

What is RJ

VanNess, D. & Johnstone, G. (Eds.). (2007). *Handbook of Restorative Justice*. Portland, OR: Willan Publishing.

The rise of restorative justice has been accompanied by the development of a large, diverse and increasingly sophisticated body of research and scholarship. This has now reached the stage where a comprehensive, authoritative and accessible survey of the field is both possible and necessary. The *Handbook of Restorative Justice* meets this need by:

- Exploring the key concepts and principles of restorative justice
- Examining why it has become the influential social movement it is today
- Describing the variety of restorative justice practices and how they developed in different places and contexts, and critically examining their rational and effects
- Identifying key tensions and issues within the restorative justice movement
- Analyzing its relationship to more conventional concepts of criminal justice and reviewing ways in which it is being integrated into mainstream responses to crime and wrongdoing.
- Summarizing the results of evaluations of restorative justice schemes and their effectiveness (Back Cover)

Zehr, H. (2002). *The Little Book of Restorative Justice*. Intercourse, PA: Good Books.

Zehr provides an overview of restorative justice, restorative principles, and restorative practices. Because Zehr's the presentation is so clear, concise and accessible this book is appropriate for academic classes, workshops, and trainings.

Zehr, H. & Toews, B. (eds.) (2004) *Critical Issue in Restorative Justice*. Monsey, NY: Criminal Justice Press.

In a mere quarter-century, restorative justice has grown from a few scattered experimental projects into a worldwide social movement and field of study. Moving beyond its origins within criminal justice, restorative justice is now being applied in schools, in homes, and in the workplace. The 31 chapters in this book identify the main threats to the integrity and effectiveness of this emerging international movement.

Websites:

www.restorativejustice.org

Restorative Practices Resources

General Restorative Resources for Schools

Claassen, R. & Claassen, R. (2008) *Discipline that Restores: strategies to create respect, cooperation, and responsibility in the classroom*. South Carolina: Booksurge Publishing.

Discipline That Restores is a restorative discipline system for schools, classrooms, and homes that parallels, contributes to, and draws from emerging international conflict resolution education, peace education and restorative justice movements with emphasis on the last. (Excerpt)

Riestenberg, N. (2006). *Applying the Framework: Positive Youth Development and Restorative Practices*. Paper from "The Next Step: Developing Restorative Communities, Part 2," the IIRP's 8th International Conference on Conferencing, Circles and other Restorative Practices, October 18-20, 2006, Bethlehem, Pennsylvania, USA. Retrieved April 12, 2010 from:
<http://education.state.mn.us/mdeprod/groups/SafeHealthy/documents/Announcement/034116.pdf>

This article compares the framework of positive youth development and school connectedness with the practices of restorative measures applied to harm and rule violations in schools. Formal school discipline

practices of in- and out-of- school suspension have the unintended outcomes of increases in maladaptive behaviors, with drawl or avoidance of school staff, stigma among peers and poor academic achievement, among others. Restorative practices provide accountability for harm, as well as the opportunity to guide youth in their development, regardless of their experience as an offender, victim or bystander. Stories illustrate the strengths of this approach. Recommendations for school and youth programs regarding restorative measures will include suggestions for future research and evaluation. (Abstract)

Stutsman Amstutz, L. & Mullet, J. H. (2005). *The Little Book of Restorative Discipline for Schools: Teaching Responsibility; Creating Communities*. Intercourse, PA: Good Books.

In this book, the authors present a restorative approach applied to the school context. Whereas punishment does little to promote responsibility, restorative discipline addresses the aim of teaching children to develop personal self-discipline. The movement in schools has roots in the peaceable schools concept, as well as movements in conflict resolution education (CRE), character education (CE), and emotional literacy (Daniel Goleman). The authors provide a number of illustrative stories. Practical applied models are also described, including whole-school training, class meetings, various types of circles, and conferencing, plus sections covering truancy mediation and bullying. (restorativejustice.org)

Circles

Pranis, K. (2005) □ *The Little Book of Circle Processes: A New/Old Approach to Peacemaking*. Intercourse, PA: Good Books.

Pranis provides an overview of Circle Processes, the values and teachings that form their foundation, and key elements of the process. Interspersed with stories to illustrate the application, Pranis walks the reader through the process in a concise style that makes the book appropriate for academic classes, workshops, and trainings.

Pranis, K., Stuart, B., & Wedge, M. (2003). *Peacemaking Circles: From Crime to Community*. St. Paul, MN: Living Justice Press.

A time-tested paradigm for healing relationships and keeping them healthy, *Peacemaking Circles* explores how communities can respond to crimes in ways that address the needs and interests of all those affected—victims, offenders, their families and friends, and the community. Based on indigenous teachings combined with current research in conflict resolution, the Circle process described here builds an intentionally safe space where we can bring our best selves to some of our most difficult conversations.

Though the book relates the process to criminal justice, the explanation of Circle philosophy and practice can be readily applied to hurts and conflicts in other areas of life. Above all, the book offers a grounded vision for how we can be together "in a good way," especially when it seems hardest to do. (Publisher's description)

For an in-depth look at the use of Circles in a community organization see:

Boyes-Watson, C. (2008) *Peacemaking Circles and Urban Youth: Bringing Justice Home*. St. Paul, MN: Living Justice Press

[This book] explores how the Circle process is being used by a remarkably innovative youth center outside Boston. Nearly twenty years in operation, Roca, Inc., works with immigrant, gang, and street youth. Using Circles extensively not only with youth but also with the families and community as well as throughout the organization is integral to Roca's effectiveness. *Peacemaking Circles and Urban Youth* tells a compelling and inspiring story for any organization or person who works with young people, particularly troubled youth who desperately need community-based support to change the trajectory of their lives. (Publisher's description)

Restorative Conferencing

MacRae, A. & Zehr, H. (2004). *The Little Book of Family Group Conferences: New Zealand Style*. Intercourse, PA: Good Books.

Family Group Conferences (FGCs) are the primary forum in New Zealand for dealing with juvenile crime

as well as child welfare issues. This third volume in The Little Books of Justice and Peacebuilding Series is about the juvenile justice system that is built around these conferences. Since their introduction in New Zealand, Family Group Conferences have been adopted and adapted in many places throughout the world. They have been applied in many arenas including child welfare, school discipline, and criminal justice, both juvenile and adult. In fact, FGCs have emerged as one of the most promising models of restorative justice. This Little Book describes the basics and rationale for this approach to juvenile justice, as well as how an FGC is conducted. (Publisher's description)

O'Connell, T., Wachtel, B. & Wachtel, T. (1999). *Conferencing Handbook: The New Real Justice Training Manual*. Pipersville, PA: The Piper's Press.

Conferencing Handbook: The New Real Justice Training Manual by Terry O'Connell, Ben Wachtel and Ted Wachtel is a clearly conceived procedural guide to coordinating and facilitating conferences, covering the process of selecting cases, inviting participants, making preparations and running the conference itself. It is useful to anyone who wants to learn to facilitate conferences in school, criminal justice and other settings. (Publisher's description)

Peer Juries

Alternatives, Inc. (2009) *A Handbook for Peer Juries in Chicago Public Schools: 2008-2009*. Chicago, IL: The Board of Education of the City of Chicago.

The purpose of this handbook is to share best practices that support the Chicago Public Schools (CPS) Peer Jury program. While this handbook may offer general principles to other Peer Juries, it provides guidelines specific to school-based Peer Jury utilizing the Restorative Justice philosophy.

Goodwin, T. (2001) *The Role of Restorative Justice in Teen Courts: A Preliminary Look*. Lexington, KY: American Probation and Parole Association, National Youth Court Center.

The American Probation and Parole Association convened a focus group in March 2000 to examine and discuss the role of restorative justice in teen court programs, also commonly called youth courts and peer courts. There has been considerable debate and discussion over the past several years as to whether and how teen courts can incorporate restorative justice principles into their practices.

Olson, B. & Judah V. (2007) *Chicago Public Schools High School Peer Jury Program Evaluation Report*. Chicago, IL: Chicago Public Schools, Office of Specialized Services.

Peer Mediation

Cohen, R. (1999) *The School Mediator's Field Guide*. Watertown, MA: School Mediation Associates

An essential resource for every teacher, administrator, counselor, and student who mediates in schools. Learn how to mediate the range of challenging school-based conflicts.

Frasier Region Community Justice Initiatives. (n.d.). *Conversation Peace*. Langley, B.C.: Frasier Region Community Justice Initiatives Association.

CONVERSATION PEACE is a curriculum carefully designed to train secondary students and staff in Restorative Action principles and conflict resolution skills for implementing effective and meaningful responses to harm. A restorative response addresses the underlying causes of conflict while bringing about accountability, healing and closure in situations such as name calling, threats, exclusion, interpersonal conflicts, property violation, physical assault and vandalism. The trainer kit consists of a comprehensive, step-by-step manual and two videos. Also available are workbooks that are essential to the curriculum and facilitate the skill-building process. They can be ordered separately depending on the number required. Conversation Peace was developed by the combined efforts of CJI and the Langley School District #35 through the *Educating for Peacebuilding* program.

Trauma

Benefits and Outcomes

International Institute for Restorative Practices (2009) *Improving School Climate: Findings From Schools Implementing Restorative Practices*. Retrieved July 22, 2009 from: <http://www.iirp.org/pdf/IIRP-Improving-School-Climate.pdf> (PDF)

The International Institute for Restorative Practices has compiled a 36-page booklet of findings from schools in the United States, England and Canada that are implementing restorative practices. The booklet includes brief portraits of each school or district, focusing on how school climate has changed due to restorative practices, as well as data on reductions in school violence, discipline problems, suspensions and expulsions/exclusions. (From the International Institute for Restorative Practices e-Forum)

Karp, D, and Breslin, B. (2001). *Restorative Justice in School Communities. Youth and Society*. 33 (2): 249-272.

This article explores the recent implementation of these practices in school communities in Minnesota, Colorado, and Pennsylvania, examining how school communities can make use of this approach to address drug and alcohol problems and how this approach may offer an alternative to zero-tolerance policies. (Excerpt)

Minnesota Department of Children, Families and Learning (2001). *In-School Behavior Intervention Grants Final Report 1999-2001*. Roseville, MN: Minnesota Department of Children, Families and Learning.

In 1998, the Minnesota Legislature appropriated \$300,000 to the Department of Children, Families & Learning (CFL) for the implementation and evaluation of alternative approaches to suspensions and expulsions. Each of the four districts [selected] implemented a range of restorative practices and developed an evaluation plan aimed at measuring the impact in five areas: suspensions, expulsions, attendance, academics and school climate. This final report includes a summary of restorative activities practiced in each district; program implementation challenges; and recommendations for further evaluation efforts. (Excerpts)

Initiating Restorative Justice Efforts at Your School or District

Identify the Need and Recognize Better Outcomes are Possible

Advancement Project (May 2003). *Derailed: The Schoolhouse to Jailhouse Track*. Retrieved July 29, 2009 from: <http://www.advancementproject.org/Derailerepor.pdf>

Derailed: The Schoolhouse to Jailhouse Track is a first-of-its-kind report that looks at how zero-tolerance policies are derailing students from an academic track in schools to a future in the juvenile justice system.

Advancement Project (March 2005). *Education on Lockdown: The Schoolhouse to Jailhouse Track*. Retrieved July 29, 2009 from: <http://www.advancementproject.org/reports/FINALEOLrep.pdf>

Advancement Project's second examination of the emergence of zero tolerance school discipline policies and how these policies have pushed students away from an academic track to a future in the juvenile justice system.

American Academy of Pediatrics Committee on School Health. (2003). Policy Statement: Out-of-School Suspension and Expulsion. *Pediatrics*. Vol. 112: 5.

Suspension and expulsion from school are used to punish students, alert parents, and protect other students and school staff. Suspension and expulsion may exacerbate academic deterioration, and when students are provided with no immediate educational alternative, student alienation, delinquency, crime, and substance abuse may ensue.

American Psychological Association Zero Tolerance Task Force. (Dec 2008). Are zero tolerance policies effective in the schools?: An evidentiary review and recommendations. *American Psychologist*. Vol 63(9), 852-862.

[T]o assess the extent to which current practice benefits students and schools, the American Psychological Association convened a task force to evaluate the evidence and to make appropriate recommendations regarding zero tolerance policies and practices. An extensive review of the literature found that, despite a 20-year history of implementation, there are surprisingly few data that could directly test the assumptions of a zero tolerance approach to school discipline, and the data that are available tend to contradict those assumptions.

Costenbader, V. & Markson, S. (1998). School Suspension: A Study with Secondary School Students. *Journal of School Psychology*. Vol. 36: 1, p59-82.

A survey on school suspension was conducted with 620 middle and high school students. Two school districts, located in an inner city and a rural town, were represented. Students who had been suspended were more likely to be involved with the legal system. The efficacy of school suspension is questioned.

Flemming, P. & Rose, J. (2007). Overrepresentation of African American Students in Exclusionary Discipline The Role of School Policy. *Urban Education*. Vol. 42: No. 6 p. 536.

The overrepresentation of ethnic minority students, particularly African American males, in the exclusionary discipline consequences of suspension and expulsion has been consistently documented during the past three decades. Sadly, a direct link between these exclusionary discipline consequences and entrance to prison has been documented and termed the *school-to-prison pipeline* for these most vulnerable students.

Karp, S. (June 2009). *Black Male Conundrum*. Catalyst Chicago. Retrieved July 29, 2009 from: <http://www.catalyst-chicago.org/news/index.php?item=2593&cat=23>

Nearly one in four black male students in Chicago Public Schools was suspended at least once last year, a rate that is twice as high as the district average. This finding is also part of an upward trend that has resulted in a near doubling of the number of suspended students over the past five years, according to a Catalyst Chicago analysis.

Ofer, U., Jones, A., Miller, J., Phenix, D., Bahl, T., Mokhtar, C., and Madar, C. (July, 2009). *Safety with Dignity: Alternatives to the Over-Policing of Schools*. New York: New York Civil Liberties Union (NYCLU), The Annenberg Institute for School Reform at Brown University, Make the Road New York. Retrieved July 22, 2009 from: http://www.nyclu.org/files/Safety_with_Dignity.pdf

This report explores the approaches to security and discipline favored by six successful schools, which serve "at-risk" student populations, similar to schools with some of the harshest discipline policies. It concludes with practical recommendations to help replicate these success stories in schools throughout the city.

Websites:

<http://www.dignityinschools.org>

Implementing Restorative Justice at School Sites

Ashley, J. and Burke, K. (2009). *Implementing restorative justice: A guide for schools*. Chicago, IL: Illinois Criminal Justice Information Authority.

Implementing restorative justice: A guide for schools is specifically designed to provide Illinois school personnel with practical strategies to apply restorative justice. A variety of juvenile justice practitioners and school personnel provided guidance during the development of this guide to make it applicable for those working in elementary and secondary schools. Many school districts in Illinois already incorporate the restorative justice philosophy in their discipline codes.

The goals of this guide are to:

- Introduce to school personnel the concepts of restorative justice and restorative discipline.
- Offer new tools that can reduce the need for school exclusion and juvenile justice system involvement in school misconduct.
- Offer ways to enhance the school environment to prevent conflict and restore relationships after conflict arises. (excerpt)

Blood, P. & Thorsborne, M. (2005, March) *The challenge of culture change: Embedding restorative practice in schools*. Paper presented at the Sixth International Conference on Conferencing, Circles and other Restorative Practices: "Building a Global Alliance for Restorative Practices and Family Empowerment". Sydney, Australia. Retrieved, July 22, 2009 from: http://www.varj.asn.au/pdf/05au_bloodthorsborne.pdf

This paper seeks to broaden the perspectives of senior and middle management and restorative practitioners around what restorative practice in schools can look like; and to present some practical guidelines which represent a strategic approach to the implementation of restorative practices, so that they "stick" -- that is, become sustainable. It represents a work in progress and the authors encourage readers to engage with them in ongoing dialogue about the issues (we don't know all the answers yet!) and share with us their butterfly (successes) and bullfrog (failures) stories, in meeting the challenges of developing a restorative culture within schools (Zehr, 2003). It should be noted that there is an overwhelming body of literature (Hargreaves, 1997, Fullan, 2000 etc) dealing with school reform, effective teaching, classroom and behaviour management practice and that this paper focuses on the implementation of restorative practice in schools. (Excerpt)

Holtham, J. (2009). *Taking Restorative Justice to Schools: A Doorway to Discipline*. Colorado Springs, CO: Homestead Press.

The global restorative justice movement is here to stay. Around the world, even the most dangerous, high-risk schools are reducing discipline problems by up to sixty percent. Complementing your current school discipline practices with this simple, step-by-step restorative justice model will help you reach youth on a core level at a critical time in their young lives, when it's still possible to stop and reverse negative or destructive behavior. (Back cover)

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

Belinda Hopkins is at the forefront of the development of restorative justice in the UK, and in this practical handbook she presents a whole school approach to repairing harm using a variety of means including peer mediation, healing circles and conference circles. She provides clear, practical guidance for group sessions and examines issues and ideas relating to practical skill development for facilitators (publisher's description).

Minnesota Department of Children, Families and Learning (1996). *Respecting everyone's ability to resolve problems: Restorative measures*. Roseville, MN: Minnesota Department of

Children, Families and Learning.

This booklet applies restorative measures (i.e., a restorative philosophy and process) to deal with school-based conflicts and problems. A restorative measures approach starts from the perspective that a conflict or problem results in harm. Hence, such measures address three sets of needs: the person harmed, the person who caused the harm, and the school community. Restorative measures give school personnel a tool to use with children and youth to repair harm and to teach problem-solving skills. The booklet covers the following areas: principles of restorative measures in schools; implementing restorative measures in a school; restorative measures and violence prevention; and examples of restorative measures in Minnesota

Morrison, B., Thorsborne, M. & Blood, P. (2005). *Practicing Restorative Justice in School Communities: The Challenge of Culture Change*. Public Organization Review: A Global Journal. 5: 335–357.

The practice of restorative justice in schools has the capacity to build social and human capital through challenging students in the context of social and emotional learning. While restorative justice was originally introduced in schools to address serious incidents of misconduct and harmful behavior, the potential this philosophy offers is much greater. The conviction is that the key challenge for schools is addressing the culture change required to make the shift from traditional discipline, driven by punitive (or rewards based) external motivators, to restorative discipline, driven by relational motivators that seek to empower individuals and their communities. (Author's abstract).

Thorsborne, M. & Vinegrad, D. (2002). *Restorative practice in schools: Rethinking behaviour management*. Buderim, Queensland: Margaret Thorsborne and Associates

A 'just' school is a place where victims and wrongdoers and their respective communities of care are active participants in processes that ensure equal justice and fairness. Victims are empowered to have their needs met and to have their experience validated. Wrongdoers are able to tell their stories and be given the chance to make amends. And finally, the community of care may seek ways to ensure that the incident does not happen again. This book takes you through the restorative practice process with chapters on: deciding whether to conference or not, conference preparation, convening the conference, managing the emotional dynamics, what if? Appendices and case studies. (restorativejustice.org)

Thorsborne, M. & Vinegrad, D. (2004). *Restorative practice in classrooms: Rethinking behaviour management*. Buderim, Queensland: Margaret Thorsborne and Associates

Based on the philosophy outlined in *Restorative practice in schools: Rethinking behaviour management*, this book shows how the approach may be applied to classroom practice. Chapters include: working proactively, classroom conferences, individual, small and medium group conferences, facilitating conferences, what if? Appendices include: classroom script, the No Blame conference script, classroom conference report, classroom conference evaluation, letters to parents, case studies and recommended reading.

Wachtel, T., Costello, B. and Wachtel, J. (2009). *The Restorative Practices Handbook for Teachers, Disciplinarians and Administrators*. Bethelhem, PA: International Institute of Restorative Practices

The Restorative Practices Handbook is a practical guide for educators interested in implementing restorative practices, an approach that proactively builds positive school communities while dramatically reducing discipline referrals, suspensions and expulsions. The handbook discusses the spectrum of restorative techniques, offers implementation guidelines, explains how and why the processes work, and relates real-world stories of restorative practices in action. (Publisher's description)