

RESTORATIVE WORKS

2020 YEAR IN REVIEW



HOPE AND COURAGE

LEADING THE SCIENCE OF
RELATIONSHIPS AND COMMUNITY



IMPACTING COMMUNITY

The Power of Listening

IMPACTING HIGHER EDUCATION

IIRP Study Explores Restorative Practices in Higher Education

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HOPE AND COURAGE

A MESSAGE FROM OUR PRESIDENT

This year has brought a global pandemic, social unrest, economic hardship, political violence and a global clash of worldviews. Any one of these factors alone can destabilize a community or a country. Now, we must contend with each of them simultaneously and at a level of intensity that few of us have experienced in our lifetime.

Like in any uncertain and traumatic time, it's tempting to become reactive — seeing the world only through the narrow tunnel of each day's uncertainties and fears. In many ways, fear is like a virus. It spreads quickly, is easily transmitted and can overtake a country, community, organization, or even a family – seemingly overnight.

However, there is cause for great hope. This isn't the kind of hope that provides immediate relief or promises a superficial resolution to our social conflicts. Instead, it's the durable kind of hope that comes from the knowledge that another way is possible. Hard conversations need not be hateful. Change can be achieved without violence. Understanding does not require agreement.

Courage, like fear, is contagious.

There are courageous people willing to do the difficult and often messy work to show that another way is possible and inspire others to join them. The IIRP Graduate School's alumni, graduate students and extended community of local change agents are precisely those people.

Here are a few examples of what this hope and courage look like in action:

- The IIRP Graduate School, through support of our donors, awarded our Impact Scholarship to Ivan Villaseñor Madriz, a young man based in the San Francisco Bay area working to provide restorative-based social services and legal aid to unaccompanied minor immigrants.
- Our faculty, led by Lecturer Elizabeth Smull, M.R.P.Y.C., provided listening circles on racism and launched an online professional development event to teach the public how to facilitate these circles to help communities heal.
- Associate Professor Gina Baral Abrams, Dr.P.H., has successfully launched the Restorative Practices in Higher Education Learning Collaborative, which utilizes IIRP faculty, staff and alumni to support professionals at 30 other colleges and universities to build relationships and community at their institutions.
- The award-winning Detroit Rising film series, produced by IIRP Founder Ted Wachtel and Founding Dean of Students Susan Wachtel, showcases the groundbreaking work in Motor City led by our partner, Black Family Development, Inc., and IIRP Director of Community Engagement Henry McClendon.

For the courageous people on the front lines of hope, the IIRP Graduate School has also launched a wide array of new and entirely online supports as you take your work forward.

I am deeply thankful to those of you who continue to support the crucial work of developing the science of relationships and community at a time when the world needs it most.

A handwritten signature in black ink that reads "John W. Bailie Ph.D."

John W. Bailie, Ph.D.
President

WHAT'S NEW IN THE GRADUATE SCHOOL

The IIRP faculty is continually working to improve the Graduate School with new courses and initiatives.

For the first time, students from anywhere in the world can access IIRP graduate education fully online. Our new online foundation course, RP 504 Foundations of Restorative Practices, provides basic concepts and theory for professionals in the fields of justice, education, social work, and community and organizational leadership. Students can now choose between this option and our original foundation course, RP 500 Basic Restorative Practices, a blended course primarily for educators.

Long in the planning, the faculty launched a thesis option for the Master of Science degree program this fall. Two new courses on restorative research design and data analysis were created to support this effort. In summer 2021, our first students will begin their thesis seminar to design and implement original research projects to help advance the field.

Another new course, RP 556 Restorative Practices for Community Health and Well-Being, demonstrates the synergy between restorative practices and community health, including ways to foster social health and well-being.

Our courses are now open to returning alumni, who may seek approval to pursue the thesis option and enroll in courses of interest to further the goal of lifelong learning.

In addition to new Graduate School courses, the IIRP has developed a range of fully online professional development offerings, designed collaboratively by our faculty and instructors. These online events provide a convenient and effective opportunity for people to delve into restorative practices, whether they are just beginning their restorative journey or are advanced practitioners.

ALUMNI AND STUDENTS MAKING AN IMPACT



**TRUDY JUNKROSKI,
STUDENT**
Recipient of Shawn
Suzch Scholarship

Trudy Junkroski is the 2020 recipient of the Shawn Suzch Scholarship, made possible by a generous legacy donation from Katie Kyndely. The scholarship is awarded in memory of Shawn

Suzch, a young man who overcame adversity with courage and determination, and who gave his life for his country.

Trudy currently coordinates a Teen Court program in Collier County, Florida. Teen Court is a diversion program that gives juvenile offenders with misdemeanor and felony charges the option to participate with peers to develop constructive actions for accountability.

Trudy also volunteers at Everglades Correctional Institution. There she works in the Horizon Program with incarcerated individuals who are partners in building their community and creating paths forward for those facing the challenges of life inside and outside prison.

Trudy acts as a resource to the inmates by facilitating circles and helping with conflict resolution. Many of them are serious offenders with multiple life sentences. In addition, she, her husband, and the director of the Horizon Program lead a group of recently released prisoners in weekly meetings, helping them to navigate reentry into their communities. Trudy finds working with offenders to be inspiring. She says it has convinced her that "no one is beyond hope."

Trudy began seeking new ideas for working with prison populations after she attended a program of the Florida Restorative Justice Association. She heard how powerful the experience was for participants of a restorative conference focused on murder, and she read about the Forgiveness Project, which photographs people on both sides of violence and harm in the U.K. Trudy's path led her to the IIRP Graduate School to learn more about restorative practices.

IIRP faculty have stood out to Trudy in her experience as a student. "I'm thankful for everything about the IIRP Graduate School," she says. "I've taken something from each faculty member, always with the caution to proceed carefully and do no harm."



LINDA BLOEMBERG, '20

Alumna Linda Bloemberg, Class of 2020, has created a program to address the high transition rate of students at international schools.

Originally from Souderton, Pennsylvania, Linda, her husband and their two children moved to Hanoi, Vietnam,

in 1997 to work as missionaries in a children's home. In 2011, Linda became a founding faculty member of Concordia International School in Hanoi, working first as a teacher and then as a secondary school counselor for grades 7-10. Students at Concordia are typically the children of diplomats, corporate executives or members of the military, working abroad from their home countries and regularly transferred from one international location to another. At any time during the school year, up to 35% of students may be entering or leaving the school. Making and leaving friends and interrupting school studies to move, sometimes on very short notice, are frequent occurrences for her students. Linda notes that "welcoming people and saying goodbye is exhausting and often results in unresolved grief."

Linda first heard about restorative practices while preparing to move from teaching to counseling at Concordia. Spending a week with counselors at Concordia's sister school in Shanghai, Linda encountered an old friend who was excited to tell her about the restorative conferences she was using. The following

year, Linda traveled to Singapore for restorative circles training. "It spoke to everything I believed in as a counselor," Linda says. Although she had been adamant that she would never get another master's degree, after completing a Graduate Certificate at the IIRP, she went on to earn a Master of Science in Restorative Practices. Linda describes her IIRP courses as personally transformative. "They go so much further beyond mere academic knowledge, to the heart of the learner," she says.

Taking an independent study course with faculty member and President John Bailie enabled Linda to design a three-phase transition program that supports students, families and staff as they all adapt and adjust to the frequent arriving and leaving of students. Linda intended to begin implementing the first phase of her plan at Concordia in March 2020, but the pandemic has delayed that until the spring of 2021. Linda hopes to eventually share what she learns from setting up her program to encourage the development of a standardized transition program that all international schools could use.

Despite the challenges of working with the constant transition of cross-cultural students, Linda enjoys the unique population of her international school. "The diversity and opportunity to work with so many nations and cultures is a constant privilege," she says. Linda includes her own three adult children, who have lived their entire lives in Asia, in her appreciation of the special circumstances of cross-cultural kids: "Restorative practices has helped me to recognize that they all need to have their voice heard as they continue to transition through nations, cultures and languages."

CONGRATULATIONS TO OUR 2020 GRADUATES!

Due to the pandemic, we engaged our graduates and decided it was not safe to have an in-person commencement. The class of 2020 celebrated online, and we hope they can join us at next year's commencement in Bethlehem.

St. Claire Adriaan, New York
 Elizabeth Bickett, California
 Linda Bloemberg, Pennsylvania
 Kimberly Bolt, Pennsylvania
 Danielle Cooper, Massachusetts
 Lisa Corbo, Virginia
 Jody Emerson, Vermont
 Marianna Giercyk, Pennsylvania
 Karen Hobbins, Canada
 Michelle Kunnen, New Zealand

Alice Kwiatkowski, Pennsylvania
 Yuliya McKenna, Pennsylvania
 Tina Murua, Michigan
 Gregg Scheiner, New York
 Kirk Smith, Minnesota
 Brenda van Hecke, The Netherlands
 Adrian Wade, Vermont
 Dawn Williams, Connecticut
 Travis Williams, Missouri

IVAN VILLASEÑOR MADRIZ, STUDENT 2020 IMPACT SCHOLARSHIP RECIPIENT



The IIRP Graduate School is proud and delighted to announce that our 2020 Impact Scholarship has been awarded to Ivan Villaseñor Madriz.

At age 25, Ivan has been involved in restorative efforts for 10 years. He is currently the Social Services Coordinator for the San Francisco field office of KIND (Kids in Need of Defense), the leading national organization advocating for the rights of unaccompanied migrant and refugee children in the United States.

IIRP President John W. Bailie, Ph.D., says, "Ivan is an extraordinary young man and perfectly exemplifies what we set out to do with this scholarship. He already is making an impact in his community, and we couldn't be happier to support his efforts toward a master's degree in the field of restorative practices."

An undocumented immigrant who arrived with his family as a child from Guadalajara, Mexico, Ivan grew up in Santa Maria, California, an under-resourced farming community. He continues to reside in the U.S. on a renewable work permit through the DACA program.

Faculty member Elizabeth Smull, who chairs the Admissions Committee, says, "Ivan's personal story really inspired me and opened my eyes. He has put 110% effort into serving his community, which he belongs to

and which embraces him, but in a country that doesn't guarantee he can stay."

"He has a global perspective," adds Professor Frida Rundell, Ph.D. "The way he integrates theory and practice is phenomenal."

As a high school student, Ivan attended a Latino youth leadership conference that influenced the direction his life would take: "I was sent into the woods for a week," he recalls. "We learned meeting facilitation and everything else you think of with leadership. But the entire process was restorative! We had morning check ins and breakout circles where we had a chance to process and hear each other. Since then, almost everything I do has been restorative, through college to this day."

As an undergraduate at the University of California, Berkeley, Ivan led work that supported historically underrepresented youth, and he conducted mental health first aid training in his role with Catholic Charities. These activities utilized various trauma-informed and restorative practices.

In his current role at KIND, Ivan works with a team of staff and pro-bono attorneys to support unaccompanied minors through the immigration process. As the first staff member in his role in the San Francisco Office, he is responsible for

designing a program to support the emotional and mental health needs of KIND's young clients, in addition to helping them through their legal challenges.

"I want to create a social services program that is based in restorative principles," explains Ivan. "How can we create relationships with clients from the very first meeting? How can we help them process trauma and not be retraumatized by navigating the legal system?"

Attorneys at KIND have been completely receptive, he continues. "One of the attorneys said, 'Ivan, we're talking about changing the way we work together!' There's recognition of the power of relationships, the power of community, the power of just showing up. I see this as a very special opportunity."

Ivan says he is considering pursuing the thesis option at the IIRP: "I am excited to see if it is possible to create or

propose a valid vision for what restorative research can look like, using restorative storytelling. This will impact my work if I can find an approach to research that closely aligns with restorative values."

IIRP Impact Scholarships provide full tuition and fees toward a Master of Science in Restorative Practices and are made possible by donations.

"I feel a great sense of commitment and responsibility," Ivan concludes. "Restorative work is a philosophy, it's a spirit, it's practices that have belonged to us for as long as we've been on this earth, for as long as we've been a species. If I can support the way we grow and incorporate that, it's an honor. So, thank you!"

The honor belongs to the IIRP and our donors as well, to support students like Ivan striving to make an impact in the world.

IMPACTING THE COMMUNITY

THE POWER OF LISTENING

Facilitating Listening Circles, the IIRP's newest professional development offering, has been enthusiastically received since April 2020, when we first offered free listening circle experiences to students, alumni, staff, trustees and the general public.

The launch of this new event is the culmination of a two-year process to make this highly accessible and meaningful restorative process available to any interested person.

"I am proud of how people have responded to this, both within our organization and outside," says Lecturer Beth Smull, who oversaw the development of the event. "So many people have been willing to take on some difficult conversations and really listen to one another."

Currently offered online, the event demonstrates and teaches participants to facilitate listening circles in their workplaces, communities, families, schools and campuses on any topic, ranging from systemic racism or sexual violence to the impacts of the pandemic or a traumatic event.

Beth admits, "We weren't sure how this training would go. But when the pandemic hit, everyone in the world was stuck in their homes craving connection. This process gave us a way to give them that."

IIRP Lecturer Kevin Jones says he has facilitated dozens of listening circles in his community of Bloomsburg, Illinois, with many circles focused on racial injustice. "This initiative is really designed to build relationships and community," says Kevin. "My ability to share this out is helping others to do the same. This work keeps me centered and gives me hope."

IIRP Instructor Trisha Tinsley, owner of Citizen Coach, comments, "I work with a lot of people who cannot just be with difficult and complex human emotions. Listening circles build the capacity to just be there with really, really challenging things."

"I think typically we want to fix problems and solve things right away, and that's not what this is," concludes Beth. "There's a time for solutions, but first we just have to listen to how people are experiencing the problem. I'm excited to see where this goes."

IIRP STUDY EXPLORES RESTORATIVE PRACTICES IN HIGHER EDUCATION

MULTI-YEAR STUDY INVOLVES PROFESSIONALS FROM 30 COLLEGES AND UNIVERSITIES



The IIRP Graduate School is conducting novel research to examine the feasibility of restorative practices as a prevention strategy to promote well-being in higher education. Under the leadership of IIRP Director of Research and Program Evaluation and Associate Professor Gina Baral Abrams, Dr.P.H., the Restorative Practices in Higher Education Learning Collaborative is a multi-year study involving professionals from 29 colleges and universities across the United States, plus one in Jamaica.

“Not only is the study about restorative practices,” says Gina, “restorative practices is driving all aspects of the Learning Collaborative and the participants’ experience. The vision, purpose and design of the study evolved through engagement in a participatory process of co-creation.”

Participants set out to determine how they can create supportive environments that facilitate well-being by prioritizing and strengthening the social determinants of health, including sense of community, social connectedness, belonging and collective efficacy. To do this, they get explicit about what actions they can take in their daily work, suitable to their environments, to model restorative practices. IIRP faculty and staff provide professional development and resources to the participants, and act as leadership coaches offering ongoing guidance, facilitation and support.

A secondary goal of the study is to describe how restorative practices can enhance existing collaboration models, such as Collective Impact, a method for social and system change, which Gina uses as a framework to organize the work of the Learning Collaborative.

The study began in fall 2019 and included 15 colleges and universities. Early success merited continuation and expansion of the project beginning this fall, with additional schools joining for a total of 30. The participants’ schools represent all geographic areas of the U.S., as well as many different types of institutions of higher education — private, public, faith-based, liberal arts, entrepreneurship, technology and community colleges.

The participants are professionally diverse, too. Their responsibilities include academics; alcohol and other drug programs; campus activities; clinical health services; disability resources and services; diversity, equity and inclusion; health promotion; housing and residential programs; human resources; sexual violence-related programs and services; and student conduct.

“Since the participants represent diverse functions and institutions, it gives us an opportunity to do a holistic assessment of the opportunities and challenges to adopting this approach across an institution of higher education,” says Gina.

She also emphasizes that while she acts as the principal investigator for the study, the value of the Learning Collaborative continues to evolve from its participants: “It is exciting to watch where this work naturally leads them, both individually and collectively, as they explore how restorative practices can proactively foster social connectedness and belonging within the campus community. As institutions of higher education face unprecedented challenges, the need to identify creative ways to support the well-being of students, faculty and staff is more important than ever before.”



JUSTICE AND EDUCATION WITH RESTORATIVE VISION IIRP 2020 LATIN AMERICA CONFERENCE | MEXICO CITY, MEXICO

Over 100 participants from 11 different countries (Brazil, Chile, Peru, Colombia, Costa Rica, Honduras, El Salvador, Guatemala, Mexico, Spain and the United States) gathered during our first Spanish-language conference. Held in early March in Mexico City, IIRP Latin America's Congreso Justicia y Educación con Visión Restaurativa (Justice and Education with Restorative Vision) allowed participants to share experiences and programs related to how restorative practices and restorative justice can help find hope in the Latin American region.

Keynote speaker John Braithwaite, Ph.D., Distinguished Professor at Australia National University and IIRP Honorary Trustee, inspired and encouraged participants, calling for them to seek points of hope and to "aim breathtakingly high."

During the conference, 40 breakout sessions were held on topics including peace circles following the establishment of the peace agreement in Colombia; restorative approaches in Mexican schools; a restorative approach for supporting youth with drug addiction in Brazil; restorative practices with indigenous communities in Peru; and restorative responses for communities struck by natural disasters in Guatemala.

The main plenary session featured four keynote speakers:

Carlos Alvarez from the United States presented on research that explains how restorative justice impacts the nervous system of people who have experienced trauma, making the case that restorative conferences provide an appropriate emotional space for conflict resolution.

Magistrate Gerardo Rubén Alfaro presented on the experience of facilitating restorative conferences as a fully embedded strategy within Costa Rica's criminal justice system.

Karla Quirós Robles, a representative of Costa Rica's Ministry of Education, presented on how restorative practices is becoming a necessary approach for public schools.

Finally, Dr. Braithwaite challenged participants to understand that restorative justice needs to begin with a focus on children and youth, finding better ways to repair harm, build stronger communities and develop healthier relationships. We must lead children, he said, so that soon enough they will lead us in ways that we cannot yet imagine.

After two full days, the conference concluded with a final plenary session. Participants expressed the importance of continuing to build a community of practitioners,

noting that those who attended the conference are certainly not alone, and that their diversity of thought and practice makes them stronger.

Claire de Mézerville López, IIRP Representative for Latin America, concluded, "We all left ready to aim breathtakingly high!"



IIRP MODEL PROGRAMS ADAPT TO THE COVID-19 ENVIRONMENT CSF AND BUXMONT ACADEMY RESPOND RAPIDLY AND RESTORATIVELY

The defining feature this year has been the COVID-19 pandemic, to which Buxmont Academy and Community Service Foundation (CSF) responded rapidly and restoratively. Beginning Monday, March 16, the first day back from the weekend that marked the beginning of quarantines and isolation, staff quickly pivoted from providing counseling and educational services 100% face-to-face to offering all services online.

Buxmont staff worked with referring school districts to ensure that every student had a computer or tablet needed for online learning. Last June, teachers and counselors went the extra mile to make graduation a special time by preparing more than 10 customized “drive-by” ceremonies, complete with caps and gowns, diplomas, family, speeches and individual care packages.

During the summer, CSF continued to offer services such as Restorative Reporting Centers and Family Group Decision Making conferences virtually; some counseling has even taken place at youth’s homes — outdoors and using masks and social distancing. CSF’s work was featured in an article in the Pennsylvania County Commissioners magazine as a model of how to adapt services for youth and families in the time of COVID-19.



When school started up again this fall, Buxmont offered flexible learning solutions for students.

“Each student could choose in-person or online learning dependent on their situation and needs,” says Michael DeAntonio, Ph.D., IIRP Lecturer and Executive Director of Buxmont Academy. “Even when students have had to quarantine for two weeks due to possible COVID exposure, we have been able to accommodate them so they don’t miss a day.”

The schools have also been experiencing new types of referrals, especially from public school districts, for students whose needs have not been adequately met through virtual learning. Buxmont teachers and counselors have offered those students small classroom environments, positive attention and special education to help them succeed.

“During this whole entire time,” Michael concludes, “the number-one priority has been the physical and social-emotional safety of everyone.”

THANK YOU!

The IIRP Graduate School and its consortium of organizations appreciate all gifts, great and small. We want to acknowledge the following donors to the IIRP, CSF and Buxmont Academy, who gave from September 2019 through October 2020 in support of our work to restore community, including Impact Scholarships.

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Please excuse any misspellings or omissions, but do let us know so we can correct our errors.

PROVIDING HOPE AND COURAGE TO THOSE ON THE FRONT LINES OF CHANGE

Amidst the great uncertainty and polarization of this past year, our students continue learning the knowledge and skills to bring people together and develop the social science of relationships and community.

IIRP students and alumni are engaging alienated young people, tackling racism and promoting educational equity and inclusion. They are helping vulnerable immigrant children, supporting prisoners reentering their communities, and developing new strategies for building strong relationships across colleges and universities.

We want to expand this positive impact to areas of the world that need it most. Our online graduate programs make it possible. IIRP students participate from their home communities, whether they're in Vietnam, Canada, Latin America, San Francisco or Detroit.

We need your help to continue this vital work.

Donate today at iirp.edu/give.

