

*The Reintegration Puzzle Conference
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Adelaide Holiday Inn

*'How Does Your Practice Reintegrate? Explicit
Practice, Capacity Building and Restorative Processes.'*

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Key Questions

- How does your practice reintegrate?
- What is meant by reintegration?
- What are the conditions that support successful reintegration ceremonies?
- What is explicit practice?
- What is capacity building?
- How are Restorative processes able to successfully reintegrate?

Defining Reintegration

- *Process of bringing somebody or something back into a group or a larger entity after a period of exclusion from it.**
- *Process of restoring something to a state of wholeness or unity.** [*Encarta® World English Dictionary © 1999 Microsoft Corporation.]

Conditions for Successful Reintegration

- Need to have a relational focus.
- Need to identify the behaviours that resulted in the exclusion and how these behaviours impacted on relationships.
- Focus would be on processes that help restore relationships.

Explicit Practice

Explicit:

Expressing all details in a clear and transparent way, leaving no doubt as to the intended meaning. Definite and unqualified, rather than implied or guessed

at. [*Encarta® World English Dictionary © 1999 Microsoft Corporation.]

How explicit is your practice?

What is your practice rationale - values, assumptions and theoretical influences?

How would you explain your practice to those you are assisting? Is this necessary?

What is the best way of knowing how explicit your practice is?

You would need:

- Clarity on what constitutes good practice [sound pedagogy].
- Certainty about what good outcomes look like.
- To be able to identify the practice capable of delivering these outcomes.
- An understanding on why this practice achieves good outcomes.
- To ensure that those you are working with understand your practice rationale [establishing clear expectations].
- To be clear about your role in articulating this practice₅

Capacity Building

How to 'empower' others.

Empower: *To give somebody power or authority; to give somebody a sense of confidence or self-esteem.*

*[*Encarta® World English Dictionary © 1999 Microsoft Corporation.]

Capacity Building Practice:

'Likely to involve facilitated dialogue that assists others to make sense and meaning of their lives, to identify what is most important in all that is happening, what needs to change and what their part will be in this change process, and importantly, what is needed that will help build and sustain healthy relationships.'

Role: Socratic engagement style - Facilitator.

What Is Restorative?

Adversarial (Blame) approach:

“What happened, who is to blame, what punishment or sanction is needed?”

Restorative approach:

“What happened, what harm has resulted and what needs to happen to make things right?”

Adversarial

Focus is in the past

Preoccupied with blame

Deterrence linked to punishment

Restorative

Focus in past, present & future

Emphasis on resulting harm

Deterrence linked to relationships and personal accountability

‘Consequences [may include punishment] are an important part of Restorative Practice. This involves dialogue and respectful challenge.’

Basic Concepts:

- Good relationships are the basis for learning.
- Anything that affects relationships [such as inappropriate behaviour] impacts on learning.
- Challenging inappropriate behaviour needs to be experienced as an opportunity for learning.

“Learning is enhanced by challenge and is impeded by threat.”

As a society when someone does the wrong thing, what is our most usual response?

Blame & Punishment

What is the first question we ask when someone does the wrong thing?

If we ask 'why', what answers do you expect to get?

What is the problem with the 'why' question?

How does blame impact on learning?

What is this animal?



An Australian Echidna

What is it doing?



Rolling into a ball to protect itself.

What needed to happen for it to return to being normal?



Threat went and it opened up.

What things happen to you that sometimes cause you to take the Echidna position [to protect yourself?]



If you did something wrong and felt like this, what would help you to feel okay?

Case Study
Using
Explicit Restorative Processes

John is 29 years old and is due to be released from prison within the next 6 months. He has been serving a five-year sentence for selling drugs. She is due for early release after 3 years.

John first began using drugs and alcohol at 15. At age 20 he began selling drugs. He has had a couple of relationships with younger women that generally ended due to his violence.

John has loving and supportive parents. He also has a now married sister who has two sons.

His probation officer feels that John might benefit from participating in a restorative process, contacted me. John's drug/alcohol counselor states that he has made good progress and is not likely to relapse

Engaging John

First question asked, “John has been happening in your life?”

John replied, “I am behaving badly, always getting into trouble.”

What is the difference between:

What is happening for John and what John is doing?

Relationships

Behaviours

What assumptions inform each approach?

Why is it important to be able too articulate these assumptions?

What Are The Main Issues

Basic Assumptions:

- Tenuous relationships are likely to have had a significant influence on John's behaviour.
- Establishing meaningful relationships is critical to John's future.
- The Restorative Practice framework can provide the explicit practice and common language to shape the dialogue needed to effectively engage John and help him build capacity.

Making Contact - John's Mum

I contacted John's mum.

I asked about:

- Her experience of John and his involvement in the criminal justice system.
- What has been the hardest thing.
- What her concerns were after John was released.
- What was going to help John and her family.

She commented that *'there is nothing I have seen around John that convinces me that anything is likely to change.'*

Making Contact With John

I met John in prison.

I introduced myself and then asked John how I might assist him.

- John was surprised and unable to answer.
- He talked for around 30 minutes about his prison experience.
- He did not mention his family once.
- He could not describe what had really changed for him as a result of his prison experience.
- He was not able to say what was likely to stop him re-offending, even though this was his hope.

Initial Conversations With John

I then asked John about how his behaviour had affected his family. He commented 'not well.' I then told him about the conversations I had with his mother, father and sister.

John was initially surprised and then became emotional. He said, "I did not realise".

I asked John why he had not really thought about those who were significant in his life. He was not able to answer.

I then showed John the photographs of an Echidna.

Making Contact - John

John realised that he had only ever thought about himself. He was closed and needed to open up by talking with those who are significant in his life.

I gave John a small Restorative question card [as well as an A4 sized one].

I said that I intended asking him these questions, and that before I left, I would inquire as to why I was asking him these questions.

Restorative Questions 1

When challenging behaviour, why would the following questions consistently achieve 'fair process'?:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you did?
- In what way?
- What do you think you need to do to make things right?

Restorative Questions 11

Why would these questions assist, those harmed by other's actions, experience 'fair process?':

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Practice Assumptions

- John lacks insight into his behaviour.
- The Restorative questions would provide him with an opportunity to understand how those who are significant in his life, have been affected by his behaviour. This would help develop empathy.
- This would lead to John having some sense of his own obligations and responsibilities to others.
- This could lead to John realising that inappropriate behaviours are not sustainable in healthy relationships.

*[The Game: Grahame Chaseling - Found
www.realjustice.org]*

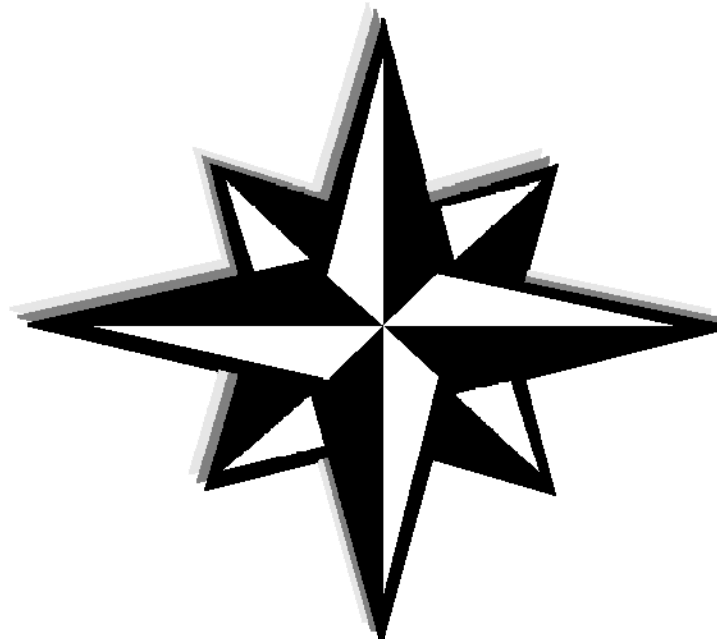
Engaging John

In our dialogue, I realised that John:

- Had a poor self-image.
- Felt ashamed of what he had done and who he was.
- When asked how he dealt with feeling ashamed, he spoke generally in the following terms:

Nathanson's Compass Of Shame

WITHDRAWAL



ATTACK OTHERS

ATTACK SELF

AVOIDANCE

POLAR RESPONSES TO SHAME

WITHDRAWAL : isolating oneself; running and hiding.

AVOIDANCE : denial; drugs and alcohol;

ATTACK OTHERS: lashing out verbally or physically; blaming others.

ATTACK SELF: self put-down; masochism.

Engaging John

John was beginning to better understand himself.

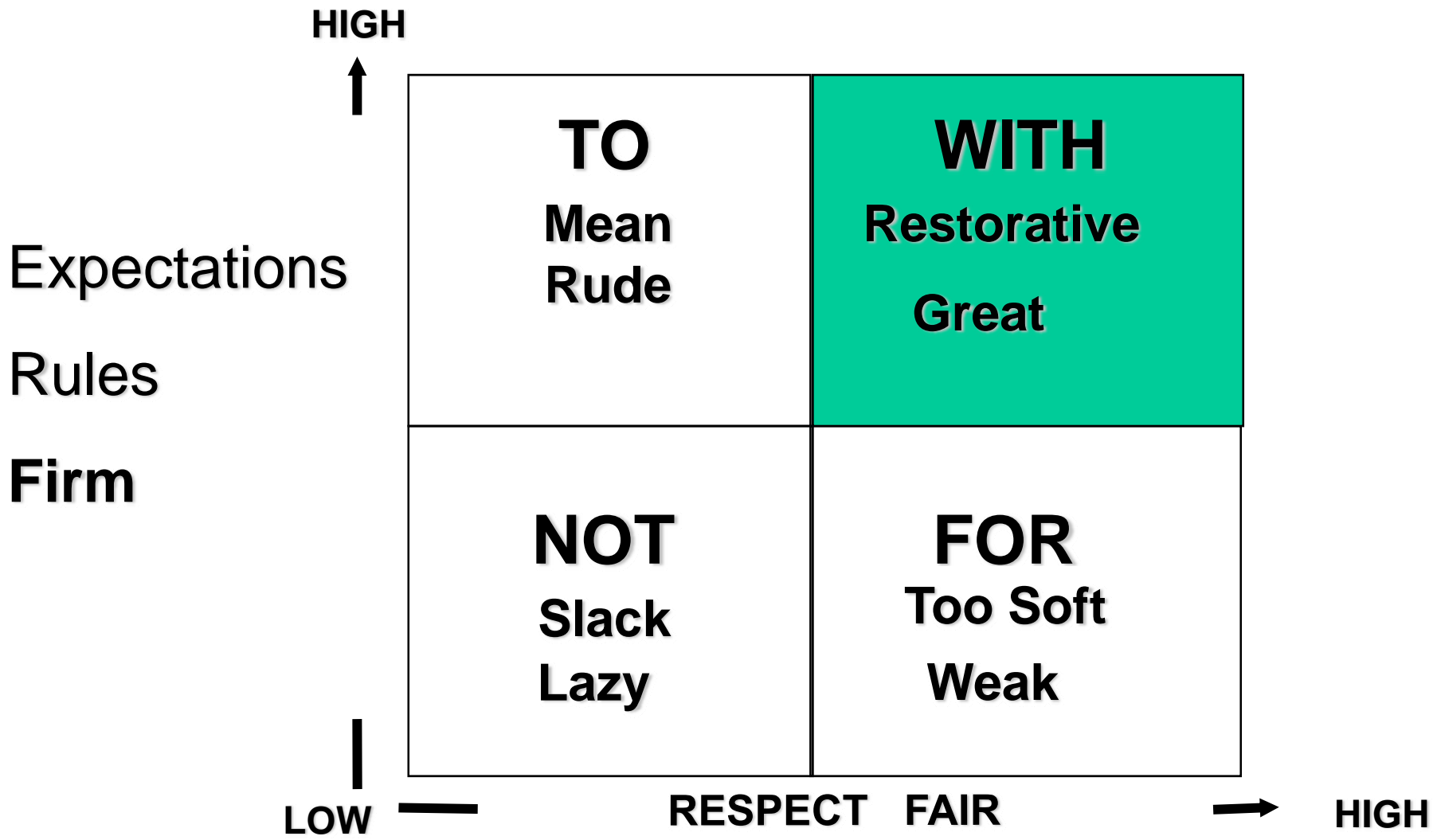
He commented 'I have learn so much about myself that has given me a better sense of who I am.'

John was keen to talk with his family so he could understand how he had affected them.

He realised [for the first time in his life] that building relationships was important.

I then asked him, 'What helps us build good relationships with one another?' What would we need to agree upon."

John said, 'Expectations, rules and how we treated one another.'

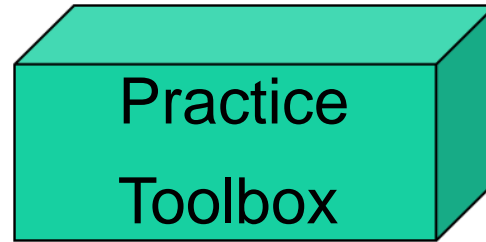


Adapted from Social Discipline Window - Paul McCold and Ted Wachtel - 2000

Family Meeting

- Meeting took place in prison involving John, mum, dad & sister.
- Restorative focus: harm and relationships.
- High levels of emotions with John starting to understand how his behaviour had impacted on others.
- Discussion on what would need to change: what, who and how.
- Meeting was both an end and beginning point.

My Practice Toolbox



1. *Practice Rationale - values, assumptions & theories
[Reintegrative Shaming & Psychology of Affects]*
2. *Role- facilitator/coordinator/mentor.[Socratic style]*
3. *[Fair] Process - how to engage and challenge.*
4. *Outcomes - enhanced capacity to learn and grow as a person.*

My Restorative Practice Checklist

Is My Practice?

- **Respectful** (Distinguishing behaviour from the person)
- **Fair** (Engaging, with Explanations & clarify Expectations)
- **Restorative** by repairing harm and building relationships

Does My Practice?

- **Develop Empathy** (through reflection, insight & learning)
- **Enhance** responsibility and accountability
- **Promote** positive behavioural change

Restorative Practices Framework

Practice Domains

| | |
|-----|------|
| To | With |
| Not | For |

Fair Process

- Engagement
- Explanation
- Expectation Clarity

Theory

- Behaviour, not the person
- Shame & emotions

Restorative Questions

- What happened?
- Who has been hurt?
- How can we make it right?

Stronger Relationships