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WHOLE-SCHOOL CHANGE
Through Restorative Practices

The Whole-School Change program achieves 100% staff participation and reliably produces the following positive outcomes, which start to occur at the very outset of implementation.

REDUCED
› Misbehavior
› Violence & bullying
› Suspensions & expulsions
› Teacher & student absenteeism

INCREASED
› Instructional time
› Safety

IMPROVED RELATIONSHIPS & ATTITUDES AMONG
› Students
› Staff
› Administrators
› Parents

Program Overview

Whole-School Change is a program of the International Institute for Restorative Practices (IIRP), a graduate school based in Bethlehem, Pennsylvania. Since 1999 the IIRP Continuing Education Division has helped even the most challenging schools improve their teaching and learning environment through "restorative practices," a proactive approach to whole-school climate change based on communication and responsibility.
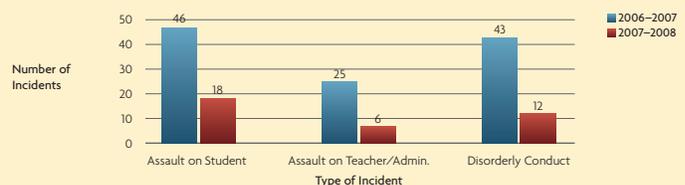
The IIRP's SaferSanerSchools™ Whole-School Change program is a cost-effective way to achieve lasting change that enhances and builds relationships between students, staff and parents, improves student behavior, reduces violence and bullying and creates a sense of community.

IIRP provides a comprehensive two-year school implementation program, unlike piecemeal efforts using varied approaches that lack an explicit focus. IIRP helps the school leadership and staff develop a customized plan based on its own needs and goals, organizes staff "professional learning groups" and regular follow-up phone meetings, delivers onsite professional development and assists with evaluation. Everyone on the school staff has a say and a role in implementation. Several staff are selected and trained as professional development instructors to ensure program sustainability.

West Philadelphia High School (Large Inner-City High School)
Serious Behavioral Incidents by Type in 2 School Years

	2006–2007	2007–2008
Assault on Student	46	18
Assault on Teacher/Admin.	25	6
Disorderly Conduct	43	12

Number of Incidents / Type of Incident

Contact Us

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INTERNATIONAL INSTITUTE FOR
RESTORATIVE PRACTICES
A GRADUATE SCHOOL

Restoring Community in a Disconnected World

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WHOLE-SCHOOL CHANGE PROGRAM

Implementation Year One

Distance Preparatory Activities

- Schedule initial professional development days and implementation start-up session.
- Provide phone consultation with school leadership.
- Create customized online web space to support staff implementation and learning activities.
- Collect baseline data from school discipline records and other relevant information.

Four Days of Onsite Professional Development for Staff

Must be held prior to implementation start-up session (explained below).
- Introduction to Restorative Practices — Basic restorative concepts and skills.

Recommended for early part of year 1:
- Using Circles Effectively — How to use circles for a broad range of behavioral and academic purposes.

Can be held during year 1 or year 2:
- Facilitating Restorative Conferences — How to facilitate structured meetings that effectively respond to wrongdoing.
- Family Engagement — How to effectively engage and empower families using restorative practices.

Implementation Startup Session

- Provide 3-hour session with all staff held early during year 1 (after Introduction to Restorative Practices professional development day).
- Engage school in developing an explicit plan for two years of implementation.
- Staff members form professional learning groups (PLGs).
- IIRP trains staff to hold their own PLGs.
- PLGs provide ongoing collaboration between the administration and staff in achieving effective implementation.

Follow-up Activities

- Hold monthly in-depth phone calls with leadership, also with staff groups as needed.
- Schedule onsite consulting days in consultation with school.
- Provide ongoing assistance with evaluation of implementation progress and impact on discipline data.

Resources Provided

- Speakerphone for conference calls
- Four books for each staff member for the four professional development events
- Restorative question cards and posters
- IIRP globe "talking piece"
- IIRP restorative practices video and book library

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Continuing Calls with Leadership and Staff Groups

- Scheduled as needed to sustain implementation momentum.
- Will focus on deepening implementation of restorative practices to 100% of staff.

Onsite Professional Development and Consulting Days

- Schedule the remainder of the four professional development days not completed in first year.
- Focus on skills refinement, increased sustainability and self-management.
- Use ongoing evaluation to update criteria and inform consultation.

Sustainability Plan

- Support explicit planning for sustained implementation.
- Institutionalize and embed restorative practices as part of school staff's vocabulary and daily life.

Training of Trainers

- Select staff to be trained to provide restorative practices professional development for new hires.
- License and train those staff to utilize IIRP's proprietary materials, presentations, "scripts" and videos.

Supplemental Opportunities

- Optional graduate online courses available for staff.
- School-centered restorative zone coordinated with local government and private agencies.
- Restorative management and supervision professional development.
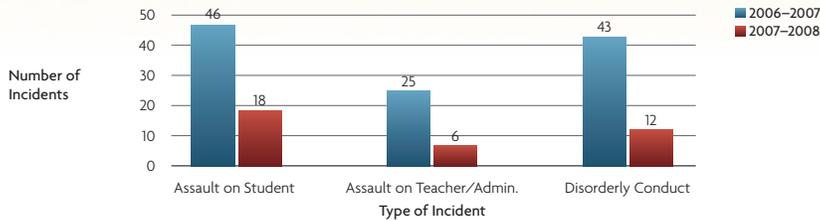
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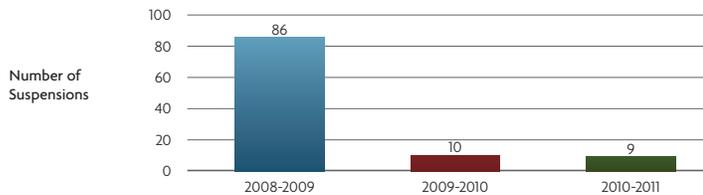
Restorative Practices Research

West Philadelphia High School (Large Inner-City High School)

Serious Behavioral Incidents by Type in 2 School Years

City Springs Elementary/Middle School,
(Large Inner-City Elementary/Middle School, Baltimore, Maryland.)
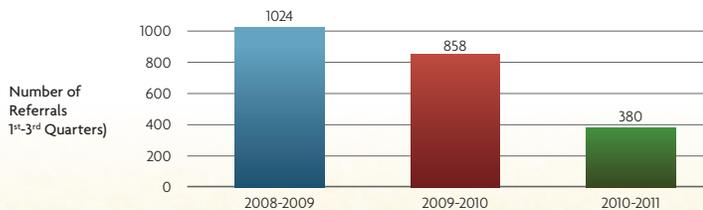
Suspensions in 3 School Years

Koskiusko Middle School
(Large, Diverse Inner-City Middle School, Hamtramck, Michigan.)

Disciplinary Referrals to Student Office in 3 School Years

What Educators Have to Say

"To accomplish everything a school needs — mainly academic goals — becoming a school with a restorative climate and culture is essential. My students are now in better shape — both academically and behaviorally — than they've ever been. If you're serious about becoming a restorative school, the best way to get there is with the Whole-School Change Program."

Rhonda Richetta, Principal, City Springs Elementary/Middle School, Baltimore, Md.

"Restorative practices builds relationships. Teachers are taking charge of discipline in the classroom. There has been a decrease in students sent to the principal's office from 100 a month to two or three a month since implementing restorative practices. The most effective thing about the Whole-School Change program is that each and every person in the school has bought in. They all think about: 'What are you doing for the whole school?' It's a beautiful thing."

Sadie Silver, Principal, Warren Prep Elementary School, Brooklyn, NY

"When we were using a traditional punitive discipline approach, certain kids were spending more time out of school than in, and student achievement was very low. With restorative practices, discipline referrals have been cut in half; suspensions, expulsions and office referrals all are much improved and the amount of recurring offenders and fights has been greatly reduced. The processes are so powerful in helping kids reflect on their decisions and behavior and how they affect others."

Sharalene Charns, Director of Federal Programs, K-12 Instruction and Bilingual Education, Hamtramck, MI, School District

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The **11** ESSENTIAL ELEMENTS

Element	Scope of Proficiency
1. Affective Statements	School-wide
2. Restorative Questions	School-wide
3. Small Impromptu Conference	School-wide
4. Proactive Circles	Broad-based
5. Responsive Circles	Broad-based
6. Restorative Conferences	Targeted
7. Fair Process	School-wide
8. Reintegrative Management of Shame	School-wide
9. Restorative Staff Community	School-wide
10. Restorative Approach with Families	Broad-based
11. Fundamental Hypothesis Understandings	School-wide

These are the essential elements necessary for successful whole-school implementation of restorative practices. Although all of the school's staff should be aware of them and understand what they are, proficiency in doing the elements will be defined as follows:

» School-wide includes all staff who interact with children.

» Broad-based includes administrators, teachers and other professional staff, such as counselors and social workers, but not non-instructional staff.

» Targeted will be those who are selected to carry out a specific element — facilitating Restorative Conferences.

The following pages will describe and define each element and the characteristics of high quality.

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Essential Element #1 Affective Statements

Scope of Proficiency	School-wide

Description and Purpose

Affective Statements:

› Are central to all of the more formal restorative practices.

› Are personal expressions of feeling in response to specific positive or negative behaviors of others.

› Provide feedback on the impact and scope of intended or unintended harm resulting from negative behaviors.

› Provide information that can be used to restore a good feeling between people when harm has been done to their relationship.

› Humanize the person making them, immediately changing the dynamic between the people involved. This sharing of emotions or "getting real" is what makes it possible to improve relationships in a school community.

› Have a significant and cumulative impact in a school community.

› Are the most informal type of response on the restorative practices continuum.

Characteristics of High Quality

High-Quality Affective Statements:

› Are "I" statements that express a feeling.

› Make students aware of either the positive or negative impact of their behavior.

› Provide a precise description of a student's behaviors and the specific impact of those behaviors.

› Do NOT protect students from the consequences of their behavior.

› Are strategically delivered in a time frame, place and manner most likely to maximize impact.

› Are delivered in a personalized manner directly to the student who impacted others.

› Focus on behavior, not on the intrinsic worth of the person (separate the deed from the doer).

› Are respectful in tone.

› Encourage students to express feelings.

Essential Element #2 Restorative Questions

Scope of Proficiency	School-wide

Description and Purpose

Restorative Questions:

› Like Affective Statements, are central to all of the more formal restorative practices.

› Are responses to negative behavior and conflict.

› Are selected or adapted from two sets of standard questions designed to challenge the negative behavior of the wrongdoer and to engage those who were harmed.

› Address inappropriate behavior in a way that places the responsibility for making things right and restoring relationships on those involved in the situation.

› Ask the wrongdoer to think about his/her behavior and how it impacted others.

› Provides those harmed with an opportunity to be heard by those who harmed them and to have a direct say in what needs to happen to make things right.

› Are an informal type of response on the restorative practices continuum.

Characteristics of High Quality

High-Quality Restorative Questions:

› Are selected or adapted from the two sets of standard questions.

› Always ask the wrongdoer to identify who has been harmed, what harm was done, and what needs to be done to make things right.

› Always ask the person harmed to express their feelings by using Affective Statements to describe the harm done and to identify what needs to be done to make things right.

› Require a response, whether it be verbal or written.

› Are asked in a non-judgemental way that communicates a genuine desire for understanding.

› Are used in the appropriate public/private setting.

Essential Element #3 Small Impromptu Conferences

Scope of Proficiency	School-wide

Description and Purpose	**Small Impromptu Conferences:**
	› Are questioning exercises that quickly resolve lower-level incidents involving two or more people.
	› Ask both the wrongdoer and those harmed to answer a series of Restorative Questions in front of one another.
	› Model a healthy approach to conflict resolution and break the pattern of lower-level incidents escalating or accumulating over time.
	› Encourage people involved in the incident to talk to each other, express their feelings and think about the impact of their behavior.
	› Are a response to behavior midway on the restorative practices continuum.
Characteristics of High Quality	**High-Quality Small Impromptu Conferences:**
	› Are confined to structured conversations based on a set of Restorative Questions.
	› Are consistently used whenever lower-level incidents occur.
	› Take place as soon as possible once an incident has been noticed.
	› Are conducted in a respectful tone.
	› Prompt students to use Affective Statements in response to the Restorative Questions.
	› Ask students to take specific actions that will repair harm resulting from the incident.

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Essential Element #4 Proactive Circles

Scope of Proficiency	Broad-based

Description and Purpose

Circles:

› Are meetings with participants seated in a circle, with no physical barriers.

› Are often a sequential go-around, with a talking piece to encourage equity and efficient use of time.

› Can be used with any group of students who meet on a regular basis.

› Are designed so students increase ownership for facilitating circles and generating topics over time.

› Are a distinctive, flexible type of restorative practice at a moderately formal place on the continuum.

Proactive Circles:

› Are NOT held in response to an incident or problem.

› Ideally should account for no less than 80 percent of all circles a student experiences.

› Are based on topics intentionally selected and sequenced to increase risk-taking over time.

› Build the social capital necessary to support successful Responsive Circles.

› Provide opportunities for students to share feelings, ideas and experiences in order to build trust, mutual understanding, shared values and shared behaviors.

› Are used to set class norms at the beginning of a year, semester or whenever necessary.

› Are used to set up behavioral expectations prior to events that occur outside the regular classroom.

› Can be used to help students with academic goal setting and planning.

› Can be used to set ground rules for projects and activities.

› Can be used to build or monitor understanding of academic content.

Essential Element #4 Proactive Circles

Characteristics of High Quality

During High-Quality Circles:

› Only one person talks at a time and often uses a talking piece to support this norm. The facilitator can interact with the student speaker for clarification when absolutely necessary.

› Students remain focused on the explicit topic/goals introduced by the facilitator.

› The facilitator sets a positive tone.

› The facilitator models desired responses and behavior.

› Participants, including the facilitator, sit in a configuration as close to a circle as possible, with no barriers.

› The facilitator is prepared to respond to "I don't know" or "Can I pass?"

During High-Quality Proactive Circles:

› Topics are intentionally selected to increase risk-taking over time.

Essential Element #5 Responsive Circles

Scope of Proficiency	Broad-based

Description and Purpose

Circles:

› Are meetings with participants seated in a circle, with no physical barriers.

› Are often a sequential go-around, with a talking piece to encourage equity and efficient use of time.

› Can be used with any group of students who meet on a regular basis.

› Are designed so students increase ownership for facilitating circles and generating topics over time.

› Are a distinctive, flexible type of restorative practice at a moderately formal place on the continuum.

Responsive Circles:

› Are a vehicle for using peer pressure to get positive change in behavior.

› Should ideally account for no more than 20 percent of the total circles a student experiences.

› Engage students in the management of conflict and tension by repairing harm and restoring relationships in response to a moderately serious incident or pattern of behavior affecting a group of students or an entire class.

› Require the appropriate level of safety and community to handle high-risk sharing.

› Address who has been harmed and what needs to happen to make things right.

› Make it possible to air feelings, repair harm, solve problems and plan changes for the future.

› Require all people involved in wrongdoing to play an active role in making things right.

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Essential Element #5 Responsive Circles

Characteristics of High Quality

During High-Quality Circles:

› Only one person talks at a time and often uses a talking piece to support this norm. The facilitator can interact with the student speaker for clarification when absolutely necessary.

› Students remain focused on the explicit topic/goals introduced by the facilitator.

› The facilitator sets a positive tone.

› The facilitator models desired responses and behavior.

› Participants, including the facilitator, sit in a configuration as close to a circle as possible, with no barriers.

› The facilitator is prepared to respond to "I don't know" or "Can I pass?"

During High-Quality Responsive Circles:

› Disapproval of the inappropriate behavior is voiced by more people than just the facilitator.

› Students take responsibility for their personal behavior and collective responsibility for the group's behavior.

› Reintegrative aspects are intentionally inserted. The facilitator always looks for ways to reintegrate identified offenders and allow them to reclaim their good name in the group.

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Essential Element #6 Restorative Conferences

Scope of Proficiency   **Targeted**

Description and Purpose

Restorative Conferences:

› Are a structured protocol used in response to serious incidents or a cumulative pattern of less serious incidents.

› Are meetings where all of those involved in an incident (often including friends and family of all parties) come together with a trained facilitator who was not involved in the incident.

› Are consistent with the belief that deterrence must be linked to relationships, personal accountability and repairing harm rather than on punishment and blame.

› Help develop empathy through understanding of each participant's experience and perspective.

› Are structured using a strategic, scripted approach that includes: facilitator introduction, initial offender phase, initial victim phase, victim supporter phase, offender supporter phase, offender response phase, agreement phase, facilitator closure to conference, and breaking of bread.

› Use a series of Restorative Questions (Socratic engagement) to prompt the responses of participants in each phase of the conference. These questions are designed to help all participants develop their own capacity to make sense and meaning of what has happened, who was affected, and what is needed to make things right.

› Limit the role of the facilitator to following the script, keeping the conference on track, and avoiding the tendency to interfere in the discussion or the decisions made by the participants.

› Are NOT a routine class process.

› Are the most formal type of restorative practice on the continuum.

Essential Element #6 Restorative Conferences

Characteristics of High Quality

High-Quality Restorative Conferences:

› Consistently follow the script, sequence and norms of the protocol.

› Acknowledge and disapprove of harmful behavior, value all involved and avoid arbitrary punishments.

› Do not reflect the views of the facilitator in the outcomes of the conference.

› Allow people to express their negative feelings and transition to more positive affects while developing their own solutions to the harm resulting from an incident.

› Effectively reintegrate the wrongdoer into the community.

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Essential Element #7 Fair Process

Scope of Proficiency	Broad-based

Description and Purpose

Fair Process:

› Is an approach to decision making that is an application of the "with" concept from the Social Discipline and Organizational Change windows.

› Means people are treated respectfully throughout a decision-making process and they perceive that process to be fair, regardless of the outcome.

› Outlines a set of transparent 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.

› Is based on the central idea that individuals are most likely to trust and cooperate freely with systems — whether they themselves win or lose by those systems — when Fair Process is observed.

› Is an essential ingredient of any successful behavioral or organizational change.

› Is used with students, staff and parents when participatory decisions are appropriate.

› Does NOT mean every decision is made by a vote or by consensus.

Characteristics of High Quality

High-Quality Fair Process :

› Engages students affected by the decision by giving them the opportunity to provide input and reason to believe their opinion will be considered.

› Explains the reasoning behind the decision when students are affected.

› Clarifies expectations so students understand the implications of the decision, specific expectations for carrying out the decision, and the consequences for not meeting those expectations.

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Essential Element #8 Reintegrative Management of Shame

Scope of Proficiency	Broad-based

Description and Purpose

Reintegrative Management of Shame:

› Is informed by the Psychology of Affect and the Compass of Shame.

› Recognizes shame as a critical regulator of human social behavior.

› Anticipates the shame response when positive affect is interrupted.

› Relates to both wrongdoers and those impacted by wrongdoing.

› Does not try to avoid the natural occurrence of shame when confronting negative behavior.

› Anticipates the shame response in every situation where people are confronted with the consequences of misbehavior.

› Helps people transform and move beyond shame.

Characteristics of High Quality

High Quality Reintegrative Management of Shame involves:

› Listening actively to what the shamed person has to say.

› Acknowledging the feelings of the shamed person.

› Encouraging the shamed person to express his/her feelings and to talk about the experience that brought about the shame response.

› Acknowledging the worth of the person while rejecting the unacceptable behavior (separating the deed from the doer).

› Avoiding labels that stigmatize the person experiencing shame.

› Discouraging dwelling on shame.

› Self-examining and monitoring one's own shame response.

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Essential Element #9 Restorative Staff Community

Scope of Proficiency	School-wide
Description and Purpose	**A Restorative Staff Community:** › Models and consistently uses restorative practices with each other to build and maintain healthy staff relationships.
Characteristics of High Quality	**A High-Quality Restorative Staff Community:** › Is led by an administration that models restorative practices. › Uses Affective Statements with each other. › Uses Restorative Questions to resolve staff conflicts and repair harm done to staff relationships. › Uses Proactive Circles regularly to build a healthy staff community. › Uses Responsive Circles to address conflicts that arise among staff members. › Uses Fair Process in all situations where participatory decision making is appropriate. › Is made up of individuals who each have a deep understanding of the Fundamental Hypothesis and how it relates to the other essential elements.

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Essential Element #10 Restorative Approach with Families

Scope of Proficiency	Broad-based

Description and Purpose

A Restorative Approach with Families:

› Consistently uses restorative practices in interactions with students' family members.

› Values the contributions, knowledge and expertise of family members.

› Views all interactions with family members as opportunities to build relationships.

› Establishes genuine rather than token engagement of family members.

Characteristics of High Quality

A High-Quality Restorative Approach with Families:

› Uses Affective Statements in interactions with students' family members.

› Uses Proactive Circles regularly to build healthy relationships with students' family members.

› Uses Responsive Circles to resolve problems between students' family members and the school.

› Uses Fair Process in all situations where participatory decision making is appropriate.

› Actively engages family members in learning about restorative practices.

› Anticipates a shame response from family members when inappropriate behavior of their relative is reported to them.

› Uses Reintegrative Management of Shame when interacting with family members.

› Engages families in "real" and substantive consultations regarding behavioral and academic concerns.

› Requires intentional and strategic communication of positive student behavior and academic achievement.

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Essential Element #11 Fundamental Hypothesis Understandings

Scope of Proficiency	School-wide
	› **The Fundamental Hypothesis:** 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.

Description and Purpose	**The Fundamental Hypothesis:**
	› Is the cornerstone of all of the Restorative Practices Essential Elements.
	› Is based on the interplay of control/pressure and support.
	› Is represented inside the "with" domain of the Social Discipline Window and the Organizational Change Window.
	› Provides a framework to examine daily interactions and to become intentionally restorative on a consistent basis.

Characteristics of High Quality	**High-Quality interactions are consistent with the Fundamental Hypothesis when they:**
	› Maintain high expectations for appropriate behavior.
	› Do not ignore inappropriate behavior.
	› Use the appropriate mix of control/pressure and support.
	› Minimize the role of the facilitator and maximize the participation of the people directly involved.
	› Minimize the times that the facilitator operates outside of the "with" domain.

A. How does the implementation process address the knowledge and skills necessary for whole-school implementation?

» The process identifies 11 essential elements of restorative practices and the knowledge and skills associated with the proficient use of each of those elements.

» The goal of the implementation process is to achieve high levels of staff proficiency in all of these elements throughout your school.

B. What are the 11 essential elements and who needs to understand and use each element to change the culture of the school?

» All staff members use 5 of the 11 essential elements. These 5 elements are referred to as "school-wide" elements:

› Affective Statements

› Restorative Questions

› Small Impromptu Conferences

› Restorative Staff Community

› Fundamental Hypothesis

» Instructional and administrative staff members use 5 more of the 11 essential elements. These elements are referred to as "broad-based" elements:

› Proactive Circles

› Responsive Circles

› Fair Process

› Reintegrative Management of Shame

› Restorative Approach with Families

» Members of a multidisciplinary team become proficient with the last essential element. This element is referred to as a "targeted element":

› Restorative Conferences

» All staff members need to understand the purpose and function of all 11 essential elements.

C. How does the implementation process address pacing and sequencing of implementation?

» The Whole-School Change Program encourages immediate use of all practices introduced in IIRP training to realize initial positive changes in the school culture. Thereafter, schools will choose specific elements as areas of intensive focus at any one time during implementation.

» When school staff and leadership feel they have become highly proficient in the use of that element they will choose other elements as the next area of intensive focus. In this way staff will gain high levels of proficiency in all 11 essential elements.

» The pace of this process is flexible. An IIRP instructor will assist your school in planning an implementation pace that will best meet your needs.

D. How will all staff participate in the implementation process?

» Everyone on the school staff has a say and a role in implementation, thereby forging program sustainability.

» Throughout the implementation process, all staff will participate in Professional Learning Groups (PLGs), which consist of approximately 8-12 staff members. PLGs are participatory learning groups that encourage staff to take active responsibility for implementing and developing high levels of proficiency in the 11 essential elements.

» An IIRP instructor will help school leadership organize all staff into PLG groups that can realistically meet for at least 40 minutes twice per month — for example, staff who work in the same department or share free periods. Group membership is flexible and can change to accommodate school schedules, staff turnover and new hires.

» Non-instructional staff also join PLGs when practical, but are typically grouped together since they will be not be responsible for developing proficiency in as many essential elements as instructional staff.

» In each PLG certain staff will volunteer to be "specialists" in one or more of the 11 essential elements. These specialists will organize educational activities for their PLG when their chosen essential element is an area of intensive focus for their school.

» The IIRP will facilitate an "Implementation Start-Up" session with all staff at program outset to introduce staff to the PLG process and ensure they can facilitate their own ongoing meetings. The IIRP will also provide meeting protocols, educational resources and online tools to assist these groups in their ongoing learning and development.

E. How is progress documented and monitored?

» As one measure of proficiency, the IIRP provides staff self-assessment surveys that cover all of the 11 essential elements. These surveys ask simple reflective questions related to behaviors and practices associated with each element. Staff members then score themselves on a five-point Likert scale.

» Each PLG group should periodically administer the portion of this self-assessment survey related to the essential element under intensive focus. School leadership will often coordinate this activity so that all PLGs are self-assessing the same element simultaneously, but this useful tool is always available to all staff. PLGs report the results of their self-assessments to the school community.

» At the request of the school, the IIRP can also provide an online version of this survey for all staff as well as a comprehensive results report.

» When all or most staff members are assessing themselves as highly proficient in a particular element the school can begin to focus intensively on other essential elements. IIRP instructors assist school leadership in determining a common standard for "high proficiency."

F. What external support does the IIRP offer during the implementation process?

» The IIRP supports the development of proficiency with the essential elements through multiple days of onsite consultation, phone consultation with leadership and PLGs as needed, along with ongoing educational opportunities offered by the IIRP Graduate School such as online graduate study and symposia.

» In addition to the books distributed for each professional development day, the school will also receive a comprehensive library of restorative practices books, videos and other resources to aid the PLGs in crafting learning activities and implementing the elements.

There are 4 phases to each meeting of the PLG:

(it is the facilitator's responsibility to move the PLG from one phase to the next)

1. **Opening Go-around (storytelling)** – The opening go-around is a brief storytelling exercise during which all staff members share one experience they have had implementing restorative practices. This is a sequential go-around in which everyone participates.

2. **Learning Activity** – This phase of the PLG meeting is guided by the specialist assigned to the essential element currently under intensive focus. The activity is designed to provide a deeper understanding of the essential element and to move staff toward proficiency.

3. **Restorative Problem Solving (brainstorming)** – During this phase the facilitator leads the group through an experience called "restorative problem-solving", this exercise has 3 parts:

   • First, one member of the PLG is selected to share an issue or problem they are currently experiencing and for which they would like to receive some help. Once this person shares all the pertinent information about their situation with the group, they must listen to all restorative brainstorms without question or comment.

   • The group then offers restorative suggestions or brainstorms. It is best for these brainstorms to be in the form of direct suggestions, not questions.

   • Finally, at the end of a specified amount of time, the person receiving the suggestions shares with the group something they would like to try from the brainstorms.

4. **Closing Go-around (commitments)** – During the final go-around each member of the PLG states one thing they will do related to implementing restorative practices before the next PLG meeting. This is a sequential go-around in which everyone participates.

Facilitator then ensures that meeting minutes are submitted to the online group space.
This can be done by the facilitator or another designated group member.

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