Restorative Conversations

OBJECTIVE: Educators will be able to engage in restorative conversations with individual students.

PURPOSE: When educators embrace restorative practices, students are better equipped to maintain relationships, improve their behavior, and respond to challenge.

SCIENCE SIGNALS

Relationships buffer the negative impacts of chronic stress.

The creation, maintenance, and repair of relationships is essential to the healthy development of students. Restorative practices support students as they begin to understand the impact of their actions on others and deepen their relationships with their teachers and peers.

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Portrait of Practice

The story below highlights the experience of Monica, a student who struggled to feel a sense of belonging at school. As you read, notice how restorative practices support a shift in Monica's behavior while simultaneously deepening her relationships with her peers and teacher.

Every year was the same. By the end of the first month of school, Monica was labeled a problem. She would listen to the new rules and procedures with every hope of following them, but within a few days, she would find herself in trouble. She would sit in the hall, miss recess, listen while her teacher called her mom, or sit in the principal's office, and nothing ever changed. Even when she wanted to do well, she would crumble as soon as she saw the sideways glances of her peers.

But everything changed with Mr. Parks. Monica will never forget the first time she "got in trouble" in Mr. Parks' class. Monica had audibly laughed when another student got an answer wrong. In the moment, Mr. Parks walked over to Monica and whispered, "We don't laugh at our friends. Let's chat about how to make this better after class." Then he walked away to check on the other student. Monica hoped that an apology would keep her from missing recess, so as soon as Mr. Parks pulled her to the side, she muttered a quick "I'm sorry." Mr. Parks responded by saying, "I'm glad to hear that, but I'm not the one you hurt. Let's think about who you need to apologize to and for what." Next, Mr. Parks ask Monica a series of questions and helped her create a plan for how to apologize and make things right. When Monica took the steps they had decided upon, Mr. Parks was full of praise and said he was really impressed with Monica's reflection and bravery.

In addition to the apology, Monica had to think of a way to repair her relationship with the student. Mr. Parks suggested that Monica sit next to the student for a few days so that they could help each other come up with the right answer before raising their hands. He also suggested that Monica say encouraging words such as "It's okay, keep trying" should the student struggle with a wrong answer. By the end of their time together, Monica felt closer to the student, and she was relieved to have a new friend despite her earlier actions.

Monica continued to struggle with behavior throughout the year, but Mr. Parks continued to work with her to develop the skills and strategies to help her engage in learning. Each interaction with Mr. Parks led to a deeper understanding of herself, her peers, and her teacher. The interactions also resulted in small changes in the way Monica thought about her behavior. Slowly, she began to consider how her actions impacted others, and she would pause to check her impulses. Instead of reacting to a possible punishment, her motivation came from wanting to be a good member of the team. Monica was starting to learn true accountability for her actions and embraced the idea of fixing what you break. It was the hardest she'd ever worked, but she was proud of herself and happy to be included in the class.

Science Grounding

Restorative practices are increasingly being used to support healthy student development and decrease exclusionary discipline practices that disproportionately impact economically disadvantaged students and students of color (Osher, Cantor, Berg, Steyer, & Rose, 2018; Kupchik & Ward, 2014). Restorative practices focus on increasing student reflection, communication, community building, and making amends instead of relying on punishment. A synthesis of research suggests that restorative practices result in fewer and less racially disparate suspensions and expulsions, fewer disciplinary referrals, improved school climate, high quality teacher-student relationships, and improved academic achievement across elementary and secondary classrooms (Darling-Hammond, Flook, Cook-Harvey, Barron, & Osher, 2019).

Behavior management that relies on punishment, coercion, or exclusions can increase student stress and can fail to support students' and teachers' future skills for engaging in effective teaching and learning (Darling-Hammond et al., 2019). As struggling students spend more and more time away from the classroom, their relationships with their peers and teachers weaken, their ability to keep up with academic content wanes, and their stress levels increase, creating a cycle of misbehavior and disengagement. This can result in increased truancy, absenteeism, and antisocial behaviors, defeating the purpose of discipline, which should be to support a child as they improve behavior.

Restorative practices and mindsets focus on supporting students as they accept accountability for their actions, reflect on the impact they have on others, and, when needed, take steps to repair relationships and build new skills. This inclusive approach deepens relationships by asking students to consider how they impact their community and participate in reflective conversations with teachers and peers. These relationships can buffer future stress, support the ongoing healthy development of the student, and provide positive models for students as they seek to change their behavior and contribute to their school community.

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Connections to Other Turnaround Tools

Tool Interconnectedness	Description
Module 4 **Educational Practice Toolkit 4.7** "Planning Responsive Behavior Systems in the Classroom"	In this toolkit, educators learn about the differences between punishment and logical consequences, align responsive behavioral systems to a whole-child, trauma-sensitive approach, and ensure that a comprehensive student safety plan is in place.
Module 11 **Educational Practice Toolkit 11.6** "Social Problem-Solving"	This toolkit provides resources that help to develop student social problem-solving skills, which can be used with peers or in a restorative conversation with an adult.
Module 3 **Educational Practice Toolkit 3.4** "Strategies to Build Relationships with Students"	Although engaging in restorative conversations is an important practice, it is essential for educators to build strong relationships with students outside moments of behavioral reflection. This toolkit supports building relationships between educators and students through verbal and nonverbal communication, daily interactions, and co-regulation.

MTSS Connection
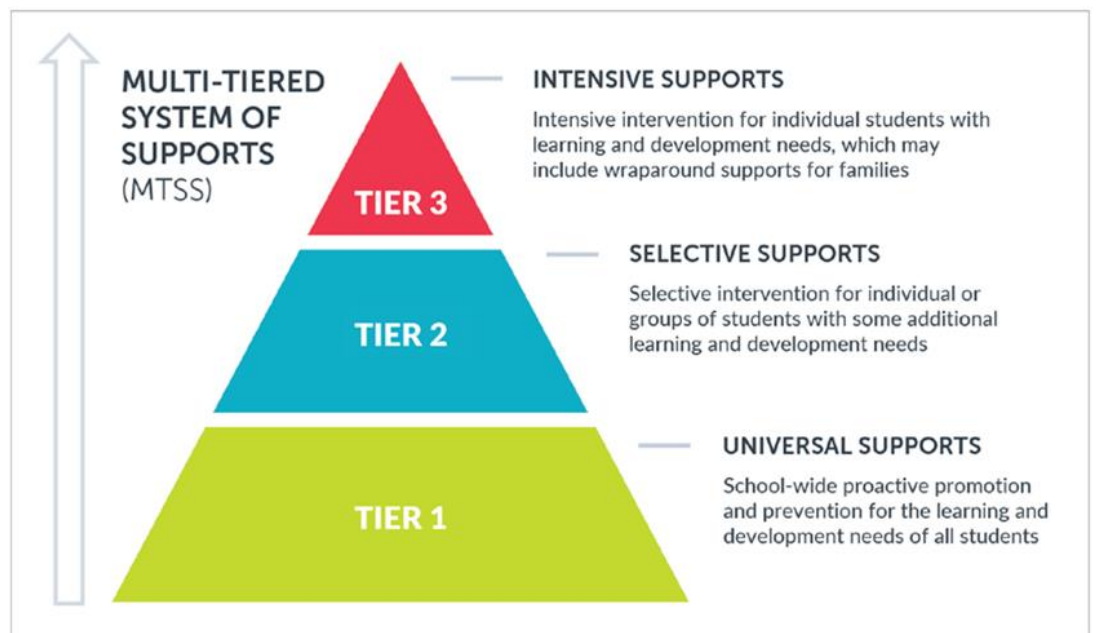
Positive developmental relationships are the cornerstone of a robust MTSS system. Restorative conversations support the creation, maintenance, and repair of relationships in a way that creates an environment focused on support and skill building.

Context-Setting

Skills

Skill 1: Prepare Students and the Environment for Restorative Conversations

Restorative practices aim to teach students positive behavior skills, encourage them to accept responsibility for their actions, and, when needed, teach them how make amends to restore relationships and community health. All of these practices support and derive from a school culture that intends to develop strong relationships, trust, positive interactions, and thoughtful development of student agency (Darling-Hammond et al., 2019). In successful restorative environments, the focus moves away from punishment and compliance. Instead, the educator seeks to create learning experiences that develop new skills and facilitate positive relationships with all community members. Review the example and non-example below to better understand what a restorative conversation might sound like. Next, consider the reflection questions to fully unpack the benefits of a restorative approach.

MAKING MEANING OF KEY CONCEPTS

Non-Example
Marcus: *(shouts out answer without raising hand)* It's 22! Duh!
Teacher: Marcus, that's a warning. We don't interrupt.
Marcus: *(eye roll)*
Teacher: What is 2 x 8, Jessica?
Marcus: It's 8!
Teacher: Marcus, that's your second warning. I'm moving your clip. The next time is a phone call home.
Marcus: I'm just answering the question. Jeez. Everybody in this class is so slow.
Teacher: That's it. Move your clip again and head to the hall. No recess and a phone call home.
Example of Restorative Conversation
Marcus: *(shouts out answer without raising hand)* It's 22!
Teacher: *(moves closer to Marcus)* Marcus, I'm glad you're excited to show what you know, but let's give everyone a chance. … What is 2 x 8, Jessica?
Marcus: It's 8!

Teacher: (*to class*) Let's take a minute to share our answers with a partner. Turn to your shoulder partner and discuss your answer. Make sure that you can prove your answer in two different ways. We'll come back together in one minute. (*quietly*) Marcus, you seem to be having trouble respecting our community rules. If you need to, you're welcome to take a break in our cool-down area, or you can continue to participate if you can do so without interrupting others. It might help to write down your answers on a whiteboard and you can check them off or correct them, even if you don't get to share with the whole class. Either way, you and I can chat about how to fix this problem after class. I know you can do it.

Marcus: (*chooses to write his answers and sits quietly for the rest of the fast fact review*)

After class …

Teacher: Marcus, I want to talk about what happened in class today. One of our class rules is to respect the speaker. You struggled with this today. Why do you think we have that rule?

Marcus: So that everyone gets a chance to speak and feel heard.

Teacher: That's right. Also, when we're practicing math, it's important that I can tell who understands and who needs more help. When you interrupt, I don't know who needs more practice. Now that you've had a minute to think about it, how did your actions affect our class today?

Marcus: I kept us from practicing, and I didn't show respect to Jessica.

Teacher: Right, and what would happen if you interrupted practice every day.

Marcus: We wouldn't get better at math.

Teacher: That could be. How do you think you can make this right?

Marcus: I can apologize to Jessica before class tomorrow. Also, I will raise my hand before I answer.

Teacher: Great – if your hand is raised, I'll know you are excited to show what you know. I won't be able to call on you every time, but I'll make sure you get at least one chance in class. Also, I think it's a great idea to apologize to Jessica. Why don't you write your apology today during lunch, and I'll read it and help you with any needed revisions. Make sure to include what you did wrong and your plan for doing better in the future. Feel free to use the sample apology in the back of the room to help you get started.

Reflection Questions
1. What is the end result of the non-example interaction? What is the end result of the example interaction? Which result is most likely to yield a transferrable or long-term solution?
2. The non-example is a more efficient approach. What is lost with this efficiency?

3.   In this scenario, there is at least one person affected by Marcus's actions. How does the non-example vs. the example support this person?

4.   What structures and/or systems does the example teacher have in place to make her approach possible?

As the example above demonstrates, successful restorative practices create space so that each interaction is handled in a way that accounts for student need, skill level, and context. To achieve this highly individualized approach, educators must thoughtfully consider the foundational mindsets, procedures, and structures needed to achieve restorative conversations within their classroom environment.

Mindsets

Although there are distinct structures within restorative conversations, each interaction looks slightly different depending on the student and context. To ensure fidelity and create a common language, it can be helpful to cultivate and hold mindsets that support a restorative environment. These mindsets may be used to help an educator remain focused on the goals of a restorative approach even in the face of challenges or triggers, and they can also be used with students to build confidence in their own ability to be a good community member. Below are some positive mindsets for teachers and/or students to build within your class community.

Mindsets for Teachers	Mindsets for Students
• My students are capable. With the right supports, they can solve their own problems. • When my students misbehave, it is an opportunity to help them learn. • Everyone in our community deserves respect, and I play an important role in modeling respect for all.	• I am capable of solving my own problems. • I can fix my mistakes and become a better person and community member. • My actions impact others. • I can ask for help when I need it. • I need my community, and my community needs me.

It is important to note that these mindsets reflect the ideas of both personal responsibility and collective responsibility. A restorative mindset prompts individuals to reflect on their own actions and their impact on others. It also includes collective responsibility, such as being willing to participate in conversations about how someone's actions impacted them and reflecting on whether there is any aspect of the matter at hand for which they had some responsibility.

In order to truly embrace these mindsets, it will be important for both educators and students to examine how a restorative approach is similar to or different from previous school experiences. For example, both students and teachers may be accustomed to simply giving or receiving a consequence or punishment for an offense, rather than considering skill-building needs and/or how the student can make amends and repair relationships. In the **Shifting Mindsets Reflection Guide**, a reflection sheet is included to help educators identify mindset

EDUCATOR TOOL

Shifting Mindsets Reflection
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shifts and better align their practice to a restorative point of view. Additionally, the **Shifting Student Mindsets Discussion Guide** is included to support student shifts in thinking.

As you prepare your environment for a restorative approach, consider how you can model and cultivate these mindsets with your students. Below are some common opportunities teachers can use to cultivate positive mindsets.

1. Acknowledgement/Recognition: What actions do you celebrate? Begin to highlight the behaviors that align with your desired mindsets.

2. Class Games: Use class games and circle time to bring mindsets to life. For example, perhaps you can play a game in which each community member must successfully participate in order for the game to be won. In a debrief, you could remind students that they need each other to succeed and to help a teammate when they notice someone struggling.

3. Responses to Challenge: Your response to challenge should be a living example of your mindsets. How you respond will be a model to your students and is an excellent opportunity for you to "think aloud" and share with your students how you're thinking through your next steps or solutions.

4. Community Service: Create opportunities for students to give back to their community. Perhaps older students could mentor or read to younger students in the building. Perhaps your class could contribute a project to the school community. Find ways to highlight their ability to positively impact others.

Procedures

Restorative practices take time and space. In order to create a sustainable and predictable environment, well-planned procedures are essential. Not only do procedures make it more likely that students will make positive behavior choices, they also create space for teachers to have the one-on-one conversations necessary for a restorative approach. Below are some procedures to consider when implementing restorative practices.

Restorative Procedures
☐ Procedure for completing a student reflection sheet
☐ Procedure for practicing and delivering apologies
☐ Procedure or protocol for class problem-solving conversations
☐ Procedure for requesting time in the take-a-break area
☐ Procedure or protocol for student-to-student problem-solving conversation
☐ Procedure for reentering the classroom after a behavior incident

Structures

Classroom layout and structures can play an important role in facilitating successful restorative practices and conversations. Below is a list of structures to consider. For more detailed examples, check out the **Student Reflection Guide** tool and the **Apology Guide** tool.

Classroom Structures for a Restorative Approach
☐ A private space for a one-on-one conversation between the teacher and student
☐ A private space for student reflection and/or break area

> ☐ A space and/or procedure for the whole class to come together or circle up to discuss class problems
> ☐ A student reflection guide that can support a future conversation with the teacher
> ☐ Anchor posters that remind students of key procedures, expectations, or common language used when resolving conflict or solving problems
> ☐ A sample apology or apology guide

Skill 2: Engage in Restorative Conversations

Although each restorative conversation will be different based on the student, their context, and their needs, there is a general arch the conversation should follow in order to best support students as they reflect on their behavior and plan their path forward. For in-depth examples of sentence starters and questions to use in each phase of the conversation, check out the **Restorative Conversation Starter Questions and Phrases** tool.

Phase 1: Facilitate Student Reflection of the Incident

During this phase, the educator should use open-ended, non-judgmental questions or statements to facilitate student reflection. The educator keeps the discussion on topic by redirecting attempts to blame other students or make excuses. If it would help the student gather their thoughts and calm down, it might be beneficial for students to complete a written reflection first before starting the conversation.

Phase 2: Discuss Student Need and Plan to Address Need

The educator continues to utilize open-ended, non-judgmental questions or statements to facilitate student reflection. The educator helps students identify unmet needs or antecedents that may have triggered the behavior. Next, the educator helps the student identify areas of skill development and/or supports that would result in an improved response in the future.

Phase 3: Plan to Restore Relationships

Educator poses questions that facilitate restorative reflection. The goal is to help the student identify how their actions impact others, and support them as they create a plan for fixing any harm they may have caused others.

Maintaining Calm Throughout the Restorative Conversation

Educators should strive to stay consistently calm, neutral, and positive throughout a restorative conversation. The conversation should not be used as an extended consequence or lecture, and its focus should remain on helping the student problem-solve and build skills. This can be a challenging endeavor in the face of day-to-day classroom stressors and behaviors that trigger emotional responses. It is essential that teachers check in with themselves and use metacognitive strategies such as self-talk, revisiting mindsets or intentions, taking a deep breath, and knowing how to select the right time for the conversation. If the teacher and/or the student is still in an emotionally charged state, the restorative conversation should be put on hold. By taking time to keep themselves calm, educators can provide powerful models of emotional regulation for students.

Skill 3: Follow Up After the Restorative Conversations

A successful restorative conversation should be a starting point, not the end of a behavior interaction. The conversation should spark next steps, new skill development, and behaviors to celebrate. As you close your conversation, consider what follow-up is needed to successfully support the student as they move forward.

Reentry

The reentry of a student after a negative behavior interaction can be a critical time period. This transition will either support students as they successfully rejoin their class and normal activities, or it can retrigger negative behaviors. There are two ways reentry might occur – before a restorative conversation or after the restorative conversation. Below is an example of each.

Before a Restorative Conversation	After a Restorative Conversation
A student has an outburst in class. To help them calm down, you ask them to take a break by walking to a buddy teacher. They return calm, but you are in the middle of a lesson and are unable to have a full conversation with them in the moment. You welcome them back to the classroom and let them know when they will have an opportunity to debrief the event with you.	A behavior incident has occurred, and you and the student have had an opportunity to fully debrief the incident and plan for the future. Now it is time for the student to rejoin the class and put their plan in action.

No matter when reentry occurs, it should be carefully planned so that students are not retriggered and have the best chance of successfully joining their classmates. Below are strategies to support students as they reenter the normal routine. If a reentry conversation is needed, it can happen inside or outside the classroom.

Strategies for Reentry	
Help Students Get Back on Track as Quickly as Possible	When students reenter the room and/or routine, help them join the rest of their classmates as quickly as possible. This will help refocus the student and remove any unwanted attention. You can do this by quickly reminding them what the class is working on, securing the needed supplies for the student to get started, and referencing anchor charts that remind students of key procedures.
Acknowledge Improved or Problem-Solving Behaviors	When you notice the student correcting a previously negative behavior, or taking steps to solve their problem, acknowledge and celebrate the steps they are taking. Depending on the student this may be done best with a private statement of praise, or it could be a good time to highlight their positive actions to the broader community.
Avoid Retriggering and Let Student Know When a Full	If reentry occurs before a full debrief can occur, clearly communicate to the student when they will have a chance to fully share their story. Let them know that you are eager to help them solve their problem, and that you have time set aside for that purpose. In the meantime, focus on

Debrief Will Occur	moving forward, and avoid any interactions that would reengage the student in the past negative behavior.

Track Progress

After a restorative conversation has occurred, it's important to support the student with any needed follow-up steps and then to track progress on new skills. For example, if the student decides they need to apologize to a peer, the teacher might need to support by rehearsing the apology or providing space and time for the apology to occur. Follow-through on next steps is key.

Moving forward, it's important for the educator to track and follow up on skill development. For example, if the student has agreed to raising their hand when they have something to share, then the teacher would want to find a way to track improvement, decline, or stagnation with that goal, and share progress and adjust scaffolds with the student on a regular basis. In doing so, teachers truly demonstrate that restorative conversations are about ongoing learning and self-improvement and not about punishment.

Educator Tools

Student Reflection Guide

PURPOSE

The purpose of this tool is to support a student as they reflect on their behavior. It may be used before or during a restorative conversation.

DIRECTIONS:

Revise this guide to meet the developmental needs of your students.

Option 1: Ask a student to complete this reflection in preparation of an upcoming restorative conversation. It might be a good opportunity for students to gather their thoughts and control their emotions.

Option 2: Use this document during a restorative conversation to document and guide the conversation.

Tell Me What Happened	
In your own words, tell me what happened. Please be sure to include what YOU did.	First … Next … Then …
Why do you think this happened? How were you feeling when this happened?	

What Did You Need?	
What happened before this event?	
Is there something that you needed?	
What would you need to make sure this doesn't happen again?	

Engaging in Restorative Conversations with Students
(Educational Practice Toolkit 3.8)

How Can We Make This Right?

Whom did your actions affect? Please list them and identify how you affected them.	Person	How They Were Affected

What steps can you take to repair your relationship with each person? In addition to an apology, what else can you do to repair the situation?	

Moving Forward

What strategies or skills can you work on to improve your responses in the future?	
If something similar happens again in the future, what will you do?	
What help do you need to be successful?	

Shifting Mindsets Reflection Guide

PURPOSE

This guide is meant to support educators as they reflect on past practice and establish new mindsets for approaching classroom discipline.

DIRECTIONS:

1. Review the student behaviors on the left. Use the second column to contemplate your past responses to these behaviors, and the mindsets that might have driven that response.
2. Use the middle column to reflect on what was missing in your previous response. Next, use the far-right column to revise your response.

Behavior	Past Response	What's Missing?	Revised Response
Student shouts out in class.	*Students should listen to their teachers. Student is given a warning. After next offense their clip is moved. Final offense they miss recess.*	☐ Individualized approach ☐ Skill building ☐ Opportunity for student to understand the impact of their actions on others ☐ Opportunity for student to make amends	*Students should show respect to their teacher and classmates. They can do this by listening to the speaker. I would pull this student aside and ask them to reflect on how they affect others when they shout out. I'd provide a strategy to curb this behavior and then ask them to apologize to affected students.*
Student rolls eyes at the teacher.		☐ Individualized approach ☐ Skill building ☐ Opportunity for student to understand the impact of their actions on others ☐ Opportunity for student to make amends	
Student teases another student during lunch.		☐ Individualized approach ☐ Skill building ☐ Opportunity for student to understand the impact of their actions on others ☐ Opportunity for student to make amends	
Student refuses to work silently during a test.		☐ Individualized approach ☐ Skill building ☐ Opportunity for student to understand the impact of their actions on others ☐ Opportunity for student to make amends	

Engaging in Restorative Conversations with Students
(Educational Practice Toolkit 3.8)

Shifting Student Mindsets Discussion Guide

PURPOSE
The purpose of this document is to support students as they learn to participate in a restorative culture.

DIRECTIONS:

1. Use this document to have a class discussion about how a restorative approach might be different than students' past experiences with school.
2. Use the "Planning for the Future" box to help them understand what is expected when a person negatively impacts another in their classroom.
3. Continue class discussions with new behavior scenarios generated by the class.

Behavior Scenario
It was time for the class to transition from math to music class, but Sandy didn't want to go to music. When the teacher called her table to line up, Sandy stayed seated. After multiple reminders, Sandy finally rolled her eyes, stood up, and slowly walked to the line. The teacher reminded Sandy that the class needed to be on time to music, but Sandy continued to move slowly. Once to the line, she pushed Keyana out of the way so that she could stand by her friend and not be at the end of the line. The class arrived late to music. When the music teacher asked why, Sandy shouted out, "Because this class is boring!"

Reflection
Think back to past teachers you've had or schools you've attended. Without using names, talk about how this situation might have been handled. What consequences would Sandy have received for her actions? How is that the same or different from how we will handle it in our classroom?

Planning for the Future
In our class, when a student makes a poor choice or a mistake, it's important that they identify who they have affected and think about how they can correct their mistake and make amends with anyone they impacted. Use the table below to identify whom Sandy impacted, and brainstorm steps she can take to make amends.

Whom did Sandy Affect?	How?	Ideas for Making Amends
The whole class		
The math teacher		
Keyana		
The music teacher		

Apology Guide

PURPOSE
This guide is meant to support students as they develop meaningful apologies.

DIRECTIONS:

1. Students should complete this planning guide to support the development of a meaningful apology.
2. Students can complete the guide independently or with the support of a teacher.
3. The apology should be reviewed and then delivered.

Qualities of a Good Apology and Sample	
Good Apologies...	**Example**
1. Identify what you did wrong. 2. State why it was wrong or the harm it caused. 3. Highlight what you will do differently in the future. 4. Express care.	*John,* *I'm sorry that I've hurt your feelings. It was wrong of me to laugh at your mistake. Everyone makes mistakes sometimes, and we need people around us that help us and not put us down. In the future, I will do a better job of encouraging you and helping you when you need it. You make our class a better place, and I hope you can forgive me.* *Sanjay*

Apology Planning	
Whom are you apologizing to?	
What did you do wrong?	
How did your actions impact this person? Did it hurt them physically? Emotionally? Did it embarrass them? Scare them? Be specific.	
Why were your actions wrong?	
What will you do in the future?	

Write Your Apology

Restorative Conversation Starter Questions and Phrases

PURPOSE

The purpose of this document is to support educators as they plan non-judgmental questioning and prompting for restorative conversations.

DIRECTIONS:

Use this document to support your planning and/or execution of a restorative conversation.

Identify the questions and/or phrases that will best support your upcoming conversation.

Phase 1: Facilitate Student Reflection of the Incident

- ☐ Tell me about what happened …
- ☐ Tell me about why you think this happened …
- ☐ Tell me about how you were feeling before, during, and after this event …
- ☐ What happened first, next, last?
- ☐ What role did you play?
- ☐ What makes you most upset about this?
- ☐ Has this ever happened before?
- ☐ Other:
- ☐ Other:

Phase 2: Discuss Student Need and Plan to Address Needs

- ☐ Was there something that you needed?
- ☐ What did you wish would have happened?
- ☐ At what point did you start feeling upset?
- ☐ How might you have handled this differently? What was in your control?
- ☐ How could I have helped you be more successful in this interaction?
- ☐ If something similar happened in the future, what could we do to improve our outcome?
- ☐ Other:
- ☐ Other:

Phase 3: Plan to Restore Relationships

- ☐ Who do you think has been affected by what you did?
- ☐ How do you think they've been affected?
- ☐ What impact did your actions have on the individuals in our classroom?
- ☐ What impact did your actions have on our class community?
- ☐ Do your actions accurately represent how you feel about that person or how you want to treat others?
- ☐ How can you repair your relationships?
- ☐ Beyond an apology, what steps could you take to fix the harm you caused?
- ☐ When and how do you plan to take these steps?
- ☐ Other:
- ☐ Other:

Summary of Understandings

Prepare Students and Environment for Restorative Conversations

- Restorative practices focus on teaching students new skills that will lead to positive behaviors and enhance their ability to build and maintain relationships with their peers and teachers.

- Educators should consider the mindsets, procedures, and structures needed to prepare students and facilitate successful restorative conversations.

Engage in Restorative Conversations

- Restorative conversations should be focused on deepening your understanding of a student's needs, supporting students in the development of new skills, and helping students take responsibility for their actions and repair their relationships.

- Teachers should have a calm, non-judgmental tone throughout the restorative conversation. The conversation is not a lecture or an extended punishment. It is a time to plan for future success.

- Although each conversation will be slightly different, it should follow the arc of reflecting on the event, identifying the student need and skill gap, and helping students identify how to repair relationships.

Follow-Up After Restorative Conversation

- A restorative conversation is a starting place, not the end of a discussion. Teachers should carefully consider how to support the student as they reenter the classroom. Additionally, teachers should take steps to track behavior improvements, communicate progress, and adjust scaffolds.

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