



# THE RESTORATIVE PRACTICES --ADVOCATE--

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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](#)

## CALENDAR

### FOR YOU!

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!

## **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 20<sup>th</sup> 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:

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***"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**

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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.

# RESEARCH

## CORNER

2018

### 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](http://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

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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?

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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=1A6zynybJoW9tKB6FIBhfprKi7R9ZrpSI> .)

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