

2018 NORTHWEST JUSTICE FORUM

Collaborating for a Resilient Community

Tuesday, May 8, 2018

8:00 am – 8:30 am Registration and Check-in

Rogue River Room

8:30 am – 3:00 pm Pre-Forum Training

Rogue River Room

Do no harm: Trauma informed care and restorative justice

Mandy Davis, Trauma Informed Oregon

Trauma Informed Care uses knowledge about the impact of adversity, toxic stress, and trauma to deliver services in a way that reduces retraumatization and promotes wellness. TIC is an organization-, system-, and community-level approach. During this interactive presentation, we will define TIC, understand why it is important, and review the related science. Participants will review the principles of TIC and compare and contrast with the principles and values of restorative justice practices. Case examples will be used to explore how these approaches interact. Particular attention will be given to tangible applications of TIC principles in RJ efforts. Participants will work to identify ‘hotspots’ for activation and strategies to reduce activation in the populations served. The impact that toxic stress has on the workforce and the impact of institutional abuse and systemic oppression will be included throughout this workshop.

Wednesday, May 9, 2018

8:00 am – 8:30 am Registration and Check-in

Rogue River Room

8:30 am – 10:00 am Plenary Session

Rogue River Room

Justice at the speed of helping: A hitchhiker’s guide to trauma informed restorative justice

Judah Oudshoorn, Professor in Community & Criminal Justice at Conestoga College

Life comes at you quickly. It’s hard to know how to navigate especially when trauma and injustice are too often a part of the road. If only there were a guidebook! One of the exciting things is that some helping professions are catching on to trauma informed knowledge. Another is that the expansion of restorative justice is signalling that people are discovering more helpful ways of doing justice. Using case stories, academic research, and two enthusiastic thumbs-up, Judah will map out some possibilities for trauma informed restorative justice practices.

10:00 am – 10:15 am Break

10:15 am – 11:45 am Session 1 Workshops

1A) Community building circles: Breaking the ice and building community with fun, laughter, & games

SU Diversions

Introducing students and staff in schools to circles can be an uncomfortable and vulnerable experience for all. As community building circles are a key school-wide practice for schools implementing restorative justice, the need for tools to ease groups into the practice is ever prominent. In this interactive workshop, participants will build community together through fun and play. Facilitators will provide tangible take-home tools and lead the group through various circle icebreakers and games that can be used to help students and staff get to know one another,

have fun, and ultimately become more comfortable with circles, increasing the buy in and enjoyment of the process. *Chris Hernandez and Andrew Jordan, Resolve Center for Dispute Resolution and Restorative Justice*

1B) Restorative justice 101: Encouraging community engagement

SU 313

This workshop will provide an overview of restorative justice principles and the implementation of these principles at Clark County Juvenile Court. A brief overview of two specific programs, Restorative Community Service and the Victim Impact Program, will be highlighted. The second half of the workshop will engage participants in an interactive session involving a real life scenario, helping them to identify and relate with the challenges that victims and youth face within the juvenile justice system. The goal of this workshop is to inspire and motivate participants to incorporate restorative practices where victim's voices can be heard, and where youth can be positively integrated back into the fabric of the community in a meaningful way. *Jeff Olsen, Jennifer Skolrud, and Nick Potter, Clark County Juvenile Court*

1C) Symbiotic community solutions: Building the web without reinventing the wheel

SU 319

It is important that our communities begin to work collaboratively to solve some of our deepest gaps in services. This will require creating partnerships with organizations that may appear to have conflicting values. How do we work to find common values and align towards similar goals? In this workshop, we will explore how the presenter has done this through innovative partnerships, resilient programming, and community empowerment. Building an inclusive process for all involved, including clients and families, allows us to operate with integrity and reach greater outcomes. *Rachel Pearl, Friends of the Children*

1D) RJ in Oregon prisons: A model for educating and sustaining restorative justice

Rogue River Room

Panel-style discussion on the history, curriculum, and qualitative outcomes of the Insight Development Group (IDG), a 10-year old restorative justice educational program at Oregon State Correctional Institute (OSCI). Panelists will discuss: 1) how and why the program was created; 2) what topics and methods are used to deliver the RJ curriculum; 3) what qualitative outcomes have been observed by IDG facilitators of inmate participants; 4) what effect these observable outcomes have on prison culture, based on anecdotal evidence; and 5) why IDG facilitators believe the program could be a model for educating and sustaining restorative justice. *Wendy Kincade and Gina Ronning, Insight Development Group*

1E) The untapped potential of your frontline staff: A whole agency approach

SU 323

Justice systems are under pressure to embark on significant and unprecedented change. Restricted budgets, disproportionate representation of minorities, high levels of violence and the prevalence of trauma all make for challenging operating environments with many competing demands. Often overlooked and too often seen as part of the problem, not the solution, are frontline staff. A number of justice systems have embarked on processes of culture change that put caring and supportive relationships at the heart of all decision making. Using examples of restorative prisons, rehabilitative cultures, and OYA's Positive Human Development approach, this workshop will explore systemic culture-change and ways that this can be approached without feeling overwhelmed. Training, upskilling, and supporting staff in restorative and similar practices can be the system game changer: a resource already in place, poorly supported, and rarely used to its full potential. *Simon Fulford, OYA*

11:45 am – 1:00 pm Lunch

Rogue River Room

1:00 pm – 2:30 pm Session 2 Workshops

2A) Accountable relationships in criminal justice

SU 313

Restorative justice principles and practices offer an innovative opportunity to move beyond the limits of the traditional disciplinary model that is the basis for accountability in the criminal justice system. The Oregon Youth Authority and Rogue Valley Youth Correctional Facility work with youth through a Positive Human Development philosophy based in caring and supportive relationships. These relationships involve accountability for meeting community expectations and repairing any harms to the safety and security of others. Through restorative justice processes, the impact of behaviors can be rearticulated into more meaningful participation and

connection to the community. *Randy Guisinger, Ken Jerin, Anthony Fierro, Don Niko, Robert Caldwell, and Simon Fulford, OYA, Rogue Valley Correctional Institution*

2B) Trauma informed spiritual care

SU 319

As trauma informed care becomes more widely recognized as essential across fields, one arena that has been less explored is the role of religious communities in adopting trauma informed practices. How can spiritual traditions help healing from trauma? And, how have religious communities perpetrated or contributed to trauma? What lessons lie in applying a trauma informed lens to the practice of faith? From personal study and professional experience, this workshop will both present a framework for engaging spiritual dimensions of trauma, and also solicit conversation with audience members to deepen the discussion. *Audrey Zunkel De'Coursey, Ecumenical Ministries of Oregon*

2C) Community engagement and restorative practices: Data impacts across school environments

SU 323

In this workshop we will review the case study of Boise-Eliot/Humboldt School, where community engagement, restorative practices and student leadership have helped build an empowered and engaged school community. We will explore the strategies and challenges of building staff, student, and family capacity to "do the work," and discuss implementation, systems development, data collection, and the impacts of restorative practices in both urban and rural/suburban settings. Boise-Eliot/Humboldt School is the last remaining majority African American school in the state of Oregon. *Jeffrey Waters and Kevin Bacon, Gladstone School District*

2D) Undertaking youth participatory evaluation of restorative practices

SU Diversions

Presentation and roundtable to discuss the progress of getting started on a three-year project of youth participatory evaluation of restorative practices being rolled out in a local school district. Challenges, pitfalls, and opportunities of the project are discussed by multiple levels of participants. *Rachel Cunliffe, Portland State University*

2E) Forgiveness at the root of restorative justice

Rogue River Room

ESPERE is a trauma informed workshop that addresses violence at an individual and community level, breaks cycles of trauma by helping people develop proactive strategies to address and overcome conflict, and reflects on the power of forgiveness, reconciliation, and restorative justice. Sharing strategies from ESPERE, while using popular education methodology, participants will use their own experiences to draw the link between forgiveness and the path to restorative justice. We will address how our early lives shape how we view discipline and consequences, and how to use boundary setting and compassion to address issues as they arise in our daily lives. *Gina Bell, Adelante Mujeres*

2:30 pm – 3:00 pm Networking Break

Rogue River Room

3:00 pm – 4:30 pm Session 3 Workshops

3A) In our voices: Students building positive school culture through student-led restorative processes

SU Diversions

Students from New Urban High School will share their resiliency stories, perspectives and experiences as mediators and peer mentors developing positive school culture, and personal leadership skills. Their experiences as trauma survivors fuel their passion to create safe space at school and support peers with overcoming adversity. Tools used by students to support conflict resolution, use of restorative circles, and the promotion of nonviolent communication will be discussed. Students' experiences with adjudication and punitive vs. restorative discipline in various settings will also be shared. *Annarie Wergeland, Ceazar Atkins, Ana Bloxham-Davis, Zach Firkus, Ren Frey, Gabe Greenfield, Noah McComb, Miki Hegbom, Kianna MuAtoz, Cheyenne Pence, Hailie Peterson, and Alicia Welch-Callahan, New Urban High School*

3B) Integrating restorative Justice in schools: From research to practice

SU 319

This workshop will share findings from year 1 of a 3-year U.S. Department of Education development grant focused on integrating restorative justice with positive behavior support systems in Oregon high schools.

Participants will be asked to provide critical input for future module development, and given the opportunity to engage in an implementation assessment based on their current areas of practice. *John English, UO Conflict Resolution Program*

3C) Re-imagining dignity and restorative justice

SU 323

Dignity has long been recognized and revered as a universal human right, but the processes available to (re)claim it are often complicated and incomplete. Building upon research from peacebuilding processes in post-conflict societies, and drawing wisdom from the lived experiences present in the workshop, we will re-imagine dignity as something substantive and enduring, and explore the dynamic processes that restore our sense of connection to self, spirit, and others. *Amanda Smith Byron, Portland State University*

3D) Exploring standards for restorative justice in Oregon

Rogue River Room

The Restorative Justice Coalition of Oregon is advising on a three-year project in Oregon to collaboratively explore and define standards for state-wide restorative justice practice. The focus in the first year of the project is to elicit ideas, concerns, and considerations from stakeholders of restorative justice. Just Outcomes, the agency coordinating and facilitating this project, will facilitate this workshop as a focus group opportunity in pursuit of these goals. Register for this workshop if you want to contribute to the development and direction of this exciting project in Oregon! *Matthew Hartman, Aaron Lyons, and Catherine Bargaen, Just Outcomes*

3E) The shift: Faith-based restorative practices

SU 313

Faith houses have in the past been the center of community and social changes. Restorative practices and faith are a natural way to increase community engagement and collective strategies across all institutions and organizations. In respect to faith houses of all types, the common threads of love, community and compassion for mankind offer ways to become conduits for the communities they exist in by being identified as restorative justice beacons. *Angela M. Davis and Reverend Dr. Linda M. Smith, Restore360-Axis Faith Based RJ*

5:00 p.m. – 6:00 p.m.

Keynote Reception

Rogue River Room

6:00 p.m. – 7:30 p.m.

Keynote Dinner

Rogue River Room

Justice with a crunch: A tasting of trauma informed restorative justice

Judah Oudshoorn, Professor in Community & Criminal Justice at Conestoga College

Through storytelling, humor, and care, Judah will describe how he likes his justice. A flavorful justice is one that brings together trauma informed practices with restorative justice ones. A justice that satisfies is one that does no further harm. This keynote will articulate the vital role that restorative justice as a trauma informed approach can play in creating healthy, just, and kind communities.

Thursday, May 10, 2018

8:00-8:30 am Registration and Check-in

Rogue River Room

8:30-9:15 am Plenary Session

Rogue River Room

From prison to greatness

Noah Schultz, Social Innovator, Public Speaker, Youth Advocate

Noah Schultz will open our day with dynamic storytelling, spoken word poetry, and compelling moments of personal change and growth that came about through the first restorative justice class taught at MacLaren Youth Correctional Facility. His talk includes first-person accounts of how this program began to rewrite the script given

to him from society and gang culture and how he has used these skills to advocate for healing and accountability in his personal journey of prison reformation. This talk will touch on points of how to promote healing and growth through community and trauma informed practices when working with incarcerated youth.

9:15 am – 9:30 am Networking Break

Rogue River Room

9:30 am – 11:00 am Session 4 Workshops

4A) Relating forgiveness and apology: What goes around comes around

SU 319

Short presentation followed by discussion of the relationship of forgiveness and apology in a systems view of criminalized harms. Attachment theory is introduced as an important element in preparing people for readiness to participate in restorative encounters. *Rachel Cunliffe, Portland State University*

4B) Transforming school communities: Implementation through stakeholder voices

SU Diversions

In this session Resolve Center for Dispute Resolution and Restorative Justice will provide an overview of their whole-school implementation model, along with some of the biggest uh-oh's and ah-ha's that led them to create a multi-phased implementation plan that is currently being implemented in 13 schools throughout southern Oregon. This workshop will include a panel of key stakeholders, consisting of a superintendent, school administrators, and members of K-12 school communities, to share about their successes and challenges of implementation. There will be time for questions and discussion. *Raphi Miller and Cara Walsh, Resolve Center for Dispute Resolution and Restorative Justice*

4C) Frameworks for restorative justice implementation with juvenile justice agencies

SU 323

Participants will explore critical elements in effective implementation of restorative justice within juvenile justice agencies. This presentation will outline how restorative justice implementation, when approached through a whole-agency lens, can impact juvenile justice experience for staff, administration, community partners, and most significantly the experience of direct service recipients: victims/survivors, youth offenders, and community. Participants will explore levels of implementation, components to successful systems and culture change, strategies for engagement and education, and effective program development models. *Matthew Hartman, Aaron Lyons, and Catherine Bargaen, Just Outcomes*

4D) Survivors of color and pathways toward healing: Analysis of a community survey

SU 313

In 2017, the Crime Survivor Program of Partnership for Safety and Justice set out to understand more deeply the needs of communities most impacted by crime. The intention was to assess the needs of crime survivors of color in Oregon, and to elevate their voices in the discourse on public safety policy. This small but mighty project aspired to create more meaningful pathways toward healing for survivors of color through storytelling, participation in civic engagement, and cultivating community through shared experience. We will discuss the findings and how we got there. Learn how to do similar work that is relevant to your community. *Amy Davidson and Beezie Burton, Partnership for Safety and Justice*

4E) Building resilience for people who experience intellectual and developmental disabilities **Rogue River Room**

Compared to people without disabilities, individuals with developmental disabilities are at increased risk of experiencing victimization across the lifespan. Additionally, research shows there is an increased vulnerability to adverse childhood experiences (ACEs) for people who experience developmental disabilities. It is important that practitioners have the skillset to adapt supports to meet the needs of someone who experiences a disability. This hands-on workshop will help participants understand more about the connection between developmental disabilities and trauma while providing a space to explore ways to create person-centered supports designed to build resilience for individuals who experience autism or other developmental disabilities. *Kelli Downey, Oregon Training and Consultation*

11:00 am - 11:15 am Networking Break
11:15 am - 12:45 pm Session 5 Workshops

Rogue River Room

5A) Exploring the role of forgiveness in restorative justice

Rogue River Room

In the world of restorative justice, offenders often make apologies in written letters and during dialogues. Sometimes victims forgive their offenders, sometimes not. But what is forgiveness? Exploring this poignant topic, we find that each person holds their own, personal definition. We can agree that forgiveness cannot be forced and that it often takes time. In this guided discussion, we will examine the nature, place, and appropriate roles of forgiveness in restorative justice education and practice. Come ready to learn and participate. Everyone is welcome. *Ana Holub, Clear Path to Peace*

5B) RJ in JJ? Bringing restorative justice practices and philosophy into the juvenile justice system

SU 313

How can a restorative justice lens and restorative practices work in a juvenile justice setting? What is happening now in juvenile justice? What can we imagine into the future? We'll get down to the nitty gritty details of what is already happening restoratively in some jurisdictions, the challenges of implementation, and what you can do as a community partner of a juvenile justice organization to help support restorative practices. We will also discuss what needs juvenile justice is trying to fill using its current strategies and discuss strategies for a more restorative juvenile justice system. *Johnny Colden, National Center for Restorative Justice*

5C) Multiparty restorative facilitation

SU Diversions

This presentation will explain the process of MultiParty Restorative Facilitation (MPRF) and offer a "fish bowl style" role play example. MPRF is a process that allows parties in conflict to address how they personally have had an impact on the evolution of the conflict. Through this process individuals also have the opportunity to recognize and meet the needs of others in the group, as well as their own. This process tends to build connection between parties and restores a sense of balance to the group. *Sue Miglino and Robert Galbraith, Dispute Resolution Center of Kitsap County*

5D) Restorative approach to victim services

SU 319

Participants will be hearing from the Victim Services Coordinator at the Clackamas County Juvenile Department in Oregon, who is actively approaching her work through a restorative framework and philosophy. This presentation will provide an overview of the needs commonly expressed by victims, a detailed description of the Victim Impact Program and how it aims to meet those needs, and information regarding how restorative justice values and principles have informed the development of the program's structure and procedures, the presenter's practice when working with victims, and the program's restorative influence within the Juvenile Department. *Jillian Kellington, Clackamas County Juvenile Department*

5E) RJ in schools: Lessons learned around implementation and community voice

SU 323

For the past ten years, Resolutions Northwest has been working with schools, districts, students and families to implement restorative justice. We have experienced many successes and many challenges. In this workshop we will share some lessons learned, primarily around developing an equity-centered implementation guide for building level implementation as well as working collaboratively with students and families to gather their voice and perspective on restorative justice in schools. *Christina Albo and Maria Scanelli, Resolutions Northwest*

12:45 pm – 2:15 pm Lunch and Documentary with Noah Schultz

Rogue River Room

Perception: From prison to purpose

Noah Schultz, Social Innovator, Public Speaker, Youth Advocate

In 2009, Noah Schultz's life was seemingly over. After a drug deal gone wrong, shots were fired, and Noah was ultimately convicted of assault in the first degree. Plagued with labels he felt defined him and limited his potential, Noah was in a dark place. However, upon seeing a group of role models within the prison system taking the road less traveled, Noah decided to take major steps toward improving his life and preparing for his release. Seven and a half years later, he is released from the system, a college graduate, published poet, non-profit

founder, business owner, TEDx speaker, and so much more. This is the story of his transformation. Question and answer with Noah Schultz to follow.

**2:15 pm – 3:00 pm Closing Plenary
River Room**

Rogue

The takeaway: Extending our learning beyond the Forum

Scott Smith and Forum Participants

In this final plenary session, the reflective wisdom and creative energy of all forum participants are released in small-group discussions, World Cafe style. These help us all give shape and voice to the ways we are being affected by all we have experienced at NWJF. The most dynamic parts of many conferences are the between-session conversations where we wonder aloud, make new connections (between ideas and between people), and catch glimpses of where it all intersects with our “real” lives. With some structure and well-chosen prompt questions, this session intentionally promotes that kind of rewarding exchange. Stay with us and benefit from the powerful hearts and minds of your fellow participants.

3:00 pm – 3:30 pm Raffle and Closing Statement

Rogue River Room



