



# LEARNING IN THE 21ST CENTURY

A RESTORATIVE VISION

## Welcome to the 23rd IIRP World Conference

October 23-25, 2017, Bethlehem, Pennsylvania, USA

### DAY 1 — MONDAY, OCTOBER 23

8:00–9:00 AM – Attendee Check-in ([Hotel Lobby](#))

8:00–9:00 AM – Coffee & Pastries ([Grand Ballroom](#))

9:00–9:45 AM – Welcome – General Session

*Central Moravian Church*

John W. Bailie, Ph.D., IIRP President

*Please note: No food or drink is permitted in the church sanctuary.*

10:00–10:50 AM – 50-min. Breakout Sessions

[IIRP Classrooms, 544 Main St.](#)

[1A/1B, 1st Floor](#)

The Art of Changing Neural Pathways to Enrich Teaching and Learning — Frida Rundell, Ph.D.

Zull (2002) says, “Learning is about biology ... and teaching is the art of changing the brain.”

The true art is understanding how the neural pathways work in the brain. Being able to create conditions that lead to change in the learner’s brain requires knowledge of these neural pathways. The objective of this presentation is to understand the brain structure and pathways that create fear and motivation for learners, and how memory plays a role in learning. Teachers will recognize how feelings count in the business of reason and memory. Finally, the session will present knowledge of neural pathways that are advantageous in engaging with the learner’s frontal cortex. This ultimately transforms knowledge into action and deepens lasting learning.

[2A, 2nd Floor Front](#)

Using Restorative Circles Driven by Leadership Book Club Discussions: A Tool for Diversity Training — Darrell Burrell; Ezenwayi Amaechi, Ph.D.

The University of Missouri system chancellor is no longer in charge because he did not understand the value and importance of creating an organizational climate that understands diversity and inclusion. Honest discussions about diversity and inclusion aren’t easy.

As one association professional discovered, the range of reactions can be difficult to manage, but that doesn’t mean he’ll shy away from fostering those conversations. We may not be able to change everything easily, but we can start by fostering those conversations for change and inclusion in our business workplaces through our leadership development training. This presentation looks at the development of a leadership development training program that uses a book club approach, communities of practice and restorative circles to educate supervisors about diversity. Organizations with limited training budgets don’t often have the ability to pay expensive consultants to do diversity training. This presentation outlines an effective organizational do-it-yourself approach to guiding conversations around diversity.

[2B, 2nd Floor Rear](#)

Creating a College Restorative Practices/Restorative Justice Community-Based Program: Patiently Removing Walls — David Fletcher, Ph.D.; Ocali Cantano; Tashika McBride

Incorporating restorative practices and restorative justice philosophy and practices (RP/RJ) into college undergraduate and graduate education and college-wide programs takes patience, requires building college and community collaborative relationships and makes taking risks a necessity. The “proof is in the pudding” – I have to both develop and teach RP/RJ courses, demonstrate RP/RJ for and with colleagues and build and co-teach courses and co-implementation programs with school and community organization colleagues. In effect, we are engaged in building a restorative circle in which each person’s gifts and experience and insights are valued and put to work and expanded.

[IIRP Library, 531 Main St.](#)

[1st Floor](#)

Researching Restorative: Mining for Information Gold in Muddy Online Waters — Zeau DuBois Modig, M.L.S.

For many restorative practitioners, the thought of undertaking research – whether conducting or evaluating an academic study, an action research project or even just personal learning, especially in areas outside of your own expertise – can be daunting and frustrating, especially given the multidisciplinary nature of our field. Where do we start? While Google is many people’s first (and often only) stop on the research train, there are many other places on the internet to find statistics, academic studies, interpretive research, legis-

Use the event app website at [pheedloop.com/pa17](http://pheedloop.com/pa17) to view session and speaker details, personalize your schedule, connect with fellow attendees, upload photos, and more.

Wifi @ Hotel Bethlehem — Network: Hotel Bethlehem / No password

Wifi @ IIRP – 531 Main St. — Network: IIRP Guests / Password: restore1

Wifi @ IIRP – 544 Main St. — Network: IIRP Graduate School / Password: restore1

There is no wifi service at Central Moravian Church.

lation, professional literature and other information that can inform and enhance your own practices and interests. We will review free online resources to get you started – and save you time – in your quest for relevant, reputable material, including academic literature repositories, scholar gateways, public domain research, government collections, sources for locating other specialists and more; we will also look at strategies for acquiring pay-walled material at reduced or no cost. Links to all resources examined will be provided.

### **Hotel Bethlehem**

#### **Brandywine Room**

**A Restorative Approach to Student Advocacy — Jennifer L. Williams, M.Ed., M.S.; Jennifer P. Moyer**

At Twin Valley Middle School, teachers and students are implementing a wide range of practices that can be found along the restorative continuum. Through a school-wide student advocacy program, students are empowered to lead community-building circles on a bi-weekly basis. Other students are trained in restorative conferencing as a responsive support for peers in conflict. Additionally, trained faculty support encourages the daily practice of proactive language and problem-solving circles. This unique model is helping to change school climate and culture. Our session will walk you through the journey of starting a student advocacy program that is infused with restorative practice concepts. We will share recent relevant research along with social and behavioral outcomes based on our program experiences.

#### **Monocacy Room**

**Project-Based Learning with High-Functioning Teenagers on the Autism Spectrum — Lisa Buonora; Melissa Metzler**

Social communication and pragmatic language impairments are typical in students with autism. These deficits can impact a student's ability to be successful and form meaningful relationships within their school community. The use of project-based learning (PBL) can provide a framework for teaching social communication and social problem-solving skills using real-life experiences. This method of instruction will assist with facilitating carryover and generalization of critical skills.

The foundation for this presentation is a PBL initiative we implemented within our school setting. This initiative consisted of a group of eighth grade students receiving autistic-support services. These students have previously participated in many years of traditional social-skills groups that used either "social scenarios" or discussions of social events. In order to broaden our students' use of social/communication and coping skills, this project was created to provide a foundation for the authentic teaching of these skills. In addition, another catalyst for this project was to embed our students within their school community. Oftentimes, students with impaired social/pragmatic language skills are on the social fringe. We sought to create a meaningful opportunity in which our students could not only gain crucial skills, but provide a connection to the broader school community in a positive way.

#### **Lehigh Room**

**Our Restorative Journey: Building a Restorative Foundation in a Large Suburban School District — Michael Barolak, M.S.W.**

Parkway School District is in the suburbs of St. Louis and serves approximately 18,000 students in 28 schools. Following a shaky start, their restorative journey has developed into a strong foundation involving opportunities for students and adults to learn about and experience the power of using circles for proactive community building. Rather than developing a "top down" directive, the work started at the grassroots level with interested administrators, teachers and counselors. As the word spread throughout the district, interest grew and the spark was ignited. Focusing on a proactive approach to building school community and connecting restorative

practices to curriculum and the role it plays in repairing harm, this session will explore Parkway's path and how the system was navigated to support all the moving pieces while building capacity within a large structure.

#### **Lafayette Room**

**Improving School Climate & Academic Success Through Restorative Practices & Technology Integration — Lauren Kowalczyk, M.Ed.**

During this Inform session, I will be presenting data collected from various teachers and administration at Bound Brook School District on the improvement of the school-wide climate and academic success through the use of restorative practices and technology integration. Data from the 2016-2017 school year will be compared to data from the 2015-2016 school year and the 2014-2015 school year. This session will compare and contrast the results of the program implementation at the elementary, middle and high school levels. Within the presentation, I will share videos, pictures and statistics showing effective and meaningful technology integration through our district's Chromebook initiative. I will also provide stories from teachers, students, and administrators about the benefits of restorative practices and how it has impacted behaviors in the school. They also share how these practices have improved students' academic success and improved student-teacher-administrator relationships.

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## **11:10 AM–12:00 PM – 50-min. Breakout Sessions**

**IIRP Classrooms, 544 Main St.**

#### **1A/1B, 1st Floor**

**Social Emotional Learning Through Restorative Practices: Insights from Four Diverse, Urban Middle and High Schools — Anne Gregory, Ph.D.; Easton Gaines, M.S.Ed.**

Restorative practices involve sharing individual perspectives to learn from one another, build relationships and repair harm when it occurs. It seems intuitive that such interactions in school could foster students' social emotional learning (SEL) competencies (i.e., self-awareness, self-management, social awareness, relationship skills and relationship decision-making). Yet, few studies have examined the degree to which restorative practices has the promise to increase students' SEL in schools. In this session, audience members will hear the insights gained from the recent implementation of restorative practices in four urban schools. Specifically, presenters will describe findings from student survey data from a sample of over 1,000 predominantly African-American and Latino students in four middle and high schools. The presenters will highlight the perspectives of the students themselves in terms of what they gained from community-building circles and restorative conferences. They will highlight why harnessing student voice through restorative practices may be a key lever for students' SEL in school. They will also challenge assumptions about SEL skill development given not all students may have high enough "dosage" or exposure to problem-solving circles and conferences.

#### **2A, 2nd Floor Front**

**One Thousand Plus: A Thousand Families Tell Their Stories of Learning – Then What? — Gregor F. Rae; Wanda B. Wilson**

Gregor F. Rae and Wanda B. Wilson will describe for participants their experience of working with families in the U.S. and Europe using the Family Learning Signature (FLS) and the value of the data it has generated. Gregor will share the findings of BusinessLab's "1000Plus" program involving over one thousand families across Wales in the U.K., from the valleys to the hill country. He will also describe how the FLS is being used as a catalyst for collaboration in the Welsh government's Fusion program that is shaping community resources around the learning needs of families. Fusion "takes a village."

Wanda, who is with the Douglas County School District in Colorado, was the driving force behind the first use of the FLS in the United States of America. Wanda will explain the innovative work she and her inspired colleagues have been doing using the FLS with families whose children are attending a virtual school.

### **2B, 2nd Floor Rear**

#### **Restorative Practices and the Ministry of Education's Anti-Violence Protocols in Costa Rica — Claire de Mézerville, M.Ed.**

Restorative practices, an emerging social science, offers strategies to prevent and to face violent situations in all kinds of communities. For many years, Costa Rican school policies have resulted in protocols and manuals that strive to offer guidance to face and prevent violence in schools.

How can a restorative approach present an explicit framework for all the existing programs and protocols? What are the existing discrepancies? Is a paradigm shift necessary in Latin America to do things WITH students instead of doing things TO them or FOR them (or not doing anything at all)?

In this session we will explore some of the existing protocols in Latin America, the historical context for their restrictions and the challenges that they bring to implement a restorative classroom. We will explore their successes and the challenges they bring when opening a discussion about the restorative approaches. We will also discuss the experience of offering trainings in restorative practices to public schools through the Costa Rican Ministry of Education. We will review the early results of this experience that reached over 30 schools in one year.

### **IIRP Library, 531 Main St.**

#### **1st Floor**

#### **Making Student-Directed Learning a Reality: Blended Learning and Restorative Practices at Buxmont Academy — Michael G. DeAntonio, Ph.D.; Samantha H. White, M.R.P.E.**

CSF/Buxmont Academy recently began a curriculum overhaul by investing time, finances and energy into the transformation of their six private academic alternative schools into more student-directed learning centers. Through the use of Edgenuity as the curricular platform, Buxmont Academy schools hope to support a more restorative learning environment that aims to focus on individual student needs. Staff received initial training in content contained in each curricular area, but the journey has been as much about the process of blended learning and how restorative practices successfully support both academic and social-emotional learning. This session will contain information, including both successes and stumbling blocks, from the primary providers of this initiative. Attendees will join in our journey as we share what we have learned about blended learning and how restorative practices can fully support a more individualized way of teaching and learning.

### **Hotel Bethlehem**

#### **Brandywine Room**

#### **Virtue-Based Restorative Discipline Model Can S.A.V.E. Parents and Beyond — Beth Gutzler, M.B.A.; Nina Ashby**

Explore the way change in the discipline model of a school can impact parents. Understand more about Virtue-Based Restorative Discipline (VBRD) as a version of restorative practices that combines these proven methods with virtue education. Learn how the Social Action and Virtue Education (S.A.V.E.) Foundation developed after a school transformed into a restorative climate. See how the movement of VBRD is working toward changing education in a local community. Parents can be an advocate for this change; discover more examples about how to engage them.

### **Monocacy Room**

#### **Don't Be a Trigger: A Trauma-Informed Care Approach in Out-of-School Time Programs — Debralyn Woodberry-Shaw, M.S.W., L.S.W.**

Our past experiences – personal, familial, societal – shape how we interpret and respond to the world. Our experiences also influence our brain development. In this session, out-of-school time providers will learn how trauma can manifest in our programs and what we can do to respond appropriately. Participants will learn: the basics of trauma-informed care; about complex trauma; how to build relationships and communicate through a trauma-informed lens.

### **Lehigh Room**

#### **Restorative First-Year Writing Practices — Cynthia Mwenja, Ph.D.**

This presentation focuses on research from a first-year university writing class taught using "Restorative Composition Pedagogy." This pedagogy enacts principles of collaboration, community integration and cooperative improvement. Restorative practices theory drove the creation of the semester's syllabus, course content and teaching style.

Using slides to accompany the talk, this presenter offers an analysis of student response to the course as well as a robust description of the semester's work. Discussion focuses on the course goals to "create inclusive and egalitarian communities," "repair individuals and the community as needed" and "transform the community when possible" – and how well those course goals were met by classroom activities and writing assignments.

Additionally, the presenter describes that she used "with" as a rule of thumb for unanticipated classroom and office interactions; this shorthand helped her to quickly devise a restorative response to students in real time.

### **Lafayette Room**

#### **Institutional Change for Developing Compassion Integrity — Angie Jasna Nastovska, Ph.D.; David Trejo**

This session will provide participants with the opportunity to see an organization-wide and school-wide project for developing compassion integrity. In a fast-paced world, our educational organization needed to pause and reassess our core values, reintroduce systems for equity and implement an authentic and meaningful project for targeting "Equity and Global Cultures" by including all stakeholders (leadership, administration, teachers, students, parents, community, global and national partners).

We developed and implemented a "Compassion Project" under the umbrella of the driving question, "Who am I when no one is watching?" We developed systems for supporting the success of this project by streamlining our professional development, classroom organization, school projects, community activities and strategic national and global partnerships.

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## **12:00–1:00 PM – Lunch**

### **Grand Ballroom, Mural Ballroom & Terrace**

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## **1:20–3:00 PM – 100-min. Breakout Sessions**

### **IIRP Classrooms, 544 Main St.**

#### **1A/1B, 1st Floor**

#### **Schooltalk: Transforming Communications That Feed Inequality in Our Schools — Mica Pollock, Ph.D.**

Words matter. Everything that is—and isn't—communicated to and about students has serious implications for their success. The offhand remark to a student or parent about the community in which she lives; the way groups—based on race, "culture," and income—

are discussed in faculty meetings about test scores and data; the assumptions and communication breakdowns between counselors and teachers that cause kids to fall needlessly through the cracks; or the deflating comment to a young person about his college prospects: all these words have tremendous power. They are, in fact, actions that undermine efforts to maximize the potential and talent of all students, every day.

In this essential workshop for nurturing equity in our schools, Dr. Pollock will challenge us to seriously reflect on and rethink what we say about—and to—students. Participants will engage in personal and organizational reflection via common scenarios, and be provided with suggestions for concrete actions, as well as valuable resources for matching their speech to their values. Learning experiences in this workshop are designed to empower teachers, administrators and support staff who work with young people in our schools to foster more student and school success and more equitable student outcomes.

## **2A, 2nd Floor Front**

### **Creative Interactive Activities for Training Adults in Restorative Practices — Marian Fritzscheier, Ed.D.**

How do adults learn differently than children? What are the Seven Perceptual Learning Styles of Adult Learners? Join restorative practices trainer Dr. Marian Fritzscheier, and participate in interactive activities that will truly engage adult learners. Activities are designed to teach restorative practices principles in a creative and fun way.

During activities, Dr. Fritzscheier will feature characteristics of the perceptual learning styles, the activities' objectives, supplies needed, format and time required. Throughout the workshop, Dr. Fritzscheier will interject tips that will help participants facilitate these activities during their own future trainings.

Group learning activities are based on the Seven Perceptual Learning Styles, which include: visual, interactive, haptic (touch), aural (auditory), kinesthetic, print-oriented and olfactory. Depending on time, four to seven content-based activities can be implemented for beginning, intermediate and advanced training levels.

By the end of the session, participants will understand how to replicate or adapt these interactive strategies when they create adult trainings at various levels. Dr. Fritzscheier trains school site teams consisting of administrators, teachers and classified staff. She works with elementary, junior highs and senior highs in over 20 schools in a large central California district.

## **2B, 2nd Floor Rear**

### **Restorative Circles: An Interdependent Approach to Accelerate School Reform — Glynis Williams-Jordan, M.Ed.; Kevin Richardson, Sr.**

This Teach session explains how to use Restorative Circles as the centralized approach to transforming your school's climate, instructional practices and systematic operations to realize continuous school improvement through relationship building and/or repair. This approach was implemented in a large Title I comprehensive high school in an urban-suburban southern school district, replicated at other schools within the school district, and adapted for implementation at a small urban-suburban northeastern charter school. The session will share strategies and lessons learned in Year 1 – Implementation Phase from a transformational school leader from two schools that are currently implementing restorative practices. Points shared include: designing a fully operational school-based restorative center for students, staff and families; using restorative agreements; implementing circle referral processes (behavioral and academic); and engaging faculty and staff to use Restorative Circles to resolve organizational conflict.

## **IIRP Library, 531 Main St.**

### **1st Floor**

### **Courageous Conversations about Inclusivity in Higher Education — Alia Sheety, Ph.D.; Lisa A. Ratmansky, M.A.**

Facing radical changes in funding, resources, governmental policies, accountability and what counts as valuable educational outcomes is increasing the pressure on higher education institutions to serve a progressively more diverse body of students with ever more varied socio-economic, socio-cultural and educational needs. In "becoming a student-ready college," the emphasis on who needs to undergo transformation is significantly refocused from those students deemed underprepared to administration, faculty and staff who are serving students. According to Brown McNair, Albertine, Cooper, McDonald and Major (2016), "A campus that intends to become ready for students may begin by reaching out to all faculty ... particularly faculty who work on term or contingent contracts" (p. 40).

In this session, we will share how restorative approaches has emerged alongside restorative practices, inclusivity and professional development as institutions of higher learning become more aware and more responsive to questions of diversity, equity and social justice. A case study from one campus that is embracing this important transformation will be shared. Participants will engage in some activities and group discussions using the restorative questions. The case study shared represents an effort to build a sustainable community of practice across departments, majors and employment status (Wenger and Wenger-Trayner, 2015).

## **Hotel Bethlehem**

### **Brandywine Room**

### **"Stealing Conflicts" No More: Using the Law to Integrate Restorative Practices Throughout Criminal Justice Systems — Lynn S. Branham, J.D., M.S.**

Criminologist Nils Christie lamented that laws have created legal systems that are "particularly good at stealing conflicts." There will therefore be an ironic cast to this session as it explores the pivotal role that the law, in the form of legislation, can play in helping to make restorative responses to crime the norm, not the rare exception. Topics that will be discussed during this session include:

- Why restorative justice/restorative practices(RJ/RP) experts need to play a leadership role in the drafting of criminal justice-related RJ/RP legislation
- What key provisions might be included in a Model Restorative Justice and Practices Act
- What process could be developed to facilitate the drafting of a Model RJ/RP Act.

Please come join a conversation in which we will discuss how the law can be an ally, not an adversary, of restorative practices and restorative responses to crime.

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## **2:30–3:30 PM – Refreshments (Outside Grand Ballroom)**

Soft drinks, juices and bottled water available.

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## **3:20–5:00 PM – 100-min. Breakout Sessions**

### **IIRP Classrooms, 544 Main St.**

#### **1A/1B, 1st Floor**

### **Making School Optional: Empowering and Respecting Teens and Families — Joshua Wachtel; Ken Danford**

Since 1996, North Star has supported more than 600 families to embark on self-directed learning. In this workshop, Kenneth and Joshua will share the structure of the program and how it operates. They will also share how they relate to teens and parents in a fun-

damentally different manner than they could in a traditional school setting. North Star's history shows that listening to teens, deferring judgment and trusting young people to identify and pursue their interests at their own pace truly works. We will share case studies, alumni outcomes and defining principles.

## **2A, 2nd Floor Front**

### **The Critical Role of Youth in Building Restorative Cultures in Schools — Rick Phillips**

We often underestimate the power and value of students as change agents and their natural ability to influence and impact social norms. Too often, we marginalize and do things “to, for, and at” our students, rather than “with” them. Through this interactive engagement session, we will explore the value of youth empowerment and the need to tap into youth voice as a critical strategy for school climate improvement efforts. We will also identify, discuss and generate the many opportunities available to weave youth empowerment and restorative practices together to support and amplify the development of a restorative school culture. Our Safe School Ambassadors evidence-based program will be highlighted as a best practice example of a youth empowerment program with a restorative focus.

## **2B, 2nd Floor Rear**

### **Restorative Practices and Theater — A. Miguel Tello, M.P.A., M.A.I.S.**

This session will provide participants with skills to combine theater and restorative practices as a way to engage students and community members in topics that are relevant to a particular group. Participants will learn how to elicit the key elements of a topic by using circles and then combine these elements to produce a “theater-forum”, a methodology that is used extensively in Latin America and that critically engages audience members. In addition, participants will learn a series of fun, practical exercises that can be used to strengthen relationships and promote team building in a variety of contexts. The session will be very practical. Participants can expect to experience creating a theater-forum during the session.

## **IIRP Library, 531 Main St.**

### **1st Floor**

### **Whose Life Matters?: Using Restorative Approaches to “Unveil” the Impact of Social Power and Privilege — Alia Sheety, Ph.D.; Rasheeda Ahmad, Ed.D.**

As the demands of market-driven reform agendas and high-stakes testing become increasingly detrimental to students (a majority of whom are from marginalized groups), those of us in teacher preparation find our jobs increasingly difficult. Unequal resources in public education contribute to a multitude of challenges in the teaching and learning process, especially for students of color, students with disabilities and students from low-income families.

In this session, you will experience how social power and (white) privilege that is unacknowledged, unexamined and invisible impacts the lives of individuals (marginalized) in school and beyond. Beginning with preschool, this interactive session takes participants on a journey that illustrates how the stark realities of structural inequalities significantly shape the trajectory of lives. Restorative questions that provide a metacognitive reflective analysis of the experience will be asked, and the principles that could support teachers in creating opportunities for all voices to be heard will be provided.

#### **Group Processes:**

- Participants will move around and engage in a “high stimulus” environment which will contain a variety of artifacts and images that will allow for immersion into issues of power and privilege.
- Simulation activity on social power and privilege will be followed by reflective exercise.

## **Hotel Bethlehem**

### **Brandywine Room**

### **Teambuilding for Everyone — Pam Thompson, M.R.P.Y.C.; Samantha H. White, R.P.E.**

In this engaging and interactive session, participants will explore the importance of teambuilding and understand its restorative elements. Participants will experience a variety of different activities including icebreakers, games and group challenges. Processing is just as important as the activity itself and participants will leave with an understanding of how to process with their group. Facilitated in a restorative manner, the use of teambuilding and play can increase self-awareness, encourage learning, build healthier relationships and improve interpersonal connections.

### **Monocacy Room**

### **Including Disability: Making Circles a Place for All — Heather Dalmage; Nancy Michaels**

We know that children with disabilities often face social, academic and physical exclusion in the educational system and beyond. In addition, they face greater punishment as reflected in higher rates of suspensions, expulsions and arrests. Further, they are the most likely to be bullied. And, at the intersection of race, class and disability, the inequalities are more pronounced. We argue that as we explore inclusion in the educational system and push back in the juvenile justice system, we must also develop and insure that restorative justice practices are inclusive for children with disabilities so that they can comfortably participate in “community building” and garner the benefits of a more positive pathway. In this presentation, we explore: 1) Understanding invisible disabilities in school and in circles; 2) Discuss universal design approaches to circles; and, 3) The need and benefit of a whole-school approach to restorative justice practices for youth with disabilities and for all youth.

### **Lehigh Room**

### **Toward a Restorative Organization: Organizations Providing Counseling Programs for Employees Who Witnessed Employee Discrimination — Shanel Lu, D.B.A.**

We will explore a focus group study on employees who witnessed a colleague facing employee discrimination or workplace conflict. Day to day, people are faced with trepidation that makes them either desensitized or in a numb state. Much of this mental state is caused by hostility and discrimination often created by neglect to accept diversity and inclusion. As a result, many employees are faced today with cultural discrimination, and colleagues are left with their own thoughts and opinions of why these situations happen and why senior leaders have not proactively engaged until it's too late.

Rather than wait for senior leadership, colleagues should feel empowered to voice their concerns in a nonjudgmental and non-retaliatory way. Oftentimes, colleagues are left guarded and hypersensitive, thinking the incidents could potentially happen again and, worse, that they will be the next target. In a highly sensitive organizational culture, xenophobia and cultural discrimination are at the forefront of senior leaders' concerns.

This session will allow participants to weigh in on how critical training programs can be beneficial to an organization. Utilizing faith-based programs or community-based organizations to speak at a company's social engagement could provide an educational platform toward awareness. Based on literature review and case studies, we will explore opportunities to create employee-based counseling programs.

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## **5:30–7:30 PM – Welcome Reception (Mural Ballroom)**

A fun tradition at the IIRP conference is this informal gathering, open to all conference attendees. Relax, meet your colleagues and enjoy appetizers and good company, at the end of the first day of the conference. A cash bar will be available

## DAY 2 — TUESDAY, OCTOBER 24

### 7:30–8:30 AM – Coffee with the IIRP Faculty (Terrace)

Enjoy a cup of coffee and meet the faculty members of the International Institute for Restorative Practices (IIRP) Graduate School. You will have the opportunity to chat with our experienced professors and discuss how you might expand your passion for learning through graduate courses.

### 8:00–9:00 AM – Coffee & Pastries (Grand Ballroom)

### 8:30–8:45 AM – Announcements (Grand Ballroom)

Schedule changes and other important notices.

### 8:30–9:00 AM – Attendee Check-in (Hotel Lobby)

Please check in with us when you first arrive at the conference.

### 9:00–10:40 AM – 100-min. Breakout Sessions

#### IIRP Classrooms, 544 Main St.

#### 1A/1B, 1st Floor

#### Building Supportive School Communities: The Impact of Social/Emotional Learning and Equity — Pamela Randall-Garner

In September 2016 the Collaborative for Academic, Social, and Emotional Learning (CASEL) launched the Equity Work Group – a collaboration between CASEL and the Collaborating Districts Initiative (CDI) – 10 school districts across the country that are focused on the integration and alignment of social and emotional learning (SEL) and equity to build supportive school communities. The aim of the Equity Work Group (EWG) is to assist district leaders (specifically SEL and Equity Leads) in helping teachers, principals and staff be more thoughtful and strategic in their development of effective, integrated SEL practices and understanding the role equity plays in contributing to successful SEL outcomes. In this conference session, participants will learn how school leaders in CASEL's CDI are successfully addressing concerns like cultural competence, discipline disparities, trauma and related school issues that put our youth in jeopardy. This session will engage participants to learn and share practices and approaches grounded in SEL, equity, trauma-informed instruction and restorative practices.

#### 2A, 2nd Floor Front

#### Conversations about the Restorative Paradigm: Where Are We on the Journey? — Bruce Schenk

When responding to incidents of harm or conflict, or issues that disrupt communities, what would it look like if the relational lens always was at the core of our approach? If we consistently engaged others with the lens of building, strengthening and repairing relationships as central to any response to harm from beginning to end, how would that affect the overall direction, goals, processes and outcomes of justice, school and other systems?

This highly interactive session will begin with sharing the key messages noted from "Conversations about Restorative Justice: Moving Toward a New Paradigm" held in Ottawa, Ontario, in April 2017. Then through a circle process all participants will have an opportunity to share their views on the topic and what they think is needed to move their "system" to a paradigm that reflects this relational lens throughout. It promises to be a rich opportunity to engage and learn as we listen to one another.

#### 2B, 2nd Floor Rear

#### Introducing Restorative Justice to Schools: A Capacity-Building Approach — Stacey Alicea, Ph.D., M.P.H.; Yanyiah Pearson

School districts are recognizing that a restorative approach to student engagement can lead to fewer suspensions, a safer environment and better student outcomes. In short, restorative justice works and everybody wants it. However, many districts want the benefits without committing to a long-range plan and resources to support the process. The quick solution would be to shove a restorative justice practitioner into an existing school structure to "do restorative justice" with the students, but this often sets that practitioner up for failure and does nothing to change the underlying culture of the school.

This session will explore a capacity-building model that utilizes existing resources, programs and personnel to create long-term and sustainable change centered in relationship building, modeling restorative practices and engaging school-wide voices in developing and implementing a restorative justice action plan. The approach examines issues of social equity, builds on existing strengths and includes professional development for staff and leadership opportunities for students.

The session will be a conversation between practitioners, including opportunities for sharing stories from the field and a facilitated fishbowl and circle process, culminating in a collectively generated list of strategies for approaching challenges that arise in the capacity-building process.

#### IIRP Library, 531 Main St.

#### 1st Floor

#### Andragogy: Education vs. Learning — Craig Adamson, Ph.D.

This discussion will focus on the way in which restorative concepts, processes and practice are learned. Andragogy – the study of adult learning – is critical in how we facilitate learning. HOW we teach is as important as WHAT we teach. The content or curriculum is not the focus but rather how we approach learning to ensure that we are creating an environment that engages the adult learner in ways that are different than past educational experiences. It is critical that we understand how adults learn in order to create change and develop the field of restorative practices.

#### Hotel Bethlehem

#### Brandywine Room

#### Moving Systems Toward Restorative: Using the Leadership Compass to Steer Change — Lisa D. McCarty, Ed.S., Cecilia-Ananya Belsler-Patton

This session will engage participants in a fast-paced yet "relational" change management planning process that leverages two tools commonly utilized in school reform: The Leadership Compass (Turner & Greco, 1998) and Innovation Configurations (Learning Forward, 2004). How can examining both the leadership roles and styles within your organization better inform your plan for change? Who do you need to recruit? What leadership orientations are present?... missing? In 100 short minutes, we will roughly work out a simple yet comprehensive action plan that will support your school or organization in moving from an authoritarian to restorative culture.

#### Monocacy Room

#### Beyond the Ice Breaker: Proactive Circles and Student Voice — Jody Emerson; Scott Harris

Involving students in school climate and culture issues is an important step in making a difference in your school. Have you provided students with opportunities to step into leadership roles or to share their concerns, thoughts and suggestions? We'll share methods of engaging students in the building of a strong school community and find out what happens in your schools.

There are many methods by which students could engage in their school community and make a difference: using proactive circles to develop strong communities in teacher advisory, home rooms and classrooms; providing opportunities for student facilitation and moving beyond the initial team-building components of restorative practices.

Using protocols, circles and the fishbowl, we'll engage in discussions about building opportunities for student voice and engaging students in building and supporting the school community.

### Lehigh Room

#### Educating Students on the Judicial Process: Using a Hands-on Approach and Restorative Practices — Quisha Brown, M.S.A., M.P.A.

This session teaches middle and high school educators and leaders how to educate students on the judicial process using a hands-on approach and restorative practices. Participants will perform a mock trial and assume various roles, including offending clients, attorneys, judges and jurors. Cases will be based on real-life student offenses in which out-of-school suspension would normally be the ending result. In a school setting, students would assume those various roles. The outcome of using this method in a school environment is twofold: 1) Youths are informed on how the judicial process works and will hopefully be less likely to become negatively involved in it; 2) Youths are more likely to want to be in the attorney or juror's role and not always in the offending client's role for offenses that they commit in school; therefore bad behavior in school begins to diminish. This session is most relevant for middle and high school leaders and educators.

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## 11:00–11:50 AM – 50-min. Breakout Sessions

### IIRP Classrooms, 544 Main St.

#### 1A/1B, 1st Floor

##### It All Happened When We Learned To Be Explicit — Grace Moncrieff; Kerrie Sellen

Learning to be explicit and developing a restorative narrative has delivered outcomes for our organization we didn't even realize were possible. This session will share our journey of developing a restorative organization and how being explicit allowed us to achieve Australia's 6th best workplace in 2016. Client and student outcomes, staff performance and growth and a robust workplace culture have all increased using the simplicity of an explicit restorative framework.

### 2A, 2nd Floor Front

#### Implementing Teen Courts in Rural Schools: The Impact on Students' Perceptions of School Climate, Individual Functioning and Interpersonal Relationships — Caroline B. R. Evans, Ph.D.; Martica Bacallao, Ph.D., M.S.S.W., T.E.P.; Meredith Bower, M.S.W.

School-based Teen Court is a restorative justice program that aims to interrupt the school-to-prison pipeline and reintegrate offending students back into the school community through prosocial sanctions. The presence of Teen Courts in schools has the potential to improve individual participant outcomes but also to positively impact the entire culture and climate of the school. The Teen Court in Schools Project (TCSP) was implemented in two low-income, violent, racially/ethnically diverse rural counties; 12 schools were randomly assigned to implement the Teen Court intervention and 12 schools were randomly assigned to serve as control schools (N=3,873). This presentation will discuss the changes in individual functioning and perceptions of school culture and climate between the Teen Court intervention schools and the no-treatment comparison schools in terms of student perceptions of school danger, individual functioning (i.e., self-esteem, violence, anxiety) and interpersonal relationships (i.e., friend rejection, bullying victimization). The process and procedure for implementing Teen Courts in schools, including lessons learned, will also be discussed.

### 2B, 2nd Floor Rear

#### Restorative Practices with Inuit Communities in Canada's Far North — Kevin Cutler

The far north Arctic region of Canada is a beautiful yet desolate region of our globe. Colonialism has forever changed the landscape and the way of life for the Inuit, the indigenous inhabitants of this area of northern Quebec on the shores of the Arctic Ocean and Hudson Bay.

Kevin Cutler of IIRP Canada has made several visits to this region including a monthlong voyage to eight communities in 28 days, providing restorative practices training to the school staff in those communities.

This session will be an account of those experiences, including implications and learnings about working WITH indigenous communities in any region.

### IIRP Library, 531 Main St.

#### 1st Floor

##### To Learn or Unlearn...That Is the Question –Elizabeth Smull, M.S., CADC; Paul Karaman III

American author and futurist Alvin Toffler said: "The illiterate of the 21st Century will not be those who can't read and write, but those who cannot learn, unlearn and relearn." In established learning organizations unlearning will challenge mental models and deeply held belief systems. Unlearning is necessary, as paradigms shift and new research emerges, when bringing about organizational change.

The International Institute for Restorative Practices model programs Community Service Foundation/Buxmont Academy are in the second year of implementing Motivational Interviewing agency-wide. In this workshop, we will discuss how unlearning is playing a role in the change. We will explore the topic of unlearning and share the challenges and successes of unlearning through an agency-wide initiative.

### Hotel Bethlehem

#### Brandywine Room

##### RP, How Do I Teach Thee? Let Me Count the Ways – Classroom, Online, Blended... — Brian K. Green; Lea Holland; Louis Fletcher, Ph.D.

Recently awarded a Department of Defense Education Activity (DoDEA) grant, School District 49 in Colorado Springs, Colorado, is bringing its BRIGHT Initiative to all of its schools, educators, leaders, students and staff members. BRIGHT (Building Restorative Interventions Growing Honorable Traditions) uses IIRP's training modules at an entire district level and is creating a blended learning modality to accommodate educators' incredibly demanding schedules. School District 49 strives to bring innovation to all aspects of the community, and its restorative practices training is no different. Using the district learning management system, videos created by the BRIGHT team with local stakeholders and face-to-face activities, instruction brings the IIRP message to learners in a self-paced study format. Join us in learning what this Rocky Mountain team is doing to equip individuals with restorative practice and 21st century tools.

### Monocacy Room

#### How Well Does Restorative Practices Work in Rural Middle Schools? Lessons Learned from a Randomized Control Trial — Andrea Phillips, M.Ed.; Joie Acosta, Ph.D.

This session will summarize findings from the first randomized control trial of the Restorative Practices Intervention (RPI) in 14 middle schools in Maine. Presenters will describe how much of RPI schools implemented and how well it was implemented, as well as RPI's impact on the whole school environment, school staff perceptions of school climate, and students' social skills, bullying behaviors,

and perceptions of school climate. Implementation data presented will include independent observations of school staff running circles and using RPI during regular instruction, as well as staff and student surveys. Outcome data presented will include independent observations of the school environment, and staff and student surveys collected before schools used RPI and two years after the start of RPI. Finally, presenters will share plans for assessing whether the impact of RPI persists over the transition from 8th to 9th grade, when students often initiate risky behaviors.

### Lehigh Room

#### Building a Restorative Foundation for a New Citizenship — Vidia Negrea

This session will share the lessons learned from a practitioner's perspective on the use of restorative processes as a response to the needs of refugees, professionals and volunteers working with them within their hosting community.

People fleeing their home to find a safe place for themselves and their families face difficult and complex challenges, starting with the decision to leave, during the journey and legal procedures, and finally when obtaining a new status in the hosting country. These challenges may begin with intra- and inter-personal conflicts, symptoms or a state of mind based on PTSD or "Post-traumatic Victimization" (Berman, 2010), and continue while trying to maintain one's dignity in the process of adapting to a new reality. The way the legal status and identity of new citizenship is gained matters, because it shapes the way a person will be able to participate in a new society. Restorative practices can facilitate this journey.

Including knowledge from different sciences into a restorative framework gives the possibility of a culturally sensitive intervention. The aim is to integrate differences and convert negative emotions into a proactive process of designing a "new citizenship" while protecting the values of the hosting community.

### Lafayette Room

#### Applying RP in Student Staff Supervising and Team Development — Ethan Fields, M.S.Ed.

Lehigh University is entering into its third year of restorative practices integration throughout Student Affairs. The Office of Residence Life not only applies restorative practices theory and practice when building community in the residence halls but in supervising and developing student staff teams. Learn about how we have created a community-based approach to addressing job performance issues, difficult conversations and team culture.

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## 12:00–1:00 PM – Lunch

*Grand Ballroom, Mural Ballroom & Terrace*

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## 1:20–3:00 PM – 100-min. Breakout Sessions

*IIRP Classrooms, 544 Main St.*

### 1A/1B, 1st Floor

#### Pursuing Equitable Restorative Communities: Preliminary Survey Findings from Pittsburgh Public Schools' Implementation of Restorative Practices — Christine Cray; Geoffrey Grimm; Keith Hickman; Rodney Necciai, Ed.D.

This session will highlight early findings from Restorative Practices Interventions (RPI) in 22 Pittsburgh Public Schools implementing the IIRP Safer Saner Schools: Whole School Change two-year program. Research was conducted by RAND Corporation under a Department of Justice grant and is the largest randomized controlled trial (RCT) on RPI in the country. Presenters from the International Institute for Restorative Practices (IIRP), Pittsburgh Public Schools and RAND will share the methods, practices and IIRP survey data findings to tell the story of how a large urban school district is using restor-

ative practices in Pursuing Equitable Restorative Communities. The final research report is scheduled to be published in Spring 2018.

### 2A, 2nd Floor Front

#### Why Restorative Practices Work in Any Context: The Importance of Explicit Practice — Terry O'Connell

This session will discuss the basic proposition that regardless of the context, restorative practices have something to offer. Given their exponential growth over the last two decades, there is an increasing realization that restorative practices have much wider application than was ever envisaged in the early 1990s. Fundamental to our discussion is the importance of having an explicit restorative framework capable of providing a "relational" foundation for all practice, essential if we are to challenge and influence "mainstream practice." It will be a great opportunity to explore the "big picture" and to envisage what a more restorative world would look like.

### 2B, 2nd Floor Rear

#### Integrating Mindfulness, RP and Social-Emotional Curriculum — Kerry Wiessmann

Participants will learn how to integrate all three components of mindfulness, restorative circles and delivering social-emotional curriculum into one half-hour lesson. Participants will experience several novel and easy mindfulness activities to set the tone and focus for each restorative circle/lesson. Participants will learn how to use questions in circles to get students to provide the bulk of the social-emotional instruction. Participants will learn how to use open-ended questions to get students to reflect more deeply on a topic and help all students participate fully.

*IIRP Library, 531 Main St.*

### 1st Floor

#### Learning Through Playing: Group Exercises Facilitating Our Communication and Conflict-Resolution Skills — Borbála Fellegi, Ph.D.

Becoming a mediator is about learning about ourselves, experiencing our interactions from different perspectives, going beyond our stereotypes, regaining our ability to ask open questions, trusting others and seeing the common ground that connects us.

This workshop gives an insight into some of the methods we use in Hungary with various adult and student groups who participate in our (accredited, 70 hours long) mediation trainings.

Regardless of the age, number of degrees, previous professions and individual ambitions, what we see is that people are the most effective in their own learning process when participants:

- have a safe space where it is OK to disagree and make mistakes
- can first experience certain dynamics and then they can reflect on the process and on themselves
- experience a positive atmosphere focusing on everyone's strengths so that they themselves can explore and define their own areas to be developed

During the workshop we will try out different group exercises and reflect on our experiences, just as we do during a regular training. Anyone is welcome who likes interactive group activities and who would like to gain more ideas for their own training practice.

*Hotel Bethlehem*

### Brandywine Room

#### Improving School Culture and Environment Through Understanding Stereotype Threat and Microaggression — Andrea Rodriguez, Ed.D.; Sally King Shanahan, D.Ed.

This session will focus on two terms: Microaggression and Stereotype Threat. Both are conditions scientifically shown to impact student learning, progress and assessment through implicit or explicit bias. By providing working definitions and examples for these

terms, the participants can identify and share personal experiences where they were impacted by either or both conditions.

Participants will have the opportunity to share the impact their experiences had on them as individuals and as professionals. Sharing in the circle provides a condition of support and empathy in which participants' responses to these shared conditions can help them improve their own pedagogical practices and their interaction with children of color in classrooms and other academic and community environments.

### Monocacy Room

#### Leveraging Student Leadership Through the Change Agents Academy Using Restorative Circles — Grace Lee, Ed.D.; Kashina Bell, Ed.D.; Nikki Goldfeder

Five years ago, we were a building riddled with broken dreams that appeared in the form of high rates of office referrals, daily physical confrontations between students and disconnects between the people in the building. To begin healing, we engaged in parallel journeys: Character Education and Social Justice. Restorative practices became a bridge that allowed our journeys to converge to best serve our school. To leverage student leadership and give students ownership, we created the Change Agents Academy to train students to lead circles. Subsequently, our students have been requested by schools and professional development programs throughout St. Louis.

We will facilitate a restorative circle where our participants will authentically engage in the process. Following the circle, we will debrief and create a workshop setting for participants to design circles. Because our work is not part of a prescribed program, each circle must reflect individual schools' needs. We will provide templates and resources and help our participants create plans that are relevant to them. Ultimately, we will create opportunities for participants to practice facilitating. Our participants will gain confidence in developing and leading circles so that they can empower the students in their schools to engage in this work.

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### 2:30–3:30 PM – Refreshments (Outside Grand Ballroom)

Soft drinks, juices and bottled water available.

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### 3:20–5:00 PM – 100-min. Breakout Sessions

#### IIRP Classrooms, 544 Main St.

##### 1A/1B, 1st Floor

#### Shifting Educator Mindsets Toward Restorative Practices — George Sirkakos, Jr., Ph.D.; Mark Wolfmeyer, Ph.D.

In this Engage session, co-facilitators Mark Wolfmeyer and George Sirkakos Jr. draw upon existing theoretical frameworks of restorative justice and restorative practices to discuss new approaches and directions as well as the limitations of their hyper-individualized applications in K-12 schools. In particular, the co-facilitators will lead a conversation about the opportunities and challenges faced when engaging with pre-service and in-service educators on restorative philosophy and the use of restorative practices in classrooms. Throughout the session, participants will be encouraged to share their own stories and experiences regarding restorative practices, including topics such as school- and district-wide implementation of restorative practices, the perceived effectiveness as well as intended and unintended outcomes of such practices and ways in which teachers teach other teachers about restorative practices. Additionally, participants will be encouraged to discuss ways to transform schools and community engagement by shifting the focus of restorative philosophy to the conditions of student contexts rather than the presumed deficiencies within certain students.

#### 2A, 2nd Floor Front

#### Restoring Civic Society: Restorative Organizing for Change — Rev. Paul Langston-Daley

This workshop will explore how the tools of organizing and restorative practice can help us engage more effectively in the addressing the larger issues that impact our communities. Using community organizing to implement progressive change, we can center voices of those often left out of the conversation. These voices from the margins (people of color, LBGTQI, immigrants, religious minorities) are often minimized. We will examine how organizing tools can be used in restorative ways to center those voices and lead to change in policy and practice. We will review a case study from civic organizing that brought a restorative, religious and moral frame to the conversation and centered the concerns of those most at risk in the process.

#### 2B, 2nd Floor Rear

#### Restoring Ourselves: The Power of Circle — Jeanna King-Ruppel; Lyndsey Rose Burcina; Shari Garn

As restorative practitioners, we often don't spend enough time tending to our own restorative needs. In this "engage" session we will use the ancient practice of the Circle to share our contemporary stories of struggle and inspiration. Allowing ourselves the space for deep, collective self-reflection we benefit from the lived experiences and wisdom of our community. As Kay Pranis says, "The philosophy of Circles acknowledges that we are all in need of help and that helping others helps us at the same time." The formation of a Circle Center, establishing Guidelines and passing of the Talking Piece will create the frame in which we can relax, heal and restore. Open-ended "go-around" questions will guide our process allowing for the Circle to be responsive to whatever needs to be spoken and heard. As a restorative practices trainer I am consistently uplifted by the power of these simple forms to catalyze personal transformation and create connections among my training participants. After 35 years of participating in Circles in North America, I am excited by the opportunity to build bridges of communication between varied international expressions of restorative culture. Please join me and others in the laying of a stone for this bridge.

#### IIRP Library, 531 Main St.

##### 1st Floor

#### Beyond the Schoolhouse: Restorative Practices and a New Reality in Education — Ted Wachtel

The presenter will engage participants in a discussion of restorative practices and ideas from "Beyond the Schoolhouse," his 1977 book that conveyed his frustration with schools, their monopoly on education and how that might change. Wachtel only recently published his 40-year-old book after rediscovering it and realizing that it is now more relevant than when he first wrote it.

He will highlight "the learning system" – an inherently restorative approach to self-directed learning first envisioned in 1972 by Kenneth Silber, who was inspired by Ivan Illich's concept of "De-schooling Society." But today the de-schooling of society is not just a book – it is happening.

There are more than two million American students now involved in home schooling rather than in school, and more than a half million students are refusing to take school standardized tests. Young people and their families are trying alternatives to school, such as North Star, a self-directed learning program for teenagers, featured in a session at this conference.

All of these developments are consistent with restorative practices and its notion of more voice and more choice in exchange for taking more responsibility.

## Hotel Bethlehem

### Brandywine Room

#### Handling Forgiveness Issues While Facilitating Restorative Conferences — David Deal

Restorative practice facilitators know that forgiveness is not an appropriate objective of restorative justice, if self-determination is to be respected. However, a competent facilitator still needs to handle forgiveness when the parties present the issue, e.g., domestic relations conflicts, especially where violence is a factor, often pose interpersonal forgiveness issues. Without prescribing appropriate outcomes, this interactive presentation will help a facilitator understand the dynamics of offering and seeking forgiveness and be cognizant of some sharp differences in approaches to forgiveness among faith traditions and within the humanistic domain. This presentation will also highlight some useful resources, e.g., the emergence of extensive post-90's social science research that identifies the myriad factors that bear on a person's consideration of offering or seeking forgiveness and other current work that has thoughtfully examined the many dimensions of interpersonal forgiveness. The interactive process will invite audience participants to identify cases where forgiveness issues have arisen and resources found useful. Overall, the session is designed especially for conference facilitators and also case referrers who might themselves participate in the conference.

### Monocacy Room

#### Restorative Response to Misbehavior — Nancy D. Charles, M.Ed.

The goal for implementing restorative practices in schools is to reduce suspension rates by building school cultures that focus on building and repairing relationships, giving voice to all, collaborating in problem solving to resolve conflicts, enhancing personal responsibility and empowering change and growth. Participants will gain an understanding of how the 10th largest school district in the nation is implementing restorative practices to build relationships and a positive school culture, which ultimately reduced out-of-school suspensions. With a strong foundation of positive relationships, when misbehavior occurs, everyone affected is heard with the purpose of making amends to the person harmed and restoring the relationship and community, which will increase efficacy, motivation and academic achievement. We will also discuss our challenges and successes during the process. Organizations working with students in K-12 can glean ideas for possible replication of restorative practices.

We will "circle up" to practice some relationship-building prompts. In addition, participants will practice making affective statements and asking affective questions and review a scenario to compare and contrast a traditional mindset versus a restorative mindset in handling misconduct. Finally, participants will have time for questions and sharing out for deeper understanding and effective implementation of restorative practices.

### Lehigh Room

#### Aligning Components of Culturally Responsive Pedagogy — Megan Fuciarelli

How can we ensure equitable access to education for our students? How can we address cultural competency within our systems? Both of these questions will be analyzed in this session using materials from Teaching Tolerance and US2, an agency focused on issues of social justice and educational equity. During our time together, we will explore the Anti-Bias Framework and Critical Practices for Anti-Bias Education. Within this, we will explore our own beliefs as well as systemic beliefs in working with our children using restorative practices as a model and guide for the work.

## 5:30–7:00 PM – Special Topics Conversations

All conference attendees, current and prospective IIRP students, IIRP alumni and others are invited to participate in this free event. Light refreshments will be served.

## Hotel Bethlehem

### Monocacy Room

#### Being Compassionate Witnesses — Frida Rundell, Ph.D.

*"We all place ourselves in danger to one degree or another when we stand up, but we place our children and grandchildren in even greater danger when we don't."*

– StandUp Luton, Issue 1

I would like to invite those who wish to explore new and innovative ways to stand up for those who have not gained their voice. To explore "being compassionate witnesses" in our homes, work and our nation. How do we connect with ourselves and others where generational harm and trauma exist? Does storytelling enable awareness and provide empowerment to future generations? Is it able to stop the violence and bullying children and youth are exposed to? This indaba is for our children's future.

### Brandywine Room

#### Stepping Closer to the Unknown: Our Role in Reducing Value-Based Conflicts — Borbála Fellegi, Ph.D.

Political division, the non-understanding of the "other side," disappointment in our political system and representatives, and global challenges can influence not only our professional, but also our private daily life. As restorative practitioners, what are the impacts of these current political tendencies on us as human beings? What are our individual strategies that help us live by restorative principles? What can help us and our fragmented communities to be able to share our voices and listen to others', even if such discussions might be quite difficult? I invite everyone interested in these questions to an inclusive and honest circle discussion about ourselves, our daily dilemmas, and coping mechanisms.

### Moravian Room

#### Co-Designing a Restorative Retreat — Paul Malecki

What would compel you to attend a restorative retreat? You are invited to help create a high-value, two-day retreat to re-inspire, re-align, re-define and re-commit to your restorative practicing. Bring your curiosity and creativity to help design a retreat that you would not miss! Keywords could include: Reflection; Self-Care; Hopes/Fears/Expectations. Suggest your own topics for deep-diving.

### Northampton Room

#### Mindfulness and Restorative Practices — Elizabeth Smull, M.S., CADC

Developing a mindfulness practice helps individuals become self-aware and present in all things, including their emotions, bodies, experiences and how they connect with others. Being present in relationships can have an impact on how individuals implement restorative practices in their personal and professional lives. Please join me, alumni and students for an evening of mindful practice and a circle discussion about how to be more present in our work with restorative practices and empower others to do the same.

## DAY 3 — WEDNESDAY, OCTOBER 25

### 8:00–9:00 AM – Coffee & Pastries (Grand Ballroom)

### 8:30–8:45 AM – Announcements (Grand Ballroom)

Schedule changes and other important notices.

### 8:30–9:00 AM – Attendee Check-in (Hotel Lobby)

Please check in with us when you first arrive at the conference.

### 9:00–10:40 AM – 100-min. Breakout Sessions

#### IIRP Classrooms, 544 Main St.

#### 1A/1B, 1st Floor

#### Effecting Change Through Dialogue Within a Model of Self-Regulated Learning — Jodie Hemerda, Ph.D.

Want to engage learners to effect change in their internal self-regulatory processes? As a powerful form of communication, dialogue provides a key! In this session, Dr. Hemerda will identify key components within the self-regulated learning model and the effectiveness of dialogue to deepen learning. Learn how dialogue can be used to intervene against the obstacles that beliefs and preexisting knowledge play in the ability of a learner to accept new concepts and delve into a deep cycle of learning. Participate in an engaging dialogue to practice your newfound skills.

#### 2A, 2nd Floor Front

#### How Schools Can Meet the Needs of Immigrant Students and Families During a Trump Presidency — St Claire Adriaan; Tommy Ramirez

With large numbers of families being affected by deportation or the imposed travel ban, how do we serve our students directly impacted by this legislation in modern-day America?

This session will address:

- What schools can do to assist students directly affected by traumatic experiences as a result of a parent being deported or banned from entering the country.
- How to help families prepare to ensure their children are taken care of in the event that they are arrested and deported by ICE.
- How to facilitate circles in school to allow students to share their concerns, fears and feelings.

#### 2B, 2nd Floor Rear

#### More Voices, More Equity in Schools: Restorative Practices in Action — Mitchell Seipt, M.S.; Suzanne Petersen, M.A.

Learn how a large suburban school district has successfully implemented restorative practices to include the district model, individual school-based implementation, bus driver training, peer training and inclusion of restorative practices in the school district Equity Policy. Participants will engage in conversation around getting buy-in from school board members, school administrators, teachers, students and families to implement restorative practices in their schools in order to build community, resolve conflict and empower students and families. View our video and hear testimony from students, parents and school administrators on the positive outcomes of using restorative practices and allowing students to have a voice. This workshop will give you a taste of how a school district moved away from traditional approaches of discipline to a restorative approach that has reduced discipline disproportionality for minorities and students with disabilities. Presenters will share tools and techniques that have led to a full school-based implementation of restorative

practices in a middle school which has promoted a cultural shift in discipline, equity and relationships in their school. Come experience conversations and activities that will focus on funding, staff training, sustainability, program fidelity and reporting outcome data from a successful school district implementation of restorative practices.

#### IIRP Library, 531 Main St.

#### 1st Floor

#### Building an Explicit Strength Practice Restorative Practice Framework — Justin Mui

Translating the fundamental concepts in restorative practice into an explicit practice framework is essential in building better relationships for teaching and learning. Each of these practices impact the affective experience of the people in the community. The quality of the affective experience triggers all thoughts, actions and behaviors. A skillful and sensitive restorative practitioner will realize that all interactions with another person will facilitate an affective experience. The quality of that experience will set the stage for the next encounter. When you change the experience, you will change the story.

Lutheran Community Care Services in Singapore has been working from a restorative framework, which is enhanced by strength-based practice. The session will share how concepts like the social discipline window, fair process, affective conversation and growth mindset can be operationalized within the classroom and facilitate the buy-in of teachers and students to embrace restorative practice.

#### Hotel Bethlehem

#### Brandywine Room

#### Restorative Justice Is Fundamental Justice — Jan Peter Dembinski, M.A., J.D.

Restorative justice is fundamental justice. Its authority derives from a living peace within its participants and through its processes directs its participants back to that living peace. Its "living peace" cannot be categorized or measured. It is an open space that men and women must enter voluntarily and wherein they must be present as active listeners and sharers of their experiences and hopes. First, through a period of silence and a shared experience of how un-silent and un-still silence and stillness are within ourselves, the presenter will attempt to guide participants into a sense of their own inner "living peace" and to discover for themselves the authority it has in their lives. The presenter will encourage participants to share their awareness of what "living peace" means for them and how it meshes with their restorative practices – or not. This session is the fruition of years of research and thinking and practice by the author directed to the question that has always been with him in his work and experience with "restorative" justice and "restorative" practices: "What does restorative justice and restorative practices try to restore its participants to?"

#### Monocacy Room

#### How to Shift a School's Culture from Traditional to Restorative — Hugo R. Vázquez; Jamie Berrien; Victoria Marie Starr Soria

Do you work in a school context that needs to shift away from a traditional model because it does not meet the needs of your community? Are you currently working to implement restorative practices but being met with resistance? Do the adults you work with need restorative as much as the students? Are there multiple systems you need to use in your setting and you are not sure where restorative practices might fit?

This session is focused on sharing how one school catalyzed change from a punitive traditional model of discipline to a blending of multiple behavior systems and restorative practices. Participants will be able to engage in a sequential community circle, brainstorming session, constructivist listening dyads, non-sequential circle, fishbowl problem-solving circle, question and answer session as well

as a gratitude circle. Come partake in some of the techniques that helped us make the right shifts for our school family, and hear how we wove restorative practices into the systems we wanted to keep and strengthen.

### Lehigh Room

#### Teaching Youth Restorative Practices Through Lessons on Accountability, Compassion and Forgiveness — Benita Page; Tasreen Khamisa

This session is being facilitated by the Tariq Khamisa Foundation (TKF), a San Diego nonprofit that formed after a college student was killed by a 14-year-old gang member. The two families came together in a spirit of forgiveness with a vision to stop youth violence through comprehensive programming that employs restorative practice principles. For over 20 years, TKF's innovative school-based services have educated and supported children with a healing approach, teaching young people to repair harm, build healthy relationships, proactively exercise peace and participate as socially responsible leaders.

At TKF, we believe harm and violence are learned responses that can be redirected and transformed. As schools adopt restorative disciplinary policies and practice, it's essential that we are also educating our youth in this methodology. This session presents an educational program that teaches middle-level students restorative problem-solving strategies that support social-emotional development, leadership skills and healthy conflict management. Session participants will learn through video and hands-on activities how TKF's lessons on accountability, compassion, resiliency and forgiveness instruct and inspire youth. This replicable program is producing exceptional impacts and evaluation outcomes with youth reporting 82% learned to be positive about themselves and 76% learned skills to be peacemakers.

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## 11:00–11:50 AM – 50-min. Breakout Sessions

### IIRP Classrooms, 544 Main St.

#### 1A/1B, 1st Floor

#### Fostering Digital Learning and Technologies in this Age of Challenging Behaviors — Sharon L. Burton, D.B.A.

Digital learning and Innovation Communication Technologies (ICT) support a framework for building community as a whole and responding to challenging activities and behaviors. Since the coming of the World Wide Web and the internet, significant shifts have occurred in the conceptualization of classrooms. These shifts affect the constructs of learning, instruction and future knowledge, skills and abilities. Through this presentation, participants will learn key constructs regarding employing technology in restorative education and the effects of this type of learning on society. Web 2.0's capabilities will be examined through online identity formation. Online diversity in identity formation and relationship building will provide insight into educational scholarship, societal norms as well as how digital learning and technologies positively influence human behaviors and strengthen civil society throughout the world. Academics and practitioners will gain increased understanding for application from this presentation.

#### 2A, 2nd Floor Front

#### The Power of Restorative Circles: Successes and Challenges in Closing the School-to-Prison Pipeline — Sue Jamback; Tyler Radtke

What if every student learned to read, write, think mathematically, analyze critically AND interact successfully in times of stress, frustration, disappointment, anger, and in the midst of social injustice? In this informative session, participants will explore the challenges

and rewards of using restorative circles to repair, restore and educate ALL students – even those hardest to reach and teach. School leaders will share actual school-based experiences and their application of a restorative approach to supporting students and eliminating counterproductive out-of-school suspensions. The presentation will include opportunity to practice circle facilitation and will further the adoption of restorative approaches for educators and community leaders eager to break the school-to-prison pipeline in the most incarcerated nation on the planet.

#### 2B, 2nd Floor Rear

#### One Middle School's Journey to Restorative Practices — Robert Bales; Stephen Rayfield-Bates; Wendy York

Standardized test scores were high, parents were involved and mostly happy, and staff surveys were mostly positive. All the outside indicators showed a successful school, but those inside knew that while things were good for most, they weren't for some and could be better for all.

The change that made a difference began in the ISS (in-school suspension) room and evolved into rethinking not only discipline, but the culture of the entire school community. We are embarking on a journey that began with the smallest of steps; it was something we could all do: listen. Listening to the students became our most powerful tool as we began to build trust in a school community where trust was not as cultivated as it should have been. The students were existing in a school environment that focused on punitive reactions and consequences but with no real reason behind either. We were not taking the time to talk to them to allow them tell us what was going on. When we opened that door and took that risk, the restorative journey began, and the culture shift in our building transcended the discipline office and changed the whole culture and climate of our building.

### IIRP Library, 531 Main St.

#### 1st Floor

#### Restorative Practices Coaching: Helping Practitioners to SCORE! — Mary Jo Hebling, M.S.

Join this session to discover ways to use coaching skills to support implementation in your community. Teaching, modeling, partnering and ongoing learning are key elements in good coaching. Learn ways to increase the potential for success in building community with restorative practices.

Participants will gain an understanding of the value of coaching and learn practical applications of coaching restorative practices in school settings.

### Hotel Bethlehem

#### Brandywine Room

#### Restorative Leadership for Welcoming Diversity — Prof. Theophus "Thee" Smith

In the recent decade a new umbrella category may be emerging in the anti-racism and diversity training fields. It is "restorative leadership." This 50-minute presentation will provide a restorative leadership framework for anti-racism programming and diversity training.

The term "restorative leadership" was coined in 2009 by Dr. Sena Steffen, an "educator and social ecologist." Subsequently she founded her Restorative Leadership Institute in 2011. The category itself, "restorative," emerged earlier at the end of the 20th century from the restorative justice movement. In the 21st century it has developed into the more expansive field of restorative practices.

That perspective is codified in the Social Discipline Window (SDW) that is a hallmark of the field as developed by the International Institute for Restorative Practices (IIRP). The SDW illustrates the claim that the punitive and authoritarian or "to" mode, as well as the permissive and paternalistic or "for" mode, are both inimical to

the social good. Preferred by contrast is the mode that is participatory and maximally engaging for all parties: the restorative or “with” mode.

The diversity training model showcased in this presentation will exemplify this “with” mode of participatory and restorative leadership as applied to anti-racism work and other diversity issues.

#### **Monocacy Room**

##### **Restorative Justice in Family Work in Singapore: A Tool for Reflective Learning — Seow Ling Kek**

In Singapore, there is a lack of use of restorative justice in family work in community-based settings. The presenter believes that restorative justice can be aptly used in social work practice with families in the community that are characterized by having multiple issues, including financial, parenting, child abuse and neglect, youth delinquency and domestic violence. The presenter believes that restorative justice deserves inclusion in social work practice as it aligns with social work values, especially the values of social justice, dignity and worth of the person and the importance of relationships. It is also aligned with social psychological theories that social workers are accustomed to.

Through case illustrations, the presenter provides a reflection tool to facilitate practitioners to review their restorative justice interventions with families. This tool is based on the proposed operationalization of the restorative justice principles. It serves to facilitate a review of how restorative the interventions are. A theory of change is suggested to enable the practitioners to consider the factors for effective interventions when using restorative justice in family work. It is hoped that the tool can advance the use of restorative justice in family work in Singapore in community-based settings.

#### **Lehigh Room**

##### **Restorative Work with Unlikely Players...the Feds: Restorative Options in the Federal Criminal Justice System — Allyson Lorimer Crews; Maria V. D’Addieco, M.S.W.**

The U.S. District Court, District of Massachusetts, has piloted a front-end program, RISE (Restore, Invest, Succeed, Emerge), which is the only program of its kind in the federal justice system to offer restorative options at this scale. RISE affords individuals who have been charged with a federal crime an opportunity to accept responsibility and participate in tailored programming and/or treatment with a high level of support and accountability. Although there are no guarantees, among the potential benefits participants of the RISE program may avoid lengthy incarcerations which typically accompany federal crimes. As part of RISE, participants have the opportunity to engage in a Restorative Track. The Restorative Track of RISE includes a one-on-one meeting to introduce participants to restorative justice concepts, an experiential and intensive two-day circle workshop and the option to participate in an individual restorative practice. Our unique program is a collaboration between the U.S. Court, the U.S. District Attorney’s Office, the Federal Defender’s Office, the U.S. Probation Office, surrogate victims and the community. Using a combination of interactive presentation, multimedia and question and answers, this presentation will provide detailed information about the Restorative Track’s components, our program development in an institutional setting and our outcomes.

#### **Lafayette Room**

##### **Comparing Restorative Justice Impact Outcomes with Evaluation Methodology — Kyle Meditz, M.A.**

Restorative justice programs aim to holistically address the needs of crime-affected victims, offenders and communities. Evaluative efforts to answer the question “what works?” about these alternative programs have been underway for decades, but our understanding of their true impact is somewhat stunted. This project provides an updated review of program evaluations and contextualizes program outcomes through objective measurement of

methodological rigor using the Maryland Scientific Methods Scale (Sherman, 2002). Despite generalized support for the effectiveness of restorative programs, results indicate that only a small proportion of extant program impact evaluations are both methodologically strong and report positive outcomes. Additionally, qualitative data were drawn from evaluations to gain a better understanding what measures evaluators chose as proxies of program success and why. It is important to continue to review program evaluations to provide evidence-based rationale for support of these programs as legitimate and effective resources in response to crime.

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### **12:00–12:45 PM – Closing – General Session**

#### **Grand Ballroom**

John W. Bailie, Ph.D., IIRP President, and Elizabeth Smull, M.S., CADC, IIRP Faculty, will lead an interactive and reflective closing to the conference experience.

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### **12:45–2:00 PM – Lunch**

#### **Grand Ballroom, Mural Ballroom & Terrace**

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## Delve Deeper

You can complete the hybrid graduate course RP 541 IIRP World Conference by combining your attendance at this conference with online academic instruction. During the course, students supplement their conference experience with related readings, writing assignments and online discussion to actively evaluate, discuss and critique presentations using restorative practices principles. *The registration deadline is October 30 at 1:00 PM EST.*

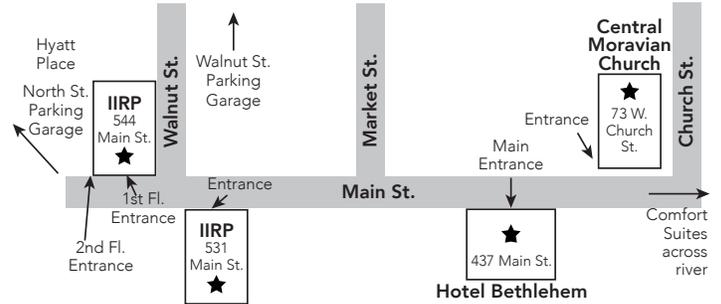
To learn more, schedule a call at [www.iirp.edu/info](http://www.iirp.edu/info) or speak with our Student Services staff at the conference registration desk.



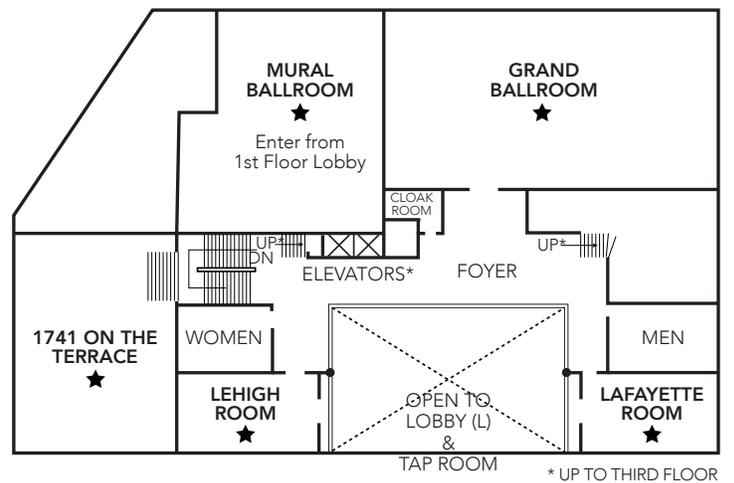
## CONFERENCE VENUE MAPS

★ = CONFERENCE ACTIVITY AREA

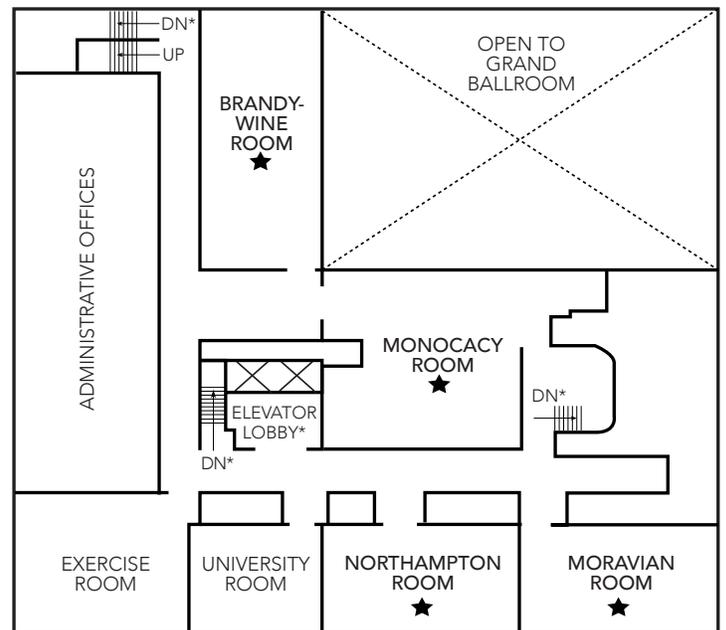
### DOWNTOWN BETHLEHEM OVERVIEW



### HOTEL BETHLEHEM MEZZANINE



### HOTEL BETHLEHEM THIRD FLOOR



\* DOWN TO MEZZANINE