



Restorative Discipline

Strengthen Students' Learning
And Improve Their Behavior

Presenter: Jonathan Erwin

Author of *The School Climate Solution* (Free Spirit Press, 2016),
Inspiring the Best in Students (ASCD 2010), & *The Classroom of
Choice* (ASCD 2004)

Seminar Objectives

Participants will learn practical easy-to-implement proactive and restorative practices that:

- Help students improve their behavior and strengthen their academic achievement.
- Build trust and respect.
- Reduce student misbehaviors.
- Strengthen your students self-regulation skills.
- Help you respond effectively to problematic behavior.
- Provide alternatives to suspension and detention that focus on teaching and learning rather than on punishment.
- Switch the emphasis from getting even to getting positive results.
- Avoid escalation of power struggles

Participants will also receive a resource guide with strategies introduced today and dozens of others that create a positive classroom climate and culture.

The 3 Rules of Education

- Relationships
- Relationships
- Relationships

Interviews and Introductions

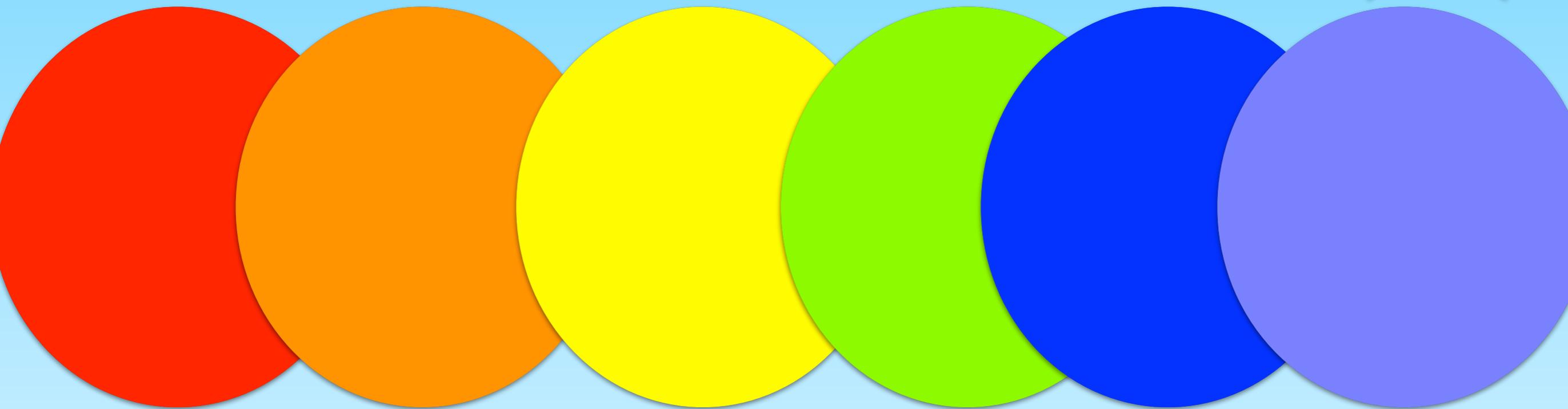


3

Please interview and prepare to introduce your partner.

Find out:

- **Their name and what they prefer to be called**
- **Their professional role, where they work, and how long**
- **Family information**
- **One thing about them that is interesting or unique**



Musical Circles

Restorative Discipline

- What is it???
- What is it NOT?

restore

verb (used with object), **restored**, **restoring**.

1. to bring back into existence, use, or the like; reestablish: to restore order.
2. to bring back to a former, original, or normal condition.
3. to give back; make return or restitution of (anything taken away or lost).

discipline

noun

1. training to act in accordance with rules.

2. activity, exercise, or a regimen that develops or improves a skill; training:

3. behavior in accord with rules of conduct; behavior and order maintained by training and control:

4 a set or system of rules and regulations.

5. punishment inflicted by way of correction and training.

self-discipline

noun

1. the act of disciplining or power to discipline one's own feelings, desires, etc, esp. with the intention of improving oneself

What Restorative is NOT:

- Just another new *carrot and stick approach*
- Permissive
- The cure or panacea for all behavior issues
- Retribution or forced restitution
- A process that replaces ineffective consequences.

What Restorative Discipline IS:



- A new way to think about school discipline.
- A proven process.
- A way of teaching personal and social responsibility.
- A proactive approach that gives students a voice and choice in the classroom.
- An approach that builds and improves relationships.
- A process that strengthens students and builds character.
- An **option**

Three Parts of Seminar

ToC

- Creating the Conditions for Restorative Discipline
- Teaching Essential Social-Emotional Skills
- The Restorative Discipline Process



Creating the Conditions

**Giving students something to be
restored to:**

- **A sense of order**
- **The class or community**
- **Shared values**
- **Their roles and responsibilities**

Part 1: Creating the Conditions for Restorative Discipline

- Setting clear expectations
- Teaching routines
- Clarifying roles & responsibilities
- Community Building



Setting Clear Expectations

- Daily/Weekly Agenda Posted
- Assignments Posted
- Three Simple Rules
- Student Voice in Performance Tasks



3 Simple Rules

5

- Be Safe
- Be Respectful
- Be Productive



Clear Behavioral Expectations

BEING SAFE

**LOOKS/SOUNDS
LIKE:**

**DOES NOT LOOK OR
SOUND LIKE**

[Empty box for examples of what it looks/sounds like]

[Empty box for examples of what it does not look or sound like]

[Empty box for examples of what it looks/sounds like]

[Empty box for examples of what it does not look or sound like]

Clear Academic Expectations



- **Students should always know what specifically they are being asked to know and be able to do.**
- **Share and regularly review unit and lesson expectations.**
- **Provide students with a voice in what constitutes a high quality paragraph or essay, homework assignment, lab report, presentation, etc.**

Procedures & Routines

“When there is a discipline problem, there is a good chance there is a procedural problem.”

- H. Wong, The First Days of School

Procedures & Routines

Procedures are simply efficient ways that get practical things done in the classroom or school.

Some of the times
procedures are useful:



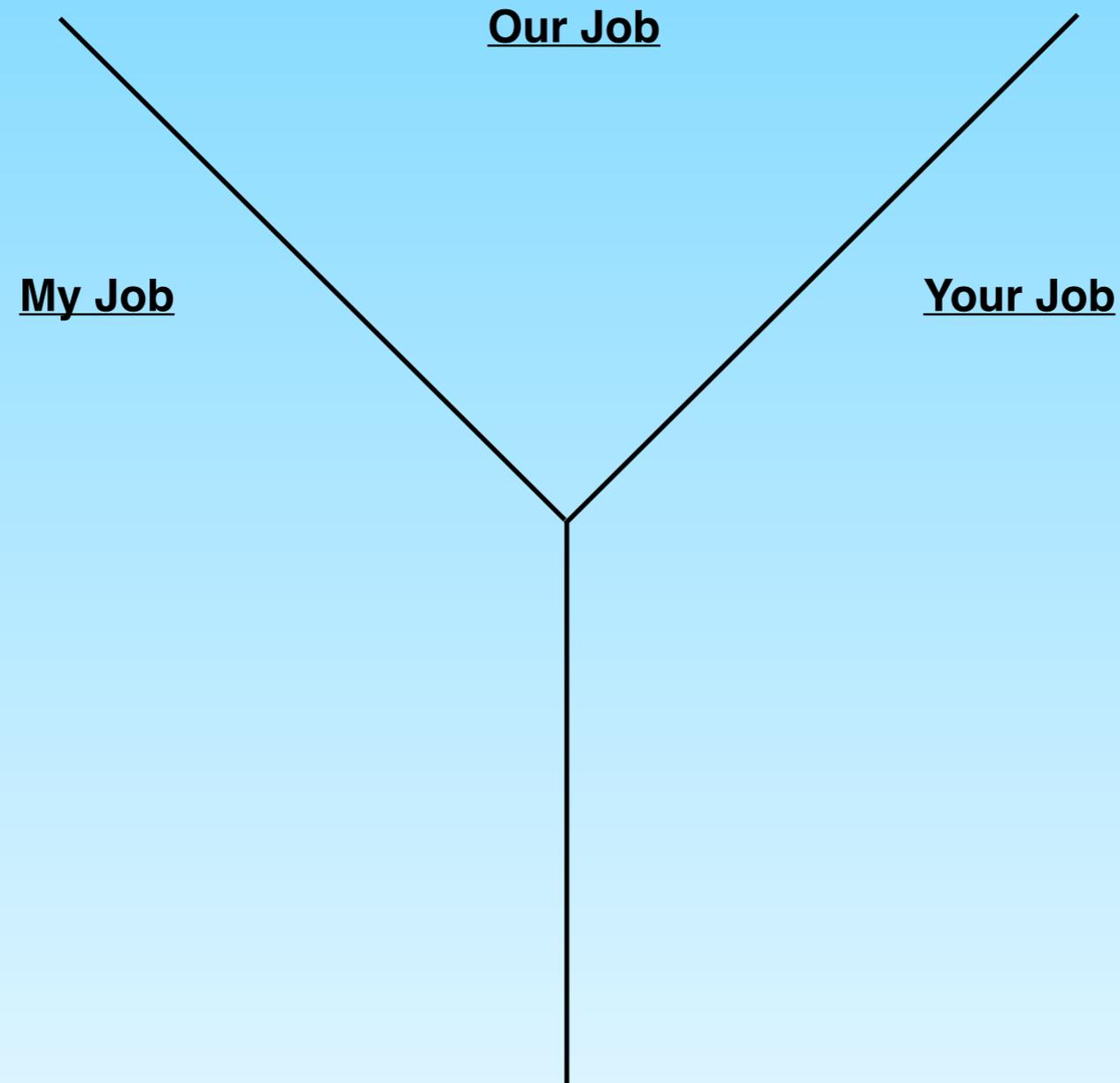
See Page 9

Role Clarification

Any time there are two roles that are different but impact each other, role clarification helps each person gain a clear understanding of their responsibilities (i.e. their job) and prevents conflict.

- Teacher - Student
- Co-teachers
- Teacher - Paraprofessional
- Principal - Assistant Principal
- Principal - Teacher
- Teacher - Counselor
- Etc.

Role-Clarification



Role-Clarification

Our Job

- Be prepared
- Be on time
- Follow school rules
- Follow Constitution

Teacher's Job

- Know subject area
- Use engaging instruction
- Answer questions
- Provide extra-help
- Enforce rules fairly

Student's Job

- Learn
- Ask questions
- Stay on task
- Complete work

“Yes, if”

- **Yes** - allows you to avoid saying “No” as frequently.
- **If** - allows you to protect your needs.
- “Yes, if” creates a win-win.

“Yes, if”

- Is it okay if Shauna and I work together?
- Can we go on a field trip?
- Can I do this project on my own instead of with a group?
- Can we play a game?
- Can we choose an alternative assessment?

The Community Meeting



16

- Creates a sense of a class community.
- Provides participants with a voice and sense of ownership.
- Encourages effective communication, helping to avoid common pitfalls in group meetings
- Opportunities to learn essential communication and social skills.
- Opportunities to solve problems.
- A safe place to practice speaking and active listening skills.
- A safe, predictable way to start and/or end the school day/week.

Four Parts of a Community Meeting

1. Greeting

2. Activity (optional)

3. Discussion

4. Agenda/Announcements

Guidelines

- 1. Sit in a circle with no furniture in the way.**
- 2. Use a Koosh™ ball, “talking stick,” or another object to designate the speaker (optional)**
- 3. Set ground rules every time:**
 - a. One person speaks at a time. No interruptions or side conversations.**
 - b. The focus is on listening to other group members; no other activity is acceptable.**
 - c. Everyone who wants to may participate.**
 - d. No put-downs, verbal or non-verbal**
 - e. For problem-solving meetings:**
 - The person speaking must keep to the here and now.**
 - The person speaking must use “I statements.”**
- 4. Be non-judgmental, but directive when necessary.**
- 5. Keep length of meeting to the age of the students X 2 in mins**
- 6. Hold meetings at regularly scheduled times, but hold problem-solving meetings when necessary.**

Suggested Format:

Define, Personalize, Challenge Questions

1. ***DEFINE*** the topic, concept, or problem

2. ***PERSONALIZE*** the topic, concept, or problem

Ask how the topic relates to the students' lives or experience.

3. ***CHALLENGE*** students' thinking

Ask application, comparison, and evaluation questions.

Types of Community Meetings

- **Community-Building Meetings**
- **Educational/Diagnostic Meetings**
- **Problem Solving Meetings**

The W.H.I.P.:

(Without Hesitation Impromptu Response)

- **A great way to start implementing class meetings is to use the “WHIP” structure. Students are given a sentence starter and then the discussion “whips” around the circle as students fill in the blank with a word or phrase.**

Focus so far: Creating a safe, orderly community of learners.

- Interviews/Introductions
- Making expectations clear
- Teaching procedures
- Providing students with a voice
- Clarifying roles
- Community Meeting



The Class Constitution



The Class Constitution is a living document created with students articulating the shared vision of the learning community's **behavioral norms and values.**

Providing all students with a voice in creating this social contract is essential to the restorative discipline process.

The Class Constitution



Step 1: Identify the Desired and Unwanted Behaviors and Attitudes

Step 2: Create a Living Space

Step 3: Create Symbols

Step 4: Placing the Symbols Inside or Outside the Living Space

Step 5: Group Presentations

Step 6: Identify Shared Values

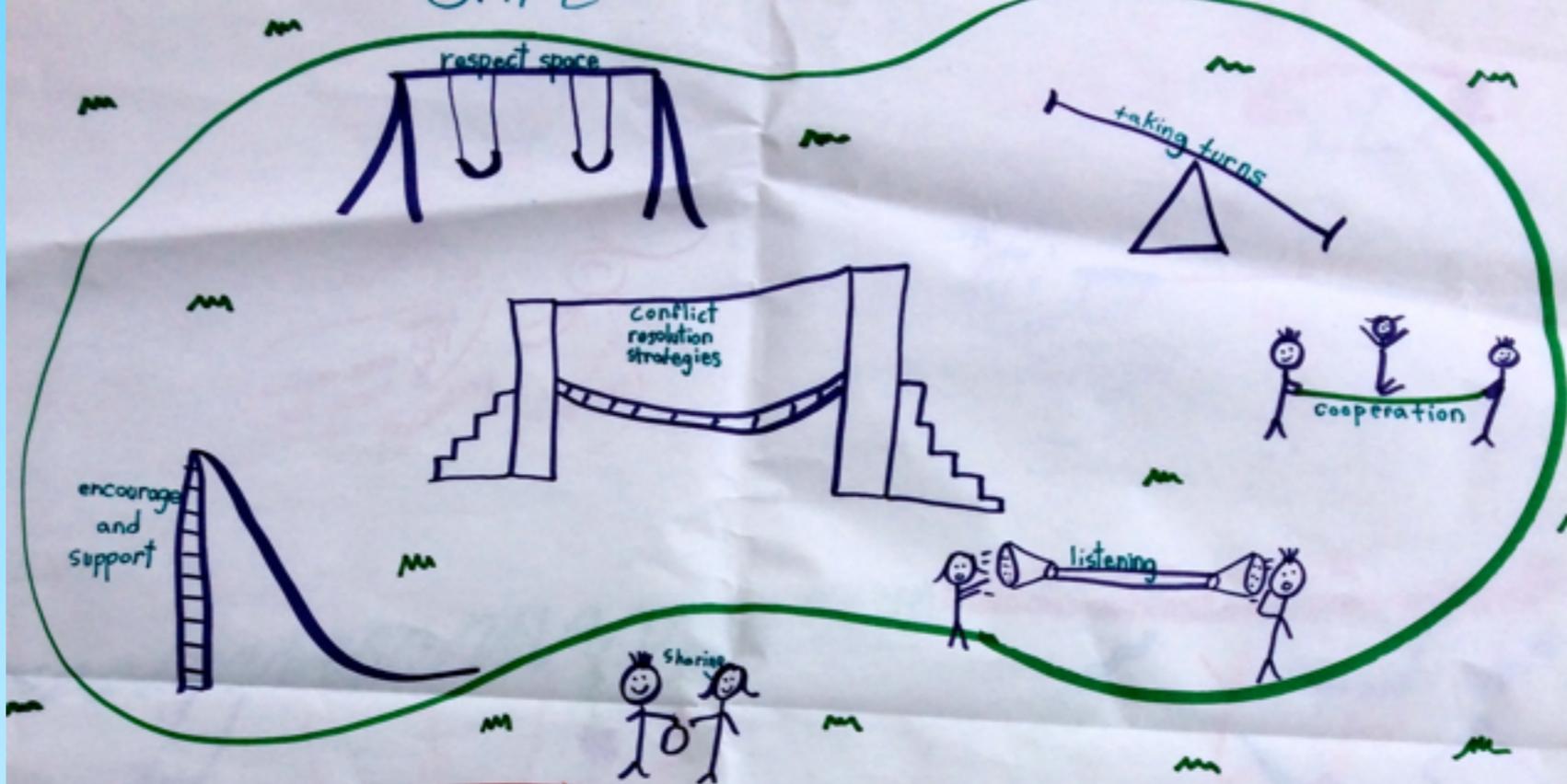
Step 6: The Whole Class Living Space

Step 7: Get a Commitment

Step 8: Keep it Alive

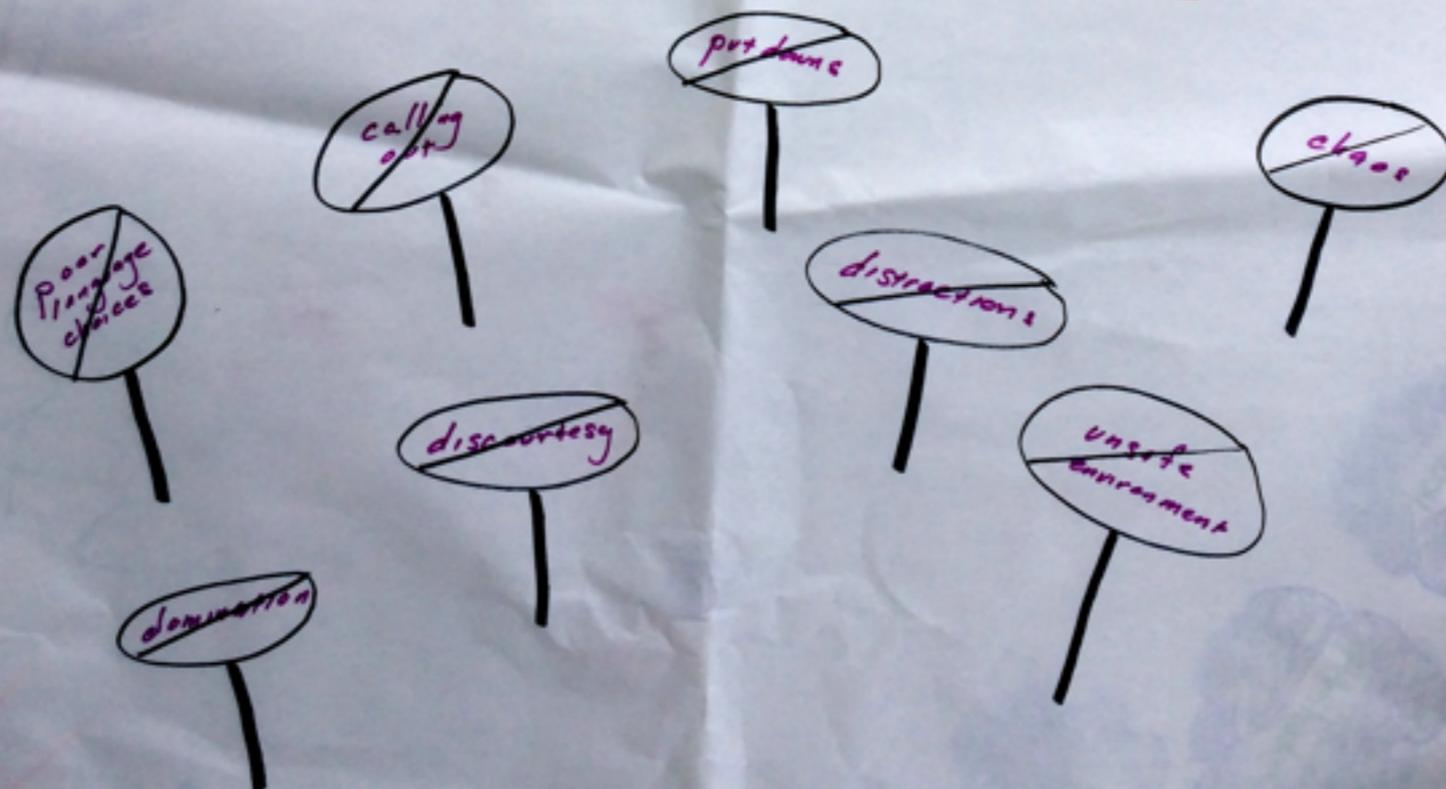
SAFE

PLAY



UNSAFE

Zone





Part 2:
Social-Emotional
Learning



The Iron Fist

- ❑ Partner A: Make a fist and keep it closed for one minute, no matter what.
PLEASE.
- ❑ Partner B: Convince Partner A to open his or her fist, using ANY MEANS NECESSARY (within legal limits).

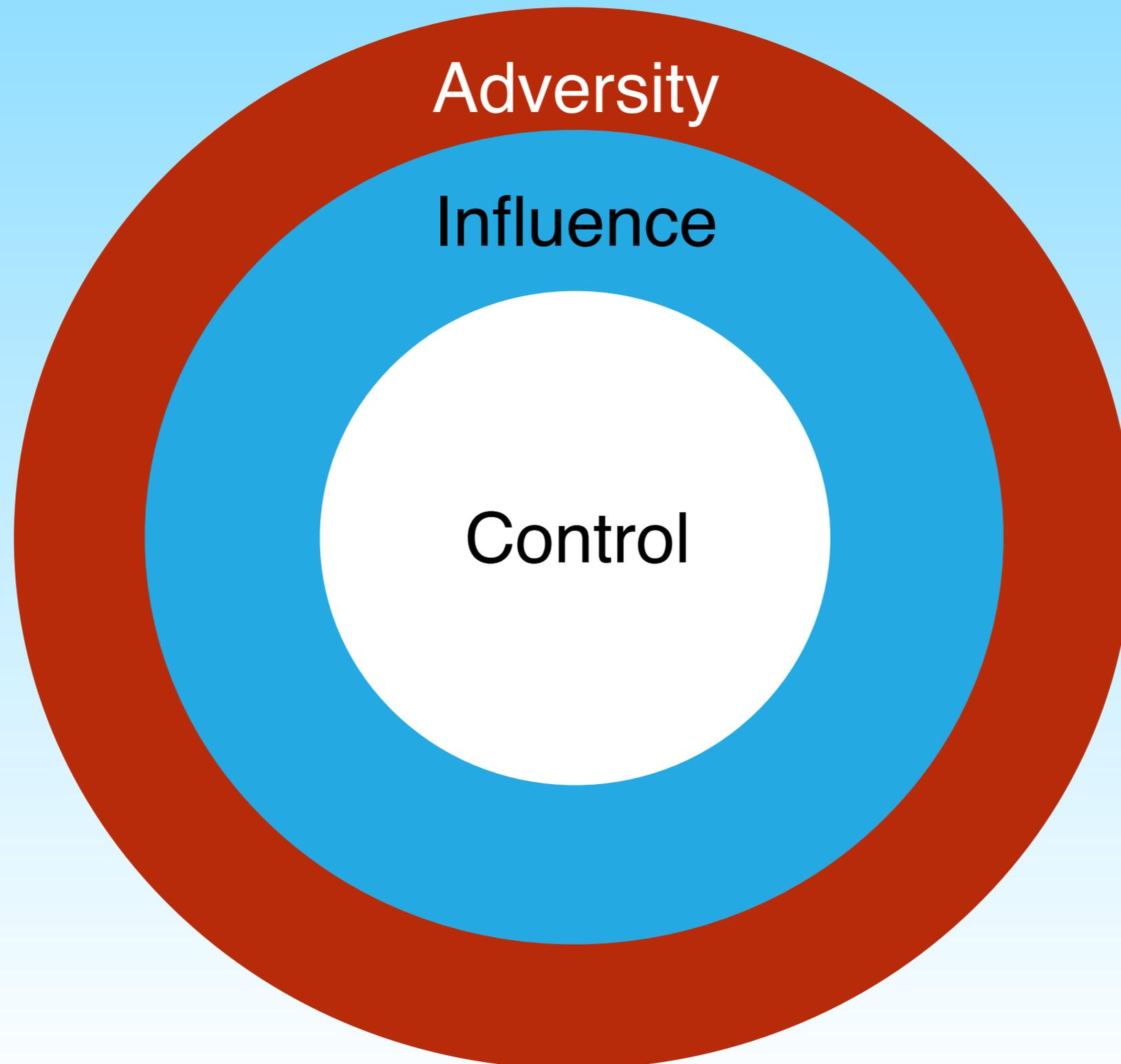
External Motivators

- Asking
- Reasoning
- Telling
- Rewarding (Bribing)
- Appealing to the relationship
- Negotiating
- Tricking
- Reverse psychology
- Guilting (shaming)
- Withdrawing affection
- Nagging
- Yelling
- Threatening
- Criticizing
- Imposing consequences
- Verbally attacking
- Punishing
- Humiliating
- Physical intimidation
- Physical force

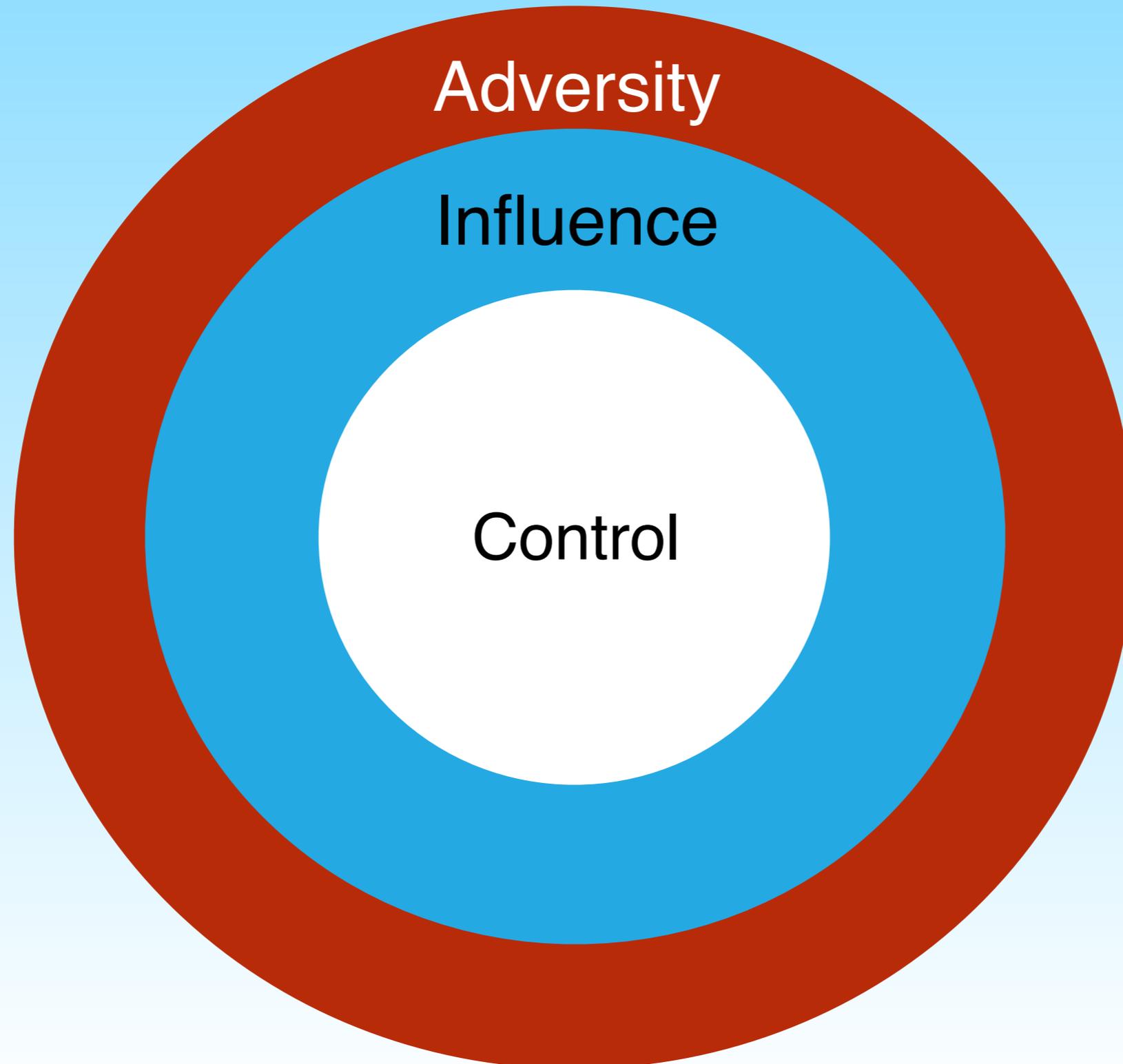
Responsibility

- The only person's behavior you can **CONTROL** is your own.
- No one can make you do anything.
- All of your words and actions are your responsibility.

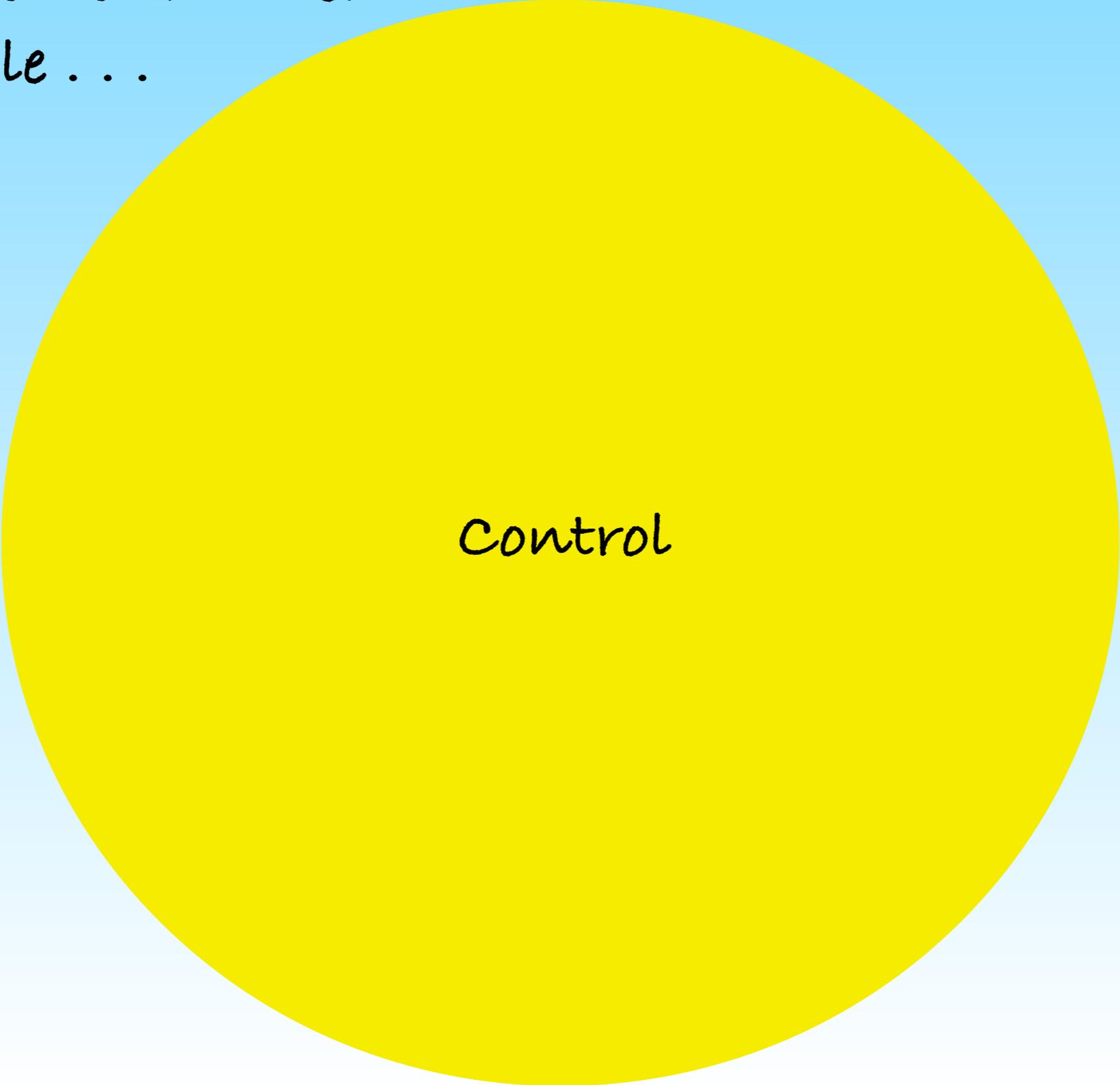
The Circles of Adversity, Influence and Control



If we focus our time and energy on the outside circles . . .



If we focus on our inner
circle . . .



Control

Your Behavioral Car: You have the keys!

92

FEELING

PHYSIOLOGY

(Body State)



ACTING

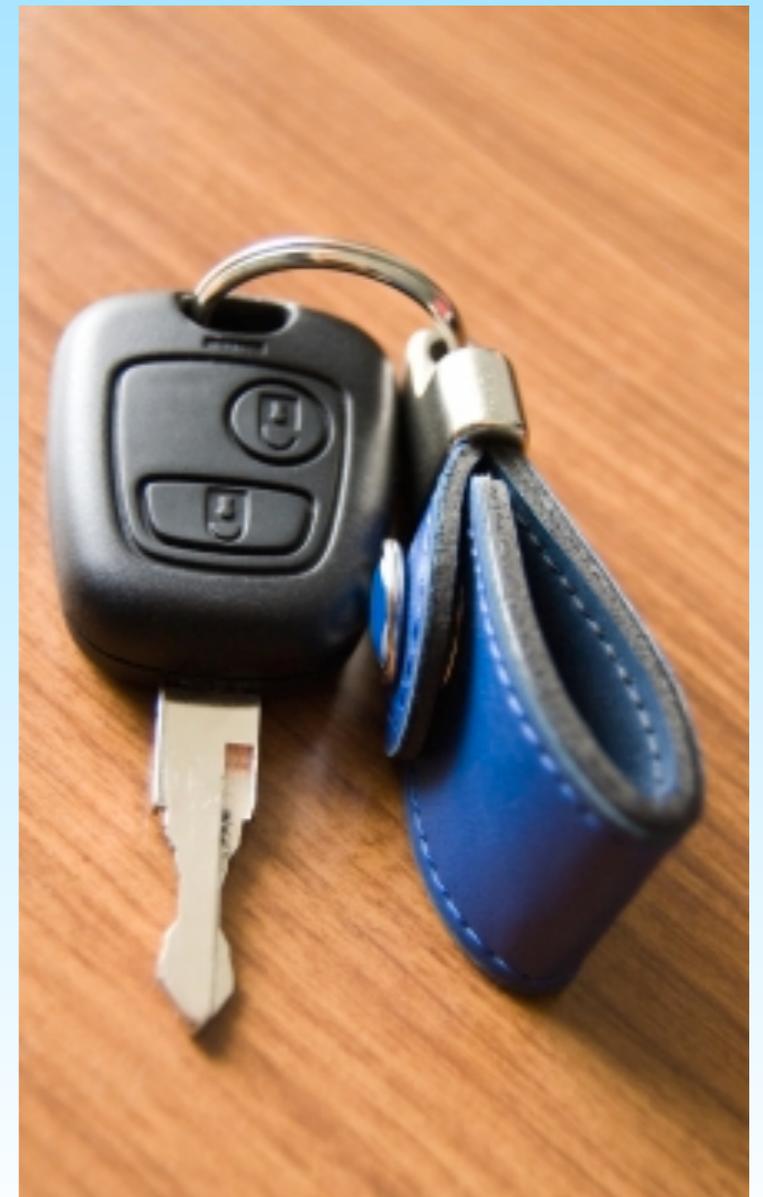
THINKING

You've got brains in your head
and feet in your shoes.
You can [**drive**] **yourself**
in any direction you **CHOOSE!**

Dr. Seuss

**YOU have the keys to
your behavioral car!**

In other words,
everything you do
is **YOUR** choice.



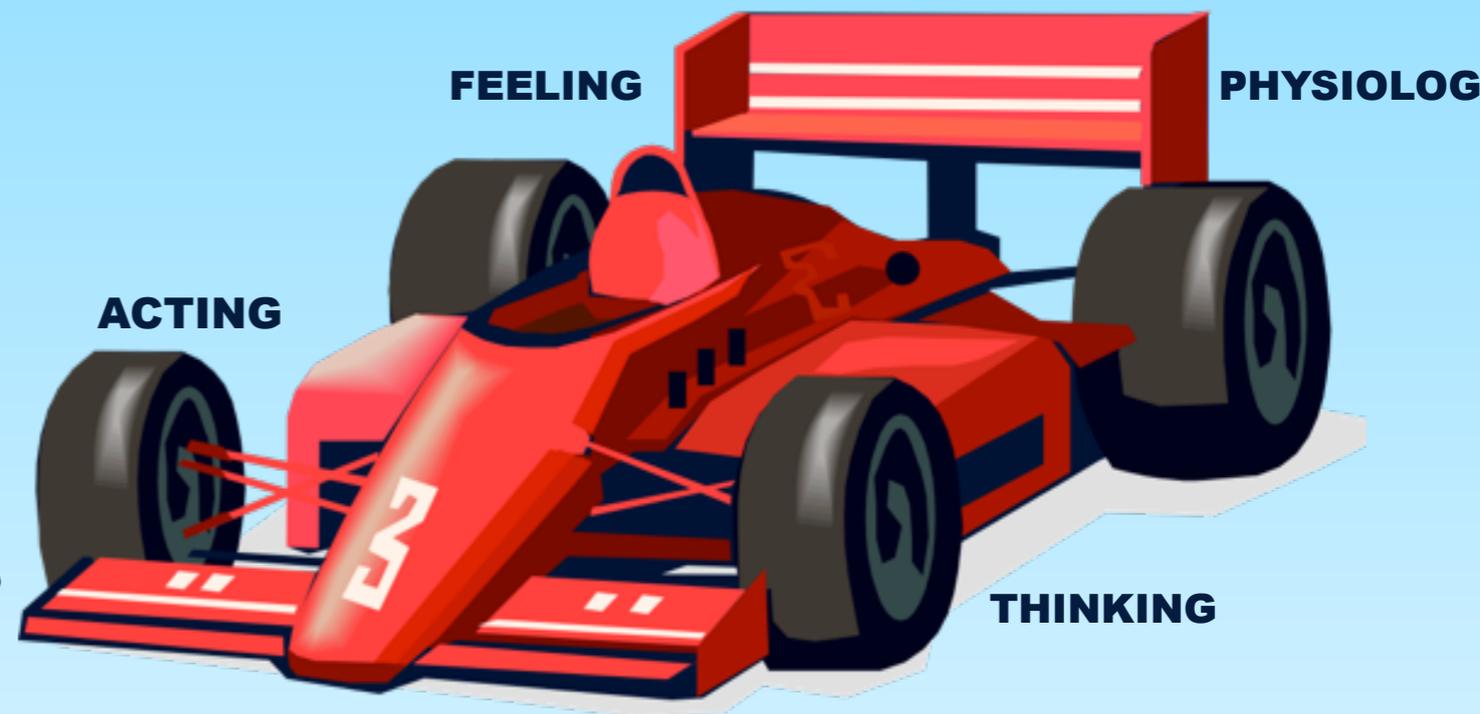
Mrs. Oliveria's
Multi-age
Classroom
Lewiston-Porter
CSD



Classroom
Drivers' Licenses

Using the Behavioral Car Metaphor in the Heat of the Moment

- Who's driving your car?
- Did you give your keys away?
- Are you driving from the front seat or the back seat?
- Where is your car headed?
- Did you take the wrong turn?
How can you get back?
- Do you need a tune-up?
- Are you on the road or off the road?



THE INSTANT TUNE-UP: SELF-DISCIPLINE.



86

Accelerating Thoughts

- Always or never thinking
- Labeling
- Fairness

Braking Thoughts

- It's not worth it to ...
- Drive from the front seat.
- I'm angry, but I can stay in control.
- Losing it only gets him/her what he/she wants.
- Isn't it interesting how this person is trying to control me.
- It's going to be okay.
- Strong people control themselves.
- This, too, shall pass.
- In a week, a year, 10 years, what difference will this make.

Part 3:
**The Restorative
Discipline Process**

“Discipline is helping a child solve a problem.
Punishment is making a child suffer because he has a problem. To raise problem solvers, focus on solutions, not retribution”

– L.R. Knost

“If something happens within a student, why do we feel we have to do something TO that student?”

–Diane Gossen, author of *Restitution: A New Approach to School Discipline*.

The Five Positions of Control

Position	Behavior	Result
<p>The Punisher</p> 	<ul style="list-style-type: none"> •Subjects students to emotional or physical pain. •Administers punishment in anger or with a sense of revenge. •Uses cutting sarcasm, threats, public humiliation, and/or physical force. 	<ul style="list-style-type: none"> •Resistance •Resentment •Rebellion •Lying •Behaving to avoid pain

The Five Positions of Control

The Guilter



- Subjects students to shame and guilt.
- Says: “I’m so disappointed in you,”
- “I thought you were more ___ than that,”
- “After what I’ve done for you”

- Shame
- Guilt
- Failure Identity
- Behaving to avoid shame

The Buddy



- Excuses
- Enables
- Overextends
- Does NOT establish boundaries.
- Says, “Do it for me!”

- Dependence
- Behaving to achieve the buddy’s attention and friendship.

The Five Positions of Control

The Monitor



- Provides clear behavioral expectations
- Explains consequences.
- Uses rewards and other incentives to shape behavior
- Dispenses fair, reasonable consequences

- Compliance
- Conformity to social norms and expectations
- Behaving to avoid consequences or receive rewards.

The Manager of Restorative Discipline



- Creates a sense of community
- Creates a positive classroom climate
- Develops a Social Contract
- Clarifies behavioral and academic responsibilities
- Uses the Restorative Discipline Process to resolve significant behavior issues.

- Independence
- Self-Discipline
- Personal Responsibility
- Behaving based on intrinsic motivation to be socially responsible to the school or classroom community.

The Differences Between Punishment and Consequences

Punishment	Consequences
<p>1.The student is subjected to physical or emotional pain, public humiliation, extended isolation, cutting sarcasm, and/or name-calling or labeling</p> <p>2.The punishment exceeds the “crime” or infraction</p> <p>3.Punishment is applied in anger, or with a sense of vengeance.</p> <p>4.The specific punishment is often a surprise.</p> <p>5.Punishment is often inconsistent, based on the disciplinarian’s mood, his relationship with the students, etc.</p> <p>Punishment is never needed in school.</p> <p>Punishment generally results in:</p> <ul style="list-style-type: none">•Resistance•Resentment•Rebellion•Dishonesty•Eroded relationships	<p>1.The student is discomforted by a loss of privileges/free time, short-term isolation, or suspension.</p> <p>2.The consequence is reasonable and fair.</p> <p>3.Consequences are administered in a calm, neutral, matter-of-fact way.</p> <p>4.Consequences are known ahead of time and clearly understood</p> <p>5.Consequences are administered consistently.</p> <p>Consequences are essential for a sense of safety and order.</p> <p>Consequences generally result in:</p> <ul style="list-style-type: none">•Compliance•Conformity to social norms and expectations•A step closer to self-discipline.

The Differences Between Consequences and Restorative Discipline

The Difference Between Consequences and Restorative Discipline

Consequences	Restorative Discipline
<ol style="list-style-type: none">1. Consequences are determined by a policy or the disciplinarian.2. Consequences discomfort the student by limiting the students social interactions, restricting her freedom, or removing her from the community.3. The student passively experiences consequences (Doing time.)4. Students ability to meet their needs for power, freedom, belonging, and fun is limited.5. Students learn to comply.6. The student's learning is based on operant conditioning.7. Consequences are a back-up for students who choose not to engage in Restorative Discipline.	<ol style="list-style-type: none">1. The restorative act is determined by the student. Younger students often need help or suggestions from the manager. (In some cases, it may involve input from the victim.)2. Restorative discipline strengthens the students, giving the message that we all make mistakes, but that we can choose to learn from them and fix what we can..3. The student is actively involved in the process.4. Students are encouraged to meet their needs for belonging, power, and freedom.5. Students learn to take personal responsibility6. The student learns new social-emotional skills and a more effective, more responsible behavior.7. Restorative Discipline is offered as an OPTION. It is never forced.
<p>Consequences generally result in:</p> <ul style="list-style-type: none">• Short term compliance• External control thinking• Eroded relationships	<p>Restorative Discipline results in:</p> <ul style="list-style-type: none">• A long-term change in behavior• Student learning• Restored or improved relationships• A stronger student.

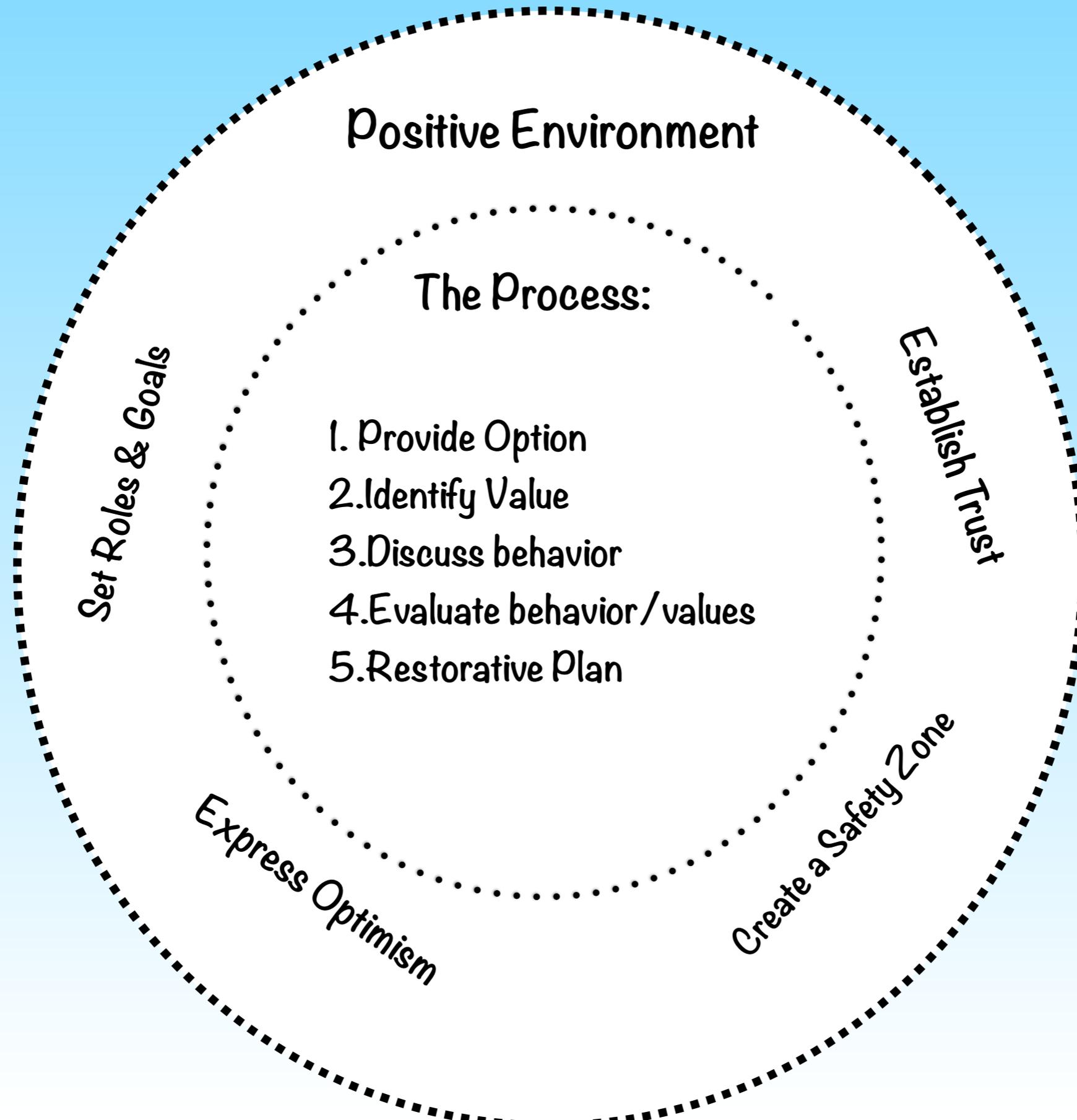
Restorative Discipline

Basic Assumptions

- **People are always doing the best they can, given the knowledge, skills, and resources available, to meet intrinsic physical and psychological needs.**
- **All effective discipline involves learning.**
- **Coercion is not effective in the long-term.**

Overview of the Restorative Discipline Process

103



“Bottom line” behaviors call for both consequences AND restorative discipline.

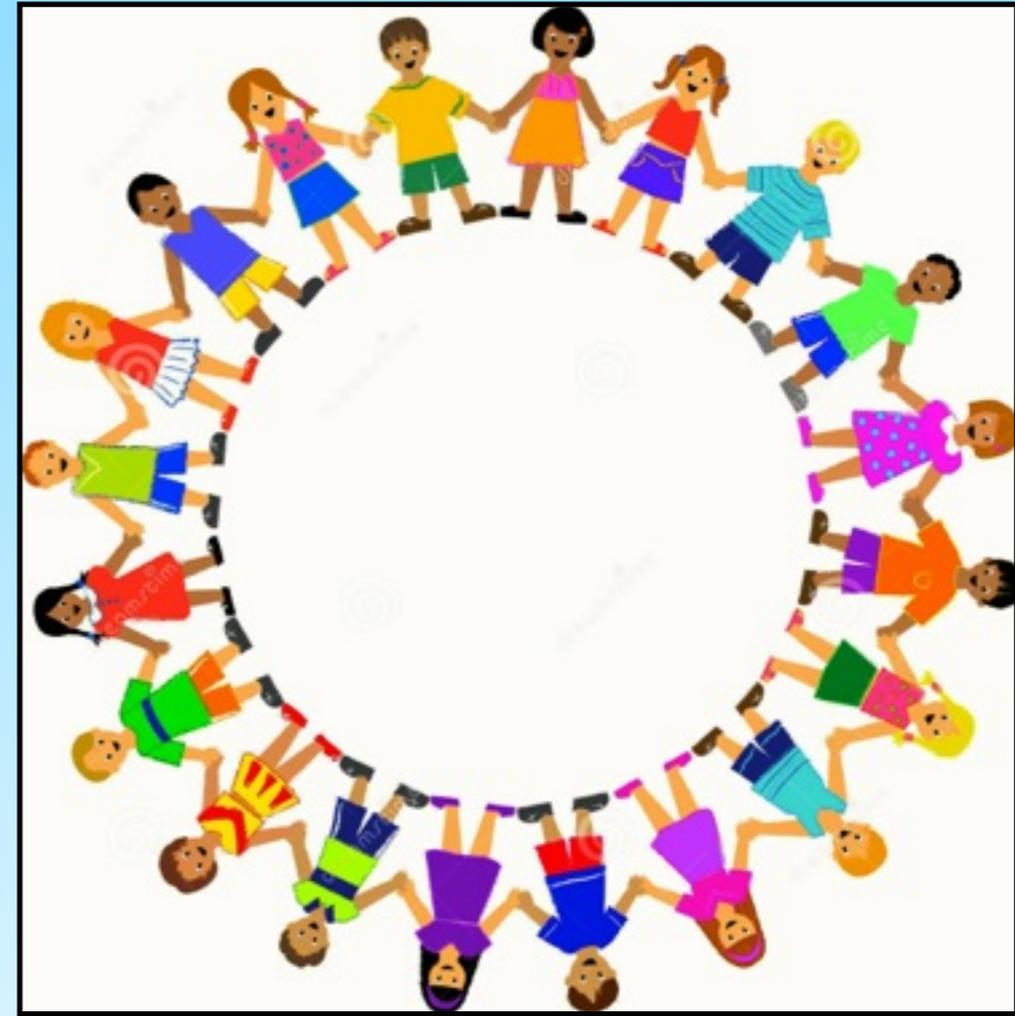
- **Violence**
- **Drugs & Alcohol**
- **Weapons possession**
- **Serious insubordination**

Setting a Positive Conferencing Environment

- “I’m not here to punish you. We’re here to solve a problem, and I’m confident that we can.”
- “I’m not here to argue with you or take away your free time. I just want to help you learn from this situation.”
- “I didn’t go into teaching to write referrals and give kids detention. Let’s fix this problem and see what we can learn from it.”
- “I’m just going to ask you a few questions, and with your cooperation, I know we can make things right.”
- “Do you know why I asked to have this conference with you?” (If not, explain.)
- If students argue or deny, reiterate that you're not going to argue with them and go to the next step, providing the option.

Providing the Restoration Option

- Ask, “Do you want to make things right?”
- Explain what the consequences are, and that you’d prefer not to go that route.
- Either matter-of-factly dole out the consequences, clarify your behavioral expectations, or go on the the next step.



Identifying the Value

- When we developed the Class Constitution, we all committed to: list the values. One of the values that we agreed to was _____ (Fill in the blank with the value or values that were violated in this situation).
- Do you value being _____? (respectful, responsible, kind, etc.)
- At this school, we believe in _____.
- What does _____ mean?
- What does _____ look like or sound like (for younger students)
- What kind of person do you want to be?
- Why is it important to be _____.

Identifying the Unacceptable Behavior

- What is it, specifically, you did or said?
- What did you want that you were trying to get by _____?
- What are you doing that is helping you be _____? Hurting?
- In this situation, who can you control?
- This is what I saw/heard:



Evaluation in Terms of Values

- Is calling Bryan a wimp kind or respectful?
- Is coming late to class regularly responsible?
- Is turning in incomplete work (or not staying on task) showing personal responsibility?
- Is it fair not to share materials with your classmates?
- If you were to give your behavior a grade in terms of being _____, what would it be? What would you like it to be?
- Are you willing to make things right?



Smarter Planning

107

S - Simple and Specific

M- Measurable

A- Achievable

R- Responsible

T- Time-bound

E- Evaluated

R- Repeated if needed

Planning Questions

- What could you do to make things right?
- What would a _____ (kind, respectful, etc.) person do in this situation?
- Would you like some suggestions from me?
- If someone did the same thing as you, what could they do to make it right? Will you do that?
- What is the first step?
- When? Where? How? (Be specific)

Good & Excellent Plans

A **good** restorative discipline plan has the following characteristics:

- It requires effort on the part of the offending student.
- The student takes full responsibility for developing and implementing the plan.
- It in no way encourages further offenses.

An **excellent** restorative discipline plan also includes the following:

- It is relevant to the "crime" if possible.
- It is tied to a higher value or mission
- It strengthens the offender.

Practice

In groups of three, practice using the Restorative Discipline process:

- **Teacher/Counselor/or Administrator.**
- **Student**
- **Coach**

Situations that might call for Restorative Discipline

- One student hurts another while being careless.
- A student breaks something in your classroom.
- A student starts or passes on a rumor about another student.
- To get a laugh, a student calls another student a derogatory name in front of the class.
- A student is caught drawing graffiti on the locker room walls.
- A student damages another student's property in your classroom.
- A student insults a staff member (lunch server, bus driver, etc.)

The Solving Circle: Conflict Resolution

1. Both students tell their stories and points-of-view (while the other listens and waits his/her turn) -
2. Both answer the question, "Who can you control?"
3. Both identify one positive thing about the other person.
4. Each person commits to doing one thing that will make things better. (Set a time for follow-up meeting)
5. They both follow through on their commitments.
6. Follow-up meeting (Repeat steps 2 - 5 if necessary)

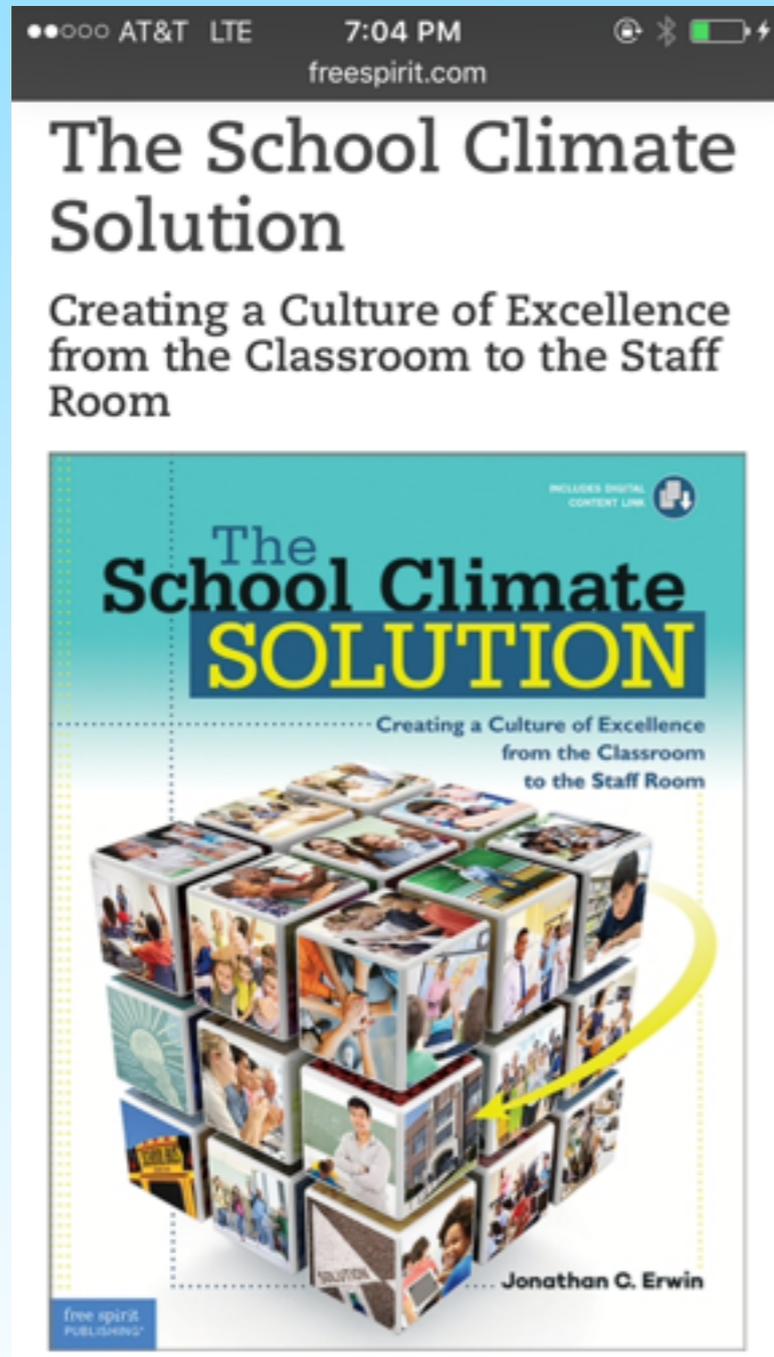
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- Switch the emphasis from getting even to getting positive results.
- Avoid escalation of power struggles

Participants will also receive a resource guide with strategies introduced today and dozens of others that create a positive classroom climate and culture.

Resources



Jon Erwin

www.jonerwin.net
jon@jonerwin.net

716-438-8829

Zen Invocation

The way is long -- let us go together.

The way is difficult -- let us help each other.

The way is joyful -- let us share it.

The way grows before us -- Let us begin!

Thank you!