

**RESTORATIVE PRACTICES IN A CUSTODIAL SETTING; AN EVALUATION
FRAMEWORK FOR THE NSYF'S TOTAL INSTITUTIONAL PILOT PROJECT**

PREPARED FOR

**THE NOVA SCOTIA YOUTH FACILITY, CORRECTIONS, NOVA SCOTIA
DEPARTMENT OF JUSTICE**

JUNE 2016

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LIST OF ABBREVIATIONS

AD	Adult Diversion
ADHD	Attention Deficit Hyperactivity Disorder
AIC	Atlantic Institute of Criminology, Dalhousie University
AM	Alternative Measures (Youth Diversion)
ANS	African Nova Scotian
AVRJ	Annapolis Valley Restorative Justice (program)
BCI	Bringing Culture Inside (MLSN program)
CALM	Controlling Anger and Learning to Manage it
CBRM	Cape Breton Regional Municipality
CC	Criminal code offence
CCRA	Corrections and Conditional Release Act 1992 (amended)
CCRSO	Corrections and Conditional Release Statistical Overview
CJF	Community Justice Forum (RCMP)
CJS	Criminal Justice System
CRCVC	Canadian Resource Centre for Victims of Crime (also NRCVC)
CSC	Correctional Services of Canada
EJS	Extra-Judicial Sanctions
FGC	Family Group Conferencing
FN	First Nation
GSS	General Social Survey (conducted by Statistics Canada every 5 years)
IARJPP	Integrated Adult Restorative Justice Pilot Project
IIRP	International Institute for Restorative Practices
IWK	Isaac Walton Killam Health Program
HCJS	Halifax Criminal Justice Society
HRM	Halifax Regional Municipality
JEIN	Justice Enterprise Information Network (Nova Scotia Dept of Justice)
JHS	John Howard Society
MLSN	Mi'kmaq Legal Support Network (Nova Scotia)
NSRJ	Nova Scotia Restorative Justice

NSVS Nova Scotia Victim Services
NPB National Parole Board (Canada)
NSYF Nova Scotia Youth Facility
OCI Office of the Correctional Investigator
OJJDP Office of Juvenile Justice and Delinquency Prevention (USA Dept of Justice)
OMS Offender Management System (data system)
PMR Performance Monitoring Report
PO Probation Officer
PSE Post-Secondary Education
PSR Pre-sentence Report
RCAP Royal Commission on Aboriginal Peoples
RCMP Royal Canadian Mounted Police
RJ Restorative Justice
RP Restorative Practice(s)
RPP Reintegration Plan Profile (updated monthly)
RRP Reintegration Release Plan
SAP Strategic Action Plan
SC Sentencing Circle
SrecC Sentencing recommendation Circle
SCC Supreme Court of Canada
US Unit Supervisor
VIS Victim Impact Statement
VOM Victim Offender Mediation
VRJ Valley Restorative Justice Program (Kentville)
YCJA Youth Criminal Justice Act (2003)
YLS Youth Level of Service (CSC measures of risks and needs)
YP Young Person (youth incarcerated at the NSYF)
YW Youth Worker (NSYF)

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PHASE TWO RESTORATIVE PRACTICES INITIATIVE AT THE NSYF

INTRODUCTION

“There is a mode of managing some of the most desperate with ease to yourself and advantage to them” (John Howard, 1774, cited in Barabas et al, 2012)

“Human Beings are happier, more productive and more likely to make positive changes in their behaviour when those in positions of authority do things with them than to them or for them” (Watchel, 2004)

The RP project began at the NSYF with discussions between NSYF staff and Corrections managers in 2010 exploring the congruence between the department’s Core Correctional Practices and restorative practices. These sessions quickly led to a trip to IIRP headquarters in Bethlehem Penn to get a first-hand experience of RP in theory and practice, participation in an international forum on restorative justice and restorative practices in Halifax, and provincial application for federal funding to cover costs for multiple offsite training sessions led by a certified expert in RP in 2011. The application was successful and the training began in early 2012 with the RP program launched later in the year. This Phase One RP project was implemented in one of the eight living units at the facility. The vision as formally set out in project documents was stated as “To use a restorative approach within a living unit at the NSYF to establish a community environment that fosters reparation of harm, promotes accountability and emphasizes pro-social skill development necessary for establishing positive social relations and successful reintegration within the facility and the community”.

What was quite singular about the NSYF initiative, in the context of such programs in other youth or adult correctional institutions, was that, while in virtually all of the latter projects, the programs and the policy advocates referred to changing prison culture, nevertheless the restorative practices actually implemented typically highlighted external linkages such as different types of victim-offender mediation (VOM) or family group conferencing types of exit circles (FGC), supplemented usually by instructive

programs offered inmates (usually provided by outsiders or special services) within the institution such as “learning to appreciate victims’ needs and issues”, role playing and so forth. Other programs that dealt strictly with inmate life in prisons (e.g., pods in CSC terminology) were typically not well integrated in the prison culture (i.e., not linked closely to the everyday staff or to other programs and services). In the NSYF project, on the other hand, the emphasis was focused squarely and exclusively on prison culture, that is, everyday life matters in the institution, and on relationships among YPs and between YPs and YWs.

A comprehensive evaluation of the first year of the project’s implementation in 2012-2013 was completed and appended is the executive summary of that assessment. The evaluation concluded that the initiative had been well implemented and had achieved its objectives and most of its specific hoped-for outcomes. The recommendations especially were four-fold, namely (a) that the RP project should be extended to the other major living units, (b) that the circles should become more participative, and restorative practices additional to the circles more frequently engaged in and recorded, (c) that more emphasis should be directed to linkages with other programs and services in order to enhance the initiative’s synergetic impact on the YPs’ underlying issues such as violent dispositions and mental health issues, and (d) that more attention should be given to developing data systems that can effectively monitor patterns and facilitate evaluative analyses on a regular basis.

In the Fall of 2014, the Main Working Group responsible for planning the RP project at the facility, agreed that “restorative practices should be spread throughout the NSYF” and action plans were developed to implement that strategic direction in all living units and other work areas. Another successful application for federal funding to assist in meeting implementation costs in fiscal 2015-2016 identified other trajectories for the Phase Two project namely (a) increased use of RP for addressing discipline concerns with respect to high risk offenders, (b) extending the initiative to female incarcerated youths; (c) improved collaboration with partners from IWK youth forensics in the case management of youths.

Overall then the RP implementation was to become both wider and deeper in its reach at the NSYF. The RP approach would be a total institution model, involving all the

youth cottages, other NSYF work areas, and including youth, youth workers, service / program providers and senior management. Extensive training was provided to all facility personnel in small groupings following the same pattern and with the same key instructors as in Phase One. Each grouping was tasked subsequently with developing a work plan for the implementation of RP for their area of work responsibility. Again a comprehensive multi-method formative evaluation framework was also proposed. Phase Two is currently being implemented. Clearly RP at NSYF has been an evolutionary process, incremental and evidence-based, and very singular indeed in its adoption of the RP perspective compared with RP initiatives in other youth or adult correctional facilities.

CONTEXTS

The major contexts to consider for the Phase Two RP initiative are the same as for Phase One, namely the continued growth in RP initiatives in custodial milieus in North America and Europe, the trends in RJ, AD and alternative justice in Nova Scotia, and trends in programming and capacity at the NSYF. Here the emphasis is essentially on updating the Phase One write-ups (Clairmont 2012, 2013).

Restorative Practices in Custodial Milieus

In the international literature on prisons, the concept RJ has been used much more frequently than RP and the focus has been on various VOM and victim sensitivity programming. Much of the recent American RP literature, chiefly produced by the IIRP and its associates, has focused on the RP approach in the schools where RP has been implemented with proven benefits at least in the short-run (Watchel, 2004, Costello, 2009). There has been however an increasingly significant literature on the RP approach in Community Corrections such as in Reporting Centers for youths on probation (Cope, 2011) and in adult prisons where the emphasis has been on using RP techniques to sensitize offenders to the impact of the offending on victims and to improve the likelihood of their better reintegration into society upon leaving prison (Shapland, 2008, Thurman- Eyer, 2009, Barabas, 2012). Implementation in the former milieu has usually

featured the circle tool (Costello, 2009) while in prisons the emphasis has been on initiatives that inform inmates in the RJ approach through educational programs (e.g., victim issues, VOM, FGC, and role playing), sometimes with the participation of volunteer surrogate victims from the outside; the most well-known example of the latter has been the Sycamore Tree Program (Johnstone, 2014). Despite the references to the impact of RJ or RP on prison culture, the emphasis has been largely on the relationship between inmates and outsiders through VOM or FGC. As cited in Barabas, 2012, “RJ programs in prison have been basically VOM and FGC, facilitated by prison officials”. Several excellent such projects, yielding very positive results for reduced offender recidivism, have occurred in England and Wales (Shapland, 2008).

There have been few ‘RJ / RP- in – prisons’ projects that have actually focused on prison relationships and changing the prison culture itself. Generally, RP policy advocates and researchers have posited a continuum of RP implementation from educational programs through to VOM, and ultimately to an RJ or RP ethos guiding prison policy and procedure; virtually no one has suggested that implementation of the latter stage of the RJ / RP continuum has been attempted in prisons and certainly the consensus is that it has not been attained (Gavrielides, 2012). Indeed, much literature, especially in Europe where RP in prisons seems to be a lively topic, has expressly been a debate about the congruence of RP and prison cultures and whether “restorative punishment” (i.e., that people can be sentenced to prison and be significantly impacted there through RP) is an oxymoron (Barabas, 2012). Hageman (2003), for example claims that “such programmes as these conducted in prisons should not be classified as restorative justice because the imposed punishment forms a structural impediment”. Prominent RJ / RP writers such as Van Ness (2007) have themselves identified the many obstacles to achieving prison reform through restorative justice.

Despite the reasonable wariness, there is mounting evidence that an RP approach can co-exist with prison culture and begin to modify it. One excellent custodial RP project is described by Schwartz (2009) and Mirksy (2010) where in response to considerable violence among inmates in an adult facility, an RP program was instituted which apparently transformed the prison culture and reduced inmate to inmate violence, as well as led to less re-offending when the inmates were released. Schwartz contended

that a major key in the transformation was “increasing feelings of empathy and providing practical skills among the prisoners”. The program included VOMs, FGCs and salient educational programs but it is not clear what strategies were directed expressly at inmate-inmate or inmate-guard relationships. Newell (2002), an advocate of RP, has developed a conceptual framework to appreciate the considerable challenges of cultural changes required in implementing RP in prison. He discusses changes in power structure (e.g., inmates taking more personal responsibility), in organizational structure (e.g., RP posits inmates as becoming more like “partners” in shaping prison life), and the creation of new rituals and symbols (e.g., the circle and its protocols, the talking stick or its equivalent); all this in addition to preparation for release and developing victim empathy through educational programs, VOM and FGC. Newell also emphasized the importance of staff preparation and staff interests being treated with respect, a point made by IIRP consultants in their reference to “fair process in organizations” (Watchel, 2006).

Other literature especially relevant for the NSYF’s RP pilot project is that dealing with strategies for changing the thinking, self-awareness and empathy of serious offenders. One well-known initiative is the strategic intervention of the CeaseFire program in Chicago, now a nation-wide program, which highlights the role of trained community people as “interrupters” reducing revenge violence among gang members (through a form of RP questioning, one on one interaction, and small group conferencing) as well as assisting in changing the life trajectories of individuals weaned from gang membership (Perez, 2012); the director in a recent public address stated that “changing their way of thinking is half the battle”. Bourgon and associates (2011) have examined a kindred recent development in Community Corrections wherein the role of probation officer increasingly becomes that of a “change agent” rather than exclusively a case manager. Thus, the probation officer works on developing pro-social attitudes, and changing pro-criminal ones, largely in conjunction with having the clients practice new behavioural skills such as negotiation, conflict resolution and problem solving; clearly, these measures fit well with an RP approach to change. A somewhat similar recent strategy, also congruent with RP, has been desistance (McNeil et al, 2012), which has become popular of late. It emphasizes self-identity, positive relationships and social and human capital and sees effective desistance requiring a four-fold cognitive

transformation, namely a general cognitive openness to change, exposure and reaction to possible turning points, envisioning a “replacement self” and a transformation in the way the person views deviant behaviour. Interestingly, the recent Aboriginal “Bringing Culture Inside” initiative at the NSYF could be seen as an example of a desistance approach though it was not explicitly identified as such.

A review of Canadian literature on RJ / RP initiatives in Canada yields similar results. The CSC has had a longstanding involvement with various types of VOM initiatives and federal prisons since the 1970s have had pods where inmates to some degree manage their own living unit but these projects typically do not engage the prison staff nor link up meaningfully with other prison programs / services, and the RP does not extend beyond specific living units to senior management relationships with others. The RJ initiative at the Grande Cache prison in Alberta (Petrellis, 2007) was arguably the most in-depth instance where inmates in an RJ living unit were trained to be facilitators / moderators, regularly discussed RJ themes and operated with much autonomy in responding to ordinary conflict and collective living issues. Staff, according to interviews, was however not much involved in or aware of what went on in the living unit. Related literature produced by senior CSC researchers (Bonta et al, 2007, 2010) has noted that over the past two decades there has been a changing mindset among researchers, replacing the earlier perspective of “nothing works” in prison rehabilitation to a more optimistic view of some programming changing the behaviour of offenders towards more prosocial behaviour. Relatedly, they have argued that for the importance of synergetic effects, noting that addressing non-criminogenic needs (the usual direct focus of RP) “may be important for removing (on inmates’ part) barriers to dealing with criminogenic needs and increasing the offender’s motivation to participate”.

Overall, then, this review of the RP in prisons literature has indicated that the initiative of the NSYF is indeed path-breaking in its focus on effecting an RP style on relationships throughout the entire organization. While it may require a long-term commitment, evidence-based practices, performance measurement and quality data management, searching for better solutions in this fashion fits well with recent developments in RP and in Corrections policy. It fits well too with the comment of John

Howard in the eighteenth century – “there is a mode of managing some of the most desperate with ease to yourself and advantage to them”. Skeptics of the RP approach in adult correctional facilities have contended that results are likely to be piece-meal, short-term and limited (see Guidani, 2003 and Van Ness 2011) unless supported by the larger organizational and other societal systems. Transformation of youth correctional facilities does indeed have significant social support in justice policy (e.g., the YCJA), court decisions and in society at large, whereas such support for similar transformation in adult facilities is much less.

RJ, AD and Alternative Justice Processing in Nova Scotia

The historical evolution of RJ and AD has been dealt with elsewhere (Clairmont, 2012, 2013; Clairmont and Waters, 2015). The move in 1999 from Alternative Measures to RJ generated significant increases in the number of cases diverted from the court system and more modestly with the number of serious and violent incidents and repeat offenders handled through extra-judicial processing. The NSRJ system was properly hailed as perhaps the most sophisticated and well-funded RJ program in Canada. RJ was standard across the province, co-ordinated, monitored and for all intents and purposes completely funded through the NSRJ while the service itself was delivered on contract with non-profit community bodies. The NSRJ, always located in the Department of Justice, over the years has been administered in turn by Court Services, Corrections and currently Public Safety.

In 2010 at the time that an RP approach at the NSYF was being developed, the NSRJ service for young offenders had become an established part of the CJS. In a word, it was institutionalized in that (a) it handled roughly 30% of all youth offending in Nova Scotia, (b) had solid support structures in the YCJA, court decisions about how to deal with young offenders, and the strong advocacy support of Nova Scotia’s top government officials, (c) was accepted and collaborated with by police and crown prosecutors, (d) was interwoven in many respects into the adversarial relations between prosecutors and defence counsel, (e) provided a well-defined service with trained full-time staff

throughout the province and well-monitored standards of operation. In addition, several assessments had found high levels of satisfaction among its participants (offenders, victims, other session attendees such as police officers) and grounds for optimism about reduced recidivism (Clairmont, 2005, 2006; NS Department of Justice, 2009). It was a program well-praised in other jurisdictions both elsewhere in Canada and abroad. At the same time it was limited to young offenders, a declining demographic throughout the province outside the metropolitan area. It appeared to have reached a niche for dealing with minor offences and offenders and exhibited little evidence of growth in either dimension. While it was anticipated, at the onset of the NSRJ project eleven years earlier, that the program would subsequently be extended to adults, that did not happen until the Integrated Adult Restorative Justice Pilot Project (IARJPP) was implemented in fiscal 2010-2011 in response to these circumstances.

In the case of AD at 2010, government-directed reviews, over the past decade or so, of the Adult Diversion (AD) programs in Canada had shown that they have been rather marginal to the criminal caseload and questionably cost-effective given requirements for more staff and a certain level of “net-widening”. In Nova Scotia an earlier official review in 2004 depicted AD (launched here in the mid-1990s and administered by Community Corrections) as a reasonably well-implemented program with growing numbers of referrals, high levels of compliance and satisfaction, low recidivism and modest costs, but nevertheless requiring more robust and nuanced eligibility criteria and more connection to the RJ programming in the province as was initially planned for when the latter was developed in the late 1990s. AD staff (POs) generally shared the views that the program needed to be invigorated in these ways, and also expressed concern about the lack of any significant orientation and training regarding AD objectives and practices. For several reasons, including the excess capacity of the youth RJ program and the shift of NSRJ from Court Administration to Community Corrections, momentum developed for change which led to the IARJPP initiative in 2010-2011.

Since 2010 both RJ and AD programs have seen significant declines in their client numbers. Appendices E and F describe these patterns. The deep decline in RJ referrals, overall from 1565 in 2010 to 656 in 2014-2015 is clear; the decreases were steady over

the years and consistent across all RJ service providers; indeed the agency numbers had usually peaked by 2007. For AD, dealing with adults, the demographic decline was less severe and their decreases were more modest. Still, overall the decline was significant, going from 921 clients in 2012 to 647 in 2014. POs dealing with youths also saw a significant decrease in their clients in most agency areas.

Staffing in RJ services was minimally impacted by the decline in clients and there was little evidence that declining caseloads were offset by more complex referrals. The chief ways of assessing whether youth RJ caseloads had become more challenging and thus limit this ostensible excess capacity were examined, namely referral sources, frequency of “closed not completed” files, the seriousness of offences being referred, the number of different types of repeaters dealt with, and the views of agency staffs and CJS officials. The general conclusion was that, with the exception of the metropolitan agency, they did not mitigate the decline of caseload and the need to better utilize agency resources (Clairmont and Waters, 2015). In AD it was more difficult to determine organizational response to declining caseloads but there was no evidence to support an offset in complexity of referrals to declining client numbers; the vast majority of referrals involved first time offenders charged with minor, non-violent offences.

The launching of the IARJPP was an important response to the above circumstances, especially in that it was based on collaboration between RJ and AD. The pilot project was located in two areas of Nova Scotia and involved the RJ agencies handling adult referrals where person victims were involved while AD designated staff handled other referrals. All referrals to the IARJPP, whether pre or post-charge (here both types of charges could be referred), were directed initially to the PO coordinators who then divvied up the cases according to established project procedures. The eligibility criteria were more liberal than in the conventional AD program with the result that the RJ caseload increased substantially and used up any excess capacity while the POs’ workload did not appreciably diminish. The detailed assessment of the IARJPP indicated that it met the project’s objectives, followed the agreed upon collaboration and realized its hoped-for outcomes. The assessment’s recommendation was that the IARJJ as structured become province-wide. The government’s decision to follow that

recommendation appears to have been made and the RJ extension to adult cases and partnership with Community Corrections is projected for the Fall of 2016.

The implications of this more comprehensive RJ programming step - extending the program to adult offenders and less restrictive criteria about eligible offences and offenders - would appear to be supportive for the RP initiative at NSYF since it underlines a strong governmental encouragement of the RJ and presumably RP approaches (the latter, RP, is simultaneously being promoted in the Nova Scotia school system). It is congruent with trends in Community Corrections (e.g., Core Correctional Practices), cultural changes reflected in increased enthusiasm for the restorative approach in the CJS and the more formal emphasis on probation officers as agents of social change throughout North America (Clairmont 2014). In the assessment of the IRJPP all the interviewed POs indicated that they endorsed the IARJPP format, saw the initiative as consistent with a more engaged mandate for POs and wanted more training to develop an AD response which reflected better the RP approach.

The NSYF: Recent Trends and Capacity

The YOA, and especially its revisionist YCJA promulgated in the spring of 2003, have revolutionized youth justice policy in Canada. There have been two main implications for aging provinces such as Nova Scotia, namely a profound reduction in the number of youths incarcerated and, secondly, a major challenge in determining how to respond to those who are incarcerated. Incarceration of young offenders in Canada had been declining modestly from 1990 to 2002 and then declined sharply in 2003-2004 and has fluctuated around comparatively low levels (particularly sentenced custody) in recent years. Scholars have noted the senior courts' narrow specification for the use of custody and other SCC interpretations emphasizing that youth are to be treated differently than adults while not being deprived of the constitutional rights of the latter. The interpretation of "violent offence" has been narrowed for young offenders (e.g., dangerous driving in a stolen car is not violent) and an anti-step policy in sentencing has been interpreted as proper so in effect we are usually back at square one regardless of the number of offenses that a youth has on record. As Bala and associates found, in Canada the rate of custodial sentences handed down in youth court in 2006-2007 was less than half that in 2002-2003; combined with the decline

has been a major decline in volume of cases coming to youth court in the first place (Bala, 2009).

The YCJA, and subsequent court interpretations, have sharply delineated between young offenders, clearly marking off the violent offenders and allowing them go through the court system and be incarcerated. Certainly there is the issue then of what to do about these latter, the youth whose actions, usually violent, place the public at risk (Perrott, 2010). Informed professionals on youth justice in Nova Scotia have emphasized that while such youths are properly incarcerated, it would be totally unethical to simply warehouse them because they are at a lower level of maturity and are malleable and hopefully can be rehabilitated; their interests and status and therefore their social rights are different from adults. Other policy advocates, and indeed Corrections officials themselves, share that perspective, protesting the danger otherwise of irrevocably marginalizing already marginal youths and discounting the social rights of the still maturing young persons.

A review of the NSYF's document, Young Person Information Handbook, indicates that there are a wide range of sanctioned behaviours and attitudes – obviously reasonably so but also potentially controversial - such as insulting, harassing, bullying, making threats, personal appearance, cleaning up, and not attending the required NSYF programs. There are three levels of incident write-up with increasing associated sanctions. There are also modest incentives, the possibility of some earnings and access to personal funds in trust is proportional to earned income. The number one and two incident types in recent years have been “detrimental behaviour” and “program non-participation”; the former has skyrocketed from a low of 48 incidents in 2007 to 695 in 2010 and 841 in 2011, in part corresponding to the decline in categories such as “program non-participation” and “other”. It is not clear what expectations exist with respect to possible changes in the rules and procedures that might follow in the wake of the RP initiative but such facts do suggest that the initiative will have challenges to overcome.

There are other challenges too, such as the turnover and short sentences (the mode being about three months), the challenges of the RP initiative being top-down, and the mix of an RP approach with other youth worker responsibilities. The latter's role appears to be changing to more one of a change agent, though informally youth worker to varying

extents, might well have been so engaged already. Certainly there are opportunities that counter the challenges. The YCJA and the Nova Scotian demographics have resulted in much small numbers of young inmates but the round the clock organizational responsibility still requires almost similar number of staff so the opportunity is there to provide more penetrating service and explore options in managing youth-staff relationships.

As discussed above, the opportunities are also enhanced by a supportive provincial government which has been spearheading RJ and RP in other milieus throughout the province and by a rejuvenation of the rehabilitative approach in Corrections throughout Canada. Moreover, the NSYF has itself been in the forefront of innovation and program development in recent years. Its Centre 24/7 program, established for about sixteen years, has been unique in Canada for its off-site program that brings together NSYF and community-based youths. It provides a comprehensive educational, and life style support program and often has held circles and employed other RP strategies. In addition, the NSYF has funded a biweekly RJ orientation for newly received inmates for the past ten years. Other programs have been put in place with the assistance of outside parties for minority groups (especially African Nova Scotians and Aboriginals (regular sweats by gender are open to all interested youths)).

Other positive facets, that allow for optimism despite the challenges, include good labour –management relations (at least by normal indicators) which are important since unexpected issues may arise, the cottage context of small numbers living together where some collaboration is required and is evident among the youth and between the youth and the youth worker, and the sense among some staff that the RP approach has been characteristic of their interactions with the youth.

The recent trends since the launching of Phase One RP in Unit 2A, Cottage Two, in 2012 have been very significant for organizational mandate, staff and the RP program. Since 2011, the number of YPs has tended to be about 40 on any given day but occasionally it has dropped to 25 or fewer. There have been staff changes in number and functions including less time for casuals, community posting for one or two YWs who continue their NSYF affiliation, role changes associated with changes in recruitment strategy for the flagship Centre 24/7 program, and a significant staff uncertainty about

future developments at the facility. There have also been cultural or policy shifts of uncertain implication such as what to do with respect to segregation and how to advance a focus on improving YPs' transitional prospects upon release; in the case of segregation, there has been much seeking of alternative solutions in Corrections and in the society at large, seeking to reduce if not eliminating that form of punishment. As the same time, Phase One of the RP initiative has been successfully achieved and the NSYF is geared up for Phase Two which overall is seen as positive from the staff perspective but which also may raise issues about the YWs' mandate and issues such as discipline involving YPs and YWs and in other relationships.

PREPARING THE EVALUATION FRAMEWORK

In order to prepare this evaluation framework, the evaluator team conducted preliminary research. This included visits to the four cottages' morning circles, one-on-one interviews with YPs and YWs, all program coordinators, senior management and other staff / service providers, and multiple sessions with the RP project managers at the NSYF. Given the explicit formative character of the evaluation research, it was important to thoroughly discuss ideas about objectives, processes, outcomes and indicators for these evaluation dimensions, and areas of possible collaboration in collecting pertinent data. Also, it was important to discuss confidentiality and anonymity with respect to any evaluation report, whether oral or written. The evaluation depends upon multiple methods and research strategies (sometimes called triangulation) which better secures reliability and validity with respect to the information gathered. The specific methodologies used ranged from securing access to project documents and relevant NSYF data systems to formal and informal interviews and participant observation. The evaluator maintained regular contact with the RP project leaders since his power point presentation of the Phase One evaluation report to the RP advisory group in the fall of 2013; that grouping included headquarter officials, NSYF senior management, unit supervisors and program coordinators. The preliminary evaluation research activity began

after the action plan for Phase Two was adopted and implementation began. Most of the research occurred in the Winter and early Spring of 2016.

Specific Methodologies Employed

1. Informal interviews, using a “talking point” theme guide, virtually always one-on-one, were completed by the evaluation team (the evaluator and assistant) with 12 YPs, 7 YWs, 3 USs, 2 senior management, and 2 special service providers. Multiple discussions took place with the two chief RP program managers.
2. Participant-observation took place in all four living unit cottages, basically limited to participation in the morning circles.
3. Documentary research was a key aspect of the evaluation research especially in light of the considerable preparatory activity for Phase Two at the NSYF. The project managers kept good records of advisory group meetings, training and orientation sessions and participation from these, and RP strategic action plans (group assignments) developed in each designated RP work area (see below); also prepared was an informative chronology for meetings, key decisions and actions.
4. Drawing on regularly gathered Institutional Data would of course be essential given the “total institution” RP initiative and its associated demands from an evaluation perspective. Data systems were in place such as the OMS system (e.g., incidents), the RPP monthly reports and the RP tracker form began in 2012. It was found, however, that some were not user friendly and others had uneven recording and monitoring; consequently, discussion would be necessary to enhance their value for the evaluation. Also, discussions were held to consider modest additional regular data collection on YPs’ attitudes, values and disposition when entering and exiting the NSYF and how the evaluation team might collaborate in that activity.
5. Literature review of RP implementation in jails and prisons elsewhere was an important research task. The focus was on materials since 2010-2011 when

the Phase One evaluation framework was developed. The pertinent literature examined was either American or Western European.

6. Developing and Vetting the four central models of the evaluation framework was the central task / outcome of preparatory evaluation work. The 4 models – overall logic model, performance monitoring model, process matrix and outcomes matrix – followed the same format as those developed in 2010-2011 but were more complicated. They were vetted through the project managers. Other research instruments also were developed addressing some of the special objectives of the Phase Two initiative such as explicitly targeting underlying YP problems (e.g., mental health, violent dispositions) through synergetic linkages with other special NSYF services.

Implementing the Second Phase RP Initiative

A strong feature of the RP initiative at the NSYF, especially with respect to the second phase under consideration here, has been its detailed planning, orientation and training, securing participants' feedback and documenting meetings, assignment of tasks and major decision-points. This effort was essentially advanced without significant new NSYF resources, save federal grant funds for an IIRP-credentialed instructor who led the multiple-day, offsite orientation in RP for NSYF personnel (separate groupings of about 15 persons) and the expenses incurred in having staff trained offsite (e.g., replacement costs). A particularly interesting implementation strategy was to have leaders in each designated work team (including one for senior managers) prepare a three-fold RP strategic plan for implanting RP in their area of responsibility. The plan required identifying several major functions in their area, suggesting how RP might impact on these, and, on that basis, advancing implementation priorities for next phase of the RP implementation; the chief project coordinator worked closely with the groupings in developing their plans. The two pivotal decision-making points in moving forward took place in the fall of 2014, namely (a) in October when the central advisory group (including headquarters and NSYF officials) agreed to launch a "total institution" RP follow-up to the successful initial RJ project, and (b) in December when there was

agreement on a proposed Action Plan to go forward in 2015, committing to training schedules and so forth.

Much time was spent in reviewing the above materials and discussing the related issues with the project leaders, as the evaluation framework was being developed. It should be noted that while the RP plans were unfolding there were other developments in Corrections, such as the organizational implications of the consistent decline in the YP population at the facility, the concerns about reducing the use of segregation for YPs, and a growing attention to “transitional issues” to achieve better reintegration of released YPs, which were quite congruent with the “total institution” RP approach.

Initial Participant Perspectives

The interviews and morning circle observations were part of a “meet and greet” approach to becoming more familiar to NSYF role players, explaining the evaluation, getting their view about the RP initiative and seeing how the RP morning circle might differ from cottage to cottage. This was considered especially valuable given the significant contextual changes just noted above. There was little emphasis placed on collecting data for assessing the RP project.

Overall, given the common training and project leadership, it was not surprising that the format of the morning circles was very similar across cottages. They usually began about 8.30 a.m., last about 35 minutes, with the cottage program worker or a YW being the central facilitator and frequently a YP had the concluding role of thanking participants for their attending and sharing. The participants always included in the circle both staff and youths and occasionally other adults (e.g., IWK service provider). Usually there were two rounds, the first wherein participants indicated on a scale of 1 to 10 how they were feeling that morning, and the second varying in focus. Usually on Monday and Friday the participants discussed their objectives for the week (Monday) and how successfully they realized their targets (Friday). During the week, the topics for the circles varied considerably with some selected from a prepared list and others from either YWs or YPs suggestions. Attendance for the YPs and the on-duty YWs was usually mandatory. The circle participants serially contributed comments and there was little interactive exchange or commenting on others’ comments. The YW facilitators

occasionally nudged a YP to contribute his / her view and on a few occasions queried a YP about his comments. Enthusiasm varied among both the YPs and YWs but there was more enthusiasm than displeasure among the participants and in a few instances, whether by YP or YW, the contributions were emotionally powerful. The morning circles were not normally used to discuss incidents and may be problematic when used for that purpose (the only such case observed indicated that caution well). In sum, the format and content of the morning circles mirrored well those observed in unit 2A in Phase One.

In their interviews the YPs were overall very supportive of the morning circles. Most stressed the pertinence and importance of the circles for giving them a daily reading on the other YPs (much less so on the YWs), enabling them to avoid “landmines” in their subsequent interaction with them. This response was somewhat contrary to the concern of some researchers who feared circle-generated vulnerability for the youths. In these casual interviews (chats might be a better word to describe them) there was no other strong feature of the circles or RP mentioned but several YPs did state that their participation in the circles had improved personal communication skills such as public speaking and understanding others.

The YWs more often than not considered the RP project the most significant development in the 28 year history of the NSYF. It was also almost as common for YWs to emphasize the continuity of the initiative with the more recent Corrections’ adoption of Core Correctional Practices (Principles) mission statement and the mandated YW role of “change agent” in the RP approach to be in keeping with practices already established at the facility. There was general support expressed for the RP project, sometimes quite strong support, but there were concerns too about its possible negative implications for discipline at the facility. It was the widely held YW view that for many reasons (especially the YCJA) the YPs incarcerated at the facility are increasingly more violent and egregious offenders. The YWs generally contended that the NSYF was caught up in significant social change in Corrections and in the larger CJS in Nova Scotia and for some there was a sense of underlying tensions and uncertainty about staffing and functions. At the same time, there was a widespread appreciation, even among the doubters and the critics that, for many reasons (e.g., demographic, changing Correctional philosophies), a case can readily be advanced for doing something like the RP project and

for a redefinition of their role. A common view was expressed by one veteran YW namely that the RP project is not in danger despite some contextual issues since it is a premier program now in the NSYF. Generally too the YWs expressed an appreciation of the training and orientation they have received and a sense that more is required; interestingly several YWs indicated that they were anxious for their review session with project leaders regarding their own RP work plan.

The strongest support for the Phase Two RP initiative was found among the cottage program coordinators (PWs) and unit supervisors (USs). These were the NSYF personnel with whom the project leaders were most closely engaged in advancing the initiative and with one or two exceptions they were enthusiastic and often emphasized their creative contributions to the project. Several of these “middle managers” observed that so much is happening in Corrections and the NSYF nowadays that it would be difficult to isolate the impact of the RP initiative when gathering data on the YWs’ job satisfaction and concerns about their futures. The PWs and USs agreed that some institutional data systems needed more formalization in order to yield standard and complete information across the organization and facilitate comparison and institutional monitoring; they appeared quite willing to discuss collaboration in these regards with the evaluator; they also were positive about the three case studies suggested in the evaluation framework.

The middle managers and senior management were in consensus that the Phase Two RP initiative was focused not just on the YPs and YWs relationships in the cottages but on the total institution, though the greater attention at this stage, the core concern as it were, seemed to be on cottage life. Respondents at both levels of management observed that a few disciplinary and staffing issues (one involved a YP-YW conflict) had already been dealt with in 2015-2016 through the RP approach and the latter’s value for more conflict resolution cases have been evidenced. They also considered that the NSYF’s RP initiative might have positive implications for Corrections’ concern about “transitional priorities” for released YPs. It was suggested too that the project likely “has legs” and could impact on the provincial adult correctional facilities; here it was noted that a group from the adult facility in Pictou County participated in offsite RP training along with

NSYF senior managers and that the NSYF's RP coordinator had made a presentation at the Central Nova facility in metro.

THE EVALUATION FRAMEWORK

The evaluation framework closely follows that of the phase one RP initiative of 2011-2012 which targeted only one of the seven youth living areas; but here there is adjustment for the broader, total institution, objectives, the more in-depth anticipated impacts and the greater opportunities for comparisons among the various living units and other work areas engaged in implementing an RP approach. The preparation and implementation issues are also more diversified and complex resulting in much more attention being given to performance monitoring and process evaluation. Three major themes that especially focus this evaluation are (a) the commonality and diversity of RP implementation and impact across all living units and work areas; (b) the relative emphasis on “with relationships” vis-à-vis other types of relationships (e.g., friendly, authoritative and bureaucratic) in responding to conflicts, problems and issues, and (c) the possible synergetic impact for young persons' underlying problems of substance abuse, violence and mental health as a result of greater collaboration / linkages among RP developments and other programs and services available at the NSYF. While the evaluation approach remains a formative model, being developed and carried out in close collaboration and with optimum feedback with NSYF management and project leaders and with input from and accountability to other personnel and participants, the much larger scale of the evaluation will require more collaboration in developing and analyzing institutionally gathered data (see below). The latter is consistent with NSYF's imperative to enhance its own capacity to train / orient staff in RP and monitor its programming.

The Four Models Guiding the Evaluation

The evaluation framework is provided essentially in the following four models which detail (1) the overall logic model of the RP initiative, (2) the performance monitoring chart and (3) the process evaluation matrix which deal with what was

expected to be implemented and how successful the implementation was, and (4) the outcomes matrix which deals with how the expected outcomes were measured and whether the outcomes were successfully achieved.

The Logic Model

The logic model (attached) was constructed from a close examination of the project documents and vetted through the project's leaders and several NSYF staff. It identifies the five chief general objectives of the Phase two initiative such as to develop an RP approach to relationships and incidents throughout the institution, to enhance RP skill development and related activities for staff, other service providers and youths, and to effect positive change in YP and YW roles and relationships. The objectives were expected to be realized through significant RP orientation and exercises, including on and off site training sessions. Implementation was to be monitored through a variety of activities and to entail the full range of the RP continuum. Outputs were expected to be circles and more "with relationships" in all work areas, and more linkages and collaboration among service providers and programs.

The central outcomes were focused on the short and medium term impacts but with a vision of long term outcomes as well. Short term outcomes were expected to include fewer YP incidents / write-ups, some RP-related skill development among YPs and YWs and others, more positive assessments of unit life by staff and youths, and the development and sharing of best practices throughout the NSYF. Expected medium term outcomes, building upon the short term results, included increases among YPs in positive attitudes and dispositions (e.g., empathy) and decreases in negatives ones (e.g., impulsivity), higher intrinsic job satisfaction among YWs and evidence of synergetic impact on youths' issues associated with more linkage among the services provided. Long term outcomes - the result of creating more positive skills and strengthening certain attitudes, dispositions and perspectives - were expected to be increased communication and problem solving skills which, along with better utilization of special services (synergy) might improve YPs' mental health, desistance and reintegration. In the long term, positive organization changes were also anticipated.

The Performance Monitoring Model

This model is valuable for identifying the central implementation issues, their key indicators, sources of data / information, instruments used to gather the data and the frequency of data collection. The model describes seven implementation issues and for each one provides the associated information. In conjunction with the Process Model, the Performance Monitoring model directs attention to whether the project's implementation was adequately conceptualized and appropriately delivered. These are crucial dimensions of project evaluation since often the failure to realize objectives is not due to a poor initial idea or its inadequate grasp by its advocates but more to the fact that what activities were supposed to happen did not and / or that the implementation was misdirected.

Rather than elaborating excessively on each of the seven issues detailed in the attached Performance Chart, two will be discussed as examples. Performance issue # 1 asks why the total organization was targeted for RP and whether the project has engaged the targeted population of YPs, YWs and other staff and service providers. The indicators here include the contextual factors cited earlier (e.g., developments within Corrections, the success of the Phase One initiative), the project leaders' strategic action plans being accepted by Corrections and the on and off site orientation provided for virtually all staff and service personnel. Another indicator is whether the diverse personnel in the different work areas have been engaged with some scope for each area developing its own RP priorities. The data sources include the various documents and timelines generated by project leaders as well as specific RP plans developed by different work teams. Each team was charged with preparing strategic plans identifying its major functions, how these might be impacted by an RP approach and their suggestions for implementation over the fiscal year. Evaluation tools here include review of documents and plans, developing timelines (for either implementation or upgrading) and interviews by the evaluation team. Major formal interviews would occur in September – October and then in February-March but informal observation and interviewing would be regularly done.

Performance issue # 4 deals with whether, throughout the NSYF, there has been effective communication with the participants with respect to their new responsibilities and opportunities. Also, how are project leaders and staff tracking the use of RP

approaches and strategies in the various work areas? Indicators include determining the level of consensus on participants' mandates and the level of sharing in tracking and advancing RP through generation of standards and best practices. A related indicator is what occurs with respect to resolving disputes and in accommodating "space" for staff and others' special RP interpretations or activities. The sources of information here are project documents, living unit logs, progress reports and timelines available through project leaders, grievances and use of RP in handling conflict and discipline issues, and extensive interviewing by the evaluation team. The evaluation activity would be continuous.

The Process Evaluation Matrix

The Process Evaluation matrix (attached) follows upon the Performance Monitoring Chart and addresses specific process issues in the implementation of the RP approach. The first of the seven process questions, for example, asks whether the project reached its targeted population in the way anticipated. Here the crucial indicators include the level of participation, buy-in, and enthusiasm among the various groupings of YPs, YWs, management and other staff / service providers. NSYF data on attendance, RP roles assumed and documents, plus interviews by the evaluation team would be the primary sources of information. Tracking systems by project leaders as well as the evaluation team would be supplemented by NSYF progress reports and by evaluation interviews. The sixth process issue deals with whether staff selection practices, training and skills were adequate in the actual RP implementation. The indicators here would include exploring the training and preparation given participants and the attention to upgrading and problem-solving as the project evolved. Also salient would be what was the level of confidence of staff and others in implementing the RP approach? Sources of information and key research tools include project documents and evaluation interviews; data collection would be periodic.

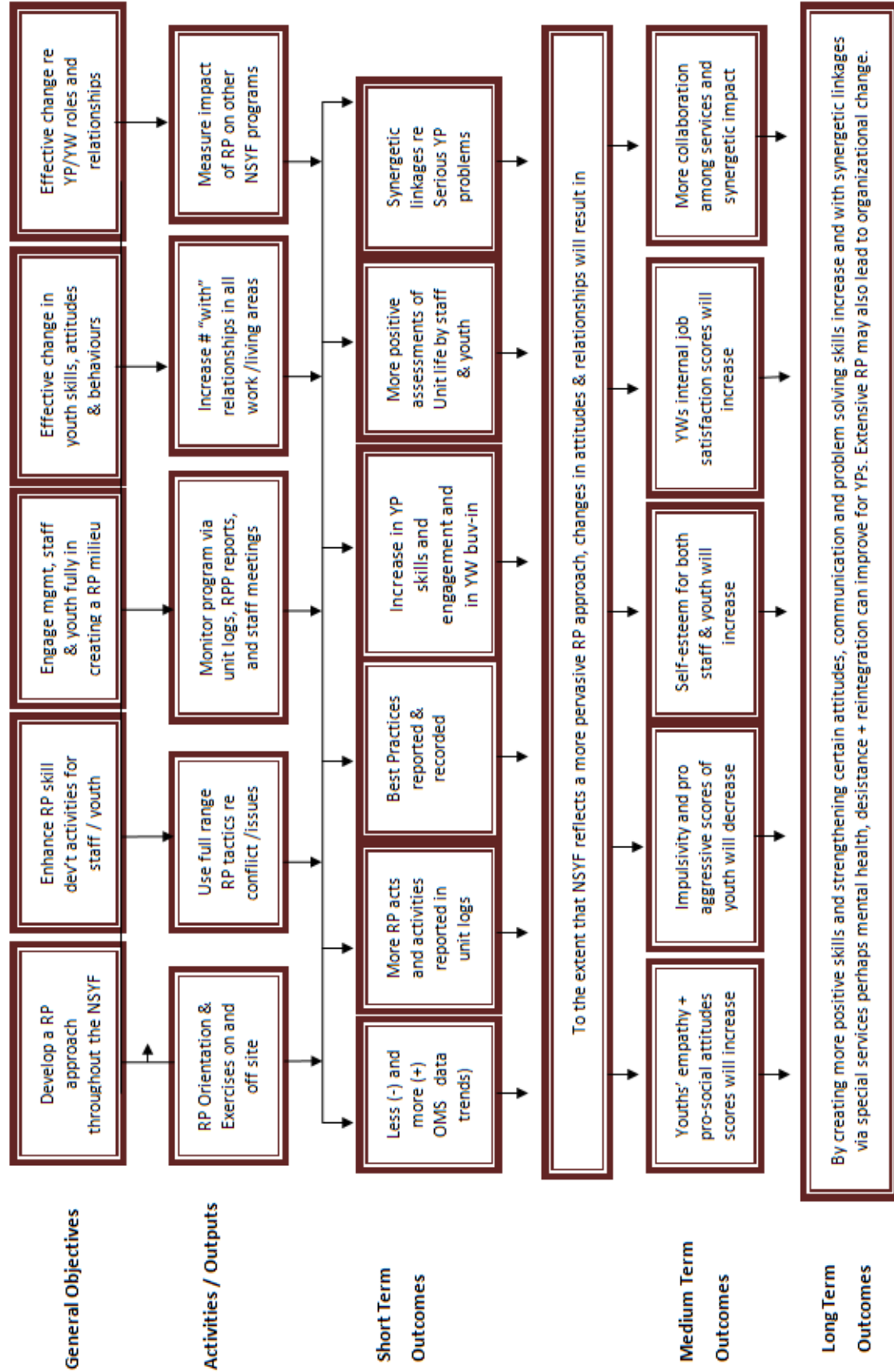
The Outcomes Matrix

The issues here are whether the objectives of the RP initiative were realized in the outcomes or impacts produced. It was expected that some outcomes / impacts would

emerge in the short term and facilitate more in-depth medium outcomes which in turn could lead to long term positive impacts for the participants and the NSYF organization as noted in the logic model. Three of the seven outcome categories (the matrix is attached) are discussed here. The first focuses on the question, has the RP approach developed significant roots throughout the NSYF. The indicators for that outcome would be the growth of “with relationships” and other dimensions of the RP continuum across the organization. Another indicator would be the sharing of RP tactics and best practices across NSYF work areas while a third would be trends in the use of the RP approach in problem-solving and disciplinary issues throughout the organization. Sources of data would be NSYF data (OMS, RPP, unit logs and progress reports), timelines, and evaluation interviews with project leaders, YPs, YWs, management and service providers. Contextual factors bearing on the outcomes, whether positive or negative, would also be considered. The tools / instruments would be NSYF data, interviews, observations and comparisons across work areas. Formal interviews establishing a baseline would be carried out in September-October and followed up in February-March while informal interviews and observation would be regular evaluation activities.

The fifth outcome category in the Outcomes Matrix focuses on changes occurring in the skills, attitudes and behaviour of the YPs and evidence of better linkages among NSYF services and programs that generate synergetic impact for the YPs’ deeper underlying problems (e.g., mental health, violent perspectives). Various measures constructed for this evaluation (e.g., empathy, impulsiveness, depression) but rooted in previously validated evaluation research would be sources of information along with one-on-one YP interviews of salient themes. Interviews with YWs (especially those responsible for preparation of YPs’ monthly RPPs) and special service providers (e.g., IWK staff, teachers, and chaplain) would be a major source and some NSYF data (e.g., grievances) could be salient. The sixth outcome category focuses on the impact of the RP initiative for the YWs – their buy-in to the initiative, participation in it and its impact for their job satisfaction. Sources of information would primarily be the formal and informal evaluation interviews with the YWs, project leaders and program coordinators and unit logs and administrative reports would also be useful sources.

**Restorative Practices NSYF
LOGIC MODEL
Launching an RP Total Institution Approach in NSYF**



RESTORATIVE PRACTICES AT NSYF: PERFORMANCE MONITORING CHART

Process Evaluation Questions and Outputs	Process Indicators	Source of Information	Tools / Instruments	Frequency of collection
<p>1 (A). Why was the total organization targeted for RP at NSYF?</p> <p>1 (B). Has the project engaged the targeted population of youth and staff?</p>	<p>1. Contextual factors and response to Phase One evaluation. 2. Project managers' strategic action plans accepted. 3. The training and orientation on and off site given to staff and service providers throughout NSYF.</p> <p>4. Common RP approach in the living units but also some variation in each RP strategy. In other organizational areas RP strategies and priorities more varied. 5. Number and characteristics of the participants, by cottages and work areas.</p>	<p>Project managers re information plus documents, timelines and special area-specific RP action plans. Also interviews by the evaluation team.</p>	<p>Project documents, timelines, observations and interviews by evaluation team</p>	<p>Major formal interviews in Fall 2016 and late Winter 2017. Informal interviews, observations and accessing NSYF data regularly throughout fiscal 2016-2017.</p>
<p>2. Continuity and development in RP implmtatn by cottage and work area.</p>	<p>1. Patterns of turnover, and participation among the staff and youth. 2. Change and adaptation in plans by cottage and work area.</p>	<p>As above + cottage logs + interviews with staff and youth</p>	<p>As above plus logs</p>	<p>As above</p>
<p>3 (A). Has there been clear specification of what RP is and how it is to be implemented</p> <p>3 (B) Has there been clear specification to the staff and youth of what RP is and how they may and are expected to participate?</p> <p>3 (C) What RP acts and activities were anticipated to be most commonly used where? Most problematic? In actuality?</p>	<p>1. The training / orientation, manuals and upgrades provided to mgmt and staff personnel and YPs. 2. Participant views of objectives</p> <p>1. Clarification of any impact or consequence re YW role obligations and assessment and also on youth behaviour. 2. Perceived mandates 3. Level of Time and resources allotted for team building and enhanced consensus</p> <p>1. The documents and plans by cottages and work areas. 2. Evidence of use of full range of RP practices. 3. Any development of standard RP tactics and best</p>	<p>RP programming material at NSYF and Interviews with project leaders, mgmt and staff</p> <p>Tracking system via logs for RP acts and activities in cottages plus interviews in other work areas.</p> <p>Changes if any in norms for Youth Workers' role or youths' behaviour (formal or informal)</p> <p>Tracking system, documents and unit logs where available plus interviews</p>	<p>As above</p> <p>Common Interview guides for Youth Workers and different common interview guides for youths</p> <p>Periodic interviews establishing a time line and identifying challenges and perceived successes in RP implementation</p>	<p>Continuous for all 3A, 3B, 3C</p>

	practice RP activities. 4. Any shared with other living units or work areas?			
4. (A) Has there been effective communication with mgmt, staff, other services and youth re their new responsibilities and opportunities? 4 (b) How are staff tracking the use of RP approaches or Tactics?	1. Level of consensus on responsibilities and on "space" for Youth Workers to implement RP. 2. Collaboration / sharing in tracking and advancing RP through use of and suggestions for RP tactics and best practices 3. Resolving disputes and accommodating "space" for staff and others' initiatives	As above re documents, any upgrading, unit logs plus interviews with mgmt, staff, other services and YPs Tracking both grievances and use of RP re conflicts and discipline issues	Documents, project timelines, logs and tracking systems for change or stagnation Interviews by evaluation team with project leaders, mgmt, service providers and youths	Continuously monitored through activities tracking system and evaluator's regular contact with staff
5. What are the resources and mgmt support being provided and are they adequate?	1. Time available for project leaders' effective RP orientation and preparations for staff? 2. Resources provided for engaging further expertise on or off site 3. Time and resources available for regular problem-solving and best practices sessions among staff in RP work areas.	Documents, Logs and evaluation interviews with project leaders, Mgmt and living unit staffs Progress reports and evaluation feedback	Interviews Progress reports Data from Tracking systems	Continuously monitored
6. Are challenges to successful RP implementation being monitored and responded to?	1. What challenges are being identified by participants in RP work areas? 2. What new/ best practices or other responses are being suggested / developed to meet the challenges?	Best practices, Grievances and incident reports Documents and logs Regular evaluation interviews	NSYF management systems Progress reports Living unit logs	Continuous monitored
7. Has the level of participation in the RP initiative among the targeted participants been as hoped for?	1. The degree to which mgmt, staff and youth are participating in the various RP activities from use of affective statements to conferences and circles 2. The level of enthusiasm indicated and the issues noted	Progress reports logs Observation and interviewing by evaluation team	Tracking systems, Interviews and observations	Periodic

Restorative Practices at NSYF: Process Evaluation Matrix.				
Process Evaluation Questions	Process indicators	Source of information	Tools / Instruments	Frequency of collection
1. To what extent did the project reach its target population in the way anticipated?	<p>1. # of management, staff, other service providers and YPs participating, their attendance, and participation level</p> <p>2. YPs, YWs and others' buy-in and turnover patterns</p> <p>3. Commonalities and variations among RP designated units</p>	<p>Documents, Living unit logs, progress reports</p> <p>Interviews and observation in each RP designated work area</p>	<p>Project tracking systems, logs and reports</p> <p>Timelines for each RP work area</p> <p>Interviews and observations</p>	At baseline and then periodic
2. Were the project activities implemented as planned?	<p>1. Documents and RP plans for each work area.</p> <p>2. Orientation and pre- start area planning done well and with feedback</p> <p>3. The frequency and scope of various RP acts or activities initiated in each area</p>	<p>RP tracking systems in each designated work area</p> <p>Documents, RP plans and logs</p> <p>Interviews with project leaders, mgmt, staff, other service providers and youth</p>	<p>Measures of RP activity</p> <p>Interviews</p> <p>Comparison group analyses</p> <p>Reviewing pertinent documents and reports (e..g, progress reports, Unit staff meetings)</p>	<p>Periodic</p> <p>Building on Performance Monitoring assessments</p>
3. Did the project produce the expected outputs?	<p>** All the key outputs listed in the logic model should be measured. 2. Objectives and mandates clear 3. Monitoring and updates arranged?</p>	<p>Tracking via logs, progress reports. Interviews with all parties</p> <p>Linkages est'd with other programs and services at the NSYF</p>	<p>Performance Monitoring report . Interviews and observations.</p>	-Baseline measures then periodic tracking

Process Evaluation Questions	Process Indicators	Source of Information	Tools / Instruments	Frequency of collection
4. Did the project work effectively with rest of the NSYF programs and administrative units? Were there linkages and the possibility of synergetic impacts?	<p>1. Views of other staff and youths and other service providers at NSYF (e.g., IWK, Education, Chaplain)</p> <p>2. Timeline and measures for assessing and quantifying synergetic linkages</p>	<p>NSYF project leaders, program coordinators YWs preparing RPPs, management and YPs</p> <p>Living unit and RPP records</p> <p>Interviews and observation</p>	<p>Interviews with program coordinators, special service providers and YPs</p> <p>Comparison Group analyses</p>	Periodic accessing NSYF data and creating timelines for YPs and the living units
5. Did the RP initiative meet ostensibly at least the needs of the participants – YPs, YWs, other service providers (teachers, IWK, chaplaincy)?	<p>1. The staff, other role players and youth expressing satisfaction with the program?</p> <p>2. Patterns and issues re incidents and YPs securing privileges.</p> <p>3. Evidence of less work stress for Youth Workers</p> <p>4. Less conflict in youth to youth relationships and in youth – youth worker relatns</p>	<p>Interviews with staff, other personnel and youths</p> <p>Comparisons esp among living units</p> <p>OMS and RPP NSYF data</p> <p>Logs and progress reports</p>	<p>Examining NSYF data</p> <p>Interviews and observations</p> <p>Comparisons among units</p>	As above
Process Evaluation Questions	Process Indicators	Source of information	Tools / Instruments	Frequency of collection
6. Were staff selection practices, training, and skills adequate for the actual RP implementation	<p>1. The basic training and preparation</p> <p>2. The upgrading and problem-solving as the project went on</p> <p>3. The confidence of staff in implementing the</p>	<p>Project materials re mission statements, principles, etc</p> <p>Interviews and observations</p>	<p>Documents and progress reports</p> <p>Interviews with project leaders, staff, other service providers and management</p>	Periodic followup but primarily at the baseline stage.

	RP approach			
7. Was there adequate communication among all of the contributors to the initiative?	1. Preparation and continuous communication flow among all four key relationships: management and youth workers, youth workers and other youth workers, youth workers and youths and youth to youth	Interviews with project leaders, program coordinators, YWs and YPs Progress reports and other pertinent logs (e.g., team meetings) OMS and Grievance data	As above	As above

RESTORATIVE PRACTICES at NSYF: OUTCOMES MATRIX

Outcomes	Outcome Indicators	Source of Information	Tools / Instruments	Frequency of collection
1. Has the RP approach developed significant roots throughout the NSYF?	<p>The growth of “with” relationships and other RP acts and tactics will be monitored across the organization</p> <p>The development and sharing of RP frameworks and best practices will be examined across the work areas.</p> <p>Trends in use of RP approach in problem-solving and dealing with disciplinary and grievance issues will be examined</p>	<p>Interviews with project leaders, YWs, YPs , mgmt and other s</p> <p>NSYF data (OMS, RPP, unit logs and progress reports) will be utilized</p> <p>Contextual factors bearing on the RP implementation will be considered</p>	<p>Interviews</p> <p>Observations</p> <p>Comparison of RP in selected work areas</p> <p>NSYF data records</p>	<p>There will be 2 formal one-on-one interviews, of all YPs and YWs and designated other NSYF personnel, one in September 2016 and the other in February-March 2017</p> <p>Informal interviewing by the evaluation team – and observation of RP activities – will be regular.</p> <p>OMS, RPP, logs will be used to make indexes</p>
2. Has the RP approach been having the desired impact in the various designated work areas? Identify the correlates of major variation.	<p>As Above plus</p> <p>RP strategic action plans developed by each RP work area</p>	As Above	<p>Interview guides and attitudinal and behavioural measures</p> <p>Content analyses of logs and RP area-specific plans</p> <p>Comparison of RP in selected work areas</p>	As Above
<p>3. Any impact of the RP approach in the living units for the four relationships – YPs to YWs , YPs to YPs, YWs to YWs, and YWs and other staff to management?</p> <p>Similar inquiry re RP initiatives in the other work areas?</p>	<p>As above plus level and type of conflict among youth and between YPs and YWs</p> <p># and type of YP Incidents and privileges earned</p> <p>Staff experiences with youths as recorded in logs</p> <p>RP initiatives in other work areas</p>	As above	<p>NSYF data (OMS, RPP, logs) plus interviews</p> <p>Interviews</p> <p>Reviewing pertinent logs and progress reports plus OMS and RPP data time-lined</p> <p>Grievances to management</p> <p>Observations</p>	As above plus continuous monitoring
4. Increased skill development (communication skills, self-esteem /	<p>Awareness of RP possibilities and comfortable in being participative</p>	<p>As Above</p> <p>Progress reports</p>	<p>Use of measures to assess knowledge and confidence and perception of skills</p>	As above

confidence, RP awareness) for both youths and living unit staff? In Other work areas?	Confidence re what the RJ approach is and in their ability to function with it	Indicators of buy-in and of stress	acquired Review of pertinent reports and logs Interviews	
5. Change occurring in attitudes and disposition among youth? Synergetic linkages established and impact on mental health, violent disposition etc	1. As above 2. Measures on empathy, pro-social attitudes impulsiveness, aggression etc as posited in Logic Model 3. OMS and RPP trends + YP/ YW assessments of impact	As Above plus Interviews with project leaders, program coordinators, YPS and YWs, (esp YWs doing the RPPs) and special service providers	The various measures of empathy, impulsivity, pro-social orientation, self –esteem, aggression, problem-solving, depression as discussed in Logic Model Comparison group analyses	Baseline and follow-up formal interviews then periodic informal interviews to assess changes over time
6. Buy-in re participation in RP. Impact on YWs re job satisfaction Contextual factors affecting RP implementation and satisfaction for YWs?	Changes in job satisfaction YW expectations and hopes re work role Level of YWs engagement in the RP circles and conferences	Interviews Logs, Progress reports Comparison Group	Measures of job satisfaction and thematic interviews Content analyses of pertinent reports and unit logs Comparison group analyses	As above
7. 1. Any +ve or –ve organizational consequences? Policies and practices re conflict, incidents, discipline? 2. Expectations re collaboration among work roles	Mandates (changes in work roles?) for YWs NSYF Policies re categories of conflict among YPs, between YPs and YWs and discipline.	Interviews as above Progress reports Responding to opportunities, challenges and grievances	Interviews Review of pertinent documents and reports Comparisons across work areas	As Above

EVALUATION STRATEGIES

There are several evaluation strategies that will be highlighted in this proposed evaluation, namely formal interviewing of accessible YPs and YWs (especially those YWs responsible for a YP’s RPP), management and other service providers, participant observation at circles and informal discussions, three special case studies of designated work / living areas, and collaboration with NSYF staff in working with institutional data.

Interviews and Observation

All youths sentenced to custody will be formally interviewed (there will be consent forms used and the YPs will be modestly compensated for their participation) at least twice, once in the September-October period and again in February – March 2017. The time of the re-interview would be adjustable depending upon release times but the target of including all such YPs seems doable given the small numbers of YPs currently incarcerated and the likelihood of a few being inaccessible for one reason or another. These formal interviews will be substantial and include both fixed response questions as well as some open-ended ones (roughly following the interview guide utilized in the Phase One evaluation which is appended). There will be check-off questions directed at the YPs' involvement in the RP activities, perception of the impact of RP on their skills, attitudes and relationships with other YPs, and with the YWs, and on living in the cottages. As well, there will be questions regarding their use of services and programs available in their unit or elsewhere in the facility. Attitudinal and behavioural measures will be employed as in the previous evaluation (see below on "data dictionary").

A large selection of NSYF staff will be formally interviewed at the beginning and ending phases of the 2016-2017 evaluation. These will include the project leaders, program coordinators, a cross-section of YWs (especially those responsible for preparing RPPs for the YPs), and several special service providers (i.e., teachers, the chaplain and several IWK staff). The interview guides will be tailored to specific roles and generally follow those used in the Phase One evaluation, exploring perspectives on RP, its implementation, participation in RP activities and the project's impact to-date on relationships, youth issues, staff role mandates and other NSYF organizational issues (e.g., dealing with grievances and discipline). YWs will be asked to complete some attitudinal and behavioural measures such as job satisfaction (for details see the appended interview schedule used with YWs in 2012).

In addition to the above formal interviews, there will be substantial participation of the evaluation team in the NSYF circles and conferences. This evaluation activity not

only yields valuable observational data but builds familiarity and trust with NSYF personnel and the youths, enhancing the value of their responses and the accountability to them of the evaluation team. It also provides opportunities for the evaluation team to have informal meetings and chats with the various role players and appreciate better the contextual and other factors that may be reflected in their perspectives, an important point given the considerable recent changes occurring in Corrections and at the NSYF quite apart from the RP initiative.

Three Case Studies

While the evaluation will be concerned with capturing the commonalities and divergences in the RP initiative across the NSYF organization, special focus, targeted for more informal interviewing and participant observation, would be on three areas where the impact of Phase Two could be especially significant, namely cottage One, unit 2A in cottage Two and the senior management work area. Cottage One, unit A, the Reception unit for new referrals whether by remand or custodial sentence, has been much redefined in its NSYF functions, now being positioned as significantly preparing YPs for the RP experience prior to their being assigned to the other cottages. Cottage One, unit B, formerly the segregation unit for YPs committing serious breaches of NSYF policies, has been recast as less segregation and more reintegration in its functions. Cottage One has now become quite central in the RP approach in the NSYF. Cottage 2, especially 2A, has been the major focus of RP implementation over the past four years and considerable baseline data are available and well-known to the evaluation team so it would be a valuable focus for examining the evolution of the RP at the cottage level in this second phase. Senior Management's RP training and full collaboration in the vision of RP as applicable to the totality of relationships and activities at the NSYF is a very singular feature of the NSYF RP initiative and certainly generates challenges and opportunities that arguably are not found in any other correctional institution in Canada or elsewhere for that matter.

Accessing NSYF Data

The scope of the Phase Two RP initiative, as discussed above in advancing the models and details of the evaluation framework, is considerable and requires extensive accessibility to well-conceived and systematically monitored and reported NSYF data. Various types of such information are essential to a proper evaluation of the RP initiative. OMS information dealing the number and type of incidents / write-ups, privileges earned, previous convictions and NSYF incarcerations and offence patterns for each YP – time-lined - is adequate and accessible though could be better organized for evaluation purposes. Reintegration Planning Profiles (RPP) monthly reports provide significant data on how YPs are responding in relation to some of their high risk challenges (i.e., the YLS measures), engaged in various institutional programs, and adapting positively or negative to their incarceration; key sources include OMS data, YW observations and reports from other YWs and service providers. These monthly assessments are completed by the YW assigned to a particular YP, are vetted through program coordinators and unit supervisors and can be a valuable indicator of the youth's progress throughout incarceration. The RPP data have not been used in previous evaluations and it is unclear how standard and complete the various RPPs are but they do constitute a major source for this evaluation. Other administrative data could be valuable if accessible such as grievances by YPs or YWs. Cottage daily logs were valuable in the Phase One evaluation though limited standardization of information was evident so perhaps the evaluation could collaborate with program coordinators in developing a format that could facilitate more standard and complete recording practices. Limited institutional data collection apparently occurs at the entry and exit stages of a YP's incarceration. Staff appeared to be open to collaborating with the evaluation by assisting YPs to complete a modest interview schedule at entry and exit that could provide valuable data on whether the incarceration had some facilitative impact on reintegration possibilities; the data could measure changes in aggressive disposition, communication skills and depression as well as YPs' perspectives, at both entry and exit, on housing, family, education and employment needs.

Tracking Systems

Discussion of tracking systems highlights the importance of developing standard and complete quality records in assessing the expected impact, successes and challenges of a major initiative such as the RP project at the NSYF. It complements the required monitoring of the evolution of the project's implementation. Requisites for effective tracking systems usually start with clarity about what information is to be routinely collected over time and the collaboration required between the evaluation team and administrators in developing the data systems pertinent for the evaluation. In this evaluation tracking takes on several guises, namely tracking at the individual YP and YW levels, among the work areas and the overall organizational level.

At the individual YP level, the tracking will be achieved through several means, namely (a) the informal and formal interviews (and observations) carried out by the evaluation team focusing largely on the YPs' perspectives, attitudes and behaviour; (b) living unit logs focused on attendance and participation in morning and reintegration circles and other RP activities as well as incidents; (c) OMS and RPP data as described above as well as possible entry and exit measures collaborated by staff and the evaluation. The logs and RPP formats for recording information appear to require more formalization if standard and complete data are to be obtained and the entry / exit assessments have yet to be thoroughly discussed. **At the individual YW level** there will be tracking through (a) the formal and informal interviews (and observations) carried out by the evaluation team focusing on YWs' perspectives, perceived role changes and mandate, and job satisfaction; (b) Unit logs on attendance and participation in various RP activities (e.g., from circles to best practices) and possibly NSYF data on grievances and conflict resolution. **At the cottage units / work areas level (including the senior management)**, it will be important to track the evolution of the various strategic RP plans developed by each grouping and determine appropriate indicators for assessing achievement. Periodic interviewing of project leaders and other staff / service providers by the evaluation team can focus on the number and type of diverse RP practices engaged in, perspectives and identification of factors impacting on achievement. Progress reports and documentation are crucial and other specific measures of successes and challenges

(e.g., citations, best practices, grievances etc) need to be developed in collaboration with NSYF project leaders.

Data Dictionary and Measures

The data dictionary for this evaluation framework identifies the key measures being considered for assessing the anticipated medium and possible long-term outcomes as advanced above in the project's logic model. The document should not be considered the final version since research is on-going in attempting to identify the best measures as reflected in the validity of the measure (i.e., that it is indeed measuring the gist of the concept) and its feasibility in the NSYF milieu. The measures of empathy, impulsivity, pro-social attitudes and aggressive tendencies proved feasible and significant in the Phase One evaluation, and other more underlying measures such as depression, violent disposition and mental health issues have been developed to complement these in the Phase Two evaluation. The list is neither exhaustive nor have the measurement tools been finalized. Clearly though any review of the RP literature would emphasize the RP impact for enhancement of empathy (a very frequent concept in virtually all prison programs carrying an RJ or RP label), reducing impulsivity, and changing self-awareness and self-esteem (presumably reflecting some increase in social skills and sensitivity).

The measures can be employed in either or both a panel (assess changes over time) or comparative (average scores for different groupings of individuals) format. A caveat here is the small number of youths in the different units makes analyses suggestive rather than definitive. . Examples of four such measures are provided below:

Self-esteem

Here a standard, highly regarded set of items could be used to assess the participant's confidence in self and self-worth. Self-esteem has been inversely related to vulnerability to negative peer pressure, poor school performance and criminality. The measures suggested are adapted from M. Rosenberg, 1965 whose measures have dominated this

theme for decades (see also Dahlberg et al, 2005; Ungar and Liebenberg, 2008)

Impulsivity

Impulsivity is often seen as a key variable to be measured as most cognitive-behavioural interventions target this at-risk dimension since they are aimed at providing better information, and facilitating and encouraging better decision-making. There are two chief impulsivity scales used by researchers with teens and the one that seems most apt here is the OJJDP Impulsivity scale which focuses on impulsivity that leads to delinquent behaviour.

Mental Health Issues

Research has found that a large % of at-risk youth have mental health issues, something which could also affect the responsivity of the youth to a program such as RP (See Davidson, 2006; Youth Net, 2011). The three usual items asked of participants in various youth intervention projects (e.g., the well-regarded Youth Net program in Ontario) are the frequency of being stressed out, experiencing depression, and having had thoughts of suicide – all within a designated period such as the last 3 months or last 6 months.

Empathy

Measuring empathy has generated much controversy as to what the proposed measures really tap into. One fairly widely used measure flows from Davis' work. Three subscales of a multidimensional measure of empathy (Davis, 1983) were used to examine perspective taking (e.g., "I try to look at everybody's side of a disagreement before I make a decision"; 7 items, Cronbach's $\alpha = 0.82$), empathic concern, hereafter referred to as sympathy (e.g., "I am often quite touched by things that I see happen"; 7 items, Cronbach's $\alpha = 0.75$) and personal distress (e.g., "In

emergency situations, I feel anxious and ill-at-ease”; 7 items, Cronbach’s $\alpha = 0.78$). Participants were asked to rate how well each item describes them on a 5-point scale ranging from 1 (does not describe me well) to 5 (describes me very well). Securing the best measure for empathy is on-going.

Other measures which could be expected to be more salient for long-term outcomes such as depression (a 10 item index), violent beliefs and dispositions (a 9 item index), outside community integration (a 10 item index) and communication skills (a 4 item index) are under consideration. Such measures might be especially appropriate at the entry and exit stages of incarceration and provide a good indication of whether the YP incarceration experience in an RP setting has impacted on underlying factors affecting the YPs’ criminal activity.

Concluding Observations

The implementation of RP across the total NSYF facility where different groupings share common training /orientation, common commitment to the RP approach and common access to standards / best practices, while yet having some “space” to innovate and adapt implementation to their special priorities, creates exciting and complex opportunities and challenges for evaluation. There is a need for close collaboration with NSYF administration to ensure that appropriate data are gathered and available in standard and complete formats that facilitate comparison of the groupings and can provide valid analyses of the overall organizational impact. Much discussion remains to effect such collaboration and further refine the evaluation framework especially with respect to key data sources such as unit logs, RPP reports, and key indicators of successes in certain RP work areas.

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RESTORATIVE PRACTICES IN A CUSTODIAL SETTING; AN EVALUATION OF THE NSYF’S NEW PILOT PROJECT 2013

EXECUTIVE SUMMARY

The RP initiative in Unit 2A at the NSYF represented a different thrust for the restorative approach than has been common in youth and adult prisons to date. Its target was life in the unit and, by implication, the subculture of the unit and the relationships among the youths and youth workers involved there. Its objectives in these regards were quite unusual and a challenge to the widespread view that the concept of RP in a prison context was itself an oxymoron. As such, the NSYF project represented a creative initiative with significant potential implications in the long-run for incarcerated youths, the role of the youth worker, and prison management. The RP initiative was well-conceived and well-implemented. Judged from a “do no harm” perspective, there were few if any negatives. It was implemented at little cost to the NSYF, did not result in extra work for the YWs, and did not apparently conflict with their established formal responsibilities. There were no significant hardships for youths as a result of the RP initiative, no increased vulnerability among the youths, and no interference with or diminution of any of the on-going programs and services.

Despite the challenges of the formally authoritarian prison context, the many issues posed by the youths incarcerated for typically serious offences or otherwise “out-of-control” behaviour as determined by the CJS, and the turnover due to either short sentences or remand status, the assessments below of findings anticipated in the

initiative's logic model, processing and outcomes charts, indicate that the initiative largely achieved what it set out to do and in the manner prescribed. There was overall much positive acceptance of and participation in the RP "program" by youths, youth workers and unit leadership coupled with resource support and relative operational autonomy – within the general NSYF rules and protocols – provided by senior management. There was clear evidence for the hypothesized incremental change in the living patterns of the unit and especially in the youth to youth worker relationships. There were benefits garnered and attested to by both youths and youth workers. And some evidence was obtained for a modest synergetic effect through linkages with other programs, especially the educational program.

The major area of direct benefits for the youths appeared to be, by consensus among the unit's role players, in their social skills, self-esteem and cognitive capacity. Changes in youth behaviour were more modest in most instances, basically reflected in less use of write-ups and informal sanctions for minor offences, and more earned privileges in everyday activities (e.g., use of telephone) than in reintegration leaves or special work assignments. The RP initiative impacted less on underlying explosive predispositions such as impulsivity and aggression which generated a number of serious incidents in the unit and attested perhaps to the need for RP linking up with programs such as a revitalized CALM or kindred programs that are focused specifically on these issues. Whether in implementation or in impact, the RP initiative continued to evolve in a positive, anticipated fashion as reflected in the second phase interviews with youths and youth workers in Unit 2A, and in the many comparisons drawn with youths and youth workers in Unit 3B. It has been a good beginning for a long-run vision of change in the youth facility.

Within the context of a successful implementation that has generated positive change and can do more, some suggestions are offered here for consideration

1. Expand the RP initiative throughout cottages 2 and 3. The implementation issues here will be (a) the buy-in of the youth workers and the program

coordinator in these units, and (b) selecting a leadership team among them to provide the insight, skill and commitment required; the latter may be the more difficult challenge but there are advantages of having a subgroup rather than a single person charged with the implementation.

2. The morning circle has been the centerpiece of the RP initiative and the evidence is that it has been appropriate and an effective strategy. It called attention in a rather dramatic way to the innovation and required significant skills and commitment on the part of the initiative's leader in the unit – the program coordinator – to convey its meaning and value. The morning circle should continue to be a central feature of the RP approach along with its adjunct, the reintegration circle, for youths returning to normal unit life after a period of segregation for a serious violation of the rules.
3. Now there should be continuing modest evolution in two fundamental respects, namely (a) greater engagement in the circles by the YWs and youths to strengthen the sense that RP is indeed a “community” effort, and (b) moving more beyond the morning circle in implementing other RP strategies and monitoring them for occurrence and best practices much better than has been done to date – it is interesting that in many school RP programs, the full classroom circle is infrequently employed in the RP approach but rather the emphases are on the small impromptu grouping, the restorative statements and questions in everyday interactions.
4. It is important to engage YWs as per their agreement in delivering the RP initiative and monitoring and learning from the experience. Similarly, while proceeding cautiously, selecting interested and capable youths to more meaningfully collaborate in the operation of the circles should be moved up on the RP agenda. It is interesting that in their interviews the YWs suggested that much more could be done along these lines. These evolving adjustments may well be facilitated by the manual of supportive strategies and exercises being developed by the Unit 2A program coordinator with some assistance from a few YWs and some consultation / feedback from the youths; also, it would be valuable to provide systematic feedback to the YWs and youths with

respect to how they do participate in the implementation of circles and other RP strategies.

5. There are other issues concerning the morning circles that might be considered, including how to make them more interactive and not simply serial comments by the participants. In other RP and RJ milieus there are often, second rounds where the circle participants can build on comments and respond in a productive way to those made by the other participants. Time constraints, given that the RP here does not interfere with other extant programs and services for the youths, and the crucial importance of providing all youths with the opportunity to freely and without risk of vulnerability make comments, may well properly limit what can be done.
6. Another issue concerns RP and dealing with victimization. Currently there appears to be limited direct use of the restorative approach to deal with straight-forward incidents of victimization. Impromptu conferences can play a bigger role in preventing disputes from cascading into serious violence (as the evaluators observed in a few instances where the preventative response was lacking). But where incidents of victimization in the usual sense have occurred, such as harassment or simple assaults, there appears to be no mechanism in place other than direct response by the YW and one wonders in such cases if an opportunity to address the victimization effectively (e.g., victims discussing the significance of the victimization from their own perspective) by a conventional RJ session (including facilitators, offender, victim and “unit” representative) would be more effective and more in keeping with the RP approach.
7. How the RP approach links up and contributes in a synergetic way to the programs and services at the NSYF might now be given more consideration given the successful implementation in Unit 2A. It does appear to have had a modest impact on the overall quality of the programs and services for the 2A youth but it would also appear that much more can be done. Clearly reducing serious violations – the level 2 and 3 offences – requires specialized programs and services so how RP can facilitate the overall effectiveness should be a

crucial area for future planning. It may be noted too that in other RP milieus more and more attention is being paid to such planning; recently, for example, the IIRP announced that it is adding to its repertoire “aggression replacement training”.

8. Data collection and management should be another area of development in the RP initiative. It is valuable and effective learning to standardize more and enhance the daily YW recording of the RP implementation and also to make more user-friendly the way unit-level information on simultaneous write-ups, youth numbers and custody status can be accessed so impact analyses can be readily made.

**Project: Evaluation of the Restorative Practices Program
in the Nova Scotia Youth Facility (2016)**

Project Information

Introduction

This research project is aimed to provide an overall evaluation of the "Restorative Practices Program" available at the Nova Scotia Youth Facility (NSYF). As part of the research project, interviews will be conducted with youths in the NSYF, who are willing to participate in the project.

What will your participation involve?

- You will be interviewed on your experience with the Restorative Practices program and your overall experience in the unit.
- In addition to casual conversations, there will be two formal interviews with each participant, one at the beginning of the research and one near the end.
- The formal interviews will be in person, will be conducted with an interview questionnaire and could last around thirty minutes.
- In grateful compensation for your time, \$12.50 will be deposited to your canteen account per each of the two formal interviews. That is \$25 overall for each participant.
- Your confidentiality and anonymity is guaranteed.
- The interviewer is not engaged as a lawyer, but as a research associate with the Atlantic Institute of Criminology, therefore, no legal issues will be discussed, and no legal advice will be provided.
- Thank you very much for participating.

**Project: Assessment of the Restorative Practices Program
in Nova Scotia Youth Facility (2016)**

Informed Consent Checklist

Please review the following and put checks in the boxes indicating your agreement and consenting to participate in the research.

- The researcher has described this study and has answered my questions to my satisfaction.

- I understand that my participation is voluntary and that I can stop the interview at any time.

- I understand that \$12.50 will be deposited to my canteen account at the NSYF for this interview.

- I understand that my confidentiality and anonymity is guaranteed.

- I understand that no legal issues will be discussed, and no legal advice will be provided.

- I have consented to participate in the interview under the terms outlined on this consent form.

Name

Signature

Date

YOUTH SURVEY QUESTIONNAIRE

A: Introduction

1. How long have you been in Unit 2A? _____ (# weeks)

2. A. Have you previously been in custody at Waterville? Yes____ No____
B. If yes, have you noticed any difference this time
 - (i) In the programs then and now?

 - (ii) Is the Youth Worker – Youth relationship any different?

3. Unit 2A is doing restorative practices. How would you describe RP to a new youth coming in?

4. Do you think you understand what RP is all about? No Some Much
Are you comfortable with it? No Some Much
Do you participate more than other youths? No Some Much

5. How do you find the relations among youths in this Unit?

Do you feel safe and secure?	No	Some	Much
Do you think you understand them?	No	Some	Much
Do you get along well with most?	No	Some	Much

6. How do you find your relations with the YWs in this Unit?

Are they easy to talk with?	No	Some	Much
Quick to write-up youth?	No	Some	Much
Open to youths' ideas?	No	Some	Much

7. How do you find the morning circles?

Do they help you understand &
Get along with the other youths? No Some Much

Do they help you understand &
Get along with the YWs? No Some Much

Have they had any benefit for your
School program? No Some Much

Have they resulted in benefits for
Your avoiding write-up or in getting
Any privileges? No Some Much

Have they been fun? No Some Much

8. What types of circles have been your favorite – the “objectives” one on Monday, the circles on “themes or discussion” ideas, the ones that refer to personal hopes and preferences?

9. What two or three things have you been learning from involvement in the RP program that might help you in the future (explore if needed, **the skills being learned?** a better understanding of your own issues and possible futures?)

10. Are there some changes that you would recommend in the RP program? What changes do you think could be made to make the program better for youths like yourself?

B: Youth’s Background and Future Prospects

11. It helps me understand the impact of the RP program if I know a little more about you so could I ask about

(a) school attitudes and behaviours: where are you in your schooling? Is school something you have enjoyed in the past?

(b) family attitudes and relationships: do you feel you have strong, loving family support?

(c) Peer attitudes and relationships: do you have good friends on the outside who help you cope with life's challenges? are they good role models for you?

(d) Community involvement: have you been much involved in sports or other hobbies or community organizations like the Community YMCA? Elaborate?

(e) Self-esteem and personal strengths or weaknesses: do you think positively about yourself? Is there some particular achievement that you identify with?

(f) individual behavioural personality: are you an easy-going guy or sometimes too quick to fly off the handle?

(g) anxiety and depression: do you have a lot of anxiety and depression? How do you cope with it?

C: Exit Planning

12. When you leave the NSYF, what do you hope for regarding

(a) educational schooling –hopes / challenges

(b) employment – hopes / challenges

(c) family relations – hopes / challenges

(d) living arrangements – hopes / challenges

(e) social and recreational life – hopes / challenges

13. Have you thought much and planned for what you might do when you leave the NSYF?

14. Has your RLP (Release Leave Planning) program changed since you came to Unit 2A? What?

15. Has there been any changes in your the RP experience had any impact on your monthly CM (career management) goals? What?

16. Please complete the following self-assessment.

A) Impulsivity Index	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
I have a hard time sitting still					
I start things but have a hard time finishing them					
I do things without thinking					
I need to use a lot of self-control to keep out of trouble					
I like to test myself by doing something a little risky					
Sometimes I will take a risk just for the fun of it					
Excitement and adventure are more important to me than feeling safe					
I find it exciting to do things for which I might get in trouble					
I've often done something dangerous because someone dared me to do it					
I get very angry and often lose my temper					

B) Empathy Index	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
I cry easily when watching a sad movie					
Seeing a hurt animal by the side of the road is very upsetting					
I sometimes try to understand my friends better by imagining how things look from their point of view.					
I feel happy when I see people laughing and enjoying themselves					
I try to look at everybody's side of a disagreement before I make a decision					
TV or news stories about injured or sick children greatly upsets me					
I don't cry easily					
I find it annoying when people cry in public					

Seeing other people smile makes me smile					
I don't give others' feeling much thought					

C) Aggression Index	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
If I am mad at someone, I just ignore them					
Even if other youths would think I'm weird, I would try to stop a fight					
Sometimes a person doesn't have any choice but to fight					
When my friends fight, I try to get them to stop					
If I back down from a fight, everyone will think I'm a coward					
There are better ways to solve problems than fighting					
Sometimes I have only two choices, get punched or punch the other youth first					
I try to talk out a problem instead of fighting					
If people do something to make me really mad, they deserve to be beaten up					

**Project: Evaluation of the Restorative Practices Program
in the Nova Scotia Youth Facility (2012-13)**

YOUTH WORKER INTERVIEW GUIDE

A: Introduction

3. How long have you been in Unit 2A? _____ (# months / years)
4. From your experience, and prior to RP, was working in 2A any different than working in units 2B, 3A or 3B?

- (i) Did 2A have a reputation in NSYF for handling the more serious young offenders?

- (ii) Did 2A put more emphasis on education programming than the other units?

- (iii) Prior to the RP initiative, did 2A have a different style of youth worker to youth relationship? (less write-ups for minor rule violations?)

4. At this point when Unit 2A is into restorative practices, how would you describe RP to a new youth coming in?

- | | | | |
|--|----|------|------|
| 4. Do you think you understand what RP is all about? | No | Some | Much |
| Are you comfortable with it? | No | Some | Much |
| Do you participate in it as much as other Youth workers? | No | Some | More |
| Do you want more training in RP? | No | Some | Much |
| Do you want to do more facilitation of circles? | No | Some | Much |

17. What have been the chief implications for you in your youth worker role as a result of the RP initiative?

Has your workload increased?	No	Some	Much
Has your satisfaction with your job changed?	No	Some	Much
Has your relationship with the Youths changed?	No	Some	Much
Has your relationship with Management changed?	No	Some	Most

18. Has the RP experience had any impact on your life beyond the workplace?

19. How do you find the morning circles?

Do they help you understand & Get along with the youths?	No	Some	Much
Do they help you understand & Get along with other YWs?	No	Some	Much
Have they been interesting and led you to think of life in ways different than you usually do?	No	Some	Much
Have they been fun?	No	Some	Much
Do they need to be changed?	No	Some	Much

How? _____

20. How do you find the reintegration circles (when Ys return from 1B or CTC)?

Do they help youth understand &

Get along with the other youths? No Some Much

Do they help to keep peace in the Unit? No Some Much

Do the 5 points that the youth has to Talk to deal well with the incident? No Some Much

Do they help most ‘returning’ youths avoid similar incidents in the future? No Some Much

Do they need to be changed? No Some Much

How? _____

21. Of the three basic types of circles in the RP here – (a) the “objectives” ones on Monday or Friday, (b) the mid-week circles on different themes, and (c) the reintegration circles for youth returning from segregation or CTC. Which has been your favorite and why?

22. Apart from the circles usually held in the morning, have you ever participated in special 2A meetings / informal conferences **with both youths together** to deal with a conflict or disagreement? Yes No

If yes, was it helpful? _____

23. What impact if any do you think the RP initiative has had for youths on the following issues

(a) more self-esteem Little Some Much

(b) more social skills (getting Along with, meeting others) Little Some Much

(c) more success in their Education program Little Some Much

(d) better exit planning? Little Some Much

24. Are there some changes that you would recommend in the RP program in 2A?

Do you think any of the following changes would make the RP initiative more effective for the youths?

More youths' active participation	No	Maybe	Yes
More youths trained to facilitate circles?	No	Maybe	Yes
More focus in the circles on youths'			
Personal concerns	No	Maybe	Yes

B: Coping with life in 2B: Write-Ups and Privileges

25. Has your experience with RP in 2A so far surprised you in any way?

14.

What have been major challenges for you in coping with life in 2A now that the RP program is emphasized?

15. Since January have you done many write-ups?

- i) number of level 1 write-ups _____
- ii) number of level 2 write-ups _____
- iii) number of level 3 write-ups _____

Since January have you had to issue many informal "to your cell" orders?

16. Has the RP initiative reduced or increased the likelihood of your issuing write-ups? No Impact Decreased Increased

17. Has the RP initiative reduced or increased the likelihood of youths in 2A receiving privileges? (daily monies, work assignments, leaves etc)

18. JOB SATISFACTION

How much do you agree or disagree with the following statements?

	Agree	Agree	Disagree	Disagree
a) On the whole, I find my work satisfying	___	___	___	___
b) My job gives me a great deal of personal satisfaction	___	___	___	___
c) I often have trouble figuring out whether I'm doing well or poorly at this job	___	___	___	___
d) The amount of work I'm expected to do makes it difficult for me to do my job well	___	___	___	___
e) Almost none of the work I do stirs up my enthusiasm	___	___	___	___
f) The pay and fringe benefits constitute a big factor in my job satisfaction	___	___	___	___
g) The solidarity and loyalty among my staff members is a big factor in my job satisfaction	___	___	___	___
h) Having a positive impact on youth justice problems is a big factor in my job satisfaction	___	___	___	___
i) Being a role model for problem youth is a big factor in my job satisfaction	___	___	___	___

19. Given your experiences to date, do you hope to be a Youth Worker in the NSYF five years from now? (*Check one response.*)

Very much
hope to be

Somewhat
hope to be

Somewhat hope
not to be

Very much
hope not to be

TRENDS RE # YOUTH RJ REFERRALS ACCEPTED

	ALL AGENCIES	HCJS	ICJS	VRJ
BEST YEAR	2007 (1736)	2007(803)	2001 (280)	2003 (177)
2010	1565	750	189	77
2011	1235	594	153	88
2012	1228	519	146	50
2013	883	401	83	51
2014-2015	656	328	55	37

AD REFERRALS BEYOND THE IARJPP AREAS: 2012 to 2014

Agency area	2012	2013	2014
Overall	921	773	647
Metro HRM Bedford/Dartmouth / Halifax / Spryfield	481	443	345
NorthEast NS Antigonish / New Glasgow	70	56	56
Valley Windsor /Kentville /Middle	132	93	84
Cumberland Amherst	35	37	34
South Shore Bridgewater/Liverpool	96	65	46
Tri-County Digby / Shelburne/Yarmouth	69	49	58

NOVA SCOTIA COMMUNITY CORRECTIONS SPRING 2015