



# THE RESTORATIVE PRACTICES --ADVOCATE--

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?

You?

More time spent on relationship, less on motivating effort



More time spent on motivating effort, less on relationship

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.*

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

# RESEARCH

# CORNER

2009

## 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=1A6zunnybJoW9tKB6FIBhfprKj7R9ZrpSI> OR search for <https://theageofideas.com/byron-katies-four-questions/> OR <https://thework.com/> .

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