

RESTORATIVE WORKS

2016 YEAR IN REVIEW

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International Institute
for Restorative Practices

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THE RIGHT IDEAS, AT THE RIGHT TIME, WITH THE RIGHT PEOPLE

A MESSAGE FROM OUR PRESIDENT



The world is much smaller and more interdependent than at any time in human history. Global communications, migration and technology are bringing an ever-greater diversity of peoples into direct contact. Not

surprisingly, societies across the globe are struggling to adapt. In the 21st century, relational progress may prove more valuable than technological progress. Without “belongingness,” relationships and the ability to actively participate in the decisions that most impact daily life, glittering technological innovation is hollow and unsatisfying. Invention makes life interesting. Community makes life meaningful.

The IIRP’s mission to positively influence human behavior and strengthen civil society around the world is more relevant and important than ever. In just 30 years, the IIRP consortium of organizations expanded from just one private school for struggling teens to become an international graduate school that educates more than 13,000 people per year from more than 60 countries. This year, the Middle States Commission on Higher Education commented during our re-accreditation: “The faculty and staff of the IIRP practice what they teach, resulting in an organizational culture that is open and fair. The thorough integration of the mission of applying restorative practices in operations, educational programs and assessment is commended.”

We are the intellectual home of this emerging social science and are engaged in the largest civil society projects and most rigorous scientific studies in the field of restorative practices. Today, researchers, practitioners, community leaders and policy makers are increasingly turning to IIRP faculty, staff and alumni for leadership and solutions regarding the world’s most pressing social issues. As we grow to meet these challenges, the IIRP is committed to:

- Establishing restorative practices as a dynamic social science
- Modeling 21st century higher education in our graduate programs
- Including and collaborating with partners and stakeholders worldwide
- Attracting creative and skilled people who can enhance our impact
- Evolving and articulating our restorative culture as we grow

We will be guided by the belief that the right ideas, at the right time, with the right people — will change the world.

John W. Bailie Ph.D.

John W. Bailie, Ph.D.
President



*“Community
makes life
meaningful.”*



EXPANDING OUR TEAM: CRAIG ADAMSON BECOMES IIRP PROVOST



Craig Adamson, Ph.D., was welcomed as the first IIRP provost, at the 2016 commencement ceremony. Craig is leading the faculty in developing a powerful model to deliver what he considers to be the three elements that are key to an IIRP education:

Relevance: Students take what they learn and passionately implement it within their professions.

Practicality: Students apply these skills and competencies on purpose, every day.

Innovation: Students take responsibility to become change agents in their communities.

The model imparts a curriculum that combines face-to-face, intense experiences with academic learning online. "We're creating an engaged learning environment where students can be critical of one another, provide meaningful feedback and perform research projects," Craig explains. This enables students to focus intensively on the social and emotional "soft skills" such as empathy and "the listening side of being a person and professional." Learning these skills equips students to address contemporary social problems, resolve conflict and build relationships and community. Technological innovation such as video group chats allow international students to join the conversation, fostering global relationships.

ESTABLISHING A SOCIAL SCIENCE: GRADUATE AND STUDENT POSTERS

Students and alumni shared their work during our first Poster Session at our annual Graduate School Gathering, on October 25. They demonstrated the potential for the emerging social science of restorative practices to affect fields ranging from policing to education to labor relations. Posters included: *Restorative circles can bridge differences between police officers and communities*, by law-enforcement veteran Alan Davis '16. *Fifth and sixth graders can be empowered to help resolve conflicts and strengthen classroom communities*, by school counselor Jennifer Williams '16. *Youth support for restorative practices can drive meaningful change*, by youth-led policy advocate Wendy Lesko, current student.



ALUMNI SPOTLIGHT: TODD CRUMB Graduate Certificate in Restorative Practices, 2015

New Hampshire is taking a restorative approach to issues with at-risk and delinquent youth. Todd Crumb has helped implement restorative practices throughout the Division for Children, Youth and Families, including in a secure facility for delinquent youth. As Practice Model Director for Juvenile Probation, he wants to "help the entire organization become truly restorative." In IIRP programs, "everything is reality-based, not just theory," observes Todd. "I was challenged to look at my own practice and ask: 'How can you become more restorative?' I gained practical knowledge every step of the way that enabled me to hit the ground running."

For the Graduate Certificate in Restorative Practices, students create a coherent plan of study based on two required courses and two electives.

MODELING 21ST CENTURY HIGHER EDUCATION: IIRP ALUMNI STAND, BELIEVE AND CONTRIBUTE

"We're a 21st century higher education institution, addressing 21st Century problems," pronounced IIRP President John W. Bailie, Ph.D., in his 2016 commencement address. "Our graduates have chosen to dedicate their lives to helping those most in need: improving struggling communities, assisting those who have been traumatized and building relationships with those whom society has often cast out. These are the people who run toward social challenges and crises, not away from them. All of our lives are better because of what they do."

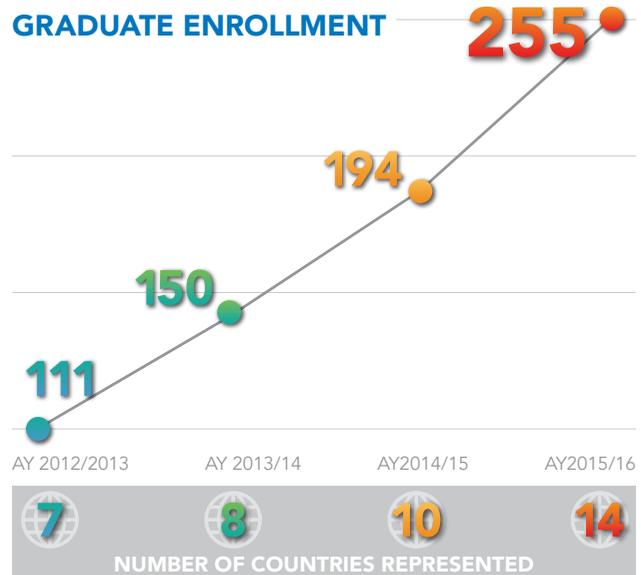
"We're a 21st century higher education institution, addressing 21st century problems."

The 15 Class of 2016 Master of Science recipients include a priest and founder/CEO of a youth-serving agency in New South Wales, Australia; an attorney/professor from Trinidad, West Indies; school administrators, teachers and counselors from Brampton, Ontario, Canada; Los Angeles, California; Plainfield, Vermont; Bethlehem, Elverson, Emmaus and Philadelphia, Pennsylvania; a U.S. Government advisor from Reston, Virginia; a managed-care liaison from Baton Rouge, Louisiana; and a prison volunteer from Chadds Ford, Pennsylvania. Their capstone projects include explorations of restorative



practices in an urban middle school; with interest-based bargaining; English-language learners; elder care; prison inmates; severely traumatized children and youth; violence reduction in Trinidad and Tobago; and social services, as well as discourses on race.

On behalf of her class, commencement speaker Dianne Williams, Ph.D., of Trinidad, challenged everyone to "stand for something, believe in something, contribute to something," concluding, "A restorative approach is the perfect way to do just that."



This past year, the IIRP had more than 13,000 attendees at events throughout the world. The growing interest in restorative practices is filling our graduate programs with an ever-increasing international student body.

PITTSBURGH SCHOOLS BENEFIT FROM RIGOROUS RESEARCH



Pittsburgh Public Schools is celebrating the way restorative practices are improving school atmosphere. Year Two of Pursuing Equitable Restorative Communities (PERC) is underway. Its goals: improving school safety, peer-to-peer respect and student attendance, and reducing student suspensions, juvenile justice-system involvement, violence and racial discipline disparities.

The U.S. Department of Justice is providing \$3 million for 22 elementary, middle and high schools to implement the IIRP's two-year SaferSanerSchools™ Whole-School Change program and for RAND Corporation to measure the program's effectiveness.

"We're all working together and can speak our truth."

There has been high administrative and teacher buy-in, with 1,000 staff trained, including security officers, reports Dara Ware Allen, Assistant Superintendent, Student Support Services. Students and teachers gather



Paul Engstrom Photography

every morning in circles to share experiences. Detention is now "restorative lunch," an opportunity for students who are having difficulty to work through their issues. Staff relationships have improved. "We're all working together and can speak our truth," affirms an elementary school teacher. "That's healing."

IIRP Director of Continuing Education Keith Hickman adds: "We have created a strong partnership of trust with Pittsburgh to work through tough issues. People are ready to do the work of fundamental climate change to improve the lives of children and families. The RAND study — the largest randomized controlled study of restorative practices in the nation — will advance our practice and inform work at schools across the country." This rigorous research is establishing restorative practices as a bona fide social science.

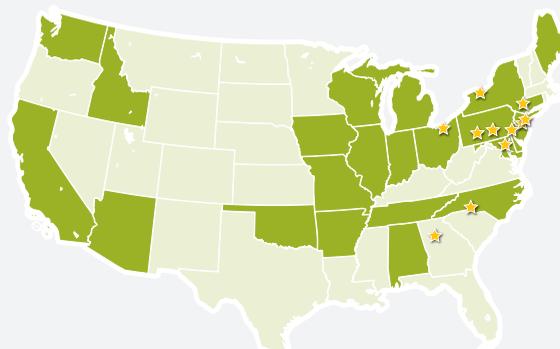
CHALLENGING BIAS

How can communities help black girls obtain the education they deserve? Monique Morris, Ed.D., social justice scholar and author of *Pushout: The Criminalization of Black Girls in Schools*, conveyed the challenges black girls face in our society, in her presentation at the 21st IIRP World Conference. Many are living in poverty, sexually abused and disproportionately punished at school. Then they are pushed out into the criminal justice system. We must recognize our biases against black girls, Monique maintains. We must let them tell their stories, providing safe spaces where respect and understanding can build deep relationships for healing, through restorative practices.



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WORKING WITH SCHOOLS NATIONWIDE



53 SCHOOLS

The IIRP is currently active in 53 schools, providing training and consulting nationwide. Schools implementing our SaferSanerSchools™ Whole-School Change programs are indicated by stars.

TO EMPOWER OTHERS ONE MUST FIRST LEARN TO LISTEN

Motivational Interviewing (MI), a collaborative dialogue process developed in addictions counseling and employed in numerous settings, supports people in identifying their goals and achieving positive change. The IIRP's new MI professional development event expands the field and allies with effective parallel restorative practices. "MI offers people support to take control over their lives," observes IIRP Graduate School lecturer Elizabeth Smull. It also helps professionals with self-care. "We're not telling clients, 'I'll fix everything for you,'" explains Pennsylvania's MI consultant Dawn Schantz. Elizabeth concludes, "I get out of the way and let them figure out their own journey, just by being a partner."



WORKING RESTORATIVELY ASKS FOR INNOVATION EVERY DAY

The people at the Belgian nonprofit, Ligand, are enhancing communication and relationships among young people and the community, continually reexamining their practices to meet evolving needs. At Oranjehuis, a residential group home, the focus shifted from reactive to preventive strategies, including relationship-building circles. Youth formerly lived at Oranjehuis full time but are now home most days. Explains Ligand leader Stijn Deprez, "Youngsters are not the problem. They show us the problem." Vocational experiences at their education program, Aura, build youths' future and integrate them into the community. Consistent local outreach has improved Ligand's relationships with neighbors, who had previously viewed the students with suspicion.

ALUMNI SPOTLIGHT: JEAN SCHMITZ '16

Originally from Belgium, Jean is an IIRP instructor who has lived in Peru for 25 years. He provides restorative practices training across Latin America to professionals (police, judges, prosecutors and social workers), public institutions (schools, colleges, ministries of education and justice) and nongovernmental organizations. IIRP faculty "were restorative: They expected students to do their best, but were also supportive, guiding and inspiring us," remarks Jean. He liked that his classmates came from diverse countries, with different backgrounds and experiences. "I felt supported and motivated by them when I was facing difficulties. We really created a sense of community between us."



INTE

NEW YORK, NY, USA President John W. Bailie, Ph.D., and Provost Craig Adamson, Ph.D., with IIRP faculty and instructors, prepare a new generation of leaders at Columbia University's Summer Principals Academy. The students — 55 current and future education leaders from schools across the U.S. — learned proactive and responsive restorative practices and social-and-emotional-learning techniques. "They enjoyed the practical nature and that they could implement what they learned right away," comments Craig. "Our faculty were able to share what we're doing in our school with a cutting-edge program at a prestigious Ivy League university. We will build upon what we learned in this cohort model and hopefully be able to share it with other higher-ed institutions that have approached us."

TORONTO, ONTARIO, CANADA IIRP alumnus Rick Kelly, a professor in the Child and Youth Care (CYC) program at George Brown College, creates a hub for restorative practices to support practical learning and social innovation by students at his college. CYC alumna Symone Walters develops a restorative peacemaking hub in her community to address the social conditions that resulted in the 2013 tragic shooting death of her 15-year-old son and three other neighborhood youth.

KORTRIJK, BELGIUM The partnership between the Belgian nonprofit Ligand and the IIRP promises a future full of restorative innovation. Ligand's latest project, Columbus, is tackling a persistent issue within Belgium's social services system. People in crisis were waiting at least six months for assistance, causing problems to explode. In a pilot, Columbus staff intervened quickly in 10 family emergencies, with only two going to intensive youth care. The Belgian government financed a 100-case trial, researched by University of Leuven and Ghent University. Only 18% went to intensive youth care.

EL SALVADOR ConTextos works in over 60 public schools, prison centers and reintegration facilities in El Salvador. In the Soy Autor ("I'm an Author"): Creative Writing for Peace program, Gerardo Calderón works in jails and reintegrative juvenile centers, in which the development of social and emotional competencies are necessary and urgent. Participants undertake a reading-writing process that allows them to engage in dialogue and construct meaning through the production of a text that explores their identity as human beings. From there, they can develop empathy and emotional and cognitive connections with other participants.

MARANHÃO, BRAZIL Working with Fondation Terre des Hommes, Lausanne, Switzerland, IIRP licensed trainers found the Restoration Project, a restorative justice pilot in Sao José de Ribamar, Maranhão, Brazil, and support the Rede Amiga da Crianca (Network for Friends of Children) and the Rede Maranhense de Justica Juvenil (Juvenile Justice Network). The Maranhão Juvenile Justice Network integrates and collaborates with the justice department, juvenile security and the social/educational system to address teenagers in conflict with the law, as well as NGOs interested in supporting youth.

INTERNATIONAL INITIATIVES



MOSCOW, RUSSIA IIRP Lecturer Nicola Preston trains 35 professionals who are involved with schools, including psychologists, counselors and juvenile justice workers, funded by the Russian Ministry of Education. The trainees are all university staff who work in social justice and the legal professions.

NEW DELHI AND BANGALORE, INDIA Judges, lawyers, youth justice workers, police and social workers receive restorative practices training from Terry O'Connell of Australia and Jean Schmitz of Peru, supported by UNICEF. "I see very real possibilities of using restorative practices with children and families in the detention center where my team works. So many of them yearn for healing and rehabilitation but are unable to achieve it given the minimal resources available," remarks Arlene Manoharan, social worker and juvenile justice program head, Centre for Child and the Law, at the National Law School, India University.

JOHANNESBURG, SOUTH AFRICA As Deputy Director of the Catholic Institute of Education, IIRP student Anne Baker is "building peaceful Catholic schools" through the use of restorative practices, "with an emphasis on relationships and personal accountability," says Anne. Circles are employed to build empathy and classroom community, and restorative conferences are used to make things right in the wake of wrongdoing. Restorative practices have had a positive outcome in many of Johannesburg's Catholic schools.

SOCIAL PROBLEMS RELY ON RELATIONAL SOLUTIONS



HIGHER EDUCATION AND SEXUAL MISCONDUCT

David Karp, Ph.D., Director, Project on Restorative Justice; Skidmore College, Saratoga Springs, NY, USA

Students learn how to be restorative facilitators, and restorative practices are building community in residence halls and addressing harmful incidents — from alcohol-infused disorderly conduct to racial bias incidents to sexual assault. The campus PRISM (Promoting Restorative Initiatives for Sexual Misconduct) project fosters accountability and healing through a collaborative rather than adversarial process, offering interventions that focus on understanding harm caused, how to repair harm, prevent its recurrence and ensure safe communities.



CIVIL RIGHTS AND MINORITY REPRESENTATION

Keith Hickman, IIRP Director of Continuing Education, Bethlehem, PA, USA

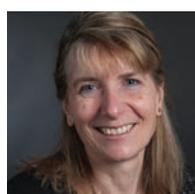
Restorative practices create space for understanding where people can feel safe to have difficult conversations. However, we need to be conscious about feelings around identity, e.g., race, gender and ethnicity. The practices can help us figure out how to have these conversations and allow us to move off feelings of shame and rage. Keith is partnering with the NAACP and participating in national conferences, including Citizen's National University's "WHO IS US? Race, Citizenship, and America Now," promoting the potential of restorative practices.



COMPASSION AMID WAR AND MASS MIGRATION

Borbála Fellegi, Ph.D., IIRP Lecturer, Budapest, Hungary

With migration and war impacting our local daily lives, the restorative lens helps us create safe spaces to honestly talk about our basic values and connect to each other. Governments try to simplify people's thinking by pushing big narratives and giving easy answers, but restorative practices helps us recognize the uniqueness of small stories and stay human in inhuman situations.



BUILDING HEALTHY BRAINS

Nicola Preston, IIRP Lecturer, England, U.K.

Our early experiences shape the architecture of the developing brain and lay the foundations of sound mental health. Disruptions to this developmental process can impair a child's capacities for learning and relating to others, with lifelong implications. Restorative practices, by improving children's environments of relationships and experiences, can build sturdy brain architecture, which supports learning capacity throughout the lifespan.



JUSTICE SYSTEM FOR A PEACEFUL SOCIETY

Doris Arias Madrigal, Ph.D., Supreme Court Magistrate, San Jose, Costa Rica

Behind every file is a person. In a democracy, we must allow citizen participation in conflict resolution. Restorative justice can lead to a more peaceful and secure society in Central America, where conflict and violence are rampant. Statistics are promising: a 93% participant satisfaction rate and an average cost of \$640 per case, compared with \$13,000 for cases that go to trial.



REPAIRING DAMAGE IN COMMUNITIES

Michael Gilbert, Ph.D., Director, National Association of Community and Restorative Justice

"Relational justice" (community and restorative justice) may be the "needle and thread" to repair a damaged society. Through structured dialogue, stakeholders can confront these conditions to repair the harms as much as possible and not perpetuate them for the future. This is how safe, just and equitable communities are established and maintained.



FIGHTING DISEASE AND THE SPREAD OF THE ZIKA VIRUS

David Parajón, M.D., Executive Director, AMOS Health & Hope, Nicaragua

Our healthcare approach responds to community-identified needs and builds on community strengths, mobilizing health promoters in 23 Nicaraguan communities. They may not have formal education, but they are highly effective in developing trusting relationships and listening to community members to identify priorities. They educate communities in prenatal care, water filters and latrines, creating an integrative approach to prevention and health care.

TOWARD A RESTORATIVE CITY: DETROIT'S WHOLE-NEIGHBORHOOD APPROACH

On a block in Detroit, Michigan, residents had been warring for six years. Children on their way to school were afraid of being caught in the crossfire. A woman was firebombed out of her house. Repeated police attempts to stop the conflict failed.

So Ninth Precinct Police Commander Charles Mahone decided to exercise his training in restorative practices, bringing together families and local police for a circle. The three-hour meeting began with people hurling insults. By the time each person had shared their story, everyone realized that the feud had begun with a silly misunderstanding, and feelings were transformed from hostile to hopeful.

"We're creating an environment where this is the way we handle conflicts," says IIRP Michigan representative and lifelong Detroit resident Henry McClendon, Jr. Henry is shepherding an unprecedented initiative to improve the lives of children and families in the city. Through a "whole-neighborhood" approach, individuals are becoming active stewards of their community, embedding restorative practices in neighborhoods, schools and systems.



"Individuals are becoming active stewards of their community."

The Skillman Foundation is underwriting a multiyear grant in support. The IIRP is partnering with Skillman, Black Family Development, Inc. (BFDI), the Campaign for Black Male Achievement, Ceasefire and the University of Michigan, Dearborn, on the project.

"Previously, the major focus was around restorative work in schools," explains Henry. "What's exciting and different is that this project is bringing alignment between systems and neighborhoods that impact children and families."

Organizations trained in and pledging to employ restorative practices include police, courts, corrections,

mental health, human services, neighborhood associations and schools. The key, explains Henry, is "leadership-level buy-in across systems."

Restorative practices are being embedded in neighborhoods through community forums, under the leadership of BFDI CEO Alice G. Thompson. "It's been so exciting for people at all levels to embrace restorative practices," she affirms. "People feel so encouraged to think, 'It's something we can use to improve relationships'. They realize we can handle crime by focusing on relationships; that they are not victims, but are empowered to make a difference in their community."



Henry L. McClendon, Jr.



Alice G. Thompson



Paul Engstrom Photography

GIVING CHILDREN VOICE: UNDERSTANDING NEEDS OF REFUGEES

Refugee camps in Europe are crowded with asylum seekers fleeing conflicts in Iraq, Syria and Afghanistan, many of whom are unaccompanied children. Vidia Negrea, IIRP Europe’s regional representative, volunteered at a Belgian camp where her restorative skills were appreciated by both refugees and staff. One frustration she found was that staff were complaining that children were making a mess in the center’s bathrooms. They had responded with punitive measures, but this only strained relationships further. Vidia brought together two staff members and more than a dozen children to talk it out in a restorative circle.

During the circle, staff and children explained their frustrations and all had a chance to respond. The children shared that in their home cultures, they washed their feet before prayer, but the sinks in the camp were too high. At home they never used toilet paper; instead they washed themselves with water. They acknowledged that their lack of understanding about how to use the toilets hygienically created problems, but they were not doing it intentionally.



Staff were impressed during the circle that the youth spoke civilly and listened patiently, and the process built mutual understanding between all participants. A staff member suggested issuing plastic tubs to the children for washing, and the children welcomed this. Although one meeting didn’t resolve every issue, the staff saw how the talking circle could solve problems.

Staff also recognized that they needed circles like these to talk to one another and vent their feelings in this highly charged and tense environment. Vidia explains, “By engaging people in restorative processes such as circles, I hoped to help create conditions where people feel safe enough to talk about things that matter most to them.”

SCHOOL REFORM EFFORT LEADERS INTEGRATE THEIR PRACTICES

Since the Symposium: Integrating School Climate Reform Efforts, in July 2015, the presenters representing the various reform efforts have met several times, working toward preparing a White Paper. They’re also collaborating on specific projects. Fontana, California, Unified School District is integrating restorative practices and PBIS (Positive Behavioral Interventions and Support); the IIRP is incorporating the National School Climate

Center’s research parameters in several schools; and IIRP Director of Continuing Education Keith Hickman, Olweus Bullying Prevention Program Director of Training Jane Riese and PBIS authority and University of Oregon professor Dr. Jeffrey Sprague co-presented at the International Bullying Prevention conference on integrating these practices to maximize positive student outcomes.



STUDENT SPOTLIGHT: KEVIN JONES

When Kevin was introduced to restorative practices, he found it aligned with everything he has believed for 30 years of working with children and families. A Student and Family Services School Administrator, in Bloomington, Illinois, Kevin says that IIRP courses have enabled him to “connect and build relationships with so many outstanding people from across the country and the world.” He has now provided restorative practices training for his school and support for the practices to his entire region. “The climate at my school has improved tremendously,” he notes, “including dramatic changes in student behavior and improved attendance.”



IIRP LATIN AMERICA CONFERENCE
RESTORING CONNECTIONS:
JUSTICE • EDUCATION • COMMUNITY
JUNE 6–7, 2016, SAN JOSE, COSTA RICA

“The IIRP Latinoamérica Conference surpassed all my expectations. It provided a space for both recent and experienced practitioners to meet, share ideas and move forward in creative ways.”

—IIRP Representative for Latin America Miguel Tello

With support from Strachan Foundation and donors, 261 participants from 23 countries met in Costa Rica for the first IIRP Latinoamérica conference this June. Community leaders shared knowledge and practical solutions to creating safer, more inclusive communities, from education in city schools to health care in remote communities. Momentum for restorative practices is growing in the region, as IIRP Latinoamérica builds relationships with the Costa Rica Psychology Association, the Peace Corps and Youth Activa and conducts multi-tiered training through the Ministry of Education.

IIRP 21ST WORLD CONFERENCE
RESTORING COMMUNITY
OCTOBER 24–26, 2016, BETHLEHEM, PENNSYLVANIA

“The IIRP exists to provide a platform for new and innovative voices in the field of restorative practices to be heard.”

—IIRP President John W. Bailie, Ph.D.

At the conference, 306 colleagues from nine countries experienced rich learning about how to better serve children, youth and families and address conflict. They also found opportunities for crucial conversations about race and oppression. Most of all, participants left knowing that whatever their background or worldview, they all came to restorative practices out of love and a wish to connect with their fellow human beings.



APRIL 4–5 2017
OTTAWA, CANADA

Conversations About Restorative Justice: Moving Toward A New Paradigm

MAY 9–10, 2017
DUBLIN, IRELAND

IIRP Europe Conference — Conflict in Europe: Meeting the Challenge

JULY 17–19, 2017
BETHLEHEM, PA

Symposium — A Restorative Journey: Transforming Relational Harm

OCTOBER 23–25
BETHLEHEM

IIRP 22nd World Conference

JOIN US

ALUMNA SPOTLIGHT: KARENA MALKO-KING '13

When Karena graduated from Columbia University — the first person in her family to attend college — she wanted to learn how to work more effectively with youth and her community. The skills she acquired at the IIRP have enabled her to better help youth tackle substance abuse issues. “We create a safe, open space for teens struggling with so many outside factors,” she explains. Karena is now able to facilitate communication between many different types of people — from youth to members of a coalition she coordinates, which convenes education and government officials, police and volunteers to focus on reducing prescription drug abuse and underage drinking.



TRAINER SPOTLIGHT: DERRICK FRANCKE

Derrick is licensed to train individuals in how to facilitate “restorative conferences,” which bring people together in the wake of crime or wrongdoing to restore the harm caused in relationships. He brings the power of those he has trained along with him. Derrick trained 100-plus corrections officers and counselors to run conferences with inmates and their families, preparing them for reentry into society, as well as 17 prison inmates. The inmates recently hosted a Restorative Justice Summit at the at Macomb Correctional Facility, in New Haven, Michigan, to promote the use of restorative practices throughout the state’s Department of Corrections.

SOCIAL AND EMOTIONAL LEARNING AT BUXMONT ELEMENTARY

The children at Buxmont Academy Elementary, in Pottstown, Pennsylvania, are working to overcome an array of learning and life difficulties.

Social and emotional learning is crucial to enable the students to move forward, explains school coordinator Erin Keller, who earned her master's degree at the IIRP. Thinking about the impact their actions have on others is an important new skill. The students' first tendency is to blame others. "But kids begin to understand: That happened because I made that choice," notes Erin.

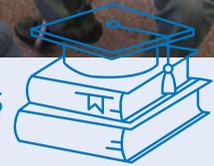
"At first, students think, 'I'm here because I'm bad,'" she observes. Staff help them understand that they're not bad. Maybe they've made some bad choices, but these choices don't define them.

Students participate in one-on-one and group sessions to discuss their feelings about what's going on at school and at home. They also gain coping and calming skills.

One fifth grader was "a very hurt little boy," says Erin. "He used profanity all the time and was angry and violent." Now if something bothers him, he has the skills to calm down and cope, and he loves helping other children who are having problems. Transformations like this speak to the power of restorative practices to make a real difference in young lives.



DELIVERING TAX DOLLARS DIRECTLY TO EDUCATION



If you have a business in Pennsylvania, you can direct your tax dollars to help disadvantaged children succeed academically by providing them with a scholarship to attend Buxmont Academy. Allocations through the Educational Improvement Tax Credit (EITC) directly benefit students who need help with their education. Learn more at www.csfbuxmont.org: "We participate because we want kids to have access to the best education possible," says Patrick McElwee, of Univest Insurance, Inc.

PROGRAM OF THE YEAR: RESTORATIVE REPORTING CENTERS

"I changed so much that my mom thanks me for stepping up and being a great son and a good role model for my sisters," asserts a boy who attended Community Service Foundation's (CSF's) Restorative Reporting Centers (RRC), an IIRP model program for adjudicated youth, in Bucks County, Pennsylvania. "Without RRC I would be dead or in jail."



RRC has been so successful in helping young people, reducing both out-of-home placements and costs, that it won 2016 Community-Based Program of the Year from the Pennsylvania Juvenile Court Judges Commission.

"My staff and I work hard to provide a positive atmosphere for our kids and families to grow and make positive changes," says RRC Coordinator Jerry Bradley. Besides Jerry and his staff, CSF and Buxmont Academy President Craig Adamson, Ph.D., credits the partnership between CSF and Bucks County Juvenile Probation, which co-created and refers young people to RRC.

Family involvement is essential. Kathleen Taylor, whose son participated in the program, observes, "RRC improved our communication as a family so we could move forward. It felt like a partnership between our family and the RRC staff, and it made the entire family accountable for my son's success."

"Family involvement is essential."

THANK YOU

The IIRP and its consortium of organizations appreciate all gifts, great and small. We want to acknowledge the following contributors to the IIRP, Community Service Foundation, Buxmont Academy and the Restorative Practices Foundation, who gave between July 2015 and October 2016 in support of our daily work to restore community.

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Strachan Family

PARTNER SPOTLIGHT: STRACHAN FOUNDATION

Giving grants to innovative projects in Central America

The Strachan Foundation prepares and empowers people and communities to creatively solve the problems they face. Its founder, Harry Strachan, believes that all people have potential and that “the real solution to our social problems, economic problems, political problems and environmental problems is to stop demonizing the other side and start listening to each other.” Seeking to develop new ways of looking at the world, and “new paradigms,” he partnered with IIRP Latin America to raise funds to bring 62 community leaders to the IIRP Latinoamérica Conference in Costa Rica in June. They built knowledge with colleagues across the globe and galvanized their programs by learning to work in more participatory and empowering ways.



PAY-IT-FORWARD

70.1% of our graduate students rely on Restorative Practices Foundation scholarships.

Paul Engstrom Photography



"The Pay-it-Forward Scholarship made it possible for me to concentrate on helping more youth during a time when I was not able to pay for graduate school. I am so grateful for the enriching experience that is the IIRP."

— Karna Malko-King '13

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