

# Welcome



## Restorative Practices: Turning Harm Into Healing

Participants will

- Learn how trauma can impact behavior & look for the story behind misbehavior
- Understand the difference between punishment & accountability
- Gain practical ways to apply restorative practices

**Thursday, November 4, 2021 from 10:00-11:30 AM**

This will be a webinar using Zoom. Registration is required.

Please register for the event at

<https://www.compassionactionnetworkanoka.org/upcoming-events>

### Speakers



**Brandon Wait, LSC, Executive Director, Paladin High School**

Brandon Wait has been involved with the field of education for over fifteen years and in many roles. Brandon has notable experiences in a variety of sectors including non-profits, public education, juvenile interventions, and social services. He is a leader in implementing trauma-responsive, restorative practice, social and emotional learning (SEL), and student-centered approaches in schools.

**Also presenting:**

**Sam Bahr, MA, Lead Therapist, Lee Carlson Center for Mental Health & Well-being**

**Maria Guidarelli, MSW, LGSW at Main Street Family Services, Leader- Connect Elk River**

**This event is free and open to the public**



## **Our Mission:**

To foster collaborative opportunities to creatively address community needs in Anoka County.

If there is a topic you would like CAN to cover at the next event, please talk to us after or visit our website and send us a message

**[www.compassionactionnetworkanoka.org](http://www.compassionactionnetworkanoka.org)**



## Speaker

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## Additional Speakers

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# Restorative Practices: Turning Harm Into Healing

Brandon N. Wait, LSC  
Executive Director  
Principal K-12

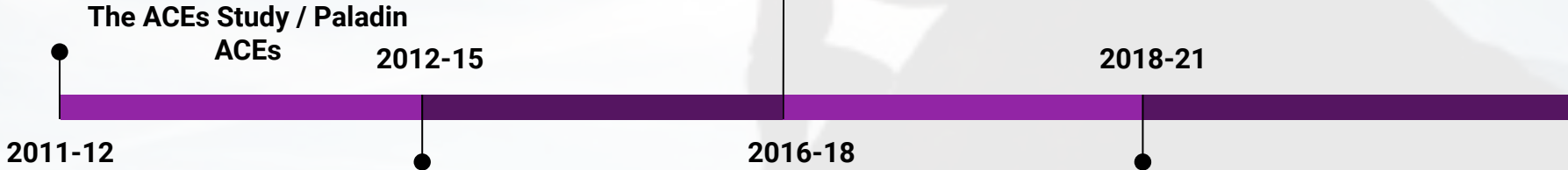
**Paladin**  
CAREER & TECHNICAL HIGH SCHOOL





**2011 The New Yorker Article -  
*The Poverty Clinic:  
 Can a stressful childhood  
 make you a sick adult?***

- Deep Dive into Trauma-Informed Care
- Restorative Practices First
- Suspensions Decreased
- All Staff Circled Trained
- RP Still Mainly Staff-Led



- Still High Suspensions
- Lack of Staff Buy-In
- Restorative Practices vs. Zero Tolerance Policies
- Forced Circles (Suspensions)
- High Staff Turnover
- Not TIC
- The 2015 Incident...

- Vibe Control "Positive Vibes Makes for Positive Lives"
- Peer Mediations Being Student-Led
- Proactive vs. Reactive
- Restorative Practices = A Way of Being
- SEL Schoolwide Initiative / Trauma-Responsive

## ABUSE



Physical



Emotional



Sexual

## NEGLECT



Physical



Emotional

## HOUSEHOLD DYSFUNCTION



Mental Illness



Mother treated violently



Divorce



Incarcerated Relative



Substance Abuse

# ACEs Study

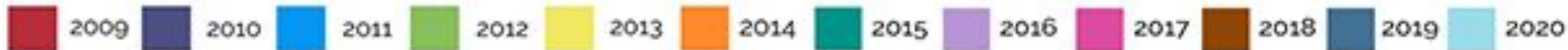
10 Questions

# States Collecting PACEs Data 2009 - 2020

Source: CDC National Center for Injury Prevention & Control

Nationally  
64% of  
adults have  
at least one  
ACE.

BIPOC =  
83%

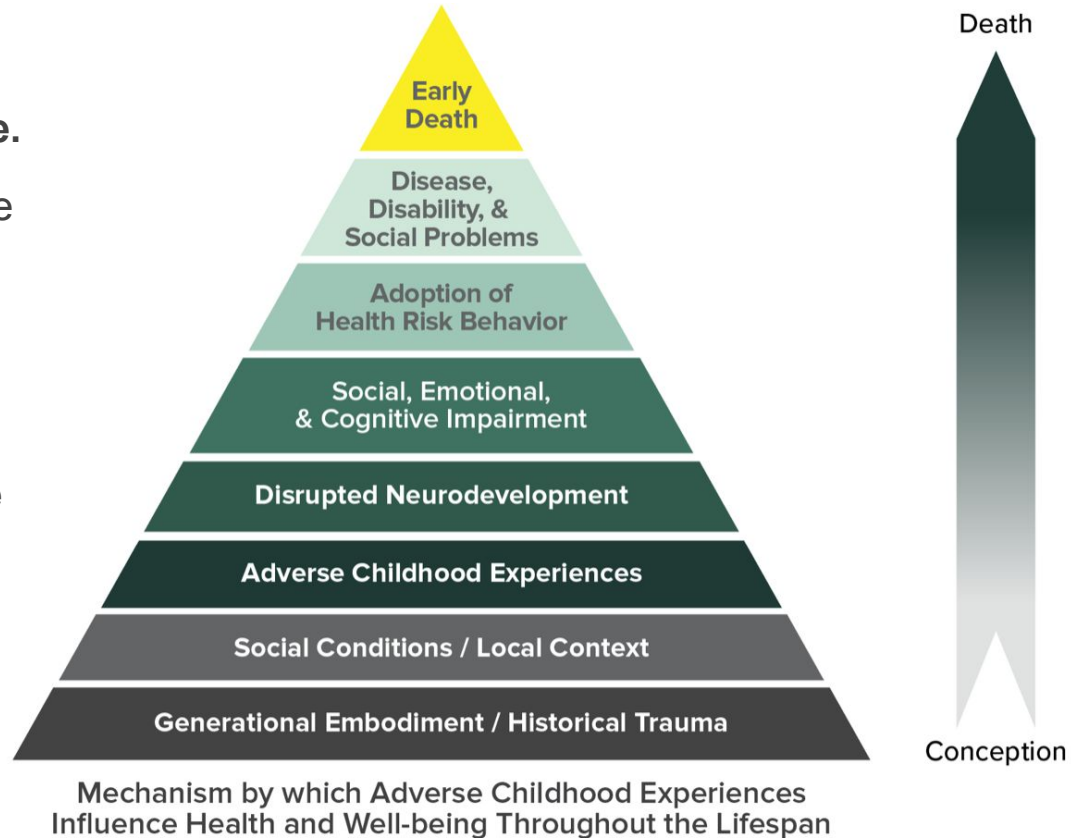




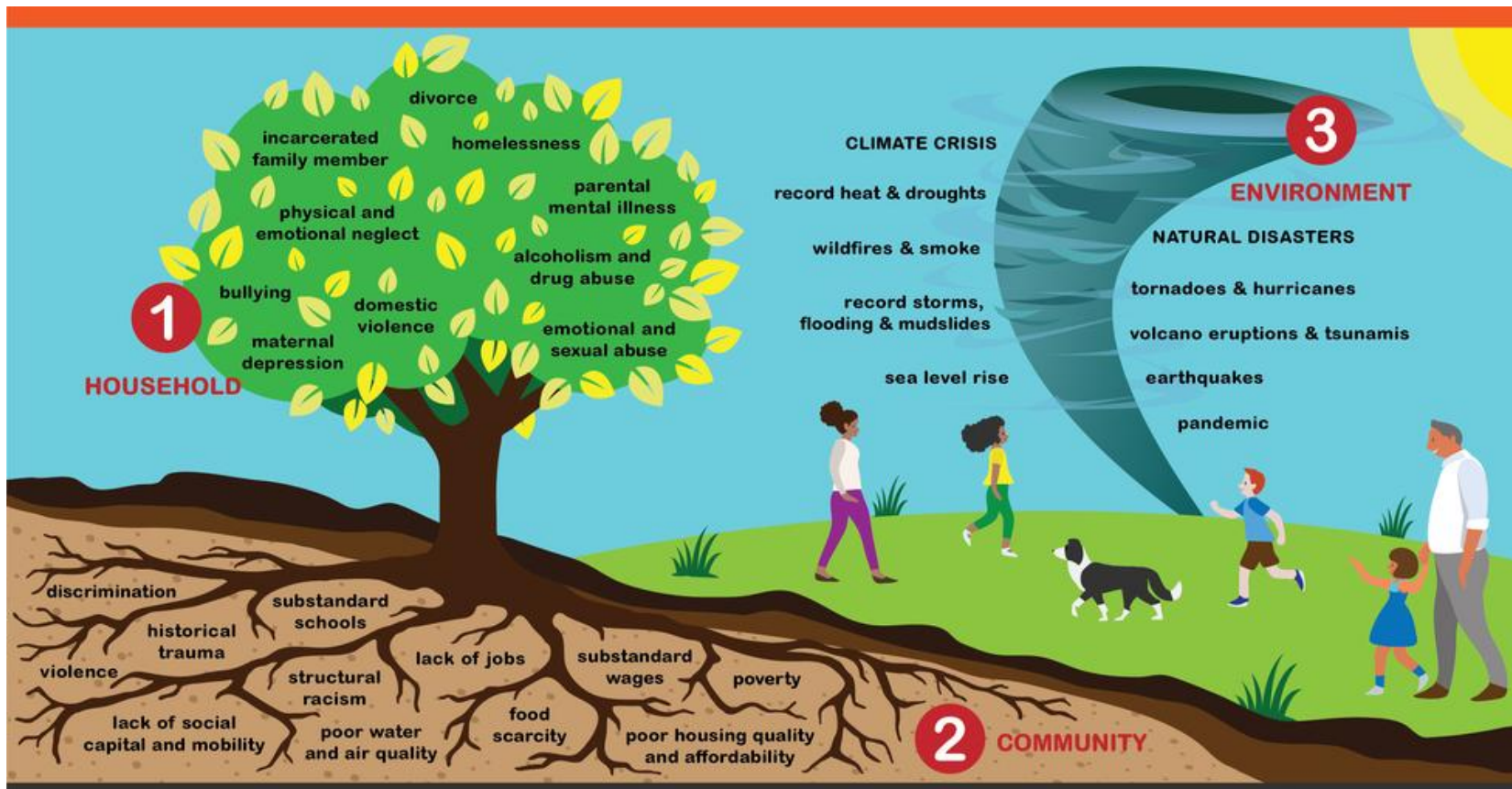
# Why are ACEs Significant? Main Study Discoveries

The more ACEs you have, the greater the risk for chronic disease, mental illness, violence, and/or being a victim of violence.

- ACE score of 4 things start getting more serious:
  - 2x as likely to be a smoker
  - 7x as likely to be an alcoholic,
  - 460% increased risk of depression/anxiety
  - **1200% increased risk of suicide risk**
  -
- ACE score of 6 or higher:
  - at risk of lifespan being shortened by 20 years.



# Pair of ACEs and Realms of ACEs



you along

Front

An Abused Brain

This PET scan of the brain of a Romanian Orphan, who was institutionalized shortly after birth, shows the effect of extreme deprivation in infancy. The temporal lobes (top), which regulate emotions and receive input from the senses, are nearly quiescent. Such children suffer emotional and cognitive problems.

Back

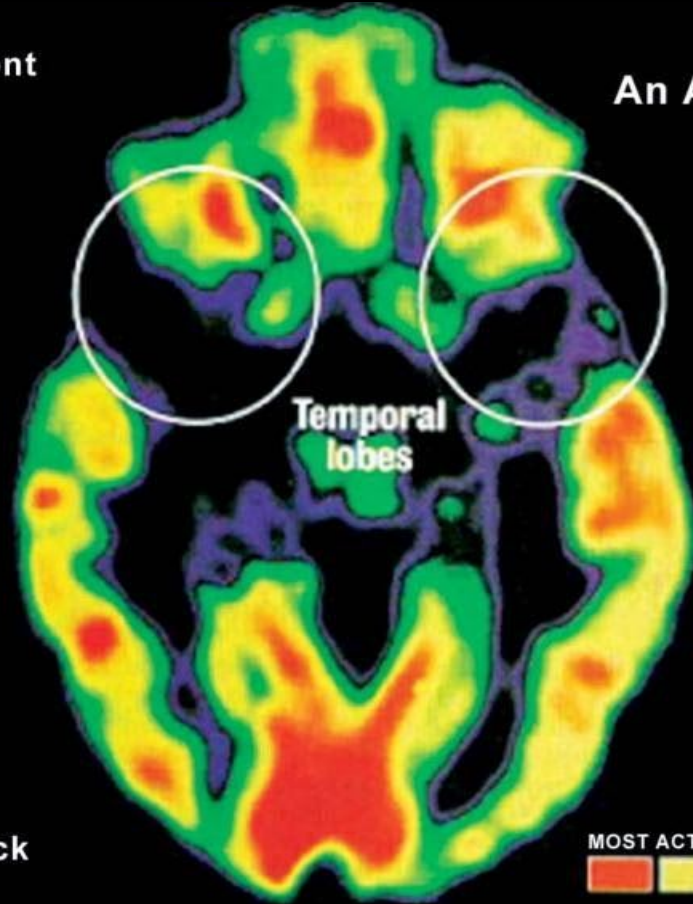
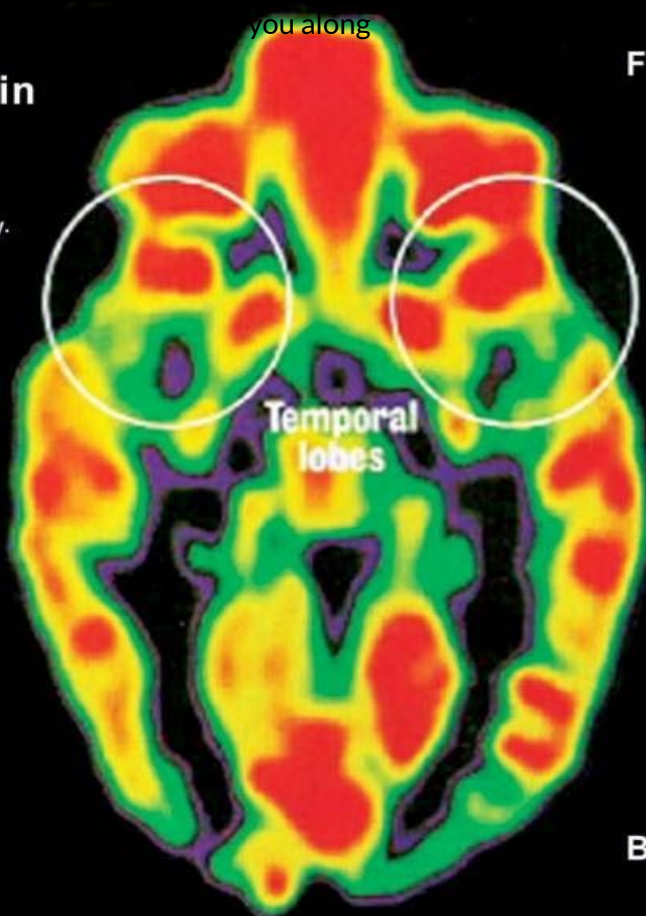
MOST ACTIVE      LEAST ACTIVE



The legend consists of five colored squares in a row: red, yellow, green, purple, and black. The red square is the largest and is positioned on the far left, while the black square is the smallest and is on the far right. The yellow, green, and purple squares are of intermediate sizes and are positioned between the red and black squares.

Healthy Brain

This PET scan of the brain of a normal child shows regions of high (red) and low (blue and black) activity. At birth, only primitive structures such as the brain stem (center) are fully functional; in regions like the temporal lobes (top), early childhood experiences wire the circuits.

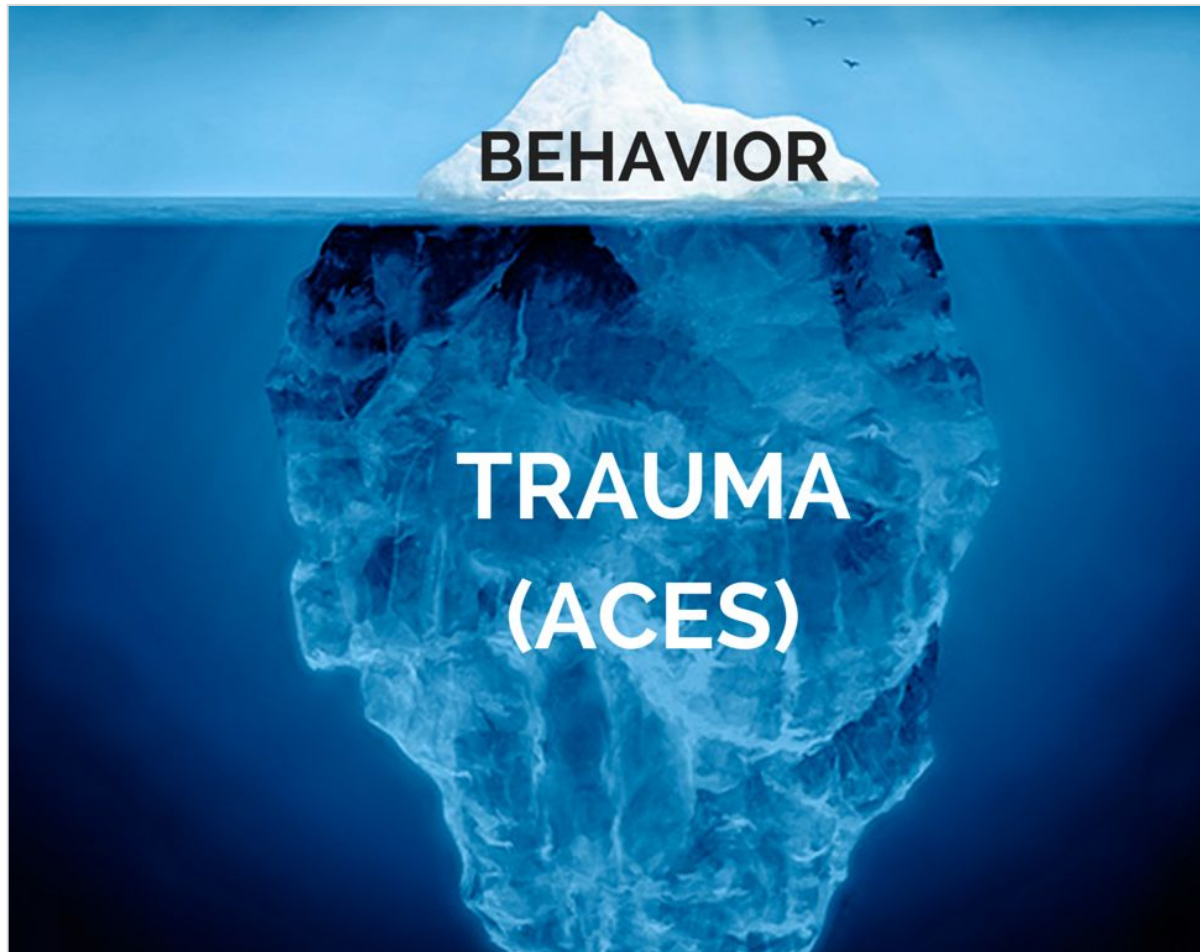


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*"Trauma is not what happens to you.  
Trauma is what happens inside of you,  
as a result of what happened to you."*

*- Dr. Gabor Maté*

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“Nine times out of ten, the story behind misbehavior won’t make you angry; it will break your heart.” -*Annette Breaux*

*“Be Curious, Not Judgemental”*

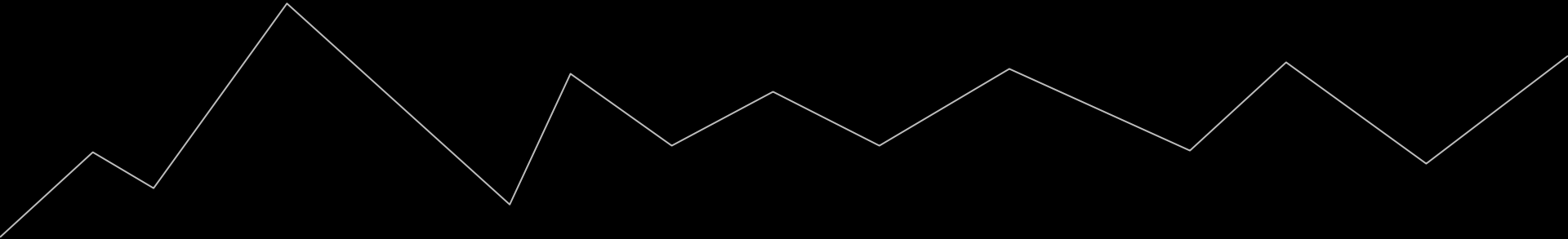
**What do you believe?**

**Exclusion Practices**

**or**

**Restorative Practices in Schools**

(Restorative Justice = Criminal Justice)



# Be **Curious**, **Not** Judgemental

It's not about making assumptions,  
it's about being aware of the assumptions  
And how they take us down a path.



# Punishment vs. Accountability

## **Punishment:**

The infliction of a penalty as retribution for an offense.

or

Consequences = Punishment

## **Accountability:**

The fact or condition of being accountable; or I like to say taking responsibility for one's actions.

## **The Restorative Challenge:**

To address conflicts and harmful situations in a way that, at the very least, does not harm relationships, and at the very best builds and repairs them.

PR empowers those involved in conflict or harmful situations to take ownership and find a path forward.





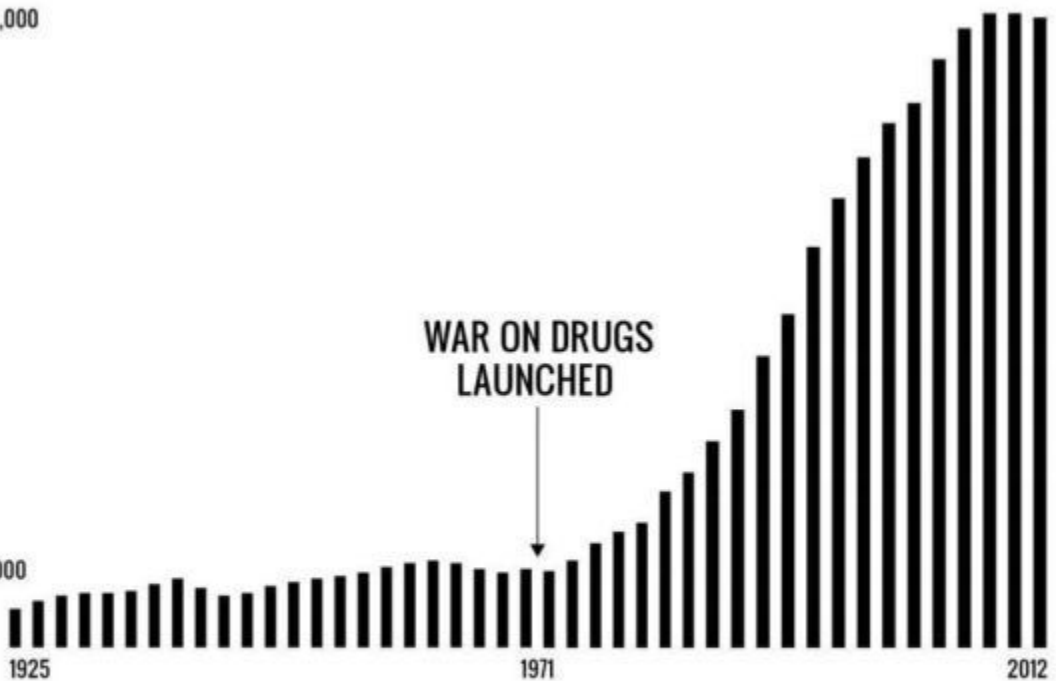
THE SCHOOL

PRISON PIPELINE



1,600,000

200,000



THE U.S. STATE AND FEDERAL PRISON POPULATION HAS INCREASED OVER 800% IN JUST 40 YEARS

40%



OF STUDENTS **EXPELLED** FROM U.S. SCHOOLS EACH YEAR ARE BLACK.

70%



OF STUDENTS INVOLVED IN "IN-SCHOOL" **ARRESTS** OR REFERRED TO LAW ENFORCEMENT ARE BLACK OR LATINO.

3.5 X



BLACK STUDENTS ARE THREE AND A HALF TIMES MORE LIKELY TO BE **SUSPENDED** THAN WHITES.

2 X



BLACK AND LATINO STUDENTS ARE TWICE AS LIKELY TO **NOT GRADUATE** HIGH SCHOOL AS WHITES.

68%

OF ALL MALES IN STATE AND FEDERAL **PRISON** DO NOT HAVE A HIGH SCHOOL **DIPLOMA.**

We Need to Break the School to Prison Pipeline

# Mind-Flip

**From:**  
What's  
wrong with  
you?

**To:**  
What's going  
on with you?

HIGH



CONTROL (limit, setting, discipline)



LOW

**TO**

**Punitive**

authoritarian

**NOT**

**Neglectful**

irresponsible

**WITH**

**Restorative**

authoritative

**FOR**

**Permissive**

paternalistic

SUPPORT (encouragement, nurture)

HIGH



## **RULE OF 24**

# Brain State Tip:

We need to get the student in a brain state that will allow us to problem solve.

Both the adult and the young person need to be in the executive part of the brain for a successful outcome.

# Respond, Not React

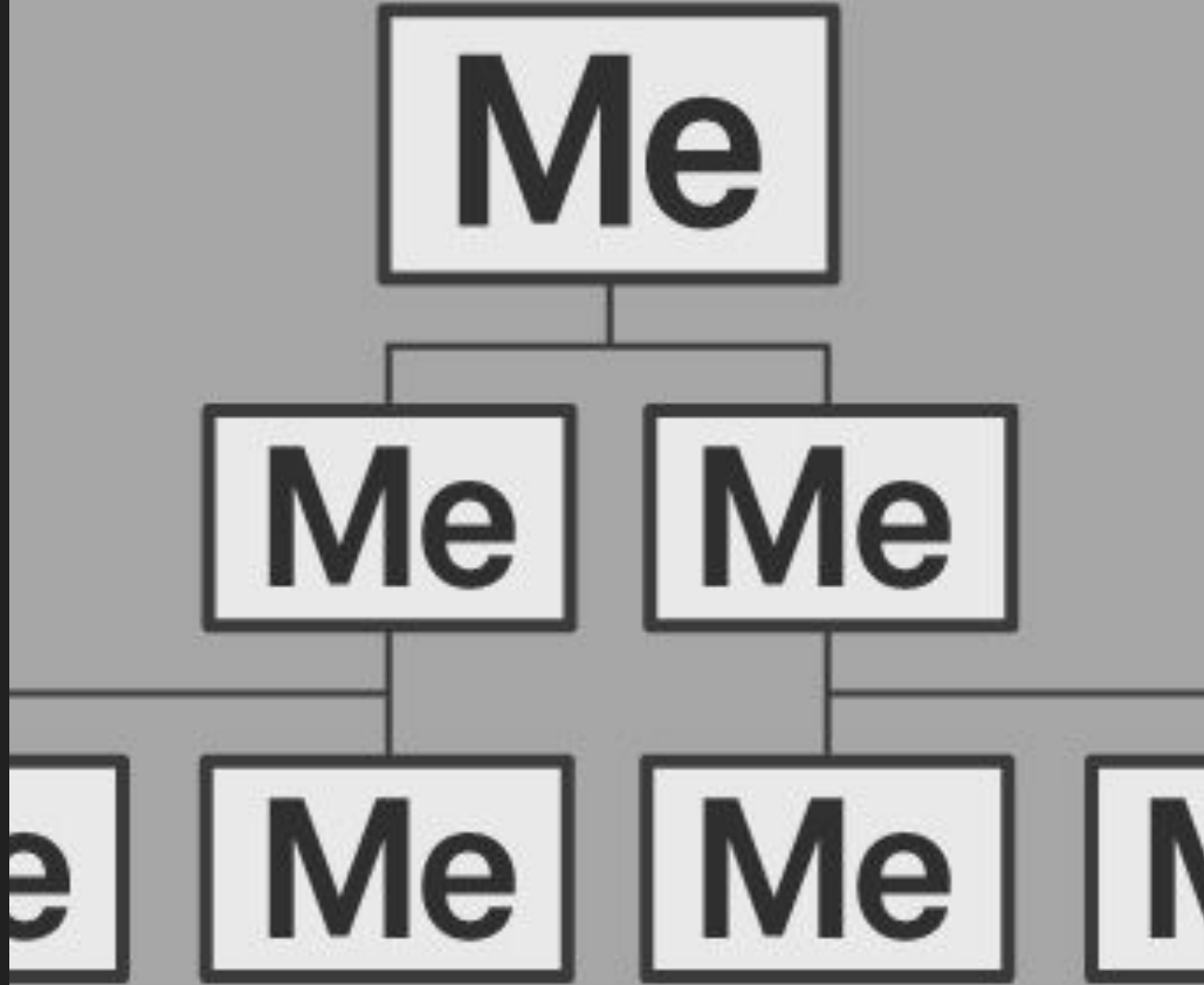
“Don’t Pick up the Rope”

Rule of 24

- 24 secs.
- 24 mins.
- 24 hours.

Remember:

It’s not about you



# The Five RP Questions

**Offenders are asked these restorative questions:**

- “What happened?”
- “What were you thinking about at the time?”
- “What have you thought about since?”
- “Who has been affected by this?” “In what way?”
- “What do you need, and what needs to happen now, so that the harm can be repaired/make things right?”



# The Restorative Challenge

We need to address conflicts and harmful situations in a way that, at the very least, does not harm relationships, and at the very best builds and repairs them.

The goal is to empower those involved in conflict or harmful situations to take ownership (accountability/responsibility) and find a path forward.



# Case Studies

Guinea Pig



\$20 Threat

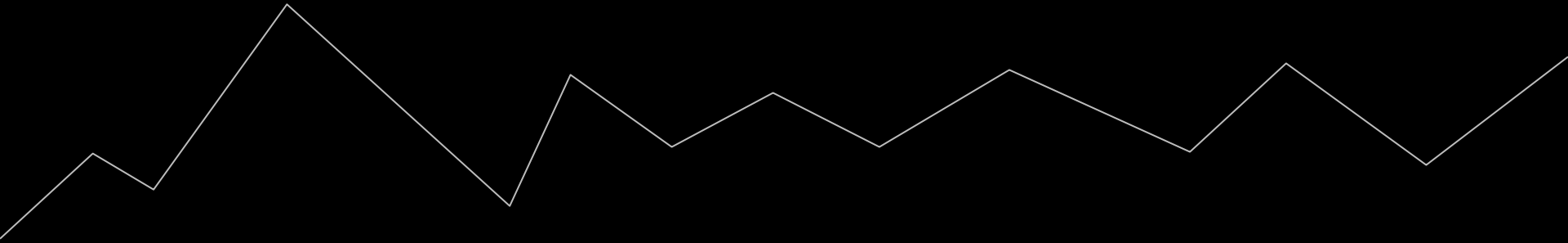


# 80% of Healing is Relationships

-Harvard study

**“No significant learning occurs without a significant relationship.”**

-Rita Pierson



Dignity

Respect

Ask

Why

Options

2nd Chances



# The Role of Movement

*Getting kids moving can be a  
natural mental health / behavior  
intervention*

Yoga Calm

MeMoves

Walk and Talk

STOP (Stop Take a breath Observe  
Proceed) Practice

Jobs Around the School

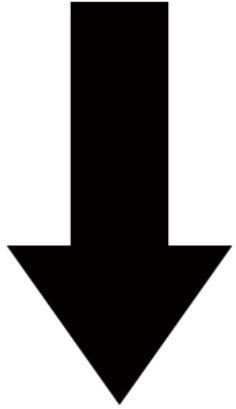
Sports / Extracurricular Activities

# Trauma-Responsive School:

- **Realize** the widespread impact of trauma and understand potential paths for recovery
- **Recognize** the signs and symptoms of trauma in students. Know the trauma
- **Respond** by integrating knowledge about trauma into procedures and practices
- Seek to actively **Resist Re-traumatization**



# Trauma-Responsive / Restorative Outcomes:



Decreased Suspensions

Decrease in Incident reports

Improved attendance rates

Improved graduation rates

Climate and Culture Overhaul



# Positive Childhood Experiences (PCEs)



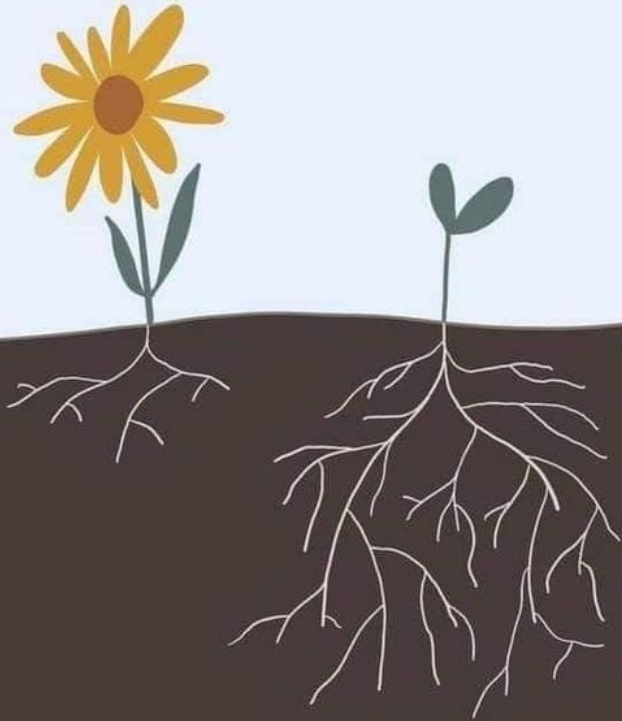


# Final Thoughts to Ponder:

“Restorative practice principles are not inherently trauma-informed, but trauma-informed is inherently restorative.”

“If you do things to kids, that’s punishment. If you do things for them, that’s permissive. Do nothing at all, and that’s neglect. But if you do things with them, that’s restorative.”

EVERYONE'S GROWTH  
LOOKS DIFFERENT.



Don't Forget, A Child  
Can:

Start Late, Start Over,  
Be Unsure and Uncertain,  
Look Different, Act  
Different,  
Try and Fail,  
and Still Succeed!



# RESOURCES

## Web Links:

- ACEs Too High [acestoohigh.com](http://acestoohigh.com) and <https://www.pacesconnection.com/>
- International Institute for Restorative Practices <https://www.iirp.edu/>
- CDC: <https://www.cdc.gov/violenceprevention/aces/index.html>
- MACMH (Minnesota Association for Children's Mental Health [macmh.org/](http://macmh.org/))
- Trauma and Learning Policy Initiative (TLPI) <https://traumasensitiveschools.org/>

## Videos:

Paper Tigers

Resilience

Whole People

(PBS Documentary)

Learning for a lifetime

(PBS Documentary)

## Books:

**The Body Keeps the Score;** Bessel Van Der Kolk

**The Little Book of Restorative Justice in Education;** Evans

**Help for Billy;** Heather Forbes

**Waking the Tiger: Healing Trauma;** Peter Levine

**What Happened to You?;** Bruce D. Perry, Oprah Winfrey

**My Grandmother's Hands;** Resmna Menakem

# QUESTIONS?

[PaladinCareerTech.com](http://PaladinCareerTech.com)

763-786-4799

Brandon N. Wait

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LEE CARLSON CENTER

# INTENSIVE TREATMENT IN FOSTER CARE (ITFC)

- ITFC is a bundled package of services to be delivered in the child or youth's home, foster home, school, parent's current residence or any other natural setting. Services may be delivered in an outpatient setting (i.e., office) when it is deemed medically necessary based on the intervention.

## **ITFC includes:**

1. Psychotherapy (individual, family and group)
2. Psychoeducational Services (individual, family and group)
3. Clinical Care Consultation
4. Crisis Assistance

## 24/7 CRISIS PLAN

Each child must have a crisis assistance plan within ten days of initiating services and must have access to clinical phone support 24 hours per day, seven days per week, during the course of treatment. The crisis plan must demonstrate coordination with the local or regional mobile crisis intervention team



## WHAT WE DO

- Trauma informed practices
- Working with children who are currently in foster care
- 6 hours of services per week ideally across all settings

# WHAT IS TRAUMA

- Natural Disaster
- Community Violence
- Witnessing/experiencing domestic violence
- Neglect/Abuse
- Car Accident
- Bullying
- Medical
- Fight/Flight/Freeze

# TEEN MENTAL HEALTH

## WHAT IS WRONG WITH YOU

- The child is oppositional, defiant and manipulative
- The behaviors are the child's way of controlling everyone around them

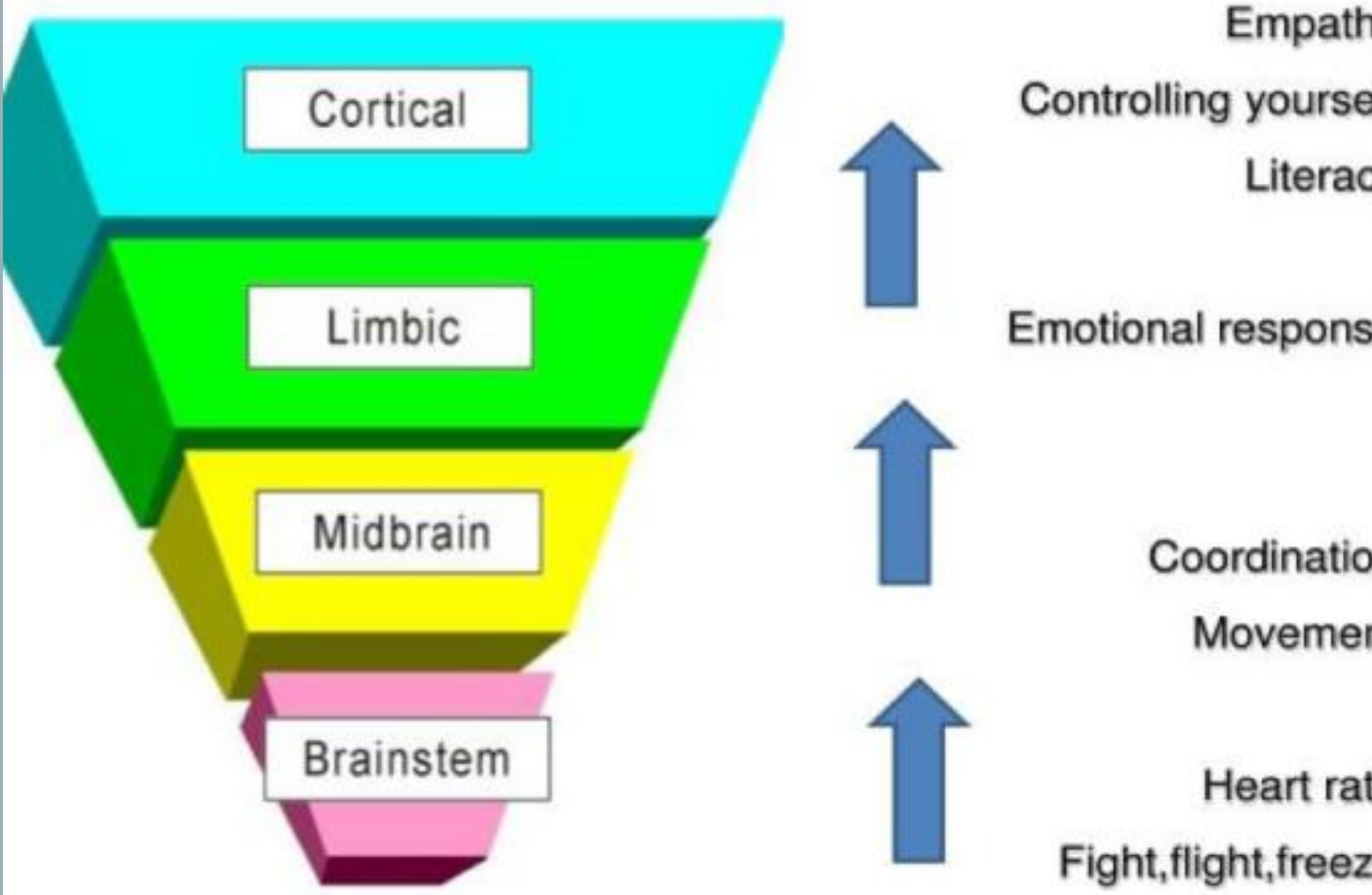
## WHAT HAPPENED TO YOU

- The child is in a highly anxious stressed state of fear, drawing on trauma memories, “watchdog” of right brain
- If child is scared, the child can't think or learn. Right/left brain integration is blocked-cant hold positives
- The behaviors are the child's attempt to reduce the fear and stress in order to feel calmer
- “old jackets”- ways of coping that have become maladaptive patterns of meeting needs.



# BRAIN DEVELOPMENT

## Perry's Neurosequential Model



B.D. (2002). *Brain Structure and Function I: Basics of Organisation*. Adapted in part from "Maltreated Children: Experience, Brain Development and the Next Generation (W.W. Norton & Company).



Connect  
Elk River

## WHY CONNECT?

When confronted with the fallout of childhood trauma, why do some children adapt and overcome, while others bear lifelong scars that flatten their potential? A growing body of evidence points to one common answer: Every child who winds up doing well has had at least one stable and committed relationship with a supportive adult. -(Walsh, 2015)

CDC lists connecting youth to caring adults and activities (mentoring programs and after-school programs) as PREVENTATIVE to ACES

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Reaching the Learning Brain  
-Dr Bruce Perry

1. Regulate
2. Relate
3. Reason

Heading straight for  
the reasoning part of  
the brain cannot work  
if a child is dysregulated  
and disconnected  
from others.

Neurochild

