A PRACTICAL GUIDE TO WORKING RESTORATIVELY WITH YOUNG PEOPLE

Restorative Practice AND Special Needs

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Foreword by Nancy Reisman
The RP process usually involves

• Telling the story (the what and why)

• Exploring the harm

• Acknowledgement (and apology)

• Developing a plan including follow-up

• Close
RP means DIALOGUE

The word *dialogue* is formed from the prefix *dia*, which means “two,” and *logue*, which means “to flow through.” The goal of a **Dialogue** is to put two or more heads together to consider multiple interpretations, construct new knowledge, and achieve deeper understandings. It is about enlarging options.

The most important thing for participants in a **Dialogue** is achieving new insights and/or greater wisdom. In this sense, **Dialogue** is about learning.

Linda Quinn, 2006
Implications for participation

- Nature of special need
- Verbal - questions
- Awareness of self and others
- Social skills
- Willingness of child to participate
- Willingness of the adults to work in this paradigm
Barriers to participation

- Communication – expressive, receptive, non-verbal
- Cognition – story telling, memory and sequencing, understanding of self and others
- Behaviour – dis-inhibition, sitting still, social skills/relationships
“4 F” RULE

• ‘Fess up
• Face up
• Fix up
• Follow up
Getting the process right

Restorative Keystones

Preparation Phase

Participation Phase

Post Conference Phase

Jansen / Matla 2009
General advice

- **Preparation** – much greater need for SN situations
- **Access** – be creative around c’tion, cognition, behaviour
- **Visual supports** - to support memory, c’tion and feelings
- **KISS principle** – keep language simple and explicit
- **Rehearsal** – practice makes perfect
- **Relationships** – especially with the facilitator
The REPAIR Approach

- Right approach
- Establish needs and outcomes
- Preparation
- Affect
- Integrity
- Relationships

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