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State Based Societies

The World Until Yesterday
What Can We Learn from Traditional Societies?
# Motivational Levers

From Social Control to Social Engagement (Morrison, 2010)

<table>
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<tr>
<th>Institutions</th>
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<td>Social Control</td>
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- **Rules (external sanctioning)**
- **Punishment (exclusion)**
- **3rd party decision making**
- **Reason trumps emotion**
- **Power (Individual)**

- **Values (internal sanctioning)**
- **Restoration (inclusion)**
- **1st party decision making**
- **Reason for emotion**
- **Power (Group)
“Killing classmates is made more imaginable for adolescents by glorified revenge fantasies in the media and video games, and it is easier to accomplish with ready access to guns, but the root cause is neither of these.

It is the absence of community for a growing number of young people. And reweaving that safety net of caring and respect for all our youths is everyone's responsibility” (New York Times, May, 12, 1999).
“One message that comes through loud and clear in the [deadly school rampage] cases is that adolescents are intensely concerned about their social standing in their school and among their peers. For some, their concern is so great that threats to their status are treated as threats to their very lives and status as something to be defended at all costs” (p. 336)
The Need to Belong and Bullying
(Leary et al., 2003)

1) The school shooters were typically male students, who were ostracized and had been chronically taunted, teased, harassed and publicly humiliated.

2) Bullying and malicious teasing is a serious problem in schools that:
   
   - Induces feelings of shame, humiliation, depression, anxiety, and low self esteem
   - ...
   - ...
“... the practice of restorative justice as a journey to belonging, with “the journey to belonging often [involving] a journey to identity – the two [being] deeply intertwined, like a double helix.” The journey to belonging is characterized by a number of legs: meaning, judgement, honour and vindication.”
The Power of We: Community Praxis

The dynamics of power through the lens of bullying behaviour

The multidimensional dynamics of relationship management

Institutional levers and community levers
Bullying is a relationship problem in which an individual or group uses power aggressively to cause distress to another.

- The child who bullies is learning to use power and aggression to control others.
- Bullying occurs repeated over time (rather than a single act of aggression) i.e. systematic abuse.
- The child who is being victimized becomes trapped in an abusive relationship and needs help to stop the bullying. They feel powerless.

Promoting Relationships Eliminating Violence (PREVNet)
Bullying has been associated with:

- Anger
- Violence
- Hyperactivity
- Externalizing Problems
- Delinquency
- Criminality
- Depression
- Suicidal ideation
Victimization has been associated with:

- Stress-related illness
- School avoidance and disinterest
- Poor academic performance
- Increased fear and anxiety
- Emotional distress
- Depression
- Suicidal ideation
### What works: bullying & victimization?

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(Ttofi and Farrington, 2009, Journal of Aggression, Conflict and Peace Research)
What works in preventing bullying?

Whole-school anti-bullying policy
Classroom Curriculum Materials
Individual work (victim)
Classroom Management
Play Ground Supervision (*)
Teacher Information
Teacher Training
Virtual Reality Comp. Games
Response (Accountability)(*)
Response (Support)

Classroom Rules
School Assemblies
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Parent Information
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What works in preventing victimization?

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“Future programs should be based on newer theories such as defiance theory and restorative justice approaches” (Ttofi and Farrington 2008a, 2008b).

“For example, poor social relationships at school can be repaired through restorative justice approaches that involve bringing together all children (bullies, victims, and other children) “in a participatory process that addresses wrongdoing while offering respect to the parties involved” (Morrison 2007, p. 198). (Ttofi and Farrington, 2009)
Bullying as a relationship problem

Bullying requires a relationship solution:

- Relationship with self (intra-personal)
- Relationship with others (inter-personal)
- Relationship with community (intra-group)
- Relationship with institution (intra-superordinate group)
Emergent properties of group life: Theory behind the practice

- Motivational Postures (Braithwaite, Braithwaite, Gibson & Makkai, 1994)
- Procedural justice (Tyler & Blader, 2000)
- Social Identity theory (Tajfel & Turner, 1979)
- Self-categorization theory (Turner et al., 1987)
- Re-integrative shaming theory (Braithwaite, 1989; Ahmed, Harris, Braithwaite & Braithwaite, 2001)
- Unacknowledged shame (Scheff, 1994)
The Practice of Restorative Justice

![Diagram of Restorative Justice]

- **Victim Reparation**
  - Victim services
  - Crime compensation
  - Victim restitution
  - Victim-offender mediation
  - Related community service
  - Youth aid panels
  - Victim sensitivity training
- **Offender Responsibility**
- **Communities of Care Reconciliation**
  - Offender family services
  - Family-centered social work
  - Victimless conferences
  - Positive discipline
  - Therapeutic communities

- **Restorative Justice**
  - Victim support circles
  - Community conferencing
  - Family group conferencing

- **Categories**
  - Fully restorative
  - Mostly restorative
  - Partly restorative
Mainstreaming the Family Group Conference

Assumptions

Incompetent of Irrational Actor

Incapacitation

Rational Actor

Deterrence

Virtuous Actor

Restorative Justice

Figure 1

Rebuilding Relationships
Intensive Support

Repairing Relationships
Targeted Support

Reaffirming Relationships
Universal Support

Developing a culture that supports the development of healthy relationships
Community is at the Heart of the Praxis

- Foundation of Proactive Community Building
- Conflict as Property (Christie, 1977)
  - Own conflict (Individuals, Classrooms)
  - Opportunity for learning and growth
    - Learning communities (culture change)
  - Norm clarification
- Passive Bystanders to Upstanders (Dalai Lama)
  - Active Citizenship
- Social Capital & Human Capital (Putnam)
  - 3rd parties & decline of social capital
An ecology of relations:

A respectful praxis of social engagement that nurtures social relationships, develops strong and healthy social identities, and strengthens our sense of place.