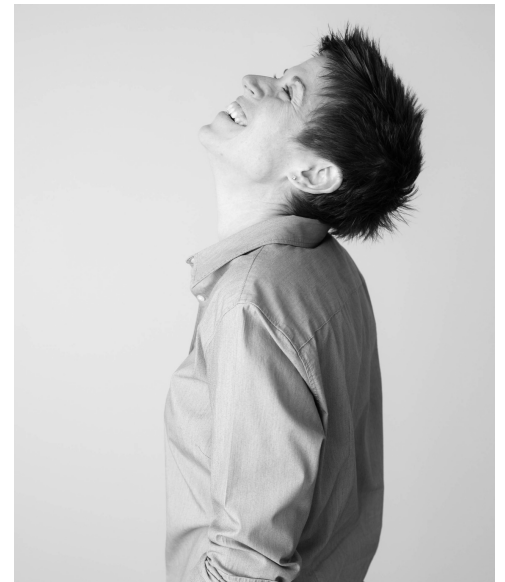


Ali Hearn Coaching + Consulting, LLC

Advanced Restorative Practices Training Series



Sustaining Community & Repairing Harm

3-Day Training Event *plus*

2 Follow-Up Community of Practice Booster Sessions

Training Dates

October 3 and 4, 2024, and December 12, 2024

8:30 am - 3:30 pm CT (in-person)

Location

The Byron Colby Barn - 1561 Jones Point Road, Grayslake, IL 60030

Community of Practice (CoP) Booster Sessions

CoP #1: Friday, Feb 21, 2025 (in-person) | 12:30pm - 3:30pm CT

CoP #2: Wednesday, April 16, 2025 (in-person) | 12:30pm - 3:30pm CT

Professional Development hours (**CEU's & CPDU's**) will be offered for all 3 days of training.

For information and registration

Please visit heyalihearn.com/events or email support@hearncc.com



Ali Hearn Coaching + Consulting, LLC

Advanced Restorative Practices Training Series

October 3 and 4, 2024, and December 12, 2024



The Why

It is through the development of a strong foundation of Restorative Practices that youth and adults alike can deepen their already established relationships & community and effectively repair harm when it is caused. Participants who enjoyed Ali's Foundational Restorative Practices training will take their learning to the next level in this Advanced Restorative Practices training series.

Systems and Implementation leaders will take a deeper dive into values and needs, effective communication, and critical features of responsive Restorative Practices, **and** will begin action planning around the systems necessary to sustain the installation of this advanced work in schools. Through continuing to share our own stories and exploring strategies to help others do the same, participants will not only have an opportunity to grow personally but will gain skills and tools to empower the school community to systematically respond to harm restoratively.

The What

Day 1: Exploring needs, understanding the advanced practices continuum, impromptu conversations, etc.

Day 2: Understanding Little "r" and Big "R" (low to high intensity) processes, engaging in pre-conference work, creating a plan, etc.

Day 3: Determining which process to use (impromptu conversation, formal conference, etc), practicing skills, systems considerations for implementation, etc.

By the end of the series participants will:

- Develop a deeper understanding of the Foundational Restorative Practices
- Be able to identify critical features of Advanced (responsive) Restorative Practices
- Be able to identify the steps necessary to conduct responsive restorative processes that facilitate Repairing harm when it has occurred, and will have an opportunity to begin practicing these skills
- Leave the session understanding the systems necessary for the successful implementation of Advanced Restorative Practices
- Establish the next steps in the process of establishing a future process for systematically identifying when a restorative process is to be utilized, identifying initial cases to begin piloting, etc.

The Who

Committed systems leaders and implementer leaders who experienced the Foundational Restorative Practices training series, are actively working to sustain community in their school/district, and want to learn the processes necessary to support repairing harm once it has been caused.

- **Systems Leaders:** Those in positions of authority to make major systems (infrastructure) decisions
- **Implementer Leaders (trailblazers):** Those eager educators committed to implementing with fidelity right away!
Individuals are welcome to attend even without a team (as long as you attended the Foundational Training)!

Uniquely Ali

Ali Hearn, LCSW is a National Keynote Speaker, Trainer, and Coach. Ali's diverse experiences as a school-based social worker first sparked her passion for working with people, and her years working with the Midwest PBIS Network in partnership with the National Center on PBIS, honed her skills in strengthening school systems and culture to create positive impact. Ali's balance of energy, humor, candor and heart not only inspires educators to want to make schools better, but also empowers them to know they can.