

Restorative Circles in Core Counseling

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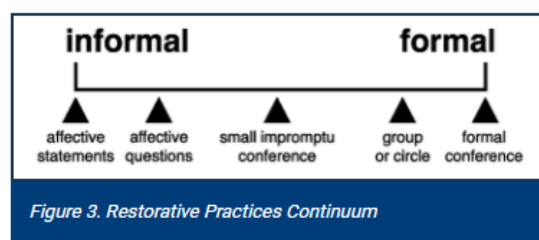
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Learning Targets

- 🔥 Define Restorative Practices
- 🔥 Introduction to the basics of Restorative Circles
- 🔥 Learn tips to feel confident in facilitating Restorative Circles

Restorative Practice

- 🔥 a framework for **building community** and for **responding to challenging behavior** through authentic dialogue, coming to understanding and making things right
- 🔥 [International Institute of Restorative Practices](http://www.iirp.org)



Information from www.iirp.org and resource: Information from resource: <http://www.healthiersf.org/RestorativePractices/Resources/documents/RP%20Curriculum%20and%20Scripts%20and%20PowerPoints/Classroom%20Curriculum/Teaching%20Restorative%20Practices%20in%20the%20Classroom%207%20lesson%20Curriculum.pdf>

- Affective Statements – Teaching and using “I Messages”
- Affective Questions - Questions which elicit expressions of attitude, values, or feelings of the student
- Small Impromptu Conference – allows the offender and victim of an incident to share their feelings, describe how they have been affected and develop a plan to repair the harm done and prevent recurrence.
- Group or Circle - build community, teach restorative concepts and skills, and harness the power of restorative circles to set things right when there is conflict
- Formal Conference – Includes family and/or staff involved in an incident and is much more structured than an impromptu conference

<https://youtu.be/Q66H9wcnDJ4>

Restorative Questions

Offenders are asked these restorative questions:

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

Victims are asked these restorative questions:

- 🔥 "What did you think when you realized what happened?"
- 🔥 "What impact has the 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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Information from www.iirp.org



Background video from: <http://www.mediafire.com/file/a69h36v78cqy7zz/1.WMV>

Igniting Change

- 🔥 **Intervention Small Groups**
 - 🔥 Frequently got onto the topic of deportation, hate speech, racism, Black Lives Matter and police brutality
 - 🔥 Super Bowl ad showing “The Wall” was brought up in over half of small groups
- 🔥 **Trump Effect – Teaching Tolerance**
 - 🔥 More than two-thirds of the teachers reported that students—mainly immigrants, children of immigrants and Muslims—have expressed concerns or fears about what might happen to them or their families after the election
 - 🔥 More than half of teachers had seen an increase in uncivil political discourse
 - 🔥 More than one-third had observed an increase in anti-Muslim or anti-immigrant sentiment

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From Teaching Tolerance Website: Between March 23 and April 2, 2016, Teaching Tolerance surveyed approximately 10,000 teachers, asking them how the presidential campaign was affecting their student and their teaching. The results indicated that the campaign is having a profoundly negative impact on schoolchildren across the country, producing an alarming level of fear and anxiety among children of color and inflaming racial and ethnic tensions in the classroom. Many students worry about being deported. Many educators fear teaching about the election at all.

Igniting Change

King Elementary Enrolment Data

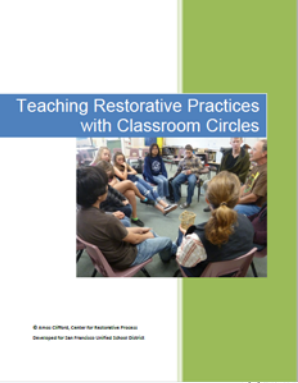
Total enrollment	346	100%
Gifted (school-based)	19	5%
ELL	145	42% 🔥
Special education services	41	12%
504 Plan	3	1%
Free/Reduced Lunch	338	98% 🔥
Male	179	52%
Female	167	48%
American Indian/Alaska Native	0	0%
Asian	35	10%
Black	169	49% 🔥
Hispanic	109	32% 🔥
Native Hawaiian/Pacific Islander	0	0%
More than one race indicated	13	4%
White	20	6%

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The Day Without Immigrants (February 16, 2017) had a huge impact on our attendance. Our attendance percentage from that day alone was 81.7%. The overall Des Moines district percentage for that day was 85.4%. The average King Elementary K-5 student attendance for 2016-2017 was 96.03%; excluding that single day, our overall attendance 96.89%.

Why Circles?

- 🔥 Impromptu Conferences and small group circles were working well
- 🔥 Everyone feels they can be seen, heard and respected
- 🔥 Shared sense of responsibility for maintaining Safe Circle Expectations
- 🔥 Allows each student to tell their story and share their perspective
- 🔥 No right or wrong answers



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Downloaded for San Francisco Unified School District

A circle is a versatile restorative practice that can be used proactively, to develop relationships and build community or reactively, to respond to wrongdoing, conflicts and problems. Circles give people an opportunity to speak and listen to one another in an atmosphere of safety, decorum and equality.

The circle process allows people to tell their stories and offer their own perspectives (Pranis, 2005). The circle has a wide variety of purposes: conflict resolution, healing, support, decision making, information exchange and relationship development. Circles offer an alternative to contemporary meeting processes that often rely on hierarchy, win-lose positioning and argument (Roca, Inc., n.d.).

<http://www.healthiersf.org/RestorativePractices/Resources/documents/RP%20Curriculum%20and%20Scripts%20and%20PowePoints/Classroom%20Curriculum/Teaching%20Restorative%20Practices%20in%20the%20Classroom%207%20lesson%20Curriculum.pdf>

<http://www.healthiersf.org/RestorativePractices/Resources/>

Basics of Circles

- 🔥 Shape is important
 - 🔥 See every face without leaning
- 🔥 No barriers
- 🔥 Pay attention to noise
- 🔥 Talking Piece
 - 🔥 Insures every voice is heard
- 🔥 Center of the Circle
 - 🔥 Intentionally placed items can provide a focus for discussion

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Circle Themes

- 🔥 **Community Building**
 - 🔥 Proactive
 - 🔥 Establishes Safe Circle Expectations
 - 🔥 Builds and deepens connections among students (and staff)
 - 🔥 Can be used to teach content
- 🔥 **Response to Harm**
 - 🔥 Reactive
 - 🔥 Move towards making things right
 - 🔥 Uses Restorative Questions

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Variety of Circles

- 🔥 **Basic Circle (Sequential)**
 - 🔥 Uses talking piece in sequence
- 🔥 **Popcorn Circle**
 - 🔥 Students raise hands or are randomly chosen to speak
 - 🔥 Can use tokens or tickets to limit turn taking
- 🔥 **Fishbowl Circle**
 - 🔥 Inner circle of 4-6 students participate in dialogue
 - 🔥 Outer circle is silent and provides feedback when prompted

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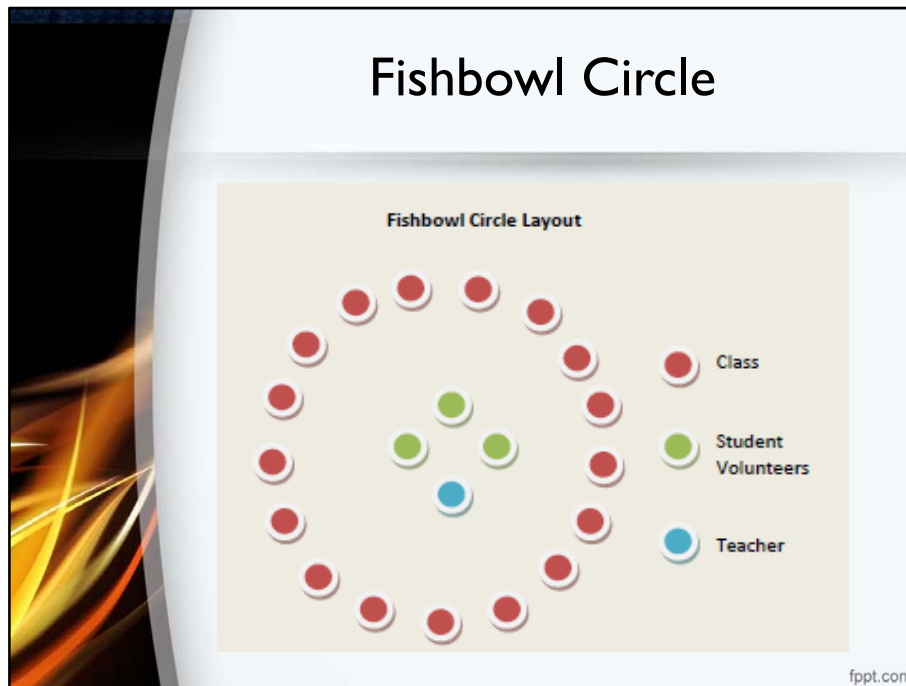


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Variety of Circles

- 🔥 **Spiral Circle**
 - 🔥 Same as Fishbowl, but with a “hot seat” for outer circle to join when invited
- 🔥 **Wheelhouse Circle**
 - 🔥 Circle-in-a-circle, forming pairs
 - 🔥 Pairs change several times
- 🔥 **Small Group Circles**
 - 🔥 Student Circle Leaders
 - 🔥 Can end with Fishbowl for Circle Leaders
- 🔥 **Feedback Circle**
 - 🔥 One person shares for a certain amount of time
 - 🔥 The rest of the circle provides feedback for the same amount of time

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High-Quality Prompting Questions

- 🔥 Relevant
- 🔥 Gives voice to existing unspoken questions
 - 🔥 “What does it mean to be popular?”
- 🔥 Simple and clear
- 🔥 Open-ended
- 🔥 Inquiry, not advocacy
 - 🔥 “What makes healthy relationship work well?”
- 🔥 Related to current events
- 🔥 Support re-storying
 - 🔥 Changes the way we see and experience each other
- 🔥 Energize the class
- 🔥 Invite deeper follow-up questions

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- They are **relevant**: questions about something that is real and meaningful to the lives of students.
- Often a high quality prompt **gives voice to existing unspoken questions** that are in the social field; consider this: “What does it mean to be popular?” as an example of a question that is implicit in many students’ minds, but is perhaps rarely discussed openly.
- **Simple and clear** language is used.
- They are **open-ended**: not yes-or-no questions, but worded in a way that invites deeper inquiry.
- They are about **inquiry, not advocacy**; discovery, not teaching facts or proving a point. Thus, a prompt framed as “Why is it always best to be polite?” may be helpful, but it also assumes its own conclusion; you may as well say, “It’s best to be polite. Tell me why.” It might be more interesting to ask, “**What makes relationships work out well?**”
- Often prompts **are related to current events** for which time is not planned in the curriculum.; the emotional load carried by many students can be unloaded in the circle
- They **support re-storying**. the process by which we loosen the grip that stories that we have constructed about each other and our world have on us, thus opening up new possibilities for how we see and experience each other.
- They **energize the class** and get the attention of students.
- They invite deeper follow-up questions.

Information from resource: SFUSD Curriculum

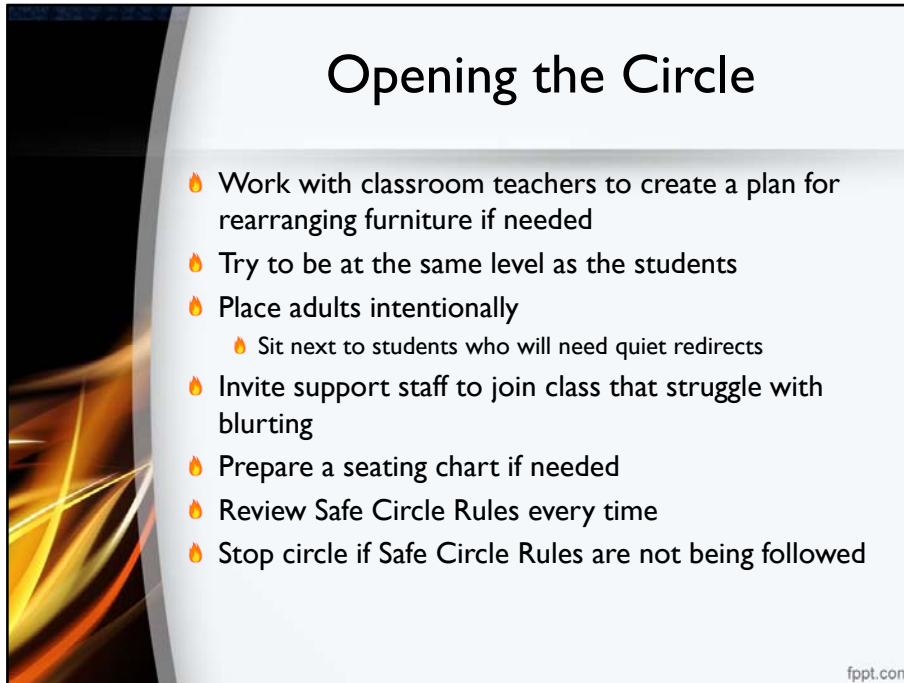
Sequence of a Circle

- 🔥 **Open the Circle**
 - 🔥 Physically creating the circle
 - 🔥 State the purpose and review the Safe Circle Rules
- 🔥 **Content (Community Building or Response to Harm)**
 - 🔥 Where the magic happens
- 🔥 **Closure**
 - 🔥 “How did you feel during circle today?”
- 🔥 **Close the Circle**
 - 🔥 Visualize leaving uncomfortable thoughts in the circle
 - 🔥 Yoga breaths
- 🔥 **Debrief with Other Circle Leaders**
 - 🔥 If possible, process and reflect with other Circle Leaders

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Opening the Circle

- 🔥 Work with classroom teachers to create a plan for rearranging furniture if needed
- 🔥 Try to be at the same level as the students
- 🔥 Place adults intentionally
 - 🔥 Sit next to students who will need quiet redirects
- 🔥 Invite support staff to join class that struggle with blurting
- 🔥 Prepare a seating chart if needed
- 🔥 Review Safe Circle Rules every time
- 🔥 Stop circle if Safe Circle Rules are not being followed

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Safe Circle Rules

Respect the talking piece

- 1. Listen with your heart**
- 2. Speak with your heart**
- 3. Just say enough**
- 4. No need to plan**

Safe Reactions

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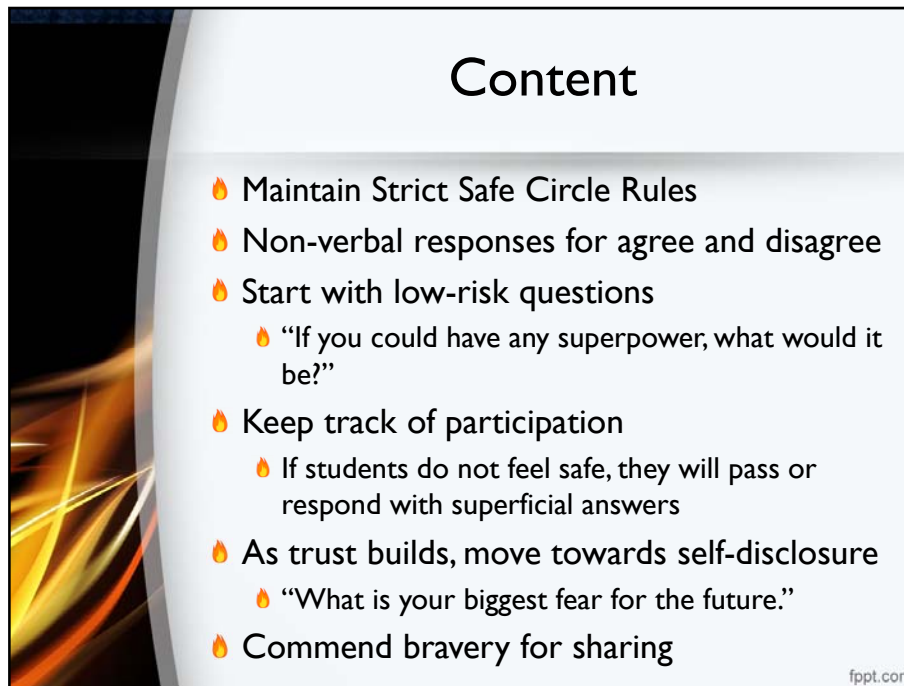
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Opening the Circle



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<https://youtu.be/t6tnlI9kuNI> - 0:00-5:33



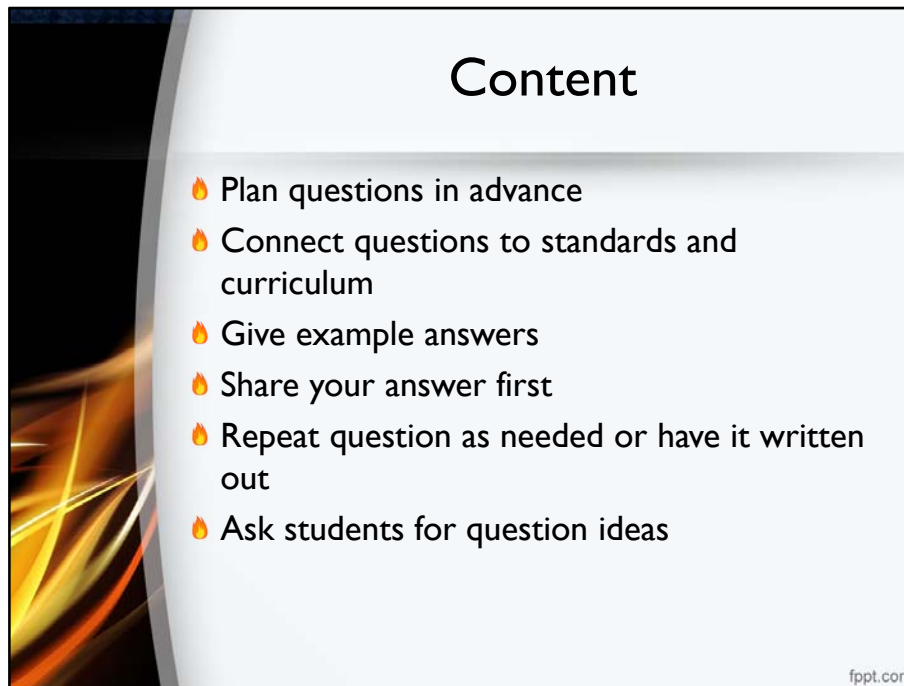
Content

- 🔥 Maintain Strict Safe Circle Rules
- 🔥 Non-verbal responses for agree and disagree
- 🔥 Start with low-risk questions
 - 🔥 “If you could have any superpower, what would it be?”
- 🔥 Keep track of participation
 - 🔥 If students do not feel safe, they will pass or respond with superficial answers
- 🔥 As trust builds, move towards self-disclosure
 - 🔥 “What is your biggest fear for the future.”
- 🔥 Commend bravery for sharing

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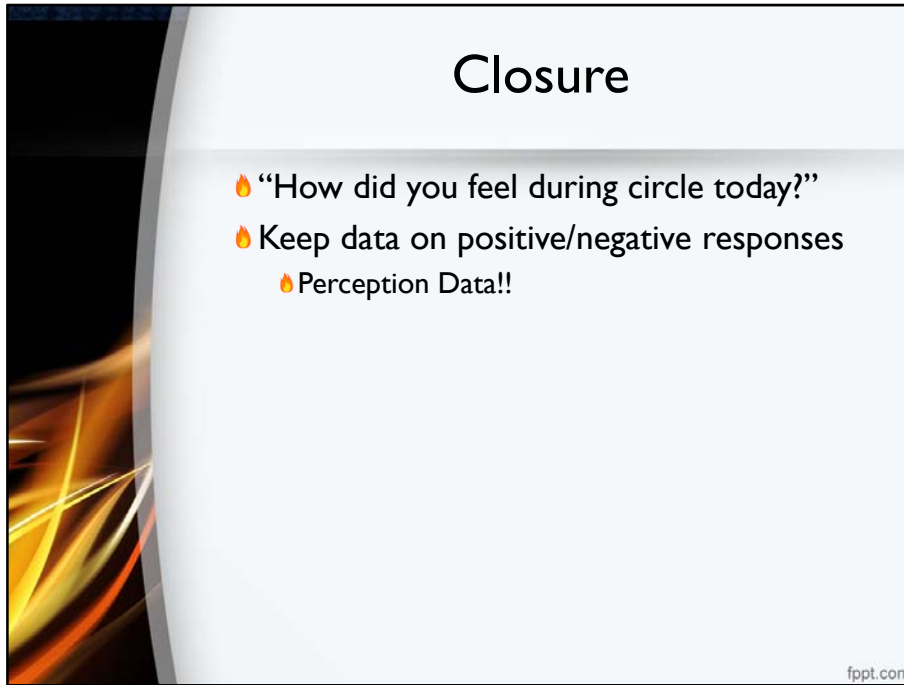
Content



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<https://youtu.be/t6tnlI9kuNI> – 5:34-25:56

High Risk Questions at 15:38



Information from resource:

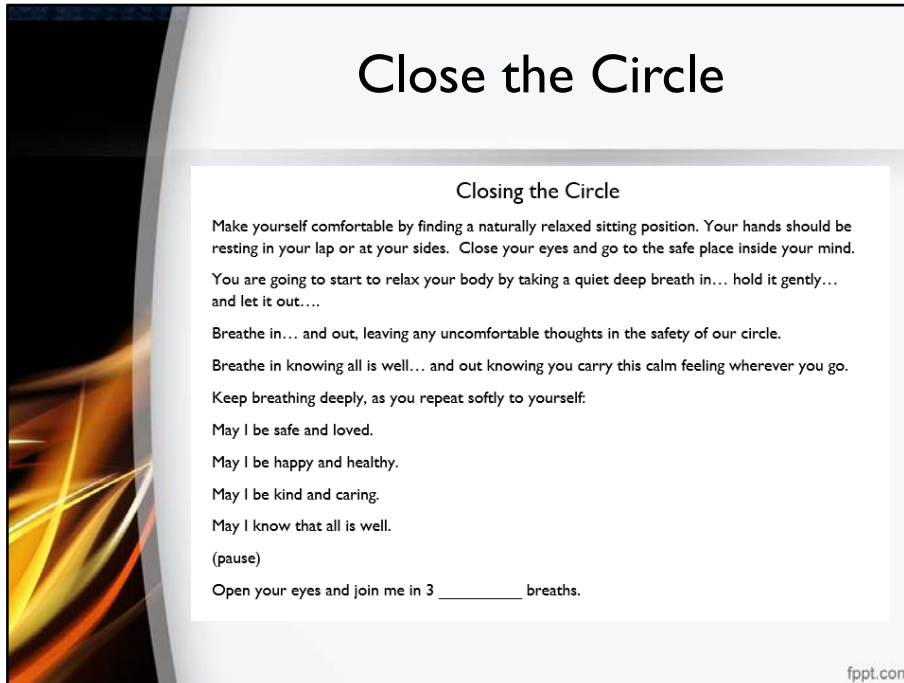
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Closure



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<https://youtu.be/t6tnlI9kuNI> – 25:56-32:20



Close the Circle

Closing the Circle

Make yourself comfortable by finding a naturally relaxed sitting position. Your hands should be resting in your lap or at your sides. Close your eyes and go to the safe place inside your mind. You are going to start to relax your body by taking a quiet deep breath in... hold it gently... and let it out....

Breathe in... and out, leaving any uncomfortable thoughts in the safety of our circle.

Breathe in knowing all is well... and out knowing you carry this calm feeling wherever you go.

Keep breathing deeply, as you repeat softly to yourself:

May I be safe and loved.

May I be happy and healthy.

May I be kind and caring.

May I know that all is well.

(pause)

Open your eyes and join me in 3 _____ breaths.

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Debrief with Other Circle Leaders

- 🔥 Process observations and any responses that stood out
- 🔥 Discuss students who never share
- 🔥 Plan for support students who struggled

Collect Data

- 🔥 Track data on class rosters
 - 🔥 Organize by schedule – multiple clipboards
 - 🔥 Color code
- 🔥 Create code for tracking data
 - 🔥 √ = shared
 - 🔥 P = passed
 - 🔥 A = absent
 - 🔥 X = refused to join
 - 🔥 ★ = struggled with Safe Circle Rules
- 🔥 Indicate + or – feelings in closing round
- 🔥 Track teacher and overall class behavior

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Resources

- 🔥 [International Institute for Restorative Practices](#)
- 🔥 SFUSD – [7 Lesson Curriculum](#)
- 🔥 SFUSD – [Restorative Practices Website](#)
- 🔥 Edutopia – [Dialogue Circles Article & Video](#)
- 🔥 [Restorative Circles in Schools Book](#)
- 🔥 [Center for Restorative Process](#)
- 🔥 [Community Building Question Bank](#)
- 🔥 [What's It Fidget Toy](#)

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Background video from: <http://www.mediafire.com/file/a69h36v78cqy7zz/1.WMV>