



SO, WHAT IS RESTORATIVE JUSTICE?

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ACHIEVEMENT BASED OBJECTIVES

- ◆ Identified personal values.
- ◆ Compared Restorative Justice to Criminal Justice approach.
- ◆ Recalled where Restorative Justice principles have emerged in their own lives.
- ◆ Considered how examples from multi-tiered RJ Approach can inform practice in their context.

ACHIEVEMENT BASED OBJECTIVES

- ◆ Selected one resource to explore further (outcomes, websites, books).
- ◆ Named individual next steps to apply something from today's workshop.

OPENING

- ◆ Consider (1) the values you uphold when you are at your best and (2) values you want to embody but struggle with.
- ◆ Type one value and, if you'd like, a few words why it is important to you, in the chat box. Doing this will create a master list.

SO,
WHAT IS



RESTORATIVE
JUSTICE?

AS YOU LISTEN...

- ◆ As you listen to the introduction to restorative justice, consider how you've seen these principles in action.
- ◆ After listening to an overview, consider sharing a brief story or where you've seen these principles in your own life

USE OF RJ IN CRIMINAL JUSTICE HAS...

- ♦ **Reduced** re-offense after violence and property crimes.
- ♦ **Reduced** crime victims' post-traumatic stress symptoms and related costs as well as the desire for violent revenge
- ♦ **Increased** satisfaction among victims and offenders with justice; compliance rates as compared to court-ordered sanctions.

* Sherman, L. & Strang, H. (2007) Restorative Justice: the evidence.
London, UK.:The Smith Institute.

IMPLEMENTATION OF RJ IN SCHOOLS HAS...

- ♦ **Reduced:** discipline referrals, violent and serious incidents, and punitive and exclusionary discipline responses
- ♦ **Improved:** student attendance, test scores, and graduation rates.
- ♦ **Students said** it enhanced their ability to understand peers, manage emotions, develop greater empathy, resolve conflict with parents, improve home environment, and maintain positive relationships with peers.

* Kidde, J., & Alfred, R. (2011). Restorative Justice: A Working Guide for Our schools.
Jain, Bassey, Brown, & Kalra (2014) Restorative Justice in Oakland Schools: Implementation and Impacts.

RESTORATIVE JUSTICE

- ♦ Is NOT a program.
- ♦ Is a way of thinking, a philosophical framework, a new paradigm.
- ♦ It is a way of responding relationally to wrong doing in our schools, justice system, and communities.
- ♦ In schools and communities, it has evolved beyond responding to wrongdoing.

“Restorative Justice is a compass not a map” (Zehr, 2002).

WHAT QUESTIONS DO WE ASK ABOUT WRONGDOING?

- ◆ What law or rule was broken?
- ◆ Who did it?
- ◆ What consequences do they deserve?

RESTORATIVE JUSTICE ASKS:

- ◆ Who has been harmed?
- ◆ What are their needs?
- ◆ Whose obligations are they?

RESTORATIVE JUSTICE ASKS*:

- ◆ Who has been harmed?
- ◆ What are their needs?
- ◆ Whose obligations are they?
- ◆ What are the causes?
- ◆ Who has a stake in this?
- ◆ What is the appropriate process?

* Zehr, H. (2002) The Little Book of Restorative Justice. Intercourse, PA: Good Books.

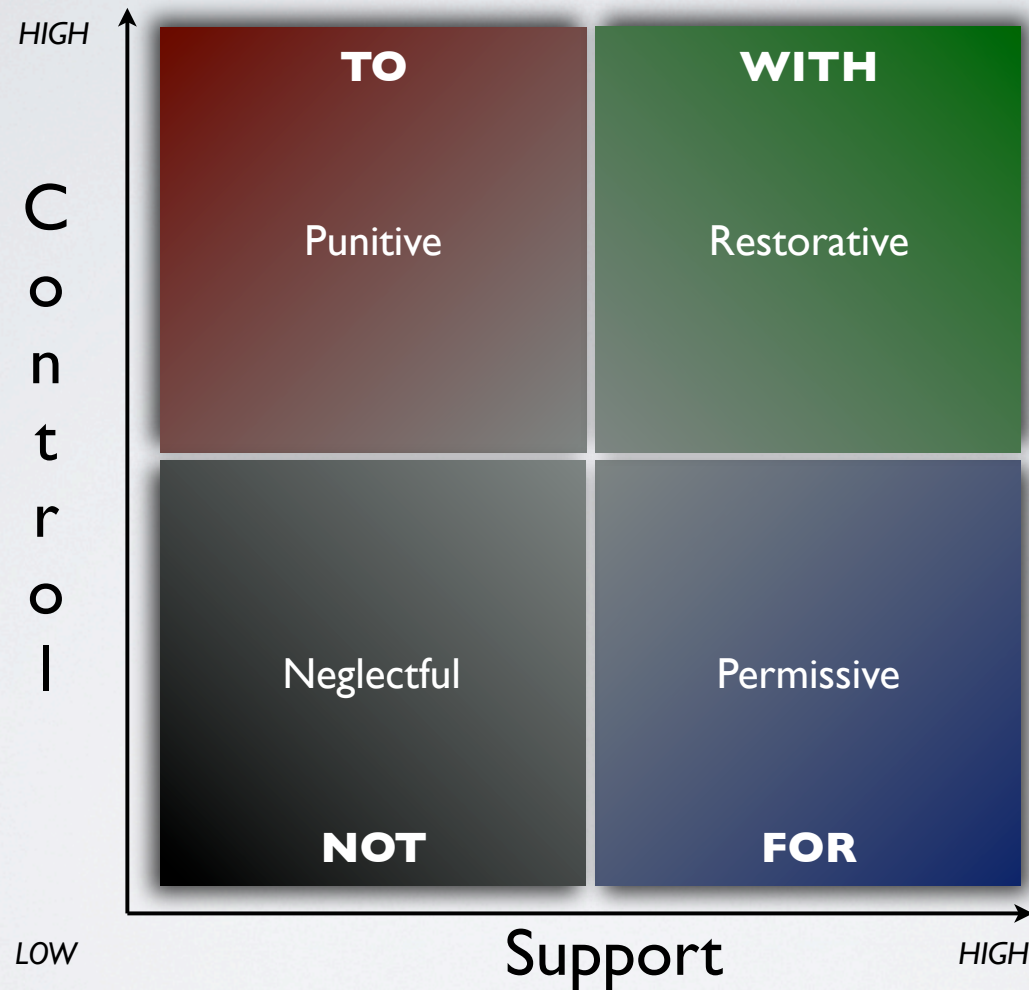
THREE RESTORATIVE PRINCIPLES (ZEHR, 2009)

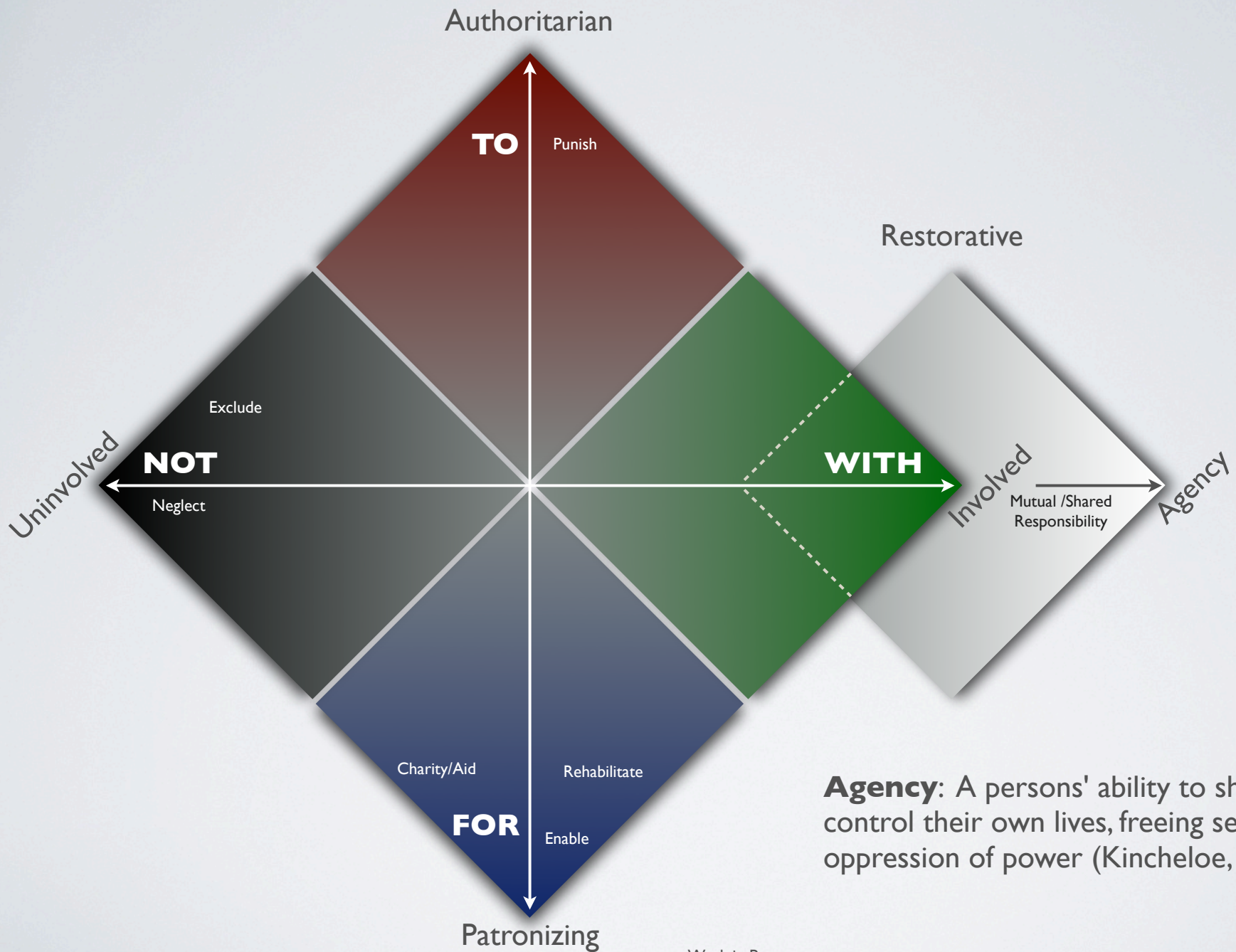
- ♦ **ENGAGEMENT:** involves those impacted, including the community, in the resolution.
- ♦ **RESPONSIBILITY:** encourages appropriate responsibility for addressing needs and repairing the harm (Accountability);
- ♦ **RESTORATION:** acknowledges and repairs the harm caused by, and revealed by, wrongdoing;

Excerpted and adapted from: <http://emu.edu/now/restorative-justice/2009/04/20/restorative-justice-and-peacebuilding/>

SOCIAL DISCIPLINE WINDOW

(McCold & Wachtel, 2003)





Agency: A persons' ability to shape and control their own lives, freeing self from the oppression of power (Kincheloe, 2008)

STANDARD VS RESTORATIVE

Primary Concern

- | | |
|----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Rules have been violated | <ul style="list-style-type: none">• People and relationship have been harmed |
|----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|

Questions

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none">1. What rule was broken?2. Who broke it?3. What consequence/
punishment is deserved? | <ol style="list-style-type: none">1. Who has been affected?2. What are their needs?3. Who has the obligation to
address the needs, right the
harms, restore relationships? |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

STANDARD VS RESTORATIVE

Principles

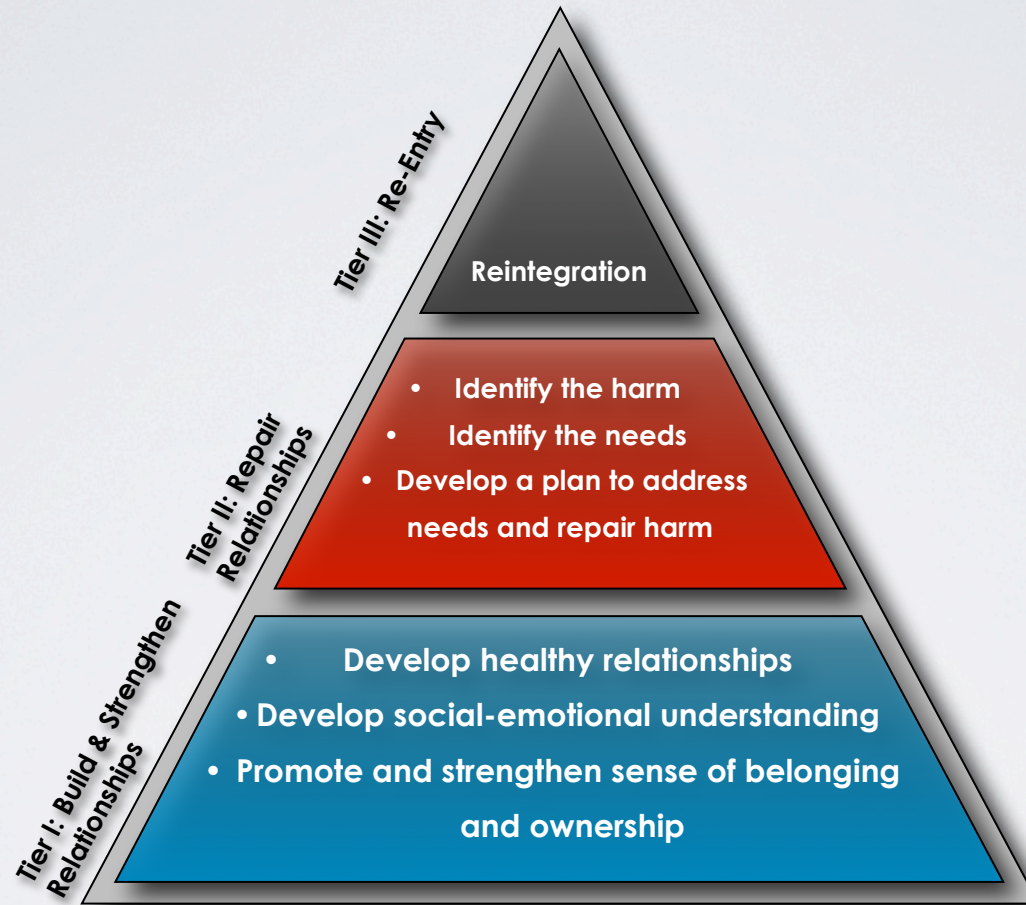
- | | |
|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Unbiased/Adversarial, Accountability, Compliance | <ul style="list-style-type: none">• Engagement, Responsibility, Restoration |
|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|

Assumptions

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none">1. Rule violation is paramount2. Response targets offender3. Punishment is just | <ol style="list-style-type: none">1. Wrongdoing harms people and relationships2. Harm creates needs3. Obligation is to heal and “put right” the harms |
|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

* This table is a work in progress that draws heavily from leaders in the RJ field: Zehr, Morrison, Alfred, Vaandering, Amstutz, and Mullet

Whole School Approach



Tier II: Repair Relationships



Conferencing



Peer Mediation

- Identify the harm
- Identify the needs
- Develop a plan to address needs and repair harm

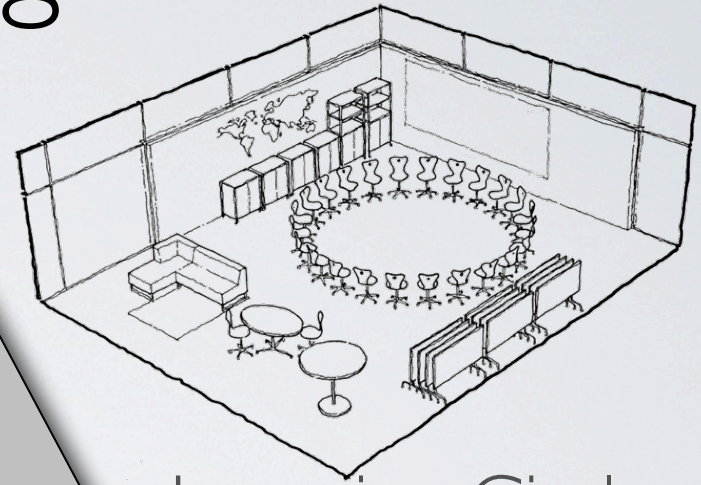


Circles

Tier I: Build & Strengthen Relationships



Values Circles



Learning Circles

- **Develop healthy relationships**
- **Develop social-emotional understanding**
- **Promote and strengthen sense of belonging and ownership**

Check-in Circles

Issue Circles

Celebration Circles

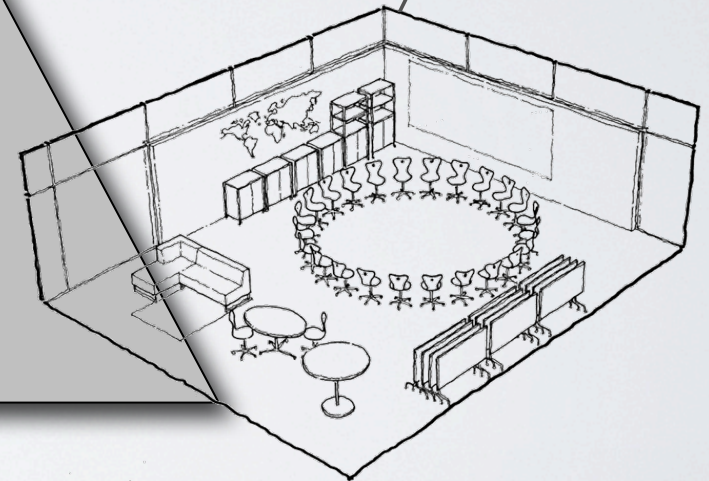
Tier III: Re-entry



Circles of Support

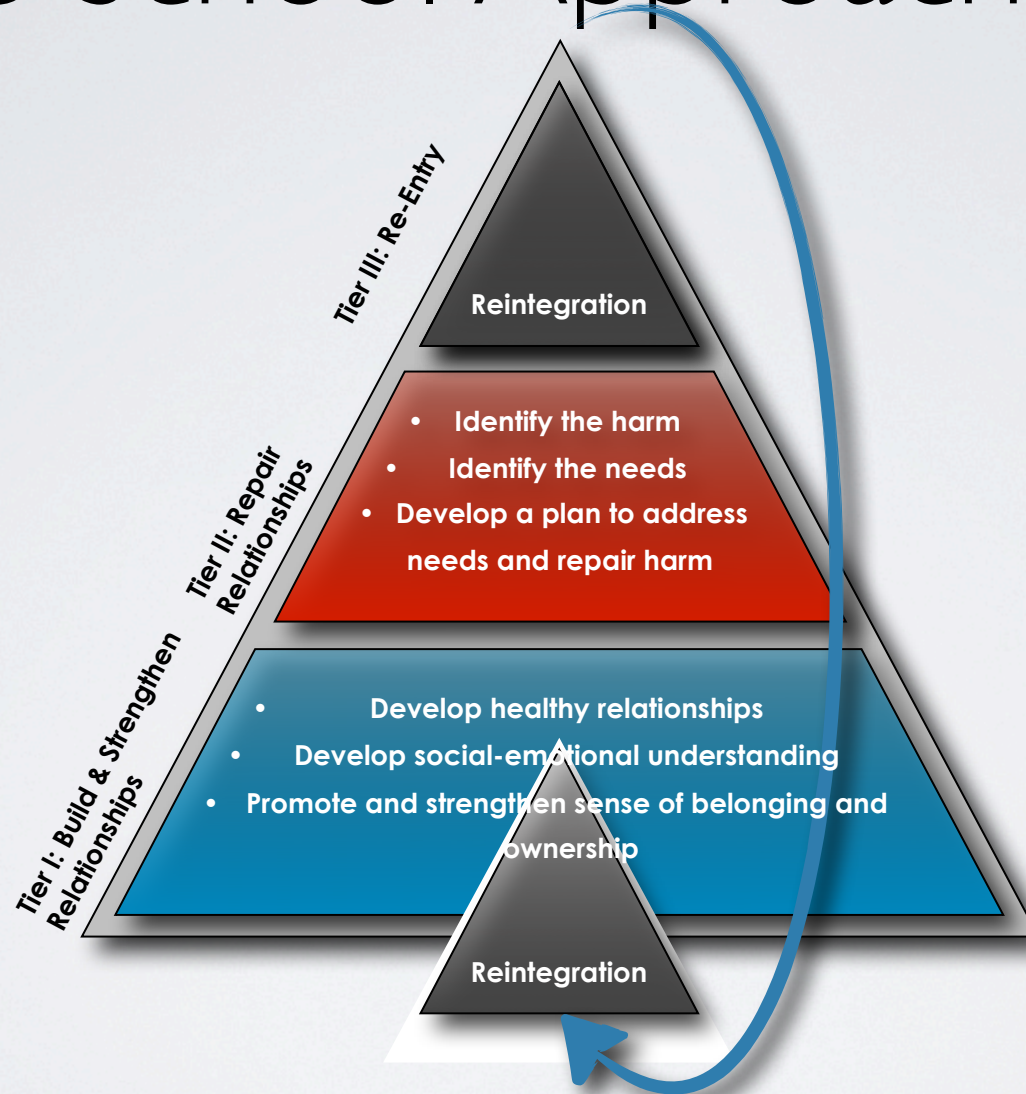
Reintegration

Discipline
Re-entry Plan



Welcome Circles

Whole School Approach



A BROAD DEFINITION

“Restorative Justice promotes values and principles that use inclusive, collaborative approaches for being in community. These approaches validate the experiences and needs of everyone within the community, particularly those who have been marginalized, oppressed or harmed. These approaches allow us to act and respond in ways that are healing rather than alienating or coercive.”

Lorraine Stutzman Amstutz and Judy H. Mullet, (2005) The Little Book of Restorative Discipline (p.15)

SELECTED RESOURCES

- ◆ As you listen to brief descriptions of various selected resources, consider which ones interest you the most.
- ◆ Name resources you have found especially interesting or useful in the chatbox.
- ◆ Choose one that you'd like to explore further and name it.

OUTCOME RESOURCES

Sherman, L. & Strang, H. (2007) Restorative Justice: the evidence. London, uK.:The Smith Institute.

Kidde, J., & Alfred, R. (2011). Restorative Justice: A Working Guide for Our schools. Alameda County Health Care Services. San Leandro, CA.

Jain, Bassey, Brown, & Kalra (2014) Restorative Justice in Oakland Schools: Implementation and Impacts.

WEBSITE RESOURCES

www.restorativejustice.org Dan Van Ness

<http://zehr-institute.org/> Howard Zehr

www.rjoyoakland.org Fania Davis

Videos

Restorative Justice and Behavioral Health in Schools: <https://www.youtube.com/watch?v=4YWFBhcCjvg>

Pathways to Equity in the Juvenile Justice System: <https://www.youtube.com/watch?v=KaoUXW-obNE>

RESOURCES IN PRINT

Changing Lenses by Howard Zehr

The Little Book of Restorative Justice by Howard Zehr

The Little Book of Restorative Discipline for Schools by Lorraine S. Amstutz and Judy H. Mullet

The Little Book of Circle Processes by Kay Pranis

Circle Forward by Carolyn Boyes-Watson & Kay Pranis

Heart of Hope by Carolyn Boyes-Watson & Kay Pranis

TAKE AWAY

- ◆ Take 2 minutes to consider the questions below:
 - ◆ What questions are alive for you?
 - ◆ What resonated with you?
 - ◆ What might you take away from today? What are you leaving behind?
- ◆ Use the chat box to name one thing that you've seen or heard today that you'll apply to your work soon.



RECLAIMING FUTURES

Public Health, Justice, Equity

THANK YOU!