

***Kortrijk, Belgium 15-17 May 2019***

Making  
Sense

Explicit  
Practice



Key  
Questions

Restorative  
Engagement

SHAME

***'Without the Why, the What Looks Like More of the Same'***

Terry O'Connell

# Appeal of Restorative Justice



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Dialogue with a Probation Officer:



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**Q.** What do you mean?

**A.** I hope it works!



# Your Practice

## Your Practice

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What would you say if asked to explain your practice rationale:

- Why you do what you do.
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- What a difference looks like.
- What matters.

What happens if you add restorative justice/practice to your existing practice 'mix' but you are not able to explain the 'why'?

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## My Journey From 'Implicit' To 'Explicit'



**Our Vision  
is  
Important**

***In The Beginning...***



*My struggle was understanding the 'why'*

*My struggle was understanding the 'why'*

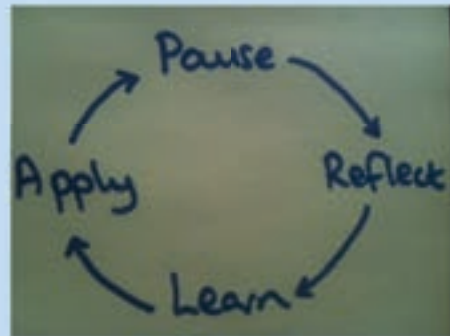


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*June 1973  
Gary's Story*

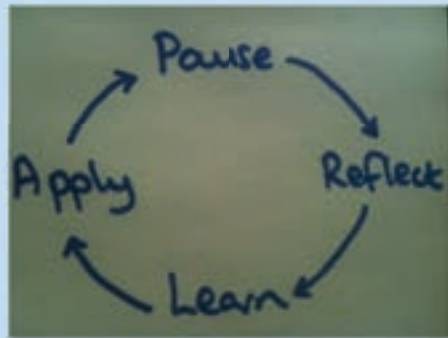
## Gary's Story - Making Sense and Meaning





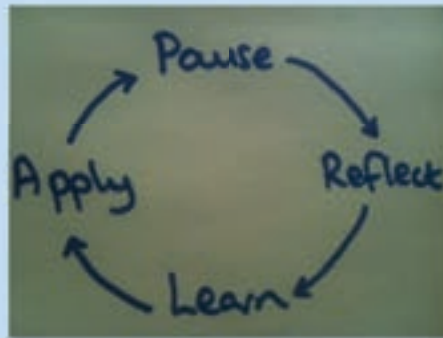
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- What factors influenced how I dealt with Gary and his mum?



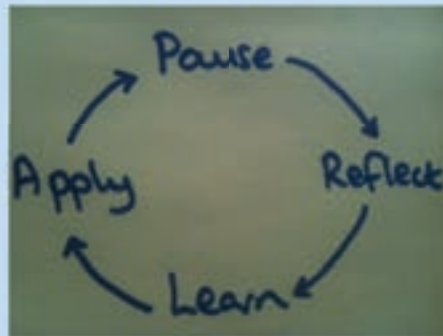
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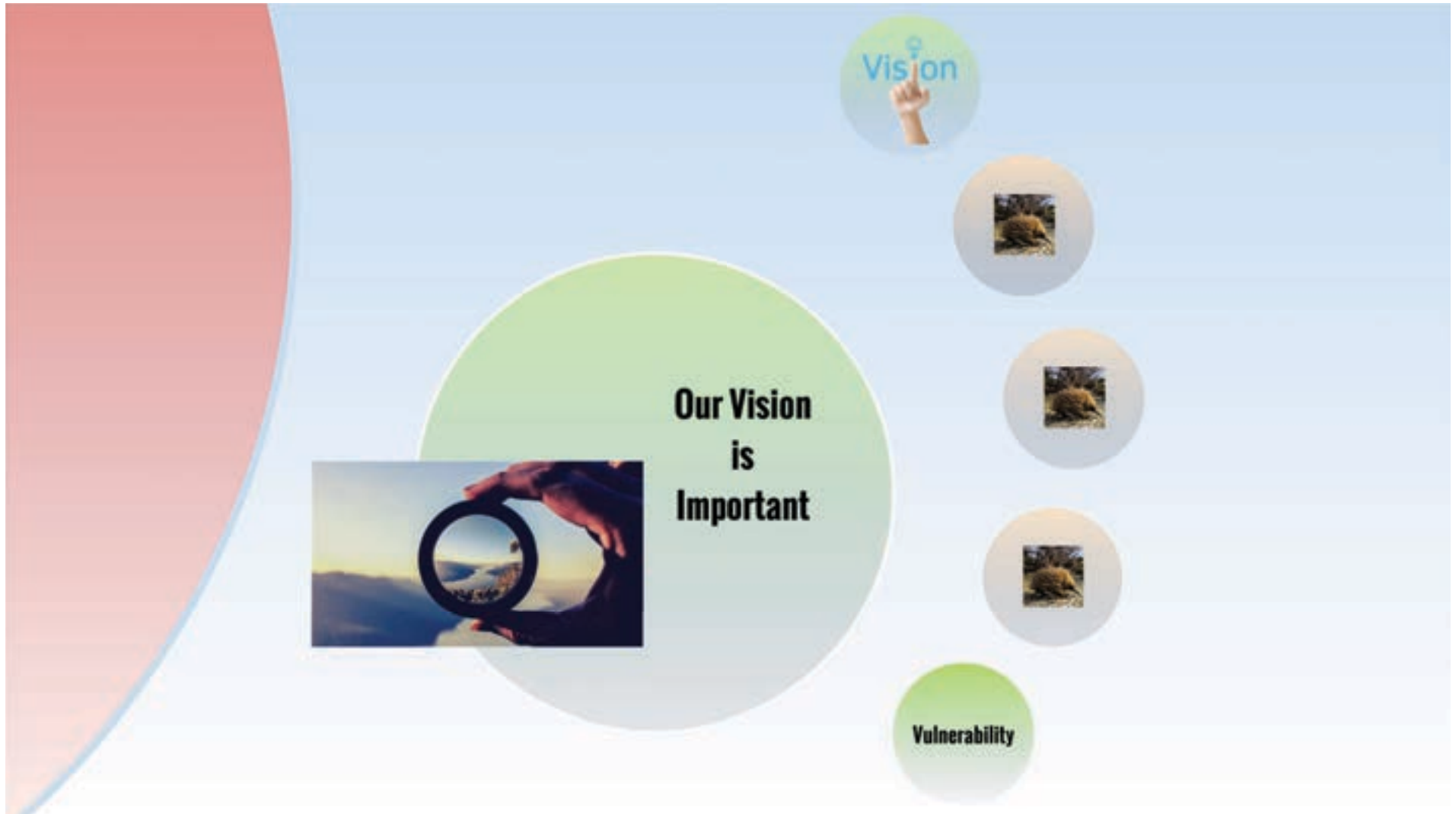
- What factors influenced how I dealt with Gary and his mum?
- What beliefs and assumptions do you think I had that were reflected in how I dealt with the situation ?



## Gary's Story - Making Sense and Meaning

- What factors influenced how I dealt with Gary and his mum?
- What beliefs and assumptions do you think I had that were reflected in how I dealt with the situation ?
- What did I focus on and how did this help achieve a positive outcome?





**Behavioural**



# Behavioural

[What]



# Behavioural

[What]

What Gary was doing



# Behavioural

[What]



What Gary was doing

Rational decisions



# Behavioural

[What]



What Gary was doing

Rational decisions

Able to make choices

# Behavioural

[What]



What Gary was doing

Rational decisions

Able to make choices

Rule violation

# Behavioural

[What]



What Gary was doing

Rational decisions

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Rule violation

Reactive - looks past

# Behavioural

[What]



What Gary was doing

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Punishment deter

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[What]



# Relational

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# Behavioural

[What]



# Relational

[Why]

What Gary was doing

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Rule violation

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## **Behavioural** [What]



## **Relational** [Why]

What Gary was doing

What was happening for Gary

Rational decisions

Able to make choices

Rule violation

Reactive - looks past

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## **Behavioural** [What]



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Emotional triggers

Able to make choices

Lacks insight – self awareness

Rule violation

Behaviour harms relationships

Reactive - looks past

Proactive - looks to future

Punishment deter

Strong relationships deter

# Relationships

**Key Beliefs:**



# Relationships



## Key Beliefs:

- Good relationships are the basis for life long learning.

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**“Learning is enhanced by challenge and is impeded by threat.”**

# Impediment To Relationships



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# Impediment To Relationships

As a society when someone does the wrong thing, what is our most usual response?

What is the first question we ask when someone does the wrong thing?

If we ask **why**:

- What answers do you expect to get?
- What is the problem with the '**why**' question?
- How does punishment and blame impact on learning?





**What is this animal?**



**What is this animal?**



Australian Echidna

**What is it doing?**



**What is it doing?**



Rolling into a ball to  
protect itself.

When are you likely  
to adopt this position?



When are you likely  
to adopt this position?




If you did something and felt  
ashamed, what would  
help you to  
open up?



**What Was Keeping  
Gary Out Of  
Relationships?**



**What Was Keeping  
Gary Out Of  
Relationships?**



**Managing  
Vulnerability**



# Gary's Inability to Manage His Vulnerability



# Gary's Inability to Manage His Vulnerability

What is vulnerability?



# Gary's Inability to Manage His Vulnerability

What is vulnerability?

How do we deal with vulnerability?



# Gary's Inability to Manage His Vulnerability

What is vulnerability?

How do we deal with vulnerability?

What triggers vulnerability?



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# Shame

Shame





• What is shame?

**Shame, one of the  
nine affects**



- What is shame?
- What useful purpose does it serve?

**Shame, one of the  
nine affects**





- What is shame?
- What useful purpose does it serve?
- What would happen if you never got to experience shame?

**Shame, one of the  
nine affects**

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What would a positive response to shame involve?

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What would a positive response to shame involve?

What would a negative response to shame involve?



## Nathanson's Compass of Shame (1992)





## Withdrawal

Nathanson's Compass  
of Shame (1992)



**Nathanson's Compass  
of Shame (1992)**

**Withdrawal**



**Avoidance**

**Nathanson's Compass  
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**Withdrawal**



**Attack  
others**



**Avoidance**

# Nathanson's Compass of Shame (1992)

**Withdrawal**



**Attack others**



**Attack self**



**Avoidance**

## Polar responses to shame

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- **Attack others:** lashing out verbally or physically; blaming others.
- **Attack self:** self put-down; masochism



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## **What Influences My Practice**

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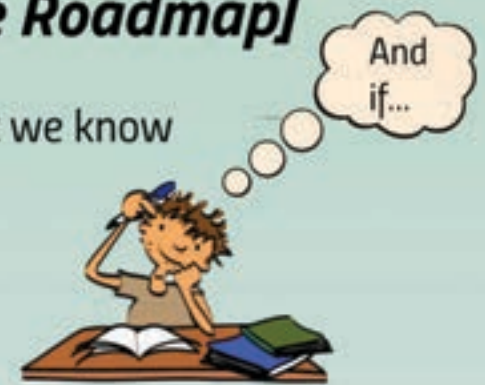
**What is meant by 'foundational thinking'?**

# ***Development of Working Assumptions [Practice Roadmap]***



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Working assumptions are shaped by our beliefs, experience and what we know to be true [evidence]. The following are examples:

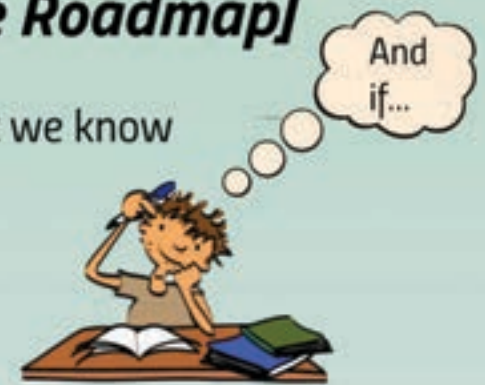




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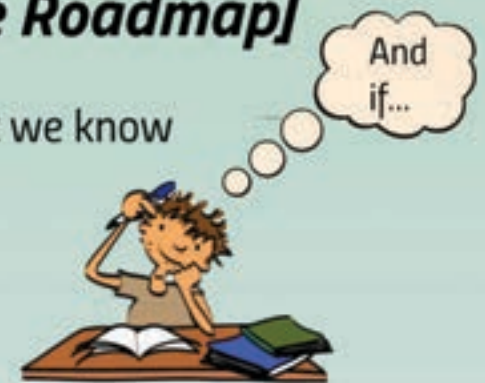
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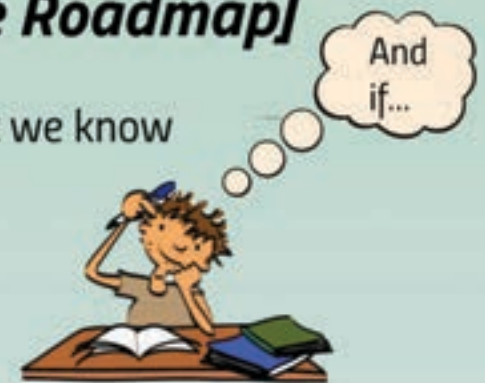
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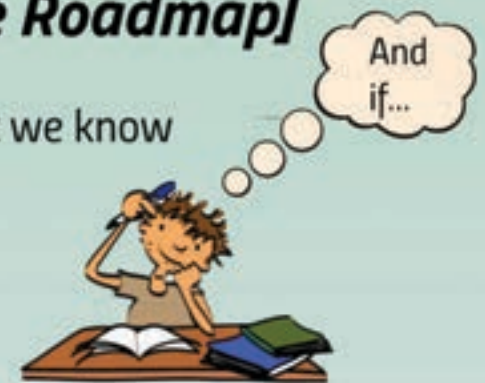
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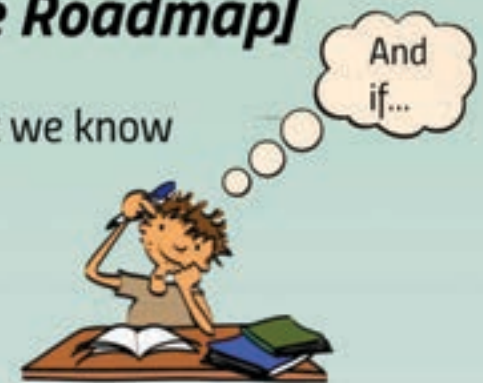
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- Silvan Tomkins' blueprint for individual psychological and emotional wellness prescribes the conditions needed for this to happen.
- The restorative questions developed by O'Connell [1991] go some way to satisfying those conditions.



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# Explicit Practice Creating The Conditions for Connections



# Explicit Practice Creating The Conditions for Connections

Relational  
Outcomes





# Explicit Practice Creating The Conditions for Connections

Relational  
Outcomes

Restorative  
Questions II





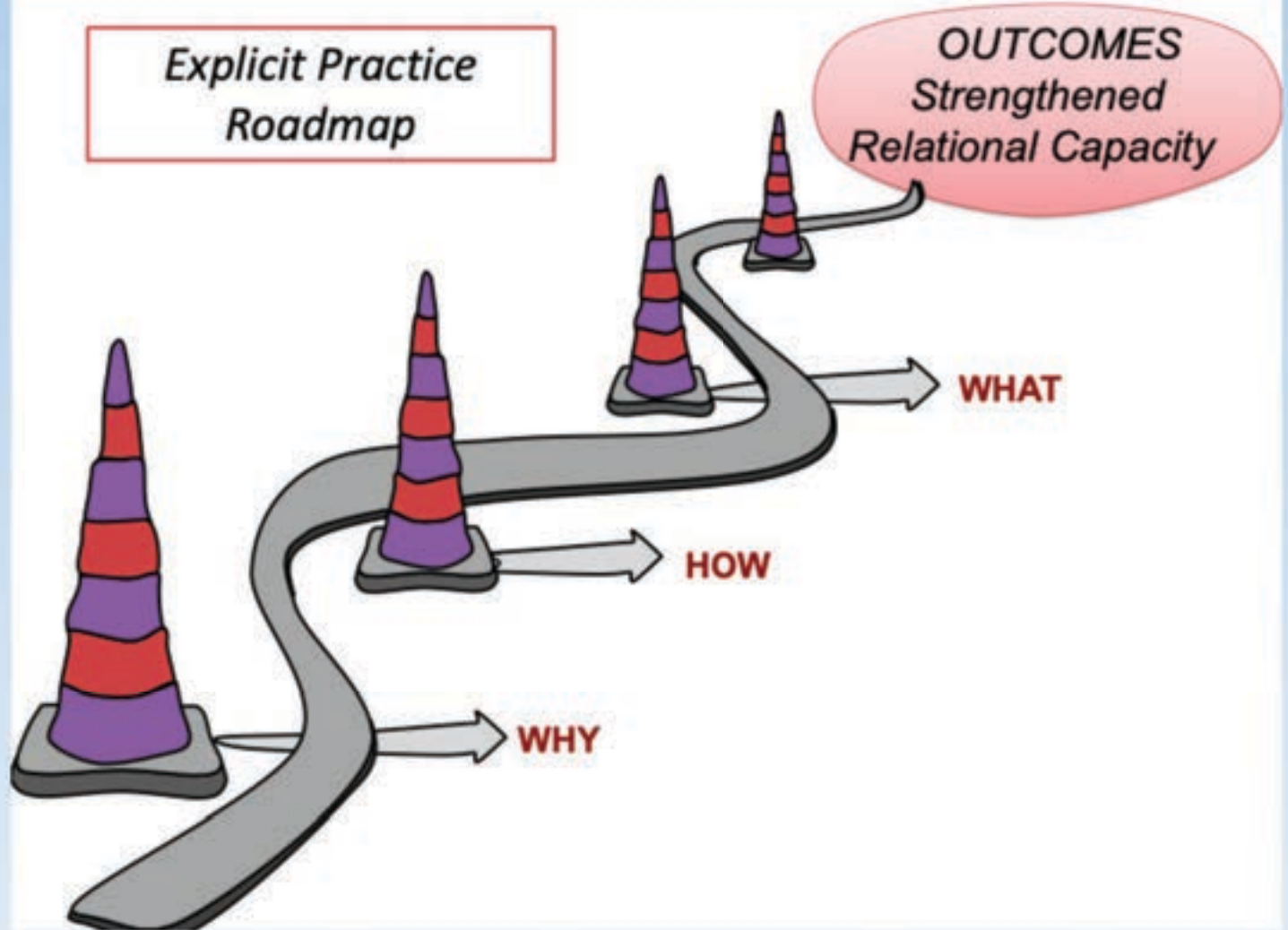
## Explicit Practice Creating The Conditions for Connections

Relational  
Outcomes

Restorative  
Questions II

Restorative  
Questions I

*Explicit Practice  
Roadmap*



# Creating the Conditions for Relational Outcomes

Aim is to create the conditions that allow others to learn to sit with the discomfort of their vulnerability so they can:



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- explore what needs to change and what their part will be in this change process, and importantly;

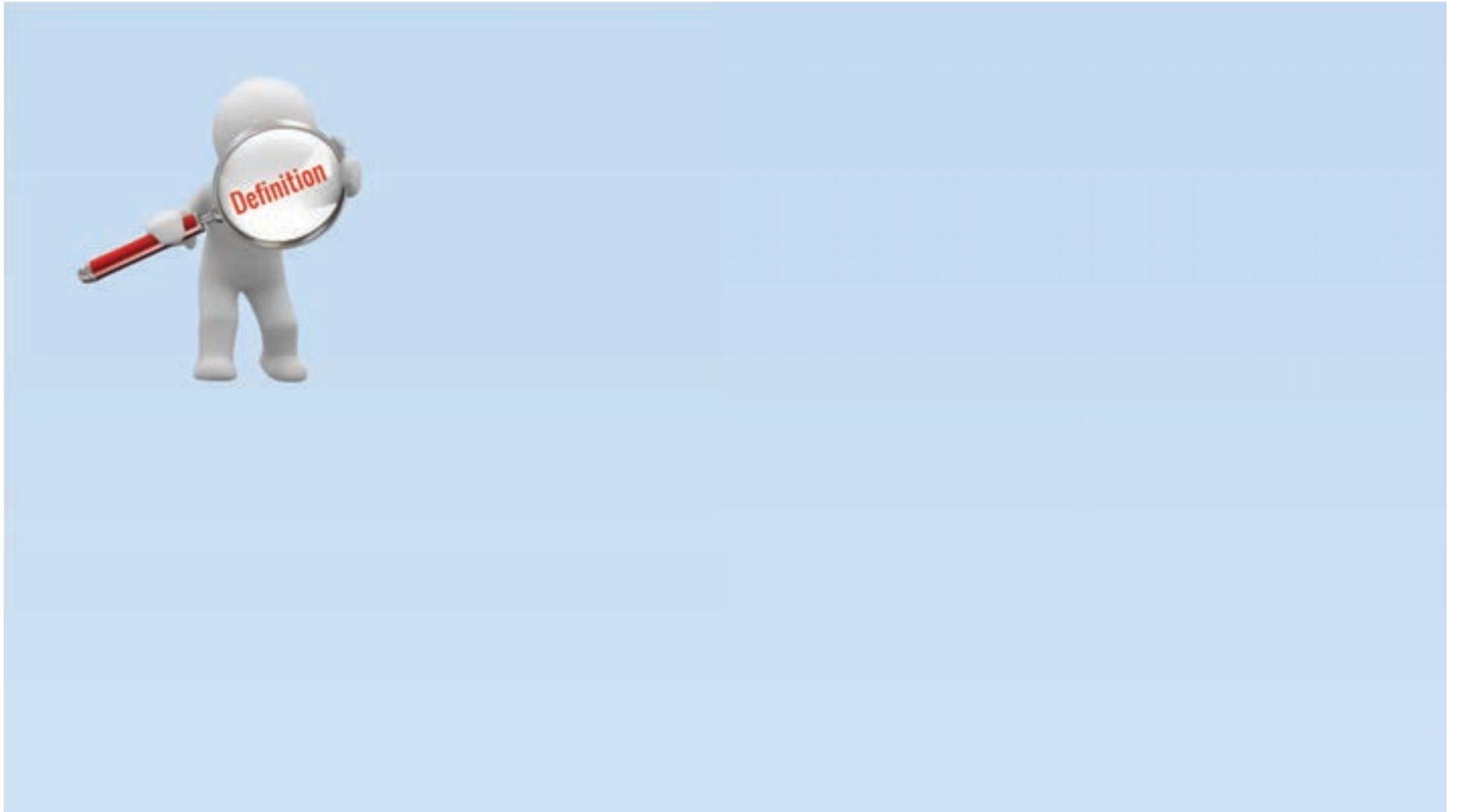
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- make sense and meaning of their lives;
- identify what is most important in all that is happening, what matters;
- explore what needs to change and what their part will be in this change process, and importantly;
- learn how to build and sustain healthy relationships.







## Restorative Definition



## Restorative Definition

*"Restorative Practice is a way of thinking and being, focused on creating safe spaces for real conversations that deepen relationships and build stronger more connected communities."*

*[Mark Vander Vennen, Shalem Mental Health Services, Canada 2016]*

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# **Making Sense of Restorative Practice**

**Why it works!**



**Psychology  
of Affects**

**How**

# **Psychology of Affects**



**Tomkins'  
Blueprint**

# Tomkins' Blueprint

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- We are 'wired' to want to increase positive affect, and;





# Tomkins' Blueprint

- We are 'wired' to want to increase positive affect, and;



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- We live at our best when we can accomplish these two goals;



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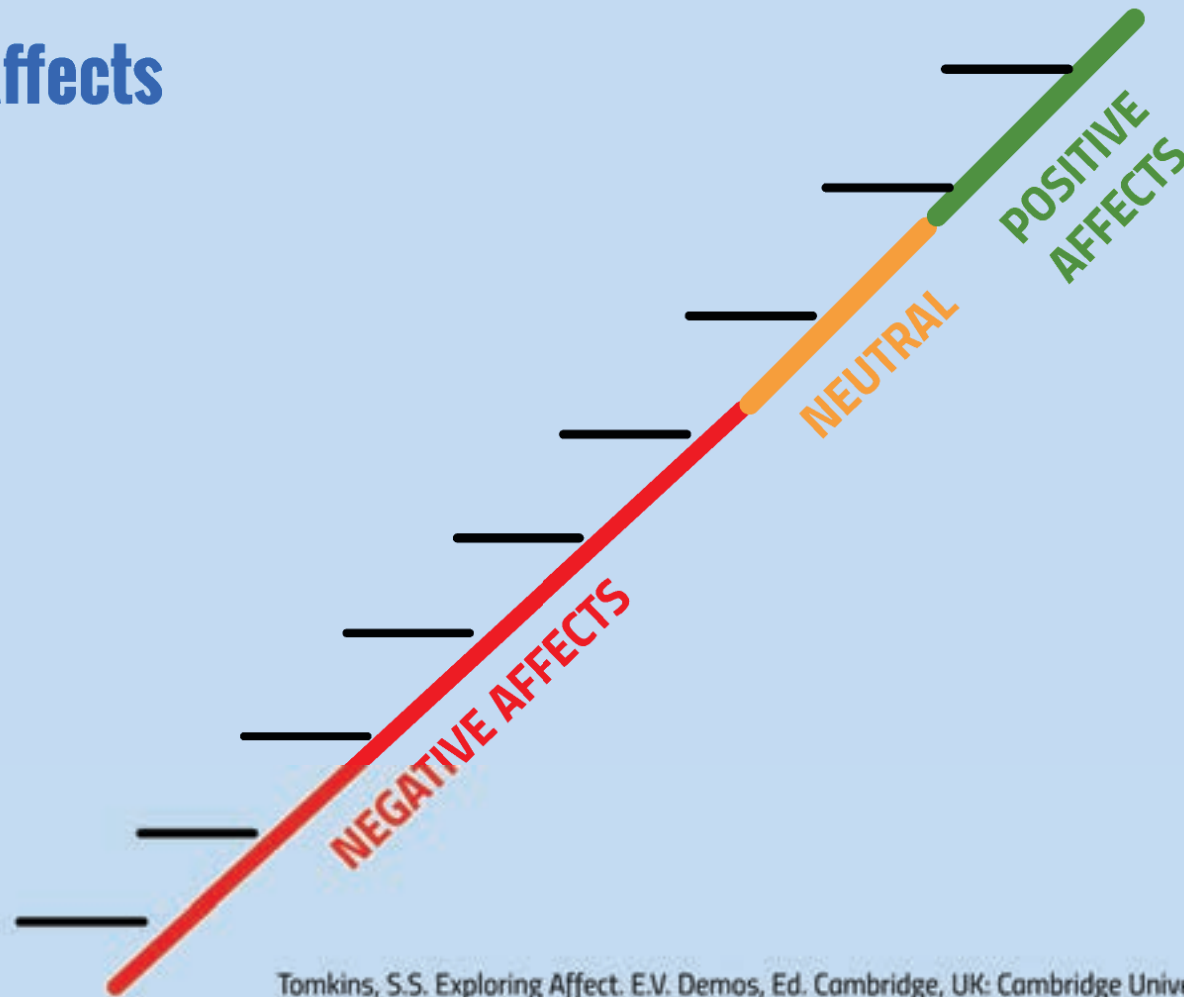


- We live at our best when we can accomplish these two goals;



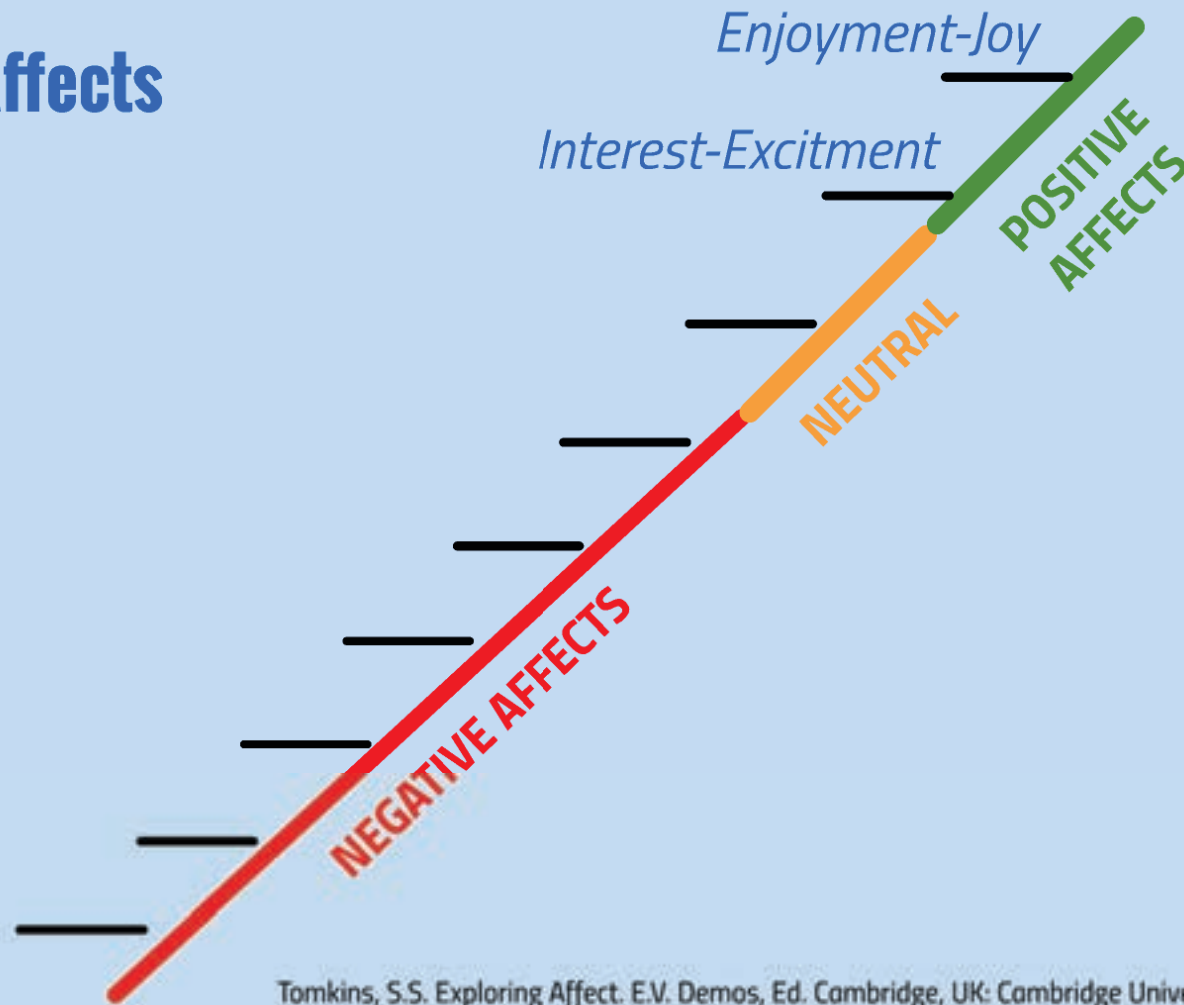
- Anything that increases our power to do this favours life.

# The Nine Affects



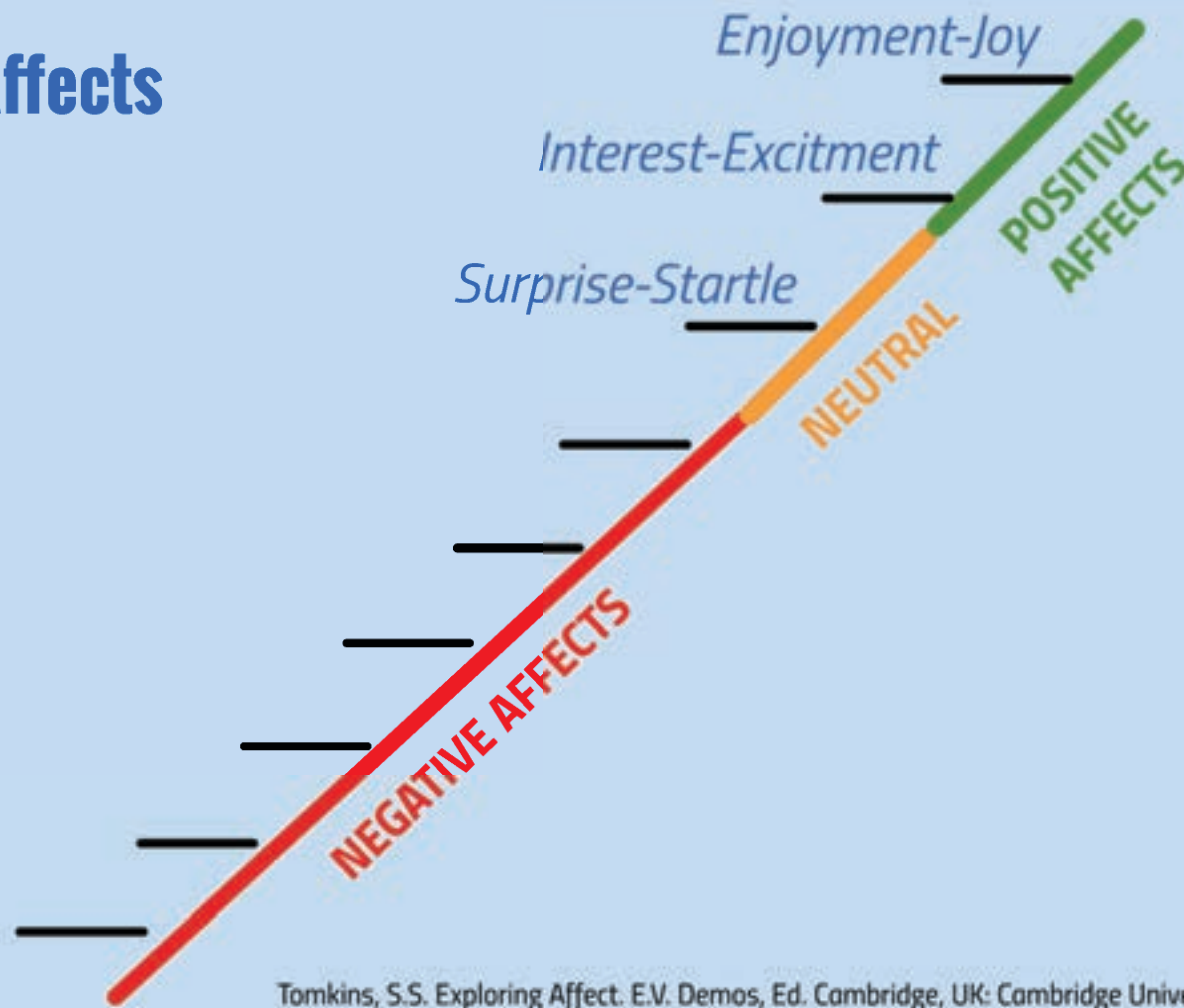
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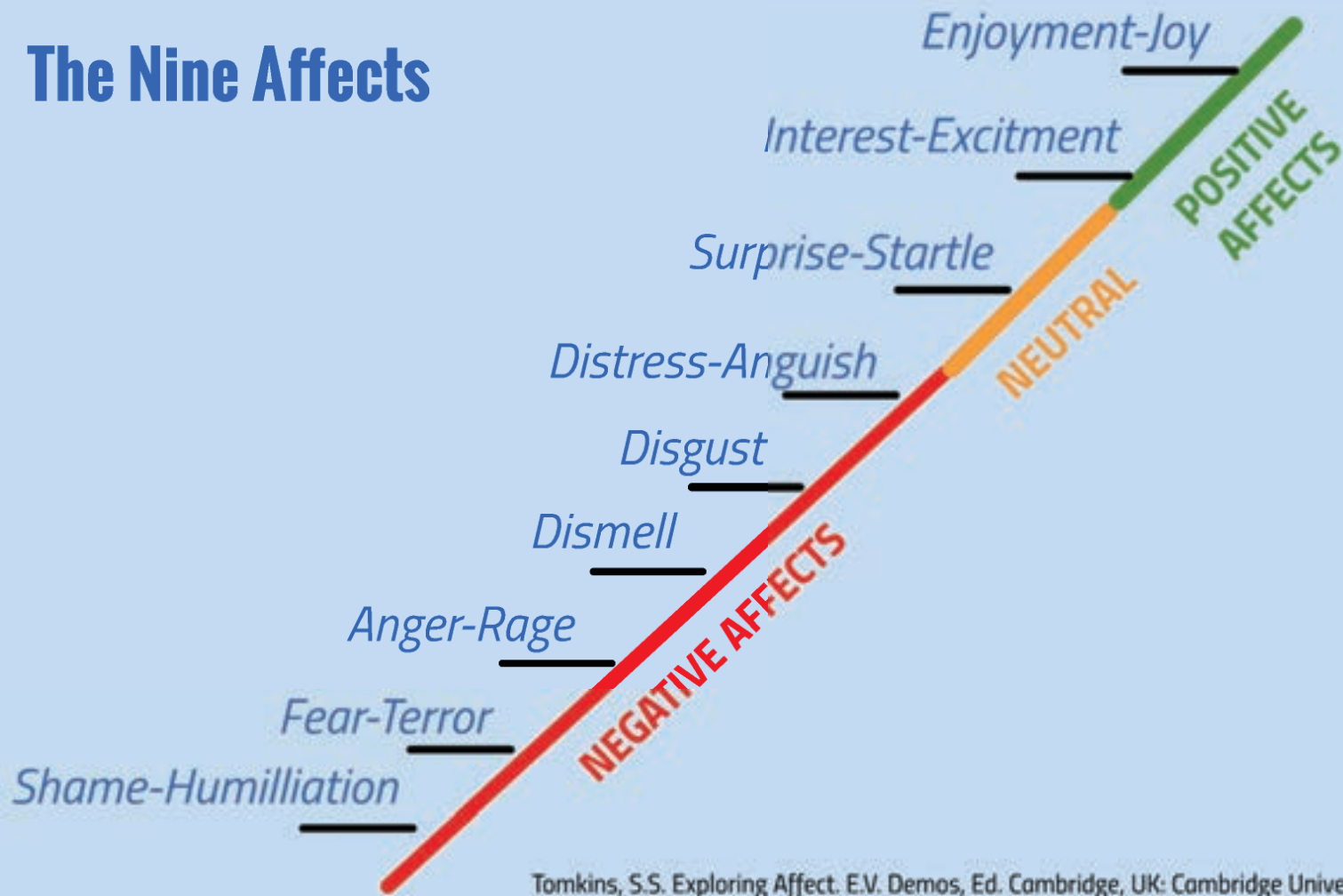
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## ***Nathanson's community blueprint***

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- 1. Share and reduce negative emotions (best achieved by listening and acknowledging)*



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## ***Nathanson's community blueprint***

*Relationships are best built when we:*

- 1. Share and reduce negative emotions (best achieved by listening and acknowledging)*
- 2. Share and promote positive emotions (achieved by affirming)*
- 3. Encouraging the expression of emotions as a way of experiencing 1 & 2.*
- 4. Doing more of 1, 2 and 3 (essential for building and maintaining good relationships).*





**'How' To Make The 'What' More Purposeful**



**Restorative Questions**

# Restorative Questions I

When things go wrong



# Restorative Questions I

## When things go wrong

What happened?



# Restorative Questions I

## When things go wrong

What happened?

What were you thinking at the time?





# Restorative Questions I

## When things go wrong

What happened?

What were you thinking at the time?

What have you thought about since?



# Restorative Questions I

## When things go wrong

What happened?

What were you thinking at the time?

What have you thought about since?

Who has been affected by what you did?



# Restorative Questions I

## When things go wrong

What happened?

What were you thinking at the time?

What have you thought about since?

Who has been affected by what you did?

In what way?



# Restorative Questions I

## When things go wrong



What happened?

What were you thinking at the time?

What have you thought about since?

Who has been affected by what you did?

In what way?

What do you think you need to do to make things right?

# Restorative Questions II

When someone has been hurt



# Restorative Questions II

## When someone has been hurt



What did you think when you realised what had happened?

# Restorative Questions II

## When someone has been hurt



What did you think when you realised what had happened?

What impact has this incident had on you and others?

# Restorative Questions II

## When someone has been hurt



What did you think when you realised what had happened?

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What has been the hardest thing for you?



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What did you think when you realised what had happened?

What impact has this incident had on you and others?

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What do you think needs to happen to make things right?

**'WHAT'**  
**Respectful, Fair and Inclusive Process**

# Respectful Process

What is "Respect"?

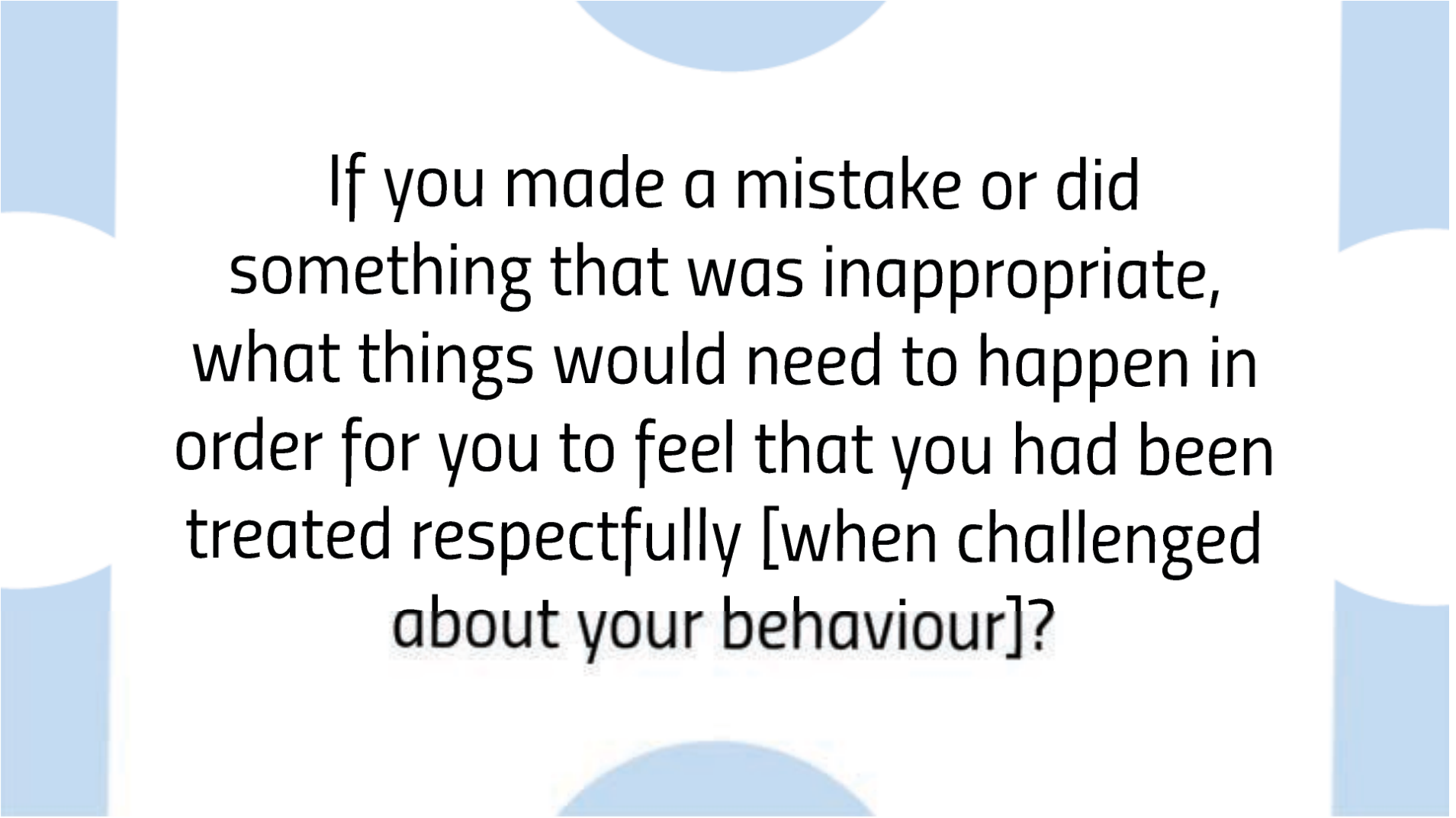
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*If you made a mistake or did something that was inappropriate, what things would need to happen in order for you to feel that you had been treated respectfully (when challenged about your behaviour)?*

*"Where individual wrong doers are confronted within a continuum of respect and support, then a process of reintegration can begin."*

**Braithwaite suggests**

---



If you made a mistake or did something that was inappropriate, what things would need to happen in order for you to feel that you had been treated respectfully [when challenged about your behaviour]?

# Respectful Process

What is "Respect"?

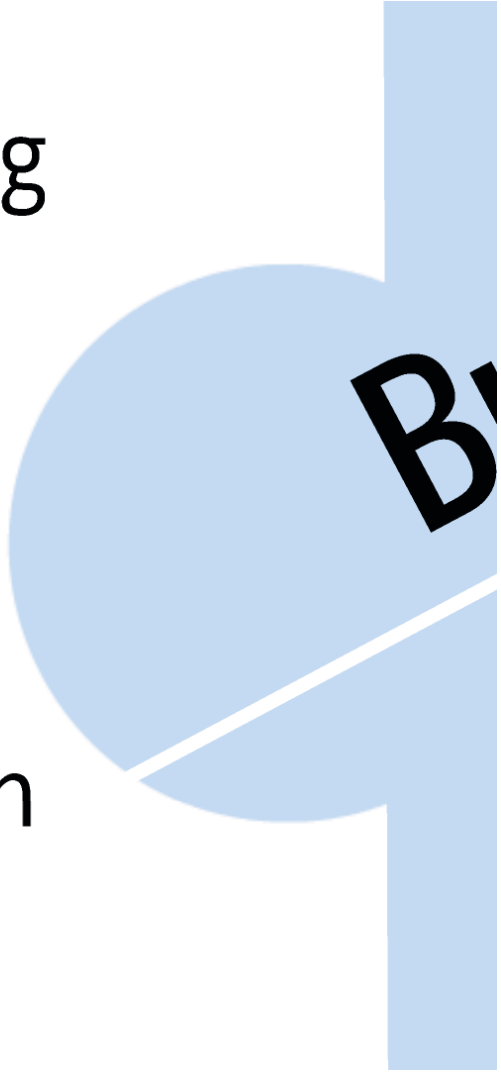

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*If you made a mistake or did something that was inappropriate, what things would need to happen in order for you to feel that you had been treated respectfully (when challenged about your behaviour)?*

*"Where individual wrong doers are confronted within a continuum of respect and support, then a process of reintegration can begin."*

**Braithwaite suggests**

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**"I value our relationship but not your behaviour"**



# Fair Process



# Fair Process

## The Central Idea...

'...individuals are most likely to trust and co-operate freely with systems - whether they themselves win or lose by those systems - when fair process is observed.'

*Kim & Mauborgne, Harvard Business Review, July – August 1997*

# Fair Process



# Fair Process



- **Engagement** - Opportunity to have a say.

# Fair Process



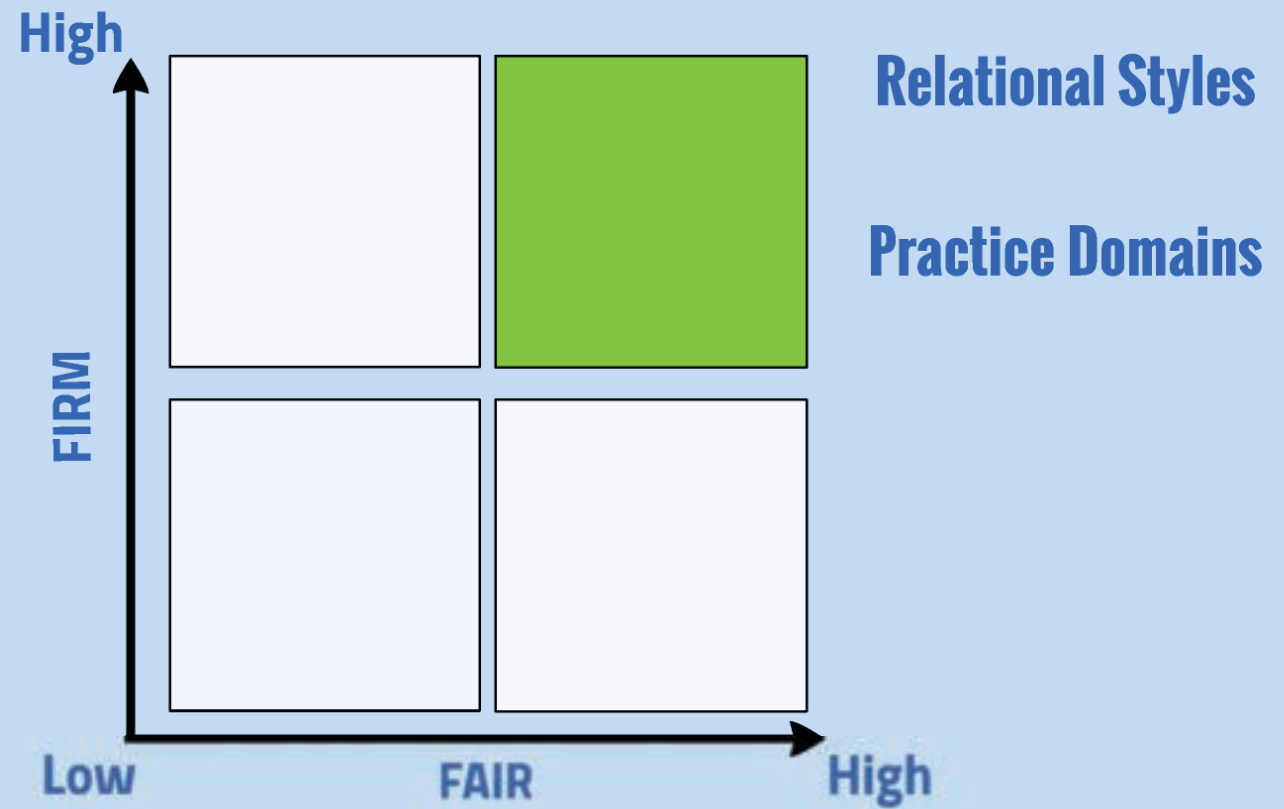
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- **Explanation** - Understand the reasons for the decision.



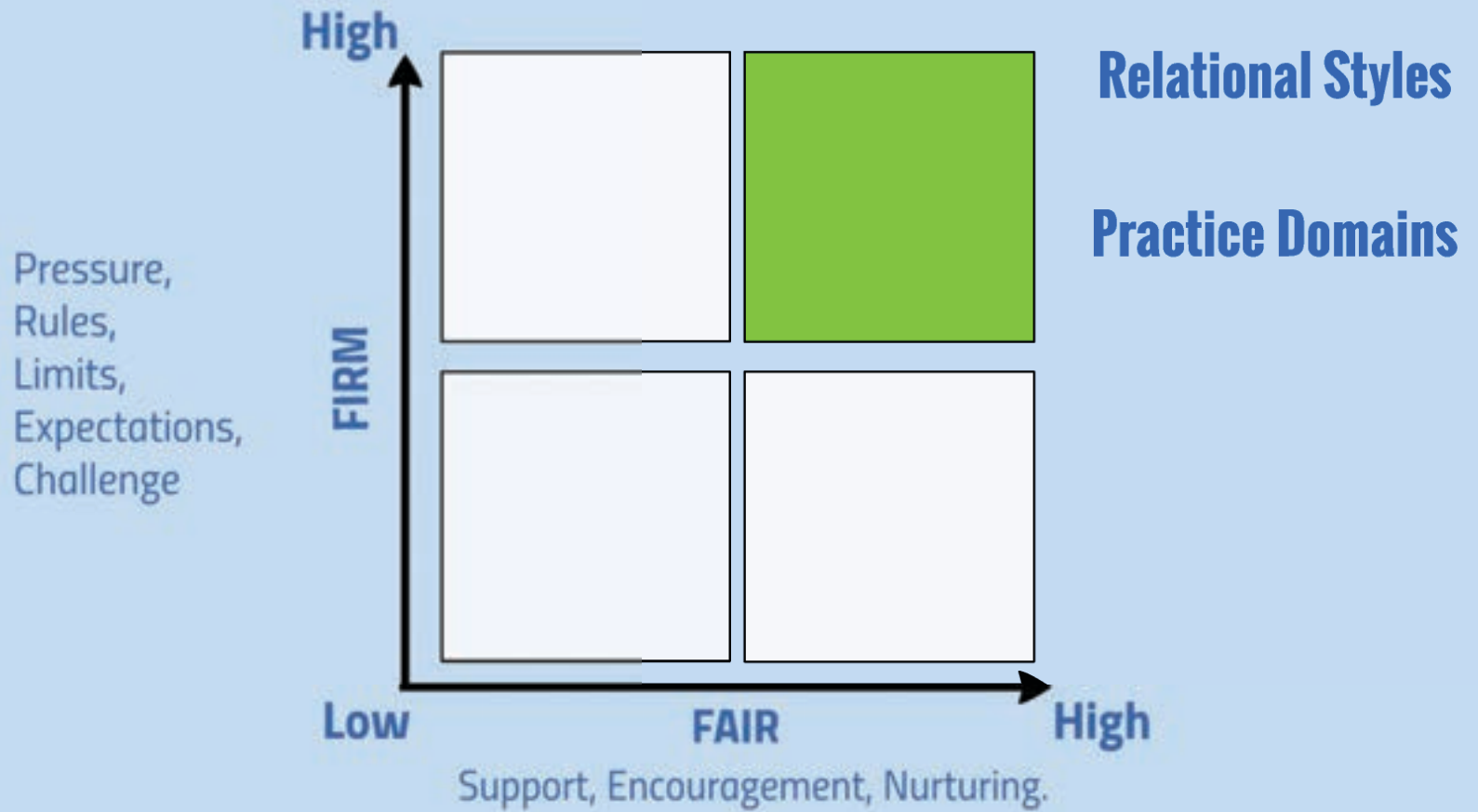
# Fair Process



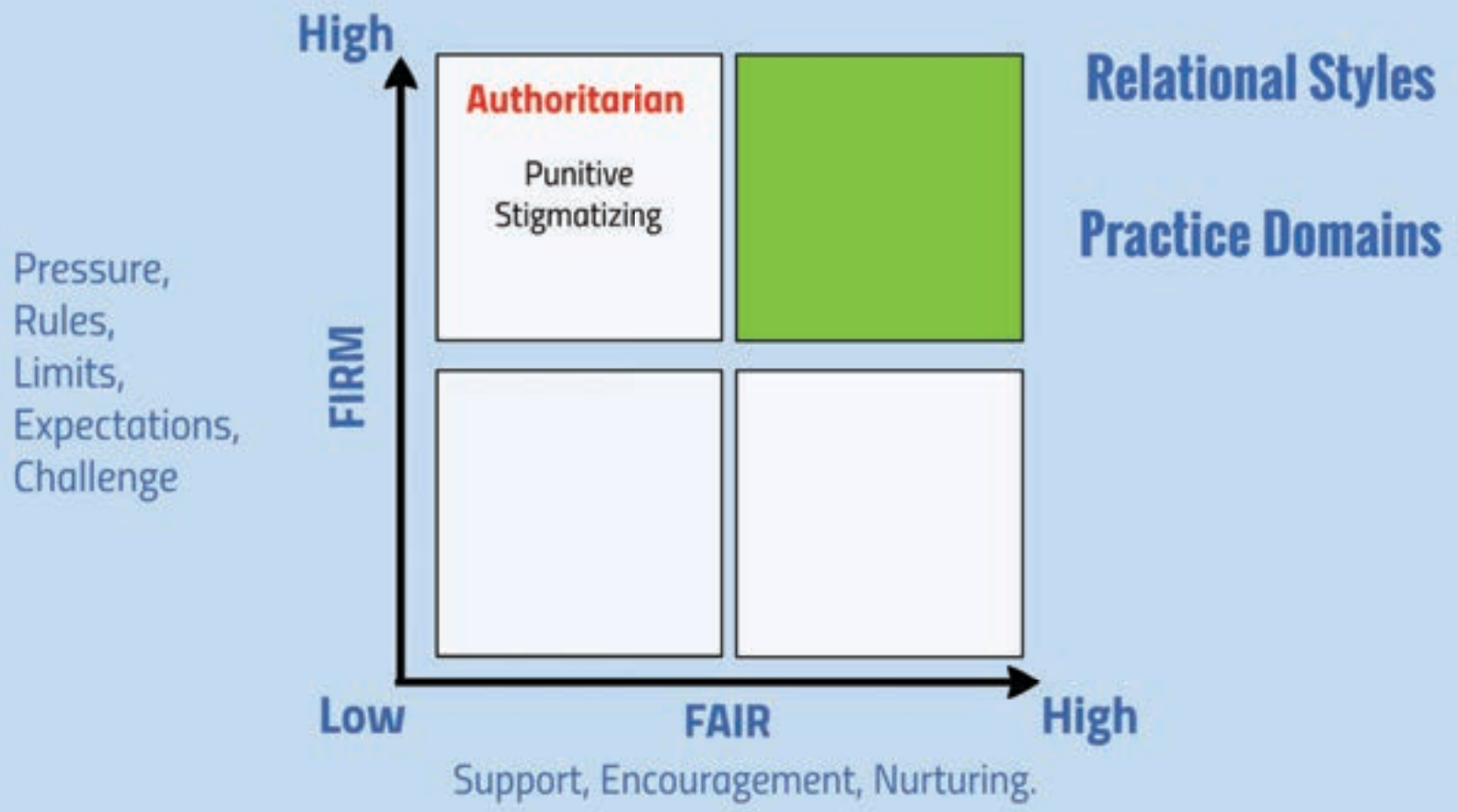
- **Engagement** - Opportunity to have a say.
- **Explanation** - Understand the reasons for the decision.
- **Expectation Clarity** - Shared understanding on what is expected in terms of behaviour and rules.



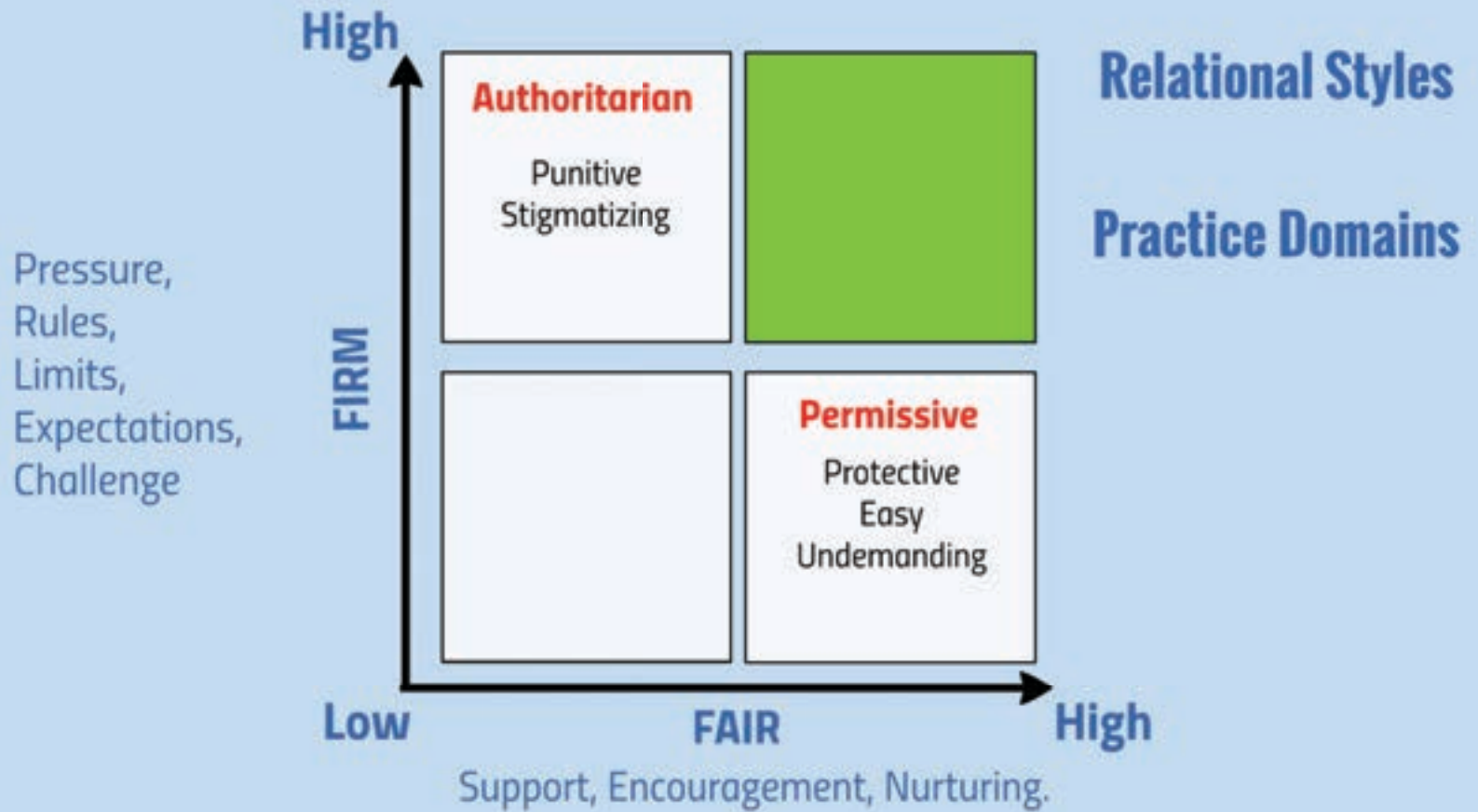
Adapted from Social Discipline Window - Paul McCold and Ted Wachtel - 2000



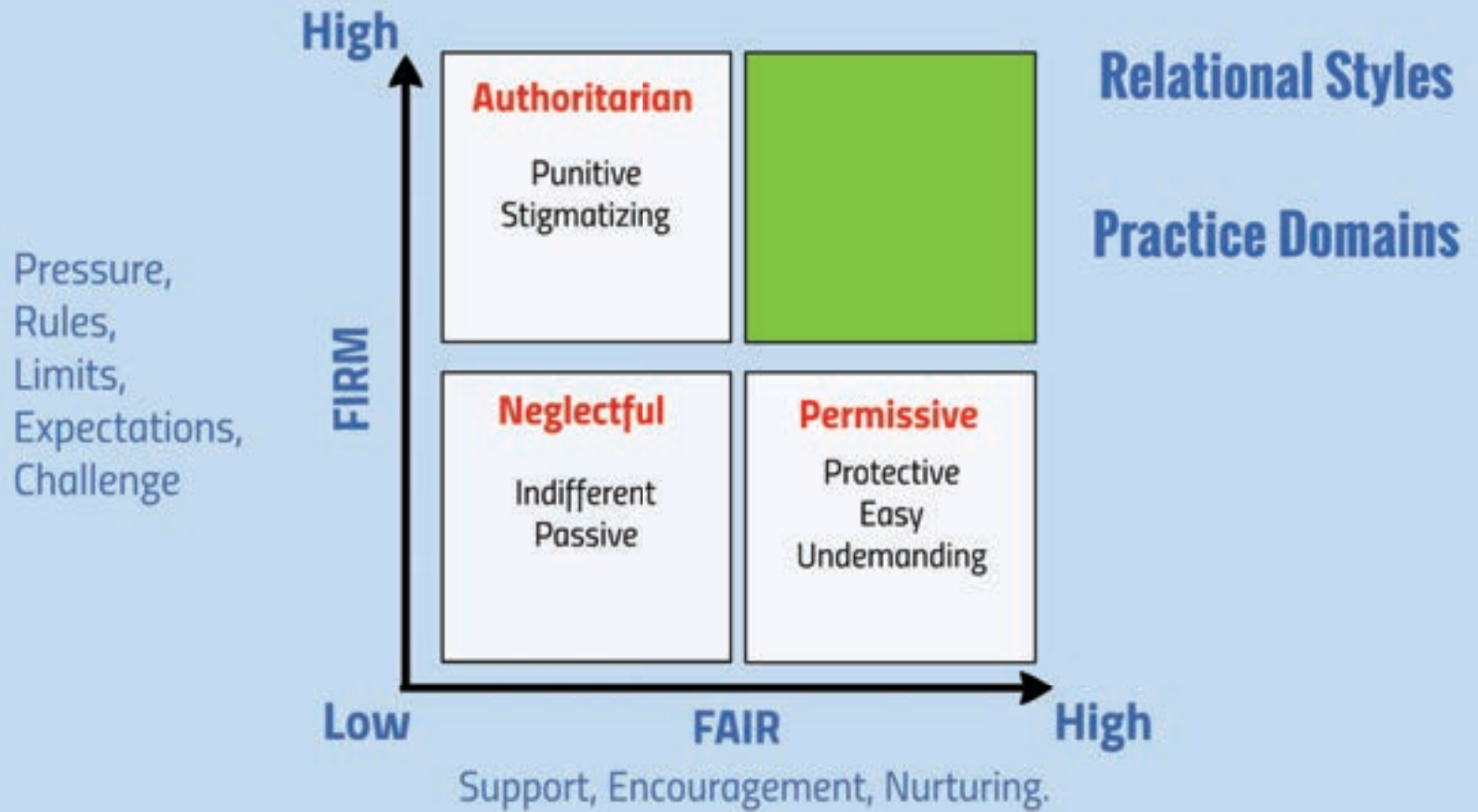
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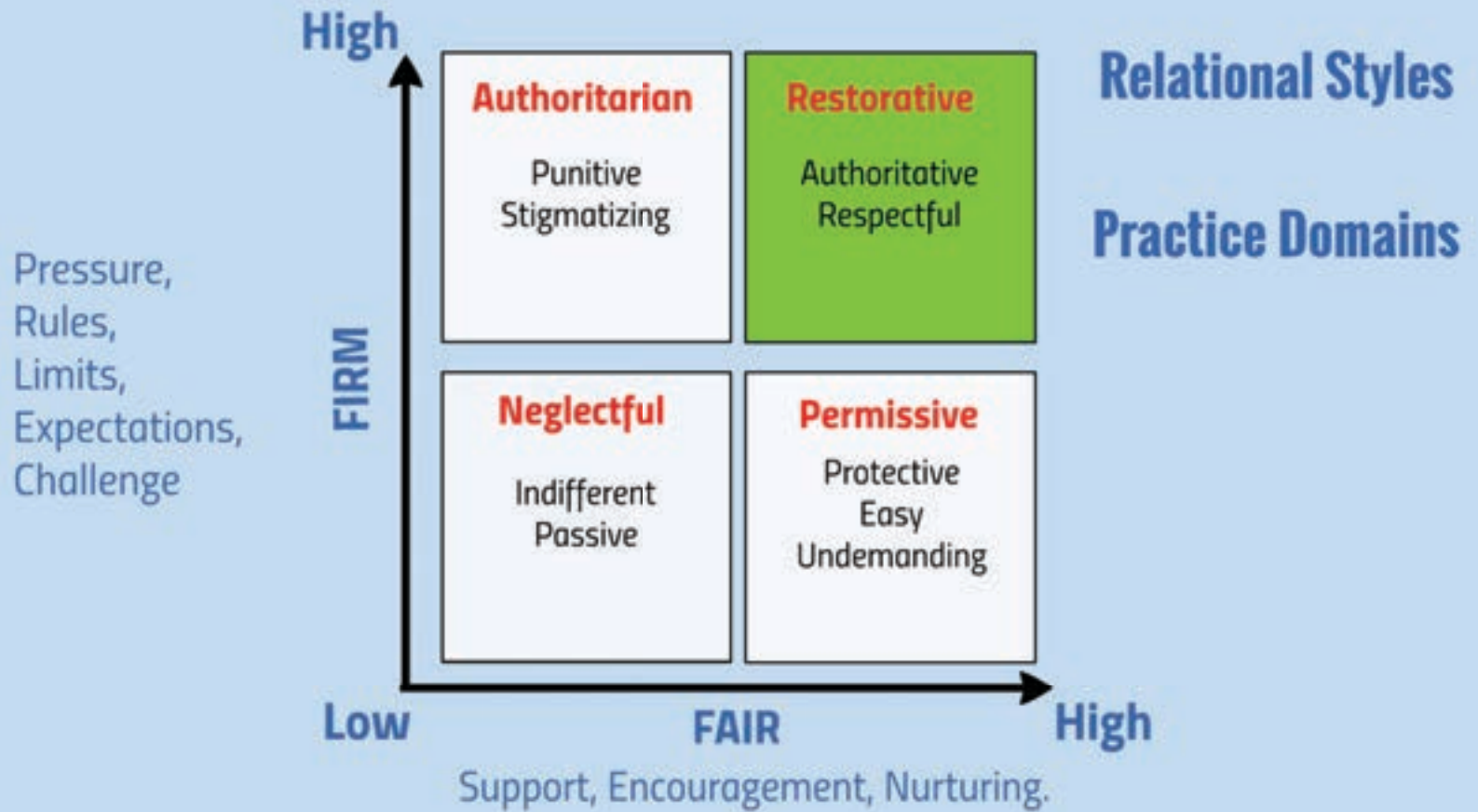
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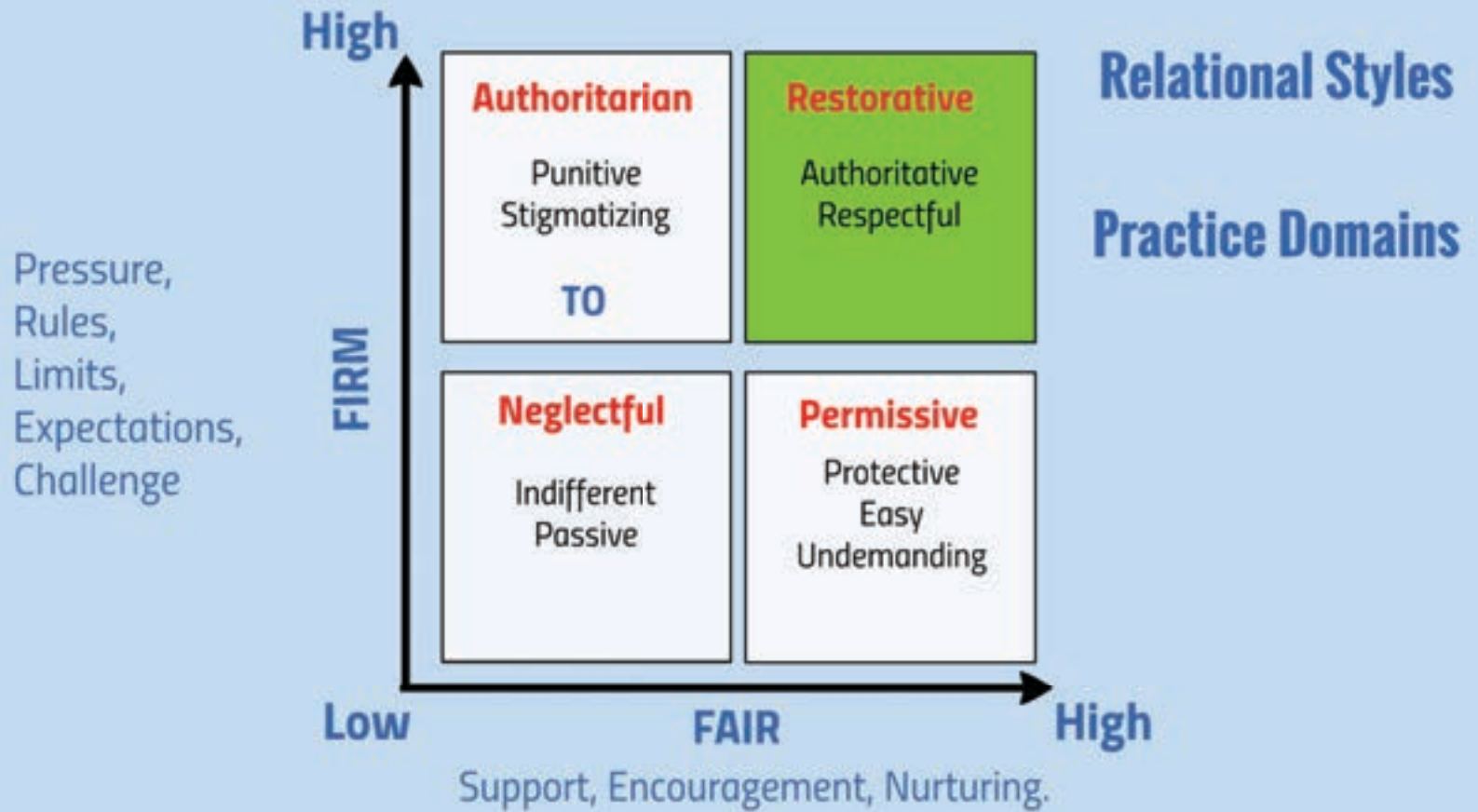
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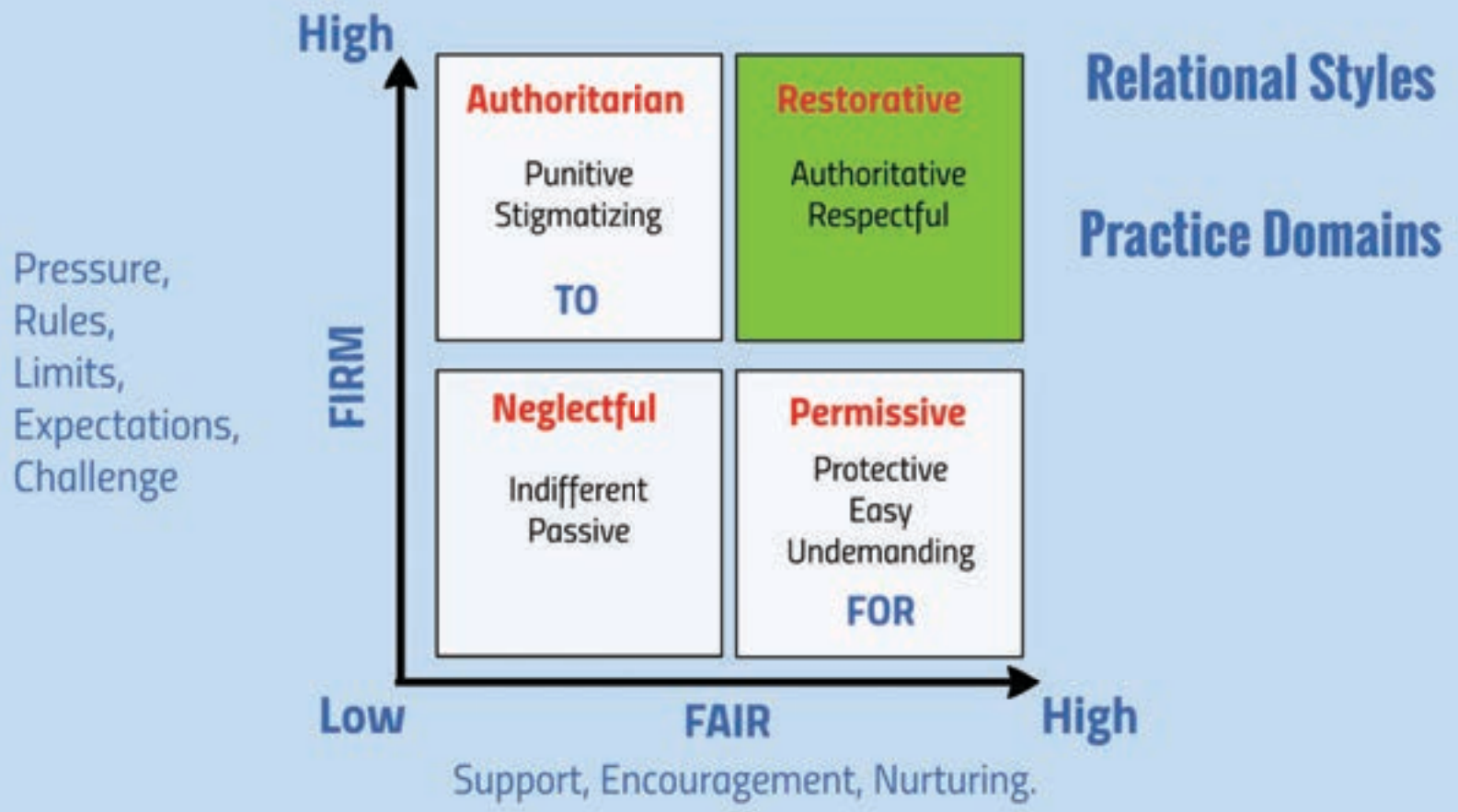


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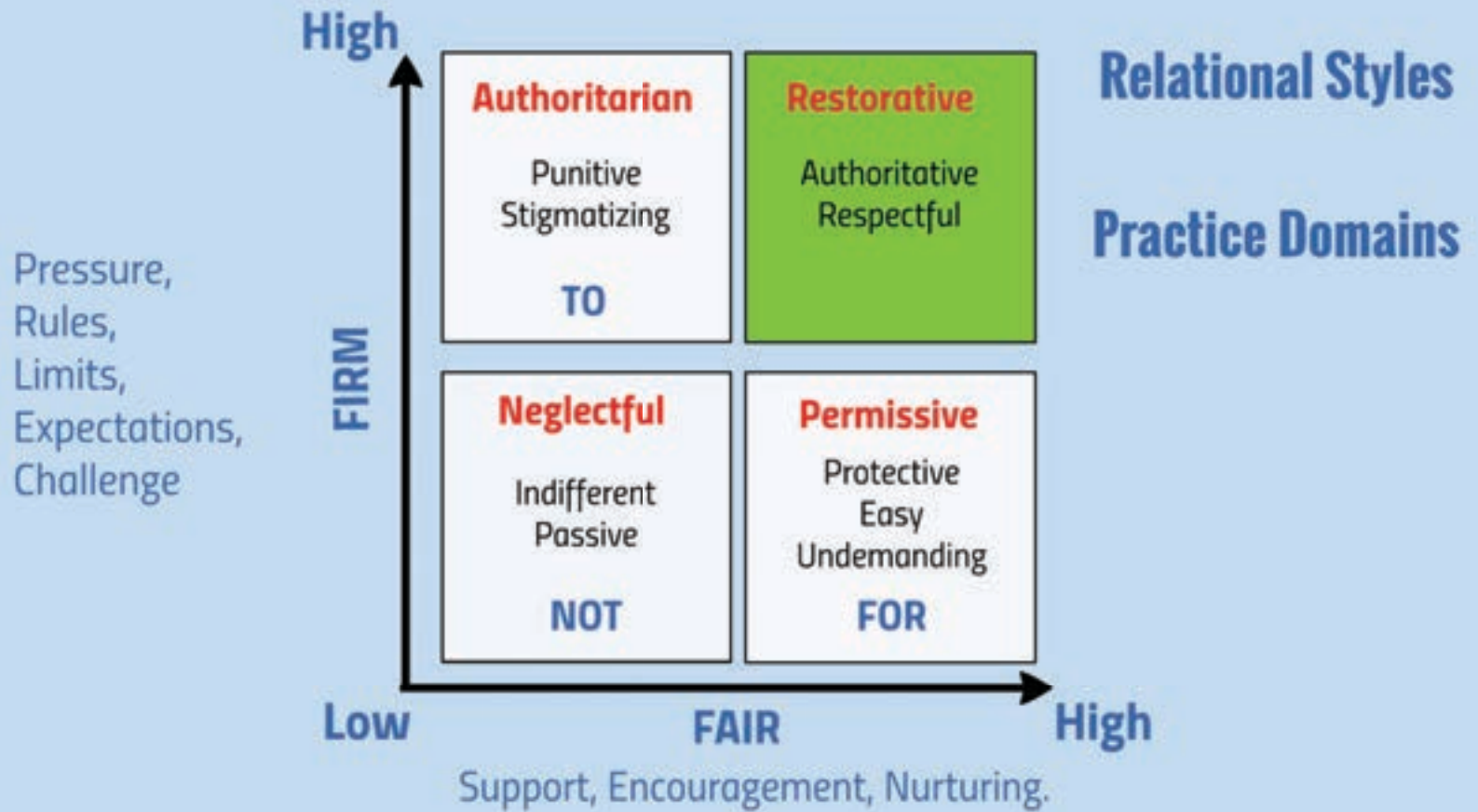


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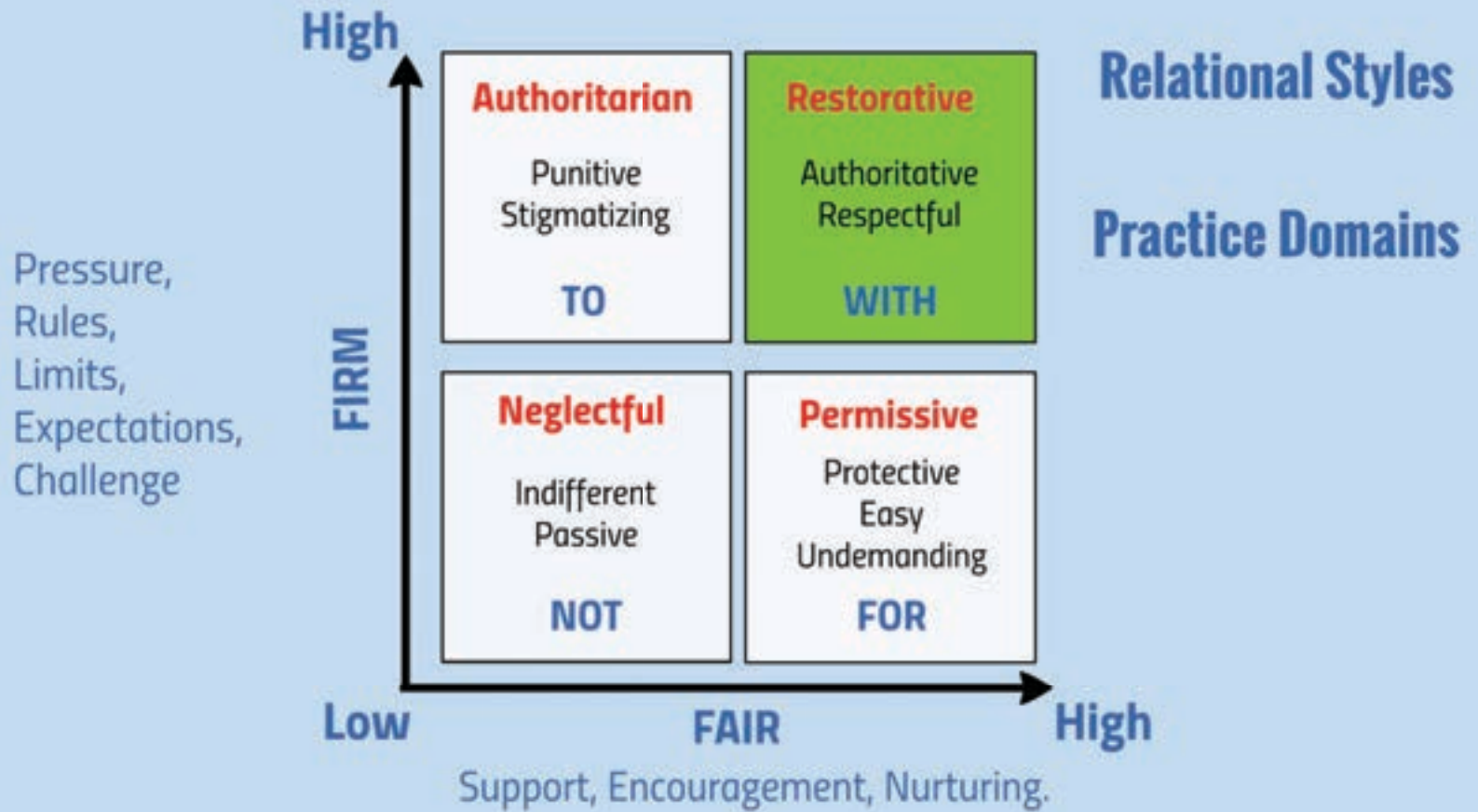




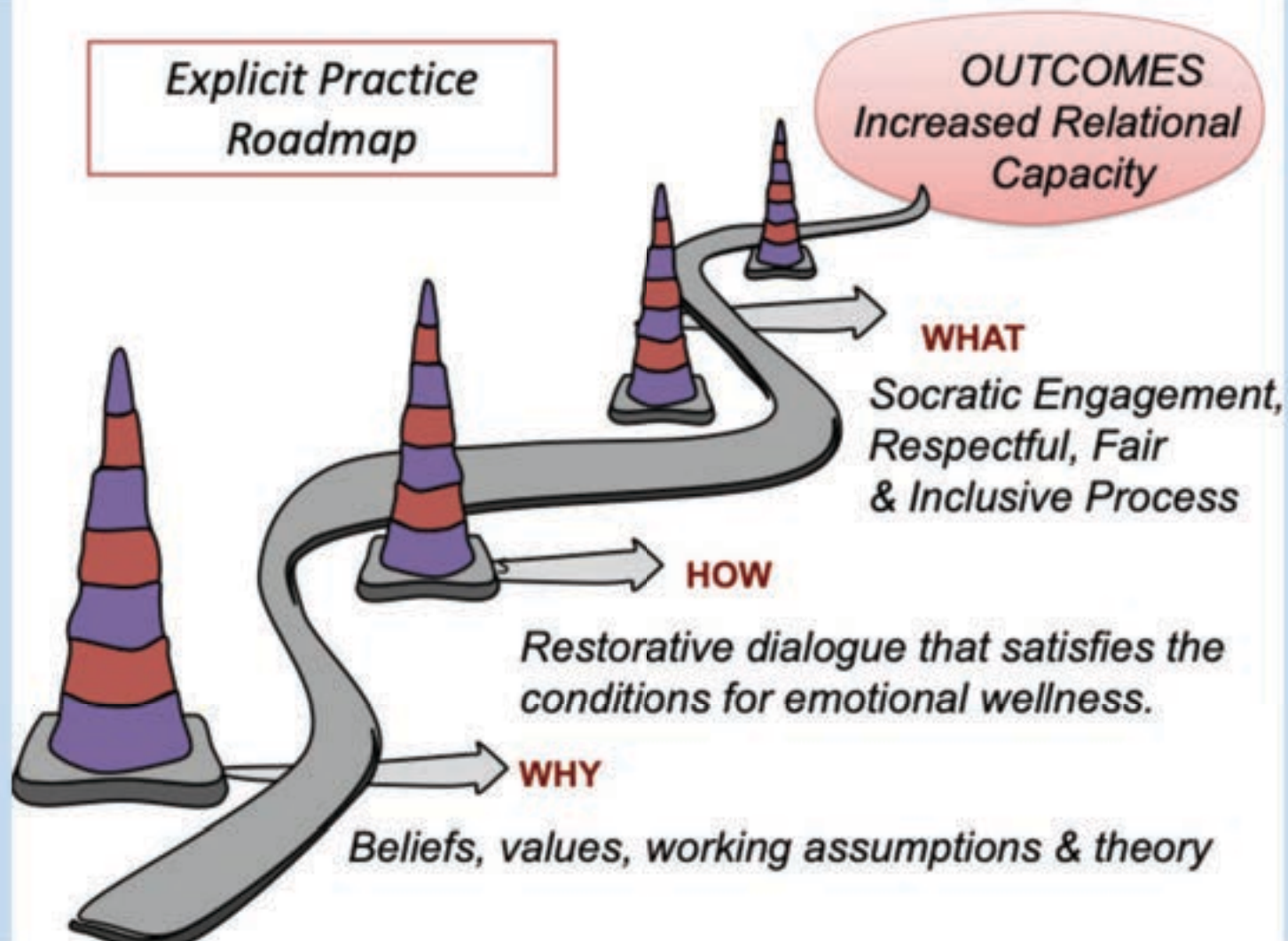
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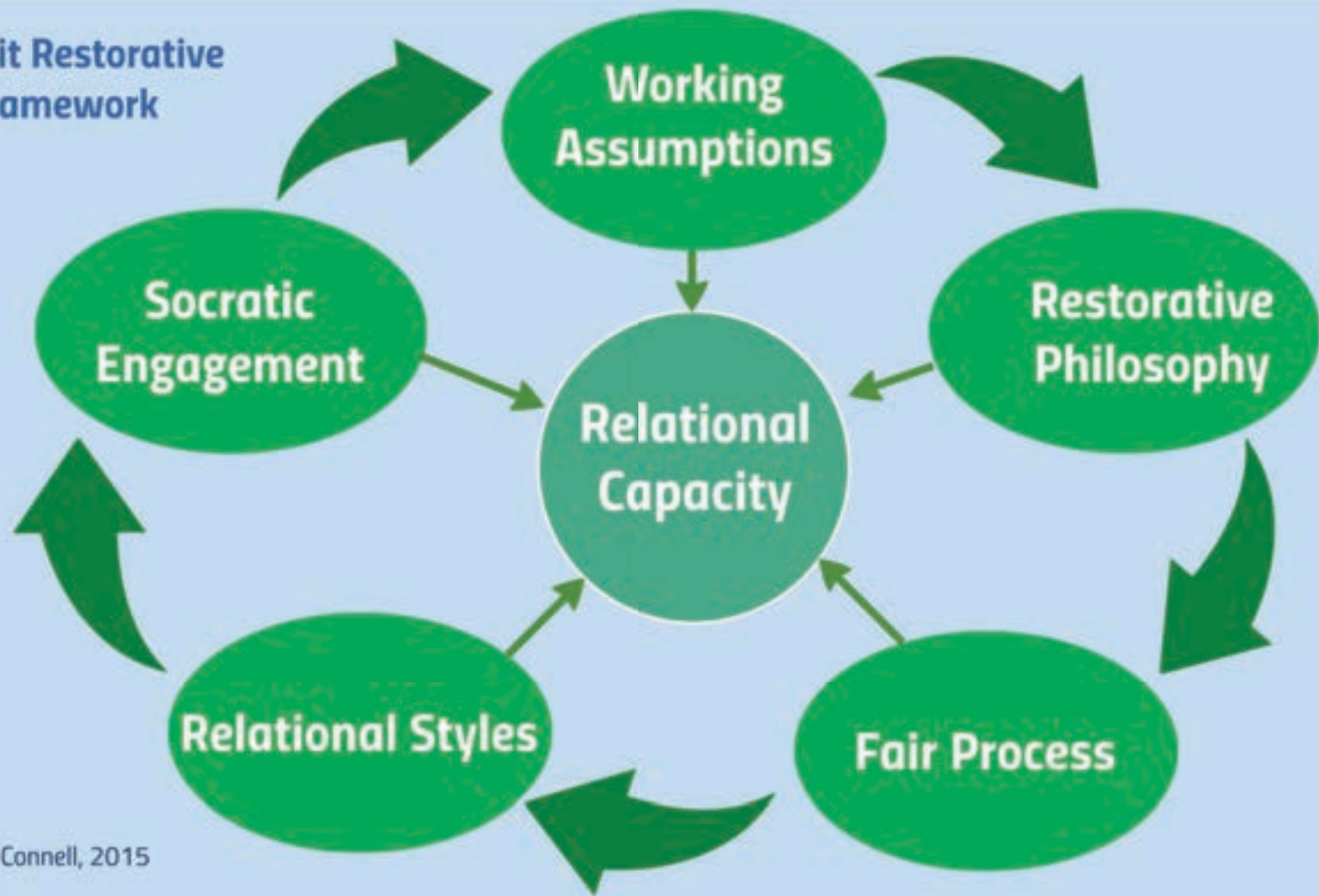
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**Explicit Restorative Framework**



Dopper & O'Connell, 2015



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# Case Studies



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# Questions and Reflections

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How might restorative processes help make your practice more explicit, intentional and consistent?

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How might restorative processes help make your practice more explicit, intentional and consistent?

Imagine the difference your practice could make with an explicit practice framework that provides a common language and practice that could be easily shared with those you are assisting!

What will you change or do differently in your practice as a result of this presentation ?



[terryoconnell@realjustice.org](mailto:terryoconnell@realjustice.org)

***Kortrijk, Belgium 15-17 May 2019***

Making Sense

Explicit Practice



Key Questions

Restorative Engagement

SHAME

***'Without the Why, the What Looks Like More of the Same'***

Terry O'Connell