# Traditional vs. Restorative Discipline

<table>
<thead>
<tr>
<th>Traditional Discipline</th>
<th>Restorative Discipline</th>
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<tr>
<td>Misbehavior is a violation of the rules and authority.</td>
<td>Misbehavior is a violation of people and relationships.</td>
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<td>Violations create guilt.</td>
<td>Violations create obligations.</td>
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<td>Justice requires school authority to determine blame (guilt) and impose pain (punishment).</td>
<td>Justice involves those harmed, those responsible for harming another, and school members in efforts to put things right.</td>
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<td>Central Focus: Those who misbehave get what they deserve.</td>
<td>Central Focus: The needs of those harmed/offender responsibility for repairing harm.</td>
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Two Ways to Look at Teaching & Discipline

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<th>The teacher’s job is to teach subject matter. The student’s job is to learn it.</th>
<th>The teacher’s job is to develop the kinds of relationships with students that will up the odds that they will want to learn content.</th>
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<tr>
<td>Classroom disruptions and other misbehavior are plots by students to make adults’ lives miserable.</td>
<td>Classroom disruptions and other misbehavior are attempts by students to get their needs met.</td>
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<tr>
<td>Rewards and punishments up the odds of responsible behavior. Students should be encouraged to ask, “What do adults want me to do? What will happen to me if I don’t do it? What will I get if I do?”</td>
<td>Building safe, caring school communities with high expectations ups the odds of responsible behavior. Students should be encouraged to ask, “What kind of person do I want to be? What kind of classroom/school do we want to have?”</td>
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<td>School staff members have a right to demand and expect obedience.</td>
<td>School staff members have a responsibility to guide students to own and solve the problems they create.</td>
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<td><strong>Consistency in school-wide discipline is achieved when all staff members agree and act on a prescribed set of rules and consequences.</strong></td>
<td><strong>Consistency in school-wide discipline is achieved when all staff members agree that each misbehaving student will be dealt with in a manner that is in keeping with a set of agreed upon principles and that takes into account the unique aspects of the situation.</strong></td>
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LOVE AND LOGIC / RESTORATIVE PRACTICES

What are they?
Both Love and Logic® and Restorative Practices are a set of strategies grounded in a philosophy that places high value on healthy, caring, and mutually fulfilling relationships between people.

Core Values/Expectations
Respect
Responsibility
Safety – physical and emotional

Core Beliefs About School Discipline
1. Every attempt will be made to maintain the dignity and self-respect of both students and staff members

2. Misbehavior will be viewed as
   • an attempt to meet a real need (belonging, competency, freedom/control, fun, survival)
   • a violation of people and relationships
   • an opportunity to teach and not to shame
   • an opportunity for personal growth for everyone

3. Students will be guided and expected to solve their problems, or the ones they create, through choices that do not create problems for anyone else. They will be helped to meet their needs in positive ways.

4. Students will be given opportunities to make decisions and live with the consequences, be they good or bad.

5. Misbehavior will be handled with natural and logical consequences instead of punishment whenever possible. Students will be encouraged and assisted to find ways to repair the harm their behavior has caused.

6. Students will be encouraged to be active and assertive participants in the discipline process. Students may be involved in determining appropriate consequences for misbehavior.

7. Serious misconduct will be handled as directed by MPS Board policy.

This brief description was developed by two MPS school social workers – Sarah Kubetz and Patricia LaCocque. It is based on their training and personal experiences with restorative practices, The 9 Essential Skills for the Love and Logic Classroom, and other trainings and materials offered through the Love and Logic Institute. However, neither Sarah nor Pat write as representatives of the Love and Logic Institute or any other organization.
Accountability and Support
Adapted by Sarah Kubetz from Glaser, 1969; Paul McCold and Ted Wachtel, IIRP; and Love and Logic Institute

TO
punitive
Drill Sergeant

WITH
restorative
Consultant

NOT
neglectful
Laissez-faire

FOR
paternalistic
Helicopter

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ACCOUNTABILITY
(limit-setting, discipline, control)

SUPPORT (encouragement, nurture)

Unspoken Messages
Laissez-faire: You are worthless.
Drill Sergeant: You are stupid. You can’t think for yourself. You need me to tell you what to do.
Helicopter: You are frail. You can’t handle life’s hurdles. You need me to rescue you.
Consultant: You are wise and strong enough to make good decisions. I care and I’m here to encourage you.