

SEL WORKSHOP: Restorative Practices 101 for Parents & Families - Part 2

Facilitated by Ms. D & Ms. Hyman - December 14, 2020

OVERVIEW & PURPOSE

Learn strategies to reinforce, at home, practices students are learning in school to support in conflict resolution, relationship building and problem solving.

DEFINITION

Restorative Practices are a system of formal and informal processes that build and sustain a culture of kindness, respect, responsibility and justice. Central to building community and repairing relationships when harm has occurred.

KEY PRINCIPLES

- Relationships are key to building community
- All voices are valued & heard
- Fair & inclusive decision-making
- Focus on the harm rather than rule-breaking
- Non-punitive collaboration to problem solve
- Do things “**WITH**” not “**TO**” or “**FOR**”

COMPASS OF SHAME - developed by Professor Donald Nathanson

4 Polar responses used to describe the various negative ways people respond to shame.

- **WITHDRAW** - isolating oneself, running and hiding
- **AVOIDANCE** - denial, drugs and alcohol, workaholism
- **ATTACK OTHERS** - lashing out verbally or physically, blaming others.
- **ATTACK SELF** - self put-down, masochism



CONTINUUM OF RESTORATIVE PRACTICE

Restorative practices range from informal to formal processes inclusive of:

- **Affective statements** that help with communicating feelings
- **Affective / Restorative questions** which engage people experiencing shame
- **Small impromptu conferences** for restorative intervention
- **Whole Class, group or circles** for more structured restorative process
- **Formal Conferences** require more elaborate preparation for restoration



REFLECTION

1. What are your shame triggers?
2. How can you use the Compass of Shame to better understand behaviour with you and your family?
 - a. Can locate your behavior in one or more of the polar responses?

PRACTICE THESE SKILLS:

Building Affective Statements

As we practiced during the workshop, take some time to build your own affective statements.

When I see/hear: _____
(state the behavior)

I am feeling: _____

Because I need: _____

And What I'd Like Is/I am going to ask you to:

(name the action)

Continue using these restorative questions:

When challenging behavior occurs, how could the following questions be helpful?

1. What happened?
2. What were you thinking of at the time?
3. What have you thought about since?
4. Who has been affected by what you have done? In what way?
5. What do you think you need to do to make things right?

Which of the questions below is likely to have the greatest impact with your child?

1. What did you think when you realized what had happened?
2. What impact has this incident had on you and others?
3. What has been the hardest thing for you?
4. What do you think needs to happen to make things right?