Today’s Slides:
Restorative Conversations

MCOE Pacific Grove MS

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## Learning Expectations

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Respectful</td>
<td>● Listen to others attentively, with our ears, eyes, and hearts</td>
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<td>● Be open to others’ perspectives and ideas</td>
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<td>● Share your questions with the group</td>
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<tr>
<td>Be Responsible</td>
<td>● Take care of your needs (water, food, restroom, etc.)</td>
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<td>● Set phones to quiet mode and take calls outside</td>
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<td>● Follow up and complete assigned tasks</td>
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<td>● Make yourself comfortable</td>
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<td>Be Engaged</td>
<td>● Focus on the why, not just the how</td>
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<td>● Ask what you need to know to understand and contribute</td>
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<td>● Contribute to the team by sharing relevant information and ideas</td>
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<td>● Practice empathy, while assuming positive intent</td>
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</table>
On a 1-9 rubber duck scale, how are things going today?
Four Corners: Poll

Which best describes your ideal vacation?
A. Staycation
B. Beach Bungalow
C. City Exploration
D. Mountain Retreat
Four Corners: Poll

Who would you most want to have dinner with?
A. Historical Figure
B. Academic
C. Athlete
D. Entertainer
Four Corners: Poll

How are familiar are you with using Restorative Practices?
A. I am new to the use of Restorative Practices.
B. I have heard of Restorative Practices but I am unsure of how it works and/or what it is.
C. I know what Restorative Practices are.
D. I know what Restorative Practices are and I can explain it to someone well.

GROUP Activity
Welcome to our session.

Today's Plan

Goals

1. Classroom Community
2. Academic Conversation
3. Social Emotional Competencies

Engage in conversation around fostering classroom community to allow for rigorous academic conversation in a social emotionally safe environment.
Classroom Community

Practices that foster a positive classroom environment
Increase instructional time and systematic supports

- Reduce use of exclusionary & punitive (ineffective) strategies
- Explicitly teach and acknowledge expected behavior
- Focus resources on building skills to help students succeed
- Provide consistent, instructional strategies for behavioral errors
Setting Reasonable, Equitable and Realistic Expectations

We set ourselves up to be consistent in reinforcing expectations.

Are we setting unreasonable expectations?

Are the expectations inequitable?

If we believe expectations are unfair, unteachable or unreasonable, we will not respond consistently.

If we can not dedicate time to explicitly teach an expectation - then it is not an expectation.

Are you sure?
Definition: Behavior Specific Praise Statements

A behavior-specific praise statement is verbal or written feedback that is descriptive, specific, and delivered upon student demonstration of expected behavior.

Strive for a 5:1 ratio (5 positives to 1 negative)

1. Identify student or group
2. Describe and acknowledge the rule/behavior being recognized
3. Link to school-wide expectation(s)
Inform the student of the **specific positive behavior** they were doing, and **rule to which it is tied**.

“Sergio, thank you for **emailing your question after the lesson**. That was a great example of **responsibility**.”
Benefits of Behavior Specific Praise

- Helps adults and students focus on positive social behaviors and actions.
- It is the most powerful behavior change tool teachers have in their repertoire.
- Increases the likelihood students will use the recognized behaviors and skills in the future.
- Decreases inappropriate behavior and therefore, reduces the need for correction.
- Enhances self-esteem and helps build internal locus of control.
Restorative Practices

“When you really listen to another person from their point of view, and reflect back to them that understanding, it's like giving them emotional oxygen”.

Stephen Covey
What is Restorative Practice?

A practice philosophically, not a curriculum or program, rooted in the belief that behavior is best addressed through collectively identifying the harm done by one’s actions and taking steps to repair that harm.

Restorative circles are equally important in proactively building the relationships and skills students need to support one another and collectively address the challenges they face.
Proactive Circles

• May be used on a regular basis
• Uses various elements of ritual to make the process predictable and safe for students
• May use a talking piece
• Questions (responsibility, harm, repairing the harm) may reflect the issues to be discussed but don’t need to guide the process
• Are flexible and can serve various purposes
Proactive Circles
Think back to the video, what is one quote that you connected to? What is the quote?

What does it mean? (Put it in your own words)

Why does that matter? (What is the impact on your practice as an educator?)
Academic Conversation

Academic Conversations are defined as sustained and purposeful conversations usually around a school or academic topic.
Why develop academic language?

Communicate, Collaborate,
Think critically, Solve problems,
Build relationships, Support ideas,
Read and Write Academic Texts

Academic Language
<table>
<thead>
<tr>
<th>Elaborate and Clarify</th>
<th>Support Ideas with Examples</th>
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**Five Core Skills for Academic Conversations**
Providing Support and Structure
On our painting scale, how are we all doing?

**Activity**

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Restorative Practices

“Who questions much, shall learn much, and retain much.”

Francis Bacon
Structure to the Circle

• Circles may use a sequential format.
• One person speaks at a time, and the opportunity to speak moves in one direction around the circle. Each person must wait to speak until his or her turn, and no one may interrupt.
• Optionally, a talking piece—a small object that is easily held and passed from person to person—may be used to facilitate this process.
Structure to the Circle

• Optionally, a talking piece—a small object that is easily held and passed from person to person—may be used to facilitate this process.
Structure to the Circle

- The sequential circle is typically structured around topics or questions raised by the circle facilitator.
- Because it strictly forbids back-and-forth argument, it provides a great deal of decorum.
- The format maximizes the opportunity for the quiet voices, those that are usually inhibited by louder and more assertive people, to speak without interruption. Individuals who want to respond to something that has been said must be patient and wait until it is their turn to speak.
Structure to the Circle

The sequential circle encourages people to listen more and talk less (Costello, Wachtel, & Wachtel, 2010).
Let’s talk

- Ask the person to the left their favorite thing about Fall.
- Which is the most important when reading a story: plot (what happens), characters (who it happens to), setting (where it happens), theme (why it happens)

1. **My favorite part of a story is ______________ because ______________**
2. I disagree with you because...
3. I agree with you because...
4. I would like to add what you said..
5. Could you please explain what you mean so I can understand better?
6. That reminds me of...
7. ____________ (name) What I’m hearing you say is...

What is one thing you are looking forward to this week?
Let’s talk

• Did you have a good week? Yes or no.
• Why is important to revise your writing before you turn it in?

Edit means to correct mistakes. Revise means to change the content

*It is important to revise your writing because __________.*

I disagree with you because...
I agree with you because...
I would like to add what you said..
Could you please explain what you mean so I can understand better?
I think/don’t think _____ is right because...
My idea is similar to _____________ (name) because I think...
That reminds me of...
__________(name) What I’m hearing you say is...
In other words...

What is one thing you are looking forward to this weekend?
Making Connections

Reflect on the following:

How will you utilize these restorative practices in your classroom/school?

How will you develop routines and procedures that create a classroom environment for academic conversation?
SEL Competencies

The five SEL competencies

- Self-awareness
- Self-management
- Responsible decision making
- Social awareness
- Relationship skills

These are vital to the teaching and understanding of social and emotional learning at school.
Restorative Practices

“One person caring about another represents life’s greatest value.”

Jim Rohn
### SEL Benefits:

#### SEL & Hierarchy of Needs
- Self awareness/esteem
- Relationship skills/love & belonging
- Social awareness/safety

#### PBIS Practice
- Five to one ratio (5:1)
- Positive Greetings at the Door
- Discipline flow chart

#### Restorative Practice
- Affective Statements
- Proactive Circles
- Restorative Questions
Restorative Practices and Social and Emotional Learning

Skill development

When students are given opportunities to listen and talk through restorative practices, they learn empathy, consider perspectives other than their own, practice impulse control, and reflect on how their actions affect the people around them.

By using these practices to build community, students learn to interact positively and understand each other’s perspective as they work together toward shared goals and address challenging situations.
Restorative Practices and Social and Emotional Learning

Practice and reinforcement.

Adults and students will have an opportunity to practice skills and build proficiency in SEL. Embedding restorative practice structures into real-world situations presents even greater opportunities for students and adults to practice and model skills for others.

Those who have strong SEL skills—like managing emotions, showing empathy, and recognizing the perspective of others—will have more confidence and willingness to engage in restorative practices therefore increasing the likelihood of positive experiences and results.
Creating a safe environment for open and honest communication fosters the needs of all members of a classroom community (even the grown ups)
Head, Heart, Hands Reflection

After participating in this learning process.....

🧠 What is one thing you are thinking?
❤️ What is one thing you are feeling?
👋 What is one new thing you’re excited about doing or implementing?
To schedule a follow up meeting: https://sccoe.to/BookWithPBIS

On the Road Together

Please contact pbis@sccoe.org for more information or support.
What a day!
One last thing: please share your thoughts.

Please share your thoughts on our evaluation:
https://sccoe.to/SCCOEPBISeval2023
Update attendees in Calendar.

Complete Service Tracker.

Update School Site Coaching Plan by school site.
Increasing Rigor and Sustaining Classroom Community using Restorative Practices
Welcome to our session today's plan

1. Classroom Community
2. Academic Conversation
3. Social Emotional Competencies

Engage in conversation around fostering classroom community to allow for rigorous academic conversation in a social emotionally safe environment.
Refining Practices

Practices that foster a positive classroom environment
Increase instructional time and systematic supports

- Reduce use of exclusionary & punitive (ineffective) strategies
- Explicitly teach and acknowledge expected behavior
- Focus resources on building skills to help students succeed
- Provide consistent, instructional strategies for behavioral errors
Setting Reasonable, Equitable and Realistic Expectations

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3. Link to school-wide expectation(s)
Restorative Practices

“Human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than to them or for them.”

–Ted Wachtel
Restorative Practices

Work with the person to resolve the issue.

Speak with the disruptive student one-on-one, explain the impacts the disruptive behavior, and respectfully ask the student about what is going on.

This keeps communication open and allows the teacher to find out what needs are contributing to the student’s misbehavior.
Key Points When Addressing Behavior

• The responsible and affected parties have a say in what happens after a behavior
• Efforts are made to solve the problem at the local level
• The focus is on fixing situations and repairing the community rather than punishment
• There is an equal level of concern for victims, community, and the responsible party
• The emphasis is on inclusion not exclusion
Reactive Circles
Say-Mean-Matter

- Think back to the video, what is one quote that you connected to? What is the quote?
- What does it mean? (Put it in your own words)
- Why does that matter? (What is the impact on your practice as an educator?)
RESTORATIVE QUESTIONS

When Challenging Behavior

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who has been affected by what you have done? In what way?
5. What do you think needs to happen to make things right?

To Help Those Affected

1. What did you think when you realized what had happened?
2. What impact has this incident had on you and others?
3. What has been the hardest thing for you?
4. What do you think needs to happen to make things right?
● Restorative practice requires we question and not answer.
● As the guiding adults, we work within our learning community to help find the answers.
● We resolve issues as they arrive, not punish.
● We allow for natural consequences for behavior.
Student to Student Interactions

How can restorative practices promote student to student academic conversation?
# Five Core Skills for Academic Conversations

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<td><img src="image3.png" alt="Build on and/or Challenge a Partner’s Idea" /></td>
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<td><img src="image5.png" alt="Synthesize Conversation Points" /></td>
</tr>
</tbody>
</table>
Instructional Design

- Transition from Familiar Example to New Content
- Digestible Examples to Increase Engagement/Participation
- Participant Ownership of the Learning
- Practice Utilizing three Focus Skills
- Scaffolding Support Provided
On our painting scale, how are we all doing?

**Activity**
Academic Conversations

- How can students practice these skills before using them?
- How can you utilize the use of circles in your classroom/school to promote peer to peer interactions?
- How can you develop routines and procedures that create a classroom environment for academic discourse?
Making Connections

Reflect on the following:

- How can you utilize the use of circles in your classroom/school to promote peer to peer interactions?
- How can you develop routines and procedures that create a classroom environment for academic conversations?
Emotional Intelligence

Students Do Better in School When They Can Understand, Manage Emotions
SEL Competencies

The five SEL competencies

- Self-awareness
- Self-management
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These are vital to the teaching and understanding of social and emotional learning at school.
### SEL & Hierarchy of Needs
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### Restorative Practice
- Affective Statements
- Proactive Circles
- Restorative Questions
SEL and Emotional Intelligence

Students with higher emotional intelligence may be better able to manage negative emotions, such as anxiety, boredom and disappointment, that can negatively affect academic performance.

Also, these students may be better able to manage the social world around them, forming better relationships with teachers, peers and family, all of which are important to academic success.
Teaching Emotional IQ in School

How do we respond to students’ emotions? What concerns do you have about teaching these skills?

GROUP Activity
Teaching Emotional IQ in School

How can you incorporate restorative practices to teach and practice emotional intelligence?

GROUP Activity
Three x Three

- Three words of big ideas
  OR
- One three word phrase that is a big idea

Go to www.menti.com and use the code 8328 0137
Restorative Practices

“One person caring about another represents life’s greatest value.”

Jim Rohn
Restorative Practices and Social and Emotional Learning

Skill development

- Students have opportunities to listen and talk
- Students interact positively
Restorative Practices and Social and Emotional Learning

Practice and reinforcement.

● Embedding restorative practice to model skills for others.

● Confidence and willingness to engage in restorative practices increases positive experiences and results.
If...then

Ponder the following ideas and using the “If...then…” sentence frame create hypothesis and predictions with solutions/conclusions...Share your “If/Then with your group

- Both SEL and restorative practices are used to systematically and intentionally build equitable learning environments in schools.
- Support of SEL can and should appear in all aspects of the initially creations of a supportive learning environment. It can often been seen explicit called out in behavior expectations.
- Fostering and nurturing these needs allows for students to feel safe in their learning environment and take the academic risks necessary to new and rigorous learning.
Creating a safe environment for open and honest communication fosters the needs of all members of a classroom community (even the grown ups)
Head, Heart, Hands Reflection

After participating in this learning process.....

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Update attendees in Calendar.

Complete Service Tracker.

Update School Site Coaching Plan by school site.