

Today's Slides:



SCAN ME!

Restorative Conversations

MCOE Pacific Grove MS

August 4, 2023

Stephanie Tague

Coordinator

She/Her/Hers

Input - Strategic - Learner - Woo - Restorative

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Manager, PBIS

She/Her/Hers

Intellecion-Input-Connectedness-Positivity-Learner

Jessica Simpson

Coordinator

She/Her/Hers

Input-Connectedness-Command- Communication-Restorative

Shama Marshall

Coordinator

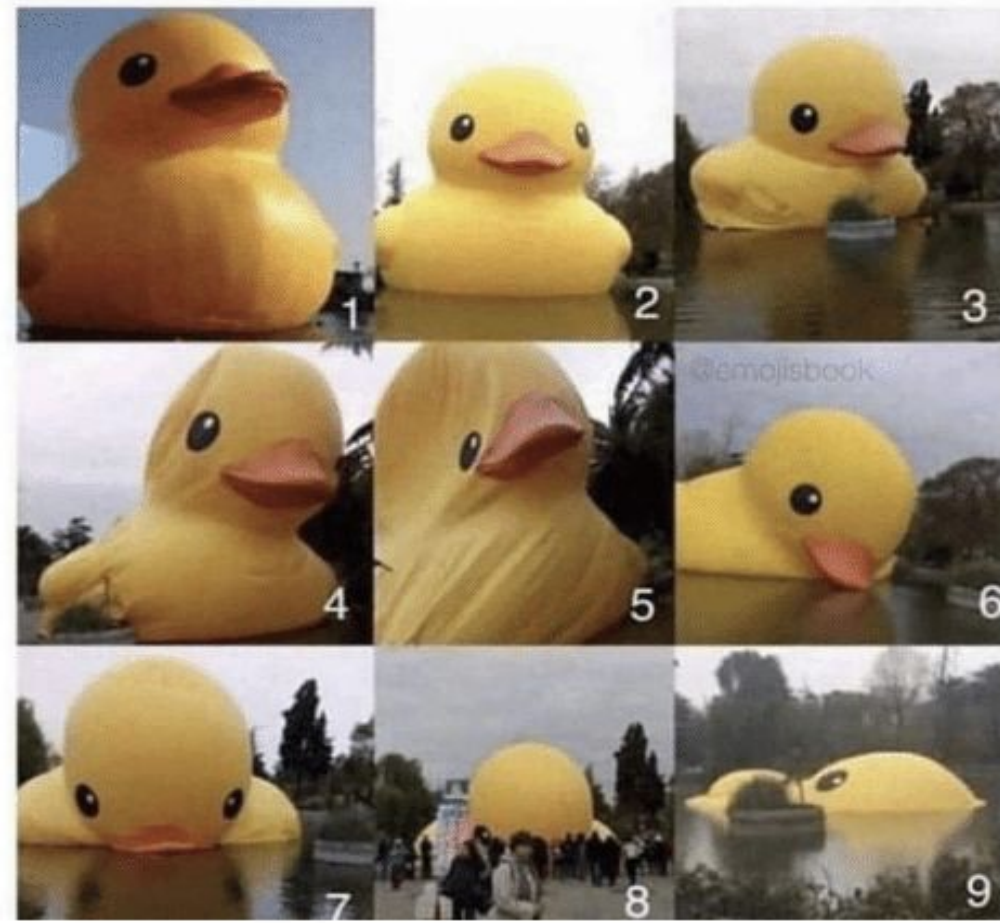
She/Her/Hers

Connectedness- Arranger- Achiever- Learner- Includer

Learning Expectations

Expectation	Behavior
Be Respectful	<ul style="list-style-type: none">● Listen to others attentively, with our ears, eyes, and hearts● Be open to others' perspectives and ideas● Share your questions with the group
Be Responsible	<ul style="list-style-type: none">● Take care of your needs (water, food, restroom, etc.)● Set phones to quiet mode and take calls outside● Follow up and complete assigned tasks● Make yourself comfortable
Be Engaged	<ul style="list-style-type: none">● Focus on the why, not just the how● Ask what you need to know to understand and contribute● Contribute to the team by sharing relevant information and ideas during discussions and activities● Practice empathy, while assuming positive intent

On a 1-9 rubber duck scale, how are things going today?



**MOOD
CHECK**

5:00

Four Corners: Poll

Which best describes your ideal vacation?

- A. Staycation
- B. Beach Bungalow
- C. City Exploration
- D. Mountain Retreat

GROUP *Activity*

5:00

Four Corners: Poll

Who would you most want to have dinner with?

- A. Historical Figure
- B. Academic
- C. Athlete
- D. Entertainer

GROUP *Activity*

Four Corners: Poll

5:00

How 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

today's date
FRIDAY, AUGUST 4

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.

goals

Classroom Community

Practices that foster a positive classroom environment

EVERY OPPORTUNITY





Practices that **INTENTIONALLY** build classroom community...

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.”

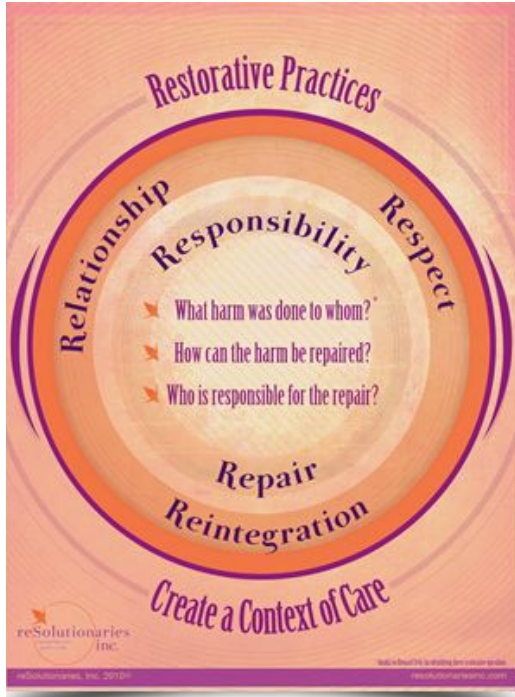
Benefits of Behavior Specific Praise

- 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



A graphic in the top left corner featuring a colorful, abstract background with the text "8:00" in a bold, white, sans-serif font.

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?)



Academic Conversation

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

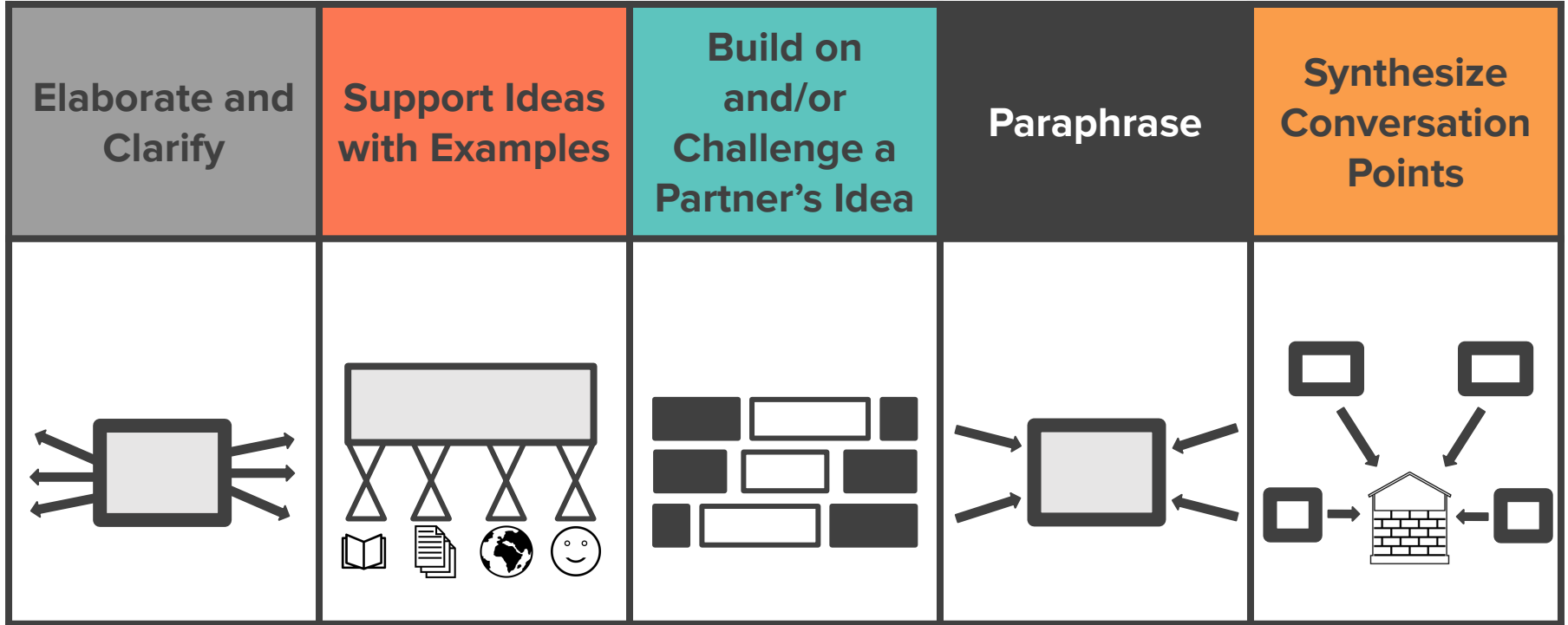
Why develop academic language?

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








Academic Language

Five Core Skills for Academic Conversations



Providing Support and Structure

Academic Conversation Placemat with Prompts

Conversation Skills	Prompting	Responding	Conversation Skills	Prompting	Responding
Elaborate and Clarify 	Can you elaborate on ...? What do you mean by ...? Can you tell me more about ...? What makes you think that? Can you clarify the part about ...? Can you be more specific? How so? How/Why is that important? I'd love to hear more about ... How does that connect to ...? I wonder if ... How so? Can you unpack that for me? I am a little confused about the part ...	I think it means that ... In other words ... I believe that ... An analogy for this might be ... It is important because ... It's similar to when ...	Support Ideas with Examples (from this text, other texts, the world, and life) 	Can you give an example from the text? Can you show me where it says that? What are some examples from other texts? What is a real-world example? What is an example from your life? Are there any cases of that? What is the evidence for that ...? Like what? Why do you say that? How do you justify that? What does that look like? Such as? What would illustrate that? Why is that a good example?	For example ... In the text is said that ... One case showed that ... An example from my life is ... For instance, ... According to ... An illustration of this could be ... On one occasion ... In this situation ... To demonstrate, ... In fact, ... Indeed, such as ... Have you ever ...?
Paraphrase 	I'm not sure that was clear ... I can't remember all that I said. How can we relate what I said to the topic/question? What do we know so far? What is your take on what I said I don't know. Did that make sense? What are you hearing	So, you are saying that ... Let me see if I understand you ... Am I right in hearing you say that ...? In a nutshell, you are arguing that ... In other words... What I am hearing is ... Essentially you think that It sounds like you are saying that ...	Build On and/or Challenge a Partner's Idea 	What do you think about the idea that ...? Can you add to this idea ...? Do you agree? What might be other points of view? What are other ideas? How does that connect to the idea ...? I am not sure if this is relevant, but ... How can we bring this back to the question of ...?	I would add that ... I want to expand on you point about ... I want to follow up on your idea ... (To challenge) Then again, I think that ... Another way to look at this could be ... Yet I wonder also if ... If _____, then _____ What struck me about what you said it ...
Synthesize Conversation Points 	What have we discussed so far? How should we synthesize what we talked about? How can we bring this all together? What can we agree upon? What main points can we share? What was our original question? What key idea can we take away?	We can say that ... The main theme/point seems to be ... As a result of this conversation, we think that we should ... How does this sound ...? What if we ...? The evidence seems to suggest that ...			

Key question,
main idea,
theme, topic

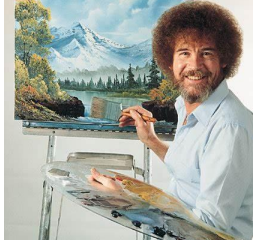
Academic Conversations: Classroom Talk That Fosters Critical Thinking and Content Understandings by Jeff Zwiers and Marie Crawford. Copyright 2011. Stenhouse Publishers.



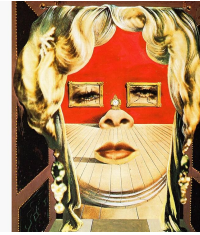
On our painting scale, how are we all doing?

Activity

1



2



3



4



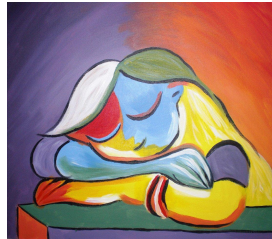
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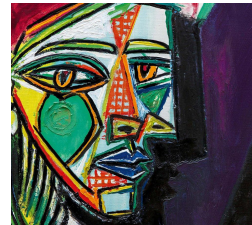
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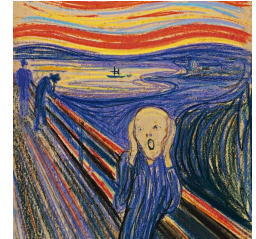
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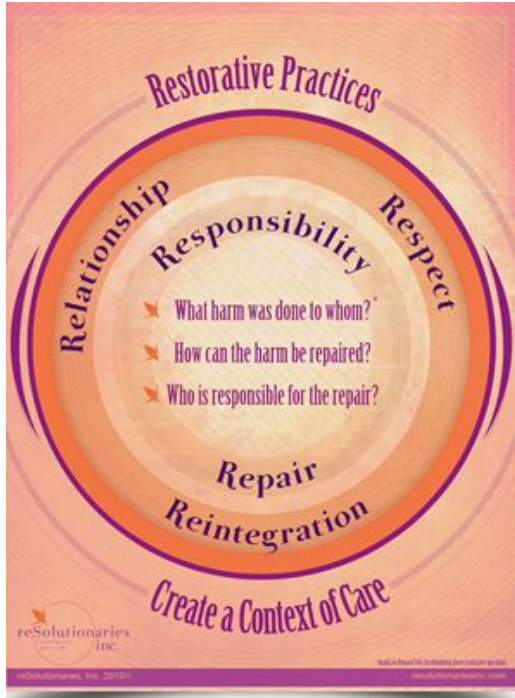
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Restorative Practices

“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



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Structure to the Circle

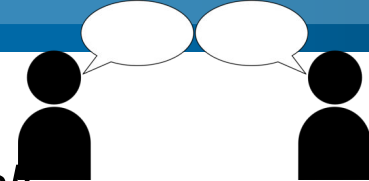
- The sequential circle is typically structured around topics or questions raised by the circle facilitator.
- Because it strictly forbids back-and-forth argument, it provides a great deal of decorum.
- The format maximizes the opportunity for the quiet voices, those that are usually inhibited by louder 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..

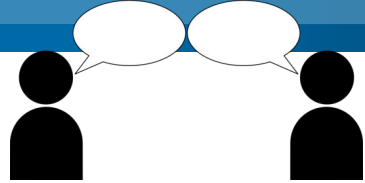
5. Could you please explain what you mean so I can understand better ?

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

GROUP *Activity*



6:00

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

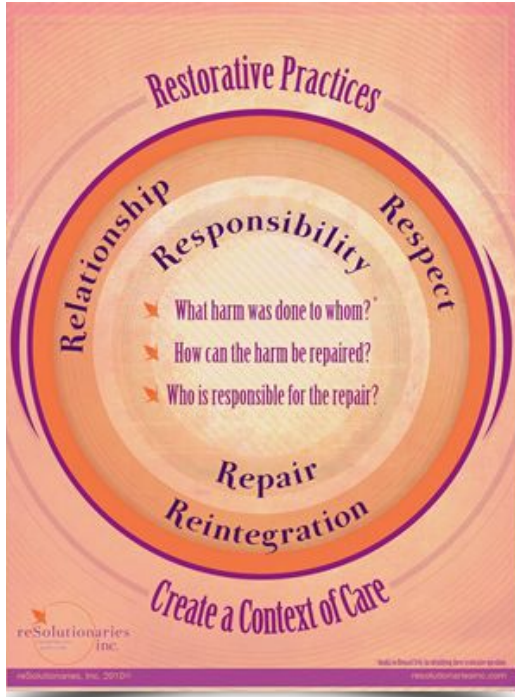
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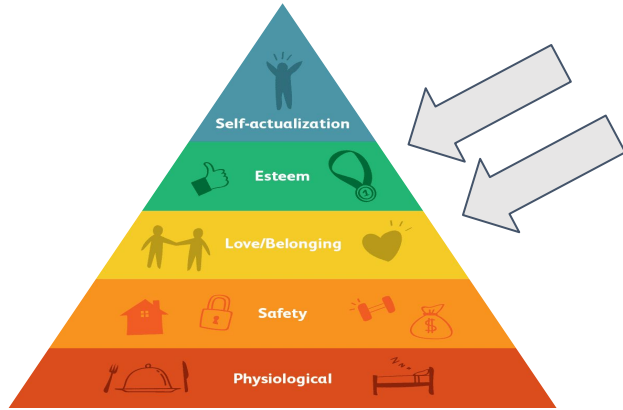


Restorative Practices

“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.

Last Word



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?



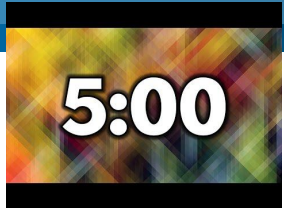


To schedule a follow up meeting:
<https://sccoe.to/BookWithPBIS>

On the Road Together



Please contact
pbis@sccoe.org for
more information or
support.



What a day!
One last thing:
please share your
thoughts.

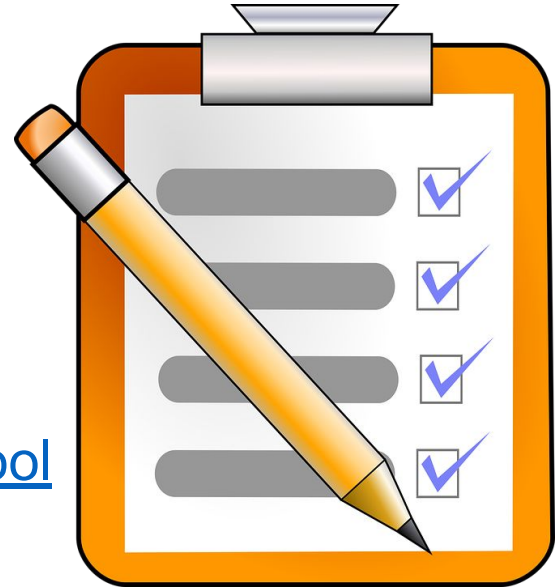
Please share your thoughts on our evaluation:

<https://sccoe.to/SCCOEPBISeval2023>



TRAINER TO-DO LIST

- 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

today's date
FRIDAY, AUGUST 4

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.

goals

Refining Practices

Practices that foster a positive classroom environment

EVERY OPPORTUNITY



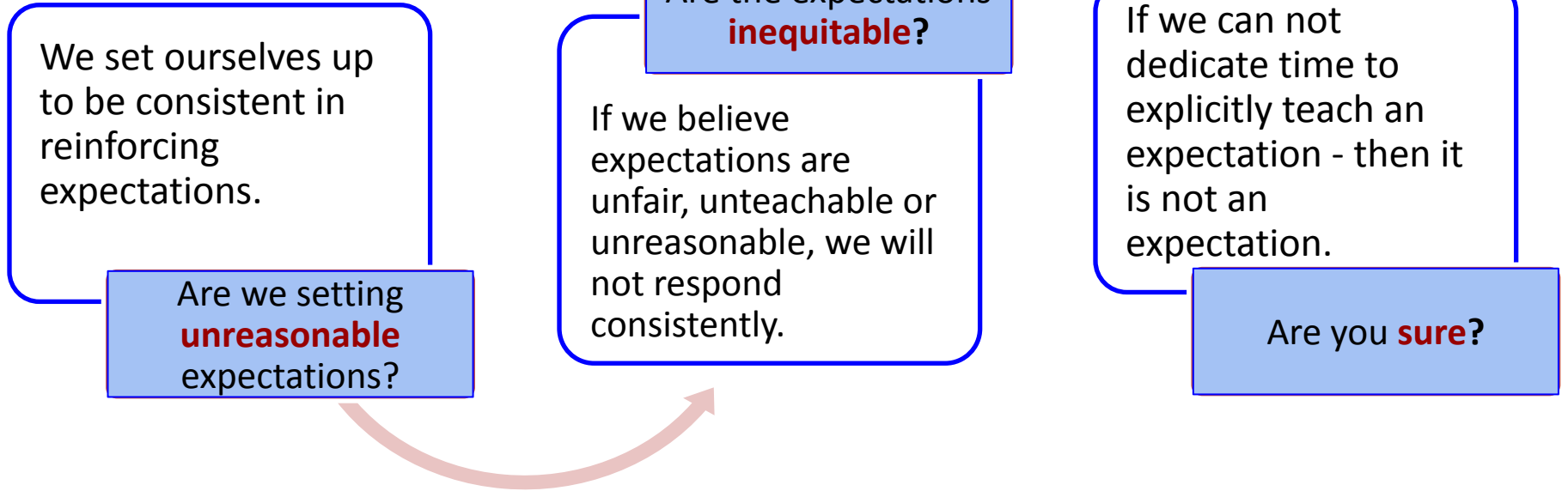


Practices that **INTENTIONALLY** build classroom community...

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



Definition:

Behavior Specific Praise Statements

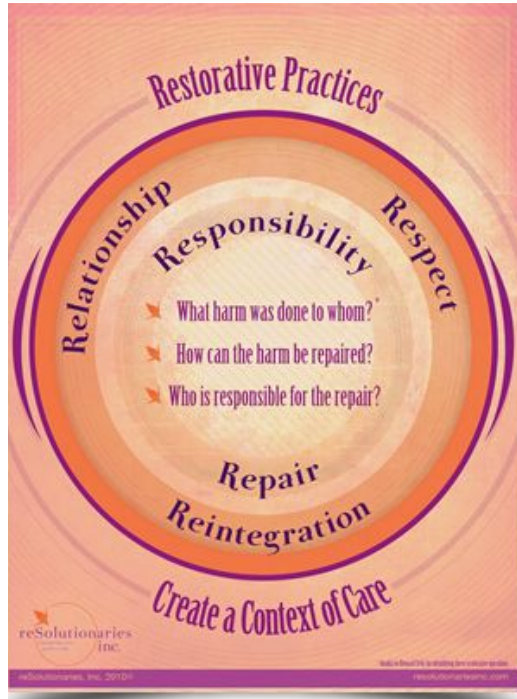
A behavior-specific praise statement is verbal or written feedback that is ***descriptive, specific,*** and delivered ***upon student demonstration of expected behavior.***

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(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)

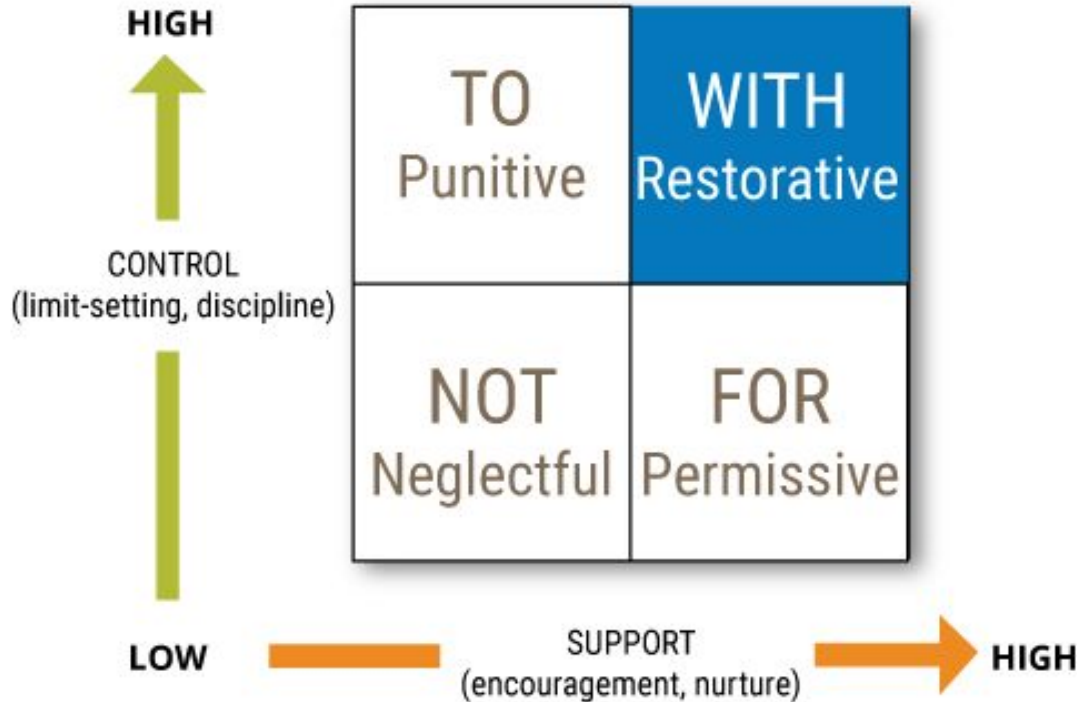
Restorative Practices



“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



Adapted by Paul McCold and Ted Wachtel

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?

1. What is the problem?



2. What are the effects of the problem?

(On the students involved and the community as a whole)



4. What can I/We do to move from this being a problem to that more ideal place where harmony returns?



3. What is it like when the problem does not exist?



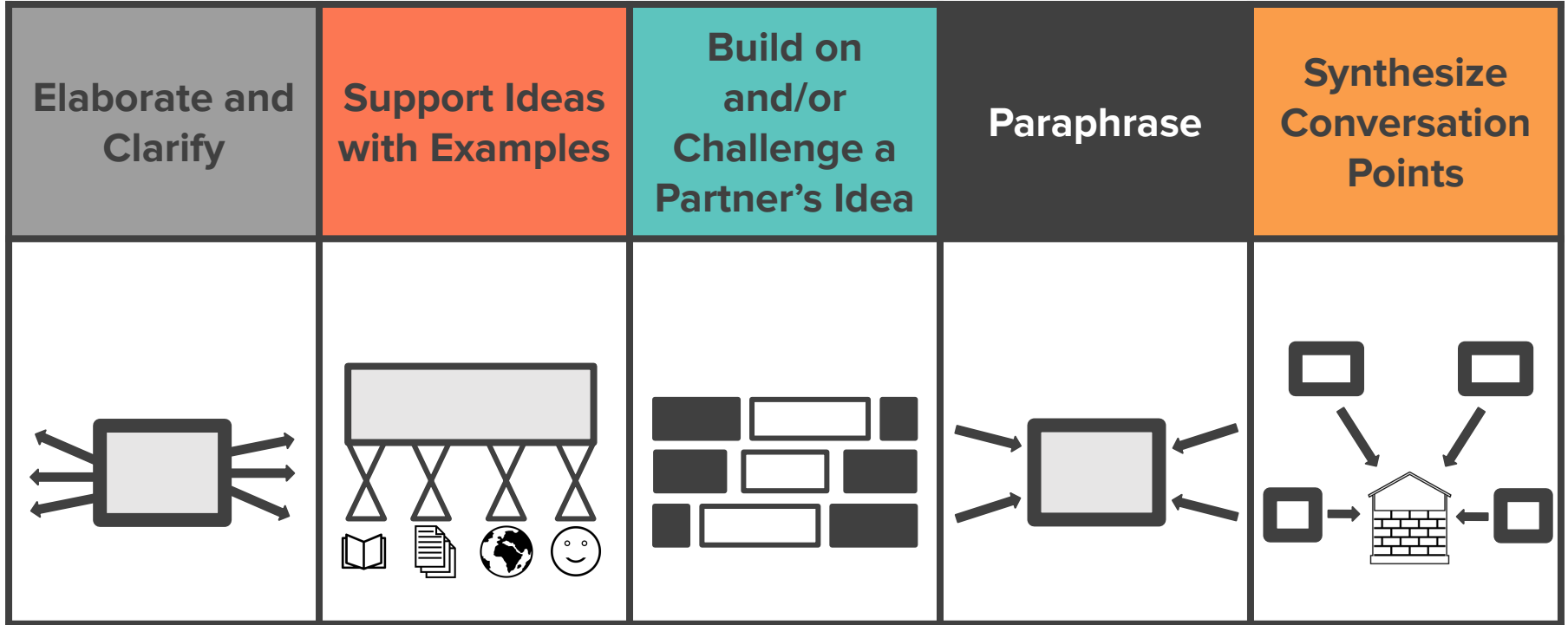
- Restorative practice requires we **question** and not answer.
- As the **guiding adults**, we work within our learning community to help find the answers.
- We **resolve** issues as they arrive, not **punish**.
- We allow for **natural consequences** for behavior



Student to Student Interactions

How can restorative practices promote student to student academic conversation?

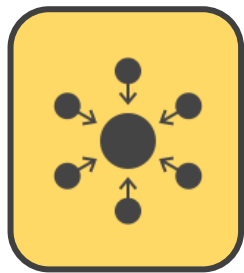
Five Core Skills for Academic Conversations



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

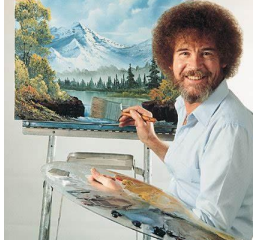


Scaffolding
Support
Provided

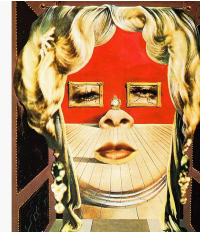
On our painting scale, how are we all doing?

Activity

1



2



3



4



5



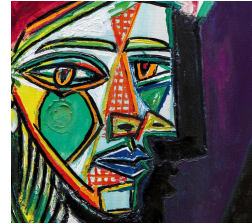
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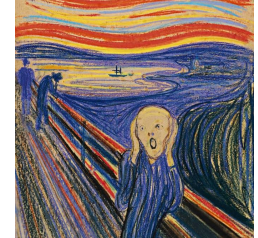
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8



9



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

8:00



GROUP Activity

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

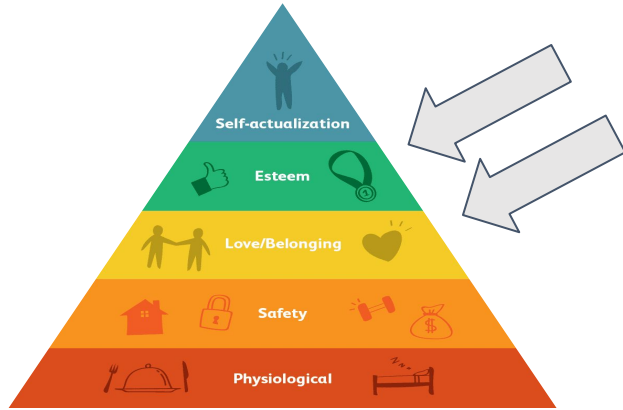
SEL Competencies

The five SEL competencies

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

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





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

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

6:00



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

GROUP *Activity*

Teaching Emotional IQ in School

6:00



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

GROUP *Activity*

Three x Three

- Three words of big ideas

OR

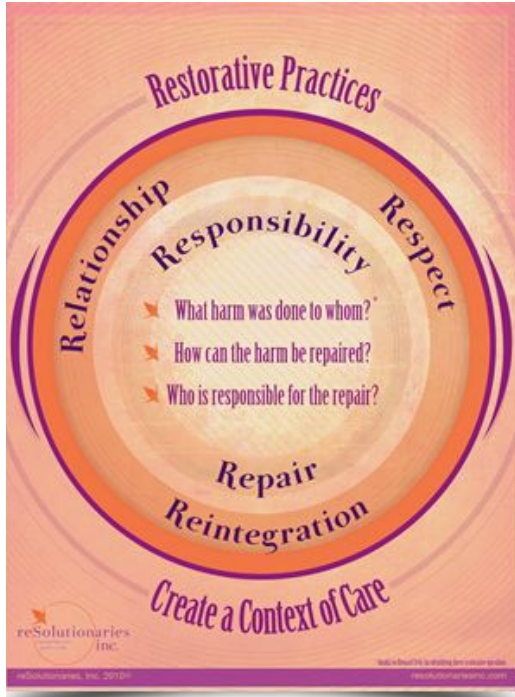
- One three word phrase that is a big idea

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

- Student 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

GROUP Activity

A square graphic with a colorful, abstract, pixelated background. The text "8:00" is centered in a white, bold, sans-serif font.

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.

Last Word



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?





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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>



TRAINER TO-DO LIST

- Update attendees in [Calendar](#).
- Complete [Service Tracker](#).
- Update School Site Coaching Plan by [school site](#).

