




Restorative Justice Implementation:

Aligning Trauma Sensitive & Restorative Justice Practices

Restorative Justice Partnership
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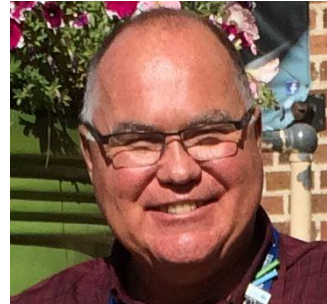


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Objectives

- Understand the alignment of goals underlying trauma-sensitive and restorative justice practices
 - Operationalize how restorative justice practices can help alleviate the impact of trauma symptoms
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THE TRUTH ABOUT ACEs

WHAT ARE THEY?

ACEs are
ADVERSE
CHILDHOOD
EXPERIENCES

The three types of ACEs include

ABUSE



Physical



Emotional



Sexual

NEGLECT



Physical



Emotional

HOUSEHOLD DYSFUNCTION



Mental Illness



Incarcerated Relative



Mother treated violently



Substance Abuse



Divorce

HOW PREVALENT ARE ACEs?

The ACE study* revealed the following estimates:

ABUSE

Physical Abuse 28.3%

Sexual Abuse 20.7%

Emotional Abuse 10.6%

percentage of study participants
that experienced a specific ACE

NEGLECT

Emotional Neglect 14.8%

Physical Neglect 9.9%

HOUSEHOLD DYSFUNCTION

Household Substance Abuse 26.3%

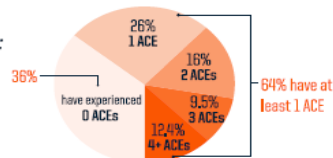
Parental Divorce 23.3%

Household Mental Illness 19.4%

Mother Treated Violently 12.7%

Incarcerated Household Member 4.7%

Of 17,000 ACE
study participants:



WHAT IMPACT DO ACEs HAVE?

As the number of ACEs increases, so does
the risk for negative health outcomes



Possible Risk Outcomes:

BEHAVIOR



PHYSICAL & MENTAL HEALTH



Trauma's Impact on Worldview

Typical Development:

- Belief in a predictable and benevolent world
- Positive self-worth
- Hopeful and optimistic about the future
- Empowered

Possible Results of Trauma:

- Basic mistrust of others
 - Belief that the world is unsafe
 - Negative self-worth
 - Fear and pessimism about the future
 - Feelings of hopelessness and powerlessness
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Where restorative justice comes in...

- A restorative school culture is the foundation for trauma-sensitive or healing centered practices
- The restorative mindset can inform the lens and the tools used
- Trauma treatment protocols call for the replacement of unhealthy coping strategies before any exploration of the trauma narrative can occur
- Restorative approaches allow the individual to have a voice in how community is built and conflicts are resolved
- Restorative strategies can be instrumental in helping resolve problematic symptoms associated with traumatic experiences

Educator Trauma

It is essential for educators to examine their responses to student behavior in the context of their potential biases and unresolved personal traumas. Common signs of unresolved trauma in adults can include:

- Anxiety or panic attacks in what could be considered normal situations
- Avoidance of people, places, things, or unpleasant emotions (possibly associated with a trauma)
- Trouble falling or staying asleep
- Feelings of detachment
- Feelings of needing to be on guard
- Inability to tolerate conflict
- Uncontrollable anger & acting on that anger
- Increased or decreased empathy

Note: Circle keepers (and those facilitating restorative dialogues) should be mindful of how discussions during the circle/restorative process may trigger participants' thoughts or feelings related to past traumatic experiences which may manifest in behaviors that can impact the restorative/circle process. (Apologies as a go-to resolution are not trauma-informed, often apologies are followed by continuation of the same behaviors)

Common Behaviors Associated With Trauma

Behaviors	Possible Restorative Responses
Declining Academic Performance: trouble concentrating, problems with memory	Engage in conversation regarding the change if there is a decline. <i>"I'm concerned that your effort is slipping and you were doing so well. Something is getting in the way of your success. Can you tell me what has changed for you and how I might be a support to you?"</i> Develop individualized behavior plans, allow brain breaks, build skills around and encourage self-advocacy and personal accountability
Hypervigilance: always alert, concerned about safety, restlessness, easily startled	Establish clear and predictable expectations and routines, allow for de-escalation, support self-regulation, start each day with a whole class body scan. Connect before you direct
Avoidance: resistance to tasks, places, people that involve too much stimuli or reminders of the trauma, elopement	Provide an opportunity to identify potential triggers in the context of a safe and supportive relationship with a trusted adult, create space for the student to feel heard and understood, focus on healing

Common Behaviors Associated With Trauma

Aggression: argumentative behavior, anger, outbursts	After the de-escalation: Engage in restorative dialogue to determine the root cause of the behavior, educator and student. Connect individually to provide context and suggest appropriate responses, establish reintegration processes that welcome students back after needing to leave the classroom, provide an opportunity to repair any harm caused
Withdrawal: difficulty fitting in socially or maintaining meaningful connections with others, apathy, difficulty expressing oneself	Create intentional and dedicated time for relationship building with educators and peers, regularly engage in circle processes with opportunities for every participant to share, establish norms of equal voice and shared values, 2:10 strategy
Engaging in high risk behaviors: substance use/abuse, re-enacting traumatic experiences, recklessness, self-injury	Offer engagement with trusted adults and or/peers to facilitate appropriate disclosure, arrange for appropriate referrals to higher level interventions (including mental health supports), allow the young person to participate in identifying their needed supports and solutions

Shared Values

- Relationship
- Safety
- Trust
- Empowerment
- Transparency

Questions & Answers
