

Restorative Works

year in review

2014

REPAIRING HARM

ASKING THE RIGHT QUESTIONS

EMPOWERING LEARNERS

SELF-DIRECTED EDUCATION

IMPROVING SCHOOL CLIMATE

Promising Outcomes Across the Country



Restorative Works

year in review



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DEVELOPING A NEW SOCIAL SCIENCE

A Letter from the President

I first discussed the idea for the International Institute for Restorative Practices (IIRP) at a 1999 conference at the Australian National University, hosted by eminent criminologist John Braithwaite. Braithwaite, along with others, expressed the need for an international organization dedicated to advancing restorative practices.

When I returned home I incorporated the IIRP as a nonprofit organization and presented our “Case for a New Academic Discipline” to the Pennsylvania Department of Education, making the argument that there was such a field as “restorative practices.” Why did the world need yet another graduate school? The social patterns that had long characterized human life had been changing dramatically around the globe, diminishing social connectedness in families, schools, workplaces and communities. We needed to assemble the best minds from a range of fields to develop theory and practice and to conduct research designed to address this global challenge. What you’ll see in this issue of Restorative Works is a result of that effort.

The restorative practices approach is proving effective at improving behavior in schools, creating a climate characterized by both high expectations and abundant support. In creating a more fair and more humane alternative

to zero tolerance, we are offering students more voice and more choice, in exchange for accepting more responsibility. We are proud to be participating in national research that will help us hone our practice and replicate what we learn to benefit future generations.

With growing relevance to a variety of fields and workplace settings, restorative practices is reliably able to help people of all ages address conflict and build relationships. In accordance with our mission, we are developing a new social science, teaching thousands of individuals practical skills and powerful ideas, and building a graduate school that is positively influencing human behavior.



Ted Wachtel

Ted Wachtel
President and Founder



EDUCATION WITH A PURPOSE

Self-Directed Learning Brings Relevance to Our Mission

Immersed in a restorative culture, IIRP students take responsibility for their own education. Students may select from a variety of electives, and the cross-disciplinary required courses demonstrate common principles that increase engagement and participation in any setting.

The Restorative Practices in Action course is an online laboratory course where students explore how to approach real-world problems restoratively. The self-directed, faculty-guided curriculum—including practice, reflection, scientific inquiry and international academic collaboration—lets students focus where they can have the most impact.



IIRP Graduating Class of 2014

► “People want to believe they can change the world. At the IIRP people learn how: how to change behaviors, build relationships, balance power dynamics and empower communities.”

— Eileen Stone, Class of 2014



Eileen Stone accompanied by friend, Dr. Ora Wry

Alan Davis, from Reston, Virginia, who’s pursuing an IIRP Graduate Certificate, employs restorative practices to reform policing. “In the U.S., we are seeing increased use of deadly force by police for less than lethal-force scenarios,” he writes. “Instead of brute force and retribution, I propose community involvement, transparency and accountability efforts.” Within a supportive Professional Learning

Group, Alan and fellow students use participatory action-research techniques to hone restorative approaches appropriate for their settings.

“Online discussion with practitioners from various fields really makes the courses challenging and educational,” notes Master of Science in Restorative Practices candidate Steven Young, a school principal in Cannington, Ontario, Canada. Online learning made the IIRP accessible for Gabriela Mckellar, a public prosecutor from Cape Town, South Africa, who just completed her Graduate Certificate in Restorative Practices. This allowed her to “gain a broader global perspective on the application of restorative practices in different nations.”

Now alumni also have the option of becoming skilled and licensed IIRP trainers to help them implement and sustain restorative practices in communities worldwide and continue making the world a better place.

STUDENT Spotlight

Father Chris Riley

Current Graduate Student



Father Chris Riley, Founder and CEO of Youth Off the Streets (YOTS), a large youth-serving agency in Sydney, Australia, says,

“Restorative practices are focused on healing the community rather than retribution and blame. Our troubled kids need this.” After taking the online course, RP 506 Restorative Practices: The Promise and the Challenge, Chris commented on the positive interactions with the instructor and students and noted the “very supportive group” created throughout the course. YOTS has now implemented restorative practices in four schools and the corporate office.

ALUMNI Spotlight

Kimberly Vindler

Master of Science in Restorative Practices '13



Kim Vindler, a school counselor at Haverford High School, in Haverford Township, PA, USA, explains, “Restorative practices informs

my daily practices at work, at home and in my community.” Kim employs the practices with students, parents and staff, and has used them to address a variety of issues including teacher-student relationships and even rape. At the recent IIRP World Conference, Kim shared her work on restorative approaches to truancy and tardiness. Committed to paying back her IIRP scholarship, Kim says, “If I can help another student become an ambassador of restorative practices, I’m thrilled.”

ALUMNI Spotlight

Saleem Hylton

Graduate Certificate in Restorative Practices '09



Saleem Hylton says, “It is my desire to make the entire city of Washington, D.C., restorative in every aspect of their

operations.” Working in juvenile justice since 1990, he is now director of the nonprofit Youth and Families in Crisis, LLC, which trains D.C.’s Family Court Social Services Division (juvenile probation) in restorative practices. With the Graduate Certificate in Restorative Practices, Saleem gained a deep understanding of how to articulate this new social science. He recently ran a conference in St. Croix, U.S. Virgin Islands, educating a wide range of professionals on restorative practices.

GRADUATE EDUCATION

Personalized and Flexible

- Graduate Certificate in Restorative Practices (12 credits)
- Master of Science in Restorative Practices (30 credits)

STUDENT BODY



PROFESSIONAL DEVELOPMENT

195 days of public events offered in 20 cities around the globe.



REPAIRING HARM IN FAMILIES

Starting with the Right Questions



Beth Smull, IIRP lecturer, coordinates CSF Buxmont's Supervision Services, an IIRP model program serving teens struggling with drugs and alcohol and helping families work together to find effective solutions to help maintain sobriety, communicate more effectively and transform their relationships.

Beth says it's essential for everyone to have an opportunity to tell their story. At the initial meeting, teens are asked to share what happened to bring them to probation or rehab. Then parents are asked, "What were you thinking and feeling when your child was in active addiction? What has been the hardest thing for you?"

Beth worked with an 18-year-old girl who lived with her remarried mother and three stepbrothers. Mom frequently left her at home to care for the boys, without notice.



► "Listening and using the right language helps teens understand the impact of their behavior, both good and bad."

— *Beth Smull, IIRP Graduate School lecturer*

During a family meeting, the girl confronted her mother about it, which led to shouting and screaming.

Beth took the girl outside and asked, "What are you thinking and feeling?" The girl said, "I get scared and worried when she leaves for so long, and the boys are scared, too. I'm frustrated that this keeps happening, and we never talk about it."

This brief conversation gave the girl a chance to practice using affective statements, which communicate emotion. When she returned to the meeting, she used this language to explain

how her mother's absences affected her. Because the girl was using "I statements," not cursing, Mom let her guard down and listened.

Beth also works with parents, coaching them not to be accusatory and demanding. This reduces their children's defensiveness and affirms their good behavior. She suggests parents turn their concerns into affective statements. A mother might say, "Since you've been home, it's really been positive, but I'm scared about some things I'm seeing. You talked back to me, and I haven't seen that in a while."

RESTORATIVE CONFERENCEING IN IDAHO

Helping Those Who've Been Harmed Feel Safe

“We knew he was coming home,” says Judge Mark Ingram, magistrate court judge for the Fifth Judicial District in Idaho, about a boy who stole more than \$10,000 worth of electronics from a neighbor, then broke into Walmart while awaiting sentencing.

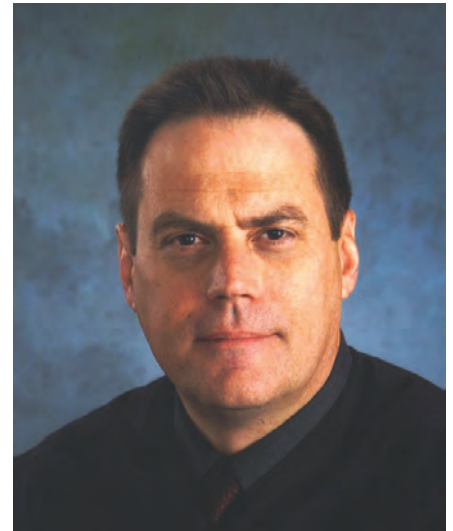
Judge Ingram had recently sent a team, including Bev Ashton, District 5 Liaison with the Idaho Department of Juvenile Corrections, to the IIRP, in Bethlehem, Pennsylvania, USA, to be trained to facilitate restorative conferences. (Restorative conferences are facilitated using the restorative questions in face-to-face meetings that bring together those who have been harmed with those who have caused harm. The conference allows those who have done harm to hear the impact of their actions and repair the harm, whenever possible.)

When the boy's release from prison was announced, Judge Ingram realized how important it would be to reintegrate him into the community. Bev Ashton worked to prepare him for a conference with the neighbors, the Walmart employees and the boy's family, all of whom were impacted by his actions in different ways.

During the conference, the boy expressed his remorse. But the man whose home he had burglarized said, “I don't believe you for

a minute. You've got to show me that you're going to do the things you say, that you'll find a job and pay your restitution.” His wife then revealed that she'd been sleeping with a gun under her pillow, afraid that the boy would come back. The husband suggested, “I want you to come to our house for a barbecue. Not because I like you, but so my kids can meet you and know that you're not the monster they have in their minds.”

Six months later, Judge Ingram checked back with the boy and was pleased to learn that he had regained the trust of the neighboring family. Because of the emotional intensity of the conference and the honesty and full engagement of the participants, the boy took to heart the impact he'd had on the people he'd harmed and was open to restoring relationships. The boy has since become this family's trusted babysitter, earned the community's respect and is paying off his restitution.



Judge Ingram has recently been identified by the Idaho Supreme Court as the Statewide Juvenile Justice and Child Protection Judge, providing leadership to juvenile magistrates around the state.

RESTORATIVE Questions

Restorative questions will elicit responses about how people are feeling and how their actions affected others.

For those who caused harm ask:

- “What happened?”
- “What were you thinking about at the time?”
- “What have you thought about since the incident?”
- “Who do you think has been affected by your actions?”
- “How have they been affected?”



For those who have been harmed:

- “What was your reaction at the time of the incident?”
- “How do you feel about what happened?”
- “What has been the hardest thing for you?”
- “How did your family and friends react when they heard about the incident?”

GROWING A WORLDWIDE MOVEMENT

Working with IIRP Affiliates and Colleagues

VERMONT, USA

Vermont's 20 Community Justice Centers "increasingly make citizen engagement a bigger part of the mix, from dealing with low-level crime to inmate re-entry into the community," says Derek Miodownik, Community and Restorative Justice Executive for Vermont Department of Corrections (DoC). Across the state, nearly 50 serious offenders meet weekly with small teams of volunteers who hold them accountable for past criminal behavior and support them to become contributing members of society. Building on the success of its CoSA program (Circles of Support and Accountability), Laura Zeliger, Community and Restorative Justice Director for Vermont DoC, says, "We want to have services available across the state to everyone coming out of prison."

GUATEMALA

Guatemalan NGO FUNDAP works in western Guatemala to alleviate poverty through a variety of programs related to micro-enterprise, women and work, education, handcrafts, land-and-cattle farming, infrastructure, health and the environment. The organization works in public schools in several Guatemalan states and offers training to teachers, principals, students and parents in a variety of education-related topics. Trained by the Center of Restorative Practices for Central America (Centro de Prácticas Restaurativas para Centroamerica), an IIRP international affiliate, in January 2014, 11 staff members of FUNDAP became certified trainers in Introduction to Restorative Practices and Using Circles Effectively.

LIMA, PERU

Over the past three years the Latin American Institute of Restorative Practices (El Instituto Latino Americano de Prácticas Restaurativas or ILAPR) has provided Basic Restorative Practices training to nearly 3,000 people in seven countries—including Peru, Brazil, Mexico, Argentina, Bolivia, Ecuador and Colombia—in the fields of education and justice. In Lima, Peru, ILAPR trained a team of 30 professionals who work with adult and youth offenders in non-punitive alternative justice programs. Offenders can use a circle format to talk to one another, reflect on their actions and discuss how they might repair the harm they've caused.

JAMAICA

Carol Palmer, Permanent Secretary of Justice for Jamaica and a former IIRP Trustee, says her "goal is to make Jamaica a restorative country." This year the country's eighth community restorative justice center opened in West Kingston. Three trainers from the IIRP trained a hundred educators from across the country in Introduction to Restorative Practices and Using Circles Effectively, along with 30 people who became certified IIRP trainers.



DUBLIN, IRELAND

One in Four, a Dublin-based charity providing services to men and women who have experienced sexual abuse in childhood, began implementing restorative practices in 2012 to facilitate engagement between clients, their abusers and non-offending family members. In February 2014, its leadership team attended the IIRP's Restorative Leadership Development: Authority with Grace professional development event. These practices are now used among their entire staff of psychotherapists and advocacy officers. "We are aware that there's a very dark undercurrent to the work that we do," says Deirdre Kenny, Advocacy Director. "We needed to find a common language to communicate about difficult things among staff."

THE NETHERLANDS

On February 18, 2012, the Dutch Senate adopted a new Youth Act, which heralds a quiet revolution to the "New Welfare State," says Rob van Pagée, founder of Eigen Kracht (Our Power). Throughout the Netherlands, Eigen Kracht has held over 10,000 Eigen Kracht conferences (the Dutch model for Family Group Decision Making), which allow families, friends and acquaintances to develop a plan of care for a child who may be removed from their home or to address other conflicts and social needs. "From now on," writes van Pagée, "decisions on services and measures will be taken at the local level, close to the people. The starting point in this is that all support that is now available in natural networks will be used first."

NEW ZEALAND

At the IIRP's 17th World Conference, Mike Hinton, General Manager of New Zealand's national association for restorative justice providers, Restorative Justice Aotearoa, presented on practitioners who make restorative justice services available at every district court in the country. New Zealand continues to expand upon their 1989 Children, Young Persons and their Families Act, which sparked the worldwide restorative conferencing movement. Recent successes include the creation of the first Chair in Restorative Justice at Victoria University of Wellington School of Government, the institution of a national law providing all adjudicated adults and juveniles the option to participate in restorative justice, and the implementation of restorative practices in over half of its schools.

WORLD Conference

The 17th IIRP World Conference, October 27–29, in Bethlehem, Pennsylvania, brought together 200 restorative practitioners, researchers and scholars from across the world. Charged Dr. Craig Adamson, IIRP assistant professor, "It's time for the next generation of restorative practitioners to step forward. That's how the social science of restorative practices is going to spread." Educators, police, judges and pastors shared observations and insights on what works, what doesn't, how and why. Presentations addressed bringing restorative practices to schools, corporations, the homeless, at-risk youth and maximum-security prisons.



Vidia Negrea and Rob Van Pagée during Panel Discussion

3 million students are suspended each year.
(Advancement Project, July 2013)

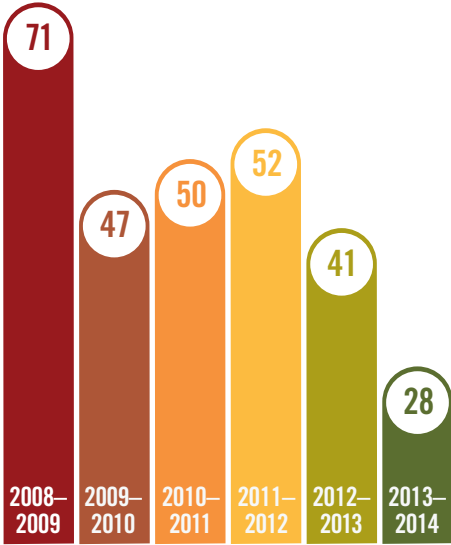


★ **IIRP** ★
**WHOLE-SCHOOL
CHANGE**

KEEPING STUDENTS IN SCHOOL WHERE THEY CAN LEARN.

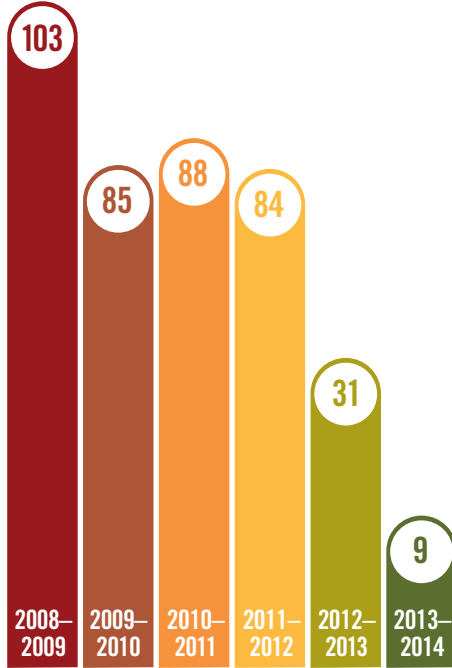
1 Hampstead Hill (Pre-K–8), Baltimore, MD

Reduced Suspensions



61%
Overall decrease from 2008

Reduced Office Referrals



91%
Overall decrease from 2008

2 Freedom High School, Bethlehem, PA

69%

Reduced Serious Infractions
2010–2011: 29
2012–2013: 9

64%

Reduced Number of Students with Multiple Suspensions
2010–2011: 330
2012–2013: 120

3 Glenmount School (K–8), Baltimore, MD

67%

Reduced Suspensions
2012–2013: 76
2013–2014: 25

77%

Reduced Number of Students with Multiple Suspensions
2012–2013: 13
2013–2014: 3

CHANGING BEHAVIORS

The restorative environment at CSF Buxmont (IIRP model schools for at-risk youth) enhances the effectiveness of Aggression Replacement Training® (ART), a cognitive-behavioral intervention program. A study by the EPISCenter at Penn State University showed more improvement in attitudes, behaviors and social skills in CSF Buxmont youth who participated in the ART program, from January 2012 through April 2014, than in youth at other Pennsylvania Commission on Crime and Delinquency-funded ART sites.

26%

Reduced Aggression
11 pts higher than average ART outcomes

20%

Improved Social Skills
4 pts higher than average ART outcomes

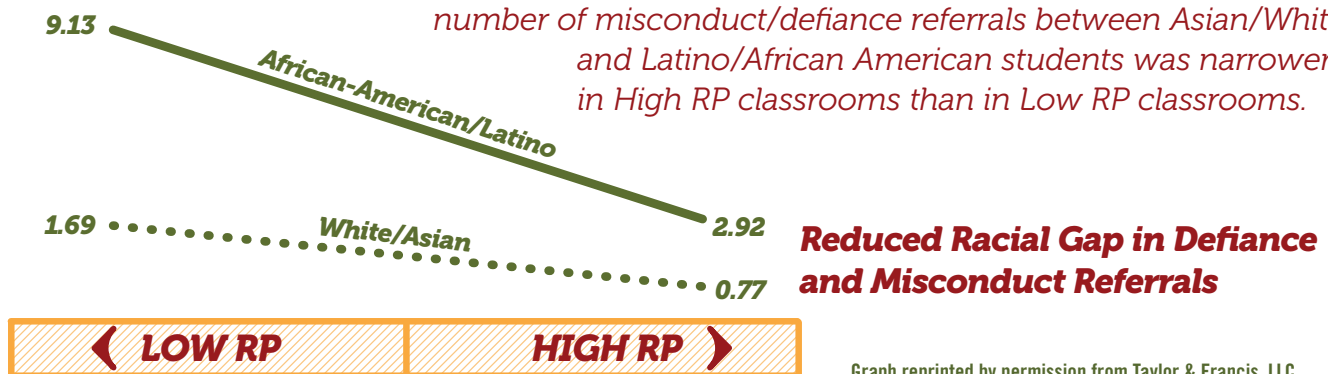
NARROWING THE RACIAL GAP

- African-American students are 3 times more likely to be suspended than white students.
- Just 1 suspension doubles a student's risk of dropping out.

(Advancement Project, July 2013)

Restorative practices offer the promise to transform teacher-student relationships and achieve equity in school discipline, thereby narrowing the racial discipline gap, according to a study led by Anne Gregory of Rutgers University. Classrooms with a high level of restorative practices implementation (High RP) had fewer disciplinary referrals for defiance and misconduct compared to classrooms with a low level of implementation (Low RP), over the 2011–2012 school year.

In addition, as shown in the graph below, the gap in the average number of misconduct/defiance referrals between Asian/White and Latino/African American students was narrower in High RP classrooms than in Low RP classrooms.



Graph reprinted by permission from Taylor & Francis, LLC

NEW SCHOOL POLICIES

Coast to coast, districts in 12 states are adopting restorative policies.

The U.S. Federal Government issued new guidelines recommending that schools revise their discipline policies to move away from zero tolerance policies, which exclude large numbers of students with suspensions and expulsions, often for minor infractions. Instead the guidelines recommend the use of methods such as restorative practices, which foster positive school climates.

"With restorative practices, CPS has made significant progress in reducing suspensions and expulsions and giving our students every opportunity to thrive in a positive and safe learning environment that prepares them for success in college, career and life."

— Barbara Byrd-Bennett, CEO, Chicago Public Schools

"We are 100 percent committed to deepening and extending our practices of positive tiered behavioral interventions and alternatives to suspension in order to increase instructional time and reduce racial disparities."

— Richard Carranza, Superintendent, San Francisco Unified School District

"More students are making the right choices, and our principals, teachers and school staff members are providing the right supports and guidance. We are very proud of what our school communities continue to accomplish."

— William Hite, Jr., Superintendent, School District of Philadelphia

IMPROVING CONVERSATIONS

with Students, Teachers and Parents



support Harik in holding her accountable for her behavior. In the end, the girl's mother exclaimed loudly, "I came here to cuss you out. But now I see that you really do care!" The girl's behavior improved, and she hasn't demanded nearly so much negative attention.

Restorative conversations also improve working relationships with staff. At Holtzman Elementary, when parents reported that a teacher had upset their child by saying something inappropriate, Mike responded to the teacher with an affective statement. After determining that the teacher had actually said what the child and parents reported, Mike told her, "That really embarrassed me. It challenged my relationship with those parents." The teacher still felt respected, even while being held accountable. She was given an opportunity to express herself and to see that her words had affected not only the child but several other people, as well. These restorative strategies facilitate conversations that improve school climates as a whole.

"Circles make the classroom a comfortable place for conversation," says Mike Selvenis, principal of Thomas W. Holtzman Elementary School, in Harrisburg, Pennsylvania. To improve behaviors and enhance learning, the elementary school is implementing school-wide restorative practices. "Teachers utilize circles for instruction and to enliven academics," says Mike. Students can use circles when collaborating on essays or even to separate into groups of Patriots and Loyalists to debate the American Revolution.

It's essential that teachers incorporate relationship-building activities, like daily sharing circles, into their classroom schedules to establish a familiar process that can later be used for responding to disruptive or inappropriate behavior in class. After a name-calling incident, a teacher sat students in a circle and asked them the restorative questions to resolve the issue—a quick process resulting in an expression of genuine remorse and a subsequent behavior change.

This approach also works for older students. At Academy Foundation School, in Baltimore, Maryland, educational associate

Harik Cofer used restorative questions when a girl known for disruptive behavior enticed another girl into the bathroom, only to be attacked by three other girls. Harik called a meeting with the girl and her parents. At first, the girl denied responsibility, but the restorative questions helped her mother



CSF Buxmont schools (IIRP model programs) are also focusing on academic success, with the spotlight on restorative teaching and learning.

Teachers are learning the principles of restorative teaching, which apply to learners of all ages and abilities: that students have a voice; that learning builds social capital and a sense of community; that students feel connected to the group and responsible for each other's learning; that students feel empowered to come up with their own learning activities.



PITTSBURGH'S RESTORATIVE COMMUNITIES

Funded by the U.S. Department of Justice

One in five students was suspended from Pittsburgh Public Schools last year. To make their schools safer, the leadership of Pittsburgh Public Schools is embarking on a watershed project to implement restorative practices, a proven alternative to ineffective and harmful zero tolerance policies.

The most extensive restorative practices school implementation project to date, "Pursuing Equitable Restorative Communities" will implement the practices in

half of Pittsburgh's 50 public schools, with approximately 10,000 students.

A \$3 million grant from the U.S. Department of Justice Comprehensive School Safety Initiative is supporting the initiative. The district will implement the IIRP's SaferSanerSchools Whole-School Change program, implementing the 11 Essential Elements in 25 schools during the 2015-16 and 2016-17 school years.

► "Relationships are really the foundation of safe schools."

— Dr. Linda Lane, Superintendent, Pittsburgh Public Schools

LEADERS MODEL A NEW APPROACH

Restorative Practices in the Workplace

Bruce Schenk, Director of IIRP Canada, recently worked with the Department of Community Services of Nova Scotia to support its goal of “becoming a restorative organization” and enhancing employees’ relationships.

Bruce offered two days of training in the restorative practices framework and use of circles to the deputy minister and 12 senior leaders. Subsequently a group of about 25 people appointed by the senior leaders were trained to serve as a “reference team” to take the lead on developing an implementation plan for the department’s roughly 2,000 employees spread out across the province.

“Normally in government,” says Bruce, “You get something decided and rolled out in a top-down way. But the reference team felt a sense, after taking the training, that this needs to be different. They decided they would really become quite restorative in how they rolled it out.” Bruce says they engaged the stakeholders, deliberated and came up with a plan that was consistent with



situation and send him to foster care. In the circle, the four or five people involved in the case talked through the restorative questions (see page 5).

The supervisor explained that though the staff formerly had a good debrief process, the conversations never ended right away,

► “The most exciting learning from working with the Nova Scotia Department of Community Services is an affirmation that the restorative practices framework has great application within workplaces.”

— *Bruce Schenk, Director, IIRP Canada*

an existing organizational change initiative. Some selected staff were also trained to facilitate restorative conferences to help address conflict and other issues in the workplace.

One supervisor, who oversees a team that works in child protection, introduced a circle process to debrief after social workers needed to remove a child from an unsafe home

and people continued to discuss what had happened for several days. After the circle process was instituted, however, those conversations stopped happening after the debrief. It seemed that when it came to working through these high-trauma, high-stress situations, the circle discussion helped people work through their thoughts and emotions thoroughly and immediately.

CWE STAMP of Approval

The Canadian Standards Association (CSA), an independent organization comparable to the Occupational Safety & Health Administration (OSHA) in the U.S., recently issued a set of 13 voluntary workplace standards affecting psychological health and safety. The standards recognize the importance, for workers’ mental health, of preventing harm, promoting health and responding to incidents of harm in the workplace.

IIRP Canada has worked with the Center for Workplace Engagement (CWE), a consortium from business, labor and the nonprofit sector, to support relationally healthy workplaces. The CSA has now issued a stamp of approval to CWE for its restorative practices program and its ability to fulfill the workplace standards.



THANK YOU

The IIRP and its consortium of organizations appreciate all charitable gifts, great and small. We want to acknowledge the following contributors to the IIRP, Community Service Foundation and the Restorative Practices Foundation who gave between July 2013 and November 2014 in support of our daily work and the IIRP's mission.

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DONOR Spotlight

JACKIE MALANDRO Class of 2013

“The IIRP changed the way I view the world,” says Jackie. “The master’s program gave me a lot of confidence.” She employs what she learned in all aspects of her life, from teaching preschool to volunteering with special needs children. “I use restorative practices everyday, just in how I speak to people.” Jackie

is committed to “paying forward” the scholarship she received from the IIRP because it will help other students learn about restorative practices. “Without the scholarship, I wouldn’t have been able to go,” she says. “The IIRP more than met their obligation; it was my obligation to pay it back.”



Restorative Works

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