

The 14th World Conference of the  
International Institute for Restorative Practices  
in collaboration with Nova Scotia Restorative Justice  
Community University Research Alliance (NSRJ-CURA)  
*June 15-17, 2011*

***'The Challenge'***

*Presenters: Terry O'Connell & Grahame Chaseling*

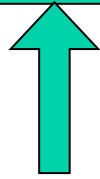
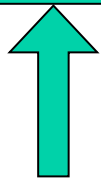
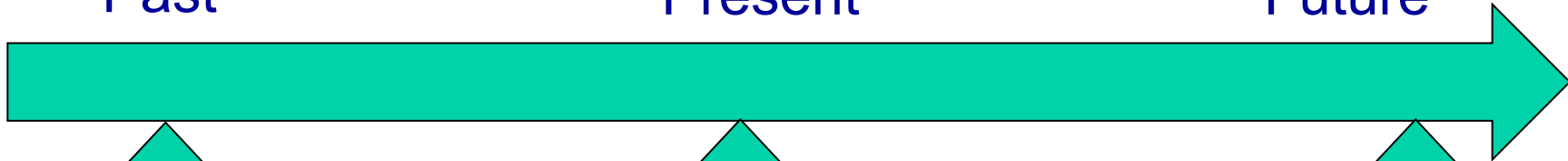
# Journey Metaphor

## Personal

Past

Present

Future

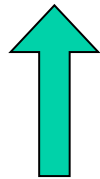
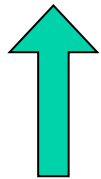


What's My Story?

Where Am I Now?

What Am I Wanting?

## Those We Guide

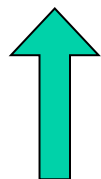
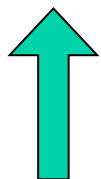


What's His/Her Story?

What Is Happening Now?

What Is He/She Wanting?

## Practice



What Has Shaped My Practice?

How Do I Explain My Practice?

What Does Ideal Practice Look Like?

## Disengaged Youth

*In your groups take a few moments to discuss the following:*

- *When a young person is referred to you describe what you immediately notice?*
- *How does this young person present [emotionally and psychologically]?*
- *What is happening for this young person?*
- *What do you notice about those who are significant in this young person's life?*
- *What factors are likely to have the greatest influence on how this young person sees him or herself, and the world? Rank these in terms of most to least significant.*
- *What do you think you might best contribute towards helping this young person begin to feel he or she has 'control' of their life?*

## The Challenge

*The Challenge is designed to deal with things that go wrong. It is a structured process and involves a series of facilitated stages. It has a Restorative focus, one that looks at what has happened, who has been affected, and then what is needed to make things right.*

*It brings together those involved in the wrong doing as well as their communities of care. Through a series of respectful engagements, it aims to positively influence their social context by focusing on building and strengthening relationships.*

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## Restorative Principles

The Challenge derives from Restorative Justice principles, and in particular, the following understandings:

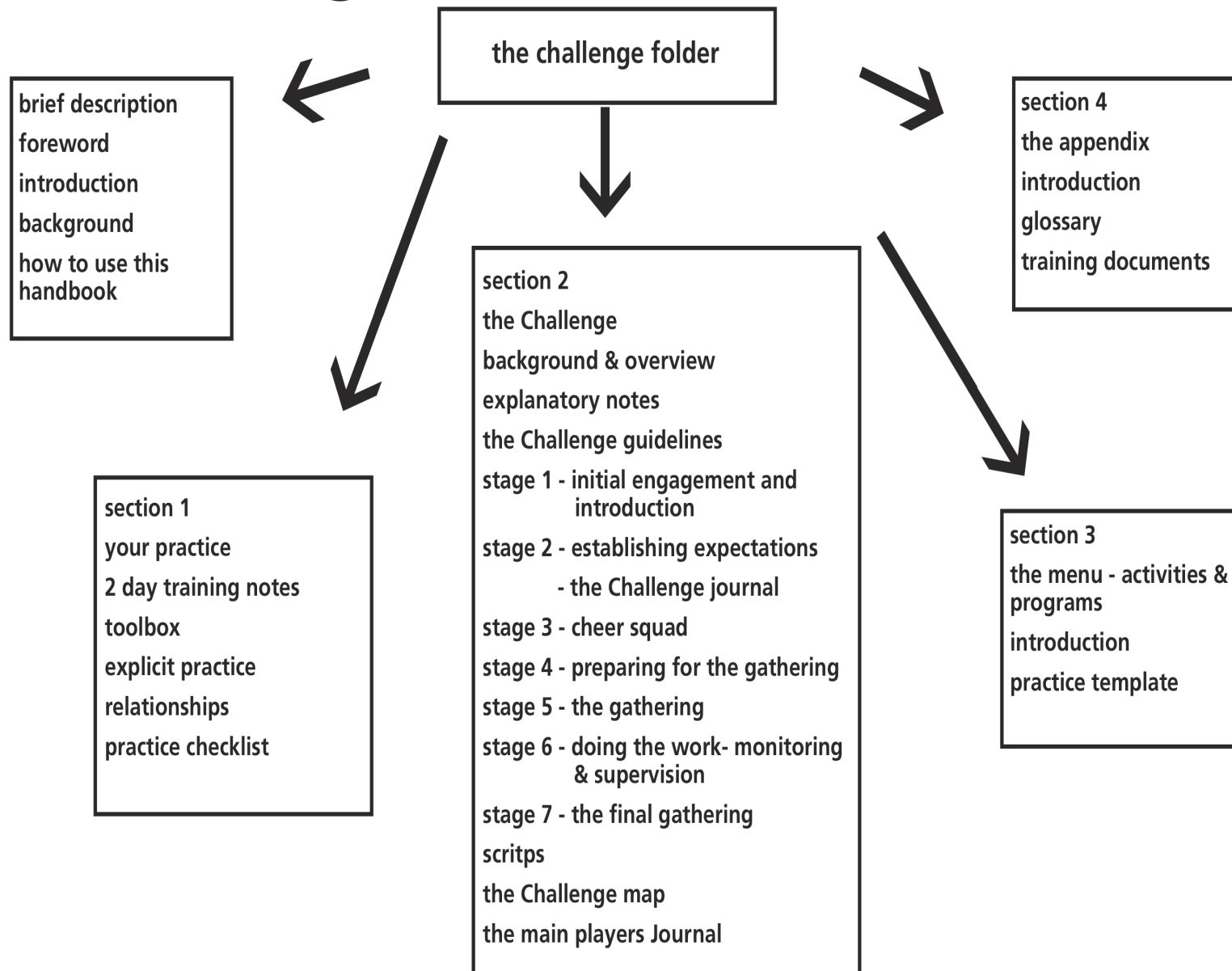
- Some behaviours harm relationships;
- This recognition results in shared obligations;
- Positive behaviour is more likely within healthy relationships and increases as those relationships are supported.

## Focus

The Challenge's focus is on providing everyone involved with the opportunity to:

- Share their story.
- Feel heard and understood.
- Be treated respectfully, fairly and with dignity.
- Make sense and meaning of what is happening in their relationships and to identify what must change.
- Assist everyone involved to build capacity through the use of explicit language and practice.

# the challenge



## Seven Stages

The Challenge has seven stages:

1. Initial Engagement and Introduction
2. Establishing Expectations
3. Establishing the Cheer Squad
4. Preparing for The Gathering
5. The Gathering
6. Doing the work – monitoring & supervision.
7. Final Gathering.

Explanatory Notes:

- Style, manner and language used in handbook is an example of the modeling you are encouraged to use.
- Modeling is consistently framed around three main themes: What happened? What harm has resulted? What needs to happen now?

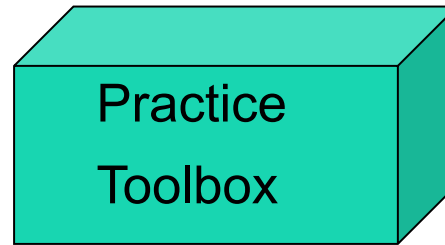


# Features of This Training

You need to be aware that throughout the training:

- We will employ a Socratic engagement style throughout the training – facilitation with a heavy reliance on questions.
- We will encourage you to learn how to replicate this style when using The Challenge.
- Explicit practice is the key to The Challenge.
- Your handbook will be mostly on the second and third days.

## Our Restorative Practice Toolbox



- 1. Practice Rationale – beliefs/assumptions, theories and values.*
- 2. Role- facilitator/coordinator/mentor - Socratic style.*
- 3. [Fair] Process - to engage and challenge.*
- 4. Outcomes - enhanced capacity to learn, grow and build relationships.*

## Relationships

### Basic Concepts:

- *Good relationships are the basis for life long learning.*
- *Anything that affects relationships [such as inappropriate behaviour] impacts on learning.*
- *Challenging inappropriate behaviour needs to be experienced as an opportunity for learning.*

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

*What does this mean?*

## What Does Restorative Practice Look Like?

- Your practice would need to be ***respectful and fair.***
- It would focus upon ***repairing harm and restoring or building relationships.***
- It would help develop ***empathy*** and create the opportunity for ***responsibility and accountability*** to happen.
- It would promote ***positive behavioural change and help build stronger relationships.***

# Challenge and Engagement Through Restorative Dialogue

# Restorative Questions I

When challenging behaviour, why would the following questions consistently achieve 'fair process'

- 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

Why would these questions assist, those harmed by other's actions to experience 'fair process?'

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

*Making Sense of Restorative Practice - Why It Works!*



## 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 venting of emotions as a way of experiencing 1 & 2.
4. Doing more of 1, 2 and 3 (*essential for building and maintaining good relationships*).

Nathanson 1992

# ***Restorative Practice Checklist***

## ***Is My Practice?***

- ***Respectful*** (Distinguishing behaviour from the person)
- ***Fair*** (Engaging, with Explanations & clarify Expectations)
- ***Restorative*** by repairing harm and building relationships

## ***Does My Practice?***

- ***Develop Empathy*** (through reflection, insight & learning)
- ***Enhance*** responsibility and accountability
- ***Promote*** positive behavioural change

## Where are we now?

So far on our journey we have learned about:

- Toolbox – provides a practice framework.
- Explicit – explaining and sharing your practice.
- Relationships – foundation for learning.
- Socratic engagement – facilitation using questions.
- Restorative Questions 1 & 11.
- Social Discipline Window – relational styles.
- Fair Process – engagement, explanation and clarifying expectations.
- Shame and Healthy Rituals.
- Psychology of Affects.

## Reflection & Close

As we close, you might like to provide feedback using one of the following prompts:

- I learned.....
- I realised.....
- I was surprised .....