



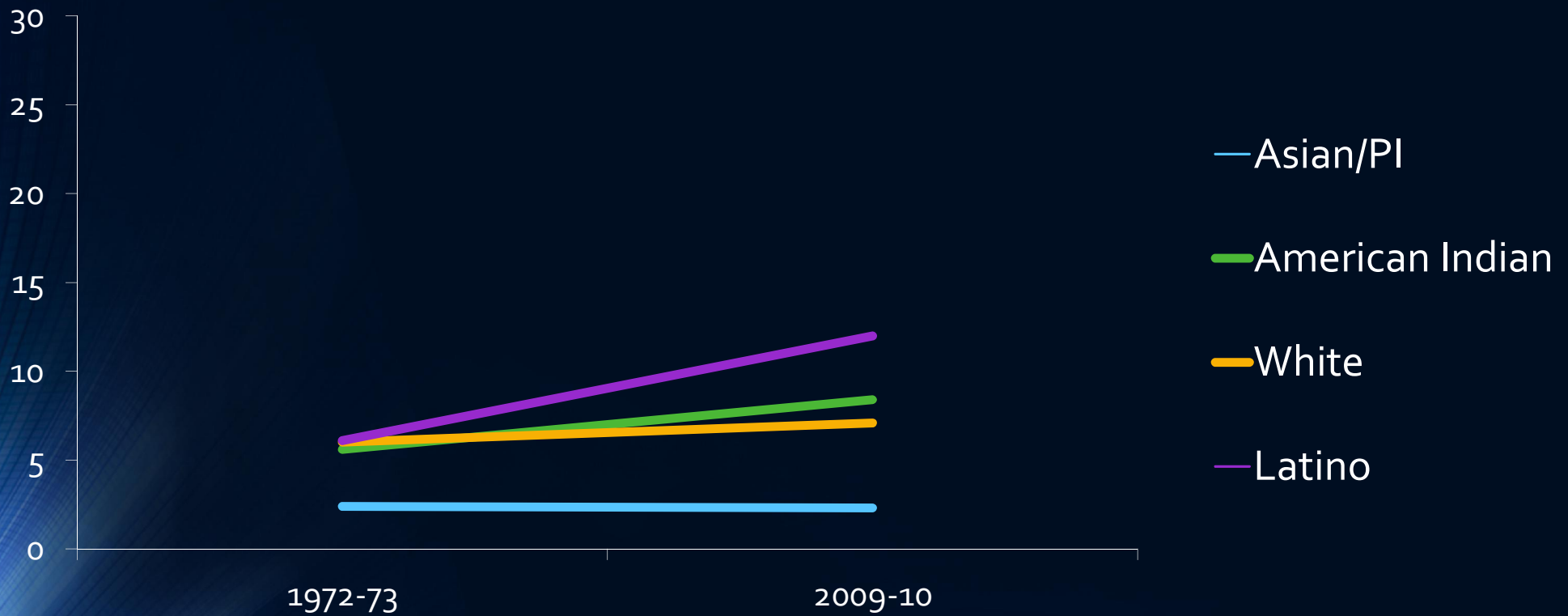
Guiding Principles and Efficacy of Restorative Practices in Schools

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The urgency

Racial Disparities in Secondary School Suspension Rates*

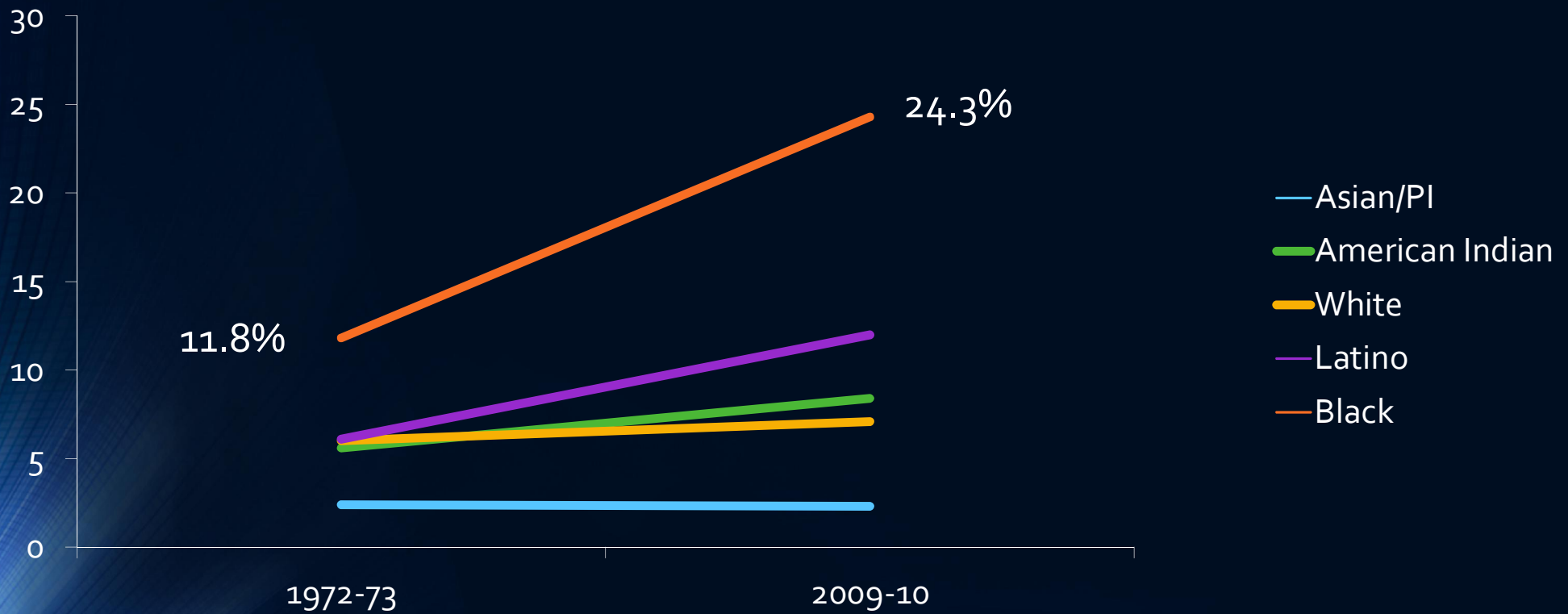


Source: Data from the U.S. Department of Education's 2009-10 Civil Rights Data Collection

Figure from Losen, D. & Martinez, T. (2013) *Out of School & OffTrack: The overuse of Suspensions in American Middle and High Schools*.

* Based on non-duplicated student counts.

Racial Disparities in Secondary School Suspension Rates*



Source: Data from the U.S. Department of Education's 2009-10 Civil Rights Data Collection

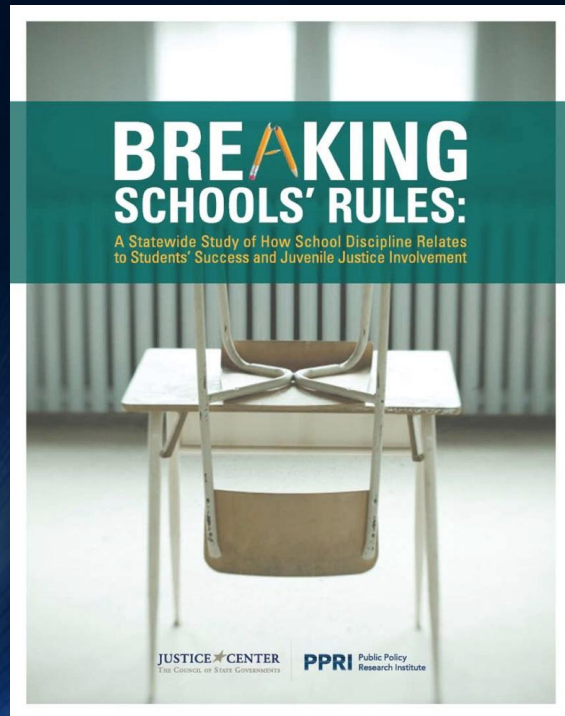
Figure from Losen, D. & Martinez, T. (2013) *Out of School & OffTrack: The overuse of Suspensions in American Middle and High Schools*.

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Alternative explanations

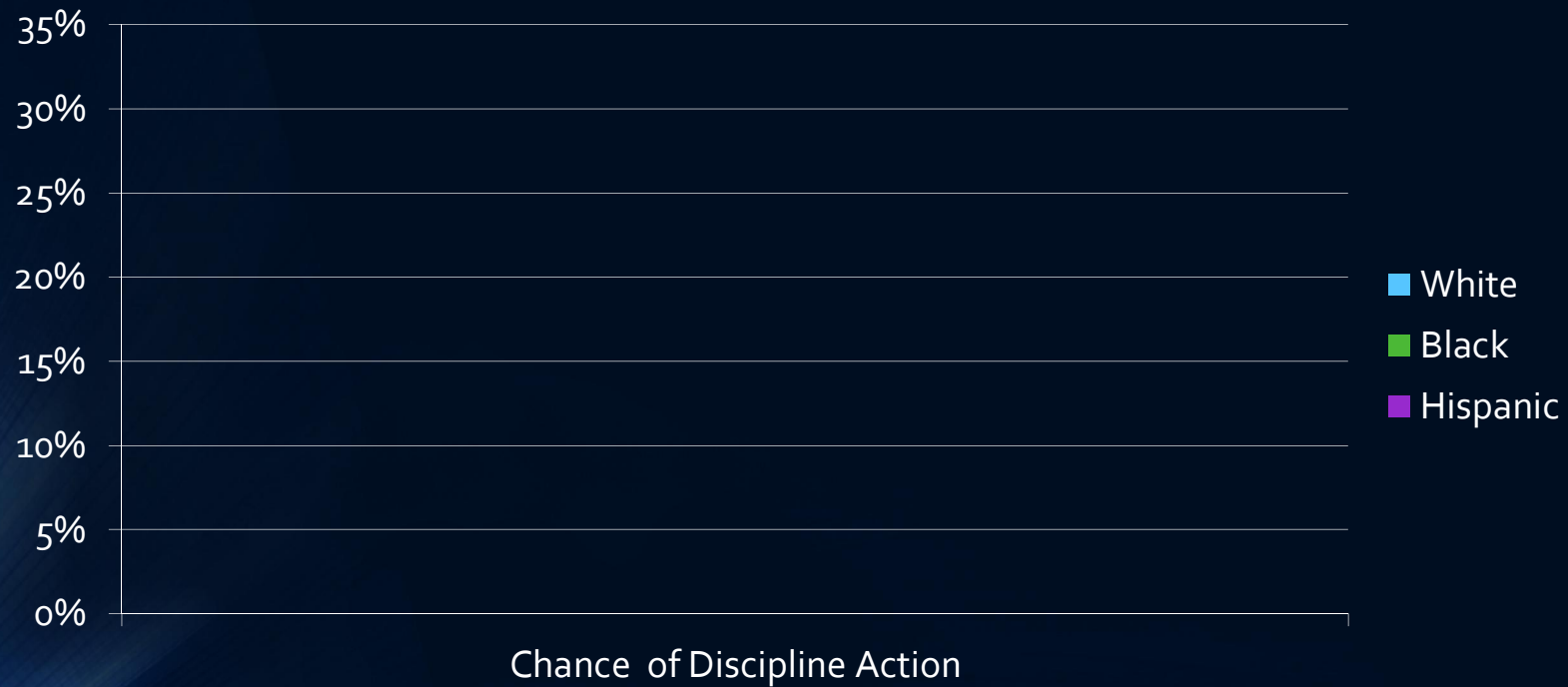
- Really about lags in achievement?
- Disproportionate representation in special education?
- Higher poverty rates?

A statewide longitudinal study

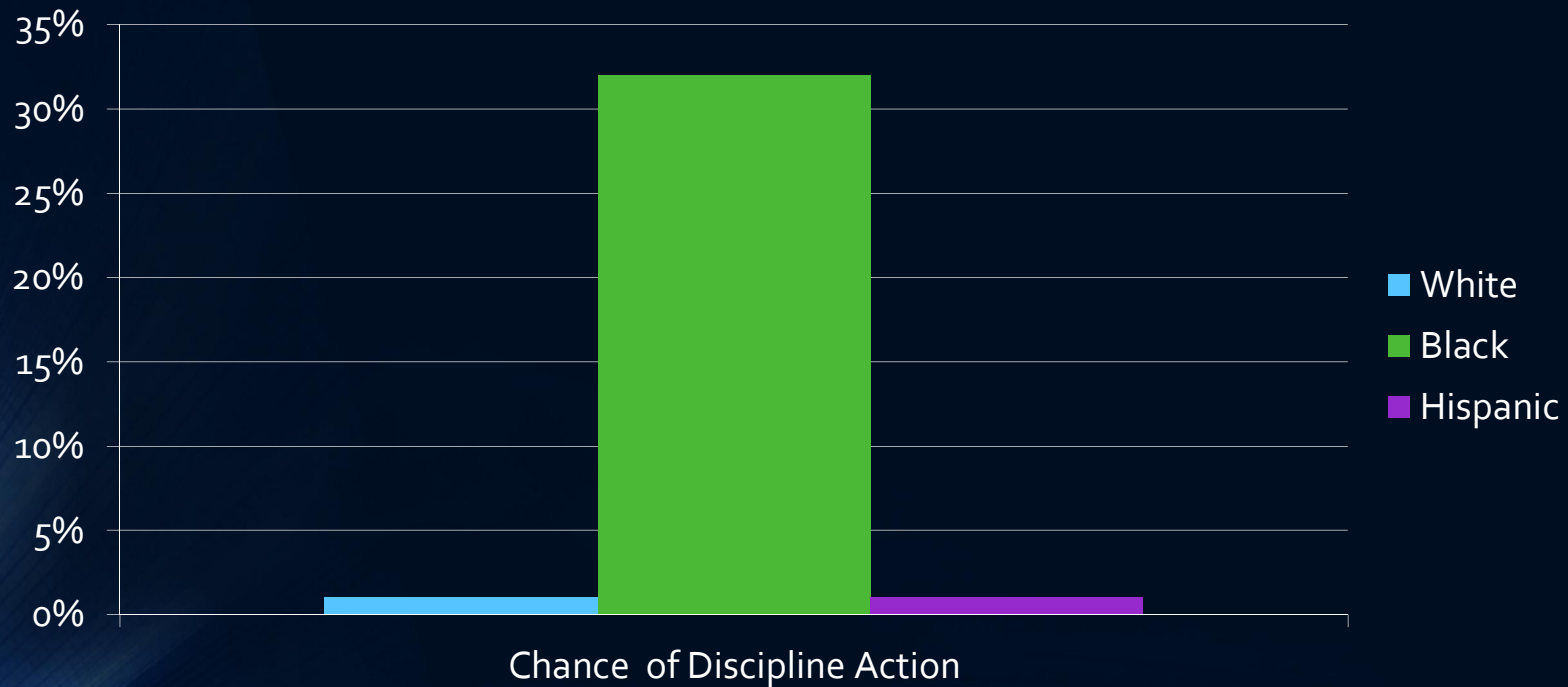


- Rigorously examined the link between race and discipline.
- Isolate the effects of race controlling for 83 risk factors.
- (Multivariate methodologies make it possible to isolate the effect of a single factor, while holding the remainder of the factors statistically constant.)

Accounting for 83 different variables and compared to otherwise identical White and Latino students



African American students had a 31 percent higher likelihood of a school discretionary discipline action



Other groups to be concerned about...

Male students

Across a K-12 sample, males received 3 times more referrals for behavior and 22% more referrals for attendance than females (Kaufman et al., 2010).

Latino students

Latino 10th graders were twice as likely as White students to be issued an out-of-school suspension. Findings accounted for student- and teacher-reported misbehavior (Finn & Servoss, 2013).

Black females

In 2009, the average national suspension rate for Black females was **13%**; 5% higher than the national average for all students and comparable to the suspension rate of Latino males (Losen & Martinez, 2013).

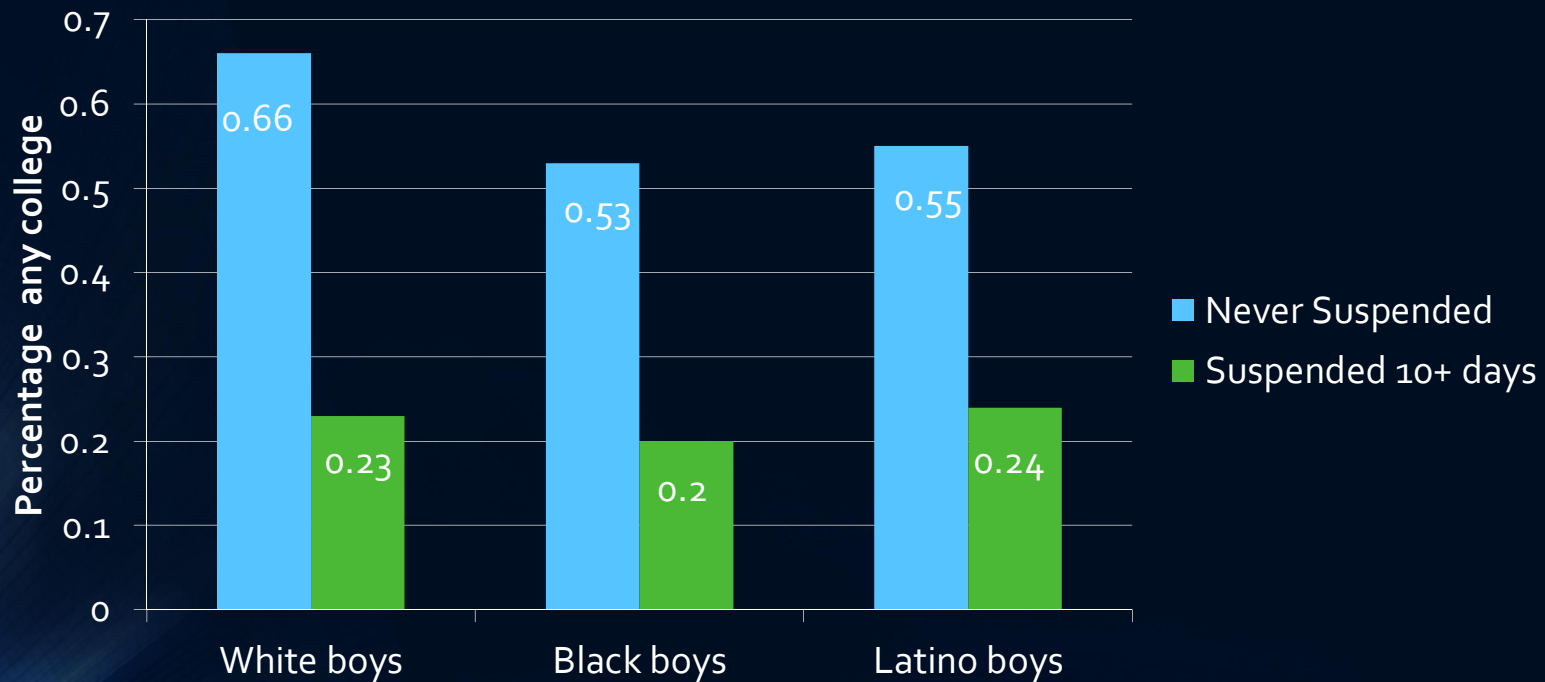
Gender non-conforming and LGBT youth

LGB girls experienced about **twice** as many arrests and convictions as other girls who had engaged in similar transgressions. They also were expelled at higher rates (Himmelstein & Bruckner, 2011).

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The urgency

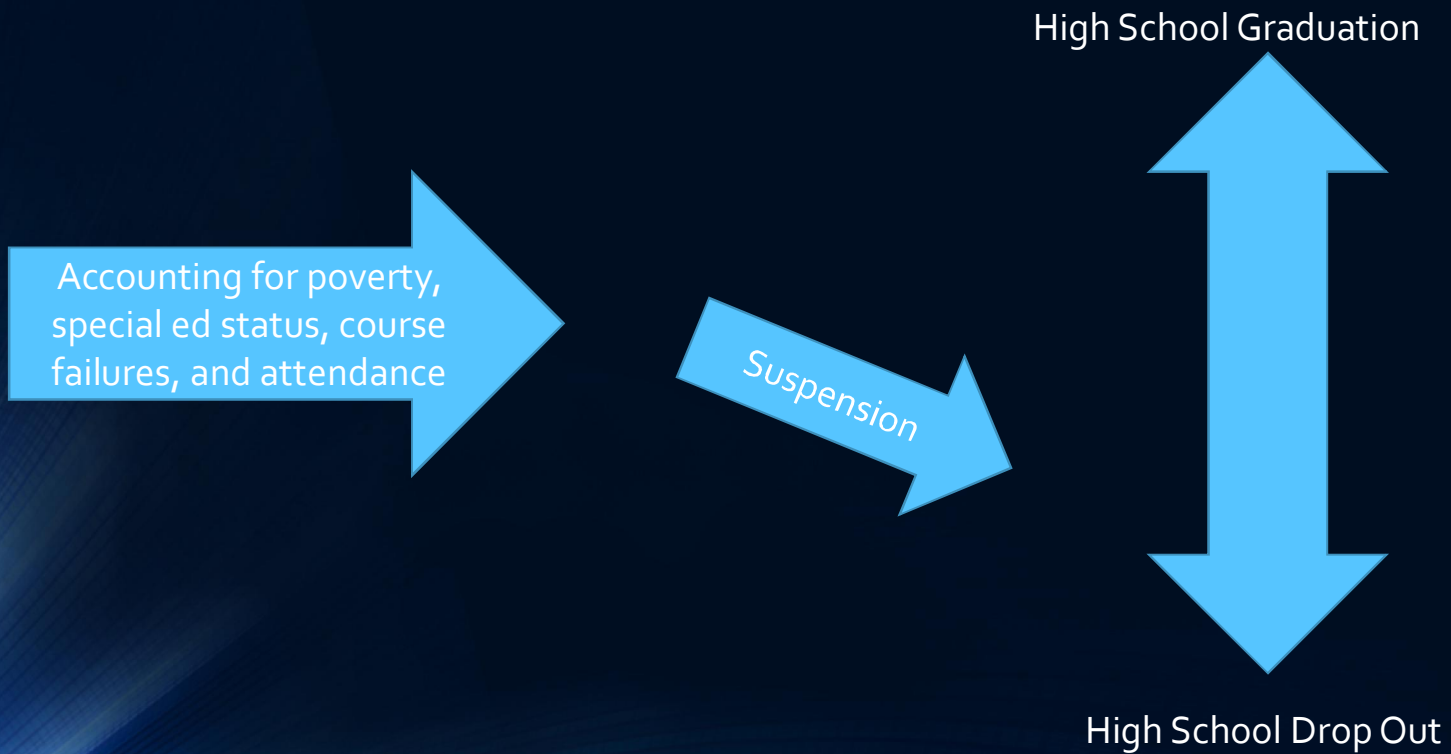
Suspension and college coursework



Shollenberger, T. L (2015). Racial disparities in school suspension and subsequent outcomes: Evidence from the National Longitudinal Survey of Youth. In D. J. Losen (Ed.) Closing the Discipline Gap.

Statewide sample of Floridian 9th graders followed over time:

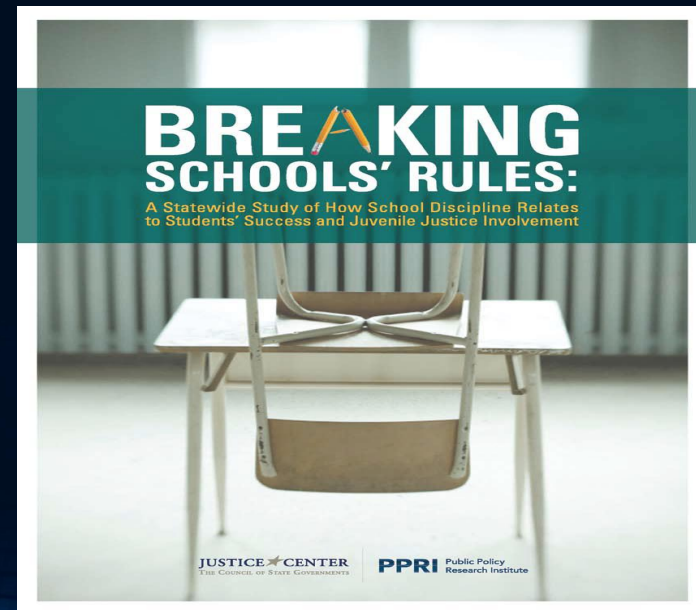
Each additional suspension further decreased a student's odds of graduating high school by 20%



(Balfanz, Byrnes, & Fox, 2015).

School to prison pipeline

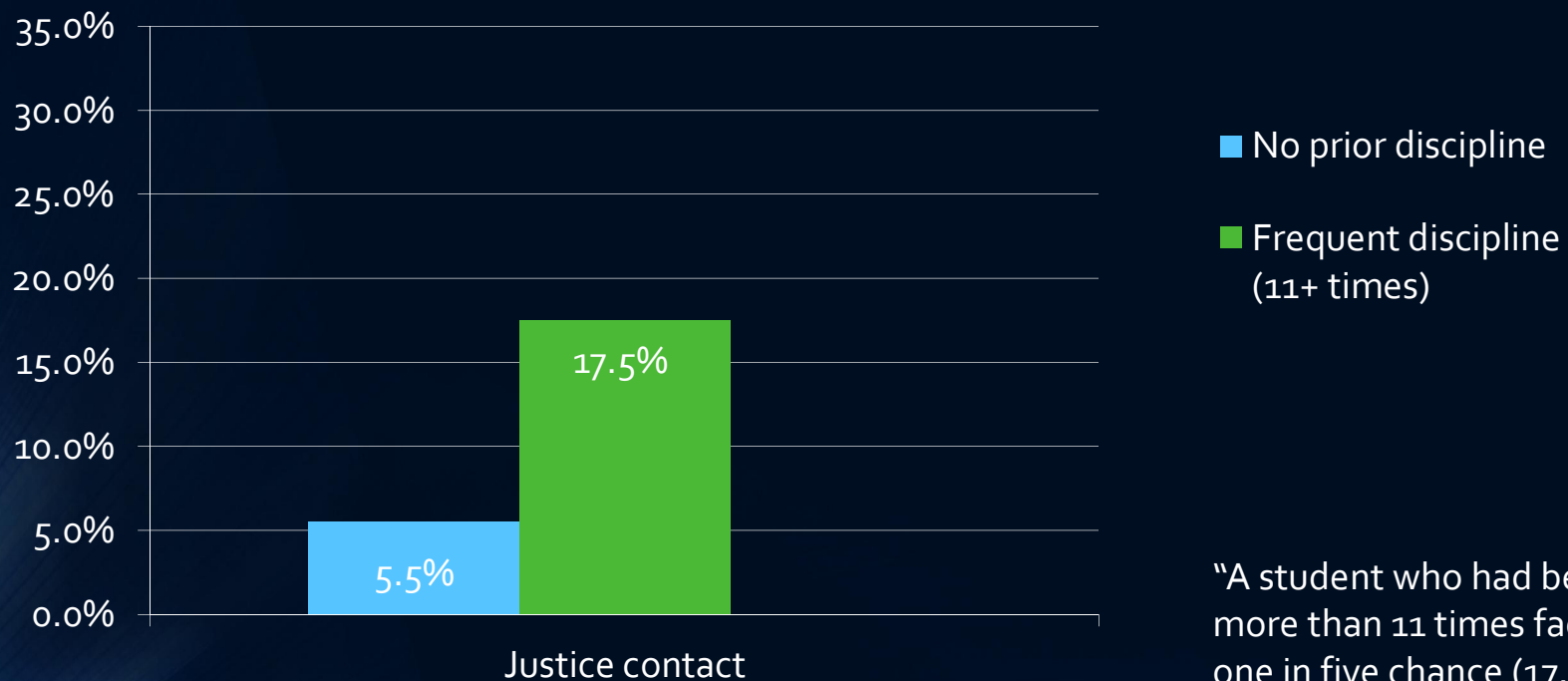
- To what extent is school discipline an indicator of risk for juvenile justice involvement, particularly for students who cycle through the disciplinary system?



Accounting for 83 different risk variables...

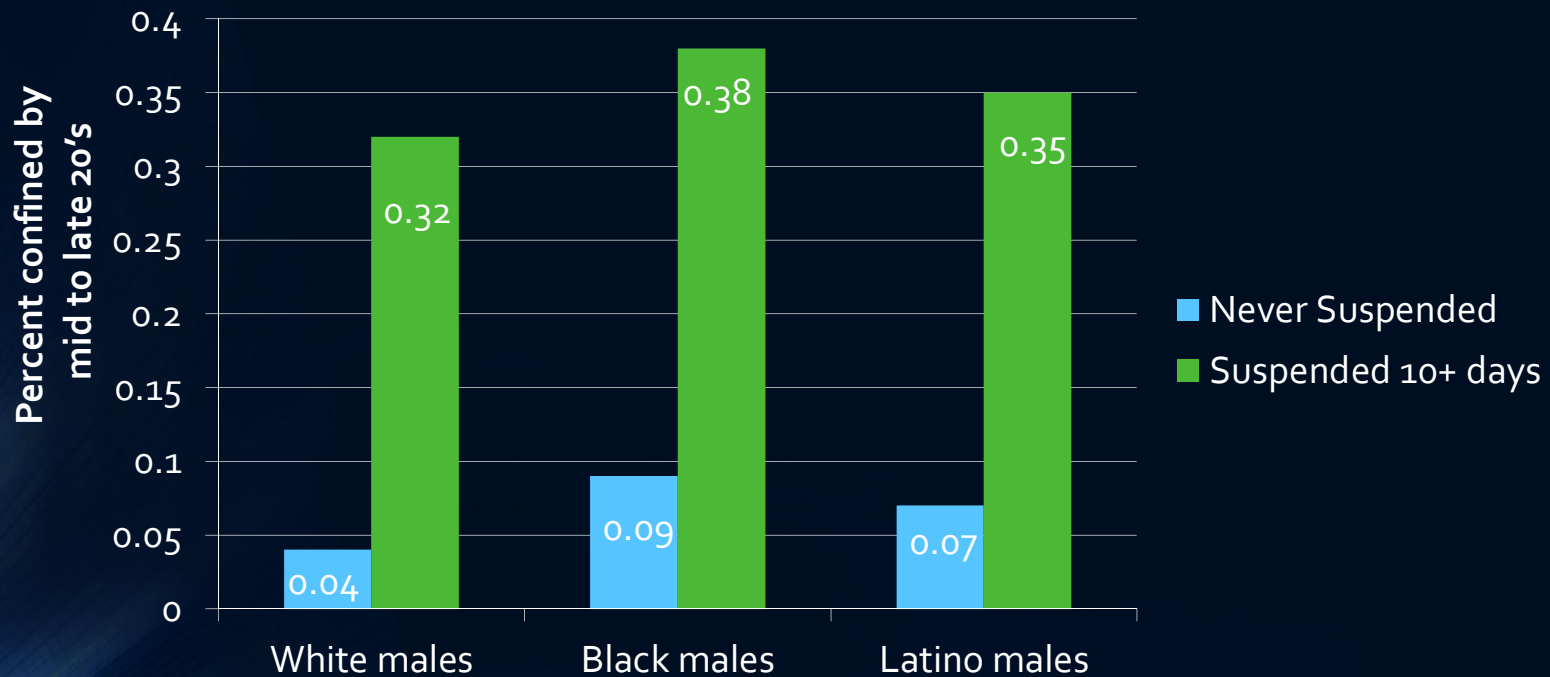


Frequently disciplined students and juvenile justice contact



"A student who had been disciplined more than 11 times faced a nearly one in five chance (17.3 %) of a juvenile justice contact" p. 71.

Suspension and confinement in correctional facilities




Shollenberger, T. L (2015). *Racial disparities in school suspension and subsequent outcomes: Evidence from the National Longitudinal Survey of Youth*. In D. J. Losen (Ed.) *Closing the Discipline Gap*.

From “deporting and disciplining” to “resolving and educating”

- ***Preventing discipline disparities:***
 - Offer supportive relationships,
 - Academic rigor,
 - Culturally relevant and responsive teaching,
 - Bias-free classrooms and respectful school environments
- ***Intervening when conflict occurs:***
 - Problem-solve,
 - Engage youth and families,
 - Reintegrate students after conflict.

Gregory, Bell, Pollock, (2014)
Intervention Brief at
<http://rtpcollaborative.indiana.edu/briefing-papers/>

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Beyond “gap gazing:”
The promise of
restorative approaches
to discipline

RESTORATIVE APPROACHES to discipline

Summary:

- Focuses on relationships
- Gives voice to the person harmed and the person who caused the harm
- Engages collaborative problem-solving
- Dialogue-based decision-making process
- An agreed upon plan leads to actions aimed at repairing the harm done.



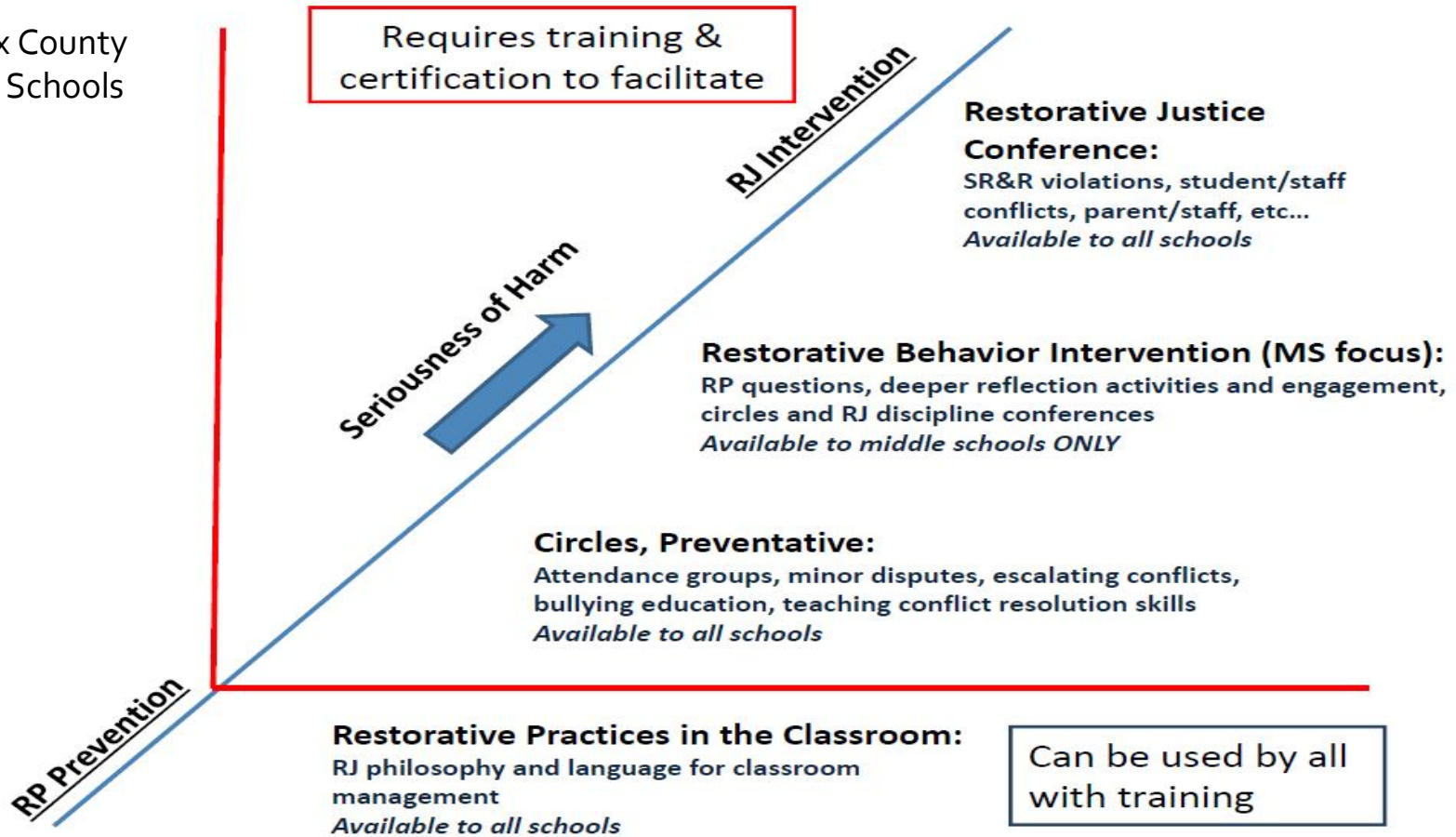
Schiff, M. (2013). *Dignity, disparity and desistance: Effective restorative justice strategies to plug the "school-to-prison pipeline."* In Center for Civil Rights Remedies National Conference. Closing the School to Research Gap: Research to Remedies Conference. Washington, DC.

RESTORATIVE APPROACHES- DEFINITIONS

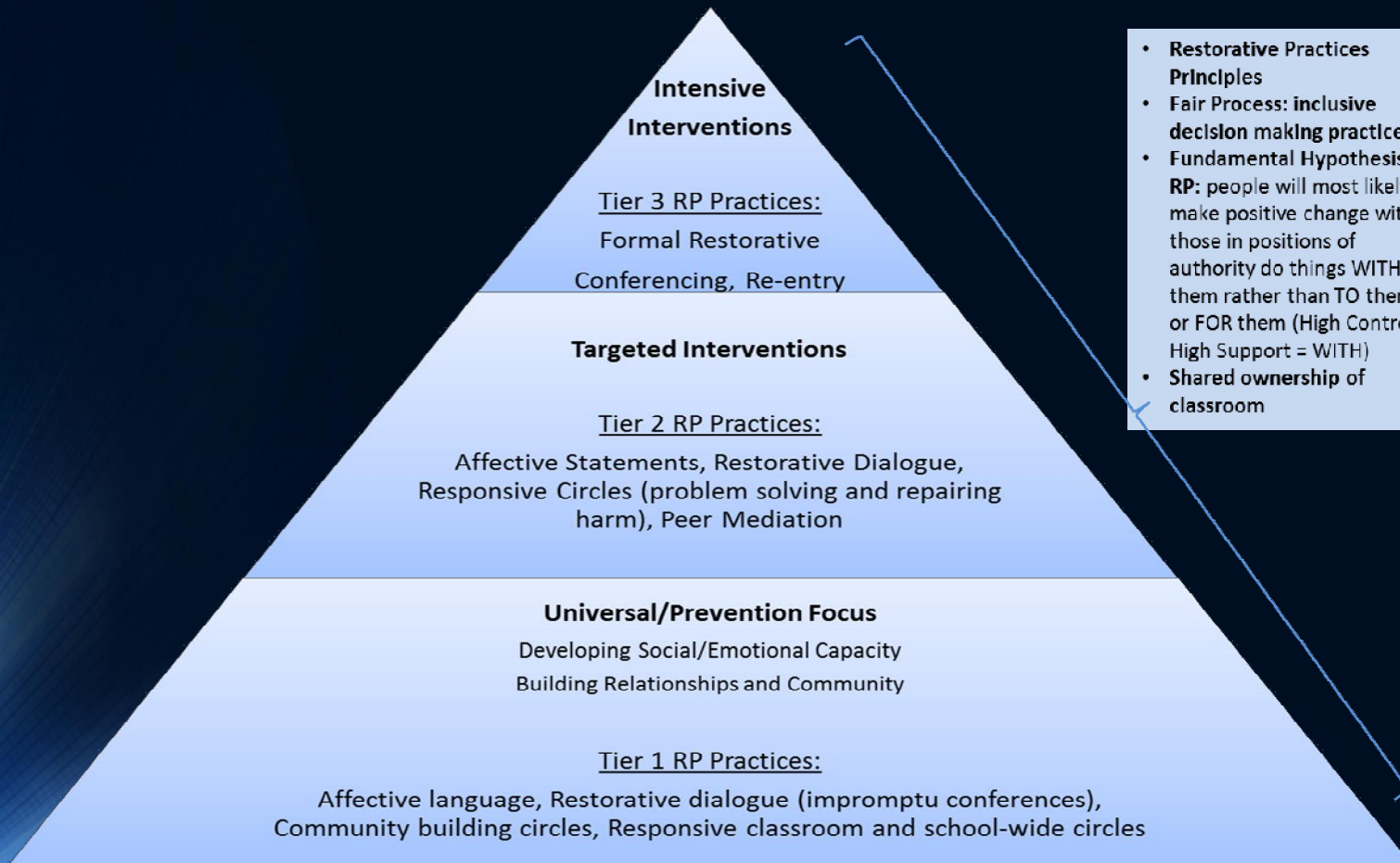
Restorative Justice – A theory of justice that emphasizes **repairing the harm**.

Restorative practices – A framework for a **broad range** of restorative justice approaches that proactively build a school community based on cooperation, mutual understanding, trust and respect.

From: DIGNITY IN SCHOOLS CAMPAIGN
MODEL CODEWEBINAR V: RESTORATIVE JUSTICE,
http://www.dignityinschools.org/files/ModelCode_Webinar_RestorativeJustice.pdf



SFUSD Restorative Practices Multiple Tiered System of Supports



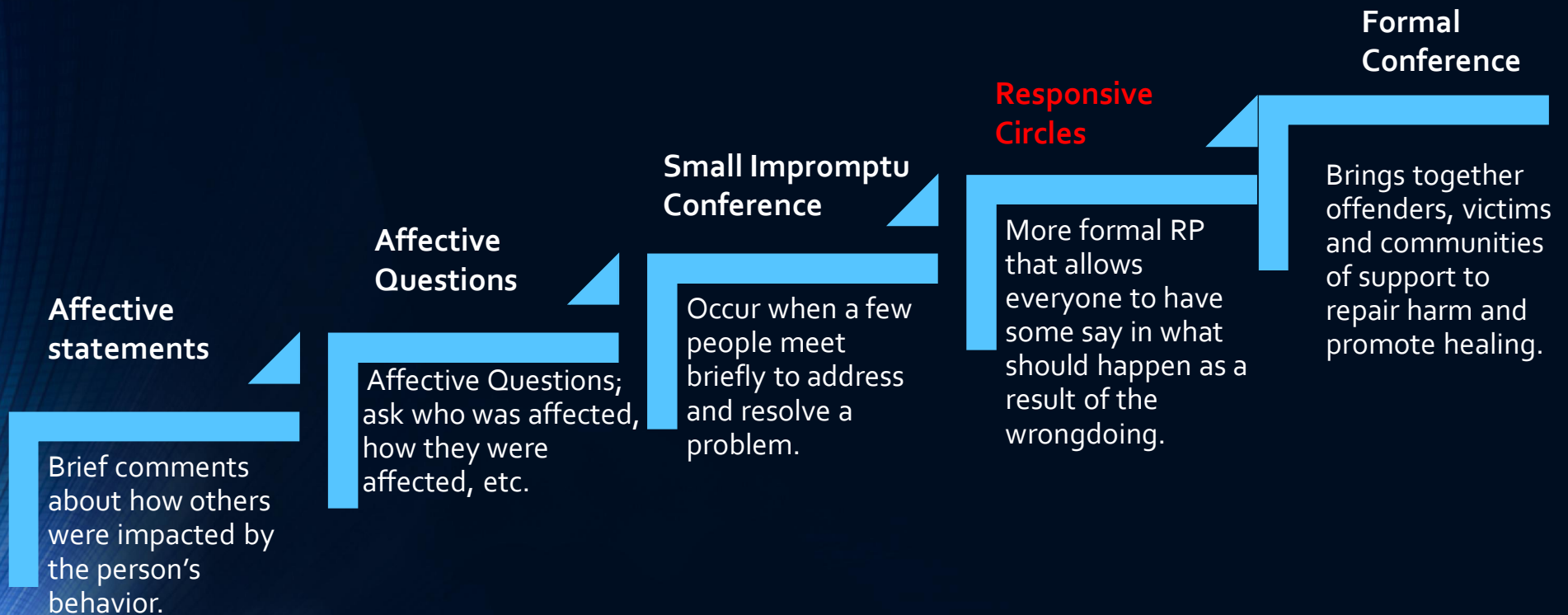
- Restorative Practices Principles
- Fair Process: inclusive decision making practices
- Fundamental Hypothesis of RP: people will most likely make positive change with those in positions of authority do things WITH them rather than TO them or FOR them (High Control + High Support = WITH)
- Shared ownership of classroom

Restorative Practices Continuum from the *International Institute of Restorative Practices (IIRP)*



Adapted from Costello, B. , Wachtel, J. & Wachtel, T. (2010). *Restorative circles in schools building community and enhancing learning.*

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Foster reflection through a series of “restorative questions”

- Questions to ask the disputant:
 - What happened? What were you thinking about at the time? What have your thoughts been since?
 - Who has been affected by what you did? In what way have they been affected?
 - What do you think you need to do to make things right?
- Questions to ask those harmed or affected by the incident:
 - What did you think when you realized what had happened?
 - How has this affected you and others? What has been the hardest thing for you?
 - What do you think needs to happen to make things right?

From Costello, B., Wachtel, J. & Wachtel, T. (2010).

Restorative circles in schools building community and enhancing learning.

Experiencing Restorative Practices in the classroom

My teacher is respectful when talking about feelings. (Affective Statements)

When someone misbehaves, my teacher responds to negative behaviors by asking students questions about what happened, who has been harmed and how the harm can be repaired. (Restorative Questions)

My teacher uses circles to provide opportunities for students to share feelings, ideas and experiences. (Proactive Circles)

(IIRP, 2009)

What the students might experience through the RP Elements

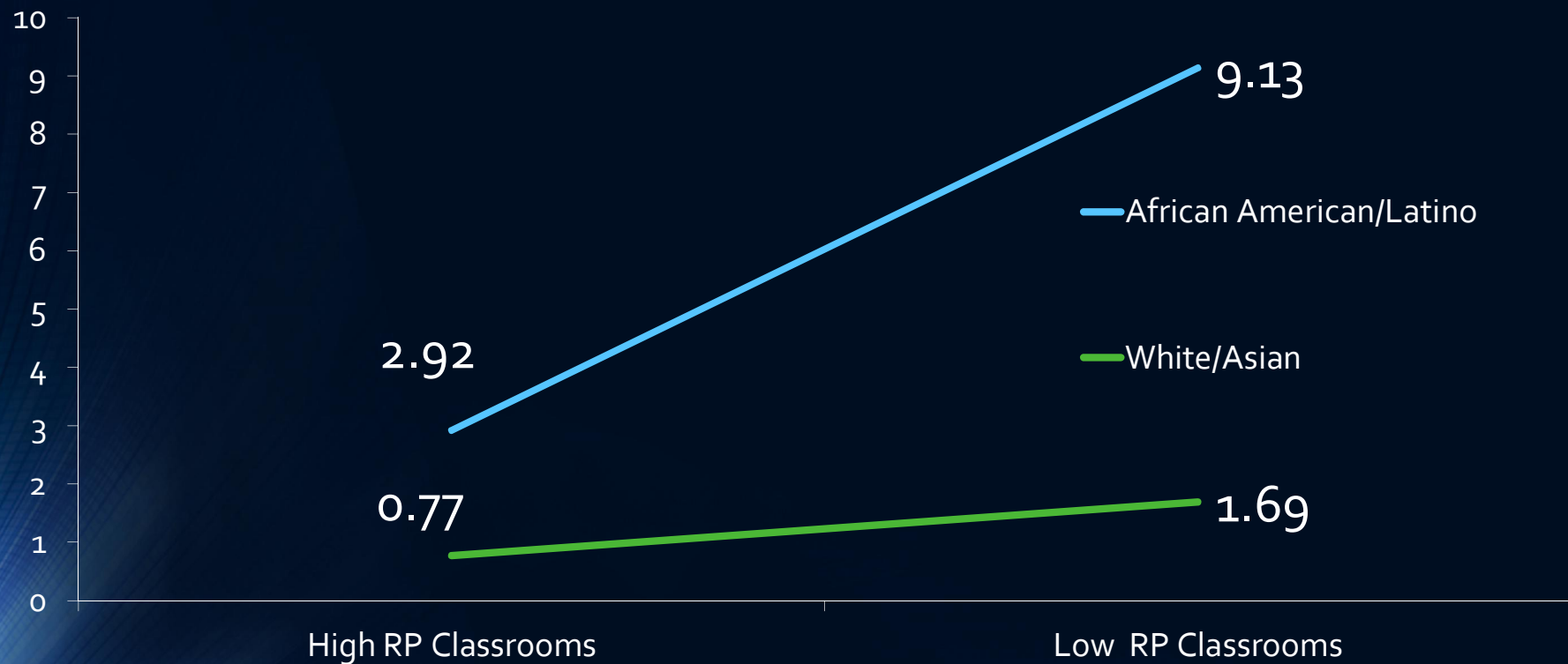
My teacher asks students for their thoughts and ideas when decisions need to be made that affect the class (**Fair Process**)

My teacher uses circles to respond to behavior problems and repair harm caused by misbehavior (**Responsive Circles**)

My teacher acknowledges the feelings of students when they have misbehaved (**Management of Shame**)

(IIRP, 2009)

Teachers above ($n = 16$) and below ($n = 13$) the mean on student-perceived RP implementation and their misconduct/defiance referrals



Gregory A., Clawson, K., Davis, A., & Gerewitz, J. (2014). The promise of restorative practices to transform teacher-student relationships and achieve equity in school discipline. *Journal of Educational and Psychological Consultation*.

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From anecdote to
evidence

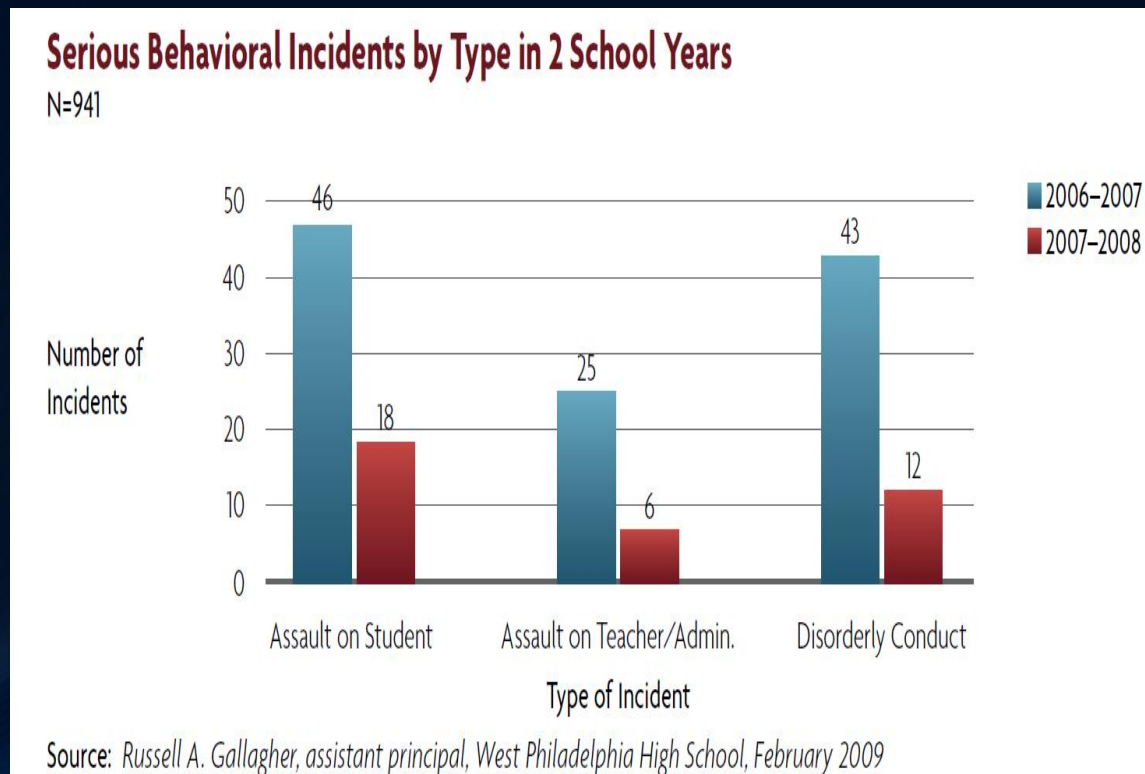
International Research

- Scotland
- England
- Wales
- Canada
- Hong Kong
- Australia
- New Zealand
- Brazil

For more details see: Schiff, M. (2013). *Dignity, disparity, and desistance: Effective restorative justice strategies to plug the "school to prison pipeline."*

Single case studies reducing discipline incidents

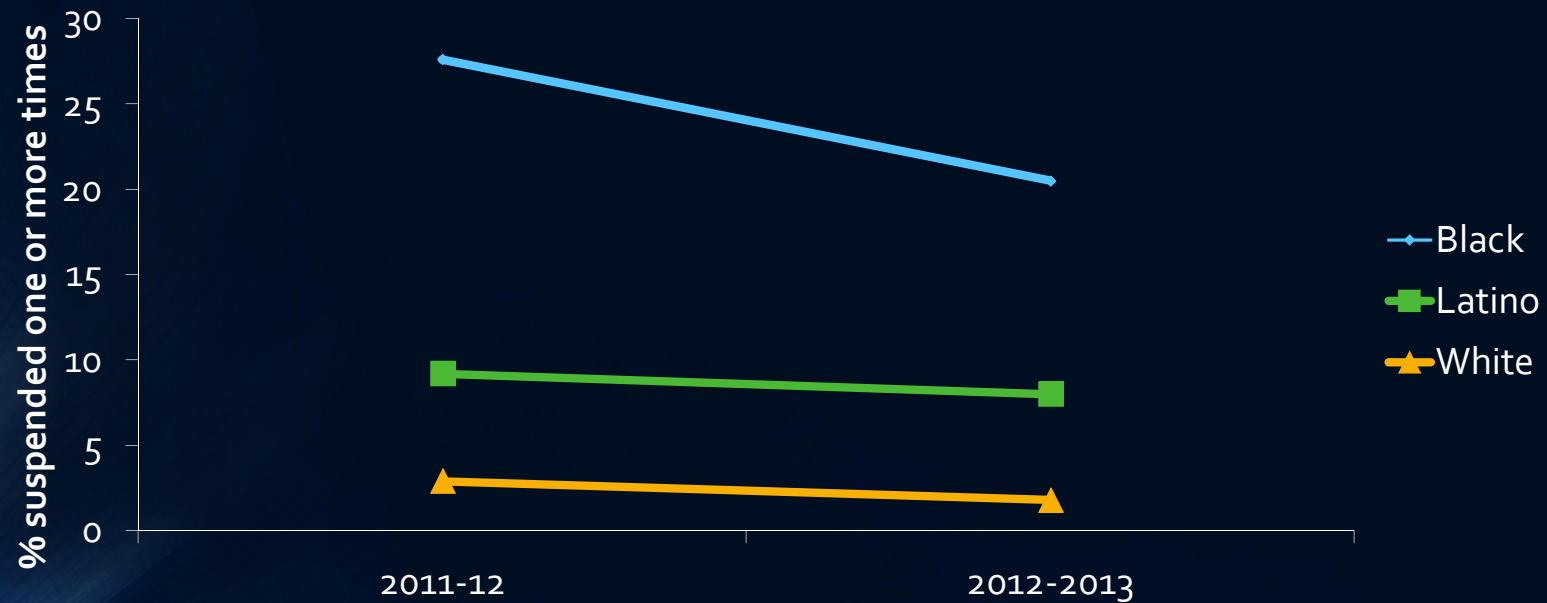
Example: West Philadelphia High School (pre-RP 2006-2007; post-RP 2007-2008)



From Lewis, S. (2009). *Improving School Climate: Schools Implementing Restorative Practices*.

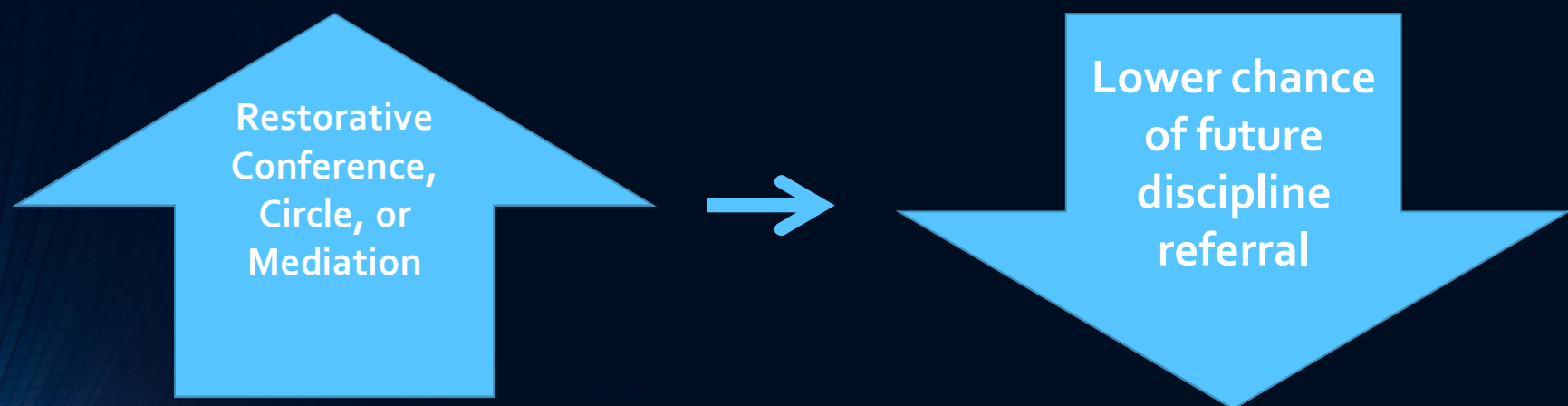
Oakland Unified School District

Suspension rates by student race/ethnicity



Jain, S., Bassey, H, Brown, M. A., & Kalra, P. (2014). *Restorative Justice in Oakland Schools. Implementation and Impacts.*

Recent findings from the Denver Public Schools

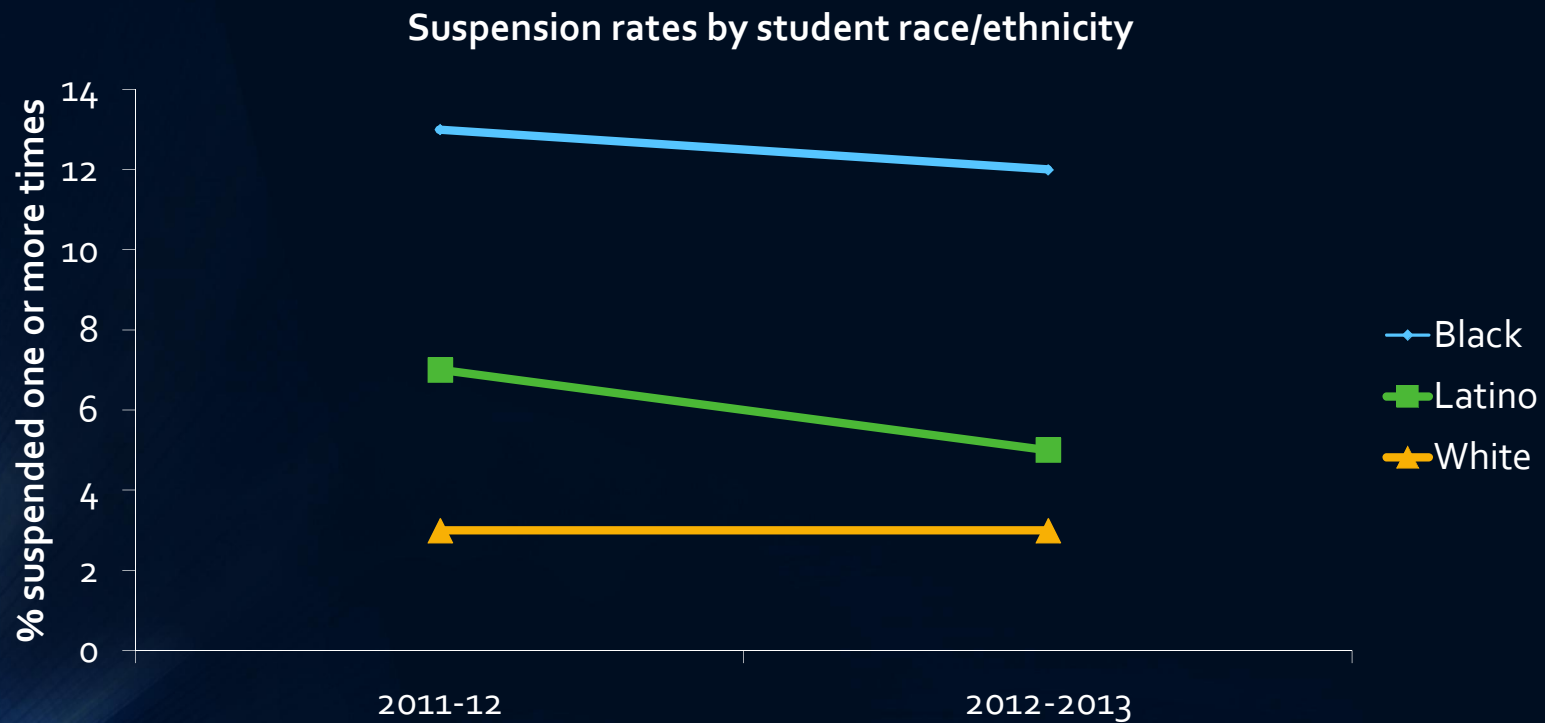


Rigorous statistical analyses accounted for: race, gender, income, ELL status, disability status, severity and frequency of referral.

Conference students had a significantly lower odds of receiving office discipline referrals (OR = .22, $p < .001$) and suspensions (OR = .57, $p < .001$) in the second semester.

From: Gregory, A., Anyon, Y., Farrar, J., Jenson, J. M., McQueen, J., Downing, B., Greer, E. & Simmons, J. (manuscript under review). Implementing restorative interventions and reducing future discipline sanctions in a large urban school district.

Denver Public Schools



Anyon, Y. Jenson, J. M., et al., (2014). The persistent effect of race and the promise of alternatives to suspension in school discipline outcomes, *Children and Youth Services Review*.

On-going federally-supported randomized controlled trials

- North Carolina:
 - A Group Randomized Trial of Restorative Justice Programming to Address the School to Prison Pipeline, Columbus County Schools, NC
- Pennsylvania:
 - Pursuing Equitable Restorative Communities, Pittsburgh, PA
- Maine:
 - Randomized Controlled Trial of Restorative Practices in Maine

Research needs to go beyond discipline records...

- Attendance
- Achievement
- Engagement
- Sense of community
- Positive interactions amongst students and staff

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Fidelity of
implementation
matters!

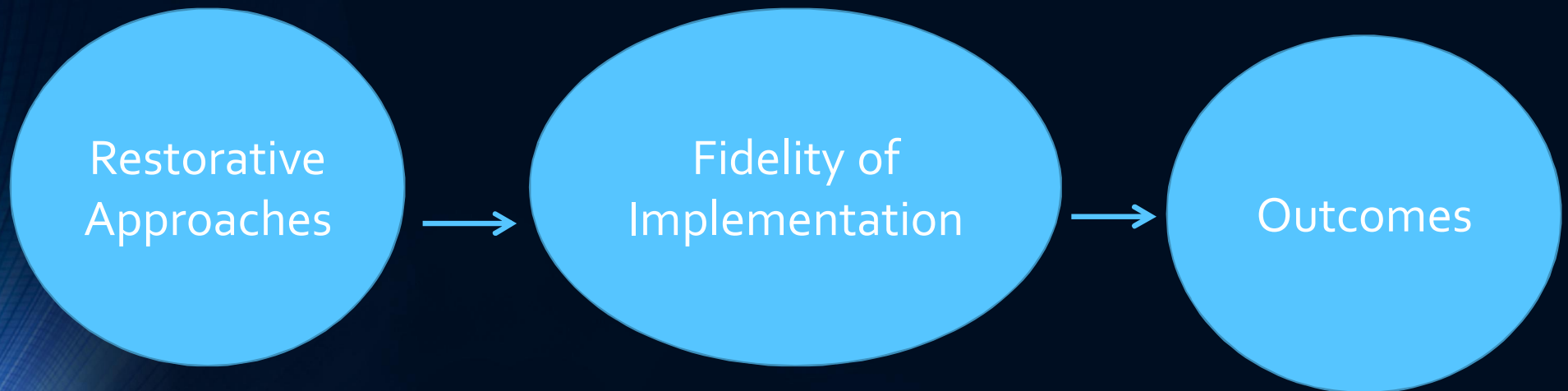
A teacher recently explained:

“...So many initiatives came our way. So it’s hard to know what to prioritize...once you leave a training you get in your classroom and there’s so much that they expect from you.

So it kind of lost a lot of its impact...We have a training and maybe that next week teachers will go in and use those circles. Then it gets lost...”

(Korth, 2015)

How restorative practices are implemented matters!



A multi-faceted model of fidelity

Three domains:

- DELIVERY- How well is the program delivered?
- RECEIPT- How well is the program received?
- ENACTMENT- To what extent do participants enact what was learned?

See: Schulte, A. C. Easton, J. E. & Parker. J. (2009). Advances in treatment integrity research: Multidisciplinary perspectives on the conceptualization, measurement, and enhancement of treatment integrity. *School Psychology Review*, 38, pp. 460-475.

- Draws from Dane & Schneider (2008)

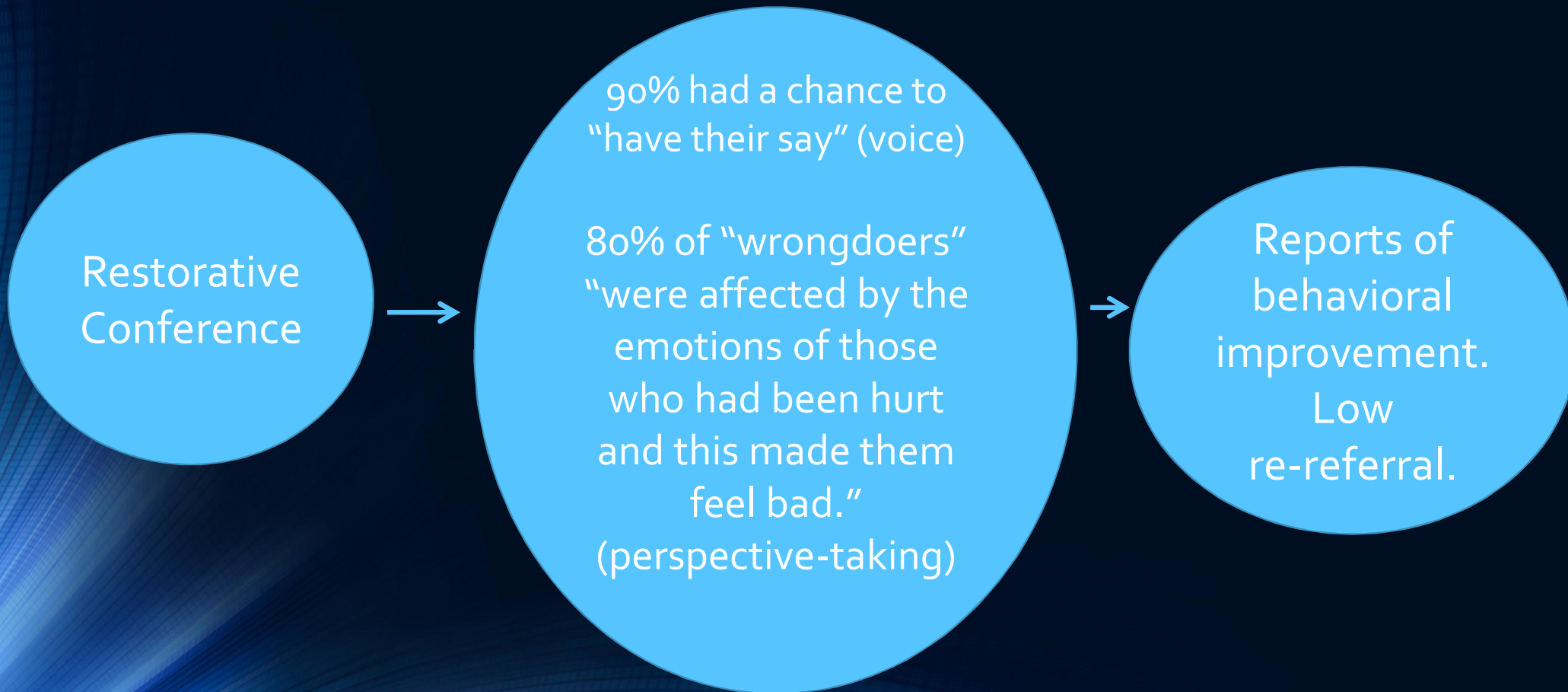
First domain of fidelity

DELIVERY	
Dosage/ exposure:	How many teachers facilitating circles and how often? How many conferences offered?
Quality:	To what degree are the restorative practices implemented in a high quality manner?

Second domain of fidelity

RECEIPT	
Participant responsiveness:	To what extent are participants authentically engaged during implementation ?

The Queensland Education Department (1996) followed 300 participants through 31 formal restorative conferences.



Third domain of fidelity: Enactment

ENACTMENT	
Participant generalization:	To what extent are participants able to apply skills to new contexts?

Participant generalization:

- Through the Minneapolis Public Schools, students at risk for expulsion participated in family group conferences ($N = 83$).
- Because of their participation in conferences:
 - 75% of students reported that they understand the impact of their behavior on people around them.
 - 61% said they learned how to solve problems non-violently.

(McMorris, B.J., Beckman, K.J., Shea, G., Baumgartner, J., & Eggert, R.C. (2013). Applying Restorative Justice Practices to Minneapolis Public Schools Students Recommended for Possible Expulsion: A Pilot Program Evaluation of the Family and Youth Restorative Conference Program)

Participant generalization

- Describing his use of the restorative questions outside of school, a Latino male student said,
 - "...even outside of here - you have it in your head, I've done that like 5 times already. I got into trouble and I did the questions right there in my head. They look at me like 'What?' but I'm like 'Aw nothing, I'm just doing the (restorative) questions.'" (Clawson, K., 2015).

Participant generalization

- A White male high school student explained,

“(I learned) like how to handle a situation if it comes up next time, like taking action steps for how to fix a problem... Like cause and effect... Now I generally handle them in a more respectful way, just talking to the person...” (Clawson, K., 2015)

Participant generalization

- An African American female high school student noted:

“I actually learned how to listen and after having a few one-on-ones with the same person it just clicks in my head...I learned how to express myself and tell how I really feel before I get mad...”

(Clawson, K., 2015)

Online Resources for Restorative Practices

Introducing Restorative Justice for Oakland Youth: <https://www.youtube.com/watch?v=ZtdoWo1D3sY>

Restorative Justice Student Facilitators: Tier One. Community Building Circle: <https://www.youtube.com/watch?v=RdKhcQrLD1w>

Restorative Justice Helps At Risk Kids in West Oakland NBC Bay Area: <https://www.youtube.com/watch?v=rSOBF8hW5DY>

Restorative Welcome and Re-entry Circle: <https://www.youtube.com/watch?v=uSJ2GPiptvc>

Restorative Justice Circle: <http://vimeo.com/37746907>

From Hostility to Harmony: <https://www.youtube.com/watch?v=LQWNYs4QSao>

International Institute of Restorative Practices <http://www.safersanerschools.org/>