The Spirit & Nature of Restorative, Developmental Discipline

Moving to the positive side of Hebrews 12:11
Spirit & Purpose of Discipline

- Teaching
- Correcting
- Restoring
Brothers, if anyone is caught in any transgression, you who are spiritual should restore him in a spirit of gentleness.

*Keep watch on yourself, lest you too be tempted.*

Bear one another's burdens, and so fulfill the law of Christ.

Galatians 6:1-2

Our own attitude check!
28 And we know that for those who love God all things work together for good, for those who are called according to his purpose. 29 For those whom he foreknew he also predestined to be conformed to the image of his Son, in order that he might be the firstborn among many brothers. 30 And those whom he predestined he also called, and those whom he called he also justified, and those whom he justified he also glorified.

Romans 8:28-30
Types of discipline we work with:

- Defined – handbook and policies
- Discretionary – latitude in sanctions
- Prescribed – Title IX, etc.
Subjectivity vs. Rigidity
MICHELANGELO'S FIRST
PARENT-TEACHER CONFERENCE

THE KID'S GOT
TALENT, I'LL GIVE
YOU THAT... BUT HE
HAS TO LEARN TO DO
HIS ASSIGNMENTS
ON PAPER LIKE
EVERYONE ELSE!
Inconsistency vs. Integrity

...And, how do you gauge & account for attitude?
# Paradigm Shift

<table>
<thead>
<tr>
<th>Traditional Discipline</th>
<th>Restorative Practices</th>
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<tbody>
<tr>
<td>School and rules violated</td>
<td>People and relationships violated</td>
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<tr>
<td>Justice focuses on establishing guilt</td>
<td>Justice identifies needs and obligations</td>
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<tr>
<td>Accountability = punishment</td>
<td>Accountability = understanding impact, repairing harm</td>
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<tr>
<td>Justice directed at offender, while victim is ignored</td>
<td>Offender, victim and school all have direct roles in justice process</td>
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<tr>
<td>Rules and intent outweigh whether outcome is positive/negative</td>
<td>Offender is responsible for harmful behavior, repairing harm and working toward positive outcome</td>
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<td>No opportunity for remorse or amends</td>
<td>Opportunity given for amends and expression of remorse</td>
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Questions we should be asking (in various forms):

- What happened?
- How did it happen?
- What part did you play in it?
- How were you affected by what you did?
- Who else was affected?
- What do you need to do to make it right?
- What can you do to repair the harm?
- How can what we do, help you?
Ponder this scenario:

Two students come to you and report that a guy, Rick, has been drinking in his room on the hall. Rick does a pretty good job of hiding it and, to your knowledge, no ResLife staff are aware of it. You ask the RD to check it out and, sure enough, he finds some evidence of alcohol in the room (slight smell, a small bottle in the trash, part of a cardboard case with part of the word “Bud” on it).

What do you do at this point?
You have confronted Rick and here’s where we are:

He denied drinking and said the bottle in the garbage was something he found in the parking lot and he just picked it up to throw it away. He doesn’t know where the part of the box came from and he doesn’t smell alcohol in the room.

What do you do at this point?
You talk with the two students and one agrees to confront Rick with you:

After a tense conversation, Rick is still denying that he drank in the room. He says that he may have had a drink with friends once when he was home earlier in the semester.

What do you do at this point?
The saga continues – version 1:

Rick confronts the student who confronted him and tells him, “if I want to drink in my room that’s my business, not yours!” The RA overhears the arguing and overhears Rick basically confess that he is drinking. The RA and student come to you with what they just heard Rick say.

What do you do at this point?
The saga continues – version 2:

The following Monday you call Rick in and tell him you are going to have him submit to a drug/alcohol test (it’s in your handbook). He tests positive for alcohol use.

What do you do at this point?
The saga continues – version 3:

The following Monday Rick e-mails you and tells you he has been lying about his drinking. He has a problem and needs your help.

What do you do at this point?
The saga continues – version 3:

Shortly after Rick’s e-mail, the student and the RA come to your office and tell you they both saw Rick with alcohol over the weekend. They think he was drunk and Rick told them, in explicit language, what he thought of them, the school, the rules, etc.

What do you do at this point?
This is our saga:

Saga – a long, involved story, or account, or series of incidents. A long story of heroic achievement...

Many of our disciplinary issues grind to a halt because of student dishonesty, he said/she said stalemates, or lack of proof – ugh.
How do you reach out to a student, like Rick, that just continues to dig their hole deeper and deeper?

When is the cut-off? What is that point when a student has exhausted all grace and mercy and the full weight of sanctions must come down.