

# Approaches to Discipline

## Punitive

- **Blame and punishment; directives/orders**
- **Inquiry: What school/classroom/playground rule was broken? Who is to blame? What punishment/sanction is deserved?**
- **Approach – forms of punitive consequences/sanctions: removal from class, isolation from class, detention, writing of lines, not allowed to go on a field trip, group punishment, humiliation, suspension, exclusion, yelling, and the like**
- **Two broad hoped outcomes: 1.) inflict pain as a deterrent to the wrongdoer and others, and 2.) reduce reoffends**

Thorsborne & Blood, 2013

## Restorative

- **Relationships and restoring harm**
- **Inquiry: What happened? What has been harmed? How? What needs to happen to repair the harm?**
- **Approach: When wrong is done we work with those involved to help them take responsibility for their behavior by understanding how their actions affected others, learn from the incident and to take what action is required to repair the harm.**
- **Outcomes: 1) student is still a valued member of the community, and 2) all parties have equal space to tell their stories, be understood, and right wrongs**

# RP CONTINUUM

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Modified by Tanisha Taylor 2019

Affective Statements	Affective Questions	Restorative Dialogue	Impromptu Conversations	Proactive Circles (community building)	Responsive Circles	Restorative Meetings/ Conferences
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**Informal**

**Formal**

**Affective Statements** – Statements or comments about how others are impacted by one’s behavior

**Affective Questions** - Questions that ask one to think about how their actions affected others (1:1)

**Restorative Dialogue**- Brief conversation between staff and student to express feelings about an incident, reiterate expectations while offering support/ a plan for success (1:1)

**Impromptu Conversations**– Conversation to clarify responsibility and perspectives regarding an incident (usually affects and includes multiple people)


**Proactive Circle** – Structured group dialogue to share information, discuss an issue or incident, and to offer solutions for what happened

**Restorative Conference** – Structured face-to-face dialogue with responsible and impacted parties to discuss specific incident and harm and find ways to possibly make things right and repair relationships



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## Restorative Circles by Tier



<p><b>Tertiary: Tier 3 Support</b>  <b>Goal: Reduce <u>complexity of problem behavior</u></b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Re entry Circle/ Conference</b> (may use to discuss impact of action on others and outcomes decided by the group) The process is time intensive and requires. The conference is facilitated by someone who has received training in restorative conferencing.)</li> <li><input type="checkbox"/> <b>Support Circle</b> (may use to discuss a support and accountability system for student; may or may not include student in circle/ can be used in conjunction with other tier 3 circles)</li> <li><input type="checkbox"/> <b>Welcome Reintegration Circle</b> (may use to initiate support for student to ensure success after suspension or expulsion)</li> </ul>
<p><b>Secondary: Tier 2 Supports</b>  <b>Goal: Reduce <u>intensity and frequency of problem behavior</u></b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Conflict Circle</b> (may use to discuss impact of action on others and next steps for productive interactions in the future) <b>NOT SUGGESTED FOR USE IN BULLYING SITUATIONS</b></li> <li><input type="checkbox"/> <b>Fishbowl (Problem of Practice) Circle</b> (allows student to share a problem, receive feedback from peers, explore options and establish accountability)</li> </ul>
<p><b>Universal : Tier 1 Supports</b>  <b>Goal: <u>Prevent new cases of problem behavior</u></b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Celebration Circle</b> (meant to be brief; may use to recognize personal achievements and share insight; acknowledge goals met)</li> <li><input type="checkbox"/> <b>Closing Circle</b> (meant to be brief; may use to reflect, review objectives)</li> <li><input type="checkbox"/> <b>Community Building Circle</b> (may use to establish norms, set expectations, address minor issues that arise within the classroom)</li> <li><input type="checkbox"/> <b>Curriculum Circle</b> (may use to promote critical thinking and problem solving as students explore themes, big ideas, essential questions, etc/ example: Socratic Seminar)</li> <li><input type="checkbox"/> <b>Morning Circle</b> (meant to be brief; may use to check in with students/ SEL; preview agenda and objectives; announcements )</li> <li><input type="checkbox"/> <b>Welcome Circle</b> (meant to be brief; may use to learn about student who is new to the environment and orient student to environment; for individuals and groups of students)</li> </ul>