So What's going on?

"Understanding emotion in Restorative Practice."

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Restorative Practice

- What is it and where does it fit?
- When would it be used?
- What theories underpin it?
- Why does it work?

Goulburn Family Support Service

Regardless of the presenting issue our clients relationships were tenuous.

The importance of relationships is generally accepted as a key element in children and adult's level of resiliency when confronted with crisis and life stresses Blakester 2006 Western Sydney Area Research project

The boy on the Bus

Every day, when I used to get on the bus to go to school,the bus driver used to ask me: “How’s my little ray of sunshine today?”

I knew then that I was someone; that I mattered.

What we think and What children think

- The children viewed relationships as the most important priority and goal
- Service providers recognised that relationships are the most important ingredient for wellbeing, they were arguably the most complex outcomes to demonstrate and measure.

- As a result, service providers' focus was primarily on the delivery of services and needs, which are significantly easier to measure.

Blakester 2006

As a society when someone does the wrong thing, what is our usual response?

‘blame is the discharge of painful emotions and discomfort onto another’.

Retributive (Blame) approach:

"what happened, who is to blame, what punishment or sanction is needed?"

Restorative approach:

"what happened, what harm has resulted and what needs to happen to make things right?"

Adversarial	Restorative
Focus is in the past	Focus in past, present & future
Preoccupied with blame	Emphasis on resulting harm
Deterrence linked to punishment	Deterrence linked to relationships and personal accountability

'For punishment and sanctions to be effective (in changing behaviours), they need to be delivered in a context that provides both meaning and relevance'.

Behavioural Influences

Why do you do the right thing most of the time?

If you did the wrong thing who is the last person you would want to find out about it?

- **Shame is the central social regulator that governs how we interact with others.**

Nathanson

  - What is Shame?
  - interrupts us feeling good
  - provides a sudden awareness of something we really don't want to know about ourselves

Theory of Affects

POSITIVE AFFECTS

- Interest – Excitement
- Enjoyment - Joy

Tomkins in Nathanson

Theory of Affects

NEUTRAL AFFECT

- Surprise - Startle

Tomkins in Nathanson

Theory of Affects

NEGATIVE AFFECTS

- Distress – Anguish
- Anger - Rage
- Fear – Terror
- Dissmell
- Disgust
- Shame - Humiliation

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Tomkins in Nathanson

- Tomkins argues that shame occurs whenever anything partially interferes with our experience of the positive affects.

A traffic light turns red just before you reach the intersection so you have to break uncomfortable fast.

- Why didn’t you think of buying milk on the way home you knew we used it all this morning?

- A child doesn’t ask a question in class because she has felt stupid before when the question was viewed as too ignorant or inappropriate by fellow students or the teacher.

The human being is equipped with innate affective responses which bias him;

- to want to remain alive and to resist death,
- to want to experience novelty and to resist boredom,
- to want to communicate, to be close to and in contact with others of his species,
- to communicate, to experience sexual excitement and
- to resist the experience of head and face lowered in shame

* Matters of size, strength, ability, skill
* Dependence/independence
* Competition
* Sense of self
* Personal attractiveness
* Sexuality
* Issues of seeing and being seen
* Wishes and fears about closeness

WITHDRAWAL

ATTACK OTHERS

ATTACK SELF

AVOIDANCE

Nathanson 1994

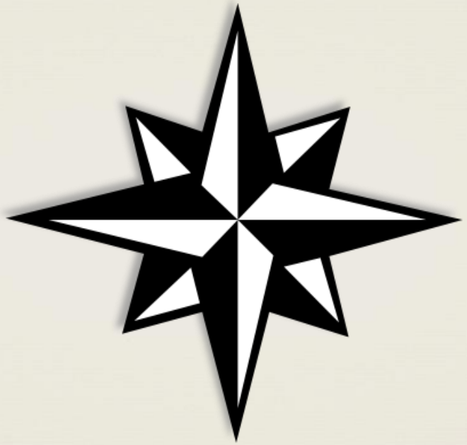
Nathanson's Compass Of Shame

ATTACK OTHERS

Blaming, physically or verbally lashing out at other people or things

AVOIDANCE

Alcohol, drugs, thrill seeking, sex, workaholism



WITHDRAWAL

Isolating oneself, Running and hiding, not speaking, driving Other away

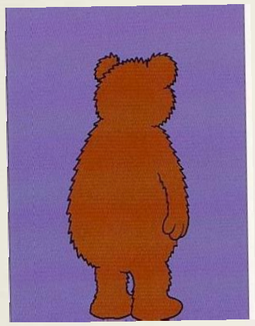
ATTACK SELF

Self put down, doubt, loathing, blaming oneself. Behaving so as to fulfil others preconception.

Mad

Fight
Be cross
Hurt others
Be cross with others
Be mad at people
(Attack Others)

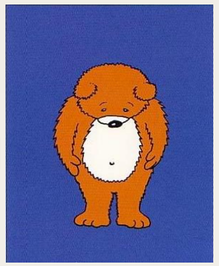
I Felt Like That



I Felt Like That To

Run away and hide
Go to your room
Don't want to play
(Avoidance)

The Shame Bear



The Crumpled One
(Shame)

I felt like this too
Pretend it's not happening
Don't want to talk about it
(Withdrawal)

Sad

Feel sad
Hurt yourself
Say I'm Stupid
Do naughty things
to get into trouble
Be Frightened
(Attack Self)

* Nathanson (1996): “The function of a script is to simplify the process through which any mental content may be analyzed for its resemblance to prior experience and to provide rapid deployment of strategies for its management.”

Psychology of Affects

Tomkins' Blueprint

- We are 'wired' to want to

  Increase positive affect,

  Decrease negative affect;

- We live best when we can accomplish these two goals;
- Anything that increases our power to do this favours life.

Psychology of Affects

RELATIONSHIPS (BONDS) ARE BUILT/MAINTAINED BY:

1. Sharing and minimising NEGATIVE affect
2. Sharing and maximising POSITIVE affect
3. Allowing AFFECT (emotions) to be ventilated
4. Doing anything that enables the first the above points to happen?

In terms of affect and emotion what are some of the implications of the following questions?

- **What happened?**
- **What were you thinking at the time?**
- **What have you thought about since?**
- **Who has been affected by what you did?**
- **In what way?**
- **What do you think you need to do to make things right?**

What about these for someone who had been harmed?

- **What did you think when you realised what had happened?**
- **What impact has this incident had on you and others?**
- **What has been the hardest thing for you?**
- **What do you think needs to happen to make things right?**

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Restorative Practice

"Explicitly addressing issues of human emotion, connection and relationships, restorative practice is an amalgam of specifically targeted activities, theoretical and practical constructs to support individual wellbeing and repair harm, through the development of nurturing, robust families and communities."

Casey and others 2014