

Restorative Justice: Rebuilding the Web of Relationships

Resources for Restorative Justice Education in Prison

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The Pennsylvania Prison Society

The ^{Pennsylvania} **PRISON SOCIETY**
SOCIAL JUSTICE SINCE 1787



Table of Contents

1. Introduction
2. Creating the Agenda and Activities
3. Selecting and Acknowledging Participants
4. Facilitating the Seminar
5. Providing a Manual

Introduction

For four years, the Pennsylvania Prison Society's Restorative Justice Program facilitated prison-based restorative justice seminars in Pennsylvania state prisons. In doing so, we discovered the potential and challenges of providing restorative justice education in prison for incarcerated individuals. We offer this collection of resources as a way to assist others as they facilitate restorative justice education in prison. While this collection is geared toward all types of educators – community, prison staff and incarcerated individuals – we especially hope that incarcerated men and women find it helpful as they initiate and lead their own projects.

This collection is organized to provide the educator with the necessary basic materials to run a restorative justice workshop or seminar. Sections include:

- Creating the Agenda and Activities;
- Selecting and Acknowledging Participants;
- Facilitating the Seminar;
- Providing a Manual.

While we are not able to provide the actual curriculum, we do provide the necessary pieces for you to create the seminar best suited for your needs and environment. While Prison Society's experience has predominantly been with incarcerated participants, we believe the material presented here can be used to educate prison staff and community people about restorative justice, as well.

The process of creating a restorative justice curriculum began with a request from incarcerated men at State Correctional Institution Huntingdon, Pennsylvania. Their request for a round table discussion evolved into Prison Society's first restorative justice seminar. The curriculum changed dramatically from that first seminar to the final one, in 2005, when the program closed due to funding difficulties. With each seminar, we took the feedback and evaluations and made revisions so that the curriculum responded to the unique needs and concerns of prisoners. Please see the following sheet entitled "Restorative Justice: Respecting People in Prison and Their Concerns" for more information about these concerns and their implications.

The Prison Society curriculum approaches restorative justice through the metaphor of a web of relationships. This metaphor highlights several key points about restorative justice:

1. Relationships binds all people together in a web;
2. Crime (and other violations) breaks the web and therefore impacts everyone who is connected in it, including the victim, offender, their communities of care and the broader community;
3. The criminal justice system, for many people, also acts to break or weaken the web;
4. Restorative justice is ultimately concerned about the web of relationships and works to repair and strengthen it, both before and after crime, by attending to relational and individual needs;
5. In doing so, restorative justice invites people back into relationship.

This metaphor creates a framework through which to safely explore the impact of crime on all justice participants – victims and their communities of care, offenders and their families and the broader community – as well as the meaning of accountability and personal healing. *The Little Book for Restorative Justice for People in Prison* (Good Books, 2006), written by Prison Society's Barb Toews, offers a more detailed look at this approach.

The Prison Society seminars were 20-24 hours in length and explored eight key topics:

1. Restorative justice as a philosophy;
2. Community's role in the philosophy;
3. Participants' personal experiences with offending, victimization and healing;
4. Offenders' role in the philosophy;
5. Offender family's role in the philosophy;
6. Victims' role in the philosophy;
7. Restorative practices;
8. Daily life applications in prisons.

Please see the attached sheet "Restorative Justice Education in Prison" for more information about Prison Society's goals, objectives and hoped for outcomes. The *Little Book* is organized in much the same way as the seminars and as such is a resource for learning more about the content of the seminars.

Restorative Justice Education in Prison

Goal:

Use the philosophy and practice of restorative justice to promote individual accountability and personal healing and to promote healthy relationships between incarcerated individuals, their families, others in prison, the community and those hurt by their crimes.

Objectives:

1. Educate on the philosophy of restorative justice, its principles, values and common practices;
2. Educate on the justice needs of victims, offenders, offender families and the community;
3. Model restorative justice values, practices and attitudes;
4. Challenge participants to explore how they can put restorative justice values and principles into practice in their every day lives (eg. with family, other prisoners, prison staff);
5. Encourage participants to take steps toward accountability and personal growth.

Hoped for Outcomes

1. Participants will understand what it means to be accountable for their crimes and to work toward their own personal healing;
2. Participants will embrace, or consider embracing, a value set that contributes to respectful relationships with their families, prisoners and prison staff and others in their lives inside and outside the prison;
3. Participants will gain the basic skills for such relationships;
4. Participants look to other prisoners and within themselves for ways in which to be accountable for their crimes and achieve personal growth;
5. Participants will be equipped with the value set and basic skills to be positive influences within the prison.

(Prison Society, 1/06)

Restorative Justice: Respecting People in Prison and Their Concerns

Common concerns of people in prison:

1. Personal experiences with victimization;
2. Healing from both offending and victimization;
3. Involvement in determining and meeting their needs;
4. Their families;
5. Social justice and injustices that give rise to crime and prevention;
6. Ways to do restorative justice in daily life, without formal programs.

Implications of these concerns for restorative justice education:

1. Start from the *offender's* own situation and how he/she may personally benefit from restorative justice;
2. Promote restorative elements of accountability and personal healing for the offender;
3. Understand restorative justice to be a values-based, not practice-based, philosophy. It can be applied in many ways and does not require face-to-face meetings between victims and offenders;
4. Include offender families as justice participants with unique needs;
5. Consider that the victims, offenders and offender family may have common justice needs following crime. While common, these individual needs are understood and met differently;
6. Explore the idea of restorative communities and how such a community impacts individuals;
7. Realize that restorative justice requires wisdom to know when to bring people together and when to keep them apart;
8. Accept that there are risks and benefits, possibilities and limitations to restorative justice and the degree to which it can be practiced in certain situations;
9. Incorporate discussions about social offending and victimization into seminar;
10. Offer a practical approach with lots of real life success stories and ideas for concrete ways to do restorative justice;
11. Allow people to find their own language and definition for restorative justice.

Creating the Agenda and Activities

As discussed in the introduction, the Pennsylvania Prison Society approached restorative justice through the metaphor of a web of relationships. Each session and activity contributed to an increased understanding of what the web meant for justice and for victims, offenders, their communities of care and the community. As a result, the seminar challenged participants to explore how to build and strengthen relationships of all kinds:

- Between community members and between the offender and the community
- Within the family and between the offender and the family
- Between the victim and offender
- With oneself
- Within the prison and outside with the community

The belief is that through relationships, people can be accountable for their actions and move toward personal healing. All seminar activities were designed to promote an increased understanding of the way relationships are impacted by crime and ways in which to repair the web.

The Prison Society seminars were 20-24 hours in length and included the following core topics:

1. Restorative justice as a philosophy
2. Community's role in the philosophy
3. Participants personal experiences with offending, victimization and healing
4. Offender's role in the philosophy
5. Offender family's role in the philosophy
6. Victim's role in the philosophy
7. Restorative practices
8. Daily life applications in prisons

They were facilitated in a variety of formats. For instance, some seminars were 1 day a week for 5 weeks with two 2 ½ hour sessions each of those days. Others were one 2 ½ hour session a day for 10 weeks. The curriculum was flexible enough so that it could adapted for any format or length of time.

This section includes the following:

- A draft agenda for a 20-24 hour seminar with core topics, classroom activities and homework;
- Restorative Justice and the Web of Relationships activity, Prison Society's foundational activity;

The draft agenda references the workbook *Restorative Justice: Rebuilding Your Web of Relationship: A Collection of Reflections for People in Prison*. This resource, available on Prison Society's website, www.prisonssociety.org, offers individual reflections that may be used as homework as well as suggestions for group activities. When used jointly with the material provided in this document, facilitators have materials to mix and match themes, activities and resources to create unique curriculums of varying lengths and formats.

Restorative Justice Education in Prison:

Core Topics	Activities (see appendices in <i>Restorative Justice: Rebuilding Your Web: A Collection of Reflections for People in Prison</i>)	Homework (see <i>Restorative Justice: Rebuilding Your Web: A Collection of Reflections for People in Prison</i>)
Introduction	<ul style="list-style-type: none"> • Introduction of participants/facilitators • Brief introduction to restorative justice (video clip) • Introduction circle dialogue process and talking piece • Begin role play that will be used to introduce RJ web metaphor 	<ul style="list-style-type: none"> • My Personal Web of Relationships • Healing Symbols • Manual and story readings
Restorative Justice	<ul style="list-style-type: none"> • Several participants share their healing symbols • Discuss homework • Continue and complete role play • Build web and debrief to define restorative justice 	<ul style="list-style-type: none"> • Experiencing Community • Manual and story readings
Community	<ul style="list-style-type: none"> • Several participants share their healing symbols • Discuss homework • Dreaming of Community activity • Discussion of community justice needs 	<ul style="list-style-type: none"> • Life Graph • Manual and story readings
Personal Experiences with Offending, Victimization and Healing	<ul style="list-style-type: none"> • Several participants share their healing symbols • Small and large work based on homework • Discussion of personal experiences with cycles of offending, victimization and paths to healing • Introduction of individual justice needs 	<ul style="list-style-type: none"> • A Time I Hurt Another • Manual and story readings

Sample Agenda

Core Topics	Activities (see appendices in <i>Restorative Justice: Rebuilding Your Web: A Collection of Reflections for People in Prison</i>)	Homework (see <i>Restorative Justice: Rebuilding Your Web: A Collection of Reflections for People in Prison</i>)
Offenders	<ul style="list-style-type: none"> • Several participants share their healing symbols • Discuss homework • Activities around the state of the participants' webs when they offended • Discuss individual justice needs from offender perspective • Labyrinth activity 	<ul style="list-style-type: none"> • Family Values • Manual and story readings
Offender Families	<ul style="list-style-type: none"> • Several participants share their healing symbols • Discuss homework • Family Stories activity • Discuss Individual justice needs from family's perspective • Role play family dilemmas 	<ul style="list-style-type: none"> • A Time I was Hurt • Manual and story readings
Victims	<ul style="list-style-type: none"> • Several participants share their healing symbols • Discuss homework • Role play activity to practice/ experience supportive listening • Activity using photos and stories from <i>Transcending: Reflections of Crime Victims</i> by Howard Zehr • Discuss individual justice needs from victim's perspective 	<ul style="list-style-type: none"> • My Personal Web of Relationships • Manual and story readings
Restorative Practices - Mediation	<ul style="list-style-type: none"> • Several participants share their healing symbols • Writing Three Relationships activity • Video of victim offender mediation and discussion • Introduce Six Degrees of Separation game 	<ul style="list-style-type: none"> • Six Degrees of Separation • Manual and story readings

Core Topics	Activities (see appendices in <i>Restorative Justice: Rebuilding Your Web: A Collection of Reflections for People in Prison</i>)	Homework (see <i>Restorative Justice: Rebuilding Your Web: A Collection of Reflections for People in Prison</i>)
Restorative Practices and Applications in Prison	<ul style="list-style-type: none"> • Several participants share their healing symbols • Reporting in from homework • Review and discussion of formal restorative justice programs presented in story readings • Brainstorm informal restorative practices that can be used in prison 	<ul style="list-style-type: none"> • Restorative Living • Manual and story readings
Daily Life Applications in Prison	<ul style="list-style-type: none"> • My Place on the Path activity • Discuss homework • Role play dilemmas of using RJ in prison • Traveling the Healing Path • Closing activities 	

Restorative Justice and the Web of Relationships

A Sample Activity

Activity Overview:

This activity is designed to achieve two main goals:

1. Introduce the metaphor of a web of relationships as a definition for restorative justice;
2. Lay the groundwork to explore the impact of crime and the meaning of justice for victims, offenders, offender families and the broader community.

The idea of a web of relationships frames the whole class. In addition to providing a useful visual image for the concept of justice, it also ensures that both facilitators and participants keep a broad view of the philosophy of restorative justice. The web exemplifies that crime and justice is about a multitude of relationships, just one the relationship between the victim and offender.

The activity described below can be facilitated and completed in one 2-3 hour session or spread out over several sessions. If spread over several sessions, the role-play can occur in consecutive sessions or be interspersed throughout a whole seminar. Facilitators and participants may return to the experiences and learnings in the role-play throughout the seminar.

The discussion questions offered here are suggestions. We assume that facilitators will follow the group and guide the input towards the activity goals. The time associated with the different activities are estimates and assume 15 participants.

Variation:

The activity presented here is complex and can take up to three hours to facilitate. One can build a web with a simpler process and in less time. For instance, a web can be built using a ball of yarn that people toss around a circle to each other. The person making the toss holds onto a piece of yarn before tossing the ball on. By the time everyone has tossed the ball, everyone is connected by criss-crossing strands of yarn. When using as an activity, participants can be given a reflection question to which they respond when they are tossed the ball. For instance:

- Briefly describe a time when you experienced community;
- Consider a time that you hurt someone. Tell the group if you took responsibility and why or why not.
- Consider a time when someone hurt you. Tell the group about what you needed for things to be made right with you.

The created web can then be discussed and manipulated to introduce restorative justice using the key points and discussion questions in Section IV 6 and V of the following activity.

Key Supplies:

1. Yarn in three different colors – This yarn should be lightweight and easily ripped with one's hands. Cut yarn into 5-foot lengths and create bundles that include 8 strands of each of the three colors for a total of 24 strands per bundle. You will need one bundle per participant.

Each color represents a degree of relationship strength – strong, ok/so-so or weak/broken. Prior to class, the facilitator decides which color means what type of relationship. For

instance:

- a. Red yarn means a strong relationship;
- b. Green yarn means an ok or so-so relationship;
- c. Purple yarn means a weak or broken relationship.

It is wise to bring extra bundles and the leftover skeins for use in class as backup and to use in creative, impromptu ways.

2. Large group role-play – The Pennsylvania Prison Society created a role-play from a local crime in which a woman, who had been speaking out against the neighborhood drug dealers, and her family were murdered. The role-play portrayed the community in which the crime took place as well as the victim and offender specifically. Each participant played a different community member that was connected to community events and the crime.

The Prison Society role-play was created, and unfolded in the activity, in three rounds:

- Round 1 – The role-play gave participants a written description of the neighborhood, basic information about their characters, the nature of their relationships with other characters in the community and introduced a few minor crimes or social harms that were being committed by a several community members.
- Round 2 – In this round, the community dynamics become increasingly tense as additional information is provided about the nature of community relationships, community members commit more serious crimes and social harms and new victims and offender emerge.
- Round 3 – The community events culminate in this round with a serious violent crime and the community members' varied responses to it.

Debriefing questions after each round laid the groundwork for later discussions about relationships, impact and causes of crime and justice.

3. We offer the following tips in creating your own role play:
 - a. Create a role play community that resonates with your particular audience, possibly including a local, known crime;
 - b. Divide the community and crime story into multiple rounds in which the crime and social tension increases with each round;
 - c. Create complicated relationships between all the community members. If you find it helpful, draw out a web on paper with lines connecting people who have relationships and experiences with each other. All characters should have a variety of strands coming to and from them;
 - d. Include social harms and injustice (e.g. lying, false accusations, racism and poverty);
 - e. Include a variety of crimes (e.g. shoplifting, auto theft, vandalism, etc.);
 - f. Ensure you have a good mix of the following roles – offenders, offender families, victims, victim families, community members, government officials, adult, children, men and women;
 - g. Add in specialized roles based on your situations (e.g. attorneys, community elders)
 - h. Give each role-play character a label for a name to start. For instance, in Prison Society's role-play, "Crusader" was the name of the woman who was killed and "Thug" was the name of one of the drug dealers. This will allow you to keep track

- of who is playing what role. Participants will give themselves personal names later.
- i. Ensure you have a different role for each participant. This requires creating 15-20 interconnected roles.
4. News flashes – News flashes are summaries of community events that are read at various points in the role-play to quickly bring all the community members up to date on what is happening among them. As presented here, two news flashes are required. These flashes are written as if a news broadcaster is reporting on community activities. The flashes name specific behaviors (or suspected behaviors) and the people committing them (or suspected of committing them). The flashes are also away to introduce the influence media can have on community relationships.
 5. Role-play keys – Because of the numerous roles, complicated relationships and escalating violence, the role-play can quickly become confusing. Create keys to keep track of the following:
 - a. Characters relationships to each other. For instance, a key that notes that Character 1 and Character 2 are father and daughter;
 - b. Participants’ real names, the character label name and the name participants give themselves in role. For instance, a key that notes that Participant Jane is playing Crusader and she has named herself Pep Rally.
 - c. The meaning of the different colors of yarn. Write up on newsprint for everyone to see.

We found it helpful to have a key written up on newsprint with the character label name and the name participants give themselves as an easy reference for everyone throughout the role-play. This can be created while participants are introducing themselves in Round 1. Facilitators may also wish to have a similar key for their own reference for planning outside of class.

Instructions

I. Role Play Round 1 (app. 30 minutes)

1. Facilitator introduces community situation.
2. Participants create a name for their community.
3. Facilitator hands out Round 1 role play roles and give participants time to read.
4. Participants name themselves based on who their character is within the role-play and make name tags. On the tag, they also write a word that describes, in role, how they are feeling about the community and a value that they live by.
5. Using a talking piece around the circle, in role, participants introduce themselves by their role names, share their feelings and values and briefly reflect on community life.

II. Role Play Round 2 (app. 45 min)

1. Facilitator hands out yarn bundles and Round 2 roles and give participants time to read.
2. Facilitator gives instructions for next exercise:
 - a. Introduce bundles and meaning of yarn;

- b. Explain that facilitator will read a newsflash to bring participants up to date on community happenings since last round;
 - c. Following the newsflash, participants, in role, will stand up, mingle and give each other yarn strands in the color that represents the strength of their relationships. For instance, person A gives person B a red strand because person A thinks their relationship is strong. Person B gives person A a green strand because person B thinks their relationship is just ok. While giving the strands, participants explain to each other why they are giving that particular color.
 - d. Participants put the strands that they receive into their pocket to be revealed later. Yarns from which they draw to give others can be kept in another pocket or around one's neck.
3. Facilitator reads Newsflash 1.
 4. Participants mingle and exchange strands.
 5. Participants return to large group circle to discuss experience. Possible discussion questions:
 - a. How, if at all, were you surprised by the colors of yarn that you received?
 - b. From whom and why did you receive certain colors?
 - c. What are your reactions to the strands you received and the people who gave them to you?
 - d. What color strands did you give to the different community members and why?
 - e. What would need to happen so that you would have more of the yarn that represents stronger relationships?
 6. Participants are instructed to keep yarn handy.

III. Role Play Round 3 (app. 30 min)

1. Facilitator hands out Round 3 roles and gives time to read.
2. Facilitator gives instructions for next exercise:
 - a. Explain that facilitator will read a newsflash to bring participants up to date on community happenings since last round;
 - b. Following the newsflash, participants, in role, will again mingle and give each other yarn strands in the color that represents the strength of their relationships with the most recent events in mind. They may do two things:
 - i. Change the color of yarn that they gave others in the last round and explain why. For instance, person A takes back the red yarn she gave person B and gives him or her a green yarn.
 - ii. Reaffirm the color of yarn given last round. For instance, person A tells person B that he stills believes that the previously given red yarn represents their relationship.
 - iii. After this round, participants should have colors that they have been given in one pocket and colors that they have taken back in another pocket or around their necks.
3. Facilitator reads Newsflash 2.
4. Participants mingle.
5. Participants return to large group circle to discuss experience. Possible discussion questions:
 - a. Did you change strands with anyone? Why?
 - b. To what degree do you feel that this is a connected or disconnected community?

Why?

6. Participants are instructed to keep yarn handy.

IV. Building the Web (app. 45 min)

1. Participants stand in a circle with their yarn strands.
2. Facilitators invite participants, in role, to reflect privately on their relationships within the community with the following questions:
 - o How are you feeling now about your relationships?
 - o What values do you consider important for this community?
 - o Which person and relationship is key to you in order to rebuild the relationships in the community?
3. Facilitators give activity instructions:
 - a. One by one around the circle, each participant names the person he or she identified as key and, as a show of respect for that person and as a commitment to work on the relationship, invites this person into relationship by tying together the strands of yarn that they exchanged with each other, keeping hold of his or her own end of the yarn.
 - b. Each participant has approximately one minute to tie the strands and say a few words about their feelings and values and explain why they chose that person.
4. Participants complete the activity and build the web. By the end of this activity, participants are connected in a multi-colored web.
5. Facilitator leads a large group discussion. Possible discussion questions:
 - a. How do participants feel about the number and color of strands coming to and from them?
 - b. Why do some people have more weak (or strong) connections?
 - c. Why does the web, as a whole, contain the different colors that it does?
 - d. What does the colors of the web mean for the community? For individual community members?
6. During this discussion, facilitator begins to draw out key points about the web, such as:
 - a. This web reflects the relationships in many communities – some of the connections are strong, some aren't so strong, and some are broke;
 - b. Each strand represents the complexity of relationships;
 - c. Each strand represents different needs we have from different relationships.

V. The Web and Restorative Justice (app. 45 minutes)

1. Facilitator moves the discussion toward what the web means for crime, criminal justice and restorative justice with such discussion questions as:
 - a. How does crime grow out of broken/weak relationships?
 - b. How does crime create broken/weak relationships?
 - c. How does criminal justice repair broken relationships?
 - d. How does criminal justice create broken relationships?
 - e. What are some of the needs that victims, offenders, offender families and communities have in order to move from weak to strong bonds, and thus toward justice?
 - f. What kind of values strengthen relationships?
2. During this discussion, the facilitator rips apart the web that the participants created when

discussing points related to above a. – d. The facilitator ties the ripped strands of the web back together again when discussing points related to above e. and f.

3. To summarize the conversation and bring it to a close, facilitators begin to draw out key points about the web and restorative justice, such as:
 - a. Relationships bind us together.
 - b. Restorative justice is about all these relationships – strong, weak and so-so – and is concerned with doing justice in a way that moves relationships from weak to strong.
 - c. Crime (and other types of violations) creates weak bonds between people and tears the web. This is true regardless of whether one is a victim, offender, offender family member or the community as a whole.
 - d. The current justice system, for many people, creates weak bonds and tears the web.
 - e. The knots in the web (created when making the web originally and retying it together) represent the different needs we all have when moving from weak to strong relationships with others, including after crime.
 - f. Restorative justice is concerned with healing and strengthening these bonds and with inviting people back into relationship.
4. Facilitators present and lead group discussion on restorative justice questions, values and principles.

Selecting and Acknowledging Participants

The Pennsylvania Prison Society seminars were open to anyone who wanted to learn about restorative justice and was willing to commit to constructive participation for the full 24 hours. Seminar size ranged from 10 – 22 with 10-15 participants being the ideal class size.

The Prison Society did not pick participants. Because we worked with a hosting inmate organization to offer the seminar, that organization took responsibility for selecting, recruiting and inviting participants. They picked participants in a variety of ways. For example, inmate organizations:

- Invited their leadership, and that of other inmate organizations, to introduce them to the concept and to encourage them to incorporate the philosophy into their organization's programs;
- Identified respected prison leaders and used the seminar as a way to train them in restorative justice so that they would spread the restorative justice word throughout the prison as they went about their business;
- Chose to invite young guys who weren't yet on the healing path with "old heads" who are well along that path to give them an opportunity to spend time together and build relationships that would extend beyond the seminar;
- Used the training to educate peer facilitators and assistants from other programs (eg. citizenship classes, therapeutic communities) so they could incorporate the philosophy into these existing programs.

In each case, the inmate association worked with staff to extend the invitations and make the final participant list. This list was then sent to Prison Society.

As we were developing the curriculum, we did pre-seminar interviews. However, due to limited resources, we stopped doing them. Instead, we created an invitation memo and used the first seminar session as an orientation. Potential participants could choose not to participate after reading the memo or later, after the first session. We rarely lost anyone at this stage.

The Prison Society gave each participant a letter of completion following the last session. We also sent letters of appreciation to the incarcerated facilitators. Participants and facilitators were welcome to place these letters in the official file as a record of the programs in which they participated during their sentence.

On occasion, community members participated in the seminar. And, on one occasion, we facilitated a condensed seminar in the community. This session included two joint sessions with women in prison. The curriculum goals and approach are conducive to community involvement. However, it is important that community member participate for their own learning and experience and not simply to "watch" offender take the class.

This section includes:

1. Invitation memo from Prison Society;
2. Participant letter of completion;
3. Facilitator letter of appreciation.

To: Men invited to participate in *Restorative Justice: Rebuilding the Web*

From: Barb Toews, Restorative Justice Program Manager

Date: July 15, 2005

Re: *Restorative Justice: Rebuilding the Web*, a 10-week workshop

You have been selected to participate in a 10-week workshop called *Restorative Justice: Rebuilding the Web*. This workshop looks at a healing form of justice called restorative justice and ways to do it in everyday life. The workshop is a program of the Pennsylvania Prison Society. This workshop is lead by two Prison Society facilitators and three Dallas peer facilitators.

An orientation session is scheduled for Thursday, July 21 from 1:00 – 3:30 pm. This session will introduce restorative justice with a video and give you an overview of the workshop. The workshop will run every Thursday, 1:00 – 3:30 pm, from July 21 through September 22.

The facilitators and I look forward to meeting you on July 21 and hope that you will chose to continue with the full workshop.

Date

Name and Number

Address

Address

Dear XXX,

Thank you for participating in the 24-hour restorative justice seminar offered by the Pennsylvania Prison Society, July - September, 2005. Jane Doe and I were honored to facilitate the seminar.

The Prison Society believes that restorative justice offers a relational approach to crime and justice. Justice comes about when we repair the broken relationships that result from crime. These relationships are with victims, offenders, families, friends and oneself.

The seminar is designed to explore restorative justice within the criminal justice system to encourage participants to look at their own experiences with offending and victimization. It also invites participants to look at how restorative justice can be used in daily life. To this end, we hope that you found the discussion and activities personally challenging and rewarding.

We wish you well as you continue to find ways in which to use restorative justice principles, values and practices in your daily life.

Sincerely,

Barb Toews
Restorative Justice Program Manager

Date

Name and Number

Address

Address

Dear XXX,

Thank you for co-facilitating the 24-hour restorative justice seminar offered by the Pennsylvania Prison Society, July - September, 2005. Jane Doe and I were honored to share facilitation with you.

Prison Society believes that peer facilitators are an important element in this seminar. Peers bring experience, wisdom and a practical application of restorative justice that enhances the existing curriculum. And, the restorative justice curriculum will only get better as more peers facilitate. Thank you for volunteering to be among the first!

Facilitating dialogue on the topic of restorative justice requires the facilitator to model the philosophy's values and principles of the philosophy in their interactions with participants. I appreciate the care and respect with which you related to those in the seminar. You embodied restorative justice each time you lead a session.

I hope that you found your facilitation experience to be personally rewarding. As well, I hope that you increased your own knowledge of restorative justice and ways it can be used, both in the criminal justice system and in daily life. I wish you well in your future facilitation and restorative justice endeavors. I look forward to working together again in the future.

Sincerely,

Barb Toews
Restorative Justice Program Manager

Facilitating the Seminar

The Pennsylvania Prison Society seminars were facilitated by both community and incarcerated co-participants. Community facilitators were Prison Society staff, interns or volunteers who were already knowledgeable about restorative justice and had basic facilitation experience. Incarcerated facilitators also had previous knowledge of restorative justice. Some were new to facilitation while others had previous experience facilitating programs that they themselves had designed and were designed and offered by the Pennsylvania Department of Corrections or community organizations.

Incarcerated, or peer, facilitators were an important element in the seminar. Peers bring experience, wisdom and a practical application of restorative justice that enhances the existing curriculum. And, as people who have themselves been offenders and community members and may have been crime victims or family members of offenders, prisoners are in a unique position to educate about restorative justice. Prison Society's experience has also demonstrated that prisoner-lead projects have an added level of credibility, thus increasing participation.

Both community and incarcerated facilitators received on-the-job training with the following process:

1. Pre-seminar
 1. Read curriculum, facilitator materials and other class resources;
 2. Complete Pre-Facilitation Reflection (attached);
 3. Meet with co-facilitators to plan and assist each other in preparing to facilitate.
2. Before each session
 1. Assign responsibilities for each session;
 2. Meet briefly to respond to last minute questions/issues.
3. After each session
 1. Meet to debrief and prepare for next session;
 2. Complete the Facilitator Reflection (attached).
4. Post-seminar
 1. Complete Post-Facilitation Reflection (attached);
 2. Meet to evaluate facilitation, curriculum and seminar as a whole.

The Prison Society provided each facilitator with a mini-manual that included handouts with a variety of information pertaining to general facilitation and restorative justice facilitation more specifically. Several handouts from the mini-manual are included here. We also included previously published handouts and articles on facilitation that Prison Society found particularly helpful in the prison context.

This section includes:

1. Facilitator mini-manual (selected excerpts);
2. Facilitator Reflections used during on-the-job training process.

Tell me,
and I will forget.

Show me,
and I may remember.

Involve me,
and I will understand.

Confucius, 450 B.C.

Facilitator Oath

I will meet people where they are
at...

...not where I wish they
would be.

Facilitator Issues

*I will meet people where they are at...
...not where I wish they would be.*

1. Be clear that restorative justice is a *philosophy* that can be applied in many different, and creative, ways. Victim offender mediation is a common *practice* of that philosophy.
2. Be aware of your own triggers and biases and remember that participants have their own. Name the triggers and use them as an opportunity to learn about yourself and restorative justice.
3. Use participants' experiences, including when considering victims.
4. Incorporate messages of both accountability and personal healing, two separate yet intertwined elements.
5. Know restorative justice so well that you can hear when others are telling you about it in their own language.
6. An individual's critique, no matter how harsh, is an opportunity to learn about the possibilities and limitations of restorative justice.
7. Accept that there are limitations to the restorative justice.
8. Seek restorative justice in the most unlikely of situations and discussions.

Top 11 Qualities of a Restorative Justice Facilitator...*

1. Uses a variety of activities, including interactive ones, to keep things interesting.
2. Listens and communicates with honesty and patience.
3. Helps participants to relate to offenders, victims, offender families and community.
4. Draws on individual and group knowledge and strengths.
5. Encourages participants to use open and honest communication and to learn from and listen to each other.
6. Is relaxed and has a sense of humor.
7. Accepts and respects all participants and interacts with them as peers.
8. Keeps things relevant to today.
9. Follows a focused and organized agenda and clearly communicates session objectives, activity instructions and session content.
10. Shows sensitivity and flexibility to individual and group needs.
11. Is passionate about restorative justice, accountability and personal healing.

* As identified by people learning to do victim offender mediation/Barb Toews

General Facilitation Comments

1. Restorative justice education is about how each participant's experience relates to the philosophy and its practices. As each person participates, find the nugget of his/her experience that makes a relevant restorative justice point. Even if seemingly random, if a discussion/activity around restorative justice sparks something for someone, there is a lesson there. Value the lessons all participants can contribute.
2. Let participants speak before you as a facilitator speak. Often, that participant is about to make the point that you would have made or an even better one.
3. During open discussions, the facilitator is responsible for summarizing and linking participants' points, even those that seem at odds or irrelevant. When used during the discussion, such a summarization or link can help focus a discussion, slow it down and even move it forward. Before moving on to another activity, informally summarize the discussion around the themes of the activity.
4. Introduce activities and clearly explain activity procedures. With your comments, frame the activity around the goals of the whole workshop.
5. All proposed discussion questions are just suggestions, not mandatory. Go with the participants' flow while getting to the point of that particular curriculum session.
6. No sidebar conversations between facilitators while participants are doing an activity. Facilitators monitor and observe activities and remain available for questions or prompts. Seminar related "mini-meetings" during activities are ok because these may be the only times you have to touch base on how things are going. Do not disturb participants during this time.
7. Facilitators participate in all individual reflection activities (e.g. symbols of transformation, strong/ok/weak relationship notes, among others). Not only is it a good example, it is good for you.
8. Some participants will respect incarcerated facilitators more than outside facilitators and vice versa. All facilitators need to act and facilitate in way that builds trust and respect from the participants.

Restorative Justice: Rebuilding the Web Pre-Facilitation Reflection

On the reverse side of this sheet is a “facilitator checklist.” This checklist features a series of statements that suggest a facilitator skill. Please rate yourself to the degree that these statements are true. After completing the checklist, please reflect on the following questions:

1. What facilitator skills/strengths do you bring to your facilitation?
 - a. How will your these skills/strengths help participants exploring restorative justice?

2. What facilitator skills need improvement?
 - a. What will you do to work on those skills throughout the seminar?
 - b. How can your co-facilitators help you?

3. What do you need from your co-facilitators to do a good job facilitating?

Facilitator Checklist

Rate yourself on whether each statement describes you as a facilitator always, sometimes or never.
1 = Always; 2 = Sometimes; 3 = Never

		1	2	3
1.	I listen more than I talk.			
2.	I can take the “temperature” in a room and respond accordingly.			
3.	I pay attention to non-verbal cues.			
4.	I ensure that everyone can fully and equally participate.			
5.	I value groundrules and revisit them when necessary.			
6.	I am sensitive to different participant styles.			
7.	I prefer to guide, not teach, group knowledge.			
8.	I prepare myself to facilitate prior to the session.			
9.	I clearly explain activities.			
10.	I am flexible to group needs.			
11.	I use different methods to deal with group dynamics.			
12.	I stay focused on where we want to go.			
13.	I truly listen to participants.			
14.	I validate and respect all participants, wanting them to be at their best.			
15.	I monitor participants’ interactions and respond accordingly.			
16.	I ask effective and thought-provoking discussion questions.			
17.	I have ways to process material that affects me personally.			
18.	I have ways to help me stay focused, centered and attentive.			
19.	I meet people where they are at, not where I wish they would be.			
20.	I respect and collaborate with co-facilitators.			

Restorative Justice: Rebuilding the Web Facilitator Reflection

Session: _____

This sheet is meant to help you reflect on your facilitation during this particular session. We will return to your reflections during our final debriefing as facilitators.

1. Please rate your facilitation using the checklist on the reverse side of this sheet. Based on your responses, answer the following questions:

- a. What skills did you bring to this session?
- b. What skills need improvement?

2. Name one interaction during the session that brought out your best in facilitation:

- a. What happened?
- b. What did you do?

3. Name one interaction in the session that was challenging:

- a. What happened?
- b. What did you do?
- c. What might you do differently in the future if faced with a similar situation?

4. How can the lesson plans be revised to better serve you, the facilitator?

5. Based on what happened today, what suggestions do you have for what should be included in a facilitator training?

Session Checklist

Rate yourself on how well you did as a facilitator during this session.
1 = Great; 2 = OK; 3 = Poor.

		1	2	3
1.	I listened more than I talked.			
2.	I took the “temperature” in a room and responded accordingly.			
3.	I paid attention to non-verbal cues.			
4.	I ensured that everyone could fully and equally participate.			
5.	I valued groundrules and revisited them when necessary.			
6.	I was sensitive to different participant styles.			
7.	I guided, not taught, group knowledge.			
8.	I prepared myself to facilitate prior to the session.			
9.	I clearly explained activities.			
10.	I was flexible to group needs.			
11.	I used different methods to deal with group dynamics.			
12.	I stayed focused on where we wanted to go.			
13.	I truly listened to participants.			
14.	I validated and respected all participants, wanting them to be at their best.			
15.	I monitored participants’ interactions and responded accordingly.			
16.	I asked effective and thought-provoking discussion questions.			
17.	I have processed or am processing material that affected me personally.			
18.	I stayed focused, centered and attentive.			
19.	I met people where they are at, not where I wished they would be.			
20.	I respected and collaborated with co-facilitators.			

Restorative Justice: Rebuilding the Web Post-Facilitation Reflection

This sheet is meant to help you reflect on how your facilitation skills improved over the course of the seminar.

1. Please rate how your facilitation skills improved using the checklist on the reverse side of this sheet. Based on your responses, answer the following questions:
 - a. What skills come naturally to you as a facilitator? What are your inherent strengths?

 - b. What skills continue to need improvement? How can you continue to work on these skills in the future?

 - c. How do you approach co-facilitation differently than you did before this seminar experience?

2. Name one interaction during the seminar that best demonstrated your facilitation skills:
 - a. What happened?
 - b. What did you do?

3. Name one interaction in the seminar that was challenging:
 - a. What happened?
 - b. What did you do?
 - c. What might you do differently in the future if faced with a similar situation?

4. How can the lesson plans be revised to better serve you, the facilitator?

5. Based on your experiences as a facilitator, what suggestions do you have for what should be included in a facilitator training?

Facilitator Checklist

Rate yourself on whether each statement describes you as a facilitator always, sometimes or never.

1 = Always; 2 = Sometimes; 3 = Never

		1	2	3
1.	I listen more than I talk.			
2.	I can take the “temperature” in a room and respond accordingly.			
3.	I pay attention to non-verbal cues.			
4.	I ensure that everyone can fully and equally participate.			
5.	I value groundrules and revisit them when necessary.			
6.	I am sensitive to different participant styles.			
7.	I prefer to guide, not teach, group knowledge.			
8.	I prepare myself to facilitate prior to the session.			
9.	I clearly explain activities.			
10.	I am flexible to group needs.			
11.	I use different methods to deal with group dynamics.			
12.	I stay focused on where we want to go.			
13.	I truly listen to participants.			
14.	I validate and respect all participants, wanting them to be at their best.			
15.	I monitor participants’ interactions and respond accordingly.			
16.	I ask effective and thought-provoking discussion questions.			
17.	I have ways to process material that affects me personally.			
18.	I have ways to help me stay focused, centered and attentive.			
19.	I meet people where they are at, not where I wish they would be.			
20.	I respect and collaborate with co-facilitators.			

Providing a Manual

The Pennsylvania Prison Society provided each seminar participant with a manual that she/he could keep. This manual included pages that:

1. Provided basic information about restorative justice as a philosophy;
2. Introduced basic information about restorative practices;
3. Explored the links between restorative justice, restorative practices and prisons;
4. Told real life stories about people using restorative justice.

Some of the pages were created to summarize previously published restorative justice materials; others were original, based on Prison Society's work. The stories came from a variety of magazines, journals and books.

The pages that were created to summarize published restorative justice resources summarized the following topics:

1. Restorative justice definitions, principles and values;
2. What restorative justice is and what it is not;
3. The offender, victim and community experience;
4. Individual justice needs;
5. Sample practice models (e.g. processes used in victim offender dialogues)

The manual was organized to follow the seminar curriculum. Each week, participants were assigned readings from the manual (both informational and stories) and personal reflections. These personal reflections have been compiled in the *Restorative Justice: Rebuilding Your Web of Relationships: A Collection of Reflections for People in Prison*, a resource available on Prison Society's website, www.prisonsoicety.org.

The *Little Book of Restorative Justice for People in Prison*, by Barb Toews (Good Books, 2006) could also serve as a seminar text as could some of the books on the enclosed restorative justice resource list. Stories could then supplement the text.

This section includes:

1. Restorative justice resource list;
2. Samples pages used in the seminar manual, as well as other workshops and presentations for both incarcerated and community audiences;
3. Material specifically devoted to restorative justice and parole created for a workshop on the topic.

Restorative Justice Resource List (6/06)

Books

- Blackard, Kirk (2004). *Restoring Peace: Using Lessons from Prison to Mend Broken Relationships*. Victoria, BC, Canada: Trafford Publishing.
- Bloom, Sandra (1997). *Creating Sanctuary: Toward an Evolution of Sane Societies*. New York: Routledge.
- Breton, Denise and Stephen Lehman (2001). *The Mystic Heart of Justice: Restoring Wholeness in a Broken World*. West Chester, Pennsylvania: Chrysalis Books.
- Casarjian, Robin (1995). *Houses of Healing: A Prisoner's Guide to Inner Power and Freedom*. Boston, Massachusetts: The Lionheart Foundation.
- Edgar, Kimmett and Tim Newell (2006). *Restorative Justice in Prison: A Guide to Making It Happen*. Winchester, England: Waterside Press.
- Gilligan, James (2001). *Preventing Violence*. New York, New York: Thames and Hudson.
- Hadley, Michael (2001). *The Spiritual Roots of Restorative Justice*. Albany, NY: State University of New York Press.
- Herman, Judith (1997). *Trauma and Recovery*. New York, New York: BasicBooks.
- Johnstone, Gerry (2002). *Restorative Justice: Ideas, Values and Debates*. Devon, UK: Willan Publishing.
- Leder, Drew (2000). *The Soul Knows No Bars: Inmates Reflect on Life, Death, and Hope*. Lanham, Maryland: Rowman and Littlefield Publishers, Inc.
- McCaslin, Wanda, ed. (2005). *Justice as Healing: Indigenous Ways, Writings on Community Peacemaking and Restorative Justice from the Native Law Centre*. St. Paul, MN: Living Justice Press.
- MacRae, Allen and Howard Zehr (2004). *The Little Book of Family Group Conferences*. Intercourse, PA: Good Books.
- Ross, Rupert (1996). *Returning to the Teachings: Exploring Aboriginal Justice*. New York: Penguin Books.
- Pranis, Kay (2005). *The Little Book of Circle Processes*. Intercourse, PA: Good Books.
- Pranis, Kay, Barry Stuart and Mark Wedge (2003). *Peacemaking Circles: From Crime to Community*. St. Paul, Minnesota: Living Justice Press.
- Sharpe, Susan (1998). *Restorative Justice: A Vision for Healing and Change*. Edmonton, Alberta: Edmonton Victim Offender Mediation Society. [This manual is a resource for developing restorative justice programs]

Stutzman Amstutz (2005). *The Little Book of Restorative Discipline for Schools*. Intercourse, PA: Good Books.

Sullivan, Dennis and Larry Tiffit (2001). *Restorative Justice: Healing the Foundations of Our Everyday Lives*. Monsey, New York: Willow Tree Press.

Toews, Barb (2006). *Little Book of Restorative Justice for People in Prison*. Intercourse, PA: Good Books.

Wiesenthal, Simon (1998). *The Sunflower: On the Possibilities and Limits of Forgiveness*. New York, New York: Schocken Books, Inc.

Yantzi, Mark (1998). *Sexual Offending and Restoration*. Scottsdale, Pennsylvania: Herald Press.

Yoder, Carolyn (2005). *The Little Book of Trauma Healing*. Intercourse, PA: Good Books.

Zehr, Howard (1990/2005). *Changing Lenses: A New Focus on Crime and Justice*. Scottsdale, Pennsylvania: Herald Press.

Zehr, Howard and Barb Toews, eds. (2004). *Critical Issues in Restorative Justice*. Monsey, New York. Criminal Justice Press.

Zehr, Howard (1996). *Doing Life: Reflections of Men and Women Serving Life Sentences*. Intercourse, Pennsylvania: Good Books.

Zehr, Howard (2001). *Transcending: Reflections of Crime Victims*. Intercourse, Pennsylvania: Good Books.

Websites and Other Web Resources

- Pennsylvania Prison Society – www.prisonersociety.org
- Restorative Justice Online - www.restorativejustice.org [*This webpage provides a comprehensive list of restorative websites and other resources*]
- Center for Restorative Justice – www.sfu.ca/cfrj
- Center for Restorative Justice and Peacemaking – www.rjp.umn.edu
- International Institute for Restorative Practices - www.iirp.org
- Victim Offender Mediation Association - www.voma.org

Videos

- *Fatal Peril: Manhood and Violence*. Hudson River Film and Video.
- *Meeting with a Killer*. Lucky Duck Productions.
- *Beyond Conviction*. Tied to the Tracks, Inc.
- *Hollow Water*. National Film Board of Canada.

Restorative justice is....

- Recognizing and accepting one's responsibility for the destruction of human relationships and making concrete efforts to repair and promote healing.
- Healing broken relationships and abuses by people, for people.
- “Making it right” without harming those involved.
- Building back our communities with those who made mistakes, healing all those harmed— building instead of blaming.

(Definitions written by men and women incarcerated in Pennsylvania prisons)

Why are people who have committed a crime interested in restorative justice?

We have heard the following reasons from incarcerated men and women...

Restorative justice connects with what is in their hearts about their crime and what they would like to do to make amends.

They believe that it is part of the human drive to want to make things right and to build peace.

They know things will be better if the “problem is solved.”

They want to understand the impact of their crime and to hear what victims think and feel following the crime, including what they think and feel towards the offender.

They want to promote the idea of responsibility and have opportunities to be responsible.

They want to strive for a personal greater good and for personal growth.

Restorative justice provides a vision for a different way of doing things in one’s personal life. Sometimes one needs to “step away” from an interaction (avoid violence) and sometimes you need to “step toward” an interaction (build peace).

They want to make amends directly to the person whom they hurt.

They want to talk about what they did and why.

They want to express remorse and share how they feel about the crime.

It provides them a forum to explore self-forgiveness, forgiveness from others and reconciliation.

It can stop hatred, anger and retribution.

(October, 2002)

Why Restorative Justice In Prison? Prisoners' Perspectives

Restorative justice offers a new set of values to guide the justice process.

“It has the potential of generating a new dispensation and definition of justice” which has spiritual foundations in healing, forgiveness, character and compassion. (Jafar Saidi)

“It brings a humane element to a system. . . it seems to me there are a multitude of undercurrents that maintain the current system. Each having its own ideas of punishment, revenge in someone else’s name, and retribution that seems to be out of focus.” (Bruce Bainbridge)

It is “an alternative to the punitive, combative, and devastating ideals [incarcerated individuals] have always known.” (Bryan McMichael)

Restorative justice offers an opportunity for meaningful accountability.

It assures “victims that offenders are taking responsibility for the impact of their crimes on victims. It also assures offenders that changes they make while accepting that responsibility serve a far greater purpose than their previous lack of responsibility. . . .” (Marie Scott)

“Investigating the idea that it’s not the state whose been harmed, but the community, including the victim, can go a long way towards dispelling the long held belief that completing one’s sentence absolves the offender of any further obligation or responsibility for the effects of the offense.” (Bryan McMichael)

“It brings accountability in a realistic way, responsibility and obligations on a much more meaningful level. A direct result of my action.” (Bruce Bainbridge)

Restorative justice offers a way to respond to the harms that have been experienced by individuals who have committed crimes and to contribute to their personal growth.

“The concept is a process for me that is more about promoting healing, growth and a sense of well-being [and it] certainly prepares me to go back to my community – or my immediate community - to function better.” (Bruce Bainbridge)

“There are so many scars inside prisoners, it is incredible that we survive. . .we humans are products of our past which is a part of our today. . . .unwittingly, with a great deal of denial, we repeat these physical, emotional and mental patterns. The only way to stop the cycle and break the pattern is to go back and deal with the pain. . . .explore the feelings, unpack the guilt and free ourselves from the baggage we picked up along the way.” (Jafar Saidi)

Restorative Justice offers hope for change.

“The transformative potential of restorative justice seems to be our best ticket out of the mess we have created.” (Jafar Saidi)

Efforts to be responsible “will not go unrecognized.” (Marie Scott)

“Had I not become more aware of restorative justice and its attributes, I probably would not have as strong a hope and compassion for the families I’ve hurt so much nor the willingness to believe things do change and happen to those who genuinely believe in a better future.” (Bruce Bainbridge)

(from *Correctional Forum*, September 2002, a quarterly publication of the Pennsylvania Prison Society)

Restorative Justice

A Definition

Restorative justice is a way to do justice that actively includes the people impacted by crime – offenders, their families, victims and communities.

Its goal is to respect and restore each as individuals, repair their relationships and contribute to the common good.

(Barb Toews, from *The Little Book of Restorative Justice for People in Prison: Rebuilding the Web of Relationships*. Copyright by Good Books, 2006 (www.GoodBks.com). All rights reserved. Used by permission.)

Principles of a Strong Web of Relationship

1. Each person deserves a happy and fulfilled life.
2. People share common, core values, such as respect, care, trust and humility.
3. All people are capable of both good and bad.
4. People want to share responsibility, decision-making, problem-solving and power.
5. People celebrate their individuality.
6. People respect their differences.
7. People value their relationships with each other.
8. Each person fully participates in all aspects of life.
9. People feel the impact of others' actions.
10. People act to repair broken relationships.

A strong web of relationship gives an individual meaning and purpose.

(based on Barb Toews, from *The Little Book of Restorative Justice for People in Prison: Rebuilding the Web of Relationships*. Copyright by Good Books, 2006)

Restorative Justice Values – Example 1

1. We are all connected to one another.
2. We are all different from one another.
3. We are called to care for each other.
4. The past, present and future impact and shape our lives.
5. We can live so that our actions are life-giving to others and ourselves.
6. We are humble, trustworthy and respectful people.
7. We all have needs that require attention.
8. We are called to “do no harm” to others and ourselves.
9. We all want opportunities to feel included and to solve our own problems.
10. Responsibility means being accountable for our actions that hurt others.

(Barb Toews; based on “A Shared JustPeace Ethic: Uncovering Restorative Values”, Jarem Sawatsky, *Conciliation Quarterly*, Vol 20, No. 3)

Restorative Justice Values – Example 2

Restorative Justice values are the foundation that guide the principles of restorative justice to respond restoratively. It is believed that without a clear articulation and understanding of values, it is likely that the outcome would be counter to the principles and philosophy of Restorative Justice. The following are the values that form the foundation of Restorative Justice.

Participation

All present, in a restorative justice meeting, are those affected by the crime/harm/wrongdoing. Everyone is valuable and has something to contribute.

Respect

All human beings have inherent and equal value, regardless of his/her actions, race, class, gender, age, beliefs, sexual orientation or status in society. Respect includes listening, speaking and mutual consideration.

Transparency

Complete and honest understanding of motivations is essential to justice being restorative.

Humility

All human beings are fallible and vulnerable. The restorative process recognizes and allows victims, offenders and communities to discover their common humanity. Empathy and mutual concern are characteristics of humility.

Interconnectedness

All human beings are uniquely bonded by their shared experience of crime/harm/wrongdoing. Everyone is valued and connected to society. Therefore, society, mutually, shares the responsibility to create and sustain healthy communities.

Accountability

The perpetrator has an obligation to acknowledge and accept responsibility for his/her crime/harm/wrongdoing by expressing remorse and making restitution/reparation for the crime/harm/wrongdoing. The victim has an obligation to be engaged and to participate in the restorative process.

Self Determination

All human beings have a right to autonomy in their lives. A restorative process is a conduit to encourage empowerment. The offender is empowered to take responsibility for their actions. The victim is empowered to determine their needs and how they should be met.

Spirituality

A Restorative Justice process recognizes that restoration has the capacity to reach further than the persons involved. A truly restorative process inspires healing for victims, change for offenders and faith in a strengthened community.

(Used with permission; Michelle Armster, adapted from “New Zealand Group Issue Guidelines on Best Practices for Restorative Justice Processes,” *VOMA Connections*, No. 20, Summer 2005)

A Restorative Prison – Points Along a Continuum

Less restorative

More restorative

- | | | |
|---|---|---|
| 1. Destroys self worth | ↔ | Maintains or builds self worth |
| 2. Takes away all responsibilities | ↔ | Assists in and provides opportunities for responsibility |
| 3. Isolates from the community | ↔ | Integrates into the community |
| 4. Degrades and makes useless | ↔ | Affirms the positives and promotes constructiveness |
| 5. Perpetuates distrust | ↔ | Builds and values trust |
| 6. Relies on violence | ↔ | Provides nonviolent alternatives |
| 7. Relates with hatred and cruelty | ↔ | Relates with kindness and love |
| 8. Respects the tough guy | ↔ | Respects honesty and openness |
| 9. Exploits and takes advantage | ↔ | Affirms the value of others and teaches how to avoid exploitation in the future |
| 10. Denies control over decisions | ↔ | Teaches and provides opportunities for responsible decision-making |
| 11. Ignores accountability to person harmed | ↔ | Holds accountable to person harmed |
| 12. Makes totally dependent on society | ↔ | Gives tools to be independent and productive members of community |

(Barb Toews and Lorraine Stutzman Amstutz, March 2003; adapted from “Prisoners” from *Making It Right: A Common Sense Approach to Criminal Justice* by Dennis Chaleen)

**A Restorative Vision for Prison
A Work in Progress (7.1.04)
Barb Toews and Lorraine Stutzman Amstutz**

Some Values:

Life-giving
Restoration
Transformation
Self esteem
Reintegration
Accountability
Responsibility
Inviting - “we want you to come back”
Healing
“What do we do from here?”

Guiding questions:

What kind of physical environment reflects these values?

What educational and personal growth programs should be in place?

What decisions should offenders make for themselves about their daily and future life?

What does accountability to victims look like?

What does accountability to community look like?

What does accountability to families look like?

How does the community invite the offender back?

What does personal healing look like?

Restorative Justice Processes in Prison

Incarcerated individuals and prisons move toward restorative programming when they offer restorative opportunities that...

- Engage offenders on restorative justice, accountability, personal healing and growth and other restorative themes.
- "Support offenders who have been crime victims and provide services to meet their needs as victims.
- "Invite direct and indirect dialogue between victims and offenders.
- Bring together victims, offenders and community into conversation around restorative themes.
- Address issues of release and reintegration through the restorative justice lens.
- Serve or transform the prison in a way that promotes restorative values and principles.

Exploring the Alternatives to Violence Project (AVP)/Restorative Justice (RJ) Relationship

Impressions from AVP facilitators and participants incarcerated in Pennsylvania prisons

AVP and RJ are similar in that they both...

- Help inmates to make positive choices, changes and set goals in their lives.
- Empower inmates.
- Look at prevention and the possibilities for doing things differently in the future.
- Promote self-esteem.
- Recognize the humanity of inmates.
- Take an interest in the betterment, improvement and healing of individuals, families and communities affected by violence and crime.
- Deal with violence and understanding it.
- Work on problems.
- Provide a way for the offender to return to wholeness and respond to stigmas.
- Work to help people reestablish their place in society and to build community through bringing parties together (RJ) and through cooperation and communication (AVP).
- Work for the restoration of parties affected by crime.

AVP and RJ are different in that:

- RJ focuses on victims, offenders and community while AVP focuses on offenders.
- RJ focuses on repairing past harms and AVP focuses on using nonviolence to prevent future violence.
- RJ promotes an understanding of the harm that comes from violence and AVP promotes an understanding of the violence that causes harm.
- RJ works on the whole community and AVP works with the individual.
- RJ maintains a we/they mentality and AVP builds community.
- AVP helps to build assertiveness skills and a sense of worth and gives inmates reasons to work on themselves.
- AVP is hands on.
- AVP makes inmates aware that power comes through the use of transforming power.
- RJ presents opportunities for an inmate to make amends with his/her victim.
- RJ works with the victim and gives them an understanding about why things happened the way they did.

AVP can incorporate restorative justice principles or complement RJ programs by...

AVP can incorporate RJ by:

- Offering exercises that can help an inmate to meet his/her victim.
- Including victim and community concerns in workshops and agendas.
- Adding exercises that have an RJ basis while maintaining an AVP core curriculum.
- Creating a hybrid workshop that includes victims and offenders.
- Adding themes such as the three pillars of RJ – harms, needs, and engagement.
- Creating role-plays based on real life victims and learning from them.

AVP complements RJ because it:

- Teaches an inmate to be assertive and honest, communicate better and to be open for group talks while at the same time promoting the worth and contributions of everyone. If people feel better about themselves, they will be better able to help others.
- Has the potential to follow a victim and offender meeting.
- Creates an environment where all things are possible.
- Addresses techniques for conflict resolution in a real and practical way that promotes communication and understanding.
- Places a high value on the principles of dignity, self-respect, self-actualization and birthright to a peaceful life. These values are similar to the three pillars of RJ.

RJ programs can incorporate AVP principles or complement AVP workshops by...

RJ can incorporate AVP by:

- Using the most relevant AVP exercises, such as listening, concentric circles and ones that show alternatives to violence.
- Incorporating the concept of transforming power.
- Including the doctrines of nonviolence and community building.
- Using the concept of “the good in others” to work toward building a better community.

RJ complements AVP because it:

- Provides the opportunity for inmates to see the need to be responsible for what they did and to realize the importance of giving back to victims and community.
- RJ provides a possible first step toward AVP.
- RJ provides a safe way for the offender to take responsibility for self and to victim, community and humanity itself.

AVP principles and experiences can prepare an inmate to meet with his/her victim by...

- Taking seriously the idea of transforming power.
- Introducing concepts of nonviolence, empathy and community building.
- Recognizing that an AVP workshop can help an inmate to understand the sources of feelings that might surface in a meeting and ways to cope with them.
- Helping an individual to realize the error of his/her ways by acting violently.
- Facilitating exercises, like the total truth process, which can help him/her forgive him/herself and be more prepared to face the victim.
- Opening the door for communication, honesty and trust.
- Preparing offenders to better deal with life challenges and to use conflict resolution practices.
- Affirming the properties of dignity, self-respect, self-actualization and the birthright to live a peaceful life, which may make an inmate more interested in meeting with his/her victim.
- Using conflict resolution practices to work within a community and encourage action.
- Creating healing and wholeness that may encourage an inmate to take responsibility, be accountable and realize obligations.

(feedback from Bruce Bainbridge, Bill Lovasz, Brian Brown, J. Knipe, Edwin Garcia and other AVP participants incarcerated in Pennsylvania prisons, summarized by Barb Toews, Pennsylvania Prison Society, June 2002/edits May, 2006)

Risks and Benefits of 3 Processes – Victims

Victims	Benefits	Risks
Restorative Justice in Prison*	<ul style="list-style-type: none"> • Opportunity to talk about their experiences with people who have hurt others. • Opportunity to ask questions of people who have committed crimes. • Opportunity to learn what offenders are doing to change their behaviors. • Opportunity to learn what offenders are doing to be accountable for their actions. • Another option for participation in the justice system. • Change perceptions of offenders. • Change perceptions of the justice and prison system and its employees. • Opportunity to do something that will enhance community safety. 	<ul style="list-style-type: none"> • Disappointment if own offender is not participating in programs. • Feeling that offenders aren't being punished enough. • Change perceptions of offenders. • Change perceptions of the justice and prison system and its employees. • Revictimization. • Available opportunities don't meet their needs. • Inadequate attention to preparation, safety.
Mediation in Crimes of Violence**	<ul style="list-style-type: none"> • Feel more powerful and in control of their lives. • Express anger and pain directly to the people responsible. • Opportunity to tell their stories. • Learn new information that is needed about the crime. • Get answers to questions about crime. • Put a face to the people who committed the crimes. • Decrease level of fear by personalizing offenders. • See remorse in offenders. • Relieve fear of retaliation. • Experience a step on their journeys of reconstruction. • Change attitudes/perceptions about offenders 	<ul style="list-style-type: none"> • Bring up painful feelings related to victimization. • Re-experience the trauma and related symptoms. • Learn painful new information and details related to the crimes. • Expectations regarding offenders may not be met. • Unrealistic expectations in regard to the offenders' rehabilitation. • Change attitudes/perceptions about offenders. • Lack of understanding or support from family or other support systems.
Restorative Parole Processes***	<ul style="list-style-type: none"> • Concerns, fears and needs are taken into account during the parole process. • Provides opportunity for dialogue with offenders. • Provides opportunity to receive information about offenders. • Provides opportunities for participation in the parole process. 	<ul style="list-style-type: none"> • Re-victimization by offenders through their actions or motivations. • False sense of security. • Community and offenders' needs and expectations may be at odds with the victims'. • The offenders and community don't want to participate. • Sense of alienation from community for not wanting to participate.

* *Restorative Justice in Prison*. Barb Toews, Pennsylvania Prison Society; Risks/Benefits to Justice System and Professionals adapted from material by National Institute of Corrections.

** *Mediation in Crimes of Violence*. Mary Achilles and Kathy Buckley, Office of the Victim Advocate, adapted from Victim Offender Conferencing in Pennsylvania's Juvenile Justice System by Lorraine Stutzman Amstutz and Howard Zehr.

*** *Restorative Parole Process*. Barb Toews and Melissa Crabbe/Pennsylvania Prison Society, Judy Rushall/Philadelphia Prison System and Staci Beers/Crime Victims Council of Lehigh Valley.

Risks and Benefits of 3 Processes – Offenders

Offenders	Benefits	Risks
Restorative Justice in Prison*	<ul style="list-style-type: none"> • Opportunity to take control of their lives and exert their humanity. • Opportunity for meaningful accountability and amends making. • Increased feelings of healing, esteem and self-forgiveness, • Transform misperceptions of victims and their advocates. • Framework to respond to feelings of and experiences with victimization. • Build and improve relationships with the community. • Opportunity for leadership and empowerment. • Can face reality of crime. • Create environment conducive to personal transformation. • Offer a new way of life and response to prison conflicts. 	<ul style="list-style-type: none"> • Participation may not result in sentence relief. • Victims may never know of efforts. • Participation and disclosures are used against them. • Motivations are questioned. • Experience increased pain/guilt for crime. • May experience hatred or anger from victims. • May receive criticism from other prisoners.
Mediation in Crimes of Violence**	<ul style="list-style-type: none"> • Opportunity to do something for their victims. • Opportunity to take responsibility, giving them a sense of power. • See human costs of crime. • Relieve fear of retaliation. • Opportunity to have a say in making things right. • Opportunity for repentance. • Experience a step toward accountability. 	<ul style="list-style-type: none"> • Unknown risks associated with facing the people they've harmed. • Unable to simply “do my time” and forget the offense. • Victims unsympathetic to his/her pain/guilt. • Unknown outcome of the victims’ perception of them. • Unrealistic expectation for forgiveness from victims.
Restorative Parole Processes***	<ul style="list-style-type: none"> • May transition better during reintegration process due to available and strengthened relationships. • Receive support and assistance from the community in a relevant and meaningful way. • Their specific needs are identified and attended to. • Experience reintegration into the community and become working members. • Self-image and personal motivation can be increased and stigmatization can be reduced. • Provide opportunity for accountability to and dialogue with victims. 	<ul style="list-style-type: none"> • May feel like they are still “doing time.” • Personal disclosure may be painful and undesirable and lead to further stigmatization. • Community and victims’ needs and expectations are unachievable or at odds with offenders’ needs. • Community and victims may not be interested in participating nor want offenders’ return. • Victims’ and offenders’ needs are at odds with each other. • Victims and community may not forgive offenders or want them to return

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Risks and Benefits of 3 Processes – Community

Community	Benefits	Risks
Restorative Justice in Prison*	<ul style="list-style-type: none"> • Opportunity to support victims and offenders in their journeys following the crime. • Opportunity to participate in the justice process. • Framework to identify its needs as a community and explore ways to meet those needs. • Experience the feeling of making a difference in people’s lives. • Learn about the justice/prison system. • Change perceptions of offenders, victims and the justice/prison system and its employees. • Strengthen relationships in the community. • Opportunity for empowerment as victims of crime. 	<ul style="list-style-type: none"> • May no longer be able to ignore offenders and victims. • May no longer be able to ignore the reality of prison. • Feelings of being overwhelmed and helpless. • Requires time and energy. • Community may need to look within itself (eg. explore community causes of crime).
Mediation in Crimes of Violence**	<ul style="list-style-type: none"> • Greater sense of connectedness between people. • Community-building as they participate in mediations as mediators or participants. • Opportunity to be involved in problem solving instead of relying on the state for solutions. • Opportunity to honor the journeys of participants. 	<ul style="list-style-type: none"> • May be viewed as being too soft on crime. • Not a cure-all. • May bring up unresolved personal issues.
Restorative Parole Processes***	<ul style="list-style-type: none"> • Public safety is enhanced through the personal engagement with parolees. • Increased tax base by having all members contributing to community. • Empowerment to identify and meet its needs and articulate its expectations for offenders’ return. • Provides a manner with which community can address its dissatisfaction with the justice system. • Fear is reduced through the strengthening of community relationships based on dialogue, respect and mutuality. 	<ul style="list-style-type: none"> • Revictimization by offenders. • Balancing short term needs with long term considerations such as trust-building, community problems and causes of crime. • Division in the community based on varying degrees of interest and participation and differing perspectives on effective involvement. • May need to reject economic benefits of current corrections.

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Risks and Benefits of 3 Processes – Justice System and Professionals

Justice System and Professionals	Benefits	Risks
Restorative Justice in Prison*	<ul style="list-style-type: none"> • Increased community involvement may reduce corrections spending. • Offenders are held accountable to victims and community. • Opportunity to develop partnerships with allied professionals. • Offenders, victims and community may improve their perceptions of the justice/prison system. • Offer a new response to conflicts and violence between prisoners and staff. • Staff may feel more satisfied knowing they are making a difference. • Staff perceptions of victims, offenders and community may change. 	<ul style="list-style-type: none"> • Liability issues if things go wrong. • May put pressure on already stretched corrections budgets. • Community involvement may lead to increased criticism. • Staff resistant to change. • Offender, victim and community perceptions of justice/prison system may change. • Staff perceptions of victims, offenders and community may change. • May need to relinquish some power. • Role of staff may change.
Mediation in Crimes of Violence**	<ul style="list-style-type: none"> • Provide forum for dealing with difficult emotions and questions. • Create unique opportunities for victims and offenders outside the traditional justice systems. 	<ul style="list-style-type: none"> • Can become one more program in an overburdened system. • Potential for re-victimization without adequate monitoring.
Restorative Parole Processes***	<ul style="list-style-type: none"> • Enhance the victims' and community understanding of the parole process and the challenges of offender reintegration. • May reduce the workload of professionals due to involvement of others in the process. • Engage the community to identify its own resources that can serve offenders and victims. • Enhance the current release priorities of re-entry and community protection. • Reduce community fear and increases community empowerment which may limit feelings of “not in my backyard” (NIMBY). 	<ul style="list-style-type: none"> • May increase caseload due to victim and community needs and participation. • Liability issues may arise if something goes wrong. • The role of the professional changes. • Limit use of coercive and mandated methods.

* *Restorative Justice in Prison*: Barb Toews, Pennsylvania Prison Society; Risks/Benefits to Justice System and Professionals adapted from material by National Institute of Corrections.
 ** *Mediation in Crimes of Violence*: Mary Achilles and Kathy Buckley, Office of the Victim Advocate, adapted from *Victim Offender Conferencing in Pennsylvania's Juvenile Justice System* by Lorraine Stutzman Amstutz and Howard Zehr.
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Restorative Justice and Parole Signposts

1. Focus on the harms of crime rather than the rules that have been broken.

The parole process views an offender's return into the community as part of a harms repair process. The people hurt by the crime – victim, community and offender - and their resulting needs are identified. The parole experience is defined by an offender's accountability and obligations to attend to those needs. Priorities of the parole process are restoration and “putting right the wrongs.”

2. Show equal concern and commitment for victims and offenders, involving both in the process of justice.

The parole process respects both the victim and offender and strives to identify and respond to both their needs. Both victims and offenders are involved in the identification process and in creating the parole response.

3. Work toward the restoration of victims, empowering them and responding to their needs as they see them.

The parole process puts victims and their needs at the center. The process provides opportunities for the victim to tell their story and to identify their needs, listens to and validates their needs and experiences, answers questions, and provides information. Parole aims to meet victims' needs. Victim involvement occurs from point of notification through the end of parole.

4. Support offenders while encouraging them to understand, accept and carry out their obligations.

The parole process assists offenders in understanding the needs of victims and community that result from the crime and in fulfilling their obligations to “put right the wrongs” and fulfill community expectations. They are assisted in identifying their own personal needs and finding resources to meet their needs. They are supported in making personal changes and following through on obligations to the victim and community.

5. Recognize that while obligations may be difficult for offenders, they should not be intended as harms and they must be achievable

The parole process views reintegration as a step in the harms repair process and supports offenders in fulfilling obligations. Their obligations are based on the needs of the victim, community and offender and are mutually determined by those parties. Recognizing that obligations may be numerous and emotionally, financially and socially difficult, offenders are encouraged to take ownership and see the benefits of fulfilling their obligations for the sake of repairing the people and relationships impacted by the crime. Unfulfilled obligations are responded to in a restorative manner, identifying the resulting needs and obligations and inviting stakeholders to determine the appropriate response.

6. Provide opportunities for dialogue, direct or indirect, between victim and offender as appropriate.

The parole process encourages and facilitates the exchange of information among victims and offenders. This exchange of information can occur through direct contact (such as victim offender conferencing) or through indirect means (such as letter writing or conversations between advocates). This information can include, but is not limited to, experiences with the crime,

individual needs, personal information, questions and responses and past and future programming. The power and potential of the parole process is based in the knowledge that individuals have of each other and their experiences, needs and obligations.

7. Find meaningful ways to involve the community and to respond to community bases of crime.

The parole process invites the community to be actively involved in “putting right the wrongs” and supporting victims and offenders in the reintegration process through such means as:

- Identifying the varying communities that have a stake in parole, such as families, neighborhoods, employers and media;
- Assisting in the identification of victim, offender and community needs and expectations;
- Supporting the offender in fulfilling their obligations and being accountable;
- Supporting victims throughout the parole process;
- Providing meaningful services and programs for offenders, victims and other community members;
- Facilitating processes for the exchange of information and the creation of agreements;
- Responding to community-based causes of crime and doing prevention work;
- Strengthening community relationships with values of respect, mutuality and dialogue and providing opportunities for forgiveness.

8. Encourage collaboration and reintegration rather than coercion and isolation.

The parole process provides opportunities for victim, offender and community to work together toward a reintegration experience that is successful for all parties, taking into account the identified needs and obligations. This collaboration involves all identified communities, including employment, religious and educational institutions. The process recognizes that each parole response will be different based on the needs of the individual stakeholders. The success of the parole experience is grounded in the dialogue, collaboration, mutual consent and choicefulness that takes precedence over standard or imposed requirements. Participation is rooted in personal choice and grassroots motivations rather than “top down” mandates.

9. Give attention to the unintended consequences of your actions and programs.

The parole process recognizes the benefits and risks of all its activities and views unintended, negative consequences experienced by any of the stakeholders as new harms in need of repair. Restorative responses to the consequences are developed in collaboration with the harmed parties and relevant stakeholders and strive to limit similar occurrences in the future. Individuals and institutions, including media, are held accountable to practices that are safe, respectful and beneficial for all parties.

10. Show respect to all parties – victims, offenders, community and justice colleagues.

The parole process respects all the stakeholders and values their experiences with crime and justice. Additional guiding values are honesty, integrity and compassion. Stakeholder input and participation are solicited in all stages of program development and facilitation. Roles are clearly defined. A respectful approach to parole has the potential to permeate other justice practices and society as a whole.

(adapted from Howard Zehr and Harry Mika by Barb Toews, Judy Rushall and Staci Beers, May, 2002)

Benefits and Risks of a Restorative Parole Process

Benefits to Victims:

- The concerns, fears and needs are taken into account during the parole process.
- Provides opportunity for dialogue with the offender.
- Provides opportunity to receive information about the offender.
- Provides opportunities for participation in the parole process.

Risks to Victims:

- Re-victimization by the offender through their actions or motivations.
- False sense of security.
- Community and offender needs/expectations may be at odds with the victim's.
- The offender and community don't want to participate.
- Sense of alienation from community for not wanting to participate.
- Unachievable expectations for restoration or compensation.

Benefits to Parolees:

- May transition better during reintegration process due to available and strengthened relationships.
- Receive support and assistance from the community in a relevant and meaningful way.
- Their specific needs are identified and attended to.
- Experience reintegration into the community and becomes a working member.
- Self-image and personal motivation can be increased and stigmatization can be reduced.
- Provides opportunity for accountability to and dialogue with the victim

Risks to Parolees:

- May feel like they are still "doing time."
- Personal disclosure may be painful and undesirable and lead to further stigmatization.
- Victim and community needs/expectations are unachievable or at odds with offender needs.
- Victim and community may not be interested in participating nor want the offenders' return.
- Victim and offender needs are at odds with each other.
- The victim/community may not forgive the offenders or want them to return.

Benefits to Community:

- Public safety is enhanced through the personal engagement with the parolee.
- Increased tax base by having all members contributing to community.
- Community is empowered to identify and meet its needs and articulate its expectations for an offender's return.
- Provides a manner with which community can address its dissatisfaction with the justice system.
- Fear is reduced through the strengthening of community relationships based on dialogue, respect

and mutuality.

Risks to Community:

- Revictimization by the offender.
- Balancing short term needs with long term considerations such as trustbuilding, community problems and causes of crime.
- Division in the community based on varying degrees of interest and participation and differing perspectives on effective involvement.
- May need to reject economic benefits of current corrections.

Benefits to Parole/Probation/Community Corrections Professionals:

- Enhances victim and community understanding of the parole process and the challenges of offender reintegration.
- May reduce the workload of professionals due to involvement of others in the process.
- Brings parole processes into collaboration with the community in a way that mobilizes them to assist the offender and victim using community resources.
- Enhances the current release priorities of re-entry and community protection.
- Reduces community fear and increases community empowerment which may limit feelings of “not in my backyard” (NIMBY).

Risks to Parole/Probation/Community Corrections Professionals:

- May increase caseload due to victim/community needs and participation.
- Liability issues may arise if something goes wrong.
- The role of the professional changes.
- Limits use of coercive and mandated methods

(generated in focus groups and discussion with parolees, community members, victim advocates and parole, probation and community corrections professionals facilitated by Barb Toews, Judy Rushall, Staci Beers and Melissa Crabbe, 2002)

PROGRAMS AND SERVICES

- Family Resource Center at SCI Graterford
- Family Virtual Visitation
- Family Transportation Services
- Official Visitors
- Parenting Skills Education
- Re-Entry Services Program
- Restorative Justice Resources
- Service to Elder Prisoners
- Support for Kids with Incarcerated Parents
- Working Group to Enhance Services for Incarcerated Women

PUBLICATIONS

- *Correctional Forum*
- *Graterfriends*

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