

## Restorative Practices Continuum

[goo.gl/hwiQee](http://goo.gl/hwiQee)

Informal, Proactive  
Less time & structure, higher frequency

Formal, Response  
More time, planning & structure



<b>Relational positive behavior support</b>	<a href="#"><u>Affective statements</u></a>	<b>Restorative questions</b>	<b>Impromptu conferences</b>	<b>Class Circles</b>	<a href="#"><u>Re-entry circles</u></a>	<a href="#"><u>Restorative Conferences</u></a>
daily	daily	as needed	as needed	as needed (daily or weekly)	as needed	as needed
Practices to build relationship with students: Greet by name daily, fun activities/celebrations. Intentionally focus far more attention and emotional intensity in noticing and acknowledging positive student behavior than in reprimanding negative behavior. Model positive relationships throughout the school community	Nonjudgmental, personal expression of feelings in response to others' behaviors. (Observation, Feeling, Need, Request)  Examples: "When I heard what you said to John, I felt sad because I value respect. Would you be willing to tell me what you were thinking when you said that?"	Tool to process an incident of wrongdoing or conflict. Questions: What happened? What were you thinking when it happened? What have you thought since then? Who was impacted / harmed? How could you make it better / make things right / repair the harm? (Additional questions for those who have been harmed)	Bring a few people together to talk about an incident, its impact and what to do next (restorative questions can be used)	<a href="#"><u>Relationship-building / Dialogue / check-in / academic / problem-solving / fish-bowl</u></a>  Manual: <a href="http://goo.gl/iBHTSC">goo.gl/iBHTSC</a>	Designed to formally welcome back youth coming back from secure setting, long-term suspension or expulsion, or extended absence	Structured, facilitated, voluntary meeting between Person Seeking to Repair Harm (aka wrongdoer), Person Harmed (aka victims) and both parties' family and friends, in which they deal with the consequences of the wrongdoing and decide how to best repair the harm.  Examples of ways to repair harm: Formal apology;

						<p>service project; home-based task/consequence ; commitment to measurable improvement in behavior; agreement to participate in counseling, tutoring, mentoring/encour aging other students; etc.</p> <p><a href="#">Example of peer-run</a></p>
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