

# RESTORATIVE JUSTICE

An Overview of Restorative  
Practices

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# Trainings completed!

Mindfulness and the Middle Path

Introduction to TCI and the Four Questions

Emotion Regulation

Crisis Communication

Stress Model of Crisis

Breaking the Conflict Cycle

Distress Tolerance and Emotional First Aid

Crisis Co-regulation

Change Ready: Define Behavior, Positive Opposite,  
Hierarchy

A-VCR

Prompting and Shaping Behavior

Reinforcement

Punishment

**Restorative Justice**

# Objectives

- Define the terms “restorative practices” and “social emotional learning”
- Learn how to implement restorative practices within the family while developing social emotional learning

# The Buzz on Restorative Practices

- What is all the buzz around restorative practices?
- What is Social Emotional Learning (SEL)?



# What are Restorative Practices?

- "The emerging field of restorative practices is the study of **restoring and developing social capital, social discipline, emotional well-being, and civic participation** through **participatory learning and decision making.**"

International Institute for Restorative Practices (IIRP)  
<http://www.iirp.edu/news/1894-definition-of-restorative-practices?highlight=WyJkZWZpbml0aW9uI10=>



# A restorative approach aims to...

## Repair HARM

- *To a relationship*
- *To the community*
- *To the youth exhibiting behavioral concerns, that created the conditions for his/her actions*



**People respond best when you do things with them, not to or for them.**

# Goals of RP

- **Positive relationships are shared by all stakeholders**
  - Reduction in number of negative behaviors may be a by-product of positive relationships, strong community, feeling respected
- **Inclusive school community**
- **Less reliance on exclusionary discipline practices**
  - RP is **incompatible** with an approach that focuses on punitive, exclusionary consequences
- **Needs of community members, including the person displaying behavioral concerns, are addressed**
- **Stakeholder voice & collaboration is evident in practices**

# Categories of Practices

**PREVENTATIVE** build and maintain relationships | prevent conflict and harm

repair relationships | resolve conflict  
managing difficulties and disruptions

**RESPONSIVE**

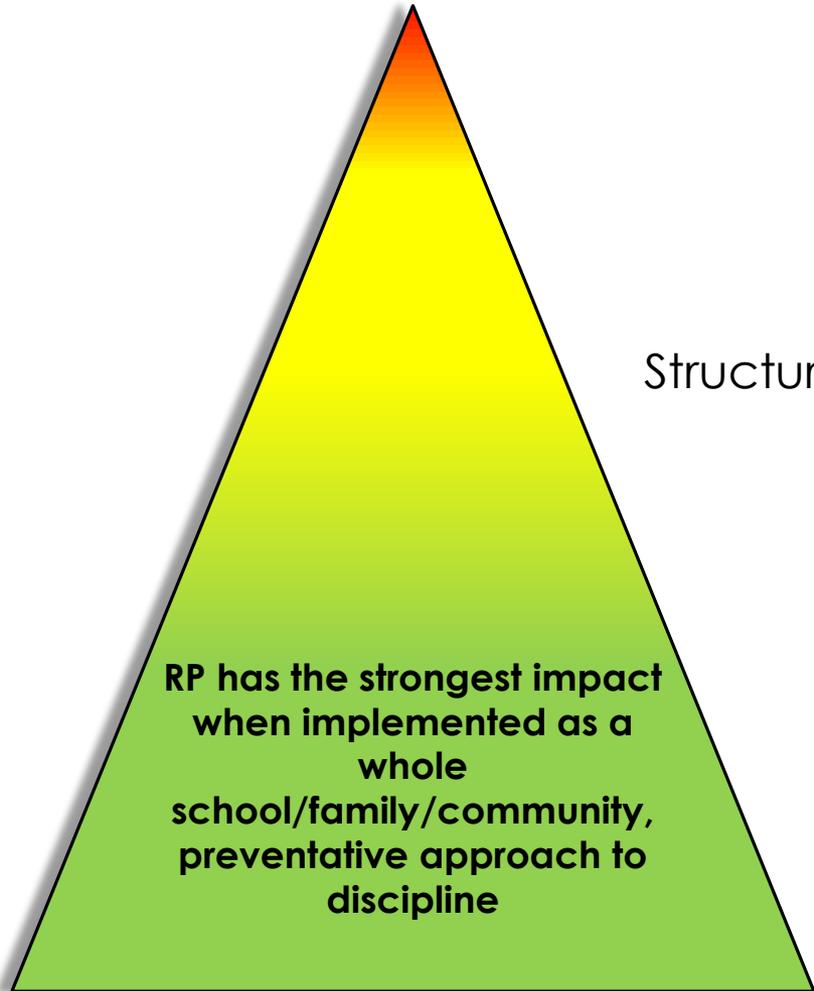
## Proactive

- Prevention & Skill building
  - Affective statements
  - Circles (variety of circles may be included)
  - Informal conferences/meetings

## Responsive Practices

- Disciplinary actions
  - Restorative chat
  - Restorative meeting/conference
  - Restorative circle
  - Mediation
  - Peer juries
- Alternatives to suspension/expulsion
  - Family Group conferences
  - Community restorative conferencing

# RP Across the Tiers



## Reactive Strategies

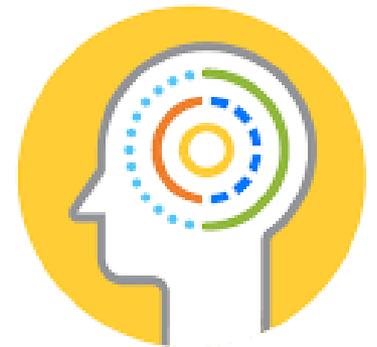
- Community Restorative Conferencing
- Family Group Conferencing (FGC)
- Family Group Decision Making (FGDM)
- Peer juries
- Peer mediation
- Mediation
- Restorative meetings
- Restorative conversations
- Informal conferences
- Problem-solving circles
- Restorative meetings

## Preventative strategies

- Restorative questioning
- Affective statements & scripts
- "Checking-In" circles
- Using social/emotional curriculum

# What is Social Emotional Learning (SEL)?

“Social and emotional learning (SEL) **is the process** through which children and adults **acquire and effectively apply** the knowledge, attitudes, and skills necessary **to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.**”



Collaborative for Academic, Social, and Emotional Learning (CASEL)  
<http://www.casel.org/what-is-sel/>



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# SELF-AWARENESS

- The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior.
- The ability to accurately assess one's strengths and limitations, with a well grounded sense of confidence, optimism, and a "growth mindset."
  - Identifying emotions
  - Accurate self-perception
  - Recognizing strengths
  - Self-confidence
  - Self-efficacy

# SOCIAL AWARENESS

- The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures.
- The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.
  - Perspective-taking
  - Empathy
  - Appreciating diversity
  - Respect for others

# RESPONSIBLE DECISION-MAKING

- The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms.
- The realistic evaluation of consequences of various actions, and a consideration of the wellbeing of oneself and others.
  - Identifying problems
  - Analyzing situations
  - Solving problems
  - Evaluating
  - Reflecting
  - Ethical responsibility

# SELF-MANAGEMENT

- The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself.
- The ability to set and work toward personal and academic goals.
  - Impulse control
  - Stress management
  - Self-discipline
  - Self-motivation
  - Goal setting
  - Organizational skills

# RELATIONSHIP SKILLS

- The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.
- The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
  - Communication
  - Social engagement
  - Relationship building
  - Teamwork

# Different Types of Circles



Dialogue Circles or  
Community Circles



Healing Circles or  
Peace Circles



Mediation  
Circles

# RP at Home

- Implementation of Dialogue/Restorative Circles when concerns arise or behaviors occur, emphasis on repair more than punishment when applicable.
- The circle/ meeting needs to have a common goal/focus amongst parties.
- Anyone in the household can call a meeting/circle.
- Judgement free zone.
- No hierarchy within the circle/meeting.
- All participants must wait their turn to talk (talking pieces can be used); respect is important.



# Reasons to Use a Restorative Circle?

- Child breaking something in the house → helping clean
- Child refusing to get off video games, not able to go to the grocery store as planned → write an apology note or complete a chore at home that gives parent extra time
- Child feeling angry because their parent broke their favorite game → parent doing another favorite activity with child
- Child feeling anxious due to conflict at home → discussing how to make the environment more calming
- Child was verbally aggressive toward sibling → complete an act of kindness

# DISCUSS

- Do you have any thoughts on how your family could practice utilizing a circle within your home?
- Have you ever utilized a circle in your family? How was that process for you?
- Any questions?
- Feel free to ask for additional support from your child's individual therapist in order to implement a restorative practice in your home.