

RESTORATIVE CIRCLES IN OBSERVATION HOMES IN RAJASTHAN

In establishing and strengthening ongoing measures implemented in Observation Homes, this



Figure 1: Center piece and emotion charts used during a circle in an Observation Home.

project was developed as a collaboration between Department for Child Rights (“DCR”), Government of Rajasthan, UNICEF Rajasthan, and Counsel to Secure Justice (“CSJ”) for developing and rolling out restorative practices through circle processes in selected observation homes in identified districts including Jaipur, Alwar, Ajmer, Jhunjhunu and Sikar. CSJ is grateful to Antakshari Institute for Child Rights (AICR) for its support and contribution in implementing

this project. AICR facilitated the recruitment and capacity building of Master Trainers, coordinated all the trainings, and provided support for the other logistics for this project.

The intervention is designed to create a replicable model for institutionalization of restorative practices in child-care institutions, based on the philosophies of reintegration and rehabilitation laid down in the Juvenile Justice (Care and Protection of Children) Act, 2015. UNICEF initiated a program partnership with CSJ based on their prior experience working with children in Observation Homes in Delhi.

Over the four-month implementation period from October 2019 to January 2020, 6 Master Trainers were trained to facilitate circles, 75 circle processes facilitated and more than 100 children in five Observation Homes involved in these processes.

This report outlines the methodology used to roll out the project and to build capacity of master trainers, the tools and components of different activities designed for children, and the impact on children, with two case studies documenting the journeys of children as observed through circle processes.

CONTENTS

Terminology.....	4
Summary	4
Methodology	5
Intervention tool	5
Geographical area of intervention	5
Training	5
Initiation training	5
Shadow Facilitation	5
Follow up Trainings	6
Circle processes.....	7
Circle participants.....	7
Research Design	7
Data collection tools.....	7
Introduction.....	9
The Need for Intervention.....	9
Pre-existing vulnerabilities of children in the legal system.....	9
Adverse impact of institutionalization	9
Restorative Circles as a Solution	10
Prior Evidence of Proposed Intervention	11
Aim of circles in this project	11
Circles: Key Features.....	12
Talking piece	12
Guidelines	12
Adaptable processes	12
Equality and respect	12
Experiential learning	13
Structure	13
Variety and novelty	13
Safety	13
Voluntariness	14
Findings.....	14
Self awareness.....	14
Feeling charts/emoticons	15

Multiple opposing emotions	15
Emotions are transient.....	16
Children’s causal understanding of emotion	16
Emotions have bodily impact	17
Emotions and behaviour	18
Scaling - Intensity of emotions	18
The need for emotional awareness?	19
Exploring existing coping tools	19
Practicing new coping tools	20
Self-regulation and self-calming tools	20
Social awareness	21
Understanding others’ emotions	21
Responding to others’ emotions.....	22
Understanding broader social realities	22
Relationship building skills	25
Reintegration Prospects	25
Stigma.....	25
Social support.....	26
Thinking of the impact of actions on others	26
Developing self-esteem and confidence	27
Developing a positive sense of self	27
Children’s experience of circles	28
Flexible processes	28
Gulzar and Tarun: Two children’s journeys	29
Tarun*	29
Gulzar*	30
Circles and reintegration	30
Way forward	30
References	32

TERMINOLOGY

- *Circle processes* – a talking-based activity where participants sit in a circle facing each other. Each participant gets an opportunity to speak sequentially. While one person is speaking, others listen to them without interrupting.
- *Circle facilitators/keepers* – one or two individuals who facilitate the circle processes. They ask questions which guide the discussion but, apart from that, participate in equal ways as others in the circle.
- *Master Trainers* – six designated individuals trained during this project to facilitate restorative circles.
- *Observation Homes* – places which house children who a) are in conflict with law and b) have an inquiry pending against them in a Juvenile Justice Board.
- *Shadow facilitation* – the process of observing experienced facilitators facilitate circle processes, as a training tool for building facilitation capacity.
- *Social emotional learning* – the knowledge and skills that help individuals to identify, understand and manage emotions in a way that promote constructive behaviour, healthy relationships and better decision making.

SUMMARY

The first stage of the project involved restorative circles for children in Observation Homes (in the five districts of Ajmer, Alwar, Jaipur, Jhunjhunu, and Sikar). These circles aimed to reduce the negative impact of institutionalization and to promote children's well-being.

These 75 restorative circles across the five Observation Homes in the first stage of the project show promising findings towards helping children feel safe, developing autonomy and leadership, and developing social emotional learning including emotional awareness and coping tools (which, in turn, is linked with healthier life outcomes). The first phase of the project also shows promising findings towards capacity building of the Master Trainers who are now equipped in knowledge and skills to facilitate restorative circles.

Simultaneously, the circles demonstrated that children need support and accountability as they transition back into society. The project highlighted that there is a need for support from their family and community. There is also a continuing need for further intervention to provide them this sustained support and accountability.

METHODOLOGY

INTERVENTION TOOL

This project used restorative circles as the intervention tool in Observation Homes. Restorative circles were designed using social emotional learning tools. Overall, twelve circle plans incorporating restorative circles and social emotional learning were used.

GEOGRAPHICAL AREA OF INTERVENTION

The five districts of Ajmer, Alwar, Jaipur, Jhunjhunu and Sikar were selected by DCR and UNICEF jointly to ensure geographical proximity in the first phase. The geographical districts were also chosen factoring the number of children living in Observation Homes both on a short term and long-term basis.

TRAINING

CSJ trained six Master Trainers to facilitate circle processes. The training for circle processes was phased and comprehensive.

INITIATION TRAINING



Figure 2

In October, 2019 CSJ held a three-day initiation training on restorative circles. The first day of the training was in the form of a day-long experiential circle. On the second day, CSJ held a discussion circle on the components and stages of a circle. Multiple breakout discussions were organized to help participants understand the importance of these stages as well as to think about how they would design the stages. On the third day, CSJ staff facilitated two circles in the Jaipur Observation Home and four Master Trainers got

an opportunity to shadow facilitate and observe the circle process. Post the circle, participants were given space to ask questions and to debrief on the process.

SHADOW FACILITATION

Master Trainers were involved in circle processes as shadow facilitators, i.e., they got an opportunity to see CSJ staff hold circles. Each Master Trainer was given at least 3 shadow facilitation opportunities with CSJ facilitating a total of 21 circles for shadow facilitation. The opportunity of being a shadow facilitator enables individuals to:

1. experience the circle process.
2. learn techniques and skills used to keep the circle.
3. learn techniques to handle challenging situations.
4. learn and experience debriefing techniques and skills.

Each shadow facilitation opportunity has been followed by a debriefing process involving CSJ staff.

In addition, CSJ staff were also present while the Master Trainers facilitated circles to provide guidance and handholding.

Number of circles in which CSJ provided shadow facilitation opportunities	21
Number of circles in which CSJ staff were present for guidance and hand holding	10

FOLLOW UP TRAININGS

1. CSJ held a three-day follow up training for Master trainers from November 2-4, 2019. This training focused on social emotional learning and its five prongs - including building an expansive emotional vocabulary, learning techniques for expressing emotions in healthy ways, imbibing techniques to deal with difficult emotions. The training also provided learning on tools used to implement the restorative mindset while working with children.
2. On November 13, 2019, CSJ conducted a half day training for all Master Trainers on techniques and tools for documenting circle processes.
3. On November 26, 2019, CSJ conducted a half day circle process for all Master Trainers to discuss documentation, challenges, and facilitation guidelines.
4. On December 11, 2019 CSJ conducted a documentation review process with all Master Trainers individually and reviewed existing documentation.
5. On December 17, 2019, CSJ conducted an experiential circle process to discuss four prongs of social emotional learning and four circle plans.



Figure 3 CSJ staff training the six Master Trainers

6. On January 15 and 16, 2020. CSJ held a two-day training. This training focused on effective facilitation techniques including *dos and don'ts*, trauma informed practice and experiential circle planning and facilitation.

CIRCLE PROCESSES

75 restorative circles were offered and facilitated between October 2019 and January 2020. Circles were scheduled once a week in the five designated Observation Homes in the five districts. In some Observation Homes, two circles were scheduled for each week particularly in Observation Homes where there were more children, e.g., in Jaipur.

CIRCLE PARTICIPANTS

Participants in the talking circles consisted of children in the Observation Home. Each circle consisted of 7 to 13 participants. Their ages ranged from 12 to 18. They were all boys. The circles were facilitated by the CSJ staff and/or Master Trainers. In certain circles, Observation Home staff also participated in circles, including the Probation Officers, the guards, medical officers, and counsellors.

RESEARCH DESIGN

This qualitative research aimed to bring forth an understanding about a) the impact of circles on children; and b) ways to create an effective program of restorative circles for children in custody. As a part of these two objectives, the study examined the impact of using restorative circles in Observation Homes, including the impact on children's social emotional learning, described to include both, empathy as well as a sense of accountability.

The use of a qualitative method to gather data is essential to this study because it deals with children's experience and perceptions of the restorative circles and the interweaved social emotional learning tools.

DATA COLLECTION TOOLS

The following data collection tools were used for understanding the impact of the project:

1. Circle responses
2. Professional development materials (two trainings conducted by CSJ)
3. Participant observation notes of facilitators from each circle.
4. Facilitator reflection checklists completed after each checklist.
5. Circle questions on feedback from children at the end of each circle.
6. Semi-structured interviews with children after each circle; (at least two children)
7. Semi structured interviews with Master Trainers to examine their:

- a. Knowledge:
 - 1. familiarity with SEL.
 - 2. familiarity with restorative circles.
- b. Attitudes
 - 1. perceptions regarding the benefit of SEL.
 - 2. perceptions regarding the need for SEL.
 - 3. attitudes towards children who are in conflict with law.
- c. Skills
 - 1. perceptions of self-efficacy to provide restorative circles with SEL.
 - 2. perceptions of training experiences.
 - 3. actual experience holding circles and providing SEL.

INTRODUCTION

THE NEED FOR INTERVENTION

This intervention is designed to help children in institutions assume socially constructive and productive roles in society. The intervention aims to a) reduce the adverse impact of institutionalization and b) build positive impact through promoting social emotional learning. The goal of this intervention is to promote social reintegration and rehabilitation for children in Observation Homes.

PRE-EXISTING VULNERABILITIES OF CHILDREN IN THE LEGAL SYSTEM

Children who enter the legal system have often faced socio-economic and other vulnerabilities. They have also, often, not had opportunities for social emotional development. For instance, a study conducted in an Observation Home in Delhi found that youth involved in the legal system had lower emotional intelligence and empathy than those who are not in the system (Saha & Tyagi, 2016). There is a correlation between low levels of emotional intelligence and involvement in the legal system as the accused (Megreya, 2014). In addition, the lower level of emotional intelligence also predisposes the children to a harder life in the future, including inability to achieve goals and instability (Megreya, 2014). Saha & Tyagi, 2016, recommend that interventions building emotional intelligence and empathy will significantly help these children in staying away from the legal system in the future.

ADVERSE IMPACT OF INSTITUTIONALIZATION

In addition, children who are institutionalized, particularly, children who are in conflict with the law, experience a wide range of difficulties arising from the time spent in custody.

- The psychological effect of institutionalization on children can be severe because of the isolation from the family and community within the institutional setting. Many children develop long-term mental health difficulties including depression, anxiety, and suicidal ideation (Ståhlberg, Anckarsäter, & Nilsson, 2010). For many children, these mental health conditions continue to persist post release, rendering them more vulnerable and predisposed to risky behaviour.
- The family's anger at the child owing to their actions often strains their relationship. In addition, the limited time for meeting with the child, which requires significant time and monetary investment, further builds anger and resentment and frequently impacts relationships (Esposito, Lee, Hicken, Porter, & Herting, 2017). As a result, when children are eventually released, they often have to deal with these strained relationships which may result in a denial of the emotional support they need.

- Institutionalization may influence the children adversely as they come into contact with others who may be part of criminal gangs or may have knowledge on weapons, tools, methods for committing wrongs (Gilman, Hill, & Hawkins, 2015). This may equip them towards unwanted behaviour on release; and
- Stigma and shame (for the child and the family) arise from being involved with the legal system, as a result of which, the child may face hindered educational/work opportunities (Esposito, Lee, Hicken, Porter, & Herting, 2017) (despite contrary legal provisions).

These difficulties adversely impact a child, hampering them from achieving their full potential, having access to their rights, assuming constructive roles in society, and may also cause them to get involved in the legal system again. There is a need for interventions which help children to address these difficulties.

RESTORATIVE CIRCLES AS A SOLUTION

Restorative circles interweaved with social emotional learning have been designed as an intervention to help children with pre-existing vulnerabilities as well as to help address the difficulties experienced while in custody. Restorative circles are aimed to help children with lessening the negative impact of institutionalization as well as to help build constructive impact.

Restorative circles are a talking-based activity which give participants an opportunity to speak and listen to one another in an atmosphere of safety and without hierarchy. These restorative circles (also called circles, talking circles) are a child friendly approach (Mosley, 2016) to imbuing social emotional learning (Rahman, Sazali, & Veloo, 2020). The intention of circles is to develop listening and communication, to teach and practice new concepts and skills, and to create enjoyment (Krull, 2017). Circles are adapted to the age and development of the child using age appropriate tools.

This project focuses on restorative circles blended with social emotional learning tools. Social emotional learning is the ability to obtain and effectively apply the *"knowledge, attitudes, and skills to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions"* (Weissberg & Cascarino, 2013). The five components of social emotional learning are: self-awareness; self-management; social awareness; relationship skills; and responsible decision-making. Social emotional learning involves children's ability to learn about and manage their own emotions and interactions in ways that benefit themselves and others, and that help them succeed in education, relationships and life (Hromek & Roffey, 2009). Research shows a correlation between the skills learnt in social emotional learning programs and healthier behavior and life choices (Yeager, 2017).

PRIOR EVIDENCE OF PROPOSED INTERVENTION

Circles are used in different parts of the world including the United States, United Kingdom, Ireland etc. (Rahman, Sazali, & Veloo, 2020). Across the world, similar restorative programs have significantly benefitted at-risk and delinquent youth and evidence shows that these programs can “*dramatically reduce reoffending*” among at-risk and misbehaving young people (Mirsky & Wachtel, 2007). These programs also help develop high self-esteem. **Young girls with low self-esteem began perceiving themselves as more competent and confident after participating in circles** (Mosley, 2016). **Boys with emotional and behavioral disorders showed improved behavior after participating in circles** (Franks, 2001). Participating in circles has also helped children show improved perceptions of their own social acceptance (Mosley, 2016).

AIM OF CIRCLES IN THIS PROJECT

These circles can help benefit children individually and also promise to influence the environment of the OH since the aim of the restorative circles is to allow for:

- **improving social emotional learning skills** including building an expansive emotional vocabulary, learning techniques for expressing emotions in healthy ways, imbibing techniques to deal with difficult emotions.
- developing **empathy for any person they may have harmed** by thinking through the impact on them.
- developing **empathy for their own families by thinking through the impact on them.**
- fostering **a sense of accountability:** where appropriate, understand the impact of their actions and develop a desire to make amends.
- **reducing bullying and violence within the home** and reducing power hierarchies.
- talking about social issues such as consent in a non-hierarchical, non-judgmental, and empathetic way to bring about **change in harmful belief patterns.**

CIRCLES: KEY FEATURES



Figure 4: The center for a circle process

Children sit in a circular formation facing each other so that each person can see the others. It is a space of communicating, discussing and interacting (Collins & Kavanagh, 2015) Two circle keepers facilitate the process and are also referred to as co-facilitators.

Circles are known by other names including Circle Time and Talking Circles (Rahman, Sazali, & Veloo, 2020). A key element of restorative circles is creating a safe, non-judgmental place for connection and dialogue (Winters, 2017). All participants are invited to participate in the activities and sharing

opportunities. Questions asked during circles are open-ended, related to the theme of the circle and optional.

TALKING PIECE

Circles use a talking piece, any object which is passed around from one person to the other sequentially (Wilbur, Wilbur, Garrett, & Yuhas, 2001). Each person gets the opportunity to share when they hold the talking piece, while all others are invited to listen to them. This allows all participants to share without concerns of being interrupted, criticized, or debated with.

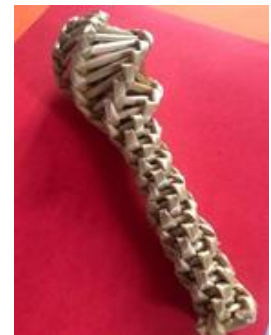


Figure 5: A talking piece made by one of the master trainers

GUIDELINES

Guidelines are created at the beginning of the circle to help participants decide the behavioral expectation they want to hold themselves and each other to (Winters, 2017). All participants are asked whether they agree to the guidelines, and everyone has the opportunity to agree.

ADAPTABLE PROCESSES

Often circles are adapted to situational needs (Winters, 2017), such as when a child experiences heavy emotion and breaks down, the circle is either molded accordingly or paused.

EQUALITY AND RESPECT

Circles encourage the creation of a space which helps everyone feel welcome, included, and respected (Mosley, 2016). All participants in a circle are considered equal (Mosley, 2016) and those having hierarchical power are encouraged to forget their roles while in circle. This can be hard for adults, especially in a hierarchical society, as adults are often socialized to teach or advise.

Circles use a sequential format, where one person speaks at a time, and the opportunity to speak moves in one direction around the circle. Each person must wait to speak until their turn, and no one may interrupt while another person is speaking. The talking piece helps to equalize opportunities not only among the adult circle keeper and the children but also among the children (Winters, 2017). Each participant is considered equal and their contributions to the circle are valued (Beattie, Blease, & O'Neill, 2005); (Rahman, Sazali, & Veloo, 2020).

EXPERIENTIAL LEARNING

Circles reflect Vygotsky's constructivist theory of learning, i.e., children learn from their surroundings when the environment is inclusive and supportive (Rahman, Sazali, & Veloo, 2020). The learning is not through lecturing, or being told what to do, but through active experiential doing. Circles enable participants to practice social emotional skills including voicing oneself, listening to others, taking turns, and engaging in group activities (Mosley, 2016).

Tell me and I'll forget. Show me and I may not remember. Involve me and I'll understand. – Native American Proverb

STRUCTURE

Circles are designed in a structured way, planned once a week on a specific day with a specific plan (Mosley, 2016). Each circle plan has distinct stages, with each stage having a predetermined purpose which allow children to feel safe, comfortable, talk, and experience enjoyment. Circles are sequenced, allow for active and explicit engagement, in line with best practice social emotional learning programs.

VARIETY AND NOVELTY

Each circle plan is distinct and incorporates a diverse range of games, activities, and questions. This helps offer variety to children and secure their interest (Mosley, 2016).

SAFETY

A primary purpose of circles is for children to develop a sense of emotional safety in establishing a community along with individual opportunities for successful participation (Rahman, Sazali, & Veloo, 2020).

Safety is fostered by discouraging the use of shaming, targeting, offensive language, blaming, and, instead focusing on respect and encouragement (see, Mosley, 2016). Guidelines created by the children during circles also help to ensure that they can remind each other if someone steps away from these (Beattie, Blease, & O'Neill, 2005).

The physical activities during circles are collective, optional and refrain from putting children on the spot. Such activities allow for confidence building while learning strategies that can be used for dealing with emotions (Tominey, O'Bryon, Rivers, & Shapses, 2017). **No one is judged based on their performance or the extent of their involvement.**

VOLUNTARINESS

All participants are told that participation is voluntary and that they can leave at any time. Responding to questions or participating in activities is also voluntary, with the option to pass the talking piece (Beattie, Blease, & O'Neill, 2005).

FINDINGS

Over the period of the project implementation, CSJ has observed a clear progression in the social emotional learning of children involved in the circle process.

Children demonstrated awareness of their own emotions as well as of others. In addition, children also demonstrated improved relationship skills and decision-making skills.

SELF AWARENESS

Identifying emotions is a crucial aspect of social emotional learning as it guides children towards working with these emotions in a healthy way. Self-awareness is the understanding of what is happening and what one thinks and feels about it (Bahman & Maffini, 2008). Self-awareness involves recognizing one's feelings, naming them, and talking about them (Bahman & Maffini, 2008). This understanding helps to avoid getting overwhelmed by the situation (Bahman & Maffini, 2008).

Over four months of circle processes, children have become equipped to identify emotions using tangible tools such as feeling charts and emotion temperature scales.

Feeling charts provide pictorial representations of different emotions in the form of emoticons.

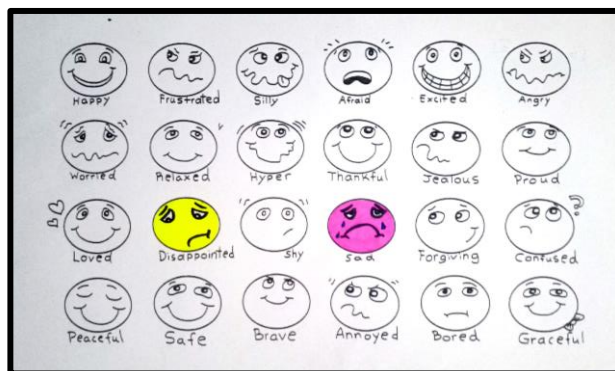


Figure 6: A child depicts his emotions through a feelings chart

These emoticons help children identify what different emotions look like. Research has shown that emoticons help children to accurately identify different emotions (Oleszkiewicz, Frackowiak, Sorokowska, & Sorokowski, 2017). During each circle, emotion charts were offered to children, with the option of coloring an emoticon they felt. Children gradually became comfortable with these charts, and, usually, almost all children would color the feeling charts.

Children recognized that they may often experience difficult emotions but don't feel equipped to express these. One child said that "I am sad on the inside but happy on the outside". Initially, children talked primarily about two emotions: anger or sadness. "Sad" was used as a blanket emotion to express multiple difficult emotions. By participating in circles for two or three weeks, children were able to identify and articulate their emotions. One child said, "I am sad; I am confused about what will happen in the future, I am also somewhat angry and worried."

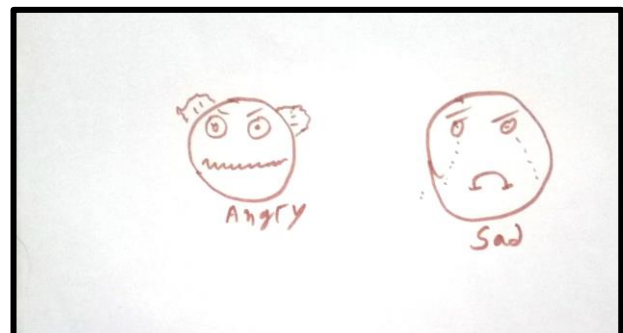


Figure 7: A child's depiction of the emotions he was experiencing

Children were able to identify a wide spectrum of emotions including feeling safe, relaxed, confused, peaceful, shy, jealous, and bored. Children often indicated gratitude and expressed feeling thankful.

MULTIPLE OPPOSING EMOTIONS

For healthy emotional development, children need to be able to identify the existence of simultaneous emotions, including similar emotions (sadness, worry, anger), but also opposing emotions, for example a simultaneous pleasant emotion and an unpleasant emotion (happiness and sadness) (Rieffe, Oosterveld, Miers, Meerum Terwogt, & Ly, 2008). After participating in one or two circles, children were also able to identify varied co-



Figure 8: A child's expression of the varied co-existing but opposing emotions

existing but opposing emotions such as happiness and anger. For example, a child said that he was simultaneously frustrated, angry, loved, and sad.

When children express emotions, facilitators recognize emotional responses as valid. This adult response helps children feel safe as well as promote children's emotional development (Bahman & Maffini, 2008).

Tangible analogies for understanding emotion, such as weather charts, help children be more self-aware. Children were asked question such as *"If your feelings right now were a weather report, what would that weather report be?"*. This helped children to express themselves in terms of whether they are feeling "sunny", "cloudy", "stormy" etc.

EMOTIONS ARE TRANSIENT

A child was able to express how emotions are not constant and how he feels for most part of the day, and how, during the circle process, he was feeling happy and safe. Children began adding how they are feeling an emotion on that day, or that moment, through statements such as "I am sad today". This is a **crucial learning for children as it helps them to understand that the emotions are transient and do not have to control them or their behaviour. This helps children develop more control over their emotions.**

CHILDREN'S CAUSAL UNDERSTANDING OF EMOTION

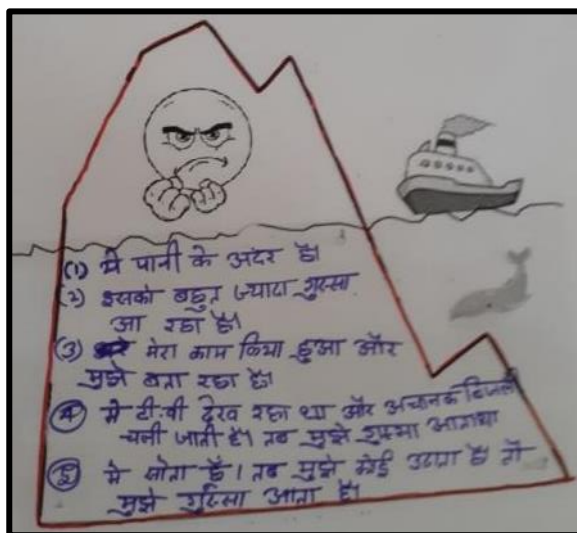


Figure 9: A child's understanding of the anger he felt

After understanding emotions, children can move further to understanding how certain situations or circumstances lead to certain emotional experiences (O'Kearney, Salmon, Liwag, Fortune, & Dawel, 2016).

Children could think through situations and events that result in them feeling emotions. A child said that he felt sad because his close friend had been released from the Observation Home and he missed him.

As a result of the circles, children have expressed how, often, their anger has underlying emotions, including sadness, and hurt. This propels them

towards addressing the underlying emotion, rather than trying to solely deal with their anger.

One child said, “When somebody does not listen to me then I feel angry”. Another child identified that when another person uses loud angry language, he feels hurt which in turn makes angry. Children could identify reasons that resulted in feeling fear. One child said he was scared of his case. Identifying causes of emotions helps children to feel more in control, to be equipped to express themselves more effectively, and to handle similar situations better in the future.

This also helps children to understand that emotions are predictable, and don’t appear all of a sudden but usually build up arising from specific factors (Friedberg, Garcia, & McClure, 2014). As a result, they can take measures to work with the emotion when it is at a lower intensity so that they don’t experience high intensity of unpleasant emotions.

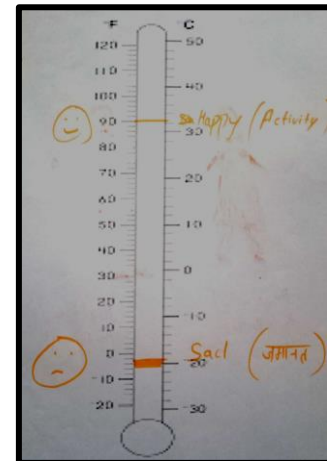


Figure 10

EMOTIONS HAVE BODILY IMPACT

Children have also been equipped to link bodily sensations to their emotions as a result of the circle process. Children expressed how they are equipped to understand how feeling increased energy in the hands and feet is attributable to feeling anger/anxiety, i.e. identify emotions from bodily responses. A child recognized that when he is angry, his body heats up. Similarly, children identified that when they are sad, they experience bodily pain, including in the head and the limbs.

Children were given space to identify the difference between worry and anxiety. One child’s friend was diagnosed with blood cancer, and he spoke about how he was very worried. Children also began to speak about anxiety and recognized how it may not arise from a specific factor but may be more general, more long term and may



Figure 11

One child spoke about how he feels intense emotions, he feels like he is a volcano

have more severe bodily manifestation. Another child recognized that when he is anxious, he feels he doesn’t have any energy. Some children have more

significant manifestations of anxiety including shaking of limbs, increased heartbeat, sweating palms and legs. Recognizing emotions and their bodily impact is a primary step towards managing emotions.

Children have been able to recognize the impact of emotions and thoughts on behavior, including how anger lead them to harm others. A child made the connect between the anger he feels and his behavior which often harms others. Another child spoke about how, when he feels intense emotions, he perceives himself as a volcano. He added that, in such a situation, he tries not take decisions.

Circles helped children think through how their emotions are separate from their behaviours, and behaviours do not need to be driven by emotions and children have control over what the emotion results in.



Figure 12

SCALING - INTENSITY OF EMOTIONS

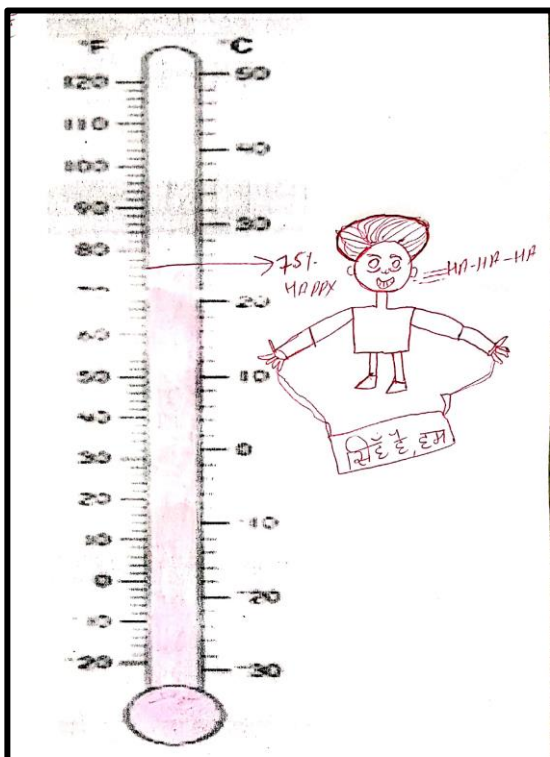


Figure 13

Along with identifying emotions, children indicated an understanding of how emotional experiences can vary in intensity. Art based tools are helpful for children to understand this variance in intensity of emotions. Emotional temperature scales are one such tool. Using a scale calibrated in Fahrenheit and Centigrade, we guided children to recollect experiences of different intensity of emotional experiences and mark these on the scale. To begin with, the scale ranged from extreme sadness to extreme happiness. Children began to recognize their mood using scale numbers as a practice saying “Today, I am at 40”. A child who was to be released on bail the same day said that his happiness levels were high enough for the temperature scale to explode.

Guiding children towards understanding their feelings in terms of intensity is crucial for self-awareness and monitoring (Friedberg, Garcia, & McClure, 2014). During the latter circles, while colouring the emotion

chart, children often said that they felt “a little sad” or “a little happy”. Children learn that emotions exist on a continuum, rather than as an all or none phenomenon (Friedberg, Garcia, & McClure,

2014). This helps children become aware of the feeling before they reach high intensity (Friedberg, Garcia, & McClure, 2014).

This also allows for using coping tools more effectively, as when the emotion's intensity is low, coping tools are more effective than when the emotion has intensified (Friedberg, Garcia, & McClure, 2014).

Children's understanding of their own bodily responses for different intensity of emotional experiences helps develop emotional awareness (Bahman & Maffini, 2008).

THE NEED FOR EMOTIONAL AWARENESS?

Emotional awareness paves the way for emotional management. Emotional awareness is understood as a central ability for children to adapt to their social environment (Mancini, Agnoli, Trombini, Baldaro, & Surcinelli, 2013). **Children who have lower awareness of emotional experiences demonstrate a diminished ability to cope with difficult emotions and situations (Kranzler, et al., 2016). On the other hand, being able to effectively identify one's emotions enables one to develop mechanisms which regulate these emotions (Barrett, Gross, Christensen, & Benvenuto, 2001).** In order to develop emotion regulation strategies, children need to recognize that they are experiencing difficult emotions (Kranzler, et al., 2016). The consistent use of emotional charts and intensity scales helps children identify these emotions. By being able to understand the emotions they are experiencing, children can develop an ability to then regulate emotions, thoughts, and behaviours in different situations. Self-management is the ability to regulate one's emotions, control impulses and express emotions appropriately in different situations (Weissberg & Cascarino, 2013).

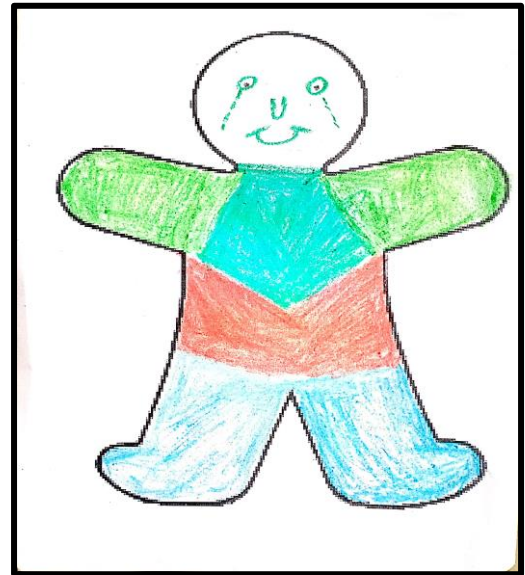


Figure 14

EXPLORING EXISTING COPING TOOLS

Circles prompted children to think through tools they can use to cope with emotions. One child said that he likes to sit alone for some time. Another child said that dancing helps him. One child spoke about the benefit of speaking to a friend when he experiences difficult emotions. Children also openly spoke about how physically fighting helps him when he is angry. One spoke about how drinking beer helps him with his anger. Children identified music that helps ground them. For children who were religious, they spoke of chants or prayers which help ground them.

Self- management is practiced as a skill during circles. All skills were designed in the form of practical activities which children can practice. Children practiced tools for managing emotions during the circle.

SELF-REGULATION AND SELF-CALMING TOOLS

Without being equipped with tools of self-regulation and self-calming, children may resort to unhealthy coping mechanisms when experiencing high intensity emotions (Friedberg, Garcia, & McClure, 2014), even though they understand that this is not healthy for them. **Children were offered space to practice multiple relaxation and calming strategies.**

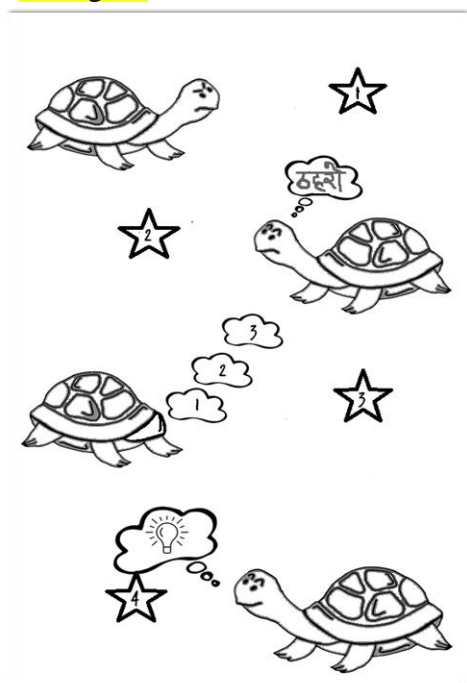


Figure 15: Tools used for practicing self regulation

Children practiced progressive muscle relaxation, a sequenced tensing and relaxing of muscles. Children were also equipped to practice mindful breathing using child-friendly analogies.

These tools allow for reducing heightened emotional states.

Similarly, children also practiced self-regulating strategies for moments of intense emotional arousal. An example is where children practiced intentional emotional stabilization using the analogy of a turtle retreating into its shell in moments of distress. Children also practiced self-hugs, a soothing strategy to induce calm, stabilize and promote self-compassion.

Circle facilitators also introduced more advanced cognitive tools to children while explaining the concept and practicing it during circle. These tools allowed children to imagine emotions as objects. For example, children were asked to make paper planes, and then imagine that their anger is a paper plane. If the plane crash landed on a building or on a forest it would cause harm, while if it found a clearing, it could land safely. Similarly, it was discussed how we all have a choice to express anger either in ways which are harmful to others or in ways which do not harm others or ourselves.

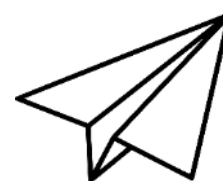


Figure 17; Tools used for managing emotions

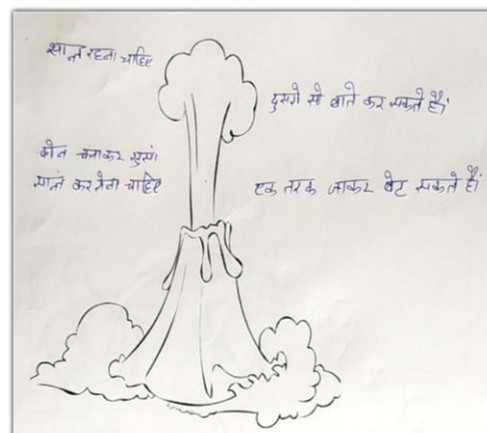


Figure 16: Exploring coping tools

After discussing coping tools for anger, sadness and anxiety, a child encouraged another child to use a coping tool learnt in an earlier circle (self-hugs) to help him with his emotions. Children have spoken about using tools discussed for managing emotions. A specific tool, the turtle technique was discussed as an anger management response. Children have expressed how they have started using this concept while feeling anger. As a result, they are less likely to fall back on coping tools which may harm them or others.

SOCIAL AWARENESS

Social Awareness is the ability to understand other's thoughts, emotions and perspectives (Larrier & Lewis, 2017) and to understand social norms and social supports. This is an important prong of maintaining healthy relationships.

UNDERSTANDING OTHERS' EMOTIONS

During the circle processes, children used tools to understand others' emotional states. **After participating in the circles and discussing the impact of varied emotions, children have effectively identified how others may be feeling based on a spectrum of facial expressions.**

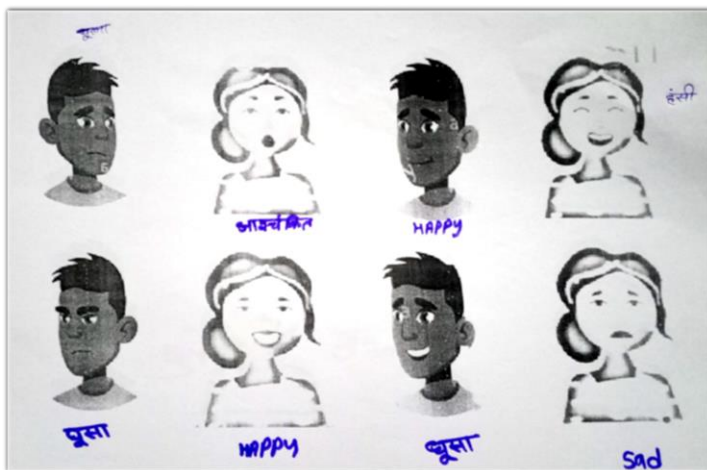


Figure 18

Children could also identify possible emotions experienced by fictional characters in varying hypothetical situations. The ability of recognizing others' emotions is an important determinant of how children understand their own emotions (Mancini, Agnoli, Trombini, Baldaro, & Surcinelli, 2013). Thinking of how characters feel in different situation helps children to better deal with their own emotions (Tominey, O'Bryon, Rivers, & Shapses, 2017)

Another child said that, as a result of the circle, he realized that different people may express the same emotion in very different ways.

Children thought through behavioural cues which may indicate anger. They brainstormed and thought of some indicators such as: using harsh language, not making eye contact, not engaging in dialogue. In addition, they also thought through bodily responses such as someone's face turning red or from their eyes, which could be a possible indicator of others' anger.

They thought through how people express sadness, including through distancing themselves. Sometimes, others may express happiness but may be feeling sad; a child spoke specifically in the context of his uncle who would smile when he comes to visit him in the Observation Home but was actually experiencing sadness.

RESPONDING TO OTHERS' EMOTIONS

Children practiced asking others about their emotions and using helpful prompts to help others feel comfortable and safe. They practiced asking how others felt during the previous week, using seven temperature scales.

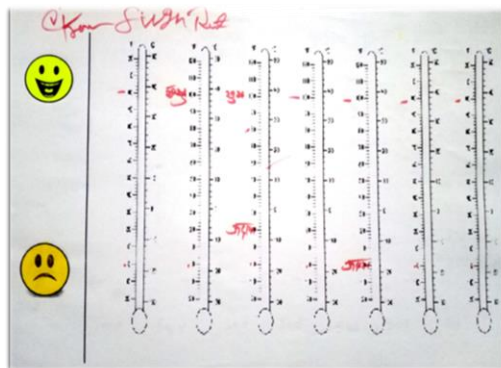


Figure 19: Tools for understanding emotional wellbeing

Children also practiced how to respond to others' distress. One child specifically used a positive psychology approach after modelling the Master Trainer to help another child cope with his sadness at not being released on bail the previous day. Children spoke about how smiling at someone who is sad and merely being present with them could be very reassuring. Another child said that distracting them could be helpful. Other children said that, sometimes, humour could also aid in helping others

This understanding and the tools pave the way for children **understanding others better and maintaining better interpersonal relationships.**

UNDERSTANDING BROADER SOCIAL REALITIES

UNDERSTANDING SOCIAL IDENTITY

While interpersonal relationships are important, social awareness also extends to the understanding of social identity and its impact on individuals. Social identity “*creates and defines the individual's place in society*” (Bennett, 2011). Children could also identify the impact of social identity on themselves.

UNDERSTANDING DISCRIMINATION

Closely related to the idea of social identity is the concept of discrimination. Discrimination “involves harmful actions towards others because of their ... membership in a particular group” (Fishbein, 1996). Children, particularly those in their teenage years are affected by perceiving that they are being discriminated against, including their behavior and attitudes (Brown, 2003). A child spoke about how he was Muslim and at the same time added he was from a “good family”;

indicating the impact of social identity – the need he perceived to emphasize that he was from a “good family”.

Specific circles focused on experiences of discrimination. Children could identify how their caste impacted their social identity; one child drew this in the set of factors that defines his social identity. Another child spoke about how children use his caste name as his name.

A child spoke how he was not allowed to play cricket based on his social identity. Another child reflected on his social identity and spoke about how he was from a non-Savarna caste. He said that the only reason he was not discriminated against was because he dressed and talked like people of Savarna castes. Children spoke about how the Sarpanches in their villages discriminated against people of other castes. Another child spoke about how the schoolteacher discriminates against students on the basis of caste.

Children could also identify other factors for which they were teased, including being skinny and not being as muscular. Another reason children felt targeted for was on the basis of economic background, including not possessing expensive things. Skin color was also a factor based on which children were discriminated against.

Children spoke about how they have evolved in their thoughts on social issues. One child said that, earlier, he would not go to localities where people of certain castes would stay, however, he eventually began going there. Another child said that earlier they would not invite cricket teams from other villages, however they later changed their thoughts. One child spoke about how as a child he witnessed religious riots, but of how when he came to live in Ajmer, he lived with people of different religions, and how that helped him feel safer and realize everyone was the same irrespective of religious identity.

Yet another child spoke about how his family had evolved in their thoughts and they now allowed marriages to happen outside the state, and another spoke about how they allowed inter-caste marriages. These conversations were space for children to see how thoughts on social issues can evolve and are not static. During the discussions on social identity and discrimination, one child said that all humans have the same color blood, and how he likes everyone. A child requested for a guideline which emphasized on there being no discrimination based on caste.

While the aim of circles is not to teach or preach, by enabling honest discussion, including examining the impact on those effected, circle processes help build empathy, including on broader social issues.

BULLYING AND TEASING

Bullying and teasing is prevalent among most Observation Homes. In the circles, children were offered space to explore how they felt when they are teased. Children spoke about feeling angry, sad, annoyed, and frustrated. After that, children spoke about how others would feel when they are

teased. One child said that while it may be fun to tease others, it is hard for the person being teased; children teasing others should keep that in mind. Another said that we should try to avoid laughing at other people's weaknesses, as we all have weaknesses.

GENDER

Another aspect of social identity is gender. Children were given space to reflect on stereotypes related to gender. While stereotypes serve an adaptive function as they help people to simplify what they observe and also make predictions about others (Devine & Sharp, 2009); (Fiske, 2013)) they ignore people's uniqueness, and can also negatively limit their ability, opportunities (Heilman, Manzi, & Braun, 2015); (Hentschel, Braun, Peus, & Frey, 2017); (Hentschel, Heilman, & Peus, 2019). As a result, stereotypes can often be very harmful, and exploring these stereotypes can be an effective way to begin challenging these.

Children believed that the female gender is associated with benefits which males often do not get. One child said that a girl will always find someone to help them. Another said that girls are liked by everyone. They can get others to shop for them or can get whatever they ask for. They are not pressured to study or work. A child said that girls need to always cover their bodies in a lot of clothes. Girls are also pampered more than boys.

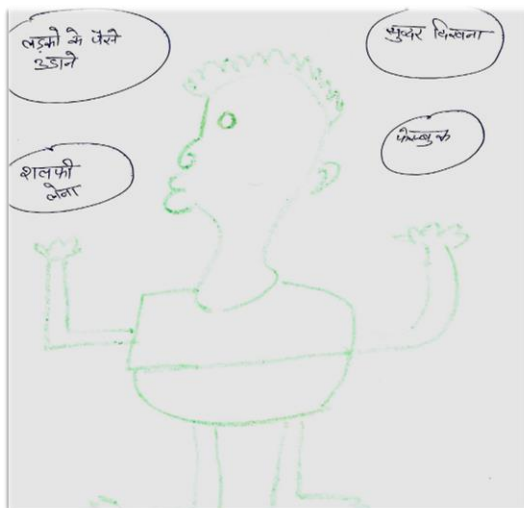


Figure 20

Children also spoke about stereotypes related to perceptions of masculinity which influence their behavior. Children said that the ideas of masculinity prevent them from being scared or from crying. They also spoke about how the idea of masculinity prevents them from using cosmetics. They also believed that parents hit boys more than they hit girls. Speaking about the pressure on males, another child said that all household responsibilities, including repaying his father's loan was on him as he is a boy.

At the same time, children also identified how boys and men have privilege. A child spoke about how he can roam around till late at night, whereas girls would not be able to, implying safety concerns. They also said that male children, no matter what they do, are always supported by their families, whereas they had witnessed that wasn't always the case for girls.

Children spoke about how females live in fear of sexual harm. They also spoke about how marriage is another fear for girls, especially, as for many girls, any sort of wrongdoing is punished with marriage. Marriage also entails difficulty for adjustment for women. They pointed out that people

find fault with girls much more easily than with men. Owing to safety considerations, families impose multiple restrictions on girls.

Children recognizing these gender stereotypes as social constructs paves the way for them to understand their role in perpetuating these, as well as in the adverse impact of these stereotypes on them. Multiple children spoke about how they want to evolve social situations. One child spoke about how he had fought against his community so that his uncle lets his cousin sister go to school in a society where girl children were not always offered education.

RELATIONSHIP BUILDING SKILLS

Relationship building is an ability to create and maintain healthy relationships by communicating effectively, actively listening, discussing conflict productively, and looking for and providing help when needed (Weissberg & Cascarino, 2013).

During the circles, there was an **observable change in children's way of communicating with each other**. Owing to the talking piece, children began practicing listening, and not interrupting while others were speaking. Children also participated in collective story building in each circle. This was an effective space to practice effective listening as children needed to listen to others attentively to build the story further. A child requested in the guidelines that when someone is speaking, others maintain eye-contact, an effective communication and relationship building tool.

REINTEGRATION PROSPECTS

Through circles, children were offered space to speak about their future prospects, including their fears and challenges.

The experience of being in custody takes a significant toll on children, as discussed earlier in this report. While understanding the impact of custody on children, specific strategies were used to help children overcome adverse institutional impact.

One child said that since he has been in the Observation Home, he perceives he is not growing in age but is wasting his life

STIGMA

Multiple children spoke about the fear of stigma on release from the home. One child said that he was experiencing shame and stigma because of the case and hadn't been able to speak about it. Another child spoke about respect and how he believes he has lost respect and dignity because of the case. He assessed that he wants to regain his dignity. Another child said that the stigma impacted the family as well, and they had lost all respect and honour. Another child's family told him that they were being stigmatized in the village, with the community rebuking them repeatedly.

They also expressed fear regarding what their friends and relatives must be thinking about them. They are also concerned about how society would treat them. Children spoke about how the stigma would entrap them their entire lives, as they perceived that society would never give them an opportunity to become better.

Another child said, people would mention him being in the ‘jail’. One child specifically feared whether anyone would marry him because of the stigma of having been in custody. A child who runs a dairy business feared how he would face his customers when he would be released. **The fear of stigma ran deep in children, and was reflected even during other rounds, wherein children would talk about how stigma would impact their self-worth.**



Figure 21

One child said that because of the fear of stigma, he doesn’t want to go back to his friends and family. Children spoke about how their work prospects on release are significantly hampered.

SOCIAL SUPPORT

For children to effectively reintegrate post release, it is imperative that they have social support. However, the experience of custody adversely impacts children’s social support networks and hampers relationships. One child said that since he has come into the Observation Home no one talks to him, except his mother. Others spoke about how their family members are very angry at them.

Social support plays an important protective role (Culpepper, 2014). **Children with strong social support networks show better mental health, higher self-esteem, improved behavior as well as reduces the possibility of them being at-risk (Culpepper, 2014).** However, as many parents are angry at the children it severely disrupts the relationships and impacts their social support.

THINKING OF THE IMPACT OF ACTIONS ON OTHERS

While identifying their social support, children were simultaneously encouraged to think of how their actions had impacted others. The circle processes guided children towards exploring how others feel, including as a result of their own actions. One child said that his father felt sad as a result of his actions, and that he cried each time he came to meet him. Another child spoke about how the decision in the case would impact his family. A child said he was worried about his

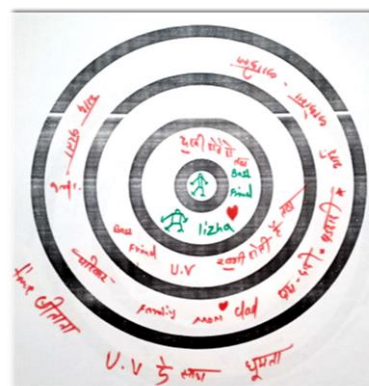


Figure 22

mother's financial condition, since he is not earning and providing for her. More specifically, one child thought about the **impact of his actions on a person he had harmed** and how he wanted to repair the harm he had caused. He said he felt a need to apologize.

Circles enabled children to explore and understand their social support systems. Children identified their social support, including family, friends, and mentors. Along with this, children spoke about how, in the future, if there were in distress, they could turn to these people. Children were encouraged to keep their social support charts as reminders.

DEVELOPING SELF-ESTEEM AND CONFIDENCE

While the experience of being in custody impacts the self-image of children adversely. This may be a huge barrier for them on release. **Participating in circle activities as well as discussions helps children develop self-esteem, self-confidence in addition to other social emotional skills** (Mosley, 2016).



Figure 23

In addition to working on the prongs of social emotional learning, the circles have also aimed to help children foster autonomy and a sense of agency.

Children increasingly felt comfortable voicing themselves and their opinion in the circle, including expressing actions/ thoughts which may not be perceived as socially desirable.

Children increasingly took an active role in creating guidelines for the circle process and adding what is important to them. Children also remind others about the guidelines when the circle moves away from these.

Children also began to express their interest for certain activities, including when they wanted the Master Trainers to adapt the circle process. A child openly said that there are times he doesn't understand the questions, and this results in him getting bored. Children began taking an active lead in facilitating circle activities. Children began facilitating opening activities. They also chose topics for the story-building rounds. These opportunities for exercising autonomy are extremely helpful for children who are institutionalized and deprived of agency.

DEVELOPING A POSITIVE SENSE OF SELF

Self-Awareness also involves helping children understand their strengths and work towards self-improvement. Drawing from techniques used in strength-based counseling, **circles provided**

children space to think through their strengths and build on these. This allows children to believe that they have something to offer and achieve (Holcomb-McCoy, 2007).

Gradually, with prompting, children began exploring their actions which have impacted others positively. Children were encouraged to think of ways in which they may have helped others, even in what may not be perceived to be a major way. One child said that, “something new for me in the circle was that even I can be respected”.

Children were also encouraged to think of a positive future, as often, being inside, they expressed lack of hope for the future. In the circle, one child said that he was looking forward to the future, ten years later, when he could tell people that, even though he had been in an observation home, and he is now in a good place. Others planned to be surgeons, join the army, or become businessmen.

CHILDREN’S EXPERIENCE OF CIRCLES

In addition to elements of social emotional learning, the circles evidently fostered a safe space for children. Children felt comfortable to share vulnerably and deeply. A child spoke about being sexually harmed (prior to coming to the Observation Home). Another child spoke about his suicidal thoughts during the circle. Both children were given appropriate available interventions by Master Trainers.

Children could also express themselves, including being able to talk about behaviours and actions that may not be perceived to be socially acceptable. When asked what they’d take with them if they were to go for a short vacation to an island, many children spoke about their romantic partners. This indicates the level of safety they perceived in the circle to articulate this.

Circles are a space which welcome everyone and ensure there is no judgment. As Master Trainers regularly emphasized that children could sit in the circle and didn’t have to share, multiple children who don’t speak also sat in the circle and indicated that they **felt safe and happy** during the process. A child who had a hearing and speaking impairment, expressed pictorially that he likes to sit in all the circles.

FLEXIBLE PROCESSES

As feeling thermometers are used at the beginning in the circle, facilitators can understand the collective mood of the children. At times, where multiple children express feeling low, facilitators can tweak the process to help children express this emotion. This further helps with ensuring circles are a safe space which is responsive to the needs of children.

When asked how children felt during the circle processes, children spoke about how they felt they had a constructive way to utilize their time. For some, the physical activities were a way of

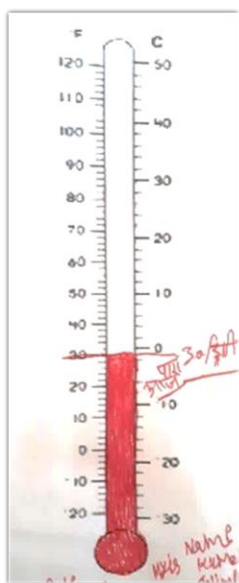
forgetting their difficulties. Children spoke about feeling lighter after participating in circle processes. They specifically said they felt respected during the circle. One child spoke about how he perceived that he learnt from the circle processes. One child specifically spoke about how he understood himself better after participating in circles.

After each circle process, children were asked how they felt, using the same emotional charts used at the beginning of the circle. “Relaxed” was a predominant emotion in the check-out round of most circles. Children also said they felt happy, safe, and peaceful. One child said that “my sad mood gets alright after sitting in circles”.

GULZAR AND TARUN: TWO CHILDREN’S JOURNEYS

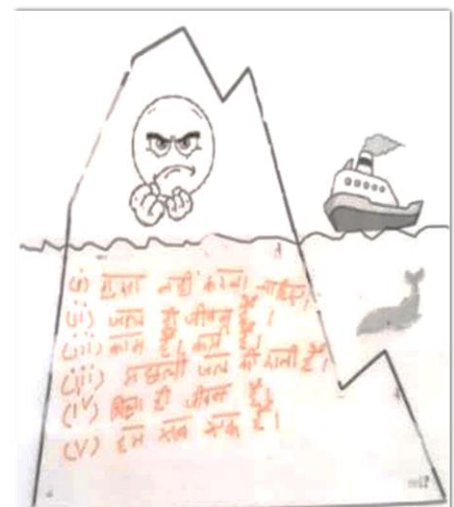
Two children showed tangible impact arising as a result from the circle process.

TARUN*



One child, Tarun, with special needs initially did not engage with the circle questions or in the activities. While he would talk to the Master Trainers in one on one conversations, during the circle he would either not respond to questions or would speak tangentially. Other children often laughed at him during the circles. The facilitators would remind the children of the collective guidelines, including respect for everyone. The facilitators also began inviting the child to sit between them, so that he would feel safe and protected. Over a few circles, the facilitators took special measures to provide a welcoming, warm, and non-judgmental space. On seeing the facilitators’ responses, other children in the circle also began expressing more concern towards Tarun.

By the sixth circle, the child began to feel safer during the circle process. He began identifying emotions on the feelings chart. He also began responding to the circle questions. In one circle, he shared about how he felt sad because no one came to meet him. He identified his circle of support (his sister and friends). While doing a mindfulness activity on imagining a butterfly and chasing it he spoke about how he did not want to hurt the butterfly, demonstrating concern for his environment. He spoke with immense depth. This shows how the circle could help children with different needs to feel safe and work with emotions.



Gulzar came regularly to circles since the project started. During one circle, he spoke about experiencing suicidal thoughts. While he had the option to also speak to the facilitators individually after the circle, the fact that he shared his emotions during the circle process, in front of everyone, shows how he perceived the circle to be a safe space. He said he had been falsely accused and with him being in custody, there was no one to take care of his family. The facilitators checked-in with him after the circle process. They provided him psychological first aid and helped him make a safety plan including what he would do if he would experience high intensity suicidal thoughts. The facilitator provided him with a safe non-judgmental space and provided him with support. The child has now received external intervention.



CIRCLES AND REINTEGRATION

Circles are a helpful strategy for children to learn cooperation and build relationships (Rahman, Sazali, & Veloo, 2020). Activities during circles help children develop self-awareness, awareness of others and build relationship skills (Rahman, Sazali, & Veloo, 2020).

*What we remember from
childhood we remember forever*

- Cynthia Ozick

When children do not have emotional awareness and understanding, and are not equipped with strategies for emotional regulation, it often results in an inability to control impulses while experiencing difficult emotions, and in difficulty in pursuing goals (Salinas, 2019). Through the project, there is a clear evidence of how children have demonstrated increased social emotional learning.

Emotional intelligence is directly related to aggressive behavior as well being involved in the legal system (Sharma, Prakash, Sengar, Chaudhury, & Singh, 2015). Individuals with low emotional intelligence are more prone to risky behavior (Sharma, Prakash, Sengar, Chaudhury, & Singh, 2015). On the other hand, improved social emotional learning helps in decreased incidents of violence as well as increased empathy (Larrier & Lewis, 2017). The increased social emotional learning paves the way for indicating improved opportunities in the future for children through enhanced skills, emotional management, and better social support.

WAY FORWARD

While the restorative circles have helped children significantly, the aim is to implement the restorative model as a whole-institution model to involve the staff of the Observation Home and

the parents in a structured and intensive way. For restorative circles to realize their full potential, it is crucial that the restorative environment extends beyond the circles conducted by Master Trainers to the environment in the Observation Home, and, ultimately, to their families.

Restorative practices, when broadly and consistently implemented, will promote, and strengthen positive institution wide culture and enhance pro-social relationships with the family and the community. The whole-institution model will help achieve lasting change that enhances and builds relationships between children, staff, parents, improves healthy behaviour, reduces violence and bullying. The aim is to pave the way for the model to be replicable across childcare institutions.

REFERENCES

- Bahman, S., & Maffini, H. (2008). *Developing Children's Emotional Intelligence*. London : Bloomsbury Publishing. Retrieved from https://books.google.co.in/books?hl=en&lr=&id=3GTOBAAQBAJ&oi=fnd&pg=PP9&dq=%22feeling+thermometer%22+children+emotions&ots=QrKDCd4pZk&sig=b5La6vjR-oQYKJDF2OfAJLUnhyk&redir_esc=y#v=onepage&q=%22feeling%20thermometer%22%20children%20emotions&f=false
- Barrett, L., Gross, J., Christensen, T., & Benvenuto, M. (2001). Knowing what you're feeling and knowing what to do about it: Mapping the relation between emotion differentiation and emotion regulation. *Cognition & Emotion*, 15(6), 713–724. doi:10.1080/02699930143000239
- Beattie, B., Blease, M., & O'Neill, B. (2005). *Circle Time*. . Wiltshire: Positive Press.
- Bennett, M. (2011). Children's social identities. *Infant And Child Development*, 20 (4), 353-363. doi:10.1002/icd.741
- Black, K. B. (2018). Social Emotional Learning: A Multi-Tiered School Counseling Approach.
- Brown, C. (2003). Children's Perceptions of Discrimination: Antecedents and Consequences. *Texas Scholar Works*.
- Collins, B., & Kavanagh, A. M. (2015). Circle time as an inclusive learning space: exploring student teachers' prior school experiences. *All Ireland Journal of Teaching and Learning in Higher Education*, 7(2), 18111 – 18115.
- Culpepper, C. (2014). The Effects of Social Support on At-Risk Youth (PhD). *Tennessee Research and Creative Exchange*.
- Devine, P. G., & Sharp, L. B. (2009). Automaticity and control in stereotyping and prejudice. (T. D. Nelson (Ed.), Ed.) *Handbook of prejudice, stereotyping, and discrimination* , pp. 61-87.
- Dym Bartlett, Jessica & Griffin, Jessica & Thomson, Dana . (2020, March 19). *Child Trends*. Retrieved from childtrends.org: <https://www.childtrends.org/publications/resources-for-supporting-childrens-emotional-well-being-during-the-covid-19-pandemic>
- Elias, M., Zins, J., Weissberg, R., Frey, K., Greenberg, M., Shriver, T., . . . Haynes, N. (1997). *Promoting Social and Emotional Learning*. Alexandria: Association for Supervision & Curriculum Development.
- Esposito, M. H., Lee, H., Hicken, M. T., Porter, L. C., & Herting, J. R. (2017). The consequences of contact with the criminal justice system for health in the transition to adulthood. *Longitudinal and life course studies*, 8(1), 57–74. doi:10.14301/llcs.v
- Fiona S. McEwen¹, Tania Bosqui², Nicolas Chehade³, Stephanie Saad³, Diana Abdul Rahman³, Stephanie Skavenski⁴, Laura Murray⁴, Michael Pluess¹ & the t-CETA study team. (2020, April 8). *Delivering Psychological Treatment To Children Via Phone: A Set Of Guiding Principles Based On Recent Research With Syrian Refugee Children*. Retrieved from Queen Mary University of London: https://www.qmul.ac.uk/sbcs/media/sbcs/documents/QMUL_Guidance-for-Delivering-Psychological-Treatment-to-Children-via-Pho....pdf
- Fishbein, H. D. (1996). *Peer Prejudice and Discrimination: Evolutionary, cultural, and developmental dynamics*. Boulder, Colo. : Westview Press,.

- Fiske, S. (2013). *Social Cognition: from brains to culture*. Sage. doi:10.4135/9781446286395
- Flynn, M., & Rudolph, K. (2010). The contribution of deficits in emotional clarity to stress responses and depression. *Journal of Applied Developmental Psychology*, 31(4), 291–297.
- Franks, G. (. (2001). Can Circle Time Facilitate the Learning of Emotional Expression and Competence in Boys with Severe EBD?
- Friedberg, R., Garcia, J., & McClure, J. (2014). *Cognitive Therapy Techniques for Children and Adolescents*. The Guilford Press.
- Gabriel, M. J. (2016, July 22). *Grounding Techniques*. Retrieved from mirandagabriel: <https://www.mirandagabriel.com/blog/grounding-techniques>
- Gehlbach, H., Young, L., & Roan, L. (2012). Teaching social perspective taking: how educators might learn from the Army. *Educational Psychology*, 32(3), 295-309. doi:10.1080/01443410.2011.652807
- Gilman, A. B., Hill, K. G., & Hawkins, J. D. (2015). When is youths' debt to society paid off? Examining the long-term consequences of juvenile incarceration for adult functioning. *Journal of developmental and life-course criminology*, 1(1), 33–47.
- Goleman, D. (2005). *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam Books.
- Heilman, M. E., Manzi, F., & Braun, S. (2015). Presumed incompetent: perceived lack of fit and gender bias in recruitment and selection. In A. M. (Eds.), *Handbook of gendered careers in management: Getting in, getting on, getting out* (pp. 90-104). Edward Elgar Publishing.
- Hentschel, T., Braun, S., Peus, C., & Frey, D. (2017). The communality-bonus effect for male transformational leaders – leadership style, gender, and promotability. *European Journal Of Work And Organizational Psychology*, 27(1), 112-125. doi: doi: 10.1080/13594
- Hentschel, T., Heilman, M. E., & Peus, C. V. (2019, January 30). The multiple dimensions of gender stereotypes: a current look at men's and women's characterizations of others and themselves. *Frontiers in psychology*, 10(11). doi:10.3389/fpsyg.2019.00011
- Holcomb-McCoy, C. (2007). *School counseling to close the achievement gap: A Social Justice Framework for Success*. Thousand Oaks, CA: Corwin Press.
- Hromek, R., & Roffey, S. (2009). Promoting Social and Emotional Learning with Games: "It's Fun and We Learn Things. *Simulation & Gaming*, 40(5), 626–644. doi:10.1177/1046878109333793
- Kranzler, A., Young, J. F., Hankin, B. L., Abela, J. R., Elias, M. J., & Selby, E. A. (2016). Emotional Awareness: A Transdiagnostic Predictor of Depression and Anxiety for Children and Adolescents. *Journal Of Clinical Child & Adolescent Psychology*, 45(3), 262-269. doi:10.1080/15374416.2014.987379
- Krull, S. W. (2017). Teaching tips for successful circle times.
- Larrier, Y., & Lewis, T. .. (2017). Social-emotional learning and at-risk children and youth. *Global Engagement and Transformation*. Retrieved from <https://scholarworks.iu.edu/journals/index.php/joget/article/view/24271>

- Mancini, G., Agnoli, S., Trombini, E., Baldaro, B., & Surcinelli, P. (2013). Predictors of emotional awareness during childhood. *Health, 5*(3), 375-380. doi:10.4236/health.2013.53050
- Megreya, A. (2014). Emotional Intelligence and Criminal Behavior. *Journal Of Forensic Sciences, 60*(1), 84-88. doi:10.1111/1556-4029.12625
- Mirsky, L., & Wachtel, T. (2007). The worst school I've ever been to: Empirical evaluations of a restorative school and treatment milieu. Reclaiming Children and Youth. *The Journal of Strength-based Interventions, 16*(2), 13-16. Retrieved from <http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=0&sid=71555c94-592e-4d8d-a9ed-9c2b5f14870b%40sessionmgr120>
- Mosley, J. (2016, November 29). *Jenny Mosely Consultancies*. Retrieved March 2, 2020, from Circle time: <https://www.circle-time.co.uk/review-research-underpins-jenny-mosleys-quality-circle-time-circles-support-model/>
- O'Kearney, R., Salmon, K., Liwag, M., Fortune, C., & Dawel, A. (2016). Emotional Abilities in Children with Oppositional Defiant Disorder (ODD): Impairments in Perspective-Taking and Understanding Mixed Emotions are Associated with High Callous–Unemotional Traits. *Child Psychiatry & Human Development, 48*(2), 346-357. doi:10.1007/s10578-016-0645-4
- Oleszkiewicz, A., Frackowiak, T., Sorokowska, A., & Sorokowski, P. (2017, November). Children can accurately recognize facial emotions from emoticons doi:. *Computers In Human Behavior, 76*, 372-377. doi:10.1016/j.chb.2017.07.040
- Rahman, F., Sazali, N., & Veloo, A. (2020). Empowering Children Through Circle Time: An Intervention to Promote Language Interaction In Primary ESL Classroom in Malaysia. *Practitioner Research, 263*-287. doi:10.32890/pr2019.1.0.8201
- Rieffe, C., Meerum Terwogt, M., & Kotronopoulou, K. (2006). Awareness of Single and Multiple Emotions in High-functioning Children with Autism. *Journal Of Autism And Developmental Disorders, 37*(3), 455-465. doi:10.1007/s10803-006-0171-5
- Rieffe, C., Oosterveld, P., Miers, A., Meerum Terwogt, M., & Ly, V. (2008). Emotion awareness and internalising symptoms in children and adolescents: The Emotion Awareness Questionnaire revised. *Personality And Individual Differences, 45*(8), 756-761. doi:10.1016/j.paid.2008.08.001
- Saha, P., & Tyagi, M. (2016). Examining the Relationship between Emotional Intelligence and Empathy among Juvenile Sexual Offenders and Juvenile Offenders. *International Journal of Police Security and Criminal Justice*.
- Salinas, K. (2019). Testing The Role Of Emotion Dysregulation As A Predictor Of Juvenile Recidivism . *Master of Clinical Psychology*.
- Seager van Dyk, Ilana & Kroll, Juliet & Martinez, Ruben & Emerson, Natacha & Bursch, Brenda. (2020, April 2). *Connecting with children and adolescents via telehealth during COVID-19*. Retrieved from American Psychological Association: <https://www.apa.org/topics/covid-19/telehealth-children>

- Sharma, N., Prakash, O., Sengar, K. S., Chaudhury, S., & Singh, A. R. (2015, July 16). The relation between emotional intelligence and criminal behavior: A study among convicted criminals. *Industrial Psychiatry Journal*, 24(1), 54-58. Retrieved from <https://www.industrialpsychiatry.org/text.asp?2015/24/1/54/160934>
- Ståhlberg, O., Anckarsäter, H., & Nilsson, T. (2010). Mental health problems in youths committed to juvenile institutions: Prevalence and treatment needs. *European child & adolescent psychiatry*, 19(12), 893–903. doi:10.1007/s00787-010-0137-
- Taylor, S., & Fiske, S. (2013). *Social Cognition: From Brains to Culture*. United Kingdom:: SAGE Publications. doi:10.4135/9781446286395
- Tominey, S., O'Bryon, E., Rivers, S., & Shapses, S. (2017). Teaching Emotional Intelligence in Early Childhood. *Young Children*, 72(1), 6-14. Retrieved April 7, 2020, from www.jstor.org/stable/90001479
- Weissberg, R., & Cascarino. (2013, October 1). Academic Learning + Social-Emotional Learning = National Priority. Phi Delta Kappan. *SAGE Journals*, 95(2), 8-13. doi:10.1177/003172171309500203
- Weissberg, R., & Cascarino, J. (2013). Academic Learning + Social-Emotional Learning = National Priority. *Phi Delta Kappan*, 95(2), 8-13. doi:10.1177/003172171309500203
- Wilbur, J., Wilbur, M., Garrett, M., & Yuhas, M. (2001). Talking Circles: Listen, or Your Tongue Will Make You Deaf. *The Journal For Specialists In Group Work*, 4, 368-384. doi:10.1080/01933920108413785
- Winters, A. (2017). Using talking circles in the classroom. Heartland Community College.
- Yeager, D. (2017). Social and Emotional Learning Programs for Adolescents. . *The Future of Children*, 27(1), 73-94. Retrieved April 7, 2020, from www.jstor.org/stable/44219022