Restorative Practices and SEL
Building Restorative Practices into School Counseling
Jamilah Vogel
Land Acknowledgement

It is important to acknowledge that we are currently occupying the unceded Ndakinna (homeland) of the Abenaki, the indigenous inhabitants of Vermont. Only recently was there any acknowledgement of the Abenakis’ enduring presence as a Nation. The Elnu, Nulhegan band of the Coosuk-Abenaki gained state recognition in 2011, followed by the Abenaki Nation of Missisquoi, the Koasek Band, and Koos Nation in 2012. The Abenaki are and have never been federally recognized.
Inequity and the School-to-Prison Pipeline in Vermont

Students with disabilities 3x more likely to be suspended in Vermont

Students of color 3x more likely to be suspended in Vermont

Suspension → Failed Grade → Drop (pushed) out

1% of Vermonters are POC, 8.5% of prison population of Vermont

12% of U.S. population have a disability, yet account for over 40% of the prison population
Restorative practice is about repairing harm and restoring relationship, but there’s more:

- Rooted in communal traditions from around the world where the circle is a structure for consensus making
- The power of relationships is the foundation of RP
- All members are valued as essential to the group
- When there is harm caused, relationships must be restored through true accountability to achieve unity

Within a restorative philosophy there are practices that facilitate trust and connection, allow for healing and growth, build unity, and deepen understanding. RP also serves to maintain order and harmony within communities by addressing rifts in relationships and broken social contracts.
Theory and Practice

Criminal Justice Reform - Daniel Glaser

Traditions of community problem solving in circles

Costello, Wachtel and Wachtel - IIRP

Reintegrative Shaming - Braithwaite

Shame - Nathanson

Affect Theory Thompkins

Kay Pranis - Circle Process

Circle Process
*If the word control has a negative connotation for you, in this context we can see control in terms of providing safety, structure, and predictability.
Scope of Restorative Interventions

Community Building  ➤  Problem Solving  ➤  Repairing Harm
Three Tiered Model

Tier III - Repair and Return
Formal Conferencing
Reintegration

Tier II - Relationship Repair
Problem solving through informal conferencing and circles
Identify harm, identify needs, develop a plan

Tier I - Community building
Circles to unite, learn, connect
Affective statements and questions

Reunification Into Community
‘The Nine Affects’

Tomkins identified nine distinct affects to explain the expression of emotion in all human beings. Most of the affects are defined by pairs of words that represent the least and the most intense expression of a particular affect.

- Enjoyment - Joy
- Interest - Excitement
- Surprise - Startle
- Shame - Humiliation
- Distrust - Anguish
- Disgust
- Fear - Terror
- Anger - Rage
- Dismell

Adapted from Nathanson, 1992: Source IIRP
A traditional approach artificially amplifies or minimizes the experience of shame. Within RP shame is a naturally occurring response, and is welcomed non-judgmentally, allowing the that shame to be processed as a motivator and teacher.
Reintegrative Shaming

“Reintegrative shaming communicates disapproval within a continuum of respect for the offender; the offender is treated as a good person who has done a bad deed. Stigmatization is disrespectful shaming; the offender is treated as a bad person. Stigmatization is unforgiving - the offender is left with the stigma permanently, whereas reintegrative shaming is forgiving - ceremonies to certify deviance are terminated by ceremonies to decertify deviance.” - John Braithwaite Reintegrative Shaming
Typical vs. Affective Statements

**Typical**

- Stop teasing Sandy.
- Talking during class is inappropriate.
- You shouldn’t do that.
- Sit down and be quiet.
- I don’t want to see you fighting with him.

**Affective**

- It makes me uncomfortable when I hear you teasing Sandy.
- I am frustrated that you aren’t listening to me.
- I feel sad when you say something like that to John.
- I get angry when you talk and joke during my lectures.
- I was shocked to see you hurt Pete.
Let’s flip it - affective statements

Running in the hall is not safe.
We don’t push our friends!
You are distracting others.
Swearing at your teacher is unacceptable.
What have you gotten done so far?
Restorative Questions

To respond to challenging behavior...
- What happened?
- What were you thinking 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?

To help those harmed by other’s actions...
- 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?
Circles in Restorative Practice

Get acquainted
Explore ideas
Build Community

In the Circle We are All Equal

When in the Circle
No one is in front
No one is behind
No one is above
No one is below

Native American

Solve Problems
Healing after harm
Reintegration
Managing Power Dynamics

- Social Capital
- Vulnerable populations
- Marginalized populations
Personal Practice

“Restorative Practices are not new ‘tools for your toolbox,’ but represent a fundamental change in the nature of relationships in schools. It is relationships, not specific strategies, that bring about meaningful change.”

- Bob Costello, IIRP
trust the PROCESS
Recommended Resources

- Circle Forward: Building a Restorative School Community
- The Little Book of Restorative Justice: A bestelling book by one of the founders of the movement by Howard Zehr
- The Little Book of Circle Processes: A New/Old Approach to Peacemaking by Kay Pranis
- The Little Book of Race and Restorative Justice: Black Lives, Healing, and US Social Transformation by Fania E. Davis
- The Restorative Practices Handbook: A practical guide for educators and administrators by Harriet Edleson
- Restorative Circles in Schools: Building Community and Enhancing Learning by Edleson
- Restorative Justice Conferencing: A practical guide by Zehr