

# Building Campus Community: Introduction to Restorative Practices Day 1

Facilitators:

Jeff Cullen & Davonya Hall

# Introductions & Check-In Circle

[Your name & pronouns]

[Your role or work that you do]

[One word that describes how you're feeling *right now*.]

# Building A Campus Community Network

**Thirteen** 16-hour/2-day trainings offered since 2015

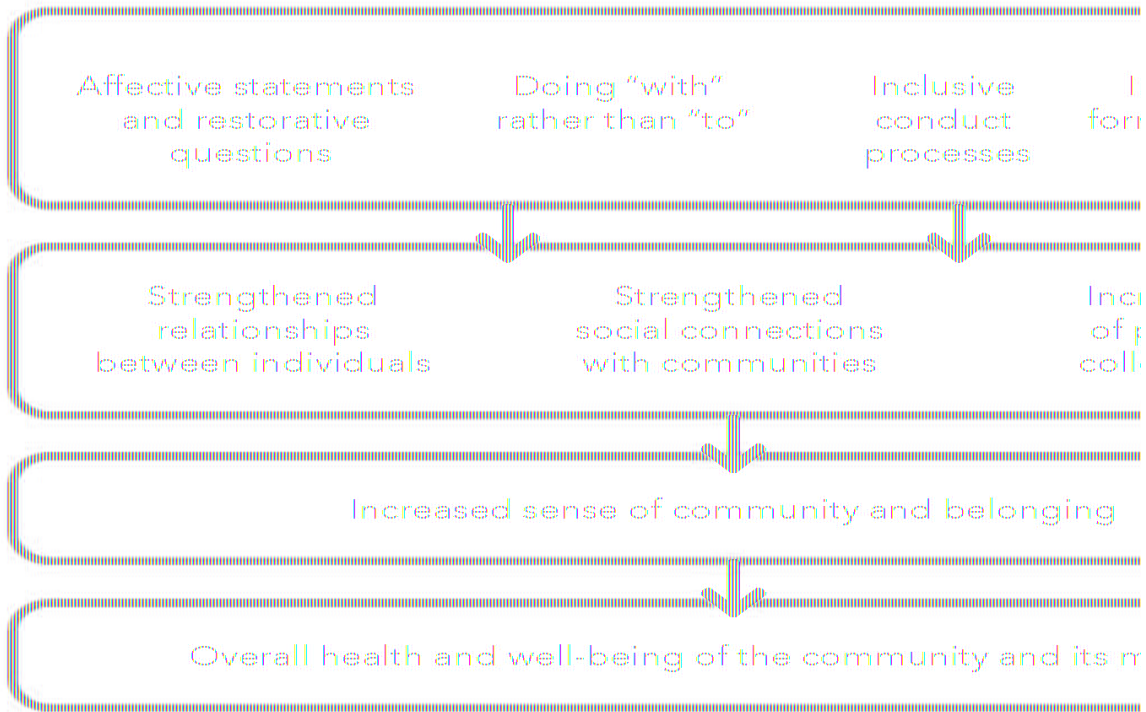
**500+** community members, staff, faculty, and students trained through 2-day training

- **All divisions of UMBC represented**
- **Maryland Schools represented:** Anne Arundel Community College, Stevenson University, Frostburg University, University of Maryland at Baltimore, University of Maryland at College Park, Coppin State University, Towson University, Johns Hopkins, Loyola
- **Annual workshops for student groups:** UMBC Resident Advisors, Hearing Board members, Student Government Association, Honor's College, Alternative Spring Break Leaders
- **Intercollegiate Athletics:** Women's soccer, Women's volleyball, Women's lacrosse
- **Academic departments:** Psychology, Biological Sciences, Emergency Health Services, Modern Languages & Linguistics, Education
- **Key external partnerships:** Circle for Restorative Initiatives, Maryland, International Institute for Restorative Practices, Restorative Practices Higher Education Collaborative, National Association of Community and Restorative Justice

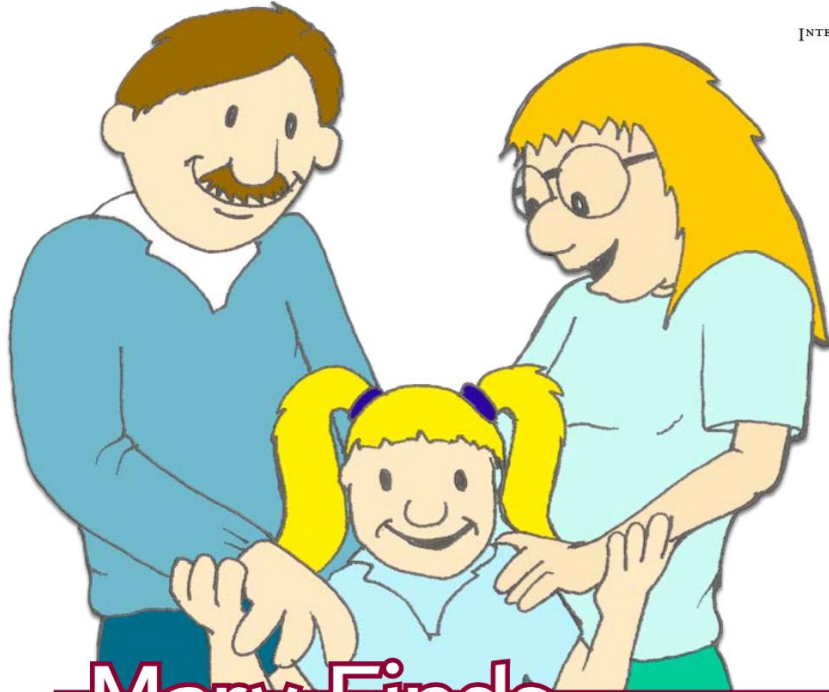
## How Did We Get Here?

- **2011: first attempted implementation**
- **2014-2015: second attempted implementation**
  - “Training of trainers”
  - International Institute of Restorative Practices
  - Responsive and proactive
- **RP in Use (Residential Life): summer orientation, first floor meetings (community standards setting circles), roommate mediations, confrontation technique and follow-up, supervision and staff training**
- **2023: our second “training of trainers”**
  - August 2-4 and there is still space available!

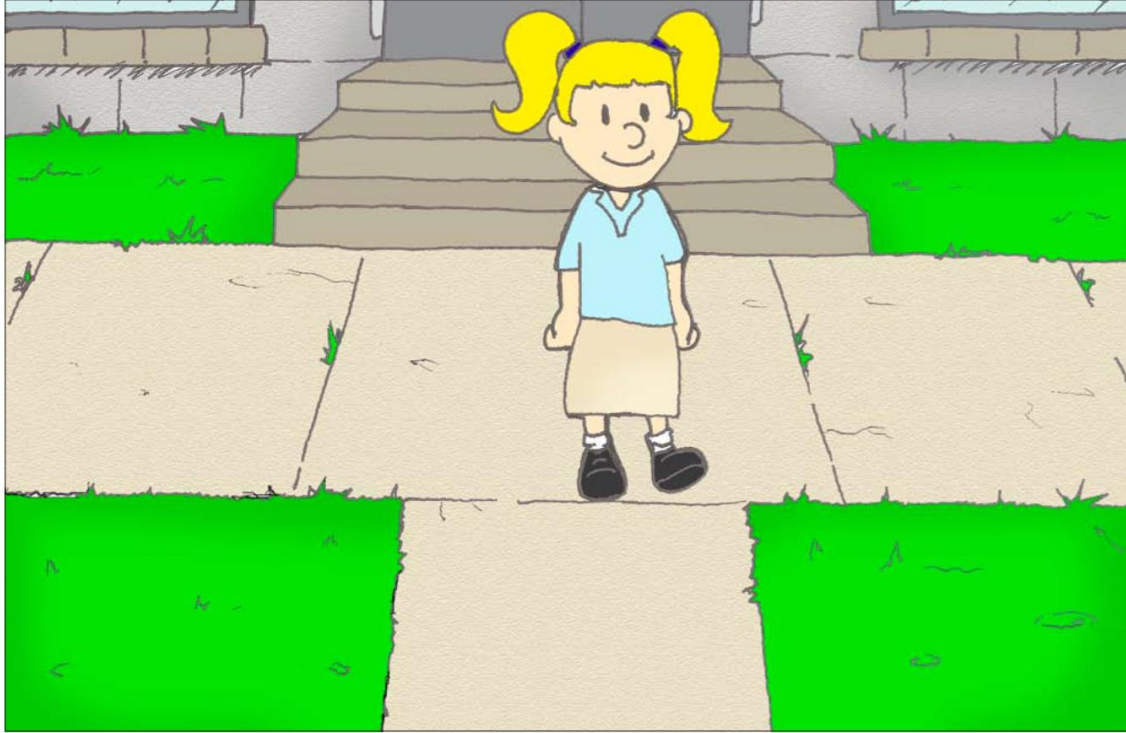
## RESTORATIVE PRACTICES







# Mary Finds Some Money



**Mary was coming home  
from school one day.**

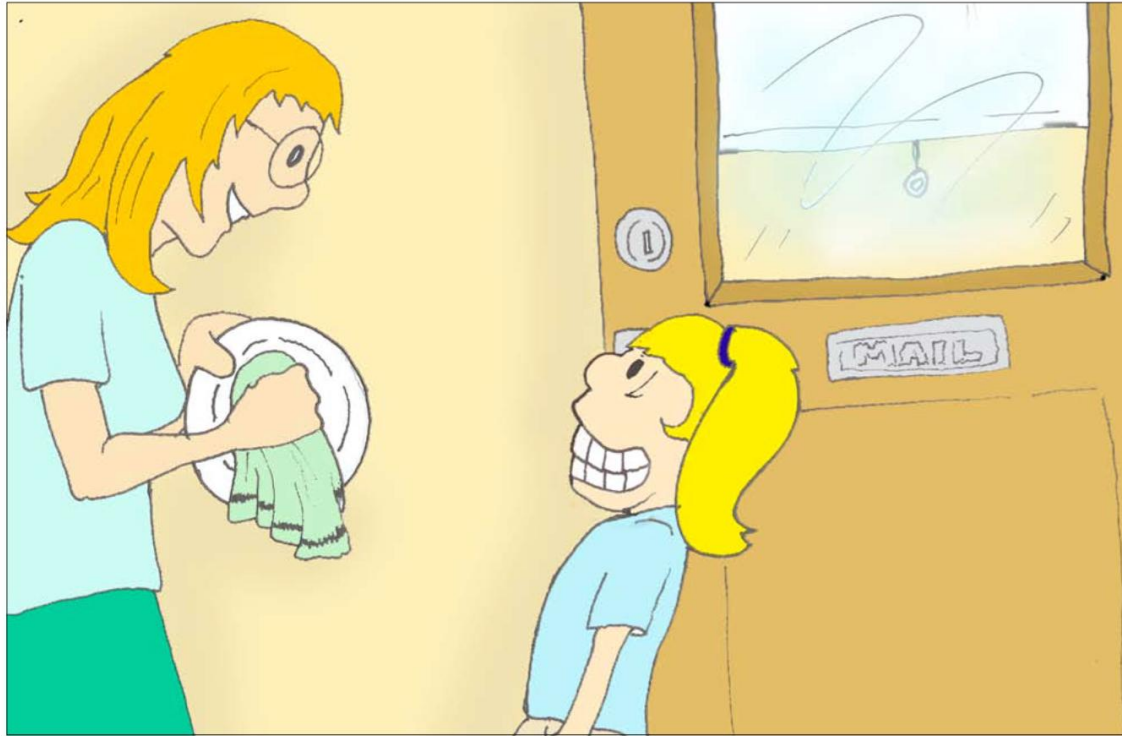




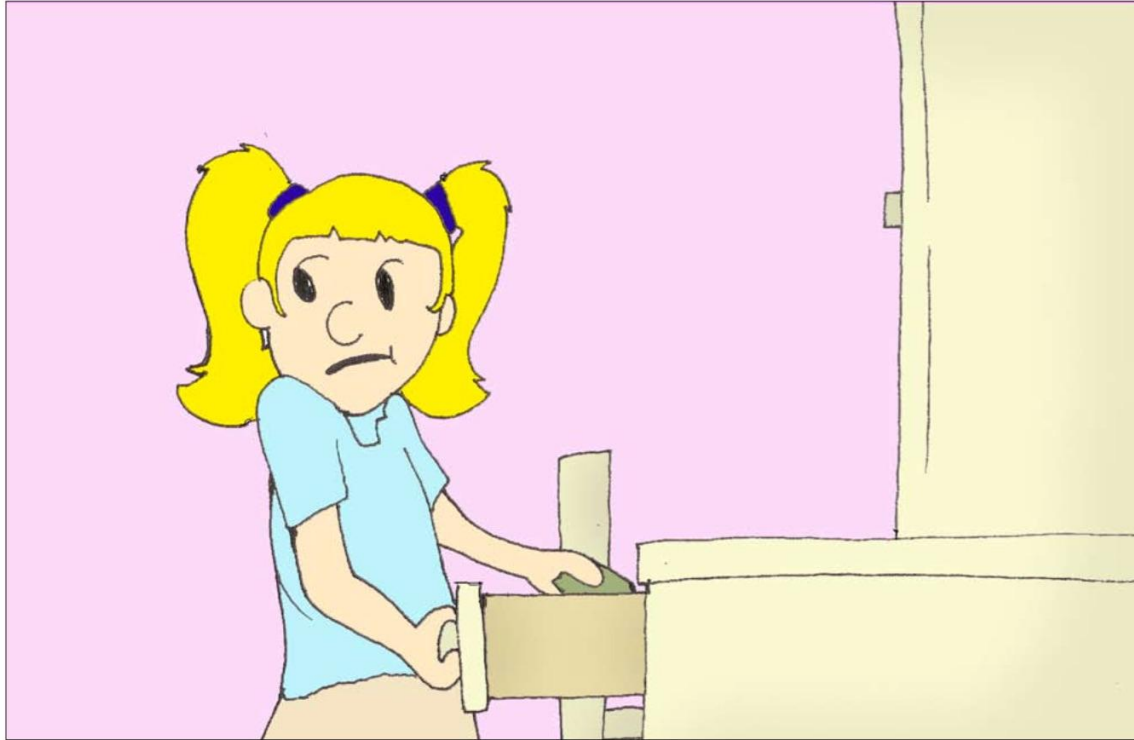
**She found some money on the sidewalk near her home.**



**She thought about what she could buy.**



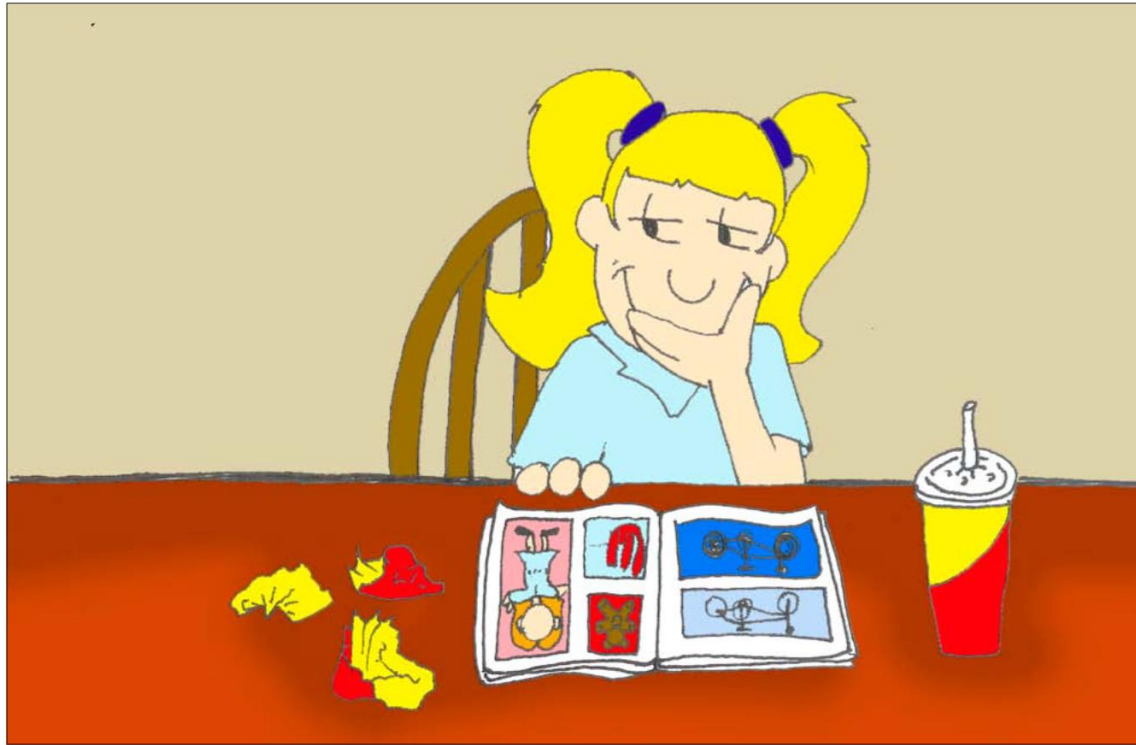
**Mary did not tell her mom  
about the money.**



**Instead she hid the money  
in the desk in her room.**



**The next day she spent  
some of the money.**



**She also looked at a toy catalog to decide how to spend the rest of HER money.**

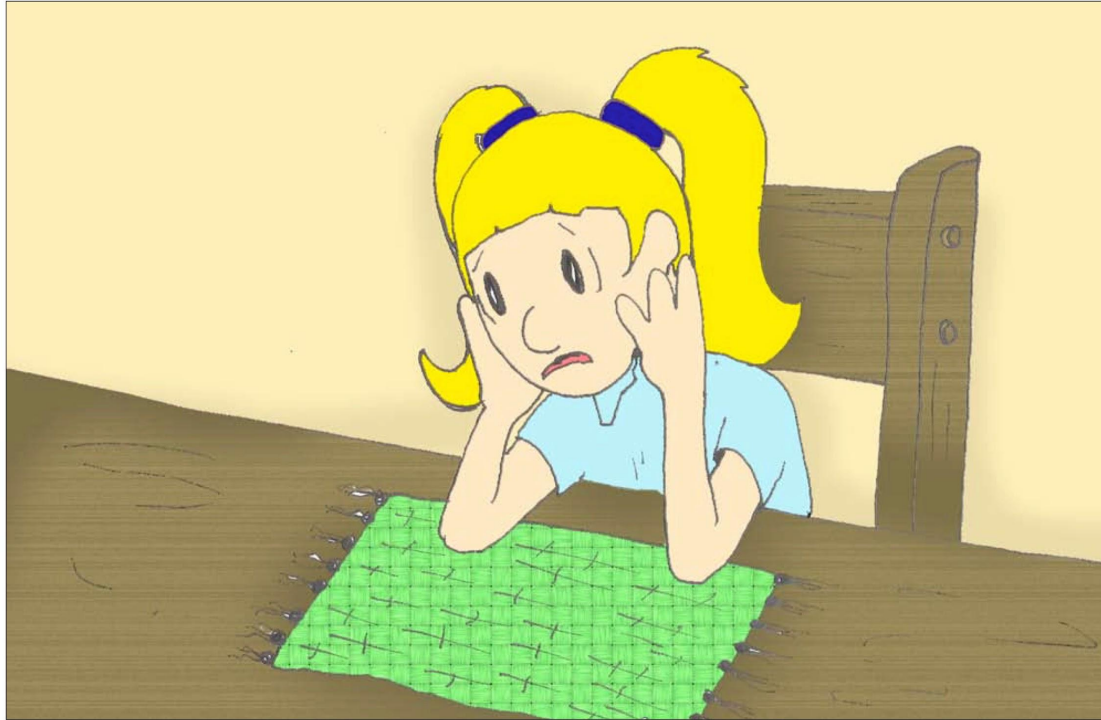


**Later she heard her neighbor tell her mom...**



**...that he had lost the money for his family's vacation.**





**Mary did not feel good about what she had heard  
but still said nothing to her mom.**

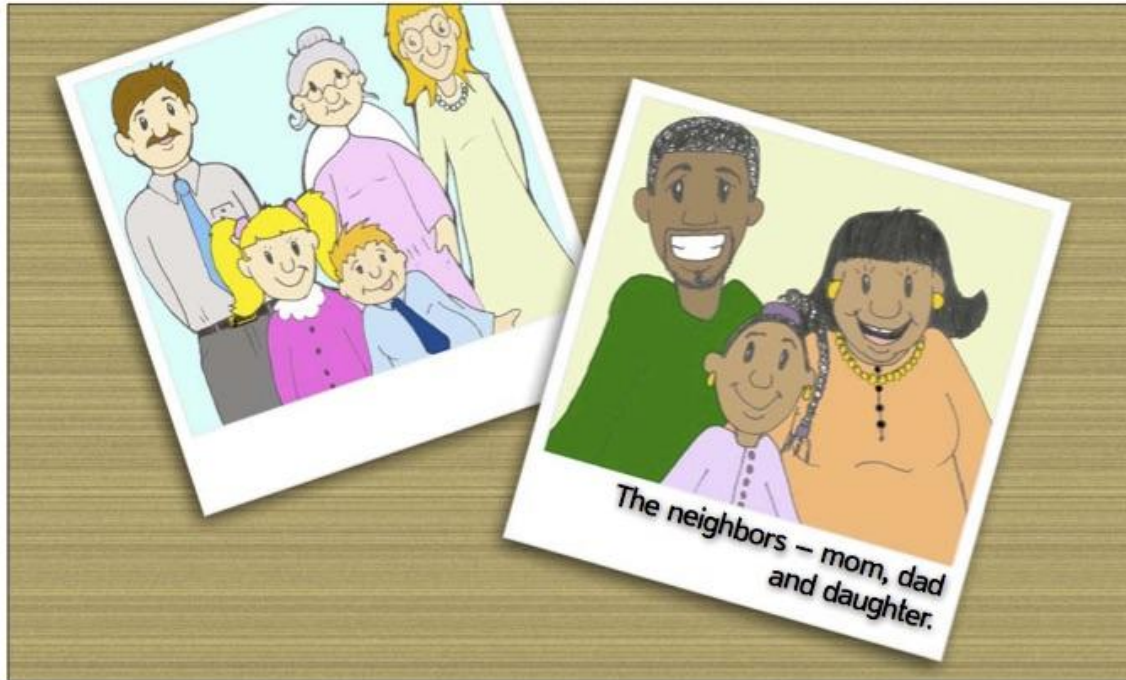
## **Mary Finds Some Money**

**What do you think of what Mary did?**

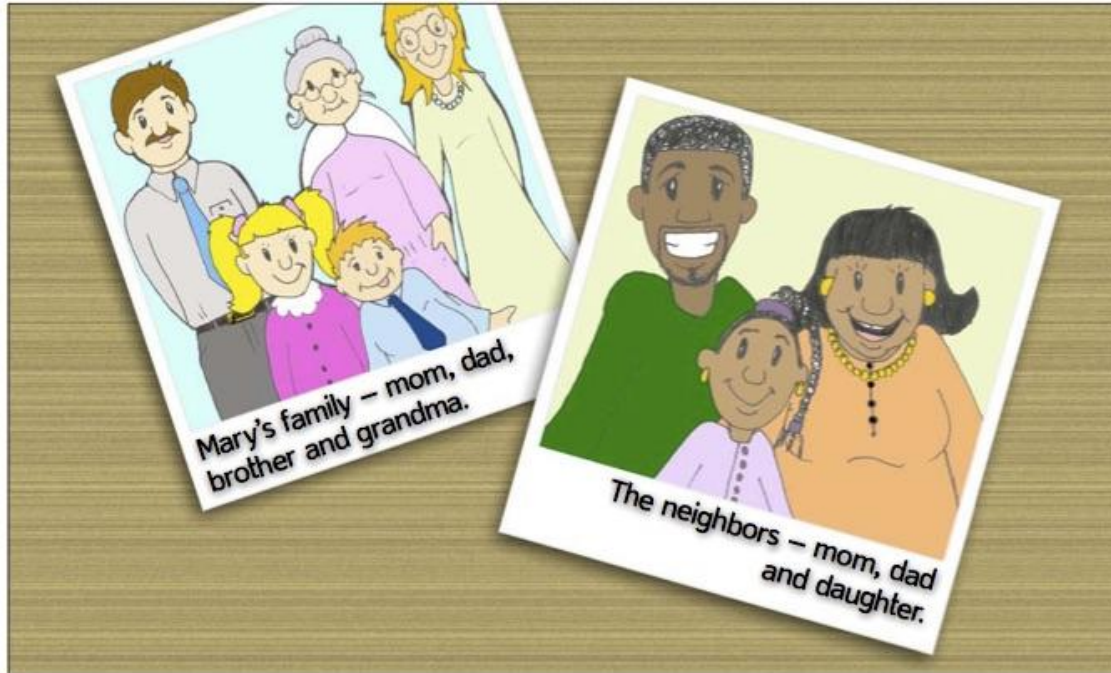
**Who do you think will be affected  
(upset or hurt) when they find out what  
she did?**



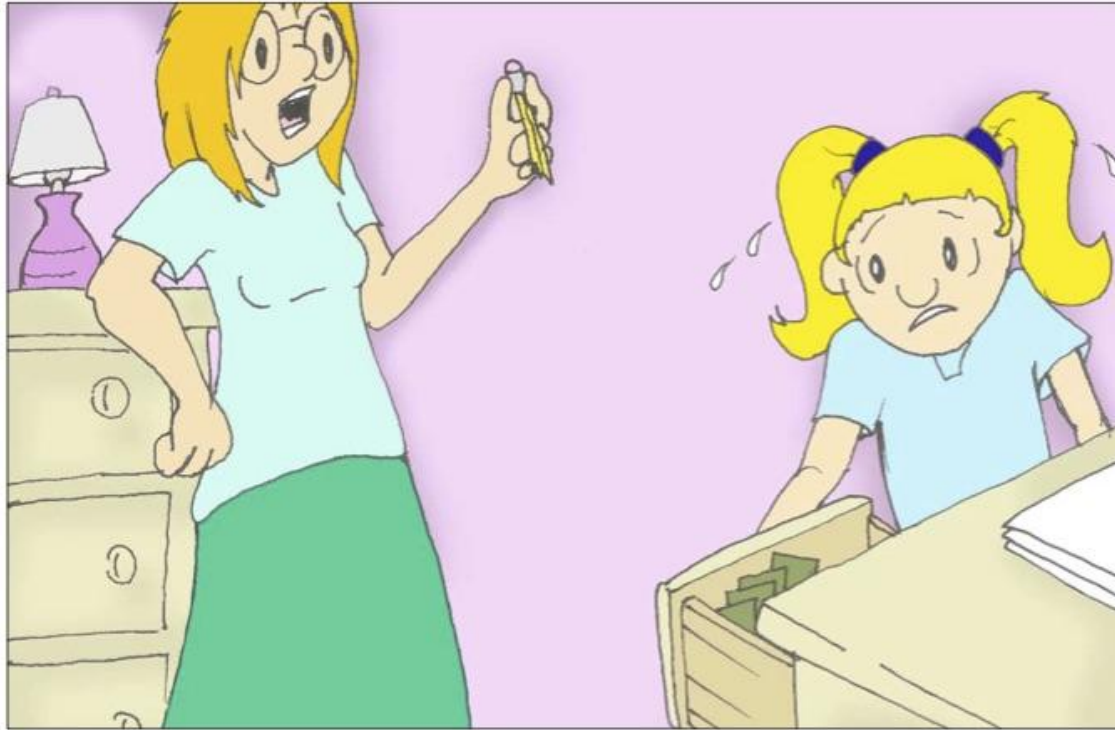
**The people hurt or upset by what Mary did were:**



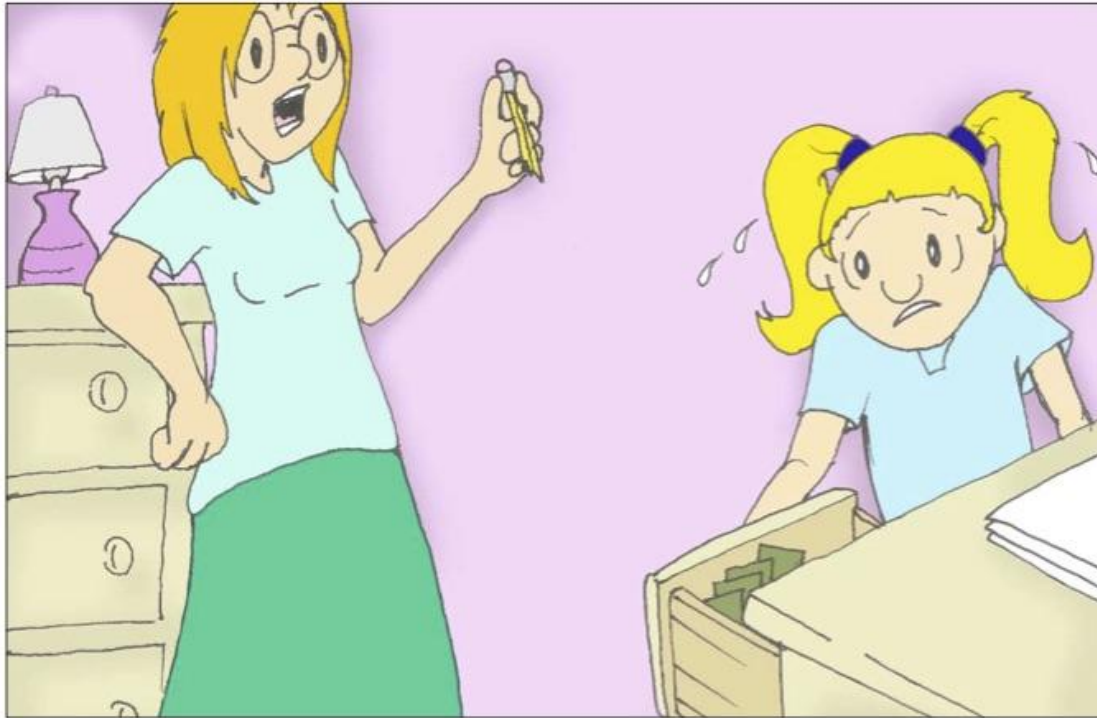
**The people hurt or upset by what Mary did were:**



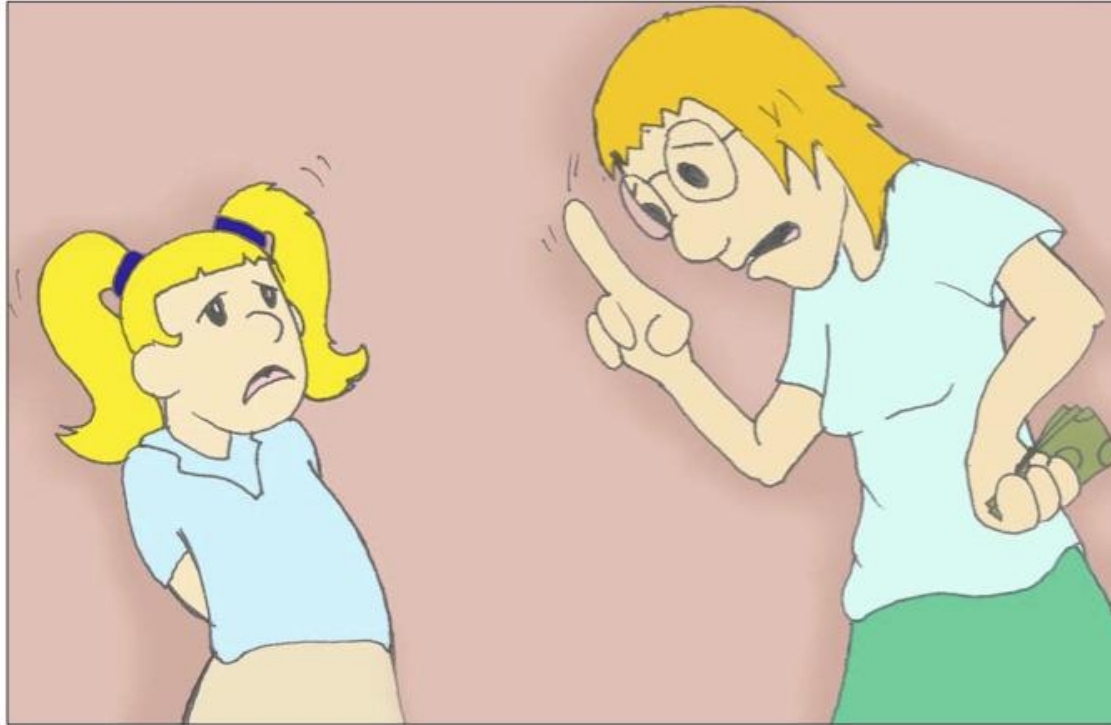
**The people hurt or upset by what Mary did were:**



**The next day when Mary's mom asked to borrow a pencil...**



**...she saw the money in Mary's desk.**



**Mary admitted that she had found the money and had spent some of it.**



How do you  
think Mary  
is feeling  
now?



**How do you  
think Mary  
is feeling  
now?**



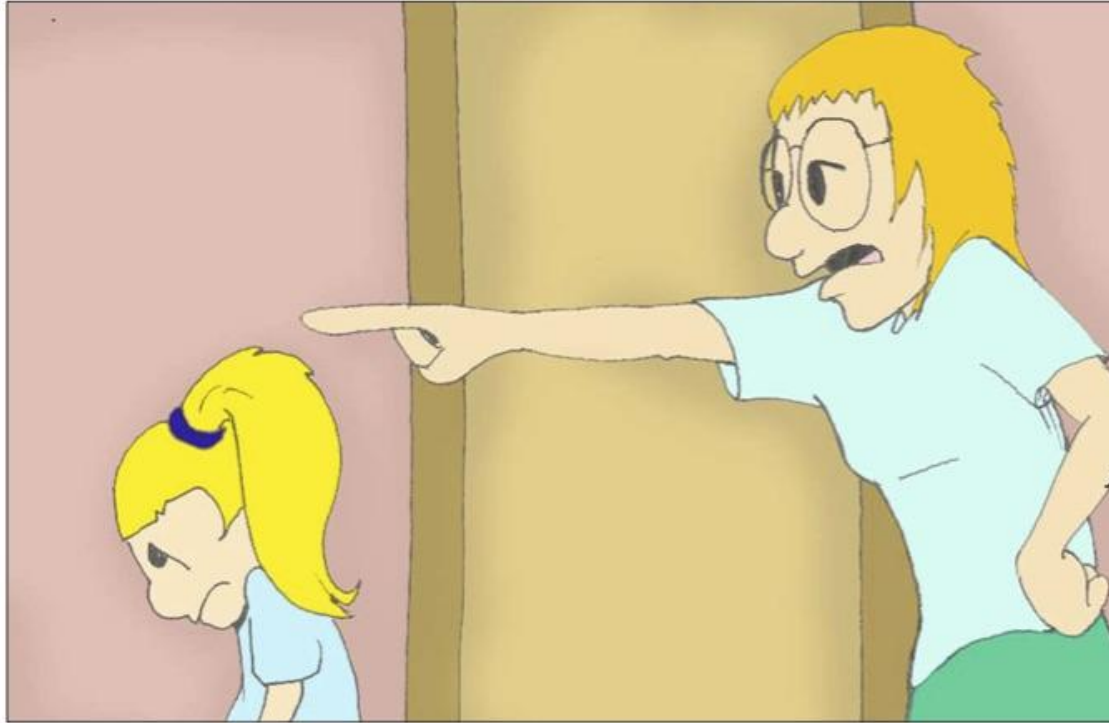
**How is her mom  
feeling about what  
Mary did?**

**How do you  
think Mary  
is feeling  
now?**



**How is her mom  
feeling about what  
Mary did?**

**What should  
happen to  
Mary?**



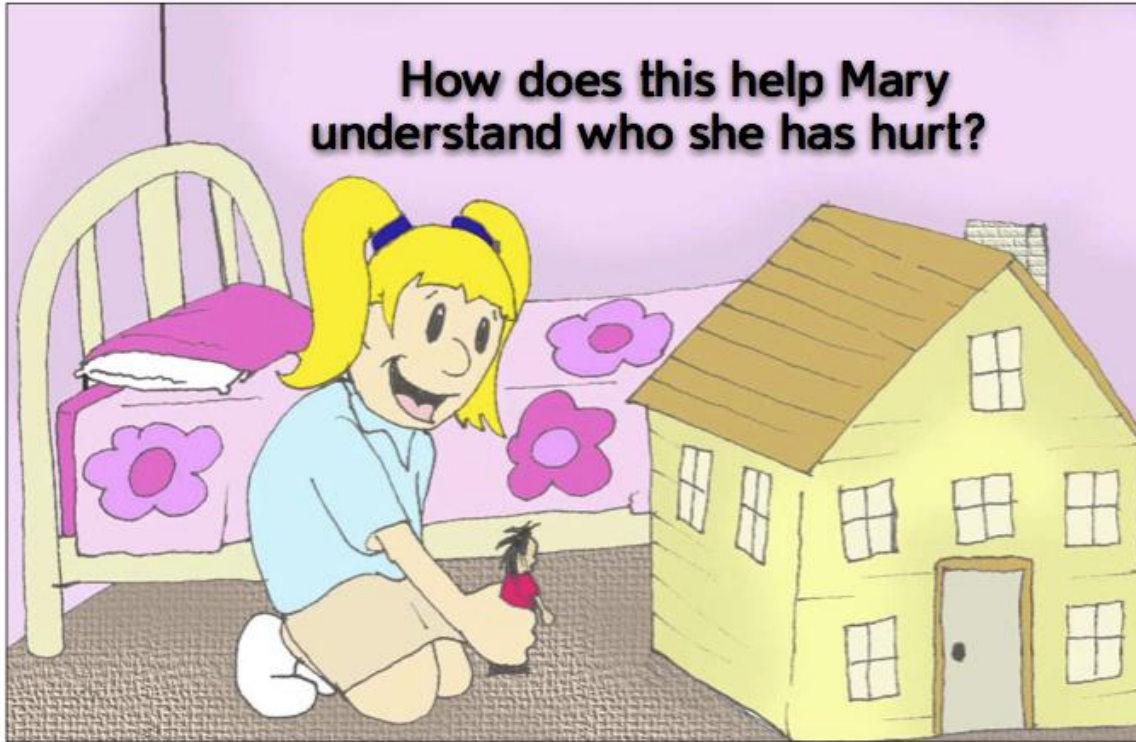
**Mary's mom sent Mary to her room.**

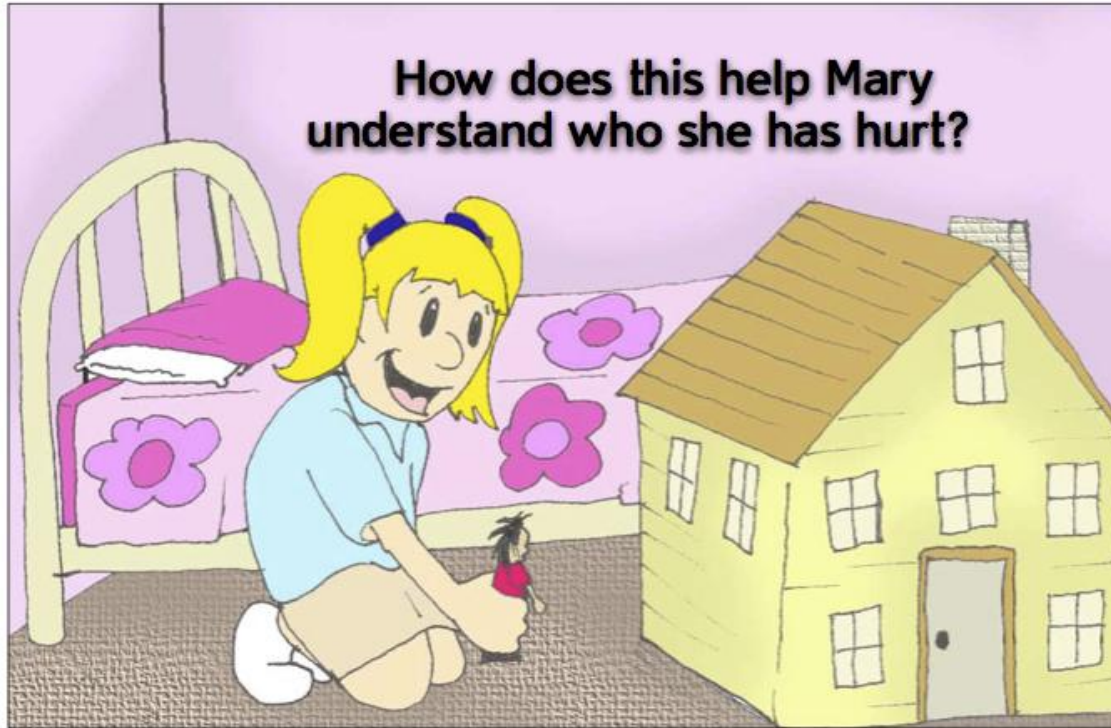
## Mary Finds Some Money

What does Mary's mom **want** her to do  
in her room?

What will Mary **really** do while she is in  
her room?

**How does this help Mary understand who she has hurt?**





**What does Mary need to do to make things right?**





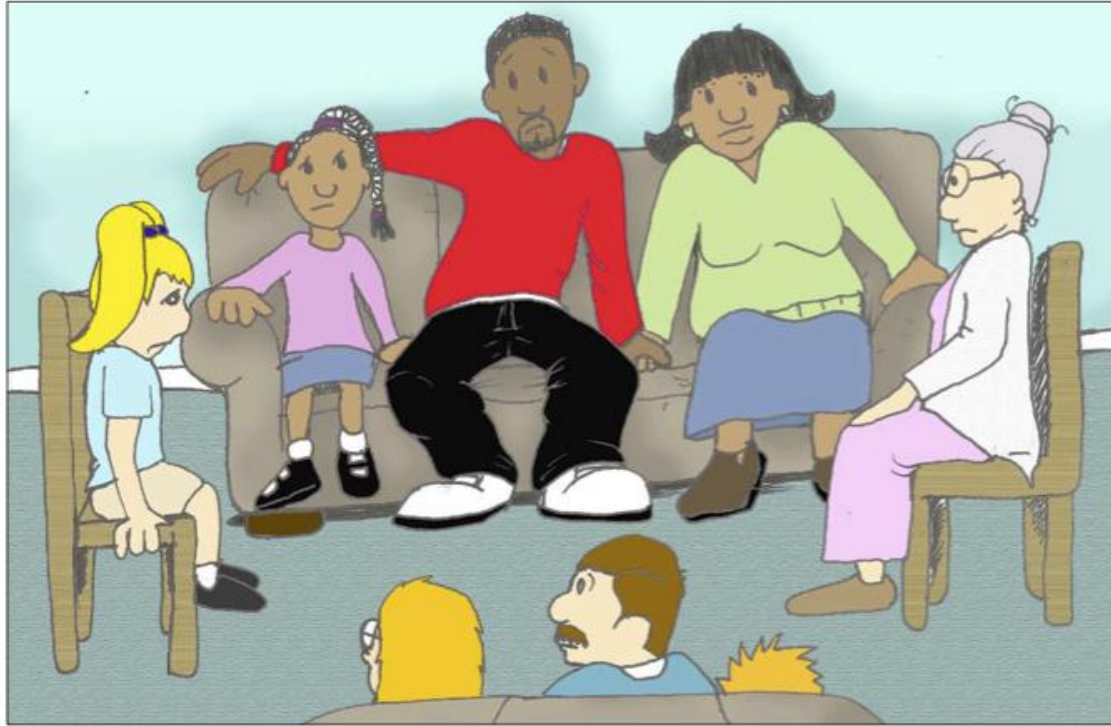




**Her dad and mom said they would arrange a meeting so she can do that.**



**Mary's dad told the neighbor what happened and set up a meeting between their two families.**



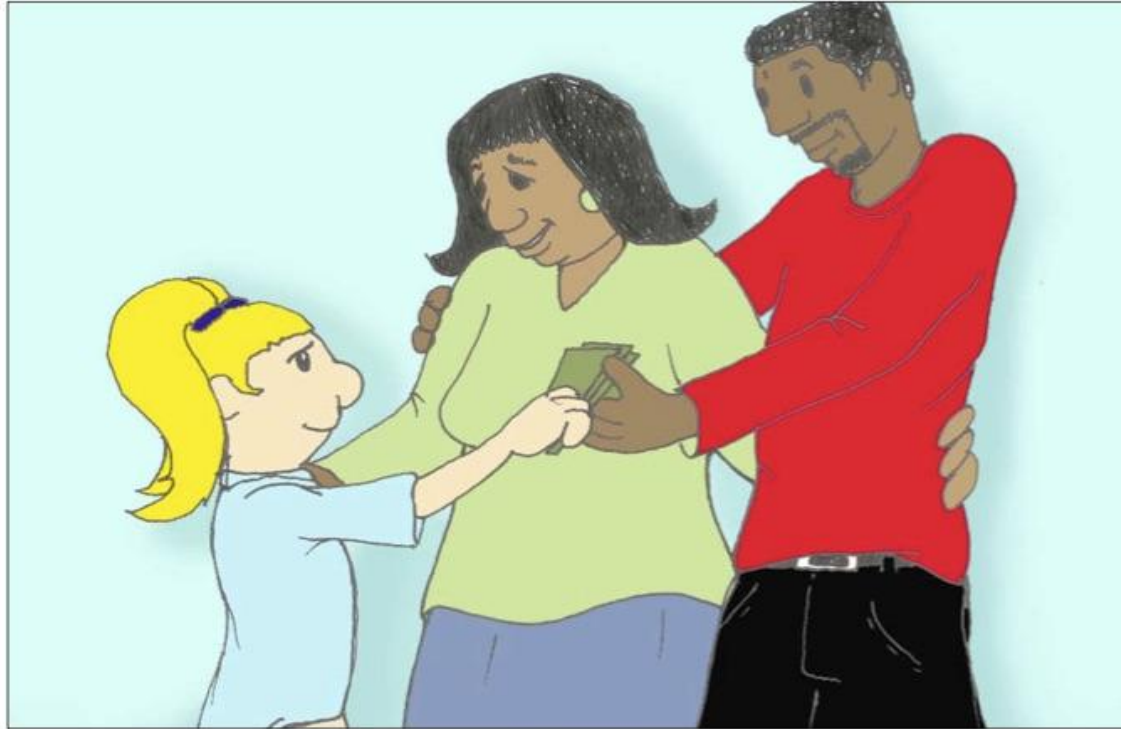
**The Meeting**

## **Mary Finds Some Money: The Meeting**

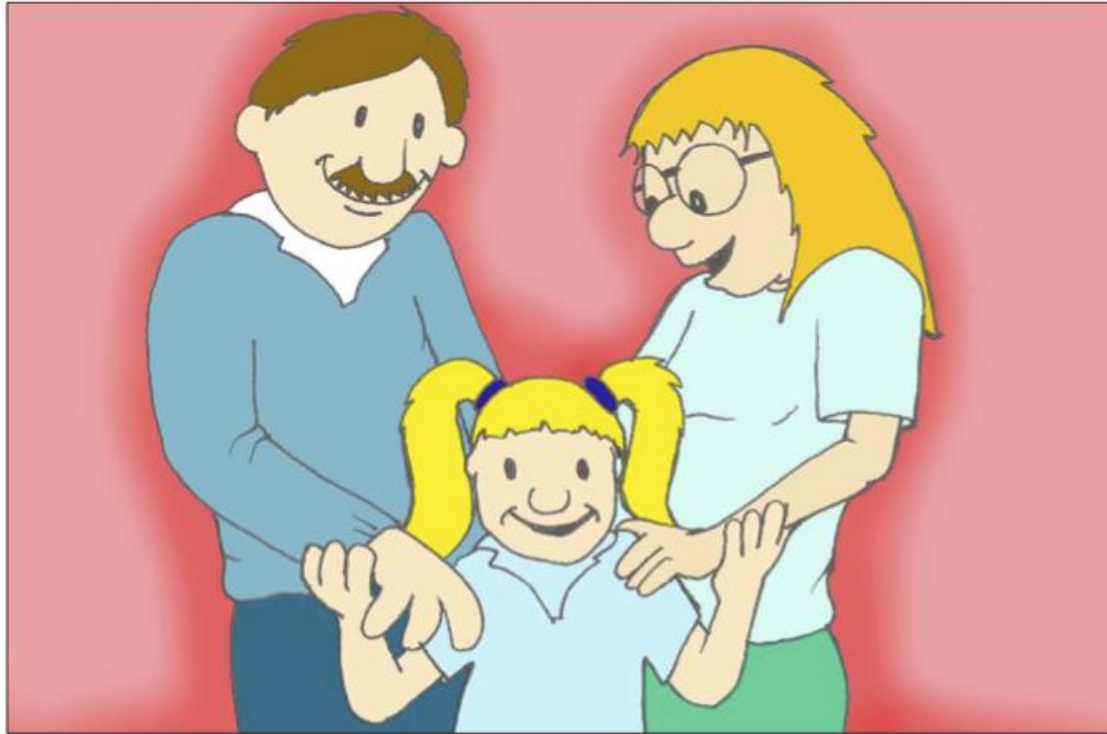
Who should speak first?

What questions should be asked?

What would you expect to happen in this meeting?



**Mary returned the money to the neighbors  
and told them she was sorry.**



**How do you think Mary's parents are feeling now?**

## **Mary Finds Some Money**

**What did Mary learn from this experience?**

**If Mary had just been punished and nothing else happened, what opportunity is lost?**



## Context

How does Mary's story connect to the work that you do?

What are the challenges of addressing “wrongful” or “harmful” behavior in your work?

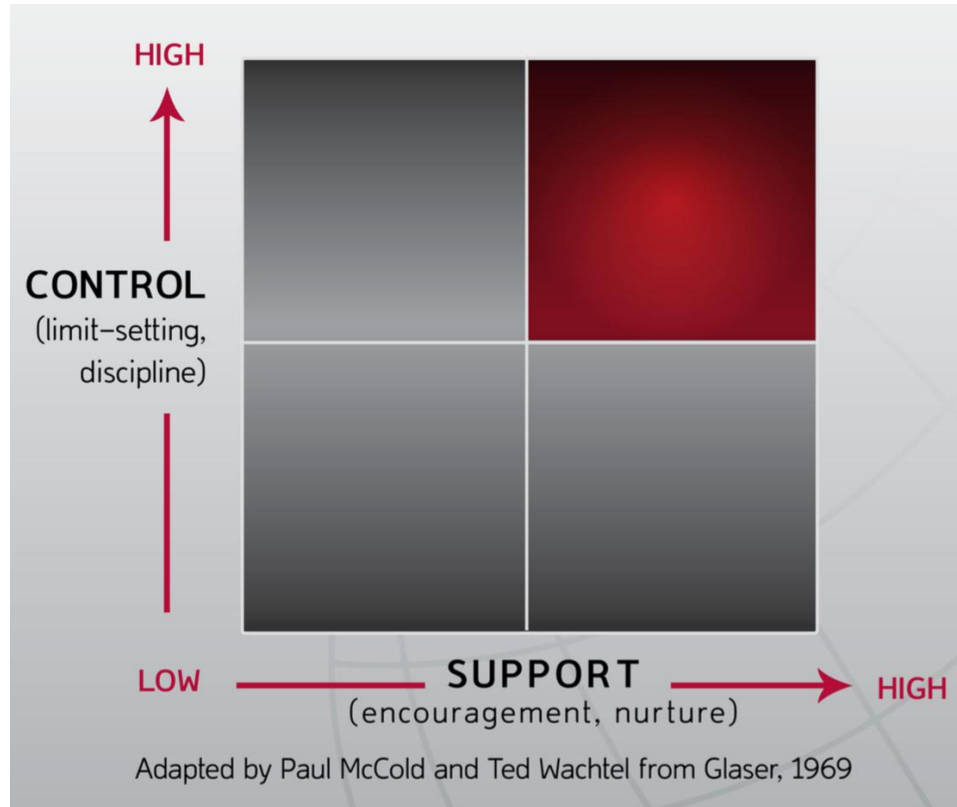
What makes the biggest difference in these situations?

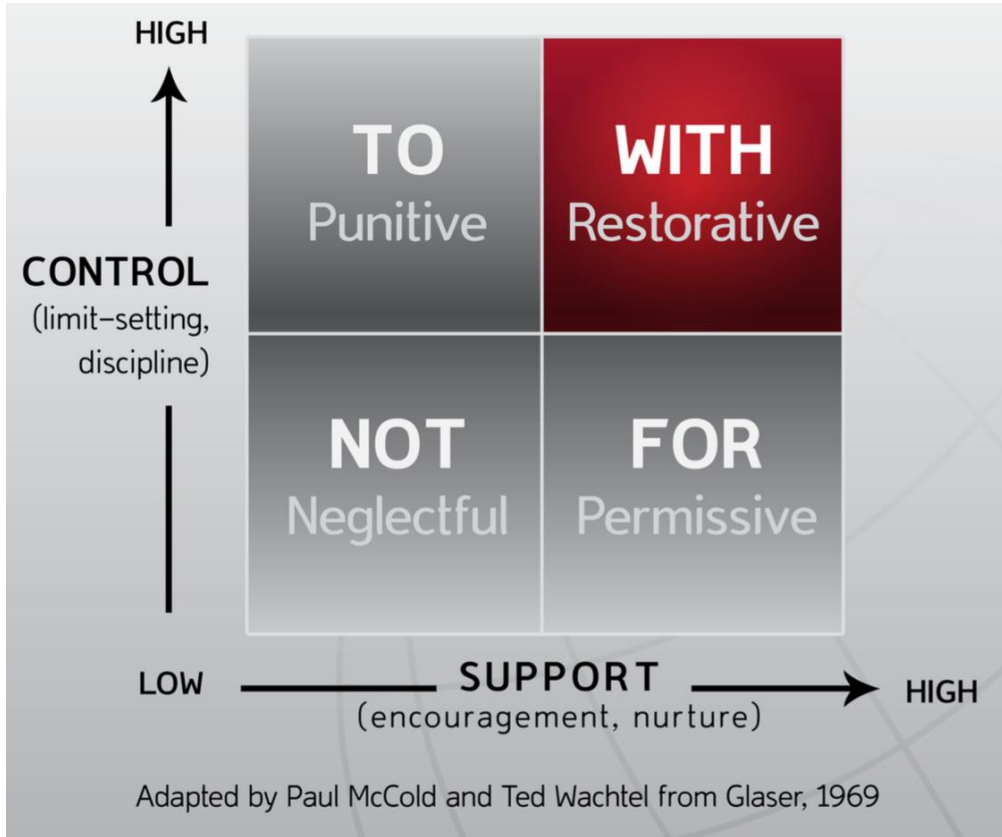
# The Fundamental Hypothesis

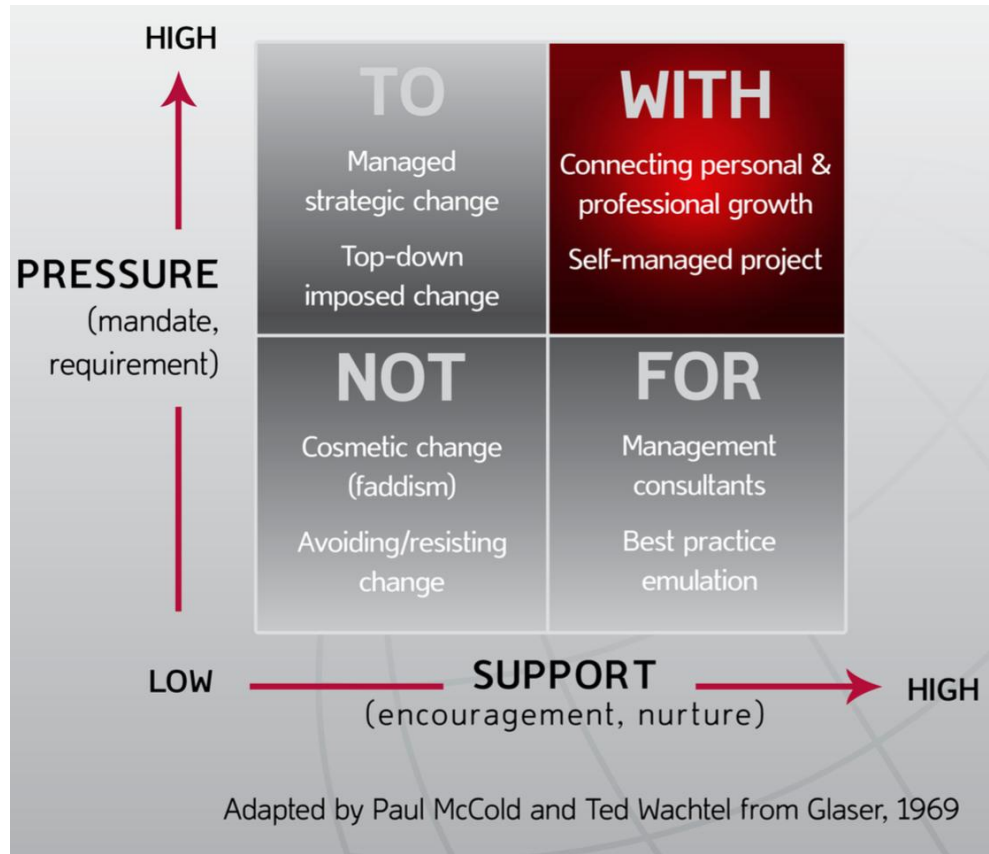
...of restorative practices is that human beings are **happier**, more **cooperative** and **productive**, and more likely to make positive changes in their behavior when those in positions of authority do things ***with*** them, rather than *to* them or *for* them.

## The Aim of Restorative Practices

...is to **develop community** and to manage **conflict** and tensions by **repairing** harm and **restoring** relationships







BREAK

# Inclusive Process

- » Engagement
- » Explanation
- » Expectation Clarity



# Inclusive Process

## » Engagement - Who is involved:

Involving those that have a stake in the decision in the decision-making process

## » Explanation - How to involve:

Such that they have a role in designing the process, and in the decision-making

## » Expectation Clarity - How to inform:

Communicating why the final decision was made and what will happen next.

## What Inclusive Process Is NOT

- » Decision by consensus
- » Focused primarily on harmony
- » Democracy
- » Managers forfeiting their prerogative to make decisions, establish policies and procedures

# Inclusive Process

What are the potential benefits of using an inclusive process or approach?

Is there an example where you see this in your work/life?

# Inclusive Process In Your Communities

- Make it your business to ensure that your community members are a part of determining community norms, so that they understand and accept the rules
- Hold others accountable to the norms and rules. Better yet, encourage community members to hold each other accountable
- See to it that everyone present is heard in the process of determining what needs to happen next, or to repair any hurt or harm
- Make sure everyone understands decisions and their role moving forward

# Restorative Practices Continuum

**Informal**

**Formal**

Affective Statements

Affective Questions

Small Impromptu Conf.

Group or Circle

Formal Conference

## Everyday Behavior

*Reaffirming relationships; relationship building skills (100% of the community)*

Affective Statements

Check ins

Decision Making Circles

Talking Circles

## Everyday Conflict

*Maintaining relationships; Repair relationships at the first sign of things going wrong,*

Reflection

Restorative chat

Celebration Circles

Support Circles

## Problem Solving

*Repairing; As needs, problems and issues arise (targeted to those in affected)*

Restorative agreement

Circles of Understanding

Reintegration Circles

Repairing Harm Circles

Resolving Conflict Circles

## High Level Conflict

*Intensive; Alternative to exclusion (1-5% of the community)*

Formal RJ Conference

Restorative Conduct Conference

Restorative Sanctions

# Affective Statements

- Most informal tool on continuum
- Core to all of restorative practices
- Provides opportunity to express emotion Tomkin's Blueprint
- Cultivate empathy and help learn social and emotional skills

## Affective Statement sentence structure:

"I feel/am \_\_\_\_\_(emotion) when/that you \_\_\_\_\_(behavior), I value \_\_\_\_\_(need) \_\_\_\_\_. Would you/could you \_\_\_\_\_(request)"

# Rephrasing to be *affective*

**You're being too loud**

Kim, I am unable to sleep because your music is too loud and I really need to sleep, I have a test tomorrow. Would you be willing to use head phones in the future?

**Please stop talking**

When I hear you talking while I am talking I feel angry because I really value both of your voices being represented during this mediation. Would you be willing to listen while the other party has the talking piece?

**This is wrong/ineffective/not the right way**

Kaleigh, when I heard what you said during that confrontation I felt confused because I know we both went through the same training. Would you be willing to talk through the restorative questions we learned so we can be on the same page?

**Good job**

Lance, before I saw you score that last goal I felt so anxious! You were great!

# 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 others 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?



# LUNCH

# Affective Statements & Questions

Affective psychology: Affect and emotion play a powerful role in determining the **quality and experience of relationships**.

## Communicating this way:

- encourages acknowledgment and ownership over one's thoughts and feelings
- strengthens relationships
- cultivates empathy (helps us develop and model emotional intelligence)
- builds understanding of how one person's actions has an effect on the larger community.

# Affective Statements & Questions:

## Affective Statements:

*example sentence structure:*

“I feel/am \_\_\_\_\_  
(emotion  
when/that you \_\_\_\_\_ .  
(behavior)

I value \_\_\_\_\_ .  
(need)

Would you/could you \_\_\_\_\_ ?  
(request)

## Affective Questions:

- What happened?
- What were you thinking about at the time?
- What have you thought about since?
- What has been the hardest/most salient thing for you?
- Who has been harmed? In what way?
- What needs to be done to make things right? By whom?

# Practicing Affective Statements

## Affective Statements:

*example sentence structure:*

"I feel/am \_\_\_\_\_  
(emotion)

when/that you \_\_\_\_\_ .  
(behavior)

I/we value \_\_\_\_\_ .  
(need)

# Affective statements: effective strategies for learning in community

Affective Statements:

*example sentence structure:*

“I feel/am \_\_\_\_\_  
(emotion)



**Naming feeling with an I statement and connecting it to a behavior**

when/that you \_\_\_\_\_  
(behavior)



**Connecting behavior with value or community standard (think individual and community values)**

I/we value \_\_\_\_\_  
(need)



**Needs support connection and identify what is important**



**Non-violent communication**

# Affective questions: effective strategies for learning in community

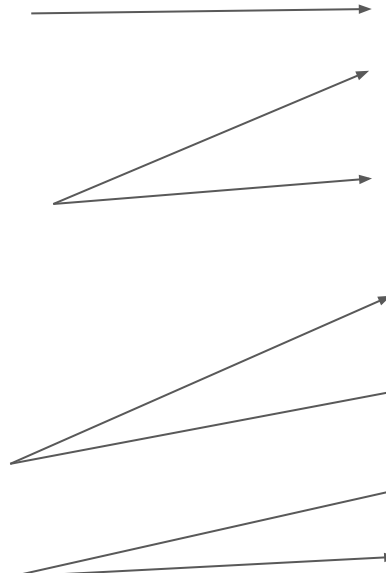
**Avoiding the “why did you do that” question in favor of narrative inquiry**

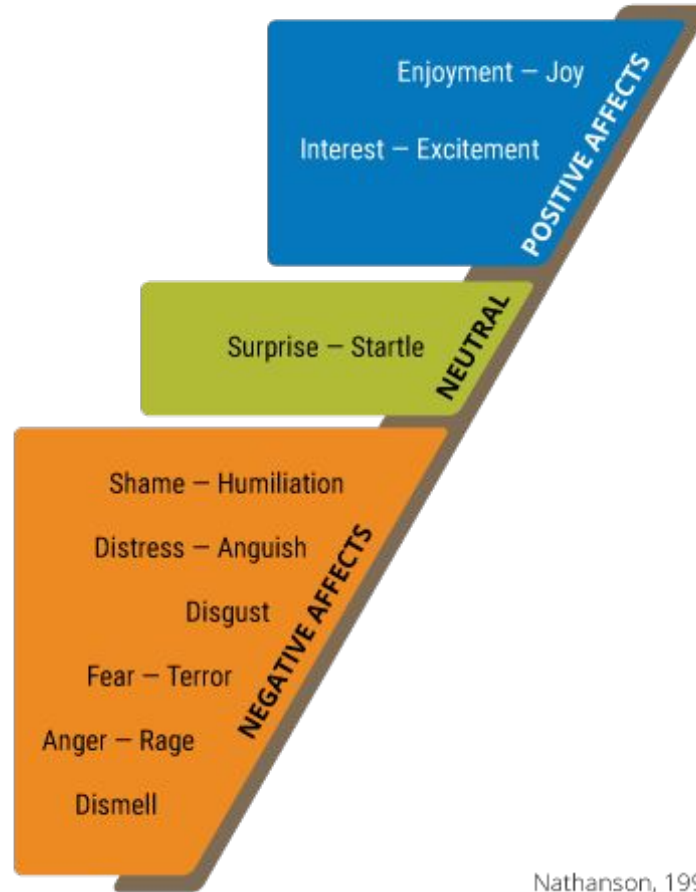
**Transformational learning: reflection; confronting old ways of thinking with new information**

**Reflection on interests instead of position**

**Developing ownership and responsibility**

## Affective Questions:

- 
- What happened?
  - What were you thinking about at the time?
  - What have you thought about since?
  - What has been the hardest/most salient thing for you?
  - Who has been harmed? In what way?



Nathanson, 1992

# The Compass of Shame

Adapted from D.L. Nathanson, Shame and Pride, 1992

## Withdrawal:

- isolating oneself
- running and hiding

## Attack Other:

- 'turning the tables'
- blaming the victim
- lashing out verbally or physically



## Attack Self:

- self put-down
- masochism

## Avoidance:

- denial
- abusing drugs and alcohol
- distraction through thrill seeking



# Responding to Shame

Respond to others experiencing shame by:

- » Listening to what they have to say
- » Acknowledging their feelings
- » Encouraging them to talk about their experience

# Braithwaite's Hypothesis

Separating the “deed from the doer”

## Restorative Practices allow:

The act (unacceptable behavior) to be rejected because it/they failed to meet expectations or standards

## ...while:

Acknowledging the intrinsic worth of the person and their potential contribution to society

# Tomkins' Blueprint

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

# Affective Statements & Restorative Questions

1. You notice that there is a colleague who is not using a widely accepted best practice.
2. You've identified the staff member who keeps leaving dirty dishes in the sink in the break room.
3. A staff member with supervisory responsibility articulates a racial microaggression and it seems they are not conscious of it.

# Welcome Circle

Circle up.

# Coming to agreements

Circle up.

# Coming to agreements

“As an individual I will...”

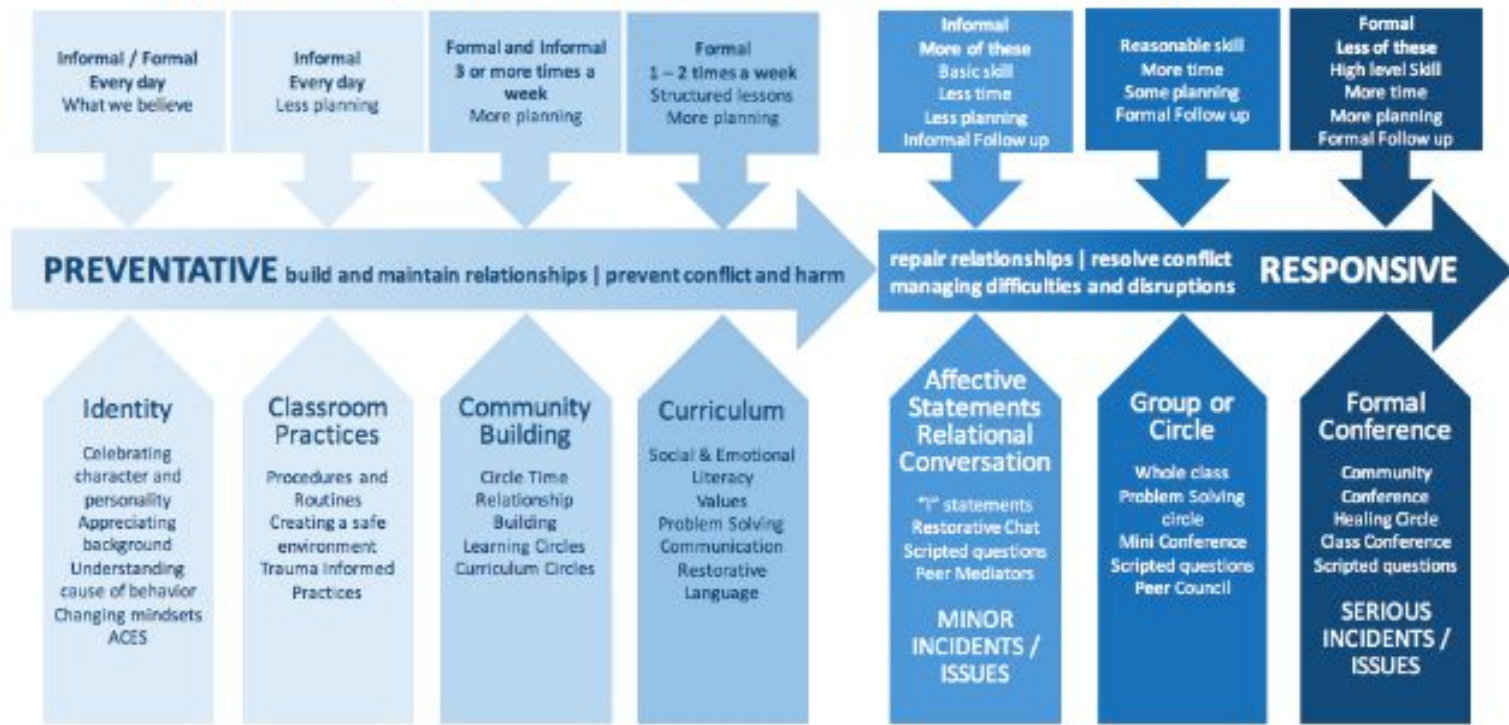
“As a group we will....”

Break



Where can you use **Proactive** RP in your work?

# CONTINUUM OF RESTORATIVE PRACTICES



Demonstrating a proactive circle...

# Restorative Practice

...should actively integrate:

- » Social Discipline Window
- » Inclusive Process
- » Restorative Questions
- » Psychology of Affect

# Explicit Practice-OUSD Reintegration Circle

1. **Social Discipline Window:** Doing with rather than for or to
2. **Inclusive Process:** Engagement, explanation, expectation clarity
3. **Restorative Questions**
  - What happened?
  - What were you thinking about at the time?
  - What have you thought about since?
  - Who has been harmed by what you've done? How?
  - What needs to be done to make things right?
4. **Psychology of Affect:** Maximize positive affect, minimize negative affect, express emotion

Circle Up.

Tomorrow

# Building Campus Community: Introduction to Restorative Practices Day 2

Facilitators:  
Davonya Hall  
Jeff Cullen



Circle Up.

# **Land Acknowledgment**

**UMBC was established upon the land of the Piscataway and Susquehannock peoples. Over time, citizens of many more Indigenous nations have come to reside in this region. We humbly offer our respect to all past, present, and future Indigenous people connected to this place.**

Applying yesterday's concepts

# Review: Restorative Principles

## **Social Discipline Window:**

>> *Doing with, not for or to*

## **Inclusive Process (aka Fair Process):**

>> *Engagement, Explanation, Expectation Clarity*

## **Responding to Shame:**

>> *Listen to what others have to say, acknowledge feelings, encourage them to talk about their experience*

## **Psychology of Affect/Tomkins Blueprint:**

>> *Maximize positive affect, minimize negative affect, freely express emotion*

# **Review: Affective Statements & Restorative Questions**

## **Affective Statements**

- >> A way to communicate one's feelings about someone else's behavior
- >> Primary responsive and proactive technique, use daily
- >> Helps with free expression and social-emotional learning

## **Affective Questions**

- >> A restorative question is an affective statement that elicits an answer

# Restorative Practices Continuum

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**Everyday Behavior**

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**High Level Conflict**

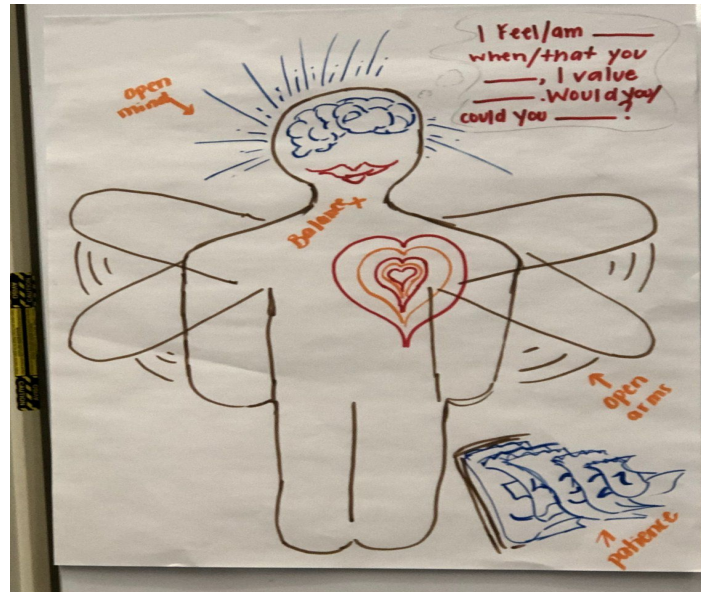
*Intensive; Alternative to exclusion (1-5% of the community)*

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Restorative Sanctions

# The Heart, Body, and Mind of a Restorative Practitioner



**Restorative Justice** is based on the understanding that harm is primarily an offense against **relationships in a community**, rather than an offense against the rules or against authority

**Restorative Practices** is based on strengthening relationships between individuals as well as social connections within communities

*Restorative justice echoes ancient and indigenous practices employed in cultures all over the world, from Native American and First Nation Canadian to African, Asian, Celtic, Hebrew, Arab and many others.*

(Wachtel, Wachtel and Miller, 2012; Zehr, 1990)

*[Restorative justice] restores dignity and self-respect on all sides.*

*It creates a space where we can learn from each other, exploring possibilities for cultural transference rather than cultural appropriation.*

*And it inspires coexistence from a growing ground of truth, justice, respect, and generosity.*

*-From the Living Justice Press Web site (<http://www.livingjusticepress.com>)*



# Circles

- ...help people take responsibility
- ...allow quiet voices to be heard
- ...allow quiet<sup>ed</sup> voices to be heard
  - ...allow leaders to emerge
- ...can help people explore issues on a deeper level
- ...allow people to learn about each other and build relationships
  - ...encourage problem solving

## Purpose of Circles

- » Equality
- » Safety and trust
- » Responsibility
- » Reminds you to facilitate (rather than lecture)
- » Builds connections
- » Ownership

# Types of Circles



- » Sequential
- » Non-sequential
- » Fishbowl

## **Sequential Go-Around**

- » Specific question
- » Done in order
- » Participation expected

# Non-Sequential Circles

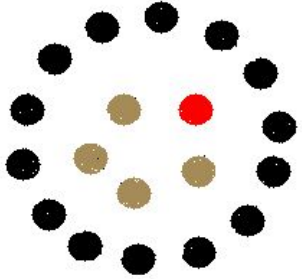
» Can be

- Structured
- Loosely structured
- Unstructured

» No order

» Participation voluntary

# Fishbowl



- Outer Circle
- Inner Circle
- Empty Chair

- » Sequential or Non-sequential
- » Empty chair
- » Feedback

## Check-In/Check-Out

- » Done as a go-around
- » Tool to foster accountability
- » Related to
  - Course content
  - Interpersonal
- » Agreements and acknowledgments
- » Goals and achievements

**BREAK**  
followed by  
**Energizer**



## **The Keys**

- » Clear topic and goal
- » Set a positive tone
- » Keep the focus
- » Get some allies

## Facilitator techniques

- >> Talking piece
- >> Group values / ground rules
- >> Prepared questions
- >> Modeling for others
- >> Maintaining the shape of the circle
- >> Clear directions
- >> Have responses ready for “I don’t know” or “Can I pass?”
- >> Remain seated

# Facilitator Skills: Creating a Safe Space

» Monitor body language and tone

*Remember that your frame of mind and everything you do, your tone of voice, your body language, your words, can help to create a good space.*

» Regard resistance as fear

» Provide context



## Facilitator Skills: Context

1. Cultivate the larger purpose and spirit of the circle by offering reflections on why the group has gathered:

“We have gathered here today to respond to a problem that has arisen in our community, that is affecting our people; by speaking and listening to each other, we hope to find a way to address this issue, to bring resolution in a difficult situation and healing to what is fractured and broken....”

*“We have come to work together because we care about our communities, about the well-being of our families, our young people, our elderly; we are concerned about the safety of our neighborhoods and the connection we have with each other....”*

# Facilitator Skills: Opening the circle

2. Invite participants to introduce themselves in a way that is comfortable to them, going around the circle.

3. Discuss roles and responsibilities.

*a) The circle facilitator: serves as a neutral guide, facilitates and participates in the circle, not in a primary decision-making role.*

*b) All participants: maintain confidentiality (what is shared in circle, stays in circle, unless otherwise agreed upon), offer thoughts and feelings as openly and honestly as is helpful, share responsibility for any decisions that are made.*

# Facilitator Skills: Talking Piece

## 4. Explain the use of the talking piece.

### a) Goal of talking piece:

*to structure the conversation in a way that slows the pace and gives everyone a chance to speak thoughtfully and to listen deeply.*

### b) Use of the talking piece:

- *the talking piece is passed consecutively around the circle, allowing each person to hold the talking piece and speak*
- *it signifies our role to speak or to listen*
- *we should be mindful of the needs of others and step back when we recognize our voice is being heard a lot or other's voices have not been heard, to hold it in silence, or pass it along in silence*

# Facilitator Skills: Values/Ground Rules

## 5. Initiate a discussion of guidelines or values

*Let's take a minute to consider how we want to have this conversation together, and what you need in order to feel safe enough to express the thoughts and feelings that are important to you to share.*

*Some circles find it helpful to have guidelines, such as, 'We will speak and listen with respect.' Let's go around the circle now and see what works for you - you may choose not to have guidelines, use those mentioned, as they are or adapted, or suggest other guidelines for the circle."*

**Guidelines could be written on a flip chart, or on a piece of paper and placed in the middle of the circle**

# Facilitator Skills: Narratives/Storytelling

6. Initiate the first round of conversation by asking a question or offering an invitation that encourages participants to speak about their experiences, both the facts and the feelings, for example

*I invite each of you to share with the circle what happened, what your experience was, how you felt about it, how it affects you now.*



# Facilitator Skills: Agreements

7. Agreements allow us to respond to the needs of the situation, repair the harm, work toward resolution and heal through inclusive decision making

Pass the talking piece around, inviting circle participants to share their ideas and feelings about moving forward

*How would you like to respond to what you have heard?*

*What ideas do you have for helping our community, and all of us, move forward?*

Facilitator notes:

Track ideas and concerns on your own paper, or use a flip chart or board

Acknowledge and summarize what you have heard by drawing out the underlying needs, interests, and concerns (rather than positions), as well as any common ground that has emerged.

Invite the circle to reflect: Is what you have written SMART? Specific, measurable, realistic and achievable? Or less measurable but meaningful and relevant to circle participants?

Ex: We agree to greet one another in a friendly manner, when we meet on the street?

LUNCH

As you are settling in to your seat, silently think about a problem or issue bubbling up in your work or life right now that you might be willing to share with the group. Make sure this is a problem you would be open to the group doing some problem-solving around.

# Energizer

## Rituals

*In pairs:* Discuss a ritual that your family observes.

# Rituals

What are the benefits of rituals?

What purpose do they serve?

# Fishbowl

# Fishbowl Structure

- Fishbowls are typically “high-structure”
- Arrange an inner circle of 9 chairs (facing in) and an outer circle of 13 chairs, also facing in
- Inner circle are those who feel most invested in addressing the problem + the problem-poser
- Empty-chair(s) option
  - For group members from the outer circle to enter the brainstorming discussion, share their piece, and then go back out to the outer circle, freeing up the open seat again



# Fishbowl Practice

- **Problem-poser**

- Will have 5 minutes, uninterrupted, to share
- Can share anything they want about the problem, without questions
- Clarification questions are allowed, but NOT idea generation at this time

- **Problem-solving**

- Group will have 10 minutes to brainstorm suggestions (not in the form of more questions!)
- Problem-poser may not respond—they just sit quietly and may wish to take notes

- **Back to the problem-poser**

- Finish by saying 1 or 2 things they would like to try from among the suggestions offered, including hybrids

# Fishbowl Debrief

- **What was this like for the problem poser?**
- **What was this like for the problem solvers?**
- **Applications to work and life?**

## **Remember:**

- Facilitator is highly involved in the beginning (structure, instructions, ground rules)
- Facilitator takes a step back once problem solving begins but maintains space by recalling ground rules, time keeping etc.
- What else might be important to remember?

**BREAK**

# Energizer

# Formal Conferences

# Conference Process

» Preamble

» Three phases:

- Offender talks about the incident
- Others relate how they have been affected
- Participants decide how to repair the harm

» “Breaking of Bread” after the conference

## “Victim” Needs

- » Opportunity to express emotions
- » Acknowledgement from loved ones
- » Assurance what happened was unfair and undeserved
- » Offender held accountable
- » Financial restitution
- » Possible contact with offender:
  - apology
  - questions
  - assurance of safety

## **Pay Attention**

- » The seating plan
- » The facilitator's behavior
- » The order of people speaking
- » What questions are consistently asked



# Seating Plan: Mini Roleplay #1



# Mini Role Plays

1. Run role play
2. Give facilitators feedback on how well they:
  - followed the script
  - fostered offender's acceptance of responsibility
  - allowed for the free expression of emotion
3. Tell your group how you felt in your role
4. Tell your group one way in which you are different from the role you played

# Circle Up

Evaluation data is really important to furthering the reach of restorative practices on campus. Please take a few minutes to scan this code and give us your feedback.



## Resources to check out:

- **UMBC Restorative Practices Page:** <https://conduct.umbc.edu/programs/restorative-practices/>
- **Circle of Restorative Initiatives of Maryland:** <https://www.crimaryland.org/>
- **National Association of Community and Restorative Justice:** <https://www.nacri.org/> (the 2024 national conference will be in Washington, DC—highly recommend!)
- **Living Justice Press** (publisher focused on RJ): <https://livingjusticepress.org/>
- **Circle Keeper’s Handbook:**  
<https://www.edutopia.org/sites/default/files/resources/stw-glenview-circles-keeper-handbook.pdf>
- **Restorative Response Baltimore:** <https://www.restorativeresponse.org/>
- **Restorative Justice Blog:** <http://emu.edu/now/restorative-justice/>
- **US Department of Justice/Department of Education/Department of Civil Rights Dear Colleague Letter re Discipline in K12 schools:** <https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201401-title-vi.html>
- **Oakland City School District RJ Implementation Guide:** <https://www.ousd.org/Page/1054>
- **Aligning SEL, PBIS and Restorative Justice:** <https://soundsupportsk12.com/rj-resources/>
- **HB1287** : April 2017, MD legislative session passed, created Commission on the School-to-Prison Pipeline and Restorative Practices which establishes a commission to study current discipline practices.  
<http://mgaleg.maryland.gov/webmga/frmMain.aspx?id=hb1287&stab=01&pid=billpage&tab=subject3&ys=2017RS>
- **Baltimore City Schools RP Web Portal:** <https://www.baltimorecityschools.org/restorative-practices>

Questions?