Advancing Restorative Approaches in NH Schools

Jon Kidde & Marc Wennberg | March 28, 2025
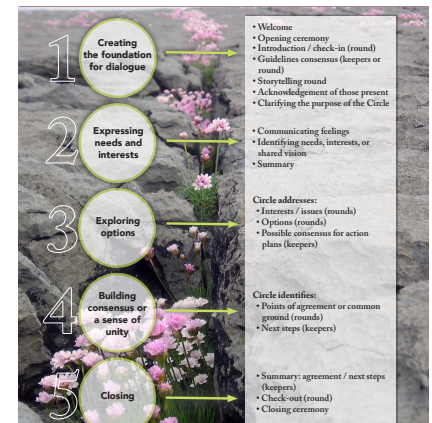

Achievement-Based Objectives

By the end of the 6 hour workshop, participants will:

- Identify personal values and compare them to restorative values and principles.

- Explore and practice restorative strategies to build community, communicate needs, and respond to challenges.

- Examine a three-tiered framework for restorative practices in schools and assess application in your school.

- Used a card sort activity to better understand what's happening in your school

- Define restorative approaches in schools in your own words and in a way that is relevant for staff and students.

- Plan next steps in your school.

Circle

A practice that can be used and adapted for all tiers

Key Elements of Circles

- **Ceremony Opening/Closing**: Used to indicate that this is different space.

- **Centerpiece**: A focal point to promote speaking and listening.

- **Values / Guidelines**: Defined by the group. Serve as a reminder of expectations.

- **Talking Piece**/Order: Regulates dialogue, allows for focus, and limits interruption.

- **Facilitation or Keeping**: Assists the group in creating and maintaining the space.

1. **Creating the foundation for dialogue**
- Welcome
- Opening ceremony
- Introduction / check-in (round)
- Guidelines consensus (keepers or round)
- Storytelling round
- Acknowledgement of those present
- Clarifying the purpose of the Circle

2. **Expressing needs and interests**
- Communicating feelings
- Identifying needs, interests, or shared vision
- Summary

3. **Exploring options**
Circle addresses:
- Interests / issues (rounds)
- Options (rounds)
- Possible consensus for action plans (keepers)

4. **Building consensus or a sense of unity**
Circle identifies:
- Points of agreement or common ground (rounds)
- Next steps (keepers)

5. **Closing**
- Summary: agreement / next steps (keepers)
- Check-out (round)
- Closing ceremony

Common Agreements or Guidelines

In circle, the group generates the guideline or agreement for the process.

- Be present (pay attention to one another) Please do not multitask

- Be open-minded

- Respect the talking piece: Listen when others have it. Speak openly and honestly when you hold it. You can always pass!

- Witness others' sharing without interjecting or responding.

- Talk from your own experience; this is an opportunity to reflect on your OWN identities and values.

- *Intentionally Optional: Personal information shared in the circle is confidential except where safety is at risk*

Guidelines For Our Time

Requests for today

- Invitation for Meaningful Engagement.

- Recognize that we are all on a continuum of learning; explore the challenge of restorative justice principles and practices.

- Take opportunities to form new connections.

- Work forward in a positive way.

- Today is an opportunity to plan change.

- Depth Management

- Respect

Core Principles of Restorative Approaches

Restorative Approaches

Core take aways

- Restorative Approaches are based on values and principles—ever-present in humanity.

- If the values and principles are not applied, the practices will not work.

- When we express these values and principles from the start in relationship and community building, we establish partnership rather than dominance.

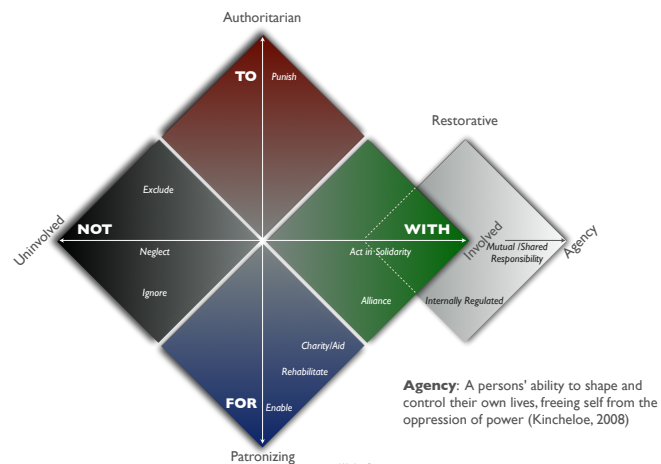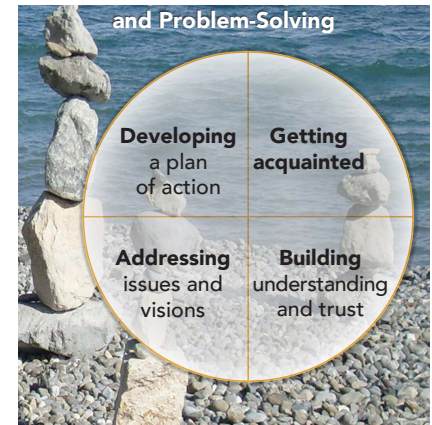- We can then apply them when there are unmet needs and people have been harmed.

the 3 Tiers

FEW — Tier 3: Reintegrating

SOME — Tier 2: Restoring Relationships

EVERYONE

Tier 1: Building Community & Strengthening Relationships

Balance in the Process

Underlying all restorative approaches is the importance of relationship. This graphic shows the balance that exists in the restorative approach. The belief is that when we spend adequate time in each quadrant we are more effective in our learning, problem solving, and collaboration. This applies to meetings, circles, conversations and pedagogy.

and Problem-Solving

Developing a plan of action | Getting acquainted

Addressing issues and visions | Building understanding and trust

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Authoritarian

TO — Punish

Exclude

Restorative

NOT — WITH — Involved — Agency

Neglect — Act in Solidarity — Mutual /Shared Responsibility

Uninvolved

Ignore

Alliance — Internally Regulated

Charity/Aid

Rehabilitate

FOR — Enable

Agency: A persons' ability to shape and control their own lives, freeing self from the oppression of power (Kincheloe, 2008)

Patronizing

Work in Progress
Jon Kidde, 2010

Check-in & Connection

Groups of 4 | 4 mins

- Say your name

- If you were a fruit or vegetable today, what would you be? Why?

Check-Ins
What Does the Research Say?

- It builds relationship. Strong relationships between a student and an adult has been repeatedly found to be central to the success of resilient children (Masten & Reed, 2002).

- Students value when teachers reach out to them in effortful engagement and show caring (McHugh, Horner, Colditz, & Wallace, 2013).

- Intentional and routine check ins have been found to improve student outcomes (Maynard, Kjellstrand & Thompson, 2014).

- Increased self-efficacy, sense of belonging, and development of personal agency that, in turn, increase students' academic and behavioral outcomes (Connell & Wellborn, 1991; Kelm & Connell, 2004).

Check-Ins
Resources

- Building a Better Check-In: https://www.edutopia.org/article/building-better-check

- The Art of the Check-In: https://drive.google.com/file/d/14GJGNqHmPYeCzbiNY8UH_c130xfTym4J/view?usp=sharing

- Quick check-in Question generators:
  - http://checkin.daresay.io
  - https://icebreaker.range.co

Deepening Our Knowledge of Restorative Approaches
Interactive Gallery Walk

- In your groups of about 5 - 6 people to engage in an interactive gallery walk focused on core principles of a restorative approach.

- You'll have about 5 minutes at each station to share stories from your experience and respond to prompts on paper.
  - Write examples of the principle being up held–What do you see, hear, feel when this principle is expressed?
  - Identify and describe 'non-examples' of the principle.

- When your group has completed the "gallery walk," return to the poster you started at and pull out one example that your group thinks exemplified the principle well.

Restorative Principles

What comes to mind when you see these cogs as connected and interconnecting in this way?

Co-Create Agreements

Co-creation of Norms and Agreements
Outcomes. The research and evidence behind it.

- Greater understanding of and respect for norms

- Students feel heard, valued, and respected

- Helps students see the classroom as a fair environment in which they can grow and succeed.

- Strengthened students' ability to present their opinions and respect the opinions of others

- Enhanced ability to assess conflicting views, negotiate, compromise, and find common ground

Co-creation of Norms and Agreements
The research and evidence behind it. Citations

- Alter, P., & Haydon, T. (2017). Characteristics of Effective Classroom Rules: A Review of the Literature. Teacher Education and Special Education, 40(2), 114–127.

- Schimmel, D. M. (2003). Collaborative Rule-Making and Citizenship Education: An Antidote to the Undemocratic Hidden Curriculum. American Secondary Education, 31(3), 16–35.

Fostering a Sense of Belonging with Norms
It's not a one-and-done activity

- Where and when might you be able to ask:

  - What agreements and norms are we upholding well?

  - What agreements and norms should we pay more attention to?

  - What agreements and norms do we want to focus on or be more intentional in learning and developing?

## Fostering a Sense of Belonging with Norms
Discussion | Groups of 4

- How does this practice uplift the core principles (relationship, engagement, voice & choice, active accountability)?

- What typically happens in your school's spaces regarding agreements / guidelines. How do people learn about norms and expectations?

- Review Copy of Co-Creating agreements with students

In the full group: How are you co-creating guidelines in your schools (with either students or staff)?

Make notes regarding next steps in your action plan template.

Bright Spots Card Sort
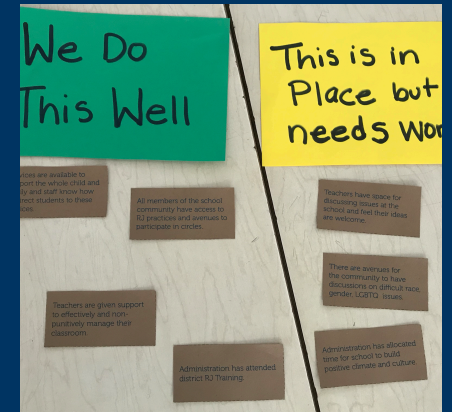
Assessing your School

- Gather with others you work with. Make a three column chart. Sort the cards into the appropriate column.

We do this well	Somewhat in-place	Not in-place

Card Sort

- How do cards in the "We Do This Well" column create a positive school climate and culture?

- Do you remember a time when some of these bright spots were not in place?

- What did it take to make these bright spots happen consistently?

- Identify 1-2 cards that your group wants to focus on improving after the training?

- Identify next steps to do this in the action plan.

Open Space
space to share and work on topics that those present are most interested in

- Consider topics you want to talk about. (Posted around the room)

- Silently consider the topic you are most interested in, jot notes—re: what drew you to this topic?

- Transition to small groups and use the outline to roughly guide your discussion:

- Return to the full group to report out significant elements of the small group discussion.

Open Space
Discussion outline

- Introduce yourself and share what drew you to this topic. (5 min)

- Open discussion (8 min)

  - What questions do you have?

  - What practices can you share?

  - What would be the impact of doing this really well?

- Next Steps: write down any related next steps that you might want to take (5 min)

Open Space
Potential topics

1. Engaging School Administration in Restorative Practices

2. Using Restorative Principles and Practices to Engage with Colleagues

3. Using Restorative Principles and Practices to Engage Families

4. Using Restorative Principles and Practices to Build Healthy School Communities

5. Using Restorative Principles and Practices to Build Restorative Classrooms

6. Using Restorative Principles and Practices to Build Inclusive School Communities for Marginalized and At-Risk Students

Defining Restorative Approaches in a School
School / Site Team Activity

- Reflect on your previous knowledge and the introduction to a restorative approach you just participated in.

- In your group, identify key points around restorative practices in schools that resonate. Write these down. You will have 10 - 15 minutes.

- Write down the key points for an 'elevator conversation' response to "what is a restorative approach?"

- Discuss who needs to hear this definition in their school. What other action steps make sense at your school in regards to tier I

Lunch Break

Restorative Principles and Processes in Response to Harm in Schools
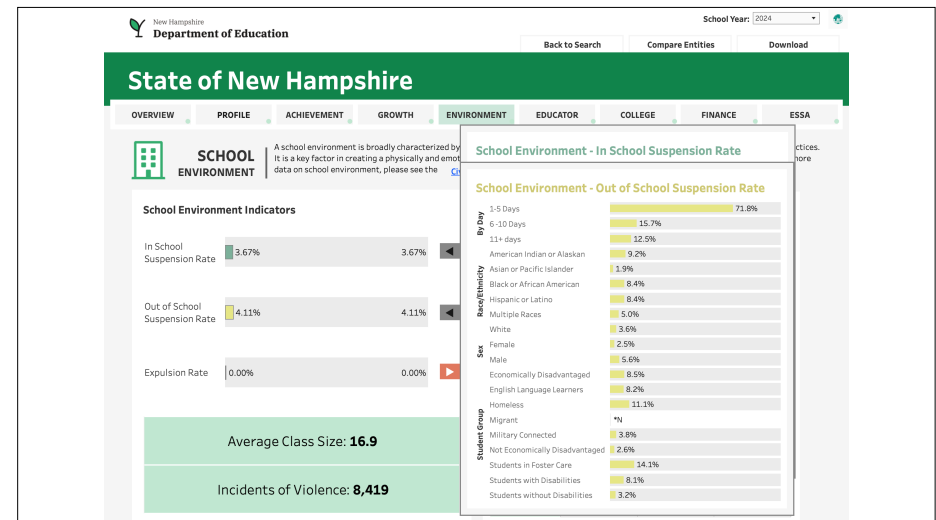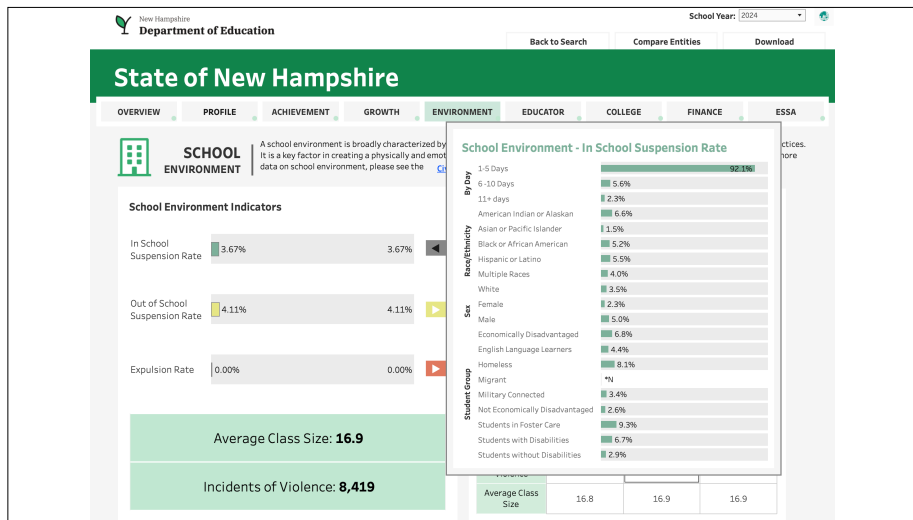
Restorative Response to Harm in Schools
Where do you stand?

- Taking responsibility and making amends is easy for me.

- In my school, we effectively engage students who have caused, and experienced, harm to understand impacts and needs.

- In my school, students and staff can choose to participate in processes and practices that support equality of voice and the active repair of harm.

- In my school, we primarily work *with* students to address challenging behaviors, harms, and needs, rather than use exclusion and punishment to gain compliance.

- In my school, we facilitate processes of reintegration for students who have been removed from the school.

WHY a Restorative Approach
There are negative outcomes associated with exclusionary approaches

- Students suspended one time in grade 9 had double the risk of dropping out

- Removal increases the likelihood of contact with the juvenile justice system by threefold

Slide 1 (top left)

New Hampshire
Department of Education

School Year: 2024

Back to Search   Compare Entities   Download

State of New Hampshire

OVERVIEW | PROFILE | ACHIEVEMENT | GROWTH | ENVIRONMENT | EDUCATOR | COLLEGE | FINANCE | ESSA

SCHOOL ENVIRONMENT — A school environment is broadly characterized by... It is a key factor in creating a physically and emot... data on school environment, please see the ...

School Environment Indicators

Indicator		
In School Suspension Rate	3.67%	3.67%
Out of School Suspension Rate	4.11%	4.11%
Expulsion Rate	0.00%	0.00%

Average Class Size: **16.9**

Incidents of Violence: **8,419**

School Environment - In School Suspension Rate

By Day	1-5 Days	92.1%
	6-10 Days	5.6%
	11+ days	2.3%
Race/Ethnicity	American Indian or Alaskan	6.6%
	Asian or Pacific Islander	1.5%
	Black or African American	5.2%
	Hispanic or Latino	5.5%
	Multiple Races	4.0%
	White	3.5%
Sex	Female	2.3%
	Male	5.0%
Student Group	Economically Disadvantaged	6.8%
	English Language Learners	4.4%
	Homeless	8.1%
	Migrant	*N
	Military Connected	3.4%
	Not Economically Disadvantaged	2.6%
	Students in Foster Care	9.3%
	Students with Disabilities	6.7%
	Students without Disabilities	2.9%

Average Class Size	16.8	16.9	16.9

Slide 2 (top right)

New Hampshire
Department of Education

School Year: 2024

Back to Search   Compare Entities   Download

State of New Hampshire

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Average Class Size: **16.9**

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School Environment - In School Suspension Rate

School Environment - Out of School Suspension Rate

By Day	1-5 Days	71.8%
	6-10 Days	15.7%
	11+ days	12.5%
Race/Ethnicity	American Indian or Alaskan	9.2%
	Asian or Pacific Islander	1.9%
	Black or African American	8.4%
	Hispanic or Latino	8.4%
	Multiple Races	5.0%
	White	3.6%
Sex	Female	2.5%
	Male	5.6%
Student Group	Economically Disadvantaged	8.5%
	English Language Learners	8.2%
	Homeless	11.1%
	Migrant	*N
	Military Connected	3.8%
	Not Economically Disadvantaged	2.6%
	Students in Foster Care	14.1%
	Students with Disabilities	8.1%
	Students without Disabilities	3.2%

Slide 3 (bottom left)

WHY a Restorative Approach
Restorative Practices have…

Reduced…

- Suspensions and expulsions
- Behavioral referrals
- Racial disparities in exclusionary discipline
- Absenteeism and tardiness
- Teacher turnover

Increased…

- belonging and agency
- academic performance
- teacher satisfaction
- parental satisfaction with school response
- social emotional capacity (Student identified)

See Restorative Justice in Schools: Outcomes and Indicators handout for references

Slide 4 (bottom right)

WHY a Restorative Approach
School Connectedness

- Research shows a clear connection between outcomes and students' sense of connection, belonging, and being part of the school community. Students who feel connected to school are:
  - More likely to attend school regularly, stay in school longer, and have higher grades and test scores.
  - Less likely to smoke cigarettes, drink alcohol, or have sexual intercourse.
  - Less likely to carry weapons, become involved in violence, or be injured from dangerous activities such as drinking and driving or not wearing seat belts.
  - Less likely to have emotional problems, suffer from eating disorders, or experience suicidal thoughts or attempts.

(CDC, 2019 and Sacks et al., 2014)

Regulation - Relate - Reason (and Repair)

Using Brain Science
to engage and mitigate problems

- Listen as Dr. Perry describes the Neurosequential Model and its significant impact on how we interact with students, our own children, and each other.

  - What information in the video validates your knowledge and experience?

  - Name any 'Ah Ha' moments

  - Name any things that challenged your knowledge and experience.
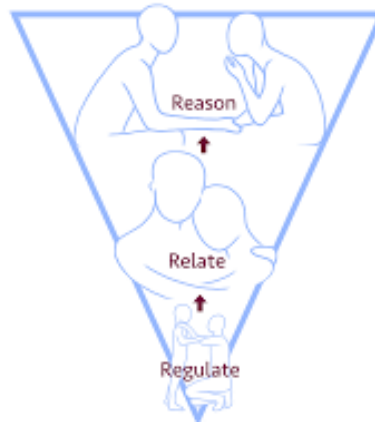
  Episode 1: Neurosequential Model

  Episode 5: Educator Strategies for The Classroom (0:26 - 2:33)

Strategies
Regulate, Relate, Reason

- **Regulate**: breathe, focus, and clear your mind. If difficult TAB out; ground yourself. Get down and do what you can to ensure safety and calm

- **Relate**: talk calmly; help them feel heard and seen. Be aware of and respond to their emotions.

- **Reason**: Use restorative questions; talk about needs how people were affected, and what needs to be done

Reason

Relate

Regulate

Using Brain Science
to engage and mitigate problems

- What information in the video validates your knowledge and experience?

- Name any 'Ah Ha' moments

- How are you intentionally integrating regulation into your school with youth and adults?

  Episode 1: Neurosequential Model

  Episode 5: Educator Strategies for The Classroom (0:26 - 2:33)

Restorative Communication

Feelings & Needs of Ourselves
Individual Think Time

- Choose a recent situation to workshop with colleagues today.

- This situation should have some level of challenge to it, but do not choose one that is deeply emotional or one that you currently feel can not be resolved.

- We will explore how to use some tools from RP and non-violent communication.

Observation
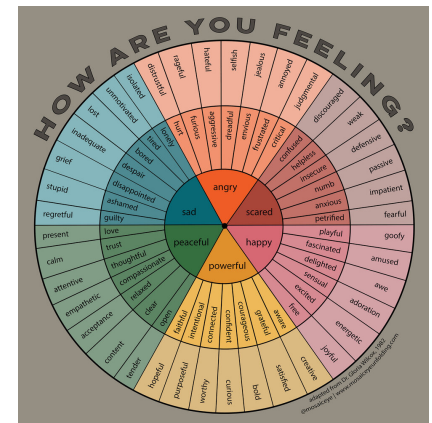
- Pause
- Describe the situation.
    - What do you see?
    - What do you hear?

SEE   HEAR

Feelings
Tapping into what we are feeling

- Use the feelings wheel to help identify what you're feeling.

- Name what you're feeling in this situation?

HOW ARE YOU FEELING?

Needs

Identify your needs and values

- Use the needs wheel to help identify what needs are not being met or values that are not being upheld.

- Name the need or value being challenged in this situation?
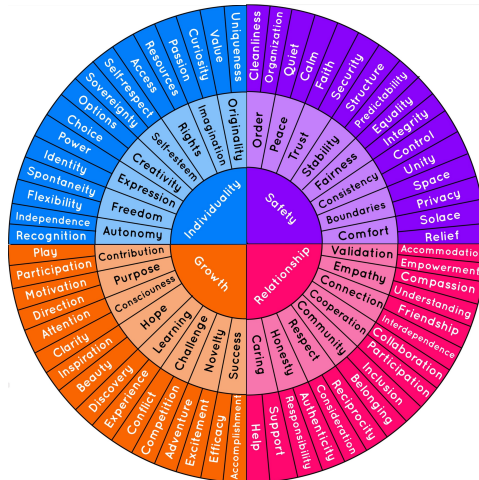
Make a Request

(Not a demand)

- What would you like to happen?

- What would help address your need?

- What change might support the value important to you?

Affective Statement

Put it all together

- When I hear/see…(Observed behavior)

- I feel… (Feeling)

- Because I need (Need) or (Need/Value) is really important to me]

- Would you be willing to… (Request)?
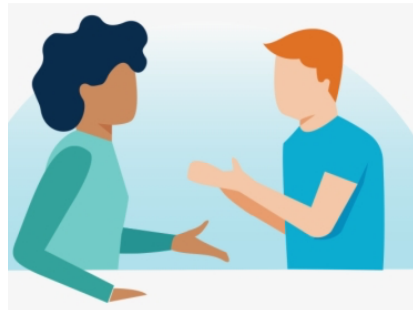
Feelings and Needs of Others

Individual Think Time

- What questions could you ask to fill in your observation gaps? *What happened?*

- What could you ask to surface the feelings this person has around the situation? *What were you feeling/thinking?*

- What could you ask to understand met and/or the unmet needs that may be at the root of their behavior? (i.e *What were you hoping for?*)

- How might you begin to understand what action or change would address unmet needs? *Who else was affected?* How? *What needs to happen to make things right?*

Slide 1

Restorative Questions

- What happened?
- What led up to this?
- What were you thinking/feeling at the time?
- What were you hoping for at the time?
- Who was affected? How?
- What needs to happen to make things right?
- What support do you need in order to do things differently in the future?

Restorative Communication (NVC)

When I…
When you …
(observation)

I feel…
Are you feeling…
(Feelings/emotions)

Because I need…
Because you need…
(Need)

Would you be willing to…?
Would you like…?
(Request)

Slide 2

Doing "WITH"

Slide 3

Try it out!
Practice Responding

- In groups of 3-4 I 10 mins
- Identify a scenario or use one below.
- Come up with ways to respond according to the Relationship Matrix (Not, To, For, With)

- Falling asleep in class
- Refuse to do work
- Disparaging talk about another person
- Threat to hurt someone
- Other…

TO
Power Over

NOT

WITH
Power With

Power Over

FOR

Slide 4
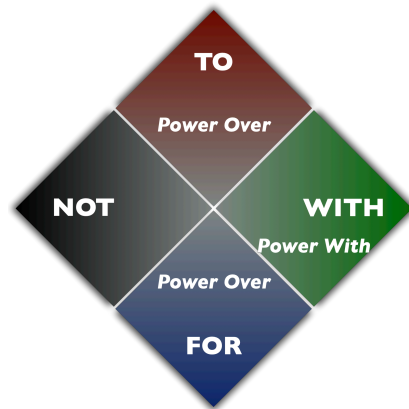
Full Group Debrief
Relationship Matrix Shuffle

- What is the impact of each response?
- Where do you build relational capital? Where do you 'burn' it?
- Choose one of the examples from the *with* area to use within a week—or craft your own language that has a with orientation and use it within a week

What's Happening at Our School? Tier II Card Sort

Assessing your School

Tier II

- Gather with others you work with. Make a three column chart. Sort the cards into the appropriate column.

We do this well	Somewhat in-place	Not in-place

Card Sort

- How do cards in the "We Do This Well" column create a positive school climate and culture?

- Who and what did it take to make the cards in the "We Do This Well" column happen consistently?

- What are one or two cards you really want to move up?

- Identify next steps to do this; write them in the action plan.

Implementation

Implementation frameworks

- **Intervention**: What exactly is the intervention?
- **Implementation Stages**: What steps lead to success?
- **Drivers**: What support is needed to implement and scale up (Competency, Organization, Leadership)?
- **Teams**: Who guides and manages the process?
- **Improvement Cycles**: How can teams solve problems and continually improve?
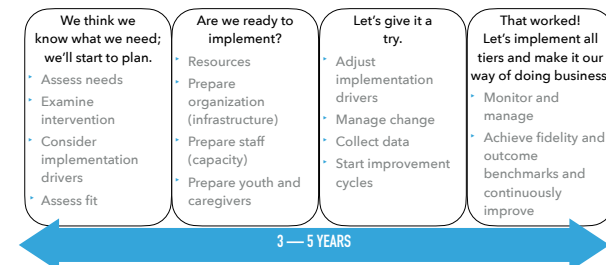
Key Common Fidelity Features

- Representative and Functioning Team to Lead Restorative efforts
- Commitment and Buy-in / Collective ownership
- Capacity Building and Professional Development
- Methods to promote Reflection and Use Improvement Cycles
- Inform and Engage Students and Families

Intervention

- Understand philosophy, values, principles
- Essential functions and core components
- Operational definitions
- Performance assessment

Considering Next Steps for Implementation
Implementation stages (Adapted from Fixsen and Blase, 2005 and Van Dyke, 2013)

We think we know what we need; we'll start to plan.
- Assess needs
- Examine intervention
- Consider implementation drivers
- Assess fit

Are we ready to implement?
- Resources
- Prepare organization (infrastructure)
- Prepare staff (capacity)
- Prepare youth and caregivers

Let's give it a try.
- Adjust implementation drivers
- Manage change
- Collect data
- Start improvement cycles

That worked! Let's implement all tiers and make it our way of doing business.
- Monitor and manage
- Achieve fidelity and outcome benchmarks and continuously improve

3 — 5 YEARS

Exploration

- Identify the need; better outcomes are possible

- Assess readiness

- Build Interest; who are the stakeholders to team with?

- Communication and Training: Engage school stakeholders

- Develop an initial plan

Installation: What changes Are needed to implement

- Establish initial and on-going training and coaching (capacity)

    - Assess enthusiasm and desire to do it (buy-in)

- Identify and plan to address system issues (infrastructure)

- Develop a plan to assess performance—staff, supervisors, coaches, trainers (fidelity)

- Modify data systems (infrastructure and fidelity)

An Example of Installation: Developing a Visual Map
When Our Learning Environments are Disrupted
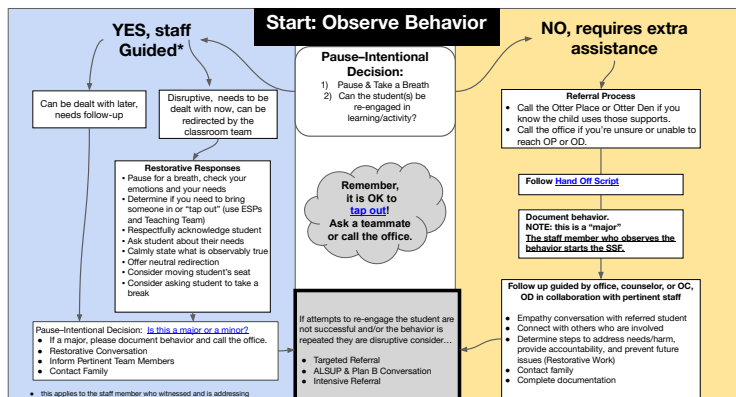
Implementation Stages
School Teams Discussion | 5 mins

- Consider the implementation stages and where you think your school is within those stages. What seems most pressing?

- What are some steps you can take to move forward? Make sure someone on the team is recording the ideas.

Restorative Approaches Rating Scale
Assess Enthusiasm, Understanding, and Buy-In

- Please assess yourself by choosing the number that matches the description that best fits your experience.

- EXAMPLE:

  - First, we'll assess enthusiasm. If your enthusiasm is low, simply text just the number 1; if your enthusiasm is high text just the number 4.

- We will self-assess enthusiasm, understanding, and buy-in

School-Based Teams
Whole School Restorative Approach
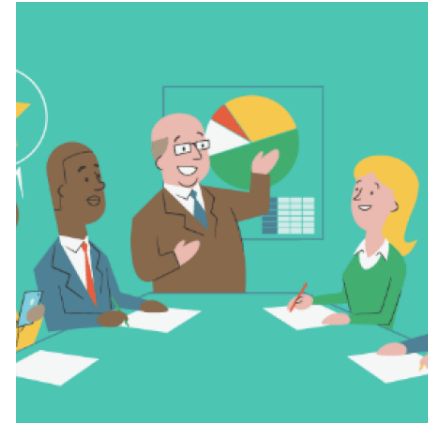
Closing: head, heart, and feet
Standing circles of ~ 6-8

To close out our session today, share your…

- **Head**: Share something you are thinking about.

- **Heart**: Share a word or phrase that describes how you feel in this moment.

- **Feet**: What's something you're taking away; something you plan to do differently; a step you are going to take.

Resources

Fixsen, D., Naoom, S., Blase, K., Friedman, R., & Wallace, F. (2005). *Implementation research: A synthesis of the literature.* Tampa: University of South Florida.

Fixsen, D., Naoom, S., Blase, K., & Wallace, F. (2007). *Implementation: The missing link between research and practice*. Tampa: University of South Florida.

Van Dyke, M. (2013) *The Science and Practice of Integrating Science into Practice.* National Implementation Research Network

The National Implementation Research Network's Active Implementation Hub