



# **Applying the Violence Integrative Prevention and Restoration Model in a Restorative Justice Environment**

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# Applying the Violence Integrative Prevention and Restoration Model in a Restorative Justice Environment

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## **Abstract**

The Violence Integrative Prevention and Restoration Model (PAR Model or “Integrative Model”) supports and may significantly enhance the efficacy of restorative justice (RJ) programs. The Integrative Model and the associated educational programs incorporate a new language for describing violence, provides a new structure for prevention of and response to violence, and presents an effective alternative to the more traditional “punitive” model for dealing with violence.

For criminal/justice organizations making a transition to the new restorative justice paradigm, the Integrative Model assessment, professional development trainings, and classroom-based violence response curricula can provide a language and framework which ease the change process. This is accomplished by eliminating many of the liabilities of the punitive model.

This paper summarizes restorative justice principles, the punitive model, the Integrative Model, and discusses applications and outcomes within a correctional restorative justice environment.

# Restorative Justice Overview

## Definition <sup>1</sup>

For the purposes of this paper, restorative justice is a philosophical framework which has been proposed as an alternative to the current way of thinking about crime and criminal justice. RJ emphasizes the ways in which crime harms relationships in the context of community. (Minnesota Department of Corrections)

Restorative justice gives priority to repairing the harm done to victims and communities, and offender accountability is defined in terms of assuming responsibility and taking action to repair harm. (Pennsylvania Juvenile Court Judges Commission)

Restorative justice emphasizes the importance of elevating the role of crime victims and community members through more active involvement in the justice process, holding offenders directly accountable to the people and communities they have violated, restoring the emotional and material losses of victims, and providing a range of opportunities for dialogue, negotiation, and problem solving, whenever possible, which can lead to a greater sense of community safety, social harmony, and peace for all involved. (Mark Umbreit, University of Minnesota)

Authentic restorative justice is a continuum that includes underlying principles, basic tenets, general public policies, and specific practices, programs and procedures. It is a sound, comprehensive understanding of the relationships affected by crime which recognizes that the criminal justice system must focus on the full circle of injuries, needs and responsibilities of crime victims, offenders, the community, and the government. (Restorative Justice Institute)

## Guiding Principles and Values of Restorative Justice

The guiding principles and values of restorative justice<sup>2</sup> are:

1. Crime is an offense against human relationships.
2. Victims and the community are central to justice processes.
3. The first priority of justice processes is to assist victims.
4. The second priority is to restore the community, to the degree possible.
5. The offender has personal responsibility to victims and to the community for crimes committed.

6. Stakeholders share responsibilities for restorative justice through partnerships for action.
7. The offender will develop improved competency and understanding as a result of the restorative justice experience.

## Summary of the PAR Model

### The Punitive Model

#### General

The most common approach to violence — from interpersonal brutality to international acts of terrorism — is punitive. Seen from a punitive perspective, those committing violent acts are viewed as wrong, evil, criminal, inhuman, and repugnant. Under this approach, the reaction to violence is typically characterized by fear, outrage, revenge, scapegoating, and punishment. Often, the response itself is violent and there are often calls for violent action against those committing violent acts.

#### Characteristics

Characteristics of the punitive model include:

- It is several thousand years old.
- It is used in moral, legal, and political contexts.
- It is built upon the “drama triangle” (refer to the following discussion).
- The responsibility for harmful behavior is solely the perpetrator’s.<sup>3</sup>
- The offender is, by virtue of the offence, often regarded as being at an extremely low social level, justifying harmful treatment of him or her.
- Violence is seen as a legitimate mechanism for ending violence (e.g., the death penalty).
- A focus on protection from harm as opposed to solutions to the causes of harm.
- Involves a process under which those dealing with the offender —
  - Establish power over the offender.
  - Punish the offender (with no interest in healing, restoration, et. al.).
  - May become righteous and seek revenge.
  - May use the opportunity to commit acts of violence upon the offender.

#### The Karpman Drama Triangle

The “drama triangle,” developed by Stephen Karpman, MD, defines key transactions common to the

punitive model. Participants in the drama of violence fall into the following categories:

**Persecutors** — those that commit acts of violence, also known as perpetrators.

**Victims** — those that have acts of violence committed against them.

**Rescuers** — the “heroic” people who save the victims from the persecutors.

Participants in the drama triangle can switch roles to maintain their continued involvement in the dram.

For example, a participant may position themselves as a victim, then persecute from this position using the moral justification derived from their victim-

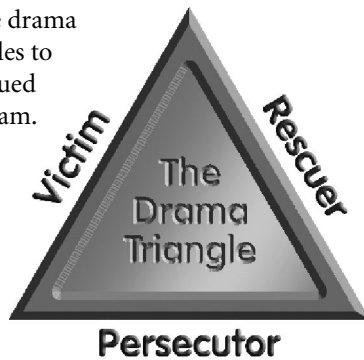
ization. The dynamics of the drama triangle support the cycle of violence, drives reestablishment of power and control, and provides the justification for committing “justified” acts of violence against the “persecutors.”

The drama triangle approach provides a response to acts of violence, but does little to reduce or prevent it. For example, research suggests that capital punishment not only fails to deter violent crime, it may support it. The results of the widespread use of the punitive model are continued international military actions, continuing expansion of prison systems to warehouse offenders, and the expense of undertaking both. Violence is not reduced, thus the cost in terms of injury, death, security, public and personal anxiety, and property loss continues to grow.

In short, not only does the punitive model fail to produce a solution to violence, it feeds it. Violence, while abhorrent, is also seen as a legitimate response to real or imagined wrongs. Violent offenders may move to the victim position on the drama triangle (e.g., “They made me do it.”) to justify their offense and avoid accountability.

## The Violence Integrative Prevention and Restoration Model

The Violence Integrative Prevention and Restoration Model (“PAR Model” or “Integrative Model”) is a new, comprehensive approach to violence response and prevention. Author Ari Cowan developed the model in the course of writing his forthcoming books, *Acts of*



*Courage, Acts of Cowardice: America and the Culture of Violence* and *Violence and the Alchemy of Being*.

The goal of the Integrative Model is to reduce and prevent violence and the resulting injury, loss of life, threats to security, war, and unnecessary expenditure of resources. The model is not so much concerned about who is “right” and who is “wrong” as it is about the epidemiology of violence and effective actions which prevent and eliminate it. It is congruent with the Restorative Justice Model in that both are directed toward restoration and wholeness.

The model stresses wisdom, compassion, and healing rather than fear, punishment, and revenge. It acknowledges the “justification” for thoughts and feelings of malevolence, but shows that violent acts (refer to the definition of violence on the following page) will not contribute to the end of violence.

The PAR Model differs significantly from the punitive model. The seven central components of the model are:

1. A new definition of violence.
2. Identification of nine manifestations of fear which can drive violence.
3. Definition of the violence actualization process.
4. Three degrees of severity.
5. The “five bodies” model to describe individual and collective human existence.
6. Incorporation of human developmental stages.
7. The concept of resiliency.

These seven components are viewed in a public health context rather than in a religious or political context. The public health approach provides a disciplined approach while allowing the model to be applied universally.

### The Public Health Approach

The PAR Model incorporates the public health approach which follows four principal steps:

1. Definition of the problem.
2. Identification of risk factors and drivers.
3. Response — prevention and intervention.
4. Evaluation of results and planning for follow-up.

The Integrative Model draws heavily from the medical model for understanding and responding to trauma, disease, and toxicity which are characteristic of violence. It incorporates the goal of creating a strong immune system. This model

is intended to render violence in terms which more effectively aligns with the public health approach and minimizes or eliminates the social, political, legal, and moral models which may actually contribute to the perpetuation of violence.

## 1. Defining Violence

Under the Integrative Model, interpersonal violence can be defined as “any action resulting from 1) an intention to do harm and/or 2) actions to gain unjustified or inappropriate power and control which result in harm.” Harm can be physical, sexual, mental, emotional, and economic. The actions can be “active” — such as hitting or intimidating someone, or depriving someone of rights — or “passive” — such as generating harm through exploitation or neglect. It can also be self-directed, as in the case of self-inflicted injury and suicide.

Under the Integrative Model, violence is viewed in terms of its infection, toxicity, and trauma in any or all of the bodies (see the following discussion on the “five bodies”). It involves a process from incubation to outbreak — a process referred to here as “violence actualization.”

## 2. Nine Manifestations of Fear<sup>4</sup>

Violence is a strategy for getting power and control. This strategy comes from two sources: 1) it is taught as a legitimate method for gaining power and control and 2) it is a response to fear. The Integrative model identifies nine manifestation of fear. By recognizing fear and applying healthy, nonviolent power and control strategies, violence can be avoided and resiliency strengthened. The nine manifestations identified under the model are fear of:

1. Imperfection.
2. Need.
3. Failure.
4. Loss of identity, ordinariness.
5. Annihilation, emptiness.
6. Deviation from the norm, not belonging.
7. Pain.
8. Weakness.
9. Resolution through conflict.

## 3. Violence Actualization

Central to the Integrative Model is the “violence actualization process” — one in which a progression of events must take place in order for those with five functioning bodies to commit acts of violence. As proposed by the PAR Model, people don’t injure or kill people; they kill “things.” People (other than psychopaths) go

through a five-step process to create an act of violence. The steps are:

1. **Transaction** — Experience real or imagined loss of power and control, resulting in fear.
2. **Objectification** — Objectify the other using object labeling which incorporates demeaning and derogatory terms rooted in race, religion, sexual preference, nationality, political, educational, economic, social, intelligence, and other identifiers. Common examples are — “them,” “troublemaker,” “queer,” “criminal,” “corporate-type,” “tree-hugger,” “enemy,” “terrorist,” “bum,” “geek,” “molester,” “creep,” “loser,” “gun-nut,” “liberal,” “conservative,” “idiot,” “snob,” “weirdo,” “hick,” “red-neck,” and “perpetrator.”

In criminal/justice settings, offenders have a specific language<sup>5</sup> developed for their circumstances. Some of the terms include — “billies” (white men), “bird” (fool or idiot), “cell gangster” (one who talks tough in his cell), “cheese eater” (informer), “fish” (new prisoner), “herb” (weak prisoner), “loogan” (mentally ill prisoner), “pig” (law enforcement officer), “punk” (homosexual), “ripper” (rapist), and “snitch” (informer).

3. **Accusation** — Accuse and condemn, providing the justification for violent action.
4. **Condemnation** — Passing sentence which is congruent with the above.
5. **Execution** — Delivery of the punishment.

If the emotional body is severely damaged or dead (as may often be the case in those classified as psychopaths), if the mental body is sufficiently injured, if there is alcohol or drug aggravation (drugs and alcohol are introduced through the physical body, then alter the emotional and mental bodies), or if there are certain types of brain damage, an individual can commit an act of violence without going through the violence actualization process.

## 4. Degrees of Severity

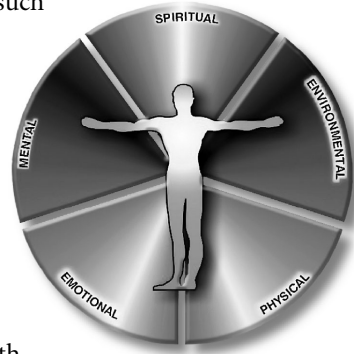
Violence can be divided into three degrees of severity:

1. **First degree** — nonmaterial harm.
2. **Second degree** — material harm that is not disabling or lethal.
3. **Third degree** — material harm that is disabling and/or lethal.

## 5. The “Five Bodies”

The PAR Model uses five manifestations or “bodies” to describe individual and collective human existence:

1. **Physical body** — The physical manifestation of a person. Risk factors include pre- and perinatal issues such as fetal alcohol syndrome, pregnancy complications, birth trauma, etc. It also can include genetic factors (such as a predisposition to Huntington's Chorea) and birth defects (particularly brain related). Chemical dependency can be a factor in frequency and severity of violence.



2. **Emotional body** — The feeling nature of a person. Risk factors include child abuse and neglect, attachment disorders, abandonment, post-traumatic stress disorder, etc. Feelings of powerlessness and loss of control can be drivers.
3. **Mental body** — The creative and thinking nature of a person. Risk factors include violent socializing messages from parents, peers, community, media, etc. Impaired reasoning processes (thought disorders) and prevailing social conventions can be factors.
4. **Environmental body** — The physical, emotional, and mental environment in which a person exists. Environmental risk factors can be found in economic, social, cultural, communication (media), and ethical environments. Living environments (farm vs ghetto, for example) can be factors.
5. **Spiritual body** — The profound, transcendent knowledge, aspirations, and beliefs of a person. Some people incorporate religious practice into the regimen for their the spiritual body. Risk factors include meaninglessness, fundamentalism, limited transcendent heroics, and nihilism.

The health of any body directly impacts the health of the other bodies. When assessing the risk factors for violence or a violent episode, the bodies are “mapped” to determine the best approach for treatment.

## 6. Developmental Stages

The Integrative Model is applied to individuals and their environments in terms of general developmental stages. For example, the physical needs of a newborn are significantly different for an elder nearing death; the emotional needs of a teen can include elements which

are not present in the emotional body of someone in mid-life.

For offenders, assessment can reveal which developmental stage challenges they face, then develop response protocols for removing the inhibitors to healthy development. Within each developmental stage, there are skills to master before the more advanced skills of later stages can be undertaken. For example, a 35 year old offender may have a number of behaviors that are typical of a five year old. These are first identified, then resolved so that the offender can move to the next stage. The process continues until the offender is competent at making healthy adult choices.

## 7. Resiliency

At the heart of the PAR Model is the concept of resiliency. This concept applies to all five bodies. Resiliency is defined as the capacity of a body to withstand infection, trauma, and toxicity as well as the range of healthy responses available to that body to deal with the infection, trauma, and toxicity. The greater the capacity and range, the greater the resiliency and the stronger the immune system.

One of the goals of developing healthy human beings is to increase the capacity and range of all five bodies. For example, offenders in the criminal/justice setting can be very sensitive to being disrespected. This suggests low resiliency to verbal challenges and other threats to those with low self-regard.

## Why This Model Is Important

The Integrative Model can be a significant factor in the reduction of violence and the associated injury and death, cost of public safety (law enforcement, prisons), poor academic performance, destructive interpersonal and international relationships, poor professional performance, and more.

The PAR Model offers a practical alternative to the punitive model and its inherent problems. This model:

1. Provides a practical, easy to understand, and effective approach to reducing and ending violence.
2. Can be applied to all forms of violence — interpersonal to international.
3. Eliminates the inhibiting qualities of the punitive model — the emphasis on fear, outrage, revenge, scapegoating, and punishment.
4. Makes violence understandable. Understanding of a disease, problem, or challenge is the first step in creating positive solutions.

5. Allows the practitioner to overcome many of the hidden myths, problems, and barriers which frustrate the effort to reduce and end violence.
6. Provides a logical and practical process for diagnosis, identification of risk factors and drivers, response, and evaluation of results (the public health approach).
7. Is flexible and responsive to cultural, economic, developmental, contextual, and other factors.

## Applying the PAR Model

### The Collaborative Approach

The impact of the Integrative Model is greatly increased by applying it within a collaborative context. The reference to “integrative” in the Violence Integrative Prevention and Restoration Model not only pertains to bringing together elements within the model, it also refers to the integration of the constituencies that are part of the prevention and restoration continuum.

Human beings use language to describe their experience of reality to themselves and others. Traditionally, Americans use punitive language to describe violent acts considered to be criminal. If a sniper shoots and kills someone in a shopping mall in a Washington, DC suburb, he is a criminal and, as in the case of John Allen Muhammad, is sentenced to death.<sup>5</sup> If the violent event happens in the course of war, that act can be considered heroic. Muhammad was both a veteran soldier and a criminal. Had Muhammad been a sniper in a war (he was trained as a mechanic, truck driver, and metal worker),<sup>7</sup> the language used to describe him and his act could have been heroic.

Both heroic and punitive languages have their strengths and weaknesses. Both can be polarizing. Both are social constructs which assign the moral values of good and bad, heroic and criminal, laudatory and distasteful. These constructs can produce what philosopher Ian Hacking refers to a dichotomy between the natural and the social. The risk is the creation of self-fulfilling, self-reinforcing processes when people are socially categorized in a punitive framework.<sup>8</sup> The PAR Model uses a language that borrows heavily from the medical and public health approaches, eliminating the adverse social “load.”

The focus shifts from punishment to restoration. The offender is not his crime. He has a legitimate place to claim in society if the restoration process (of which he is a critical player) is successful. The success of that process depends upon the offender being accountable, the victim(s) being made whole, the community

reestablishing safety, etc. To accomplish this, there must be acceptance of the restorative process across the board — by offenders, victims, criminal/justice professionals, families, communities, allied practitioners, and the public at large.

In response to violence, the Integrative Model is designed to provide a common language and structure so that all of the stakeholders in the restorative justice process can easily and effectively communicate and work together. The public health approach, which is central to the model, allows those within the collaboration to focus on results rather than blame, shaming, and other elements of the punitive model. It helps get the players off of the drama triangle and moves them toward healthy power.

### Application

Generally, the Integrative Model is brought in to the restorative justice environment using the following components:

1. **Assessment Instruments** (in development) — Assessment instruments are designed to identify risk, provide baseline information for planning, and determine the efficacy of violence prevention and response initiatives. The planned assessment includes personal and professional self-assessments.
2. **Professional Development Courses and Certification Programs** — The PAR Model courses develop practitioner knowledge and competency in working with the Integrative Model. There are three general certification levels: Teacher, Adjunct Faculty, and Master Faculty Certificates. The courses are designed for professionals participating in policy development, administration, enforcement, offender management, counseling, and education. The curricula include “train-the-trainer” programs allowing organizations and institutions to develop in-house professional development programs.
3. **Classroom-Based Violence Response Curriculum** — Designed for youth and adults, this comprehensive classroom program can be tailored for use in independent-study. The Lesson Packages include all materials, readings, lesson plans, exercises, and resource listings. Most

include complete PowerPoint presentations and MP3 digital audio recordings of the narrative portions for most lessons.

## Implementation

Generally, incorporating an Integrative Model program in a restorative justice environment is done over three phases:

1. **Initial Assessment** — A general initial assessment is conducted. Assessments range from informal reviews to in-depth research in partnership with university researchers.
2. **Program Design** — The assessment results are evaluated, the stakeholders in the RJ continuum are consulted, and the initial design of the program is completed.
3. **Pilot Project** — The pilot project allows the stakeholders to apply the program with a minimal risk in resources. The pilot project provides information for fine tuning the full project.
4. **Full Project** — Once the pilot is completed and any modifications made, the full project is implemented.
5. **Review** — The project is reviewed, the outcomes are measured, and the decisions made for the next cycle in the application of the PAR Model in the RJ environment.

## Outcomes

### General

The impact of the Integrative Model on institutional and community violence; its influence on law enforcement, correctional institution, community, and offender attitudes and behaviors; and its contribution to related factors must be examined in order to determine efficacy and return on investment. Because the PAR Model incorporates much of the disciplined public health approach, it lends itself to qualitative and quantitative measures.

The application of the seven basic components of the Integrative Model can strengthen RJ programs and support the positive outcomes in those programs. The implications for each component are:

1. A new definition of violence.

*Implications* — The definition allows all of the stakeholders in the restorative justice continuum (including the offender) to

understand the specific nature of violence, its relationship to power and control, and its precursors and risk factors. The definition brings clarity, supports increased competency in dealing with violence, and forms the foundation for effective management and, in the case of the offender, self-management.

2. The nine manifestations of fear.

*Implications* — By understanding the root fear which can drive violence in offenders (and staff), strategies can be developed which both alleviate the fear and redirect expressions arising from the fear to healthy power and control strategies.

3. Definition of the violence actualization process.

*Implications* — By understanding the steps within the violence actualization process, those applying the model have the opportunity to identify manifestations of actualization and interrupt that process.

4. Three degrees of severity.

*Implications* — The three degrees of severity provide a context for responding to violence based on the frequency of violence and the degrees of harm. Since violence presents much like other addictive behaviors, there is a risk that less harmful degrees can evolve to more severe behavior, since the payoff, or “high,” produced by the power and control rush associated with violent episodes often requires increasing levels of violence. Thus, the understanding of the degrees of severity can lead to more effective and timely identification and intervention.

5. The “five bodies” model to describe individual and collective human existence.

*Implications* — By being able to identify the dynamics in one or more “bodies” (physical, emotional, mental, environmental, and spiritual), prevention and response protocols can be more effectively developed and implemented.

6. Incorporation of human developmental stages.

*Implications* — Understanding the nature and dynamics of developmental stages, including those that are incomplete, is central to recognizing and treating violence and its precursors. There are a number of interventions which can be applied to resolve developmental deficiencies which drive violent behavior.

7. The concept of resiliency.

*Implications* — Once the nature and scope of resiliency is understood, strategies can be applied which help build a strong “immune system” for preventing and resisting infection by violence.

The public health approach is the central context for all seven model components. This approach focuses on producing positive health through a process of assessment, program design, implementation, and modification. It is an approach that is free from blame, shaming, scapegoating, revenge, anger, humiliation, and other toxic characteristics found in the more traditional punitive model. With the removal of these toxic characteristics, the stakeholders in the RJ process can focus on positive results. The offender — who’s active, positive participation is essential to the success of an RJ program — is more likely to support the program in the absence of the toxic elements directed against him.

Because the PAR Model provides an effective alternative to the punitive model for preventing and responding to violence, it can be an important component for increasing the efficacy and supporting the goals of the stakeholders in the following listing.

## **Correctional Institution Outcomes**

### **Facility**

1. Effectively measure the incidence and severity of violence within the institution.
2. Reduce overall risk-management indicators and their associated costs.
3. Reduce administrative expense for responding to episodes of violence.
4. Reduce enforcement/compliance costs.
5. Effectively assess the impact of violence-reduction initiatives.

### **Staff**

1. Improve staff safety by decreasing the frequency and severity of violent acts against staff by offenders.
2. Improve staff effectiveness in dealing with offenders, particularly those involved in violent episodes (perpetrators, victims, supporters).
3. Increase staff professionalism.
4. Increase staff job satisfaction.
5. Reduce staff turnover.

### **Offenders**

1. Improve offender safety by decreasing the frequency and severity of violent acts by offenders against each other.

2. Increase the percentage of offenders who meet the conditions of their supervision.
3. Reduce the percentage of offenders incurring drug-related infractions.
4. Increase the percentage of offenders engaged in active employment activities.
5. Increase the number of community service hours provided by offenders.

## **Community Outcomes**

### **Families**

1. Improve family safety.
2. Improve family recognition and acceptance of their role in effective offender management.
3. Interrupt the transmission of violent behavior to succeeding generations.
4. Improve the overall quality of life.

### **Law Enforcement**

1. Improve officer safety.
2. Reduce liability, including claims of use of excess force and violations of Titles VII and IX of the Civil Rights Act of 1964.
3. Improve community relations.
4. Reduce enforcement costs.

### **Employers**

1. Improve worker safety.
2. Improved productivity.
3. Improve employer recognition and acceptance of their role in effective offender management.
4. Lower liability from violations of Titles VII and IX of the Civil Rights Act of 1964.

### **Educators**

1. Improve safety in the classroom.
2. Improve educator and student recognition and acceptance of their roles in effective offender management.
3. Improve academic performance.
4. Lower liability from violations of Titles VII and IX of the Civil Rights Act of 1964.

### **The Community in General**

1. Improve community safety.
2. Improve support for locating correctional facilities within the community.
3. Improve overall community recognition and acceptance of citizen roles in effective offender management.
4. Improve community reporting of violent crimes.

5. Improve support for offenders in the community under management by corrections.
6. Improve support for ex-offenders.
7. Improve quality of life.

## **Endnotes**

1. The material for this section is from US Dept. of Justice, "Working Definitions of Restorative Justice," *Restorative Justice On-Line Notebook*, 02 October 1997.
2. Source: US Department of Justice, *Restorative Justice On-Line Notebook*.
3. An example is the case of Charles Andrew Williams, the shooter who killed two students and wounded 13 others at Santana High School in Santee, California. Under the punitive model, Williams is seen as the sole offender. The parents who neglected him, the students who tortured him, and those who encouraged him to "pull a Columbine" (referring to the earlier shootings at Columbine High School) are not considered culpable.
4. The nine core manifestations of fear are based upon the enneagram and the author's exposure to this model by Richard Groves. The application of these types within the integrative model are at the initiative of the author who is solely responsible for any interpretations, errors, or omissions.
5. From "A prisoner's dictionary," at [www.dictionnaire.prisonwall.org](http://www.dictionnaire.prisonwall.org), reviewed 05 April 2004.
6. Ward, Jon, "Muhammad sentenced to death." *The Washington Times*, 10 March 2004, <http://washingtontimes.com/metro/20040310-121004-1282r.htm>
7. \_\_\_\_\_, "Muhammad a Gulf War vet, Islam Convert." CNN.com, 26 January 2004, <http://www.cnn.com/2002/US/10/24/muhammad.profile/>
8. Lorna A. Rhodes, PhD, *Total Confinement: Madness and Reason in the Maximum Security Prison*, Berkeley: University of California Press, 2004, 178 - 179.

## **About the Author**

**Ari Cowan** is the Founder and President of Edvita Institute, an educational organization based in Bellevue, Washington, United States. A writer and educator, he is the Founder, Executive Director Emeritus, and former member of the Board of Advisors of The Family Health Institute, a four-year project begun under the auspices of the Washington State chapter of the international physician organization which received the 1985 Nobel Prize for Peace.

He is the recipient of the Physicians for Social Responsibility's national public health *Broad Street Pump Award*, in honor of his socially responsible work on behalf of children and families and in recognition of his "outstanding activism, steadfast commitment, and passion for a better world." Mr. Cowan was cited — along with Nobel Prize recipient and former President Jimmy Carter, Nobel Prize recipient Adolfo Pérez Esquivel, and others — for his assistance in bringing the first edition of *The International Bill of Human Rights* to publication.

Mr. Cowan was awarded the Association for Human Resource Professionals' *Award for Excellence in Human Resources* — the highest award granted by that organization. Mr. Cowan is the author of eight human resources/health benefits management reference works.

Current book projects by Mr. Cowan include *Acts of Courage*, *Acts of Cowardice: America and the Culture of Violence*, *Violence and the Alchemy of Being*, and *Principia Americana: The Evolution of the American Spirit*.



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