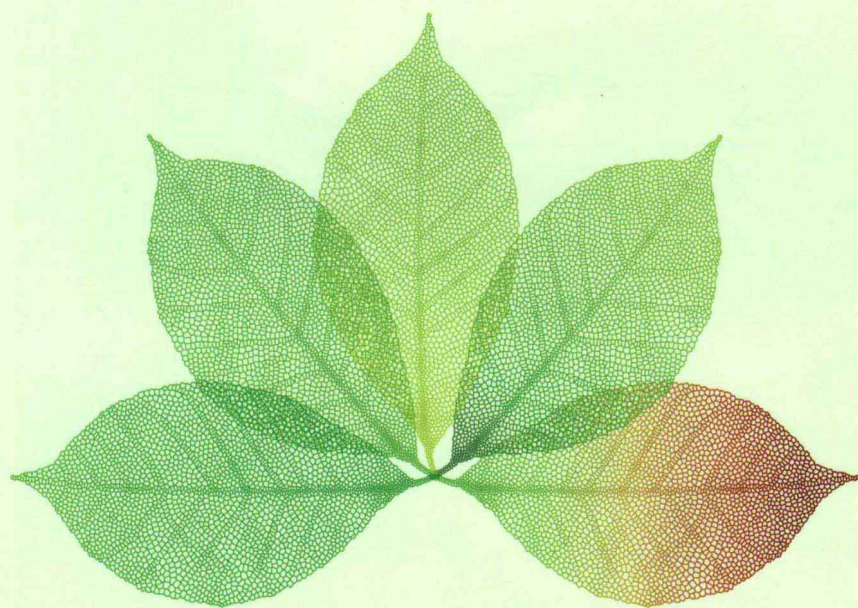


The
SCHOOL LEADER'S
Guide to
**Restorative School
Discipline**



Luanna H. Meyer
Ian M. Evans

The
SCHOOL LEADER'S
Guide to
**Restorative School
Discipline**



Luanna H. Meyer
Ian M. Evans





FOR INFORMATION:

Corwin

A SAGE Company

2455 Teller Road

Thousand Oaks, California 91320

(800) 233-9936

www.corwin.com

SAGE Publications Ltd.

1 Oliver's Yard

55 City Road

London EC1Y 1SP

United Kingdom

SAGE Publications India Pvt. Ltd.

B 1/I 1 Mohan Cooperative Industrial Area

Mathura Road, New Delhi 110 044

India

SAGE Publications Asia-Pacific Pte. Ltd.

3 Church Street

#10-04 Samsung Hub

Singapore 049483

Acquisitions Editor: Jessica Allan

Associate Editor: Allison Scott

Editorial Assistant: Lisa Whitney

Production Editor: Amy Schroller

Copy Editor: Lana Arndt

Typesetter: C&M Digitals (P) Ltd.

Proofreader: Sally M. Scott

Indexer: Sylvia Coates

Cover Designer: Lisa Riley

Graphic Designer: Karine Hovsepian

Permissions Editor: Karen Ehrmann

Copyright © 2012 by Corwin

All rights reserved. When forms and sample documents are included, their use is authorized only by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book. Except for that usage, no part of this book may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher.

Printed in the United States of America

Library of Congress Cataloging-in-Publication Data

Meyer, Luanna H.

The school leader's guide to restorative school discipline / Luanna H. Meyer and Ian M. Evans.

p. cm.

Includes bibliographical references and index.

ISBN 978-1-4129-9860-4 (pbk.)

1. School discipline—United States—Handbooks, manuals, etc. 2. Behavior modification—United States—Handbooks, manuals, etc. 3. School management and organization—United States—Handbooks, manuals, etc. 4. School administrators—United States—Handbooks, manuals, etc. I. Evans, Ian M., 1944- II. Title.

LB3012.2.M49 2012

371.5—dc23

2012001934

This book is printed on acid-free paper.



SFI label applies to text stock

12 13 14 15 16 10 9 8 7 6 5 4 3 2 1

The
SCHOOL LEADER'S
Guide to
**Restorative School
Discipline**

Acknowledgments

Corwin gratefully acknowledges the contributions of the following reviewers:

Carol S. Cash
Assistant Clinical Professor
Virginia Tech
School of Education
Richmond, VA

Lyman Goding
Principal (Retired)
Plymouth Community
Intermediate School
Sandwich, MA

Steve Knobl
High School Principal
Pasco County Schools
Gulf High School
New Port Richey, FL

Neil MacNeill
Principal
Ellenbrook Primary School
Ellenbrook, WA
Australia

Natalie Marston
Principal
Anne Arundel County Public
Schools
Central Special Education Center
Edgewater, MD

Jadi K. Miller
Principal
Elliott Elementary School
Lincoln, NE

Mary Reeve
Director, Special Education and
Gifted Services
Gallup McKinley County
Schools
Gallup, NM

About the Authors



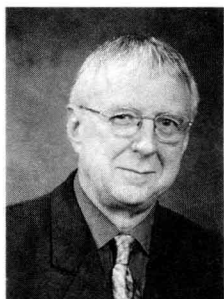
Luanna H. Meyer is professor of education (research) and director of the Jessie Hetherington Center for Educational Research at Victoria University in New Zealand. She is also professor emerita at Syracuse University in the United States and adjunct professor at Griffith University in Australia. Since receiving her PhD from Indiana University, she held faculty positions at the University of Hawai'i, the University of Minnesota, Syracuse University, and Massey University

prior to her current position. While at Syracuse University, she cofounded the Inclusive Elementary and Special Education Teacher Education Program and coordinated the doctoral program in special education. She also led numerous federally funded research and development projects, including a 5-year research institute on the social relationships of children and youth with diverse abilities and the 10-year New York Partnership for Statewide Systems Change.

Throughout her career as a teacher educator and educational researcher, Luanna has been committed to developing practical, evidence-based approaches that can be implemented in real-life, typical situations and settings. She works closely with school leaders, teachers, and behavior specialists toward achieving inclusive schools where all children and youth belong and feel valued. Her contributions to the development of positive approaches to behavior problems are acknowledged by her appointment to the Technical Review Committee on Behavior for the National Center for Students with Disabilities who Require Intensive Interventions led by the American Institutes for Research. She was among the first to demonstrate that even the most severe behavior can be managed with positive approaches, supported by her published research conducted in typical settings with children with severe behavior disorders, autism, and other disabilities. In New Zealand, her current federally funded projects include research on culturally responsive behavioral intervention in schools; culturally responsive pedagogies for teachers; effective

school-based behavioral intervention practices; and the impact of assessment design on student motivation and achievement in secondary schools across the curriculum. A major focus of this work is on effective policy and practice to meet the needs of an increasingly diverse regular education school community.

Luanna has been invited to speak in eight countries and 30 U.S. states about her work, and she has published more than 120 journal articles and book chapters. Her 12 books include *Making Friends: The Influences of Culture and Development*; *Critical Issues in the Lives of People with Severe Disabilities*; *Behavioral Intervention: Principles, Models, and Practices*; *The Syracuse Community-Referenced Curriculum Guide*; *Nonaversive Intervention for Behavior Problems: A Manual for Home and Community*; and *An Educative Approach to Behavior Problems: A Practical Decision Model*. Just as important, Luanna is a proud parent and grandparent.



Ian M. Evans is professor of psychology at Massey University in New Zealand. After receiving his PhD at the University of London's Institute of Psychiatry, he taught behavior assessment and therapy for many years at the University of Hawai'i while also serving as consultant psychologist to specialized programs for children and adults with very complex developmental needs. He founded the Hawai'i Association for Autistic Children and was appointed commissioner on the

Governor's State Planning and Advisory Council for Developmental Disabilities. At this time, he and Luanna Meyer began their collaborative work in the public schools across the state, funded by a federal research grant on children's challenging behavior. They have published together on learning and behavior, including major meta-analyses on effective interventions and the earliest practical books on behavior problems for use by teachers and practitioners titled *Nonaversive Intervention for Behavior Problems* and *An Educative Approach to Behavior Problems*.

After becoming director of clinical psychology training at SUNY-Binghamton, Ian continued his focus on disabilities as well as leading the Binghamton Liberty Partnership Project. This intervention research was funded by state and federal grants to work with elementary schools in preventing school dropout, using a home-visitor model to enhance teacher-parent communication. His book *Staying in School: Partnerships for Educational Change* reports this work and that of colleagues across New York State evaluating initiatives in regular education to support children, families, and the schools. Since moving to New Zealand in 1995, he has been professor, clinical program director, and department head at the

University of Waikato and then Massey University. He also served as president of the New Zealand Psychological Society. His most recent work is teacher-focused to enhance the emotional atmosphere in elementary school classrooms, which has led to publication of a manual and a series of research reports. His lifelong commitment to children with autism and their families has been recognized by honors including life member of the advocacy group Parent-to-Parent and chairing the government's Living Guidelines Group of the *New Zealand Autism Spectrum Disorder Guideline*.

Ian has published six books, 54 book chapters, and over 100 refereed journal articles, and he serves on the editorial boards of five international journals. He is a fellow of the American Psychological Association and a fellow of the Royal Society of New Zealand. His other interests include photography, antiques of the Arts and Crafts period, taking long non-strenuous walks, wine tasting, and watching his grandchildren develop.

Contents

List of Tables and Figures	vii
Acknowledgments	ix
About the Authors	xi
Introduction to the Guide	1
Practice Outcomes	2
SECTION I. SETTING THE CONTEXT	3
1. Restorative School Discipline	5
Restorative School Discipline	5
Planning and Establishing Restorative Practices	12
Summary	17
2. Schoolwide Behavior Expectations	19
Identifying Schoolwide Behavior Expectations	19
Summary	24
SECTION II. PUTTING THE MODEL IN PLACE	25
3. Processes for Primary Prevention and Intervention	27
Prevention: Restorative School Discipline Structures and Processes	28
Restorative Conferencing	41
Home–School Interactions and Relationships With Families	44
Culturally Responsive Schools and Classrooms	46
Summary	48
4. A Framework for Child-Focused Interventions	49
Ethical and Legal Issues	49
Secondary and Tertiary Prevention and Intervention	52

Culturally Responsive Restorative Practices	67
The Role of Mediators in Interventions	69
Summary	73
5. Decisions About How the School Responds to Behavior	75
Making Decisions About Behavior and Its Consequences	75
Suicide Prevention, Intervention, and Postvention	86
Threat Assessment	93
Managing Assaults and Breaking Up Fights	96
A Standard Emergency Response Protocol (SERP) for School Safety	98
Summary	99
6. Restorative Conferencing and In-School Suspension	101
Restorative Practices for Serious Incidents	101
Restorative School Conferences	104
In-School Suspension	117
Summary	128
SECTION III: EVALUATING OUTCOMES AND SUSTAINABILITY	131
7. Evaluating Student Outcomes	133
Meaningful Outcomes for Students and Schools	133
User-Friendly Data Collection	136
Data Collection for Problem Behavior	137
Summary	143
8. Professional Learning for Sustainability	145
The Need for Ongoing Professional Development	145
The PD Needs-Assessment Tool for Restorative Discipline	147
References	153
Index	159

List of Tables and Figures

Tables

Table 1.	Behavior Expectations at Jarrett Middle School	21
Table 2.	Being Specific About How to Demonstrate Caring in the Stairwell/Walkways to Prevent Bullying	22
Table 3.	Activity Focused on a Continuum of Bullying	38
Table 4.	Rethinking Negative Conversations About Children With Challenging Behavior	56
Table 5.	Samuel’s Challenge in Math Class	62
Table 6.	The Mediator Worksheet	71
Table 7.	The Effort to Implement Scale	72
Table 8.	Incident Report for Office Discipline Referrals	82
Table 9.	Minor Versus Major Behavior Problems in School	85
Table 10.	Test Your Knowledge About What to Do for Suicide-Related Incidents	91
Table 11.	Sample Reflection Sheets for Students and Teachers	121
Table 12.	The Home–School In-School Suspension Contract	127

Figures

Figure 1.	Mapping the Problem for TJ	112
Figure 2.	Mapping Solutions for TJ	114

Figure 3. In-School Suspension Room	124
Figure 4. Sample Daily Log	138
Figure 5. Sample Student Schedule Record	140
Figure 6. Sample Incident Record	141

Introduction to the Guide

This guide for principals and other school leaders is one of three guides comprising a comprehensive approach to restorative school discipline for elementary, middle, and high schools. Each guide is

- *Evidence based*—drawing on the latest research in education and psychology on effective strategies for educative discipline in classrooms and schools
- *Inclusive*—schoolwide strategies that accommodate different behavior-support needs to ensure emotionally safe and secure learning environments that do not exclude children and youth
- *Restorative*—incorporating approaches that focus on making things right, not on retribution for things that have gone wrong
- *Practical*—disciplinary frameworks and intervention approaches that are doable in typical middle, junior high, and high schools with the kinds of resources and personnel generally available
- *Contextual*—socially valid principles and practices that fit comfortably in regular schools and typical classrooms and that reflect community values about how children and youth should be treated
- *Culturally responsive*—educationally meaningful guidelines for culturally responsive policy and practice in linguistically and culturally diverse school communities
- *User friendly*—presented in a succinct format respectful of the multiple responsibilities, busy schedules, and existing capabilities of educational personnel, incorporating theoretical constructs, references, and intervention descriptions directly relevant to each person’s role in educative discipline. These recommendations are designed to fit within the realities of your individual school and school population.

PRACTICE OUTCOMES

This guide includes the information needed to develop the following outcomes for practice by principals and other school leaders:

1. *Establish a restorative discipline school community*—ensuring that the underlying values and driving forces of your school community are positive relationships, where every member of that community feels a sense of belonging, is valued, and accepts responsibility for the well-being of others.
2. *Agree on behavior expectations for the school community*—applied to children and adults in all school settings including classrooms, walkways, stairs, restrooms, cafeteria, assembly, library, gym/intramural sports facilities, school bus, and outdoor areas surrounding the school.
3. *Describe components of effective behavioral interventions*—understanding the framework for interventions to address challenging behavior in students in a positive way, based on current research relevant to schools.
4. *Support teams and networks*—facilitate planning by school personnel, families, and behavioral consultants working together to support students, with clear lines of communication and cooperation with other child and youth services such as mental health and social welfare services.
5. *Establish schoolwide restorative discipline policy*—fair, transparent, and ethical school rules and behavior consequences communicated across school personnel, families, and students. This includes threat assessment and a standard response protocol for school safety.
6. *Implement restorative practices and in-school suspension systems*—systems that provide ongoing support for a school policy of inclusion and that ensure that challenges and conflict are addressed without exclusion, retribution, and/or loss of mutual respect.
7. *Evaluate professional development issues for staff*—assessing for all personnel the skills and understandings needed to promote restorative discipline, culturally responsive practices, socioemotional support, and high expectations for learning and behavior.
8. *Sustainability and continuous improvement*—ongoing review and renewal processes to update evidence-based approaches and ensure that policy and practices align with current knowledge about effective schools.

Section I

Setting the Context

1

Restorative School Discipline

This chapter presents an overall picture of the features that provide the foundation for a restorative discipline approach to school policies and practices. It also offers a process for planning and introducing restorative discipline in the school, along with providing essential information for sharing with the school community toward ensuring ownership of a whole-school approach.

RESTORATIVE SCHOOL DISCIPLINE

This guide builds on a school ethos that we describe as “restorative school discipline.” Restorative school discipline is not an add-on program for the purposes of behavior management, nor does it provide just another tool in the toolbox for staff to use to deal with student behavior. In contrast, restorative school discipline represents a school culture that permeates all aspects of school organization and relationships within the school as well as relationships between the school and its community. Fundamentally, restorative school practices recognize that schools are educational institutions, so policy and practice should be educative for individual children and the school community. Because schools are educational institutions, the school’s response to children’s behavior should be consistent with education’s goals of supporting teaching and learning—not punishment, retribution, and exclusion. From the individual child’s perspective, the school is acknowledged as a social community where every child belongs and where children’s behavioral challenges are addressed through supportive, educational interventions. From a whole-school perspective,