Restorative Practices promotes positive school climate and enhances instructional practices by using a set of specific principles and strategies for strengthening connections between students, staff and parents and managing conflict and challenges. In a shift from reliance on exclusionary practices, punishment and blame, restorative practices provides strong social-emotional skill-based learning opportunities for those harmed and affected to have a voice and those who have harmed others to be held accountable to repair the harm, with support as needed, and be reintegrated into the community.

**How does Restorative Practices fit within the Multi-Tiered System of Supports?**

The Multi-Tiered System of Supports (MTSS) is a framework used throughout Baltimore County Public Schools to provide services and supports to students, staff, and school communities. The MTSS features the use of Evidence-Based Practices (EBPs) at all 3 tiers:

Tier 1: Universal Prevention  
Tier 2: Early Intervention  
Tier 3: Intensive Intervention

The MTSS has a strong focus on prevention, as well as using data-based decision making through a structured school teaming process.

Restorative Practices is an Evidence-Based Practice that can be implemented as part of a Multi-Tiered System of Supports. RP offers interventions at all 3 tiers, and also has a strong focus on prevention.
What is the Social Discipline Window?

The social discipline describes four basic approaches to maintaining social norms and behavioral boundaries. The four are represented as different combinations of high or low control and high or low support. The restorative domain combines both high control and high support and is characterized by doing things with people, rather than to them or for them. (IIRP)

What are the Nine Affects?

The most critical function of restorative practices is restoring and building relationships. The late Silvan S. Tomkins identified nine distinct affects to explain the expression of emotion in all humans. (IIRP)
What is the Compass of Shame?

An individual does not have to do something wrong to feel shame, but just has to experience something that interrupts interest-excitement or enjoyment-joy (Nathanson, 1997a). This understanding of shame provides a critical explanation for why victims of crime often feel a strong sense of shame, even though it was the offender who committed the “shameful” act (Angel, 2005).

Nathanson (1992) developed the Compass of Shame to illustrate the various ways that human beings react when they feel shame. The four poles of the compass of shame and behaviors associated with them are:

• Withdrawal—isolating oneself, running and hiding
• Attack self—self put-down, masochism
• Avoidance—denial, abusing drugs, distraction through thrill seeking
• Attack others—turning the tables, lashing out verbally or physically, blaming others

Restorative practices provide an opportunity for us to express our shame, along with other emotions, and in doing so reduce their intensity. (IIRP)

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

Avoidance:
• denial
• abusing drugs and alcohol
• distraction through thrill seeking

Attack Self:
• self put-down
• masochism

What is Fair Process?

The central idea of fair process is that “…individuals are most likely to trust and cooperate freely with systems—whether they themselves win or lose by those systems—when fair process is observed” (Kim & Mauborgne, 2003).

The three principles of fair process are:
• Engagement — involving individuals in decisions that affect them by listening to their views and genuinely taking their opinions into account
• Explanation — explaining the reasoning behind a decision to everyone who has been involved or who is affected by it
• Expectation clarity — making sure that everyone clearly understands a decision and what is expected of them in the future (Kim & Mauborgne, 1997)

The fundamental hypothesis of restorative practices embodies fair process by asserting that "people are happier, more cooperative and productive, and more likely to make positive changes in behavior when those in authority do things with them, rather than to them or for them." (IIRP)

What are Circles?
A circle is a commonly used restorative practice that can be proactive (to develop relationships and build community) or reactive (to respond to wrongdoing, conflicts and problems). Circles give people an opportunity to speak and listen to one another, tell their stories and offer their own perspectives. Some of the ways circles can be used are for conflict resolution, decision making, and building relationships with a classroom community. (IIRP)

What are Restorative Conferences?
A restorative conference is a structured meeting between offenders, victims and both parties’ supporters in which they discuss with the consequences of the wrongdoing and decide how best to repair the harm. A formal script is used by a trained facilitator throughout the conference. (IIRP)

What are the Restorative Questions?
To Respond to Challenging Behavior:

“What happened?”
“What were you thinking about at the time?”
“What have you thought about since?”
“Who has been affected by what you have done?”
“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 happened?”
“What impact has the 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?”

(IIRP)

Restorative Practices Training
Restorative Practices Training is available in BCPS through the Office of School Climate. Trainings are posted on the BCPS registration website. For information about signing in to the system please review the Professional Development Opportunities Webpage.

BCPS currently has contracts with six vendors that are available to provide direct training to schools:
Center for Dispute Resolution at the University of Maryland (C-DRUM)
Erica Harrell, LLC

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Other Restorative Practices Resources

Fidelity Assessment Measures
- Restorative Interventions Implementation Tool Kit
- Tiered Fidelity Inventory--Restorative Practices (TFI-RP)

Scripts
- Responsive Circle Sample Script
- Responsive Circle Scenario
- Responsive Circle Staff Climate Script
- Restorative Conference Facilitator Script (note: conference should only be facilitated by those who have attended Days 3 and 4 of RP Conferencing)
- Sample Prompting Questions/Topics for Circles
- Sample Scripts from Oakland/Richmond CA

Books
- Circle Forward: Building a Restorative School Community by Carolyn Boyes-Watson and Kay Pranis
- Circle in the Square, Building Community and Repairing Harm in School by Nancy Riestenberg
- Implementing Restorative Practices in Schools by Margaret Thorsborne and Peta Blood
- The Little Book of Circle Processes – A New/Old Approach to Peacemaking by Kay Pranis
- The Little Book of Restorative Discipline for Schools – Teaching responsibility; creating caring climates by Lorraine Stutzman Amstutz and Judy Mullet
- Restorative Circles in Schools, Building Community and Enhancing Learning by Bob Costello, Joshua Wachtel and Ted Wachtel
- The Restorative Practices Handbook for Teachers, Disciplinarians and Administrators by Bob Costello, Joshua Wachtel and Ted Wachtel
- Restorative Justice Conferencing by Ted Wachtel, Terry O’Connell & Ben Wachtel
- Teaching with Mind and Heart: Affect in the Restorative School by Graeme George

Websites
- International Institute of Restorative Practices (IIRP)
- Restorative Practices in Schools (C-DRUM)
- Restorative Practices SFUSD
- RP for Schools
- Oakland Unified School District

Research
- IIRP: Improving School Climate
- IIRP Research and Evaluations
• Open Society Institute Report of RP in Schools