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

What does Mary need to do to make things right?
Mary’s parents asked Mary what she should do to make things right.
Mary's parents asked Mary what she should do to make things right.

Mary said that she should give the money back and say that she was sorry.
Mary’s parents asked Mary what she should do to make things right.

Mary said that she should give the money back and say that she was sorry.

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?
...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.
Adapted by Paul McCold and Ted Wachtel from Glaser, 1969
Organizational Change Window

High Pressure (mandate, requirement)

TO
Managed strategic change
Top-down imposed change

WITH
Connecting personal & professional growth
Self-managed project

NOT
Cosmetic change (faddism)
Avoiding/resisting change

FOR
Management consultants
Best practice emulation

Low Support (encouragement, nurture)

Adapted by Paul McCold and Ted Wachtel from Glaser, 1969
BREAK
Inclusive Process

» Engagement

» Explanation

» Expectation Clarity

Adapted from W. Chan Kim and Renée Mauborgne (1992)
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.

Adapted from W. Chan Kim and Renée Mauborgne (1992)
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

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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)

when/that you __________________________. (behavior)

I/we value _______________________________. (need)

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

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

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?

Reflection on interests instead of position

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

Developing ownership and responsibility
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

PREVENTATIVE
- Identity: Celebrating character and personality, appreciating background, understanding cause of behavior, changing mindsets; ACEs
- Classroom Practices: Procedures and routines, creating a safe environment, trauma-informed practices
- Community Building: Circle time, relationship building, learning circles, curriculum circles
- Curriculum: Social & emotional literacy, values, problem solving, communication, restorative language

RESPONSIVE
- Repair relationships | resolve conflict
- Managing difficulties and disruptions

- Affective Statements
- Relational Conversation
- "I" statements
- Restorative Chat
- Scripted questions
- Peer Mediators

- Minor Incidents / Issues
- Major Incidents / Issues
- Whole class conversation
- Mini conference
- Small group conference
- Scripted questions

Adapted from Wacholz and McCord 2001
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

**Informal**
- Affective Statements
- Check ins
- Decision Making Circles
- Talking Circles

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

**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

**Formal**
- Group or Circle
- Formal Conference

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

- Formal RJ Conference
- Restorative Conduct Conference
- 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 quieted 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

» 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
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 into 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

- **Chris McBain**
  - Offender's Friend

- **Casey Diaz**
  - Victim Supporter

- **Pat Oakley**
  - Victim

- **Mr./Ms. Williams**
  - Offender's Parent

- **Shawn Williams**
  - Offender

- **Facilitator**

*Required Character*
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/](https://conduct.umbc.edu/programs/restorative-practices/)
- Circle of Restorative Initiatives of Maryland: [https://www.crimaryland.org/](https://www.crimaryland.org/)
- National Association of Community and Restorative Justice: [https://www.nacri.org/](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/](https://livingjusticepress.org/)
- Restorative Response Baltimore: [https://www.restorativeresponse.org/](https://www.restorativeresponse.org/)
- 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](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](https://www.ousd.org/Page/1054)
- Aligning SEL, PBIS and Restorative Justice: [https://soundsupportsk12.com/rj-resources/](https://soundsupportsk12.com/rj-resources/)
- Baltimore City Schools RP Web Portal: [https://www.baltimorecityschools.org/restorative-practices](https://www.baltimorecityschools.org/restorative-practices)
Questions?