

SWK 111: Connecting and Building Relationships Through Proactive Community Building Restorative Practice Circles

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Activity – Large Group



Activity: Large Group

- **Greeting:** Share your name, where you are from, and why you choose to come to this workshop?
- **Check-in:** How are you feeling?
 - 5 – Excited and ready to rock!
 - 4 – Happy to be here
 - 3 – I'm not sure, but I am here!
 - 2 – I have a lot on my mind
 - 1 – I haven't had enough caffeine yet
- **Activity:** If you had to choose a career outside of education, what would it be (note: you would automatically have all the knowledge and skills to do it!)?
- **Closing:** Review Expectations and Agenda

Agenda

- Workshop
Norms/Expectations
- Restorative Practices (RP)
Overview
- Proactive Restorative
Practices Circles
- Practice and Action Planning

Workshop Norms/Expectations

- Be Actively Engaged in All Activities
 - Your participation enhances all individuals learning
 - If you need a break/take a phone call, step outside to take one.
- In Circles
 - Everyone uses a talking piece
 - The person who is speaking has the talking piece, others show respect by listening until they have the talking piece
 - Everyone Participates
 - “Passing” is still considered participating in circles
- Use person first and inclusive language

Objectives



Define the terms “affective statement” and “restorative practices”



Define the elements of proactive restorative practice circles.



Practice proactive restorative practice circles (community building).



Develop a plan for implementing proactive restorative practice circles.

Affective Statements

- “Personal expressions of feeling in response to specific positive or negative behaviors of others.”
 - ‘I statements’
 - Makes ‘person who caused harm/harmer’ aware of the impact of their actions
 - Changes the dynamic between individuals

I feel frustrated when you don't address my questions during training.

I feel angry when you disrupt the class because it makes it harder for other students to learn.

I feel happy when you complete your homework because it shows me how well you understand the topic.

“I” Statement Format: Step 1

Step 1: Refer to the Behavior

1. When I'm shouted at I
2. When I'm sworn at I
3. When I hear please and thank you I
4. When I see you following directions the first time
5. When I hear you talking while I am talking
6. When I see you come in late
7. When I see you raise your hand

“I” Statement Format: Step 2

Step 2: State how the Behavior Affects You

1. I feel unappreciated because ...
2. I feel hurt because...
3. I feel appreciate because...
4. I am concerned that...
5. I get scared that...
6. I feel respected by...
7. I feel disrespected by ...

“I” Statement Format

I feel _____ when you _____ because _____

And/Or

I feel _____ when _____ because _____



Affective Statements: Practice Time

- With your partner identify two “I” Statements
 - Positive Emotion
 - Negative Emotion

Affective Statements: EXAMPLE

School-Wide Expectation	Sample Scenario	Affective Statement 1	Affective Statement 2
Be Respectful	Gary helps Fred by holding the door for him while he walks into the classroom	I am happy to see you holding the door for Fred because it shows respect.	I am so touched to see that you held the door open for Fred because it shows you saw he may have difficulty with his hands full which is respectful.
Be Safe	Johnny is running in the hall and bumps into Jose		
Be Responsible	Sariah has her backpack and is ready to leave when her mom calls her.		
Show Self-Control	Lawrence is having a hard time with his math homework. When his dad asks if he needs help yells at him to leave him alone.		

Affective Statements: ACTIVITY - Develop for Your School

School-Wide Expectation	Sample Scenario	Affective Statement 1	Affective Statement 2

Additional Resources

- Sample Lesson Plans:
 - <http://www.advocatesforyouth.org/publications/1445-lessons>
 - http://www.teachingasleadership.org/sites/default/files/Tools/INV/I-5/Tools/i5_tool_i_statements.doc
 - https://fc.amdsb.ca/~randy_john/S03BE5738.108/I%20vs.You%20Statements%20Activity.pdf
 - http://www.njpbs.org/Problem_Solving/documents/SSLesson6Istatements.doc
 - <http://nosuchthingasabully.com/wp-content/uploads/2013/03/Lesson-12-I-Statements-Handout.pdf>
 - <http://internet.savannah.chatham.k12.ga.us/district/AcademicAffairs/PBIS/Documents/Lessons/Middle%20school/School-Wide/Be%20Accountable/Using%20I%20Statements.pdf>
 - <http://special.ed.about.com/od/characterbuilding/ss/Cartoon-Strips-To-Teach-I-Statements.htm#step1>

The Buzz on Restorative Practices

1. What is all the buzz around restorative practices (RP)?
2. What is your experience with using RP in your setting?



Restorative Practices (RP) Overview



UNIVERSITY of
SOUTH FLORIDA

What are Restorative Practices?

"The emerging field of restorative practices is the study of **restoring and developing social capital, social discipline, emotional well-being, and civic participation through participatory learning and decision making.**"

International Institute for Restorative Practices (IIRP)
<http://www.iirp.edu/news/1894-definition-of-restorative-practices?highlight=WyJkZWZpbml0aW9uII0=>

A restorative approach aims to...

Repair HARM

- *To a relationship*
- *To the community*
- *To the person causing harm, that created the conditions for his/her actions*





Relationships

- Central to building an inclusive community
- Build systems that develop & strengthen healthy relationships



Respect

- Provide a voice for the person harmed
- Improve social behavior of staff & students



Responsibility

- Emphasis placed on the harm rather than the offense
- Understand the impact of the harm



Restoration

- Collaborative problem solving
- Empowers change & growth



Reintegration

- Harmer is welcomed back into the environment

5 R's

Eber, 2015; SFUSD; Gonsoulin, Schiff, and Hatheway 2013; IIRP, 2012; Restorative Practices Workgroup, 2014

Goals of RP



- Positive relationships are shared by all stakeholders
 - Reduction in number of offenses may be a by-product of positive relationships, strong community
- Inclusive school community
- Less reliance on exclusionary discipline practices
 - RP is **incompatible** with an approach that focuses on punitive, exclusionary consequences
- Needs of community members, including the person who caused harm, are addressed
- Stakeholder voice & collaboration is evident in practices

Categories of Practices

Proactive

- Prevention & Skill building
 - Affective statements
 - Circles (variety of circles may be included)
 - Informal conferences



Responsive Practices

- Disciplinary actions
 - Restorative chat
 - Restorative meeting/conference
 - Restorative circle
 - Mediation (and shuttle mediation)
 - Peer juries
- Alternatives to suspension/expulsion
 - Family Group conferences
 - Community restorative conferencing

RP Across the Tiers

Structure

RP has the strongest impact when implemented as a whole-school, preventative approach to discipline

McCluskey et al., 2011



- Community Restorative Conferencing
 - Family Group Conferencing (FGC)
 - Family Group Decision Making (FGDM)
 - Peer juries
 - Peer mediation
 - Shuttle mediation
 - Mediation
 - Restorative meetings
 - Restorative conversations
 - Informal conferences
 - Problem-solving circles
 - Restorative meetings
 - Restorative questioning
 - Affective statements & scripts
 - "Checking-In" circles
 - Using social/emotional curriculum
- Reactive strategies**
- Preventative strategies**

**Affective
Statements**
• **Teaching Empathy**

Classroom Circles

- Understand and manage emotions
- Set and achieve positive goals
- Feel and show empathy for others
- Establish and maintain positive relationships
- Making responsible decisions

**Restorative
Practices for
Addressing SEL**

**Restorative
Questioning**

**Informal
Conferences**

Common Restorative Practices

Circles

Types of Restorative Practices

Affective Statements

Everyday usage

“I” statements

Describes how something made you feel

Circles

Morning meetings

Social/emotional instruction (e.g. empathy)

Problem-solving class-wide issues

Restorative Conferences

Informal conference

Restorative meeting and chats

Restorative conferences

Reintegration Procedures

Restore relationship between harmer & person harmed

Classroom and/ or office-managed offenses

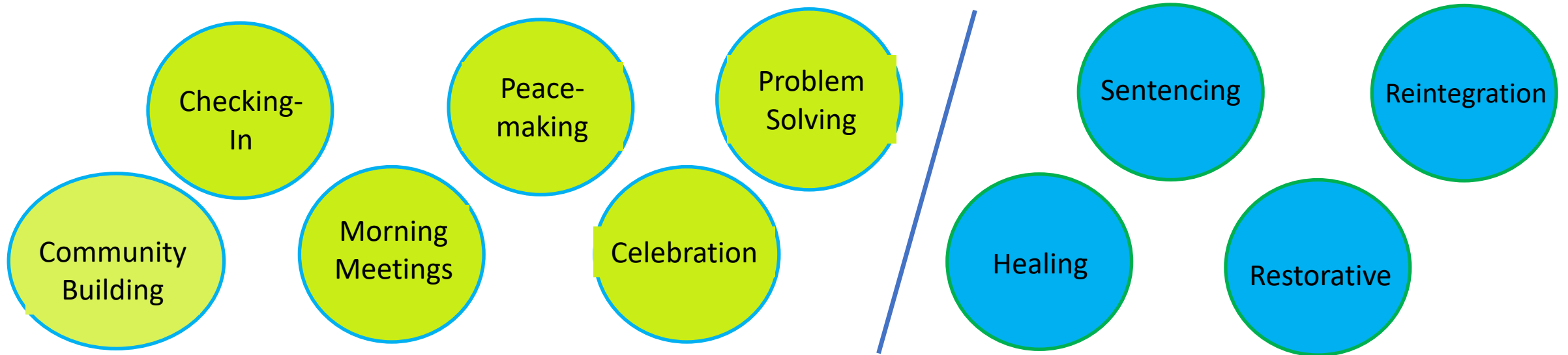
Match to severity of incident

Circles

The background features a dark gray, textured surface. A large, central circle is composed of several concentric rings, each with a speckled, grainy texture. This central circle is surrounded by several other concentric circles of varying sizes and opacities, creating a layered, tunnel-like effect. The overall aesthetic is modern and geometric.

Circles

- A structured process for bringing people together to:
 - Understand one another
 - Strengthen bonds
 - Share & understand feelings
 - Solve problems

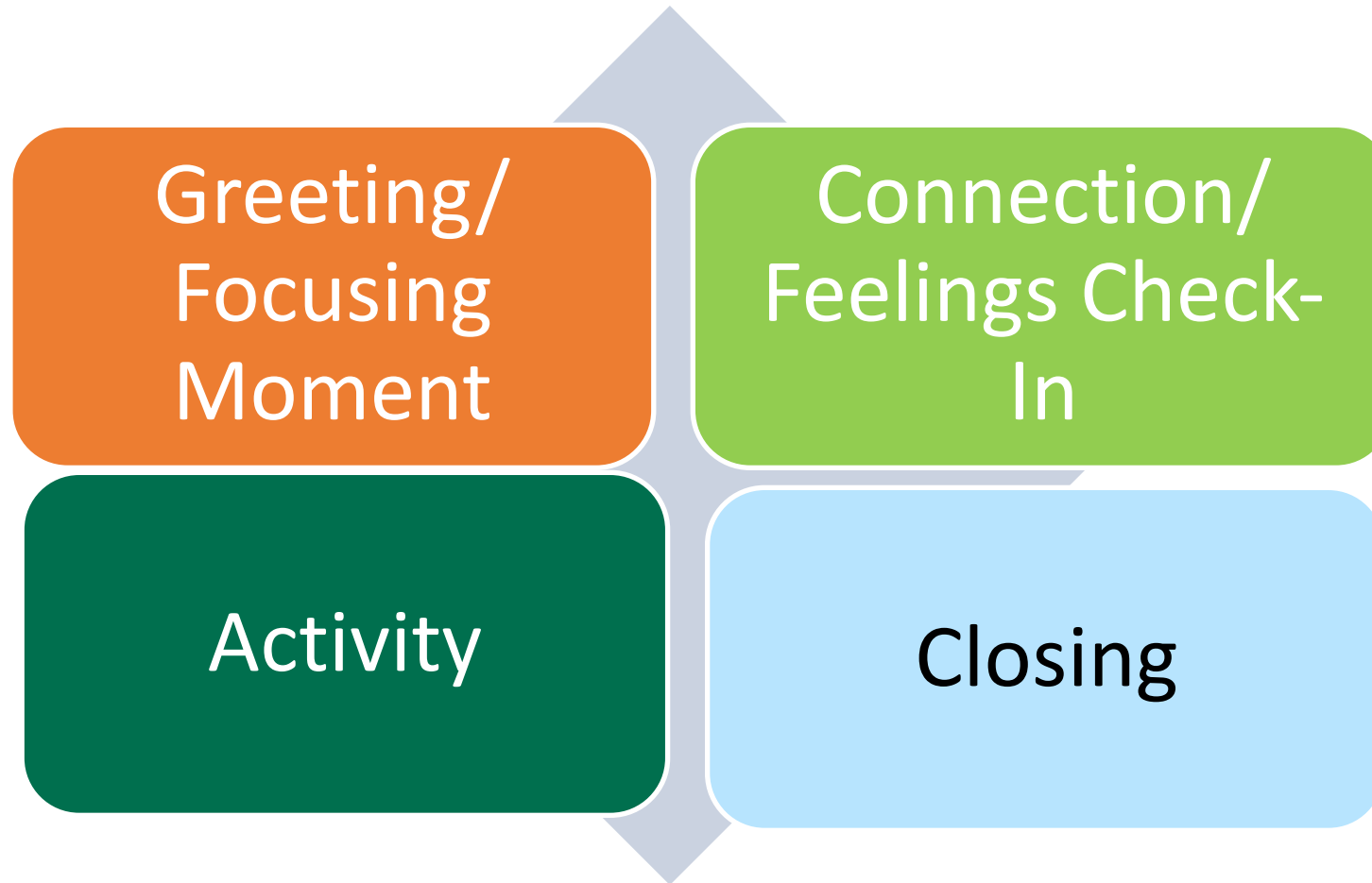


Topography of a Circle

- Participants sit in circle
- All members have equal status
- Designated facilitator
- Identify expectations:
 - Be Honest
 - Speak with respect
 - Follow structure
- Everyone has the opportunity to participate
- Participation is encouraged but optional
- Identify your talking piece



Components of a Class Circle



Greeting/Focus Moment

- Greeting/Focusing moment
 - Happens first to set positive tone
 - Everyone in circle is included
 - Their name is said once
 - Respectful and friendly
 - Short time frame (between two to five minutes)

Examples of Greetings:

- Group greeting
- Match card greeting
- Spider web greeting
- I wonder...

Examples of Greetings

Group greeting is when a person says their name and everyone greets them at once

Line it Up- without speaking, line up alphabetically by last name, **birth month and date**, height, age

Spider web greeting- using a ball of yarn, one student starts and rolls ball to person on another side of circle and greets them. The student greets them back and rolls it to another student continuing until all students are greeted and then go backwards to roll ball of yarn back up.

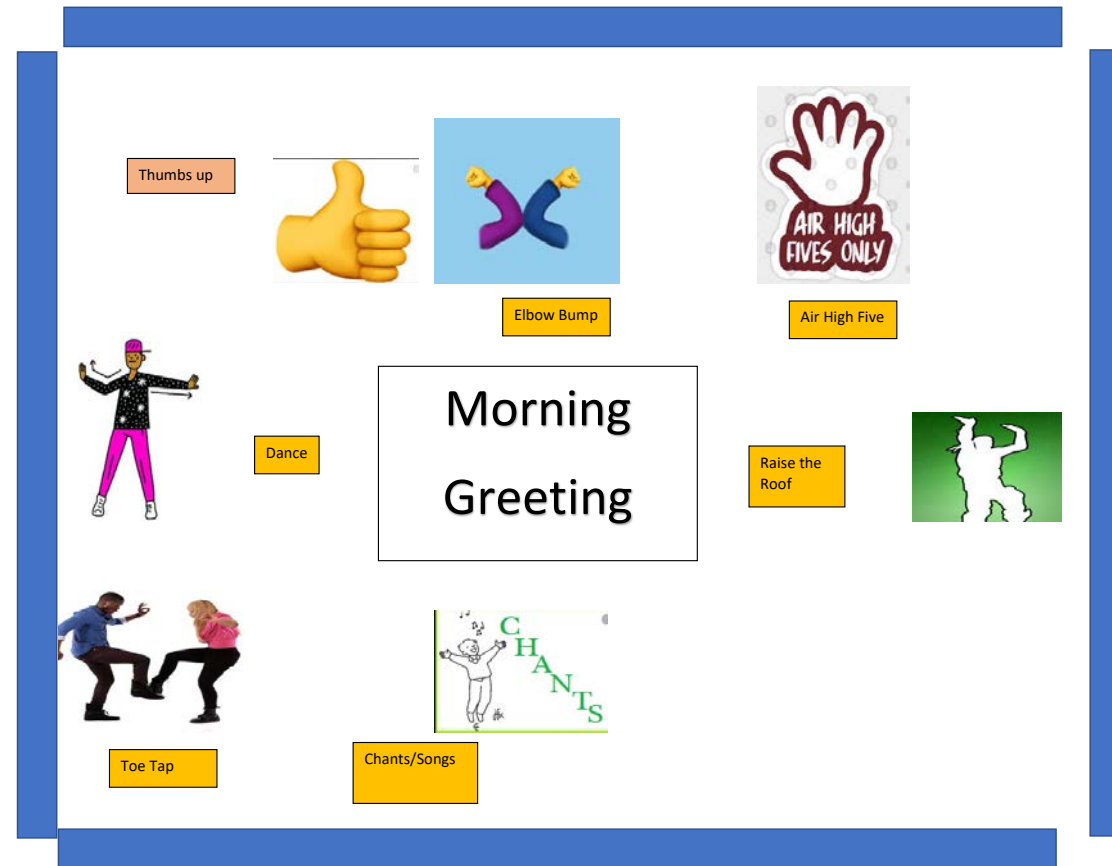
I wonder.....Have index cards with lots of different questions for example—If you could be any superhero, who would be? Why? If you could have one wish come true, what would it be? Why?

This or That – give a series of questions – books or movies? YouTube or Tik Tok? Disney+ or Netflix? Music or Art? You can have students physically move to one side of the room or you can give them color cards to hold up for their preferences.

Examples adapted from

<https://www.responsiveclassroom.org/article/keeping-morning-meeting-greetings-fresh-and-fun>; [GSA Opening and Closing Activities-3-10 minutes in length-2-2021-I.pdf](#) - [Google Drive](#)

Examples of Greetings when Social Distancing



Examples of Greetings when Social Distancing

Image from:
<https://familybold.com/stores/Teacher>



Practice

Examples: The Advisory Book by Linda Crawford

What other greetings have you seen?

Knock-Knock Greeting

- Turn to your neighbor, greet them.
- Tell them a joke.
- Your neighbor says, “thank you” and turns to their neighbor and follows the same process.

Crystal Ball Greeting

- Must be a positive prediction
 - “*Good afternoon, _____ . In my crystal ball I see that next year you will be _____ !*”
- The response should be, “Good afternoon, and thank you.”

Name Every Greeting

- A participant greets everyone in the room individually by name and with eye contact.
- When they are finished, everyone in the group greets them back in unison.

Greeting Resource Handout

Ideas for Greetings

Below are examples of greetings that could be used in many types of circles. Read the examples and highlight the different greetings you would like to use as a facilitator.


Name of Greeting	Description
Group greeting	One person says their <u>name</u> and everyone greets them at once. This continues until all participants names have been said. You can have a fun adaptation on this by having each person say their name in a funny voice, dramatic style, foreign accent, etc. and having the group attempt to mimic that style.
Match card greeting	There can be many variations to this greeting. The object is to have participants purposefully match with another participant based on information on the cards. An example could be using a math problem. One student has a card with '3 x 2' and needs to find another student with this answer to the that problem.
Spider web greeting	Using a ball of yarn, one student rolls the ball to a person on another side of circle and greets them. The student greets them back and rolls it to a different student, and this continues until all students are greeted. The greetings are then performed in reverse order so the group can roll the ball of yarn back up.
I wonder....	Have index cards with lots of different questions for example—If you could be any superhero, who would be? Why? If you could have one <u>wish</u> come true, what would it be? Why? If you could travel anywhere, where would you? Share one interesting fact about yourself (I have been to all 50 states, I have 8 older siblings, I have a pet tarantula, etc.).
Hand Movement	Person stands up and says their name. Then do a hand movement (<u>i.e.</u> jazz hands, princess wave, golf clap). The person sits back <u>down</u> and the group repeats back the person's name with the hand movement.
Alphabetical Greeting	Individuals greet one another starting with the individual's first initial and moving on in alphabetical order or reverse alphabetical order. For example: Abby, Amy, Ashley, Brian, Curtis, <u>Dreah</u> ...
Ball Toss Greeting	An individual is selected to begin the circle and is given a ball. S/he greets another participant and tosses the ball to him/her. This continues until all participants have received the ball. The last participant ends the greeting by tossing the ball back to the person who began the greeting.

Continued...

Guess My Feeling Greeting	Participants receive an index card with an emotion written on it. <u>and</u> greet one another in a way that conveys the emotion on their card. The other participants get to guess which emotion was written on the index cards.
Name Card Greeting	Everyone's name is written on a card, collected, shuffled, and placed face down in the center of the circle. One individual begins by selecting a card and greeting that individual. The person who was greeted gets up and continues the process.
One-Minute Mingle Greeting	Participants greet as many people as they can in one minute. Every greeting must meet the basic criteria for a quality greeting: eye contact, greeting with name, partner returns the greeting. The criteria should be modeled prior to starting the timer. The person who greets the most individuals may receive group recognition; the person who greeted the fewest individuals could be personally greeted by the rest of the group members.
Snake Greeting	A participant begins by greeting another individual, moving on to another randomly selected individual. Each participant who is greeted gets up and greets the same people greeted by the leader, in the same order, so that a "snake" of participants forms behind the leader. When the leader finishes greeting the last participant, s/he sits down, as do the other students, in order.
Inside-Outside Greeting	Participants form two circles, one inside of the other. They stand so the inner circle is facing the outer circle, and the outer circle is facing the inner circle. The inner and outer circles take turns "rotating" so each person greets another who had been standing in a different location in the circle. The circles may rotate one step at a time, or several steps at a time.
Greet and Meet Greeting	Participants form groups of three, greet each other, and briefly discuss a topic provided by the leader.
Reach Out Greeting	The leader provides a guideline to the group, and individuals greet at least one other person according to the stated guideline. For example: a) greet someone you haven't talked to yet today; b) greet someone of the opposite gender; c) greet someone who is much older/younger than you; etc.

Adapted from:

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- Teaching Restorative Practices using Circles/ San Francisco Unified School District, <http://www.healthiersf.org/RestorativePractices/>
- Crawford, L. (2012). *The Advisory Book*. Developmental Designs, Minneapolis, MN.



Keep it fresh:
Use a variety
of greetings

Examples of Focusing Moment

Focusing moment

Close eyes/look down take a deep breath & count to 5. Take another deep breath & count backwards from 5. Feel free to add a couple of cycles to this to help the group calm down & focus.

Close your eyes and visual your happy place (i.e. beach, mountains, lake, snow, etc.)

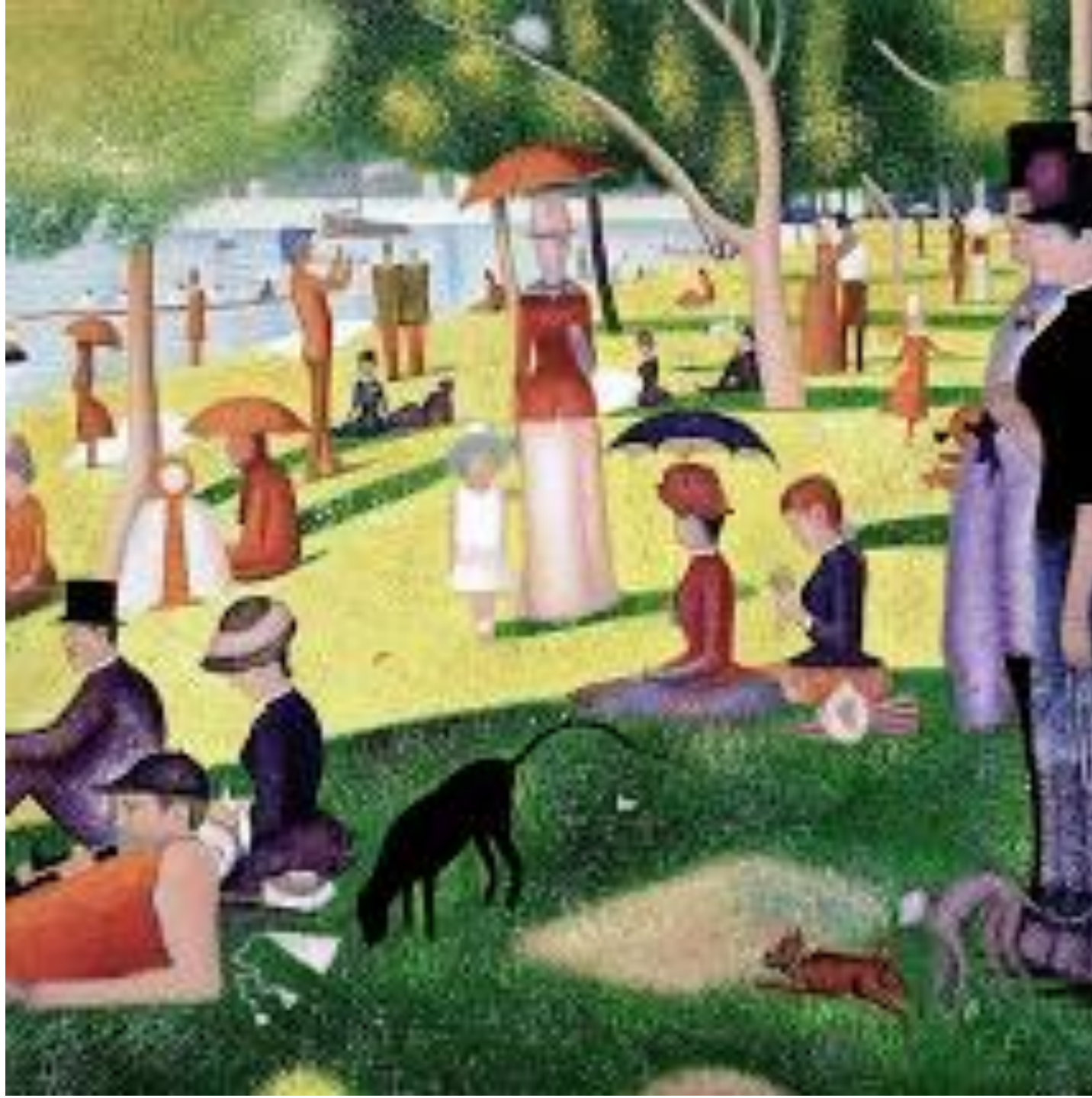
Develop a chant the students can say (i.e. Never Give Up: Be Safe, Be Respectful, Be Responsible)

Belly breathing

Other Ideas??

Examples adapted from
<https://www.responsiveclassroom.org/article/keeping-morning-meeting-greetings-fresh-and-fun>





What other focusing moments have you seen?

Practice

- **Follow the leader**
- Moment of silence
- Imagery

Focusing Moment Handout : Circles Handout

Ideas for Focusing Moments

These are examples of focusing moments that could be used in many types of circles. Read the examples and highlight the different greetings you would like to use as a facilitator.

Name of Greeting	Description
Deep Breaths	Close eyes/look down take a deep breath & count to 5. Take another deep breath & count backwards from 5. Feel free to add a couple of cycles to this to help the group calm down & focus.
Visualization	Close your eyes and visual your happy place (i.e. beach, mountains, lake, snow, etc.)
Chant	Develop a chant the students can say (i.e. Never Give Up: Be Safe, Be Respectful, Be Responsible)
Song	Play a song (i.e. soft, classical)
Sound Machine	Play a sound from a sound machine and ask the participants to focus on the sound
Simon Says	Do a simple round of follow the leader or Simon says (only use the Simon says part)
Scent and Smells	Spray a scent (i.e., lavender, mint), ask participants to close their eyes and focus on the smells can choose from.

Adapted from:

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- Teaching Restorative Practices using Circles/ San Francisco Unified School District, <http://www.healthiersf.org/RestorativePractices/>
- Crawford, L. (2012). *The Advisory Book*. Developmental Designs, Minneapolis, MN.



Suggest
adding new
ideas to the
list

Brainstorm Ideas: Greeting/Focusing Moment

Activity: Brainstorming Ideas for Class Circles

Greetings/Focusing Moment		
Feelings Check-In		
Activity	Community	
	Teaching	
	Problem-Solving	



Connection/Feelings Check-in

- Builds relationships among students
 - Creates connections among teachers and students and school and home
- Encourages multiple perspectives
- All have a chance to share

Keep it fresh
– use a variety of greetings



Examples: Connection/Feelings Check-in

“Whose a five today?”

- This is a very brief way of checking in with your participants/students, seeing how they feel today. Here’s a sample scale:
 - 5 = Couldn’t be better, feeling energized and happy, excited for the day to begin
 - 4 = Feeling pretty happy, relaxed, feeling relatively optimistic about the day
 - 3 = So-So, relaxed, not particularly excited or happy but still alert & engaged
 - 2 = Not terrible, a little low energy, not particularly motivated to be here
 - 1 = Feeling really bad, really low energy, I would rather be somewhere else

Check-In Considerations

Adaptations for students who may have internalizing needs

- Writing, drawing, gesturing
- Option to pass
- Choice of seating within the circle

Check-in should match the tone of your circle activity

- “Getting to know you” activity: fun, upbeat, quick
- Discussion activity: calm, thoughtful

Have a plan for following up with students who are having a hard day

- Special greeting
- Individual check-in
- Purposeful recognition

Practice

One-Word Check-In

- Share one word that describes how you're feeling. Simply share the word, no explanation required.
- Locate the handout called Building an Affective Vocabulary

Theatrical Check-In

- Act out how you are feeling, participants will name the feeling
 - You can substitute with words if you prefer

Movie Check-In

- Share the name of a movie that describes how you're feeling
 - *Examples: Groundhog Day, The Joker, Thor*

Connections/Feelings Check-In Considerations

Adaptations for students who may have internalizing needs

- Writing, drawing, gesturing
- Option to pass
- Choice of seating within the circle

Check-in should match the tone of your circle activity

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Have a plan for following up with students who are having a hard day

- Special greeting
- Individual check-in
- Purposeful recognition

Connection/Feelings Check-In: Circles Handout

Ideas for Feelings Check-Ins

Below are examples of Feelings Check-ins to be used in all types of circles. Read the examples and highlight feelings check-ins you would like to use as a facilitator.

Feelings Check-in	Description
"Who's a five today?"	<p>This is a very brief way of checking in with your participants/students, seeing how they feel today. Here's a sample scale:</p> <p>5 = <i>Couldn't be better, feeling energized and happy, excited for the day to begin</i></p> <p>4 = <i>Feeling pretty happy, relaxed, feeling relatively optimistic about the day</i></p> <p>3 = <i>So-So, relaxed, not particularly excited or happy but still alert & engaged</i></p> <p>2 = <i>Not terrible, a little low energy, not particularly motivated to be here</i></p> <p>1 = <i>Feeling really bad, really low energy, pull the covers up over they're head.</i></p> <p>Note: If a participant reports that they are a "1," the facilitator should prompt the group to address this in a positive way. For example: facilitator says "I'm sorry to hear that! I'm glad you made it in today even if you're not feeling very good. Hopefully we can help you feel a little better as the day goes on. Can someone in our group offer [participant's name] a little encouragement to get [him/her] going?" Praise the student who provides encouragement.</p>
Thumbs up, Thumbs down	Ask participants to give either a Thumb up if doing great/fabulous, thumbs to the side if doing okay, thumbs down if not having a good day.
Roses or Thorns	Ask participants to identify how their day is going, is it more like roses or thorns.
Emotion Pictures	Have an emotion chart. Ask participants to point to the picture of how they are feeling today.
Emotion Words	Have participants identify one word to describe how they are feeling today. They can either say it out loud or they can write it down on an index card and lift up. For students who may have difficulty with words to express their emotions, suggest having emotion pictures they can choose from.

Adapted from:

- Responsive Classrooms, <https://www.responsiveclassroom.org/>
- Teaching Restorative Practices using Circles/ San Francisco Unified School District, <http://www.healthiersf.org/RestorativePractices/>
- Crawford, L. (2012). *The Advisory Book*. Developmental Designs, Minneapolis, MN.

Brainstorm Ideas: Feelings Check-In

Activity: Brainstorming Ideas for Class Circles

Greetings/Focusing Moment		
Feelings Check-In		
Activity	Community	
	Teaching	
	Problem-Solving	



Circle Activity



- Makes up the bulk of the circle
- Can have many different purposes:
 - To problem solve a classroom issue
 - *Example: Issue with name-calling*
 - To review school-wide expectations
 - *Example: Review what ‘be respectful’ looks like in the classroom*
 - To review procedures
 - *Example: Review the process for getting ready for lunch*
 - To teach social/emotional skills
 - *Example: How to handle disappointment*
 - **To build a community**
 - *Example: Step forward if you have this in common*

Using Circles to Teach Necessary Skills

Why use circles in addition to existing teaching methods?

Additional tool for teaching and/or re-teaching

Existing lesson plans do not address social/emotional learning

Circle structure offers benefits beyond traditional classroom arrangements.

Reactive circles support problem-solving skills for addressing problem behavior

Examples of Circles at a School

Teaching

- *Expectations and rules
- *SEL Lesson and Tier 2 supports
- *Address a class-wide behavior issue (i.e. disruption, name calling)
- *Morning circle in 1st grade classroom to discuss ways students can learn to be good listeners
- *Staff are inconsistent with performing hallway duty

Community

- *Discuss future goals and possibilities after high school.
- *Establish circle norms and agreements. Practiced listening skills with 2 round circle questions. Model what it looks like and sounds like.
- *The faculty meeting kicked off with a restorative circle, faculty were asked to reflect on the school year, picking something they were happy about that happened during the school year.

Problem Solving

- *Synergy steps to problem solving; real world problem and possible solutions.
- *5th grade problem solving circle to talk about problems in the classroom and strategies to solve the problems.
- *Address an issue with a group of students (i.e. 6th grade in the cafeteria, behavior on bus route 202).
- *Staff are in disagreement about “gum” chewing on campus

Circles for Academic Content: Example

Greeting

- “Pass the Hello”

Check-In

- Roses or Thorns?

Activity: KWL

- What do students KNOW?
- What do they WANT to know?
- What did they LEARN? (closing)

Closing

- How excited are students to learn about topic?
- Rings bell

Circles for SEL Content: Example

Greeting

- “Inside-Outside”

Check-In

- Emotion words

Activity: Skillstreaming “Apologizing”

- Review 25.1 from Friday’s circle
- Ask participants to describe how skill relates to our school-wide expectations
- Complete 25.5

Closing

- How do the steps in making an apology compare to apologies you’ve experienced in the past?
- Deep breathing to close the circle

Activity Considerations

Start with low-risk activities, build to deeper discussions

- Provide successful opportunities to build knowledge of one another, trust
- Be prepared to adjust if students need to take the activity in a certain direction

May be used to support instruction

- Ensure all have expertise to participate, non-evaluative activity
- KWL activities
- Share what was learned/favorite thing about a topic
- Discuss character actions and schoolwide expectations

Build students' capacity for becoming the Circle Keeper (facilitator)

- Supports engagement, keeps circles fresh
- Builds important skills
- Can serve as a reward
- Scaffolding will be needed

Identify Expectations: Activity

- As a table identify 3-5 behaviors you want to see during a circle.
 - Talk only when you have the talking piece.
 - It is okay to say “pass” when it is your turn
- Be prepared to share

**10
minutes**

Activity: Expectations

Identify 3-5 behaviors you would like to see during a circle:

- 1.
- 2.
- 3.
- 4.
- 5.

	School-Wide Expectations	Behavior

Brainstorm Ideas: Activity

Activity: Brainstorming Ideas for Class Circles

Greetings/Focusing Moment		
Feelings Check-In		
Activity	Community	
	Teaching	
	Problem-Solving	

**10
minutes**

Closing

- Use a signal that indicates the circle is closing
- Reflections
 - What went well
 - What did they learn
 - What do they need to do as a result of activity or discussion
- “Daily News” – Review the schedule for the day
- Two-word check out
- Reflective questioning
- Student-developed closing
- Song
- Chant
- Pledge

Practice

- **Reflection Closing**

- What went well
- What did you learn
- What do you need to do as a result of our discussion

- **Daily News Closing**

- Review the schedule for the rest of the day

- **Dance Out**

- Return to tables

Closing Handout

Ideas for Closings

Below are examples of 'Closings' that can be used in all types of circles. Read the examples and highlight the 'closing' you would like to use as a facilitator.

Name of Closing	Description
Two-word checkout	Each student picks two words to describe their thoughts of circle that day
Reflective questioning	Facilitator asks specific questions related to the activity of the circle to have students reflect on the topic. Based on the topic discussed student could share back one take-away from the circle (i.e., one thing they learned, one thing they will do differently).
Call and Response	The facilitator or a participant says a word (call) and the rest of the group responds in unison with another word (response). For example-" Who's in the house" (Call) "We are in the house" (Response)
Chant	Develop a chant the students can say (<u>L.e.</u> Never Give Up: Be Safe, Be Respectful, Be Responsible)
Hand Signal	Do a hand movement (<u>L.e.</u> jazz hands, princess wave, golf clap). The person sits back <u>down</u> and the group repeats back the person's name with the hand movement.
Feelings Checkout	Use the same feeling check-in activity to see if the circle has had an impact on the students' emotions.
Simon Says	Do a simple round of follow the leader or Simon says (only use the Simon says part).
Dance Out	Have music available and ask the participants to spend a minute or two dancing to celebrate their participation in the circle.

Adapted from:

- Responsive Classrooms, <https://www.responsiveclassroom.org/>
- Teaching Restorative Practices using Circles/ San Francisco Unified School District, <http://www.healthiersf.org/RestorativePractices/>
- Crawford, L. (2012). *The Advisory Book*. Developmental Designs, Minneapolis, MN.

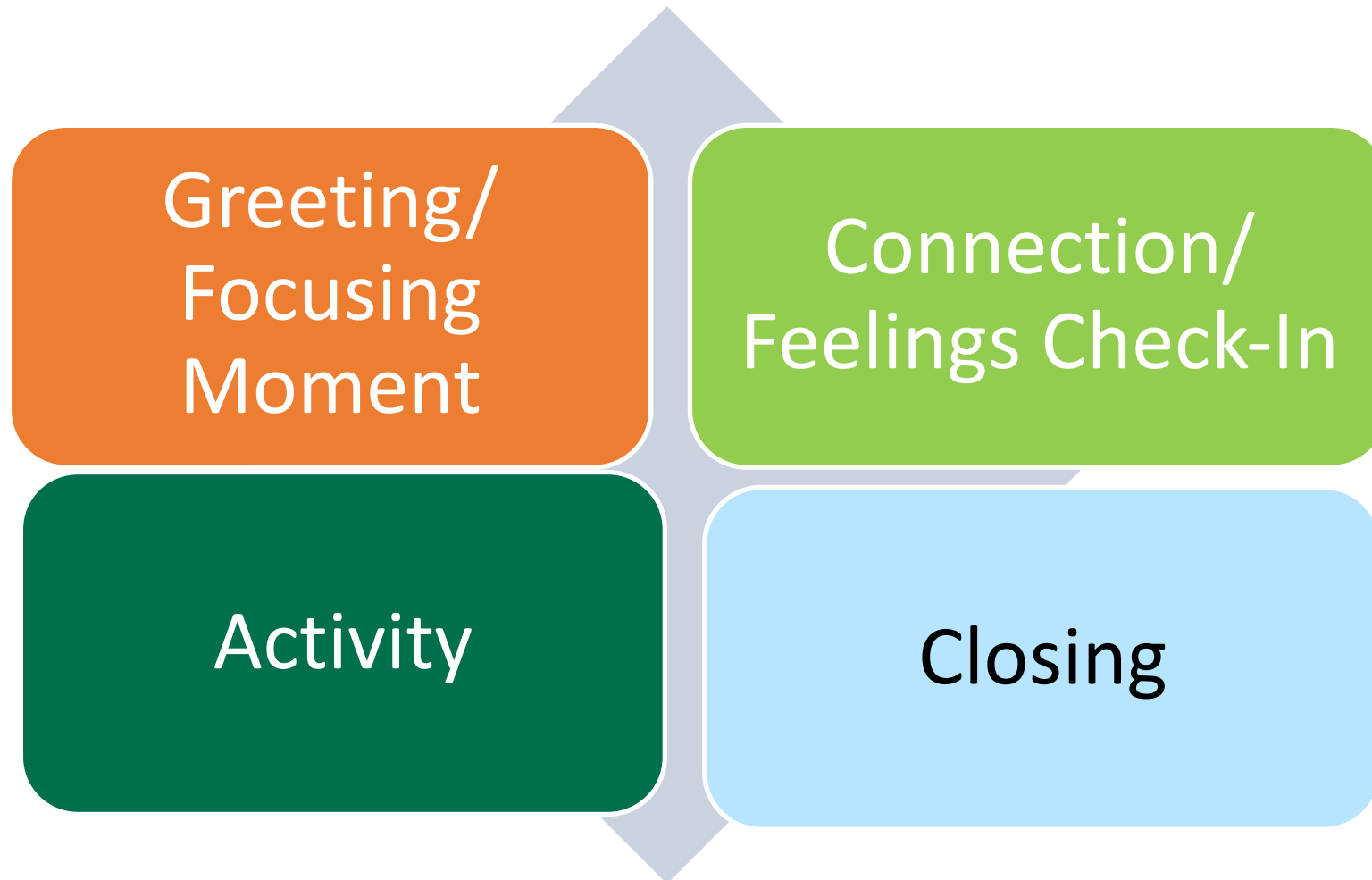
Brainstorm Ideas: Closing

Activity: Brainstorming Ideas for Class Circles

Greetings/Focusing Moment		
Feelings Check-In		
Activity	Community	
	Teaching	
	Problem-Solving	

5 minutes

Putting it All Together: Circles Practice



CIRCLE

Greeting/Focusing Moment: Name and superpower

Connection/Feelings Check-in: One feeling word

Activity: Describe how you see your setting implementing affective statements and/or circles

Closing: Happy place visualization

Circles for Instruction with Faculty & Staff



Professional Learning Communities



Opportunity to demonstrate

Instructional Strategies
Classroom Management Skills
Professional Development content



Instruct about new practices, policies

Discipline definitions, referral process



Additional opportunity to model use of circles for instruction

Using affective statements
Allows for facilitator feedback

Building & Maintaining Success

- Use a progression of activities:
 - Start off with simple greetings, check-ins, activities and closings.
 - Plan to model in a variety of ways when initially teaching how to do circles
 - Have visual prompts to remind students what to do
- Fidelity monitoring will support implementation
 - Support necessary practices
 - Monitor important outcomes (student enjoyment, relationship building)



Tips for Facilitating a Circle

- Clearly establish/review norms at the beginning of **every** circle
- Consider visual prompts to help keep the circle on-topic
 - Balance with student-driven nature of circles: The **purpose** for your circle must be clear
- Provide verbal reminders to keep the circle on topic, encourage concise communication (when appropriate)
 - Example: Thank the last speaker for sharing, restate the question/prompt participants are responding to, and remind participants that they can state their agreement with an earlier perspective.
- Use affective statements & listening skills (synthesizing, paraphrasing, summarizing, etc.) to manage the process.

If Things go Sideways...(Handout)

Strategy	Issue	Example	Considerations
Use a “talking stick”	One student is talking the whole time/oversharing.	The person who holds the stick is the only person who speaks.	Teach students how to use the talking stick, acknowledge students for following talking stick guidelines; intervene as necessary.
Affective Statements	Side conversations, not using the talking stick	“I’m noticing that there’s some side conversation and it makes me feel concerned that we are not listening to one another.”	Relationship quality can enhance the effectiveness of this strategy; Other students may also be able to use an affective statement to describe the impact of the situationally inappropriate behavior.
Offer a “mulligan”	Student made a statement that does not follow one of the school-wide expectations, or something that could be perceived as hurtful or harmful	“Susan, I’m concerned that what you just said could be seen as disrespectful to some of your classmates. Can you think of a different way to say that?”	Shaming the student is never appropriate; Avoid excluding the student when possible; Other students may be able to offer ideas for the re-do; Consider 1:1 follow-up with student
Group reflection	Majority of students are passing their turns to participate	“I’m noticing that many people are quiet today. What are others noticing? Why might this be the case?”	Be prepared to shift the focus of the circle to address the issue; Consider follow-up actions (conversation, counselor, discipline, etc.)
PBIS strategies	Minor inappropriate behaviors occurring during the circle	Someone is making noises, eye rolling, humming, moving around in the circle	Token economies, praise, re-teaching, eye contact, proximity control, instructional change, etc.

Building & Maintaining Success

- Use a progression of activities
 - Start off with simple greetings, check-ins, activities and closings.
 - Plan to model a variety of ways when initially teaching how to do circles
 - Have visual prompts to remind students what to do
- Fidelity monitoring will support implementation
 - Support necessary practices
 - Monitor important outcomes (student enjoyment, relationship building)

Fidelity Check: Classroom Circles

Date: _____ Time: _____

Fidelity Check Completed By: (circle one) Student Staff Member

Description of Circle (be specific-i.e. teaching 1st period 6th grade math class the rules in the cafeteria; morning circle in Kindergarten to review emotions and talk about different strategies for expressing anger; 4th period graphic design class to discuss increase of number of tardy students to class following lunch)

Directions: For each of the components place an X in the box if the component was observed as "In Place" or "Not in Place". Not required but there is a box if you want to make a note about the content used or to provide feedback.

Component	Status		Comments/Notes
	In Place	Not In Place	
Greeting/Focusing Moment			
Connections/Feelings Check-In			
Activity			
Closing			

Fidelity Check: Components of a Class Circle



Greeting/Focusing Moment



Connections/Feelings Check-In



Activity



Closing

The image shows a modern, multi-story building with a curved facade and large glass windows. The words "MARSHALL UNIVERSITY STUDENT CENTER" are visible on the building's exterior. In the foreground, there is a large, dark bronze statue of a bull in a running pose, positioned in a shallow pool of water. Another smaller bull statue is visible in the background. The scene is set outdoors with trees and a clear sky. The entire image has a light green tint.

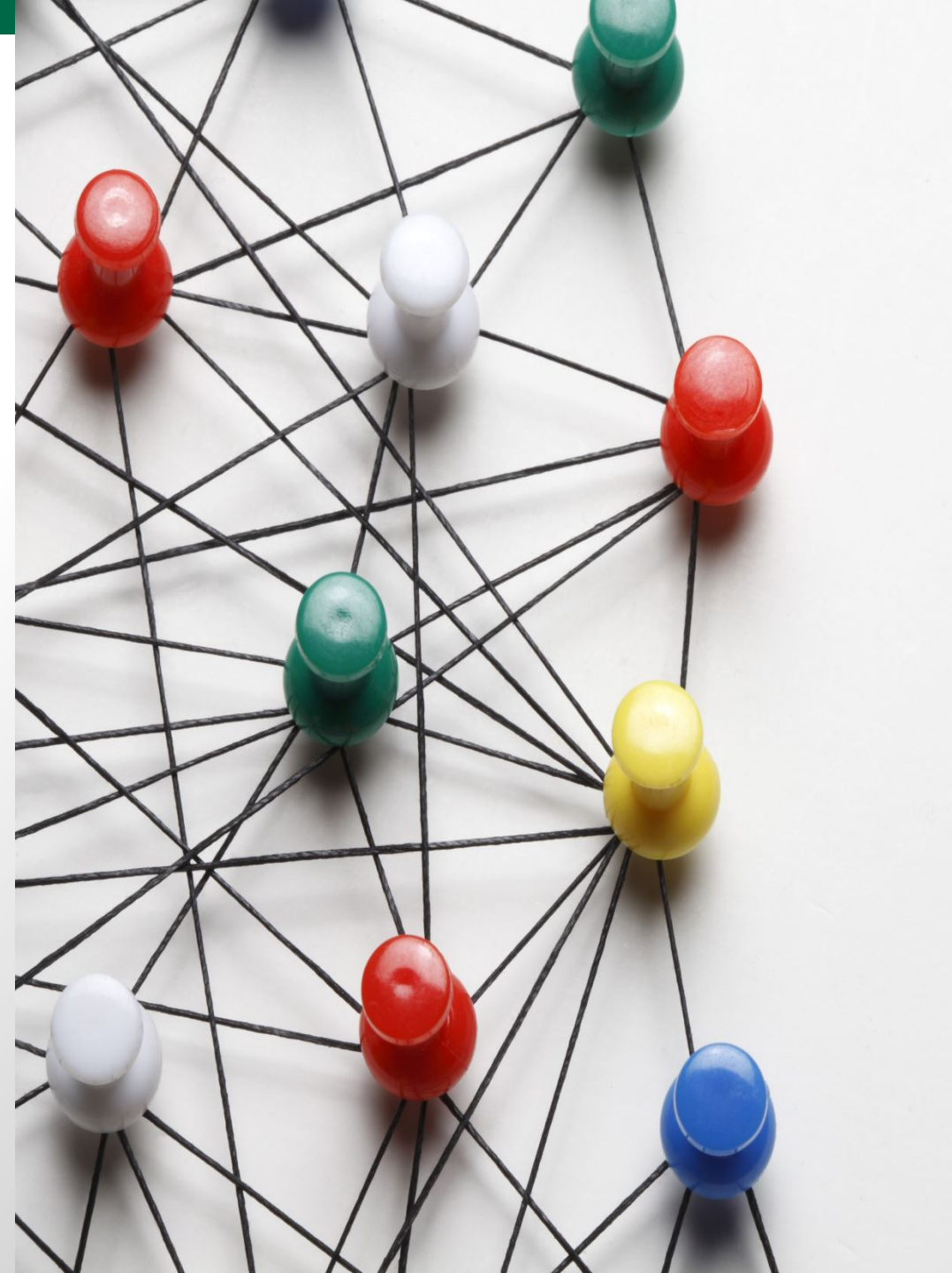
Activity - In Breakout Groups

Workshop Norms/Expectations

- Be Actively Engaged in All Activities
 - Your participation enhances all individuals learning
 - If you need a break/take a phone call, step outside to take one.
- In Circles
 - Everyone uses a talking piece
 - The person who is speaking has the talking piece, others show respect by listening until they have the talking piece
 - Everyone Participates
 - “Passing” is still considered participating in circles
- Use person first and inclusive language

Circle Practice – Small Groups

- **Greeting:** Find someone you don't know to pair up and develop a socially distance physical movement greeting. Pairs will share back with the large group their socially distance physical movement greeting.
- **Check-in:** Thorn or Rose?
- **Activity:** **Pair up and answer the following questions.** If are attending with colleague, you may want to pair up. Pairs will share back.
 - What can you take back to your setting?
 - How will you/your team begin implementation circles?
 - What do you need to support implementation?
- **Closing:** Pick one idea that you will try from today, share out what you will use



Fidelity Check: Components of a Class Circle – did we do these in the breakout? How do you know?



Greeting/Focusing Moment



Connections/Feelings Check-In



Activity



Closing

Activity – Large Group



Community Building Circle Practice

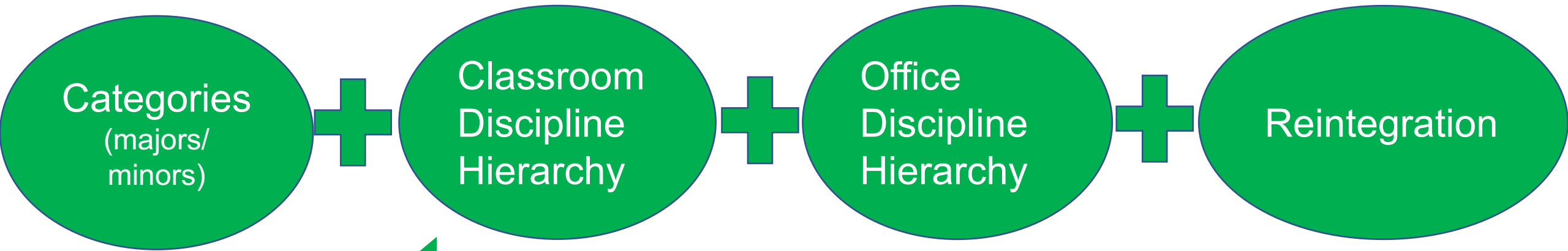
- Focusing/Greeting moment –
 - state your name and share back the one idea you will take back from the small group circle.
- Check-in –
 - Thumbs up/down how useful today's workshop was to your setting
- Activity –
 - Your school is struggling to build relationships with all students. Brainstorm ideas for activities you can do in RP circles that can facilitate relationship building within your classroom/larger school community.
- Closing –
 - One word on how you are feeling

The Buzz on RP Practices

- How are you going to go back and implement proactive restorative practice circles at your school?



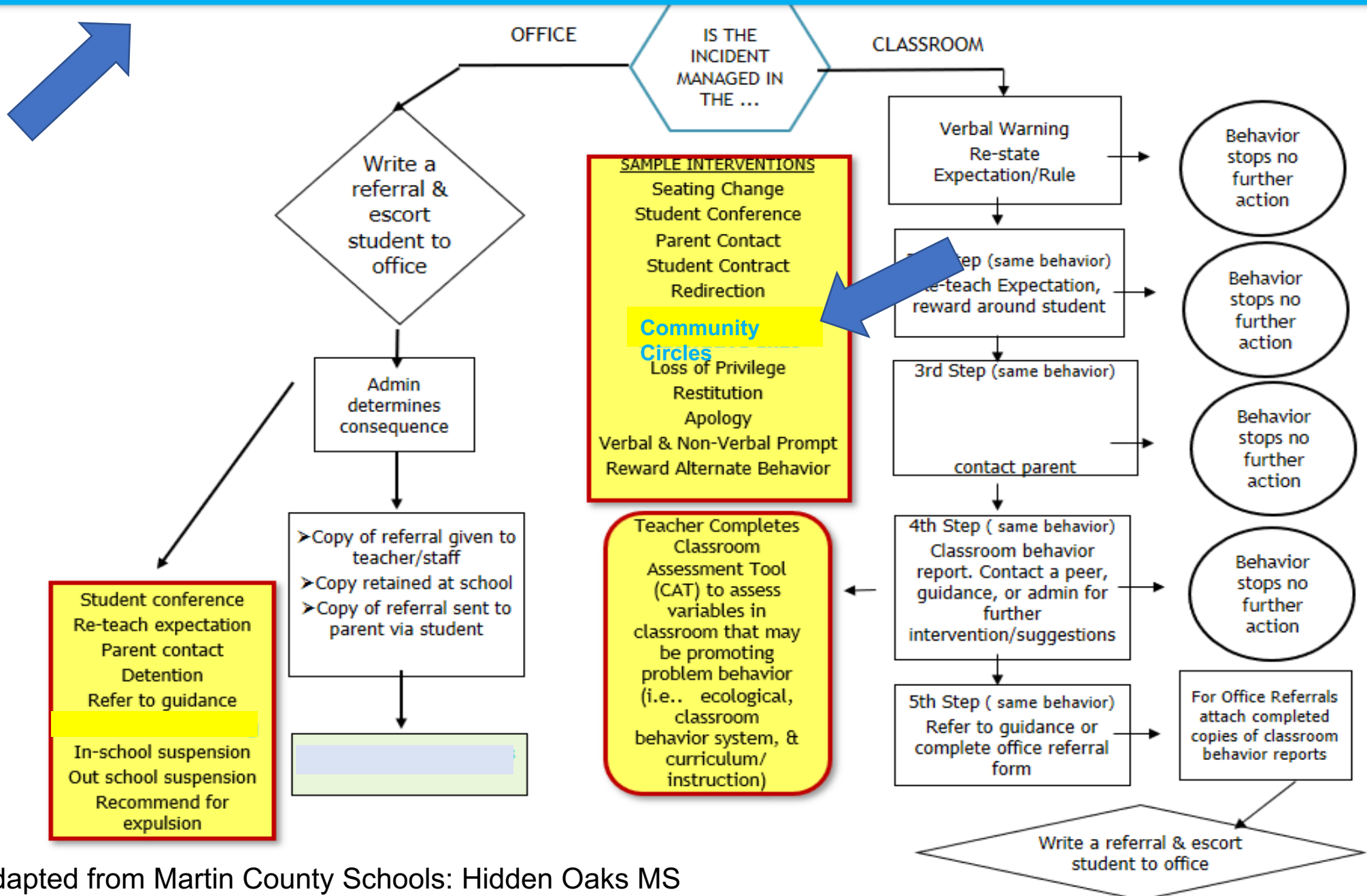
Incorporating RP into the Discipline Process



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Culturally-Responsive Social Skill Instruction and Practice with Affective Statements (Daily)



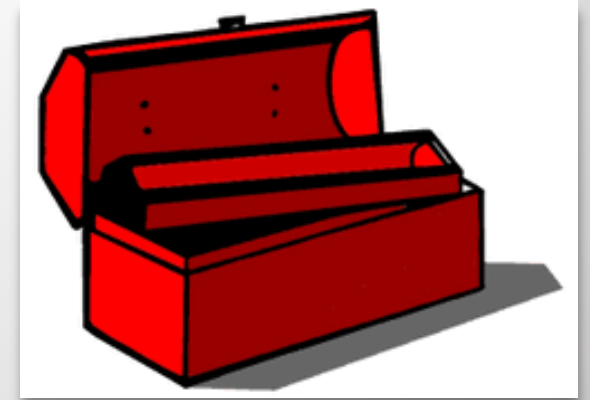
Action Planning Time – Affective Statements and Circles

Action Plan: Affective Statements and Classroom Circles

Critical Element	Step 1: What is the problem/issue/task to be addressed?	To-Do List	Persons Responsible	Follow-Up or Completion Date
Affective Statements	Introduce to Faculty EXAMPLE	1. Provide an overview to PBIS team	Principal	1/31
		2. PBIS team identifies expectations for staff to use affective statements	PBIS Team	1/31
		3. Identify 1-2 staff to train faculty/staff	PBIS Team	1/31
		4. Develop training for faculty/staff	Two trainers identified by PBIS Team	2/20
		5. Set up small group trainings by grade level	Assistant Principal over Curriculum	2/20
		6. Provide small group trainings	Two trainers and AP	3/1
its		1.		

Resources for RP

- International Institute for Restorative Practices:
<http://www.iirp.edu/>
- Safer, Saner Schools:
<http://www.safersanerschools.org/>
- Morningside Center for Teaching Social Responsibility
<http://www.morningsidecenter.org>
- Illinois Balanced & Restorative Justice:
<http://ibarj.org/default.asp>
- RTIPS Circle templates:
<https://sites.google.com/a/cceb.org/rtips/rtips-in-schools/resources-for-teachers/restorative-practices-sample-circles>
- San Francisco Unified School District:
<http://restorativejustice.org/am-site/media/teaching-restorative-practices-with-classroom-circles.pdf>
- National Opportunity to Learn Campaign – Restorative Practices Guide
<http://www.otlcampaign.org/sites/default/files/restorative-practices-guide.pdf>
- MAEC <https://maec.org/wp-content/uploads/2021/05/MAEC-RestorativePractices-2021.pdf>



Sample Circle Videos

Elementary Examples

- **Using Dialogue Circles to Support Classroom Management(Oakland, CA; 4:30)**
<https://www.youtube.com/watch?v=qTr4v0eYigM>
- **Morning Meeting at Annie R. Morgan (Duval County, FL; 5:13)**
https://www.youtube.com/watch?v=jbXC-FrWS-A&feature=em-upload_owner

Secondary Examples

- **Restorative Justice in Oakland Schools: Tier One. Community Building Circles (Oakland, CA; 9:30)**
<https://www.youtube.com/watch?v=RdKhcQrLD1w&feature=youtu.be&sa%20fe=active>
- **Support Circles at Highlands Middle (Duval County, FL; 9:31):**
<https://www.youtube.com/watch?v=VUNi3mlb5Pg>

Florida PBIS Chats on Restorative Practices

- Integrating RP in PBIS Part 1:
<https://www.youtube.com/watch?v=hpdkLDtVdSw>
- Integrating RP in PBIS Part 2 :
<https://www.youtube.com/watch?v=xvfwCo1dSQM&t=37s>
- RP in PBIS TA Chat Part 3:
<https://www.youtube.com/watch?v=NgnblbOyAas&list=PLDTurrcdLwvK6VqpkrijP065muM2koz2au&index=5&t=14s>
- Family Circles for Teens and Tweens:
https://www.youtube.com/watch?v=WzD3alz4oVM&list=PLDTurrcdLwvJ7aHM0bFFD5zo8_hfqn-mG&index=6
- Connecting and Building Relationships:
https://www.youtube.com/watch?v=U7AAq3H92oE&list=PLDTurrcdLwvJ7aHM0bFFD5zo8_hfqn-mG&index=2&t=4s

Questions



Contact Information and Resources

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OSEP National
Technical Assistance Center on PBIS
www.pbis.org



International Association for
Positive Behavior Support (APBS)
www.apbs.org

