

Restorative Practices and SEL

Building Restorative Practices into School Counseling

Jamilah Vogel



Land Acknowledgement

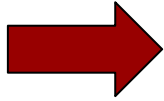
It is important to acknowledge that we are currently occupying the unceded Ndakinna (homeland) of the Abenaki, the indigenous inhabitants of Vermont. Only recently was there any acknowledgement of the Abenakis' enduring presence as a Nation. The Elnu, Nulhegan band of the Coosuk-Abenaki gained state recognition in 2011, followed by the Abenaki Nation of Missisquoi, the Koasek Band, and Koos Nation in 2012. The Abenaki are and have never been federally recognized.

Inequity and the School-to-Prison Pipeline in Vermont

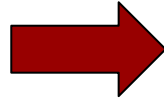
Students with disabilities 3x more likely to be suspended in Vermont

Students of color 3x more likely to be suspended in Vermont

Suspension



Failed Grade



Drop (pushed) out



1% of Vermonters are POC, 8.5% of prison population of Vermont

12% of U.S. population have a disability, yet account for over 40% of the prison population

KICKED OUT!

Unfair and Unequal Student Discipline
in Vermont's Public Schools



What's Happening, Why
It Matters, and What We
Can Do to Stop It



Jay Diaz, Esq.
Vermont Legal Aid
January 2015

**Juvenile Justice
System**

A Personal Definition of Restorative Practice

Restorative practice is about repairing harm and restoring relationship, but there's more:

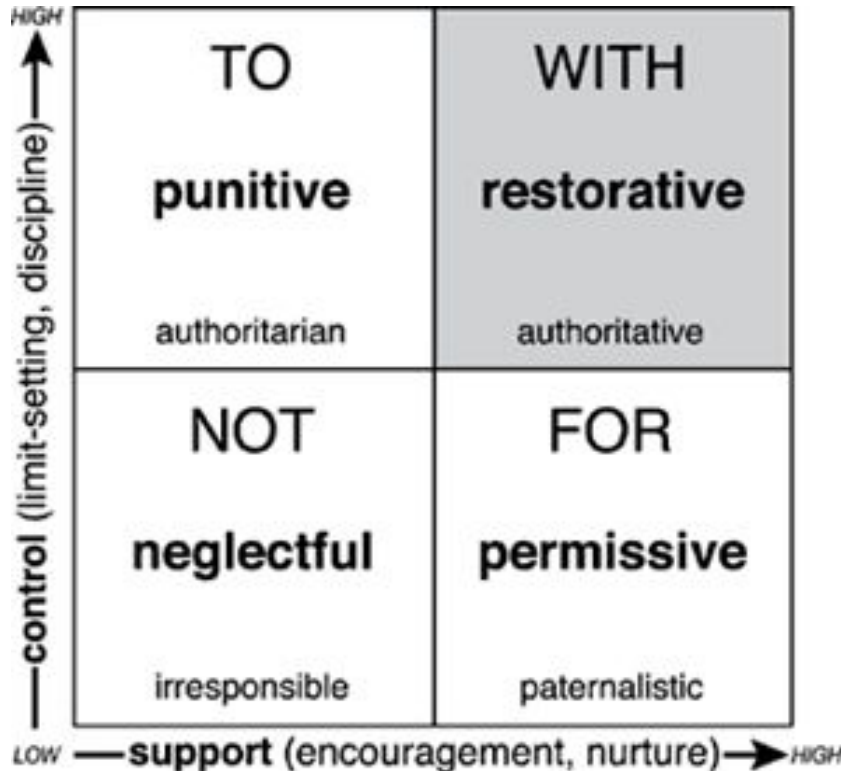
- Rooted in communal traditions from around the world where the circle is a structure for consensus making
- The power of relationships is the foundation of RP
- All members are valued as essential to the group
- When there is harm caused, relationships must be restored through true accountability to achieve unity

Within a restorative philosophy there are practices that facilitate trust and connection, allow for healing and growth, build unity, and deepen understanding. RP also serves to maintain order and harmony within communities by addressing rifts in relationships and broken social contracts.

Theory and Practice

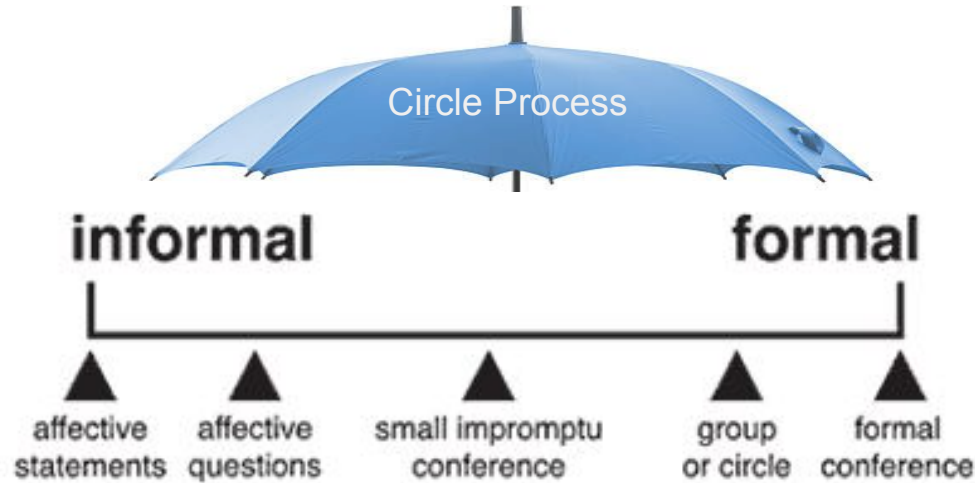


Social Discipline Window



*If the word **control** has a negative connotation for you, in this context we can see control in terms of providing safety, structure, and predictability.

Scope of Restorative Interventions



Community Building ► Problem Solving ► Repairing Harm

Three Tiered Model

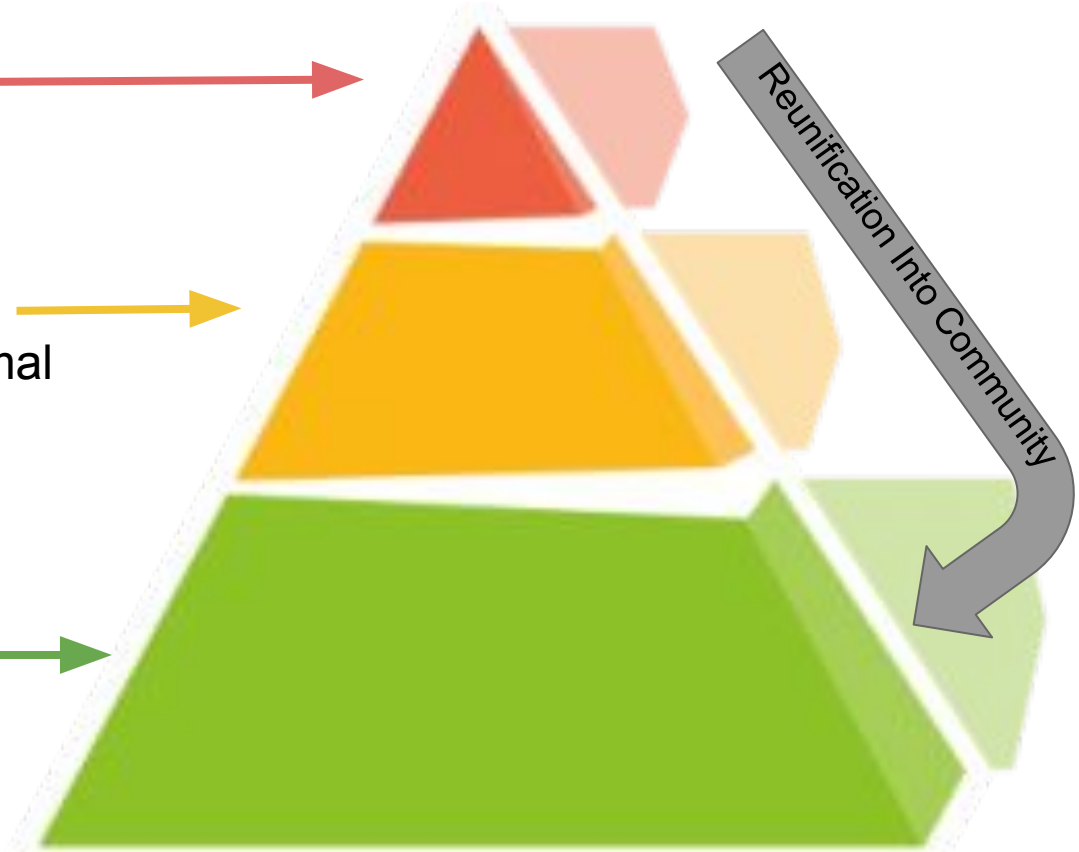
Tier III - Repair and Return
Formal Conferencing
Reintegration



Tier II - Relationship Repair
Problem solving through informal
conferencing and circles
Identify harm, identify needs,
develop a plan



Tier I - Community building
Circles to unite, learn, connect
Affective statements and
questions



'The Nine Affects'

Tomkins identified nine distinct affects to explain the expression of emotion in all human beings. Most of the affects are defined by pairs of words that represent the least and the most intense expression of a particular affect.



M. Czarnecki Restorative
Trainer

Adapted from Nathanson, 1992: Source IIRP

The Compass of Shame

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



Withdrawal:

- isolating oneself
- running and hiding

Attack Other:

- 'turning the tables'
- blaming the victim
- lashing out verbally or physically



Attack Self:

- self put-down
- masochism

Avoidance:

- denial
- abusing drugs and alcohol
- distraction through thrill seeking

A traditional approach artificially amplifies or minimizes the experience of shame. Within RP shame is a naturally occurring response, and is welcomed non-judgmentally, allowing the that shame to be processed as a motivator and teacher.

Reintegrative Shaming

“Reintegrative shaming communicates disapproval within a continuum of respect for the offender; the offender is treated as a good person who has done a bad deed. Stigmatization is disrespectful shaming; the offender is treated as a bad person. Stigmatization is unforgiving - the offender is left with the stigma permanently, whereas reintegrative shaming is forgiving - ceremonies to certify deviance are terminated by ceremonies to decertify deviance.” - John Braithwaite *Reintegrative Shaming*

Typical vs. Affective Statements

Typical

- Stop teasing Sandy.
- Talking during class is inappropriate.
- You shouldn't do that.
- Sit down and be quiet.
- I don't want to see you fighting with him.

Affective

- It makes me uncomfortable when I hear you teasing Sandy
- I am frustrated that you aren't listening to me.
- I feel sad when you say something like that to John.
- I get angry when you talk and joke during my lectures.
- I was shocked to see you hurt Pete.

Let's flip it - affective statements

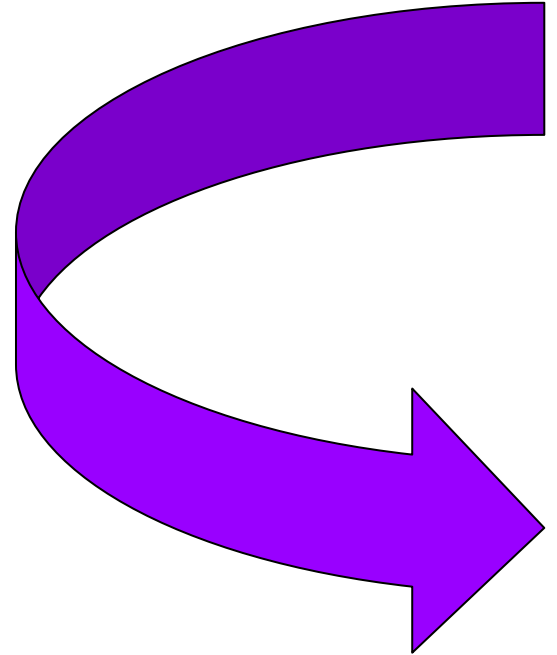
Running in the hall is not safe.

We don't push our friends!

You are distracting others.

Swearing at your teacher is unacceptable.

What have you gotten done so far?



Restorative Questions

To respond to challenging behavior...

- **What happened?**
- **What were you thinking at the time?**
- **What have you thought about since?**
- **Who has been affected by what you have done?**
 - **In what way?**
- **What do you think you need to do to make things right?**

To help those harmed by other's actions...

- **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?**

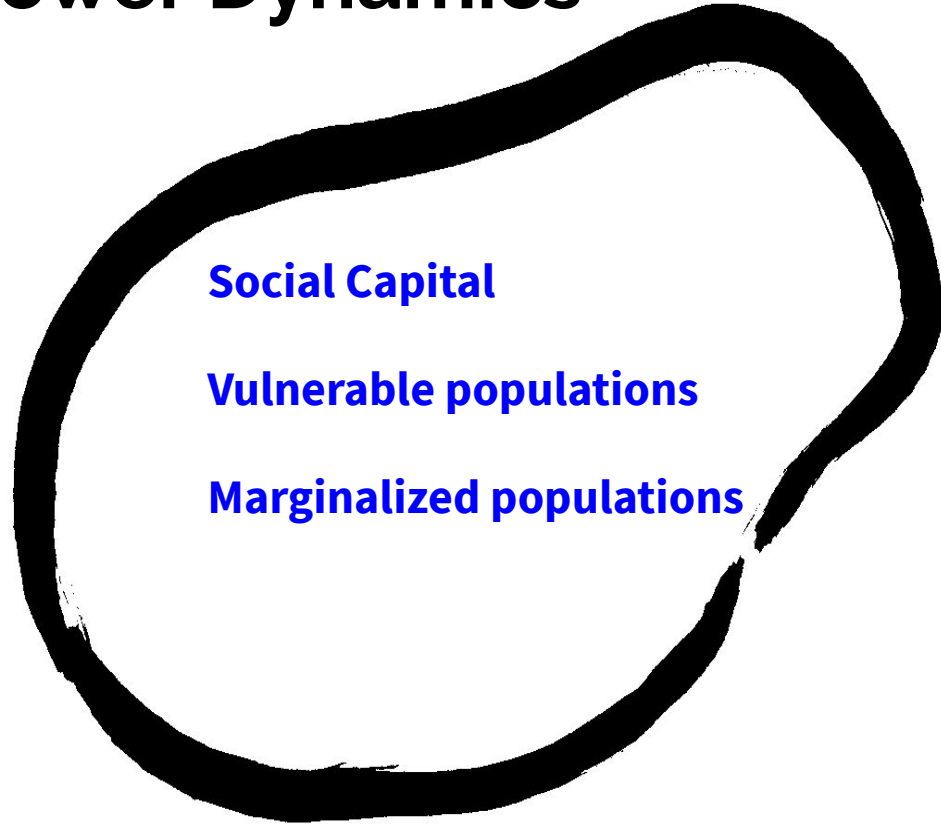
Circles in Restorative Practice

Get acquainted
Explore ideas
Build Community



Solve Problems
Healing after harm
Reintegration

Managing Power Dynamics



Personal Practice



“Restorative Practices are not new ‘tools for your toolbox,’ but represent a fundamental change in the nature of relationships in schools. It is relationships, not specific strategies, that bring about meaningful change.”

- Bob Costello, IIRP

A vibrant sunset scene over a body of water, with a large, semi-transparent orange circle centered over the image. The sky transitions from a deep blue at the top to a bright yellow and orange near the horizon, where the sun is setting. The water reflects the colors of the sky. In the background, there are dark, silhouetted mountains. The text "trust the PROCESS" is written in white, with "trust the" in a lowercase serif font and "PROCESS" in a larger, uppercase serif font.

trust the
PROCESS

Recommended Resources

