THESIS

FACTORS IMPACTING THE EFFICACY OF RESTORATIVE PRACTICES

Submitted by

Phillip Taylor

School of Education

In partial fulfillment of the requirements

For the Degree of Master of Education

Colorado State University

Fort Collins, Colorado

Summer 2018

Master's Committee:

    Advisor: Russell Korte

    Malcolm Scott
    Ann Sebald

ABSTRACT

FACTORS IMPACTING THE EFFICACY OF RESTORATIVE PRACTICES

This study applied qualitative methods from a constructivist perspective to investigate the efficacy of restorative practices (RP) at an American inner-city school. The study analyzed interviews and office referrals from four students, eleven teachers, and three administrators to investigate factors that impacted the efficacy of restorative practices and other non-punitive approaches to classroom discipline for the purposes of evolving current understanding of how RP works in a classroom setting. The study revealed that three factors were important in connection to improving and/or restoring student behavior in the classroom. These factors were 1) teachers' attempts to make personal connections with students 2) teachers' attempts to maintain a consistent demeanor in the classroom, and 3) affective resonance.

These findings are important to the field of RP in that they show that training which emphasizes targeted restorative practices in response to incidents of misbehavior, which are emphasized by many RP programs, such as IIRP, and other RP experts, may be of secondary interest to the work of restoring student behavior to school norms. The findings make salient other factors that are described and addressed within RP literature, however, are often not directly emphasized. In addition, this study provides new insights into the concept of affective resonance and brings new theoretical insights that might help evolve research methods investigating the impact of teacher efforts to implement restorative practices.

DEDICATION

To Dominic, the one I couldn't reach in time.

TABLE OF CONTENTS

CHAPTER 1
INTRODUCTION

This study will investigate an inner-city school's application of a new type discipline program entitled restorative practices (RP). This chapter introduces the nature of the problem that currently exists in the application of school discipline, and briefly explains how RP provides a potential solution to the problems presented. Next, this chapter explains why more research into the field of RP needs to be done and explains how this study will address the needs identified. Finally, this chapter presents the research questions used in this study.

The Suspension Crisis

Over three million students in America were suspended from school at least once in 2011-2012 (Losen, Hodson, Keith, Morrison, & Belway, 2015). African American students were suspended three times more frequently than Caucasian students, and Hispanic students significantly more than Caucasian students (Losen et al., p. 5). The Center for Civil Rights Remedies reported correlations between students with higher suspension rates and high delinquency and dropout rates and that this leads to "tremendous economic costs" for these students (Losen et al., p. 4). The University of Pennsylvania's Center for the Study of Race Equity in Education conducted a study of the Southern states in America, and showed that African American students were five times more likely than Caucasian students to be suspended (Smith & Harper, 2015), and the Texas Council of State Governments determined that students of color experience a "31 percent higher likelihood of a school discretionary action, compared to otherwise identical white and Hispanic students" (Fabelo, Thompson, Plotkin, Carmichael, Marchbanks, & Booth, 2011, p. x). This suspension crisis presents horrifying ramifications for

American society and the American educational system. Various educational research organizations across the United States describe this problem as the 'school to prison pipeline' (Fowler, Lightsey, Monger, Terrazas, & White, 2007; Fabelo, Thompson, Plotkin, Carmichael, Marchbanks, & Booth, 2011; Losen, Hodson, Keith, Morrison, & Belway, 2015; Smith & Harper, 2015). Suspensions and punitive approaches to school discipline, such as 'no tolerance' policies, have fed the criminal justice system with new convicts, according to such studies. "The Single greatest predictor of future involvement in the juvenile justice system is a history of discipline referrals at school" (Fowler, 2011, p. 16).

The situation is dire as our current methods for intervening in student behavior have been revealed to have ramifications that extend well beyond students' experiences in school. Common consensus blames 'zero tolerance' policies (Fowler, Lightsey, Monger, Terrazas, & White, 2007; Fabelo, Thompson, Plotkin, Carmichael, Marchbanks, & Booth, 2011; Losen, Hodson, Keith, Morrison, & Belway, 2015; Smith & Harper, 2015; Wilson, 2014).

Restorative Practices as Potential Solution

Restorative practices (RP) are reported to be the most viable solution to the suspension crisis according to The Center for Civil Rights Remedies (Losen, Hodson, Keith, Morrison, & Belway, 2015) and restorative practices have been effectively used to address the suspension problem and the school to prison pipeline (Bevington, 2015; Drewery, 2004; Umbriet, Coates, & Vos, 2007). RP in schools involves discipline practices that provide alternative approaches to school discipline that are proposed to potentially reduce suspension rates and re-integrate students who misbehave to the school community. Studies demonstrate that RP made some headway with disparities in discipline enforcement due to race and many schools have already demonstrated measurable improvements in narrowing this gap as well as reduced suspensions for

2

all students using RP (George, 2014; Gonzalez, 2015; Hansberry, 2014). Literature in the field

of RP also provides case studies that present models for implementation of RP at school

sites (George, 2014; Gonzalez, 2015; Hansberry, 2014).

Implementing RP, however, is not simply a matter of providing teachers with training

and setting them loose. When researchers and educators speak about RP, they are speaking

about a way of communicating that is intended to pervade not only how teachers teach and how

they talk with students, but how educators speak with one another (Bevington, 2015; Drewery,

2004; George, 2014; Gonzalez, 2015; Hansberry, 2014; Harrison, 2007; Losen, 2015; Umbriet,

Coates, & Vos, 2007; Kelly & Thorsborne, 2014). The RP consensus is that restorative

approaches to behavior require a 'continuum' of practice for interventions into student behavior

to work. This means a broad transformation regarding how educators communicate with

students and possibly even how teachers teach. According to these RP experts, implementing RP

does not simply require policy changes to school discipline programs, nor simply a few

professional development events to be effective. RP requires a change in how educators

communicate with students on a fundamental level. RP professionals propose deep changes in

the very nature of our interactions from the classroom to the boardrooms from district

headquarters to the school hallways (Bevington, 2015; Drewery, 2004; George, 2014; Gonzalez,

2015; Hansberry, 2014; Harrison, 2007; Losen, 2015; Umbriet, Coates, & Vos, 2007; Kelly &

Thorsborne, 2014). The solution might be clear, but instituting RP in school sites requires

fundamental changes to how professionals communicate with one another and with students,

which can be quite challenging. This change involves implementing the RP continuum.

The International Institute of Restorative Practices

One university, the International Institute of Restorative Practice (IIRP), specializes in training individuals in RP and has outlined five key practices that constitute the RP continuum: affective statements, affective questions, small impromptu conferences, circles and 'formal conferences' (Costello, Wachtel, & Wachtel, 2009; 2010a; 2010b). Formal conferences are found on the most extreme end of the continuum of RP as a direct intervention meant to address the harm someone has caused and is the most radical RP intervention in response to misbehavior. The ideal is that all teachers utilize all parts of this continuum as needed in response to any number of issues in a school, as well as adjusting how they speak to one another using 'affective language' (Costello et al., 2009; 2010a; 2010b). Such practices along the IIRP continuum are not meant to be exclusively used for misbehavior but can be used instructionally as well. Ideally, the theory is that RP creates empathy and social bonds within a group of students and with teachers, and that such bonds can be called upon to help students who misbehave realize how their actions have harmed the relationships the students have come to value (Costello, Wachtel & Wachtel, 2009; 2010a; 2010b; Kelly & Thorsborne, 2014). Such a realization is theorized to inspire empathy, which can bring about a change in student behavior.

Current Restorative Practices Research

Much of the current research in RP has investigated various systemic plans at school sites or in districts that implemented RP and then compared suspension data or discipline data at the end of a longitudinal study to determine what benefits RP had to offer (Gonzalez, 2015; Michail, 2011; Williams, 2014). The findings are encouraging. RP produced reductions in suspensions and other incidents requiring disciplinary consequences, such as suspensions and detentions.

Also, these studies have shown that RP practices connect to improvements in student performance in content areas, showing that RP approaches did not reduce suspensions by simply permitting bad behavior. Not only this, research on RP conveyed the impression that RP may facilitate lasting changes in student behavior as well as help foster community acceptance of students who had a history of misbehavior (Abramson, 2014; Gonzalez, 2015; Hansberry, 2014; Lennox, 2014; Michail, 2011; Williams, 2014).

To streamline and clarify terminology, this study refers to such lasting changes in student behavior as 'restoration' to note not only a change in student behavior, but also a restoration of the way the student is perceived and treated by the community, leading to acceptance of the student by the school community, despite a history of misbehavior.

Much of the case study research on RP investigates the work of RP from the theoretical foundation of Silvan Tomkins' affect script theory (AST) (Abramson, 2014; Hansberry, 2014; Lennox, 2014). Such research demonstrates the importance of using tools on the IIRP continuum, such as affective language, and explains why such approaches might work. While these case studies present a great deal of important data regarding why a school might wish to implement an RP program, using alternative theoretical approaches might be able to reveal new insights to the profession.

Silvan Tomkins' AST provided a great deal of helpful information about how shame can act to motivate student behavior (Kelly & Thorsborne, 2014). Case studies examined the emotional transformation students experienced using AST as a foundation for such analysis. Some case studies, like Lauren Abramson's (2014) *Being Emotional, Being Human*, examined the actual discursive work occurring during a restorative event. As useful as such research is to examine the relationships between RP and the emotional responses to RP for participants, this

study wishes to explore how RP works from a broader perspective to address the gaps AST may leave. For example, Abramson (2014) concludes that "affects just are. We have them. They are built into our biology. And conflict is inevitable. We are social beings. Our hope is that we will come to fully appreciate that it is folly – if not dangerous – to deny our emotions" (p. 103). This study seeks to probe more deeply into the relationship between teacher activity and student restoration. Research founded on AST has tended to explain why people respond in confrontational ways according to biological responses, and while this approach is helpful and may inform our own research, this is also the limitation of the approach. AST works well as an explanation for why people respond the way they do from a biological point of view, but it does not allow researchers to examine the sophisticated discursive activity that RP uses, nor does it allow us to examine the way social dynamics might influence or be influenced by individuals (Abramson, 2014; Hansberry, 2014; Lennox, 2014). As Jennifer J. Langdon, an RP researcher, similarly noticed, research using AST does not examine the question, "how exactly does this emotional transformation take place?" (Langdon, 2016, p. 21).

The current suspension crisis already demonstrates that the issue is not simply a matter of student behavior: African American students are being suspended for the same offenses other students are getting away with (Fowler, Lightsey, Monger, Terrazas, & White, 2007; Fabelo, Thompson, Plotkin, Carmichael, Marchbanks, & Booth, 2011; Losen, Hodson, Keith, Morrison, & Belway, 2015; Smith & Harper, 2015). Case studies examining teacher perceptions of students further supported these findings, demonstrating that teachers did not perceive and respond to the same behavior in objective ways, and many factors can influence how a behavior is perceived (Segal-Andrews, 1994). Thus, the perceptual shift that RP creates must not only occur in students' minds, but in the minds of educators as well.

As Jennifer J. Langdon (2016) observed, student misbehavior is difficult to define in an objective way and "is a social phenomenon whose meaning is continuously constructed through the process of social interaction" (p. 23). Narrative and constructivist theories, she proposed, can be applied to RP research to investigate how RP transforms student behavior. Such research approaches would not be intended to displace "the insights lent by affect theory or the theory of re-integrative shaming" currently found in RP work, but Langdon proposed that a narrative/constructivist theoretical approach "has its own complementary insights to provide" (p. 22). According to Langdon (2016), the key value a narrative approach to research into RP provides is a shift from a study of the 'what' of RP to a study of the 'how'.

Interest to the Profession

Teachers in the classroom responding to students must constantly worry about 'how-to' for anything they do, every day. Theory can encounter unanticipated difficulties when entering real-world practice, and implementing any change always involves important questions of 'how-to'. Some such concerns are broadly applicable, some are particular to a given school or a given student. The question of implementation is a question of expertise. Current research in the field seems to be focused on proving that RP works. To evolve our expertise in RP, research must not only prove that RP works, and provide explanations for why it works, but research must truly investigate how it works, as well examine areas in which it does not, so that research can help practitioners develop greater expertise.

Research Questions

To accomplish these ambitious goals, this research study employs a constructivist approach to identify and describe the 'emotional transformation' that leads to a positive change

7

in teacher/student relationships, and a restoration of student behavior. It also attempts to explore a more thorough definition of affective resonance to broaden our understanding of how this important dynamic works (Langdon, 2016, p. 21). In addition, recent theoretical refinements by Rainer Mühlhoff (2014) on the subject of 'affective resonance' have more precisely defined and evolved our current understanding of the term affective resonance as well as helped to describe some of the significant factors that challenge as well as support restorative work. The overall questions guiding this study are:

1. How do participants perceive 'restoration'?

2. In what ways have teachers at the school implemented practices from the International Institute of Restorative Practices continuum?

3. What other interventions do teachers use as an alternative to behavior referrals or punitive measures that participants perceive to be restorative?

4. When 'restoration' of a student happens, what are the factors that facilitate or challenge restoration?

CHAPTER 2
LITERATURE REVIEW

This chapter provides the history of the suspension crisis and explains how such a crisis developed. This chapter continues by introducing readers to the history of Restorative Practices (RP), how RP was developed and then accepted as a viable solution to the current suspension crisis. Then, the chapter explains how RP in conceived more broadly in the field both practically and theoretically, and then the chapter focuses on RP as it is perceived by the organization that provided the RP training for the schools-site involved in this study. Next, the chapter provides a thorough analysis of the limitations of current research in the field of RP and introduces the reader to some potential solutions to these limitations which will be applied to this research project.

The Root of the Suspension Crisis: Zero Tolerance Policies

The current suspension crisis in US schools began with the nation-wide implementation of zero tolerance policies. Zero tolerance policies were first applied by the U.S. Customs Agency to target the 'booming' drug trade (Martinez, 2009, Skiba & Peterson, 1999). Proponents of zero tolerance propose that consequences in the face of certain crimes should be absolute and non-negotiable to act as an effective deterrent to serious crimes. State and Federal efforts extended this policy to the 'war on drugs' which mandated an increased sentencing for drug offenses and led to policies like the 'three strikes' laws (Skiba, 2014; Teske, 2011). The policy was based on the "broken window" theory of crime that "analogizes the spread of crime to a few broken windows in a building that go unrepaired," which leads to a chain of minor crimes that escalate to more serious crimes (Teske, 2011, p. 89). The theory proposed that by

identifying "tipping points" (Kelling & Coles, 1997) such as broken windows, the consistent enforcement of more minor crimes leads to a decrease in more major crimes (Teske, 2011; Kelling & Coles 1997). Rigorous enforcement of small crimes, according to the theory, sends the message that police can, will, and do catch and enforce the laws, dissuading criminals from committing major crimes (Skiba & Peterson 1999; Skiba, 2014).

Months after the policy received national attention in 1988 thanks to its application by U.S. Customs, the policy "was being applied to issues as diverse as environmental pollution, trespassing, skateboarding, racial intolerance, homelessness, sexual harassment and boom boxes" (Skiba & Peterson, 1999, p. 373). Zero tolerance came to be applied broadly, even well after it was phased out in 1990 by U.S. Customs, the original proponents of the policy (Martinez, 2009; Skiba & Peterson, 1999). Schools began adopting zero tolerance policies in the 1990s, which led to suspending students for minor school infractions for up to 10 days (Skiba & Peterson, 1999; Skiba, 2014; Teske, 2011). Donald Batista, a New York Superintendent, first proposed such a policy for Yonkers Public Schools as a method to address student disruption. The policy included bans on hats, limited school access, increased use of law enforcement, and suspension for any school disruption (Skiba & Peterson, 1999). "By 1993 zero tolerance policies were being adopted by school boards across the country, often broadened to include not only drugs and weapons, but also tobacco-related offenses and school disruption" (p. 373). By 1994, the Clinton administration signed the Gun Free Schools Act into law, which mandates an expulsion of one year for possession of a weapon and a referral to the criminal or juvenile justice system (Martinez, 2009; Skiba & Peterson, 1999). Zero tolerance laws were expanded to broaden the definition of a weapon later, leading to the application of the Gun Free School Act to less extreme circumstances, such as the possession of a small pen-knife or other sharp object, even in

cases where the object was taken to school by accident or might have legitimate uses during school (Martinez, 2009; Skiba & Peterson, 1999; Stader, 2004). After school shootings such as Columbine, zero tolerance policies became entrenched in the wake of public outcry and panic. Removing students who might potentially pose a danger to others, even at the cost of being too extreme, seemed like a viable and even logical option in light of such tragedies (Skiba & Peterson, 1999). Unfortunately, such policies led to the creation of what has become known as the 'school to prison pipeline.'

How Zero Tolerance Policies Created the School to Prison Pipeline

The school to prison pipeline is a metaphor attempting to describe the result of zero tolerance policies, according to opponents of such policies. Opponents of zero tolerance policies propose that they create a hostile school environment that alienates certain students from school, leading these students to decline into criminal behavior. Between 1974 and 2001, the number of students suspended annually doubled from 1.7 million to 3.1 million. While many suspensions under such policies were for reasons that directly impacted school safety, such as fighting and having a weapon at school, more commonly, suspensions under zero tolerance policies were used for offenses such as 'defiance,' 'disrespect' or even most incongruent, for truancy (Skiba, Chung, Trachok, Baker, Sheya, & Hughes, 2015; Skiba & Peterson, 1999 Teske, 2011).

According to the "preeminent researcher on zero tolerance," Russell Skiba (2014):

Zero tolerance policies once promoted as a solution to youth violence have created a school to prison pipeline. Widespread discipline practices of suspension, expulsion, and arrest for school behavior problems are turning kids of conflict into criminal offenders…Moreover, the data from this 20-year social experiment have overwhelmingly failed to demonstrate that school exclusion and increasing levels of punishment keep our schools and streets safer (pp. 27-28).

Since zero tolerance policies typically mandate a uniform consequence, "it is not surprising that there have been literally thousands of incidents in the United States in which the punishment seems out of scale to the offense" (p. 29). Such examples include suspensions or expulsions for incidents such as a student bringing a knife to school to "cut chicken," pointing a picture of a gun at another student, bringing a plastic ax that came with a Halloween costume to school or calling a mother stationed in Iraq during school hours. In one case, a student who *saved* his friend from committing suicide by taking a knife from his friend and *reported* the knife to school officials, turning the knife over, was suspended and then expelled (Martinez, 2009; Skiba, 2014; Stader, 2004). Also, arrests for situations such as a theft of $2.00, and violations of dress code have been noted. In the case of the $2.00 theft, the prosecutor filed adult felony charges even though the student was disabled (Skiba, 2014). According to Skiba (2014), "evidence suggests that the number of referrals to juvenile justice from schools is also increasing…[and] a large portion of these school arrests or referrals are for misdemeanor offenses or disorderly conduct" (p. 29). Such policies have even led to complaints by judges that such behaviors could have been managed in the classroom, and they worried that such school discipline policies might be "clogging up" the criminal justice system (p. 29).

More problematic is that zero-tolerance policies are inconsistently implemented, and they do not work to make school safer. Once suspended the first time, students are more likely to receive office referrals or suspensions later, which not only affects these students, but the schools that attempt to educate them (Skiba, 2014). While many might propose that such behaviors are evidence of an ongoing pattern of escalation of student behavior, rather than evidence of the effect of suspensions and zero tolerance policies, the current research has demonstrated that too many suspensions are used for minor offenses rather than dangerous behaviors and behaviors

truly warranting a removal from school (Fabelo, Thompson, Plotkin, Carmichael, Marchbanks, & Booth, 2011; Raffaele-Mendez, 2003; Skiba, Chung, Trachok, Baker, Sheya, & Hughes, 2015; Skiba & Peterson, 1999 Teske, 2011). Research has shown that suspensions do not work to curb misbehavior because they fail "to address issues that cause students to misbehave" (Mendez, 2003, p. 25). In addition, much of the current research has proposed that suspensions used to address such minor offenses may start students on a track of misbehavior later, impacting both students as well as the schools they attend (Balfanz, Byrnes, & Fox, 2015; Schollenberger, 2015).

Complicating this troubling dynamic, African American students have been shown to be over three times more likely to be suspended for the same offense as a white student. While zero tolerance policies have led to the doubling of suspensions since 1973 nationwide, the suspensions for African American students have almost tripled (Fabelo, Thompson, Plotkin, Carmichael, Marchbanks, & Booth, 2011; Smith & Harper, 2015; Skiba, 2014).

The consensus on zero tolerance policies is that they negatively impact school climate and student learning, and that they have created a school to prison pipeline, that unfairly targets African American students and students of color. Many have hypothesized that suspending students actually causes students to be more likely to engage in truancy and delinquent behavior that progresses to criminal behavior (Balfanz, Byrnes, & Fox, 2015; Schollenberger, 2015). Such hypotheses have proposed a relationship between student delinquency, crime and school suspensions. Current research has demonstrated connections between suspensions and crime that imply an important relationship (Balfanz, Byrnes, & Fox, 2015; Fabelo, Thompson, Plotkin, Carmichael, Marchbanks, & Booth, 2011; Schollenberger, 2015).

At this point, we know that zero tolerance policies have no impact on school safety, and at least participate in exacerbating student delinquency during school years, and may even lead to criminal behavior later in life. We also know that African American students are suspended more often than their white peers for the same offenses and are more likely to therefore experience the detrimental effects of suspensions more profoundly. So current research paints a very bleak social picture that demands a serious investigation into alternative approaches to student misbehavior other than the punitive measures that lead to suspensions for minor infractions. A solution to this ongoing discipline crisis in the face of zero tolerance and a potential solution to the school to prison pipeline is called restorative practices (RP) or restorative justice (RJ).

The History of Restorative Justice and Restorative Practices

In this chapter, we diverge from the discussion of RP in schools and its history in order to address the history of RP, exploring how this field of study developed. The field of RP originally developed in the justice system as an alternative response to criminal activity, so this history takes us into a discussion of the justice system before returning to RP in schools.

Much of the literature on RP uses different terminology to refer to the same practices. Usually, practitioners who apply such practices in the criminal justice system use the term 'restorative justice' while those in schools commonly use the term 'restorative practices,' though there is no uniformity to the application of such terminology. For the purposes of accurately representing the perspectives presented in the literature, I will attempt to use the terms that authors use, rather than use a blanket term for the sake of cohesion. There may be no significant difference between the use of the terms 'restorative practices' and 'restorative justice,' however, such a contextual distinction may be relevant to practitioners.

Restorative justice (RJ) emerged from religious organizations during the 1970s, specifically the Mennonites, Quakers and Brethren (Nocella II, 2011). Howard Zehr developed RJ by integrating his work as a Mennonite with some of the indigenous traditions of North America and New Zealand. The development of RJ has primarily been a practical development, with the development of theory occurring parallel to the development of RJ practices, only sometimes interacting directly (McCold & Wachtel, 2011). More often, however, the development of RJ theory has interacted with the practice of RJ indirectly. RJ first emerged in response to problems between families and in the youth justice system.

Even currently, the field of RJ and RP seeks to discover a viable theoretical foundation, and different practitioners gravitate to different theoretical roots to describe and justify the practices. The development of the practical side of RJ and RP therefore occurred parallel to the theoretical developments that came to describe different practitioners' views of how and why RP works. In 1974 a probation officer named Mark Yantzi brought two vandalism perpetrators face to face with their victims, which resulted in agreements by the young vandals to provide restitution (Wachtel, 2013). The experiment was so successful that the effort led to the first "victim-offender reconciliation program" in collaboration with the local probation department in Kitchner, Ontario (Wachtel, 2013).

In response to native Maon people's concerns with the number of their children being removed from their homes by the courts in New Zealand, the family group conference (FGC) was developed in 1989, which was also applied for the same purpose and called family group decision-making (FGDM). In 1991, this process was adapted by an Australian police officer named Terry O'Connell "as a community policing strategy to divert young people from court. The IIRP now calls that adaptation, which has spread around the world, a restorative conference"

(Wachtel, 2013, p. 2). The IIRP "grew out of the Community Service foundation and Buxmont Academy, which since 1977 have provided programs for delinquent and at-risk youth in southeastern Pennsylvania" (Wachtel, 2013, p. 2). The work in RJ, then, began its focus on youth in the criminal justice system, and later was applied to adult offenders. Since the term 'restorative *justice'* is most relevant to criminal justice settings, with an emphasis on the term 'justice,' many practitioners have opted to adopt the term "restorative practices" (RP) to more broadly define the practices (Wachtel, 2013).

The Application of Restorative Justice in Schools in Response to the Suspension Crisis

While restorative justice developed and evolved in the criminal justice system, the zero tolerance policies in schools that led to the current suspension crisis were also reaching a boiling point. Even now, as RJ has gained some credibility and continues to find its place in the criminal justice system, schools in America are faced with a suspension crisis that may participate in creating the problem within the justice system (Losen, Hodson, Keith, Morrison, & Belway, 2015). Schools do not face as many challenging moral questions when implementing and applying RP. Whether RJ practices are an appropriate alternative to certain severe offenses within the criminal justice system is an ongoing and challenging debate. In schools, we are talking about applying these alternative responses to student defiance, dress code violations and truancy (Skiba, & Peterson, 1999; Martinez, 2009). Perhaps a school may wish to use such restorative methods as an alternative to suspension for a fist fight on the more extreme side. In addition, schools in America find themselves returning to the question of equal access to school for all races. Zero tolerance policies limit student access to education based on race, while RP provides the possibility of keeping students in school (Fabelo, Thompson, Plotkin, Carmichael, Marchbanks, & Booth, 2011; Losen, Hodson, Keith, Morrison, & Belway, 2015). Thus,

accepting RP in schools is not as much of an existential struggle for the school system as it has been for the criminal justice system.

Zero tolerance policies that suspend troubled students mean that the children who need the socializing influence of school are the ones being denied that important influence (Teske, 2011). On so many levels, suspensions deny students the instruction they need. Not only this, suspensions may also be the cause of delinquent behavior (Raffaele-Mendez, 2003; Schollenberger, 2015; Skiba & Peterson, 1999; Teske, 2011). The argument in favor of a restorative approach in place of zero tolerance policies makes sense provided these approaches work to curb misbehavior.

Though the literature makes a strong case for using RP to address the current suspension crisis, the dilemma may be more complicated than simply changing school discipline policies. Of course, political forces are sometimes slow to change and while the data may overwhelmingly argue against zero tolerance policies, this does not mean that decisions makers in schools will be easily convinced, especially if said individuals have something at stake and participated in shepherding in such zero tolerance policies or defended them against critics (Payne, 2008). Political forces resisting change, however, may be a secondary concern to the difficulty schools face when implementing school reform to implement RP, especially where they are most needed: inner-city schools (Payne, 2008).

Organizational change in general can be difficult, and resistance to change of any kind is a significant factor challenging any organizational change (Ford, Ford, & D'Amelio, 2008). This does not mean that schools, or even the field of organizational development (OD), which specializes in organizational change, has discovered any quick fixes or 'magic formulas' to address organizational challenges to instituting organizational change. However, a few key

factors are important in connection to implementing RP at the organizational level (Costello, Wachtel, & Wachtel, 2009; 2010; Kelly & Thorsborne, 2014; Wachtel, O'Connell, & Wachtel, 2010). Implementing RP is not simply a matter of responding differently to incidents, or changing a school or district disciplinary policy, but involves the implementation of a continuum of practices that constitute RP.

The Continuum of Restorative Practices Interventions

According to the RP literature, implementing RP at a school site requires a continuum of responses to student behavior, and not all interventions in this continuum are in response to problematic behavior (Bevington, 2015; Drewery, 2004; George, 2014; Gonzalez, 2015; Hansberry, 2014; Harrison, 2007; Losen, 2015; Umbriet, Coates, & Vos, 2007; Vernon, Kelly, & Thorsborne, 2014). IIRP, a graduate university devoted to research and instruction in the field of RP, identifies five specific practices along this continuum: affective statements, affective questions, small impromptu conferences, circles, and a formal conference (Costello, Wachtel, & Wachtel, 2009; 2010a; 2010b; Kelly & Thorsborne, 2014). It is a widely held belief in the field that RP is more complex than simply applying RP to targeted incidents, though targeted RP interventions are part of RP (Bevington, 2015; Drewery, 2004; George, 2014; Gonzalez, 2015; Hansberry, 2014; Harrison, 2007; Losen, 2015; Umbriet, Coates, & Vos, 2007; Vernon, Kelly, & Thorsborne, 2014). The use of 'affective statements' and 'affective questions' are a distinct feature for the IIRP (Kelly & Thorsborne, 2014). This does not mean that some discussion about how authority figures speak with students or offenders is not part of RP outside of IIRP. When examining general principles of RP, "emotion is considered a contributing factor to understanding, rather than impeding it," since emotion is often treated as insignificant by strict authoritarian discipline programs that only consider 'the facts' (Van Ness, 2011, p. 3). Other RP

practitioners will commonly use some version of IIRP's continuum: small impromptu conferences, circles and formal conferences. RP may also examine the language that a practitioner or teacher uses with students, however, the way practitioners apply these practices can "take a wide variety of shapes" (Drewery, 2004, p.336).

IIRP's continuum, however, is viewed as a key that supports behavior interventions and restores offenders or at-risk youth to the community (Costello, Wacthel, & Wacthel, 2009; 2010; Kelly & Thorsborne, 2014). The continuum, in its ideal form, is intended to be implemented by all or at least most members of a school community to fully actualize RP's potential. Ideally, IIRP proposes that due to the benefits that RP might provide to challenging students, the continuum should be applied school-wide. RP methods are not intended to be merely a set of alternative responses to misbehavior. The general consensus is that the efficacy of RP in response to misbehavior is contingent upon the strength and effectiveness of the school's overall continuum of practice (Costello, Wachtel, & Wachtel, 2009; 2010; Kelly & Thorsborne, 2014; Michail, 2011; Van Ness, 2011; Wachtel, O'Connell, & Wachtel, 2010).

Van Ness (2011) presented a framework for identifying and thinking about the broad spectrum of what people call RJ across the globe in response to 40 member-states of the UN sponsoring such a resolution on RJ. Van Ness (2011) addressed the concept of an RJ continuum, but he examined the concept of a continuum from the perspective of values and examined what constituted an RP continuum on a systemic level. He proposed that RJ has four values: encounter, amends, reintegration and inclusion. Van Ness (2011) considered examining these basic shared values in all RJ systems as important "in considering the components of a possible restorative system" (p. 3). While Van Ness's (2011) framework is intended to be applied to a

government justice system, his framework is broad enough to help guide RP in schools when schools consider their overall approach to discipline.

The first value, an *encounter* has the purpose of helping all parties achieve some form of understanding of the event, each other, the harm and "how to make things right" (p. 3). An *encounter* will have some form of agreement between all participants, and all members of the encounter participate in developing such agreements together. The second value, an *amends* may involve some or all of the following elements: an apology, changed behavior, restitution and generosity. The third value, r*eintegration* strives towards respect not only for the victim, but the offender. The desired outcome occurs when the offender rejoins the community having made amends. Material assistance and moral or spiritual direction are also important elements of *reintegration*. The fourth value, *inclusion* involves giving the victim, offender and all parties affected an opportunity to participate "meaningfully in the subsequent justice process" (p. 5). Van Ness' (2011) framework, using these four values, has the potential to allow us to examine the degree to which justice systems, and by extension school discipline systems, adopt restorative approaches on broader, systemic levels. It may be possible to use these elements to establish criteria by which a system can investigate the degree to which it can be considered restorative.

Within his analysis, Van Ness' (2011) framework can help organizations examine how much and in what ways they can consider themselves restorative. Van Ness (2011) sought to articulate and clarify the broader expectations that restorative work demands so that organizations can explore how to improve their system to apply RJ philosophies more broadly, and develop a continuum that addresses wrong-doing in a fully restorative way. Van Ness' (2011) framework can help boil down what any RP continuum is striving for and provides a

framework by which organizations can measure their system-wide responses to wrong-doing within the criminal justice system and by extension, within schools for their discipline system.

A truly restorative system of any sort requires a significant commitment not only in how a school-discipline system is organized and developed, but in re-thinking how teachers engage with students, how classroom discipline is conducted, and how the larger community is engaged in response to misbehavior (Evans, Lester, & Anfara, 2013; Michail, 2011). Thus, when we are speaking about bringing RP to schools, especially when we are speaking about bringing RP to schools that have been devoted to no tolerance policies, we are speaking about deep and pervasive changes that can very well challenge the value systems not only of district and school leaders, but individual classroom teachers, students and parents (Payne, 2011).

RP experts discuss the importance of the generation of a continuum of practice at a school site, and practitioners discuss the nature and elements of this continuum differently. IIRP is especially specific on this point, defining the continuum as a set of their five practices. However, even for IIRP, RP is not just a set of interventions in response to misbehavior, but it is a continuum of practice that participates in all dimensions of a student's experience at a given school. RP experts agree that the efficacy of RP in response to misbehavior strongly relates to how deeply RP has become part of the larger school culture (Bevington, 2015; Drewery, 2004; George, 2014; Gonzalez, 2015; Hansberry, 2014; Harrison, 2007; Losen, 2015; Umbriet, Coates, & Vos, 2007; Vernon, Kelly, & Thorsborne, 2014). This premise suggests that radical changes in the way educators communicate with students as well as one another are a significant aspect of an RP continuum.

The Challenges Schools Face Adopting Restorative Practices

Though the practice of RP has been shown to bring beneficial impacts to a school community, the research on school reform and organizational change in school presents significant challenges (Bevington, et al., 2015). Payne's (2008) in-depth investigation of school reform efforts in response to demands from No Child Left Behind (NCLB) presented a broad swath of challenges schools and school districts encountered when attempting to implement school-wide reform efforts. He reported that most schools and districts did not devote the time, resources or in-depth training necessary to truly see a reform effort through to experience the positive results of any reform effort. In fact, Payne (2008) reported that a successful reform effort was not so much determined by which reform effort was implemented as much as whether the reform effort was given enough time and resources. Payne's (2008) research showed that successful reform efforts were reported for a variety of competing programs, so long as they were supported with the necessary resources and schools were given enough time to see the reform efforts through. More commonly, however, inconsistent leadership and the political requirements for quick results presented pressures on district leaders and principals to change reform efforts after only a few years when efforts did not demonstrate quick results. This practice bolstered teacher resistance to change efforts, since every new change effort became perceived as a 'flavor of the month.' In such a political environment, new teachers became demoralized, seeing projects they became emotionally invested in quickly disposed of, only to be replaced before allowing the project a chance to bear fruit. Veteran teachers, having experienced this 'merry-go-round' several times, were disillusioned, suspicious and as a result, intensely resistant to new change efforts (Payne, 2008).

Similarly, a more recent study by The New Teacher Project (TNTP) proposes that our current understanding of the positive benefits of professional development efforts may be a "mirage" (2015). Their broad study of "three large, geographically diverse school districts" revealed that professional development does little to impact teacher efficacy, and that most teachers do not improve after their "first few years in the classroom" (p. 4, p. 12). In contrast to Payne's (2008) findings, TNTP (2015) found that school districts devote "a consistently *huge* commitment to teacher improvement," including time and money (p. 8). Though TNTP's (2015) research did not address whether such commitment to professional development was cohesive, which Payne (2008) proposed was important to successful school reform efforts, TNTP's (2015) findings run contrary to the impression that schools and districts need to devote more time and resources to teacher training and professional development efforts. Their premise is that schools and districts devote too much time and money to professional development, or at least to professional development efforts that do not work. Payne's (2008) analysis proposes some questions critical to TNTP's (2015) findings, considering that TNTP's (2015) study occurred over the course of two to four years, which Payne (2008) specifically critiqued was not enough time to see the impact of any school-wide reform effort. Like Payne (2008), TNTP (2015) acknowledged in their study that training efforts lacked a focused and rigorous evaluation of a program's efficacy and, thus, wasted time and money on professional development that may not work. Payne's (2008) analysis proposed in addition to TNTP's (2015) that such professional development should be part of a cohesive, focused plan, and should be allowed more time for teachers to develop their expertise before we become critical of a lack of progress. TNTP's (2015) recommendations in this regard proposed a level of accountability that may be contrary to Payne's (2008) findings. TNTP (2015) proposed that lack of quick results should result in a

quick re-direction of resources. While TNTP's (2015) findings call much of our thinking about

the efficacy and need for professional development and teacher training into question, we do not

know from TNTP's (2015) study whether the districts involved in this study engaged in focused

professional development that was part of a cohesive program, which Payne (2008) reported was

important to such efforts having an impact.

Alderman and Taylor (2007) critique the methods used in TNTP's (2015) study,

proposing that a focus and investigation of school reform that focuses on the individual teacher is

flawed. Such studies

> a) Attribute cause to factors within the individual, and b) focus intervention on changing the individual. This shapes how problems are described and labeled and plays down the causal role of environmental factors, such as social policies, and the characteristics of community, home, work and school settings. It also underemphasized environmental factors as a primary focus in correcting the problem (p. 60).

In their analysis of school reform and teacher training, they affirm many of Payne's (2008) and

TNTP's (2015) findings. In line with TNTP, they propose that a clear framework needs to be

developed, but in line with Payne (2008) propose that such efforts to meet these frameworks

need to be sustained long enough to create "a cultural shift in institutionalized values" (p. 57).

Change should be focused on the institutional level, not the individual level, according to

Alderman and Taylor (2007). Also, they propose that there are other benchmarks of school

improvement than student improvements on standardized test scores that should be examined

when considering student progress. These include "increased attendance, reduced tardiness,

reduced misbehavior, less bullying and sexual harassment" and other factors that participate in

cultural changes that impact the school's ability to improve the standard measures such as

student standardized test scores (p. 70). TNTP's (2015) study focuses on standardized test scores

as a major factor determining teacher efficacy. However, in support of TNTP's (2015) findings,

a longitudinal study that examined teacher training, teacher quality and student achievement over

the course of five years, results indicated that most professional development and training efforts had no impact of teacher efficacy (Harris & Sass, 2007). Subject area professional development did, however, have an impact over the course of the five-year study (Harris & Sass, 2007). Thus, though questions remain about the efficacy of professional development as well as the best way to approach school reform, the research here proposes that the difficulty may lie in how we examine and measure teacher efficacy and students'/school improvement as much as how schools implement school improvement.

The Theoretical Foundations of Restorative Practices

The quest for a theoretical foundation to RP is complicated and ongoing. Labeling theory provides an explanation for the damage the criminal justice system imposes, proposing that many youths engaged in deviant acts, but that when such acts became known and were publicized, they produced stigmatization (Mongold & Edwards, 2014). This stigma became a primary factor for youths who then internalized the labels applied to them and became involved in organized deviant groups. Such theories have been confirmed by scholarly research which has demonstrated that formal processing of juveniles resulted in higher rates of delinquency later in life for such youths than when juveniles were diverted from the juvenile justice system (Petrosino, Turpin-Petrosino, & Gluckenburg, 2013). RJ and RP, then, propose processes that work to find solutions that do not lead to such stigmatization, but that re-integrate juvenile offenders into the community.

Some would propose that the theoretical foundations of RJ go back even further, as far as 1874 with Margery Fry and Stephen Schafer, who proposed that victims were ignored by the justice system, but such theoretical developments never directly interacted with the practice of RJ (Gavrielides, 2007). Gavrielides (2007) identified Albert Eglash as the person to first coin the

term 'restorative justice' in 1977 and noted too that Randy Barnett and Nils Christie provoked interest in restorative justice in the same year (p. 21). John Braithwaite's (1989) theories on shame and its power as a social force to prevent crime did much to further shape the theoretical foundations of restorative justice, explaining how and why RJ community building efforts worked and how they should and can be arranged to be most effective. Braithwaite (1989), a criminologist, theorized about the power of shame to influence people to avoid crime, as well as decried the loss of the power that occurs in a more anonymous society. He went on to propose that "re-integrative shaming" could be an important tool to re-integrate offenders, and that our primary difficulty was that our system of justice more often engaged in "disintegrative shaming [stigmatization]" (p. 55). He proposed that shame was the most powerful motivator of change for people who commit crimes, proposing that the court proceedings were reported to be far more of a deterrent for the commission of crimes than the sentence or 'punishment' earned for the crime. Shame, he proposed, is the best deterrent to crime. In addition, he proposed that re-integrative shaming would be more effective in addressing problems of recidivism than our current justice system. Our current justice system, Braithwaite (1989) argued, stigmatizes people, which only ensures recidivism, rather than preventing it. Braithwaite's (1989) theories of re-integrative shaming then operated as a natural theoretical foundation for the practice of conferences, circles or other such events whose purpose was the open discussion of the harm caused by the perpetrator's actions and how this harm might be repaired from a criminological point of view (Braithwaite, 1989).

John Braithwaite's (1989) theories on shame and re-integrative shame provided an effective criminological foundation for how and why the processes worked and helped evolve the practice. Tomkins' (1995) affect script theory (AST) provided a strong psychological

foundation regarding how shame influenced behavior, and thus became a natural psychological description to further develop Braithwaite's theories on the power of shame to motivate human behavior. Much of the work done by IIRP has been founded on Silvan Tomkins' theories (Kelly & Thorsborne, 2014).

Tomkins (1995) proposed in his 1962 affect script theory (AST) that there are nine biological roots to all human emotion, cognition and personality: Two positive affects, interest-excitement and enjoyment-joy; one neutral affect, surprise; and six negative affects, distress-anguish, fear-terror, anger-rage, shame-humiliation, disgust and 'dissmell'. Dissmell is described as the compulsive urge to pull away, as from a noxious smell. "Each one of these affect programs is set off or triggered when our sensory system… perceives a certain signal in the environment around us or inside us" (Kelly & Thorsborne, 2014, pp. 27-28). According to AST, these "affect programs" are biologically triggered when certain conditions are met and are a biological response preceding conscious thought. "The triggering of an affect can be compared to the knee jerk response" (p. 28). Stimulus causes a biological reaction that then relates with our cognitive system to produce emotional 'scripts.'

Our personality and beliefs about the world and others are created through the relationship between biology and cognition, which aids in the further development of these scripts (Tomkins, 1995). Affective scripts are formed during developmental stages of our lives and throughout life, and determine our emotional responses and perspectives about events, the world and others. Such scripts are part of our survival system to help us operate in the world according to pre-determined patterns, and through them we gain an ability to automatically recognize how to respond according to these pre-determined patterns. Such scripts arise in response to the nine affects, but they also develop as a means to recognize how to relate in any

situation, such as having fun, learning, reading, talking about politics and religion, and so forth. "Scripts are the way we create order out of the ever-changing world in which we live" (Kelly & Thorsborne, 2014, p. 35). Tomkins traces all human motivation back to affect and these nine biological responses.

Tomkins' theory became directly relevant to describing the efficacy of RP in connection to his theory of affective resonance, which proposed that we biologically resonate with the emotions of others. He proposed that we cannot completely "disassociate personality scripts and the behaviors accompanying them from the influence (affects) of others" (p. 36). We are inherently social beings, down to our biological manifestation of affect, according to Tomkins. We are biologically wired to minimize negative affect and maximize positive affect, and we are inherently driven to care about others and resonate with the emotions of others. When we feel outcast or persecuted by others, we experience this biological shame-humiliation response that can trigger any of a set of scripted responses that we identify as our personality.

This is the most compelling aspect of Tomkins' theory according to many RP practitioners, since it proposed a possible explanation for why restorative conferences and informal circles were so effective at eliciting change (Kelly & Thorsborne, 2014). Braithwaite's theories (1989) described the importance of shame and re-integrative shaming as a key to RJ from a criminological perspective, but Tomkins' theory outlined the biological roots of such responses and why individuals felt compelled to seek to repair feelings of shame during such a conference, leading to the effective results RP practitioners witnessed (Kelly & Thorsborne, 2014). IIRP has largely adopted Tomkins' ideas about shame as a natural development from Braithwaite's theories about the importance of shame in the process of inspiring change and re-integration and presents these theories largely as the theoretical foundation of their work in RP

(Kelly & Thorsborne, 2014; Costello, Wachtel, & Wachtel, 2009; 2010). Even though Tomkins' theories have helped become a theoretical foundation for organizations like IIRP, the theoretical foundation of RJ and RP is still an ongoing conversation within the academic community.

Psychologists Robert A. Neimeyer and Finn Tschudi (2003) agreed with many of Braithwaite's (1989) critiques about the criminal justice system regarding how it has stigmatized people who are both victims and perpetrators of crimes. However, their analysis of the efficacy of RJ was used to focus on the importance of narrative in the generation of identity and the healing of psychological damage to that identity, including stigmatization and victimization. While they similarly discussed the detrimental effects of stigmatization, they discussed how narrative participated in restoration and stigmatization, rather than shame or biology. The power of conferences according to Neimeyer and Tschudi (2003) is that conferences allow individuals to socially construct events to create a story of the event together, rather than have the event created for them by the justice system. The greatest harm the justice system inflicts upon people, they proposed, is taking away people's ability to tell the story the way they wish, and to define themselves within that story, rather than be defined by an objective institution. In this way, conferences allow individuals to participate in forming their self-stories through the event, which Neimeyer and Tschudi (2003) proposed heals participants from the psychological harm a criminal act caused. The harm to a victim's identity, they describe, is a disruption to the individual's internal self-story. Their work proposed that the justice system steals the conflict between victim and aggressor from citizens and they claimed that such a conflict is important to the process, allowing the victim and offender to "explore the degree of their culpability and the real effects of the case" (Gavrielides, 2007, p. 22). Their work has extended this proposal into

the realm of psychology to explain how 'stolen' conflicts prevent psychological healing and even compound the damage to both victim and criminal.

Yet another RP theorist, Johannes Wheeldon (2009), located the theoretical roots of RJ in "peacemaking criminology," three traditions of which form the foundation of current thinking in RJ, "critical traditions, feminist traditions, and religious traditions" (p. 94). Wheeldon referred to critiques made by George Pavlich, which proposed that RJ has been both paradoxically opposed to as well as dependent upon the traditional justice system. On the one hand, according to Wheeldon (2009), such theories as those proposed by Braithwaite and Christie have critiqued the way the justice system stigmatizes citizens and steals the conflict. At the same time, RJ practitioners have been dependent upon the justice system from which they receive their referrals and must communicate with that system to gain legal validation for any decisions made within an RJ conference (Wheeldon, 2009). The danger of this kind of relationship with the justice system, Wheeldon proposed, is an eventual loss of identity. How can RJ depend upon a theory that is inherently critical of the justice system, yet depend upon the justice system to support RJ? Such a theoretical foundation will eventually lead, according to Wheeldon (2009), to the loss of RJ identity. Essentially, he asks: are the elements of RJ that make it effective dependent upon a theoretical base that is inherently critical to the system upon which it depends? He proposed three alternative theoretical foundations that allow RJ to work effectively along-side the justice system without contradiction to its core practices and principles: "social disorganization, social learning and moral development" (p. 94).

The first, social disorganization, according to Wheeldon (2009) proposes that human nature must be "regulated by the collective order of society" (p. 95). A social system, Wheeldon (2009) explained, is "organized" if there is consensus within the society about social norms and

30

values, and "disorganized" if the society lacks social cohesion, or there is some "disruption" to society's social norms and a "breakdown of control among its elements" (Wheeldon, 2009, p. 95). Such social norms are produced and maintained by its community bonds, two principles of which are "social capital" and "collective efficacy" (p. 95). Social capital refers to the myriad of formal and informal social ties and networks of links within a community. Collective efficacy refers to the community's "ability to keep order in public places" (p. 95). According to Wheeldon (2009), there can be no collective efficacy without social capital. This theory described increases in crime rates as due to breakdowns in social capital, and RP addresses the breakdown of the social arm of this theory. The social arm breaks down when communities fail to "articulate values and norms" (p. 95). Thus, RP would be a tool to bring a globalized and industrialized society with a diverse populace together to re-establish such social norms.

The second theory that Wheeldon (2009) proposes helps in understanding RP; social learning theory is based on the idea that we learn through "observing, retaining and replicating behavior observed in others" (p. 96). Social conduct and learning is determined by observing the behavior of others and replicating it, which becomes more complex as we begin to associate ourselves with various aspects of society, such as a family, a race, a culture, a group of friends. RP then becomes a means by which such social learning is modeled for conflict resolution as well as appropriate conduct and healthy social bonding.

Wheeldon (2009) also suggested that theories of moral development would be an effective theoretical foundation for RP. According to Wheeldon (2009), such theories proposed by Dewey, Rousseau and Kohlberg claim that morality develops through stages, the first in moral behavior stemming from a fear of punishment. Next, people come to see that moral behavior is in their own best interests, and finally, people come to extend their self-interest into

their relationships and finally come to view moral behavior within the context of a "community-centered" context (p. 97).

Still other RP practitioners view RP from a social constructivist perspective. Social constructivist theories of RP are founded in Berger and Luckmann's (1966) theories that founded the constructivist movement. Drewery, (2004) stated that "to talk is to act on and in the world" and proposed that "the ways people speak (in this case the process and manner of conduct of the conference)," can create different kinds of relationships and even a different sense of self (Drewery, 2004, p. 338). Drewery's (2004) perspective is similar to Niemeyer and Tschudi's (2003) psychological perspective of RP. Neimeyer and Tschudi (2003) proposed that conferences are a process of producing the identity of the individuals, the reality of the group, and the reality of the event, whether it be a 'crime' or a 'wound', and to what degree such a crime can be atoned for or healed. Upon constructing the social reality of the event together, the individuals involved in a conference produce a communal narrative that heals the wounds experienced by the community and its members and those individuals most impacted determine the actions the offender must take that will lead to the offender's re-integration into the community. The offender, then, has also participated in shaping the 'reality' of the event, as well as the victim. The offender is given a role and tasks to complete to receive a positive and meaningful identity within the group.

The International Institute of Restorative Practices' Theoretical Foundations

Since the school site involved in this study engaged in professional development using International Institute of Restorative Practices (IIRP) continuum of practices, it is important to provide a more thorough discussion of the IIRP as an organization and their theoretical approach to RP. IIRP is a graduate university "dedicated to the advanced education of professionals at the

graduate level and to the conduct of research that can develop the growing field of restorative practices" for the purposes of "positively influencing human behavior" and "strengthening civil society throughout the world" (Who We Are, n.d.). Their institutional goals are to 1) educate professionals to apply RP to "strengthen civil society" to 2) contribute to the knowledge of RP through research and application and to 3) "disseminate the results" of their "theory and practice to professionals in related disciplines" to "positively influence human behavior" (Who We Are, n.d.).

IIRP offers graduate level courses and continuing education courses in restorative practices and organizes symposiums and conferences that bring together practitioners in the field to share their ideas with one another and collaboratively evolve practitioners' understanding and practice of RP. The IIRP is an accredited graduate university, offering a master's in science degree and certificate programs in RP. Coursework includes a basic restorative practices course, RP in action course, courses on the evaluation of research, and a broad swath of courses that focus on developing the expertise and knowledge of an RP practitioner. Continuing education courses include the basic restorative practices course, courses on facilitating conferences, workshops and training programs for IIRP trainers, and a variety of professional development training opportunities for individuals seeking to develop their expertise in RP. Training opportunities for the basic restorative practices course are offered regularly across the US.

The basic restorative practices program, which is commonly used to 'certify' a practitioner in IIRP's basic practices, provides instruction in the theory and practice of RP from one or more certified IIRP trainers. Training typically occurs over the course of four eight-hour days and involves instruction in the theory and application of RP as well as provides practice opportunities where participants learn about how to apply the five practices on the IIRP

continuum: affective statements, affective questions, impromptu conferences, circles and formal

conferences.

IIRP reports a "supporting framework" to provide a conceptual foundation for their

approach to RP. Their supporting framework includes a) the social discipline window, b)

restorative justice typology, c) the restorative practices continuum, d) the nine affects, e) the

compass of shame, and f) fair process (Wachtel, 2016).

The Social Discipline Window

The social discipline window (figure 3 below) describes "four basic approaches to

maintaining social norms and behavioral boundaries" (p. 3). The social discipline window
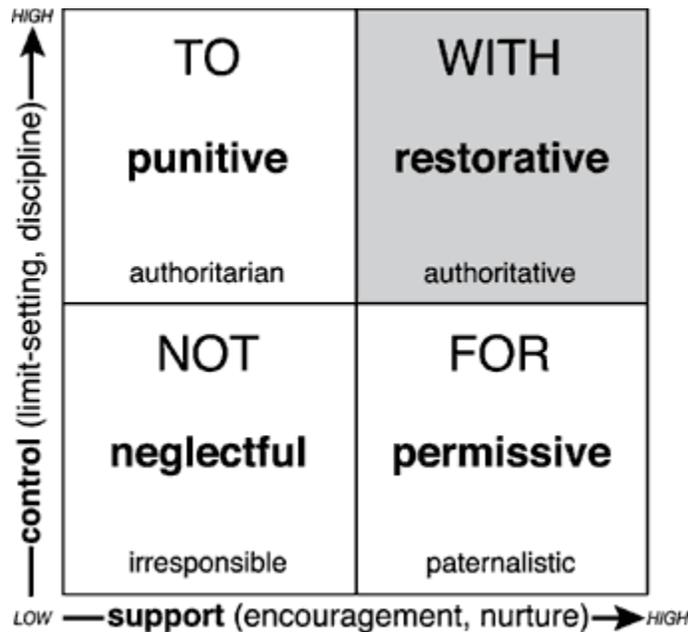
Figure 1
The Social Discipline Window

identifies "the restorative domain" as "characterized by doing things with people rather than to

them or for them" (p. 3). This ideal is presented in the upper right shaded box in figure 3. The

premise presented in tandem with the social discipline window is that "human beings are happier, more cooperative and productive and more likely to make positive changes in their behavior when those in positions of authority do things with them rather than to them or for them" (p. 3). This box representing the ideal position from which authority figures attempt to "maintain social norms" and "behavioral boundaries" is positioned in the center of the vertical and horizontal axes of the figure. The vertical axis represents degrees of control that an authority figure attempts to maintain, while the horizontal axis represents the degrees of support the authority figure provides. The "WITH" or the "restorative" box yields high support and high control, while each of the other boxes yield some level of compromise to this ideal.

Restorative Justice Typology

Restorative justice typology seeks to involve all stakeholders in a conflict or an offense. The proposal is that the most effective restorative interventions involve the victim, the offender and the communities who care about them, and have been impacted by them. "The degree to which all three are in meaningful emotional exchange and decision making is the degree to which any form of social discipline approaches being fully restorative" (p. 3). When all three stakeholders – victim, offender and the "communities of care" – are included, then the process is "fully restorative" (p. 4).

International Institute of Restorative Practices, Restorative Practices Continuum

The IIRP's continuum of practices is of particular interest to the current study, since the school involved in this study has undergone school-wide training in IIRP's program as a means to begin to implement restorative practices in the classroom, and teachers at the school site are qualified trainers in IIRP's approach. The training program the school participated in primarily

involves how to understand and apply the practices in the IIRP continuum. The continuum of practice, according to IIRP, is derived from the works of Costello, Wachtel and Wachtel entitled *The Restorative Practices Handbook* (2009), and *Restorative Circles in Schools* (2010). Another significant work used in the training curriculum for IIRP is entitled *Restorative Justice Conferencing* by Wachtel, O'Connell and Wachtel (2010). These works are the basic curricula for IIRP's four-day training program, which 'certifies' an individual to practice RP.

The continuum includes: affective statements, affective questions, brief impromptu conferences, circles, and formal conferences. These five activities enacted by RP practitioners constitute the RP continuum, according to IIRP. The ideal for a school setting is that all educators, from the principal to the secretary, can and do use aspects of this continuum when engaging with students. IIRP also trains educators whose schools are not implementing RP on a system-wide level and encourages teachers in such schools to enact what they can in their own classrooms, ensuring that the IIRP training will benefit the educator, regardless. Trainers commonly provide individualized advice to participants during the training to help make RP fit their specific needs. Ideally, however, the continuum is what lends potency to actions that are meant to intervene in student behavior.

It is important to mention here that the researcher for this study has undergone this training three times, from three different certified trainers on three different occasions, and presents information about IIRP's basic restorative training event from personal experience. The five parts of the IIRP continuum have been discussed briefly earlier. The IIRP continuum is always visually displayed from left to right on a line as follows:

| affective statements | affective questions | small impromptu conferences | group or circle | formal conference |

Figure 2

IIRP Continuum of Restorative Practices

The line above represents the IIRP continuum, which is always portrayed on a single line as an arrow from left to right to convey the increasing levels of engagement enacted by an RP practitioner as behavior issues become extreme or pervasive. When explaining these practices, IIRP breaks them into two types of practices: informal practices and formal practices. The left side of the line denotes what IIRP calls the informal practices. These are day-to-day practices enacted as more informal responses to minor discipline issues: affective statements, affective questions and small impromptu conferences. The right side of the figure displays the more formal practices. These are structured practices in response to more severe misbehavior: small impromptu conferences, circles, and formal conferences. Small impromptu conferences can be applied to both minor and more severe issues because the practice can be altered to be more or less formal in response to the severity of the issue at hand and the time available for the intervention. The principle for applying the continuum, according to IIRP, is that 80% of the work of RP is informal, and 20% is formal.

The first informal practice on the continuum is affective statements. Affective statements involve sharing how the educator is feeling about student behavior or an event. A teacher, for example, rather than declaring, "sit down!" might say, "I get really unfocused when you keep getting out of your seat, can you please sit down?" or "I get really frustrated when you get out of

your seat and when I'm talking to the class." Such practices are proposed to help students develop empathy and make connections with the teacher, since the teacher is explicitly articulating their emotions to the student and informing the student how the teacher is being emotionally affected by the student's behavior. Such interactions are proposed to help cultivate a sense of social responsibility (Costello, Wachtel, & Wachtel, 2009; 2010; Kelly & Thorsborne, 2014).

Affective questions, the second practice along the continuum, is a set of scripted questions provided by IIRP. One set of questions is for the aggressor that may have caused harm, the other for the victim of an act that may have caused harm. For the aggressor, the questions read, "What happened? What were you thinking of at the time? What have you thought about since? Who has been affected by what you have done? In what way? What do you think you need to do to make things right?" (Costello, Wachtel, & Wachtel, 2009, p. 16). During training, attention was explicitly called to the fact that one question was missing that teachers might normally think to use: "Why did you do that?" Trainers proposed that too often the answer to this question is "I don't know," and this undermines the intention to prompt restorative conversation. "What happened?" invites a narrative and invites students to consider what was going through their minds at the time. The format of these questions is meant to generate understanding, and then empathy for others (Costello, Wachtel, & Wachtel, 2009; 2010; Kelly & Thorsborne, 2014).

Ultimately, students can be prompted through such questions to seek out a way to resolve problems by trying to 'make it right.' The informal version is meant to be a quick, one-on-one intervention with a student in response to misbehavior that is serious enough to be addressed, but not serious enough to require a more thorough intervention. According to Costello, Wachtel and

Wachtel (2009), teachers "will more often use just one or two of these questions in an informal way for a quick exchange lasting a couple of minutes" (p. 18). Such questions are not limited to one-on-one interactions and teachers are encouraged to be creative in the application of all the practices in the continuum.

The victim of a minor incident might be addressed with a similar set of questions, used in the same way as for the aggressor: "What did you think when you realized what happened? What impact has this incident had on you and others? What has been the hardest thing for you? What do you think needs to happen to make things right?" (p. 16). Such questioning can lead to bringing students together for what the IIRP calls a "brief, informal conference" (p. 16).

What these informal practices do, according to IIRP, is help educators 'turn the tables' on the conversation with students about their behavior. Instead of the teacher simply being in the position of the authority figure, telling the student what to do, these practices help teachers ask "students to think for themselves about their actions and to reflect on how they affect other people" (p. 19). Reflective questioning shifts the responsibility for the behavior more solidly onto the student by getting them to see that their actions are affecting others in ways they might not want (Costello, Wachtel, & Wachtel, 2009; 2010a; 2010b; Kelly & Thorsborne, 2014).

The small, impromptu conference marks the transition from informal to formal practice. This same conference can also be applied more formally. In this case, the small, impromptu conference is a process of bringing students together for these questions, either in part or in whole. According to Costello, Wachtel and Wachtel (2009), "small negative incidents… accumulate and have an overall impact in your class and in your school. The purpose of a small impromptu conference is to address a problem to keep it from escalating and to resolve the problem quickly, but in a way that gets students actively engaged in expressing their feelings" (p.

21). When applied informally or formally, the small, impromptu conference is meant to be brief so that it can be applied with little preparation in a timely way in response to immanent circumstances.

As student misbehavior becomes more problematic and persistent, practices on the IIRP continuum become more formal and structured, and thus the middle of the continuum marks the transition to what IIRP calls more formal practices. Circles are the fourth practice on the IIRP continuum, moving left to right, and are a more structured part of the IIRP continuum. Circles have a wide variety of uses and purposes, and most circles are not intended to be behavior interventions. The first aspect of a circle is the most obvious, in that participants sit in a circle. According to Costello, Wachtel and Wachtel (2009), the circle is "a symbol of community" and is "one of the most distinctive and flexible forms of restorative practices" (p. 23). The circle can be used to 'check-in' or 'check-out' at certain points in the week, in response to lessons or content or behavior. It can be used to set classroom norms together in a collaborative way, to reflect upon or process classroom curriculum or to address behavior problems.

Often, circles will involve a 'talking-piece.' The talking-piece can be a symbolic object or an object that gives some comfort to students. It is most often an object both easy to see and to pass to one another. Discussion questions are prepared by the teacher prior to the circle and are carefully structured and thought through. Much of IIRP's training involves how to structure effective questions for circles. The teacher is the facilitator and "only the teacher may interact with the speaker or ask a clarifying question in the circle go-around, but even this should be done with discrimination" (p. 24). Circles are not limited to the use of a talking piece and circles can alternate between using talking pieces to taking turns in a variety of ways. Much of IIRP's training discusses when a circle facilitator might use these various approaches.

The practice of the circle is meant to help develop many of the traits that cause RP behavior interventions to work. Circles develop equality, safety, trust, responsibility to one another, a sense of ownership of the class and community, and a sense of connection to the class and one another (Costello, Wachtel, & Wachtel 2010). Such social responsibility is called upon when students are invited to reflect upon how they have caused harm to the community or individuals within these communities. In this way, RP proposes to teach empathy as students experience how others that they have come to care about are affected by problematic behavior (Costello et al., 2010). As a behavior intervention, circles are said to be useful, "when misbehavior either involves or affects a larger group of students, or when the teacher wants to address a pattern of behavior rather than a specific instance" (Costello, Wachtel, & Wachtel, 2009, p. 28). Otherwise, affective questions or a small impromptu conference might be the best way to proceed for more targeted incidents.

The formal conference is the most structured part of the IIRP continuum and is meant specifically to address harm caused. This practice is the most recognizable aspect of the IIRP continuum, as the structure of the conference is similar to the structures used within the justice system (Wachtel, O'Connell, & Wachtel, 2010). The conference involves a great deal of preparation on the facilitator's part, both to gather all the individuals together, and to ensure that all participants are prompted and approached correctly. Wachtel, O'Connell and Wachtel's book (2010) *Restorative Justice Conferencing* provides thoroughly detailed scripts for all aspects of such conferencing, from the act of recruitment to facilitator prompts for each stage of the restorative conference. The facilitator "tries to avoid surprises" due to the fact that the conference is meant to help participants negotiate a highly sensitive and volatile discourse (p. 129). The conference is meant to be a process by which the harm caused can be restored, or the

conditions for such restoration are clearly set, while at the same time surfacing all the feelings, motivations and experiences for all involved around the incident so that understanding emerges. Such understanding is proposed to be the critical factor by which restoration is possible, and what motivates the willingness to allow restoration to happen on the part of the victim(s), as well as what motivates the aggressor(s) to be willing to take action to 'make it right.' Yet, within the context of serious offenses, such a conference can be volatile and delicate, and so the conferences are carefully scripted from beginning to end to aid practitioners in the detailed application of a conference.

The Nine Affects

IIRP also references the concept of 'nine affects' from Sylvan Tomkins' AST. These nine affects are enjoyment-joy, interest-excitement, surprise-startle, shame-humiliation, distress-anguish, disgust, fear-terror, anger-rage and "dissmell" (Wachtel, 2016, p. 5). Tomkins proposed that we are "hardwired to conform to an internal blueprint" (p. 5). Our reactions are proposed to be founded in these nine fundamental affective reactions, and we play out various scripts in response to these reactions (Tomkins, 1995). According to IIRP, we "feel best when we 1) maximize positive affect and 2) minimize negative affect" (Wachtel, 2016, p. 5). Also, "we function best when 3) we express all affect (minimize the inhibition of affect) so we can accomplish these two goals" (p. 5). Anything that aids us in accomplishing these three goals is said to make us feel good, and anything that interferes with these goals upsets us. Restorative practices are claimed to be beneficial because they allow a free expression of emotion and help to maximize positive affect.

The Compass of Shame

Shame is conceived by IIRP as an important "regulator of human social behavior" (p. 5). Anytime positive affects are interrupted, we feel shame. This may not mean a person has done something wrong, but results from an interruption of interest-excitement or enjoyment-joy. IIRP uses a conceptual model entitled "The Compass of Shame," adapted from Nathanson (1992). The four arms of the compass represent types of human reactions to shame. Withdraw on the top arm of the figure represents isolating oneself or running and hiding in response to the feeling of shame. Attack self, shown on the right arm of the compass, represents putting oneself down or any form of masochistic response to shame. Avoidance, the bottom arm of the compass, represents activity that denies or distracts from shame, often through thrill seeking or drug abuse. The left-hand arm of the figure represents the attack others response to shame, which involves lashing out, blaming others or reacting aggressively to what is perceived to be the source of shame. Nathanson (1992) and IIRP propose that everyone reacts to shame in one of these four ways, though in differing degrees. RP is proposed to "provide an opportunity for us to express our shame, along with other emotions, and in doing so reduce their intensity" (Wachtel, 2016, p. 6).

Fair Process

Fair process, according to IIRP refers to the effort of authorities to "do things with people" proposing that when authorities work *with* people, "the results are better" (p. 6). IIRP makes reference to research about how fair process in business organizations leads to greater trust and greater willingness to participate in that organization's systems (Kim & Mauborgne, 2003). The three principles of fair process that IIRP adheres to are engagement, explanation and

expectation clarity. Engagement involves getting everyone involved in decisions that affect

them, listening, and taking opinions sincerely into account. Explanation involves making sure

everyone understands the reasons behind decisions that are made. Expectation clarity refers to

ensuring that everyone understands decisions and what expectations are in connection to those

expectations. IIRP claims that these observations about fair process help support the idea of the

efficacy of the "with" box as the location of the restorative domain from the social discipline

window (p. 6).

Insights that Social Construction Brings to Our Understanding of Restorative Practices

While IIRP's theoretical foundation helps to understand the basis of the school site's

professional development program, this study approaches RP from a different theoretical

perspective. Theories based in cognitive psychology will be presented later that will be used to

help analyze and understand findings in this study, but the concepts of misbehavior and

restoration are perceived in this study from a social constructionist perspective. Social

constructionists propose that culture and society is constructed by its members through various

forms of discourse and through tacit and explicit agreements (Drewery, 2004; Berger &

Luckmann, 1966). Within a school, one perspective can be seen to apply to what a district or

school may view as objective rules and standards for student conduct. Research discussed

previously in this study has already shown that enforcement of apparently objective school rules

applies differently for different students (Losen, Hodson, Keith, Morrison & Belway, 2015). As

research has shown, race is at least one criterion that influences the social construction of

'misbehavior.' Black and Latino students are suspended far more frequently for the same

offenses as white students. Thus, misbehavior by definition and degree may not be as objective

as many would like to believe. By extension, misbehavior can affect whether a student is

perceived as 'bad' or 'good', 'obedient' or 'disobedient' and race is therefore a variable that markedly influences the application of school rules nation-wide, and such factors therefore can strongly impact social stigma and student identity (Balfanz, Byrnes, & Fox, 2015; Gonzales, 2015). School rules are therefore not as 'objective' as many may like to believe.

A variety of factors like race, which have nothing to do with misbehavior, may participate in constructing the phenomena of misbehavior and the subsequent social construction of student identity. This premise was developed in detail in Braithwaite's (1989) description of how stigmatization enforces the perception of a person who is convicted of a crime and was also developed along the same lines by Skiba and Peterson (1999) in connection to school suspensions. Some teachers will be more relaxed about classroom or even school-wide rules, others will be stricter, and what teachers and schools define as misbehavior is ultimately a phenomenon constructed within the context of a school and within each classroom. Some students may come from families and cultures that seek to instill different standards of behavior than those of a student's school, having different boundaries to define misbehavior. Certainly, school can be argued to be a place where something of what it means to be 'American' is encountered and learned by all, and thus some normalization might be perceived to be a purpose of education, but even if we adopt a belief in a concept of 'normalization' for education, it would be both mindless and heartless to not also acknowledge that different populations within America have different concepts of what it means to be a 'normal' American. Even a concept of what it means to be a 'normal American' within any group is an ever-shifting concept whose 'reality' changes through the ongoing discourse amongst members of the American populace. As members of society, we are both formed and shaped by the society in which we live and,

45

through our speech and actions, simultaneously form and shape the society in which we live (Berger & Luckmann, 1966).

From a social constructionist perspective, RP may be a critical step in moving the activity of dealing with student behavior into the realm of explicit application of social construction. RP is inherently a discussion about behavior. The tools to incite change are all fundamentally discursive strategies (Drewery, 2004). During RP efforts, we discuss how we define behavior as appropriate or inappropriate, as well as investigate the consequences and ramifications of behavior. Through RP, the conversation moves beyond a discussion of standards of behavior amongst privileged authorities in school to include students in the discussion. According to Niemeyer and Tschudi (2003), the inherent problem of the legal system is that it does not include the participants in creating the narrative, stealing their power to co-construct the narrative of what happened and what it means. They propose that people have a fundamental need to participate in the conflict and the conversation regarding what happened and how it is made right. Systems that remove that power from offenders and victims further victimize both. Thus, an RP conversation with students about their behavior could not only helps students learn about the importance of appropriate behavior, it could also allow students to participate in the co-construction of what happened. Such discourse may be inherently more effective at healing the wounds for all people than a system of behavior interventions that simply assigns consequences. Assigning harm in response to harm does not heal harm. Not only this, but through discourse with students about their misbehavior, education professionals can come to understand where students are coming from so that educators can intervene more appropriately, and more effectively on a case-by-case basis.

A shift to examining behavior intervention as a conversation that includes students explicitly acknowledges the social construction of student behavior. Drewery (2004) even proposed that a social constructivist believes that speaking is to act, and that the way we speak not only "creates different kinds of relationships" but also "different kinds of selves" (p. 338). Niemeyer and Tschudi (2003) made the same argument. RP in this light can be seen to acknowledge how behavior is co-defined by all participants, which is also a process of co-defining one another. Thus, RP has the potential to transform all members who participate in the discussion about student behavior through the use of RP.

> We understand speech as productive of identity, of who we are. We understand selves as always-in-relation, never isolated. And we believe meaning to be the product of people living in community, rather than the solo act of individuals. Language is not only productive of meaning, it is productive of our very selves. For these reasons, it becomes hugely important to attend to the process of a conversation (Drewery, 2004, p. 338).

Benefits of Using Social Construction as a Tool to Study Restorative Practices

Since a social constructivist perspective of RP brings our attention to the 'hugely important' role of conversation in transforming student behavior, this study seeks to examine, analyze and discuss how discourse about RP efforts reveals how teachers and students perceive misbehavior and potential restoration (p. 338). Rather than apply an arbitrary standard to what it means for a student to be 'restored' or what a 'good' student is, this study will seek to understand how participants understand such ideas. It is hoped that such an investigation can help discover ways RP participates in socially constructing student behavior. The underlying premise of this study is that RP helps teachers and students 're-construct' student identity, and that such practices do this by changing perceptions about events, about students and about teachers within the community.

47

A fundamental premise of RP is that it has the ability to transform the student from a student that 'misbehaves' to one that 'behaves' by providing the misbehaving student with opportunities to restore the harm and re-integrate to the school-community. Such would then reduce suspension rates. A reduction in suspensions, however, cannot be achieved by simply neglecting to enforce school rules according to RP. The change must satisfy all members of the community. When we reflect upon the means by which such a change is produced, it is proposed to be produced through conversations. The practices around the IIRP's continuum of practice, as well as other models of RP, involve discourse as the fundamental activity (Costello, Wachtel, & Wachtel, 2009; Kelly & Thorsborne, 2014; Mannozzi, 2011). The key, then, to understanding how RP works lies in understanding the way RP changes the discourse from one of blame, defense, stigmatization, accusation and punishment to conversations expressing understanding, empathy, and reparation of harm. Ultimately, research should examine how such conversations lead to the reparation of harm. In addition, it is important to understand how such shifts in the conversation about student behavior positively influence changes in student behavior.

The conversational foundation of RP presents us with many questions about dialogue and its power to alter behavior. Investigating system-wide applications of RP and correlating that data with suspension data can give us a general sense that RP 'works,' but it cannot answer the question of *how* it works, as Langdon (2016) argued. As Drewery (2004) proposed, the work of RP is a work of aiding students in the effort to co-construct or re-construct themselves with the help of the community, and in doing so, participate in the positive construction of the community.

RP work is steeped in human discourse, and as such is subject to context, variable interpretations and interpreters. Students participate in the ongoing development of the meaning of RP efforts. Power dynamics, subtleties of language use, and artful variation by practitioners all participate in influencing the meanings derived from conversations and so may influence the efficacy of a restorative effort. For social constructivists, conversation is inherently a co-constructive act of interpretation (Berger & Luckmann, 1966; Drewery, 2004; Harre & van Langenhove, 1999; Langdon, 2015). Many factors can support or infringe upon educator and student interpretations, and support or undermine the ultimate conclusion about whether or not a restorative work is 'successful'. If, somehow, educators are 'successful' at 'restoring' a student, or a student successfully 'restores' him or herself to the community and is now a 'good' student, this then must ultimately be an achievement accomplished through a community effort of re-construction. Ultimately, then, 'successful' RP comes down to successful collaborative *interpretation*.

In addition, it will be important to this study to define affective resonance more clearly than the literature currently defines it, as well as introduce new theoretical developments in the field of cognitive science to help develop a better understanding of this idea as it is applied to restorative practices. Thus, it is important to introduce Rainer Mühlhoff's (2014) definition and theoretical developments of this idea of affective resonance, which are so critical to understanding the efficacy of RP.

Rainer Mühlhoff (2014) defined affective resonance as:

Processes of social interaction whose progression is dynamically shaped in an entanglement of moving and being-moved, affecting and being affected. This affective interplay is experienced by the involved interactants as a gripping dynamic force, which is highly sensitive to the concrete relational and situational configuration. It is a key characteristic of affective resonance that its concrete processual unfolding is an irreducible product of the relational entanglement and cannot be broken down to

49

individual behavior or individual affectations in the sense of 'inner feeling states' (p. 1-2).

Mühlhoff's (2014) perspective helps flesh out our understanding of why and how it is difficult to determine an objective measure for misbehavior. Human behavior and how it is interpreted is always relationally entangled, and never exists distinct from a "situational configuration." As an explanation regarding why affective resonance cannot be "broken down," Mühlhoff (2014) proposed that, "we need to take seriously the phenomenal qualities of being-in-resonance, experienced as a gripping dynamic force of moving and being moved in relation," explaining that "affective resonance is experienced as simultaneity of moving the other(s) and being moved by the other(s), a movement-in-relation which is only partly under my control" (p. 3, 11). He went on to argue that,

> Because being-in-resonance is an actualization of forces that are inscribed in the relational space, it is experienced as being gripped in a *joint* dynamic. It is in this sense that being-in-resonance constitutes an immediate experience of relatedness, while the perception of individuality and individual action is secondary and derived (p. 13).

Thus, according to Mühlhoff (2014), "resonance, in fact, is less about similarity in behavior than about co-construction of (potentially even divergent) behavior within a joint dynamic interplay" (p. 14). Mühlhoff (2014) then explains how and why stigmatization can be so potent a force as presented by Braithwaite (1989). Stigmatization is "an actualization of forces that are inscribed in the relational space" and people who are stigmatized then experience "being gripped in a *joint* dynamic," prompting behavior that might encourage this stigmatized self, ignoring and dismissing behavior that might evince a different identity. Thus, it is important for the purposes of this study to understand the qualities of affective resonance that Mühlhoff (2014) presented, that it is a joint dynamic, that is co-constructed, and even though individuals can act upon the

dynamic, the dynamic itself is also a "gripping dynamic force" that is "only partially under [an individual's] control" (p. 3, 11).

The Difficulty Defining 'Success' When Discussing 'Restoration'

Viewing success of RP efforts as the work of collaborative interpretation necessarily implies that there are no objective criteria by which success can be defined in RP. Such a perspective could be seen to present challenges to research efforts. Yet it should be acknowledged that the expectation for some objective, definitive measure of a 'successful' RP intervention presumes a clear demarcation point where a student is restored within a school community. Ultimately, the members of a school community are the ones who determine what a 'good' and 'bad' student looks like as well as what 'restoration' might look like. An objective concept can also lead to a presumption that the achievement of restoring a student is a linear process with a clear finish line. Yet when we are speaking about success with regard to changes in student behavior, we are speaking not only about how the student behaves. We are also speaking about how student behavior is perceived by those who administer consequences. Abbie Segal-Andrews (1994) thoroughly outlined and demonstrated this point in her qualitative study of a fifth-grade classroom. The same behavior enacted by different students was perceived and interpreted very differently by the teacher, which led to very different educational placement decisions and consequences. Tracy Schollenberg (2015) also demonstrated in her longitudinal study of high school suspensions that African American students get punished more frequently for conduct that other students get away with. The national suspension crisis, therefore, may be more precisely described as a crisis of *perception* or of *interpretation.*

How, then, do we begin to lay down clear determinants of success when the very term itself depends so strongly and clearly in the subjective realm of *interpretation*? By investigating

51

and analyzing how participants perceive such concepts. Therefore, seeking a clear definition of successful changes in student behavior, or a clear linear progression of restorative work prior to interviewing participants is likely to create more confusion than clarity around the actual practice of RP. Rather than artificially attempting to define what success is, it would be more useful to discover a method to investigate how a student and teacher in the midst of conflict apply RP work to generate their interpretations of these efforts. Ultimately, students and teachers construct 'restoration' together, and thus a method that investigates how they accomplish this would be more effective to learn about RP success. The question for a social constructivist performing RP research is not, "how do RP practitioners achieve successful RP interventions?", but "how do students and educators co-construct successful RP interventions?" Thus, a social constructionist approach to RP research might be able to provide valuable insights to the field of RP that more objectivist research approaches cannot discover. Evaluating self-reports through interviews of participants then becomes incredibly relevant. When teachers and students agree that a student has been restored and that their behavior is 'appropriate,' who can argue? Practically speaking, there is no other real determinant of good behavior, unless there is a divergent report of misbehavior from another teacher. Thus, comparing teacher, student and administrator reports about student behavior will not only be critical, but the main determinant of restoration, just as such factors determine restoration in any real-world school setting.

Limitations of Current Restorative Practices Research and Social Cognitive Theory as a Potential Solution

RP research primarily examines and reports systemic changes in schools and then correlates that data with suspension data to investigate the success of restorative work (Cairnes, 2009; Williams, 2014; Gonzalez, 2015; Gregory, Allen, Mikami, Hafen, & Pianta, 2015;

Vanderhaar, Petrosko, & Munoz, 2015). While such research is important, it is gazing at two points between an event horizon whose dynamics and intricacies we have yet to fully understand. Research that investigates RP for the sake of evolving the profession, therefore, must begin to focus its gaze more solidly upon the 'event horizon'. What specific actions, interactions, discursive acts and social contexts produce these socially constructed results that become quantified as decreased suspensions? When exploring such a question, research must bring to bear the tools appropriate to the analysis of the fundamental structure of any restorative event.

In the context of applying RP with students, success may very well be a moving target. Success may also not be a straight line. Adolescents and young adults do not mature and develop in a linear way, and no one has provided, nor may they be able to provide, an objective model for a successfully restored student, nor the 'proper' stages of restoration:

> A dominant narrative may guide the individual's life during a given period of time, but this narrative is subject to momentary interruptions … change is not linear. That is, at any given time one may return to previously dominant narratives (Gergen, 2012, p. 254).

Even if a student experiences RP in a school and changes their behavior, does that mean the student will never again misbehave? Does this mean that all teachers will perceive the positive change? Is total obedience the goal? Is RP a failure if a student drops out of school, even if the RP work has made some positive impact on the student's life?

Research needs to begin to focus on how people participate in shaping the meaning and definition of the student's behavior and student identity for, as Schollenberg (2015) and Segal-Andrews (1994) have shown, the suspension crisis proceeds directly from interpretations of student behavior, as well as interpretations of how to respond to that behavior. This study must examine 'success' not as an object to aim for, but as a co-constructed event amongst all participants.

Literature in the field typically reports on broad systemic changes as well as the measurable or qualitative results of systemic implementation on a school-wide basis (Cairnes, 2009; Williams, 2014; Gonzalez, 2015; Gregory, Allen, Mikami, Hafen, & Pianta, 2015; Vanderhaar, Petrosko, & Munoz, 2015). In a report by Cairnes (2009) that examined the "Successful Restorative Justice Implementation" in a Colorado Division of Youth Corrections (DYC), Cairnes (2009) reported various challenges to implementing the program. Youth cannot gain access to primary victims, which compromised the application of formal conferences. The students in the facility were also required to participate in the RP activities, yet one of the central premises of RP is that participation must be voluntary (Wachtel, O'Connell, & Wachtel, 2010). Community service was also compulsory as a means to repair harm within the Colorado Division of Youth Corrections, which is also antithetical to the underlying philosophy of RP. Reparation of harm, according to many RP experts, must proceed from the desire of the offender to re-enter the community. Otherwise, 'community service' could just be like any other form of punishment. Context defines the act. Yet, within the context of a youth correctional facility, compulsory activity is politically and organizationally necessary. How then did RP practitioners negotiate such a fundamental compromise to the practice of RP so that RP efforts turned out to be successful despite these conditions? What variations were applied to account for such a fundamental compromise to RP? Could it be that such notions of voluntary participation are not as necessary as proposed? Cairnes' (2009) research did not investigate or address these questions, yet he reported 'success' based on two criteria: The staff "feels" it is "having positive effects," and that

> Disciplinary actions are down 65%, police filings reduced by 80%, a 30% reduction in incident reports and restraint reduced by 85% during the last 10 quarters. Additionally, the staff saw a dramatic reduction in fights (p. 13).

Certainly, these figures are significant, but this study brings up important questions to the study of RP and the factors that impact such success. Does this study reveal that voluntary participation is not as important as previously thought in the field of RP? If so, what factors are important to the success shown in this study? If not, what factors were brought to bear as compensation for such a compromise to the fundamental principles of RP? Without an analysis of how the staff negotiated this difficulty to implementing a successful RP program, or of how such practices seemed to work despite these conditions, it is difficult to evolve our thinking about the application of RP in real-world settings.

What we did not see in Cairnes' (2009) research was the way that practitioners negotiated this undiscovered context of a compulsory environment, and enacted creative social contexts, or discursive efforts to apply RP in response. We saw no analysis of the factors that led to success despite such a fundamental compromise to the practice of RP. We saw no 'instances' of RP, only general statistical results. We did not get to hear from practitioners who applied RP in a less than ideal environment, making adjustments during their conversations based on their best understanding of how to 'make it fit' for the environment. Was success due to the power of RP, as Cairnes (2009) reported, or was it due to the creative intelligence of dedicated professionals who found a way to make RP work despite the systemic compromises to the principles of RP? Did the professionals discover that the premise within the RP community that participation should be voluntary was not as important as thought? Another school attempting to apply RP in a parallel context might encounter failure and have little guidance regarding how to make RP work. Given, this was not the focus of Cairnes' (2009) study, but hopefully the importance of research that investigates such questions is made apparent. We know that RP can work in a youth

correctional facility, but we do not know how or what factors cause RP to work in such a context. The knowledge that educators need is not simply that it worked, but how it worked.

It is unrealistic to believe that any school will be 'ideal' for the application of RP, or that a practitioner will not have to modify and make adjustments to RP in order to put their training into practice. Practitioners of any field must negotiate real-world conditions to try to make any program or theory work, since real-world conditions frequently undermine the ideal. Not only this, but if the profession is to evolve, we must ask hard questions and challenge our underlying assumptions about how and why RP works to truly understand the factors that cause RP to work.

Furthermore, if RP is about developing empathy and re-constructing student social identity, we must examine how educators participate in such re-construction. As Jennifer J. Langdon (2016) proposed, RP aims "at re-positioning the parties in relationship to one another… Once the participants have re-positioned themselves in relation to one another, the opportunity for a mutually agreeable resolution for the wrongdoing can emerge" (p. 28). Such activity implies a great deal of unreported discursive activity that the field desperately needs to learn about.

While much of the RP research examines the implementation of RP as a broad investigation of systemic changes as in the above case (Williams, 2014), some qualitative studies attempt to examine the emotional affects participants experience, using Tomkins' affect script theory (AST) as their foundation (Abramson, 2014; Lennox, 2014; Williams, 2014). One very detailed study maps the affective responses of participants throughout a restorative conference (Abramson, 2014).

Abramson's (2014) research analyzed two case studies in which she mapped the emotional affect that participants experienced during various stages of a restorative event. She

provided a story of the 'community conference' in two cases and identified key discursive acts

during the narrative to display some of the points of change in participants' emotional affect. In

this way, Abramson (2014) mapped how RP conferences elicited emotional transformations.

Such observations are intensely valuable to the work of understanding exactly how RP generates

restoration for individuals and communities, however, the use of AST as an analytical model

may leave much territory undiscovered. Her analysis did not fully address how the conference

structure and facilitator activity within the conference participated in bringing about an important

shift that Abramson (2014) proposed is key to the success of a conference. First, she proposed

that the process of a conference, while being "deceptively simple" (p. 89) guided the participants

"from the negative emotions that generated conflict through to the positive emotions that

promoted cooperation" (p. 96). While her study provided explanations for why emotional

transitions occurred in particular cases, the conclusions for the purpose of the profession remain

vague with regard to how RP participated in facilitating the transitions described:

> When people come in to CCs, they typically are feeling the emotions that motivate them to be in conflict with one another…In the school case, Mr. C was so enraged he had not slept well since the incident with his daughter. His daughter was terrified, as were the two boys who had harassed her. In the neighborhood case, the residents and the police were incredibly angry and frustrated with each other, and somewhat disgusted with the police (and vice versa).
> However, once the conference participants heard 'what happened' and began to share and listen to how they had each been affected by the incident, the tears began to flow. The motivation that comes with sadness begins to soften the distance between people as they show a level of vulnerability with their tears…While sadness is, indeed, still a negative emotion, it is not as toxic to experience (for self or others) as the emotions of dissmell, disgust, anger and fear. It is very punishing to experience rage or terror or disgust for extended periods of time. When conference participants begin to cry, however, there is usually a softening within the circle. Distress motivates us to seek comfort and thus begins to bring us closer to others.
> People feel more open and inclined to listen and reach out. In the sexual harassment case, when participants looked at the boy who was slouching with his arms folded and saw the tears streaming down his cheeks, the yelling stopped (pp. 96-97).

The major conclusion here appeared to be that crying was a key to inducing a successful restorative event. Why? If so, what role did the facilitator have in producing such affect? Also, the conclusion was that when people see others cry, there was a biological response that caused people to respond with a matching affect to such displays of emotion without much discussion about how and why, other than to say that this is how individual biology operates according to AST. Abramson's analysis reveals a challenge inherent to the existing definition of affective resonance as articulated within RP. Essentially, Kelly and Thorsborne (2014) propose that "one begins to feel angry if talking with someone who is angry about something. Or one feels sad (distress) if the other person is sad. Or happy if that person is happy, and so forth" (p. 36). Developments in our understanding of cognitive psychology have taught us that people's affective responses in relationship to others are far more complex than this (Bandura, 1999; Thompson & Varela, 2001; De Jaegher & Di Paolo, 2007; Bradford, Jentzsch, & Gomez, 2015; Cuffari, Di Paolo, & De Jaegher 2015). Humans do not simply mirror one another's emotions, our internal responses to displays of affect are much more intricate and conditioned by a variety of factors. Abramson's (2014) description here depends upon a social context and its impact upon participants: the conference.

Essentially, if Abramson's (2014) analysis is correct, the conference focused conditions to make such responses predictable. How? What were the conditions that acted upon the participants? What were the conditions that were secondary or unimportant? Somehow, a social context was produced that conditioned participants' responses and that context was leveraged to instigate important changes. Yet how and why such resonance occurred or how it was leveraged by the restorative practitioner, or how the conference structure participated in facilitating such

resonance remained unexamined in Abramson's (2014) analysis. This is because AST will not allow Abramson (2014) to examine such social factors.

AST describes human responses from the point of view of an individual's biological responses, and as such depends upon an analysis of individual biological responses to explain what is happening in restorative work. The current RP literature may also struggle with a weak definition of affective resonance. Kelly and Thorsborne (2014), for example, defined affective resonance as follows:

> Each of our nine affects is triggered as a specific response to the stimulus conditions around us. The face and rest of the body exhibit our response whenever an affect is triggered. Others looking at and hearing us notice our response. What they see and hear is a stimulus for their responses. This then triggers in them the same affect we are exhibiting. Hence, one begins to feel angry if talking with someone who is angry about something (p. 36).

The basic idea is clear enough here: we feel what other people feel. Such a definition, however, may not be enough to understand the practical factors influencing affective resonance and how such factors lead to restoration. Why are such affects 'triggered,' for example? Are there exceptions to such 'triggers'? Also, while the description is compelling, we know that such 'triggering' is not as uniform and predictable as proposed by this definition (Bandura, 1999; Thompson & Varela, 2001; De Jaegher & Di Paolo, 2007; Bradford, Jentzsch, & Gomez, 2015; Cuffari, Di Paolo, & De Jaegher 2015). If such affective responses are intrinsic to biology, it must be true in all social situations, not just a conference. Yet people's responses within social situations are much more diverse and complex:

> At the affective level, [social interactions] reach from leaving their participants cold to changing their lives forever. They take place in many different situations which can have more or less of an impact on what can and does get conveyed between the interaction partners (De Jaegher & Di Paolo, p. 456).

Researchers in the field of social cognitive theory (SCT) reveal that social interactions do not uniformly produce an affective resonance as described by Abramson (2014) (Bandura, 1999; Thompson & Varela, 2001; De Jaegher & Di Paolo, 2007; Bradford, Jentzsch, & Gomez, 2015; Cuffari, Di Paolo, & De Jaegher 2015). Participants may be more uniformly impacted within the context of conferences, but human affect and the phenomenon of affective resonance is much more complicated than the current definition of affective resonance used by RP researchers proposes (Abramson, 2014; Lennox, 2014; Williams, 2014). Thus, what exactly is happening in a conference that is so special? What factors of the conference make such a special and transformative merger of experience? Can the factors that facilitate such phenomena be leveraged in other situations, such as a classroom? If we know more precisely what is happening when such transformative mergers of experience happen and why, we will also have the tools to improve the practice of conferences, to assess problems and better leverage social contexts to facilitate such experiences. We may even be able to understand how such factors can be leveraged more broadly than within the context of a conference.

SCT may provide a vehicle for a more precise analysis of affective resonance and its impact as described by Abramson (2014). SCT's description of "participatory sense-making" may be informative within this context:

> Participatory sense-making [is] the coordination of intentional activity in interaction, whereby individual sense-making processes are affected and new domains of social sense-making can be generated that were not available to each individual on her own (De Jaegher et al. p. 497).

There appears to be a compelling similarity to participatory sense-making and the impact described in a conference. A conference provides a social context and a means of interaction that facilitates a conception of a conflict and its resolution that "were not available to each individual on her own." Somehow the structure of a conference and its design as described by

60

Abramson (2014) provides a framework for a social experience that generates "domains of sense-making" that are not only "not available to each individual on her own," but are potentially uniformly transformative. It is imperative, then, to be able to focus our analysis on the factors that so powerfully leverage social interactions that produce this phenomenon of affective resonance. More will be said about SCT and its potential to positively impact the field of RP, but for now it is important to further examine the gaps that currently exist in RP research.

The analysis of how people are biologically inclined to respond according to Tomkins' AST leaves much more important information unexplored than pointed out thus far. The specific ways that the conference participated in bringing a transformation about were also quite vague. Key analytical points proposed that: "…the motivation that comes with sadness begins to soften the distance between people as they show a level of vulnerability with their tears…" and,

> It is very punishing to experience rage or terror or disgust for extended periods of time. When conference participants begin to cry, however, there is usually a softening within the circle. Distress motivates us to seek comfort and thus begins to bring us closer to others (p. 97).

In each of these examples, Abramson (2014) analyzed such responses as intrinsic, biological imperatives, caused by "affective resonance" whose vague definition left many of the factors involved in the transformation she attempted to map out unexamined. While Abramson's (2014) analysis here is interesting as a means to deepen our understanding of how the experience of a conference confirms and develops Tomkins' AST, her analysis did little to penetrate how conference design and facilitator decisions connected and related to generating the factors that facilitate a transformative experience. More significantly, Abramson's (2014) research attempts to bring her analytical model to bear on a key transition in restorative work:

> Something very particular often happens during many conferences; it is a very special emotional shift. We never know when it will happen or how it will happen, or who might

61

initiate it, but someone says something that takes all of the heat out of the conversation (p. 97).

Much was left unanswered and mysterious here, by her own admission. The description leaves a gap in the analysis of the nature of the transitions that are transpiring for people who participate in restorative work. Important questions are left unexplored: how and why do such statements work to make such shifts? What actions can a conference facilitator take that can facilitate or undermine such statements? While Abramson's analysis here provides a thorough description regarding how and why a participant's biology is affected by this moment of the conference, her analysis that "we never know when it will happen or how it will happen, or who might initiate it, but someone says something that takes all of the heat out of the conversation" reveals the limitations of a theoretical approach that is grounded in biology, rather than in the social domain. What is the nature of the "something" that is said? How and why does such a statement so profoundly and uniformly affect all participants in the conference? What facilitator activity helps prompt such a statement? What about the social context of the conference invites such powerful statements as well as facilitates such uniformly powerful experiences?

What is needed is an analytical framework that can be brought to bear on these questions. Each of these questions requires an analytical model that focuses on a social and interactive domain. AST presents challenges to such a study, since the theory focuses the researcher on the individual biological responses, rather than on the social contexts and discursive acts that might facilitate such shifts. It is important for the evolution of the field to re-direct our analysis to seek an understanding of factors that impact such changes, rather than the biological responses to the factors that currently remain unexamined.

Abramson's (2014) later analysis provided more precise discussion about facilitator activity and how that activity might have participated in helping produce restoration. In response

to the key shift described earlier, Abramson (2014) mentioned that "at this important emotional shift, the facilitator then asks, 'So, having heard all of this, what would you all like to see come out of today's meeting to make things better'" (p. 98). Abramson's (2014) analysis of the effect of this facilitator intervention is as follows: "Once the moment of collective vulnerability, deflation, and collective shame occurs, the emotional tone of the conference shifts from the negative emotions, often momentarily, to the neutral emotion of surprise (reorienting)" (p. 98). While this is an interesting observation about the emotional responses occurring for people in the moment, AST refracts analysis away from the facilitator's discursive act and its relationship to the participant response: "'So, having heard all of this, what would you all like to see come out of today's meeting to make things better?'" Why was this statement so effective? What were the contextual factors that cued the facilitator to know that such a question would be beneficial to move the conference forward? What contextual factors ensured that such a statement would be so potent? Later analysis continued in the same vein, "this is when the group, interested in each other and in their own wellbeing, comes up with their agreement. But they are coming at this task feeling relieved and good about each other, rather than feeling angry and vengeful" (p. 98). Again, the emotional experiences were consistently described as intrinsic biological events with little description of the relationship between participant behavior and responses. Yet each of these biological events are responses to the structure of the meeting, the activities of the facilitators, or the statements of other participants and perhaps a variety of other factors. Yet which are the important factors that influence the positive transformation? What secondary factors facilitate or undermine the potency of such discursive activity?

While Abramson's (2014) observations are valuable to the field, what is also needed is a theoretical approach that allows researchers to analyze the nature of the interactions between

participants and the contextual factors influencing those interactions, as well as their relative efficacy in producing transformation. RP is inherently an attempt to leverage social relationships, often through scripted interactive techniques, such as reflective questions, impromptu conferences and circles. While AST allows researchers to analyze the impact of such acts upon participants' biology, the theoretical approach does not allow those social acts and their impact on the participants to be analyzed.

Abramson (2014) did not presume that RP practitioners were not making conscious decisions that affected the outcome of the event, nor that structural choices did not participate in the success or failure of an RP outcome. She emphasized how important it was for facilitators to be comfortable with the expression of a wide range of emotions, because when facilitators are trained to be comfortable with such a range of emotions, "they will be less likely to be surprised and/or afraid of [strong emotions] when they arise, and will be less likely to do the various things that facilitators can do overtly or subtly to dilute the expression of emotion during the conference" (p. 101). Here Abramson clearly articulated that a facilitator possessed some agency within a conference to "do various things," "overtly" or "subtly" to "dilute the expression of emotions" during the conference. Abramson (2014) also pointed out a boundary that facilitators of a conference were aware of, and that they must take action to guard against: "this does not mean that participants can attack one another when they are furious. It does, however, mean that they can fully express the depth of their feelings, whatever those are, with guidance that they share how they have been personally affected by the situation" (p. 100). Abramson's (2014) description here implied sophisticated activity on the part of a facilitator to be able to successfully apply a conference that produced the proper affect, and we can glean from this that

a facilitator who does not engage in such activity may not be as successful. Yet her analysis

failed to unveil these important actions and decisions that impacted participants.

If the field is to be evolved, a theoretical approach that directly addresses the social

dimension and its impact on participants might reveal new insights. Social cognitive theory may

allow some insights into the important questions proposed about RP. SCT

> Provides guidance to mechanisms or venues through which personal environmental
> transactions related to meaning take specific form, thereby offering crucial insights into
> adaptive or maladaptive development as well as change strategies (Nurius, 2013).

SCT challenges strictly biological explanations of cognition and self by proposing that "to

perceive is to be in an interactive relationship with the world, not to be in an internal state that

happens to be caused by the external world" (Thompson & Cosmelli, 2011). SCT proposes that

the generation of self and cognition is much more dependent upon interaction than many of the

more biologically focused or "brain in a vat" theories of self and cognition (p. 163). In addition,

the very idea of self is much more fluid in SCT:

> We do not have 'a' self-concept so much as we have context-sensitive working self-
> concepts. That is, different representations of self are more or less likely to be activated
> and pulled into working memory at any given moment. Variability in this continually
> shifting subset of self-knowledge is part of why we can view and experience ourselves
> quite differently, depending on the context… differing contextual features activate
> distinctive networks of mental emotional representations (Nurius 2013, p. 6).

The potential benefits of such a perspective in application to research on RP are compelling. A

group of people locked in an intractable conflict or people who have committed or suffered a

harm may lack the ability to resolve their dilemma. Yet, when they enter the context of a

conference, this experience may activate "distinctive networks of mental emotional

representations," that then produce "new domains of social sense-making… that were not

available to each individual on her own" (De Jaegher et al. p. 497).

SCT provides an explanation for how the conference might be able to produce a transformative experience with participants who, in a previous context, were locked in an unresolvable conflict. Participants may not be able to generate the "contextual features" that "activate" the "distinctive networks of emotional representations" that allow for such a transformation to happen by themselves. The conference may provide such "contextual features." SCT's description of participatory sense-making are also compelling as a tool to better understand the factors that bring about restoration or transformation:

> Participatory sense-making [is] the coordination of intentional activity in interaction, whereby individual sense-making processes are affected and new domains of social sense-making can be generated that were not available to each individual on her own (De Jaegher et al. p. 497).

SCT's perspective of cognition and sense-making acknowledges that "interaction is not reducible to individual actions or intentions but installs a relational domain with its own properties that constrains and modulates individual behavior" (p. 494). This might explain how and why RP, which provides different 'relational domains,' may be able to intervene to produce restoration or transformation. What is more, there is much within SCT that explores the phenomenon described by Abramson (2014) and Kelly and Thorsborne (2014) as affective resonance with more precision than currently proposed. De Jaegher and Di Paolo (2007) describe "coordination" in robust ways, for example. "Coordination" in a social context has a variety of manifestations with a variety of impacts and results. "There are degrees of coordination and coupled systems may undergo changes in the level of coordination over time" (p. 491). There is relative coordination and absolute coordination. "Systems in relative coordination do not entrain perfectly. Instead they show phase attraction, which means that they tend to go near perfect synchrony and move into and out of the zone that surrounds it" (p. 491). De Jaegher and Di Paolo (2007) use an example of two adults walking side by side versus an adult and a child. In

66

absolute coordination, the adults can enter into lockstep naturally, while an adult and a child

cannot physically do so but show "phase attraction" and each alters their step to enter into

coordination. Yet in the example of the child and the adult, the two will "move in and out of"

this coordination, having to re-adjust as they continue to walk together. Like systems will be

more likely to enter into absolute coordination, while unlike systems will tend to relative

coordination. This may do much to explain student to student relationships versus student to

teacher relationships and understand how to apply RP when issues of role, power, peer relations

and other such factors are involved. Also, such a perspective may help analyze the factors that

facilitate or impede such coordination.

Mühlhoff (2014) develops these ideas of participatory sense making further, and in doing

so provides a more thorough explanation of affective resonance which explains in detail how and

why such an experience can be so transformative during a formal conference. Mühlhoff (2014)

claims that

> Affective resonance refers to a process of social interactions whose progression is
> dynamically shaped in an entanglement of moving and being-moved, affective and being-
> affective. This affective interplay is experienced by the involved interactants as a
> gripping dynamic force, which is highly sensitive to the concrete and situational
> configuration (p. 1).

The description here helps clarify how such a force can both act as a "gripping force" during a

conference that, as a form of participatory sense-making, "individual sense-making processes are

affected, and new domains of social sense-making can be generated that were not available to

each individual on her own" (De Jaegher et al. p. 497). Individuals who experience affective

resonance within a conference can be taken out of their normal, individual emotional responses

and habitual behaviors, through the influence of such a "gripping force." This explanation also

helps to clarify that such dynamics are "highly sensitive to the concrete and situational

configuration," providing a more in-depth understanding of how and why such affective

resonance can act so powerfully to inspire positive change, coordination and collaboration,

where such coordination, collaboration and change was previously challenging or impossible

(Mühlhoff, 2014, p. 1). Mühlhoff (2014) provides an "ontological and creative conception of

affective resonance" based on three axioms:

1) Affective resonance is a dynamical entanglement of moving and being-moved in relation, of affecting and being-affected, which is *sensitive* and *specific* to the concrete relational and situational configuration.
2) Affective resonance is primarily experienced as a gripping *force* which is immanently arising in the relational interplay and actualizes in a jointly unfolding dynamic.
3) Affective resonance is a *creative* dynamic, it produces its own lines of a movement in relation. This constitutive aspect of resonance is conceptualized giving ontological primacy to the dynamic forces arising within the relational configuration instead of assuming and pre-formed range of states the movement could be running through (p. 16).

As Nurius (2013) has claimed, "different representations of self are more or less likely to be

activated and pulled into working memory at any given moment… differing contextual features

activate distinctive networks of mental emotional representations" (p. 6). Thus, the context of

one classroom, with a different set of peers, can activate different "contextual features" which

"activate distinctive networks of mental emotional representations" that may not be present in

another classroom, or in a conference, or a circle. As Mühlhoff (2014) explains, affective

resonance is "*sensitive* and *specific* to the concrete relational and situational configuration" (p.

16).

The added precision this explanation provides helps understand why affective resonance

works differently in a formal conference than it may in another context, such as a classroom

setting. As demonstrated earlier, the explanation that "people feel what other people feel" is far

too simplistic and does not address common inconsistencies to this principle that we experience

in different contexts. This greater precision may also help us to construct a method to evaluate

conference efficacy, to assess where a conference went wrong, or where and how a conference can be improved. RP practitioners agree that affective resonance is the catalytic force driving the connection that allows the transformational change people experience (Wachtel, O'Connell, & Wachtel, 2010; Kelly & Thornsborne, 2014). This new conception of affective resonance can explain and help professionals work with situations where students may find themselves compelled in one context to misbehave, while in another to remain focused, as well as aid in the development of evaluation methods that can assess the kinds of "concrete relational dynamics" that help support affective resonance that is properly catalytic in tandem to what "situational configuration(s)" support(s) the development of such positively impactful affective resonance.

Mühlhoff's (2014) conception of affective resonance, and the supporting foundation of SCT, not only tell us that affective resonance happens, as with AST, but these supporting frameworks help us describe how and why it happens, as well as providing us with a description of the elements that might produce and sustain such affective resonance. Entering into affective resonance with peers in one context, a teenager's "individuality and individual action" becomes "secondary and derived." Such resonance has "activated" these "representations of self" that are more playful, unfocused and immature. In another context, a teenager is concerned with their long-term goals, finishes homework and engages in mature self-reflection. Any parent or teacher understands this often-frustrating phenomenon. It is common knowledge that teenager behavior can appear to be inconsistent, perhaps throughout their school experience. SCT helps us understand how and why such inconsistency happens, and Mühlhoff's (2014) conception of affective resonance helps us identify and work with the emergent elements that facilitate those inconsistencies, and to work with them in a local context.

This new definition of affective resonance, then, can also explain how individuals are introduced to a new set of emotional responses since, while in resonance, their "individual action is secondary and derived" while experiencing affective resonance (p. 13). Such emotional responses could, conceivably, become permanent behavioral and personality changes, should individuals follow through with agreements made during a conference and identify such an experience as a change in their own perspective of events. Mühlhoff (2014) also proposed that such resonance could also encourage "potentially divergent" behavior as well, so affective resonance could potentially operate to change individuals for the better or for the worse. De Jaegher and Di Paolo (2007) further expand upon the complicated nature of such coordination, proposing that,

> A highly charged verbal fight can sometimes demonstrate a good degree of coordination without their corresponding affect being positive. The relations between patterns of coordination and their implications for meaning should perhaps not be approached in terms of general mappings… but rather in terms of how the processes involved in the grasping and generation of meaning are affected by coordination during interaction (p. 496).

Thus, it is important to understand not only how a transformative affective resonance occurs during a conference, but also how affective resonance works in destructive ways. Understanding the factors involved in developing and sustaining affective resonance more thoroughly, then, could potentially allow RP practitioners to more effectively evaluate and evolve their practice by learning how to generate, leverage and intervene upon diverse manifestations of affective resonance.

While the study of conferences focuses on a very specific social connection, the understanding that social connections are important to students is already well-known. "Regardless of how it has been defined and measured, the research literature finds compelling evidence for the importance of school belonging, across academic, psychological and behavioral

outcomes" (Allen & Kern, 2017, p. 20) More generally, we have known since the 1960s that social connectedness at school supports positive identity development (Erickson, 1950; Erickson, 1968; Ja & Jose, 2017). Research since has expanded upon these findings to show a variety of benefits of student connection to their school and with their teachers. Positive connections to teachers and the school is linked to academic performance (Frymier & Houser, 2000; Klem & Connell, 2004; Murray, 2009; Witt, Wheeless, & Allen, 2004). Controlling teachers have been linked to decreased academic performance (Soenens, Sierens, Vansteenkiste, Dochy, & Goossens, 2012). Positive connections to supportive adults other than parents has been linked to improved relationships between students and teachers (Henderson, 2016). When students feel valued by the school and have positive relationships with teachers, students have been shown to have fewer misbehaviors and truancies (Henry & Huizinga, 2009). Allen and Kern (2017), in their in-depth survey of the social connectedness literature, report that teachers were distinctively shown to be "influential to student academic, social and emotional outcomes" (p. 33). Students who are ignored by the school and their teachers have been shown in a longitudinal study to be likely to descend into a "negative trajectory" while students with positive connections to teachers and the school are "likely to result in a positive trajectory, leading ultimately to a more mature, and adaptive identity" (Ja & Jose, 2017, p. 2044).

Thus, we know that positive social connections yield a rich set of benefits. These benefits, however, do not come about on their own. "Belonging does not simply happen. It needs to be proactively emphasized and encouraged through multipronged approaches" (Allen & Kern, 2017, p. 106). RP is a step in the right direction. A more thorough and specific definition of affective resonance will provide researchers with a tool to understand how the positive

connections that are needed are made, sustained and will even potentially bring greater precision

to our analysis of how to transform negative connections.

Johnson and LaBelle (2017) studied the factors that produced these positive

relationships with teachers defining and identifying the types of teacher behavior that developed

such positive relationships. Johnson and LaBelle (2017) identified many of the factors that the

literature on interpersonal relationships between teachers and students calls "teacher immediacy"

and "connectedness" as factors that encapsulate "teacher authenticity." Their study identified the

key factors that produce "authenticity" to be a) "approachable," b) "passionate," c) "attentive"

and d) "capable" (p. 430). They demonstrated that a teacher can become more approachable by

telling personal stories, talking to students before or after class, and reminding students about

their availability. Teachers can become more passionate, by showing excitement and enthusiasm

for the content. Teachers can become more attentive by listening, providing feedback, knowing

their students' names and checking up on students' well-being and student understanding. To

become more capable, teachers can be prompt and organized, as well as provide detailed syllabi,

assignments and expectations. The Johnson and LaBelle (2017) study does much to progress our

understanding of how teachers might practically build the positive relationships with students

that we know produce a variety of positive benefits to student learning. Such research is a model

of the kind of research we need in the field of RP. Their study directly informs teachers what

kind of interpersonal behaviors teachers can engage in to produce improved learning and

improve teacher/student relationships.

Research in the field of RP needs to progress its practical and theoretical approaches so

that we can better understand the specific factors that influence the efficacy of RP. If the field is

to evolve, the research in the field must develop tools and research methods that are more precise

and accurate. Using Tomkins' theory as an analytical model poses difficulties when making observations about the relationship between RP efforts and the important emotional transitions that occur, as is seen in Abramson's (2014) study. As demonstrated, the most prevalent theoretical model currently used to analyze findings in RP has limitations in that the theoretical approach refracts analysis away from restorative work and the factors that may make RP more or less effective. Research needs to focus more precisely on the factors that influence the efficacy of restorative work and use theoretical tools that allow a more precise study of the factors that cause restoration to happen, as well as those factors that undermine restorative efforts, and this is why social cognitive theory is used as a framework for this study.

Summary

This chapter presented the history of zero tolerance policies, which brought about the suspension crisis in American, especially impacting minority students and leading to the school-to-prison pipeline. The history and evolution of RJ was then examined, leading to a discussion of how RP was brought into schools to address the suspension crisis by bringing alternative approaches to school discipline. Next, the chapter presented various theoretical perspectives that inform our understanding of RP, and specifically IIRP's theoretical foundation was presented to help readers understand the approach to RP that the research site used as their professional development for RP. Finally, this study examined an alternative theoretical approach to research in the field of RP, in contrast to AST, namely social construction and social cognitive theory. The next chapter will explain the methodology and methods used to conduct the study using these theoretical approaches.

CHAPTER 3
METHODOLOGY

This chapter summarizes the theoretical foundation applied to this study, social construction, and reminds the reader the benefits such an approach brings to a study of RP. The chapter reports on potential bias on the researcher's that might impact objectivity, and describes the research site, and the boundaries of the study. This chapter also describes the methods used to recruit participants, implement interviews and analyze data.

Social Construction as a Theoretical Foundation

Misbehavior is perceived in this study as a socially constructed phenomenon. As one researcher working in the field of RP, Wendy Drewery (2004), proposed, "language is not only productive of meaning, it is productive of our very selves" (p. 338). This is not a new idea, nor is it an idea new to RP. Drewery (2004), as well as Neimeyer and Tschudi (2003) view restorative practices from a social constructivist foundation. Similarly, Jennifer J. Langdon (2015) proposed that social constructivist theories "offer a significant advancement of the current theories of community conferencing practice" (p. 19). It is believed that by approaching research from a social constructivist perspective, insights into how the community perceives misbehavior and restoration can be understood, which could potentially bring greater insights into how consequences, punitive measures and other unanticipated findings might be revealed. Such insights could potentially bring a greater understanding of how RP actually works within the context of a school, as well as what factors inhibit the effectiveness of RP.

Researcher Bias

This study is exploratory in nature, seeking to discover potential relationships, rather than attempting to confirm a hypothesis. Several theoretical approaches were examined as a lens to analyze the data and considered as vehicles to understand and express what was seen. I do have a preference for constructivist theories when examining restorative practices. I believe that misbehavior is a socially constructed phenomenon, since misbehavior can often be relative to teachers and conditions, and can even be subjective, depending upon the teacher. I also believe that such theories can thus best operate as a lens to understand RP. Thus, the theories I investigated to analyze the data reflect my preference for constructivist approaches.

Such an approach can limit my search for options to understand and analyze my data, as well as potentially slant findings. Thus, I have investigated various theoretical approaches to RP, and have been trained in IIRP's approach to RP, which is founded in Tomkins' affect script theory (AST), which is a distinctly different theoretical foundation that the one I adhere to in connection to RP. I met with peers who were participants in this study that adhered to AST when in the memo generation process of data analysis and invited these participants to participate in challenging my analysis. These conversations were deeply meaningful and helped to influence my understanding of the data. One conversation in particular challenged my interpretation of the data in relation to IIRP's social discipline window, as well as helped me develop an appreciation for AST as a way to understand RP.

I presented my analysis at the end of the interview with this participant, so that these perspectives would not influence her answers, and her insights helped me understand the social discipline window within the context that IIRP uses it, and allowed me to focus my analysis. Thanks to this discussion, I came to see how much of my data affirmed many of the findings

presented by IIRP's research and was able to perceive alternative approaches to understanding

my findings. I still believe that a constructivist approach is best for this study, since it brings

new information to bear on the study of RP, but I believe this reflection process at the end of

interviews with adult participants helped to clarify my analysis and to examine and understand

the legitimacy of other theoretical approaches.

I also believe that RP provides a viable solution to the current suspension crisis in

schools. As such, I am invested in the success of the RP program at the school site where I work

and, after completing the data gathering process, I have started to lead an RP pilot program at my

school site. Such a perspective could potentially cause me to inappropriately assign success to

RP efforts that other educators do not view as successful. Interviews with all the students'

teachers, and seeking out rich data and discrepant data guarded against this bias, which included

reports from teachers who had no stake in the school's successful implementation of RP. Many

of my initial perspectives about RP and what made RP effective were challenged by this process,

as well as notions about what conclusions could and could not be made. I generated several

reflections and interpretations that were abandoned due to a process of allowing participants to

challenge my preliminary analysis.

Seeking out discrepant data also guarded against another threat to credibility, which is the

teacher participant bias. I was not the only teacher invested in the success of RP at the school

site. Thus, interviewing several of the teachers and administrators at the school site, some of

whom were either critical of or uncertain about the efficacy of RP, helped guard against

confirmation bias on the part of those invested in the success of RP. For the last interview of

each adult participant, I also shared many of the thoughts I had developed through the memo

generation process, so that participants' perspectives were part of the analysis. I did not argue or

debate with participants when they proposed divergent perspectives to my own during interviews. I presented my thoughts and reflections to each participant, and allowed each participant to share their insights, interpretations and disagreements. I did, however, seek clarification and a thorough understanding of these divergent perspectives. My own understanding and analysis of the data was richly informed by such a process, and my analysis was greatly impacted by such discussions.

I admit that though I held certain biases, these biases were challenged, and my perspectives were changed at various times about how to interpret the data based on these discussions. Most teachers and administrators interviewed had a generally positive view of RP, however, in two cases, individuals were critical of certain elements of RP or questioned some premises they had heard from their IIRP training. I did not seek to clarify these diverse understandings but recorded them and sought to fully understand them. Some of these premises may have been due to an error in teacher and administrator understanding, though some were due to a deep desire to apply RP in a meaningful way. Thus, the process I used to guard against bias helped to deepen and broaden my analysis and helped me look outside my own perspective to understand how to interpret the data.

I have also been working at the school site for 20 years and have developed relationships with most of the adult participants in the study. This may bias my interpretations of data, since I might have assumed that I understood what someone meant and what someone was saying, presuming through the lens of my relationship with that person. It should be noted, however, that recent research investigating the kind of research the field of RP currently needs proposed that the field of RP needs research from people who are trained in RP and understand the context where RP is being used (Hurley, Guckberg, Persson, Fronis, & Petrosino, 2015).

I believe that my own knowledge of context as a veteran inner-city school teacher at the school site was far more valuable in this regard, outweighing the danger that possible bias may present. Familiarity with context, in this sense, may have led to greater accuracy when interpreting data. Even though the perspective as an 'insider' can potentially compromise objectivity, some experts in the field of RP believe that misinterpretation by an 'outsider' is a much more prevalent danger, and I believe this is especially true for an inner-city school (Hurley et al, 2015).

Researcher Methods

By studying narratives produced by teachers and students surrounding misbehavior, as well as the way students and teachers describe misbehavior and the way teachers act to address misbehavior within these narratives, it is hoped that we can discover relationships that co-construct the phenomena of misbehavior and the restoration of student behavior.

Research Questions

This study applies the analytical methods presented in *Qualitative Analysis* by Miles, Huberman and Saldana (2014), and *Qualitative Research Design* by Maxwell (2013). I referenced Saldana's (2016) *The Coding Manual for Qualitative Researchers* as a framework to guide coding of data and analysis, which brought important insights to the questions this study sought to examine. These research questions were:

1. How do participants perceive 'restoration'?
2. In what ways have teachers at the school implemented practices from the International Institute of Restorative Practices continuum?

3. What other interventions do teachers use as an alternative to behavior referrals or punitive measures that participants perceive to be restorative?

4. When 'restoration' of a student happens, what are the factors that facilitate or challenge restoration?

Research Site and Boundaries of Study

The study took place at an inner-city school that experienced sanctions more than once for failing to meet the adequate yearly progress (AYP) goals as outlined by their State under No Child Left Behind (NCLB), and whose population met criteria to qualify for the State's school free lunch program, meaning that over 80% of the student populace lives in homes whose income is below the poverty line. Students are primarily minorities and a large percentage of the population at the school site is African American, Hispanic and Hmong. The school made changes that ultimately led to their ability to meet their AYP under NCLB shortly before NCLB requirements ended in 2015. The school's population was around 1,700 students at the time of the study and developed small learning communities (SLCs) to create a culture of connectedness amongst staff and peers. Students in SLC's worked with the same group of teachers for the students' entire four years of high school so that teachers could be aware of and communicate with one another about the challenges, supports and needs each student had during a student's entire four-year experience. In practice, scheduling challenges meant that occasionally a student would have a teacher outside the SLC and student transience as well as teacher/student conflicts meant a student occasionally moved between SLCs. SLCs were reported to be 80% "pure" which meant that 80% of the students remained with teachers and students from the same SLC for the whole school day as well as for their entire four years at this school. Each teacher within the SLC, then shared the same or mostly the same group of students as the other subject area

teachers who teach the same grade level. Teachers engaged in bi-weekly SLC meetings to discuss student performance and community issues, and experience professional development. Such planning meetings were compulsory and part of the contract requirements for teachers employed in the district. These meetings were facilitated by SLC lead teachers, who also did the scheduling for their SLC's teachers and students, and received a yearly stipend for such extra duty.

The school also implemented restorative practices training at a school-wide level, and one teacher and one counselor were certified trainers for IIRP, who directed one school-wide training event. This event was an essentialized version of the basic restorative practices professional development course offered by IIRP. The event was implemented during the summer of 2016 and occurred over the course of two days. The event provided training in the theory and practice of RP according to the standard IIRP regimen, however, staff were not trained in how to apply formal conferences. Staff were trained in the theory and practice of affective statements, affecting questioning, the theory and practice of circles and had opportunities to practice each during the training session. Not all of the teachers at the school site participated in the summer training event, but a little more than half of the teaching staff attended. Teachers were not required to attend, and those who attended did so out of a desire to learn to apply RP at the school site. During the 2016-2017 school year, teachers also experienced RP training during one of their dedicated SLC bi-weekly professional development hours per month. The SLC leads coordinated this instruction, which consisted of direct instruction and activities leading the practice of applying affective language, affective questions, and the application and use of circles. An abbreviated version of IIRP's theoretical foundation was also presented during these professional development sessions, including aspects of IIRP's

social discipline window. SLC leads entertained questions and provided clarification on practical points during these one-hour training sessions. These training sessions were partially lecture/direct instruction, and partially collaborative. Teachers who had more expertise supported SLC leads in their instruction and support, and provided practical advice based on their experience applying the strategies being taught during the SLC training session. These hour-long training events were compulsory, since they occurred during the SLC meeting time. One of the certified IIRP trainers on site reported working with teachers individually when teachers reached out for support but reported that very few teachers reached out for such support. Beyond the formal training offered during the 2016 summer, these two certified IIRP trainers had no official role as RP leaders at the school, other than their position as a lead teacher and counselor at the school and as an informal peer resource.

The boundaries of this study focused on students who demonstrated misbehavior that teachers or administrators considered serious enough to require the use of a formal conference. The school had an after-school course devoted to peer interventions, and the teacher and students in this course occasionally implemented such a formal conference. Occasionally administrators also implemented a formal conference. These formal conferences followed the general format of IIRP's formal conference structure, however, the school made modifications to the conference process so that they could include student participation for the after-school course and made modifications to address practical challenges that emerged when implementing the conferences. This study collected data about student behavior that led to teacher and administrator efforts to use a formal conference, as well as participant experiences of the formal conference. RP efforts exist on a continuum and are intended to exist in tandem with a variety of techniques over time.

For this reason, this study collected data regarding the various approaches teachers and administrators used in tandem to the formal conference.

Formal conferences are usually organized in response to serious or persistent behavior issues. Thus, the impact of the conference was central to this study, both because the use of a conference is indicative of more serious or persistent behavior issues, as well as because it is a practice that is proposed in the literature to have a great impact. Other RP efforts were viewed as pertinent to this study, but the circle or conference was viewed as the epicenter of the school's attempt to intervene upon either pervasive or serious misbehavior, and thus both indicative of a well-established and communally defined issue of student misbehavior, as well as an attempt to intervene upon that serious issue.

I performed the first interview with participants as soon as possible after the formal conference. Four students agreed to participate in the study, two freshmen boys, a junior girl, and a senior girl. During these interviews, I inquired about the conference, as well as RP efforts supporting the conference. I also inquired about participant experiences around perceived misbehavior. I performed a second interview with many participants approximately one month later to follow up on the results of the conference with subjects, investigating further RP efforts applied since the conference. The purpose of these interviews was to learn about participants' impressions of the conference's success, according to each person's point of view about the success of the conference, the student's general behavior prior to the conference, after the conference, as well as to understand the actions teachers were taking to restore the student's behavior to a standard that was acceptable within the context of the class. The interviews were also meant to explore the impact of teachers' actions taken to restore student behavior to an acceptable standard, and to determine which actions the teacher took that were most effective at

restoring students. In twelve cases, a second interview was challenging and not possible. In two cases, a second interview had to be short to accommodate participants' time restrictions, and five participants were able to participate in both interviews for the full hour each.

A conference requires a huge investment in time on the part of many teachers and students. Such conferences were not arranged at this school site without a variety of conversations among professionals regarding the student who exhibited misbehavior. In addition, this school site had a high degree of transparency and communication about practices, at least partially due to the SLC structure, especially around new practices such as RP and formal conferences. This was a practice cultivated over the years for the sake of professional development. Thus, a conference brought a level of focus and reflection about the student exhibiting misbehavior amongst teachers in the SLC that lasted for some time. For this reason, every effort was made to conduct these interviews within the timeframe of this heightened focus, as well as after such focus waned, and teachers, administrators and students stabilized their thinking about the effects of the formal conference.

The study gathered data about narratives that formed around misbehavior, as well as how such narratives were re-formed and transformed through restorative work by teachers and administrators. Focusing data collection upon a clear event such as a formal conference provided a focal point for teachers and students to reference student behavior. The formal conference also had an explicit purpose to positively impact student behavior, and as such, perceptions about student behavior may have been more likely to be dynamic and fluid because of the interview process. This study analyzed connections between teachers, students and administrators about restorative work, changes in student behavior, as well as efforts meant to

elicit changes that did not work. As much as possible, this study sought to gather data about how participant narratives changed due to RP efforts.

Interviews were the most practical approach to investigating how the student and school community constructed narratives of misbehavior, and valid in the sense that 'misbehavior' is incredibly subjective. Ultimately, each teacher determined what misbehavior was within their own classroom, though they are, of course, bounded by the general social standards of the school. Though a school might have a set of rules and standards, each teacher may define the same ways of interacting in diverse ways. Misbehavior is viewed in this study as constructed through a myriad of conversations amongst individuals within the community. Interviews with self-reports, thus, are an important point of focus when investigating the dynamics between students and teachers that socially construct 'misbehavior,' 'good behavior' and 'restoration' of misbehavior. "Self-reports" have already been identified as a "valid and useful source of data" when "individual attitudes and opinions" are determining responses (Glick, Jenkins, Gupta, 1986, p. 459).

This study attempted to engage as many of each student's teachers in interviews, to ensure that discrepant narratives could be gathered from teachers. This included teachers with little or no knowledge of RP, teachers with various levels of training and experience in RP, and teachers supportive and critical of RP at the school site. Interview subjects were limited by teacher availability as well as teacher willingness to participate in the study. The study attempted to include a variety of teachers for each student to help triangulate student reports and was successful for three out of the four student participants. Including third-party authority figures also helped triangulate interview data in the study. These third-party authority figures were teachers, or a hall monitor who were engaged in restorative practice efforts with a student

on the issues under discussion, but these teachers did not have the student in any of their classes

and therefore were in the position of the student's advocate, outside of the class dynamics that

related to the problem(s) leading to a circle. Such relationships were quite common at the school

site due to the SLC structure. Teachers, hall monitors, coaches, and even administrators

developed connections with students they did not have in a class or see regularly and would work

with these students to improve behavior, grades and provide other needed support(s).

The study collected interview data from the student whose behavior led to the conference

(focal student), as well as the teacher or administrator who facilitated the conference, and with

administrators who had regular contact with the student to further triangulate data. These

interviews with administrators and teacher conference facilitators were conducted to investigate

ways each student was perceived by the authority figures on campus, from a variety of angles.

Such an approach ensured a rich data set where each focal student and her/his behavior, as well

as her/his classes were discussed in detail from a variety of perspectives. The study also

triangulated interviews with referral data where such data was available.

Data Collection Work Flow

The study used semi-structured interviews to gather data about the restorative efforts

involved to address behavior challenges for four student participants that were involved in a

formal RP conference. International review board (IRB) approval was gained prior to recruiting

participants and conducting interviews. Interviews attempted to discover teacher, administrator

and student perceptions of restorative efforts for students whose behavior was determined at

some point to be unmanageable. Interview questions used are included in Appendix A.

Interview subjects included teachers, administrators (including one hall monitor) and students.

The interview subjects were the student for whom the conference was organized, the focal

student, the focal student's subject area teachers, an administrator who provided a consequence for the student's referrals, and the teacher or administrator who led the formal conference. In some cases, third-party teachers who worked with students were sought out when such persons were available. These were teachers or a hall monitor who had a positive relationship with a focal student, but did not have the student in a class. For each interview subject, I followed the work-flow scenario shown below.

| Conference | Recruitment /collect written consent | Collect office referral data | Interview | Collect artifacts and office referral data | Follow up interview | Collect office referral data |
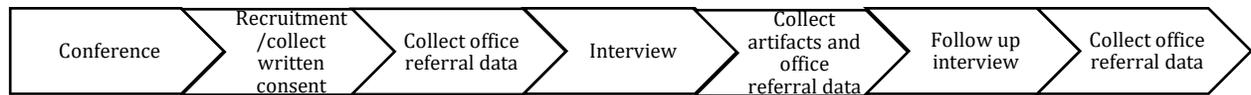
Figure 3
Data Gathering Work Flow

I engaged in face-to-face conversations with the teacher running most of the school's formal conferences using the 'Teacher and Administrator Verbal Recruitment/Consent Script' (Appendix B). I recruited her first, so that I could consult with her to find out about students who had been in a formal conference for either persistent or severe behavior issues. I then consulted with this teacher to determine which students would be good potential candidates for the study. Good candidates were primarily students who participated in the formal conference, and for whom the interviews would be beneficial. It was important working among a vulnerable population to ensure that involvement in the study would not revisit unresolved wounds that the conference may have surfaced. The teacher provided the names of potential candidates who would benefit from involvement in the study, and I followed the work flow outlined above. In the case of two students involved in the study, a formal conference was arranged by an administrator in response to a severe incident on campus, and I used this same process to investigate if the students involved in that incident were good candidates for the study.

86

Next, I recruited focal students in face-to-face conversations using verbal scripts using the 'Focal Student Verbal Recruitment/Assent Script' (Appendix D). Once students gave their verbal assent to participate in the study, I phoned the focal student's parents and used the 'Parents of Focal Students Verbal Recruitment/Consent Script' (Appendix C). Once receiving verbal assent from the students and consent from the parent(s), I gave the 'Consent to Participate in a Research Study' form for 'Student Assent and Parent Consent' to the students to take home and have their parents sign (Appendix G). On one occasion, I had to assist the parent and student and go to their home to get the consent form signed in person. All participants for this study assented and consented to participate in interviews, and to have those interviews recorded and to have their referral data collected.

Once receiving verbal and written consent from the parent and student, I sought verbal consent in face-to-face conversations with teachers of the focal student using the 'Teacher and Administrator Verbal Recruitment/Consent Script' (Appendix B). I then provided teachers with the written 'Consent to Participate in a Research Study' form for 'Teacher and Administrator Consent' (Appendix F). Once teachers gave verbal and written consent, I collected referral data for the student from teachers who gave consent to collect referral data, and sought consent from administrators who had assigned consequences for the focal students' referrals. I used the 'Teacher and Administrator Verbal Recruitment Script' to recruit administrators in face-to-face conversations and provided administrators with the 'Consent to Participate in a Research Study' form for 'Teacher and Administrator Consent' to sign (Appendix F). All participants consented to participate in interviews, and to have those interviews recorded and to have their referral data collected.

Once I collected assent and consent from participants, I scheduled and conducted interviews. Interviews were approximately one hour long, and I used semi-structured interviews, using the 'Interview Questions' from Appendix A. I asked follow-up questions for clarification and to elicit more detailed responses or to clarify a participant's meaning. For some participants, I had to re-phrase language from the questions to ensure that participants understood the questions. I asked about referral data when such conversations were productive and helpful to advance the material pursued by the interview questions.

After the first interview, I waited approximately one month and collected referral data again to determine if new referral data appeared, and scheduled the second interviews. Some participants could not participate in a second interview or could only participate in a shortened interview. I made such accommodations for participants when required and collected referral data at the end of the school year, which was when this study and the final interviews concluded. Below I have included a table that indicates which teachers were able to be interviewed in connection to each focal student. All student, teacher and administrator names have been replaced with pseudonyms, and these pseudonyms are included as identifiers in table 1:

Table 1
List of Participants Recruited in Connection to Focal Students (names are pseudonyms)

George		
Teacher(s)	Administrator(s)	Third-Party Authority Figure(s)
Mr. Thomas **Ms. Underwood** **Mr. Vick**	Mr. Sampson	Ms. Mary (Hall Monitor) Ms. Atwood
Paul		
Teacher(s)	Administrator(s)	Third-Party Authority Figure(s)
Mr. Aarons **Ms. Buck** **Mr. Carr**	N/A	N/A
Debra		

Teacher(s)	Administrator(s)	Third-Party Authority Figure(s)
Ms. Ness **Ms. Canady**	Mr. Andrews	Mr. Smith

	Samantha	
Teacher(s)	Administrator(s)	Third-Party Authority Figure(s)
Ms. Plath	Mr. Andrews	Mr. Smith

Protection of Subjects: Consent

All participants had the option to decline to participate in the study as a whole or in parts of the study and could withdraw from the study or any part of the study at any point without consequence, and in such cases, all data would have been destroyed/deleted and not used in the study. No participants declined to participate after having provided written consent to participate in the study.

Protection of Subjects: Interview Data

Interviews were recorded on a digital audio recorder, and the data was kept on an external storage device(s) (memory card), which was kept in a locked box in my home away from school grounds and out of the control of any and all persons other than myself. All names were coded, with the code key kept in a different locked box, and names were kept confidential and were not shared in any versions of the final study. Examples of codes used were 'Student 001', 'Teacher 001', 'Student 002', 'Teacher 002,' which were abbreviated in transcripts to 'S001', 'T001', and so forth. I removed the memory cards from the device(s) and kept the memory cards in a locked storage box at all times. Data will be retained for two years following completion of the study and then deleted from the external drives. The key to this box was kept in the researcher's

control at all times. Subject names were gathered from interview subjects who signed written consent forms for the sake of pursuing follow-up interviews, and matching relevant data, but names were not included in any documents other than the code key. Pseudonyms were used for all participants in the final study.

Protection of Subjects: Student Referrals

Data regarding student office referrals was also collected. This information was gathered from school records regarding the student's behavior within the relevant school year under investigation only, and I manually recorded the relevant information from the district's record system: Infinite Campus. I kept this hard-copy information in a locked box and kept this box secure in my home and I had the only key, which I kept on my person at all times. The name of students in connection to office referral data was coded using the same key code as interviews, and kept on file in the same box where interview data was kept. I also kept memo notes, which I stored in the same locked box, to ensure that my reflections and analysis were similarly protected.

Analysis Methods

When analyzing data, I referenced and applied the process presented in *Qualitative Analysis* by Miles, Huberman and Saldana (2014) and *Qualitative Research Design* by Maxwell (2013). To deepen and expand the use of qualitative coding for this research study, I referenced Saldana's (2016) *The Coding Manual for Qualitative Researchers*. The actual steps I used to apply the methods presented are listed in the table below.

Table 2

Steps Used to Apply Analytical Methods

Step1**: Transcribing, reading/re-reading and memo writing**	**During manual transcription, I wrote memo notes reflecting upon the interviews and re-read transcribed interviews to discover initial codes/themes.**
Step 2: **Initial coding, and memo writing**	During initial coding, I began to make notes of possible codes and commit to some codes in the transcript data by writing the codes in the margins of transcripts. I continued the memo writing/reflection process throughout this phase.
Step 3: **Initial coding formalization, memo writing and emerging secondary codes**	Once formalizing the initial codes, I developed tables and placed data into the codes developed, continuing the memo writing process to compare codes and identify second level codes.
Step 4: **Secondary coding**	Upon analyzing the initial codes, secondary coding comparisons were applied to understand teacher efficacy and the nature of teacher interventions more deeply, and to compare critical factors impacting teacher efficacy.

Summary

This chapter discussed the methodology and methods used by the researcher to develop an understanding of how to investigate RP. First, the chapter reviewed the theoretical approach that this study used as a framework to understand RP. Next, the chapter presented the researchers bias, explaining the measures used to moderate the effect of this bias. The research site was then examined in detail, presenting the boundaries of the study, and the workflow used to gather data and protect participants identities and data. The chapter concluded with a description of the analysis methods used to interpret and code data. The next chapter will present the findings revealed through applying these methods.

CHAPTER 4
FINDINGS

This chapter presents findings from analytical coding of participant interviews and referral data, where available. Findings are presented in response to four research questions: 1. How do participants perceive 'restoration' 2. In what ways have teachers at the school implemented practices from the International Institute of Restorative Practices continuum? 3. What other interventions do teachers use as an alternative to behavior referrals or punitive measures that participants perceive to be restorative? 4. When 'restoration' of a student happens, what are the factors that facilitate or challenge restoration? Each section presents an explanation of how responses were categorized, a summary of findings in connection to participant responses and examples of participant responses for each category. Findings are presented in response to each of the four research questions, in order.

Research Question 1: How do participants perceive 'restoration'?

In order to understand the question of how participants understand 'restoration', it was necessary to first understand what participants perceived as 'misbehavior.' In this way, it was possible to understand what participants perceived as factors inhibiting 'restoration' by knowing what behaviors were problematic. Through careful analysis of participant statements about misbehavior three themes emerged in connection to misbehavior: a) Minor misbehavior that did not significantly disrupt class or school, b) persistent misbehavior that disrupts class or school and c) severe misbehavior, often involving an office referral out of class. Such reports were progressive along a continuum of misbehavior. Minor misbehavior was generally presented and perceived as normal conduct of teenagers, and a student who engaged in occasional minor

misbehavior was often also reported to be a "good kid" and was not perceived as presenting any difficulties to normal class activity, so long as the student was responsive to a teacher's attempts to intervene and direct a student to more appropriate conduct. If a student was not responsive, or quickly returned to the same or similar misbehavior, the student's misbehavior was perceived as 'persistent'. There were some exceptions to this, however. Some misbehavior was tolerated more because it only impacted the student engaging in the misbehavior and did not disrupt class, such as a student laying his head down or daydreaming for long periods of time. Such behavior impacted the student's own learning and their grade, but did not disrupt the class, and so was often tolerated as 'minor misbehavior' which almost never led to an office referral. Though persistent misbehavior was often reported as not severe enough to earn an office referral right away, the persistence of such behavior would often lead to an office referral, and such behavior was reported as problematic, undermining classroom instruction. Persistent misbehavior was perceived by teachers to require some form of restoration. In such cases, participants reported that something needed to change and reported actively seeking some solution or restoration of the situation. Severe misbehavior was reported as more dramatic events, such as a fight or a loud and explosive disruption that require immediate and forceful intervention to address. Such events were almost always reported as highly problematic and required immediate restoration to address the harm caused by such activity, and almost always resulted in an office referral for the offending student. Included below are examples of participant statements for the category of misbehavior.

Table 3

Examples of Participant Statements About Misbehavior

Misbehavior	
Themes	**Sample of Participant Statements**
Minor misbehavior, doesn't significantly disrupt class/school	he'll get to work for a couple minutes but then it's like, like he's daydreaming,
	he just will not, he will not turn anything in, and… and he won't… he won't perform anything on a test.
	sometimes he'll write out whole pages of nonsense… you know, just to make it… you know, if I glance down there's something on there…
	he had a bad stretch where he was falling asleep in class
	He's chatty, so sometimes he's coming in right at the bell, uh, and… we want kids in their desks, working before the bell, with the bell, so he's on the line with that, so…
	there was like a few times when he told me like, "this is boring" things like that…that's, um… that's mildly disrespectful, but… but that's not too bad.
Persistent misbehavior that disrupts class/school	constantly blurting things out
	they're just like roasting each other, just like saying rude comments to each other. Kind of, I guess they thought it was playful, just messing around, but it was like continuous
	this group of kids they're like off task most consistently, like, you go back and re-direct them and they get their pencil back on the paper, and look at their paper, but as soon as you walk away, they're off task
	he's got his hand someplace, taking something out of somebody's back – backpack – not to steal it, well to steal it, but then to give it back, and…And uh… he's just. He's a prankster.
	some other students are not willing to do uh… work on the, on the writing part of the final because they're constantly talking and it's not giving the other students the time to write…

Severe misbehavior, often involving a referral out of class	there were a few times when, when it, all of a sudden they were like, you know they were, I don't think they were actually gonna fight, but where they stand up and they're like, you know, they're threatening to fight
	she also threw her eraser at the student, and actually got up out of her seat, uh…I had to, he had to run away, this is why I had to, locked him out, and kept her inside. Um until, uh… until we can get a campus monitor.
	first period today… a calculator flew across the classroom and hit the front board.
	Chaos! So I would have… I would have fights… you know… throwing things…
	two kids almost got into a fight over their cookie.
	There were three students, one of them was out of his seat, and then talked back to him in a mimicky way, and then "George", they,… one of the students punched the other in the crotch, and then the other student was rolling around on the floor…

Next it was important to investigate how participants perceive 'restoration'. In order to understand how participants conceived of positive changes to student misbehavior it was important to determine how participants understand what it means for student misbehavior to be 'restored.' This question was important to investigate since the concept of 'restoration' is the implicit aim of all 'restorative practices' and thus it is important to understand how participants conceive of the concept of 'restoration,' what the achievement of 'restoration' looks like and what the domains of 'restoration' are. Four themes emerged from participants' reports of 'restoration': 1) no restoration 2) partial restoration 3) restoration at the individual level 4) restoration at the group/class level. The four themes of restoration that emerged were descriptions of student conduct and reports of changes or a lack of change in student conduct over the course of the school year. As teachers and students described student behavior, it

emerged that teachers and students perceived three domains of restoration that were relevant at the individual and the group/class level to whether a student or class was 'restored.' Both teachers and students reported these domains as: a) teacher/student relationship b) compliance, and c) productivity.

In many cases, students were reported to have no change at all in response to teacher efforts, and these reports were categorized under the theme of 'no restoration.' In many cases, students were reported to change their behavior in one or two domains, but not all three. Teachers and students might have experienced an improved relationship, for example, but the student still behaved in disruptive ways during class. Also, a student and teacher might have an improved relationship, and the student may have stopped disrupting class, but the student did not engage in class activities and remained unproductive. Such examples would be categorized under the theme of partial restoration. Teachers and students also reported improvements at the individual level and the group/class level along all three domains. Such examples were categorized under the theme of 'restoration at the individual level' and 'restoration at the group/class level,' respectively. Examples of participant statements within these categories are included below:

Table 4

Examples of Participant Statements about Restoration and the Three Domains of Restoration

	Restoration
Themes	**Examples of Participant Statements**
No restoration	still no significant improvements since uh, the last time we talked.
	we are at the same place, as we did, uh, as we were before. Ah… because he didn't turn in his assignment, he consistently maintained a D in the class, but because he refused to turn in an assignment in the class, right now, his grade dropped down to an F.
	I don't see any change in behavior between the harm circle, after the harm circle, or even the conversation with George's father.
Partial restoration	So now there's, maybe a little bit more work is being done, definitely not, it's not a great improvement, but uh… at least there's not that battle as much.
	It just takes such continuous re-direction that they're… they're doing a little bit more than they were before but it's not a ton more.
	I keep bringing it back specifically to work. You know, I think if I looked more at other things, there are a lot less… of that defiant behavior in my classroom. There's a lot less. Uh… so I guess there are a lot more positive things I'm seeing because of this.
	it's so slow for them to get work done. It just takes such continuous re-direction that they're… they're doing a little bit more than they were before but it's not a ton more.
	He's, he's more, I would s- I feel like he's more friendly in the classroom, he's more positive. Does a little bit more work, he, he still has a hard time being on task.
Restoration at the individual level	Well, I was just, like, I was just, like, thinking that he was just like just a regular teacher, like, giving me stuff I didn't even know or need to learn, but like after he told us that, that's like when I really started paying attention.
	So, back then he'd be like… now he's like, now he's like… he's better, and like, I like him now. He's cool.
	today he's working on a project that is worth a test grade, and today he was really going at it. He was really getting it done. So, he's got three quarters of it done now… Where, three days ago he didn't have any of it done
	He's a little bit better in terms of behavior, not earth shattering. He's, he's keeping up. You know, he's not falling behind everybody else's behavior patterns.
	he's in the 'better kid' category because, he can keep- he can actually do some work and look at it and he'll think about it. Where before, he couldn't focus that long.
	He'd be the guy that stood outside the door, until the bell rang, and then come in. And put his head down (laugh). He'd- everything all at one time. Now he's starting to… He gets it. He gets his folder out. He's prepared.

Restoration at the group/class level	they started thinking less about their need to have attention in class, and also the fun that they were having because they were having fun… And, you know, more about the pace of the class, and how it affects that teacher
	it felt like students' kind of came together after (a circle).
	the atmosphere in the class is better. Less of a… like, a, an authoritarian kind of like… and serious when I have to crack down on kids it gets serious.
	there's a couple kids that have really… that's helped a lot… I have another George (shared name) in the class that he's kind of like, completely turned around, and he's doing work and not having problems, not being a behavior issue. George, it seems like that's helped kind of, our rapport, in our relationship
	The other kids that he was engaging in it with are not engaging in it anymore.

Table 5

The Three Domains of Restoration

The Three Domains of Restoration		
Relationship with the Teacher	**Student Misbehavior**	**Student Productivity**
it seems like that's helped kind of, our rapport, in our relationship where I just feel like it's more friendly… and engaged…. Um…. than before.	for sure, that's the huge thing, is the 'roasting' isn't happening.	when you joke with them, in a joking manor, it just, it makes them laugh, and then, it makes them want to do their work
now he's like, now he's like… he's better, and like, I like him now. He's cool.	I had more instructional time. Because I had less… behavior problems	It makes me want to do better in that class, because, you know, I'm starting to get to know the students in that class, so it's more, more like I like engaging in the work that I'm doing in there.
I think for like, three days, or four days, and they both pulled me out of class and asked me, "is everything ok?" And they make sure kids are ok when they come to school, often… I like teachers like that because they make, it makes me feel like they really care about me	my best friends are in my group. So… what's it calls, so I don't want to break, what it called? So, I don't want to break up the group, so I'll like, stop talking when he says stop talking	she said something to him, and he was like, it was hecka funny, so we was like, laughing, so he was laughing, and he was just, and after, he just started doing his work.
I was acknowledging… properly acknowledging the maturity level in the classroom… Instead of picking fights with the bullies.	he talks a lot with other students, but even when he'll, he'll stop talking when I ask him to for the most part, at least for a time.	I think he has started to work, to some degree. He's, you know, been turning some things in.
	our 3rd period is like, not a bad class, but it's just, they're really rowdy. And Ms. Ness knows how to deal with it.	I have a chronic, put your head down, don't do anything first and second period kid, and I read his essay, and he wrote two whole pages, and it's the best effort he's put forth all year

Through analysis of participant reports, 'restoration' emerged along a spectrum encompassing these three domains of restoration as reported by both teachers and students. Students and classes were sometimes reported to improve their relationship with the teacher, but not improve their behavior or productivity. Students and classes were sometimes reported to improve their relationship with the teacher and their behavior during class but did not become more productive. Reports of student improvement emerged in order from improving their relationship with the teacher, then to curtailing misbehavior and then to becoming more productive. There were no reports that did not present a different order along these three domains of restoration.

Both teachers and students view 'restoration' as improved student behavior across all three domains. Teacher differed slightly on the domain of c) 'productivity' but generally, if a student had a good relationship with the teacher, curtailed their misbehavior during class for the most part, and spent much of the time during class on task, complying with redirections, the student was reported as 'restored.' Some teachers were more permissive with the domain of c) 'productivity' than others. Occasional reminders by teachers were an accepted norm within the range of a 'restored' student, so long as the student was mostly responsive and compliant to teacher re-directions. Such a student was perceived as a "good student" by both teachers and students. Both teachers and students did acknowledge degrees of restoration along a continuum, outlying these three domains. Students who improved their relationship with a teacher were acknowledged as having achieved a degree of 'restoration.' Any improvements in the noted domains was described by participants as a movement towards 'restoration'. Improvements could range from simply not arguing with the teacher anymore to feeling a strong connection to the teacher. Students who also curtailed misbehavior to a greater or lesser degree were perceived

as having improved as well and was acknowledged as some progress along the continuum greater than simply an improved relationship with the teacher, and students and teachers did not report improved behavior that did not also include an improved relationship with the teacher. The student's relationship was always reported to improved either first or at the same time as their classroom behavior, but there were no reports of improved behavior happening prior to an improved relationship with the teacher. Finally, improved productivity was acknowledged and recognized as the final stage of progress along the continuum of 'restoration'. As with the previous examples, students were not reported to have improved their c) productivity without having first improved their b) compliance or without these improvements occurring all at once. 'Restoration' was consistently reported along this continuum from an improved relationship with the teacher, to greater compliance to improved productivity. When reporting improvements along this continuum, students emphasized the a) teacher/student relationship, while teachers emphasized student c) productivity.

Research Question 2: In what ways have teachers at the school implemented practices from the International Institute of Restorative Practices Continuum?

Investigations of participant responses in connection to teachers' efforts to implement restorative practices revealed six themes: a) Knowledge of terminology, b) affective language, c) affective questions, d) impromptu conferences, e) circles, f) and perceptions of RP at the school site. Participant statements revealed findings in connection to teachers' knowledge of IIRP terminology as well as their application of the practices on the IIRP continuum of practices, affective language, affective questions, impromptu conferences, and circles. Participant statements also revealed findings about how participants perceived RP at the school site. Each of these findings are presented in order.

Teachers' Knowledge of Terminology

Of the eleven teachers and three administrators interviewed, only two could respond to questions about their use of explicit IIRP practices on the continuum without the need for clarification. Teachers and administrators were not familiar with IIRP terminology, even though all teachers involved in this study had been involved at some level in the school's training efforts regarding how to apply IIRP practices and IIRP theory. In one case a teacher proposed that she taught the students to use affective statements, yet affective statements are something teachers are supposed to apply themselves, not instruct students to do. In another case, a teacher confused affective statements with affective questions, and in many cases, teachers simply claimed they did not know the IIRP terminology. Teachers also made little distinction between the district's SEL curriculum and the IIRP restorative practices continuum, and often made no distinction between these, though two of the administrators made clear distinctions between the SEL curriculum and IIRP practices. Examples of participant statements are included below in table 5:

Table 6
Examples of Participants' Knowledge of Terminology

Teacher's Efforts to Implement Restorative Practices
Examples of Participant Statements Regarding Knowledge of Terminology

I've never been to great with vocabularies and remembering catch phrases

Ms. Ness: you say, "so and so, when you take my pencil I feel," and the rest of the class is kind of laughing,
Researcher: (laugh).
Ms. Ness: But, they get it.
Researcher: So you're actually training 'em in it?
Ms. Ness: Yeah.

Researcher:…what about, like uh, affective statements? Uh, have you, have you tried those? The…
Ms. Underwood: Yeah! I tried at the beginning when a student being pulled outside, uh, it works better in other classes, uh we have the cards, the affective statement cards…

I don't know what… the whole schmow is… with restorative practices, I mean, I couldn't name them…

Teachers' Use of Affective Statements

Several teachers reported having used affective statements regularly once clarification of the term was provided. Only two teachers claimed that they did not use affective statements at all, however, it was difficult to ascertain for certain if some teachers properly understood IIRP's definition of affective statements, since, as evidenced above, teachers would sometimes report using affective statements, but then describe their application of the practice in a way that would call into question the teacher's understanding of the practice. Students did not confirm teachers' use of affective statements, except in one case. One student, George, reported that Mr. Thomas used affective statements regularly. Examples of participant reports about the application of affective statements is presented below:

Table 7
Examples of Participant Statements About the Application of Affective Statements

Teacher's Efforts to Implement Restorative Practices
Examples of Participant Statements About the Application of Affective Statements
Researcher: …So, what about affective statements, do you know about the, uh, when you say, you know, 'when you do this, I feel frustrated, because…'? You know? Or, 'it really makes me happy when you do this…'? You know, the use of the affective statements, have you tried that?   Mr. Carr: Yeah.   Researcher: how's that go?   Mr. Carr: That goes pretty well.   Researcher: Yeah?   Mr. Carr: Yeah. That does seem natural.   I didn't use affective statements with him   more like, "you're pissing me off because of this," you know.   Affective statements, you know, "I feel like you did this, and the reasons, I feel hurt because of such and such and you know, I don't believe you should be able to do whatever you want to do, it's not my way or the highway, but that's what you're doing, you know, you're still in school."

Teachers' Use of Affective Questions

One teacher reported using affective questions regularly, but most reported using them infrequently, or not at all. One teacher, Mr. Vick, was especially critical of affective questions in connection to their potential use for the focal student George. Mr. Vick claimed that such questions would not work and proposed that this was why he was not willing to try them with George. Ms. Underwood reported stopping the practice after discovering that it took her attention away from the class too long, and the students were too disruptive to leave unsupervised for any length of time. Other teachers simply reported not using affective questions. George reported that one of his teachers used reflective questions, however, this same teacher reported that he did not use them. One administrator reported trying affective questions when talking with students after a referral but reported that students were typically not willing to engage in a discussion about their part in a situation when they had been sent out of class for an office referral, and thus, he had abandoned the practice of working with affective questions. Included below are examples of participant statements about the application of affective questions:

Table 8

Examples of Participant Statements About the Application of Affective Questions

Teacher's Efforts to Implement Restorative Practices
Examples of Participant Statements About the Application of Affective Questions

I did use affective questioning with him.

see with George, it would be, "what were you thinking at the time?" "I don't know." I mean, it's, they're non-responses. He doesn't…he doesn't have… you know I, eh, I… "what do you think you need to do to make things right?" "I don't know, but I'm really sorry." He's always really sorry. Sorry, Mr. Vick, sorry, sorry, sorry!

I tried at the beginning when a student being pulled outside, uh, it works better in other classes, uh we have the cards, the affective statement cards… uh, however, I found out with, uh, my more active uh, classes… ok? While I'm talking to a student outside, the students inside were off task.

Teachers' Use of Impromptu Conferences

Only one teacher, one of the two official IIRP trainers at the school site, reported using impromptu conferences. One freshman teacher, Ms. Underwood, explained that the reason she did not use them was because the practice left her classroom unsupervised for too long, and that freshmen classes, especially, could not go unsupervised for any length of time, even for a quick impromptu conference. Examples of these reports are included below:

Table 9
Examples of Participant Statements About the Application of Impromptu Conferences

Teacher's Efforts to Implement Restorative Practices
Examples of Participant Statements About the Application of Impromptu Conferences
Researcher: Ok. So, which, which of the kind of, the um… the techniques on the continuum that you, with, with you I can just say, "on the continuum," which of these have you done with the classes Samantha has been in? Ms. Plath: Well, I would say the impromptu conferences the community circle
the minute I stepped outside, the students are getting out of their seats, uh, they're... when I give them an assignment to do, when I come back inside, I checked, they're not they're not… They're not getting done. So, it doesn't work for my active 9th graders.

Teachers' Use of Circles

Teachers often confessed that they struggled to make circles work with freshmen classes, since freshmen were so "squirrely." It was frequently reported that freshman culture within the small learning communities (SLCs) at the school had developed a practice of "roasting," which was a practice of playfully insulting one another that often got out of hand. "Roasting" was

reported to have made circles very difficult to engage in, since circles were understood by participants to help facilitate generating a supportive community within the classroom.

All teachers who attempted circles reported that their understanding of the purpose of circles was to build a supportive community. Administrators also conveyed this understanding as the purpose of circles. When teachers reported being afraid to use circles or not using them, it was said to be because they wanted to ensure that such a practice improved the sense of community and connectedness within the classroom. When teachers were concerned that the use of circles would negatively impact their class' sense of a supportive community and connectedness, it was reported to be due to the students' habit of roasting or to be due to persistently disruptive behavior. Not all freshman teachers reported such difficulties, however, and one freshman teacher, Mr. Aarons reported that he highly valued the use of circles in his freshman classes.

Students confirmed teachers' reports of using circles and shared varying attitudes about them, though none shared a general dislike or aversion to circles. The two freshmen students involved in the study confirmed the practice of roasting and acknowledged how such behavior undermined the purpose of a circle but said that they enjoyed roasting and their enjoyment motivated the behavior. George, a freshman who was reported by his teachers and self-reported to often undermine circles, could outline the procedures involved in a circle quite lucidly and effectively, yet the student had not received any training in RP. Several teachers also reported using circles to address misbehavior, but in this context, circles were used in a proactive sense, either to build community, develop a set of class rules and expectations, review class rules and expectations, or discuss and deliver the school's Social/Emotional Learning (SEL) curriculum

which explicitly emphasized behavioral skills such as "grit," "staying focused" and "delaying gratification."

Circles were reported to be common practice at the school site, especially for freshman classes. The school had implemented the use of circles as a strategy to engage students in the principles taught as part the school's Social/Emotional Learning (SEL) curriculum, implemented in geography classes, and all geography teachers reported using circles for the schools SEL curriculum. This was reported as a school-wide practice for freshmen courses. Two geography teachers were involved in this study, and both teachers reported using circles on at least a monthly basis. Most teacher participants also reported using circles on a regular basis. Two teachers reported not using circles at all, and teachers that used them reported using circles at least once a month.

Administrators did not report using circles and were not expected to use them at the school site, however, administrators at the school site reported wanting teachers to use circles more often and discussed ways that they were working to make circles a more regular part of students' experience at the school. Implementing circles as a way to deliver the SEL curriculum in geography classes, with the help of a supportive department chair in that department, was part of that strategy. Administrators hoped that the common implementation of circles with freshmen would inspire other teachers to take up the practice, as positive reports about the benefits of the practice by teacher peers filtered through the community. It was also hoped that freshmen would most benefit from the practice of circles, both to help moderate misbehavior, and to help freshmen quickly feel like part of the larger school community.

Table 10

Examples of Participant Statements About the Application of Circles

Teacher's Efforts to Implement Restorative Practices
Examples of Participant Statements About the Application of Circles

One thing I got out of the harm circle, at least as a novice in this thing, and that I liked, was the… kind of like the agreements you reach at the end…

We do circles. Um, I'm due for a-another circle, because I due to do them every four to five weeks,

I think that's either the first or second community circle in the class, and we started to establish the talking piece, and the guidelines for the community circle, and that's when they're in the midst of their roasting.

You know what, I did community circles in uh multiple classes. It went well in certain classes, when you have the relationship, when the students have the relationship, and they're not frustrated with some of the boys…

So, uh, we did a SEL one, that was what was that? A lot of 'em is community building. A lot of 'em is, I think we did one on the second day of school, and that was very much a 'get to know your neighbor' kind of one... The curriculum one we did with the identity and history…

Participants' Perceptions of Restorative Practices at the School Site

Teachers attitudes among the 11 teachers and three administrators interviewed about RP were positive, those also reporting success with the strategies presenting a more hopeful or positive attitude towards RP than those who reported no success or results from applying restorative practices. Only one teacher reported skepticism about restorative practices, but his opinion was amended later after having had a positive experience with what he reported to be a restorative practice. Another teacher reported being hopeful that IIRP's techniques could help, but that she needed more practice and expertise with the practices to get there.

Teachers and administrators emphasized that the IIRP training, as well as their discussions and collaborative work with peers on campus and practical efforts to "be restorative," left them with the impression that having good relationships with students was an

important part of creating a positive learning environment and curbing misbehavior. Teachers

and administrators uniformly portrayed this principle to be their core understanding of the

underlying and most important factor driving effective RP. All teachers and administrators

involved expressed that this principle was an important understanding regarding what it meant to

be 'restorative' as a teacher and reported a great deal of effort to generate and maintain positive

relationships with students in response to this impression. Teachers often reported explicit,

numerous efforts to improve relationships with students when relationships were compromised

and to maintain good relationships within the context of this basic premise. All teachers

expressed an understanding that positive relationships were important, and many explicitly stated

that good relationships were the "key" to intervening upon misbehavior. Administrators

interviewed emphasized this belief strongly.

Table 11
Examples of Participant Statements About the Perception of Restorative Practices

Teacher's Efforts to Implement Restorative Practices
Examples of Participant Statements About the Perception of Restorative Practices

I used to be much more confrontive… and um… I've totally changed my mind on that… I've totally changed my mind on that… I definitely got that I need to be honest about where I'm at and what's going on and encourage them to be honest about what's going on.

I think our current administration is trying very, very hard… to make this really work. Just like they tried very hard to make the SLC's work, and once they've committed to something… they walk their talk about it.

I think [RP is] more effective when you're with your own because I think we have such beautiful relationships here at [name of school]. And the small learning community… and we're very, I may be out here on my own, but we're very close here and honest and, like (teacher's name) called us family.

I think every now and then is good enough because I can go back and think about how I'm going to change things within myself, because it's just me that's changing. I mean, the first change has to happen with me.

it's the whole, it's the bond, or it's the trust that we create… Between the class and the teacher or the student and the teacher… Um, because I mean, these kids are here or are at home, at this rate… and uh, it's that whole trust that you set up between the classroom or the teacher.

You know, when opportunity knocks, you gotta know how to use it, and it's really just… not giving up and staying connected to them. And not loosing your relationship with them because that's all it's hanging on.

it helps with the whole… affective filter type stuff where if kids feel more comfortable, if the learning environment feels more… more positive than they're…. they're more often willing to work.

I admire the fact that they're really giving it… they're not just paying lip service to it… They're just, they're really trying to do restorative practices. The best way they can figure out how to do that…

Research Question 3: What other interventions do teachers use as an alternative to behavior referrals or punitive measures that participants perceive to be restorative?

This section examines the techniques teachers used as alternatives to behavior referrals or more punitive measures that participants perceived as restorative. The strategies reported were organized into three categories for the sake of investigating the respective impact of each of these interventions as factors potentially facilitating restoration. The categories identified were a) making a personal connection, b) formal interventions and c) maintaining a stable learning environment. Participant statements were categorized as presented below:

Table 12

Examples of Participant Reports of Teacher Interventions

Category	Themes	Sample Participant Statements
Interventions	Making a Personal Connection	those kids… really need affection. They need… they want your attention… they want your help… and if you can give it to them, then they're involved.
		actually today, he was telling me he had a sister in college, in Colorado, just kind of… shared with that just kind of out of the blue, for no reason.
		I opened up to my students and I got a chance to say, "Hey, I'm not so tough and I don't live in isolation, and I have people I care about," and so do my students
		you can be really, really honest with them… and they are really honest back and I think our demographic likes that more than anything else.
		I'm being really real, and I share my life with them

		if you have rapport with your students, it's easier to do restorative practices than if you, you don't.
	Formal Interventions	I just sit him right up front
		I went and sat down next to him and I was like I was quietly talking to him about why he wasn't on task
		The only thing that works with him is calling his dad.
		I call on him a lot, because that's one way I can force him to do work is up at the white board.
		putting him close to me, just all the time works better than… leaving him to his own devices
		I tried asking him if he's sleeping alright, I don't know if that was training or whatever
		I try to use positive statements.
		you get to do an emotional scanning of each student, thirty students, thirty-two students, not only is, but, within the first 15 you should have made contact with each kid. Somehow.
		I will take a student outside and talk to them outside, ask them what's going on. Um you know, "Are you ok?" things like that.
		I admit when I make mistakes. And, so… it helps to de-escalate the situation.
		I use a lot of choose. "How are you choosing to act right now?"
		I just acknowledge or ignore or move back, or as I'm teaching, I like, gently tap their shoulder, and, and I don't make an issue out of a lot of… things. I usually if something if when it's interrupting the class.
	Maintaining a Stable Learning Environment	after last year teaching freshmen, you build certain tolerance. Sometimes you can laugh it off, and you can joke about it and we move on.
		persistence is, I guess, my only hope
		It's just like, if I can maybe… keep myself more… relaxed… that keeps them relaxed, maybe.
		I've been trying to implement more, especially, uh, with, uh, there's this person who calls it 'learning inertia' I think. It's like, starting the class with inertia like warm up drills…
		someone that tries to, um, just be really positive, you know? Just try to keep things positive and reinforce things positively, instead of negative and tries to keep things kind of, away from the emotional level
		I communicate, I talk to students in a friendly manner. I don't tend to yell or throw a temper, so I guess that affects how the students perceive me

I think the consistency. That restorative brings that supportive and high control, it makes them feel loved, it makes them feel safe. It makes them, you know, want to respond.

you have to have consistency, or they don't know what's expected of them.

in every facet of teaching, you have to have patience.

usually I try to maintain… um… try to maintain a sense of humor with my classes… So that I don't get upset and they don't get upset

Reports of interventions teachers used as an alternative to punitive measures were robust. Within each category, therefore, various practices emerged as common among teachers at the school-site. Teacher prioritized some of these practices more than others. One of the ways teachers prioritized some of these practices was by mentioning them more often during interviews. Participant reports were therefore categorized to identify specifically what activities teachers prioritized as important to their regular practice by mentioning frequently during interviews. Each report by the teacher about applying a particular practice during their interview(s) was recorded to identify which practices each teacher emphasized in their individual practice. Records of how frequently teachers spoke about certain practices are presented in connection to the three categories identified: a) making a personal connection, b) formal interventions, and c) maintaining a stable learning environment are discussed in more detail below.

Teacher Reports of Methods Used to Make Personal Connections

As mentioned, teachers proposed that maintaining positive relationships with students was a core aspect of restorative work, and that a good relationship with students was directly connected to students being willing to be compliant with teachers' instructions. As a result, teachers spoke about their efforts to make personal connections with students within the context

of addressing misbehavior and restoring students, portraying efforts to improve their

relationships with students as either a proactive way to create a positive learning environment in

classes, or to intervene upon misbehavior. Usually, such attempts to make such personal

connections with students were reported to be in response to more persistent misbehavior, and on

occasion as an attempt to seek to repair a relationship that had been harmed by a previous

conflict. Through analyzing reports of the practices teachers engaged in to make personal

connections with their students, several common practices emerged. Of the common practices

teachers spoke about to make personal connections, certain practices were mentioned more

frequently than others. Examples of how frequently teachers spoke about each practice during

their interviews is provided below:

Table 13
Examples of Frequency of Teacher Reports of Making a Personal Connection

Interventions Teachers Use as an Alternative to Behavior Referrals or Punitive Measures			
Making a Personal Connection			
Intervention	Mr. Vick	Mr. Thomas	Ms. Underwood
Asking how student is doing/quick check-in on student well-being,			
Casual conversation	3		4
Listen to student share personal stories	2	1	3
Express concern about student			
Notice details about student (e.g. changes in style or appearance, where student hangs out, etc.)	30*	6*	14*
Ask about/talk with student about their interests	5	3	
Humor (e.g. make jokes, play along with student humor)	7	2	7**
Authenticity/honesty	8**	2	
Sharing personal stories	5	2	
Do favors (e.g. give banana, pen, notebook, etc.)	1	1	

Allow students to talk and socialize when appropriate (teacher involved, but not leading/informal).		5**	
Total Reports of Making a Personal Connection	61	22	31

* Most frequently mentioned by teacher during interviews
** Second most frequently mentioned by teacher during interviews

Teachers reported engaging in the practices noted above to address misbehavior in several ways. Teachers spoke about the details that they noticed about their students and many who did emphasized that the practice of intentionally noticing details about their students was a proactive way to help a teacher understand how to address misbehavior on a case by case basis. Though 'noticing details about students' emerged as a practice all three of George's teachers emphasized, this was not universally true for the other teachers involved in this study. Teachers also spoke frequently about verbally checking in with students on a daily basis, asking how the student is doing in some way. Teachers reported casually talking and socializing with students frequently, and about listening to students' stories, joking with students, and asking about what students are interested in, all as ways to develop rapport and make a connection with a student who had been engaging in persistent misbehavior. Teachers also commonly emphasized the importance of being "authentic" with students, and "getting real" with them, and to share personal stories and details about their own lives to facilitate a positive connection with students. Teachers also commonly reported doing small favors for students, such as giving students food, a pen or pencil, or giving them a notebook to help them organize their materials, and teachers often spoke about how it was important to sometimes simply allow students to socialize and to simply involve oneself in such socialization. These efforts were described to have the intention of improving their relationship with the student(s), so that efforts to re-direct the student would be more effective later.

113

Teacher Reports of Formal Interventions Used to Moderate Misbehavior

Teachers also spoke about the various more formal practices they used to address student misbehavior. These statements were categorized as b) formal interventions. From the category of 'formal interventions' a variety of common practices emerged. Teachers reported using these practices to address misbehavior prior to or as an alternative to a more punitive measure, such as a detention or an office referral. Again, teachers emphasized certain practices by speaking about those practices more frequently. A record was kept of how frequently each teacher spoke about using each practice to formally intervene upon student misbehavior. An example of this record is presented below:

Table 14
Examples of Frequency of Teacher Reports of Formal Interventions

Interventions Teachers Use as an Alternative to Behavior Referrals or Punitive Measures			
Formal Interventions			
Intervention	Mr. Vick	Mr. Thomas	Ms. Underwood
Explain what student did/is doing wrong	3	4	4
Ask student "What happened?"	1	1	
Listen to student's side	2	9*	
Let 'little things' go	7	4	9
Talk (formal intervention, unspecified)	9**	8**	15**
Re-direct		5	3
Parent contact	10*	2	17*
Move student to new seat	6		
Grade checks		1	5
Move student out of room (non-office referral)			6
Formal circle		1	5
Allow students to participate in instructional plan	2	5	
Allow students to choose where to sit with conditions	3	1	
Allow students to socialize with conditions	1	1	
Walk and Talks			3
Total Reports of Formal Interventions	44	42	64

Teachers spoke about using a variety of common practices as formal interventions to address misbehavior. Teachers spoke about clearly explaining to a student what the student did wrong as a way to address misbehavior. They spoke about specifically asking a student "what happened" or "what was happening?" as a way to inquire into what was going on that might be motivating misbehavior. Teachers spoke about listening to a students' 'side' in response to misbehavior as a method to hear a student out before making a decision or saying anything to a student first. Teachers spoke about the importance of letting "little things go," as a way to ensure that teachers responses to misbehavior were treated seriously by students. Teachers commonly spoke about talking more informally and in unspecified ways with students about their misbehavior, either before, during or after class. Teachers spoke about "re-directing" students, meaning telling a student to get on task or to stop doing something, such as socializing when they should be working. Teachers frequently spoke about making parent contact, and telling students what their grades were as a way to address misbehavior. Teachers also commonly reported moving students around to place disruptive students away from friends as an attempt to curb talking with friends. Teachers would sometimes have a student temporarily removed from their classroom to separate the student from peers for some portion of the class period so they could complete if the student was being especially disruptive, but teachers did not want to give an office referral for the misbehavior. Sometimes, teachers reported using a circle as a process to address misbehavior. On a few occasions teachers spoke about providing students with a say in the instructional plan, meaning allowing students to have a say in some of the learning activities they engaged in. Sometimes teachers spoke about allowing students to sit where they wanted to or to socialize quietly, giving a little leeway to students in exchange for

115

agreements from students that they would be more productive and compliant. In these cases, teachers reported moving the persistently disruptive students closer to one another so that students would naturally tone down their voice levels. In this way, the teacher's interventions could be focused on one area of the room, providing teachers with more time for instruction and support, and reducing the time spent re-directing and utilizing other formal interventions to address misbehavior.

Teachers also reported using a practice that the principal developed at the school site and trained staff to engage in called 'walk and talks.' This practice involved a teacher who had difficulties with a student arranging to take that student out of class during the teacher's preparatory hour, and then engage in targeted questioning to build rapport as an intervention for persistent misbehavior. Teachers frequently reported using this practice as an explicit intervention for persistent misbehavior.

Teacher Reports About How They Maintain a Stable Learning Environment

Teachers also reported maintaining a stable learning environment as an active practice in curbing misbehavior, either proactively, or in response to misbehavior. Common practices also emerged around teachers' discussions about the practice of maintaining a stable learning environment, and data was recorded about how frequently teachers discussed their use of each practice in this category. Examples of these records are presented below:

Table 15

Examples of Frequency of Teacher Reports of Maintaining a Stable Learning Environment

Interventions Teachers Use as an Alternative to Behavior Referrals or Punitive Measures Maintaining a Stable Learning Environment			
Intervention	Mr. Vick	Mr. Thomas	Ms. Underwood
Being calm	12*	7	8
Patience	1	9**	10**
Admitting when wrong			
Self-reflection			
Self-monitoring	11**	11*	8
Clear, consistent expectations	6	3	12*
Consistent routine(s) for addressing misbehavior		1	
Consistent instructional routines			
Consistent good instruction	10	2	5
Consistent encouragement			
Positive attitude	7	11*	2
Total Reports of Maintaining a Stable Learning Environment	47	44	45

* Most frequently mentioned by teacher during interviews
** Second most frequently mentioned by teacher during interviews

Teachers and administrators often emphasized the importance of "consistency." When this idea was pursued for clarification, teachers and administrators expressed a variety of actions a teacher should be engaging in to effectively bring "consistency" into effect. This trait, "consistency," was reported to be directly connected to student behavior and reported as an active strategy that teachers had to work hard to enact.

All teachers and administrators discussed the importance of temperament. Being patient, maintaining a calm disposition, and generally being positive were commonly reported to be important activities that both proactively moderated misbehavior, as well as ensured that students would not be able to escalate engagements with teachers. Being calm was portrayed as highly important, since students were reported to frequently attempt to either ignore formal interventions or would be argumentative or confrontational in response to attempts to apply

formal interventions. In this context, teachers would also often emphasize the importance of actively reflecting upon one's own emotions, and one's practice as a way to continue to remain calm, patient, and positive.

A few teachers reported that it was important to admit when they had made a mistake, and to apologize to students when making a mistake, such as re-directing the wrong student, or responding in an impatient or rude way to a student's statement or question. Some teachers expressed the opinion that a teacher with a volatile temperament, even if more often kind and respectful with students, was ultimately "destructive" and created a great deal of harm. In this way, teachers emphasized the importance of actively working to remain calm, patient, positive and self-reflective.

Several of the teachers involved in the study reported that having consistently effective lessons was a proactive way to moderate student misbehavior. Lessons were reported to be bad at least partially because they allowed "room" for students to misbehave or were not engaging. For several teachers, good instruction was reported to be part and parcel of good classroom management. Some teachers also reported that explicit expectations were important.

Research Question 4: When 'restoration' of a student happens, what are the factors that facilitate or challenge restoration?

This section presents findings about the factors that were reported to facilitate or challenge 'restoration' as defined by participants. These domains were defined by participants in the findings for research question 1 and are used again here in order to understand restoration and the factors that facilitate or challenge such restoration. Those domains again were: a) teacher/student relationship, b) compliance and c) productivity. As reported earlier, student improvement was reported to occur in a linear way across these domains, from a) through c) and

students were perceived as either not having improved (not restored) or as improved in some ways, but needed to improve in other, or were perceived as a completely 'restored', meaning the student had achieved some level of self-sufficiency in all three domains of restoration, requiring infrequent or no interventions from the teacher. Participant reports demonstrated a robust set of data about the efficacy of the variety of practices teachers discussed in this study.

First, the chapter presents findings about how each of IIRP's continuum or practices operated as a factor in connection to restoration, when such reports were available. Next, this study presents how participant reports of the various practices teachers used were analyzed to determine which were the most important factors and facilitated student restoration. Finally, one other factor emerged and is reported to be important in facilitating or challenging restoration, the "mood" or the "atmosphere" of the class.

International Institute of Restorative Practices Continuum of Practices as Factors that Facilitate Restoration

Teachers reported some connection between the use of IIRP practices and improved student behavior, but reports were mixed. This portion reports on each of the practices on the IIRP continuum of practices individually for clarity, though in some cases reports by participants for IIRP's practices are sparse, due to teachers reporting not applying those practices regularly, which was presented for research question 2. Findings for this section are presented in the following order: a) formal conferences, b) affective statements, c) circles. Participants rarely spoke about applying affective questions and impromptu conferences and did not report about the impact these practices had when they did, thus there were no reports connecting affective questions or impromptu conferences to restoration.

Formal Conferences as a Factor Facilitating Restoration

For formal conferences all of George's teachers reported no change in George's behavior following the formal conference intervention in response to students' persistent misbehavior. George also reported that the formal conference had no impact on him and extended this to claim that circles specifically had no impact on him nor his perception of his teachers or his sense of responsibility to the learning community.

This was a noted contrast to the facilitator of the conference, Ms. Atwood. Ms. Atwood had the impression that the conference was an ideal example of a formal conference and met all the important criteria for an effective conference, most characteristically that the students showed empathy for their teachers and recognized their part in negatively impacting their learning community. Also, in contrast to George, three focal students did report that the formal conference process, facilitated by either Ms. Atwood or Mr. Sampson, had a beneficial impact for them. They reported that these conferences helped to "squash" the issues underlying a fight they had been involved in to varying degrees.

Paul was involved in a fight with a friend during lunch and reported that his friendship with that student was improved after the conference, and reported that without the formal conference facilitated by Ms. Atwood, his relationship with his friend would have been seriously compromised. The other two focal students, Samantha and Debra, reported that the formal conference they attended on a Saturday following a fight on campus, ensured that they would not engage in future fights with the other two girls, and that these feelings were reciprocal. They did report that the issue(s) motivating the fight were unresolved, and Mr. Sampson and Mr. Smith reported concerns that the students would fight at a later date off campus. Examples of

participant reports regarding conferences as a factor in connection to restoration is provided

below:

Table 16
Formal Conferences as a Factor that Facilitates Restoration

International Institute of Restorative Practices as a Factor that Facilitates Restoration
Formal Conferences
George, in term, in terms of affect didn't respond as… he was not very responsive at all
I got to, like… see, like where he was coming from in the situation, and he got to see where I was coming from in the situation, and… we both were, like… getting to see like… why were we both mad at each other…
It made me feel guilty, and mad at myself, because it was just, I was just mad 'cause at first, it had nothing to be a part of me
What the circle did was it was cathartic, and people got to vent, and shed some tears. And, express what was important to them.
there was still some unresolved stuff, still some people not happy about how it played out. Um. But, I think it was useful in that it gave everybody an opportunity to, you know, kind of, have like a cathartic moment, share, there was some tears and stuff, and it allowed people to say how they saw the events to take place. Through that, there hasn't been any conflict, there hasn't been any problems.

Affective Statements as a Factor Facilitating Restoration

Reports about the impact of affective statements were sparse. Though some teachers

reported that they used affective statements, few reported these in connection to restoration,

though teachers also did not explicitly report that affective statements had no impact, either.

Teachers simply did not discuss the impact of affective statements.

One of the teachers, Mr. Thomas, was reported by both George and by Mr. Thomas to

use affective statements. This was the only example of corroboration by the teacher and the

student of explicit use of affective statements from the IIRP continuum, yet this teacher reported

a great deal of difficulties with the focal student and the class at the time of his first interview. However, this teacher did achieve a degree of restoration later in the school year. When both the teacher and the student reported what happened to turn the class around, both descriptions portrayed the teachers as possibly using affective statements as part of the intervention. The description of the intervention involved two other factors, however, so that it would be difficult to connect the impact reported solely to the use of affective statements.

Previous attempts to use affective statements with George and his class were reported by Mr. Thomas to be ineffective, and George reported that Mr. Thomas' attempts to use affective language with him was "creepy". There were very few reports that connected affective statements by teachers or students to restoration. Reports of the use of affective questions or impromptu conferences were too sparse to make any observations about their use or application except to report that most teachers did not report examples of their application of such practices, and only made statements about their efficacy on two occasions. In one case, Ms. Underwood was worried that leaving her class unsupervised for even a moment to go through these questions with a particularly disruptive class would be impossible without creating more problems. Mr. Vick reported that these questions would not impact George or his students and, thus, he did not try them. There were no reports of teachers or administrators trying the impromptu conference. Below are examples of participant reports about the effect of affective statements:

Table 17
Affective Statements as a Factor that Facilitates Restoration

International Institute of Restorative Practices as a Factor that Facilitates Restoration Affective Statements
for me it was like, '" yeah, that's because whenever I relax a little bit, things get out of control, and um… whenever we try to do the things that are more, more fun, then there are problems," in fact, uh… so anyways, uh… I, I… I told them I'd work on that… I have been, and… um… it's been - there's a couple kids that have really… that's helped a lot… I have another [student] in the class that he's kind of like, completely turned around, and he's doing work and not having problems, not being a behavior issue. George, it seems like that's helped kind of, our rapport, in our relationship where I just feel like it's more friendly… and engaged….
The most effective thing I did… was… I just lost it one day, and started to cry. And… that… really…. Affected them… Yeah, I, told them exactly how they made me feel as a teacher. And, and how frustrating it was to have gone through, you know, ten years of school, to become a babysitter. And, and, you know, and I, I, I… there were, I… I… I sort of lost it because it was a very sad anniversary for me that day… and so… I just went with it… and, and, um… it turned into a huge deal with them.

Circles as a Factor Facilitating Restoration

Three teachers reported circles as having a positive impact on their learning community. Mr. Aarons reported that circles were positive and yielded the most transformative experience he had with a class in his entire career. Though Mr. Aarons reported little difference between his students' behavior before and after this experience, he claimed that this was because he rarely experienced problematic behavior in his classes. He did report that students disclosed intimate details about themselves that changed how he perceived the students, how he addressed apparent misbehavior, as well as how he interacted with the students, but that he could not say how the experience impacted students' sense of connection or whether such an experience positively impacted the learning community, other than to change his perspective and conduct.

Ms. Underwood reported the regular use of a circle to be important to her but reported mixed results in their application. She reported being dedicated to perfecting the practice due to the positive results she experienced with the practice of circles in classes other than those

involving the focal student for this study, claiming that circles created a "sense of community" in the classroom. But in a particularly challenging class, the practice of circles was very difficult, and often led to an escalation of already troubling behavior. Ms. Underwood did not attribute this effect to circles, but to the class and to her own lack of expertise.

Mr. Carr reported enjoying the experience of circles and that he especially liked the agreements that the class made during some of his circles, but that he did not experience those agreements made during a circle translating to positive behavior changes in student behavior during class. He did claim this may be because he had not figured out a way to "naturally" refer to those agreements, which he posted on the classroom wall. He expressed the desire to figure out a way to refer back to the poster on the wall when misbehavior occurred, but that in the moment, he could never remember to engage such a strategy. These were the only reports about the effects of circles by teachers in this study, and no other participants reported noticing any effects in connection to circles, other than to confirm that they used circles. Circles were reported to be a common practice since the practice was an integral part of the school's ninth grade social/emotional learning (SEL) curriculum. One student, George, reported that such community building circles had no impact on him, and Ms. Underwood's reports corroborate George's reports, since George tended to use circles as an opportunity to disrupt class with "roasting." Examples of participant reports about the efficacy of circles is provided below:

Table 18
Circles as a Factor that Facilitates Restoration

International Institute of Restorative Practices as a Factor that Facilitates Restoration Circles
Researcher: Yeah? Does that… what's the effect of [circles]? How does that… Does that do anything for you as far as the class, Ms. Underwood, or your classmates? George: Not really… well, probably for them, but not really to me… It doesn't really affect me.
So I have an 11th grade female who are also in the circle with the 9th graders, not George that time, but, uh, he said something out of turn, ok, she was not happy with him. She was getting frustrated, with uh, with the out of turn student, and the other students and she threw her eraser at a student and uh, also not happy, and she also threw her eraser at the student. And actually got up out of her seat, uh…I had to, he had to run away, this is why I had to, locked him out, and kept her inside. Um until, uh… until we can get a campus monitor.
That had to be one of the, or the most powerful lesson I ever ran, because students really opened up and shared and it went into having empathy, because kids shared about tragedy, uh, parents, siblings, relatives being killed, jail, time, car accidents where they lived, uh, deportations, coming here, you know, hopping the fence, the border, you know, so it really turned out to be, people really get to know a deeper side of their neighbor.
I did community circles in uh multiple classes. It went in certain classes, when you have the relationship in, when the student have the relationship, and they're not frustrated with some of them boys, so it went well with my second period, it went well, uh, in my fourth period other freshmen class, uh, so when I do community circle I do it three days, in three classes.
it went better on the classes where the students actually answered the questions seriously um, instead of uh, like… blurting out and interrupting, uh…

Other Non-Punitive Interventions as a Factor Facilitating Restoration

Reports about other non-punitive interventions that participants perceived as restorative were the most robust. This section outlines how this robust data set was categorized and compared to reveal which factors were most important in connection to facilitating restoration. This section is divided into three parts. The first part takes the reader through the categorization and comparison process that was used to reveal which factors were most effective at facilitating restoration. The second part summarizes the factors that emerged from the categorization

125

process, and the third part of this section provides a detailed report of teacher and student reports, providing the contextual foundation to understand how these factors were presented and perceived to be important by participants.

Process Used to Categorize and Compare Teacher Interventions

Reports in connection to effective practices were so robust that it was important to develop a method to determine which interventions were factors that facilitated restoration. Teachers and students reported teachers to have greater or lesser degrees of efficacy across the three domains of restoration identified as important in findings for research question 1: a) teacher/student relationships, b) compliance and c) productivity. In order to identify what factors facilitated one teacher's perceived greater efficacy, and which factors challenged another's, this study sought to identify more effective teachers and less effective teachers according to participants' views. Comparisons were therefore made between reports about teachers who shared the same focal student to determine which teachers were consistently reported to be more effective in comparison to their peers. Such a comparison was relevant because the school's small learning community (SLC) structure ensured that teachers with the same focal student shared the same group of students as the other teachers who had that focal student in their class. Thus, differences reported about teacher efficacy were reported in connection to the same group of students in several cases.

It should be mentioned that this study in no way can make claims, nor sought to make claims about these teacher's efficacy in a general way. This study only sought to compare each teacher's efficacy in comparison to the peers that shared the same group of students. This comparison was done to determine which practices emerged as more or less effective at

facilitating restoration across all three domains of restoration identified by participants in this study: a) teacher/student relationship, b) compliance, and c) productivity.

To determine participants' perceptions of teacher efficacy, teachers' reports about their own efficacy were compared with the focal student's reports about the teacher's efficacy. Next, findings about teacher efficacy were compared to other teachers that shared the same focal student. Since this school uses SLC's these teachers shared not only the focal student, but the same group of students, and thus such a comparison revealed important findings about which practices were more or less effective for these focal students and their cohorts. Teachers spoke in some detail about the various non-punitive interventions they attempted, and that they considered such activity to be "restorative" efforts to intervene upon student misbehavior. These various non-punitive interventions were reported in detail for research question 3: What other interventions do teachers use as an alternative to behavior referrals or punitive measures that participants perceive to be restorative? By comparing teacher and student reports about teacher efficacy to determine which teachers were more effective than their peers with each focal student's cohort, several practices emerged as more important to facilitating restoration. Below are examples of both teacher and student reports about teacher efficacy:

Table 19
Teacher and Student Reports About Teacher Efficacy

Teacher and Student Reports About Teacher Efficacy		
Mr. Vick	**Mr. Thomas**	**Ms. Underwood**
I just try to control him, and I try to keep him learning and I try to be as good a teacher to him as I possibly can. And keep him on task. And everybody else is pretty cooperative about it, so I, I wouldn't have been able to do it without a lot of cooperation from people in the class. Because George is really the last… holdout.	I feel like I have done all these things, and nothing has worked. So that's also… not at this point a pretty definite hurdle. I feel like I don't know what else there is to do. I feel like especially with those kids it's at this point like, we don't get along, you know, they don't like	I feel when multiple students are talking, I uh I feel frustrated right now, because nobody… you are not um, not listening to the, the directions, so I try to use it, but… not as much. Maybe not as much as I should, but, uh, yeah I either roll with the, uh, roll with the flow, or uh, at the end of the

there are signs that I've connected to him because he's in... he's CONTANTLY in my room!

you can be really, really honest with them... and they are really honest back and I think our demographic likes that more than anything else.

I think it works, I notice it works when I... notice that they're actually hearing me. That they go, that they go... they respond with something that's coherent... like that's appropriate

me, um... at all, there's just nothing I can do to work with them.

I kind of default into which is kind of the, the uh, the negative, or maybe sarcastic, kind of... "are you kidding me? Like that's all you've done in the last 20 minutes?" Things like that.

I did my best to not argue with them, I did a little bit of arguing with them, cause the way I was seeing it is all the problems they had with me were a direct result of me dealing with the problems with them

class period I will be like so angry because, uh, different things that happen are constant reminders about classroom management.

It's like the constant monitoring, that gets exhausting. It's not the teaching, it's the management that drains you.

I'm still learning. Learning uh.. the uh... lessons.. as well as to be more explicit about teaching it and actually using it in a practical way. Instead of like, "oh, we're gonna take a day to learn about restorative practice" and I think the hard part is trying to integrate it into our regular practice.

George's Reports for Each Teacher		
Mr. Vick	**Mr. Thomas**	**Ms. Underwood**
He's one of us	He's creepy.	She's chill. She's regular. cool. She's, what's it called, she's really really laid back on stuff, like if you say something, she knows that you're just playing.
He's cool	Well, last time he wasn't like, the nicest teacher. He was, like annoying.	
He's my favorite teacher		
He knows we were like, playing, so he'll, like, play with us, but there's a certain point where we have to stop	I know a lot of people in that class, doesn't like him, don't like him because he's strict, and he's like, a smart aleck.	It's just like when it's extreme, she knows just, like, just, stop you
whenever people don't understand it, he'll, like, make me get up in the, what's it called...? The white board, and solve it so, and show them how to do it.	just like hecka strict and not give us any chances to talk or something you know, like, go back and back and forth with the people, with the kids who talk with him. Like when my friend, when he cussed him out, he want, he was like, push he was pushing my friend, pushing his buttons.	she'll get mad about that because that's like... disrespectful. But, like, other stuff, like, people talking, uh, while, they're just trying to do the work... she doesn't get mad about that.
I feel like, he's, like, closer, closer I guess?		
I was just, like, thinking that he was just like just a regular teacher, like, giving me stuff I didn't even know or need to learn, but like after he told us that, that's like when I really started paying attention.	now he's like... he's better, and like, I like him now. He's cool.	when we're watching the class, she'll stop us and say, "you guys were doing really bad, and I want you guys to be quiet, and if you guys don't be quiet I'm sending you guys out."

In the teacher efficacy table above teacher and student reports were compared in their

own words to determine how participants reported each teacher's efficacy across all three

domains of restoration: a) teacher/student relationship b) compliance c) productivity. As can be seen in the above reports, Mr. Vick stands out in various ways. For the domain of teacher student relationship, for example George calls Mr. Vick "one of us", and his "favorite teacher." Mr. Vick describes George's class as "pretty cooperative" for the domain of compliance, which is distinct from Ms. Underwood's and Mr. Thomas' reports about the same group who struggled to get both classes to stop talking. Mr. Vick and George's reports demonstrate that Mr. Vick is able to get George to go up to the board to do work, which was also distinctive in comparison to Mr. Thomas and Ms. Underwood who were not able to get George to do work for their classes. So, the examples of participant reports provided above seem to portray Mr. Vick as the more effective teacher in comparison to Mr. Thomas and Ms. Underwood for George and his cohorts.

Each student involved in this study was part of an SLC and as such, the same group of students shared the same teachers for the school year. SLC's, then, allowed a comparison between teachers within the same SLC to discover how different teachers handled the same group of students. The reports provided above were originally quite robust, and participant reports in connection to teacher efficacy was therefore summarized for each group of teachers sharing the same focal student (table 20, below). This process helped boil down which teachers were more effective in connection to each focal student for each domain of restoration. Comparing teacher and student reports about teacher efficacy, I analyzed how student and teacher reports connected to each of the three domains of restoration. An example of such student and teacher reports of teacher efficacy is included above on table 19. After analyzing those reports from teachers and students' findings emerged regarding how each teacher performed with the focal student and his peers for each of the three domains of restoration: a) teacher/student relationship, b) compliance and c) productivity. The generation of teacher

efficacy tables (example in table 20 below) helped boil down an extremely robust data set into a clear summation of each teacher's efficacy for each domain of restoration. An example of these teacher efficacy tables is provided below:

Table 20

Summary Teacher Efficacy Table Example

Summary Teacher Efficacy Table for George			
Participant	Relationship with Student/Class	Student/Class Compliance	Student/Class Productivity
Mr. Thomas	**1st Interview:** Mr. Thomas and George reported a poor, even toxic relationship with student and with class, though more toxic with class than George. **2nd Interview:** Positive relationship with George and with class	**1st Interview:** Mr. Thomas and George reported low compliance. Mr. Thomas reported being overwhelmed. Both Mr. Thomas and George reported being overwhelmed and not knowing what they could do to change the toxic situation. **2nd Interview:** Dramatically improved compliance. Mr. Thomas and George reported students willing to comply with instructions, but Mr. Thomas reported having to remind class often, which still frustrated Mr. Thomas	**1st Interview:** Mr. Thomas and George reported low level of productivity from student and from class. **2nd Interview:** George reported dramatic improvement in productivity from himself and his friends, which were the most disruptive in the class. Mr. Thomas reported improved productivity, but that it still was "not enough."
Ms. Underwood	**1st and 2nd Interview:** Ms. Underwood and George reported a positive relationship. Ms. Underwood was "chill" and "everybody respects Ms. Underwood" according to George.	**1st and 2nd Interview:** Ms. Underwood reported consistent lack of compliance from the class and especially George and his friends. She reported her 'point system' sometimes worked, but inconsistently. George reported compliance and willingness to comply with Ms. Underwood.	**1st and 2nd Interview:** Ms. Underwood reported a great deal of off-task behavior that she could not figure out how to address from George and his friends, and this impacted other students' productivity, often requiring removing problem students from class.
Mr. Vick	**1st and 2nd Interview:** George reported that Mr. Vick was his favorite teacher. He's "one of us" according to George. Mr. Vick reported struggling with George, but that George liked him, and that George spent lunch in Mr. Vick's room.	**1st and 2nd Interview:** Mr. Vick reported being able to keep George in class and become compliant, more so in the 2nd interview, but it required a lot of work. He reported more compliance from others in the class.	**1st and 2nd Interview:** Mr. Vick reported being able to get George to do work on the board but was still challenged to get him to do his individual work. Reported getting a "critical mass" of the rest of the students on task, supporting efforts with George. George reported valuing the work he did in Mr. Vick's class.

Mr. Vick stood out amongst his peers for George and the cohort of students they shared. Mr. Vick demonstrated restoration across all three domains of restoration for George and the class: a) teacher/student relationship, b) compliance and c) restoration. Though Ms. Underwood and George both reported having a positive relationship with one another, Ms. Underwood reported seriously struggling to gain compliance and to get her students in George's class to do any work. Mr. Thomas and George originally reported that Mr. Thomas struggled the most in comparison to his peers with all three domains of teacher efficacy: a) teacher/student relationship, b) compliance c) productivity. Later, Mr. Thomas improved his relationship with George and the class, and was able to greatly improve George and the class' compliance and productivity. Mr. Thomas reported being very frustrated, however with what he perceived to be a very low level of productivity from the class, even after the positive change he and George reported. Mr. Thomas did report that the level of productivity was improved, but not as much as he would like. Mr. Vick reported a significantly greater level of productivity from George's class, and more importantly, from George. Though Mr. Vick was still working on getting George to be as productive as he wanted George to be, George was the "last holdout" in comparison to Mr. Thomas who felt many in the class still were not productive enough, despite a great deal of improvements in the domain of productivity.

This same process was used to identify the more effective teachers involved in this study. This was done so that information about which teachers were more effective could point us to practices those teachers emphasized as more effective at facilitating the restoration they were able to achieve above and beyond their peers with that group of students. Using the process noted above to identify which teachers were more effective than their peers for each focal student and her/his class, the following four teachers emerged as the more effective with the

focal student and her/his class: Mr. Vick, Ms. Plath, Mr. Aarons, and Ms. Ness. Table 21 below

shows which teachers are connected to each focal student.

Table 21
List of Teachers Recruited in Connection to Focal Students

Teachers Connected to Each Focal Student			
George	Paul	Debra	Samantha
Mr. Thomas	Mr. Aarons	Ms. Ness	Ms. Plath
Ms. Underwood	Ms. Buck	Ms. Canady	
Mr. Vick	Mr. Carr		

It should be noted that though there were fewer available comparisons available for two

teachers, Ms. Plath and Ms. Ness, these two teachers were reported to be highly effective

teachers by their focal students, often through general comparison to other teachers in the focal

student's experience. Reports by Debra and Samantha identified Ms. Plath and Ms. Ness as

more effective in comparison to other teachers involved in this study, thus these teachers were

included as more effective teachers for the purposes of identifying factors that facilitate

restoration.

Once the more effective teachers were identified in connection to each focal student, the

next step was to discover the factors that facilitated restoration. This process involved

discovering what the more effective teachers did differently than their peers and participants

reported were more effective practices to facilitate restoration. For the purposes of effective

triangulation, four different sets of data were compared to identify the factors that were most

effective at facilitating restoration: 1) Each report by each teacher about each intervention was

recorded, noting how frequently each teacher spoke about each intervention. 2) Practices

teachers reported to be highly effective. 3) Student reports of which teacher interventions were

more effective at getting them to improve. 4) Two reports of a recent and dramatic restoration at

the individual and group/class level were compared to identify the factor(s) that were common to

both events. An example of the categories used is provided below:

Table 22
How Frequently the Most Effective Teachers Talked About Interventions

Interventions the Most Effective Teachers Use as an Alternative to Behavior Referrals or Punitive Measures				
Making a Personal Connection				
Intervention	Mr. Vick	Ms. Plath	Mr. Aarons	Ms. Ness
Asking how student is doing/quick check-in on student well-being,		8	2	
Casual conversation	3	7		1
Listen to student share personal stories	2		13*	1
Express concern about student				
Notice details about student (e.g. changes in style or appearance, where student hangs out, etc.)	30*	12*	6	10*
Ask about/talk with student about their interests	5			
Humor (e.g. make jokes, play along with student humor)	7		1	
Authenticity/honesty	8	9**		
Sharing personal stories	5	5		
Do favors (e.g. give banana, pen, notebook, etc.)	1			
Allow students to talk and socialize when appropriate (teacher involved, but not leading/informal).				
Total Reports of Making a Personal Connection	61	41	21	12
Interventions Teachers Use as an Alternative to Behavior Referrals or Punitive Measures				
Formal Interventions				
Intervention	Mr. Vick	Ms. Plath	Mr. Aarons	Ms. Ness
Explain what student did/is doing wrong	3	6	3	3
Ask student "What happened?"	1	1		1
Listen to student's side	2	2	2	3
Let 'little things' go	7	6	2	5**
Talk (formal intervention, unspecified)	9	3	2	1
Re-direct			1	
Parent contact	10	2		
Move student to new seat	6		3	

Intervention	Mr. Vick	Ms. Plath	Mr. Aarons	Ms. Ness
Affective statements				
Grade checks				
Move student out of room (non-office referral)		1		
Formal circle				
Allow students to participate in instructional plan	2	4		
Allow students to choose where to sit with conditions	3			2
Allow students to socialize with conditions	1			
Walk and Talks				
Total Reports of Formal Interventions	44	25	13	15

Interventions Teachers Use as an Alternative to Behavior Referrals or Punitive Measures

Maintaining a Stable Learning Environment

Intervention	Mr. Vick	Ms. Plath	Mr. Aarons	Ms. Ness
Being calm	12**	5	8**	2
Patience	1	4	1	
Admitting when wrong		1		
Self-reflection		8		
Self-monitoring	11	4	6	
Clear, consistent expectations	6	2		
Consistent routine(s) for addressing misbehavior				
Consistent instructional routines				
Consistent good instruction	10			4
Consistent encouragement				
Positive attitude	7		2	
Total Reports of Maintaining a Stable Learning Environment	47	24	17	6

* Most frequently mentioned by teacher during interviews

** Second most frequently mentioned by teacher during interviews

Table 23

Student Reports About the Most Effective Interventions Used by Teachers

Student Reports About the Most Effective Interventions Used by Teachers	
Making a Personal Connection	
Intervention	Student Reports
Asking how student is doing/quick check-in on student well-being,	Samantha: all his teachers' is caring about him, you know, making sure he's ok, making sure he has stuff, you know? It's just those kinds of things. I think you should just pull them aside and just, "is everything ok?" and you know, just ask them, "is everything ok?" and like just keep catching up with them,

	and like every day, just like, "how are you today?" you know?
	Like they, they like, pull you to the side and be like, "ok, are you ok?"
Casual conversation	Samantha: sometimes they're lecturing, sometimes they're telling me what to do, and stuff like that, but sometimes it will be on a personal level. they have conversations, like, they keep the conversation going, and going, and going. They talk, they're talkative. They're like the teacher that just… talk, and even though I get really annoyed for a minute, it just, I like when teachers talk and talk because it give me something to talk about, and it gets me going, and gets class going
Notice details about student (e.g. changes in style or appearance, where student hangs out, etc.)	Samantha: if some, some kid is struggling, in school, and you see it, just automatically know that there's something going on in their personal life.
Humor (e.g. make jokes, play along with student humor)	George: Ms. Underwood is like, funny. Like when we tell her a joke, she'll what's it called?... We'll tell her a joke, she'll be like, "yeah, right" and try to be sarcastic with it. So yeah. he'll just act goofy, trying to be funny. Paul: she doesn't teach us fun like Mr. Aarons Samantha: when you joke with them, in a joking manor, it just, it makes them laugh, and then, it makes them want to do their work, rather than just sending them out, you know? I guess it was, one of the boys, I don't know who it was, I guess she, uh, when he was acting up, she was just, acting in a joking manor, like it was a joke, and I think it just made him more, it get him to laugh they're like really hecka fun to be around with, like, they're not the kind of teachers that's always serious all the time, they'll joke around here or there, a little bit
Authenticity/honesty	George: Like [teacher], she's she's from here, like she dresses the way we dress. Like Mr. Vick sometimes does, but… not most of the time, but sometimes, if it's like raining. He'll like just dress regular. But other teachers dress fancy and stuff.

| | they just try to… talk the same way, or act the same way (casual).

Paul:
the other teachers that kick you out, they'll make it seem like you did something really, really, really bad, and then, as they're like writing the referral, they'll say, like, this student was talking excessively and disrupting the class, but you were only talking to the people around you at your table and stuff. But Mr. Aarons, as he writes a referral and stuff, he actually put what happened, like, the student was chewing gum, or the student was talking. |
|---|---|
| **Sharing personal stories** | Samantha;
if Ms. Plath is talking, and like, keep the conversation going, and she'll be like, "ok, get back to work," and then she'll go in front of the class and she'll tell us about her story life and stuff,

like personal sharing, but, like, like, it's like, funny stories, that happened to her |
| **Do favors (e.g. give banana, pen, notebook, etc.)** | Paul:
if you ask your teacher for a pencil, they'll like, give you a pencil, instead of saying like, stopping the whole class just to tell you you need to bring a pencil to class.

Samantha:
she did stuff for me, that happened to me, in class |
| **Allow students to talk and socialize when appropriate (teacher involved, but not leading/informal).** | Debra:
like the little things certain people do, it will tell you about them, like I left my tea in there, and he came all the way to my class, my 2nd period class to bring it to me. So that means, he must have looked up my class, and came all the way over there to bring my tea to me in my class. |

Interventions Teachers Use as an Alternative to Behavior Referrals or Punitive Measures	
Formal Interventions	
Intervention	**Student Reports**
Explain what student did/is doing wrong	Paul:
he'll say like, when you're talking in class a lot, and then he'll take you outside, and, he'll have you go outside and say, like, I seen you talking a lot and you need to stop talking, and you just lied to me, and…

A good teacher, they'll talk to you, tell you when you're wrong, they'll tell you when they're wrong, and then they'll just send you back inside and let you back inside. |
| **Let 'little things' go** | Paul:
good teachers, um, they don't, they don't bug you for every thing that you do |
| **Grade checks** | Debra:
so he was like, "that's what it is, you missed something." That's what it is, so I'm like, "Ok," And he was like, "if you do this, you'll be back up there." So I did it, I came, I |

136

	studied, I came back, I did it, and I got my grade back up in a day.
	show them their grade and that they're failing. And show them, like, you just do this, and that, and you'll be back up.
Allow students to socialize with conditions	Paul: Like, teachers let you multi-task if you're doing your work, and you know, doing, doing whatever else you're doing. Talking, or whispering to your neighbor or something. They'll let you do that

Interventions Teachers Use as an Alternative to Behavior Referrals or Punitive Measures

Maintaining a Stable Learning Environment

Intervention	Student Reports
Being calm	Paul: Mr. Aarons, he was cool about it, he wasn't yelling, and like, "Why are you chewing gum in my class?" he was just like, "you've got detention" and, "go spit your gum out, you have detention at lunch," He was calm, like, I mean how the other teachers would like, yell, if you eat any food in the class, he was like, "you have detention". The other teachers, like Ms. Buck, she would probably yell, and like my other teachers probably will, but he would just be like, "you have detention after class." like, sometimes she does, but only when she's in a good mood. But if she's not in a good mood, she's going to be hard on us. Samantha: It's just be politely and the student doesn't be right, then they have to be firm about it.
Clear, consistent expectations	Paul: with him, it's just like, I got kicked out for a reason, and I know why I got kicked out, but with other teachers I don't remember me doing all of that.
Consistent good instruction	George: make sure they, like, every student… make sure every student learns the assignment.
Positive attitude	Debra: some kids, when you like, when you're like, friendly with them, meet with them and you're like, "hey, do your work," and stuff, then they want to do it. But when you're the teacher that's like, catching an attitude, like trying to going back and forth with the kid, it's not gonna work out because the kid is just eventually gonna get kicked out. when you're like, when you're not rude about it, when you're not like (the sixth period teacher) yelling at the

student, it's not going to make them want to listen to you, but when you try to kinda be friendly with them

Table 24

Explicit Reports of Emphasis about Interventions by Teachers

Practices Teachers Reported to be Highly Effective			
Mr. Vick	Ms. Plath	Mr. Aarons	Ms. Ness
I definitely got that I need to be honest about where I'm at and what's going on and encourage them to be honest about what's going on	like I said, what is, I think is very, one of the more destructive or scarier practitioners is someone who is bouncing around a lot. the unpredictability. Specifically for our population is very, very damaging.	But I think that's been my… my strength over the last few years is my, knowing my students and knowing what buttons they like… I don't know, where they like to be scratched, you know?	To me it's somebody who builds a relationship with students and is um… is non-reactional, is purposeful in their choices and actions, and how they choose to deal with kids and instead of reacting, uhm… and not going to emotional reactions and just dealing with it as it is.
They really like the honesty.			
you can be really, really honest with them… and they are really honest back and I think our demographic likes that more than anything else.	and I think that's really important. So I think that's between the lines. I think just really ta-… you, touching base with them all the time	Because we're suckers for encouragement. (laughing). Basic, you know, we like to be told we're good at something, we like to be patted on the back. We like, we're dogs by nature (laughing). I don't care who you are, everyone likes a compliment. Everybody likes to be thrown a bone, it's like, that's just human nature.	I think I work really hard to build a relationship with each of my students in a different way, so I can get to know them, so I can be a better teacher because when we're teaching, we have so many choices that we have to make every second, that if I have a relationship with a kid, then I know, "ok, this kid is putting their head down, that kid is goofing off, and I need to approach that different than if it's a kid that always puts their head up, or the kid that jokes with me I can approach different than the kid who doesn't joke with me.
The most effective thing I did… was… I just lost it one day, and started to cry. And… that… really…. Affected them. Yeah, I told them exactly how they made me feel as a teacher. And, and how frustrating it was to have gone through, you know, ten years of school, to become a babysitter. And, and, you know, and I, I, I… there were, I… I… I sort of lost it because it was a very sad anniversary for me that day, and so… I just went with it. And, and, um… it turned into a huge deal with them.	To me, I don't know, like because of the class size, you get to do an emotional scanning of each student, thirty students, thirty two students, not only is, but, within the first 15 you should have made contact with each kid. Somehow.	I've always done well with encouraging students, and I think restorative teaching does that, it encourages students, um, recognizes when they do something positive-	
	Taking the time to really check in with them. Like I said, it doesn't have to be some procedural routine with every kid as they walk in the door. That is not authentic.		
not giving up and staying connected to them. And not loosing your relationship with them because that's all it's hanging on.	You know, I'm being really real, and I share my life with them, um, I think that helps foster it when there's tension, it's not like there's these, hearing me like this: I'm putting on a, like, like a coat or something. It's like, no,		

this is Ms. Plath, this is
Ms. Plath

I'm just myself. If I'm
sad, they see it. I'm not
trying to fake it. I'm not
saying I'm bawling in
front of the class, about
my life

Table 25

Example of Dramatic Restoration that Participants Perceived to Impact

Reports of Radical Restoration at the Individual and Group/Class Level	
Mr. Vick	Mr. Thomas
The most effective thing I did… was… I just lost it one day, and started to cry. And… that… really…. Affected them… I, told them exactly how they made me feel as a teacher. And, and how frustrating it was to have gone through, you know, ten years of school, to become a babysitter. And, and, you know, and I, I, I… there were, I… I… I sort of lost it because it was a very sad anniversary for me that day… And so… I just went with it. And, and, um… it turned into a huge deal with them. And uh, especially affected by that was (another student) and (yet another student). Whose part of this group of boys that's just really just, they don't do anything and they just want to play. It cracked… it totally changed the kids just really… that was the most effective thing that…. Being that vulnerable, and being that forthcoming, and letting them know how much I wanted them to succeed, and you can't really tell what's going on with a person, and if you're behavior gets them to cry, then maybe you want to examine your behavior (laughing).	We just talked about it. I was asking how things, I just kinda had an open classroom where kids, where I let the kids, we were just talking about it um… talking about, I guess, hearing their point of view, how things were going and things that they thought would make the class better. Um, make them more willing to be engaged in the class, and um… and… things that they wanted me to… kind of… I guess they, they were saying I was too… a couple different things… one that class was boring, right? and um… The other was like, I'm too strict. I expect too much out of them, I don't give like, them any chance, for um… for just kind of like… just goofing around or whatever… um… and I, I could see their perspective, for me it was like, '" yeah, that's because whenever I relax a little bit, things get out of control, and um… whenever we try to do the things that are more, more fun, then there are problems," in fact, uh… so anyways, uh… I, I… I told them I'd work on that… I have been, and… um… it's been - there's a couple kids that have really… that's helped a lot… I have another George (student name) in the class that he's kind of like, completely turned around, and he's doing work and not having problems, not being a behavior issue. George, it seems like that's helped kind of, our rapport, in our relationship where I just feel like it's more friendly… and engaged…. Um…. than before. I, I think it's had some benefit there… like I said, I think it's part of the reason why, he's doing more work. Um… and being more willing to try. I still… it's like, it's just not enough, yet.. but it's an improvement. So, I think that was definitely helpful.

Effective Non-Punitive Interventions at Facilitating Restoration: Summary of Findings

Four practices emerged from this analysis as being perceived by participants as more effective at facilitating restoration than other practices. These were, a) authenticity, b) noticing, c) daily check-ins, and d) sharing personal stories. *Authenticity* emerged as important because it was a factor represented within each data set. Ms. Plath spoke about authenticity almost as frequently as she spoke about the details she noticed about her students. Both George and Paul emphasized during their interviews that authenticity was very important when talking about the things good teachers do, and Ms. Plath and Mr. Vick also explicitly proposed that 'authenticity' was important as a factor to generate improvements across all three domains of restoration. In addition, 'authenticity' was an important factor facilitating the dramatic restoration both Mr. Thomas and Mr. Vick experienced that year with the same group of students. For both Mr. Thomas and Mr. Vick, the experience involved a moment of open and honest sharing of the teacher's frustrations and elicited and open and honest discussion and reflection on the situation from the class. Thus, authenticity emerged as important because it possessed a high degree of corroboration across all four data sets: frequency of teacher reports, teacher's explicit emphasis, student emphasis, and was an important factor within each of the two reports of a dramatic restoration.

Noticing was identified as another important factor facilitating restoration, mainly because three of the more effective teachers noticed so many more details about the students in their classes, over and above their peers, as well as spoke most frequently about these details during interviews. It is understandable why students may not report teachers noticing them, however one student, Samantha did and that being noticed was important to her. All four of the most effective teachers also reported a greater level of efficacy in the application of other

interventions because the knowledge such noticing provides them about each student. Such knowledge provided teachers with an ability to respond differently to each student, and these teachers claimed that it made their interventions more effective across all three domains of restoration. Mr. Aarons did not speak as frequently about noticing as did the other more effective teachers in this study, however, even Mr. Aarons explicitly emphasized how important it was to notice details about his students so that his positive feedback can be more powerful and that such efforts led to positive relationships, greater compliance and greater productivity from students.

Daily check-ins with students was also strongly emphasized by Ms. Plath and Ms. Ness as facilitating restoration, and one of the focal students, Samantha, also strongly emphasized how important such daily check ins were to her for all three domains of restoration. *Sharing personal stories* also emerged as an important factor for both students and teachers, and students reported valuing learning stories about their teachers. Mr. Vick and Ms. Plath also emphasized how important telling personal stories were to students, that being 'vulnerable' in that regard was important. Samantha also reported this to be important, and Mr. Vicks story of a dramatic restoration involved a very intimate moment of personal sharing.

This categorization process found strong corroboration across data sets as communicating a high level of importance. Also, when both teachers and students explicitly emphasized that a specific practice had a strong connection to the three domains of restoration, such reports were also prioritized as indicative of importance. These three domains of restoration again were: a) teacher/student relationship b) compliance and c) productivity.

In addition, *being calm or patient*, and *explaining what a student did wrong* emerged as important, though less so than the four discussed previously. *Being calm or patient* emerged as

141

strongly connected to facilitating restoration in only the domain of a) teacher/student relationship. However, these factors were found to be important as factors that challenged restoration when teachers were not calm or patient and did not explain what a student did wrong. Details about this are provided in the last part of this section, entitled 'secondary interventions facilitating and challenging restoration.' The next section presents a more detailed examination about how each of these factors facilitated restoration according to the participants.

Detailed Findings: Authenticity

Both teachers and students emphasized the importance of authenticity, and teachers that emerged as more effective were also reported by focal students as "real" or "just themselves" and students claimed "they act like themselves". Often students connected authenticity to honesty. Such authenticity was explained by students in a number of ways. It was often reported as a personality trait, an unguarded persona, acting more like a "real" person than like a teacher, or that they were being "real." Students connected authenticity to teachers being honest on office referrals, proposing that not all teachers are truthful in their descriptions of what happened when writing up an office referral. Authenticity was also often connected by students to being personable, having a sense of humor, and being honest. One student, George, connected authenticity to a more casual attire and attributed dress shirts, shoes and a tie to being inauthentic.

Teachers also emphasized authenticity, often in connection to honesty. Teachers also commonly connected authenticity to being open and honest in terms of their feelings and their personal and professional challenges as a way of being relatable to students. As Mr. Vick put it,

> I don't know what… the whole schmow is… with restorative practices, I mean, I couldn't name them… but I definitely got that I need to be honest about where I'm at and what's going on and encourage them to be honest about what's going on

Ms. Plath shared how she would let her classes know when she was experiencing a stressful situation at home or in her personal life as a way to be authentic and let students know that she is human and can sometimes struggle emotionally. Mr. Vick also connected "vulnerability" to authenticity and professed that such vulnerability was important to students. In the two examples of a dramatic restoration at the individual and group/class level, both Mr. Vick and Mr. Thomas had a moment where they "broke down" and shared their unguarded feelings about how they felt about the way the class was behaving, and conducted an open and honest discussion with the class about how to move forward as a result.

Detailed Findings: Noticing

Teachers who were comparatively more effective noticed a great number of details about their students, such as who students hung out with, where students hung out on campus during lunch, differences in mood and attire, and which students were the most influential with peers. These teachers reported this information to be invaluable and explained how they would leverage this information to build relationships with difficult students, identify methods to intervene upon misbehavior, and information gained would aid them in knowing how to respond to student behavior.

In one example, Ms. Plath explained how the fact that she noticed that a student who normally did not put his head down allowed her to respond to the student putting his head down during a lesson in a more sensitive way and identified that this student was in a challenging place, emotionally. Ms. Plath confessed that this was not how she would always respond to a student putting their head down, and that in some cases, a strict response was called for, such as when a student is simply bored. The key, she emphasized, was noticing details about the

students and getting to know details about the students so that the teacher is well-informed about how to respond to each student, depending upon each student's situation and circumstances.

Ms. Ness also reported such noticing as important, in almost exactly the same way, emphasizing that responses to behavior must be founded in a one-on-one relationship with each student, and that responses to student behavior must be based on a teacher's knowledge about the details noticed about the student. Mr. Aarons shared about the importance of knowing such details about his students as well, but he emphasized how important such details were in providing meaningful positive feedback. Giving positive feedback to students was an important practice to Mr. Aarons, and he emphasized how important it was to learn and notice details about his students so that his positive encouragement can have greater potency. He used the example of complimenting one student on their handwriting improving, knowing that the student had been working hard on this; with another student, it was important to compliment his English skills, knowing that the student was new to the country and had been working hard to learn English.

Mr. Vick's ability to notice details about his students allowed him to isolate the main instigator of a particularly challenging group of freshmen who were challenging several teachers in the SLC. He was also the only teacher to have identified that George was the main instigator of the consistent misbehavior from the class, and such noticing allowed him to develop targeted strategies specific to that situation, unlike the other teachers who shared the same students. Mr. Vick could eventually get George to do some work on a regular basis during class, which the other teachers who shared George and his peers could not accomplish, and Mr. Vick connected such efficacy to the details he noticed about George that George's other teachers did not report.

Detailed Findings: Daily Check-Ins

Another trait more effective teachers consistently emphasized as important to student restoration was a practice of checking in with students on a daily basis. This was presented as a practice of cycling through the class each day, usually involving a brief exchange with each student, perhaps in the beginning of class or throughout class, taking conscious note of how each student seems to be feeling, and following up with students who may appear to be feeling upset or depressed. As one of the focal students, Samantha, put it, Ms. Plath "just keeps the conversation going and going and going..." Samantha also emphasized how important it was to her that Ms. Plath checks in with how she is feeling every day, that this experience made her more willing to comply with instructions from Ms. Plath and that her classmates were similarly inclined due to such efforts. Such efforts were reported as evidence of a teacher caring about her. Evidence of caring was reported by all focal students that encouraged them to be more productive and more willing to comply with teacher instructions.

Detailed Findings: Sharing Personal Stories

Sharing personal stories was also reported to be important for developing positive relationships with focal students and was a practice that was reported by students and teachers to be connected to students being willing to comply with teacher instructions and be more productive. Teachers who shared personal stories were seen as more authentic. For example, George reports the personal sharing of his favorite teacher, Mr. Vick, as important to his conception of Mr. Vick as "one of us." Mr. Vick was reported by teachers and George as the only teacher that George would consistently do any work for. Though Mr. Vick struggled to keep George from disrupting class and on task, his struggles were reported to be much less

145

intense than the other teachers who shared George and his cohorts. Mr. Vick shared a story about his brother's recent death at one point with the class while struggling to get the students on task, and this event was profound for George:

> I was just, like, thinking that he was just like just a regular teacher, like, giving me stuff I didn't even know or need to learn, but like after he told us that, that's like when I really started paying attention.

George connects this experience to his impression that Mr. Vick is "one of us," proposing that his and his peers' willingness to comply is based on the fact that he and the others in the class like Mr. Vick and are sincerely concerned for how their behavior impacts him.

Detailed Findings: Secondary Interventions Facilitating and Challenging Restoration

Teachers who were reported to have difficulties remaining calm and patient were shown to be less effective in comparison to their peers, even if the teacher and student reported that the teacher engaged in all the other factors noted above as most important by teachers and students in connection with teacher efficacy. Two teachers involved in the study reported difficulties maintaining a calm temperament, which was confirmed by students, Mr. Thomas and Ms. Buck. Both teachers also reported having more severe challenges in all three domains of restoration from the focal student and the class than the other teachers sharing the same group of students. Students confirmed that these teachers struggled to maintain a positive teacher/student relationship, gain compliance from member of the class and keep kids on task. Both students, George and Paul explicitly connected these difficulties to each teacher's tendency to lose their temper and become rude or impatient with students. Ms. Buck engaged in each of the activities reported to be connected to the more effective teachers: a) authenticity, b) noticing c) daily check-ins and d) sharing personal stories. Despite this, Ms. Buck struggled to remain calm, and

Paul claimed that this impacted Paul's relationship with her, as well as his and his peers' willingness to comply with Ms. Buck's instructions and stay on task.

Teachers who explained the reasons for consequences, remained calm and/or were reported to have clear expectations were perceived positively by all the students in this study, and the focal students reported accepting those consequences, and feeling that such consequences were fair, and that they believed that the teacher cared about them, despite the consequence. Such students identified the consequence as the result of their own behavior, not a result of 'unfairness'. In one example, George even reported that one of his teachers, Ms. Underwood, had not given him a single office referral, when at the time of that interview, she had given him six. After clarifying this detail with him, George explained that the reason he did not feel like he had gotten in trouble in Ms. Underwood's class was because she explained why she was giving him the consequence, and that her expectations were clear and reasonable. George went on to explain that he agreed with Ms. Underwood's expectations and agreed that his behavior in those six cases was completely unacceptable. George admitted that his behavior was inappropriate in the case of Ms. Underwood, who was noted to have a calm demeanor and clear behavioral expectations. While Ms. Underwood struggled to get George and his peers on task and to comply with her instructions, she had a good relationship with the focal student, and was reported to have such a positive relationship with the individuals in the class.

In contrast, Mr. Thomas was reported to lose his temper, and George reported feeling singled out by Mr. Thomas in connection to such a temperament. These reports were supported by Paul's reports who claimed that his favorite teacher, Mr. Aarons, remained calm and was clear about his expectations, explaining them numerous times. Mr. Aarons was the only teacher to give Paul a referral. Paul relates this event as a reasonable action on Mr. Aarons' part: "with

147

him, it's just like, I got kicked out for a reason, and I know why I got kicked out, but with other

teachers I don't remember me doing all of that." Paul specifically mentions how important Mr.

Aarons' calm demeanor was, proposing that his calm demeanor when giving this consequence

was a key to Mr. Aarons' effectiveness as a teacher,

> He was calm, like, I mean how the other teachers would like, yell, if you eat any food in the class, he was like, "you have detention." The other teachers, like "Ms. Buck," she would probably yell, and like my other teachers probably will, but he would just be like, "you have detention after class."

Not all teachers who were identified as more effective were reported to have clear expectations

or to explain the reasons for consequences. Teachers who explained the reasons for

consequences or had clear expectations and had a calm, patient temperament were, however,

consistently perceived by students in this study as fair and when they gave consequences these

consequences were viewed as an appropriate response to misbehavior.

Mood/Atmosphere of the Class as a Factor Facilitating and Challenging Restoration

The "mood" or "atmosphere" of the class as described by participants also emerged as an

important factor facilitating or challenging restoration in all cases. A positive "mood" or

"atmosphere" was reported to be a key to the restoration of several students, including the focal

students. Negative mood/atmosphere was also reported to have a detrimental impact on a

normally well-behaved student and was reported by focal students to be connected to

misbehavior more generally. Participant reports of the mood/atmosphere of the class were

categorized under two themes: a) positive mood/atmosphere that helps moderate student

misbehavior and b) negative mood/atmosphere that inspires and/or drives student misbehavior.

Examples of these reports is provided below:

Table 26

Participant Reports of the Impact of Mood or Atmosphere on Restoration

Participant Reports of the Impact Mood or Atmosphere on Restoration	
Themes	**Examples of Participant Statements**
Positive mood/atmosphere, helps moderate student misbehavior	there's a couple kids that have really, that's helped a lot, I have another "George" [student's name] in the class that he's kind of like, completely turned around, and he's doing work and not having problems, not being a behavior issue. "George," it seems like that's helped kind of, our rapport, in our relationship where I just feel like it's more friendly and engaged.
	his mixing in with that particular group of boys. Him by himself, on the days where we have few attendance, and certain students are strategically absent, he's more focused. He does blurt out, but he does not have the response. The feedback loop.
	Like when nobody responds (hitting desk for emphasis) or when he blurt out a random question and nobody respond, he will sort of giggle, and he will… he won't do it again.
	I try to be as good a teacher to him as I possibly can… and keep him on task. And everybody else is pretty cooperative about it, so I, I wouldn't have been able to do it without a lot of cooperation from people in the class.
	it was this triangle and two of the, the two parts are gone. And so, doesn't give a long answer, he needed someone to start it, I don't know which is which.
	it's made the mood in the class a little better. It's made the mood better, for sure. Um… That leading to increased, like learning, and, and productivity.
	he's in the 'better kid' category because, he can keep- he can actually do some work and look at it and he'll think about it. Where before, he couldn't focus that long. And the oth- and the other kids around him don't want to engage with him… Because they're busy working… So, I mean I've got a critical mass now that's working that he is in an environment where people are working more.
	it doesn't have to be a certain type of class, it just has to be a different class, you know. You take 'em out of that setting, and you put 'em somewheres else, and they change.
Negative mood/atmosphere, inspires and/or drives student misbehavior	they were doing this roasting game that started in another one class and they spread to the other class and… that turned into like a spiraling circle involving multiple, uh students,
	there's five other kids in the class that bounces off each other…

they're just like roasting each other, just like saying rude comments to each other. Kind of, I guess they thought it was playful, just messing around, but it was like continuous,

When they're there, they will, they will, they will respond to him and he'll respond back, and will say something else, if they giggle…back and forth again.

It's harder to divide and conquer, and work with one on one kid because then the other kids are going to be doing stuff.

He's, he's playing for the audience.

so the class still has, the dynamic is still, there's a lot of… being off task. It's a smaller group. Um. And I'm able more to focus with, on them. Um… So that's, that's good. But it's, it's still a challenge if he's seeing other people that aren't getting stuff done he still kind of falls in line, line with them.

when you talk to him, he's very polite. But, put him in the context of the classroom, that's when something comes out, comes loose

He's kind of a mellow kid, but if he gets hyper, he can get distracted by the right person… And that class, unfortunately is full of distractions

Teachers and administrators strongly emphasized the importance of this mood/atmosphere to restoration and described how powerful such a mood/atmosphere can be in two ways. First, is the way such a mood/atmosphere facilitated and encouraged disruptive behavior. As an administrator on campus, Mr. Sampson put it,

The power of peer groups is… I think it definitely tends to trump the power of that relationship between the student and the teacher, and so how do you either harness that peer group to your benefit, or how do you limit those interactions that tend to disrupt, I think that's probably the biggest hurdle that teachers face

Second, mood/atmosphere was reported to profoundly impact a teacher's ability to maintain a calm, patient and positive demeanor. As Mr. Thomas put it,

I just feel like it, it got to that point because of ridiculous behavior in the classroom, because, you know, I don't start out like that… and, and, I, you know, kinda the

150

authoritarian and we're all going to be quiet and work, person. … but this class has just been so disruptive and so, like, off task that's just kind of been my default with how I deal with it, is I get more authoritarian, and I get more serious and less playful. And then, it's kind of like a cycle. It's bad, and it kind of continues. Even creates more hostility that makes the situation even worse. And they respond to that, and that makes me more authoritarian, you know…

The mood/atmosphere was not only reported to be important by participants in a general way, but in two instances, reports of restoration of both focal students and the class were reported to connect to changes in mood/atmosphere of the class. There were two cases of a teacher whose actions were reported to positively impact the class' mood/atmosphere, which was reported to be directly connected to the focal student's and the class' reported restoration, becoming more productive and compliant.

Almost all teachers, students and administrators reported that the mood/atmosphere significantly challenged, or support teachers' attempts to address misbehavior and would encourage or undermine restoration. Teachers described this phenomenon differently, using terms such as "tone of the class," the "feel" of the class, the "atmosphere," "mood," "class dynamic" or synonymous terminology to describe a force present within the class that existed with the group as a whole and exerted certain influence upon individual members of the class and which were reported to be notably distinct from relationships with individual students.

One scenario emerged that was frequently reported to occur by all teachers, administrators and students. As reported earlier, teachers reported using various approaches to make individual connections with persistently disruptive students, such as using one-on-one, face-to-face conversations. These practices would most often be reported by both the teacher and the student to be successful at developing a better relationship with the student. Despite such apparent improvements with teacher/student relationships following face-to-face conversations, student behavior during class was reported to remain unchanged. As Ms. Underwood put it:

151

> If you talk to (George), one to one, he's very personable… it's just that when you put him into the whole class, and you say, "Ok, time to work! This is your time to work…" and that (snaps fingers) turns the switch… it turns the switch and I remember you were wonderful a minute ago…

What is more, when teachers and students reported follow-up conversations with students about such inconsistencies, both the teacher and the student reported a sincere desire on the student's part to make a change. Teachers did not report that they felt the student was lying when expressing a desire to "do better." Students also reported a sincere desire to change and improve their behavior following such conversations with their teachers. Yet during class, as Ms. Underwood reported, the face-to-face conversations and agreements went "out the window!"

Mr. Vick claimed that this difference in George's conduct was due at least partially, but importantly, to the influence of the class' mood/atmosphere in moderating George's conduct and attitude. Mr. Vick reported that he could not have turned George around without the class' help. Mr. Vick reported a number of factors that helped to develop the mood/atmosphere that supported his restorative efforts, such as a new student who was older and more popular than George, as well as the disappearance of a few more challenging students. However, Mr. Vick did not report these factors as directly influencing George. His reports described how these factors influenced the class' mood/atmosphere, which in turn made the class more supportive of his efforts to get George on task. Not all the disruptive students disappeared, and the new student who was older was not always supportive, however, these changes facilitated a shift in the class' mood/atmosphere to make the class supportive, rather than inhibitive to restoration. This change in George's conduct and attitude was only reported by Mr. Vick to change *after* the class' mood/atmosphere changed. George's behavior and attitude were also reported to change in another class in connection to a dramatic shift in the class' affective resonance. George reported hating Mr. Thomas and claimed he did not know what subject Mr. Thomas was

teaching him. George's attitude towards Mr. Thomas and this class were also directly attributed by Mr. Thomas and George to an event that both reported changed the mood/atmosphere of the entire class. In addition, once the mood/atmosphere shifted, George's conduct and attitude shifted. George went from reporting that Mr. Thomas was "creepy" to reporting that "he's cool."

Another student, Paul, was reported to be influenced by the mood/atmosphere of the class, though in a negative direction. Paul described himself as a highly motivated, successful student who wanted to go to an "A-1" college so that he could play football and be successful. Paul wanted good grades and reported that he worked hard for them. Of the three of Paul's teachers involved in this study, two confirmed these reports, and described Paul as a well-behaved freshman boy who generally stayed on task, but occasionally needed a reminder to do so. These teachers reported that when Paul received a reminder, or re-direction, he was always respectful and complied immediately. Each of these teachers also reported to have few problems with students.

One of Paul's teachers, Ms. Buck, however, who had the same students as the other two classes, reported that Paul was in a very disruptive class, and that several other students in the class were highly disruptive, requiring the teacher's full attention. Ms. Buck reported that Paul would sometimes lay his head down all period and do nothing, or simply sit there and not do his work. She also reported that Paul would "get discouraged" and "give up" on tasks and was failing. Paul did not report being "discouraged" or "giving up" but reported that he was sometimes "distracted" in that class because it was so rowdy. Yet the same group of students were shared by two other teachers in the SLC who did not experience these problems and could easily monitor Paul's occasional lapses in attention.

The two other students involved in this study also reported mood/atmosphere to be important, and their teachers also emphasized the importance of mood/atmosphere. The two girls in the study were involved in a severe physical altercation. An administrator was struck in the face, and a police officer had to subdue one of the participants in the altercation. The fight was reported by the principal to have a powerful effect on the school:

> They began to fight and ah, all six of them at once, on the 'B' wing, and it drew in a very large crowd, and the harm that it created for the school was the fact that it changed climate for several days afterwards. We felt the effects of it. So, even though violence, so, as I say at the staff meetings, it doesn't have to be situ-situationally related, it can be energetically- energetically related, and contagious

Teachers and administrators also reported being impacted by the class' mood/ atmosphere. A negative mood/atmosphere, where a class, or a large number of students in the class were reported to consensually perceive the teacher in a negative way were reported to make it hard to be restorative. The most revealing example of these reports was from Mr. Thomas:

> It got to that point because of ridiculous behavior in the classroom, because, you know, I don't start out like that… and, and, I, you know, kinda, the authoritarian, and 'we're all going to be quiet and work,' person. But this class has just been so disruptive and so, like, off task that's just kind of been my default with how I deal with it, is, I get more authoritarian, and I get more serious and less playful. And then, it's kind of like a cycle. It's bad, and it kind of continues. Even creates more hostility that makes the situation even worse. And they respond to that, and that makes me more authoritarian, you know?

Teachers often reported that their efforts to remain positive, patient and calm were impacted by mood/atmosphere. What makes mood/atmosphere particularly interesting is that participants reported the ability of a teacher to shift the mood/atmosphere of a class in powerful ways. This force, once shifted, would support the positive conduct of the students who previously engaged in persistent misbehavior from that point on. Mood/atmosphere was, in this way, an important factor, dislocated from any individual in the class, but exerting influence on all members of the class, including the teacher.

Summary

Chapter 4 presented findings in connection to four research questions. First, findings were presented about how participants perceived misbehavior and restoration, which revealed the domains by which restoration was measured throughout the study: a) teacher/student relationships, b) compliance and c) productivity. Next, findings about the efficacy of the school's PD program was presented, reporting on how effectively teachers implemented their IIRP training. Next, findings were presented about other interventions teachers engaged in that participants perceived to be restorative. Finally, data was analyzed to identify which teachers were perceived to be more teacher effective than their peers, so that the factors that were most effective at facilitating restoration could be revealed. Four factors emerged through analysis of participants' reports to be more important in facilitating restoration: a) authenticity, b) noticing, c) daily check-ins and d) sharing personal stories. Remaining calm/patient and explaining consequences also emerged as a factor supporting restoration, but to a lesser degree. The mood/atmosphere of the class also emerged as an important factor facilitating and challenging restorative efforts. The next chapter will analyze these findings and examine their implications in detail.

CHAPTER 5
DISCUSSION

This chapter analyzes the findings presented in the previous chapter and connects these findings to the theoretical foundations guiding this study, namely social construction and social cognitive theory (SCT). Social construction was most relevant in helping us understand findings for question #1, how participants perceive restoration and to understand how participants perceived teacher efficacy. SCT helped us understand the factors that emerged as most important to facilitating restoration for question #4. Also helpful in analyzing findings in this study for question #2 were studies presented in chapter 2 about school reform and professional development in schools. Analysis is presented in response to each question in order.

Research Question 1: How do participants perceive 'restoration'?

Social construction helped guide this study's attempts to understand how participants perceived 'restoration' and 'misbehavior.' Rather than develop an 'objective' criteria for such an achievement, this study used teacher and student reports to discover the domains of restoration that were operative within the school community. Applying some 'objective' standard to such a study would not only have been inauthentic but would have compromised validity. In fact, the school community and its members were the people who determined what behaviors in what context led to an office referral, and thus the factors that would lead to the school-to-prison pipeline, such as being sent out of class, were able to be identified more directly and accurately than if we chose an arbitrary criterion to measure 'restoration' or 'misbehavior.' A method that allowed participants to inform the researcher about the communities socially-constructed

definitions of 'restoration' and 'misbehavior' then, guided us to a clear understanding of how the school community perceived such concepts.

Further, it was clear that both students and teachers understood that three domains of restoration were factors that made a student "good" and even George, who confessed that he did not believe he was a "good student" accurately identified the reason for this according to the socially constructed definition of 'restoration.' George identified his unwillingness to stop "roasting" his friends in class and stop talking, as well as his unwillingness to do his school-work as the factors that caused his restoration to be incomplete. Such a common perception of student behavior and restoration proposes that within a school community, members develop a clear sense of what the criteria is for good and bad behavior, and what is acceptable and unacceptable. Yet if we were to propose that such factors are only determined by the teacher, this study reveals such a presumption to be incorrect. In fact, Mr. Thomas' reports about the dramatic restoration that occurred in his class involved a serious revision of his expectations. In response to a very open and honest discussion with his class about their persistent misbehavior and lack of productivity, and eliciting their help to address that frustrating problem, the students made suggestions and proposed he was too strict: "I'm too strict. I expect too much out of them, I don't give like, them any chance, for um… for just kind of like… just goofing around or whatever." Mr. Thomas made accommodations for the class, based on their recommendations, and reported dramatically improved behavior and improved productivity after he made such accommodations. Yet, Mr. Thomas complained about how the agreement still fell short of his expectations:

> It's made the mood better, for sure. Um… That leading to increased, like learning, and, and productivity. I'm not so sure it's made that much a difference, maybe a little bit of a difference. So, it's not what I want, but it's better and it's definitely nicer to feel like it's not a constant battle, and have that resentment that I was feeling from a lot of the students… I just feel like it moves so slow… and um… I still have kids that aren't really producing very much

157

So, while behavior and productivity standards did not meet his expectations, this event demonstrates how students participate in socially constructing the boundaries of these domains of restoration. It is not just teachers who decide where students land within these categories, students had a definite hand here in determining what the class' boundaries and definitions of 'restoration' and 'misbehavior'. Ms. Plath, the school's official IIRP trainer proposed just this idea as a key to understanding restorative practices:

> Being restorative, I'm not saying the kids are calling the shots, I, I don't want to mistake my partnership for saying 'we're equally going to decide what's happening," no I'm not saying that, either. It's a partnership, but I'm the informed adult, if you know what I'm saying. I'm the one who is um, can see things bigger and better. I want your, I want your, your input, but I'm the final decider here. But I'm listening. I'm flexible. I'm the one trying to decide that, or that this might that, you know? So, I feel restorative is more flexible.

Thus, social construction, and an awareness of how behavior standards are socially constructed by all participants within a school community can help us better understand how schools are defining 'misbehavior' and 'restoration', as well as implies a practical value in perceiving such concepts of 'misbehavior' and 'restoration' as socially constructed. It was only when Mr. Thomas conceded to a more socially-constructed definition of 'misbehavior' and 'restoration' that he experienced a dramatic shift in the class' compliance and productivity, which is what he was ironically pushing so hard for. Ms. Plath alludes to such social construction as inherent to the ethos of RP. Thus, not only can a social constructivist perspective of RP help us develop an accurate understanding how schools perceive 'misbehavior' and 'restoration', but such an approach may well help practitioners become more effective in the application of RP.

Another important insight revealed by this investigation are how teachers and students differently prioritize the domains of restoration. Students emphasized their relationships with their teachers as the most important and valued teachers who cultivate these relationships by

sharing personal stories, joking around and showing caring by checking in with them and expressing concern and empathy. Teacher emphasized how important productivity was. This may be the crux of the dysfunction: "I'm looking for practices to increase the productivity. I guess in the end when I think about it, that's what I care about more than the relationship." Such a disconnect in priorities around these domains of restoration may essentialize where conflicts between teachers and students reside.

Research Question 2: In what ways have teachers at the school implemented practices from the International Institute of Restorative Practices Continuum?

Despite teacher's lack of ability to recall the International Institute of Restorative Practices (IIRP) terminology, findings proposed that teachers demonstrated a strong commitment to become more "restorative" and expressed that commitment through a description of their efforts to develop better relationships with students, use punitive measures less frequently, and reported going to extreme measures to enact those principles. Thus, while there was little understanding of the terminology used by IIRP, there was a strong buy-in to the basic philosophy of RP.

Teachers reported that they used a great deal of their small learning community's (SLCs) common planning time, for example, to coordinate how to respond to George and his cohort in a non-punitive way, since this class was very challenging for all the teachers within the SLC, and George was especially difficult to work with. Teachers reported working hard during those meetings to find ways to intervene upon student behavior in ways that would reduce referrals and keep students in class more frequently.

Even when a student was so disruptive they had to be sent out of class, teachers in this SLC coordinated to develop an approach that would avoid giving the student a detention or other

159

consequence, even watching students for other teachers during their preparatory hour. The thinking behind this was that if the student could get away from the environment where they felt encouraged to be disruptive, the student might get some work done, and start getting on track. Though the student was being sent out of class, it was an attempt to frame this necessity as a method to re-focus the student in a non-punitive way. One of the administrators interviewed participated in planning how to work with George and reported how the SLC members worked hard to find ways to avoid giving referrals, and that she was open to working with teachers to try a variety of approaches to help students get back on track and avoid punitive options. Though practices such as affective language, affective questions and impromptu conferences were reported to not be used or were reported in such a way as to show an imprecise application regarding affective resonance, the full acceptance of the general principles of RP demonstrates a high degree of acceptance of the principles of the training and the philosophy of RP as represented in IIRP's training. Thus, while the training efforts engaged may clearly have been incomplete, the level of buy-in and willingness to try to apply restorative principles, proposes that the training and development efforts produced some positive outcomes.

Payne (2008) proposed that such buy-in was rare when studying school reform in inner-city schools, and that such programs more often meet a great deal of resistance in the face of new programs. Considering that buy-in was so high after only a year of professional development proposes that these efforts were at least partially effective. Yet, as Payne (2008) proposed, developing expertise and overcoming the practical issues around implementing a new program takes a great deal of time, and thus this level of adoption, though incomplete, may be on or even ahead of schedule if we are to accept Payne's (2008) analysis of how slow and challenging organizational change can be in inner-city schools.

These findings seem to propose that though teachers need more support to develop expertise in explicit strategies, such as those taught in IIRP's training program, teachers may be deeply influenced by professional development (PD) efforts, and may seek to embody the underlying principles taught during a particularly impactful PD. The teachers involved in this study also were found to be extremely invested in applying these underlying principles of RP, though it is unclear whether this was inspired by the PD, or existed prior to the PD. To what degree each element of the school's PD efforts was most meaningful in developing this shared ethos is unclear, however, two PD elements were often referred to in connection to teachers' efforts to be restorative. These were the bi-weekly SLC meetings where teachers collaborated with peers, and the school's efforts to implement the district's SEL curriculum.

As mentioned, teachers saw no distinction between what the district called SEL, and IIRP's specific set of practices. This is likely at least partially due to the fact that the school merged the two, proposing that teachers use circles to teach the district's social/emotional learning curriculum on a monthly basis. This factor, however, likely connected to robust reports of teachers applying circles in their classes. Though such efforts to bring cooperating programs together shows ingenuity, it may also lack precision and focus. Teachers might be better served by being allowed to fully develop their expertise in one program's methods before being called on to adopt yet another curriculum or methodology to address student behavior.

However, in contrast to this point, there were frequent reports of teachers encountering difficulties when attempting to implement circles, and the only teachers that expressed a willingness to push through to make circles work were the teachers who were required to implement them as part of the SEL curriculum. Thus, the connection of circles to specific curriculum as a school-wide initiative for the freshman geography classes demonstrated

161

interesting outcomes. The teachers who taught these ninth-grade geography classes were the teachers who reported diligently trying to apply circles, even in the face of repeated failed efforts. Now teachers involved in this study reported such diligent efforts to make the practice work. In all but two cases, the only teachers reporting such a diligent effort to apply circles on at least a monthly basis were ninth grade geography teachers. Thus, the transition to application of practices of circles that require a great deal of expertise may require initiatives such as this to encourage the regular practice. It may take a great deal of support, encouragement and collaboration for teachers to implement new restorative practices (RP). It simply may take some time and growing pains for teachers to develop the expertise required for the practices to have an observable impact.

Harris and Sass (2007), support this conclusion, claiming that there may be a lag between PD and application, especially for strategies that require teachers to endure such periods of struggle to develop expertise. Payne (2008) supports this premise by proposing that most school reform efforts fail because schools do not provide enough time for teachers to truly develop expertise and declare failure too quickly. It is clear from these findings that the teachers involved in this study who had been explicitly directed to implement circles to deliver the SEL curriculum worked hard to develop their expertise and pushed through the inevitable failures and challenges because circles were part of the required curriculum. Thus, directing teachers to use circles through a department structure, as was done with the geography classes at this school in connection to a SEL curriculum, may be beneficial in giving teachers the direction, time and support to develop the needed expertise.

Research Question 3: What other interventions do teachers use as an alternative to behavior referrals or punitive measures that participants perceive to be restorative?

This study extensively investigated the various interventions teachers used prior to an office referral as a way to investigate the third research question. Teachers strongly emphasized that several actions teachers take should be more broadly considered and thought about as 'interventions' and, thus, the data coding reflects this insight. For example, several teachers emphasized the activity of working to form a personal connection with students as a means to curtail misbehavior. This finding connects to research question 2 in that teachers who made an effort to make personal connections reported being motivated to do so because they saw an explicit connection between good relationships with students and classroom management.

What is interesting about this finding is how strongly teachers emphasized making personal connections as a way to intervene upon misbehavior. Teachers discussed various formal interventions they used to address misbehavior, such as moving students to different seats, approximation, re-directions, talking with students before, during and after class about their behavior, and other similar tactics. These strategies were not emphasized by any participants as factors facilitating restoration. Teachers reported that the efficacy of any of these techniques depended upon a positive relationship with students, as though the formal interventions were secondary that motivated compliance and student willingness to be productive during class time. As Mr. Vick put it, "the decision to do work and find value in it may be just because Mr. Vick says so."

This being the case, then, the efficacy of any particular types of formal interventions are subject to the quality of these personal connections with students and the class. Students similarly identified such efforts to make a personal connection as the key to garnering student

compliance and productivity. This finding calls into question classroom management training methods that focus on training teachers in the application of formal interventions such as approximation, extinction, and other formal techniques that respond in a targeted way to student misbehavior. This may even call into question restorative practices training methods that focus more on techniques such as affective language, affective questions, impromptu conferences, circles and formal conferences, as techniques in response to misbehavior. Such approaches may not be the most effective approach to conceive of dealing with student misbehavior or of restoration.

This study's findings suggest that technique is secondary to relationship. In several instances, in fact, students did not connect a sense of being 'punished' to certain teachers, even when they delivered numerous consequences. The most dramatic example was George with Ms. Underwood. George did not think he had received a behavior referral at all from Ms. Underwood, yet at the time he said this, he had received six. When corrected, he clarified that this was because he had a good relationship with Ms. Underwood. "She's cool," he claimed. This relationship, then appears to have re-framed those consequences for George, supporting the notion that the relationship with the teacher changed the nature of the intervention. Office referrals from Ms. Underwood were not perceived by George as punishments, and he did not remember these incidents without prompting. When he eventually recalled these incidents, he accepted that his behavior was out of line, and appreciated Ms. Underwood's enforcement of the rules. Yet George was a persistently disruptive student, and this was not his perception of all his behavior referrals from all his teachers.

All focal students and several teachers shared stories such as this one where a consequence or punishment was not conceived as such because of the positive relationship

between the teacher and student. Focal students also reported being more willing to follow instructions when they had a good relationship with the teacher. These findings are consistent with previous findings about the importance of positive relationships with teachers in connection to student behavior (Corbet & Wilson, 2002; McIntyre & Battle, 1998). Thus, the field of RP might be benefited by a shift in focus away from emphasizing techniques in response to misbehavior to techniques that focus on building positive relationships with students as the primary focus.

Research Question 4: **When 'restoration' of a student happens, what are the factors that facilitate or challenge restoration?**

This section presents findings about the factors that were reported to facilitate or challenge 'restoration' as defined by participants. As mentioned earlier, 'restoration' could occur across a continuum of domains. A student could have experienced no restoration according to a teacher's reports, could have experienced partial restoration by making improvements in one or two of the domains of restoration identified or become fully 'restored' by improving in all three domains identified by participants. These domains again were: a) teacher/student relationship, b) compliance and c) productivity. Participant reports demonstrated a robust set of data about the efficacy of the variety of practices/interventions presented and discussed in this study. Analysis of the implications of these findings is presented below.

Reported Impact of International Institute of Restorative Practices' Continuum of Practices

Though there were few reports of IIRP's continuum of practices being a factor in connection to student restoration, other findings in the study provide some possible explanations

165

for this finding. First, teachers reported a lack of expertise and need for more training and practice with the strategies to apply them more effectively. Though teachers could not remember the terminology, the IIRP training was at least one important PD that may have influenced a strong buy-in from teachers to 'be more restorative' and there was a strong desire to implement the underlying principles taught during the IIRP training process. Reports from teachers and administrators also appear to inform us that methods such as those taught by IIRP will take time and practice to learn to apply effectively. As Harris and Sass (2007) report, there is a lag between the application of PD and performance improvement. This factor may be more important when proper application requires a great deal of expertise. Findings from this study demonstrate that these practices are not implemented school-wide by teachers, which may also be influencing this finding about the efficacy of IIRPs continuum of practices.

Reports about the efficacy of formal conferences were mixed, but in a potentially meaningful way. Formal conferences had an impact for three of the four focal students. These three were involved in a fight on campus, and reported that the formal conference did, in fact, either heal the relationship between themselves and the other person(s) involved in the conflict or at least ensure that participants would not engage in further violence. The issues driving the fights, participants all claimed, were "squashed."

The fourth focal student, George, was referred to a formal conference for persistent misbehavior. He and his teachers reported that the formal conference had no impact on him. In contrast, the teacher who facilitated the formal conference for George and his peers reported that it was a "model" conference. The facilitator's impression was that the conference was effective, and that George and his peers were doing well in their classes as a result of the conference. Yet, George and his teachers reported this to be frankly untrue. Such contrary effects may propose

166

areas where formal conferences can be of benefit to participants and areas where a formal conference may not be an appropriate strategy. The fact that an expert at facilitating formal conferences, Ms. Atwood, reported the conference to be a "model" conference, as well as her strong impression that the conference had a meaningful impact proposes that even an apparently effective conference in some cases may not bring the benefits expected. For two of the students involved in a fight, the two students, administrator and teacher involved in this study that participated in the formal conference all reported that the formal conference did not resolve all the issues, and the facilitator confessed to lacking expertise in the formal conference procedures. Thus, it is unclear whether lack of expertise can explain the sense of incompletion reported by participants in the formal conference or if these results connect to the intrinsic efficacy of conferences. Despite the unresolved issues, and lack of expertise, the formal conference was reported to put a stop to any conflict between the students involved. Thus, these findings propose that a formal conference may be effective for issues like fights and more serious conflicts between participants yet be ineffective when applied to persistent misbehavior. This finding is in direct contrast to IIRP's portrayal of circles, claiming that circles are useful, "when misbehavior either involves or affects a larger group of students, or when the teacher wants to address a pattern of behavior rather than a specific instance" (Costello, Wachtel & Wachtel, 2009, p. 28). It is possible that George's case is an isolated instance, an exception to the rule, however it is also possible that circles are not as effective as claimed for some persistent behavior issues, or that circles that effectively address such persistent behavior issues require a more specified design that is not represented in IIRP's literature.

Findings reported that affective language had very little impact. However, in two cases where a radical restoration occurred for an entire class, the application of affective statements

167

may have been involved. When teachers reported using affective statements, they reported no impact in connection to this practice, or explicitly reported that such practices had no impact. Thus, there is some data in this study to suggest that affective statements may be connected to radical moments of restoration, however, other factors were also reported by teachers and students in these instances as more important. Therefore, such findings propose that more study should be done to investigate what factors make affective statements impactful, and what factors impede the impact of this strategy. It may be that affective statements are impactful when combined with a 'bundle' of practices, as is evidenced in the two cases of more dramatic restoration at the individual and group level. If so, it would be beneficial to discover what that 'bundle,' or what various effective 'bundles' might be.

Circles were also reported to be impactful for three teachers, though where circles were applied in classes with a negative mood/atmosphere, circles were more problematic than a normal lesson. This may be due to a lack of expertise on the teacher's part, as reported, however consistent reports of difficulties from freshmen teachers and students when there is preexisting, persistent disruptive behavior may also propose that there may need to be research into whether there should be prerequisites for the application of a circle for it to have the most benefit. It is also possible that explicit training in the application of circles in such conditions would be beneficial. IIRP's basic restorative practices training does not address how to apply a circle with a particularly disruptive group of students and, thus, research into how to apply circles in various conditions may be beneficial as well. If IIRP's existing coursework provides such instruction on how to apply circles in more persistently disruptive classes, that aspect of their program might be benefited by greater articulation about the availability of such courses when receiving training in the basic restorative practices course.

168

Teacher reports about both their successful application of circles as well as their struggles with them seem to imply that there may be supporting factors that occur within the classroom before or after a circle to make such experiences more beneficial. The most meaningful and impactful experience of a circle reported, for example, was by Mr. Aarons. His circle was part of an instructional unit. Students engaged in a great deal of preparation leading into the experience of the circle, and students came to the circle having completed a great deal of work. The unit was a personal history/timeline for their social science course, and though the experience involved intimate personal sharing on the part of students and the teacher, the preparation was reported to be an important part of what made the experience impactful.

In support of this example, Mr. Carr reported that he felt there were "follow-up" activities he should be doing to access some of the positive experiences students had in a circle, but he could not figure out how to "follow up" in a meaningful way. Ms. Underwood reported that when she spoke to the most persistently disruptive students prior to a circle, and ensured they were ready for the activity, students were willing to participate in a more productive way and the circles were more effective. Ms. Underwood reported, however, that such preparation would not always curb disruptive behavior during a circle. Thus, more research or articulation about such conditions and supporting factors for circles would be beneficial to make circles most effective and impactful for students, especially for classes that experience persistent misbehavior.

Teacher Interventions as a Factor Facilitating Restoration

Findings around the various activities teachers engaged in to avoid or pre-empt more punitive attempts to manage student behavior were most robust in this study. In order to isolate the more effective factors facilitating restoration for research question 4, it was important to discover which teachers were more effective than their peers for the focal student's SLC cadre.

More effective teachers were identified by comparing teacher and student reports about how effective they were with the focal student's cadre across the three domains of restoration identified in research question 1: a) teacher/student relationship, b) compliance and c) productivity. Robust reports from the more effective teachers within these SLCs confirmed that being a) authentic' b) noticing details about students, c) checking in with students daily and d) sharing personal stories were most effective at facilitating restoration across the three domains of restoration.

Authenticity with students was reported to build a positive relationship between teacher and student, would lead to improved behavior/restoration, and lead to greater productivity during class. When asked, teachers and students reported authenticity to generally mean being uncontrived, being honest with students, and encouraging students to be honest, however, reports were too diffuse in explanation to provide a cohesive definition of the term. Students reported valuing this factor above any other, using the term "real" rather than "authentic" as teachers did, but used similar explanations of the term. Students reported being willing to be more compliant and productive with teachers who were open, honest and uncontrived with them.

The more effective teachers b) noticed a great number of details about their students. These teachers noticed who their students were friends with, where they hung out at lunch, and paid attention and carefully monitored their students' behavior for cues about their emotional state, and for other changes. Such noticing was reported to be an active discipline by teachers who were more effective, something they had to remind themselves to do, and make a habit of. Such noticing was connected to teachers' increased efficacy, since they could identify the causes of student behavior and the root of class dynamics more effectively than teachers who did not notice details about their students. These teachers could also report leveraging the knowledge

they gained from noticing such details to build better relationships with students, to give more meaningful feedback, and engage in more effective interventions. While this factor connects strongly to other activities such as daily check-ins, personal sharing, positive feedback, and re-directing students, such noticing is an important factor independent of these, since such noticing increased the effectiveness of each of these activities and was a factor that connected to the differences reported in student behavior for the more effective teachers. One student reported being noticed as especially poignant for her, claiming that when a teacher noticed when she felt depressed or noticed details about her life, it was seen as evidence that a teacher cared about her, causing her to be more willing to comply with that teacher's requests.

The more effective teachers engaged in a practice of checking in with their students daily. This factor often connected strongly to noticing, however, this factor was distinct because some teachers engaged in daily check-ins but did not notice many details about the students, or report this as an active practice. Some teachers reported checking in with students daily, but somehow this did not always translate to having a detailed knowledge of their students. This implies that checking in with students on a regular basis may be helpful in making connections with students, but this finding seems to imply that daily check-ins are most effective when they are part of an overall effort to get to know the students in the class better, and when that attentiveness is noticed by students. Mr. Vick reported that he was able to positively connect with a particularly challenging group of girls by noticing and complimenting their nail polish, new hair styles and their attention to their appearance in a paternal way. By honoring something important to these students, taking it seriously and treating it seriously, he reported that these students reciprocated that respect and were more compliant as a result.

The more effective teachers also shared personal stories about themselves and their lives with students. Students deeply valued teachers who shared personal stories about their lives. They reported enjoying these stories and they remembered them fondly. Students reported that such stories humanized their teachers. In connection to an intimate moment in which Mr. Vick shared a personal tragedy with the class, George reported, "I was just, like, thinking that he was just like just a regular teacher, like, giving me stuff I didn't even know or need to learn, but like after he told us that, that's like when I really started paying attention." George was a persistently disruptive student, and though Mr. Vick struggled to get George on task, Mr. Vick was somehow able to get George to focus and do some work in his class, something none of the other teachers involved in this study that had George in their class could initially report being able to do. George reported that this moment was an important factor in his willingness to comply with Mr. Vick and to do work in his class. Other students also reported how important it was to them when teachers shared personal information about themselves.

This study is consistent with previous research that proposes that positive relationships with teachers are an important factor in connection to improved student behavior and restoration (Corbet & Wilson, 2002; McIntyre & Battle, 1998). This study adds to this research because it informs our understanding of what factors are most important for developing these positive relationships that lead to positive behavior changes and even eventually restoration. This study is also consistent with Johnson and LaBelle's study (2017) investigating the importance of authenticity for undergraduate college students, which demonstrated that many of the factors that construct teacher authenticity are important for improved learning, especially for vulnerable students.

Johnson and LaBelle's (2017) study questioned 297 undergraduate students, specifically investigating teacher behavior that was authentic and inauthentic, and assessed the traits of authenticity students valued and found important in their teachers. Their study presumed the positive benefits of authenticity based on previous research connecting beneficial outcomes to teacher authenticity (Ellis, 2000; Hess & Mazer, 2017; Richmond, 1990). Two studies were most relevant to Johnson and LaBelle's (2017) premise: the first by Frymier (1994) which demonstrated that teacher authenticity was connected to student motivation, and the second, research that proposed that teacher self-disclosure was beneficial to teacher/student relationships (Cayanus & Martin, 2008).

As mentioned earlier, Johnson and LaBelle's (2017) study identified four factors that constructed authenticity according to students: approachable, passionate, attentive and capable (p. 430). Being approachable was identified as "telling personal stories and making jokes," as well as "talking to students before and after class," and "reminding students of availability outside of class" (p. 430). Johnson and LaBelle's (2017) findings are highly relevant to this study in that the factors reported to be the most important to teacher authenticity were strikingly similar to the findings in this study as the most important factors in connection to the three domains of teacher efficacy. Johnson and LaBelle's (2017) study, however, did not investigate the factors that influenced students to be more productive, more compliant with teacher requests and have a positive relationship with their teachers, though these benefits were presumed by Johnson and LaBelle (2017) to be connected to teacher authenticity.

This study's methods vary from Johnson and LaBelle's (2017) study in that it corroborates student reports of three domains of teacher efficacy with teacher reports and referral data, where relevant. These domains, again, are: a) teacher/student relationships, b) compliance

and c) productivity. Within this context, participants in this study reported authenticity to be an important factor that facilitated improvements in all three domains of teacher efficacy. Unlike Johnson and LaBelle's (2017) study, this study did not seek to define authenticity' other than to seek clarification for the term as used by participants. Though often authenticity was defined as "being real," "being yourself," "being honest," and synonymous terms, participant definitions were too diffuse to develop a cohesive definition, and thus 'authenticity' was treated as an emergent factor, independent from other factors. Still, this study's findings are consistent with Johnson and LaBelle's (2017) study in that they confirm the importance of authenticity as a concept important to participants, as well as confirm the factors Johnson and LaBelle (2017) propose are important as elements of teacher authenticity.

Such elements of teacher authenticity, as Johnson and LaBelle (2017) explained, were: "telling personal stories," "talking to students before and after class" and being "attentive" (p. 430). Johnson and LaBelle's (2017) findings are strikingly similar to the emergent factors identified in this study: a) authenticity b) noticing c) daily check-in, and d) telling personal stories. This study does bring a more precise investigation of the types of engagement with students that not only build positive relationships, but the kinds of behavior that impacts student compliance and productivity.

Unlike Johnson and LaBelle's (2017) study, this study not only used student reports, but corroborated reports between students, teachers and administrators, where available, to identify the four factors that were not only most frequently discussed by participants, but most robustly corroborated between teachers and students. Such corroboration provided a layer of rigor when determining which practices most strongly facilitate restoration in all three domains of teacher efficacy. For example, students in Johnson and LaBelle's (2017) study reported that teachers

who have a sense of humor, make jokes and tell personal stories were more authentic. Focal students in this study similarly reported humor to be very important in connection to positive teacher/student relationships. Student reports of teacher humor in this study, however, did not always connect to reports of high levels of compliance or on-task behavior during class. Telling personal stories, in contrast, strongly connected to all three domains of teacher efficacy when corroborating such reports. Thus, this study expands Johnson and LaBelle's (2017) findings, not only confirming the traits teachers possess that students value but identifying which of these traits that students value connect to greater compliance and productivity.

Other research also identified a connection between telling personal stories and positive benefits for teachers. "Immediacy" or when students experience a feeling of closeness with teachers has been demonstrated to improve cognitive learning as well as positively impact student motivation (Witt, Wheeless, & Allen, 2004; Frymier, 1994). In addition, when supervisors "skillfully" shared personal stories in the workplace, such sharing was shown to be a "short-cut" to building trust (Offerman & Rosh, 2012, p. 1). George specifically proposed that when Mr. Vick told the class about the death of his brother, he felt "closer" to Mr. Vick. He explained that this sense of closeness impacted his willingness to comply with Mr. Vick. Debra emphasized how much she valued Ms. Plath's stories about her life, her kids and the various entertaining stories in connection to curriculum or to her own experiences as a student. This made her feel closer to Ms. Plath, and she claimed that this strongly influenced her perception of her as one of her favorite teachers.

Focal students emphasized how valuable it was to hear about teachers' lives and get to know their teachers on this personal level. They not only enjoyed the stories, but they reported that such stories made them feel closer to these teachers as a result and this made them more

willing to be compliant with the teachers' requests. Thus, the findings in this study are consistent with previous findings about the positive benefits of such self-disclosure in terms of student motivation (Frymier, 1994).

In addition, this study was able to identify how damaging a volatile demeanor can be to all three domains of teacher efficacy. Teachers and students reported how damaging such volatility is, not only to student/teacher relationships, but to student compliance and productivity. Johnson and LaBelle (2017) similarly identified "rudeness," "disrespect" and "dismissive" behavior as negative in relation to authenticity, however, this study expands on these findings by identifying such behavior as potentially highly impactful, undermining all three domains of teacher efficacy. Reports by students connected events when teachers were being "disrespectful," "dismissive" and "rude" to teachers lacking "patience," not being "calm" and such reports were connected to reports of teacher volatility. Teachers who were reported to be "disrespectful" and to be "rude" were also reported to be teachers who lost their temper and to be volatile. Even in cases where a teacher regularly enacted the four most important factors identified in this study, teacher volatility was found to profoundly undermine such positive factors and negatively impacted all three domains of teacher efficacy.

While not demonstrating as strong an impact on student behavior either individually or class-wide, a calm demeanor was demonstrated to have some important impacts on its own. Having a calm demeanor and having clear behavioral expectations was reported to be important by teachers and students. Teachers who were reported to retain a calm demeanor, especially when giving a consequence or a behavior referral, had positive relationships with focal students, even when teachers gave numerous behavior referrals to the office or gave consequences. Students often reported having a good relationship with teachers who gave consequences and

accepted how their behavior was inappropriate. Yet this recognition was seriously compromised when teachers could not remain calm and explain what the student did wrong. Thus, the issue around consequences in RP may be more connected to how the consequence is conceptually framed and whether and to what degree teachers make an effort to be clear with students about how their behavior was a violation of reasonable expectations. This finding is interesting in that it proposes that the difference between 'punitive' and 'restorative' may not be so much linked to consequences as to the way consequences are communicated to students.

Both Paul and George did not conceive of themselves as having been 'punished' by the teachers who remained calm and clear with them about their consequences. This suggests that the students did not relate very real consequences to the teacher, six office referrals in George's case, and in Paul's case a detention. In each of these cases, the student related the consequences to their own behavior and explained that this perception of the consequence was because these teachers remained calm and were clear with the student about what they did wrong. In both of these cases, Paul and George portrayed their behavior as inappropriate and their consequence as a reasonable response that taught them an important lesson. In the case of a volatile teacher, consequences from such teachers were perceived as unfair. Thus, this study's findings imply that temperament and clarity have much more weight in connection to restoration than whether or not a student is assigned a consequence.

Mood/Atmosphere as a Factor Facilitating and Challenging Restoration

A robust factor that teachers reported to both undermine and support their efforts to apply restorative practices and achieve restoration was mood/atmosphere. It should be noted that this study specifically sought to develop, understand and apply a better understanding of this mood/atmosphere and its dynamics in response to reports from participants about the importance

177

of this factor. Mühlhoff's (2014) insights and SCT were sought and introduced to this study as a direct response to teachers' emphasis and descriptions of how this factor impacted their efforts to restore students as well as participants' descriptions of how this factor operates. George's teachers were the most emphatic on this point, though the importance of the mood/atmosphere of the class was emphasized by all other teachers, administrators, and students as an important factor supporting or obstructing teacher efforts to restore students.

Affective resonance as a concept within the RP literature appeared to generally address this emergent factor, however, the existing definition in the RP literature was inadequate to fully describe the operations of that factor as reported by participants (Kelly & Thorsborne, 2014). Affective resonance was re-conceived previously in this study for the purposes of improving our understanding of this emergent factor and more effectively analyzing what was being reported. I will include the operative conception of affective resonance for this study again at this point for the sake of clarity:

> Affective resonance refers to a process of social interactions whose progression is dynamically shaped in an entanglement of moving and being-moved, affective and being-affective. This affective interplay is experienced by the involved interactants as a gripping dynamic force, which is highly sensitive to the concrete and situational configuration (Mühlhoff, 2014, p. 1).

Mühlhoff (2014) bases his "ontological and creative conception of affective resonance" on three axioms:

1) Affective resonance is a dynamical entanglement of moving and being-moved in relation, of affecting and being-affected, which is *sensitive* and *specific* to the concrete relational and situational configuration.
2) Affective resonance is primarily experienced as a gripping *force* which is immanently arising in the relational interplay and actualizes in a jointly unfolding dynamic.
3) Affective resonance is a *creative* dynamic, it produces its own lines of a movement in relation. This constitutive aspect of resonance is conceptualized giving ontological primacy to the dynamic forces arising within the relational configuration instead of assuming a pre-formed range of states the movement could be running through (p. 16).

Administrator Mr. Andrews' reports seemed to confirm Mühlhoff's (2014) observations about the importance of such a force as "an actualization of forces that are inscribed in the relational space," and that students appeared to be "gripped in a *joint* dynamic," when he discussed the impact fights have on campus climate (p. 13):

> They began to fight and ah, all six of them at once, on the 'B' wing, and it drew in a very large crowd, and the harm that it created for the school was the fact that it changed climate for several days afterwards. We felt the effects of it. So, even though violence, so, as I say at the staff meetings, it doesn't have to be situ-situationally related, it can be energetically- energetically related, and contagious

Mr. Andrews went on to report that, "we have a saying, 'if you have two fights break out, you better get ready because there's a good chance something's gonna break out after school.'" Mr. Andrews and his team acknowledge that "an actualization of forces" (a fight) is "inscribed in the relational space" (the school) which causes other students to be "gripped in a *joint* dynamic." They are prompted by the fight to have a fight, which further "inscribes" the "relational space."

Several teachers also reported how important mood/atmosphere was within their classes, and how powerfully students were affected by this factor, especially in terms of how this factor impacted their ability to apply alternative and IIRP's practices. It should be emphasized that just as Mühlhoff (2014) proposed, affective resonance was reported as a "joint" dynamic, meaning that teachers and students do have the power to interact with and influence the mood/atmosphere. However, affective resonance, or mood/atmosphere, positive or negative, once established, still exhibited force upon both teachers and students. So, affective resonance has the quality of being co-constructed by members of the class, and each individual in the class has some degree of power to influence the class' affective resonance. What participants emphasized was how potent this power of influence was on all members of the class, so that it was described as an external phenomenon acting independently to undermine efforts to restore student behavior. Teachers

179

were influenced by mood/atmosphere just as students were. Mr. Thomas analyzed the dynamics

of this mood/atmosphere, and how it influenced his own behavior in some detail:

> It got to that point because of ridiculous behavior in the classroom, because, you know, I don't start out like that… and, and, I, you know, kinda, the authoritarian, and 'we're all going to be quiet and work,' person. But this class has just been so disruptive and so, like, off task that's just kind of been my default with how I deal with it, is, I get more authoritarian, and I get more serious and less playful. And then, it's kind of like a cycle. It's bad, and it kind of continues. Even creates more hostility that makes the situation even worse. And they respond to that, and that makes me more authoritarian, you know?

As Mr. Thomas reported, "it" created "more hostility," exhibiting a force influencing his

behavior away from restorative activity. Such language objectifying mood/atmosphere as an

outside object exhibiting force upon him was typical when teachers and students spoke about the

importance of this factor. During his first interview, Mr. Thomas felt that influencing the class'

mood/atmosphere was beyond his control. Mr. Thomas declared later in the same interview that

it was "hard to be restorative" when in the midst of a class whose mood/atmosphere was so

problematic.

Just as teachers discussed the challenge resisting the force that the mood/atmosphere

exerted upon them, it was also reported challenge efforts to restore students. As Mr. Sampson,

an administrator at the school site, proposed:

> You can have a one-on-one conversation with a student and be like, "Yeah I…" using affective statements, "it's frustrating for me that I, you know, it's halfway through class and there's this portion of the assignment that's incomplete…" and you can have "yeah, yeah" but that doesn't necessarily translate to, "You know what, friend, I'm not going to make jokes with you right now, because I care about…" that's the uh… the power of peer groups is… I think it definitely tends to trump the power of that relationship between the student and the teacher, and so how do you either harness that peer group to your benefit, or how do you limit those interactions that tend to disrupt, I think that's probably the biggest hurdle that teachers face. If there was, if there was an easier way to do that, then they would be doing it.

Mr. Sampson's report here is the clearest summary of the situation that frustrated teachers

involved in the study reported. The "power of the peer" group was consistently reported to

become the primary force driving student behavior in class, even when teachers and students reported numerous positive one-on-one exchanges between teachers. De Jaegher and Di Paolo's (2007) notions of relative and absolute coordination are relevant here. According to D Jaegher and Di Paolo (2007), like systems can achieve absolute coordination, while unlike systems can only achieve relative coordination and must consistently re-calibrate. As Mr. Sampson proposes, student peers can achieve absolute coordination, being like systems. Teachers and students might be able to achieve relative coordination: "Systems in relative coordination do not entrain perfectly. Instead they show phase attraction, which means that they tend to go near perfect synchrony and move into and out of the zone that surrounds it" (p. 491). Thus, coordination between teachers and students might require consistent efforts to re-calibrate said coordination. In addition, Mühlhoff (2014) claims that while affective resonance is a "joint" dynamic, it is also "an immediate experience of relatedness, while the perception of individuality and individual action is secondary and derived" (p. 12). Just as Mr. Sampson reports, students were reported to be easily caught up in the class' mood/atmosphere, even undermining their own good intentions.

George's teachers, Ms. Underwood and Mr. Vick, strongly affirm Mühlhoff's (2014) premise that "individual action" can become "secondary and derived" when influenced by affective resonance. Ms. Underwood and Mr. Vick reported having excellent rapport when engaging in individual discussions with George. This rapport did not translate to good behavior during class, however, to the great consternation of Ms. Underwood especially. Even George reported being caught up in the class' mood/atmosphere, despite his good intentions. Ms. Underwood reported that on an individual level, when she checked in with George before class, he appeared to want to do better, and she had no doubts about his sincerity:

> When you talk to him one on one. He intend to do well, he said he's gonna do well… but, uh, once you put him in the classroom setting, it's everything's out the window.

Ms. Underwood's reports seemed to display the principle of relative coordination. She also

appeared to confirm that George was "gripped in a joint dynamic," in which "individuality and

individual action is secondary and derived," once back in class with her reports about how

George's behavior was so bafflingly incongruent:

> If you talk to him, one to one, he's very personable… It's just that when you put him into
> the whole class, and you say, "Ok, time to work! This is your time to work…" and that
> (snaps her fingers) turns the switch… it turns the switch and I remember you were
> wonderful a minute ago, and "Ok, here's what we're gonna do, and here's the reading
> passage to read…" um, he's… off, and into his… (misbehavior).

Ms. Underwood reported that George's behavior was highly contingent upon the attendance of

other students: "it depends upon attendance, uh… like who is here on this particular day, and

who should I keep my uh, my eye on, uh… so yeah, uh, I mean… depends on who comes to

class." These reports were corroborated by both Mr. Thomas and Mr. Vick. As Mühlhoff (2014)

proposed, "this affective interplay is experienced by the involved interactants as a gripping

dynamic force being compelled by what I have termed the affective resonance" (p. 1). Thus,

Mühlhoff's (2014) conception here explains George's incongruent behavior well.

The opposite effect was also reported to occur with mood/atmosphere. George notably

expressed a general apathy about consequences, either academic or punitive, and admitted that

he would rather "talk" with his friends than do his work or participate in the lesson. "I'm just

trying to get through high school," George claimed. Yet Mr. Vick explicitly reported that the

mood/atmosphere of his class would cause George to stay on task and prevent him from

disrupting class. Somehow, the mood/atmosphere began to operate in support of Mr. Vick's

efforts to work with George:

> So, I just try to control him, and I try to keep him learning and I try to be as good a
> teacher to him as I possibly can… And keep him on task. And everybody else is pretty
> cooperative about it, so I, I wouldn't have been able to do it without a lot of cooperation
> from people in the class.

George acknowledged that he "talk[ed] too much" and that "there is a time and place for everything" several times during both interviews. He also reported that he wanted to learn to stay on task in classes where he gets along with his teachers, however, he also acknowledged that he was not like the "good kids" in class, and did not want to be:

> George: …they don't have no one to talk to, or, they're like doing the work so that they can, like, get a good, uh… career.
> Researcher: Ok.
> George: Most of the time their parents push them.
> Researcher: Oh. Are you not doing those things?
> George: Well, not really 'cause… I like have lots of people to talk to and I'm not shy or nothing. And… I'm not really, like, focused on my career. I'm just trying to, like, get through high school right now.

So, while George's off-task behavior was portrayed as strongly influenced by his peers and environment, George clearly had inherent tendencies towards off-task behavior and may have naturally resisted efforts to restore his behavior. George was a 'class clown.' Yet, Mr. Vick presented details about how his class' mood/atmosphere could act to moderate George's behavior. Mr. Vick reported that in his class, there was a "cooperative" mood/atmosphere in his class that helped support his efforts to restore George, proposing that even students more inclined to disruptive behaviors could be positively influenced by this force, and encourage others not to disrupt class:

> Where before, he couldn't focus that long. And the oth- and the other kids around him don't want to engage with him… Because they're busy working… So, I mean I've got a critical mass now that's working that he is in an environment where people are working more.

Ms. Underwood's reports about working with George supported Mr. Vick's interpretations. She frequently reported that George's behavior was dependent upon "attendance." When peers who responded to George were present, George was often very difficult to manage. When those peers were absent, George's behavior was moderated by the mood/atmosphere of the class. "Like

when nobody responds (hitting desk) or when he blurt out a random question and nobody respond, he will sort of giggle, and he will… He won't do it again."

A class' mood/atmosphere was reported to also undermine a normally focused student. In contrast to George, Paul portrayed himself as an especially motivated student: "I want to like go to a D1 college… and um… play sports and for me to play sports here I have a, I need to have a 2.0, but right now, before I had a 3.6, but now I have a 3.5." Paul also claimed that his behavior was not contingent upon anything the teacher did, that he was well-behaved despite circumstances, "either way, if he's like doing, if he's like teaching us in a fun way, I'll still be doing my work… the discipline way, I'll still be doing my work."

Ms. Buck's reports appeared to contradict Paul's report: "He's kind of a mellow kid, but if he gets hyper, he can get distracted by the right person… and that class, unfortunately, is full of distractions." Paul was also reported to be struggling with his grade in Ms. Buck's class by both Paul and Ms. Buck. It should be noted here that Ms. Buck reported significantly more challenges within the same SLC as Mr. Aarons and Mr. Carr. Both Mr. Aarons and Mr. Carr reported a greater control of the class and reported that they had no difficulty with Paul. Ms. Buck and Mr. Carr both reported that Paul had a tendency to avoid doing his work, and could fall behind when he did, but Mr. Carr was able to isolate that problem, and address it, keeping Paul on task, while Ms. Buck reported that the class was "full of distractions" and this meant that she did not have time to tend to Paul who was basically well-behaved, but sometimes fell behind.

This finding provided some insights about how the mood/atmosphere of a class can negatively influence a teacher's ability to implement restorative practices in two ways. The class' mood/atmosphere could not only influence a normally focused, well-behaved student to "get distracted," but such a factor could also undermine a teacher's ability to identify and address

minor challenges from normally well-behaved students, such as off-task behavior. When teachers spent the whole period chasing down more serious misbehaviors they did not have time to help students like Paul who "get distracted" when they needed extra support.

Samantha and Debra developed and confirmed insights into the impact of mood/atmosphere, but less strongly than George and Paul's reports. This could have been because Samantha and Debra were upper classmen, while George and Paul were freshman. Ms. Ness did report that Debra had a "teenagery-girl attitude" when she was moved to a class with football players that she wanted to impress, and Samantha provided reports that seemed to propose that positive mood/atmosphere impacted her ability to focus and do well in school, when she related her experience of getting to know the peers in a new class:

> It makes me want to do better in that class, because, you know, I'm starting to get to know the students in that class, so it's more, more like I like engaging in the work that I'm doing in there. And then I get like, extra help from the kids and the students, so it's like, yeah.

At another point in her interview, Samantha also spoke directly about the impact that students have on one another:

> When you have good leadership, um, and you like see that person have a good personality, good behavior, it just makes other people want to be like, "I want what he has," you know? "I'm gonna start working on that." …I think it's just, if one student has good, like good personality, like, you know, it makes all the other kids be like that, you know?

Thus, students, administrators and teachers confirmed that the class' mood/atmosphere had a great deal of impact on student behavior and confirmed that mood/atmosphere as a manifestation of affective resonance could strongly facilitate or challenge teachers' efforts to restore students.

Summary Discussion

The application of IIRP's continuum of restorative practices was revealed in this study to be less important than teachers' efforts to make strong personal connections with students. Types of behavior that were reported to be more effective at facilitating restoration were: a) authenticity, b) noticing and c) daily check-ins and d) sharing personal stories. This study also identifies important elements that undermine or support the development of these positive relationships with students, such as the importance of teachers maintaining a consistently positive temperament in contrast to examples where teachers who have a more volatile temperament suffered in all three domains of teacher efficacy. Also important was the practice of explaining the reasons for consequences and of having clear behavioral expectations. Though such reports did not always connect to reports of compliance and productivity, these reports allowed teachers to maintain a positive relationship with students, even when it was necessary to provide consequences and/or office referrals. Evidence suggests that affective statements may provide a frame through which teachers can express strong emotions to the class in a way that positively impacts students, and positively influences their behavior. However, such findings were more strongly connected to sharing personal stories and authenticity in this study. Thus, these findings suggest that more research should be done to investigate the factors that impact the effectiveness of affective statements.

The nature of the practices reported to be important by participants reveals that the focus on 'technique' and types of interventions when discussing classroom management may be the wrong focus if we wish to truly see improvements across the three domains of restoration identified in this study: a) teacher/student relationship b) compliance and c) productivity. The factors that emerged as most effective at facilitating restoration across three domains of

restoration involved developing and maintaining a positive relationship with students. Also, the fact that participants reported that restoration occurred in a linear way from a) teacher/student relationship to b) compliance, which led to c) productivity proposes that restoration begins and ends with the relationship with the student. No participants reported improved compliance or productivity from a student or a class where the relationship with the student(s) had not improved before or at the same time. Therefore, classroom management and restorative practices (RP) programs might benefit by shifting the focus of professional development efforts away from 'strategies' and 'techniques' that respond to student misbehavior, to developing 'strategies' and 'techniques' that focus on improving teacher/student relationships.

Mood/atmosphere was also an important emergent factor that was to some degree outside teachers' control and was discovered to be an important factor facilitating or challenging teacher efforts to restore students. More research on the subject of this mood/atmosphere as a manifestation of affective resonance would be beneficial to further develop our current understanding of how teachers can intervene upon the mood/atmosphere of the class, and this study reveals that such intervention is possible. The two incidents reported in this study revealed that teachers may have an ability to influence the mood/atmosphere of the class, and that the mood/atmosphere of the class has a powerful connection to student restoration on the individual and group level. This study also reveals that authenticity may be connected to teacher's ability to influence the class' mood/atmosphere. Mood/atmosphere was an emergent factor, and thus while robust data emerged to inform us that this factor was important, the data does not yet tell us to what degree, nor exactly how teachers might intervene upon the class' existing mood/atmosphere for the purposes of restoration. Some inferences can be made, however, that

the four factors identified to be important in connection to teacher efficacy are connected to incidents of positively influencing the class' mood/atmosphere.

Currently, while the field of RP acknowledges the importance of affective resonance, the lack of a clear definition has led to an inability to investigate this factor and how it can be leveraged to support restorative efforts. While this study presents more questions than answers about this important factor, these findings are robust enough to propose a workable alternative definition of affective resonance and to propose that this factor is worthy of more study.

The field of RP, then, would be well-served to investigate specifically how affective resonance operates as an independent factor in connection to restoration, how it can be intervened upon, and what actions are effective at leveraging affective resonance to support student restoration. Findings in this study, then, suggest that more research into how affective resonance acts as an independent factor that supports or undermines teacher efforts to restore students and/or manage their classes would be warranted, as well as research into how teachers can act upon affective resonance to positively impact student restoration.

The problem with understanding affective resonance within the field currently may not only be due to a vague definition of the idea, but it may also be with the application of AST as a theoretical foundation to analyze restorative efforts. AST theorizes a biological foundation and explanation for changes that participants in RP experience (Kelly &Thorsborne, 2014). Such a theoretical foundation means that analysis of affective resonance will always be reduced to an analysis of an individual's biological responses. Yet, if we want to understand how such dynamics can be effectively leveraged at the group level, the theoretical tool needs to examine affective resonance as a broader social dynamic which somehow exhibits force upon the individual members of that group. The way affective resonance overcomes the individual's

personal reactions and emotions is to some degree explained biologically with AST, however, AST does not address the subtle questions regarding how such an event can change a person's behavior, other than the vague idea that "feelings are contagious" which over-simplifies a complicated psychological dynamic (Kelly & Thorsborne, 2014, p. 36).

Within the question of how affective resonance works are important questions of how affective resonance impacts and potentially transforms identity. What is needed is a theoretical tool that allows for an examination and study of how affective resonance is "an immediate experience of relatedness, while the perception of individuality and individual action is secondary and derived," as well as how affective resonance acts as a "joint" dynamic that can be consciously acted upon and leveraged to positively support restorative efforts (Mühlhoff, 2014, p. 12). Social cognitive theory proposes a more thorough definition of this important factor that can potentially guide our future analysis of RP.

Limitations of Study

While this study brings advantages to the study of RP in that it was an investigation with guiding questions, allowing for an in-depth search for new insights into the field of RP, this study lacks in breadth what it brings in depth. To what degree these findings are reliable and/or broadly applicable is an admitted limitation with only 18 participants and four focal students. While rigorous triangulation and analytical coding helps to support this study's conclusions, more research should be done to investigate how broadly these findings can be applied. Though findings in this study support findings from broader studies, this study brings a level of precision to such investigations in terms of the order of importance of these four factors as well as their potential relationship to affective resonance which would require a larger study using statistical methods to confirm more broadly.

While findings in this study demonstrate the importance and relevance of affective resonance and how this factor operates to support teacher efforts to restore students, this factor would benefit from a study devoted to investigating the factors that impact how positive and negative affective resonance are constructed and how they are shifted. Such research could potentially reveal a whole new area of restorative practices, interventions and classroom management strategies that shift focus from individual student interventions, which may always be challenged when negative affective resonance exists, to class-wide intervention strategies that seek to intervene upon the class' affective resonance directly.

REFERENCES

Abramson, L. (2014). Being emotional, being human: Creating healthy communities and
    institutions by honoring our biology. *The psychology of emotion in restorative practices:
    how affect script psychology explains how and why restorative practice works.*
    Philadelphia, PA: Jessica Kingsley Publishers.

Adelman, H. S., & Taylor, L. (2007). Systemic change for school improvement. *Journal of
    Educational and Psychological Consultation, 17*(1), 55-77.

Ballfanz, R., Vaughn, B., & Fox, J. (2015). *Sent home and put off track. Closing the school
    discipline gap: Equitable remedies for excessive exclusion.* New York, NY: Teachers
    College Press.

Baxter, L. A. (2011). *Voicing relationships IPS*. Thousand Oaks, CA: SAGE Publications.

Berger, P. L., & Luckmann, T. (1966). *The social construction of reality.* New York, NY: Open
    Road Integrated Media.

Bevington, T., J. (2015). Appreciative evaluation of restorative approaches in schools.
    Pastoral Care in Education, *33*(2), 105-115.

Borko, H. (2004). Professional development and teacher learning: Mapping the terrain.
    Educational Researcher, 33(8), 3-15.

Braithwaite, J. (1989). *Crime shame and reintegration.* New York, NY: Cambridge University
    Press.

Cairnes, B. (2009). *Aspects of successful restorative justice implementation: an analysis of
    lookout mountain youth services center's restorative justice implementation process.*
    School of Public Affairs: University of Colorado, Denver, CO. Retrieved from

file:///Users/juyingtaylor/Downloads/43012696_2_00_DYC_Lookout_Mountain_Implem
entation_White_Paper%20(3).pdf

Connolly, M., James, C., & Beales, B. (2011). Contrasting perspectives on organizational culture

change in schools. *Educational Change*, *12*, 421-439.

Corbett, D., & Wilson, B. (2002). What urban students say about good teaching. *Educational

Leadership 60*(1), 18, 5, c1.

Costello, B., Wachtel, J., & Wachtel, T. (2009). *The restorative practices handbook.*

Bethlehem, PA: International Institute of Restorative Practices.

Costello, B., Wachtel, J., & Wachtel, T. (2010a). *Restorative circles in schools.* Bethlehem, PA:

International Institute of Restorative Practices.

Drewery, W. (2004). Conferencing in schools: Punishment, restorative justice, and the

productive importance of the process of conversation. *Journal of Community and

Applied Social Psychology, 14,* 332-344.

Ellis, K. (2000). Perceived teacher confirmation: The development and validation of an

instrument and two studies of the relationship to cognitive and affective learning. *Human

Communication Research, 26*(2), 264-291.

Evans, K. R., Lester, J. N., & Anfara, V. A Jr. (2013). Restorative justice in education: What we

know so far. *Middle School Journal, 44*(5), 57-63.

Feuerborn, L. L., & Tyre, A. D. (2016) How do staff perceive school-wide positive behavior

intervention supports? Implications for teams in planning and implementing schools.

Preventing School Failure: Alternative Education for Children and Youth, 60(1), 53-59.

Fabelo, T., Thompson, M. D., Plotkin, J. D., Carmichael, D., Marchbanks, M. P. III, & Booth, E.

A. (2011, July). Breaking School's Rules: A statewide study of how school discipline

relates to students' success and juvenile justice involvement. *Council of State*

Governments Justice Center. Retrieved from https://csgjusticecenter.org/wp-

content/uploads/2012/08/Breaking_Schools_Rules_Report_Final.pdf

Fowler, D. F, Lightsey, R., Monger, J., Terrazas, E., & White, L (2007). Texas' school to prison

pipeline: Dropout to incarceration. *Texas Appleseed.* Retrieved from

www.texasappleseed.net.

Ford, J. D., Ford, L. W., & D'Amelio, A. (2008). Resistance to change: The rest of the story.

Academy of Management Review, 33(2), 362-377.

Fowler, D. (2011) School discipline feeds the "pipeline to prison". *Kappan Magazine*. October,

2011. Retrieved from www.kappanmagazine.org

Frymier, A. B. (1994). A model of immediacy in the classroom. *Communication Quarterly,*

42(2), 133-144.

Frymier, A. B., & Houser, M. L. (2000). The teacher-student relationship as an interpersonal

relationship. *Communication Education, 49*(3), 207-219.

Fullan, M. (2013). *The principal: Three keys to maximizing impact*. San Francisco, CA: John

Wiley & Sons.

Fusch, P. I., & Ness, L. R. (2015). Are we there yet? Data saturation in qualitative research. *The*

Qualitative Report, *20*(9), 1408-1416. Retrieved from:

http://www.nova.edu/ssss/QR/QR20/9/fusch1.pdf

Gavrielides, T. (2007). Restorative justice theory and practice: Addressing the discrepancy.

European Institute for Crime Prevention Control. Retrieved from

http://www.peacepalacelibrary.nl/ebooks/files/HEUNI_8oiteshk6w.pdf

George, G. (2014). Affect and emotion in a restorative school. *The psychology of emotion in restorative practices: How affect script psychology explains how and why restorative practice works.* Philadelphia, PA: Jessica Kingsley Publishers.

Gergen, K. J. (2012). Commentary: Grappling with the good. Dialogic processes and the challenge of human values: A commentary on Cunha et al. and Raggatt. *Dialogic formations: Investigations into the origins and development of the dialogical self.* Charlotte, NC: Information Age Publishing.

Greene, D. (2013). Repeat performance: is restorative justice another good reform gone bad? *Contemporary Justice Review, 16*(3), 359-390.

Glaser, B. G. (2005). *Grounded theory perspective III: Theoretical Coding*. Mill Valley, CA: Sociology Press.

Glaser, D. (1964). *The effectiveness of a prison and parole system*. Indianapolis, IN: Bobbs-Merrill.

Gonzales, T. (2015). Socializing schools: Addressing racial disparities in discipline through restorative justice. *Closing the school discipline gap: Equitable remedies for excessive exclusion.* New York, NY: Teacher's College Press.

Hansberry, B. (2014). They suck, school sucks, I suck: the secret emotional life of a child with a brain that learns differently. *The psychology of emotion in restorative practices: How affect script psychology explains how and why restorative practice works.* Philadelphia, PA: Jessica Kingsley Publishers.

Harre, R., & van Langenhove, L. (1999). *Positioning theory.* Malden, MA: Blackwell Publishers Inc.

Harris, D. N., & Sass, T. R. (2007). Teacher training, teacher quality and student achievement.

National Center for Analysis of Longitudinal Data in Education Research. Retrieved

    from https://files.eric.ed.gov/fulltext/ED509656.pdf

Harrison, L. (2007). From authoritarian to restorative schools. *Reclaiming Children and Youth,*

    16(2), 17-20.

Hermans H. J. M., & Gieser, T. (2012). *Handbook of dialogical self-theory.* New York, NY:

    Cambridge University Press.

Hurley, N., Guckberg, S., Persson, H., Fronis, T., & Petrosino, A. (2015). *What further research*

    is needed on restorative justice in schools? San Francisco, CA. WestEd. Retrieved from

    https://jprc.wested.org/wpcontent/uploads/2015/07/Restorative_Justice_Future_Research.

    pdf

International Institute of Restorative Practices. (n.d). *Who we are*. Retrieved from

    https://www.iirp.edu/about-the-iirp/about-us

Johnson, Z. D., & LaBelle, S. (2017). An examination of teacher authenticity in the classroom.

    Communication Education, 66(4), 423-439.

Kelling, G. L., & Coles, C. M. (1996). *Fixing broken windows*. New York, NY: The Free Press.

Kelly, V. C. Jr., & Thornsborne, M (2014). *The psychology of emotion in restorative practice*:

    how affect script psychology explains how and why restorative practice works.

    Philadelphia, PA: Jessica Kingsley Publishers.

Kim, W.C., & Mauborgne, R. A. (2003, January). Fair process: Managing in the knowledge

    economy. *Harvard Business Review*, 127-136.

Kohler-Reissman, C. (2008). *Narrative methods for the human sciences*. Thousand Oaks, CA:

    Sage Publications, Inc.

Kondakei, Y., & Van den Broeck, H. (2009). Imperatives versus emergent dynamics: A case

study on continuous change in higher education. *Higher Education, 58*(4), 439-464.

Kreber, C., Klampfleitner, M., McCune, V., Bayne, S., & Knottenbelt, M. (2007). What do you

mean by "authentic"? A comparative review of the literature on conceptions of

authenticity in teaching. *Adult Education Quarterly, 58*(1), 22-43.

Langdon, J. J. (2016). Talk it out: toward a narrative theory of community conferencing.

Contemporary Justice Review 19(1), 19-30. DOI: 10.1080/1028580.2016.1101932

Lennox, J. (2014). Restorative practice in a policing environment: understanding affect will help.

The psychology of emotion in restorative practices: How affect script psychology

explains how and why restorative practice works. Philadelphia, PA: Jessica Kingsley

Publishers.

Lehman, B., & Berghoff. B. (2013). Small schools reform narratives. *Journal of Ethnographic*

and Qualitative Research, 8, 13-26.

Losen, D. (2015). *Closing the school discipline gap: Equitable remedies for excessive*

exclusion. New York, NY: Teacher's College Press, Colombia University.

Losen, D., Hodson, C., Keith, Michael K. A. II, Morrison, K., & Belway, S. (2015). *Are we*

closing the school discipline gap? Los Angeles, CA: The Center for Civil Right

Remedies. Retrieved from www.civilrightsproject.ucla.edu.

Mannozzi, G. (2011). From 'sword' to dialogue: towards a 'dialectic' basis for penal mediation.

Restorative justice: Theoretical foundations. New York, NY: Routledge.

Mantle, G., Fox, D., & Dhami, M. K. (2003). Restorative justice and three individual theories of

Crime. *Internet Journal of Criminology*. Retrieved from

www.internetjournalofcriminology.com, pp. 1-38.

Martinez, S. (2009). A system gone berserk: How are zero-tolerance policies really affecting

schools? *Heldref Publications, 53*(3), 153- 157.

Maxwell, J. A. (2013). *Qualitative research design. An interactive approach*. Thousand Oaks, CA. SAGE Publications, Inc.

McCold, P., & Wachtel, T. (2011). Restorative justice theory validation. *Restorative justice: Theoretical foundations*. New York, NY: Routledge.

McIntyre, T., & Battle, J. (1998). The traits of "good teachers" as identified by African American and white students with emotional and/or behavioral disorders. *Behavioral Disorders 23*(2), 134-142.

Meissel, K., Parr, J. M., & Timperley, H. S. (2016). Can professional development of teachers reduce disparity in student achievement? *Teaching and Teacher Education, 58*, 163-173.

Michail, S. (2011). Understanding school responses to students' challenging behavior. *Uniting Care Children, Young People and Families*. Retrieved from http://www.childrenyoungpeopleandfamilies.org.au/__data/assets/file/0003/62085/Research_Paper_5__Understanding_School_Responses_to_Students_Challenging_Behaviour_UCCYPF_2011.pdf

Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook*. Thousand Oaks, CA. SAGE Publications, Inc.

Mongold, J. L., & Edwards, B. D. (2014). Reintegrative shaming: theory into practice, *Journal of Theoretical and Philosophical Criminology, 6*(3), 206-212.

Muhlhoff, R. (2014). Affective resonance and social interaction. *Springer Science+Business Media Dordrecht*. Retrieved from https://philpapers.org/archive/mhlara.pdf

Nathanson, D. (1992). *Shame and pride: Affect, sex and the birth of self*. New York, NY: Norton.

Neimeyer, R. A., & Tschudi, F. (2003). Community and coherence: Narrative contributions to

the psychology of conflict and loss. *Narrative and consciousness*. New York, NY:

Oxford University Press.

Nocella, A. J. II (2011). An overview of the history and theory of transformative *Justice, Peace*

& Conflict Review, 6(1), 1-10.

Payne, C. M. (2008). *So much reform, so little change*. Cambridge, MA: Harvard University

Press.

Petrosino, A., Turpin-Petrosino, C., & Guckenburg. S. (2013). Formal system processing of

juveniles: Effects on delinquency. *No. 9 of Crime Prevention Research Review*.

Washington, D.C.: U.S. Department of Justice. Retrieved from: http://ric-zai-

inc.com/Publications/cops-p265-pub.pdf

Raffaele-Mendez, L. M. (2003). Predictors of suspension and negative school outcomes: a

longitudinal investigation, *New Directions for Youth Development*, *99*, 17- 33.

Richmond, V. P. (2003). Communication in the classroom: Power and Motivation.

Communication Education, 39, 181-195.

Rudd, T. (2014). Racial disproportionality in school discipline. *Kirwan Institute Brief*.

Retrieved from: www.Kirwaninstitute.osu.edu.

Saldana, J. (2016). *The coding manual for qualitative researchers*. Thousand Oaks, CA. SAGE

Publications Inc.

Schollenberger, T. L. (2015). Racial disparities in school suspension and subsequent outcomes.

Closing the school discipline gap: Equitable remedies for excessive exclusion. New

York, NY: Teachers College Press.

Segal-Andrews, A. M. (1994). Understanding student behavior in one fifth-grade classroom as

contextually defined. *The Elementary School Journal. 95*(2), 183-197.

Skiba, R., & Peterson, R (1999). The dark side of zero tolerance: can punishment lead to safe

    schools? *The Phi Delta Kappan. 80*(5), 372-376, 381-382.

Skiba, R. (2014). The failure of zero tolerance. *Reclaiming Children and Youth. 22*(4), 27-33.

Skiba, R., Chung, C., Trachok, M., Baker, T, Sheya, A., & Hughes, R. (2015). Where should we

    intervene? Contributions of behavior, student and school characteristics to out-of-school

    suspension. *Closing the school discipline fap: Equitable remedies for excessive exclusion*.

    New York, NY: Teacher's College Press.

Smith, E. J., & Harper, R. S. (2015). *Disproportionate impact of K-12 school suspension rates*

    on black students in southern states. Philadelphia: University of Pennsylvania, Center for

    the Study of Race Equity in Education. Retrieved from:

    https://www.gse.upenn.edu/equity/sites/gse.upenn.edu.equity/files/publications/Smith_Ha

    rper_Report.pdf

Stader, D. L. (2004), Zero tolerance as public policy: The good, the bad and the ugly. *The*

    Clearing House, 78(2), 62-66.

Swanson, R. A., & Holton, E. F. (2009). *Foundations of human resource development.* San

    Francisco, CA: Berrett-Koehler Publishers, Inc.

Swartz, E. (1992). Emancipatory narratives: Rewriting the master script in the school curriculum.

    The Journal of Negro Education. 61(3), 341-355.

Teske, S. C. (2011). A study of zero tolerance policies in schools: A multi-integrated systems

    approach to improve outcomes for adolescents. *Journal of Child and Adolescent*

    Psychiatric Nursing, 24, 88-97.

The New Teacher Project (2015). *The mirage. Confronting the hard truth about our quest for*

teacher development. Retrieved from https://tntp.org/publications/view/the-mirage-confronting-the-truth-about-our-quest-for-teacher-development

Tomkins, S. (1995). *Shame and its sisters. A silvan tomkins reader*. Duke University Press: Durham, NC.

Umbreit, M. S., Coates, R. B., & Vos, B. (2007). Restorative justice dialogue: A multi-dimensional, evidence-based practice theory. *Contemporary Justice Review, 10*(1), 23-41.

Uslu, F., & Gizir, S. (2017). School belonging of adolescents: The role of teacher-student relationships, peer relationships and family involvement. *Educational Sciences: Theory and Practice, 17*, 63-82.

Van Ness, D. W. (2011). The shape of things to come: a framework for thinking about a restorative justice system. *Restorative justice: Theoretical foundations*. New York, NY: Routledge.

Wachtel, T. (2016). Defining Restorative. *IIRP Graduate School*. Retrieved from www.iirp.edu

Wachtel, T., O'Connell, T., & Wachtel, B. (2010). *Restorative justice conferencing*. Bethlehem, PA: International Institute of Restorative Practices.

Waldron N. L., & Mcleskey, J. (2010). Establishing a collaborative school culture. *Journal of Educational and Psychological Consultation*, *20*(58), 58-74.

Wheeldon, J. (2009). Finding common ground: restorative justice and its theoretical construction(s). *Contemporary Justice Review, 12*(1), 91-100.

Wilson, H. (2014). Turning off the school-to-prison pipeline. *Reclaiming Children and Youth Journal, 23*(1), 49-53.

Williams, S. (2014). Keep calm and carry on: From fear to fun over two years in British youth

arts organization. *The psychology of emotion in restorative practices: How affect script psychology explains how and why restorative practice works.* Philadelphia, PA: Jessica Kingsley Publishers.

Witt, P. L., Wheeless, L. R., & Allen, M. (2004). A meta-analytical review of the relationship between teacher immediacy and student learning. *Communication Monographs, 71*(2), 184-207.

Appendix A: INTERVIEW QUESTIONS

First Interview Questions

Questions about Incident and RP Intervention
1. Tell me about what you understand to have happened that led to the use of a RP intervention.

2. Which RP methods on the 'continuum' can you recall being used? Tell me about how those went (may explicitly prompt using each method on the 'continuum' to ensure that all instances of using of each of the parts of the IIRP's RP continuum are investigated thoroughly)? Which of these seemed to most benefit the situation? How?

3. What obstacles did you encounter to things going the way you wanted them to? How did you hope things would go? How did it work out?

4. What did you encounter that made you feel hopeful about the process of working with (student/ for student/ teacher)? Explain.

Questions about General Conception of Teacher/Student Relationship(s)
Prompts 5 & 6 will be applied to all individuals in reported conflict with student:

5. In your view, what are the greatest hurdles between (teacher/student) and (teacher/student)?

6. In your view, what are areas between (teacher/student) and (teacher student) that you can build on?

7. To what degree have you reached an understanding about how to move forward? Can you explain what you believe that understanding is?

8. What do you fear will happen from this point on? Do you have any plans or ideas about how you will respond if this occurs? Please explain.

9. What do you hope will happen from this point on? Do you have any plans or ideas about how you will respond if this occurs? Please explain.

General Questions about RP and how Subjects Conceive of RP

10. What do you think it means to be a 'good student'? What does a 'good student' look like? To what extent do you see (student) meeting these criteria? Please explain. To what extent do you see (student) not meeting these criteria? Please explain.

11. What do you think it means to be a 'good RP practitioner'? What does a 'good RP practitioner' look like? To what extent do you see (teacher) meeting these criteria? Please explain. To what extent do you see (teacher) not meeting these criteria? Please explain.

12. What happens, in your mind, when RP works? How does this happen? What does 'successful' RP look like in general? How do students get there?

Follow Up Interview Questions

Questions about Incident and RP Intervention

1. Tell me about what you remember happened that led to an RP intervention?

2. What RP methods from the IIRP 'continuum' have been applied since then (may explicitly prompt using each method to ensure that all instances of using of each of the parts of the IIRP's RP continuum are investigated thoroughly)? Which of these seemed to most benefit the situation? How?

3. What obstacles did you encounter to things going the way you wanted them to?   How did you hope things would go? How did it work out?

4. What did you encounter that made you feel hopeful about the process of working with (student/ for student/ teacher)? Please explain.

Questions about General Conception of Teacher/Student Relationship(s)
Prompts 5 & 6 will be applied to all individuals in reported conflict with student:

5. In your view, what are the greatest hurdles between (teacher/student) and (teacher/student)? What did you do or say to try to move past these since the last time we spoke? Please explain.

6. In your view, what are areas between (teacher/student) and (teacher student) that you can build on? What did you do or say to try to build on these since the last time we spoke? Please explain.

7. To what degree have you reached an understanding about how to move forward? Can you explain what you believe that understanding is? How has that understanding changed since the last time we spoke? Please explain.

8. What do you fear will happen from this point on? Do you have any plans or ideas about how you will respond if this occurs? Please explain. To what degree have your fears about what will happen changes since we last spoke? Please explain.

9. What do you hope will happen from this point on? Do you have any plans or ideas about how you will respond if this occurs? Please explain. To what degree have your hopes changed since the last time we spoke? Please explain.

General Questions about RP and how Subjects Conceive of RP

10. What do you think it means to be a 'good student'? What does a 'good student' look like? To what extent do you see (student) meeting these criteria? Please explain. To what extent do you see (student) not meeting these criteria? Please explain. To what extent have your conceptions changed about what it means to be a 'good student' since we last spoke? Please explain.

11. What do you think it means to be a 'good RP practitioner'? What does a 'good RP practitioner' look like? To what extent do you see (teacher) meeting these criteria? Please explain. To what extent do you see (teacher) not meeting these criteria? Please explain. To what extent have your conceptions changed about what it means to be a 'good RP practitioner' since we last spoke? Please explain.

12. What happens, in your mind, when RP works? How does this happen? What does 'successful' RP look like in general? How do students get there? To what degree have these conceptions changed since we last spoke? Please explain.

Appendix B: TEACHER AND ADMINISTRATOR VERBAL RECRUITMENT/CONSENT SCRIPT

In conversational style, …

Hello, my name is *Phillip Taylor* and I am a researcher from Colorado State University in the School of Education. We are conducting a research study on restorative practices to learn how to do restorative practices better. The title of our project is "*Dialogic Positioning by Teachers and Students in Response to Restorative Practices.*" The Principal Investigator is Dr. Russell Korte, School of Education and I am the Co-Principal Investigator Phillip Taylor, Luther Burbank High School.

We would like you to participate in two interviews about your experiences with restorative practices and we would like to collect electronic information about your behavior referrals for the student that is the focus of our study. Participation will take approximately 1 hour per interview—2 hours total for two interviews. Your participation in this research is voluntary. If you decide to participate in the study, you may withdraw your consent and stop participation at any time without penalty.

We will be collecting your name, however your name will be kept confidential and never used in our final reports. When we report and share the data with others, we will combine the data from all participants. There are no known risks or direct benefits to you, but we hope to gain more knowledge about how restorative practices can help kids stop getting in trouble and help teachers be more understanding. If you agree to be in this study, I would like to bring you a written consent form for you to read and sign.

Do you have any questions? Would you like to participate?

If yes: Proceed.

If no: Thank you for your time.

**Appendix C: PARENTS OF FOCAL STUDENTS VERBAL RECRUITMENT/CONSENT
SCRIPT**

In conversational style, …

Hello, my name is *Phillip Taylor* and I am a researcher from Colorado State University in the School of Education. We are conducting a research study on restorative practices to learn how to do restorative practices better. The title of our project is "*Dialogic positioning by Teachers and Students in Response to Restorative Practices*" The Principal Investigator is Dr. Russell Korte, School of Education and I am the Co-Principal Investigator Phillip Taylor, Luther Burbank High School.

We would like your child to participate in two interviews about his or her experiences with restorative practices and we would like to collect electronic information about your child's behavior referrals. Participation will take approximately 1 hour per interview—2 hours total for two interviews. Your participation in this research is voluntary. If you decide to allow your child to participate in the study, you may withdraw your consent and stop participation at any time without penalty.

We will be collecting your child's name, however your child's name will be kept confidential and never used in our final reports. When we report and share the data with others, we will combine the data from all participants. There are no known risks or direct benefits to you or your child, but we hope to gain more knowledge about how restorative practices can help kids stop getting in trouble and help teachers be more understanding. If you agree to allow your child to be in this study, I would like to bring a written consent form to your home for you and your child to read and sign.

Do you have any questions? Would you like to participate?

If yes: Proceed. (Provide Student Assent and Parental Consent form home with student).

If no: Thank you for your time.

Appendix D: FOCAL STUDENT VERBAL RECRUITMENT/ASSENT SCRIPT

In conversational style, …

Hello, my name is *Phillip Taylor* and I am a researcher from Colorado State University in the School of Education. We are conducting a research study on restorative practices to learn how to do restorative practices better. The title of our project is "*Dialogic positioning by Teachers and Students in Response to Restorative Practices*" The Principal Investigator is Dr. Russell Korte, School of Education and I am the Co-Principal Investigator Phillip Taylor, Luther Burbank High School.

We would like you to participate in two interviews about your experiences with restorative practices and we would like to collect electronic information about your behavior referrals. Participation will take approximately 1 hour per interview—2 hours total for two interviews. Your participation in this research is voluntary. If you decide to participate in the study, you may withdraw your consent and stop participation at any time without penalty.

We will be collecting your name, however your name will be kept confidential and never used in our final reports. When we report and share the data with others, we will combine the data from all participants. There are no known risks or direct benefits to you, but we hope to gain more knowledge about how restorative practices can help kids stop getting in trouble and help teachers be more understanding. If you agree to be in this study, I will talk with your parents over the phone to explain the study and, if they consent, I will give you a written consent form for you and your parents to read and sign.

Do you have any questions? Would you like to participate?

If yes: Proceed (Collect parent phone number).

If no: Thank you for your time.

Appendix E: CONSENT TO PARTICIPATE IN A RESEARCH STUDY
COLORADO STATE UNIVERSITY
TEACHER OR ADMINISTRATOR CONSENT

TITLE OF STUDY: Dialogic Positioning by Teachers and Students in Response to Restorative Practices

PRINCIPAL INVESTIGATOR: Russell Korte, Ph.D., Associate Professor, School of Education

CO-PRINCIPAL INVESTIGATOR: Phillip Taylor, Graduate Student, School of Education

WHY AM I BEING INVITED TO TAKE PART IN THIS RESEARCH? You are being asked to be in this research because either 1. You are a teacher in this school who has referred a student to attend an after-school restorative practices course as a result of misbehavior at school, or 2. You are an administrator in this school who has worked with students referred to the restorative practices course.

WHO IS DOING THE STUDY? Phillip Taylor will be conducting the study under the supervision of his graduate school supervisor, Russell Korte, in partial completion of his Master's degree.

WHAT IS THE PURPOSE OF THIS STUDY? We are doing this study to learn about how restorative practices may be improved at schools.

WHERE IS THE STUDY GOING TO TAKE PLACE AND HOW LONG WILL IT LAST? The research will take place at your school. You will be interviewed two times, and each interview will last about an hour. The interviews may be spread out over 2-4 months.

WHAT WILL I BE ASKED TO DO? The researcher, Phillip Taylor, would like to interview you two times. He will be asking you questions about your experiences with restorative practices and what you think about your relationships with teachers and students. With your permission, the interviews will be audio recorded. The researchers would also like to have access to printouts of electronic behavior referral information (electronic information about the student's misbehavior and consequences as well as the administering teacher's restorative practice planning documents). Being a part of this research will have no impact on your participation in the Restorative Practices after-school course.

ARE THERE REASONS WHY I SHOULD NOT TAKE PART IN THIS STUDY? You should only be in this study if you were either a teacher or administrator working with students in the restorative practices course.

WHAT ARE THE POSSIBLE RISKS AND DISCOMFORTS?
There are no known risks to participating in this study, however, it is not possible to identify all potential risks in research procedures, but the researchers have taken reasonable safeguards to minimize any known risks.

ARE THERE ANY BENEFITS FROM TAKING PART IN THIS STUDY? Being a participant in this research may not help or benefit you directly, but we hope that what we learn may help other educators who wish to use restorative practices in their schools.

DO I HAVE TO TAKE PART IN THE STUDY? You are not required to be in this research. Your participation in this research is voluntary. If you decide to participate in the study, you can change your

mind at any time. These interviews are not part of the restorative work of educators here at Luther Burbank, and all information gained is solely for the purpose of this study and will not affect your restorative work at Luther Burbank.

WHO WILL SEE THE INFORMATION THAT I GIVE? We will keep private all research records that identify you, to the extent allowed by law.

This study is confidential. For this study, we will not be sharing your name or other identifiable information in the study with anyone. We will assign a code to your data, such as teacher or administrator 001. The only record of your name is on the consent and in our data spread sheet, which links you to your code. Only the research team has access to the link between the code and your name. In the publication of this study, the research study will replace your name with a fake name (a pseudonym). We may be asked to share the research files for audit purposes with the CSU Institutional Review Board ethics committee, if necessary. In most cases, we will write about combined information we have gathered. When examples of individuals are used in publications, your name will NOT be used, and neither the school, nor the district or state where the study takes place will be identified. You will not be identified in these written materials. We may publish the results of this study; however, we will ensure that your name and other identifying information remain private. None of this information will be shared with the school or school officials.

You should know, however, that there are some circumstances in which we may have to show your information to other people. For example, the law may require us to show your information to a court OR to tell authorities if we believe you have abused a child, or you pose a danger to yourself or someone else.

WHAT IF I HAVE QUESTIONS?
Before you decide whether to accept this invitation to take part in this study, please ask any questions that might come to mind now. Later, if you have any questions about the study, you can contact the investigator Phillip Taylor at 916-807-7288 or you may e-mail me at phillipetaylor@yahoo.com. If you have any questions about your rights as a volunteer in this research, contact the CSU IRB at: RICRO_IRB@mail.colostate.edu; 970-491-1553. We will give you a copy of this consent form to take with you.

WHAT ELSE DO I NEED TO KNOW?
Please initial by each research activity listed below that you are volunteering to participate in.

☐ Researchers can interview me two times _____(initials)

☐ Provide access to printouts of electronic behavior referral documents and restorative practice planning documents _____ (initials)

Permission to Audio Record the Interviews:
The researchers would like to audio record our interviews to be sure that your comments are accurately recorded. Only our research team will have access to the audio record and they will be destroyed when they have been transcribed.

Do you give the researchers permission to audio record your interviews? Please initial next to your choice below.

☐ Yes, I agree to be audio recorded _____ (initials)

☐   No, do not audio record my interview _____ (initials)

Your signature acknowledges that you have read the information stated and willingly sign this consent form. Your signature also acknowledges that you have received, on the date signed, a copy of this document containing _3_ pages.

_____   _____
Signature of person agreeing to take part in the study   Date

_____
Printed name of person agreeing to take part in the study

_____   _____
Name of person providing information to participant   Date

_____
Signature of Research Staff

**Appendix F: CONSENT TO PARTICIPATE IN A RESEARCH STUDY
COLORADO STATE UNIVERSITY
STUDENT ASSENT AND PARENT CONSENT**

TITLE OF STUDY: Dialogic Positioning by Teachers and Students in Response to Restorative Practices

PRINCIPAL INVESTIGATOR: Russell Korte, Ph.D., Associate Professor, School of Education

CO-PRINCIPAL INVESTIGATOR: Phillip Taylor, Graduate Student, School of Education

WHY AM I BEING INVITED TO TAKE PART IN THIS RESEARCH? You are being asked to be in this research because either 1. A teacher at the school has referred you to attend an after-school restorative practices course as a result of misbehavior at school, or 2. You have been asked to be a student mentor in the restorative practices course.

WHO IS DOING THE STUDY? Phillip Taylor will be conducting the study under the supervision of his graduate school supervisor, Russell Korte, in partial completion of his Master's degree.

WHAT IS THE PURPOSE OF THIS STUDY? We are doing this study to learn about how restorative practices such as harm circles, community circles, affective questions and affective statements may be improved at schools.

WHERE IS THE STUDY GOING TO TAKE PLACE AND HOW LONG WILL IT LAST? The research will take place at your school after the school day. You will be interviewed two times, and each interview will last about an hour. The interviews may be spread out over 2-4 months.

WHAT WILL I BE ASKED TO DO? The researcher, Phillip Tayler, would like to interview you two times. He will be asking these questions about your experiences with restorative practices and what you think about your relationships with teachers and other students. With your permission, the interviews will be audiotaped.

NOT APPLICABLE TO MENTOR STUDENTS: The researchers would also like to 1. Have access to your behavior referral information (electronic records of your misbehavior and consequences), and 2. Interview each of your classroom teachers. Being a part of this research will have no impact on your participation in the Restorative Practices after-school course.

ARE THERE REASONS WHY I SHOULD NOT TAKE PART IN THIS STUDY? You should only be in this study if you were either 1. Referred to the after-school restorative practices course, or 2. A student identified to be a peer mentor for students in the restorative practices course.

WHAT ARE THE POSSIBLE RISKS AND DISCOMFORTS?
There are no known risks to participating in this study, however, it is not possible to identify all potential risks in research procedures, but the researchers have taken reasonable safeguards to minimize any known risks.

ARE THERE ANY BENEFITS FROM TAKING PART IN THIS STUDY? Being a participant in this research may not help or benefit you directly, but we hope that what we learn may help other educators who wish to use restorative practices in their schools.

DO I HAVE TO TAKE PART IN THE STUDY? You are not required to be in this research. Your participation in this research is voluntary. If you decide to participate in the study, you can change your mind at any time. These interviews are not part of the restorative work of educators here at Luther Burbank, and all information gained is solely for the purpose of this study and will not affect your restorative work at Luther Burbank.

WHO WILL SEE THE INFORMATION THAT I GIVE? We will keep private all research records that identify you, to the extent allowed by law.

This study is confidential. For this study, we will not be sharing your name or other identifiable information in the study with anyone. We will assign a code to your data, such as student 001. The only record of your name is on the consent and in our data spread sheet, which links you to your code. Only the research team has access to the link between the code and your name. In the publication of this study, the research study will replace your name with a fake name (a pseudonym). We may be asked to share the research files for audit purposes with the CSU Institutional Review Board ethics committee, if necessary. In most cases, we will write about combined information we have gathered. When examples of individuals are used in publications, your name will NOT be used, and neither the school, nor the district or state where the study takes place will be identified. You will not be identified in these written materials. We may publish the results of this study; however, we will ensure that your name and other identifying information remain private. None of this information will be shared with the school or school officials.

You should know, however, that there are some circumstances in which we may have to show your information to other people. For example, the law may require us to show your information to a court OR to tell authorities if we believe you have abused a child, or you pose a danger to yourself or someone else.

CAN MY TAKING PART IN THE STUDY END EARLY?
You may choose to decline to participate in any part of the study at any time. We will still use the data you provided unless you decide to withdraw from the study completely. Your participation in all parts of this study is entirely voluntary.

WHAT IF I HAVE QUESTIONS?
Before you decide whether to accept this invitation to take part in this study, please ask any questions that might come to mind now. Later, if you have any questions about the study, you can contact the investigator Phillip Taylor at 916-807-7288 or you may e-mail me at phillipetaylor@yahoo.com. If you have any questions about your rights as a volunteer in this research, contact the CSU IRB at: RICRO_IRB@mail.colostate.edu; 970-491-1553.We will give you a copy of this consent form to take with you.

WHAT ELSE DO I NEED TO KNOW?
Please initial by each research activity listed below that you are volunteering to participate in.

☐ Researchers can interview me two times _____(initials)

(The following not applicable to mentor students)

☐ Researchers can collect electronic behavior referral information _____ (initials)
☐ Researchers can interview each of my classroom teachers about my behavior _____(initials)

<u>Permission to Audiotape the Interviews</u>:

The researchers would like to audiotape your interviews to be sure that your comments are accurately recorded. Only our research team will have access to the audiotapes, and they will be destroyed when they have been transcribed.

Do you give the researchers permission to audiotape your interviews? Please initial next to your choice below.

☐　Yes, I agree to be digitally recorded _____ (initials)

☐　No, do not audiotape my interview _____ (initials)

Your signature acknowledges that you have read the information stated and willingly sign this consent form. Your signature also acknowledges that you have received, on the date signed, a copy of this document containing __3__ pages.

_____　　　_____
Signature of person agreeing to take part in the study　　　　　　　Date

_____
Printed name of person agreeing to take part in the study

_____　　　_____
Name of person providing information to participant　　　　　　　　Date

_____
Signature of Research Staff

<center>PARENTAL SIGNATURE FOR MINOR</center>

As parent or guardian I authorize _____ (print name) to become a participant for the described research. The nature and general purpose of the project have been satisfactorily explained to me by _____ and I am satisfied that proper precautions will be observed.

_____
Minor's date of birth

_____
Parent/Guardian name (printed)

_____　　　_____
Parent/Guardian signature　　　　　　　　　　Date

Appendix G: CODING FOR STUDENT MISBEHAVIOR

Codes	Themes	Participant Statements
Misbehavior	Persistent misbehavior that disrupts class/school	**Administrators:** Researcher: Yeah, so that's definitely something we need to report on… so… so uh, what do you think has been the biggest thing in the way of the whole situation with "George" improving? "Mr. Sampson": … Honestly I believe it's creating relationships where he's being honest. And being honest, I would say. Researcher: Mmm. "Mr. Sampson": That's one of the things I really struggle with as an administrator, many situations are one student says A, one student says B, one teacher says C the student who was sent out of the class says D. And reconciling those differences and… as much as maybe I would want to automatically say the teacher's right, I know that it's trickier than that. So, when the truth isn't really clear, it makes it tough to restore anything. So, uh… I've seen that "George" has become really honest about situations, because I've seen that, "me being honest isn't about, um… me getting in more trouble, it's more like, if I'm honest, we're going to work on the situation for everybody's benefit." Researcher: Interesting. So, you've seen that development with you? In his, when you…? "Mr. Sampson": Yeah, I think that you know, and he's always kind of a jokey kid, and he's become kind of a… really honest, like, when… this is why I've been sent out of class. And I think that when I see… you know, it really helps facilitating the process of um… and I'm guessing, and I'd be really eager to know how teachers feel about it, but… I'm guessing that it's meaningful to teachers when students give an honest response **Teachers:** constantly blurting things out they're just like roasting each other, just like saying rude comments to each other. Kind of, I guess they thought it was playful, just messing around, but it was like continuous this group of kids they're like off task most consistently, like, you go back and re-direct them and they get their pencil back on the paper, and look at their paper, but as soon as you walk away, they're off task, he's got his hand someplace, taking something out of somebody's back – backpack – not to steal it, well to steal it, but then to give it back, and…And uh… he's just. He's a prankster. I had a student who was really out of control. He was like constantly getting up… not even making an effort

some other students are not willing to do uh… work on the, on the writing part of the final because they're constantly talking and it's not giving the other students the time to write…

he definitely is one of those kids that's doing things, that seems to be doing things specifically to like annoy me, and like slow the class down, and that's, that's problematic

the big thing was talk about how you look, like, "you look like a monkey," whatever, that kind of making fun of each other kind of comments. Um, kind of, maybe it was a little playful, but… it got… got pretty bad.

it's like this continuous, like, like… kind of… you know, what I see as sabotaging behavior in the classroom where they're like…
they're just doing all the things that freshmen do, like, crumpling up papers and having to go like throwing them away and just being off task, you know… going… walking super-slow to put their book away, so we're waiting for them.

"Mr. Thomas": … "George" had a couple other students next to him, and I think that this was like after I had made some moves around different people and separate them, um… and and I think that "George" and (another student) were probably the ones talking to each other to mess with (another student) um… but then again, they are the ones that are better at being sly about it. Um… And (another student) is just falling into it, I mean that's exactly what they want, right? They wanted to, go off. And…
Researcher: How'd "George" get roped into that whole nonsense with them?
"Mr. Thomas": Um. Well, I'm, I'm not sure. I see it as he's an active part of it, he's roping in others…
Researcher: Oh! Ok!
"Mr. Thomas": I'm, I'm not sure, I, I know in that group of three the other boys, like (another student) he, he probably wasn't involved, um… and he probably was just unlucky that he… I mean, he was laughing and joking and enjoying the show, so I sent him out
Researcher: Ok.
"Mr. Thomas": With that and a couple other
Researcher: Yeah, yeah.
"Mr. Thomas": Things. But I'm pretty sure, he was kinda like, circumstance of being by them. The other two were definitely more active. And again, I can't remember if I said that or not, it seems like the comments were directed specifically at "George."
Researcher: Ok.
"Mr. Thomas": So, I feel like, like he was probably the one, doing the… being the ring-leader or whatever, the "roper"…

and then you know there's the more serious behaviors, where, um… (short exhale), where… kids are being rude and defiant and are, are getting referrals for that

they're just always trying to say something to someone else, like continuous, and I'm going about the day "will you stop that" and it stops for 30 seconds or whatever and when I turn around it's more

218

quiet, and there's some kids, like "George" that, that are, like, I have no idea what he did, cause he's more careful about that. And other kids are going to lose their temper and they're going to go off and I hear every word they say. Um. But obviously (another student) isn't going to get that angry over nothing so, "George" did something, so it's like, it was like "George" was all by himself on the other side of the classroom, so it wasn't somebody else, there was nobody else it could have been.

when you're not looking, then he, he's thrown' somethin'

it was a constant battle where I was just trying to get them to be… productive, to get work done, to… do the activities that would lead to learning…. Um… And… I was, I was just, kinda enforcing the whole time…

it seems like he will blurt out a question to the whole class, and then he will sit back and grin as different people react.

the student, she's, she can be volatile, so she's up and down anyway, generally

the most important is, the students say things on line, or they hear things from everyone, and they never take the time to never touch the person that originally said it. And their refusal, their stubborn refusal to talk to those people, is what… it exacerbates the problem,

there was the roasting, um, if we're talking specifically about that, "George" has other issues in class, but that was the specific thing they went to the circle for… so… yeah. It was happening in my class as well, the roasting on each other is, you know, it's every day, it was multiple times I was having to tell them to be quiet, and that kind of thing.

(Affective Language) I'm not to sure how I do that on an individual level. I do that with the class. Um, I could probably do that more that I currently do. Um… I don't know. I don't know. Like I said, it seems… I haven't felt like anything has been helpful with him.

Students:

They, they're like always off task or doing something, like, that they're not supposed to do. Especially when we have a substitute. The other students be like, going in her cabinet and stuff. And I even tell them, I like, tell them one time not to do that, but after than I just stopped.

I kept roasting my friends because, like, my friend (another student), because, he would, like always start roasting

"George": and he'd like roast me, and I'd get like pissed off…
Researcher: Uh huh…
"George": and so I'd roast back…
Researcher: Uh huh…
"George": then he'd get mad and then like cuss… cuss out loud…

	Researcher: Uh huh…
	"George": Yeah. So, we'd both get sent out.
	Researcher: Ok. And that was happening on a regular basis?
	"George": No that only happened once, but, like, the cussing part only happened once, but the roasting part, yeah…
	I try to do all my work. But I know sometimes I don't, because I, I talk. I talk way too much.
	I get my work done, if I, if I… If I'm really trying. I get my, like, I get my work done. But I talk. I talk then and there.
Minor misbehavior, doesn't significantly disrupt class/school	he'll get to work for a couple minutes but then it's like, like he's daydreaming,
	he just will not, he will not turn anything in, and… and he won't… he won't perform anything on a test.
	a lot of 'em have terrible attendance
	sometimes he'll write out whole pages of nonsense… you know just to make it… you know if I glance down there's something on there…
	So he's clever! And if I didn't, you know, make him turn stuff in, and actually read it every now and then… You know…? you'd have no way of knowing!
	Talking. Spacing out. Head down.
	he had a bad stretch where he was falling asleep in class
	it didn't matter what the activity was, whether it was practice reading, or us doing our activity, or other activities, uh, just disengaging and putting his head down.
	He's chatty, so sometimes he's coming in right at the bell, uh, and… we want kids in their desks, working before the bell, with the bell, so he's on the line with that, so…
	there was like a few times when he told me like, "this is boring" things like that…that's, um… that's mildly disrespectful, but… but that's not too bad.
	I call her a quarter timer or a part timer, you know… and she laughs at it, and you know I had a very serious conversation with her at the beginning of the school year about how this is affecting her… Her attendance
	her attendance began going down, and also her attention level began going down, her, and also, her grade
	she was doing well, and right now she's not recovering, she's sh- her absences are still, Hmmm, mmm- uh, she's absent more than she should be.

if he's missed quite a few days, or if he has days where he doesn't feel like working and gets behind, he can get discouraged…. And then he gets overwhelmed, and then he kind of stops.

He can also get distracted.

He does have good days, and then there are some days where I have to re-direct him quite a bit

she was originally in my first period class, um, and she was often late, but uh, but she would apologize for that and explain that it was beyond her control, and that she didn't have much family support to get her here on time… Um… and then she was moved to my third period after the suspension. And that was because she didn't want to be in the class with one of the girls. The girl that was involved.

there's more than just the, the roasting going on, it's just overall multiple problems, focusing, you know, getting work done, um… all kinds of things.

Students:

I'll be, I'd be like, "do I really want to do this?" and I'd be like, "no." and I just like, "I'll do it for homework," and I'll just throw it in my backpack and forget about it.

Severe misbehavior, major disruption, often involving a referral out of class	there were a few times when, when it, all of a sudden, they were like, you know they were, I don't think they were actually gonna fight, but where they stand up and they're like, you know, they're threatening to fight	

every now and then people would get upset or whatever, and they'red be, you know, incidents or whatever… um… where it got more rude and aggressive

I do know there was a big fight, a lot of students were involved, I know that once she was up in the front office, she was quite combatitive and you know, cursing and telling some girl she was going to kick her ass, and, and even kind of pushed (a school employee) who is our (name of employee's position),

she also threw her eraser at the student, and actually got up out of her seat, uh…I had to, he had to run away, this is why I had to, locked him out, and kept her inside. Um until, uh… until we can get a campus monitor.

first period today… a calculator flew across the classroom and hit the front board.

Chaos! So I would have… I would have fights… you know… throwing things…

Because he instigates them, and then they get in trouble.

I'm telling them to stop, be quiet, but then the one kid has to say something, and the other kid has to say something again, usually

that's the point where it has been turned into something more aggressive.

two kids almost got into a fight over their cookie.

But he just kept going on and on and it just like… it was just kinda ugly, you know? It was just kinda, it just kinda got… a little out of control.

There were three students, one of them was out of his seat, and then talked back to him in a mimicky way, and then "George," they… one of the students punched the other in the crotch, and then the other student was rolling around on the floor…

there was a uh, fight, at lunch time a few months back. And um, it was, uh, it was a long time, a lot of people were involved in it, a lot of people heard about it

Students:

Me and my friends were playing around in the hallway, and we dropped the backpacks and they thought it was getting serious

Well, we were walking in the hallway, just talking… so we were talking and, like, I had hit him, and he hit me, and then, we went in the cafeteria, and I hit him again, and he hit me.

"Paul": Well… well I did hit him first and… we were both just hitting hard, but I just kept hitting harder and harder…so…
Researcher: Oh…
"Paul": it was… it was just… the whole situation was… it started off with me, the situation was my fault.

I kept hitting him harder and harder, and I was just thinking in my head, "I was, like, hitting him harder because as I hit him, he would hit me a little bit harder, and I'd just hit him harder," so, he said, when he said that, I was just like, I feel like, sorry for him, but I was like, at the same time, I wasn't really sorry because he kept hitting me harder, too.

I just hit him like one time, and then he hit me back. But I never knew it was going to get that serious, and… he, he got serious first, and I didn't think he was serious, and he hit me harder, and that's when I, that's when I got serious.

"George": And one of my friends just almost got in a fight over a cookie.
Researcher: (laughing)
"George": A cookie. So, some kid stole his cookie and he knew who it was. Yeah.

"Samantha": It just, it was a lot, it just was… he said this, she said that, it was really just, no one really confronted each other and asked the other person it was just he said, she said stuff…
Researcher: Oh yeah?
"Samantha": Yeah.

Researcher: what kind of stuff were people saying?
"Samantha": Saying that they wanted to fight us, or we wanted to fight them…
Researcher: Oh.
"Samantha": But it wasn't, we didn't come up to each other and just try to, uh, you know, try to fix the problem…
Researcher: ok.
"Samantha": it was just we heard it from them, we're gonna fight, you know?
Researcher: Mmm. Ok.
"Samantha": It was just that kind of situation that led…
Researcher: Ok.
"Samantha": to the circle.
Researcher: ok. So how did the fight, when the fight happened, how did that go down, how did that…?
"Samantha": We just met up and just… fought.

we come back to school, and the next day, we just fight.

"Debra": So, when "Samantha" came to school, and she told me "hey, I'm going to fight her at lunch," and I was like, "Ok." So, we're walking up with her, just to see them, fight, and instead of her running up to the girl she called out, she's running up to me!
Research: Oh wow!
"Debra": Yeah. So, we're all just fighting.

"Debra": it was, it was… it was really wild. The fight was just, they were like… so we're- I was fighting her sister, and (another student) grabs me from the back and starts hitting me. And then they pull us apart, and I go to the bathroom, and I fixed my hair, and I come back out, and I can't find them, they're everywhere. So, I go up to (student she was originally fighting with) and I see (that student) and (the student) is running at me, and I kick her and she goes flying and hits the pole, on her
Researcher: Wow…
"Debra": back really hard. She falls, she gets back up, and still comes running towards me. Her sister's running towards me. So, they're both coming at me. I hit one of the sisters and she fell to the floor. Then the other sister was still coming, and I hit her, and someone had gotten between us. And then (student originally fighting her) was fighting "Samantha" like, by the classroom…
Researcher: Mmhm.
"Debra": So, when I see (student fighting "Samantha") with the officer, I ran to (student fighting "Samantha") and I punched her, she started bleeding down her nose, then the officer like pushed me down, so I like, I didn't do nothing, I was like, "I'm not getting tazed today!"
Researcher: Ok. Alright…
"Debra": so I was like, down, and the officer just, slammed (student she punched) to the floor because (that student) like, elbowed her,
Researcher: Oh. Ok.
"Debra": And so, the officer had no choice but to… she slammed her.

223

Appendix H: CODING FOR TEACHER INTERVENTIONS

Codes	Themes	Participant Statements
Interventions	Personal Connection	I think that one to one conversation… may work to a certain extent
		he's… has a great personality, he's funny, so that's the whole point. He's funny.
		I was talking about skateboarding the other day, and he's into skateboarding, so I guess that's a common interest we can connect on maybe
		those kids… really need affection. They need… they want your attention… they want your help… and if you can give it to them, then they're involved.
		there are signs that I've connected to him because he's in… he's CONTANTLY in my room!
		they like to know that you really do care, and you're going to be worried about them tonight… if they don't do well.
		I definitely got that I need to be honest about where I'm at and what's going on and encourage them to be honest about what's going on
		I've had just a couple conversations. So, he's more into the scooter thing, than skateboarding… That's, that's more his favorite kind of hobby. So, yeah, I, I've talked to him a little bit about it.
		actually today, he was telling me he had a sister in college, in Colorado, just kind of… shared with that just kind of out of the blue, for no reason.
		in my time of being very vulnerable, but I opened up to my students and I got a chance to say, "Hey, I'm not so tough and I don't live in isolation, and I have people I care about and so do my students, and one of us in the whole classroom of 32 people is bound to lose someone they care about so that when that happens, we've already opened up a space where some of that conversation has happened.
		one key factor in the circle that the math teacher in the circle was very open to being vulnerable and having an honest conversation. And even he said it was an honest conversation about his feelings
		you can be really, really honest with them… and they are really honest back and I think our demographic likes that more than anything else.
		I'm being really real, and I share my life with them, um, I think that helps foster it when there's tension, it's not like there's these, hearing me like this: I'm putting on a, like, like a coat or something. It's like, no, this is "Ms. Plath," this is "Ms. Plath."
		when I see students in the hallway, I'll greet them.

I try to be really real with those affective statements,

I do a lot of talking with my students. I don't have a prep, so I don't have a chance to do many walk and talks, unfortunately, but I will take the time to walk outside with my students. I've got a teacher's aid now during 3rd period, which is nice, I'll take them outside and we'll just kind of kick it out there, and sometimes we won't even talk about math. We'll just talk.

I'll be like, "What's going on right now?" Like, "you don't look like things are going real well," you know? And then, if they don't open up, I'll be like, "Man, right now, I am so tired, my son keeps coming up with these projects," … and I'll open up, and all of a sudden they'll start talking.

I'm real personable with… with my students… I'll talk about my son, I'll talk about my husband, what's going on at home… all the time… and it gets them to open up.

I always explain why I'm frustrated… I'm human. I try being very transparent… with my students.

it's the whole, it's the bond, or it's the trust that we create… Between the class and the teacher or the student and the teacher… Um, because I mean, these kids are here or are at home, at this rate… and uh, it's that whole trust that you set up between the classroom or the teacher.

I treat my students really well, and I know which students I can press, there are some kids where I'll say, "cut it out!" … you know? "Don't be a jackass!" and they're ok with that, because that's the relationship we have.

I work really hard to build a relationship with each of my students in a different way, so I can get to know them, so I can be a better teacher because when we're teaching, we have so many choices that we have to make every second, that if I have a relationship with a kid, then I know, "ok, this kid is putting their head down, that kid is goofing off, and I need to approach that different than if it's a kid that always puts their head up, or the kid that jokes with me I can approach different than the kid who doesn't joke with me.

(key to never having behavior problems)
I think part of it is, is I really do have a relationship with them,

Researcher: What's a, when you're thinking about a teacher who's really good at dealing with rambunctious kids, or whose, you know, or just really good at turning kids around, or things like that, what, what, what does that look like and what does that entail?
"Ms. Ness": To me it's somebody who builds a relationship with students and is um… is non-reactional, is purposeful in their choices and actions, and how they choose to deal with kids and instead of reacting, uhm… and not going to emotional reactions and just dealing with it as it is.

I take time out to get to know my kids. I do care about them. And um, the other thing is, SLC's allow for that. Uh, with my 11th graders, there's some of them, I few I've had for three years. My 10th graders, I've had, uh, this is, for a third of them, our second year together. Um… and then, they know that another English teacher and two of the math teachers are

together. They know we talk about them. I think it more a community feeling, you know, and I, I think another thing is knowing, um… that I'm gonna be here next year, that I was here the year before, there's a lot of students that I've had their siblings.

I have a close relationship with one of the students, so I guess that's the other reason they asked me to be there as well.

In terms of RP as a teacher, I think relationships are the most important thing.

if you have rapport with your students, it's easier to do restorative practices that if you, you don't. I'm not saying you can't do it, I just think it's more difficult if you don't have any rapport with your students to be restorative.

"Ms. Atwood": So, when it comes to a circle where not only is there a power dynamic where a teacher wields more power than a student, now you're asking a teacher to relinquish some of that power to be vulnerable and honest about their feelings, but they don't have the practice to do that.
Researcher: Mmm. Mmhm. Oh.
"Ms. Atwood": So that, that's kind of a necessary… like… pre-step to getting to having a circle that's as powerful as "George's" was.
Researcher: Ok. Do you think that could be a hurdle to progress… do you think that if teachers can't do that that it could be a hurdle between progress?
"Ms. Atwood": I think that could be a hurdle. And I think, the word that came up to me… and I'm just now getting familiar with this word it's, it's there's this word, with restorative practices, there's a… like an ontological groundwork that needs to take place…
Researcher: Uh huh. Uh huh.
"Ms. Atwood": Like, you already gotta be in that space, it already has to exist in your practice. Like I image that a person who, or a teacher who already effectively communicates with their spouse, or their children, or their friends…
Researcher: Oh. Ok….
"Ms. Atwood": is much more prepared to have the, those kinds of conversations with their students. Whereas a person that like, doesn't express, or doesn't make affective statements, or has a hard time expressing emotions… might have an even more hard time with the power dynamic.

Students:

he knows how to, the way, the way how he teaches his class, like, he's just fun, like… he, he makes a joke in, like… the way that he teaches, he makes it fun, he makes a joke and he makes it connect to the students and stuff.

Well, he'll like, he'll like tell us something, like a life story and stuff, and a story about how he was raised, and he'll ask one of us to share, like one of our stories, and he'll share another story back to us.

It's just they tell jokes, and the way they do the jokes that they be telling in class, saying, how they teach

while we're doing our work, the teacher Um, we're talking about stuff, like basketball games, they'll just be talking with us about the game, and then a teacher will be like, "ok, that's enough." Yeah. That's cool.

"George": And like, He knows we were like, playing, so he'll, like, play with us, but there's a certain point where we have to stop
Researcher: Yeah…
"George": and then that's the point where he really, like… gets a hold of the class…
Researcher: Ok. Does that affect how you respond to "Mr. Vick"?
"George": Yeah.
Researcher: How so?
"George": Cause. If he like… does that, then, I don't know, I feel like… he's… like, closer I guess?
Researcher: Yeah. Closer in what way?
"George": Closer as in… more, what's it called… more connectable…?
Researcher: Connectable…?
"George": Yeah. He connects with us.

"George": Well, he was what's it called… he was upset that week cause his brother died, or his brother passed away like a couple weeks ago and he was still going through a rough time about his loss…
Researcher: Oooo…
"George": and so, the class was giving him crap, and so he'd had enough of it, and just like, told everyone what was going on, and so like, everyone stopped, and he had a breakdown and had to go, like, get some fresh air and stuff…
Researcher: Yeah. And did that kinda influence how you felt about "Mr. Vick"?
"George": Yeah. It did.
Researcher: How so?
"George": 'cause… I was kinda sad. Everyone kept talking and wouldn't listen to him, acting like he was… uh, like…one of the classmates. Well… I know he acts like that, but like, there's a certain place and time for everything.
Researcher: So you really… did that… was that a new kinda thinking about… "Mr. Vick" after that moment?
"George": Yeah.
Researcher: Yeah? Can you talk about what, what you were thinking before and what you were thinking after that?
"George": Well, I was just, like, I was just, like, thinking that he was just like just a regular teacher, like, giving me stuff I didn't even know or need to learn, but like after he told us that, that's like when I really started paying attention.

she's, like, she's like the chilliest, like my chilliest teacher. She's like, like the kids, I guess… she's like, regular. She's not act like… more professional. Cause she has her own style and stuff, she doesn't really like that clothing, and she likes to be herself.

with "Mr. Vick" and "Ms. Underwood," "Mr. Vick" wants to see every fight, like if I have a video, I'll be showing uh, "Mr. Vick," and then he'll be like, "Ooo, ooo, get 'em, get 'em!" Like stuff like that, and with "Ms. Underwood" she's be like, "what happened to that one kid?" and I say, "Oh, he got in a fight." And she'll say, "did he win?"

"George": He just gave us cookies.

Researcher: Wow.

"George": He just, just gave the whole class, what's it called? … It was about an experiment. It's the subject we're on, we're learning about self-control…

Researcher: Yeah…

"George": He gave us like, he gave us a cookie and he said if we wait like a certain amount of time, after our work is done, he'll give us two cookies.

"George": Like, when we would tell personal stuff. We would, like, we would come to him at lunch and say, like, "guess what we did after school yesterday?" and he was like, "Is it something bad?" and we'd be, "maybe…"

Researcher: (laughing).

"George": and then... he'd say, "I don't want to hear it." But now he'd be like, "what'd you do…?" He'd say, "is it something bad?" and we'd be like, "yeah." And he'd say, "let me hear it…"

"George": Yeah, "Ms. Underwood" is like, funny. Like when we tell her a joke,

Researcher: Uh huh…

"George": She'll what's it called?... We'll tell her a joke, she'll be like, "yeah, right" and try to be sarcastic with it. So yeah.

"Mr. Thomas", he'll be like, "dopamene" like hecka kids, they'll be like, they smoke, so he'll be like, "dopamine, you know, not the kind you smoke…" and he say, "it's not the kind of thing you can buy from a guy whose shaking on the side of (local street name)." (Telling a joke)

"George": Like (another teacher), she's she's from here, like she dresses the way we dress. Like "Mr. Thomas" sometimes does, but… not most of the time, but sometimes, if it's like raining. He'll like just dress regular. But other teachers dress fancy and stuff.

Researcher: Oh, ok. Yeah.

"George": And (another teacher) wears like bodybuilder shirts so you can see his muscles.

Researcher: (laughing). Yeah. Yeah, and, what else?

"George": Um.. talk the way we talk I guess.

Researcher: Yeah.

"George": Um (another teacher) no, not (another teacher), but "Mr. Thomas" and (another teacher), and "Mr. Vick" does that. They, what's it called…? They talk slang, I guess.

"Samantha": 'Cause she did stuff for me, that happened to me, in class, and I knew about it before I came to (school's name) because she, she use to help all my cousins, and brothers and sisters. So it was just, like, when I came to (school's name) we already had that connection, like where, it was like, you know? And she did a lot of stuff for me.

Researcher: Oh, ok. Like what?

"Samantha": Like, um, when stuff was going through with my dad, when he was in the hospital for a stroke, she was there for me, she just, um, when I tell her I was hungry, she'll always tell me, like, "do you want some food?" She would come to the hospital, bring some food, stay there for a bit. Like, she knows all my family members, and it was just, we, we consider her as family

We just joke around and stuff.

Like, when I go inside the class, it's just everybody, like, laughs, we all joke around, we do our work, we talk to the teacher, yeah, it has that good, welcome feeling in class.

"Samantha": They talk, they're talkative. They're like the teacher that just… talk, and even though I get really annoyed for a minute, it just, I like when teachers talk and talk because it give me something to talk about, and it gets me going, and gets class going and it
Researcher: Uh huh.
"Samantha": and it's, they're like really hecka fun to be around with, like, they're not the kind of teachers that's always serious all the time,
Researcher: Oh, ok,
"Samantha": they'll joke around here or there, a little bit, yeah, so it's just.
Researcher: So what do you mean talk a lot?
"Samantha": Like they have conversations, like, they keep the conversation going, and going, and going.

"Samantha": Like, say like if "Ms. Plath" is talking, and like, keep the conversation going, and she'll be like, "ok, get back to work," and then she'll go in front of the class and she'll tell us about her story life and stuff,
Researcher: Oh, ok,
"Ms. Plath": And it's really interesting.

sometimes they're lecturing, sometimes they're telling me what to do, and stuff like that, but sometimes it will be on a personal level.

Like they, they like, pull you to the side and be like, "ok, are you ok?" Because when that happened with my dad, I didn't go to school for like, I think for like, three days, or four days, and they both pulled me out of class and asked me, "is everything ok?" And they make sure kids are ok when they come to school, often.

"Samantha": Like if some, some kid is struggling, in school, and you see it, just automatically know that there's something going on in their personal life.
Researcher: Mmhm.
"Samantha": And it's just, I think you should just pull them aside and just, "is everything ok?" and you know, just ask them, "is everything ok?" and like just keep catching up with them, and like every day, just like, "how are you today?" you know?
Researcher: Mmhm.
"Samantha": Just caring for them. I think that would make a good teacher. Because it make the student, make, like feel more welcome into school. It makes them want to come to school, and not drop out, you know?

when you joke with them, in a joking manor, it just, it makes them laugh, and then, it makes them want to do their work, rather than just sending them out, you know?

you can just see, like the little things certain people do, it will tell you about them, like I left my tea in there, and he came all the way to my class, my 2nd period class to bring it to me. So that means, he must have looked

up my class, and came all the way over there to bring my tea to me in my class.

"Debra": Um, I get along with "Ms. Ness." Because most of the kids in there are like, childish, so…
Researcher: Yeah? How?
"Debra": So, like when I ask "Ms. Ness" can I go to the bathroom, they're all mad and like, "how come she gets to go to the bathroom?" And like, we know, but we don't say anything,
Researcher: what do you guys know?
"Debra": Like, she lets me go to the bathroom and doesn't let them go to the bathroom.
Researcher: why doesn't she let them go to the bathroom?
"Debra": A lot of them tend to go the bathroom and don't come back.
Researcher: (laughing).
"Debra": So, she don't let any of them go.

when your student asked you about their grade, you should be open to tell them about it, and not say, "oh, after class, after class," and the student forgets after class, and they never check their grade.

when they notice that you, you're trying to keep them in class, they'll, they'll have sympathy for you, like you care about them, and they'll want to calm down and do their work.

Alternative Interventions	**Administrators:** Researcher: So, what about, is there anything else you remember doing with him that felt to be restorative? "Mr. Sampson": Umm. I do remember also uh… doing a conflict resolution, which in a way is sort of a mini-harm circle with uh, three participants, he and another student who are actually friends started… started swearing at each other in class… Researcher: Mmhm… "Mr. Sampson": I think the… the term du jour is "roasting", Researcher: Mmm. Mmhm. "Mr. Sampson": And one side went too far on one side and people got upset but we were able to, um… pretty quickly make sure that they… were able to agree that they didn't have any issues with each other… Researcher: Mmhm… "Mr. Sampson": And, you know, both of them were able to express what led to them feeling hurt, um and also both students were able to um… apologize to the teachers for part of it because of their understanding how their interactions had an impact on the whole class and on the community. Researcher: (laughing) Um, the practice of what people are calling 'walk and talks' um has come up quite a bit, I know that you've shown me this, you've sent me an e-mail, but for the sake of the recording I want to play dumb and, I don't know anything about it. So what, what are walk and talks? And, and…? "Mr. Andrews": Well, the first time, here, here's how I learned about walk and talks. I uh, when I was getting my admin credential, I already had my master's degree in Spanish, so a lot of people are going on to do a master's project. But I seem to remember that we had to still set up a project, almost like it was a masters, um, and mine was on classroom management.

And when you're looking at classroom management, you're going through all these materials, especially if you're online, you see links that sees what you're looking for, and one was the ADHD solution. And it wasn't cheap, it was at least sixty dollars, but it was, it was a book along with a DVD, I could've sworn that's what it's called, the ADHD solution,

Researcher: Uh huh.

"Mr. Andrews": And I put in this, this uh, DVD, and all it was is a guy who was talking. And all he said was, "well, here's what I do: I take 'em for a walk and talk." And at the time, I'm watching him, and I said, "What?! This some bullshit! I wasted sixty dollars on this!"

Researcher: (laughing)

"Mr. Andrews": (laughing) And then I thought, "you know what this does, there's common sense to that,"

Researcher: Yeah.

"Mr. Andrews": I would just start doing this on my, on my discipline shifts, I would spend less time in the office, and I'd just walk with kids, and I could see how the behavior would shift. And then I would observe that not only in humans, but also in animals. So, I work with dogs once in a while, and at that time I had three dogs,

Researcher: Mmhm.

"Mr. Andrews": I remember going to a dog training class, and there was a German shepherd there that was just really dog aggressive,

Researcher: Mmm.

"Mr. Andrews": and I said to the person, I said, "Hey," we're, we're at this big park. I said, "Hey, walk your dog that way, and I'm gonna walk my dog over here," because my dog was just, just doesn't react to other dogs,

Researcher: Mmhm.

"Mr. Andrews": And we just start walking, and I would signal, get a little closer, get a little closer, and I remember we walked all the way through this big park and we came back this way, a little closer, and little closer, and we kept going back and forth and pretty soon, the dogs are walking together. And I've done that since with an aggressive dog on my street, I said, "Hey bring 'em be- they can be with my dog because an aggressive dog doesn't like to turn around and see, it's better to look ahead,"

Researcher: Yeah, yeah.

"Mr. Andrews": So, happen closer and closer until I have 'em together. The great part of it I was seeing on youtube, it showed a, a dog trainer doing that. But I discovered that, it's something dog trainers would do,

Researcher: Ok.

"Mr. Andrews": So, and I tell people, films in nature, higher level organisms, travelling together, it's almost like a rapport, there's like a rapport mechanism that clicks in,

Researcher: Mmhm.

"Mr. Andrews": And, so I just studied different moves, how to go to a classroom, and get a kid out without getting the, "Oooooh!" Because the principal or vice principal goes by, and you get a kid, and goes, and says, this is all trial, but I've noticed, you go by a classroom and say, "Can I talk to 'John,'" you get this, "Ooooooh!" And 'John' steps out and 'John's' not feeling good about the walk and talk. And I notice if you said, "Can I borrow John for a second?" They'll be less, "Oooooh!"

Researcher: Oh

"Mr. Andrews": I found, I found the perfect way, it's, "Hey, can I borrow John for a second?" And the connotation of 'can I borrow' is completely different than 'can I see' or 'can I talk to,'

Researcher: Uh huh, yeah.

"Mr. Andrews": And 'for a second' shows they're going to be coming back,

Researcher: Yeah.

"Mr. Andrews": And so, it's just different moves that you can do to get the kid out, without, um, without it being awkward. And then I added in the psychological impact of having a gift, if you will. And I've read about how it's not an accident that when they're giving out samples in the store, there's always something behind it, and it's not to make sure people don't take them all, it's, of course, a person needs to do some serving, but there's a psychological mechanism that clicks when somebody does something for you, there is on some level the urge to reciprocate,

Researcher: Mmhm.

"Mr. Andrews": It's much stronger with some people than it is with others, but you might as well take ad- take advantage of every potential psychological tool you have.

Researcher: Mmhm.

"Mr. Andrews": So that was another thing, we, I added. The gift, what the gift, and there are multiple-multiple ways to do it, uh you could do- you just need the excuse to get something out, and the excuse for it to not be awkward, and you can also do this by holding the gift out, which is showing them what their grade is and how you're going the help them, it distracts them, so there's no awkwardness when you get out, and go through step by step and break it down and once in a while I'll make some refinements to it.

Researcher: Ok. Alright. And so is this something you're training the teachers and hall monitors to do?

"Mr. Andrews": The hall monitors… we don't … hall monitors don't need the same level of instruction in it, because they do it all the time, and a campus monitor taking a kid out of a class isn't awkward. Teacher leader taking a kid out of a class isn't awkward, counselors taking a kid out of the class isn't awkward,

Researcher: Ok,

"Mr. Andrews": because it's an expected part of their role. But if a teacher is working with a student, who is behaviorally challenging in their class, that's behaviorally, that's awkward for them to show up at the, at the room, and so that's why I wrote such explicit instructions and don't just go up and get them from the room and walk with them. If it doesn't start off well, you're going to need more time to work on this. So that's why I put in explicit instructions on how to go and get that student and get him or her walking, with, in, with, in, in as short a time as possible.

Researcher: Ok. Ok. So, um, and, when you're… in the degree to which you've worked with people, and kinda talked about how to do this, how, how are those conversations going?

"Mr. Andrews": Ah, Ahem. I had one teacher, did it as his, uh, as one of his areas of experimentation, uh, for option 2, and he's got a kid in his class who says he's, has been really, I mean he's one of our most behaviorally challenged kids in, in the classroom. Because he does much better with him now, this is a teacher who tends to struggle with behaviorally challenging kids,

Researcher: Yeah.

"Mr. Andrews": and he's not one of the ones that I can think of the, he sends out much, and he says now he can say to him, "Hey you want to go for a walk later?" and the kid'll go, "yeah, yeah, yeah, come on by…"

"Ms. Mary": Just "George" being "George." Uh, when we walk and talk – normally when I walk and talk with kids, I ask them what's going on they

don't always, I just go ahead and ask 'em. How their day is going, if there's any problems, you know… here or… at home,

Researcher: Mmhm..

"Ms. Mary": I'll ask them that. Sometimes, kids will bring their problems from home,

Researcher: Mmhm..

"Ms. Mary": If they woke up, something happened at home, and they go to school, they're gonna have a bad day.

"Ms. Mary": (unintelligible) sometimes I'll look for a different room to put them in…

Researcher: I see.

"Ms. Mary": You know, to do their work. And then I will pick them up, and take the work to the teachers or something.

Researcher: I see.

"Ms. Mary": If its… if it's not, you know… really bad, like I said, then I'll look for a different class and I have like (another teacher) that lets me… uh, "Ms. Underwood" will let me, "Mr. Thomas" has let me put kids in there. Uh, upstairs, too. I've put (another teacher) I have in kid from (another teacher) in (another teacher) right now. If it's not a bad situation where they need, uh, to get a detention I will look for a different class for them to be out that way. Like this morning, a student was, "I just, I just don't want to be in this class," ah, you know… "something with the teacher and me." The teacher suggested, "ok if you don't want to be here, do a walk and talk like you normally do," she was like, "take her to (the discipline office) she doesn't want to be in here." But it's like, "ok, she, it's early in the morning, I'm sure I can just, put her in (another teacher's room)" and I did put her in (another teacher's room), and then I went and told (the teacher that the student came from)" and she said, "I'm fine with that, thank you." I'll always tell the teachers, "if it's not that serious, you want me to put them in a different class, you know, is that good?" They're like, good with that.

See, I'm, I'm (name of the SLC), so we have an understanding where if I can do a walk and talk and bring 'em back in, or a walk and talk, maybe put 'em in another class, or a walk and talk and take 'em to (discipline office) based on whatever is going on, and that depends upon what the situation is.

I'll do a walk and talk, I'll do a pick-ups, I'll go in his class every day and… me and him have a good uh, uh… how can I say… a good understanding with his students. They know if they are on the phone, "Mr. Vick'll" call me.

with my hallway which is the (name of the SLC), I uh, we uh, pretty much have an agreement, I'm in there all the time, I do walk and talks, all students, teachers do, and their kids, you know, will give then chances, more than, more… like, all of them will… they don't really, like, just, pick up the phone and call, "you know what, come get this student!" They will do it, try to take care of it first, and if the kid keeps doing it, then they will call me, you know?

I go in there and you know, every time I go into a class I see a student, I'm like, "hoodies off!" you know, I'll even ask the teachers, "Anybody been on the phones?"

Depending on the day, depending on the situation, depending on the kid. If there's any… sometimes I won't do a walk and talk. If, you know, if I kid puts the cell phone up, or if I catch the kid with the cell phone, because I'm constantly asking, just to make sure they don't have hoodies or cell phones on…

she will definitely tell me, "hey can you do a walk and talk," or she'll text me, early, "hey can you do a walk and talk," for a certain kid, this period, you know, "I have 'em this period," or she'll say, "can you talk to this group of students because they're being… really loud."

I'll pull 'em out, I'll talk to them, then they'll go back in, and then, the next period or later on I'll go back and check and make sure they're, you know, they're doing it.

I think the end of last, last year, they uh… they uh… uh… came about with the walk and talk. And then, when we came back this year, I stood on it, like depending on the situation with the kids, it, it's... if it's not bad, because of other kids, their friends are around, we pull them, put them in another class and they get to work. If I look for a class where they don't have no friends in, or a class that, sometimes, like when "Mr. Thomas" is on his, his prep or "Ms. Underwood" or whoever's on prep, and I see that they're just sitting in their class, if I have a student that, just needing it to be away because they were just misbehaving around their friends in class, or something, being distracted, it's nothing serious where I have to take them to (the discipline office), the detention room, then I'll, "hey do you think I can, you know, are you too busy, can I sit this kid in here and let them do their work? Then I'll pick them up…" They always tell me yeah.

if I feel like the situation is not that bad, or the teacher feels like the situation's not that bad, they just need, you know, I just need, to, be around this group or something. Then you know, they're not really being, you know, doing anything bad, but they're not concentrating… you know because of, uh, uh, where they're sitting. The teachers will uh, try to move 'em to uh, a group across the room. Then you have 'em uh, thrown', depending on the kids.

Maybe you can do a walk and talk, and you know, it's, it's not that serious in here, I'd… maybe if you'd do a walk and talk, bring 'em back and we'll see how things go."

sometimes before I get there or as I get there they'll tell me, "Can you just do a walk and talk with the student?" And uh, "I don't need you to take 'em to (the discipline room), I just need you to talk to 'em." And then I talk to them, I walk with them, you know, walk 'em to the water fountain, walk 'em around. Sometimes, like I said, depending on… on the situation.

I do a lot of walk and talks with "Ms. Underwood's" kids.

like I said, sometimes, it's just that they do need to be out of that room for a certain amount of time or whatever, you know? It's not serious enough to take 'em down to detention, it's not like, every time I go into a class it's a bad thing. Sometimes they just need to be talked to. And, you know the teacher will ask me, you know, "do a walk and talk," and I'll return the kid back to them, and things have changed.

Teachers:

So personally… I didn't use affective statements with him, but I did use affective questioning with him.

when something comes up talking to them about it, and talking to them about, you know… asking them what's going on, why do you feel like you're, (pause) you're struggling to be on task

I've moved them multiple times, and this whole group is just, moving 'em. Trying to find strategic locations and things like that.

whenever I was sending them out for whatever reason, fill out these, kind of like reflection sheets, and talk about why, what they were doing when they got sent out, why is that a problem… for them and for the class and what they could have done differently, and that kind of thing. So I was having them do that whenever they were sent out.

I actually remember one time, when he was kinda like, "man, thanks for listening to my side of it." Um, and seemed appreciative of that

So, I turned around and told him, and I told him, you know I called him by name and I said, "My response to you was really inappropriate, and I really appreciate the way you maintained your sense of calm, and you have maintained a maturity level, and I appreciate that"

"Mr. Thomas": …I guess that's a difference, another difference that I, I still have a couple spread out, but I do have a group right here (gestures to area near teacher's desk) that I have been kinda working with a lot.
Researcher: What inspired that change?
"Mr. Thomas": Um, just the fact that they need that re-direction. I just wanted to be able to keep it centralized so I'm not, like, while I'm moving away to the next person, that person goes back off task
Researcher: Ah, ok (laughs).
"Mr. Thomas": Yeah, so I can kind of be in the middle of them to keep them from, just talking.

it was directed at "George", and (other student) is over there, and I have 'em at opposite sides of the classroom, you know, to try to minimize that

we did third period, we did this activity, and um… like, like the drawing. "Ok, ok I have you guys draw this concept. You're, you're image of what this concept looks like… because you said drawing is one of the things that… we did this pair share, because you said you wanted to have more chance to talk…" things like that. Um, so kind of a check in of the things we did, the specific activities, and how we did those activities and how they related to the things they said they liked.

I just sit him right up front

I did community circles in uh multiple classes

I looked at "George" and basically tell him, ok, "You cannot do this again, you cannot interrupt my class"

we have a point system where he goes, he comes to class with 10 points… and I basically tell him, that's gonna cost you a point.

we had a meeting with mom, we had phone calls home, trying to get him tutoring, uh, he also went through the, restorative uh, circle…

I refer him to counseling… our counselors… our lead teacher as well as e-mailing (an administrator) that's why I recommended that he be put into uh, the harm circle

I make phone call home, talk to students, walk and talk… uh… as e-mail a lead teacher as well as our uh, counselors

So, uh, "Ms. Mary" put them in separate classrooms where they had to do the final on their own.

So, he's going to be isolated in uh, different corner. But they also have good people surrounding them.

I went and sat down next to him and I was like (pause), I was quietly talking to him about why he wasn't on task

I was talking to him about his, about his grade and saying, you know, like, "what did your dad say about your grade?" And he said, "yeah, he's not happy with me." I was like "well, what do you need to do to change it?" And he was like, "yeah, I need to do my work," and um, I was like, "well use that, remember that when you're sittin' here not wanting to do your work." Um… "Think about that, use that to motivate you…"

I, told them exactly how they made me feel as a teacher… And, and how frustrating it was to have gone through, you know, ten years of school, to become a babysitter.

The only thing that works with him is calling his dad.

you have to turn your back on him, practically… so he's really convinced that no one's watching… and then he makes his move.

I call on him a lot because that's one way I can force him to do work, is up at the white board.

I never call him up there to do something that's… overly challenging, that I don't think… that he can't be successful at… to try to refocus him.

Changing seats. Changing working partners

putting him close to me, just all the time works better than… leaving him to his own devices

Other things I've done around him are to transfer kids into pre-IB classes

"I know you're capable of a whole lot more than this... can you please refocus yourself because I'm worried that you're gonna not get this… and then two days from now you're gonna be really upset."

"Mr. Carr":…one day I took him out and we did a team-building activity after 6th period. After that, he's been pretty cool. He just takes a little tap on the shoulder or eye contact.
Researcher: so what was the team-building activity?
"Mr. Carr": Ah, he ran.

6th period a lot of those boys have, eh, (teacher's name) for 6th period P.E. …football conditioning class… So with that, that's usually my chance to do the walk and talks, and talk about kids who are on our radar… with e-mails from teachers and things… so um, it's pretty much freshmen all the way up to seniors in that class

we've done one harm circle… um, this semester.

One thing I got out of the harm circle, at least as a novice in this thing, and that I liked, was the… kind of like the agreements you reach at the end…

Researcher: … the use of the affective language, have you tried that?
"Mr. Carr": Yeah.
Researcher: how's that go?
"Mr. Carr": That goes pretty well.
Researcher: Yeah?
"Mr. Carr": Yeah. That does seem natural.
Researcher: Mmhm.
"Mr. Carr": I think that's maybe just through habit of doing it a lot. So, I guess that's a small victory in using this stuff. Um…

I keep telling him how much I appreciate him trying… even with the little dinky quick writes we do…, and I don't know if that had an effect, I'd like to think it did help…

I tried asking him if he's sleeping alright, I don't know if that was training or whatever, but I'd ask him if he ate, uh, what's his normal routine outside of school, and he'd always say he was tired, but that wasn't unique to him.

I try to use positive statements.

I've been trying to implement more, especially, uh, with, uh, there's this person who calls it 'learning inertia' I think. It's like, starting the class with inertia like warm up drills… Getting in, "thanks for getting out your stuff," and getting going and trying to get the class out of that inertia, or trying to get the ball rolling before class.

We do circles. Um, I'm due for a-another circle, because I due to do them every four to five weeks,

I just kinda had an open classroom where kids, where I let the kids, we were just talking about it um, talking about, I guess, hearing their point of view, how things were going and things that they thought would make the class better. Um, make them more willing to be engaged in the class…

I don't give like, them any chance, for um, for just kind of like, just goofing around or whatever, um, and I, I could see their perspective, for me it was like, '"yeah, that's because whenever I relax a little bit, things get out of control, and um… whenever we try to do the things that are

more, more fun, then there are problems!" In fact, uh, so anyways, uh, I, I, I told them I'd work on that…

But he just kept going on and on and it's just like… it was just kinda ugly, you know? It was just kinda, it just kinda got… a little out of control. And I was like, "this is what I was talking about, right? I'm trying to do this thing that was a little more fun, I made these cookies for your guys… and this is how its… uh… this is kinda what happens, you know?"

…giving them the things that we talked about. Like they wanted to draw. So, I've done more things where you draw, you know? I'm trying to work in their suggestions.

I think the talk was a big thing, and then for like the next week, uh, between, I'd kind of do a check in with them. On… "so these are the things that we did…" like at the beginning of, at the end of… At the beginning of fourth period - I have them for two periods – at the beginning of fourth period when they were doing their practice reading, I was kind of doing some reflection on how third period went. What I did, what, kind of trying to show them the kinds of things that I suggested to work in… and so I was doing that. And then writing it down and having someone kind of read it, and then having a kind of quick little check in on how things were going.

I was like, "I wasn't happy that you guys, you know, were so much off task… " And so that's kinda, one of the reasons I stopped it. It was going in more of a negative direction.

I wanted to keep it more about time to reflect upon what I was doing to help them, instead to give me a chance, a forum to uh… vent my frustrations on them or… talk about the problems I'm seeing with them. Um… cause I wanted them, was hoping that they would recognize that on their own. I think that's more powerful, right? If I just start complaining about what they're doing wrong, I don't think that that would be very effective or helpful, I think that would be the opposite.

 I'm basically spending most of the class period when they're working with like a group back here, of my kids that are like off task kids and just like… working with them the whole time, "Oh, get back to work, (unclear)" And "George" is one of those, and I'm like, "Ok, re-focus, c'mon…get…" And he'll turn around and look at his paper or whatever, but… like, right now… any work he's getting done is because of that.

I do have a group right here (near teacher's desk) that I have been kinda working with a lot.

I'm trying to just like, I'll be talking to them about, this is the reason, this is what's going on, you know, you're getting a referral because you, you were here third period, and you… weren't here fourth period, so that's why you're going to (the discipline office) right now or whatever, and, you have anything you want to explain or anything? Or what do you think about that?   Just trying to… have a dialogue, I guess

So, we just had a conversation with dad, and he said, maybe he should stop by. Uh, walked in occasionally.

I usually give a verbal warning. If that does not, like one or two verbal warnings, if that does not work, then, depending upon what the student is going to say, calling another student a name, if it crossed a racial line, for example, then yes, you're gonna go, uh, gonna write a referral for that, because that's not acceptable, and I don't want other students to follow that pattern… But, if I say, "god, too much talking, we cannot focus," then that get a different intervention. Then I text "Ms. Mary," and she removes him, uh put him in a different classroom where he can just sit and do the work.

We did a community circle on the campus cleanliness… or the campus beautification

with "George," I always still make sure it's going to be a successful thing because I want to… I want to build up his confidence. And um… I just – I mean – he's you know, I can't push him harder. I mean the limited success I've had, I don't want to foil it by him becoming unwilling to participate like he does there.

that was the most effective thing that…. Being that vulnerable, and being that forthcoming, and letting them know how much I wanted them to succeed, and you can't really tell what's going on with a person, and if you're behavior gets them to cry, then maybe you want to examine your behavior (laughing).

the first of the semester we did a community circle… we talked about organization and goal setting, and why those two things are the same thing.

if class isn't going well, then stop and go, "is this something you don't need to know? Explain to me why you don't need to know this?" You know, and just, throwing it back on them, you know? You guys are responsible for knowing this, I'm not going to hold you responsible for knowing this, the district is going to hold you responsible for knowing this. And if you don't know this, then I can't send you off into the next class. Because it's not – it's built of skills, and if you don't have this skill, then you're definitely not going to be able to do the next set.

we're about to do, about to do this activity where… I print off, I- I now have a transcript, so I'm printing off their transcript, and they're gonna read their transcript, and they're going to see their class ranking, which generally they hate seeing, "what do you mean I'm 370th?!" … you know? You know? And so, we go through what that means, and you know, "Oh, I've only got, only got 20 credits…" And I could have had 30. So, and... so we multiply 4 times 60 and 30 and so they start to see that, they start to see that 225 is, "Wow, ok! Oh, that's only 15, I can only do that two more times!"

I don't dog him, I plop my little bum, ask him if he needs help, he says no, I walk away and then I see if he has got his hand up. And then I'll come back to him… So, it's, it's like reach and withdraw.

give them encouragement, withdraw, give them space to do it, make a decision, and then go back.

if you understand what de-escalation is, then it helps you understand what restorative is, if you understand what, you know, encouragement is… and you can put all these things together, then it gives you a completely different list of options besides punitive. Uh, that, and you can try first. And you can make it obvious, like, saying, "Hey listen, I'm talking to you right now, and letting you know what you need to do. And I want to be straight with you, because we've got something important to do today, so I need you to concentrate today, and if you don't do that, you're out of here!"

constant checking in with students

… are we checking in with them, or do we expect them to show up and… perform in English when their mother and father were arguing all night last night…

checking in with my student like, "when you're working with this, in school today in class, how did you feel? Are you tired?"

Affective statements, you know, "I feel like you did this, and the reasons, I feel hurt because of such and such and you know, I don't believe you should be able to do whatever you want to do, it's not my way or the highway, but that's what you're doing, you know, you're still in school."

I was kinda hot. I felt upset. But I turned to them and I said, "look. I feel you're mistaking my kindness for weakness. I feel as if you're taking advantage of me." You know? If I had said something different, like ah, how I might have handled it in the past, you know, hackles would have gone up, they would have gone, "we have to…" but they didn't say anything back. They just looked at me, you know, like, "please, make my class a priority. Don't be late tomorrow." And they weren't.

you get to do an emotional scanning of each student, thirty students, thirty-two students, not only is, but, within the first 15 you should have made contact with each kid. Somehow.

greeting every student. Let's look at it, how are you greeting every student? The fist bump at the door every single day? Like every single student, calling them a superstar? Each and every one of them?... Or is it something actually real? You know what I'm saying?

usually it's just I ask students at the beginning of the period who was absent yesterday, and who needs the work from yesterday, and I just… give them the work

I will take a student outside and talk to them outside, ask them what's going on. Um, you know, "Are you ok?" things like that.

any time I feel like I've made an error with a student, I will apologize.

I admit when I make mistakes. And, so… it helps to de-escalate the situation.

I want to reinforce with students who are shy and reticent, who are, you know, come forward.

sometimes when students are like, not engaged in the class and doing annoying behavior, to take that annoying behavior and use it

he-he's the kind of kid where I can look at him and say, "is that really the best place for you to be right now?" … "should you take yourself out of that distraction?" He'll go, "Yeah, you're right 'Ms. Buck,' I should, you know…?" So, he'll think about things.

I'm trying to make him see, "Yes you can come out on top," so I'm trying to plan a walk and talk with him actually… To show him his grade, and so I can tell him, "This is exactly what you need to do," … "It's only these things, you can get back to where you were,"

we have a breathing chair… and you can take a time out, and when you think you're ready, to come and be in the class, come and be in the class… Then they move from the chair to their seat… and they get back to work.

The breathing chair is um, if you're having a bad day, and, or you had a bad class the class before and you're to the point where you can't even concentrate, you can't even take notes, like you're gonna explode on someone… You go to the chair, you sit there and "well, I might be able to take notes, but nobody try to talk to me right now!" You're more than welcome to get to work or take notes, but that chair means you're off limits to everyone… No one talks to you, you don't talk to anybody, I don't call on you… You are there just to be in your own world, basically, until you feel like, "ok, I can deal with life again." If you're in there when the lesson's done, then I'm going to take you outside to talk to you… Like, how can I help?

I use a lot of choose. "how are you choosing to act right now?"

I phrase it, ok, uh, you know, "you're gonna- what kind of choice are you making right now?" … "What kind of consequences is that choice going to get you?"

I just ask them, what's your long-term goal?... Or what's your short-term goal? What do you want out of class today, you know? "I want to learn this." What do you need to do in order to learn that? Then that's what you should be doing.

I use a lot of choice. So I remind them, I can't make you do anything, you have choose the, you don't need to be here to make that choice… but if you make this choice, stay here and do it… I constantly talk about choices.

I have done circles… around 10.

just the other day I stopped my, uh, English 11 class because one of my students said, "'Ms. Ness', I'm trying to figure out why I don't have all my papers in front of me…" And so I gave them to her, and I stopped that class and said, "What (student) did is brilliant, because instead of getting angry, instead of attacking… she just, she gave me the opportunity to realize I made a mistake and rectify it without creating a confrontation." And she smiled, I smil- I, I, I took it further and I said, I said, "if she had attacked, or gotten angry, there's a chance that, then I get my defenses up, and that's how we feel when people do that to us. And snap back." And

the kids, the kids are used to confrontations like this, so they were like, "oh, ok."

I don't follow that script, but if there's a conflict or a kid seems out of sorts, I say, "is anything up, are you ok?" Or, "is there anything I can do?"

I don't bring things up the next day, or… the next time. It's just, new day, new start. Let's keep going, um, it's kind of the same thing I do in parenting. That's done and gone, that's an old issue. Let's move forward, and I truly do, every day, have expectations that we're gonna work… And I do have, I probably also have a high level of tolerance for misbehavior.

being in the moment and making conscious choices about what they're going to do. And listening to kids, and giving kids a chance to feel heard without being judged.

when kids are disrupting the class or taking time away from class, it's more important to me, uh… well there are several goals, right? We can get the class back on task, but we can also give that kid time to figure out maybe what they need, maybe it's the counselor, or to go to the bathroom and cry, or… walk to the water fountain. I mean, I'll often have some of my kids who are antsy skip to the water fountain, it's always boys, and skip to the water fountain and back… And uh, it's so, just to give 'em a chance to re-focus. And then to remember, I, I always remind myself, it's their choice, I give 'em some parameters, and they can make choices and once I bring it up, this is a choice, and when you choose, sometimes I'll ask a kid to step outside, and I'll say, "this behavior is disrupting the class, when you chose to come back and be a productive member, you are welcome back in."

immediately after the fight, even before the circle, you know, because she was detained, she had gone through a lot of stuff. Uhm, I asked her what had happened from her perspective, and I had talked to her about what could have been done differently, those sort of things.

immediately after the fight, she wasn't receptive- those weren't, it was recriminations… You know, "this person mistreated me, the officer did this to me," that type of thing. And even at the circle, it hadn't gotten to that point. But since the circle, and after the suspensions, and after the fights, we've had more conversations in depth about, uhm… what can you do differently, um… about your relationships, not with those students, but more broadly to avoid these type of things. Because, um, a lot of this is universal. It's not this particular situation. It's uhm, saying things online and how that can be construed and how certain kinds of conflicts can happen. And about how, in the future, you have better relationships with your peers and that student.

I've done a lot of things. I've facilitated circles, when I know the students. We're trying to make a transition as a school to doing more… Restorative practices and circles and stuff. So I've done some circles where I didn't even really know the students really well. That skill set requires a… a control of the circle, and knowing where you're trying to go with it. But it also requires giving them those hidden clues that show that you're actually interested in what they have to say… You know those-body language actually suggesting that you want to hear everybody, it gets

242

parents and students to actually open up instead of get hostile towards each other.

I also think it requires not just empathy, but it also requires, not always, but most of the time, but it requires for you to admit when you're wrong as the teacher.

Students:

he'll give you like, he'll give you three chances in the classroom. He'll pull you out a couple times, and he'll pull you out the classroom and talk to you, like "why are you doing this? It needs to stop. You need to do you work, like before you go in." Like, make a joke and do something before you go back in. Yeah, he's a cool teacher.

he has said like when we were talking over here he feels disrespected and stuff…

"Paul": Well, he, that's when he just, like, doesn't really be fun anymore, he'll be like, like more disciplined…
Researcher: Ok..
"Paul": On us…
Researcher: How does that impact you, and in your mind, how does that impact the rest of the class?
"Paul": Well, it doesn't really impact the class, it will make the class say like, think, like… we need to, like, stop and start doing our work.

when you're talking in class a lot, and then he'll take you outside, and, he'll have you go outside and say, like, I seen you talking a lot and you need to stop talking, and you just lied to me

I went back in the classroom, he took me, like, outside and talked to me and told me to do my work, because, like, I, like, I lied to him, I lied to the teacher, and I was talking a lot, and I needed to get my work done.

… in my math class, "Ms. Buck," she's kinda cool, but, if you like just keep talking and talking, she'll just kick you out, and she'll even like forget that you're outside, and she'll come outside and she'll confront you, and sometimes she'll confront you and sometimes she'll just call somebody and have somebody just pick you up.

when it's "Mr. Aarons," he'll give a student a chance, but the student keeps be-being disobedient. Then um he will just have to kick them out. But the other teachers they'll give the students a chance, some of them will just kick them out.

well, they, so they passed around, they, he, had this ball, that lets you talk, so, he told his story about how I hit him, and I told my story about how I hit him, and then um, we passed around the ball through the whole circle and they told us how we could've dealt with that situation and what we coulda did… um to make that situation, um, better, or more like… I forgot what the other one was, but it was something about… like us, like… being friends and being closer. Cause, they said, well we were on the football team together, and they said, that we needed to be closer because people get that way when they play football and stuff like that.

A good teacher, they'll talk to you, tell you when you're wrong, they'll tell you when they're wrong, and then they'll just send you back inside and let you back inside.

The teacher pull em outside and they'll talk to 'em for five, at least five minutes, and the teacher'll be telling 'em, like, like, not to do that, and be asking 'em why they're doing it, and the student will tell them why they're doing it, and the teacher will tell them to stop doing it, like they're supposed to be in class learning, and like, doing their work, instead of sitting in class doing nothing but talking.

Like, my 2nd period teacher, anytime when a student like, will like, say something wrong and everybody will laugh, and the teacher will be like, "stop laughing," and she'll probably say, like a joke about somebody who kinda tries to make fun of the kid who's wrong, then everybody else will start laughing. He'll, he, he's funny. And he's cool.

Well, he like, whenever people don't understand it, he'll, like, make me get up in the, what's it called…? The white board, and solve it so, and show them how to do it. Or like, since he picks on… or makes me do problems so much, like some of my classmates, most of the time my classmates either walk up to my desk and like ask me how to do it.

"George": Well, like every month we do a group circle.
Researcher: Oh, ok.
"George": We do a group circle. And like, we talk about stuff like that. Or she'll just stop us in the middle of class and, like, put us in check.

So like, when we're watching the class, she'll stop us and say, "you guys were doing really bad, and I want you guys to be quiet, and if you guys don't be quite I'm sending you guys out."

he had a big old group talk with the class. Seeing how he could change, and make the class better. So, we like gave him ideas. And he, like, responded with like, "If I do this… then you have to do this for me," like with deals and stuff.

I don't remember that much, but I know I said that, we were saying that his class is boring, and that, what's it called…? in "Ms. Underwood's" class we watch videos all the time, like every day we watch a video, or every week we watch a video. And he said, "Ok. Then we'll start watching videos." And, like, mostly the class gave him, like, ideas and he would like, give his, give his, like feedback on 'em. To see if he'd do 'em or not.

now he put us in group that… what's it called? In, like, my group there's , like, I have most of, like, one of my best friends in my group… like my best friends are in my group. So… what's it calls, so I don't want to break, what it called? So I don't want to break up the group so I'll like, stop talking when he says stop talking.

well "Mr. Sampson" um, like uh, went around the circle, and he was just telling us what happened and like, tell us what happened, it, it went pretty good, like we all heard one another's stories, we all listened to each other's story and, yeah, it went out. It was a good circle.

"Samantha": That's what, that's what mostly these teachers have in their attention it's just you get out, you stop acting up in my class, or you go to detention. I haven't really seen any, like, well one of them, I seen like um, cl- uh, Mister, uh, "Ms. Plath," I guess it was, one of the boys, I don't know who it was, I guess she, uh, when he was acting up, she was just, acting in a joking manor, like it was a joke, and I think it just made him more, it get him to laugh, you know?

Researcher: Oh.

"Samantha": So, she like, basically made him laugh, you know?

Researcher: Oh.

"Samantha": she was just, she said something to him, and he was like, it was hecka funny, so we was like, laughing, so he was laughing, and he was just, and after, he just started doing his work.

He's like… he's like, really understanding. Like if you're, like falling behind and you're going to fail, he won't just let you fail and not tell you, like even though it's my job to keep up with it, he'll tell you, like, "Oh, you know you're, like, at a C-, right?"

Researcher: So, what do you think teachers can do that, that, is… the best helps kids wake up and make that change?

"Debra": Um, show them their grade and that they're failing. And show them, like, you just do this, and that, and you'll be back up.

Researcher: Ok.

"Debra": Like, a lot of my teachers do that to me, "if you just take this quiz, and you pass it, your grade is going to go up."

when I looked at my grade and I was like, I have an F in there, and I was like, "but I've done everything in there," I missed a quiz on Friday, so he was like, "that's what it is, you missed something." That's what it is, so I'm like, "Ok," And he was like, "if you do this, you'll be back up there." So, I did it, I came, I studied, I came back, I did it, and I got my grade back up in a day.

Consistency	**Administrators:**

Administrators:

I think there are cases where ah… teachers care a lot, but don't use those tools of restorative practices and sometimes their actions betray the core values behind restorative practices. Without them realizing because we get, we get caught up in a moment and we get really mad at a student, and it can be really frustrating as teachers and students can be really frustrating, and then you realize that you've done something that caused harm and you've done something that, even though you're the teacher, you've done something that, that I still have to figure out how to get back and restore that harm

Teachers:

I don't have a lot of head-butting, but I, I don't have a lot of power struggles between me and students, I mean, it just doesn't happen often in my class, it does happen sometimes, um… I have a lot of high needs students, I have a lot of 'frequent flyers' every class has a bunch on the 'no fly' list, uh… and those kids, when I have to send them out because their behavior is just off the charts, and stuff, it's never uh… they're never upset, not never, their usually not upset… because they don't see it as me

personally attacking them, they actually recognize "yeah, I'm not doing what I need to do."

I just acknowledge or ignore or move back, or as I'm teaching, I like, gently tap their shoulder, and, and I don't make an issue out of a lot of… Things. I usually of something if when it's interrupting the class.

after last year teaching freshmen, you build certain tolerance. Sometimes you can laugh it off, and you can joke about it and we move on.

persistence is, I guess, my only hope

model some kind of… behaviors that, that… that show that you can be uh… honest and vulnerable and… productive.

I think somebody whose good has to be like, focused on how they're feeling and how they're going to communicate that to… their… environment…

To be a good student, um… I think to be a good student, you have to have (cough), uh I think you have to feel safe enough to be yourself in class… Um, if you don't, feel safe then you're never quite going to engage with what the teacher's trying to do in there, I don't believe. So, they have to feel safe in the classroom, I think that's a big one

I was like, "I wasn't happy that you guys, you know, were so much off task… " And so that's kinda, one of the reasons I stopped it. It was going in more of a negative direction.

It's just like, if I can maybe… keep myself more… relaxed… that keeps them relaxed, maybe.

just try to keep things positive and reinforce things positively, instead of negative

the teacher staying positive, trying not to get upset, and, and uh… you're just kinda like, re-directing or whatever, "c'mon, you can do this, I know you can," whatever that kind of stuff, instead of where I kind of default into which is kind of the, the uh, the negative, or maybe sarcastic, kind of… "are you kidding me? Like that's all you've done in the last 20 minutes?"

someone that tries to, um, just be really positive, you know, just try to keep things positive and reinforce things positively, instead of negative and tries to keep things kind of, away from the emotional level

I communicate, I talk to students in a friendly manner. I don't tend to yell or throw a temper, so I guess that affects how the students perceive me

I haven't treat my students in like, a hostile manner, and I think that comes through. Instead of 'she sends me out because she hates me,' versus, 'I'm not doing this so that's why she sends me out.'

I don't want to begin something, and then switch, so I want to make sure that what I do is consistent. What I do is consistent so that the expectation is that I will be as consistent as I can.

you know, and he complains about it, but I always call on him, and you know it's predictable. Like, he knows what I'm going to do. He knows, because I want to him get started and get calmed down in class. He knows that he's going to be one of the first people to go up to the board…every day. So, it's very predictable. "George's" life in my class is extremely predictable. So, I've got him targeted for a certain kind of, you know, and I'm going to stick with it, and, and see if I get results on it without… you know? And he would be… you know, he does start coming in, and he is starting to do work right away.

So, when students approach you, what tone do you respond in? You know… you… how do you express your patience? When you feel frustrated, how do you manage yourself when we feel frustrated? And how do we, when we act out on our frustration, what actions do we take afterward? Do we go back to apologize to our student?

I'm not handing my frustration well, and I magically expect that everyone else is going to handle their frustration well?

explaining why I'm doing this, the reason behind it, because I think being explicit with one's behavior and one's words is very important. Why are we doing this?

I think the consistency that restorative brings that supportive and high control, it makes them feel loved, it makes them feel safe. It makes them, you know, want to respond.

you have to have consistency, or they don't know what's expected of them. They don't know. I've heard students talk about teachers as, ye, ah, as… being 'bi-polar,' you know? They don't know from one minute to another what teacher they're going to encounter.

you have to be consistent. They have to know from one minute to the next what's expected of them, or else, you know, they don't know what to do.

in every facet of teaching, you have to have patience. You have to have patience, for example uh, I'll teach a lesson, they'll ask a question, they'll ask the same question I've told the class a thousand times… And you have to have patience to just say it again, and… And, Uh, it costs- it takes a lot of patience.

usually I try to maintain… um… try to maintain a sense of humor with my classes… So that I don't get upset and they don't get upset

instead of blowing up at each other, instead of blowing up at me, or me blowing up at you, this is what we're going to do. My chair is my desk, because I don't want to take yours away, and, and I have, when the class just, and it gets crazy, I stop teaching and I come over here, I sit in my desk… and I just start doing whatever… And eventually, they quiet down. And they go, "Oh, 'Ms. Buck' is stressed, guys she's breathing! Calm down! Calm down!" And when they're done, I get up, and I take a nice deep breath, I do my breathing, and I go, "Ok, are you ready to continue?" and they go, "Yes, we're fine now," and I keep going

I tell my students exactly why. I tell them why, um, they're not allowed to do this… They can do this, that… Um, I try to explain everything. I

247

explain the math...I explain the everyday stuff... I explain why we sit I in groups, I explain- so, that way they know I'm not doing something just to do something.

well I don't take many things personally, especially from teenagers, so my default is, and I generally have a really good relationship with my students, so, my default is, if somebody else is um, is upset, if a kid is upset, it has nothing to do with me, it has something to do with them. So.

Researcher: What's a, when you're thinking about a teacher who's really good at dealing with rambunctious kids, or whose, you know, or just really good at turning kids around, or things like that, what, what, what does that look like and what does that entail?
"Ms. Ness": To me it's somebody who builds a relationship with students and is um... is non-reactional, is purposeful in their choices and actions, and how they choose to deal with kids and instead of reacting, uhm... and not going to emotional reactions and just dealing with it as it is.

it goes back to that reactionary, like a kid snaps at you, instead of snapping back, taking a second to kinda scan ah, is this how this kid normally reacts? Does, you're looking at face, body language

I think just being present, being open, and not being reactionary as much as possible facilitates the, the safe space, when you want to talk here.

Students:

"Paul": Well, "Mr. Aarons," well, I never really got sent out, except the one time, I think it was by "Mr. Aarons," but it's different because the teachers that kick you out, the other teachers that kick you out, they'll make it seem like you did something really, really, really bad, and then, as they're like writing the referral, they'll say, like, this student was talking excessively and disrupting the class, but you were only talking to the people around you at your table and stuff. But "Mr. Aarons," as he writes a referral and stuff, he actually put what happened, like, the student was chewing gum, or the student was talking. And the student was walking around class...
Researcher: So, it feels different... how does it feel with him?
"Paul": Well, with him, it's just like, I got kicked out for a reason, and I know why I got kicked out, but with other teachers I don't remember me doing all of that.

"Paul": Well, so "Mr. Aarons," the only reason he gave me that referral because, he caught me multiple times chewing, like gum and stuff, and he'll like let it slide, and so, that was probably like the fourth time he caught me chewing gum, so he was like, "you've got detention." So, but, "Mr. Aarons," he was cool about it, he wasn't yelling, and like, "Why are you chewing gum in my class?" he was just like, "you've got detention" and, "go spit your gum out, you have detention at lunch,"
Researcher: Ok. So, when you say, 'cool about it' what do you mean by that?
"Paul": He was calm, like, I mean how the other teachers would like, yell, if you eat any food in the class, he was like, "you have detention". The other teachers, like "Ms. Buck," she would probably yell, and like my other teachers probably will, but he would just be like, "you have detention after class." Not after class, but at lunch.

good teachers, um, they don't, they don't bug you for everything that you do, the just sitting there, like talking, like multi-tasking, if you're multi-tasking, like, teachers will be like, stop talking and get back to work. Like, teachers let you multi-task if you're doing your work, and you know, doing, doing whatever else you're doing. Talking, or whispering to your neighbor or something. They'll let you do that. And um, like, like, if you ask your teacher for a pencil, they'll like, give you a pencil, instead of saying like, stopping the whole class just to tell you, you need to bring a pencil to class. And, like, make you look like, um, look like you're always unprepared in front of the whole class.

I like the way they teach, they don't just tell you, they don't just tell you say something and make you do it, and make you sit there, and don't talk about nothing. Like we'll just, they'll tell you to do it, and… stuff like that. They'll tell you, they'll tell you to do their work, and they'll tell you how to do it, and do it slowly the first time, and then next time, that's when we do it, and be here for us, instead of telling us to do the work and find out yourself how to do it.

She's, what's it called… she's really, really laid back on stuff, like if you say something, she knows that you're just playing.

"George": …it's probably, well, yeah, it's probably more because she's been acting like… the… what's it called… more chill?
Researcher: yeah?
"George": Yeah, 'cause… 'cause she'll most of the time she'll let us pick our own partners and stuff, so that we can talk and to work at the same time.

there's like numbers of work, so he'll put it on the screen, and, like… he won't put it on the projector screen, he won't put the the projector down, he'll just put it on the white-board, so we can write on it, and he'll make me go up there and explain it. And like do it to show the class how to do it, and so that class can copy it down, and look on, look back to it.

like starting out when she's talking, she'll get mad about that because that's like… disrespectful. But, like, other stuff, like, people talking, uh, while, they're just trying to do the work… she doesn't get mad about that. Or, if you're um… what's a good example…? If you're, um… what's it called… if you're getting up, you can, you can get up and get water whenever you want. You don't need a pass or ask her or anything.

most of my other teachers don't let me do it. Like (another teacher) he's, like, the most strict teacher I have. He… he doesn't let us talk or do anything in there. Like "Ms. Underwood," "Ms. Underwood" lets us switch our seats if we want to to get closer. Well (the other teacher) only to… only so we can see. But in "Ms. Underwood's," we can do that to be next to our friends and get like comfortable.

with "Ms. Underwood" we know we can play around. With "Ms. Underwood" like, if we say a joke or something. Or we can, like, tell her what really happened.

He, "Mr. Thomas" started to control himself.

I think it's just, um, 'cause some teachers, they just say, they just say, "ok, you can just get out right now." You know? They don't really say, "can you please just get out… can you just please…" but it- it's sometimes it's not the teacher's fault, sometimes it's the kid's fault, because sometimes the teacher says, "can you please get out of my class," or, "can you just please behave right?"

"Samantha": Oh, well, there's a situation where um, one of the kids I guess they're going at it, like, the teacher and the kid were going at it, and, and it was, it just made it, everything worse, because the principal had to come in and get statements from this kid and that kid, from other kids, from the teacher, and it was just, it made everything worse. And then, like, I think it would've been more health, I think it would've been more, not like worse, but if the teacher would've been mature about it and not argue, and just been like, "can you just please get out," it would've been like, "I'm tired or arguing with you right now, just please get out,"
Researcher: Yeah.
"Samantha": it just wouldn't've went that kind of way.

to me it's like, you're a teacher, you shouldn't be having a bad day or a good day, you should, like, have a smile on your face. Like, all my other teachers no matter what they're going through, you don't show what you're going through, because you're a teacher and you have things to do.

"Debra": Well when you're like, when you're not rude about it, when you're not like (teacher name) yelling at the student, it's not going to make them want to listen to you, but when you try to kinda be friendly with them and like, "can you do your work?" Like, that's how "Ms. Ness" is, and that's why they get along with her, like our 3rd period is like, not a bad class, but it's just, they're really rowdy. And "Ms. Ness" knows how to deal with it.
Researcher: How does she deal with it?
"Debra": she just tells them, like if you say one more thing, I'm going to call (discipline office) to pick you up, and when (discipline office) comes, they're all quiet, and "Ms. Ness" tells them, "it's ok, you can go." That they don't have to take them.
Researcher: Oh. Ok. Ok.
"Debra": So, it's just kinda something to bluff them.

Researcher: Alright. Cool. And then, uh, in terms of when the kids are acting, acting up, and not doing what they're supposed to be doing, what's, what do you think is the best way teachers' kind of… get that to turn around?
"Debra": um… I'm not sure… it depends upon the kind of teacher you are
Researcher: Mmhm.
"Debra": And how you talk to them about it. Because some kids, when you like, when you're like, friendly with them, meet with them and you're like, "hey, do your work," and stuff, then they want to do it. But when you're the teacher that's like, catching an attitude, like trying to going back and forth with the kid, it's not gonna work out because the kid is just eventually gonna get kicked out.

Appendix I: CODING FOR FACTORS THAT NEGATIVELY IMPACT RESTORATION

Codes for Critical Factors	Participant Statements
Affective Resonance	**"Mr. Thomas"**

"George" and like another, just like a few other students that kind of have a lot of classes together, they (pause) they're just like roasting each other, just like saying rude comments to each other. Kind of, I guess they thought it was playful, just messing around, but it was like continuous, and every now and then people would get upset or whatever, and they'red be, you know, incidents or whatever… um… where it got more rude and aggressive

It was happening in my class as well, the roasting on each other is, you know, it's every day, it was multiple times I was having to tell them to be quiet, and that kind of thing.

So, like "George," specifically, he just he's off task, and that's a lot of what it is, it's just, this group of kids they're like off task most consistently, like, you go back and re-direct them and they get their pencil back on the paper, and look at their paper, but as soon as you walk away, they're off task

He, he did enough to pass, there are a couple of other students that didn't, and so yeah, all that together, these kids just weren't working together in a very positive way.

in the parent meeting he decided he just wasn't able to function with, around these other students, and so, and that was his problem. And so, they moved him for that. So that was a big, big part of that move

I've moved them multiple times, and this whole group is just, moving 'em. Trying to find strategic locations and things like that. I've, I've kind of got out of this habit, but I was having them, whenever I was sending them out for whatever reason, fill out these, kind of like reflection sheets, and talk about why, what they were doing when they got sent out, why is that a problem… for them and for the class and what they could have done differently, and that kind of thing. So, I was having them do that whenever they were sent out. It's just, it became like a management thing. And again, it didn't feel like it was doing anything.

this whole idea of it, it's like this continuous, like, like… kind of… you know, what I see as sabotaging behavior in the classroom where they're like… they're just doing all the things that freshmen do, like, crumpling up papers and having to go like throwing them away and just being off task, you know… going… walking super-slow to put their book away, so we're waiting for them. All that kinda stuff. Um… just kind of… and then you know there's the more serious behaviors, where, um… (short exhale), where… kids are being rude and defiant and are, are getting referrals for that, um… (tongue click) and it's just, I feel like especially with those kids it's at this point like, we don't get along, you know, they don't like me, um… at all, there's just nothing I can do to work with them.

and even if maybe where they're thinking, they're failing to get back at me, you know?

when I have to crack down on kids it gets serious. And that's part of why it feels boring, because it's like, serious, and I'm not letting anyone say anything at all and I still don't have kids turning in the work because now it's like a control issue and they're not going to turn in the work because uh, they want to show me, you know? "You can't control me!" You know?

it got to that point because of ridiculous behavior in the classroom, because, you know, I don't start out like that… and, and, I, you know, kinda, the authoritarian, and we're all going to be quiet and work, person. …but this class has just been so disruptive and so, like, off task that's just kind of been my default with how I deal with it, is I get more authoritarian, and I get more serious and less playful. And then, it's kind of like a cycle. It's bad, and it kind of continues. Even creates more hostility that makes the situation even worse. And they respond to that, and that makes me more authoritarian, you know

"Ms. Underwood"

and first semester uh, the boys in my class are… they were… doing this roasting game that started in another one class and they spread to the other class and someone said something, and someone would have to stepped in to say something else and that turned into, like, a spiraling circle involving multiple, uh students, so he's not the only one that's in my second period class that's getting into, uh, that type of behavior patterns.

"Ms. Underwood": Ok. But, he's a distract to himself and a distraction to others too.
Researcher: Ok. Is this fairly typical of several other kids? Or…
"Ms. Underwood": Yes!
Researcher: Ok.
"Ms. Underwood": (laugh). Yeah, it's typical to uh, there's "George," and there's five other kids in the class that
Researcher: Mmm…
"Ms. Underwood": bounces off each other…
Researcher: Ok.
"Ms. Underwood": bounces off each other.

it's out of turn and yeah! Somebody said something and then uh, yeah "George" and the other student get into it.

Researcher: Um… so when you've been working with "George," what kind of things got in the way, do you think, of the situation with him improving?
"Ms. Underwood": His behavior, I think. And his mixing in with that particular group of boys. Him, by himself, on the days where we have few attendance, and certain students are strategically absent.
Researcher: Oh.
"Ms. Underwood": He's more… focused. He does blurt out, but he does not have the response. The feedback loop.
Researcher: Oh.
"Ms. Underwood": Ok. Sometime it depends upon attendance, sometimes it depends on uh, whether he have a good day or not, and that's unpredictable, um, rather he do. So, basically, his ability to have self-control um, over his actions, or over his blurting speaking… that gets him…
Researcher: Mmm.
"Ms. Underwood": in the way of his… um progress in the class.
Researcher: So, when like he's, when there's no one there, and he does one of those, you know, blurting out. What happens afterwards when nobody's there?
"Ms. Underwood": he, he stops. (laughs).

Researcher: Ah…

"Ms. Underwood": He stops. Like when nobody responds (hitting desk) or when he blurt out a random question and nobody respond, he will sort of giggle, and he will…

Researcher: He won't do it again?

"Ms. Underwood": He won't do it again.

Researcher: ok.

"Ms. Underwood": Until the next round, we will make a transition, and something else came up, and he will try to re-blurb, he got really used to saying, "my father was there," or "my grandfather was there," or "my uncle was there," to the point where nobody believes him, when he said one of his family members in a particular part of history or a particular part of events

Researcher: Ah. Ah…

"Ms. Underwood": when we study on the continents (laughing)

Researcher: Ok. Alright. So now he's just doing it as a kinda, ok…

"Ms. Underwood": Mmhm. As a… trying to get feedback.

Researcher: Ok.

"Ms. Underwood": And now nobody believes him.

Researcher: So, when, when, but when they're there, how does that go down?

"Ms. Underwood": When they're there, they will, they will… they will respond to him and he'll respond back, and will say something else, if they giggle, if they say something, they, they don't believe him… and he was uh, will say, that, "are you calling me a liar?!"

Researcher: Ooh. Ok. It just…

"Ms. Underwood": "It really did happen!" and what is it? uh oh! Back and forth again.

Researcher: So, what's been moving him to priority one this semester?

"Ms. Underwood": Two other students have moved out. Two other students have moved out. So, he, uh, stood out more. Than, um, previous ones.

Researcher: Oh… So the other ones, they were really out of control…

"Ms. Underwood": No, no… really, REALLY out of control. I had a student who was really out of control. He was, like, constantly getting up… not even making an effort, we had a meeting with mom, we had phone calls home, trying to get him tutoring, uh, he also went through the, restorative uh, circle…

Researcher: uh huh.

"Ms. Underwood": Which has, uh no effect.

Researcher: oh.

"Ms. Underwood": so, uh, in the second semester, uh... they made the decision to give him a new start.

Researcher: Mmm.

"Ms. Underwood": Get him away from the others, group of boys.

Researcher: I see.

"Ms. Underwood": So uh, he has been moved out of the SLC.

"Ms. Underwood": It's just that when you put him into the whole class, and you say, "Ok, time to work! This is your time to work…" and that (snaps) turns the switch.

Researcher: I see. Yeah, yeah.

"Ms. Underwood": it turns the switch and I remember you were wonderful a minute ago, and "Ok, here's what we're gonna do, and here's the reading passage to read…" um, he's… off, and into his…

"Ms. Underwood": when you talk to him one on one. He intend to do well, he said he's gonna do well,

Researcher: Mmhm..

"Ms. Underwood": But, uh, once you put him in the classroom setting, it's everything's out the window.

"for today's class we are going to do this particular activity…" for uh, just checking how he's doing today, he's ah, uh, how he's doing today, and uh… asking him questions. That uh, focused in into uh, this is the class that we uh… need to do work, but, once the other students start coming in it's… the dynamic changes.

when you talk to him, he's very polite. But, put him in the context of the classroom, that's when something comes out, comes loose (laughs)…

I'm like never behind my desk, I'm always checking students work, complement them when they do well, correct students when they make a mistake on their papers, so I think in that way, um… I'm running the intervention.

"Mr. Vick"

"Mr. Vick": Now, I-i-if you were to become, aggressive or non-restorative with, um, or overly aggressive wi-with "George," the rest of the class would really not like it.
Researcher: Ok.
"Mr. Vick": Because, he is funny, and he's likable

"Mr. Vick": And… you know… um, I had some really immature people in fifth period, which is the same class, same math one class, but those boys just sprouted up over the year and… they're hard to manage, but they will have arguments on the board about a problem.
Researcher: Oh, ok.
"Mr. Vick": Where I can never, like first period today… a calculator flew across the classroom and hit the front board.

"Ms. Atwood"

He and is his friends are in a small learning community that have been uh… I think sometimes goofing around, I think, sometimes… being disrespectful towards their teacher

what came up is that "George" as well as two other students had been having consistent disruptive behaviors

in fact, "George", in term, in terms of affect didn't respond as… he was not very responsive at all, so having his friend who wasn't as… who was more empathetic… motivated or influenced "George" to be more considerate of the other actions

I mean some of me thinks it's just like 9th grade boy stuff, you know? They're fun, and they're not concerned with how their actions affect others.

"Ms. Atwood": they were just like, doing what they want and hurtn' teachers feelings and making them frustrated.
Researcher: Ok (laughing).
"Ms. Atwood": In a non-malicious way. In a knowing, nuisanced way.

"Ms. Atwood": I would say, the repair gets very difficult, and I had a case this year in my own practice where, I just had like… a conflict with a student over and over again in a class where I always have conflicts with students…
Researcher: Ok…sure…
"Ms. Atwood": …and I… I'm not… not to say that I have conflicts with students, because, that's uh, that's very ambiguous… it's a challenging class where I have trouble keeping students on track, and where there's the constant need to prop them

back to what they're supposed to be doing, and one student, then who is particularly either not participating, or defiant when asked to participate…

Researcher: Mmhm…

"Ms. Atwood": … and/or using vulgar or profane language on top of a class that already needs a lot of prompting…

Researcher: Sure…

"Ms. Atwood": … and because I experience my own frustration because I felt that lots of harm had been caused in terms of the flow of class and curriculum, and even the relationships we have in class which are difficult to be super-positive when we have… um, constantly, um instead of engaging with my students and learning, I'm engaging them in behavior, which is… uh…

Researcher: Yeah.

"Ms. Atwood": probably not positive if I'm engaging with them in behavior.

Researcher: (laughing).

"Ms. Atwood": and then you have a student who says things that are… uh, disrespectful or harmful... uh

Researcher: Yeah.

"Ms. Atwood": Very difficult to get it back to like, the first day of school…

Researcher: Yeah. Yeah.

"Ms. Atwood": where it's like, I don't know who you are, but I'm still glad to see you, and it's because I love teaching.

Researcher: How do you think it gets that way? What's the… what's the turn that goes there gets us in these tough situations?

"Ms. Atwood": Uh… I think that… that, we're tired and we don't… we don't continue… it's that we're tired and we have a lot to do, and we don't get to the point where we don't take the additional time that it takes to work with the individual students that we have, those conflicts, however minor we are, to get to those before they grow into a little bit larger, and a little bit larger…

Researcher: Mmm. Mmhm. Mmhm.

"Ms. Atwood": So, for example, for the student I have in mind… if I have spoken to him, perhaps the second time there was an issue, and his parents, and the lead teacher and the counselor,

Researcher: Mmhm.

"Ms. Atwood": Then we maybe could have come up with some strategies, but instead of that I kind of like ignored the behavior… or excused the behavior…

Researcher: Ok.

"Ms. Atwood": or removed the student from the class, but didn't address the behavior or have another adult address the behavior with me... so I just kind of got fed up, where I was like, "I don't want to see him anymore,"

Researcher: Mmhm. Mmhm. Ok.

"Ms. Atwood": … and it's really hard to come back from that.

"Ms. Buck"

"Ms. Buck": He can also get distracted.

Researcher: Mmm.

"Ms. Buck": If he gets hyper, which doesn't happen very often,

Researcher: yeah,

"Ms. Buck": He's kind of a mellow kid, but if he gets hyper, he can get distracted by the right person.

Researcher: Oh, ok. Yeah.

"Ms. Buck": And that class, unfortunately is full of distractions,

Researcher: Uh huh.

"Ms. Buck": I mean it's a freshman class first of all, but it does have, it's distractions

Researcher: Ok.

"Ms. Buck": And he can get grouped in there.

"Ms. Buck": And so, it just, he just needs a little bit extra, "c'mon, you can do it!"
Researcher: I see.
"Ms. Buck": And there are some days, I don't have time to do that. Because I've got,
I have real issues,
Researcher: Sure.
"Ms. Buck": I need him to be on task, and it'll be the end of the class, and I'll be,
"Ok, 'Paul', what did you do?" and he'll be like, "I just sat there the whole period."

"Ms. Canady"

"Ms. Canady": And I'm doing well, yeah, yeah, and then I get a student who gets a
wrong answer, and I like, say, "no that's not right" and, all of a sudden, the level of
the class goes down and I say, "SSSS…"
Researcher: Oh, ok,
"Ms. Canady": And I have to give a positive response to that student, even though
their answer wasn't correct,
Researcher: Uh huh,
"Ms. Canady": I still have to make that good energy and that good feeling in the class

Researcher: so yeah, singing, and uh, humor, kind of raise the energy.
"Ms. Canady": Mmhm. Mmhm.
Researcher: Ok. What kind of things do you think compromise it?
"Ms. Canady": Um… being boring, giving too many lectures. I found out one of the
nice things to do with a warm up, is turn it into a lecture, like, what I would have
lectured on, I put it on the board as a warm up. So, I give them an assignment, and tell
them how to do on the board.

"Ms. Plath"

"Ms. Plath": …I know how the islanders can be on campus, ok?
Researcher: Ok.
"Ms. Plath": it's very clan-like. If one's involved, a lot can, it, it can become like the
whole alliance system of world war one.
Researcher: Ok
"Ms. Plath": Where everyone gets involved. Well, not, like, surprised she was
involved, at the same time, this wasn't her very first fight, she's been in fights in the
past, and it's you know, it's part of that island thing, it's part of it's, what's going on
with the families, you know? It's something there. So, surprised it's from her. And I
was really surprised when (employee's name) told me just how violent she was being,
because she was, she was not calming down in the office, you know normally kids,
once they're out of the immediate fray, they calm down,
Researcher: yeah.
"Ms. Plath": but she was going on for… yeah it was surprising.
Researcher: Yeah. Wow. Ok. So, you feel like there's something of a larger familial
and cultural context for the fight?
"Ms. Plath": Yeah, family first. And you know,
Researcher: Yeah, yeah.
"Ms. Plath": And really strong. Like above everything else. Above the law, above
grades above, you know, getting kicked out of school. That's numero uno.

"Ms. Plath": And when it comes to punitive, I'm too damn busy to explain this,
whether it's the curriculum, or I'm not going to explain why I'm sending you out.
You know how many kids bitch about that? They have no idea why they got sent
out!

Researcher: Mmm. Mmhm.

"Ms. Plath": You know, they're just like, "I don't know." You're like, "C'mon!" and they're like, "No, I really don't know." (laughing).

Researcher: (laughs) Mmhm.

"Ms. Plath": and then the teacher hasn't sent out a referral, there isn't a referral, you hear from 'em, "I just needed to get him out of the classroom!" and you're like, "oh!" So, the teacher felt overwhelmed, you know? So, with punitive, too. I grew up in an extremely punitive household, and um… it's a very unsafe place to be. It's very scary. You don't know what's gonna happen next, and it's, you don't know why it's happening. And you're doing your best to avoid shit. And it's very hard to thrive in an environment like that.

Researcher: mmm.

"Ms. Plath": Just talk about that hierarchy of needs.

Researcher: Oh.

"Ms. Plath": Yeah, you're trying too much to (sigh), stay below the radar and keep things cool and excel. It's very difficult and it's frustrating and I think eventually it turns to anger,

Researcher: Mmm.

"Ms. Plath": or hurt. You know?

"Ms. Plath": the unpredictability. Specifically for our population is very, very damaging.

Researcher: Mmm. Mmm.

"Ms. Plath": Basically, to the kid, if you think the teacher's a dick, he's a dick. Every day he's a dick. I know what to expect. It's a dick.

Researcher: Yeah, you can moderate your behavior to…

"Ms. Plath": Yeah, you're a dick and you're really sweet one day, and you're actually kind of calm and helping me and restorative, and the other day I'm saying 'hi' and they're – 'what is going on here?' I think that's really. And, and oddly enough, I know a couple teachers right now. I'm not gonna name 'em, but I know that do that. And their classrooms are a mess.

Researcher: Mmm.

"Ms. Plath": Kids… they feel hurt.

Researcher: mmm.

"Ms. Plath": Cause they've been kinda sucked in a little bit. You know, feeling like they were safe. And they get turned on. And they're really at a loss for what's going on.

Researcher: Ah. Ah.

"Ms. Plath": And they're young still. You know, like they don't understand. They can't figure out the pattern, you know what I'm saying.

Researcher: Yeah. Yeah.

"Ms. Plath": And so, they internalize it.

"Ms. Ness"

"Ms. Ness": Uh, in third period she's had a bit more of a teenagery girl kind of attitude,

Researcher: Ok,

"Ms. Ness": But I think part of that is because there are four football player boys in there, that she likes to interact with, and…

Researcher: Oh, ok (laughs). So, when you say 'teenagery girl attitude' what does that look like?

"Ms. Ness": If she doesn't like, when her grade is not what she expects it to be, her initial response is, it's my fault. I did something wrong. Or she'll roll her eyes. Or she'll make a kind of "eh!" sound.

"Mr. Smith"

"Mr. Smith": the most important is, the students say things on line, or they hear things from everyone, and they never take the time to never touch the person that originally said it. And their refusal, their stubborn refusal to talk to those people, is what… it exacerbates the problem,
Researcher: Oh, ok.
"Mr. Smith": and, even to this day, they won't talk to each other about certain things because they, you know they believe from another person that they're never gonna
Researcher: Ah
"Mr. Smith": and they won't talk to that person because, you know? Out of stubbornness.
Researcher: Right.
"Mr. Smith": And it goes both ways. So, the other person refuses to talk to them, because, I heard you said this, and,
Researcher: Ok.
"Mr. Smith": and, you can't really get them to anyway it's been challenging anyway to get them to actually sit down and actually talk about these things.

They've learned to co-exist and be cordial, but it hasn't been, uh, they're not friendly. In fact, they're probably, below the surface, still hostile to each other.

they tend to not misbehave when their parents are there. You see a whole different side to theirselves when their parents are there.

"Mr. Sampson"

So… he and a couple of other students whose names I won't mention had been, um… consistently goofing off and disrupting, uh, various classes and because of the SLC structure they had the same English, Math and Geography classes. So, um… because we were seeing that consistently, they were consistently goofing off we had made some phone calls home, we had you know, tried walk and talks with students, we had tried detentions, class suspensions, we weren't really seeing much of a… um… much of a change

"Mr. Sampson": … I think… the biggest hurdle is probably finding a way to manage "George's" immature interactions with his peer group.
Researcher: Ok.
"Mr. Sampson": that to me is the biggest hurdle. You can have a one on one conversation with a student and be like, "Yeah I…" using affective statements, it's a frustrating for me that I, you know, it's halfway through class and there's this portion of the assignment that's incomplete…" and you can have "yeah, yeah" but that doesn't necessarily translate to, "You know what, friend, I'm not going to make jokes with you right now, because I care about…"
Researcher: (laughing)
"Mr. Sampson": that's the uh… the power of peer groups is… I think it definitely tends to trump the power of that relationship between the student and the teacher, and so how do you either harness that peer group to your benefit, or how do you limit those interactions that tends to disrupt, I think that's probably the biggest hurdle that teachers, if there was, if there was an easier way to do that, then they would be doing it.
Researcher: Does the SLC structure complicate that?
"Mr. Sampson": I believe that the SLC structure does complicate that because uh… the students are allowed to form very strong bonds with one another, and that definitely wouldn't happen if they just had – geography with another student. And so, the strength of the peer group is definitely a result of the SLCs.

258

Researcher: Mmm.

"Mr. Sampson": And a lot of 'em, they've been going to school since middle school, so that, it can be, it can present a challenge. And I know we've made some schedule changes that have helped a bit in terms of moving some of the students… because… other attempts weren't getting at…

"Mr. Andrews"

"Mr. Andrews": Uh, there was a fight a few weeks ago, on a Wednesday with about… six girls, I think I want to say, I don't remember what the back-story was, but these girls hadn't been getting along for a while, and it just came to a head at lunch time, and they began to fight and ah, all six of them at once, on the 'B' wing, and it drew in a very large crowd, and the harm that it created for the school was the fact that it changed climate for several days afterwards. We felt the effects of it. So, even though violence, so, as I say at the staff meetings, it doesn't have to be situ- situationally related, it can be energetically- energetically related, and contagious,

Researcher: Mmhm.

"Mr. Andrews": In fact, at the later part of, stages of that physical conflict, we had another one that was completely unrelated break out a few feet from there.

Researcher: Wow.

"Mr. Andrews": Mmhm.

Researcher: Ok, so it started something, huh?

"Mr. Andrews": Mmhm.

Researcher: Ok. When you say it 'changed the climate' what do you mean by that?

"Mr. Andrews": After there's a fight on campus, especially if there's a large fight, uh

Researcher: Mmhm.

"Mr. Andrews": There seems to be higher odds of something else breaking out.

Researcher: Mmhm.

"Mr. Andrews": In fact, we have a saying, 'if you have two fights break out, you better get ready because there's a good chance something's gonna break out after school.'

Researcher: I see.

"Mr. Andrews": And it's not necessarily related to it.

Researcher: I see.

"Mr. Andrews": Just like if you go to an MMA fight, there's a better chance of a fight breaking out than at the opera.

Researcher: Ok. Do you have any sense of why that might be, or?

"Mr. Andrews": I just think it's, it's energetic, and if two people are looking for it, (walkie-talkie disrupts), if you're in an environment where, where violence is not a means to an end, people look for other means to find an end.

Researcher: ok.

"Mr. Andrews": if you're seeing violence, it gets people amped up, and it as they say, it creates a culture of, well, this is one of the ways to deal with issues.

"Samantha"

after I heard that we fought it was just the next day more, like, like the whole, like, they had to, like it had to be, uh like,... like they had to ring the bell early, and it was just like, dang, like, when we fight, when we fought it had more tension. Not just with us, but with other kids, like, it, and it made other kids want to fight each other because of us, and it was just like, we didn't want that, so when we came back to school, we didn't want any of that tension going on, so it was just, we didn't want to make it feel awkward.

"George"

"George": Well, I kept roasting my friends because, like, my friend (another student), because, he would, like always start roasting…
Researcher: Uh huh…
"George": …because he was bored…
Researcher: Uh huh..
"George": and he'd like roast me, and I'd get like pissed off…
Researcher: Uh huh…
"George": and so I'd roast back…
Researcher: Uh huh…
"George": then he'd get mad and then like cuss… cuss out loud…
Researcher: Uh huh…
"George": Yeah. So, we'd both get sent out.

Individual Student	**"Mr. Thomas"**

"Mr. Thomas"

he talks a lot to other students and, just kinda goofs around, that kind of thing, but he also spends a lot of time just kinda sitting there and not doing anything

I actually remember one time, when he was kinda like, man, thanks for listening to my side of it. Um… and seemed appreciative of that, and was good for the rest of the day, um… (tongue click), but that's about as far as it went.

… I haven't felt like anything has been helpful with him.

And at this point, it's just like it's even harder because I feel like I have done all these things, and nothing has worked. So that's also… not at this point a pretty definite hurdle. I feel like I don't know what else there is to do.

they're just always trying to say something to someone else, like continuous, and I'm going about the day, "will you stop that" and it stops for 30 seconds or whatever and when I turn around it's more quiet and there's some kids, like "George" that, that are, like I have no idea what he did, cause he's more careful about that. And other kids are going to lose their temper and they're going to go off and I hear every word they say. Um. But obviously (another student) isn't going to get that angry over nothing so, "George" did something, so it's like, it was like "George" was all by himself on the other side of the classroom, so it wasn't somebody else, there was nobody else it could have been.

He's doing more work, I think, than he was before, but it's still… he's, he's just really not completing almost anything.

"Ms. Underwood"

constantly blurting things out. Like in the middle of interacting, he would raise his hand and says, "do you know..." or "do you have…" So, uh, blurting out random questions as well as, uh random, um comments.

despite reminders to get to work, he's not um, doing the work and his behavior's contributing to his inability to get the work done.

I have those six boys, but uh, the female students in the class as well as some other student in the class because we have… they're misbehaving as well as shuts down some other ones, but now with the two students being transferred out, now you, ju- "George" is filling the vacuum as well as others.

It's fairly consistent, but how he's uh, he's in my class, he stands out, I have not sat in with his other classes, so I don't know if the, I mean, according to, when I talked to his other teachers, I mean his behavior seems consistent, but rather more or less, stand out? I'm not sure about, yeah, at least in my class... now he stands out more, because, the other two are... transferred out or um... no longer in my class.

he's great, like, one to one, but once you put him into the classroom situation, it's very hard to get him to focus. I just had a series of phone calls with "George's" father last week as we start our new semester, and he continues to not do well

He wants to be, sort of, the class clown. If you're projecting an image on the picture he'll make a comment, I mean the class will laugh at it, certain students will be irritated, and certain students will laugh and will respond. So, I think he wants attention, just the wrong kind of attention, so he's not being able to focus. He sees something, he makes a comment about. And, two three boys have to bounce off his comment, have to say something else. That's like a classroom interruption. I mean, it seems like he will blurt out a question to the whole class, and then he will sit back and grin as different people react.

that self-control, that self-discipline, it's not there...

Talking to his other teachers, are there any strategies you used that work? But his pattern of behavior seems to be uh, similar from class to class. So, we... I'm pretty much at the edge of saying what else can we do to support uh, "George"?

once he says something, the other students, they react, they laugh or react and then he sits back and he's – yeah, basically... Laugh. To see the reaction to the class and that takes him off task as well as other students also. Um, getting them off task. And that is what's interfering with his ability to do the assigned tasks and uh, achieve in the classroom. That's the part where his behavior is interfering with his ability to get the work done. I know he's smart enough to do the assigned tasks and do the work, just his inability to be disciplined to have fun... but still get the work done. And I don't think he can distinguish uh, between, between the two.

. I think we need to find a way to make sure that "George" earns the grade. And don't know how... we can do that other than talking, I can't do the work for him, he has to do the work, I di- don't know how to... I don't know how to make sure he's doing the work. Like, I'll put that back on him, like, "I'm going to come back and check on you," and I come back, and it's still not done. I ca- …. I'm not sure what else to do. Do I practice tough love? Do I kick him out of the class? Do I keep him after school? Do I have him come in at lunch to do the work? Uh... but I don't know... uh... what, uh what to do. I call dad, hoping that dad has more pull on him, we did the, uh, harm circles last time, but it's still... not convincing. He's just a hard nut to crack.

"Mr. Vick"

"George" doesn't, you know he doesn't, respond, in kind. He bobs his head up and down, and he'll say he's sorry, but he doesn't process the idea, that, his brain is just not that developed for him to uh, emotionally engage.

He never emotionally engages, he just says he's sorry... he parrots what he's supposed to do. He parrots good behavior

when you're not looking, then he, he's thrown' somethin'

He's a prankster

He's, he's really unaware of his surroundings. He's, he's like, they're there… but it's like a stage for him. They're not, not really there.

"Mr. Vick": He cannot process that emotional connection…
Researcher: Ok…
"Mr. Vick": …between… and he doesn't care about his grade…

 "Mr. Vick": and so, to introduce the concept of… "Well, what do you mean I have to repeat this class? I took it this year."
Researcher: (laughing).
"Mr. Vick": And he di- I mean, it's full stop on the sentence. It's (hitting desk) full stop.
Researcher: (laughing).
"Mr. Vick": "What do you mean? I took it this year. So I got an F. That doesn't matter. I got an F before. It doesn't matter."
Researcher: (laughing)
"Mr. Vick": and, you know, there's a problem… it, it is a big problem with freshmen… is that they, they did not fail middle school in any way shape or form. (possibly another critical factor)

Researcher: Ok, alright. So, um so, did you try like, did you try the restorative questions, you know… from the…cards kinda thing?
"Mr. Vick": Achem… (reading card I provided). Yeah, but see with "George," it would be, "what were you thinking at the time?" "I don't know." I mean, it's, they're non-responses. He doesn't…
Researcher: Mmhm. Mmhm.
"Mr. Vick": … he doesn't have… you know I, eh, I… "what do you think you need to do to make things right?" "I don't know, but I'm really sorry." He's always really sorry. Sorry "Mr. Vick," sorry, sorry, sorry!
Researcher: Uh huh. Uh huh.
"Mr. Vick": But it's a parrot. It doesn't… he hasn't… it just… hasn't gone in there yet.

He's a quiet instigator, as other people react and blow up around the room

I, I, I think the problem is, is "George"'s maturity level. Is he just doesn't… it's just like he… he acts like girls still have cooties

"Mr. Vick": (another student) just… can pull himself together… and… do some work.
Researcher: Mmhm.
"Mr. Vick": Because he can reach inside… he's, he's in touch with his feelings…
Researcher: Mmhm.
"Mr. Vick": But "George" is just not! I am just a broken record! And he is just he's the most amazing… unaware kid I… I have ever met.

Just like, "Oh, yeah… I broke that, I'm really sorry!... I didn't mean to break it…" You know, and that's his att- he just doesn't… it's just not there.

Because again, he's clever! You don't really catch him doing anything except for minor stuff, and then you send this really sweet little kid down to (the discipline office) and they look at him and go… He's really stealth… I mean he's Putin!

"Mr. Vick": I mean he is under the radar, you have to, you have to… and it takes a lot of energy to focus that much on one child…

Researcher: Yeah, yeah, yeah.

"Mr. Vick": And I've got him separated and controlled around me, so he can't really do that much…

Researcher: Mmhm…

"Mr. Vick": Because he really needs to have the impression that he's not going to be caught.

there is (laughing) NOTHING I can do to connect with "George." I didn't connect with him.

"Mr. Vick": You know, sometimes he'll write out whole pages of nonsense… you know just to make it… you know if I glance down there's something on there…

Researcher: (laughing)

"Mr. Vick": So he's clever! And if I didn't, you know, make him turn stuff in, and actually read it every now and then…

Researcher: (laughing)

"Mr. Vick": You know… you'd have no way of knowing!

So, didn't feel like it really got to him… at all… um… I di- it just- he was, he was polite about it, but he just, it just didn't seem to have the maturity to understand what was trying to be displayed for him. He couldn't see it.

Researcher: um, and then, with "George," where was he after the circle?

"Mr. Vick": "George"… didn't have much change at all. There just wasn't much. It didn't affect him. You could see that he was trying to be flip there…. But he just didn't – he didn't get it. He just didn't understand. It was beyond his comprehension.

"Ms. Atwood"

"Ms. Atwood": Right. And I… second, he just seemed a little bit more fidgety. Which is kind of like the… you know… the others had a little bit of a maturity with it, but… he was looking around, I think he thought things were a little funnier.

Researcher: Mmhm.

"Ms. Atwood": I think I remember him smiling just a little bit more, not that there's anything wrong with smiling, but sometimes when things are more serious, we smile a little less.

Researcher: Ok. So there was just kinda… that felt like…? Like a kinda immaturity thing, the smiling.

"Mr. Aarons"

I haven't really looked at it... (looks at "Paul's" file on infinite campus), oh. Still he got into it, he got into it with a lot of people. A lot of it, yeah, I see it. That kid (other student in fight with "Paul"), that kid- he wasn't in my class when that happened. Um, but I can see "Paul" being drawn into that. Because the other person he got into it with got into it with uh- quite a few other people in the month and a half that he was on campus.

"Ms. Buck"

"Ms. Buck": So, "Paul" is very intelligent when it comes to math, so he can whip things out,

Researcher: Ok

"Ms. Buck": however, if he's missed quite a few days, or if he has days where he doesn't feel like working and gets behind, he can get discouraged.
Researcher: Oh. Ok.
"Ms. Buck": And then he gets overwhelmed, and then he kind of stops.
Researcher: Oh, ok.
"Ms. Buck": and it takes a lot to get him going again.

"Ms. Buck": So, I don't know when that fight happened, but maybe it had something to do with that.
Researcher: Hmm. Ok.
"Ms. Buck": Because, there was a huge turn in him.
Researcher: Oh really?
"Ms. Buck": I don't know, Around maybe November? Maybe a little bit sooner than that…
Researcher: Ok.
"Ms. Buck": So, you know, he went from super-bubbly to kind of inverted a bit.

"Mr. Carr"

"Mr. Carr": Yeah. It's just he had a bad stretch where he was falling asleep in class
Researcher: Mmhm.
"Mr. Carr": and it didn't matter what the activity was, whether it was practice reading, or us doing our activity, or other activities, uh, just disengaging and putting his head down.

"Ms. Plath"

"Ms. Plath": Her attendance, but I just realized, you know, nothing was changing. And, of course, phone calls made home were a thing,
Researcher: Yeah.
"Ms. Plath": and schedules were adjusted, and we had a lot of positive interventions to try to support her, you know, but the attendance has remained the same.

"Mr. Smith"

the student, she's, she can be volatile, so she's up and down anyway, generally

"Paul"

Researcher: Ok. What um… why um… what makes you care?
"Paul": Because I want to like go to a D1 college
Researcher: Mmhm…
"Paul": and um… play sports and for me to play sports here I have a, I need to have a 2.0, but right now, before I had a 3.6, but now I have a 3.5.
Researcher: Wow, congratulations.
"Paul": Yeah, thank you. And um... yeah. And my mom, she said in order for me to play sports, I need to have a 3.0.

Researcher: How does it impact you?
"Paul": Well, I will just do my, do my work.
Researcher: Yeah. So that will… will that kind of make, inspire you for any change or anything?
"Paul": Nah… Nah…
Researcher: No, no? So, so you'll do your work, though… but, but… I guess when I say change, it sounded like a change to me when… I'm not really sure… (laugh)?

"Paul": yeah, uh, so I'll, either way, if he's like doing, if he's like teaching us in a fun way, I'll still be doing my work.
Researcher: Yeah.
"Paul": the discipline way, I'll still be doing my work.
Researcher: Oh, so you're doing what you need to be doing regardless…?
"Paul": Yeah.

I get along with my teachers very well. Um, I haven't been sent out or talked to or been in trouble a lot in my classes. But they say my name every, every once in a while, but they don't say my name, or like, they call on me or something.

"George"

Researcher: Oh, ok. Ok. And uh… so in the circles. What's that like?
"George": Well she… there's uh… she has…? a speaking piece, and she passes that around, she asks us questions like, "how was your day," to warm us up, to get to the more gritty stuff… "how do you feel about so and so and stuff like that."
Researcher: Yeah? Does that… what's the effect of that? How does that… Does that do anything for you as far as the class, "Ms. Underwood," or your classmates?
"George": Not really… well, probably for them, but not really to me…
Researcher: Yeah?
"George": It doesn't really affect me.
Researcher: Ok. Well, you said to them, what do you see you see…. what do you see there?
"George": Well, mostly, like, the good kids that don't talk, they will like think about and have deep feelings about stuff like that.

Researcher: Yeah, what are you thinking, like, "the good kids" and then you're thinking what when you say that?
"George": They're straight A students…
Researcher: Uh huh…
"George": cause, like they don't have no one to talk to, or, they're like doing the work so that they can, like, get a good, uh, what's it called…? career.
Researcher: Ok.
"George": Most of the time their parents push them.
Researcher: Oh. Are you not doing those things?
"George": Well, not really 'cause… I like have lots of people to talk to and I'm not shy or nothing. And…? I'm not really, like, focused on my career. I'm just trying to, like, get through high school right now.

I try to do all my work. But I know sometimes I don't, because I, I talk. I talk way too much.

"George": It's uh… most of the time just get off task.
Researcher: Uh huh?
"George": and I know I'll be, I'd be like, "do I really want to do this?" and I'd be like, "no." and I just like, "I'll do it for homework," and I'll just throw it in my backpack and forget about it.

| **Familiarity with Curriculum/ Intervention(s)** | **"Ms. Underwood"**

Researcher: Mmhm. So uh… what uh… what else do I need to know about um… restorative practices?
"Ms. Underwood": Well, I think we are just beginning to building restorative practices, I'm just beginning to learning. I'm still learning. Learning uh.. the uh… lessons.. as well as to be more explicit about teaching it and actually using it in a |

practical way. Instead of like, "oh, we're gonna take a day to learn about restorative practice" and I think the hard part is trying to integrate it into our regular practice.

It gets easier this year as the… and also last year was the first year teaching the geography curriculum, so I'm trying out new curriculum, I'm trying to build, uh, teach as well as managing 9th graders… uh… that was really two big hitters.

"Mr. Aarons"

I've never been too great with vocabularies and remembering catch phrases

"Mr. Carr"

"Mr. Carr": I don't know, sometimes it feels like just pointing at the poster and the things that we came up with, I, I don't know if that's enough, as they look at it and they're like, "yeah, ok, whatever." And if there's another way to follow up, to follow through with 'em, maybe another harm circle? I don't know, it's just one thing after another.
Researcher: Mmm.
"Mr. Carr": I don't know, I find myself questioning…
Researcher: Oh, so you found the follow through wasn't, kind of, working? Was it…? It was, or, in between, or…?
"Mr. Carr": I feel like I had to always be more aware of pointing that out, with, "hey, hey, hey," instead of "hey, don't say that!" You know?
Researcher: Mmm.
"Mr. Carr": How do we tie it back into the fact that they came up with this rule, and this is our community?
Researcher: Oh, ok
"Mr. Carr": And the thing that, uh, in part, I don't know how else to do it, to be honest?
Researcher: Yeah.
"Mr. Carr": Posted this thing on the wall, and
Researcher: Uh huh,
"Mr. Carr": uh, it's kind of sitting there, and it doesn't seem like… it's really part of our group.
Researcher: Ok.
"Mr. Carr": It's this thing we came up with, and everybody participated. Sometimes they know right from wrong.
Researcher: Uh huh. Uh huh.
"Mr. Carr": And they came up with this cool set of things, but,
Researcher: uh huh.
"Mr. Carr": to get them to kinda internalize what's on that paper,
Researcher: Uh huh,
"Mr. Carr": is another challenge.
Researcher: Ok, so you're kind of pointing to the poster?
"Mr. Carr": yeah.
Researcher: how does that go?
"Mr. Carr": There's got to be a different way to do this to get them to
Researcher: uh huh…
"Mr. Carr": get it. But I'm trying.
Researcher: Ok, so, y-y-you, you're… am I hearing you say, you're thinking of more effective ways to kind of refer back to
"Mr. Carr": Right.
Researcher: The harm circle…
"Mr. Carr": Similar to the little word splash we do with the SEL terms…
Researcher: Ok.

"Mr. Carr": Ok, guys. Mindset. Mindset. It's here on this board.
Researcher: Tell me about the word splash.
"Mr. Carr": (cough) it was something they put up at the very beginning,
Researcher: Mmhm.
"Mr. Carr": and again, sometimes it's very hard to go back to it naturally, you know, when there's so much going on.
Researcher: Ok.
"Mr. Carr": You know, with whatever I'm trying to do that day, or that week, or whatever,
Researcher: Mmhm.
"Mr. Carr": to just make time to go back to it. And see how things relate.
Researcher: Mmhm.
"Mr. Carr": To whatever. Naturally.
Researcher: Mmhm.
"Mr. Carr": Instead of it seeming like a lesson that we're doing.
Researcher: Ok.
"Mr. Carr": Because when it is a lesson, the, the kids are, are totally engaged, but there aren't many opportunities outside of that lesson so that I think we could have pretty good teaching
Researcher: Uh huh.
"Mr. Carr": moment here and there.
Researcher: Yeah, yeah.
"Mr. Carr": That takes a lot of, I don't know, there's things I gotta do, differently,
Researcher: Oh.
"Mr. Carr": because I hardly ever hit that wall again, to be honest.
Researcher: Oh ok. What do you mean, 'hit that wall'?
"Mr. Carr": Talk about the concepts on the wall.
Researcher: Oh, ok.
"Mr. Carr": you know mindset, or whatever it is.

"Ms. Plath"

We had them break down into, like workshops, where they could choose which one. And it was called a day in the life of a restorative teacher. And, because again, I think people misunderstand what restorative is. I think people think it's permissive. Ok? Or, they think it's a circle. Or they think it's affective statements and people say, "I'm just not that emotive," and it's so much more, it's so much more. It's about a philosophy, a mindset. It's the way you set up your classroom. It's the way you greet your students. it's the way you handle assignments, or late assignments, or missed class, all of that, you know? To get to know them, you know? For me, it is really how you live and breathe as a teacher that's restorative. And so, that's something I'd like to pursue more. And in trainings and on campus. And it's great to learn these strategies, you know, restorative practices

"Ms. Plath": So, I think that's a really crucial difference. I don't know if everyone wants to bring that 'A' game. I don't know if everyone's capable, emotionally, I think they might be shut down, uh, and I think for some people, too, there's a power thing going on, like, "no, I'm the teacher."
Researcher: Mmm.
"Ms. Plath": I'm the adult. So, I think that's one of the major things. I feel like a few times I've seen it, that shift from that to something like, "Oh! I get it! It's about us."
Researcher: Can you talk about experiences that convince you of that 'us'?
"Ms. Plath": (teacher's name) Ok? Um… him moving from more like trying it out, he did his first circle this year, you know? Uh, the affective statements, like, using more like, saying like, it works like a magic bullet, you know right? A special pill, you know? And then me and him having conversations, and him being upset, and "I

know, I get there, too!" you know? So, with me, like, it's not like I'm immune to this! Being triggered, uh… but then we ask him a gentle question, like "what about this?" or, "what did you learn about yourself through this, situation?" You know?

Researcher: Mmhm. Mmhm.

"Ms. Plath": So, next time, you think you might not be able to, that you'd be able to recognize or see it coming at you, you know, where you get so emotionally involved? Or, like also talking - he and I are close friends - so that's why, it's a very safe place

Researcher: Mmhm.

"Ms. Plath": for us to have these conversations

Researcher: Mmhm.

"Ms. Plath": I just see like… he's initiating, he's thinking about that stuff more on his own now, and he'll come to me about how he was going a certain route, and re-did it. And it was for empathy reasons, if you know what I'm saying. It was from trying to have a better relationship with that student, um, him recognizing his part in it.

Researcher: Mmhm.

"Ms. Plath": As opposed to, "well that," you know? "That kid," and it's more like, "I could've handled this better." And I want to do this and that, so I guess that's kind of it. And I realize, you know, he's willing to get along, you know, we're all in this shit together. So that would be, to me, my closest example of that.

"Ms. Plath": I think that we need more training.

Researcher: Mmhm.

"Ms. Plath": Because people do want to embrace this.

Researcher: Mmhm.

"Ms. Plath": And they don't know how. For some of them, it's not a natural, it's not a go to. I mean, I've heard a teacher just say, "I've never talked about my feelings before in class." What? But, who am I to judge, you know what I'm saying, so, so I think they're trying. I think they feel they get bit. So, that's, that's that retraction back into punitive or neglectful or whatever. It's like, the kids aren't perfectly behaving or whatever, they're like, "here I shared my feelings and they walked all over them," well, you know, grow a pair!

Researcher: (laughing)

"Ms. Plath": You know? It's gonna happen. So, I feel as if the, these two teachers in particular are trying, but yeah, I think emotionally they're not mature enough. Does that sound arrogant?

Researcher: It can. So, my question with that is, can training address that?

"Ms. Plath": Yes, I do! Because part of the training is about reflection, ok? I shouldn't pound on your little things, I'm learning about reflection, I'm learning about yourself, you know? I'm hearing others, "Well, oh, ok, they're being vulnerable," and they' like, "oh they're saying something, and I was just learned about myself something I would never have revealed. So, it's a little bit group therapy in a way,

Researcher: Uh huh.

"Ms. Plath": It can be.

"Ms. Plath": but when talking about training, I think when people really open up, to create community in the training, and so you know, people get real, because I think that that's the most important part.

Researcher: Ok.

"Ms. Plath": Nuts and bolts are important, too, but yeah. Learning to look. Learning to look.

Researcher: Ok. Oh, ok. Ok.

"Ms. Plath": And I think that's what will help me in the restorative and stay in the restorative, they become more adept at it, they become more brave,

Researcher: Yeah.

"Ms. Plath": Uh… I don't know it's almost as if it seems to kinda snowball on itself.

"Mr. Sampson"

Researcher: So what do you think we're still working on?

"Mr. Sampson": So the social discipline window that uh, the sort of two axes of it, there's sort of the axis of control and high level of support.

Researcher: mmhm.

"Mr. Sampson": Uh, And this has been a, a constant at (school name) well before I started here ten years ago. I think it can be tough to maintain a high level of control on the classroom. Uh, and so sometimes in these situations, because there's not a high level of control… when things start flaring up, it's uh… it can be too late to work out in the moment. Because now you've got… now you've got, you're, now you're having an argument with a kid because they're not putting their phone away. But also, there are other kids that have had their phones out all day. So, it's like, "ok, now I'm in a battle now," and you want to talk through it, but you can't because, you know, once control has gone away you can't take that time to be restorative because you can't change everybody's behavior that has been building up. So, uh, a high level of control is big. And uh… and not turning a blind eye to inappropriate behaviors, then… but taking the time to address it. It can take some time away from teaching, and I get that, uh. I worry in some classrooms, students, students pick up on the unwritten rules and expectations. I can think of one class in particular where students feel it's ok to swear at each other. I'm sure the rule is it's not ok to swear at each other, but it's been allowed. So, it's uh… it creates an unwelcoming environment. So, and SEL goes along with it, and so when students aren't feeling safe and supported that leaves them more vulnerable to not being honest. And to me that's a big thing that needs to be kept in mind… keeping… things should be student centered, but things should be kept in control. And norms are being followed. So that would be one of the biggest things for me.

Researcher: So uh, the kinda control arm of that thing, that… uh… so can you talk more about how control interacts with restoration? Like uh… why can't RP happen when there's no control, or not as much as you would like? And how does control support the restorative activity?

"Mr. Sampson": Um… So, reflection is obviously much more of like the thinking than some others, if you were thinking about, like Bloom's hierarchy, is like when there's sort of an environment of calm, control and respect, then people don't flip their lids as quickly. And if someone does flip their lids, it doesn't have that domino effect of people who are already agitated or upset because kids are hearing, because like that kid behind them are saying things about their hair all period, and that now I'm mad, too, because I've been infected by that anger and negative energy. And that once people flip their lids and they're going with their, their limbic system, they're in fight or flight mode, they're prefrontal cortex isn't working, their emotions, their conversations are more emotion driven, and that to me is… is antithetical to restorative practices. And that's why I think sometimes I know one teacher is using a restorative journal. I think that process gets kids to bring it down… the students in the class know it's a good thing to use the restorative journal because they know that they're going to have an opportunity to work through the situation that I'm in, and you know you can then go out and have a formal conversation with a student and they're able to focus on ideas, now, whereas if you don't, you have a kid whose angry, upset and, you know, feeling attacked and you're out there trying to have a conversation, and I've seen those conversations and the teachers out there being super nice and polite and the students give attitude, rolling eyes, and it may matter to the students, but it doesn't help in that moment. So, that would be my argument for why control is so important to being able to institute restorative practices.

Researcher: So, restorative journal, what's that?

"Mr. Sampson": So, I'll name her, it's (another teacher) and it's even got a cutesy name with her 9th graders, they call it 'RJ'.

Researcher: RJ?

"Mr. Sampson": Essentially what it is, is that she's taken essentially the restorative questions and she has these journal questions, and she gives people space to write and then, and, I think she's made some adaptations, and either she'll ask the students or she'll come by on her prep and I'll maybe do a walk and talk, so, uh, I think that's the, that sort of the restorative questions. Uh, and I think sort of, one thing she did with it, one of the flaws I believe with this tool, is something I did, one set of questions is for people who engaged in challenging behavior for the other person, and one set of questions is to help those who have been harmed. And so, what she did is kind of combine these questions, because sometimes you've both challenged and harmed and harmed one another, but you've also been harmed. So, I think this give people a chance to you know, to express those feelings about the situation as well.

"Mr. Andrews"

In years past, it was more common, and I was talking to (a teacher) this year, and we were trying to narrow down why people don't do it very often, if it's so effective. And it comes down to, "people are really busy." Particularly that first walk and talk takes longer, because you have to plan it and strategize. So, we talked about and well, let's look at all of the teachers who have challenging freshmen. And we'll provide them with the release period for that period. And their goal can be to take four kids out on a walk for a walk and talk, and we'll see how it goes from there. And once it's established and, like, this teacher pointed out, he says, "after that first walk and talk the other ones take much less time." And, you know how in the article when you read it, it says, "make a point when you're saying to the kids," hey, can you accompany me, some, such and such, place I'm going?" Which is one of the steps to take away awkwardness, and you're doing them a favor because you're showing them you're busy, but you stopped by to see them. After that first walk and talk, you actually can really do that. You can say, "Hey, I have to…" you can actually run your errands, taking this kid on a walk, and still seem to reap the benefits.

"Mr. Andrews": The change has been so gradual that it's hard to say. We've been doing walk and talks at least weekly for the last 13, 13 years.
Researcher: Yeah.
"Mr. Andrews": I, I'm interested to see how it goes with teachers, because I think we have some more groups doing it, because I think we have some release periods for people with really challenging students. So, I'm interested to see if we'll have more teachers that will take this up, because they'll see that it's not that hard.

Appendix J: CODING FOR FACTORS THAT POSITIVELY IMPACT RESTORATION

Coding for Critical Factor	Participant Statements
Affective Resonance	**"Mr. Thomas"** things are definitely better, but… I don't know if it's, if we can really say it's restorative practices. The other kids that he was engaging in it with are not engaging in it anymore. it was this triangle and two of the, the two parts are gone. And so, doesn't give a long answer, he needed someone to start it, I don't know which is which. sometimes the class gets out of control… sometimes it's… sometimes it's good. Overall, I feel more… just kind of better about it. You know, like, all that energy that goes into battling and being authoritarian is not fun for me and it, it kind of drains me. So, I feel a little bit more…um…. I guess just a little better about it. Um… a little happier, and I feel like, overall, it's made the mood in the class a little better. It's made the mood better, for sure. Um… That leading to increased, like learning, and, and productivity. I'm not so sure it's made that much a difference, maybe a little bit of a difference. So, it's not what I want, but it's better and it's definitely nicer to feel like it's not a constant battle, and have that resentment that I was feeling from a lot of the students. Um… so that, it, it's definitely been better as far as the mood of the class. Researcher: So, if you were to like, re-boot the year, would you have done anything different from what you did currently, or would…. would you have done anything differently? "Mr. Thomas": That's a good question, because…. I don't… I think I do have still a little bit of…. Like, they know I've written a million referrals and things like that. So, there's still kind of that in the background that adds some… adds some authority to what I ask for. Um, so… I'm not totally sure. It's hard to say. Because I hear comments every now and then, about how I, about how many referrals I wrote and things like that… it, it reminds them that I'm still going to do it, if, if I need to… and I feel like that might be helpful. **"Mr. Vick"** "Mr. Vick": Right. So, I just try to control him and I try to keep him learning and I try to be as good a teacher to him as I possibly can. Researcher: Mmhm. Mmhm. "Mr. Vick": And keep him on task. And everybody else is pretty cooperative about it, so I, I wouldn't have been able to do it without a lot of cooperation from people in the class. "Mr. Vick": And, everybody else is getting way ahead of him. Researcher: Ok. "Mr. Vick": So, there's that pressure, too. The peer pressure that- and then I cleaned out the class. So, some of the really, really bad eggs are gone. Researcher: Ok. Alright. "Mr. Vick": So, some of the really bad eggs are so slow that… Researcher: I see… "Mr. Vick": So, the class is much more manageable.

"Mr. Vick": But I think of 'em, with me, they're better behaved with me because I've been fighting this battle with 'em and the other kids, the top achievers got put into (another teacher's) classes um… were… they miss them.

Researcher: Mmm. Mmhm.

"Mr. Vick": So that was a little bit of a… ethics gradient.

Researcher: Ok.

"Mr. Vick": And also, being separated from the smart kids, and they know who they are, because they were all the top achieving kids in the class. Who everybody went to for help, and, or, yelled out all the answers, and so now all those kids are gone, and so now they're dependent on each other…

Researcher: Yeah.

"Mr. Vick": And it actually built a community…

Researcher: Oh…

"Mr. Vick": Because math is like, thinking stops as soon as an answer is blown.

Researcher: Yeah. Yeah.

"Mr. Vick": So, putting like ability levels together is really good because there's no stupid kids in the class. Suddenly, the middle of the class just looks brilliant.

Researcher: Ok.

"Mr. Vick": and they rise to the occasion.

Researcher: Oh, ok.

"Mr. Vick": And we don't have any – it just works here. We don't know if it works anywhere else, it just works here because they gotta struggle, then.

Researcher: Ok. Yeah.

"Mr. Vick": And they get, I think they really get the struggle now.

Researcher: Yeah.

"Mr. Vick": They get it because they weren't good at throwing their first pitch, either, type of thing.

"Mr. Vick": And then we got a big, impressive black kid in here that… he can fool around, but… he's a sophomore, repeating from Valley… so…

Researcher: I see.

"Mr. Vick": He's- and everybody knows him, and he-he knows his stuff a little more than they do, and so it's sort of, the 'roasting' is… is not as popular and - unless he's leading it - so, it changed the dynamics of the class. You know, every time you introduce a new kid, and this one's a significant one, and he- he's got his good, he's got his bad, but he's in general been a real positive, because he- he's a quick learner.

Researcher: I see.

"Mr. Vick": and, he likes explaining that to the other kids that would be roasting with "George." So, now, they'll get up from here, and they'll go sit in the middle with him, and, because there are two empty seats there. On purpose.

Researcher: Ah…

"Mr. Vick": they'll pick themselves up and, I can't get over here, and they'll go over to (the new kid).

Researcher: I see.

"Mr. Vick": So,

Researcher: So, "George's" friends are leaving him.

"Mr. Vick": "George's" friends are sitting here… you know?

Researcher: Has that decreased his attempts to play to an audience? Does he still…?

"Mr. Vick": Yeah, 'cause no one's- he- he, his star's just not as bright as (the new student's)

Researcher: I see.

"Mr. Vick": He's just a little tiny kid that's funny.

who's absent? How am I gonna use that? And who's suspended? How am I gonna use that? Because, ah- everything's an opportunity in a class like that, everything's an opportunity.

it's just that with 30 kids in the math 3 classes, in one it's 35, it's just you gotta have everybody getting along. And so, I'm really thinking, you gotta move, you gotta move with this flow, I mean, you're in a room with 36, you gotta move with 'em.

"Mr. Aarons"

Burbank wise, we want kids in their desks, working in the bell, with the bell, so he's on the line with that

"Mr. Aarons": That had to be one of the, or the most powerful lesson I ever ran, because students really opened up and shared and it went into having empathy, because kids shared about tragedy, uh, parents, siblings, relatives being killed, jail, time, car accidents where they lived, uh, deportations, coming here, you know, hopping the fence, the border, you know, so it really turned out to be, people really get to know a deeper side of their neighbor. Much more so than the ones where I tried to say, "hey what's your favorite color?"
Researcher: Yeah, ok.
"Mr. Aarons": It just got to be a whole lot more, uh… it was actually a pretty powerful dialogue.
Researcher: Wow. So what do you feel that did for the class, and, and you know?
"Mr. Aarons": I think it made students realize they're not alone. Um, I think, it really had an impact where, they really started to understand, really started to know, or at least, know that intimate detail of someone.

"Mr. Aarons": You know, some people will like, "yeah, my so-and-so died," and this died, it was amazing how many people shared that deep of a level of personal information…
Researcher: Mmm.
"Mr. Aarons": And it felt like students kind of came together after that. More than the other ones. And I think that it helped that it wasn't the first one. I don't think if we asked those questions, or even if I did that at the beginning of the school year, I don't think they would have been as open to share, um, but they were comfortable, had gone through the process, they knew the uh, protocol,
Researcher: Mmhm…
"Mr. Aarons": Uh, and we went through the question twice. "What was the most important thing?" By that time, they had their time with what's in front of them. And the project I picked I think it had 13 events of their lives, 5 major events…
Researcher: Mmhm…
"Mr. Aarons": And when we did the circle, I just had them pick two major events, or two events.
Researcher: Mmhm…
"Mr. Aarons": And some people were like, "oh, I dropped my phone and it broke," it's like, "alright,"
Researcher: Mmhm…
"Mr. Aarons": And uh, I had a couple football players crying.

"Mr. Aarons": I actually felt more connected. I have a hard time thinking the students wouldn't have some rub off also,
Researcher: Oh, yeah.
"Mr. Aarons": You know, I felt, I, I walked out impacted.
Researcher: Ok,
"Mr. Aarons": Like wow, that was tremendous, I learned so much about so many people. I would have a hard time thinking that any living person that was in that classroom wouldn't have picked up something from their neighbor,
Researcher: Mmm.

"Mr. Aarons": or, heard some fact that they related to, since it's such a broad um… range of emotion and experiences were shared.

Researcher: Yeah.

"Mr. Aarons": Nothing like I've had in the eight years I've been teaching.

"Ms. Canady"

…when I comment on how well they've handled the situation, I've made a mistake, and you've handled the situation well, then it kind of raises the level of, it raises their level of, raises my level, raises the level of the class as well.

…there have been times when I'm going through the class, I'm- the class level is really high, the energy level is high

"Ms. Canady": It- it's just sometimes, I guess, athletes call it being in the zone,

Researcher: Mmhm.

"Ms. Canady": there are time when, uh, in the classroom, the class is in the zone, and we're, uh interacting with each other participating with each other

Researcher: Mmhm.

"Ms. Canady": and it just feels like, there's just a high level of energy, a high level of love, I don't know, good feeling!

"Ms. Plath"

"Ms. Plath": Yeah. And I think it's even more effective when you're with your own… I shouldn't say that. I think it's more effective when you're with your own because I think we have such beautiful relationships here at (name of school). And the small learning community.

Researcher: Mmm. Mmhm. Mmhm.

"Ms. Plath": and we're very, I may be out here on my own, but we're very close here and honest and, like (teacher's name) called us family. When she wasn't well,

Researcher: Hmm.

"Ms. Plath": The first thought was to notify us.

Researcher: Hmm.

"Ms. Plath": She said it felt so natural.

Researcher: Hmm.

"Ms. Plath": to reach out to her small learning community. I think overall as (name of school), you know,

Researcher: Mmhm.

"Ms. Plath": The organism of it, once again, I think there's a lot of shared beliefs and cultures and all that. I think it's pretty safe. But you know, I don't know what's going on at other schools, so maybe at other locations, it might be easier to be free with people you don't necessarily work with. So I don't think one size fits all.

"Mr. Smith"

They grew up together and she was expressing how, you know, you're tearing the family apart. And once she started crying, everyone was willing to, not cry, but express how, "this is silly, I was hurt," you know, those type of things

"Mr. Smith": Uh, he, he, I'm talking about "Mr. Sampson," the facilitator, he asked um, something to the effect, "what has been the consequence of what has happened?" And when it got around to her, the parent, she couldn't hold it in, she was crying, she was talking about how she had a young son at home, "I'm not with him, I'm here, dealing with this," and, "I want you guys to get along," and she was just expressing how everybody's

connected, everybody knows everybody here, she's his cousin, and they go to church together

Researcher: Mmm. Mmm.

"Mr. Smith": And this is, this is hurtful, between the family and everything. And then after that everybody was in tears.

"Ms. Mary"

it doesn't have to be a certain type of class, it just has to be a different class, you know. You take 'em out of that setting, and you put 'em somewheres else, and they change.

I mean, you know, like I said, sometimes, it's just that they do need to be out of that room for a certain amount of time or whatever, you know? It's not serious enough to take 'em down to detention, it's not like, every time I go into a class it's a bad thing. Sometimes they just need to be talked to. And, you know the teacher will ask me, you know, "do a walk and talk," and I'll return the kid back to them, and things have changed.

"Samantha"

It makes me want to do better in that class, because, you know, I'm starting to get to know the students in that class, so it's more, more like I like engaging in the work that I'm doing in there. And then I get like, extra help from the kids and the students, so it's like, yeah.

"Samantha": … I think, uh, good leadership makes a good student.
Researcher: yeah?
"Samantha": Yeah, cause it ma-makes them like, it like, 'cause when you're a student, cause when you have good leadership, um, and you like see that person have a good personality, good behavior, it just makes other people want to be like, "I want what he has," you know? "I'm gonna start working on that."
Researcher: Mmhm.
"Samantha": I think it's just, if one student has good, like good personality, like, you know, it makes all the other kids be like that, you know?

"Debra"

I get a grade check on Friday. I get a progress report, I have all my teachers fill it out, and I go home and I check, and if I have like a C, I'll make sure to put more attention into that class. So like when I got suspended, the e-mail, like I accidentally gave them the wrong e-mail, so I couldn't check on my stuff, so when I came back it was too late for me to do that work, all that work, it was just marked as missed assignments. And then, so I was failing pretty bad when I came back. And so I finally got it back up, and I'm at C's now, but even C's are pretty bad to me. I'm trying to get- I'm trying to get those up by this week.

Individual kids	**"Mr. Vick"**

… I think he has started to work, to some degree. He's, you know, been turning some things in. So, it's not completely vacant any longer. He's also gone through a growth spurt. He looks, uh, he looks a little different than he did at the beginning of the year. He looks more like a sophomore now. Because he was so behind. He and his twin are so… well there at… not, I think they're at the late – they're a little bit late… coming into puberty.

"Mr. Aarons"

"Mr. Aarons": Um… he does seem kind of interested in what we're doing,

Researcher: Mmhm.

"Mr. Aarons": he does put in the work, he does put in the effort. Um… he does put in the participation. He has questions, he asks questions, he asks for clarification, uhm… he's willing to conform enough to allow the student around him can also learn. He understands, he understands his part in the class,

Researcher: Mmhm.

"Mr. Aarons": he understands it's not just about him in the classroom, it's about the entire class,

Researcher: Mmhm.

"Mr. Aarons": Uh, so he's done well, he's respectful to me, he's respectful to other classmates, for the most part, I know we talked about him getting into one incident, but that seems to be a fairly isolated event

"Ms. Buck"

"Ms. Buck": And he can get grouped in there. Now, luckily, he-he's the kind of kid where I can look at him and say, "is that really the best place for you to be right now?"

Researcher: Hmm.

"Ms. Buck": "should you take yourself out of that distraction?" He'll go, "Yeah, you're right "Ms. Buck," I should, you know…"

Researcher: Oh, ok.

"Ms. Buck": So, he'll think about things.

Researcher: Mmhm.

"Ms. Buck": Which is nice because not all freshmen do that.

"Ms. Plath"

"Ms. Plath": and when she's here, she's engaged. I mean I was just teaching about shifts in demand today, and it was the third day on it, and there was kids that still had some questions, kind of basic, like "ok,…

Researcher: Mmhm.

"Ms. Plath": Wow!" But I was like, it's ok, so I was like "Ok, let's go back and review this again to get exactly what you…" you know?

Researcher: Mmhm.

"Ms. Plath": and she was listening so intently, and I could just see, you know, it was clicking, and then when we started doing the practice activity, she was right on the spot, you know?

Researcher: Mmhm.

"Ms. Plath": So, that's remarkable.

"Samantha"

I get along with all my teachers.

I think I have good communication with people, I don't know the kids, I just say, like, "hey how are you?" You know? Or when I don't know a teacher and a teacher walks by, I just be like, "good morning, how are you?" you know?

"Samantha": I'm that kind of person. And I won't put you down, if like, I put you down, I'm going to ask if you're ok,

Researcher: Ok, yeah.

"Samantha": I'm a caring person, and like, even if I don't know you and I see you crying, I'm gonna ask you, "are you ok," like talk about it you know? It's just, yeah I have those good qualities.

Familiarity with Curriculum/ Intervention(s)	**"Mr. Sampson"**
	Researcher: So, what do you think our staff is doing pretty well with putting this spirit that I hear you articulating into effect?
	"Mr. Sampson": I'm really impressed with the level of community circles that I see, and often when I have visitors come, you know, I'll ask some teachers to do something either SEL or community circle oriented, and um.. they're always impressed to. And I think, uh… I think teachers are really building up their chops, in terms of how you execute a community circle. Taking what they learned in training and making variations to it, to… today, for example I was seeing a circle on empathy by a social studies teacher, because we're doing empathy in uh, March. And, um… I saw him using some elements of whole class processing, and he'd ask a question and have the students write an answer and then bringing in some ways to sort of make it fit more with him, so… not betraying at all the value of the community circle, but making it better for him. So, uh, community circles is definitely that I see that…. Uh.. and also something that I see in general when I'm in one on one conversations with students whether I happen to be eavesdropping in the hall because I happen to be patrolling the hallway, you know, I'm not in my office or somewhere else, it's uh, less, "what you need to do is this…" and that kind finger pointing and "just listen to me and everything is going to be fine for you, kiddo," and uh, more of like, the asking for the students to share their truth, their perspective and so…
	Researcher: mmhm.
	"Mr. Sampson": uh, I think that's also something I've been seeing gaining a lot of traction with teachers, I'm not gonna preach to students, I'm gonna ask them questions that I think will be beneficial to students.

Appendix K: CODING FOR REPORTS OF RESTORATION

Codes	Themes	Participant Statements
Restoration	Reparation of relationship(s)	One to one, one on one, moving him out of that group, and going to talk to him one to one, before uh, class starts… he's… has a great personality
		I think we have good rapport. Ok. He still jokes around, I… Ok… Uh, but… he just needs to make sure that he's uh, he's, uh, focused.
		I feel like we're, we're in kind of a good place just in our interaction with each other.
		I made her, like realize, "Oh, we have a good relationship, she doesn't want to hurt me." Um, but you know, like we feel the same thing you kids feel. So I feel, uh, she understood where I was coming from, and she could also relate to it. She had empathy…. For what I was explaining, so..
		I've had a experiences even this year where the relationship was better after we went through restorative practice than it was prior. There was a particular student I'm thinking of where, we had a hostile relationship in the sense that… Um, you know as a lead teacher, you have a relationship with a student, if you know a student it's usually because they're in trouble. And so, this particular student, the only reason I knew him is because he was,… Doing something bad. So when I was, when I was dealing with him it was hostile. But, we had a, a confrontation, earlier in the year, um… I, he had in house the next day because of the confrontation… I took him on a walk and talk, we talked, I admitted where I was wrong and asked him in the confrontation, he admitted he was wrong in the confrontation, and, and I've talked to him periodically since then. We're actually closer now. He confides in me, where obviously, before, it wasn't like that. So, I think, if the relation- the relationship is actually better afterwards… then that is, that's an example of it being successful.
		Students:
		Before the circle we were… we were cool, like nothing was wrong with us after that, after we started hitting each other, then after we went to see "Mr. Anderson", we were cool like the whole day, and after the circle, we I, we were like closer.
		without the circle we probably would have been, been like… probably been just… not friends, but we'd probably just talk like, sometimes and… yeah.
	Positive individual behavior changes	**Administrators:**
		"Mr. Sampson": Umm. I do remember also uh… doing a conflict resolution, which in a way is sort of a mini-harm circle with uh, three participants, he and another student who are actually friends started… started swearing at each other in class…

278

Researcher: Mmhm…

"Mr. Sampson": I think the… the term du jour is "roasting",

Researcher: Mmm. Mmhm.

"Mr. Sampson": And one side went to far on one side and people got upset but we were able to, um… pretty quickly make sure that they… were able to agree that they didn't have any issues with each other…

Researcher: Mmhm…

"Mr. Sampson": And, you know, both of them were able to express what led to them feeling hurt, um and also both students were able to um… apologize to the teachers for part of it because of their understanding how their interactions had an impact on the whole class and on the community.

"Ms. Sampson": Uh… So, I think that just in general the use of affective questioning from the beginning helped me build my relationship with "George", which was important, and then um… beginning to try to get him to… to see how… his actions might be impacting the relationships with uh… with the teachers sometimes, as well as other classmates,

Researcher: mmhm.

"Mr. Sampson": So… at least to me he seems to be more reflective sometimes about his actions, and seeing not just "this is an action I do, but that this is an action that I do that has an impact on others, not just myself…"

"Mr. Sampson": and in terms of classroom behaviors, I don't think it was making much of a change, but I do think that the restorative circle led to some immediate impact, and I would observe where… I would spend a lot of time observing classes he was in

Researcher: Oh, ok.

"Mr. Sampson": and I would observe um… I could see his impulse, kinda, to turn around… and it may be also a kind of observer effect, and when he would turn around he would see me… and then just kind of bring it back...

Researcher: Ok…

"Mr. Sampson": whereas before the circle, he would turn around, notice me and still make the comment to the person behind him…

Researcher: Oh, ok…

"Mr. Sampson": So, um… I I can't be sure, I think what I'd like to think is that in that circle they really had to think about things from teachers' perspectives, and see how that negatively impacts and distracting others, so what I'd like to think is that by having to put themselves in the teacher's shoes, that helps them… it gives them some motivation to control their impulses a bit more…

Researcher: mmhm. Ok.

"Mr. Sampson": Because the impulse is still there… what's tough is getting students to control, and I think he's gotten a bit better in that… but I will say it's been a few weeks since I've been in there, so it makes me think that I, as an administrator need to get in there and follow up, because these changes are… aren't… these aren't static changes, there's a constant flow

"Mr. Sampson": Yeah, I think that you know, and he's always kind of a jokey kid, and he's become kind of a… really honest, like, when… this is why I've been sent out of class. And I think that when I see… you know, it really helps facilitating the process of um… and I'm

guessing, and I'd be really eager to know how teachers feel about it, but… I'm guessing that it's meaningful to teachers when students give an honest response,
Researcher: Mmm.
"Mr. Sampson": Rather than, "I didn't do anything…" Or "The teacher was… uh… was exaggerating the situation."

… I saw him using some elements of whole class processing, and he'd ask a question and have the students write an answer and then bringing in some ways to sort of make it fit more with him, so… not betraying at all the value of the community circle, but making it better for him. So, uh, community circles is definitely that I see that…. Uh.. and also something that I see in general when I'm in one on one conversations with students whether I happen to be eavesdropping in the hall because I happen to be patrolling the hallway, you know, I'm not in my office or somewhere else, it's uh, less, "what you need to do is this…" and that kind finger pointing and "just listen to me and everything is going to be fine for you, kiddo," and uh, more of like, the asking for the students to share their truth

… if it's not, you know… really bad, like I said, then I'll look for a different class and I have like (another teacher) that lets me… uh, "Ms. Underwood" will let me, "Mr. Thomas" has let me put kids in there. Uh, upstairs, too. I've put (another teacher) I have in kid from (another teacher) in (another teacher) right now. If it's not a bad situation where they need, uh, to get a detention I will look for a different class for them to be out that way. Like this morning, a student was, "I just, I just don't want to be in this class," ah, you know… "something with the teacher and me," the teacher suggested, "ok if you don't want to be here, do a walk and talk like you normally do," she was like, "take her to (the discipline office) she doesn't want to be in here." But it's like, "ok, she, it's early in the morning, I'm sure I can just, put her in (another teacher's room)" and I did put her in (another teacher's room), and then I went and told (the teacher that the student came from)" and she said, "I'm fine with that, thank you." I'll always tell the teachers, "if it's not that serious, you want me to put them in a different class, you know, is that good?" They're like, good with that.

"Ms. Mary": Yeah, I try to pick, I try to pick a class that uh… I don't think there's students that that student will… and maybe when you do put 'em in a different class, they're not like that because you took 'em out that, you know, that other class.
Researcher: So you don't have to find exactly a really well-behaved class,
"Ms. Mary": No, no, it just has to be a different class…
Researcher: Ok.
"Ms. Mary": no, it doesn't have to be a certain type of class, it just has to be a different class, you know. You take 'em out of that setting, and you put 'em somewheres else, and they change.

Researcher: Ok. Alright. Cool. Um, what were you're, what was your sense of how, of how the circle went, did it…?
"Mr. Andrews": I think it went real well. Some of the signs of these things is that, people when they were leaving were crying. You know, not bawling, but, just, just seemed like they had an emotional experience, and uh, and there was a mother there who after I did my

bad cop role, she had her hand up, and she wanted to ask me a question, and I knew, we knew what she wanted to, ah about. It was more a, "well what if the other side does this? What if the other side does that?" And I stepped up to her at the end when they were done talking, and I said, "you wanted to ask me a question earlier?" and she said, I can't remember what her exact working was but in the big scheme of things, I doesn't really, really matter and thanked us, for, for having had the event.

"Mr. Andrews": And I've said, "how are things going with the other girls?" and they said, "you know we don't hang out together," Researcher: Mmhm.
"Mr. Andrews": "But we walk by each other and there doesn't seem to be any weird tensions, it seems like it's squashed." You know, it would be a good idea, let me, leave a note to myself to follow up. It helps to have, after a couple weeks, just to check in on um, the participating.

"Mr. Andrews": Ah, Ahem. I had one teacher, did it as his, uh, as one of his areas of experimentation, uh, for option 2, and he's got a kid in his class who says he's, has been really, I mean he's one of our most behaviorally challenged kids in, in the classroom. Because he does much better with him now, this is a teacher who tends to struggle with behaviorally challenging kids,
Researcher: Yeah.
"Mr. Andrews": and he's not one of the ones that I can think of the he sends out much, and he says now he can say to him, "Hey you want to go for a walk later?" and the kid'll go, "yeah, yeah, yeah, come on by!"

Researcher: So, when you first started doing this, and you've been doing this for 13 years I'm hearing, it sounds to me like something sold you on it, and I'm curious, did you see an effect when it first started out…?
"Mr. Sampson": So, it was two-pronged. It was seeing the effect of being out on the campus as a whole, because we were circulating, and just, you see particularly working with students who are, who are hostile or angry,
Researcher: Mmhm.
"Mr. Sampson": You just start to connect with them more when you're walking with them, I noticed.

Teachers:

He'll complain, but, then, uh, once you tell him that he's losing a point, he will calm down a bit. And it will calm the rest of the, um, class down, too…Cause it will cost you a participation point too.

I have a chronic, put your head down, don't do anything first and second period kid, and I read his essay, and he wrote two whole pages, and it's the best effort he's put forth all year,

It's a switch. See, in the past I probably would have been on that kid, in a not so positive way, for not putting his head down, for checking out or coming in late to class… So, the encouragement, I think, has, has paid some dividends, I think.

I found out a whole lot about him, just by reading one of the reflective writings. You know, and I felt like, I don't know, you ever have a conversation with a kid, and you felt like, you had some sort of breakthrough with that kid and now, it's not like this with that kid anymore, it uh, sort of… sort of understanding.

He, he's had some pretty good days in the last few weeks. So definitely improved. I previous to that around January, February, he was late to class. He'd be the guy that stood outside the door, until the bell rang, and then come in. And put his head down (laugh). He'd- everything all at one time. Now he's starting to… He gets it. He gets his folder out. He's prepared.

Uh. He's he's more, I would s- I feel like he's more friendly in the classroom, he's more positive. Does a little bit more work, he, he still has a hard time being on task. Now, it's less of a, there's not kind of.. um… rudeness or any kind of disrespectful kind of behavior, it's just more… off in la la land, just kind of, he, he talks a lot with other students, but even when he'll, he'll stop talking when I ask him to for the most part, at least for a time. But still getting. He's doing more work, I think, than he was before,

… I think he has started to work, to some degree. He's, you know, been turning some things in. So, it's not completely vacant any longer.

He's a little bit better in terms of behavior, not earth shattering. He's, he's keeping up. You know, he's not falling behind everybody else's behavior patterns.

he's in the 'better kid' category because, he can keep- he can actually do some work and look at it and he'll think about it. Where before, he couldn't focus that long. And the oth- and the other kids around him don't want to engage with him… Because they're busy working.

it was actually like a model restorative practices circle. Like if someone had video taped it, it would have been spot on, like it would have been exactly the way we hope that restorative practices would happen.

several students in peer court were like, "so, now that your teacher has broken his heart into a million little pieces… so, you know, "how do you feel about that?" Um.. the students were like, "Wow! I didn't know I could be so… "harmful. Like I thought I was just being funny." And they started thinking less about their need to have attention in class, and also the fun that they were having because they were having fun… And, you know, more about the pace of the class, and how it affects that teacher

today he's working on a project that is worth a test grade, and today he was really going at it. He was really getting it done. So, he's got three quarters of it done now… Where, three days ago he didn't have any of it done… And it was due last week… So, he's getting at it now.

Researcher: … the use of the affective language, have you tried that?
"Mr. Carr": Yeah.
Researcher: how's that go?

"Mr. Carr": That goes pretty well.
Researcher: Yeah?
"Mr. Carr": Yeah. That does seem natural.
Researcher: Mmhm.
"Mr. Carr": I think that's maybe just through habit of doing it a lot. So, I guess that's a small victory in using this stuff. Um…
Researcher: do you see an effect from that with the kids?
"Mr. Carr": Yes. They try more (laugh).

Students:

"George": Well, he was what's it called… he was upset that week cause his brother died, or his brother passed away like a couple weeks ago and he was still going through a rough time about his loss…
Researcher: Oooo…
"George": and so the class was giving him crap, and so he'd had enough of it, and just like, told everyone what was going on, and so like, everyone stopped, and he had a breakdown and had to go, like, get some fresh air and stuff…
Researcher: Yeah. And did that kinda influence how you felt about "Mr. Vick"?
"George": Yeah. It did.
Researcher: How so?
"George": 'cause… I was kinda sad. Everyone kept talking and wouldn't listen to him, acting like he was… uh, like…one of the classmates. Well... I know he acts like that, but like, there's a certain place and time for everything.
Researcher: So you really… did that… was that a new kinda thinking about… "Mr. Vick" after that moment?
"George": Yeah.
Researcher: Yeah? Can you talk about what, what you were thinking before and what you were thinking after that?
"George": Well, I was just, like, I was just, like, thinking that he was just like just a regular teacher, like, giving me stuff I didn't even know or need to learn, but like after he told us that, that's like when I really started paying attention.

"George": there's like numbers of work, so he'll put it on the screen, and, like… he won't put it on the projector screen, he won't put the the projector down, he'll just put it on the white-board so we can write on it, and he'll make me go up there and explain it. And like do it to show the class how to do it, and so that class can copy it down, and look on, look back to it.
Researcher: Wow. How does that make you feel?
"George": I mean, good, and… sometimes bad because I'm like, tired, but I know it's for a good reason…
Researcher: Oh, ok. So what's the good reason you feel like is going on there?
"George": So they can, so they can what's it called, mostly figure it out, mostly, that's why I do it.

Researcher: Can you, remind, can you recall what you said about "Mr. Thomas" last time?
"George": Well, last time he wasn't like, the nicest teacher. He was, like annoying.
Researcher: Mmhm.

"George": 'Cause he was like... picking on kids, I guess.
Researcher: Yeah.
"George": But now he isn't, though.
Researcher: So, did you feel picked on at that time?
"George": A little bit. Yeah.
Researcher: Yeah? What's different now?
"George": He's, what's it called? His whole personality changed, I guess.
Researcher: Really?
"George": Yeah. He even shaved his hair.
Researcher: Oh!
"George": What's it called…? Anyways, he had a big old group talk with the class. Seeing how he could change, and make the class better. So, we like gave him ideas. And he, like, responded with like, "If I do this… then you have to do this for me," like with deals and stuff.
Researcher: Oh!
"George": Yeah. So, back then he'd be like… now he's like, now he's like… he's better, and like, I like him now. He's cool.

"Paul": Well, "Mr. Aarons", well, I never really got sent out, except the one time, I think it was by "Mr. Aarons", but it's different because the teachers that kick you out, the other teachers that kick you out, they'll make it seem like you did something really, really, really bad, and then, as they're like writing the referral, they'll say, like, this student was talking excessively and disrupting the class, but you were only talking to the people around you at your table and stuff. But "Mr. Aarons", as he writes a referral and stuff, he actually put what happened, like, the student was chewing gum, or the student was talking. And the student was walking around class…
Researcher: So it feels different… how does it feel with him?
"Mr. Aarons": Well, with him, it's just like, I got kicked out for a reason, and I know why I got kicked out, but with other teachers I don't remember me doing all of that.

sometimes when I think about the event, sometimes when I think about the event, I just like, be like, I think, like, how could I, like, have avoided that, or like, like, how could I have went about that a different way, and… yeah, that's, that's it.

A good teacher, they'll talk to you, tell you when you're wrong, they'll tell you when they're wrong, and then they'll just send you back inside and let you back inside.

Researcher: Alright. Ok. And what happened in the circle?
"Samantha": Um, well "Mr. Andrews" um, like uh, went around the circle, and he was just telling us what happened and like, tell us what happened, it, it went pretty good, like we all heard one another's stories, we all listened to each other's story and, yeah, it went out. It was a good circle.
Researcher: What did it do for you? Hearing everybody's story?
"Samantha": It made me feel guilty, and mad at myself, because it was just, I was just mad 'cause at first, it had nothing to be a part of me first, but when a girl, my cousin, my little cousin came to me and said one of the girls I fought wanted to fight me, I just started like, I was just confused, you know, 'cause none of that had to do with me. So, when, when I heard that, heard their part of the story it was like,

284

"damn, now I feel g-guilty of what I did, like, I just went up to you guys and asked you if you wanted to fight me."

Researcher: Ok. Ok, that's interesting. Ok. So, what do you think, do you think that the circle… without the circle, what would have happened?
"Samantha": I think a lot of tension would have happened.
Researcher: Mmhm.
"Samantha": I think a lot of more… yeah, like, more yeah,… tension would have been occurred, like, school, we would have been had another fight because it was just that
Researcher: Oh,
"Samantha": If you look at me wrong, I'm gonna fight you again.
Researcher: Oh, ok.
"Samantha": and I think that circle really helped us, not be friends again,
Researcher: Uh huh,
"Samantha": but just keep pushing,
Researcher: Uh huh,
"Samantha": Like, you see one of us, like we might say 'hi', but just keep running on. You know? And we all came to an agreement where we see one another we're not gonna look at each other wrong, we're just gonna say hi and bye and, you know? Just hi, and just leave.
Researcher: Ok. Ok. Alright. And, so do you feel like.. it sounds like I'm hearing you say that it's not quite resolved, stuff is still pretty…?
"Samantha": Yeah, it's still, it's still, you know? … a little. It's still a little tension going on, but, just, for now it's just, it's slowly processing right now, and just… um, yeah, we're just trying to not have tension around the school 'cause, after I heard that we fought it was just the next day more, like, like the whole, like, they had to, like it had to be, uh like,... like they had to ring the bell early, and it was just like, dang, like, when we fight, when we fought it had more tension. Not just with us, but with other kids, like, it, and it made other kids want to fight each other because of us, and it was just like, we didn't want that, so when we came back to school, we didn't want any of that tension going on, so it was just, we didn't want to make it feel awkward.

(positive affective resonance)
It makes me want to do better in that class, because, you know, I'm starting to get to know the students in that class, so it's more, more like I like engaging in the work that I'm doing in there. And then I get like, extra help from the kids and the students, so it's like, yeah.

"Samantha": And it's just, I think you should just pull them aside and just, "is everything ok?" and you know, just ask them, "is everything ok?" and like just keep catching up with them, and like every day, just like, "how are you today?" you know?
Researcher: Mmhm.
"Samantha": Just caring for them. I think that would make a good teacher. Because it make the student make, like feel more welcome into school. It makes them want to come to school, and not drop out, you know?

"Samantha": That's what, that's what mostly these teachers have in their attention it's just you get out, you stop acting up in my class, or

you go to detention. I haven't really seen any, like, well one of them, I seen like um, cl- uh, Mister, uh, "Ms. Plath", I guess it was, one of the boys, I don't know who it was, I guess she, uh, when he was acting up, she was just, acting in a joking manor, like it was a joke, and I think it just made him more, it get him to laugh, you know?
Researcher: Oh.
"Samantha": So, she like, basically made him laugh, you know?
Researcher: Oh.
"Samantha": she was just, she said something to him, and he was like, it was hecka funny, so we was like, laughing, so he was laughing, and he was just, and after, he just started doing his work.

when you joke with them, in a joking manor, it just, it makes them laugh, and then, it makes them want to do their work, rather than just sending them out, you know?

when I came back, because I had 3rd period before, so when I came back, I was like, in a new biology class and his class is harder than my other biology class. So, as I'm in there, I'm listening to him, and he's telling me like, "oh you have to do this," and so it's like, it's like, coming to school, and it's like your first day in that class, and they give out the first assignment, you do it, it's an A, you don't do it, it's an F. So it was pretty much like that. But I forgot, and when I looked at my grade and I was like, I have an F in there, and I was like, "but I've done everything in there," I missed a quiz on Friday, so he was like, "that's what it is, you missed something." That's what it is, so I'm like, "Ok," And he was like, "if you do this, you'll be back up there." So I did it, I came, I studied, I came back, I did it, and I got my grade back up in a day.

"Debra": … I get along with my 1st period teacher. (teacher's name) my biology teacher. He's like… he's like, really understanding. Like if you're, like falling behind and you're going to fail, he won't just let you fail and not tell you, like even though it's my job to keep up with it, he'll tell you, like, "Oh, you know you're, like, at a C-, right?"
Researcher: I see.
"Debra": And you can just see, like the little things certain people do, it will tell you about them, like I left my tea in there, and he came all the way to my class, my 2nd period class to bring it to me. So that means, he must have looked up my class, and came all the way over there to bring my tea to me in my class.
Researcher: Ah! Ok, alright.
"Debra": You know, little things like that just tell you what kind of person he is.

Positive class-wide changes	**Administrators:**
	I think by me and the teachers talking every day about the classroom management, management? About how we can help each other, you know, what I can do to help them, that way they can help the students, you know. Pull those that need to be pulled, talk to those that need to be talked to, uh, not always taking them because you don't always need to take them down to detention. I think, me as a monitor, they as a teacher, if we have a good, uh, a good understanding, you know about their class and the ones that need more attention, the kids that need that extra talking to, or reminding, need that reminding, me

checking in, you know, during certain classes, not all classes are the same, it helps, it helps, it really does.

honestly, I think by me just, I'm not even going to say me, I think if any monitors go in there and check into their classrooms all the time, I think they know that the teachers have our support, and you have fewer behavior problems in that class

Teachers:

I had more instructional time. Because I had less… behavior problems because I was acknowledging… properly acknowledging the maturity level in the classroom… Instead of picking fights with the bullies.

I felt like we had an understanding at the end (of a circle) of appropriate behaviors. Although sometimes, they, they'll take a few steps back with the hurtful comments and things. Um, but one good thing that came out of that conversation was to try to put themselves in somebody else's shoes with your mean comments or… things that would be considered bullying almost? Right?

it felt like students' kind of came together after (a circle). More than the other ones. And I think that it helped that it wasn't the first one. I don't think if we asked those questions, or even if I did that at the beginning of the school year, I don't think they would have been as open to share, um, but they were comfortable, had gone through the process, they knew the uh, protocol,

for sure, that's the huge thing, is the roasting isn't happening.

things are definitely better, but… I don't know if it's, if we can really say it's restorative practices. The other kids that he was engaging in it with are not engaging in it anymore.

there's a couple kids that have really… that's helped a lot… I have another "George" (shared name) in the class that he's kind of like, completely turned around, and he's doing work and not having problems, not being a behavior issue. "George", it seems like that's helped kind of, rapport, in our relationship where I just feel like it's more friendly… and engaged…. Um…. than before. I, I think it's had some benefit there… like I said, I think it's part of the reason why, he's doing more work. Um… and being more willing to try.

Overall, I feel more… just kind of better about it. You know, Like all that energy that goes into battling and being authoritarian is not fun for me and it, it kind of drains me. So, I feel little bit more…um…. I guess just a little better about it. Um… a little happier, and I feel like, overall, its made the mood in the class a little better. It's made the mood better, for sure. Um… That leading to increased, like learning, and, and productivity.
It's been… as a whole it's been better. It, I am like… kind of…you know, letting some things go that I don't think are… cause, you know, maybe I'm letting them talk more, I'm finding more ways to have it be productive, you know?

the atmosphere in the class is better. Less of a… like, a, an authoritarian kind of like… and serious when I have to crack down on kids it gets serious.

cause the way I was seeing it is all the problems they had with me were a direct result of me dealing with the problems with them…You know, so I was, I'm going to try to be the one to, like accept responsibility in all that. So, yeah basically I just ah, reached the, kind of the tipping point of frustration where I was like, something has to change, and that kind of thing.

I've been feeling a difference, for sure…Yeah, it's the class, and it's me. Uh… myself trying to behave differently and trying to be positive and stuff, um, so… yeah. And like I said, I don't like that I'm lowering my behavioral expectations quite a bit, but… I feel like when I look at the productivity I feel like it's not… decreasing… maybe it's increasing a little bit, but is it worth it? Like, definitely those two combined, the work being a little bit improved it makes a difference.

at least it, like, FEELS better. If I can kinda, like… um… kinda like… be ok with it. Then it's definitely like… the atmosphere in the class is better. Less of a… like, a, an authoritarian kind of like… and serious when I have to crack down on kids it gets serious.

Students:

now he put us in group that… what's it called? In, like, my group there's , like, I have most of, like, one of my best friends in my group… like my best friends are in my group. So… what's it calls, so I don't want to break, what it called? So I don't want to break up the group so I'll like, stop talking when he says stop talking.

"Paul": Well, he, that's when he just, like, doesn't really be fun anymore, he'll be like, like more disciplined…
Researcher: Ok..
"Paul": On us…
Researcher: How does that impact you, and in your mind, how does that impact the rest of the class?
"Paul": Well, it doesn't really impact the class, it will make the class say like, think, like… we need to, like, stop and start doing our work.

Like, my 2nd period teacher, anytime when a student like, will like, say something wrong and everybody will laugh, and the teacher will be like, "stop laughing," and he'll probably say, like a joke about somebody who kinda tries to make fun of the kid who's wrong, then everybody else will start laughing. He'll, he, he's funny. And he's cool.

It's just they tell jokes, and the way they do the jokes that they be telling in class, saying, how they teach, and, I just like, I like the way they teach, they don't just tell you, they don't just tell you say something and make you do it, and make you sit there, and don't talk about nothing. Like we'll just, they'll tell you to do it, and… stuff like that. They'll tell you, they'll tell you to do their work, and they'll tell you how to do it, and do it slowly the first time, and then next time, that's when we do it, and be here for us, instead of telling us to do the

work and find out yourself how to do it. And uh, while we're doing our work, the teacher Um, we're talking about stuff, like basketball games, they'll just be talking with us about the game, and then a teacher will be like, "ok, that's enough." Yeah. That's cool.

"Samantha": Yeah. Like, when I go inside the class, it's just everybody, like, laughs, we all joke around, we do our work, we talk to the teacher, yeah, it has that good, welcome feeling in class.
Researcher: Oh, ok.
"Samantha": Yeah.
Researcher: How do you, how do you think they, they, they produce that, how do they make that happen?
"Samantha": They talk, they're talkative. They're like the teacher that just… talk, and even though I get really annoyed for a minute, it just, I like when teachers talk and talk because it give me something to talk about, and it gets me going, and gets class going

"Samantha": Oh, yeah, sometimes they're lecturing, sometimes they're telling me what to do, and stuff like that, but sometimes it will be on a personal level.
Researcher: Ok, is that the one that make the difference, you feel like?
"Samantha": Mmhm. Yeah. Like they, they like, pull you to the side and be like, "ok, are you ok?" Because when that happened with my dad, I didn't go to school for like, I think for like, three days, or four days, and they both pulled me out of class and asked me, "is everything ok?" And they make sure kids are ok when they come to school, often.
Researcher: Oh, ok.
"Samantha": I like, I like teachers like that because they make, it makes me feel like they really care about me, you know and everybody else in the class.

"Debra": …Like, that's how "Ms. Ness" is, and that's why they get along with her, like our 3rd period is like, not a bad class, but it's just, they're really rowdy. And "Ms. Ness" knows how to deal with it.
Researcher: How does she deal with it?
"Debra": she just tells them, like if you say one more thing, I'm going to call (discipline room) to pick you up, and when (discipline room) comes, they're all quiet, and "Ms. Ness" tells them, "it's ok, you can go." That they don't have to take them.
Researcher: Oh. Ok. Ok.
"Debra": So, it's just kinda something to bluff them.
Researcher: Ok, So, uh, then ok, and then that works for them, for the…?
"Debra": Yeah.

| Inconsistency around perceived restoration | there's a couple kids that have really, that's helped a lot. I have another "George" (shared name) in the class that he's kind of like, completely turned around, and he's doing work and not having problems, not being a behavior issue. "George", it seems like that's helped kind of, our rapport, in our relationship where I just feel like it's more friendly, and engaged. Um, than before. I, I think it's had some benefit there. Like I said, I think it's part of the reason why, he's doing more work. Um, and being more willing to try. I still, it's like, it's just not enough, yet.. but it's an improvement. |

289

So now there's, maybe a little bit more work is being done, definitely not, it's not a great improvement, but uh… at least there's not that battle as much. So I don't know if that's good or bad.

he just, I mean he just takes a lot of re-direction. Like, I'm basically spending most of the class period when they're working with like a group back here, of my kids that are like off task kids and just like… working with them the whole time, "Oh, get back to work, (unclear)," and "George" is one of those, and I'm like, "Ok, re-focus, c'mon…get…" And he'll turn around and look at his paper or whatever, but… like, right now… any work he's getting done is because of that.

It's made the mood better, for sure. Um… That leading to increased, like learning, and, and productivity. I'm not so sure it's made that much a difference, maybe a little bit of a difference. So, it's not what I want, but it's better and it's definitely nicer to feel like it's not a constant battle, and have that resentment that I was feeling from a lot of the students. Um… So that, it, it's definitely been better as far as the mood of the class. But at the same time it's still fairly, I don't know how long has it been, it's been about a month now? So, um… like, I still have to check in with myself about how, like… how am I doing as far, because I want, I want them to be on task, you know? And be getting stuff done, I just feel like it moves so slow… and um… I still have kids that aren't really producing very much

I definitely feel, I FEEL better about where we're at now, even though I'm not seeing the results I want

it's so slow for them to get work done. It just takes such continuous re-direction that they're… they're doing a little bit more than they were before but it's not a ton more. I, I think… I think it might help the class as whole stay focused for longer. Um, and get their work done. I, I could probably see how that's going if that's the case… so it's… it's going alright.

I think definitely the whole… it helps with the whole… affective filter type stuff where if kids feel more comfortable, if the learning environment feels more… more positive than they're…. they're more often willing to work. Um… overall, I'd say. So I think, at the least there's less hostility, which improves learning, um… ideally… um… the lack of hostility should lead to more willingness to work together and to do their part. It definitely makes sense in theory to me… Um, in practice, like I'm saying, I'm seeing a little bit of change, but it seems like it has quite a ways to go to be up to what I hope for what I think is sufficient.

you know, keeping that, kind of, students say they want to, don't necessarily do what, like, "yeah, I, I, I want to do what that teacher says," … there's definitely a difference between that and doing it…

I keep bringing it back specifically to work. You know, I think if I looked more at other things, there are a lot less… of that defiant behavior in my classroom. There's a lot less. Uh… so I guess there are a lot more positive things I'm seeing because of this. I'm just

290

focused on the thing I want to see…So, it's there are probably things I'm not taking into account, there are because of this.

he's getting fewer referrals. And I don't know if that is, like, his improving or is it me adjusting into his behavior? Knowing, like, when he has a bad day, or when he can't focus, and when he just wanna have fun, versus his intent is to be mean and calling out student names or use inappropriate language.

certain classes where I feel like, "oh my God, the class is out of control today!" And those are the days I wonder, "Oh, should I be more authoritarian…" uh… teacher who dictates. But that does not fit into my personality. I wonder, but I was like, I could begin, but I don't think I could maintain that personality for the remainder of the school year

Yeah, and we-we'd gone through this before. Uh, he and I. Where he got really serious for a while, and doing great work, and then it just sort of… fell off.

So, his behavior has changed, but his attendance has gone down. So, to me… this is, there's some other string here.

they returned, there was still some unresolved stuff, still some people not happy about how it played out. Um. But, I think it was useful in that it gave everybody an opportunity to, you know, kind of, have like a cathartic moment, share, there was some tears and stuff, and it allowed people to say how they saw the events to take place. Through that, there hasn't been any conflict, there hasn't been any problems.

from one student I talked to specifically, I mean they're never gonna be cool after that, and I think, she felt like uhm… after the fight, people took sides, so, you know, "I'm on her side, I'm not gonna talk to you," you know? That's ongoing. That hasn't changed.

she was really depressed about two weeks ago, because she really felt like (school's name) had become a really hostile place, because of the fight, you know… people whisper things, or people not talking to her that used to talk to her, that sort of thing.

even to this day, they won't talk to each other about certain things because they, you know they believe from another person that they're never gonna… and they won't talk to that person because, you know? Of stubbornness…. And it goes both ways. So the other person refuses to talk to them, because, I heard you said this, and… and, you can't really get them to anyway it's been challenging anyway to get them to actually sit down and actually talk about these things.

What the circle did was it was cathartic, and people got to vent, and shed some tears. And, express what was important to them. All of them wanted to graduate. There was tears shed about that from parents and students, and that, like this whole thing is silly. Well, why is that? But in terms of the situation between the, the four students that were there, it wasn't restored.

They've learned to co-exist and be cordial, but it hasn't been, uh, they're not friendly. In fact, they're probably, below the surface, still hostile to each other.

I have some concerns that they're waiting til the year is over to settle scores. I think there's a good chance that they'll be another physical altercation outside of school… or potentially at prom, or at graduation.

Researcher: So, if you were to like, re-boot the year, would you have done anything different from what you did currently, or would…. Would you have done anything differently?
"Mr. Thomas": That's a good question, because…. I don't… I think I do have still a little bit of…. Like they know I've written a million referrals and things like that. So there's still kind of that in the background that adds some… adds some authority to what I ask for. Um, so… I'm not totally sure. It's hard to say. Because I hear comments every now and then, about how I, about how many referrals I wrote and things like that… it, it reminds them that I'm still going to do it, if, if I need to… and I feel like that might be helpful. I'm not sure…

Students:

Researcher: Ok. Alright. Ok, so, and then, um, what other things came to you throughout the circle, what other processes did you…?
"Samantha": Uh, like, learning-wise? Uh, I learned a lot. I learned not to listen to what other people say, and just you know, just ask, if, if someone told me what they said, I'm just gonna ask them, "did you say that, too..."
Researcher: Yeah.
"Samantha": Con-confirm it, and, yeah. Don't listen. I just don't listen. If, like, now, I don't listen to what other people have to say, if like, if people say, if, say about me. Is, when they tell me I just be like, I just, keep a cushion.

they all say they forgave us, and that made me, like hope, like hoping everything would go back to the way it was. And it's still processing, you know? It's just, yeah, that had me hoping we'll be close again.

"Debra": I feel like they were still, like mad about something. Like they, they wanted to be, they didn't want to be there, but they had a lot, like I still felt hate inside of them, even though they said didn't still feel it.
Researcher: Ok.
"Debra": Because when I was talking I said, "we can be civil about things, we don't have to still hate her, even though we still had the meeting, like I'm not going to touch her." Because it's still, it's going to come back to that.
Researcher: Ok. Hmm. Ok. Do you feel like it's unresolved?
"Debra": Yeah.

No change	still no significant improvements since uh, the last time we talked. Uh, he's great, like, one to one, but once you put him into the classroom situation, it's very hard to get him to focus.

we are at the same place, as we did, uh, as we were before. Ah… because he didn't turn in his assignment, he consistently maintained a D in the class, but because he refused to turn in an assignment in the class, right now, his grade dropped down to an F.

I don't see any change in behavior between the harm circle, after the harm circle, or even the conversation with "George's" father.

So didn't feel like it really got to him… at all… um… I di- it just- he was, he was polite about it, but he just, it just didn't seem to have the maturity to understand what was trying to be displayed for him. He couldn't see it.

"George"… didn't have much change at all. There just wasn't much. It didn't affect him. You could see that he was trying to be flip there…. But he just didn't – he didn't get it. He just didn't understand. It was beyond his comprehension.

the student I have in mind… if I have spoken to him, perhaps the second time there was an issue, and his parents, and the lead teacher and the counselor… Then we maybe could have come up with some strategies, but instead of that I kind of like ignored the behavior… or excused the behavior… or removed the student from the class, but didn't address the behavior or have another adult address the behavior with me... so I just kind of got fed up, where I was like, "I don't want to see him anymore,"… and it's really hard to come back from that.

nothing was changing. And, of course, phone calls made home were a thing… and schedules were adjusted, and we had a lot of positive interventions to try to support her, you know, but the attendance has remained the same

I just don't feel like I've seen anything different come out of, for my students.

there was like kind of a brief cooling off period (after the formal conference) but it didn't last very long before it was pretty much back to normal.

whenever I was sending them out for whatever reason, fill out these, kind of like reflection sheets, and talk about why, what they were doing when they got sent out, why is that a problem… for them and for the class and what they could have done differently, and that kind of thing. So I was having them do that whenever they were sent out. It's just, it became like a management thing. And again, it didn't feel like it was doing anything.

at this point, it's just like it's even harder because I feel like I have done all these things, and nothing has worked. So that's also… not at this point a pretty definite hurdle. I feel like I don't know what else there is to do.

it's possible to have dialogue with him, I don't feel like it's altering any behavior or anything, but it is easy to converse with him.

Researcher: Ok. Ok. Yeah. And what about uh, uh, reflection questions, you know, what were you thinking at the time? Um.. those kinds of things? What happened? Like that card, that come on that IIRP card?

"Mr. Thomas": Are you asking if that was effective, are you asking that?

Researcher: Yeah, have you tried that, has it been effective, that kind of thing, yeah.

"Mr. Thomas": Yeah, so yeah, and no. I don't feel like it's been effective. Um. Yeah.

Students:

"George": Well she… there's uh.. she has what's it called…? a speaking piece, and she passes that around, she asks us questions like, "how was your day," to warm us up, to get to the more gritty stuff… "how do you feel about so and so and stuff like that."

Researcher: Yeah? Does that… what's the effect of that? How does that… Does that do anything for you as far as the class, "Ms. Underwood", or your classmates?

"George": Not really… well, probably for them, but not really to me…

Researcher: Yeah?

"George": It doesn't really affect me.

	"George"
Teacher	**Student Reports About Teacher Efficacy**
"Mr. Thomas"	He's creepy.

Well, last time he wasn't like, the nicest teacher. He was, like annoying.

Researcher: Mmhm.
"George": 'Cause he was like... picking on kids, I guess.
Researcher: Yeah.
"George": But now he isn't, though.
Researcher: So, did you feel picked on at that time?
"George": A little bit. Yeah.
Researcher: Yeah? What's different now?
"George": He's, what's it called? His whole personality changed, I guess.

"George": What's it called…? Anyways, he had a big old group talk with the class. Seeing how he could change, and make the class better. So, we like gave him ideas. And he, like, responded with like, "If I do this… then you have to do this for me," like with deals and stuff.
Researcher: Oh!
"George": Yeah. So, back then he'd be like… now he's like, now he's like… he's better, and like, I like him now. He's cool.

"George": Well, he what's it called… we could… I don't remember that much, but I know I said that, we were saying that his class is boring, and that, what's it called…? in "Ms. Underwood's" class we watch videos all the time, like every day we watch a video, or every week we watch a video. And he said, "Ok. Then we'll start watching videos." And, like, mostly the class gave him, like, ideas and he would like, give his, give his, like feedback on 'em. To see if he'd do 'em or not.
Researcher: Ok. So, is he living up to his bargain?
"George": Yeah.
Researcher: Ok. How is that impacting your feelings about him?
"George": Um… good I guess.
Researcher: Yeah? What did he want out of you guys?
"George": He wants us to, like stop talking when he says to stop talking. Be more on task, since our class what's it called, talks a lot.
Researcher: Mmhm.
"George": We were one of his worst classes
Researcher: yeah…
"George": because we, because of our talking…
Researcher: Oh…
"George": but, now he put us in group that… what's it called? In, like, my group there's, like, I have most of, like, one of my best friends in my group… like my best friends are in my group. So… what's it calls, so I don't want to break, what it called? So, I don't want to break up the group so I'll like, stop talking when he says stop talking.
Researcher: Wow!
"George": So, I don't have to, like, move.

Researcher: Ok. Wow. Alright, are there still, uh, hurdles between you and "Mr. Thomas"?
"George": Uh uh.

Researcher: Oh, ok. So, um… so what was the biggest piece of puzzle there, that got you over the hurdle with "Mr. Thomas" that you had the last time we talked?

"George": His personality.

Researcher: Tell me about that.

"George": Well, whenever he wasn't nice, he, what's it called? … or like when I didn't like him, he would, most of the time, what's it called… ? Kind of like (other teacher), just like hecka strict and not give us any chances to talk or something you know, like, go back and back and forth with the people, with the kids who talk with him. Like when my friend, when he cussed him out, he want, he was like, push he was pushing my friend, pushing his buttons. He's like, 'cause my friend he said, something under his breath, and "Mr. Thomas" said, "say it again. Say it, say, say it louder…" and then he said it a little bit louder, but you couldn't hear it, so he said, "Say it louder so the whole class can hear you… you gonna be all big and tough don't you?" and then so my friend cussed him out, in front of the whole class

Researcher: Mmhm.

"George": and then, and now "Mr. Thomas" says, now "Mr. Thomas" isn't like that. Nothing like that hasn't happened yet, or anything.

Researcher: Wow.

"George": Yeah. He, "Mr. Thomas" started to control himself.

Researcher: Ok, ok. So um… so what's the difference in the, what's the positive difference there, if you were to like, that was a good story, you gave me a lot of details about what was bugging you about "Mr. Thomas". Do you have any examples about the kinds of things that are going on now that, "wow, that's better with "Mr. Thomas"!"

"George": He just gave us cookies.

Researcher: Wow.

"George": He just, just gave the whole class, what's it called? … It was about an experiment. It's the subject we're on, we're learning about self-control…

Researcher: Yeah…

"George": He gave us like, he gave us a cookie and he said if we wait like a certain amount of time, after our work is done, he'll give us two cookies. And hecka kids were stealing our cookies, so, yeah. And he had to deal with that.

Researcher: (laughing)

"George": And one of my friends just almost got in a fight over a cookie.

Researcher: (laughing)

"George": A cookie. So some kid stole his cookie and he knew who it was. Yeah.

Researcher: (laugh). So, that… what was it about that that really made you have a, more of a... positive feeling about "Mr. Thomas"?

"George": Because "Mr Thomas" knew what was going on, and so, he just sent the kid out who stole his cookie. He didn't want to mess with it. Like anything to happen… like.. my friend came back to the class, my friend got his phone out and was about to record it if he started fighting because he always records fights.

Researcher: Oh, so what would have happened… how do you think "Mr. Thomas" would have dealt with that before, do you think?

"George": he probably would have sent both of them out. Or, what's it called took their cookies away, or, something… something bad.

"George": Like, what's it called, when we would tell personal stuff. We would, like, we would come to him at lunch and say, like, "guess what we did after school yesterday?" and he was like, "Is it something bad?" and we'd be, "maybe…"

Researcher: (laughing).

"George": and then... he'd say, "I don't want to hear it." But now he'd be like, "what'd you do…" He'd say, "is it something bad?" and we'd be like, "yeah." And he'd say, "let me hear it…"

Researcher: Ok. Alright. So that's a… that's some cool stuff. Ok. Um… So, uh, are you afraid that "Mr. Thomas" is going to kinda change back?

"George": uh uh.

Researcher: No? why not?

"George": Because he's not. And plus, what's it called, the year's almost over. It's gonna keep, what's it called, *the devil's card* (uncertain, hard to hear).

Researcher: yeah? Do you think, uh… do you think… are you guys acting better in "Mr. Thomas'" class?

"George": Yeah.

Researcher: Really?

"George": Yeah. We are… We're getting most of our work done now. It's what we gotta do to keep the group, so we do our work.

Researcher: What class does "Mr. Thomas" teach?

"George": He teaches English.

Researcher: do you remember what you said last time… about that?

"George": Oh Yeah. "I don't know."

Researcher: (laughing) Was that sincere?

"George": Yeah.

Researcher: You really didn't know?

"George": (laugh).

Researcher: Aliright. Why, why do you think that was?

"George": Because he was teaching like, different stuff. Like, He was teaching, like, uh.. what's it called history, I thought he was history. I think he is history. He's English and History. He was teaching us stuff that we were like, he was teaching us state stuff and that's why.

(talking about "Mr. Thomas'" positive change, having a sense of humor, now)

"George": "Mr. Thomas", he'll be like, "dopamene" like hecka kids, they'll be like, they smoke, so he'll be like, "dopamine, you know, not the kind you smoke…" and he say, "it's not the kind of thing you can buy from a guy whose shaking on the side of (local street name)."

Researcher: Oh… I didn't catch the joke, explain that to me again…

"George": Like a crack head.

Researcher: Ok.

"George": Shaking.

Researcher: The… dopamine…? What do you, like…? What's the, something…? I missed something…

"George": Dopamene. Dope.

Researcher: Yeah, dope, and then when you… what do you mean… when he says, dopamine?

"George": Dopamene is the, what's it called…? Something in your brain that... like makes you feel good whenever you achieve something.

Researcher: Oh, ok, so he's making that kinda achievement reference?

"George": Yeah.

"Mr. Thomas"	Teacher Self-Reports of Efficacy

I don't like that I'm lowering my behavioral expectations quite a bit, but… I feel like when I look at the productivity I feel like it's not… decreasing… maybe it's increasing a little bit, but is it worth it? Like, definitely those two combined, the work being a little bit improved it makes a difference.

staying positive, the teacher staying positive, trying not to get upset, and, and uh… you're just kinda like, re-directing or whatever, "c'mon, you can do this, I know you can," whatever that kind of stuff, instead of where I kind of default into which is kind of the, the uh, the negative, or maybe sarcastic, kind of… "are you kidding me? Like that's all you've done in the last 20 minutes?" Things like that.

and I did my best to not argue with them, I did a little bit of arguing with them, cause the way I was seeing it is all the problems they had with me were a direct result of me dealing with the problems with them…

I realized I was getting away from the point. And I wasn't getting very much feedback from them. You know when I turned it over to them, sort of, you know, "what do you guys think?" You know, they weren't really giving me anything. So, it, it was uh… I just feel like, ok, we got what we could get out of doing this.

but this class has just been so disruptive and so, like, off task that's just kind of been my default with how I deal with it, is I get more authoritarian, and I get more serious and less playful. And then, it's kind of like a cycle. It's bad, and it kind of continues. Even creates more hostility that makes the situation even worse. And they respond to that, and that makes me more authoritarian, you know, I mean…

sometimes the class gets out of control… sometimes it's… sometimes it's good.

it was a constant battle where I was just trying to get them to be… productive, to get work done, to… do the activities that would lead to learning.

that's part of why it feels boring, because it's like, serious, and I'm not letting anyone say anything at all and I still don't have kids turning in the work because now it's like a control issue and they're not going to turn in the work because uh, they want to show me, you know? "You can't control me!" You know?

I am like… kind of…you know, letting some things go that I don't think are… cause, you know, maybe I'm letting them talk more, I'm finding more ways to have it be productive, you know?

He's, he's not the worst offender, but, but he definitely is one of those kids that's doing things, that seems to be doing things specifically to like annoy me, and like slow the class down, and that's, that's problematic. And I just, when they are doing these things it's like how do I…? it's hard to like respond, I guess… calmly… that kind of thing. Be restorative, as opposed to just sending them out with a referral or whatever. So I feel like those are some big hurdles. I uh… yeah. I just… for me it's just this… other.. it's this group of kids, I have this handful of kids that are all doing the same thing. Um. And it's like… I can't… It's harder to divide and conquer, and work with one on one kid because then the other kids are going to be doing stuff. (long inbreath).

I feel like I have done all these things, and nothing has worked. So that's also… not at this point a pretty definite hurdle. I feel like I don't know what else there is to do.

I feel like especially with those kids it's at this point like, we don't get along, you know, they don't like me, um… at all, there's just nothing I can do to work with them.

it's just like there's nothing you can do to work with them in a positive way.

even if maybe where they're thinking, they're failing to get back at me, you know?

Researcher: Ok. What, uh… when restorative practices works, or any kind of restorative action um… how does that happen, do you think?
"Mr. Thomas": Uh, um. I guess, in the theory is that the student kind of understands how they are being negatively affected by the behavior and how they're affecting other people and the student sees a reason to do things differently. Uh… and they feel they're part of uh, something bigger than themselves and they're willing to, you know, sacrifice a little bit for the greater good.
Researcher: Mmhm.
"Mr. Thomas": I guess that's how I see it should happen.
Researcher: Mm. So, how do you feel like that happens?
"Mr. Thomas": (pause). I I mean I'm not really sure that it does happen.
Researcher: So, you kind of think it's not possible, it's not realistic or something, is that what you mean?
"Mr. Thomas": Uh… I wouldn't go that far, I just don't feel like I've seen it.
Researcher: Mmm.
"Mr. Thomas": Happen. I, I don't have, I mean, those.. that one group of kids is the only group of kids that I, I've had… well I guess I had a student last year that (in breath)… I don't know if they helped in the long run. So, you know, I hope it does but… I just don't feel like I've seen anything different come out of… for my

students. But, I mean, even saying that I don't know how things could have been otherwise, right, so I, I don't know, I wouldn't say it's not working, I just don't feel like I've seen it work.

Teacher	Student Reports About Teacher Efficacy
"Ms. Underwood"	She's chill. She's regular. cool. She's, what's it called, she's really really laid back on stuff, like if you say something, she knows that you're just playing. It's just like when it's extreme, she knows just, like, just, stop you "George": We do a group circle. And like, we talk about stuff like that. Or she'll just stop us in the middle of class and, like, put us in check. Researcher: What does that look like? "George": So, like, when we're watching the class, she'll stop us and say, "you guys were doing really bad, and I want you guys to be quiet, and if you guys don't be quite I'm sending you guys out." Researcher: Ok. "George": Basically, do that, and that's when everyone just stops because they don't want to get sent out. Researcher: Ok. Alright. And uh… so, what about… Uh… how has your whole relationship with T002 and that class, kinda, progressed since we last talked? "George": What's it called, it's probably, well, yeah, it's probably more because she's been acting like… the… what's it called… more chill? Researcher: yeah? "George": Yeah, 'cause… 'cause she'll most of the time she'll let us pick our own partners and stuff, so that we can talk and to work at the same time. Researcher: Yeah? "George": Uh huh. Researcher: So, what does more chill look like? "George": Like, if you're… if you're a regular teacher like (another teacher) she's, like, she's like the chilliest, like my chilliest teacher. She's like, like the kids, I guess… she's like, regular. She's not act like… more professional. Cause she has her own style and stuff, she doesn't really like that clothing, and she likes to be herself. Researcher: So, in terms of how, how uh, "Ms. Underwood" conducts the class, what does more chill look like? "George": What's it called. She doesn't really pay attention to the, um… what's it called… the little things… Researcher: Ooo. "George": Like… like starting out when she's talking, she'll get mad about that because that's like… disrespectful. But, like, other stuff, like, people talking, uh, while, they're just trying to do the work… she doesn't get mad about that. Or, if you're um… what's a good example…? If you're, um… what's it called… if you're getting up, you can, you can get up and get water whenever you want. You don't need a pass or ask her or anything. But yeah. Researcher: Ok. Does all that… does all that, um… does all that kinda, influence how you feel about her and the class? "George": I guess, a little bit, yeah. Researcher: How so? "George": 'cause, most of my other teachers don't let me do it. Like (another teacher) he's like the most strict teacher I have. He, what's it called… he doesn't let us talk or do anything in there. Like "Ms. Underwood", "Ms. Underwood" lets us switch our seats if we want to, to get closer. Well (the other teacher) only to, what's it called…? Only so we can see. But in "Ms. Underwood", we can do that to be next to our friends and get like comfortable. Researcher: Yeah. Does that affect how you behave in T002's class? "George": Yeah. Researcher: Yeah? How so?

"George": 'Cause, if she, like, I don't know, but like… for me if she, like, asks me to do something I'll like, show her respect.
Researcher: mmhm.
"George": Show her respect…
Researcher: Ok. what does that look like?
"George": Like if she, what's it called…? Like how she's doing stuff right now. Like (other teacher) no one, what's it called..? I, I won't speak for everybody, but I know a lot of people in that class, doesn't like him, don't like him because he's strict, and he's like, a smart aleck. Like, what's it called…? Like, we'll ask him a question and he'll be like, "I don't know, didn't I tell you to do something like that?" or, he'll like, we'll ask him a question and then he has to say something smart to, like piss us off, or stuff like that.

cause with "Ms. Underwood" we know we can play around. With "Ms. Underwood" like, if we say a joke or something. Or we can, like, tell her what really happened. Or, like with (another teacher), we, what's it called… we act like, one time I tried to see what he would do if I said there was a fight… so I said, "there's a fight!" I, yeah…" I said, (teacher's name) there's a fight!" But it was at lunch, it wasn't during class, so I said, "there's a fight!" and pointed out the window, and he said he'd close the window if I, he said he'd close the curtains, because I don't need to be looking at nothing like that. But with "Mr. Vick" and "Ms. Underwood", "Mr. Vick" wants to see every fight, like if I have a video, I'll be showing uh, "Ms. Underwood", and then he'll be like, "Ooo, ooo, get 'em, get 'em!" Like stuff like that, and with "Ms. Underwood", she's be like, "what happened to that one kid?" and I say, "Oh, he got in a fight." And she'll say, "did he win?"

"George": …"Ms. Underwood" is like, funny. Like when we tell her a joke,
Researcher: Uh huh…
"George": She'll what's it called?... We'll tell her a joke, she'll be like, "yeah, right" and try to be sarcastic with it. So yeah.

"Ms. Underwood"	Teacher Self-Reports of Efficacy

Researcher: Yeah. What about, um, uh, like, uh, when you do this, I feel… that kinda thing? Affective statements like uh, I, I feel angry when you, blank, blank, blank…
"Ms. Underwood": Yeah, in the middle of instruction, I feel when multiple students are talking, I uh I feel frustrated right now, because nobody… you are not um, not listening to the, the directions, so I try to use it, but… not as much. Maybe not as much as I should, but, uh, yeah, sometimes…

"Ms. Underwood": and in Some days, some students, it doesn't really… uh… doesn't really work but that's for me to keep a system, a consistent system that they know the moment you walk through the door, your grade, you start grading, and your behavior is part of your participation, because you can participate in a negative way, or in a positive way, to uh, to the class.
Researcher: Ok,so uh, the… so, uh… would you say, sometimes, it sounds like it works sometimes, but is that still kind of better than…
"Ms. Underwood": Better than, yes, better than just reminders. Because if you just… uh, I've done that where I give verbal warning, but is not going to work. Not going to work because is, it's not gonna cost them anything.

"Ms. Underwood": …I'm not sure how to move forward… I think I'm gonna continue the… I'm not sure, I'm not sure what, I'm not sure what else is in my tool box….
Researcher: Mmm. I see…
"Ms. Underwood": After you went through all of this, is there a… another…
Researcher: Uh huh…
"Ms. Underwood": uh, options, uh, out there….
Researcher: Ok. So current tools are all…
"Ms. Underwood": current tools are like all… I checked my list! I used all of them… and they don't seem to…
Researcher: Ok.

"Ms. Underwood": they don't seem to work.
Researcher: Alright.

"Ms .Underwood": Ah, so… on the days he's like really disruptive, and not willing to work, what I've done is that I've text "Ms. Mary", and she puts him into a different classroom.
Researcher: Mmhm.
"Ms. Underwood": that has ah… other students that are upper students so that he can sit and uh, do his work, so uh…. That is one strategy that I've used…
Researcher: Ok.
"Ms. Underwood": And that's the one I use on the day of the final where he and some other students are not willing to do uh… work on the, on the writing part of the final because they're constantly talking and it's not giving the other students the time to write…
Researcher: Yeah. Yeah.
"Ms. Underwood": So, uh, (hall monitor) put them in separate classrooms where they had to do the final on their own.

I think we are just beginning to building restorative practices, I'm just beginning to learning. I'm still learning. Learning uh.. the uh… lessons.. as well as to be more explicit about teaching it and actually using it in a practical way. Instead of like, "oh, we're gonna take a day to learn about restorative practice" and I think the hard part is trying to integrate it into our regular practice.

It's just that… once you put him into the classroom he's just not… he… he can't work… and I'm trying to figure out strategies, and what I have not have not so far seemed to…

I'm still learning the curriculum as I uh, as I… go along. I taught the freshmen last year and this year I'm adding things

I think I still, I have… I learn as I teach… I think I, I learn as I teach… and each class is different… based on the questions students asked and the connections they make to it… um… what I do in one class, although we may have the same data set readings or uh, the connections that we make may be different from one class to another class, the… you've been through this before, the… how one class may be different from, uh, another, and with those six boys in second period, it kind of changes the dynamic of the class compared to my third or my fourth period freshmen

"Ms. Underwood": I think… last year I learned at the end of the year, it's not them that changed, it's me that changed.
Researcher: Oh. Ok.
"Ms. Underwood": that I either roll with the, uh, roll with the flow, or uh, at the end of the class period I will be like so angry because, uh, different things that happen are constant reminders about classroom management. Like getting student like S001 or getting other student to focus, do their work on the task… on the task…. So it's like the constant monitoring, that gets exhausting. It's not the teaching, it's the management that drains you. I think last year it was the draining. Uh… getting used to teaching on your feet. And adjusting to the different, different classes and different students, I think that was like…
Researcher: So what does, what does rolling with it look like?
"Ms. Underwood": Well like, for example, one of the things that, like with S001… ok, sometimes they may blurt out, or you are giving directions, just have to have the patience to wait until the class settles down before you give the directions. And if they are talking again… ok, so calm down again! So like, be willing to explain things more than once.
Researcher: Mmhm. Mmhm.
"Ms. Underwood": Be willing to wait.
Researcher: Mmhm. Mmhm.
"Ms. Underwood": And I think that that's… you gotta have patience. And sometimes, something that takes twice as long… (pause) sometimes, especially if we're doing writing assignments… it takes twice as long as you expected.
Researcher: Ok, ok….
"Ms. Underwood": You have to plan around that.

So, it's like… "Oh, I can't get angry, or it's we are falling… we are falling behind… we are not on pace where we are supposed to be," but, I… I learned that… you have to be flexible when you're working with um.. with challenging um… students

I think I'm more of a sticking to a schedule person, so for me, I think that that was the biggest, um adjustment to a uh, yeah, to the freshman class. And it's easier this year. It get's easier this year as the… and also last year was the first year teaching the geography curriculum, so I'm trying out new curriculum, I'm trying to build, uh, teach as well as managing 9th graders… uh… that was really two big hitters.

I'm pretty much at the edge of saying what else can we do to support uh, "George"?

I think I developed that tolerance about like, about like, it's something we can laugh it off, not so much, but ah, instead of writing referrals I've been asking "Mr. Anderson" to pull "George" or some of the other students who are on particular days when they cannot settle to do the work, she put them in different class to do the work, so that… I find that more effective to sending them to (the discipline office) which they will miss out on the work…

…. I communicate, I talk to students in a friendly manner. I don't tend to yell or throw a temper, so I guess that affects how the students perceive me…

when it comes to learning, I'm serious about learning. You need to do the work, uh, to earn the grade. And I haven't treat my students in like, a hostile manner, and I think that comes through. Instead of 'she sends me out because she hates me,' versus, 'I'm not doing this so that's why she sends me out.'

I di- don't know how to… I don't know how to make sure he's doing the work. Like, I'll put that back on him, like, "I'm going to come back and check on you," and I come back and it's still not done. I ca- …. I'm not sure what else to do. Do I practice tough love? Do I kick him out of the class? Do I keep him after school? Do I have him come in at lunch to do the work? Uh… but I don't know… uh… what, uh what to do. I call dad, hoping that dad has more pull on him, we did the the, uh, harm circles last time, but it's still… not convincing. He's just a hard nut to crack.

I'm like never behind my desk, I'm always checking students work, complement them when they do well, correct students when they make a mistake on their papers, so I think in that way, um… I'm running the intervention. I'm not sure if there is a list of RP teachers, this is what they are supposed to do, and do I put a check mark if I do that? but I think it builds into my, my uh, my teaching, but still, as we improve, as we continue to work more on restorative practices as well as SEL, I still think I still need to be built in to and be mindful about… doing, uh, using the tactics more and being more mindful about using, and also be more explicit explain to the students about, "we are doing this, because of this…"

"Ms. Underwood": Uh, it has to have some motivation behind it, or some reason behind it. I think for, for different students it's going to be, uh, be, it's going to be different and unless they tell you, as the teacher, you aren't going to be aware of all the reasons behind that. I gave examples, not "George" specifically but students in general, the student that I had, uh, before… uh, I remember, uh, how many years ago? I had a walk and talk with one of my sophomores, and that seemed to work, uh, for… I had him as a sophomore, I had him as a, uh, junior, he's been doing well. And I think that was, that was one of the walk and talk that I remember that I actually, that actually worked.
Researcher: Mmm.
"Ms. Underwood": and I had the student for, for two years, and um, he graduated. So, it has to be some sort of realization that, somebody care, or that I need to care.

"Ms Underwood": Ah… you know what, as a teacher… I don't think I fall into the authoritarian…
Researcher: Mmm.
"Ms Underwood": "I'm the teacher, you do exactly what I say…" There are times when I think I should be like that… and also there are… but that does not fit into me personality-wise. I think I'm, I'm a bit more lenient. But I want constant learning time, and I think the students understand, "we need to get… we need to get the work done… we need to do the work to earn the grade…" but

Researcher: Mmhm...

"Ms Underwood": That is the one where... I tend to not towards authoritarian, ah... but I still need to... yes! I still need to be with students, but I'm not sure to what extent... I'm uh, able or willing to do that, but I'm not sure how they see it, uh, from their perspective, and uh, how I deal with one class versus another class, it, it's a reflection of who's in the class and the chemistry of the class, and uh, how it's going. Certain class, you can be more, yeah, more with the students, they can be more willing to, uh, they're willing to give more, to share more, versus certain classes where... not so much. I think that depends on how far, how far you can be with the student and still maintain that, "I am still your teacher and we still need to get the work done. There are certain things I need to teach, there are certain things you need to learn, certain skills we need to build for the next year. " And not just, "you're teacher for now," and just build something so that when you move to the next level you will not struggle as much. Ok, and preparing you for class.

Researcher: So when you talk about, sometimes you should be more authoritarian, what, what kinds of... what kinds of things make you think you need to go that direction?

"Ms Underwood": Well, for example, my second period where is the one where "George" is at. You have multiple students who are not on task.

Researcher: Mmhm.

"Ms Underwood": Not on task. It's like, I wonder, like, will they do better with a more authoritarian teacher who is like, "these are the things you will do. You will do exactly what I say," Ok? "Any deviation, you will be sent out." Or uh... or, "you cannot get out of your seat at all, you cannot go to the bathroom. You do exactly what I say."

Researcher: Mmhm.

"Ms Underwood": You know, certain classes where I feel like, "oh my God, the class is out of control today!" And those are the days I wonder, "Oh, should I be more authoritarian..." uh... teacher who dictates. But that does not fit into my personality. I wonder, but I was like, I could begin, but I don't think I could maintain that personality for the remainder of the school year (laughs).

Researcher: Oh. Ok. Alright.

"Ms. Underwood": That's weird, so, like I don't want to begin something, and then switch, so I want to make sure that what I do is consistent. What I do is consistent so that the expectation is that I will be as consistent as I can. When you're dealing with teenagers, and you're dealing with humans, so I...

Researcher: Mmhm.

"Ms. Underwood": There's certain classes where you are with student more than others, and I think that's like, I navigate from class to class, from group to group, and that depends upon the relationship we build in the classroom.

Researcher: Ok. And where do you feel affirmed with where you are going and how you're doing things?

"Ms Underwood": Say that again?

Researcher: Where do you feel affirmed, where do you feel like, what kinds of things happen where you're like, "Ok, this is going in the right direction and I, I... need to keep going and do it the way I'm doing it."

"Ms. Underwood": Oh, in terms of classroom management, and...

Researcher: In terms of...

"Ms. Underwood": in terms of building relationships and that kind of things?

Researcher: Yeah, in terms of ways you're affirmed, "I'm doing something right."

"Ms. Underwood": Ok. I think, when I get as many students pass, uh, as I can. I don't feel like my role is to fail students...

Researcher: Mmm.

"Ms. Underwood": They meet certain expectations, and they learn certain skills, and it demonstrate to me that they're ready for uh, the next class, or they're ready to learn the material or skills, and I get as many of those students pass, and they earn as high a grade as they can... and I think that's when it feels like, "I'm in the right place. That I do as much as I can, and the students also do as much as they can. And then we can work together on this. And that's when I feel like, uh... I'm doing my part. And they also are doing their part. Uh, we are in this together. That's when I feel like, ok, I'm in the right place. Uh, versus when I have classes where I have multiple students that have D's and F's I don't usually feel comfortable there. I start questioning, what can I do differently? Ah... what intervention's going to work? Because I... I feel bad when I have to fail a student. You know, serious, I feel bad when I have to, I need to consider, is this student capable of doing the work? Um... or does this student need to repeat, uh, a class? So I debate at the end of the school year, and I debate at the end of the semester, I do debate and, "am I doing the student a service by failing the student? Versus, uh, passing, with a D?" So that they don't have to repeat, but.. a D is not going to get them into college. So I do debate, am I

doing the student a service? Am I doing myself a service? So I… that's when I find myself in my place, "am I in a good place or not?" Ahm… it will depend. So, going class to class as well as student to student, ahm, if the student is never here… didn't learn anything, didn't do anything, then, yeah. Um… that student will need to repeat the class, but if they're here, they're doing the work… that's when I have to find, I have to find my place. Am I comfortable passing this students along? And I think "George" is falling into that place. Where I know he is capable of doing the work, but he's not producing, uh, the work. Not showing he has the self-discipline to have the focus. And if he's not doing the work then I can't tell if he's learning the skills or not. And that's like… that's the thing that a challenge.

Teacher	Student Reports about Teacher Efficacy
"Mr. Vick"	He's one of us

He's cool

He's my favorite teacher

He knows we were like, playing, so he'll, like, play with us, but there's a certain point where we have to stop,

"George": …I feel like, he's, like, closer, closer I guess?
Researcher: Yeah. Closer in what way?
"George": Closer as in… more, what's it called… more connectable…?
Researcher: Connectable…?
"George": Yeah. He connects with us.

he was upset that week cause his brother died, or his brother passed away like a couple weeks ago and he was still going through a rough time about his loss

"George": and so the class was giving him crap, and so he'd had enough of it, and just like, told everyone what was going on, and so like, everyone stopped, and he had a breakdown and had to go, like, get some fresh air and stuff…
Researcher: Yeah. And did that kinda influence how you felt about "Mr. Vick"?
"George": Yeah. It did.
Researcher: How so?
"George": 'cause… I was kinda sad. Everyone kept talking and wouldn't listen to him, acting like he was… uh, like…one of the classmates. Well... I know he acts like that, but like, there's a certain place and time for everything.
Researcher: So you really… did that… was that a new kinda thinking about… "Mr. Vick" after that moment?
"George": Yeah.
Researcher: Yeah? Can you talk about what, what you were thinking before and what you were thinking after that?
"George": Well, I was just, like, I was just, like, thinking that he was just like just a regular teacher, like, giving me stuff I didn't even know or need to learn, but like after he told us that, that's like when I really started paying attention.

"George": …That's why he most of the time picks on me. Like, whenever I'm trying to solve a problem because I know all the stuff.
Researcher: Yeah… talk about that, the, the, the picking on you…
"George": Well, he like, whenever people don't understand it, he'll, like, make me get up in the, what's it called…? The white board, and solve it so, and show them how to do it. Or like, since he picks on… or makes me do problems so much, like some of my classmates, most of the time my classmates either walk up to my desk and like ask me how to do it.

"George": Well, like so we're doing, like, the math problems on the paper,
Researcher: Uh huh.

"George": there's like numbers of work, so he'll put it on the screen, and, like... he won't put it on the projector screen, he won't put the the projector down, he'll just put it on the white-board so we can write on it, and he'll make me go up there and explain it. And like do it to show the class how to do it, and so that class can copy it down, and look on, look back to it.
Researcher: Wow. How does that make you feel?
"George": I mean, good, and... sometimes bad because I'm like, tired, but I know it's for a good reason...
Researcher: Oh, ok. So what's the good reason you feel like is going on there?
"George": So they can, so they can what's it called, mostly figure it out, mostly, that's why I do it.
Researcher: Oh to help other classmates?
"George": Mmhm.

But with "Mr. Vick" and "Ms. Underwood", "Mr. Vick" wants to see every fight, like if I have a video, I'll be showing uh, "Mr. Vick", and then he'll be like, "Ooo, ooo, get 'em, get 'em!" Like stuff like that, and with "Ms. Underwood" she's be like, "what happened to that one kid?" and I say, "Oh, he got in a fight." And she'll say, "did he win?"

"Mr. Vick"	Teacher Self Reports of Efficacy

"Mr. Vick": The most effective thing I did... was... I just lost it one day, and started to cry.
Researcher: Ok.
"Mr. Vick": And... that... really.... Affected them.
Researcher: Really?
"Mr. Vick": Yeah, I, told them exactly how they made me feel as a teacher.
Researcher: Ok.
"Mr. Vick": And, and how frustrating it was to have gone through, you know, ten years of school, to become a babysitter.
Researcher: Ok, yeah.
"Mr. Vick": And, and, you know, and I, I, I... there were, I... I... I sort of lost it because it was a very sad anniversary for me that day...
Researcher: Oh... ok. Yeah.
"Mr. Vick": And so... I just went with it.
Researcher: Uh huh.
"Mr. Vick": And, and, um... it turned into a huge deal with them.
Researcher: Ok.
"Mr. Vick": And uh, especially affected by that was (another student) and (yet another student). Whose part of this...
Researcher: Mmhm.
"Mr. Vick": ... group of boys that's just really just, they don't do anything and they just want to play.
Researcher: Mmm. So that somehow kinda cracked something?
"Mr. Vick": It cracked... it totally changed (another student) and (yet another student).
Researcher: Mmm.
"Mr. Vick": "George" was polite, but he's just bobbn' along, you know, he's just not there like... it, it it, didn't touch him at all. And neither did the harm circle.
Researcher: Ok. Alright, alright. So you haven't seen anything different going on since then...
"Mr. Vick": Not really. The only thing that works with him is calling his dad.

Researcher: Ok. Ok. So, um... what... what do you think you can build on between...?
"Mr. Vick": Now and then?
Researcher: Mmm.
"Mr. Vick": the end of the year? (long sigh). Oh God, I don't know! I mean, I've just... tried everything!
Researcher: Yeah.
"Mr. Vick": I mean, persistence is, I guess, my only hope.

"Mr. Vick": You know but, "George" is not... "George" is relentless! And putting him close to me, just all the time works better than... leaving him to his own devices, that... that did not work!

Researcher: Oh, what happened there?

"Mr. Vick": Chaos! So I would have… I would have fights… you know… throwing things…

"Mr. Vick": Right. So I just try to control him and I try to keep him learning and I try to be as good a teacher to him as I possibly can.

Researcher: Mmhm. Mmhm.

"Mr. Vick": And keep him on task. And everybody else is pretty cooperative about it, so I, I wouldn't have been able to do it without a lot of cooperation from people in the class.

Researcher: Oh. Ok.

"Mr. Vick": Because "George's" really the last… holdout.

Researcher: Ok. Ok…

"Mr. Vick": In, in, the severe category.

those kids… really need affection. They need… they want your attention… they want your help… and if you can give it to them, then they're involved. And they can be motivated. But there is (laughing) NOTHING I can do to connect with "George". I didn't connect with him.

there are signs that I've connected to him because he's in… he's CONTANTLY in my room!

"Mr. Vick": I think it works, I notice it works when I… notice that they're actually hearing me… that they go…

Researcher: Mmm…

"Mr. Vick": That they go… they respond with something that's coherent… like that's appropriate, not just like, "I'm just sort of halfway listening to you…" you know but, I'm… I got what you're saying… you know like… "I know you're capable of a whole lot more than this... (student name) can you please (hits desk) refocus yourself because I'm worried that you're gonna not get this… and then two days from now you're gonna be really upset." You know, something like that

you can be really, really honest with them… and they are really honest back and I think our demographic likes that more than anything else.

"Mr. Vick": And they like to know that you really do care, and you're going to be worried about them tonight…

Researcher: Yeah.

"Mr. Vick": If they don't do well.

Researcher: Yeah, yeah.

"Mr. Vick": And that's what gets them. That's the only thing that gets 'em. It's certainly not my great teaching techniques!

"Mr. Vick": Yeah. I used to be much more confrontive.

Researcher: Ok.

"Mr. Vick": And um… I've totally changed my mind on that.

Researcher: Really?

"Mr. Vick": Yeah. I've totally changed my mind on that. I uh, I mean I don't know what… the whole schmow is… with restorative practices, I mean, I couldn't name them… but I definitely got that I need to be honest about where I'm at and what's going on and encourage them to be honest about what's going on, like, "I have a horrible headache… I need to put my head down."

Researcher: Mmhm.

"Mr. Vick": End of conversation.

Researcher: So this kind of shift for you in the classroom? What kind of benefits did you see when you made it?

"Mr. Vick": I had more instructional time. Because I had less… behavior problems because I was acknowledging… properly acknowledging the maturity level in the classroom.

Researcher: Mmm.

"Mr. Vick": Instead of picking fights with the bullies.

Researcher: what did that look like when it started happening? So you're…?

"Mr. Vick": It just… it just started with the idea of always de-escalating.

Researcher: Ok.

"Mr. Vick": You know… always making and then, then-then-… learning how to… to do that better.

Researcher: Mmhm.

"Mr. Vick": And then, and then learning, you know, a couple of….(picking up card) I have this on, which side to I have up? … (pause. Reading restorative questions card)… yeah it's this side. Yeah, it's just (referring to card) below my glass, on my standing thing (his desk), I just started to think about these things, and then I'd start to think about something that happened in a class setting and then I… I'd… try to… be better at it.

Researcher: Ok.

"Mr. Vick": So… Um… because I didn't, I didn't understand… (sigh) how we could socially/emotionally… Uh… I didn't… I couldn't figure out what I could do in math that would promote social/emotional learning…

Researcher: Uh huh. Uh huh.

"Mr. Vick": Until I realized that it wasn't about… curriculum…

Researcher: Ok.

"Mr. Vick": there, there was no curriculum that I could… have them add or subtract that…

Researcher: Mmhm. Mmhm.

"Mr. Vick": It was more about… how I just had to totally change the way I dealt with… with problems.

"Mr. Vick": And so… you know… I no longer have problems with phones... because I've turned into super-snitch.

Researcher: Ok…

"Mr. Vick": So, they know that I'm never going to confront them about their phone. That (a hall monitor) pops into the room like once a period and I point to people and I say, "she's got a phone, she's got a phone, he's got a phone, he's got a phone!" and (hall monitor) walks around a picks up all the phones and it's over in seconds!

Researcher: (laughs)

"Mr. Vick": Because they're not gonna fight with (the hall monitor) about it.

Researcher: (laughs)

"Mr. Vick": They're not going to have an argument with her… I just snitch on 'em.

Researcher: (laughs)

"Mr. Vick": And it's very efficient. It's really, really, efficient, and… and it isn't… it's not like I have to fight with 'em about it, because it's like… it's just me gleefully telling on 'em.

Researcher: (laughing)

"Mr. Vick":… and taking great joy in it!

Researcher: (laughing)

"Mr. Vick": You know? And you know all I have to do is say is "You better hope that (hall monitor) doesn't come back in here…

Researcher: (laughing)

"Mr. Vick": so, and… I've even gotten to the point where I've got someone who just isn't gonna play ball with me it's, "She had it yesterday, so take it today!"

Researcher: (laughing)

"Mr. Vick": And they get a half-hour detention, and they lose their phone for the day. And so they just don't do it anymore.

Researcher: uh huh. Uh huh.

"Mr. Vick": And it's not confrontive at all, it's been a de-escalation.

Researcher: Ok.

"Mr. Vick": And it has… totally changed my class, because… you know… they are NOT paying attention.

Researcher: Uh huh.

"Mr. Vick": And if you miss details in math, then you miss math.

Researcher: Yeah.

"Mr. Vick": And, uh… it's… the same thing's true for (another teacher).

Researcher: Ok. Yeah

"Mr. Vick": And it's... it's no longer stressful.

Researcher: Wow.

"Mr. Vick": We're not fighting with 'em about their phones. It's a game.

Researcher: Ok.

"Mr. Vick": And they always lose.

Researcher: ok. (laugh) So, when you say game, you, you, is it kind of playful, is that the approach?

"Mr. Vick": Yeah, it's playful, it's like… tsk, tsk, tsk, tsk. I can wait 'til… it's like telling on your big sister.

Researcher: Uh huh.

"Mr. Vick": You know, it's like, "I'm totally ratting you out when mom and dad get home!"

Researcher: Uh huh. Uh huh.

"Mr. Vick": And… it… it's, it's like… they can't get mad at me because I'm doing what "George"… maybe I learned this from "George"!

"Mr. Vick": And then we added the restorative practices, and that's what really cracked it open for me was…

Researcher: Ok…

"Mr. Vick": … the idea of… of, trying to get better results from using emotional reasoning and less force. That force only worked for (another teacher) because… it's like… standing up against… a giant!

"Mr. Vick": So I get… more honest and um… and then you know you find out things when you become vulnerable…

Researcher: Mmhm.

"Mr. Vick": and you find out it's just not all that bad… and nobody… the boys didn't treat me with any particular amount of disrespect because…

Researcher: Mmhm.

"Mr. Vick": … I got up and cried in front of 'em… and many of them, you know, still to this day… you know I see them stop themselves…

Researcher: Mmmm.

"Mr. Vick": You know, "No… I'm not going to push him there… because I know that, that… I don't want him to cry!" (laughing)

Researcher: (laughing)

"Mr. Vick": well, because they didn't know, I mean, they knew it was a big deal!

Researcher: mmhm.

"Mr. Vick": and I hadn't done that and they' d known me for five months at that point…

Researcher: Uh uh.

"Mr. Vick": and they'd seen me get really frustrated, and turned probably very pink,

Researcher: Yeah.

"Mr. Vick": So they knew that… that they'd gone far enough and that I sort of broke, and they don't want me to break!

Researcher: so that transition happened this year…for this year… wow!?

"Mr. Vick": That, that big, well I was sitting there in the classroom crying, and I just… I just seen the change… in the rest of the class… you know?

Researcher: Mmhm.

"Mr. Vick": and everybody started to collaborate with each other and everybody seemed more open.

Researcher: Mmhm.

"Mr. Vick": And, I don't know, that might just be my perception, because I'm not as angry.

Researcher: Mmm.

"Mr. Vick": And I, and I just look at 'em and go, "I don't think I can take any more, I think I need you to go down to (the discipline office)" and I say it just like that and they go, "no, no, no, no!" And I say, "No, it's too late now!"

Researcher: (laughing)

"Mr. Vick": (laughing) and you know, and they go, "Oh…! Ok, yeah, you're right." You know? And that's the, you know… and the referral, and… it totally doesn't escalate anymore.

"Mr. Vick": And um, I'm really, he's, we'd had a very good relationship -which didn't result in him doing any particular amount of work, or cooperating any more, but he would stop his behavior when I asked him to without…

Researcher: Oh, ok..

"Mr. Vick": it would start up again, but he would stop, he would try… he would really try to focus on being present.

Researcher: Did that seem like an incremental improvement?

"Mr. Vick": Yeah, and we-we'd gone through this before. Uh, he and I. Where he got really serious for a while, and doing great work, and then it just sort of… fell off.

"Mr. Vick": the contrary happened, the kids just really… that was the most effective thing that…. Being that vulnerable, and being that forthcoming, and letting them know how much I wanted them to succeed, and you can't really tell what's going on with a person, and if you're behavior gets them to cry, then maybe you want to examine your behavior (laughing).
Researcher: (laughing). And you really felt that they saw that and that it impacted them in that way?
"Mr. Vick": Yeah. Yeah. It, it, and they never made fun of me, they never brought it up again… because even being angry is honest.

I think of 'em, with me, they're better behaved with me because I've been fighting this battle with 'em and the other kids, the top achievers got put into (another teacher's) classes um… were… they miss them.

there's some things that, um, that changes everything. You've gotta use it. You know, when opportunity knocks, you gotta know how to use it, and it's really just… not giving up and staying connected to them. And not loosing your relationship with them because that's all it's hanging on.

Researcher: So when restorative practices work, what, what, how do you think that happens?
"Mr. Vick": I think the first thing is the teacher has to understand how that works with them. Uh, because that's the way it happened with me. So I really think that you have to understand how you could be restorative and what it looks like in action all the time.

"Mr. Vick": And it's, if you understand what de-escalation is, then it helps you understand what restorative is, if you understand what, you know, encouragement is,
Researcher: Mmm.
"Mr. Vick: and you can put all these things together, then it gives you a completely different list of options besides punitive. Uh, that and you can try first. And you can make it obvious, like, saying, "Hey listen, I'm talking to you right now, and letting you know what you need to do. And I want to be straight with you, because we've got something important to do today, so I need you to concentrate today, and if you don't do that, you're out of here!" (laughing).

So, the decision to do work and find value in it may be just because T003 says so. Is what it looks like to me, because that means that, that means it's not happening someplace else, and that builds on itself. It's the only thing that's turned this class around.

"Paul"	
Teacher	**Student Reports about Teacher Efficacy**
"Mr. Aarons"	"Mr. Aarons": Well, there was… probably like the second week of school, and the first week of school my geography teacher, (name) he told us we can't chew gum in the classroom, but, I was, I just forgot, I mean, I didn't forget, I just… didn't spit it out as I walked up… Researcher: Mmhm… "Mr. Aarons": into the classroom, but instead I just walked to my seat and sat down. And he caught me chewing my gum. Researcher: Mmhm. "Mr. Aarons": So, then, he was just like… you have detention. You have detention. Researcher: Oh, ok. Did you generally get along with uh, with that teacher? "Mr. Aarons": Uh, yes. he'll give you like, he'll give you three chances in the classroom. He'll pull you out a couple times, and he'll pull you out the classroom and talk to you, like why are you doing this? It needs to stop. You need to do you work, like before you go in. Like, make a joke and do something before you go back in. Yeah, he's a cool teacher.

"Mr. Aarons": Well, he's, he knows how to, the way, the way how he teaches his class, like, he's just fun, like… he, he makes a joke in, like… the way that he teaches, he makes it fun, he makes a joke and he makes it connect to the students and stuff.
Researcher: Alright. What does connecting look like?
"Mr. Aarons": Like, um… Well, he'll like, he'll like tell us something, like a life story and stuff, and a story about how he was raised, and he'll ask one of us to share, like one of our stories, and he'll share another story back to us.

"Mr. Aarons": Yeah, he'll say like, when you're talking in class a lot, and then he'll take you outside, and, he'll have you go outside and say, like, I seen you talking a lot and you need to stop talking, and you just lied to me, and…
Researcher: Ok.
"Mr. Aarons": Yeah.
Researcher: So he'll confront you on certain things, then?
"Mr. Aarons": Yeah.
Researcher: Has he done that to you?
"Mr. Aarons": Yeah.
Researcher: How did that.. what was the effect of that?
"Mr. Aarons": Well… I, when I went back in the classroom, he took me, like, outside and talked to me and told me to do my work, because, like, I, like, I lied to him, I lied to the teacher, and I was talking a lot, and I needed to get my work done.

Because the other teachers, they'll confront you, and they'll leave you outside. And tell you, like and call somebody and they'll pick you up.

she doesn't teach us fun like "Mr. Aarons"

for "Mr. Aarons", the challenges is, it's easy, it's easy for him,

, when it's "Mr. Aarons", he'll give a student a chance, but the student keeps be-being disobedient. Then um he will just have to kick them out. But the other teachers they'll give the students a chance, some of them will just kick them out.

"Paul": …I never really got sent out, except the one time, I think it was by "Mr. Aarons", but it's different because the teachers that kick you out, the other teachers that kick you out, they'll make it seem like you did something really, really, really bad, and then, as they're like writing the referral, they'll say, like, this student was talking excessively and disrupting the class, but you were only talking to the people around you at your table and stuff. But "Mr. Aarons", as he writes a referral and stuff, he actually put what happened, like, the student was chewing gum, or the student was talking. And the student was walking around class…
Researcher: So it feels different… how does it feel with him?
"Mr. Aarons": Well, with him, it's just like, I got kicked out for a reason, and I know why I got kicked out, but with other teachers I don't remember me doing all of that.

so "Mr. Aarons", the only reason he gave me that referral because, he caught me multiple times chewing, like gum and stuff, and he'll like let it slide, and so, that was probably like the fourth time he caught me chewing gum so he was like, "you've got detention." So, but, "Mr. Aarons", he was cool about it, he wasn't yelling, and like, "Why are you chewing gum in my class?" he was just like, "you've got detention" and, "go spit your gum out, you have detention at lunch,"
Researcher: Ok. So, when you say 'cool about it' what do you mean by that?
"Mr. Aarons": He was calm, like, I mean how the other teachers would like, yell, if you eat any food in the class, he was like, "you have detention". The other teachers, like "Ms. Buck", she would probably yell, and like my other teachers probably will, but he would just be like, "you have detention after class." Not after class, but at lunch.

I get along with my teachers very well. Um, I haven't been sent out or talked to or been in trouble a lot in my classes. But they say my name every, every once in a while, but they don't say my name, or like, they call on me or something.

all my teachers are like that, they're all pretty cool.

It's just they tell jokes, and the way they do the jokes that they be telling in class, saying, how they teach, and, I just like, I like the way they teach, they don't just tell you, they don't just tell you say something and make you do it, and make you sit there, and don't talk about nothing. Like we'll just, they'll tell you to do it, and… stuff like that.

"Mr. Aarons"	Teacher Self Reports of Efficacy

I always try to hold a student a little higher than where they are.

there's been sometimes where I've gotten on him, um, but for the most part, he is not a behavioral issue that I need to worry about

"Mr. Aarons": …It's been something I've been trying to implement more. Especially, uh… with, uh… there's this person who calls it 'learning inertia' I think. It's like, starting the class with inertia like warm up drills…
Researcher: Mmhm. Mmhm. Mmhm.
"Mr. Aarons": Getting in, "thanks for getting out your stuff," and getting going and trying to get the class out of that inertia, or trying to get the ball rolling before class.
Researcher: Mmhm.
"Mr. Aarons": Rather than the bell starts, everyone's at a stand still, then you try to get the ball rolling. So,
Researcher: Yeah.
"Mr. Aarons": So, I've been trying to implement that a little bit more.

Researcher: Ok. Alright. And what about, uh, the restorative questions, you know, uh… "what happened there, what were you thinking at the time?" You know, going through those scripted questions?
"Mr. Aarons": Yeah, I think I do that. I think I do that, I think more, not necessarily from the training, but because that's good people skills.

You know, as you know, our students need to be supported.

"Mr. Aarons": Um, my classes are typically well behaved when I'm here, um, so, you typically, I don't have discipline issues,
Researcher: Mmhm,
"Mr. Aarons": So, you don't see an uptick either way- and uptick or a downtick.

"Mr. Aarons": The student that I was just talking about, he, he's really shy. You call on him and he turns red. You know, he's really worried about… um… being embarrassed.
Researcher: Mmm.
"Mr. Aarons": for his English. You know, I made it a point to compliment him more, to encourage him for his hard work,
Researcher: Mmm.
"Mr. Aarons": Um, I believe it works. I believe in my heart it works, I mean that's what I do for my own children, so it doesn't seem like… I, I, it seems like a no brainer in a way,
Researcher: Mmhm.
"Mr. Aarons": you know, encouraging someone. I don't think I purposely look for it. Um, I just think it's kind of like, good teaching and good humanitarian interaction,
Researcher: Mmhm. Yeah.
"Mr. Aarons": to do that. Uh, we do that, you know, when students are struggling, we encourage them. When they're working on something, you compliment them.
Researcher: Yeah.
"Mr. Aarons": Um, that's kind of always been a philosophy of mine. Because, that's how you treat people.

"Mr. Aarons": So, uh yes, we have had an intervention, I have assigned him a detention for uh, gum in my class, and hoods in my class.

Researcher: Ok.

"Mr. Aarons": but, those are kind of like, conformity issues, not necessarily what I would call a behavioral issue. Like, "hey you really got to take your hood off," "well I don't want to," "I understand what you don't want, but that's a school rule."

Researcher: Oh, ok. Yeah.

"Mr. Aarons": "So and so let's me do it," "I'm not so and so,"

Researcher: (laughing). So you have that back and forth with him?

"Mr. Aarons": uh, yeah, I've had that with him. Um… the gum not so much, but yeah, with the hood. He wears this coat- I think he even has his coat on today.

Researcher: (laughing). So is that how you boil it down? Just the, compliment 'em, and just being affirmative, and that's…?

"Mr. Aarons": yeah, yeah. While still being firm and having standards, you know? That's- that's been my go-to. Um, strategy with students.

Researcher: Mmhm.

"Mr. Aarons": and befriend 'em. You know? It's hard to compliment someone if you don't know them. You know, if you don't know their strengths and weaknesses.

I think that's been my… my strength over the last few years is my, knowing my students and knowing what buttons they like… I don't know, where they like to be scratched, you know? I go back to the dog analogy, you know?

Teacher	Student Reports About Teacher Efficacy
"Ms. Buck"	"Paul": …in my math class, "Ms. Buck", she's kinda cool, but, if you like just keep talking and talking, she'll just kick you out, and she'll even like forget that you're outside, and she'll come outside and she'll confront you, and sometimes she'll confront you and sometimes she'll just call somebody and have somebody just pick you up.
	Researcher: Ok. So you say she's kinda cool, what makes you think that she's kinda cool?
	"Paul": Well, she's just, she's just… she doesn't teach us fun like "Mr. Aarons", but like, sometimes she does, but only when she's in a good mood. But if she's not in a good mood, she's going to be hard on us.
	"Paul": Like, one of the students in our class, like… I don't know what grade he has, like he asks a lot of questions, she like, she says like… she doesn't like that…
	Researcher: mmhm…
	"Paul": She wants to get to the part that he asks the question about, she'll just yell, not yell, she'll just raise her voice and say, "let me get to that part!" and stuff and tells him to stop asking questions.
	for "Ms. Buck", it's kind of difficult for her. Cause like, the students in her class are actually, bad…
	I turned it in to her and she said she was gonna grade it, and I don't know, and I'm asking her, "what's my grade, in the gradebook," and she hasn't been telling me it.
	I did the test, but she thinks I misplaced it, but I think that she misplaced it. So, she just make me re-do the test, because she couldn't find it.
	I get along with my teachers very well. Um, I haven't been sent out or talked to or been in trouble a lot in my classes. But they say my name every, every once in a while, but they don't say my name, or like, they call on me or something.
	all my teachers are like that, they're all pretty cool.

"Ms. Buck": Like, "No, you're good. You can do this! You're good enough. C'mon!" So there's just that one little missing bridge, there's something…

Researcher: Ok,

"Ms. Buck": There's something that's not quite there.

Researcher: Ok.

"Ms. Buck": And so it just, he just needs a little bit extra, "c'mon, you can do it!"

Researcher: I see.

"Ms. Buck": And there are some days, I don't have time to do that. Because I've got, I have real issues,

Researcher: Sure.

"Ms. Buck": I need him to be on task, and it'll be the end of the class, and I'll be, "Ok, "George", what did you do?" and he'll be like, "I just sat there the whole period."

"Ms. Buck": You know, I do a lot of talking with my students. I don't have a prep, so I don't have a chance to do many walk and talks, unfortunately, but I will take the time to walk outside with my students. I've got a teacher's aid now during 3rd period, which is nice, I'll take them outside and we'll just kind of kick it out there, and sometimes we won't even talk about math. We'll just talk

Researcher: Mmhm.

"Ms. Buck": and, I'll be like, "What's going on right now?" Like, "you don't look like things are going real well," you know? And then, if they don't open up, I'll be like, "Man, right now, I am so tired, my son keeps coming up with these projects,"

Researcher: Oh, ok.

"Ms. Buck": and I'll open up, and all of a sudden they'll start talking.

"Ms. Buck": And, I just try to be as personable as I can with my students,

Researcher: mmhm,

"Ms. Buck": and sometimes that backfires a little bit, but most of the time it gets them to open up enough that even if they don't tell me everything, they tell me it's just not a good day

"Ms. Buck": You go to the chair, you sit there and "well, I might be able to take notes, but nobody try to talk to me right now!" You're more than welcome to get to work or take notes, but that chair means you're off limits to everyone,

Researcher: I see.

"Ms. Buck": No on talks to you, you don't talk to anybody, I don't call on you,

Researcher: Mmhm,

"Ms. Buck": You are there just to be in your own world, basically, until you feel like, "ok, I can deal with life again."

Researcher: Ok.

"Ms. Buck": And you know, if you're in there when the lesson's done, then I'm going to take you outside to talk to you

Researcher: Ok.

"Ms. Buck": Like, how can I help?

Researcher: Ok.

"Ms. Buck": But, it's there, it's there, it's basically I time out chair, but we don't call it that.

Researcher: Yeah, yeah.

"Ms. Buck": We call it the breathing chair.

Researcher: And how did you introduce the idea of the breathing chair?

"Ms. Buck": Um I have done mindfulness,

Researcher: Uh huh,

"Ms. Buck": with them in the beginning of the school year, and I haven't done it as much as I would like to

Researcher: Ok,

"Ms. Buck": But I did some mindfulness in the beginning, so we did a little bit of meditative breathing,

Researcher: Mmhm,

"Ms. Buck": And, um, we did some calming exercises, and so I said if you ever need to breathe, or you need to calm yourself down, you go here, you can even turn your back,
Researcher: Ok,
"Ms. Buck: So, instead of blowing up at each other, instead of blowing up at me, or me blowing up at you, this is what we're going to do. My chair, is my desk, because I don't want to take yours away, and, and I have, when the class just, and it gets crazy, I stop teaching and I come over here, I sit in my desk,
Researcher: Mmhm,
"Ms. Buck": and I just start doing whatever,
Researcher: Mmhm.
"Ms. Buck": And eventually, they quiet down. And they go, "Oh, T006 is stressed, guys she's breathing! Calm down! Calm down!"
Researcher: Interesting.
"Ms. Buck": And when they're done, I get up, and I take a nice deep breath, I do my breathing, and I go, "Ok, are you ready to continue?" and they go, "Yes, we're fine now," and I keep going
Researcher: (laugh).
"Ms. Buck": and, and it happens, you know? And then I go, "Ok I'm ok now. I just stressed out."
Researcher: Mmhm.
"Ms. Buck": I wasn't being a good teacher, I just need a time out.
Researcher: Ok.
"Ms. Buck": And so, it's just a lot of modelling,
Researcher: Ok.
"Ms. Buck": And uh, showing them, hey, I get stressed out, too.
Researcher: Uh huh.
"Ms. Buck": I blow up, too. But I don't want to scream and yell at you guys so… sit down.

"Ms. Buck": and I mean, I have my good days and my bad days. Some days I have to,
Researcher: Yeah, yeah,
"Ms. Buck": it's like, "Oh!" (laughs). Ok, I'm done! Yea!

Researcher: Ok. Yeah, mmhm. Uh, did you do the IIRP training, the affective language, the…
"Ms. Buck": No, but I've done it before
Researcher: Oh, you did it before you were here?
"Ms. Buck": Yeah, I did it before I was here.

I have done circles. I don't do them enough.

"Ms. Buck": I always explain why I'm frustrated.
Researcher: Mmhm. Ok.
"Ms. Buck": I'm human. I try being very transparent…
Researcher: Oh, ok.
"Ms. Buck": with my students.
Researcher: and when you say explain you mean?
"Ms. Buck": Uh, telling my feelings the way they are? Or, for instance, I tell my students exactly why. I tell them why, um, they're not allowed to do this…

Teacher	Student Reports About Teacher Efficacy
"Mr. Carr"	I get along with my teachers very well. Um, I haven't been sent out or talked to or been in trouble a lot in my classes. But they say my name every, every once in a while, but they don't say my name, or like, they call on me or something.
	all my teachers are like that, they're all pretty cool. my 2nd period teacher, anytime when a student like, will like, say something wrong and everybody will laugh, and the teacher will be like, "stop laughing," and she'll probably say, like a joke about somebody who kinda tries to make fun of the kid who's wrong, then everybody else will start laughing. He'll, he, he's funny. And he's cool.

It's just they tell jokes, and the way they do the jokes that they be telling in class, saying, how they teach, and, I just like, I like the way they teach, they don't just tell you, they don't just tell you say something and make you do it, and make you sit there, and don't talk about nothing. Like we'll just, they'll tell you to do it, and… stuff like that.

"Mr. Carr"	Teacher Self Reports of Efficacy

"Mr. Carr": He does have good days, and then there are some days where I have to re-direct him quite a bit (laughs).
Researcher: oh, ok.
"Mr. Carr": But he never, he never acts out toward me, it's just those goofy things kids do.

"Mr. Carr": Well, the thing with "Paul" is that I have a little bit of leverage in that he, uh, he's an athlete and he plays football
Researcher: Oh ok (teacher is one of the football coaches).
"Mr. Carr": So, one day I took him out and we did a team-building activity after 6th period. After that, he's been pretty cool. He just takes a little tap on the shoulder or eye contact.
Researcher: so what was the team-building activity?
"Mr. Carr": Ah, he ran.

"Mr. Carr": (laughs) yeah. And that's something I'm able to do that most English teachers probably can't. I, I can with them, but…
Researcher: As the football coach?
"Mr. Carr": Yeah.
Researcher: Is that JV football?
"Mr. Carr": JV football. Yeah. No, actually, I think "Paul" played Freshmen. Freshman team this year.

"Mr. Carr": (laughing). 6th period a lot of those boys have, eh, (teacher's name) for 6th period P.E.
Researcher: Oh, ok.
"Mr. Carr": so, uh, football conditioning class,
Researcher: I see.
"Mr. Carr": So, with that, that's usually my chance to do the walk and talks, and talk about kids who are on our radar
Researcher: Ok,
"Mr. Carr": with e-mails from teachers and things.
Researcher: Ok.
"Mr. Carr": so um, it's pretty much freshmen all the way up to seniors in that class
Researcher: so you, you do walk and talks with kids?
"Mr. Carr": Yes.
Researcher: Ok.
"Mr. Carr": Yes. And it's usually it's not just the students I have, but whoever is in that 6th period class, they're from different
Researcher: Mmhm
"Mr. Carr": SLCs. Um, but um, yeah.

"Mr. Carr": So, yeah. I felt like it went pretty good. One thing I got out of the harm circle, at least as a novice in this thing, and that I liked, was the… kind of like the agreements
Researcher: Mmhm.
"Mr. Carr": you reach at the end? You know?
Researcher: Mmm. Mmhm.
"Mr. Carr": And it appears to be a set of rules that the students come up with and agree on. I think that's pretty cool, but then the follow through, right? Uh, kinda is tough.
Researcher: ok.
"Mr. Carr": to stay with that and get them to remember and say, "hey guys, you remember this?" like, "yeah."
Researcher: Ok.
"Mr. Carr": so yeah. So, follow through with that is probably just as important as the harm circle, I think.

sometimes it feels like just pointing at the poster and the things that we came up with, I, I don't know if that's enough, as they look at it and they're like, "yeah, ok, whatever." And if there's another way to follow up, to follow through with 'em, maybe another harm circle? I don't know, it's just one thing after another.

"Mr. Carr": How do we tie it back into the fact that they came up with this rule, and this is our community?
Researcher: Oh, ok
"Mr. Carr": And the thing that, uh, in part, I don't know how else to do it, to be honest?
Researcher: Yeah.
"Mr. Carr": Posted this thing on the wall, and
Researcher: Uh huh,
"Mr. Carr": uh, it's kind of sitting there, and it doesn't seem like… it's really part of our group.
Researcher: Ok.
"Mr. Carr": It's this thing we came up with, and everybody participated. Sometimes they know right from wrong.
Researcher: Uh huh. Uh huh.
"Mr. Carr": And they came up with this cool set of things, but,
Researcher: uh huh.
"Mr. Carr": to get them to kinda internalize what's on that paper,
Researcher: Uh huh,
"Mr. Carr": is another challenge.

"Mr. Carr": Ok, guys. Mindset. Mindset. It's here on this board.
Researcher: Tell me about the word splash.
"Mr. Carr": (cough) it was something they put up at the very beginning,
Researcher: Mmhm.
"Mr. Carr": and again, sometimes it's very hard to go back to it naturally, you know, when there's so much going on.
Researcher: Ok.
"Mr. Carr": You know, with whatever I'm trying to do that day, or that week, or whatever,
Researcher: Mmhm.
"Mr. Carr": to just make time to go back to it. And see how things relate.
Researcher: Mmhm.
"Mr. Carr": To whatever. Naturally.

"Mr. Carr": Because when it is a lesson, the, the kids are, are totally engaged, but there aren't many opportunities outside of that lesson so that I think we could have pretty good teaching
Researcher: Uh huh.
"Mr. Carr": moment here and there.
Researcher: Yeah, yeah.
"Mr. Carr": That takes a lot of, I don't know, there's things I gotta do, differently,
Researcher: Oh.
"Mr. Carr": Because I hardly ever hit that wall again, to be honest.
Researcher: Oh ok. What do you mean, 'hit that wall'?
"Mr. Carr": Talk about the concepts on the wall.
Researcher: Oh, ok.
"Mr. Carr": you know mindset, or whatever it is.
Researcher: I see. Ok, ok.
"Mr. Carr": If it's not a lesson that I'm doing, coming back to it is…
Researcher: I see, ok, ok. Do you feel like it would be more effective if you did?
"Mr. Carr": Yeah, I… for sure.
Researcher: Ok. So it's a recall thing, and the moment's already past…?
"Mr. Carr": (laughing).
Researcher: I see, Ok.
"Mr. Carr": Right, so, in that sense, that's something that I could do better.

Researcher: I see, yeah. Ok, alright. So, what about affective language, do you know about the, uh, when you say, you know, 'when you do this, I feel frustrated, because…'? You know? Or, 'it really makes me happy when you do this…'? You know, the use of the affective language, have you tried that?

"Mr. Carr": Yeah.

Researcher: how's that go?

"Mr. Carr": That goes pretty well.

Researcher: Yeah?

"Mr. Carr": Yeah. That does seem natural.

So, the encouragement, I think, has, has paid some dividends, I think.

"Mr. Carr": I think, uh… for some of them, uh, I've been able to not be so- ah, I've been very negative in the past. And life. I've always kind of written something off as, 'oh, he doesn't care about this class,' or...

Researcher: Mmm.

"Mr. Carr": But, sometimes when I find things out, I think I'm a little bit more empathetic, I think.

Researcher: Mmhm.

"Mr. Carr": I'm not necessarily excusing all the behaviors, and attendance issues, but uh, just not being so quick to, uh, drop the hammer.

Researcher: Yeah, when, when you do give them some kind of feedback, what kind of responses do you get from 'em?

"Mr. Carr": Uh, hardly ever any kind of verbal response,

Researcher: Mmhm.

"Mr. Carr": But I've noticed in certain cases, more cooperation with what I'm trying to do.

"Mr. Carr": I think that, maybe there's a difference in them thinking that I might care a little bit (laughs).

Researcher: Oh, ok.

"Mr. Carr": or maybe they can talk to me and maybe I'll consider some things.

Researcher: Oh. Huh.

"Mr. Carr": or maybe I'll understand. Because, I don't know how much they get that, or they got that from teachers coming, coming into this place, but I'm sure that they see it a lot, their

Researcher: Yeah. Ok.

"Mr. Carr": teachers are more than willing to hear them out.

"Mr. Carr": Because from what I've seen, little things that are very encouraging with some of the kids where previously, I'd highly doubt if I'd be able to turn them around

Researcher: Oh really?

"Mr. Carr": or help turn them around.

Researcher: Ok. Like what?

"Mr. Carr": Like, the, the one I told you that wrote the two pages?

Researcher: Mmhm.

"Mr. Carr": You know, uh, I'm just thinking that possibly, maybe, the encouraging words played a hand in helping that along,

Researcher: I see, I see.

"Mr. Carr": where, before, that student probably wouldn't have gotten anything from me except yelling, you know, or whining, or whatever kids see it as.

Critical Teacher Efficacy Data "Paul"	"Paul": Well… for, for "Mr. Aarons", the challenges is, it's easy, it's easy for him, and for "Ms. Buck", it's kind of difficult for her. Cause like, the students in her class are actually, bad…
	Researcher: Oh… ok.
	"Paul": Yeah. They, they're like always off task or doing something, like, that they're not supposed to do. Especially when we have a substitute. The other students be like, going in her cabinet and stuff. And I even tell them, I like, tell them one time not to do that, but after than I just stopped.

Researcher: Ok. So, and, and, with "Mr. Aarons"…? Does he have a different group of kids?

"Paul": Well, not, some of, most of the students in "Mr. Aaron's" class they, there's like two or three of them that's always be off task no matter what.

Researcher: Ok. Alright. And how does he handle that?

"Paul": Well, he just kicks them out. Probably just calls somebody to pick them up.

Researcher: And is it different when he does it vs. another teacher

"Paul": (nods). Well, when it's "Mr. Aarons", he'll give a student a chance, but the student keeps be-being disobedient. Then um he will just have to kick them out. But the other teachers they'll give the students a chance, some of them will just kick them out.

Researcher: Does it feel different?

"Paul": Yeah.

Researcher: How does it feel different?

"Paul": Well, "Mr. Aarons", well, I never really got sent out, except the one time, I think it was by "Mr. Aarons", but it's different because the teachers that kick you out, the other teachers that kick you out, they'll make it seem like you did something really, really, really bad, and then, as they're like writing the referral, they'll say, like, this student was talking excessively and disrupting the class, but you were only talking to the people around you at your table and stuff. But "Mr. Aarons", as he writes a referral and stuff, he actually put what happened, like, the student was chewing gum, or the student was talking. And the student was walking around class…

"Debra"	
Teacher	Student Reports About Teacher Efficacy
"Ms. Ness"	Researcher: Ok, alright. Anybody else you get along with? "Debra": Um, I get along with "Ms. Ness". Because most of the kids in there are like, childish, so… Researcher: Yeah? How? "Debra": So, like when I ask "Ms. Ness" can I go to the bathroom, they're all mad and like, "how come she gets to go to the bathroom?" And like, we know, but we don't say anything, Researcher: what do you guys know? "Debra": Like, she lets me go to the bathroom and doesn't let them go to the bathroom. Researcher: why doesn't she let them go to the bathroom? "Debra": A lot of them tend to go the bathroom and don't come back. Researcher: (laughing). "Debra": So, she don't let any of them go. when you're like, when you're not rude about it, when you're not like (teacher not in study) yelling at the student, it's not going to make them want to listen to you, but when you try to kinda be friendly with them and like, "can you do your work?" Like, that's how "Ms. Ness" is, and that's why they get along with her, like our 3rd period is like, not a bad class, but it's just, they're really rowdy. And "Ms. Ness" knows how to deal with it. Researcher: How does she deal with it? "Debra": she just tells them, like if you say one more thing, I'm going to call (discipline room) to pick you up, and when (discipline room) comes, they're all quiet, and "Ms. Ness" tells them, "it's ok, you can go." That they don't have to take them. Researcher: Oh. Ok. Ok. "Debra": So, it's just kinda something to bluff them.
"Ms. Ness"	Teacher Self Reports of Efficacy
"Ms. Ness": And how… uh that can cause people to put up defenses, uh, just the other day I stopped my, uh, English 11 class because one of my students said, "'Ms. Ness', I'm trying to figure out why I don't have all my papers in front of me."	

Researcher: (laughing).

"Ms. Ness": And so I gave them to her, and I stopped that class and said, "What (student) did is brilliant, because instead of getting angry, instead of attacking,"

Researcher: Uh huh,

"Ms. Ness": "she just, she gave me the opportunity to realize I made a mistake and rectify it without creating a confrontation."

Researcher: Ok. Wow. Wow.

"Ms. Ness": And she smiled, I smil- I, I, I took it further and I said, I said, "if she had attacked, or gotten angry, there's a chance that, then I get my defenses up, and that's how we feel when people do that to us,"

Researcher: Yeah, yeah.

"Ms. Ness": And snap back. And the kids, the kids are used to confrontations like this, so they were like, "oh, ok."

I don't follow that script, but if there's a conflict or a kid seems out of sorts, I say, "is anything up, are you ok?"

I generally have a really good relationship with my students, so, my default is, if somebody else is um, is upset, if a kid is upset, it has nothing to do with me, it has something to do with them. So.

I work really hard to build a relationship with each of my students in a different way, so I can get to know them, so I can be a better teacher because when we're teaching, we have so many choices that we have to make every second, that if I have a relationship with a kid, then I know, "ok, this kid is putting their head down, that kid is goofing off, and I need to approach that different than if it's a kid that always puts their head up, or the kid that jokes with me I can approach different than the kid who doesn't joke with me.

"Ms. Ness": I don't have a lot of head-butting, but I, I don't have a lot of power struggles between me and students, I mean it just doesn't happen often in my class, it does happen sometimes, um… I have a lot of high needs students, I have a lot of 'frequent flyers' every class has a bunch on the 'no fly' list, uh… and those kids, when I have to send them out because their behavior is just off the charts, and stuff, it's never uh… they're never upset, not never, their usually not upset,

Researcher: Mmhm.

"Ms. Ness": because they don't see it as me personally attacking them, they actually recognize "yeah, I'm not doing what I need to do."

Researcher: Mmhm.

"Ms Ness": Uh…

Researcher: What do you think the key is for that? That causes, you know, you don't have a lot of head-butting, you don't have a lot of conflicts, they leave and they don't feel that this is an attack, what do you think the key is to that?

"Ms. Ness": I think part of it is, is I really do have a relationship with them, and the- I don't bring things up, the next day, or,

Researcher: Mmm.

"Ms. Ness": the next time. It's just, new day, new start. Let's keep going, um, it's kind of the same thing I do in parenting. That's done and gone, that's an old issue. Let's move forward, and I truly do, every day, have expectations that we're gonna work,

Researcher: Ok.

"Ms. Ness": And I do have, I probably also have a high level of tolerance for misbehavior.

Researcher: Ok.

"Ms. Ness": That other teachers… um… some other teachers wouldn't… tolerate. "Mr. Anderson" likes to call it my boys that do special things. Like hide in the closet. Or um… put underwear on their head, or, (laughs).

Researcher: Ok. Ok. Alright.

"Ms. Ness": where I just acknowledge or ignore or move back, or as I'm teaching, I like, gently tap their shoulder, and, and I don't make an issue out of a lot of

Researcher: Ok.

"Ms. Ness": Things. I usually of something if when it's interrupting the class.

Researcher: Ok. So when you say 'high tolerance,' what, what's kinda…? I get kinda what you mean by that from your example, what, do you think that's a… what do you think the value of that is, in the… big picture?

"Ms. Ness": … (long pause). I th- well, for me… kinda feel like, and this is the same thing for parenting (speaks to a student who came in, directing them out). I don't know, I think that's part of my personality, too. I don't think I'm a dramatic person, I don't, you just deal with what is, and sometimes people are wanky, sometimes, kids behavior is wanky, and,

Researcher: Mmhm.

"Ms. Ness": I've done a lot of… reading around brain stuff, and I think… sometimes we try to make too many people fit into a certain mold, instead of allowing kids to, uh… express themselves.

I take time out to get to know my kids. I do care about them. And um, the other thing is, SLC's allow for that. Uh, with my 11th graders, there's some of them, I few I've had for three years. My 10th graders, I've had, uh, this is, for a third of them, our second year together. Um… and then, they know that another English teacher and two of the math teachers are together. They know we talk about them. I think it more a community feeling, you know, and I, I think another thing is knowing, um… that I'm gonna be here next year, that I was here the year before, there's a lot of students that I've had their siblings.

Researcher: Mmm. When you say 'conscious choices' what, uh…?

"Ms. Ness": it goes back to that reactionary, like a kid snaps at you, instead of snapping back, taking a second to kinda scan ah, is this how this kid normally reacts? Does, you're looking at face, body language

"Ms. Ness": Uh, which I think is in some ways why I tolerate, or I accept some behaviors outside of the norm, because some of the kids that are doing that are producing really unique work, that shows thought,

Researcher: Oh, ok.

"Ms. Ness": and I don't want school to be a place where only certain kids fit.

Teacher	Student Reports About Teacher Efficacy
"Ms. Canady"	(No reports about "Ms. Canady" during student interview)
"Ms. Canady"	**Teacher Self Reports of Efficacy**

"Ms Canady": Uh… usually it's just I ask students at the beginning of the period who was absent yesterday, and who needs the work from yesterday, and I just

Researcher: Mmhm,

"Ms. Canady": give them the work, and um, she… eventually- well I don't know if she made-up all of it, but She's, she's doing ok.

"Ms. Canady": Um, I will take a student outside and talk to them outside, ask them what's going on. Um you know, "Are you ok?" things like that.

Researcher: Oh, ok. And how do those conversations usually go?

"Ms. Canady": Um, usually, well I can also be confrontational, too,

Researcher: Mmhm.

"Ms. Canady": because it depends on the student,

Researcher: Ok ,yeah.

"Ms. Canady": if it's a student like "Samantha" or "Debra", um, I want to know what's going on, what's the problem

Researcher: Mmhm. Mmhm.

"Ms. Canady": those go fine.

Researcher: Yeah. And they usually go, "what's going on, you're doing alright?" That kind of thing?

"Ms. Canady": Mmhm.

Researcher: Ok. Do they usually come out with telling you?

"Ms. Canady": Usually.

Researcher: Ok. Alright. And the confrontation ones, how do those go?

"Ms. Canady": Um… it's stays confrontational. It never gets better than the first three seconds of the confrontation.

Researcher: Ok. And you do that prior to a referral? That's kind of their last chance? Or is that…?

"Ms. Canady": Right. I mean there are instances where someone who, they're trying to waste class time.

Researcher: Mmhm. Mmhm.

"Ms. Canady": And I won't stand for that.

"Ms. Canady": I'll show caring by, for example, when I see students in the hallway, I'll greet them. Um, and I will speak Spanish with them in the hallway
Researcher: Mmhm.
"Ms. Canady": And I'll insist them speak Spanish in the hallway
Researcher: Mmhm.
"Ms Canady": And they'll try to speak English and I'll, "Mmm. No…, you gotta speak, you can speak Spanish, you can do it, c'mon…"
Researcher: Mmhm. Mmhm.
"Ms. Canady": you know, that sort of thing.

…in class, uh, I, have a little problem with um, sometimes maintaining that, sometimes in class I can get a little outside of, um, sometimes I can get upset.

"Ms. Canady": But usually I try to maintain… um… try to maintain a sense of humor with my classes,
Researcher: Mmhm. Mmhm. Ok.
"Ms. Canady": So that I don't get upset and they don't get upset, so I have a student who… she, well I have more than one, but she in particular can get upset very easily
Researcher: Oh, ok.
"Ms. Canady": So, with her, you know, I, when I see her outside of classroom, especially I speak to her, I say, and I, and I compliment her as well
Researcher: Mmhm. Mmhm.
"Ms. Canady": So that when she's in class, she's a little less
Researcher: Ok
"Ms. Canady": So that she's calmer, and she's a little less stressed.

"Ms. Canady": What's interesting is I had one student who… he, I had told the class how to do the assignment, we had gone over the first, uh the first… um, example with them
Researcher: Mmhm.
"Ms. Canady": and he… after I finished that he said, "I don't understand what we're doing, what are we doing?" And I made a remark, something like, "Well, if you've been paying attention and going off…" and he said, "But "'Ms. Canady', I know I wasn't paying attention, but I don't understand what we're doing."
Researcher: Mmhm.
"Ms. Canady": At that point it dawned on me, "Okay, yes, ok, he wasn't paying attention,"
Researcher: Yeah,
"Ms. Canady": But if I don't give him the attention he needs
Researcher: Yeah
"Ms. Canady": He's not going to be able to move on,
Researcher: Yeah.
"Ms. Canady": And then his behavior is going to begin to interrupt
Researcher: Yeah, yeah.
"Ms. Canady": You know,
Researcher: Yeah,
"Ms. Canady": he's going to go off and, and so I turned around and told him, and I told him, you know I called him by name and I said, "My response to you was really inappropriate and I really appreciate the way you maintained your sense of calm, and you have maintained a maturity level, and I appreciate that,"
Researcher: Oh, nice.
"Ms. Canady": And we were able to calm down, and I was able to explain to him, you know, exactly what to do,
Researcher: Ok.
"Ms. Canady": And, and in fact, I even gave him extra credit, because I was really impressed by his maturity level
Researcher: Mmhm. Mmhm.
"Ms. Canady": It's not normally him.

any time I feel like I've made an error with a student, I will apologize.

I admit when I make mistakes. And, so… it helps to de-escalate the situation.

"Ms. Canady": I, I want to reinforce with students who are shy and reticent, who are, you know, come forward.
Researcher: Alright. I see.
"Ms. Canady": Because I was that way.
Researcher: So I'm hearing encouragement,
"Ms. Canady": Yeah, a way to make them feel good in class, to bring them out, they want to participate, they're willing to ask.

"Ms. Canady": sometimes when students are like, not engaged in the class and doing annoying behavior, to take that annoying behavior and use it
Researcher: Mmm.
"Ms. Canady": Like, for example, when, uh, when I do, uh, when I have student repeating. In a foreign language class students do a lot of repetition,
Researcher: Mmhm.
"Ms. Canady": You-you're trying to teach them enunciation, and get them repeating, repeating, repeating, and one day I had a student that was, you know, just drumming on the, the thing, you know, on the desk or whatever, and you know, I said, I thought, "you know, I'm as bored as you are!"
Researcher: mmhm.
"Ms. Canady": you know? It's pretty boring! So, you know let's jazz it up a bit,
Researcher: Mmhm.
"Ms. Canady": So, I told the students, you know, "give me a beat!" and we started doing our, uh…, uh, the repetition to a beat
Researcher: Mmhm.
"Ms. Canady": So, and they all got into it and before, "Mmmm, Mmmm…,"
Researcher: I see.
"Ms Canady": And so now they were, "oh yeah, oh yeah!" You know, it's just- and the beat's going, and
Researcher: Uh huh.
"Ms. Canady": it got a little out of hand sometimes,
Researcher: Uh huh. Sure.
"Ms. Canady": And, and gets out of hand sometimes, because after doing it that first time, I start doing it more often
Researcher: Uh huh.
"Ms. Canady": And so sometimes it gets out of hand, but you know what? They're participating. And its, the energy may get a little… over the top, but… it's ok.
Researcher: Hmm. Hmm.
"Ms. Canady": You know, it's better to have them, it's better to have that, then them sleeping.

"Samantha"

Teacher	Student Reports About Teacher Efficacy
"Ms. Plath"	"Samantha": Like, I'm not favoring her, or favoring "Ms. Plath", I'm connecting with both and, yeah. Resercher: How are their classes, does everybody feel the same way you do? "Samantha": Yeah. Like, when I go inside the class, it's just everybody, like, laughs, we all joke around, we do our work, we talk to the teacher, yeah, it has that good, welcome feeling in class. Researcher: Oh, ok. "Samantha": Yeah. Researcher: How do you, how do you think they, they, they produce that, how do they make that happen? "Samantha": They talk, they're talkative. They're like the teacher that just… talk, and even though I get really annoyed for a minute, it just, I like when teachers talk and talk because it give me something to talk about, and it gets me going, and gets class going and it

Researcher: Uh huh.

"Samantha": and it's, they're like really hecka fun to be around with, like, they're not the kind of teachers that's always serious all the time,

Researcher: Oh, ok,

"Samantha": they'll joke around here or there, a little bit, yeah, so it's just.

Researcher: So, what do you mean talk a lot?

"Samantha": Like they have conversations, like, they keep the conversation going, and going, and going.

"Samantha": Like, say like if "Ms. Plath" is talking, and like, keep the conversation going, and she'll be like, "ok, get back to work," and then she'll go in front of the class and she'll tell us about her story life and stuff,

Researcher: Oh, ok,

"Samantha": And it's really interesting. And same goes for (other teacher), she'll be like, doing the same thing, you know? It's just…

Researcher: are you meaning personal sharing,

"Samantha": yeah.

Researcher: Is that what you're…?

"Samantha": Yeah, like personal sharing, but, like, like, it's like, funny stories, that happened to her,

Researcher: Ok.

"Samantha": And it's just like, it makes everybody laugh.

"Samantha": Oh, yeah, sometimes they're lecturing, sometimes they're telling me what to do, and stuff like that, but sometimes it will be on a personal level.

Researcher: Ok, is that the one that make the difference, you feel like?

"Samantha": Mmhm. Yeah. Like they, they like, pull you to the side and be like, "ok, are you ok?" Because when that happened with my dad, I didn't go to school for like, I think for like, three days, or four days, and they both pulled me out of class and asked me, "is everything ok?" And they make sure kids are ok when they come to school, often.

Researcher: Oh, ok.

"Samantha": I like, I like teachers like that because they make, it makes me feel like they really care about me, you know and everybody else in the class.

"Samantha": Like if some, some kid is struggling, in school, and you see it, just automatically know that there's something going on in their personal life.

Researcher: Mmhm.

"Samantha": And it's just, I think you should just pull them aside and just, "is everything ok?" and you know, just ask them, "is everything ok?" and like just keep catching up with them, and like every day, just like, "how are you today?" you know?

Researcher: Mmhm.

"Samantha": Just caring for them. I think that would make a good teacher. Because it make the student make, like feel more welcome into school. It makes them want to come to school, and not drop out, you know?

"Samantha": That's what, that's what mostly these teachers have in their attention it's just you get out, you stop acting up in my class, or you go to detention. I haven't really seen any, like, well one of them, I seen like um, cl- uh, Mister, uh, "Ms. Plath", I guess it was, one of the boys, I don't know who it was, I guess she, uh, when he was acting up, she was just, acting in a joking manor, like it was a joke, and I think it just made him more, it get him to laugh, you know?

Researcher: Oh.

"Samantha": So, she like, basically made him laugh, you know?

Researcher: Oh.

"Samantha": she was just, she said something to him, and he was like, it was hecka funny, so we was like, laughing, so he was laughing, and he was just, and after, he just started doing his work.

You know, it's a partnership in the classroom, I'm not sure every teacher would agree with that

I think patience that you're not perfect. Oh, like here I am I'm supposed to be the, you know, the IIRP trained teacher, and I've run trainings, and I, I, you know, spread this knowledge, yet you find yourself being, you know, not restorative.

the fact is that you acknowledged it, like you stopped, it, like it wasn't like a bigger thing if you hadn't realized it as well, so making the incident shorter in duration, as well as, being aware. So I notice that, you don't need to beat yourself up. Own it, you know, claim it, name it, and resolve it.

Researcher: Ok. So, which, which of the kind of, the um… the techniques on the continuum that you, with, with you I can just say, "on the continuum," which of these have you done with the classes "Samantha" has been in?
"Ms. Plath": Yeah, right yeah,
Researcher: Since you've had her since 10th grade, too.
"Ms Plath": Well, I would say the impromptu conferences, the community circle… I wouldn't say the harm circle... I'd say those are the main two.
Researcher: Ok. Do you use affective statements?
"Ms. Plath": Of course. Yeah, yeah, that's in there, too, huh. Yeah, that's just the way I talk.
Researcher: Ok.
"Ms. Plath": When I'm talking with students. Absolutely.
Researcher: So that's just, that's just…?
"Ms Plath": Yeah, that's so there…

"Ms. Plath": So, but she didn't like the class she was in, so I met her where she's at, I changed her per- and then I found out she's not going to that class, it was (teacher's name) drama. She's just splittin. And that upset me.
Researcher: Mmhm.
"Ms. Plath": How it played. I felt like, look, I did something for you and you're not even following through? Basically, "Samantha" is going to do what "Samantha" wanted. So I got angry, and I feel as if… so I wasn't exactly as loving as I- our relationship was strained, let's just put in that way. And, I could see it bothered her, man. And not that I mistreated her, I'm not saying that, but I was not happy with her behavior or her choices,
Researcher: Mmhm.
"Ms. Plath": and I felt like she played me, and I felt taken advantage of, and I told her that, you know I used
Researcher: mmhm.
"Ms. Plath": Affective statements, you know, "I feel like you did this, and the reasons, I feel hurt because of such and such and you know, I don't believe you should be able to do whatever you want to do, it's not my way or the highway, but that's what you're doing, you know, you're still in school." So, we had some bumps last semester,
Researcher: Mmhm.
"Ms. Plath": Because of that. And I called home, talked to her mom, too, but eventually what ended up happening is she did hurt herself, and missed a lot, and I was like, "If we could please just do this," And I kind of felt like I had mom on board, too. I changed her schedule yet again, ok?
Researcher: Mmhm.
"Ms Plath": But I do feel like "Samantha", even though she has some, like harshness, I guess we had stress in our relationship, we were still cool in the classroom, and in the hallways, you know, she wasn't getting angry or resentful, I mean, she saw where I was coming from, but she just wanted what she wanted, you know?
Researcher: Mmhm. Yeah.
"Ms. Plath": But, I do feel if I had tri- if I ha-ha-had handled it differently,
Researcher: Mmm.
"Ms. Plath": I think it could have been much- it damaged our relationship. We wouldn't be as healthy as we are now.

"Ms. Plath": Well, it's like I said, all the time in the classroom I use it. Positive or negative, you know what I mean? It's like there's these two new students and for three days I a row they're late to my class. One day they didn't have an excuse, the other day, they show up, but actually, they have to turn something in to (teacher's name), and alright, we're doing practice reading and third day, they show up with a note from coach (name). So I'm kinda… like my class is important. Take care of business some other time,

Researcher: Mmhm.

"Ms. Plath": And I was, I was kinda hot. I felt upset. But I turned to them and I said, "look. I feel you're mistaking my kindness for weakness. I feel as if you're taking advantage of me." You know, if I had said something different, like ah, how I might have handled it in the past, you know, hackles would have gone up, they would have gone, "we have to…" but they didn't say anything back. They just looked at me, you know, like, "please, make my class a priority. Don't be late tomorrow." And the weren't.

Researcher: Oh, right on.

"Ms. Plath": But no backtalk, you know, there's no back talk, no justify and defend, you know, "I've got a pass," "It's not about the pass, man. I'm not questioning your pass. It's this is day three. You're new students. What are you doing?" You know?

Researcher: Yeah, yeah, yeah.

"Ms. Plath": and, and I was just so proud because I was starting to get a little, like

Researcher: Yeah, yeah.

"Ms Plath": hot and posturing a little bit. So I was just getting it out there. I spoke my peace. I feel as if you are mistaking my kindness for weakness. I feel like you're taking advantage of me. Please do not be late for my class tomorrow."

Researcher: Uh huh. Uh huh.

"Ms. Plath": and they weren't, you know? So, I try to do this as much as I can in class, I try to be really real with those affective statements

I'm being really real, and I share my life with them, um, I think that helps foster it when there's tension, it's not like there's these, hearing me like this: I'm putting on a, like, like a coat or something. It's like, no, this is "Ms. Plath", this is "Ms. Plath".

I'm just myself. If I'm sad, they see it. I'm not trying to fake it. I'm not saying I'm bawling in front of the class, about my life, but you know, just in the sense that, you know, they know, I got a phone call in the middle of the class, actually it was a text, my bank card got hacked. And then there's a call from my bank, and so I go, "Ok you guys just continue working, I'll be right back," and when I came back I'm like, "Hey you guys my phone, I mean, my bank card was just hacked. I mean really keeping 'em up. A funny story about my kid, I think that's authentic, sharing with them in class. Also, if they're talking, about something, be like, "Hey guys, I worked really hard creating this lesson, and you're completely blowing it off!" You know, I need you to be quiet, and give it a chance. So just, "Oh, she worked hard on this lesson," you know? That, that realization, like, "yeah!" you know or, you know that kind of thing, maybe just talking, or a little swear words, I mean here or there, I mean it's not like I'm trying to impress them, no, it's keeping it real.

To me, I don't know, like because of the class size, you get to do an emotional scanning of each student, thirty students, thirty-two students, not only is, but, within the first 15 you should have made contact with each kid. Somehow.

So, I teach them, because I'm also very explicit about what I'm doing, it's not like it's not big deal, it's like, no, look. Even adults forget things. We all have those moments, and I think we should extend that grace to you, too. But do not forget it the second day. You know?

explaining why I'm doing this, the reason behind it, because I think being explicit with one's behavior and one's words is very important. Why are we doing this?

"Ms. Plath": Well it's interesting. One of the things I did last summer, is the trainings. We had them break down into, like workshops, where they could choose which one. And it was called a day in the life of a restorative teacher. And, because again, I think people misunderstand what restorative is. I think people think it's permissive. Ok? Or, they think it's a circle. Or they think it's affective statements and people say, "I'm just not that emotive," and it's so much more, it's so much more. It's about a philosophy, a mindset. It's the way you set up your classroom. It's the way you greet your students. it's the way you handle assignments, or late assignments, or missed class, all of that, you know? To get to know them, you know? For me, it is really how you live and breathe as a teacher that's restorative. And so, that's something I'd like to pursue more. And in trainings and on campus. And it's great to learn these strategies, you know, restorative practices,

Researcher: Mmhm.

"Ms. Plath": This is a strategy, that's so fantastic, but it's so much more than that. At least for me.

"Ms. Plath": You know, you may be saying all the same- right things, you might be doing the circle, but they really know what time it is, ok? I'm not saying everybody, alright. I'm not saying they haven't had, hmm. I don't want to use myself as an example, but I had this horrendous student last year and we parted on very good terms at the end.
Researcher: mmm. Mmhm. Mmhm.
"Ms. Plath": And I think a lot of it had to do with the way I treated him and consistently throughout everything.

Appendix M: TEACHER EFFICACY TABLES

Teacher Efficacy Table for "George"			
Participant	**Relationship with Student**	**Class/Student Compliance**	**Class/Student Productivity**
"Mr. Thomas"	**1st Interview:** "Mr. Thomas" and "George" reported a poor, even toxic relationship with student and with class, though more toxic with class than "George." **2nd Interview:** Positive relationship with "George" and with class	**1st Interview:** "Mr. Thomas" and "George" reported low compliance. "Mr. Thomas" reported being overwhelmed. Both "Mr. Thomas" and "George" reported being overwhelmed and not knowing what they could do to change the toxic situation. **2nd Interview:** Dramatically improved compliance. "Mr. Thomas" and "George" reported students willing to comply with instructions, but "Mr. Thomas" reported having to remind class often, which still frustrated "Mr. Thomas"	**1st Interview:** "Mr. Thomas" and "George" reported low level of productivity from student and from class. **2nd Interview:** "George" reported dramatic improvement in productivity from himself and his friends, which were the most disruptive in the class. "Mr. Thomas" reported improved productivity, but that it still was "not enough."
"Ms. Underwood"	**1st and 2nd Interview:** "Ms. Underwood" and "George" reported a positive relationship. "Ms. Underwood" was "chill" and "everybody respects 'Ms. Underwood'" "George" reported.	**1st and 2nd Interview:** "Ms. Underwood" reported consistent lack of compliance from the class and especially "George" and his friends. She reported her 'point system' sometimes works, but inconsistently. "George" reported compliance and willingness to comply with "Ms. Underwood."	**1st and 2nd Interview:** "Ms. Underwood" reported a great deal of off task behavior that she could not figure out how to address from "George" and his friends, and this impacted other student's productivity, often requiring removing problem students from class.
"Mr. Vick"	**1st and 2nd Interview:** "George" reported that "Mr. Vick" was his favorite teacher. "Mr. Vick" reported struggling with "George," but that "George" liked him, and that "George" spent lunch in "Mr. Vick's" room.	**1st and 2nd Interview:** "Mr. Vick" reports being able to keep "George" in class and become compliant, more so in the 2nd interview, but it required a lot of work.	**1st and 2nd Interview:** "Mr. Vick" reported being able to get "George" to do work on the board, but was still challenged to get him to do his individual work. Reported getting a "critical mass" of the rest of the students on task, supporting efforts with "George". "George" reported valuing the work he did in Mr. Vick's class.

Teacher Efficacy Table for "Paul"

Participant	Relationship with Student	Class/Student Compliance	Class/Student Productivity
"Mr. Aarons"	**1st Interview:** "Paul's" "favorite" teacher. "Mr. Aarons" reported good relationships with all his students. Reported a circle during "Paul's" class that was transformative and brought him closer to his students, helping him get to know them better, and changing how he interacted with them in positive ways. **(No 2nd Interview)**	**1st Interview:** "Paul' reports that these students are problematic, but that managing them is "easy" for "Mr. Aarons." "Mr. Aarons" reported that he normally does not have problems with students. **(No 2nd Interview)**	**1st Interview:** "Mr. Aarons" reported that "Paul" is productive during class, one of his better students. Some students, he reported, do not do their work, but these students were outliers. **(No 2nd Interview)**
"Ms. Buck"	**1st and 2nd Interview:** "Paul" reported that he got along with her, but he was a bit intimidated by her because she could lose her patience at students and snap at them. "Ms. Buck" reported sometimes losing her temper, but that she worked hard to connect with each of her students, even taking them outside the room during class to talk about whatever is going on with them.	**1st and 2nd Interview:** "Paul" reported that this class was very disruptive and that it was "hard" for her to manage this class in contrast to "Mr. Aarons." "Ms. Buck" also reported that this class had a lot of disruptive students, and "Paul" sometimes got "caught up" with these students, but only needed gentle reminders to stay on task.	**1st and 2nd Interview:** "Paul" struggled to stay on task in this class and it dramatically impacted his grade. "Ms. Buck" reports that this was because the disruptive students took up all her time and she did not have time to follow up with "Paul" when he fell behind.
"Mr. Carr"	**1st and 2nd Interview:** "Mr. Carr" reported a good relationship with "Paul" as both his English teacher and coach. He followed up with several kids individual to develop personal relationships with them. "Paul" reported that he liked "Mr. Carr".	**1st and 2nd Interview:** "Mr. Carr" reported generally manageable classes, but that he had difficulty following up with the "agreements" they developed about how to conduct themselves during class. "Paul" reported that "Mr. Carr" was artful about addressing misbehavior, using humor to do so.	**1st and 2nd Interview:** "Mr. Carr" reported generally on task behavior, but that he had to give "Paul" reminders sometimes to get on task. Prior to these interviews, "Paul" was sleeping during class, but "Mr. Carr" found an intervention strategy that worked, and "Paul" remained on task with occasional gentle reminders after that.

Teacher Efficacy Table for "Debra"

Participant	Relationship with Student	Class/Student Compliance	Class/Student Productivity
"Ms. Ness"	**1st Interview:** "Ms. Ness" reported having good relationships with her students. "Debra" reported that "Ms. Ness" is one of her favorite teachers. **(No 2nd Interview)**	**1st Interview:** "Ms. Ness" reported that she is normally able to manage her students, but she has a "high tolerance" for misbehavior. "Debra" reported that "Ms. Ness" knew "how to handle" a normally disruptive group of students. **(No 2nd Interview)**	**1st Interview:** "Ms. Ness" reported "Debra" getting her work done during class, and "Debra" confirmed. "Debra" reported that "Ms. Ness" makes work fun and engaging. **(No 2nd Interview)**
"Ms. Canady"	**1st Interview:** "Ms. Canady" reported generally good relationships with students, but low reports of making personal connections. Student made no mention of "Ms. Canady" **(No 2nd Interview)**	**1st Interview:** "Ms. Canady" reported being able to keep kids on task normally, but that she would rather have had students a little disruptive and "awake," than compliant, bored and asleep. **(No 2nd Interview)**	**1st Interview:** "Ms. Canady" reported a great deal of interest in engaging students in material, including making class entertaining, giving kids encouragement, and even being willing to have a little "chaotic" behavior to keep them engaged. **(No 2nd Interview)**

Teacher Efficacy Table for "Samantha"

Participant	Relationship with Student	Class/Student Compliance	Class/Student Productivity
"Ms. Plath"	**1st Interview:** "Ms. Plath" reported checking in with students every day, and that she had good relationships with her students. "Samantha" reported that "Ms. Plath" is one of her favorite teachers. "Samantha" emphasized how showing caring, like "Ms. Plath" was important to her. **(No 2nd Interview)**	**1st Interview:** "Ms. Plath" reported being able to manage her classes. "Samantha" reported that "Ms. Plath" handled misbehavior well, which was rare for her teachers, and provided an example where she used humor to address misbehavior. **(No 2nd Interview)**	**1st Interview:** "Ms. Plath" reported keeping her students on task, but that this was a matter of connecting to students. "Samantha" reported that the way "Ms. Plath" shared personal stories made classwork "fun." **(No 2nd Interview)**

Appendix N: ATMOSPHERE/MOOD TABLES

Initial Codes	Themes	Open Codes
Mood/ Atmosphere	Positive mood/ atmosphere, helps moderate student misbehavior	there's a couple kids that have really, that's helped a lot, I have another "George" (shared name) in the class that he's kind of like, completely turned around, and he's doing work and not having problems, not being a behavior issue. "George," it seems like that's helped kind of, our rapport, in our relationship where I just feel like it's more friendly, and engaged. Um, than before. I, I think it's had some benefit there. Like I said, I think it's part of the reason why, he's doing more work. Um, and being more willing to try. I still, it's like, it's just not enough, yet, but it's an improvement.
		his mixing in with that particular group of boys. Him by himself, on the days where we have few attendance, and certain students are strategically absent, he's more focused. He does blurt out, but he does not have the response. The feedback loop.
		Like when nobody responds (hitting desk for emphasis) or when he blurt out a random question and nobody respond, he will sort of giggle, and he will… he won't do it again.
		I just try to control him and I try to keep him learning and I try to be as good a teacher to him as I possibly can… and keep him on task. And everybody else is pretty cooperative about it, so I, I wouldn't have been able to do it without a lot of cooperation from people in the class.
		things are definitely better, but, I don't know if it's, if we can really say it's restorative practices. The other kids that he was engaging in it with are not engaging in it anymore.
		it was this triangle and two of the, the two parts are gone. And so, doesn't give a long answer, he needed someone to start it, I don't know which is which.
		Overall, I feel more… just kind of better about it. You know, Like all that energy that goes into battling and being authoritarian is not fun for me and it, it kind of

drains me. So I feel little bit more…um…. I guess just a little better about it. Um… a little happier, and I feel like, overall, its made the mood in the class a little better. It's made the mood better, for sure. Um… That leading to increased, like learning, and, and productivity.

how I deal with one class versus another class, it, it's a reflection of who's in the class and the chemistry of the class, and uh, how it's going. Certain class, you can be more, yeah, more with the students, they can be more willing to, uh, they're willing to give more, to share more, versus certain classes where… not so much.

he's in the 'better kid' category because, he can keep- he can actually do some work and look at it and he'll think about it. Where before, he couldn't focus that long. And the oth- and the other kids around him don't want to engage with him… Because they're busy working… So, I mean I've got a critical mass now that's working that he is in an environment where people are working more.

it doesn't have to be a certain type of class, it just has to be a different class, you know. You take 'em out of that setting, and you put 'em somewheres else, and they change.

there are time when, uh, in the classroom, the class is in the zone, and we're, uh interacting with each other participating with each other… and it just feels like, there's just a high level of energy, a high level of love, I don't know, good feeling!

I've been in a classroom where they did it only through restorative practices, I've been in my son's classroom where they did it through mindfulness… And they work very similar, you know, to each other… and they uh, go together very nicely… But it, it's an awesome thing to see when it happens… it's like being in your own house when you go in… It's just so comfortable… It's like sitting in your couch, it, it's, you just, you get comfortable. You feel like you can do anything, and say anything and you won't be judged, or anything.

I'm talking about "Mr. Sampson," the facilitator, he asked um, something to the effect, "what has been the consequence of what has happened?" And when it got

		around to her, the parent, she couldn't hold it in, she was crying, she was talking about how she had a young son at home, "I'm not with him, I'm here, dealing with this," and, "I want you guys to get along," and she was just expressing how everybody's connected, everybody knows everybody here, she's his cousin, and they go to church together… And this is, this is hurtful, between the family and everything. And then after that everybody was in tears.
	Negative mood/ atmosphere, inspires and/or drives student misbehavior	they were doing this roasting game that started in another one class and they spread to the other class and… that turned into like a spiraling circle involving multiple, uh students,
		there's five other kids in the class that bounces off each other…
		they're just like roasting each other, just like saying rude comments to each other. Kind of, I guess they thought it was playful, just messing around, but it was like continuous,
		When they're there, they will, they will, they will respond to him and he'll respond back, and will say something else, if they giggle…back and forth again.
		… it's just different every time, and It's just like, I think it's more for when it reaches the threshold for the other kid, uh when they start to get angry or… and you/what would happen is… they would kind of keep going if I heard it and I'm stopping, I'm telling them to stop, be quiet, but then the one kid has to say something, and the other kid has to say something again, usually that's the point where it has been turned into something more aggressive.
		It's harder to divide and conquer, and work with one on one kid because then the other kids are going to be doing stuff.
		I feel like especially with those kids it's at this point like, we don't get along, you know, they don't like me, um… at all, there's just nothing I can do to work with them.
		He's, he's playing for the audience.

And that's part of why it feels boring, because it's like, serious, and I'm not letting anyone say anything at all and I still don't have kids turning in the work because now it's like a control issue and they're not going to turn in the work because uh, they want to show me, you know? "You can't control me!" You know?

this class has just been so disruptive and so, like, off task that's just kind of been my default with how I deal with it, is I get more authoritarian, and I get more serious and less playful. And then, it's kind of like a cycle. It's bad, and it kind of continues. Even creates more hostility that makes the situation even worse. And they respond to that, and that makes me more authoritarian, you know, I mean…

so the class still has, the dynamic is still, there's a lot of… being off task. It's a smaller group. Um. And I'm able more to focus with, on them. Um… So that's, that's good. But it's, it's still a challenge if he's seeing other people that aren't getting stuff done he still kind of falls in line, line with them.

once he says something, the other students, they react, they laugh or react and then he sits back and he's – yeah, basically… Laugh. To see the reaction to the class and that takes him off task as well as other students also. Um, getting them off task. And that is what's interfering with his ability to do the assigned tasks and uh, achieve in the classroom. That's the part where his behavior is interfering with his ability to get the work done.

when you talk to him, he's very polite. But, put him in the context of the classroom, that's when something comes out, comes loose

He's kind of a mellow kid, but if he gets hyper, he can get distracted by the right person… And that class, unfortunately is full of distractions

T010: …in third period she's had a bit more of a teenagery girl kind of attitude… But I think part of that is because there are four football player boys in there, that she likes to interact with, and…
R: Oh, ok (laughs). So, when you say 'teenagery girl attitude' what does that look like?

T010: If she doesn't like, when her grade is not what she expects it to be, her initial response is, it's my fault. I did something wrong. Or she'll roll her eyes. Or she'll make a kind of "eh!" sound… And so I just ignore it and move on…and she's fine with that.

he did enough to pass, there are a couple of other students that didn't, and so yeah, all that together, these kids just weren't working together in a very positive way.

they had a parent with his mom and in the parent meeting he decided he just wasn't able to function with, around these other students, and so, and that was his problem. And so they moved him for that. So that was a big, big part of that move

 I think probably (pause) I guess that that attitude is difficult to deal with, I feel that attitude is insulting, for sure. Um. And then he, he (pause). He's, he's not the worst offender, but, but he definitely is one of those kids that's doing things, that seems to be doing things specifically to like annoy me, and like slow the class down, and that's, that's problematic. And I just, when they are doing these things it's like how do I…? it's hard to like respond, I guess… calmly… that kind of thing. Be restorative, as opposed to just sending them out with a referral or whatever. So I feel like those are some big hurdles. I uh… yeah. I just… for me it's just this… other.. it's this group of kids, I have this handful of kids that are all doing the same thing. Um. And it's like… I can't… It's harder to divide and conquer, and work with one on one kid because then the other kids are going to be doing stuff. (long inbreath).

and even if maybe where they're thinking, they're failing to get back at me, you know?... Like, in a vindictive way.