SO, WHAT IS RESTORATIVE JUSTICE?

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Jon Kidde, M.S.W.
JonKidde@GreenOmegaL3C.org
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.

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.


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?

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;

SOCIAL DISCIPLINE WINDOW

(McCold & Wachtel, 2003)
Agency: A person's ability to shape and control their own lives, freeing self from the oppression of power (Kincheloe, 2008)
# STANDARD VS RESTORATIVE

## Primary Concern
- Rules have been violated
- People and relationship have been harmed

## Questions
<table>
<thead>
<tr>
<th>STANDARD</th>
<th>RESTORATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What rule was broken?</td>
<td>1. Who has been affected?</td>
</tr>
<tr>
<td>2. Who broke it?</td>
<td>2. What are their needs?</td>
</tr>
<tr>
<td>3. What consequence/punishment is deserved?</td>
<td>3. Who has the obligation to address the needs, right the harms, restore relationships?</td>
</tr>
</tbody>
</table>
### STANDARD VS RESTORATIVE

#### Principles
- Unbiased/Adversarial, Accountability, Compliance
- Engagement, Responsibility, Restoration

#### Assumptions
1. Rule violation is paramount
2. Response targets offender
3. Punishment is just
1. Wrongdoing harms people and relationships
2. Harm creates needs
3. 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 I: Build & Strengthen Relationships
- Develop healthy relationships
- Develop social-emotional understanding
- Promote and strengthen sense of belonging and ownership

Tier II: Repair Relationships
- Identify the harm
- Identify the needs
- Develop a plan to address needs and repair harm

Tier III: Re-Entry
- Reintegration
Tier II: Repair Relationships

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

Conferencing

Circles

Peer Mediation
Tier 1: Build & Strengthen Relationships

- Develop healthy relationships
- Develop social-emotional understanding
- Promote and strengthen sense of belonging and ownership
Tier III: Re-entry

Circles of Support

Reintegration

Welcome Circles

Discipline
Re-entry Plan
Whole School Approach

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

Reintegration

Tier I: Build & Strengthen
- Develop healthy relationships
- Develop social-emotional understanding
- Promote and strengthen sense of belonging and ownership

Tier II: Repair Relationships
- Identify the harm
- Identify the needs
- Develop a plan to address needs and repair harm

Tier III: Re-Entry
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.”

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


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.
THANK YOU!