



Restorative Practices & Domestic Violence Doing It In A Different Context

**International Conference on Restorative Practices
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Today's Agenda

- **Welcome and Introductions**
- **Things to focus on & Perspectives**
- **Contexts for Restorative Practices & Domestic/ Intimate Partner Violence Intervention**
- **Four Foundational Themes**
- **Restorative practices and work with batterers, victims and community – some new possibilities**
- **Final Questions, Evaluation and Closing**



Introductions

- My name is
- My tribe is
- My land is
- My water is
- My mountains are
- Other person responds, "I hear..."



Why I Came to This Presentation

- What I want to gain from this time and presentation is:
- What I want to learn more about relative to this topic is:
- What grabbed my attention about this issue was:



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What I Know – Self Reflection

- Think about my current work situation, practice or services I provide.
- Think about my training and other personal experience in the area of restorative practices and restorative justice.
- Think about my training and other personal experience in the area of intimate partner violence.
- How might my experience and current understanding of restorative practices affect my judgment about the integration of restorative practices in my IPV/ DV work or visa-versa?



What I Do

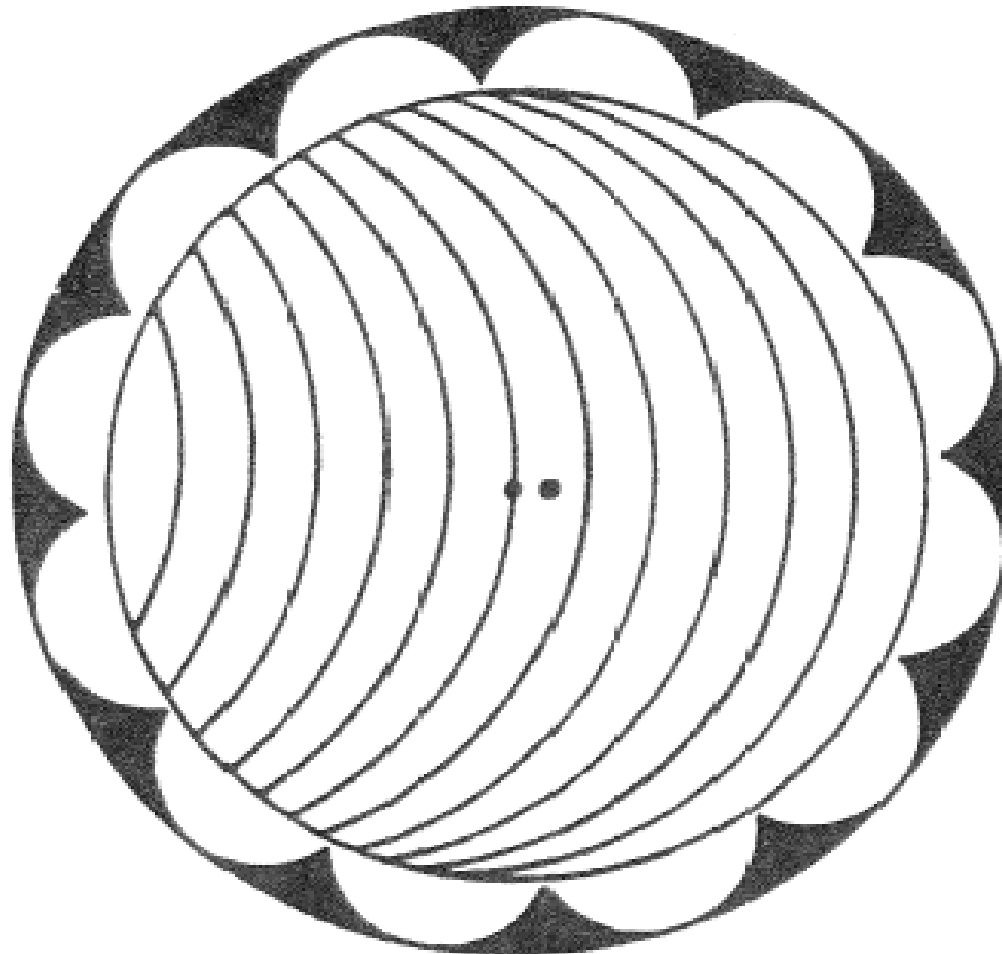
- Briefly describe your current work situation.
- Briefly describe your training or other experience in the area of domestic violence and or restorative practices.
- In your current work what ways do you address domestic/ intimate partner violence or do you use restorative practices?



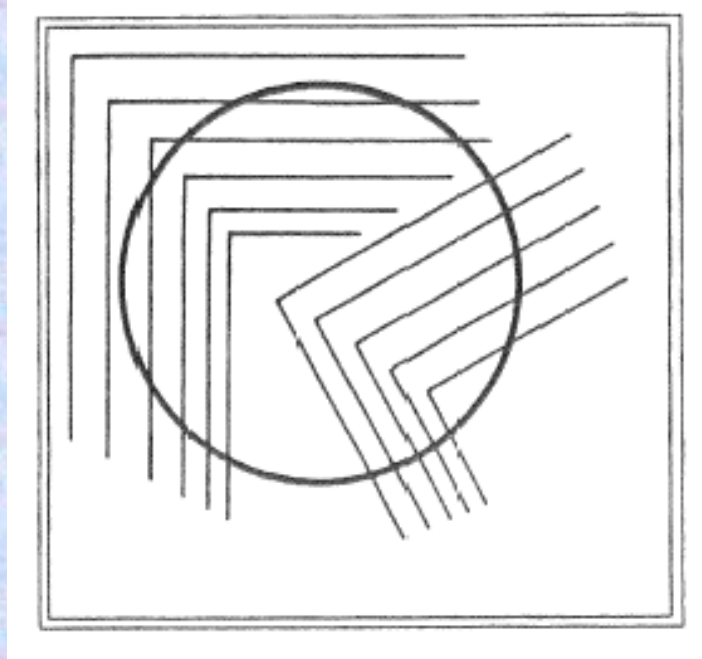
Perspectives



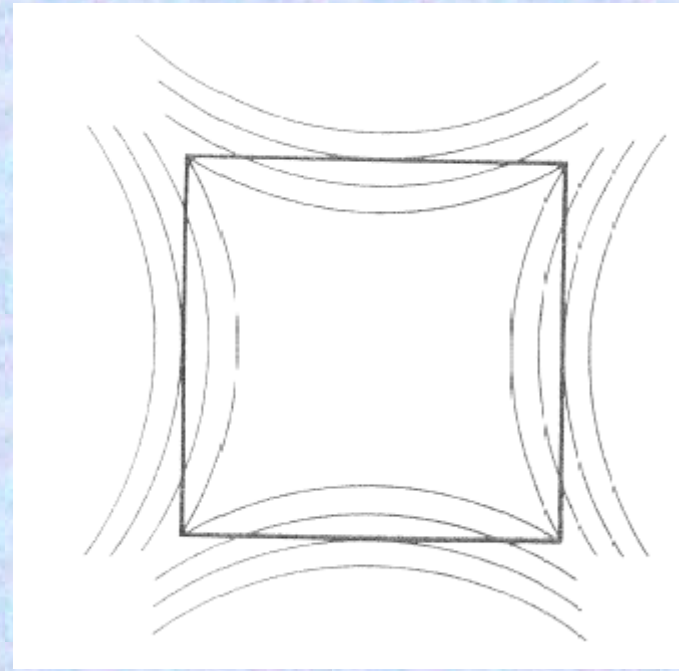
Which dot is at the center?



Is the circle perfectly round?



Is this a perfect square?

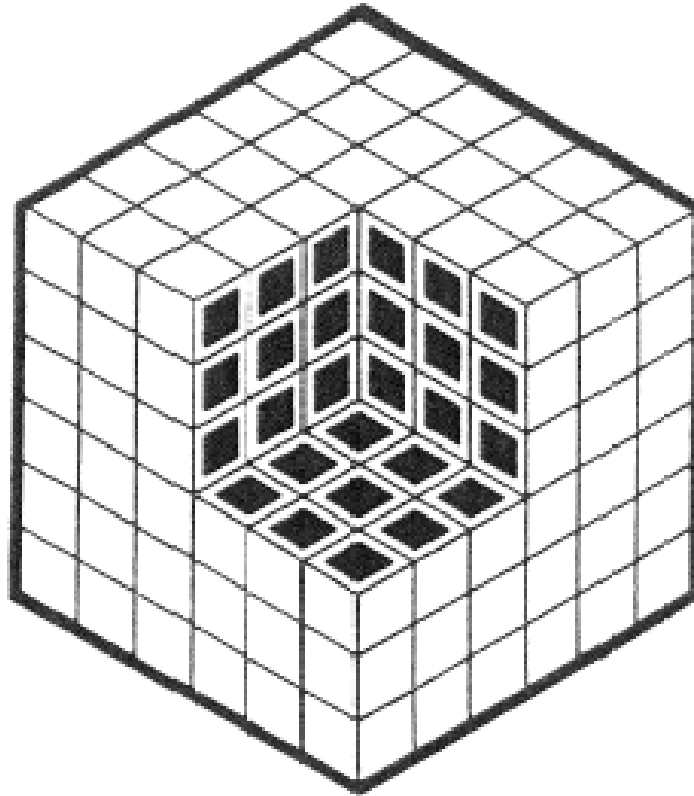




Identify the five errors



**A cube with a cube part missing?
OR**

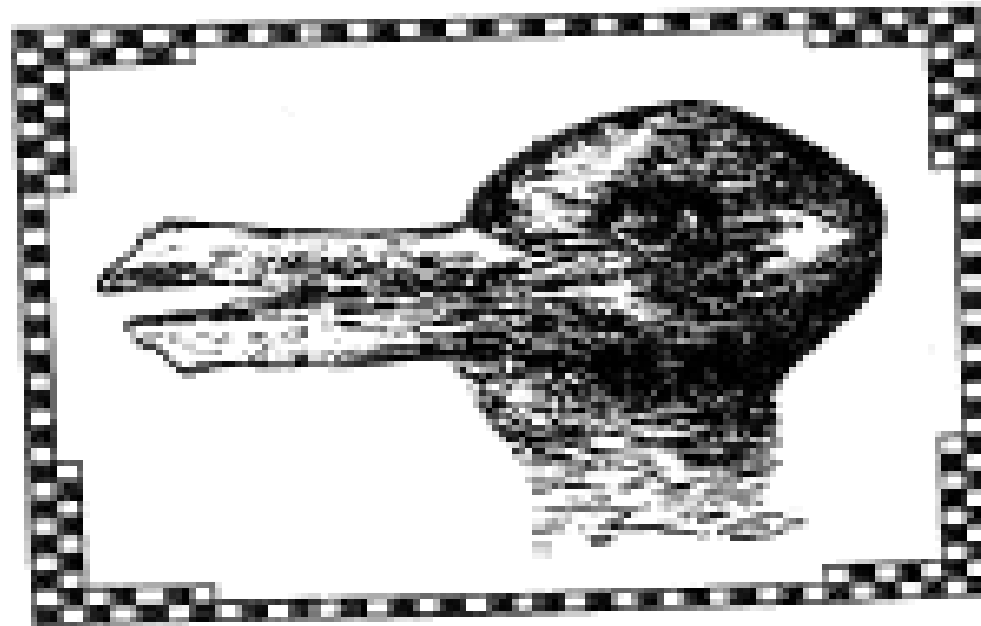


**A cube with a cube sticking out
from the corner?**



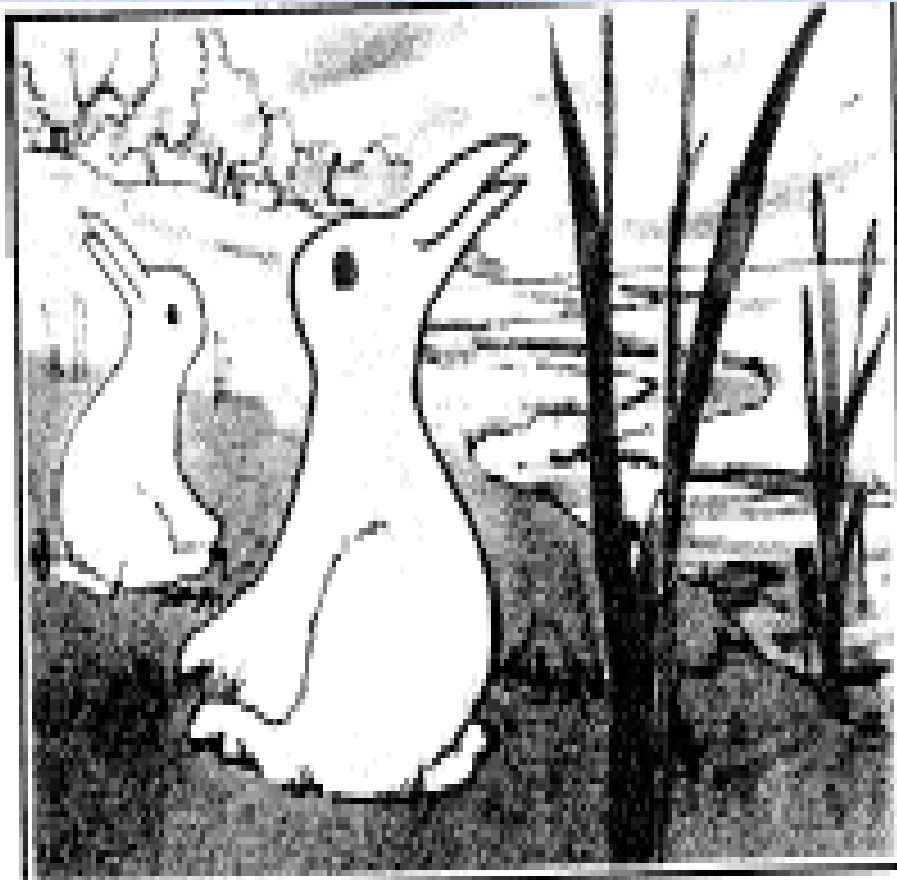
Is this a duck? OR

A rabbit?





Are these birds?



Or rabbits?



What do I learn?

- **Perspective matters**
- **Context matters**
- **Subtext matters**
- **Trust matters**
- **Simultaneous truths matter**
- **Decisions/ Choices have to be made regardless what matters**
- **What matters matters**

Perspectives Plus





Perspectives Plus





Perspectives Plus





Perspectives Plus





Perspectives Plus





Perspectives Plus





Perspectives Plus





Perspectives Plus





Perspectives Plus





Perspectives Plus





Perspectives Plus





Perspective Can Be ...

- **Powerful**
- **Limiting**



Two Overall Approaches

- **Restorative Measures/
Practices**
- **Intimate Partner Violence/
Domestic Violence
Intervention**



Restorative Justice Principles

- Victims deserve to be supported in the aftermath of their experience
- When someone has committed a crime it is done against the community and breaks the relationship between the community and its members
- The community has responsibility to address the crime offender in a way that holds that person accountable and to envelope the victim with support
- The offender is accountable to the victim and the community
- It is important that the victim knows there are structured processes to receive support from the community
- The person who has committed a crime has a re-entry or orientation process back into the community as is appropriate and respectful for the community members and the victims
- See <http://www.justice.gc.ca/eng/0-9/0-9.html> for more information



A Brief History of Restorative Justice/ Practices

- Restorative principles and practices have been used in indigenous communities around the world for generations
- In New Zealand RJ/ P began as a way to better address the out of home placement of children by Child Protection workers
- Modern day understanding and use of RJ/ P in the US started with a focus on Juvenile Justice and corrections
 - A way to hold juveniles responsible for their crimes
 - A process to provide victims a say in the offender's sentence
 - A process for victims to get a better understanding of "why me?"
 - A process to involve the community and the effects of the crime on the secondary and tertiary victims
- Today the use of RJ/ P has broadened into adult corrections, community work, faith communities, and other parts of communities as a process to involve as many people as were affected by an event that affects the relationships between the person responsible for causing the problem, the victims (those directly affected) and the broader community in which the event took place.



Restorative Practices Contexts

- Criminal Justice Systems
- Child Protection Services Systems
- Communities
- Domestic and Intimate Partner Violence Programs



Restorative Practices Contexts

- Criminal Justice Systems
 - Juvenile corrections
 - Adult corrections
 - Prisons and Correctional Facilities
 - Re-Entry Processes



Restorative Practices Contexts

- **Child Protection Services Systems**
 - Family Group Conferences/ Family Decision Making
 - Family decision making on permanency placement of children
 - Youth Transition Conferences
 - Youth living transition planning
 - Family Case Conferences
 - Families involvement in developing case plans
 - Family Preservation Projects
 - Preserving the family connections and family functioning



Restorative Practices Contexts

- **Communities**
 - Talking Circles
 - Listening and community problem solving
 - Sentencing Circles
 - Community involvement in deciding sentences for offenders
 - Mediations
 - Resolving community member related issues
 - Community Violence Response Systems
 - Providing a structured and safe setting to debrief from a violent or traumatic event involving the community and its members
 - Victim Impact Meetings
 - Providing offender with information about how their behaviors have affected direct and indirect victims of crimes committed



Restorative Practices Contexts

- Domestic and Intimate Partner Violence Programs
 - Victim impact statements and participation in group sessions as well as in the overseeing and running of program services
 - Community member involvement in program and when appropriate in group sessions
 - Process to recommend sentencing of abuser, plan for family or community restoration, actively prepare, develop and carry out family talking circles and other restorative strategies
 - BIP activities & requirements
 - Accountability and responsibility of abuser for violent behavior
 - Support and ensuring safety of victims
 - Reintegration of abuser into community
 - BIP
 - Hold abuser accountable
 - Program accountability to victims
 - Develop restorative process of individual, with community and appropriate family relationships
 - Self healing
 - Priority attention on safety of other family members



Domestic/ Intimate Partner Violence Intervention Contexts

- Law Enforcement Systems
- Criminal Justice Systems
- Child Protection Services Systems
- Governmental Systems
- Private Non-Profit Advocacy and or Shelter Agencies
- Private Non-profit and For Profit agencies providing Batterer Intervention Programs
- Coordinated Community Response Systems
- Prevention Initiatives/ Public Health view
- Community context
- Family Relationships/ Systems



DV/IPV Intervention Contexts

- **Law Enforcement Systems**
 - Following an initial event, to stop the violence immediately
 - All victims to be immediately safe after an event from all physical harm
 - Make perpetrator accountable for offending behaviors
 - Isolate and arrest perpetrator
 - Keep the public safe
 - Enforce the laws developed by lawmakers
 - Example: Police officers



DV/IPV Intervention Contexts

- **Criminal Justice Systems**
 - Justice to take place
 - Make perpetrator accountable for own behaviors
 - Hold perpetrator accountable to the State/ City
 - Level necessary consequences
 - Track progress of perpetrator to not re-offend
 - Assist in maintaining public safety
 - Protect the rights of the accused
 - Examples: Judges, County and city attorneys, public defenders, lawyers, probation officers, jail and prison staff
 - Family Court Systems
 - Provide orders for protection and increase safety for intimate partners and family members who fear the abuser
 - Make abuser accountable (mainly for non-criminally charged behaviors)



DV/IPV Intervention Contexts

- **Child Protection Services Systems**
 - Maintain focus on looking after the best interests of the children
 - Protect children in families where violence has happened
 - Example: Child Protection Services Social Worker



DV/IPV Intervention Contexts

- **Governmental Systems**
 - Create just laws that hold perpetrators accountable and keep people/ victims safe
 - Provide support for victims of violence in the family
 - Administrate the Law Enforcement and Criminal Justice Systems
 - Examples: State Senator, State Representative, State level Commissioners, County level Commissioners



DV/IPV Intervention Contexts

- **Private Non-Profit Advocacy and or Shelter Agencies**
 - Focus on the safety of the women and children
 - Provide temporary safe shelter for women and children
 - *Provide support of women to make healthy decisions for herself and her children, where ever they are at in terms of their living situation with the abuser*
 - Advocate for battered women in systems
 - Example: Battered Women's Shelter, Advocacy Program



DV/IPV Intervention Contexts

- **Private Non-profit and For Profit agencies providing Batterer Intervention Programs**
 - Holding abuser accountable for his abusive behaviors
 - Abuser changes his behavior
 - Exposing abuser to positive behavioral alternatives
 - Educating the abusers about the impact their behaviors have had on family/ victims/ survivors and to develop more healthy and respectful patterns of behavior
 - Priority given to “ensuring” the safety of women and children
 - *Providing men opportunities to gain insight to the origins of their choices to use violence and ways to use new choices*
 - *Providing men ideas and exposing them to ways to develop self-care strategies and to live in a pattern of life integrity*
 - *Healing and wholeness is sought*
 - *Examples: Community Domestic Violence Counseling/ Therapy Programs, Men’s DV Education Programs, Some Mental Health Agency Programs*



DV/IPV Intervention Contexts

- **Coordinated Community Response Systems**
 - Combining attention and efforts of all the previously mentioned systems
 - Safety of the women and children in light of and in spite of differing goals and priorities among the systems
 - Collaborative/ Partnership Initiatives that examine current system of intervention at their respective levels and to work together for seamless provision of services for perpetrator and victims of intimate partner violence
 - Example: Duluth Model of DV Coordinated Community Response



DV/IPV Intervention Contexts

- **Prevention Initiatives/ Public Health view**
 - Priority is focused on prevention of violence and particularly primary and secondary levels
 - Inclusion and partnership are emphasized in getting the work done
 - Broad understandings and accepted differences of views about the underpinnings of violence and how to go about addressing family and intimate partner violence
 - 3 levels of prevention
 - Primary – General education of larger communities and groups of violence
 - Secondary – Preventing violence from happening with identified at-risk groups
 - Tertiary – After the fact responses and interventions, preventing further violence from happening
 - Examples: The Initiative for Violence Free Families and Communities in Ramsey County, The Initiative for Violence Free families in Hennepin County



DV/IPV Intervention Contexts

- **Community Context**
 - Priority is focused on the preservation of the community and its systems of functioning (e.g. families, tribes, clans)
 - Traditions, ways, language and cultural mores are to be followed and upheld
 - Acculturation is desired, assimilation and annihilation are to be avoided and rejected
 - Stories to be heard, accepted, considered and validated
 - Community healing is sought
 - Community structures are valued processes by the members
 - Examples: Most culturally, ethnically and non-dominant communities (e.g. GLBT, Deaf communities)



DV/IPV Intervention Contexts

- Family Relationships/ Systems
 - System/ Family preservation
 - Healing of members
 - Restoration of wholeness of individual members and relationships
 - Stories to be heard, accepted, considered and validated
 - Safety of all members
 - Person who has been violent is responsible and accountable for own behaviors



Challenges Connecting Restorative Practices and DV/IPV

- Understanding the context in which these views are being considered to be used
- Past inappropriate and destructive use of restorative measures with situations of D/IPV
- Maintaining consistent attention, balance and prioritization of goals for accountability of the abuser, safety and support for the victims and involvement and active strategic reintegration of both the victims and abusers into the community
- Having realistic expectations about “ensuring” the safety of victims in this process
- The Role of Restorative Justice in the Battered Women’s Movement, L. Frederick & K. C. Lizdas, 2003, Battered Women’s Justice Project,

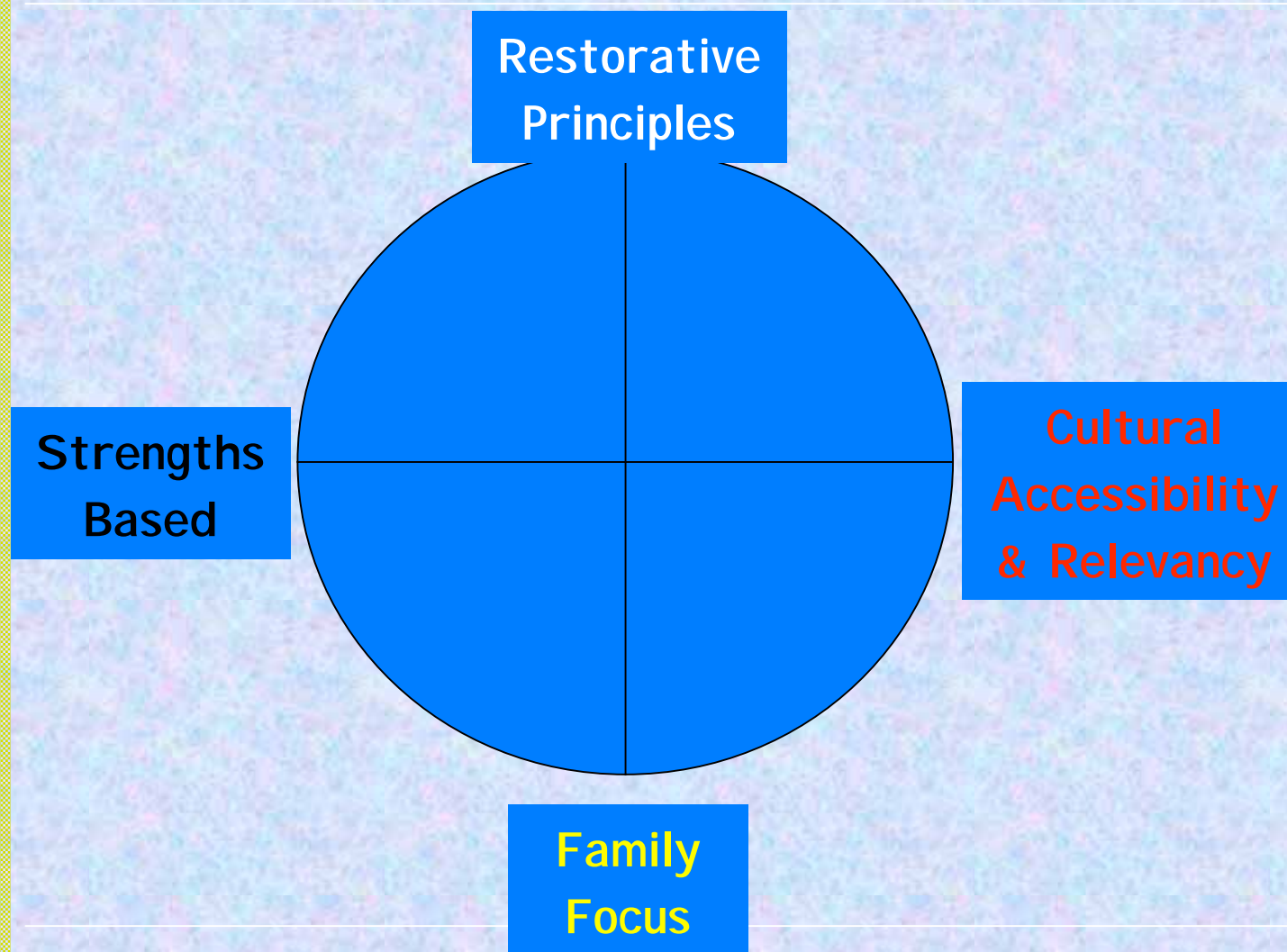


Self Reflections

- What are the lenses (context) I have as I look at restorative practices and DV/IPV?
- As I explore this connection, how do I experience it and how am I affected by it?
- How does my lens and the context I give to the connection affect my new view of the connection?



Four Foundational Themes





Understanding the Themes

- They are to enhance DAP's philosophy, core beliefs about domestic abuse and mission as an organization
- They are undoubtedly in many ways already in use by program staff on many levels
- We need discussion and decisions made on ways to clearly articulate what DAP's philosophy and theory of change is relative to these themes



Understanding the Themes

- They potentially enhance the therapeutic process holding perpetrators increasingly accountable for their behaviors, providing more opportunities to support victim/survivors and increases opportunities and depth of involvement of non-majority, non-dominant communities.



Understanding the Themes

- These themes are not the end all in all, they are the ones, however that are increasingly being recognized in the domestic violence field as controversial and potentially beneficial to explore and develop
- The themes are open to discussion and further definition as well as exploration for application is ongoing



Understanding the Themes

- **The themes promote the building of capacity and creating opportunities for program participants to be empowered (transformation to take place) in their lives**
- **As these themes are applied there is no map or grand plan on how this should look in one or three years. We are truly pioneers as we explore, examine and develop this process and see what the outcome is**



Goals of the Themes

- **Initiate and continue discussion within the program on relevant current topics**
- **Springboard further creativity of staff practice**
- **Establish a team culture to feel permission to raise differences of opinion and opportunities to challenge thoughts and challenge current practices**
- **Provide vision, direction and focus for the program**



Multi-Cultural Relevancy & Accessibility

- Individual staff building multi-cultural proficiencies
- DAP as an organization and system continuing to examine and develop its overall cultural proficiency to meet the needs of people from non-majority cultures and communities
- Therapy team identify and assess therapeutic approach and its relevancy for specific communities and members of non-majority groups
- Combining what is already helpful or relevant with new strategies for making the therapeutic relevant for non-majority cultural community members



Multi-Cultural Relevancy & Accessibility (cont)

- **3 levels are necessary to examine and develop:**
 - **Organization**
 - **Individual staff**
 - **Program services**
- **Some examples:**
 - **Individual staff building multi-cultural proficiencies**
 - **DAP as an organization and system continue to examine and develop its overall cultural proficiency to meet the needs of people from non-majority cultures and communities**



Multi-Cultural Relevancy & Accessibility (cont)

- Therapy team identify and assess therapeutic approach and its relevancy for specific communities and members of non-dominant groups
- Combining what is already helpful or relevant with new strategies for making the therapeutic relevant for non-majority cultural community members



Multi-Cultural Relevancy & Accessibility (cont)

•Increasing multi-cultural proficiency on all three levels is necessary and includes:

- Individual

- Self reflection
- Dismantling racism
- Use of the Framework for Building Cultural Proficiency

- Organizational

- Developmental Continuum of Organizational Cultural Competence
- Make self assessment of the organization

- Program

- Initiate process and assessment by engaging and involving the community you want to reach



Cultural Accessibility & Relevancy Defined

•Accessibility

- The level of ease or ability to seek, connect and receive services or resources relative to dv
- Services, programs, activities and approaches are overtly and covertly culturally sensitive


•Relevancy

- The extent to which services, programs, activities and approaches are meaningful to non-majority cultural or non-dominant groups



Rationale & Premise

- As a mainstream organization it is important to increase service accessibility for non-majority cultural community groups and be a resource for these communities.
- In order to be effective and contributing to the non-majority cultures we serve, it is a responsibility as individual staff and as an organization to gain appropriate and relevant tools to better serve people from these communities and adjust approaches to better fit their understandings and perspectives.



What Building Multi-Cultural Proficiency IS

- A framework from which to increase knowledge and understanding.
- A suggested process for gathering information that can potentially increase your ability to work better with people from a group different than your own.
- A process and framework that is ever expanding with possibilities for inclusion of new strategies and efforts for building an understanding of a group different than your own.



Family Focus

- **Identify and assess current family related activities and emphases in the DAP therapeutic approach**
- **Identify, develop and pilot specific strategies for working with the family that has experienced domestic violence beyond what we currently are doing**
- **Choose several strategies to begin to integrate in to the DAP therapeutic approach for working with families**



Strengths Base

- Positive qualities, characteristics and behaviors
- Resiliencies or assets that can be identified as already existing within an individual or can be built to enhance capacity for making healthy choices
- All approaches and activities have identified strengths based elements
- Identify and examine a strengths based model for assessing therapeutic clinical work that is also culturally proficient
- Assess our current forms, practices and procedures in light of the strengths model
- Identify, develop and pilot other strategies that would enhance program and DAP therapeutic approach to be increasingly strengths based
- Decide on what practices and procedures to integrate into the overall DAP therapeutic approach
- Balance strengths perspective with realities of the challenges and struggles experienced by the program participants



Strengths Base

- **Identify and examine a strengths based model for assessing therapeutic clinical work that is also culturally proficient**
- **Assess our current forms, practices and procedures in light of the strengths model**
- **Identify, develop and pilot other strategies that would enhance program and DAP therapeutic approach to be increasingly strengths based**
- **Decide on what practices and procedures to integrate into the overall DAP therapeutic approach**



Restorative Practices

- **Increased understanding and education regarding restorative principles frameworks and other restorative practices work**
- **Increased understanding of how these practices have been used in domestic violence situations**
- **Assessment of ways DAP already uses restorative practices**
- **Identify, explore, develop and pilot new strategies to integrate them into the therapeutic process**
- **Identify and decide on what strategies to integrate in to the DAP therapeutic approach**



Restorative Principles

- A trauma (e.g. violence), life transition, significant event or loss has disrupted the relationships of those who directly or indirectly experienced it.
- There are at least three people or groups of people involved: those who caused the trauma, event or loss; those who witnessed, directly or indirectly and were affected by the trauma, event or loss; those in the larger group that the previous groups either identify with or self define as belonging to as a community.



Restorative Principles

- The victims have the ongoing choice to participate, drive and move a process of relationship restoration at their own pace and are involved or not involved to whatever extent they determine.
- In the context of relationship healing and therapy the goal of using restorative measures in programs is to restore the wholeness of individuals and relationships between all three people or groups of people.



Restorative Principles

- It is the responsibility of the community to: envelope the victims with support and to create as safe a setting as possible for them; provide a reorientation and acceptance in the community; hold the person responsible and accountable for causing the trauma; develop ways to re-orient and re-integrate the person causing the trauma back into the community when possible and if appropriate.
- The job of the person who has caused the trauma is to develop a specific plan for taking responsibility and being accountable for the past behaviors and to actively start this process. In order for this person to restore one's own wholeness, contact with the victim(s) is not necessary.



A Plan for Theme Application

- Discuss, explore and become familiar with the themes and ways to apply them in our work
- Assess current program activities and content using these four themes as criteria
- Identify other activities, strategies and processes that meet this criteria
- Develop, implement and pilot ways to put these strategies into practice
- Decide on which strategies to integrate into the DAP Therapeutic approach
- Develop a plan for sustaining the therapeutic approach and maintaining an openness for change as necessary

Restorative Practices & BIP Groups



- Consider the pros and Cons
- Consider the risks and limitations
- Consider the challenges and struggles
- Consider the possibilities
- Consider it!



Essential Criteria

- Identify safety implications for former partners, children
- Identify strategies and activities that are possible to use without contact with the direct victims
- Identify what parts of the activity or strategy allow the program participant to:
 - experience healing in oneself
 - experience healing with the community
 - participate in a reintegration or reorientation process
 - increase measures of accountability
 - develop processes and ways to restore relationships (when appropriate, requested and possible)



Some More In-Depth Examples

- Restorative Parenting
- Program Participant Transition Conferencing
- Community Member Participation
- Program Participant Presentations and Program Involvement
- Expert Witnessing



Hector's Family

- What appear to be the DV/ IPV issues in this family?
- What sort of DV/ IPV interventions should be recommended or proposed for this family?
- If no other interventions are provided for the family, where might the family be in three or five years?
- What restorative practices might be used or applied in this family situation?



Self-Reflection

- How do I see restorative practices and IPV/DV now?
- Is this perspective the same, different than when this presentation started?
- What biases and frames do I use to look at restorative practices as applied to violent relationships rather than the other contexts I may have been using?



Evaluation

- **One thing I will take away or learned from this presentation**
- **One way this directly applies to the work I do**
- **One thing I want to know more about relative to these themes or work to integrate them into my practice**
- **Any final feedback for Dave**



domestic abuse project

D A P



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