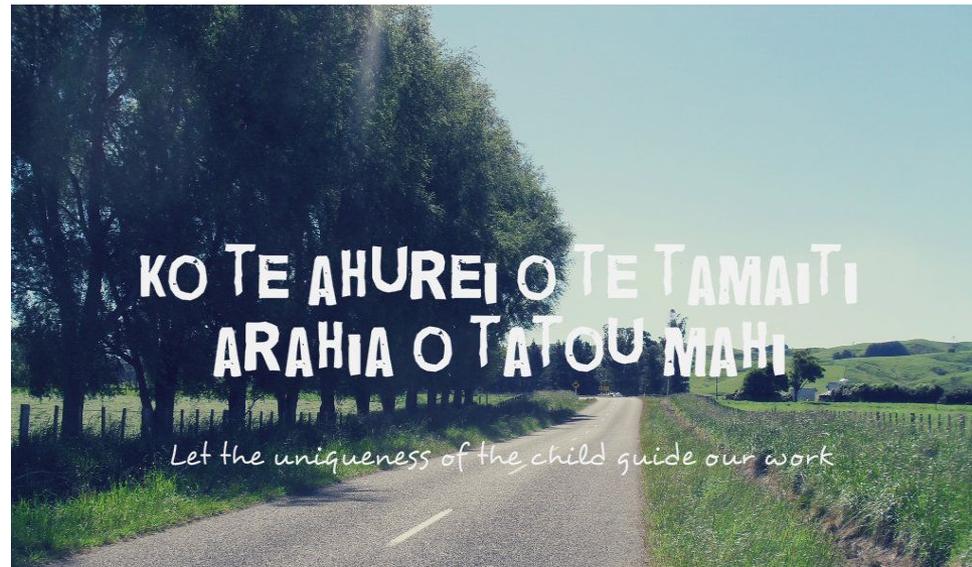


Using Restorative Practices to foster Supportive Relationships with Neuro Divergent Ākonga



*Jo Chamberlain, Cath Forster
and Janine Mackay*

Brain Breaks

Interrupt your learning before you are interrupted!



<https://weand.me/product/we-connect-cards/>

What is Restorative Practice (RP)?

The International Institute for Restorative Practices (IIRP) defines RP as including the use of ***“informal and formal processes and practices that proactively build relationships and a sense of community to prevent conflict and wrongdoing”*** (Wachtel, 2016, p. 1).

RP encompass a spectrum of actions from **proactively building community** to responding in restorative ways when serious harm has occurred.

Restorative Practice is about...

Building

Maintaining

Restoring

Sustaining

Learning Relationships

Restorative Practice is not simply a system, its a way of being...

...and a way of well being.

**Manaakitia te tangata,
ahakoa ko wai,
ahakoa no hea**

*Treat people respectfully, irrespective of who they are
and where they come from.*

What do we mean by Neuro Diverse?

The concept of neurodiversity represents a strengths-based model which acknowledges that, while some children learn and think differently, these are **simply differences and not deficits.**

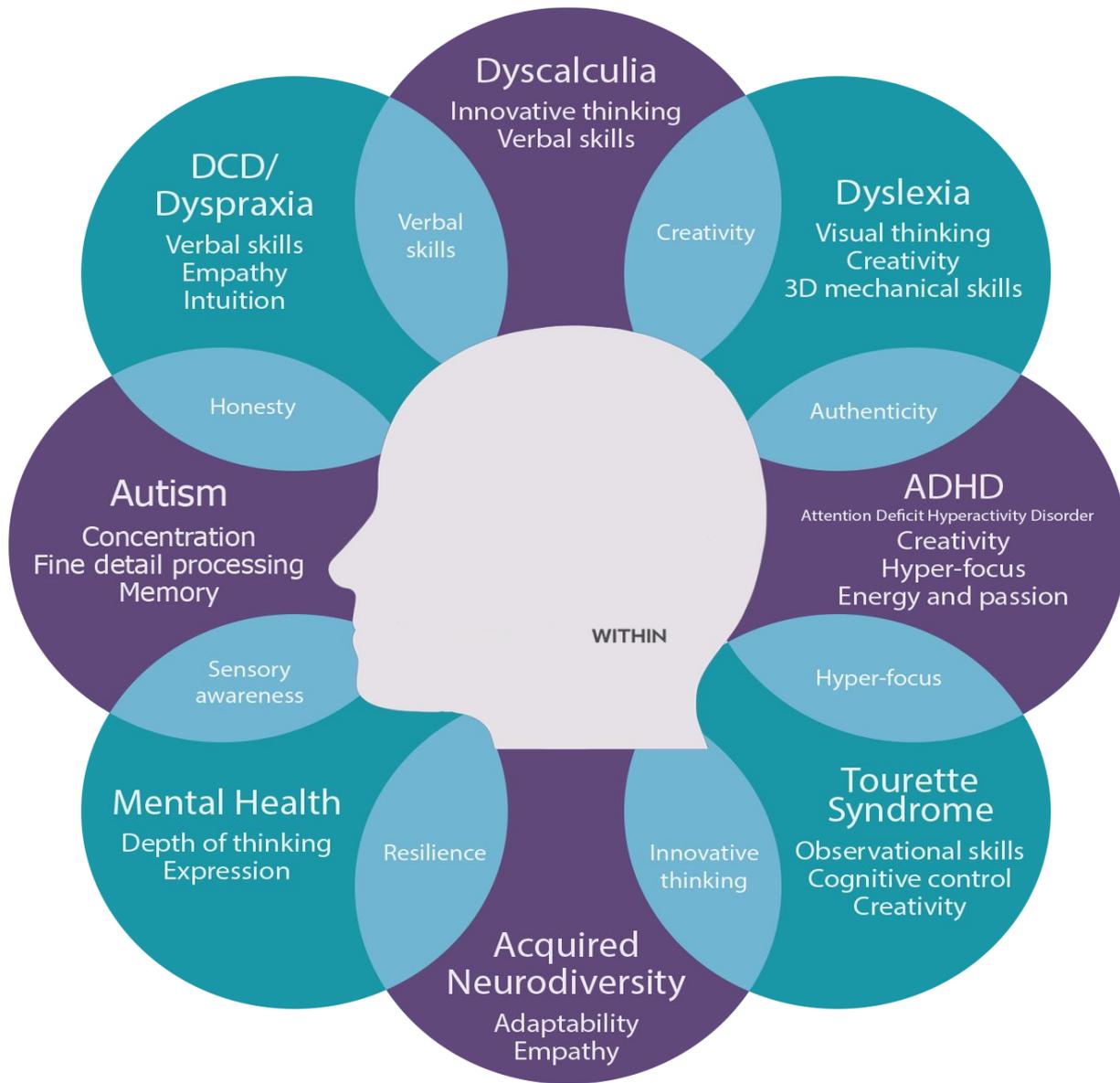


What do we mean by Neuro Diverse?

Put simply, this means that humans' brains are wired differently, and those differences can have a direct impact on an individual's thinking and learning.

These differences are often diagnosed as neurological conditions. Neurodiversity is an umbrella term that includes both conditions that are life-long and those that can develop throughout life. This includes acquired illness or brain injury, Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), dyscalculia, dyslexia, dyspraxia, intellectual disability, mental health, and Tourette syndrome





Including ADHD, ASD or ASCondition, Tourettes, Mental Health, Aquired ND, Dyslexia,Duscalculia, OCD, Dyspraxia, ASC.

It's important to acknowledge disabilities / challenges in order for kids to get supports and services .

I love the way this diagram also highlights the strengths of each divergent learner. You'll see one of the strengths highlighted for dyslexia is creativity, and for ASC - honesty.

If you have worked with an ASC child you might have experienced this.

Acknowledging disabilities has other benefits, too:

It makes it less likely that kids with learning and thinking differences will be overlooked or fall through the cracks in school.

It makes it clear they have challenges that require support. It encourages research funding for these issues.

That's why it's important to recognize both differences and disabilities. Each one can help kids find their own path to success.

**A label can
free you**

By helping you to
understand your
experience and your
responses.

**A label can
imprison you**

By defining you and
perpetuating a view
that you are
irrevocably
damaged/have limited
options.

Do you own the label
or does the label own you?

EMOTIONAL AGILITY

SUSAN DAVID

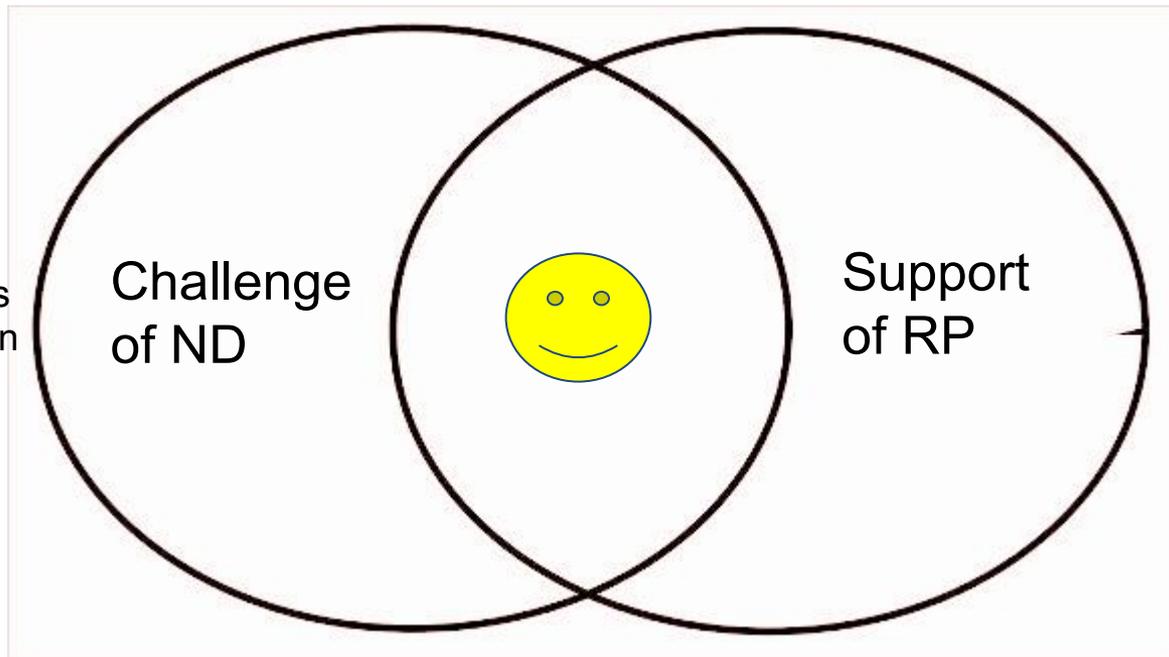
***"Any time we label someone, we limit their full humanity
and then tend to interact with them out of this diminished idea
of who they are."***

- Ike Lasater,



Where do these two worlds - RP and ND meet . . . relationships, relationships, relationships...

Social
Communication
Social interaction
Communication
Missing social cues
Literal interpretation
No turn taking
Impulsive speech
Language barriers



Focus on building communities based on mutual respect and inclusion
Strengthening connection
Providing safe frameworks for resolving conflict
Developing positive interpersonal relationships

When teachers **foster a sense of community in their classrooms**, students exhibit a more prosocial orientation (cooperative, helpful, concern for others), **resulting in fewer disruptive behaviors**

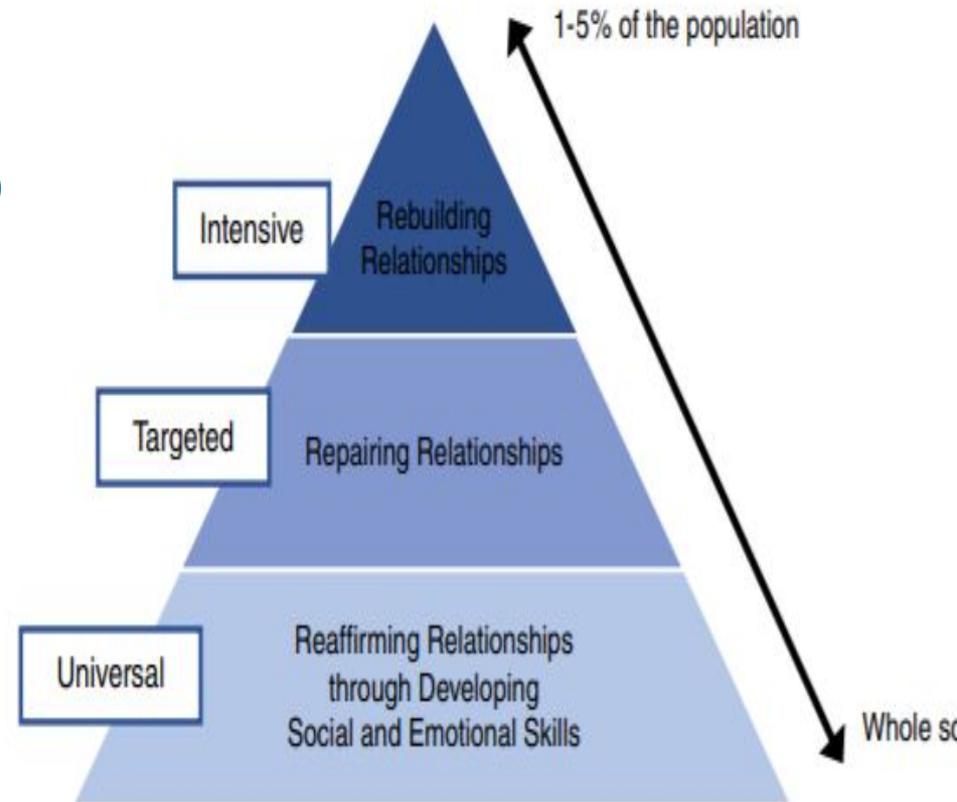
The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes (Battistich, Solomon, Watson, & Schaps, 1997).

"We have to wake up to the fact that everything is connected to everything else. Our safety and wellbeing cannot be individual matters anymore. If "they" are not safe, there is no way that "we" can be safe.

Taking care of other people's safety is taking care of our own safety. To take care of their well-being is to take care of our own well-being. It is the mind of discrimination and separation that is at the foundation of all violence and hate."

Thich Nhat Hanh

The IIRP go so far as to say that **80 percent of Restorative Practice work should be proactive.** Would that be true of your kura?



Source: Adapted from Morrison's (2004) hierarchy of restorative responses

“

One of the benefits of restorative problem-solving done often enough is that it will help develop both of these abilities—to begin to be able to ‘feel’ what someone else is feeling and to be able to see a problem from differing perspectives.

Nicholas Burnett, Margaret Thorsborne

Restorative Practice and Special Needs: A Practical Guide to Working Restoratively with Young People

#kindlequotes

If a child can do
advanced math,
speak 3 languages,
or receive top grades,
but can't manage
their emotions,
practice conflict resolution,
or handle stress,
none of that other stuff
is really going to matter.

SELebrate YOU

“

As the teacher, you are the social leader of the classroom and your students will follow your lead when it comes to relating to other students in the classroom. This is why it's very important to model the kinds of interpersonal interactions you want them to engage in.

Patricia A. Jennings

The Trauma-Sensitive Classroom: Building Resilience with Compassionate Teaching

How are you leading?

What are you modelling?

CIRCLES WITHIN THE TIERS

REPAIR
HARM;
RE-ENTRY

1-5% OF STUDENTS

Re-Entry Circles;
Conferencing Circle;
Support/Healing Circle

TARGETED

10-15% OF STUDENTS

Problem-Solving Circles;
Restorative Circles; Social
Skill Circles

WHOLE SCHOOL

100% OF STUDENTS

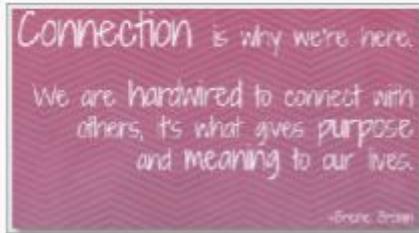
Classroom Community-
Building Circles; Dialogue/
Current Event Circles;
Literature Circles

WHY CIRCLES?



CONNECTIONS

Intentional strategy to build connectedness in an increasingly disconnected world.



EMPATHY

The shape of the circle provides students the opportunity to not only hear the stories and words shared, but it allows for the visual element of learning the emotions coming from nonverbal communication



EQUITY & CULTURAL RESPONSIVENESS

Circles give voice to every student and strives to honor and value the input of all contributions. This format provides a genuine safe space so students can deeply and critically analyze thoughts, feelings, and opinions—expanding cultural identity.

Circles are a proactive way to build connections & develop relationships

C

Consistent

P

Predictable

R

Routine

**What are the
three keys to
helping
neuro
diverse
students
thrive in the
classroom?**

One notable finding was that teachers who worked to support friendships, especially for children who seemed isolated, had students who reported a stronger sense of peer community. This research provides us with clear evidence that the active measures we take to improve the classroom climate can be very effective

Patricia A. Jennings

The Trauma-Sensitive Classroom: Building Resilience with Compassionate Teaching

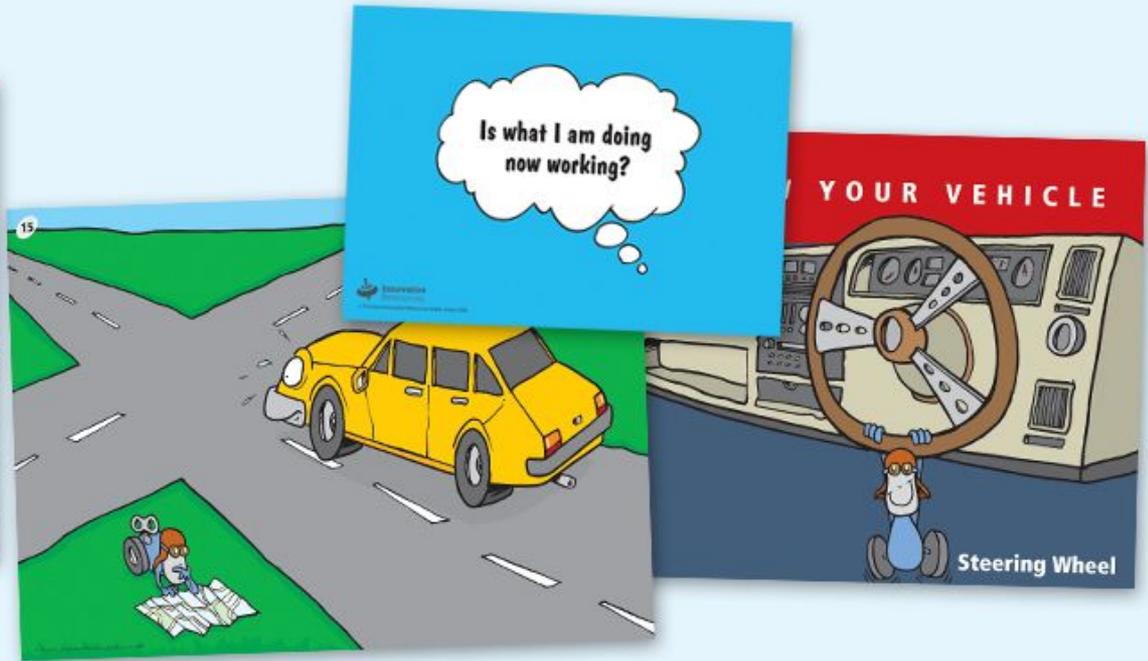
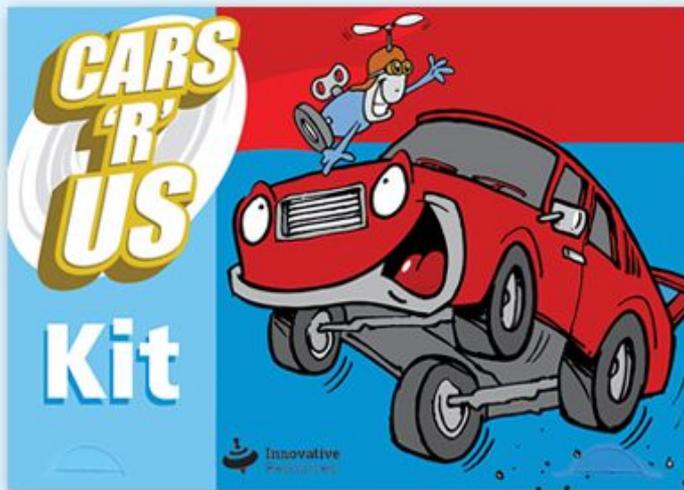
[#kindlequotes](#)

Check in and building Social Emotional Regulation...

- How are you feeling today? Thumbs up or down
(*non verbal*)
- What are some feeling words you all know?
(*group answer - pre teach*)
- Choose one or two words to describe how you are feeling – “I feel....and.” (*scaffolded structure*)
- What are you most concerned about today? Share with shoulder buddy. (*pair, share modelling*)

It's okay if students don't share with the group - build trust over time. Consistent predictable, routines.

One Quick Strategy . . . How can we support our ākonga?



<https://innovativeresources.org/resources/card-sets/cars-r-us/>

People and organisations make mistakes all the time. This is normal.

It is just part of the messiness of life.

Mistakes are not a problem.

Failure to make repairs is the problem.

The question is what do we do when we make mistakes?



Positive 
Behaviour
for Learning

RESTORATIVE
PRACTICE



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Children never, ever CHOOSE the meltdown, or any anxiety related behaviour, in the same way that YOU would never, ever choose to have a meltdown in front of your family, colleagues or friends! A meltdown is not a choice, its a byproduct of a brain that isn't coping with something. And that brain needs to be showered in love, compassion and safety. Not punishment, fear or shame.

www.allisondavies.com.au

Using a mahi circle to support growth

What's right with this student?

2. When do we see it?

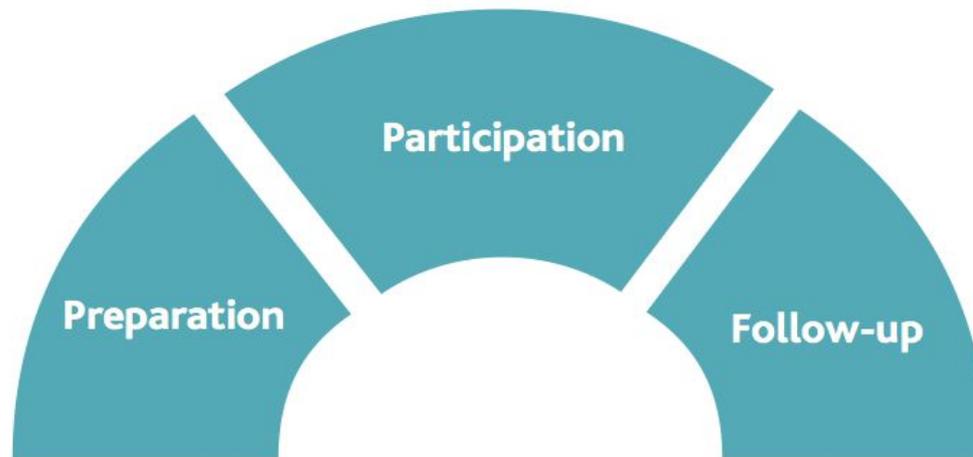
1. What do we see?

3. When don't we see it?

4. What do we see ?

5. Plan going forward to support strengths and teach skills.

The Three Phases of PB4L Restorative Practice



Adapted from Jansen and Matla, 2011

There is more emphasis on the preparation and the questions I ask myself.
What one skill or need is evident?
How will the process grow this?
How will the outcome support the growth and development?

No more harm is caused
Those involved in the incident / event – their needs are met wherever possible in the response.

“

*RP is not to be avoided
when there are
communication issues,
but the process adapted
to overcome the barriers.*

Nicholas Burnett, Margaret Thorsborne

*Restorative Practice and Special Needs: A Practical Guide to
Working Restoratively with Young People*

#kindlequotes

Adapted Script

For Complex Ākonga

Purpose

To adapt the restorative conversation so it can be more easily accessed and used with ākonga who experience language and learning difficulties, and complex young people. This includes, but is not limited to, neuro diverse students who have complex learning needs as well as students for whom English is a second language.

Simplified Language

Binary Choices

Scaffolded Responses

Positive 
Behaviour
for Learning

RESTORATIVE
PRACTICE

Positive 
Behaviour
for Learning

RESTORATIVE
PRACTICE

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Adapted Script

for Ākonga
with
complex needs

An adapted Restorative
conversation for use
with ākonga who
experience language
and/or learning
difficulties.

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working-with-you/restorative-practice

WHAT - Tell the story

- What happened?
- What did you want to happen?
- When you was that a good choice or a bad choice?
- What was 'bad' about it?

AFFECT - Explore the harm

- When this happened how were you feeling?
- How do you think felt when you?
- Did it make ... feel happy or sad - better or worse?
- How did you know they were ...?

REPAIR - Repair the harm Reach an agreement

- To fix this, what needs to happen?
Who else? What else?
- To fix this up with what do you need to do?
- To fix this, could you A? B? C?
(D often appears)
- Do you need help with this?
What help do you need?
Who could help you?
- When will you?
Let's practice (or plan) that now.
- At school it's not okay to

MOVE FORWARD

Plan follow-up

- If you feel like this or this happens again, what could you do?
- When you are (situation/ emotion/reaction) next time, what could you do? (Listen to all options - aim for a positive action). Will that make things better or worse?
- What else can we do to make sure this doesn't happen again?
- I'm going to check in with you ... (time) to see that you're doing/ you have done what we agreed.

If appropriate, use the opportunity to explore how to give an apology.

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Important considerations ...

To adapt the restorative conversation so it can be more easily accessed and used with ākongā who experience language and learning difficulties, and complex young people. This includes, but is not limited to, neuro diverse students who have complex learning needs as well as students for whom English is a second language.

- Changes made: Careful consideration is given to the language used. Is it simple / fit for purpose?
- Does it allow for the ākongā to have a voice? Does it offer enough scaffolding to progress the conversation?
- The first question allows opportunity for the ākongā to answer without support (high expectation) and the follow up questions provide choice and scaffolding.
- For ākongā who have receptive and expressive language impairments, binary questions and choices are given.
- This is part of enabling them, over time and repetition of this process, to build a bank of choices that they can use.
- It is important that these conversations are practised and role played with ākongā before incidents arise. Leveraging off other learning you are doing with your ākongā increases opportunity for success.

This is an adaptation of a **WARM** conversation (*Jansen & Matla*)

Warm in tone and manner

W What happened?

A Who was **A**ffected?

R How do we **R**epair it?

M Moving forward from here...

We own it - We fix it - We learn from it

Key Considerations

- *How could you teach and front load this process?*
- *Is the young person calm enough to talk?*
- *Curious yet direct*
- *Conscious of TVC - tone volume cadence*
- *Go at the pace of the young person - it may take more than one conversation*
- *Leverage off previous connections / interests*
- *Use visual cues if available / necessary*
- *Pick the questions that will work best*

WHAT - Tell the story

Curious

What happened?

What did you want to happen?

When you _____ was that a good choice or a bad choice?

Use binary questions

What was 'bad' about it?

AFFECT - Explore the harm

When this happened how were you feeling _____?

Feeling - not thinking

How do you think _____ felt when you _____?

Did it make _____ feel happy or sad - better or worse?

Binary choice

How did you know they were _____?

REPAIR - Repair the harm

Reach an agreement

To fix this, what needs to happen?

Who else? What else?

To fix this up with _____ what do you need to do?

To fix this, could you A? B? C?

* (Option D often appears).

Do you need help with this?

* What help do you need?

* Who could help you?

When will you _____?

Let's practice (or plan) that now.

At school it's not okay to _____.

Put skills in their kete

Reteach expectations

MOVE FORWARD

Plan follow-up

Problem solving

If you feel like this or this happens again, what could you do?

When you are _____ (situation/emotion/reaction) next time, what could you do?

(Listen to all options - aim for a positive action).

Will that make things better or worse?

What else can we do to make sure this doesn't happen again?

I'm going to check in with you _____ (time) to see that you're doing / you have done, what we agreed.

If appropriate, use the opportunity to explore how to give an apology.

GIVING THE APOLOGY

The person who caused the harm

Practice

I'm sorry / I apologise (name/s) _____ for _____ because it _____ (affect). I will _____ (action).

*“Because a young person may have developmental delays . . . of one sort or another, this should not disqualify them from our attempts to assist them to **make progress in developing successful social and emotional competence to the extent that this is possible**”*

Nicholas Burnett, Margaret Thorsborne

Restorative Practice and Special Needs: A Practical Guide to Working Restoratively with Young People

"The most valuable resource that all teachers have is each other. Without collaboration our growth is limited to our own perspectives."
Robert John Meehan



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Sheldon Has Asperger Syndrome - From "The Big Bang Theory"
https://www.youtube.com/watch?v=4_0Hx5ey35c&t=32s

What are your BIG questions?

Continue this kōrero and share questions or thoughts with us ...

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Throughout this presentation, the work of a number of practitioners and researchers has been sourced and can be found and followed further:

Restorative practices and the integration of social emotional learning as a path to positive school climates	Kristina Hulvershorn , Shaila Mulholland Journal of Research in Innovative Teaching & Learning
Circles: Power of Dialogue to Teach Social-Emotional Skills & Promote Connectedness	<u>Nick R. Abel</u> , <i>Butler University</i>
Teachers’ perspectives of social and emotional learning in Aotearoa New Zealand primary schools	Ben Dyson, Donal Howley and Yanhua Shen Department of Kinesiology, University of North Carolina at Greensboro School of Health and Human Sciences, Greensboro, North Carolina, USA 2 Feb 2019
<u>Strengthening Executive Function Development for Students With ADD</u>	<u>Lori Desautels</u> , <i>Butler University</i> Edutopia International Online Magazine Oct 2015
The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes	Patricia A. Jennings The Garrison Institute Pennsylvania State University Mark T. Greenberg Pennsylvania State University Review of Educational Research Spring 2009, Vol. 79, No. 1, pp. 491–525
https://www.iirp.edu/news/special-needs-students-gain-essential-social-skills-with-restorative-practices	
The Trauma Sensitive Classroom (book)	Patricia Jennings

Resources....

- Elearning.suelarkey.com.au
- Social Emotional Workshop - www.selworkshop.com
- Bill Hansberry

Restorative Practices and Circle Time www.hansberryec.com.au

- Tony Attwood mindsandhearts.net/useful-resources - Autism resources
- Understood.org - an organisation in the USA supporting people struggling to be understood because they think/learn differently
- Bill Hansberry & Jane Langley - *Explicitly Teaching Restorative Thinking and Behaviour to Junior Primary Students (Circles Process)*

