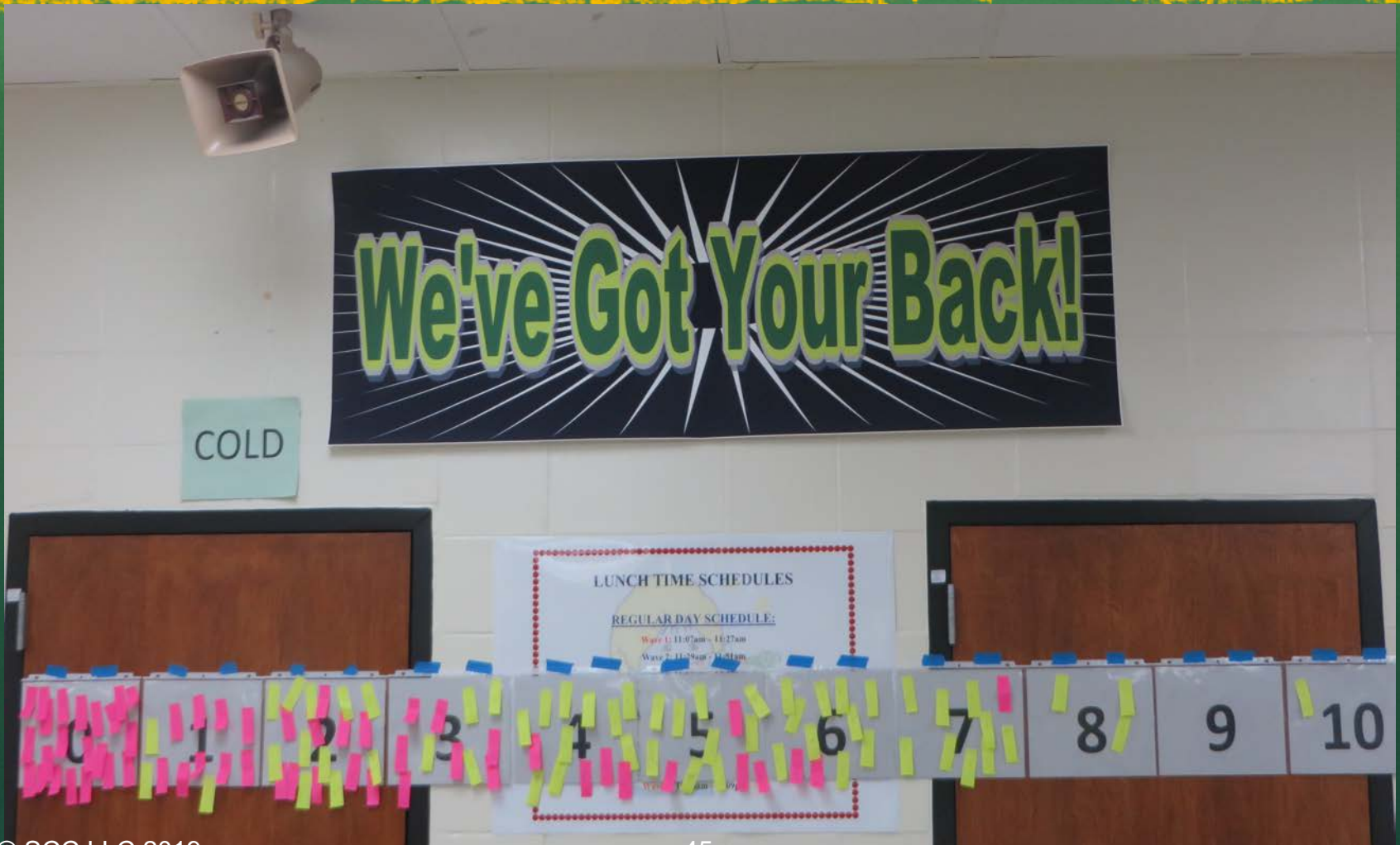
# ACEs Scale: New Britain



# ACEs Scale: Meriden



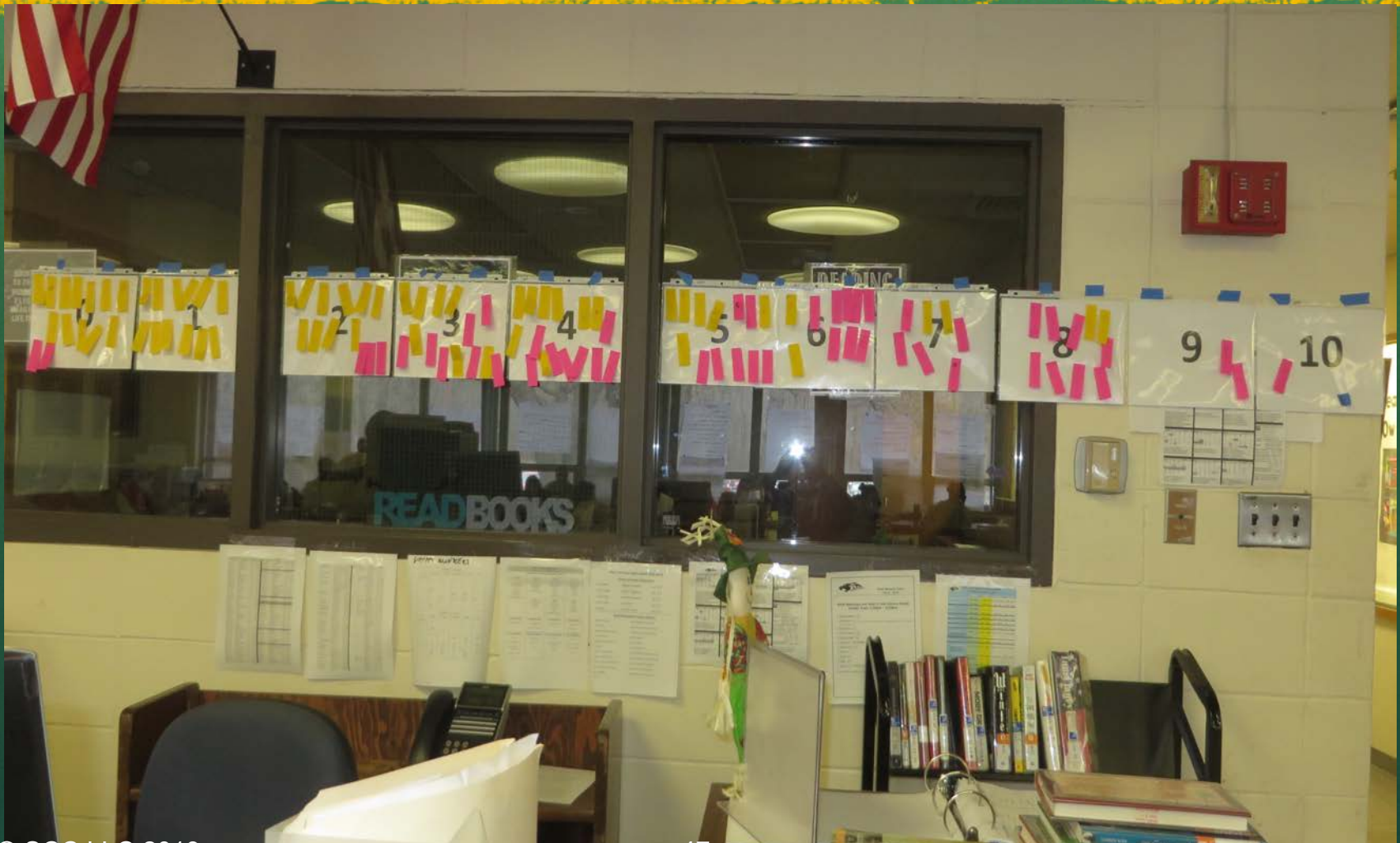
# ACEs Scale: Berlin



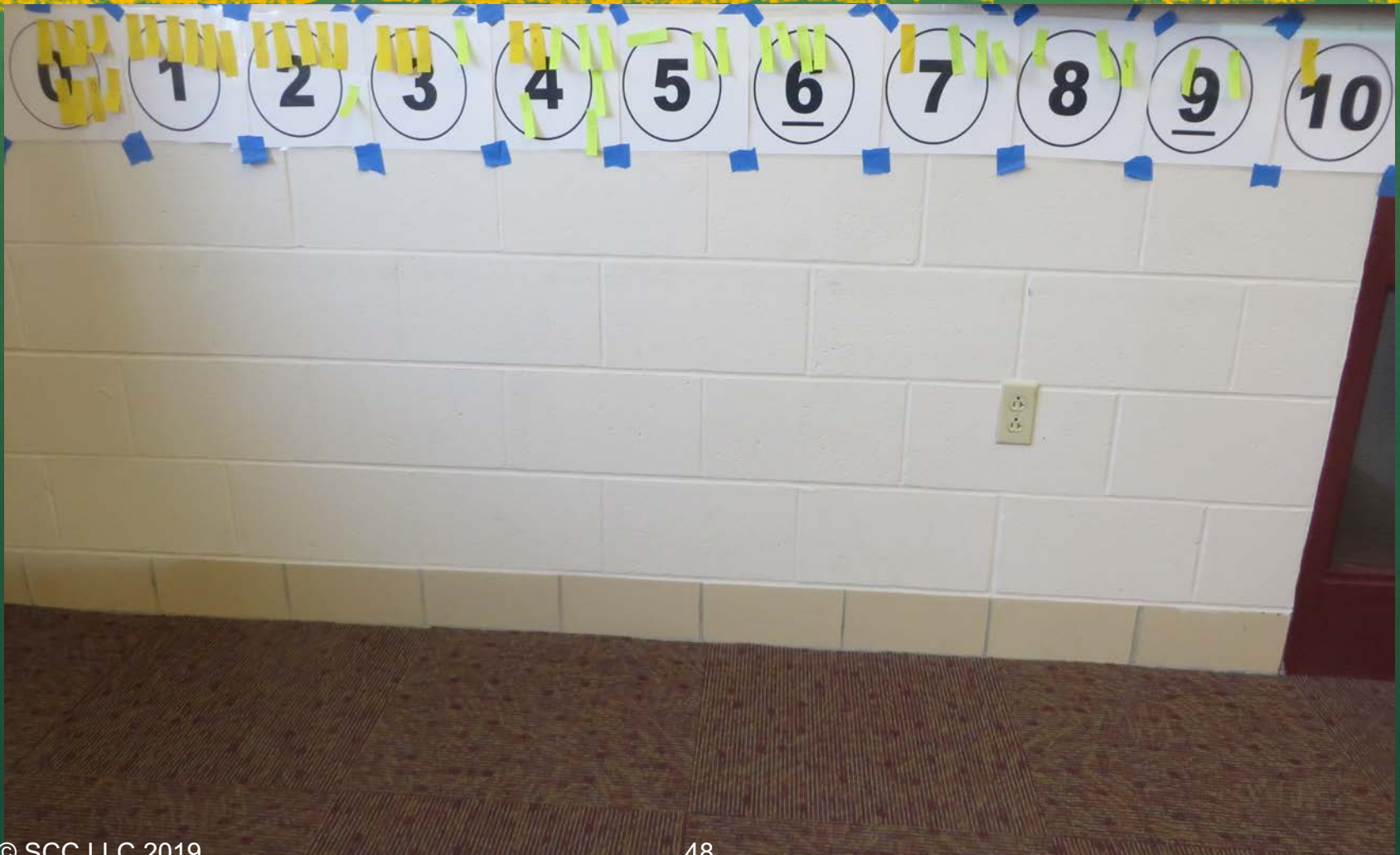
# ACEs Scale: Waterbury



# ACEs Scale: Milford



# ACEs Scale: Norwich





# ACEs Scale: Easton



# ACEs Scale: Newington



# ACEs Scale: Preston



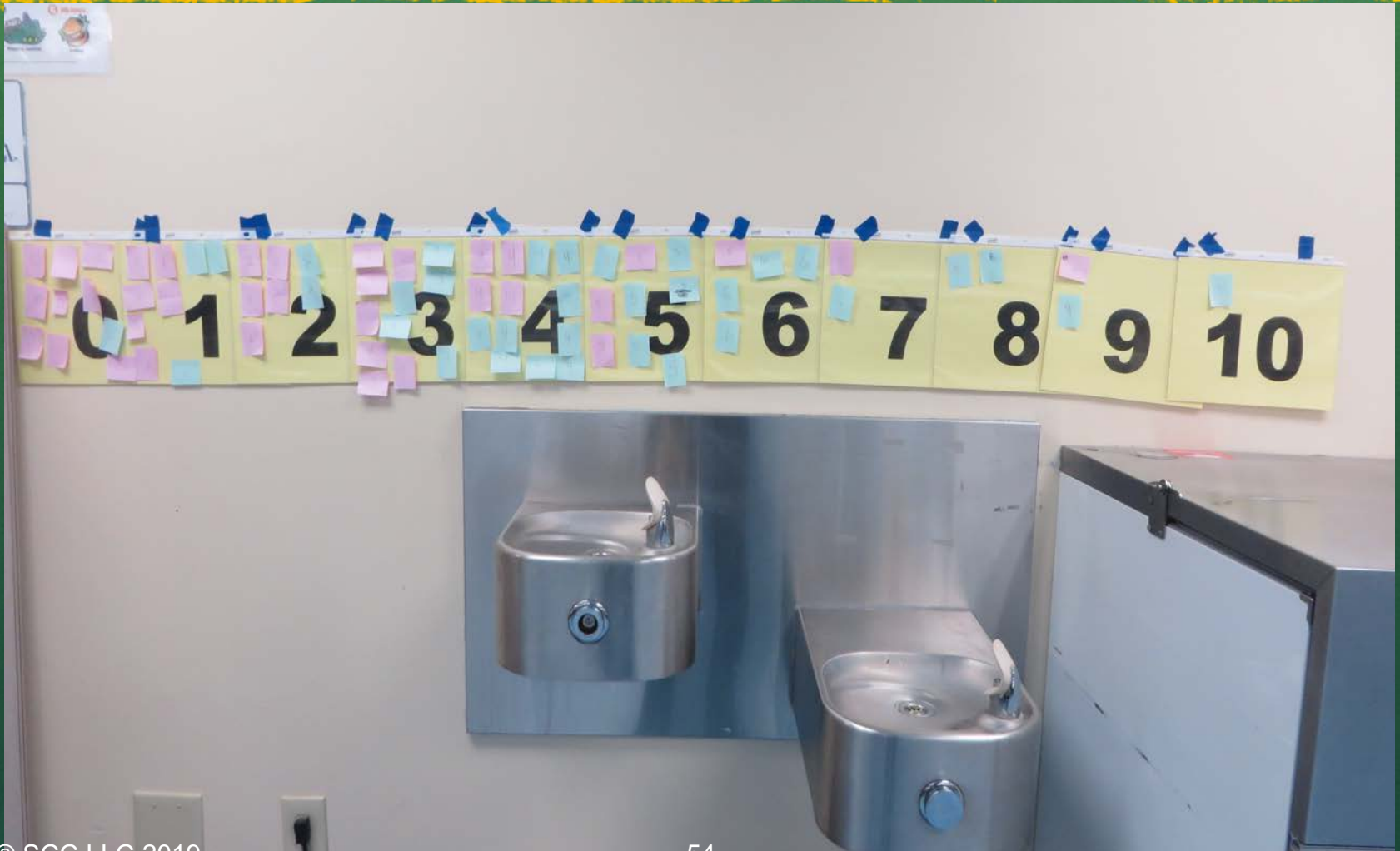
# ACEs Scale: Hartford



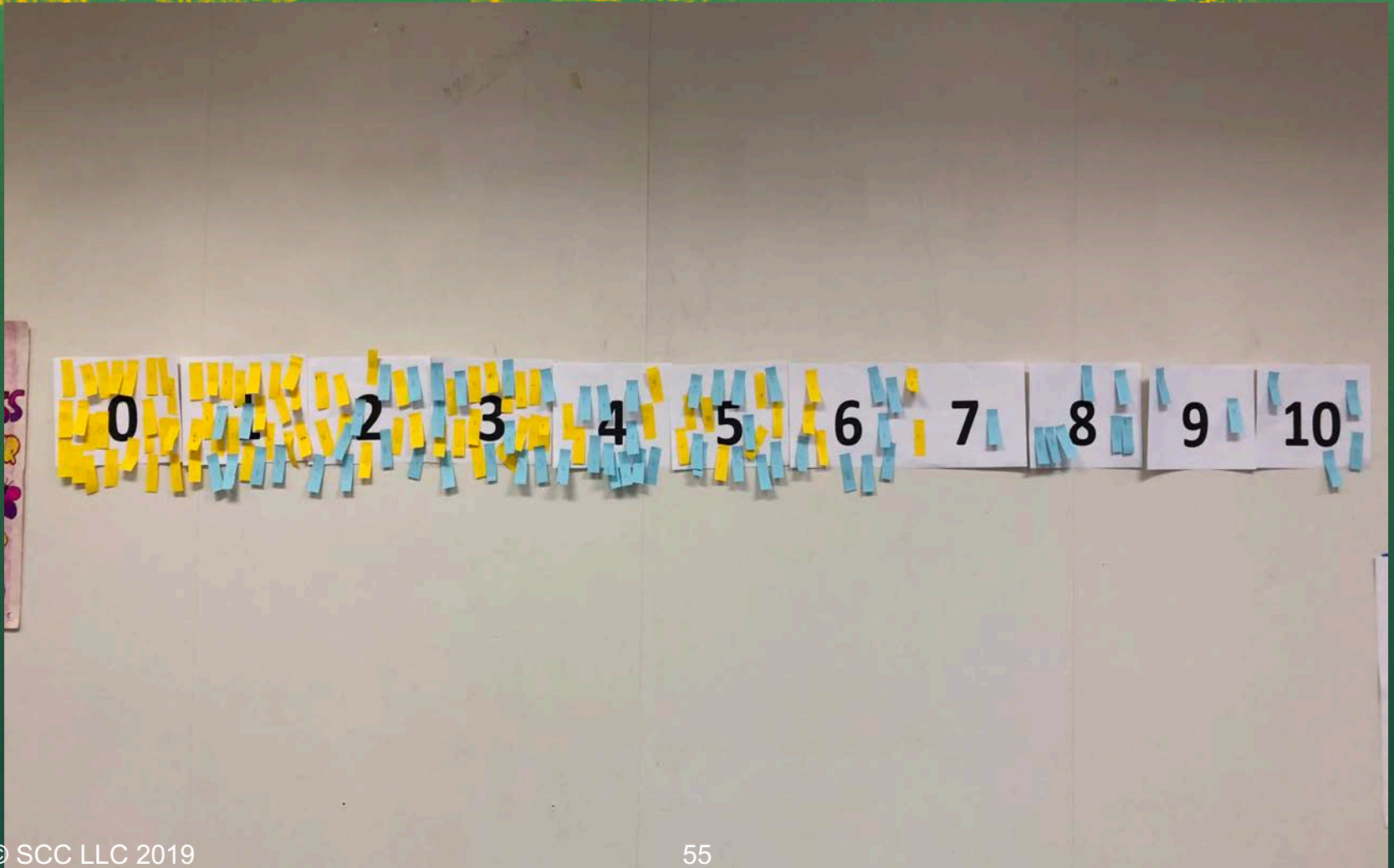
# ACEs Scale: Hartford



# ACEs Scale: Manchester



# ACEs Scale: Danbury

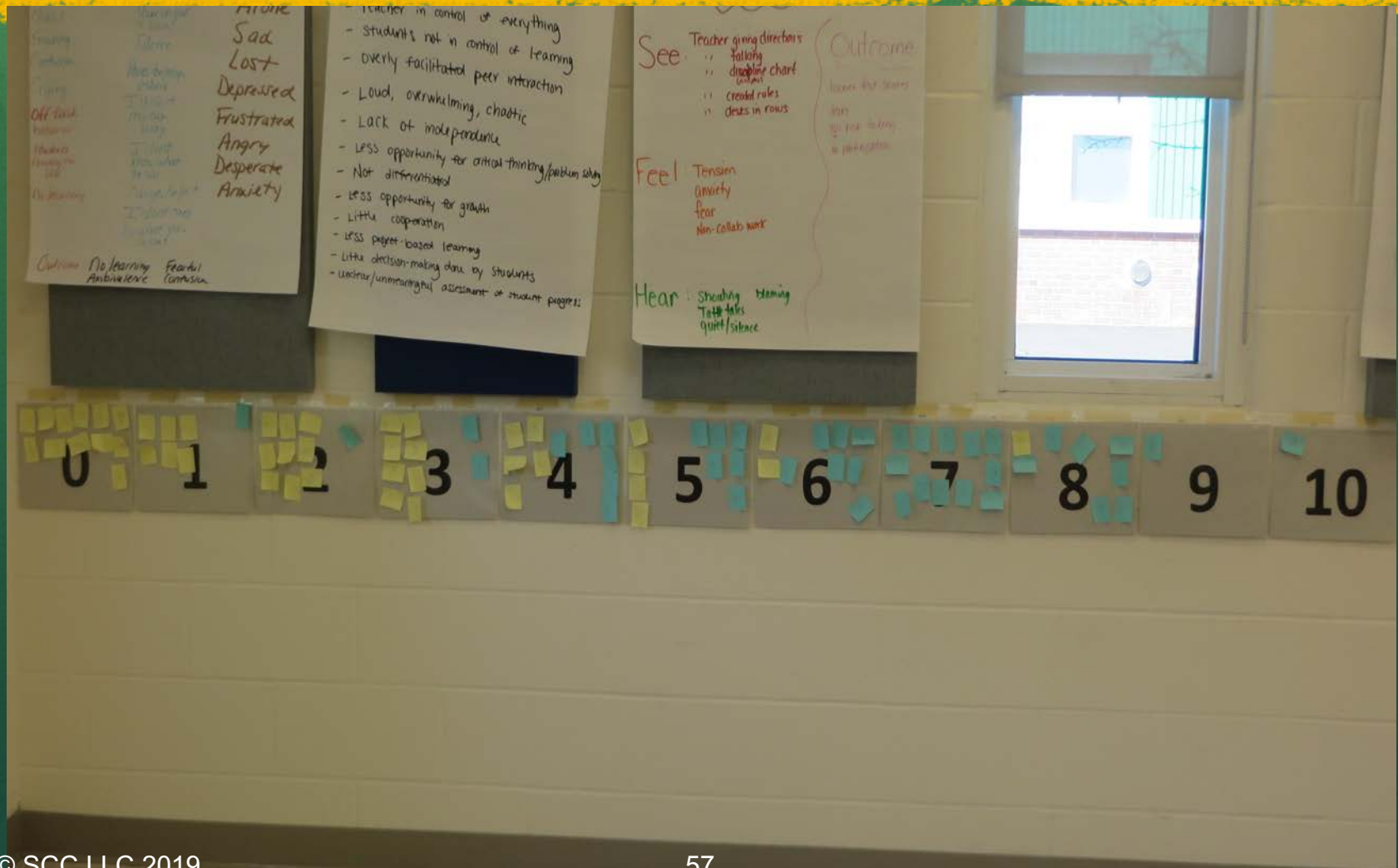


# ACEs Scale: Salem





# ACEs Scale: Hamden



# ACEs Scale: Hamden



# ACEs Scale: Hartford



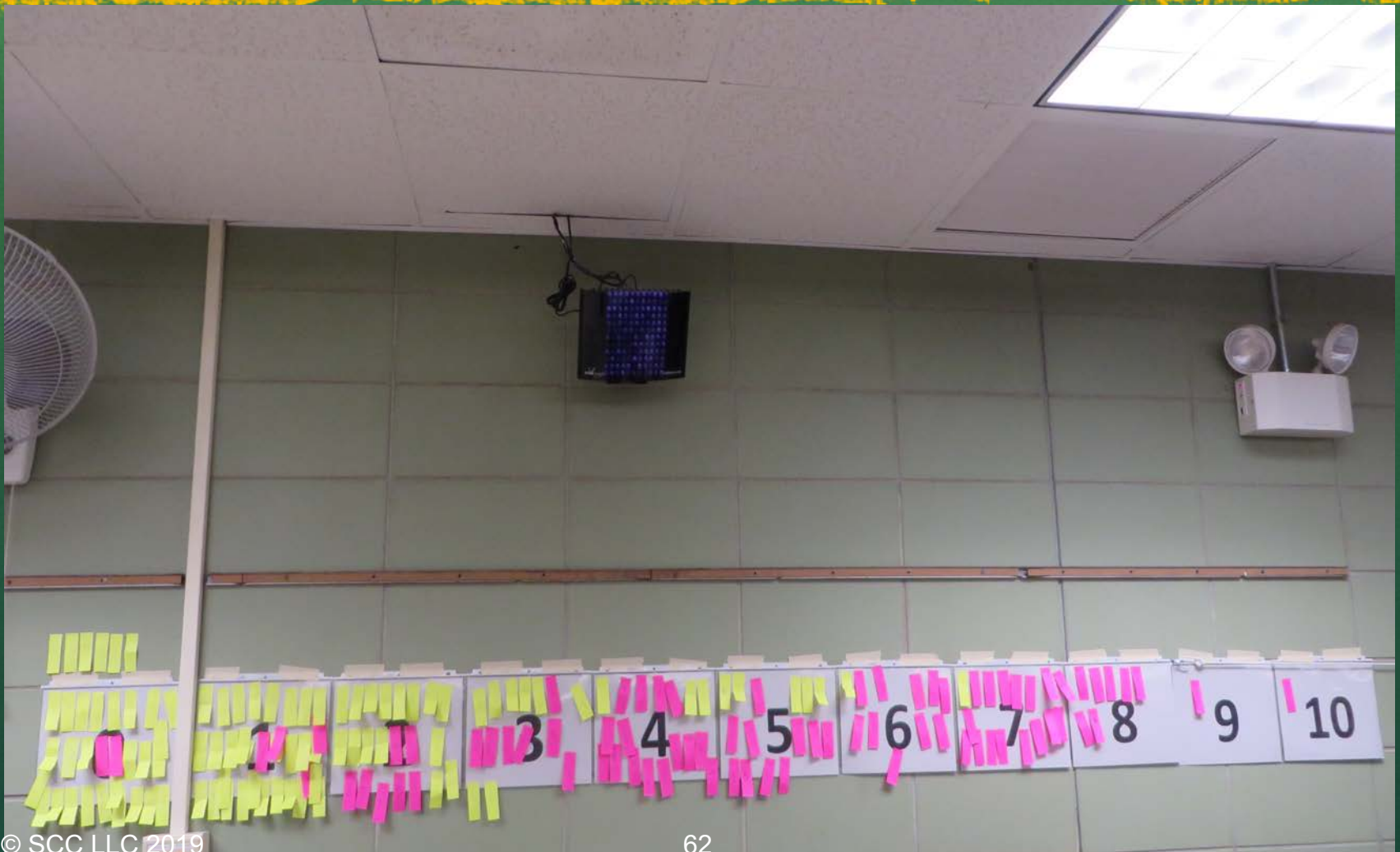
# ACEs Scale: Southbury



# ACEs Scale: Danbury



# ACEs Scale: Bridgeport



# ACEs Scale: Bridgeport

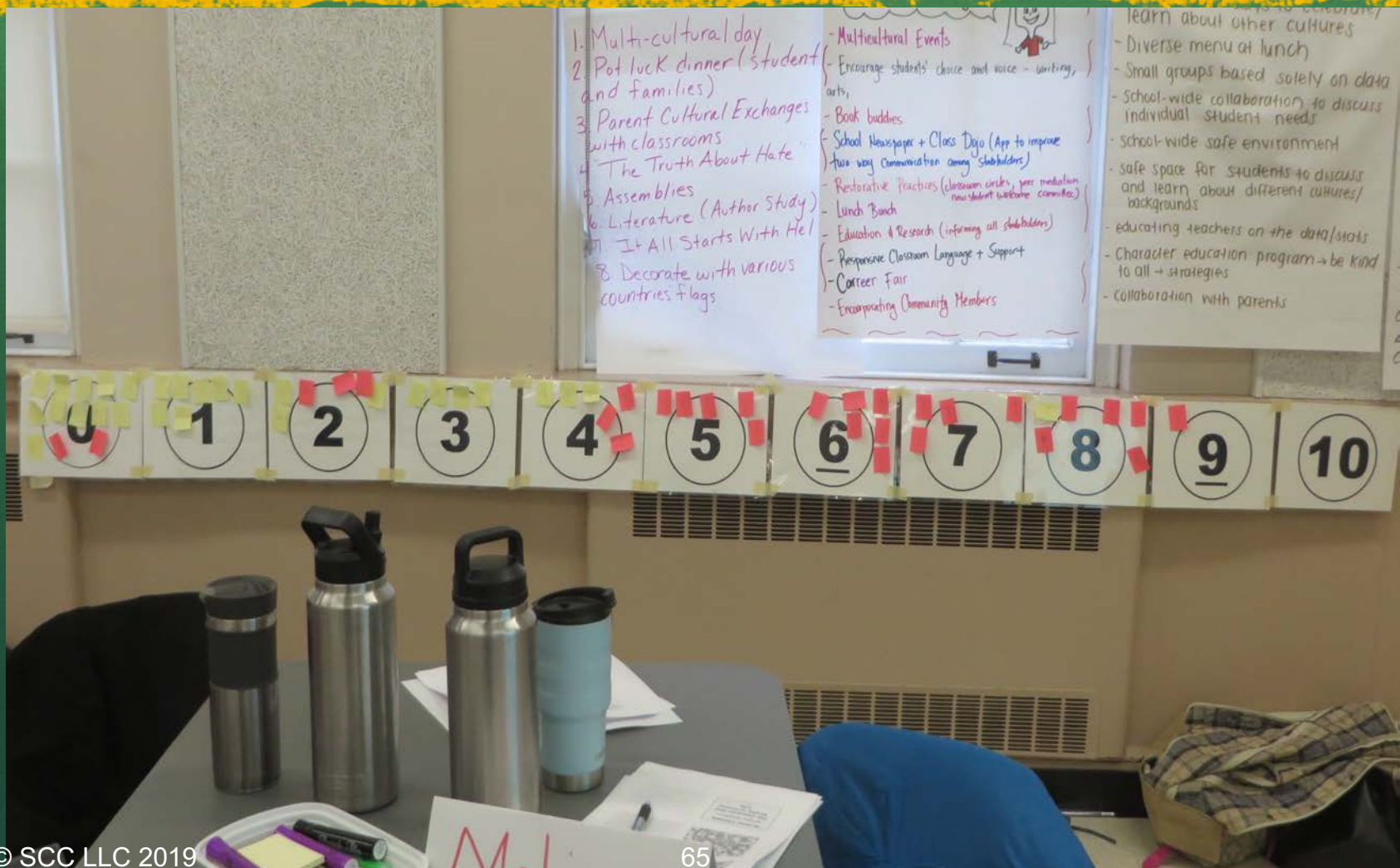


# ACEs Scale: New Britain

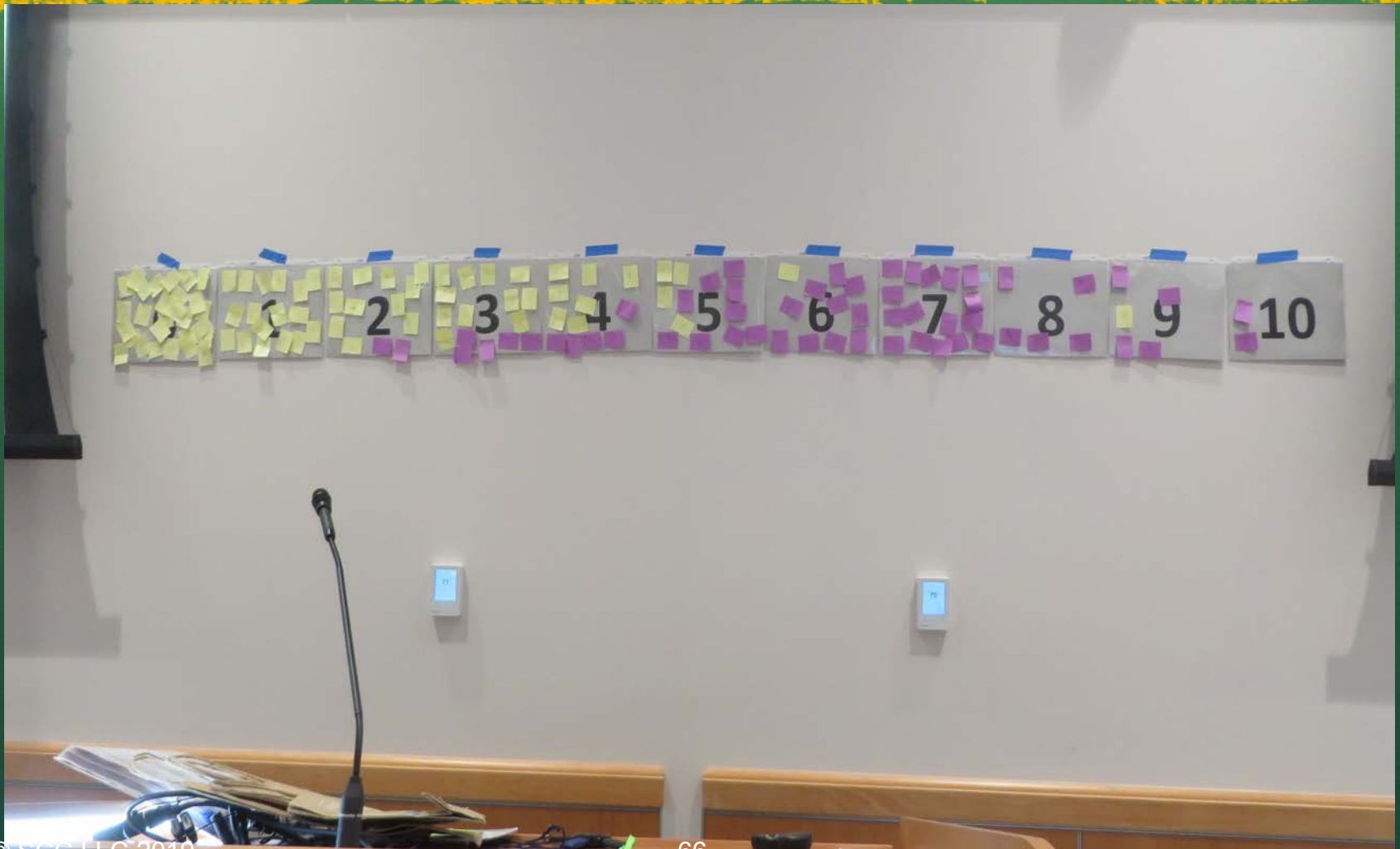




# ACEs Scale: Southbury



# ACEs Scale: Hartford



# ACEs Scale: Lebanon

- an engaging and rigorous curriculum which emphasizes real world experiences and applications.
- All students should demonstrate the mastery of content area skills.
  - School culture fosters acceptance of diversity and the natural curiosity of all learners.

Punitive

Students / teachers

- Silence
- unengaged/complacent
- anxiety
- embarrassment

Teachers

- "Quiet!"
- Yelling
- "Do This!"
- Time constraints
- Quantitative
- Overbearing
- Micromanager

Outcomes

- unengaged
- bored
- continue talking
- push back (defiant)
- uncomfortable classroom setting
- lower level learning
- low level participation
- no initiative

Permissive

See

- Kids on phones
- hand into their instructions
- sleeping
- lack of discipline
- low motivation
- some kids in task
- Kids smiling

Hear

- talking off task
- Inappropriate language

Feel

- Disoriented
- Disorganized
- Lack of accountability
- boring/funeral

Outcomes

- Inconsistent task completion
- Disparity of knowledge retention
- Behavior inconsistencies

Permissive

- Teachers give no answer
- No wait-time for answers
- Too much scaffolding
- No student involvement
- Low levels of engagement
- Teacher feels frustrated
- No accountability
- Good grades for regurgitation

- Bored students
- Negative behaviors
- No/low expectations for learning
- Chaos
- Bored teachers
- Students are not learning
- No motivation
- Trouble adjusting to other styles

See

Teacher

- Sitting at desk
- not on task
- all students - unorganized

Student

- off task
- talking
- not focused on one task

Feel

- detached
- overwhelmed
- get up or relaxed/dont care

Hear

- n/a = unclear directions
- too many choices

Outcomes

- lack of understanding
- chaos
- No mastery
- lack of community
- unable to plan next step in learning
- invalid data
- don't feel they belong
- isolation (guilt)

Side conversations

- electronic
- interruptions
- urgency (phone)

observe:

- talking

Outcomes

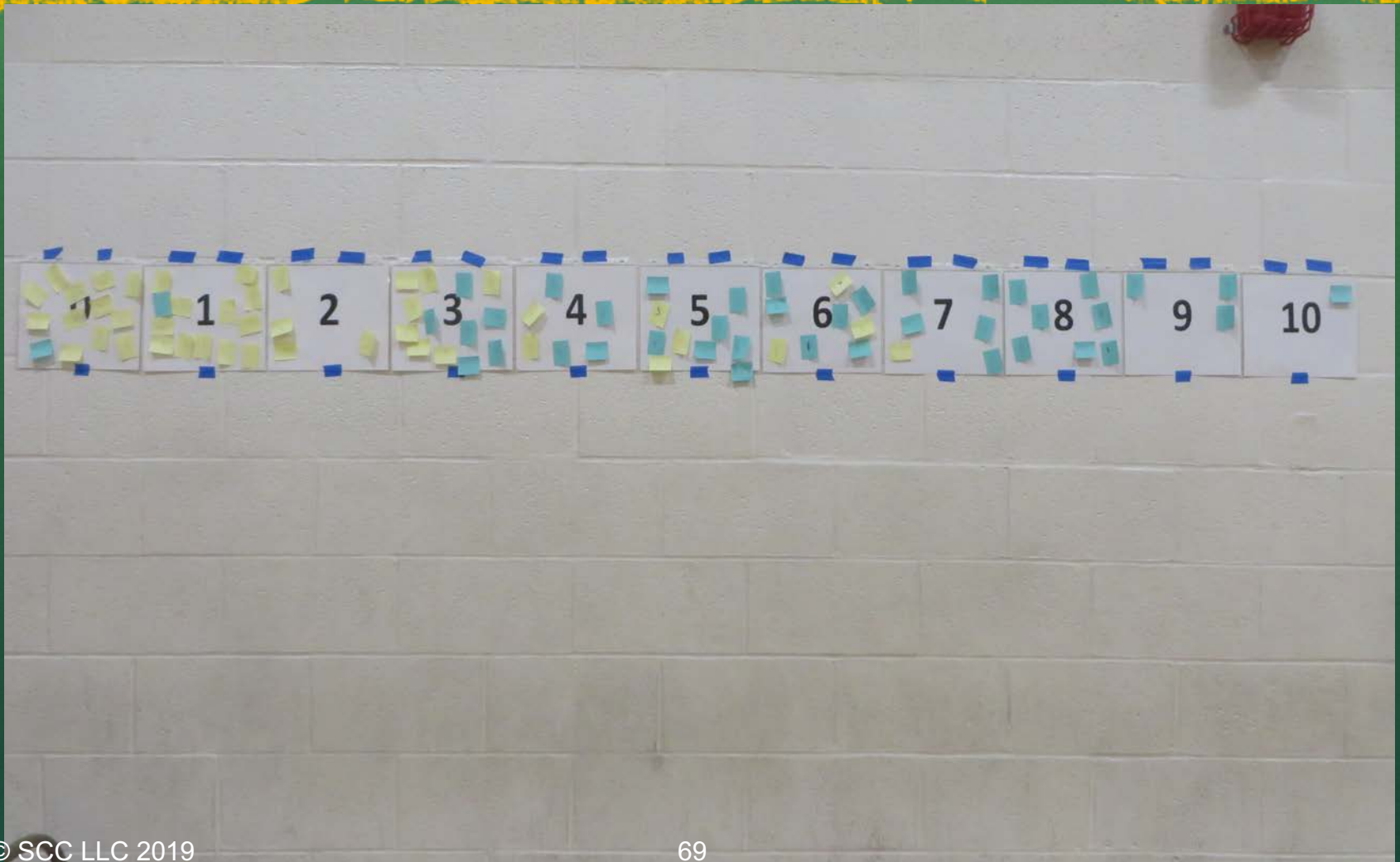
- only one way to take a problem
- no collaboration



# ACEs Scale: Fairfield County



# ACEs Scale: Brooklyn



# ACEs Scale: Burlington



# ACEs Scale: Burlington



# ACEs Scale: Milford

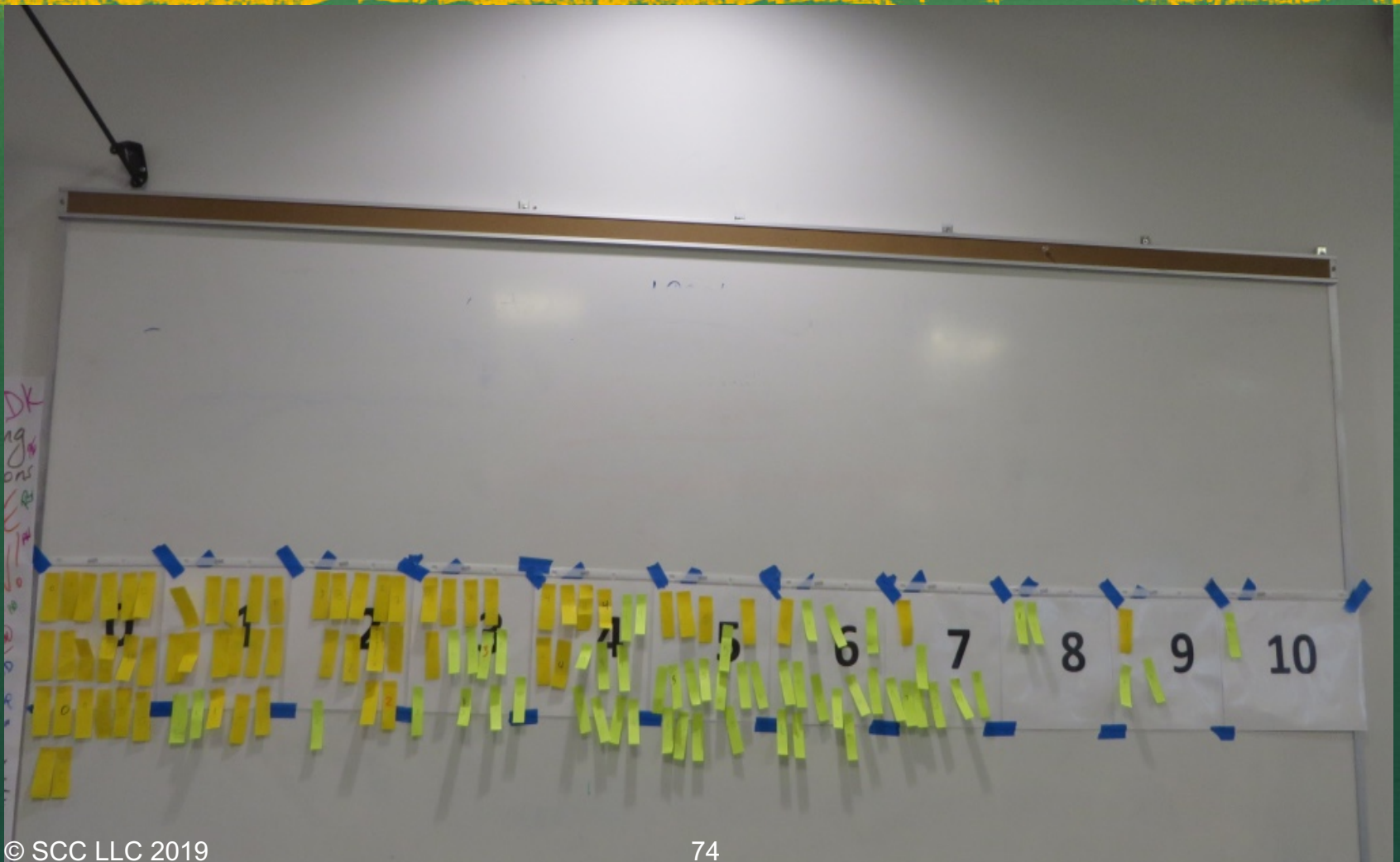




# ACEs Scale: Stamford



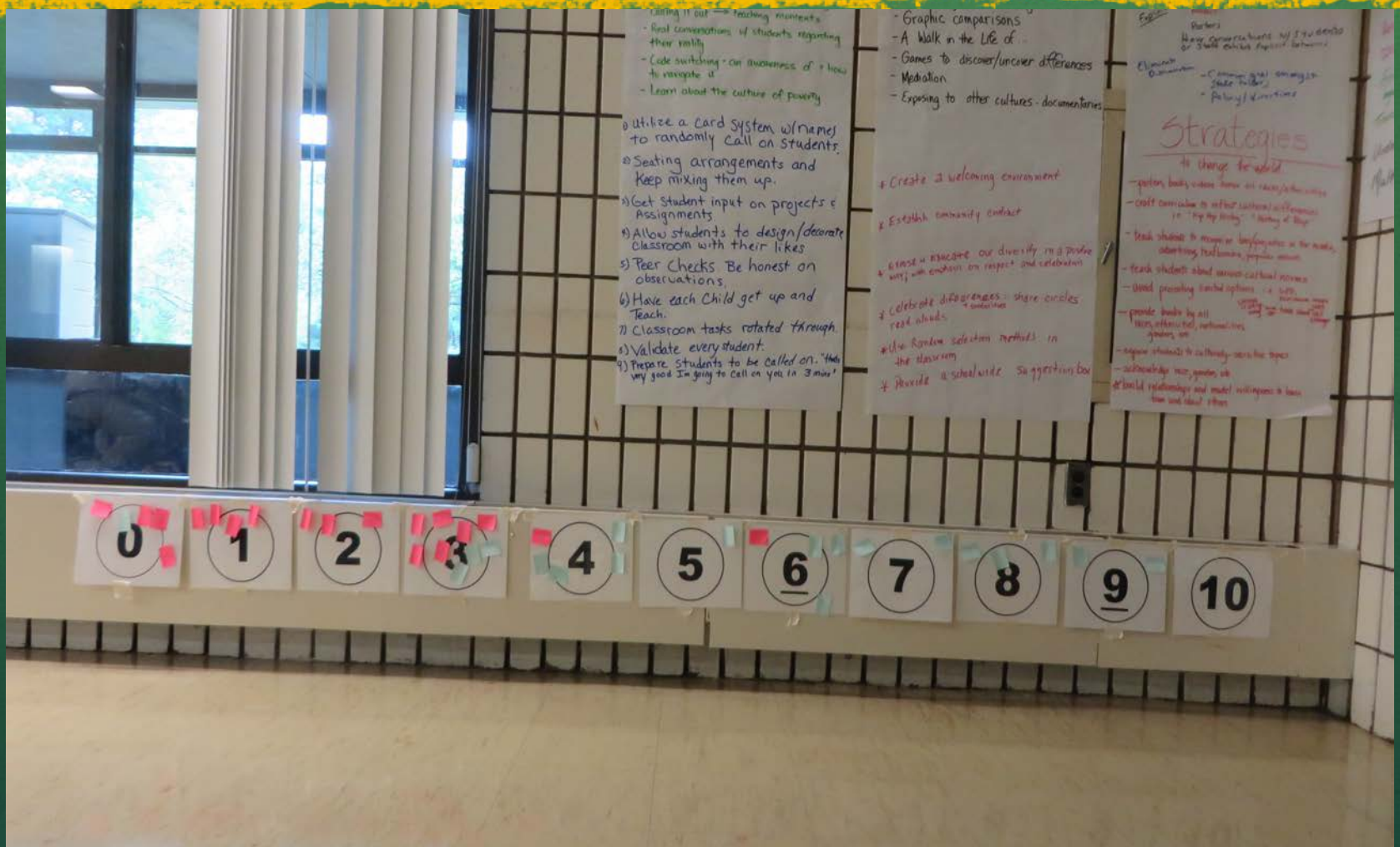
# ACEs Scale: Waterbury



# ACEs Scale: Scottsbluff, NE



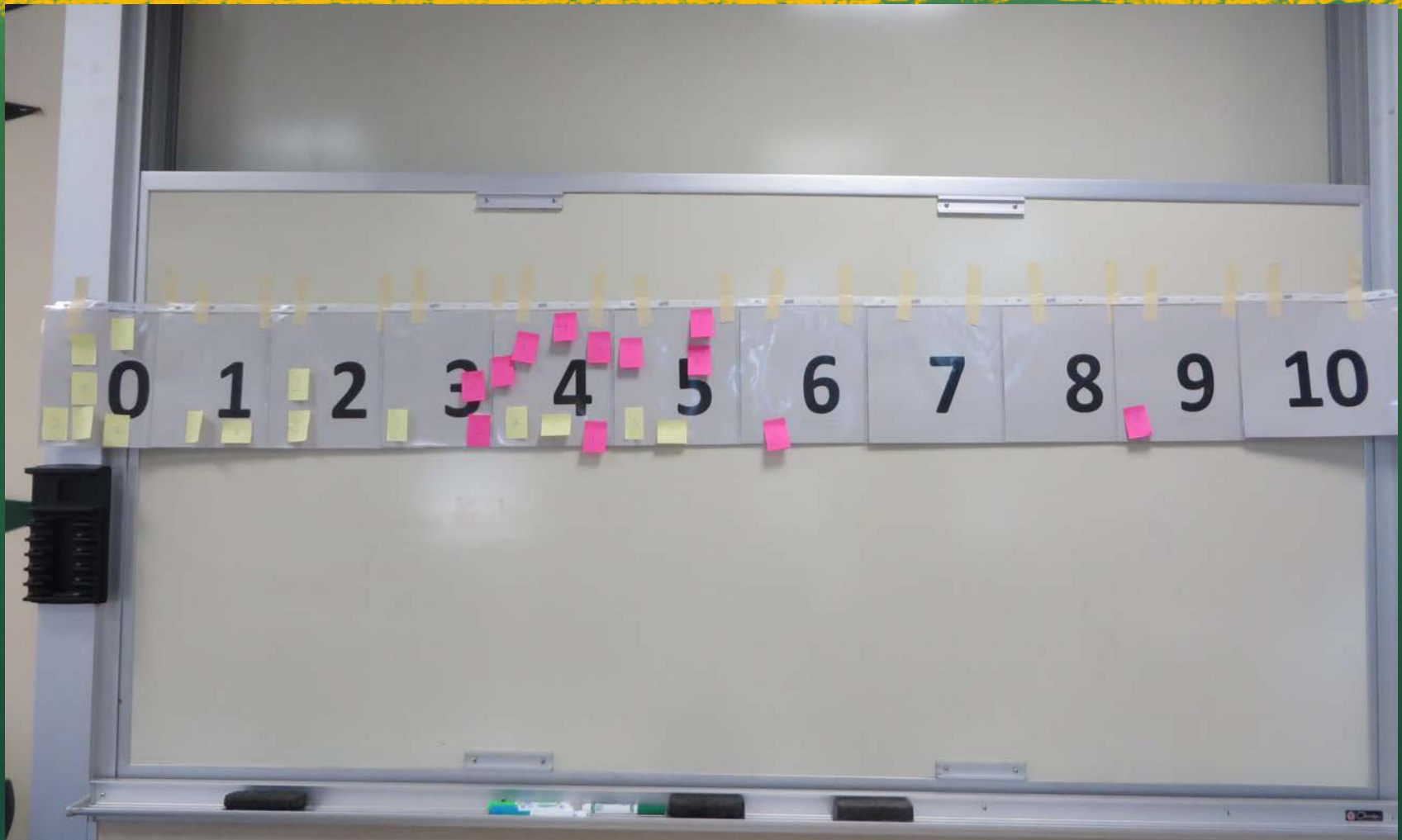
# ACEs Scale: Torrington



# ACEs Scale: Waterbury



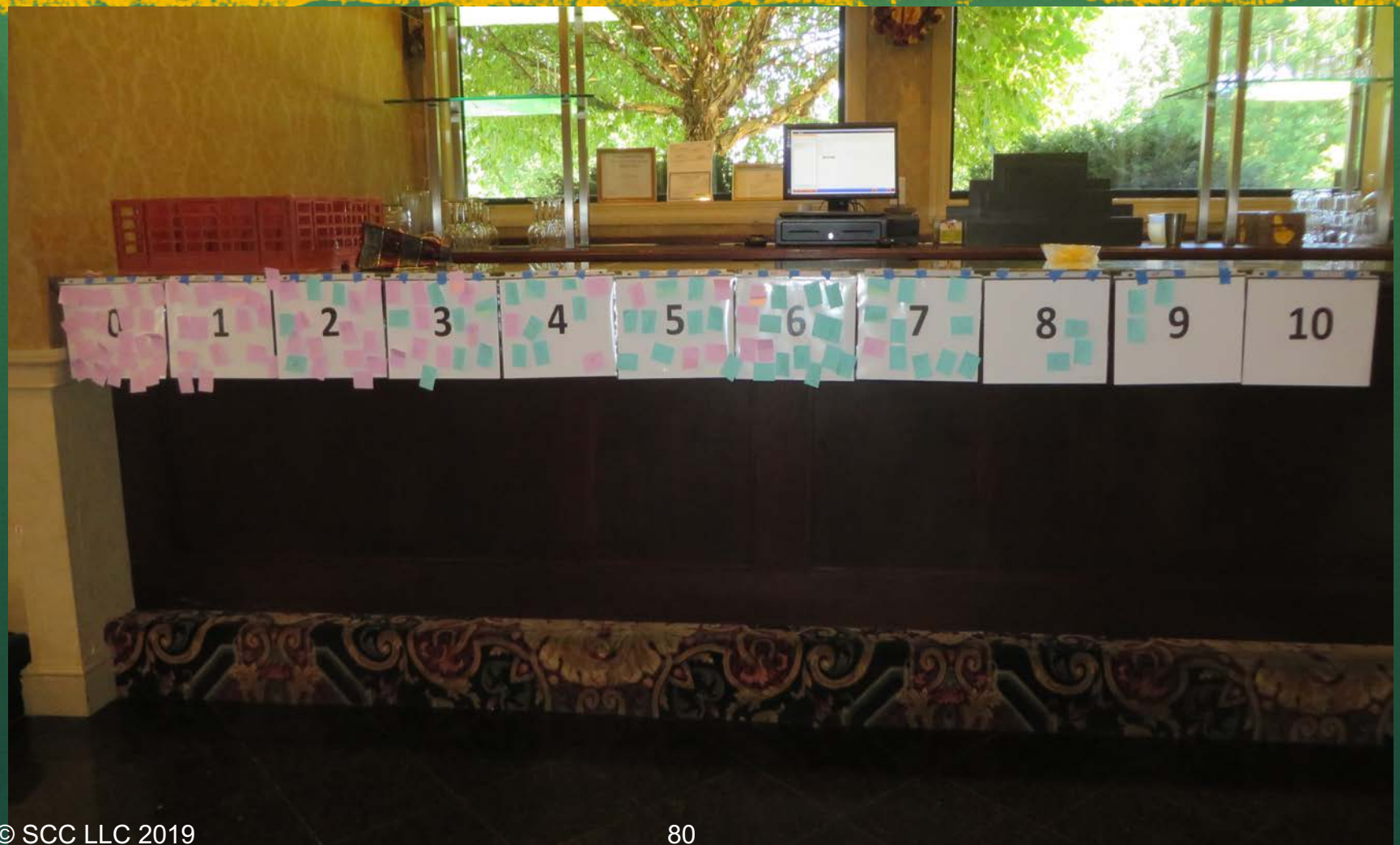
# ACEs Scale: East Hartford



# ACEs Scale: Danbury



# ACEs Scale: Milford

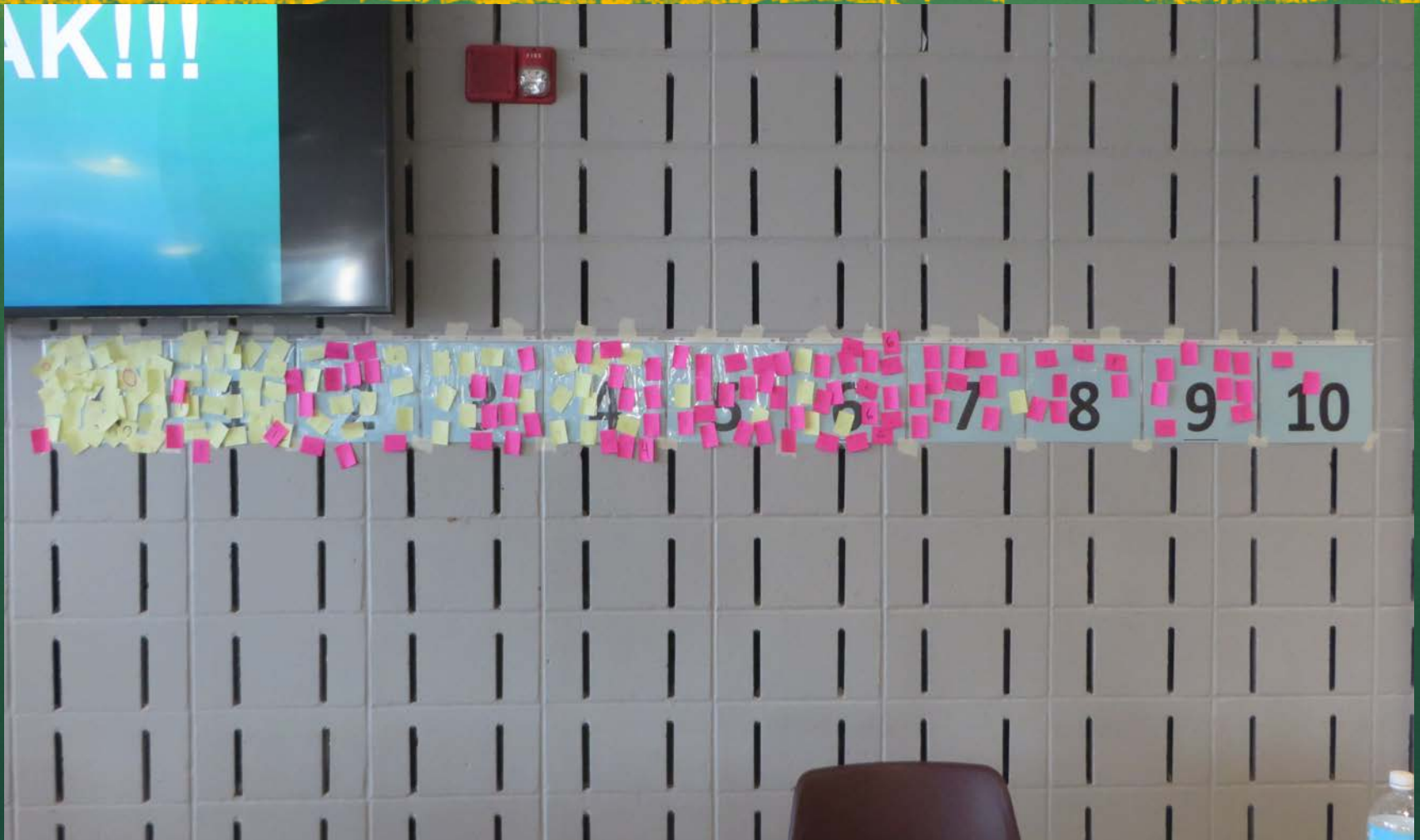




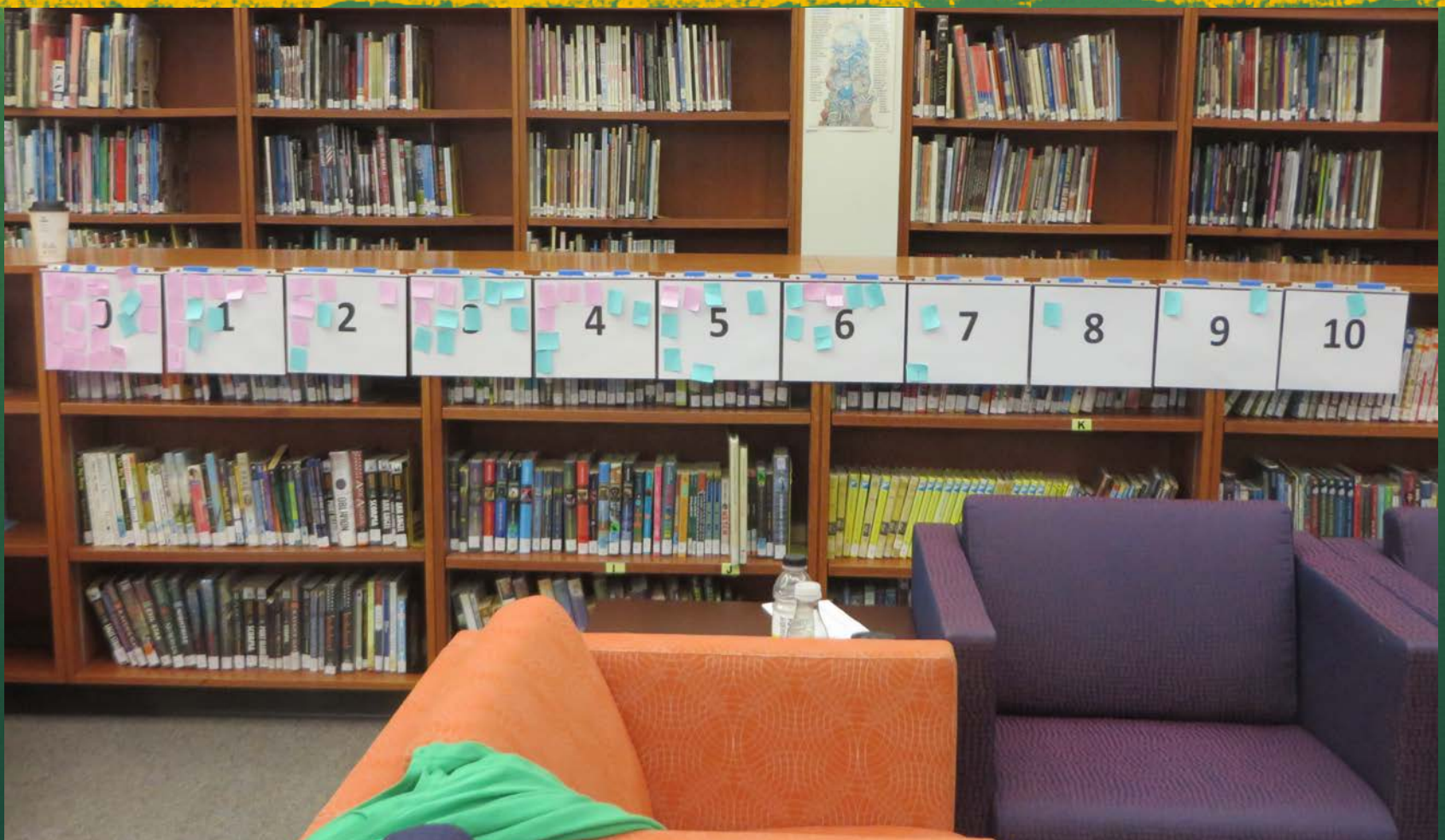
# ACEs Scale: Stratford



# ACEs Scale: Bethel



# ACEs Scale: Old Saybrook



# ACEs Scale: Roselle, NJ



# ACEs Scale: Litchfield



# Maslow's Hierarchy of Needs



# Maslow's Hierarchy of Needs



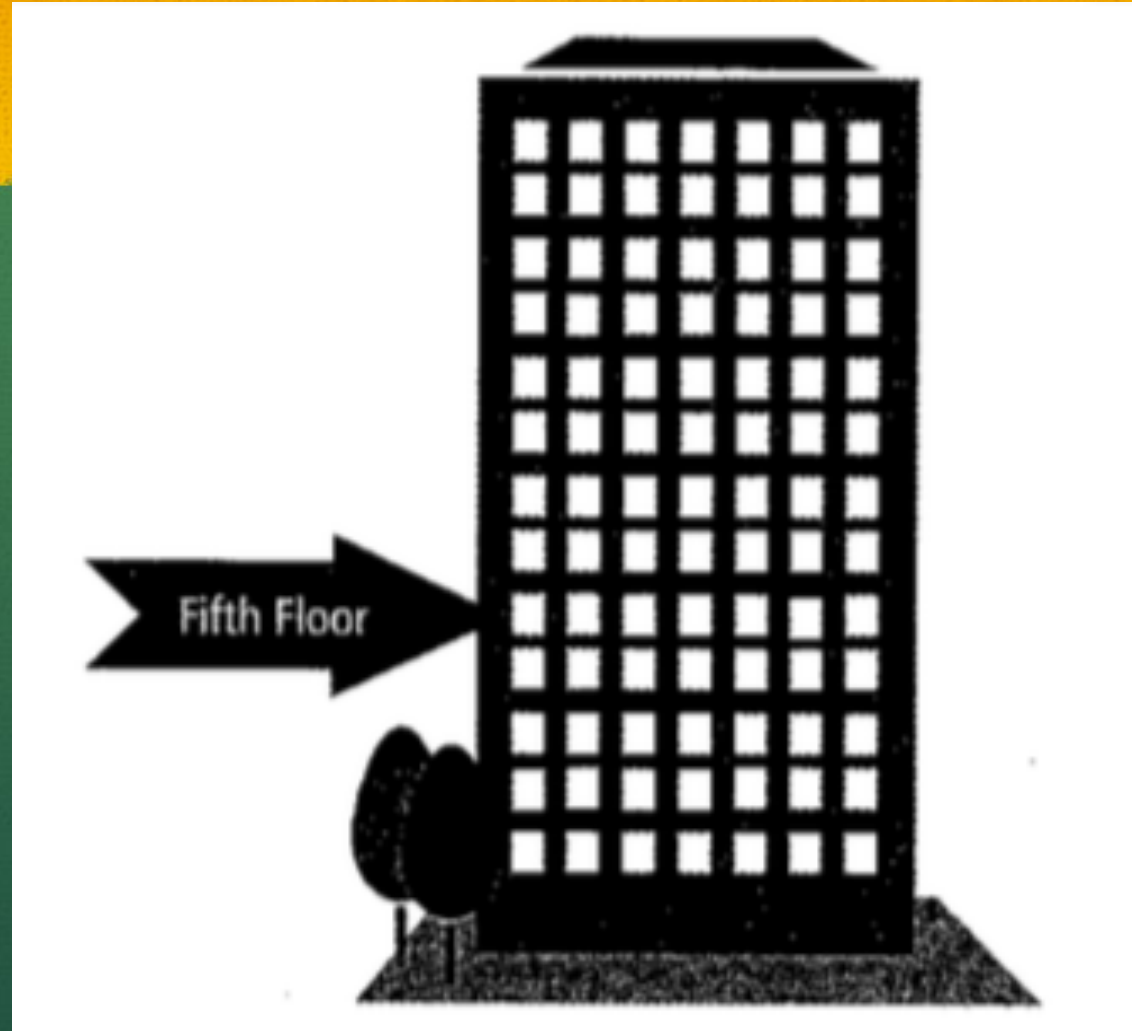
# Maslow & Children with Trauma





# Development is Hierarchical

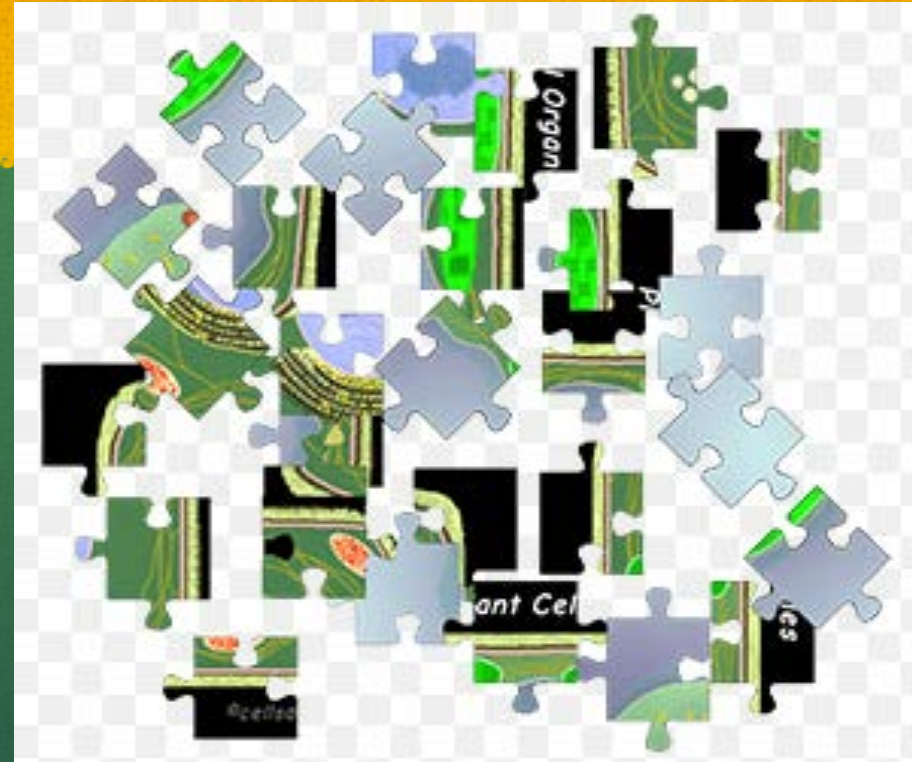
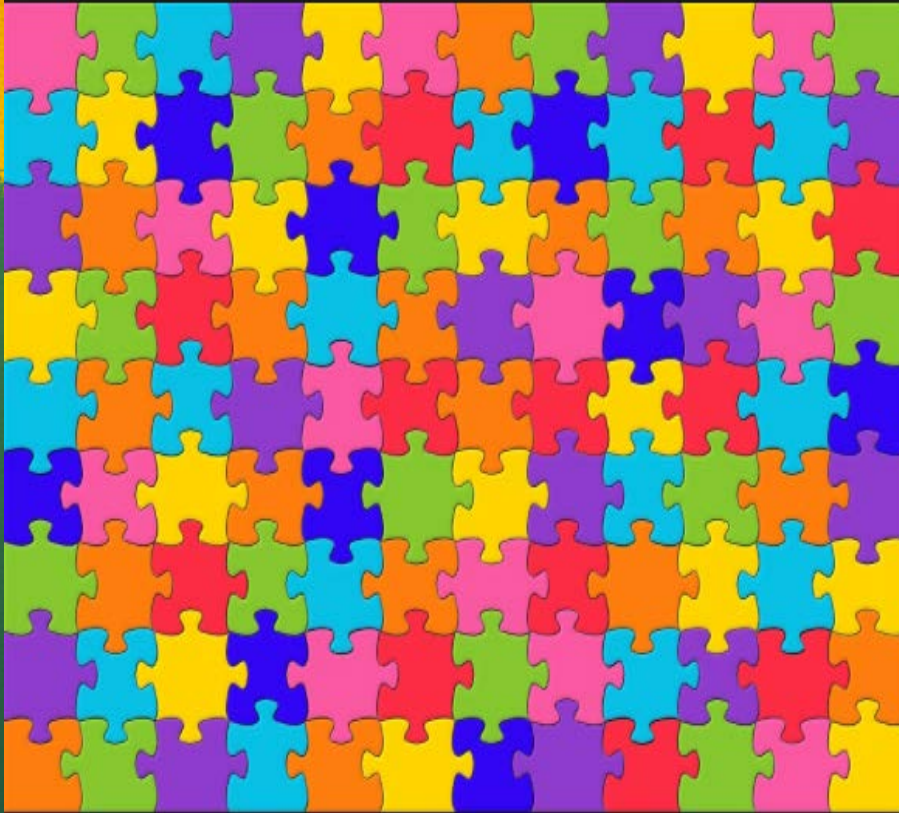
Children cannot be expected to begin “on the fifth floor” if they never entered the first floor and moved up to each level before.



Help for Billy: A Beyond Consequences Approach to Helping Challenging Children in the Classroom, p. 41

Heather T. Forbes, LCSW

# Growing Brains With Trauma



Children who grow up in safe and healthy environments with loving and supportive care givers come to school and community settings with all of the necessary “pieces” to deal with challenges; Children with trauma have an incomplete set of “pieces” to help them with the same kind of challenges.

# ACEs Score of 4+: Changes Begin

- In schools & community settings, it is 32+ times more likely to have learning and behavior issues
  - Acting out in school, afterschool settings, etc.
  - Calling out in class, teams, groups, etc.
  - Running out of class, programs, etc.
  - Hitting someone near student
  - Can't pay attention
  - Impulse control problems
  - Difficulty regulating behavior
- Typically, in schools, Friday is the worst day at school for acting out, followed by Monday
  - Having to leave the relative safety of school (on Friday) and re-entering the school routine from more chaotic weekends (on Monday)

# What Trauma Looks Like



# What Trauma Looks Like

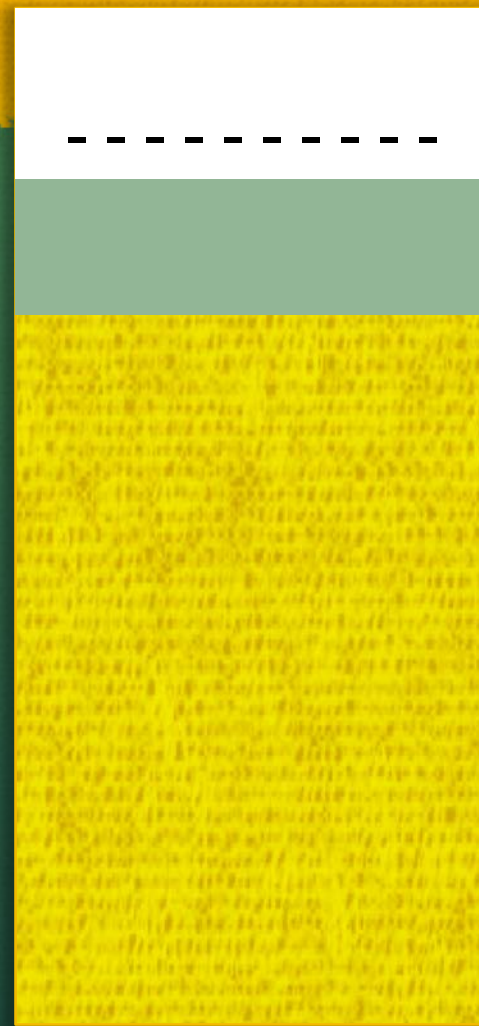


# Window of Stress Tolerance

Window of Stress Tolerance for Child without Trauma



Breaking Point



Window of Stress Tolerance for Child with Trauma



# Which Children Need Attention

- We should worry about children who are misbehaving
- We should also worry about children who are quiet and/or are over-achievers
  - Smart/wise children withdraw in hopes of avoiding more adversity
  - These children are wonderful at “masking” their difficult lives
- ***We should be concerned about all children, really***
- ACEs does not discriminate...this has nothing to do with race, culture, gender, etc.
- *Every zip code contains ACEs*

# BEAR-FREE ENVIRONMENTS!!!

- No “Bears” in settings we can design and control
  - School
  - Offices
  - Community Programs
  - Homes
  - Anywhere!!...



# Environments: NO Bears

- Every office, classroom, hallway, cafeteria, playground, parking lot, bus stop, playing field, locker room, etc., should be:
  - Physically safe
  - Emotionally safe
  - Culturally safe
  - Intellectually safe
  - Predictable and consistent
    - No surprises
    - Understood and expected routines

# Variety of Treatments: Building Resilience

- Reduce dose of adversity
  - Find out family/environment issues
  - No bears in offices, school and community settings!!
- Build high quality trusting relationships
- Universal screening for ACEs at all well-child visits
- Find ACEs score and symptoms
- Mindfulness/meditation
- Nutrition/Exercise
- Sleep hygiene
- Education around ACEs
- Therapy

# Dr. Ken Ginsburg

*“When working with trauma-impacted students, we must reach their hearts before we can reach their heads.”*

# The Necessary Elements for Change

- **Healthy Adult-Child relationships**
- **Regulated Environment**
- **Meeting Children's Emotional Needs**
- **Reducing the Stress That Leads To Being Overwhelmed**

**Chance  
for  
Change**

# Children With Trauma Need....



Kindness, trust, safety  
& predictability

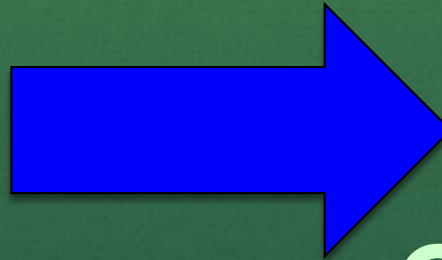


Clear expectations, rules  
& boundaries

# SCHOOL CLIMATE

# First Pivotal/*Paradigm* Shift in Thinking & Engaging

**Fixing  
Problems  
& Putting  
Out  
Fires**  
*(reactive)*



**Developing  
Character  
&  
Creating the  
Climate\*\***  
*(pro-active)*

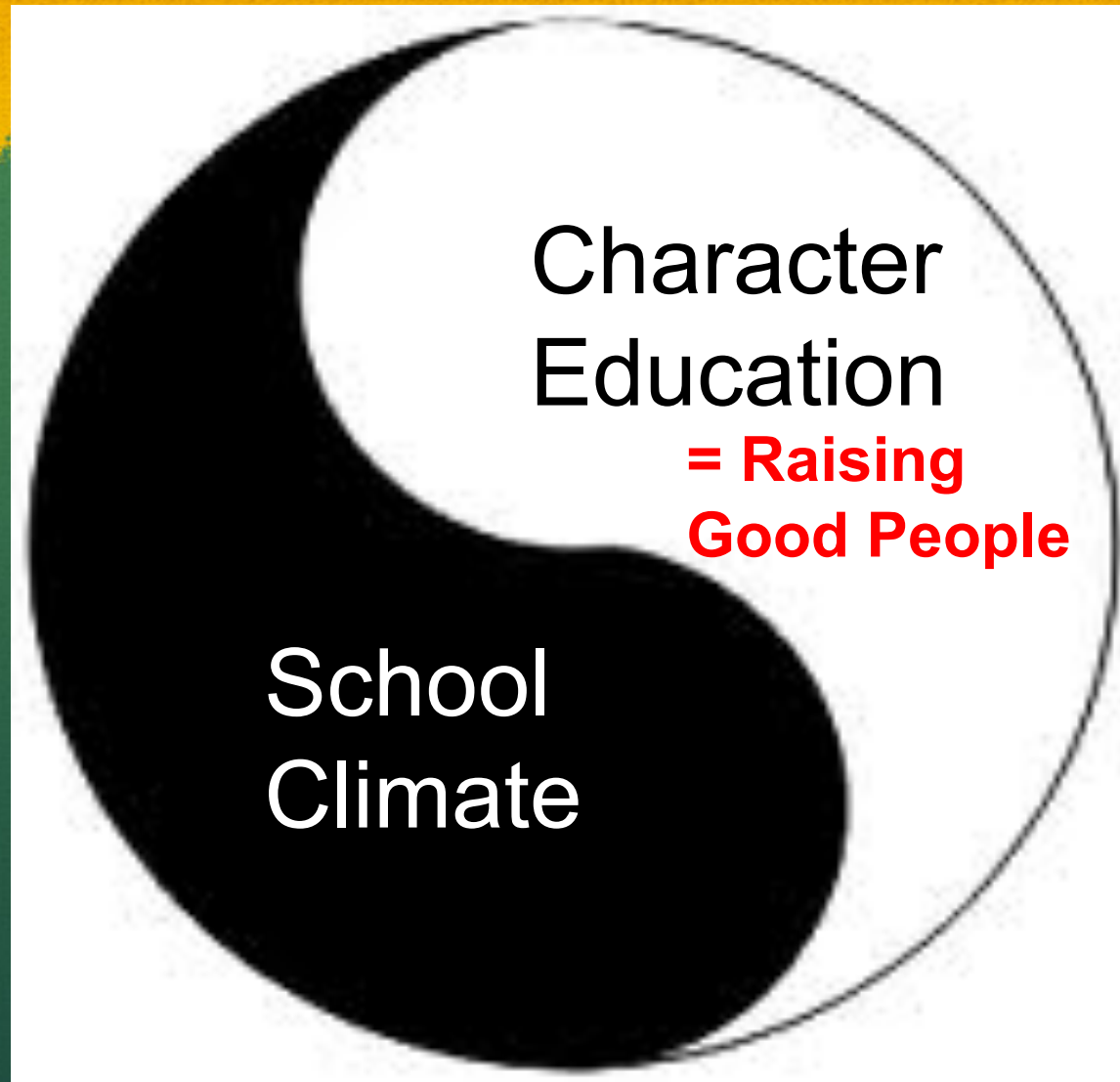
# \*\*School Climate

Simple definition:

***The Character and  
Quality of School  
Life***



# Inextricably Interconnected & Interrelated



# Raising Good AND Smart People

*“Yes, all schools must help kids gain knowledge, (and) they must also help them believe in themselves, believe in others, and love learning.”*

*Dennis Littky*

*“No significant learning occurs without a significant relationship.”*

*James Comer, M.D., Ph.D.*

# Academic Achievement & SC Empirical Research

*“School climate is ‘much like the air we breathe’ – it tends to go unnoticed until something is seriously wrong.”*

*Jerome Freiberg, 1998*

# Climate: It is All About the *Quality* of Relationships

- Defined as: *how well the people within the school / workplace treat each other*

- Physically [+/-]
- Emotionally [+/-]
- Intellectually [+/-]

Intentionally & Unintentionally  
Overtly & Covertly  
Consciously & Subconsciously

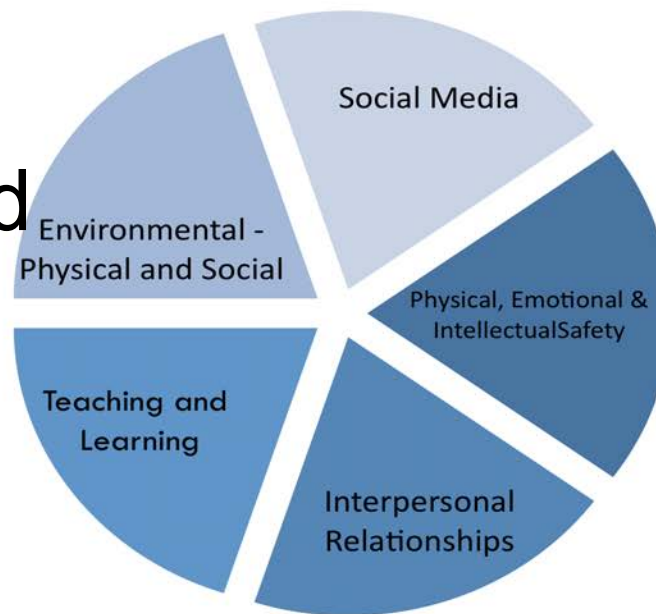
- Actions
- Verbal and non-verbal exchanges
- Use/abuse of inherent power advantages
- Tone of voice

# Levels of School Climate

- Personal (one to one interactions)
  - Adult ↔ Adult
  - Adult ↔ Student
  - Student ↔ Student
- Classroom/Smaller Group
  - (tends to have the *most positive* climate)
- School-Wide
  - (tends to have the *least positive* climate)
- School Community
  - (tends *not to have enough systemic focus*)

# School Climate: Key Dimensions\*\*

**\*\* Strong,  
Positive Adult  
& Student  
Leadership in  
embedded and  
assumed in  
every  
dimension**



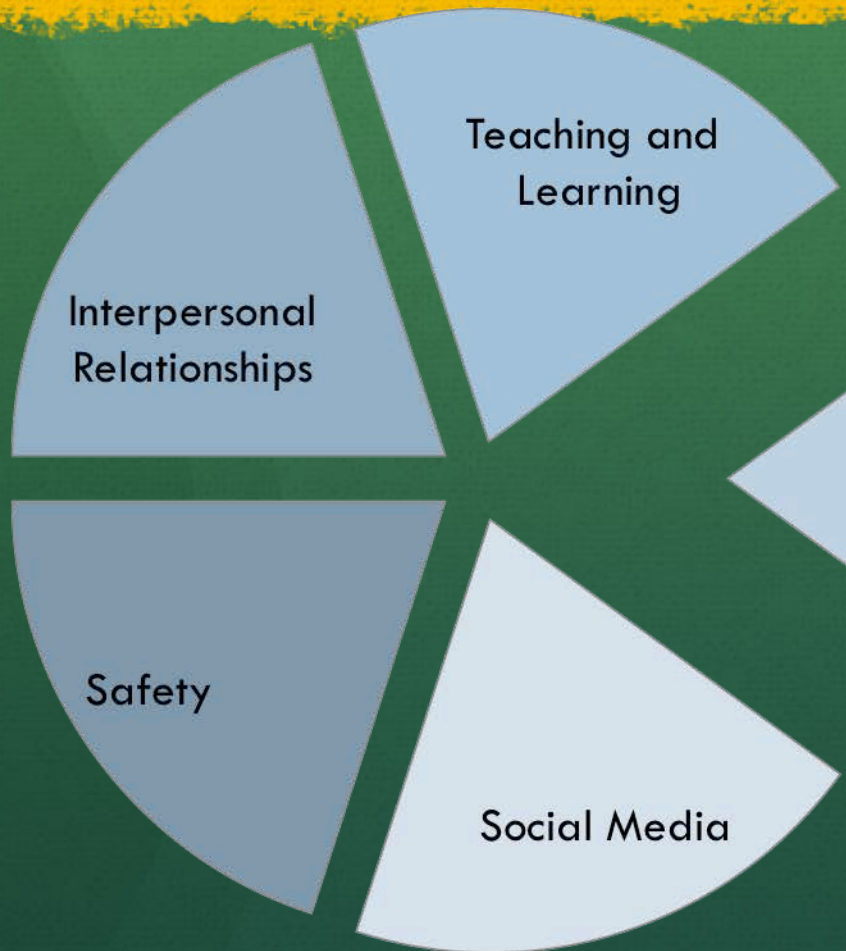
# School Climate: Key Dimensions



## Safety

- Rules and Norms
- Sense of Physical Security
- Sense of Social-Emotional Security

# School Climate: Key Dimensions\*\*

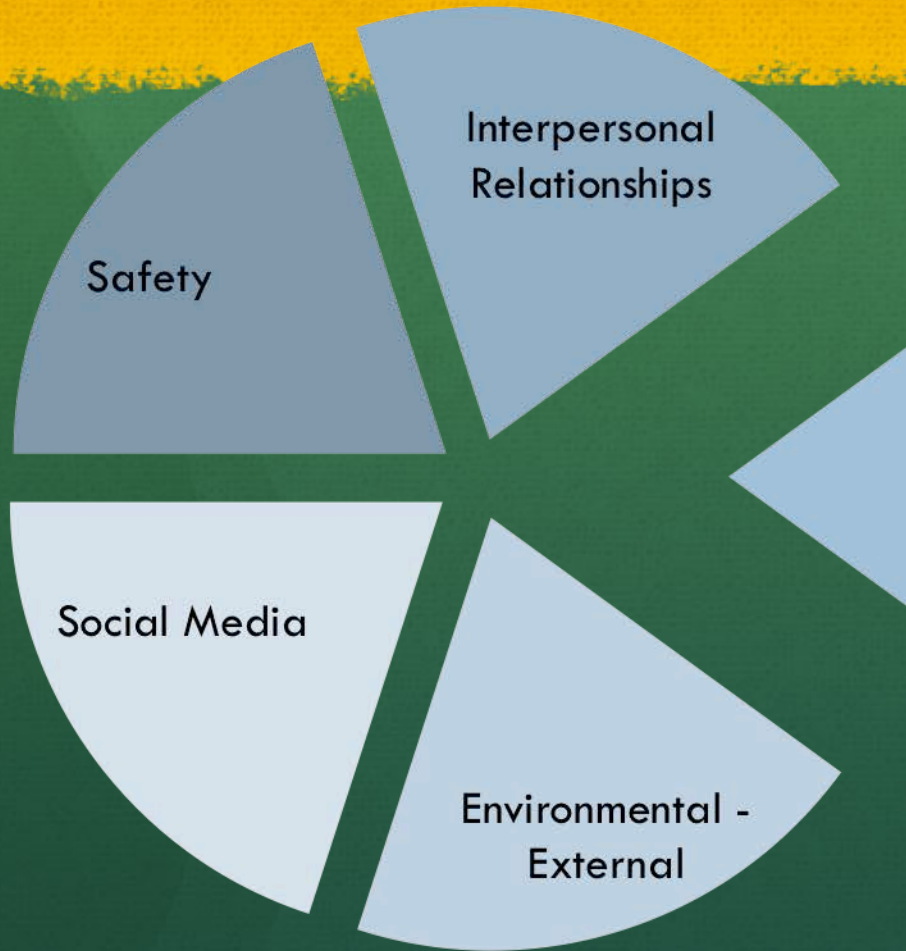


## Interpersonal Relationships

- **Respect for diversity**
- **Social support – adults**
- **Social support – students**
- **Professional relationships**
- **Strong bonds to school**
- **Effective/Available support**
- **Leadership**



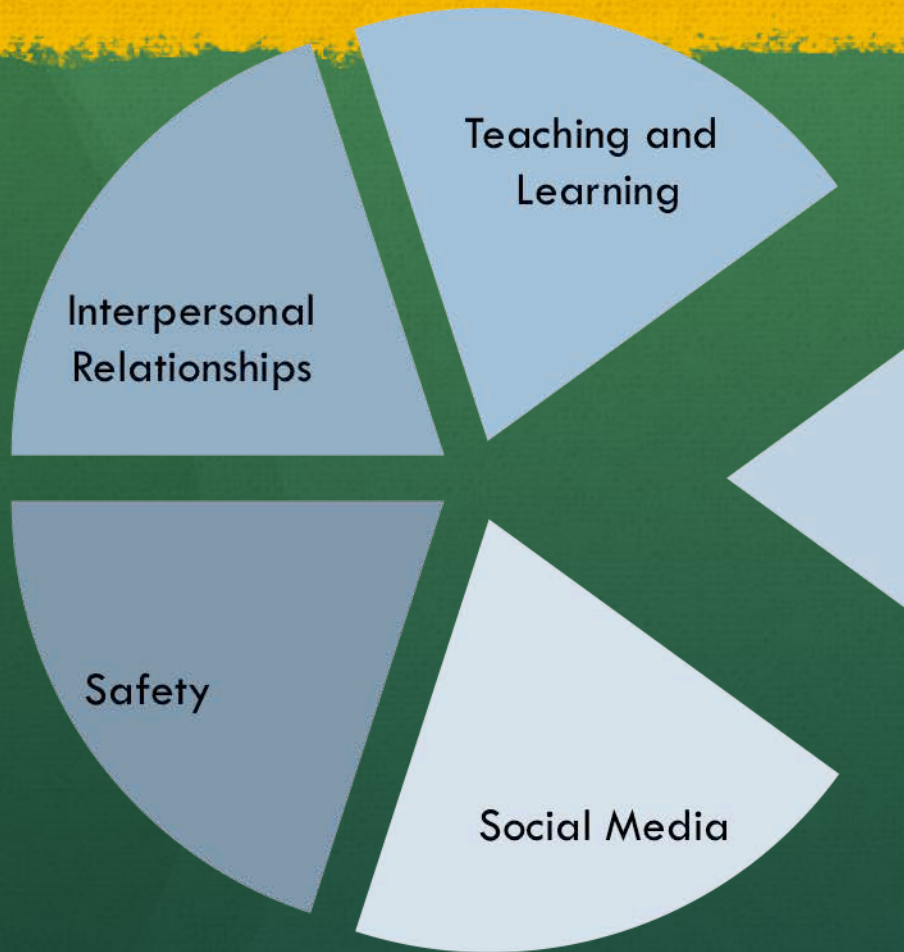
# School Climate: Key Dimensions



## Teaching and Learning

- **Support for learning**
- **Academic, Social, Emotional, and Civic learning**
- **Leadership**

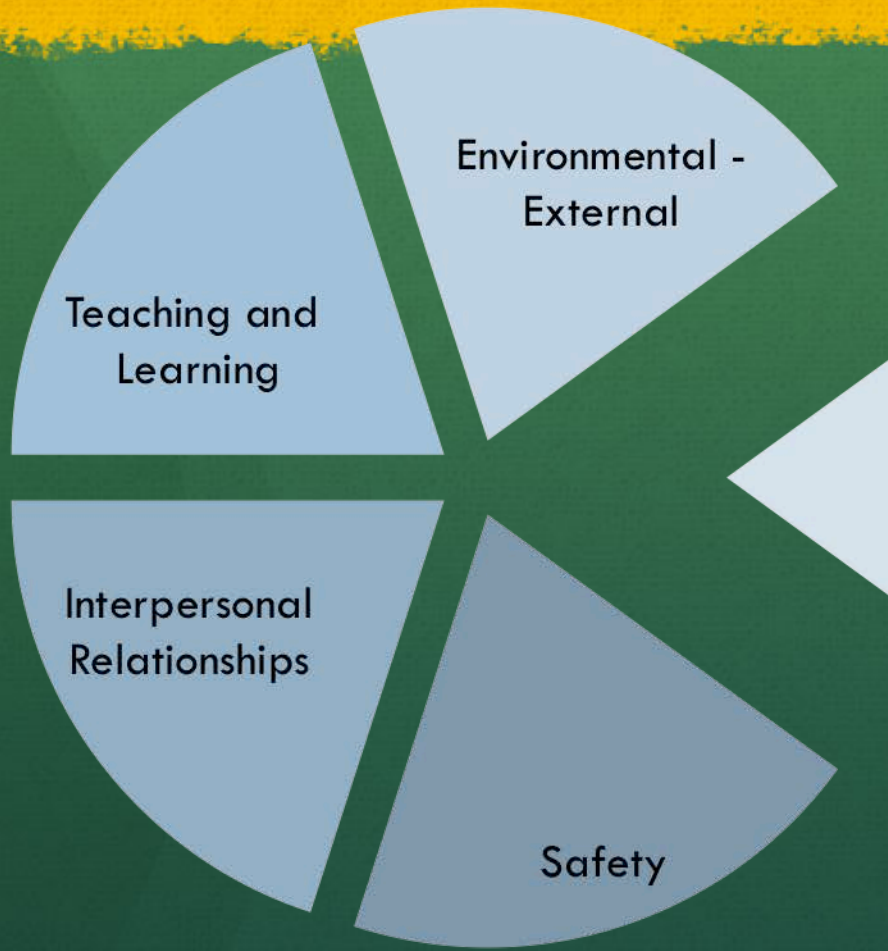
# School Climate: Key Dimensions



## Environment

- **School Connectedness (social environment)**
- **Physical Surroundings**

# School Climate: Key Dimensions

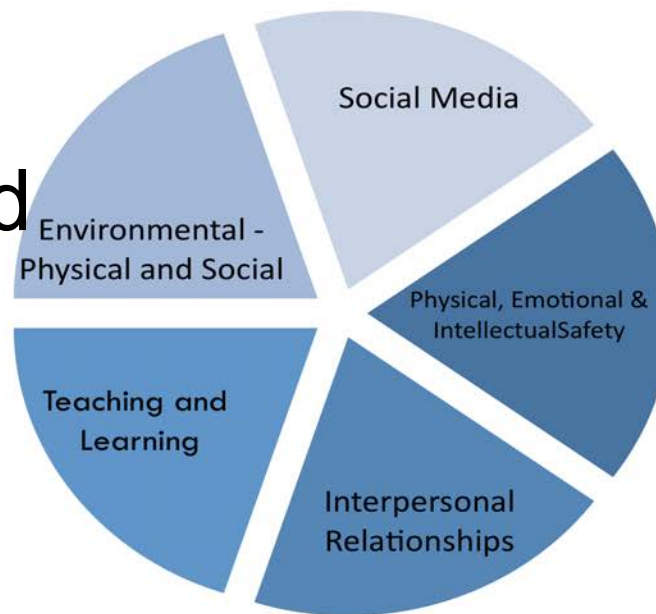


## Social Media

- **Sense that students feel safe when online or on electronic devices**

# School Climate: Key Dimensions\*\*

**\*\* Strong,  
Positive Adult  
& Student  
Leadership in  
embedded and  
assumed in  
every  
dimension**



The background of the slide is a landscape. The bottom two-thirds of the image is a solid green field. The top third is a bright yellow-orange sky. The text is centered in the green field.

# **NATIONAL SCHOOL CLIMATE STANDARDS**

# National School Climate Standards: Finalized March 2010

“There is growing appreciation that school climate – *the quality and character of school life*<sup>1</sup>

– fosters children’s development, learning and achievement. School climate is based on the patterns of people’s experiences of school life; it reflects the norms, goals values, interpersonal relationships, teaching, learning and leadership practices, and organizational structures that comprise school life.”

<sup>1</sup>This definition of school climate was consensually developed by members of the National School Climate Council (2007). *The terms “school climate”, “school culture”* and “learning environment have been used in overlapping but sometimes quite different ways in the educational literature. Here, we *use the terms interchangeably.*

# National School Climate Standards

*Present a vision and framework for a positive and sustainable school climate. They compliment national standards for Content, Leadership and Professional Development and the Parent Teacher Association's National Standards for Family School Partnerships*

# Standard One

The school community has a shared *vision* and plan for promoting, enhancing and sustaining a *positive school climate*.



# Standard Two

The school community sets *policies* specifically promoting (a) the development and sustainability of social, emotional, ethical, civic and intellectual *skills, knowledge, dispositions and engagement*, and (b) a *comprehensive system to address barriers to learning* and teaching and reengage students who have become disengaged.

# Standard Three

The school community's *practices* are identified, prioritized and supported to (a) promote the learning and positive social, emotional, ethical and civic *development of students*, (b) enhance *engagement in teaching, learning*, and school-wide activities; (c) address barriers to learning and teaching and reengage those who have become disengaged; and (d) develop and sustain an *appropriate operational infrastructure* and capacity building mechanisms for meeting this standard.

# Standard Four\*\*

The school community creates an *environment* where all members are welcomed, supported, and *feel safe* in school: socially, emotionally, intellectually and physically.

**\*\* *The Spirit of the Anti-Bullying Law***

# Standard Five

The school community develops meaningful and engaging *practices*, activities and norms that promote *social and civic responsibilities and a commitment to social justice.*



# SCHOOL CONNECTEDNESS

# “School Connectedness” ... 1<sup>st</sup> of the *Bookend* Research

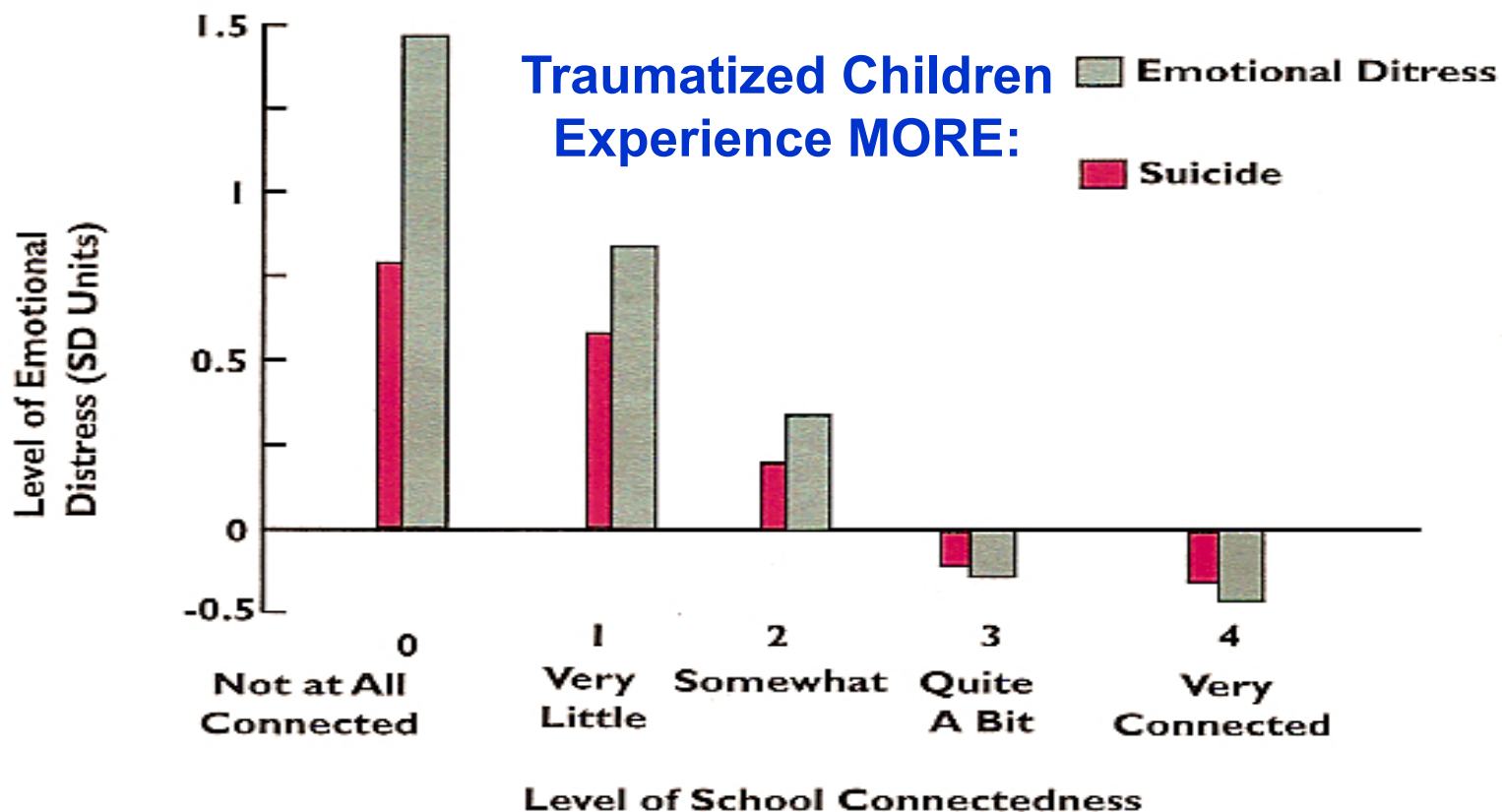
- Funded by the Military
  - Looking at “student mobility”
- Conducted by
  - Johns Hopkins University
  - The University of Minnesota
- Occurring simultaneously (and independently) with the research on the *rampage* school shooters
  - (2<sup>nd</sup> of the Bookend Research)

# School Connectedness: Better Places to Learn

- I feel close to people at this school
  - Peers
  - Every student should have a caring adult
- I am happy to be at this school
  - A “destination”
- I feel like I am part of this school
  - A sense of belonging
- The adults at this school treat students fairly (not identically)
  - Fairness = Listening
- I feel safe (*physically, emotionally and intellectually, culturally, etc.*) in this school

# Emotional Distress & Connectedness

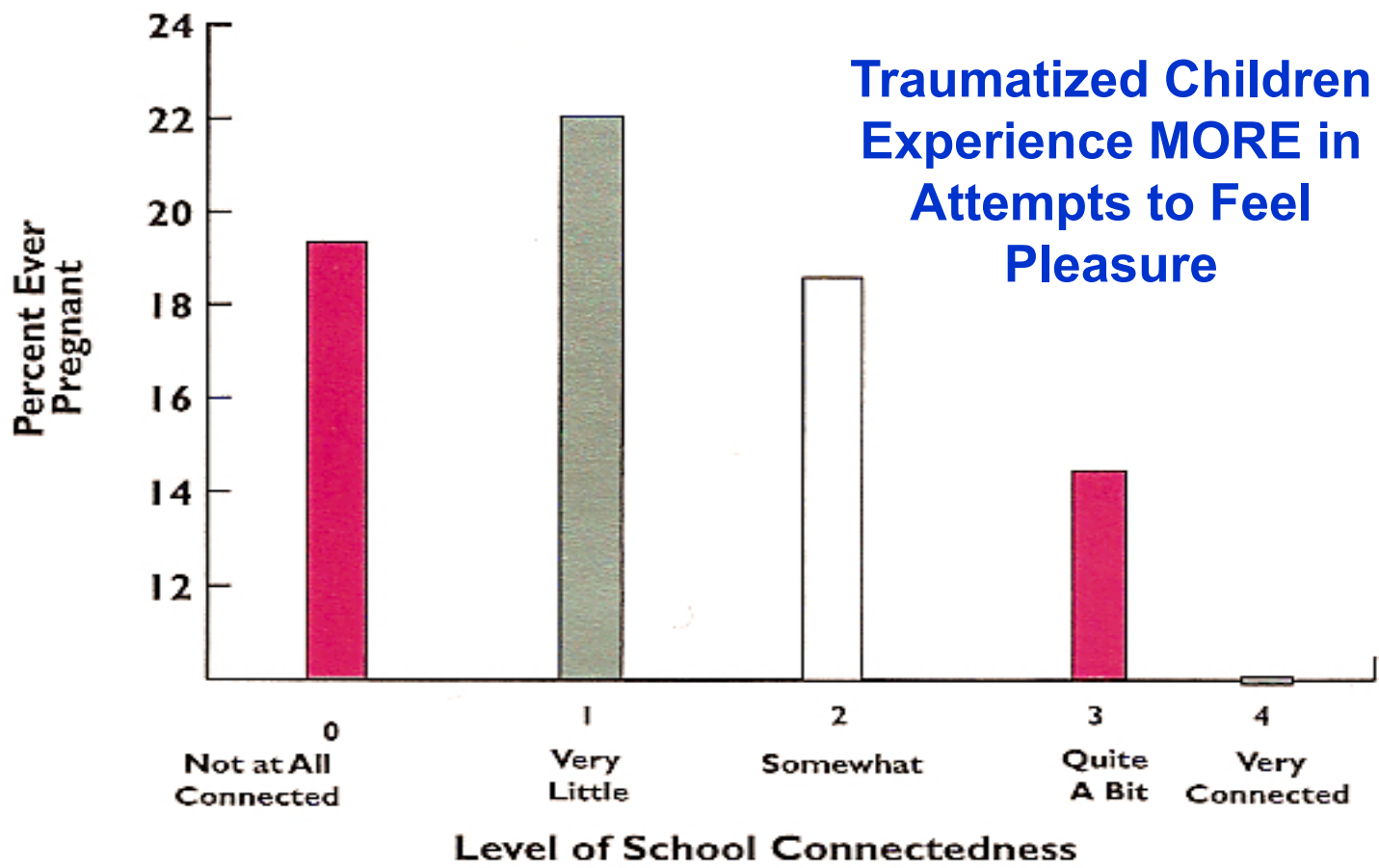
## Students Who Feel Connected to School Experience Less Emotional Distress





# Risky Sexual Behaviors & Connectedness

## Students Who Feel Connected to School Are Less Likely to Become Pregnant



# **Self Medication: Dull the Pain**

***Hartford Courant, 10-6-19***

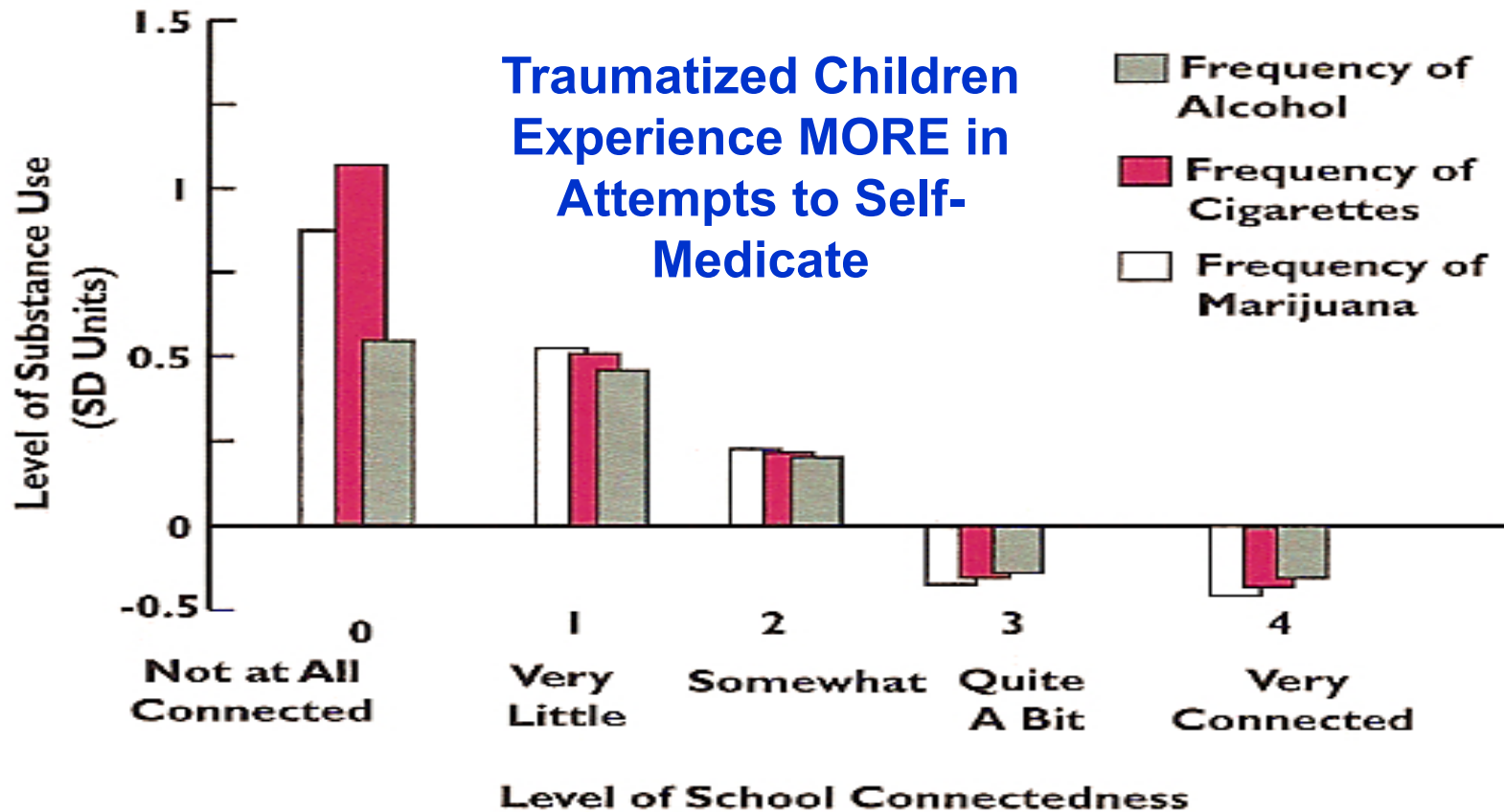
***In an article about Priest sexual abuse...***

***“More recently, as an attorney, I represented a young man who as a teenager was sexually abused by a priest. He turned to alcohol and drugs in an unsuccessful effort to ease his pain.”***

***John N. Montalbano, Middletown, CT Attorney***

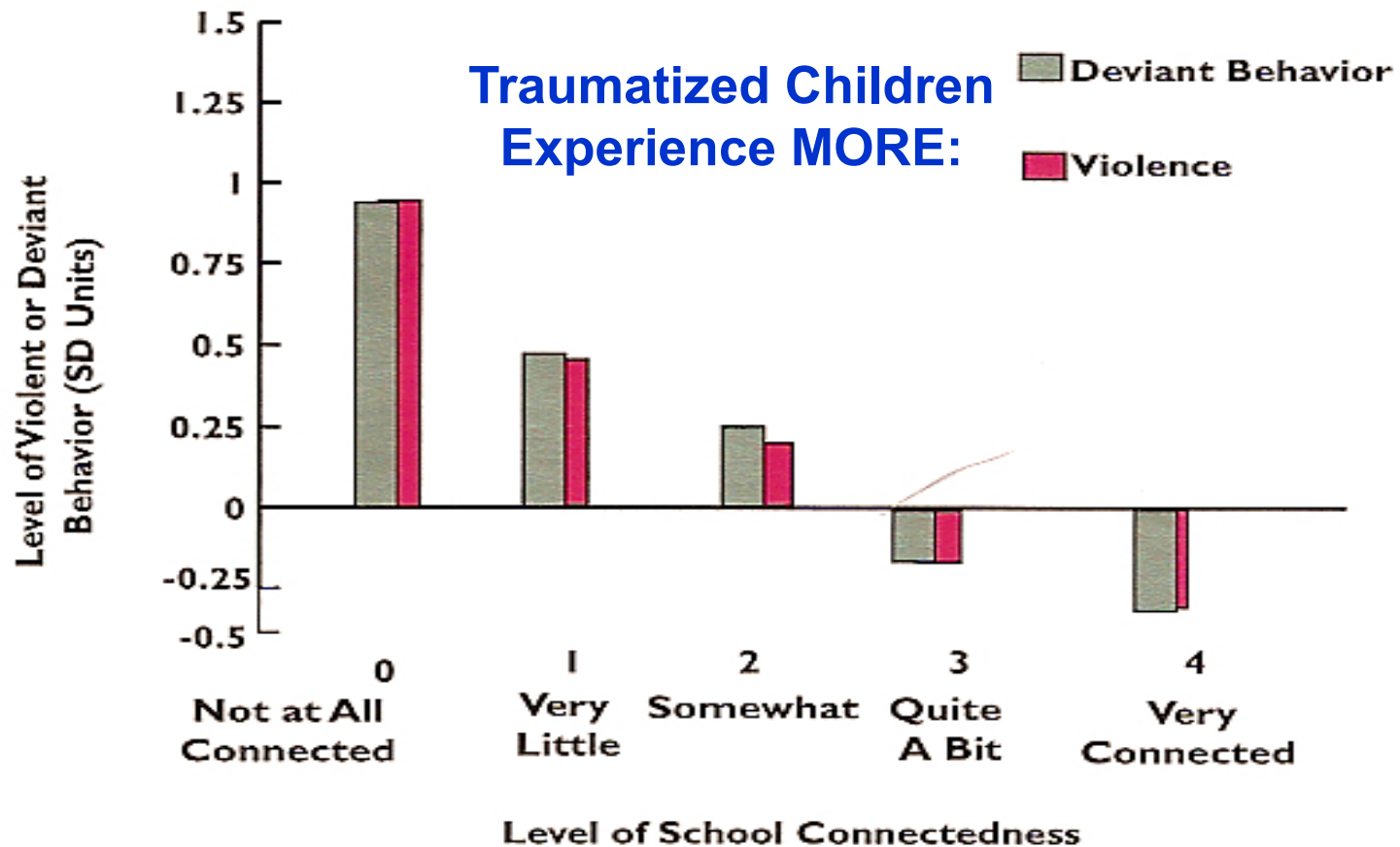
# Substance Abuse & Connectedness

## Students Who Feel Connected to School are Less Likely to Use Substances



# Violence/Deviant Behavior & Connectedness

## Students Who Feel Connected to School Engage in Less Violent or Deviant Behavior



# Factors Associated with School Connectedness

- The school
  - Size matters (over 1,200)
  - Class size does not matter (for connectedness)...not for those who struggle academically!
  - Type or location does not matter
- Classroom Management
  - ***Positive school climate matters most***
- School policies
  - A climate of “harsh discipline” works against connectedness
    - ***Inherently unfair...biases and prejudices fuel discrimination***

# School connectedness is higher for all students when...

- Social groups in the school are overlapping and students have social ties to multiple cliques
- There are multiple, reciprocated friendships
- The most “popular” students in a school are academically motivated and get good grades
- Friendship groups are integrated by race, gender, interests, sexual identity and all other kinds of sorting



# **RAMPAGE SCHOOL SHOOTERS**

# School Shootings: Three Kinds

## • Rampage school Shootings

- Where someone from within the school community *goes off* on their own community
  - Schools
  - Workplaces

- Columbine
- VA Tech
- Parkland
- Santa Fe

## • Shooting “AT” a school

- Where someone chooses a school to conduct a shooting...to do a lot of damage
  - Schools
  - Workplace/community settings

- Sandy Hook
- Mall
- Movie Theatre
- Pulse Night Club

## • Targeted school shootings

- Where someone enters a school to find a particular person to target

- Jonathan Law HS
- Urban HS Violence



# School Shooter Commonalities

- **Five necessary (not sufficient conditions)**
  - **Marginalized by their Peers**
    - Teased, ridiculed, excluded, etc.
    - Subjected to homophobic slurs
  - **Under the “Radar Screen”**
    - Marginalized by the adults who could have helped them
    - No caring adult they could count on
  - **Very Rigid Parameters for being Acceptable**
    - Being “different” is not acceptable
  - **Personal Problems**
    - Mental health conditions
    - Family instability
  - **Easy Access to Guns**

# Tragedy Vs. Solution Aligned

- Students at Risk Factors (Rampage School Shooters)
  - No Caring Adult
  - Alienated from School Culture
  - Peer Marginalization
  - Easy Access to Firearms
  - Personal Issues
- Connectedness Factors
  - Close to people at school
    - Special adult connection
  - Happy to Be at School
  - Feeling a part of the school
    - Sense of belonging at school
  - Adults treat students fairly
  - Sense of (physical, emotional and intellectual Safety) at School



# **RESTORATIVE PRACTICES**

# The Nature of Restorative Practices

- Restorative Practices is not:
  - A program or a curriculum
  - A discipline system
  - (Knee-Jerk) Reactive
  - Punitive
  - A Behaviorist approach
- Restorative Practices ARE:
  - A way of thinking and being
  - About changing school climate and culture
  - Proactive and responsive
  - A Relational approach

# Filling Tool Boxes: No Compartments...

- Many (unfortunately) believe that if there is not a “punishment” then nothing happens
- There are miles and miles of *restorative consequences* between the Island of Punishment and the Island of Permissive
- Academic skill needs *must* be treated identically as social/behavioral needs
  - Educators *never* give up on academic skill learning/growth
  - Behavior is almost always treated differently
    - Should be thought as *identically* as academic growth

# Paradigm Shift

- From Punitive

- Rule broken
- Establish guilt or innocence
- Suppress misbehavior
  
- Authority driven disciplinary action
- Accountability = Punishment
  
- Using fear of punishment and exclusion to motivate positive behavior (or the use of “carrots”)



- To Restorative

- Who has been harmed and how
- Address needs
- Recognize misbehavior as a learning opportunity
- Those impacted determine resolution collectively in Circles
- Accountability =
  - Understanding the impacts
  - Taking responsibility
  - Suggesting ways to repair harm
- Positive Behavior results from the opportunity to make amends and honorably reintegrate

# Fundamental RP Ideas

- **Building a strong house**
  - **Inclusive, safe community**
- **Growing up to become restorative**
- **Working from the “Family Model”**

# Educator Testimonial Video

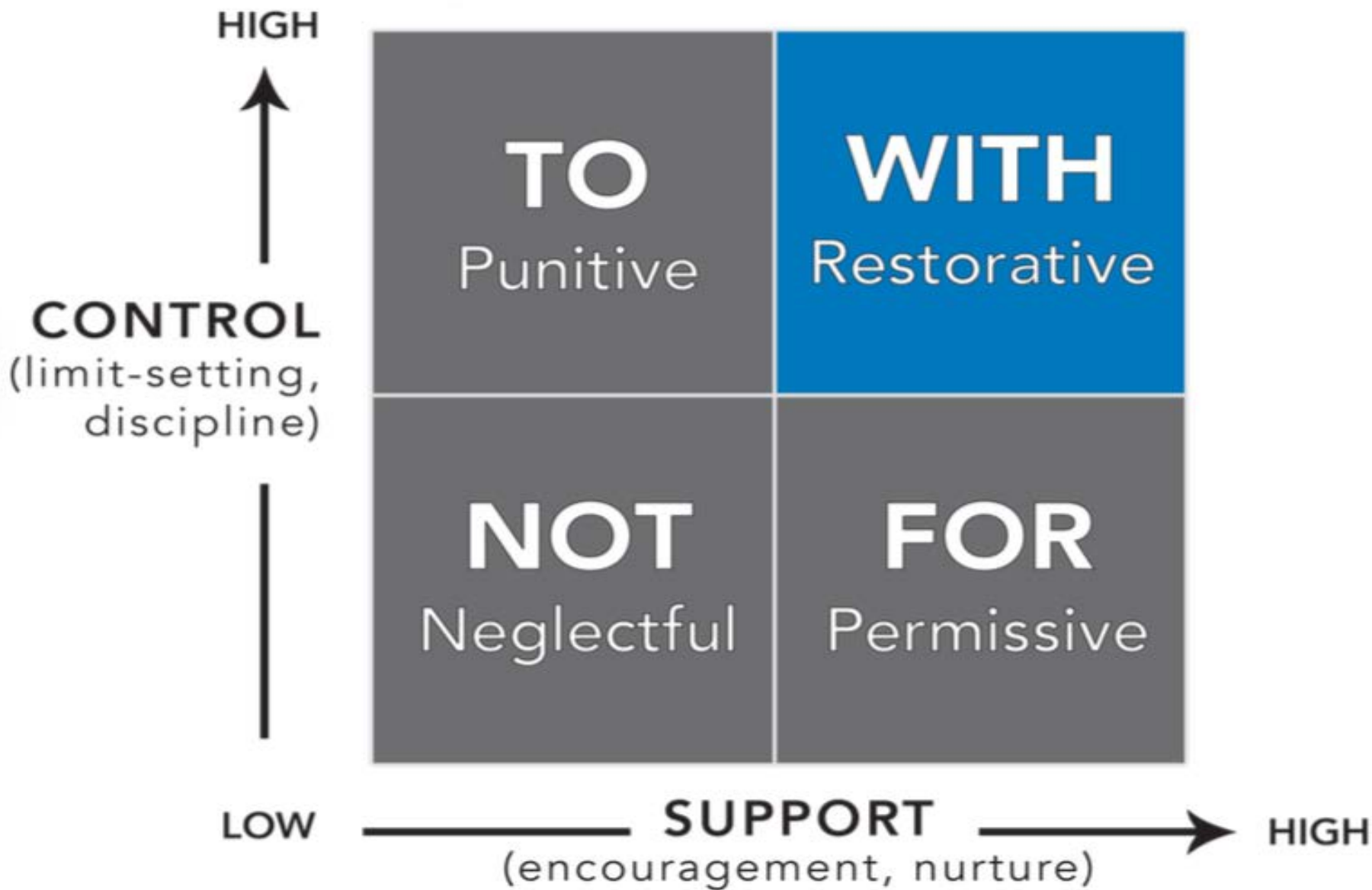




# The Fundamental Hypothesis

**“Human beings are happiest, healthiest, more cooperative and most likely to make positive changes in their behavior when those in authority do things *with them* rather than to them or for them.”**

# Social Discipline Window



# “Having Fun With The SD Window” Video

This following video from Singapore is a great example of what these four quadrants look and feel like.

They *are* speaking English:

Each pair of students is performing the same task: Pouring water from one container to the other; one student is blindfolded & the other timing it



# Purposeful Practice

We are not all restorative all of the time.

We want to strive to be this

on purpose

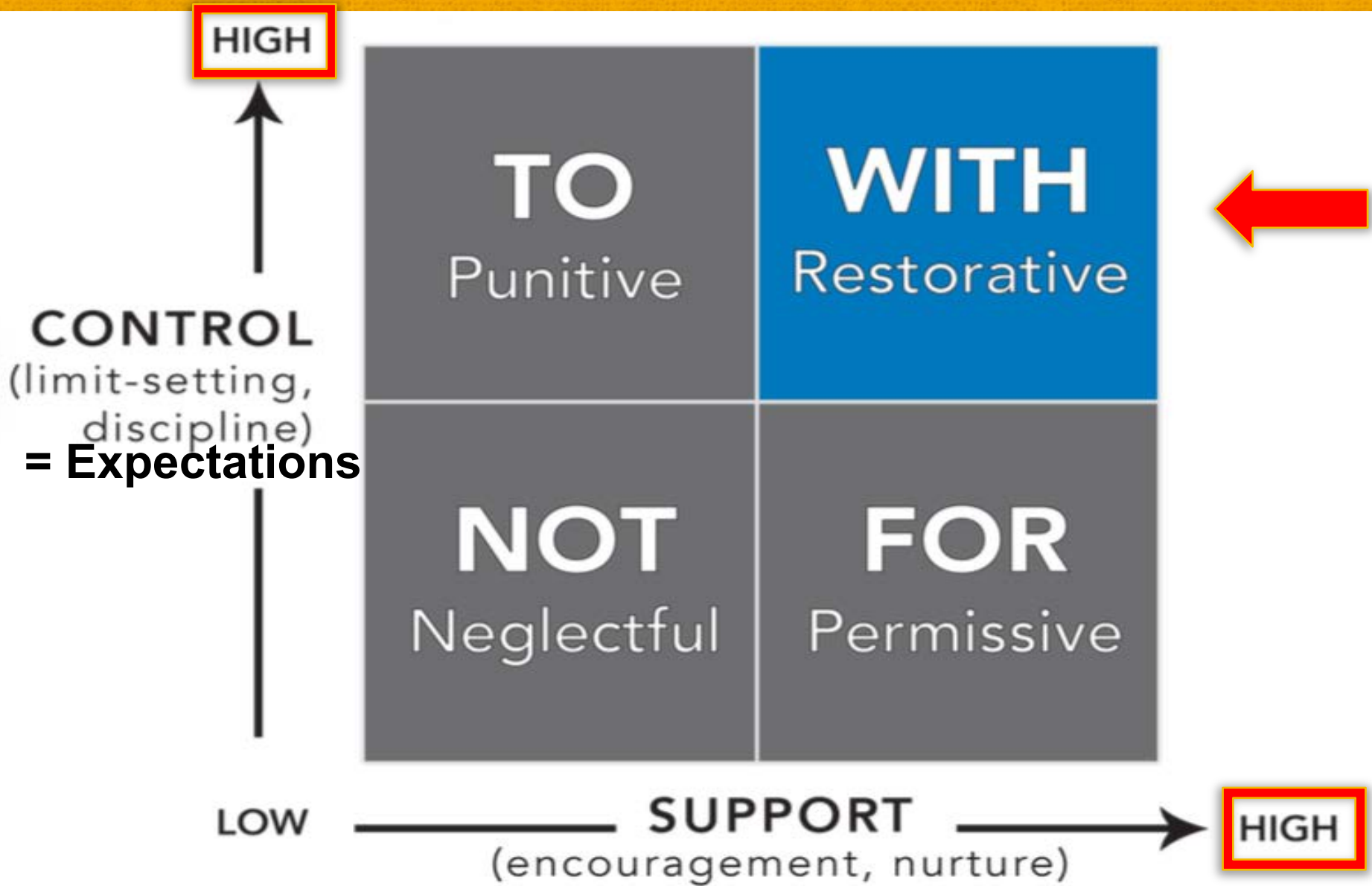
*all of the time.*

This **DOES NOT** mean a decrease in the amount of control/expectations!

*This is the “myth” of RP*

A truly restorative practitioner is self-aware, culturally competent and reflective.

# Social Discipline Window



# Working Restoratively

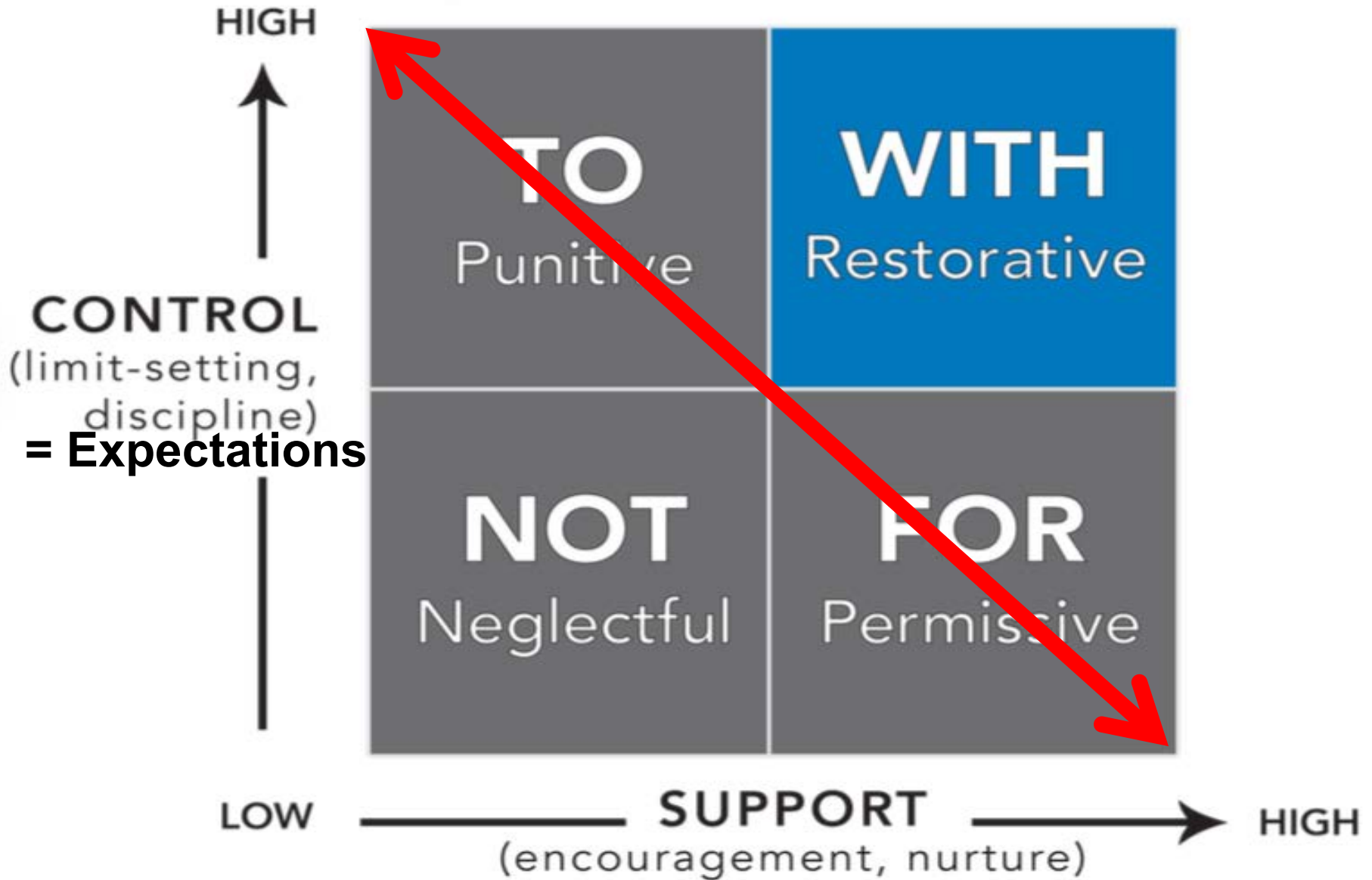


Kindness, trust, safety  
& predictability



Clear expectations, rules  
& boundaries

# Social Discipline Window





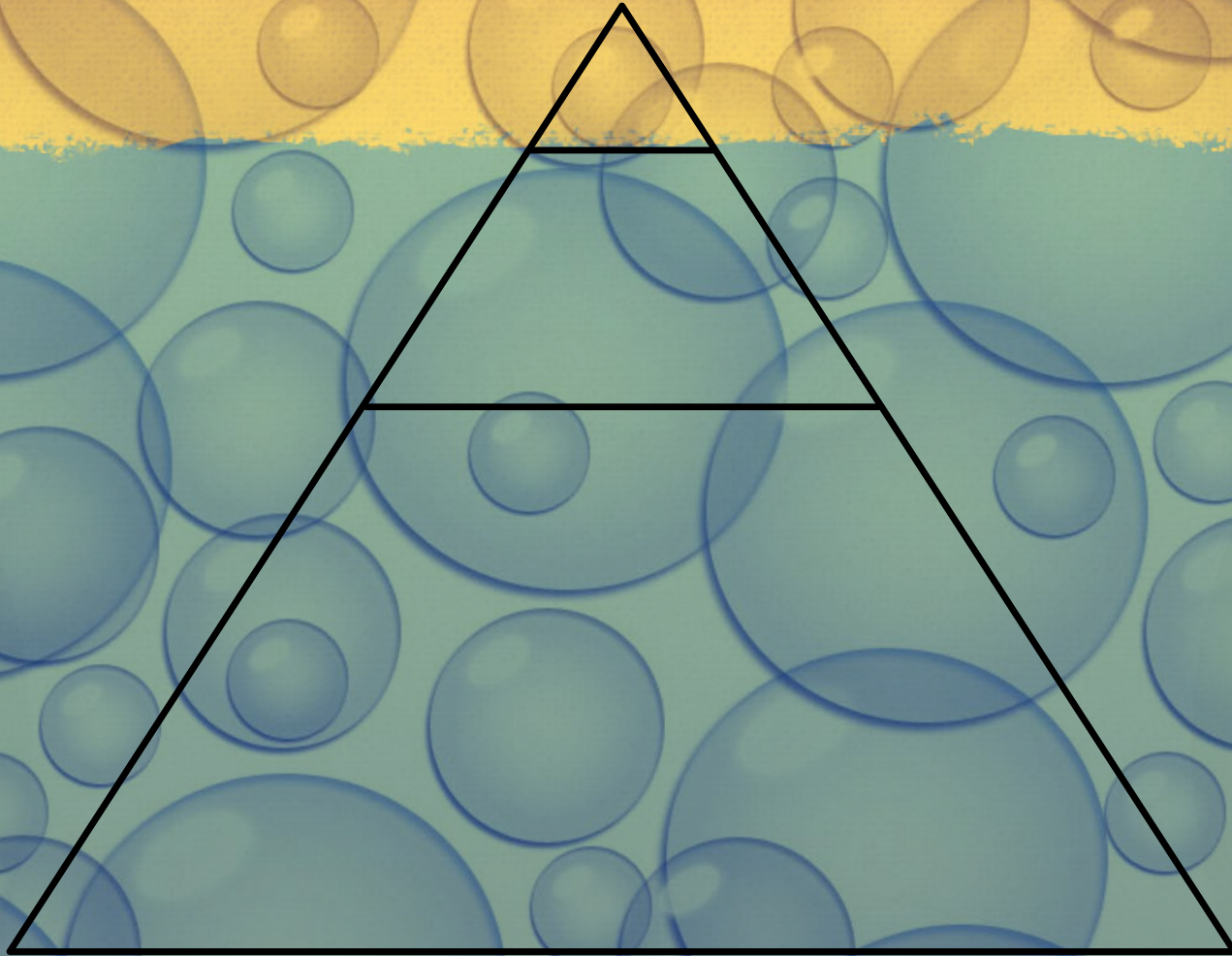
# Punishment/Permissive Myth

PUNITIVE

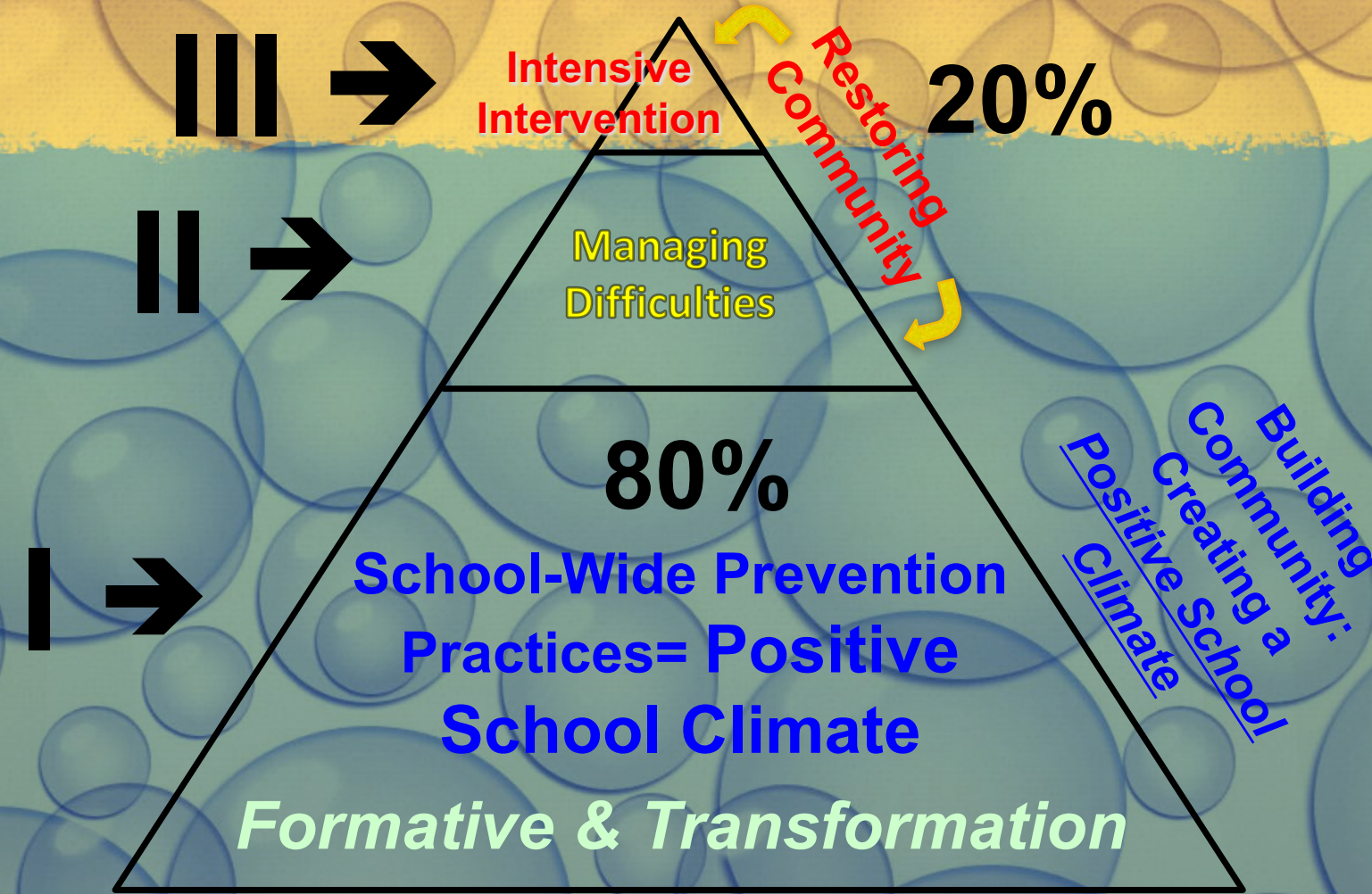
PERMISSIVE



# Restorative Practices Framework



# Restorative Practices Framework



# Restorative Practices Framework

In your table groups, put the provided cards together to create the “triangle” that represents the levels and activities that comprise the Restorative Practices Framework. The map is on the next slide.

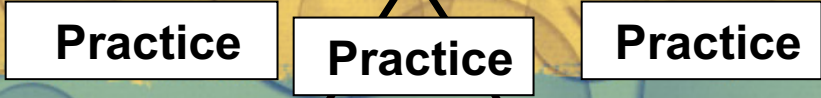
**“r. p. table cards”**

# Restorative Practices Framework

III



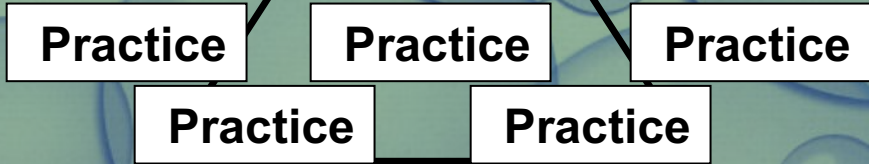
Title & Definition (2 cards)



II



Title & Definition (2 cards)



I



Title & Definition (2 cards)



Each Practice also has 2 Cards (*a pair*):  
*Title & Description*

# The Foundation of RP



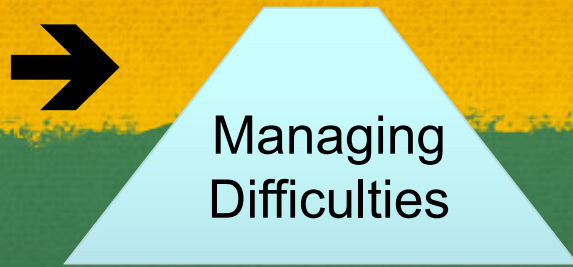
The Foundation  
of Restorative Practices  
**School Climate**

= School-Wide  
Prevention  
Practices (80%)

CREATING A POSITIVE SCHOOL CLIMATE:  
*FORMATIVE & TRANSFORMATIVE*

*Building a cohesive, caring  
school community that  
allows for improved and  
increased communication*

# Responding to Daily Issues



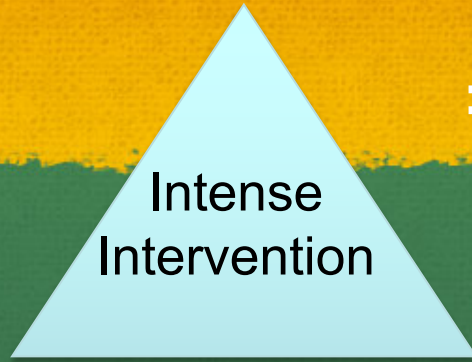
= Managing Minor Difficulties (19%)

“RESTORATIVE DISCIPLINE”: *RESTORATIVE*  
*Responding to situations with*  
*a restorative intention;*  
*represents a shift in thinking;*  
*behavior issues provide youth*  
*with teachable moments*

# Restoration for Major Issues



Intense  
Intervention



= Intense

Intervention (1%)

“RESTORATIVE JUSTICE”: *RESTORATIVE*  
***Focusing on rebuilding***  
***relationships and repairing***  
***harm***

***EXAMPLES: “Burning Bridges” Bucks County, PA***  
***(You Tube), Touching Spirit Bear by Ben Mikaelson***



# Categories of Foundational Practices



The Foundation  
of Restorative Practices  
**School Climate**

= School-Wide  
Prevention  
Practices

## • Relational Practices

- Working to understand how individuals in the classroom or school community relate to one another

## • “Circles”

- Coming together to facilitate student and teacher connectivity

## • Routines

- Creating classroom values, such as working agreements/social contracts, adhering to them, discussing them and questioning them (continually over time)

# RP Strategies to Deal with Minor Issues

II



Managing  
Difficulties

= Managing Minor  
Difficulties

## •Problem-Solving Circles

- Brings people together to give voice to every individual; makes space in the classroom to resolve conflict and solve problems

## •Restorative Conversations

- Having informal conversations using restorative language to repair or prevent harm

## •Hallway Conferences/Conversations

- Quick conferences/conversations to understand how people were affected and take steps to prevent harm

## •Restorative Conferences

- Meeting formally to prevent harm, enable people to resolve differences, and build social-emotional capacity through empathy

## •Peer and/or Adult Mediation

- Appropriate neutral third party supports those in conflict to come to a mutually acceptable resolution, or to find a way of moving forward

# CONSEQUENCES!!

*Responses to inappropriate behaviors do not have to be “**punishing**” consequences*

*Responses to inappropriate behaviors should be consequential ...*

*What is the difference??*

# Not The Same Thing!!

Consequences

≠

Punishments

# Consequences Are Never Pre-determined

*“Punishing” consequences are...  
Exclusionary... Repetitive without result... Feel  
‘painful’ without behavior change...  
Meaningless... Often elicit rage in perpetrator...  
Often elicit fear in target*

## Consequential Responses are ...

*Educative... meaningful... ethical...  
thoughtful... logical... character building...  
restorative for the community... and  
restorative for the individuals involved*

# Continuum Of RP Practices

- Affective Statements
- Affective (Restorative) Questions
- Small Impromptu Conferences
- Group or Circles
- Formal Conferences

# Pre-Determined Vs. Predictable

*When working restoratively to manage difficulties there can never be pre-determined consequences...but there are may be common/predictable consequences*

# Affective/Restorative Questions Card

The process  
(*questioning*) is what  
*never changes*...the  
Consequences *are*  
*determined from the*  
*answers*



??????????

What Question  
Is  
Missing???

# Questions NEVER To Ask

- *Why* did you do that?
- *What* were you thinking?  
With “that *Tone*”
- *Why don't we ask*  
*“why?”*

# Why Don't We Ask **WHY???**

- Always triggers defense mechanisms
- Many times (especially for adolescents, but for all children!!) the answer to **WHY?**
  - “I don't know”
- Many times (especially for adolescents!!) the response to **WHAT WERE YOU THINKING?**
  - “I don't know”

# Eliciting Affect: Anything Except WHY!

*Affective Questions are  
not limited to the  
questions on the  
Card...any questions that  
help elicit AFFECT are  
affective questions*

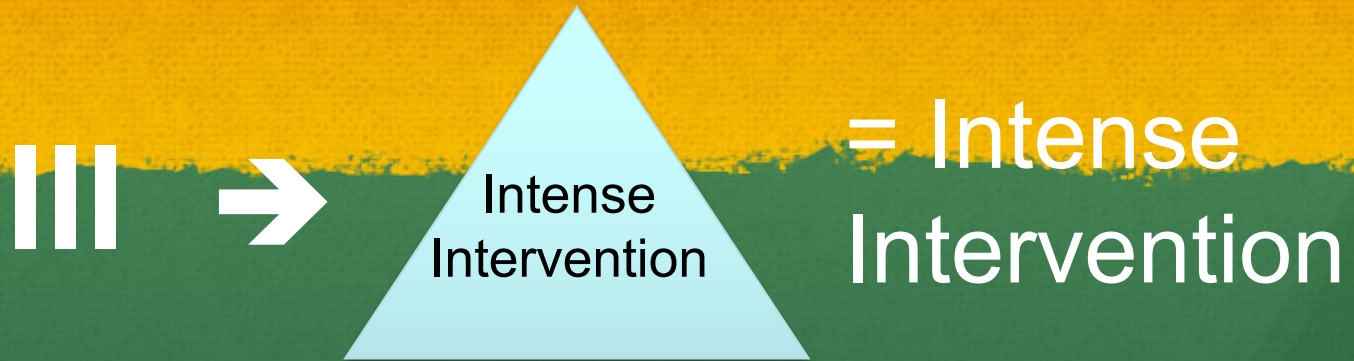
# Problem Solving Australian Video



# Primary Grades Group Problem Solving Video



# Restoration Vs. Punishment



## • **Intervention Circles**

- Brings people together to make space in the classroom to resolve conflict and solve problems at the intense level

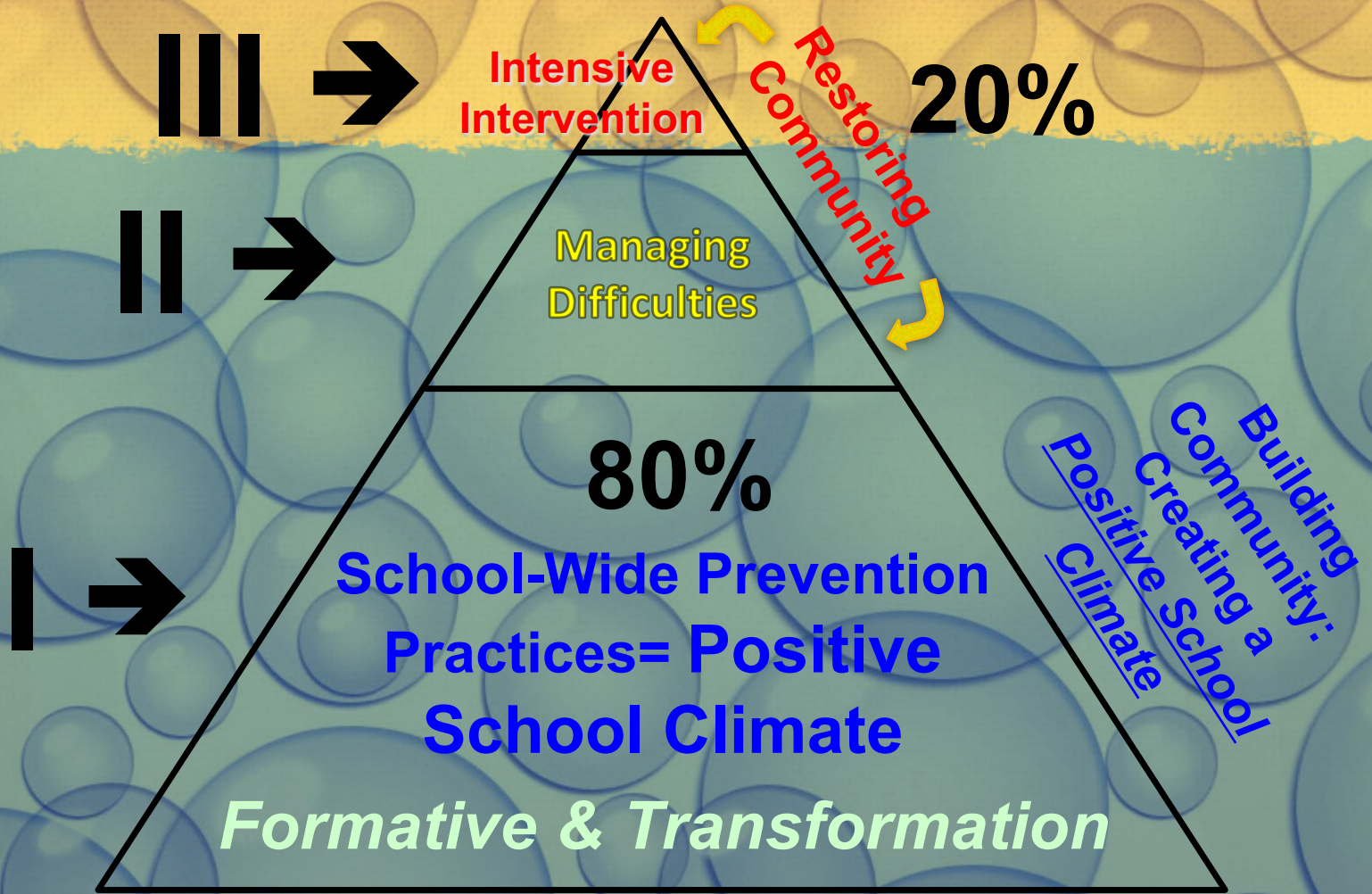
## • **Special (Stipulated) Circumstances**

- Considering the individual and contextual issues to come to an agreement that provides appropriate consequences and honors the principles of Restorative Practices

## • **Restorative Conferences**

- Meeting formally with those involved to repair harm, enable resolution of differences, and build social-emotional capacity through empathy

# Restorative Practices Framework





# Restorative Classrooms & Schools Are...

- Destinations for ALL
- Happy & Inclusive
- Calm & Peaceful
- Productive Struggle
- Collaborative & Trusting
- Structured & Cooperative
- Welcoming & Safe
- Supportive & Accountable
- Caring & Nurturing
- Predictable & Engaging
- Successful & Risk Taking
- Stress-Free & Respectful
- Active Learning Centers
- High Quality Work
- True Positive Communities
- Intrinsically Motivating

# Our Moral & Practical Imperative: Work Restoratively



# Success For Students In School

Single *most important factor* determining success is students' perception that their *teacher(s) like(s) them*

Empirical Research Study cited in

*The Little Book of Restorative Discipline*

# Saving “At Risk” Children

The single most important factor in helping children who are “at risk” in *any* way is the presence in their life of at least one caring adult / mentor

*More often than not, that caring adult is a teacher or mentor and not a family member*

# The Standard for the Treatment of Others...

The **Golden Rule** as the ultimate measure  
– *“Treat others the way in which you would wish to be treated.”*

Even better... The **Platinum Rule** – *“Treat others the way they wish you would treat them.”*

The **BEST...** The **Diamond Rule** –  
*“Treat others **better** than they wish to be treated.”*

# Horton, the Elephant says....



***“A person’s a person, no matter how small”***



# Ethical Teaching Methods

- The “Golden/Platinum/Diamond Rule” as the measure for all we do as culturally competent and *moral* educators
  - Talking with colleagues
  - Talking with parents/guardians
  - Talking with students
  - Assignments in class
  - Homework
    - A “no tears” measure of success
  - Discipline, reminders; filling tool boxes and working *restoratively*



# Role Modeling: Most Powerful Teacher

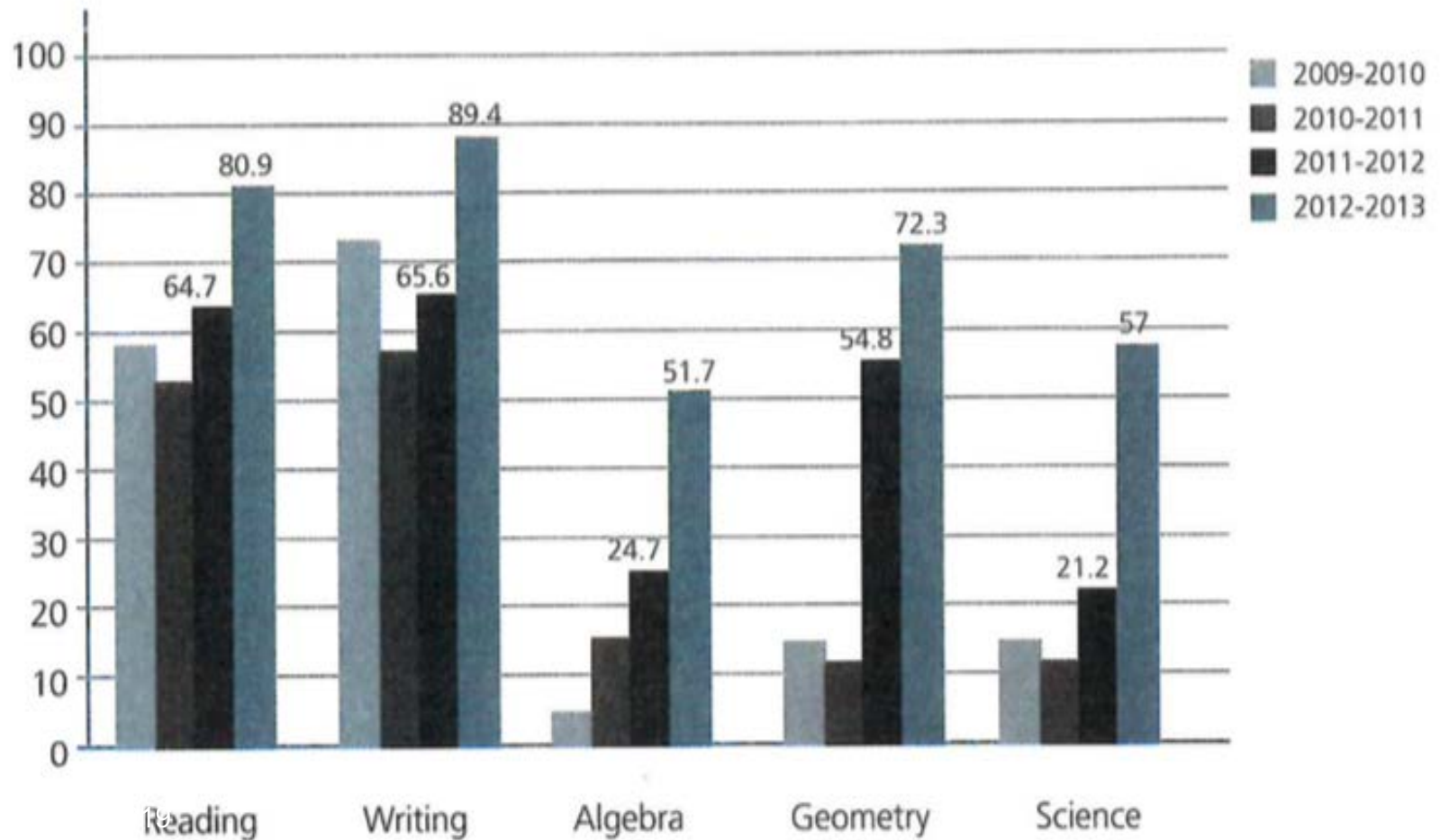
Adult Modeling: *We Are All*

*Models... We might As Well Be Good  
Ones*

- Language Use
- Moral Behavior
- Demonstrating Compassion
- Elements of Respect
- Listening
- Mentorship, not Friendship
- Conflict Resolution
- Display of Common Courtesy

# Leading With Relationships

LINCOLN HIGH SCHOOLS ACADEMIC GROWTH THROUGH RELATIONSHIPS




# Northwestern Regional HS, CT

In 2011-2012 our high school had chronic absenteeism of 23.7%. With intention, we focused our efforts on improving our school climate and implementing restorative practices in our way of being. Positive relationships were at the heart of everything we did and we focused on people over problems. Our administrative and school counseling offices became areas of refuge; places where students came to proactively problem solve situations. This shift had a major effect on our attendance and learning. In 2017-2018 our chronic absenteeism dropped to 3.1% and our high school was honored as a school of distinction in the state.

# Stamford Alternative Education

As a result of focusing on Restorative Practices and School Climate...in one school year from 2017 – 2018 to 2018 – 2019, there was a *55% decrease* in the number of days students were absent from school...increasing the number of days students were in attendance!!!

# Fact or Fortune



Character development is the true  
aim of education.



CLOSING CIRCLE...  
Take-Aways, Thoughts,  
Reflections, etc.

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