

# Restorative Practices and Trauma: A Whole Environment Approach



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# Youth Trauma & Aggression



- Over four decades of research using mostly male samples has linked childhood trauma to adolescent and adult aggression (Falshaw et al. 1996).
- More than 2 million youth in the United States come into contact with the juvenile justice system, increasingly including many girls (Chamberlain & Leve, 2004).
- Studies suggest that trauma may act as a catalyst for some youths' involvement in the juvenile justice system (Ford et al ( 2006 ).
- As many as 75 to 90% of these youth are found to have histories of exposure to traumatic stressors when systematically assessed (Abram et al., 2004; Ford, Hartman, Hawke, & Chapman, 2008).

# Criminal vs. Restorative Response



## Criminal Justice Asks:

1. What law has been broken?
2. Who broke the law?
3. How will they be punished?

## Restorative Justice Asks:

1. What harm has been done?
2. Who is responsible for and been affected by the harm done?
3. What needs to happen to make things right?

# Impact of Response



## Criminal

- Zero tolerance policies aligned with punitive approach
- Using law enforcement to negotiate relationships with children and youth
- Leads to criminalization and re-traumatizing of already traumatized youth
- Experiencing Increasing offenses

## Restorative

- Seeks to repair harm done to relationships in communities
- Helps regulate negative emotions associated with trauma
- prevention to and re-direction of a pipeline to the prison system
- Applicable to many institutions and disciplines

# Restorative Practices

*Restorative practices is the science of building social capital and achieving social discipline through participatory learning and decision making.* (Wachtel, 2004)

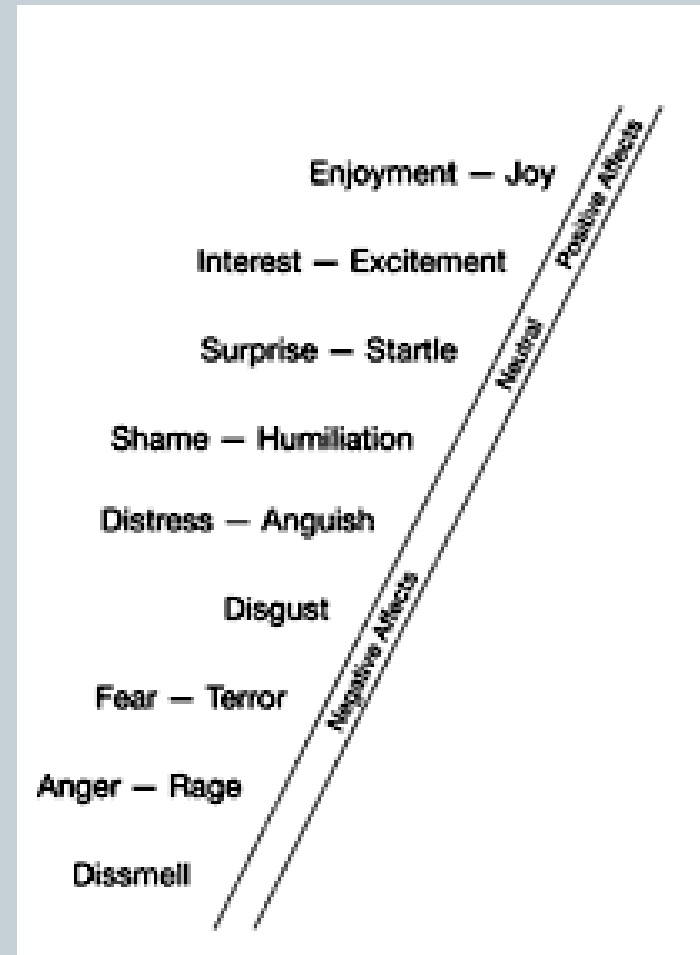
The most critical function of restorative practices is restoring and building relationships using:

- Psychology of Affect
- Social Discipline Window
- Fair Process
- Restorative Continuum

# The Nine Affects

(Tomkins, 1962, 1963, 1991)

- Positive Affects
  - Enjoyment — Joy
  - Interest — Excitement
- Neutral
  - Surprise — Startle
- Negative Affects
  - **Shame — Humiliation**
  - Distress — Anguish
  - Disgust
  - Fear — Terror
  - Anger — Rage
  - Dissmell

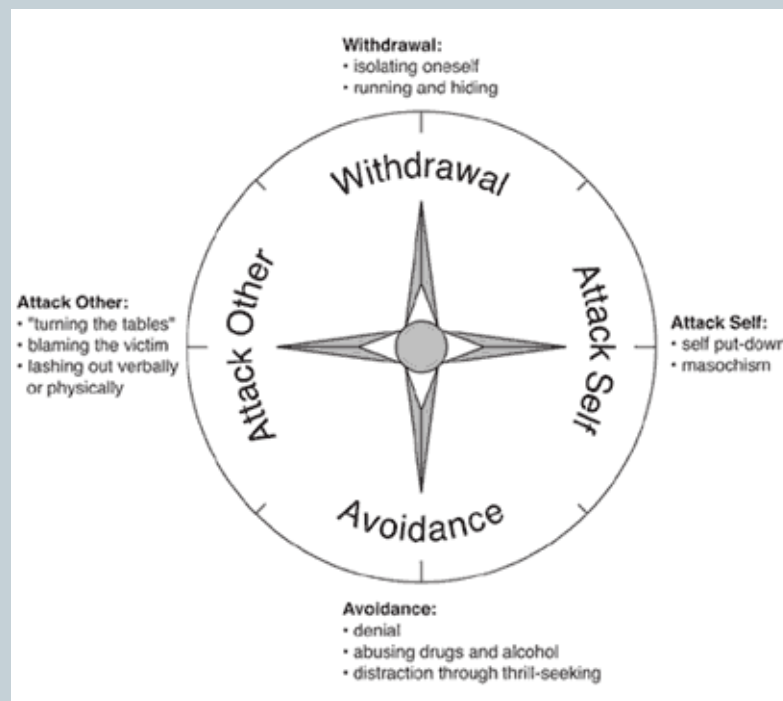


# Compass of Shame

(adapted from Nathanson, 1992)

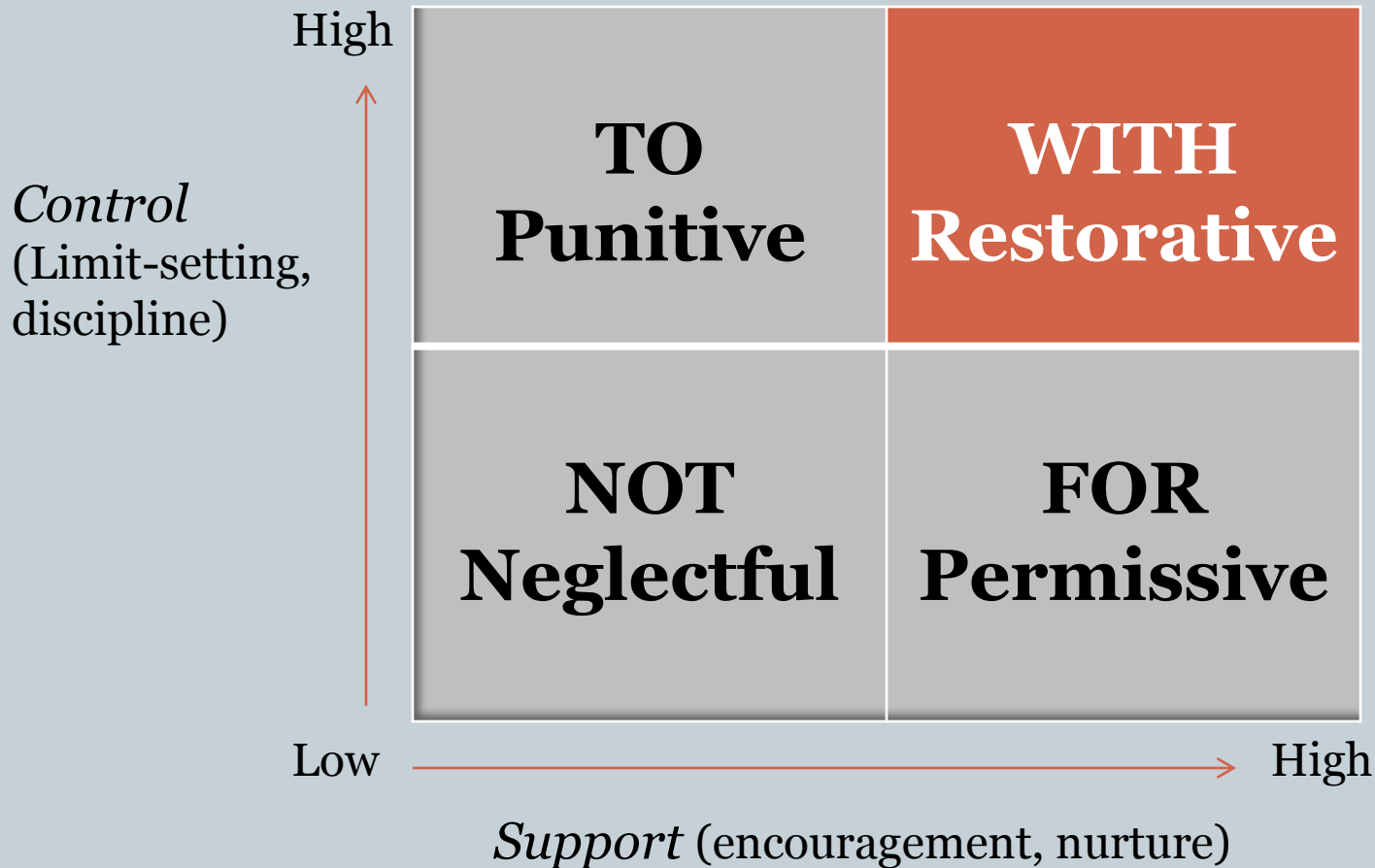


- *Withdrawal—isolating oneself, running and hiding*
- *Attack self—self put-down, masochism*
- *Avoidance—denial, abusing drugs, distraction through thrill-seeking*
- *Attack other—turning the tables, lashing out verbally or physically, blaming others*



# Social Discipline Window

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# “Doing With” and Support

- **Support**
  - Food
  - Safety
  - Belonging
  - Fun
  - Power

## Maslow's Hierarchy of Needs



# “Doing With” and Authority



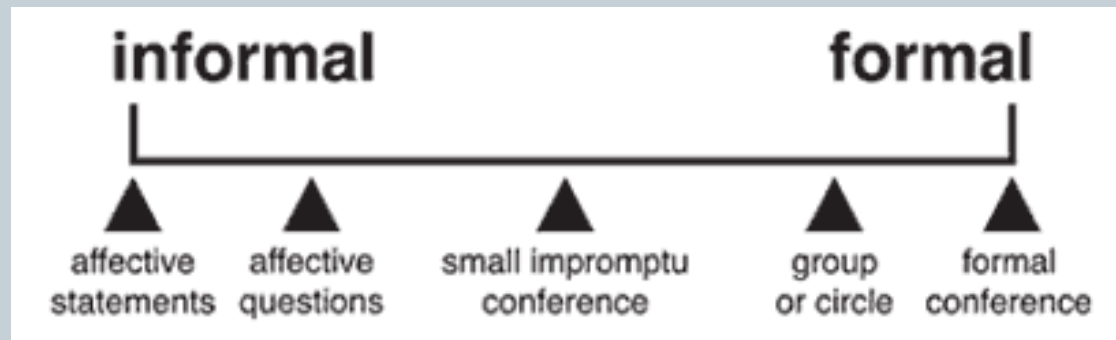
- ***Principles of Fair Process*** (Harvard Business Review, 1997)
  - ***Engagement***—involving individuals in decisions that affect them by listening to their views and genuinely taking their opinions into account
  - ***Explanation***—explaining the reasoning behind a decision to everyone who has been involved or who is affected by it
  - ***Expectation clarity***—making sure that everyone clearly understands a decision and what is expected of them in the future

# Restorative Continuum



## Restorative Tools Include:

1. Affective Statements
2. Affective Questions
3. Impromptu Conference
4. Group or Circle
5. Formal Conferences



# Impact of Restorative Practices



- Restorative practices has demonstrated positive outcomes in a growing number of settings, from education to criminal justice.
- Witnessed 24% - 39% decline in serious behavior incidents at West Philadelphia High School.
- Victims who participated in conferences had lower PTSS scores following participation (Angel, 2005).
- Emphasis on the transformation of shame rather than to impose shame can help heal trauma.