

# Restorative Conferencing Facilitator's Handbook

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*When we create a space that is respectful and reflective, people can find their way through anger, pain, and fear to find common ground and take care of one another. -Kay Pranis*

*If we could read the secret history of our enemies, we could find in each man's life sorrow and suffering enough to disarm all hostility. -Henry Wadsworth Longfellow*

*Whatever affects one directly, affects all indirectly. I can never be what I ought to be until you are what you ought to be. This is the interrelated structure of reality. -Rev. Dr. Martin Luther King, Jr.*

*Out beyond ideas of wrongdoing and right doing,  
there is a field. I will meet you there.  
When the soul lies down in that grass,  
the world is too full to talk about  
language, ideas, even the phrase each other  
doesn't make any sense. -Rumi*

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## Three Phases of Restorative Conference

*The power of the Restorative Conference rests in the process, and it is the structure of the process that creates change...Not the facilitator whose job is merely to create and hold the space for the process to unfold. – Dominic Barter*

The Restorative Conference is a process with three phases. Phase 1, the Pre Conference, is a very important phase when the facilitator (or an assigned intake person) educates, prepares and assesses readiness of offenders and victims to encounter one another in the RC. Phase 2, the Conference, is when offenders, victims, and impacted parties come together for the restorative dialogue in order to understand impacts and create a plan for making amends. Phase 3, Post Conference, is when the offender completes the agreements in their restorative plan. The facilitator (or an assigned monitor) supports and holds the offender accountable for completing all agreements in the plan.

### Phase 1: Pre Conference

- Assess if case is appropriate: is the offender willing/open to take responsibility for his/her part?
- Determine who is affected and how.
- The restorative work begins during the pre-conference phase through:
  - Education about restorative practice
  - Supportive listening
  - Helping victims and offenders prepare to tell their stories well.

#### Meet with offender(s):

- Introduce yourself, clearly explain your role.
- Ask offender to tell what happened and assess if they take at least some responsibility.
- Educate about restorative justice and describe what happens at a restorative conference.
- Explore offender concerns.
- Invite to participate, choose a time and place for the Restorative Conference (RC), ask who else they may want to have present.
- Ask offender to respond to the restorative questions that will be asked at the conference; help offender work through initial minimization and denial through persistently asking for clarification and challenging discrepancies.

#### Meet with Victim(s):

- Only meet with the victims after meeting with the offender(s), if the offender(s) agree to, and are capable of participating in a restorative conference.
- Introduce yourself and clearly explain your role.
- Supportively listen.
- Educate about restorative justice and describe what happens at a restorative conference.
- Explore safety concerns.
- Invite to participate, negotiate options for time and place of RC, ask who else they may want to have present.
- Give options for how they can participate in the process if they choose not to attend the RC.
- Work with victims on impact statements, helping them clarify the multiple ways in which they were affected.
- Assess if the victim is ready to participate in a good way; if not, additional pre-conference meetings that focus on supportive listening should be arranged.

#### **Additional Participants:**

- Coordinate with community members, school staff, police officers, and others who were impacted by the incident. This is often by telephone.
- Coordinate with third party agencies, if any. (For example, if drugs were a significant factor in the incident a drug abuse intervention agency may be invited to have a presence at the conference.)
- Educate about restorative practice and describe what will happen at the conference and their role in it. Share the importance of using affective “I” statements in the conference.
- Ask if they need additional information or support to prepare them for the conference.

## **Phase 2: Conference**

### **Pre-circle**

- Arrive in advance.
- Set up the room—put chairs in a circle and something in the center.
- Set out snacks, beverages.
- Center yourself.
- Review script, seating plan, and other procedures with co-facilitator.
- Provide name tags if necessary.
- Greet participants as they arrive and tend to their needs (they are anxious).

### **Circle**

- (Refer to conference facilitator’s script.)

- Opening ritual (optional): candles, poem, other (sometimes plan with participants in advance). Often used in cases of serious wrongdoing in order to create a sacred atmosphere.
- Preamble: purpose of meeting, circle guidelines, introductions around the circle (refer to Introductory Script).
- Circle dialogue (refer to Restorative Dialogue Script).
- Craft restorative agreements.
- Document agreements.
- Clarify what happens next. Explain what happens with the plan and how the offender will be monitored.
- Closing ritual.

### **Post Circle**

- Invite people to stay for refreshments.
- Often there is a celebratory feel to post circle gathering-- "Together, we've come through a difficult challenge successfully."

### **Phase 3: Post Conference**

- Write up the plan and, in some cases, forward to school principal, judge or other administrative body- typically to supplement punitive approaches. If the plan is completed, punishment is waived or reduced, but if not completed punitive measures may be reinstated.
- The plan monitor will maintain weekly contact with the offender until plan is complete; provide troubleshooting and support as needed to overcome barriers to plan completion.
- When plan is complete notify conference participants and authorities.
- If plan is not completed notify offender that the matter is being referred back to authorities.

## Preparing for the Restorative Conference

Much of the restorative work is accomplished prior to the RC. Offenders are supported to step into a place of responsibility and openness to learn about the impact of their behaviors. And victims are provided a space to share their story and begin their healing process. Be thorough with the intake process, remember to slow down and take the necessary time that the given situation requires. In a school setting where students and staff are accustomed to restorative practices, the parties of the conflict will already have the tools to quickly step into the restorative space and an intake may take as little as 10-15 minutes. An intake with parties who are new to the restorative process will take longer, approximately 30-60 minutes. And with more serious harms the intake process may take several weeks or even months to properly prepare everyone for the RC.

### Offender Intake: Overview

**The primary goals of the intake meeting are:**

- To explain the restorative justice program:
  - Give a brief explanation of restorative justice
  - Explain the RC—who, what, where, purpose
  - Explain the purpose and process of creating a Plan and monitoring it
- To assess the appropriateness of the referral:
  - Is the youth willing/able to take responsibility for his/her part of the incident?
  - Does the youth feel remorse for the harms s/he caused?
  - Is the youth willing to engage in the process?
- Build rapport
- Answer questions

**Thoughts to keep in mind:**

- Be curious; prod for clarity, but do not “cross-examine”.
- If the parent is present, assess level of support.
- Much of the restorative work is accomplished prior to the RC.
- Youth often feel they are the victim. Support them to see and own their piece of responsibility. Assess their ability to move into that place of responsibility.
- Remember, you are there as a listener and facilitator of the process, not as expert or therapist.
- Trust the process: Allow the process to unfold.

**Steps for Structuring the Offender Intake:**

1. Begin by introducing yourself.
2. Explain your role.
3. Explain restorative justice briefly.
4. Ask if they have questions or concerns.
5. Ask youth to share their story.
6. Ask youth to respond to the restorative questions.
7. Assess youth's readiness and appropriateness for the program.
8. If parent is present, ask them to talk about how this has impacted them.
9. Explain the RC.
10. Explain that the program is voluntary and is for youth who want to take responsibility for what they did, who feel remorse, and who want to make things "right" or "as right as possible" with the people who were affected.



## **Victim/Impacted Party Intake: Overview**

### **The primary goals of the victim intake meeting are:**

- Build rapport: Begin to develop a relationship in which the victim trusts you.
- Clarify who you are and the referral path that led to you being involved in the case. (School, probation, Court)
- Give a brief description of restorative justice and what they might expect from participating in a dialogue with the offender.
- Invite the victim to tell their story. Listen non-judgmentally, in a way that supports but does not expect or require. This can be a significant part of a healing process.
- Support victim in coming to an informed decision about if and/or how they want to participate in a restorative process.
- Answer questions.

### **Thoughts to keep in mind:**

- Victims are often reluctant to engage. A useful response is “I understand your hesitation, and it may be that the best decision for you is not to have a meeting with the offender. Before you make that decision, may I explain the process in greater detail so that you can make the decision that’s best for you?” Offer options including attending RC, bringing a support person, sending a support person in place, sending a letter/video, having the interviewer represent their needs.
- If asked, share with them some reasons victims choose to engage in the restorative process:
  - A desire to BE HEARD; telling and retelling can be healing. Telling the offender their experience and impacts can be very helpful and empowering.
  - A need to have questions answered by the offender. (“Why me?” and “What has happened since?” for example.)
  - Regaining a sense of safety and control (over their property/ bodies/ classroom, emotions, dreams) and a reason to hope it won’t happen again.
  - A desire to resolve a conflict (when the offense involves an ongoing issue).
  - A desire for amends: an apology, an explanation, restitution, etc.
  - An interest in seeing the offender make changes and get on a better path.
- While this process can be healing for them, do not make promises that it will be. We don’t know that.
- Take great care not to re-victimize the victim, even in subtle ways:  
Do Not
  - take the offender’s side, stand up for him/her or excuse/justify their actions.
  - talk about why they should do this for the offender.
  - promise this experience will be healing for the victim.

- make promises regarding the outcome of the dialogue. You may say, for example, “Many victims of crime have found this to be helpful. While I hope this will be true for you I can’t guarantee it.”
- Be sensitive to the victim: Respect their feelings and needs; DO NOT re-victimize them by forcing, arguing, debating, trying to sell them on what they need to do. This process is to meet their needs, not ours.
- Listen and allow them to tell their story. This may be the first time anyone has really asked them and taken the time to truly listen to them. This can be restorative for them in and of itself.
- Do not feel you need to “sell” them on coming to the RC. Much of the healing and restorative work is accomplished prior to the RC.
- Assure the victim that you would not invite them into a meeting with an offender who would, in any way, re-harm them. (Be sure this is the case and the offender is remorseful and taking responsibility prior to inviting a victim to come.)
- Remember, you are there as a listener and facilitator of the process, not as expert or therapist.
- Trust the process: Allow the process to unfold.

### **Steps for Structuring the Victim / Impacted Party Intake:**

1. Begin by introducing yourself.
2. Explain your role and how you came to be involved in this case.
3. Explain restorative justice briefly from the victim’s point of view: It is about exploring how they have been affected by the crime and having a voice in the outcome. It often involves an opportunity, when the victim is ready, to meet with their offender(s) if they so desire.
4. Ask if they have questions or concerns.
5. Ask victim to share their story.
6. Ask how they have been impacted by the event.
7. Listen supportively.
8. When appropriate, turn the discussion to an explanation of the restorative dialogue and tell them about the ways they can engage in that.
9. Invite them to consider support people who they might include.
10. Explain the RC.
11. Explain that the program is voluntary and is for people who want to take responsibility for what they did, who feel remorse, and who want to make things “right” or “as right as possible” with the people who were affected.

## Facilitating the Restorative Conference

*When we create a space that is respectful and reflective, people can find their way through anger, pain, and fear to find common ground and take care of one another. -Kay Pranis*

*When I facilitate a circle I intensely desire everyone's well-being and that's why I try to do nothing to help them. – Dominic Barter*

The overarching goal of restorative dialogue is to create an opportunity for those who are affected by a wrongdoing to share their experiences—tell their story—so that the offender and the group can come to an understanding of what the impacts were; and to create an agreement upon what actions will be taken to make things right or as right as possible.

The success of the dialog will be determined partially by how thoroughly the preparatory meetings were conducted. The better the preparation, the better the process. If you have listened well and taught about the restorative process effectively, much of the restorative work will have already been accomplished prior to the meeting. The meeting itself will then be an opportunity for healing, compassion, and tough-love accountability.

It is generally best for the facilitator to play as minimal a role as possible in the dialog. A rule of thumb is, “if in doubt, do less.” The less you do, the more the participants will feel compelled to come forward. This is how they step into responsibility. The more the process is theirs and not yours, the greater the healing potential. It may be difficult to restrain yourself from sharing your wisdom, but if you bear in mind that when you do so it teaches them to rely on experts (you) rather than themselves, and that this is ultimately crippling, you may be able to find the self-discipline needed to minimize your role.

### **General tips for facilitating the Restorative Conference:**

- Make certain all preparations and pre-conference meetings have been done thoroughly.

- Set up the meeting space appropriately.
- Open and close the dialog effectively and appropriately.
- Facilitate minimally; the facilitator’s script is generally sufficient.
- If you must comment, try to comment on process rather than content.
  - For example, “I notice that the tone of the meeting has become more confrontational and there is an angry edge to some of the statements, and I’m wondering how that is working for people.” Instead of, “Your anger is really misplaced in this meeting and you’re off base.”
- Be aware of your own internal process and how it shapes your choices.
  - Your internal process is often an excellent source of information. For example, if you notice you are feeling like the meeting has moved into working toward an agreement without first adequately discussing impacts, you may choose to share this feeling with the group: “Are we moving too fast? I feel like there may be more to be said about impacts. Would anyone like to add more before we continue working on the agreement?” Do this in a way that invites, but does not demand; and if the group feels they are ready to move on respect their choice to do so.
- As the dialog progresses, fade increasingly into the background.

**Before the Conference:**

- Set up the room.
  - Are there any elements to the set-up that the victim(s) have asked for, such as a low table in the center with photos or other items?
  - We often bring snacks and water to break bread following the conference.
- Check in with your co-facilitator (if there is one present).
- Check in with your internal process.

**As people arrive:**

- Greet each person, reintroduce yourself as needed.
- Invite each person to wear a name tag if you think this will be helpful.
- Attend to required paperwork such as confidentiality agreements and sign-in sheets.

- Suggest seating arrangements if doing so will contribute to the process.

### **Facilitating the Restorative Conference:**

With your scripts in hand, begin the restorative conference. The scripts are most useful if you understand their rationale and the process steps behind the conference, and are able to bend the scripts to fit who you are and the particular situation for which you will be facilitating a restorative conference.

A recommended way to use these scripts is as follows:

- 1) Study the script
- 2) Re-write it to fit your particular situation.
- 3) Read directly from the scripts the first 8-10 times you facilitate a conference

Some facilitators try to stick very closely to a specific script. Some feel that no script can ever be adequate for the unique circumstances that arise in every dialog. We suggest you try sticking to a script closely, and then in another dialog modifying it as seems appropriate. Then, based on your experience, you can decide which approach fits best for you. This decision does not have to be permanent; as you gain more experience you will have the opportunity to develop your own unique style. This can be an ongoing process. Below is an outline describing the process steps and rationale behind the scripts. The actual scripts are included in Appendix I and II.

### **Restorative Conference Process Steps:**

- 1) Introduce yourself.
- 2) Introductory statement to review why we are here.
- 3) Circle guidelines: speak from the heart, listen from the heart, confidentiality.
- 4) Introductions: Invite each person to introduce themselves and say what they are hoping for from this meeting, going around the circle. Using a talking piece may support this process, in which case, be certain to introduce the talking piece. After introductions, place the talking piece down explaining that you can bring it back into the circle if needed.

- 5) Review of the facts: facilitator reads a condensed version of “just the facts” of what happened. This could be taken from a police report or a school discipline referral notice.
- 6) Offender acceptance of responsibility: IMPORTANT: Know in advance that the offender will accept responsibility for their piece of the incident. Then and only then ask them if they accept responsibility for their actions in the incident just described.
- 7) If the preparation has been done well this is usually accomplished without any problems. If not, the meeting may be impaired or even undone as it devolves into a “he said she said” courtroom drama. If this happens it is **not** your role to try to determine (or demand an imposition of) the truth.
- 8) You can make process observations that are essentially neutral descriptions of what is going on, and perhaps even apologize for calling the meeting without first being certain that the offender would step up. See how the group wants to handle it.
- 9) Perhaps it will work to have a recess during which you meet individually with the offender and see if progress can be made that way. However, this meeting is not about coercing the offender into an admission of guilt. It is about supporting the restorative dialog by encouraging the offender to consider his or her willingness to take responsibility.
- 10) Begin asking the restorative questions following the Restorative Dialogue Script. Invite the offender to share first (unless during pre-conference meetings it was decided the victim would share first).
- 11) Invite the direct victim to share.
- 12) Ensure Mutual Understanding is shared. After victim / indirect victim shares an impact of significant meaning check-in with offender by asking *‘What have you just heard from (victim)?’* And then ask victim *‘Did s/he get it?’* The victim may expand and clarify if needed.
  - (a) When asked to share what they heard, the offender may want to respond to what the victim said, rather than just repeat what they heard. If this happens the facilitator should immediately interrupt with something akin to *‘I understand this may be difficult, but I am asking you to say just what you heard about how s/he was impacted.’*
  - (b) Repeating how we have impacted another human being can be a tall order. This can feel like sitting in the fire. This takes courage by the offender. And once the victim sees and feels that the offender has heard them, a noticeable shift is often felt in the room.
- 13) If a co-facilitator is present they can take notes listing the specific impacts shared.
- 14) Invite other impacted parties or indirect victims in the circle to share. You will ask them the Victim Questions on the script. It is totally appropriate to just ask one or two Victim Questions of the indirect victims. Be sure to always ask the question *‘How has this impacted you?’* Impacted parties may include indirect victims such as the offender’s parents, victim support persons, community members, teachers, principal, law enforcement.
  - (a) Bear in mind that offender’s parents are generally victimized by the incident also; impacts on them may be significant.

- (b) It sometimes happens that offender's parents feel resentful about how they or their youth has been treated by the school or police. Be careful to keep the focus on how they felt about *what their youth did*, rather than on how they may have felt victimized themselves.
- 15) After each person in the circle has been invited to share impacts, the process moves into the phase of brainstorming agreements that may go into the Restorative Plan. At this point it may be useful to use the talking piece again, passing it around so everyone in the circle has a chance to share and answer the *question 'What do you believe needs to happen now to make things right?'*. When everyone has been heard check to see if the circle agrees it is time to move toward coming to a specific agreement. You may need to explain that: The agreements will be about actions taken by the offender(s), with support from a Monitor and sometimes guidance from others in the circle, that will help to satisfy the direct and indirect victims' needs for justice and restoring their sense of safety and community; and it may also include actions that are intended to help the person learn and mature.
  - 16) Justice requires that the agreement be fair, but also that it be something that is realistic and achievable, and sometimes this can be difficult to balance.
  - 17) The agreement will be by consensus. You may need to explain that consensus does not mean that everyone agrees, but that nobody decides to object in a way that blocks. So there are three actions that can be taken in response to each item in the agreement:
    - (a) Agree to it (this can be done silently);
    - (b) Disagree but do not block it (this can be done silently); or
    - (c) Block it by saying that you do not agree with it as it is worded. Blocking often opens the door to creative and useful discussion that leads to an improved proposal.
  - 18) Depending upon your approach and available time, you can either facilitate a full-group discussion leading to a fully fleshed-out plan, or you can take the general agreements the circle has come up with and write up the specific plan after the meeting. *Be sure to let the plan come from the group, not from your wisdom.*
  - 19) Closure rounds: Acknowledge that people have worked hard and are tired and ready to move on. Thank them for participating. Ask them to be patient as we do two more rounds to close the circle. You may want to introduce an additional guideline to "say just enough."
  - 20) Round 1: Use a talking piece and invite each person to share "What has it been like for you to participate in this dialog?"
  - 21) Round 2: "two or three words or one sentence to close this circle."
  - 22) Closure round (shorter version). Use a talking piece and invite each person to briefly share what it was like for them to participate in the dialog and what they hope will come out of it.
  - 23) Thank everyone and stand up.
  - 24) Give participants time to say goodbye to each other. Be available in case anyone wants to have some closing words with you.
  - 25) Likely you are exhausted and don't want to debrief with your co-facilitator. If so, thank each other and perhaps agree upon a time to meet and review the meeting.

## **The Restorative Plan: Crafting Good Agreements**

### **A. How to Begin**

1. After everyone in the circle has shared impacts, the process naturally moves towards making agreements for the plan. Everyone in the circle is given a chance to share their ideas for agreements by answering the question ‘What do you believe needs to happen now to make things right?’ Another way of phrasing this may be, “Based on what has happened in this dialog so far, what would you like to see happen next?” or “What ideas do you have about how to move toward making things right (or as right as possible)?”
2. Ask the offender follow-up questions if they need help with coming up with ideas: Who was impacted? What have you heard from those parties about what they need to help make things right. What can you offer to do to meet those needs and help heal the harm caused?
3. Ask the victim/s (may include family members, law enforcement, community) for a response to what’s been offered by the offender and if there are other requests. Victim’s requests should be honored when possible.
4. Family members, support people and community members can help youth “listen” to needs expressed and help youth identify their own talents and interests that can be used to meet the needs expressed.

### **B. Guiding Principles for Agreements**

- Stretch AND be realistic. Plan for success.
- Encourage youth to use their strengths, interests and skills.
- Be aware of their limitations (literacy, time, abilities...); work within those.
- Involve outside support. Encourage them to use and build their resources by seeking support from family, coaches, clergy and community when possible.
- Set target due dates and be specific about required tasks, etc.



## **C. Factors to Consider**

- Do the agreements make amends to the victim, community, family, self and others?
- Do they help the offender gain a deeper understanding of the impacts?
- Do they support the offender to prevent future offense?
- Is there general consensus about the plan; and does the offender “buy in?”
- Are the agreements specific enough?
- Are they measurable (concrete enough to know if they were done or not)?
- Are they doable by this offender (given their reality – time, abilities, support)?
- What could prevent the agreements from being completed? How can we address these?
- Does the offender have support needed to accomplish tasks? Does the offender “buy in?” Are they motivated to complete this plan?

## **Agreement Ideas**

Be guided by the individual case, the needs of the victims, the ideas and talents of the offender and the circumstances present. Be creative. The following are some plan ideas that have been used in the past.

### **Apologies/Appreciations:**

Letters, verbal remarks, photos, artwork, posters, baked goods, flowers.

### **Community Service:**

Working with animals, food banks, Worth our Weight, Boys and Girls Clubs, coaching, tutoring, mentoring, recycling center, road crew, graffiti abatement team (very difficult to arrange but a popular request), school campus cleanup (requires a willing supervisor), parks and rec cleanup, community gardening, St. Vincent’s Dining Room, offers to volunteer at fire/police events. Sometimes a victim or offender has a personal relationship somewhere that can turn into an opportunity, babysitting (for no pay), Volunteer Center assignment.

### **Law Enforcement:**

Offer to clean vehicles (police/fire), gift of baked goods, letters of appreciation, offer to speak at law enforcement presentation. (SROs will occasionally invite an articulate youth to come to a class s/he teaches to help illustrate the lesson with their story.)

### **Sharing lessons learned:**

Write and submit a letter to the editor/school paper/ local newspaper; public presentation (in classroom or assembly when the school official requests it), at Rotary, CHP; create a poster or artwork with a valuable message; create a teaching video for younger children (for example, about the dangers of fire setting/stealing/doing drugs).

**Repairing harm to Family:**

Improved attitude, follow family rules without complaint, babysitting (state # of times), meal preparation (state # of times), vacuum, laundry, join in family outings on specific # of occasions, reading to younger sibs, homework help, yard work, gardening, repairs, bring home flowers for parent/s.

**Preventing Future Harm:**

Complete/stay in school, prepare applications for next schooling, attend AA/NA, grief counseling, anger management; research and learn (present or write) about...., explore job/military/career/education options; interview others re career/jail experience/AA. Write reflection paper; write list of questions prior to interviewing; watch video/TV show... (such as What would you do? One Billion Rising); volunteer with seniors/vets/addicts/homeless; write about "who I want to be when..."/goals/role models; apprentice to someone in the field you want to go into.

## Monitoring the Restorative Plan

Clients are monitored to help them successfully complete the tasks they commit to in their “Plan.” Their Plan is a set of agreements they create at their Restorative Conference (RC), a meeting involving the client and those they’ve impacted (potentially the victim and supports; their family and supports; law enforcement; community members; members of their school community – teachers, administrators, staff, students). **They create their Plan at their RC after hearing about who was impacted by their actions and in what ways, and learning what they can do to make amends to those harmed in a meaningful way.** This is important. If their motivation to complete their Plan lags, we can remind them of the context in which they created their agreements and remind them that they chose to do these meaningful tasks as a way to make amends to those who were impacted and harmed by their actions.

The Monitor is the point person to help the client complete their agreements. The Facilitator can serve as Monitor or another adult can serve this role.

### Monitor’s Role

- Review the Plan with client during the first check-in, in person.
- Review apologies and offer feedback to ensure they are thoughtful and appropriate (using the letter of apology guidelines).
- If they plan to make presentations, help them organize and prepare them. Ensure they are appropriate and redirect as necessary.
- Recognize that target dates for the various tasks are to help them prioritize, not necessarily deadlines.
- Teach, guide, and support them in achieving success completing their agreements. Most youth and many adults are not familiar with how to connect with resources in the school or community. Mentor them through the process of securing community service. Teach them as necessary how to make the phone calls; create a schedule; create an outline for a presentation; write a reflection....

- Verify that the client completed everything in their plan –apologies, classes, counseling, activities, community service etc. Ask for proof (timesheets, signatures or phone numbers for follow up confirmation, and call for confirmation).
- Help them stay motivated. Use motivational interviewing as needed. (Ask them how motivated they are to complete the various tasks on a scale of 0-10. When they're stuck, ask them what it would take to get them up to a 6 or 7.)
- Other ways to help: brainstorm with them or help them find supportive adults who will. Applaud their successes!
- Have them check-in weekly. Encourage them to set cell phone reminders for meetings and hold them accountable.

### **Challenges of Monitoring**

- If a client is not taking responsibility for completing their tasks, remind them they created their Plan. Acknowledge their reluctance and help them figure out what's getting in the way of completing the task. Ask what would help them accomplish the task. Point out that it ends up looking to others like they are not taking it seriously or making it a priority in life.
- Remember: they may need coaching to learn to call and use a resource or contact, to call more than once, to leave a message, to ask for support from parents, teachers.
- Help them find new resources if they hit roadblocks.
- Be clear with yourself and them about your boundaries. The goal is to empower, not enable. It's good to hold them to a high level of accountability (we ask them to stretch!) while offering the support they need.
- Remember: If you're working harder than the client then something is wrong.

### **Completing**

Find a way to bring closure to each case – congratulate successes, find positives and learning from incompletes. Acknowledge the effort, experience and growth.

## **Appendix I: Facilitator's Introductory Script**

1. Welcome. My name is *(Facilitator's Name)* and I'll be facilitating this restorative conference. I want to thank everyone for participating in this process.
  
2. The purpose of this meeting is to explore and come to a deeper understanding about the impact of this incident. We will come to a set of agreements and create a written plan about how to put things right.
  
3. Now I will review the 3 Circle Guidelines that we ask everyone to follow: Listen from the Heart, which means to listen in an open and non-judgmental way; Speak from the Heart, which means we speak our truth, we speak honestly and with respect; and Confidentiality, what is said in the circle remains in the circle. Can we all agree to these? Great.
  
4. Let's do introductions around the circle. This is the talking piece. The person holding the talking piece is the one who is speaking. I'd like everyone to share their name, and what they'd like to see happen today. I will go first...  
(after introductions, put the talking piece down.)
  
5. I am going to read a summary of the school discipline report (or police report)...
  
6. (turning to the offender) Do you take responsibility for your part in this? Ok, now I will begin with asking you a few questions...

## **Appendix II: *Facilitator's Restorative Questions Script***

### **To the Offender(s):**

From your perspective, what happened?

What were you thinking at the time?

Who do you think has been impacted by what you did (said)? In what ways?

Who else may have been affected? In what ways?

How do you feel about your actions when you look back at the event now?

What has been the hardest thing for you?

Is there anything more you'd like to share?

*(repeat the Offender Questions for additional offenders)*

### **To the Victim(s):**

\*From your perspective, what happened?

What was it like for you as the situation was happening? What were you thinking /feeling?

\*How have you been affected?

\*How has this event affected others in your life? In what ways?

What has been the hardest thing for you?

Is there anything more you'd like to share?

*(Check-in to ensure Mutual Understanding has been achieved)*

### **To the Offender:**

What have you heard from (victim)?

### **To the Victim(s):**

Do you feel heard?

*(Repeat the Victim Questions for additional victims)*

### **To the Impacted Person(s):**

From your perspective, what happened?

How have you been affected?  
How has this event affected others in your life? In what ways?

*(Check-in to ensure Mutual Understanding has been achieved)*

**To the Offender:**

What have you heard from (impacted person)?

**To the Impacted Person:**

Do you feel heard?

*(Repeat Impacted Person Questions for additional impacted parties)*

*(Making Amends)*

**To each person:**

What do you believe needs to happen now to make things right?

*(Write Agreement and then Read Agreement.)*

(Close the circle)

**To each person (going around the circle):**

How are you feeling about the situation now? For what reasons?

## A Guide To Serving As A Restorative Conference Facilitator

Before a restorative conference ask yourself

- Am I striving to exhibit facilitator traits?
- Am I doing my inner work?
- Do I know my 'stuff'?
- Am I the best person to facilitate the restorative conference?
- Am I taking care of myself in a balanced way?
- Do I understand the restorative process?
- Do I trust the process?

### **What is a Restorative Facilitator?**

Facilitators are the caretakers and servants of the restorative process. Facilitator must ensure that everyone takes responsibility for helping to keep the circle, and for making the circle a safe space for open dialog.

**Qualities of a Restorative Facilitator**– *Am I striving to exhibit Facilitator traits?*

Here are some traits that Facilitators should strive to hold.

Practices deep listening	Trusting
Nonjudgmental	Respectful
Watchful	Aware
Supportive	Tolerant
Detached	Humble
Inclusive	Open
Reflective	Consistently flexible
Patient	Able to keep the space safe

Remember, none of us are perfect at all of these things. But if you keep them in mind as you move into your facilitator role they will serve you and the entire circle.



**Inner work** – *Am I doing my inner work?*

Since facilitators serve as models and set the tone for the restorative process it is important that you undertake inner work. Engage in ongoing inner work, regularly checking your thoughts and behaviors against your core values and restorative justice values. Before a circle, take time to center and collect yourself and cultivate inner peace.

**Self-knowledge** – *Do I know my “stuff”?*

Know your stuff. We all have particular things that are challenging for us. We all have histories that may make us prone to having our buttons pushed by certain issues of types of personalities. Be aware of your buttons, your “stuff” and how it might affect your serving as a council member. Perhaps you have a hard time knowing how to relate to loud, boisterous people, or perhaps your history makes it hard for you to be objective in discussions relating to physical violence. Know your stuff and work at finding ways to keep it from getting in the way of keeping circle.

**Discernment** – *Am I the best person to facilitate this circle?*

Because you’ve done your inner work and have worked toward clearer self-knowledge, you are better able to discern when you may not be the best person to serve as facilitator. Be sure that you are able to let go of your own positions and to be objective. Trust your instincts on this.

**Understanding the restorative process** – *Do I understand the restorative process?*

You may gain understanding of the restorative process through educational offerings or trainings. But practice sessions and participation in restorative conferences on a regular basis is necessary to ensure your facilitator skills are grounded.