



Bringing People Together

Trainers' Forum

IIRP 11th World Conference, Toronto, Ontario, Canada, October 23, 2008

Session Leaders: Joan Mitchell and Sue Klassen

PiRI offers the following trainings and certification:

Peace Circle Training:

- 3-day (21 hour) Peace Circle facilitator training—introductory
- 1-day (8 hour) Advanced Peace Circle facilitator training
- Specialized trainings geared for a particular group

Community Conferencing Training:

- 2-day (14 hour) Community Conferencing facilitator training—introductory
- 1-day (8 hour) Advanced Community Conferencing facilitator training
- Specialized trainings geared for a particular group

PiRI Certification:

- Peace Circle Facilitator
- Community Conferencing Facilitator
- Peace Circle Trainer
- Community Conferencing Trainer

Attached:

Outlines of Trainings:

- 3-day (21 hour) Peace Circle facilitator training—introductory
- 1-day (8 hour) Advanced Peace Circle facilitator training
- 2-day (14 hour) Community Conferencing facilitator training—introductory
- 1-day (8 hour) Advanced Community Conferencing facilitator training

PiRI Certification Requirements

Role Plays for CC trainings

Circle Training Outline August 19-21, 2008

Day 1

Time	Activity	Person Responsible
8:30-8:45	Make name tags and greet	All
8:45-9:00	Housekeeping stuff: Emphasize that we'll be modeling activities that they can use with students in their work.	Jeanne
9:00-10:00	Driftwood Activity O	Mary
10:00-10:30	Process Activity O	Mary
10:30-10:45	Break	
10:45-11:00	The symbolism of the circle , including stone, H2O and feather. This will include the history and traditions.	Jeanne
11:00-11:15	Read definitions of storytelling	Mary
11:15-12:15	Introductions: Who are you and what brings you to your work? O	Mary
12:15-1:00	Lunch	
1:00-2:15	Values activity: Parents died/family business dilemma. Work by self to list the personal qualities you hope you used and then divide into groups of 4 and work on reaching consensus for the problem. In the explanation of the task, elaborate on the importance of consensus in restorative justice. Report out to group. Chart the responses.....	Jeanne Jeanne
2:15-2:30	Break	
2:30-3:00	Using paper plate, write on it the behaviors you possess to solve the above problem O Chart behaviors..... Then introduce why guidelines for group are so important, and based on the charted behaviors, what else will be necessary for the group to function well and trust each other. Discuss first, then O	Jeanne
3:00-4:00	Discuss a time when you did something that was out of your comfort zone or something that you have done that people don't know about. O	Mary
4:15	Closing: One word or thought about how you are feeling right now. O	Mary
4:25	Read the closing: <i>Thoughts to Ponder from Geese</i>	Mary
	* Remind the group to bring in something tomorrow that is important to them that they would like to share	Jeanne

Day 2

Time	Activity	Person Responsible
8:15	Participants begin to make their own talking piece	
8:30-8:45	Opening Ceremony: Read <i>Questions Put to the Stick</i> on Pg.. 405 in the <u>Book of Awakening</u>	Jeanne
8:45-9:25	Opening: How are you feeling today and did you bring in something that you would like to share with the group? O place in center	Jeanne
9:25-10:15	In depth discussion of the importance of each of these to the circle process: Opening Ceremony, Closing Ceremony , Storytelling Guidelines, Talking Piece, Values.....	Jeanne Mary
10:15-10:30	Break	
10:30-11:00	Review all the handouts in folder	Jeanne
11:00-11:45	Have participants divide into 4 groups and have each group plan a circle that they will do tomorrow. Each group will decide on a topic, include an opening, one or 2 rounds and then a closing.	Mary
11:15-12:15	Each group reports back as to what they designed and how many people they will need for their circle.	Mary
12:15-1:00	Lunch Participants can continue to work on talking pieces	
1:00-2:00	Dining Room Table Activity: Draw who sat at your dining room table when you were 10-13. Explain. O	Jeanne
2:00-2:30	Discussion of how this can work in a school or a variety of settings using many examples examples: Children’s Center Bullying Circle, Graduate Conflict Resolution Class Staff Meetings, Churches, Circles of Celebrations Within the classroom, all Avon stories JAC and MAC Other examples, like Monday morning check-ins	Jeanne Mary
2:30-2:45	Break	
2:45-3:45	Closing circle: Ribbon Activity. Talk about someone who is a mentor in your life. O	Mary
3:45-4:00	Reminder of how important it is to be a mentor in someone else’s life. Remind people of favorite teacher, etc.	Jeanne
4:00-4:15	Check on how everyone is doing right now	Jeanne

4:25-4:30	Closing Ceremony: Read: Schools are Like Jigsaw Puzzles.	Jeanne
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Day 3

Time	Activity	Person Responsible
8:30	Opening ceremony: Read: Little Red Wagon	Jeanne
8:45-9:15	Opening activity: Check to see how everyone is feeling today. O	Mary
9:15-9:30	Discuss how the circle holds everything in balance. Have this already on chart paper so it will be easy to point to during the discussion.	Jeanne
9:30-10:00	Continue to work on the role plays, refining whatever needs to be done.	Jeanne
10:00-10:15	Break	
10:15-11:00	Group 1 to role play and group to give feedback	Mary
11:00-11:45	Group 2 to role play and group to give feedback	Mary
12:00-12:45	. Lunch	
1:2:45-1:30	Group 3 to role play and group to give feedback	Mary
1:30-2:15	Group 4 to role play and group to give feedback	Mary
2:30-2:45	Break	
2:45-3:15	Ways to begin implementing the program at Monroe	Mary and Jeanne
3:15-4:00	Affirm the person to your left. O	Jeanne
4:00-4:20	Closing Round: Pass the basket of stones and have each person choose one and decide what they will take away with them. O	Jeanne
4:20-4:25	Hand out certificates	Jeanne
4:25-4:30	Closing Ceremony: Read <i>The Professor and the Mayonnaise Jar</i>	Mary

Advanced Peacemaking Circle Training Syllabus

8:30	Light Breakfast and Welcoming
9:00	Opening Circle: Introductions and hopes for the day. Read <i>Questions Put to the Stick</i> .
9:30	How have you been using circles? What is working well and what are some areas of concern? A second round on thoughts and suggestions.
10:30	Break (15 minutes)
10:45	Discussion of the article “From Restorative Justice to Restorative Practices: Expanding the Paradigm” by Ted Wachtel and Paul McCold <ul style="list-style-type: none"> ▪ Review the Social Discipline Window (To, With, Not, For) ▪ Look at the Restorative Practices Continuum ▪ Review the Nine Affects ▪ Discuss the Compass of Shame developed by Dr. Donald Nathanson ▪ View portions of the video <i>Managing Shame, Preventing Violence</i>
12:15	Lunch (45 minutes)
1:00	Circle round: The thing I like best about circles is.....
1:20	Some other circle applications: Neighborhoods (EForum article), Schools (Teaching and Learning in Circle) and Family Group Decision Making (watch video of <i>Family Voices</i>).
2:20	Review Eforum article on Social Emotional Learning and the Annotated Bibliography located in the office.
2:40	Break (15 minutes)
2:55	Fishbowl as another way to implement circles (Explain and demonstrate)
3:30	Video clips on “When Circles Don’t Work” and “Dealing with Difficult Situations”.
4:00	Certification—Review proposed steps from handout
4:10	Closing Round: What are your thoughts and next steps? Read <i>An Effort to Listen</i>

Community Conferencing Training Outline

Day 1: Wednesday, August 13, 2008

- I. Introductions
- II. Overview and goals
- III. What is Justice?: A discussion
- IV. What is Restorative Justice?: An overview
- V. Types of Restorative Justice
- VI. Break (10 minutes)
- VII. Active listening & Nonviolent Communication
- VIII. Structure of a conference: Necessary components for making it work
- IX. Lunch (30 minutes)
- X. Pre-Conference role play: Everyone participates in the Rev. Thompson/Steve role play
- XI. Conference role play with above victim and offender
- XII. Pre-conferencing Video clip (with Mark Umbreit, from U. Minnesota Center for Restorative Justice & Peacemaking)
- XIII. Closing and homework: Write a sample conference agreement and read *An Introduction to Restorative Justice*

Day 2: Thursday, August 14, 2008

- I. Check-in circle and review agreements assigned as homework
- II. Video presentation (includes paint ball case)
- III. Victims and offenders: A discussion of needs
- IV. What is it like to be a victim?
- V. Break (10 minutes)
- VI. Victim needs and mindsets
- VII. Offender needs and mindsets
- VIII. Case study
- IX. Lunch (30 minutes)
- X. Role play: Residence hall fire alarm incident
- XI. Feedback and questions
- XII. Closing

Advanced Community Conferencing Training

Syllabus

9:00	Opening Circle: introductions & hopes for the day Share experiences, challenges, questions
9:30	Styles of Facilitations: <ul style="list-style-type: none"> • Scripted model: Real Justice model: <i>Six Conferences: A Composite View of Conferencing in Programs for Troubled Youth</i> DVD—75 minutes
10:45	Break (15 minutes)
11:00	<ul style="list-style-type: none"> • Humanistic Mediation model: Mark Umbreit: <i>Complete Victim Offender Mediation and Conferencing Training</i> DVD—50 minutes
11:50	<ul style="list-style-type: none"> • Compare and contrast the two facilitation styles. What style of facilitation feels most comfortable to you?
12:30	Lunch, book browsing (45 minutes)
1:15	Restorative Justice: the Evidence <ul style="list-style-type: none"> • Present key findings
1:45	<ul style="list-style-type: none"> • Discuss how this affects our work
2:15	Break (15 minutes)
2:30	Identifying Best Practices <ul style="list-style-type: none"> • Review “Principles of Best Practice for Restorative Justice Processes in Criminal Cases”
2:35	<ul style="list-style-type: none"> • In small groups, evaluate a case from <i>40 Cases</i> according to principles of best practice
3:10	<i>Burning Bridges</i> —view 35 minute DVD then discuss
3:55	Certification—outline steps from handout
4:05	Closing round: What are your next steps?

Partners in Restorative Initiatives Certification Program

Requirements to Become a Restorative Justice Community Conferencing Facilitator:

Training:

- Complete PiRI's 12-hour Community Conferencing Training (or approved equivalent)

Field Experience:

- Observe or co-facilitate four to six Community Conferences
- Co-facilitate at least two Community Conferences, at least once as secondary facilitator and at least once as lead facilitator
- Write a brief written summary of four conferences and brief reflections on how the facilitator(s) followed or failed to follow best practices in restorative justice. Suggest steps to move towards best practices. (At least two of these must be conferences the applicant facilitated or co-facilitated.)
- Submit a copy of one agreement written by the applicant.

Trainer's Observation and Assessment

- Arrange for a PiRI Trainer to observe you (the applicant) serving as the lead facilitator at least once
- Debrief with the Trainer following the facilitation, addressing strengths and weaknesses in facilitation and steps towards ongoing improvement. Provide a written summary of the debriefing to which the trainer may add comments
- Review conference summaries and conference agreement (noted above) and discuss with Trainer best practices in Restorative Justice Community Conferencing.

Assessment of Proficiency:

- When the PiRI Trainer determines that a candidate satisfactorily has met all the above requirements, he/she shall submit a written request to the Board of Directors that the applicant be certified.
- Any applicant needing additional time may continue the process of co-facilitating, writing reflections, arranging observation and feedback until both the Trainer and the applicant feel confident the applicant understands and is competent in adhering to best practices in Restorative Justice Community Conferencing or the applicant withdraws the request for certification

Granting of Certification:

- Successful applicants shall be invited to a PiRI Board Meeting to receive their certification certificate, good for three years.

Maintaining Certification:

To maintain certification, the facilitator shall attend one PiRI Advanced Training (or approved equivalent) every three years and shall apply to the PiRI Board of Directors for re-certification

Requirements to become a Certified Restorative Justice Community Conferencing Trainer:

Prerequisite: PiRI Certified Community Conference Facilitator (or approved equivalent)

Training:

- Complete PiRI's 7-hour Advanced Community Conferencing Training (or approved equivalent)

Field Experience:

- Co-facilitate two PiRI Community Conferencing Trainings (may substitute one approved equivalent)
- Complete and submit a self-evaluation of your role as trainer for one of these

Trainer's Observation and Assessment:

- Review your self-evaluation with a trainer
- Arrange for a PiRI trainer to observe you (the applicant) in the co-trainer role
- Debrief with the trainer, addressing strengths and weaknesses, and identifying steps for ongoing improvement. Provide a written summary of the debriefing, to which the trainer may add comments

Review of Evaluations:

- With a PiRI Trainer, review one set of participant evaluations from a training which you co-facilitated; receive and respond to verbal and written feedback

Assessment of Proficiency:

- When the PiRI Trainer determines that a candidate satisfactorily has met all the above requirements, he/she shall submit a written request to the Board of Directors that the applicant be certified.
- Any applicant needing additional time may continue the process of co-facilitating trainings, writing self-evaluations, requesting observation and feedback and reviewing evaluations until both the Trainer and the applicant feel confident the applicant is competent in effectively training others in best practices in Restorative Justice Community Conferencing facilitation or withdraws their request for certification

Granting of Certification:

- Successful applicants shall be invited to a PiRI Board Meeting to receive their certification certificate, good for three years

Maintaining Certification:

To maintain certification, the trainer will do the following:

- Attend one PiRI Advanced Training (or approved equivalent) every three years.
- With another PiRI trainer, review one set of participant evaluations from a training which you co-facilitated during the Certification period; receive and respond to feedback
- Apply to the PiRI Board of Directors for re-certification

Partners in Restorative Initiatives Certification Program

Requirements to Become a Peace Circle Facilitator:

Training:

- Complete PiRI's 21-hour Peace Circle Training (or approved equivalent)

Field Experience:

- Observe or co-facilitate four to six Circles
- Co-facilitate at least two Circles, at least once as secondary facilitator and at least once as lead facilitator
- Write a brief written summary of four Circles and brief reflections on how the facilitator(s) followed or failed to follow best practices in restorative practices. Suggest steps to move towards best practices. (At least two of these must be conferences the applicant facilitated or co-facilitated.)
- Submit a copy of one plan/outline for a Circle, written by the applicant.

Trainer's Observation and Assessment

- Arrange for a PiRI Trainer to observe you (the applicant) serving as the lead facilitator at least once
- Debrief with the Trainer following the facilitation, addressing strengths and weaknesses in facilitation and steps towards ongoing improvement. Provide a written summary of the debriefing to which the trainer may add comments
- Review Circle summaries and Circle plan/outline (noted above) and discuss with Trainer best practices in Peace Circles.

Assessment of Proficiency:

- When the PiRI Trainer determines that a candidate satisfactorily has met all the above requirements, he/she shall submit a written request to the Board of Directors that the applicant be certified.
- Any applicant needing additional time may continue the process of co-facilitating, writing reflections, arranging observation and feedback until both the Trainer and the applicant feel confident the applicant understands and is competent in adhering to best practices in Peace Circles or the applicant withdraws the request for certification

Granting of Certification:

- Successful applicants shall be invited to a PiRI Board Meeting to receive their certification certificate, good for three years.

Maintaining Certification:

To maintain certification, the facilitator shall attend one PiRI Advanced Training (or approved equivalent) every three years and shall apply to the PiRI Board of Directors for re-certification

Requirements to become a Certified Peace Circle Trainer:

Prerequisite: PiRI Certified Peace Circle Facilitator (or approved equivalent)

Training:

- Complete PiRI's 7-hour Advanced Peace Circle Training (or approved equivalent)

Field Experience:

- Co-facilitate two PiRI Peace Circle Trainings (may substitute one approved equivalent)
- Complete and submit a self-evaluation of your role as trainer for one of these

Trainer's Observation and Assessment:

- Review your self-evaluation with a trainer
- Arrange for a PiRI trainer to observe you (the applicant) in the co-trainer role
- Debrief with the trainer, addressing strengths and weaknesses, and identifying steps for ongoing improvement. Provide a written summary of the debriefing, to which the trainer may add comments

Review of Evaluations:

- With a PiRI Trainer, review one set of participant evaluations from a training which you co-facilitated; receive and respond to verbal and written feedback

Assessment of Proficiency:

- When the PiRI Trainer determines that a candidate satisfactorily has met all the above requirements, he/she shall submit a written request to the Board of Directors that the applicant be certified.
- Any applicant needing additional time may continue the process of co-facilitating trainings, writing self-evaluations, requesting observation and feedback and reviewing evaluations until both the Trainer and the applicant feel confident the applicant is competent in effectively training others in best practices in Peace Circle facilitation or withdraws their request for certification

Granting of Certification:

- Successful applicants shall be invited to a PiRI Board Meeting to receive their certification certificate, good for three years

Maintaining Certification:

To maintain certification, the trainer will do the following:

- Attend one PiRI Advanced Training (or approved equivalent) every three years.
- With another PiRI trainer, review one set of participant evaluations from a training which you co-facilitated during the Certification period; receive and respond to feedback
- Apply to the PiRI Board of Directors for re-certification

RESIDENCE HALL FIRE ALARM INCIDENT

Ted, an 18 year old, first year MCC student, was drinking at a party off campus and became very intoxicated. Ted had one prior citation in his residence hall for underage drinking. This night, upon returning to the residence hall at 1:00 a.m., he pulled a fire alarm as a joke. Another resident of the hall, Lenny, witnessed Ted pulling the alarm. When Lenny confronted Ted, Ted took a swing at Lenny (he missed) and also called Lenny a “Chink.” (Lenny is a US citizen of Korean descent.) Ted then vomited in the hallway. While this was going on, the building was being evacuated in response to the fire alarm. The police and the fire department responded.

Ted: You admit your actions pulling the fire alarm in the residence hall, but state that you did it because you were drunk. You say everyone drinks in the residence halls. You’ve been in trouble once before, for underage drinking. But all your close friends, and you are reluctant to give up drinking because that’s when you and your friends have the best times. You are sorry for calling Lenny an offensive name, but swear you are not racist. You are the offender in this circle.

Polly: You are Ted’s Resident Advisor. You are concerned about Ted’s drinking. The previous time he was cited for underage drinking, you suggested to him that he seek out counseling. Your job is to build a community among the residents on your residence hall floor, and you see Ted’s behavior as threatening your efforts. You are an affected community member in this circle.

Lenny: You are the student who confronted Ted after he pulled the fire alarm. You are somewhat upset because he swung at you, but you are much more upset that he called you a “Chink.” Your family is of Korean descent, and you are sensitive to such racial slurs. You are a hardworking student who barely knew Ted before this incident. You are a harmed party in the circle.

Maria: You are a housekeeper. You had to clean up Ted’s vomit. This is not the first time you have had to clean up vomit on your weekend shift. You are an affected community member in this circle.

Norm: You are a fire fighter. You want Ted to understand the risk involved for the residents, and the possible effects of calling out the fire department on a false alarm, such as wasted resources, unavailability to others (e.g. if there is a car accident with a fire, the fire department may have to send a truck from another, further station if the trucks from the close station were all out), and unnecessary personal fear. You could press criminal charges if you don’t see Lenny taking responsibility. You are an affected community member in this circle.

Pauline: You are a resident in the building where Ted lives, but you do not live on Ted’s floor and do not know him personally. You are upset about being awakened by the fire alarm since you had an exam the next morning. You think your lack of sleep negatively affected your performance on the exam. You are a “live and let live” kind of person and think it’s fine if other people want to drink, but you wish they would not mess up your life. You are an affected member in this circle.

Role Play - School Assault

Two 6th grade girls were arguing, one hit the other and a fight ensued in the classroom. Three teachers were involved in breaking up the fight. The classroom teacher was pushed against a desk during the fray. Both girls received scratches to their faces. This is the first time these girls have had any trouble or trouble with one another in what the classroom teacher describes as a “brutal” fight. The girls have completed a five day in-school suspension during which time there was mediation.

Players

Rhonda - one of the girls and her parents, Mr. and Mrs. Jones. Rhonda hit Melisa first.

Melisa - one of the girls and her Mother, Mrs. Peterson. The Father is home ill.

Mr. and Mrs. Jones - they are upset and very concerned about the violence and fearful about what might happen next. Rhonda told her parents she had hit first.

Mrs. Peterson - expresses feelings similar to the Jones’

Ms. Allen - vice-principal who is concerned that the violence may continue because the mediation and suspension did not appear to resolve differences.

Ms. Yates - the classroom teacher is extremely upset over the behavior of the girls, the disruption to the classroom and her own personal safety and that of the students in her class. It is the first time in her seven years of teaching that a fight has occurred in her classroom.

Mr. Smithson - the other classroom teacher who helped break up the fight. He heard the commotion from his room across the hall.

School Resource Officer Abbott - wants these girls to understand the zero tolerance policy of the school district and what the likely action will be once they enter the 7-12 school next year.

STEVE – OFFENDER

You are very ashamed of what you did. You have been pretty depressed since your father passed away last month. Instead of dealing with your grief, you tried to avoid it. You began making periodic trips to the bar, something you haven't done in over a year. Although you knew it wasn't a good idea, you started drinking more and more. But instead of feeling better, you started feeling worse. You got into arguments with your wife and stopped attending church regularly. You were afraid that the pastor would find out you started drinking again. He had been so supportive and had helped get you into drug and alcohol treatment about a year and a half ago. You've had a long history of alcohol and drug abuse dating back to when you were in high school. Although you've experienced a number of periods of sobriety, it's never lasted as long as this past one – you've been clean for over 15 months. Now you wonder if you'll ever truly be able to quit. You and your wife have been married for a little over two years. You had promised her that you would quit and even began going to church with her. However, after six months of marriage, you were laid off from your job and experienced a breakdown. After a night of bar hopping, you had gotten drunk and were afraid to go home and face your wife. It was raining and you were pretty far from where you had left your car and only blocks from the church. You ended up breaking into the church van to get out of the rain and to "sleep it off". Instead you passed out and Pastor Thompson had found you the next day. You were pretty embarrassed, but instead of yelling or making you feel bad, he had helped you find counseling and even gave you a job at the church.

Since then, things have been pretty good. You liked your job at the church and you have slowly been given more and more responsibility. Your wife had a baby girl 10 months ago and you really felt like you were getting your life on track. Then your father died unexpectedly. That's when you started drinking again. The night of the burglary, you had been drunk and were feeling pretty depressed. You decided you wanted to get high but you had spent all your money at the bar. That's when you got the idea of using your keys to get into the church and taking the VCR and printer to sell them for drugs. You knew exactly where you could go to sell the items. It's been a number of years since you've been to that neighborhood, but you still knew people there and they were happy to "help you out". When you finally came down from the high, you felt extremely ashamed. Pastor Thompson had really helped you out and had put a lot of trust into you. Since this incident, you were fired from your job and have not gone back to church. You and your wife don't talk very much – you know she's disappointed in you by the way she looks at you. You especially feel like you've let your daughter down. What kind of father does this sort of thing? You could have easily ended up in prison and then what? You agreed to this conference because you want Pastor Thompson to know how horrible you feel and you want your wife to see that you are taking responsibility.

PASTOR THOMPSON, VICTIM

You are very upset about the situation. When you received the call from Steve, you were torn as to what to do. Being Steve's pastor, you want to support Steve and help in whatever way you can. But you cannot condone his actions. You know Steve has a history of drug problems but he had been clean for over a year. His wife is very active in the church and even teaches Sunday School class. Although you debated on whether or not to get the police involved, you finally decided to call because this is not the first incident with Steve. About 18 months ago, you had found him passed out in the church van. He had broken into the van by breaking a window and had done damage to the door. As a result, you had had to scramble to find transportation for the youth of your church to attend a scheduled activity. You had helped Steve get into counseling and even gave him a job as a maintenance man. He had seemed to be doing very well, especially since the birth of his daughter approximately 10 months ago. He has been working for you for fourteen months and you hadn't had any problems with him until this situation. You've noticed that Steve's church attendance has been sporadic since his father's death last month and although Steve had not taken you up on your offers to counsel him, you wonder if that had something to do with his relapse.

This time, Steve took a VCR and a printer. Although your insurance will cover this, it has been extremely inconvenient. You had to cancel plans to attend a pastor's conference in order to address the situation and calm the fears of the church's board members. Steve hasn't been to church since the incident. Although his wife is still teaching Sunday School, she has stopped attending the functions at the church for women. You've tried to talk to her about the situation with Steve but she doesn't seem comfortable discussing it.

You are relieved that Steve was charged with a misdemeanor instead of a felony. You didn't think that a felony charge was needed and had told the police that when they had arrested him. You are also very happy that such a conferencing program exists and are even more thrilled that Steve has agreed to participate. You think it's important that Steve be held accountable for his actions and you want to see him get the help he needs. You are torn between your pastoral obligation and desire to support Steve and the betrayal you feel because of this breach of trust. You want to let Steve know how his actions have affected him personally as well as how it has affected the church