11 Essential Elements of Restorative Practices

INTERNATIONAL INSTITUTE FOR
RESTORATIVE PRACTICES

These are the essential elements, covered in the SaferSanerSchools™ program, necessary for successful whole-school implementation of restorative practices:

1 **Affective Statements**
Personal expressions of feeling in response to specific behaviors.

2 **Restorative Questions**
Questions that address inappropriate behavior in a way that places the responsibility for making things right and restoring relationships on those involved in the situation.

3 **Small Impromptu Conferences**
Questioning exercises that quickly resolve lower-level incidents involving two or more people.

4 **Proactive Circles**
Community-building or instructional meetings, with participants seated in a circle, often responding sequentially to a prompt from the facilitator.

5 **Responsive Circles**
Meetings that respond to a concern or misbehavior, with participants seated in a circle, often responding sequentially to a prompt from the facilitator.

6 **Restorative Conferences**
Structured meetings typically used in response to serious incidents or a cumulative pattern of less serious incidents, which focus on repairing the relational harm caused by misbehavior.

7 **Fair Process**
A set of transparent decision-making practices designed to create open lines of communication, assure people that their feelings and ideas have been taken into account, and foster a healthy community.

8 **Reintegrative Management of Shame**
A recognition that shame is a critical regulator of human social behavior.

9 **Restorative Staff Community**
A staff that models and consistently uses restorative practices with each other to build and maintain healthy adult relationships.

10 **Restorative Approach with Families**
An approach that values the contributions, knowledge, and expertise of family members.

11 **Fundamental Hypothesis Understandings**
An understanding that human beings are the happiest, healthiest, and most likely to make positive changes in their behavior when those in authority do things with them rather than to them or for them.

For more details about the SaferSanerSchools™
Whole-School Change program, see safersanerschools.org.

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The *Second Step* Suite and the SaferSanerSchools™ Whole-School Change Program

secondSTEP suite

Programmatic Alignment Guidance for School Leaders and Decision Makers

The *Second Step* Suite and the SaferSanerSchools™ Whole-School Change program from the International Institute for Restorative Practices (IIRP) share the common goals of supporting the safety, well-being, and success of students by developing positive relationships, fostering school connectedness, and building social-emotional competencies. This document outlines the alignment between the two.

SaferSanerSchools™ Whole-School Change Program

The SaferSanerSchools™ Whole-School Change program from the IIRP is a discrete model for systematic schoolwide restorative practices implementation.

Its conceptual core is built around the hypothesis that individuals are more likely to be happier and healthier and more likely to make positive changes when those in positions of authority do things with them, rather than to them or for them. The program includes training of all staff that have contact with children and focuses intensively on proactive community development. A strong emphasis is placed on faculty relationships, implementation of the approach by school leadership, an understanding of restorative principles of a framework for teacher pedagogy, and a concurrent review of existing data-tracking methods to ensure compatibility with restorative practices. *For more information about the essential elements of schoolwide restorative practices, see the back page.*

The *Second Step* Suite

The *Second Step* Suite is a research-based, universal prevention program for Early Learning through Grade 8 students. It is designed to promote school success, school connectedness, and a safe, respectful school climate, and to prevent problem behaviors. It does this by teaching self-regulation and social-emotional skills, and addressing bullying and unsafe behaviors. It is developmental and sequential, with skills being reviewed and expanded on each year and gradually becoming more complex as students get older. The program provides clear schoolwide norms for prosocial behavior.

		Second Step Unit Topics for Student Lessons
Grade Level	Early Learning	Skills for Learning, Empathy, Emotion Management, Friendship Skills and Problem Solving, Child Protection*
	K–Grade 3	Skills for Learning, Empathy, Emotion Management, Problem Solving, Bullying Prevention*, Child Protection*
	Grades 4 & 5	Empathy and Skills for Learning, Emotion Management, Problem Solving, Bullying Prevention*, Child Protection*
	Grade 6	Empathy and Communication, Bullying Prevention, Emotion Management, Problem Solving, Substance Abuse Prevention
	Grade 7	Empathy and Communication, Bullying Prevention, Emotion Management, Decision Making, Substance Abuse Prevention
	Grade 8	Empathy and Communication, Bullying Prevention, Emotion Management, Goal Setting, Substance Abuse Prevention

*Units sold separately

SCHOOL STAFF (ALL GRADES)
One of the core components of the *Second Step* Suite is that staff model all program skills, remind students to use them, and notice and reinforce skill use in students with specific verbal feedback. All staff are encouraged to do this whether teaching the actual lessons or not.

FAMILIES (ALL GRADES)
Interactive take-home activities focus on the skills taught at each grade level. These encourage dialogue and engagement between adult family members and students, inform adults about the skills taught in the program, and give students and adults frequent opportunities to practice the skills at home.

For more details about the *Second Step* Suite, see cfchildren.org/second-step.

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Second Step Skills and Concepts

11 Essential Elements of Restorative Practices	Respect (All grades) — Respectful behaviors emphasized throughout the suite at all grade levels	Safety (All grades) — Safe behaviors emphasized throughout the suite at all grade levels	Skills for Learning (Unit in EL–Grade 5, integrated in Grades 6–8) — Listening	Skills for Learning — Using self-talk to manage behavior or to calm down	Skills for Learning — Being assertive	Empathy and Compassion (All grades) — Identifying others' feelings	Empathy and Compassion — Understanding others' perspectives	Empathy and Compassion — Showing care and concern, offering support	Empathy and Compassion — Accepting differences	Emotion Management (All grades) — Identifying one's own feelings	Emotion Management — Calming down strong feelings	Emotion Management — Managing anger to prevent behavior that harms others' bodies or feelings	Interpersonal Problem Solving (All grades) — Identifying the problem without blame; identifying needs and wants	Interpersonal Problem Solving — Thinking of solutions that are safe and respectful, consider others' feelings and needs (all grades), and are ethical (Grades 6–8).	Interpersonal Problem Solving — Evaluating positive and negative consequences of each solution	Interpersonal Problem Solving — Choosing a solution that works for all parties involved	Friendship Skills (All grades) — Including others	Friendship Skills — Making amends	Friendship Skills — Taking responsibility for actions (either accidental or on purpose)	Communication Skills (Grades 5–8) — Respectful disagreement	Communication Skills — Handling a grievance	Bullying Prevention (K–Grade 8) — Recognizing, refusing, and reporting bullying; being a supportive bystander; emphasis on safe and respectful behaviors	Child Protection (EL–Grade 5) — Recognizing, refusing, and reporting unsafe and sexually abusive situations and touches
Affective Statements	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓
Restorative Questions	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Small Impromptu Conferences	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Proactive Circles	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						✓						
Responsive Circles	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Restorative Conferences		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Fair Process	✓		✓		✓		✓		✓				✓	✓		✓	✓			✓			
Reintegrative Management of Shame	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Restorative Staff Community	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Restorative Approach with Families			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Fundamental Hypothesis Understanding	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓