



Restorative Interventions Implementation Tool Kit

Tools and resources for school staff and other adults trained to facilitate conferences and circles to repair harm in educational settings and designed to assess readiness, implementation and outcomes for school-based restorative discipline models.

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Introduction

This packet of tools and resources was developed as a resource to school staff and other adults trained to facilitate conferences and circles to repair harm in educational settings. It supplements the curriculum "Restorative Practices and Bullying: Rethinking Behaviour Management" 2nd Edition by Margaret Thorsborne and David Vinegrad. The tools and resources offered here are designed to assess readiness, implementation and outcomes as defined by the curriculum, but can also be used as guidance for implementing any other school-based restorative model.

The authors hope the guidance and ideas offered here will give practitioners and administrators additional ways to build reflection into their work and to use the data and feedback collected through these tools as a learning loop for continually improving practice, either through self-reflection or by using the tools for coaching. While the tools could also be used to measure outcomes, they are primarily offered as a helpful component of an intentional practice-reflection-practice cycle, initiated at the training, in which practitioners learn about and build on their strengths while acknowledging and working on areas needing improvement. This tool kit offers many assessment tools. Each practitioner can decide which tools are best for her/his context, goals and practice.

A worldwide community of restorative practitioners and experts contributed immensely to the ideas and tools in this packet, including Richard Hendry, Brenda Morrison, Mark Corrigan and Margaret Thorsborne. We thank them all for their willingness to openly share ideas, tools and expertise and hope this work can add to the growing desire to understand how Restorative Practices can transform school environments.

We welcome your comments, feedback and questions. If you have questions on how to use the tools, how to analyse data to assess impact, or if you want to get feedback on ideas for adapting the tools to your school situation, please contact Nancy Riestenberg, School Climate Specialist, 651-582-8433; nancy.riestenberg@state.mn.us.

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Authors

Kara Beckman, Barbara McMorris and Amy Gower
University of Minnesota Healthy Youth Development * Prevention Research Center
<http://www.med.umn.edu/peds/ahm/programs/hyd/home.html>
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I. Tool for Assessing Readiness

Implementing Restorative Practices for Bullying

Name: Readiness Assessment

Users: Core Team dealing with Discipline or individual advocates of Restorative Practices

Purpose: To assist in determining the school's stage of readiness for introducing Restorative Practices and to consider how Restorative Practice integrates with other discipline strategies in use at the school.

When to use: For use prior to training to help trainees assess what they will do with information gained at training. This tool could also be used as part of a process to increase support for implementing Restorative Practice during meetings of teams that deal with discipline in the school. It can also be used yearly to track progress in moving towards whole-school implementation of restorative approaches to bullying.

How to use: Complete the full assessment when considering the need for new approaches to prevent and/or intervene with bullying. The assessment can also be completed annually to mark progress and strategize around next steps in a school's movement towards full school adoption of restorative approaches.

Readiness Assessment for Whole-School Restorative Approaches to Bullying Prevention

Step One: Considering Current Bullying Prevention Programs

A first step in considering readiness for adopting restorative approaches to bullying prevention is to identify the current practices in your school. These first questions are a guide for considering what your school may already be doing to address bullying. Make a check in the box that best describes each statement.

Current bullying prevention practices:	We have good practice here which we need to maintain	We could make significant progress here	Not a priority area for us
1. Our discipline practices are delivering the types of outcomes we want.			
2. Our school has a universal system of positive behavior management in place.			
3. All teachers and staff have been trained in a specific anti-bullying program or in specific bullying intervention techniques.			
4. All teachers and staff have been trained in how to immediately address minor incidents of bullying in a way that includes both persons harmed and wrongdoers in solving the problem.			
5. Our school has management strategies in place for bullying prevention in non-classroom settings, including playgrounds, hallways, etc. <ul style="list-style-type: none"> • we're tracking it and know where it happens • we assign staff to those areas who are trained to deal with bullying and prevent it further 			
6. Our school effectively tracks office discipline referrals and disaggregates data based on race to detect any bias in our referral process.			
7. Our whole school effectively uses bullying prevention and intervention programs. (List the programs currently in use)			

Your responses above should give you an overall sense of whether you see a need for improving the school environment as relates to bullying. Most evidence-based bullying prevention programs would include the above practices. However, each bullying prevention program will have its own culture, discipline paradigm and implementation keys.

The approaches promoted by the training, “Implementing Restorative Practices for Bullying” and this accompanying toolkit are provided as one potential way to make progress on most of the items. Restorative approaches include the practices mentioned above and can stand alone as a bullying prevention initiative or can complement bullying prevention work already happening. A key to successfully implementing any bullying prevention initiative is to ensure that all adults in the school are trained to accurately replicate the program with fidelity. Additionally, see page 20 for information on setting up or integrating better data tracking systems, including guidance on integrating Restorative Practice with Positive Behavioral Interventions and Supports (PBIS) and other prevention programs.

Step Two: Assessing Readiness to implement Whole-School Restorative Approaches to Bullying Prevention

If a need for new approaches to address bullying is indicated in Step One, then consideration of whether restorative approaches may meet the bullying prevention needs in your school is warranted. Restorative Practices (RP) are most effective when the whole school adopts a restorative ethos.

Where an adequate number of checks are not present in this readiness assessment section, additional work may need to be done to get buy-in for whole-school implementation of restorative approaches from school administration, discipline teams or teachers/staff. For example, the first few items in this section indicate a potential need for change requiring advocacy and information sharing about RP. The second group indicates helpful principles around discipline that may need to be promoted in the school before successful adoption will take place. Finally, agreement with the third set of items would indicate some steps are already in place to successfully implement restorative approaches school-wide.

Below are some potential strategies to increase support for school-wide adoption of Restorative Practices. Additional resources are included in Appendices A and B.

- Advocate to include Restorative Practices in Annual Disciplinary Action Plans
- Assess current discipline challenges of the school community and how Restorative Practices can respond to those needs
- Ensure commitment of the Principal and leadership team or discipline team to Restorative Practices, including the commitment to attend all trainings if and when they are offered
- Assess what resistance to Restorative Practice may exist in the school
- Assess and plan when in the review cycle would be the best time to introduce Restorative Practice to the school community
- Assess how other major anti-bullying initiatives that already exist in the school are compatible with Restorative Practices¹

¹ Adapted from “Restorative Practices in Catholic School Communities.” (2007) Catholic Education Office, Archdiocese of Melbourne.

The statements below are divided into three areas, which taken together, represent an assessment of readiness to implement Restorative Approaches school-wide. Please consider each item from your own personal viewpoint, as well as from the perspective you perceive your school administration to have. Make a check in the box for those statements with which you agree, and those with which you think the administration in your school would agree.

Indicator of Readiness:	Yes, I agree	Yes, I think my administration would agree
<i>In thinking about my school's discipline policy and environment...</i>		
1. The language in our discipline policy indicates room for restorative approaches to bullying prevention.		
2. There is a need for better behavior, relationships and learning environments in our school.		
3. There is a need to reduce reliance on control and compliance strategies in our school's discipline methods.		
4. We have assessed current discipline challenges of our school community and believe Restorative Practices can respond to those needs		
<i>The people who are in charge of setting discipline policies in our school believe that...</i>		
5. Repairing harm done to relationships and people is more important than assigning blame and dispensing punishment.		
6. A genuine apology is an opportunity for all involved in an incident or a situation to move on.		
7. Making reparation is a useful process in resolving difficult incidents or situations.		
8. Children who are struggling to participate in social groups can be supported to do this more effectively.		
<i>The following indicators are in place of our school's readiness to implement restorative approaches:</i>		
9. We have assessed current discipline challenges of our school community and believe Restorative Practices can respond to those needs		
10. My school is ready to provide the supervision support needed for effective implementation of new bullying prevention programs based in Restorative Practice.		
11. We understand how Restorative Practices complement our current bullying prevention strategies.		
12. Our principal does or would overtly support Restorative Practices work in our school.		

Step Three: Indicators of Effective Restorative Practice: Perceptions of Responses to Bullying

A third step in assessing readiness is to consider the perceptions of your school responses to bullying from the perspective of different stakeholders. The following assessment can serve as both a readiness checklist and an implementation checklist. Schools effectively addressing bullying through restorative approaches should be meeting the needs of people harmed, wrongdoers, parents (of both people harmed and wrongdoers) and staff. Complete this checklist by considering the perspective of each of these bullying stakeholders, placing a check in the box if they would likely agree with the statement.

Indicators of Effective Restorative Practice:	Person Harmed	Wrongdoer	Parents	Staff
<i>Our school's current responses to bullying...</i>				
1. effectively solve the problem				
2. help improve relationships between discipline-focused staff and students				
3. rarely or never make the bullying worse				
4. help improve relationships between students				
5. are fair				
6. make me feel respected				
7. are consistent and take into account the seriousness of the incident				
8. allow me to tell my story				
9. allow me to be involved in solving the problem				
10. usually help wrongdoers take responsibility for their actions				
11. help make the school climate feel safer				

Effectively implementing restorative approaches to bullying means that all stakeholder needs are taken into account and most are met. The responses in this section indicate whether restorative approaches may be helpful in re-engaging important actors in the prevention and intervention of bullying. Take a moment to consider your responses. First, look at the number of checks in each row. If responses indicate that only certain aspects of bullying are effectively handled, then the restorative practices promoted in this training may help your school adopt a more holistic approach. Second, notice whether you made significantly fewer checks in any of the columns. If so, it is an indication that the needs of some important sectors are not being fully met. In general, a school which is effectively implementing the Thorsborne curriculum will have checks in almost every box. Thus this section can also be used as a reflective tool after implementing the curriculum to see how well the process is working.

II. Tools for Tracking and Assessing Implementation

Implementing Restorative Practices for Bullying

- Names:**
- 1) Circle/Conference Report and Self-Evaluation Form
 - 2) Circle/Conference Agreement Form
 - 3) Post-Conference/Circle Participant Evaluation (Immediate)
 - 4) Practitioner Implementation Checklist for Restorative Dialogues
 - 5) Practitioner Implementation Checklist for Restorative Conferences
 - 6) Practitioner Implementation Checklist for Circles

Users: Practitioners of Restorative Practices (RP), specific tools included for implementing Dialogues, Conferences and Circles

Purpose: To assist practitioners and schools to monitor their progress in implementing with fidelity the approaches described in the training and curriculum.

When and how to use: The circle/conference report and self-evaluation form, agreement form and post-conference/circle participant evaluation form should be used at or immediately following each small-group circle or conference. Together, these three tools will form a packet for reflection on each conference or circle and will indicate the degree of successfulness of the implementation of that particular conference or circle. Assigning a survey code for the participant evaluations is only necessary when you plan to use the 4-6 weeks post-conference survey and want to match responses. See page 16 for tips on how to assign a survey code. Because previous evaluations have shown that effective preparation of all participants improves their positive feelings during the conference, it will be important to note on the participant evaluations how well prepared each person felt and how that relates to their additional answers. Reflecting on each conference, and later, looking at general patterns across conference evaluations will help inform responses for the implementation checklists and ongoing training needs.

Minimally, all practitioners should fill out on a quarterly basis the checklists of the specific practices they use (tools 4-6 above), until they are consistently and confidently implementing all steps. For practitioners who regularly use RP, suggested use would be at least monthly as a self-assessment tool to show areas to target for improvement. The checklists refer very specifically to steps mentioned in the Thorsborne curriculum and “Implementing Restorative Practices for Bullying” training. As areas for further training and improvement are identified in the checklist, users can refer back to the curriculum (page numbers are noted) and training materials for details on those specific steps in the process.

Consistent reflection with a coach is an important part of Restorative Practice. Practitioners acting as coaches to other staff can pay particular attention to areas where important practices need to be implemented more consistently. The tools in this section will be of great use in the coach/practitioner relationship. Questions to discuss with a coach or mentee include exploring areas where further training would be helpful, understanding which steps in facilitating a Restorative Dialogue, Conference or Circle are providing the most challenges, and what behavior changes have been observed in the group/individual after implementing Restorative Practices.

Conference/Circle Report and Self-Evaluation Form

(To be filled out after each conference by conference facilitator.)

Key Individual Practices (Mark whether you successfully used each practice at this conference.)	YES	NO	N/A
<i>At this Small Group Conference/Circle...</i>			
1. I took the time necessary to adequately prepare myself and each participant			
2. I used a script			
3. I used a seating plan and a clear order of speaking			
4. I did not have people seated around a table			
5. I prepared to work across cultures as needed (e.g. ensured the conference facilitator did not also act as translator, learned how to appropriately welcome people from different cultures, chose talking pieces and centrepieces with attendees in mind)			
6. I ensured opportunities to practice empathy for the wrongdoer as appropriate (When relationship is harmed, a response can be practicing empathy. Example includes reading a book and talking through empathizing with the character.)			
7. I facilitated the development of a plan that included how the harm will be repaired			
8. I facilitated the development of a plan that stated how additional harm will be avoided			
9. I facilitated the development of a plan that included how the wrongdoer will repair harm and/or give back to the community			
10. I provided refreshments or an activity to help participants engage with each other while the agreement was being written up			
11. I assigned someone to observe participant interactions during informal times and included this person while debriefing the conference			
12. I had participants fill out an evaluation of the conference and used those to reflect on my practice			

Circle/Conference Agreement Form

(To be filed out during each circle/conference as agreement is reached.)

1. Background Information

Date:

Participants (name, grade):

2. Incident or Concern:

3. Agreement Details

How the harm will be repaired:

How the harm will be avoided in the future:

How the person who did the harm will give back to the community:

What support will be given to the person who was harmed:

4. Monitoring Plan

Tasks [include final check-in as last task] By Who? By When?

5. Additional Notes:

6. Signatures

I have read the above agreement and understand and agree to all of the terms. I intend to fulfil any obligations detailed above for which I am responsible.

Signature of Person who did the Harm and Signature of Person Harmed

Signature of Circle/Conference Facilitator and Signature of Other Participant

Signatures of Other Participants

Post-Conference Participant Evaluation

(To be administered immediately following the conference or circle.)

Thank you for agreeing to complete this survey. Your answers will be used to help find out how effectively Restorative Practice is being used in your school. You do not need to write your name. Please write your Survey Code, if you have been given one, so that we can match your answers if you are asked to do a follow-up survey. SURVEY CODE:

Please mark one box for each statement.	YES!	Yes	No	NO!
1. I was well prepared for the conference or circle and knew what to expect.				
2. This conference or circle was what I expected it to be.				
3. This conference or circle was a safe place for me to talk about this problem and how I felt about it.				
4. People heard what I had to say at the conference or circle.				
5. I have a better understanding of why the problem happened and what other people were thinking.				
6. I was treated with respect by the school staff involved.				
7. The conference or circle was a fair way to deal with the situation.				
8. There is a person in this conference or circle that cares about me doing well in school.				
9. The plan we agreed to is easy to understand.				
10. I like the plan we made.				
11. The conference or circle helped fix the harm that was done.				
12. Students in this conference or circle will be safer as a result of this conference or circle.				
13. I think the agreement will stop the problem from happening again.				
14. I would participate in a conference or circle again if a different problem came up.				

Please respond to each of the following by circling a response.

I am a: student	teacher	parent/caregiver	support person
administrator	school staff	other	

I was here today as a: person harmed	person who did harm	other
supporter of person harmed	supporter of person who did harm	

Please add any further comments about what you liked or disliked about this circle or conference on the reverse side.

Implementation Checklist for Restorative Dialogues

(To be filled out occasionally by teachers/staff who have been trained in conducting Restorative Dialogues.)

Key Individual Practices (Mark your progress in adopting each practice)	Current Status		
	Rarely	Some- times	Consis- tently
1. I quickly and accurately assess situations and know whether to respond with a Restorative Dialogue or refer for a Conference			
2. I feel confident in my ability to conduct a Restorative Dialogue			
3. I know who to contact when I have questions about using restorative practice to address bullying			
<i>When facilitating Restorative Dialogues...</i>			
4. I first ask the person harmed whether they're ok with a dialogue			
5. I get the assent of the person harmed to move forward			
6. I allow both participants to explain their perceptions and experiences of the conflict to each other			
7. I help the person who did the harm to reflect on what has happened and their responsibility for any harm (or potential harm) done			
8. I ask the person harmed what needs to be done to repair the harm			
9. I ask both parties what an agreement would contain, how I can help monitor the agreement and what next steps should be			
10. I refer the plan to our school RP expert when more follow-up is needed on the plan than I can provide			
<i>In reflecting on my restorative dialogue practices, I am generally successful in getting...</i>			
11. All parties to fully participate in Restorative Dialogues.			
12. The wrongdoer(s) to admit to doing wrong			
13. The wrongdoer(s) to apologize			
14. The person(s) harmed to accept the apology of the wrongdoer(s)			
15. The person harmed and wrongdoer to come up with an appropriate way to repair the harm			
16. A mutually acceptable decision about a plan to avoid similar incidents in the future			
17. Resolution to the problem			

Implementation Checklist for Restorative Conferences

(To be filled out occasionally by teachers/staff who have been trained in conducting Restorative Conferences.)

Key Individual Practices (Mark your progress in adopting each practice)	Current Status		
	Rarely	Some- times	Consis- -tently
1. I quickly and accurately assess situations and know whether to respond with a Restorative Dialogue or Conference			
2. I feel confident in my ability to conduct a Restorative Dialogue			
3. I feel confident in my ability to conduct a Restorative Conference			
4. I know who to contact when I have questions about using restorative practice to address bullying			
<i>When conducting Restorative Conferences...</i>			
5. I take the time necessary to prepare for a conference responding to a serious incident, including using suspension or other means as necessary, rather than rushing the conference			
6. I first interview all affected parties individually to fully understand the incident			
7. I carefully consider who should attend the conference			
8. I prepare all involved parties for the conference so they know what to expect and how to participate			
9. I prepare myself for the conference by reviewing the event details and the conferencing script or outline			
10. I use the appropriate seating chart			
11. I establish clear ground rules			
12. I allow the wrongdoer(s) to hear from the person(s) harmed about the impact of his/her behavior and to make an apology and/or amends			
13. I give the person harmed an opportunity to ask questions of the person responsible and to help determine any reparative amends			
14. I involve supporters in discussion where appropriate			
15. I negotiate a written agreement, including follow-up plan			
16. I facilitate development of plans that include how the harm will be repaired, additional harm avoided and how the wrongdoer will repair the harm			
17. I conduct my own self-evaluation and reflection after each conference			
<i>I have support from my administration to successfully implement conferences, including...</i>			
18. I'm allowed to take the time needed (either as long as it takes in one day or daily meetings) until the issue is resolved			
19. I'm given appropriate space for conferences			
20. Any staff who need to participate in conferences are allowed substitutes as necessary			
21. I'm allowed to provide refreshments for the conference			
22. Regularly reviewing results of conferences with a supporter, coach or other stakeholder			

Implementation Checklist for Circles

(To be filled out occasionally by teachers/staff who have been trained in conducting Circles.)

Key Individual Practices (Mark your progress in adopting each practice)	Current Status		
	Rarely	Some- times	Consis- -tently
1. I know when a circle is the most appropriate response			
2. I am confident in my abilities to facilitate a circle			
3. I know who to contact if I have a question or need support implementing a circle			
<i>When facilitating circles...</i>			
4. I use a centerpiece appropriate to the circumstance			
5. I choose the talking piece based on my knowledge of the specific people who will be in the circle			
6. I use opening and closing rituals or ceremonies			
7. I maintain the integrity of the talking piece			
8. I have participants create guidelines to ensure the group feels like they have designed a safe space			
9. I suspend the talking piece appropriately			
10. I generally pass the talking stick 2-3 times per question			
<i>... I use the 4 quadrants during circle, including...</i>			
11. ...getting acquainted to the people and the process			
12. ...storytelling			
13. ...addressing the issue			
14. ...reaching unified resolution and a plan for follow-up			
15. I prepare to work across cultures (e.g., do not have the conference facilitator act as translator, learn how to appropriately welcome people from different cultures)			
16. I am able to "let go" of controlling the circle, allowing group members to be responsible for the outcome			
17. I provide refreshments or an activity to help participants engage with each other while the agreement is being written up			
18. I assign someone to observe participant interactions during informal times and include this person when debriefing the circle			
19. I ensure circle resolutions have a clear plan for monitoring and follow-up			
20. I successfully monitor and follow-up on the plans created during circles			
<i>I have support from my administration to successfully implement circles, including...</i>			
21. I'm allowed to take the time needed (either as long as it takes in one day or daily meetings) until the issue is resolved			
22. I'm given appropriate space for circles			
23. Any staff who need to participate in circles are allowed substitutes as necessary			
24. I'm allowed to provide refreshments for the circle			
25. Regularly reviewing results of circles with a supporter, coach or other stakeholder			

III. Evaluation Tools

Implementing Restorative Practices for Bullying

Names: 1) Post-Conference Participant Evaluation (4-6 weeks after conference or circle)
2) Conference/Dialogue Stakeholder Student Focus Group Guide

Users: Facilitators of Restorative Conferences, Dialogues or Circles needing to more formally assess impact.

Purpose: To assist practitioners and schools to complete a more in-depth evaluation of the use of Restorative Practices in their school.

When and how to use: The two tools included here will help systematize an evaluation component to your restorative approaches. These tools can be used together with the tools from the implementation section to get a more complete picture of the impact of Restorative Practice in your school.

The *second post-conference evaluation*, administered four-six weeks after the conference, can be used when reporting outcomes is a priority. The post-conference surveys are designed to be appropriate for use by students who are at least at a third grade reading and cognitive skills level. For younger students, a private, facilitated conversation to help them understand the intent of the questions and get their feedback may be an appropriate way to assess these conference outcomes.

For ideal use, the post-conference surveys filled out immediately following the conference will include a survey code for each participant, so that those responses can be matched to the responses collected with this tools administered four-six weeks later. In designing a survey code, the easiest method is to have a template for developing a unique but consistent code that participants can fill in themselves each time they do the survey, avoiding the need to assign and track a survey code for each participant. Provide the participants instructions for creating the survey code as they begin the survey. One example would be to have them create a six-digit code by writing the first two letters of their last name, first two letters of their first name and the day of the month they were born. Another option is to use the Minnesota Automated Reporting Student System (MARSS) number or other unique identifier for students, but this requires you adding the survey codes and then assuring that the correct follow-up surveys are given to the right students. MARSS numbers are not an available option to track participating adults.

Matching survey results to look at impact will require relatively sophisticated statistical analysis. Prior to deciding to collect data, those conducting the evaluation should talk to their district data entry/analyst staff person or can consult with the authors of this packet at the Healthy Youth Development * Prevention Research Center to determine how they will use the data. For example, one could decide to determine correlations between initial preparation for the conference or circle with perception of plan success four weeks later.

Suggested timing for conducting a *focus group* is after a year or so of implementing when stakeholders from several conferences or circles can participate. Conducting a focus group will help schools and practitioners gain a deeper understanding than is possible with surveys about how students perceive the use of conferences and dialogues within the school.

Focus groups generally consist of six to ten people and include some refreshments. They require two school or district staff personnel, a facilitator who asks the questions to keep the group on task and a recorder who captures as much of the conversation as possible. Focus group findings are not considered outcomes but they can be used to help understand results of outcome evaluations and/or to consider program changes that may be needed. Good information on keys to conducting and analyzing focus groups can be found at: [Krueger-Focus Group Interviews website](#) and [New York State Teacher Centers' focus groups web page](#).

Time and resources are almost always scarce for conducting evaluations. Some ways to be creative may include asking promise fellows or other temporary staff to implement follow-up evaluations or conduct focus groups. Teachers who use RP circles could use the focus group form to do a classroom end-of-year reflection and then ask her/his students to summarize the conversation in a presentation to their principal.

Second Post-Conference/Circle Participant Evaluation²

(To be administered 4-6 weeks after the conference or circle)

Thank you for agreeing to complete this survey. Your answers will be used to help find out how effectively Restorative Practice is being used in your school. You do not need to write your name. Please write your Survey Code, if you have been given one, so that we can match your answers if you are asked to do a follow-up survey.

SURVEY CODE:

Please mark one box for each statement.	YES!	Yes	No	NO!
1. The plan we made at the conference or circle has worked well.				
2. All of the goals of the plan have been achieved.				
3. The relationships between school staff and the students at the conference or circle have become stronger.				
4. I have a better understanding of why the problem happened and what other people were thinking.				
5. I think the conference or circle and the plan helped the student(s) be more successful at school.				
6. The staff followed up and monitored the plan as promised.				
7. The students have been doing their part of the plan as promised.				
8. The parents/caregivers followed up and monitored the plan as promised.				
9. The student(s)' general attitude at school has improved.				
10. I think the conference or circle is a good way to resolve problems at school.				
11. I would participate in a conference or circle again if a different problem came up.				

Please respond to each of the following by circling a response.

I am a:	student	teacher	parent/caregiver	support person
	administrator	school staff	other	

I participated in the conference as a:	person harmed	person who did harm	other
	supporter of person harmed	supporter of person who did harm	

Please add any further comments about what you liked or disliked about the circle or conference on the reverse side.

² Both post-conference surveys adapted from surveys developed by Mark Corrigan, New Zealand

Conference/Dialogue Stakeholder Student Focus Group

Icebreaker:

To start out, tell me what you like best about this school.

Warm-Up Questions:

All of you have been invited to participate in this group because you were involved in a conference or dialogue at some point during the school year.

Q1. What did you like best about participating in the conference/dialogue?

Q2. What do you wish would have been different in the conference/dialogue in which you participated?

Q3. Tell me about whether you felt respected during the conference/dialogue and why.

Key Questions:

Q4. What happened between you and the other students in the conference/dialogue after the conference/dialogue was done?

Probe: Did anyone have an experience where participating in the conference/dialogue made the situation worse? If so, tell me about that.

Q5. Tell me about a time where you had a problem with another student that didn't result in a conference/dialogue. How was that problem solved?

Q6. In what ways does participating in conferences/dialogues help students?

Probe: How does it help students who were harmed? How does it help students who did the harm? How does it affect the relationships between students and teachers?

Q7. Do conferences/dialogue help make the school feel safer for students? Why or why not?

Final Question:

Q8. We want our school to be one where students feel safe and show respect for each other and staff, and where students feel respected by staff and other students. In what ways do you feel respected by staff and other students and what do you wish could change so that the school felt like a respectful and safe place?

Probe: Do conferences, circles and dialogues help students feel respected? Do they help students learn ways to be respectful of staff and other students? Why or why not?

IV. Resources and Tools for School-Wide Implementation

Implementing Restorative Practices for Bullying

Background

Since RP development is primarily about *culture change*, it is distinctive from other ‘initiatives’. Evidence suggests that for schools full implementation will require three to six years.

Successfully implementing RP school-wide would require the following levels of staff training:

- Initial awareness-raising for all staff is typically half to one-day equivalent
- Initial training for all staff working directly with children is typically one-day equivalent, to be fully trained in conducting restorative dialogues
- Training for staff using circle and conference interventions is typically two-three days.
- ‘Training for trainers’ is typically around five days.

Successful schools recognize a ‘tipping point’, usually after more than half of the staff has undergone specific training following on from awareness-raising sessions. Sustainable development models tend to rely initially on external training providers, with a shift towards building internal capacity and ownership over time, often via combined ‘training for trainers’ programs. Schools also need to plan appropriate support for student, probationer and substitute teachers, as well as for supply and new staff.³

Minnesota Department of Education Implementation Guides

The Minnesota Department of Education has developed resources to help schools work through the stages of implementation to appropriately adopt proven practice. Found at [Implementation of Effective Practice web page](#), this information can provide an additional framework for understanding and tracking a whole-school adoption of RP. Information includes an overview of the stages of implementation, details on each stage and indicators of success at each stage.

Tracking Data

The first step in understanding the implementation and impact of adopting a whole-school restorative approach to bullying prevention is collecting data on incidents of bullying. This requires a widely and consistently implemented behavioral incident reporting system that need not be complex. Many schools will already have adequate systems in place.

The ability to assess incident and response information by race/ethnicity should be a part of your data collection system. Until the problem of minority over-representation in exclusionary responses such as suspension is solved, schools can be a proactive part of the solution by analyzing which students are most likely to receive consequences based on control/compliance policies and which are referred for conferences and other relationship- and character-building interventions. Schools should strive for equity in both the intention and outcome of their disciplinary responses.

³ Adapted from Sacro/Richard Hendry 2009, “Implementing Restorative Practice Resource Pack.”

Integrating with PBIS and other tracking systems⁴

PBIS and restorative measures provide two approaches to creating safe school environments that focus on supporting students in positive behaviors and right relationships. While one seeks to establish a school-wide framework to teach and support student pro-social behavior, the other seeks to engage the group to encourage helpful, healthy behaviors. The approaches are not mutually exclusive, as both draw upon the public health framework for prevention, and taken together, provide approaches that fill in gaps in the puzzle of student need.

In order to support the whole child, and subsequently improve academic performance, we must foster emotional well-being as well as social/behavioral competence. In theory, the philosophies underpinning School-Wide Positive Behavioral Interventions and Supports (SW-PBIS) (behavioral theory and applied behavioral analysis) and Restorative Measures (restorative justice theory, youth development principles and Indigenous People’s wisdom) may be very different. In practice, however, the two appear to not only be compatible with each other but they may actually compliment and supplement each other in important ways.

PBIS and Restorative Measures	
<i>Shared Core Features</i>	<i>Complimentary Features</i>
<ul style="list-style-type: none"> • Whole school approach • Attention to changing the behavior of adults • See and pay attention to each and every child • Change environment • Identify, teach, and encourage positive behaviors • Build assets and protective factors 	<ul style="list-style-type: none"> • Restorative Approaches provide early and/or intense interventions to restore harm and repair relationships • The Circle process provides a way of delivering content, especially Social Emotional Learning, that strengthens relationships at the same time as helping adults see each child • The SW-PBIS framework provides data for team-based decision making • SW-PBIS reflects best practices in implementation science (or common principles of effective practice)

Gathering together the knowledge and practical elements of both approaches helps to fill the framework of SW-PBIS with programming that can be practiced with fidelity, while expanding the range of approaches to address the needs of the whole child and the whole community.

Many schools implementing SW-PBIS in Minnesota use SWISTM, a web-based school-wide information system, or a comparable data system to help school personnel collect and analyze discipline referral data. Information about the SWIS data monitoring system can be found at <http://www.swis.org/> Data elements collected include:

1. The number of problem behaviors occurring per day, per month;
2. The type of problem behaviors occurring, including harassment and bullying behaviors;
3. The location in which the problem behaviors are occurring;
4. The time of day the problem behaviors are occurring; and
5. The students exhibiting the problem behaviors.

⁴ MN Department of Education, “Positive Behavioral Interventions and Supports and Restorative Measures

Using these five data elements school personnel have the capability to evaluate individual student behavior and the behavior of groups of students. Reports can be generated indicating the times and/or locations prone to elicit problem behaviors and the types of behaviors being demonstrated. These data allow teachers and administrators to shape school-wide environments and target tiered interventions to maximize students' academic and social achievements.

Because the SW-PBIS data systems typically collect data on harassment and bullying behaviors identified through a school's Office Discipline Referral (ODR) system, these would be important data to review and track as Restorative Intervention for Bullying are being implemented in schools already implementing PBIS. These data can be used to identify the locations within the school and the time of day that bullying is taking place, the students involved in the bullying, and to determine the effectiveness of the bullying interventions being utilized. It is important to note the bullying behavior may be underreported. Thus it is essential that schools undergo a process of establishing shared understandings of bullying behaviors that need to be reported through the Office Discipline Referral system. This conversation would include how to define and identify bullying behavior and which areas of the school may need to be more closely monitored to identify underreported bullying behavior.

To learn more about PBIS, explore your readiness, as well as how to begin initial implementation in your school and district the following resources are recommended and can be found at [Minnesota PBIS web page](#). The PBIS fidelity of implementation data indicates that it will take 3-5 years to implement PBIS well.

Specific activities around collecting some baseline information could also be accomplished by using the School Assessment Survey (SAS, a copy can be found here: <http://www.pbis.org/common/pbisresources/tools/ebssurvey.doc>)

Other Available Tools for School-Wide Assessments

Bullying Audit

A "Sample School Bullying Audit Flowchart" is included in the Thorsborne curriculum as Appendix 7 on pages 48-49 and includes what to assess and how to restoratively respond to reported bullying. This process could be used annually to track improvements and is a very public way of showing the school is taking bullying seriously.

Adapting other tools in this tool kit for school-wide use

There are a number of ways in which the self-evaluation instruments (readiness and implementation checklists, especially) could be adapted and used in other ways. For example, Step Three of the Readiness Checklist could be adapted into a survey for each of the stakeholder groups to assess the extent to which each group agrees with each item. That would assess more specific elements of restorative practice at a school-wide level than would the school climate surveys. Alternatively, almost any of the tools could be adapted for group discussions, such as focus groups, to gain a deeper understanding of which practices are being effectively implemented.

Annual School Climate Surveys⁵

The surveys included below should be administered with as many students, parents and staff as possible, with results compiled and analyzed to assess whether each group of stakeholders buys into and perceives a restorative ethos in the school. During analysis, it will be important to note that some questions in the surveys are reverse-scored, meaning that for some questions the ideal response will be 'nearly always' and for others it will be 'rarely/never.' As with the post-conference evaluations, survey codes only need to be used when the surveys will be administered more than once and responses will be matched, for example in a situation where a specific cohort of stakeholders will take the annual school climate surveys every year for a determined period of time.

⁵Adapted from Sacro/Richard Hendry, 2008

STUDENT SCHOOL CLIMATE SURVEY

Thank you for agreeing to complete this survey. Your answers will be used to help find out how effectively Restorative Practice is being used in your school. You do not need to write your name. Please write your Survey Code, if you have been given one, so that we can match your answers if you are asked to do a follow-up survey.

SURVEY CODE:

Please mark one box for each statement.

		Nearly Always	Mostly	Sometimes	Rarely/ Never	Unsure
1	I show respect for teachers and staff in this school.					
2	Teachers and staff show me respect in this school.					
3	The school asks my parents/caregivers to help work out my problems at school					
4	In school, I am encouraged to help work out my own problems					
5	Disagreements are normally worked out					
6	When people (students or adults) have problems at school, everyone is listened to.					
7	If I harm, bully or get in a fight with someone at this school, I get a chance to change my behavior and fix things.					
8	If someone harms me at this school, I am able to say how things can be made better.					
9	At this school, when someone does something wrong or harms others, all involved help decide how things can be made better.					
10	In cases of bullying, the person harmed is asked to say what could be done to make things better.					
11	When someone does something harmful, those involved help to decide how to avoid something similar happening in the future.					
12	When a student causes harm, the main response by the school is a punishment.					

Please add any further comments below.

PARENT SCHOOL CLIMATE SURVEY

Thank you for agreeing to complete this survey. Your answers will be used to help find out how effectively Restorative Practice is being used in your child's school. You do not need to write your name, but please write your Survey Code, if you have been given one, so that we can match your answers if you are asked to do a follow-up survey.

SURVEY CODE:

Please mark one box for each statement.

		Nearly Always	Mostly	Sometimes	Rarely/ Never	Unsure
1	Students and staff communicate to each other in a respectful way.					
2	Staff communicates to me in respectful ways.					
3	The students are invited to contribute to resolving problems that affect them.					
4	I am allowed to contribute to solving problems that affect my child/children.					
5	When students, staff and/or parents are in conflict, everyone's views are listened to.					
6	Disagreements are normally resolved effectively.					
7	When a student does something wrong, they are given a chance to put things right.					
8	In cases of bullying, the person harmed is asked what could be done to make things better.					
9	When someone does something harmful, everyone involved helps decide how something similar can be avoided in the future.					

Please add any further comments below.

STAFF SCHOOL CLIMATE SURVEY

Thank you for agreeing to complete this survey. Your answers will be used to help find out how effectively Restorative Practice is being used in this school. You do not need to write your name. Please write your Survey Code, if you have been given one, so that we can match your answers if you are asked to do a follow-up survey.

SURVEY CODE:

Your Attitudes and Beliefs

Please mark one box for each statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
1. There is no place in meetings with students for emotions and feelings					
2. The people involved in a conflict need to agree to a way forward.					
3. When someone causes harm, you lose respect for that person.					
4. It is best that people who are harmed do not meet with the person who harmed them.					
5. People who cause harm should be punished.					
6. It is important that the person who has caused harm is given support to change their behavior.					
7. When someone causes harm, they should be allowed to make amends.					

	Nearly Always	Mostly	Some-times	Rarely or Never	Unsure
8. Students and staff communicate to each other in a respectful way.					
9. The parents/caregivers of students relate to me in a respectful way.					
10. The students and their parents/caregivers are invited to contribute to resolving school-based behavioral problems that affect them.					
11. I am allowed to contribute to solving school-based behavioral problems that affect me.					
12. Within this school, disagreements are normally resolved effectively.					
13. When students, staff and/or parents are in conflict, everyone's views are listened to.					
14. Students are given opportunities to make amends if they are responsible for causing harm.					

OVER -->

15. When a student causes harm, the main response by the school is a sanction or punishment.					
16. In cases of bullying, the person harmed is asked to say what could be done to make things better.					
17. When someone does something harmful, those involved help to decide how similar incidents could be avoided in the future.					

18. Please indicate what level of training you have had in Restorative Practice. Check all that apply.

- A. None -> skip to Q 21
- B. Awareness-raising session(s) and/or conferences -> skip to Q 21
- C. Training in specific Restorative Interventions (e.g. Conferences, Circles, Mediation) -> go to Q 19

19. How, if at all, has your experience of Restorative Practice changed your practice?

20. How, if at all, has Restorative Practice changed the atmosphere in the school as a whole?

21. Please add any further comments below.

Appendices: Additional Materials and Resources

Implementing Restorative Practices for Bullying

Appendix A: How restorative am I?

(©Margaret Thorsborne and Associates, 2009)

In the wake of an incident with a student:

- did I remain calm and respectful during the dialogue?
- did I *truly* listen? Hear them out without interrupting? Did *they* feel listened to, that it was a fair conversation?
- did we both end up understanding the motivation/intention behind the behaviour?
- did the student understand why he/she is “in trouble”? What rule has been broken? What the purpose of the rule is?
- did I explain what the school values are around the issue?
- did he/she come to understand the damage they have caused – who has been harmed, and how?
- did I talk about how it is for *me*?
- did I take any responsibility for any part I might have had for what went wrong and did I acknowledge that? Did I apologise?
- if there was an apology to me, did I accept it with grace?
- was there a plan made? Have I agreed to help?
- has the relationship with this student been repaired?
- have I, at any stage, asked for someone I trust to observe my RP practice and give me honest feedback?
- do I try to handle most issues/incidents myself or do I rely on others to “fix” things for me?
- could I have handled this differently?

Appendix B: Restorative Practice In Schools: Resource List⁶

The following list provides background information and examples of the range of approaches that schools are currently using in relation to peer support, Peer Mediation and Restorative Interventions.

Restorative Practice in Schools

Building and Restoring Respectful Relationships in Schools: A Guide to Restorative Practice (2009) Richard Hendry. Routledge, London ISBN-10: 0415544270.

Restorative Solutions: Making it Work (2008) Colin Newton and Helen Mahaffey. Inclusive Solutions UK Limited ISBN-10: 0954635140.

Restorative Practices in Classrooms: Rethinking Behaviour Management (2004) Margaret Thorsborne & David Vinegrad. Incentive Publishing, Milton Keynes. ISBN: 1904407056.

Just Schools: A Whole School Approach To Restorative Justice (2004) Belinda Hopkins. Jessica Kingsley Publishers. ISBN: 1843101327.

The Little Book of Restorative Justice (2002) Howard Zehr. Good Books. Intercourse PA. ISBN13: 9781561483761.

“*The Restorative Classroom: Using Restorative Approaches to Foster Effective Learning*” (2011) Belinda Hopkins, Optimus Education, ISBN-10: 1906517290 ISBN-13: 978-1906517298.

Online Resources

Minnesota Department of Education’s Safe Schools’ website: [MDE Student Success Safe Schools Restorative Measures](#).

[Minnesota Restorative Services Coalition](#) (MRSC). MRSC exists as a state-wide coalition to promote restorative philosophy and quality restorative services for individuals, communities and organizations.

[Discipline that Restores](#) is an activity of the Fresno Pacific University Center for Peacemaking and Conflict Studies ([Peacemaking Center Website](#)) that explores restorative discipline in schools.

Center for Justice and Peacebuilding ([Center Website](#)) was established in 1994 at Eastern Mennonite University, and supports the personal and professional development of individuals as peace builders and strengthens the peace building capacities of the institutions they serve.

The Centre for Restorative Justice at Simon Fraser University, ([Simon Fraser University Website](#)) has made significant contributions to the paradigm of restorative justice over the last decade.

Barron County (WI) Restorative Justice Programs, Inc. ([Barron County RJ Programs Website](#)), Click on ‘Practices in School Communities.’

⁶ Adapted from SACRO/Hendry (2012) “Implementing Restorative Practice Resource Pack”

International Resources

International Institute on Restorative Practices (IIRP), ([IIRP website](#)) is a non-profit organization which provides education and research in support of the development of restorative practices. Safer, Saner, Schools ([safersanerschools Website](#)) helps educators improve classroom management, school discipline and school climate through restorative practices. Bethlehem, PA.

National Center for Restorative Approaches in Youth Settings, ([Transforming Conflict Website](#)) provides training, advice, consultancy, plenary speakers and workshop leaders and partnership and educational resources—training manuals, posters, DVD's. United Kingdom.

Marg Thorsborne and Associates, ([Thorsborne Website](#)) *Transforming Conflict Within Organisations* provides technical assistance and training internationally on restorative practices in the workplace and schools. Educational tools are listed under the section "Schools." Australia.

Richard Hendry and Sacro in the United Kingdom work through their Schools Work program to help schools adopt system-wide restorative practices. Their website, ([Sacro Website](#)), has practical guides for helping parents and students understand restorative approaches.

New Zealand's Ministry of Education's Virtual Learning Network is an interactive resource for educators and includes a restorative practice forum, ([New Zealand Virtual Learning Network](#)).

Books

Book by Book: an annotated guide to youth people's literature with peacemaking and conflict resolution themes, Carol Spiegel, Educators for Social Responsibility, Cambridge, MS, 2010, ([ESR Website](#)).

Circle in the Square: Building Community and Repairing Harm in Schools, Nancy Riestenberg, Living Justice Press, 2012; ([Living Justice Press Website](#)).

Discipline that Restores, Ron & Roxanne Claassen, BookSurge Publishing, South Carolina, 2008; ([Discipline that Restores Website](#)) comes with a Book Study Guide. Contact Ron Claassen, Fresno Pacific University, Director, Center for Peacemaking and Conflict Studies, 559-453-3420, rlclaass@fresno.edu, ([Peacemaking Center Website](#)).

Heart of Hope: a guide for using peacemaking circle to develop emotional literacy, promote healing & build healthy relationships Carolyn Boyes-Watson & Kay Pranis, Center for Restorative Justice, Suffolk University, 2010 ([Suffolk University RJ Website](#)).

International Institute on Restorative Practices (IIRP), ([IIRP Website](#)) titles include: *Restorative Circles in Schools*, *The Restorative Practices Handbook*, *Beyond Zero Tolerance*, *Safer, Saner Schools* and *The Transformation of West Philadelphia High School*.

Just Schools: a whole school approach to restorative justice, Belinda Hopkins, Jessica Kingsley, Publishers, 2004, ([Transforming Conflict Website](#)).

Little Books of Restorative Justice and Peacemaking Series, Kay Pranis, Lorraine Stutzman Amstutz, Judy H. Mullet, Howard Zehr and others Good Books, Intercourse, PA ([Good Books Website](#)).

Peacemaking Circles, From Crime to Community, Pranis, Stewart and Wedge, and *Peacemaking Circles and Urban Youth*, Watson, Living Justice Press, 2003; ([Living Justice Press Website](#)).

Re-engaging Disconnected Youth: transformative learning through restorative and social justice education, Amy Vatne Bintliff, Peter Lang Publishing; 2011. ([Amy Bintliff Website](#))

Restorative Justice Pocketbook: how to resolve disciplinary matters by enabling those involved to repair the harm done to people and relationships, by Thorsborne and Vinegrad ([Teachers Pocketbook Website](#)) .

Restorative Practices in Schools: rethinking behavior management, and *Restorative Practices and Bullying: rethinking behavior management*, Thorsborne and Vinegrad, ([Thorsborne Website](#)) click on "Resources, Training manuals."

Restoring Safe School Communities: a whole school response to bullying violence and alienation, Brenda Morrison, Federation Press, 2007, ([Federation Press Website](#)).

Taking Restorative Justice to Schools; A Doorway to Discipline, Jeanette Holtham (2010). ([Amazon.Com Website](#))

Touching Spirit Bear, (fiction) Ben Mikaelson, 2002, ([Ben Mikaelson Website](#))

Note: This list is not exhaustive, and new resources are published regularly. For other national and international resources, use a Web search engine, with key words restorative justice in schools, restorative practices and restorative measures.

Contact Nancy Riestenberg, School Climate Specialist, Minnesota Department of Education: 651-582-8433; nancy.riestenberg@state.mn.us