

Restorative Discipline

Respect, Relationships, Responsibility

Discipline

Traditional View: Punishment

Google Definition: The Practice of training people to obey rules or a code of conduct

Activity or experience that provides mental or physical training. We call a highly trained athlete disciplined.

The controlled behavior resulting from discipline

Ideally, we want to change our vision of Discipline from a Noun to a Verb.



Confessions of a Middle School Principal:

Madison Plains Middle School 2003-2004

What exactly is Restorative Discipline?

Focusing on restoring what has been taken rather than punishing for what's been done.

In our approach at West Muskingum Middle School we do not eliminate consequences but we shift the focus to restoring the relationship damaged.

How does Restorative Discipline Compare to Traditional Discipline?



Traditional Discipline

Based on negative consequences for unacceptable behavior often through fear and intimidation

Assumptions:

- *All kids will change their behavior if the consequence or perceived threat is bad enough.
- *A Child's Brain is fully developed and is able to evaluate at a moment's time the appropriateness of their actions and the end results of their action.
- *All students fear the negative consequences
- *All behaviors are changed by extrinsic factors from the outside to the inside
- *Discipline can only be administered by adults with the child as a passive participant.
- *Relationships with the students are not needed
- *Student "buy in" is not needed

Restorative Discipline

Based on students taking responsibility for repairing relationships broken due to their actions.

Assumptions:

- *Relationships and connections are vital in restorative discipline.
- *Students not wanting to disappoint another person is a stronger motivation than fear or intimidation and negative consequences
- *A student's brain is not fully developed and "training" needs to be done to help nurture its progress.
- *Students are capable of developing a plan to restore broken relationships
- *A student generated plan allows ownership and buy in from the students.
- *All long term behavior change comes from the inside out. Intrinsic factors change extrinsic behaviors.

Why use Restorative Discipline?

In our schools we want our children to be able to use higher level thinking and problem solving skills. Restorative Discipline promotes these traits while traditional discipline approaches inhibits them.

University of Rochester “The rational part of the brain isn’t fully developed and won’t be until he or she is 25 years old or so. Adult and teen brains work differently. Adults think with the prefrontal cortex, the brain’s rational part. This is the part of the brain that responds to situations with good judgement and an awareness of long term consequences”.

Restorative Discipline helps in brain development.

Daniel J. Siegel in “No-Drama Discipline” talks about connecting with students and asking questions rather than giving lectures. These questions allow Neurons to fire making more efficient neurological connections in the brain.

By connecting and asking questions we are now training the brain and establishing long term behavior changes. These changes build life long relationship strengthening skills and conflict management techniques.

When you yell at children or try to intimidate or dominate them when things go wrong you demonstrate to them there is only one way to solve problems that being fight or flight.

Restorative Discipline allows children to look inside themselves consider the feelings of others and establish a plan to restore the broken relationship.

When we focus our training (Discipline) on punishment we lose the opportunity to teach.

Why Use Restorative Discipline?

A school wide program that places emphasis on ‘Relationship’ as the cornerstone of discipline. This program is designed to **empower** students to resolve conflicts on their own.

Goal: To change a school climate to one of respect and support

Fight or Flight Vs. Higher Order Thinking

During Moments of escalation students and adults get into Fight or Flight mode. During this time only low level thinking and reacting will take place. Long term behavior change will not happen here.

By asking questions and deescalating we slow down the situation and turn the event from emotional to a “teaching and learning” moment.

Respect

“I’ll give respect when I’m given respect”. If respect is not modeled at home how can we expect our students to automatically know how to give respect?

Do our students even know what respect is? Are we speaking the same language when we say the word “Respect”. As we teach academic skills we need to also model and teach respect.

Building Relationships

Talk with students and not just to students.

Take the time to listen and find out their stories.



*Start Video at 4:36
End Video at 8:02

Ask Questions, listen, lead them to solve the problem.

What behavior did I do that caused me to be in trouble?

Was this behavior appropriate in school?

Who was hurt when I did the behavior?

How did your behavior affect the people involved?

Did your behavior help or hurt your relationship with those involved?

What can you do to repair the broken relationship(s)?

Questions help students take Responsibility for their actions

What are you going to do in the future to prevent this from happening again? (1st. Period, 2nd. Period, Etc, Lunch, Recess, After School Activities, Bus)

If your plan doesn't work, what consequence do you think would help you to remember not to repeat the same behavior?

We complain when students don't take responsibility for their actions using traditional discipline approaches. The reality is unless we are using restorative (or similar techniques) we are taking the responsibility not the student.

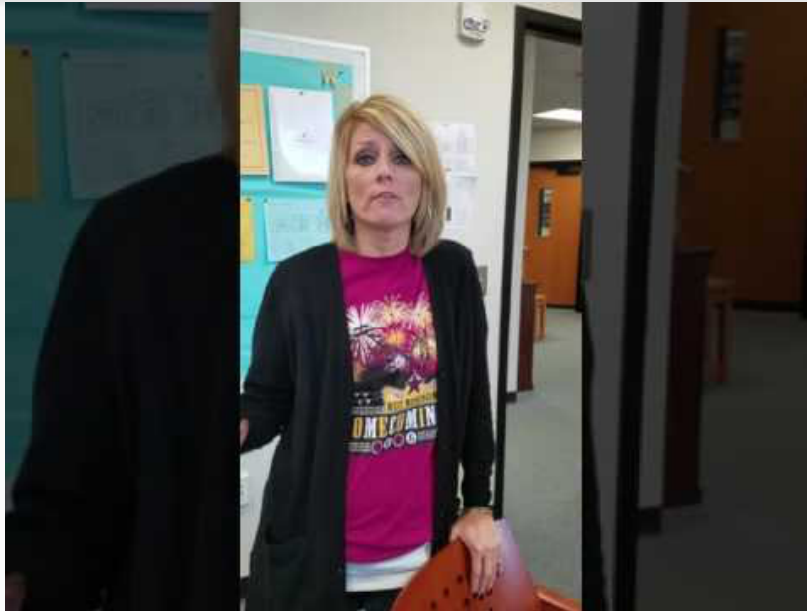
Benefits of a Restorative Discipline Program

1. Enhance academic skills. Helps in Brain Development, Critical Thinking and Problem Solving Skills.
2. Staff begin to focus on training for appropriate behavior rather than student compliance.
3. Student character improves
4. Less bullying
5. It will develop life-long living skills for students

Restorative Approaches we are using at West Muskingum Middle School



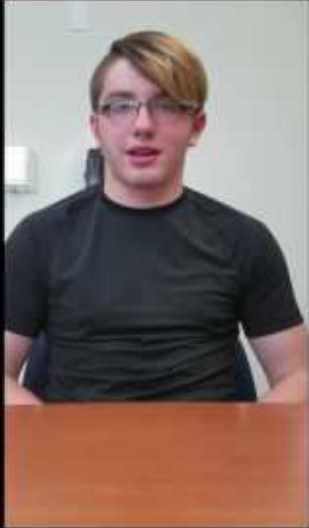
Classroom Meetings



Peer Resolution Groups



One on One Restorative Sessions



Individual Restorative Plan (IRP)

1. What behavior did I do that caused me to get in trouble?
2. Was this behavior appropriate in school?
3. Who was hurt when I did that behavior?
4. How do you think the behavior affected the person(s) involved?
5. Did your behavior help or hurt your relationship with that person or people?
6. What can you do to repair the relationship between you and the person or people?
7. What are you going to do in the future to prevent this from happening again?
 - a. 1st Period
 - b. 2nd. Period
 - c. 3rd. Period
 - d. 4th Period
 - e. 5th Period
 - f. Lunch/Synergy
 - g. 6th Period
 - h. 7th Period
 - i. 8th. Period
 - j. Bus Ride Home
 - k. After School Activities



