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

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‘The Challenge’

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Journey Metaphor

**Personal**

Past

- What's My Story?

Present

- Where Am I Now?

Future

- What Am I Wanting?

Those We Guide

Past

- What's His/Her Story?

Present

- What Is Happening Now?

Future

- What Is He/She Wanting?

**Practice**

Past

- What Has Shaped My Practice?

Present

- How Do I Explain My Practice?

Future

- What Does Ideal Practice Look Like?
In your groups take a few moments to discuss the following:

- When a young person is referred to you describe what you immediately notice?
- How does this young present [emotionally and psychologically]?
- What is happening for this young person?
- What do you notice about those who are significant in this young person’s life?
- What factors are likely to have the greatest influence on how this young person sees him or herself, and the world? Rank these in terms of most to least significant.
- What do you think you might best contribute towards helping this young person begin to feel he or she has ‘control’ of their life?
The Challenge is designed to deal with things that go wrong. It is a structured process and involves a series of facilitated stages. It has a Restorative focus, one that looks at what has happened, who has been affected, and then what is needed to make things right.

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

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

• Some behaviours harm relationships;

• This recognition results in shared obligations;

• Positive behaviour is more likely within healthy relationships and increases as those relationships are supported.
The Challenge’s focus is on providing everyone involved with the opportunity to:

• Share their story.

• Feel heard and understood.

• Be treated respectfully, fairly and with dignity.

• Make sense and meaning of what is happening in their relationships and to identify what must change.

• Assist everyone involved to build capacity through the use of explicit language and practice.
Seven Stages

The Challenge has seven stages:

1. Initial Engagement and Introduction
2. Establishing Expectations
3. Establishing the Cheer Squad
4. Preparing for The Gathering
5. The Gathering
7. Final Gathering.

Explanatory Notes:

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

You need to be aware that throughout the training:

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

1. **Practice Rationale** – beliefs/assumptions, theories and values.

2. **Role** - facilitator/coordinator/mentor - Socratic style.


4. **Outcomes** - enhanced capacity to learn, grow and build relationships.
Basic Concepts:

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

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

**What does this mean?**
What Does Restorative Practice Look Like?

• Your practice would need to be *respectful* and *fair*.

• It would focus upon *repairing harm* and *restoring or building relationships*.

• It would help develop *empathy* and create the opportunity for *responsibility and accountability* to happen.

• It would promote *positive behavioural change* and *help build stronger relationships*.
Challenge and Engagement Through Restorative Dialogue
Restorative Questions I

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

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you did?
- In what way?
- What do you think you need to do to make things right?
Restorative Questions II

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

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?
Making Sense of Restorative Practice - Why It Works!
Nathanson’s Community Blueprint

Relationships are best built when we:

1. Share and reduce negative emotions (*best achieved by listening and acknowledging*)

2. Share and promote positive emotions (*achieved by affirming*)

3. Encouraging the venting of emotions as a way of experiencing 1 & 2.

4. Doing more of 1, 2 and 3 (*essential for building and maintaining good relationships*).

Nathanson 1992
Restorative Practice Checklist

Is My Practice?

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

Does My Practice?

• **Develop Empathy** (through reflection, insight & learning)
• **Enhance** responsibility and accountability
• **Promote** positive behavioural change
Where are we now?
So far on our journey we have learned about:

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

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

• I learned .............
• I realised .............
• I was surprised ......