

Restorative Parenting: parenting for a peaceful home



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Restorative Practice (RP) Overview



- The science behind RP
- Parenting approaches
- Reflecting on being a parent – your approach
- A quick overview of the RP model at Peak School and questions you can ask at home
- The advantages of RP

Parenting/Caregiver Autopilot

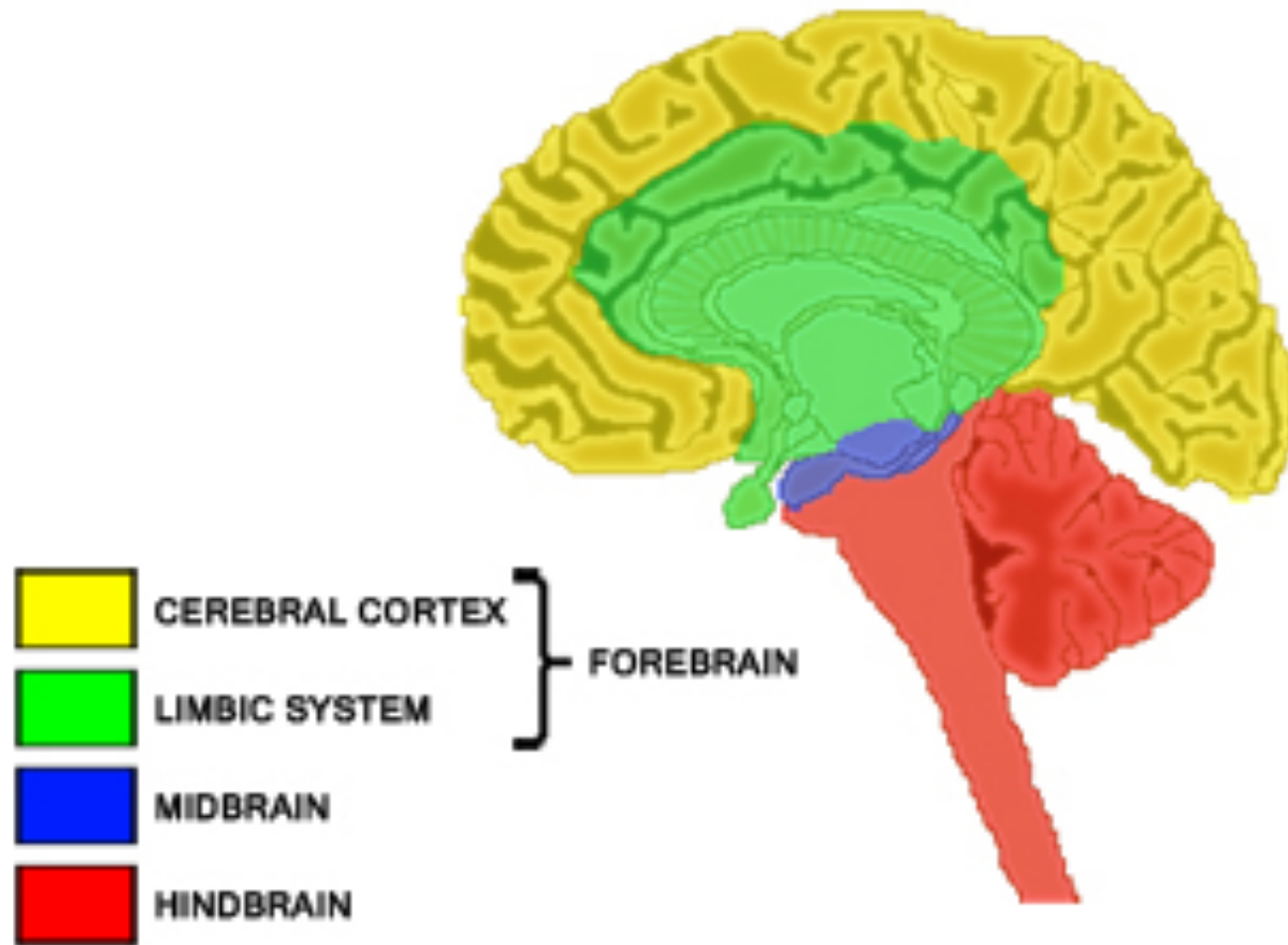


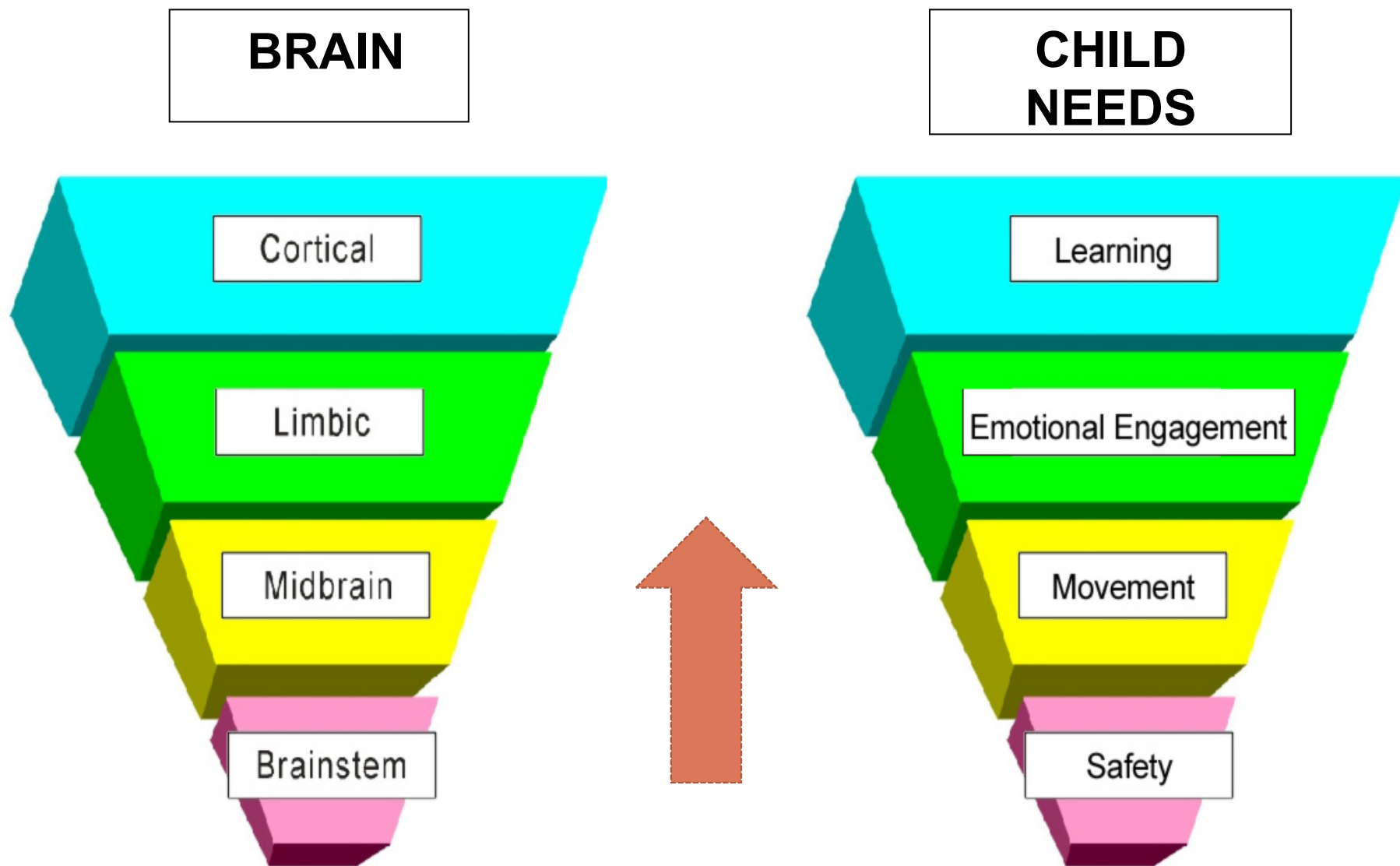
- Our own lifetime experiences (how we were raised)
- Expectations and fantasies about what makes a good parent
- Expectations and fantasies about what makes a good child
- Our own temperament and personality

These all blend together to shape how you act toward your child and how you react to them

Holinger, 2003 “What babies say before they can talk”

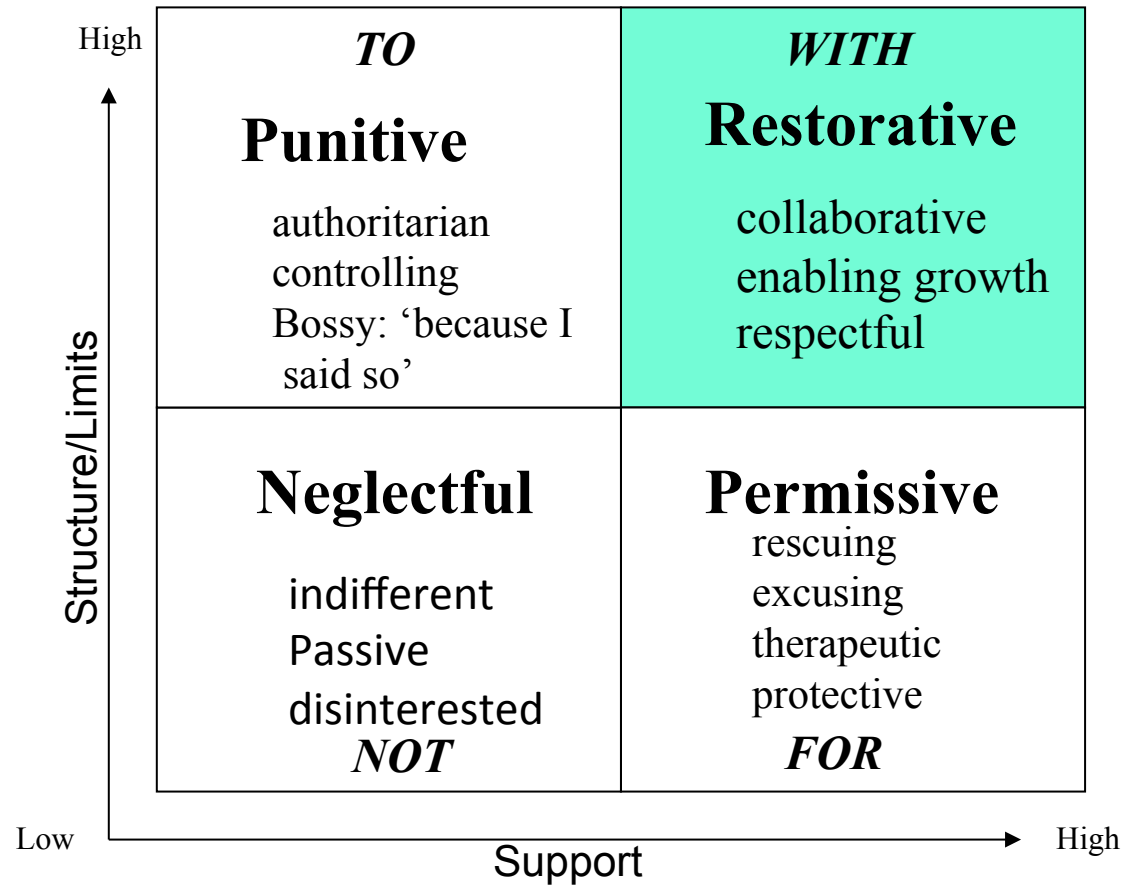
Neuroscience and punishment





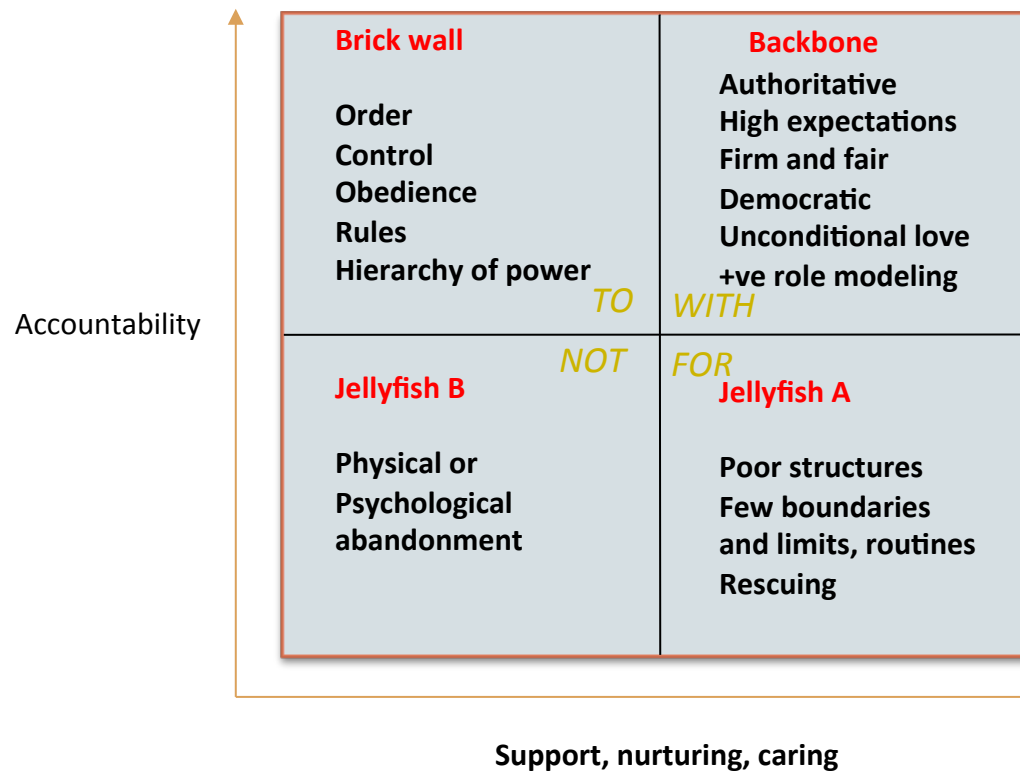
Adapted from: McCaleb, M. & Mikaere-Wallis, N. Relationship-shaping: Teacher consistency and implications for brain development. *The First Years/Ngā Tau Tuatahi: New Zealand Infant and Toddler Education*, 7(2), 21-25

Building Social Capital



Blood, 2004 Adapted from
Wachtel, T. 1999.

Childrearing styles



Adapted from Wachtel, 1999,
and Coloroso, 2003

Brain state and social environments

<p>AUTHORITARIAN</p> <p>Vigilance for threat Memory and executive functions hampered</p> <p>Brain state: fluctuating anxiety, distracted, reactive, defensive</p>	<p>AUTHORITATIVE</p> <p>Builds attunement, connections, cause and effect thinking, accountability, reflective, pro-social, trusting</p> <p>Brain state: relaxed alertness, attuned</p>
<p>NEGLECTFUL</p> <p>Negative impact on attention, memory, emotions and behaviour</p> <p>Brain state: distress, hyper-vigilance</p>	<p>PERMISSIVE</p> <p>Connects negative behaviours with positive feelings, reinforcing negative behaviours</p> <p>Brain state: passive, enabled</p>

Retributive discipline – Who can we blame?



- **What rule was broken?**
- **Who's to blame?**
- **What punishment is deserved?**

Punishment (school version!)

- *To make someone suffer in order to teach a lesson* (detention = incarceration, suspension/stand down = exile, time out = isolation, humiliation, ominous notes to parents, withdrawal of privileges, using schoolwork as a weapon)
- Works in the short term, *but loses effectiveness over time*, with focus by student/child on avoiding punishment

Kohn, 2006

Price of compliance



- Not really effective
- Does not solve problems, can make them worse
- Teaches use of power over; retribution
- Warps the relationship between punisher and the punished
- Punishment impedes the process of ethical development
- Punishment only focuses on the consequences for the wrongdoer, not others

Kohn, 2006

Restorative Discipline



- Misconduct is a violation of people and relationships
- Violations create obligations and liabilities
- Restorative practice seeks to heal and put things right

Adapted from Zehr and Mika, 1997

Restorative Practices – Peak School



- If a relationship breaks down at Peak School (e.g between two friends, children on the playground or in the class) the children are taken through an RP process
- There is usually a victim and wrong doer and the teachers ask a series of questions to establish exactly what happened, what they were thinking at the time, how the children involved felt, how they are going to fix it and whether they need any follow support.

Restorative Practices – Peak School



The questions we ask are –

- To the Victim – what happened? How did it make you feel? What were you thinking at the time? How are we going to fix this? Will it work? Do we need to touch base tomorrow to check in? Do you need any help from me?
- To the Wrong Doer – what happened? Who has been affected by what you did? What were you thinking at the time? What have you thought about since? What did you hope would happen? How are you going to fix this?

Restorative Practices



- What are the benefits?
- Why consider it as a process when dealing with issues at home between yourself and your child or between your children.
- ‘Reflect, Repair, Reconnect’

Restorative Practices - benefits



- Strong, positive messages about the worth of the child/ren - optimism, perseverance, generosity
- Democratic approaches to problem-solving and decision-making: being listened to
- Pro-social behaviours are modeled and taught; rules are simply and clearly stated
- Consequences are reasonable, simple, valuable and purposeful

Restorative Practices – benefits cont.



- Authoritative approach to wrongdoing; children are given a second chance, but are held accountable for fixing their mistakes
- High expectations for conduct – belief in their decency, respectfulness, responsibility and caring
- Love is unconditional – kids feel loved, wanted and respected
- Adult is empathic and emotionally available, teaching the child to honour their own feelings

Restorative Practices – benefits cont.



- Competency and co-operation are modeled and encouraged
- *How to think* is taught, including how to think when facing a moral dilemma
- Adult/child is willing to acknowledge when there is a problem and seek help

Coloroso, 2003

Restorative Practice



- Thank you
- Any Questions?