



THE RESTORATIVE PRACTICES --ADVOCATE--

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A NEWSLETTER for EDUCATORS

Restorative Expression

"The place God calls you to is the place where your deep gladness and the world's deep hunger meet." — Frederick Buechner

"The real joy in life comes from finding your true purpose and aligning it with what you do every single day." — Tony Robbins, **Wisdom Quotes**

"The heart of human excellence often begins to beat when you discover a pursuit that absorbs you, frees you, challenges you, or gives you a sense of meaning, joy, or passion." — Medium

"Small acts, when multiplied by millions of people, can transform the world." — Howard Zinn

"We make a living by what we get, but we make a life by what we give." — Winston Churchill

"The purpose of life is a life of purpose." — Unknown "The purpose of life is a life of purpose." — Unknown

"Perseverance is the hard work you do after you get tired of doing the hard work you already did." — Newt Gingrich

"Do what you can, with what you have, where you are." — Theodore Roosevelt

CALENDAR

FROM YOU!

SHARE RESTORATIVE EVENTS OF VALUE!
We'll promote them here. Write to:
rob.simon.rp@usd259.net.

For YOUR Information



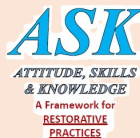
BUILDING A NEW REALITY

REVOLUTION BY CONVERSATION
To see part of the Restorative Practices future, follow RP OG, Ted Wachtel, here. BANR is part of the new vanguard of community focused RP!

<https://mailchi.mp/b581e3d957eb/scholarship-opportunity-for-leadership-training-17273412?e=732e5fe915>



By Rob Simon
RP Consultant/Advocate



A Framework for
Restorative Practices



To have the basics of a restorative practices *Attitude* at your command, this expression from the International Institute for Restorative Practices (IIRP) works, and should be familiar to you:

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

Then, for the core of the restorative *Attitude*, add two more concepts:

- It's **ALL** about **RELATIONSHIPS!** (*The primary focus of RP*)
- No matter how well we develop relationships, sometimes, things will go wrong and there's a need to make things go right again. (*The secondary focus of RP*)

Once we commit to the *Attitude* of RP, we have won more than half the battle toward creating stronger communities. Then, only two steps are left: developing our *Skills* and increasing supporting *Knowledge*.

Delivering restorative practices with fidelity is always about these three things: Attitude, Skills, and Knowledge.



Key *Skills* for building strong relationships and powerful communities include active listening, empathy, effective communication, emotional intelligence, and conflict resolution – tempered with, reliability, vulnerability, mutual respect, trust and collaboration above competition within groups.



There is a lot to KNOW about **RESTORATIVE PRACTICES**, but to begin, *Knowledge* supports the paradigm of highly prioritized, proactive and concerted efforts to build relationships and community where strong supportive connections create empathy, belonging, and safety to leverage better achievement of intended mutual goals. It's also about reactive strategies to repair the harm or impact of conflict and achieve positive behavioral changes through structured dialogue, understanding, and accountability rather than punishment.

That's it. And ...

We. Stay. The. Course.

From Restorative Justice to Restorative Practices: Expanding the Paradigm – By Ted Wachtel 2004

"Because the restorative concept has its roots in the field of criminal justice, we may erroneously assume that restorative practices are reactive, only to be used as a response to crime and wrongdoing. However, the free expression of emotion inherent in restorative practices not only restores, but also proactively builds new relationships and social capital... defined as the connections among individuals (Putnam, 2001) and the trust, mutual understanding, shared values and behaviors that bind us together and make cooperative action possible (Cohen and Prusak, 2001).

...Businesses and other organizations utilize team-building circles or groups, in which employees are afforded opportunities to get to know each other better, similar to the processes used with students. The IIRP's experience has been that classrooms and workplaces tend to be more productive when they invest in building social capital through the proactive use of restorative practices. Also, when a problem does arise, teachers and managers find that the reaction of students and employees is more positive and cooperative.

When authorities do things *with* people—whether reactively, to deal with a crisis, or proactively, in the normal course of school or business—the results are almost always better. This fundamental thesis was evident in a *Harvard Business Review* article about the concept of "fair process" in organizations (Kim and Mauborgne, 1997). The central idea of fair process is that "...individuals are most likely to trust and cooperate freely with systems—whether they themselves win or lose by those systems—when **fair process** is observed."

The three [basic] principles of **fair process** are:

- **Engagement**—involving individuals in decisions that affect them by listening to their views and genuinely taking their opinions into account
- **Explanation**—explaining the reasoning behind a decision to everyone who has been involved or who is affected by it
- **Expectation clarity**—making sure that everyone clearly understands a decision and what is expected of them in the future

Fair process applies the restorative **with** domain of the [relationship or] social discipline window to all kinds of organizations, in all kinds of disciplines and professions (O'Connell, 2002; Costello and O'Connell, 2002; Schnell, 2002)"

(SOURCE: <https://www.iirp.edu/news/from-restorative-justice-to-restorative-practices-expanding-the-paradigm#:~:text=The%20IIRP's%20experience,of%20them%20in%20the%20future>)

For your...

RESTORATIVE
TOOLBOX



40 Empathy Activities & Worksheets for Students & Adults

20 Nov 2017 by [Courtney E. Ackerman, MA.](#), Scientifically reviewed by [Jo Nash, Ph.D.](#)

(SOURCE: <https://positivepsychology.com/kindness-activities-empathy-worksheets/>)

"If you were to ask a child psychologist which character traits are most important for a child's development, kindness and empathy would likely rank high on the list.

While many of a child's everyday activities, such as playing, going to school, and interacting with caregivers, will provide natural opportunities to develop these critical traits, there is plenty we can do to proactively develop a child's kindness and empathy.

Likewise, imagine how different classrooms, offices, organizations, and homes around the world might be if more adults stopped to consider how they might demonstrate more empathy and kindness in their regular interactions.

To this end, this article will walk you through a range of fun activities, exercises, and worksheets to help both children and adults develop the capacity for kindness and empathy in everyday life.

Kindness and empathy are important in fostering emotional intelligence. Before you read on, we thought you might like to [download our five positive psychology tools for free](#). These science-based exercises will not only enhance your ability to understand and work with your emotions but will also give you the tools to foster the emotional intelligence of your clients, students or employees."

(NOTE: The full article contains [How to Teach Kindness to Children](#), [7 Kindness Activities for Elementary Students, Preschoolers, and Middle Schoolers](#), [World Kindness Day Activities](#), [How to Teach Empathy to Children and Adults](#), [3 Empathy Worksheets for Students & Adults \(PDFs\)](#), [Other Fun Empathy Exercises for the Classroom](#), [A Take-Home Message](#), [Frequently Asked Questions](#), and [References](#))