



THE RESTORATIVE PRACTICES --ADVOCATE-- DIGEST

VOLUME 2: ISSUES 1-9 – September 2021 – May 2022 * An Information Source for EDUCATORS



These headline articles help shape supporting **ATTITUDES** for those engaged in Restorative Practices.

FOCUS RP Training Expands – Page 1
FOCUS Restorative Practices NOW – Page 3
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FOCUS RP & Our Cultural Environment – Page 17

Written, Edited &
Produced by

Rob Simon, MAC
&
Jan Fox Petersen, Ed.D.

(In support of establishing a Restorative Practices paradigm in Wichita’s USD 259, and beyond.)

Restorative Expression

INSPIRATION is the purpose for this monthly feature – quotes from myriad sources supporting the Restorative Spirit!

Page 1 = Howard Zehr, Dorothy Thompson, Martin Luther King Jr., Abraham Lincoln
 Page 3 = Martin Luther King Jr., Sheryl Sandberg, Ralph Waldo Emerson, Orson Scott Card,
 Page 5 = Martin Luther King Jr., Thich Nhat Hanh, Leo Tolstoy
 Page 7 = Dominic Barter, Howard Zehr, Marian Anderson, Dorothy Thompson
 Page 9 = Dr. Artika Tyner, Howard Zehr, Rev. Dr. James Lawson Jr., Irish Proverb
 Page 11 = John Green, Norman Vincent Peale, Pico Iyer, Albert Schweitzer, Martin Luther King Jr., Nelson Mandela
 Page 13 = Malcolm X, Leo Tolstoy, Betty Shabazz, Lorraine Stutzman Amstutz
 Page 15 = Desmond Tutu, Pat Parker, Lila Watson, Jamie Arpin Ricci,
 Page 17 = Hazrat Inayat Khan, Abraham Maslow, Leo Buscaglia, Bonnie Badenoch

RESEARCH

CORNER

Restorative Practices (RP) is richly supported by research. This feature reflects **KNOWLEDGE (DATA)** which reinforces efforts toward RP fidelity.

Issue 1. Can Restorative Justice Keep Schools Safe? By Jeremy Adam Smith, March 6, 2012 – **Page 2**
Issue 2. A Restorative Approach for Equitable Education – Jennifer DePaoli et al., March 16, 2021 – **Page 4**
Issue 3. The Promise of Restorative Practices to Transform Teacher-Student Relationships and Achieve Equity in School Discipline- Anne Gregory et. al., 2015* – **Page 6**
Issue 4. RESTORATIVE JUSTICE VALUES AND PROCESSES- Adopted by the Restorative Justice Network, June 2003 – **Page 8**
Issue 5. What Happened to You?: Conversations on Trauma, Resilience, and Healing - Oprah Winfrey & Dr. Bruce Perry, April 28, 2022 – **Page 10**
Issue 6. The teacher-student relationship as an interpersonal relationship- Ann Bainbridge Frymier & Marian L. Houser, 2009 – **Page 12**
Issue 7. If no ISS, then what?! (From a Presentation by Susan Danner, M.S. Ed., Beth Clavenna-Deane, PhD), 2018 – **Page 14**
Issue 8. The Compass of Shame - (From an Interview of Dr. Donald Nathanson by David Boulton, 2021 – **Page 16**
Issue 9. Restorative Practices: Approaches at the Intersection of School Discipline and School Mental Health - By Leora Wolf Prusan, EdD, Meagan O'Malley, PhD, and Nancy Hurley, WestEd, 2014 – **Page 18**

* (NOTE: Originally highlighted in Issues 3 and 5. Issue 5 now has the Winfrey-Perry book reflected on Digest Page 10!)

For your...

RESTORATIVE
TOOLBOX



Having the proper **SKILLS** to move the RP paradigm forward is essential to our successes. Useful tools are presented HERE!

20 THINGS School Staff Can Do Right Now That Are RESTORATIVE – Page 2
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THE WORK – Byron Katie Loving What Is: Four questions that can change your life – Page 12
Circle Ideas to End your Classroom Day – Pt 1 – Page 14
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Why Circles? Purpose, Cautions & References – Page 18

*For more, see: <https://drive.google.com/open?id=1A6zunyBjOW9tKB6FIbHprKj7R9ZrpSI>

THE **RESTORATIVE PRACTICES****ADVOCATE DIGEST**

VOLUME 2: ISSUE 1 – September 2021

A NEWSLETTER for EDUCATORS

Restorative Expression

"Restorative Justice is respect. Respect for all, even those who are different from us; even those who seem to be our enemies. Respect reminds us of our interconnectedness, but also of our differences. Respect insists we balance concerns for all parties. If we pursue justice as respect, we will do justice restoratively." ~ **Howard Zehr**

"Peace is not the absence of conflict but the presence of creative alternatives for responding to conflict -- alternatives to passive or aggressive responses, alternatives to violence." ~ **Dorothy Thompson**

"Peace is not merely a distant goal that we seek, but a means by which we arrive at that goal." ~ **Martin Luther King**

"I destroy my enemies when I make them my friends." ~ **Abraham Lincoln**

CALENDAR**FOR YOU!**

(NOTE: Watch this space in each issue of the Advocate to see what upcoming Restorative Practices and related events are on the calendar in Wichita. They are coming!

For Your Information*

(NOTE: As the standard footnote below points out, this calendar section will be set aside for events and meetings designed to help us network with one another collaboratively to increase our restorative knowledge, skills and attitudes ... and some of these will be because of YOU!!!

*Ongoing Restorative Practices collaboration in USD 259, Wichita and beyond for your awareness. Your input and feedback to participating team members is welcome!

FOCUS>**RP TRAINING EXPANDS!!!**

Since the beginning of the **Restorative Practices Initiative** in Wichita Public Schools, the hope has been to expand the practices from where they started at West High School to the entire USD 259 school district. We are delighted that currently the **International Institute of Restorative Practices (IIRP)** is collaborating with USD 259 to continue the roll-out through their **SaferSanerSchools** Program. They will be a great support for our district in moving forward with restorative approaches.

Dr. Jan L. Fox-Petersen and **Rob Simon** were trained by the IIRP at the beginning of the Restorative Practices initiative in USD 259 so it has always been aligned with the IIRP. They will continue to provide training and support for Restorative Practices in Wichita schools under the auspices of our school district's **Department of Equity, Diversity & Accountability**, and will be working primarily with high schools.

The basic Restorative Practices philosophy, which originates with and is taught and promoted worldwide by the IIRP is:

"People are happier and more likely to make positive change when those in authority do things WITH them rather than TO them, FOR them, or NOT at all."

The IIRP teaches fundamental theory and practices for building and maintaining healthy relationships in schools and in society by engaging with students, staff, and parents in a way that honors their personhood and voices regardless of position, and positive relationships are established.

The IIRP describes RP in a way that promotes high expectations with support and balances accountability with compassion. Tools and practices

- (a) provide direct feedback without creating disconnection or further harm to relationships;
- (b) ask restorative questions that foster accountability; and
- (c) resolve common conflicts and facilitate circles to create a positive learning environment and school culture.

So much more to come as restorative practices expands in Wichita!

A Review of...

Can Restorative Justice Keep Schools Safe?

By Jeremy Adam Smith

March 6, 2012

This article recognizes what many of us know about life in schools: disparity feeds larger social inequalities. Many studies reflect students expelled or suspended for behavior are much more likely to drop out of school or end up in jail, but this is much less true of those who face alternate consequences.

A school board member in a California community recognized that her first act as a school board member was to push a student out of school ... which was not what she expected to do and did not fit with her opposite intentions. She is among board members and other educators who recognize restorative practices keep students in school and out of the criminal justice system, and that it holds kids more accountable – not less.

Such folks recognize that restorative justice in education can bring those who cause harm and those who are harmed together to discuss what happened and how to find agreements that make things better. There is also a recognition that discipline choices can't always be about doing the most expedient thing, nor can it be about reintegrating those who cause harm at the expense of those who are harmed.

In the Bay Area, a very difficult school found that suspensions dropped 87 percent after implementing restorative practices, and students and teachers reported that the program made the school "more peaceful."

Still, some kids get kicked out of school – sometimes even if they have gone through a restorative process. The difference is seeing suspensions and expulsions as the last, not the first, resort.

Finally, research shows it takes three to five years to implement anything in schools, - especially when building a new system to replace an old system that's not working. So, staying the course matters.

http://greatergood.berkeley.edu/article/item/can_restorative_justice_keep_schools_safe

For your...

RESTORATIVE
TOOLBOX



20 THINGS School Staff Can Do Right Now That Are RESTORATIVE

One of our most powerful restorative tools in USD 259 is a document called **"20 THINGS School Staff Can Do Right Now That Are Restorative?"** Do you have the link to it bookmarked? Do you have a hard copy? Do you know you can get one if you want it?

Yes! In case you didn't know or have forgotten, there is a 42-page document available to you and members of your school staff that outlines in priority order (beginning with the easiest, most fundamental and most powerful strategies) a number of approaches you can take to creating a more restorative school environment in classrooms and building-wide. You may already be doing some of them, but others you may not have thought about or taken time to develop.

Here's where you can go peek at the digital copy to see which things YOU can do right now!

To access the .PDF, staff members need to be logged into their district Google account.

Click the link below to access the **20 THINGS** PDF.

<https://drive.google.com/open?id=1A6zynybJoW9tKB6FlBhfprKj7R9ZrpSI>



THE RESTORATIVE PRACTICES

ADVOCATE DIGEST

VOLUME 2: ISSUE 2 – October 2021

A NEWSLETTER for EDUCATORS

Restorative Expression

"I plan to stand by nonviolence, because I have found it to be a philosophy of life that regulates not only my dealings in the struggle for racial justice, but also my dealings with people, and with my own self." ~ **Martin Luther King**

"Leadership is about making others better as a result of your presence and making sure that impact lasts in your absence. – **Sheryl Sandberg**.

"Place yourself in the middle of the stream of power and wisdom which flows into you as life, place yourself in the full center of that flood, then you are without effort impelled to truth, to right and a perfect contentment." - **Ralph Waldo Emerson, "Spiritual Laws"**

Once you understand what people really want, you can't hate them anymore. You can fear them but you can't hate them, because you can always find the same desire in your own heart." ~ **Orson Scott Card**

FOCUS> RESTORATIVE PRACTICES NOW

In the restorative practices corner of our school community, we hear many educators say over and over with heavy sighs, "We thought last year was difficult, but this year is the most challenging of all!" Given the past year and a half of the pandemic where students experienced less structure, authority, and need for social skills, many students are walking into schools and classrooms less prepared than ever for learning and with more egregious behaviors than we have seen in a long while.

Additionally, we have heard our students, teachers, staff, and leaders express much greater levels of anxiety and stress beyond what was typical prior to the pandemic. Isolating at home was difficult for everyone--no doubt about it--however, as glad as we are for schools to open, we have found returning to our schools has not been a piece of cake either!

Balancing the needs of the district leadership, leadership in buildings, teachers and other staff, students, and parents is no simple thing in this complex time. No wonder many among us are stressed.

While restorative practices is no panacea, we know of no other approach that is more effective in building community, reducing stress, and cooperating together in our school organization with diverse needs. Restorative practices INSISTS we slow down, BE IN THE MOMENT, and focus on relationships FIRST. Restorative Practices INSISTS we step back from our own judgments, assumptions, evaluations, and compulsions to fix and admonish, and, instead, to momentarily put ourselves in another's shoes, to see the world as another sees it, and to empathetically listen to one another.

Supportive relationships and community are needed more than ever in these challenging times. Whether we participate in circles to build connection; thoughtfully and authentically share our emotions and vulnerability in affective statements; engage in brief impromptu restorative conversations, or facilitate more formal repairing harm conferences, restorative approaches serve to bring people together in meaningful, collegial, and healing ways.

CALENDAR

FOR YOU!

October 15, November 10, January 13, February 18, March 11, April 7 – USD 259 Elementary & Secondary Assistant Principals Trained by The IIRP – The International Institute of Restorative Practices!

For Your Information*

(NOTE: This calendar section is set aside for events and meetings designed to help us network with one another collaboratively to increase our restorative Attitudes, Skills & Knowledge – The ASK framework for RP.

*Ongoing Restorative Practices collaboration in USD 259, Wichita and beyond for your awareness. Your input and feedback to participating team members is welcome!

"If you want to go quickly, go alone. If you want to go far, go together."

African Proverb

March 16, 2021

A Restorative Approach for Equitable Education

[Jennifer DePaoli](#), [Laura E. Hernández](#), [Roberta C. Furger](#), [Linda Darling-Hammond](#)

ABSTRACT

The compounding effects of systemic racism and the coronavirus pandemic have posed significant challenges to students, practitioners, and schools, particularly for Black and Latinx students who have borne the brunt of structural inequities. But these events have also created an opportunity for educational leaders to rethink school structures to better address the needs and nurture the assets of young people in the short and long term. This brief describes how schools can ameliorate—rather than exacerbate—racial inequities with research-based practices that advance a restorative approach to schooling and make learning environments more supportive, equitable, and anti-racist.

The authors open their paper by saying, “multiple and ongoing crises are contributing to a collective and individual trauma that has deep implications for the mental health, wellness, and opportunities to learn for youth across the nation. They are also causing many to reflect on our traditional way of “doing school.” This includes both holding a mirror to how educational systems have contributed to societal inequities and shifting increased attention to the essential role that trusting relationships and school-based supports play in creating the conditions necessary for students to learn and thrive.

As school and district leaders rethink school structures and practices for both the short and long term, their work should be grounded in two essential questions: [1] **How can we address the acute needs of young people and adults who continue to grapple with the dual impacts of COVID-19 and systemic racism?** And [2] **how can we take this moment to advance long-needed changes to transform schools into nurturing communities that are committed to equity, diversity, and anti-racism?** (For more, click below or copy and past URL to your search engine.)

https://learningpolicyinstitute.org/product/wce-restorative-approach-equitable-education-brief?gclid=CjwKCAjw7rWKBhAtEiwAJ3CWLP3GMEnIUy6hGdXD2zfNaFkX2Y1P2aAq0O-LhlneOy7LNIh9EJILAxoCzwMQAvD_BwE

For your...

RESTORATIVE
TOOLBOX

RESTORATIVE QUESTIONS ROCK & RULE!

The basic questions on the right can be enhanced by those on the left and they ROCK!

Restorative Questions I

To respond to challenging behavior...

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

Restorative Questions II

To help those harmed by other's actions...

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

3 BASIC Restorative Questions

- **What happened?**
(Are we willing to accept there is more than one point of view?)
- **Who was affected, and in what way?**
(Teaches empathy)
- **How do we make things right?**
(What are the needs to make things Right and move forward? Ownership)



THE RESTORATIVE PRACTICES

ADVOCATE DIGEST

VOLUME 2: ISSUE 3 – November 2021

A NEWSLETTER for EDUCATORS

Restorative Expression

"The moral arc of the universe bends at the elbow of justice." ~ **Martin Luther King, Jr.**

"There are many young girls, boat people, who were raped by sea pirates.... In my meditation, I saw that many babies are born along the Gulf of Siam, hundreds every day, and if we educators, social workers, politicians, and others do not do something about the situation, in twenty-five years a number of them will become sea pirates. That is certain. If you or I were born today in those fishing villages, we might become sea pirates in twenty-five years. If you take a gun and shoot the pirate, you shoot all of us, because all of us are to some extent responsible for this state of affairs." ~ **Thich Nhat Hanh**

"Violence produces only something resembling justice, but it distances people from the possibility of living justly, without violence." ~ **Leo Tolstoy**

FOCUS> RP is "The Real Thing"

There is growing discussion and debate in America and elsewhere about "Critical Race Theory" and whether it should be taught in schools. There are three things you should know about this discussion as it applies to what happens in Wichita:

1. Many people who claim to be against critical race theory don't know what it is or incorrectly define it for political purposes.
2. People that know what critical race theory is also know that it is a THEORY and deserves further exploration as do ALL theories.
3. Critical race theory is a graduate level academic concept and is NOT taught in Wichita schools. Period.

In Wichita schools, what is at the root of restorative practices and all things related to equity, diversity, accountability and inclusion in our community is based on real elements – data and evidence – not theories.

What drives the work to which USD 259 is committed is real life experience... real world learning ...observations for which there is no argument unless one is not paying attention, or victimized by scotomas ... blind spots. Our work is based on modeling by and from educators, mentors and other resource people who have been down the roads our students are traveling and are familiar with the possibilities and the pitfalls.

All of us have useful capabilities in this regard if they are not distorted by misinformation or misinterpretation, and like anything else, if we explore the world of information that is literally at our fingertips, we find that many of us are aware of the power of modeling that far outstrips effects of criticism.

We also find expressions such as "learning opportunities are far greater when children have the chance to experience something first hand." What is more, we can easily recognize that the next best possibility is learning from second hand experiences courtesy of those of us who teach them. Either way, learning from authentic experience "increases motivation, can improve behavior as the child is more engaged, helps to develop communication and language skills as experiences give children something to talk about, and consequently, further develops their understanding of the world."

Furthermore, "real world learning is an approach to learning that involves schools working with community partners and industry experts to engage students in authentic, relevant problems, projects, and experiences that develop career awareness and readiness."

Bottom Line: Restorative Practices is the real thing!

CALENDAR

FOR YOU!

January 13, February 18, March 11, April 7 – USD 259 Elementary & Secondary Assistant Principals Trained by The IIRP – The International Institute of Restorative Practices!

For Your Information*

(NOTE: This calendar section is set aside for events and meetings designed to help us network with one another collaboratively to increase our restorative Attitudes, Skills & Knowledge – The ASK framework for RP.

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RESEARCH

CORNER

The Promise of Restorative Practices to Transform Teacher-Student Relationships and Achieve Equity in School Discipline (2015)

ANNE GREGORY, KATHLEEN CLAWSON, ALCIA DAVIS, and JENNIFER GEREWITZ

Rutgers, The State University of New Jersey

AN INTRODUCTION & CONCLUSION

"Restorative approaches to school discipline are increasingly being implemented throughout the United States in an attempt to reduce reliance on suspension and eradicate the racial discipline gap. Yet, little is known about the experience of students in classrooms utilizing restorative practices (RP). This study draws on student surveys (N D 412) in 29 high school classrooms. Hierarchical linear modeling and regression analyses show that high RP implementing teachers had more positive relationships with their diverse students. Students perceived them as more respectful and they issued fewer exclusionary discipline referrals compared with low RP implementers. In addition, the findings demonstrate some initial promise of well-implemented RP for narrowing the racial discipline gap. The study found that higher RP implementers issued fewer discipline referrals to Latino and African American students compared with lower RP implementers. The study findings have implications for equity-focused consultation in schools that honor student experience of new programming."

"The study contributes to a growing body of research that demonstrates the potential of RP for improving schools. It found that teachers who were perceived by their students as frequently implementing many of the RP elements tended to have better relationships with their students compared with infrequent implementers of RP. This was seen in the degree to which students felt respected by their teachers and teachers' use of disruption/defiance disciplinary referrals. The findings also have implications for the potential of RP in terms of reducing the racial discipline gap. Higher RP implementation was associated with lower use of disruption/defiance disciplinary referrals with Latino and African American students. Finally, the study also confirms the need for consultation that integrates student perspectives on implementation and systematically addresses implementation challenges for novel practices in schools."

(For more, click below or copy and past URL to your search engine.)

http://www.antonioacasella.eu/restorative/Gregory_RJ_2015.pdf

For your...

RESTORATIVE
TOOLBOX



USE RESTORATIVE PRINTING AT SCHOOL!

Posters, Postcards & More on Your District Google Drive

<https://drive.google.com/open?id=1A6zynybJoW9tKB6FIBhfrKj7R9ZrpSI>



IF YOU APOLOGIZE...

I'm sorry for...

Be specific. Show the person (or people) to whom you are apologizing that you really understand what you did and why they are upset about it.

This is wrong because...

Until you understand and choose to express why your behavior or choice was improper or how it harmed someone, it's unlikely you will correct it.

In the future, I will...

Use positive language to affirm what you **WILL** do, not to say what you won't do.

Will you forgive me?

Even if people you ask are not ready or willing to forgive you, it is important to **ASK** for forgiveness to help restore relationship and rebuild trust.

Inspired by JoEllen Poon



The Four **4** Agreements

Don Miguel Ruiz

Be Impeccable with Your Word.

Don't Take Anything Personally.

Don't Make ASSUMPTIONS.

Always Do Your BEST.

(So nice, let's say it twice.)



THE RESTORATIVE PRACTICES

ADVOCATE DIGEST

VOLUME 2: ISSUE 4 – December 2021

A NEWSLETTER for EDUCATORS

Restorative Expression

"Conflict is not a problem that needs solving but a phenomenon that needs understanding." ~ **Dominic Barter**

"Restorative Justice is respect. Respect for all, even those who are different from us; even those who seem to be our enemies. Respect reminds us of our interconnectedness, but also of our differences. Respect insists we balance concerns for all parties. If we pursue justice as respect, we will do justice restoratively." ~ **Howard Zehr**

"No matter how big a nation is, it is no stronger than its weakest people, and as long as you keep a person down, some part of you has to be down there to hold him down, so it means you cannot soar as you might otherwise." ~ **Marian Anderson**

"Peace is not the absence of conflict but the presence of creative alternatives for responding to conflict -- alternatives to passive or aggressive responses, alternatives to violence." ~ **Dorothy Thompson**

CALENDAR

FOR YOU!

January 13, February 18, March 11,
April 7 – USD 259 Elementary &
Secondary Assistant Principals
Trained by The IIRP

January 31, February 1 - RP for New
Teacher Induction

For Your Information*

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FOCUS> RP CIRCLES & THE HOLIDAYS

Restorative circles and conversations are great for discussing common holiday stressors that sometimes occur for people. Whether they are from loneliness, or family dynamics, or shopping challenges, or something else, the kinds of talks restorative practitioners have with others can help address the concerns that students and their families may have.

Pam Thompson, Assistant Director of Day Treatment for CSF Buxmont Schools, the IIRP's model restorative program for at-risk youth shares that staff members start holding circles to talk about the holidays shortly before Thanksgiving. Questions they present for discussion include:

- What is your favorite holiday memory?
- What are some of your holiday traditions?
- Who do you celebrate with?
- What are some of your concerns about holiday time?
- What are you worried about for the holidays?
- What would your ideal holiday celebration look like?

One of the complaints from young people, she relates, is how commercials and society present the holidays as happy and full of joy for families and friends, and that is not the reality for many.

When presented ideals are NOT the same as their lived experience, it's easy for some students to think there's something wrong with them or their families if the holidays are not the Madison Avenue/Hallmark Christmas movie love fest that the media insists on promoting. Carefully structured and facilitated talking circles help them learn that they're not alone in feeling stressed or extra sensitive during holiday time.

As you might imagine, questions like the ones above can lead to some very interesting exchanges of ideas, experiences and concerns. As Ms. Thompson says, "Some kids are dealing with financial worries in their families. Some are anxious about family members getting drunk and arguing or fighting. Some are worried about maintaining their own sobriety." And you can be sure there are many other concerns with which some folks must contend.

This is why in our efforts to become more restorative through prioritizing relationship building in the arenas where we live and work, there are always "teachable moments" we can discover that allow us to help others cope with the challenges of life. Take advantage of all opportunities to be restorative.

"Students also enjoy talking about what their ideal holiday would be like. It gives them a feeling of hope and a sense of control over their lives."

Pam Thompson

RESTORATIVE JUSTICE VALUES AND PROCESSES

Adopted by the Restorative Justice Network

SUMMARY

Restorative justice [in education] is shaped by key values, among which are:

Participation: Those most affected by the incident of wrongdoing, and their communities of interest – ought to be the principal speakers and decisionmakers in the process, rather than trained professionals representing the interests of the State.

Respect: All human beings have inherent and equal worth despite their actions – good or bad, or of their race, culture, gender, sexual orientation, age, beliefs or status. All deserve to be spoken to and treated with respect to engender trust and good faith.

Honesty: Truth is not just clarifying facts and establishing guilt within strict legal parameters, but having people speak openly and honestly about their experience of causing harm, their feelings and their moral responsibilities.

Humility: Restorative justice accepts our common fallibility and vulnerability, enabling all concerned to discover they have more in common than what divides them. Humility also enables those who recommend restorative processes to allow the possibility that not just empathy and mutual care, but unintended consequences may follow from their interventions.

Interconnectedness: While stressing individual freedom and accountability, restorative justice recognizes the communal bonds that unite us. All are valued members of a society interconnected by a web of relationships, and the collective shares responsibility for its members, for the existence of harm, for helping restore those harmed, and for reintegrating those who cause harm.

Accountability: When a person deliberately inflicts wrong on another, that person has a moral obligation to accept responsibility for having done so and for mitigating the consequences that have ensued – including expressing remorse for their actions, making reparation for losses inflicted, and perhaps by seeking forgiveness from those they have treated disrespectfully.

Empowerment: Misconduct robs those harmed of self-determination and autonomy, since another person exerted control over them without their consent. Restorative justice seeks to restore personal power to those harmed so they can determine what their needs are and how they should be met, and empowers wrongdoers to be responsible for the remedy of harm to all.

Hope: No matter how severe the wrongdoing, it is always possible for the community to respond in ways that lend strength to those who are suffering and that promote healing and change. Restorative justice nurtures the hope of healing for the harmed, of change for those who cause harm, and of greater civility for society.

(For more, click below or copy and paste URL to your search engine.)

<http://restorativejustice.org/10fulltext/restorativejusticenetwork.pdf>

For your...

RESTORATIVE
TOOLBOX



USE RESTORATIVE PRINTING AT SCHOOL!

Posters, Postcards & More on Your District Google Drive

<https://drive.google.com/open?id=1A6zunnybJoW9tKB6FIBhfprKj7R9ZrpSI>

Every connection with
another person offers you
the chance to
MAKE THINGS BETTER
or to make things worse.

.....
– Inspired by Barbara Brown Taylor

"If you always
DO what you've
always **DONE**,
you will always
GET what you
always **GOT**."

– Anonymous



Choose differently!



THE RESTORATIVE PRACTICES

ADVOCATE DIGEST

VOLUME 2: ISSUE 5 – January 2022

A NEWSLETTER for EDUCATORS

Restorative Expression

"Leaders are called upon to build new bridges, promote the common good, and uplift others. Restorative justice can serve as an indispensable tool for achieving these goals. Restorative justice focuses on the interrelatedness of the human experience and offers an alternative framework for resolving conflict and the resulting harm. It seeks to address the question of how to "make things right." -

Dr. Artika Tyner

"I have a dream that we won't have to talk about 'restorative justice' because it will be understood that true justice is about restoration, and about transformation. I have a dream" - **Howard Zehr**

"When people collectively come together and strategize and plan, working together and acting together, they create a power that they can effectively use in their situation to effect change." - **Rev. Dr. James Lawson, Jr.**

"It is in the shelter of each other that the people live." - **Irish Proverb**

FOCUS> IT'S ALL ABOUT RELATIONSHIP!

In restorative practices, when we say, "**It's ALL about RELATIONSHIP,**" we encourage you to join us in refusing to underestimate the truth and power of this statement. You can start by trying to imagine anything that is NOT about relationship. It is likely impossible. But as powerful as this statement is, it is just the beginning. If relationships are ubiquitous and unavoidable, then quantity is not necessarily the issue. The challenge is in nurturing relationships of quality... everywhere.

One of the frameworks we have found significantly resonant with the core of restorative practices is "**The Four Agreements**" as taught by **Don Miguel Ruiz** from the Toltec tradition. One of the four is "**Don't make assumptions.**" Easier said than done, of course, but consider the following insight in light of the importance of the effort:

"Assumptions are the termites of relationships." Henry Winkler

Now ... ask yourself how often do your assumptions keep you from truly connecting with the people around you and valuing them from the inside out.

Do you assume you have little or nothing in common? Do you assume that agreeing on the pursuit of common goals is enough? Do you assume that sometimes backgrounds are too diverse to allow for common ground? Do you assume that you are better than others ... or less than? Do you assume that you are communicating meaning when you make conversation, requests or demands? Do you have ANY assumptions that are quietly and secretly eating away at the integrity of the timber from which good relationships are built?

Consider, too, what occurs for you and others when you examine your BEST relationships by comparison to what damage you know is clearly being done in your poorest relationships.

In an effort to build better relationships, we would do well to take a tip from **Albert Schweitzer**, who said, "**Constant kindness can accomplish much. As the sun makes ice melt, kindness causes misunderstanding, mistrust and hostility to evaporate.**" Oh ... and while we are at it, kindness might very well be a great catalyst for the other three of the four agreements, too: **Always do your best.** **Be impeccable with your word.** **Don't take anything personally.**

(See "**For Your Restorative Toolbox**" for more. Page 2)

CALENDAR

FOR YOU!

January 13, February 18, March 11,
April 7 – USD 259 Elementary &
Secondary Assistant Principals
Trained by The IIRP – The
International Institute of
Restorative Practices!

For Your Information*

(NOTE: This calendar section is set aside for events and meetings designed to help us network with one another collaboratively to increase our restorative Attitudes, Skills & Knowledge – The ASK framework for RP.

**Ongoing Restorative Practices collaboration in USD 259, Wichita and beyond for your awareness. Your input and feedback to participating team members is welcome!*

What Happened To You? :

Conversations on Trauma, Resilience, and Healing

Oprah Winfrey & Dr. Bruce Perry

SYNOPSIS *(As described on Amazon)* [Some emphasis added.]

"Through wide-ranging and often deeply personal conversation, Oprah Winfrey and Dr Perry explore how what happens to us in early childhood – both good and bad - influences the people we become. They challenge us to shift from focusing on 'What's wrong with you?' or 'Why are you behaving that way?' to asking **'What happened to you?'**. This simple change in perspective can open up a new and hopeful understanding for millions about why we do the things we do, why we are the way we are, providing a road map for repairing relationships, overcoming what seems insurmountable, and ultimately living better and more fulfilling lives.

Many of us experience adversity and trauma during childhood that has lasting impact on our physical and emotional health. And as we're beginning to understand, we are more sensitive to developmental trauma as children than we are as adults. 'What happened to us' in childhood is a powerful predictor of our risk for physical and mental health problems down the road and offers scientific insights into the patterns of behaviors so many struggle to understand.

A survivor of multiple childhood challenges herself, Oprah Winfrey shares portions of her own harrowing experiences because she understands the vulnerability that comes from facing trauma at a young age. Throughout her career, Oprah has teamed up with Dr Bruce Perry, one of the world's leading experts on childhood trauma. He has treated thousands of children, youth, and adults and has been called on for decades to support individuals and communities following high-profile traumatic events. Now, Oprah joins forces with Dr Perry to marry the power of storytelling with the science and clinical experience to better understand and overcome the effects of trauma.

Grounded in the latest brain science and brought to life through compelling narratives, this book shines a light on a much-needed path to recovery – showing us our incredible capacity to transform after adversity."

For your...

RESTORATIVE
TOOLBOX**THE FOUR AGREEMENTS – Don Miguel Ruiz**

Powerful Wisdom from the Toltec Tradition – A Sketch

Be Impeccable with your word. - Speak with integrity. Say only what you mean. Avoid using the word to speak against yourself or to gossip about others. Use the power of your word in the direction of truth and love. ...To be impeccable means to take responsibility for yourself, to not participate in "the blame game." Be impeccable with yourself and that will reflect in your life and your relationships with others. This agreement can help change thousands of other agreements, especially ones that create fear instead of love.

Don't take anything personally. - Nothing others do is because of you. What others say and do is a projection of their own dream. ... Even if someone yells at you, gossips about you, harms you or yours, it still is not about you! Their actions and words are based on what they believe in their personal dream. ...When people have beliefs that are different from our own [and vice versa], we get scared, defend ourselves, and impose our point of view on others. ... Why become angry, create conflict, and expend energy arguing when you are aware of this?

Don't make assumptions. - Find the courage to ask questions and to express what you really want. Communicate with others as clearly as you can to avoid misunderstandings, sadness, and drama. With just this one agreement, you can completely transform your life. ... When we make assumptions it is because we believe we know what others are thinking and feeling. We believe we know their point of view, their dream. We forget that our beliefs are just our point of view based on our belief system and personal experiences and have nothing to do with what others think and feel. ... Stop expecting the people around you to know what is in your head.

Always do your best. - Your best is going to change from moment to moment; it will be different when you are healthy as opposed to sick. Under any circumstance, simply do your best, and you will avoid self-judgment, self-abuse, and regret. ...Doing your best means enjoying the action without expecting a reward. ... Living in the moment and releasing the past helps us to do the best we can in the moment. It allows us to be fully alive right now... ...If you do your best always, transformation will happen as a matter of course.

(For more, log in to your district Google account, click this link: <https://drive.google.com/open?id=1A6zynybJoW9tKB6FIbhfprKj7R9ZrpSI> and see Appendix 1. The book by Don Miguel Ruiz is also highly recommended.)



THE RESTORATIVE PRACTICES

ADVOCATE DIGEST

VOLUME 2: ISSUE 6 – February 2022

A NEWSLETTER for EDUCATORS

Restorative Expression

"I don't know a perfect person. I only know flawed people who are still worth loving." – John Green, Author

"If being with you makes people feel better and more alive, you will be sought after. People will want to be with you." – Norman Vincent Peale

"In an age of distraction, nothing can feel more luxurious than paying attention." – Pico Iyer, from *The Art of Stillness*

"Until he extends the circle of compassion to all living things, man will not himself find peace." – Albert Schweitzer."

"A riot is the language of the unheard." – Martin Luther King, Jr.

"People respond in accordance to how you relate to them. If you approach them on the basis of violence, that's how they will react. But if you say, we want peace, we want stability, we can then do a lot of things that will contribute towards the progress of our society." – Nelson Mandela

FOCUS> RP Gives You Great LEVERAGE!

In science, a lever is a "simple machine" that essentially allows one to exert a large force over a small distance in one location by applying a relatively small force or effort (sometimes over a greater distance) in another location. Basically the four parts of a lever are (1) the effort or work, (2) the lever arm, (3) the pivot or fulcrum, and (4) the load.

In Restorative Practices, we say, "It's **ALL** about **RELATIONSHIP**," and partly what we're reflecting in the educational setting is the idea of leverage. In schools, the **LOAD** is (clearly) our educational outcomes, the **EFFORT** is the hard work we do in teaching, and facilitating learning and preparedness, the **FULCRUM** can be considered the time and focus we spend doing our work, and the **LEVER ARM** is the level of relationship we build with our charges.

"Give me a place to stand and with a lever I will move the whole world. -"
Archimedes

The quote attributed, here, to Archimedes – a much respected mathematician and scientist from antiquity – omits a critical piece of information: where the fulcrum is placed in relation to his effort.

You?

More time spent on relationship, less on motivating effort



More time spent on motivating effort, less on relationship

You?

If you remember lessons from the see-saw on your childhood playground, you will easily know the answer to the next question. Which end of the lever above gives you the most leverage? Now transfer that insight to one simple definition for the term, which is **"the ability to influence situations or people so that you can control what happens?"**

For the record, only a precious FEW of our kids in school are equipped to step into the educational arena and meet all the challenges we present to them without deficit,, or complaint or distraction. They are the ones who somehow have a sense for where they are headed, how they are going to get there, what they need and don't need along the way, and they see you as an ally in making the trip. The vast majority of kids in school have none of these advantages and as the saying goes, **they don't care how much YOU know until they know how much you CARE**. But the moment they know enough about you to trust your knowledge, wisdom, life skills, and your investment in them and their success, the alliance solidifies, and greater leverage emerges.

RELATIONSHIP is at the core of Restorative Practices, and both are at the root of the leverage we need to better ensure success for our progeny.

CALENDAR

FOR YOU!

February 18, March 11, April 7 – USD 259 Elementary & Secondary Assistant Principals Trained by The IIRP – The International Institute of Restorative Practices!

March 7 & 9 – New Teacher Induction

For Your Information*

(NOTE: This calendar section is set aside for events and meetings designed to help us network with one another collaboratively to increase our restorative Attitudes, Skills & Knowledge – The ASK framework for RP.

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The teacher-student relationship as an interpersonal relationship

Ann Bainbridge Frymier & Marian L. Houser (2000) The teacher-student relationship as an interpersonal relationship, Communication Education, 49:3, 207-219, DOI: 10.1080/03634520009379209

"Communication skills, as defined by Burleson and Samter (1990), were examined in the teacher-student relationship. Three questions guided this investigation: (a) with regard to effective teaching, what are students' perceptions of the importance of communication skills and immediacy behaviors? (b) what is the relationship between students' perceptions of teachers' use of communication skills, immediacy behaviors, motivation and learning? and (c) do male and female students differ in their perceptions of communication skill and immediacy behaviors in regard to importance, motivation, and learning? Two studies were conducted....

"In study one, students indicated that they believed Burleson and Samter's (1990) communication skills were important to good teaching, particularly referential skill, ego support, and conflict management. The results of the second study indicated that communication skills served as significant predictors of learning and motivation, particularly referential skill and ego support. Two overall conclusions can be drawn from this research: first, Burleson and Samter's communication skills are important to more than just friendship, and second, communication between teachers and students is relational as well as content driven....

"... The two skills that students perceived to be the most important in study one, and that were significant predictors of learning and motivation in study two, were referential skill and ego support. These two skills represent two different dimensions of communication. ... Referential skill represents what has traditionally been a part of teaching: explaining content effectively. Ego support represents the relational side of teaching: meeting students' emotional needs and motivating them to succeed."

(For more, click below or copy and paste URL to your search engine.)

<https://doi.org/10.1080/03634520009379209>

For your...

RESTORATIVE
TOOLBOX



THE WORK – Byron Katie

From: Loving What Is: Four questions that can change your life

Byron Katie, an American speaker and author, teaches a process for self-inquiry called "**The Work**." Her simple, easy to learn system can free people from thoughts that cause suffering when they write the thoughts and ask four questions:

"Question 1: Is it true?"

This question can change your life. Be still and ask yourself if the thought you wrote down is true.

Question 2: Can you absolutely know it's true?

This is another opportunity to open your mind and to go deeper into the unknown, to find the answers that live beneath what we think we know.

Question 3: How do you react—what happens—when you believe that thought?

With this question, you begin to notice internal cause and effect. You can see that when you believe the thought, there is a disturbance that can range from mild discomfort to fear or panic. What do you feel? How do you treat the person (or the situation) you've written about, how do you treat yourself, when you believe that thought? Make a list, and be specific.

Question 4: Who would you be without the thought?

Imagine yourself in the presence of that person (or in that situation), without believing the thought. How would your life be different if you didn't have the ability to even think the stressful thought? How would you feel? Which do you prefer—life with or without the thought? Which feels kinder, more peaceful?

Turn the thought around:

The 'turnaround' gives you an opportunity to experience the opposite of what you believe. Once you have found one or more turnarounds to your original statement, you are invited to find at least three specific, genuine examples of how each turnaround is true in your life."

Imagine the difference we can make for ourselves and our students when we learn and teach this process for changing disempowering thoughts!

(For more information, from your district Google account, click: <https://drive.google.com/open?id=1A6zynybJoW9tKB6FIBhfprKj7R9ZrpSI> OR search for <https://theageofideas.com/byron-katies-four-questions/> OR <https://thework.com/> .



THE RESTORATIVE PRACTICES

ADVOCATE DIGEST

VOLUME 2: ISSUE 7 – March 2022

A NEWSLETTER for EDUCATORS

Restorative Expression

"You can't separate peace from freedom because no one can be at peace unless he has his freedom." - **Malcolm X**

"Violence produces only something resembling justice, but it distances people from the possibility of living justly, without violence." - **Leo Tolstoy**

"We can say 'Peace on Earth.' We can sing about it, preach about it or pray about it, but if we have not internalized the mythology to make it happen inside us, then it will not be." - **Betty Shabazz**

"Curriculum does not teach; teachers do. Standards don't encourage; administrators do. Peaceable schools value personnel and students for who they are as worthy human beings.... If your mission statement says you care, then specific practices of care should be habits within your school." - **Lorraine Stutzman Amstutz**, [The Little Book of Restorative Discipline for Schools: Teaching Responsibility; Creating Caring Climates](#)

FOCUS> RP: A Matter of LIFE and DEATH!

"What we've got, here, is failure to communicate." This line is iconic from the 1967 movie, "**Cool Hand Luke**." It is uttered by a prison yard's Captain as a way to justify his sadistic use of violence in executing his supervisory job over inmates of a prison farm – like the central character, Luke Jackson, played by Paul Newman. However, we could borrow this line to accurately reflect the current war of aggression in Ukraine.

Adrienne Rich, an American poet, essayist and feminist, called "**one of the most widely read and influential poets of the second half of the 20th Century**," was born in 1929. She would have been coming of age as World War II was raging, and then finally ending in 1945. She is quoted as saying:

"War is an absolute failure of imagination, scientific and political. That a war can be represented as helping a people to 'feel good' about themselves, or their country, is a measure of that failure."

Adrienne Rich

And yet, we witness in the news a continuing bombardment of the property and people of a country who did not provoke it, and a rally at a packed soccer stadium in the aggressor country where people wave flags and chant "Russia, Russia, Russia!" Who knows if they do it out of patriotism or fear, but one can be sure they would feel differently if the tables were turned 180 degrees. "What we've got, here, is failure to communicate" ... really, failure of the Golden Rule ...once again.

It is not an exaggeration when we assert that promoting and training for Restorative Practices is a matter of life and death. If we are not modeling and teaching the primacy of relationship and community building at every level of society – including internationally – and working on peaceful and effective ways to repair harm when it is done ... or even perceived, then it is a failure to communicate. And true communication does NOT mean that a school yard bully (or a nationalist one) gets to attack or destroy those who are weaker or unprotected while those who could intervene do little, or nothing, or move too slowly to save innocents. Our children must learn now.

Albert Einstein famously said, "**We cannot solve problems with the same thinking we used when we created them.**" So much of how we behave as humans is a testament to our inability to change our thinking to change our world. And the great irony with Restorative Practices is that it is not new. It is an interpersonal technology - tried and true among indigenous peoples, but it has been lost or thrown away by most dominant societies.

It is time for us to awaken to our oneness and return to or discover how to live together in peace ... before we self-destroy. RP can truly help.

CALENDAR

FOR YOU!

April 7 – USD 259 Elementary & Secondary Assistant Principals Trained by The IIRP – The International Institute of Restorative Practices!

For Your Information*

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If no ISS, then what?!

(From a Presentation by

Susan Danner, M.S. Ed.

Beth Clavenna-Deane, PhD)

"The fact is that schools using only punishment strategies such as suspension have increased rates of vandalism, aggression, truancy, and school dropout, which actually promote antisocial behavior....There is currently no evidence that suggests suspension or expulsion changes the behavior of difficult students. Rather, for troublesome or at-risk students, the most well-documented outcome of suspension appears to be further suspension and eventually school drop-out." [Otten, K. L., & Tuttle, J. L. (2011). *How to reach and teach children with challenging behavior: Practical, ready-to-use interventions that work*. San Francisco: Jossey-Bass.]

So, why not ISS/ OSS? Because it is reactive and punitive, hinders healthy school climate, and can create avoidance or increase intensity of behaviors. It temporarily stops behavior, does not teach replacement behavior, has a negative influence on academic outcomes with no opportunity to teach and reinforce positive behaviors, and it can reinforce problematic behavior. [Young, E. L. (2012). *Positive behavior support in secondary schools: A practical guide*. New York: Guilford Press.]

ISS could be an opportunity to learn skills, practice or rebuild skills, prepare to enter back into the classroom, and restore relationships between teacher and student and administrator and student. It can be a "Calm Down Space" and a "teachable space." Good practice is positive, proactive, and instructional [and] always aims at treating students with dignity and respect." (Sprick, 2009, 2nd ed) Banking positives at a ratio of 4:1 (www.pbis.org) [and] responding and correcting in private [are also useful.]

Responses to AVOID include

- o Agitated behavior from staff (shouting)
- o Cornering the student
- o Engaging in power struggles
- o Moving into the student's space
- o Touching or grabbing the student
- o Sudden or very quick responses
- o Making derogatory statements about the student
- o Arguing/becoming defensive
- o Body language that communicates anger or frustration
- o Do not communicate "urgency to gain control"

Responses to EMBRACE include

- o Speak calmly
- o Speak privately
- o Minimize body language
- o Keep a reasonable distance; Move slowly and deliberately toward the problem situation
- o Speak respectfully and privately
- o Establish eye level position
- o Be brief
- o Stay with agenda
- o Avoid power struggles
- o Give student space

For more information: Susan Danner - susand@kansasmstss.org; Beth Clavenna-Deanne - beth@kansasmstss.org.

For your...

RESTORATIVE
TOOLBOX



Circle Ideas to End your Classroom Day – Pt 1

- Share one thing you learned today.
- Thank someone who helped you today.
- Share how you helped someone today.
- Share the best/worst part of your day.
- Share what your talent is.
- Tell something about yourself that no one else knows.
- Share what your favorite sport, food, color, subject, season, part of the day, card game or book is.
- Share something exciting that is going to happen in your life.
- Share what you are going to do when you get home.
- What do you hope doesn't happen again tomorrow.
- Share what we should / should not do to each other.
- If you could color your day a certain color, what color would you color it and why?
- Share how your day was. Was it normal, better or worse than normal?
- Tell about what you collect.
- Share about problems the class had today.
- Apologize to someone in class.
- What is the best thing here at school?
- Who was the nicest to you today?

Implementing Restorative Practices in Kansas Schools - © 2018 Restorative Schools Initiative of KIPCOR at Bethel College: www.kipcor.org
Credit: Schools, Conflict and Restorative Justice for Union Community School District, 2002, Iowa Peace Institute.

(For more information, from your district Google account, click: <https://drive.google.com/open?id=1A6zynybJoW9tKB6FIBhfrKi7R9ZrpSI> .)

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THE RESTORATIVE PRACTICES

ADVOCATE DIGEST

VOLUME 2: ISSUE 8 – April 2022

A NEWSLETTER for EDUCATORS

Restorative Expression

"Forgiving is not forgetting; it's actually remembering – remembering, and not using your right to hit back. It's a second chance for a new beginning. And the remembering part is particularly important. Especially if you don't want to repeat what happened." ~ **Desmond Tutu**

"For the white person who wants to know how to be my friend...the first thing you do is to forget that I'm black. Second, you must never forget that I'm black." ~ **Pat Parker**

"If you have come to help me you are wasting your time. But if you recognize that your liberation and mine are bound up together, we can walk together." ~ **Lila Watson**

"If our desire for justice is not rooted primarily in the pursuit of restoration, then reconciliation will be nearly impossible to achieve. It is precisely because grace is undeserved that makes it grace." ~ **Jamie Arpin-Ricci**

CALENDAR

FOR YOU!

(NOTE: For the next two to three years, many Restorative Practices training and in-service events will be occurring in Wichita via the International Institute for Restorative Practices (IIRP) and USD 259's Department of Equity, Diversity & Accountability. Be an early adopter of the paradigm that is shaping education for years to come!)

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FOCUS> RP& The Compass of Shame

We are sharing an incredibly difficult time in history right now. The pandemic, the loss of instructional time for students, motivating students to come back to school, the complex issues surrounding the death of George Floyd, protests, riots, the confusion about critical race theory (we are not teaching CRT in Wichita Public Schools!), ongoing gun violence in our community, extreme political division in the US and across the globe, the war in Ukraine, the war on factual information in the media, budget cuts, inflation, and on and on it goes.

If we are not careful, all the stress of these external events as well as challenges in our personal lives may lead to burning out, giving up, giving in, quitting, imploding, or exploding. Many of us may already be there!

How can restorative practices be of assistance in these unprecedented and challenging times?

The research from the restorative perspective indicates that when positive affect is interrupted, we have tendencies of attacking self, attacking others, withdrawing, or avoiding, which serve only to momentarily relieve the problems and more often exacerbate them. The IIRP refers to this cycle as the Compass of Shame (Wachtel, T. 2016). We may engage in one or all of these reactions on the Compass, depending on the situation, and rather than slowing down and authentically acknowledging feelings and assessing and expressing our needs, we take these specific escape routes described by the Compass.

People who have healthy doses of self-esteem are generally able to recover more quickly and move on from negative affect. On the other hand, the more shaming, punishing, accusing, judging, and attacking messages we received throughout our lives, the more maladaptive and extreme our responses on the Compass may be when we are stressed or feeling shame.

Restorative practices offer ways to raise our consciousness about ongoing behavior cycles that do not serve our relationships well. Authentic restorative conversations and conferences – informal and formal – provide safe spaces to stop the cycle of the Compass of Shame.

Through the restorative approach of recognizing our patterns, sharing feelings and needs through compassionate communication, and refraining from harshly judging self or others, people move from the negative, to the neutral, and then to positive feelings.

We have seen the restorative approach work over and over to de-escalate problematic situations. It is not magic, but sometimes it seems like it. It is not therapy; however, the process can feel quite therapeutic.

Restorative practices is a PRACTICE, involving lifelong learning, growing, and understanding. It does take time and patience, though. It may seem easier to give up, but please don't. Let's take things step by step, be in the moment, and PRACTICE being restorative. These troubling times require it. **(More Page 2)**

The Compass of Shame

(From an Interview of Dr. Donald Nathanson by
David Boulton)

This article documents an interview with **Dr. Donald Nathanson**, a psychiatrist who first described the **Compass of Shame** in 1992. Unprocessed shame – with shame defined as occurring when positive affect is interrupted – contributes to many problems among people in society, including our young people.

One of first steps in fully understanding Restorative Practices is awareness of patterns of behaving with others that are more harmful than helpful. The Compass of Shame provides insight into problematic cycles and supports learning new pathways of relating with each other that builds bridges of authenticity, healing, and restoration.

Dr. Nathanson says: “**So uncomfortable is the feeling of shame when that affect spotlight hits us that we learn very quickly ways of disavowing, getting away from the bad feeling. We call the way that is done the Compass of Shame. We can withdraw so that we’re not seen by the eyes of others. We can withdraw so that whatever has been revealed about us will no longer be seen by others. We can curry favor with others so that we don’t feel alone even though we feel defective. We can do something to turn off the feeling of shame by using drugs or calling attention to what we’re good at. Or we can diminish the self esteem of others and feel better than we did before shame hit. Those four forms of behavior: Withdrawal, Attack Self, Avoidance and Attack Other, that’s the Compass of Shame and that’s what we do to get away from the bad feeling of physiological shame.**”

Nathanson goes on to say, “The [Attack Other] pole involves a library full of ways we behave when we don’t know anything we can do that can make the feeling of shame decrease so we diminish somebody else. At least we’re going to feel better than somebody else for a while. That means hitting them, putting them down, mocking, doing things that are going to make another person feel awful. Bullying is nothing more than the Attack Other pole of the Compass of Shame.”

For more information: <https://childrenofthecode.org/library/refs/compassofshame.htm>

For your...

RESTORATIVE
TOOLBOX



Circle Ideas to End your Classroom Day – Pt 2

- Compliment the person sitting to your left in the circle.
- Share what you might do to make your next day better.
- Review what homework needs to be done.
- Discuss what happened today.
- Practice math facts.
- Share when your birthday is.
- Share what happened over the weekend.
- Discuss how you felt today. Did your feelings change during the day? Why?
- Share how you have helped someone today.
- Share what you did at recess today.
- Share how you feel about being yourself.
- Tell jokes.
- Share something funny that happened today.
- Rate the day.
- Discuss something you wish you could do over today.
- Say good-bye.
- Evaluate an activity you did as a class today. How can it be more fun?
- Say what you like or dislike about that activity.

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Credit: Schools, Conflict and Restorative Justice for Union Community School District, 2002, Iowa Peace Institute.

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THE RESTORATIVE PRACTICES

ADVOCATE DIGEST

VOLUME 2: ISSUE 9 – May 2022

A NEWSLETTER for EDUCATORS

Restorative Expression

"Many, content with their honesty, speak just as they like at the moment. They do not mind what effect it will produce as long as they are sure that what they say is true. The truth that strikes like a hammer on the head of the listener is not desirable. One would be better off without it. By a constant study of life - by special thought given to one's word, by careful watching of the effects of one's speech upon others - one arrives at a state of realization where one can heal hearts." -

Hazrat Iniyat Khan

"I suppose it is tempting, if the only tool you have is a hammer, to treat everything as if it were a nail." – Abraham Maslow

"When love is accompanied with deep intimacy, it raises us to the highest level of human experience." - Leo Buscaglia

"It can help us keep our balance to distinguish between the living people who were hurtful and the internalized ones who are now part of our neurobiology. Those who harmed us may never change, but once they become part of us, they seem to partake in our impulse towards healing." — Bonnie

Badenoch, [The Heart of Trauma: Healing the Embodied Brain in the Context of Relationships](#)

CALENDAR

FOR YOU!

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*For ongoing Restorative Practices collaboration in USD 259, Wichita and beyond, your input and feedback to participants is welcome!

FOCUS> RP& Our Cultural Environment

From a TED Talk in June of 2015, **Johann Hari** emphasizes elements of a study done by a Professor of Psychology in Vancouver named **Bruce K. Alexander**. Hari begins by reflecting, "Get a rat and put it in a cage and give it two water bottles. One is just water, and one is water laced with either heroin or cocaine. ... The rat will almost always prefer the drugged water and almost always kill itself very quickly... within a couple of weeks." He then says this is "our theory of addiction." It's about getting hooked.

But in the 1970s, Dr. Alexander decided that rather than putting the rat in an empty cage where it's got nothing to do, he would build "Rat Park" for the experiment. Hari goes on to report, "Rat Park is like heaven for rats. Everything your rat about town could want, it's got in Rat Park. It's got lovely food. It's got sex. It's got loads of other rats to be friends with. It's got loads of colored balls. Everything your rat could want. And they've got both the water bottles. They've got the drugged water and the normal water. But here's the fascinating thing. In Rat Park, they don't like the drugged water. They hardly use any of it. None of them ever overdose. None of them ever use in a way that looks like compulsion or addiction."

Alexander's conclusions indicate that addiction is not a moral failing where you are simply a hedonist that parties too hard, nor are you taken over by your brain being hijacked. Instead, addiction is about your "cage." It's really about how we build and adapt to our cultural environment.

Hari adds, "We've created a society where significant numbers of our fellow citizens cannot bear to be present in their lives without being drugged... We've created a hyperconsumerist, hyperindividualist, isolated world that is, for a lot of people, much more like that first cage than it is like the bonded, connected cages that we need." Hari also offers drug use post-Vietnam, and post-hospital stays for the human equivalent of this insight about what does and does not contribute to addiction.

"The opposite of addiction is not sobriety. The opposite of addiction is connection."

Finally, Hari says "our whole society... is geared towards making us connect with things not people [and] ...in fact, we are trained from a very young age to focus our hopes and our dreams and our ambitions on things we can buy and consume. Drug addiction [really ALL addictions are] a subset of that."

Here is yet another supporting argument for why RP's top focus is building RELATIONSHIP and COMMUNITY! Cultural environment matters.

For more ...

https://www.ted.com/talks/johann_hari_everything_you_think_you_know_about_addiction_is_wrong

2014

Restorative Practices: Approaches at the Intersection of School Discipline and School Mental Health

By Leora Wolf Prusan, EdD, Meagan O'Malley, PhD,
and Nancy Hurley, WestEd

This IssueBrief from **Now Is The Time Technical Assistance Center (NITT-TA)** discusses restorative practices and its potential for reducing in and out of school suspensions while increasing student and staff's sense of connectedness and positive school climate. The Restorative Practices paradigm creates inclusive school environments high in expectations, accountability, and compassion, and builds processes that restore and heal relationships within the community.

Educators and mental health providers exhibit growing interest in restorative practices largely because it addresses the root causes of behaviors and the skills needed to choose differently the next time. Restorative practices also increases adult awareness of students' lives and the factors that may be driving the behaviors, not excusing the inappropriate behaviors, but better understanding them. The focus is to support a change in adults' interpretation of students' behavior from **"this student is being oppositional and defiant,"** to **"this student is feeling unsafe and/or emotionally overwhelmed."**

Considering the number of young people facing complex trauma and mental health issues (often untreated), a school wide restorative practices approach shows promise in increasing empathy for and understanding of students who struggle with mental-health related challenges. Given greater adult empathy and understanding, the likelihood is higher that much needed supports and interventions will be provided rather than heavy reliance on ineffective punitive and exclusionary disciplinary practices

For more information: <https://dm0gz550769cd.cloudfront.net/shape/5d/5d75418901f4ed14b77d94193032dc8e.pdf>

For your...

RESTORATIVE
TOOLBOX

Why Circles? Purpose, Cautions & References

Purpose

"Talking circles are based on the sacred tradition of sharing circles. People leading a traditional sharing circle will have a blessing from an Elder to do this and will use special prayers and sacred objects in the ceremony.

"The purpose of the less formal talking circle, used as part of classroom instruction, is to create a safe environment in which students can share their point of view with others. In a Talking Circle, each one is equal and each one belongs. Participants in a Talking Circle learn to listen and respect the views of others. The intention is to open hearts to understand and connect with one another.

Cautions

- Consider the individual needs of the participants.
- Respect the differing comfort zones of the participants.
- Ensure that the participants feel safe.
- Be mindful of regional protocols in the design of the circle.

References

This excerpt on talking circles ©Alberta Education; *Our Words, Our Ways: Teaching First Nations, Métis and Inuit Learners*, 2005, p. 163.

<http://firstnationspedagogy.ca/circletalks.html>

(For more information, from your district Google account, click: <https://drive.google.com/open?id=1A6zynybJoW9tKB6FIBhfprKj7R9ZrpSI> .)

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