

LSCI & Restorative Practices

The fundamental hypothesis of restorative practices is that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things *with* them, rather than *to* them or *for* them (Wachtel & McCold, 2004).

LSCI and restorative practices share the custom of joining *with* a young person to allow their unique set of perceptions, thoughts, and feelings to be voiced. Both LSCI and restorative practices rely on affective statements and open-ended questions that engage a child's brain. The LSCI processes extend the restorative questions in addressing proactive and responsive levels within adult-wary youth.

Through both approaches, a young person's behavior that is often sub-conscious in nature, becomes more conscious, allowing for new insights and long-term change. Dr. Frida Rundell, professor and founding member of the International Institute for Restorative Practices (IIRP), says that "the combination between the two practices is a unique and beneficial win-win for professionals and the adult-wary youth" (2020).

Another way that LSCI and restorative practices align is in their commitment to helping a young person better understand how their behaviors impact others. The Timeline & Insight Stages of the LSCI process focus on cultivating interpersonal understanding. Likewise, LSCI and restorative practices share a focus on restoring and rebuilding relationships where harm or difficulty has been experienced. The idea of repairing relationships and taking responsibility for behavior is the deep learning that takes place in the final two stages of the LSCI process that helps young people learn to build trusting relationships and self-regulate their own behavior.