



**Restorative Resources**  
transform conflict • repair harm • build community



## Restorative Resources

- 501 (3)C non-profit organization
- Located in Santa Rosa, California
- Providing restorative justice services
- Offering restorative practices trainings
- Serving the community, schools and juvenile justice system throughout California since 2001.



# Restorative Justice Practices

Restorative Justice Practices is a system of formal and informal processes that build and sustain a culture of kindness, respect, responsibility and justice. This is achieved through emphasizing the importance of trusting relationships as central to building community and repairing relationships when harm has occurred.

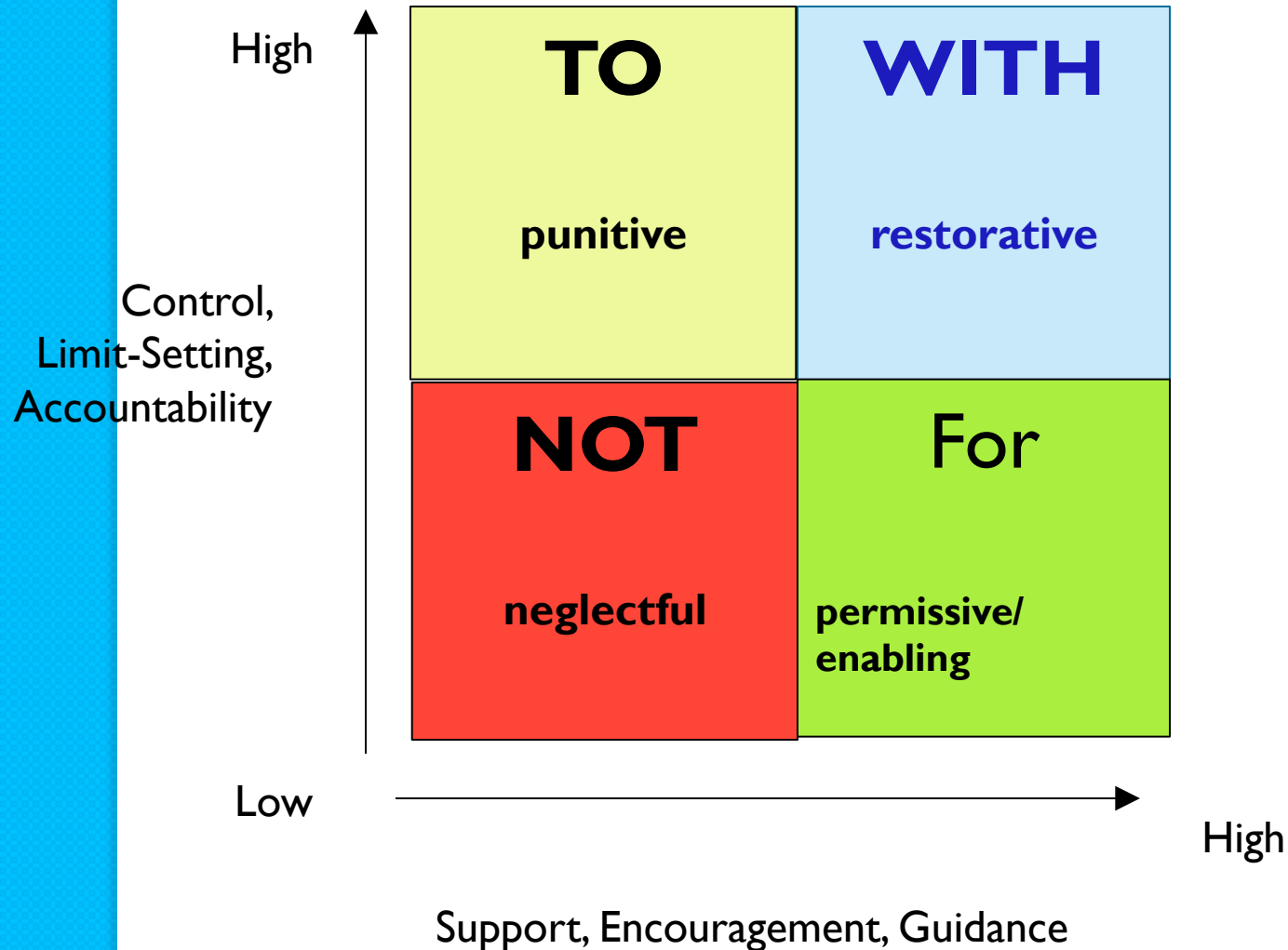


# Restorative Principles

- Relationships are central to building community
- Equity of voice
- Inclusive decision-making
- Shared ownership of classroom and school-wide values
- Non-punitive response to wrong-doing
- Positive change supported when we do “with” not “for” or “to” others

## Social Discipline Window

High Accountability, High Support



"Human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things *with* them, rather than *to* them or *for* them."

Ted Wachtel, IIRP





# ELEMENTS OF A CIRCLE

- Awareness Moment
- Opening
- Guidelines
- Agreements
- Check-in
- Discussion Rounds
- Check out
- Closing



## **CIRCLE GUIDELINES FOR YOUNG CHILDREN**

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**Be kind with your  
words and actions**

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**Share how you feel, what  
you think and your stories**

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**Use the talking piece: wait  
your turn, listen to others**

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## **GUIAS DEL CÍRCULO PARA LOS NIÑOS PEQUEÑOS**

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**Sea amable con sus  
palabras y acciones**

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**Comparta cómo se siente, lo  
que piensa y sus historias**

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**Utilice la pieza de hablar:  
espere su turno,  
escuche a los demás**

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# CIRCLE GUIDELINES

Speak from the heart:  
your truth, your experiences,  
your perspectives

Listen from the heart:  
let go of stories that make it hard  
to hear each other

Trust that you will know what to say:  
no need to rehearse

Say just enough:  
without feeling rushed, be concise and  
considerate of the time of others



# Affective Communication

- Affective language provides a structure for reinforcing desired behaviors and challenging/redirecting unwanted behaviors.
- It is the genuine expression of feelings, impacts and emotions in relation to specific behaviors and actions.



# Affective Sentence Creation

When I see/hear: \_\_\_\_\_  
(state the behavior)

I am feeling: \_\_\_\_\_

Because I need: \_\_\_\_\_

And What I'd Like Is/I am going to ask you to:  
\_\_\_\_\_  
(name the action)

## RESTORATIVE QUESTIONS FOR YOUNG CHILDREN

*(ASK ALL CHILDREN)*

### WHAT HAPPENED?

If children are too upset, you can state “the facts”: ex. It looks like you both want a turn at the same time on the swing.

### HOW DO YOU FEEL?

If child is not sure, ask: “It looks like you feel... Is that right?”

### WHO IS HURT? HOW?

If child is not sure, offer “It looks like your friend is hurt.” Model empathy by attending to the one who is hurt.

### HOW CAN WE MAKE IT BETTER?

How can we help?

What needs to happen next?



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## PREGUNTAS RESTAURATIVAS PARA LOS NIÑOS PEQUEÑOS

*(PREGUNTELE A TODOS LOS NIÑOS)*

### ¿Qué Paso?

Si están muy molestos los niños, puede decir “los hechos”: ejemplo. Parece que los dos quieren un turno al mismo tiempo en el columpio.

### ¿Cómo te sientes?

Si el niño no está seguro, pregunte: “Parece que te sientes... Es así?”

### ¿Quien está herido? Cómo?

Si el niño no está seguro, ofrezca “Parece que tu amigo está herido.” Muestre empatía, asistiendo a la persona que está herida.

### ¿Cómo podemos hacerlo mejor?

¿Cómo podemos ayudar?

¿Que debe ocurrir ahora?



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## **REMINDER TO ADULTS**

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- 1. Move in close.**
- 2. Make sure everyone is safe.**
- 3. State what you see happening.**
- 4. Use a calm voice. Get comfortable.**
- 5. Your job is to understand all viewpoints, not decide who is right or wrong.**
- 6. Wait and let them come up with solutions on their own if possible.**

## **RECUERDO PARA LOS ADULTOS**

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- 1. Acercese.**
- 2. Asegure que todos se sienten seguros.**
- 3. Diga lo que esta ocurriendo.**
- 4. Use una voz tranquila. Pongase comodo.**
- 5. Su trabajo es entender todos los puntos de vista, no decider quien es corecto o incorrecto.**
- 6. Si es possible, espere y deje que ellos piensen en soluciones por su cuenta.**