



Family Power- Restorative Strategies to Engage and Communicate with your Children

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What it is

- ▶ Restorative Practices are a framework for building community and for responding to challenging behavior through authentic dialogue, coming to understanding, and making things right.
- ▶ “People are happier, more cooperative and productive, and are more likely to make positive changes when those in authority do things *with* them, rather than *to* them or *for* them.”

~ Ted Wachtel, IIRP, Defining Restorative

Restorative Practices (RP)

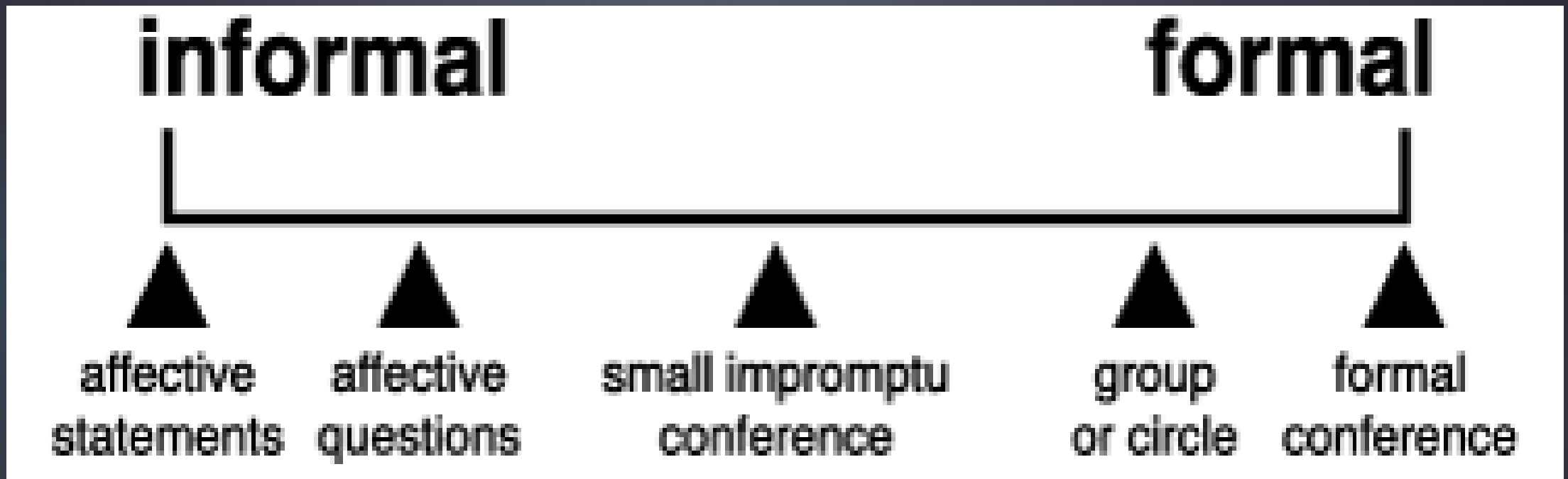
What is Restorative Discipline

- ▶ Restorative vs Retributive
- ▶ Repairing harm/enhances connection
- ▶ Alternative to traditional discipline
- ▶ Seeks to repair harm, build relationships, and develop an agreement on future conduct

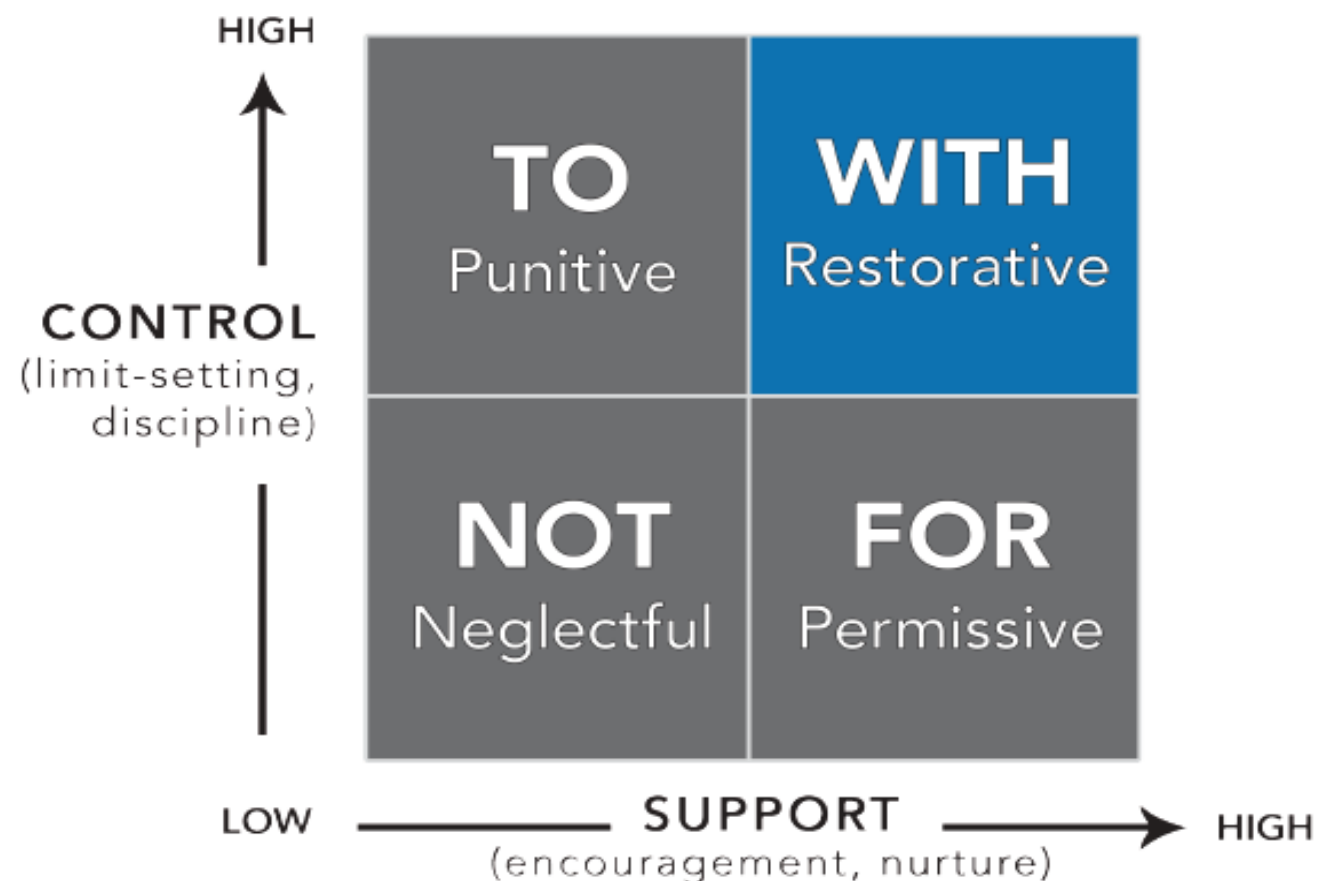
Benefits for Families/Children

- ▶ Limits isolation/removal of child
- ▶ Promotes family connection
- ▶ Improves family communication
- ▶ Skill-building: empathy, impact of behavior, conflict resolution, social-emotional, kindness, community values, communication
- ▶ These skills translate to life skills, resiliency, and positive mental health outcomes

Continuum of Restorative Practice



SOCIAL DISCIPLINE WINDOW



Adapted by Paul McCold and Ted Wachtel from Glaser, 1969

Page 8 in *Restorative Circles in Schools* book

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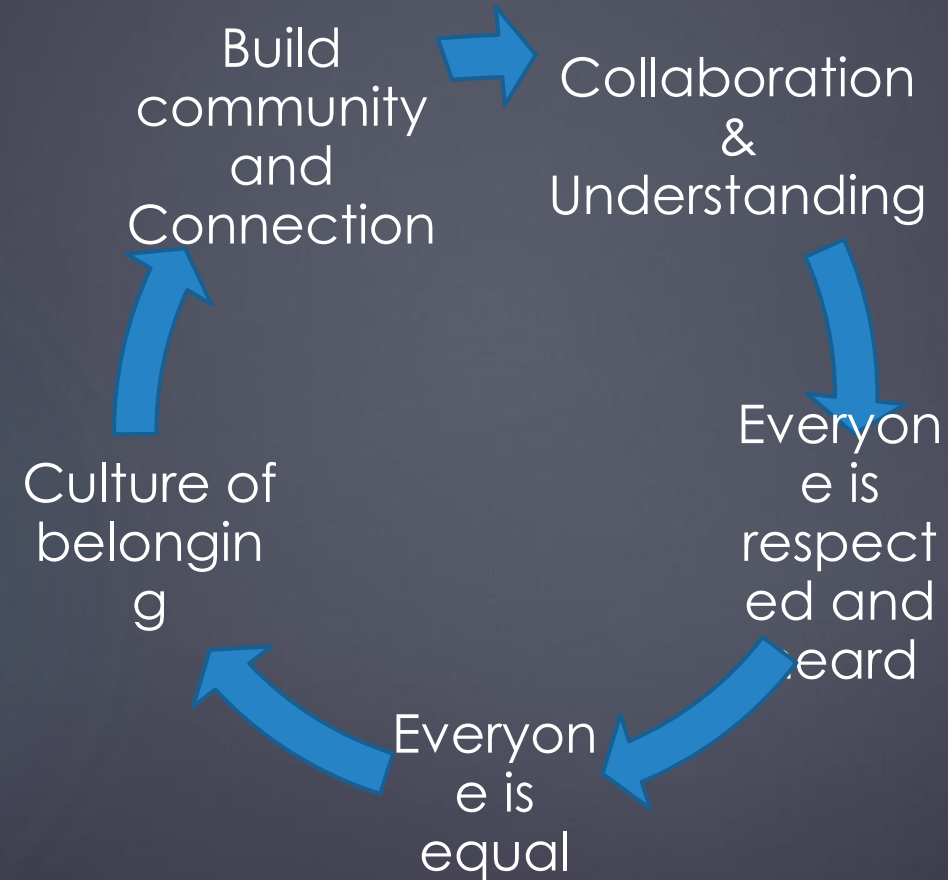
Families are at their best when they:

- ▶ Maximize positive affect
- ▶ Minimize negative affect
- ▶ Freely express emotion
- ▶ Do as much of the above three as possible

Nathanson, 1992

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Family Circles



Restorative Language and Affective Statements

Restorative Language

Addressing conflict and repairing harm.

Affective Statements

Personal expressions of feelings in response to others' positive/negative behaviors.

Why is Restorative Language Important?

- ▶ Language is the building block of your our culture and your home.
- ▶ We all approach conflict differently:
 - ▶ Humanizes the person making statements: sharing emotions or “getting real” makes it possible to restore relationships
 - ▶ Does not protect people from the consequences of their behavior.
 - ▶ Focus is on behavior, not the worth of the person (separate deed from doer).
 - ▶ Encourages people to share their perspective and feelings.

The Goal of Restorative Language:

- ▶ Connect our children with HOW their behavior is “affecting” or impacting self/others.
- ▶ Discourage harmful behavior.
- ▶ Repair harm when possible.
- ▶ Improve/maintain relationships between family members.

The Basics of Affect Statements and Restorative Language ...

- ▶ Talk to the person.
- ▶ Describe the harm.
- ▶ Describe how it affected you.
- ▶ Offer support.

Respectful Communication

- ▶ Neutral or concerned facial expressions (don't roll your eyes)
- ▶ Non-sarcastic tone of voice
- ▶ Raise voice/catch attention, then lower it
- ▶ Use "I" statements
- ▶ Keep language neutral
- ▶ Breathe before you speak
- ▶ State positive behavior expectations



Affective or “I” Statement:

I feel(state feeling)

When you(state action)

Because

I need you to

Typical response statement

- ▶ **Stop yelling!!**
- ▶ **Sit down and be quiet!!**

Affective

- ▶ I feel mad when you yell because it's distracting while I'm driving. I need you to lower your voice.
- ▶ I feel comfortable when you are sitting down and talking quietly because I can drive safely. I need you to keep following the rules.

Affective Statements: Activity

Complete the following statements in relation to your family:

- I feel glad when...
- I feel mad when...
- I feel sad when...
- I feel scared when...
- I feel....when...

Compass of Shame



Restorative Questions II

(for person harmed)

- ▶ 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?

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Restorative Questions I (for Wrongdoer)

- ▶ What happened?
- ▶ What were you thinking of 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?

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PRACTICE RESTORATIVE QUESTIONS

- ▶ DIVIDE INTO GROUPS OF 3
- ▶ READ THE SCENARIO- YOU ARE AT HOME AND HEAR TWO OF YOUR CHILDREN FIGHTING IN ANOTHER ROOM. IT STARTS AS YELLING AND ENDS WITH TEARS. ONE OF YOUR CHILDREN COMES AND TELLS YOU THEIR SIBLING TOOK ONE OF THEIR TOYS/POSSESSIONS. THE OTHER CHILD GOES HAS GONE UP TO THEIR ROOM AND IS WITHDRAWN.
- ▶ SELECT ONE PERSON TO ASK THE RESTORATIVE QUESTIONS
- ▶ THE OTHER TWO PARTICIPANTS ROLE PLAY EACH CHILD
- ▶ SHARE OUT YOUR EXPERIENCE

Resources

- ▶ *The Restorative Practices Handbook for teachers, disciplinarians and administrators*; Bob Costello, Joshua Wachtel and Ted Wachtel; www.iirp.org
- ▶ *Just Schools: A whole school approach to restorative justice*; Belinda Hopkins; www.jkp.com
- ▶ *Teaching Restorative Practices with Classroom Circles* ; © Amos Clifford, Center for Restorative Process Developed for San Francisco Unified School District; www.healthiersf.org

"It is in the shelter of each other that the people live." Irish

proverb

"The quality of our lives depends not on whether or not we have conflicts, but on how we respond to them." Tom

Crum

"People start to heal the moment they feel heard." Cheryl

Richardson

"The more you know about someone the less likely you are to hurt them."