

A top-down view of several hands of different skin tones reaching towards the center, forming a circle. The hands are positioned around the central text, with some fingers slightly curled as if about to clasp or support. The background is a light, neutral color, and the overall lighting is bright and even.

Growing Resilience Through Restorative Practices

A Prevention and Postvention Strategy for Communities

Setting The Stage

Engage in learning by doing,
reflecting, and sharing

Understand relationship
between trauma and
resilience

Learn basic theory and
practices of Restorative
Practices

See examples of Restorative
Practices in prevention and
postvention school safety
plans

Agreements

CIRCLE GUIDELINES



Respect the Talking Piece.



Speak from the heart.



Share just enough.



Listen with respect.



Remain in the circle.



Honor confidentiality.

Let's Check In



What's your name?



Where are you from?



What brought you to this session today? Why does this interest you or why is it important to you?



FEDERAL AGENCY PARTNERS



FEMA



PREVENT



PROTECT



MITIGATE



RESPOND

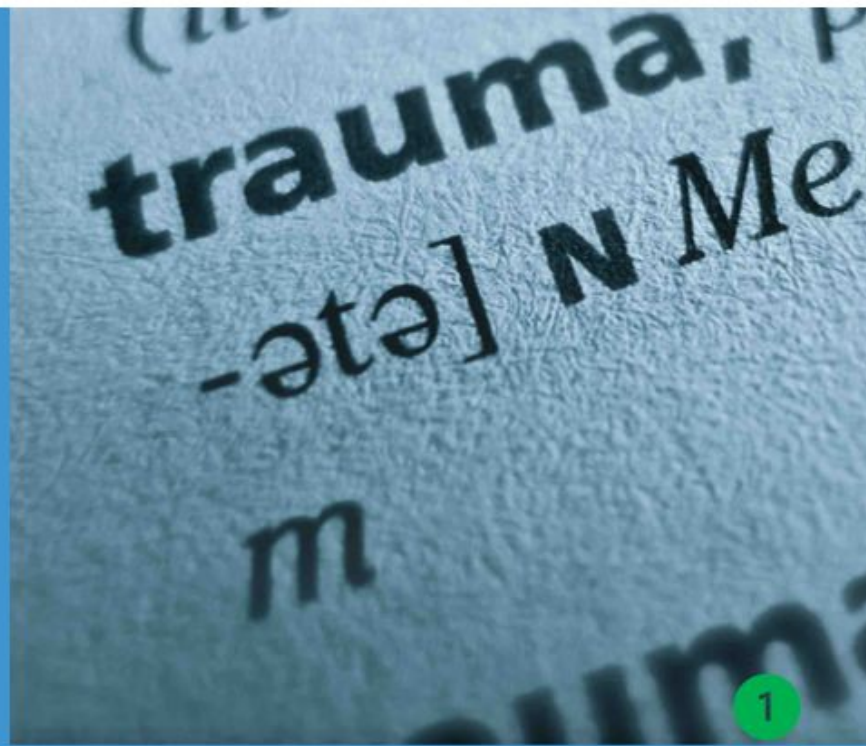


RECOVER

WHAT IS TRAUMA?

Experiences or situations that:

- are overwhelming
- threaten one's physical/mental well-being
- leave one feeling helpless and fearful
- impact one's relationships and belief systems



THE ADVERSE CHILDHOOD EXPERIENCES (ACEs) STUDY

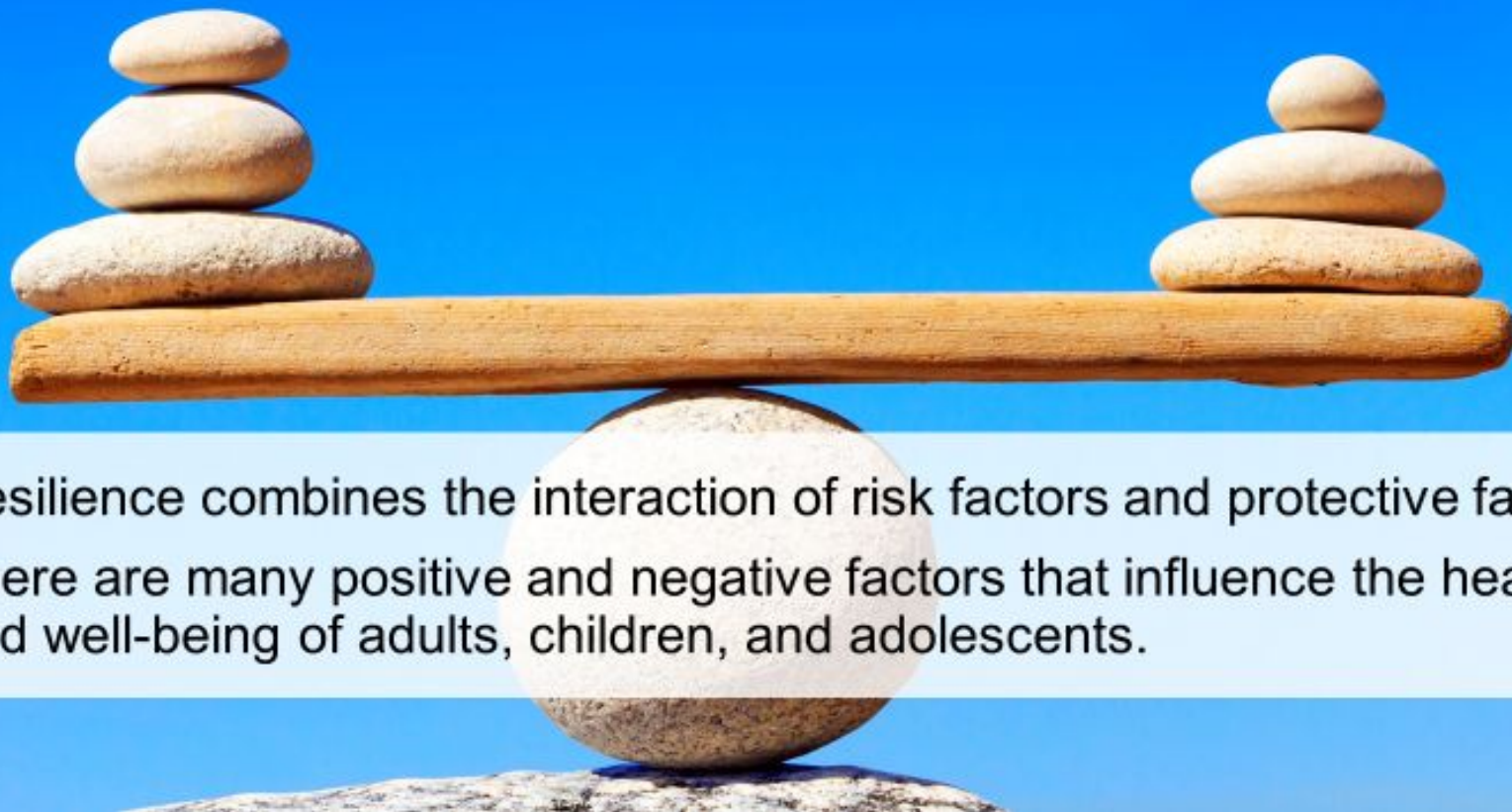
- ACEs harm children's developing brains and lead to changing how they respond to stress and damaging their immune systems so profoundly that the effects show up decades later.
- This groundbreaking public health study (1995-97) discovered that childhood trauma leads to the adult onset of chronic diseases, depression and other mental illness, violence and being a victim of violence, as well as financial and social problems.

Summary of Findings:

- ACEs are very common.
- The more ACEs you have, the greater the risk for chronic disease, mental illness, violence, and being a victim of violence.
- They are responsible for a big chunk of workplace absenteeism, as well as for costs in health care, emergency response, mental health, and criminal justice.







- Resilience combines the interaction of risk factors and protective factors.
- There are many positive and negative factors that influence the health and well-being of adults, children, and adolescents.

WHAT IS RESILIENCE?

The antidote to ACEs, “resilience” is the ability to bounce back from, or to adapt successfully to, adverse conditions such as:

- personal issues
- community problem
- loss or adversity



Protective Factors as Prevention (CDC)

Creating safe, stable, nurturing relationships and environments for all children prevent ACEs and help all children reach their full potential. These relationships and environments are essential to creating positive childhood experiences. We all have a role to play.

- Children who have caring adults outside the family who serve as mentors or role models.[2925](#)
- Children who have positive friendships and peer networks.[242325](#)
- Children who do well in school.[26272825](#)

RESILIENCE FACTORS

- Sense of safety
- Ability to be calm
- Self-efficacy and community efficacy
- Connectedness
- Hope



Activity

- What do healthy and appropriate relationships look like? Sound like? Feel like? (Past)
- What barriers get in the way of building relationships and community today? (Present)
- How can these barriers be overcome? (Future)

Restorative Practices as a Prevention Strategy

The fundamental hypothesis of restorative practices is that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than to them or for them.

This curriculum was developed by the IIRP Graduate School.
For more information, please visit www.iirp.edu.



A set of practices to develop community and to manage conflict and tensions by repairing harm and restoring relationships.



This curriculum was developed by the IIRP Graduate School.
For more information, please visit www.iirp.edu.

RESTORATIVE PRACTICES CONTINUUM

80% Proactive



20% Responsive



informal

formal

ffective
statements

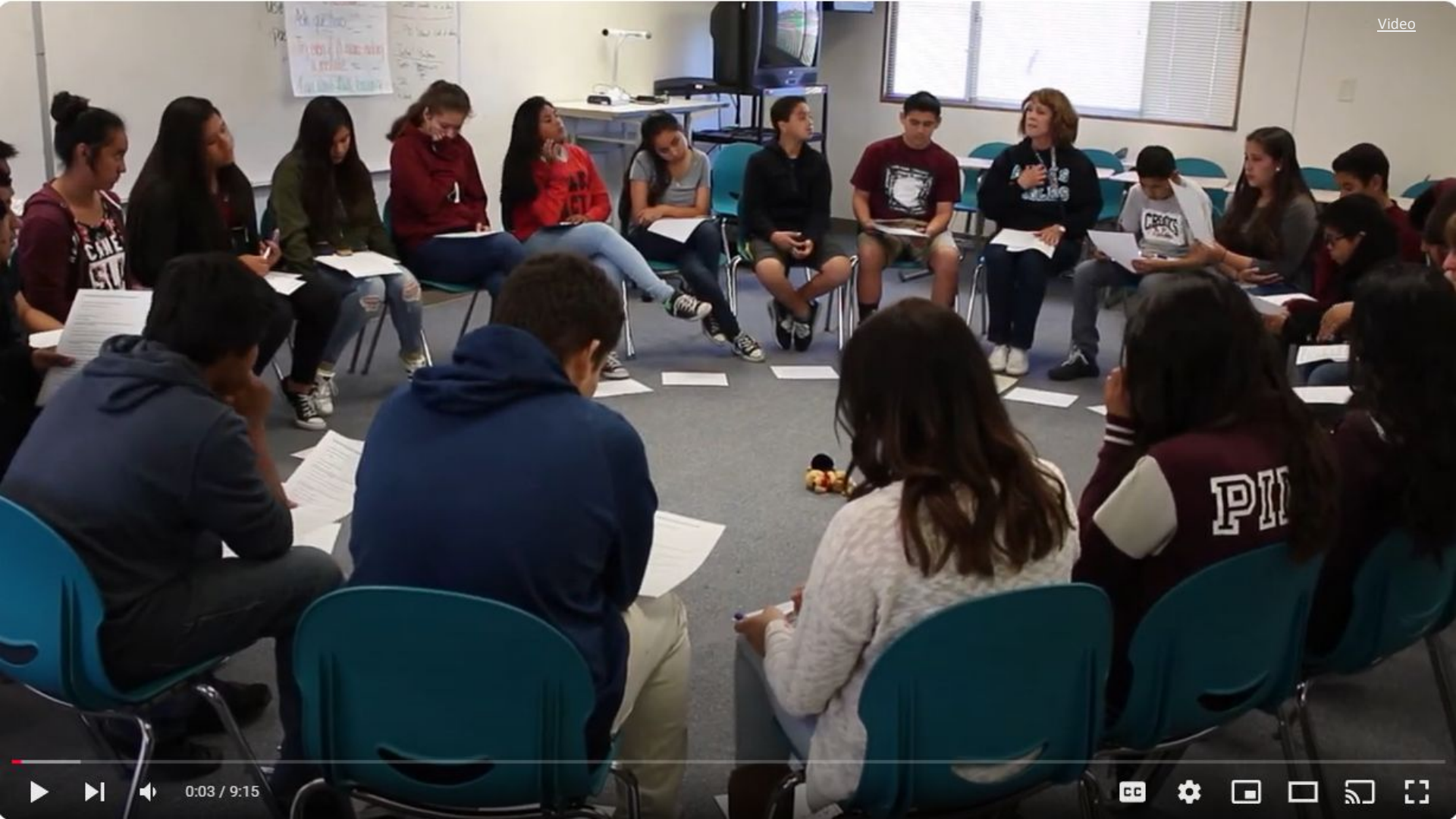
ffective
questions

small impromptu
conversations

circle

formal
conference

Page 10 in *Restorative Practices Handbook*



Critical Incident: In Our Schools, In Our Communities

- A sudden, unexpected, or unanticipated critical incident that can pose a safety threat or can disrupt the school day, interfering with teaching, learning, attendance, and social-emotional well-being.
- Can have a broad and immediate impact on students and adults.
- Can cause stress and anxiety to students, staff, and parents/caregivers that significantly impacts their functioning and well-being.

Examples?



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THE GOALS OF PFA

Establish safety.

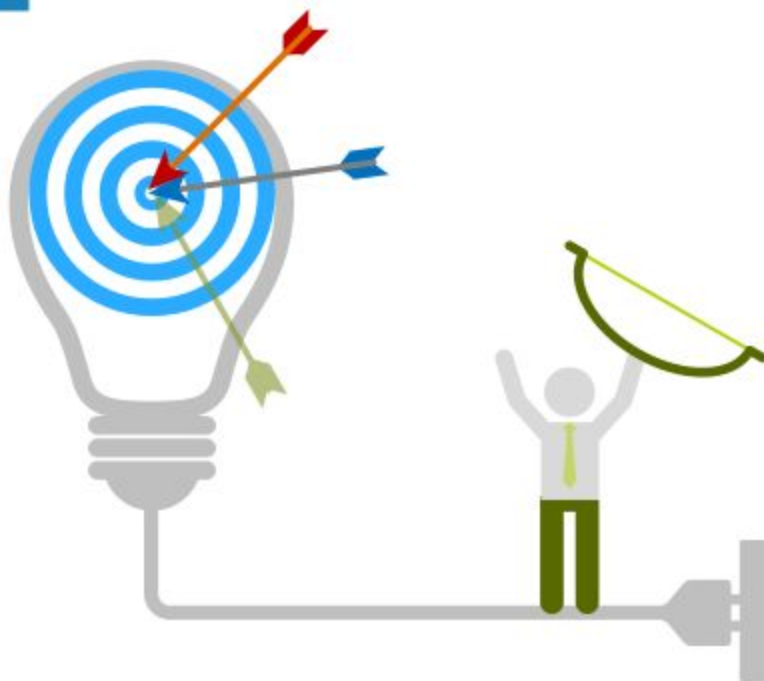
Reduce social-emotional distress after a critical incident by establishing physical and emotional safety.

Stabilize emotions and behaviors.

Model calm and offer supportive healthy coping strategies.

Improved mental and emotional state.

Return colleagues and students to an improved mental and emotional state, ready to resume work, learning, and re-engaging with loved ones.



An example of Recovery / Postvention



<https://youtu.be/AZEZFrX6eqg?feature=shared&t=266>

Listening Circles



1. Enroll staff, student body, and parents to foster a culture at Gilroy High School that honors a sense of pride and belonging.
2. Organize and share resources to maximize benefits and supports.
3. Align structural supports to document opportunities and success.
4. Increase parent involvement and parent trainings to help build stronger relationships between parents, their children, and Gilroy High School staff, while also enhancing the safety of students on and off school campus.
5. Provide relevant trainings to staff throughout the year to help shift culture on campus, improve relationships with other staff, students and parents, and promote self-care.
6. Create and structure a Communication Plan that keeps the above five Recommendations together and tiered for a roll out to help make each recommendation achievable.

Growing Wellbeing Through Restorative Practices

Restorative Justice Practitioners
please join us for a

Half-day IIRP district training
on the implementation of
Restorative Practices in Santa
Clara County School Districts.
The program is designed to help
districts, K-12, develop and
implement practices to support
Restorative Justice implementation
within their district-based teams.

Tuesday, Sept. 24, 2025
8:00AM - 1:00PM
The Heron Exchange
7300 Monterey Highway, Gilroy, CA 95020

8:00 AM
Check-in/Continental breakfast
8:30-9:00 AM
Welcome & Panel Discussion
9:00-10:00 AM
Breakout Workshops
10:00-11:00 AM
Breakout Workshops
11:00-11:30 AM
Reflection and Closure
12:00-1:00 PM
Networking/Lunch

Registration Deadline

September 17, 2024



Click here for link

County of Santa Clara
Behavioral Health Services

2nd Annual

Restorative Practices Symposium



COUNTY OF SANTA CLARA
Behavioral Health Services

Inspiration
Thankyou Collaboration Energizing
Excitement Liveit Modelit challenge reminder
Inspirational Hopeful Refreshed Trust Amazing
Holdspace Validated Connected Informative
Energized Champions Excited Enlightening Data Refreshing
Beautiful Reinvigorated Connecting
Useful Inspiring Grounding
Embodiment Teach
Thoughtprovoking Ideagenerating
Collaborativeenvironment Informational

24/25 Restorative Practices Collaborative

Existing District Cohort Implementation Plan

(Berressa, East Side, Evergreen, Los Gatos, Milpitas Unified, Moreland, Mountain View Los Altos, Oak Grove, San Jose Unified, Santa Clara Unified, Santa Clara County Office of Education)

- **September 24th Restorative Practices Symposium** with half-day IIRP district coaching session for (3-5 team members) & workshops
- Select (2) team members to attend **IIRP Facilitating Listening Circles** training (advanced)/ February, 2025
 - **Facilitate a Listening Circles training for parents, students, and/or CBO partners/ Spring, 2025**
- Attend quarterly **Restorative Practices Convenings**
- Determine & execute the integration plan for your district with **coaching** support
- Select (1) district lead to participate in the **IIRP Conferencing Circles (Trainer of Trainers) July, 2025**

Want to Learn More?



COUNTY OF SANTA CLARA
Behavioral Health Services



Resources to Grow Resilience

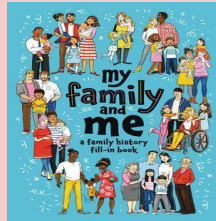
Students



Staff



Parents/Care-givers



Community/ Community-Based Organizations





1-855-781-REMS [7367]
<https://rem.ed.gov>
info@remstacenter.org



Follow [@remstacenter](https://twitter.com/remstacenter)
on Twitter!



Enhance Emergency Operations Plans



Access Relevant Federal Guidance



**Use EOP-Enhancing
Interactive Tools**



**Request an On-Site Training
in Key EOP-Related Topics**



**Learn Anytime via Virtual Trainings
on all Topics in Emergency Management**



PREVENT



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RECOVER



Our mission is to increase collaboration amongst primary care, mental health, and educational professionals to enhance the community's ability to promote mental health and wellbeing, to treat depression and related conditions, and to prevent suicide in youth and young adults.

RECOGNIZE REACH OUT RESPOND

The HEARD Alliance (Health Care Alliance for Response to Adolescent Depression) provides resources and information for supporting youth with depression and related conditions, and preventing suicide in adolescents and young adults.

SITE HIGHLIGHTS ⌵

WHAT'S NEW ⌵

Let's Connect & Collaborate!

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www.linkedin.com/in/delbono-group

heardalliance.org

delbono-group.com

