

**TOGETHER
WE CAN:**

**ASSESSING PROBLEMS
OF PRACTICE AS A
COMMUNITY OF
LEADERS**

A Workbook

The Institute For

Anti-Racist Education

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Presentation Link: <https://bit.ly/3IR2QCD>

Design Effective Interventions (Heifetz, Grashow, Linsky)

1

Step 1: Get on the Balcony

- Develop more than one interpretation
- Test your interpretation by debriefing with the team
- Process intervention with each before your next move

2

Step 2: Determine the Ripeness of the Issue in the System

- How resilient & ready are people to tackle the issue? Is it generalized (across the district) or is it localized (only at one school)?
- Are people avoiding the hard work of dealing with the adaptive challenge at hand because the pain of doing so has reached too-high levels of disequilibrium?
- *answers to these questions will affect how you frame your intervention strategy & timing of your actions.

3

Step 3: Ask, Who Am I in This Picture?

How are you experienced by other stakeholder groups?
What role do you play in them?

Design Effective Interventions (Heifetz, Grashow, Linsky)

4

Step 4: Think Hard About Your Framing

- Some people need data first before emotion, for others, it's the reverse.
- Connect your language to the group's espoused values & purpose.
- Balance strong attention-getting language & language that is so loaded as to trigger fight-or-flight responses rather than engagement.

5

Step 5: Hold Steady

- You cannot control what people do with your intervention. So as this process unfolds, resist the impulse to keep jumping in with follow-ups.
- Don't get too attached to the intervention, let people respond and listen to their feedback, so you can calibrate your next move.

Design Effective Interventions (Heifetz, Grashow, Linsky)

6 **Step 6: Analyze the Factions That Begin to Emerge**

- As people begin to engage with the intervention, pay close attention to the groups that develop.
- Pay attention to who seems engaged, who starts using your language or ideas, and listen for who resists.
- They represent different factions of an issue. Faction map where people are because it will refine the implementation of the intervention.

7 **Step 7: Keep the Work at the Center of People's Attention**

- Expect avoidance; it's human.
- Begin by trying to understand the impact the new directions will have on the factions, the constituents behind the people in your working group, and how the pleasure or displeasure of those constituents is then going to play out in the behavior of that person.
- Think through how you can help with their problem.
- Deal with the fear of what people feel they are losing.
- Create language that reminds them of the "why."



Immunity Mapping

When developing interventions it is important to consider what policies and practices may be working against your improvement goals.

<i>Commitments</i>	<i>Doing/Not doing Instead</i>	<i>Collective Hidden Competing Commitments</i>	<i>Collective Big Assumptions</i>
<p>What are our improvement goals?</p>	<p>What is the policy/practice not doing (or doing) that prevents this commitment from being fully realized?</p>	<p>What is the fear if we do other than this (policy/practice), and thus...</p> <p>What are we also committed to doing?</p>	<p>What do our hidden competing commitments reveal about our assumptions? What assumptions are operating and further causing the (policy/practice) to keep negatively impacting students & other stakeholder groups?</p>



Continuum of Progress

Collective Commitment: State improvement goal

Success: Name indicators of Success

Significant Progress: How will you know progress is happening?

- What does success look like?
- How do we know we have met or are meeting our goal(s)?
- How will you inform stakeholder groups of how they met or are meeting this goal?

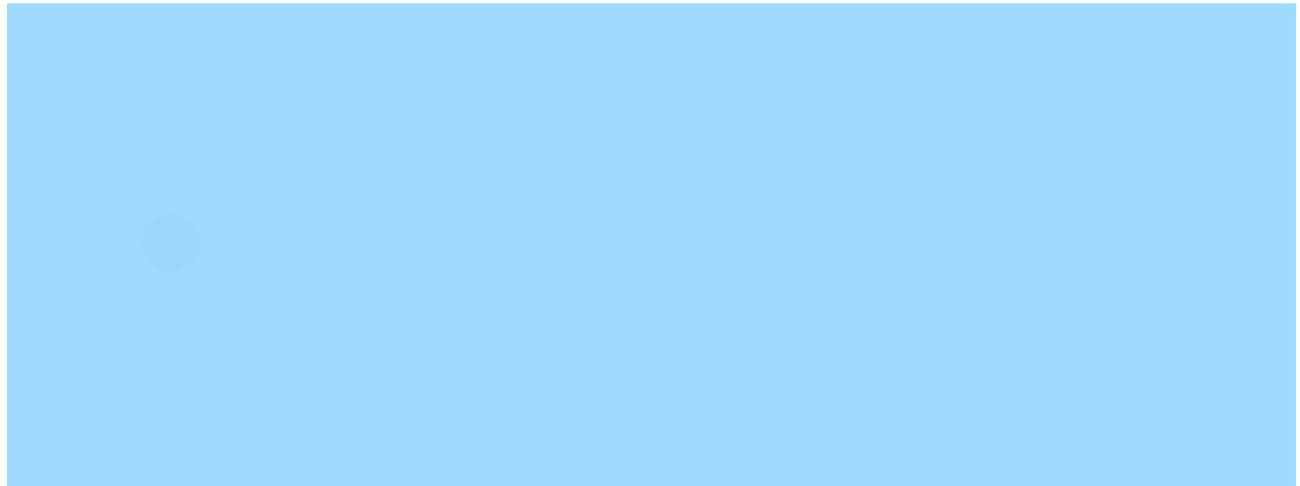
- What does success look like?
- How do we know we have met or are meeting our goal(s)?
- How will you inform stakeholder groups of how they met or are meeting this goal?

First Steps Forward: List steps we will take to address the problem.

- How will you frame the issue/problem & solution? How will you communicate the why of this change?
- Who will need to be well informed of the changes that will be made? What resources, skills, and/or tools will they need?

Types of restorative practices/processes in schools:

What are restorative practices? How do you define them? What do they look like in action?



PROACTIVE:

Schoolwide strategies to create a sense of community, build healthy relationships and develop conflict resolution skills, sense of belonging, and agency

- Address and discuss the needs of the school community
- Build healthy relationships between educators and students
- Reduce, prevent, and improve harmful behavior
- Repair harm & positive relationships
- Resolve conflict, hold individuals and groups accountable

RESTORATIVE PROCESSES:

- Include: Circles, conflict-resolution programs, peer-led practices, and communal approaches to respond to incidents that cause harm.

Types of restorative practices/processes in schools:

- **Restorative justice:** focuses on repairing harm done. Goal is to place value on relationships and focus on repairing relationships that have been injured. Person causing harm and the person harmed have an opportunity to share how they will work to resolve the harm.
- **Community conferencing:** involves the participation of each person affected by the behavior and allows all stakeholders to contribute to the conflict resolution process.
- **Community service:** allows for individuals to restore a harm they may have committed to the school community by providing a meaningful service that contributes to their individual improvement.
- **Circle process:** Can be used as a tool to teach social skills such as listening, respect, and problem-solving. Provides an opportunity to speak and listen to one another in a safe atmosphere and allows educators and students to be heard and offer their own perspectives.
- **Preventative & post-conflict resolution programs:** provide students with problem-solving & self-regulation skills. Teach young people how to manage potential conflict, defuse situations, assuage hurt feelings, and reduce any inclination to retaliate after conflict. Walk students through their emotions in the presence of one another & guide them through a team process of addressing the issues that gave rise to the conflict.
- **Peer mediation:** Youth leadership model that recognizes that students can utilize conflict resolution practices and social skills to play a leadership role in increasing peace and reducing violence in their school.
- **SEL:** teaches skills such as regulating emotions, developing care & concern for others, establishing positive & affirming relationships, making responsible decisions, and handling challenges constructively.

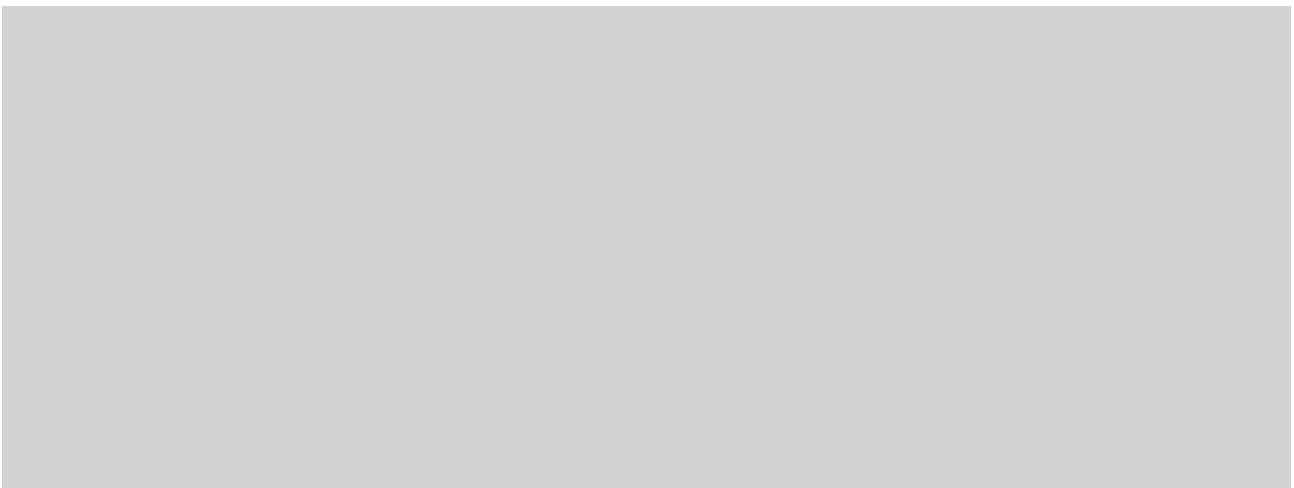
Issue:

Students have been using racial slurs, homophobic rhetoric, etc. towards each other.

How do we know this is an issue?



What are your immediate questions?



Get into the Balcony

What questions should we ask before we address this issue?

How will addressing this issue impact students, families, teachers, counselors, and administrators?

Is this issue addressed in district or school policies?

Determine the ripeness of the issue

How resilient & ready are people to tackle the issue?

Is it generalized (across the district) or is it localized (only at one school)?

Are people avoiding the hard work of dealing with the adaptive challenge at hand because the pain of doing so has reached too-high levels of disequilibrium?

Brainstorm possible restorative approaches to utilize as an intervention

Brainstorm below:



Which of these approaches will address this issue?



Developing our Continuum of Progress

What are our commitments? Are there multiple commitments?

Vision Statement: How will our commitment(s) align with the district's vision statement?

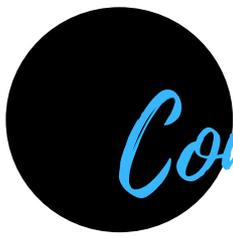
Mission Statement: How will our commitments align with the district's vision statement?



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Continuum of Progress

<i>Commitments</i>	<i>Name indicators of Success</i>	<i>Significant Progress</i>	<i>List steps we will take to address the problem.</i>
<p>What are our improvement goals?</p>	<p>What is the policy/practice not doing (or doing) that prevents this commitment from being fully realized?</p>	<p>What is the fear if we do other than this (policy/practice), and thus...</p> <p>What are we also committed to doing?</p>	<p>List steps we will take to address the problem.</p>