

RESTORATIVE DISCIPLINE: CONNECT AND THEN REDIRECT- GOOD FROM BAD

Mindy Guthrie

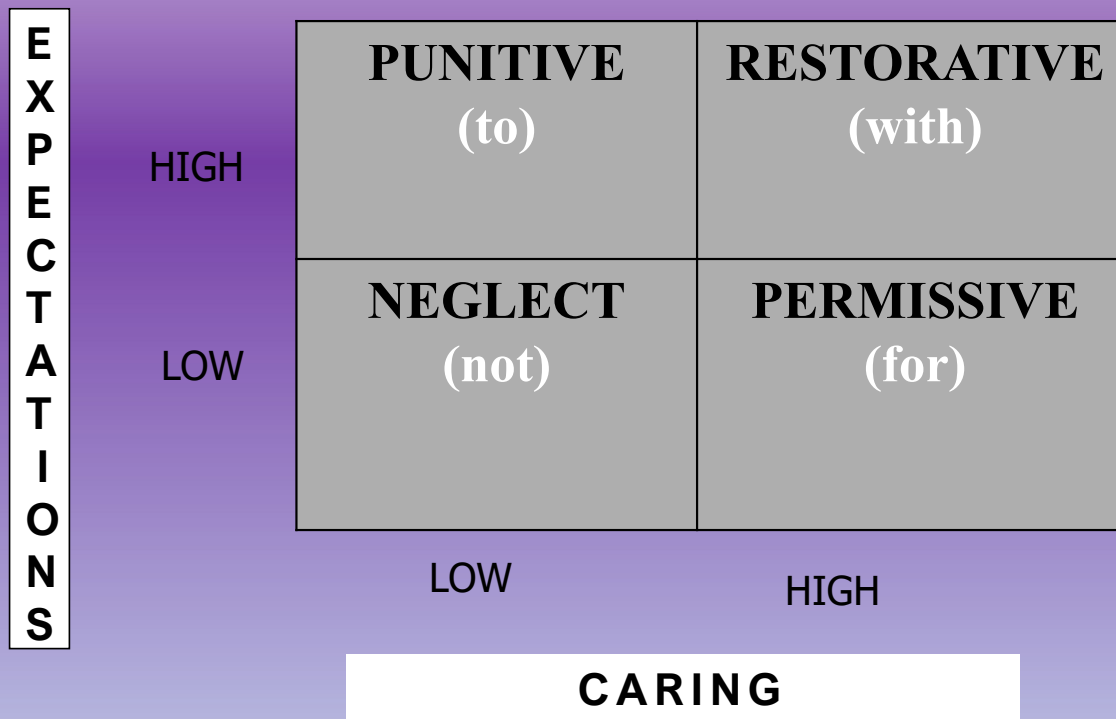
Reclaiming Youth Conference

U-LEAD

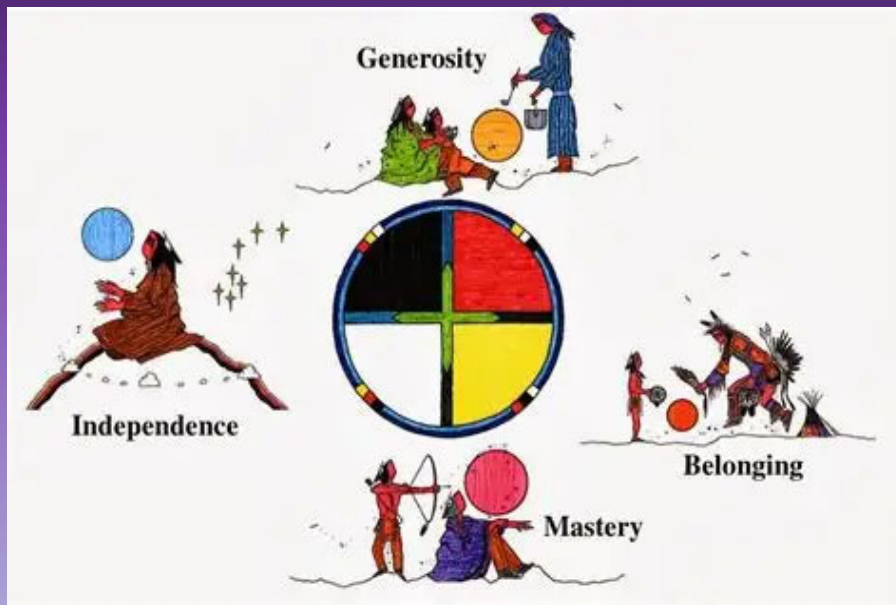
Foundational Beliefs/Bias

- “No amount of good is ever wasted.”
- All kids are worth it: Empowering youth matters.
- Obstacles can be overcome.
- Circle of Courage (Brendtro and Brokenleg) theory (Belonging, Mastery, Independence and Generosity) helps us understand people.
- Restorative philosophy is necessary.

Social Control Theory by Zehr



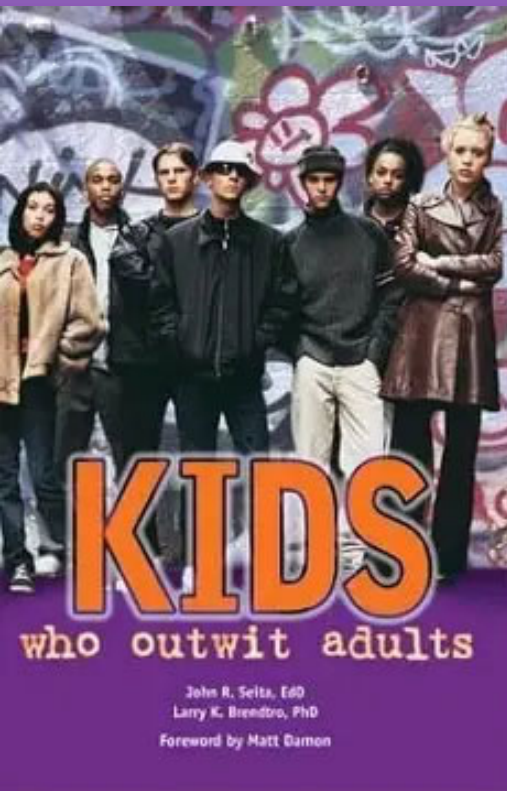
Circle of Courage and Restorative Practices



Restorative Practices:

- Encourages strong relationships **(belonging)**
- Encourage students to take responsibility for their wrongdoing **(independence)**
- Encourages students to make up for their mistakes by working with others **(generosity)**
- Encourages students to be themselves **(mastery)**

KIDS WHO OUTWIT ADULTS: Larry Brendtro and John Sietta



“By default, schools that aren’t creating positive climates are in the business of negative youth development. Bluntly, they are making delinquents.”

-Kids who Outwit Adults (p. 17)

The 10 d's of DEVIANCE...



Specialty	Diagnosis	Reaction
Parenting	Disobedient	Scold, punish, isolate
Education	Disruptive	Reprimand, suspend, expel
Special education	Disabled	Label, remediate, segregate
Social work	Dysfunctional	Intake, case-manage, discharge
Corrections	Delinquent	Adjudicate, punish, incarcerate
Behaviorism	Disordered	Assess, conditioning, time out
Medicine	Diseased	Diagnose, drug, hospitalize
Psychopathology	Disturbed	Test, treat, restrain
Sociology	Deprived	Study, patronize, resocialize
Folk religion	Demonic	Chastise, exorcize, banish

Common teacher/staff responses when faced with behavior issues at school:

That's is outrageous. You cannot speak to me like that. That is unacceptable.

You can't get away with this behavior of your's.

If you do this, You will miss recess/lunch or I will call home.

You need to go to the principal's office.

Possible student responses:

- This is unfair
- You don't care or I don't care
- You don't understand me
- You never listen
- You hate me or I hate you.



RESTORE

~~Independence~~
feels powerless,
rebels, bullies



~~Generosity~~
feels purposeless,
misuses others

~~Belonging~~
feels shame,
hates others

~~Mastery~~
feels frustration,
Fights staff

Reclaiming Youth At- risk: Futures of Promise

The lies they/we believe !?

I am not
important

I am not
loved/lovable

I am not
supported

I'm not good
enough

I don't matter

There is
something
wrong with me

I don't belong

I'm bad-I
deserve to be
punished, I'm
guilty

I am unworthy

WHAT IS IT YOU WANT FROM ME?



*GOOD
FROM
BAD*

Helping Students:

- Redefine**
- Reestablish**
- Rediscover**
- Reengage**





SOCIAL EMOTIONAL LEARNING (SEL)

Fostering resiliency with restorative practice while developing a strong culture of connection, care, and belonging ensuring BGMS is inclusive, safe, and accepting for all students.

Schools are full of conflicts. How we handle the conflicts matter!!!

Conflict can be:

- **Minimised**
- **Maximised**
- **Transformed**



RAPTOR REPAIR



Can We Get Restorative? (Good from Bad)

Name: _____

Date: _____

LET'S FIX IT!



- | | |
|---|------------------------------|
| F | Find out the problem |
| I | Identify the hurt/ harm |
| X | Examine your own actions |
| I | Invite and involve others |
| T | Tomorrow/Later looks like... |

PART 1: Find out the Problem

STEP 1: From the list below, please check the applicable box and then circle or highlight what happened.

Negative Interactions with Peers	<input type="checkbox"/> Verbal conflict (put-downs, name-calling, rumors/ gossiping, threats) <input type="checkbox"/> Digital conflict (posts/texts/group-chats, harassment, threats, intimidation) <input type="checkbox"/> Physical conflict (pushing/shoving, punching, kicking, other)
Negative Interactions with Staff	<input type="checkbox"/> Class disruption (off-task, distracting others) <input type="checkbox"/> Disrespect (not following directions, not following rules) <input type="checkbox"/> Dishonesty (lying, cheating, not following through) <input type="checkbox"/> Verbal <u>conflict</u> (put downs, swearing-at, threats) <input type="checkbox"/> Physical <u>conflict</u> (pushing/shoving, punching, kicking, other)
Other	<input type="checkbox"/> vandalism, destruction of school property, theft <input type="checkbox"/> vaping, drug use, weapons (bear spray, knives, <u>etc</u>)

STEP 2: What's your side of the story? Please give some details:

Identify the Harm: How were you affected then?

STEP 1: Circle or highlight ALL the descriptors that were true

STEP 2: Explain your choices

How were you affected when it was happening?

Emotionally	mad-frustrated-annoyed-offended-harassed- embarrassed- disrespected- belittled- alone- excluded-rejected-withdrawn- sad- discouraged- hurt- afraid-worried-confused-threatened-helpless-anxious-out of control- overwhelmed-scared-curious-other
Mentally	negative thoughts- blaming- labelling- jumping to conclusions- catastrophizing- personalizing- mind-reading-justifying- stressed
Physically	injured- sick- tired- hungry- trapped- survival brain (fight/flight/freeze)
Socially	conflict with peers- friendships damaged- called out in front of others can't be in class- left out- in trouble at home- broken trust

Please give some details:

How is this affecting you now?

Emotionally	mad-frustrated-annoyed-offended-harassed- embarrassed- disrespected belittled- alone- excluded-rejected-withdrawn- sad- discouraged- hurt- afraid-worried-confused-threatened-helpless-anxious-out of control overwhelmed- scared-curious, guilty
Mentally	negative thoughts- blaming- labelling- jumping to conclusions- catastrophizing- personalizing- mind-reading-justifying- stressed
Physically	injured- sick- tired- hungry- trapped- survival brain (fight/flight/freeze)
Socially	friendships damaged- called out in front of others can't be in class- left out- separated from peers- in trouble at home conflict with peers- broken trust-someone wants revenge

Please give some details:



Name: _____

Date: _____

Part 2: Identify the Harm: How do you think others were affected?

STEP 1: Circle or highlight ALL the descriptors that are/could be accurate

STEP 2: Explain your choices

Person #1 - _____

Emotionally	mad-frustrated-annoyed-offended-harassed- embarrassed- disrespected-guilty- belittled- alone- excluded-rejected-withdrawn- sad- discouraged- hurt- afraid-worried-confused-threatened-helpless- anxious-out of control- scared-curious-concerned
Mentally	negative thoughts- blaming- labelling- jumping to conclusions- worrying, catastrophizing- personalizing- mind-reading
Physically	injured- sick- tired- hungry- trapped - survival brain (fight/flight/freeze)
Socially	friendships damaged- called out in-front of others- bad reputation- can't be in class- left out- separated from peers- in trouble at home- broken trust- conflict with peers- someone wants revenge

Please give some details:



Name: _____

Date: _____

Part 3: Examine your own Actions

What was your part? What can you take responsibility for?

Invite and Involve Who needs to be involved in the conflict resolution/s?

What does Tomorrow (or later) Look Like?

1. Which Raptor Traits (Kindness, Responsibility, Integrity, Respect, Empathy) will help things get better?

b. How could it/they help?

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2.a. What changes can be made now? In the future? What do you need?

b. What do you think they need/

]



True story

Thank **you** Konnor.



RAPTOR RESTORATIVE RESET

In-School Suspension

Can We Get Restorative? (Good from Bad)

Name: _____

Date: _____

What? A supervised time where the student is separate from their peers with a focus on positive change that is required for student success and ensures a safe (emotional and physical) school protecting a positive classroom environment.

Why? To learn from our mistakes so they are less likely to happen again and to ensure supervision coupled with positive decision making. We also want to avoid disruptions for self and others.

How? We want to get to the heart of the matter: CPR is required (Cooperation, Participation, Respect) through participation in Individual Work, Pertinent Curriculum, & Classroom Work

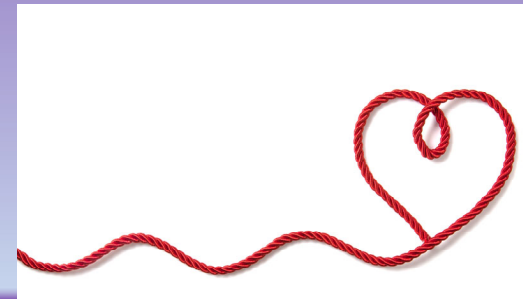
Who? Student, Admin, ASW, YCW, Clinician, Counsellor, Resource Teacher, Classroom Teacher(s)

Where? Admin Office, Medical Room, Resource Room

<p>When? 9:00am – 2:00pm (start and end day in the office)</p>

The Heart of the Matter

- Students are taught that the most important part of being a successful student is their heart.
- If your heart isn't in it, then you can't be successful.
- Students are taught that CPR is what helps a heart that isn't working properly physically and are told that it is also key to school success.
- C.P.R. (cooperation, participation and respect) .The students are evaluated daily.



When? 9:00am – 2:00pm (start and end day in the office)

9:00 – 9:20	Introduction of Restorative Reset
9:20 – 10:40	
10:40 - 10:55	Supervised Break
10:55 – 12:30	
12:30 – 1:00	Supervised Lunch
1:00 – 1:40	Good From Bad – Conflict Resolution and Success Plan Development (if required)
1:40 – 2:00	Debrief and Self-Assessment

Possible Interventions:

- ☐ Raptor Repair - Independently completed and then reviewed with staff
- ☐ 'If you Choose to Refuse, You Lose'
- ☐ A Mess Leads to Stress – Binder/Locker Organization
- ☐ Classroom Curriculum
- ☐ Adult Check-in/Support
- ☐ Anger Mountain

- ☐ Decision Making
- ☐ Human Power Tools
- ☐ Having an End in Mind
- ☐ Success Plan Creation/Review
- ☐ Cross the Line
- ☐ Apology Letter
- ☐ Other: _____
- ☐ Other: _____

Restorative Reset Assessment

Please assess yourself today ensuring you are honest and reflective.
Each category will be out of 5. Here is a guide for each score:

- 5: Excellent (almost perfect and above and beyond)
- 4: Very good (More went right then wrong in that category)
- 3: Okay (some good, some bad)
- 2: Not good (mainly disengaged)
- 1: Bad (disruptive and did not follow instructions)

Cooperation: / 5
Participation: / 5
Respect: /5

One thing I did today that I was proud of :

An important lesson I learned today or was reminded of was:

Trust is a Top Priority

All students, but especially those at-risk, need to know that we can be trusted. That trust can be gained by:

- Having compassion
- Building partnerships so that they are part of the process of healing
- Setting goals with them
- Restore instead of punish
- Foster resilience
- Be encouraging
- Show integrity
- Help them discover coping strategies
- Be present
- Recognize and acknowledge positive changes
- Listen
- Show interest
- Be consistent

Tips/Ideas of Where to go From Here

- ★ Look past the behaviour and find the inside child. Beneath every behaviour is a feeling.
- ★ “Give them what they need, not what they expect”. (Thomas, P, 2017)
- ★ “Get curious instead of furious”. (Guthrie, M, 2023)
- ★ Stop! Think! Respond! (Instead of react)
- ★ “Have grace and compassion”. (Jones, S, 2023)
- ★ “When we know better, we do better”. (Jones, S, 2023)
- ★ “We are in the business to help and heal, not harm”. (Jones, S, 2023)

The truth that sets them/you free!

I am important

I am
loved/lovable

I am supported

I'm good enough

I matter

There is
something right
with me

I belong

I'm good-I deserve
to be encouraged,
I'm not guilty

I am worthy



KinnerRawCut
Movie Clips

Help each other, help one more.