



Foundational Training in Restorative Justice for Higher Education

January 8, 2024

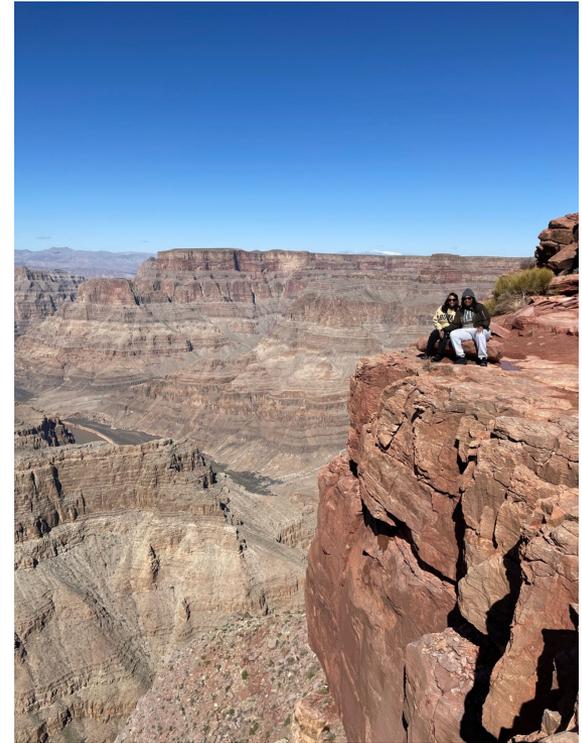
Avery Arrington, Josh Bacon, & Marva Richards



Day 1: Circle Practice and RJ 101

A

Meet the Training Team



Land Acknowledgement

Loyola University Maryland campuses are located on stolen ancestral grounds originally cared for and inhabited by Indigenous communities for thousands of years. The racist violence of settler colonialism past and present led to the traumatization and destruction of millions of Indigenous bodies, communities, cultures, and resources. We must acknowledge that we live on and benefit from this land that was taken by force. As a Jesuit, Catholic institution, we are called by our values to engage in active discernment about the role that our institution and the Catholic Church have played in the oppression, exclusion, and erasure of Indigenous nations. Loyola University Maryland commits to calling out continued systemic injustice, repairing institutional harms, and renewing our commitment to working in solidarity to heal this land.

A

Take care of yourself

Bathrooms

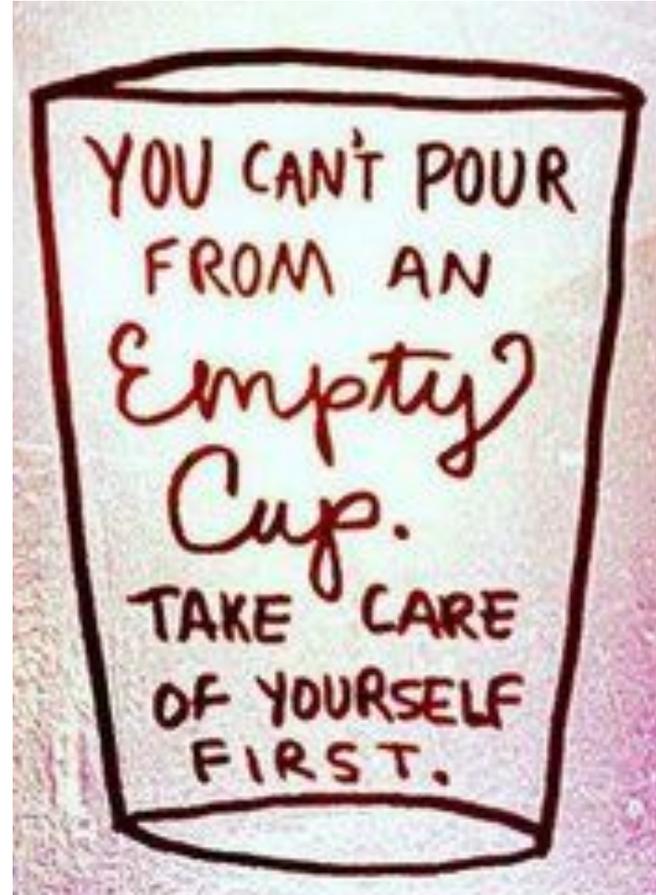
Coffee and Food

Breaks

*Body-Scanning/Breathing

Parking Lot

Asking us to help



A

What to expect...

Our work will be interactive.

We will be modeling and practicing skills together.

Our work will be self-reflective.

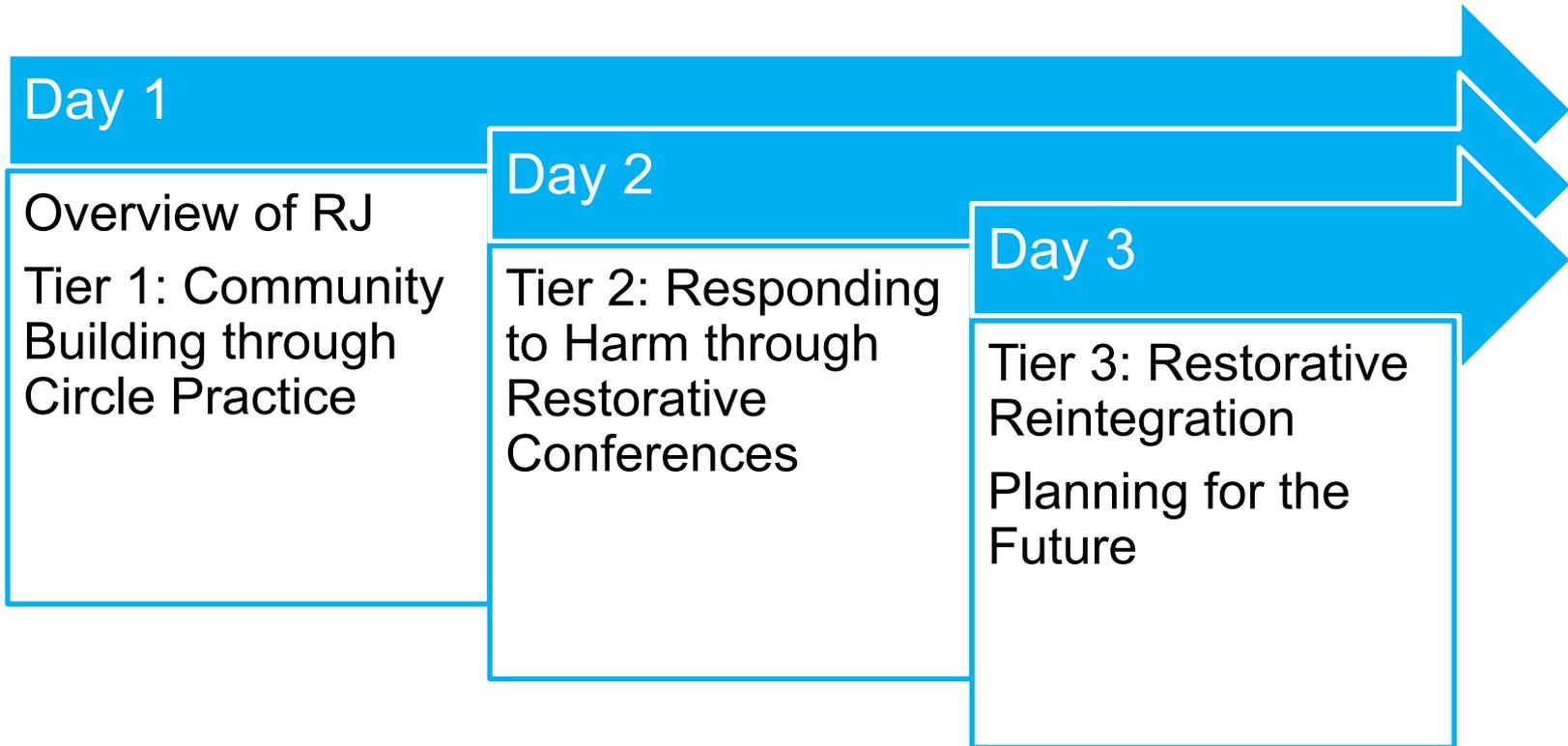
We will take time to check in with our current practices and aspirations.

Our work will be iterative.

We will build up and repeat concepts to support learning.

A

Training Overview



A

Today's Agenda

Circle Practice and RJ 101

- Opening Circle
- RJ: The Why
- RJ: The What
- Circle Experience for Community Building
- RJ: The How
- Design a Community-Building Circle
- Community-Concern Circles
- Closing Circle

A



Gallery Walk: Developing Community Values and Agreements

Why did we do this Gallery Walk?

- Collaboratively create a positive learning environment
- Articulate our community values
- Develop agreements about how we will learn together
- Creating agreements helps build trust
- Restorative practices usually begin with creating shared agreements



Opening Circle

M

Why did we do this Opening Circle?

- To check in, be seen, be heard
- To respond to a prompt to connect more deeply with one person
- To get a quick read on the energy level of the group
- To experience use of a talking piece for turn-taking



Restorative Justice

THE WHY

J

There is pain “under the surface”



Pair share:
What pain exists in your community?

The Why of Restorative Justice



To build community and strengthen relationships

To create a brave container for difficult dialogue

To voice harms and concerns in community

To collaborate on next steps for response



Break

15 Minutes

J

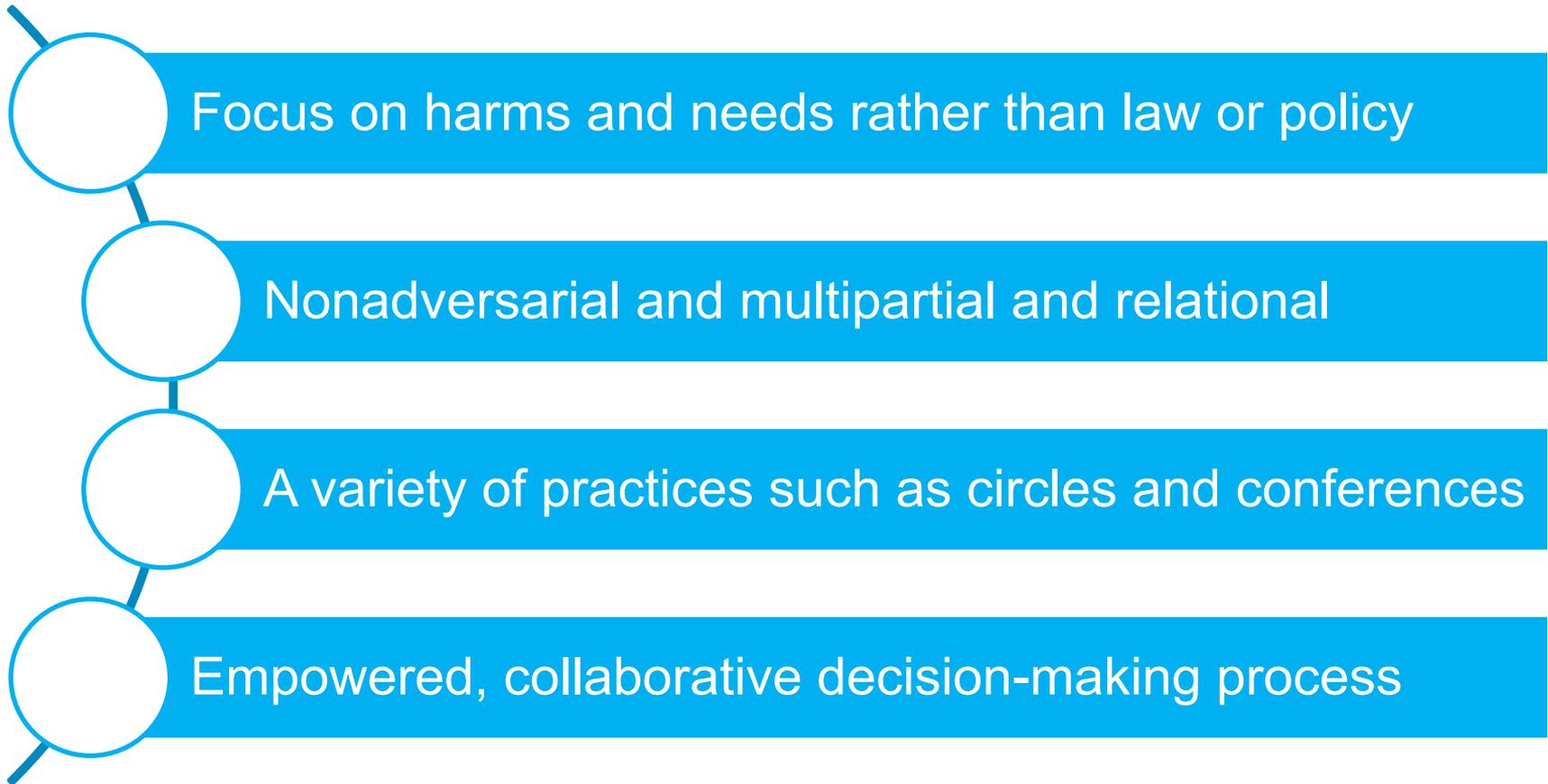


Restorative Justice: THE WHAT

RJ 101: Principles and Practices

M

Basic RJ Principles



M

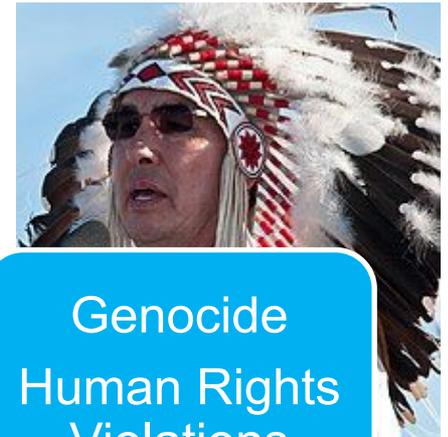
Expanding RJ Movement



Schools
Workplaces
Families

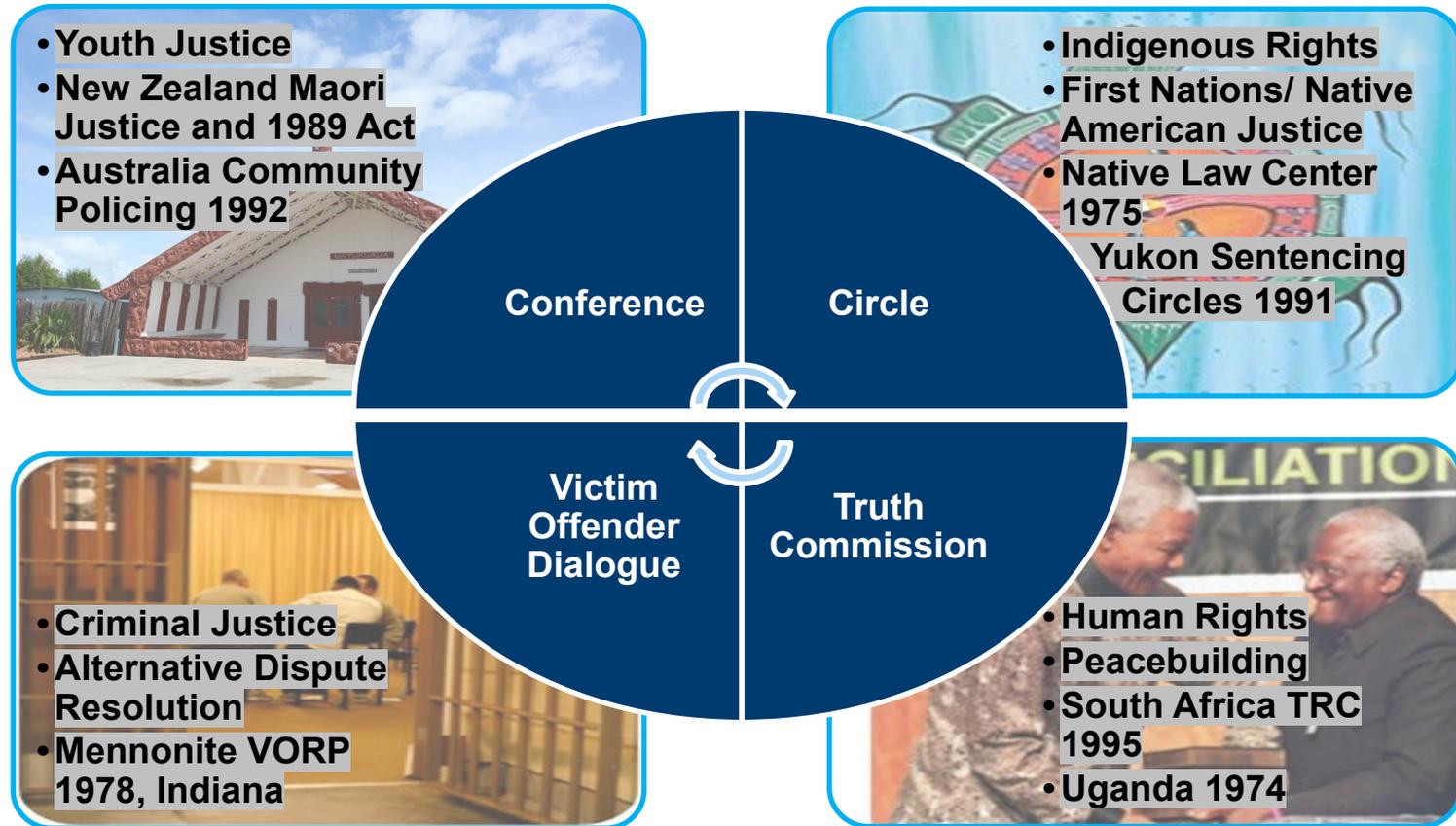


Juvenile
Justice
Criminal
Justice



Genocide
Human Rights
Violations
Historical
Harms

Core RJ Practices and Origins



M

Emergence of Transformative Justice

“RJ risks losing relevance if we, as practitioners, do not become more skillful at identifying, navigating, and transforming racial harm.” Fania Davis

RJ within systems; TJ outside systems

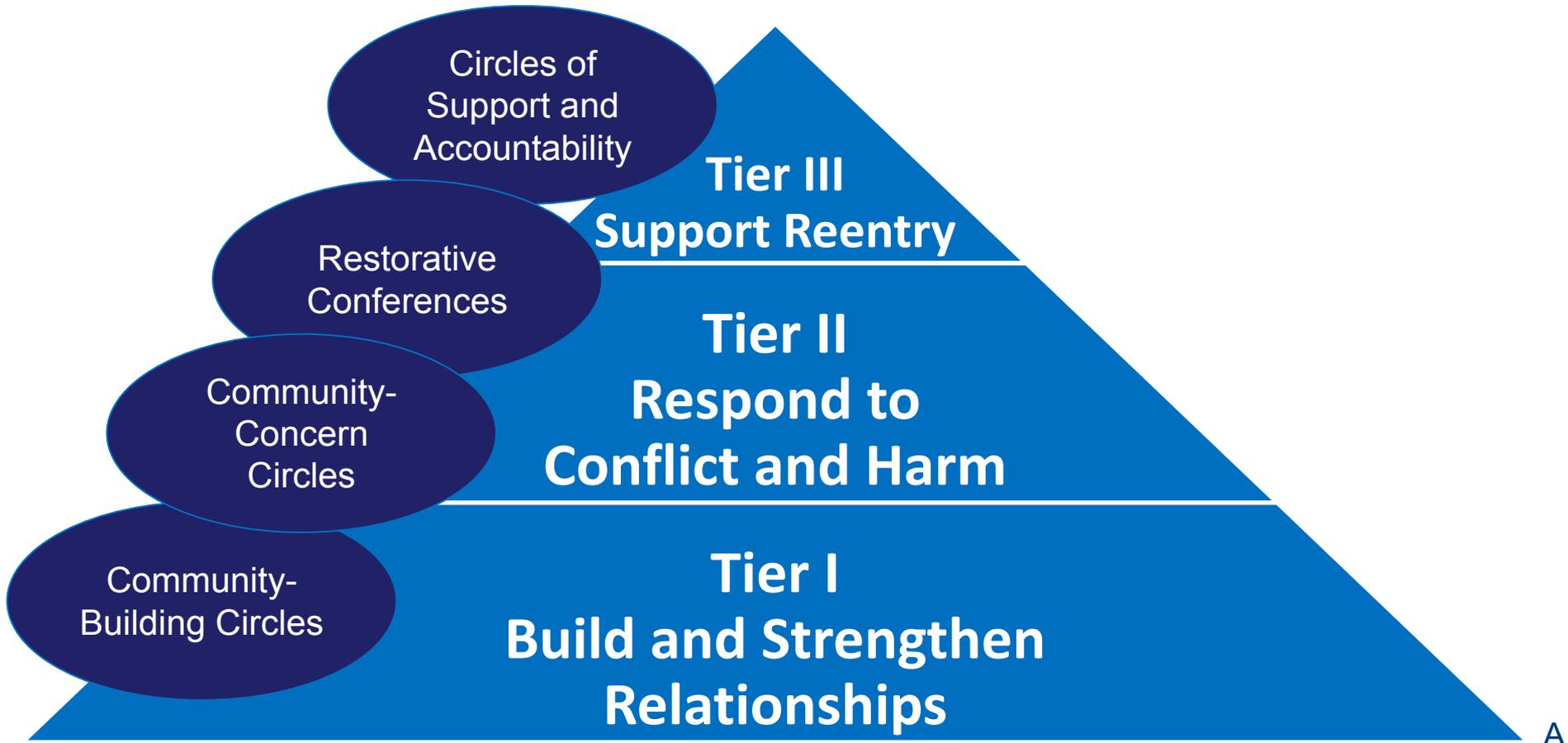
Integration of structural/historical harms

Concerns about cultural appropriation

Concerns about power/privilege

M

Whole Campus Approach



RJ Questions by Tier

Tier I:

Community Building

- Who are we?
- What are our stories?
- What are our core values?
- What is important to us?
- What kind of community do we want?
- How do we want to treat each other?
- How will we all contribute?

Tier II:

Responding to Harm

- What happened?
- Who has been impacted? In what way?
- What are the harms to be addressed?
- What needs do we have?
- What will make things right?
- How do we rebuild relationships?
- How do we address this in a restorative way?

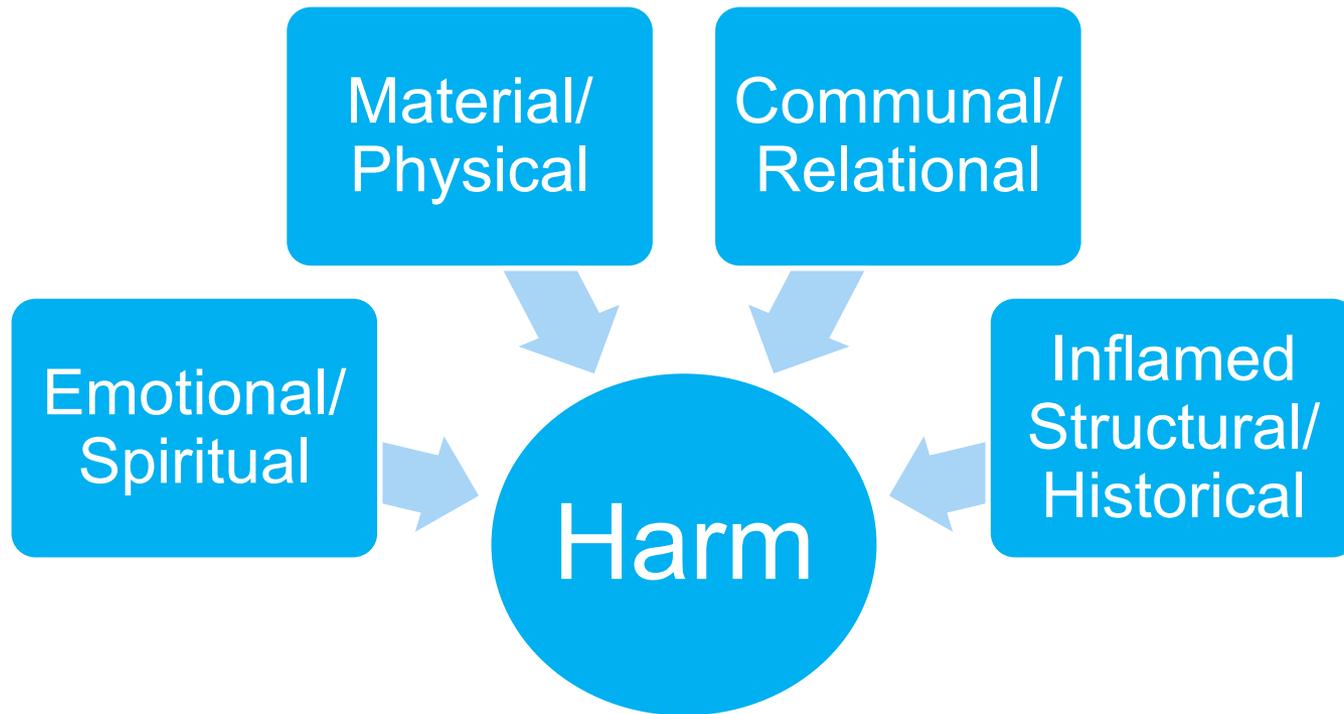
Tier III:

Reintegration

- How do we support this individual?
- How do we support harmed parties?
- Has the individual taken responsibility?
- How do we prevent recurrence?
- How will we welcome this person back?
- What resources do we need for successful reintegration?

A

RJ is an Exploration of Harms, Needs, and Solutions



A

Form a Wagon Wheel



“Something I can share about me is...”

RJ Defined: Fania Davis



What resonates most for you?

J

RJ Defined: Kay Pranis



What does it mean to truly be accountable?

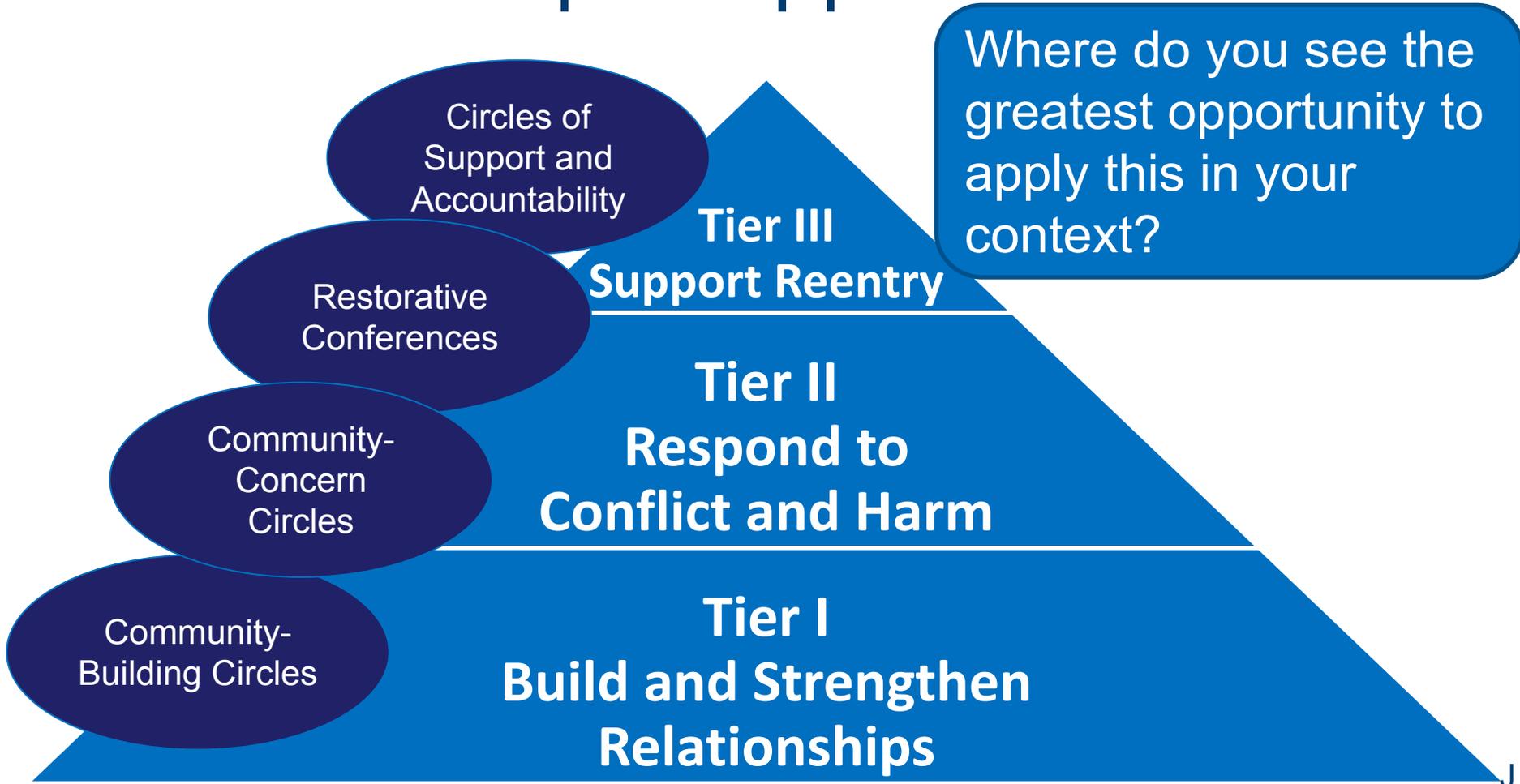
What is Restorative Justice?

Restorative justice is a way to prevent or respond to harm in a community with an emphasis on healing, social support, and active accountability. RJ includes a variety of practices with many rooted in indigenous and religious traditions. Some practices help prevent harm by helping people build relationships and strengthen communities. Other practices respond to harm by helping to clearly identify harms, needs, and solutions through an inclusive and collaborative decision-making process.



How well does this definition align with your school's mission, values, policies, and climate?

Whole Campus Approach



Apology Guidelines

What Happened

- Description detailing the harm.

My Role

- Acknowledgement of responsibility.

How I Feel

- Expression of remorse.

What I Won't Do

- Commitment to preventing reoffending.

What I Will Do

- Commitment to make amends for the harm caused.

J

How well did Dean Baker do??

What Happened

My Role

How I Feel

What I Won't Do

What I Will Do

Dear Class of 2011

I have heard from you following the graduation banquet when the theme (and much of the content) of my speech was similar to that of one given by Dr. Atul Gawande. When I was researching for the speech, I came across text which inspired me and resonated with my experiences. The personal medical traumas which I detailed were wholly genuine and did indeed engender the sense of inadequacy I highlighted. I also used a medical case of Dr. Gawande's to further make my point. I offered a sincere written apology to Dr. Gawande and subsequently spoke with him; he was flattered by my use of his text, took no offence and readily accepted my apology....

Throughout my professional career and private life I have I have held myself to the highest ethical standards possible. The talk was intended for a private audience, nevertheless, my failure to attribute the source of my inspiration is a matter of the utmost regret.

And, while there is no excuse for the lapse in judgment which occurred on Friday evening I can only offer my sincere and heartfelt apology.

Why did we do this Wagon Wheel Circle?

- To reflect on key RJ concepts
- To develop intimate connections in a large group
- To respond to a prompt to connect more deeply with one person
- To experience a type of circle practice

After lunch...

Bring the small object that represents something about you, your values or your work.



Model Circle: Story Sharing

Community-Building Circle: Meaningful Objects



Round 1: Share your piece, starting with facilitator

Round 2: Return piece to person on your left, starting with facilitator

- Honor the story by reflecting
- Open to circle for connections

Why did we do this Community-Building Circle?

- To experience a deeper level of community building
- To feel the power of personal storytelling
- To consider how this circle can be used in your work to build trust, empathy, connection
- To ponder customized prompts, e.g., “bring an object that represents hope”

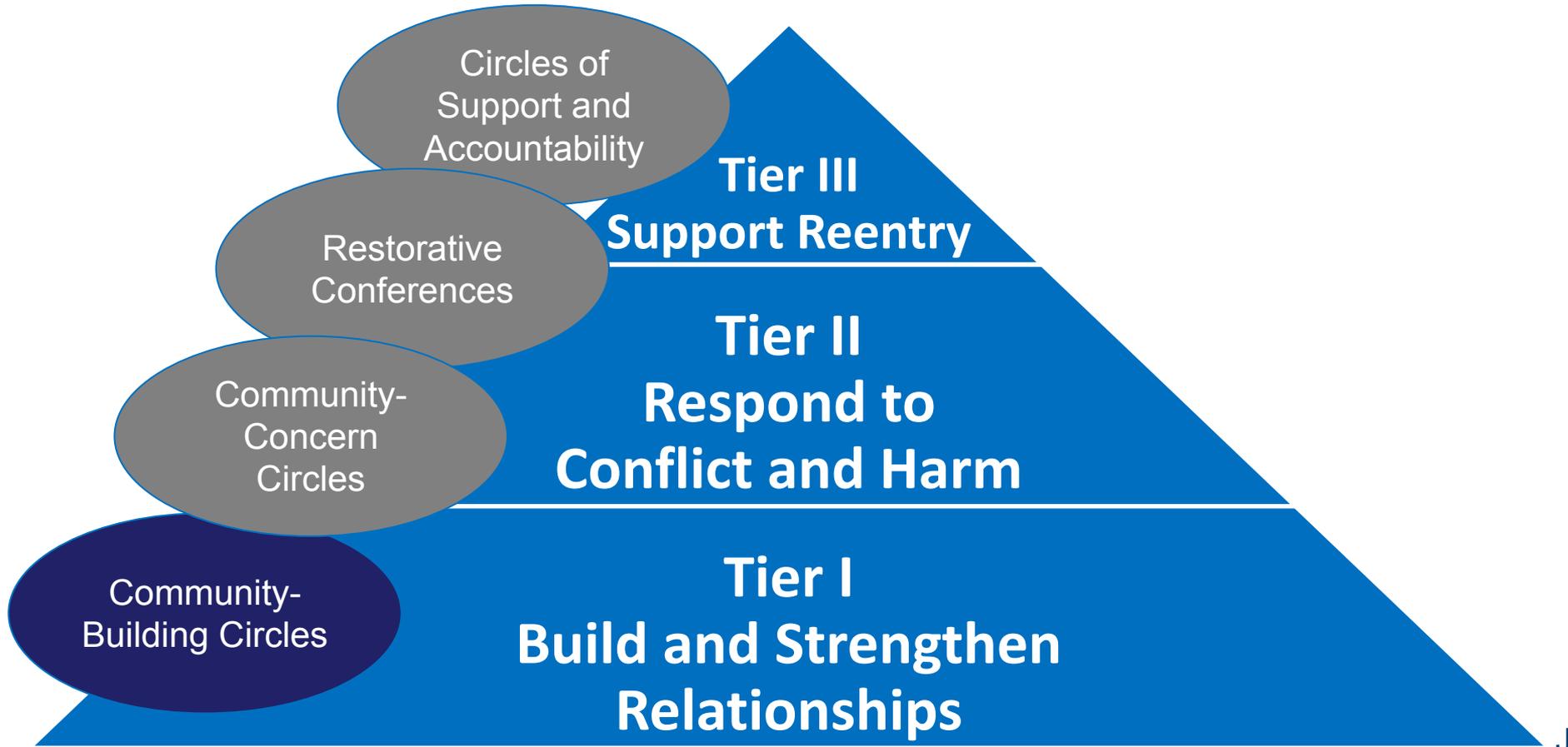


Restorative Justice: THE HOW

Tier 1: Community-Building Circles

J

Holistic Approach



Community-building circle can be as simple as a daily check-in



J

The Circle Framework

Essential Elements for Constructing the Circle

Kay Pranis

The Circle is a structured dialog process that nurtures connections and empathy, while honoring the uniqueness of each participant. The Circle can hold pain, joy, despair, hope, anger, love, fear, and paradox. In the Circle, each person has the opportunity to speak his/her truth but cannot assume the truth for anyone else. The Circle welcomes difficult emotions and difficult realities, while maintaining a sense of positive possibilities. The Circle is deeply rooted in an understanding of profound interconnectedness as the nature of the universe.

The Circle Keeper uses the following elements to design the Circle and to create the space for all participants to speak their truth respectfully to one another and to seek resolution of their conflict or a greater understanding of one another's perspective.

- **Seating all participants in a circle (preferably without any tables)**
- **Opening ceremony**
- **Centerpiece**
- **Values/guidelines**
- **Talking piece**

J

Elements of a Circle

“Centerpieces change the space
Talking pieces change the pace”

Gina Gutierrez Karp



Centerpiece

Focal point

Talking Piece

Turn-taking/Passing

Opening Ceremony

Mindfulness moment

Building connection

Values Round

Creating guidelines

Guiding Questions

Thematic dialogue

Closing Round

Reflect/Appreciate

Identify the Elements of Circle



Centerpiece

Focal point

Talking Piece

Turn-taking/Passing

Opening Ceremony

Mindfulness moment

Building connection

Values Round

Creating guidelines

Guiding Questions

Thematic dialogue

Closing Round

Reflect/Appreciate



Design a Community-Building Circle

A

Design a Community-Building Circle

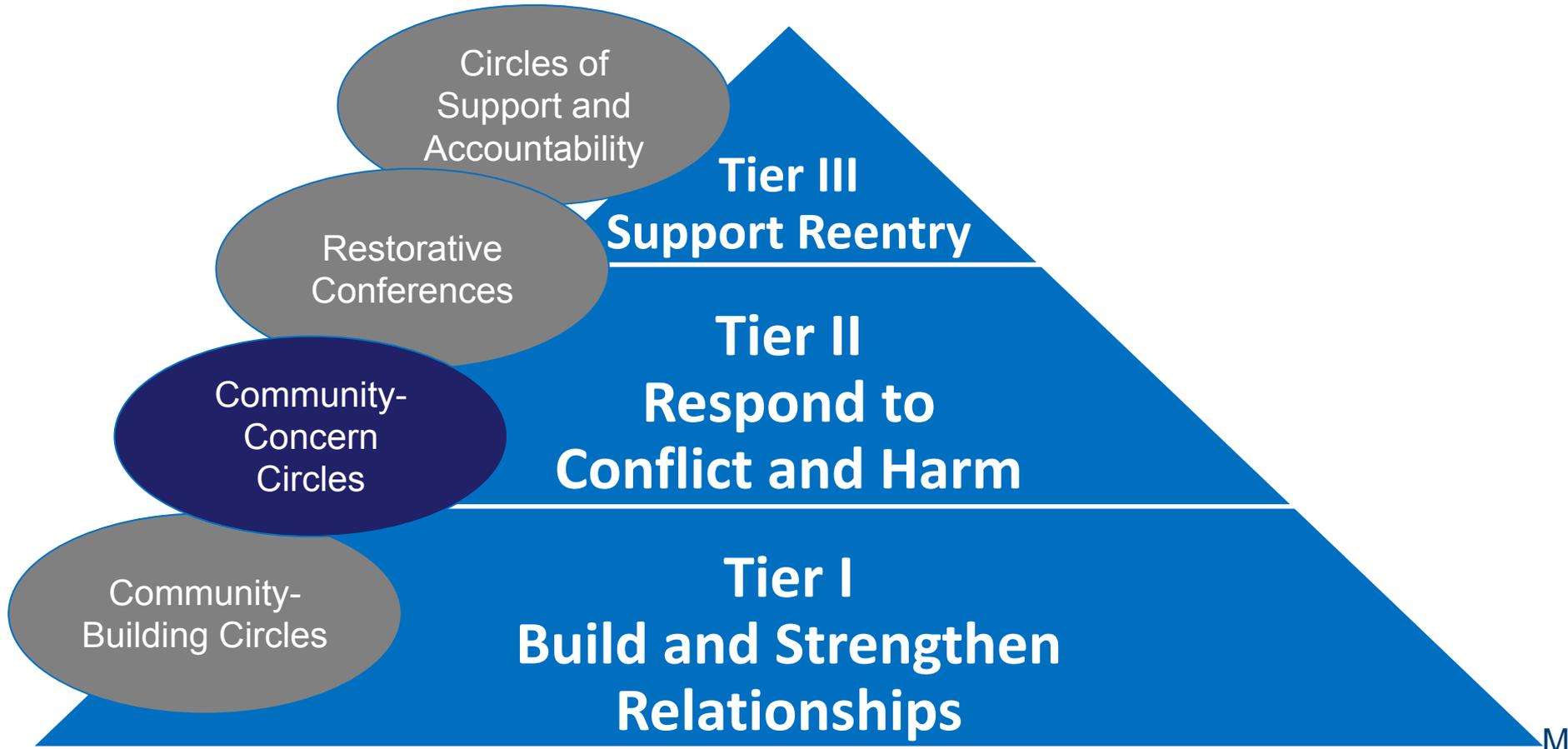
- Small groups
- Identify a theme
- Use “Circle Planning Guide” to design a circle
- Focus on prompts that...
 - Create connection
 - Elicit stories that represent the theme



Community-Concern Circles

M

Holistic Approach



From Community Building to Community Concerns

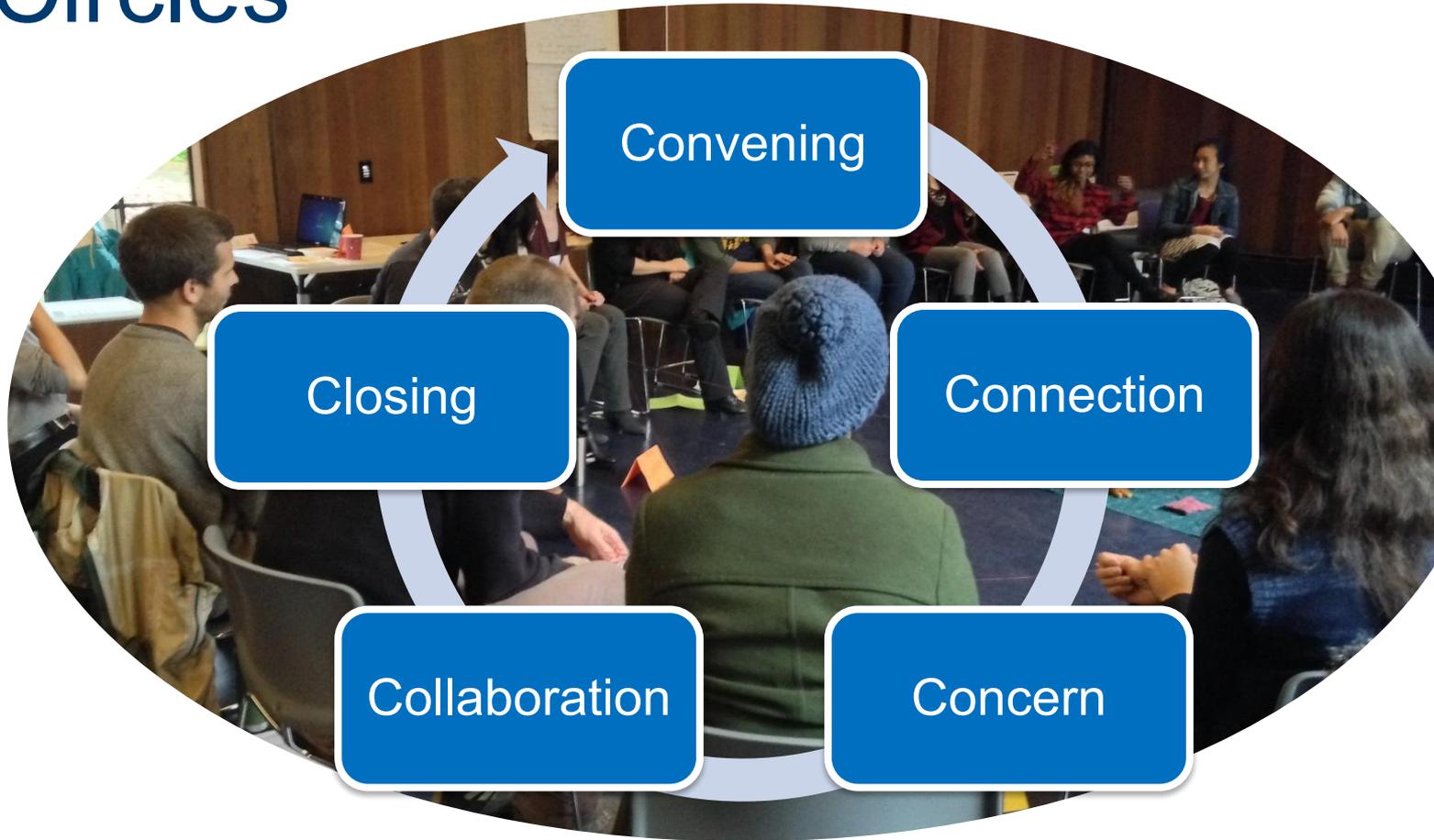
Community-Building Circles

- Strengthen relationships
- Build empathy and trust

Community-Concern Circles

- Identify issues of community concern
- Elicit multiple perspectives
- Collaboratively design customized solutions

The 5 C's of Community-Concern Circles



A Community-Concern Circle



Closing Circle

**Something from today's
work that caught my
attention....**

Can't wait to see you tomorrow!

We will take our restorative practices to the next level: How do you build on community to respond to an incident of harm?

Today was all about community-building circles (Tier 1)

Tomorrow is all about restorative conferences (Tier 2)



Day 2: Introduction to Conferencing

January 9, 2024

Avery Arrington, Josh Bacon, & Marva Richards

Today's Agenda

Parking Lot

RJ Core Questions Deep Dive

Conference Process

Identifying Harms, Needs, and Solutions

Healing-Engaged RJ

Parking Lot



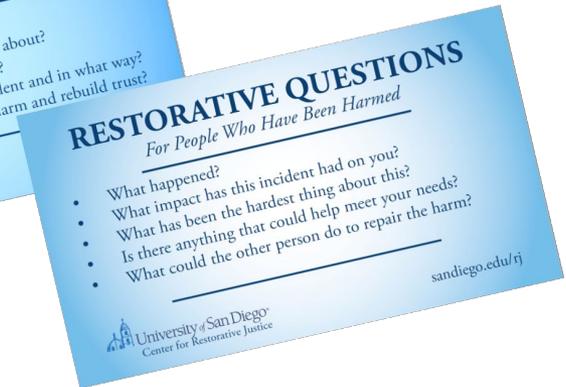
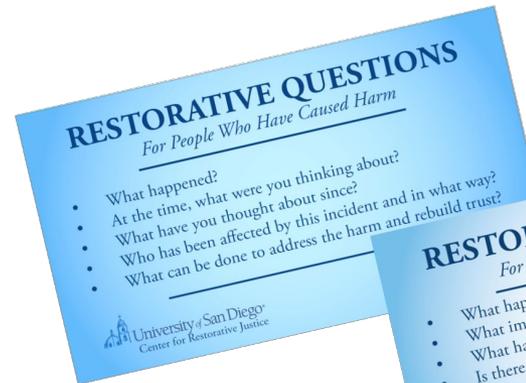


Exploring RJ's Core Questions

Core Questions Pair Share

25 Minutes

- Storyteller 1 (10 min).
- “I caused/experienced a harm...”
- Storyteller 2 (10 min).
- “I caused/experienced a harm...”
- Debrief (5 min)





Conference Process

RJ Conference – The Basics



Basic RJ Process



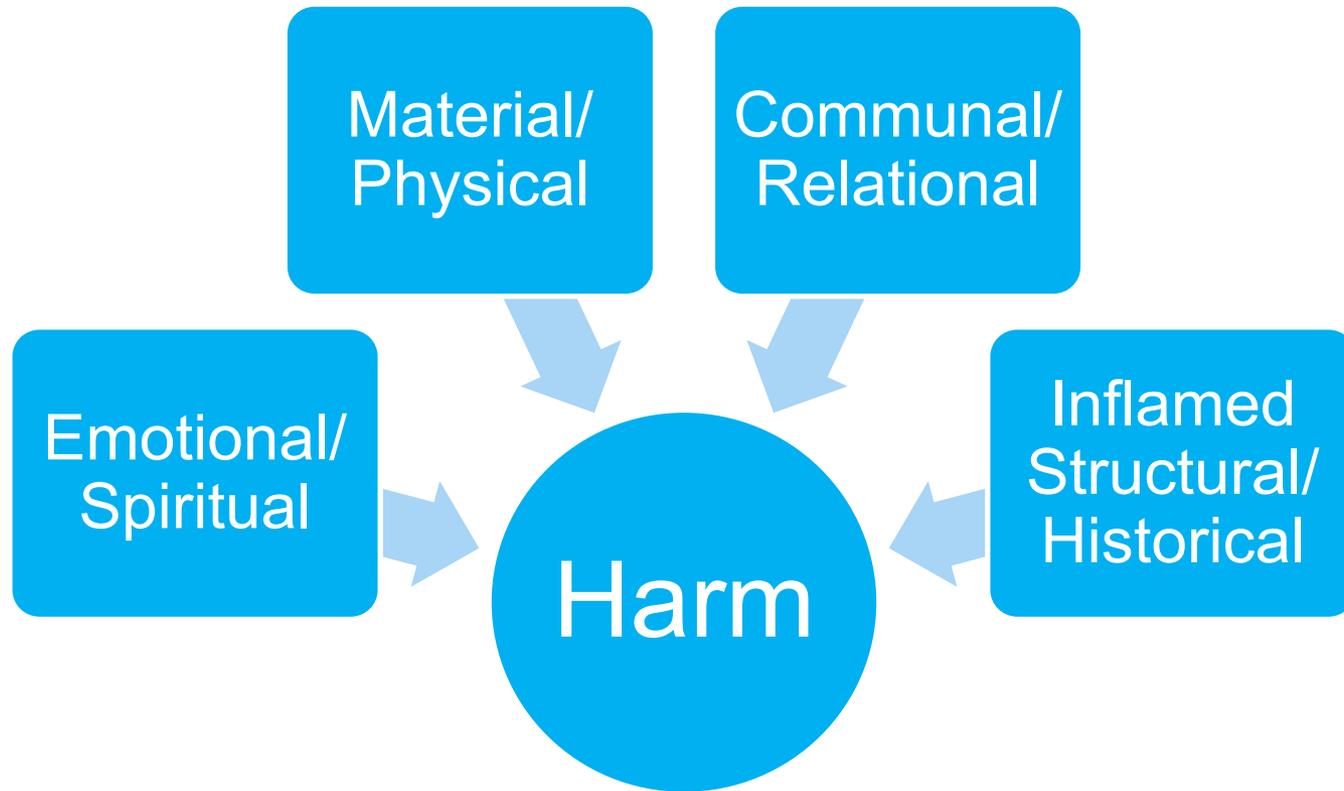


Conference Role Play



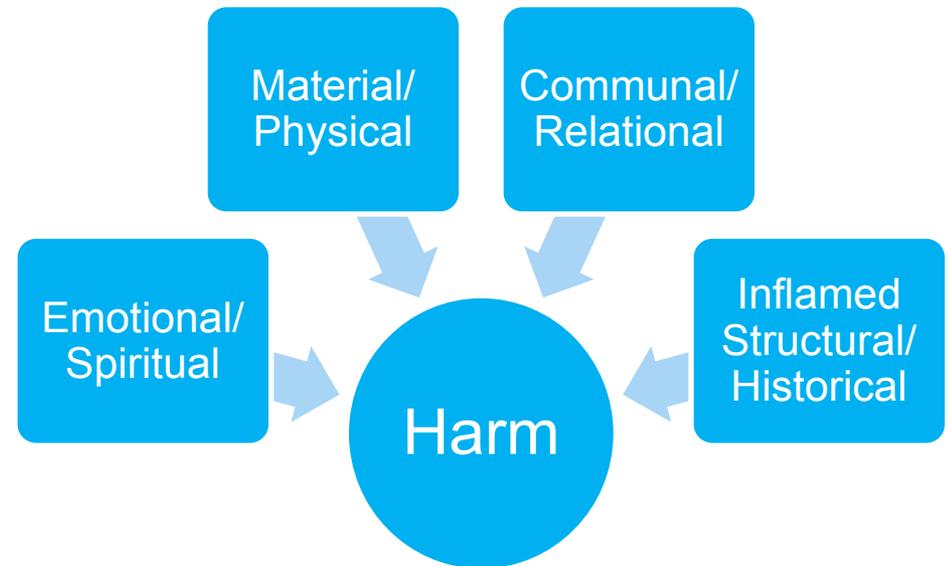
Identifying Harms, Needs, and Solutions

1. Types of Harm



1. Listening to identify harms

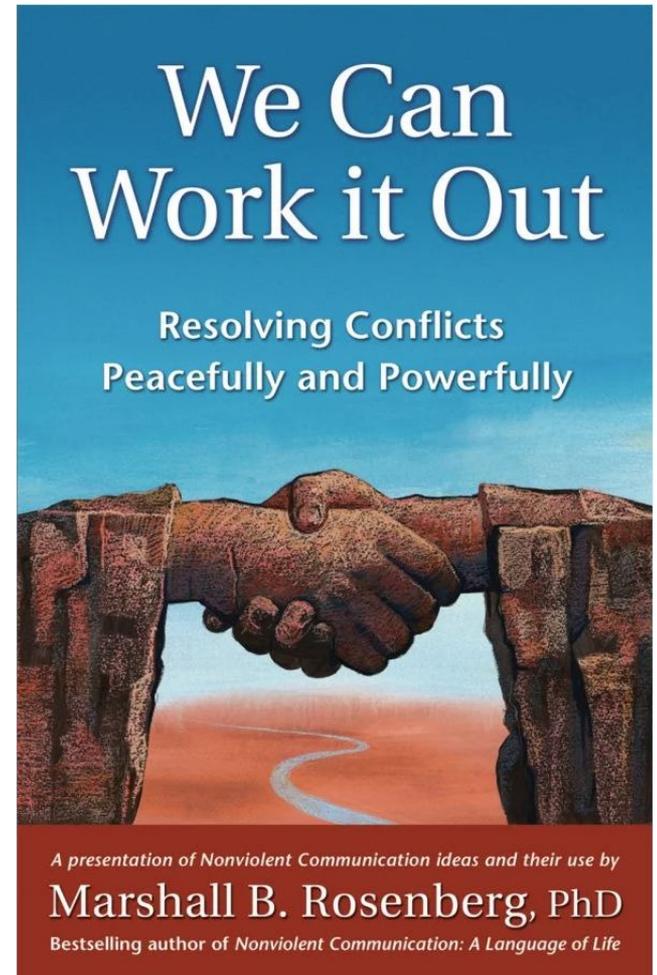
- **Volunteer role player**
- **Facilitator asks:**
 - **What happened?**
 - **What was the impact?**
 - **What was the hardest thing?**
- **Participants list harms**



2. Theory of Needs

Rosenberg's Nonviolent Communication (NVC)

- Universal list of needs
- Detangling needs and strategies
 - Strategy “I need him to be fired”
 - Need “Safety”



2. Listening to identify needs

- Volunteer harmed party role player
- Participants get 7 needs cards
- Facilitator asks:
 - What is the primary harm?
- Participants offer their best card (Like Apples to Apples)
- Role player discusses each card and selects best card



3. Repairing Harm

What can be done to repair the harm?

Emotional/
Spiritual Harm

Acknowledgement

Apology

Material/
Physical Harm

Repair

Restitution

Recovery

Communal/
Relational Harm

Community
Service

Reintegration

Inflamed
Structural/
Historical Harm

Social Justice

Systems
Change

3. Rebuilding Trust

What can be done to rebuild trust?



3. Harms → Needs → Solutions

“Harms create needs. Justice is meeting needs.
True justice is healing.” Judah Oudshoorn

Identify Harm

- What happened?
- What impact did this have on you?
- What was the hardest thing?

Identify Need

- Because of this harm, do you have a need for...?
- Based on Rosenberg theory of needs

Identify Solutions

- What can be done to meet this need?
- What else?
- Reality check

3. Brainstorming solutions

- Volunteer role player
- Facilitator asks:
 - What can be done to meet this need?
 - What else?
 - Generate multiple solutions and select best



Why Participate?

Harmed Party Perspective



Why Do Harmed Parties Participate?

I want a say in what happens

This is how you have harmed me

I need to know this won't be repeated

I want to know if you are sorry

I have questions only you can answer

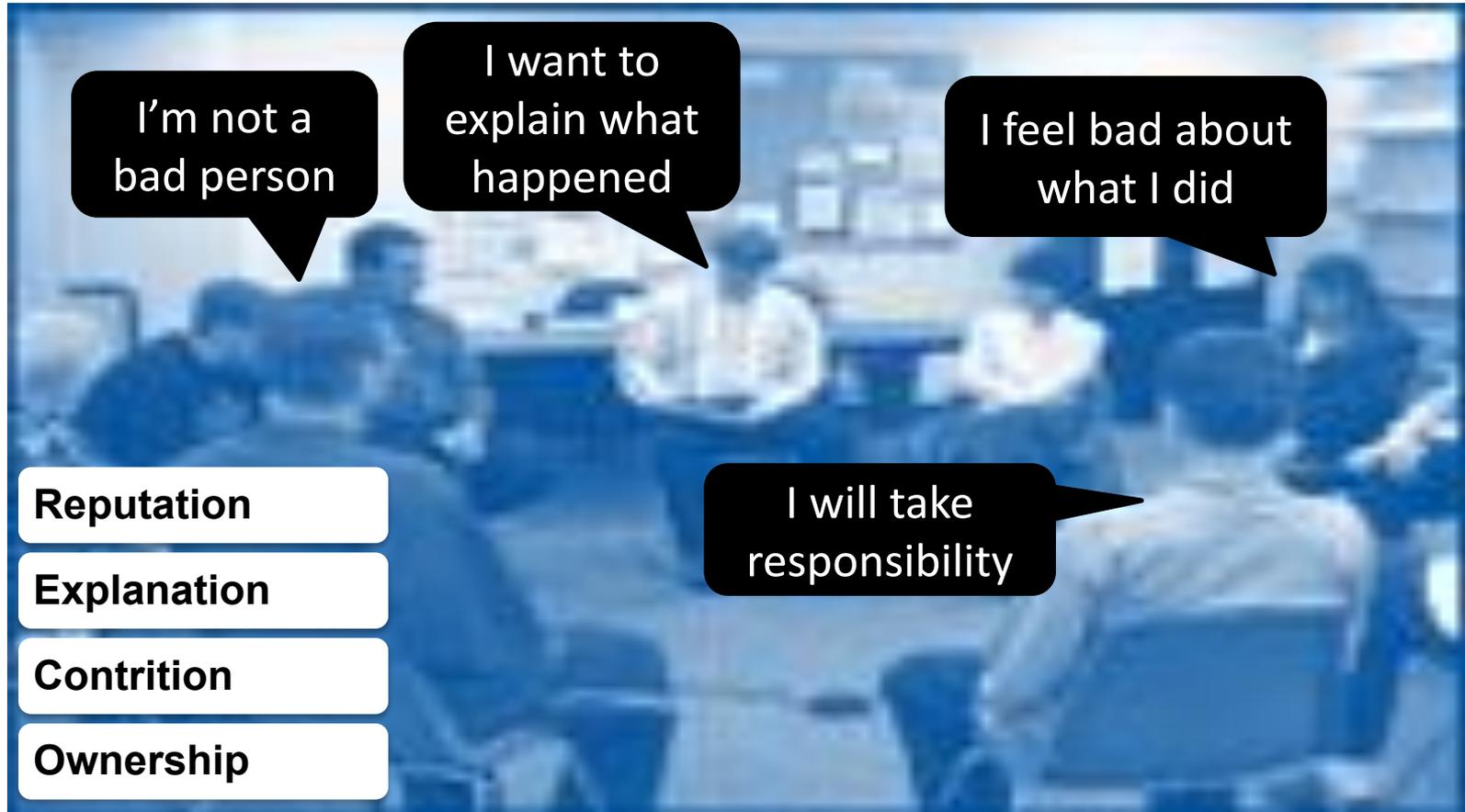
I want something good to come from this

- Empowerment (choices, participation, offering to help)
- Truth-Telling (explanation of impact)
- Getting Needs Met (safety, questions answered)
- Vindication (acknowledgement and repair of harm)

Person Responsible Perspective



Why Do People Who Cause Harm Participate?

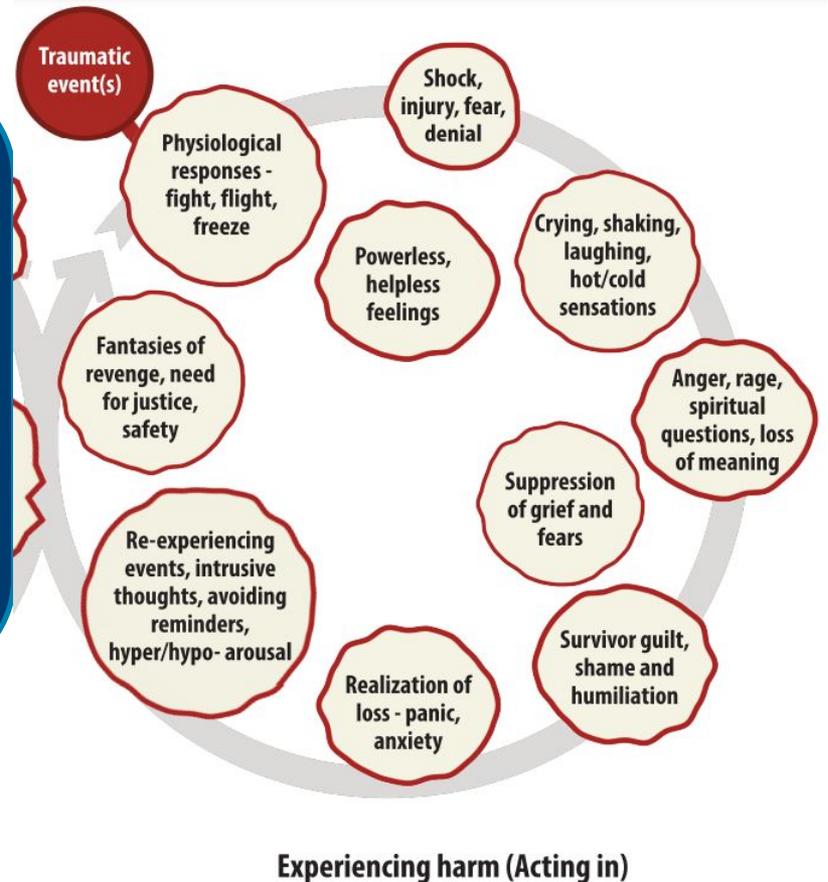




Healing-Engaged RJ

Healing-Engaged RJ

Trauma is an emotional, psychological, physical, and/or neurological response to a real or perceived threat to life, well-being, or safety. It is subjective, meaning an experience that is non-threatening for one person may be traumatic for someone else.



Healing-Engaged RJ

Trauma-Informed Restorative Practices

Trauma is an emotional, psychological, physical, and/or neurological response to a *real or perceived threat to life, well-being, or safety*.

When a traumatic experience occurs, a person's or community's sense of safety and well-being can be damaged such that the usual ways of coping don't seem to work. Trauma can negatively affect the mental, physical, emotional, behavioral, and spiritual health of individuals and their loved ones, and trauma can affect childhood development as well.

Everyone is different, and trauma is subjective – an experience that is non-threatening for one may be traumatic for someone else. Some, but not all, people who experience trauma may have Posttraumatic Stress Disorder, or PTSD. People with PTSD may have intense, disturbing thoughts and feelings related to their experience that last long after the traumatic event has ended.

Potential causes of trauma include:

- Crime and violence, physical or sexual assault
- Physical, sexual, or emotional abuse
- Neglect
- Domestic violence, stalking
- Neighborhood, school, or gang violence
- Family dysfunction, custody battles
- Sudden or violent loss of a loved one
- War, natural disasters, aggressive animals
- Motor vehicle and other accidents
- Bullying, cyber bullying, persecution
- Arrest, confinement, mandatory hospitalization
- Poverty, racism, discrimination, homelessness
- Witnessing or hearing about any of the above
- Chronic traumatic situations experienced over time

Trauma stress responses and symptoms may include:

- Angry or aggressive feelings or actions
- Depression
- Upsetting memories, images, or thoughts
- Difficulty regulating emotions



Take 5 minutes
to read
handout

Healing-Engaged RJ

In small groups, how would you engage in a healing way to the following scenarios?
30 minutes

Community-Building Circle

- **Participant shares about a painful memory and begins crying and hyperventilating**

Pre-Conference Meeting

- **Assault victim shares about nightmares, cold sweats, and lack of focus in all aspects of life because of the incident**

Community-Concern Circle

- **Participant minimizes and marginalizes someone's share (microaggression)**

Closing Circle



Looking inward,
I'm realizing...



Day 3

Reintegration, Strategic Planning, and Synthesis

Today's Agenda

Parking Lot

Restorative Reintegration

Evidence of Effectiveness

Strategic Planning

Synthesis

Parking Lot





Restorative Reintegration

Restorative Reintegration



Restorative Reintegration

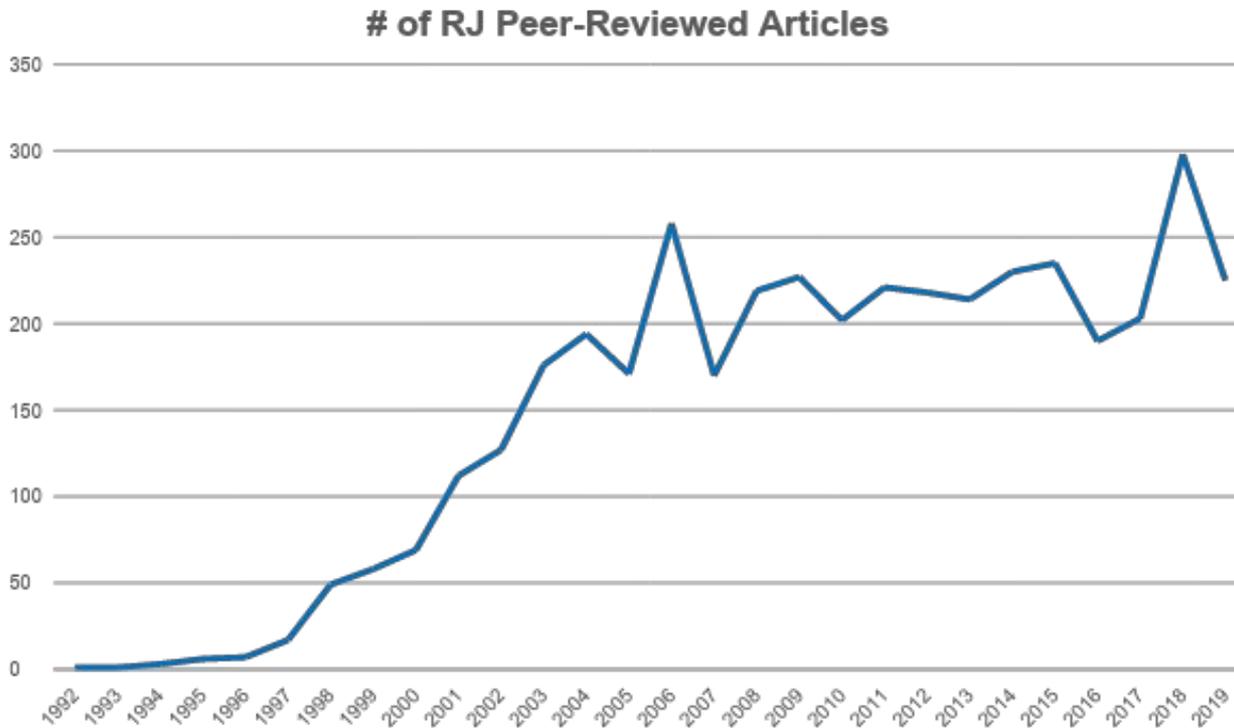
In small group circles, discuss:
What does this circle teach us about reintegration?
How is this similar or different to your reintegration process or procedures?



Evidence of Effectiveness

RJ Evidence is Growing

In the past two decades, restorative justice has been the subject of more rigorous criminological research than perhaps any other strategy for crime prevention and victim support. Strang and Sherman (2015)



University of Vermont Residential Life

Rodriguez and Whitworth
2016

Survey of all residents
(2014-15 & 2015-16)

Impact of circles since 2009
implementation:

- Decrease in high-risk drinking
- Decrease in unassigned damage
- Stronger and more genuine relationships among staff

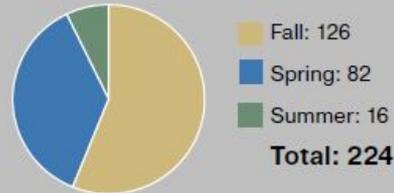
I know fellow residents on my floor	79.8%*
Other residents respect my community	86.5%*
I have a sense of connection on my floor	65.8%*
I regularly attend Community Circles	64.2%*
Issues impacting my community are addressed	86.0%*
My RA actively builds a sense of community	75.1%*
I have a voice in addressing issues that arise	84.0%*
Community members are held accountable for their behaviors	73.9%*
My RA facilitates Community Circles to address ongoing issues or concerns in the community	82.0%*
My community is able to discuss concerns openly and freely	82.7%*
My RA facilitates Community Circles as a way to share important updates and information	83.9%*
My RA knows me	81.5%*



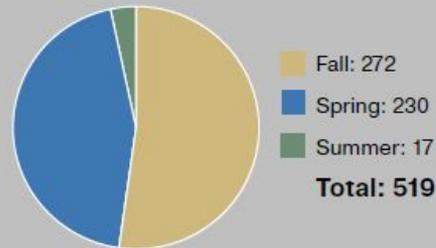
Restorative Justice Program
UNIVERSITY OF COLORADO BOULDER

Crime Isolates, CURJ Connects

CONFERENCES



STUDENT OFFENDERS



VOLUNTEERS

120 total volunteers

50% overall growth in volunteer base in 2017/18

11 new facilitators completed the 20 hour training

98% of students felt they better understood the community impact of decisions

97% of students felt CURJ was a good way to handle offenses like theirs

88% of students felt more connected to the CU-Boulder community

99% of students felt process was fair

99% of students felt respected through the process

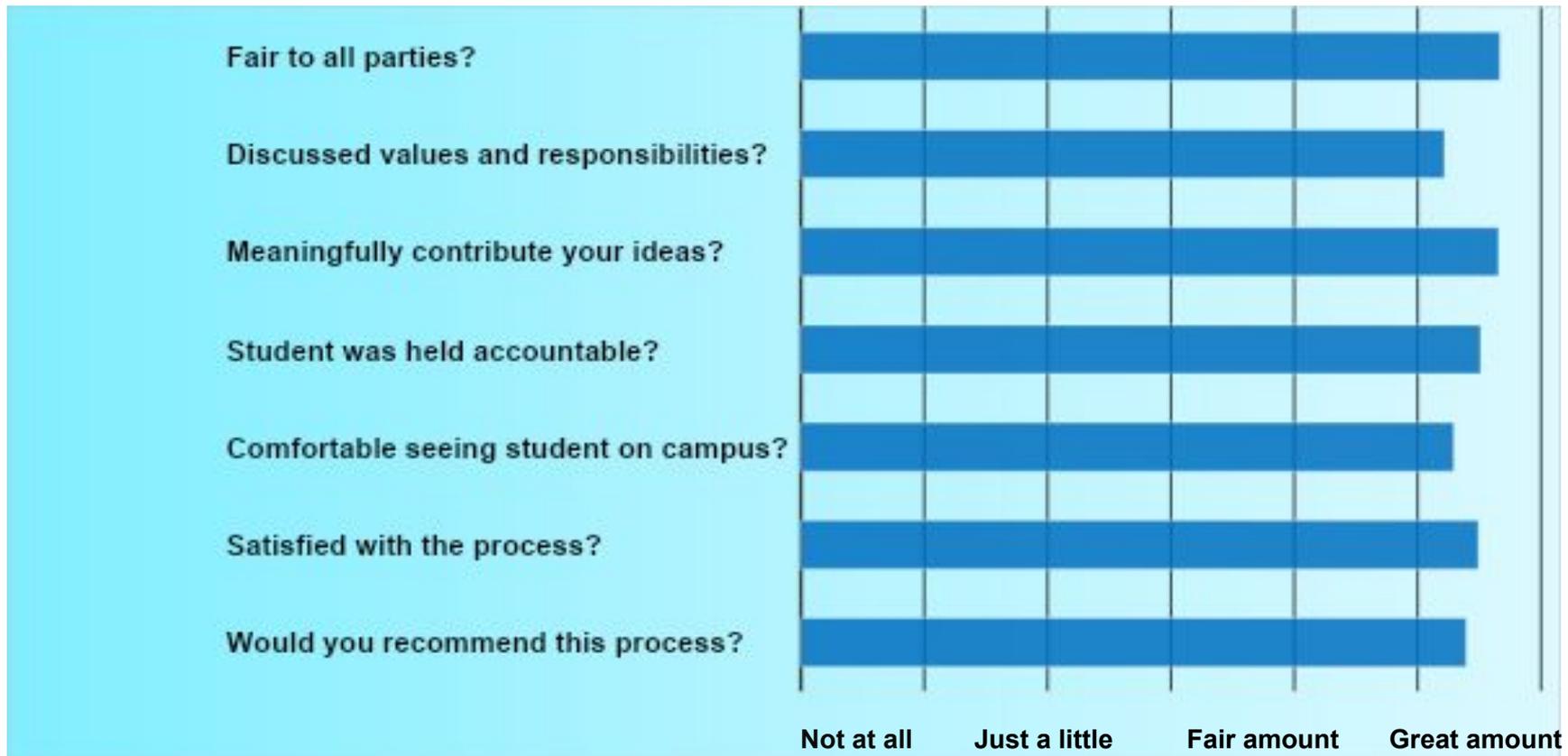
STARR Project

STudent Accountability and Restorative Research Project

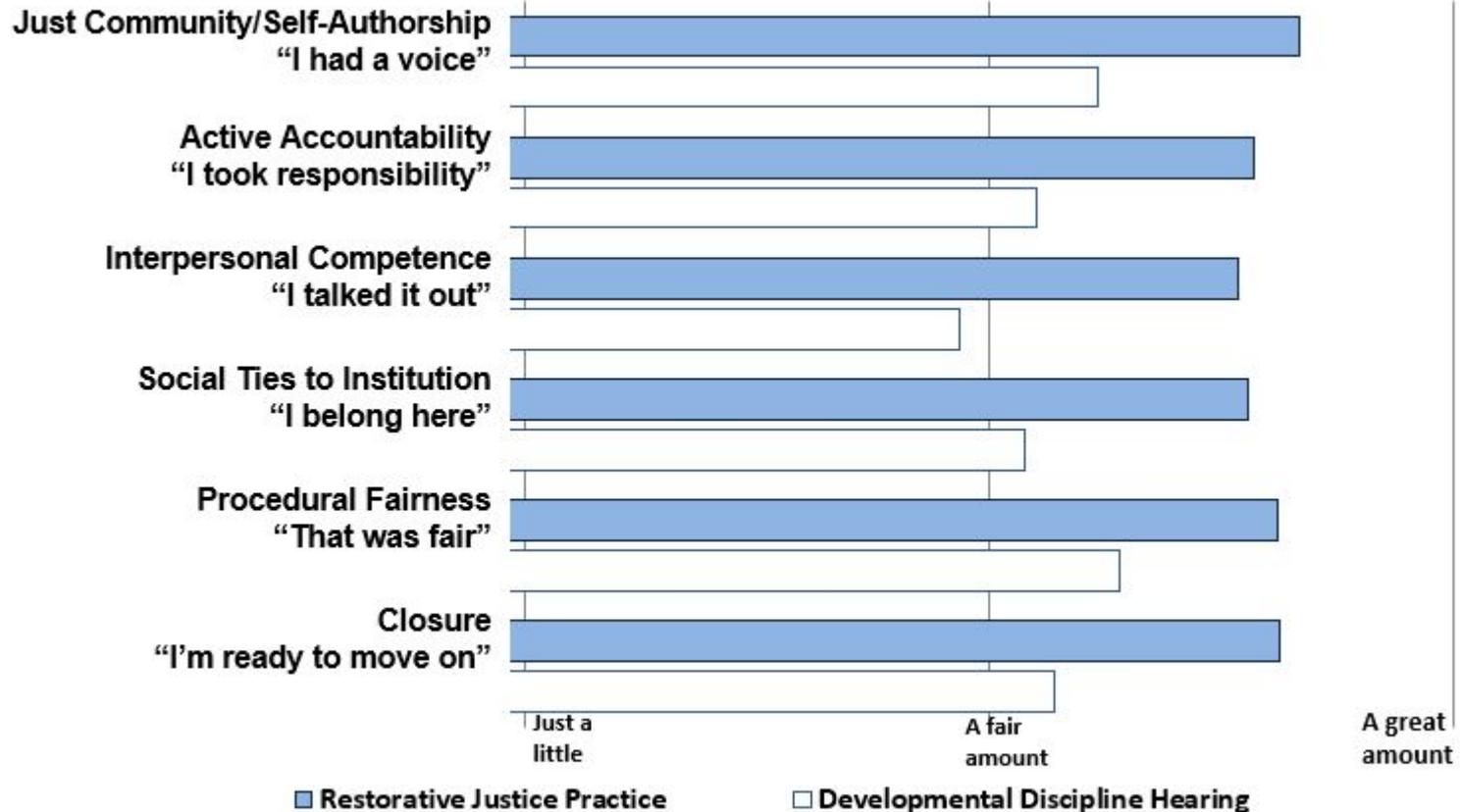
- ❖ Offender Survey
- ❖ Harmed Party Survey
- ❖ Conduct Administrator Surveys

Type of Process	Cases
Developmental Discipline Administrative/Board Hearing	403
Restorative Justice Circle/Conference/Board	165

Are Harmed Parties Satisfied with RJ?



Student Development





Strategic Planning

Making an RJ Presentation

- We will email you a set of Google slides for introductory presentations
- Use them/customize as you wish
- Good RJ presentations have three elements
 - A good story about an RJ process
 - A clear introduction to RJ principles and practices
 - Evidence of effectiveness



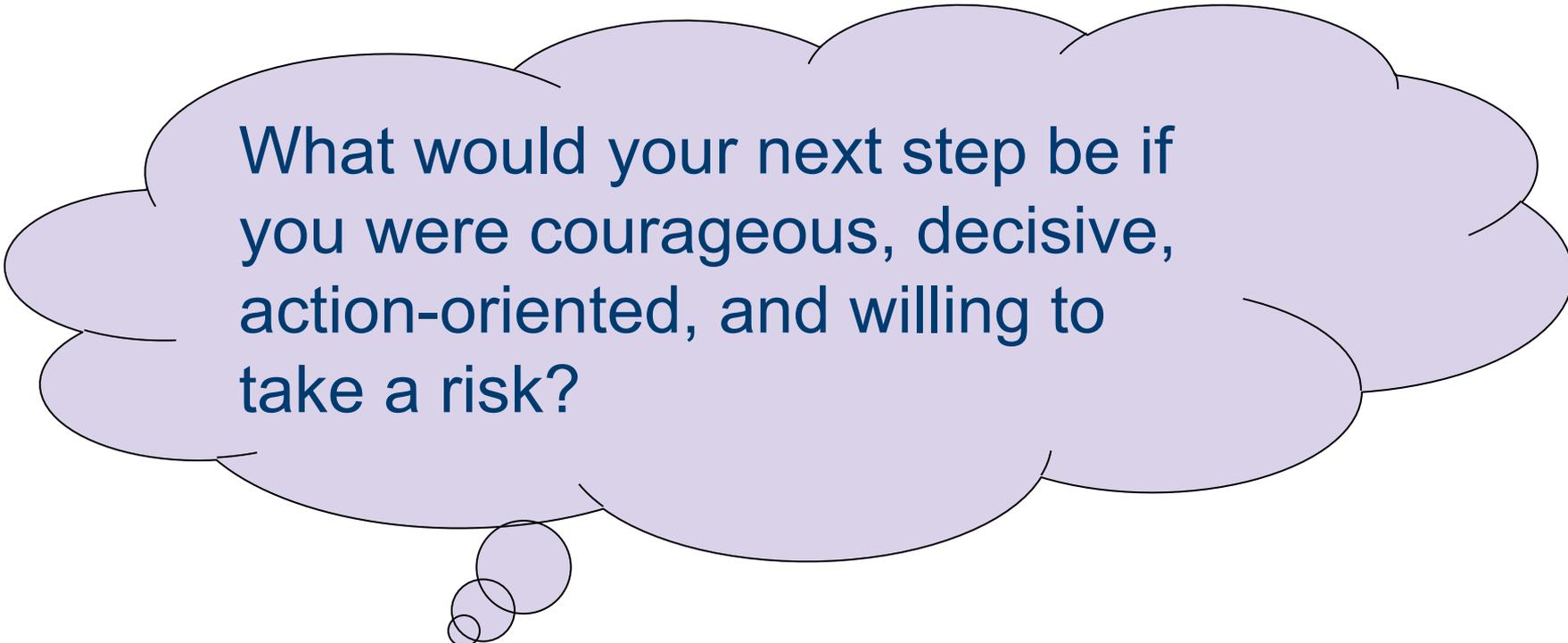
Resources for you

- Training
- Coaching
- Certificate
- MARJ



Strategic Planning: Reflective Writing...

In a minute, write an answer to the following:



What would your next step be if you were courageous, decisive, action-oriented, and willing to take a risk?

Strategic Planning: Reflective Writing...

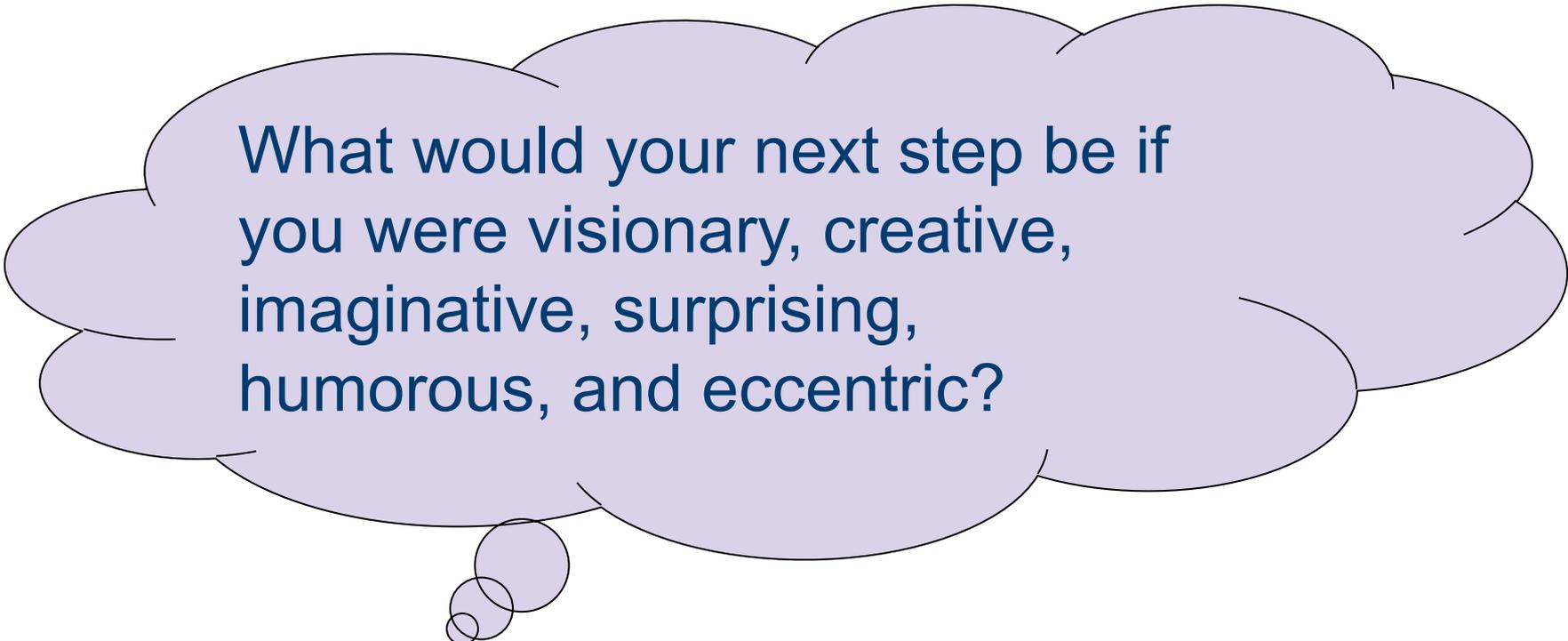
In a minute, write an answer to the following:



What would your next step be if you were caring, compassionate, attentive to the needs of others?

Strategic Planning: Reflective Writing...

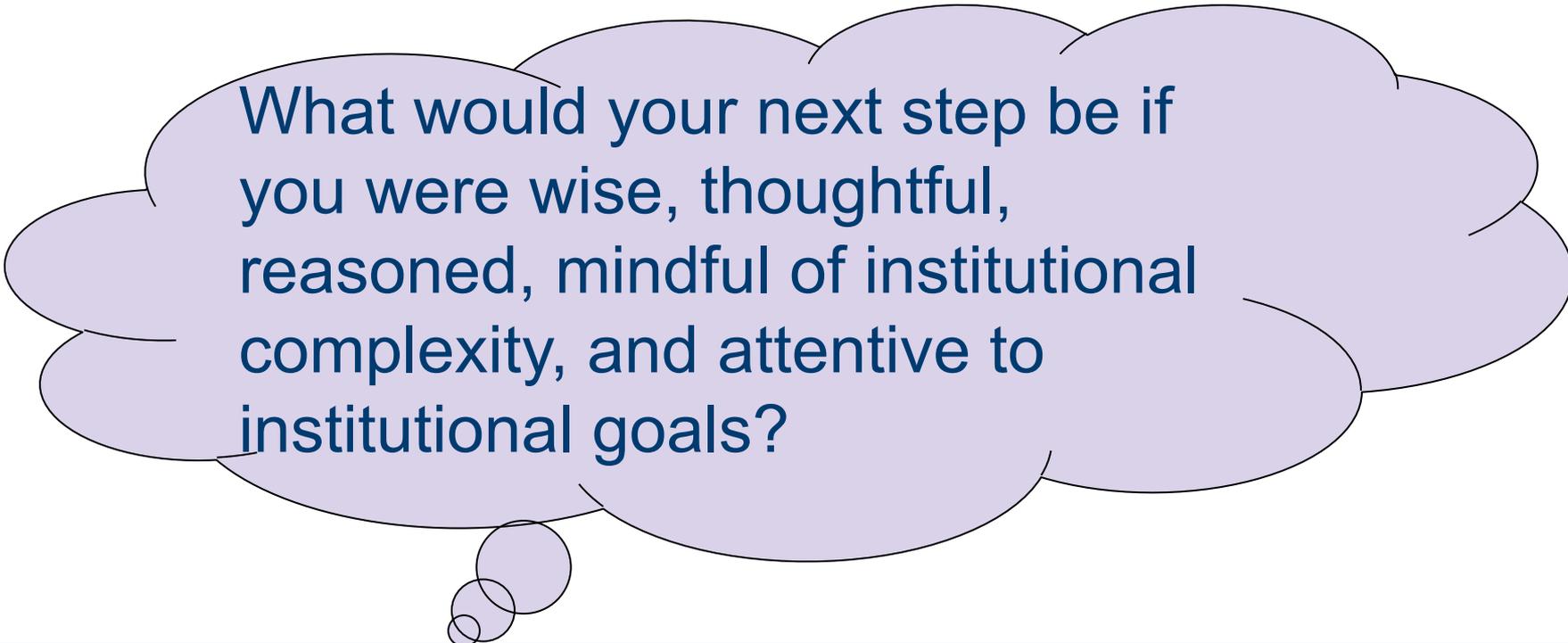
In a minute, write an answer to the following:



What would your next step be if you were visionary, creative, imaginative, surprising, humorous, and eccentric?

Strategic Planning: Reflective Writing...

In a minute, write an answer to the following:



What would your next step be if you were wise, thoughtful, reasoned, mindful of institutional complexity, and attentive to institutional goals?

Small Group Strategic Planning



- Small groups
- Skim handout
- Discuss areas of opportunity
- Consider implementation questions
- 20 minutes
- Report out: Next steps

Strategic Planning

Areas of Opportunity

Check which areas are good opportunities for RJ on your campus...

Issue	<input checked="" type="checkbox"/>
Conduct violations:	<input type="checkbox"/>
Bias incidents	<input type="checkbox"/>
Alcohol and drugs	<input type="checkbox"/>
Sexual and gender-based misconduct	<input type="checkbox"/>
Academic integrity	<input type="checkbox"/>
Campus climate issues (non-violation, e.g., free, but harmful speech)	<input type="checkbox"/>
Residential life/community building	<input type="checkbox"/>
Off-campus housing/town-gown issues	<input type="checkbox"/>
Athletics (team conflicts, violations, community building)	<input type="checkbox"/>
Greek organizations	<input type="checkbox"/>
Other student organizations	<input type="checkbox"/>
Service-learning opportunities in K-12 schools and criminal justice RJ	<input type="checkbox"/>
Graduate student/post-doc issues	<input type="checkbox"/>
Reentry support (conduct, medical/mental health, other types of leave)	<input type="checkbox"/>

Staying Connected



Follow our newsletter updates
(and check your spam folder)

Complete Our
Training Evaluation



Form a Wagon Wheel



Closing Circle

What's becoming clear
to me is...
One thing I'd like to
say is...