

Restorative Justice: a Starting Point for Elementary Schools

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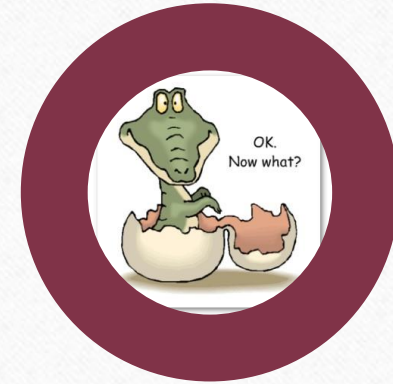
Agenda



- Understand trauma



- Understand restorative justice



- Decide what to do with it all

Raw Data: Trauma

child·hood trau·ma

(Noun) exposure to actual or threatened death, serious injury, or sexual violence. This includes experiences of direct trauma exposure, witnessing trauma or learning about trauma that happened to a close friend or relative.

- DSM V

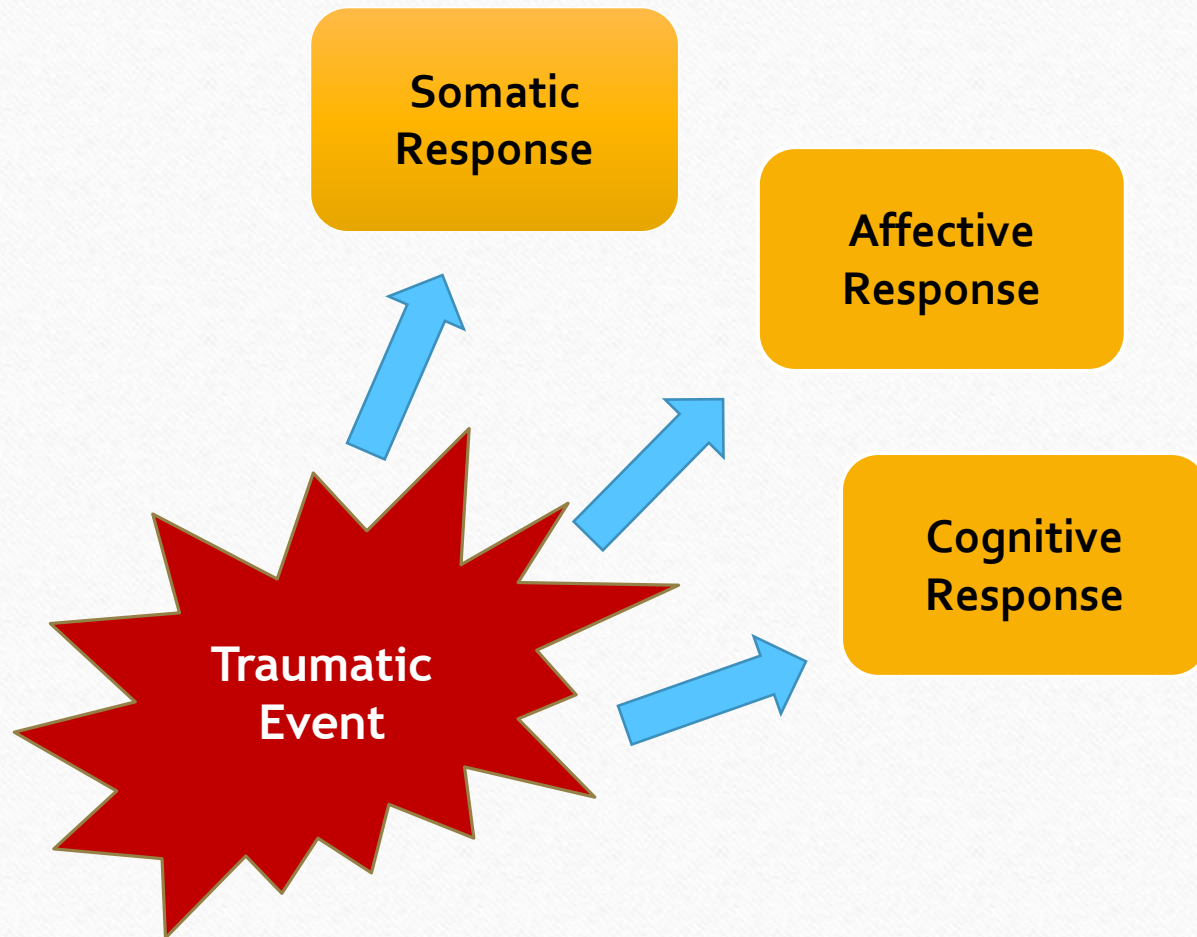
Examples include: motor vehicle accidents, bullying, terrorism, exposure to war, child maltreatment (physical, sexual, and emotional abuse; neglect) and exposure to domestic and community violence.

Trauma vs. Stressful Event

Several criteria need to be met:

- Sense of powerlessness
- Lack of control
- Physical immobilization





Trauma Model

Somatic Response

What is happening physically to a person who has experienced trauma.

I. Activation of the **sympathetic** nervous system (SNS), which is part of the parasympathetic system.

- Increased heart rate
- Rapids breathing/respiration
- Sweat glands activated
- Increase or drop in blood pressure
- Release of adrenaline and cortisol
- Release of glucose to major muscle groups
- Muscles tense (trembling)
- Digestive processes slow



Protective response:
Fight or Flight

Somatic Response

Active Recording

The body is actively recording and storing the sensory stimuli associated with the traumatic event.

Ex: Attacker's cologne, sound of gunfire, the sensation of being physically hurt, confined, or restrained.

The extent to which this information remains in the body is dependent on how much control the client has over the situation.

Somatic Response Example

- 6 y/o male
- Closed doors → Panic
- Hx of being locked in a room



Affective Response



- Often occur immediately after the somatic response
- Emotions pertaining to the traumatic event arise once the brain has made some sense of what happened.

Cognitive Response

- ✓ Last response
- ✓ Our interpretation of why the traumatic event occurred

Interpretation depends on development, attachment history, and social supports.

**This process is not a choice, but an
automatic process**

our brains take to make sense of what happened.

- ✓ It will often build a rough, explanatory story around fragmented and incomplete information.
- ✓ Influenced by our **internal working model**

10 y/o female
Lack of motivation
Refusal to complete classwork
Eager to please
Interested in unhealthy relationships

Stressor(s)

Mom fluctuates between men, only to be left when they go to jail. Mom also goes to jail.

Somatic Response

CNS activation, recording sensations

Emotional Response

Anger (lack of motivation), sadness (distrust), and fear (abandonment).

IWM

People cannot be trusted and no one cares.

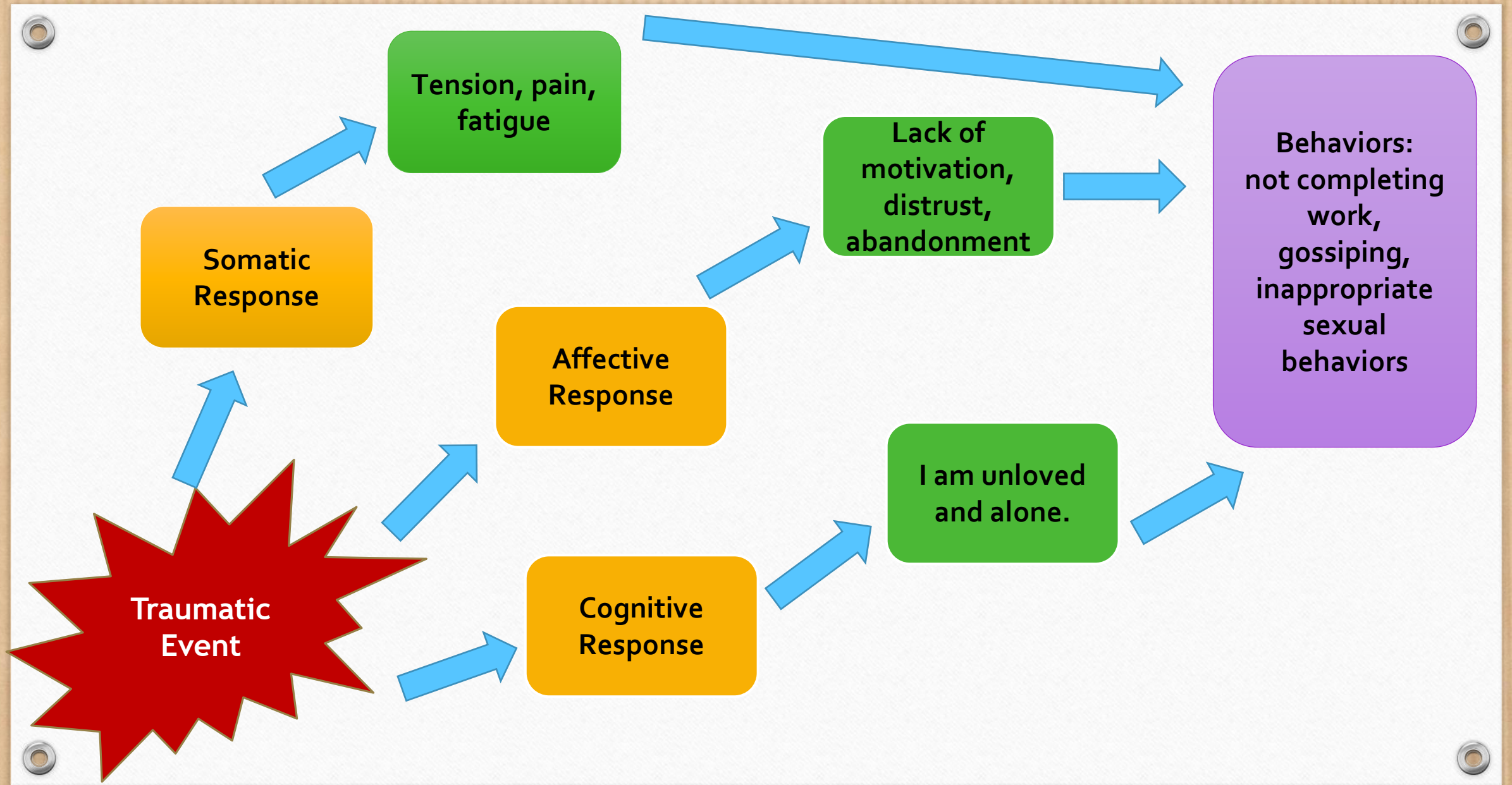
Appraisal

Short term:

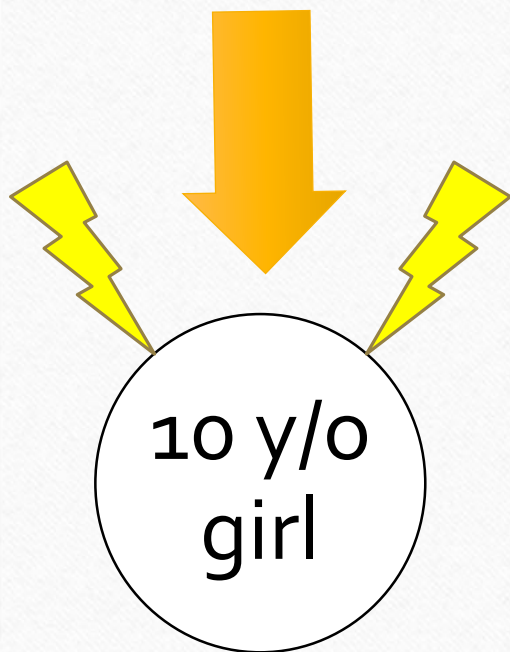
"I am alone, unloved, weak, bad, worthless, unsafe."

Long term:

"It doesn't matter what you do, people leave you. I need to survive."

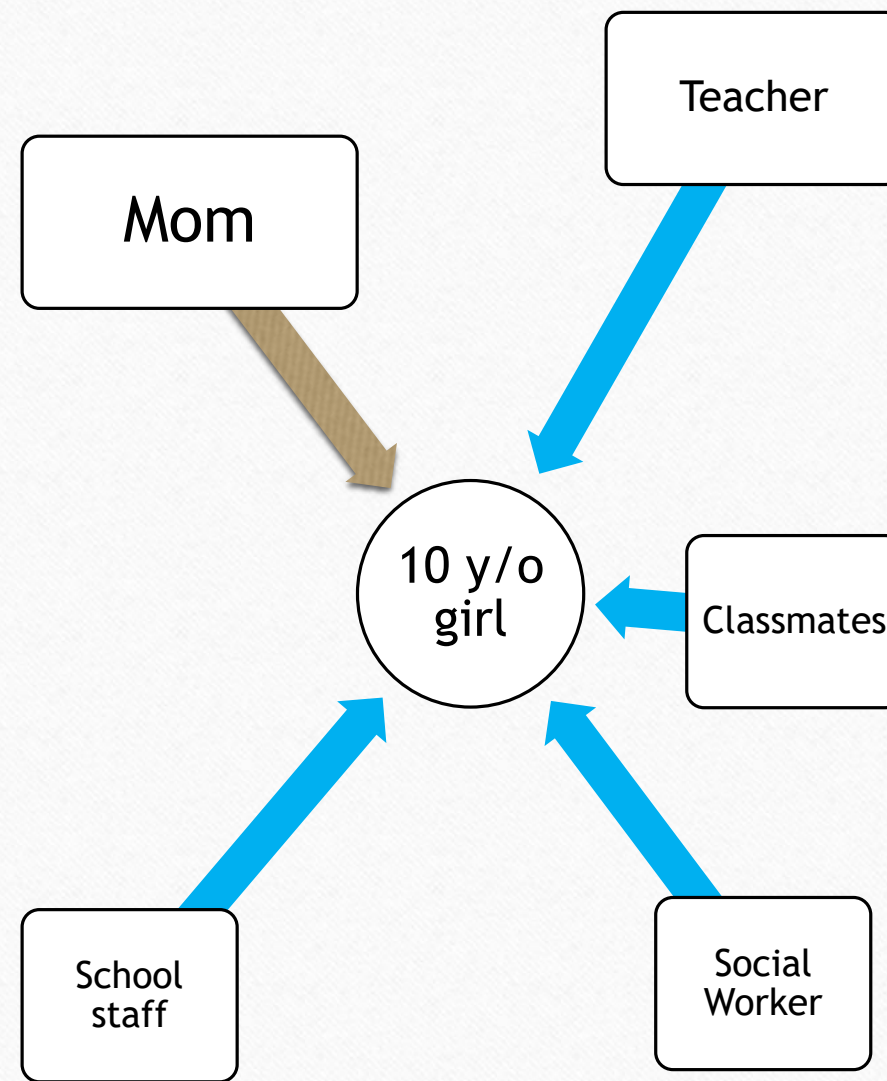


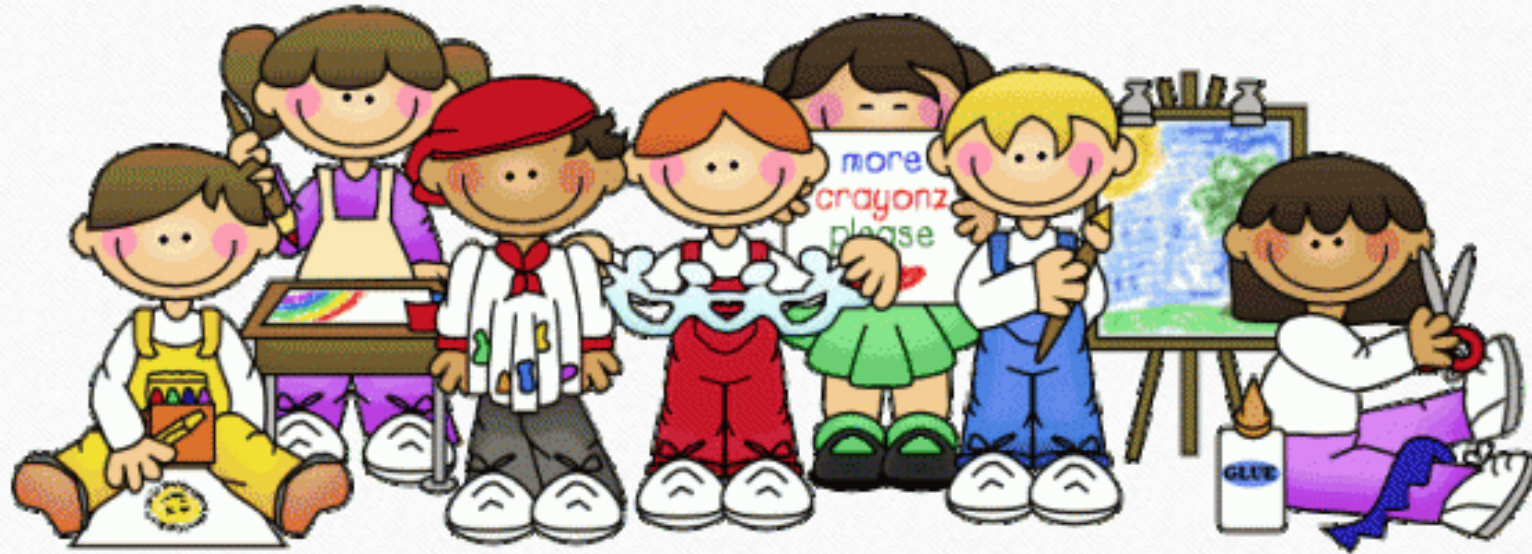
Mom
and men



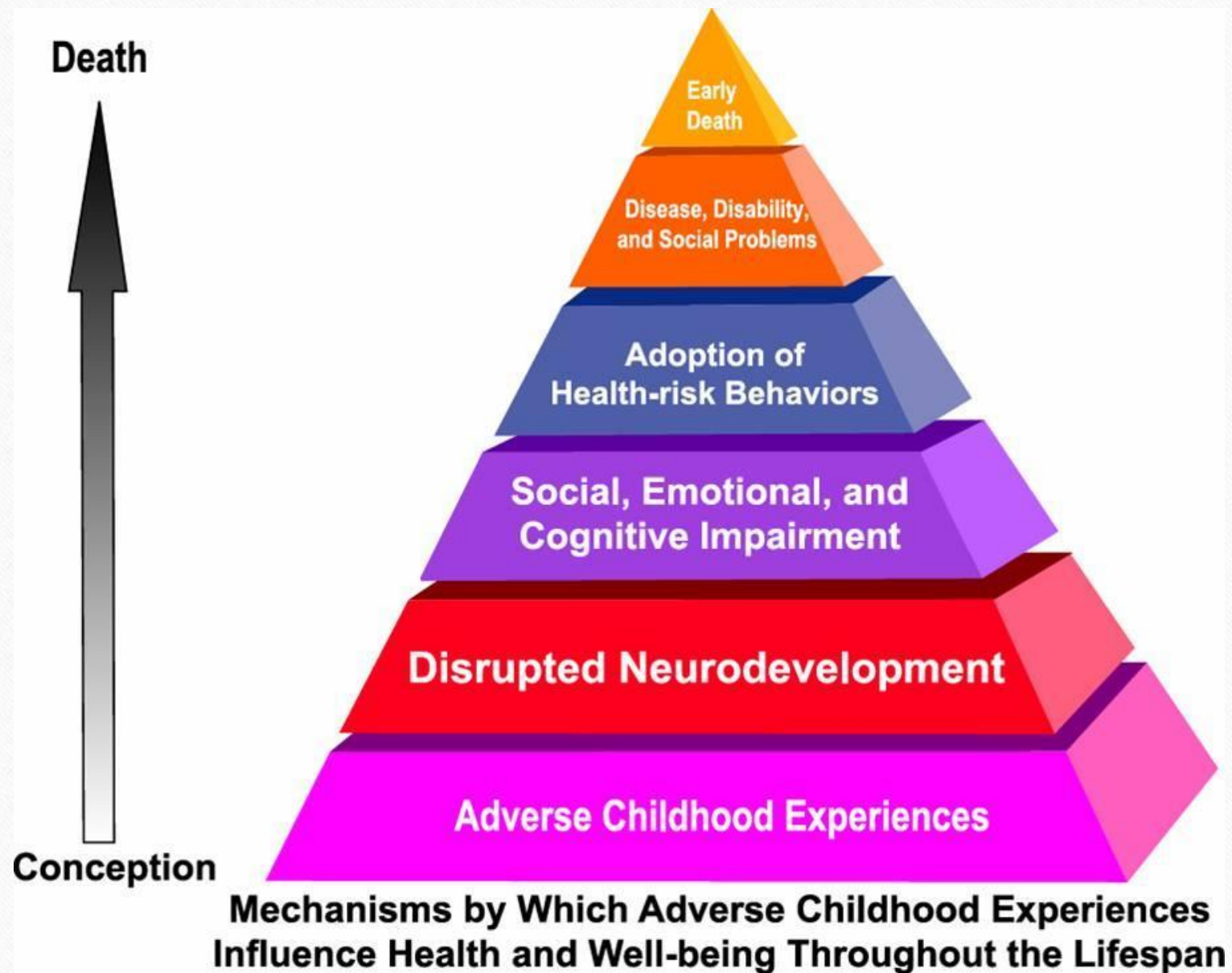
How you can help:

- 1) Identify positive social supports
- 2) Educate those social supports on how to respond to the traumatic event





But that's not everyone's story...



Adverse Child or Family Experiences	National Prevalence	State Range
Child had ≥ 1 Adverse Child/Family Experiences	47.9%	40.6% (CT) – 57.5% (AZ)
Child had ≥ 2 Adverse Child/Family Experiences	22.6%	16.3% (NJ) – 32.9% (OK)
Socioeconomic hardship	25.7%	20.1% (MD) – 34.3 % (AZ)
Divorce/parental separation	20.1%	15.2% (DC) – 29.5% (OK)
Lived with someone who had an alcohol or drug problem	10.7%	6.4% (NY) – 18.5% (MT)
Victim or witness of neighborhood violence	8.6%	5.2% (NJ) – 16.6% (DC)
Lived with someone who was mentally ill or suicidal	8.6%	5.4% (CA) – 14.1% (MT)
Domestic violence witness	7.3%	5.0% (CT) – 11.1% (OK)
Parent served time in jail	6.9%	3.2% (NJ) – 13.2% (KY)
Treated or judged unfairly due to race/ethnicity	4.1%	1.8% (VT) – 6.5% (AZ)
Death of parent	3.1%	1.4% (CT) – 7.1% (DC)

Statistics

60% of adults report experiencing abuse or other difficult family circumstances during childhood.

26% of children in the United States will witness or experience a traumatic event before they turn four.

Four of every 10 children in American say they experienced a physical assault during the past year, with one in 10 receiving an assault-related injury.

2% of all children experienced sexual assault or sexual abuse during the past year, with the rate at nearly 11% for girls aged 14 to 17.

Nearly **14%** of children repeatedly experienced maltreatment by a caregiver, including nearly 4% who experienced physical abuse.

1 in 4 children was the victim of robbery, vandalism or theft during the previous year.

More than **13%** of children reported being physically bullied, while more than 1 in 3 said they had been emotionally bullied.

1 in 5 children witnessed violence in their family or the neighborhood during the previous year.

In one year, **39%** of children between the ages of 12 and 17 reported witnessing violence, **17%** reported being a victim of physical assault and **8%** reported being the victim of sexual assault.

More than 60% of youth age 17 and younger have been exposed to crime, violence and abuse either directly or indirectly.

More than 10% of youth age 17 and younger reported five or more exposures to violence.

About 10% of children suffered from child maltreatment, were injured in an assault, or witnessed a family member assault another family member.

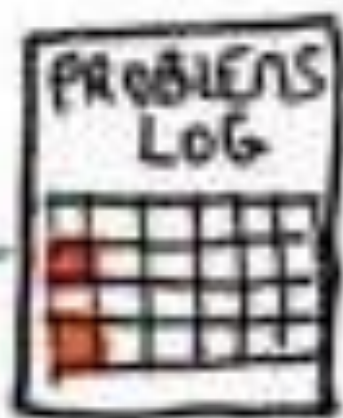
About 25% of youth age 17 and younger were victims of robbery or witnessed a violent act.

Nearly half of children and adolescents were assaulted at least once in the past year.

Among 536 elementary and middle school children surveyed in an inner city community, **30%** had witnessed a stabbing and **26%** had witnessed a shooting.

Young children exposed to five or more significant adverse experiences in the first three years of childhood face a **76%** likelihood of having one or more delays in their language, emotional or brain development.

WE'VE GOT
A PROBLEM



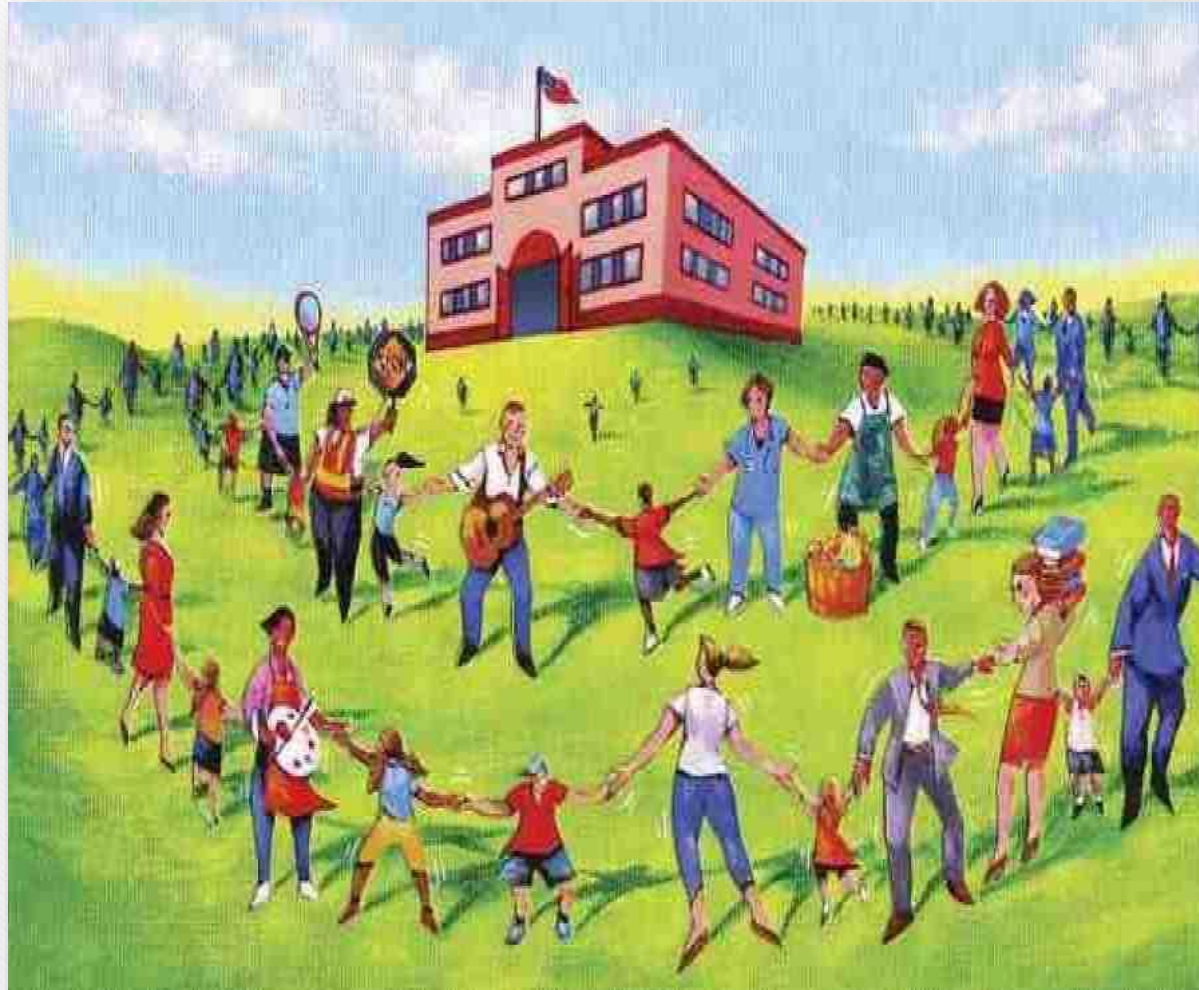
SO WHAT?
NOW WHAT?



Two prominent domains

Community:

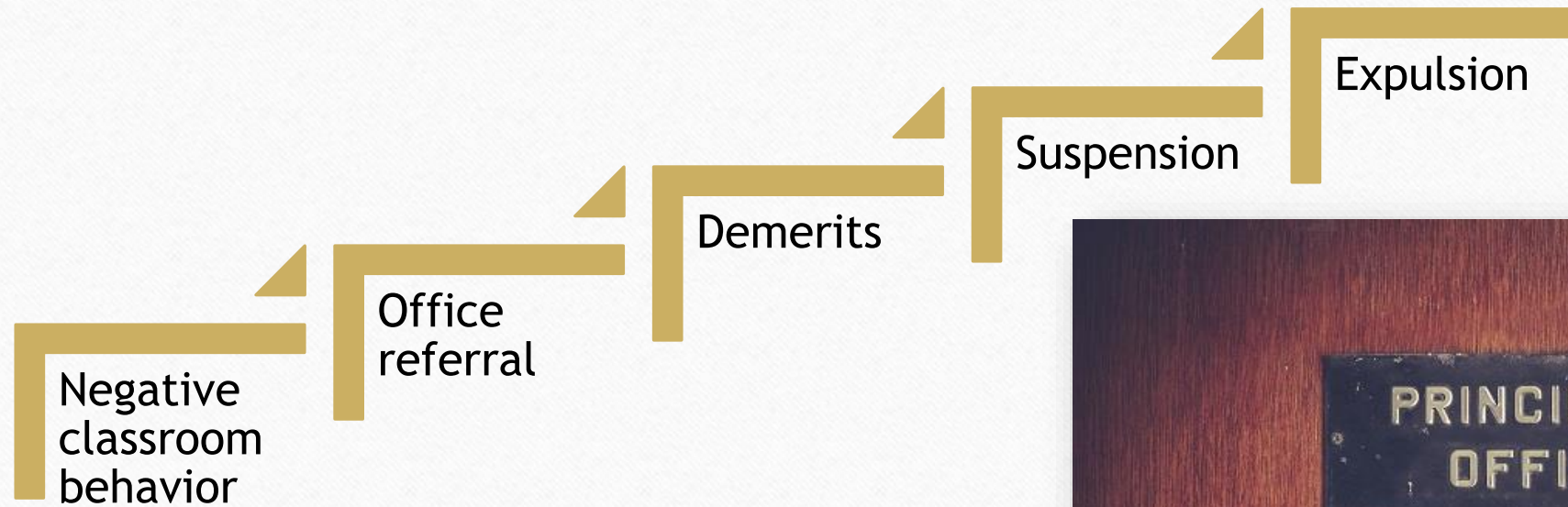
- Free exchange of ideas
- Relationships
- Social order



Developmental:

- Children progress on a continuum that can be drastically affected by trauma; therefore, student learning and well-being is greatly impacted by the physical and mental health of the students

Suspensions, Demerits, and Corporal Punishment – Oh, my!



But why suspend?

The punitive response of removing a person from the general population is supposed to create a sense of anxiety, fear, and loneliness – all of which will motivate the person to not engage in that behavior again.



But what is it really telling students who belong to a school community?



Suspensions impact everyone

- Of the 49 million students enrolled in public schools in 2011-2012:
- 3.5 million students were suspended in-school;
- 3.45 million students were suspended out-of-school;
- 130,000 students were expelled.

Suspensions don't work for schools, teachers, or students

- Evidence does not show that discipline practices that remove students from instruction—such as suspensions and expulsions—help to improve either student behavior or school climate.

Suspensions have negative consequences

- Suspensions are associated with negative student outcomes such as lower academic performance, higher rates of dropout, failures to graduate on time, decreased academic engagement, and future disciplinary exclusion.

There are effective alternatives to suspension

- Evidence-based, multi-tiered behavioral frameworks, such as positive behavioral interventions and supports (PBIS), can help improve overall school climate and safety.
- Interventions, school-wide and individual, that use proactive, preventative approaches, address the underlying cause or purpose of the behavior, and reinforce positive behaviors, have been associated with increases in academic engagement, academic achievement, and reductions in suspensions and school dropouts.

Restorative Justice

re·stor·a·tive jus·tice

(Noun) A philosophical framework and a series of programs for the criminal justice system that emphasize the need to repair the harm done to crime victims through a process of negotiation, mediation, victim empowerment, and reparation.

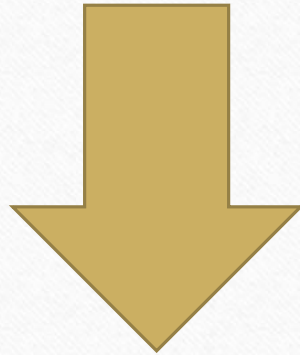
A system of criminal justice which focuses on the rehabilitation of offenders through reconciliation with victims and the community at large.

What does Restorative Justice look like in schools?

- a set of principles and practices that respond to student misconduct, with the goals of repairing harm and restoring relationships between those impacted.
- Both the theory and practice of restorative justice emphasize the importance of the following:
 - Identifying the harm
 - Involving all stakeholders to their desired comfort level and true accountability
 - Taking steps to repair the harm and address its causes to the degree possible



The underlying assumption of restorative justice is that students who commit delinquent or offensive acts are breaching the social contract between them and the school community



That social contract cannot be restored if one of the parties is absent (i.e. suspended), that is, if the school bans that student from the community.



[illegible]

How a school day starts when restorative justice is practiced

Morning jump start...

8:00 - students file into class and high five the teacher who greets each one individually at the door

8:02 - joyful song plays and students waltz around the classroom with one another

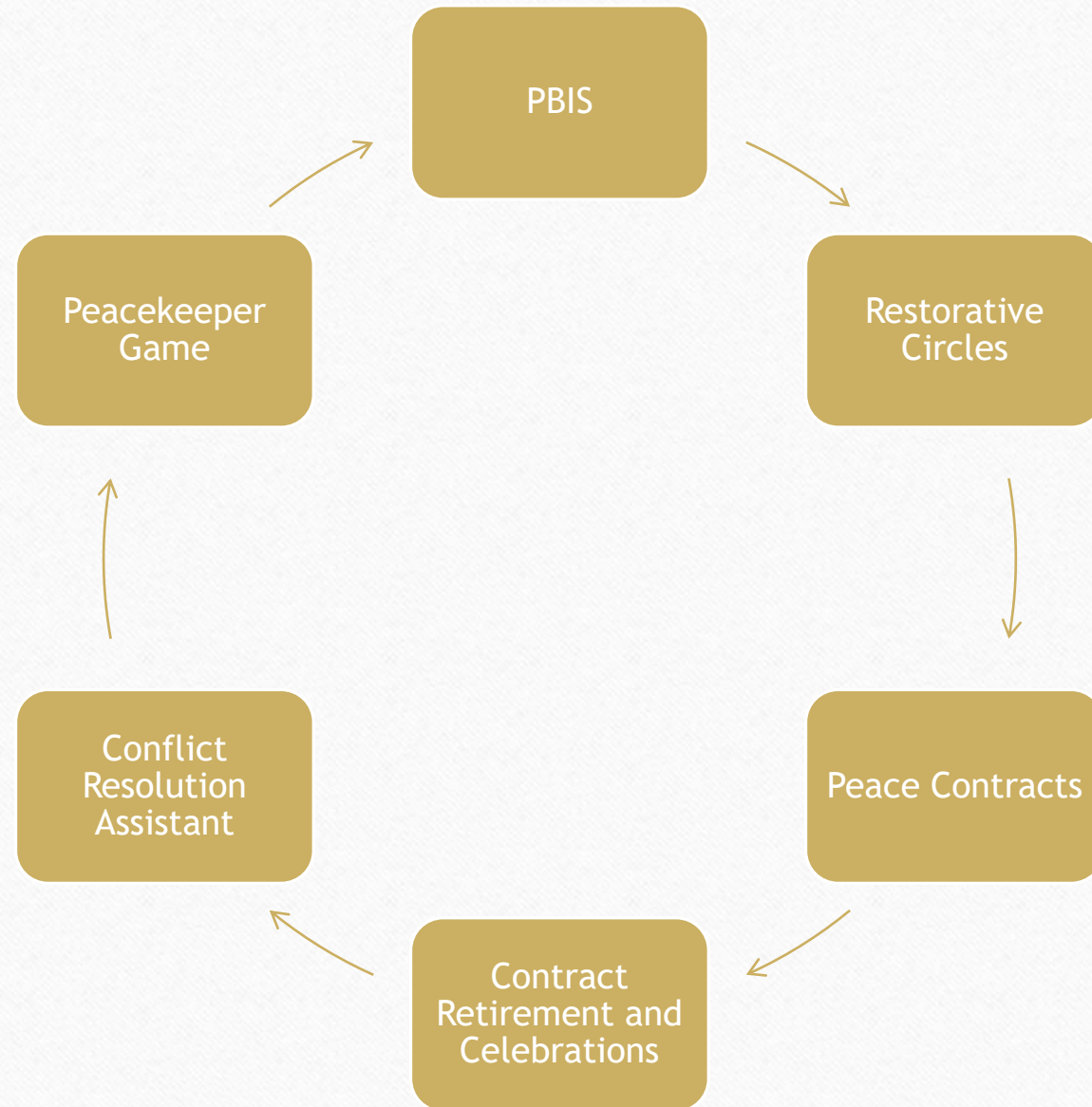
- hold-outs stand aside, but are coaxed by peers to join

8:05 - teacher takes attendance while walking around the room, ruffling students' hair, patting them on their shoulders, etc. and offering "blue notes" to the students on task and collecting **weather reports**

Restorative Practices in the Elementary Classroom: Memoirs of a 4th Grade Teacher
- Teri Ashley

Weather Report

1. I'm having a terrible, horrible, no good, very bad day. I need lots of space & will do my best to count to 10 before I respond. I don't want to hurt others or myself by reacting thoughtlessly.
2. I'm not feeling good emotionally or physically right now. I need to be kind to myself and be with people I trust will be gentle with me. I am learning how to take care of myself today.
3. I'm not my best today. Something's not feeling quite right. I'm going to focus on positive self-talk, and look for things to improve.
4. I'm having a really good day. I'm patient and kind with others. It's easy to overlook people's mistakes and focus on what I'm doing right!
5. I'm having an absolutely WONDERFUL day! My good mood is contagious. I'm going to make this world a better place today just by being ME today. I am a wonderful role model. YEAH!!



Rules

1. Everyone sitting in circle agrees to be honest.
2. Everyone understands that the speaker is voicing his or her truth, which is a point of view or perspective that others may or may not share.
3. You may always voice your truth, even if it is different from someone else's perspective, so long as you don't argue with someone who spoke before you. Arguing with another's point of view is not allowed.
4. In this game our focus is on current actions, those that have happened in the past week, or since we've last played this game. In this forum it is not allowed to bring up issues from weeks, months, or years ago.
5. When giving a compliment or airing a grievance, do so using language that describes actions. Avoid name-calling and words that generalize or are judgmental.
6. When giving a compliment or airing a grievance, do your best to look the other person in the eyes. If this is too difficult, practice getting closer to this goal by looking at the other person's forehead.
7. You may choose to pass when it's your turn, though you may not re-claim your turn later.

The Peacekeeper Game

Final Thoughts

“The more I learn about impoverished and hurt children and how they behave, I feel like I made matters worse in the beginning. If I had known how children behaved when coming from these environments, I could have handled issues better”

– Mrs. M

Questions?

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