Partnering with Students through Restorative Conferencing

Handout Packet
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Brendan Keenan, Ed.D., MSW
Director of Social Emotional Learning
Wachusett Regional School District
Email: Brendan_Keenan@wrsd.net
Phone: (508) 829-1670 ext. 237
Gathering Activity  (Source: Love & Logic curriculum)

Think back to your days in school. Some teachers made a very positive impact on your life. Some very special teachers may have been partially responsible for you choosing a career in education.

Take a few minutes to think about those teachers who you felt most positive about. Identify the first three adjectives that best describe each of these teachers.

<table>
<thead>
<tr>
<th>Favorite Teacher #1:</th>
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<th>Favorite Teacher #2:</th>
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<th>Favorite Teacher #3:</th>
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<tr>
<td>1.</td>
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Now that you have listed the descriptors for each teacher, are there any adjectives you listed more than once? What are they?

Sometime in the future, you may be listed as someone’s favorite teacher. If this happens, what adjectives will they be using to describe you?
<table>
<thead>
<tr>
<th>Skill Set</th>
<th>Competency</th>
<th>Desired Target Behaviors in the Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I know myself.</td>
<td>I can accurately assess my feelings, behavior, interests, values, and strengths through my experiences. I am aware of my identities as a human being, a learner, and a member of the school community. I am aware that my beliefs and mindsets impact my capacity to learn and be skillful. I know when I have done the right thing and when I mess up.</td>
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<td></td>
<td>I am aware of skills, behaviors, and attitudes that help me.</td>
<td>I can name and describe the benefits of skills, behaviors, and attitudes that help me be a good student and a good person. I know what motivates me. I know when it is important to follow rules and norms of acceptable behavior.</td>
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<td></td>
<td>I manage my emotions and personal needs.</td>
<td>I name and assess my emotions accurately. I recognize others’ emotions. I express emotions skillfully even when I feel mad, frustrated, or disrespected. I manage my anger and upset feelings by using strategies to cool down and regain my equilibrium.</td>
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<td></td>
<td>I exhibit self-control and impulse control.</td>
<td>I follow rules, routines, and procedures. I can delay personal gratification until I fulfill my short-term responsibilities and assignments. I sustain my focus and pay attention throughout the activity or task. I work silently without bothering others. I accept help, feedback, correction, or consequences with good will.</td>
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<td></td>
<td>I demonstrate perseverance and resiliency.</td>
<td>I persist in my effort until I “get it” and finish the task. I use problem solving strategies to work things out. I pursue and sustain efforts to complete long-term tasks and achieve long-term goals related to my future. I can right myself and bounce back even when I experience temporary setbacks, failure, or adversity.</td>
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<td></td>
<td>I communicate effectively</td>
<td>I use school-appropriate language and present myself to others in a civil manner. I listen respectfully and paraphrase/summarize or question before speaking. I resolve conflicts in ways that meet important needs and interests of individuals or the group. I use positive, non-aggressive language to express myself and get what I need. I take initiative to ask questions, ask for help, or probe for deeper understanding when I’m stuck. I can verbalize and present my ideas, my values, and my needs to others effectively.</td>
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<td></td>
<td>I foster healthy relationships.</td>
<td>I am friendly, helpful, courteous, and good humored with others. I greet people in a friendly manner when they say ‘hello’ to me. I focus my attention on people who are speaking to me. I say ‘please’ and ‘thank you’ as a common courtesy.</td>
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<tr>
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<td>Competency</td>
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<td></td>
<td>I demonstrate respect and empathy.</td>
<td>I make an effort to understand the words and actions of others. I respect dignity of each person and their rights to be heard, to be valued, and to learn in a safe classroom. I accept other viewpoints respectfully and appreciate individual and group similarities and differences. I stand up for others when their rights, identity, or dignity are violated. I interrupt or call attention to incidents of bullying, harassment, prejudice or teasing.</td>
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<td></td>
<td>I cooperate and participate.</td>
<td>I work cooperatively with others and do my fair share of the work. I actively participate, share, and work for high performance in small and large groups. I put the goals of the group ahead of my own needs and don’t let others distract me. I work effectively with different students.</td>
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<td></td>
<td>I demonstrate social and civic responsibility.</td>
<td>I volunteer to take on leadership roles or extended responsibilities in a group. I take responsibility for my words and actions and can identify the impact of my behavior on others. I do positive things to make class a good place to learn. I make responsible choices by predicting consequences of different behaviors.</td>
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<td></td>
<td>I set goals and self-assess.</td>
<td>I set specific academic goals. I monitor my progress toward achieving academic goals. I assess and discuss my academic progress through monitoring my grades, written and oral self-reflection, and conferencing.</td>
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<td></td>
<td>I invest in quality work.</td>
<td>I make sure that I know the criteria for high quality work and ask questions if I don’t. I complete quality work regularly: in-class and at home. I attempt each part of the question, task, assignment, or test.</td>
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<td></td>
<td>I organize to learn and study.</td>
<td>I attend class every day and arrive to class on time. I manage my materials and organize myself so I’m ready to learn from the start of class to the end of class. I organize, manage, and prioritize my time and tasks so I can meet my academic responsibilities. I read directions first and re-read if I don’t understand. I use a range of study strategies to remember important information, master important skills, and understand critical concepts.</td>
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<td></td>
<td></td>
<td>• I use rehearsal strategies to repeat important information out loud, rewrite it multiple times, or underline and edit important notes. • I use practice strategies to complete multiple samples of a model problem that are error-free and create my own practice problems. • I use organizational strategies to sort, chunk, prioritize, or diagram related information. • I use elaboration strategies to make meaningful connections between new and more familiar information, provide details and examples, summarize and explain big ideas, principles, or processes. • I use comprehension strategies to check my understanding of what I have read or viewed.</td>
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Positive Youth Development is defined as the ongoing process of building young people’s assets and strengths through social, emotional, cognitive, physical and moral development.

All of the initiatives in this Guide are in the service of fostering and enhancing positive youth development within each and every student at Fuller Middle School.

Positive Youth Development is the result of all of the people, places, opportunities, supports, and services that enable young people to be happy, healthy and successful. Youth development is informed by what we know about adolescent development----the phases and stages of adolescents’ physical, emotional, social, cognitive, ethical, and spiritual growth and maturity and the conditions that enable adolescents to thrive.
Promoting a Listening School

OVERVIEW: The goal of conferencing is to provide a structure that allows students and adults to reflect, wonder, problem solve, and think for themselves. Each of the skills below plays a critical role in creating the conditions necessary for students to practice and develop important social, emotional, and learning skills including: self-awareness, self-management, and social efficacy.

Responsive Listening
Build rapport, paraphrase for understanding, pause for thinking, and ask open-ended questions – this requires attending fully to the speaker and concentrating on what is being said, as well as being mindful of non-verbal communications.

Building Rapport
**Purpose:** When students feel safe and valued they are in an ideal emotional state for thinking and learning.
**How To:** Use both verbal and non-verbal communication to build rapport and establish relational trust.

- **Verbal:**
  - Keep your tone light and positive, or calm and unemotional.
  - Make simple statements or ask questions that communicate you are tuned in to the student and care about their academic and personal success.

- **Nonverbal:**
  - Position yourself in a non-threatening way: side-by-side or kitty corner and at the same level as the student.
  - Keep your facial expressions interested and friendly or flat and neutral.

Paraphrasing for Understanding
**Purpose:** To make sure you accurately understand a student’s thinking or reasoning while simultaneously communicating that you are listening and want to understand them.
**How To:** Make a statement that summarizes what you are hearing and observing. When appropriate, use language, vocabulary, or phrasing that is different to help elevate the student’s thinking.

Pausing for Thinking
**Purpose:** To provide “thinking time” for students so they can process, clarify, and develop their own ideas. To provide thinking time for you, sending the message that you respect what they have to say and to give yourself some time to think before paraphrasing and questioning.
**How To:** Punctuate questions or paraphrases with 3-5 seconds of silence. Allow silence to linger—resist the urge to fill it with a different question, comment, or directive.

Asking Open-ended Questions
**Purpose:** To ensure students think for themselves and practice the mental skills necessary to develop self-discipline. To communicate to students that you believe they have something smart to say.
**How To:** Ask a question that pushes the student to clarify his/her thinking, self-reflect, problem solve, and/or plan next steps.
Who will be at the table?

- **IT’S IMPORTANT TO CONSIDER…**
  - STUDENT CHOICE & AGENCY
  - **POWER DIFFERENTIALS (ROLES ARE SECONDARY)**
  - STRATEGIC NUMBER OF PEOPLE (TOO MANY, TOO FEW)
  - MIX OF PERSONALITIES/APPROACHES
  - TIMING
  - ROOM ENVIRONMENT
  - HAVING A CLEAR PURPOSE FOR THE CONFERENCE
Personal Check-Ins

Overview: Students are more likely to trust and be engaged in learning when they feel known, heard, and valued by their teachers. Teachers who use personal check-ins regularly, informally, and systematically get to know students as individuals and learners, build rapport, and create a positive class culture. In addition, personal check-ins often uncover clues that help us understand how to best support each student’s emotional, academic, and behavioral needs. Finally, personal check-ins serve as “touch-points” that encourage and motivate students to persist in their effort to meet academic and behavioral expectations.

Purpose:
- To connect with students, establish positive relationships, and build trust
- To better understand the lives and learner profiles of each student

What It Looks Like: (Teacher first scans room to identify student(s) to check-in with)

Option 1: Teacher asks a student a personalized question.
Example: “Hi Mike. How are you feeling today?”

Option 2: Teacher makes a comment to communicate to a student that they know and want to know the student as an individual.
Example: “Hi Maria. I hear from Mr. Tobin that you are quite the athlete. Tell me how soccer tryouts are going.”

Option 3: Teacher communicates her confidence in the student to meet academic and behavioral expectations and learning outcomes.
Example: “I’m looking forward to your presentation today, Issa.” OR “Jaden, I know the word problems have been a struggle for AND I know you can stick with it and get it!”

Option 4: Teacher checks in with students who look tired, upset, worried, or rambunctious by reflecting back to them what they see and then following up with a question.
Example: “Hey Arturo. You look a little frustrated. What’s going on for you?”

Option 5: Teacher checks in with the whole group when the energy or vibe seems unusually high or low.
Example: “Good Afternoon. So how has everybody’s day been so far? Show me with a thumbs up, thumbs down, or thumbs sideways.” OR “Hello fabulous fifth period. How’s everyone feeling as we head into this three-day weekend?”

Opportunities for Implementation:
- Meet and Greet as students are walking into class
- “DO NOW” at beginning of class
- During independent student work time
- At the close of class while students are packing up
- When class energy is noticeably high or low
- When encountering students outside of class in the hallways, lunchroom, etc.
Behavior Check-ins

If a student does not self-correct and re-engage within a minute of your first response to behavior concerns, a brief behavior check-in can gently guide students to self-assess and redirect their behavior. These one-to-one, question-based check-ins communicate care, respect, and high expectations to be responsible, self-directed learners. Check-ins send the message to the student that “I am interested and curious about how you are doing right now.” They enable teachers to focus attention on the student, suss out the source of the problem, and help a student identify a strategy that will support her to get back on track. The question format keeps the conversation positive and is helpful for immediately diagnosing and addressing the actual cause of off-task behaviors.

**Key Benefits of Behavior Check-ins When Students Do Not Re-engage**

- Strengthen student-teacher relationships
- Identify reasons behind the students’ off-task behavior
- Help students assess their needs and concerns and build personal agency through problem solving
- Provide opportunities to give and get feedback
- Normalize mistakes and missteps through the use of routines in the classroom
- Draw attention to academic issues that may be disguised as “discipline” issues

**What It Looks Like: Behavior Check-in Protocol**

1. Quietly and discretely observe the student’s behavior. Move closer to the student.
2. Approach the student for a one-to-one conversation by moving to their side, positioning yourself at the same level as the student, and greeting the student by name.

**When the misbehavior looks like a temporary distraction from the task at hand...**

3. Ask an open-ended question that will enable the student to do something immediately to re-engage and get back on task.
4. Paraphrase the student’s suggestion.
5. Thank the student for self-correcting and re-focusing.

**When the source of the misbehavior is not clear...**

3. Share what you are observing and ask an open-ended question to suss out the problem.
4. Paraphrase what the student said and follow up with another question if the source of the problem remains unclear.
5. Assess and summarize what is impeding student learning: Task mismatch? Confusion about what to do? Skill gap? Negative feelings (dislike) about a particular task?
6. Ask the student to identify one thing she can do right now to re-engage.
7. Thank the student for problem solving and making a good choice for what to do.
### Behavior Check-ins (2)

<table>
<thead>
<tr>
<th>Sample Situations and Responses:</th>
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<tr>
<td>When a student is goofing off with another student → “Hey, Jackson and Arturo. What can you do right now to get back on track and stay focused on this assignment?”</td>
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<tr>
<td>When a student is not following a classroom procedure → “Tell me what you think the procedure is for”</td>
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<tr>
<td>When the student is engaging in sidebar conversations during silent independent work time → “So tell me the reasons it’s important to work by yourself during independent work time.”</td>
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<thead>
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<th>Sample Situations and Responses:</th>
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<td>When a student appears anxious or frustrated → “You look ____. What’s going on for you?” OR “Are you okay?”</td>
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<tr>
<td>When a student is stuck → “What can I do to help?”</td>
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<tr>
<td>When a student is glazed over and doing nothing → “So what are some things getting in the way of completing this assignment?”</td>
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<tr>
<td>When a student appears confused → “So tell me what you think the task is right now.”</td>
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<tr>
<td>When a student is stuck → “Here are a couple of options to choose from.” Provide options and say, “Which one might work for you?”</td>
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<tr>
<td>When a student is not positively contributing in a small group task → “What might be something you can do to reconnect with your group?”</td>
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### Considerations

For some low-impact behaviors you might consider using logical consequences:

- For repeated side-bar talking → change seats
- For making a mess or marking on furniture → clean it up
- For inappropriate use of materials and equipment → do it over to get it right

When a behavior concern persists and becomes chronic:

1. Document what the student is saying and doing exactly so you can discuss it later. This type of data is very supportive in a problem-solving and planning conference.
2. Arrange to meet with the student outside of class and engage in a problem-solving and planning conference (Tier 2).
3. Identify desired target behaviors that you and the student will monitor for two to three weeks.
4. Contact a family member/adult ally to inform them about the plan and garner their support to discuss it with the student.
Using the Seven Restorative Questions

When one student behaves in a way that directly harms an individual or the group or when two or more students are involved in an interpersonal conflict, restorative conferencing can help students take responsibility for what happened, reflect on the impact of the incident on others, and arrive at a solution that mends relationships and leaves the past behind.

<table>
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<tr>
<th>Key Benefits of Restorative Conferences</th>
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<tr>
<td>• Encourage personal accountability for one’s behavior</td>
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<tr>
<td>• Expect students to do something to repair the harm, make things better, or make things right</td>
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<tr>
<td>• Help students assess their needs and concerns and build personal agency through problem solving</td>
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<tr>
<td>• Strengthens social efficacy by providing opportunities for perspective taking and forgiveness</td>
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<tr>
<td>• Reassures students that everyone can recover from missteps, mistakes, and poor decisions</td>
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<tr>
<td>• Builds a classroom culture of trust, respect, and mutual responsibility</td>
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What it Looks Like

When an interpersonal conflict, concern, or problem arises, consider these questions:

1. What happened? What was your role in what happened?  
   *(This question encourages students to take responsibility and own their behavior.)*

2. What were you thinking and feeling at the time?  
   *(This question supports students to identify thoughts and feelings that may have triggered their behavior.)*

3. Who else was affected by this? How?  
   *(This question supports flexible thinking and helps students take the perspective of the other and reflect on the impact of their behavior.)*

4. What are you thinking/feeling now?  
   *(This question encourages students to reflect on the incident after the emotional charge has dissipated and the student is in a calmer emotional state that enables him to think.)*

5. What do you want to do to make things right?  
   *(This question encourages the student to take action that shows or expresses regret or remorse or decide on a solution that meets important needs of everyone involved.)*

6. What can I (others) do to support you?  
   *(This question reassures the student that you and others want to support a successful resolution to the problem.)*

7. When a situation like this comes up again, what actions might you take next time?  
   *(This question encourages students to take what they have learned and apply it to similar situations in the future.)*
Using the Seven Restorative Questions (2)

Considerations
The situation and the amount of time you set aside for a conference will determine whether you ask all seven questions or just a few. A student’s degree of self-awareness might also influence how many questions you use in the process. Some students have the capacity to stay focused in a conversation involving seven questions – others, do not. Be mindful to select questions that maximize the growth opportunity for the individuals involved. Consider the following:

- Sometimes, a quick minute or two is all you need to ask the right two questions that will result in an immediate resolution.
- You may want a student to focus on just one question because that question presents the right life lesson in the moment.
- A more serious incident merits the time and attention to move through the entire sequence of questions.
- Students’ emotional states will influence whether you conference immediately after the incident has occurred or later in the day.
- The history and quality of the relationship between conflicting students will determine your choice to conference with students individually or together.

What It Looks Like in Practice

<table>
<thead>
<tr>
<th>Example: One student has clearly done or said something that has harmed, embarrassed or hurt the feelings of another student.</th>
<th>Example: Two students are having a verbal disagreement that turns into a shouting match.</th>
<th>Example: One student has sucked the energy out of the room by going “off” on the teacher, railing about how boring the class is, and how dumb the classmates are.</th>
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</table>
| **Individual conference with the targeted person:**  
“What happened?”  
“How did this affect you?”  
“What can _______ do to make it right?” | **Conference in which both students are present and respond to each question:**  
“What happened? What was your role in this?”  
“What are you thinking/feeling about this now?”  
“What can each of you to do make it right between you and move on?” | **Conference with the student:**  
In this situation, unpacking the incident might merit the use of all seven questions. |

Restorative Actions to Repair the Harm

- Consider these options for repairing harm, mending relationships, or restoring one’s good standing.
  
  ⇒ A sincere verbal or written apology that expresses regret or remorse and expresses a commitment to change how the student will treat the other person or group in the future.
An apology of action that is a gesture of kindness and good will intended to put the past behind and repair the relationship. This can be any action that expresses your interest in repairing the harm done or repairing the relationship. Instead of making students feel bad about their actions and themselves, apology of action helps students learn to solve problems while giving them a dignified way to rejoin the community. It helps children see themselves as part of a community whose members need their respect and kindness -- and from whom they deserve respect and kindness in return. This can be any action in which the student does something nice for the other person or something that makes the classroom a better place.

Restitution or replacement when something has been damaged.

A reading and/or video and a written response that highlights the story of a student who has experienced a similar incident to foster empathy and perspective taking.

In situations of repeated or egregious teasing, bullying, or harassment or incidents that involve serious damage of property, you may want to check if someone on your school’s student support team can facilitate a restorative group conference that includes the student involved in the incident, their parents, and anyone else impacted by the incident (in addition to submission of documentation and school consequences).

Tips for Apology Letters

- Start with “Dear __________ and the person’s name)
- Say what you are apologizing for (“I’m sorry for ______________.”)
- Explain the impact it had on the person and that it was not acceptable. (“I hurt your feelings/messed up your stuff/called you _______/etc. and that was wrong/unacceptable/not very nice.”)
- Say what you will do to prevent it from happening again. (“I won’t __________ again.”)
- Ask for the person’s good will. (“Please accept my apology.”)
- Use a closer to sign your name. (“Sincerely, __________.”)

Sample Apology Letter for Rude, Uncivil Behavior

Dear __________,
I want to apologize for my rude behavior towards you yesterday. I realize that my words were offensive and made you feel disrespected / uncomfortable. I can’t undo what I have done, but I can commit to keeping conversation with you respectful from here on out. Please accept my apology. Sincerely, __________

Sample Apology for Hurting Someone’s Feelings

Dear __________,
I want to say how sorry I am for making a joke about you and calling you __________. I hurt your feelings and that was mean / unacceptable. I can’t undo my hurtful words, but I can promise not tell jokes about you or say this kind of stuff to you in the future. I hope you can put my bad behavior in the past and accept my apology.
Sample Apology for Lateness

Dear ________.

I want to apologize for being late to class 5 times in the last two weeks. I realize how frustrating it is when I walk in and disrupt what is happening in class. I am committing to being on time to class for the next 5 days. I hope you will accept my apology.

Sincerely, ____________

Sample Apology Letter for Behaviors that Made Class Feel Unsafe

Dear Class,

I want to apologize for my bad behavior yesterday. When I exploded, and threw the chair and cursed, I know it made people feel unsafe and uncomfortable. I was upset and didn’t manage my feelings well. In the future, I commit to pausing or taking a bathroom break so I can sort myself out before I explode. Please accept my apology.

Sincerely, ____________

Sample Apologies of Action

- Bring a small plant or flowers
- Bring a replacement item if you damaged something.
- Bring a snack. Offer to bring a lunch from the cafeteria.
- Offer to clean the desks, or organize folders, or clean white boards...
- Make a card with your apology on it.
- Offer a little gift like a pen or pencil or other school supply.
- Find a good time and reason to compliment the person.
  - on their appearance – "That jacket is really cool."
  - on their work – "I really like your poster."
  - on their thinking – "That is a great idea."
- Make a conscious effort to say their name, smile, and say hello when you see them.
- Ask the teacher to assign you to be a partner or group member with the person and show a nicer and more supportive side of yourself.

Sample Scripts for Offering Your Apology of Action

When you speak with the person you are apologizing to, you can say any of the following:

(Student) “Hi __________, I know I hurt your feelings yesterday when I _________________. Here is _____________ to show you that I want to make amends – make this right.”

(Teacher) “Hello, Ms. ____________, I’m so sorry I behaved badly yesterday. (or I’m sorry I kept ________ and ________ after you asked me to stop.) I know I made it hard for everyone to learn. Is there something I can do for you to make this right?”

(Teacher) “Hello, Mr. ____________, I’m really sorry that I got mad and cursed you out. I was disrespecting you and everyone else who was there to learn. Here is ________________ to express my regret.”

(Teacher) “Hello, Miss ____________, I know I messed up yesterday when I ___________________. I will try very hard not to do that again. Here is ________________ to show how sorry I am for my behavior.”
Parts of an Apology

1. What I did
2. Why what I did was wrong
3. What I will do to make it better
Key Conflict Resolution ~
Negotiation ~ Mediation Skills

1. Defining and summarizing the problem
2. Listening for understanding / Attending
3. Restating / Paraphrasing
4. Listening for and reflecting feelings / Defusing upset feelings
5. Asking good questions to find out facts, feelings, and perspectives
6. Identifying needs and interests (What do you want and need? What do I want and need)
7. Looking for solutions
8. Interrupting and reframing negative language
9. Giving and receiving feedback
10. Giving “I” messages

The 3 R’s of A Good Solution

Is it REASONABLE? (Is it fair? Are you both okay with this?)

Is it REALISTIC? (When, where, how will you do this?)

Is it RESPONSIBLE? (Is it safe, legal, moral?)

2006. Carol Miller Lieber.
A Good Listener….

________________________________
________________________________
________________________________
________________________________
________________________________

Reflecting and Defusing Upset Feelings

You can say….

• You sound ________________
• It sounds like you’re feeling______________
• That must have made you feel______________
• So you felt______________ when…..
• I can see you’re ___________ about…..

1. I hate this math stuff. I just can’t figure it out.

2. She makes fun of me every time I’m in the gym. I’m not going to PE ever again.

3. I can’t wait to play in the basketball game this weekend.

4. My brother is driving me crazy. He always makes faces at me when I’m on the phone.

5. My mom always talks about me in front of my relatives. I hate that.

6. I can’t believe this. I got an A on the social studies test!!

7. Just forget about it. I didn’t want to go with you to the party anyway.

2006. Carol Miller Lieber.
Feelings, Moods, and Attitudes

<table>
<thead>
<tr>
<th>Accepted</th>
<th>Depressed</th>
<th>Grossed out</th>
<th>Nervous</th>
<th>Shocked</th>
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</thead>
<tbody>
<tr>
<td>Afraid</td>
<td>Desperate</td>
<td>Guilty</td>
<td>Obstinate</td>
<td>Shut down</td>
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<tr>
<td>Affectionate</td>
<td>Determined</td>
<td>Happy</td>
<td>Open</td>
<td>Shy</td>
</tr>
<tr>
<td>Agitated</td>
<td>Disconcerted</td>
<td>Hateful</td>
<td>Optimistic</td>
<td>Silly</td>
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<td>Aggressive</td>
<td>Discouraged</td>
<td>Heartbroken</td>
<td>Overwhelmed</td>
<td>Sorrowful</td>
</tr>
<tr>
<td>Aggravated</td>
<td>Disappointed</td>
<td>Helpless</td>
<td>Pained</td>
<td>Spiteful</td>
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<tr>
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<td>Disgusted</td>
<td>Hopeful</td>
<td>Panicked</td>
<td>Stubborn</td>
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<tr>
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<td>Disillusioned</td>
<td>Horrified</td>
<td>Paranoid</td>
<td>Stuck</td>
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<tr>
<td>Amused</td>
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<td>Hostile</td>
<td>Peaceful</td>
<td>Sulky</td>
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<tr>
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<td>Distressed</td>
<td>Humiliated</td>
<td>Peeved</td>
<td>Supported</td>
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<tr>
<td>Annoyed</td>
<td>Down</td>
<td>Hurt</td>
<td>Perplexed</td>
<td>Surprised</td>
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<tr>
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<td>Eager</td>
<td>Hysterical</td>
<td>Persecuted</td>
<td>Suspicious</td>
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<tr>
<td>Appreciative</td>
<td>Ecstatic</td>
<td>Impatient</td>
<td>Pessimistic</td>
<td>Sympathetic</td>
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<td>Elated</td>
<td>Independent</td>
<td>Tenacious</td>
<td>Tense</td>
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<tr>
<td>Arrogant</td>
<td>Embarrassed</td>
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<td>Terrified</td>
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<td>Indignant</td>
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<tr>
<td>Awestruck</td>
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<td>Inferior</td>
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<td>Threatened</td>
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<td>Awkward</td>
<td>Enraged</td>
<td>Inspired</td>
<td>Thrilled</td>
<td>Thrilled</td>
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<tr>
<td>Bad</td>
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<td>Intimidated</td>
<td>Psyched</td>
<td>Timid</td>
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<tr>
<td>Belligerent</td>
<td>Envious</td>
<td>Irate</td>
<td>Pulled</td>
<td>Trusted</td>
</tr>
<tr>
<td>Bored</td>
<td>Exasperated</td>
<td>Irritated</td>
<td>Refreshed</td>
<td>Uncertain</td>
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<tr>
<td>Brave</td>
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<td>Jaded</td>
<td>Regretful</td>
<td>Uncomfortable</td>
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<td>Rejected</td>
<td>Uneasy</td>
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<td>Fearful</td>
<td>Jolly</td>
<td>Relieved</td>
<td>Unsafe</td>
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<tr>
<td>Cheerful</td>
<td>Fearless</td>
<td>Joyful</td>
<td>Relieved</td>
<td>Up</td>
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<tr>
<td>Closed</td>
<td>Focused</td>
<td>Juiced</td>
<td>Removed</td>
<td>Upset</td>
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<td>Foolish</td>
<td>Jumpy</td>
<td>Repulsed</td>
<td>Victorious</td>
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<tr>
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<td>Frenzied</td>
<td>Livid</td>
<td>Respected</td>
<td>Vindictive</td>
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<tr>
<td>Confused</td>
<td>Friendly</td>
<td>Lonely</td>
<td>Righteous</td>
<td>Warm</td>
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<td>Contemptuous</td>
<td>Frightened</td>
<td>Loved</td>
<td>Sad</td>
<td>Wary</td>
</tr>
<tr>
<td>Content</td>
<td>Frustrated</td>
<td>Loving</td>
<td>Safe</td>
<td>Weary</td>
</tr>
<tr>
<td>Courageous</td>
<td>Furious</td>
<td>Mad</td>
<td>Satisfied</td>
<td>Weird</td>
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<tr>
<td>Crabby</td>
<td>Good</td>
<td>Malicious</td>
<td>Scared</td>
<td>Weird</td>
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<td>Mellow</td>
<td>Secure</td>
<td>Wistful</td>
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<tr>
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<td>Grateful</td>
<td>Mischievous</td>
<td>Self-assured</td>
<td>Worried</td>
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<tr>
<td>Defeated</td>
<td>Greedy</td>
<td>Miserable</td>
<td>Self-conscious</td>
<td></td>
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<tr>
<td>Defensive</td>
<td>Grief-stricken</td>
<td>Mortified</td>
<td>Self-pitying</td>
<td></td>
</tr>
</tbody>
</table>

2006. Carol Miller Lieber.
# The Four F Words of Conflict Styles

<table>
<thead>
<tr>
<th>Conflict Style</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIGHT</strong></td>
<td>You express your feelings, needs, wants, and ideas at the expense of others; you use threats, verbal and psychological attacks, and physical force to meet your goals; you try to dominate and use your power over others.</td>
</tr>
<tr>
<td>(Force; Direct)</td>
<td></td>
</tr>
<tr>
<td><strong>FLIGHT</strong></td>
<td>You choose not to express your feelings, needs, or ideas; you ignore or deny your own rights and needs which allows others to infringe on them; you may choose to get out of the way for reasons of safety and survival.</td>
</tr>
<tr>
<td>(Avoidance)</td>
<td></td>
</tr>
<tr>
<td><strong>FRIGHT</strong></td>
<td>You are unable to express your feelings, needs, or ideas, even if you wanted to; you &quot;freeze up&quot; or feel paralyzed or powerless to do anything; you may get &quot;run over&quot; before you gain enough control and confidence to act.</td>
</tr>
<tr>
<td>(Accommodation)</td>
<td></td>
</tr>
<tr>
<td><strong>FLOW</strong></td>
<td>You are willing to &quot;flow&quot; with the other person, by establishing rapport, by listening to other points of view, and by sharing a willingness to problem solve; you express your feelings and needs and stand up for your ideas in ways that do not violate the rights and respect of the other person.</td>
</tr>
<tr>
<td>(Collaboration and Compromise)</td>
<td></td>
</tr>
</tbody>
</table>

---

- **What is your “conflict style”?**
- **Do you cross-over between styles?**
- **In what ways will your style help (or not help) in conducting successful restorative conferences?**
- **What adjustments do you think you’ll need to make in your style? How will you make them?**

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2006. Carol Miller Lieber.
Problem Solving and Planning Conferences

Problem solving and planning conferences are a powerful way that you communicate your concern and care about a student and your confidence in the student’s capacity to self-reflect and problem solve. Conferences with students demonstrate a teacher’s commitment to listen and learn from the student in order to talk through a plan that will help the student to improve their behavior and become more academically successful in class. The conference includes questions that help both the student and teacher to fully discuss the problem, reflect on its impact, and identify desired target behaviors and strategies that will improve the student’s performance.

### Key Benefits of a Problem Solving and Planning Conference

- Names specific behavioral gaps and pinpoints specific actions that will improve academic performance
- Strengthens students’ self-management and social efficacy
- Strengthens students’ identity as a learner and their sense of agency
- Supports students’ capacity to think meta-cognitively
- Builds relational trust
- Provides invaluable information that deepens what you know about a student and guides your approach to supporting individual students

### What It Looks Like: The Protocol

1. **Thank the student for meeting with you** and express your commitment to problem solving together. “We’re meeting so that we can work on a behavior that is getting in the way of your success in class.”

2. **Share data.** “I’ve noticed that during our whole group instruction and discussion, you have been engaging in sidebar talk with your friends. It’s happened five or six times already this week.” Share data and the situations when it occurs OR invite student to choose one or two behaviors (red cards) that student thinks are getting her/him off-track.

3. **Engage student voice.** Ask the student to share her perspective and pause to give the student time to respond. “So when this happens, what is going on for you?”

4. **Paraphrase the student’s response.** “So it’s easier for you to talk to your friends than focus on what I’m saying or what other students are saying.”

5. **Support student reflection.** Ask the student to reflect on the impact of sidebar talking on the class and paraphrase her response. “So you have missed the instructions yourself and other students might not have heard the instructions either. What else?”

6. **Identify desired target behavior(s) that can help improve her academic performance.** (i.e. “Keep focused and ready to participate during whole group learning without sidebar talking.”) You might also ask, “So what has been making it hard to do this consistently?” and “How do you think this will help you do better in class?”

7. **Make a plan.** Brainstorm strategies (what the student can do and what you can do) that will help the student engage in this behavior. “So, you came up with three things that you could start doing that would help you stay focused in the whole group. First, you’re willing to change your seat so you are not so distracted. Second, when you feel like you are drifting, you are going to jot down on a sticky note what the task, topic, or question is right in the moment. Third, every day you are going to ask a question or contribute a comment during whole group learning. Here is what I will do. Every day I’m going to give you a cue and ask you to paraphrase something I’ve said or a student has said. We’re going to monitor your progress every day and I will check in with you every week for three weeks to see how it’s going.”

8. **Share appreciation.** Thank the student for focusing on the problem and developing a good plan. Convey your confidence in the student to follow through with the plan. Close by each of you sharing one thing you are feeling hopeful about.

9. **Contact parent to discuss the problem and share the plan.** (See Appendix for “call to parent” script.)
Sometimes students have a tough time naming exactly what behaviors are getting them off-track and identifying exactly which desired target behaviors will help get them back on track. Consider using cards with behavior descriptions that you can place out on the table in front of the student as a way to scaffold the self-reflection and problem-solving process.

<table>
<thead>
<tr>
<th>Behaviors that are getting me Off-Track (Red Cards)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Talking and/or losing focus during whole group instruction and discussion</strong></td>
</tr>
<tr>
<td><strong>Not following directions</strong></td>
</tr>
<tr>
<td><strong>Teasing, taunting, name calling</strong></td>
</tr>
<tr>
<td><strong>Bothering others by making distracting noises, movements, or gestures; blurt out; or making inappropriate comments.</strong></td>
</tr>
<tr>
<td><strong>Playing around, goofing off, or not cooperating during small group work</strong></td>
</tr>
</tbody>
</table>
### Behaviors that will help me get back On-Track (Green Cards)

#### FOCUS ON THE TASK
- Change seats so I am less distracted
- LEAN in...
- Jot down key ideas or words in your notebook or on a post-it
- Make on-point comments
- Ask questions

#### USE SCHOOL-APPROPRIATE LANGUAGE
- Jot down 5 words you won’t use in class.
- Write what you want to say.
- If it isn’t respectful, don’t say it.
- Ask myself, ‘Does this add to or subtract from the learning environment?’

#### FOCUS ON FOLLOWING DIRECTIONS

**LEAN in...**
- LISTEN carefully
- EYES on the speaker
- ASK myself, “What is the task or topic?”
- NO talking when others are speaking

#### COOL DOWN AND CALM MYSELF
- STOP and take 3 deep breaths, count to 10, or clench and unclench my fists / shoulders.
- Name, write or draw what I am feeling and what triggered the anger. Rate intensity from 1 – 10.
- Use my self-talk statement and anger reducers to calm myself and re-focus.
- Congratulate myself on keeping my cool.

#### BE CIVIL OR SAY NOTHING
- If it is hard to be civil, avoid sitting or standing near the person or talking to the person I have targeted earlier.
- If it isn’t respectful, don’t say it.
- Jot down 5 put-downs I won’t use in class.
- Compliment someone every day in class.

#### STOP PICKING FIGHTS
- Say to myself, ‘I don’t want to pick a fight.’
- Don’t pick up the rope. Say, ‘I don’t want to argue’ and return to the task in front of you.
- Surprise the other person and agree.
- Don’t say anything. Move somewhere else.
- Sit next to or work with someone you like.

#### Exercise Self-Control
- Fiddle with something that doesn’t make any noise.
- Get permission to move twice during class SILENTLY.
- Ask, ‘Will this comment help us learn?’
- Count to 10 before you speak.

#### ACCEPT DIRECTION WITHOUT A FUSS
- Say, ‘Okay’, when I’m asked to do something.
- Ask for help respectfully when I am confused.
- Accept feedback and correction SILENTLY without a fuss. Then choose to use it or not.
- If something happened that is really bothering you, arrange for a time to discuss with teacher.

#### Cooperate with Others
- Do something that helps the group complete the task.
- Watch and listen when you’re not speaking.
- Say to instigators, ‘NO, I’m working.’
- Ask to do the work by myself instead of with a group.

#### Make a Good Effort to Complete Every Assignment
- Make a list and check off when stuff is complete
- Re-read instructions.
- Review each part.
- Ask for help when I am stuck.
## Problem Solving and Planning Conference Note Tracker

**Student:** ____________________________  **Teacher:** ____________________________

<table>
<thead>
<tr>
<th><strong>Teacher</strong></th>
<th>Initial observations or concerns that prompted the conference.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student and Teacher</strong></td>
<td>Agreement on what is getting student off-track. (Choose from the red cards or write in on blank card.)</td>
</tr>
<tr>
<td><strong>Student</strong></td>
<td>Response to observations and concerns. What are you thinking/feeling about this?</td>
</tr>
<tr>
<td><strong>Student</strong></td>
<td>Reflection on the impact of student’s behavior on self, others, the class.</td>
</tr>
<tr>
<td><strong>Student and Teacher</strong></td>
<td>Agreement on one or two desired target behaviors that would help student get back on track and improve her performance. (Choose from green cards or write in on blank card.)</td>
</tr>
<tr>
<td><strong>Student and Teacher</strong></td>
<td>Identify strategies student will use to demonstrate desired target behaviors in class.</td>
</tr>
<tr>
<td><strong>Student and Teacher</strong></td>
<td>Identify what teacher will do to support student to engage in desired target behaviors.</td>
</tr>
<tr>
<td><strong>Teacher</strong></td>
<td>Summarize the plan and share how student’s demonstration of the desired target behaviors will be monitored.</td>
</tr>
<tr>
<td><strong>Teacher and Student</strong></td>
<td>Thank student for participating in the conference and convey your confidence in student to follow-through with the plan. Each of you share one thing you are feeling hopeful about.</td>
</tr>
</tbody>
</table>

**Student Signature** ____________________________  **Date** _________

**Teacher Signature** ____________________________  **Date** _________

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Restorative Conferencing Handout Packet: November, 2019: Brendan Keenan
Student Support Networks (Eco Mapping)

Your name here
## Supportive vs. Unsupportive Questions

*Source: “Important Questions to Ask Your Students” by M.J. Elias (Edutopia, July 30, 2018)*

<table>
<thead>
<tr>
<th>Unsupportive Questions</th>
<th>Supportive Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why do you act up in my class all the time?</td>
<td>What helps you feel welcomed?</td>
</tr>
<tr>
<td>What is your problem?</td>
<td>How do you like to be greeted?</td>
</tr>
<tr>
<td>Why do you keep failing my quizzes?</td>
<td>What strengths do you bring to your classes?</td>
</tr>
<tr>
<td>What do your parents think about your behavior?</td>
<td>What do you like most about school so far?</td>
</tr>
<tr>
<td>Do you think you’re in charge of my class?</td>
<td>When do you feel most competent?</td>
</tr>
<tr>
<td>Why don’t you apply yourself?</td>
<td>How often do you feel this way?</td>
</tr>
<tr>
<td>What do your parents think about your behavior?</td>
<td>When do you feel you are being listened to?</td>
</tr>
<tr>
<td>Do you think you’re in charge of my class?</td>
<td>When do you feel your voice is respected?</td>
</tr>
<tr>
<td>Why don’t you apply yourself?</td>
<td>When do you feel cared for?</td>
</tr>
<tr>
<td>Do you think you’re in charge of my class?</td>
<td>When do you get a chance to be a leader?</td>
</tr>
<tr>
<td>What do your parents think about your behavior?</td>
<td>When do you feel most safe/unsafe?</td>
</tr>
<tr>
<td>Do you think you’re in charge of my class?</td>
<td>When do you laugh at school?</td>
</tr>
<tr>
<td>Why don’t you apply yourself?</td>
<td>What is your contribution to the school/classroom?</td>
</tr>
<tr>
<td>What do your parents think about your behavior?</td>
<td>Who believes you can succeed?</td>
</tr>
<tr>
<td>Do you think you’re in charge of my class?</td>
<td>What happens in school that makes you afraid? Frustrated?</td>
</tr>
<tr>
<td>Why don’t you apply yourself?</td>
<td>Defeated?</td>
</tr>
<tr>
<td>What do your parents think about your behavior?</td>
<td>What inspires you?</td>
</tr>
<tr>
<td>Do you think you’re in charge of my class?</td>
<td>Who helps you bounce back from setbacks?</td>
</tr>
<tr>
<td>Why don’t you apply yourself?</td>
<td>Who is always happy to speak with you?</td>
</tr>
<tr>
<td>What do your parents think about your behavior?</td>
<td>When you feel it’s OK to make a mistake?</td>
</tr>
</tbody>
</table>
Conversation starter phrases for resistant students...

- I wonder about...
- I’ve been thinking about...
- Did you consider...
- What you said made me think about...
- I’m really interested in your point of view/perspective about...
- Tell me more about that...
- I wonder what would happen if...
- **Using the word “and” instead of “but”**

- ________________________________________________________________________
- ________________________________________________________________________
- ________________________________________________________________________
- ________________________________________________________________________
- ________________________________________________________________________
- ________________________________________________________________________
- ________________________________________________________________________
- ________________________________________________________________________
- ________________________________________________________________________
- ________________________________________________________________________
- ________________________________________________________________________
- ________________________________________________________________________
First Response to Behavior Concerns

**Physical Prompts and Cues:** Body language is important, often more important than what you say. Be sure both shoulders are directed at the person to whom you are speaking. Be sure eye contact is direct. When you want to redirect one student or a small group, pivot toward the students, square up and stand straight or lean in close and slightly at an angle; put on your “flat face” (relaxed but showing no emotion); freeze and focus your attention for a few seconds.

**Visual Prompts and Cues** Point to directions, process steps, reminders, time messages, etc. posted around the room or on the board.

**Move:** Spend more time moving around than standing or sitting in one place. Ensure that students spend more time working in small groups or learning independently than listening to you. It’s a hundred times easier to assess problems; act immediately; and respond in a quiet, low-key, matter-of-fact manner when you’re not in front of the whole group.

**Encouragers and Confidence Builders:** “This must feel frustrating right now. And I know you can do it.” “If you make the effort, I guarantee you will pass.” “You’ve been successful before. You can use those strengths and qualities to be successful again.”

**Reinforcers:** “Thanks everyone for being on time today.” / “We met our mark of 90% completion on the assignment. That effort deserves a group cheer.” / (before the student does the right thing) “Thank you for __________.”

**Reminders:** “Remember three before me, before you ask for help.” / “Look at the steps posted on the board and show me where you are.” / “Okay, group, what do we need to finish today before you leave class?” / “Remind us what I’m looking for when I observe your groups working today.” / “Two more minutes before we gather back as a whole group and share.”

**Positive Directives:** “Love that hat and you need to put it in your backpack now. Thank you.” / “Eyes front, please” / “Walk to your seat, sit down, and put your notebook and text on the top of your desk. Thank you.”

**Postpone and Revisit:** “I can see you’re too upset to focus right now. Take a minute to re-group and I’ll check in with you later.”

**Insist on problem solving:** “You have a choice here; you can either __________ or __________. “You’re welcome to ___________ or __________. You decide.”

**Quiet Power:** When teachers are nervous or worried that their students won’t follow directions, they tend to speak faster and more loudly. Students pick that up. They get the message that they are in control. When you feel anxious, you need to lower your voice.

**Do Not Talk Over:** If what you are saying is important and worth attention, then students have a right and responsibility to hear it. You have a clear cue for attention and then wait until you have everyone’s (remember 100 Percent) attention. By never competing for attention, you make it clear to students that you are in charge and what you are saying is important.

**Drop the rope and move on:** “You’re right, I can’t make you do this.” / “I heard what you said and we’ll discuss the consequence at the end of class.” / Say, “Let me think about that and I’ll get back to you.” / Say, “You have other opportunities to discuss this. Now is not the right time.”