

# CCRJD (Colorado) Recommended Standards for 20-Hour Basic Restorative Justice Facilitator Training

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## Note on Updated References

These basic training standards remain substantively the same as when first written. However, changes in Colorado since their adoption in 2017 have led to some references in the document needing updating. The Colorado Coalition of Restorative Justice Directors (CCRJD), noted in the Executive Summary, has broadened into the Colorado Coalition for Restorative Justice Practices (CCRJP). Most significantly for this document, Colorado's 2012 *Code of Conduct and Standards of Practice for RJ facilitators* - cited throughout the original document - was replaced with updated guidance, [Colorado Restorative Justice Practitioner Guidelines](#) adopted by the Colorado Restorative Justice Coordinating Council (RJ Council) and endorsed by CCRJP in 2024. These citations and those to the earlier 2009 *Colorado Restorative Justice Council Recommended Guidelines for Training in Restorative Practices* have been updated to reference relevant sections of the new Guidelines. As language usage and substantive guidance have also evolved in important ways since 2017, a close reading and integration of the new Guidelines as a whole is encouraged to more fully inform and supplement these earlier training standards. On a final note, the training plan that follows is based on an RJ practice known as Community Group Conferencing (CGC), widely used in Colorado. As self-described, it is also intended to introduce basic facilitator skills. While these basic skills are fairly universal to many RJ practices, materials designed to introduce a different practice model may be added. Additionally, training and experience beyond that recommended in this document will be needed to support more advanced or specialized areas of practice.

## Executive Summary

The Colorado Coalition of Restorative Justice Directors (CCRJD) formed in 2007 to bring together restorative justice program directors from across the state. CCRJD meetings occur quarterly and provide a forum for restorative justice directors to build community and discuss best practices for the field. At the CCRJD meeting on April 24, 2015, the restorative justice program directors voted to create the Restorative Justice Training Committee (RJTC). The CCRJD formed the RJTC with the mission to establish what information must be covered in a restorative justice facilitator training in Colorado. The RJTC was comprised of five CCRJD members representing restorative justice practices in higher-education, secondary education, non-profit, community, and judicial settings. The RJTC met regularly for more than two years and created the "CCRJD Recommended Standards for 20 Hour Basic Restorative Justice Facilitator Training," which CCRJD ratified as an official, living document on April 7, 2017. The document was then brought to the Colorado Restorative Justice Coordinating Council (RJ Council) for consideration. After gathering input from relevant stakeholders and discussion within the council, the RJ Council approved the document on August 24, 2017. As a living document, it is the intention of the RJTC to consider community, practitioner, and stakeholder feedback and incorporate this feedback as appropriate.

The formal acknowledgment of the training plan by CCRJD and the RJ Council as the guiding document for basic training of restorative justice facilitators in Colorado represents program directors' and stakeholders' commitment to collaboration, unified views on best practices, and leading programs with fidelity to best practices. Significant legislation passed in Colorado to help fund restorative justice programs transformed the atmosphere of the field from one of competition due to scarcity of resources, to one of cooperation and collaboration. The training plan exemplifies the shift in how programs work together to uphold the integrity of restorative justice practices in Colorado.

## Introduction

This training plan is the minimum basic content that should be covered in a 20 Hour Basic Restorative Justice Facilitator Training, as recommended by the Colorado Coalition of Restorative Justice Directors. This training plan will be used by Restorative Justice Facilitator Trainers to ensure that the applicable and appropriate guidance, as outlined by the Colorado Restorative Justice Practitioner Guidelines, are included in 20 Hour Basic Facilitator Trainings that they host. These guidelines are cited throughout the training plan for trainers to reference and become more familiar with how they

inform their training.

The Colorado Coalition of Restorative Justice Directors recommends trainers host Basic Restorative Justice Facilitator Trainings lasting at least 20 hours, not including breaks and lunch, with trainees spending at least 6 hours of training time in role plays modeled after the restorative justice model being taught at the training. In addition to the 6 hours spent in role plays, trainees will participate in at least 2 hours of interactive skill-building activities to practice the skills necessary to be a restorative justice facilitator. Minimum basic content may be delivered to trainees in a series of training sessions or in one longer training event.

## Training Plan Overview

- **Goals:** The overall mission of a 20 Hour Basic Restorative Justice Facilitator Training (Page 4)
- **Trainer Preparation:** Preparation a trainer must take in order to lead a 20 Hour Basic Restorative Justice Facilitator Training. (Page 4)
- **Learning Objectives and Outcomes:** Learning objectives that serve as the goals and intentions for Trainers conducting 20 Hour Basic Restorative Justice Facilitator Training (Page 4-15)

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- **Materials:** Suggested Materials for 20 Hour Basic Restorative Justice Facilitator Training (Page 15)
- **Practice Guidelines:** Goals for role play and interactive skill-building practices during the training with definitions and learning outcomes (Page 15)
  - Role Play
    - Definition
    - Learning Objectives
  - Interactive Skill-building Activity
    - Definition
    - Learning Objectives
- **Check for Understanding:** Suggested goals and measures of trainee development (Page 16)
  - During the Training
  - After the Training

## 20 Hour Basic Restorative Justice Facilitator Training Plan

<b>Goals</b>	<p>The goal of a 20 Hour Basic Restorative Justice Facilitator Training is to prepare trainees to facilitate restorative justice conferences that involve victims, offenders, and community, a model often known as Community Group Conferencing. The trainers will foster a comprehensive understanding of the learning objectives and outcomes and lead trainees in practice in accordance with the practice guidelines. Trainers will uphold the Colorado Restorative Justice Council <i>Recommended Guidelines for Training in Restorative Practices</i> (2009) and deliver the training in accordance with the 5R's. <a href="#">Recommended Guidelines for Training #1</a>. The facilitator training described in this document does not pertain to training for High impact Dialogue (HID), which involves additional standards of facilitator preparedness.</p>
<b>Trainer Preparation</b>	<ul style="list-style-type: none"> <li>• Trainers should be able to demonstrate a good working knowledge of a wide range of restorative practices. <a href="#">Recommended Guidelines for Training #2</a></li> <li>• Trainers are responsible for maintaining their own professional development on evidence based and emerging practices. <a href="#">Recommended Guidelines for Training #3</a></li> <li>• Trainers should be experienced restorative practitioners able to demonstrate their skill and provide evidence of their work and ongoing development as a practitioner. <a href="#">Recommended Guidelines for Training #4</a></li> <li>• Trainers will arrange with trainees, in advance of the training, a way to provide feedback to the trainees on their progress, as well as provide feedback about further training needed. <a href="#">Recommended Guidelines for Training #12</a></li> <li>• Trainers will communicate with programs that completion of restorative justice facilitator training does not guarantee an individual's readiness to facilitate conferences. Therefore, it is recommended that programs have methods to assess facilitator competency and provide additional education and support.</li> </ul>
<b>Learning Outcomes and Objectives</b>	<p><b>I. Trainee Introductions and Training Opening</b></p> <p><u>A. Participant Introductions</u></p> <ol style="list-style-type: none"> <li>1. Trainee will acquire familiarity and rapport with trainer and other trainees.</li> </ol> <p><u>B. Introduction to trainers, training materials, agenda and housekeeping topics</u></p> <ol style="list-style-type: none"> <li>1. The trainee will acquire information from the trainers about their experience with restorative justice practices.</li> <li>2. The trainee will recognize what will be covered throughout the training, what the training will prepare them to do, and housekeeping necessities (i.e. bathroom and parking locations, structured break time in training, meal expectations, etc.).</li> </ol> <p><b>II. Introduction to RJ Theory, Process, Values, Principles and History</b></p> <p><u>A. Emotionally Evocative Story of Restorative Justice (i.e. the "why" before the what)</u></p> <ol style="list-style-type: none"> <li>1. The trainee will observe an inspirational clip, video, story, anecdote, or article about (an) example(s) of restorative justice practices prior to learning theory.</li> </ol> <p><u>B. Principles and Values: 5 R's, Voluntary, Victim-centered, Healing, Interconnectedness, and an Appreciation of Diversity and Self-determination</u></p> <ol style="list-style-type: none"> <li>1. Overall Goal: The trainee will build "a working knowledge of restorative justice principles and values": 5R's, voluntary participation, victim-centered, healing, interconnectedness and appreciation for diversity and self-determination.</li> <li>2. The trainee will recognize that healing is a value and aim of Restorative Justice Practices in that "someone who has been harmed may be helped toward healing when the one causing harms works to make things right"(39) and "restorative justice programs aim to make justice more healing and, ideally, more transformative." (Zehr 48) (Trainers please see note in section VII.A.2 regarding how healing is regarded in individual restorative justice processes.)</li> <li>3. The trainee will be able to identify the 5 R's and understand why they are recognized as the foundational values of restorative justice practices.</li> <li>4. The trainee will understand the importance of restorative justice as a process to address underlying participant needs</li> <li>5. The trainee will observe that the trainers deliver the training in accordance with the</li> </ol>

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Principles, Values and 5 R's of Restorative Justice. [Recommended Guidelines for Training #1]

6. The trainee will acquire "A working knowledge of restorative justice principles" as represented in Howard Zehr's (2015) *Little Book of Restorative Justice Updated Edition*.
7. The trainee will recognize that "all restorative justice practices must be voluntary and why." [Practitioner Guidelines #2]
8. The trainee will recognize why victim-centeredness is fundamental to RJ as represented in Zehr (48-49)]
9. The trainee will recognize how victim-centeredness distinguishes RJ from other responses to crime and/or conflict.(Zehr 30)
10. The trainee will recognize the importance of participants exercising self-determination, as defined in section V.B. in this document, as long as it does not violate any other restorative justice ethic. (Practitioner Guidelines #2)

### C. Theory: Three Pillars of RJ - Stakeholder Engagement, Harms and Needs, and Obligation

1. Overall Goal: The trainee will acquire "A working knowledge of RJ philosophy" as represented in Howard Zehr's (2015) *Little Book of Restorative Justice Updated Edition*.
2. The trainee will recognize the differences and areas of overlap with restorative justice and retributive justice. (Zehr 30-31)
3. The trainees can identify the three primary stakeholders of RJ (victim, offender and community) and explain how they are interrelated. (Zehr 37-38)
4. Trainees will identify the three pillars of RJ (Harms and Needs, Obligations and Engagement (Zehr 31-35)

### D. History of RJ: The Global Historical Roots and Colorado History

1. Overall Goal: The trainee will acquire "A working knowledge of RJ history." (Practitioner Guidelines)
2. Trainees will acquire basic knowledge of recent Colorado RJ legislation and the history of the Colorado RJ movement.

### E. Spectrum of Restorative Justice Practices

1. Overall Goal: The trainee will acquire "good working knowledge of a wide range of restorative practices." )Recommended Guidelines for Training #2)
2. The trainee will recognize processes and models that adapt RJ to address harm in different instances.

## **III. Demonstration of Conference**

### A. Demonstration of a Conference and Restorative Justice Skills Utilized in a Conference (Recommended Guidelines for Training #2 and #4)

1. The trainee will observe a demonstration of an RJ conference and the restorative justice skills practiced in that model. (The demonstration may be presented either through video or live role-play. Ideally, the conference model demonstrated will be the same as that being covered in the training.) (Recommended Guidelines for Training #6)
2. The trainee will observe the relative design or configuration of the participants in those models of restorative justice processes the facilitator will practice.
3. The trainee will engage in a discussion following the demonstration, including how restorative justice principles and ethics were upheld throughout the process.

## **IV. RJ Stakeholders**

### A. The Three Key Stakeholders of RJ: Victim, Offender, Community

1. The trainee will demonstrate "An understanding of the three key stakeholders of restorative justice practices (victim, offender and community)." (Zehr 37-38)
2. The trainee will acquire information from the trainers about "Victim awareness, resources and rights." (Zehr 21-23)
3. The trainee will acquire information from the trainers about "Offender awareness, resources and rights." (Zehr 24-25)

### B. Other Stakeholders: Victim Advocates, Victim Surrogates, Community Members, Support Persons, Law Enforcement

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1. The trainee will recognize the “role of community and support people” including but not limited to: victim advocates, victim surrogates, community members, support persons and law enforcement.
- C. Cultural Awareness and Responsiveness (Practitioner Guidelines #4, #5, and #8)
  1. The trainee will recognize that power, privilege and cultural differences may influence participation, experiences and outcomes of restorative justice processes for all participants, including the facilitator. The trainee will recognize that a facilitator has the responsibility to mitigate the influence of those dynamics within a restorative justice process.
  2. Trainee will recognize that cultural awareness and responsiveness is essential in all aspects of restorative practices
  3. The trainee will recognize that they should advance restorative justice practices by fostering diversity within the field of restorative justice. (Practitioner Guidelines #10)
- V. **RJ Facilitator Ethics**
  - A. THE PRIMARY DICTUM OF ALL RESTORATIVE JUSTICE FACILITATORS, PROGRAMS AND PRACTICES IS TO “DO NO HARM.”-
    1. The trainee will recognize that the primary dictum of restorative justice facilitators and practice is to “do no harm”, and that a restorative justice facilitator “shall assess the participants in a case to assure that there is a very low possibility that the victim could be re-victimized.”
    2. The trainee will recognize that a case or participant can be reassessed or removed from the process at any point in the process. This means that the restorative justice facilitator should under no circumstance regard a referral as a mandate to carry a case to completion. Recommended Training Guidelines #2 and #7)
    3. The trainee will recognize it is the facilitator’s responsibility to inform the parties about risks and possible outcomes, so that parties can make their own informed decisions about what risks they are willing to take. (Recommended Training Guidelines #2 and #7)
  - B. Voluntary Participation
    1. The trainee will recognize that “a restorative justice facilitator shall conduct a restorative practice based on the principle of voluntary participation for all participants” throughout the entire restorative justice process. Practitioner Guidelines #2 .
    2. The trainee will acquire information from the trainers about the variety of options for victim participation aside from face-to-face encounters (e.g., written or video-recorded statements of impact, surrogate victims, written exchanges mediated by a third party, etc.)
  - C. Respect for Privacy
    1. The trainee will recognize the importance of facilitators’ commitment to respect for privacy as stated in the Practitioner Guidelines (Practitioner Guidelines #3)]
    2. The trainee will acquire information from the trainers about precisely with whom they are allowed to discuss case details.
  - D. Quality of the Process
    1. The trainee will recognize that the facilitator shall not knowingly or unknowingly misrepresent any material, fact or circumstance in the course of a restorative justice process.
  - E. Competence
    1. The trainee will recognize that a restorative justice facilitator “shall facilitate only when the facilitator has the necessary competence to assure a safe restorative process and to satisfy the reasonable expectations of the participants.” (Practitioner Guidelines #1 and #6)
    2. Trainees will recognize that they may not always be the most appropriate facilitator for certain cases. In addition to conflicts of interest, life experiences, beliefs and attitudes may interfere with a facilitator’s ability to respond effectively to participant needs and the unique features of a case. Therefore, facilitators are encouraged to reach out for support if they feel they have concerns about their ability/readiness to facilitate a case assigned to them. (Practitioner Guidelines #4)
    3. The trainee will recognize that if the “facilitator determines that they cannot conduct



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the restorative justice process competently, the facilitator shall discuss that determination with the participants and referring agencies as soon as is practicable and take appropriate steps to address the situation, including but not limited to, withdrawing or requesting appropriate assistance.”

### F. Impartiality

1. The trainee will recognize that facilitators must only agree to facilitate if they are able to move through the process free from favoritism, bias and prejudice. (Practitioner Guidelines #4)
2. The trainee will recognize that a facilitator must conduct the restorative justice process in an impartial manner, as well as give the appearance of conducting the process in an impartial manner. (Practitioner Guidelines #4)
3. Trainees will acknowledge the tension between maintaining a victim-centered process and conducting an impartial process, as well as be able to identify instances when this tension may arise.

### G. Self-Determination

1. The trainee will recognize that a facilitator shall conduct a restorative justice process based on the principle of self-determination, defined as the participants' ability to make their own decisions and choices based on the participants' preferences, interests, beliefs, and goals. Facilitators should not impose their own preferences, interests, beliefs, and/or goals in a way that would coerce a participant or inhibit their self-determination. Facilitators shall support participants' self-determination to the extent that it does not violate any other restorative justice principles or ethics as outlined in this document. (Practitioner Guidelines #2)
2. The trainee will recognize that a facilitator will conduct a process in which all parties may exercise self-determination at any stage of the restorative justice process unless the participant self-determination violates another restorative justice ethic.

### H. Conflict of Interest

1. The trainee will recognize that facilitators must identify and disclose conflicts of interest that would influence the facilitators' impartiality and/or undermine the integrity of the restorative justice process as soon as practicable and take appropriate steps, including but not limited to withdrawing from the restorative justice process. (Practitioner Guidelines #4)

### I. Continuing Education

1. The trainee will recognize that it is a facilitator's responsibility to meet regularly with other practitioners to debrief and share tools for success, as well as attend educational programs and related activities to maintain and enhance their knowledge and skills related to RJ facilitation and practice. (Practitioner Guidelines #6 and #10)
2. The trainee will recognize that it is a facilitator's responsibility to pursue ongoing professional development in the field of restorative justice.

## **VI. Pre-conferencing Components**

### A. Demonstration of a Pre-conference and Restorative Justice Skills Utilized in a Pre-conference

1. The trainee will observe a demonstration of an RJ pre-conference and the restorative justice skills practiced in the pre-conference. (The demonstration may be presented either through video or live role-play.) (Recommended Training Guidelines #2 and #6)
2. The trainee will recognize the relative design or configuration of a pre-conference for the model(s) of restorative justice processes the facilitator will practice.

### B. Purpose of the Pre-conference

1. The trainee will recognize that the facilitators utilize all interactions and information available to them ahead of the conference, including the pre-conference, to determine if the participant is appropriate for restorative justice.
2. The trainee will recognize that the purpose of the pre-conference includes but is not limited to:
  - Establish rapport between the facilitators and the participants
  - Build relationship between the facilitators and participants
  - Prepare the participants for the restorative justice process so that individuals may make informed decisions about their participation in the process

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- Explain the goals of the pre-conferences and conference, focus and structure of the process, answer questions, and provide information
- Prepare participants for face-to-face interaction and assisting in managing participant expectations about the process and/or outcomes
- Gather information about the incident and participants' thoughts, feelings, beliefs and concerns.
- Identify participants' needs, attitudes, and affects
- Anticipate issues that may impact the conference
- Create a safe space for discussion about the incident
- Identify unique case characteristics and dynamics
- Provide tools or strategies to help participants find their voice
- Assess participants to determine if it is appropriate to move forward with the conference based on the do-no-harm principle (see Ethics Section). (Practitioner Guidelines #1 and #2)

### C. Roles of Facilitators and Co-facilitators in Pre-conferences

1. The trainee will recognize the roles of the facilitator and co-facilitator in those models of restorative justice pre-conference the facilitator will practice.
2. The trainee will recognize how facilitators and co-facilitators support each other and the process in those models of restorative justice processes the facilitator will practice.

### D. Preparing for the Pre-conference

1. The trainee will recognize that if a participant appears to have difficulty comprehending the process, issues, or options, or has difficulty participating in a restorative justice process, the facilitator should explore the circumstances and potential accommodations, modifications or adjustments that would make possible the participant's capacity to comprehend and voluntarily participate. (Practitioner Guidelines #8)
2. The trainee will recognize that facilitators are responsible for familiarizing themselves with the incident they will be discussing with the participants to ensure a thorough discussion of issues, concerns and requests.
3. The trainee will understand what action to take in their context if the participant is not appropriate for the restorative justice process.
4. The trainee will acquire from the trainer information about program-specific safety rules and considerations (e.g., some programs may prohibit meeting with juveniles without parent present, in-home pre-conferencing, or when certain types of violence has taken place)
5. The trainee will recognize that the preconference is not time-driven and may require multiple meetings or conversations. (Practitioner Guidelines #1)

### E. Components and Key Aspects of the Physical Space, Location and Layout of a Pre-conference

1. The trainee will recognize the significance of choosing and configuring a space for a restorative justice pre-conference, with consideration for safety, confidentiality, limited interruptions, minimal (if any) physical barriers, and relative comfort for all participants. (Practitioner Guidelines #1)

### F. Elements of the Pre-conference

1. The trainee will recognize that pre-conferences consist, minimally, of the following elements, and not specifically in this order.
  - Opening
    - A facilitator will:
      - Facilitate an introduction between the facilitators and pre-conference participants
      - Explain the purpose of the restorative justice pre-conference and conference, as well as the focus of the pre-conference and conference
      - Explain the roles of the participants in the pre-conference and conference
      - Explain facilitator's role—impartial, non-judgmental, the facilitator guides the process
      - Explain that only facilitators may be taking notes during the conference and that those notes will be shredded after the conference (other than



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- the reparative contract)
  - Explain the values that make the process restorative rather than retributive
  - Review the level of confidentiality of the conversation
  - Clarify that all participants are participating voluntarily
  - Review communication guidelines/ground rules
  - Establish expectations for housekeeping and logistics (e.g., bathroom breaks, etc.)
- Listen to their story
  - A facilitator will:
    - Get a clear understanding of their perspective on what happened
    - Ask follow-up questions as needed (e.g., how did you feel at the time? How do you feel about it now?). The facilitator will utilize reflective statements and other facilitation skills described in Section VIII.
    - Provide constructive feedback based on the principles and values of restorative justice
    - Help the participants explore their thoughts, feelings, needs and perspectives related to the incident
    - Use active listening techniques that help participants feel heard, for example Nonviolent Communication
- Identify harms and needs
  - A facilitator will:
    - Ask the participants who was impacted and how (attending to three primary stakeholders of RJ)
    - Help the participant explore their thoughts, feelings, needs and perspectives related to who was impacted and how
- Provide information
  - A facilitator will:
    - Describe the conference process in chronological order, ground rules, what to expect
    - Discuss the agreement by explaining that the agreement will be constructed and agreed upon by all parties.
    - Encourage participants to brainstorm ideas ahead of time and remain flexible in the conference.
    - Discuss possible conference outcomes, including what will happen if an agreement cannot be reached or completed
    - Discuss the role of support persons
    - Clarify participant's goals, needs, and desires
    - Avoid making any promises or commitments to any particular outcome
    - Emphasize that the discussion portion of the conference is meant to increase understanding of participants' needs, feelings, and experiences, not necessarily to reach agreement about specific details of the incident
- Close the Pre-conference
  - A facilitator will:
    - Ask all pre-conference participants if anyone has anything they would like to share with the pre-conference before it is closed.
    - Thank everyone for participating
    - Stand up and/or make another verbal/physical gesture to signify that participants may leave the pre-conference.
- G. Pre-conference Confidentiality Considerations ( Practitioner Guidelines #3)
  1. The trainee will recognize that a facilitator who meets with any persons in private session during a restorative justice process shall not convey directly or indirectly to any other person, any information that was obtained during that private session without the consent of the disclosing person.
  2. The trainee will recognize that they shall promote understanding among the participants to the extent to which the participants will maintain confidentiality of information they obtain in a restorative justice process.
  3. The trainee will acquire information from the trainers about confidentiality

<p><b>Learning Outcomes and Objectives</b></p>	<p>expectations in their context of restorative justice practices, as well as if the trainee is accountable to a program or agency's mandatory reporting standards.</p> <ol style="list-style-type: none"> <li>The trainee will understand program-specific stakeholder requirements for reporting information related to the conference outcome and how this interfaces with confidentiality.</li> </ol> <p><b>VII. Conferencing Components</b></p> <p><u>A. Purpose of a Restorative Justice Conference</u></p> <ol style="list-style-type: none"> <li>The trainee will recognize that the purpose of the restorative justice conference includes but is not limited to emphasizing repairing the harm caused to victims and the community by offenses by engaging the parties to the offense in voluntary dialogue to give the offender the opportunity to accept responsibility for the harm caused to the victim and community, to provide opportunity for victim healing, and enable participants to agree on consequences to repair the harm to the extent possible.</li> <li>The trainee will recognize "that many crime victims, however, are ambivalent about the term 'healing,'" and that the healing "journey belongs to victims--no one else can walk it for them." (Zehr 39)</li> <li>The trainee will recognize that a facilitator shall not impose the aim of healing into the restorative justice process or upon a participant, and rather strictly adhere to the ethics and process of restorative justice so that participants may have the opportunity to experience healing through the restorative justice process.</li> <li>The trainee will recognize "the [restorative] justice process provides a framework that promotes the work of recovery and healing that is ultimately the domain of the individual victim," (Zehr 86) and that healing and recovery are not prescribed goals and/or outcomes of an individual process.</li> </ol> <p><u>B. Roles of Facilitators and Co-facilitators in Conferences</u></p> <ol style="list-style-type: none"> <li>The trainee will recognize the roles of the facilitator and co-facilitator in those models of restorative justice conferencing the facilitator will practice.</li> <li>The trainee will recognize how facilitators and co-facilitators support each other and the process in those models of restorative justice processes the facilitator will practice.</li> </ol> <p><u>C. Components and Key Aspects of the Physical Space. Location and Layout of a Conference (Practitioner Guidelines #1, #7 and #8)</u></p> <ol style="list-style-type: none"> <li>The trainee will recognize the significance of choosing and configuring a space for a restorative justice process with consideration for safety, confidentiality, limited interruptions, minimal (if any) physical barriers, and relative comfort for all participants, including access to drinking water, tissues, snacks (encouraged), restrooms.</li> <li>The trainee will recognize where participants and facilitators sit relative to each other and why.</li> <li>The trainee will recognize that the physical positioning of participants and/or objects within the space may cause an imbalance of power.</li> </ol> <p><u>D. Preparing for the Conference</u></p> <ol style="list-style-type: none"> <li>The trainee will recognize that if a participant appears to have difficulty comprehending the process, issues, or options, or has difficulty participating in a restorative justice process, the facilitator should explore the circumstances and potential accommodations, modifications or adjustments that would make possible the participant's capacity to comprehend and voluntarily participate. (Practitioner Guidelines #8)</li> <li>The trainee will recognize that expressed willingness to voluntarily participate in the conference, especially from the victim, is paramount at this stage in the process. (Practitioner Guidelines #2)</li> <li>The trainee will recognize that they may conduct as many pre-conferences as needed.</li> <li>The trainee will recognize that it is encouraged to engage in reflection and critical analysis of their intuition prior to each conference, which prompts facilitators to reflect on whether moving forward will be consistent with the do-no-harm principle. (Practitioner Guidelines #6)</li> </ol>
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5. The trainee will acquire information from the trainers about how facilitators plan and strategize in order to manage anticipated challenges in the conference.
- E. Elements of the Conference (Practitioner Guidelines #1, #2, and #3)**
1. The trainee will recognize that conferences consist, minimally, of the following elements.
    - Opening
      - A facilitator will:
        - Lead introductions in which each participant will share their name and role in the conference
        - Explain the purpose of restorative justice conferences and focus of the conference
        - Explain that only facilitators will be taking notes during the conference and that those notes will be shredded after the conference (other than the reparative contract)
        - Reiterate the values that make the process restorative rather than retributive
        - Describe the structure of the conversation/conference flow of the conference
        - Explain facilitators' roles—impartial, non-judgmental
        - Review the level of confidentiality of the conversation
        - Clarify that all participants are participating voluntarily
        - Review communication guidelines/ground rules
        - Establish expectations for housekeeping and logistics (e.g., bathroom breaks, etc.)
    - Sharing experiences, perspectives, impacts and needs regarding the incident
      - A facilitator will:
        - Begin the process by giving the people directly involved in the incident the opportunity to share their stories one at a time (It is advised that the order of sharing stories follows an order requested by the victim; generally it makes sense for the offender to go first.)
          - The offender should answer the following questions/prompts, at minimum: Please tell us what happened. What were you thinking at the time? How do you feel about what happened? What has happened since the incident? Who has been impacted by this? What are you taking responsibility for?
          - Questions for the victim may include, for example: Tell us about your experience of the event? How were you impacted (including ongoing impacts)? What have you been thinking since the event? How has this impacted those around you? What would you like [offender's name] to know? What are you hoping to take away from today?
          - During storytelling, the facilitator will utilize reflective statements and other facilitation skills described in Section VIII.
        - The facilitator will provide the opportunity for participants to ask clarifying questions after hearing the stories from the people directly involved.
          - The facilitator will specify that the intention of clarifying questions is for all participants to gain an increased understanding of what happened, not to interrogate the participants.
        - The facilitator will individually ask each conference participant who was not directly involved in the incident individually questions as needed to clarify and explore their thoughts, feelings,
          - The facilitator may ask questions to support people. Questions for support people/stakeholders may include, for example: How did you learn about the event? What was your reaction? How were you impacted (including ongoing impacts)? What have you been thinking/experiencing since the event? Who do you see was impacted? What would you like [offender] to know? What would you like the circle to know about [person being supported]? What are you hoping to take away from today?

## Learning Outcomes and Objectives

- What are your main concerns? What was your reaction to person choosing to participate in RJ? What do you hope [person] takes away from this experience?
    - The facilitator may ask questions to community members/stakeholders. Questions for community members/stakeholders may include, for example: How do you feel about what you've just heard? Who do you think was impacted? How did this incident impact [the community, school, police department, organization, etc.]? How do incidents like this impact [the community, school, police department, organization, etc.]? What could have been the consequences from [offensive action]? How would you feel if this happened to you?
  - Brainstorming Options for Reparative Contracts/Agreements
    - A facilitator will:
      - Inform participants that the purpose of brainstorming agreement options is to create a large list of what the offender(s) may do to repair the harm and notify participants that agreement ideas should be specific, achievable and related to the harms discussed in the conference
      - Remind participants that the facilitators may not offer ideas for repair, because the facilitators are neutral parties in the conference
      - Take notes to track the agreement ideas offered by participants during the agreement brainstorming
      - Invite input from all participants about what they need from the offender in order to feel that harms have been addressed and/or repaired, needs discussed in the conference will be addressed, and help the community rebuild trust in the offender.
        - Ask the offender: What are you willing to do to repair the harm?
        - Ask the victim: What do you need to happen from [offender] in order to repair the harms or make things right?
        - Ask all participants: What needs to be done to repair harm? What needs to be done in order to rebuild trust between the community and [offender]?
        - Before transitioning to finalizing the agreement, ask all participants if they have completed brainstorming ideas for the agreement.
  - Finalizing the Agreement
    - A facilitator will:
      - Lead the participants in creating the final agreement
      - Give all conference participants the opportunity to offer ideas about what they think should be included on the final contract
      - Consider giving the offender the opportunity to indicate which contract ideas they are most inclined to complete for the agreement
      - Lead the participants in a discussion that aims for all conference participants to have equal voice in sharing what needs to be incorporated in the final contract
      - Using off-script skills in section VIII, assist the conference participants in arriving at a consensus on which contract ideas will be incorporated into the final agreement
      - Lead the participants through the process of making the agreement items measureable, verifiable and achievable
      - Ensure that all agreement items in the final contract are related to repairing a harm, meeting a need and/or helping the community rebuild trust in the offender
        - To ensure that all contract items are related to harms and needs from the incident, the facilitator will ask open-ended questions (and use other off-script skills outlined in section VIII)
      - Assist all participants in the conference to agree by consensus on a deadline for the contract

## Learning Outcomes and Objectives

- Closing the Conference
    - A facilitator will:
      - Commence closing the conference by reading aloud to the conference participants the final version of the agreement, including the deadline.
      - Receive verbal and/or other physical indication from each conference participant that they agree on the terms of the final agreement.
      - Explain to all conference participants what will happen for the offender and the RJ case if the offender completes the agreement, as well as what will happen if the offender does not complete the agreement
      - Ask all conference participants if anyone has anything they would like to share in the conference before it is closed.
      - Thank everyone for participating
      - Stand up and/or make another verbal/physical gesture to signify that participants may leave the conference circle.
  - Conference Process Evaluations and Debrief
    - A facilitator will:
      - Provide each participant with a form designed to collect written feedback in areas including but not limited to: satisfaction with the restorative justice process, satisfaction with the restorative justice facilitators' facilitation, satisfaction with the reparative agreement, satisfaction with the extent to which the offender was held accountable, perception on whether the conference process and outcome was "fair" based on respondent's understanding of fairness.
      - Request that all parties who were not directly involved in the incident remain after the conference has finished in order to "debrief" the conference.
      - Lead debrief participants in a feedback discussion for the purpose of checking in on how participants are feeling after the conference, creating a safe space for constructive criticism, and sharing what participants may do better in the future.
      - Conduct feedback conversation with the other facilitator to aid in growth as a restorative justice practitioner. Feedback should include what went well and how to improve in the future.
  - F. Other Considerations
    1. The trainee will recognize that they shall promote understanding among the participants as to the extent to which the participants will maintain confidentiality of information they obtain in a restorative justice process. (Practitioner Guidelines #1 and #2)
    2. The trainee will understand how to help maintain a safe environment and process for all participants. Practitioner Guidelines #1 and #7)
  - G. Debrief and Evaluations
    1. The trainee will recognize that the facilitator should provide a means for participants to give feedback about the process to the appropriate agencies or individuals and why. See VII.E.1.Conference Process Evaluations and Debrief (Practitioner Guidelines #6 and 11)
      - Trainers discuss options and program specific tools and requirements for post-conference feedback.
- VIII. Facilitator Skills and Communication Techniques**
- A. Active Listening
1. The trainee will recognize how and why to use and display active listening in restorative justice processes.
  2. The trainee will practice active listening during the role-plays and interactive skill-building activities.
- B. Open Questions
1. The trainee will recognize how and why to use open questions in restorative justice processes.
  2. The trainee will practice open questions during the role-plays and interactive skill-building activities.

## Learning Outcomes and Objectives

- C. Tone of Voice
  - 1. The trainee will recognize how and why to be aware of and utilize tone of voice as a facilitator skill in restorative justice processes.
  - 2. The trainee will practice using tone of voice during the role-plays and interactive skill-building activities.
- D. Body Language
  - 1. The trainee will recognize how and why body language plays a role in restorative justice processes.
  - 2. The trainee will recognize how and why facilitators communicate and lead by example with body language in restorative justice processes.
  - 3. The trainee will practice monitoring their own and observing and responding to others' body language during the role-plays and interactive skill-building activities.
- E. Mutual Respect
  - 1. The trainee will recognize how and why mutual respect is important in restorative justice processes.
  - 2. The trainee will understand that RJ is grounded in the inherent human dignity of all stakeholders
  - 3. The trainee will recognize that facilitators should maintain an atmosphere of mutual respect for all participants.
  - 4. The trainee will recognize that a facilitator should promote honesty and candor between and among all participants.
  - 5. The trainee will practice maintaining an atmosphere of mutual respect and promoting honesty and candor, during the role-plays and interactive skill-building activities.
- F. Reframing
  - 1. The trainee will recognize how and why to utilize reframing techniques in restorative justice processes.
- G. Restorative Language
  - 1. The trainee will recognize examples of restorative language, as well as the role of restorative language in restorative justice processes.
  - 2. The trainee will practice using restorative language during the role-plays and interactive skill-building activities.
- H. Group Dynamics
  - 1. The trainee will recognize examples of group dynamics that may arise during restorative justice conferences, as well as the role of a facilitator in addressing group dynamics in restorative justice processes.
- I. Self-Determination
  - 1. The trainee will recognize how and why it is important for participants to be able to exercise self-determination, when it is not violating another restorative justice ethic, throughout the entire restorative justice process.
  - 2. The trainee will recognize that a facilitator should promote participants' exercising self-determination when self-determination is not violating another restorative justice ethic.
  - 3. The trainee will practice maintaining an atmosphere that promotes self-determination when it does not violate another restorative justice ethic during the role-plays and interactive skill-building activities.
- IX. Possible Outcomes and RJ Process in Context**
  - A. Program Specific Information about what happens if RJ is Completed
    - 1. The trainee will acquire information from the trainers about what happens for cases, victims and offenders when offenders complete restorative justice agreements.
  - B. Program Specific Information about what happens if RJ is NOT Completed
    - 1. The trainee will acquire information from the trainers about what happens for cases, victims and offenders when offenders do not complete the RJ agreement.
  - C. Overview of RJ as an Alternative or Supplement to the Traditional Justice System in Colorado
    - 1. The trainee will acquire information from the trainers about what role the traditional justice system can/will play in the cases that have been referred to RJ in the context being covered in the training. Trainees will understand how to assess offender responsibility through the lens of the benefit they may receive by participating in RJ.



<p><b>Learning Outcomes and Objectives</b></p>	<ol style="list-style-type: none"> <li>2. The trainee will acquire information from the trainers about how restorative justice may be used at different stages of a traditional justice process (ex. pre-file, plea agreement for deferred sentencing, sentencing outcome, post-sentencing).</li> <li>3. The trainee will understand that victims should be informed of any potential benefit the offender may receive from participation in a restorative justice process.</li> <li>4. The trainee will acquire information from the trainers about how RJ may be used to resolve harms that are not eligible to be handled directly within the criminal justice system.</li> </ol> <p><b>X. Recommended Next Steps for New Restorative Justice Facilitators</b></p> <p>A. Co-facilitating before Lead Facilitating</p> <ol style="list-style-type: none"> <li>1. The trainee will recognize that facilitators should participate in restorative justice processes as Co-facilitator or assist an “experienced” facilitator prior to serving as facilitator in order to build a body of experience and competency and advance at supervisor’s discretion (Recommended Guidelines for Training# 9 and #10)</li> </ol> <p>B. Facilitating and Co-Facilitating with Supervision, Mentoring and Evaluation</p> <ol style="list-style-type: none"> <li>1. The trainee will recognize facilitators should facilitate restorative justice processes with an experienced facilitator supervising and providing feedback to learn and adjust practice to a level of competency acceptable to the program, agency or clients. (Recommended Guidelines for Training #9 and #10)</li> <li>2. The trainee will recognize that facilitators practicing without supervision should debrief and evaluate afterward with experienced practitioners or program personnel. (Practitioner Guidelines #6 and #10)</li> <li>3. The trainee will recognize the use of evaluations for program, process and self-improvement Mentorship and Facilitator Development.(Practitioner Guidelines #6 and #10)</li> <li>4. The trainee will acquire information from the trainers about how to set up ongoing organizational support and professional development opportunities following the training. [Recommended Guidelines for Training #9]</li> </ol> <p>C. Registering as a Colorado Restorative Justice Facilitator</p> <ol style="list-style-type: none"> <li>1. The trainee will recognize that they may register in the State Directory as a restorative justice facilitator in the state of Colorado at <a href="http://RJColorado.org">RJColorado.org</a>. This includes the opportunity to commit to uphold the Colorado Restorative Justice Practitioner Guidelines as part of registering.</li> </ol> <p><b>XI. Colorado RJ Practitioner Guidelines</b></p> <p>A. Personal Accountability to Colorado RJ Guidelines</p> <ol style="list-style-type: none"> <li>1. The trainee will recognize that they are responsible for reading and upholding recommended practices outlined in the Colorado RJ Practitioner Guidelines. .</li> </ol>
<p><b>Materials</b></p>	<p>Suggested Materials for training include and are not limited to: Training Manuals, Power Point Presentation, Detailed Role Play Scenarios, Talking Pieces, Snacks, Paper and pens for note taking</p>
	<p><b>Practice Definitions and Learning Outcomes</b></p> <p>Role plays and interactive skill-building activities will be coached by trainers and/or other experienced facilitators. All role plays and skill-building activities must be followed by a debrief discussion led by the trainers. (Recommended Guidelines for Training #6)</p> <p>There should be one trainer for every group of approximately 12 participants or fewer. Every participant must be given the opportunity to practice and observe facilitation skills and receive and give feedback. (Recommended Guidelines for Training #6)</p> <ul style="list-style-type: none"> <li>• <b>Role Play</b></li> </ul>

<p><b>Practice Guidelines</b></p>	<ul style="list-style-type: none"> <li>o <b>Definition:</b> <ul style="list-style-type: none"> <li>▪ Detailed mock scenarios, provided to the trainees by the trainers, that allow participants to practice the skills necessary for the specific model of conferencing they will be facilitating.</li> </ul> </li> <li>o <b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>▪ Participants will ideally practice being a facilitator and/or co-facilitator in the role plays and receive feedback from trainers and/or experienced RJ facilitators.</li> <li>▪ Trainees will reflect on and discuss their experiences playing roles of various conference participants (e.g., victim, offender).</li> <li>▪ Trainees will receive feedback about how they engaged in their roles.</li> <li>▪ Trainees will apply and/or observe the application of facilitation skills taught in the training.</li> </ul> </li> <li>• <b>Interactive Skill-building Activities</b> <ul style="list-style-type: none"> <li>o <b>Definition:</b> <ul style="list-style-type: none"> <li>▪ Participants practice specific skills that would be used when facilitating.</li> </ul> </li> <li>o <b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>▪ Trainees will practice, at minimum, the following skills after receiving training on how the skill is used in restorative justice and why it is used: <ul style="list-style-type: none"> <li>• Active Listening</li> <li>• Open Questions</li> <li>• Tone of Voice</li> <li>• Body Language</li> <li>• Maintaining and Atmosphere of Mutual Respect</li> <li>• Restorative Language</li> <li>• Agreement Writing</li> </ul> </li> </ul> </li> </ul> </li> </ul>
<p><b>Check for Understanding</b></p>	<p><b>During the Training</b></p> <ul style="list-style-type: none"> <li>■ The trainee will: <ul style="list-style-type: none"> <li>■ Demonstrate skills application progression and understanding from one role play/interactive skill-building activity to the next</li> <li>■ Be given the opportunity by the trainer to have all major questions satisfactorily resolved before the training ends</li> </ul> </li> <li>■ Trainers should advise trainees on setting up ongoing organizational support and professional development following the training. <b>[Recommended Guidelines for Training #11]</b></li> </ul> <p><b>After the Training</b></p> <ul style="list-style-type: none"> <li>■ The trainee will: <ul style="list-style-type: none"> <li>■ Meet regularly with other practitioners and share tools for success. <b>(Practitioner Guidelines #6 and #10)</b></li> <li>■ Pursue ongoing professional development in the field of restorative justice. <b>(Practitioner Guidelines #6 and #10)</b></li> <li>■ Demonstrate respect for differing points of view within the field, seek to learn from other restorative justice practitioners and work together with other practitioners to improve the profession and better serve victims, offenders and their community. <b>(Practitioner Guidelines #10)</b></li> <li>■ Register as a restorative justice facilitator/practitioner on RJ Colorado's online directory (<a href="http://www.rjcolorado.org">www.rjcolorado.org</a>), and commit to abide by the Colorado RJ Practitioner Guidelines.</li> </ul> </li> <li>■ The trainer will: <ul style="list-style-type: none"> <li>■ Give feedback to the trainees on the progress of the trainee when there are concerns and provide recommendations for any further training needed. This arrangement should be organized and agreed upon before the training begins</li> </ul> </li> </ul>

	(See Trainer Preparation). <a href="#">Recommended Guidelines for Training #11</a> <ul style="list-style-type: none"><li>■ Make themselves available to participants for feedback and advice where possible and appropriate. <a href="#">Recommended Guidelines for Training #12</a></li></ul>
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**RJTC Members (2017 bios)**

**Abby Whipple**

Abby is the Program Manager for the Longmont Community Justice Partnership (LCJP) Community Restorative Justice Program in Longmont, Colorado. Abby began her journey in restorative justice practices in 2010 as a volunteer with the University of Colorado Boulder Restorative Justice Program (CURJ). She served as CURJ Program Assistant and Program Coordinator before leaving CURJ to join the LCJP staff in October 2015. Abby has trained more than 200 volunteers in restorative justice practices by leading community member, facilitator, and advanced facilitator trainings. In addition to lead facilitating restorative justice conferences for more than 100 individual cases, working in high-volume restorative justice programs lead Abby to develop and implement community accountability board conference models that involve numerous offenders from different cases participating in the same conference. She created specialized conference models for fraudulent identification, noise and nuisance, and theft violations, as well as trained other restorative justice practitioners in facilitating those conference models.

Abby has training in non-violent communication, serving victims, cultural responsiveness in restorative practices, mediation (40 hours) and motivational interviewing. She earned her Bachelor of Art in Journalism from University of Colorado Boulder, and completed an independent study on Fostering a Collective Understanding of Community Values at Religious Boarding Schools while studying abroad in Sulawesi, Indonesia.

**Brooke Wichmann**

Brooke is the Associate Director of Conflict Resolution within the Student Resolution Center at Colorado State University. She provides conflict coaching, mediation, restorative justice, training, and facilitation to help

individuals manage disputes, strengthen relationships, and overcome challenges.

Brooke has over seven years of experience working in the conflict resolution field and has delivered over 2200 direct hours of related programming in educational, business, and community settings. She is a certified conflict management coach and is licensed to administer the Conflict Dynamics Profile assessment.

She attained an M.A. in Peace Education from the United Nations Mandated University for Peace and is currently enrolled in CSU's Organizational Learning Performance and Change doctoral program.

### **Catherine Childs**

Catherine is the director of juvenile and adult Restorative Justice for the 20<sup>th</sup> Judicial District Probation Department and principal, lead trainer and consultant with Restorative Solutions, Inc. in Boulder, Co.

Catherine's 30 year career in human and community justice services includes a commitment of the last thirteen years of her professional development and career exclusively to Restorative Justice Practices. Specializing in facilitator training and program development, implementation and evaluation in schools and criminal justice, she demonstrates a commitment to applying restorative values and practices across the spectrum of prevention to intervention, from the ending the school to prison pipeline to restorative innovations for serious and violent crime in pre-sentence, plea-bargaining and post-sentence capacities.

Catherine holds a B.A. in Psychology from the University of Colorado at Boulder. Her professional development achievements include: train the trainer; licensed trainer for IIRP; professional mediator certification; high risk victim-offender dialogue and COSA training; as well as Motivational Interviewing (MI) and Non-Violent Communication (NVC).

### **Cheryl O'Shell**

Cheryl has been an RJ practitioner for 18 years in Larimer County for the Thompson School District and as a volunteer for other organizations. She was originally trained in the group conferencing model of RJ and has since gained training and experience in Peace Circles, Peacekeeping Circles (an elementary restorative model) and restorative mediation/conversations.

As a member of the Colorado Coalition of Restorative Justice Directors (CCRJD), Cheryl has volunteered to participate on the Restorative Justice Training Committee, which was tasked with writing state standards for facilitator training, based on RJ Standards of Training, Conduct and Practice.

### **Joanne Esch**

Joanne is an RJ practitioner, trainer, and researcher. Currently, she is a part-time RJ Implementation Specialist in the 20th Judicial District Probation Dept. and a PhD candidate and instructor at CU Boulder, where she specializes in communication practices of law and policy with a focus on implementation science and restorative justice. Joanne has been involved in RJ for 10 years and has served as a facilitator, program developer, trainer, and coach in various contexts including criminal justice, K-12, and higher education. She also participated in a high-risk victim-offender dialogue as a victim of a violent crime. Joanne has worked for the Longmont Community Justice Partnership, Naropa University, Restorative Solutions, and victim services in probation. Her RJ research has explored issues of buy-in, complexities of institutionalization, and drivers and barriers to implementation. Joanne holds an M.A. in organizational communication.

**Tyler Keyworth**

Tyler is the Restorative Justice Coordinator for the University of Colorado Boulder. He started as an AmeriCorps member working in a non-profit conflict resolution center focused on community mediation and restorative justice in Maryland. During his six year tenure with the conflict resolution center, Tyler worked to expand restorative justice and community mediation services to schools, prisons, public housing communities, and local government.

Tyler obtained a Master's Degree in Negotiations and Conflict Management from the University of Baltimore where his capstone project examined conflict ripeness in court ordered mediation. Prior to working with the CU Restorative Justice program, Tyler volunteered as an advisor with the Cambodian Centre for Mediation in Phnom Penh, Cambodia helping to expand their reach to Cambodian citizens. As the program coordinator with CU Restorative Justice, Tyler is working to provide access to restorative justice services to a greater number of students.