

Resources on Restorative Practices in Schools

Tiers 2 & 3

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The resources here address broadly the topics of three Strategy Briefs: *Restorative Practices*, *Family Group Conferencing*, and *Restitution*.

Tier 2 or 3
Intervention

Definitions

Restorative practice is a method of school discipline and conflict resolution that includes all individuals “who have been affected by a transgression... that brings students, families, schools, and community members together to resolve conflict, promote healing, and restore communities”

(Von der Embse, Von der Embse, Von der Embse, & Levine, 2009, p. 18).



Family group conferencing involves the community of people most affected by the crime—the victim, the offender, and the family, friends, and key supporters of both—in deciding the resolution of a criminal or delinquent incident.

Restitution is focused on students learning responsibility by striving to repair the harm they have caused.

Resources and Additional Program Information

- **Center for Restorative Justice**, Suffolk University, 8 Ashburton Place, Boston, MA 02108; 617-305-1991, fax 617-973-5311, <http://www.suffolk.edu/college/centers/14521.php>.

This center is located in Boston, Massachusetts at Suffolk University. It is a community-based academic center that promotes restorative justice practices, values, and principles. The center offers public events, workshops, talks, materials and resources, as well as training and evaluation to schools to assist in the development and implementation of restorative practices.

- **Center for Restorative Justice and Peacemaking**, University of Minnesota School of Social Work, 105 Peters Hall, 1404 Gortner Avenue, St. Paul, MN 55108–6160; 612–625–1220, fax 612–624–3744, <http://www.cehd.umn.edu/ssw/rjp/>

The center is an international resource center that supports research and training about restorative justice and is located at the University of Minnesota. The mission of the center is to develop community-based responses to crime and violence that promote social harmony, healing everyone involved, repairing the harm that has been done and peace-building by providing training, research, technical assistance, and restorative dialogue practices.

- **International Institute for Restorative Practices** <http://www.iirp.edu/>

The institute offers graduate level courses in restorative practices which can lead to a certificate or degree in restorative practices. The mission of the institute is to provide professionals with graduate level education and to conduct research on restorative practices that strengthen society and positively influence human behavior. The institute offers webinars and four-day professional development seminars. The website also has a list of websites that discuss topics related to restorative practices. Finally, there is also a list of books and videos listed on the website.

- **Living Justice Press**, 2093 Juliet Ave., St. Paul, MN 55105; 651-695-1008, fax 651-695-8564, www.livingjusticepress.org/

This website is maintained by a nonprofit publisher which focuses on publishing restorative justice materials. There is a list of books currently available on this topic and information about the authors, the editors, circle practitioners, and information about circles. There is also a news section for the latest news about events or materials pertaining to restorative justice.

- **Nebraska Court Improvement Project**, UNL Center of Children, Families and the Law, 121 South 13th St., Suite 302, Lincoln, NE 68588; 402-472-9814. http://ccfl.unl.edu/projects_outreach/projects/current/cip.php

This project works to improve the Nebraska state court system in resolving cases of child abuse or neglect. There are several activities that are conducted under this project.

- **Partnership for Safety and Justice.** (2005). 825 NE 20th Avenue, #250 | Portland, OR 97232 ; <http://www.safetyandjustice.org/node/635>

This project works to help survivors of crime to heal, and uses restorative practices as one of the ways to do this.

- **Restorative Conferencing: A Series of Guides for Parents, Pupils & Teachers.** The Anti-Bullying Support Team, Sandfield Centre, Sandfield Road, Lenton, Nottingham, NG7 1QH; Tel. 0115 9150940; <http://www.inclusive-solutions.com/>

This website focuses on inclusive solutions and is maintained by two educational psychologists. The website includes research in this area, books, training materials, and strategies including circles and restorative conferencing.

- **Restorative Justice Online.** www.restorativejustice.org.

This is a comprehensive, non-partisan website devoted to restorative justice principles, practice, programs, and theory. This website includes the largest annotated bibliography of restorative justice articles in the world. Restorative Justice Online is a service of the PFI Centre for Justice and Reconciliation (<http://www.pfi.org/cjr/>). More information on PFI can be found on the Prison Fellowship International website at <http://www.pfi.org/>



- **Transforming Conflict.** www.transformingconflict.org/

Transforming Conflict is an organization that offers training, consultancy and support in educational settings for people seeking to enhance their skills in building a sense of community, fostering a spirit of inclusion, and dealing creatively with challenging situations. It is guided by the philosophy of Restorative Justice, which stresses the importance of relationships above rules and the value of dialogue in healing the damage done to relationships by inappropriate behavior.

- **Victim Offender Mediation Association (VOMA)**, 143 Canal Street, New Smyrna Beach, FL 32168, 904-424-1591; fax 904-423-8099, voma@voma.org; www.voma.org

VOMA is an international membership association which supports and helps organizations implement restorative justice practices. VOMA provides resources, training, and technical assistance in victim-offender mediation, conferencing, circles, and related restorative justice practices.

- **Victoria Conference on Restorative Practices** <http://www.varj.asn.au/conference-papers>

This website contains all the papers from a conference in Victoria, Australia on Restorative Practices. There are several different topics on Restorative practices including how to use restorative practices after restraint has been used, how to implement it in the classroom, and how to use this with special education populations and school wide.

- **Blog by Kris Miner about restorative justice practices.** <http://circle-space.org/>

Kris Miner is the executive director for the St. Croix Valley Restorative Justice Program (SCVRJP) and she is a restorative justice practitioner whose mentor is Kay Pranis. Miner provides training and teaches about the foundations and philosophy of restorative justice. The blog discusses the core values, vision and principles of restorative justice. SCVRJP is a nonprofit organization that tries to build a culture of peace and belonging through restorative justice principles. She has been blogging since 2009 and addresses several different topics related to restorative practices.

- **RealRestitution.com** www.realrestitution.com

This website is maintained by Chelsom Consultants Limited. Diane Gossen is the founder of this company and an educator. Gossen has focused on working in corrections and addictions. Some of the things that she focuses on are Reality Therapy and restitution to address discipline issues in school. The website contains information on workshops, books, videos, and sets of materials about restitution.

- **Reclaiming Youth International** <http://www.reclaiming.com/content/trainings/response-ability-pathways>

This website is devoted to equipping adults to work with today's youth. The mission of Reclaiming Youth International (RYI) is to help children who are in emotional pain because of life circumstances. The philosophical foundation of RYI is the Circle of Courage which has four divisions which represent the needs of children and youth. These four needs are mastery, independence, belonging and generosity and when these are met children and youth will do better. This website offers webinars, annual seminars held several times a year, training, books and a journal.

Books and Other References on Restorative Practices

Bazemore, G. & Umbreit, M. (2001). *A comparison of four restorative conferencing models.* Washington, D. C.: Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice

This bulletin discusses the four types of conferencing models; victim-offender mediation, reparative boards, family group conferencing, circle sentencing. These four conferencing models are compared and contrasted on several different criteria including level of community involvement each one supports, purposes, and restorative impact. It also discusses the research on each of these models.

Boyes-Watson, C. (2008). *Peacemaking circles and urban youth: Bringing justice home.* St. Paul, MN: Living Justice Press.

This book discusses how circles are being used by Roca, Inc. at a youth center in Boston. This youth center works with immigrant, street and gang youth that need community-based support. The circles are used with the youth, their family and the community to try to change their lives. It is an inspiring and compelling story.

Hopkins, B. (2004). *Just schools: A whole school approach to restorative justice.* London, UK: Kingsley.

This book presents a whole school approach to implementing restorative practices including peer mediation, conference circles, and healing circles. Advice and guidance for using group sessions and building practical skills for facilitators are included as well. This book is an excellent resource for teachers, school counselors and youth workers seeking to deal with conflict using positive and effective strategies.

McMorris, B. J., Eggert, R. C., Beckman, K. J., Gutierrez, S., Gonzalez-Gaona, V., Abel, S. S., . . . Young-Burns, J. (2011). *Applying restorative justice practices to Minneapolis Public School students recommended for possible expulsion. Interim Report.* Retrieved from http://www.ci.minneapolis.mn.us/dhfs/LRC_%20Interim%20Report_080211.pdf

Contact information: Barbara McMorris, Center for Adolescent Nursing, School of Nursing Healthy Youth Development Prevention Research Center, Division of Adolescent Health and Medicine, Department of Pediatrics, University of Minnesota, 5-140 Weaver-Densford Hall, 308 Harvard ST SE, Minneapolis, MN 55455. This study was done in the Minneapolis Public Schools looking at restorative justice services being given to students recommended for expulsion. Restorative practices were studied as an alternative to traditional discipline methods like expulsion and suspension. When restorative practices were employed suspension and expulsion rates dropped.

Pranis, K., Wedge, M. & Stuart, B. (2003). *Peacemaking circles: From crime to community.* St. Paul, MN: Living Justice Press.

This book outlines and explains the structures and thought processes behind the creation of peacemaking circles as used in school, community and correctional settings. The book includes examples the process as told by facilitators who have been through the process. The process of the Peacemaking Circle is explained and current research on conflict resolution is discussed.



Riestedberg, N. (2012). *Circle in the square: Building community and repairing harm in school.* St. Paul, MN: Living Justice Press.

This book discusses the restorative practice of circles to create a safer learning environment. It addresses bullying, suspension, drug use, staff conflicts and other types of violence using circles that involve the whole school community, parents, and the community outside of the school.

Umbreit, M. S., Coates, R. B. & Vos, B. (2007). Restorative justice dialogue: A multi-dimensional, evidence-based practice theory. *Contemporary Justice Review*, 10(1). 23-41.

While still not the mainstream in any nation, restorative justice has clearly moved beyond the margins of social change in many locations and is beginning to enter the mainstream of criminal justice policy. Practices in which victims, offenders, support people, and other community participants have opportunities to enter into dialogue with each other to foster healing to repair harm. This article discusses the movement's foundation, upon which many other restorative practices and policies are developing. This article describes the underlying characteristics of authentic restorative justice dialogue, including specific indicators of its presence.

Umphrey, J. (2013). Restoring relationships. *Principal Leadership*, 14(3), 25-29.

This is an interview with Matthew Willis, who is assistant principal in Aurora, Colorado and was named national assistant principal of the year by NASSP/Virco. He talks about their restorative justice program and how it has changed the culture of the school, as well as the resistance that the administration experienced from some of the staff. There has been a 48% reduction in referrals after having implemented restorative justice for two and a half years.

Von der Embse, N., Von der Embse, D., Von der Embse, M., & Levine, I. (2009). Applying social justice principles through school-based restorative justice. *Communique*, 38(3), 18-19.

This report describes how restorative justice practices can be implemented in schools.



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Note: This document is a supplement to the Strategy Briefs on *Restorative Practices, Family Group Counseling, Restitution and Youth Courts* available from the Student Engagement Project, University of Nebraska.