

# Integrating Empathy and Peer Leadership into School Restorative Process: A Comprehensive Program Approach

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# GOALS FOR THIS SESSION

- To look at a model for intervention in school conflicts
- To share experiences and ideas with you



# The Goals of School Intervention Programs: Faith in the Future

- To identify and resolve school conflict/violence issues in a timely, effective, and durable manner, with the least damage to the individuals and the most learning possible from the events.
- To reduce recidivism.
- To generate some satisfaction in the outcome.
- To listen to each other, and build capacity for the future.

# What Do Most School Conflicts Centre On?

Can you rank these in order of most frequent source of conflict:

- Disrespect in gestures or words
- Theft
- Misunderstanding Intentions or Actions
- Pushing/ Tripping
- Girlfriends/Boyfriends Jealousy

# The Restorative Conference: The Emotional Contract

- A Restorative Conference brings students and staff together, where they have an undocumented emotional contract
- Breaches of this contract are seen as being ‘victimization’ by the ‘perpetrator’.
- Disputes are about this contract and simple solutions will not resolve the needs of the parties.
- Mediation gives the parties choices and options that are not available in the terms of normal discipline or punishment

# What we have learned

- Given the opportunity in a restorative process session most school members will “do the right thing” and take into consideration the needs of others.
- If they don't there is an underlying reason that has not been explored.
- One session is not enough to change behavior on an ongoing basis. There needs to be ongoing support and development with mentored opportunities for learning.

# MODEL 1: Comprehensive Restorative Process



Separating the issues of each circle helps in long term behaviour change

# Restorative Process Mediation can Undo “Mistakes”

- Misunderstandings that have escalated into anger or frustration.
- Rules that are complicated or unenforceable.
- Relationships that have deteriorated through neglect.
- But more is needed to influence behavioural changes



# PACT MODEL OF INTEGRATED COMPONENTS

## BLOCK #1

Resolution Conference

Youth in Conflict  
Staff

## BLOCK #2

LifePlan Coaching

Empathy  
Anger Management

## BLOCK #3

Life Skills

Peer  
Leadership

Service

# Part II: Empathy and Anger Management Counseling Program

## INTRODUCTION

- Definition of anger
- Definition of stress
- Contents of this package



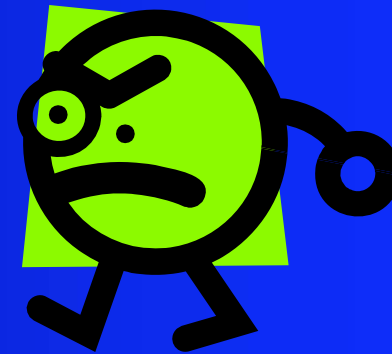
# ANGER AND STRESS MANAGEMENT

- Impact on your health
- Impact on your psyche
- Impact on your behaviour



# TAKING RESPONSIBILITY

- Triggers
- Understanding yourself
- Negative thoughts lead to negative behaviour
- Anger is a secondary emotion
- Take responsibility



# SOME TOOLS OF ANGER MANAGEMENT

1. Empathy training
2. Assertiveness training
  - a) Communication skills of listening and speaking
  - b) Four points of respectful communication
  - c) Keep it real
3. Time outs

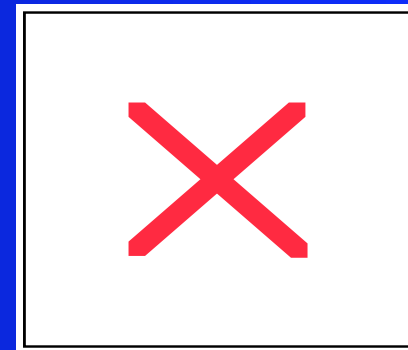
The goal of this program is to change negative thoughts into more positive thoughts and behaviour. When this occurs, an improvement of your relationships will ensue.

# Part Three: Peer Leadership

Goals:

Build self-esteem

Build moral conscience



# Peer Leadership

- Selection

- Students in grades 11 (for two year period)

- Peer Selected OR teacher recommendation OR  
“Mephistopheles Method”

- Members:

- Acting out students- negative leaders in the school community (bullies, disruptive in class, gang leaders).
- Victims of bullying

# Peer Leadership

- Group Supervision
  - Facilitated by School Counselor
    - Assisted by Graduate Interns
- Individual Supervision
  - One-to-one with an Intern
    - General supervision by school counselor



# Peer Leadership

- Programming

- Individual sessions with students

- Assigned by counselor  
by interest or by specialty(????)

- Groups-

- Either with another Peer Leader OR Intern OR School Counselor

- Special Interests:

Bullies

“He Said/She Said”

Bereavement

Self-Esteem

Gender Identity

School Adjustment

# Peer Leadership

- Other duties
  - Classroom “Town Meetings” or “Advisories”
  - Hall/street patrol during lunch
  - Student/Teacher mediations
  - Student/Student mediations
  - Parent Night Forum for parents
  - District Counselor Training

# Peer Leadership

- Responsibilities
  - Journal Keeping of work
  - Showing up to school-
    - Can do class work in Counseling Office if unruly in class
  - Serving on a school wide committee or team
  - Be prepared for disasters and emergencies

# The Comprehensive School Program

- For more information contact us  
At: [www.preferredsolutionsinc.com](http://www.preferredsolutionsinc.com)



# Restorative Process Mediation is a Logical First Step

- It is never too late to try.
- It is confidential.
- It is voluntary
- It will preserve or rebuild relationships

