“Recentering the whole Child”

Creating a culturally competent Community

By: Nakisha Cadore
Check - In

If you had to describe how you feel today using a symbol what would it be and Why?

Ex. Morning Glory Flower
Re-centering the whole child

Restorative Practices Agenda

- Check-In
- What is restorative practices
- Code of conduct
- Maslow
- Erickson
- Tiers of circles
- Applying Maslow & Erickson
- Resources / Schedules
- Closing
The Restorative Practice Team

• What do we do?
• Completed over 400+ circles
• Community building circles, restorative conferences, continual professional development
• Train Student Restorative Ambassadors
What is Restorative Practices?

• Restorative Practices are the Processes that **Proactively** build **healthy relationships** and a sense of community to **prevent and address conflict and wrongdoing**

• **80%** of restorative practices are preventative; focusing on building relationships through circles and shared activities

• Restorative Practices **builds trust** between student and teacher

• creates a space for **cultural competence** (shared experiences)

• Build Leadership through opportunities to facilitate parts of a circle
In the Babemba tribe of South Africa, when a person acts irresponsibly or unjustly, he is placed in the center of the village, alone and unfettered. All work ceases, and every man, woman, and child in the village gathers in a large circle around the accused individual. Then each person in the tribe speaks to the accused, one at a time, each recalling the good things the person in the center of the circle has done in his lifetime. Every incident, every experience that can be recalled with any detail and accuracy, is recounted. All his positive attributes, good deeds, strengths, and kindnesses are recited carefully and at length. This tribal ceremony often lasts for several days. At the end, the tribal circle is broken, a joyous celebration takes place, and the person is symbolically and literally welcomed back into the tribe."
The Data
Chronic absenteeism

- The Climate Survey states that 60% of students who are chronically absent do not feel a sense of belonging in their communities.
- 9th grade students experience the most challenges during their transition from middle school to high school.
- Students in middle school students experience challenges connecting with their peers and classmates.
- Developing opportunities for students to take on leadership roles build a sense of belonging and connection amongst their peers and teachers.
Where can I locate the code of conduct?

Google: New Haven Public Schools Code of conduct
TEACHERS AND RESTORATIVE PRACTICE IMPLEMENTATION

- Employ restorative practices in class that are appropriate to the situation and grade-level. This includes community building circles, problem solving circles, and the development of classroom norms using the community building circle process for creating classroom expectations.
- **Schedule** or request referral of student to a school-based restorative process, such as a conflict circle or formal restorative conference.
- **Contact** the student’s parent/guardian.
- Request a meeting with a student, teacher and administrator.
- Schedule a conference with the parent/guardian, the person(s) who was affected or harmed and other appropriate staff.
- **Refer the student to the Student Staff Support Team** (“SSST”).

If appropriate, refer the student to Youth Connect, formerly YouthStat. There are behaviors that, due to their repetition or severity, may warrant the intervention of the school administration.
The quality of our lives depends not on whether or not we have conflicts, but on how we respond to them.

— Thomas Crum —
3 Tiers of Restorative Practices

Tier 3
Connection and Support Circles
Where the community gathers around a member to create additional, specific support structures

Tier 2
Harm Circles: Repairing Relationships
Where community members identify harm and needs to develop a plan to repair and address them

Tier 1
Community Building Circles
The foundation of Restorative Justice, where community members develop compassion and understanding through intentional conversation, sharing, and listening
Traditional Punitive Model

• What rule was broken
• Who broke the rule?
• How shall we punish them?

Restorative Model

• Who has been harmed or affected?
• What are the needs of that person?
• Who is obligated to meet those needs?
Social Discipline Theory
Moving From Punitive to Restorative
RESTORATIVE PRACTICES IN THE CLASSROOM (Tier 1)
Maslow’s Hierarchy of Needs

“All Behavior is an attempt to get a need met”

- **Biological needs**: These include needs that keep us alive, such as food, water, shelter, warmth, and sleep.
- **Safety needs**: The need to feel secure, stable, and unafraid.
- **Love and belongingness needs**: The need to belong socially by developing relationships with friends and family.
- **Esteem needs**: The need to feel both (a) self-esteem based on one’s achievements and abilities and (b) recognition and respect from others.
- **Self-actualization needs**: The need to pursue and fulfill one’s unique potentials.
Eric Erickson’s 8 Stages of Human Development
<table>
<thead>
<tr>
<th>Stage</th>
<th>Basic Conflict</th>
<th>Virtue</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infancy 0–1 year</td>
<td>Trust vs. mistrust</td>
<td>Hope</td>
<td>Trust (or mistrust) that basic needs, such as nourishment and affection, will be met</td>
</tr>
<tr>
<td>Early childhood 1–3 years</td>
<td>Autonomy vs. shame/doubt</td>
<td>Will</td>
<td>Develop a sense of independence in many tasks</td>
</tr>
<tr>
<td>Play age 3–6 years</td>
<td>Initiative vs. guilt</td>
<td>Purpose</td>
<td>Take initiative on some activities—may develop guilt when unsuccessful or boundaries overstepped</td>
</tr>
<tr>
<td>School age 7–11 years</td>
<td>Industry vs. inferiority</td>
<td>Competence</td>
<td>Develop self-confidence in abilities when competent or sense of inferiority when not</td>
</tr>
<tr>
<td>Adolescence 12–18 years</td>
<td>Identity vs. confusion</td>
<td>Fidelity</td>
<td>Experiment with and develop identity and roles</td>
</tr>
<tr>
<td>Early adulthood 19–29 years</td>
<td>Intimacy vs. isolation</td>
<td>Love</td>
<td>Establish intimacy and relationships with others</td>
</tr>
<tr>
<td>Middle age 30–64 years</td>
<td>Generativity vs. stagnation</td>
<td>Care</td>
<td>Contribute to society and be part of a family</td>
</tr>
<tr>
<td>Old age 65 onward</td>
<td>Integrity vs. despair</td>
<td>Wisdom</td>
<td>Assess and make sense of life and meaning of contributions</td>
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</tbody>
</table>
Applying Restorative Practices
Applying Restorative Practices

• Identify where you are on Ericson’s and Maslow’s Theory?
• Which of the 8 stages of human development will your students fall on?
• According to Erickson’s theory, what are the primarily needs at that stage?
• How can you use their theories to understand and strengthen your communities?
Closing

• What part of restorative practices resonated with you the most today?

• How do you plan to implement what you learned today in your classroom throughout the school year?
Questions, Comments, feedback?

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