

RESTORATIVE PRACTICE AND SPECIAL NEEDS

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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.

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

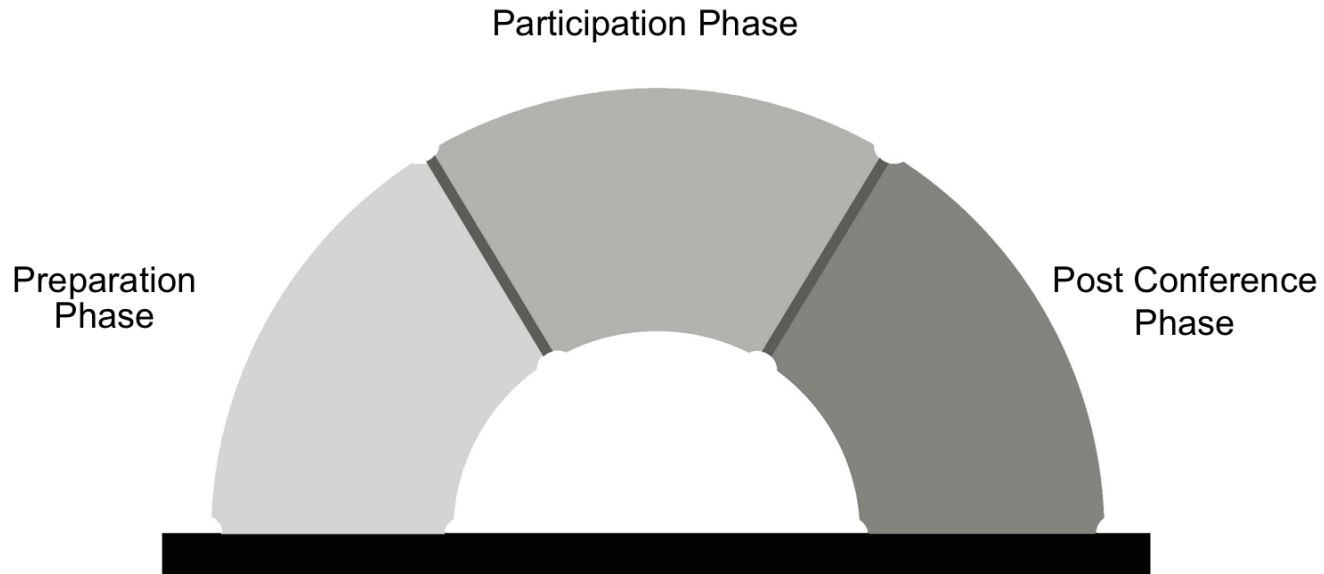
- Communication – expressive, receptive, non-verbal
- Cognition – story telling, memory and sequencing, understanding of self and others
- Behaviour – dis-inhibition, sitting still, social skills/relationships

“4 F” RULE

- **‘Fess up**
- **Face up**
- **Fix up**
- **Follow up**

Getting the process right

Restorative Keystones



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

- **R**ight approach
- **E**stablish needs and outcomes
- **P**reparation
- **A**ffect
- **I**ntegrity
- **R**elationships

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