No One Listens to Me!

Restorative Parenting
Giving Voice to Children and Parents
Accountability
Competency Based
I will be Good
I will be Good
I will be Good
2 will be Good
2 will be Good
2 will be Good
restor·a·tive
riˈstôrətiv/

adjective
adjective: restorative
1. having the ability to restore health, strength, or a feeling of well-being. "the restorative power of long walks"

noun
noun: restorative; plural noun: restoratives
1. something, esp. a medicine or drink, that restores health, strength, or well-being.
Discipline

• A long-term process that leads children to become responsible........

• Teach and train.
Reality can be so complex that equally valid observations from differing perspectives can appear to be contradictory.
HURT PEOPLE, HURT PEOPLE
### Punitive Discipline vs. Restorative Discipline

#### Punitive Discipline
- Misbehavior is breaking the rules.
- Offender is accountable only to the person who enforces the rules.
- Accountability is equated with punishment, usually exclusion.
- Those harmed are peripheral to the process.
- Children are defined by their deficits (the misbehavior).

#### Restorative Discipline
- Misbehavior is a violation of people and relationships.
- Your child is accountable to those harmed and the community.
- Accountability is defined as taking responsibility and repairing the harm.
- Those harmed play a key role in response to wrongdoing.
- Offenders have capacity to take responsibility and change their behavior.
Five Principles of Restorative Discipline

1. Focuses on harms and consequent needs. (victims', but also communities' and offenders')

2. Addresses obligations resulting from those harms. (offenders' but also families', communities' and society's)

3. Uses inclusive, collaborative processes.

4. Involves those with a legitimate stake in the situation. (victims, offenders, families, community members, society)

5. Seeks to put right the wrongs.
Youth place significant attention on how they are treated. When punished, it is easy for them to fixate on the harm they experience rather than how their behavior may affect others.

This focus on the self leads to resentment toward the punisher. And resentment turns into resistance to participation in activities and disassociation and/or aggression toward others.
Restorative Practices

• Restorative practices take incidents that might otherwise result in punishment and create opportunities for children to:
  – Become aware of the impact of their behavior.
  – Understand the obligation to take responsibility for their actions.
  – Take steps toward making things right.
Restorative Discipline

- Like punishment, concerns itself with appropriate consequences that encourage accountability—but accountability that emphasizes empathy and the repair of harm.

**EMPATHY**

-the power of understanding and imaginatively entering into another person's feelings

-identification with and understanding of another's situation, feelings, and motives.
Affective statements are the least formal tool on the Restorative Practices continuum. Affective statements are expressions of personal feelings, both positive and negative. Instead of criticizing or scolding the student, an "affective" teacher communicates how the student's behavior makes them feel.

For example: "I feel frustrated when I ask you to clean your room over and over. It makes me feel like you do not listen or respect my rules. I feel bad because I feel like I am having to nag at you all of the time."

Expressions of affective statements are not intended to shame or vent personal stressors, but to develop empathy, establish boundaries and provide authentic observation.
What harm occurred?

Who was impacted?

What does the repair look like?

Affective Questioning or Restorative Questioning
Impromptu

Quickly resolve lower-level incidents involving two or more people

Both wrongdoer and those harmed asked a series of restorative questions in front of each other.

Model a healthy approach to conflict resolution.

Encourage dialogue about feelings and think about behavior.
Guiding Questions

• Who has been hurt?
• What are their needs?
• Whose obligations are they?
• What are the causes?
• Who has a stake in this?
• What is the appropriate process to involve stakeholders in an effort to put things right?
## Restorative Inquiry

<table>
<thead>
<tr>
<th>Suggested Question</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>What happened?</td>
<td>Thinking (interpretation) and behavior</td>
</tr>
<tr>
<td>What were you thinking at the time?</td>
<td>Thinking</td>
</tr>
<tr>
<td>How were you feeling at the time?</td>
<td>Feelings</td>
</tr>
<tr>
<td>Who has been affected by this?</td>
<td>Others’ feelings, thoughts, and behaviors</td>
</tr>
</tbody>
</table>

Adapted from Belinda Hopkins, *Just Schools: A Whole School Approach to Restorative Justice*, 2004
There are no neutral actions we either drain or give life.....
Social Discipline Window
The FAIR Process
### The Brain and Social Discipline

<table>
<thead>
<tr>
<th>Impact of Social Environments on the Brain</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Doing To</strong> Authoritarian</td>
</tr>
<tr>
<td>Punitive</td>
</tr>
<tr>
<td>Stigmatizing</td>
</tr>
<tr>
<td>Hyper-vigilance for threat</td>
</tr>
<tr>
<td>Memory and executive functions hampered</td>
</tr>
<tr>
<td><strong>BRAIN state:</strong> Anxious vigilance</td>
</tr>
<tr>
<td><strong>Doing With</strong> Authoritative</td>
</tr>
<tr>
<td>Connected</td>
</tr>
<tr>
<td>Trusting</td>
</tr>
<tr>
<td>Builds attunement, connections,</td>
</tr>
<tr>
<td>accountability, cause and effect thinking,</td>
</tr>
<tr>
<td>reflective, pro-social</td>
</tr>
<tr>
<td><strong>BRAIN state:</strong> Relaxed Alertness</td>
</tr>
<tr>
<td><strong>Doing Nothing</strong> Uninvolved</td>
</tr>
<tr>
<td>Ignoring</td>
</tr>
<tr>
<td>Unresponsive</td>
</tr>
<tr>
<td><strong>BRAIN state:</strong> Reactive Defensive</td>
</tr>
<tr>
<td><strong>Doing For</strong> Permissive</td>
</tr>
<tr>
<td>Excusing</td>
</tr>
<tr>
<td>Reasoning</td>
</tr>
<tr>
<td>Connects negative behaviors with</td>
</tr>
<tr>
<td>positive feelings</td>
</tr>
<tr>
<td>Reinforcing negative behaviors</td>
</tr>
<tr>
<td>Brain state: Passive Enabled</td>
</tr>
</tbody>
</table>

Low → **Nurture/Support** → High

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Chart is modified from Diana Baumrind’s parenting research.
The underlying premise of Restorative Practices rests with the belief that people will make positive changes when those in positions of authority do things with them rather than to them or for them.
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)
Compass of Shame

- **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

**Compass of Shame**
Linking Practice, Theory & Values

Restorative Framework

To Win
Not For

Fair Process

Engagement
Explanation
Expectation Clarity

Stronger Relationship

Theory

Behaviour, not the person
Shame & emotions

Restorative Questions

What happened?
Who has been hurt?
How can we make it right?

Terry O'Connell, 2006
Simple Steps to Restorative Parenting

• Empower with enforceable statements...

• Diffuse with redirection..

• Teach with natural and logical consequences
Q&A