

**I once worked with a school in Philadelphia that interpreted restorative practices through an Afrocentric lens. Every morning began with Harambe, a time to acknowledge and celebrate one another. In the halls, students were often affirmed—not with “good job for walking silently in the hallways,” but with words like, “I see you today. I love how proud you look when you walk.”**

**—Jamila Dugan, p. 35**

**When harmful behaviors occur, normalize the fact that it hurts. Give the adult who has had to deal with the student space to be with colleagues who can provide support and encouragement.**

**—Meredith McNerney, p. 42**

**Have a plan. Set expectations. Follow through when they're not met. Talk to parents. Control what you can. You'd be surprised at how much these small changes together can really transform your classroom.**

**—Kelly Bicknell, p. 58**

**Kids feel painfully aware of what they don't know. After experiencing repeated attempts and failures, a student may stop engaging or act out to distract from their inability or to avoid difficult academic work.**

**—Nancy Weinstein and Nancy Tsai, p. 48**