



INTERNATIONAL INSTITUTE FOR
RESTORATIVE **P**RACTICES
A GRADUATE SCHOOL



REFLECTION

“It helps now and then to step back and take the long view.”

“We can’t do everything and there is a sense of liberation in that.”

“We can do something and we need to do that well.”

“We plant the seed that one day will grow; we may never see the end result.”

“We provide the yeast that produces effects far beyond our capabilities.”

—Archbishop Oscar Romero
Catholic priest murdered for his stand
against injustice in Latin America

- » What are schools about today?
- » What has changed in teaching over the last 30 years?
- » Why are schools today the most important public institutions?
- » What are the challenges of teaching in this school?
- » What do the most challenging students have in common?
- » What's going to make a difference in their lives?

Pathways to **PUSHOUT**

Over a million students who start high school this year won't finish.⁷ Push back for dignity and fairness!

SUSPENSIONS AND EXPULSIONS^{5, 6}

More U.S. students are being suspended than ever before. In 2006, 3.3 million students were suspended out-of-school at least once and 102,000 were expelled.

Most suspensions are for minor misbehavior like “disruptive behavior,” “insubordination” or school fights. Even preschool students are being expelled – at more than three times the rate of K-12 students.

SCHOOL BASED ARRESTS^{1, 2, 8}

More and more law enforcement officers are in schools and stepping in to handle discipline issues. Arrests in school are increasing and adding to the time students are out of class. Most school arrests are for minor incidents like “disturbance of the peace” or “disruptive conduct,” not dangerous or violent crimes.

HIGH STAKES TESTING^{1,3,4,5}

Some schools increase their test scores by pushing out low-scoring students. Low-scoring students are suspended during testing days, transferred to alternative schools, enrolled in GED programs or just expelled.

PUSHED OUT!

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3. Figlio, D. (2006). Testing, crime and punishment. Journal of Public Economics, 90(4-5)
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Who's getting **PUSHED OUT?**

Students of color, students with disabilities, students in foster care and LGBTQ students are more likely to be suspended and expelled than their peers.¹⁻⁶

Expulsions of youth of color.^{1,6}

Black students are **3.5 times** more likely to be expelled than white students. Latino students are **2 times** and American Indian students **1.5 times** more likely to be expelled than white students.

Suspension/expulsion of youth in foster care.³

Students in foster care are **3 times** more likely to be suspended or expelled than students in the care of a guardian.

Suspension + expulsion of

students with disabilities.⁵

Students with disabilities are **2 times** more likely to be suspended and expelled than general education students.

Expulsion of LGBTQ youth.²

LGBTQ students are **1.4 times** more likely to be expelled than straight-identified youth.

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What's the problem with **PUSHOUT?**

Students suspended, expelled or arrested in school are more likely to drop out or graduate late.

Students at schools that use suspensions less perform better on academic tests and have better opinions of their principals.^{1,3,4}

*A student with three or more suspensions by his sophomore year is five times more likely to drop out than other students.*¹

Suspended students miss class time and are more likely to do poorly in school.

*Students who have been suspended score an average of five grade levels behind in reading skills after two years.*⁵

1 high school graduate prisoner, 8 non-graduate prisoners

*Young people who do not finish high school are more than eight times more likely to go to prison than students who graduate.*³

Pushout denies young people their right to education!

Pushout makes it more likely that a young person will end up in the prison system!

Schools that don't push out students are better schools!

Sources Used:

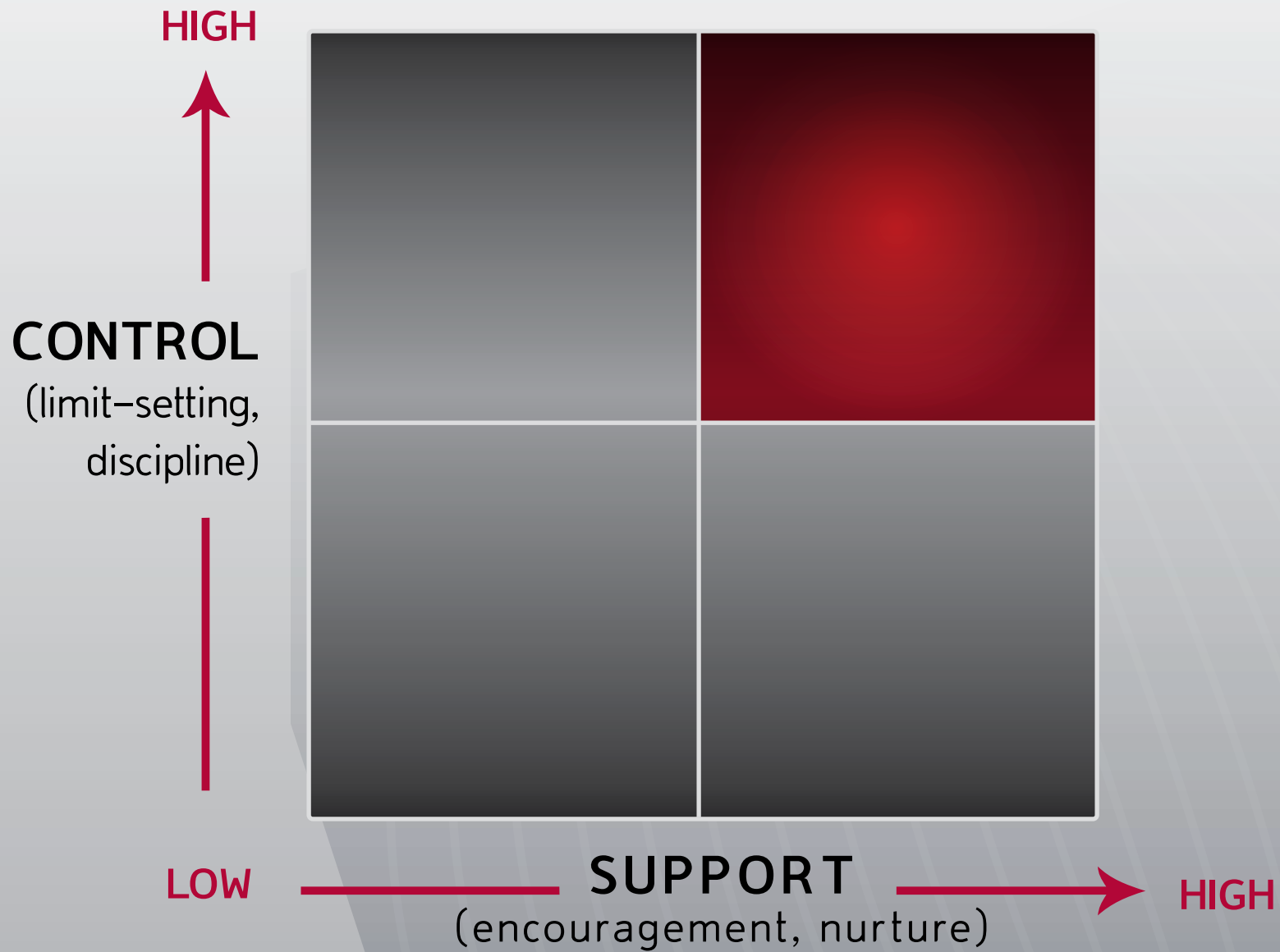
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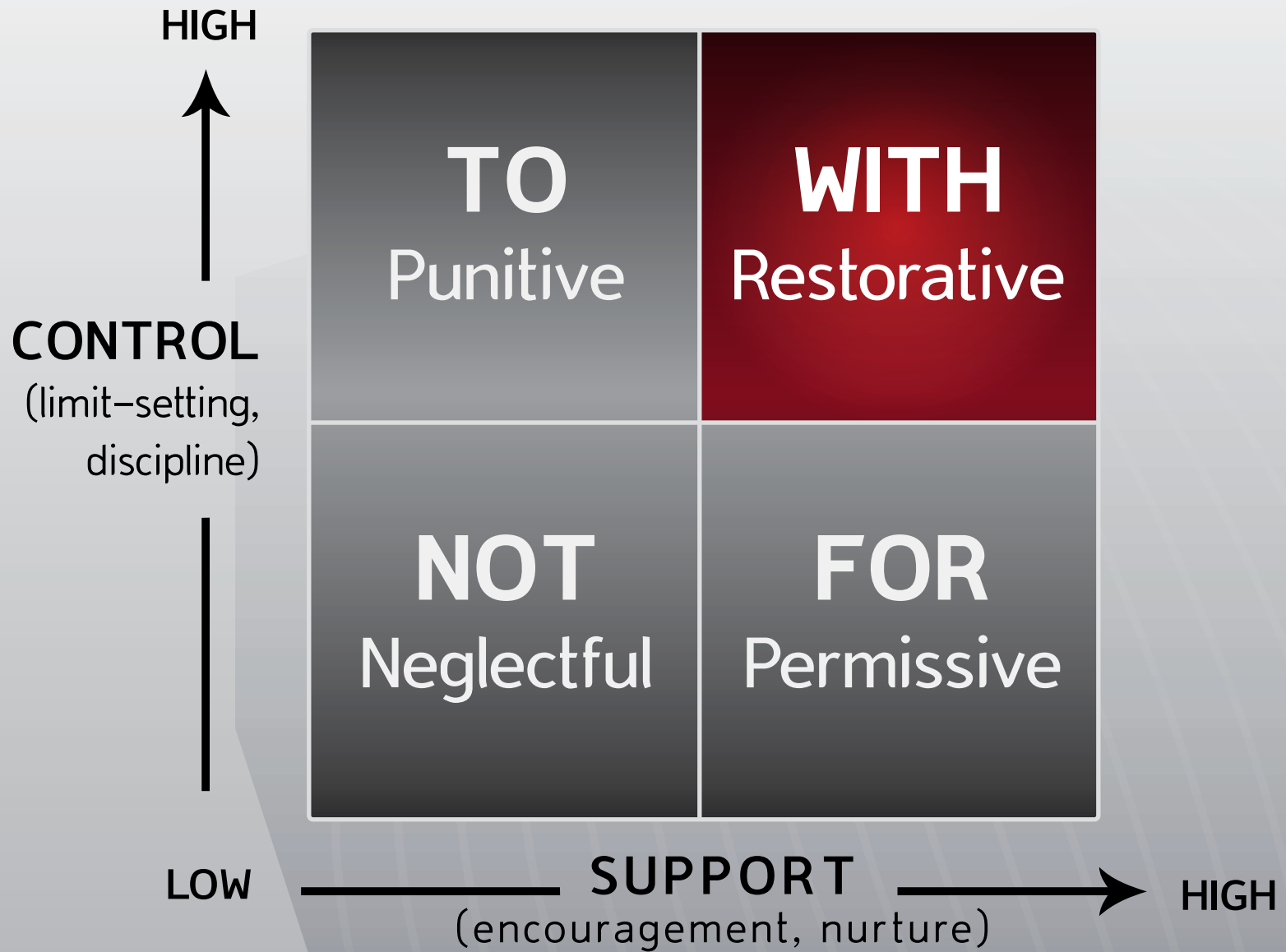
To develop community and to manage conflict and tensions by repairing harm and restoring relationships

SOCIAL DISCIPLINE WINDOW



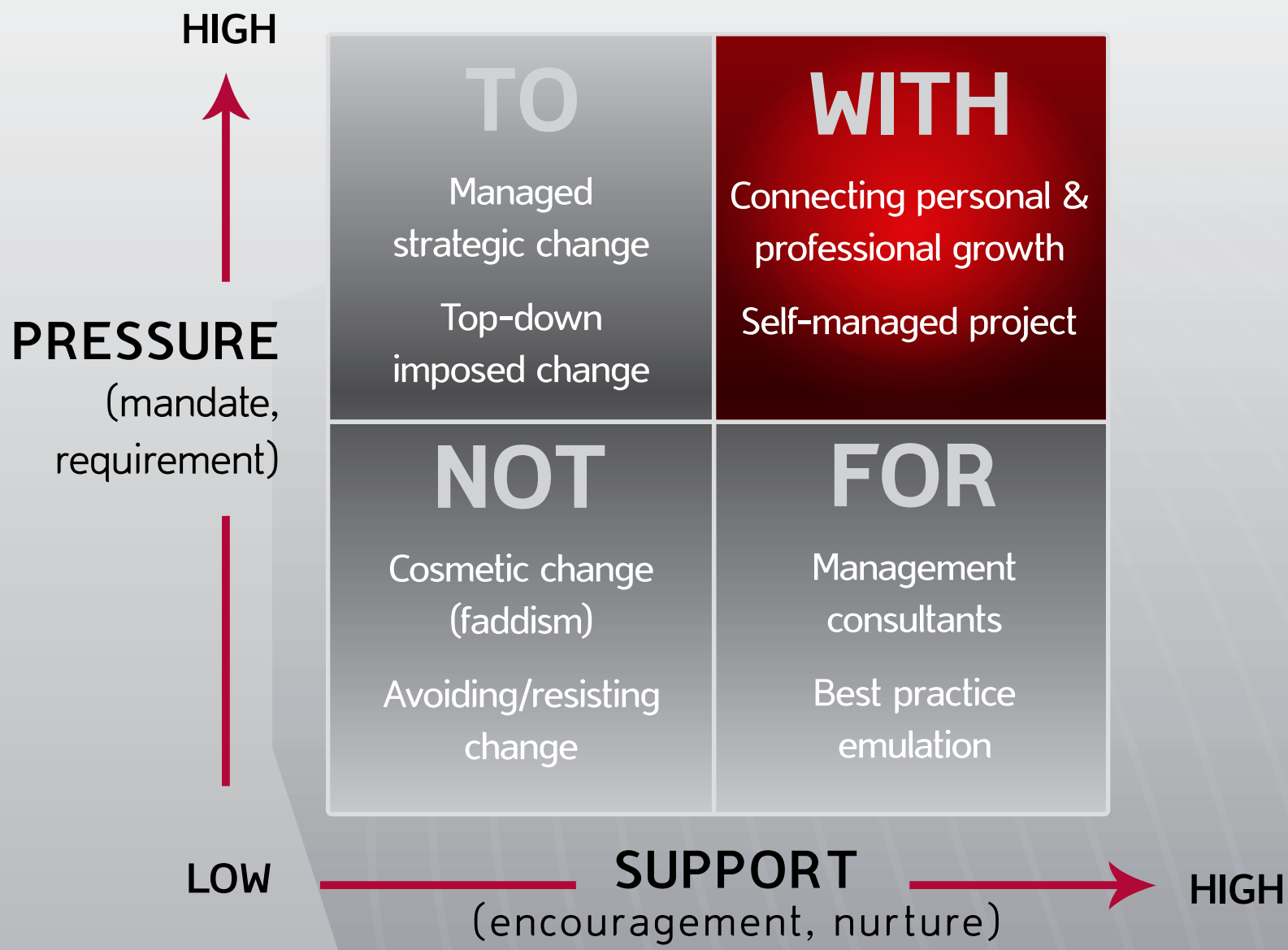
Adapted by Paul McCold and Ted Wachtel from Glaser, 1969

SOCIAL DISCIPLINE WINDOW



Adapted by Paul McCold and Ted Wachtel from Glaser, 1969

ORGANIZATIONAL CHANGE WINDOW



Adapted by Paul McCold and Ted Wachtel from Glaser, 1969

FUNDAMENTAL HYPOTHESIS

The fundamental hypothesis of restorative practices is that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things *with* them, rather than *to* them or *for* them.

RESTORATIVE PRACTICES CONTINUUM

informal

formal

ffective
statements

ffective
questions

small impromptu
conference

group
or circle

formal
conference

Restorative Questions I

To respond to
challenging behavior.

- » What happened?
- » What were you thinking of at the time?
- » What have you thought about since?
- » Who has been affected by what you have done? In what way?
- » What do you think you need to do to make things right?

Restorative Questions II

To help those harmed
by other's actions.

- » What did you think when you realized what had happened?
- » What impact has this incident had on you and others?
- » What has been the hardest thing for you?
- » What do you think needs to happen to make things right?





Research

RESTORATIVE PRACTICES WITH DELINQUENT & AT-RISK YOUTH

INTENSIVE RESTORATIVE PRACTICES REDUCES OFFENDING RATES

3 RESEARCH STUDIES OVER 7 YEARS WITH **4,000 DELINQUENT AND AT-RISK YOUTH DISCHARGED FROM CSF BUXMONT RESTORATIVE PROGRAMS SHOW OFFENDING RATES REDUCED BY MORE THAN HALF**

» **1st Research Evaluation, 1999–2001 — Offending Reduced 58%**

· *Total Population Measured: 919 Youth*

- Evaluation Protocols by Temple University's Crime and Justice Research Center
- Additional findings found program effect of enhancing pro-social attitudes and raising individuals' self-esteem

» **2nd Research Evaluation, 2001–2003 — Offending Reduced 50%**

· *Total Population Measured: 858 Youth*

- A scientific replication of the original study's findings with a new population
- A follow-up of the 1999–2001 population two years after discharge demonstrates lasting program effect

» **3rd Research Evaluation, 2003–2006 — Offending Reduced 62%**

· *Total Population Measured: 2,151 Youth*

- 3, 6 & 12 month post-discharge offending rates reduced
- Proven consistent empirical results of positive program effect

» CSF Buxmont programs include eight schools and sixteen foster group homes, as well as in-home services, in eastern Pennsylvania. CSF Buxmont has been operating programs for delinquent and at-risk youth since 1977. All CSF Buxmont programs employ restorative practices, an approach that holds people accountable while actively engaging them in problem-solving.

- » **1st Study: Evaluation of a Restorative Milieu: CSF Buxmont School/Day Treatment Programs 1999 - 2001.** (November 12, 2002)
<http://www.realjustice.org/library/erm.html>
- » **2nd Study: Evaluation of a Restorative Milieu: Replication and Extension for 2001 - 2003 Discharges.** (January 25, 2005)
<http://www.realjustice.org/library/erm2.html>
- » **3rd Study: Analysis of Students Discharged During Three School Years: 2003 - 2006.** (May 1, 2008)
http://www.realjustice.org/library/CSF_2007.html

Research

RESTORATIVE PRACTICES IN SCHOOLS

EDUCATORS AROUND THE GLOBE ARE USING RESTORATIVE PRACTICES TO PROACTIVELY PREVENT PROBLEMS LIKE BULLYING AND VIOLENCE.

THE FOLLOWING SAMPLE RESEARCH DATA SHOW HOW RESTORATIVE APPROACHES **HAVE TRANSFORMED STUDENT BEHAVIOR.**

- » **WEST PHILADELPHIA HIGH SCHOOL, PENNSYLVANIA, USA, 2006–2008**
 - Violent acts and serious incidents down 52% in 2007–2008 compared to 2006–2007
 - Violent acts and serious incidents down an additional 40% for 2008–2009 (through December 2008)
- » **POTTSTOWN HIGH SCHOOL, PENNSYLVANIA, USA, 2005–2008**
 - Incidents of fighting decreased 55%
 - 78% reduction in disciplinary sanctions (such as timeouts and detentions)
 - 23% decline in out-of-school suspensions
- » **NEWTOWN MIDDLE SCHOOL, PENNSYLVANIA, USA, 2003–2006**
 - 53% reduction in the number of misbehavior infractions
 - 78% decline in physical altercation infractions
- » **KEEWATIN–PATRICIA DISTRICT SCHOOL BOARD, ONTARIO, CANADA, 2003–2008**
 - 63% reduction in the number of students suspended
 - 73% reduction in the total number of suspensions
- » **HULL, ENGLAND, 2006–2008**
 - Riverside schools: Suspensions reduced 81%
 - Endeavour High School: Exclusions (expulsions) reduced 44%, staff absences reduced 63%
- » **SPRINGFIELD TOWNSHIP HIGH SCHOOL, PENNSYLVANIA, USA, 2000–2002**
 - Incidents of disrespect to teachers fell from 71 to 21 per year
 - Incidents of classroom disruption fell from 90 to 26
- » **PALISADES HIGH SCHOOL, PENNSYLVANIA, USA, 1998–2002**
 - Overall disciplinary referrals decreased from 1,752 to 1,154 per year
 - Suspensions decreased from 105 to 65
 - Detentions dropped from 844 to 332
 - Incidents of disruptive behavior decreased from 273 to 153
- » **PALISADES MIDDLE SCHOOL, PENNSYLVANIA, USA, 2000–2002**
 - Disciplinary referrals fell from 913 to 516 per year
 - Incidents of fighting dropped from 23 to 16

Whole-School Change

Through Restorative Practices

- › Proactive approach
- › Evidence-based
- › Cost-effective
- › Based on communication & responsibility



An Overview of the

SaferSanerSchools Program

Whole-School Change

Through Restorative Practices

- › All staff engaged in developing plan
- › Shared Accountability
- › Ongoing support & evaluation
- › Long-term sustainability



An Overview of the

SaferSanerSchools Program