

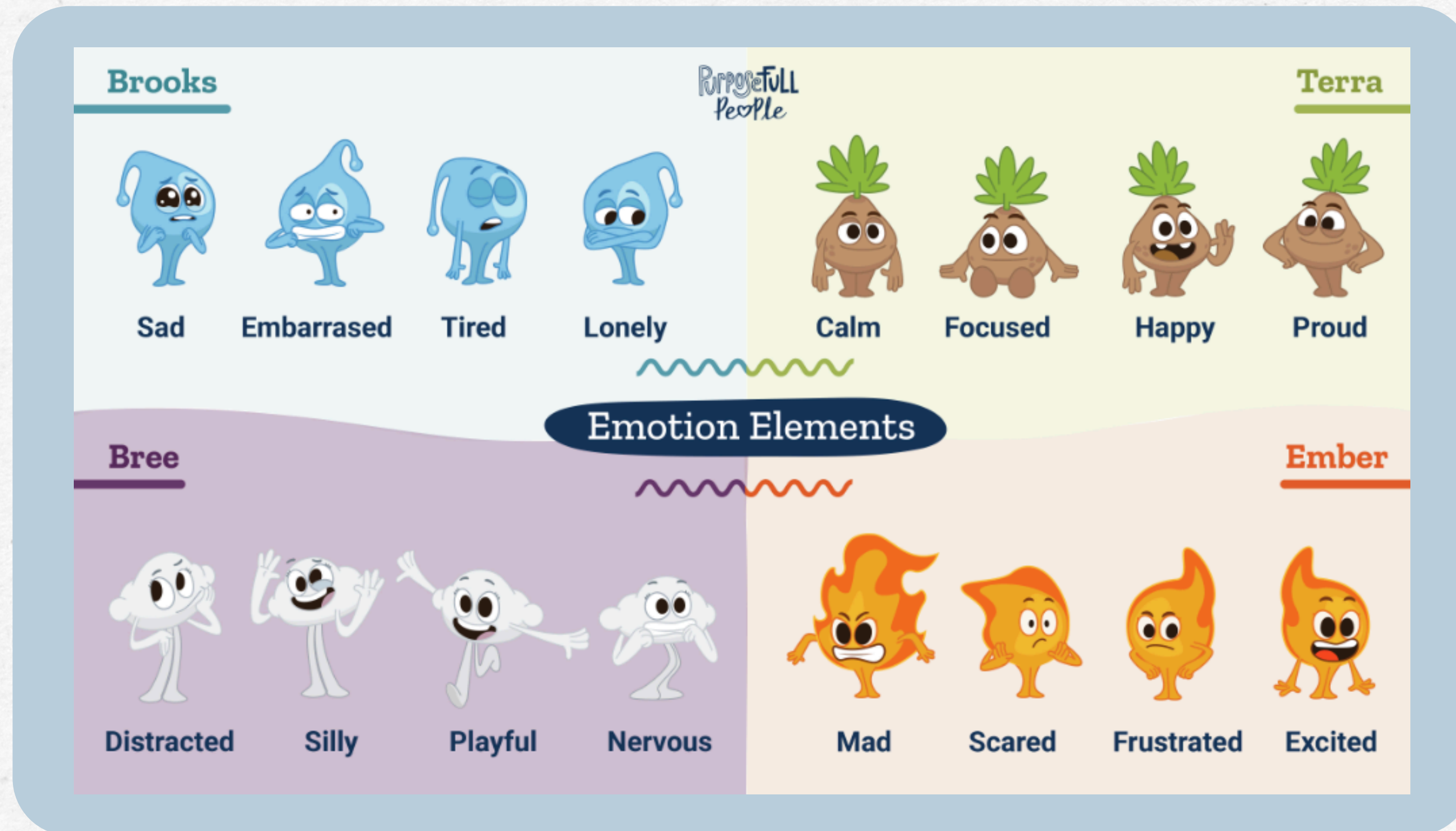


# RESTORING RELATIONSHIPS:

THROUGH A SIMPLE REFLECTION PROCESS



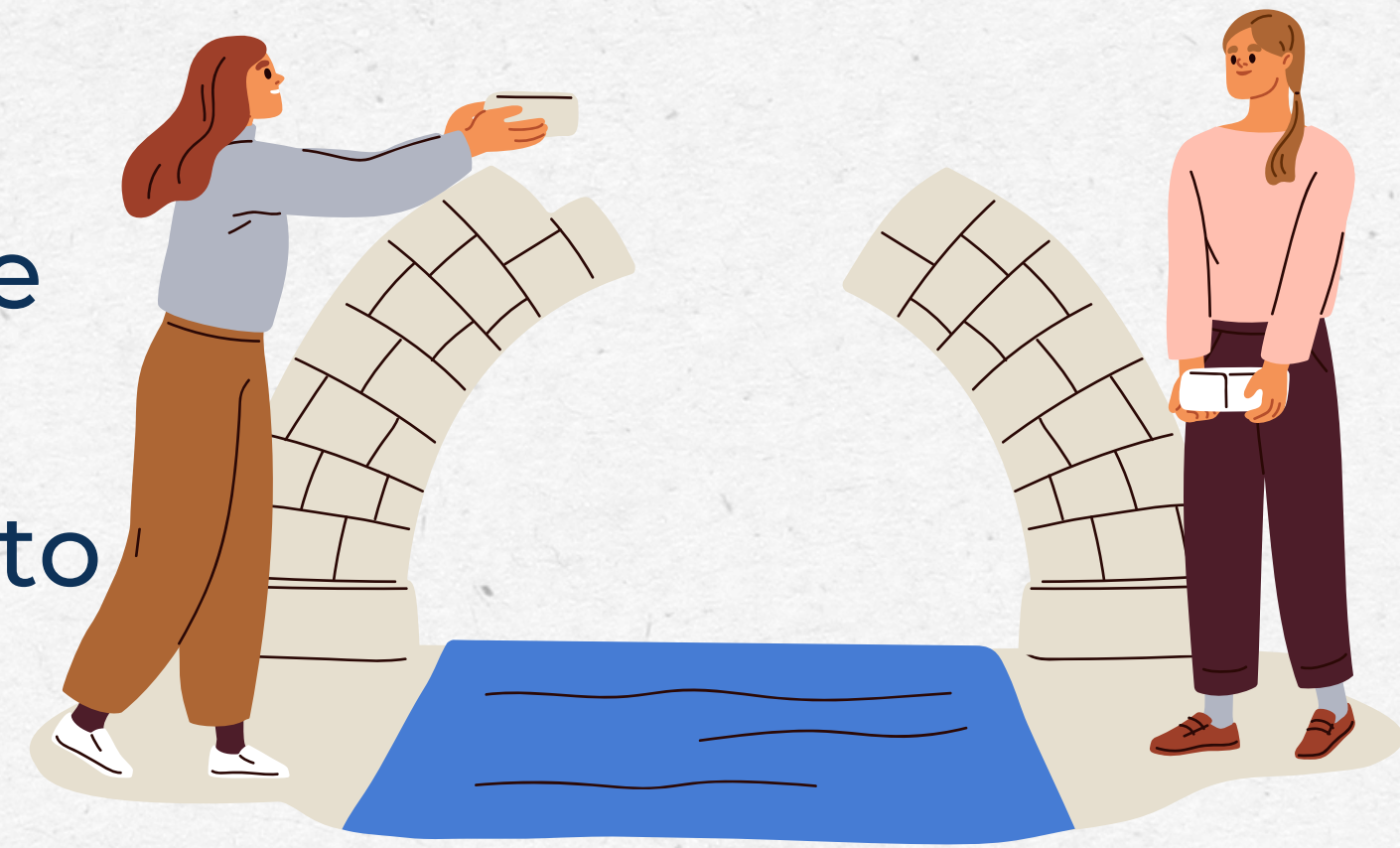
# WHAT ELEMENT DO YOU IDENTIFY WITH TODAY?





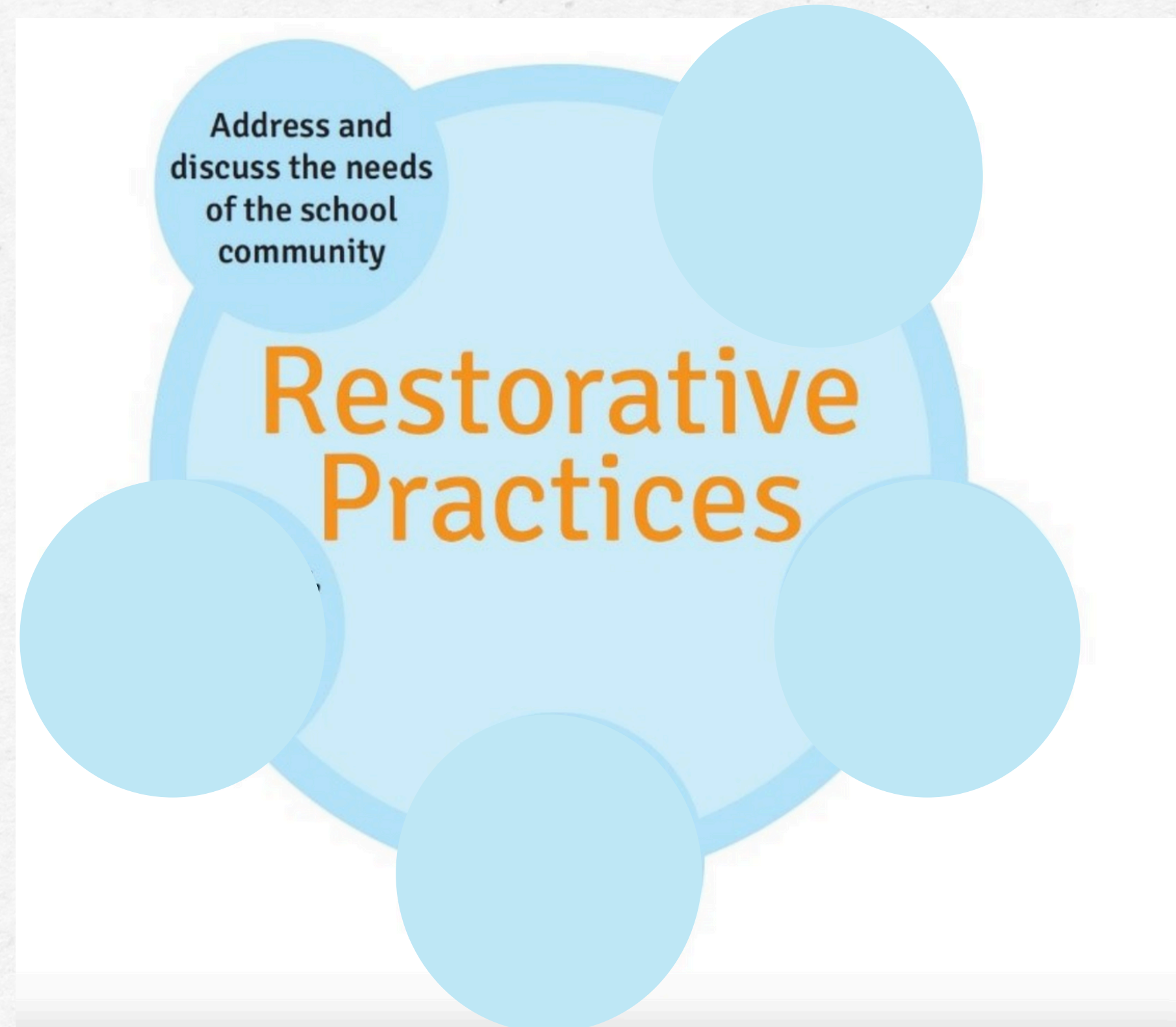
# OBJECTIVES

- Examine how Tier 1 and Tier 2 interventions can be used to strengthen restorative practices in your daily teaching.
- Reflect on your current teaching practice and identify one new strategy to implement or a meaningful adjustment to enhance what you're already doing.





# WHAT ARE RESTORATIVE PRACTICES?





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# Restorative Practices

Address and discuss the needs of the school community

Build healthy relationships between educators and students

Reduce, prevent, and improve harmful behavior

Repair harm and restore positive relationships

Resolve conflict, hold individuals and groups accountable

**WHAT BARRIERS HAVE YOU  
ENCOUNTERED (OR ANTICIPATE)  
WHEN USING RESTORATIVE  
PRACTICES?**





**TIER 3**

**TIER 2**

Community Circle, Tree of  
Choices, & Peer Mediation

**TIER 1**

Positive greetings at the door, Relaxation  
Station, & Community Circle



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# TIER 1 STRATEGIES



# POSITIVE GREETINGS AT THE DOOR

## GREET EACH STUDENT

By using the students name or performing a welcome gesture.

## HIGH INTEREST ENTRY ACTIVITY

An activity is waiting for students as they transition into the class.

## PRECORRECTIVE STATEMENTS

Remind and prompt students of expected behaviors as they transition into the classroom.

## RESORATIVE CONVERSATIONS

Connected with specific students to repair any potential harm to the relationship.



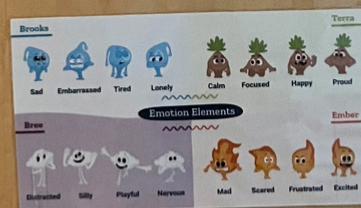
# POSITIVE GREETINGS AT THE DOOR

## RESORATIVE CONVERSATIONS

- Let Go (Do Over)
- Ownership
- Empathy Statement
- Statement of Care
- Collaborative Problem Solving



HOORAY  
YOU'RE  
HERE!



## Tree of Choices

Conflict Resolution

### Talk it out

- Use I-Statements
- Talk about a compromise
- Talk to a trusted adult

### Breathe it out

- Breathe and then talk it out
- Breathe and move on
- Breathe and think of next steps

### 3 Branches

Make a choice

### Move it out

- Move away from the problem area
- Move to a calming space
- Move to a new group or game

### 2 Heart

Name your emotions:  
"I feel..."

### 1 Roots

Type of Problem:  
Big or small?

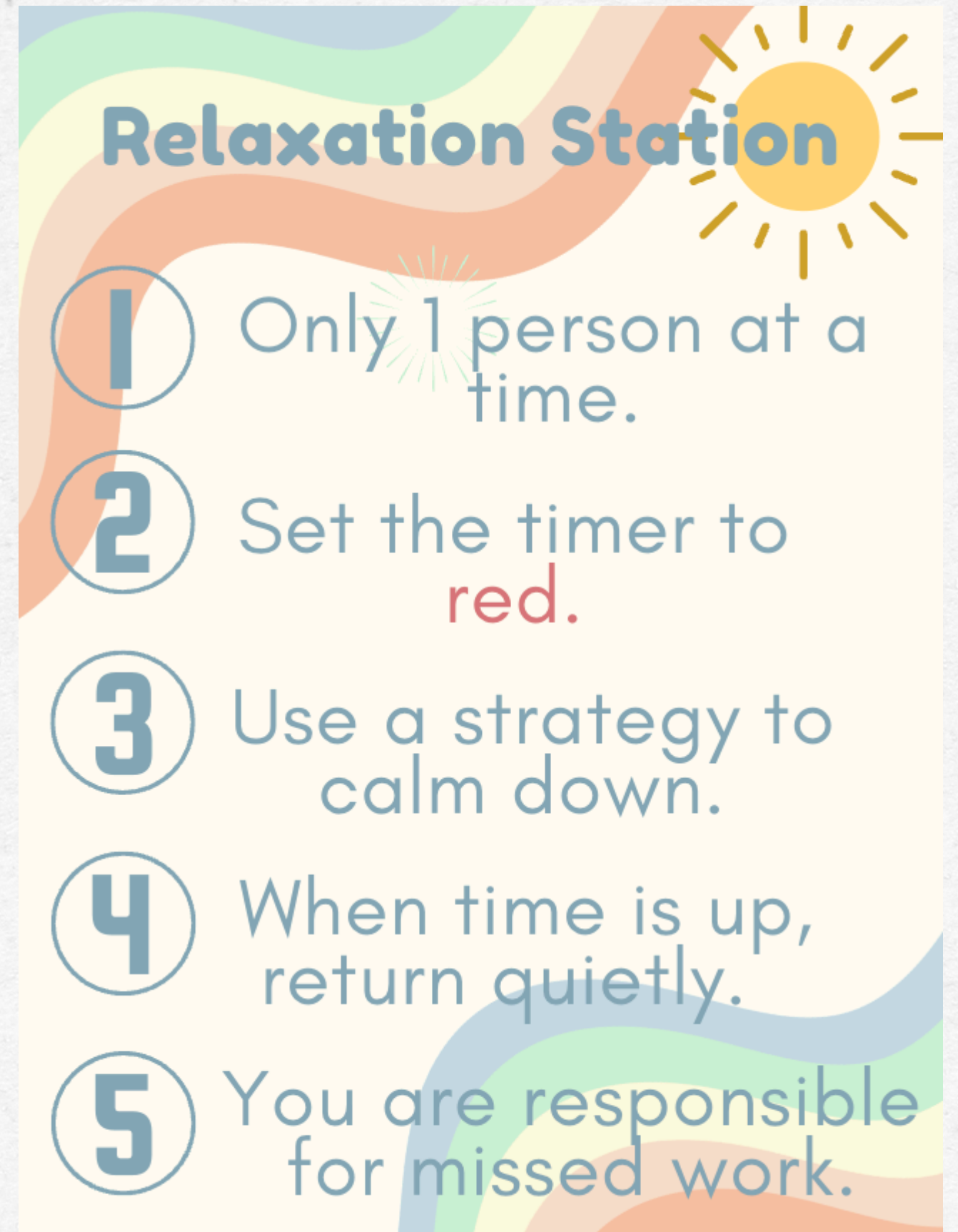
PURPOSEFULL  
People



# RELAXATION STATION

## INCLUDES:

- FIDGETS
- BUBBLE TIMER
- CALMING STRATEGIES
- EMOTIONS ELEMENTS
- HEADPHONES
- BOOKS ABOUT DIFFERENT EMOTIONS
- TREE OF CHOICES PROBLEM-SOLVING SHEET









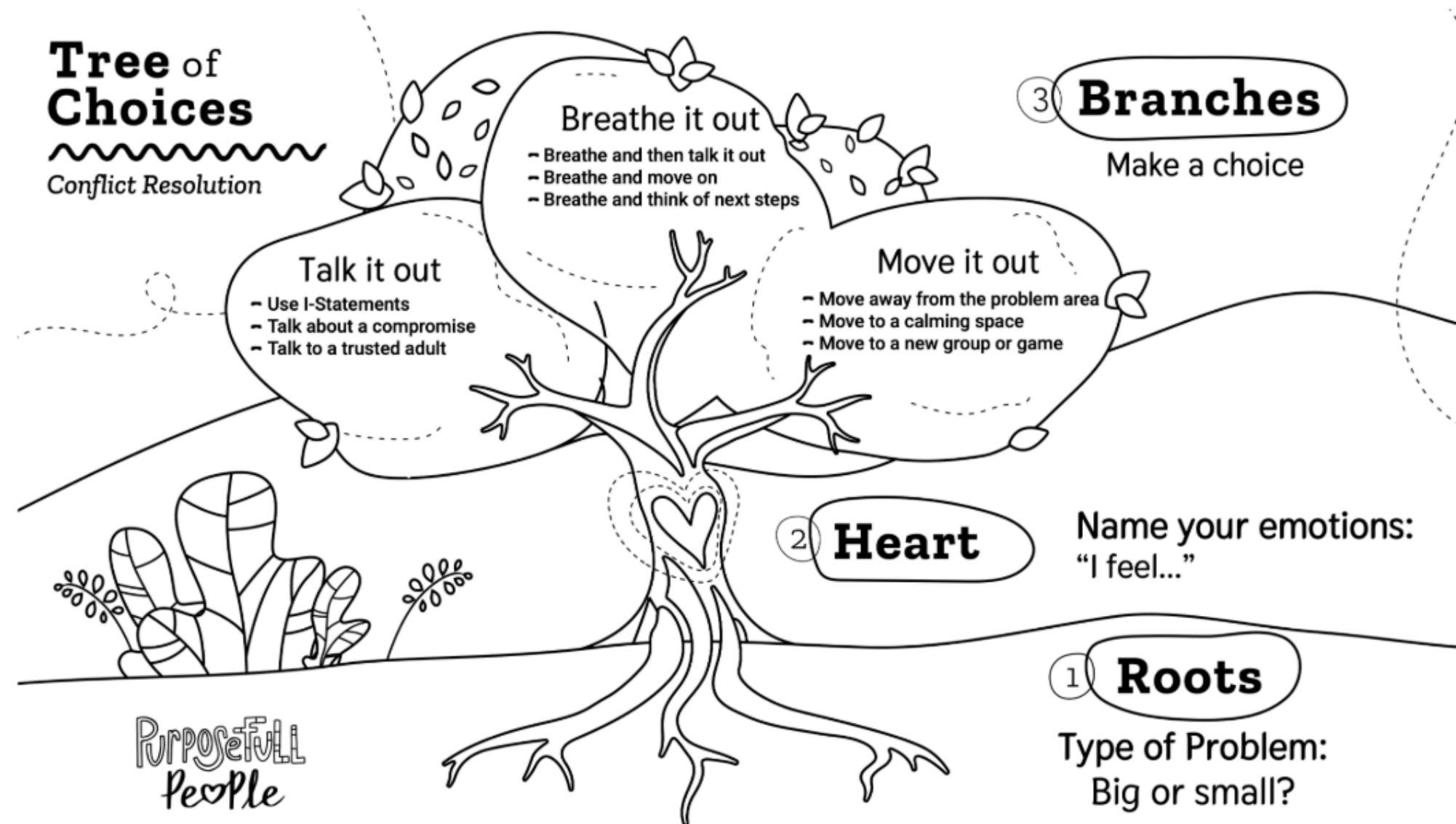
# TREE OF CHOICES REFLECTION SHEET

Your Name: \_\_\_\_\_

Anyone else involved? \_\_\_\_\_

## Tree of Choices

Conflict Resolution



What is the problem/conflict? \_\_\_\_\_

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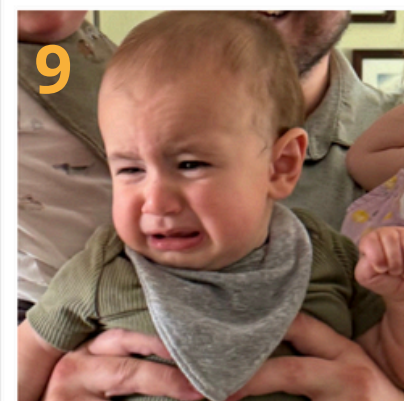
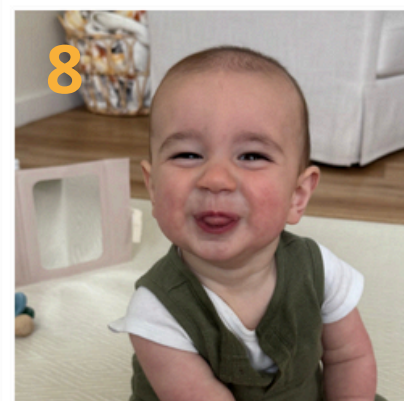
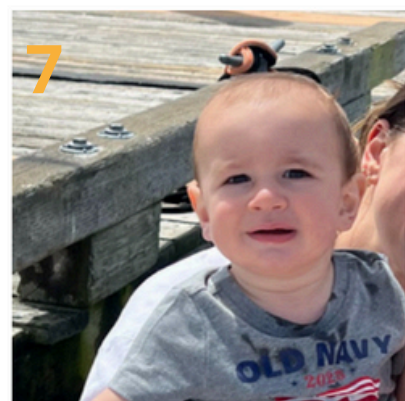
# COMMUNITY CIRCLES

- CREATE AN AGREEMENT AS A CLASS
- CREATE HAND GESTURES FOR EACH **I CAN** STATEMENT.
- START WITH A LOW-RISK QUESTION.
- ALLOW STUDENTS TO PASS





# WHAT BABY HUDSON ARE YOU FEELING TODAY?





# TURN & TALK

- What is a tier 1 strategy you are hoping to implement in your classroom this upcoming year that supports restorative practices?
- What is something you are already doing that you could tweak to help support restorative practices?



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# TIER 2 STRATEGIES



# TREE OF CHOICES

- REFLECT ON THE TREE OF CHOICES WITH STUDENTS.
- TOGETHER DECIDE ON THE NEXT STEP.
- TALK WITH OTHERS INVOLVED.

**Tree of Choices**  
Conflict Resolution

**3 Branches**  
Make a choice

**Breathe it out**  
- Breathe and then talk it out  
- Breathe and move on  
- Breathe and think of next steps

**2 Heart**  
Name your emotions:  
"I feel..." *Mad*

**1 Roots**  
Type of Problem:  
Big or small?

**Talk it out**  
- Use I-Statements  
- Talk about a compromise  
- Talk to a trusted adult

**Move it out**  
- Move away from the problem area  
- Move to a calming space  
- Move to a new group or game

**What is the problem/conflict?** *[Redacted] keeps calling me cheetawface I had to stop but she would not*

*Responsible People*

**Tree of Choices**  
Conflict Resolution

**3 Branches**  
Make a choice

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**Tree of Choices**  
Conflict Resolution

**3 Branches**  
Make a choice

**Breathe it out**  
- Breathe and then talk it out  
- Breathe and move on  
- Breathe and think of next steps

**2 Heart**  
Name your emotions:  
"I feel..." *fine*

**1 Roots**  
Type of Problem:  
Big or small?

**Talk it out**  
- Use I-Statements  
- Talk about a compromise  
- Talk to a trusted adult

**Move it out**  
- Move away from the problem area  
- Move to a calming space  
- Move to a new group or game

**What is the problem/conflict?** *I would like to move seats. my neighbors are Distracting.*

*Responsible People*

Name: *[Redacted]* was involved

**Tree of Choices**  
Talk it out

**What is the problem/conflict?** *I did nothing to [Redacted] and she is keep glaring at me and gave me a note that we are not friends my sister move. I did nothing to her. She made*



# PEER CONVERSATIONS

## Respond to challenging behavior:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

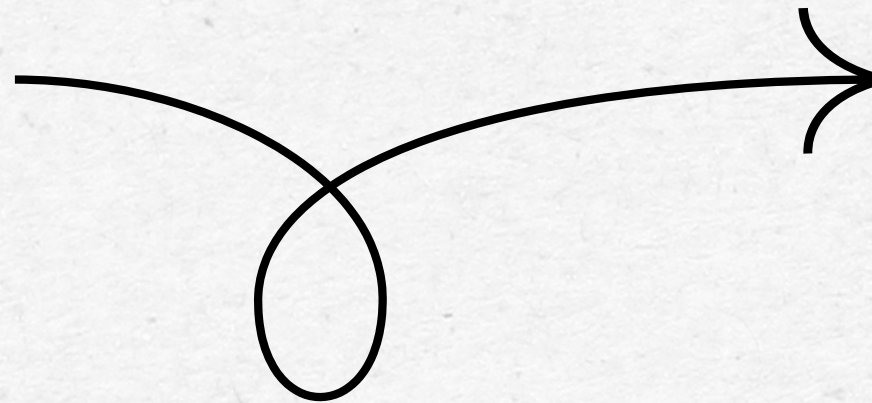
## To help those affected:

- 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?



# RESORATIVE COMMUNITY CIRCLES

When issues arise  
(like hurt feelings or  
disagreements),  
circles offer a calm  
way to talk them out.



- Circles encourage students to reflect on their actions.
- Students practice understanding others' perspectives.
- Every student has an equal opportunity to speak and be heard.
- Circles teach empathy, self-awareness, and emotional regulation.



# TURN & TALK

- What routines or structures could you implement to make restorative practices part of your daily flow, not an add-on?
- What would success look like if restorative practices were fully embedded at your site?





**60 SECOND FEEDBACK**