Welcome everyone.

My name is Janelle King.

I am the interagency youth engagement and restorative practices specialist for the Florida Department of Children and Families.

I wanted to thank everyone for being here today and tuning in virtually.

So with that being said, let's get started.

So today I'll be talking about an introduction to restorative practices. So restorative practices are really based on principles that emphasize the importance of strengthening relationships in order to build social capital.

And also that utilize restorative justice to restore relationships after harm has occurred.

So some of you may have heard of restorative justice before but restorative practices are more of an umbrella term that encompasses multiple different practices some proactive restorative practices and then respond then some risk response of restorative practices. So the learning objectives for today are really four fold.

The first is to understand what adverse childhood experiences are many of you. Probably already know what they are.

So we won't spend too much time on that and and its relationship with the importance of restorative practices secondly to develop an understanding of what restorative practices actually are and how they fit into the child welfare system.

Now some of you on this webinar may be in the Juvenile Justice
realm or the education Realm.

We're sort of practices are in many different systems, but

I will be focusing my stories are more tied to child welfare
today, but the practices can be applied to really any any

system thirdly to learn about specific restorative practices
today. I'll be talking a little bit about nonviolent communication

restorative circles and restorative justice conferencing

and the fourth is really just to talk about next steps for

you. Mostly geared.

Towards group home staff.

So I like to start off all my presentations with this definition

of connection.

Most of you are not most of you many of you probably have

heard of brene brown.

She's an amazing woman and I like to start off with this

definition mainly because I think connection is really the

underlying factor to everything tied to restorative practices.

And so to what degree do we actually intentionally build

connection into our personal interactions?

With the children that we work with some of you may say all

the time, which is amazing.

But when we look at it from this this definition of connection,

which is the energy that exists among people when they experience

being seen heard and valued and when they can give and receive

without judgment to what degree do we actually and intentionally

build Connection in that way and it's really really hard

because we're not trained or Educated to communicate with
others in a way that actually explicitly removes judgment
from our language and our thoughts and you may be thinking
Janelle. What does that even mean?
Like how do we even do that?
That's that's impossible.
And so we'll be talking about that today at how we actually
bring that to fruition.
And so the adverse childhood experiences study.
Like I said, some of you have probably heard about it.
If you're in the field of Social Services, it was a study
done in 1997 by the Center for Disease Control and Kaiser
Permanente. And what they did was they surveyed over 17,000
adults from a wide range of different backgrounds and they
asked 10 yes or no questions pertaining to the first 18 years
of your life.
And these are listed under the ace category there on the
screen abuse household challenges and neglect.
So those those subcategories under each of those main categories.
They were asked in yes or no questions.
Did you experience this in the first 18 years of your life?
And so what the researchers did was they correlated these
a scores against Health outcomes and what they found was
that as the number of cases increased.
So as the number of you this has increased on the survey
the higher the likelihood of developing long-term health
problems, like heart disease like stroke like cancer and
diabetes. and so what else did this study tell us well it
told us that aces are actually abnormally common in fact
two-thirds of people who responded to this survey have experienced
at least one a study and this study has been replicated for
for many years after this study came out in 1997 and the
same results are found every time and so that's really the
point that I want to drive home here on this slide today
is that excuse me it's not something that that those people
deal with that you know trauma is not something that o we
have to help those people it's actually trauma something
that the majority of us and the world has experienced But
there's good news here.
And so the good news is that in recent advances in the last
about 15 years or so show that there's neuroplasticity in
our brain.
And so what I mean by that is that we actually have the ability
to form new neural Pathways new neural Pathways to rewire
our brain.
And so there's so much talk about trauma-informed care in
the world that we work in and the you know in our environments
which is really really amazing that there has been such a
such a large push for trauma-informed care.
But at least for me a lot of the trauma trainings that I've
participated in there's a lot of information that talks about
how the brain is impacted by trauma.
But for the most part what I've experienced is that they
don't actually talk about explicit ways to create trauma
responsive environments.
And so what can we as individuals here today do about that?

And so to address Aces and which is trauma.

We really need to ensure that we have trauma responsive environments.

Our brains don't actually fully develop until we're 25 years old. And so we know that and I'm going to get a little brainy here. So stick with me, we know that trauma survivors actually have decreased prefrontal cortex functioning.

And so that is the front part of your brain the wrinkly part of your brain up front.

That is the Last part of your brain to develop and the prefrontal cortex is really responsible for where we're learning and we're problem-solving skills are developed and fine-tuned and so because of this trauma survivors AKA, you know, the majority of us as we just talked about are more likely to respond to a minor stimulus and go into a fight flight or freeze response.

You can look at that picture on your screen there a fight flight or freeze response compared to someone who hasn't experienced trauma.

And so we also know that trauma survivors when trauma survivors are under a threat or even if it's not a real threat, even if it's just a perceived threat, we know that their limbic system goes on high alert.

And so the limbic system is actually the part of your brain that stores that has your amygdala the hypothalamus the hippocampus. The amygdala is really important here.

And so the amygdala is in our limbic system and that's what's...
responsible for the memories of emotions the responses of emotions, especially when it comes to fear and threats.

And so when our limbic system goes on high alert, if we perceive a threat even if it's real or not, if we perceive a threat it's likely to be activated before the slower prefrontal cortex has a chance to even evaluate the stimulus. So basically our lid flips our amygdala takes over and we jump to a fight flight or freeze response before the prefrontal cortex can take over.

And so I know that was a lot of brain talk.

So I want to give you know, one quick example of the importance of having a trauma responsive environment and then we'll watch a short little video clip to drive this point home.

So I wanted to go back to this idea of fight flight or freeze and Trauma triggers.

So an example of this is I was reading some case notes on a child Staffing and I was reading that the group home staff would would wake her up in the morning because she was having a hard time getting out of bed every morning and sometimes she would she would punch she would bite or she would push the staff who are trying to wake her up. And so she would get in trouble every time and you know, she would get a punishment for doing that and they told her, you know, you can't do that. That's not okay.

We're trying to help you. We're trying to wake you up.
And finally after I don't know how long but she would get in trouble.

And then finally they realized why she was actually doing this and her history was that she was sexually abused typically in the mornings and she would often try to punch by tour or push that person who was sexually abusing her and so once the staff were aware of this trauma trigger, they were able to talk to her about it and figure out a different strategy for ensuring that she was getting up in the mornings.

So basically the point of that story is that we really need to take a holistic approach when working with children to really try to understand their trauma history in order to prevent possible future trauma triggers.

And so now I want to show this video clip that really explains briefly about what I was just talking about in a little bit of a different way.

So Ron, do you mind playing that video? Let's move on.

So how does this all relate to restorative practices and nonviolent communication?

So what we know is that Aces is trauma and Trauma survivors. We know have huge needs for emotional and physical safety. And so physical safety is a little bit easier to know whether we're ensuring that that's getting met in our environment but emotional safety is a little bit we're gonna a little wonky and it's and it's really hard to know whether we're explicitly creating environments that are emotionally safer
for our young people.

And so what I mean by emotional safety is really about removing judgment from our interactions.

And like I said in the beginning that is really hard like we've been educated and taught to to have judgment in our interactions and and even in our own thoughts without even being aware of it.

And so how do we actually remove that?

Well, it's through utilizing restorative practices and even more specifically nonviolent communication.

So now let's look at what restorative practices actually are. And I can't go into actually all these different restorative practices down there on the Continuum at the bottom of your screen. You can see the different restorative practices down there. We won't be able to get into each and every one of them. That's just not enough time today, but I'll be sharing a little bit about some of these processes you'll notice NVC nonviolent communication isn't on there, but I'll be talking about that as well today.

and so restorative practices like I mentioned in the beginning really seek to build social capital which is really just about positive relationships and healthy connections so that's the proactive part of restorative practices and then also to repair harm and and restore relationships after harm has occurred and so we talked about this 80/20 rule so we really want to try to use restorative practices and be 80% active in building social capital and then 20% responsive in repairing
harm and restoring relationships And so when I'm training
in group homes, I often ask the staff.

What do you think is going to make the biggest difference
in the lives of the youth that we work with and someone always
says relationships or connection remember that quote in the
beginning connection and so humans are hard-wired to connect.
So just as we need things like food shelter and clothing
human beings also need strong and well relationships and
really that's at the core of all restorative practices relationships.
And so this hypothesis from The International Institute for
restorative practices says that individuals are happier more
cooperative and more willing to make positive changes when
people in positions of authority do things with them rather
than to or for them.

And so I see this over and over again with the young people
that I work with in the child welfare system in the juvenile
justice system over and over again that Pete that the team
Are happier and more willing to make changes when I do things
with them rather than to or for them.

And so we'll get into what that actually means on this next
slide here.

So this is the social discipline window this ties into the
last slide and keeping in mind remembering that hypothesis
from The International Institute for restorative practices.

People are more willing to make changes in positions of authority
when people in positions of authority do things with them
rather than two or four of them, so you'll see the two in
the for box on your screen the with and the not box.

And so basically when we hand out punishments, we are really operating out of that toolbox.

We're doing things to them so you can see on that access that's high control and and low support.

And then when we when we kind of just like take care of their problems make no demands or doing things for them or being in that permissive box.

So a lot of support but low on the control access.

And then when we're ignoring their behavior, or you know, just not even talking to them something like that.

We're just operating out of that not box.

So we're being neglected neglectful.

That is low control low support and so by operating out of this with box, we're actually able to engage that young person person and hold them accountable in an active way.

And so when you get to that with box, The width box is really where you operate out of power sharing a power sharing model rather than a power over model.

And so if you think about it a lot of our interactions with young people is power over and so how do we actually Power share and and and we do that by listening and it's actually more than just listening to that young person.

We really I always try to make sure that the kids are heard are deeply heard.

And so this ties to an MVC the nonviolent communication process that we'll get into later about what we what that actually
really looks like.

But to get back to the social discipline window, but yet
the less the youth is involved in the interaction or the
process or whatever you're talking to them about the less
they have to do with it.

The less restorative the approach probably is And so I do
want to make the caveat that we follow along, you know, this
box the in different axes at different times and different
dates and and I'm sure with different people to so if I didn't
get enough sleep last night or maybe something hard happened
in my life that I'm dealing with.

I probably won't be operating out of that with box for the
day. You know, I may be pushed down to the knot or the to
loss but what I like to tell the staff when I'm training
is that if you can draw kind of an Visible line from that
upper left corner down to the bottom right corner and try
to operate from their up knowing that you know different
things will push you to different parts of the the social
discipline window depending on you know, what's happening,
but I may not always be in that with box, but if I'm interacting
with a young person and I'm noticing that I'm you know, upset
or you know, some things distracting me that's happened.

I always tell that young person like Hey, you know, I really
I didn't get enough sleep last night.

And you know, I may not show up in a way that I'm proud of
today. But you know, this is this is kind of where I'm at.
So at least you're communicating with them and they know
where you're coming from.
And so I'd like to give a quick example of what this looks
like in action of what the social discipline window looks
like in action.
So I volunteer with the local restorative justice diversion
program here in Tallahassee.
And so what we say to the teams that come through the program
is we tell them like, hey, we know we know that most of you
guys are here for for things like fighting and school or
for drug.
Gue sore for stealing and we've already all done our restorative
justice conferences with you.
And we also know that you that you guys have a lot going
on in your lives like we know and we have read some of the
things that you're dealing with and and there's all sorts
of conflict going on and we have some awesome skills that
we can teach you on how to communicate more effectively and
get along out there in the world like some real serious stuff
that we want to teach you guys, but we want, you know, we
want to hear From you about what makes a class work for you?
What what is what is it?
Like think about a class that you've had in school that really
that you loved and what was it about that class that worked
for you that made it so great.
And so we're sitting in circle and for every youth is in
the program, there's also a volunteer so we pair up the volunteer
in the youth and they you know, they write down ideas.
And what was it about that class that made it?
So great and and then we come back together as a larger group
and we say, you know, we share out what was it?
And so the same things are said over and over again.
And so things like respect respect always comes up and so
we we don't just say, all right.
Yeah respect is great.
Like that's awesome.
We say, okay what what does respect even mean because that's
a broad term.
So we get really specific and so people typically always
say Some of the teens will say like oh, you know not talking
over one another or not having people talk on this side.
So we come up with all of these agreements is what we call
them agreements together as a group.
And so Agreements are really not a new thing a lot of teachers
use it in their classrooms group home staff use it even parents
set, you know rules, but the difference is in how they're
created. We use a power sharing model instead of a power
over so it would be very Easy for us to say all right, you're
in this program, you know, these are the rules and you have
to stick to them or else you're going to get kicked out.
So instead we create a power sharing model where they come
up with the ideas themselves.
And like I said the same things are said over and over again
for every cycle.
And so we also stop part way through the cycle to check in
with everyone to see how they're doing individually and as a group and how we're you know, we write ourselves on a scale of 1 to 10 how we're doing to holding to these agreements and how we can improve so there's a lot of support but there's also accountability and there's repercussions if those if those agreements don't get mad, but we're very clear about it from the beginning.

All right, so moving on to some key principles of nonviolent communication. So I want to preface and VC. I'm going to just start referring to it as NBC for short just know that that's nonviolent communication.

I want to preface this skill that it's really almost like learning a new language.

I learned it back.

I got introduced to NVC back in 2014 and it really does take a lot of time a lot of Personal commitment, but I did want to I would be remiss if I didn't give a little bit of information on it because I find this skill so valuable not only in my personal life, but professionally when I'm training when I work with teens the program that I was just talking about the restorative justice diversion program the team's actually learn this skill and get to practice it so it's very very valuable to my old life.

So NBC is basically a communication process that was developed by Marshall Rosenberg in the 1960s.

So NBC for short basically includes a set of concrete communication tools. To help us here difficult messages and really identify
our own and others feelings and needs and so this language reveals basically the awareness that all human beings are only trying to get our Universal needs met.

And it's really based on this idea.

Again that all humans share the same general needs.

So Marshall Rosenberg says that all conflict is a tragic expression of an unmet need.

Again, this is critical all conflict is a tragic expression of an unmet need meaning we all have needs basically underneath what we say and what we think but we just haven't been educated to speak from this lens.

And so when I train when I train on the skill and group homes across the state, you know before covid hit when I was out there training I start I would always start the training before the NBC section by borrowing an activity done by an NBC trainer and she's actually used this activity all over the world.

And so people pretty much the develop the same list of needs when asked in this activity, what would be in your most perfect world and some not so much.

Ariel things but more so abstract Concepts things like connection things like trust to be heard and to be valued to have support things like that.

And so what's really important is an MVC.

We actually differentiate between strategies and needs and so by this.

I mean, there are many there's many different ways to get
needs met but strategies are basically just getting stuck.
You're almost stuck in one way of doing it and typically
that's where conflict happens is when you get stuck in a
strategy mode and so an example is it isn't really a need.
It isn't a need to have a child pick up their socks or take
the dishes to the sink.
The need is probably for some order in the home some order
and so the strategies are the child picking up her socks
or taking the dishes to the sink.
those maybe two ways to restore the order but it isn't the
only strategy to get the need met and so why does it even
matter to differentiate between strategies and needs like
like why does that even matter and it's because so often
in Conflict we argue at the strategy level rather than actually
trying to find out what's underneath it and what's underneath
it are the needs and it's almost like it's almost like zooming
out and looking at the root causes of behavior And I love
this quote to hear our communication.
Our biggest communication problem is we listen to respond.
We don't listen to understand.
And I saw a question come up and I'll go ahead and share
it right now.
Thanks Paula for your question.
Paul is asking what would be some of the repercussions given
to the children for their behavior.
So I assume you're probably asking in regards to that story.
I was telling about the agreements in the program.
And so what we do is we have conversations like we analyze real life conflict in that program.

So we talked about it when when let's say because every single cycle the agreements get broken it's just it's natural that the Agreements are going to get broken and so cell phones are a big thing we talked about cell phones in the sense of we we don't have cell phones out during the hour and 15 minutes of the class every Tuesday and Thursday night and so but we talked about it from a needs lens and so we say we have a need for presence and for learning in the group and we talk about it like we say you no as a teen you know some teens say like oh no I can multitask like I can have my phone out of I can have my phone out and be texting and still be paying attention and so what we say is like okay that may be true for you but for some of the adults in the room if we see some of the teens out with their phones on that actually distracts us and takes away from our presence of the group and so we talked about it from a needs perspective and so then from they are we talked about like like what we can do to help support that young person to keep to these agreements and they also know that from the beginning if there is multiple times where Agreements are getting broken over and over again for an individual there will be repercussions which which may just be that they may not be ready for the program that cycle and so but we talk to them individually about what they think about that and and if they They still do really want to be in the program.
We come up with strategies then from there to support them. So maybe it's you know, we keep your phone over here. So it doesn't distract you or maybe you shut your phone off for the whole program. So you don't hear it buzzing in your pocket and want to pull it out, but it's not just like are you broke the rules? We're done. You're out we have dialogue with that young person.

And I also see another question. Can you give examples of strategies versus needs? So that example that I just gave about strategies are like a child picking up their socks or taking the dishes to the sink or doing, you know the chores but really what's underneath that is is the need for order and maybe some predictability. So if we can speak from that lens and I'll share another example in the in the on the next slide about this more. Physically with teen I was talking to a few weeks ago and his foster dad. I'll give an example of that further.

All right. So Universal human needs and feeling so we already discussed a little bit about the needs versus strategies. But remember needs are at the Crux of NVC of non-violent communication. And like I said, I'll share another story in a little bit here. The feelings are really just pointers as to whether our needs are getting that or not.
So it's almost like shining a flashlight many of us have not been educated though to talk about our feelings and even more so most of us don't even have Cognitive awareness that those feelings are even present for us and even further more more. So most of us have a have a limited vocabulary, but it comes to expressing our feelings especially for younger children. It may be limited to things that are not even true feelings like good or bad feeling good.

I'm feeling bad.

Well, those aren't actually feelings or you know, true feelings happy and sad but those are very simple feelings.

We and we say sometimes we say things like I feel like you're being disrespectful or I feel manipulated but the challenge here with that is is that they're not internal Sensations or feelings.

So we're basically if we say things like I feel like you're being disrespectful that's not a true feeling because we're that's actually a judgment, you know, if someone were to say to you like You know, I feel like you don't feel like you're being disrespectful or I feel manipulated those what's probably going to happen.

Is that other person's going to want to argue back with you and say that's not true.

You know, I do XY and Z for you, you know, or I'm I wasn't being disrespectful.

So you start arguing at that at that level at that judgment level. So anytime a sentence really begins with I feel like
or I feel that it's probably not a true feeling.

So just start to be aware of that and and people use that phrase so frequently, I remember when someone when I was first learning NBC and they told me that it was it was unbelievable to start picking up how many times people say I feel like or I feel bad and it's not a true internal sensation feeling.

It's what we call a thought feeling.

So think about this too, if I were to tell you, I feel like you just don't care about me at all versus again notice how I said, I feel like I feel like you just don't care about me at all versus I feel hurt confused and maybe even maybe even lonely because I really want connection with you and I want to know that I matter so connection is in need and to matter as a need.

What do you think will land better for that other person and probably not add more fuel to the fire and really that's just sticking with the feelings and needs and so again, why does why does this all matter by does it matter how we language our feelings and it's because once you once you use judgments and evaluations, it's almost guaranteed that that other person's going to push back and start arguing back with you.

Like I said, you know a person could say what are you talking about? I do care about you.

I do X Y and Z for you and then you start arguing at that evaluation. Like I just said instead of really getting to what's underneath it.

And and and that's the needs.
Remembering that all conflict is a tragic expression of unmet needs. There's really not much to argue with someone if you were to say to them.

I feel hurt confused and lonely because I really want connection with you and to know that I matter you just simply can't argue with that.

And speaking to the last bullet there on your screen.

These are these are basically three steps to what we refer to as advanced empathy or what I refer to as advanced empathy meaning when we're in empathy with someone else.

We're not only guessing they're their own feelings and needs we could also give empathy to ourselves and try to identify what's going on for us, but there's a little bit more to that process that I want to highlight.

So when I say presence on the screen what I mean by that it is not just being physically with the other person.

It's also being there mentally and emotionally so, you know, I notice with all this all this online trial these online trainings and zoom meetings and teams meetings that sometimes my presence just goes away and maybe maybe that's happening for you right now too.

And it's not that it's a bad thing.

It's just just start to notice like how frequently you're just not present with whatever's happening in front of you in that moment.

And again, it's not like a it's not to judge anyone or to be like, oh you're so bad.
You know, it's just being aware of how present we are with the other person.

And so when someone's speaking to us about a concern or an issue, they have we often want to relate to that person and we don't do it intentionally, but what we do is we make it about ourselves when we when we relate to them.

And it's sometimes also our mind wanders to something else if you have you ever been with someone and their talk and talk and talk and talk to it.

And your mind is like not even there you are thinking about what you're having for dinner that night or you know, you're just not even with them and so it just simply means that we're not being present and so presence is about a conscious awareness and staying with that other person and trying to do that without evaluating or judging what they're saying.

So think about how often especially when you're in a conflict with someone you're not totally with them.

So you're thinking about what you're going to say back to them what you're going to say next and how wrong they are.

You know, remember that quote.

Our biggest communication problem is we listen to respond. We don't listen to understand.

So this ties into it right here, you know, we want to we want to fight back and be like, no you're wrong.

It's just means that you're simply not present.

So I really want to encourage you today to start thinking about, you know, building this muscle of awareness of how
present you are with other people, especially especially
time you're in a conflict with that person and that's hard.

It's really hard.

The second part of advanced empathy is understanding.
And so this element is really about trying to understand
someone in a way that would be most connecting for them.
And in the way that they would most likely to be heard that
reflects what they're saying and it's really not about
agreeing with what they're saying.

So you may not agree with what they're saying at all,
you know, some of the teens they'll come to me and they're
saying things and it's just not how I To the situation but
I'm staying in empathy with them.

There will be an opportunity in the process for me to share
what I saw in the situation or what I observed and my experience
but I am just I'm just stating what I'm hearing them say
and I knew show understanding some of you have have may be
trained in this, you know, reflective listening skill.

It's basically the same thing here.

You're just you're reflecting in summarizing what you're
hearing that that person's say and the last part of earthy
is the feelings and needs guesses.

So it's really about guessing what a person or maybe even
for yourself is feeling and needing and so remember feelings
are just are just the point.

I like I said earlier almost like the flashlight shining
the light on whether our needs are getting met or not.
So if you generally have more positive feelings, it's probably because some needs are getting met in a situation and if you generally have more you know- link so to speak it's probably because needs are not getting met and its really hear all about guesses it's not that you're telling this other person that this is what they're feeling and this is what they're needing it's you're just taking a guess you're just trying to understand them in this way so you'd say something like you know you would reflect what you heard them say and then I would I would say something like so I'm wondering if you know if you're really upset in this moment because you just want some space upset is is my feeling guess and space is my needs guess And on that note to it's even harder if as The Listener, you know, someone's coming to you and what's coming out of that other person's mouth is judgments about you.

So translating what they're saying, you know into your best guesses of their feelings and needs that is so hard. That's like that's like Master Level, but you know, here's an IT.

Here's an example that I wanted to share. So I've been I've been offering Zoom empathy sessions for youth in Foster group homes across the state and also for staff or caregivers as a response to you no conflicts that have been naturally occurring because of all the time spent together in quarantine and so a few months ago, I was I was zooming with four young ladies and giving empathy to specifically
one of them and she was talking about a disagreement.

She got into with a staff that other morning.

Because she wasn't getting up to start school from bad when
she was woken up by staff and after giving empathy to her
for a few minutes again.

Remember empathy is being present with her reflecting back
what I was hearing her say and I'm guessing her feelings
and needs and some of the guesses.

I remember that she was feeling frustrated and annoyed and
and I asked if she was feeling confused and I asked her to
of she was wanting and needing communication and And some
he's and I actually noticed and this is what I what I observe
when when you give empathy to someone is I observed her physical
demeanor change.

I even noticed it on camera.

She seemed less hyped up and her energy just seemed to come
a little bit more and I noticed it in her voice too.

And so what that really was if if you were able to hear the
audio on that video and what I was talking about with the
amygdala it was calming her and Delilah I was basically and
this is what brain researchers are have been able to prove
with this NBC process is when you give empathy to someone
the brain waves actually start to slow down so I was bringing
we're actually able to bring her brain back online in this
in this conflict.

So we stayed in the process for about 10 minutes and then
I asked and this is where the master master level skill comes
into play and actually she was a youth that.

I had known previously she was in.

A program that I coordinate at DCF so I knew her and I asked if she could possibly think about what that staff person was feeling and needing in that particular situation.

So what I was asking to do for her was no easy feat so she stayed quiet for a few seconds and then actually turned around on the camera and I noticed the staff person was actually sitting in the opposite corner of the room and the young girl said, I don't know what were you feeling it?

And so the staff person actually responded with some energy that made me feel a little honest.

If I'm being made me feel a little nervous if I'm being honest.

And so she said the staff person said something like well, I don't have any feelings.

I just feel like she was being disrespectful so notice that sentence I don't have any feelings but I feel like she was being disrespectful.

I feel like she was being disrespectful see if you remember what we just talked about.

And so ideally I actually would have given empathy separately to each person to the young person and to the staff separately to allow them both to be fully heard apart.

And then typically what you do is if they're ready to come together and almost like it's like a mediation come together
and have a face-to-face conversation.

I would pull them together and then we'd use this process
to talk about the situation.

You know, but we just rolled with the situation at hand.

And so, you know going back to what the staff said.

Did you notice.

Did you notice her thought feeling which was I feel like
she was being disrespectful.

So if someone were to say that to you what would be what
would actually be your inherent response and I know for me
I would probably want to argue back in disagree and say I
was not being disrespectful.

I don't know what you're talking about.
Like, I don't know you.

You always get and then it just you know, it just escalates
from there.

And so I said to her, you know, the young person tried to
respond pretty quickly back.

And and I said, hold on hold on.

Wait, wait a second.

I want to reflect what I'm hearing the stuff person say and
so I said, so I hear that you're you know, you're having
thoughts. It's a thought it's not the truth.

I you know, I didn't say that out loud, but I said, I hear
you're having thoughts that you know, she was being disrespectful
but I wonder though if you were feeling frustrated and maybe
even irritated and annoyed because it was something about
wanting cooperation from her and I could tell based on the
body language that just sticking to the feelings and needs
for the staff person landed better for this Youth and so
in the end, you know, we ended up working through the conflict
and when I asked the group to check out on Zoom, we always
check out with with stating our feelings and needs.
And you know I said, I remember the staff and the young person
both checking out feeling something along the lines of relieved
and satisfied and content.
And so there really is so much more to this process of NVC.
There's this whole idea of observations versus evaluations
using requests instead of Demands.
So I did just want to give a really high level overview of
NVC I would I would highly Recommend reading Marshall rosenberg's
book. It's called nonviolent communication a language of
life if you want to learn a little bit more and like I said,
I'll so if you're in a group home, I'll talk about this at
the end, but I'm able to offer some trainings.
The platform has just switched to Virtual trainings the curriculum
Through The International Institute for restorative practices,
so I should be up and running soon to offer free virtual
trainings for Foster and group homes staff And I did see
in the chat just make sure if you have questions or comments
to send to all panelists, that would be very helpful.
Thanks, everyone.
And there should be attached resources.
I'm not sure Ron if there are attached resources on this
webinar, but they will be shared out after if they're not attached on here.

I have a feelings and needs sheet that I use pretty much every day with the young people that I work with. It's very helpful for identifying feelings and needs that's it's just a list and the front side is the feelings the upper half are typically more positive feelings. The lower ones are typically more like negative feelings. So Speak and then the other side is are those Universal needs and so it's a very simple tool to use for a check in with young people or even to identify what you're needing in a conflict situation or maybe what that other person is ending and the author of that book Ginger is Marshall Rosenberg. He's the person who created nonviolent communication. And I do like to make the point to when I when I'm talking with youth and and even adults like just the words nonviolent communication is honestly a little off-putting for some people and so what I typically like to tell people is that NVC is really for everyone. It's this idea Marshall Rosenberg got this name from Gandhi. And so basically what Gandhi said is is violence violence is in every aspect of our life. It's in our it's it even comes down to the way we communicate with People and so what typically happens is, you know, those how we communicate typically escalates and escalates and escalates and then you know, and that's what what causes large scale conflicts and wars and so all forms of all forms
of disconnection in Gandhi's eyes are or was violence.

So that's where it comes from.

Basically.

I just wanted to to share that and make that caveat.

All right, so I want to the last slide for NVC what empathy is not so really these are called other conversational responses. These are typical ways that we respond to people when they come to us with a challenge or conflict that they're dealing with or even when we're involved with a conflict with them, you know in particular and these are ways that we respond and like I said, they're often called ocr's other conversational responses and NBC, so when we're in a direct Looked with the other person think about how often we use things like we want to correct that person.

No.

No, that wasn't how it was.

It actually was this way or we want to explain or Justify our Behavior, you know, I was just really, you know, I just had to do it because you know XY and z or even blaming that other person And so take a look at this list and I encourage you to think about what are your go-to ocr's?

What are your go-to other conversation or responses when you're talking with someone and also try to think about the ones that really set you off when someone responds in that way and I do want to highlight two that it's not that ocr's are bad or wrong.

It's not that using these typical ways of responding to people
is wrong.

You just have to think about what's going to be most connecting.

For for my child or for this young person who lives in my
group home or even maybe your significant other do you think
they want your advice?

Do you think they want you to ask a bunch of questions or
do you think they want to hear you one-up them or do you
think they actually really just want to be deeply hurt about
what's going on for them?

And so the only way we know that is I always try to start
with empathy first.

So being present with them reflecting what I'm hearing them
say say that understanding peace and then just taking simple
feelings and needs guesses.

And after I give empathy to that person if if I want to ask
questions or if I want to educate them or give them my advice
I make sure I just always ask that person first.

And and so I say things like are you open?

Are you open to hearing my advice?

So I really want to encourage everyone on this webinar today
to just start thinking about trying to use empathy first
and maybe even for yourself starting with yourself using
that feelings and needs sheet and it's and it's by no means
easy at all.

Like I said, it's taken me I learned the skill back in 2014
and it's taken me years to actually start getting comfortable
to use the process with other people and I've sort of figured
out ways to like make it my own instead of being so like
Robotic, you know, you have to be in the beginning.
It's almost like training wheels and then you can take the
training wheels off and you could start making it your own
and saying things like, you know, are you upset are you
are you really angry?
Like taking out the word feeling are you feeling because
some people, you know are a little more uncomfortable with
that word.
So are you angry because because you just want to know, you
know, you just want to be heard and you want to know that
you know, you matter and the situation so just figure Out
ways to make it your own but it really starts with with your
with yourself.
And so start thinking about what what is that?
What's happening inside of your brain?
What dialogue are you having inside of your brain?
And is it a bunch of judgments about the other person and
if it is that's fine, you know just having that awareness
like alright, what I'm saying is not actually the truth is
just its judgments about that person.
Are they always truly lazy?
Probably not probably not and so lazy is a judgment and always
is a judgment unless there are one hundred percent of the
time 24/7, you know doing things that that make you think
they're lazy but just having that awareness and that ties
into the observation versus evaluation aspect that I didn't
get to get into today, but just start really thinking about
mainly your own feelings and needs and situations and and
you can even start thinking about what's going on for that
other person and if you can't even get to trying to guess
that other person's feelings and needs that's basically like
a sign a red flag that you need to get empathy you need to
get heard about what's going on and remembering that all
conflict is a tragic expression of an unmet need and so if
you ultimately want connection with the other person it's
really this this process is the best process I've found to
ensure you get to that connection alright so let me move
on to the next slide. So that was a little bit about NVC and
now I want to just talk real briefly about restorative circles
and then restorative justice conferencing and then I'll share
some closing thoughts and answer any additional questions
that you may have.
So restorative circles are really a restorative circles always
have a structure.
There's always a purpose and there's always focus and so
circles really embody safety and Trust because you can see
See everyone in the circle.
Nothing's hidden.
There's a lot of equality to because everyone in the circle
has equal seating.
And connection is built in restorative circles, you know,
everyone shares and listens in the circle.
And so, you know, it makes sure that everyone a circle is
actually ensure that more people remain engaged and actually youth in group homes can lead circles.

You know, we're sort of circles are very prominent in school settings across the country and across the world as well.

And so you can as an educator Her or as a group home staff, you can actually have a child in the group home or in the school setting or in the Juvenile Justice setting lead the circle and people actually begin expressing themselves in ways that they rarely do outside of this structured process.

And so the perspectives the facts the stories that are shared in restorative circles actually cultivate empathy and influence behavior. and so you'd use Proactiv circles remember that 80/20 rule there so proactive circles you would use them because we know that increasing inappropriate behaviors from youth oh I'm sorry I did not mean to say that using Proactiv circles can actually you want to use them before the problem actually occurs and the reason why that is is because it improves the climate in the environment and it also helps to achieve solutions that we that we really need in group homes and so examples of proactive circles include things like celebrations circles or morning or afternoon meetings Gathering ideas for four outings and activities introducing new youth in the home things like that and responsive circles are used for healing from a larger group perspective you know a large group conflict The home or larger Community conflict even can be discussed in a restorative responsive Circle. Also, I've seen restorative responsive circles used
in the Juvenile Justice and and the education system
settings when a child is maybe coming back from let's say
a DJ residential program and they are coming back into that
school environment or maybe a child gets removed from a placement
in a group home and ends up being able to come back to that
placement. So a way to reintegrate them back in and come
up with specific strategies to help them get reintegrated.
So I did want to share a quick example.
Actually, let me respond to the this one question.
Would you put a limit on how many individuals attend that's
a great question for restorative circles.
I so I coordinate the Florida youth leadership academy program
at DCF.
So every year we have 20 teams and 20 mentors.
So each youth is matched with a mentor.
So there's 40 of us and any time we travel as a group every
other month.
I try to do things in a large Circle.
so it's 40 it's 45 people sometimes in a big circle and it's
a lot but you know we always use a talking piece that's a
very standard practice with restorative circles and really
it's a way to just make sure whoever has the talking piece
as the floor to be heard you could see I think in that picture
there on this on the right you know they're handing the talking
piece to the to the next person but for a restorative justice
conference you probably want to limit the number for that
too you wouldn't to have 40 people in a restorative justice
conference or at least I wouldn't want to I'm sure there are people and facilitators out there that would be fine with that but I'll talk a little bit more about restorative justice and a little bit but yeah for restorative circles I have I use your sort of circles with 45 people and the program that I was talking about earlier the diversion program there are typically about that same number about 35 youth every Tuesday and Thursday night learning the material practicing Material, you know we break up into dyads, but everything is done in circle.

So I wanted to share an example.

This is probably back from 2018 for training.

I was doing down for some group home staff in St. Petersburg.

And so what's really what's really amazing about the curriculum that I'm that I'm licensed in through the IRP The International Institute for restorative practices.

They the curriculum is really Hands-On in the sense that they there's a lot of experiential learning.

It's not just, you know hearing a Like this and taking it in. No, it's actually the staff get to practice the material.

And so one of the one of the activities that we do is they once they learn about restorative circles a little way more in-depth than this they break up into groups and there's actually a template that they have and they create a template of a restorative Circle.

So they determine you know, whether it's going to be a proactive
restorative Circle or a response over sort of circle.

They write the goal.

All of the of the circle and then they write out specific questions that they'll ask and whether the questions are going to be asked sequentially or non sequentially meaning is every single person in the circle expected to answer or can we do more of a popcorn style?

And so we you know, they practice their Circle we came back and they shared out with the larger group in the training what their Circle was and and they actually not only write it but they actually practice, you know responding they role play and so I asked them to actually try to use that template that evening in the in the group home.

So I said, you know tomorrow when we come back for training. I'd like to hear from you guys about you know, how it went actually actually using this template in the group home.

And so the two the two guys in the one home came back the next morning and said like it was so we had this experience last night and we used our template.

And the goal was pretty broad really just to build Connection in the circle and it was a proactive Circle and the last question or not so much question, but prompt for every single person in the circle to do was to give a compliment to another person in the circle something so simple as that and so what what they said is they have they had one youth in the in their group home that he'd been there.

I think I think they For a few months and he would he barely
spoke to anyone.

You know, he would they said he's probably said like 30 words since he's been here for the few months.

and when it was his turn to receive that compliment, he was so overwhelmed with emotion that he actually you know, he got so emotional he started crying and want to and he actually like the staff asked if he needed to, you know, step out with him and so they stepped outside of the room and and this young boy told that staff member that he had never heard anyone say something so nice to him and he was just completely Phones. And so they said, you know, that was a breakthrough moment for him. And so something just as simple as being intentional about using restorative circles.

It just shows how powerful they really are and they and they can be and I've seen it over and over again with the Florida youth leadership academy program to we do a very similar activity at the end of our trip the third trip that we travel on and And yeah, it's very at the you know, it's really powerful and really amazing.

I'm so those other videos. I'm not going to show them because you know what? We're actually doing pretty well on time, but those videos will be available for anyone to watch after the training. And so restorative justice conferencing, that's one of the most formal restorative practices meaning it requires the most amount of planning.
It's the most time-consuming things like that.

And so if you remember back a few slides there was the Continuum from informal to formal practices.

So restorative justice conferencing is definitely a responsive practice and it's this idea that the basic premise of restorative justice. Is that crime is a violation of people and relationships. Remember I said the most important aspect of restorative practices is relationships and connections.

So RJ is basically a violation of relationships rather than a violation of the law.

And RJ gives an opportunity for people to come together to talk about what happened to discuss the event to figure out who was harmed and in what way and attempt to arrive basically at some type of understanding about what can be done to repair the harm.

And so the person who did the harm that the caveat with RJ is that the person who did the harm often referred to as the offender, but we say, you know the person who did the harm does have to take accountability for what they did to move forward with an RJ conference if they're saying that if they're denying, you know, the behavior and what happens then you just simply wouldn't use an RJ conference.

So it almost like flips on flips criminal justice how we operate in our criminal justice system on its head, you know, you think about you think about the courtroom and you think about plea Bargains and and the offender not speaking in court it really it takes all of that and how we typically
operate and and flips it on its head.

Like I said, and so I wanted to show a quick little video
here about why we need restorative justice.

Brown do you mind playing that for me?

There we go.

Hopefully you learned a little bit about more about restorative
justice through that video.

And the last thing that I want to say here on this slide
is that as the as the facilitator of a restorative justice
conference, you actually meet with the individuals prior
to pulling everyone together.

So you meet with the person who did the harm and the person
who are people who were harmed and you identify their supporters
who they would want in that RJ conference.

And that's where you really determine whether a restorative
justice conference would be effective to move forward with
so is the person taking accountability for the harm that
they caused and does the person and people who are harmed
want to be there.

Now, they don't always have to be there you can use, you
know, pseudo victims.

So to speak who can who can play that play that role and
vice versa as well for the person who did the harm if that's
the method that you know, the people want but when I'm training
in group homes All the the staff actually learn after the
four-day training their they are ready to facilitate their
own restorative justice conferences.
So just because you sat through this training, you know, doesn't mean you're ready to facilitate a conference by any means that'll be that's taught in the actual training.

I'm so the last thing here is is really just some closing thoughts that it's really up to us as the adults that work in our systems systems of care to change how we interact with with the young people and and always try to improve how we interact with them and so we really have to get serious about deeply training ourselves to respond in ways that create explicitly emotionally safe environments and so so schools Juvenile Justice systems many systems all across the country and the world are already using restorative justice and restorative practices I was actually really excited because the other day on the news if you watch CBS at about 9:30 the other morning they had a about a 10 minute clip on restorative practices in some schools I believe it was in Detroit but I may be mistaken in that City but they've had port In Pilot schools where every single person in that school from the youth all the way to you know, administrators and the lunch lady's the janitors the teachers everyone is trained and they have seen unbelievable results in the drops and suspensions and expulsions.

So there's many many articles and and research out there that backs this work and supports it and proves its effectiveness.

And so we really have to make a commitment to really try to evolve our own communication patterns as well.

Hopefully you learned a little bit from the nonviolent communication
section. I did see a question in there from sedov.

And she said have you how have you used NVC in your own personal life? And that's a really good question is enough.

She is one of my good friends.

And so I use it in the sense of with my family.

It was just hard.

It's really really hard to use this process with your family.

And like I said, especially if you're in a conflict with the other person, but with my friends, I really tried to stick with empathy with them first without giving them my advice on how to fix the situation.

That's really how I've used the process for my own personal life and I've seen a lot of changes in my relationship since I started learning the process.

I don't get as angry as quickly.

With people because I'm able to try to really figure out where they're coming from and what's going on for them.

And so it's been really impactful in that way for my for my personal life as well as professionally.

And so I'll wrap up with a few if you are in a group home and you're listening to this training.

We I am able to offer virtual trainings.

Like I said earlier the group that I'm licensed Through The International Institute for restorative practices, actually this month like in the last week have completely transferred their their training materials to make them virtual for people and so I think the training materials are going to be posted.
in the next week or so.

So starting probably mid-November.

I'll be ready to offer the trainings virtually.

There's a little bit more flexibility in terms of the timing
of the trainings.

Typically, they're done in a four-day 8-hour day training
and before COVID I would break that up a little bit into
two separate trainings and only do half days, but with virtually
there's definitely even more flexibility with the timing
of that so Contact me.

My phone number.

My work cell is listed on the slide as well as my work email
and also the conflict resolution support program that story
I was telling you about zooming with some of the youth that
is available as well.

It's more of an informal process that I just get on Zoom
with them and and start talking a little bit about MVC but
more so modeling the process not saying not teaching about
NBC but more just giving empathy to people and and coming
up with strategies to try to help resolve any conflict
that they're dealing with.

So with that I'll stop there and Ron have their have you
seen any other additional questions that may have come in?

I could stroll in jump in here.

Hi, good morning gents Janelle.

I don't see any questions other than the last one you read
any regards to would you put a limit on how many individuals
attend? Perfect.
So it looks like you got them all awesome.
But we can give a little bit of time because I know we have
a few minutes so we can give a little bit of time if folks
want to put their questions in the chat window.
They're more than welcome to do that.
Now if you can think of anything.
So, thank you both.
Okay, so we do have something that came in says how difficult
is it for the facilitator not to form judgments when meeting
the participants prior to the actual restorative session
happening. That is a really great question Linda the great
question there.
So yeah, so it is hard not to form opinions.
And so sometimes if the facilitator is too involved with the
situation at hand, that's when you would get a different
facilitator to come in and facilitate.
So if the facilitator is already somewhat wrapped up into
the conflict, I would not recommend having that person facilitate
and it's almost like an internal check.
You need to check with yourself with your going to be biased
in that situation.
That's probably another reason why you why you wouldn't but
your role is really as the facilitator to remain as not not
I guess like present as possible in the sense of your role
is really just to to ask the questions to the people and
and and you know, make sure that the Agreements are being
that you know, no one's talking over one another cetera.

So your roll it there is a way with restorative.

Justice conferencing to infuse nonviolent communication into
it and by that, I mean, you know the facilitator can pause
and after someone shares something they can reflect what
they're hearing that person say or you can have someone else
in the circle do that.

So so there's different ways to involve the facilitator in
that way, but but yeah, hopefully that answered your question

Linda Thank you, Michelle for that comment.

I'm glad it was informative.

Yeah, and I agree with that as well because I just the part
where you're talking about the responses.

I was thinking about myself and how sometimes I think I do
that where you offer judgment versus and you think are your
at offering advice and you think you're doing a really good
thing, but the person maybe just needs to be heard, so I
thought that was really really informative pretty good.

Thank you.

Yeah, I can't it's not that advice-giving is wrong.

I just you know, you always want to ask the other person
if they're open to hearing your advice.

And every time I asked a young person that they're always
like yeah, I want to hear like I want to go to say but it's
really just having that choice and choices so important for
people. Yeah, I have I hadn't heard of NVC before but it
seems like it's a really really good practice to use.
Yes.
Yeah.

We're actually there's a group of us.

We recently formed a non-profit here in Aha see called connection first and so I'm the one of the co-executive directors of it. But what we're really aiming to do with that nonprofit is expand restorative practices and NVC locally here in Lyon County. So we you know, we serve in Leon County.

There's 800 youth that are arrested every year on average and only about 50 go through our local restorative justice diversion program that program that I mentioned earlier and so we really want to increase that number and and basically offer more youth the opportunity to have a restorative justice conference and the data is overwhelmingly backs restorative justice that people are less likely to offend to reoffend after they go through a restorative justice conference.

So not only does it.

Does it repair and restore the harm but it also prevents in many cases.

It prevents that that person from coming back into the system.

So We're looking locally to expand restorative justice for Youth and you know, we're already contracted with dr. Cindy Big B.

She's in three Leon County schools and one in Jefferson County to train the staff and the youth on restorative practices and nonviolent communication.

So there's some exciting stuff that's happening.
Right?

It sounds very necessary to it.

Almost.

I mean, I think it would be really beneficial.

So just even for kids that may have not experienced, you
know may have not offended but just almost like a learning
like a printed like you're talking about a preventive method
exotic. Yeah, perfect.

Well, it looks like we don't have any additional questions.

So I guess we can go ahead and end our training for today.

I see that you have your email and phone number here.

So that folks need to reach you in any way they can do it
do that there.

Yes, so, thank you so much for the information, and we look
forward to having you back.

Yes.

Thank you everyone for attending.

I really appreciate it, and I hope you learned a little bit
today, and I hope everyone has a great day.

Thanks everyone you as well.