



**Promoting Equity and Inclusion using Restorative Practices for
Students with and At Risk for Disabilities
Annotated Bibliography**

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What are Restorative Practices?

Students of color and students with and at risk for disabilities have been subject to school exclusion through the increased use of suspensions and expulsions oftentimes for relatively minor infractions (Skiba, 2002; Skiba, Michael, Nardo, & Peterson, 2002). Nationally, Black students represent 15% of the student population, but account for 33% of out-of-school suspensions. Similarly, students with disabilities make up 14 percent of enrollment, but receive over 25% of suspensions (Office for Civil Rights, 2018). Disciplinary disproportionality, however, is not new. In fact, evidence of racial disparities in school discipline began to emerge as early as 1975 (Children’s Defense Fund, 1975), and out-of-school suspensions for students with disabilities has steadily increased since the 1980s (Wagner, Newman, & Cameto, 2004). The persistence and pervasiveness of this issue has ignited considerable debate and an urgent need to identify more equitable and inclusive disciplinary interventions.

The use of restorative practices, now popular in many schools, offer a step forward in the search of a promising solution to the disparate and overly punitive treatment of students of color and students with and at risk for disabilities. Restorative practices are student-centered interventions that are designed to establish positive relationships with all students (Kline, 2016). There is both a proactive and responsive component to restorative practices that can, and perhaps should, work in tandem to yield the most desirable outcome (Wachtel, 2013). The *proactive* component of restorative practices focuses on creating just and equitable learning environments and nurturing healthy relationships; whereas the *responsive* component focuses on repairing harm and transforming conflict (Evans & Vaandering, 2016).

Why are Restorative Practices important in Transition Planning?

School exclusion can have detrimental, long-term effects on post-school success. Students who are frequently suspended tend to have higher dropout rates, unemployment, and greater risk of incarceration (Losen, 2015). The adoption of restorative practices has the potential to offset, if not reverse, these negative consequences. The benefits of using restorative practices include, but are not limited to better problem solving, reduced recidivism, improved educational

achievement, socioemotional growth, and increased community interconnectedness (Harris & Tsui, 2014).

What does the literature say about Restorative Practices in Transition Planning?

Several studies have outlined the importance, as well as, the impact of restorative practices. Generally, the research suggests:

- Zero tolerance policies punish both major and minor infractions uniformly and harshly; which, in turn, has disproportionately impacted students of color and students with disabilities and caused researchers to examine its harmful effects (Skiba, 2002);
- School suspension is one of the most widely used disciplinary responses, yet it is ineffective in promoting prosocial behaviors (Skiba & Rausch, 2006);
- Restorative practices, as an alternative to school suspensions, offer an inclusive, educational, non-punitive approach to promoting inclusion, community, and self-efficacy when attempting to resolve and manage conflict (Kline, 2016);
- Restorative practices can be implemented both formally (e.g., restorative conference, peace circles, family- and/or peer-mediated conferences, etc.) and informally (e.g., non-violent communication (NVC), love and logic principles, etc.; Wachtel, 2014); and
- When implemented with fidelity, restorative practices have effectively reduced the discipline gap, improved academic outcomes, and positively impacted school climate and community (Jain, Bassey, Brown, & Kalra, 2014).

The purpose of this annotated bibliography is to summarize relevant research and resources on restorative practices for students of color and students with and at risk for disabilities. The implementation of restorative practices and its associated outcomes are briefly summarized. To conclude, additional resources on restorative practices are provided.

References

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Acosta, J. D., Chinman, M., Ebener, P., Phillips, A., Xenakis, L., & Malone, P. S. (2016). A cluster-randomized trial of restorative practices: An illustration to spur high-quality research and evaluation. *Journal of Educational and Psychological Consultation, 26*, 413-443. Retrieved from: <https://doi.org/10.1080/10474412.2016.1217488>.

- This article outlines a cluster-randomized trial of Restorative Practices Interventions (RPI) after the first two years in a five-year trial. The research is funded by a grant from the National Institute of Child Health and Human Development (R01# 1HD072235).
- Key theoretical concerns are described and defined, as well as the argument for Restorative Practices Intervention.
- The 11 “Essential Elements” of Restorative Practices Intervention as developed by the International Institute for Restorative Practices (IIRP) are presented in a table format with examples of sample indicators of proficiency for each practice.
- A figure of the RPI model is illustrated displaying the linkage between school environment and the psychology of affect.

- Trial status and conclusion are discussed with implications for States and Federally funded programs advancing the theory of positive youth development.
- This article may be beneficial to researchers, program directors, and administrators evaluating restorative practice approaches or programs.

Clifford, M. A. (2015). *Teaching restorative practices with classroom circles*. Santa Rosa, CA: Center for Restorative Process. Retrieved from: www.centerforrestorativeprocess.com.

- This activities manual includes goals for students, teachers, and the classroom community for teaching restorative practices with classroom circles.
- Center for Restorative Practices offers resources on how to hold restorative circles in classrooms.
- It provides step-by-step instructions for circles which build communities and teach restorative concepts and skills.
- The purpose of restorative circles is to set things right when there is conflict within the classroom. An additional resource for research on restorative practices can be found within the International Institute of Restorative Practices, online at www.iirp.org.
- The sequence of events is included as a reference guide for establishing and maintaining a circle from beginning to end.
- This restorative practice manual would benefit any education practitioner in developing classroom circles.
- Expected outcomes include students accepting responsibility for behavior and creatively solving problems situated within classroom management procedures. The outcomes include methods which consistently help to create calmer, more focused classrooms.
- An increase in instructional time encourages and improves on-task behavior and student outcomes and means that teachers and students have a more peaceful relationships during their school days.

Fisher, D., Frey, N., & Smith, D. (2016). *After sticks, stones, and hurtful words*. *Educational Leadership*, 74, 54-58.

- The purpose of this article is to present specific restorative practice strategies which teach students the emotional and social skills they need to repair and restore relationships. The principles are utilized within a 6-12th grade school and examples of how to practice each principle are provided.
- The principles include: *Making sure you have relationships to restore, using impromptu conversations to maintain relationships and allow student voice, repairing harm when it is done, and develop re-entry plans.*
- This article is written to inform school-based personnel such as teachers, administrators and staff, however, it can also be useful for outside agencies and parents.

- The outcomes of these principles include a shared commitment within school wide practices and classroom procedures with the purpose to disrupt inequitable school practices and repair relationships.

Gregory, A., Clawson, K., Davis, A., & Gerewitz, J. (2016). The promise of restorative practices to transform teacher-student relationships and achieve equity in school discipline. *Journal of Educational and Psychological Consultation*, 26, 325-353. Retrieved from: <https://doi.org/10.1080/10474412.2014.929950>.

- This study demonstrates the potential for restorative practices for improving school culture and reducing the number of student suspensions.
- Elements of restorative practices (RP) are highlighted in a graph which allows for a comparison of the domains of Prevention and Intervention.
- Each domain is described, and examples of these elements are provided.
- Examples include Prevention by building relationships and developing community by using affective statements in response to negative events in the school or classroom. Interventions or repairing and restoring community encompass the elements of using restorative questions such as “Who has been affected by what you have done?” and “What do you think you need to do to make it right?”
- The study describes “11 essential elements of restorative practices” with the focus on providing students’ a voice within the classroom and building support within the whole school structure.
- The study is a resource providing data for schoolwide personnel, researchers, policy makers and practitioners.
- Outcomes include improved student -teacher relationships which resulted in improved student behavior and increased student outcomes.

Gregory, A., Huang, F. L., Anyon, Y., Greer, E., & Downing, B. (2018). An examination of restorative interventions and racial equity in out-of-school suspensions. *School Psychology Review*, 47, 167-182. Retrieved from: <https://doi.org/10.17105/SPR-2017-0073.V47-2>.

- This study uses a cross-sectional design and multilevel modeling to examine the research question, “What factors are associated with equitable assignment to out of school suspension (OSS)?”
- Researchers discuss differential processing attributing higher referrals and suspensions for minority students based on administrative processing which often stereotypes students into categories such as oppositional, problematic, dangerous, and threatening.
- Restorative Interventions are defined, and examples provided including conferencing and circles with students involved in incidents provided an opportunity to reflect on behaviors with others involved in the incident.
- A descriptive explanation of data is cited within frequency and percentage tables.

- Discussion and alternatives to suspension provide practitioners, researchers and policy makers evidence-based conclusions and examples for potentially strengthening relationships within communities and schools.

Goldys, P. H. (2016). Restorative practices: From candy and punishment to celebrations and problem-solving circles. *Journal of Research in Character Education, 12, 75-80.*

- The author recounts the transformation of a Title I science, technology, engineering, and math (STEM) school using Restorative Practices (RP) and approaches to change school climate and culture.
- The article explores the following questions: “Do restorative practices change behavior? Do restorative practices foster a peaceful culture in a school? Can there be improvement in the area of behavior management using restorative practices?”
- Elaboration of the challenges from moving from an environment of punishment to a culture of RP is discussed along with the description of the data used by the school’s
- Teachers, practitioners, and school administration may benefit from this article on school transformation using restorative practices.

Hulvershorn, K., & Mulholland, S. (2018). Restorative practices and the integration of social emotional learning as a path to positive school climates. *Journal of Research in Innovative Teaching & Learning, 11, 110-123.*

- The purpose of this paper is to furnish practitioners and researchers insight into the historical context of Restorative Practices (RP) and to examine the correlations between Social Emotional Learning (SEL) and RP.
- Constructive alternatives to zero tolerance policies are provided within the context of school curriculum and school practices.
- Restorative practice continuum ranging from informal to formal practices is provided along with a relationship pyramid visual displaying examples of universal, targeted, and intensive restorative practices.
- Factors related to RP and the integration of SEL are discussed and examples provided such as how school administrators can create the needed support and processes for the school environment and staff through professional development and modeling.

Ingraham, C. L., Hokoda, A., Moehlenbruck, D., Karafin, M., Manzo, C., & Ramirez, D. (2016). Consultation and collaboration to develop and implement restorative practices in a culturally and linguistically diverse elementary school. *Journal of Educational and Psychological Consultation, 26, 354-384.* Retrieved from: <https://doi.org/10.1080/10474412.2015.1124782>.

- This study discusses a single-case study design and qualitative methods to describe a Restorative Practice program at used in a school-wide implantation approach.
- The program of restorative practice took place within a culturally and linguistically divers (CLD) school.

- The authors describe the three-year multisystemic project they designed using multicultural consultation and support.
- The findings are related to school climate, teachers, students, and parents and include examples of community and youth engagement.
- The consultation included bicultural/bilingual practices and intervention methods and outcomes described to evaluate outcomes for teachers, students, parents, and community.

Kehoe, M., Bourke-Taylor, H., & Broderick, D. (2018). Developing student social skills using restorative practices: A new framework called H.E.A.R.T. *Social Psychology of Education, 21*, 189-207.

- The aim of this article is to introduce a new framework called H.E.A.R.T. to describe the positive impact restorative practices, (RP) can have on student thinking and behavior.
- The authors approach to classroom management is found within a holistic approach to increase social and emotional skills in students and staff so that when behavior issues arise, they are handled in a peaceful, respectful manner. H.E.A.R.T. is an acronym which stands for *Harmony, Empathy for others, Awareness and accountability, Respectful relationships and reflective Thinking*.
- The premise of this RP approach is that a deviant behavior has occurred, and it results in a damaged relationship which needs to be mended. The authors provide a table which represents the RP continuum which ranges between proactive and reactive responses to student behavior.
- The article examines the components of the study as it was conducted including results and implications.
- The article is written for school communities such as K-12 teachers, administrators, staff members, and researchers but would also be beneficial to family members and outside agency personnel situated within schools.
- The outcomes include the promotion of positive social skills and the benefits of social/emotional learning for the whole school community.

Kline, D. M. S. (2016). Can restorative practices help to reduce disparities in school discipline data? A review of the literature. *Multicultural Perspectives, 18*, 97-102. Retrieved from: <https://doi.org/10.1080/15210960.2016.1159099>.

- This literature review examines disproportionate school discipline data and restorative practices.
- The author provides examples of restorative practice to show how and why these practices are nonpunitive and inclusionary alternatives to traditional disciplinary practices.
- Evidence provided within the article supports a decrease in suspensions and referrals which have contributed to imbalanced discipline data across the nation.

- The article highlights the limitations in the research and provides recommendations for researchers interested in further study of restorative practices in education.

Lustick, H. (2017). Administering discipline differently: A Foucauldian lens on restorative school discipline. *International Journal of Leadership in Education*, 20, 297-311. Retrieved from: <https://doi.org/10.1080/13603124.2015.1100755>.

- The author defines Restorative School Discipline as opportunities in which individuals meet with those whom they have had a conflict to repair harm and create a plan for future interactions.
- Examples are provided for activities such as mediations, circles, conferencing, and reconciliations to take the place of zero tolerance policies and practices which include automatic suspension for students involved in conflicts thus reducing suspension rates, especially those of minority students who are overrepresented in discipline data.
- Restorative discipline goals are outlined to improve school culture and build communication and trust among school staff and students.
- A glossary of restorative terms is provided with definitions which include the terms: restorative discipline, respondent, victim, and sanction.
- The author compares current restorative discipline with a Foucauldian model, using accountability to refer to the responsibility school communities and individuals share.
- Teachers, administrators, school staff, district personnel, and researchers may find this article beneficial for examining restorative practices through a different lens.

Mayworm, A. M., Sharkey, J. D., Hunnicutt, K. L., & Schiedel, K. C. (2016). Teacher consultation to enhance implementation of school-based restorative justice. *Journal of Educational and Psychological Consultation*, 26, 385-412. Retrieved from: <https://doi.org/10.1080/10474412.2016.1196364>.

- The purpose of this article is to address racial, ethnic, gender, and disability disproportionality in school discipline and recognize Restorative Practices (RP) as an alternative approach to school discipline.
- Authors provide a literature review of school based restorative practices.
- Professional development (PD) and teacher training examples are provided, such as utilizing a consultation method. Building teacher capacity in RP through a multitiered model of PD is given.
- The article proposes a complementary model to Restorative Justice framework which includes a systematic model with evaluation techniques.
- This article benefits school districts, administrators, instructional and behavioral facilitators, and other school personnel.

Vaandering, D. (2014). Implementing restorative justice practice in schools: What pedagogy reveals. *Journal of Peace Education*, 11, 64-80. Retrieved from: <https://doi.org/10.1080/17400201.2013.794335>.

- This study provides a description and examples of restorative justice (RJ), within a discourse of 1) behavior management and classroom management and 2) restorative justice discourse for engaged productive pedagogy.
- Case study examples are provided with implications for effective implementation in schools. A table within the article outlines and compares the two distinct discourses and provides examples such as: teacher understanding of restorative justice, personal experience, the view of the child, pedagogy and possible outcomes of practicing RJ.
- Implications for implementing RJ include critical examination of current practices, comprehensive responses which allow for the development of supports and developing pedagogy where “learning, not control is the priority.”
- Outcomes include creating safe schools where nurturing students and building relationships is the focus and students can learn to become active community participants.

Winn, M. T. (2018). *Justice on both sides: Transforming education through restorative justice*. Cambridge, MA: Harvard Education Press.

- The purpose of this book is to provide school leaders and teachers an alternative to student punishment and discipline by providing a paradigm shift to restorative practices within schools.
- The focus is twofold to include the needs of those who have been harmed, as well as, those who have caused the harm in educational settings.
- A comprehensive account of restorative justice and the value it has in education is showcased along with restorative practices in contemporary schools to address the inequalities of gender, race, and class in student discipline practices.
- The author as a scholar and restorative justice practitioner has also been a coach to school administration and personnel.
- The book offers a contribution to restorative practices through the demonstration of how restorative justice works in schools and how it can be adapted for use in a variety of educational settings.

Additional Resources

- Center for Restorative Practices

Website: <http://www.centerforrestorativeprocess.com/teaching-restorative-practices-with-classroom-circles.html>

- Restorative Practice Resource Project
Website: https://www.iirp.edu/images/pdf/ObqnNj_38e965_ad7507e9e2474f8aaa3b903afcb1ecf7_2.pdf
- Restorative Resources in Schools
Website: <https://www.restorativeresources.org/>
- Restorative Practices: A Guide for Educators (Schott Foundation):
Website: <http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf>
- Restorative Practices: Fostering Healthy Relationships and Promoting Positive Discipline in Schools:
Website: www.otlcampaign.org/restorative-practices
- Restorative Practices Whole School Implementation Guide (San Francisco Unified School District):
Website: <https://www.healthiersf.org/RestorativePractices/Resources/documents/SFUSD%20Whole%20School%20Implementation%20Guide%20final.pdf>
- Restorative Practices Curriculum and Supporting Documents (San Francisco Unified School District):
Website: <https://www.healthiersf.org/RestorativePractices/Resources/index.php>
- Restorative Justice (Oakland Unified School District):
Website: <https://www.ousd.org/Domain/134>

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