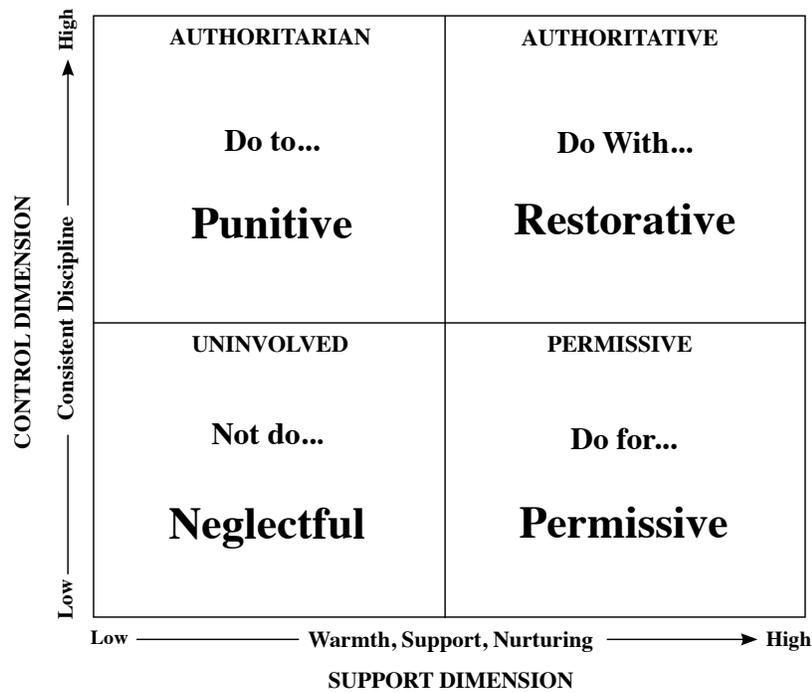


Social Discipline Window



Based upon work of Diane Baumrind and John Braithwaite

The core belief of Restorative Practices is that people will make positive changes when those in positions of authority do things with them rather than to them or for them.

Ted Wachtel, International Institute for Restorative Practices (2012)

Comparison of Traditional and Restorative Discipline

Traditional Discipline Authoritarian	Restorative Discipline Authoritative
Misbehavior is defined as breaking school rules.	Misbehavior is defined as harm done to a person, a group, or the school community as a whole.
The focus is on rules.	The focus is on relationships and repairing harm.
The conflict/wrongdoing is impersonal (school versus student).	The conflict/wrongdoing is relational.
The focus is on assigning blame and punishing misbehavior.	The focus is on learning and healing.
Harmed person/people and larger community have no input into outcome.	Harmed person/people and larger community have input into outcome.
Discipline/accountability is defined in terms of punishment.	Discipline/accountability is defined as understanding impact of actions, taking responsibility for choices, and finding ways to repair harm.
Process unfolds through an adversarial relationship (i.e., who will win)?	Process evolves through dialogue and shared responsibility for problem-solving (i.e., how can we resolve this).

Restorative Practices

The most critical function of restorative practices is restoring and building relationships.

Ted Wachtel, International Institute for Restorative Practices (2012)



According to Ted Wachtel, a successful restorative system addresses the following:

- Acknowledges that relationships are central to building community
- Builds systems that address misbehavior and harm in a way that strengthens relationships
- Focuses on the harm done rather than only on rule breaking
- Engages in collaborative problem solving
- Empowers change and growth
- Enhances responsibility
- Gives voice to the person harmed

Restorative Conference:

A full restorative conference has well-defined protocols and is a structured process that is guided by a trained facilitator. It brings together those who have caused harm with those who have been either directly or indirectly impacted by the offender's behavior. The offender needs to have admitted wrongdoing and all parties must participate voluntarily.

Unlike counseling or mediation, it is "victim-sensitive" and can be very effective in dealing with offenses that have an imbalance of power. The biggest limitation is the amount of time required to prepare and conduct a formal conference; however, for offenses that have a significant negative impact upon individuals or the school community as a whole, it is a very worthwhile investment of time and resources.

Circles:

The circle process can be used to accomplish a variety of goals: relationship development/community building, conflict resolution, and healing/peace making. A "talking peace" signifies who has permission to speak. It is passed from person to person to provide a structure that ensures only one person speaks at a time and the role of other participants is to listen deeply.

Circles give participants an opportunity to talk with each other and listen to each other's opinions and feelings in a safe forum.

Impromptu

Conferences: Informal mini-conferences are similar to formal conferences, but do not require the extensive preparations needed for formal conferences.

Affective Statements and Questions: These are statements and questions that communicate feelings and cause people to reflect on their feelings. The expression and sharing of feelings can foster strong emotional bonds.