Partial Curriculum

Facilitating Restorative Conferences

www.iirp.edu

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Facilitating Restorative Conferences Curriculum

The International Institute for Restorative Practices (IIRP) Facilitating Restorative Conferences Curriculum is designed for two full days of learning (12 hours direct instruction), and it is recommended that it be delivered to the learner in this format.

If it isn't possible to deliver the content in person in two days, please see the Curriculum Maps and online tips for this event. You have the flexibility to modularize this event and deliver the material online.

Day 1 Agenda

8:30 a.m. – 4:30 p.m.

Opening and Introductions

Reflection

Social Discipline Window / RP Continuum

System Goals and Achievements

Doing the Right Thing

Needs of Those Harmed

Varied Uses of Conferencing

Video: How to Facilitate a Conference

Gathering Questions

Energizer

Questions and Answers

Shame and Affect

1st Mini Role Play

Preparation Practice

Closing Circle and Feedback

Before 8:00 a.m.

Preparation for Registration and Event

Trainer Objectives:

1. Decide use of classroom space.
2. Put materials and equipment in place.
3. Prepare for training.

Registration checklist:

- ✓ Name Tags with Markers or Pens
- ✓ Registrant List (if applicable)
- ✓ Participant Packet for Each Participant: Agenda, Facilitator Script, and Evaluation
- ✓ It is recommended but not required that each participant receive a copy of the book, *Restorative Justice Conferencing: Real Justice and the Conferencing Handbook*. If each participant does not have a copy of the book, be sure to distribute the relevant excerpts.
- ✓ Trash can at registration table to discard backing from name tags

Note to Trainer Make sure you are familiar with the instructions for the first mini role play before the event because it is one of the most complicated activities to set up and run.

Checklist:

- ✓ Laptop computer with speakers and necessary cables; Adobe Reader installed
- ✓ Digital projector
- ✓ Copy of Curriculum for each trainer
- ✓ Flipchart with markers or whiteboard
- ✓ Put up “parking lot” with a post-it pad
- ✓ You may want to consider a "shared resources" poster for the group to share quotes, authors, books or any other information related to the event
- ✓ 2-sided stapled copies of agenda, script, role-play descriptions and follow-up notes
- ✓ Copy of *Real Justice and the Conferencing Handbook* for reference

- ✓ Check locations of light switches, bathrooms, phones, water fountains, and temperature controls
- ✓ Check smoking rules and lunch location
- ✓ Have room set up in a circle with enough chairs for the number of people expected

Preparation for event:

- ✓ Review the Curriculum and slides; be sure you are familiar with the content.
- ✓ Preview any videos you plan to show and be prepared to answer questions about the content.
- ✓ Read the book that corresponds with the training:

  Wachtel, T., O'Connell, T., & Wachtel, B. (2010). *Restorative justice conferencing: Real justice & the conferencing handbook*. The Piper's Press.

- ✓ **Review the reference list on the final page of this Curriculum.**
  This will help you to gain command of the material. The Curriculum alone will not give you enough information. The IIRP strongly suggests further exploration of restorative practices to ensure confidence in the subject matter.
- ✓ Include any other references that you plan to use in conjunction with this Curriculum. For example, if you are using PBIS in your setting, have references available for participants.

Slide #1: Event Title Slide

- Display while people enter the room, until event begins.

8:00–8:30 a.m.

Registration and Coffee

Trainer Objectives:

1. Welcome participants and provide materials.
2. Complete registration list.

- Welcome participants as they come in.
- If you are taking attendance, check names off list as participants arrive.
- Ask participants to sign in, if applicable.
- Ask participants to take a name tag.
- Give participants their agendas, handouts, and books – or have the book excerpts readily available or sent in advance of the event.

8:30–8:45 a.m.

Opening and Introductions

Trainer Objectives:

1. Begin to build connections with participants.
2. Introduce learning outcomes.

- Welcome participants and thank them for coming.
- Explain the format for Introductions.
- Trainer demonstrates by going first, introducing self and following the format.
- BE BRIEF and DO NOT add information at this point. Participants will follow your lead.
- Ask the person to your left or right to go next and continue around the circle.

Activity

- Use the following as a go around: “What is your name, your position, where do you work, and give one reason why you do this work.” You may change this opening go around. Some options may be:
  - What is your experience with restorative practices?
  - What is one thing you are hoping to gain from today's event?
  - What brought you to this event today?
  - Why is it important that you are here today?
- Next, the trainers briefly introduce themselves and describe their initial involvement with restorative practices.
  - This is an opportunity for the trainer(s) to connect with the group.
- Discuss Agreements, Norms, Expectations, and Housekeeping Issues.
  - Discuss with the group their expectations for the day.
  - This can be done by highlighting a few of the earlier examples when people shared why they came and by asking a few others to share what they want to get out of attending.
  - Record on the flipchart (or other medium) a few specific expectations you have for the day, including attendance, timeliness, use of electronic devices, note taking, etc.
  - Set up a "parking lot" for questions that can be postponed for later discussion.
  - Point out location of restrooms.
  - Discuss lunch plans, whether on-site or off-site, and share that there is a scheduled break in the morning and another break in the afternoon.
  - If this training is being delivered online or is shorter time frames be clear about expectations and the learner experience.
  - Explain that the materials and concepts you will explore today are in the book/ book excerpts, and you will let the group know the page numbers as we go along.

➢ **While the title slide is still displayed, discuss the following:**

- The Curriculum we are using today was developed by The IIRP Graduate School. It is the world's first higher education institution wholly dedicated to restorative practices – the science of relationships and community.
- The IIRP provides education, consulting, and research that explores fundamental questions about human relationships and applies those insights to the world's most pressing social challenges. For more information, go to www.iirp.edu.

Slide #2: Worldwide Influence

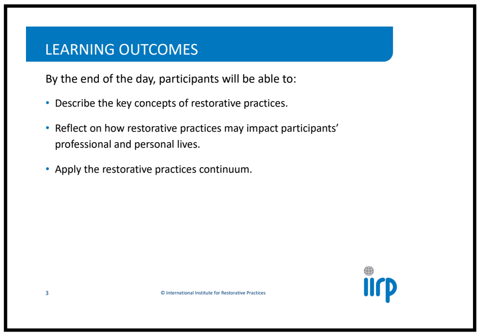
➢ **Learn and deliver:**

- Explain that all the ideas you are going to talk about today are concepts developed over time through experience. Some of the concepts have been influenced and inspired by Indigenous Communities throughout the world. For example, the Restorative Conference was inspired by the Maori People of New Zealand and much of the circle work that we will discuss comes from several Indigenous Communities throughout North America.
- The practice came before the theory, and we aim to apply ancient wisdom to 21st century issues that arise in our communities.
- Restorative practices is the science of relationships and community. We believe this event will be a meaningful learning process about how we build and sustain relationships, as well as how we restore relationships when things go wrong.

- The context of the work at the IIRP started when the founders, Susan and Ted Wachtel, both educators, were looking for more relational and participatory ways to work with youth who were at risk.
- They were using restorative practices long before it was called “restorative practices.”
- State that participants may relate to this, as many of them are doing the same.
- What they were doing was implicit rather than explicit.
- Over the years, restorative practices has evolved into an explicit framework, which we will explore today.

Note to Trainer You may wish to give some context around how you came to this work. If you were influenced by the work of Indigenous People, feel free to share. If you choose to do a Land Acknowledgement, please do so in a way that makes sense for the community you are working with.

Slide #3: Learning Outcomes



➢ **Read aloud:** By the end of the day, participants will be able to:

- Describe the key concepts of restorative practices.
- Reflect on how restorative practices may impact participants’ professional and personal lives.
- Apply the restorative practices continuum.

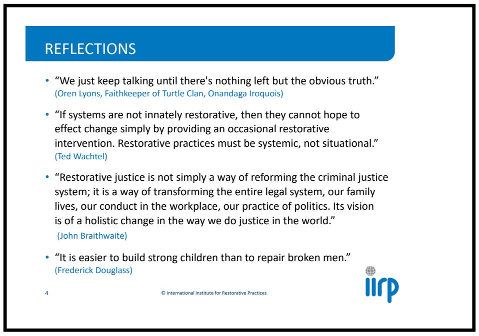
8:45–9:00 a.m.

Reflection

Learning Objective:

1. Participants will reflect on their current practice.

Slide #4: Reflections



- **Read aloud and ask participants to** reflect and respond. (This may also be done in pairs.)

  - "We just keep talking until there's nothing left but the obvious truth."
    – Oren Lyons, Faithkeeper of Turtle Clan, Onandaga Iroquois
  - "If systems are not innately restorative, then they cannot hope to effect change simply by providing an occasional restorative intervention. Restorative practices must be systemic, not situational."
    – Ted Wachtel
  - "Restorative justice is not simply a way of reforming the criminal justice system; it is a way of transforming the entire legal system, our family lives, our conduct in the workplace, our practice of politics. Its vision is of a holistic change in the way we do justice in the world."
    – John Braithwaite
  - "It is easier to build strong children than to repair broken men."
    – Frederick Douglass

9:00–9:30 a.m.

Social Discipline Window / RP Continuum

Learning Objectives:

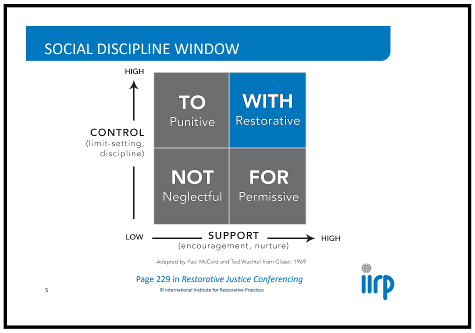
1. Participants will identify the Social Discipline Window.
2. Participants will identify the Restorative Practices Continuum.

Note to Trainer If this is a stand-alone event and participants have not been introduced to the social discipline window or restorative practices continuum, this should be taught. Be creative when teaching the content.

If the participants have gone through the Introduction to Restorative Practices Curriculum, simply review the information.

- When we think about the culture of any organization, two major factors are control and support.
- Control being limit-setting, discipline, setting boundaries, high expectations. Support being encouragement, nurturing, love.

Slide #5: Social Discipline Window



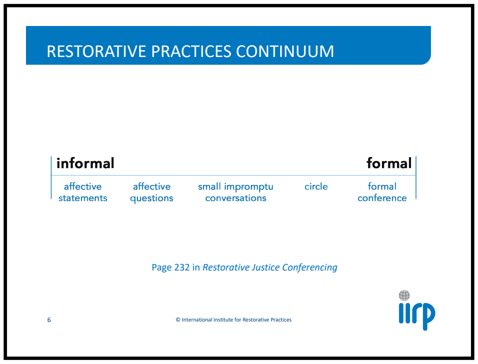
- **Learn and deliver:**
  - If we placed control and support on two axes, each measured from low to high, we would have four basic options.
  - High on control but low on support – we call "punitive" or "doing things **TO** people."
  - High on support but low on control – we call "permissive" or "doing things **FOR** people."
  - Low on both control and support – we call "neglectful" or "**NOT** doing anything."
  - Another option: high on both control and support – we call that being "restorative" or "doing things **WITH** people." The people you respect most are probably in this box.

- **Point out:**
  - This is not a new idea.
  - The people you respect, good teachers, mentors, coaches and counselors have always treated people like this.
  - This simple framework is meant to give us a way to describe what we know works; it also gives us a way to teach other people to do it.
  - We are not all naturally restorative.
  - It is a way to do this **on purpose**, all of the time.
  - This DOES NOT mean a decrease in the amount of control.

- **State:** The social discipline window is the cornerstone of everything we do.

- **Learn and deliver:** If we believe that it is best to do things **WITH** people and that our responses to behavior should involve strengthening relationships and repairing harm, then the following restorative practices emerge. We call this the restorative practices continuum.

Slide #6: Restorative Practices Continuum



- Within the **WITH** box, there are ranges of practices, and we've organized them from informal to formal.
- As you move from the informal to the formal, responses involve:
  - More people
  - More planning
  - More time
  - More structure
  - Are more complete
- **Explain the restorative practices continuum, giving an example of each practice listed.**
- **Affective Statements**
  - These are brief statements about the impact of another person's behavior.
  - Usually done in the form of "I statements."
  - This can be shared with parents and families to help them articulate to each other how they are impacted by one another's behavior.
  - Affective statements can go beyond the "I statement" and do not just have to be in relation to another's behavior. The goal of the continuum is to live out Tomkins's Blueprint. An affective statement can be a statement that maximizes positive affect or minimizes negative affect.

- **Affective Questions**

  - There are two categories of questions: those to ask someone when they create harm intentionally or unintentionally, and those to ask someone when they have been harmed.

  - When things go wrong and someone creates harm, the following questions are explored:
    1. What happened?
    2. What were you thinking at the time?
    3. Who was affected?
    4. How were they affected?
    5. What needs to happen to make things right?

  - For situations when someone is hurt, ask questions such as:
    1. What did you think when you realized what had happened?
    2. What impact has this incident had on you and others?
    3. What has been the hardest thing for you?
    4. What do you think needs to happen to make things right?

- **Explain that** the questions help people take responsibility and connect with how they are feeling.

- The questions address past, present, and future.

- **Make it clear that** people can use the questions to reinforce positive behaviors also (e.g., catching people doing the right thing).

  - When a student has been making positive changes, you may ask the questions to help them see how the positive changes are impacting themselves and others.

- **Ask the group** what question is missing. They will inevitably say "Why."

  - Take some comments from the group about why we don't ask why.

  - Reinforce that asking why always triggers defensive mechanisms, and that many times people (especially teenagers) will say "I don't know" when asked why.

- **Explain that** affective questions are not limited to the questions on the card. Any questions that help elicit affect are affective questions.

- **Explain that** affective statements and questions are the basis for a restorative conversation or dialogue.
- **Small Impromptu Conversations:** A few people talk about the incident, its impact, and what to do next.
    - This is often done in schools and in counseling settings with families. After all, their child's behavior affects the family more than any professional.
- **Circles:** Allow everyone to have some say in what should happen because of a wrongdoing, to set norms and build relationships.
    - This could be done in schools or in counseling settings with families.
- **Formal Conference**
    - There are two kinds of formal restorative conferences.
    - One is called the restorative conference and is usually held in response to a distinct incident of harm, misbehavior, or crime.
        - This process brings together the those harmed, those who created the harm, and their supporters.
        - Participants share how they have been affected and discuss how the harm might be repaired.
        - We will discuss this type of conference in detail today.
    - The other type of formal conference empowers families to make important decisions or plans by engaging a wider circle of support.
        - This is called Family Group Decision Making or FGDM (sometimes Family Group Conference or FGC).
        - This process is used for care and protection plans regarding children and for other applications, such as truancy or ongoing school behavior issues.
        - A distinct feature of this process is "family alone time," during which professionals leave the room and families create the plan to help the child.

9:30–9:50 a.m.

System Goals and Achievements

Learning Objective:

1. Participants will reflect on current practice.

- Note the time when you begin this exercise, and give 10 minutes for dividing groups, individual writing and small-group discussion.

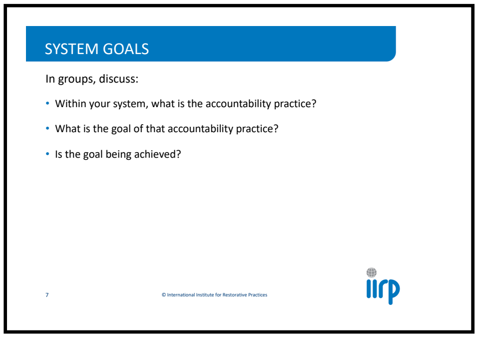
Activity

Note to Trainer The goal of this activity is to have participants reflect on their current practice of accountability. How are students, young people, parents, teachers, etc. held accountable to meet the norms/standards of their settings? Ultimately, the goals are to make good choices, learn from our mistakes, and do "the right thing."

In this activity, we want to explore if the way we currently hold people accountable in our systems is, in fact, helping people make good choices, learn from their mistakes, or do "the right thing." The next exercise will explore this further.

- Divide participants into groups.
  - Have participants count off by the number of groups needed.
  - 3 to 5 people per group.
  - Ask participants to bring their chairs and to form circles where they can see the screen, warning them to avoid coffee cups and other beverages when they move.

Slide #7: System Goals



- **Ask people to think about:** Within your system, what is the accountability practice? In other words, how are individuals held accountable for their actions? What is the goal of that practice, and to what extent is the goal being achieved? What do you want to happen?

    - For example, a school discipline policy may include detention, suspension, or expulsion. The goal is to change behavior, to have students make better choices. Does that happen?

    - In juvenile justice, young people are held accountable through community service and Outward Bound programs. Violations of probation may include being detained. The system goal is rehabilitation, community protection, victim empathy, and building competencies. Does this happen?

    - In child welfare, accountability is often centered around parents. They may be drug tested or asked to go to parenting classes or have supervised visits. The goal is safety of the child and reunification. Does this happen?

- **Clarify that** we are asking them to think about their specific school/agency/department.

- **Advise participants** their responses will be shared with their group.

- After 2 minutes, tell the groups to select a recorder/spokesperson.

- **Tell participants** to take turns sharing their answers with the rest of their group, then discuss these answers and collectively decide on a group response for both goals and achievements.

- Go around and check whether groups are doing the task as directed, reminding them of how much time they have left.

> **Tip** Go directly to groups because they are so involved in conversation that they often ignore announcements made from the front of the room.
>
> You may want to simply hold up 5 fingers, then 1, as you walk around.
> If pressed, give 2 more minutes.

- **On a flipchart or whiteboard with markers,** make 2 columns labeled "Goal" and "Achieved."
- Note the time when you begin the whole-class discussion and allow 10 minutes.
- Keep participants in their small groups while you ask each group spokesperson to name one goal and to what extent that goal is achieved.
- Insist on only one from each group at a time but go around until all ideas are expressed.
- Write the responses on the flipchart/whiteboard.
    - Ideally, one trainer leads while the other writes.
    - If you are alone, you may ask a participant to do the writing.
- **Summarize by saying:** We suggest that the primary goal of our current justice and school disciplinary systems, at least in theory, is "to get people to do the right thing."
- If challenged, acknowledge that the term "the right thing" is imprecise.

9:50–10:15 a.m.

Doing the Right Thing

Learning Objectives:

1. Participants will reflect on their current practice.
2. Participants will identify the purpose of restorative conferences.

- Note the time and give a total of 15 minutes for your directions and the group task. Use the same groups as the previous exercise.

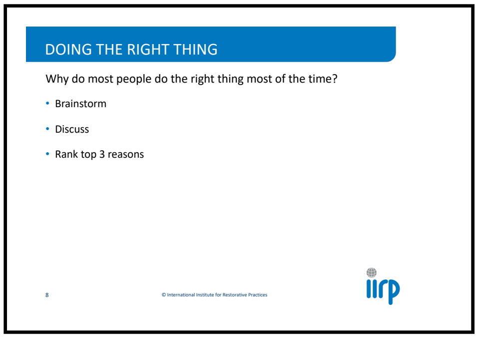
- **Learn and deliver:**

    - John Braithwaite, in his book, *Crime, Shame and Reintegration*, greatly influenced the IIRP.

    - Braithwaite took a unique perspective as a criminologist.

    - Instead of asking why people commit crimes, he asked the question: Why do most people do the right thing most of the time?

Slide #8: Doing the Right Thing



- For this exercise, ask people to **brainstorm as a group,** discuss, and then rank the top 3 reasons why people do the right thing most of the time, from greatest to least importance.

- Point out blank paper inserted in their handouts and tell groups that someone will need to be the group's recorder/spokesperson.

- Go around and check whether groups are doing the task as directed.

- Subsequently, tell people when they have 5 minutes left, then 1 minute. If pressed, give 2 more minutes.

- Note the time and allow a total of 10 minutes for groups to report and for your summary.

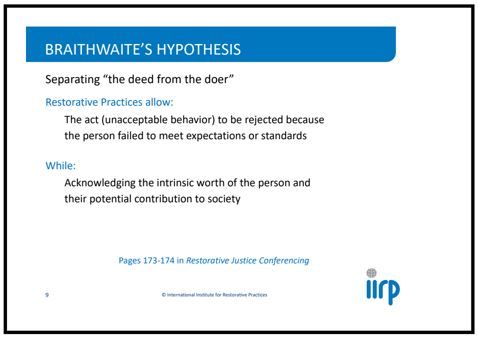
- **On a flipchart or whiteboard with markers,** note all responses from the group. (If an idea is repeated, you could put a check mark next to what was said rather than writing it twice.)

- Take only one suggestion at a time from each group. Insist on that.

- Take the top-ranked suggestions from the groups and record them in order. Work to create consensus as the groups report back.

- **Learn and deliver:**
  - People usually put punishment low on their list of reasons for why people do the right thing.
  - In contrast, our existing justice and school disciplinary systems rely almost exclusively on punishment to deter and change behavior.
  - We do the right thing primarily because of our values and to please those we care about – family, friends, and ourselves.

Slide #9: Braithwaite's Hypothesis



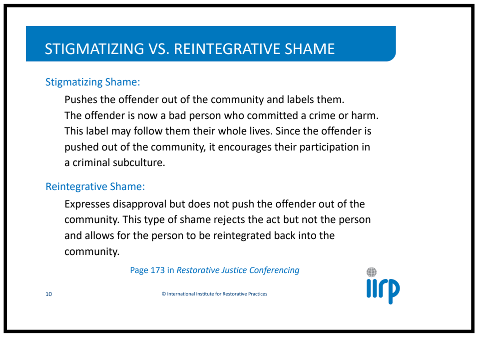
- Explain how this activity supports Braithwaite's hypothesis and theory.
  - People don't have the outlets, rituals, or processes to live out Tomkins's blueprint.

> **Note to Trainer** If this is a stand-alone event, participants will not have learned about shame and Tomkins's blueprint.

- Restorative practices allows for that to happen along the entire restorative practices continuum, especially in restorative conferencing – which is explained in John Braithwaite's work.
- Do not explain the blueprint yet. You will explain this when you present the psychology of affect. Refer to Braithwaite's work in that section.

➢ **Explain that** most people do the right thing because they care about each other, are connected and have relationships. They want to be well thought of.

Slide #10: Stigmatizing vs. Reintegrative Shame



➢ Introduce Braithwaite's notion of reintegrative shaming and the importance of separating the deed from the doer.

- Braithwaite's theory is consistent with the good practice identified in our social discipline window.
- When the shame is stigmatizing, it pushes the offender out of the community and labels them.
    - The offender is now "a bad person" who committed a crime or harm.
    - This label may follow them their whole lives.
    - Pushing the offender out of the community encourages their participation in a criminal subculture.

➢ Reintegrative shaming expresses disapproval but does not push the offender out of the community.

- This type of shame rejects the act but not the person, allowing for the person to be reintegrated into the community.

- **Explain that** restorative practices allows the act (unacceptable behavior) to be rejected because the person failed to meet expectations or standards, while acknowledging the intrinsic worth of the person and their potential contribution to society (the school).
  - An example of this is a restorative conference.
    - The conference gives people the opportunity to come to a shared understanding of an event.
    - Participants explore what happened, how people are impacted and ways to move forward.
    - The process is respectful to all who take part, and it separates the deed from the doer.
- **Acknowledge to participants** this may be a new way to look at shame. **Explain that** you will discuss this further in the afternoon.
- Tell them that John Braithwaite's book, *Crime, Shame and Reintegration*, offers more detail on the importance of shame from a sociological perspective.

Note to Trainer You may want to read the book to familiarize yourself with the theory.

10:15–10:30 a.m.

Break

Tell participants how long the break is and when it ends.

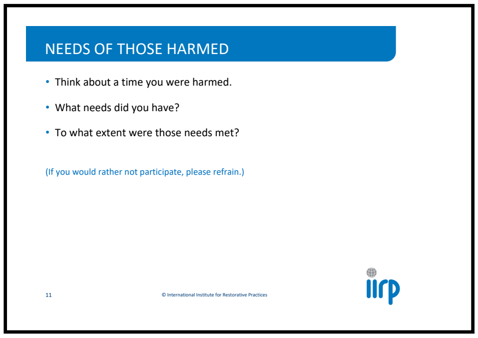
10:30–11:00 a.m.

Needs of Those Harmed

Learning Objective:

1. Participants will examine the needs of conference participants within the conference process.

Slide #11: Needs of Those Harmed



- Have participants divide into pairs (with one group of 3, if necessary).
  Explain that you will report answers to the larger group.

- Note the time and give 6 minutes for discussion – 3 minutes for each person, or 2 minutes for each person in a group of 3. If pressed, give 2 more minutes.

- **Learn and deliver:**

  - Think about a time you were harmed, but preferably not a severe experience.

  - Within your small group, briefly tell what needs you had and to what extent those needs were met. You do not have to share the story; rather, focus on what your needs were and to what extent they were met.

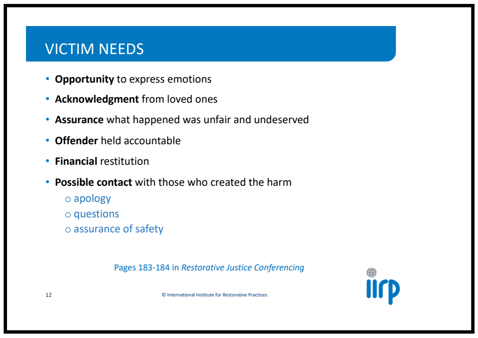
  - It is very important that anyone who would rather not participate in this activity feels free to refrain from doing so.

- When 5 minutes are up, indicate the remaining time and ask if the second person is speaking (or third).

- When the time is up, ask for a spokesperson from each small group to share the needs to the larger group.

- After compiling a list from the group, display the slide of "Victim Needs."

Slide #12: Victim Needs



- **Indicate that** this list of victim needs is based on victimology and restorative justice literature.

- **Summarize:** The needs of the victim include:
  - Having an opportunity to express emotions
  - Receiving acknowledgment from loved ones and others
  - Receiving assurances that what happened was unfair and undeserved
  - Knowing that something is being done about the offense, that the person who created the harm is being held accountable
  - Receiving financial restitution, when appropriate
  - Possibly making direct contact with the person who created the harm to:
    - receive an apology
    - ask questions about the offense
    - achieve a sense of safety if the person who created the harm assures the person harmed that the offense will not happen again

- **Point out that** the list the group developed is similar to what the research says.

- **Ask to see a show of hands and ask:** "How many of you had your needs met?"
  - The likelihood is that few people will raise their hands.

- **Ask whether** our current justice and school disciplinary systems meet those needs.
  - Let the group make their own conclusion.

11:00–11:05 a.m.

Varied Uses of Conferencing

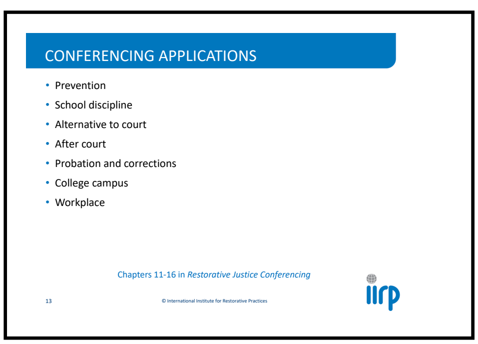
Learning Objective:

1. Participants will identify how conferences can be used in a particular setting.

➢ **Learn and paraphrase:**

- Conferencing is used for a wide range of settings, offenses, and ages of those who created harm, from adults to young school children.
- It is now called by names like community conferencing, police conferencing, or just conferencing.
- Many are using related restorative practices – that is, the questions and the philosophy of conferencing – in their informal interventions, as well as in their interactions with co-workers.

Slide #13: Conferencing Applications

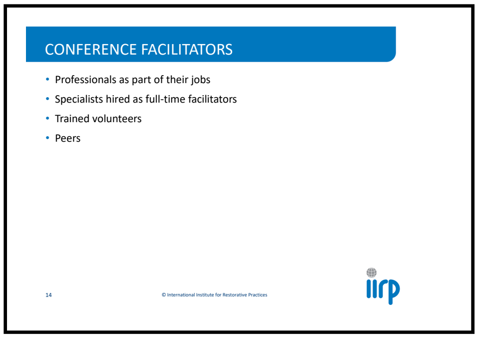


➢ **Learn and deliver:** Examples of conferencing and related restorative practices include:

- Prevention: As part of a violence prevention curriculum for elementary school students, a role play for an imaginary incident can teach empathy to young students.

- School discipline: Students learn more about how their inappropriate behavior affects others from restorative practices than from a detention or suspension.
- Alternative to court: Offenders may avoid a criminal record by being held accountable through a conference that diverts them from court.
- After court: Whatever the sentence imposed by the court, victims, offenders, and their families may benefit from a healing event in which all parties face and talk to each other.
- Or the court could order a conference to decide on the sentence for a convicted offender.
- Probation and corrections
    - Institutional infractions and probation violations may be addressed by conferences or other, less structured, restorative responses.
    - Conferences for offenders returning from prison may help reintegrate them into their families and communities.
- College campus: Conferences may be used to address all kinds of misbehavior, wrongdoing, and conflict on college campus.
- Workplace: Conflicts arise in the workplace for a variety of reasons – toxic culture, miscommunication, office gossip, etc. A conference may be an option to address the wrongdoing.

Slide #14: Conference Facilitators



- **Learn and deliver:**
  - Conferences may be facilitated by professionals, such as educators, police officers, probation officers, or youth workers, as part of their jobs;
  - or by specialists who are hired as full-time facilitators by schools, police, probation departments, or workplaces;
  - or by screened and trained volunteers.
  - In some cases, conferences may be facilitated by peers, such as schoolmates or fellow inmates.

11:05–11:55 a.m.

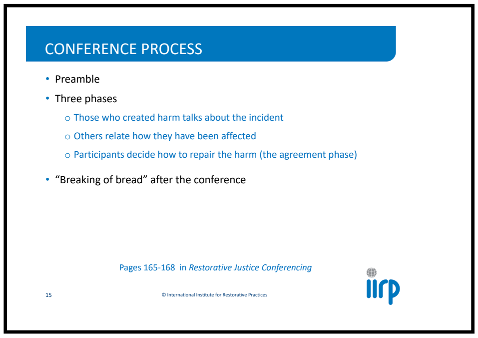
Video: How to Facilitate a Conference

Learning Objective:

1. Participants will learn the necessary skills to facilitate a restorative conference.

- **Tell participants that** the video they are about to see is an actual conference regarding a shoplifting by 2 students while on a school field trip.
  - The setting is an alternative school. The primary victim, the zoo shopkeeper, could not attend the conference.
  - Tell participants they will see another actual conference later today.
- **Suggest to participants that** they stay focused on the conference facilitator, rather than on the participants.
- **Tell participants that** the purpose of the video is to demonstrate the process and dynamics of a conference, not the content of one particular conference.

Slide #15: Conference Process

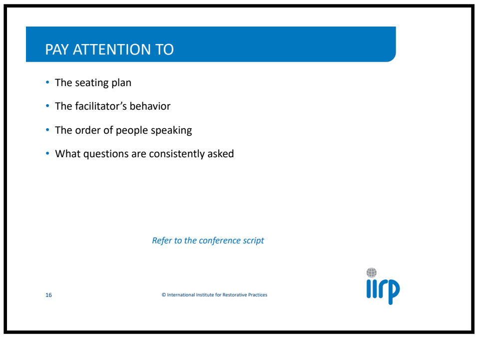


➢ **Mention that** before the conference, the facilitator contacts all participants to learn about the incident and work with the participants.

➢ **Learn and deliver:**

- In the preamble, the facilitator sets the focus, reminds everyone the conference is voluntary, and introduces the participants.
- The conference itself consists of three phases:
  - First, the person who created the harm tells about the incident.
  - Then, others relate how they have been affected.
  - Lastly, in the "agreement phase," participants decide how to repair the harm.
- After the formal conference, there is a "breaking of bread," when refreshments are served and participants can talk informally. This is an essential part of the conference.

Slide #16: Pay Attention To



> **Note to Trainer** Remember, you will use this same slide again after the video.

➢ **Learn and deliver:**

- In watching the video, pay particular attention to:
  - The seating plan
  - The facilitator's behavior
  - The order of people speaking
  - What questions are consistently asked
- We will go over these points after the video.

➢ **Before running the video, point out** the script in the front of the *Conferencing Handbook* and in their handouts.

➢ Say that the facilitator will be following the script.

➢ Tell people it is critical that they follow the script when running conferences.

> **Note to Trainer** Take time in advance of the 1st mini role play, perhaps during this video, to count the number of participants in attendance and calculate the number of groups you will need. (See "Get Participants into Groups," below, in the section "1st Mini Role Play.")

Video: How to Facilitate a Conference (38 minutes)

➢ After the video, make sure Slide #16 is back up on the screen.

➢ **Explain that** you will be open for some discussion but that we will be gathering questions shortly.

➢ **Ask participants** what they noticed about the video.

11:55 a.m. – 12:05 p.m.

Gathering Questions

Trainer Objective:

1. Gather and then organize an effective response to participant questions.

- **Explain that** you will be gathering questions but not answering them yet, so that you can organize them and answer them more effectively and efficiently after lunch. You want to ensure that everyone gets to ask their questions.

- Don't get stuck on questions from only one or two people.

- Use a flipchart or whiteboard and markers.
    - Ask participants for questions and write them on the flipchart. (You can use abbreviations and codes to make it fast.)
    - Review the questions with co-trainer during the next video (unless you are the sole trainer).
    - Group questions into sequential clusters as they relate to Before, During, and After the conference. You may also need an "Other" category, especially for "Program or Agency" questions.

12:05–1:05 p.m.

Lunch

Tell participants how long lunch is and when it ends.

1:05–1:15 p.m.

Energizer

- Start promptly because people will return from the lunch break when they hear that you have begun.

1:15–1:30 p.m.

Questions and Answers

Trainer Objective:

1. Respond to questions in an organized way, avoiding sidetracks.

- Using the list on the flipchart from the earlier question session, answer questions.
- Make sure you understand the original question before answering.
- You might also take related questions that arise spontaneously and clarify an issue – but if someone asks a non-related question, you should put that question at the end of the list.
- If the group does not have enough questions for the entire 30-minute period, start the mini role play activity.
- If you have organized questions carefully and have answered concisely, you often have enough time.
- However, if you see that you are going to exceed the allotted time, warn the participants in advance that you may have to postpone some questions until later.
    - Participants will be more understanding if you warn them, rather than just end abruptly because you have run out of time.

> **Special Note to Trainer** If you have not yet done so, take time in advance of the 1st mini role play to count the number of participants in attendance and calculate the number of groups you will need. (See "Get Participants into Groups," below, in the section "1st Mini Role Play.")

1:30–2:00 p.m.

Shame and Affect

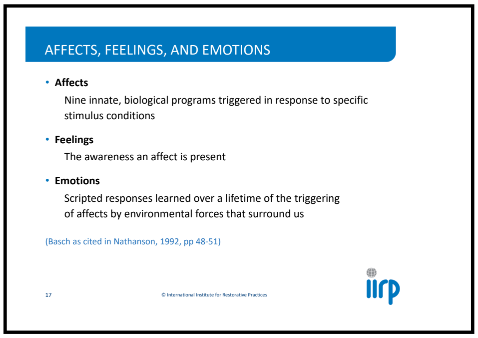
Learning Objective:

2. Participants will identify the relevant elements of Affect Psychology.

Note to Trainer If the participants have gone through the Introduction to Restorative Practices Curriculum, simply review the materials and move on.

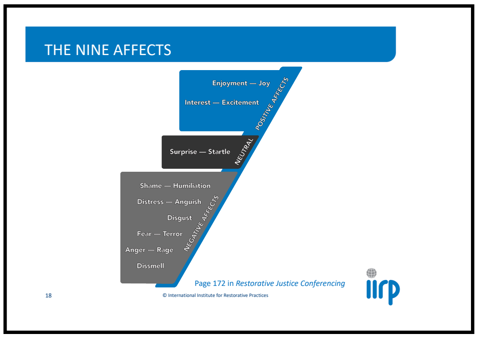
- **Explain that** in this section of the training, we will explore the work of Silvan Tomkins and his contemporaries, who developed the theory of Affect Psychology.
  - This theory describes why restorative practices works.
  - As we will see in the work of Donald Nathanson, understanding the affect of shame helps us recognize why human beings act or respond the way they do.

Slide #17: Affects, Feelings, and Emotions



- **Explain that** Silvan Tomkins discusses in depth how babies' facial expressions and their bodily reactions reflect each of the nine affects.
- **Explain that** affects are instantaneous reactions to stimuli in one's environment.
- Feelings are experienced seconds after one is aware that an affect has been triggered.
- Emotions are the scripted responses and expressions from the result of the accumulated stories and scripts that are learned from one's own experiences shaped by families, culture, and community.
- One shorthand way to remember the difference between the three is this: "Affects are our biology; feelings are our psychology, and emotions are our biography."

Slide #18: The Nine Affects



- **Give a basic overview of the Nine Affects:** Per this theory, there are nine innate affects. Most affects are experienced within a range from mild to strong.

- Two of them are positive
  - Interest–Excitement
  - Enjoyment–Joy

- One is neutral and operates as a restart mechanism
  - Surprise–Startle

- Six are varying degrees of negative
  - Shame–Humiliation
    (Explain that you will come back to this one in a moment.)
  - Distress–Anguish
  - Disgust
  - Fear–Terror
  - Anger–Rage
  - Dissmell (when something is physically or emotionally revolting; make the dissmell "yucky face" if needed.)

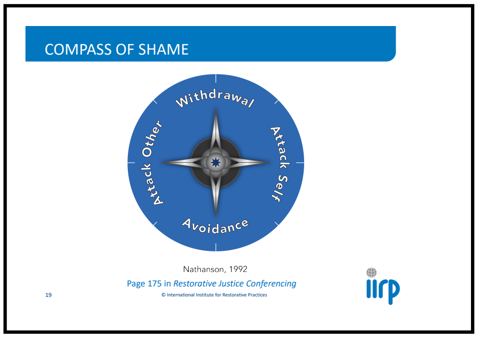
- Before you move into explaining shame, ask the following questions to the group to get an understanding of how the word "shame" is defined by participants.
  - What is shame?
  - What purpose does it serve?

- What if you never experienced shame?
  (We wouldn't know what feeling good was all about.)

Tip You may want to right the word “Shame” on a piece of chart paper and ask participants to respond to the word. What comes to mind when they see and hear this word?

- **Explain that** in this system:
  - “Shame” is defined differently than how one usually uses the word “shame.”
  - Instead of using the word “shame” to describe the sense of “doing wrong,” in this theory, the word “shame” is used to describe the interruption or impediment to one of the positive affects.
  - Whenever one of the positive affects is partially interrupted or when there is an impediment to positive affect, we will experience varying degrees of shame–humiliation. It cannot be avoided. The shame response will vary in duration, from a few seconds to several months or even years.
  - We can, however, minimize the negative aspects of shame.
- **Ask participants to** think about what the experience of shame is like.
  - “What are your negative ways of dealing with shame?”
  - Allow time for responses.
- **Assist them** in identifying the four points on the compass of shame.
- **Explain that** shame sets social parameters, interrupts good feelings, and provides a sudden awareness of what we don't want to know about ourselves.

Slide #19: The Compass of Shame



- **Learn and deliver:** Donald Nathanson, who worked with Silvan Tomkins, developed the Compass of Shame to illustrate how human beings react when they feel shame.

- **Explain that** there are four negative ways people respond to shame, or the interruption of a positive affect.

- **Paraphrase and give examples of each pole on the compass.**

    - Withdrawal – isolating oneself, running and hiding

    - Avoidance – denial, drug and alcohol abuse, distraction through thrill seeking

    - Attack Other – "turning the tables,' blaming the victim, lashing out verbally or physically

    - Attack Self – self put-down, masochism

- **Show that** the compass of shame largely confirms the answers they have already given.

- **Learn and deliver:**

    - Why do we take time to talk about the negative ways people deal with shame?
        - When we see these responses in other people, we can recognize them for what they are: expressions of shame.
        - Once we've recognized what this reaction actually is, there are things we can do to help them deal with their shame in a positive way.

- **Ask:** "What are the positive ways you can deal with shame?"

    - Allow time for participants to come up with ideas.

    - People will usually answer: talk about it, apologize, admit the wrongdoing, make amends, and express feelings.

- **Learn and deliver:**

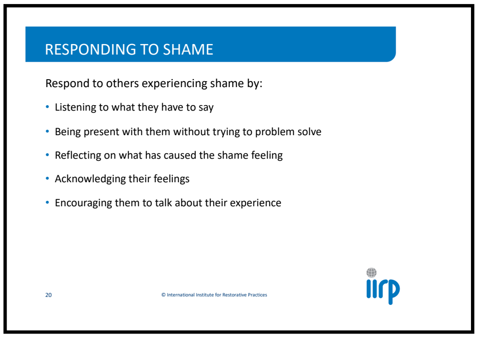
    - All the things mentioned are restorative ways to handle shame in a manner that does not become toxic to the group.

- In your community, you probably notice those negative shame responses all the time – with students, staff, and parents. Healthy communities are the ones that learn to deal with shame in a positive way.

- The important thing is to recognize the responses because there are positive ways we can respond to help people work through their shame.

➢ **Explain that** these just happen to be the key steps needed to build and maintain healthy relationships, according to Silvan Tomkins.

Slide #20: Responding to Shame



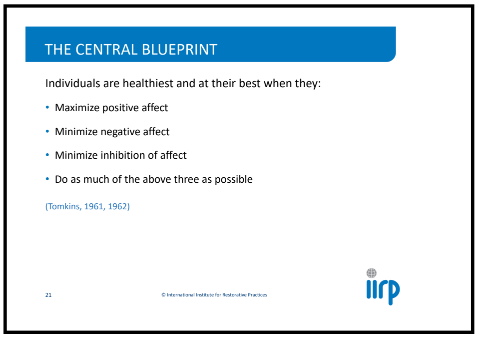
➢ **Learn and deliver:**

- Respond to others experiencing shame by:
  - Listening to what they have to say
  - Being present with them without trying to problem solve
  - Reflecting on what has caused the shame moment
  - Acknowledging their feelings
  - Encouraging them to talk about their experience

➢ **Assure participants that** we don't set out to intentionally shame people, but we don't protect people from shame when it occurs, either. We want to move people through a process that allows them to acknowledge what is happening and give them an outlet to process the experience.

➢ **Explain that,** based on the Nine Affects, we know we are all hardwired to respond in a certain way. Because of this, there is a blueprint for human beings to be at their best.

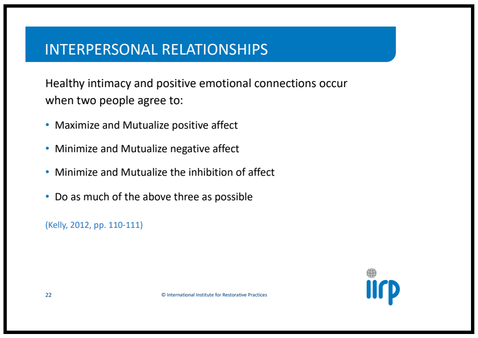
Slide #21: The Central Blueprint



- **Learn and deliver:**
  - Individuals are healthiest and at their best when they:
    - Maximize positive affect
    - Minimize negative affect
    - Minimize inhibition of affect
    - Do as much of the above three as possible

- **Explain the Central Blueprint:** What Tomkins was saying is that we are healthiest and at our best when we:
  - Engage in activities that maximize positive affect. (Do the things that feel good that are not destructive; practice self-compassion and self-care.)
  - Minimize negative affect. (Deal with the things that feel bad.)
  - Minimize our inhibition around affects. (Take risks and allow ourselves to be vulnerable when and where we feel safe.)
  - And do as much of all of those as possible.

Slide #22: Interpersonal Relationships



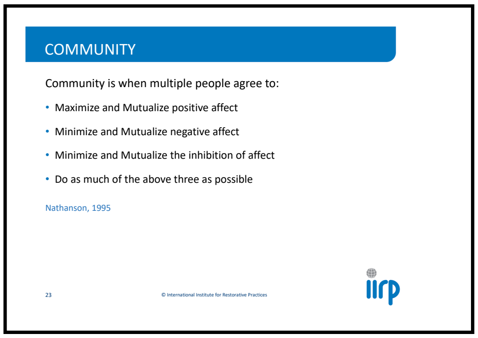
- Vernon ("Vick") Kelly expanded Tomkins's Central Blueprint beyond the individual and applied it to interpersonal relationships. Vick is a psychiatrist and through his practice with families and couples, explains that:
    - Healthy intimacy and positive emotional connections occur when two people agree to:
        - Maximize and mutualize positive affect
        - Minimize and mutualize negative affect
        - Minimize and mutualize the inhibition of affect
        - Do as much of the above three as possible

- **Explain that** while Kelly's blueprint primarily focuses on couples, we can see how interpersonal relationships can be healthy and positive when an individual's blueprint is coordinated with another's (Kelly, 2012). Kelly states: "Couples who develop the relational skills to follow and balance the rules of the Central Blueprint are well equipped to handle life's inevitable impediment to emotional connection" (2012, p. 111).

- **Ask participants to** think of the closest relationship they have in their lives and to consider if Kelly's application of the blueprint applies in those interpersonal relationships. How can this version of the blueprint help us when building healthy relationships with students, families and co-workers?

- To gain a better understanding of Kelly's work, trainers should consider reading: Kelly, V. C. (2012). *The art of intimacy and the hidden challenge of shame*. Maine Authors Publishing.

Slide #23: Community



- Community is when multiple people agree to:
  - Maximize and mutualize positive affect
  - Minimize and mutualize negative affect
  - Minimize and mutualize the inhibition of affect
  - Do as much of the above three as possible

- **Explain that** Nathanson built upon the work of Tomkins and Kelly when he applied the Central Blueprint to communities. Nathanson first referenced this definition in his article, *Crime and Nourishment: Sometimes the Tried and True Becomes the Tired and False*.

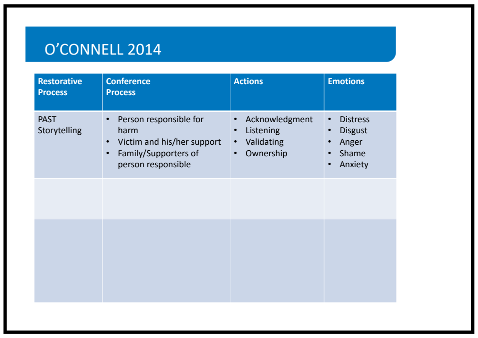
- **Point out that** most schools identify themselves as a “community.” According to Nathanson, if they do these three things, their “community” will become stronger and more defined.

- **Ask participants to** think about their students and how they interact in the hallways between classes.
  - They typically do not maximize positive affect.
  - They typically do not minimize negative affect. In fact, through teasing and bullying, **they maximize negative affect.**
  - It is a rare occasion when students are able to share their reactions to others' behaviors toward them when adults are not present.

➢ **Learn and deliver:**

- Because of what we just said, the challenge for adults is to do the fourth point (do as much of the three above as possible).
- If students are not behaving in a way that builds community on their own, we have to provide them the opportunity to do it when they are with us.
- Adults can provide opportunities for youth to respond to each other in positive ways – by learning about affect psychology, affective statements, affective questions, and circle processes.
- Conferencing is an example of ways to live out the blueprint of community.

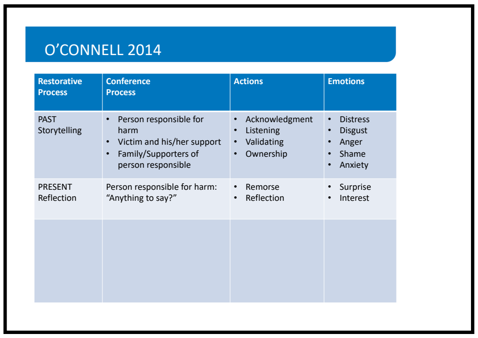
Slide #24: O'Connell 2014 (1)



➢ Terry O'Connell, former Director of IIRP Australia, explains how conferencing is aligned with the restorative process and affect theory.

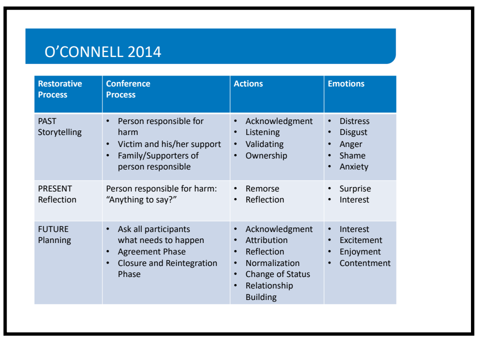
➢ This slide shows the restorative process of past (storytelling) with what is happening during the conference. It then connects to what emotions are most likely happening during the first part of the conference.

Slide #25: O'Connell 2014 (2)



- ➢ This slide shows the restorative process of present (reflection) and how it connects to what is happening during the conference process. It also lists which emotions are most likely happening during this stage of the conference.

Slide #26: O'Connell 2014 (3)



- ➢ And, finally, the bottom section illustrates the restorative process of future (reparation).

- ➢ The complete diagram shows the integration and alignment of how this restorative process allows people to move through negative affect, thereby minimizing and mutualizing their emotions in a structured environment.

2:00–3:00 p.m.

1st Mini Role Play

Trainer Objective:

1. Establish effective, safe role-play procedures.

Learning Objective:

1. Participants will learn the necessary skills to facilitate a restorative conference.

- Based on the total number of participants, divide by 5 to determine the number of groups you will need. The remainder (when 5 does not divide evenly) can be added as 6th participants in the role-play groups.
  - Ideally, you have done this calculation in advance and know how many groups and facilitators you will need.
    - Sometimes someone leaves the event, and you need to adjust your calculation.
  - In a small event, when there are exactly 14 or 19 participants, you will need to have groups of 6 with observers.

- **Introduce the mini role plays.**
  - **Explain to participants that** they are about to have a hands-on experience with conferencing.
  - **Inform participants that** they will be on their own all day tomorrow for setting up and processing the role plays.
  - **Ask for** their undivided attention because setting up the role play gets complicated and there are a lot of instructions.
  - **Tell them** they will be splitting up into small groups and that one person will serve as facilitator, while others will play the roles of conference participants.

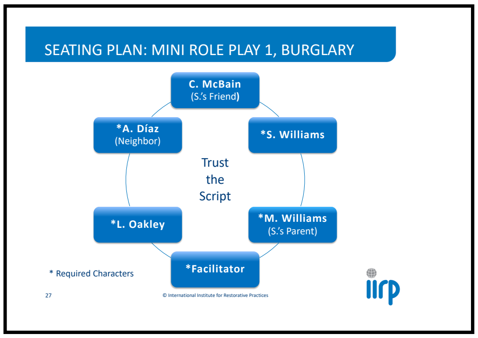
- **Explain the general procedure.**
  - Everyone, except the facilitators, will receive a role description that defines how they should act in the role play, along with a corresponding name tag.
  - All the small groups will deal with the same incident simultaneously.
  - The 1st mini role play should last no more than 30 minutes.
  - **Highlight that** the mini role plays are shorter and have fewer participants than most real conferences, so that more people can practice being a facilitator during this event.
  - **Say:** The success of the role play and its usefulness to the first-time facilitator depends on participants staying within reasonable bounds.
  - **Ask participants to** avoid exaggerating their role description or playing their role in an extreme manner.
  - **Tell participants about name tags:** We do not reuse them. Do not stick them on role-play descriptions. Throw them out.
  - **Ask participants** to decide on a first name and what they would like to be called. They can write that on their name tag.
    - **Ask participants** not to stereotype roles that have ethnic names.
  - **Remind participants** to not share the information on their role-play cards with others.

- **Get participants into groups.**
  - Ask for the number of volunteers that you need to be the first role-play conference facilitators.
  - Meet briefly with the volunteer facilitators to convince them of the importance of following the script (page 165 of the book and their handouts).
    - Ask for their assistance in demonstrating for everyone else how to facilitate a conference properly.
    - Be upbeat and encouraging. Be sure they have a copy of the script.
    - Acknowledge that reading the script is usually awkward the first time, and ask them to review the script quickly while others are receiving their role descriptions.

- While talking to the volunteer facilitators, the other trainer (unless you are the sole trainer) asks the rest of the participants to divide up into groups, making sure that they can see the projection screen.
    - **Tell them** the number of groups of 4 and groups of 5 that are needed, and that it is preferred they not be with others from their workplace.
    - **Explain that** people usually do better in role plays when they don't know the other conference participants.
    - **Ask:** "Who is left?" and assign them each to a role-play group as a 6th participant.
- After the groups have divided themselves, tell the volunteer facilitators to join a group.

➢ Do not pass out mini role play packets yet.

Slide #27: Seating Plan: Mini Role Play 1, Burglary



➢ Read the introductory description of the mini role play, including all the initial contacts with each character, while displaying the seating plan.

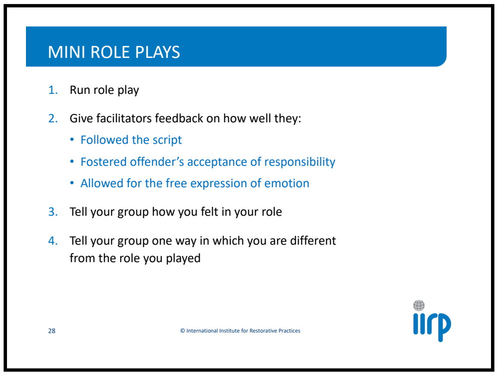
➢ **Explain that** the description is not a part of the conference. This is the information you would have learned during your conference preparation.

➢ **Point out that** the optional character, the 6th participant, is at the top of the seating chart but will not be in groups of five.

➢ **Tell participants to** sit according to the seating chart.

- Now hand out the mini role play packets and name tags.
- Give the facilitator the Facilitator Card from the folder.
- Give the rest of the folder to another group member.
- **Say:** "Decide your roles, name, and how you want to be addressed, and put on your name tags."
- **To the facilitators say:** "Begin as soon as you can."
- **Remind role-play facilitators again** to literally read the script, except where the situation demands that they vary from the script.
- During the 1st mini role play:
    - Note the time when the role play begins and allow 25-30 minutes for the role play.
    - Trainers should listen in on each of the groups and make sure that the role plays are staying on track.
        - Interrupt any role play where the facilitator is not using the script, where a group member is speaking out of role, or where someone is playing a role in an extreme manner.
        - Help the group get focused and moving again.
    - Very occasionally, individual participants attempt to participate in the mini role play while sitting on the floor or with their chair turned so the chair back is between them and the other participants.
        - Direct them to sit normally, explaining that they must help simulate the way an actual conference would be conducted.
    - When it gets near the time to end role plays and begin the processing, go around individually to each group and tell them they have 10 minutes, then 5 minutes, etc.
        - Indicate the remaining time with your fingers held up as you go to each group, because role-play participants often do not notice general announcements from the front of the room.
        - If any of the groups are clearly not going to be done in the allotted time, tell them to get to the agreement phase.

Slide #28: Mini Role Plays



- Process the role play.
- **Explain that** in the subsequent mini role plays the groups will process the role play by themselves. Only the 1st role play will be done as the whole group.
- **Ask each group** how their facilitator did in terms of the points on the slide.
- **Then ask facilitators** to comment on how they felt reading the script.
  - Don't insist that every facilitator speak – but afford all of them the opportunity.
- **Thank facilitators** for sticking with the script, which will help them have better conferences.
- **Explain that** you will now demonstrate how the groups should debrief.
  - Ask if someone can tell us how it felt being the "person who created the harm."
  - Don't insist that everyone who played the "person who created the harm" role speak – but afford all of them the opportunity.
  - Hopefully, you will get just one person to share, but allow space if others need to speak.
  - Next, ask if someone can tell how it felt being the person harmed then the supporters.
  - Do one role at a time, asking for voluntary comments from someone who played each character.

- **Demonstrate how to de-role** by calling on one person in each role to say how they differ from the character. Be brief.
    - Emphasize that they should find some way to separate because the de-role process is supposed to get them out of character.
    - Explain that sometimes people stay stuck in their role even after the role play has ended. This hurts them and others.
    - Note that the facilitator is not playing a role and does not de-role.
    - After several successful responses, ask people to de-role in their small groups as demonstrated.
- Postpone the break until you have completed processing the role play.

> **Note to Trainer** Role play follow-up: Some of the role plays have follow-up notes addressing specific issues that may arise in the role play. If a role play has follow-up notes, they will appear in the script after the role play.
>
> The 1st mini role play does not have any issues or challenges.

3:00–3:15 p.m.

Break

Tell participants how long the break is and when it ends.

3:15–4:15 p.m.

Preparation Practice

Learning Objective:

1. Participants will learn the necessary skills to prepare a restorative conference.

Note to Trainer It is important to convey to participants that preparation may not lead to a conference. Preparation in and of itself is a restorative process that will give participants a voice and an opportunity to share their story. A conference is the end result. However, the process of preparation is just as important to the participants as the outcome of the conference.

- **Ask participants the following questions:**
  - Why do you think preparation is important?
  - What do you think should be discussed when talking about this process for the first time with potential participants?
  - What does effective conference preparation look like?
  - How would you know if participants were ready to proceed in a conference?
- The answers will facilitate a conversation on the importance and need for thorough preparation. Tell participants to keep this in mind as they go through the following exercises about preparation.
  - Tell participants to refer to the handouts in their packets for this next activity:
    - What to Cover in the Initial Meeting
    - Conference Preparation Guide
      - Meeting with the person who created the harm
      - Meeting with the person harmed
      - Meeting with the supporters
- **Explain that** the handout "What to Cover in the Initial Meeting" **IS NOT** an agenda that they go through point by point when meeting with participants but rather an ongoing list of what is important to discuss when you are meeting with potential participants for the first time.
- Also note that the **"preparation scripts"** handouts are designed to give facilitators an idea of how to begin conversations with potential participants. **They shouldn't be read verbatim.** They are meant to give facilitators a starting point.
- **Ask them to** spend a few moments familiarizing themselves with the 4 handouts in order to organize their thoughts and put the script into their own words.

➢ **Remind participants that** while the conference itself is scripted, the preparation is not. Preparation is the time that the facilitator has to build connections with the conference participants.

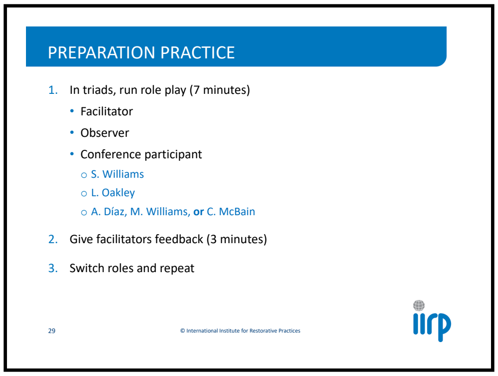
> **Tip** Refer participants to Chapter 3 in the *Handbook* and to the Preparation Script handout.

➢ Review the handout **"What to Cover in an Initial Meeting"** and point out how important preparation is to the success of the conference.

- The majority of the work involved in a conference occurs during preparation.
- This will ensure the success of the process.

➢ Brainstorm as a group any additional questions or thoughts that may be added to the list that you may want to cover in the initial meeting.

Slide #29: Preparation Practice



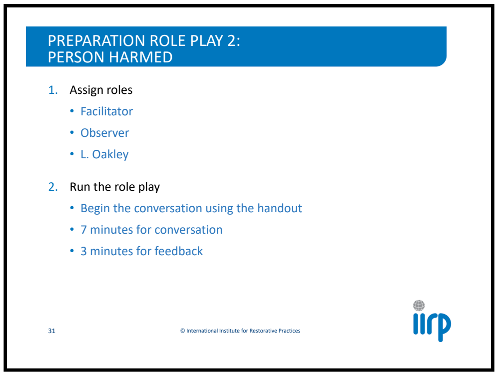
> **Tip** Before the participants do the role play, it is helpful to first demonstrate how the conversation should go. You can ask for a volunteer to play S. Williams and you play the facilitator. Ask a participant to set a timer for 5 minutes. Repeat this and demonstrate a meeting with L. Oakley. This will allow participants to see how the process should work and will demonstrate that they should not be reading from the handouts.

- **Explain that** in the following role plays, we are going to use the 1st mini role play as the foundation for the practice.
  - Imagine it is the day after S. Williams stole the iPhone and money.
  - You receive the referral for the conference and will reach out to those involved in the incident to begin preparing for a conference.
- **Tell the group** we will practice in triads.
  - For each round, there will be a facilitator, conference participant and observer.
  - The observer should pay attention to the tone the facilitator sets for the meeting and how they explain the process while building a connection with the participant.
  - The role play will be 10 minutes long – 7 minutes for conversation and 3 minutes for feedback.

Slide #30: Preparation Practice Role Play 1: Person Who Created Harm

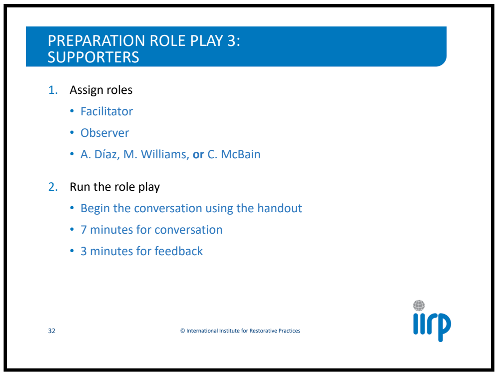
- In the first round of practice, a facilitator will meet with S. Williams.
- Have participants conduct the role play.

Slide #31: Preparation Practice Role Play 2: Person Harmed



- In this round of practice, a facilitator will meet with L. Oakley.
- Have participants conduct the role play.

Slide #32: Preparation Practice Role Play 3: Supporters



- In this round of practice, a facilitator will meet with A. Diaz, M. Williams, **or** C. McBain.
- Have participants conduct the role play.
- Process the series of role plays by asking:
  - What did you notice about the three role plays?
  - Were there differences in preparing each person?
  - Which scenario did you find most challenging? Easiest?

4:15–4:30 p.m.

Closing Circle and Feedback

Trainer Objective:

1. Solicit feedback from participants about the day.

- Suggest that participants review the Conferencing Handbook section of the book and the Script before Day 2 of the event.
- Solicit feedback from the group.
  - This can be done through index cards or post-it notes as participants leave, or even as a circle process.
  - You could ask what's working and what's not, or what would you like to see more of tomorrow / less of tomorrow.
- End the day with a go around. Some suggestions:
  - I learned, I realized or I was surprised by…
  - One-word feelings check.

Day 2 Agenda

8:30 a.m. – 4:30 p.m.

Registration and Coffee

Response to Feedback / Opening Go Around

Reflection

Mary's Story OR From Hostility to Harmony

Appropriate Conferences

2nd Mini Role Play

Preparation Practice

3rd Mini Role Play

Energizer

4th Mini Role Play

Large Role Play

Implementation Planning

Wrap-Up and Closing Activity

Before 8:00 a.m.

Preparation for Registration and Event

Trainer Objectives:

1. Decide use of classroom space.
2. Put materials and equipment in place.
3. Minimize distractions.

Registration checklist:

- ✓ Name Tags with Markers or Pens
- ✓ Registrant List (if applicable)
- ✓ Trash can at registration table to discard backing from name tags

Checklist:

- ✓ Laptop computer with speakers and necessary cables; Adobe Reader installed
- ✓ Digital projector
- ✓ Copy of Curriculum for each trainer
- ✓ Flipchart with markers or whiteboard
- ✓ Put up “parking lot” with a post-it pad
- ✓ You may want to consider a "shared resources" poster for the group to share quotes, authors, books or any other information related to the event
- ✓ Have room set up in a circle with enough chairs for the number of people expected

Preparation for event:

- ✓ Review the Curriculum and slides; be sure you are familiar with the content.
- ✓ Preview any videos you plan to show and be prepared to answer questions about the content.
- ✓ Read the book that corresponds with the training:

  Wachtel, T., O’Connell, T., & Wachtel, B. (2010). *Restorative justice conferencing: Real justice & the conferencing handbook*. The Piper’s Press.

- ✓ **Review the reference list on the final page of this Curriculum.**
  This will help you to gain command of the material. The Curriculum alone will not give you enough information. The IIRP strongly suggests further exploration of restorative practices to ensure confidence in the subject matter.

8:00–8:30 a.m.

Registration and Coffee

- Have participants sign in and take new name tags.

8:30–8:45 a.m.

Response to Feedback / Opening Go Around

Trainer Objective:

1. Identify adjustments made in response to feedback.

- Begin the day with an opening go around as a way to connect the group and bring the group together.
    - What have you thought about since yesterday?
    - What is one reason you do the work you do?
    - What is one thing from yesterday that resonated with you?
- Report back to the group on their feedback from the end of the previous day, taking this time to demonstrate fair process. (Trainer should have read the evaluation forms/index cards/sticky notes from the day before and collected the feedback.)
    - The evaluation forms/index cards/sticky notes are part of engagement.
    - Explain what changes can be made and what cannot be changed, then use expectation clarity to frame the remainder of the event.
- Thank them for their feedback and offer to respond further, if necessary, through the "parking lot" mechanism.

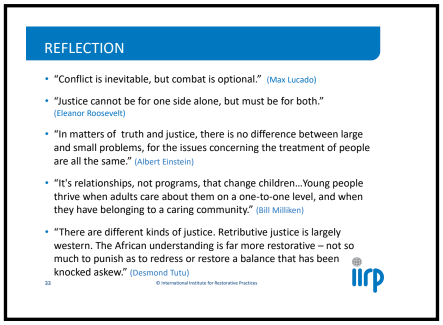
8:45–8:50 a.m.

Reflection

Learning Objective:

1. Participants will reflect on their current practice.

Slide #33: Reflection



- Reflection for the day
  - "Conflict is inevitable, but combat is optional."
    – Max Lucado
  - "Justice cannot be for one side alone, but must be for both."
    – Eleanor Roosevelt.
  - "In matters of truth and justice, there is no difference between large and small problems, for the issues concerning the treatment of people are all the same."
    – Albert Einstein.
  - "It's relationships, not programs, that change children. Young people thrive when adults care about them on a one-to-one level, and when they have belonging to a caring community."
    – Bill Milliken.
  - "There are different kinds of justice. Retributive justice is largely western. The African understanding is far more restorative – not so much to punish as to redress or restore a balance that has been knocked askew."
    – Desmond Tutu.

8:50–9:15 a.m.

Mary's Story OR From Hostility to Harmony

Learning Objective:

1. Participants will identify how conferences can be used in a particular setting.

Note to Trainer In this section, there are two options. Choose the one that is best for your audience.

- **Mary's Story** (presentation – see separate script and slides): This cartoon challenges punishment and is an example of the use of conferencing with young children. It also demonstrates the innate restorative nature of children.

- **From Hostility to Harmony** (video): A group of teenage girls in Albany, New York, had recently fought each other in a violent brawl. The IIRP videotaped a facilitated restorative circle involving the girls (friends since childhood), their family members, and supporters. This short film telescopes the remarkable transformation that takes place as all individuals in the circle are given a chance to freely express their feelings about what happened between them. Before the circle process begins, the room is heavy with belligerence and anger. By the time the circle ends, the mood has changed to hopefulness and affection, and the participants have moved from hostility to harmony.

    - After viewing *Hostility to Harmony*, allow groups to reflect in pairs or small groups, discussing their observations, thoughts, and questions.

Mary's Story presentation OR From Hostility to Harmony video

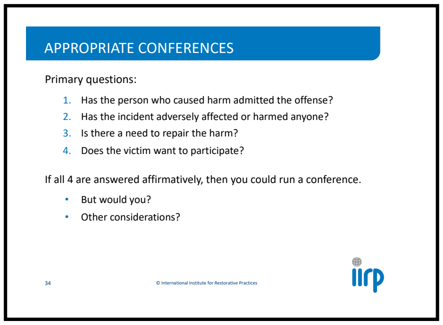
9:15–9:45 a.m.

Appropriate Conferences

Learning Objectives:

1. Participants will recognize the criteria for appropriate use of restorative conferences.
2. Participants will discuss the criteria for appropriate use of restorative conferences.

Slide #34: Appropriate Conferences



➢ **Explain:**

- There are 4 primary questions that help us decide if an incident could be conferenced:
  - Has the person who caused harm admitted the offense?
  - Has the incident adversely affected or harmed anyone?
  - Is there a need to repair the harm?
  - Does the person harmed want to participate?
- If these 4 questions are answered affirmatively, theoretically that incident could be conferenced.

➢ **Ask participants to** notice that we do not ask, “Have people been harmed?” because restorative conferencing allows for conferencing of so-called “victimless crimes.”

➢ **Learn and deliver:**

- Drug use, truancy, running away, prostitution – offenses where there are no overt victims – can all be conferenced by involving those who care most about the person who created the harm or who are adversely affected, such as family members, friends, and neighbors.

➢ **Note that** even if all 4 primary questions are answered affirmatively, there may be other considerations in deciding whether something would be conferenced.

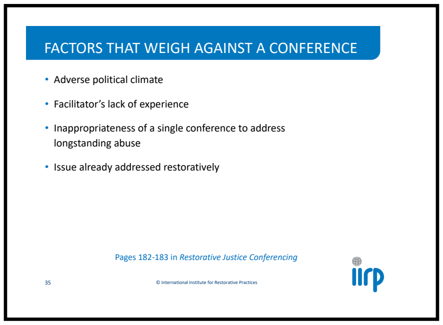
➢ **Explain that** the next activity examines those “other considerations.”

Activity

- ➢ On a Flipchart or Whiteboard with Markers, make 2 columns: “Would not conference” and “Why?”
- ➢ Note the time and allow 10-15 minutes for writing examples and discussion.
- ➢ Ask for examples and explanations of why one would not conference certain incidents.
    - You or your co-trainer should write these on the flipchart.
- ➢ Encourage discussion, but do not dwell on any one example.
- ➢ Allow for contrary views, since this is a decision that conference facilitators and agencies must make for themselves.
- ➢ Add your own opinions and examples on occasion.

Note to Trainer Make sure you keep in mind and share with the participants that there isn't anything you couldn't conference. People around the world are using conferences for very serious offenses. Individuals may choose to not conference situations due to their own inexperience, bias, or discomfort with the topic.

Slide #35: Factors that Weigh Against a Conference



- **Learn and Deliver:** Factors that weigh against doing a conference include:
  - An adverse political climate in your organization or community.
  - A facilitator's lack of experience with violent crimes and severe trauma.
  - Possible inappropriateness of a single conference to address long-standing child abuse or domestic violence.
  - The issue has already been addressed restoratively to the satisfaction of those involved.
    - Keep in mind the restorative practices continuum – the more you do informally, the less you need the formal response.

9:45–10:15 a.m.

2nd Mini Role Play

Trainer Objective:

1. Establish effective, safe role-play procedures.

Learning Objective:

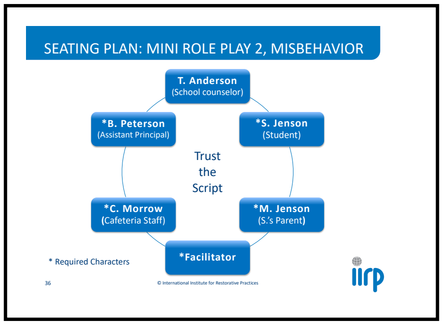
1. Participants will learn the necessary skills to facilitate a restorative conference.

- **Getting participants into groups for the 2nd day**
  - Determine the number of participants who are attending the 2nd day and divide by 5 to decide on the number of groups that will be needed.
  - Ask yesterday's facilitators to identify themselves. Ask each of them to form a group of five or six as needed (so you don't end up with groups with several participants who already facilitated a mini role play).
  - Tell the groups to sit where they can see the screen.

➢ **Explaining the general procedure**

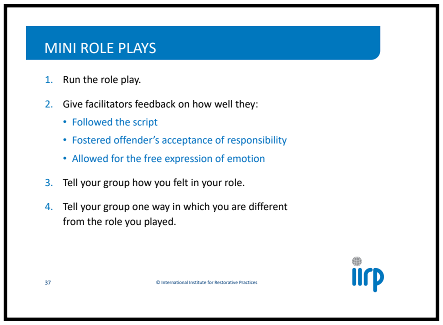
- Ask everyone for their attention while you explain the procedure.
- **Explain that** each group will stay together for the next 3 role plays and now needs to find a new facilitator to run this role play.
- **Tell them that** they should rotate the facilitator role and other roles so that everyone has a varied experience during the remaining role plays.
- **Learn and Deliver:** When participants finish the role play, they should do the activities in their small group that were done yesterday as a whole group:
  - Give feedback to the facilitator.
  - Debrief – in which you tell how you felt in your roles.
  - De-role – in which you tell how you differ from your roles.
- **Tell participants that** these activities will be displayed shortly on a slide.
- **Ask participants** to be especially mindful of instructions in their role-play descriptions, which are in bold print.
- These bold print instructions expose the facilitator and other role-play participants to simulated versions of problems that they may encounter in actual conferences.
- Insist that the participants with the bold print instructions act accordingly.

Slide #36: Seating Plan: Mini Role Play 2, Misbehavior



- **Point out that** the optional character, the 6th participant, is at the top of the seating chart and "may not be able to attend today" (in groups of five).
- **Tell the facilitators** they must read the introductory description of the mini role play to their group, including the initial contact with each character.
- **Once again, remind role-play facilitators** to literally read the script, except where the situation demands that they vary from the script.
- **Also ask that** facilitators begin their role plays as quickly as possible to allow for a full experience in the time permitting.
- Have the groups do their 2nd mini role play.
    - Give the facilitator the Facilitator card from the folder.
    - Give the rest of the folder to another group member.
    - **Say:** "Decide your roles, first names, and how you want to be addressed, and put on your name tags."
    - **To the facilitators say:** "Begin as soon as you can."
    - Note time when the role play begins and allow 25-30 minutes for the role play.
    - After the groups get started, display the "Mini Role Plays" slide.

Slide #37: Mini Role Plays



- Trainer(s) should listen in on each of the groups and make sure that the role plays are staying on track.
    - Interrupt any role play where the facilitator is not using the script, where a group member is speaking out of role, or where someone is playing a role in an extreme manner.
    - Help the group get focused and moving again.
- When it gets near the time to end the role plays and begin the processing, go around individually to each group and tell them they have 10 minutes, then 5 minutes, etc.
- Indicate the remaining time with your fingers held up as you go to each group because role play participants often do not notice general announcements from the front of the room.
- Check that groups properly do the facilitator feedback, debriefing, and de-roling activities.
- **Follow-up**
    - Ask the groups how they reacted to the issues in the role play.
    - Don't insist that every group speak but afford all of them the opportunity.
    - Deal with each follow-up issue, one at a time.
    - Sometimes people don't notice the issue in the mini role play, so explain the issue.
- Addressing chronic misbehavior with conferences:
    - Discuss how to address chronic misbehavior by focusing on one particular incident, typically the most recent.
    - The facilitator may allow other related incidents to be mentioned but should try to keep the discussion focused on the precipitating incident.
- Participants lecturing S. Jenson:
    - Ask the group what effect C. Morrow's lecturing of S. Jenson had on the conference and how the facilitator handled it.
    - Discuss ways it could be dealt with. Reiterate the importance of keeping the conversation focused and separating the deed from the doer.

10:15–10:30 a.m.

Break

Tell participants how long the break is and when it ends.

10:30–11:15 a.m.

Preparation Practice

Learning Objective:

1. Participants will learn the necessary skills to prepare a restorative conference.

- Remind participants about the preparation activity we did on Day 1.
- Explain we will replicate that process for the "misbehavior" role play.

> **Tip** Refer participants to Chapter 3 in the Handbook, the Preparation Script handout and the "What to cover in the initial meeting" handout for this activity.

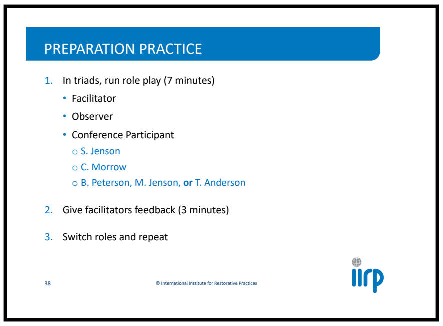
- Tell participants to refer to the handouts in their packets for this next activity:
  - What to Cover in the Initial Meeting
  - Conference Preparation Guide
    - Meeting with the Person who created the harm
    - Meeting with the Person Harmed
    - Meeting with the Supporters
- **Explain that** the handout *What to Cover in the Initial Meeting* **IS NOT** an agenda that they go through point by point when meeting with participants but rather an ongoing list of what is important to discuss when you are meeting with potential participants for the first time.

- Also note that the **"preparation scripts"** handouts are designed to give facilitators an idea of how to begin conversations with potential participants. **They shouldn't be read verbatim.** They are meant to give facilitators a starting point.

- **Ask them to** spend a few moments familiarizing themselves with the 4 handouts in order to organize their thoughts and put the script into their own words.

- **Remind participants that** while the conference itself is scripted, the preparation is not. Preparation is the time that the facilitator has to build connections with the conference participants.

Slide #38: Preparation Practice



- **Explain that** in the following role plays we are going to use the 2nd mini role play as the foundation for the practice.
    - Imagine it is the day after S. Jenson had the issue with C. Morrow in the cafeteria.
    - You receive the referral for the conference and begin to reach out to those involved in the incident to start preparing for a conference.

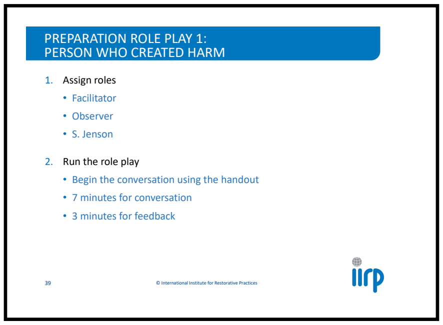
- **Tell the group** they will practice in triads.

- For each round, there will be a facilitator, conference participant and observer.

- The observer should pay attention to the tone the facilitator sets for the meeting and how they explain the process while building a connection with the participant.

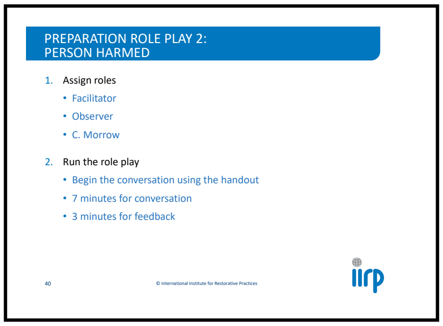
- The role play will be 10 minutes long – 7 minutes for conversation and 3 minutes for feedback.

Slide #39: Preparation Practice Role Play 1: Person Who Created Harm



➢ For the first round of practice, a facilitator will meet with S. Jenson.

Slide #40: Preparation Practice Role Play 2: Person Harmed



➢ For the second round of practice, a facilitator will meet with C. Morrow.

Slide #41: Preparation Practice Role Play 3: Supporters

- For the third round of practice, a facilitator will meet with B. Peterson, M. Jenson, **or** T. Anderson.

- **Process by asking:**
  - What did you notice about the three role plays?
  - Were there differences in preparing each person?
  - Which scenario did you find most challenging? Easiest?

11:15 a.m. – 12:00 p.m.

3rd Mini Role Play

> **Note to Trainer** There is an option for the 3rd Mini Role Play: It can be a Workplace Formal Conference or a General Conflict script role play.

- The 3rd mini role play will address conflict in the workplace. There are two options for this role play:
  - Use the prepared role play and follow the same format.

  OR

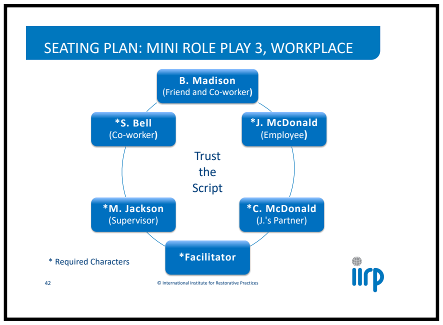
  - General Conflict Activity: Create a workplace-related role play with the group and use the General Conflict handout to facilitate a circle.

- **Explaining the general procedure**
  - Ask everyone for their attention while you explain the procedure.
  - **Explain that** each group will stay together for the next 3 role plays and now needs to find a new facilitator to run this role play.
  - **Tell them that** they should rotate the facilitator role and other roles so that everyone has a varied experience during the remaining role plays.

- **Learn and Deliver:** When participants finish the role play, they should do the activities in their small group that were done yesterday as a whole group:
  - Give feedback to the facilitator.
  - Debrief – in which you tell how you felt in your roles.
  - De-role – in which you tell how you differ from your roles.
- **Tell participants that** these activities will be displayed shortly on a slide.

> **Note to Trainer** Display **Slide #42** for the Workplace option **or** skip ahead to **Slide #44** for the General Conflict option.

Slide #42: Seating Plan: Mini Role Play 3, Workplace

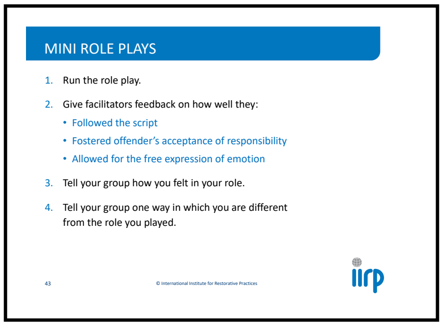


- **Point out that** the optional character, the 6th participant, is at the top of the seating chart and "may not be able to attend today" (in groups of five).
- **Tell the facilitators** they must read the introductory description of the mini role play to their group, including the initial contact with each character.
- **Once again, remind role-play facilitators** to literally read the script, except where the situation demands that they vary from the script.
- **Also ask that** facilitators begin their role plays as quickly as possible to allow for a full experience in the time permitting.

➢ Have the groups do their 2nd mini role play.

- Give the facilitator the Facilitator card from the folder.
- Give the rest of the folder to another group member.
- **Say:** “Decide your roles, names, and how you want to be addressed, and put on your name tags.”
- **To the facilitators say:** “Begin as soon as you can.”
- Note time when the role play begins and allow 25-30 minutes for the role play.
- After the groups get started, display the “Mini Role Plays” slide.

Slide #43: Mini Role Plays



➢ Trainer(s) should listen in on each of the groups and make sure that the role plays are staying on track.

- Interrupt any role play where the facilitator is not using the script, where a group member is speaking out of role, or where someone is playing a role in an extreme manner.
- Help the group get focused and moving again.

➢ When it gets near the time to end the role plays and begin the processing, go around individually to each group and tell them they have 10 minutes, then 5 minutes, etc.

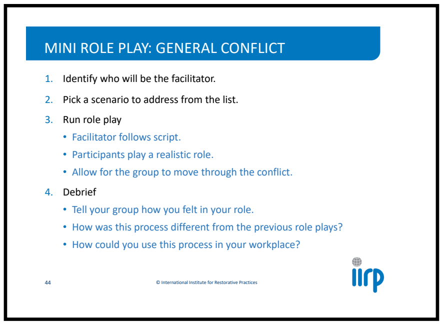
- Indicate the remaining time with your fingers held up as you go to each group because role play participants often do not notice general announcements from the front of the room.

- Check that groups properly do the facilitator feedback, debriefing, and de-roling activities.

- The 3rd mini role play does not have any issues or challenges.

- **Skip ahead to Lunch.**

Slide #44: Mini Role Play: General Conflict



- **Explain to the group that** the next role play will be different from the previous two and that in this role play you want to address a workplace conflict that doesn't have a clear definition of who created the harm and who received the harm. This activity will give you a chance to explore conflict where almost everyone plays a role.

- Ask participants to brainstorm different workplace conflicts they have experienced throughout their life and record them on chart paper.

  - For example: Office gossip, lunch room or office cleanliness, showing up late to meetings, being distracted at meetings, etc.

- Have participants get into groups of 5 or 6, depending on the number of people in the training.

- Ask for a volunteer to be the facilitator, and have the facilitator guide the group in picking a scenario and helping everyone select roles.
- Go around to each group to help them organize and to answer any questions they may have.
- Ask the groups to begin their role plays.
- When it gets near the time to end the role plays and begin the processing, go around individually to each group and tell them they have 10 minutes, then 5 minutes, etc.
- Indicate the remaining time with your fingers held up as you go to each group because role play participants often do not notice general announcements from the front of the room.
- Check that groups give the facilitator feedback, debrief, and de-role.

12:00–1:00 p.m.

Lunch

Tell participants how long lunch is and when it ends.

1:00–1:15 p.m.

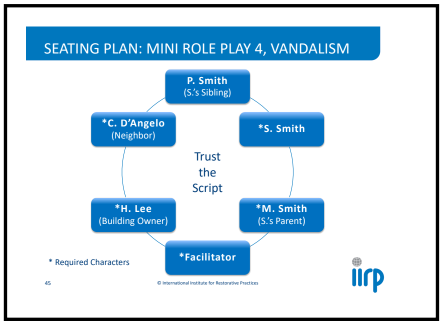
Energizer

- Start promptly because people will return from the lunch break when they hear that you have begun.

1:15–2:00 p.m.

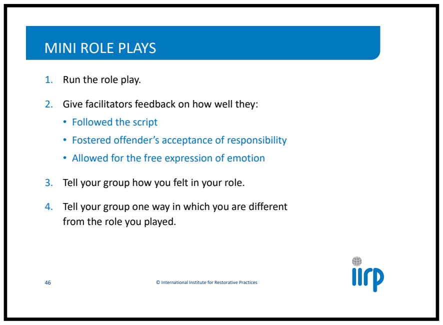
4th Mini Role Play

Slide #45: Mini Role Play 4, Vandalism



- ➢ Conduct this mini role play in the same fashion as the previous mini role plays.
- ➢ After the groups get started, display the "Mini Role Plays" slide.

Slide #46: Mini Role Plays



➢ **Follow-up**

- Ask the groups how they reacted to the issues in the role play.
- Don't insist that every group speak but afford all of them the opportunity.
- Deal with each follow-up issue, one at a time.
- Sometimes people don't notice the issue in the mini role play, so explain the issue.

- Handling person who created the harm that is smiling:
    - Ask the group how they reacted to S. Smith smiling in the beginning of the conference.
    - Did S. Smith show remorse?
    - What effect did this have on the other participants?
    - Explain that sometimes smiling inappropriately may be caused by nerves or anxiety and not defiance.
    - This may provoke anger in other participants and should be acknowledged.
    - The facilitator may ask S. Smith if they realize they are smiling – oftentimes people don't realize their body language.

2:00–2:15 p.m.

Break

Tell participants how long the break is and when it ends.

2:15–3:15 p.m.

Large Role Play

Learning Objective:

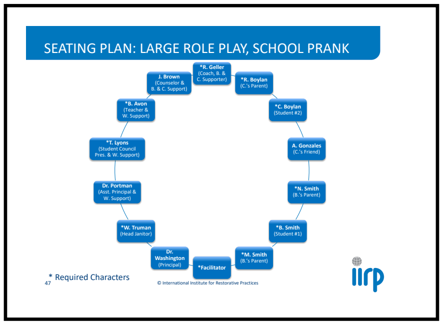
1. Participants will learn the necessary skills to facilitate a restorative conference.

- Combine mini role-play groups to create large role-play groups. If there is an extra group remaining, divide that group among the large role-play groups.

- Ask who has not facilitated yet, then negotiate who will run the large role play.

  - In the large role play, two people can facilitate at the same time using either of two approaches:
    - Have both people literally sharing the facilitator role by splitting the script.
    - Have one person facilitate while the other records the agreement and advises the lead facilitator if they miss something in the script or in the process.

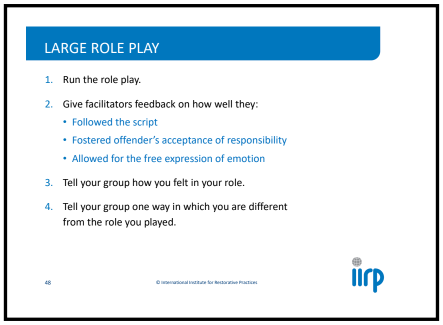
Slide #47: Seating Plan: Large Role Play, School Prank



- Tell participants the large role play packets include seating plans, which the facilitators should use to help them keep track of all the participants.

- After the groups get started, display the "Large Role Play" slide.

Slide #48: Large Role Play



- Follow-up for large role play
  - Ask the groups how they reacted to the issues in the role play.
  - Don't insist that every group speak – but afford all of them the opportunity.
  - Deal with each follow-up issue, one at a time.
  - Sometimes people don't notice the issue in the role play, so explain the issue.
- Allowing time for emotion (crying):
  - **Ask:** “How did the facilitator handle B. Smith's parent crying?”
  - Emphasize the importance of allowing for emotion, in this case crying.
  - Allow for silence until the participant composes themselves.
  - Have tissues available.
- Outburst or shifting blame
  - How did the facilitator handle R. Boylan's frustration about the suspension and blaming the principal?
  - Discuss ways to address this issue, such as refocusing the participant.
    - Bring them back to the preamble – remind participants we are here to learn what happened, how people are affected, and how to move forward.
- Outrageous consequences
  - How did the facilitator or other participants respond to N. Smith's suggestion of the kids cleaning the building with a toothbrush and having it videotaped?
  - Discuss ways to address this.
    - Oftentimes the group will address this ahead of the facilitator.
    - If not, the facilitator can remind the group about the preamble and not wanting to devalue or intentionally shame the students.

Slide #49: The IIRP Reminds You…

- **Learn and Deliver:**
  - The IIRP encourages you to start small and run conferences for low-level offenses until you have gained experience and feel comfortable moving to more serious situations.
  - The IIRP would discourage you from facilitating conferences for serious offenses involving severe trauma for people who have been harmed without appropriate experience and co-facilitation.
- **Add examples.**
- **Learn and Deliver:**
  - On the other hand, conferences may be too much for some situations.
  - Sometimes you may want to do an abridged version of a conference.
  - For example, a police officer did a spontaneous conference on the porch of a victim's house with just the victim and the offender because the victim was about to leave on vacation.
  - As another example, an assistant principal took two students aside in the busy hallway between classes and resolved an offense by asking the person harmed how he was affected by what the person who created the harm had done to him, without lecturing or giving a detention.
  - When there isn't a clear definition of who created the harm and who received the harm, a scripted circle using the Facilitator's Guide to General Conflict (included in handouts) may be more appropriate.

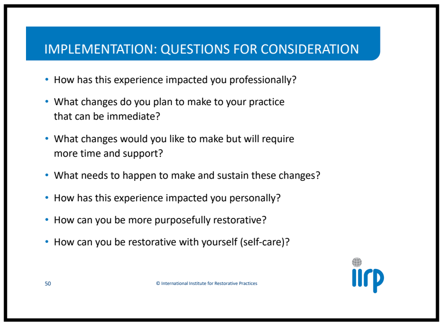
3:15–4:15 p.m.

Implementation Planning

Learning Objectives:

1. Participants will list ways to include restorative practices in their own pedagogy and practice.
2. Participants will generate a plan to use restorative practices in their own pedagogy and practice.

Slide #50: Implementation: Questions for Consideration



- **Explain to the participants that** it's "Moving Day." They have spent 2 days in a professional development event, learning, reflecting, and practicing.
  - Imagine they are packing all their knowledge and experience into boxes to be put on a moving truck to go back to their setting.
- **Ask them to** think about who will meet them to help them unpack.
  - What is their strategy for unpacking?
  - Which boxes do they need right away?
  - Which boxes don't need to be unpacked just yet?
  - What unpacking can they do alone, and which boxes need more people to unload and unpack?

- **Questions for consideration**
  - How has this experience impacted you professionally?
  - What changes do you plan to make to your practice that can be immediate?
  - What changes would you like to make but will require more time and support?
  - What needs to happen to make and sustain these changes?
  - How has this experience impacted you personally?
  - How can you be more purposefully restorative?
  - How can you be restorative with yourself (self-care)?

- **Ask participants to** assist you in deciding what groupings would be most helpful to them to work on the questions – staying in role-play groups, by region, workplace, type of work (teacher, police, etc.), or whole group.

- **Ask participants to** consider the question and then brainstorm strategies within their group.

- Note the time and allow a total of 30 minutes for discussion with groups.

- Meet as a large group again and ask participants how they addressed the questions.

- Do an ending go around, such as "Name one thing you can do to encourage restorative practices and conferencing."

4:15–4:30 p.m.

Wrap-Up and Closing Activity

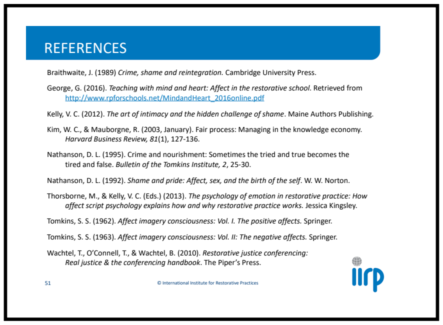
Trainer Objectives:

1. Trainer will answer final questions.
2. Trainer will lead participants in a final go around.

Activity

- **Ask participants:**
  - “By a show of hands, how many of you think conferencing will work?” **Put your own hand up.**
  - "How many of you think you can do it?"
  - "How many of you will begin using restorative language and practices your next day at work?"
- **Tell participants** it is best not to wait too long after the event to facilitate a conference because people's confidence in the skill begins to fade.
- Have participants complete and hand in the evaluations.
- Offer final remarks from the trainer(s).
- Offer the participants an opportunity to make final remarks.
- Conclude in your own way and incorporate a final go around, such as “Something you learned, realized, or were surprised by.”

Slide #51: References



- Have this slide showing at the end as participants are wrapping up.

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