

Reconnect with YOUR PASSION to Educate AND Build Relationships

2021 Resiliency Conference: Self-Care, Self Compassion and Empowerment

July 23rd -24th, 2021



Catherine Landry, M.Ed., - Region 4 ESC Instructional Behavior Specialist, catherine.landry@esc4.net – 713.338.1884

Session Objectives

- Understand how restorative practices can reignite passion for connecting with students
- Understand how restorative practices process integrates with what you do every day.

Reflecting on your “Why”

Take a few moments to reflect and respond to the questions on your screen. Record your response here.

Restorative Practices – WHAT

Restorative Practices Defined ⁽¹⁾

- All humans are hardwired to connect. Just as we need food, shelter and clothing, human beings also need strong and meaningful relationships to thrive.
- Restorative practices are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing.
- Though new to the social sciences, restorative practices has deep roots within indigenous communities throughout the world. (IIRP)

Guiding Principles of Restorative Practices ⁽²⁾

Relationships	Central to building an inclusive community Build systems that develop & strengthen healthy relationships
Respect	Provide a voice for the victim Improve social behavior of staff & students
Responsibility	Emphasis placed on the harm rather than the offense Understand the impact of the harm
Restoration	Collaborative problem solving Empowers change & growth
Reintegration	Offender is welcomed back into the environment

Restorative Practices in Schools ⁽²⁾

Restorative Practices, when broadly and consistently implemented, will promote and strengthen positive school culture and enhance pro-social relationships within the school community.

Core Feature – Relationships ⁽²⁾

“Education is about relationships, not control, and relationships have inevitable conflict, which requires healing” - Marist Youth Care

Relationships are a main focus of RD, but its practices bring other benefits as well.

Restorative Practices – WHY

Students succeed, and behavior improves, when young people are in challenging and engaging classrooms and welcoming, nurturing schools.

Restorative practices offer an evidence-based way to serve as an alternative to suspensions and expulsions which affects estimated 3.3 million students and miss school time each year. Out-of-school suspensions have a disproportionate impact on students of color and students with disabilities.

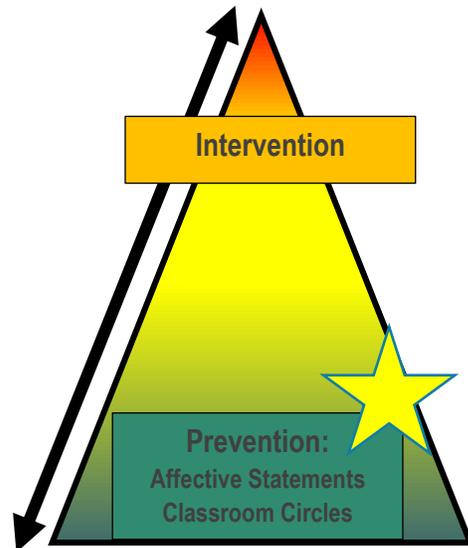
Restorative Practices also supports:

- improve school climate,
- foster healthy relationships between educators and students,
- engage students and families,
- support social-emotional learning, and
- Promote accountability and two-way communication.

When the culture and climate of the school is improved, students become more engaged, which results in improved attendance, fewer classroom disruptions, higher academic performance, and increased graduation rates. (3)

Restorative Practices – HOW

Restorative Practices Continuum



Prevention and skill building restorative practices are intended to build a common language, teach empathy, and develop positive relationships between students and students as well as students to staff. These strategies are put into place proactively as an attempt to prevent problem behaviors from occurring.

They are not intended to replace current Tier 1 initiatives and evidence based programs like Positive Behavior Interventions and Supports (PBIS) or social and emotional learning models that assist in building a foundation and culture of caring. (3)

Affective Statements: Practicing Prevention – Tier 1 Restorative Practices (2)

- Personal expressions of feeling in response to specific positive or negative behaviors of others.”
- ‘I statements’
- Makes ‘offender’ aware of the impact of their actions
- Changes the dynamic between individuals

I feel frustrated when you don't address my questions during training.

I feel angry when you disrupt the class because it makes it harder for other students to learn.

I feel happy when you complete your homework. It shows me how well you understand the topic.

Strategies to Support Use

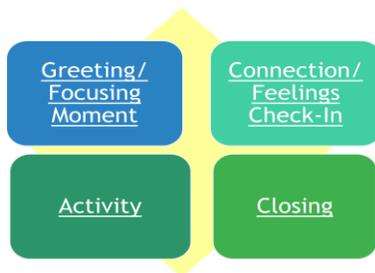
- Emotions posters, handouts
- Affective word of the day/week
- Positive psychology - Include an affective component in:
 - Gratitude journaling
 - Letter writing
 - Practicing acts of kindness
- Revise disciplinary process/flow chart to include affective statements (e.g., consequence for inappropriate language)
- Self-reflection activities
- Staff beliefs surveys

Classroom Circles: Practicing Prevention (2)

Circles represent a flexible process for obtaining stakeholder voice

- Draws participants *into* a **shared** experience
 - Opportunity to build relationships
- Encourages communication between participants
 - Work towards a common understanding of an issue
- Gives everyone equal status within the process
 - This helps to communicate respect for everyone involved & encourages personal responsibility
 - Builds student leadership skills, responsibility, empathy, and more

Circle Process



Notes:

Types of Circles (2)

Community Building	Gives staff and students opportunity to connect Includes community building activities Encourages students to identify feelings
Instructional	Teach/Review academic content Teach/Review social-emotional learning concepts Teach/Review behavioral expectations Teach/Review specific social skills
Problem-Solving	Gives students & staff opportunity to discuss a school-wide/class-wide issue Affective statements are important for problem-solving Use specific high quality questions to address the issue

Getting Started (4)

The “Four P’s”, person, place, practice, plan, provide a framework for thinking about, reflecting on, and promoting restorative practices in your sphere of influence.

4 P’s in the Classroom

1. Person: How do I interact with my students? How do I interact with my colleagues, even when we disagree? If I have a conflict with one of my students, how do I respond? If I see a conflict arising between students in the classroom, how do I respond?
2. Place: What am I doing to make sure students feel welcome? How are students engaging with each other? How does the classroom design impact how students communicate with each other and with me?
3. Practice: What is the process for resolving conflict or disagreement in the classroom? How are students made aware of the process? Did the students help develop the process? What type of input do students have in finding ways to address conflict?
4. Plan: How is the classroom prevention and conflict resolution strategy linked to the school’s plan for developing positive solutions or resolutions when a disagreement arises? If it isn’t, how can it be better linked to influence the climate of the classroom?

Restoring Self (5)

Restorative justice is all about relationships, and the most important relationship to cultivate is the relationship that you have with yourself. This requires staff to be intentional about identifying and reflecting on their own emotions, recognizing the impact their actions have on their students and co-workers, and taking steps to recharge and grow.

Self Care Tips

1. Set healthy boundaries	Recognize your limits and be clear about what you can and can’t do at your school. Volunteer for what you can do realistically but don’t do too much.
2. Take breaks often during the day	Build breaks into your day. Take 5 minutes to grab a healthy snack. Take a walk outside of your classroom to the water fountain. Sit at your desk and meditate for a couple minutes.
3. Engage in fun activities outside of work	Find other passions besides teaching! Engage in a hobby, play on a sports team, cook, watch movies that are comedies, plan outings with your friends and family, bike ride, go hiking, etc.
4. Create your own rituals to open and close your day.	Be intentional about how you start and end your day. Something as simple as taking a moment to savor a delicious cup of tea or coffee on your way to work can help you center yourself before a busy day. You can take your favorite quote and repeat it as a mantra, or write three things that you are

	grateful for from that day before going to bed. Think of something enjoyable and do it until it becomes a routine!
--	--

Restoring Self Activities & Resources

https://communitiesunited.org/sites/apncorganizing.org/files/RJ_handbook.pdf

- Practice for the Practitioner
- Circle Prompts for Teacher Self Reflection
- What is your Life Vision?

Exit Slip

Self Care Reflection Questions - Padlet

1. What are ways colleagues can support each other in using restorative practices?
2. What is your plan for building your restorative skills?
3. What is your self-care plan?