RESTORATIVE PRACTICE AND SPECIAL NEEDS

National RPI Conference
Hobart
2015

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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
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

Participation Phase

Preparation 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

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