# Mind Mapping: A Restorative Tool for Processing with Students (K-12)

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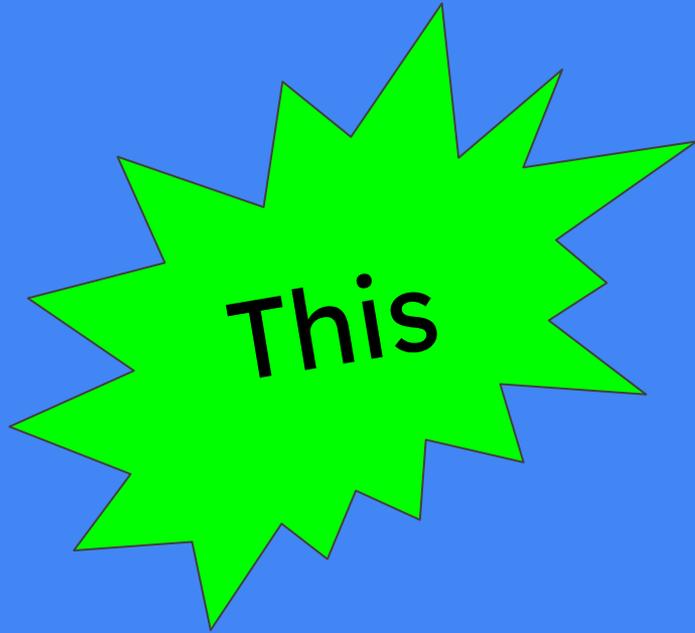
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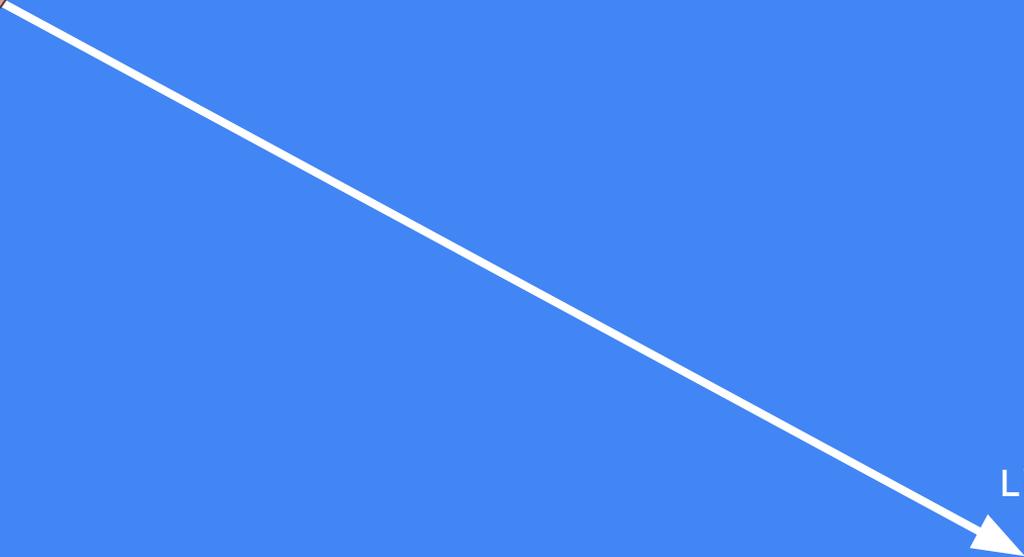
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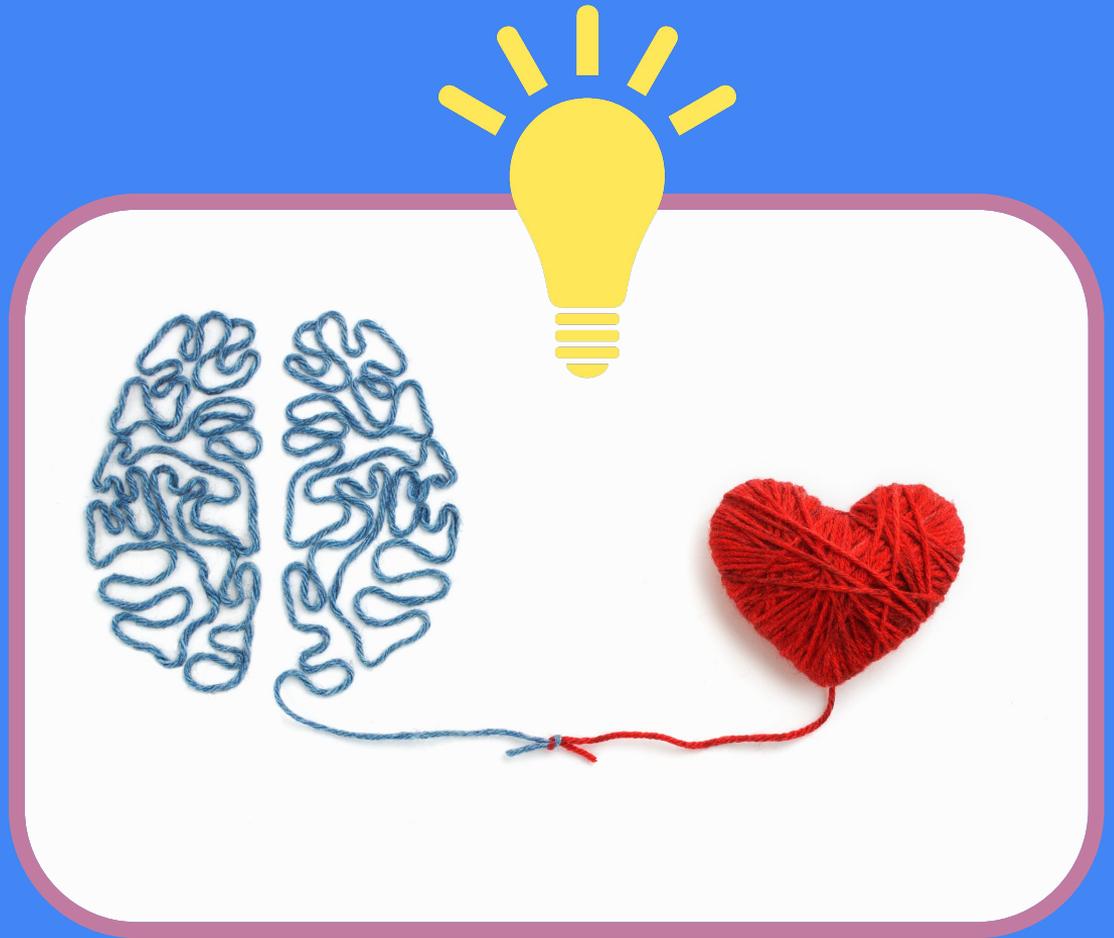
# Abstract

Do restorative responses to discipline yield more holistic outcomes for youth than traditional measures? **_Learn_** how this hypothesis led to a collaborative pilot study, key takeaways, and the adaptation of a Mind Mapping tool grounded in restorative principles. **_Apply_** this strategy in small groups and **_Reflect_** on how it can support your own practice. Applicable to all ages!

# Learning Objectives

1. **Acknowledge** the impacts of both punitive and restorative approaches to discipline.

2. **Develop a deeper understanding** of how the Mind Mapping tool is steeped in restorative principles and can lead to beneficial student outcomes in disciplinary situations.

3. **Practice** using the Mind Mapping tool and leave with a practical resource for future application.

Restorative Practices (RP) are both a framework and set of practices that rest on a foundation of shared core values that keep the growth, well-being, dignity, joy, success, and safety of students and the school community central to its practice.

Through trauma-informed, culturally responsive, and proactive ways of developing community, RP promote healthy relationships, a sense of belonging, equity, empathy, youth empowerment (e.g., voice and choice), and transferable social, life, and conflict resolution skills.

By encouraging opportunities for actively taking ownership, collaboratively making decisions, and fulfilling the needs of those impacted by any harm or conflict, RP make space for meaningful engagement, restitution, and healing processes that promote the humanness of *everyone* in the school community.

Two of my guiding principles of restorative practices:

Any "restorative" strategy, tool or approach can be done at any time …*but* that does not automatically mean it's being done in a restorative way and thus, does not automatically mean it will yield "restorative" results.

It's *less* about the strategies themselves and more about a way of being when building bridges with youth or *how* a strategy is used or *how* one engages with youth (Hardy & Laszloffy, 2007).

# Traditional Discipline

- ❏ The definition

- ❏ The goal or purpose

- ❏ The reality

- ❏ The invitation (to an RP mindset)

**Personal Reflection:**

What are your thoughts on the definitions of punishment and discipline? Do they match your own definitions? How could the principles of UDL be applied to discipline in your classroom or school?

**Personal Reflection:**

What comes up for you when hearing about negative impacts traditional punishments can have on youth? How does this challenge or confirm your own beliefs and practice?

Logical consequences

Life skills

Collaborative

Meets needs

Flexible

**Restorative Practices/Discipline**

Healthier and safer schools

Boosted academic success

Voice

Choice

Ownership

Repair harms

Empathy

Understand

Powerful stories

Focus is on relationships

Creative

Build community

Support for all parties

Social emotional skills

Vulnerability

Responsibility

## Traditional Punishment/Discipline

➢ Anger | Pain
➢ Cycle of blame → no ownership
➢ Cycle of shame → internalize negatives (e.g., "I am the bad kid")
➢ Resentment of authority | Environment of fear
➢ Resisting classwork
➢ Hopes that punishment will change behavior
➢ Typically selected without input from all students or parties
➢ No meaningful connection between inappropriate behavior and consequence

Source: *The Little Book of Restorative Discipline for Schools: Teaching Responsibility; Creating Caring Climates* - Lorraine Amstutz

**Personal Reflection:**

Why do you think some schools continue to respond to harm with more harm? How do you think this came about? Do you think it's still best practice given the changes in our communities' needs?

NOT EVERYBODY KNOWS
HOW TO DO EVERYTHING

# What + How?

Explore an overview of the ins and outs of the Pilot Study itself.

15 minutes

# Restorative Principles | Foundation

1. Strength-based | Inclusive | Trauma sensitive

2. Collaborative | Participatory decision making (working with)

3. Relationship + Connection

4. Voluntary | Meaningful engagement

5. Accountability and Responsibility

6. Restoration + Repairing harm
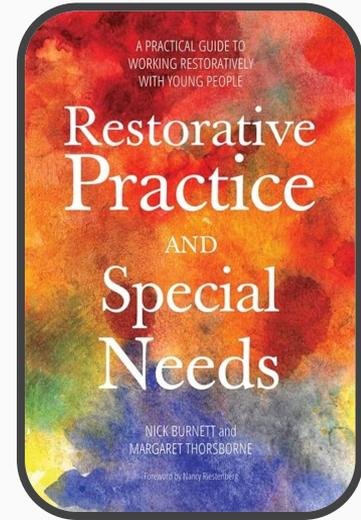
*The Mind Mapping tool used in this pilot study was adapted from a mind mapping strategy noted by Burnett and Thorsborne (2015) in their book *Restorative Practice and Special Needs.* It was designed when working with youth of varying processing and learning abilities.

# Design of Study → Enduring Questions

1. Does using a restorative conversation/conference process yield better and more holistic outcomes than traditional measures (e.g., silent lunches)?

2. Will implementing variations of Mind Mapping with the RP conversation/conference process lead to less disciplinary referrals, silent lunch detentions, and classroom disruptions for the second half of the school year as opposed to traditional discipline?

3. Will using restorative measures increase the students' sense of connection, voice, choice, and belongingness, while being more conducive to meeting their needs and establishing a safer school climate?

Implement alternative responses (e.g., mind mapping) to disciplinary infractions that would typically warrant a silent lunch detention to yield more holistic outcomes, while decreasing the students' unfavorable behaviors and disciplinary referrals for the remainder of the school year.

# Design of Study → Logistics

**Who:** Two identified students who had multiple planning room referrals in the first semester*

**What:** Instead of a silent lunch, the 2 students met with me to work through a restorative process

**When:** Lower level infractions that would require outside-of-class interventions and would elicit a silent lunch detention

**Where:** My office

**How:** Students engaged in the restorative conference, while utilizing Mind Mapping tools

**Time:** 1x/week | Non-academic blocks | Additional in the moment meetings as needed

*The 'who' also included those who may have been affected by the students' potential infractions and unless otherwise noted, the presentation will focus on one of the students (it became more of a case study).

# Design of Study → Data Review + Collection

➔ **Disciplinary Referrals** (past and current)

➔ Pre-Study Survey

➔ Student Feedback Form

➔ Teacher Feedback Form

➔ Weekly Check-in Form

➔ Restorative Interventions

➔ **Observational:** RP Student Behavior Rating Scale | Teacher/Staff Reporting

➔ **Mind Mapping**

# RP Behavior Scale

## Language

Used rude or disrespectful language | swears | slurs

I----------------------------------------------X-------------I

Used kind or respectful language

# Mind Map

**Starting Point: What happened?**

1.

Decision Points

Mind Mapping

Restorative Questions

2.

**Root Causes:** *What were you thinking or feeling at the time of this choice?*
**Reflection:** *What have you thought about since this choice? Was this a good or bad choice? Why?*
**Impact:** *Who has been affected and how by this choice? How do you think they were feeling at the time?*
**Repair and Restore:** *What needs to be done to make things right? What do you think the other person needs?*
**Future Decisions:** *What would help you make better or more positive decisions in the future? What could you have done instead of that choice?*

3.

4.

5.

6.

Good | Helpful Choice

Bad | Harmful Choice

7.

# Mind Map

## Decision Points | Analysis

| Decision Point (#) | Reflection<br>What were you thinking or feeling at the time? Why was this a positive or negative choice? | Impacts<br>Who was affected and How? | Future Decisions<br>What could have been done instead or what could you do in the future? |
|---|---|---|---|
| | | | |

| Repair<br>What needs to be done to make things right? What might the other person or people need from you to move forward? | |
|---|---|
| | |

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| | | | |

| Repair<br>What needs to be done to make things right? What might the other person or people need from you to move forward? | |
|---|---|
| | |

# Outcomes

Hear about the key takeaways from the Pilot Study.

# Key Takeaways → Enduring Questions

1. Does using a restorative conversation/conference process yield better and more holistic outcomes than traditional measures (e.g., silent lunches)?

2. Will implementing variations of Mind Mapping with the RP conversation/conference process lead to less disciplinary referrals, silent lunch detentions, and classroom disruptions for the second half of the school year as opposed to traditional discipline?

3. Will using restorative measures increase the students' sense of connection, voice, choice, and belongingness, while being more conducive to meeting their needs and establishing a safer school climate?

Based on student feedback and the results yielded from this pilot study, the data would suggest that using restorative conference processes and mind mapping did yield more holistic outcomes and a decrease in behavioral referrals and infractions for at least one of the students. Both students felt more connected and enjoyed working with me to talk through situations instead of getting a silent lunch.

# Key Takeaways → The Data

Below are the total tally marks for one student for the duration of the pilot study (March-June). Each tally mark represents a class period.

| | Disrespectful | Middle | Respectful |
|---|---|---|---|
| Language | 2 | 2 | 48 class periods |
| Behavior | 2 | 1 | 49 class periods |
| Classroom \| School Expectations | 5 | 6 | 41 class periods |
| Overall | 2 | 1 | 49+ class periods |

# Key Takeaways

- **Connection** = Key indicator toward success

- Student developed **trust** with me → remained open to the process even with setbacks

- Data collection was important for those involved → students could see their progress & successes

- Collaborative Decision Making (working *with* + partnerships)

- Gave youth Voice & Choice (working *with* + empowerment)

- Highlighted positive choices (strength-based | perspective shift)

- Consistency/Structured approach (predictability + trauma sensitive)

- Success means and looks different for each student (area for culture growth)

- ❏ **Connection** first, last, and throughout

- ❏ **Self-reflection…** is scary, but crucial to this work

  - ❏ Student started changing their behavior and perceptions, but how do we change adults' perceptions?

- ❏ It's *less* about the strategies themselves and more about a way of being when building bridges with youth or *how* a strategy is used or *how* one engages with youth (Hardy & Laszloffy, 2007).

- ❏ Data Collection is crucial

- ❏ Different versions of the Mind Mapping Tool

- ❏ Policy vs. Individualization

**Personal Reflection:**

Are there students who activate us more than others? Are there students we notice behaviors more than others? Why might this be? What would it take to change our perspective on those students?

# Q+A

Any questions or thoughts after learning about the Pilot Study?

# Practice + Reflect

Engage in using the Mind Mapping Tool & A guided discussion

30 minutes

# Practice Time!

**Pairs or Triads: Part 1: Role Play** (10-12 minutes)
1. Overview of the Mind Mapping tool handout (example)
2. Use the Mind Map and Processing Guide to work through one of the scenarios given or use a scenario from your own experience
3. Brief discussion

**Table Discussion** (8-10 minutes)
1. Ideas on how this could be used in your own practice or changes you would make to adapt it to better fit your needs.

**Larger Group** (8 minutes)
1. Come back together as a large group for a discussion and Q+A
   a. Wonderings? Concerns? Challenges? Strengths?
   b. How would you use this or adapt this tool in your own practice?
   c. Other questions?

# Mind Map

**Starting Point: What happened?**

1. Cam called Sam (me) a mean name

2. I threw a pencil at Cam and called Cam a mean name back

Mind Mapping

3. Cam told the teacher and the teacher asked me what happened

**Root Causes:** *What were you thinking or feeling at the time of this choice?*
**Reflection:** *What have you thought about since this choice? Was this a good or bad choice? Why?*
**Impact:** *Who has been affected and how by this choice? How do you think they were feeling at the time?*
**Repair and Restore:** *What needs to be done to make things right? What do you think the other person needs?*
**Future Decisions:** *What would help you make better or more positive decisions in the future? What could you have done instead of that choice?*

4. I admitted to calling Cam a name saying Cam started it, but denied having thrown the pencil

5. The teacher said others saw me throw the pencil

6. I kicked the chair and left the room

Good | Helpful Choice

7. I sat on the on floor outside of the classroom

Bad | Harmful Choice

# Decision Points | Analysis

**Mind Map**

| Decision Point (#) | Reflection<br>What were you thinking or feeling at the time? Why was this a positive or negative choice? | Impacts<br>Who was affected and How? | Future Decisions<br>What could have been done instead or what could you do in the future? |
|---|---|---|---|
| 2 | I was feeling angry because Cam called me a name first. This was a bad choice because I shouldn't throw things at people. | Cam...probably angry or hurt? | Not throw pencils at people and not call Cam a mean name. |
| **Repair**<br>What needs to be done to make things right? What might the other person or people need from you to move forward? | I should probably apologize to Cam, but I need an apology too since he called me a mean name first. | | |

| Decision Point (#) | Reflection<br>What were you thinking or feeling at the time? Why was this a positive or negative choice? | Impacts<br>Who was affected and How? | Future Decisions<br>What could have been done instead or what could you do in the future? |
|---|---|---|---|
| 4 | I didn't want to get in trouble, but didn't want to fully lie either...It was good of me to admit to calling Cam a mean name, but it was not a good choice to lie to the teacher about the pencil | The teacher...it makes them trust me less... | I should have just told the truth |
| **Repair**<br>What needs to be done to make things right? What might the other person or people need from you to move forward? | I could apologize to the teacher for lying to them and try to work on being more honest. | | |

# Pairs or Triads: Role Play Practice

1. Get into pairs or small groups of three

2. Determine your Roles:
   a. Person A: Processor/Adult Professional
      i. Your job is to use the Mind Map and its accompanying restorative process/prompts to work through the situation with Person B

   b. Person B: Responsible Party (*note: if in pairs, B will also take on the timekeeper role and there won't be an Observer role*)
      i. Your job is to practice your oscar worthy acting skills by putting yourself into the shoes of the responsible party and coming up with answers for Person A

   c. Person C: Observer and Timekeeper
      i. Your job is to listen quietly noting any ideas, questions or comments that can be asked after A and B are done

3. Group members select one of the example scenarios or select a situation from their own experience (see handout)

4. Round 1: Person A and B process for 8 minutes practicing with the Mind Map, while Person C (if in triads) keeps time and observes the process.

5. For the next 2-4 minutes, starting with Person C, group members are given a chance to summarize share their general thoughts or feelings, reactions, surprises, wonderings, etc. in an open discussion

# Q+A

Ask me anything :)

# Exit Ticket

I invite you to share feedback about your experience in this session.

# Exit Ticket

Thank you for listening, engaging, and joining me today!

1. What worked well for you in this session?

2. What could be improved to make this session better?

3. What's one way you might adapt this tool to fit your own practice?

5 minutes

# THANK YOU!

Contact me:
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