

GOOD LIVES MODEL MEETS RESTORATIVE PRACTICE

SLCN Friendly Version

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A guide for practitioners – from assessment to completing the intervention

1. What makes a 'Good Life'?

- Start conversations and assessment process with young person by looking at the Good Lives Model
- Provide the young person with **a selection of pictures representing the different needs** and ask the young person to sort these according to whether the need is **being met** or **not met** for themselves at the moment.
- For needs being met, discuss **how** the need is being met (it might be in an adaptive way or a maladaptive way). Discuss the pros and cons of the ways the young person is meeting their needs and highlight that by meeting some of their needs they may be taking from their other needs. For example, by stealing a mobile phone they may be meeting their need of achieving money but taking their need of emotional health (fear of getting caught) and making a difference (helping others).
- Refer to the **'Meeting Needs Flowchart'** as a visual support to facilitate discussion.

2. Link offence to their needs - What primary goods were they trying to achieve?

- Once you have worked through the Good Lives Model and explored the young person's needs, what is important in life for them, how to achieve it move on to the offence/incident
- This is an opportunity to talk about what happened (offence) and explore their motivation behind it.
- Use the **Restorative Chat Visual Template** to facilitate the discussion. The adult can write key words or simple line drawings into the template to support the young person's memory of the information discussed.
- Alternatively, use Comic Strip Conversations to explore the young person's thoughts, feeling and motivation at the time and also the victim's thoughts and feelings. **See guidelines for writing Comic Strip Conversations.**

- Establish what needs the young person wished to fulfil by committing the offence and what other needs they took from. Use the pictured needs from earlier and sort these according to 'need met' and 'need taken (not met)'.
- Help the young person to consider alternative ways for those needs to be fulfilled – get them to think of the consequences of using one method (offending) against the other, make a list of gains & losses. **See 'Consequences flow chart' to facilitate discussion.**

3. Other people's needs and impact of offence

- Having looked at their needs, ask the young person to consider the victim's needs as well. Look at the victim as another person with the same Goods (Needs) as their own. Refer back to the pictured list of needs.
- Ask young person to think which ones of the victim's needs were taken by the offence, illustrating it with examples. For example, emotional health has been affected as they felt upset/stressed by the offence. Use the **'Comparing victims and young person's needs' visual template** to support the discussion. The young person uses the first image to represent the victim and sorts each pictured 'need' to either inside or outside the circle. A need that is met or not affected stays inside the circle. A need that is affected/taken away is placed outside the circle.
- Compare lists – look at the needs of young person and victim which were taken from by the offence. Point out the probable similarities and discuss any different needs impacted upon by the offence (consider feelings of safety, self-blame, fear and anxiety the victim may have experienced as a result of the offence and link them to needs). **Complete the visual template mentioned above for the young person now** and use this visual representation to facilitate discussion of comparing the similarities of the needs taken away for both victim and young person.
- Ripple effect – ask the young person to consider if anyone else has had any needs taken from/affected as a result of the offence. I.e.: victim's parents, community in general, pupils in a school, etc. **Draw these up as with the visual template above, writing on or sorting the pictures for needs affected by the offence.**
- Keep a record of the above by taking a photo or scribing key words or sticking the visuals with blue tack and taking a photocopy (you will need to refer to this in the next session).

4. What can be done?

- Looking at the lists of needs created for themselves and the victims/others, ask the young person to consider which of the needs taken from can be re-established – i.e.: can emotional health be regained? **Refer back to the ‘Comparing victims and young person’s needs’ visual template above to support memory and understanding.**
- How can this be done? Explore with the young person if there is anything **they** can do to help re-establish the needs that were taken from – their own and the victims’ – encouraging them to think of things **they** are able and willing to do. If the young person struggles to generate ideas, use the **‘what can be done’ selection of pictured options** for the young person to sort between ‘willing to do’ and ‘not willing to do’.
- In collaboration with the Victim & Restorative Justice Worker, find out what the victim’s needs actually are and let the young person know
- With the young person’s help, identify a restorative intervention that both parties are happy to engage with, which could give the matter a more positive resolution
- Always empower and support the young person to achieve what they indicated they would like to do – help them think of practical ways of achieving it; offer support if that would involve consulting with the victim or someone else; offer solutions on how to overcome any barriers; but respect their limitations and do not force them into anything. There is not value in doing it **FOR** them, or **TO** them as it is unlikely to bring change about – do it **WITH** them!

IMPACT OF THESE INTERVENTIONS ON PREVENTION OF RE-OFFENDING, CONFLICT RESOLUTION, ACHIEVING VIA MORE POSITIVE WAYS, REPAIRING HARM & RELATIONSHIPS

These discussions and possible interventions can help:

- Young people to develop the necessary capabilities to achieve personal and social goods in acceptable ways, reducing risk to themselves and others
- Professionals to understand the young people they are working with, their needs, their goals, their ability to achieve them
- Analyse offences in a more factual and positive way - without labelling or attribution of blame, but looking for solutions to repair any damage caused
- Develop empathy – a powerful tool in the prevention of re-offending
- Empower young people to create their own solutions based on their understanding / views of offence
- Raise self-awareness in young people about the impact of their actions/behaviour in their own and other people’s lives.
- Young people learning social and emotional capabilities