ILAPSC Conference 2026

ILAPSC



Nurture Introspection • Understand Impact • Engage Intentionally • Practice Explicitly

Restorative Practices in Problem-Solving Courts

Thursday, Oct. 22
12:30–2:00 PM
General Session



Nurture Introspection • Understand Impact • Engage Intentionally • Practice Explicitly

Restorative Practices in Problem-Solving Courts

Restorative practices offer an approach to justice that focuses on repairing harm, strengthening relationships, and promoting accountability. This session explores how restorative principles can be integrated into problem-solving courts to enhance participant outcomes.



Learning Outcomes

- Participants will learn how restorative practices can be used to address conflict, build community, and support behavior change, with a focus on repairing harm, strengthening relationships, and promoting accountability.
- Attendees will leave with practical examples and strategies for implementing restorative approaches within court settings.



Norms/Agreements

- Self-Care/We-Care
- Listen WITH Head and Heart
- Assume Good Intent
- Understand Impact
- Be Authentic



Kevin Jones

- Kevin Jones has over 40 years of experience in social services, mental health, and education, focusing on youth and families. He has worked in direct care and as an administrator in various treatment and educational settings.
- Now retired, he supports restorative leadership development in Central Illinois and beyond.
- Kevin trains law enforcement, educators, and community leaders both nationally and internationally, and is trained in behavior management strategies like Therapeutic Crisis Intervention and Nonviolent Crisis Intervention.



- Master of Science in Restorative Practices from the International Institute for Restorative Practices
- Master of Science in Educational Leadership Organizational Policy/Diversity, Equity, and Inclusion from the University of Illinois

- Kevin consults with various educational institutions, including Illinois State University and Illinois Wesleyan University, and presents at international restorative practices conferences.
- He serves as a Lecturer, Trainer, and Coach at the IIRP Graduate School.
- He chairs the IJC Restorative Justice & Community Healing Task Force.
- Kevin has received the Martin Luther King Jr. award and the Philanthropy of the Year award and was nominated for the Grabill-Homan Community Peace Prize.
- He designs professional development and coursework in applied restorative practices.

Pathways 2 Restorative Leadership (P2RL)



- Pathways 2 Restorative Leadership (P2RL) is a journey toward a restorative leadership model, Collaborative Learnership, that builds, sustains, and restores relationships and community by strengthening teams and nurturing a mindset of continuous learning.
- The journey is guided by four pillars: Engage Intentionally, Practice Explicitly, Understand Impact, and Nurture Introspection. These move through a seven-step cadence: Connect, Reflect, Context, New Learning, Apply, Teach, and Lead. Restorative practices serve as the platform, connecting past, present, and future learning, both academic and experiential.
- By following this pathway, groups co-create norms, goals, and expectations, build inclusive systems, and transform existing ones within any organization or community, while nurturing the growth of every individual member.

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Worldwide Influence



Reflection

- “Conflict is inevitable, but combat is optional.”(Max Lucado)
- “I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.” (Maya Angelou)
- “I define connection as the energy that exists between people when they feel seen, heard, and valued; when they can give and receive without judgment; and when they derive sustenance and strength from the relationship.” (Brené Brown)
- It helps now and then to step back and take the long view.
- “There can be no vulnerability without risk; there can be no community without vulnerability; there can be no peace, and ultimately no life, without community.” (M. Scott Peck)
- “Justice cannot be for one side alone but must be for both.” (Eleanor Roosevelt)
- “In matters of truth and justice, there is no difference between large and small problems, for the issues concerning the treatment of people are all the same.” (Albert Einstein)

Context

- What are problem solving courts about today?

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- What is the most important role of a leader in the context of problem-solving courts? Is it to engage in advocacy? Why or why not?
- What do the most challenging cases or individuals in problem-solving courts have in common?
- What is going to make a difference in their lives?

Overview: What Are Restorative Practices?

Deep Roots

Restorative practices grow from indigenous cultures and communities worldwide.

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Proactive & Responsive

Informal and formal processes that build community before conflict — and repair it after.

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A science of human dignity centered on Voice, Agency, and Belonging.

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THE GUIDING PRINCIPLE

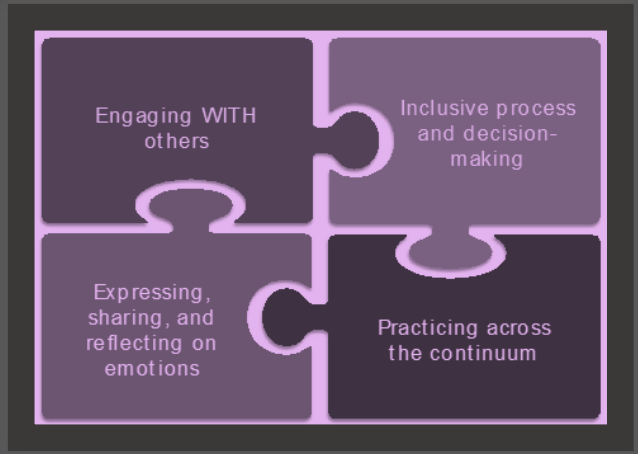
Working WITH

"Human beings are happier, healthier, more productive, and more likely to make positive changes when we do things WITH them — rather than TO them or FOR them."

TO · FOR · NOT · WITH — Where does your leadership tend to live?

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The Four Explicit Restorative Practices



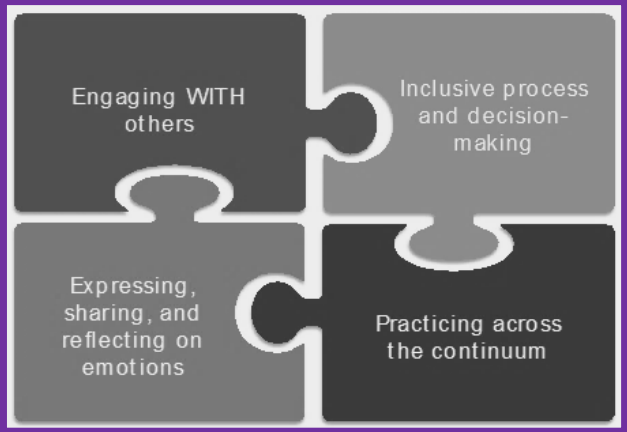
Engagement Window · Fair Process · Affect & Emotion · Restorative Tools

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Four Explicit Practices of Restorative Leadership

Engagement Window

Social Discipline Window — are you WITH your staff, students, and constituents?



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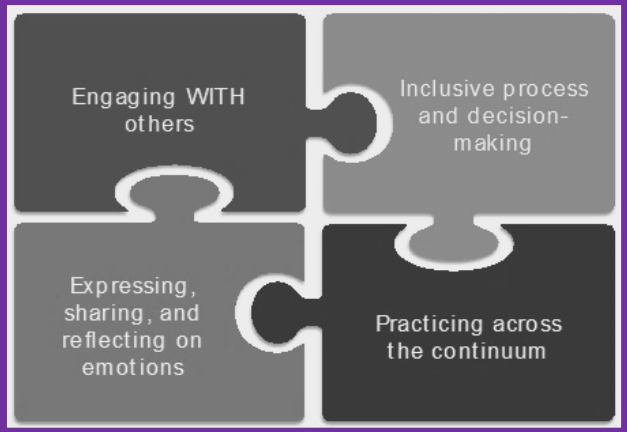
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Inclusive Decision Making

Fair Process — voice, explanation, and expectation clarity.



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Four Explicit Practices of Restorative Leadership

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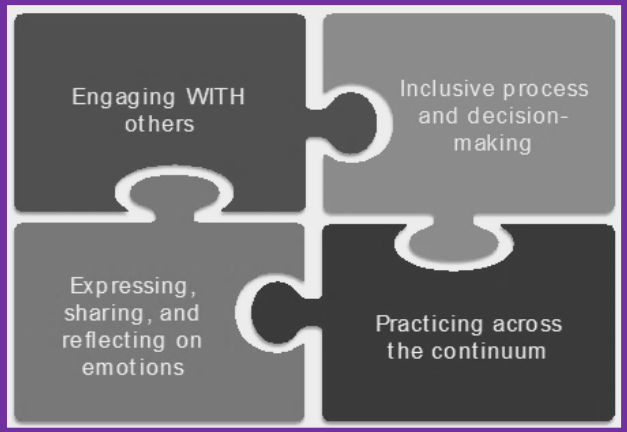
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Inclusive Decision Making

Fair Process — voice, explanation, and expectation clarity.

Affect & Emotion

Psychology of Affect — understanding shame, connection, and emotional safety.



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Four Explicit Practices of Restorative Leadership

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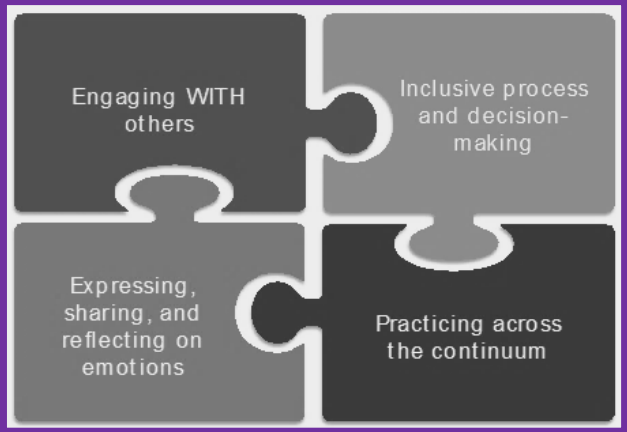
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Restorative Tools

The Continuum — from affective statements to restorative conferences.



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A Prevention Strategy

80/20

Most of our restorative practices should be done proactively.



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Implicit or Explicit Practice?

Implicit Practice:

- Feel like you intuitively know what works
- Often based on custom, gut reactions, or tradition, possibly including a range of assumptions
- Perhaps you've never had to explain your *why* before

Explicit Practice:

- Alignment of initiatives and theories
- Focus on the right practices and conversations
- Time and staffing efficiency
- Clarity about role, responsibilities , values, assumptions, and outcomes
- Building a shared language for creating change
- Creates space for dialogue, debate, and dissent



Restorative Practices Continuum

PREVENTION build and maintain relationships; prevent harm → **INTERVENTION** manage disruptions; repair harm

Restorative Mindset	Community practices	Strengthening Community	Restorative Intervention	Responsive Circle	Restorative Conference
• Focuses on relationships and connection • What we believe • All the time • No planning	• Healthy communication • Restorative Language • SEL Skill-building • All the time	• Circles • Relationship building practices • Regular/consistent • Some planning	• Affective statements • Restorative Conversation • Informal • Little planning	• Large or small group conflict • Problem-solving • More planning and structure	• Highest level of intervention • Trained facilitator • More planning and structure • Used less often
Focuses on inclusivity and identity; pays attentions to implicit bias; emphasizes listening over assuming, empathy over judgement; requires self reflection/ongoing education	Highlights the creation of a safe environment; healthy and nonviolent communication; social/emotional skills-building; everyday routines; trauma informed	Community building circles; celebrating together; brainstorming together, fair process decision making; creating shared values	Minor incidents and issues; nonviolent communication; Restorative Questions; optional script	Can be minor or serious incidents; group size can vary; scripts are an option	More serious conflict; may involve community members or family

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The Restorative Practice Continuum

Affective Statements

Brief 'I feel...' communications. Proactive or responsive. Set boundaries, teach empathy.

Affective Questions

Open-ended questions that invite emotional reflection without threat.

Small Impromptu Conversations

Restorative conversations for lower-level incidents; builds empathic listening skills.

Circles

Community building, responsive, listening, and problem-solving circles (80% proactive).

Restorative Conferences

Scripted, formal responsive process for significant harm. All stakeholders present.

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Self Accountability

- Am I taking time to reflect upon my own actions?
- How am I showing up? Am I modeling the way for others?
- Am I in the WITH box? If not, what's taking me out? What do I need to do to step back in?
- Am I attending to affect–my own and others'?
- Am I checking my assumptions?
- Am I listening to the other person?
- Am I making decisions in an inclusive way?
- Am I creating space for others to use their voice?
- Am I doing my part to be trustworthy?
- Am I willing to admit when I'm wrong and make it right?
- What support do I need to be accountable?

What does JUSTICE mean to you?

IN PROBLEM SOLVING COURTS?

PEOPLE FIRST
Seeing the whole person beyond the offense and recognizing their potential.

ACCOUNTABILITY
Taking responsibility while being connected to the support needed to grow.

OPPORTUNITY
Providing access to services, resources, and pathways for positive change.

FAIRNESS
Ensuring everyone is treated with dignity, respect, and equity throughout the process.

HOPE
Believing in people's ability to learn, heal, and make different choices.

STRONGER COMMUNITIES
Addressing root causes and building safer, healthier communities together.

Restorative Practices IN COURTS

RELATIONSHIPS
Centering people, listening, and building trust.

VOICE
Ensuring everyone has a chance to be heard and to share their story.

COMMUNITY
Building safer, healthier communities through collaboration and support.

ACCOUNTABILITY
Taking responsibility and understanding the impact of actions.

HEALING
Addressing harm, repairing relationships, and creating opportunities for growth.

OPPORTUNITY
Providing resources, guidance, and pathways for positive change.

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Affective Statements in Court

- Name the impact of behavior, positive and negative, in a brief personal statement
- Acknowledge progress aloud: “I feel proud when you come prepared and on time.”
- Set boundaries: “I feel concerned when I don’t hear from you, because we want you to succeed.”
- Connect behavior to impact on family, peers, and the team
- Can be used by judges, coordinators, case managers, and treatment providers

Restorative Questions in Court

- Status hearing (proactive): What has been going well? What has been most helpful? What will keep it going?
- After a violation: What happened? What were you thinking? Who has been affected? What needs to happen to make things right?
- Team staffing: ask team members what impact an incident had on them before deciding on a response
- Fair process: engage, explain, set clear expectations

Circles and Conferences in Court

- Check-in circles: build community and peer support among participants
- Team circles: align on responses and expectations before hearings
- Restorative conference after significant harm, with all who are impacted and agreements
- Milestone circles: phase advancement, re-entry, or graduation
- Voluntary, prepared, and safe: screen for safety and consent, especially when victims are involved

Getting Started

- Start with me: reflect on your own practice and impact
- Choose one touchpoint, such as the status hearing, and try one practice
- Build shared language: train the team on affective statements and restorative questions
- Gather feedback from participants and the team, then adjust
- Align with court policy, legal requirements, and victim safety


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NEEDS OF THOSE HARMED

- Think about a time you were harmed.
- What needs did you have?
- To what extent were those needs met?
- *(If you would rather not participate, please refrain.)*

BRAITHWAITE'S HYPOTHESIS

Separating "the deed from the doer"

Restorative Practices allow:
The act (unacceptable behavior) to be rejected because the person failed to meet expectations or standards

While:
Acknowledging the intrinsic worth of the person and their potential contribution to society

Stigmatizing VS REINTEGRATIVE SHAME

Stigmatizing Shame:

Pushes the offender out of the community and labels them.
The offender is now a ‘bad person’ who committed a crime or harm. This label may follow them their whole lives. Since the offender is pushed out of the community, it encourages their participation in
a criminal subculture.

Reintegrative Shame:

Expresses disapproval but does not push the offender out of the community. This type of shame rejects the act but not the person and allows for the person to be reintegrated back into the community.

VICTIM NEEDS

- Opportunity to express emotions
- Acknowledgment from loved ones
- Assurance what happened was unfair and undeserved
- Offender held accountable
- Financial restitution
- Possible contact with those who created the harm
    - Apology
    - Questions
    - Assurance of safety

CONFERENCING APPLICATIONS

- Prevention
- School discipline
- Alternative to court
- After court
- Probation and corrections
- College campus
- Workplace

CONFERENCE FACILITATORS

- Professionals as part of their jobs
- Specialists hired as full-time facilitators
- Trained volunteers
- Peers

CONFERENCE PROCESS

- Preamble
- Three phases
  - Those who created harm talk about the incident
  - Others relate how they have been affected
  - Participants decide how to repair the harm (the agreement phase)
- “Breaking of bread” after the conference

PAY ATTENTION TO

- The seating plan
- The facilitator's behavior
- The order of people speaking
- What questions are consistently asked

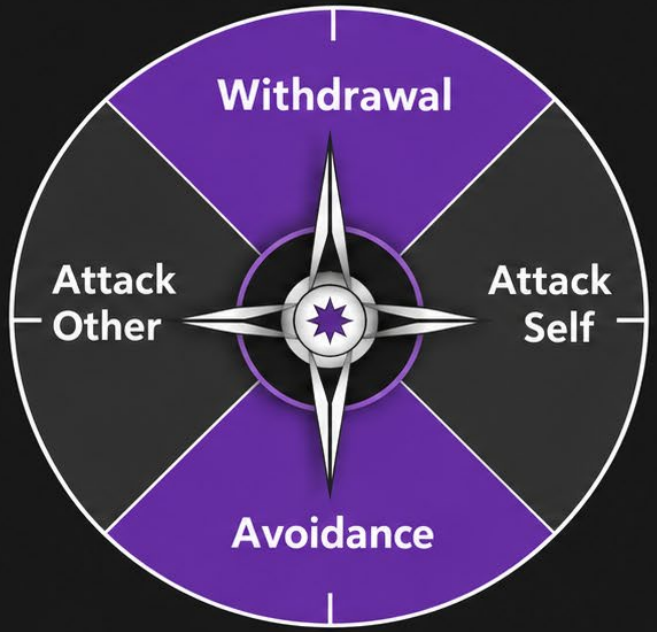
AFFECTS, FEELINGS, AND EMOTIONS

- **Affects**
  Nine innate, biological programs triggered in response to specific stimulus conditions
- **Feelings**
  The awareness an affect is present
- **Emotions**
  Scripted responses learned over a lifetime of the triggering of affects by environmental forces that surround us



RESPONDING TO SHAME

COMPASS OF SHAME



Respond by:

- Listen to what they have to say
- Be present without trying to problem-solve
- Reflect on what caused the shame
- Acknowledge their feelings
- Encourage them to talk about their experience

THE BLUEPRINT FOR RELATIONSHIPS & COMMUNITY

THE CENTRAL BLUEPRINT

Individuals are healthiest and at their best when they:

- Maximize positive affect
- Minimize negative affect
- Minimize inhibition of affect
- Do as much of the above three as possible

INTERPERSONAL RELATIONSHIPS

Healthy intimacy and positive emotional connections occur when two people agree to:

- Maximize and mutualize positive affect
- Minimize and mutualize negative affect
- Minimize and mutualize inhibition of affect
- Do as much of the above three as possible

COMMUNITY

Community is when multiple people agree to:

- Maximize and mutualize positive affect
- Minimize and mutualize negative affect
- Minimize and mutualize inhibition of affect
- Do as much of the above three as possible

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RESTORATIVE PROCESS
ACROSS TIME AND FEELINGS

RESTORATIVE PROCESS	CONFERENCE PROCESS	ACTIONS	EMOTIONS
PAST STORYTELLING	• Person responsible for harm • Victim and his/her support • Family/supporters of person responsible	• Acknowledgment • Listening • Validating • Ownership	• Distress • Disgust • Anger • Shame • Anxiety
PRESENT REFLECTION	• Person responsible for harm: "Anything to say?"	• Remorse • Reflection	• Surprise • Interest
FUTURE PLANNING	• Ask all participants what needs to happen • Agreement phase • Closure and appreciation	• Acknowledgment • Attribution • Reflection • Normalization • Change of future behavior	• Interest • Excitement • Enjoyment • Contentment • Anticipation

O'Connell, 2014

RESTORATIVE ROLE PLAY PROCESS

PREPARE • PRACTICE • REFLECT • GROW

1 ASSIGN ROLES



Each person in the triad is assigned a role.

2 RUN THE ROLE PLAY



Engage in a 7-minute conversation using the provided handout and process.

3 GIVE FEEDBACK



Take 3 minutes to provide supportive feedback to the person in the role.

4 SWITCH ROLES AND REPEAT



Rotate roles so each person has an opportunity to practice, receive feedback, and reflect.

REFLECTION QUESTIONS

CONSIDER THE PROCESS AND YOUR EXPERIENCE

- How has this experience impacted you professionally?
- What changes do you plan to make to your practice that can be immediate?
- What changes would you like to make but will require more time and support?
- What needs to happen to make and sustain these changes?
- How has this experience impacted you personally?
- How can you be more purposefully restorative?
- How can you be restorative with yourself (self-care)?

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CONCEPTUAL MODEL: RESTORATIVE PRACTICES, COMMUNITY HEALTH & WELL-BEING



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Leading Community Impact WITH Restorative Practices



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A Social-Ecological Approach to Collaborative Learnership

Intrapersonal

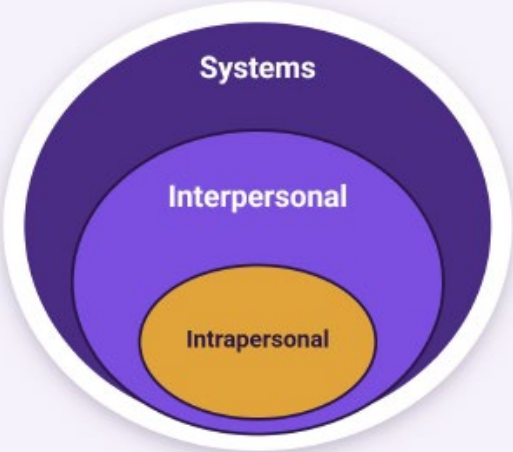
Supports each person's own growth by noticing, reflecting, and making meaning from experience.

NURTURE INTROSPECTION

Interpersonal

Builds trust and belonging between people by engaging with purpose and practicing skills together, explicitly.

ENGAGE INTENTIONALLY · PRACTICE EXPLICITLY · RELATIONAL COMMUNITY



Systems

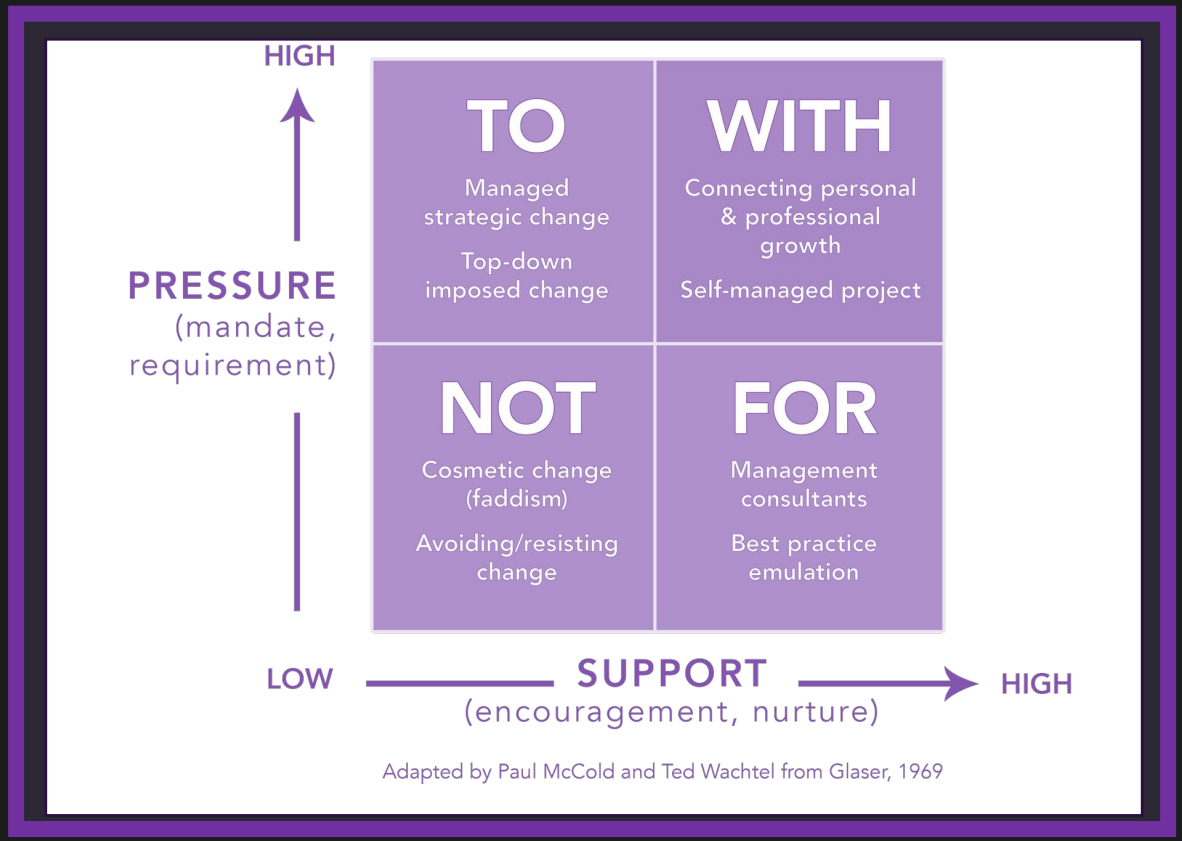
Shapes the policies, norms, and processes around people through shared leadership and co-design, and examines their impact on people and systems.

UNDERSTAND IMPACT · RESTORATIVE LEADERSHIP + CO-DESIGN

Lineage: the social-ecological model (Bronfenbrenner, 1977). Collaborative Learnership was created by Kevin Jones, Pathways 2 Restorative Leadership.

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Organizational Change Window



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Implementing at the Organizational Level

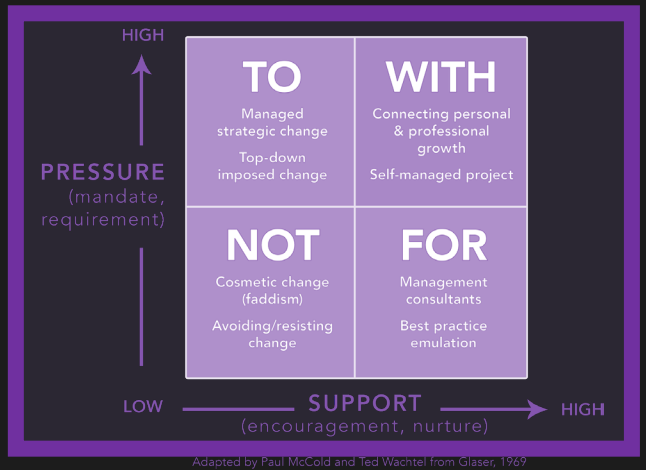
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- The Organizational Change Window: Is your organization doing restorative practices TO staff, FOR staff, or WITH staff?



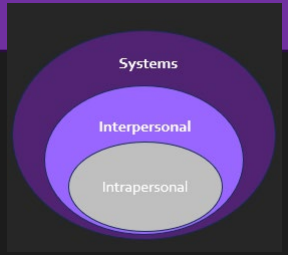
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- A social-ecological approach: Intrapersonal (you), Interpersonal (your relationships), Systems (policies, norms, processes).



Implementing at the Organizational Level

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- A social-ecological approach: Intrapersonal (you), Interpersonal (your relationships), Systems (policies, norms, processes).

- Start where you are. 80% proactive. Relationships first. Simple, not easy — yet doable.

The Learning Cadence

Seven steps. One continuous cycle.

01
Connect
Surface the why

02
Reflect
Bring people into the process

03
Context
Name the destination clearly

04
New Learning
Move information with purpose

05
Apply
Build capacity to do the work

06
Teach
Watch, adjust, and stay curious

07
Lead
Sustain and grow from within

↻ *The cycle is continuous — Lead reopens into Connect*

Pillars: Engage Intentionally | Practice Explicitly | Understand Impact | Nurture Introspection

Nurture Introspection • Understand Impact • Engage Intentionally • Practice Explicitly

Now What?

Bridging Knowledge & Experience

Scholarly / Academic Learning

Research, theory & frameworks that explain why RP works

- Social science of human connection
- Affect theory, fair process, shame compass
- Circle structures, continuum & conference frameworks
- Gives you the language & concepts to explain your practice

Experiential Learning (Lived & Learned)

Practice, reflection & relationship — the work itself

- Circles, role plays & fishbowls done here
- What you carry from your own life, leadership & community
- Feedback, coaching & doing it again — with your people
- Gives you the wisdom & confidence to lead it

Neither is enough alone. Together, they make a restorative leader.

Nurture Introspection • Understand Impact • Engage Intentionally • Practice Explicitly

Thank You

"Simple, not easy — yet doable."

Engage Intentionally · Practice Explicitly
Understand Impact · Nurture Introspection



Kevin Jones | Pathways 2 Restorative Leadership (P2RL)
kevin@p2rl.org · 309-262-9999

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