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# CHANGING WAYS / *Building Skills*

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Vol 13, #2

Promoting a safe, fair and responsive climate in Maine schools

Fall 2009

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## Opening Remarks *By Barb Blazej*

Well, once again summer has raced by and fall is upon us! (Does the summer season get shorter each year or is it just me?) As we settle into the school year, our focus turns to teaching and learning—to helping our students understand important ideas and different ways of thinking, and gain competence in various practices and skills. For a while now I've been describing our work with the Restorative Approach as a form of literacy—"relational literacy"—so at this time I'd like to reflect a bit on several lessons our students can learn when we embrace and practice this approach, particularly in the area of discipline.

Discipline, of course, is fundamentally about "educating," and typically we hope to teach students how to interact with others in a good way, how to understand and follow rules, how to be responsible for their actions and how to change their behavior when necessary. Too often it seems that discipline has, instead, become synonymous with punishing those who break the rules, rather than helping young people grow from their mistakes and imparting valuable life lessons. This piece from The Restorative Practices Handbook describes this well (Costello, et al, 2009, pages 62-3):

*Schools and societies have come to the conclusion that if those who misbehave or commit crimes are made to suffer with a punishment, they will be less likely to repeat the harmful behavior. If this were true, then the job of the school disciplinarian or the criminal court judge would be easy. With each infraction, he or she would impose a certain amount of discomfort. If that punishment failed to change an offender's behavior, then the disciplinarian or judge would simply increase the level of suffering until the inappropriate behavior stopped.*

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## Bullying Prevention and the Restorative Approach *By Chuck Sauffer*

In the late 1990's many states redoubled their bullying prevention efforts as a response to public concerns for "safe schools" in the wake of the Columbine tragedy. In 1997 the Maine Department of Education funded a three-year project called the Maine Project Against Bullying whose purpose was to help schools address bullying prevention and intervention. The project adopted the Blueprint of the Olweus Bullying Prevention Program, with a few modifications, as a starting point for this work. The Maine Bullying Prevention Education Program was and is a whole school approach that requires a comprehensive, coordinated and sustained effort involving all stakeholders in a school community to achieve the desired outcomes stated in the program

research. Ultimately it is a program about improving school climate and culture by targeting for change, behavioral norms and values of the school culture. Since 2000 the "Maine Model" has continued to evolve and incorporate practices from current research in behavior, neurology, social sciences and school climate.

In Maine we have long recognized that:

- Reducing peer aggression in schools is a **systems issue** of the first magnitude and that at the system's center are 3 key relational sets: student – student, staff – student, and staff – staff.
- The heart of the work is school climate and culture change informed by research from education, the social sciences and neurology.
- Peer aggression is a relational issue that requires relational solutions and

peers must be included in the process of creating them.

- The norms of student behavior reflect the biases of the larger community that make acceptable, aggression toward certain individuals based on social status or class, looks (including weight and height), personality, religion, and personal traits (race, sexual orientation, gender identity, disability, ethnicity, etc.).
- The focus is on changing peer norms and behavior.

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*Changing Ways/Building Skills* is published twice a year by the Peace & Reconciliation Studies Program, University of Maine, with support from the Division of Family Health, Maine CDC, Department of Health and Human Services.

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*Opening Remarks, continued from page 1*

*The belief that punishment changes behavior is the basis for school discipline policies around the world. Yet the belief is not supported by evidence. Punishment works only superficially, primarily when the misbehaving students are in view of those in authority. But punishment does not create empathy in students and encourage them to internalize a commitment to behave properly, so as soon as they are out of sight the inappropriate behavior surfaces again. When we punish students by excluding or humiliating them, they do not feel connected to school administrators, teachers or their well-behaved peers. Rather, they feel alienated and instead seek out and bond with others who have been excluded from the mainstream, creating their own negative subculture in the school.*

Alternatively, the Restorative Approach seeks to build strong, caring school communities founded on such values as honesty, respect, trust, inclusion, cooperation and true accountability. In this kind of learning environment, we see misbehavior and discipline as an opportunity for students to learn and internalize several important lessons (and my comments are in [brackets] ):

1. *I am more than my mistakes, and I am not a “bad person.”* [We recognize that it is very human to make mistakes and we focus on challenging and changing student behaviors, not on judging students as good or bad people.]

2. *My actions (misbehaviors) affect people and relationships.* [Over time, this understanding can help students think through their actions before they act!]

3. *There are consequences for breaking rules.* [In a restorative community, the consequences make sense, involve the student who misbehaves (and others when appropriate) in finding solutions and making reparations, and help students maintain dignity and self-respect. Responding to misbehaving students restoratively means we want to avoid inviting feelings of shame, anger, victimization and disconnection in our students.]

4. *“Owning” my mistakes is worth doing.* [Too often in our schools and society, we resist taking responsibility for our actions. In a restorative environment, we help students become comfortable and willing to hold themselves accountable for their actions through ongoing efforts to build a sense of trust, respect, care and community in our classrooms and schools. Students come to understand that true accountability—owning our mistakes, understanding how our actions affect others, and repairing the harm caused—is expected, encouraged and acknowledged, and they also feel good about themselves when they can fix what they have done in a positive way.]

5. *I can change my behavior in the future, and am more likely to do so once I understand how my actions hurt others, the community and myself.* [This is the powerful lesson of “empathy” that is at the heart of restorative discipline.]

6. *If I make mistakes (some slight, others more serious), I am still part of the community and I will have opportunities to repair the harm I have caused.* [The Restorative Approach emphasizes the importance of relationships within a community, and asks us to find ways of disciplining that avoid exclusion whenever possible, or that use exclusion (such as detention or suspension) to guide students in being accountable and “making right” what they have done, so they can still feel part of the community.]

7. *I am capable of finding ways to fix what I have done.* [Rather than assuming we must impose punishment or consequences on misbehaving students, restorative discipline encourages us to see students as competent and creative in finding ways to solve conflicts and repair harm, if given the chance to do so.]

8. *I will be supported and guided by adults in repairing the harm and changing my behavior. Adults care about me and will not give up on me when I make mistakes.* [Children need adults to grow, learn and mature in a positive way, and this is especially so when they misbehave. Of course, those may be the most difficult times to stay connected with students! This is a challenge that restorative discipline asks us to engage in.]

As a relational worldview, the Restorative Approach is about “restoring” several things: the well-being of those who have been hurt by misbehavior, the damaged or broken relationships, the self-respect of the misbehaving student, and “a feeling of security and peace in the school community, which then makes it possible for teachers to teach and students to learn” (Costello, pg. 56). Shifting from a punitive discipline system to one that is restorative is certainly not an easy task, but it seems worth doing in that it brings together all members of a school community to collectively teach and learn some powerful lessons— in accountability, in the importance of relationships, and in how we want to “be” with others in school, at home, and throughout our lives.

*The Restorative School Practices Collaborative of Maine presents*

**Introduction to Restorative School Practices Workshop**

**November 14, 2009 Trenton Elementary School**

The Restorative School Practices Collaborative of Maine will be offering a one-day workshop on Saturday, November 14, 2009 entitled **An Introduction to Restorative School Practices**. During the workshop, we will:

- Provide an overview of the restorative approach and restorative practices;
- Explore the Community Circle process and how it can be used for community building and problem solving;
- Discuss ways to practice restorative discipline within the classroom.

The workshop will run from 9:30 a.m. to 3:30 p.m. Participants will receive certificates of attendance listing their contact hours for the workshop. There will be a **\$60 registration fee** to cover snacks, lunch and materials. Payment may be made by check or purchase order to the University of Maine. Space is limited to 30 so register soon! To register please mail the registration form below with your check or purchase order (address below), or fax the registration form to 581-2640 and send the check or PO separately. (**Note: For those using purchase orders for payment, please do not wait to have the purchase order in hand to reserve a space. Mail or fax your registration form right away to hold your space, and send the check or purchase order as soon as possible.**)

**The deadline to register for the workshop is October 30, 2009.**

We will confirm your registration and send further details by email. If we receive more than 30 registrations for the workshop, we will maintain a short waiting list. If you have any questions please call 581-2625 or email:

**Barbara.Blazej@umit.maine.edu.**

We hope to see you at the workshop on November 14!

Barb Blazej (UMaine), Pam Anderson (USM), and Margaret Micolichek (RJ Project of the Midcoast)

**Registration Form**

**Introduction to Restorative School Practices Workshop November 14, 2009**

\_\_\_\_\_ check or purchase order enclosed    OR    \_\_\_\_\_ check or purchase order to be sent separately.

Name: \_\_\_\_\_

Position/Title: \_\_\_\_\_

School/Organization: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Email: \_\_\_\_\_

Work Phone: \_\_\_\_\_

Home/Cell Phone (optional): \_\_\_\_\_

Any special dietary or other needs? \_\_\_\_\_

**Make check payable to the University of Maine and return to: Peace & Reconciliation Studies Program, University of Maine, 5725 East Annex, Orono, ME 04469, fax 581-2640.**

## Finding Balance in Education through “Flinking”

By Dr. Phyllis Brazee

I'd like to explore an area of great interest to me as an educator and instructor of future educators in the 21<sup>st</sup> Century. What does it mean to be an educated person? When people talk about learning, very often they are referring only to *cognitive* learning—the learning that takes place in one's head. Left out is another whole dimension to learning: the heart. My concern is, how can we create a balance, as educators, between head and heart, doing and being, and thinking and feeling?

As a nation, we have achieved so much in the last 100 years in terms of technological advances. I can personally attest to this, as I am 61 and in my lifetime, so much has changed. I grew up in the newly created suburbs of Rochester, NY in the 1950's. At that time, our family phone was a party line. Two other families shared the line with us! We got our first TV when I was 8 years old. All of my school papers were done by hand, and as an undergraduate student and then doctoral student, my work was done on a typewriter. Much of what was considered science fiction in the 1950's has become reality today, thanks to the cognitive mind.

What has not seemed to keep pace with these technological changes is our general understanding that we are, by nature, *social* beings, and therefore, our learning process must involve the heart as well as the head. I will share with you some of the research I have been uncovering that can help us seek out a more balanced approach to life, and to lifelong teaching and learning—to help us integrate both thinking and feeling, head and heart.

Educators and others have talked for quite awhile now about how our brain has two distinct hemispheres—the left brain, which is logical, linear, computer-like, and analytical, and the right brain which sees the big picture, empathizes, recognizes patterns, and creates meaning. Up until recently, psychologists, scientists and some educators believed the left brain was superior. As a result, much of our formal educational system has reflected left-brain qualities. What neuroscience is finding (and what many of us have always intuited) is that BOTH hemispheres are necessary for learning, and for life. As Daniel Pink says in his book, *A Whole New Mind*, the hemispheres are “just different...the left hemisphere reasons sequentially, excels at analysis, and handles words. The right hemisphere reasons holistically, recognizes patterns, and interprets emotions and nonverbal expressions. Human beings [are] literally of two minds,” and we need both. What we need to do is to learn how to assist these two brains in getting along, for the greater good, rather than being pitted against each other, inside ourselves and between individuals.

A very dramatic story about hemispheres of the brain, and the power of each in one's life, comes from Dr. Jill Bolte Taylor who in her book, *My Stroke of Insight*, tells her story of experiencing a massive stroke in the left side of her brain. “A neuroanatomist by profession, she observed her own mind deteriorate to the point that she could not walk, talk, read, write, or recall any of her life....the left side of her brain—the rational, grounded, detail-oriented side—swung in and out of function.” At the same time, for the first time in her life, she fully came to experience her right brain which brought her a sense of complete well-being and inner peace. After 8 years of recovery, Taylor healed completely, but with a deep respect for and understanding of the importance of the right brain and all it stands for. She spends much of her time these days talking to audiences about the importance of both hemispheres.

In the early part of the 20th Century, IQ became incredibly important as the way to identify who was and who wasn't “smart.” The focus was on the rational intelligence that we use to solve logical or strategic problems. BUT, in the mid 1990's, Daniel Goleman popularized research from many neuroscientists and psychologists showing that emotional intelligence—EQ—is of equal importance to IQ. EQ gives us our awareness of our own and other people's feelings. It gives us empathy, compassion, motivation and the ability to respond appropriately to pain or pleasure. EQ is a basic requirement for the effective use of IQ. If the brain areas with which we feel are damaged, we think less effectively. In fact, as Robert Sylwester has stated, “Emotions actually drive attention which then drives memory and learning.” In other words, to truly learn, one must start with emotions!

Candace Pert, a psychoneuroimmunologist who has been studying the connection between emotions and actual molecules in the body, discovered that, “Our physical body can be changed by the emotions we experience.... Emotions influence the molecules [in our body], which in turn affect how we feel [and think!]” We “acquire knowledge with our entire *bodymind*, not just our brain.” She agrees that learning is an emotional event, impacted by how we're feeling. Of huge importance is the finding that we can't grasp new information in a state of fear....and that punishment and threats actually, physically, inhibit the learning process.

The implications of all this research for learning are huge. ASCD, a national education organization, has recently begun to focus on the education of the Whole Child—the thinking and feeling child. Until recently, we, as a society, have revered the brain in our heads—the thinking brain that is logical, linear, analytical, technical. We have structured our educational

*continued on page 5*

*Finding Balance, continued from page 4*

systems around it. Pert's work, and the work of many more researchers, is now questioning this imbalance and instead, asking us to clearly support the equivalent importance of the feeling brain—the caring, altruistic, empathic, intuitive brain. In fact, there is now scientific evidence to support the old saying: “I feel it in my gut.” “I have a gut feeling...an intuition.” In a book entitled *The Second Brain*, Dr. Michael Gershon writes: “We now know that there is a brain in the gut that operates almost as a separate entity....humans have developed a brain in the head and a gut with a mind of its own!”

With such scientific understanding of the physical reality of emotions, intuition and feelings, new research is further confirming what many people have always known in their gut—that we humans are wired for compassion, altruism and empathy. Daniel Goleman, in his book on *Social Intelligence*, states: “We are wired to connect. Neuroscience has discovered that our brain's very desire makes it sociable, inexorably drawn into an intimate brain-to-brain linkup whenever we engage with another person. That neural bridge lets us affect the brain—and so the body—of everyone we interact with, just as they do us.” He further states: “Our relationships mold not just our experience but our biology...nourishing relationships have a beneficial impact on our health, while toxic ones can act like slow poison in our bodies,” and, “...being chronically hurt and angered, or being emotionally nourished, by someone we spend time with daily over the course of years, can refashion our brains,” and finally, “how we connect to others has unimagined significance...” to life, teaching and learning. In other words, *we are wired to live and learn in relationship with each other*. Confirming this is work being done by Shelley Taylor who in her book entitled *The Tending Instinct*, states: “My work...suggests that the human response to stress is characterized at least as much by tending to and befriending others [as it is to “kill-or-be-killed” or “fight or flight”]. She further states: “The caregiving we provide to others is as fundamental to human nature as our selfishness or aggression.... We have neurocircuitries for tending as surely as we have biological circuitry for obtaining food....Scientific evidence suggests that we have been caregivers since the outset of our existence.... We are fundamentally a nurturant species....The brain and body are crafted to tend, not indiscriminately so, but in order to attract, maintain, and nurture relationships with others across the life span.”

All of this scientific research brings me back to the beginning—to our centuries' old imbalance of thinking over feeling, and our need to find a new balance in how we view human nature and the acts of teaching and learning. Science now confirms that we learn with both our cognitive brain and our intuitive, feeling brain.

## ***SAVE THE DATE!***

### **Restorative School Practices**

#### **Summer Institute**

**June 28 - 30, 2010**

This 3-day Summer Institute will introduce participants to restorative school practices and restorative discipline, part of an international restorative justice movement that is helping to create safe, fair and responsive schools in Maine, the U.S. and abroad. Within a whole school approach, these practices build caring school communities that support students, staff and administrators in feeling connected and respected, which enhances learning outcomes. All members of the community are accountable for their actions, resolve conflicts, create positive relationships, and build an inclusive, respectful school culture. Discipline becomes part of a learning environment featuring accountability and support rather than punishment and exclusion. The institute will include presentations, discussions, interactive activities, and experience with the Community Circle process. Cost: \$300 per person for the 3 days, which includes materials, lunches and refreshments. FMI: Contact Barb Blazej at [Barbara.blazej@umit.maine.edu](mailto:Barbara.blazej@umit.maine.edu).

*Sponsored by the Restorative School Practices Collaborative of Maine (Maine Law & Civics Education, Peace & Reconciliation Studies Program, and Restorative Justice Project of the Midcoast).*

Indeed, I have created a new word to reflect this balance—“flinking,” which is the act of feeling and thinking at the same time. As a human, if you have achieved a state of flinking, you have actually “flunked!” And that deserves an A+!

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 Taylor, Jill Bolte. *My Stroke of Insight: A Brain Scientist's Personal Journey*, 2006.  
 Taylor, Shelley. *The Tending Instinct: How Nurturing is Essential to Who We Are and How We Live*, 2002.

*Dr. Phyl Brazee is an Associate Professor of Education in the UMaine College of Education and Human Development, where she has taught for 25 years. She has also been the director of the UMaine Peace & Reconciliation Studies Program for the past 12 years.*

## A Sampling of Resources in the Peace & Reconciliation Studies Program Library on the Social-Emotional Curriculum

(\* New this fall)

Caselman, Tonia. Teaching Children Empathy, the Social Emotion: Lessons, Activities and Reproducible Worksheets (K-6) That Teach How to 'Step Into Others' Shoes'. 2007.

Dalton, Jane and Lyn Fairchild. The Compassionate Classroom: Lessons That Nurture Wisdom and Empathy. 2004.

\*Elbot, Charles F. Building an Intentional School Culture: Excellence in Academics and Character. 2007.

\*Gootman, Dr. Marilyn E. The Caring Teacher's Guide to Discipline: Helping Students Learn Self-Control, Responsibility, and Respect, K-6. 2008.

Hagee, Alison. Educating the Heart: Standards Based Activities to Foster Character, Community, and Self-Reflection. 2003.

Levine, David A. Teaching Empathy: A Blueprint for Caring, Compassion, and Community. 2005.

Novick, Bernard, Jeffrey S. Kress and Maurice J. Elias. Building Learning Communities with Character. How to Integrate Academic, Social and Emotional Learning. 2002.

Schmidt, John J. Making & Keeping Friends: Ready-to-Use Lessons, Stories, and Activities for Building Relationships, Grades 4-8. 1997.

Vernon, Ann. A Journey through Emotional, Social, Cognitive, and Self-Development. Grades 1-5. 1998.

Vernon, Ann. A Journey through Emotional, Social, Cognitive, and Self-Development. Grades 6-8. 1998.

Vernon, Ann. A Journey through Emotional, Social, Cognitive, and Self-Development. Grades 9-12. 1998.

*To borrow these resources or to receive the entire library list, contact the Peace & Reconciliation Studies Program Library at 581-2625, fax a request to 581-2640 or e-mail [peace.studies@umit.maine.edu](mailto:peace.studies@umit.maine.edu).*

### Resources on Restorative School Practices (RSP) in Maine

We have compiled a comprehensive packet of helpful articles on restorative practices and discipline, including some impressive data from schools that have implemented restorative practices in the US and elsewhere. We will be happy to send you a packet if you request it (email [Barbara.Blazej@umit.maine.edu](mailto:Barbara.Blazej@umit.maine.edu) and include your regular mailing address).

We invite you to join our Restorative School Practices listserv. We use this listserv to share upcoming restorative practices events as well as information, ideas, questions, stories, etc. Everyone on the list can use it for these purposes as well. To subscribe, go to: <http://lists.usm.maine.edu/subscribe/rj-schl>.

Our RSP Collaborative (Peace & Reconciliation Studies, MLCE and Restorative Justice Project of the Midcoast) offers several different presentations and workshops on restorative school practices for educators who are interested in learning about and/or implementing restorative practices in their schools. If you would like further details on what we can offer including fees, please email: [Barbara.Blazej@umit.maine.edu](mailto:Barbara.Blazej@umit.maine.edu).

**Pax 360/598**

**Conflict Resolution for Practitioners  
March 12-13, 26-27  
& April 9-10, 2010  
Friday evenings and Saturdays  
Hutchinson Center, Belfast**

***Instructor: Joanne Boynton***

This newly-designed course will cover various conflict resolution practices which encourage positive relationships and personal growth within ourselves as well as those we work with. Each session will offer ample practice in skills building and application to workplace settings, whether with students or colleagues. Topics include: effective communication with special emphasis on empathic listening and responding, restorative justice, Family Group Conferencing and the Circle Process. For information or to register call 338-8000.

*Bullying Prevention, continued from page 1*

As the Maine Model of bullying prevention has evolved, we are moving into the next stage of programmatic evolution by incorporating a restorative approach as the overarching principle that guides all aspects of school culture and climate improvement, including bullying prevention. The restorative approach is a philosophy or guiding principle (not a program or specific activity) that sees ***relationships as central to learning, growth and a healthy school climate for students and adults.***

The overall focus of the restorative approach is on **building, maintaining, and when necessary, restoring relationships.** About 80% of the restorative approach is proactive relationship building through a continuum of informal to formal practices. Informal practices include affective messages that communicate people's feelings as well as affective questions to help people reflect on their own behavior and how it has impacted others. We call this restorative dialogue. These informal practices when widely used by adults at school have a cumulative impact because they become part of everyday life. Community circles, resolution circles and restorative conferences are more formal methods of building community, solving problems and dealing with misbehavior. The restorative approach includes practices that challenge some teachers' and administrators' deeply held beliefs about traditional discipline and authority. This challenging of beliefs is where cultural change begins. Research confirms that the overall effect of these practices is a classroom and school climate with a more positive affective resonance. That is, a school that has a positive feeling tone where students and staff feel connected to the school community.

A key restorative practice is the use of community circles at school. Here the traditional bullying prevention classroom meeting intersects with the restorative practice of community circles. We can revive a sense of connection and community through implementing community circles as a regular part of school life, not just a once a week event to talk about behavior. Community circles are a structured dialogue that builds awareness, understanding and connection between students. We can support students in exploring their personal beliefs about human rights, social justice and equality through the circle process. The structure of the process over time creates a sense of caring, belonging, inclusion and safety that encourages youth to speak their truth and hear others with differing ideas in a respectful process. We can target social issues as they arise to be examined in the circle process through civil discussion. Community circles may also offer students the opportunity to solve peer group social problems in a respectful discussion of different ideas.

Something that has been missing from the work in bullying prevention is the restoration of community after an aggressive act. The restorative approach views acts of aggression as a violation of relationships and of community norms, rather than as just a violation of school rules that requires punishment. Aggressors have traditionally been excluded from the class/school community for periods of time for their aggressive acts. During their time away from the class, they may be involved in a reflective process that helps them discover how to more appropriately meet the needs that were met through the aggressive act. Sometimes they just get a "time out" with no reflective process. Then they go back to the same environment where little or nothing has changed so that peer and adult beliefs about, and expectations of them, remain the same. The stimulus remains the same with the expectation that their behavior will change all at once from "bad" to "good."

Aggressive youth who are involved in a real process of behavioral change should have the opportunity to interact with their classmates in a structured and safe way to make their intentions to be less aggressive known. They should be able to request the support from peers and adults that they need to become a more pro-social member of their school community. Restorative circles provide a structured forum for this to take place. We can reconnect disenfranchised youth with the school through a restorative circle process. The accountability of the restorative circle process helps those affected by the behavior to be heard in a safe environment and holds accountable those responsible for violating community norms.

The goal of the work today is improving student connection and bonding to school by improving school climate and culture, while providing protection for targeted students and effective responses to peer aggression. The restorative approach focuses our attention on the quality of **all** relationships among **all** members of the school community. Without a guiding philosophy for all relationships, school culture becomes fragmented and breaks down because adults are not consistently modeling the behaviors they want and expect from the students. Restorative practices, consistently used, provide the glue that builds a safe, supportive and respectful school community.

This is the next stage in the evolution of bullying prevention work.

*Chuck Saufler is currently working as a consultant and trainer in Bullying Prevention and the Restorative Approach for schools. He can be reached at: [www.safeschoolsforall.com](http://www.safeschoolsforall.com).*





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## Upcoming Events: Fall 2009 - Early Summer 2010

### Introduction to Restorative School Practices Workshop

November 14, 2009 at Trenton Elementary School  
See page 3 for details.

### Mediation: Premises, Practices & Policies (PAX 451)

40-hour training in the Transformative Model, 3 UMaine credits  
February 15-19, 2010 at the Hutchinson Center in Belfast  
Instructor: Will Galloway  
For information or to register call 338-8000.

### Conflict Resolution for Practitioners (PAX 360/598)

March 12-13, 26-27, & April 9-10, 2010 (Friday evenings & Saturdays)  
Hutchinson Center, Belfast  
See box on page 6 for details.

### Advanced Study in Transformative Mediation (PAX 452)

40-hour advanced training in the Transformative Model, 3 UMaine credits  
April 19-23, 2010 at the Hutchinson Center in Belfast  
Instructor: Will Galloway  
For information or to register call 338-8000.

### Restorative School Practices Summer Institute

June 28-30, 2010, at the Augusta Civic Center  
Presented by the Restorative School Practices Collaborative of Maine  
(Pamela Anderson, Barbara Blazej and Margaret Micolichek)  
See box on page 5 for details.

### Changing Ways/Building Skills

(Vol 13, #2)

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*We thank those who contributed  
to this issue:*

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**Fall 2009**