

SLASA 2006 Conference

*“Changing Stories: Changing Cultures
The Restorative Practice Journey In Schools”*

Presenter: Terry O’Connell

Real Justice

www.realjustice.org

Restorative Practice

Simple Contrast

Adversarial (Blame) approach:

“What happened, who is to blame, what punishment or sanction is needed?”

Restorative approach:

“What happened, what harm has resulted and what needs to happen to make things right?”

Adversarial

Focus is in the past

Preoccupied with blame

Deterrence linked to punishment

Restorative

Focus in past, present & future

Emphasis on resulting harm

Deterrence linked to relationships and personal accountability

‘Consequences [may include punishment] are an important part of Restorative Practice. This involves dialogue and respectful challenge.’

What would a Restorative Practice checklist look like?

Restorative Practice Checklist

Your practice would need to be: Respectful and Fair

Focus upon: Repairing harm and Restoring or Building relationships.

It would help develop: Empathy, Responsibility & Accountability?

It promote the likelihood of positive behavioural change.

In your groups discuss:

- *What is meant by the key words or phrases.*
- *If you were to adopt this checklist, what would the implications be for your practice?*

AIM OF RESTORATIVE PRACTICE IN SCHOOL COMMUNITIES

To manage conflict and tensions by repairing harm and strengthening relationships as a way of building community.

Restorative Dialogue

Socratic Engagement Style

Dialogue involves engagement.

Effective engagement according to Socrates relies upon questions.

What do you know about Socrates?

“Socrates was a Greek thinker and teacher.

*He held no classes and gave no lectures and wrote no books. **He simply asked questions.***

When he got his answer he asked more questions.

*Socrates asked questions **in order to make people think about ideas they took for granted.***

Socratic Exercise

John is a student who has thrown a book in class and hit Mary in the face. You have asked him to leave the room and you speak to him at the completion of class.

Telling Exercise

This involves you explaining to John your thoughts about the impact of his behaviour and any consequences you think are needed.

Asking Exercise

This involves you discussing the same concerns but on this occasion you ask questions only.

What would the differences between the two conversations?

Building A Restorative Practice Framework

Respect

Who was the teacher that had the greatest impact on you, that is, the one you most respected?

What allowed you to feel this way?

In a word, what was special about this person?

Practice & Values

They had the following qualities:

- Listened
- Empathised
- Honest/integrity
- Open
- Respectful
- Showed interest
- Made time
- Firm and Fair
- Encouraging
- Challenging
- Set clear boundaries
- Non judgemental
- Accepting
- Believed in you
- Used humour & were fun
- Created learning environment
- Affirming
- Apologised - vulnerable
- Were real
- Shared their story
- Loving
- Compassionate
- Consistent
- Explained their actions
- Realistic
- Predictable

Respectful Challenge

How did this teacher make you feel about yourself?

When this teacher challenged you, describe the experience?

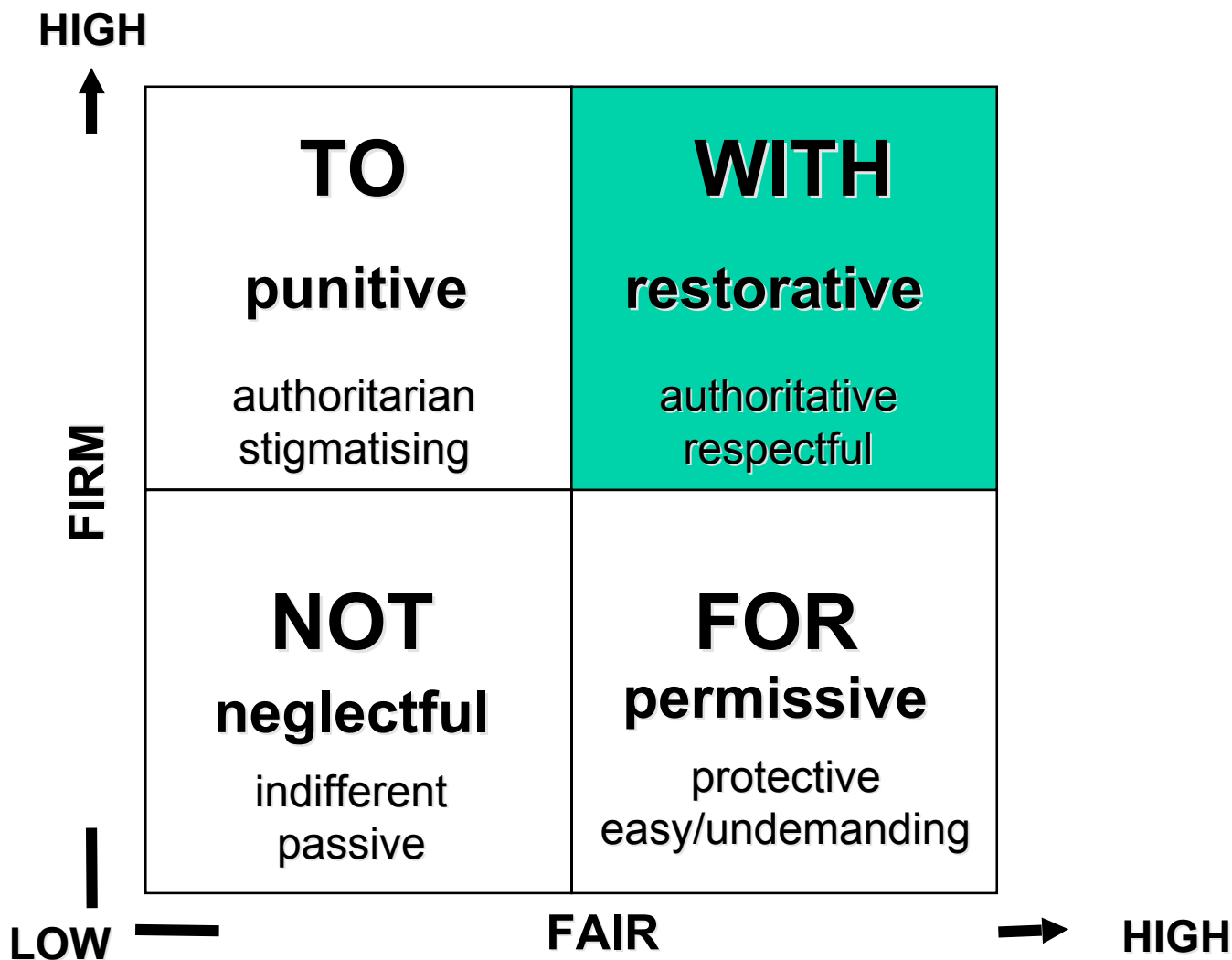
If you say you were treated in a “firm but fair” way, what would you mean?

What does ‘firm’ mean? What does ‘fair’ mean?

How We Are Treated

What is your experience of someone who is:

1. firm but not fair.
2. fair but not firm.
3. who was neither firm nor fair.
4. who was consistently firm and fair.



Adapted from Social Discipline Window - Paul McCold and Ted Wachtel - 2000

Teaching Styles

What box would you be operating in if you said to a student:

- *Sit down and shut up you!*
- *You really only have to do it if it suits you.*
- *I don't care what you do, sort it out yourself!*
- *You are generally pretty good students, but I am disappointed in how you behaved.*

Authoritarian Teaching Style

Cold/High Expectations

- Notices inappropriate behaviour more than appropriate
- Often angry Uses loud voice
- Often gets immediate compliance
- Has high standards



Likely Outcomes

- Ordered classroom
- Anxious resentful students
- Short-term compliance but rarely lasting behavioural change
- High teacher stress
- Negative classroom atmosphere

Permissive Teaching Style

Warm/Low Expectations

- Warm and supportive.
- Don't set limits.
- Focus on effort and de-emphasise quality.
- Inappropriate behaviour handled through ignoring or handled with weak reprimands or pleading.



Likely Outcomes

- Students feel liked and supported
- Chaotic out of control classroom
- Students do not feel secure in the teacher's capacity to "manage"
- Poor work quality
- Students feel anxious and uncertain
- High teacher stress

Detached Teaching Style



Cold/Low Expectations

- Teacher remains at desk
- Students do not feel cared for
- Teacher does not appear concerned about quality of students' work
- May result from teacher stress, burn-out, depression or physical illness
- May be lack of skill in how to be warm and demanding

Likely Outcomes

- May miss warning signs of academic or behavioural difficulties in students
- Students may withdraw and feel worthless
- Increased acting out in order to get teacher's attention or because no sense of order or control in classroom
- Limited meaningful learning taking place

Authoritative Teaching Style

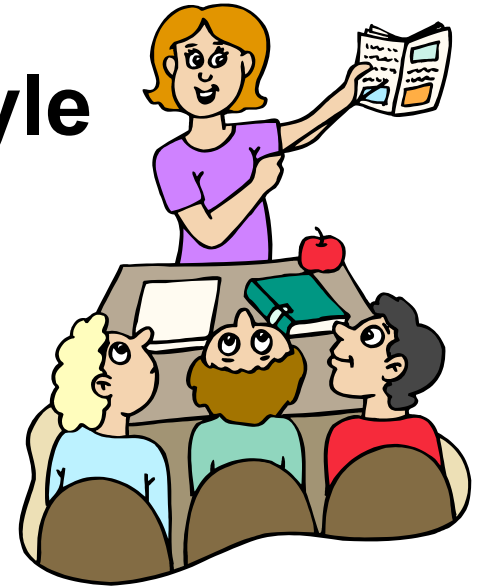


Warm/High Expectations

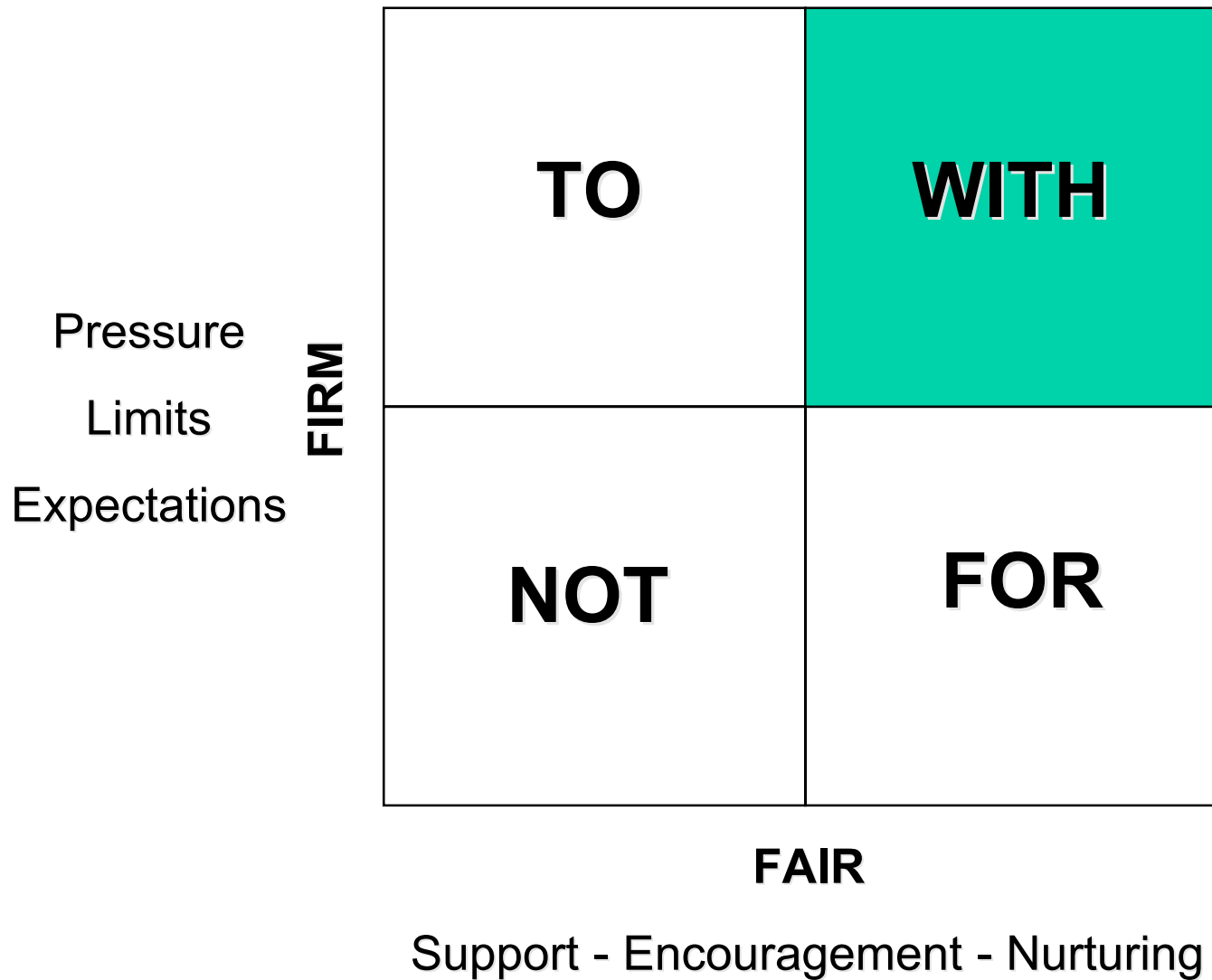
- Positive kind and supportive relationships
- Effective discipline plan and orderly classroom
- Sense of hope and optimism
- Students feel sense of safety and competence
- High level of work quality
- High job satisfaction

Likely Outcomes

- Positive classroom atmosphere
- High quality work output
- Positive relationships



PRACTICE DOMAINS



Which domain do you practice within?

I know I will always be treated

“ ”

by those I respect.

(Insert The Word Which Best Describes Your Expectation)

Most say ‘fairly’

When is someone likely to accept an outcome she/he does not like?

Fair Process The Central Idea...

‘....students are most likely to trust and co-operate freely with systems - whether they themselves win or lose by those systems - when fair process is observed.’

Fair Process

What needs to happen for fair process to be experienced?

Clue:

Think of an experience in which you felt you were treated unfairly. What was missing or was needed to make it a 'fair' experience.

Fair Process Principles

- 1. Engagement** - Opportunity to have a say.
- 2. Explanation**- Understand the reasons for the decision.
- 3. Expectation Clarity** - Shared understanding on what is expected in terms of behaviour and rules.

What Fair Process Isn't

- Consensus or to seek harmony.
- Compromise to accommodate every individual's opinions, needs or interest.
- Democracy in the school (or any group process)
- Teachers, parents or others forfeiting their prerogative to make decisions, establish policies and procedures.

What Fair Process Achieves

Fair process builds:

- trust
- commitment
- co-operation

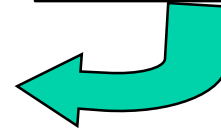
This enhances learning, creativity, moral development and helps build stronger relationships.

OPERATING DOMAINS

Pressure

TO	WITH Fair Process
NOT	FOR

How can you practice consistently in this domain?



Support

Restorative Questions 1

When challenging behaviour, why would the following questions consistently achieve 'fair process'?:

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

Restorative Questions 11

Why would these questions assist, those harmed by other's actions, experience 'fair process?':

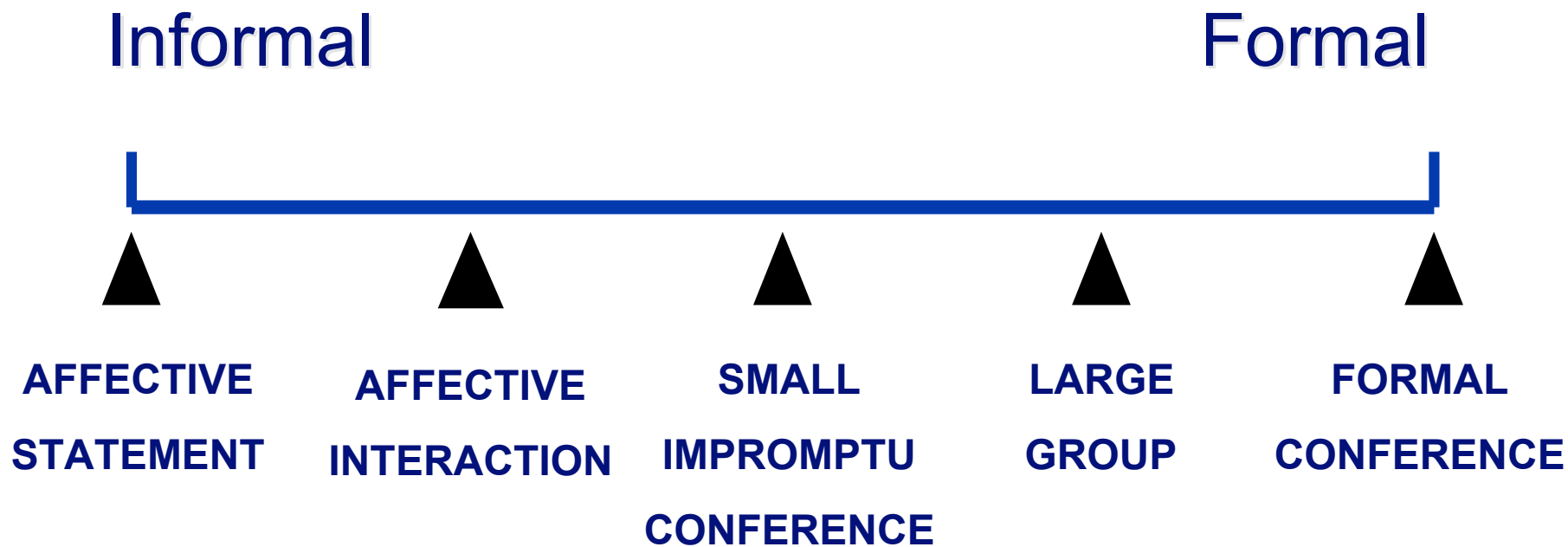
- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Restorative Conversations

In your groups discuss how you might use the restorative questions to:

1. Tell a student about your disappointment with his/her behaviour.
2. Challenge a student who has behaved inappropriately.
3. Facilitate a process where a student has hurt others.
4. Facilitate a process involving conflict and tensions but you are uncertain who is responsible.

Restorative Practice Continuum



AFFECTIVE STATEMENT

“Jenny, I am disappointed in how you replied to Mrs Smith as you are usually a good student”

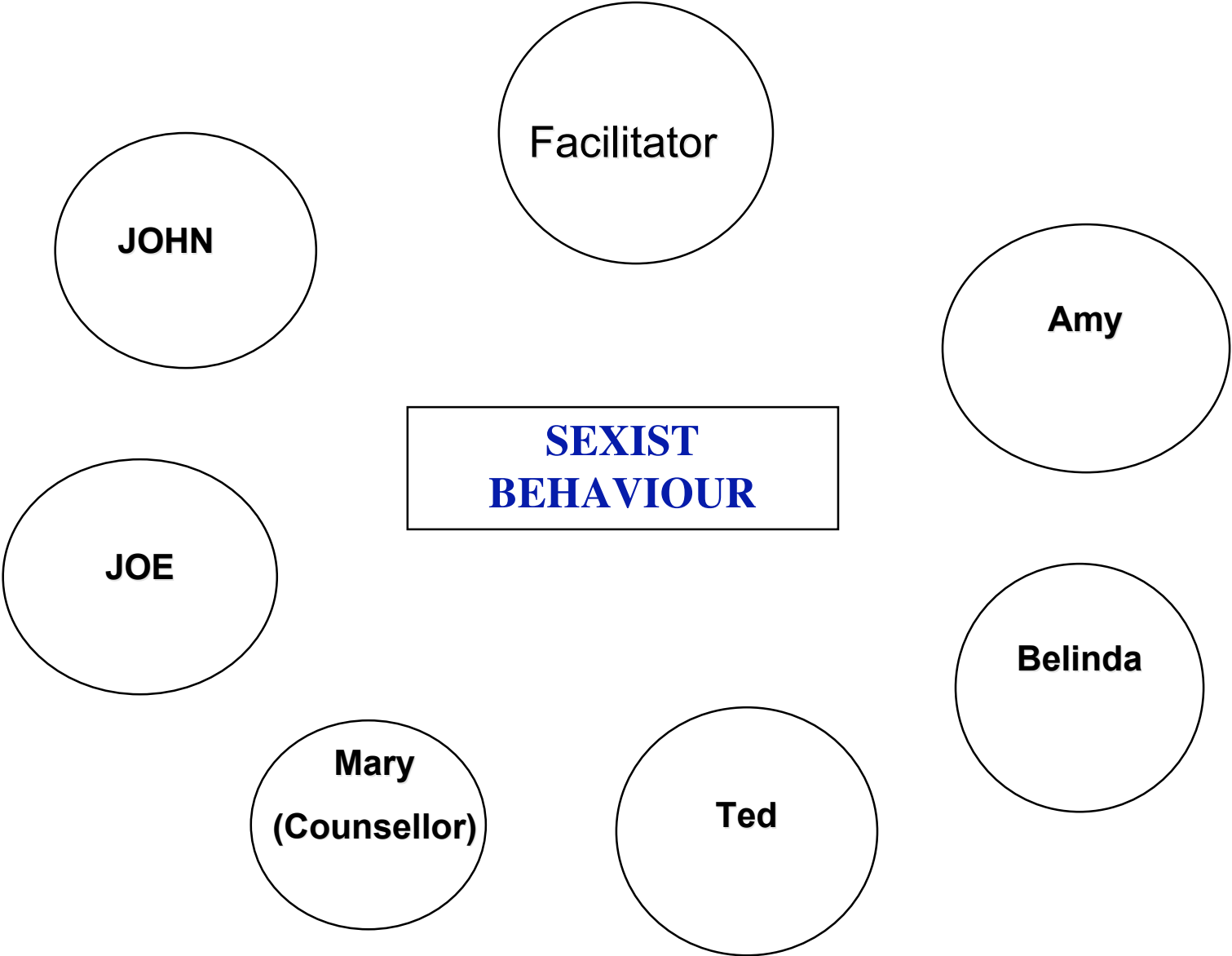
AFFECTIVE INTERACTION

INCIDENT : Student Wrote An Offensive Comment.

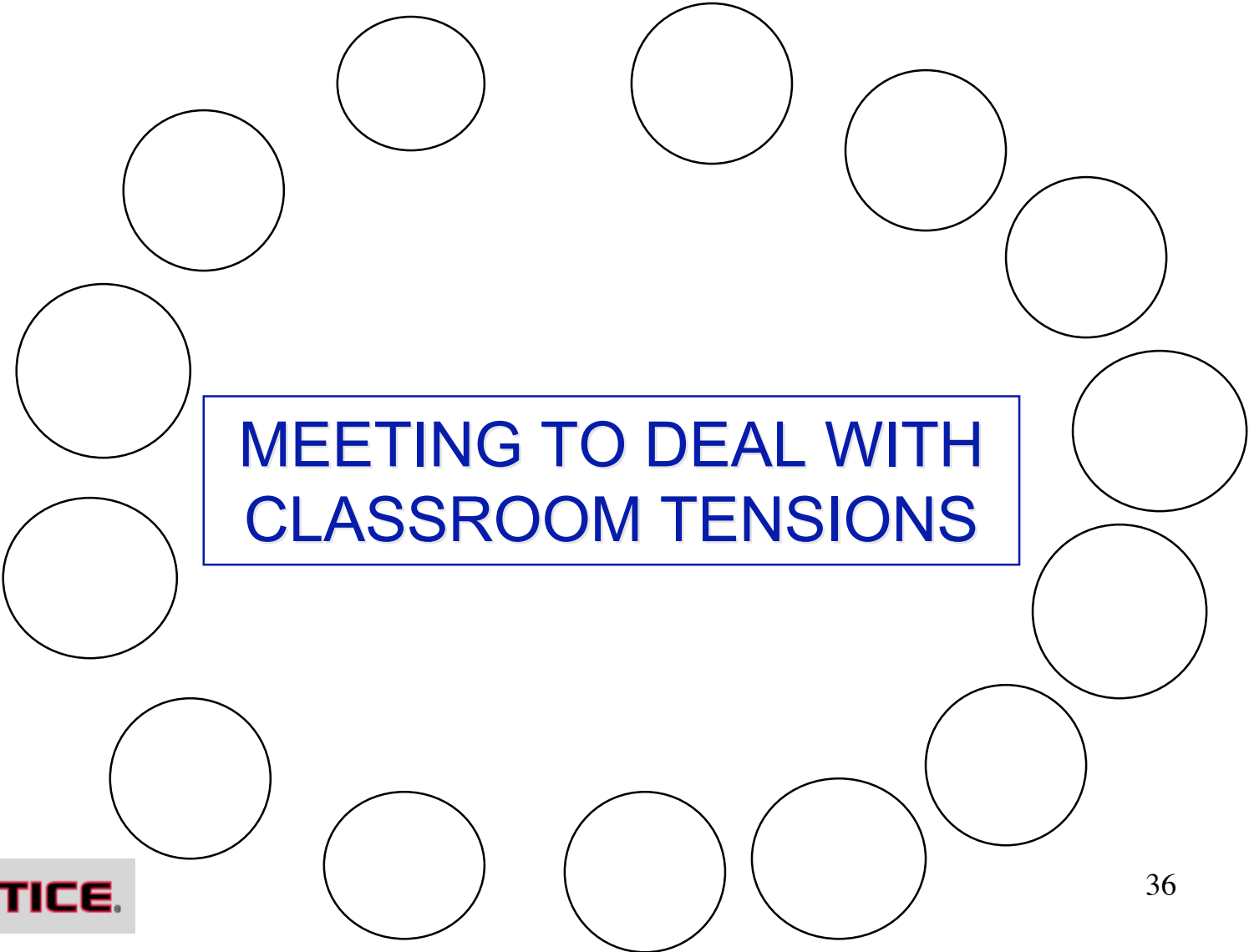
Teacher to student:

- Please explain what happened?
- At the time, what were you thinking about?
- What have you thought about since?
- Who has been affected by what you did?
- In what way?
- What do you need to do to make things right?

SMALL IMPROMPTU GROUP



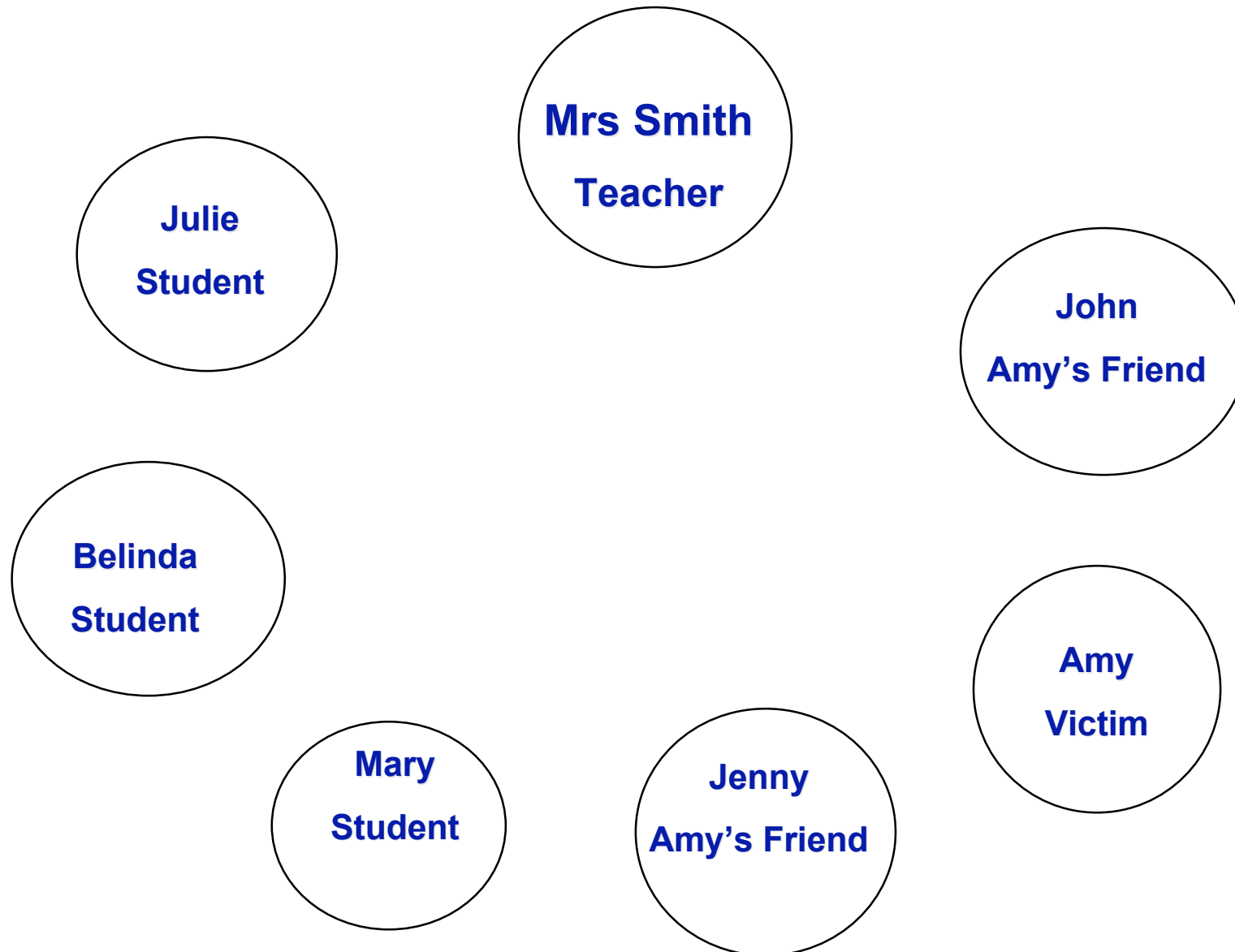
Classroom



Formal Conference

Let's look at an incident that involved three students to see how it could be dealt in a 'restorative' way.

Drawing On Student Photograph



Behavioural Influences

Who of the conference participants is/are likely to have had the greatest impact on three students involved in the incident? Explain.

Who is the last person you would want to know when you have done the wrong thing?

Behavioural Influences

Braithwaite asked:

Why do you do the right thing most
of the time?

What and who are the influences?

*How do think that knowing the
answers to these question can help
your practice?*

Behavioural Influences

- Socialisation
- Conscience
- Values
- Makes sense
- Feels right
- Easier
- Consequences
- Punishment
- Want to be loved
- Likely to hurt others
- Rewarded
- Want to belong
- What others think
- Parents
- Families
- Relations
- Friends
- Peers
- Teachers
- Significant others

Reintegrative Shaming

John Braithwaite suggests that shame is innate, and we experience it in two ways:

Internal

- Socialisation
- Ability to decide between right & wrong
- Conscience

External

- Through sanctions or condemnation from family or significant others.

Braithwaite's Hypothesis

‘Where individual wrong doers are confronted (SHAMED) within a continuum of respect and support, then a process of REINTEGRATION can begin’.

Braithwaite's Hypothesis

ALLOWS:

The act (unacceptable behaviours) to be rejected because they failed to reach expectations or standards

WHILST:

Acknowledging the intrinsic worth of the person and their potential contribution to society.

“I like you but not your behaviour”

Reintegrative Shame **V** Stigmatising Shame

Inappropriate Behaviour

Informal / personal

(engaging & challenging)

**Reintegrative
Shaming**

**Ceremony of
restoration & re-acceptance**

Formal/impersonal

(confrontational)

**Stigmatising
Shaming**

Out-casting

Shame Experiences

Describe what experiencing shame is like.

What happens to your:

- face?
- stomach?
- heart rate and blood pressure?
- posture?

What do you say to students when they lower their eyes and heads when you are challenging them?

When You Are Challenged About Your Behaviour by Your Teacher

What would it feel like if your teacher said,

“Jenny you are usually a good student, that’s why I am really surprised and disappointed in how you just behaved.”

If you felt ‘ashamed’, what could you do to feel better about yourself ?

Positive ways of responding when challenged by your teacher about your behaviour:

- Look at your behaviour and change it;
- Say ‘sorry’.
- Use it as a way to learn.

What would you do if you didn't respond well to being challenged by your teacher?

Responding in unhelpful ways means you are likely to:

- I would still behave in the same way;
- I wouldn't care about others.
- I would feel resentful towards the teacher and
.....

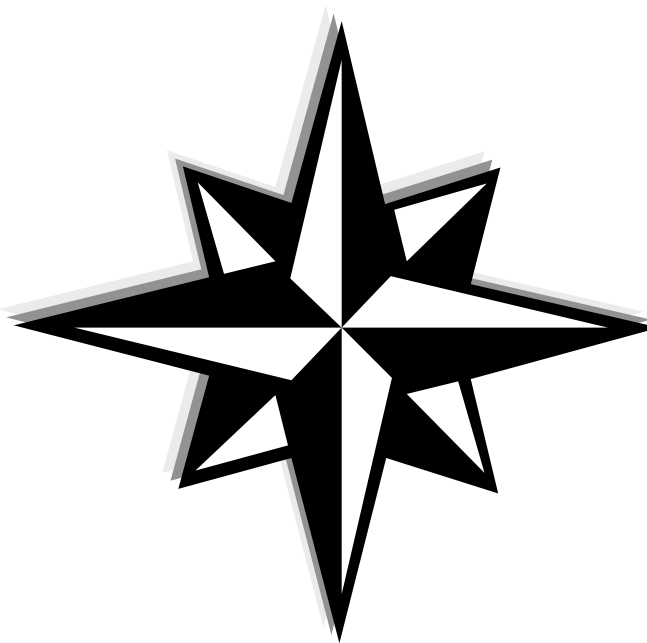
Acting In Unhelpful Ways To Shame

- WITHDRAWAL :** Don't talk to anyone or you walk away.
- AVOIDANCE :** Deny that anything happened; do distracting things.
- HURT OTHERS:** Get angry or blame/hurt or bully someone else.
- BLAME YOURSELF:** You don't feel good about yourself - you feel like a loser.

Nathanson's Compass Of Shame

WITHDRAWAL

ATTACK OTHERS



ATTACK SELF

AVOIDANCE

POLAR RESPONSES TO SHAME

WITHDRAWAL : isolating oneself; running and hiding.

AVOIDANCE : denial; drugs and alcohol; work alcoholism.

ATTACK OTHERS: lashing out verbally or physically; blaming others.

ATTACK SELF: self put-down; masochism.

Emotional Wellness

When do you feel at your best emotionally [and psychologically]?

What is needed for this to happen?

Psychology of Affects

Tomkins' Blueprint :

- We are 'wired' to want to increase positive affect [emotion], and;
- Decrease negative affect;
- We live best when we can accomplish these two goals;
- Anything that increases our power to do this favours life.

Nine Innate Affects



GOOD RELATIONSHIPS

Are Experienced When We:

1. Share and reduce negative emotions (*best achieved by listening and acknowledging*)
2. Share and promote positive emotions (*achieved by affirming*)
3. Encouraging the venting of emotions as a way of experiencing 1 & 2.
4. Doing more of 1, 2 and 3 (*essential for building and maintaining good relationships*).

Linking Practice, Theory & Values

Restorative Framework

To	With
Not	For

Fair Process

Engagement
Explanation
Expectation Clarity

Theory

Behaviour, not the person
Shame & emotions

Restorative Questions

What happened?
Who has been hurt?
How can we make it right?

Stronger Relationships

Restorative Practice Checklist

Is your practice:

- Respectful [Distinguishes behaviour from person]?
- Fair [engage, explain & clarify expectations]?

Does it focus upon:

- Repairing harm?
- Restoring or building relationships?

Does it help develop:

- Empathy [Reflection, insight & learning]?
- Responsibility & accountability?

Promote the likelihood of positive behavioural change?

What Can You Do?

- How restorative practice might be integrated into your own (practice) area?
- How could you identify books, films and other resources that contain restorative themes?
- How could you encourage others to write stories or to produce video or games that contain restorative stories?