

Restorative Practices

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What is Restorative Practice?

Restorative practice is a social science that studies how to build social capital and achieve social discipline through participatory learning and decision-making.

Objective of RP

- The aim of restorative practices is to **develop community** and to **manage conflict** and tensions by **repairing harm** and **building relationships**. This statement identifies both proactive (building relationships and developing community) and reactive (repairing harm and restoring relationships) approaches.

Social Capital

Where **social capital**—a network of relationships—is already well established, it is easier to respond effectively to wrongdoing and restore social order—as well as to create a healthy and positive organizational environment.

Social capital is defined as the connections among individuals (Putnam, 2001), and the trust, mutual understanding, shared values and behaviors that bind us together and make cooperative action possible (Cohen & Prusak, 2001).

Where did it start?

Restorative practice has its roots in restorative justice, a way of looking at criminal justice that emphasizes repairing the harm done to people and relationships rather than only punishing offenders (Zehr, 1990).

Underlying Theory

When authorities do things with people, whether reactively—to deal with crisis—or proactively, the results are better. This fundamental thesis was evident in a Harvard Business Review article about the concept of fair process producing **effective outcomes** in business organizations (Kim & Mauborgne, 2003).

Fair Process

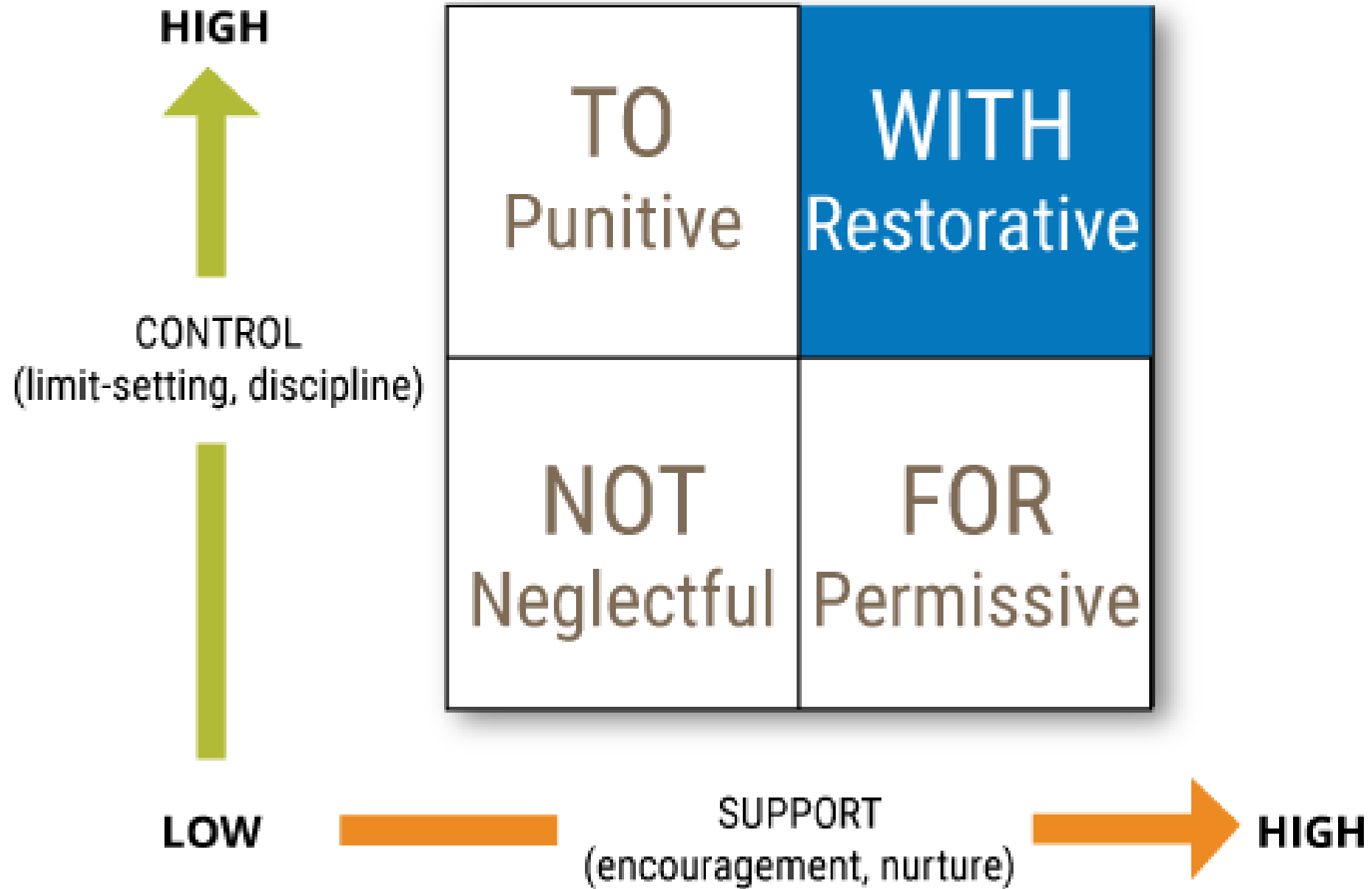
The central idea of **fair process** is that “...individuals are most likely to trust and cooperate freely with systems—whether they themselves win or lose by those systems—when fair process is observed” (Kim & Mauborgne, 2003).

3 Principles Fair Process

- ❑ **Engagement** — involving individuals in decisions that affect them by listening to their views and genuinely taking their opinions into account
- ❑ **Explanation** — explaining the reasoning behind a decision to everyone who has been involved or who is affected by it
- ❑ **Expectation clarity** — making sure that everyone clearly understands a decision and what is expected of them in the future (Kim & Mauborgne, 1997)

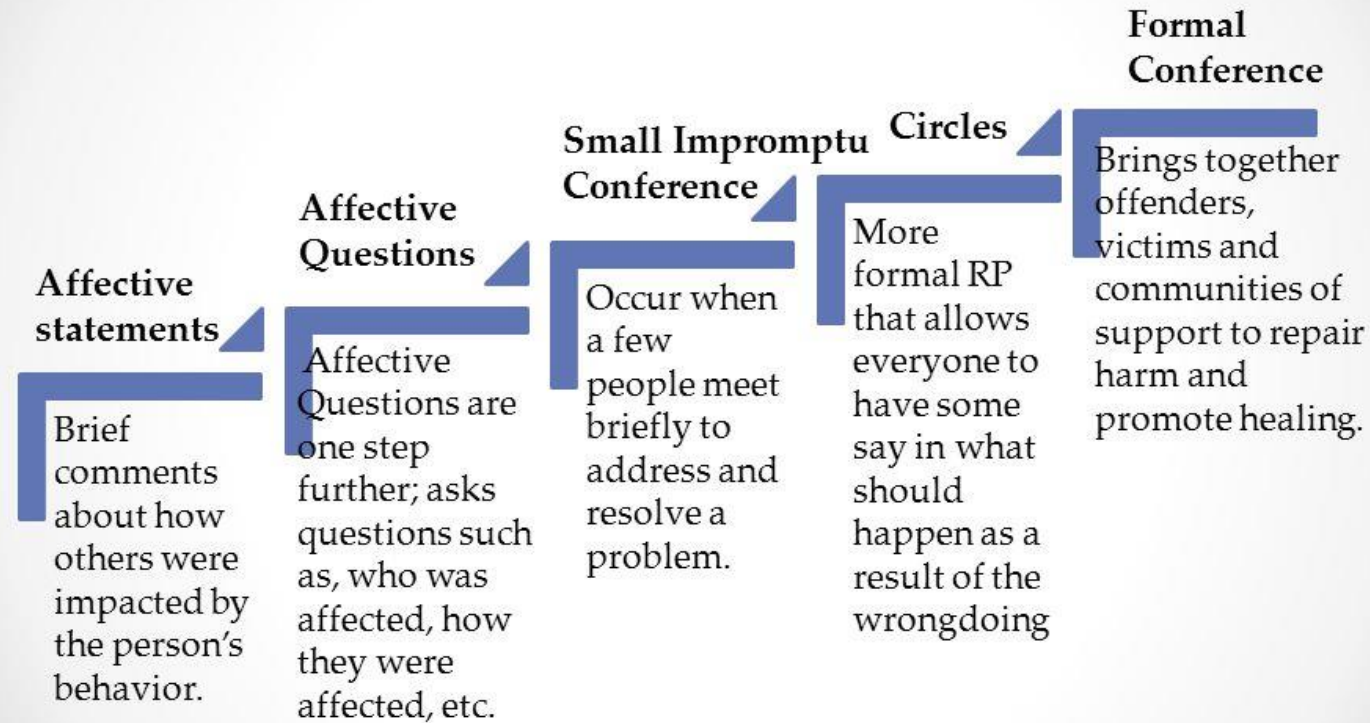
Fair Process and RP

Fair process demonstrates the restorative with domains of the social discipline window. It relates to how leaders handle their authority in all kinds of professions and roles: from parents and teachers to managers and administrators. The fundamental hypothesis of restorative practices embodies fair process by asserting that "people are happier, more cooperative and productive, and more likely to make positive changes in behavior when those in authority do things with them, rather than to them or for them."



Adapted by Paul McCold and Ted Wachtel

Restorative Practices Continuum from the *International Institute of Restorative Practices (IIRP)*



Adapted from Costello, B. , Wachtel, J. & Wachtel, T. (2010)., Restorative circles in schools building community and enhancing learning.

The Aim of RP

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships. This statement identifies both **proactive** (building relationships and developing community) and **reactive** (repairing harm and restoring relationships) approaches. Organizations and services that only use the reactive without building the social capital beforehand are less successful than those that also employ the proactive (Davey, 2007).

Psychology of Affect

The late Silvan S. Tomkins's writings about *psychology of affect* (Tomkins, 1962, 1963, 1991) assert that human relationships are best and healthiest when there is free expression of affect or emotion—minimizing the negative, maximizing the positive, but allowing for free expression.

The Nine Affects



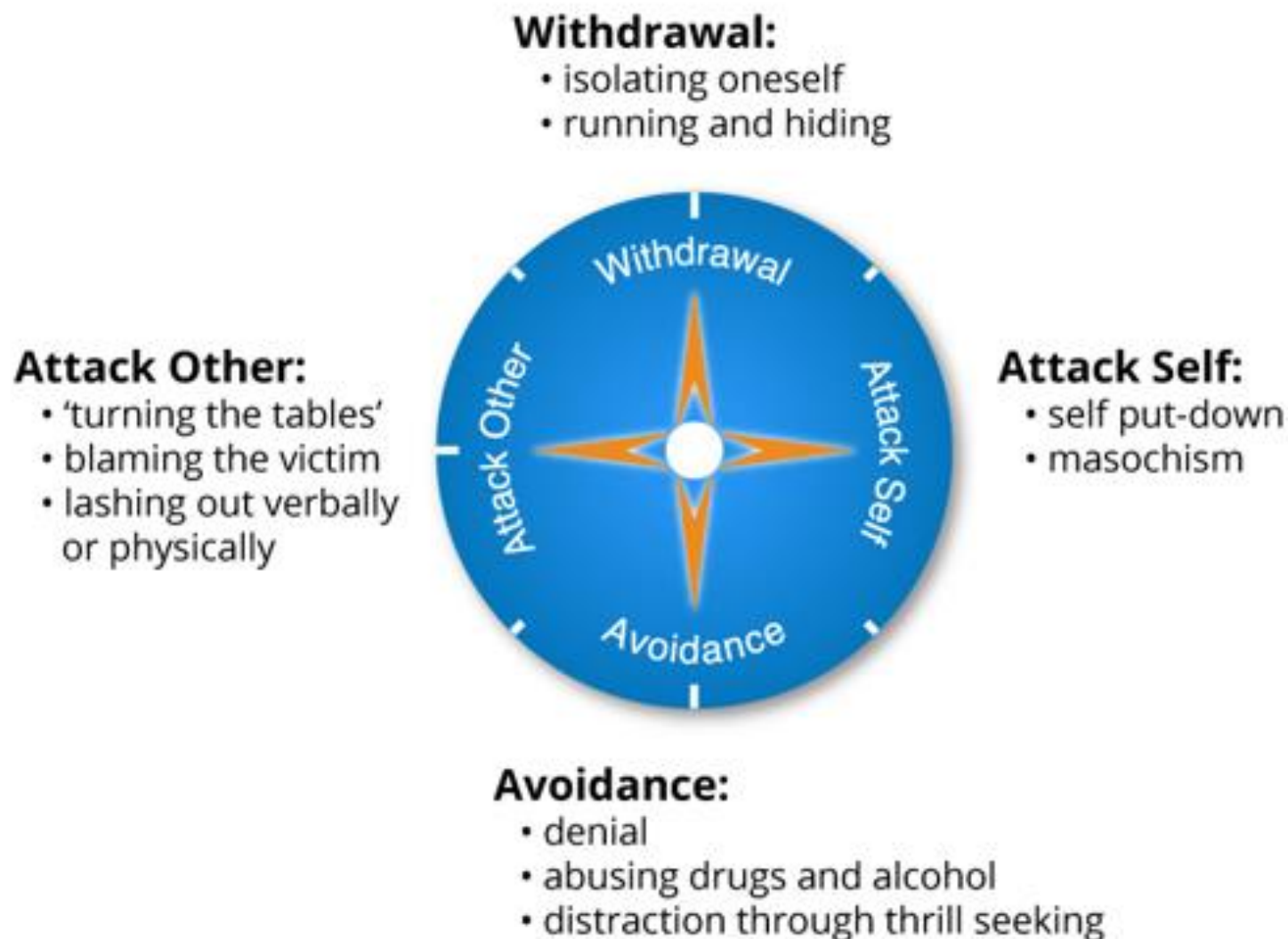
Compass of Shame

Nathanson (1992) has developed the Compass of Shame to illustrate the various ways that human beings react when they feel shame. The four poles of the compass of shame and behaviors associated with them are:

- ❑ **Withdrawal** - isolating oneself, running and hiding
- ❑ **Attack self** - self put-down, masochism
- ❑ **Avoidance** - denial, abusing drugs, distraction through thrill seeking
- ❑ **Attack others** - turning the tables, lashing out verbally or physically, blaming others

The Compass of Shame

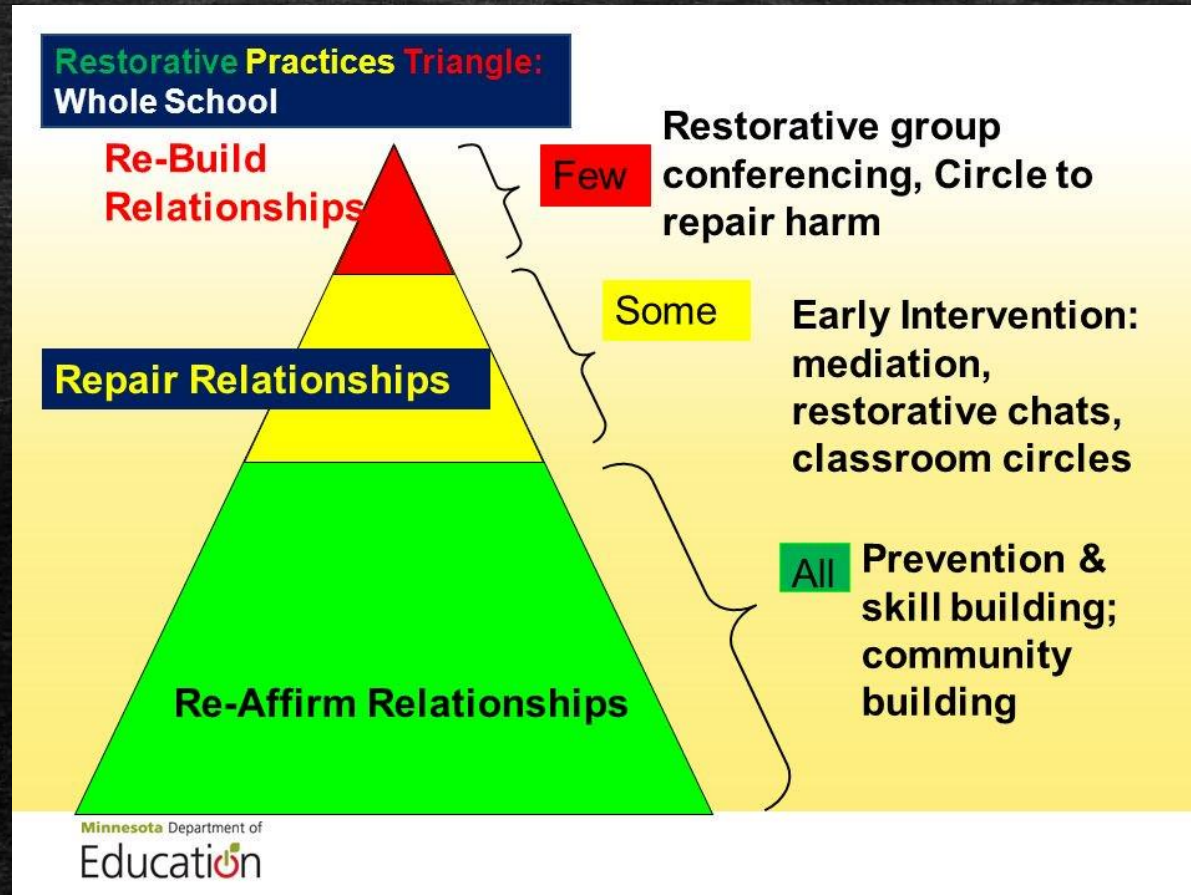
Adapted from D.L. Nathanson, Shame and Pride, 1992



Informal Restorative Practices

The use of **informal restorative practices** dramatically reduces the need for more time-consuming formal restorative practices. Systematic use of informal restorative practices has a cumulative impact and creates what might be described as a restorative milieu—an environment that consistently fosters awareness, empathy and responsibility in a way that is likely to prove far more effective in achieving social discipline than our current reliance on punishment and sanctions (Wachtel, 2013).

RP Intervention Triangle



Circles

The **circle** process allows people to tell their stories and offer their own perspectives (Pranis, 2005).

The circle has a wide variety of purposes: conflict resolution, healing, support, decision making, information exchange and relationship development. Circles offer an alternative to contemporary meeting processes that often rely on hierarchy, win-lose positioning and argument (Roca, Inc., n.d.)

Circles for Community: STAR program



Restorative Conferences

A **restorative conference** is a structured meeting between offenders, victims and both parties' family and friends, in which they deal with the consequences of the crime or wrongdoing and decide how best to repair the harm.

Neither a counseling nor a mediation process, conferencing is a victim-sensitive, straightforward problem-solving method that demonstrates how citizens can resolve their own problems when provided with a constructive forum to do so (O'Connell, Wachtel, & Wachtel, 1999).

Resources

This presentation is a visual summary of the following piece:

Wachtel, T. (n.d.). Defining Restorative. In *International Institute of Restorative Practices*. Retrieved October 2, 2018, from <https://www.iirp.edu/what-we-do/defining-restorative/>

Questions?