



THE RESTORATIVE PRACTICES --ADVOCATE-- DIGEST

VOLUME 3: ISSUES 1-9 – September 2022 – May 2023 * An Information Source for EDUCATORS

FOCUS>

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

FOCUS Toward a Restorative Milieu – Page 1
FOCUS Harm Repair in RP – Page 3
FOCUS More First Resorts – Page 5
FOCUS Highest Common Denominator – Page 7
FOCUS RP & Avoiding Burnout – Page 9
FOCUS RP & Living Together Better – Page 11
FOCUS RP & Living Together Better (Part 2) – Page 13
FOCUS RP Helping to Discover School Magic? – P. 15
FOCUS When RP Becomes a Foundational Paradigm – P. 17

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Produced by
Rob Simon, MAC
&
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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 = Dr. Artika Tyner, Rev. Dr. Martin Luther King, Jr., Rev. Dr. James Lawson, Jr., Mohandas Gandhi
 Page 3 = Christina Baldwin, Lorraine Stutzman-Amstutz
 Page 5 = Christopher Peterson, Rev. Dr. James Lawson, Jr.
 Page 7 = Margaret J. Wheatley, Starhawk, Jean Vanier, Petra Weldes
 Page 9 = Howard Zehr, Rev. Dr. Martin Luther King, Jr., Mohandas Gandhi
 Page 11 = Nelson Mandela, Jamie Arpin-Ricci, Bernice King
 Page 13 = Bonnie Badenoch, Eleanor Roosevelt, Irish Proverb
 Page 15 = Howard Zehr, Desmond Tutu, Nelson Mandela
 Page 17 = Bonnie Badenoch, Rev. Dr. James Lawson, Jr., Dietrich Bonhoeffer

RESEARCH

CORNER

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

Issue 1. Spiral Dynamics and Restorative Practices– Page 2
 Issue 2. High Performing Teams Need Psychological Safety ...A How To– Page 4
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 Issue 8. The Burnout Epidemic: The Rise of Chronic Stress & How We Can Fix It– Page 16
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For your...

RESTORATIVE
TOOLBOX



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

NOTE: Six of the following are from “20 THINGS School Staff Can Do Right Now That Are RESTORATIVE”**

WHY CIRCLES? Purpose, Cautions & References – Page 2

20 THINGS....! Affective Statements (Tips) ...– Page 4

20 THINGS....! Restorative Practices & The MTSS Triangle – Page 6

20 THINGS....! The TOP FIVE Strategies – Page 8

20 THINGS....! Another TERRIFIC FIVE Strategies (6-10) – Page 10

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20 THINGS....! The LAST FIVE Strategies of 20 Restorative Things – Page 14

What Are The Eight Spiral Dynamics Levels – Pt 1 (1-4) - Page 16

What Are The Eight Spiral Dynamics Levels – Pt 2 (5-8) - Page 18

*For more, see: <https://drive.google.com/open?id=1A6zynybJoW9tKB6FIbHfprKj7R9ZrpSL>



THE RESTORATIVE PRACTICES --ADVOCATE--

VOLUME 3: ISSUE 1 – September 2022

A NEWSLETTER for EDUCATORS

Restorative Expression

"Restorative justice draws upon principles of community-building, reconciliation, and peacemaking. Through the practical implementation of restorative practices, key stakeholders are drawn together to resolve a conflict collectively and address the future impact of the conflict." - **Dr. Artika Tyner**

"In a real sense all life is inter-related. All men are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly. I can never be what I ought to be until you are what you ought to be, and you can never be what you ought to be until I am what I ought to be... This is the inter-related structure of reality." - **Rev. Dr. Martin Luther King, Jr.**

"Through non-violence, courage displaces fear; love transforms hate. Acceptance dissipates prejudice; hope ends despair. Peace dominates war; faith reconciles doubt. Mutual regard cancels enmity. Justice for all overthrows injustice. The redemptive community supersedes systems of gross social immorality." **Rev. Dr. James Lawson, Jr.**

"An eye for an eye will make the whole world blind." - **Mohandas Gandhi**

CALENDAR

FOR YOU!

(NOTE: As foretold here, many RP training events are currently being led in Wichita by facilitators from the International Institute for Restorative Practices (IIRP), along with members of USD 259's Department of Equity, Diversity & Accountability – including Dr. Jan Petersen, Rob Simon – and others.)

October 5 & 6, 2022 - PTIP for DLT & Secondary PLA

November 2 & 3, 2022 - Same

For Your Information*

(NOTE: For events, training and meetings to help us network and increase our restorative Attitudes, Skills & Knowledge.

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

FOCUS> Toward a Restorative Milieu

"If our social justice is guided by retribution, we will simply perpetuate the use and abuse of power to inflict violence.... It is entirely possible to work for justice without thirsting for blood." — **Jamie Arpin-Ricci**

In two sentences, the author above summarizes a major tenet of what is required to develop a community environment that is truly restorative. Society as we know it is still dominated in large part by a focus on crime and punishment when things go wrong in human relationships. Restitution is often necessary in these situations, of course, but retribution is another thing altogether. **Restitution** is synonymous with words like compensation, amends, reinstatement, and restoration. **Retribution**, however, is further defined by words like vengeance, revenge, reprisal, and, yes, punishment. We can replace the idea of "crime and punishment" with the perspective of "choice and consequence" and get better results while not inflicting violence or "thirsting for blood."

Someone once said ... and perhaps it was **Mohandas Gandhi** on some occasions ... that **"an eye for an eye and a tooth for a tooth makes the whole world toothless and blind."** And we have to ask ourselves, "Does a tit for tat approach really serve our purposes best as a society?"

For the most egregious crimes against humanity, we can certainly inflict a death penalty, for example, but ending the life of a perpetrator doesn't undo the crimes, and it doesn't really satisfy the hearts, minds and souls of those harmed or wronged by the commission of the crime.

Furthermore, we must try harder to understand what causes some of us to resort to destructive behaviors in the first place. The more we ask these kinds of questions, the more we begin to understand that **Dr. Bruce Perry** and **Oprah Winfrey** are right in the premise of their book, What Happened to You? to say that this question is much more empowering and revelatory than asking, **"What's wrong with you?"**

Dr. Perry is a renowned brain and trauma expert, and with help from Oprah, who shares stories of trauma from her past, the two of them focus on creating **"a profound shift in our approach to trauma... one that allows us to understand our pasts in order to clear a path to our future—opening the door to resilience and healing in a proven, powerful way."**

Under leadership from the **Wichita Public Schools**, and with considerable help, currently, from the **International Institute for Restorative Practices (IIRP)**, our city is firmly on the road toward a restorative milieu, and it joins people all over Kansas and around the world who are similarly focused and intentional. Let's make it happen together.

Spiral Dynamics (& Restorative Practices)

From NVC Consulting

[NOTE: With the primary focus of restorative practices being on building relationships and community, it is worthwhile to consider potential barriers in human nature to this preeminent goal. One very useful framework to explore is Spiral Dynamics.]

“Clare W. Graves, Ph.D, was a visionary thinker who began laying the groundwork for the theory behind the SPIRAL DYNAMICS® programs in the 1950s. Dr. Graves was confronted with a simple yet profound question: ‘Which theory can accurately depict the development of human nature?’

Psychologists had searched for their own version of a unified field since Einstein’s forays in relativity physics. To reconcile the useful but conflicting theories of Maslow, Freud, Jung, Skinner, Rogers, Piaget, and so many others, Dr. Graves set out on a 30-year study to explore and explain human nature as it is and could be... [looking] to psychology ... anthropology, sociology, the neurosciences, philosophy, and the arts for underlying themes.

Graves found remarkable patterns,[and] developed a comprehensive model of adult biopsychosocial systems development ...as well as practical applications for it. His theory suggests that every individual or collective consciousness falls somewhere in, between, or among these various levels of being , which are not types of people but ways of thinking about a thing...

Dr. Grave’s theory... held that human behavior can be broken down into multiple patterns or levels of existence with corresponding managerial, educational, social, and developmental approaches. First called Value Systems Theory and Coping Systems, the point of view proved very useful for dealing with diversity and human factors. Although some practitioners have moved into spiritualism and other domains, we continue to believe there is great utility and untapped potential in this original view.

Dr. Graves’s work [helps] to answer profound questions that psychologists, sociologists, therapists, managers, educators, politicians and others are still asking—while putting forth new intellectual challenges for them all.”

Visit clarewgraves.com to read more about Dr. Graves in his own words.

For your...

RESTORATIVE
TOOLBOX



Why Circles? Purpose, Cautions & References

Reprinted from The Restorative Practices Advocate, Volume 2, Issue 9, May 2022

Attention!

Circle work is more and more prevalent in Wichita – especially for repairing harm in damaged relationships. So note these things:

Purpose

“Talking circles are based on the sacred tradition of sharing circles. [Historically,] 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, [in restorative practices], 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=1A6zunnybJoW9tKB6FIBhfprKj7R9ZrpSI..>)

For further info or questions: rob.simon.rp@usd259.net, jpetersen@usd259.net, wpolite@usd259.net, kreynolds1@usd259.net



THE RESTORATIVE PRACTICES --ADVOCATE--

VOLUME 3: ISSUE 2 – October 2022

A NEWSLETTER for EDUCATORS

Restorative Expression

"The spiritual resilience that arises in circle is to welcome the full story, the full range of pain, sorrow, and joy we bring to the rim, so that we can place it at the center fire, listen one another into healing, and then to rise from speaking and listening with greater strength and clarity to do what is ours to do now." - Christina Baldwin

"No one likes to feel used. When the perceived focus becomes the content over the person, people feel used. When teachers are valued only for the test scores of their students, they feel used. When administrators are "successful" only when they achieve "highly effective school" status, they feel used. Eventually, "used" people lose joy in learning and teaching. — Lorraine Stutzman Amstutz, The Little Book of Restorative Discipline for Schools: Teaching Responsibility; Creating Caring Climates

CALENDAR

FOR YOU!

November 11 – Veteran's Day Holiday

November 23 – Non-Teaching Duty Day

November 24-25 - Fall Recess

For Your Information*

The International Institute for Restorative Practices (IIRP) is facilitating on-going RP training and coaching in our district to augment and enhance what is already occurring via select district employees and consultants. If it hasn't happened already, your turn is coming! Stay tuned!

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

FOCUS> HARM REPAIR IN RP

The word HARM is often used in the field of restorative practices. We ask, "who was harmed by what happened and in what way?" What do we mean by the word harm? Katherine Evans and Dorothy Vaandering (2016) say:

*Harm is more than a physical or emotional injury. **It is anything that undermines a person's dignity or minimizes their worth.** Harm doesn't have to be intentional. We might cause harm with what we deem to be innocent comments or actions. (p. 81.)*

The way people respond to differences and conflict frequently results in harm to relationships. If we are not aware and intentional about our actions when there are misunderstandings and conflict, we may jump on the "compass of shame" in which we attack other, attack self, avoid, and/or withdraw (Wachtel et al, 2019). This cycle is disruptive to the core values of restorative practice: "respect, dignity, and mutual concern" (Evans & Vaandering, 2016, p. 9).

In contrast to the compass of shame, positive results from misunderstandings, differences, and conflict occur when the dignity or sense of worth of those involved is maintained or restored. Dignity is about valuing and recognizing the humanity of others. In other words, it is about honoring the worth of the other, whether we agree or disagree. When we are treated with dignity rather than attacked, blamed, shamed, or judged, we are better able to interact in healthy and trusting ways with one another, regardless of the challenges.

When we carefully create safe structures to restore dignity and repair the harm to people's sense of self-worth in restorative conversations and circles, we create opportunities for healing relationships. Restorative practices foster actions that are healing rather than harming – with significant questions like these:

1. Do we value the self-worth and dignity of others, regardless of their role?
2. How do we value the dignity of others when we have disagreements and conflict?
3. Is what I am about to say going to open communication or shut it down?

Evans, K. & Vaandering, D. (2016) *The little book of restorative justice in education: Fostering responsibility, healing, and hope in schools.* Good Books.

Wachtel, T., O'Connell, T., & Wachtel, B. (2019). *Restorative justice conferencing: Real justice & the conferencing handbook.* The Piper's Press.

High-Performing Teams Need Psychological Safety: Here's How to Create It: Six Ways To Build Trust

Psychological safety involves a shared belief by members of a group or team that they are safe to speak up, contribute their ideas, and have a place of voice, belonging, and agency without fear of punishment or repercussions. Psychological safety is key to restorative practices and maintaining healthy relationships. We all have influential roles in education and are responsible to encourage trusting and safe relationships in our work place.

"The highest-performing teams have one thing in common: psychological safety — the belief that you won't be punished when you make a mistake. Studies show that psychological safety allows for moderate risk-taking, speaking your mind, creativity, and sticking your neck out without fear of having it cut off — just the types of behavior that lead to market breakthroughs. So how can you increase psychological safety on your own team? First, approach conflict as a collaborator, not an adversary. When conflicts come up, avoid triggering a fight-or-flight reaction by asking, "How could we achieve a mutually desirable outcome?" Speak human-to-human, but anticipate reactions, plan countermoves, and adopt a learning mindset, where you're truly curious to hear the other person's point of view. Ask for feedback to illuminate your own blind spots. If you create this sense of psychological safety on your own team starting now, you can expect to see higher levels of engagement, increased motivation to tackle difficult problems, more learning and development opportunities, and better performance."

For more information:

<https://hbr.org/2017/08/high-performing-teams-need-psychological-safety-heres-how-to-create-it>

For your...

RESTORATIVE
TOOLBOX



From
20 THINGS
School Staff Can Do Right Now That Are
RESTORATIVE

AFFECTIVE STATEMENTS *Characteristics of High-Quality Affective Statements and Language:*

- Can be "I" statements that express a feeling, but don't have to be.
- **Make students aware of either the positive or negative impact of their behavior.**
- Provide a precise description of a student's behaviors and the specific impact of those behaviors.
- **Do NOT protect students from the consequences of their behavior.**
- Are strategically delivered in a time frame, place and manner most likely to maximize impact.
- **Are delivered in a personalized manner directly to the student who impacted others.**
- Focus on the behavior, NOT on the intrinsic worth of the person (separates the deed from doer).
- **Are respectful in tone.**
- Encourage students to express feelings.
- **Support practice of five (5) positive to one (1) corrective statement.**



Caryn Sawlis, 2016



THE RESTORATIVE PRACTICES --ADVOCATE--

VOLUME 3: ISSUE 3 – November 2022

A NEWSLETTER for EDUCATORS

Restorative Expression

"Balanced and restorative justice is a new approach to juvenile crime that conceives of crime as an act that not only harms people but also violates relationships in a community. Thus, rather than a retributive approach, in which the state punishes an offender, restorative justice practices emphasize healing of the victim, the offender, and the community."

— Christopher Peterson, Character Strengths and Virtues: A Handbook and Classification

Through non-violence, courage displaces fear; love transforms hate. Acceptance dissipates prejudice; hope ends despair. Peace dominates war; faith reconciles doubt. Mutual regard cancels enmity. Justice for all overthrows injustice. The redemptive community supersedes systems of gross social immorality. **Rev. Dr. James Lawson, Jr.**

CALENDAR

FOR YOU!

December 15, 2022 – 8:00-3:30, Day 1
Response to Adversity and Trauma for
Psychs/Social Workers/Counselors/ Security

January 4 & 5, 2023 – PTIP, DLT and
Secondary PLA

January 31, 2023 – 8:00-3:30, Day 1
Response to Adversity and Trauma for
Psychs/Social Workers/Counselors/ Security

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FOCUS>

MORE FIRST RESORTS

In Restorative Practices work, one guiding principle we promote is, "**We need to have more first resorts before we get to the last resort.**" The chances are good that if you look up "last resort" online, this will be the first item to pop up:

last re·sort

noun

1. a final course of action, used only when all else has failed.
"asking them to leave the school should be a last resort"

The example used as part of the reference, here, is absolutely NOT one we chose. It is there on the landing page when you do the search. Check it out. See for yourself. And yet, it is perfect – considering that this newsletter's target audience is educators. Restorative Practices exists in schools so that we can keep young people in good relationship with their schools. Asking them to leave should be a last resort.

So ... what about first resorts? Let's start with this understanding:

From Longman Dictionary of Contemporary English
first resort - what you will do first before you try other things

The very first resort is for all educators and other adults in schools to work on connecting with students in RELATIONSHIP. This means that as much as possible, students need to know and understand the adults that work with them, and the adult workers need to know and understand the young people for whom they are responsible. This takes **time, energy and effort**, but it is worth it for the leverage you get to pursue and secure positive outcomes for all concerned. Otherwise, you are likely to spend even more time, energy and effort dealing with problematic behavior that accrues as a result of NOT having strong relationships, and the resulting stronger school community.

Secondly, we need to understand that all "bad behavior" results from people not getting their needs met. As much as possible, we also need to leverage relationships to determine needs and do what we can to connect the needy to available resource people and materials.

Last, for now, another thing we can do first is work to repair harm that occurs within relationships – whether they are at a fledgling level, or at a level marked by a long history. We can do all of these things within our schools or by partnering with the right resources from outside. Let's DO!

RESEARCH

CORNER

Science of Mind Magazine
December 2022 Vol. 95, No. 12, P. 112

ScienceOfMind.com

The POCKET PROJECT: Restoring a Fragmented World

"Trauma is the inner response within an individual or a collective when facing a situation which is utterly overwhelming.

The high level of stress overloads the capacity for an individual to stay related to the experience. As a result, the nervous system shuts down or disassociates from the part that has become overwhelmed in order to protect the rest of the Organism and survive. As this occurs the symptoms manifest as a flight, fight or freeze response in the body.

Where trauma is not integrated soon after the precipitating event, it remains stored in the nervous system and creates permanent and long lasting after effects within a person or even an entire culture these manifest as a range of symptoms or signposts that can be traced back to the original traumatic experiences.

The **Pocket Project** was founded in 2016 by the spiritual teacher Thomas Hübl and the Israeli artist Yehudit Sasportas. Its mission is to contribute to the healing of collective and intergenerational trauma and to reduce its disruptive effects on our global culture.

The **Pocket Project** contributes two essential new elements to the field of collective and intergenerational trauma integration and healing:

- An understanding of the effects of collective trauma on our culture, both locally and globally
- A transformational methodology to work with collective trauma in large groups."

*For more information, community calls, global social witnessing, educational projects, international labs: **Pocket Project.org***

For your...

RESTORATIVE
TOOLBOX



For this resource and more,
from your district Google
account click:

<https://drive.google.com/open?id=1A6zynybJoW9tKB6FIbhforki7R9ZroSI>

From
20 THINGS
School Staff Can Do Right Now That Are
RESTORATIVE

FORMAL

Formal
Conference

Small
Impromptu
Conference

CIRCLES

Restorative
Questions

Affective
Statements
&
Questions

INFORMAL

**FIRST
RESORTS!**

Restorative Practices & The MTSS Triangle

**Tier III
Tertiary
Strategies;
Alternatives to
Suspensions
and Expulsions
(A FEW Students)**
Formal restorative
conferences; repairing
harm; accountability;
repairing relationships;
reintegration without
shaming and blaming;
formal apology letters

**Tier II Secondary Strategies; Managing
Difficulties (SOME Students)**

Impromptu restorative conversations;
preventing harm to relationships; resolution of
differences; restorative conferences and
interventions; peace keeping agreements;
trauma informed practices; relationship window

Tier I—Universal Strategies;

School Wide Prevention Practices (ALL Students)

Circles, community and belonging exercises, ratio positive
to negative, informal restorative conversations, social
emotional skills, mindfulness, focusing on caring and
relationships first before rules, positive, warm, and
inclusive school climate, common values and guidelines,
modeling the behaviors we want to see; trauma informed
practices; relationship window; compassionate
communication



THE RESTORATIVE PRACTICES --ADVOCATE--

VOLUME 3: ISSUE 4 – December 2022

A NEWSLETTER for EDUCATORS

Restorative Expression

"There is no power for change greater than a community discovering what it cares about." — Margaret J. Wheatley

"Community means strength that joins our strength to do the work that needs to be done. Arms to hold us when we falter. A circle of healing. A circle of friends. Someplace where we can be free." — Starhawk

"One of the marvelous things about community is that it enables us to welcome and help people in a way we couldn't as individuals. When we pull our strength and share the work and responsibility, we can welcome many people, even those in deep distress, and for helps help them find self-confidence and inner healing." — Jean Vanier, Philosopher and Theologian

"The power of community is in its diversity and inclusion. As Holmes reminds us, 'oneness doesn't mean sameness and unity is not uniformity.'" — Petra Weldes

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Highest Common Denominator

Could the following list of 45 items all be things humans have in common?

1. We all are humans with the same basic needs of food and water, clothing, and shelter.
2. We all need love. We all want to be loved.
3. We all sincerely want to be the best we can be.
4. We all live our lives without ever realizing our full potential.
5. We all tend to want the best for those we love - especially children.
6. We all have a powerful instinct for survival.
7. We all appreciate beauty as we see it.
8. We all want our own beauty to be appreciated as human beings.
9. We all want to be happy, successful and productive.
10. We all want to be free, and we sincerely want others to be free.
11. We all respond positively when we are truly loved.
12. We all are curious, and have an enormous capacity to learn.
13. We all want to be touched deeply by someone or something.
14. We all really want to get what we need without taking from others.
15. We all would never choose to be violent if we fully understood how to avoid it.
16. We all are ultimately a mystery to ourselves.
17. We all find others equally if not more mysterious.
18. We all recognize some power that is greater than us.
19. We all are attached to someone or something.
20. We all have expectations of our experience - sometimes unfair ones.
21. We all believe in justice but sometimes feel that we don't get it.
22. We all are often blinded by our own point of view.
23. We all believe in reality but don't truly know what it is.
24. We all are amazed by something.
25. We all have dreams.
26. We all are creative.
27. We all are all selfish to a degree.
28. We all value family at some level.
29. We all have an impulse towards altruism - caring for others.
30. We all enjoy music and art.
31. We all like to eat, drink and be merry.
32. We all have more questions than we do answers.
33. We all would like a chance to spend a million dollars on things that matter to us.
34. We all have a biological urge to make babies.
35. We all like discovering new things.
36. We all get excited about SOMETHING.
37. We all have things we will never forget ... and some we wish we could.
38. We all are familiar with something that we would call perfect weather.
39. We all have something of which we are afraid .
40. We all tend to seek pleasure and try to avoid pain ...which we all experience.
41. We all can do evil acts under certain circumstances, environments or motives.
42. We all are ultimately clueless about our ultimate origins.
43. We all believe some things strongly for which we have no proof.
44. We all have difficulty admitting the possibility of being wrong in what we hold true.
45. We all disagree with some of the things on this list.

Finding common ground is a wonderful way to build relationships. What if you shared this list with students (or others you know) and challenged them to triple it? Could be a fun way to help bring folks together rather than focusing on differences.

[From *IMITATION OF LIFE: Preparing for the Real World Via Creative Theatrics* – Rob Simon – ISBN: 978-1-954302-03-7 (Paperback) ©2018]

RESEARCH

CORNER

Finding Common Ground with Anyone: A Quick and Easy Guide

By Maggie Wooll

August 25, 2021 (A Summary)

Whether you're talking with someone you know or with a stranger, you won't always agree, but this doesn't mean it's impossible to agree, or at least be amicable and respectful. By finding common ground, you will realize that there are areas of agreement, and you'll be more able to work together toward common goals.

Too often, whether at work or in life, we focus on our differences. It's easy to fixate on the parts of someone's argument or beliefs that we disagree with and not notice where we agree.

When you find common ground with someone, you have overlapping interests or topics of agreement with the other person. But there is still ground you don't share or agree on.

Reaching common ground isn't always easy. But it does have its benefits.

1. Brings people together – even during conflict
2. Helps us make friends more easily and get along with others
3. Helps us avoid echo chambers - when everyone's views sound the same.

Here are a few tips that can help:

- First, avoid asking too many personal questions right away, or diving too deep into your own personal life.
- Analyze the current situation shared to find common ground.
- Tell others you'd like to know more about their opinion on a subject. Dig deeper when you find topics of mutual interest.
- Use the power of story – human experience- to connect with the other person.
- Embrace some small talk... even if you dislike small talk... to stay engaged. Don't rush or act disinterested.
- If you have a disagreement with someone you know, tell them you want to find common ground.
- During conversation, pay attention to and be respectful of how the other person is feeling.
- Show interest in what others have to say with open body language such as eye contact, uncrossed arms, and smiling.

You don't have to agree with everyone. But finding common ground makes you more agreeable.

Seeking common ground is good exercise for developing your most human capabilities like practicing empathy, imagination, and creativity. It requires listening, setting intentions, helps you stay open to possibility, and helps you see the world in a more forgiving light.

For More Information: <https://www.betterup.com/blog/finding-common-ground-with-anyone-a-quick-and-easy-guide>

For your...

RESTORATIVE
TOOLBOX

TOP FIVE!

- **Focus on caring for students and building relationships as a top priority.**
 - a. Classroom rules must be grounded in caring and be second only to that.
 - b. LISTEN as your number one strategy – and do so actively to truly understand.
 - c. Invite students to visit or conference with you as time and opportunity permits.
- **Increase and maintain your ratio of positive to negative feedback.**
 - a. Compliment your class on productive behavior.
 - b. Compliment individuals on productive behavior.
 - c. Make extra effort to give positive feedback to the most challenging of your students.
 - d. Use safe humor that can create laughter without personal expense.
- **Involve students in designing common classroom values and guidelines.**
 - a. Collaborate on class rules and norms
 - b. Promote the Four Agreements (**Appendix: #1**)
 - c. Promote the Golden Rule (**Appendix: #2**)
- **Practice and post restorative messaging in your classroom.**
 - a. Hang a Restorative Questions Poster. (**Appendix: #3A**)
 - b. Use affective statements. (**Appendix: #3B**)
 - c. Distribute or share other restorative messages. (**Appendices: #24, #25, #26, #27, & #28,**)
- **Be explicit about and model behaviors you want to see in your students.**
 - a. Be explicit with expectations and have kids contribute to them or sign off on them.
 - b. Publish the expectations on a poster in your room to which all can refer.
 - c. Follow your own behavioral rules and admit when you do not.

From

20 THINGS

School Staff Can Do Right Now That Are

RESTORATIVE

For more, log into your District Google Account, then click:

<https://drive.google.com/open?id=1A6zunybJoW9tKB6FIBhfrKj7R9ZrpSI>



THE RESTORATIVE PRACTICES --ADVOCATE--

VOLUME 3: ISSUE 5 – January 2023

A NEWSLETTER for EDUCATORS

Restorative Expression

"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

"In a real sense all life is inter-related. All men are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly. I can never be what I ought to be until you are what you ought to be, and you can never be what you ought to be until I am what I ought to be... This is the inter-related structure of reality." - **Rev. Dr. Martin Luther King, Jr.**

"An eye for an eye will make the whole world blind." - **Mohandas Gandhi**

CALENDAR

FOR YOU!

January 31, 2023 – 8:00-3:30, Day 1
Response to Adversity and Trauma for
Psychs/Social Workers/Counselors/
Security

February 1 & 2, 2023 - 8:00-3:30, PTIP for
DLT & Secondary PLA

February 16 & 17, 2023 - 8:00-3:30,
Facilitating Restorative Conferences for
AP's, Interns, Holbrook and Zimmerman

February 16 & 17, 2023 - 8:00-3:30,
Motivational Interviewing for Counselors

For Your Information*

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FOCUS> RP & AVOIDING BURNOUT

In the work of Restorative Practices one framework often used for understanding the paradigm is the social discipline (or relationship) window. In a nutshell, the model demonstrates that being RESTORATIVE requires high expectations AND high support for meeting those expectations. The exact opposite, however, is to be NEGLECTFUL, where both expectations and support are low. This has been relatively rare among dedicated educators ... EXCEPT ... when burnout becomes a factor. Sadly, thanks to the COVID pandemic, the resulting fallout from it, and a bevy of other societal pressures, burnout among educators is becoming more of a factor.

All is not lost, however, and as usual, awareness is more than half the battle in efforts to avoid succumbing to the ravages of burnout.

In **Reader's Digest, September 2022**, an article by **Leslie Finley** says:

"Feeling constantly and chronically swamped, worried, and overwhelmed can lead to burnout, which can have serious consequences." (p. 41.)

Finley borrows from **Emily Balcetis** to emphasize that we usually begin to manage the extra stress by hyperactively working to manage it all by juggling more simultaneously. But unless we address the overwhelm, we can wind up withdrawing, feeling pessimistic, and getting grumpy and cynical about things and people we used to love.

Fortunately, Finley offers proactive steps to avoid or address burnout: **(1) look for meaning at work, (2) look for meaning outside of work, (3) try to separate work and home/outside life, (4) don't neglect yourself, and (5) recognize when it has become too much.** Finley expands these ideas somewhat, but the seed ideas are significant on their own.

In the book, **The Burnout Epidemic: The Rise of Chronic Stress and How We Can Fix It**, author **Jennifer Moss** reflects researched insight from the **Maslach Burnout Inventory** pointing to systemic causes of burnout that must be cooperatively addressed at that level, when its occurrence is most often triggered by **(1) Workload, (2) Perceived lack of control, (3) Lack of reward or recognition, (4) Poor relationships, (5) Lack of fairness, and (6) Values mismatch.**

What must be noted is that all six of these triggers can be addressed through restorative practices when applied with fidelity. First of all, relationships are primary at every level, clarifying values together is at the core of how RP is grounded, and fair process in leadership is a major emphasis. With a focus on **Engagement, Explanation, and Expectation Clarity** as leaders make important decisions that impact on everyone for whom they are responsible and to whom they are accountable. Furthermore, with the three major restorative tenets of **Belonging, Voice and Agency** being targets to reach for all who are engaged in and affected by our systems, we can address problems with workload, perceived lack of control, and reward and recognition.

We. Stay. The. Course.

RESEARCH

CORNER

The Ongoing Challenges, and Possible Solutions, to Improving Educational Equity

By Eesha Penharkar

EducationWeek - January 26, 2023

For any educator aware of equity issues in schools, this short and very current article from Penharkar is worth a read.

To summarize, schools dealing with challenges to equity before COVID find them worse now thanks to long periods of related stress and trauma, and academic and social and emotional deficits created by remote learning. There are clear inequities in how discipline is administered in schools, and the reversal of desegregation is once again creating academic opportunity and resource gaps that have a deleterious effect on learning for students of different backgrounds. These include racial identities, poverty, being differently abled, gender identity, immigrant status and more. Also, there are organized and (in some cases) successful political efforts to disable equity initiatives all over the US. This makes necessary individual educational plans much more difficult to design and carry out for all students... who are not responding well to "one-size-fits-all" education.

Takeru Nagayoshi, Massachusetts teacher of the year in 2020, had his life changed and became a teacher because of studying the history of people dealing with discrimination, and how they worked together to shape systems more equitably. He suggests that honest and accurate education and history is what truly helps students know themselves and how they fit into a world characterized by multiple racial subgroups, ethnicities, cultures, religions, gender identities and more. It is also difficult for people to learn about each other when there are ongoing efforts to compartmentalize an increasingly diverse world. This prevents realizing that we are more alike than different, and more equal in our humanity than some would have us believe.

There are differences of opinion about the ultimate effect of the pandemic and other trauma in recent times on disciplinary incidents in schools, but what is agreed on by many is that restorative justice in education is making a positive difference. It does so by focusing on building relationships, addressing conflict through harm repair processes, understanding that unmet needs drive disruptive behavior, and moving from a focus on punishment to true accountability.

(NOTE: Penharkar offers Kansas City Public Schools as an example of a district that demonstrates improvement in suspensions and expulsions through restorative practices, but we know Wichita monitors similar data, and has newly invested heavily in promoting a restorative approach district-wide through training by the International Institute for Restorative Practices (IIRP). We have a long way to go to make RP the norm at a heart-deep level, but progress is being made, and the district is committed. *See link below for the original article and more information.*)

<https://www.edweek.org/leadership/the-ongoing-challenges-and-possible-solutions-to-improving-educational-equity/2023/01>

For your...

RESTORATIVE
TOOLBOX

From 20 THINGS School Staff Can Do Right Now That Are RESTORATIVE

For more, log into your District Google Account, then click:

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- **Teach and model effective apologies.**
 - Gently suggest apology ONLY as a last resort if the idea doesn't naturally occur. **DO NOT** insist!
 - Teach basic components of an effective apology. (Appendix: #4)
- **Facilitate Circles and "Semi-Circles." ***
 - Use ideas from the Circles Resources (Appendices: #5, #6, #7A-1, #7A-2, & #7B)
 - Check-out available small book: *Restorative Circles In Schools* by Costello, Wachtel & Wachtel.
 - (*"Semi-Circles" are circle activities within a theater-style classroom setting where everyone present makes eye contact with each speaker, who – in turn – is working to do the same as he or she shares.
- **Engage in informal restorative conversations when appropriate.**
 - Use the three basic restorative questions (and follow-up questions) regularly if not constantly in problem-solving interactions with others. (Appendix: #8)
 - Use the Simple Intervention Process. (Appendices: #9-1 & #9-2)
 - Model and teach assertive messages. (Appendix: #10)
- **Develop a "WITH" practice in classroom activity, making students allies.**
 - Understand the significances of The Relationship Window (Appendix: #11)
 - Understand and apply the tenets of Fair Process (Appendix: #12)
 - Engage in Collaborative and Proactive Solutions (Appendix: #13)
- **Practice deescalating conflict to prevent harm to relationships.**
 - Saying "Please" and "Thank You." Simple, but powerful leverage.
 - Actively use and teach the concepts on the "CHILL" poster. (Appendix: #14)
 - Actively use and teach the concepts on the "THINK" poster. (Appendix: #15)
 - Apply "The Work" by Byron Katie. (Appendix: #19)

ANOTHER TERRIFIC FIVE!



THE RESTORATIVE PRACTICES --ADVOCATE--

VOLUME 3: ISSUE 6 – February 2023

A NEWSLETTER for EDUCATORS

Restorative Expression

"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. - President Nelson Mandela

"If our social justice is guided by retribution, we will simply perpetuate the use and abuse of power to inflict violence." — Jamie Arpin-Ricci

"Justice and revenge are not the same thing. Justice is a continuum that includes accountability, change toward preventing further injustice, strategic hope, etc. As my father said, 'Justice at its best is love correcting everything that stands against love.'" – Bernice King

CALENDAR

FOR YOU!

March 1 & 2, 2023 - 8:00–3:30, IIRP- Putting Theory into Practice (PTIP) for DLT & Secondary PLA

May 31, June 1, June 2 2023 - 8:00–3:30, IIRP - Training of Trainers (TOT) Restorative Conferencing

June 6 & 7, 2023 - 8:00–3:30, IIRP - Response to Adversity and Trauma (For ALL)

June 8 (Evening) & 9 (All Day), 2023, Restorative Kansas Conference @ Haskell Indian Nations University – Lawrence, KS

For Your Information*

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FOCUS> RP & LIVING TOGETHER BETTER

Restorative practices is an emerging social science that studies healthy relationships and communities in an increasingly disconnected world. The framework of restorative practices provides common language, tools, theories, and philosophy fostering cooperation and connection among individuals and communities, teaching us how to live together better.

One of the key concepts studied in restorative practices is how human beings respond to shame. In the restorative context, shame is defined as the "reaction to any interruption of a positive affect" (Costello, et al, 2017, p. 68). In psychology, "affect" is a general term referring to experiences that produce feelings and emotions, ranging from sadness to happiness.

Donald Nathanson, a psychiatrist who studied shame, identified four ways we react when shame is triggered: "attack other," "attack self," "avoidance," or "withdrawal." He describes these responses to shame as four poles on the "Compass of Shame" (Costello, et al., 2017, p. 71).

- **"Attack other"** is when people blame others and lash out verbally or physically. Rather than taking responsibility for their own feelings, fingers are pointed at others.
- **"Attack self"** occurs when people blame themselves and engage in negative self-talk such as, "Why am I so stupid?" Attack self may be so maladaptive that it leads to self-harm or suicide ideation.
- **"Avoidance"** leads to denying and ignoring feelings of shame. At its extreme, avoidance may involve thrill seeking or escaping by abusing drugs and alcohol.
- **"Withdrawal"** is when people pull away and disengage when positive feelings are interrupted. They may retreat, refusing to have conversations or interactions with those involved in the situation.

When positive affect is interrupted, all humans experience one or more of these four poles on the Compass of Shame.

Nathanson noted that in our society, attack others or avoid are the most common responses to shame.

Knowledge and awareness of the Compass of Shame helps us to monitor reactions of shame in others and within ourselves. We reduce shame responses by "separating the deed from the doer." We affirm the worth of ourselves and others, despite mistakes made. Listening more, encouraging expression of feelings, and treating others respectfully regardless of behaviors provides opportunities for repairing harm, restoring relationships, and living together better.

Costello, B., Wachtel, J., & Wachtel, T. (2019). *The restorative handbook for teachers, disciplinarians and administrators: Building a culture of community in schools.* International Institute of Restorative Practices.

This article examines studies on high performing teams, indicating that the most important element of effective teams is the quality of the relationships among the people on the team. A large study conducted by Google discovered that who is on the team is much less significant than how team members interact with each other.

The researchers for Google found psychological safety to be at the top of the list of dynamics that contribute to high performing teams. Evans indicates that when there is psychological safety, team members experience acceptance, respect, freedom to speak up, and the ability to experiment and make mistakes without fear of humiliation and punishment.

When leaders are wanting to improve psychological safety, Evans suggests they ask these three key questions: (a) Is there tolerance for mistakes? (b) Is risk taking encouraged? (c) Are everyone's opinions equal?

Her suggestions for creating a psychological safe work environment are the following: Encourage experimentation; make it clear mistakes will happen; ask questions and be vulnerable; and openly share knowledge. Psychological safety has a positive effect on team performance and on employee engagement and retention. Given high turnover rates in education and businesses, focusing on psychological safety to retain employees makes sense.

<https://www.forbes.com/sites/forbesbusinesscouncil/2022/10/12/psychological-safety-building-high-performing-teams/?sh=11cd58284d17>

For your...

RESTORATIVE
TOOLBOX

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- Incorporate trauma-informed practices in working with students.
 - a. Trauma Informed Restorative Practices Strategies & Rationales (Appendix: #16-1 & #16-2)
 - b. Trauma Informed Care Models (Appendix: #17 A, & #17B)
- Lead community/team building and belonging/empathy exercises.
 - a. Search "Best Community Building Exercises." (Example: <http://www.ventureteambuilding.co.uk/team-building-activities/>)
 - b. Search "Belonging Exercises." (Example: <https://www.lessonplanet.com/search?keywords=belonging>)
 - c. Search "Empathy Training Activities." (Example: <https://positivepsychologyprogram.com/kindness-activities-empathy-worksheets/>)
- Teach (& tell stories about) social/emotional (SEL) skills. (Everybody loves a story!)
 - a. Teach social and emotional skills such as self and social awareness, self and social management, cooperation, collaboration, decision-making, problem-solving etc.)
 - b. Tell SEL stories from personal experience or what you have witnessed.
 - c. Tell SEL stories from others that you know, or from research.
- Facilitate mindfulness exercises. (Search "Mindfulness Activities.")
 - a. (Example: <https://positivepsychologyprogram.com/mindfulness-exercises-techniques-activities/>)
 - b. (Example: <http://www.mindfulteachers.org/p/free-resources-and-lesson-plans.html>)
- Work on finding (and build on) common ground to resolve differences.
 - a. Teach about perspective.
 - b. Ask parties in conflict what it is they want to achieve.
 - c. Facilitate agreements that are mutually beneficial and agreeable to all concerned parties.
 - d. Explore and reflect potential and actual commonalities. (Appendix: #29)

**ANOTHER
TERRIFIC
FIVE!**



THE RESTORATIVE PRACTICES --ADVOCATE--

VOLUME 3: ISSUE 7 – March 2023

A NEWSLETTER for EDUCATORS

Restorative Expression

“As we make the journey inward with our people, we will come to the next challenge to our compassion: those inner community members who have actively brought harm to the young ones inside. This is such tender territory, a place where we need to acknowledge the suffering our people have sustained without demonizing and alienating the ones who brought it, for they are now part of the ones in our care as well. This can be radical inclusiveness at its most healing, widening our joined windows of tolerance to truly accept every part.” — Bonnie Badenoch, *The Heart of Trauma: Healing the Embodied Brain in the Context of Relationships*

“For it isn't enough to talk about peace. One must believe in it. And it isn't enough to believe in it. One must work at it.” — Eleanor Roosevelt

“It is in the shelter of each other that the people live.” Irish Proverb

CALENDAR

FOR YOU!

May 31, June 1, June 2 2023 - 8:00–3:30, IIRP - Training of Trainers (TOT) Restorative Conferencing

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Restorative Practices And Living Better Together (Part 2)

Restorative Practices provides common language, tools, and processes for establishing healthy relationships and repairing harm when it occurs, and mutually honors the individual and the community. The restorative approach is a journey of learning to have greater compassion for self and others. Few things are more important in life than communicating with each other in a manner that supports our individual needs, while recognizing the needs of others.

Restorative Practices, an emerging social science studying how to increase civil society, requires a significant shift from judging and reacting to speaking and listening from the heart.

It is noteworthy that thriving relationships and communities are critical to our very existence as a species, and yet we receive minimal to no training in how to make them work. We are often perplexed about conflicts and wonder why maintaining connected and workable relationships with others is so difficult. Broken and conflictual relationships at any level undermine our sense of peace, security, and well-being.

Our society and world are more polarized and conflicted than ever, ranging from conflict among couples, families, neighbors, school boards, and politicians, to corporations, and nations and few of us have the necessary skills to respond. Typically, people spin around in the shame cycle of attacking self, aggressively attacking others, withdrawing, or avoiding. Perhaps they're hoping the conflict will just go away, but instead these maladaptive responses exacerbate the conflicts.

We categorize, judge, and divide people into good and bad and right and wrong, creating further tensions. The problem with these judgments is that we assume they reflect reality, and we make rapid conclusions based on them, reacting rather than thoughtfully responding. Judgments often make it harder to embrace multiple perspectives and limit our options.

Restorative responses provide a healthier path of building, maintaining, and healing relationships. The focus is slowing down, retraining our brains to pause before reacting, and being in the present moment.

Restorative Practices stands in contrast to a chaotic and conflicted world focused on opinions and judgments rather than feelings and needs. Given restorative values, we learn to speak from the heart, which involves awareness of our own feelings and naming them. When we speak from the heart, we hold ourselves accountable for our feelings rather than blaming others for them. We learn to listen from the heart, which involves engaged, supportive, and active listening rather than trying to fix the problem for others or focusing on our responses.

RESEARCH

CORNER

The Impact of Exclusionary Discipline on Students

By Thomas G. Ryan & Brian Goodram

International Journal Of Progressive Education - December 1, 2013

"Success for all students continues to be at the forefront of many educational initiatives because of the underlying goal of the education system, which is to provide students with the necessary academic, social, and emotional skills required for successful and meaningful participation in everyday society (Dewey, 1916). Underpinning student success is a cadre of educators and disciplinary practices employed within our schools to treat and remedy student misbehavior (Ryan & Zoldy, 2011). **Herein we argue that the use of exclusionary discipline, in the form of out of school suspensions and expulsion has been found to impact student outcomes negatively, and these practices need to be diminished and/or erased to resurrect progressive and positive outcomes.** We also suggest via written evidence that certain groups of students experience exclusionary discipline more often than other groups of students. We need to consider this phenomena and path since current data support movement towards a more positive progressive outcome. ...

Informing a needy student that they must leave the school for a period of time is not a solution when dealing with student wrongdoing (Daniel, 2008). It merely puts the needs of a student on the street (Ryan & Zoldy, 2011). Concluding a recent review of literature one large department of education reported that there has been very little evidence gathered demonstrating exclusionary discipline actually reduced school violence or improved student behaviour (Maryland State Department of Education, 2010) ...

[In conclusion,] as evidenced in the literature, the impacts of exclusionary discipline have been linked to the academic and social development of disciplined students. Further, research indicated that the application of this discipline form has been disproportionately used among certain groups, particularly those students of certain minority and / or ethnic groups, students from lower socio-economic backgrounds, and those students with identified exceptionalities (Falconer, 2008). The existing data does, however, have its limitations and stimulates the need for additional research and understanding. Firstly, more recent data are required in order to identify local trends as well as understand the unique characteristics of student populations within certain contexts."

(2013). The Impact of Exclusionary Discipline on Students . International Journal of Progressive Education , 9 (3) , 169-177 . Retrieved from <https://dergipark.org.tr/en/pub/ijpe/issue/26322/277386>

For your...

RESTORATIVE
TOOLBOX

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- Use **INFORMAL** restorative conferencing (to repair harm to relationships and property).
 - a. Use restorative questions with follow-up questions. (See Appendix: #18)
 - b. Build a mutually helpful agreement.
 - c. Document the agreement and provide copies as necessary.
- Learn to lead **FORMAL** restorative conferences and interventions.
 - a. Start with "Seek first to understand then to be understood." (5th of Seven Habits... – S. Covey)
 - b. Visit with antagonists separately before attempting any group or mutual face-to-face restorative conferencing. (Appendices: #20-1, #20-2, & #21)
 - c. Use the three basic restorative questions and follow-up questions in "pre-conferencing" and conferences that may follow. (See Appendix: #18)
- Propose, enable and document peace keeping agreements.
 - a. Learn and practice Shuttle Diplomacy - negotiations conducted by a facilitator who shuttles between two or more parties that are reticent to engage in face-to-face encounters.
 - b. Secure mutually agreed upon ideas for repairing harm and making and keeping the peace. Deliver recorded copies of agreements to all participants. (Appendices: #22A, & 22B - Samples)
- Facilitate reintegration with no shame, blame, criticism or finger pointing.
 - a. Suggest "mea culpa" messages (acknowledgement of responsibility or error) from on return after administrative or other intervention. Consider as a classroom norm.
 - b. Privately and quietly give appropriate praise to those who do the right thing in repairing harm.
 - c. Publicly celebrate individual or group repairing of harm with permission.
- Model and teach "Compassionate Communication."
 - a. Compassionate Communication, also known as "Non-Violent Communication" (Appendix: #23)
 - b. Study this definitive book: Rosenberg, M. (2003). Nonviolent Communication: A Language of Life. Encinitas, CA: Puddle Dancer Press.

**THE LAST
FIVE of 20
RESTORATIVE
THINGS!**



THE RESTORATIVE PRACTICES --ADVOCATE--

VOLUME 3: ISSUE 8 – April 2023

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**

“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.” - **Archbishop Desmond Tutu**

“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**

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Restorative Practices Helping to Recover School Magic?

In years past, when working with educators, chuckles and knowing glances from folks would often occur when the following pithy quote would show up in presentations on a slide and/or as a spoken quote. Though sometimes erroneously credited to Mother Teresa, it was **Konstantin Josef Jireček**, a Czech philosopher who opined:

“We, the willing, led by the unknowing, are doing the impossible for the ungrateful. We have done so much, for so long, with so little, we are now qualified to do anything with nothing.”

In today’s educational world, the chuckles and knowing glances are now often accompanied by “deer in the headlights” pauses quickly followed by somewhat pained expressions. If there are exceptions to this new norm, it is often either because of participants recognizing the quote’s inherent cleverness, or because a few of the educators present have not had the unique magic of professing education hammered out of them... yet.

Educators who see their work as a calling are essentially the only ones left behind in public schools these days. The ones who chose teaching as merely a job don’t stick around. There are much less taxing jobs available for those talented enough to teach ... and they tend to pay better, too.

Private schools may have more stalwarts still on the job because the schools tend to have handpicked clientele, more support from home, and, frankly, more money and resources. These advantages can mitigate a lot of the pressure of dealing with a potential or actual school population that is increasingly traumatized, pressured, burned out and dealing with academic, and social, and emotional skill deficits. And this has been only exacerbated by the unique and overwhelming challenges presented by the COVID 19 pandemic and the resulting fallout from that widespread and devastating challenge.

Then, when we add to this scenario political upheaval, increasing natural disasters, a growing divide between the haves and have-nots, a diehard attitude of rugged individualism, plus ostensibly a majority of people embracing belief in a world of scarcity rather than one of abundance, and it’s no wonder people are overwhelmed and ready to snap – if they haven’t already.

Enter Restorative Practices.

With a primary focus on building and maintaining quality relationships, RP starts by creating allies where there are often antagonists, connectedness where conflict often prevails, and teamwork in the place of tensions. Then, in recognition of the sometimes precarious nature of relationships, the next most important goal of RP is repairing harm when relationships falter.

It’s a good start ... and so are related ideas we’ll explore in this issue.

RESEARCH

CORNER

The Burnout Epidemic: The Rise of Chronic Stress and How We Can Fix It – By Jennifer Moss

Harvard Business Review Press 2021

“To identify the causes of burnout and the interventions that would most likely increase social well-being in staff students and parents we initiated a multiyear research project...

Before any interventions took place, we gathered baseline measures. Surveys gathered data on engagement, sense of community, inspiration, satisfaction, predicted satisfaction, culture, trust, recognition, communication, upward feedback, stress, well-being, hope, efficacy, resilience, optimism, gratitude, performance, citizenship behaviors, and net promoter scores. Data provided key insight on the areas for improvement this notably communication, recognition, and upward feedback dash or key drivers of culture...

The team began with a goal to educate the senior leadership about the benefits of seven social emotional skills that have been empirically shown to increase happiness and performance: hope, efficacy, resilience, optimism, gratitude, empathy, and mindfulness...

Purpose driven people remain engaged, despite being at risk of burnout... We also found that the real driver of well-being is the school's culture: trust, community (peer relationships) recognition, communication, and feedback. If we consider again the root causes of burnout, we can mitigate the risk if we invest in culture and the list of well-being drivers cited earlier...

Whiteside claimed that through teaching the importance of traits such as gratitude, empathy, and optimism to students, there is a boomerang effect where staff are cultivating the strengths required to foster and build strong cultures at the same time...

The most critical take away from the research is that when we invest in a common shared language that supports trusted relationships then we can bridge the divide between the multiple stakeholders that education professionals have to juggle.”

For your...

RESTORATIVE
TOOLBOX



What Are the Eight Spiral Dynamics Levels?

For more, see:

<https://blog.krauthammer.com/spiral-dynamics-2>

[NOTE: Spiral Dynamics was conceived by Professor Clare Graves and expanded in a book by the same name by two protégés, who studied with him (Chris Cowan & Don Beck) – as well as by others. Below, is an outline of FOUR of the eight spiral dynamics levels of thought processing (as presented by Krauthammer.com) that have evolved over time along with humankind. This framework helps to explain different approaches to human systems – including restorative practices. More to come...]

“1. 'Beige' / Instinctive

Everything starts with the dawn of humanity. Level 1 (beige) finds homo sapiens living in a natural and hostile world where it's necessary to follow instincts and physiological imperatives to survive.

This level has now [somewhat] disappeared from our civilizations; only natural disasters such as a tsunami [and human-made ones] produce circumstances conducive to its manifestation.

2. 'Purple' / Animistic

This is a stage where humanity passes from 'I' to 'we'. The dominant perception is of a frightening world filled with mysterious powers and spirits.

This prompts people to seek security and call on elders, chiefs, and witchdoctors in order to live in harmony with the magic powers of nature. When we fall back on customs and traditions in which elders are consulted for their wisdom, as in Asia, we revert to this level of existence.

3. 'Red' / Egocentric

The 'ego' becomes more important than the 'group'. The more egocentric individual seeks to satisfy impulses without guilt, perceiving the world as a jungle where nature must be conquered.

The key issues are domination and power. Gaining respect and avoiding shame. Excessive acts of heroism are symbolized by the law of the strongest and immediate punishment. Corruption is a modern manifestation of this stage.

4. 'Blue' / Absolutistic

This period started several thousand years before [the Common Era] with the belief in a world controlled by an ultimate truth that punishes and rewards.

The 'ego' is once again sacrificed in return for later reward; impulses are controlled to live according to 'The Book' with its accompanying laws, rules, and figures of authority.

This is the context that gives rise first to religious and then to political 'isms'. This stage brings stability, loyalty, and the need for a sense of human existence and still represents around 30% of the population and power in western countries. In these organizations, the leader is irreplaceable and the hierarchy well organized, with procedures that govern everything. ”

More in the next issue...)



THE RESTORATIVE PRACTICES --ADVOCATE--

VOLUME 3: ISSUE 9 – May 2023

A NEWSLETTER for EDUCATORS

Restorative Expression

“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**

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.**

We are not to simply bandage the wounds of victims beneath the wheels of injustice, we are to drive a spoke into the wheel itself.” — Dietrich Bonhoeffer

CALENDAR

FOR YOU!

May 31, June 1, June 2 2023 - 8:00–3:30, IIRP - Training of Trainers (TOT) Restorative Conferencing
June 6 & 7, 2023 - 8:00–3:30, IIRP - Response to Adversity and Trauma (For ALL)
June 8 (Evening) & 9 (All Day), 2023, Restorative Kansas Conference @ Haskell Indian Nations University – Lawrence, KS

For Your Information*

The International Institute for Restorative Practices (IIRP) is facilitating on-going RP training and coaching in our district to augment and enhance what is already occurring via select district employees and consultants. If it hasn't happened already, your turn is coming! Stay tuned!

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



When Restorative Practices Becomes a Foundational Paradigm...

When we understand, first, that Restorative Practices (RP) as a paradigm is attached to a tap root of **building, maintaining, repairing and sustaining** relationships, and all of its secondary roots simply detail one or more strategies for achieving one of these four aims, one quickly understands there are many, many other fruit bearing branches that can be grafted onto an RP stem, which make the resulting RP tree an infinitely more productive organism.

Over the more than one dozen years that the Restorative Practices paradigm has been taking root in Wichita, there have been many connections made between it and other powerful strategies and frameworks that make a difference in public education and far beyond.

To name a few of the overlays for RP, we would start – in schools – with **Safe and Civil Schools - PBIS & MTSS**, (*Positive Behavioral Intervention Supports and Multi-Tiered Systems of Support*), **Safe and Drug-Free Schools, Future ready Advocate Mentoring, Safer Saner Schools, Second Step, High Schools That Work, Capturing Kids Hearts, the Behavior Intervention Support Team approach (BIST)**, and more.

Shifting from the world of schools into a much broader milieu, we can add **Trauma Informed Approaches, (NVC) Nonviolent/Compassionate Communication, Equity, Diversity, Inclusion and Accountability, The Four Agreements, The Seven Habits of Highly Effective People, “The Work” of Byron Katie, 8 to Great, Conflict Without Casualties ...** and the list keeps expanding quite vigorously from here.

In this issue we complete an outline of yet another overlapping framework in Clare Graves continually evolving paradigm of thinking styles called **Spiral Dynamics**, and we also introduce a quick summary of **“Internal Family Systems Theory”** and the **“8 C’s”** associated with it that are ALL connected to the ultimate goals of Restorative Practices.

The destructive power of wars and storms can and do often level buildings; but when you clear away the rubble and start to rebuild, the foundations of buildings often remain largely intact. This is the power of Restorative Practices as a fundamental paradigm. In families, schools, congregations, community groups, and businesses, we simply **MUST** value **connectedness, cooperation and collaboration** if we are to *thrive* together, and this may be necessary for us even to *survive*. RP fills the bill.

If you doubt that this assertion is one of veracity, talk to those who have been practicing RP with fidelity over time and capturing data to reflect progress... as we are doing in Wichita. You will discover both obvious and subtle benefits of how RP creates ever-expanding groups of allies in schools, organizations and communities rather than increasingly evident adversaries.

RESEARCH

CORNER

What is Internal Family Systems?

<https://ifs-institute.com/>

(And what does it have to do with Restorative Practices?)

Internal Family Systems is transformative psychotherapy... **and empowering paradigm.**

"IFS is a transformative tool that conceives every human being as a system of protective and wounded inner parts lead by a core Self. We believe the mind is naturally multiple and that is a good thing. Just like members of a family, inner parts are forced from their valuable states into extreme roles within us. Self is in everyone. It can't be damaged. It knows how to heal.

IFS is frequently used as an evidence-based psychotherapy, helping people heal by accessing and healing their protective and wounded inner parts. IFS creates inner and outer connectedness by helping people first access their Self and, from that core, come to understand and heal their parts.

But IFS is much more than a non-pathologizing evidence-based psychotherapy to be used in a clinical setting. **It is also a way of understanding personal and intimate relationships and stepping into life with the 8 Cs: Confidence, Calm, Compassion, Courage, Creativity, Clarity, Curiosity, and Connectedness.** Professionals from many different backgrounds such as, but not limited to, **legal mediation, school administration, life coaches and religious leaders** may utilize IFS to inform and guide their work. Our growing list of educational programs aims to serve not only therapists but the wider public and other professions.

The mission of IFS Institute is to bring more self leadership to the world."

(And THERE is your CONNECTION! Just one more tool for enhancing RP for practitioners!)

For your...
RESTORATIVE
TOOLBOX



What Are the Eight Spiral Dynamics Levels?

For more, see:

<https://blog.krauthammer.com/spiral-dynamics-2>

[NOTE: Spiral Dynamics was conceived by **Professor Clare Graves** and expanded in a book by the same name by two protégés, who studied with him (**Chris Cowan & Don Beck**) – as well as by others. Below, is an outline of the **last FOUR** of the eight spiral dynamics levels of thought processing (as presented by **Krauthammer.com**). These have evolved over time along with humankind. This framework helps to explain different approaches to human systems – including restorative practices.

“5. 'Orange' / Multiplistic - We return to the 'I' mode where individuals seek success, influence, and status. This is typical of a world full of resources and opportunities to create a more prosperous life. The ego takes a more individualist and calculated form to avoid triggering aggression by others. Quest for autonomy, independence, abundance, understanding the rational world, change, and progress through technology, striving to be the best. In the 'orange' stage everything is negotiable. 30% of the population and 50% of the power is focused on this level.

6. 'Green' / Relativistic - When individualist hyper-consumers of the orange stage become sated they reinvest in emotions, humanity, and spirituality. The world is then perceived as the shared habitat of humanity. This involves seeking links, putting the 'ego' to one side, and living in equality and harmony with others. The release from greed and exploitation leads to interior exploration – a quest for global benefits for the community, a call for collective thinking, and greater sharing of leadership are typical of this stage.

The difficulty with the 'green' level may lie in its inability to sustain itself without being labeled as naive or torpedoed by 'oranges' greedy to profit from it. Even though the population in this paradigm is increasing, its power [is] only 15%.

7. 'Yellow' / Systemic - Level 7 (yellow) is less than 30 years old and already accounts for 5% of the population and power. It emerged with the systemic theories in the 1970s. According to Graves, this level marks a break because it incorporates all the previous stages.

The world is perceived as a set of complex systems beset with uncertainty whose viability must be ensured. Because the emotions of the 'green' group have become too onerous, they are substituted by knowledge and the need to obtain tangible results. Thinking becomes truly systemic and natural laws are seen as inevitable. This stage gives priority to flexibility and open systems, accepting paradoxes and complexity within a holistic view of the world.

8. 'Turquoise' / Holistic

The last level identified is still at an embryonic stage. The world appears as a network of interdependent components forming a single large organism. At this level, the quest is for global harmony. Since it has not yet penetrated organizations, we shall go no further at this stage....”

(The first four levels are in the April issue of The RESTORATIVE PRACTICES ADVOCATE.)