



# A Holistic Approach to An Introduction to Restorative Practices & Circles



"It is easier to build strong children than to repair broken men."

*~Frederick Douglass*

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# GEMS I WANT TO REMEMBER...



**As a result of actively participating in this workshop you will be able to...**

- Have a basic understanding of the theory of restorative practices
- Utilize circles to build and strengthen relationships

Gift I am taking

Commitment I am making



# VIRTUES - CHARACTER STRENGTHS

## OUR TRUE SOURCE OF POWER

Acceptance	Faithfulness	Passion
Accountability	Fidelity	Patience
Appreciation	Flexibility	Peacefulness
Assertiveness	Forgiveness	Perceptiveness
Awe	Fortitude	Perseverance
Beauty	Friendliness	Purity
Caring	Generosity	Purposefulness
Certitude	Gentleness	Reliability
Charity	Grace	Resilience
Cheerfulness	Gratitude	Respect
Cleanliness	Helpfulness	Responsibility
Commitment	Honesty	Reverence
Compassion	Honor	Righteousness
Confidence	Hope	Sacrifice
Consideration	Humanity	Self-discipline
Contentment	Humility	Serenity
Cooperation	Idealism	Service
Courage	Independence	Simplicity
Courtesy	Initiative	Sincerity
Creativity	Integrity	Steadfastness
Decisiveness	Joyfulness	Strength
Detachment	Justice	Tact
Determination	Kindness	Thankfulness
Devotion	Love	Thoughtfulness
Dignity	Loyalty	Tolerance
Diligence	Mercy	Trust
Discernment	Mindfulness	Trustworthiness
Empathy	Moderation	Truthfulness
Endurance	Modesty	Understanding
Enthusiasm	Nobility	Unity
Excellence	Openness	Wisdom
Fairness	Optimism	Wonder
Faith	Orderliness	Zeal





# THREE SIGNATURE SEL PRACTICES for the CLASSROOM\*

Creating the Conditions for Student Learning



*OUSD Core Values: Students First • Equity • Excellence • Integrity • Culturally Responsive • Joy*

<p><b>WELCOMING RITUAL (2-10 minutes)</b>  <b>Activities for Inclusion</b></p> <p>Ritual openings establish safety and predictability, support contribution by all voices, reinforce norms for respectful listening, allow students to connect with one another and create a sense of belonging. To be successful, these activities must be: carefully chosen, <b>connected to the learning of the day</b> and engagingly facilitated.</p>	<p><b>EXAMPLES FROM THE CLASSROOM:</b></p> <ul style="list-style-type: none"> <li>• Every voice is heard</li> <li>• Purposeful social interactions</li> <li>• Class meetings</li> <li>• Smile &amp; greet each person by name</li> </ul> <p><b>SCHOOL-WIDE:</b></p> <ul style="list-style-type: none"> <li>• Adults express joy in seeing students</li> <li>• Stack of breakfast items on office counter = glad to see late arrivals</li> <li>• Morning announcements include student voice</li> </ul>
<p><b>ENGAGING PRACTICES (1-15 minutes)</b>  <b>Academic Integration, Sense-Making, Transitions &amp; “Brain Breaks”</b></p> <p>Engaging practices are brain-compatible strategies that can foster relationships, cultural humility and responsiveness, empowerment, and collaboration. Intentionally build student SEL skills and then authentically practice these skills throughout the school day. Provide thoughtful transitions and opportunities for brain breaks that help integrate new information into long-term memory, otherwise it is soon forgotten. Balance opportunities for quiet reflection and writing with more active activities.</p>	<p><b>EXAMPLES FROM THE CLASSROOM</b></p> <ul style="list-style-type: none"> <li>• <b>Opportunities for Interaction:</b> Cultivate practices that involve interactions in partnerships, triads, small groups and as a whole group</li> <li>• <b>Explicitly teach</b> SEL skills through evidence-based programs</li> <li>• <b>Turn To Your Partner:</b> Sharing and listening to make sense of new input</li> <li>• <b>Co-create and regularly revisit</b> working agreements with your students</li> <li>• <b>Brain Break - Stand and Stretch:</b> Refresh and reset the brain with movement, music, quiet reflection</li> </ul>
<p><b>OPTIMISTIC CLOSURE (3-5 minutes)</b>  <b>Reflections and Looking Forward</b></p> <p>Provide intentional closure by having students reflect on and then name something that helps them transition on an optimistic note. This provides a positive way to reinforce learning, can connect school to home/community, and creates a moment of looking forward to coming back.</p>	<p><b>EXAMPLES FROM THE CLASSROOM:</b></p> <p>Think of...</p> <ul style="list-style-type: none"> <li>• Something I learned today</li> <li>• Someone I was able to help</li> <li>• Something I want to share with an adult</li> <li>• Something I’m looking forward to doing tomorrow</li> <li>• Something I enjoyed about the day</li> <li>• Someone who was kind/helpful to me</li> </ul>

\*Adapted from the work of Ann McKay Bryson, CASEL SEL Professional Learning Consultant



# COMMUNITY BUILDING CIRCLES



## Circle Norms

- Respect the talking piece
- Speak from the heart
- Listen from the heart
- Say just enough
- Trust you will know what to say
- You may pass

## Types of Circles

Sequential

Non-sequential/popcorn style

Fishbowl/problem solving

## Community Building

- Getting acquainted
- Sharing hopes and dreams
- Establishing norms
- Check-in/ Check-out

## Supporting Academic/Professional Learning and Collaboration

- Goal setting (for the day, the week, the month)
- Reflecting on learning
- Getting help/asking questions
- Making plans for improvement
- Informal assessment/checking for understanding
- Content or deadline specific

## Examples of Low Risk Circle Questions

- If you could be any animal, which would you be and why?
- Who is someone you admire and why?
- What is your favorite color, song, book, etc...?
- What do you like to do for fun?



## COMMON CIRCLE CHALLENGES OR WHEN GOOD CIRCLES GO BAD

It takes too long for students to get in a circle...

- Practice getting in and out of circle before holding an actual talking circle
- Figure out possible alternate furniture or room arrangements
- Use a timer and build in an incentive for meeting the time expectation
- Have students sit on top of desks in a circle
- Consider holding the circle outside, or another location
- Ask the students to come up with suggestions

The circle process takes too long...

- You can do a check in circle in a few minutes with 32 students. You could ask for a one or two word check in on how their weekend was or how they are feeling at the moment
- Time spent up front building relationships and coming up with shared values and guidelines will save time in the long run dealing with problem behavior

No one is talking, or English may be a second language for my students, and they are hesitant to speak...

- Use alternative methods of expression such as drawing, freestyle poetry, journaling, movement, activities with no words, etc.
- It is ok not to share as long as everyone participates by being present in circle
- Use a partner-share icebreaker or concentric circles so every student can have a chance to talk without speaking to the whole class
- Try to set a fun and community-building tone, gradually getting to more serious content over time
- Build in incentives for participation
- Ask students to brainstorm why they or others aren't talking (could be written, anonymous, etc.) and some suggestions to encourage it
- Ask questions students are more likely to want to answer like "What is it you want adults to understand about youth?"

There are specific misbehaviors that de-rail the circle...

- Revisit the shared guidelines and values you created together
- Try to determine the possible function of each misbehavior and focus on that rather than the behavior itself



- Engage the students that are misbehaving as circle keepers or ask them to think of questions for the circle
- Have 1:1 restorative conversations at another time with the students that are misbehaving to get to the root of the issue.
- Consult with colleagues for ideas

One or a few students do all the talking...

- Have students make or bring their own talking pieces that are meaningful to them or their culture and ask them to speak about it in circle
- Consider giving the “natural leaders” jobs circle such as being a circle keeper or making a centerpiece for the circle
- In private conversations with more quiet students, ask if there is something they need in order to participate more fully

Students make rude or mean facial expressions...

- Clarify unacceptable non-verbal behaviors as not following the shared guidelines
- Acknowledge kind respectful non-verbal behaviors

Students talk about private family issues, abuse, suicide, drugs or alcohol...

- When you start facilitating circle be very clear as to what types of issues you are mandated to report. Students will appreciate the clarity
- Be sure to clearly explain the limit of confidentiality is anything related to danger to self or others
- Consult with your Principal and mental health support staff about how to pre-plan for this possibility and discuss in an age-appropriate way
- Follow-up with administration, school based mental health counselor, or school nurse immediately and make a mandated report as necessary. You may even need to personally walk the student to a school mental health professional.

The circle just doesn't seem to go well overall...

- Consult with colleagues for ideas, suggestions or coaching
- Observe another colleague's circle, or ask them to observe yours
- Have a colleague co-facilitate a class circle with you
- Ask students what they thought about the circle, and how it could be made better

*Oakland Unified School District – Family Schools and Community Partnerships  
Dept. – Restorative Justice. Adapted from Fresno USD*



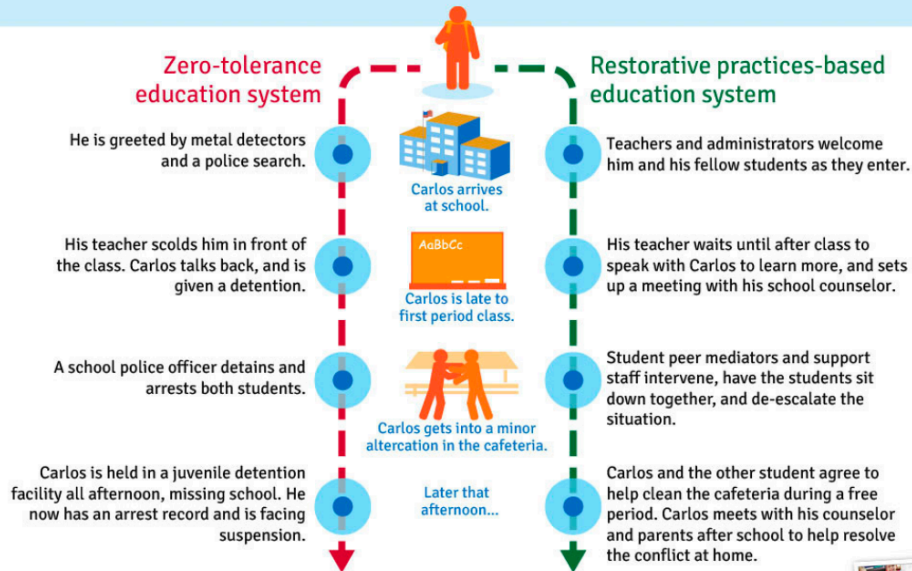
# Traditional vs. Restorative

Tradition Approach	Restorative Approach
School rules are broken.	People & relationships are harmed.
Justice focuses on establishing guilt.	Justice identifies needs & responsibilities.
Accountability = punishment	Accountability = understanding impact & repairing harm
Justice directed at the offender; the victim is ignored.	Offender, victim & school all have direct roles in the justice process.
Rules & intent outweigh whether outcome is positive or negative.	Offender is responsible for harmful behavior, repairing harm & working towards positive outcomes.
Limited opportunity for expressing remorse or making amends.	Opportunity given to make amends & express remorse.

<http://www.fixschooldiscipline.org/toolkit/educators/restorative/>

## A Tale of Two Schools

Carlos had a heated argument with his parents before leaving for school, so he's running late. Let's see the difference that restorative policies and practices can make.



Learn more about restorative practices:  
[www.otlcampaign.org/restorative-practices](http://www.otlcampaign.org/restorative-practices)





# Social Discipline Window

Adapted by Paul McCord & Ted Wachtel

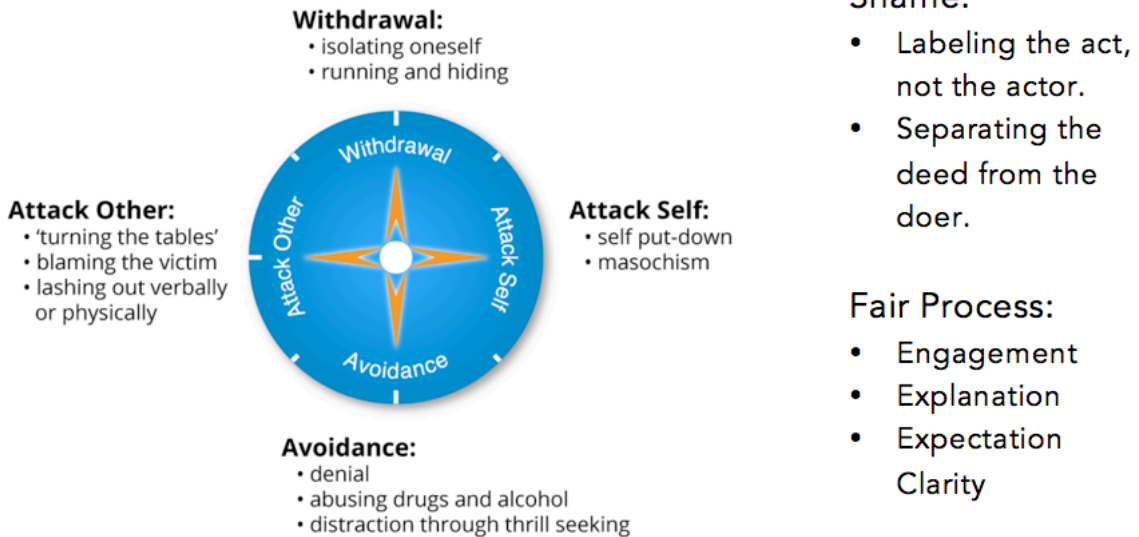
**Control: Limit Setting/Discipline**

<p><b>TO</b></p> <p><b>Punitive</b></p> <p>Authoritarian/ Stigmatizing</p>	<p><b>WITH</b></p> <p><b>Restorative/Educative</b></p> <p>Authoritative /Respectful</p>
<p><b>NOT</b></p> <p><b>Neglectful</b></p> <p>Indifferent/Passive</p>	<p><b>FOR</b></p> <p><b>Permissive</b></p> <p>Protective/Easy/Undemanding</p>

**Support: Encouragement/Nurture**

## The Compass of Shame

Adapted from D.L. Nathanson, Shame and Pride, 1992

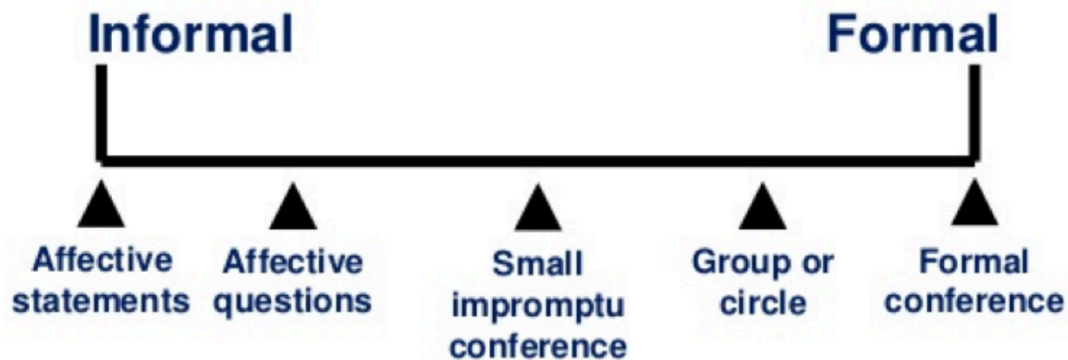


### The Fundamentally Hypothesis of Restorative Practices...

"The fundamental premise of restorative practice is that people are happier, more cooperative and productive, and more likely to make positive changes when those in authority do things WITH them, rather than TO them or FOR them.~ Ted Wachtel, Founder of IIRP.edu



## IIRP'S RESTORATIVE PRACTICES CONTINUUM



## THE FIVE STRATEGIES OF THE VIRTUES PROJECT

The Five Strategies of The Virtues Project™ inspire individuals to live more authentic, joyful lives, families to raise children of compassion and integrity, educators to create safe, caring and high performing learning communities, and leaders to inspire excellence and ethics in the workplace.

1. **Speak the Language of Virtues:** Language has the power to inspire or to discourage. Using virtues to acknowledge, guide, correct and thank awakens the best within us.
2. **Recognize Teachable Moments:** Recognizing the virtues needed in daily challenges helps us to become lifelong learners open to the lessons of character.
3. **Set Clear Boundaries Based on Restorative Justice:** Boundaries based on respect and restorative justice create a climate of peace, cooperation and safety in our homes, schools and communities.
4. **Honor the Spirit:** We sustain our vision and purpose by integrating virtues into our activities, surroundings, celebrations and the arts.
5. **Offer Companionship:** Being deeply present and listening with compassionate curiosity guides others to find clarity and to create their own solutions.



**Affective Statements:** A genuine statement delivered in a respectful manner about how you feel about a specific behavior, positive or negative; providing feedback so that students learn through experience how their actions and attitudes affect others giving them the necessary information to increase positive behavior and decrease and make amends for negative behavior; we start with ourselves as models, presenting ourselves as people who care and have feelings.

**Possible example:** "I feel \_\_\_\_\_ when you \_\_\_\_\_ because \_\_\_\_\_. I would like \_\_\_\_\_."

**Virtues Guidance:** Stem \_\_\_\_\_ Virtue \_\_\_\_\_ Evidence \_\_\_\_\_.

TYPICAL RESPONSE	AFFECTIVE STATEMENT	VIRTUES GUIDANCE
Stop teasing Sandy.	I'm uncomfortable when I hear you teasing Sandy, because I care about both of you and don't want her to be sad.	Please be mindful and use kind words so you don't hurt Sandy's feelings.
Talking during class is inappropriate.	I am frustrated that you aren't listening to me because I have worked hard to prepare this lesson and I want you to know what to do to be successful.	Please be respectful and listen while I am talking so you know what to do next. Thank you for your cooperation.
You shouldn't do that.	I feel sad when you don't let others play with you because I am afraid others will think you are mean and won't want to play with you.	Please be kind and allow others to play with you.
Stop playing and get to work	I get angry when you talk and joke instead of doing your work	Be purposeful and focus on finishing your assignment quietly.
I don't want to see you fighting with her.	I was shocked to see you hurt Princess.	What will help you be peaceful and use your words to let Princess know you are angry?

Adapted from: **The Restorative Practices Handbook**, Costello, Wachtel and Wachtel, 2009, IIRP.



# HOW TO SPEAK THE LANGUAGE OF VIRTUES



THERE ARE USUALLY THREE ELEMENTS OF A VIRTUES STATEMENT:

- 1) an opening phrase
- 2) a virtue
- 3) how the virtue is being shown or needs to be shown.

## ---TO ACKNOWLEDGE AND THANK---

When you see someone demonstrating a virtue, especially a growth virtue.

I acknowledge your	determination	completing this task without giving up.
It was	helpful	of you to show the new student to their locker.
I honor your	reliability	being here on time every day.
You demonstrated great	courage	being the first one to share your report.
Thank you for your	flexibility	meeting with me after school hours.

## ---TO GUIDE--

When you are inviting someone to call on a virtue.

Please be	diligent	taking the time to look over your paper.
How can we show	respect	when listening to what each person says?
Who will be	courageous	and volunteer to tackle this project?
I encourage you to be	honest	and tell me what is on your mind.
I appreciate everyone's	patience	waiting in line quietly for lunch.

## ---TO CORRECT--

After there has been a mistaken behavior & you are bringing someone back to a virtue.

Please be	reliable	and come to the meeting on time, your input is valuable.
We need everyone to	cooperate	and fully participate.
What would help you be	purposeful	and complete this task?
There needs to be	justice	What would be fair to both of you?
Please be	orderly	and put things back in their place after using them.

Write your own virtues statement below. Check to see that it has all 3 elements.



# SET CLEAR BOUNDARIES BASED ON RESTORATIVE JUSTICE



## THE PROCESS OF RESTORATIVE JUSTICE

In the ideal process of restorative justice, individuals:

- Take responsibility for what they do in order to...
- Make restitution, which results in...
- Reconciliation, which is to make friends again, which...
- Restores the relationship and restores the offender to the community.

Forgiveness alone is not enough. Justice requires there be some amends, an action or gesture to fix the problem, with the offender taking responsibility instead of merely being punished. In the ideal situation there is also reconciliation restoring of friendship and contentment on all sides with the outcomes.

## 4 STEPS TO VIRTUES BASED RESTORATIVE JUSTICE

1. Ask all involved what happened. Use how and what questions, not why.
2. Ask what virtue was missing to create the conflict.
3. Ask what it would look like if they had used the missing virtue.
4. Ask how they can make an amends.

## USE PEACE TALKS IN YOUR HOME & WORKPLACE FOR RESOLVING CONFLICT



## PEACE TALK STEPS

1. Take turns Truthfully telling your experience of what happened.
2. Listen Respectfully to the other person's point of view.
3. Share how you Honestly felt.
4. Creatively find a virtue you each need.
5. Use Justice and Forgiveness to decide what amends need to be made.
6. Practice Commitment to decide how to do it differently next time.



# Virtues Project Restorative Questions

(Adapted from pages 65 & 66 of The Virtues Project Educator's Guide)

1. Ask, "What happened?" Listen. If two or more people are involved listen to each point of view in turn, respectfully without interruption or cross talk.
2. Use reflective listening mirroring back the feelings expressed by each person in turn. "You were afraid/hurt/angry/frustrated when \_\_\_\_\_?"
3. "What virtue(s) could you have used to handle the situation better?" Have poster, cards or list of virtues available and have each person contribute.
4. Reflect back the virtue(s) given and maybe suggest another if they could benefit from some guidance. "So you could have handled it with (virtue) \_\_\_and/or (virtue) \_\_\_\_\_."
5. "If you use the virtue of \_\_\_\_\_next time/in the future, what would that look like?"
6. Make Amends. "What do you need to make things right?" or "What do you need from \_\_\_\_\_ and/or from \_\_\_\_\_?"
7. End with a virtues acknowledgment for all involved.

## Virtues Response Circle [www.darafeldman.com](http://www.darafeldman.com)

Challenging Scenario: Disrespect and lack of cooperation with substitute or specialist though they cooperate with you. Can also be used proactively. Instead of Amends ask people to share Commitments.

- Norms: Always review boundaries and norms of your circle.
- Strength: What is the reason that you cooperate so well when you are with me?
- Express: What happened yesterday with the substitute? (Remember to be curious, not furious & mindful of your body language, tone & facial expression.)
- Agency: What virtues could you have called on and/or what could you do next time to create a more cooperative atmosphere? (Chart their answers so that you can have them posted in your room for future use.)
- Amends: What do you think needs to happen to make things right?
- Acknowledge: Thank students for the virtues they displayed working through the problem.



# TEN GUIDELINES FOR EFFECTIVE GROUNDRULES



1. Be Moderate: Only have 4 or 5 rules.
2. Be Specific: Focus on the behaviors specific to your situation.
3. Be Positive: Base rules on virtues and word them positively when you can.
4. Establish specific, relevant consequences for bottom line behaviors
5. Make consequences Natural, Logical/Educative, not Punitive: Give an opportunity to make reparation.
6. Be Consistent: Be trustworthy ~ keep your boundaries.
7. Communicate Rules Clearly: Use visuals. Humor helps.
8. Be sure everyone understands the virtue involved when receiving consequences.
9. Make Ground Rules Non-Negotiable: Be sure that you can live with the rules and then keep them.
10. Be Assertive: Make your expectations clear.

## OUR CLASS PROMISE

We are peaceful with our words and our actions.

We are orderly and keep things in their place.

We are respectful of people and things.

We are enthusiastic learners and always work with excellence.

Create Your Own Personal, Family or Class Promise

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### Strategy #3: Set Clear Boundaries Based on Restorative Justice

Possible Activity: In small groups, choose a boundary to define. Role play a situation when the virtue is absent & then when it is present.



1. Boundary: The virtue needed to be practiced at this time.
2. Ground Rule: What that looks like in action.
3. Consequence: What happens if they don't follow through. How they could practice that virtue now.
4. Amends: Opportunity to make things right and start afresh.

EXAMPLE: Boundary: Honesty

Ground Rules:

- Tell the truth the first time.
- Admit when we make a mistake.
- Note citations in your writing.

Possible Natural/Logical/Educative Consequence

- People will not trust us.
- We won't learn from our mistakes.
- We won't get our needs met.

Possible Amends

- Admit the truth, apologize & explain why it was not told originally.
- Redo assignment with citations & help other students learn how.

Boundary/Virtue	
Ground Rules	
Possible Natural/ Logical Educative Consequences	
Possible Amends	





## SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

### SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ➔ IDENTIFYING EMOTIONS
- ➔ ACCURATE SELF-PERCEPTION
- ➔ RECOGNIZING STRENGTHS
- ➔ SELF-CONFIDENCE
- ➔ SELF-EFFICACY

### SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ➔ IMPULSE CONTROL
- ➔ STRESS MANAGEMENT
- ➔ SELF-DISCIPLINE
- ➔ SELF-MOTIVATION
- ➔ GOAL SETTING
- ➔ ORGANIZATIONAL SKILLS

### SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ➔ PERSPECTIVE-TAKING
- ➔ EMPATHY
- ➔ APPRECIATING DIVERSITY
- ➔ RESPECT FOR OTHERS

### RELATIONSHIP SKILLS

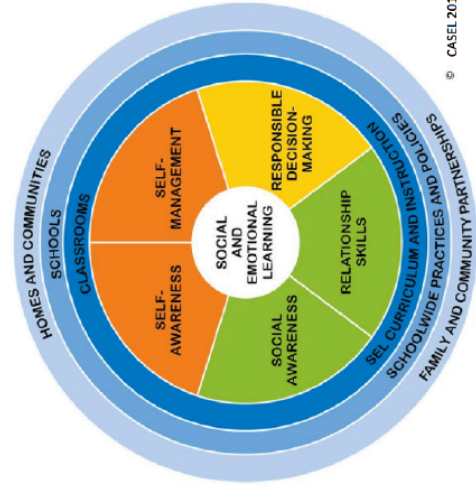
The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ➔ COMMUNICATION
- ➔ SOCIAL ENGAGEMENT
- ➔ RELATIONSHIP BUILDING
- ➔ TEAMWORK

### RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ➔ IDENTIFYING PROBLEMS
- ➔ ANALYZING SITUATIONS
- ➔ SOLVING PROBLEMS
- ➔ EVALUATING
- ➔ REFLECTING
- ➔ ETHICAL RESPONSIBILITY



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## GUIDING QUESTIONS FOR EDUCATORS: PROMOTE EQUITY USING SEL

### SELF-AWARENESS

- Can you recall times or events in which your identity (race/ethnicity, social class status or gender) were made obvious or important to you?
- In what ways does your identity inform who you are as an educator?
- What are the relevant similarities and differences in your lived experiences and those of your students? What are the historical, contextual and personal factors that help explain this?
- Are you doing everything you can to move your students closer to opportunity?



### SELF-MANAGEMENT

- What is the connection between your sense of wellbeing and the educational experience you provide your students?
- How do you best support students who experience difficulties outside of the classroom? What about inside the classroom?
- What are the best strategies for encouraging students to assert themselves in constructive ways?
- How do you respond when you feel like students aren't engaged in classroom activities?
- How do your personal preferences/biases affect how you interact with my students?

### SOCIAL-AWARENESS

- What does it mean to provide a great education for underserved students?
- What types of discrimination are experienced in the US? What types of disadvantage are experienced by your students?
- What are the social dynamics among students from different backgrounds in your classes?
- Do you see differences as deficits or assets to be leveraged?
- How can what and how you teach better position your students to address their concerns and interests?

### RELATIONSHIP SKILLS

- To what degree should students have input on what and how they learn?
- How do you make sure that students help/support each other to grow and learning in positive ways?
- Do you make every effort to get to know your students and their community?
- Do you invite students to get to know you?
- How do you ensure that you create an inclusive, safe learning environment for all of your students?

### RESPONSIBLE DECISION-MAKING SKILLS

- What educational opportunities can you provide that help diverse learners realize their fullest potential?
- How can you help students to become informed and engaged citizens?
- Are there policies and practices in your school that undermine your students receiving the high-quality education they need and deserve?
- In what ways can you address power relationships that discourage engagement in academic, social and emotional learning?
- How can you create opportunities for the range of perspectives and talents in your classroom to be appreciated/leveraged to improve learning for all?

