

Connections Matter



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Restorative Practices






Today's Outcomes

- *You will be able to identify the components of and process for facilitating an authentic connection circle*
- *You will be able to describe the difference between conversation starters and conversation stoppers when working with youth*
- *You will be able to pinpoint opportunities to use restorative language and explain how this is key in helping students advocate for their social-emotional needs*



Who Am I?

Ready to Go



The Struggle Is Real





Sharing is Caring...

But It's Not Connection

I define connection as the
energy that exists between
people when they feel
seen, heard and valued;
when they can give and
receive without judgement;
and when they derive
sustenance and strength
from the relationship.
-- Brené Brown

Connection Circles

Diversity
is having a seat at the table.
Inclusion
is having a voice.
Belonging
is having that voice be heard.
- Liz Fienberg & Melissa West Goff

Setting Yourself Up For Success





CIRCLE GUIDELINES

Speak from the heart:
your truths, your experiences,
your perspectives

Listen from the heart:
let go of stories that make it hard
to hear each other

Trust that you will know what to say:
no need to rehearse

Say just enough:
without feeling rushed, be concise and
considerate of the time of others



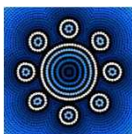
Creating the Circle

Check everything that will affect your impact as the facilitator

Remind participants of The Agreements and the Guidelines

Reassure participants that they may pass if they choose

Explain the significance of the talking piece and how participants can communicate non verbally



Question Round



Connection Round



Take the Pulse



Staying Trauma-Aware and Culturally Responsive

Connection Circle Rule #1: Do no harm.

Rules #2-Infinity: See Rule 1.

Considerations:

- Provide questions ahead of time
- Do not force a student to answer
- Be mindful of the depth of the questions
- Situational awareness!

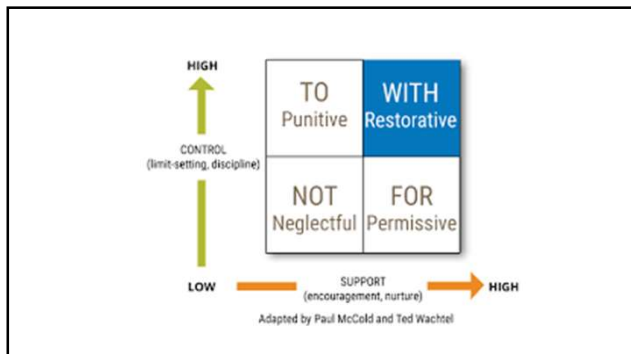




**You Cannot Restore What Does Not
Exist**
Connection and relationships are the *foundation* for
Restorative Approaches



Restorative Approaches are a philosophy or guiding principle that sees *relationships* as central to student learning and growth. Restorative practices focus on *building, maintaining* and, when necessary, *repairing* relationships among all members of a school community. These practices build a caring school community that supports *students, staff and administrators* in feeling *connected and valued*. Restorative practices create *safe schools* where all members of the community are *responsible* for building an inclusive, respectful school culture.



What's the Difference Between RP and RJ?

Restorative Practices:

- Build connections, relationships, and community
- Exist as part of a school-wide philosophy
- Are focused on prevention

Restorative Justice:

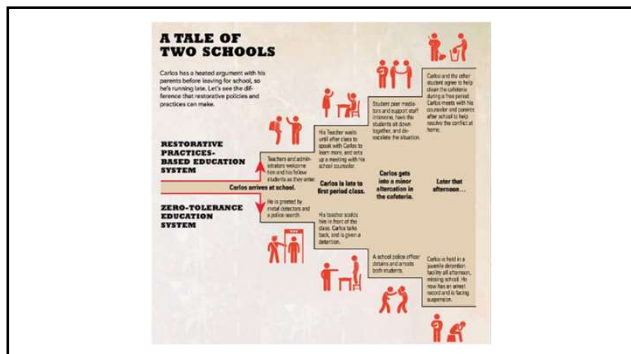
- Takes place once harm has occurred
- Is focused on response

Both:

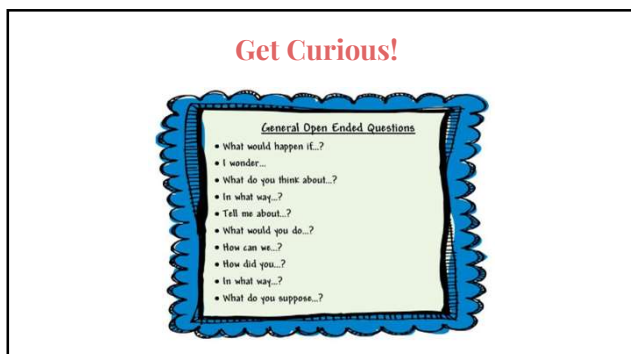
- Empower both youth and adults
- Emphasize learning and skill-building









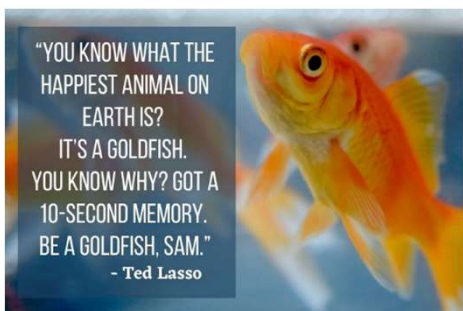





This takes extreme...







If each of us are to be held accountable for our own actions, we must also take responsibility for our own actions.




EITHER WE SPEND TIME MEETING CHILDRENS EMOTIONAL NEEDS BY FILLING THEIR CUP WITH LOVE OR WE SPEND TIME DEALING WITH THE BEHAVIORS CAUSED FROM THEIR UNMET NEEDS. EITHER WAY WE SPEND THE TIME

JAN LEE

The cure for moving too fast is just to slow down.

— William C. Coker —

What Impedes Success?



“What’s happening that’s unfortunate is that restorative justice is being seen as just an alternative to suspension. People at every level of the school community need to be on board and fully immersed in both the practice and philosophy of restorative justice. We define restorative justice as a shift in culture. We don’t change culture quickly.”

-Yolanda Anyon, Assistant Professor
University of Denver School of Social Work

Some Stop Valves

Baltimore:

Office referrals nearly vanish

In 2016, Baltimore reported the lowest number of office referrals in the nation, and leading more problems to solve. That led to the change in number of suspended students, as per a school, after referrals plummeted from 100 to 10 in one year.

Year	Number of Office Referrals
1990-91	100
1991-92	95
1992-93	90
1993-94	85
1994-95	80
1995-96	75
1996-97	70
1997-98	65
1998-99	60
1999-00	55
2000-01	50
2001-02	45
2002-03	40
2003-04	35
2004-05	30
2005-06	25
2006-07	20
2007-08	15
2008-09	10

Source: Baltimore County Public Schools, 1990-2009



“You don’t have to see the whole staircase, just take the first step.”





Every Kid (Human) Needs a Champion



Rita Pierson

"Every time you think of calling a kid 'attention-seeking' this year, consider changing it to 'connection-seeking' and see how your perspective changes."

