
Meaningful Engagement: Voice & Choice with Panel Participants

—— Jon Kidde and Marc Wennberg ——
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Check-in / Connection

Groups of 4 | 2 - 3 minutes per round

- Round 1: **Name, Role, and Energy level on a scale of 1 to 5. (1= I need a nap and 5 = I'm fired up)**
- After hearing from everyone, whoever is the highest energy person moves clockwise to the next group of 4

Check-in / Connection

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- Round 2: In the new groups of four, share your name, role, and **What is a gift or talent you have that you're proud of?**
- After hearing from everyone, take an informal poll: who has the most unique gift or talent? That person moves clockwise.

Check-in / Connection

Groups of 4 | 2 - 3 minutes per round

- Round 3: **What is one rule you had growing up that, looking back now, you think was totally unnecessary or even a little funny?**
- After hearing from everyone, take an informal poll: whoever shared the most ridiculous rule moves clockwise.
- Final round: **What's a community you feel a sense of connection to?**

The plan for our time together...

Achievement-based Objectives

- Build relationships and connections with each other to support learning.
- Describe the impact of meaningful engagement, voice, and choice of Panel Participants.
- Practice specific ways that we can promote Meaningful Engagement, Voice & Choice with Panel Participants

“I define connection as the energy that exists between people when they feel seen, heard, and valued; when they can give and receive without judgment; and when they derive sustenance and strength from the relationship.”

~ Brené Brown

WHY do we care about engagement?

A few highlights from research related to relationship/connection and youth outcomes:

- Strong relationships between a youth and an adult has been repeatedly found to be central to the success of resilient children (Masten & Reed, 2002) and improve student outcomes (Maynard, Kjellstrand & Thompson, 2014).
- Youth value when people reach out to them in effortful engagement and show caring (McHugh, Horner, Colditz, & Wallace, 2013).
- Relationship and connection Increase self-efficacy, sense of belonging, and development of personal agency that, in turn, increase academic and behavioral outcomes (Connell & Wellborn, 1991; Kelm & Connell, 2004).

When we matter...

Think about a time where you were impacted by a decision and your input was not considered. What words describe how you felt or feel about that situation?

Now, think about a time where your input was sought and your input influenced the decision. What words describe how you felt or feel about that situation?

Restorative Justice is a process to involve, to the extent possible, those who have a stake in a specific offense and to collectively identify and address harms, needs, and obligations, in order to heal and put things as right as possible.

~ Zehr, 2002, p. 37

Guiding Questions

"If we pursue justice as respect, we will do justice restoratively." (Zehr)

Typical Criminal Legal

- What law or rule was broken?
 - Who did it?
 - What consequences (punishment) do they deserve?

Restorative Justice (Zehr)

- Who has been harmed (affected)?
- What are their needs?
- Who has a responsibility to address these needs?

Messages / Assumptions

“If we pursue justice as respect, we will do justice restoratively.” (Zehr)

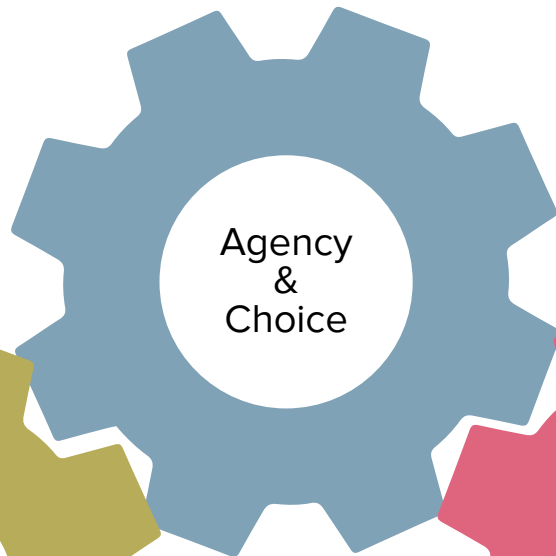
Typical Criminal Legal

1. The fact that a law, rule or policy was violated is paramount.
2. The primary response must target the offender.
3. Punishment is a just response and indicates justice has been served.

Restorative Justice (Zehr)

- 1. Wrongdoing harms people and relationships.
- 2. When people and relationships are harmed, needs are created.
- 3. These needs inform obligations; the primary obligation is to heal and “put right” the harms; this is a just response.

Restorative Principles



Creating the conditions for meaningful engagement...

We've learned a few things...

- The importance of regulation
- Balance in the process

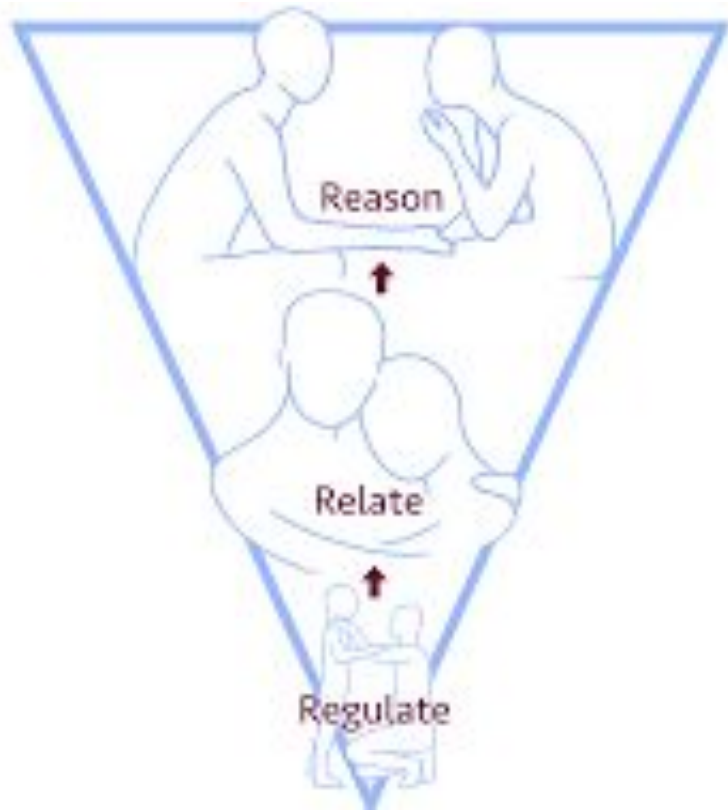
Regulate, Relate, Reason

Regulate: breathe, focus, and clear your mind. Ground yourself. Get down and do what you can to ensure safety and calm

Relate: talk calmly; help them feel heard and seen. Be aware of and respond to their emotions.

Reason: Use restorative questions to help them tell their story; actively listen; build understanding of feelings and needs.

Repair & Restore



Episode 1

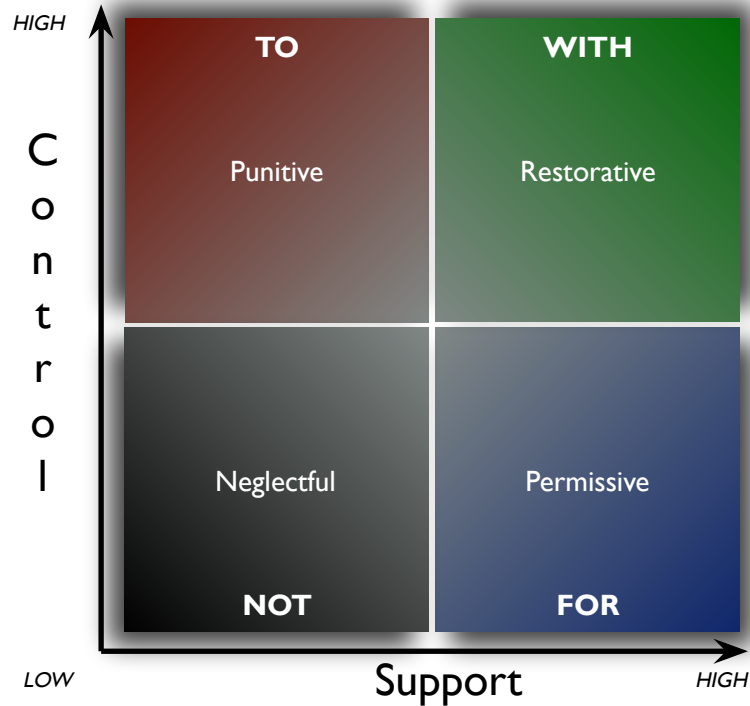
The Neurosequential Model

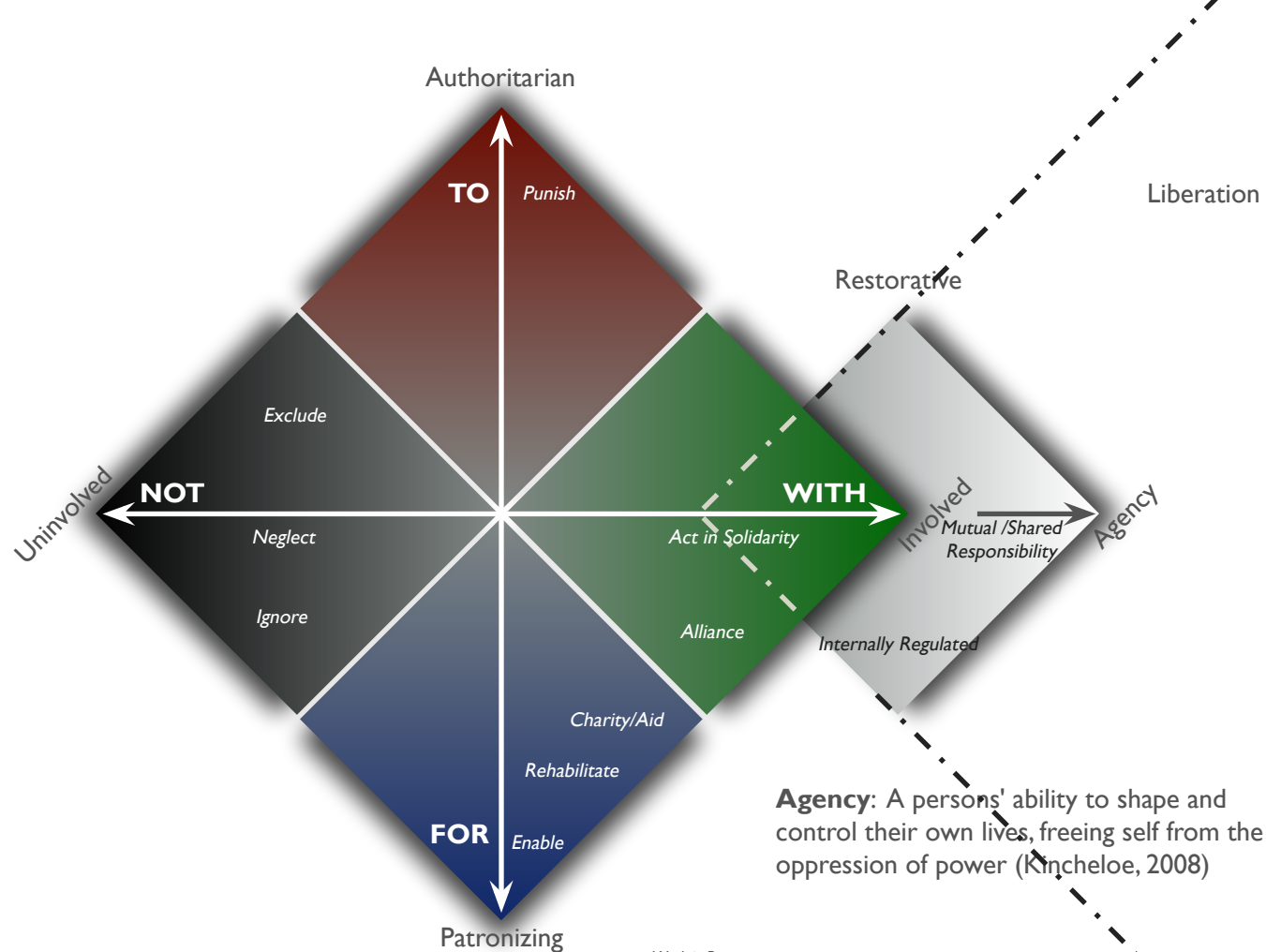
Balance in the Process



SOCIAL DISCIPLINE WINDOW

(McCold & Wachtel, 2003)

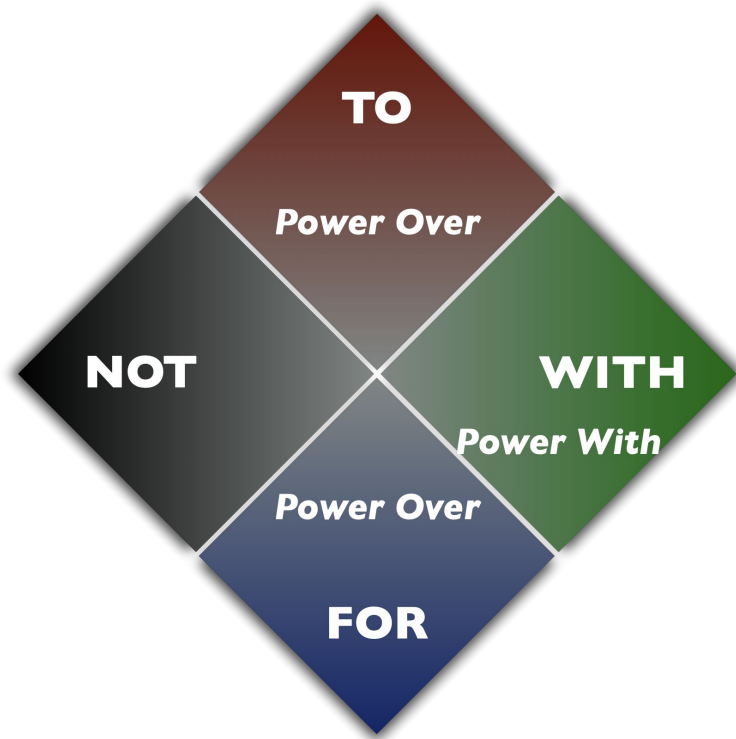




Try it out

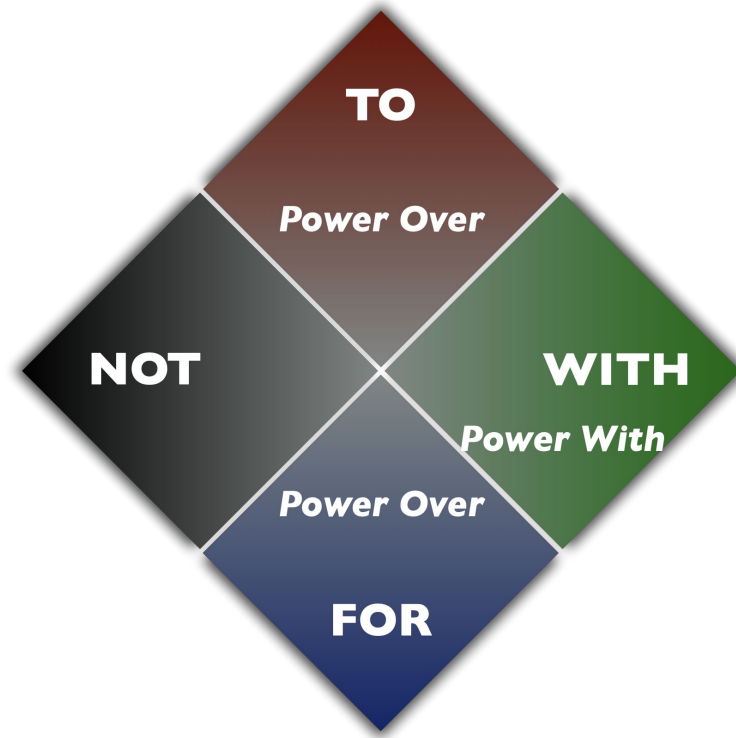
Let's explore responses to a couple examples:

- *Falling asleep in class*
- *Refuse to do work*



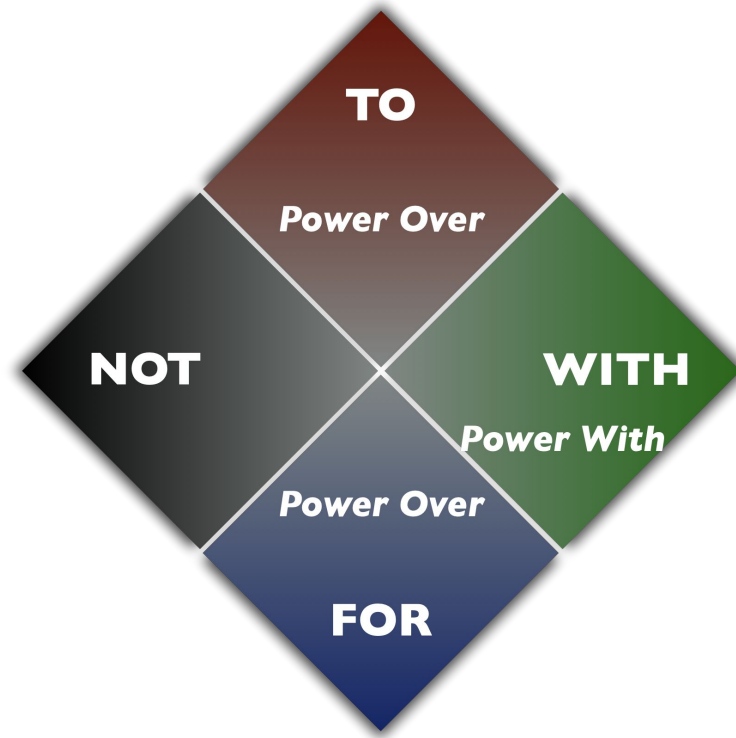
Falling asleep in class

- **Not:** ignore the sleeping person; pretend like you do not notice.
- **To:** Slam a book down on the desk. “wake up” “you cannot sleep in this classroom”
- **For:** Why don’t you go to the back of the room. It’ll be easier for you to sleep.
- **With:** Hey, I’m a little concerned about you. I’d like to make sure you’re OK. Can we talk about what’s happening?



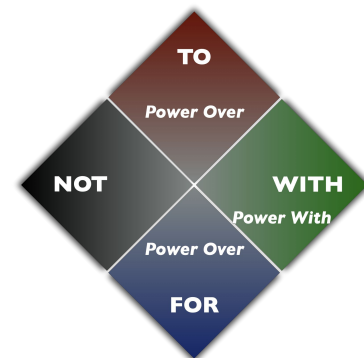
Refusal to do work

- **Not:** Ignore the refusal and move on walk away. Don't care...
- **To:** Impose a punitive consequence unless the work gets done
- **For:** Do the work for them or give credit of some sort even if it is not done.
- **With:** Satya, can you tell me a little about why you don't want to do this? If you're not sure what to do, let's talk about that I can probably clear up some confusion.



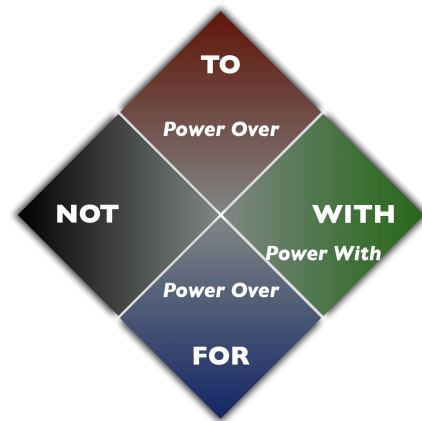
Try It Out!

- Illustrate what panel looks, sounds, and feels like when it's doing To, For, and With. What questions would a panel volunteer ask in each quadrant?
 - Group 1: Getting Acquainted
 - Group 2: Building Understanding and Trust
 - Group 3: Addressing Issues
 - Group 4: Developing a Plan



When we return, we will ask each group to share one thing that really stood out and a question you could ask the moves toward's "doing with"

Debrief



- Hear one item from each group. What is a question you could ask the moves towards “doing with”
- What is the impact on a young person feeling as though most of their interactions with Court Diversion was done with them?

Take-aways | How to put this into practice?

- What are a few ideas you have at this point to move toward doing “with”.
- What more do you want to learn about?