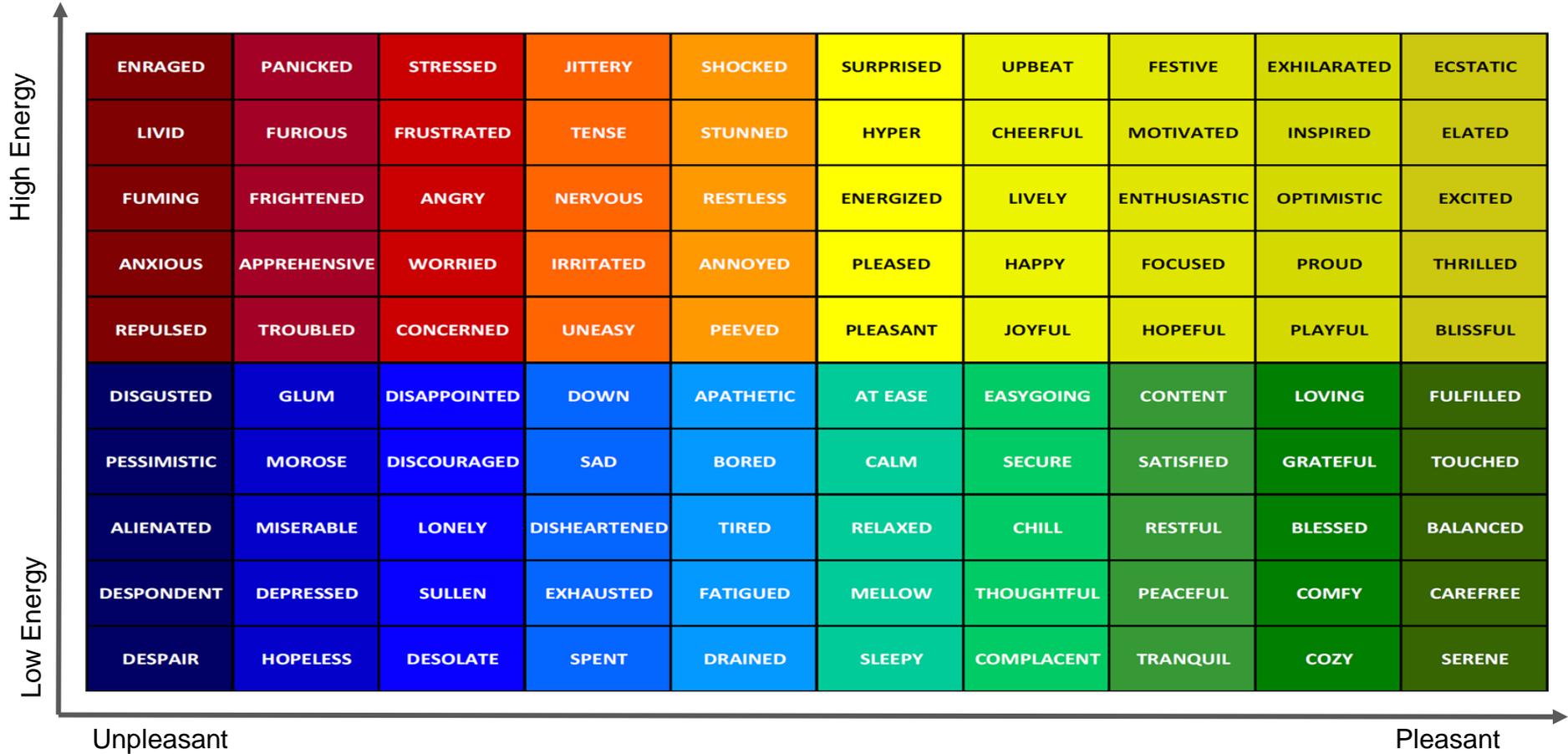


# Building Community Through Restorative Practices

Orange County Department Of Education  
Webinar August 13, 2020  
3:00-4:00 pm



# Mood Meter



# Virtual Etiquette



**Mute your Microphone**



**Invitation to turn on your camera**



**Use that chat box for questions and comments**



**Stay Engaged**

# Today's Presenters

**Lina Bender**

**Krystel Miranda**

**Rebecca Harrison**

**Sandra Azevedo**

**Toby Espley**

# Frame for this Webinar

For practitioners

Review Foundations of RP

Connection to Academics, SEL & CAMTSS

Brief of Circles

Example Circle topics

Breakout Room conversations

Next Steps



## What are Restorative Practices?

Restorative Practices are a **framework** for **building community** and for **responding to challenging behavior** through **authentic dialogue, coming to understanding, and making things right.**



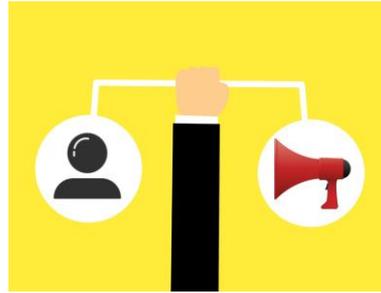
*Ted Wachtel, Founder IIRP*

*Human beings are **happier**,  
**more 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.*

# Goals of Restorative Practices



Create inclusive  
community and  
positive climate



Promote equity  
and voice of all  
stakeholders



Create  
opportunities for  
SEL

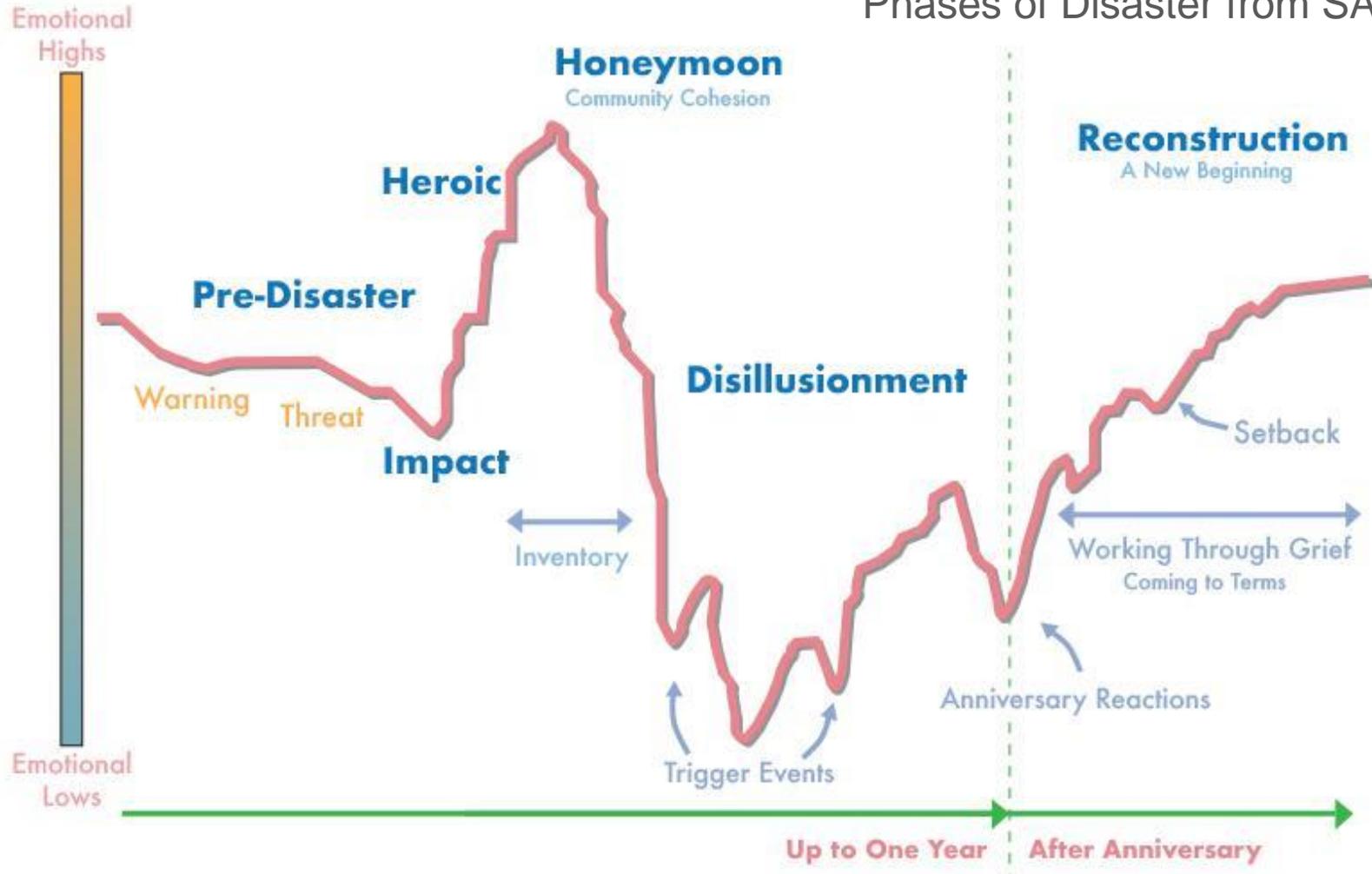


Decrease  
exclusionary  
discipline

# Outcomes of Restorative Practices

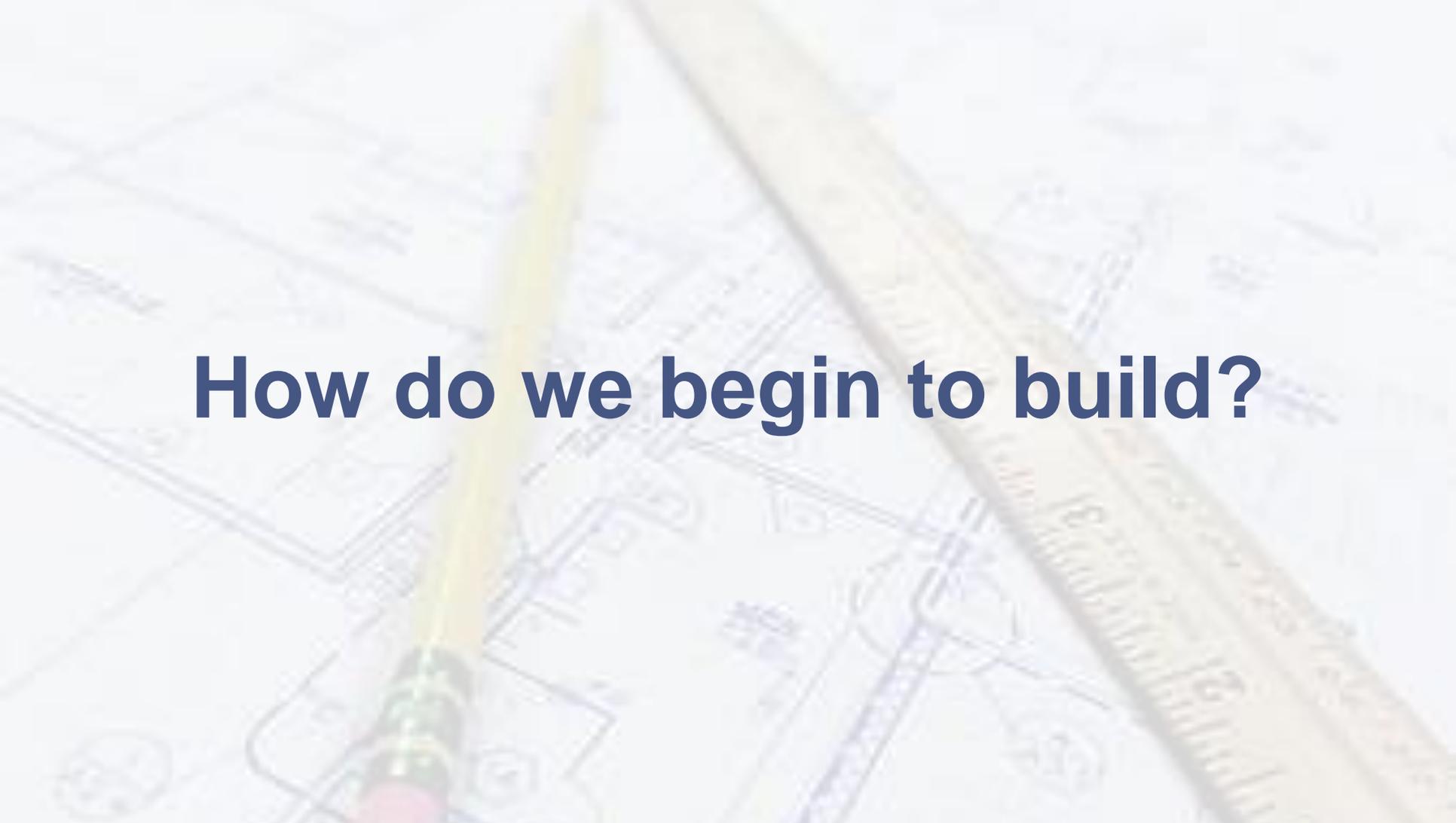


# Phases of Disaster from SAMHSA



Classroom or distance learning, our goal is to create **emotional safety**, encourage **respect**, teach **empathy** and provide a space where all students feel like **they belong**.

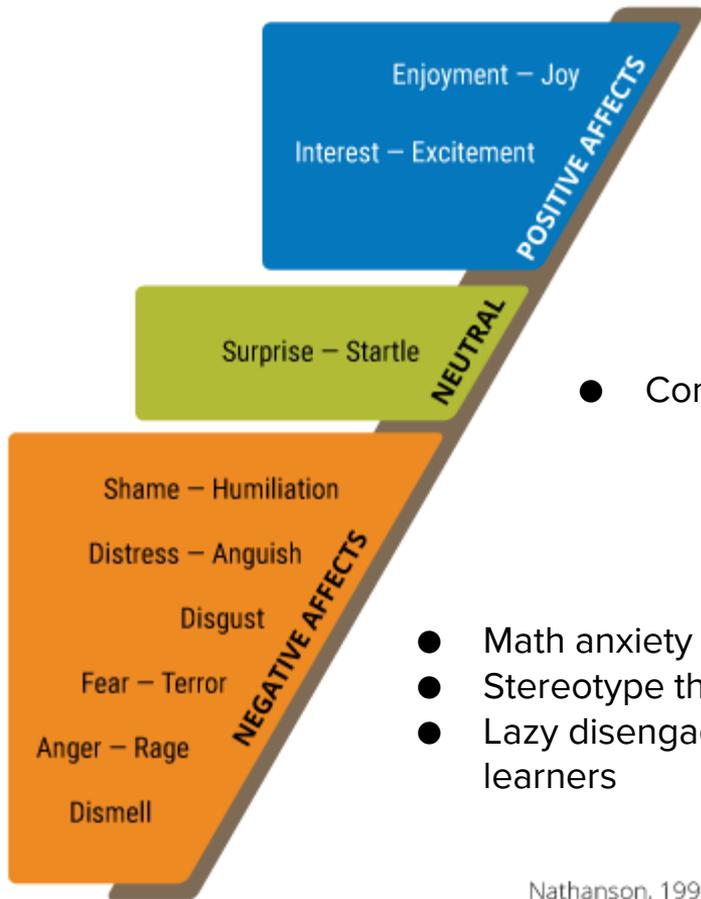


The background of the image is a soft-focus photograph of architectural blueprints. A yellow pencil is positioned vertically on the left side, and a wooden ruler is placed diagonally across the right side. The blueprints show various lines, rectangles, and circular elements, typical of a technical drawing.

**How do we begin to build?**

# Connecting to Academics

# The Nine Affects



Enjoyment – Joy

Interest – Excitement

Surprise – Startle

Shame – Humiliation

Distress – Anguish

Disgust

Fear – Terror

Anger – Rage

Dismell

POSITIVE AFFECTS

NEUTRAL

NEGATIVE AFFECTS

- Engagement
- Collaboration
- Persistence
- Productive struggle

- Compliance

## Attack Other:

Criticizing the work of others.

- Math anxiety
- Stereotype threat
- Lazy disengaged learners

# The Compass of Shame

Adapted from D.L. Nathanson, Shame and Pride, 1992

## Withdrawal:

Not engaging in discussion



## Attack Self:

Low efficacy

## Avoidance:

Not doing the work

# Building Community with Academics

## Engagement

Involving individuals in decisions that affect them by listening to their views and genuinely taking their opinions into account

## Explanation

Explaining the reasons behind a decision to everyone who has been involved or who is affected by it

## Expectation

Making sure that everyone clearly understands what is expected of them

### The Universal Design for Learning Guidelines

Provide multiple means of  
**Engagement**



Affective Networks  
The "WHY" of Learning

Access

Provide options for  
**Recruiting Interest**

- Optimize individual choice and autonomy
- Optimize relevance, value, and authenticity
- Minimize threats and distractions

Build

Provide options for  
**Sustaining Effort & Persistence**

- Heighten salience of goals and objectives
- Vary demands and resources to optimize challenge
- Foster collaboration and community
- Increase mastery-oriented feedback

Internalize

Provide options for  
**Self Regulation**

- Promote expectations and beliefs that optimize motivation
- Facilitate personal coping skills and strategies
- Develop self-assessment and reflection

# Connecting RP & SEL



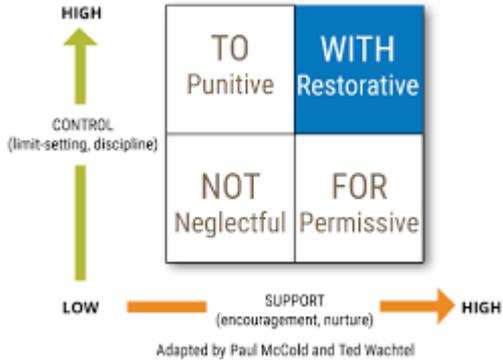
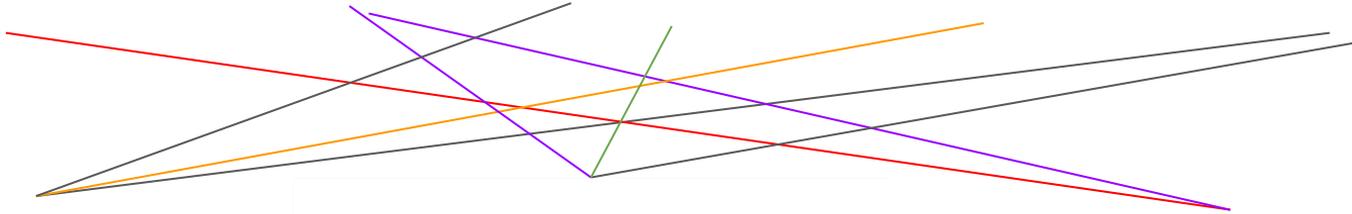
**Self-Awareness**

**Self-Mngmt**

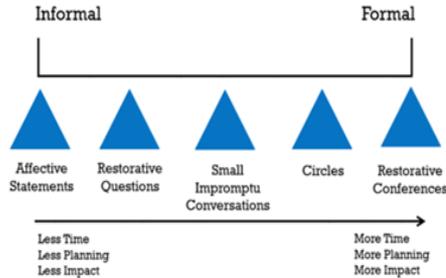
**Social-Awareness**

**Responsible Decision Making**

**Relationship Skills**

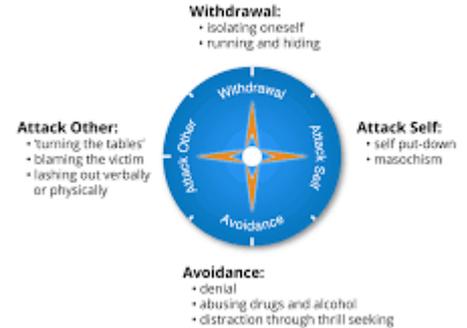


**RP CONTINUUM**

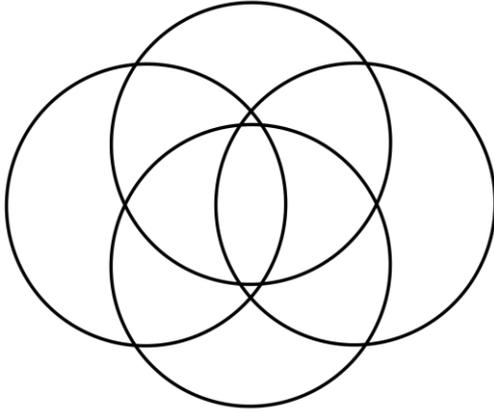


**The Compass of Shame**

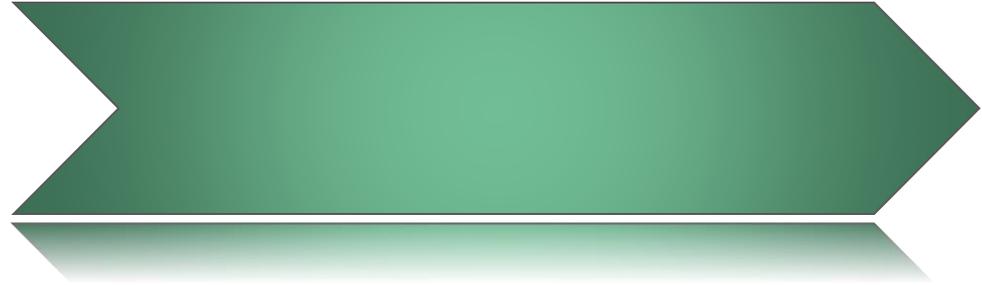
Adapted from D.L. Nathanson, Shame and Pride, 1992



# Community Circles

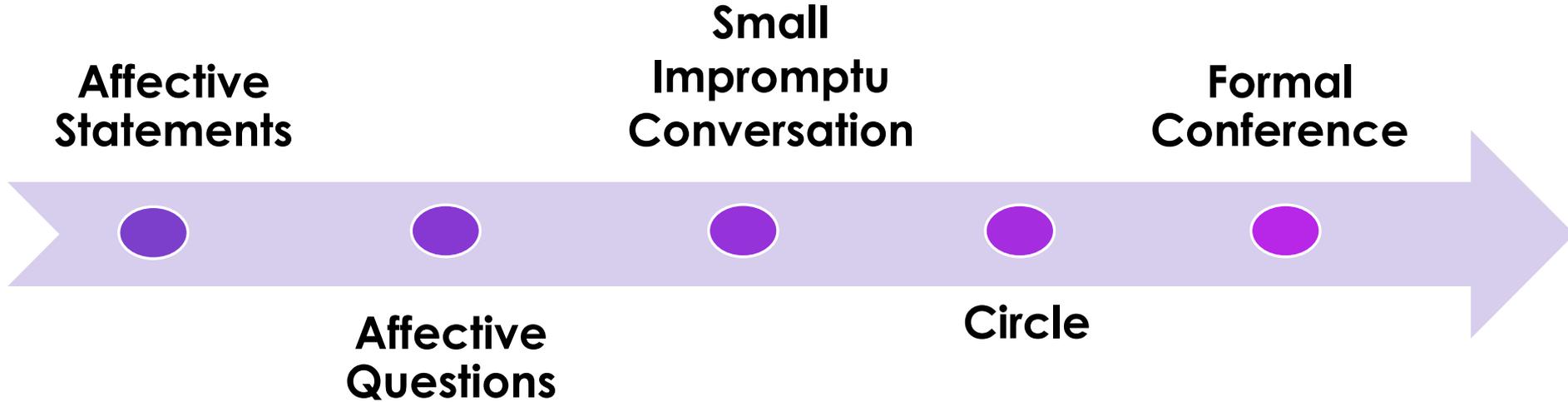


Community  
Inclusion  
Equality  
Wholeness



Proactive to Reparative

# Restorative Practices Continuum



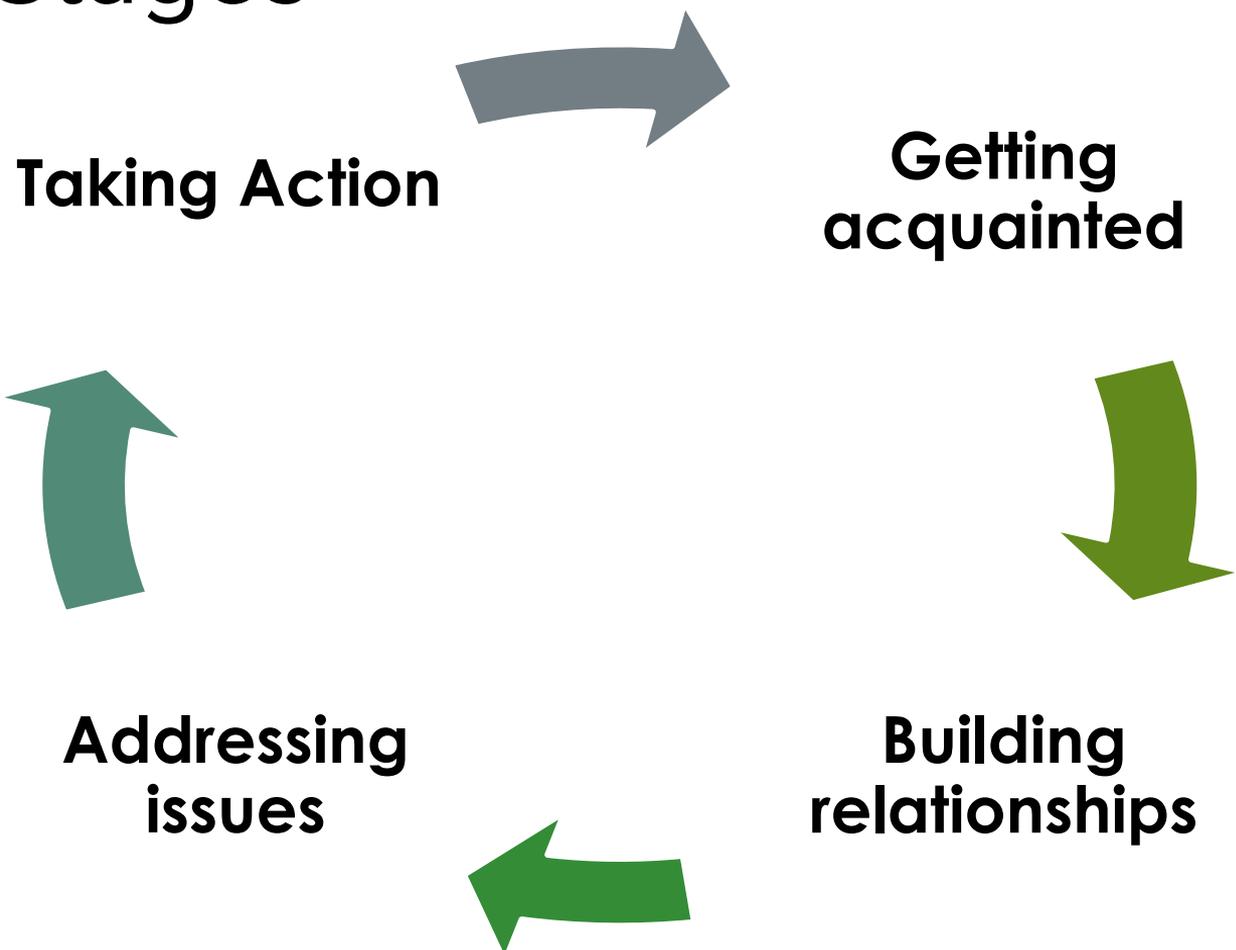
Informal  
Proactive (80%)

- Less people
- Less time
- Less resources

Formal  
Responsive (20%)

- More people
- More time
- More resources

# Circle Stages





# Circle Tips

Pragmatics of online  
circles (large or small circles)

Presence

Talking piece

Break out

Order

Chat box

Hand raise

Change name on zoom

## Covid Circle: Staying In Touch

**Q1: What is something you are grateful for?**

**Q2: What has the hardest part about social distancing been for you?**

**Q3: How do you stay in contact with your friends?**

**Q4: What is something you can do this week to let someone important to you know that you are thinking about them?**

# Math Circle: Fibonacci Sequence

**Question 1: What is one word that describes how you're feeling this morning/afternoon?**

**Question 2: What are things in nature that have a pattern to them?** Example: Rings on a tree, corn on the cob, petals on a flower, etc.

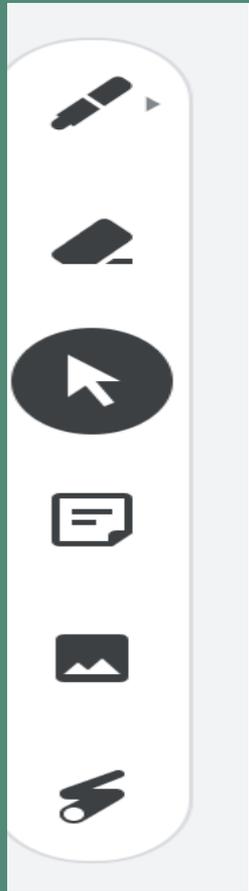
**Introduce Fibonacci Sequence.**

**Game: Fibonacci Sequence as a group. Going around the circle, each student gives the subsequent number by adding the two previous numbers and see how far the class can get.**

## ELA Circle: Of Mice and Men

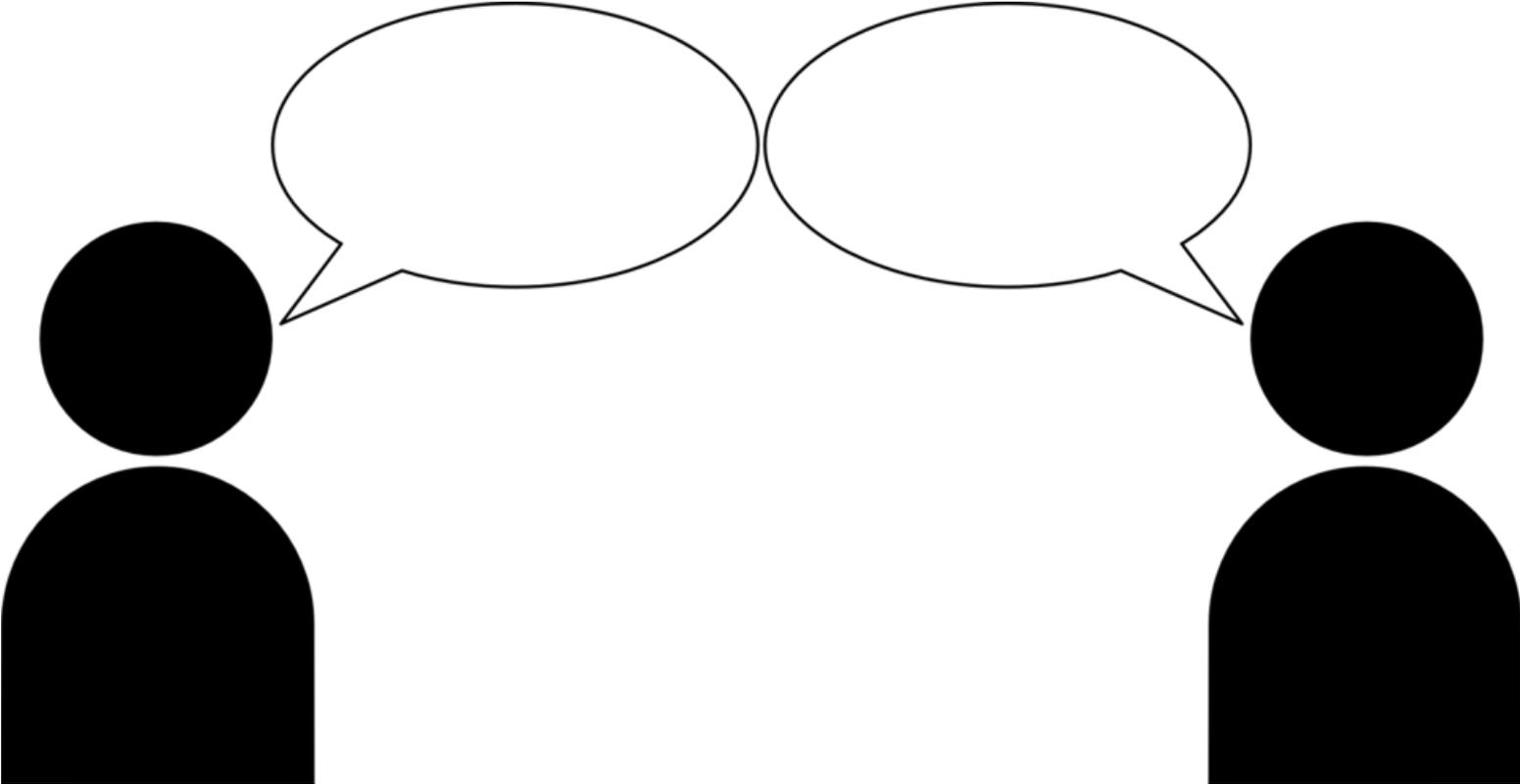
*“Jus’ wanted to feel that girl’s dress—jus’ wanted to pet it like it was a mouse— Well, how the hell did she know you jus’ wanted to feel her dress? She jerks back and you hold on like it was a mouse. She yells and we got to hide in a irrigation ditch all day with guys lookin’ for us, and we got to sneak out in the dark and get outta the country. All the time somethin’ like that—all the time.”* (Chapter 1)

# Jam Board Activity



1. [Jamboard link](#)
2. Visit each page to make comments or add circle questions, read what others have posted
3. Be prepared to share some highlights from what you read or created

# Group Share out



# Optimistic Closure



What moves  
your thinking?



What moves  
your heart?



What moves  
you to action?

# Evaluation link

<https://bit.ly/2XQQQLHf>

**Restorative Practices within the California  
Multi-Tiered System of Support  
Series**

**10/7, 10/14, 10/21, & 10/28**

**2:00-4:00 pm**

**\$100 for the series**

# Thank you!



**Butte**  
**County**  
Office of Education  
"WHERE STUDENTS COME FIRST"

Toby Espley: [tespley@ocde.us](mailto:tespley@ocde.us)

Rebecca Harrison [rharrison@ocde.us](mailto:rharrison@ocde.us)

Lina Bender: [lbender@ocde.us](mailto:lbender@ocde.us)

Krystel Miranda: [kmiranda@ocde.us](mailto:kmiranda@ocde.us)

Sandra Azevedo: [saazeved@bcoe.org](mailto:saazeved@bcoe.org)