

National Partnership for Juvenile Services - 2018

Encouraging More Restorative Juvenile Justice Service Programs: How to build and evaluate restorative justice into current programs.

- Valerie Glass, Terri Masiello & Susan Smith

Note: This is a working document and may change over time and with input from practitioners.

Restorative Justice - a definition:

CREATING A NON-VIOLENT JUVENILE JUSTICE SYSTEM, Prepared by The International NGO Council on Violence Against Children, 2013

“Restorative justice aims to address the root causes of offending behaviour by helping children in conflict with the law to understand the consequences of their actions. The restorative model asks children to take responsibility for repairing the harm they have caused, thereby encouraging them to show their capacity for change and positive action. Through guided interactions between these children and those who have been negatively affected by their behaviour, communities come together in an effort to restore harmony and find mutually beneficial solutions that promote children’s full reintegration into society. Appropriate restorative justice responses can be placed along a continuum from simple to complex, depending on the level of involvement warranted. Restorative justice measures build on the strengths of traditional justice systems to provide effective, flexible and locally appropriate responses. Even where national resources are scarce, communities can build programmes that support the rights, growth, development, rehabilitation and reintegration of children in conflict with the law. Restorative approaches are particularly well-suited to diversion, as they offer a means to address the offence outside the formal justice system. By the same token, restorative elements may also be incorporated into dispositions to provide more suitable non-custodial measures.”

Using the **Restorative Service Standards** of the Restorative Justice Council <https://restorativejustice.org.uk/>, and the **five (5) R’s of Restorative Justice** (Relationship, Respect, Responsibility, Repair & Reintegration), we have expanded Standard 5, Service Delivery,

- to a user-friendly format designed to provide a restorative service ordinal scale,
- capable of being utilized by any juvenile offender program,
- to help support the delivery of high quality restorative services and the development of their practitioners, and
- to be able to assess the quality of their own provision of restorative services across all delivery sectors.

~The editors of this document take this opportunity to gratefully acknowledge the multitude of Restorative Justice documents utilized to compose and compile this ordinal scale and associated wording. It has been produced primarily for the following uses – all of which, working together, will ensure that the standards are actually implemented:

Participants: to have access to a detailed explanation of the kind of service they should expect from restorative justice practitioners;

Practitioners: to reflect on how they can sustain or improve the quality of their work;

Line managers and case supervisors: to reflect on how they can better support and monitor best practice;

Organizations delivering restorative justice: to monitor and assess the quality of their service-provision;

Funders: to establish criteria by which existing services or proposals to implement new services are evaluated;

Trainers: to develop courses and procedures manuals;

Institutions providing awards or qualifications: to design curricula content and structure;

Researchers: to design monitoring and evaluation tools.~

Relationship: Restorative practices recognize that when a wrong occurs, individuals and communities feel violated. It is the damage to these relationships that is primarily important and is the central focus of what restorative practices seek to address.

Relationships may be mended through the willingness to be accountable for one's actions and to make repair of harms done.

Description	Least Restorative	Somewhat Restorative	Mostly Restorative
Address damage to relationships through a formal restorative process, when appropriate	<ul style="list-style-type: none"> ● Individual process, without family or community involvement ● Offender not faced with the full impact of his/her behavior on others ● Little or no community involvement to hold offender accountable and provide a network of support 	<ul style="list-style-type: none"> ● Settlement driven process. ● Meeting or mediation structure ● Dialog between 2 or more stakeholders ● Participants listen respectfully ● Limited preparation before process with no pre-conference with participants 	<ul style="list-style-type: none"> ● Dialogue-driven process ● Typically five + hours to include pre-conferences with all stakeholders and a restorative conference. ● Inclusive process for family and other stakeholders. ● Significant community involvement to hold offender accountable and provide support
Address feelings of being harmed	Youth is “told” by staff/volunteer or someone other than the affected party what the experience entailed.	Expression of emotions are limited with the focus being on settlement and documentation.	Restoration of the emotional and material losses resulting from crime is far more important than a settlement with a written document.
Focus on building and maintaining positive relations; not just on repairing relationships	<ul style="list-style-type: none"> ● Simple apologies are made. ● Apologies may or may not be real. An insincere apology extended to a victim may cause more damage to an already sensitive situation or relationship. 	<ul style="list-style-type: none"> ● Youth are more likely to treat others well when they know and feel connected to the people around them. ● Encouragement of student voice in the learning process. 	<ul style="list-style-type: none"> ● Heartfelt apologies are given and processes are in place to show that the youth has learned from the experience. ● Victim is notified upon completion.
Strengthening Community Relationships	Hierarchical authority models	<ul style="list-style-type: none"> ● Participation by the community through education of RJ theory, volunteerism in schools and conferences, leading to a building of investment, ownership, and personal responsibility. 	<ul style="list-style-type: none"> ● Acknowledgement of a collective responsibility for addressing youth offenses. ● Engaging the community in processes of accountability, support, and healing by using informal social control to create a

		<ul style="list-style-type: none"> Relationships springing from within a framework of restorative principles and values are ultimately strengthened by the resolutions and actions emerging in the aftermath of crime, creating a new, stronger cycle of interconnectedness that supercedes the destructive cycle of fear, alienation and crime. 	<p>social contract to build a harmonious community.</p> <ul style="list-style-type: none"> Citizens and victims must be actively involved in preventative processes such as alternative dispute resolution, as well as offender rehabilitation and risk management. Criminal justice systems work in partnership with people—as supporters and facilitators of deeply held community values. Community protection is more broadly defined to include structuring the offender’s time in the community, developing a continuum of sanctions and incentives, and building the preventive capacity of community institutions.
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Respect: Respect is the key ingredient that holds the container for all restorative practices, and it is what keeps the process safe. Every person is expected to show respect for others and for themselves.

Restorative processes require deep listening, done in a way that does not presume we know what the speaker is going to say, but that we honor the importance of the other's point of view. Our focus for listening is to understand other people, so, even if we disagree with their thinking, we can be respectful and try hard to comprehend how it seems to them.

Description	Least Restorative	Somewhat Restorative	Mostly Restorative
<p>Neutrality – practitioners are human beings and in many cases may not be neutral to the harm that has been caused. However it is</p>	<ul style="list-style-type: none"> Moral neutrality of a mediation that defines everything in the morally neutral language of conflict. Focus is on staying neutral, even of the nature of the offense. 	<p>The restorative justice concern with repairing <u>injustice</u> is leading the process instead of the theory that <u>conflict</u> itself is integral to building a just community.</p>	<ul style="list-style-type: none"> Restorative processes are fair and unbiased towards participants. One of the many skills required of a practitioner is the ability to conduct an often highly emotional process in a neutral and measured fashion, and

<p>important that such biases are not permitted to affect the neutrality of the restorative process, which should not be conducted in such a way as disadvantages or discriminates against any one participant or party.</p>			<p>respect is key to delivering restorative interventions in this way.</p>
<p>Safety – Relational, Practitioners must be mindful of any inherent biases that could affect their ability to offer a neutral restorative process to any person on the basis of their particular status or background – for example, their race, gender, offending history, disability, or socio-economic or political background.</p>	<p>Programs and staff/volunteers are unaware or unwilling to be mindful of inherent biases.</p>	<ul style="list-style-type: none"> ● At a minimum, staff/volunteers will recognize when risk is unacceptable and end the process safely. ● They are able to identify promptly and accurately any signs that indicate potential harm and intervene immediately to protect individuals. 	<ul style="list-style-type: none"> ● Processes and practice aim to ensure the safety of all participants and create a safe space for the expression of feelings and views about harm that has been caused. ● The community must ensure that the process gives equal protection to all and is respectful of all cultures and backgrounds (racial, ethnic, geographic, religious, economic, age, ability, family status, sexual orientation, and other).
<p>Accessibility - the offer of a restorative process is available to anyone who has experienced harm or conflict with the consent of all</p>	<p>The offer of a restorative process is subject to the referral by an authority figure.</p>	<p>The offer of a restorative process is widely marketed and communicated as an available resource to the community at large.</p>	<ul style="list-style-type: none"> ● Restorative processes are non-discriminatory and available to all those affected by conflict and harm. ● Availability is shown at every level of the youth’s judicial process.

<p>parties and where it is safe to do so.</p>			
<p>Informed Choice – Participation is voluntary</p>	<p>Voluntary for victim but required of youth regardless of whether he or she takes responsibility.</p>	<p>Voluntary for victim and youth offender, who is encouraged to take responsibility for his/her role.</p>	<p>To enable participants to make an informed choice about the restorative justice process, the staff/volunteer will need to work with individual participants to decide which restorative justice process, if any, is appropriate, by</p> <ul style="list-style-type: none"> ● seeking participants’ views as to which process would best meet their needs, ● informing participants about the likelihood of strong emotions being expressed; ● and assessing with them their ability to cope with their own and others’ strong emotions, ● giving participants clear information about the expectations or preferences of the other participants regarding the process, that is, where they have agreed for this information to be shared, taking into consideration, in decision making about the process, your risk assessment of the situation, and the measures you have in place to manage the risk.
<p>Informed Choice - Participation achieved through cooperation rather than coercion.</p>	<p>These factors are <u>not</u> considered of the offender:</p> <ul style="list-style-type: none"> ● Limited comprehensibility and suggestibility ● Voluntary participation and what that means to them ● Concerned about their reputation more than repairing harms caused to victims 	<ul style="list-style-type: none"> ● When participation is not through direct contact of the involved persons, either one or both agree that it would be beneficial for them to discuss the harm and its impact in a restorative manner, taking into account that while such an approach can have genuine restorative justice outcomes, it 	<ul style="list-style-type: none"> ● The admission of responsibility by the offender for the offence is an essential part of the restorative justice process, and cannot be used as evidence against the offender in any subsequent legal process. ● All agreements must be made voluntarily and contain only reasonable, proportionate and clear terms.

	<ul style="list-style-type: none"> ● Keeping clean records and moving forward ● To look better in the eyes of the court ● They are vulnerable to coercive efforts from program providers to participate ● Lack of power to speak up or resist pressure from authority 	<p>is, by nature, limited or less effective than restorative justice processes that involve some form of communication, in terms of delivering the full potential of restorative justice.</p> <ul style="list-style-type: none"> ● The decision to use such an approach should be taken only if there is sufficient evidence that this is the most effective and beneficial restorative justice process possible, in light of the circumstances and choices of the participants. <p>Example: Teen Court</p>	
Language	<ul style="list-style-type: none"> ● Using “victim” and “offender as identifying terms for youth. ● Encouraging/pressuring for “forgiveness” or “reconciliation.” 	Inexperienced or untrained staff/volunteers who try to use appropriate language, and are sometimes helpful and sometimes hurtful.	<ul style="list-style-type: none"> ● Communication with potential and actual restorative practice users are appropriate for their needs. ● Careful language to include “those that were harmed” and “caused harm to others.” ● Avoiding words that pressure or prescribe behavior.
Facilitators – Has thorough knowledge of the harms done and needs of the participants throughout the process.	<p>The staff/volunteer is <u>not</u> trained in a humanistic or transformative model,</p> <ul style="list-style-type: none"> ● thereby highly directive, ● doing most of the talking ● and not encouraging direct dialogue between the involved parties. 	<p>At a minimum, the staff/volunteer must demonstrate self-awareness, which includes</p> <ul style="list-style-type: none"> ● the ability to be aware of their own prejudices and set them aside, ● assess boundaries of their own knowledge, ● experience and confidence in handling each specific case, ● and recognize when to seek help where necessary. 	<ul style="list-style-type: none"> ● Restorative interventions are delivered only by those individuals with relevant skills, experience and knowledge. ● Use of a humanistic or transformative model.
Facilitator Competency: Knowledge of RJ Processes, Principles,	Staff/volunteers believing they can provide restorative justice practices without training or without being	Professional training provided through vetted sources along with mentoring by experienced staff/volunteers.	<p>Employment practices to include:</p> <ul style="list-style-type: none"> ● Create job descriptions that reflect restorative practices,

<p>Standards & Guidance, and varied context where RJ is used</p>	<p>mentored by an experienced practitioner.</p>		<ul style="list-style-type: none"> ● demand strong collaboration skills, expect non-punitive methods of conflict resolution, ● and expect annual training on restorative practices. ● Recruit personnel that have the appropriate skills and reflect the diversity of community. ● Create positions or roles that reflect restorative principles such as “Restorative Justice Planner,” “Victim Liaison Volunteer,” and “Reparative Board Member.” ● Perform staff-appraisals that credit restorative efforts on the job. ● Offer on-the-job training in victim advocacy and victim sensitivity. ● Use restorative principles in supervision, management, and personnel action. ● Allocate work time for staff involvement in community justice/conflict resolution development in the community in where they live.
<p>Dignity – Parties are given the same level of respect</p>	<ul style="list-style-type: none"> ● Staff/volunteers do not work with youth to prepare them to take responsibility ● No acknowledgement of the harm caused ● No protocols in place to guide victim involvement 	<ul style="list-style-type: none"> ● Youth prepared by staff and expected to take responsibility <u>after</u> listening to the impact of the harm on others. ● Process involves addressing the harm from the victim’s perspective ● Protocols in place to guide victim involvement with attention to avoid re-victimization 	<ul style="list-style-type: none"> ● Youth takes ownership of the harm done and actively participates in finding a way to repair the harm. ● Victims are continually given choices throughout the process: where to meet, when to meet, who they would like to be present, etc.
<p>Confidentiality of discussions</p>	<p>No regard given to whether the information could cause further serious harm, or plans for when a</p>	<p>Staff/volunteers and programs</p> <ul style="list-style-type: none"> ● record for each item of information whether it is for 	<ul style="list-style-type: none"> ● It is intended that all discussions within the restorative justice process, other than those

	<p>supervisor or more experienced staff/volunteer should, if possible, be consulted for guidance as to what to pass on.</p>	<p>the staff/volunteer alone at this point or whether the relevant individuals have agreed to share this information with other participants either as part of an indirect communication or prior to any direct communication;</p> <ul style="list-style-type: none"> ● record how each item of information is to be shared, for example, by phone, letter or face to face; ● record information in a way that makes it possible to relay information to one participant without disclosing sensitive risk assessment information about the other participant(s), or any other information that they have not agreed to share with the other participant(s); ● ensure that information is recorded and stored in a way that takes account of agency arrangements for confidentiality of records. 	<p>conducted in public, be confidential, unless the parties agree otherwise; their disclosure to authorities is required by law; or, the discussions reveal an actual or potential threat to human life or safety.</p> <ul style="list-style-type: none"> ● These discussions may not be used in any subsequent legal process other than in the circumstances described above. ● In addition, the admission of responsibility by the offender for the offense is an essential part of the process, and cannot be used as evidence against the offender in any subsequent legal process.
<p>Preparation of youth</p>	<p>Youth are expected to participate and are given little to no consideration for their maturity, disabilities, traumas, comprehension, communication skills, and suggestibility.</p>	<p>Attempting to draw upon the strengths of both offenders and victims, rather than focusing upon their deficits.</p>	<p>Youth are evaluated for their ability to participate effectively, looking for comprehension, suggestibility, communication skills, emotional maturity, trauma, and disabilities.</p>
<p>Preparation involves a number of key areas including risk assessment and management, developing a</p>	<p>Risk assessment and relationship building not a priority.</p>	<p>At a minimum, programs have assessed any risk considerations relating to:</p> <ul style="list-style-type: none"> ● the participants' feelings, attitudes and behaviour 	<p>Programs have</p> <ul style="list-style-type: none"> ● Developed facilitation guidelines based on youth capacity and characteristics (screening and preparatory phases) and record risk concerns, ways in which they might

<p>rapport/relationship with the participants, securing the necessary consent(s), obtaining relevant information and understanding and managing expectations of the process.</p>		<ul style="list-style-type: none"> ● whether their expectations of the process are realistic ● their motivation for being involved ● substance abuse and mental health issues ● the need for any more formal assessments ● any physical or learning disabilities, mental impairment or ill health ● the emotional resilience of individuals and ability to cope with the process ● any previous history between the participants ● power imbalances between individuals 	<p>be addressed, and refer to the appropriate level of management and/or partnership agency.</p> <ul style="list-style-type: none"> ● Rigorous eligibility criteria is in place (establishing eligibility criteria that include not only “common” checklists currently used, such as acknowledgement of guilt and seriousness of offense, but whether young offenders are cognitively and developmentally mature enough in terms of comprehensibility, emotionality and communication capacity). ● Staff/volunteers have identified what specific skills or abilities youth offenders lack, such as verbal ability, and addressed these issues during preparation. ● Assessed cases for the presence of any complex issues of intimidation and vulnerability, which would require referral to link to a senior restorative justice practitioner, other professionals or to a specialist support service outside the field of restorative justice and access any existing assessment information relating to previous actions that have caused harm, mental health or substance abuse.
<p>Power imbalances can interfere significantly with communication, by setting the terms of debate and closing down some avenues</p>	<p>These factors are <u>not</u> considered:</p> <ul style="list-style-type: none"> ● An inherent power imbalance between offenders and other participants, including facilitators (exacerbated 	<p>At a minimum, staff/volunteers will recognize when risk is unacceptable and</p> <ul style="list-style-type: none"> ● end the process safely, ● and will assess the impact of any power imbalances that exist, and plan a structure or 	<ul style="list-style-type: none"> ● It is important for staff/volunteers to be highly sensitive to the complex dynamics of power relationships. ● They have to be able to recognise power imbalances where they exist,

<p>of discussion. They also can arouse strong emotions, and these in themselves can interfere with open and accurate communication. Power imbalances can also be conveyed through communication, through the words we use, our tone of voice, and very strongly through body language</p>	<p>because of nervousness of youth offenders)</p> <ul style="list-style-type: none"> • Youth offenders frequently fail to express their emotions, such as remorse, due to their nervousness • Risk that youth offenders may be coerced to accept what they are not willing to do, such as apologize or enter into an agreement (pressured to offer apologies to victims). • Coerced apologies may negatively affect the “ethical identity” of youth offenders, where such coercion functions to discourage offenders from critically and positively absorbing and reflecting on their experiences. 	<p>select a process which is likely to minimize the impact of these imbalances.</p>	<p>and learn how to act appropriately and confidently within them.</p>
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Responsibility: For restorative practices to be effective, personal responsibility must be taken. Each person needs to take responsibility for any harm they caused to another, admitting any wrong that was done, even if it was unintentional.

Taking responsibility also includes a willingness to give an explanation of the harmful behavior. All persons in the circle are asked to search deeply in their hearts and minds to discover if there is any part of the matter at hand for which they have some responsibility. Everyone needs to be willing to accept responsibility for his or her own behavior.

Description	Least Restorative	Somewhat Restorative	Mostly Restorative
<p>Stakeholder Involvement - Those directly affected determine the outcome.</p>	<ul style="list-style-type: none"> • Crime violates the state and its laws, Community is sidelined and represented by State, and State action is directed at offender - victim is ignored. 	<p>In a restorative framework, concepts like authority, responsibility and accountability become concrete applications involving all who are affected by crime, rather than abstract and unrealistic expectations externally imposed upon offenders.</p>	<ul style="list-style-type: none"> • Empowerment means halting the state from ‘stealing conflicts’ from people who want to hang on to those conflicts and learn from working them through in their own way. • Restorative agreements are invalid without the full, informed and free

	<ul style="list-style-type: none"> • Converting conflict from an issue between concrete parties to an issue between one party (offender) and the state. • Additionally, the process leads to segmentation of participants by role, space, age, race, and gender, resulting in: <ul style="list-style-type: none"> • depersonalization (fewer and smaller social circles exist where participants know all the significant roles of each other) • destruction of some conflicts (people mean less to each other so they feel less of a loss in a conflict) • making some conflicts invisible (social isolation allows domestic violence to go unseen, large organizations can victimize the poor and no one seems to notice) 		<p>consent of every participant to the restorative process.</p>
<p>Taking Responsibility for one's actions.</p>	<ul style="list-style-type: none"> • Response involves little or no acknowledgement of the harm or impact of the behavior on others 	<ul style="list-style-type: none"> • Acknowledging the impact of the harm is part of how the youth takes responsibility • May not necessarily involve direct contact with the victim (mentoring, etc.) 	<ul style="list-style-type: none"> • Youth takes ownership of their actions through the acceptance of the responsibility • Youth actively participates in the discussion to determine how the harm will be repaired • Staff follow up with youth to insure that the harm is repaired.
<p>Willingness to give an explanation of the harmful behavior; to name and acknowledge the wrong doing.</p>	<ul style="list-style-type: none"> • Quick assumptions made by the facilitator as to the impact on the youth and those harmed. • Limited or no preparation of the parties or ability to foresee possible difficulties that could 	<p>Some mentoring and conflict coaching with the youth to assist in the understanding of the harm done.</p>	<p>Preparation: before the encounter, the program has fully prepared all parties to come together. Conflict coaching.</p>

	easily abort any movement toward restoration.		
Facilitator acknowledges the “harm done.”	The staff/volunteer lacks the necessary background details, leading to uncomfortable moments when new information is disclosed or parties are not ready to have a respectful discussion of the harms done.	<ul style="list-style-type: none"> • The staff/volunteer uses affective (emotionally rich) language when praising or confronting youth by applying feeling words and references to concrete behaviors. • The focus is on impact of the harm done. 	The facilitator is well prepared through pre-conference discussions, to lead the conference by including the 5 R’s of relationship, responsibility, respect, repair and reintegration.

Repair: The restorative approach is to repair the harm that was done to the fullest extent possible, recognizing that harm may extend beyond anyone's capacity for repair. It is this principle that allows us to set aside thoughts of revenge and punishment.

Once the persons involved have accepted responsibility for their behavior and they have heard in the restorative process about how others were harmed by their action, they are expected to make repair. It is through taking responsibility for one's own behavior and making repair that persons may regain or strengthen their self-respect and the respect of others.

Description	Least Restorative	Somewhat Restorative	Mostly Restorative
Defining Repair: “Restorative Justice outcome” means (a) the emotional, cognitive and relational benefits felt by the participants during and following a Restorative Justice process, such as feelings of safety, increased self-esteem, the letting go of anger, increased empathy,	<ul style="list-style-type: none"> • Youthful offender is the main client to be tracked, punished, and controlled by utilizing impersonal punishments and sanctions. • Juvenile justice systems have long struggled with the inherent tension between their role in meting out punishment for violations of law and their role as an authoritative force for bringing about constructive behavior change. • Traditionally, any group of agencies referred to as a 	<p>At a minimum, programs should enable the participants to</p> <ul style="list-style-type: none"> • think and discuss what forms of reparation may be helpful, realistic, and can be effectively carried out, • taking into consideration the abilities of the person responsible, • what reparation would be appropriate to the harm caused, • and to whom the reparation should be made, • the need for reparation activity to be clearly defined, • measurable and supported by the participants, 	<ul style="list-style-type: none"> • Meets the needs of all participants. • The primary aim of restorative practice is to address and repair harm. • Recognition that while obligations may be difficult for offenders, they should not be intended as harms and they must be achievable.

<p>and so on; it also means (b) an outcome agreement or action plan reached as a result of a restorative justice process, which may include tasks and programs aimed at meeting the individual and collective needs and responsibilities of the participants. This may include tasks that seek to address, either practically or symbolically, loss or damage experienced by the person harmed, and programs for the person responsible that seek to address the underlying causes of their behavior (such as anger management, substance misuse, peer pressure, and so on).</p>	<p>“justice” system has been charged with addressing 1) the need to sanction crime, 2) the need to support offender rehabilitation, and 3) the need to enhance public safety.</p> <ul style="list-style-type: none"> • Often they are also asked to restore losses to victims to the greatest extent possible. • These needs provide the basic rationale for government offender rehabilitation and thereby provide repair. • Performance objectives include efficient administration of punishment, service provision, compliance with rules of supervision, complete treatment, changes in offender attitude, avoid negative influence of designated people places and activities, attend and participate in treatment activities, improved family interaction, and some removal of offenders from community, retribution and deterrence. 	<ul style="list-style-type: none"> • whether appropriately trained supervisors are available to supervise reparative work, • the support available to help the person responsible to complete the agreement, • the timing of any financial, practical or emotional reparation, • and a schedule for completion, • any health and safety implications of the proposed reparation, • whether insurance is in place to cover any practical work planned, • any other practical issues relating to costs, transportation etc., • and whether reparation has been agreed with the free informed consent of everyone present. 	
<p>Restitution, monetary and otherwise.</p>	<ul style="list-style-type: none"> • Focus is upon determining the amount or type of restitution to be paid. 	<p>At a minimum, when producing an outcome agreement that could result in prosecution if not complied with,</p>	<p>Primary focus is upon</p> <ul style="list-style-type: none"> • providing an opportunity to talk directly, to allow for expression of the full impact of the offense upon their

	<ul style="list-style-type: none"> ● Restitution viewed as punishment rather than reparation. 	<ul style="list-style-type: none"> ● ensure that correct (inter-agency) procedures are followed and inform participants about monitoring arrangements and the consequences of non-compliance. ● This includes making it clear who will be monitoring the contract and clearly setting out what actions will be followed if the contract is not complied with. 	<p>life, to receive answers to important questions they have,</p> <ul style="list-style-type: none"> ● to allow for youth to learn the real human impact of their behavior, ● and for all to participate in the agreement process. ● Restitution is used as a way to increase youth’s understanding of the concrete nature of the harm committed.
<p>Competency Development defined as the process by which juvenile offenders acquire the knowledge and skills that make it possible for them to become productive, connected, and law abiding members of their communities.</p>	<ul style="list-style-type: none"> ● Youth are a recipient of services. ● Services are time-limited ● Response is focused on task completion or a duration of services ● Goals are pre-determined by the program 	<ul style="list-style-type: none"> ● Youth are active participants in the process and build a sense of personal ownership in the outcome. ● Program staff develop goals and activities based on developing new knowledge and skills for youth to become productive, connected and law abiding members of their communities ● Activities may include cognitive skills and decision-making skills with a focus on community involvement and positive interaction with other adults and peers ● <i>Needs are identified to determine general areas of strength and weakness</i> 	<ul style="list-style-type: none"> ● Youth are engaged in productive, hands-on experiences with opportunities to learn or practice skills, strengthen relationships with pro-social adults in the community, and increase bonds to positive groups/institutions. ● Youth are active participants in the process to set goals and develop a plan to achieve the goals. ● Opportunities are hands-on and authentic ● Youth acquire the knowledge and skills that make it possible for them to become productive, connected, and law abiding members of their communities ● five core competency domains: <ol style="list-style-type: none"> 1. Pro-Social Skills 2. Moral Reasoning Skills 3. Academic Skills 4. Workforce Development Skills 5. Independent Living Skills

Setting aside thoughts of revenge and punishment	<ul style="list-style-type: none"> • Range from lack of respectful listening to shouting and intimidating. • The empowerment of one is purchased at the price of domination of others. 	Forgiveness and apology are gifts; they only have meaning and power if they are freely chosen by those who give them in response to an injustice.	Results are measured by how much repair was done rather than by how much punishment was inflicted.
Community Service	<ul style="list-style-type: none"> • Court orders a specific number of hours with no victim or community input. • Service projects are demeaning. Community service is viewed by the community and offender as punishment. 	Youth and family are involved in the selection of appropriate community service opportunities, and a variety of possible sites are available.	<ul style="list-style-type: none"> • In person contact to hear how the harm has affected them, and to ask if there is a meaningful type of community service they would like to see completed. • Involvement of community in identifying projects valued by the community and youth. • Projects may involve offender and community working side by side. • Contribution is acknowledged in public. • Service gives opportunity for youth to gain or enhance meaningful competencies and skills.

Reintegration: For the restorative process to be complete, persons who may have felt alienated, must be accepted into the community. Reintegration is realized when all persons have put the hurt behind them and moved into a new role in the community.

The person having shown him or herself to be an honorable person through acceptance of responsibility and repair of harm has transformed the hurtful act. This reintegration process is the final step in achieving wholeness.

Description	Least Restorative	Somewhat Restorative	Mostly Restorative
Stakeholder Involvement	Avoid face-to-face engagement.	Process is overseen by a neutral 3rd party, such as Teen Court or Victim Reparation Board who decides on the consequences imposed upon the offender.	Communities are invited and encouraged to <ul style="list-style-type: none"> • actively participate in partnership with the justice system, • to promote community safety and vitality,

			<ul style="list-style-type: none"> ● and the restoration of broken relationships caused by crime and delinquency.
Empowerment	Stop believing that children can grow, learn and change.	Encourage collaboration and reintegration rather than coercion and isolation.	<ul style="list-style-type: none"> ● Youth empowerment is a process where young people are encouraged to take charge of their lives. ● They do this by addressing their situation and then take action in order to improve their access to resources and transform their consciousness through their beliefs, values, and attitudes. Youth empowerment aims to improve quality of life. ● Youth empowerment is achieved through participation in youth empowerment programs.
Strengthening self-respect	<ul style="list-style-type: none"> ● Rules and intent outweigh outcomes ● The stigma of crime remains ● No opportunities for remorse or amends. 	<ul style="list-style-type: none"> ● Caring adult leaders communicate a feeling of self-worth to the youth ● Adult leaders help youth by providing opportunities to be involved and achieve. 	<ul style="list-style-type: none"> ● Focus is on repair of social injury. ● Offender is responsible for his/her behavior and repair of the harm done ● The stigma of crime is removable with possibilities for amends and expressions of remorse.
Re-entry into the Community - Youth who receive effective reentry and aftercare services are more likely to attend school, secure jobs and reoffend less.	<ul style="list-style-type: none"> ● In the aftermath of criminal victimization, victims often have real fears resulting from actual threats or intimidation from the defendant/offender or others. ● They may also experience perceived fears resulting from the trauma of victimization. ● Fear in the community often is based on 	<ul style="list-style-type: none"> ● Greater community involvement will dispel myths and reduce unwarranted fear of juveniles which isolates youth from conventional adults. ● In many cases the community is better able to monitor offenders than juvenile justice professionals. ● Community involvement creates connections which can offer support to juveniles that 	<ul style="list-style-type: none"> ● All persons have put the hurt behind them and moved into a new role in the community. ● Community support is essential for successful reintegration of juvenile offenders.

	perceptions rather than actual risk.	<p>can continue after they leave the system.</p> <ul style="list-style-type: none"> Community sanctions for harmful behavior are generally a more effective deterrent than legal sanctions. 	
Prompt resolution	Juvenile courts are often overwhelmed with massive caseloads and extensive backlogs, and cases are further stalled by bureaucratic procedural requirements and frequent adjournments.	Appropriate length of service programs and sanctions for youth are researched, implemented, and the programs are held accountable to stay within the determined length of processes.	Recognizing that time may pass more slowly for children, cases involving children are prioritized and resolved promptly and without delay.

Final thoughts: All justice professionals have some responsibility to improve the system, and RJ offers a common umbrella under which many disciplines and the community can work together. ~and~ “Children *grow up* in communities, *not* programs. Development is most strongly influenced by those with the most intensive, long-term contact with children and youth – family, informal networks, community organizations, churches, synagogues, temple, mosques and schools. Development is *not achieved only through services*, but also through supports, networks and opportunities.”

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