

affective questions restorative practices

Affective Questions in Restorative Practices: A Deeper Dive into Healing and Reconciliation

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Introduction: Understanding the Power of Affective Questions in Restorative Practices

Restorative practices are gaining increasing recognition as a powerful approach to conflict resolution and community building. Unlike punitive measures, restorative practices prioritize repairing harm and fostering understanding. Central to this approach are affective questions restorative practices, which focus on eliciting and validating the emotions and experiences of all involved parties. This article will explore various methodologies and approaches that utilize affective questions restorative practices to create a safer, more compassionate, and healing environment.

What are Affective Questions?

Unlike cognitive questions that focus on factual information and problem-solving, affective questions restorative practices delve into the emotional

landscape of individuals. They aim to understand feelings, needs, and perspectives, ultimately fostering empathy and understanding. These questions are not designed to judge or interrogate but to create a space for emotional expression and validation. Examples include:

"How did that make you feel?"
"What were you thinking and feeling at that moment?"
"What needs weren't met in that situation?"
"What would have made the situation better for you?"
"What impact did this have on you and others?"
"How are you doing now, given what happened?"

Methodologies and Approaches using Affective Questions in Restorative Practices

Several methodologies effectively incorporate affective questions restorative practices. These include:

1. Restorative Circles: These are structured conversations involving all stakeholders affected by a conflict. Facilitators utilize affective questions restorative practices to guide participants in sharing their feelings, experiences, and perspectives. The emphasis is on creating a safe space where everyone feels heard and understood.
1. Restorative Conferences: Similar to circles, restorative conferences are focused conversations that address specific incidents. However, these conferences are often more formalized and structured, with predetermined participants and clear objectives. Again, affective questions restorative practices are crucial in helping participants express their emotional responses to the situation.
1. Trauma-Informed Restorative Practices: When dealing with individuals who have experienced trauma, it's crucial to employ a trauma-informed approach. This means understanding how trauma impacts emotional regulation and behavior. Affective questions restorative practices must be adapted to be sensitive to potential triggers and to allow for gradual emotional disclosure. The focus here is on safety, empowerment, and creating a space where individuals feel capable of sharing their experiences without feeling further harmed.

1. Community Building through Affective Questions: Affective questions

restorative practices are not limited to conflict resolution. They can also be used to build stronger, more connected communities. By regularly engaging in conversations that explore emotions and needs, individuals can develop stronger relationships and a sense of belonging.

The Role of the Facilitator in Affective Questions Restorative Practices

The facilitator plays a critical role in successful implementation of affective questions restorative practices. They must be skilled in:

Creating a Safe and Respectful Environment: Facilitators must establish clear ground rules and ensure that all participants feel safe and respected.

Active Listening and Empathy: They need to listen attentively and empathetically to the responses of participants, validating their feelings and experiences.

Neutral Facilitation: Facilitators should remain neutral and avoid taking sides. Their role is to guide the conversation, not to judge or offer solutions.

Asking Effective Questions: They need to ask open-ended questions that encourage emotional expression and deeper reflection.

Managing Difficult Emotions: Facilitators must be prepared to manage difficult emotions that may arise during the conversation.

Challenges and Considerations

Implementing affective questions restorative practices is not without its challenges. These include:

Resistance from Participants: Some individuals may be reluctant to share their emotions or participate in restorative processes.

Power Imbalances: Power dynamics can affect the willingness and ability of individuals to express themselves openly.

Lack of Training and Support: Effective facilitation requires training and ongoing support.

Time Commitment: Restorative processes can be time-consuming.

Measuring the Effectiveness of Affective Questions in Restorative Practices

The effectiveness of affective questions restorative practices can be evaluated through various methods, including:

Qualitative Data: Gathering feedback from participants through interviews, focus groups, and observations.

Quantitative Data: Measuring changes in attitudes, behaviors, and

relationships using surveys and questionnaires.

Observational Data: Observing interactions and dynamics during restorative processes.

Conclusion

Affective questions restorative practices are a vital component of successful restorative justice and community building initiatives. By focusing on emotions, needs, and perspectives, these practices create opportunities for healing, reconciliation, and strengthened relationships. While challenges exist, the benefits of employing affective questions restorative practices far outweigh the difficulties, leading to healthier, more resilient communities. Through skilled facilitation and a commitment to creating safe and supportive environments, these practices can empower individuals and communities to address conflict constructively and build stronger relationships.

FAQs

1. What is the difference between cognitive and affective questions in restorative practices? Cognitive questions focus on facts and problem-solving, while affective questions explore emotions and feelings.
1. How can I train myself to ask effective affective questions? Practice active listening, empathy, and open-ended questioning techniques. Consider attending workshops on restorative practices.
1. What if a participant becomes overly emotional during a restorative circle? The facilitator should create space for emotional expression, offering support and ensuring the participant feels safe.
1. Are affective questions suitable for all types of conflict? While generally applicable, adapting the approach may be necessary depending on the severity and nature of the conflict.
1. How can I ensure confidentiality in restorative circles? Establish clear ground rules regarding confidentiality at the beginning of the process.

1. What are some common pitfalls to avoid when using affective questions? Avoid leading questions, judgmental language, and interrupting participants.
1. How can I measure the success of a restorative practice session that utilizes affective questions? Observe changes in participants' behavior, attitudes, and communication patterns. Gather feedback through surveys or interviews.
1. Are affective questions relevant only in school settings? No, they are applicable in various settings, including workplaces, communities, and families.
1. How can I find resources and support for implementing affective questions in restorative practices? Search online for organizations specializing in restorative justice and conflict resolution. Many offer training and resources.

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Costello, Joshua Wachtel, Ted Wachtel, 2009-01-01

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Lindsey Pointer, Kathleen McGoey, Haley Farrar, 2020-03-10 Engaging Practices for Integrating Restorative Justice Principles in Group Settings As restorative practices spread around the world, scholars and practitioners have begun to ask very important questions: How should restorative practices be taught? What educational structures and methods are in alignment with restorative values and principles? This book introduces games as an effective and dynamic tool to teach restorative justice practices. Grounded in an understanding of restorative pedagogy and experiential learning strategies, the games included in this book provide a way for learners to experience and more deeply understand restorative practices while building relationships and improving skills. Chapters cover topics such as: Introduction to restorative pedagogy and experiential learning How a restorative learning community can be built and strengthened through the use of games and activities How to design games and activities for teaching restorative practices How to design, deliver, and debrief an activity-based learning experience In-depth instructions for games and activities for building relationships, understanding the restorative philosophy, and developing skills in practice An ideal handbook for educators, restorative justice program directors and trainers, consultants, community group leaders, and anyone else whose work draws people together to resolve disagreements or address harm, this book will serve as a catalyst for greater creativity and philosophical alignment in the teaching of restorative practices across contexts.

affective questions restorative practices: Restorative Practice and Special Needs Nicholas

Burnett, Margaret Thorsborne, 2015-06-21 Restorative Practice (RP) is an effective approach to discipline that has the potential to transform behaviour by focusing on building and restoring relationships. This practical guide explains how to implement restorative approaches with young people with special needs in educational or residential settings. The book explores how RP is being used in general terms and through a number of case studies looks at how RP needs to be adapted for those with additional needs including Autism Spectrum Disorder, ADHD, Foetal Alcohol Spectrum Disorder, Intellectual Disability and communication difficulties. It includes guidance on particular issues such as staff facing crises, the issue of physical restraint and additional support parents require. The book will be of interest to restorative practitioners, educational professionals including headteachers, teachers and SENCOs in both special education and mainstream schools and residential care leaders and staff.

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is a revolutionary book about the nature of emotion, about the way emotions are triggered in our private moments, in our relations with others, and by our biology. Drawing on every theme of the modern life sciences, Dr. Nathanson shows how the nine basic affects--interest-excitement, enjoyment-joy, surprise-startle, fear-terror, distress-anguish, anger-rage, dissmell, disgust, and shame-humiliation--not only determine how we feel but shape our very sense of self. For too long there has been a battle between those who explain emotional discomfort on the basis of lived experience and those who blame chemistry. As Dr. Nathanson shows, chemicals and illnesses can affect our mood just as surely as an uncomfortable memory or a stern rebuke. He presents a completely new understanding of all emotion, providing the first link between the exciting affect theory of Silvan Tomkins and the entire world of biology, medicine, psychology, psychotherapy, religion, and the social sciences. Shame is the least understood of the painful emotions, although it affects every phase of life. We have all been made to feel foolish just at the moment we most wanted to appear wonderful; we have all been rebuffed by those we wished to court. Not one of us looks exactly as we might wish. Shame haunts our every dream of love, and influences how we experience ourselves as sexual beings. We react to shame by withdrawing, by making painful alliances with those who humiliate us, by calling attention to what brings us pride, or by attacking whoever has made us feel inferior. The comedian, as Nathanson shows in his discussion of Buddy Hackett, makes us laugh at what we try to keep hidden, transforming shame into acceptance and even pride. This book explains everything that can possibly make us proud or ashamed. All are in this book; nobody

who reads it will be quite the same again.

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Strang, John Braithwaite, 2001-05-02 Advocates of restorative justice question the state's ability to deliver satisfactory justice to the community, both in criminal and other cases. This collaborative 2001 volume looks at the burgeoning restorative justice movement and considers the relationship between restorative justice and civil society, examining debates and exploring ideas about who should 'control' restorative justice, the state or civil society. A diverse range of chapters, written by leaders in the field, engage with different aspects of restorative justice. Genuinely international, the book addresses aspects of civil society including schools, families, churches and private workplaces, the women's movement, victims of crime and indigenous groups. It also considers broader issues such as democracy, human rights, access and equity. A dynamic and provocative volume, this book attempts to bring the ideals of restorative justice to life so that victims, offenders, their families and communities have more of a say in the justice process.

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justice nurtures empathy, exploring key themes such as responsibility, shame, forgiveness and closure. The core notion of the book is that when a crime is committed, it separates people, creating a 'gap'. This can only be reduced or closed through information and insight about the other person, which have the potential to elicit empathy and compassion from both sides. The book explores this extraordinary journey from harm to healing using the structure of a timeline: from an offence, through the criminal justice process and into the heart of the restorative meeting. Using case studies, the book offers a fresh angle on a topic that is of growing interest both in the UK and internationally. It is ideal as a comprehensive introduction for those new to restorative justice and as a best practice guide for existing practitioners.

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heard, and respected Alternatives to punitive disciplinary action that too often sustains the cradle-to-prison pipeline Classroom management takes care of itself when you engage students, help them see links and alignment of the curriculum to their lives, build on and from student identity and culture, and recognize the many ways instructional practices can shift. These Kids Are Out of Control is your opportunity to get started right away!

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Zaretta Hammond, 2014-11-13 A bold, brain-based teaching approach to culturally responsive instruction To close the achievement gap, diverse classrooms need a proven framework for optimizing student engagement. Culturally responsive instruction has shown promise, but many teachers have struggled with its implementation—until now. In this book, Zaretta Hammond draws on cutting-edge neuroscience research to offer an innovative approach for designing and implementing brain-compatible culturally responsive instruction. The book includes: Information on how one's culture programs the brain to process data and affects learning relationships Ten "key moves" to build students' learner operating systems and prepare them to become independent learners Prompts for action and valuable self-reflection

affective questions restorative practices: The Little Book of Restorative Discipline for Schools

Lorraine Stutzman Amstutz, 2015-01-27 Can community-building begin in a classroom? The authors of this book believe that by applying restorative justice at school, we can build a healthier and more just society. With practical applications and models. Can an overworked teacher possibly turn an unruly incident with students into an opportunity for learning, growth, and community-building? If restorative justice has been able to salvage lives within the world of criminal behavior, why shouldn't its principles be applied in school classrooms and cafeterias? And if our children learn restorative practices early and daily, won't we be building a healthier, more just society? Two educators answer yes, yes, and yes in this new addition to The Little Books of Justice and Peacebuilding series. Amstutz and Mullet offer applications and models. Discipline that restores is a process to make things as right as possible. This Little Book shows how to get there.

affective questions restorative practices: *Effective Intervention in Primary Schools*

Marion Bennathan, Majorie Boxall, 2013-12-19 First Published in 2001. Nurture groups are spreading rapidly throughout the UK. This fully updated second edition is written in response to the support given by the DfEE to the Nurture Group project and the recognition by every major special needs policy document that they provide effective early intervention for children showing signs of emotional and behavioural difficulties.

affective questions restorative practices: The Little Book of Restorative Justice in Education

Katherine Evans, Dorothy Vaandering, 2022-09-13 A fully revised & updated handbook for teachers and administrators on creating just and equitable learning environments for students; building and maintaining healthy relationships; healing harm and transforming conflict. Much more than a response to harm, restorative justice nurtures relational, interconnected school cultures. The wisdom embedded within its principles and practices is being welcomed at a time when exclusionary discipline and zero tolerance policies are recognized as perpetuating student apathy, disproportionality, and the school-to-prison pipeline. Relying on the wisdom of early proponents of restorative justice, the daily experiences of educators, and the authors' extensive experience as classroom teachers and researchers, this Little Book guides the growth of restorative justice in education (RJE) into the future. Incorporating activities, stories, and examples throughout the book, three major interconnected and equally important aspects of restorative justice in education are explained and applied: creating just and equitable learning environments; building and maintaining healthy relationships; healing harm and transforming conflict. Chapters include: The Way We Do Things A Brief History of Restorative Justice in Education Beliefs and Values in Restorative Justice in Education Creating just and Equitable Learning Environments Nurturing Healthy relationships Repairing Harm and Transforming Conflict A Tale of Two Schools: Thoughts and Sustainability The Little Book of Restorative Justice in Education is a reference that practitioners can turn to repeatedly for clarity and consistency as they implement restorative justice in educational settings.

affective questions restorative practices: Restorative Practice Meets Social Justice

Anthony H. Normore, Antonia Issa Lahera, 2017-01-01 *Restorative Practice Meets Social Justice: Un-silencing the Voices of "At-Promise" Student Populations* is a collection of pragmatic urban school experiences that focus on restorative approaches situated in the context of social justice. By adopting this approach, researchers and practitioners can connect and extend long-established lines of conceptual and empirical inquiry aimed at improving school practices and thereby gain insights that may otherwise be overlooked or assumed. This holds great promise for generating, refining, and testing theories of restorative practices in educational leadership and will help strengthen already vibrant lines of inquiry on social justice. The authors posit that a broader conceptualization of social and restorative justice adds to extant discourse about students who not only experience various types of daily oppression in US schools but also regularly live on the fringes of society. Chapters are written by a combination of researchers and practicing school leaders who believe in the power of healing and restoring relationships within school communities as opposed to traditional punitive structures. The dynamic approaches discussed throughout the book urge school leaders, teachers, school community members, and those who prepare administrators to look within and build bridges between themselves and the communities in which they serve.

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Analyses how restorative justice conferences work as a unique form of justice ritual, with a pioneering new approach to the micro-level study of conferences and recommendations to improve the practice. It examines both failed and successful rituals, and provides a statistical model of the ritual elements and how these may impact reoffending.

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Margaret Thorsborne, Peta Blood, 2013-08-28 Restorative practice is a proven approach to discipline in schools that favours relationships over retribution, and has been shown to improve behaviour and enhance teaching and learning outcomes. However, in order for it to work, restorative practice needs a relational school culture. *Implementing Restorative Practice in Schools* explains what has to happen in a school in order for it to become truly restorative. Section 1 explains the potential of restorative practice in schools, describing the positive outcomes for students and teachers. It also outlines the measures that need to be in place in order to embed restorative practice. Section 2 examines the process of understanding and managing change, providing realistic and pragmatic guidance on the practical and emotional barriers that may be encountered. Finally, Section 3 provides in eight practical steps, strategic guidance for achieving a restorative culture that sticks. Featuring useful pro formas and templates, this book will be an indispensable guide for educators, administrators and school leaders in mainstream and specialist settings.

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2020-07-20 Our calling is to drop our egos, commit to removing barriers, and treat our learners with the unequivocal respect and dignity they deserve. --Mirko Chardin and Katie Novak When it comes to the hard work of reconstructing our schools into places where every student has the opportunity to succeed, Mirko Chardin and Katie Novak are absolutely convinced that teachers should serve as our primary architects. And by teachers they mean legions of teachers working in close collaboration. After all, it's teachers who design students' learning experiences, who build student relationships . . . who ultimately have the power to change the trajectory of our students' lives. *Equity by Design* is intended to serve as a blueprint for teachers to alter the all-too-predictable outcomes for our historically under-served students. A first of its kind resource, the book makes the critical link between social justice and Universal Design for Learning (UDL) so that we can equip students (and teachers, too) with the will, skill, and collective capacity to enact positive change. Inside you'll find: Concrete strategies for designing and delivering a culturally responsive, sustainable, and equitable framework for all students Rich examples, case studies, and implementation spotlights of educators, students (including Parkland survivors), and programs that have embraced a social justice imperative Evidence-based application of best practices for UDL to create more inclusive and equitable classrooms A flexible format to facilitate use with individual teachers, teacher teams, and as the basis for whole-school implementation Every student, Mirko and Katie insist, deserves the opportunity to be successful regardless of their zip code, the color of their skin, the language they speak, their sexual and/or gender identity, and whether or not they have a disability. Consider *Equity by Design* a critical first step forward in providing that all-important opportunity. Also From Corwin: *Hammond/Culturally Responsive Teaching & the Brain*: 9781483308012 *Moore/The Guide for White Women Who Teach Black Boys*: 9781506351681 *France/Reclaiming Professional Learning*: 9781544360669

affective questions restorative practices: Peacemaking Circles Kay Pranis, Barry Stuart,

Mark Wedge, 2013

affective questions restorative practices: Transforming a School Community Through Restorative Practices: Emerging Research and Opportunities Vah Seliskar, Holli, 2020-04-03

Restorative practices in schools emphasize a focus on non-punitive strategies to handle student disciplinary issues within schools and can include practices such as peer mediation, conflict resolution, restorative circles enabling a respectful dialogue, reparation of harmful and/or wrongful actions, and a primary emphasis on building relationships between all members of a school community. With a movement away from harsh disciplinary policies including suspensions, expulsions, and zero tolerance policies, restorative practices encourage school community members to work together in a productive and meaningful way without the use of exclusionary discipline

practices, which often result in the removal of a student from a school community. Restorative practices emphasize inclusive strategies that aim to restore a school community and provide schools with strategies to improve their school climate overall. *Transforming a School Community Through Restorative Practices: Emerging Research and Opportunities* is a critical scholarly resource that can provide schools with the tools needed to successfully implement a restorative approach to effect change within a school. Featuring a wide range of topics such as conflict resolution, school safety, and school community, this book is ideal for teachers, counselors, school administrators, principals, academicians, education professionals, researchers, policymakers, and students.

affective questions restorative practices: *Restorative Approaches to Conflict in Schools* Edward Sellman, Hilary Cremin, Gillean McCluskey, 2013-09-05 Drawing on recent international developments in criminal justice, *Restorative Approaches to Conflict in Schools* highlights the long-term ineffectiveness of punitive models of discipline in education contexts and examines an alternative approach, underpinned by the principles of restorative justice. This approach provides an opportunity for adults and young people to engage with a range of processes such as group conferencing and peer mediation, whereby: conflict and harm are confronted and repaired; a future rather than past orientation is developed; relationships are built upon the values and attitudes of respect, inclusion and equality; pupils learn inter-personal and problem solving skills as well as social responsibility; staff develop skills and confidence in working restoratively; the risk of future/repeat problems is minimised; and a positive school ethos is developed. These approaches have proven to be highly effective in criminal justice systems around the world, and are beginning to be applied more widely in educational contexts. This edited volume draws together for the first time contributions from an interdisciplinary field of international experts and practitioners on the subject, and offers both critique and guidance in order that the implementation of restorative approaches in schools may be undertaken thoughtfully and sustainably. This exciting new text will be a key reference book for locating contemporary, international and inter-disciplinary debate in the field.

affective questions restorative practices: *The Big Book of Restorative Justice* Howard Zehr, Allan MacRae, Kay Pranis, Lorraine Stutzman Amstutz, 2022-02-15 The four most popular restorative justice books in the Justice & Peacebuilding series—*The Little Book of Restorative Justice: Revised and Updated*, *The Little Book of Victim Offender Conferencing*, *The Little Book of Family Group Conferences*, and *The Little Book of Circle Processes*—in one affordable volume. And now with a new foreword from Howard Zehr, one of the founders of restorative justice! Restorative justice, with its emphasis on identifying the justice needs of everyone involved in a crime, is a worldwide movement of growing influence that is helping victims and communities heal while holding criminals accountable for their actions. This is not a soft-on-crime, feel-good philosophy, but rather a concrete effort to bring justice and healing to everyone involved in a crime. Circle processes draw from the Native American tradition of gathering in a circle to solve problems as a community. Peacemaking circles are used in neighborhoods, in schools, in the workplace, and in social services to support victims of all kinds, resolve behavior problems, and create positive climates. Each book is written by a scholar at the forefront of these movements, making this important reading for classrooms, community leaders, and anyone involved with conflict resolution.

affective questions restorative practices: *Restorative Practices and Bullying* Margaret Thorsborne, David Vinegrad, 2017-07-05 Offers an approach to dealing with bullying. This book focuses on the needs of the community affected by bullying behaviour, rather than simply apportioning blame and deciding on punishment. It covers topics including: restorative justice and bullying; restorative responses to bullying incidents; and managing reluctance to face up to bullying.

affective questions restorative practices: *Hacking School Discipline* Nathan Maynard, Brad Weinstein, 2019-03-12 Replace traditional school discipline with a proven system, founded on restorative justice. In this Washington Post Bestseller and blueprint for school discipline, national presenters and school leaders Nathan Maynard and Brad Weinstein demonstrate how to eliminate punishment and build a culture of responsible students and independent learners.

affective questions restorative practices: *Student Learning Communities* Douglas Fisher,

Nancy Frey, John Almarode, 2020-11-25 Student learning communities (SLCs) are more than just a different way of doing group work. Like the professional learning communities they resemble, SLCs provide students with a structured way to solve problems, share insight, and help one another continually develop new skills and expertise. With the right planning and support, dynamic collaborative learning can thrive everywhere. In this book, educators Douglas Fisher, Nancy Frey, and John Almarode explain how to create and sustain student learning communities by - Designing group experiences and tasks that encourage dialogue; - Fostering the relational conditions that advance academic, social, and emotional development; - Providing explicit instruction on goal setting and opportunities to practice progress monitoring; - Using thoughtful teaming practices to build cognitive, metacognitive, and emotional regulation skills; - Teaching students to seek, give, and receive feedback that amplifies their own and others' learning; and - Developing the specific leadership skills and strategies that promote individual and group success. Examples from face-to-face and virtual K-12 classrooms help to illustrate what SLCs are, and teacher voices testify to what they can achieve. No more hoping the group work you're assigning will be good enough—or that collaboration will be its own reward. No more crossing your fingers for productive outcomes or struggling to keep order, assess individual student contributions, and ensure fairness. Student Learning Communities shows you how to equip your students with what they need to learn in a way that is truly collective, makes them smarter together than they would be alone, creates a more positive classroom culture, and enables continuous academic and social-emotional growth.

affective questions restorative practices: Restorative Justice and Practices in the 21st Century Vah Seliskar, Holli, 2023-04-25 Restorative justice is a conceptual and practical framework for repairing any harm that may have been caused either to people, property, or things. It is essential to investigate examples, scenarios, perspectives, strategies, and implications for the use of restorative justice in diverse settings, including K-12 settings, colleges and universities, the workplace, and within public safety organizations and departments. Emphasis must also be placed on diversity, equity, belonging, and inclusion and how restorative practices foster the use of inclusive practices and accessibility for all persons. Restorative Justice and Practices in the 21st Century offers broad perspectives across numerous disciplines and professions and provides restorative practitioners with a timely account of what restorative justice and practices may offer to their respective organizations, school, or agency. It provides possible strategies and actions to implement restorative practices as well as how restorative practices can provide different strategies and methods in handling conflict, disputes, and discipline. Covering topics such as equity and inequalities, pedagogical reflection, and indigenous roots, this premier reference source is an essential resource for administrators and educators of both K-12 and higher education, public safety officials, law enforcement, corrections officers, students of higher education, librarians, researchers, and academicians.

Additional Resources

Affective Statements Practice - RESTORATIVE RESOURCES

Use the following scenarios below to practice using affective statements in response to an incident that has impacted you. Joseph grabs his friend Rodrigo's hat from his head and runs ...

Restorative Practices in the Classroom - IIRP

Affective statements are the most informal type of response on the "Restorative Practices Continuum" (see Figure 1). This chapter will discuss the whole range of restorative responses, ...

Affective questioning - NSW Department of Education

Restorative questions These questions can be used in one-to-one conversations, small groups or more formal restorative mediation conferences.

- What happened? Value the students voices ...

Affective Statements (Restorative Practices) - SharpSchool

Affective Statements (Restorative Practices): What are affective statements? Affective Statements provide feedback, set boundaries, and teach empathy. General Formula: • I feel (state the ...

Restore Project Tool Kit Tool 4: Restorative Questions and ...

AFFECTIVE LANGUAGE - brief comments about how others were impacted by the person's behaviour, used by an 'affected person' to directly and immediately show another how they ...

Restorative Approaches Lesson 9: Affective Statements

Students will learn about some restorative practices they can use to quickly address potential conflict or misconduct as it arises, and before it accelerates into a disciplinary situation.

d Ted Wachtel, International Institute for Restorative Practices

Restorative Questions Seek to: Focus on the behavior not the person Respect all involved Find solutions (vs. blame & consequences) Understand harm caused (vs. rules broken) Help ...

Affective Statements: Practices Affective Questions: Stout ...

Affective Statements: Making statements that include how a person was affected by the behavior of another person. Affective Questions: Questions to ask people involved in a conflict or ...

An Introduction to Restorative Practices - National Center for ...

Restorative practices are one set of strategies that may improve school climate and human connections, promote student health and wellbeing, lower discipline rates, and reduce racial ...

Restorative Questions - RESTORATIVE RESOURCES

When responding to conflict, a restorative approach consists in asking the following key questions: Restorative Questions 1. From your perspective, what happened? 2. What were ...

Restorative Practices Part 1: Affective Statements and ...

The fundamental hypothesis of restorative practices is that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when ...

WSU SSW RESTORATIVE PRACTICE TOOLKIT

Dec 12, 2023 • Restorative practices are an approach to resolving conflicts that focuses on repairing harm and restoring relationships, rather than punishing individuals for their actions. ...

Restorative Practices and Discipline | Chapter 2 - IIRP

We have talked about how affective questions and statements and other

restorative processes provide opportunities for people to express themselves. The psychology of affect, based on ...

Understanding the Language of Restorative Justice - Los ...

Restorative language, Restorative questions, Affective Statements, and Restorative conversations promote speaking and listening skills, as well as encourage open dialogue. Restorative ...

Making Affective Statements More Effective in Restorative ...

If you are working to implement restorative practices in your school or youth focused organization, one of the many informal practices you may have learned is using “affective statements.”

Restorative Practices Part 2: Community Circles and Affective ...

Restorative (Affective) Questions Affective/Restorative questions are used to increase understanding of why a behavior occurred and how it impacted the community. Ask these ...

Affective Statements & Questions - West Linn-Wilsonville ...

Orange County Department of Education Center for Healthy Kids & Schools

<http://www.ocde.us/healthykids>

http://www.ocde.us/HealthyMinds/Pages/Restorative_Practices

Teaching Restorative Practices with Classroom Circles

It contains step-by-step instructions for circles that build community, that teach restorative concepts and skills, and that harness the power of restorative circles to set things right when ...

Restorative Justice and Practices Paper - iirp.edu

Restorative Practices The IIRP defines five main strands of restorative practices on a continuum as follows: Affective Statements which are brief comments about how others were impacted by ...

Restorative Practices and SEL Alignment - IIRP

Apr 23, 2024 · How restorative practices support the development of all five SEL competencies can best be illustrated by examining the following three major RP techniques: affective ...

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