



Restorative Practices in Palmyra

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Traditional vs. Restorative Practices

Traditional Approach	Restorative Approach
School rules are broken.	People and relationships are harmed.
Justice focuses on establishing guilt.	Justice identifies needs and responsibility.
Accountability = punishment	Accountability = understanding impact and repairing harm
Justice directed at the offender; the victim is ignored.	Offender, victim, and school all have direct roles in the justice process.
Rules and intent outweigh whether outcome is positive or negative.	Offender is responsible for harmful behavior, repairing harm and working towards positive outcomes.
Limited opportunity for expressing remorse or making amends.	Opportunity given to make amends and express remorse.

Restorative or Traditional?

Question 1

Question 2

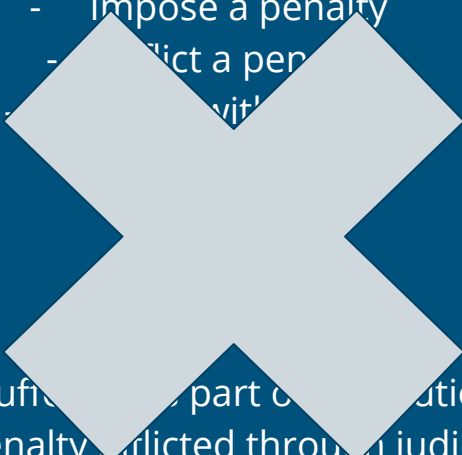
According to Merriam-Webster....

Discipline is:

- Develop or train by instruction
- Penalize for the sake of perfecting moral character
- Training that corrects, molds, or perfects moral character
 - Instruction



Punish is:

- Impose a penalty
 - Inflict a penalty with
- 
- Suffer as part of education
 - Penalty inflicted through judicial procedure

Purpose of Discipline

Pam Lebo says, “You can’t teach children to behave better by making them feel worse. When children feel better, they behave better!”

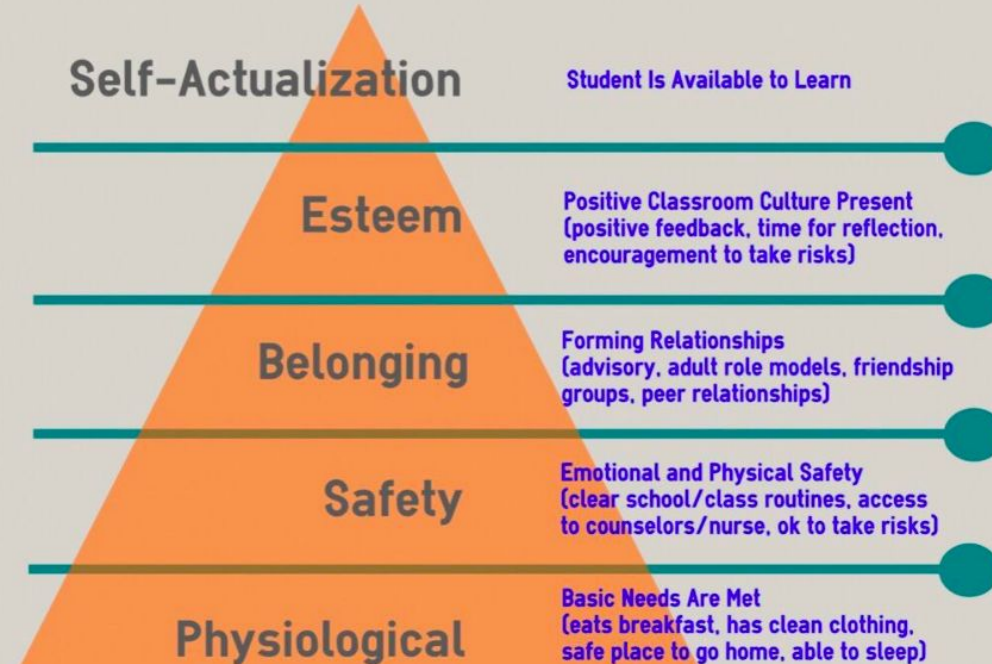
L. R. Knost says, “Discipline is helping a child solve a problem. Punishment is making a child suffer for having a problem.”

Danny Steele says, “Classroom Management is not about having the right rules.... It’s about having the right relationships.”

The Cambridge English Dictionary defines discipline as, “Training that makes people more willing to obey and more able to control themselves.”

Maslow before Bloom!

Maslow's Hierarchy of School Needs



So what have we done?



Giving Students a Voice



1. Establishing Classroom Expectations and Procedures
2. Asking students what they need from us and being receptive to those needs
3. Explain to students what we need from them!
4. Ask Open Ended Questions / Listen to them

Change to Detention

1- Self- Reflection (see next slide)

2- Providing students with the opportunity to restore relationships, repair harm, make amends with teachers

3- Consistency

Name _____

Date _____

Self- Reflection

Why am I here? **BE SPECIFIC!**

What was I thinking/feeling during the situation?

Who has been affected through this situation? **Please list all individuals affected & how they have been affected!**

What can I do to repair any damage that has been caused through this situation (Relationships, damage, respect, etc)?

More on Back

When faced with a similar situation, how/what can I do differently to end up with a more positive outcome?

What/how can I learn and benefit from this experience to make myself a better person?

What can we, as a school, do to assist you in not repeating the same poor choice?

PAMS P.R.I.D.E. Implementation

1. Establish a Positive Culture and Build Relationships
2. Creation of Staff and Student Advisory Committees
3. Reward Based System/ Raffles
4. Booster Lessons to Teach Skills
5. P.R.I.D.E. Days / Pep Rallies
6. Reteaching Expectations

TEACHER-STUDENT RELATIONSHIPS MATTER



Middle School students who reported high levels of developmental relationships with teachers were **8 times more likely to stick with challenging tasks, enjoy working hard, and know it is okay to make mistakes when learning when compared to students with low levels of student-teacher relationships.**

Quoted in the research publication "Relationships First: Creating Connections that Help Young People Thrive". Download: WWW.SEARCH-INSTITUTE.ORG/RELATIONSHIPS-FIRST

Student Incident Scenario

Emma and Laura had an issue outside class and it escalated into a hallway confrontation.

Emma and Laura had been friends since elementary school, having the same classes together and have spent many summers playing together. As they got to Middle School, they started spending less time together due to being on other teams and have starting developing other friend groups. They have never had any issues between each other and still considered each other friends. Two weeks ago, Emma was very upset because she had heard that Laura and her other friends had been talking about her behind her back. She was told that Laura was telling friends that Emma's family was rich and had spent time vacationing in Mexico last summer and that Emma's mom had just bought a new Lexus. Emma said that Laura was even posting all of this on Snapchat and Instagram. Many of the people in their grade were coming up and giving Emma a hard time, saying that Laura was talking about her and saying things that were not true. Laura denies doing any of this, saying that she doesn't even have Social Media because her parents do not like it. Laura says they are friends and she wouldn't talk about Emma. Emma is getting increasingly frustrated and has started saying things on social media about Laura. She has been posting things saying that Laura is just jealous of Emma, Laura doesn't really have any friends, and that Laura's mom is poor because she is lazy and does not work which is why she dresses the way she does. This has upset Laura because she does not understand why people are lying to Emma and why Emma believes the lies instead of her; she thought they were friends. She just wants this to be over and things to go back how they were, but Emma will not talk to her.

One day, at school, coming out of the bathroom, Laura accidentally bumped into Emma and knocked her books out of her hands and onto the floor. Laura was trying to leave the bathroom while Emma was going into it. Everyone in the hall saw this and stopped to watch to see how Emma was going to respond. Emma was embarrassed and annoyed and yelled at Laura to watch where she's going or she's going to have problems. Laura pushed past Emma on her way out of the bathroom in tears to help Emma pick up her books. Emma, still very angry, pushed Laura to the ground and yelled at her to not touch her stuff. With the circle around them larger than before, Laura felt everyone watching and laughing at her. She got back up and pushed Emma back against the locker before attempting to walk away. Emma was not angry and ran after and started hitting Laura from behind. Laura turned around, protecting herself, and punched Emma a few times knocking her down, giving her a bloody nose, and a black and blue eye before being separated by teachers and sent to the office.

Questions to Ponder/Discuss

1. What was Emma feeling throughout the story?
2. What was Laura feeling throughout the story?
3. Who was at fault and why?
4. What should Laura have done differently to avoid the physical altercation?
5. What should Emma have done differently to avoid the physical altercation?
6. How do Emma and Laura restore their friendship?
7. What is one takeaway from this story?

Scenario #1:

What happened?

Two students were joking around and getting rowdy in the classroom on a day when there was a substitute teacher. One student pushed the other student into the regular teacher's desk and knocked over some personal items (picture frame) and school property (lab equipment, STEM equipment). Some of the items were broken and it was a huge mess.

What were you thinking at the time?

Student 1 (Joey):

When I saw that there was a substitute teacher, I knew we could probably have a some fun that day in class and get out of doing work. It's really hard for me to pay attention and get my work done anyway. Nicky gets kind of uptight sometimes, so I decided to make him laugh and relax before his baseball game this weekend. We were yelling jokes back and forth across the classroom. The substitute teacher wasn't really saying anything, so I decided to just go over and sit with Nicky for the rest of class. I was just kidding around when I smacked him, and I thought he was kidding, too. He's bigger than me anyway, so I knew I wouldn't hurt him.

Student 2 (Nicky):

Joey and I have been friends since we were little kids. He's a lot of fun, and everybody likes him. It was pretty cool when we decided to yell back and forth across the classroom and make everyone laugh. But then Joey got out of his seat and smacked the back of my neck. It hurt a little and I didn't want to look weak, so I got up and pushed him away. That's when he slammed me into the teacher's desk.

What do you think about it now?

Joey:

I guess things got out of hand, and I feel pretty bad about it. My mom is pretty stressed out, and I think this might put her over the edge.

Nicky:

I'm still kinda mad because Joey took it too far. And I guess I'm mad at myself for letting it happen. I can't believe I was bleeding in front of everyone and had to go to the nurse's office to get cleaned up. It makes me feel weak, and I didn't want to look weak for my teammates or let them down.

Who was affected (harmed)?

Teacher: Personal items were broken, including a picture frame with a picture of the teacher's father, who had just passed away. Also broken was some STEM equipment that the teacher had purchased with his own money to test out before asking the school to purchase it for all students using the school budget money.

Nicky: During horseplay, Nicky fell on glass from the picture frame and sliced open his arm and leg. Now he can't pitch for the baseball game this weekend or slide while running bases.

Nicky's Baseball Teammates: Because Nicky couldn't pitch for their baseball game, a few people had to switch positions so their backup pitcher could pitch. Their team didn't feel as strong, and they lost the game, which took them out of the playoffs.

Joey's Mother: Per school policy, the families are required to pay for any damage made by students. Joey's father was not in his life and his mother had not worked in awhile. Their family was very short on money because Joey's uncle and his family had moved in with them, but wasn't really contributing much to help with groceries, electricity, etc.

Substitute Teacher: After the horseplay incident, the substitute teacher felt terrible about what had happened and did not feel comfortable substituting in the school again.

Principal, Other Teachers & 8th Grade Students: The school was already short on substitutes and word spread around town about what had happened, resulting in even fewer people wanting to substitute for the school. With so few substitute teachers, the building had to cancel their annual 8th grade trip to the lake because there just wouldn't be enough adults back in the building to cover all the classes.

What needs to happen to repair the harm:

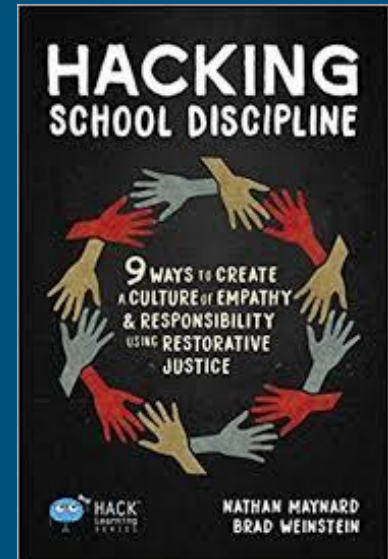
“Hacking School Discipline” Book Study

In 2011-2012 School Year: 49.5 million Students in US Public Schools

Local Example....

- 3.5 Million Students received an ISS
- 3.45 Million Students received an OSS
- 130,000 students were expelled

15% of the Student Population



Burning Bridges Circle Trailer



(Trailer)



Next Steps for Us...

1. Continued Trainings and PD
2. Modeling/Sharing of RJ Practices
3. Connection Surveys to students & staff
4. Expand our committee to entire staff
5. Implement Mindfulness Techniques
6. Create Preventative Groups



Roundtable Chat

1. What are things that your district currently does that is restorative?
2. What is something that your district could easily tweak to become more restorative?
3. How do you get that to happen?
3. What is one thing that YOU can take back to your district tomorrow to become more restorative?