

Restorative Justice Interventions Targeting Fighting Reduction



Theo Stripling, LPC
School Counselor - Chicago Public Schools

Overview:

1. Current Research
2. A Restorative Justice Framework
3. Evaluation of RJ
4. Application in Your School
5. Take Aways

Current Research - Fighting Prevalence in Low Income Areas

DeLisi, et. al. (2015)

Repeat fighting youth:

Disproportionately male
and African American or
Hispanic

Less likely to have a father
in the household.

Nat'l Survey - Group Fighting

Clubb (2016)

Less likely for violence:

Live full-time with parent
figure

Report religious beliefs

Female

In Lower Grades

Nat'l Survey - Minority Focused
Behavior Survey

Cantor & Wright (2001)

HS with highest violence:

Located in urban areas
with minority students

Schools tended to have
social disadvantages and
high residential mobility

Nat'l Survey - School Behaviors
Reported to Police

Current Research - Brief History of Zero Tolerance

Skine (2013)

- 1st recorded use of “zero-tolerance” on drug use in US Navy in 80s
- Reagan and Clinton Administrations furthered approach with legislation
- Zero tolerance based in “broken window” theory
- No data exists to show suspensions/expulsions reduce school issues or increase school climate



Current Research - Effectiveness of Punitive Approaches

Kline (2016)

Suspensions are largest predictor of future dropout

Zero Tolerance is often:

Ineffective

Increases Negative Behaviors

Alienates from School

Literature Review

Heilbrun (2015)

Black student x2 likely to receive suspension than white students

Principal endorsement of zero tolerance associated with higher suspensions

Black students more likely to receive suspension for disruptive (minor) offenses.

Virginia Principal Survey - Zero Tolerance Perception

Current Research - Restorative Approaches

Kline (2016)

- Discipline referrals are often discipline strategy for teacher
- Alternative-to-suspension program resulted in 43% reduction to juvenile justice program for black students. Teske (2011)
- Use of restorative practices in 18 schools led to decrease in student referrals and suspensions. Increase in positive relationships in 14 schools. McCluskey, et. al. (2008)

Current Research - Restorative Approaches

Fronius, et. al. (2016)

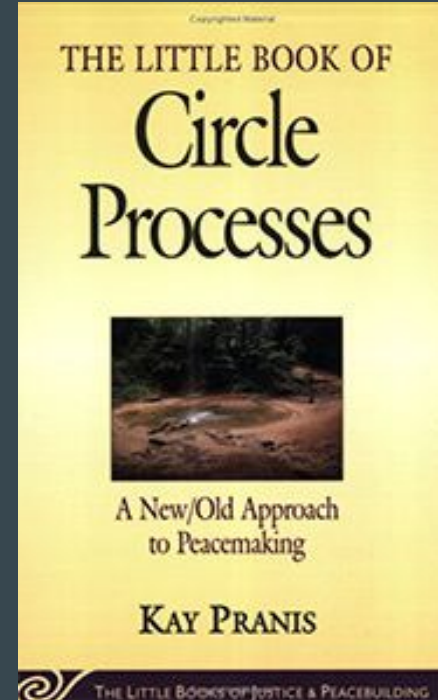
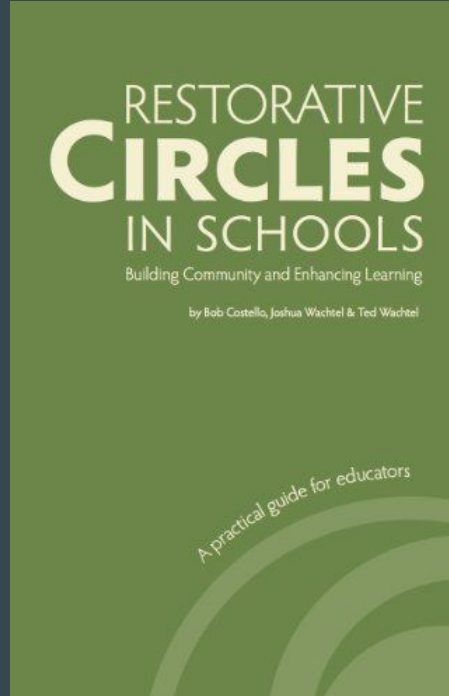
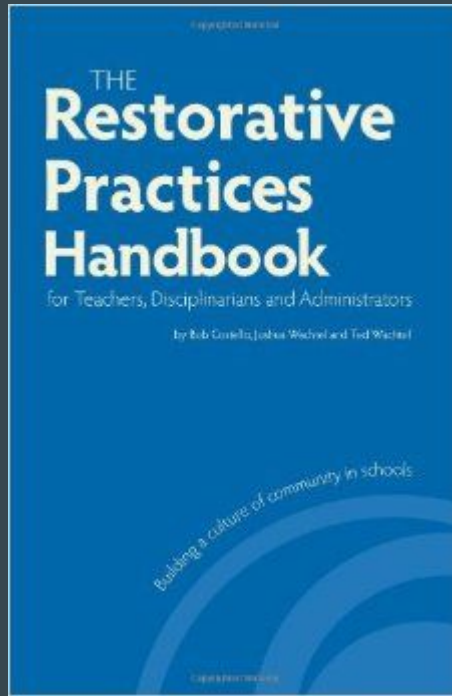
- Denver schools reported a 44% reduction in out-of-school suspensions with schools that implemented restorative circles and conferencing.
- Cole Middle School in Oakland reported a 87% reduction in suspensions compared to 3 years prior
- Studies reported improvement in discipline, as well as attendance, positive school climate, and academic outcomes

Major caveat

Restorative practices were integrated
throughout school.

A Restorative Justice Framework

Restorative Justice



Cheap & Effective

Restorative Practices Handbook

CH 1: RP in Class

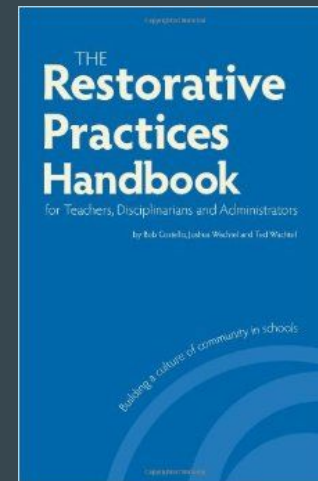
Using Affect
Conferencing
Circles
Formal
Conferences

CH 2: RP with Discipline

Shifting Focus
to:
Understanding
Repairing
Harm

CH 3: RP Leadership

How to lead
change in
school:
Teacher
resistance
School Buy-In



Restorative Practices Handbook



More Informal

More Formal



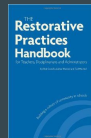
Affective Statement

Being Specific to connect action to behavior:

“Nadia I’m pleased you walked away when Shania bumped you.”

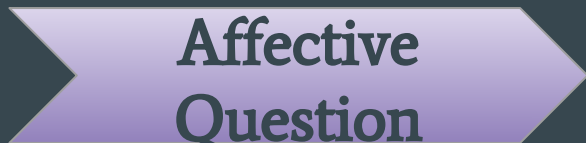
Intention: Build relationships

Restorative Practices Handbook



More Informal

More Formal



Prompting questions that foster self-exploration of behavior:

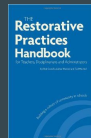
“What happened?”

“Who was affected by what you did?”

“What needs to happen to make things right?”

Intention: Shift conflict to foster learning

Restorative Practices Handbook



More Informal

More Formal



Uses affective questions in an informal meeting:

1. Explores what happened
2. Explores individuals' part in conflict
3. Explores how to fix conflict

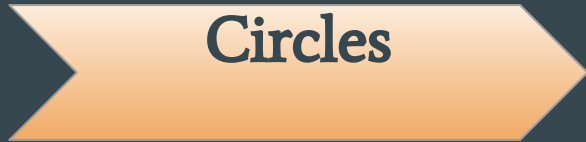
Intention: Address small problems and build conflict resolution skills

Restorative Practices Handbook



More Informal

More Formal



Formalized class meetings to build relationships and set expectations:

1. Daily arrange in circle and respond to questions around various topics
2. Focus on relationship building, academic goals, and conflicts with peers

Intention: Build collaborative class community

Restorative Practices Handbook



More Informal

More Formal



Formalized version of conference, usually done by administrator:

1. Follows process of conference
2. Focuses on outcome both parties want from meeting to make formal agreement.

Intention: Conference for more serious issues

Evaluation of Restorative Justice at Spencer

School Counseling S.M.A.R.T. Goal

4th and 7th grade students will reduce the number of physically aggressive behavior incidents.

Previous School Year Data	Goal Data (10% Decrease)
Impact Misbehaviors for Fighting: 4th Class - 7, 7th Class - 23	Impact Misbehaviors for Fighting: 4th - 6.3, 7th - 20.7
Student Logger Fight Incidents: 4th Class - 25, 7th Class - 57	Student Logger Fight Incidents: 4th - 22.5, 7th - 51.3



Student Standards ASCA Mindsets & Behaviors

Mindsets:

M1, M3

Behaviors:

SMS1, SMS2, SMS6, SMS7, SS1, SS2, SS4,
SS8, SS10



Insert School Logo Here

Action Steps

4th Grade:

Bullying Mediations

7th Grade:

Peace Circles

*Conflict Resolution Lessons

**Adapted Curriculum from peacefirst.org*

Interventions
based on
Restorative
Practices
Handbook



Insert School Logo Here

Process Data

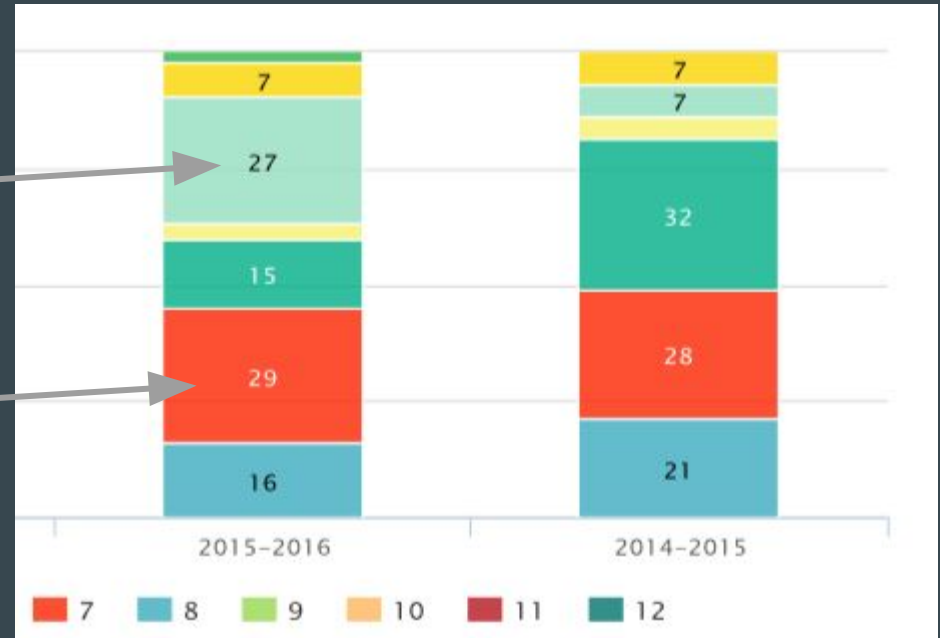
4th Grade:

- Significant increase in suspensions compared to 14-15. (7 to 27)

7th Grade:

- Maintained highest # of suspensions by grade

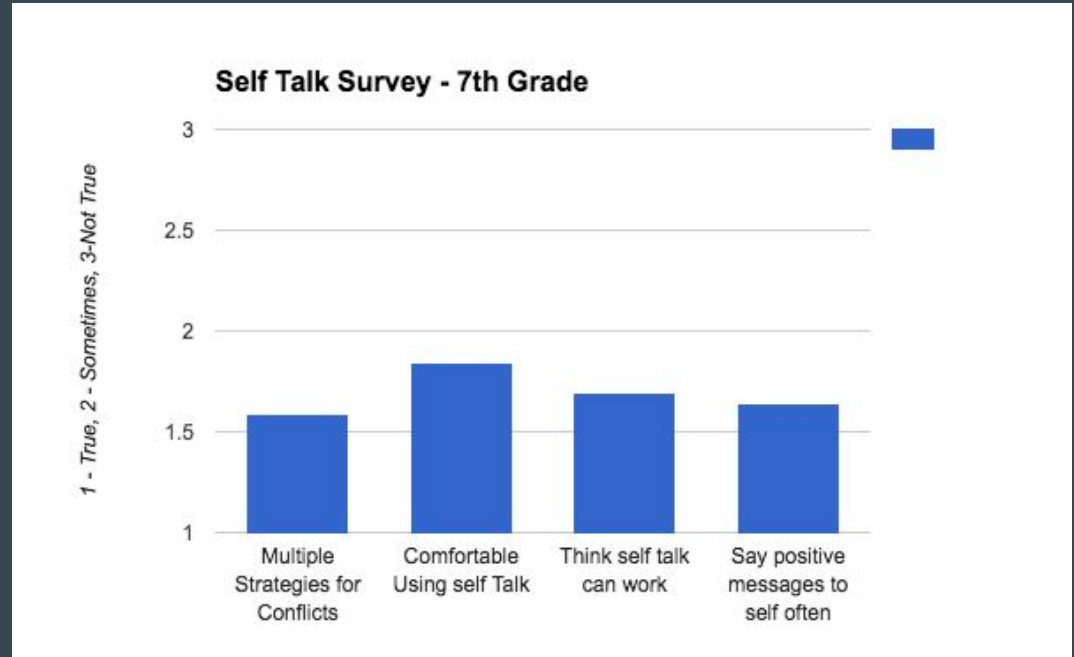
Both grades identified by administrators for counseling intervention



Insert School Logo Here

Perception Data

7th Grade:
Conflict Resolution Lessons
surveyed confidence on
self-talk strategies



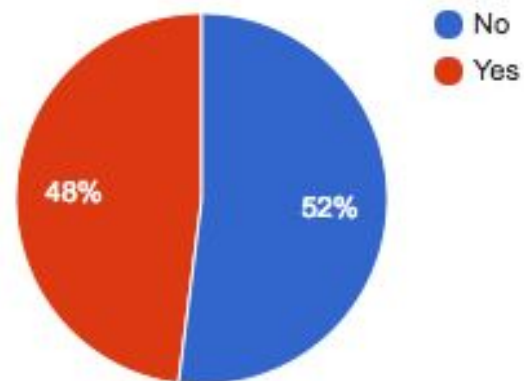
Insert School Logo Here

Perception Data

4th Grade:

Students asked at end of mediation if they felt their conflict was resolved.

4th Grade Resolved Conflicts



Insert School Logo Here

Outcome Data - 4th Grade

Student Logger: (Through 5/12)

14-15: 25

15-16: 83 (**22.5 Goal**)

332% Increase (To Date)

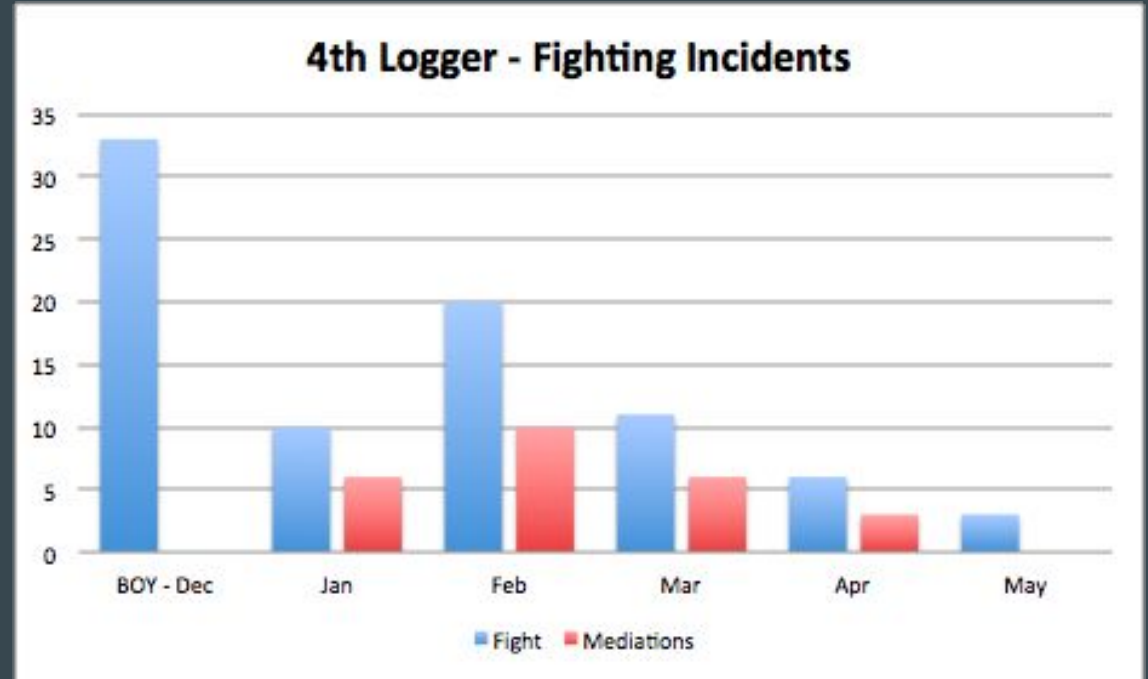
Impact

14-15: 7

15-16: 49 (**6.3 Goal**)

700% Increase (To Date)

*Significant decrease after intervention



Insert School Logo Here

Outcome Data - 7th Grade

Student Logger: (Through 5/12)

14-15: 57

15-16: 50 **(51.3 Goal)**

13% Decrease (To Date)

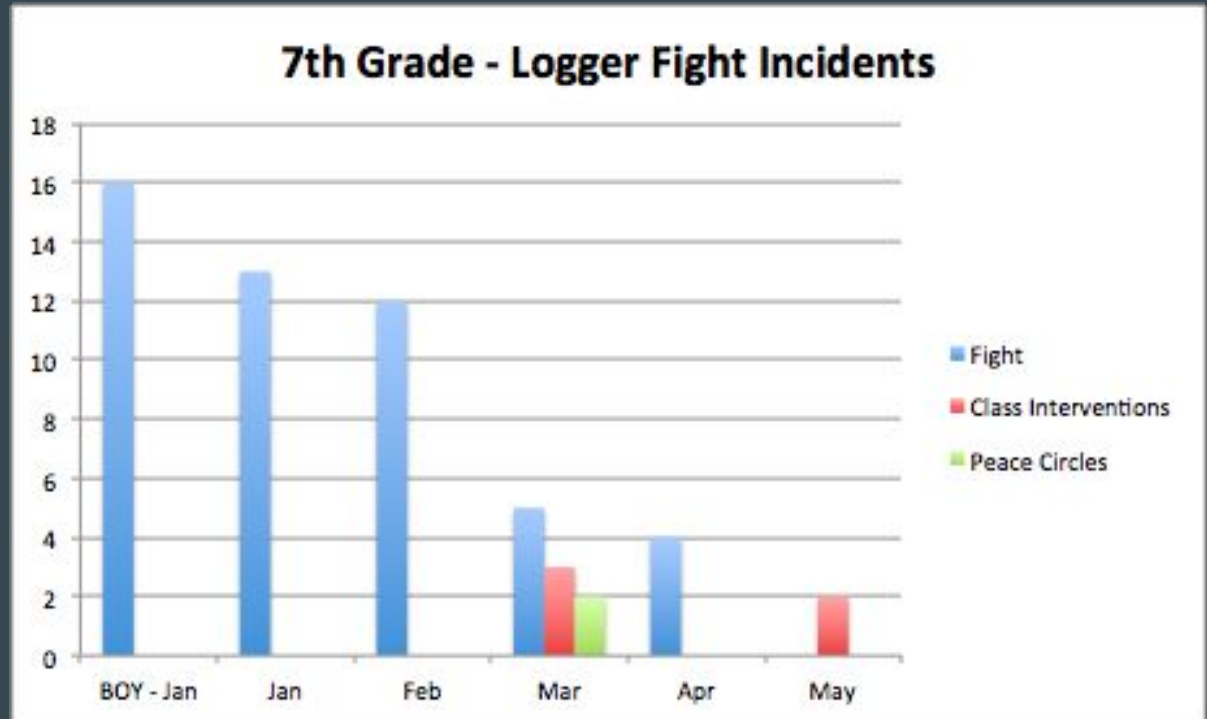
Impact: (Through 6/1)

14-15: 23

15-16: 18 **(20.7 Goal)**

13% Decrease (To Date)

*Significant decrease after intervention



Insert School Logo Here

Limitations

- Many incidents not noted in Logger
- Fights frequent in recess and lunch
- Unsuccessful mediations often with same 4th grade students



Implications

- ◉ Interventions did not happen until January
- ◉ Conflict Resolution lessons and peace circles appear effective
- ◉ 4th grade has increasing conflicts compared to last year
- ◉ 4th grade inclusion may have impact on fighting incident increase



Insert School Logo Here

Application for Your School

Adapting To Your School

Allow Time For
Buy-In

Focus on Data

Be OK with
mistakes

Start Small

Ally w/
Principal

Get students
involved

References

Costello, B., Wachtel, J., & Watchtel, T. (2009). *The Restorative Practices Handbook for Teachers, Disciplinarians, and Administrators*. Canada: International Institute for Restorative Practices.

Clubb, P. A., Browne, D. C., Humphrey, A. D., Schoenbach, V., Meyer, B., & Jackson, M. (2001). Violent Behaviors in Early Adolescent Minority Youth: Results from a "Middle School Youth Risk Behavior Survey". *Maternal & Child Health Journal*, 5(4), 225.

DeLisi, M., Vaughn, M. G., & Salas-Wright, C. P. (2015). Rumble: Prevalence and Correlates of Group Fighting among Adolescents in the United States. *Behavioral Sciences (2076-328X)*, 5(2), 214-229. doi:10.3390/bs5020214

Heilbrun, A., Cornell, D., & Lovegrove, P. (2015). PRINCIPAL ATTITUDES REGARDING ZERO TOLERANCE AND RACIAL DISPARITIES IN SCHOOL SUSPENSIONS. *Psychology In The Schools*, 52(5), 489-499. doi:10.1002/pits.21838

Fronius, T., Perrson, H., Guckenberger, S., Hurley, N., & Petrosino, A. (2016). Restorative Justice in US Schools: A Research Review. Justice and Prevention Research Center. Doi: https://jprc.wested.org/wp-content/uploads/2016/02/RJ_Literature-Review_20160217.pdf:

Kline, D. S. (2016). Can Restorative Practices Help to Reduce Disparities in School Discipline Data? A Review of the Literature. *Multicultural Perspectives*, 18(2), 97-102. doi:10.1080/15210960.2016.1159099

Cantor, D. & Wright, M. M. (2001). *School Crime Patterns: A National Profile of U.S. Public High Schools Using Rates of Crime Reported to Police*. Report on the Study of School Violence and Prevention. Washington, DC: U.S. Department of Education, Planning and Evaluation Service.

Skiba, R. J. (2013), Reaching a Critical Juncture for Our Kids: The Need to Reassess School-Justice Practices. *Family Court Review*, 51: 380–387. doi:10.1111/fcre.12034.