



# Restorative Practices in Action for Alternative Educators

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- Restorative Practices trainer



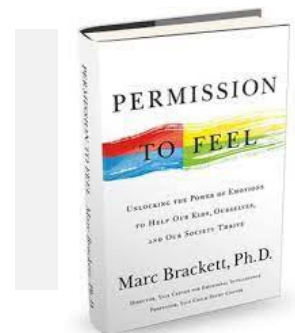
# Check In

Enraged	Panicked	Stressed	Jittery	Shocked	Surprised	Upbeat	Festive	Exhilarated	Ecstatic
Livid	Furious	Frustrated	Tense	Stunned	Hyper	Cheerful	Motivated	Inspired	Elated
Fuming	Frightened	Angry	Nervous	Restless	Energized	Lively	Excited	Optimistic	Enthusiastic
Anxious	Apprehensive	Worried	Irritated	Annoyed	Pleased	Focused	Happy	Proud	Thrilled
Repulsed	Troubled	Concerned	Uneasy	Peeved	Pleasant	Joyful	Hopeful	Playful	Blissful
Disgusted	Glum	Disappointed	Down	Apathetic	At Ease	Easygoing	Content	Loving	Fulfilled
Pessimistic	Morose	Discouraged	Sad	Bored	Calm	Secure	Satisfied	Grateful	Touched
Alienated	Miserable	Lonely	Disheartened	Tired	Relaxed	Chill	Restful	Blessed	Balanced
Despondent	Depressed	Sullen	Exhausted	Fatigued	Mellow	Thoughtful	Peaceful	Comfortable	Carefree
Despairing	Hopeless	Desolate	Spent	Drained	Sleepy	Complacent	Tranquil	Cozy	Serene

LOW PLEASANTNESS ← → HIGH PLEASANTNESS

← → HIGH ENERGY

← → LOW ENERGY



# Community

- Maximize positive affect
- Minimize negative affect
- Allow the exchange/free flow of emotion
  - *We do these three as much as possible!*

*(Nathanson, 1995)*

- We know who we are
- We know how each other is doing



# A Vision of Who We Serve



## Who do you serve?

- How old are they?
- What developmental stage are they in?
- Where do they come from?
- What do they bring into your space every day?

## How do you think of them?

- What are your assumptions?
- Is your program made to create safety and promote growth?
- Is it made to punish and control?



## FUNDAMENTAL HYPOTHESIS

The fundamental hypothesis of restorative practices is that 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.

## AIM OF RESTORATIVE PRACTICES

To develop community and to manage conflict and tensions by repairing harm and restoring relationships.

# 80/20 Rule

- You can't repair harm in a place or with a person where a relationship doesn't exist!
- You cannot restore something when you don't know how it was broken (or what happened?) in the first place.





# A Lovingkindness Meditation



O  
B E I N G

- <https://onbeing.org/blog/sylvia-boorstein-a-lovingkindness-meditation/>



# Think of a Person...



## Think of someone who has made a profound impact on your life...

- *It could be a teacher...a caregiver...someone who has impacted you more than anyone else in your life...*
- *They could be living or gone.*
- **Write down that person's name.**
- Describe the person.
- **Pick one word to describe that person.**



# Think of a Person...



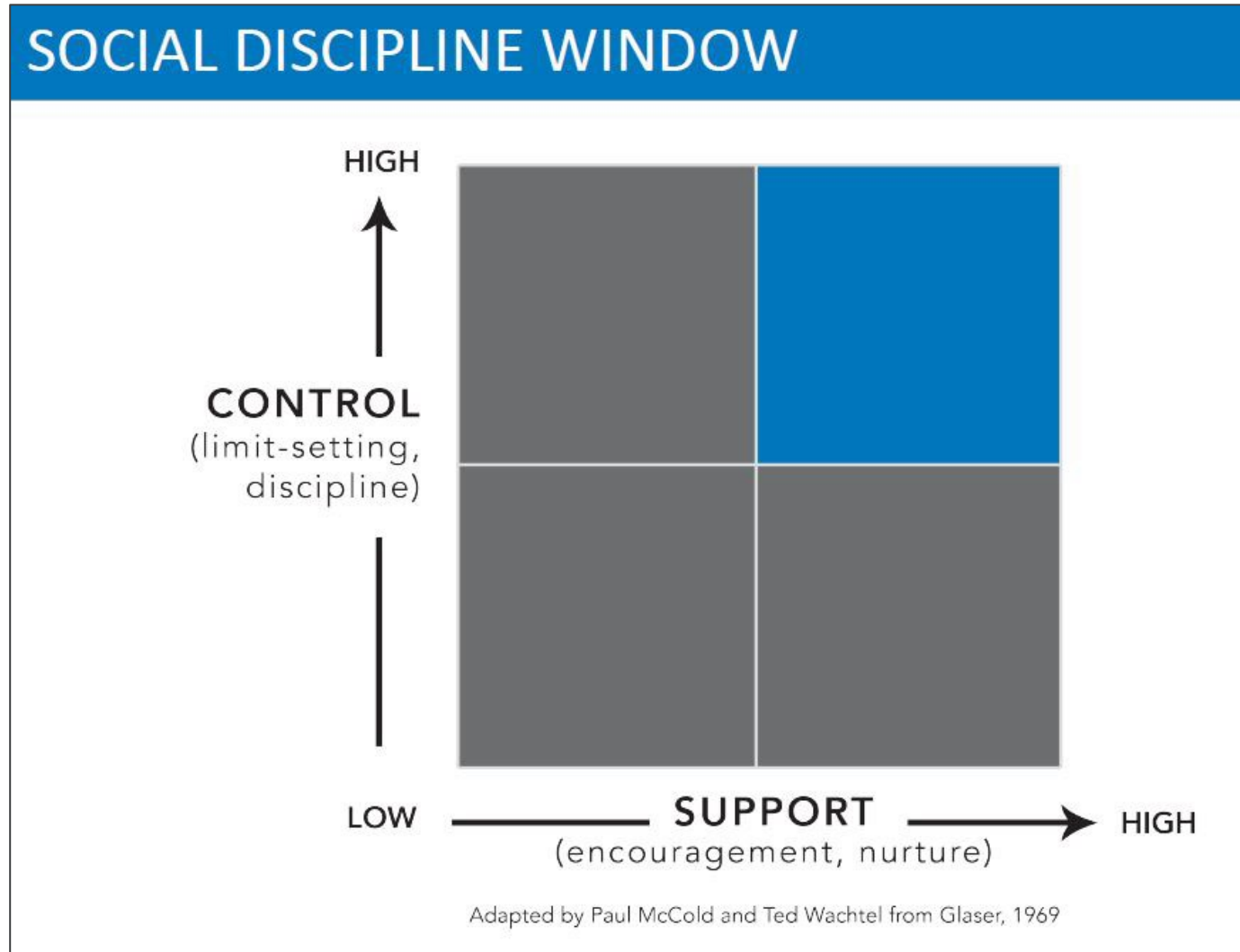
Think of a time that you let that person down or failed to live up to their expectations...

- *Tell the story.*
- ***Use one word to describe how that person treated you in the aftermath of that situation...***



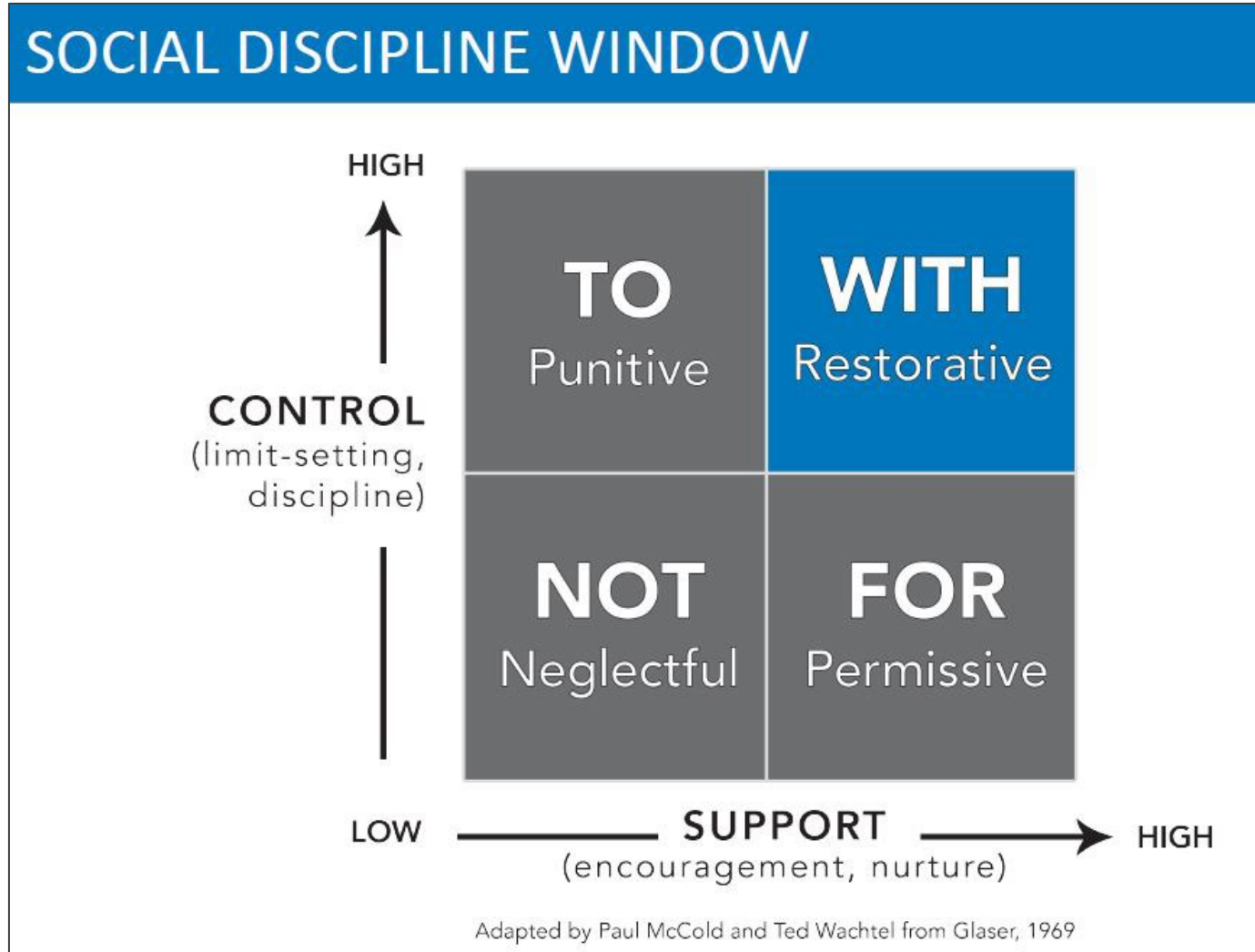


# Social Discipline Window





# Social Discipline Window





# Activity

## SOCIAL DISCIPLINE WINDOW ACTIVITY

In small groups of 3 or 4:

- Talk about a time when someone in a position of authority treated you restoratively.
- What was that experience like for you?
- What was it specifically that made it restorative?
- What can YOU do to be more purposeful in your practice?





# Activity

## PRACTITIONER STYLES ACTIVITY

In your groups, identify the behaviors you would likely observe if a practitioner's style was predominantly:

- Punitive
- Permissive
- Neglectful
- Restorative

**TO - Group 2**

**FOR - Group 4**

**NOT - Group 3**

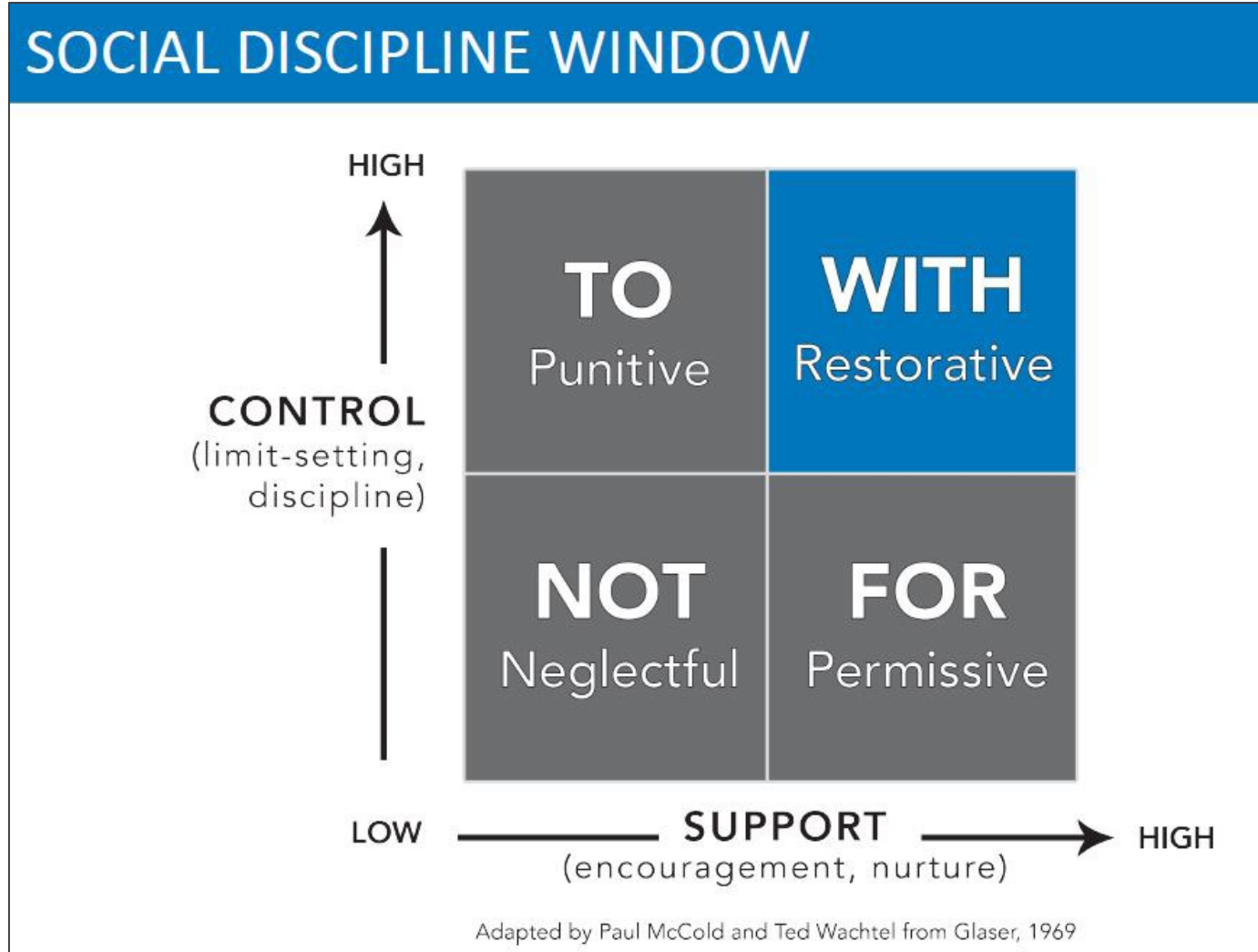
**WITH - Group 1**

What learning outcomes would each style deliver?





# Social Discipline Window





# Punitive Practitioner Style

## PUNITIVE PRACTITIONER STYLE

### Observed Behavior:

- Often uses a tone of voice that blames or accuses
- Lack of support in directions
- Notices inappropriate behavior more than appropriate
- Frequently gets immediate compliance
- Has high standards

### Likely Outcomes:

- Ordered classroom/setting
- Anxious, resentful students/young people
- Short-term compliance but rarely lasting behavioral change
- High teacher/practitioner stress
- Negative classroom atmosphere







# Permissive Practitioner Style

## PERMISSIVE PRACTITIONER STYLE

### Observed Behavior:

- Warm and supportive
- Doesn't consistently set limits
- Focuses on effort and de-emphasizes quality
- Tries to reason with people to behave or respond
- Makes excuses for others' behavior

### Likely Outcomes:

- Students/young people feel liked and supported
- Chaotic, out-of-control classroom/setting
- Students/young people do not feel secure in the teacher's capacity to "manage"
- Poor work quality
- Students/young people feel anxious and uncertain
- High teacher/practitioner stress





# Neglectful Practitioner Style

## NEGLECTFUL PRACTITIONER STYLE

### Observed Behavior:

- Lacks consistent engagement
- Does not appear concerned about quality of students' work
- Ignores inappropriate behavior
- Uses only video and worksheets to teach

### Likely Outcomes:

- May miss warning signs of academic or behavioral difficulties in students
- Students may withdraw and feel worthless
- Increased acting out in order to get the teacher's attention or because there is no sense of order or control in classroom
- Limited meaningful learning taking place
- High teacher/practitioner stress





# Restorative Practitioner Style

## RESTORATIVE PRACTITIONER STYLE

### Observed Behavior:

- Engaging content delivery
- Clear and written objectives and goals
- Affective language
- Engages in collaborative conversations
- Engages everyone in decision making
- Circles
- Has high standards

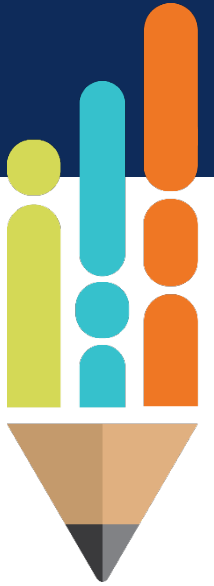
### Likely Outcomes:

- Positive atmosphere
- High quality work output
- Positive, kind and supportive relationships
- Sense of hope and optimism
- Effective classroom management
- Students/young people feel sense of safety
- High job satisfaction



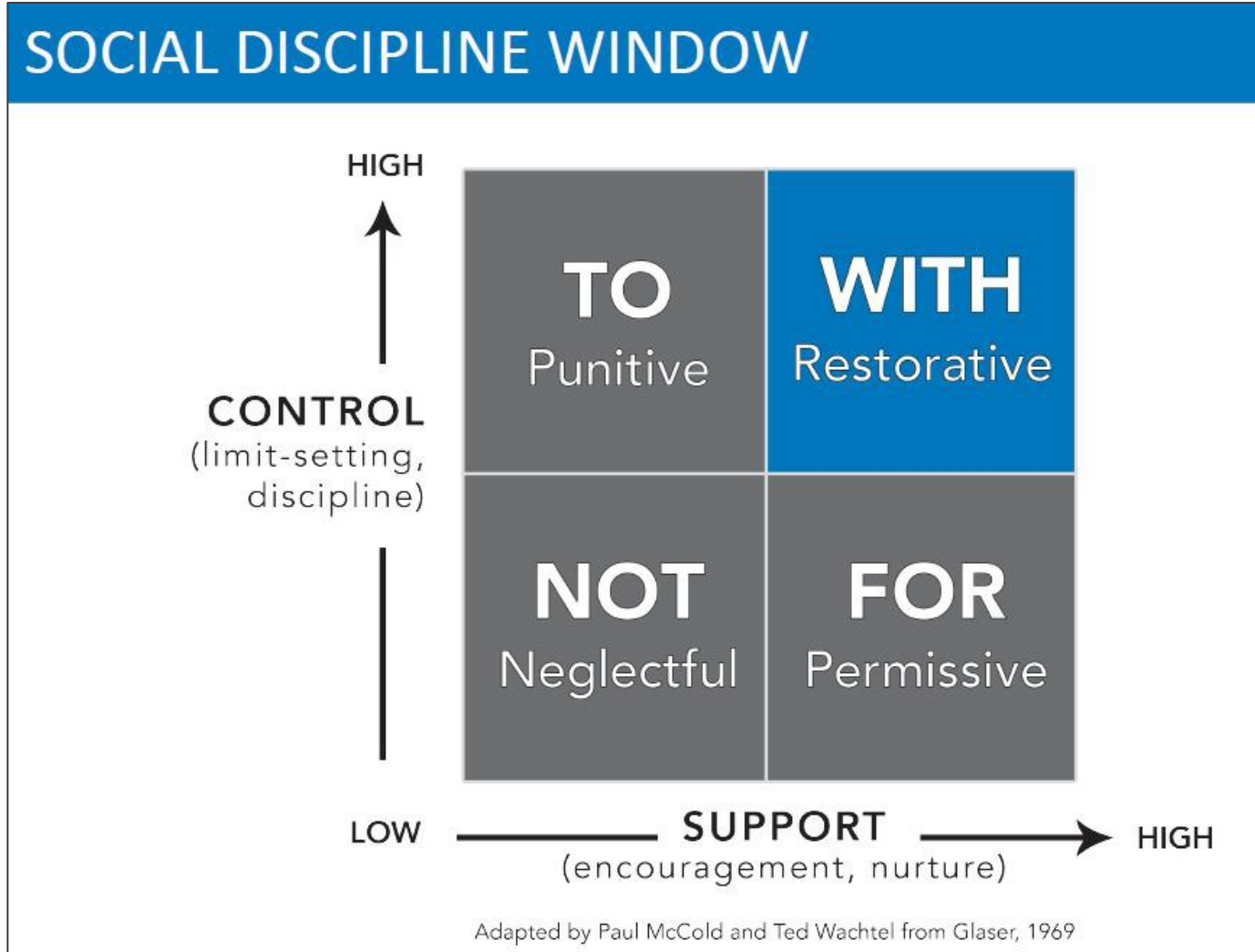
# Working with our Population

- *How do we work WITH students in alt ed?*
  - Build community
  - Build trust
  - Have tight procedures/protocols
  - Hold students accountable with equity
  - Provide restorative measures and pathways for them to make things right

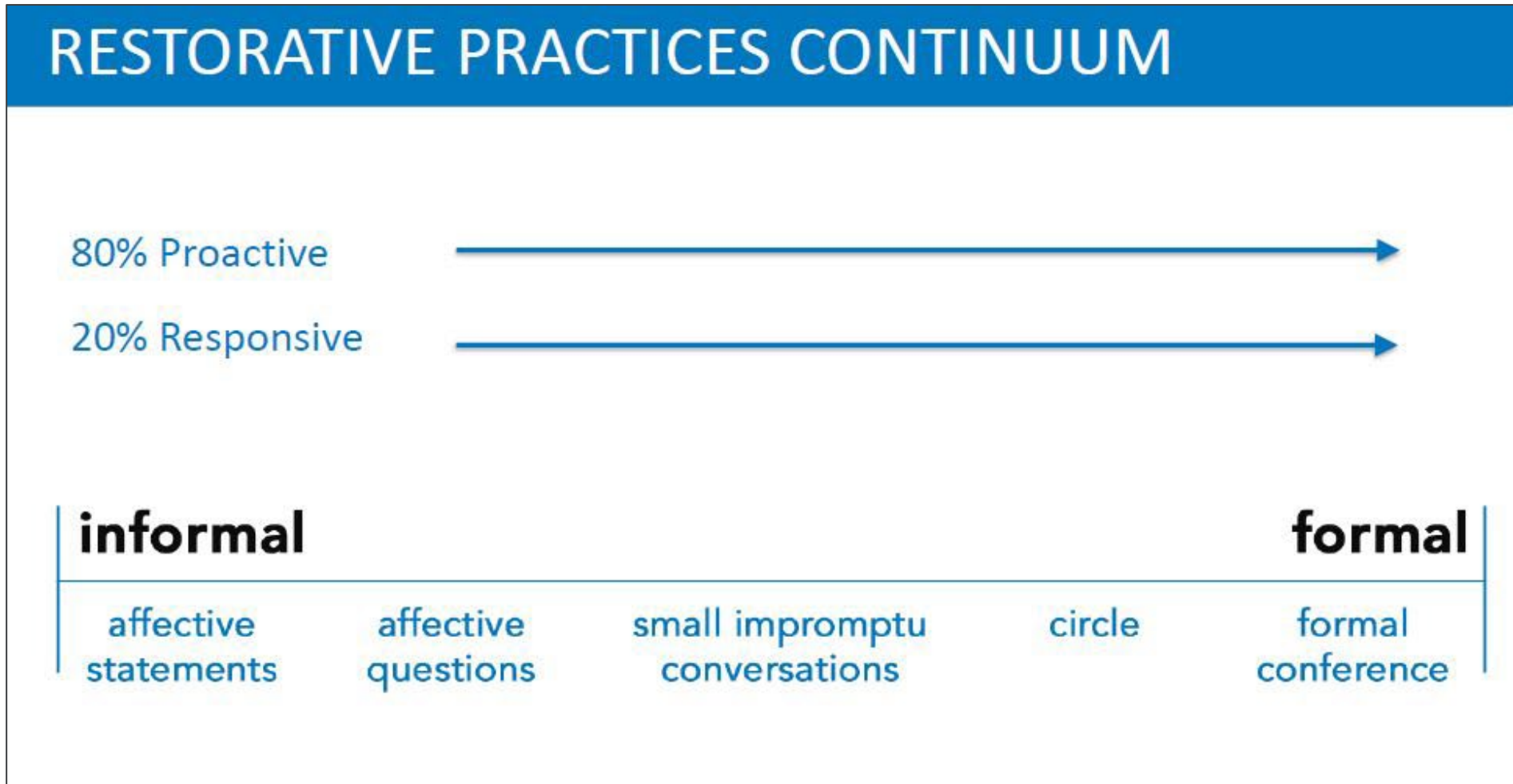




# Social Discipline Window



# Restorative Practices Continuum



# Affective Statements

## AFFECTIVE STATEMENTS

Affective Statements:

- Set boundaries
- Provide feedback
- Teach empathy



# Affective Statements

## AFFECTIVE STATEMENTS:

Complete the following statements:

- I feel glad when...
- I feel mad when...
- I feel sad when...
- I feel scared when...
- I feel...when...





# Affective Questions

## AFFECTIVE QUESTIONS

- Open-ended questions to help elicit emotion.
- Allow individuals space to explore issues in a non-threatening way.
- Address past, present, and future.
- May achieve Fair Process when addressing change.
- Proactively used to explore positive changes in behavior.
- Responsively used to explore harm and how that harm impacts others.



# Affective Questions

## ACTIVITY: RESTORATIVE QUESTIONS CARDS

### Restorative Questions, Side One

Think about a time in your life when you harmed someone intentionally or unintentionally.

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done, and how were they affected?
- What do you think you need to do to make things right?



# Affective Questions

## ACTIVITY: RESTORATIVE QUESTIONS CARDS

### Restorative Questions, Side Two

Think about a time in your life when you were harmed.

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?



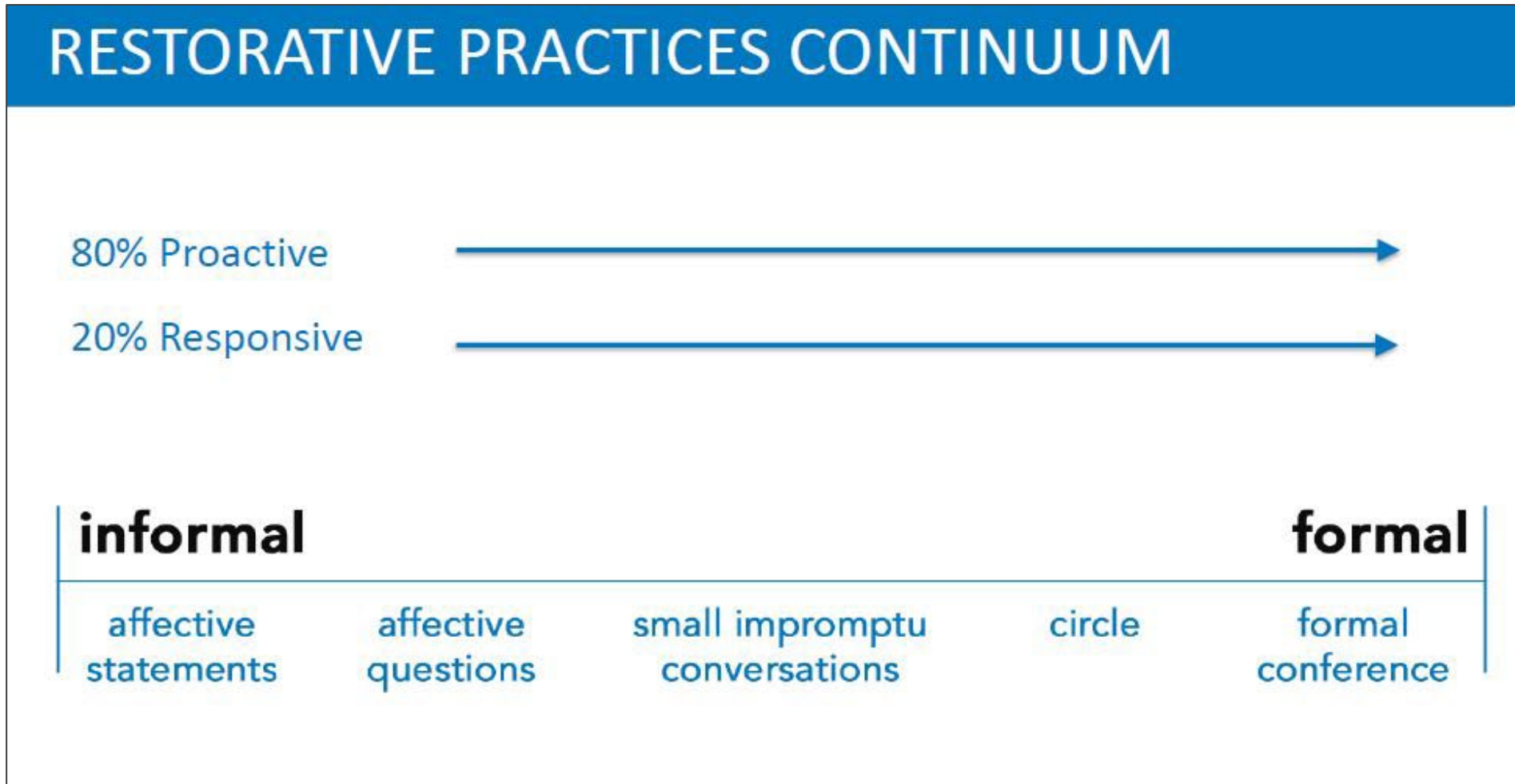
# Small Impromptu Conversations

## SMALL IMPROMPTU CONVERSATIONS

- Encourage people to communicate with each other empathetically while actively listening to one another.
- Facilitate opportunities to build relationships and increase social awareness.
- Proactively used in small group settings – academic or social.
- Responsively used to resolve lower-level incidents through modeling a healthy approach to conflict resolution.

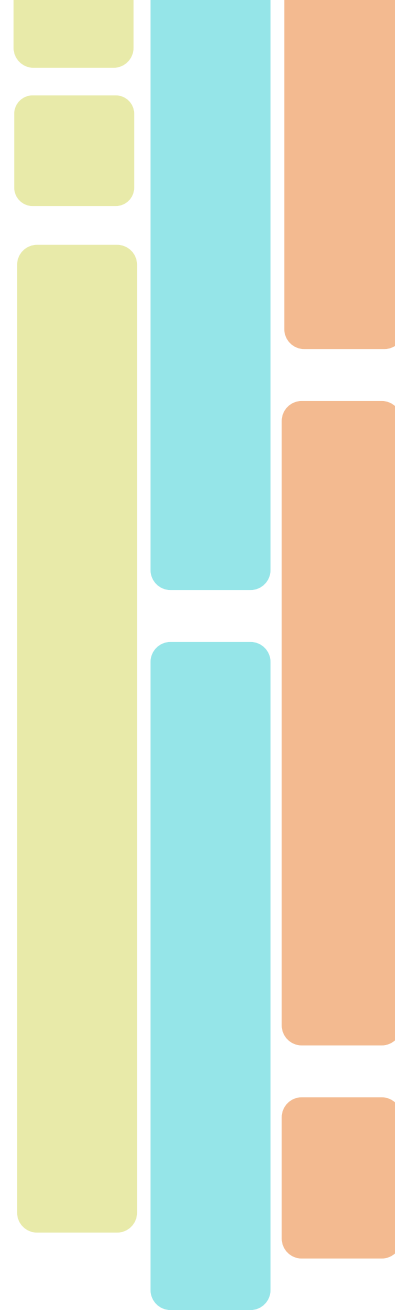


# Restorative Practices Continuum

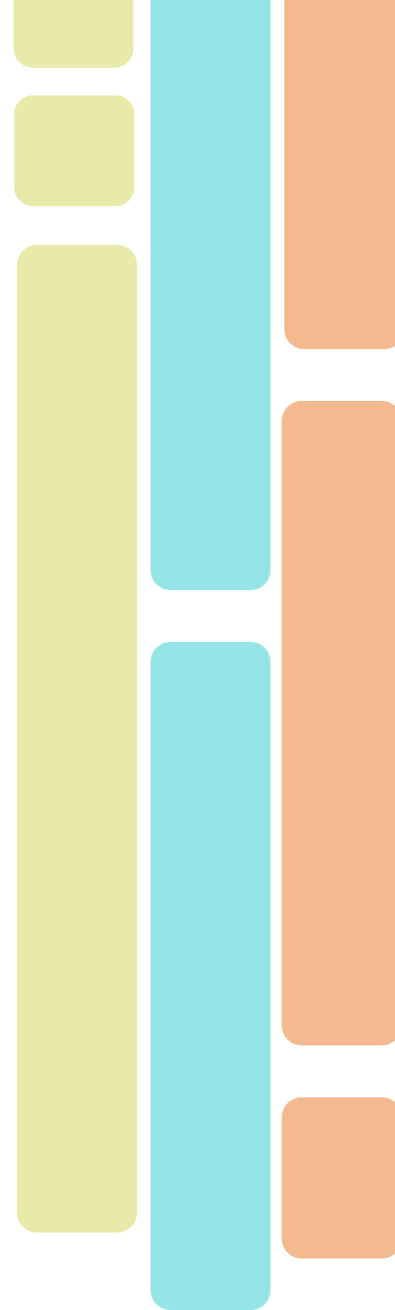


**Let's do a circle...**

*(20 volunteers)*



# Sculpting Activity





# Thank You!

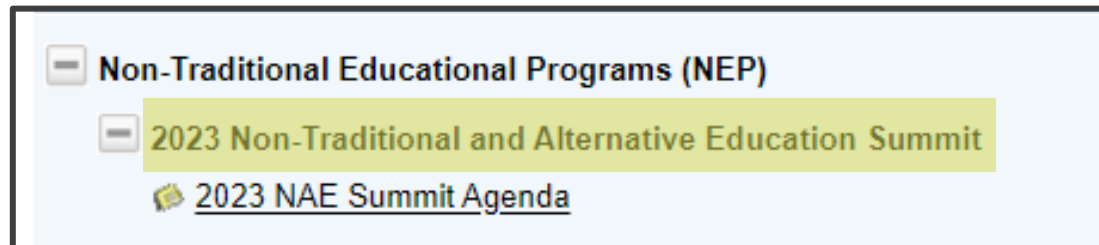
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- ***Note: A login is not required on ePlan to access TDOE Resources.***



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