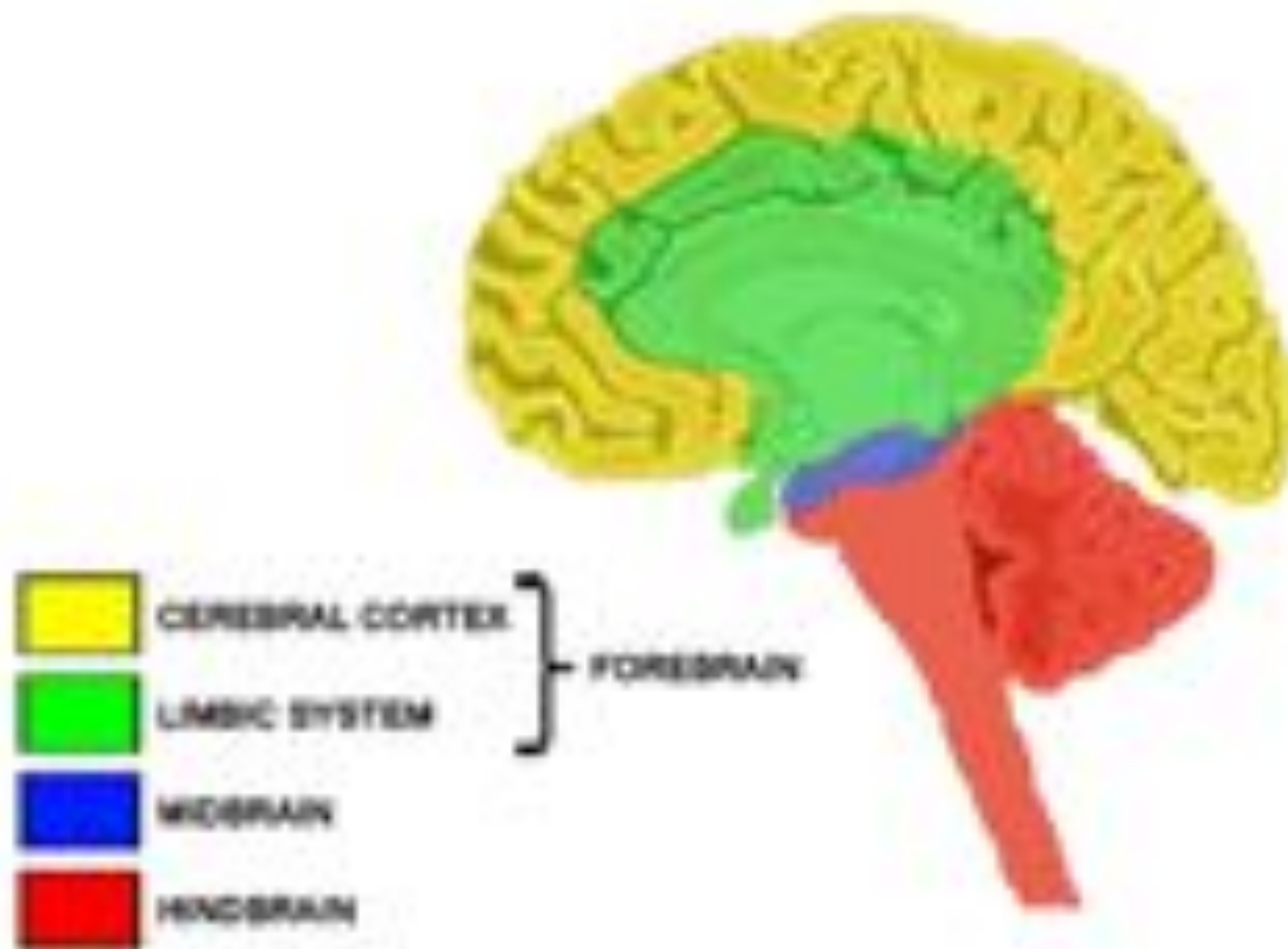




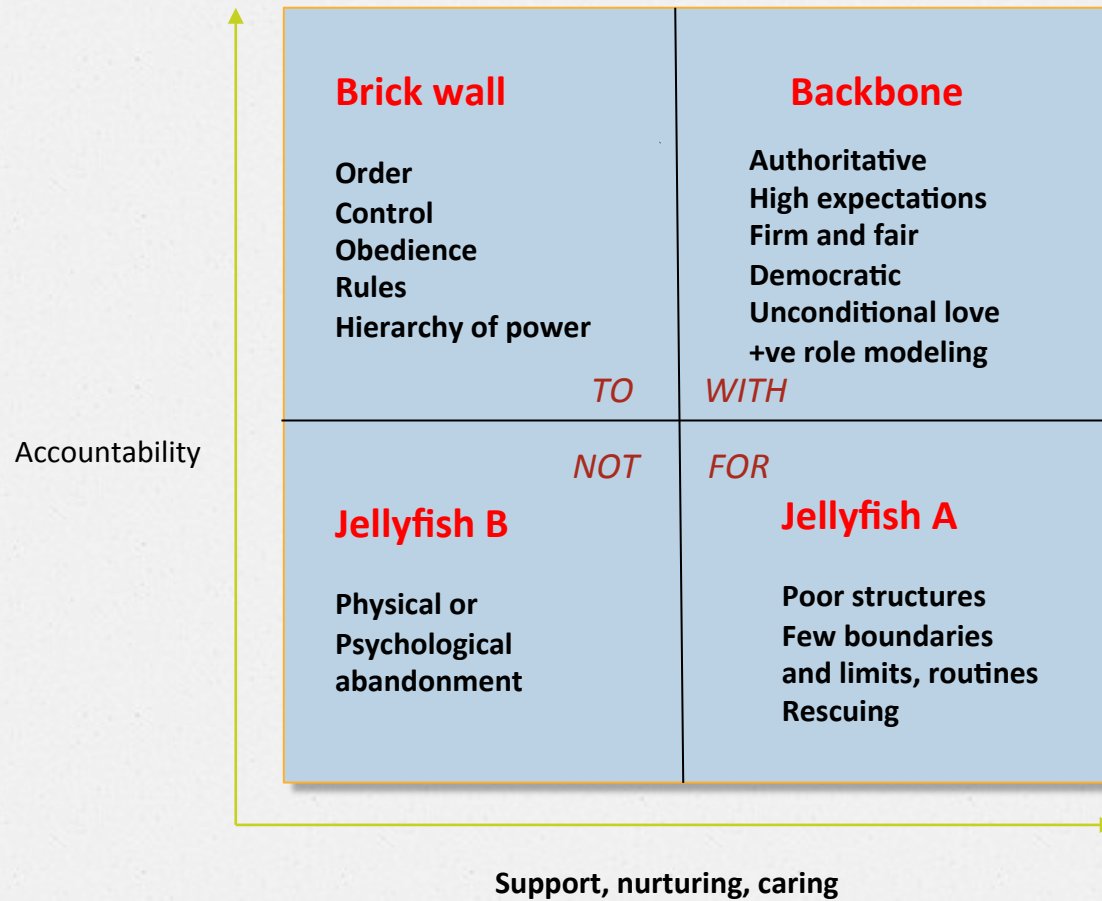
Restorative approaches to problem-solving

An evening with Margaret Thorsborne

- o How do you want your child to be treated at school when he/she does something wrong?
- o In the event that your child is wronged by another, how do you want your own child treated?
- o what do you believe to be the best way to teach thoughtfulness and responsibility?



Childrearing styles



Adapted from Wachtel, 1999,
and Coloroso, 2003

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Retributive Discipline

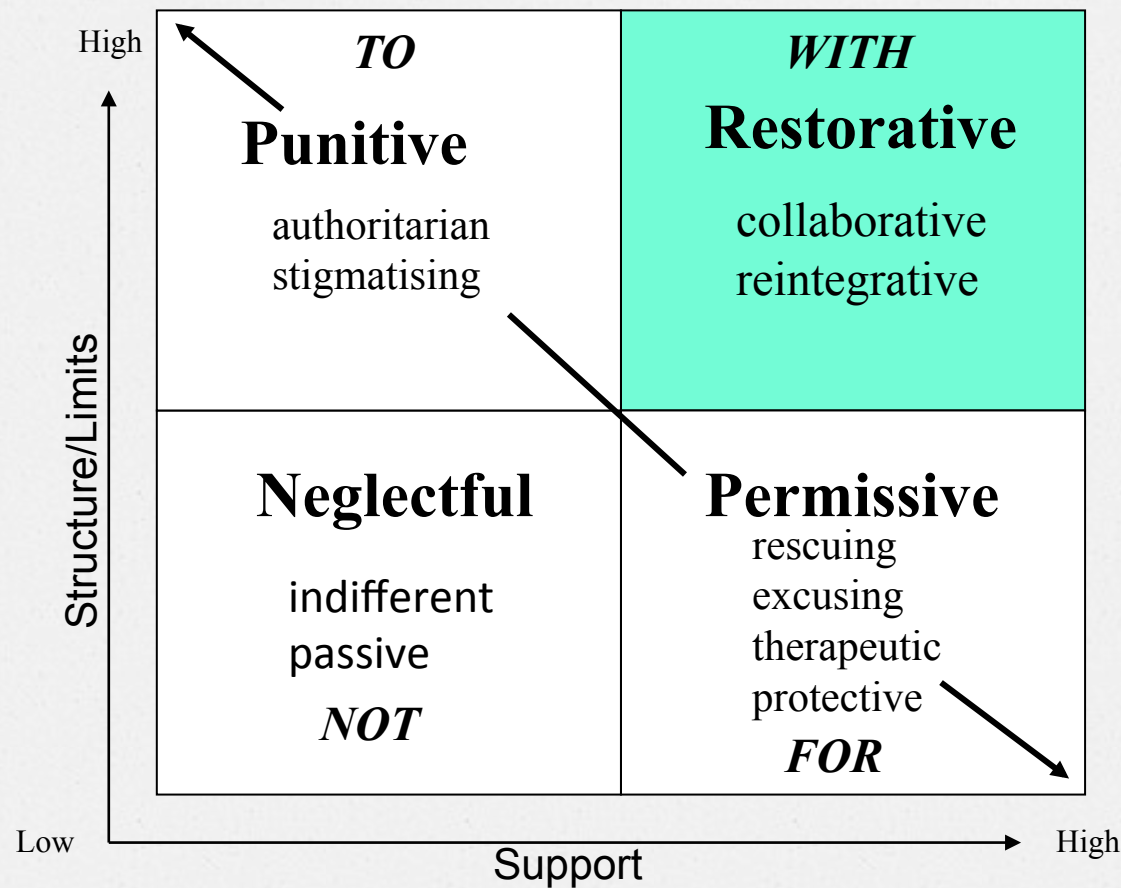
- **What rules has been broken?**
- **What did it? Who's to blame?**
- **What punishment do they deserve?**

Restorative Discipline

- o **Misconduct is a violation of people and relationships (in other words, **injury** rather than infraction)**
- o **Violations create obligations and liabilities**
- o **Restorative practice seeks to heal and put things right**

Adapted from Zehr and Mika, 1997

Building Social Capital



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Blood, 2004 Adapted from
Wachtel, T. 1999.

Retributive Justice	Restorative Justice
Crime and wrongdoing are violations against the laws/rules: What laws/rules have been broken?	Crime and wrongdoing is a violation of people and relationships: Who has been harmed? In what way?
Blame must be apportioned: Who did it?	Obligations must be recognized: Whose are these?
Punishment must be imposed: What do they deserve?	How can the harm be repaired?

Brain state and social environments

AUTHORITARIAN Vigilance for threat Memory and executive functions hampered Brain state: fluctuating anxiety, distracted, reactive, defensive	AUTHORITATIVE Builds attunement, connections, cause and effect thinking, accountability, reflective, pro-social, trusting Brain state: relaxed alertness, attuned
NEGLECTFUL Negative impact on attention, memory, emotions and behaviour Brain state: distress, hyper-vigilance	PERMISSIVE Connects negative behaviours with positive feelings, reinforcing negative behaviours Brain state: passive, enabled

Saufier, 2012

Punishment

- ***To make someone suffer in order to teach a lesson*** (detention = incarceration, suspension/stand down = exile, time out = isolation, humiliation, ominous notes to parents, withdrawal of privileges, using schoolwork as a weapon)
- **Works in the short term, but loses effectiveness over time, with focus by student/child on avoiding punishment**

Kohn, 2006

Price of using punishment to achieve compliance

- **Not really effective**
- **Doesn't solve problems, makes them worse**
- **Teaches use of power over; retribution**
- **Warps the relationship between punisher and the punished**
- **Punishment impedes the process of ethical development**
- **Punishment only focuses on the consequences for the wrongdoer, not others**

Kohn, 2006

Why do we punish?

- Quick fix, easy
- We've always done it this way
- Expectations from others?
- Makes us feel powerful
- Satisfies the need for a primitive form of justice (revenge, shame)
- Chaos will reign if we don't
- Belief that getting to the bottom of a problem is just a fancy way of "doing nothing"

Kohn, 2006

Relationships of mutual respect involve:

- Support
- High expectations
- Insistence



Restorative discipline

- **Strong, positive messages about the worth of the child - optimism, perseverance, generosity**
- **Democratic approaches to problem-solving and decision-making: being listened to**
- **Pro-social behaviours are modeled and taught; rules are simply and clearly stated**
- **Consequences are reasonable, simple, valuable and purposeful and based around repairing harm**

Restorative discipline - 2

- **Authoritative approach to wrongdoing; children are given a second chance, but are held accountable for fixing their mistakes**
- **High expectations for conduct – belief in their decency, respectfulness, responsibility and caring**
- **Love is unconditional – kids feel loved, wanted and respected**
- **Adult is empathic and emotionally available, teaching the child to honour their own feelings**

Restorative discipline - 3

- **Competency and co-operation are modeled and encouraged**
- *How to think* **is taught, including how to think when facing a moral dilemma**
- **Adult is willing to acknowledge when there is a problem and seek help**

Coloroso, 2003

In other words

Justice and discipline that remediates rather than retaliates

Punishment is not empowered to heal

What is needed to regain the trust of others? Everything the wrongdoer does to restore trust also restores the person harmed

(Adapted from Chris Marshall, Prefession of RJ, Victoria University, 2014)