


Restorative Parenting: Building Stronger Relationships with our Children

Meagan Novara
Restorative Practices Educator
October 18, 2022



What are Restorative Practices?

And how do they apply to parenting?



The Fundamental Hypothesis of Restorative Practices

“Human beings are happier, more cooperative, more productive and more likely to make positive changes in their behavior when those persons of authority do things WITH them rather than TO them or FOR them.”

International Institute for Restorative Practices



What Restorative Practices Are:

- A mindset shift
- A culture
- A philosophy
- A way of **being**, not just **doing**
- For *all* stakeholders in any community: workplace, school, or family
- A collectivist model where everyone has voice and is seen as a valued community member and contributor.



What Restorative Practices Are NOT:

- A one and done practice

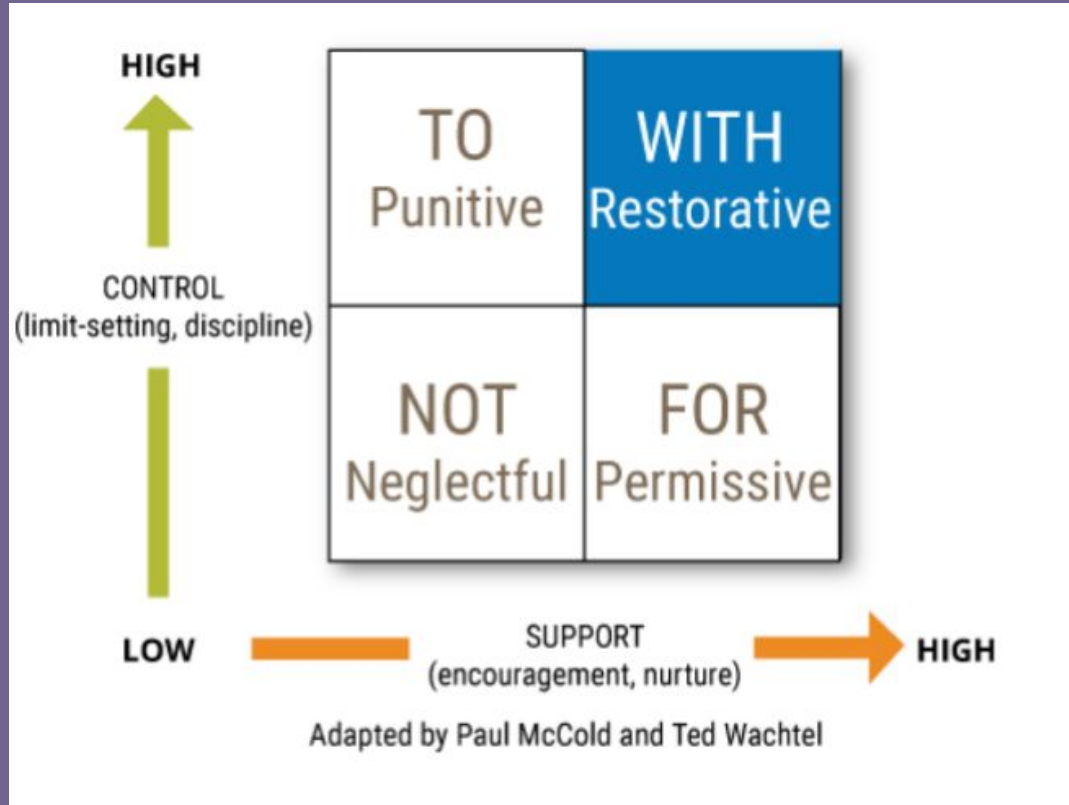


How do *Restorative Practices* show up in *parenting*?

- RPs build strong and resilient relationships with your children.
- RPs help identify the root causes of behavior.
- RPs help identify strategies to change negative behavior.



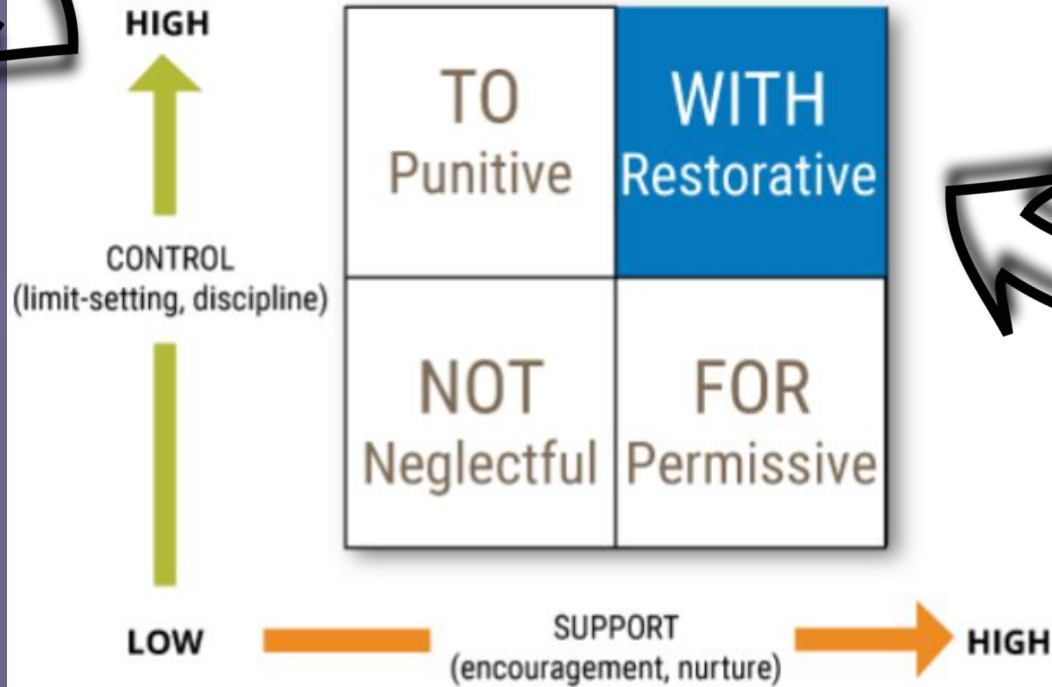
The Social Discipline Window



Adapted by Paul McCold and Ted Wachtel

The Social Discipline Window

Shame
Blame
Punishment



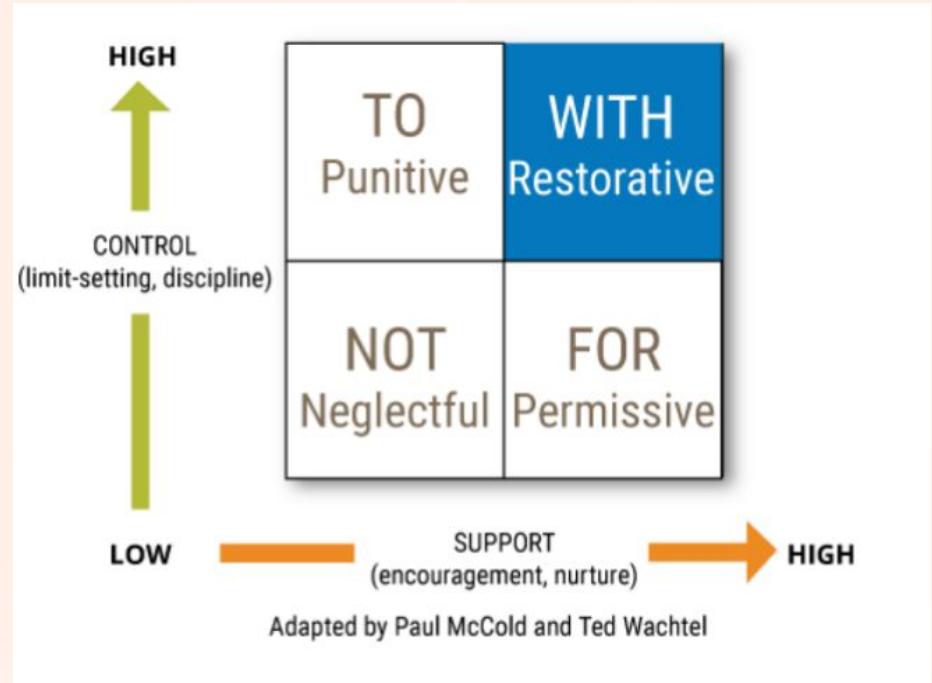
In relationship
with guided
accountability

Adapted by Paul McCold and Ted Wachtel

Adapted by Paul McCold and Ted Wachtel

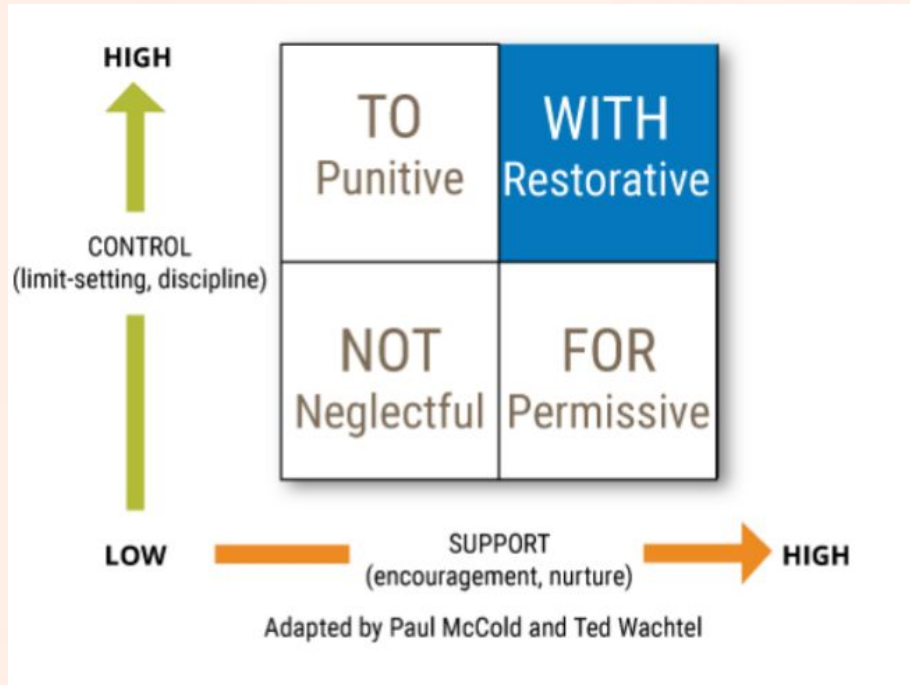
Consider your own parent(s) parenting style...

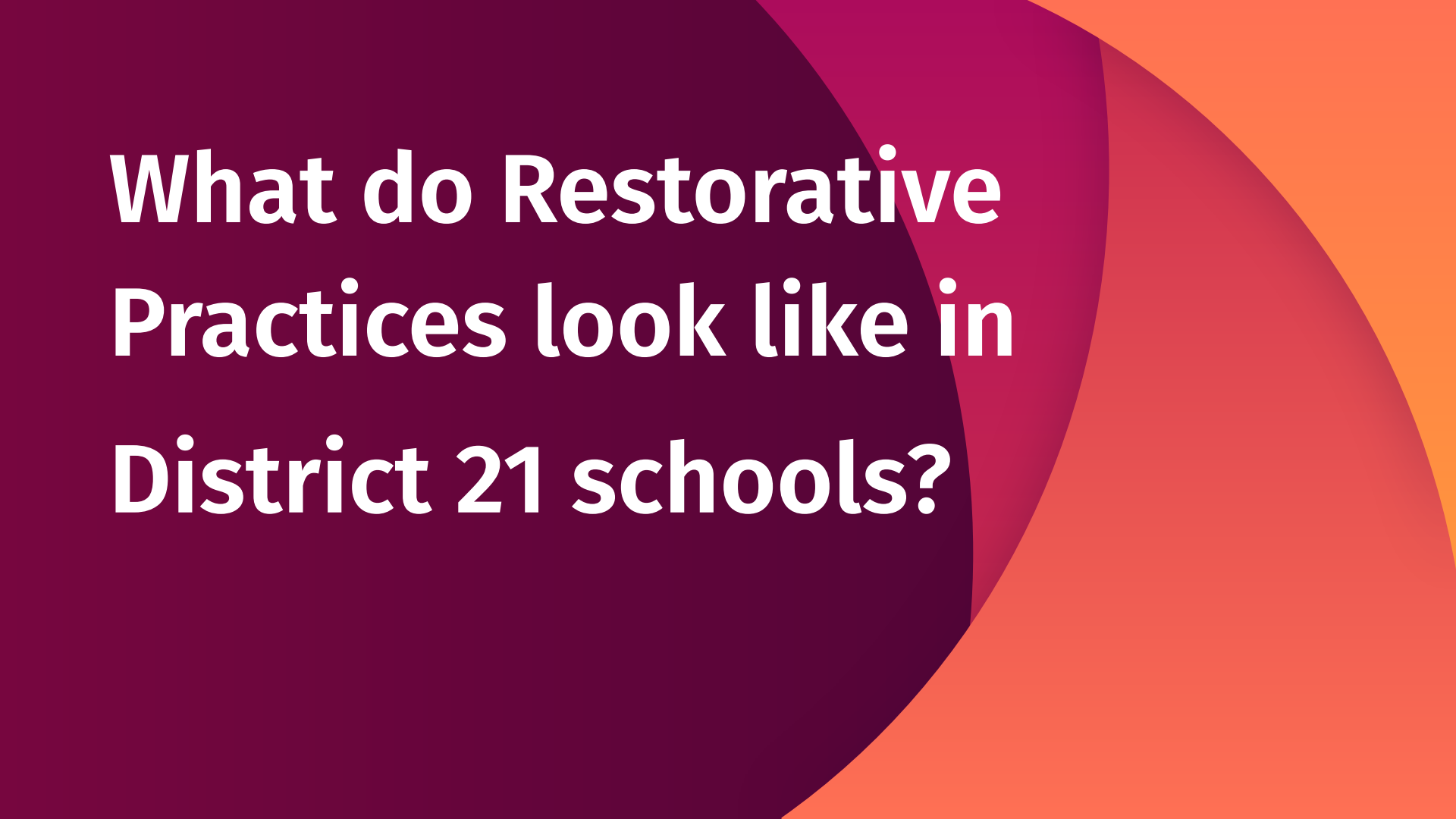
Using the Social Discipline Window as a tool, how did you experience their parenting?



Consider YOUR parenting style...

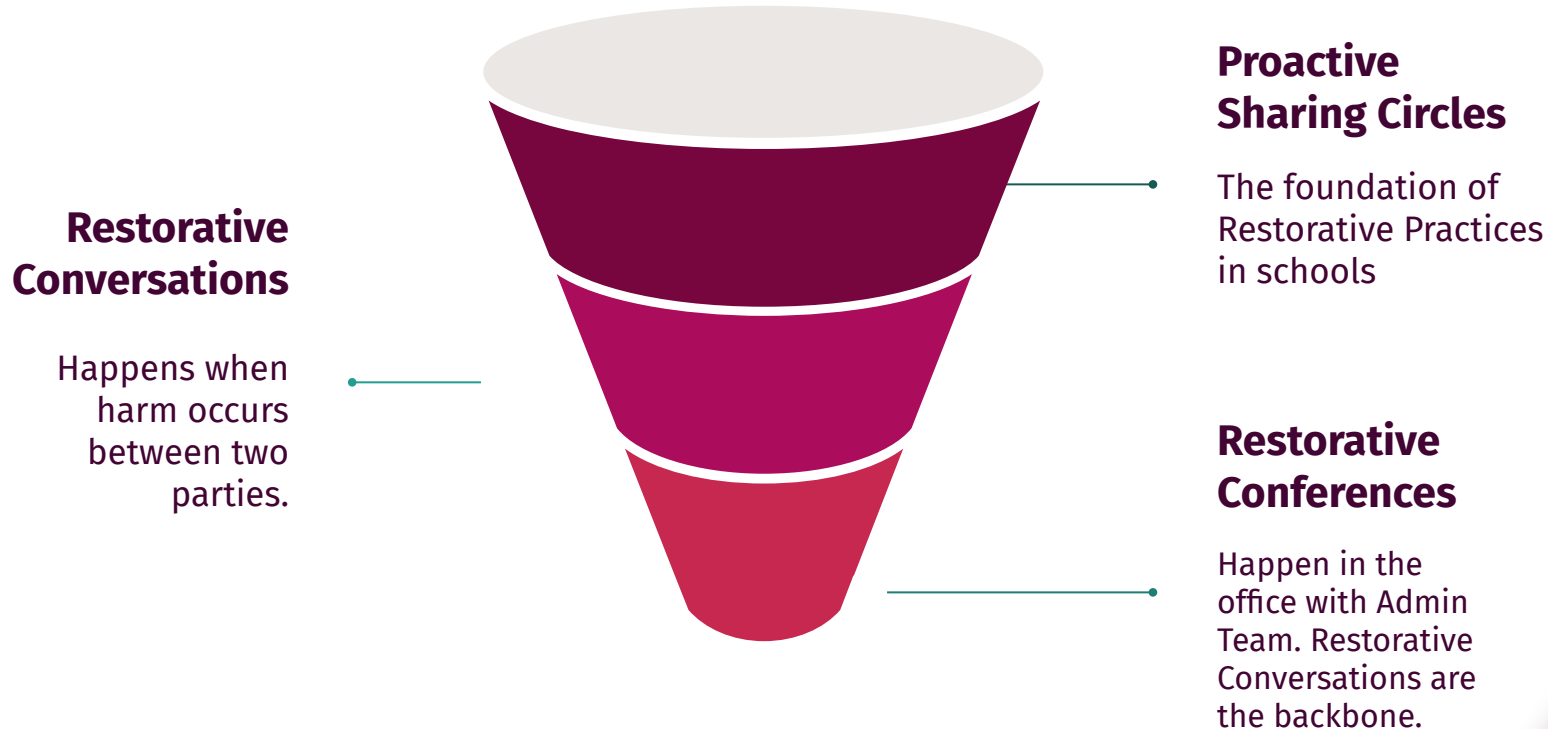
Using the Social Discipline Window as a tool, how do you think you parent?

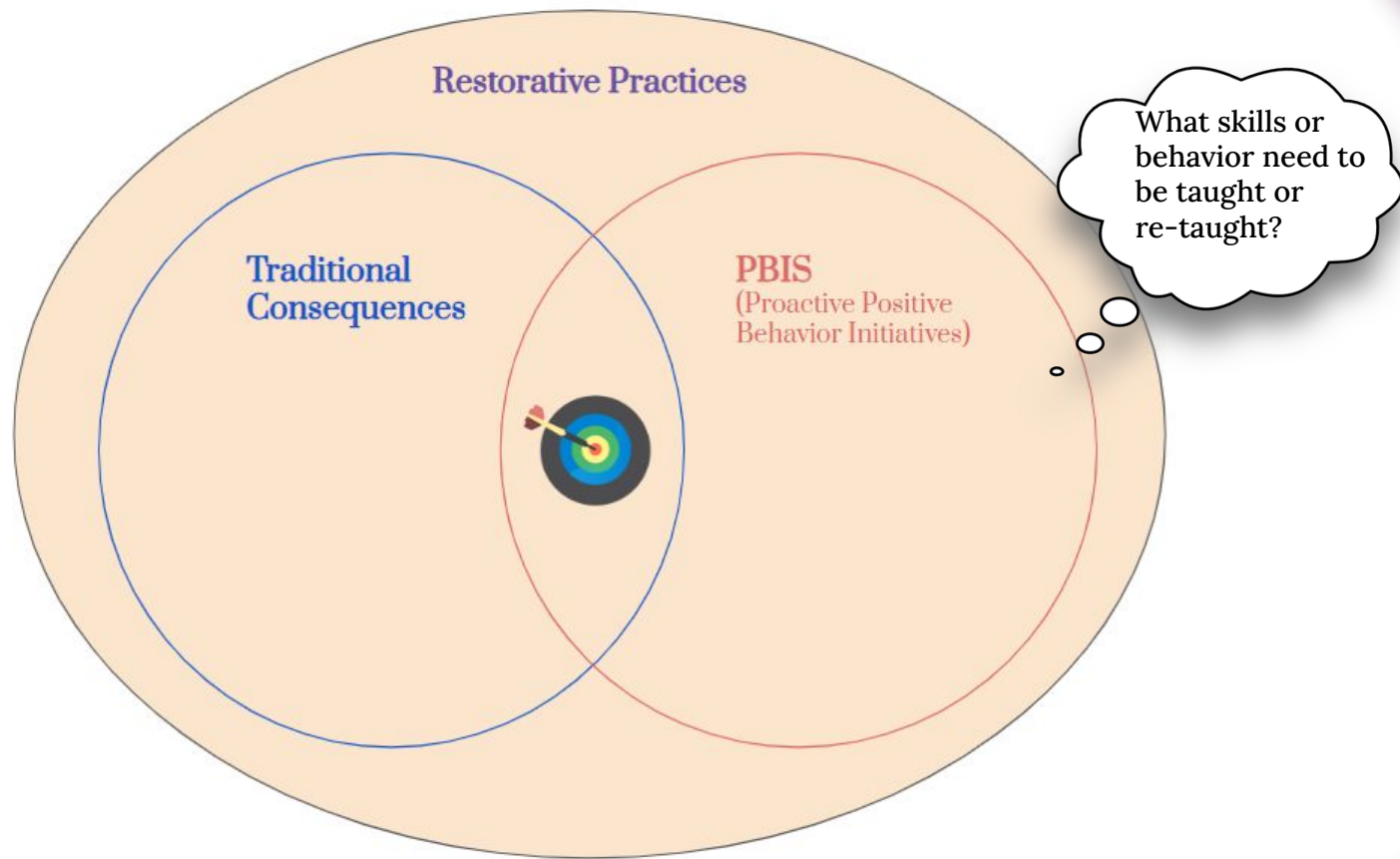




**What do Restorative
Practices look like in
District 21 schools?**

Restorative Practices in Our Schools





**Proactive Sharing Circle:
Middle School**



Colleen Evens (via . Inbox Form shared with you: Restorative Justice Circle

The Five Norms of Sharing Circles

We sit in a Circle with all included.

We sit in a Circle so that everyone can be seen or heard with equal voice.

We use I-Statements.

“I think”

“I feel”

“I believe”

We speak our own truths and don't speak for others.

We use and respect the talking piece.

Only the person holding the talking piece can speak. If you are not ready to share, you can say, “I’m in”, “I’m listening”, or “Pass” and we will come back to you. Respecting the talking piece also means no side conversations, and keeping silent our reactions to what other people share. If we can't respect this, then we are just passing a stick around.

We speak and listen from the heart.

When we speak and listen from the heart we speak to be understood and listen to understand, not to respond. We don't have to agree, but we will try our best to empathize for deeper understanding.

What's said in Circle, stays in Circle.

We keep confidentiality within the community of our Circle. We only have the right to share our *own* stories outside of Circle, not others.

Feedback from students:

- Getting my feelings out instead of keeping them in
- That I could speak without being interrupted
- That I am not judged for what I like
- I get to understand other people and what they are feeling
- It allows us to build community in the classroom
- I liked that we got to choose if we wanted to speak or not
- It helps me be calm because I have a lot of energy
- That people take into consideration what I say
- I liked the way that everyone was connecting to each other in the Circle.
- It feels good to do it after lunch and recess when people are often mad.
- It helps me on my worst days. I get to express from the back of my mind and the bottom of my heart. Then I realize that the day isn't that bad. I find my inner Zen.
- I like how calm and tranquil it is.
- Everyone respects each other.
- I like having the chance to learn new things about my classmates.
- If I'm having a bad day, the Circle makes me feel better.
- People listen to me
- If I'm having a bad day, I can talk about it and remember what to do next time.

Restorative Discipline

Responding when harm has
already occurred



Traditional Discipline

Permissive



Punitive



“I did something wrong.”

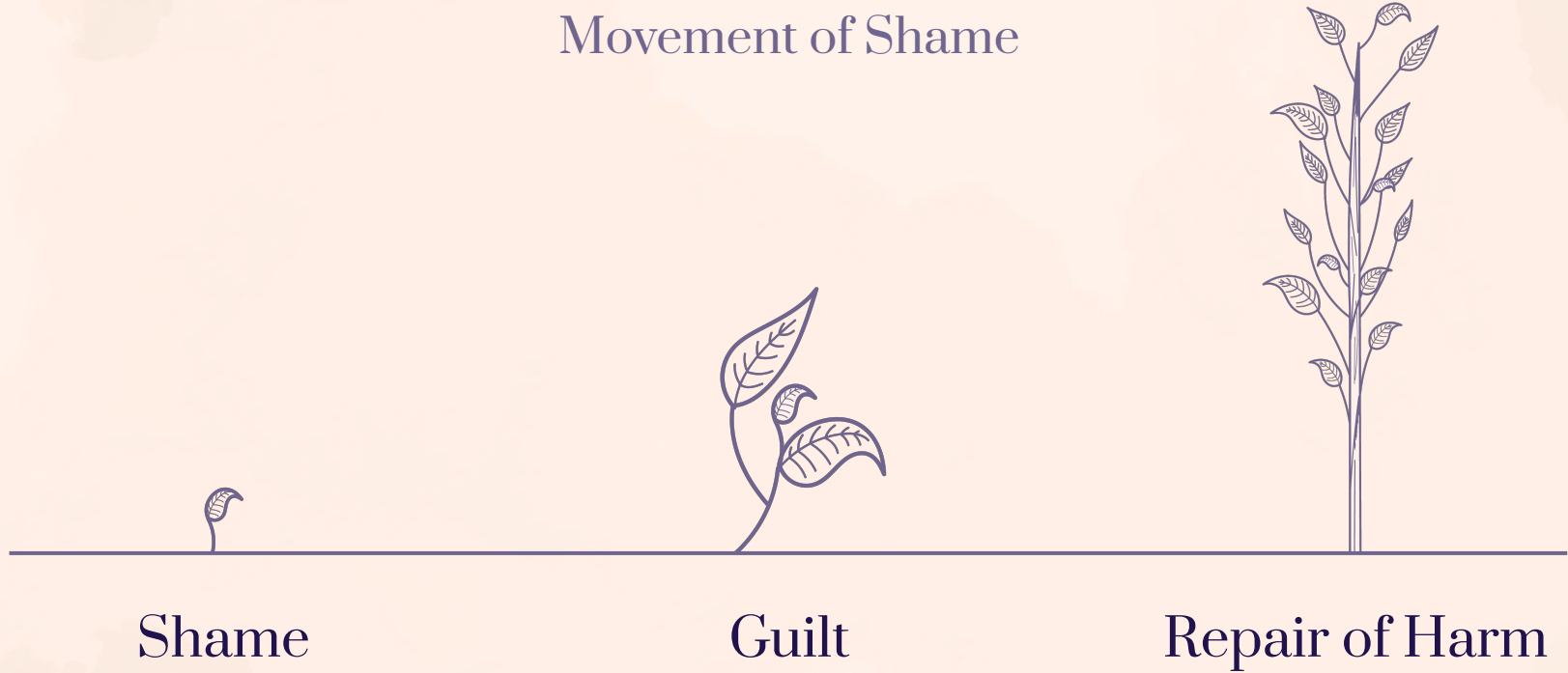
GUILT



SHAME

“I did something wrong
because I am a bad person.”

Movement of Shame



The antidote to shame is empathy.

The Standard Restorative Questions

- What happened? What's been happening?
- What were you thinking or feeling at the time? What have you thought about since?
- Who has been affected by what you have done and in what way?
- What do you think you need to do to make things right?
- What can you do to prevent this from happening again?

(Socratic Engagement- IIRP, Real Justice Conference, 2007)



Proactive Mindsets & Strategies

Creating the climate of your family
environment





KEY ELEMENTS

BEHAVIOR INFLUENCES BEHAVIOR

You get more of the behavior
you notice the most.

GET RID OF THE “SHOULD”

We just made them up
anyway.

CONSISTENCY

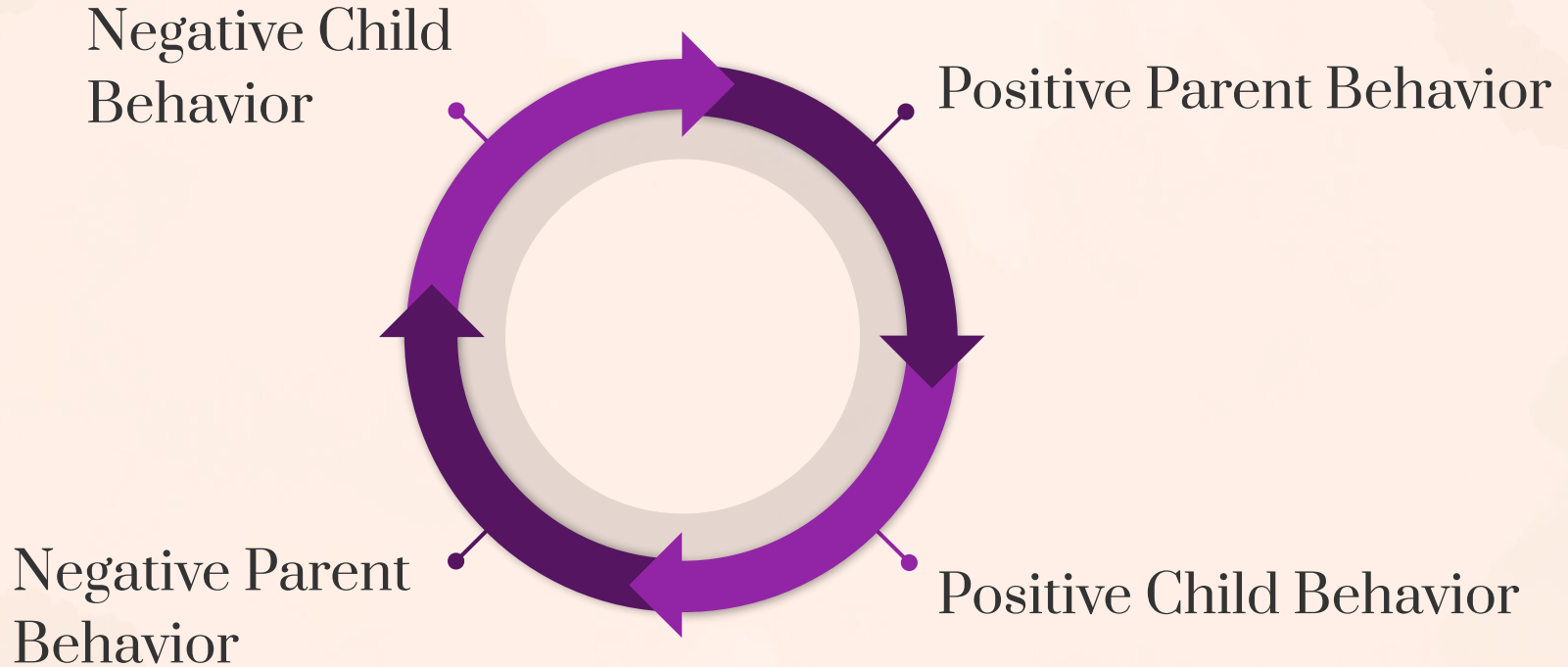
Rules & routines

COLLECTIVISM

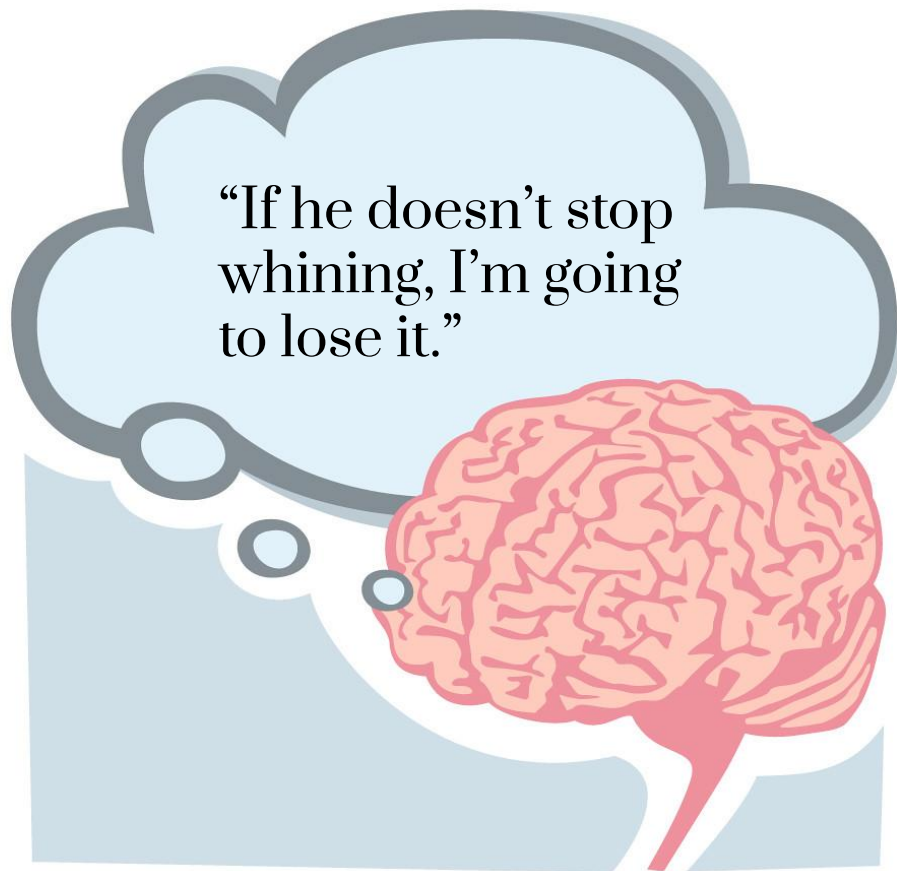
What kind of family climate
do you want to cultivate
together?



Behavior Loop



All behavior is communication. Is the behavior signaling an unmet need? Is it a loss of power? Is it connection/attention-seeking?



Our Feeling Brain takes over our Thinking Brain.

Strategies for unexpected behavior: take a deep breath, walk away, smack a safe surface, simply note the behavior objectively

When a child's behavior is elevated:



Keep your messages short, simple and clear.
"You seem pretty mad. **When** you stop yelling,
Then I will be ready to listen."
And then STOP talking!

REFLECTION

1. Name the parenting situation that really gets you fired up.
 - What is your usual reaction?
 - Is it effective for you and for the situation?
 - Is there a different technique you would like to try next time?
2. In what areas do you feel like you are doing well in terms of clear, consistent rules & expectations?
 - In which areas would you like some improvement?

CONSISTENCY

“Sometimes
the bravest
and most
important
thing you can
do is just
show up.”

— BRENE BROWN

cupofcharisma.com

ESTABLISHING ROUTINES

| | | |
|----|--|---|
| 01 | Explain why the routine is important. | Frame it with positive, proactive language. |
| 02 | Be explicit when explaining the steps. | Use organizing devices: checklists, sticker charts, drawings, diagrams, Google Calendar, etc. |
| 03 | Get input from your child. | They will offer a different perspective and with buy-in will come more accountability. |
| 04 | Practice the routine together. | It will take longer than you think it will for your child to internalize the routine. |
| 05 | Keep practicing the routine. | Keep going with positive reinforcement until your child can accomplish the routine independently. |



ROUTINES & CONSISTENT EXPECTATIONS

- **What are some irrefutable rules in your house?**
- ★ Consistent expectations for behavior with natural consequences for child's choice helps foster security, and provides the backdrop for better (hopefully) decision-making and accountability.

GETTING RID OF THE “SHOULDs”



My Son's Morning Checklist:

- ☐ Pack lunch
- ☐ Pack I-Pad and phone
- ☐ Fill water bottle
- ☐ Mask
- ☐ Use bathroom
- ☐ Socks, shoes, jacket
- ☐ SCREENS!

RE-COMMITMENTS

- Eat more
- Drink more water
- Check homework nightly
- To bed starting at 9:00

What Your Child's Brain Needs to be Healthy:

Sleep

Children aged 6-12 years should regularly sleep **9-12** hours per 24 hours.

Teenageers aged 13-18 years should sleep **8-10** hours.

American Academy of Sleep Medicine

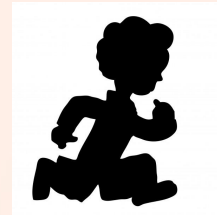
Healthy Food & Lots of Water

High-protein breakfasts and drinking 6-8 cups of water (not soda) per day.

Limited Screen Time

Consider what your child is missing out on by being on screens. Turn off screens 30-60 minutes before bedtime. No taking the phone to bed!

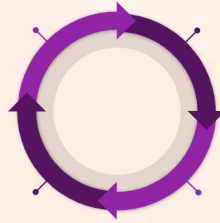
Daily Exercise



THE CLIMATE AND CULTURE OF YOUR FAMILY ENVIRONMENT



Behavior Loop



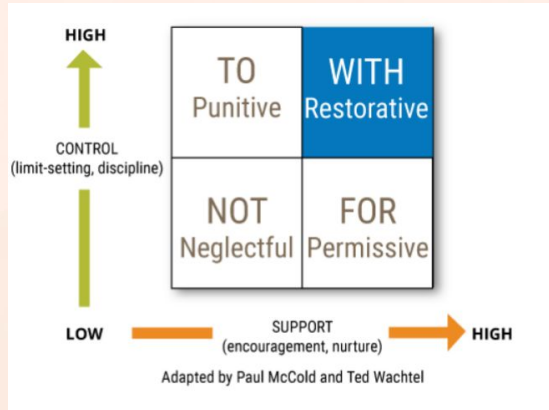
Restorative Conversations



Structured Routines



Consistency



“Children don’t just need to be loved; they need to know that nothing they do will change the fact that they’re loved.”

Alfie Kohn





Thank you!

Feel free to reach out to me with any further
thoughts or questions.

Meagan Novara

Meagan.Novara@ccsd21.org



Restorative Practices Video