# SOCIAL DISCIPLINE WINDOW

**Authority, support, and the responsibility to work WITH people**

The **International Institute for Restorative Practices (IIRP)** uses the Social Discipline Window to show four approaches to authority. It asks us to consider how we combine **control** (limits and expectations) with **support** (encouragement and care).

## IIRP: FOUR APPROACHES TO SOCIAL DISCIPLINE

| | LOW SUPPORT | HIGH SUPPORT |
|---|---|---|
| HIGH LIMITS | **TO**<br>**Punitive \| high control, low support**<br>Rules and consequences **without** enough relational support. | **WITH**<br>**Restorative \| high control, high support**<br>Hold expectations **and** dignity together; involve people in accountability. |
| LOW LIMITS | **NOT**<br>**Neglectful \| low control, low support**<br>Avoid responsibility; offer neither clear limits nor meaningful care. | **FOR**<br>**Permissive \| low control, high support**<br>Offer care but remove expectations or take over another person's responsibility. |

**The CARES emphasis: WITH** is the restorative posture. High accountability does not require humiliation, and meaningful support is more than rescuing people from consequences.

## A RELATED, DIFFERENT LENS: WEINGARTEN'S WITNESSING MODEL

This model examines what we **notice** and whether we have the **ability or resources to respond**. It is **not** another set of names for IIRP's quadrants.

### AWARE + EMPOWERED

Recognize the need and can respond with informed care.

### UNAWARE + EMPOWERED

Have influence, but may act without understanding the harm.

### AWARE + UNEMPOWERED

See what is needed but lack capacity, influence, or support.

### UNAWARE + UNEMPOWERED

Neither recognize the issue nor feel able to respond.

**Terminology:** Weingarten uses *disempowered*; CARES' accessible wording here is *unempowered*. These are witnessing positions, not fixed identities.

### WHY CARES TEACHES THESE LENSES

Restorative leaders must recognize their own stance, exercise authority **with** Consideration, and know when they need greater awareness, support, or preparation before acting.

**Sources:** IIRP Graduate School, Social Discipline Window (Wachtel); K. Weingarten, Witnessing, Wonder, and Hope (2000).