

CONTENTS

Foreword by Zachary Scott Robbins	xi
-----------------------------------	----

Acknowledgments	xiii
-----------------	------

INTRODUCTION	1
--------------	---

1 THE LOGIC OF RESTORATIVE PRACTICES 7

A Dilemma	8
Common Misconceptions	9
Learning Intentions and Success Criteria	10
Where Do Restorative Practices Come From?	11
Principles and Research About Restorative Practices	12
A Logic Model for Restorative Practices	12
Weaving the Logic of Restorative Practices Into the School Day	14
What's Your History?	14
A Restorative Culture	17
How Restorative Am I?	18
Self-Assessment: How Restorative Am I?	19
A Dilemma: Take Two	21
Procedures	22
Case in Point	23
Recommendations and Implications	24
Reflection	25

2 FOUNDATIONS OF RESPECT 27

A Dilemma	28
Common Misconceptions	29
Learning Intentions and Success Criteria	30
Self-Assessment	32
Teacher Credibility	34
Building Student Agency	38
Build Student Agency With Intention	39
Individual Reflection	40

Weaving a Culture of Belonging and Agency Development Into the School Day	40
A Dilemma: Take Two	42
Case in Point	43
Recommendations and Implications	45
Reflection	46

3 ESTABLISHING EXPECTATIONS AND TEACHING FOR ENGAGEMENT 47

A Dilemma	48
Common Misconceptions	49
Learning Intentions and Success Criteria	50
An Invitation to Learn in a Restorative Culture	50
High Expectations in a Restorative Culture	52
Self-Assessment: Are You a High Expectation Teacher?	54
Engagement in a Restorative Culture	55
Overcoming Cognitive Challenges to Learning	57
Class Agreements in a Restorative Culture	61
A Dilemma: Take Two	63
Case in Point	64
Recommendations and Implications	65
Reflection	66

4 RESTORATIVE CONVERSATIONS USING AFFECTIVE STATEMENTS 67

A Dilemma	68
Common Misconceptions	69
Learning Intentions and Success Criteria	70
Self-Assessment	70
Cognitive Reframing and Restorative Conversations	70
Affective Statements and Restorative Conversations	74
Weaving Affective Statements Into the School Day	75
Affective Statements Work With Adults, Too	78
Undermining Your Own Efforts: Clip Charts and Other Public Humiliation Techniques	79
A Dilemma: Take Two	80
Case in Point	81
Recommendations and Implications	82
Reflection	83

DISCLAIMER: This book may contain third-party content via web links, QR codes, or scannable technology. Corwin makes no guarantee as to the accuracy or reliability of this third-party content, and assumes no liability for any errors or omissions in this third-party content.

5

RESTORATIVE CONVERSATIONS
USING IMPROMPTU CONVERSATIONS

85

A Dilemma	86
Common Misconceptions	87
Learning Intentions and Success Criteria	87
Self-Assessment	88
Principles and Research on Impromptu Conversations	89
Purpose and Goals of Impromptu Conversations	90
Preparing for an Impromptu Conversation	91
Scripting an Impromptu Conversation	91
When It Flies and When It Dives	92
Banking Time	93
2 × 10 Technique	96
Weaving Impromptu Conversations Into the School Day	98
Stealing the Conflict	99
A Dilemma: Take Two	101
Case in Point	102
Recommendations and Implications	104
Reflection	105

6

RESTORATIVE CIRCLES

107

A Dilemma	108
Common Misconceptions	109
Learning Intentions and Success Criteria	110
Self-Assessment	110
Principles of Restorative Circles	111
Components of Every Circle	113
The Phases of a Circle Meeting	114
Plan Your Circle	116
Types of Restorative Circles	117
Weaving Restorative Circles Into the School Day	118
Managing Behavior in Restorative Circles	120
A Dilemma: Take Two	121
Case in Point	123
Recommendations and Implications	124
Reflection	125

7

FORMAL RESTORATIVE CONFERENCES AND VICTIM-OFFENDER DIALOGUES

127

A Dilemma	128
Common Misconceptions	129
Learning Intentions and Success Criteria	130
Self-Assessment	130
Principles and Research About Formal Restorative Conferences and Victim-Offender Dialogue	132
School-Based Formal Restorative Conferences	134
A School-Based Formal Conference: Alcohol Consumption at School	138
Compare and Contrast Written Reflection	139
What Does This Look Like for Young Children?	140
Stepping Into the Dispute: When They Both Might Be at Fault	142
Decisions and Consequences	145
The Justice Model of Circle Sentencing	146
Re-Entry Plans	148
Involving Parents in Re-Entry	149
A Dilemma: Take Two	150
Case in Point	150
Recommendations and Implications	152
Reflection	153

WHAT DOES SUCCESS LOOK LIKE?

155

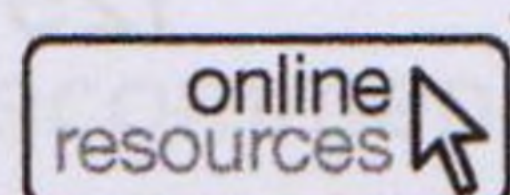
Uriel's Story	155
Where Do I Find the Time to Do This?	158
How Long Does It Take for a School to Become Restorative?	158
What Advice Do You Have for People Who Are New to This?	159
What Do You Do if You Don't Think Restorative Practices Are Making a Difference?	159
Your Stories	160

References

161

Index

165



Visit the companion website at
resources.corwin.com/restorativepracticesplaybook
for downloadable resources, tools, and guides.