

Gardner-Webb University

Digital Commons @ Gardner-Webb University

Doctor of Education Dissertations

College of Education

Summer 2021

A Quantitative Study on the Effect Restorative Practices Has on Student Discipline in Grades Three Through Five

Angela Harding

aharding@gardner-webb.edu

Follow this and additional works at: <https://digitalcommons.gardner-webb.edu/education-dissertations>



Part of the [Educational Methods Commons](#), and the [Elementary Education Commons](#)

Recommended Citation

Harding, Angela, "A Quantitative Study on the Effect Restorative Practices Has on Student Discipline in Grades Three Through Five" (2021). *Doctor of Education Dissertations*. 47.
<https://digitalcommons.gardner-webb.edu/education-dissertations/47>

This Dissertation is brought to you for free and open access by the College of Education at Digital Commons @ Gardner-Webb University. It has been accepted for inclusion in Doctor of Education Dissertations by an authorized administrator of Digital Commons @ Gardner-Webb University. For more information, please see [Copyright and Publishing Info](#).

A QUANTITATIVE STUDY ON THE EFFECT RESTORATIVE PRACTICES HAS
ON STUDENT DISCIPLINE IN GRADES 3 THROUGH 5

By
Angela Corrine Harding

A Dissertation Submitted to the
Gardner-Webb University School of Education
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

Gardner-Webb University
2021

Approval Page

This dissertation was submitted by Angela Corrine Harding under the direction of the persons listed below. It was submitted to the Gardner-Webb University School of Education and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Gardner-Webb University.

William Stone, EdD
Committee Chair

Date

Patricia Hobbs, EdD
Committee Member

Date

Kelly Batts, EdD
Committee Member

Date

Prince Bull, PhD
Dean of the School of Education

Date

Acknowledgements

There are so many people who have provided guidance and support to me throughout this process. First, I would like to thank my Almighty God and Lord and Savior Jesus Christ for giving me the strength to persevere and the knowledge necessary to complete this process. Walter Begot said, “The greatest pleasure in life is doing what people say you cannot do.” The King James Version of the Word of God teaches me in Philippians 4:13, “I can do all things through Christ which strengthened me.” I can truly attest that God was my strength throughout this process.

I also wish to thank my family for their unconditional love, support, and encouragement throughout this difficult process. My father, Gilbert Baez, and mother, Priscilla Rich, have both pushed and encouraged me to keep going and never give up on my dreams. My godmother, Jannie Harding, has prayed with me countless days and nights and has always supported me on my multiple journeys in life. To my children, Jeremiah and Jamia, you are my motivation to keep striving for greatness. I want to be the best role model for you two that I possibly can be, as well as be a living testimony that you can accomplish anything you set your mind to accomplish, so never give up on your dreams. To my best friend, Lakechisa Phillips, thank you for motivating me, proofreading, and encouraging me. You trusted me enough to complete this journey with me. To my dear friend Anita Moore, thank you for the prayers, motivation, and words of encouragement to continue on this journey! True friends are rare, but in you two, I have found a jewel.

I owe a lot of gratitude to my dissertation chair, Dr. Steve Stone, for his encouragement, support, and guidance. He was my first professor in the doctoral program

and has been an invaluable resource to me who has provided a plethora of knowledge, wisdom, and skills needed to be a successful leader. To Dr. James H. Parker, IV., I appreciate you introducing me to the idea of restorative practices and for helping me throughout the process. Serving under your leadership will be an experience I will always cherish, and I will forever be grateful for the wisdom and skills you imparted in me. You will always be my big brother! Dr. Kelly Batts, “Boss Lady,” I appreciate your kind, gentle, enthusiastic spirit. Thank you for all the “cliffs” you “talked” me off of and for pushing me to keep pressing through my trials and tribulations. To Dr. Patricia Hobbs, thank you for being an amazing role model. You are one of the strong women in education whom I admire and aspire to be. Thank you for all you have done for me, and I truly cannot express my sincerest gratitude for you helping me complete this journey. Finally, Mrs. Iris Peterson Bryant, my former high school English teacher, thank you for assisting me in proofreading my dissertation. I am so glad you reconsidered and thought enough of me to go back on your word. God is so good! This is only the beginning; the best is yet to come!

Abstract

A QUANTITATIVE STUDY ON THE EFFECT RESTORATIVE PRACTICES HAS ON STUDENT DISCIPLINE IN GRADES 3 THROUGH 5. Harding, Angela Corrine, 2021: Dissertation, Gardner-Webb University.

This study aimed to understand the impact restorative practices (RP) has on student discipline. Additionally, this study intended to understand teacher perspectives on the effect RP has in the classroom as a management system. The overarching research sought to answer, “What is the impact of RP on classroom management, teacher perception, student discipline, and teacher-student relationships?” Individuals’ beliefs have a powerful impact on practice. Moreover, the study aimed to ascertain how educators can better understand what RP is and how it fosters safe learning environments through community building and constructive conflict resolution. The findings from this quantitative study indicated that RP positively impacts student discipline as the percent of in-school suspension and out-of-school suspension decreased significantly after the implementations. Additionally, disproportional discipline gaps were identified among Black male and female students as well as among Hispanic males. Moreover, the finding from my quantitative study supports that teachers perceive RP positively as a management system. Therefore, if implemented with fidelity and if teachers are provided training, RP could positively impact student discipline at their school.

Keywords: restorative practices, social and emotional learning, disruptive behavior disorders, teacher perception, student discipline

Table of Contents

	Page
Chapter 1: Introduction.....	1
Introduction	1
Background of the Problem.....	4
Theoretical Framework.....	7
Purpose of Study.....	9
Research Questions.....	9
Research Design (Methodology)	10
The Hypotheses	11
The Assumptions	11
Limitations and Delimitations	11
Definition of Terms	12
Conclusion.....	14
Chapter 2: Literature Review.....	15
Introduction	15
Theoretical Framework.....	16
SEL	18
RP.....	27
Student Discipline and Demographics.....	34
Classroom Management.....	40
Conclusion.....	44
Chapter 3: Methodology	45
Introduction	45
Research Design	46
Justification for Methods.....	47
Participants	47
Instruments Used to Collect Data	48
Validity and Reliability	49
Research Questions.....	50
Procedures Based on Research Question	51
Data Analysis Method.....	52
Limitations	53
Assumptions	54
Chapter Summary	54
Chapter 4: Results	56
Introduction	56
Research Questions.....	56
Population.....	56
JASP Results	57
Survey Data Analysis.....	71
Instruments Used to Collect Data	88
Conceptual Framework.....	88
Conclusion.....	89
Chapter 5: Conclusion	91
Overview	91

Interpretation of Findings.....	91
Conclusions and Summaries	94
Scholarly Significance	95
Implications for RP Implementation.....	97
Limitations	98
Recommendations for Future Research	99
Conclusion.....	100
References.....	103
Appendices	
A Permission From District Superintendent	114
B Permission From Principal.....	118
C Permission to Revise and Modify Survey and Protocol	120
D Survey Protocol and Questions (Microsoft Word Form).....	122
E Student Discipline Data by Ethnicity and Action Code for Both the 2018-2019 and 2019-2020 School Years.....	128
F Sample Restorative Practices Used at Selected School	135
Tables	
1 2018-2019 Student Discipline Data by Grade (School Year Prior to Implementation).....	58
2 2019-2020 Student Discipline Data by Grade (1 School Year After Implementation).....	58
3 Student Discipline Data 2-year Comparison by Grade Level	59
4 2018-2019 Discipline Data by Location (School Year Prior to Implementation).....	60
5 2019-2020 Discipline Data by Location (1 School Year After Implementation).....	61
6 Student Discipline Data Comparison According to Most Frequent Locations	62
7 2018-2019 Discipline Data by Action Code (School Year Prior to Implementation).....	63
8 2019-2020 Student Discipline by Action Code (1 School Year After Implementation).....	64
9 Student Discipline Data Comparison by Most Frequent Actions Coded.....	65
10 2018-2019 Student Discipline by Ethnicity (School Year Prior to Implementation).....	66
11 2019-2020 Student Discipline Data by Ethnicity (1 School Year After Implementation).....	67
12 Student Discipline Data Comparison of the Major Areas by Ethnicity.....	67
13 2018-2019 Student Discipline Data by Gender and Ethnicity (School Year Prior to Implementation).....	68
14 2019-2020 Student Discipline Data by Ethnicity and Gender (1 School year after Implementation)	69
15 Student Discipline Data Compared by Gender and Ethnicity in the Most Frequent Areas	70
16 Participants Additional Thought Regarding RP in the School Setting.....	87

Figures

1	North Carolina Short-Term Suspension, per 1,000 enrolled, by Gender.....	4
2	North Carolina Short-Term Suspension Rate, per 1,000 enrolled, by Race/Ethnicity.....	5
3	CASEL Framework	17
4	McLeod (2018b) Piaget and Vygotsky Crosswalk.....	22
5	Conceptual Framework Model SEL Efficacy, as Presented in <i>The Handbook for Social and Emotional Learning</i>	26
6	Elements of RP	30
7	Participant Preferred Behavioral Management System	72
8	Participant Perspectives of Placing Students with Disruptive Behaviors	73
9	Participant Preparedness to Handle Disruptive Behaviors.....	74
10	Participant Training in Handling Students with Disruptive Behaviors	75
11	Participant Number of Hours of Professional Development for Student Behaviors.....	76
12	Participant Need for More Information to Address Disruptive Behaviors	77
13	Participant Perspectives on Adequate RP Training at School.....	78
14	Participant Confidence Support from School to Address Disruptive Behaviors.....	79
15	Participant Perspectives on Administration Awareness of Disruptive Behaviors.....	80
16	Participant Use of RP in Their Classroom	81
17	Participant Perspectives of the Effectiveness of RP	82
18	Participant Perspectives of School Environment Prior to RP	83
19	Participant Perspectives of School Environment After RP Implementation.....	84
20	Participant Perspectives on Building Trust With Students Using RP	85
21	Teacher Perspectives on RP Impact on Decreasing Student Behaviors	86

Chapter 1: Introduction

Introduction

Navak Djokovic, a world-renowned tennis player, stated, “building a solid foundation in the early years of a child’s life will not only help him or her reach their full potential but will also result in better societies as a whole” (ICAN, 2020, para. 1). One of the many roles of an educator is shaping the lives of children by helping to build a strong foundation and preparing them for a globally competitive society. A major component of shaping the lives of children and preparing them for the future is supporting each child’s social and emotional needs. As a result, 21st century learning has witnessed a major educational shift towards ensuring students are not only receiving academic support but are receiving holistic support which includes social and emotional empowerment. This whole-child approach is what drives classroom instruction today.

Education in the 21st century has become more complex than education in past centuries. Today, teachers are finding themselves easily burned out and anxious because of their expanding roles and responsibilities. Not only are teachers obligated to teach their students the required content, but they are also required to instruct by incorporating cooperative learning strategies, digital tools, and differentiated instruction to reach a new generation of learners who find themselves working to balance their world outside of the classroom. According to Public Agenda (2004), with support from Common Good, *Reforming America’s Lawsuit Culture*,

More than one in three teachers say they have seriously considered quitting the profession or know a colleague who has left because student discipline and behavior has become so intolerable. Eighty-five percent of educators believe new

teachers have the most problems with discipline in the classroom. (p. 3)

Stronge (2007) warned school leaders that effective teachers also have powerful classroom management skills. To enhance student achievement, teachers must eliminate discipline issues, be proactive about discipline concerns, develop routines and smooth transitions, and limit distractions. Leaders must continue to empower teachers to develop a safe and healthy learning environment that is conducive to student achievement and motivation; thus, the initiation of the Positive Behavior Interventions and Supports (PBIS) has capitalized the learning environments across the nation as an umbrella of the Multi-Tiered Support System (MTSS) which led the education reform of today. According to Ray (2018),

In relation to K-8, researchers have discovered that there were major improvements in the overall school-wide disciplinary data of elementary and middle schools. There was a reduction of office discipline referrals (ODRs) and improvement in problem behavior in non-classroom settings. (pp. 3-4)

School-wide PBIS is rooted in the behavioral perspective that assumes behavior is learned, is related to immediate and social environmental factors, and can be changed. PBIS is based on the idea that students learn appropriate behavior in the same way they learn to read—through instruction, practice, feedback, and encouragement. While many faculty and students may have assumptions of what is expected and accepted behavior, they cannot assume that everyone's beliefs are similar. Through PBIS, the school will work to create and maintain a productive, safe environment in which ALL school community members have clear expectations and understandings of their roles in the educational process. Key features of PBIS include administrative leadership, team-based

implementation, a clear set of positively defined expectations and behaviors, teaching and modeling of expected behaviors, recognition of meeting expected behaviors, monitoring and correcting errors in behaviors, using data-based information for decision-making, and monitoring and evaluating building results.

Former North Carolina State Superintendent of Public Instruction, Dr. June Atkinson (2015), indicated,

It is essential for schools to provide positive learning environments so students can reach their academic potential. Any increase in school crime is a trend in the wrong direction. I am particularly concerned that these increases are among the same groups of students at the same grade levels. One answer is for schools to incorporate more programs such as Positive Behavior Intervention and Support to reach students before they make poor choices that impede their academic success. Parental involvement and support are other important elements in deterring school crime. (para. 1)

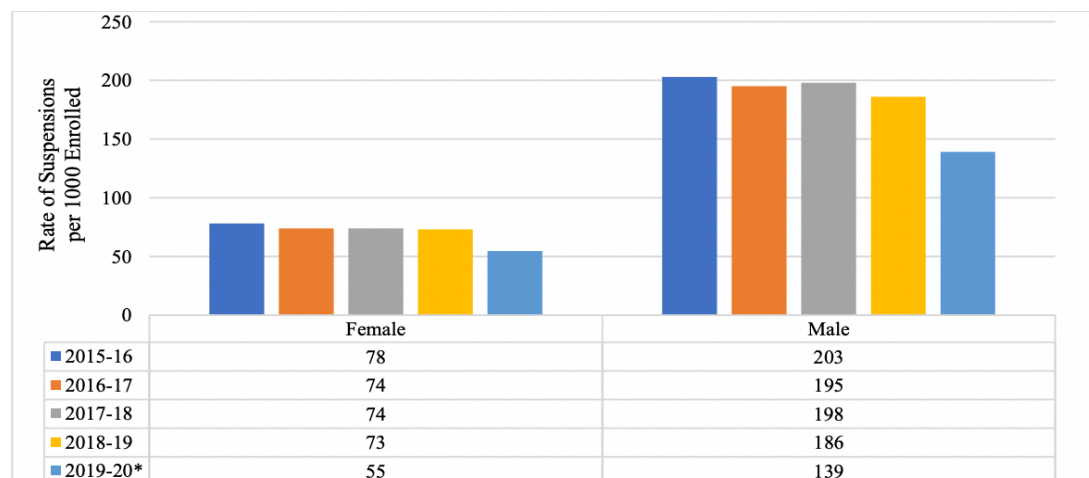
This dissertation explored restorative practices (RP) and its impact on student discipline. According to the founder of the International Institute for Restorative Practices, Ted Wachtel (2016), “restorative practices is a social science that studies how to build social capital and achieve social discipline through participatory learning and decision-making” (p. 1). Understanding RP is not the only solution for improving behavior misconduct in schools yet studying the influence it has towards improving discipline rates was a major component of this study.

Background of the Problem

During the 2018-2019 school year, the state of North Carolina reported approximately 203,270 short-term suspensions within the public/charter school sectors (Public Schools of North Carolina et al., 2021). Research suggests a positive correlation between school suspensions and academic achievement and dropout rates (Noltemeyer et al., 2015). Unfortunately, during the 2018-2019 school year, the state of North Carolina reported nearly 10,000 students opted to drop out of school (Public Schools of North Carolina et al., 2021). According to Noltemeyer et al. (2015), the link to low performance and dropout rates is explained by the disconnected and missed instructional time. Additionally, preexisting behavioral and academic problems play a major role in student disengagement, which causes an increase in student dropout rates. Furthermore, not only does suspension have a negative effect on achievement and dropout rates, but it has been disproportionately applied to specific groups of students such as males and minorities. Figure 1 displays the discipline data for the state of North Carolina, by gender, from 2014 to 2019.

Figure 1

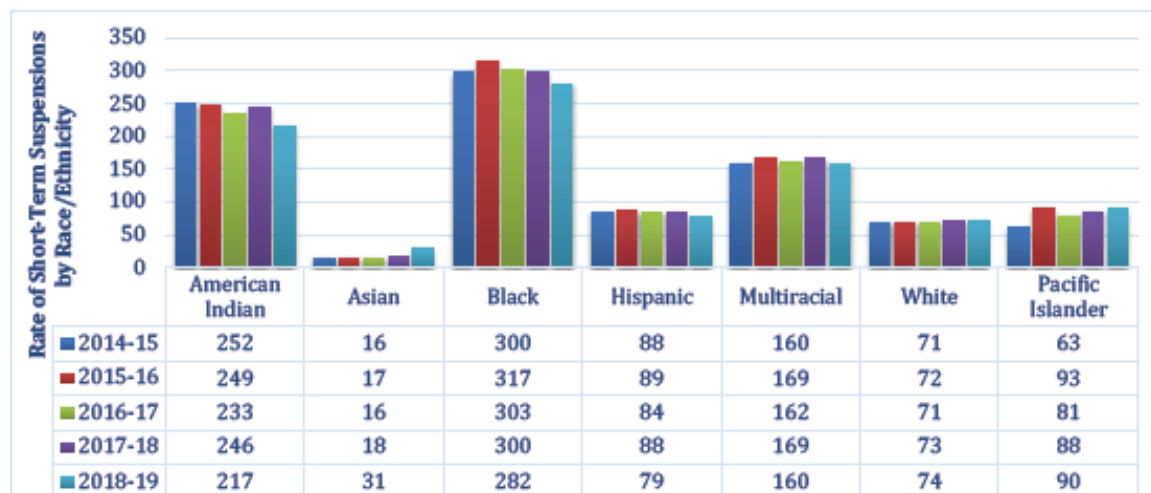
North Carolina Short-Term Suspension, per 1,000 enrolled, by Gender



The data in Figure 1 reveal male students were suspended approximately 2.5 times the rate of female students, per 1,000 students, during the 2019-2021 school year. Researchers have attributed high suspension rates to zero-tolerance policies which were strictly enforced during the leadership of President Bill Clinton who enacted the Educate America Act (Lash, 2019). The purpose of this act was to establish safe schools that were discipline and drug-free by the end of the 20th century (Robbins, 2005). As a result of the high suspension rates due to the Educate America Act, President Barack Obama's administration issued guidelines for districts to follow while asking them to revise their zero-tolerance policies (Lash, 2019). An alarming concern regarding student suspension rates is the racial gaps that have been identified by researchers. Gregory et al. (2010) found indicators that suggest minorities, compared to their White peers, experience disproportional suspension rates. Additionally, minority suspensions have resulted in punitive punishment for infractions that were considered minor. Figure 2 displays the data for North Carolina, by race, from 2014 to 2019.

Figure 2

North Carolina Short-Term Suspension Rate, per 1,000 Enrolled, by Race/Ethnicity



The data in Figure 2 disclose a significantly higher suspension rate for minority students who are Black, American Indian, and Multiracial compared to students of other ethnicities. Moreover, Black students had the highest suspension rates in comparison to their peers of other races. Compared to White students, Black students were suspended at a rate approximately four times higher than others over the past 6 years.

An approach to improving inappropriate behaviors is by attending to student holistic needs through social and emotional learning (SEL). According to Collaborative for Academic, Social and Emotional Learning (CASEL, 2020), SEL is the ability to effectively process and apply the appropriate skills and responses in which emotions are expressed in a healthy manner. It also allows individuals to take ownership of their actions. This is the intersection of cognitive, social, and emotional development meeting to engage individuals in appropriate decision-making. One of the components of implementing appropriate behaviors is the application of RP. Its primary focus is on restoring relationships and repairing harm to individuals affected by inappropriate behaviors. This approach is used to lessen the discipline gaps and improve suspension rates.

As a classroom teacher, I often observed the in-school-suspension (ISS) classroom overflowing with students who, oftentimes, were repeat offenders. It seemed to have been a common practice for teachers to remove students from the classroom to punish their inappropriate behavior instead of helping students take ownership of their actions and correct their misconduct. Later, when I became an interim administrator, I noticed the common trend of an overflowing ISS classroom full of repeat offenders. As an administrator, suspending students was not a highlight of my career. Once students

received an excessive number of ISS assignments, according to the guidelines, the students had to serve the harsher consequence of out-of-school suspension (OSS). I understood a need to punish students for misbehaving, yet I felt students needed guidance and to be taught the appropriate way to handle adversity.

When I became a full-time administrator in another district, my principal strongly believed in implementing RP to support difficult students and allow them to reflect on their conduct to make the necessary corrections. This practice allowed students more instructional time where they received the encouragement and tools needed to push them to graduate and become college and career ready. Being an assistant principal at this school sparked my interest in studying the effects RP has in an educational environment. Through my research, I hoped to have an in-depth understanding of RP and how it affects school and classroom discipline, as I have not found sufficient research to support the impact RP has in the school setting.

Theoretical Framework

The overarching theoretical framework that guided this study is SEL Theory (SELT). This study primarily focused on the implementation of RP in the classroom by conceptualizing the five salient components of SEL defined by CASEL (2020). CASEL, established in 1994, provides the framework for SEL for school-age children ranging from prekindergarten to 12th grade. Research conducted by CASEL (2020) has provided a framework that is broken down into five components: self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. CASEL's research focuses on school-age children from preschool through 12th grade. Additionally, the framework captures the child's needs holistically by not only addressing the SEL needs

in the classroom but also the SEL needs at home, in the community, in the classroom setting, and at school. Furthermore, the research involves stakeholders in the school, community members, and parents/guardians to support the SEL needs of all students.

CASEL (2020) defined these competence domains as follows:

- (a) Self-awareness: the ability to accurately recognize one's own emotions, thoughts, and values and how these influence behavior (e.g., identifying emotions, accurate self-perception, recognizing strengths, self-control, and self-efficacy);
- (b) Social awareness: the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures (e.g., perspective-taking, empathy, appreciating diversity, and respect for others);
- (c) Responsible decision-making: the ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms (e.g., identifying problems, analyzing situation, solving problems, evaluating, reflecting, and ethical responsibility);
- (d) Self-management: the ability to successfully regulate one's emotions, thoughts, and behaviors in different situations (e.g., impulse control, stress management, self-discipline, self-motivation, goal setting, and organizational skills); and
- (e) Relationship skills: the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups (e.g., communication, social engagement, relationship building, and teamwork).

Purpose of Study

This study investigated the use of RP implemented in Grades 3-5 and its impact on student discipline. Effective implementation of RP minimizes conflict before it occurs by building a community in the classroom and school in which positive relationships are established. Additionally, this study explored the implementation of RP, including teacher perceptions, teacher-student relationships, and classroom management, as well as the impact the implementation had on student suspensions. The outcome of this study aimed to be beneficial to educational leaders as well as classroom teachers as they work collaboratively to improve student success through SEL. Educators will learn the impact RP has on student discipline from the research conducted in a small rural district in North Carolina.

Research Questions

SEL is an area of education in which I am passionate. Through my 12 years of experience in education, I have learned students face many challenges in their personal life that cause them to be distracted in the school setting; therefore, embedding a curriculum that helps students cope with their nonacademic-related challenges is becoming a necessity in the 21st century classroom setting which assists students with overcoming personal challenges. The overarching research question was, “What is the impact of RP on classroom management, teacher perception, student discipline, and teacher-student relationships?”

1. What measurable impact does RP have on student discipline as measured by ISS and OSS rates?
2. What specific demographics of students have a more disproportional

discipline gap than others, and what impact does RP have on these groups measured by ISS and OSS rates?

3. How do classroom teachers perceive RP as a management system?

Research Design (Methodology)

This was a quantitative study that used descriptive statistics to analyze student discipline data and teacher survey results. I analyzed discipline data for students in third through fifth grades. The selected school embraced implementing RP. Additionally, I surveyed teachers at the selected school to gather data on the perceived impact RP has on teachers and in the classroom.

I chose the quantitative approach to strengthen the research and minimize the limitations of each method. Additionally, using a quantitative approach is a strategy that provided a clear understanding of the research problems and questions comparing diverse perspectives derived from the data. Moreover, a quantitative approach evaluated the processes and the outcomes of using RP in the school setting. According to Creswell and Creswell (2018),

Certain types of social research problems call for specific approaches. For example, if the problem calls for (a) the identification of factors that influence outcome, (b) the utility of an intervention, or (c) understanding the best predictor of outcomes, then a quantitative approach is best. It is also the best approach to use to test a theory or explanation. (p. 19)

Therefore, I felt the quantitative approach was most suitable for my results to obtain a stronger understanding of the impact RP had in the school setting. The findings from this research were reported using a variety of graphs and charts that are found in Chapter 4 of

this study.

The Hypotheses

My hypotheses would suggest that teachers who implement RP with fidelity would see a decline in student behavioral problems. In addition, administration would see a decrease in student discipline referrals compared to the school that did not implement RP. As a result, perceived teacher-student relationships and classroom management would positively affect the school's climate, and culture would be enhanced at the school that incorporates RP as a part of its daily routine.

The Assumptions

The initial assumption was that administrators in each elementary school provided additional support for staff to build capacity for SEL. This assumption was based on the fact that all principals received SEL training at each district leadership meeting. The next assumption was that the administrators would work collaboratively with district leadership to provide best practices that would enhance the climate and culture of the school. Although the needs are different throughout the district, the assumption that each school administrator used what they learned and applied the necessary practices to improve the culture and environment of the school in a manner in which students understand and embrace it.

Limitations and Delimitations

It is important to note the timing of this study was a limitation. Due to COVID-19 and the limited face-to-face instructional time, the data gathered were not as sufficient to compare to previous school years. Also, the research was conducted in a district that already has a well-established SEL plan that has engaged stakeholders in MTSS and

provided equity training. The district has been intentional about providing equitable opportunities for students and providing resources to teachers to support the implementation of RP. Other districts may not have this same framework to enhance school climate and culture. Other limitations would be attributed to a lack of professional development for beginning teachers or new hires due to COVID-19.

Definition of Terms

Behavior

The act by a single offender or perpetrator (DPI Center for Safer Schools, 2019).

Implicit Bias

The automatic and unconscious beliefs about and thought towards groups of people that guide one's behavior (Staats et al., 2017).

Incidents

Occurrence at sites under the jurisdiction of the reporting school (DPI Center for Safer Schools, 2019).

Offenders

Individuals who may be charged with one or more acts of crime, violence, unlawful acts, or breaking an established rule (DPI Center for Safer Schools, 2019).

PBIS

A universal, school-wide prevention strategy aimed at reducing behavior problems that lead to office discipline referrals (ODRs) and suspensions and change perceptions of school safety. The program is rated effective by the North Carolina Department of Public Instruction, and its use is recommended (DPI Center for Safer Schools, 2019).

Restorative Justice

Response to harm after a problem occurs (Wachtel, 2016).

RP

Intentional practices meant to be preventive in nature, by building social capital, establishing trust, and creating common values and behaviors prior to problems occurring (Wachtel, 2016).

Suspension

The temporary removal of a student from their regular educational setting for a violation of school policies or rules (Suspension: School Discipline Support Initiative, 2020).

SEL

The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL, 2020; SEL4MA, 2020).

Victim

Individuals impacted by those who violate the law or establish rules (DPI Center for Safer Schools, 2019).

Zero-Tolerance

Refers to policies applied to school infractions that result in mandatory suspension and/or expulsion that possibly could be referred to law enforcement (Lash, 2018).

Conclusion

Chapter 1 of this quantitative study detailed the problem statement and background for the research. The research questions as well as the purpose of this study are present. Additionally, the terms and definitions used throughout this study are defined. In Chapter 2, I provide a literature review that highlights research focusing on the history of SEL, the theoretical framework, and other factors that impact student discipline and behaviors and how these influences affect the classroom. Chapter 3 provides a more in-depth understanding of the methodology for this study.

Chapter 2: Literature Review

Introduction

In this chapter, I review topics interconnected to this study. Such topics include a review of literature related to the impact SEL has on student learning, the impact student-teacher relationships have on classroom management, the historical overview of RP, the impact RP has on classroom management, teacher perceptions of RP and student discipline, and the effect RP has on student discipline. As a result, the literature review is organized into four sections. Enumerated below is a summary of each section.

The first section provides a review of SEL from a historical perspective. With an explosion in SEL over the past 20 years, reviewing literature on its history and impact is imperative (Durlak et al, 2015). This section focuses on the SEL framework and how it is used in elementary classrooms today based on research launched by CASEL.

The second section introduces RP through a historical lens. This section focuses on RP current developments. Reviewing literature on the history of RP is imperative to this study to help fathom current trends and issues of the 21st century classroom while revealing how RP has evolved over time.

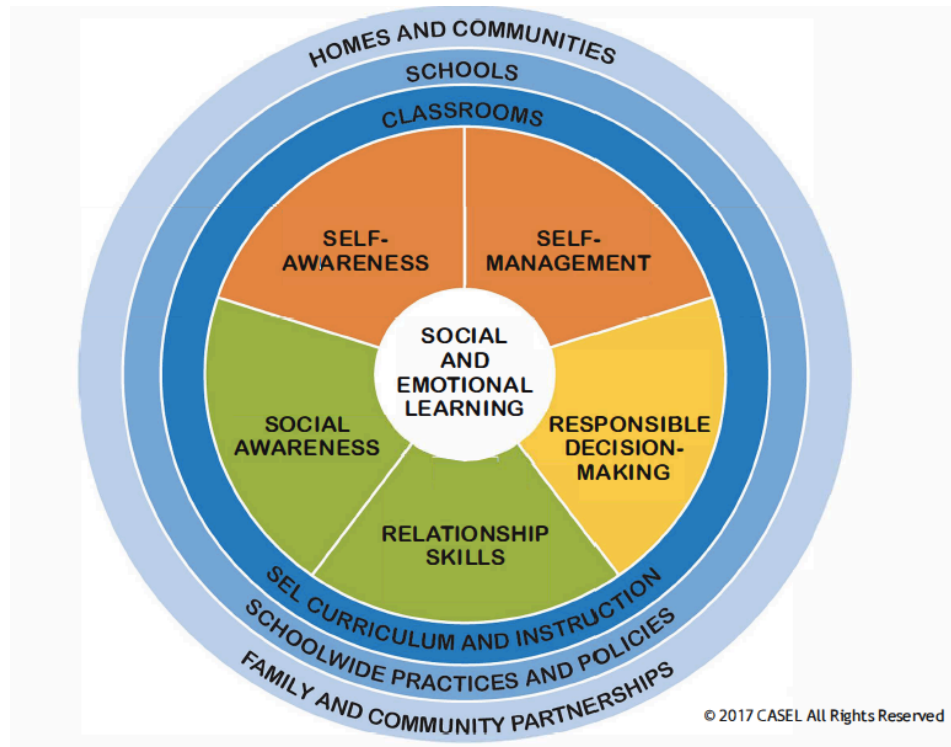
Next, I provide a review on student-teacher relationships and how they impact the elementary classroom setting. Literature suggests that when students have supportive relationships with their teachers, they are more likely to be engaged in learning activities (Split et al., 2012). This section emphasizes literature that focuses on the impact building positive student-teacher relationships has on classroom management. In addition, this section emphasizes literature that connects RP to classroom management from both student and teacher perspectives.

The final section of this chapter addresses classroom management and how it has transformed over time. This section highlights research conducted on student discipline with a focus on student demographics. Literature reveals specific demographics of students have higher suspension rates.

The elements of this chapter are valuable to this study because they review literature on topics that strengthen our understanding and build viable connections between these topics and the research questions relating to this study. Furthermore, this study explicitly evaluates the effectiveness of RP and their impact on classroom management. In addition, this study offers a further evaluation of the impact RP has on student discipline.

Theoretical Framework

The theoretical framework of this study was SELT. The framework was based on the research conducted by CASEL which was established in 1994. This framework focused on students in preschool through high school and was developed based on the lack of programs focusing on both the social and emotional needs of students. “Schools were being inundated with a slew of positive youth development programs such as drug prevention, violence prevention, sex education, civic education, and moral education, to name a few” (CASEL, 2020, para. 3). Figure 3 details the competencies of SELT researchers deemed vital to effectively meet the needs of students.

Figure 3*CASEL Framework*

As outlined in Figure 3, SELT is broken down into five preeminent social and emotional competencies in which an effective program should address self-awareness, self-management, responsible decision-making, relationship skills, and social awareness (CASEL, 2020). CASEL (2020) defined these competence domains as follows:

- (a) Self-awareness: the ability to accurately recognize one's own emotions, thoughts, and values and how these influence behavior (e.g., identifying emotions, accurate self-perception, recognizing strengths, self-control, and self-efficacy);
- (b) Social awareness: the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures (e.g.,

- perspective-taking, empathy, appreciating diversity, and respect for others);
- (c) Responsible decision-making: the ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms (e.g., identifying problems, analyzing situation, solving problems, evaluating, reflecting, and ethical responsibility);
 - (d) Self-management: the ability to successfully regulate one's emotions, thoughts, and behaviors in different situations (e.g., impulse control, stress management, self-discipline, self-motivation, goal setting, and organizational skills); and
 - (e) Relationship skills: the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups (e.g., communication, social engagement, relationship building, and teamwork).

Collectively, these five competencies address the holistic needs of students from the classroom and school to their family and community needs. Zins et al. (2004) stressed, “these skills and attitudes can help students feel motivated to succeed, to believe in their success, to communicate well with teachers, to set academic goals, to organize themselves to achieve these goals, to overcome obstacles, and so forth” (p. 7).

SEL

Education has drastically changed in the United States, and the implementation of SEL programming has become popular in the 21st century. Studies support the need for children to obtain support socially and emotionally to warrant success in their life (Elias, 2006; Espelage et al., 2015; Zins et al., 2007). Weissberg et al. (2015) mentioned three essential factors to ensure students are successful daily:

1. When they know themselves and can manage themselves;
2. When they take perspectives of others and relate them effectively with them;
and
3. When they make sound choices about personal and social decisions. (p. 8)

Espelage et al. (2015) highlighted research revealing SEL programs are continuously growing with a meta-analysis consisting of over 200 SEL-based programs. The meta-analysis provided evidence that supports that schools with proper implementation of a high-quality SEL curriculum will have an improvement in student behavior compared to schools that lack the execution of SEL programming. The use of an effective SEL curriculum is an integral part of educating students. Furthermore, when including key characteristics in programs, SEL can have a long-term effect on student behavioral outcomes (Zins et al., 2007). Elias (2006) identified SEL as the “missing piece” in education because it is the unique connection between skills that are pertinent to the whole child benefiting all aspects of their life (e.g., school, home, communities).

History of SEL

Decades of research have led educators to what is currently practiced and studied as SEL. Jean Piaget and Lev Vygotsky contributed to the study of SEL through their study on cognitive development and social development respectfully. Pass (2004) identified Piaget, a Swedish scientist, as one who believed the human mind develops as a biological process that education cannot change because it is a process that is predestined. Pass described Vygotsky, a Russian psychologist, as one who believed the mind is a development that is empowered by adult interaction through cultural-historical experiences of humanity. Pass argued Vygotsky’s belief that education is an essential

factor in child development and stressed that through social interaction, a child's behavior is regulated. Piaget contended, therefore, education is the foundation of adolescent development.

McLeod (2020) identified the four stages of cognitive development posed by Piaget:

1. Sensorimotor (birth to ages 18-24 months): The main achievement during this stage is object permanence (knowing an object exists, even if it is hidden);
2. Preoperational (ages 2-7): The age of symbolism (the ability to make one thing stand for something other than itself);
3. Concrete operational (ages 7-11): The major turning point in the child's cognitive development and marks the beginning of logical or operational thought; and
4. Formal operational (adolescence to adulthood): The ability to think about abstract concepts and locally test hypotheses.

McLeod (2020) found Piaget's theories strongly suggested the notion of "readiness" is vital to the success of the child. This notion cautions educators of the need for children to be taught skills and concepts according to the appropriate stage of cognitive development. McLeod (2020) proceeded by exemplifying the importance of child engagement and the need for an active learner to be present before certain unteachable skills can be discovered, such as the ability to problem solve. McLeod (2020) contended, for this reason, Piaget was an advocate for the classroom being a place for student collaboration in order for children to learn from each other as the teacher facilitates learning and evaluates the level of a child's development to ensure appropriate tasks and

goals are set for each child. Borner (2018) emphasized the concept of maturity and experience is still commonly used in developing educational policies and teaching practices (p. 16).

According to McLeod (2018b), Vygotsky is known as the father of “Social Development Theory,” which stresses the fundamental role of social interaction. Through research, Vygotsky developed the concept of the Zone of Proximal Development (ZPD) which differentiated the developmental process and the learning process (Levykh, 2008). Vygotsky (1978) defined ZPD as, “the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers” (p. 86). McLeod (2018b) explained Vygotsky’s ZPD supports the need for teachers to work in collaboration with children while pairing children who display lower levels of development with children on higher levels to help empower their ZPD level.

While scholars have compared the works of Piaget and Vygotsky (Fox & Riconscente, 2008; Pass, 2004), McLeod (2018b) constructed a crosswalk of the two psychologists, which is displayed in Figure 4. Borner (2018) argued one major difference in the two psychologists’ studies is Vygotsky believed social learning precedes development and Piaget suggested the development of children precedes their learning.

Figure 4

McLeod (2018b) Piaget and Vygotsky Crosswalk

	Piaget	Vygotsky
Sociocultural context	Little emphasis	Strong emphasis
Constructivism	Cognitive constructivist	Social constructivist
Stages	Strong emphasis on stages of development	No general stages of development proposed
Key processes in development & learning	Equilibration; schema; adaptation; assimilation; accommodation	Zone of proximal development; scaffolding; language/dialogue; tools of the culture
Role of language	Minimal – Language provides labels for children's experiences (egocentric speech)	Major – Language plays a powerful role in shaping thought
Teaching implications	Support children to explore their world and discover knowledge	Establish opportunities for children to learn with the teacher and more skilled peers

Although both psychologists studied cognitive development, they each have their own beliefs and theories. McLeod (2018b) argued,

Unlike Piaget's notion that children's development must necessarily precede their learning, Vygotsky argued, "learning is a necessary and universal aspect of the process of developing culturally organized, specifically human psychological function." In other words, social learning tends to precede development. (para. 3)

Brackett et al. (2011) enlightened readers of studies conducted before the early 1940s that suggested emotions and intelligence were once viewed as two oppositional entities. In 1990, emotional intelligence was formally introduced by Peter Salovey of Yale University and John D. Mayer of the University of New Hampshire, according to Brackett et al. (2011). Salovey and Mayer (1990) defined emotional intelligence as, "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (p. 189).

Edward Thorndike spent his career in psychology, studying social intelligence and behaviorism during the early to mid-1900s (McLeod, 2018a). Salovey and Mayer (1990) stressed, “E. L. Thorndike originally distinguished social intelligence from other forms of intelligence, and defined it as ‘the ability to understand men and women, boys and girls-to act wisely in human relations’” (p. 187). Meijs et al. (2010) indicated social intelligence, which is not a fixed trait, is vital to the development of children. Meijs et al. mentioned children with low social status are at risk for conduct (behavioral) problems; therefore, the ability to take another person’s perspective and make connections is essential to building relationships, which helps with developing healthy social skills for children.

While cognitive development and social intelligence have played a crucial role in understanding how children learn, Promoting Alternative Thinking Strategies (PATHS) stressed the significant role emotional development plays in scoping the mindset of learners. PATHS emphasized contending to and providing support for emotions instead of subduing or sweltering them by providing age-appropriate instruction for distinguishing between feelings and behavior (Durlak et al., 2015). Zautra et al. (2015) indicated emotional health frantically depends on quality social relationships; therefore, the need for both social and emotional development is vital to a child’s holistic development. SEL continues to evolve in schools as more research is conducted that analyzes the impact it has in the classroom.

Impact of SEL in the Elementary School

Understanding the impact SEL has in the elementary setting is a vital component to researching its effectiveness. Borner (2018) pointed out that until recently, the focus on

education has been geared towards academics instead of the need for social and emotional support for students. Elias et al. (2014) suggested that it would be difficult to imagine any classroom or school that could be engaging and productive in the absence of student possession of the five competencies. Teachers support the need to implement SEL within the school; however, to do so effectively, administration and policy must be in line with the goals of the program (Weissberg et al., 2015).

Reflecting on the works of Piaget and Vygotsky, they both agreed students should work collaboratively to develop the necessary cognitive, social, and emotional skills needed to succeed. Rimm-Kaufman and Hulleman (2015) supported the theory of collaboration of students to better the quality of the classroom. Rimm-Kaufman and Hulleman argued SEL skills such as emotional skills, interpersonal skills, cognitive skills, and self-skills all impact the environment of the classroom. These skills are described as,

1. Emotional Skills—the ability to recognize, understand, label, express, and regulate emotions;
2. Interpersonal Skills—communication, prosocial, and relationship development skills;
3. Cognitive Skills—involve the management of attention, planning of future actions, and inhibition of short-term response for a long-term goal; and
4. Self-Skills—student attitudes and perceptions about themselves as learners and the school context, including student’s sense of self as a learner, feelings of bonding towards school, and motivation to learn (Rimm-Kaufman & Hulleman, 2015).

These skills can be taught using a variety of interventions and strategies within the

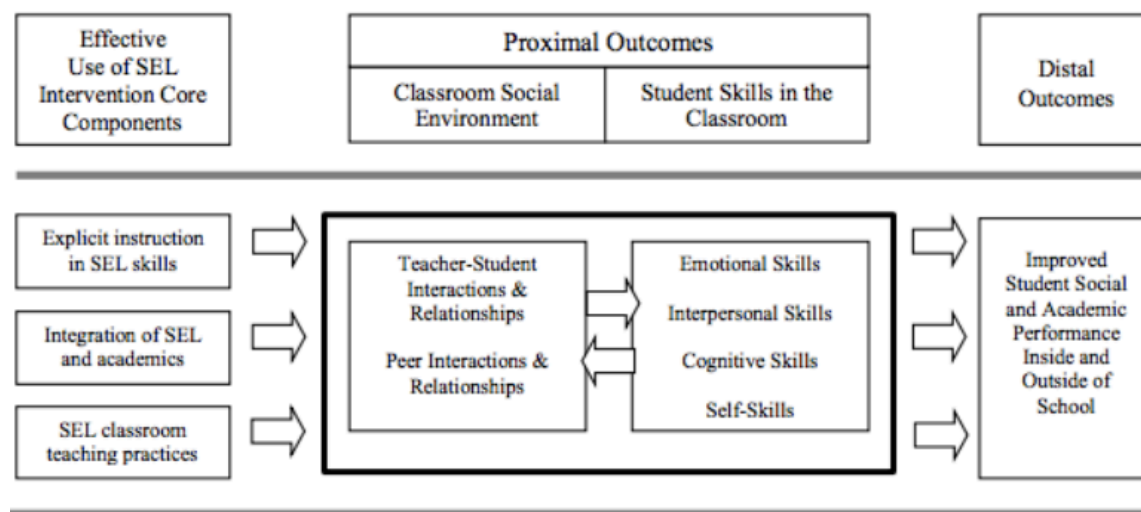
classroom. Rimm-Kaufman and Hulleman (2015) highlighted 10 interventions used to support SEL initiatives, specifically for the elementary classroom: Caring School Community, PATHS, Positive Action, the Responsive Classroom approach, Second Step, Tribes Learning Communities, RULER, MindUp, Resolving Conflict Creatively, and 4Rs. Each of these interventions speaks to the components of SEL and has had studies conducted to support their effectiveness. Importantly, those who select school-based intervention should take time to study the programs to ensure they address the needs of the school, classroom, and students. Zins and Elias (2006) contended,

The focus of most SEL programs is universal prevention and promotion, that is, preventing behavior problems by promoting social and emotional competence—rather than direct intervention. Smaller numbers of students may require moderate to intensive treatment that focuses on social-emotional competence, but SEL programming is intended to enhance all children, to help them develop healthy behaviors, and to prevent their engaging in maladaptive and unhealthy behaviors.
(p. 2)

Figure 5, developed by Rimm-Kaufman and Hulleman (2015), illustrates how the effective use of SEL intervention drives new classroom experiences and improves student social and academic performances.

Figure 5

Conceptual Framework Model SEL Efficacy, as Presented in the Handbook for Social and Emotional Learning



Extensive amounts of research have been conducted to reveal the impact SEL and RP have in the classroom. With any intervention or program used in the classroom, fidelity is essential to ensure the success of the initiative. Rimm-Kaufman and Hulleman (2015) stressed the need for teachers to implement interventions consistently with the developer's intent to guarantee the efficacy of the intervention; therefore, in order to work, interventions must be adopted and fully utilized in the classroom. Moreover, administrators and other staff who are making the decisions to adopt school-based interventions that are used in the classroom must realize the adoption and training are only the beginning. However, implementation with fidelity is the key to success. Elias et al. (2015) shared five characteristics that are evident in a school that has successfully implemented an effective SEL program:

- a. A school climate that articulates specific themes, character elements, or

values, such as respect, responsibility, fairness, and honesty, and conveys an overall sense of purpose for attending school;

- b. Explicit instruction and practice in skills for participatory competence;
- c. Developmentally appropriate instruction in ways to promote health and prevent specific problems;
- d. Services and systems that enhance student coping skills and provide social support for handling transitions, crises, and conflicts; and
- e. Widespread, systematic opportunities for positive contributory service.

RP

In an effort to make schools safer, President Bush, in collaboration with the 50 governors, developed the National Education Goals in 1989 (Lash, 2019). This educational reform, also known as the implementation of zero-tolerance policies, was to establish schools that were safe, disciplined, and drug-free by the end of the 20th century (Robbins, 2005). In 1994, under the leadership of President Bill Clinton, the Educate America Act was passed, legalizing the National Education Goal (Lash, 2019). Lash (2019) argued that as a result of the zero-tolerance policies, school districts began to develop punitive discipline for other incidents including alcohol, fighting, and threats. Lash found that in 2014, the Obama administration issued guidelines regarding student discipline requiring districts to revise their zero-tolerance policies calling for an alternative approach to discipline such as incorporating RP.

Known as “the grandfather of restorative justice,” Howard Zehr advocated for both offenders and victims to receive justice as opposed to punishment for offenses (“Dr. Howard Zehr,” 2013; Guimond, 2014). Zehr (2015) found, “the concepts and philosophy

of restorative justice emerged during the 1970s and '80s in the United States and Canada in conjunction with a practice called the Victim Offender Reconciliation Program (VORP)" (p. 53). Since the program has been modified into what is now known as a process of restoration, Zehr defined restorative justice as,

An approach to achieving justice that involves, to the extent possible, those who have a stake in a specific offense or harm to collectively identify and address harms, needs, and obligations in order to heal and put things as right as possible. (p. 47)

RP, inspired by restorative justice practices, was developed as a response to the ineffective yet popular practice of punitive discipline. Used first in Australia in the 1990s, RP has become prevalent in 21st century learning in the United States of America.

Although RP is currently widespread, research suggests RP began to emerge in the 1970s as an alternate method of discipline to resolve conflict (Marsh, 2017). Marsh (2017) stated, "Rather than punishment, which often leads to anger, shame, and ostracism, RP focused on repair and reconciliation" (p. 3). According to the International Institute for Restorative Practices, the use of RP helps to reduce crime, violence, and bullying; improve human behavior; strengthen civil society; provide effective leadership; restore relationships; and repair harm (Watchel, 2016).

Zehr (2015) outlined the key stakeholders as the victim, offender, and communities of care who are all essential to the five principles of restorative justice that (1) focus on harms and needs; (2) address obligations; (3) use inclusive, collaborative processes; (4) involve stakeholders; and (5) seek to right the wrongs. Marsh (2017) strongly believed that exclusionary discipline has a negative effect on both the student

and the community; therefore, educators should incorporate a method that affects students and the community in a positive manner. RP serves as a two-fold approach to improving student behavior by applying methods that prevent rule infraction and intervene once the infraction occurs. Schools utilize RP as a way to respond to conflict strategically by allowing stakeholders to inclusively build relationships as opposed to leaders reacting punitively (Augustine et al., 2018).

Cummings (2018) highlighted three main components of RP: PBIS, SEL, and Restorative Discipline. PBIS is a classroom and school-wide three-tiered intervention that focuses on prevention rather than punishment. The first tier incorporates interventions supporting all students and provides adequate support for most students. The second tier works collectively with the first tier to provide individualized support for a small group of students who were not successful with only Tier 1 support. Finally, the third tier is provided for an even smaller group of students who did not respond to the first two layers of support. This tier incorporates support from teachers, behavioral specialists, and administrators (Cummings, 2018).

Cummings (2018) discussed the important role SEL has on RP. As RP is a branch of SEL, it is imperative that schools incorporate daily lessons that teach necessary skill-building techniques to help students meet behavioral expectations. Finally, Cummings explains Restorative Discipline is used to support students who are repeat offenders, meaning, “students break the rules, receive a consequence, break rules again, receive a more severe consequence, break the rule again.... The student’s behavior does not change” (p. 32). One of the essential components of Restorative Discipline is working with students by teaching them how to take responsibility for their actions and helping

them to “restore the harm” (Cummings, 2018, p. 32) that may have been caused as a result of their behavior.

In Figure 6, Gregory et al. (2016) highlighted the elements of RP.

Figure 6

Elements of RP

Domain	Elements	Description
Prevention (building relationships and developing community)	1. Affective Statements	Use in response to negative or positive events in the classroom and school
	2. Proactive Circles	Run on daily or weekly basis (e.g., students sit in a circle and discuss a topic that helps build community)
	3. Fair Process	Engage students in decisions, explain the rationale
	4–5. Restorative Staff Community/ Restorative Approach with Families	Model and use restorative practices among school staff and with student families
	6. Fundamental Hypothesis Understandings	Provides a framework to guide daily interactions with the appropriate mix of control and support
Intervention (repairing harm and restoring community)	7. Restorative Questions	Address negative behaviors using questions (e.g., “Who has been affected by what you have done?”; “What do you think you need to do to make it right?”)
	8. Responsive Circles	After a moderately serious incident, students sit in a circle and address who has been harmed and what needs to be done to make things right
	9. Small Impromptu Circles	Address negative behaviors by asking the wrongdoer and those harmed to answer restorative questions in front of each other.
	10. Restorative Conference Circles	Respond to a serious incident using a scripted approach to facilitate accountability and repair harm
	11. Reintegrative Management of Shame	Acknowledge the emotions of the wrongdoers and those impacted by the wrongdoing

As shown, the prevention process consists of six elements to building relationships and developing community within the school. In addition, the intervention process involves five steps to repairing harm and restoring community. All procedures

respect and support student opinion and their emotional reaction throughout the process. The three guiding principles (engagement, explanation, and expectation) are used to ensure a fair process for all students (Gregory et al., 2016). Zehr (2015) expressed, “restorative justice encourages outcomes that promote responsibility, reparation, and healing for all” (p. 43).

In a study conducted by the Denver School System, participants were guided by the following questions: What happened? Who was harmed? What would help restore the harm? (Stern, 2016). These questions closely correlate to those posed by Zehr (2015) which suggested seven questions to consider in the restorative justice process: Who has been hurt? What are their needs? Whose obligations are these? Why has this happened? Who has a stake in this situation? What are the causes? What is the appropriate process to involve stakeholders in an effort to put things right and address underlying causes? Guiding students to think about their actions will help restore the harm and bring the school community closer. The RAND Corporation uses the 11 elements of RP within their professional training to help improve school culture and student behavior (Augustine et al., 2018).

Current Developments of RP

Foundationally, Darling-Hammond (1997) petitioned, “How [can we] reinvent the system of US public education so that it ensures a right to learn for all its students, who will enter a world in which a failure to learn is fast becoming an insurmountable defeat?” (p. 2). Darling-Hammond and McLaughlin (2011) argued the need to reform educator preparation programs in institutions by providing curriculum that fosters current developments in education that drives success within the classroom. The scholars argued

the need to develop policies that focus on stimulating learning environments that nurture high-quality learning communities for educators. Furthermore, policy should support professional development for teachers to ensure they stay abreast of the vast progressions in education.

Undoubtedly, legislation plays an essential role in developing policy that drives education reform. In 2004, congress revised the Individuals With Disability Education Act mandating school systems to utilize the Response to Intervention model to ensure students with disabilities were receiving the instructional components they needed to be successful (“What is MTSS,” 2019). This decision was a result of increasing rates of students being enrolled in special education. Accordingly, Congress wanted to ensure students received proper interventions before students are tested for the special education program. Later, the House of Representatives introduced a bill entitled the Academic, Social, and Emotional Learning Act of 2011. This bill was introduced to enhance the Elementary and Secondary Education Act which is synonymously known as No Child Left Behind. Subsequently, the House of Representatives introduced the Student Success Act of 2012 which required teachers to address the social and emotional development of students (Zaslow et al., 2015). Domestically, a whole-child approach to student success has been mandated through the Every Student Succeeds Act.

Horner and Sugai (2015) introduced a school-wide approach to improving student outcomes known today as PBIS, which was initially known as Response to Intervention. Horner and Sugai defined PBIS as a framework that uses a tiered approach that provides behavior support for students geared towards improving both educational and social outcomes. The PBIS model provides interventions for students which provide support for

student behavior, staff behavior, and systematic decision-making. Subsequently, MTSS launched as a framework to provide strategic support to struggling students (Rosen, 2019). Ray (2018) postulated the framework as a whole-child approach that benefits students academically while addressing their social and emotional needs. The launch of the MTSS model led to more research and discussion centered on equity.

According to Parker (2015), K-12 education consists of two domains of equity: inclusion and fairness. Inclusion refers to schools and programs, whereas fairness refers to personal and social circumstances. Cases such as *Brown v. Board of Education of Topeka, Kansas* (1954) and *Plessy v. Ferguson* (1896) sought justice for inclusion for all humanity. *Leandro v. State of North Carolina* (1997) sought social justice for school systems across the state of North Carolina and is still being resolved. Equity is essential to SEL because it is a call to provide fairness to all as opposed to equality. In other words, equity is a reform that steps outside the box of providing each individual the same instruction and into an environment that provides individuals with what they need to be successful, thus the tiered support was birthed.

Singleton (2015) provided a framework to assist systems with initiating the crucial conversation of equity. Singleton stressed three critical factors necessary to eliminate the racial achievement gap: passion, practice, and persistence. Collectively, these elements support the need for staff to connect with students to provide a unique experience for each child while maintaining a positive school culture. Singleton contended that to move forward and eliminate racial achievement gaps, the focus must be on the students and addressing their needs instead of catering to the adults. To shift the focus from adult-centered to student-centered, the language being used must be

transformed. Once the right language is used, teachers can then facilitate learning for students in a manner that reveals individual student talents that will identify supports needed for every child.

Student Discipline and Demographics

There are increasing concerns regarding racial discipline gaps as studies support the disproportional suspension rates of minority students compared to those of White students (Anyon et al., 2014; Gregory et al., 2010; Lustick, 2017; Payne & Welch, 2017; Wallace et al., 2008). Research conducted by Gregory et al. (2010) found patterns of suspensions for minority students (Black, Latino, and American Indian) compared to their White peers. The disproportional suspensions of minorities resulted in punitive reprimands such as corporal punishment, suspension, and expulsion as opposed to minor consequences given to White students. The goal of these types of suspensions is believed to deter students from making poor decisions and lessen infraction rates by using the punished students as examples to deter their peers from making poor choices. However, these types of antidotal remedies lead to racial discipline gaps that are believed to cause a disconnection between students and their desire to attend school. In addition, suspension leads to an increase in social anxiety causing students to withdraw from social engagements with their peers. Gregory et al. (2010) stated, “students who are less bonded to school may more likely turn to lawbreaking activities and become less likely to experience academic success” (p. 60).

Gregory et al. (2010) explained the racial discipline gap that included students who were classified as low-income and lived in high-crime/high-poverty neighborhoods. Research suggests these students are at a greater risk for engaging in behavior that is

subject to discipline referrals and suspension. Studies show the correlation between students who are exposed to violence and student mental health and classroom behavior. Unfortunately, the behaviors that are often exhibited tend to result in an increase in discipline referrals for disadvantaged students. Students who attend schools with high rates of low income, such as Title I schools, or come from low-income families are more likely to be subject to punitive forms of discipline (Gregory et al., 2010). An analysis of discipline referrals at 19 middle schools found there was no significant difference in the number of referrals given to minority students versus White students. Contrary, Gregory et al. (2010) revealed,

The analysis did show, however, that reasons for referring White students tended to be for causes that were more objectively observable (smoking, vandalism, leaving without permission, obscene language), whereas office referrals for Black students were more likely to occur in response to behaviors (loitering, disrespect, threat, excessive noise) that appear to be more subjective in nature. (p. 62)

Cummings (2018) shared the positive impact RP had on his students when he indicated a 57% reduction in ISS and OSS rates over a 1-year period. Gregory et al. (2016) found that when considering student characteristics (e.g., socioeconomic statuses, test scores, absences), African American students were 31% more likely than White students to receive discretionary discipline referrals. Lustick (2017) argued that these discipline gaps have been a result of zero-tolerance policies in schools. Smith et al. (2015) contended,

95 percent of out-of-school suspensions are for nonviolent infractions such as chronic tardiness or “willful defiance.” Every child and adult has a right to feel

safe and secure in school, but instituting banishments for minor infractions doesn't contribute to the well-being of anyone involved, prevents learning from occurring and compromises the school climate. (p. 15)

As a result of zero-tolerance policies which alienate students from school, discipline infractions are more likely to be repeated, which leads to increased dropout rates (Lustick, 2017; Smith et al., 2015). Lustick (2017) stressed, "The disproportionate exclusion of Black students from school correlates with the disproportionate high number of Blacks incarcerated in American prisons" (p. 5). Smith et al. (2015) analyzed data from the U.S. Department of Education Office for Civil Rights which revealed that Black or Native American children with disabilities are likely to be suspended or expelled from school; boys 25% likely and girls 20% likely. These data also revealed boys represented 54% of preschool enrollment, yet 79% of preschool suspensions were boys who were suspended once and 82% of suspensions were boys who were suspended more than once. Unfortunately, Lustick revealed that exclusionary discipline practices start as early as preschool and grow increasingly in upper grade levels.

Teacher Perceptions of Discipline

According to Parker (2015), students thrive both emotionally and academically when teachers build positive relationships with them. Parker argued that teacher perceptions of students influence adult interaction with children and affect the level of expectation set for each student. These perceptions are typically obtained based on teacher knowledge of the family background of students. Research conducted by Staats et al. (2017) introduced the concept of implicit bias which articulates teacher perceptions of student discipline. Staats et al. (2017) defined implicit bias as, "the attitudes or

stereotypes that affect our understanding, actions, and decisions in an unconscious manner. Activated involuntarily, without awareness or intentional control. Can be either positive or negative. Everyone is susceptible” (p. 10). The concept of implicit bias connects unconscious stereotypes with the way individuals behave and the decisions they make.

A study conducted by Gilliam et al. (2016) found implicit bias played a significant role in student discipline. According to Gilliam et al., teachers reported they felt Black students made them feel more “troubled” than other races. As a result, teachers were more likely to recommend Black students for punishments that were more severe compared to students from other racial backgrounds. Consequently, teachers tended to “gaze” at Black students, particularly Black boys, more frequently than other children while instructing and facilitating learning. In fact, teachers indicated Black boys required most of their attention. Gilliam et al. indicated student background played a significant role in teacher perceptions and how they discipline students. As a result, teachers were more empathetic to students who came from challenging backgrounds and displayed perplexing behaviors when the student-teacher race was the same. Additionally, when provided background information, teachers were less likely to rate student behavior as severe. Furthermore, implicit bias implied White teachers appeared to have lower expectations for Black students compared to Black teachers who had high expectations for Black students when it came to behavior. Conversely, Black teachers demanded harsher punishments for Black students than White teachers. Undoubtedly, these findings emphasize the distortional suspensions and punitive punishments given to minority students.

Staats et al. (2017) affirmed the role implicit bias plays in education, emphasizing, “this research reinforces how implicit biases can influence how student behavior is perceived” (p. 37). Staats et al. (2017) noted that race was not the only factor to consider when it comes to student discipline, but gender is also essential. Staats et al. (2015) acknowledged the distortional discipline rates of Black girls that correlated to the “colorism” (p. 35; skin tone) of the female. Consequently, darker-toned female suspension rates were higher than those of lighter-toned females. Staats et al. (2015) addressed the need to “combat” (p. 42) implicit biases that unwittingly have long-term outcomes on students. To go from punitive to restorative discipline, implicit biases must be addressed starting from the origin in order to produce solutions that will better the lives of children holistically.

RP and Student-Teacher Relationships

Developing relationships with students is critical to their success. According to Gregory et al. (2016), “positive teacher-student relationships among all racial groups are key to creating a supportive and equitable school climate that does not rely on punitive approaches to behavior” (p. 327). Helker and Ray (2009) articulated teacher-student relationships as the contributing factor in student holistic successes; thus, one primary cause of student behavior is teacher stress and dissatisfaction with the job. Furthermore, through positive and caring relationships, students gain acceptance for themselves. This relationship shift happens when teachers view their roles with less power and control.

According to Williford and Sanger-Wolcott (2015), when teacher-student relationships are high quality, students develop the necessary skills to problem solve, navigate the demands of the school, and engage in learning activities. These high-quality

relationships are directly connected to student academic and social and emotional outcomes by providing an abundant level of warmth and sensitivity. Furthermore, tone of voice, posture and proximity, timing of behavior, and levels of reciprocity all affect teacher-student relationships which promoted attachment and security towards teachers. Williford and Sanger-Wolcott suggested a variety for building student-teacher relationships like The Incredible Years Training Program designed for ages 4-8 and My Teacher Partner, also designed for preschool-age children. Using these programs with fidelity will help to foster student engagement and serve as a catalyst for improving problematic student behaviors.

According to Split et al. (2012), positive relationships with teachers foster student engagement in learning activities. Conversely, poor relationships with teachers diminish student desires to belong at school. These effects are stronger for minority students and students who are at risk both behaviorally and academically. Furthermore, as children progress from grade to grade, they are less likely to develop relationships with teachers if they have not had a history of positive relationships with teachers. Split et al. also suggested gender plays a role in teacher-student relationships. Split et al. implied boy behavior is typically worse than girl behavior. As a result, boys are less likely to have a positive relationship with their teachers than girls. The research also suggested that African American students have more behavior problems as well as lowers levels of social and emotional skills that contribute to an increase in teacher-student conflicts. Additionally, the study showed African American boys experience lower warmth relationships with their teachers.

Classroom Management

Wong et al. (2014) thoroughly defined effective classroom management as, “practices and procedures a teacher uses to maintain the environment in which instruction and learning can take place” (p. 5). One of the first components of classroom management is having an effective teacher. Wong et al. defined an effective teacher as one who is a good manager of the classroom, can instruct for student learning, and has positive expectations for student success. For teachers to be effective, they must plan to be effective. A well-managed classroom will lead to student engagement which ultimately will produce a productive learning environment. Wong et al. contended, “the most misused word in education is ‘classroom management’” (p. 8). Often, educators confuse classroom discipline and classroom management. Wong et al. stressed that more than 80% of behavior problems result in the lack of effective classroom routines and procedures as opposed to discipline. Additionally, teachers who react to behaviors spend more time focusing on discipline instead of teaching. Effective classroom management involves the development of routines and procedures that are consistent and proactive in preventing behavior problems, giving students more time to engage in learning. Ultimately, effective classroom management starts with trust.

As reported by Stumpfenhorst (2015), progressive classroom management begins with positive relationships. Stumpfenhorst exclaimed, “the simple truth is you cannot make a child do something he or she does not want to do” (p. 7); however, when teachers build relationships with children, they develop an atmosphere of mutual trust and respect. Positive relationships can be established with all students, even those who misbehave. Often, students misbehave to gain the attention of others or as a result of ineffective

teaching strategies. Stumpfenhorst suggested five simple ways to give positive attention to students who misbehave:

1. Put a sticky note with a positive comment on a student's desk;
2. Call or e-mail a student's parent with a positive note;
3. Walk around the room and interact with students;
4. Give a simple thumbs-up; and
5. Have a quick conversation after class. (p. 14)

Classroom management is not easy to accomplish. It requires in-depth planning and constant adjustment. Teachers should revamp their procedures, routines, and rules as needed with an understanding that a one-size-fits-all approach to effective classroom management does not exist. No matter the situation, teacher reactions to misbehavior should never result in yelling and/or humiliation. Positive reinforcement, redirecting, and praise will usher more success in classroom management than negative responses to misbehaviors.

Classroom Management and the RP Reform

Classroom rules are vital to providing a safe learning environment for students. According to Smith et al. (2015), teachers often fail to revisit the classroom rules after the first few weeks of school. Typically, the rules that hang on the wall begin to blend in with the other decorations and displays. As a result, problematic students tend to break the rules more frequently than they would if the teacher consistently addressed them. In an elementary setting, once students begin to misbehave frequently, it is vital that the teacher revisit the rules and expectations for the classroom. Smith et al. explained that teachers should refrain from the need to have power and control and focus more on what

is needed for students to provide a safe and orderly classroom environment.

Smith et al. (2015) continued by urging teachers not to use punishment and humiliation as tactics to gain student attention. Just as students need grammar, math, reading, and writing skills, students need lessons teaching them how to respond appropriately to conflict. Smith et al. stressed the importance of building relationships with students. Conversely, Smith et al. reported that students need more than positive relationships with teachers. They need high-quality instruction to keep them engaged in the classroom. Without engagement, students will typically comply and struggle to stay on task; however, students who exhibit controversial behaviors tend to misbehave more habitually when instruction lacks engagement.

As a mechanism to providing a safe and orderly classroom, Smith et al. (2015) cautioned readers that students desire teachers who have high expectations for them as opposed to teachers who are threatening or punitive. Ironically, “ninety percent of teachers report that they have high expectations for all students and they communicate their expectations effectively, yet only 68 percent of middle schoolers think their teachers believe they’ll make it to college” (Smith et al., 2015, p. 59). Another key component of a well-managed restorative classroom is the ability of teachers to display sensitivity. Students connect with teachers who respond to both their learning and emotional needs by providing comfort and encouragement in the classroom. Furthermore, students with behavioral problems respond differently when teachers take time to investigate the trigger of a certain behavior and listen to their concerns, as opposed to quickly assigning consequences. During times of conflict, students need a safe space to vent and express their concerns with their teachers to avoid an outburst that cannot be undone. Most

importantly, when a student behaves adversely, teachers should work hard at de-escalating the situation, as this is a critical component of classroom management.

Maynard and Weinstein (2019) stressed the significance of restoring students as opposed to punishing them for their misconduct. Maynard and Weinstein stated, “students learn self-regulation best when they feel connected and safe, and they feel connected and safe when educators focus on building empathy instead of doling out punishment” (p. 109). Students need their voices to be heard as well as coaching, modeling, and consistency in expectations in order to be sufficient in the classroom. Maynard and Weinstein pointed out that punishment, also known as the Band-Aid effect, is only a temporary fix. When it comes to effective classroom management, Maynard and Weinstein explained, “Students need love, but they also need structure, safety, and predictability” (p. 83). Incorporating RP consistently will improve student behavior and have a long-term effect on the classroom environment. The overarching research question was, “What is the impact of RP on classroom management, teacher perception, student discipline, and teacher-student relationships?” During this study, I addressed the following research questions:

1. What measurable impact does RP have on student discipline as measured by ISS and OSS rates?
2. What specific demographics of students have a more disproportional discipline gap than others, and what impact does RP have on these groups measured by ISS and OSS rates?
3. How do classroom teachers perceive RP as a management system?

Throughout the research, I found there seemed to have been a few missing

concepts. I wished to discover, in my research, how teachers in rural districts perceive RP. Additionally, I hoped to reveal the impact RP has on decreasing suspension rates in Grades 3-5. I addressed these gaps in my research.

Conclusion

According to the literature review, RP works in conjunction with effective classroom management that fosters positive teacher-student relationships. Teachers must strive to create a classroom culture that is inviting and engaging and provides equitable opportunities for every child to succeed. To make this happen, teachers must be self-aware of their biases that often cause mistrust and disengagement in learning. As a result, students who feel threatened by their teachers often feel disconnected from learning.

Chapter 3: Methodology

Introduction

To improve schools and create learning environments that enhance student achievement, principals and teachers are charged with the daunting task of reforming their instructional programs to ensure every child has equal access to a highly qualified teacher and a high-quality instructional program. Educators across the country recognize the importance of fostering positive, healthy school climates and helping students learn from their mistakes. Progressively, they are partnering with parents, students, district officials, community organizations, and policymakers to move away from harmful and counterproductive zero-tolerance discipline policies and toward proven restorative approaches to addressing conflict in schools. Working to raise achievement levels for all segments of the population is a key to keeping America strong and vital.

The purpose of this study was to investigate the effect RP had on student discipline in Grades 3-5 within the school setting. The overarching research sought to answer, “What is the impact of RP on classroom management, teacher perception, student discipline, and teacher-student relationships?” Individuals’ beliefs have a powerful impact on practice. Moreover, the study aimed to ascertain how educators can better understand what RP is and how it fosters safe learning environments through community building and constructive conflict resolution.

This chapter takes you step by step through the procedure used to answer the research questions. RP can be seamlessly integrated into the classroom, curriculum, and culture of schools and can help transform schools to support the growth and health of all students. Walker (2020) stated,

As the scrutiny over “zero tolerance” discipline policies have intensified over the past decade, more school districts across the country have been looking at alternatives. Alternatives that don’t push out an excessive number of students, don’t create wide racial disparity gaps, and that overall foster a more inclusive and constructive learning environment. (para. 1)

One of the major parts of the education problem is making sure students graduate from high school at the appropriate time (Rumberger, 2020). All students are required to have a high school diploma before entering the workforce (Rumberger, 2020). Students without a high school diploma are projected to be not as socially mobile as those who finished high school. Government officials and researchers have measured student annual dropout rates and graduation rates by recording credentials received at a particular time period, the population of individuals, and the source of data (Rumberger, 2020). RP guided this study by prompting the purpose, problem, and research questions.

Research Design

This study utilized a quantitative approach. This chapter shows the step-by-step sequence of actions that are essential for obtaining objective, reliable, and valid information in an investigation. The chapter also indicates how the resultant information was used to determine conclusions about the hypothesis, a theory, or the correct answer to a question (Mauch & Birch, 1998). A research design is the logic that links the data to be collected (and the conclusions to be drawn) to the initial questions of a study. Every empirical study has an implicit, if not explicit, research design (Yin, 1989). How a study proceeds depends on certain theoretical assumptions (that meaning and process are crucial in understanding human behavior, that descriptive data are what is important to

collect, and that analysis is best done inductively) and on data collection traditions (such as participant observation, unstructured interviewing, and document analysis).

The research design provides the parameters, the tools, and the general guide for how to proceed (Bogdan & Biklen, 1982).

Justification for Methods

The purpose of surveying, according to Creswell and Creswell (2018), is to provide a description of trends, attitudes, and opinions of a specific population. I wanted to get the “stories” from the elementary school teachers to understand their perspectives on the impact of RP on classroom management, student discipline, and teacher-student relationships; the problem of low student performance (specifically that of minority students); and how teacher expectations and perceptions impact student achievement. Experimental designs manipulate variables to evaluate how the manipulations impact an outcome of interest (Creswell & Creswell, 2018).

Participants

This study used quantitative data collected from one group of 45 elementary school teachers as well as quantitative data for 714 students while maintaining the anonymity of the participants. The participants selected were based on the total population of students and teachers at the selected school with permission of the school’s principal or designee. Data were collected from each participant to assess those characteristics and practices that are similar and different and to examine their beliefs, perceptions, and attitudes about the impact of RP on classroom management, student discipline, and teacher-student relationships. Glesne and Peshkin (1992) urged researchers to choose techniques that are likely to elicit the data they need to understand

the phenomenon in question, to contribute different perspectives on the issue, and to make effective use of the time available for data collection. The data collection techniques for this study consisted of surveys, PowerSchool Discipline Reports, ODRs, and other artifacts.

In the district examined in this study, agriculture and agricultural products are the greatest sources of income to the county. It is the most diverse agricultural county in North Carolina. Most of the population either is engaged directly in agriculture or derives a major portion of its income from the economy created by agricultural pursuits. The district is in the eastern part of North Carolina and consists of five schools with a student population of approximately 3,021. It has three elementary schools which are divided by grade level: Elementary School A houses grades prekindergarten through kindergarten, Elementary School B houses Grades 1 and 2, and Elementary School C houses Grades 3 through 5. Additionally, the district has a traditional middle school and one traditional high school. Each school in the district is 100% free or reduced lunch. The participants in this study were students and staff represented from Elementary School C. The survey was sent to the entire staff, and the participants were those who volunteered to participate. The school student population was 714, which is made up of 268 third-grade students, 219 fourth-grade students, and 227 fifth-grade students. These participants were selected based on the school's total population. Data were collected from the population of students who had incident reports in the PowerSchool database.

Instruments Used to Collect Data

With the permission of the superintendent and school board, data were obtained from student discipline reports using PowerSchool, an online student information system

software tool that tracks multiple data points from student attendance to student discipline. Information from this system is used for students in Grades 3 through 5. PowerSchool is used across the state of North Carolina to report behavior incidents, attendance, grades, and student demographics; formulate transcripts; and store relevant student information that aids in tailoring student interests, goals, and pathways.

PowerSchool helps schools and districts efficiently manage instruction, learning, grading, assessment, analytics, state reporting, special education, student registration, talent, finance, and human resources. This system was used to gather ODRs to collect discipline data. This also allows administrators to conduct data analysis using a variety of sortable charts that assist in identifying areas of improvement. In addition to using PowerSchool for this study, I surveyed the teachers from the school to obtain their beliefs, perceptions, and attitudes about the impact of RP on classroom management, student discipline, and teacher-student relationships. Survey Monkey, an online surveying platform, was used to collect anonymous data from the teachers.

Validity and Reliability

According to Gay et al. (2006), validity is the degree to which an instrument measures what it is supposed to measure, allowing for appropriate interpretation of the results. Validity with respect to quantitative designs is the degree to which meanings and useful inferences from scores can be drawn using the instruments (Creswell & Creswell, 2018). According to Creswell and Creswell (2018), “establishing validity of the scores in a survey helps researchers to identify whether an instrument might be a good one to use in a survey research” (p. 153).

Quantitative Research

In quantitative research, the aim is to determine the relationship between one thing (an independent variable) and another (a dependent or outcome variable) in a population. Quantitative research designs are either descriptive (subjects usually measured once) or experimental (subjects measured before and after treatment.) It also involves gathering data that are absolute (typically, numerical data), so they can be examined in as unbiased a manner as possible. As the researcher, I must have a very clear idea of what was being measured before measuring it, and the study must be set up with controls and a very clear blueprint. I used a survey to examine teacher beliefs, perceptions, and attitudes about the impact of RP on classroom management, student discipline, and teacher-student relationships. The survey was taken from an approved instrument where reliability and validity of the content have been previously confirmed. A continuous rating scale was incorporated where the teachers rated their responses on a scale of strongly agree to strongly disagree. The continuous rating scale is a non-comparative scale technique where the respondents are asked to rate the stimulus objects by placing a point/mark appropriately on a line running from one extreme of the criterion to the other variable criterion (Hobbs, 2011). I used the data provided in the PowerSchool student information system. The ODR reports are monitored and reported to the state of North Carolina for annual incident reporting and auditing.

Research Questions

SEL is an area of education in which I am passionate. Through my 12 years of experience in education, I have learned students face many challenges in their personal life that cause them to be distracted in the school setting; therefore, embedding a

curriculum that helps students cope with their nonacademic-related challenges and overcoming personal barriers is becoming a necessity in the 21st century classroom. The plan was to uncover how RPs impact the school setting.

The overarching research question was, “What is the impact of RP on classroom management, teacher perception, student discipline, and teacher-student relationships?”

The research questions guiding this study were

1. What measurable impact does RP have on student discipline as measured by ISS and OSS rates?
2. What specific demographics of students have a more disproportional discipline gap than others, and what impact does RP have on these groups measured by ISS and OSS rates?
3. How do classroom teachers perceive RP as a management system?

Procedures Based on Research Question

To obtain the quantitative data needed, I wrote a letter to the participating school district requesting permission to use the selected school’s incident/ODR data (see Appendix A). After I obtained permission from the district and principal (see Appendix B), I proceeded with the study and analyzed the data provided. Data on student discipline were collected through PowerSchool. The PowerSchool data system was utilized to gather data from the 2018-2019 through 2019-2020 school years. The report was generated by the district and did not reveal student names or other personal information. The information provided from the district was from the selected school only and used to answer Research Question 1, “What measurable impact does RP have on student discipline as measured by ISS and OSS rates?” and Research question 2, “What specific

demographics of students have a more disproportional discipline gap than others, and what impact does RP have on these groups as measured by ISS and OSS rates?” The results of the data are revealed in Chapters 4 and 5.

Next, I modified and revised a survey (see Appendix C) as well as the survey protocol developed by Riggs-Zeigen (2019). The survey used a continuous rating scale similar to a Likert scale with corresponding questions (see Appendix D). A Likert scale is a scale used to measure the attitude wherein the respondents are asked to indicate the level of agreement or disagreement with the statements related to the stimulus objects. This scale is like other research-based scales and aids in ensuring the validity of the results (Hobbs, 2011). The questions developed for the survey were analyzed to address Research Question 3, “How do classroom teachers perceive RP as a management system? A digital survey was sent to the entire faculty. Each participant was asked to respond using a Likert scale. The participants were presented with a survey containing the set of statements to rate their attitude towards the questions by assigning the response as strongly disagree, disagree, neither agree nor disagree, agree, or strongly agree. The results were reported back to me anonymously so the participants would not be identified in the research. The findings of the survey are further explained in Chapters 4 and 5.

Data Analysis Method

Data analysis is the process of systematically examining and arranging the interview transcripts, field notes, and other materials you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others (Bogdan & Biklen, 1982).

Data for each academic school year, ODRs, were grouped and sorted by incident

type, race/ethnicity, grade level, location, and action code. The data from the 2 school years were collected and compared to see how the numbers of ISS and OSS were impacted after the implementation of RP. Additionally, the collected data were used to compare the number of office referrals given within both of those school years. Descriptive statistics were used to analyze and summarize the quantitative data from the information pulled from PowerSchool. Jeffery's Amazing Statistic Program (JASP) was used to analyze the data collected. The data are displayed in a table format with a narrative. This includes frequency, percent, valid percent, and cumulative percent for suspension rates in each category analyzed. The results were reported using a variety of tables and graphs.

The survey responses were used to address Research Question 3 to determine classroom teacher perceptions of RP. The responses were analyzed using the data analysis reports generated by Survey Monkey, and a narrative of the results was reported ensuring the confidentiality of each participant as the names were not included. All data were transcribed, analyzed, and coded for emerging patterns and themes using the data collected from the Survey Monkey online platform. This preliminary analysis gave me a sense of any strong patterns that may be present and may help guide the research. As I looked for patterns and themes, I sifted through the information to determine what data were relevant to focus on when it came to what teachers perceived about RP and their impact on student achievement.

Limitations

Limitations are consistent with the partial state of knowing inherent in social research; researchers elucidate the limitations of their work to help readers know how

they should interpret it (Glesne, 1999). This research was conducted in a district that already has a well-established SEL plan that has engaged stakeholders in the MTSS, equity, and resilience trainings. The district has been intentional about providing equitable opportunities for students and providing resources to teachers to support the implementation of RP. Other districts may not have this same framework to enhance school climate and culture. One limitation would be attributed to a lack of professional development for beginning teachers or new hires due to COVID-19. Additionally, because of COVID-19, the traditional face-to-face school did not have the same number of school days as the previous year being compared.

Assumptions

The initial assumption was that administrators in the selected elementary school provided additional support for staff to build capacity for SEL. This assumption was based on the fact all principals received social and emotional training at each district leadership meeting. The next assumption was the administrators would work collaboratively with district leadership to provide best practices that would enhance the climate and culture of the school. Although the needs are different throughout the district, the assumption was that each school administrator used what they learned and applied the necessary practices to improve the culture and environment of the school. Therefore, if RP is implemented with fidelity, the assumption would be that the ISS and OSS rates will decrease significantly.

Chapter Summary

Chapter 3 reviewed the methodology used in the study. A quantitative approach was used for examining teacher perceptions, attitudes, and beliefs about RP and the

impact these issues have on student achievement. The use of surveys in this study provided sufficient evidence to demonstrate the plausibility and trustworthiness of the data collected and analyzed.

The chosen research design provided an opportunity to understand the participants, their perceptions, and the implications their perceptions have for student achievement. The research questions were addressed by the data collected. This study will benefit educational leaders, inform instructional practices, create a unified vision for school improvement, and provide data and conclusions that might one day ensure a fair and equitable education for all students. Chapter 4 presents the data collected and analyzes the findings. Chapter 5 includes the summary, discussion, and conclusions of the study.

Chapter 4: Results

Introduction

The purpose of this study was to investigate the use of RP in the elementary school setting. Effective implementation of RP minimizes conflict before it occurs by building a community in the classroom and school in which positive relationships are established. This study explored the implementation practices, including teacher perceptions, as well as the impact the implementation had on student suspensions. I hypothesized that, when used with fidelity, RP will decrease the suspension rate.

Research Questions

As a result of this study, I aimed to uncover how RP impacted the school setting. I addressed the following research questions:

1. What measurable impact does RP have on student discipline as measured by ISS and OSS rates?
2. What specific demographics of students have a more disproportional discipline gap than others, and what impact does RP have on these groups measured by ISS and OSS rates?
3. How do classroom teachers perceive RP as a management system?

Population

The population for this study was a rural elementary school. The school identified for this study was one of the five elementary schools within the selected school district. This school was opened in August 2008. This school currently houses Grades 3 through 5. The school population is approximately 705 students with a racial composition of 2% American Indian or Alaska Native, 1% Asian, 37% Black or African American, 18%

White, 38% Hispanic/Latino, and 4% Two or More Races. According to the North Carolina School Report Card, 47.9% of the students at this school are considered economically disadvantaged, and 100% of the school receives free lunch.

This school has 45 certified classroom teachers with a racial composition of 4% Hispanic, 4% American Indian, 23% Black or African American, and 69% White. According to the North Carolina 2020 School Report Card data, 11.2% of the teachers are beginning teachers (teachers in their first 3 years of employment) and 88.8% of teachers are experienced teachers. From this group of 45 teachers, 21 participated in the voluntary survey provided through their school email by an administrator; 4.76% were in the age range of 18-29, 38.10% were in the age range of 30-39, 28.57% were in the age range of 40-49, 28.57% were in the age range of 50-59, and none were in the age range of 60 and above. Additionally, 57.14% of the participants' highest level of education was a bachelor's (4-year) degree and 42.86% of the participants' highest level of education was a master's degree in education/teaching.

JASP Results

JASP results compared student discipline data during 2 consecutive school years, 2018-2019 and 2019-2020. The data from 2018-2019 reflect a school year when RP was not being implemented. During 2019-2020, the selected school hired a new school counselor, and she introduced and helped push the implementation of RP at the selected school. The results of the student discipline data are used to address Research Questions 1 and 2.

Research Question 1: RP Impact on Student Discipline

Research Question 1: "What measurable impact does RP have on student

discipline as measured by ISS and OSS rates?” The discipline data retrieved from PowerSchool were used to measure the impact RP had on ISS and OSS rates. Table 1 displays the ODR data by grade level for the 2018-2019 school year.

Table 1

2018-2019 Student Discipline Data by Grade (School Year Prior to Implementation)

Grade	Frequency	Percent	Valid percent	Cumulative percent
4	386	45.573	45.573	45.573
5	362	42.739	42.739	88.312
3	99	11.688	11.688	100.000
Missing	0	0.000		
Total	847	100.000		

The data show (N = 847) that third grade had 11.688% ($n = 99$) of the ODRs, fourth grade had 41.739% ($n = 362$) of the ODRs, and fifth grade had 45.573% ($n = 386$) of the ODRs during the 2018-2019 school year. Table 2 shows the discipline data for 2019-2020 by grade level.

Table 2

2019-2020 Student Discipline Data by Grade (1 School Year After Implementation)

Grade	Frequency	Percent	Valid percent	Cumulative percent
4	180	30.457	30.457	30.457
5	291	49.239	49.239	79.695
3	120	20.305	20.305	100.000
Missing	0	0.000		
Total	591	100.000		

According to the data (N = 591), third-grade students had 20.305% ($n = 120$) of the ODRs, fourth grade had 49.239% ($n = 291$) of the ODRs, and fifth grade had 30.457% ($n = 180$) of the ODRs during the 2019-2020 school year. Table 3 displays a

summary of the student discipline data for both school years by grade level.

Table 3

Student Discipline Data 2-Year Comparison by Grade Level

Grade	2018-2019 Frequency	2018-2019 Percent	2019-2020 Frequency	2019-2020 Percent
4	386	45.573	180	30.457
5	362	42.739	291	49.239
3	99	11.688	120	20.305
Missing	0	0.000	0	0.000
Total	847	100.000	591	100.000

The data compare the discipline data before (2018-2019) and after (2019-2020) the implementation of RP. The data reveal a decline in ODRs for the year RP was implemented. The findings in Table 3 indicate the total number of ODRs decreased when RP was implemented. Table 4 displays the discipline data by location during the 2018-2019 school year.

Table 4*2018-2019 Discipline Data by Location (School Year Prior to Implementation)*

Location	Frequency	Percent	Valid percent	Cumulative percent
Cafeteria	42	4.959	4.959	4.959
Classroom	375	44.274	44.274	49.233
Gym	15	1.771	1.771	51.004
Hallway	79	9.327	9.327	60.331
Media Center	12	1.417	1.417	61.747
Off school grounds	2	0.236	0.236	61.983
Office	2	0.236	0.236	62.220
On school bus	166	19.599	19.599	81.818
Other location in building	42	4.959	4.959	86.777
Parking lot	2	0.236	0.236	87.013
Playground	59	6.966	6.966	93.979
Restroom	48	5.667	5.667	99.646
School grounds	1	0.118	0.118	99.764
Stairway	2	0.236	0.236	100.000
Missing	0	0.000		
Total	847	100.000		

Of the total number of ODRs ($N = 847$), 44.274% ($n = 375$) were incidents that happened in the classroom, 19.599% ($n = 166$) happened on the school bus, 9.327% ($n = 79$) happened in the hallway, 6.966% ($n = 59$) happened on the playground, and 5.667% ($n = 48$) happened in the restroom. The remaining incidents, each accounting for less than 5%, happened in other locations such as the cafeteria, media center, and gym. Table 5 shows the discipline data by location during the 2019-2020 school year.

Table 5*2019-2020 Discipline Data by Location (1 School Year After Implementation)*

Location	Frequency	Percent	Valid percent	Cumulative percent
Bus stop	1	0.169	0.169	0.169
Cafeteria	28	4.738	4.738	4.907
Classroom	213	36.041	36.041	40.948
Gym	8	1.354	1.354	42.301
Hallway	43	7.276	7.276	49.577
Media Center	9	1.523	1.523	51.100
On school bus	134	22.673	22.673	73.773
Other location in building	27	4.569	4.569	78.342
Parking lot	1	0.169	0.169	78.511
Playground	90	15.228	15.228	93.739
Restroom	37	6.261	6.261	100.000
Missing	0	0.000		
Total	591	100.000		

Of the total number of ODRs ($N = 591$), 36.041% ($n = 213$) were incidents which that in the classroom, 22.673% ($n = 134$) happened on the school bus, 7.276% ($n = 43$) happened in the hallway, 15.228 ($n = 90$) happened on the playground, and 6.261% ($n = 37$) happened in the restroom. The remaining incidents, each accounting for less than 5%, happened in other locations such as the cafeteria, media center, and gym. Table 6 compares the discipline data by location during both the 2018-2019 and 2019-2020 school years.

Table 6*Student Discipline Data Comparison According to Most Frequent Locations*

Location	2018-2019 Frequency	2018-2019 Percent	2019-2020 Frequency	2019-2020 Percent
Classroom	375	44.274	213	36.041
School bus	166	19.599	134	22.673
Hallway	79	9.327	43	7.276
Playground	59	6.966	90	15.228
Restroom	48	5.667	37	6.261

The data in Table 6 reveal a decline in incidents in the major areas during the 2019-2020 school year, the year RP was implemented. Classroom incidents decreased from 375 to 213, school bus incidents decreased from 166 to 134, hallway incidents decreased from 79 to 43, and restroom incidents decreased from 48 to 37. The only location that showed an increase was the playground, which had a 52.543% increase from the previous year. The findings in Table 6 indicate that the use of RP impacted the number of ODRs in which the number decreased in every school setting but one the year of implementation. Table 7 reveals the action taken from each ODR during the 2018-2019 school year.

Table 7*2018-2019 Discipline Data by Action Code (School Year Prior to Implementation)*

Action Code/Description 1	Frequency	Percent	Valid percent	Cumulative percent
002 ISS	289	34.120	34.120	34.120
003 OSS	128	15.112	15.112	49.233
022 Bus Suspension	107	12.633	12.633	61.865
023 Conference	1	0.118	0.118	61.983
024 Lunch Detention	1	0.118	0.118	62.102
026 Time Out	183	21.606	21.606	83.707
027 Student Written Warning	40	4.723	4.723	88.430
029 Student Oral Warning	1	0.118	0.118	88.548
030 Administrative Conference with Parent	3	0.354	0.354	88.902
031 Administrative Conference with Student	57	6.730	6.730	95.632
063 Other	4	0.472	0.472	96.104
115 ISS Partial Day	33	3.896	3.896	100.000
Missing	0	0.000		
Total	847	100.000		

Of the number of ODRs (N = 847), 34.120% ($n = 289$) resulted in ISS being the action taken, 3.896% ($n = 33$) resulted in ISS partial day, 21.606% ($n = 183$) resulted in time out, 15.112% ($n = 128$) resulted in OSS, 12.633% ($n = 107$) resulted in bus suspension, and the remaining actions resulted in other consequences such as student written warning, administrative conference with student, and lunch detention. Table 8 displays the action taken from each ODR during the 2019-2020 school year.

Table 8*2019-2020 Student Discipline by Action Code (1 School Year After Implementation)*

Action Code/Description 1	Frequency	Percent	Valid percent	Cumulative percent
001 Supervised Activities	1	0.169	0.169	0.169
002 ISS	145	24.535	24.535	24.704
003 OSS	84	14.213	14.213	38.917
010 Community Based or Other Agency	3	0.508	0.508	39.425
022 Bus Suspension	59	9.983	9.983	49.408
023 Conference	1	0.169	0.169	49.577
025 Student Pays Restitution	3	0.508	0.508	50.085
026 Time Out	13	2.200	2.200	52.284
027 Student Written Warning	6	1.015	1.015	53.299
029 Student Oral Warning	29	4.907	4.907	58.206
030 Administrative Conference with Parent	13	2.200	2.200	60.406
031 Administrative Conference with Student	166	28.088	28.088	88.494
063 Other	1	0.169	0.169	88.663
115 ISS Partial Day	67	11.337	11.337	100.000
Missing	0	0.000		
Total	591	100.000		

Of the number of ODRs (N = 591), 24.535% ($n = 145$) resulted in ISS being the action taken, 11.337% ($n = 67$) resulted in ISS partial day, 2.200% ($n = 13$) resulted in time out, 14.213% ($n = 84$) resulted in OSS, 9.983% ($n = 59$) resulted in bus suspension, and the remaining actions resulted in other consequences such as student written warning, administrative conference with student, and lunch detention during the 2019-2020 school year. Table 9 compares student discipline data for both school years by action code of the most frequent actions.

Table 9*Student Discipline Data Comparison by Most Frequent Actions Coded*

Location	2018-2019 Frequency	2018-2019 Percent	2019-2020 Frequency	2019-2020 Percent
002 ISS	289	34.120	145	24.535
003 OSS	128	15.112	84	14.213
022 Bus suspension	107	12.633	59	9.983
026 Time out	183	21.606	13	3.896
115 ISS partial day	33	3.896	67	11.337

The data in Table 9 reveal a decline in a majority of the areas above. The number of ISS assignments decreased from 289 to 145, the number of OSS assignments decreased from 128 to 84, bus suspensions decreased from 107 to 59, and time out decreased from 183 to 13. However, the number of ISS partial day assignments doubled with an increase from 33 to 67 assignments. The results from the JASP reveal that the implementation of RP during the 2019-2020 school year aided in decreasing the number ODRs. As a result, the ISS and OSS rates decreased. The findings in Table 9 indicate the number of students who received an action that resulted in missed instruction decreased significantly during the year of implementation.

Research Question 1 and The Conceptual Framework

The use of an effective SEL curriculum is an integral part of educating students. When including key characteristics in instructional programs, SEL can have a long-term effect on student behavioral outcomes (Zins et al., 2007). Elias (2006) identified SEL as the “missing piece” in education because it is the unique connection between skills that are pertinent to the whole-child, benefiting all aspects of their life (e.g., school, home, communities). The findings for this research question provide evidence that supports

positive student behavioral outcomes when implementing SEL into the daily routines and procedures, including the classroom setting as a part of the curriculum.

Research Question 2: Disproportional Discipline Gaps Among Students

Research Question 2: “What specific demographics of students have a disproportional gap than others and what impact does RP have on these groups as measured by ISS and OSS rates?” The discipline data retrieved from PowerSchool were used to measure the impact RP had on ISS and OSS rates for specific demographics of students. Table 10 displays the student discipline report by ethnicity for the 2018-2019 school year.

Table 10

2018-2019 Student Discipline by Ethnicity (School Year Prior to Implementation)

Ethnicity	Frequency	Percent	Valid percent	Cumulative percent
Asian	4	0.472	0.472	0.472
Black	501	59.150	59.150	59.622
Hispanic	145	17.119	17.119	76.741
Indian	13	1.535	1.535	78.276
Multi-race	88	10.390	10.390	88.666
White	96	11.334	11.334	100.000
Missing	0	0.000		
Total	847	100.000		

The discipline data (N = 847) reveal 59.150% ($n = 501$) of the ODRs were from Black students, 17.119% ($n = 145$) were from Hispanic students, 11.334% ($n = 96$) were from White students, 10.390% ($n = 88$) were from Multi-Racial students, 1.535% ($n = 13$) were from Indian students, and less than 1% ($n = 4$) were from Asian students. Table 11 displays the student discipline data by ethnicity for the 2019-2020 school year.

Table 11*2019-2020 Student Discipline Data by Ethnicity (1 School Year After Implementation)*

Ethnicity	Frequency	Percent	Valid percent	Cumulative percent
Asian	2	0.338	0.338	0.338
Black	420	71.066	71.066	71.404
Hispanic	77	13.029	13.029	84.433
Indian	9	1.523	1.523	85.956
Multi-race	45	7.614	7.614	93.570
White	38	6.430	6.430	100.000
Missing	0	0.000		
Total	591	100.000		

The discipline data (N = 591) reveal 77.066% ($n = 420$) of the ODRs were from Black students, 13.029% ($n = 77$) were from Hispanic students, 6.430% ($n = 38$) were from White students, 7.614% ($n = 45$) were from Multi-Racial students, 1.523% ($n = 9$) were from Indian students, and less than 1% ($n = 2$) were from Asian students. Table 12 compares the student discipline data for both school years of the most frequent incidents by ethnicity.

Table 12*Student Discipline Data Comparison of the Major Areas by Ethnicity*

Ethnicity	2018-2019 Frequency	2018-2019 Percent	2019-2020 Frequency	2019-2020 Percent
Black	501	59.150	420	71.066
Hispanic	145	17.119	77	13.029
Multi-race	88	10.390	45	7.614
White	96	11.334	38	6.430

The comparative data in Table 12 show a decrease in ODRs for each of these ethnic groups. The number of ODRs for Black students decreased from 501 to 420, the

ODRs for Hispanic students decreased from 145 to 77, the ODRs for Multi-Racial students decreased from 88 to 45, and the number of ODRs for White students decreased from 96 to 38. Conversely, the data reveal an increase in the percent of ODRs for Black students. The increase is reflective of the ratio of Black student ODRs to the total number of ODRs by all groups. Therefore, although the number of ODRs decreased, the percentage of Black students who received the ODRs compared to their peers increased. The findings indicated that the number of ODRs decreased significantly for each group in which a demographic discipline gap was identified the year of implementation. Table 13 reveals the student discipline data by ethnicity and gender of the students during the 2018-2019 school year.

Table 13

2018-2019 Student Discipline Data by Gender and Ethnicity (School Year Prior to Implementation)

Gender	Ethnicity	Frequency	Percent	Valid percent	Cumulative percent
F	Asian	1	0.524	0.524	0.524
	Black	131	68.586	68.586	69.110
	Hispanic	25	13.089	13.089	82.199
	Indian	4	2.094	2.094	84.293
	Multi-race	16	8.377	8.377	92.670
	White	14	7.330	7.330	100.000
	Missing	0	0.000		
	Total	191	100.000		
M	Asian	3	0.457	0.457	0.457
	Black	370	56.402	56.402	56.860
	Hispanic	120	18.293	18.293	75.152
	Indian	9	1.372	1.372	76.524
	Multi-race	72	10.976	10.976	87.500
	White	82	12.500	12.500	100.000
	Missing	0	0.000		
	Total	656	100.000		

The discipline data (N = 847) indicates 68.586% ($n = 131$) of the female ODRs (N = 191) were Black students. Additionally, 56.402% ($n = 370$) of the male ODRs (N = 656) were Black students. Table 14 reveals the student discipline data by ethnicity and gender of the students during the 2019-2020 school year.

Table 14

2019-2020 Student Discipline Data by Ethnicity and Gender (1 School Year After Implementation)

Gender	Ethnicity	Frequency	Percent	Valid percent	Cumulative percent
F	Asian	0	0.000	0.000	0.000
	Black	106	78.519	78.519	78.519
	Hispanic	13	9.630	9.630	88.148
	Indian	2	1.481	1.481	89.630
	Multi-race	10	7.407	7.407	97.037
	White	4	2.963	2.963	100.000
	Missing	0	0.000		
	Total	135	100.000		
M	Asian	2	0.439	0.439	0.439
	Black	314	68.860	68.860	69.298
	Hispanic	64	14.035	14.035	83.333
	Indian	7	1.535	1.535	84.868
	Multi-race	35	7.675	7.675	92.544
	White	34	7.456	7.456	100.000
	Missing	0	0.000		
	Total	456	100.000		

The discipline data (N = 591) indicate 78.519% ($n = 106$) of the female ODRs (N = 135) were Black students. Additionally, 68.860% ($n = 314$) of the male ODRs (N = 456) were Black students. Appendix E displays the student discipline data by ethnicity and action code for both the 2018-2019 and 2019-2020 school years. Table 15 compares the student discipline data by gender and ethnicity in the most frequent areas.

Table 15

Student Discipline Data Compared by Gender and Ethnicity in the Most Frequent Areas

Gender	Ethnicity	2018-2019 Frequency	2018-2019 Percent	2019-2020 Frequency	2019-2020 Percent
F	Black	131	68.586	106	78.519
	Hispanic	25	13.089	13	9.630
M	Black	370	56.402	314	68.860
	Hispanic	120	18.293	64	14.035

The data in Table 15 show a decline in the number of ODR for each of these groups from the 2018-2019 school year to the 2019-2020 school year. Black female ODRs decreased from 131 to 106, and Hispanic female ODRs decreased from 25 to 13. Additionally, Black male ODRs decreased from 370 to 314, and Hispanic male ODRs decreased from 120 to 64. The data reveal an increase in the percent of ODRs for the Black male and female students. The increase is reflective of the ratio of Black student ODRs to the total number of ODRs by all groups. Therefore, although the number of ODRs decreased, the percent of Black male and female students who received ODRs compared to their peers increased. The findings indicated that the number of ODRs decreased for the groups identified as having a demographic discipline gap during the year of implementation.

The results from the JASP reveal the disproportionate suspension gap groups at the selected school being Black males and females as well as Hispanic male students. Additionally, the data show a decrease in ODRs in all demographics of students during the 2019-2020 school year, which was the year RP was implemented. Furthermore, the comparative data showed that each ethnic group number of ODRs decreased by nearly 50% after RP was implemented, except for Black students.

Research Question 2 and The Conceptual Framework

Cummings (2018) discussed the important role SEL has on RP. As RP is a branch of SEL, it is imperative that schools incorporate daily lessons that teach necessary skill-building techniques to help students meet behavioral expectations. Finally, Cummings explained restorative discipline is used to support students who are repeat offenders. The findings of this research question show the effectiveness of SEL and how it impacts students of all demographics.

Survey Data Analysis

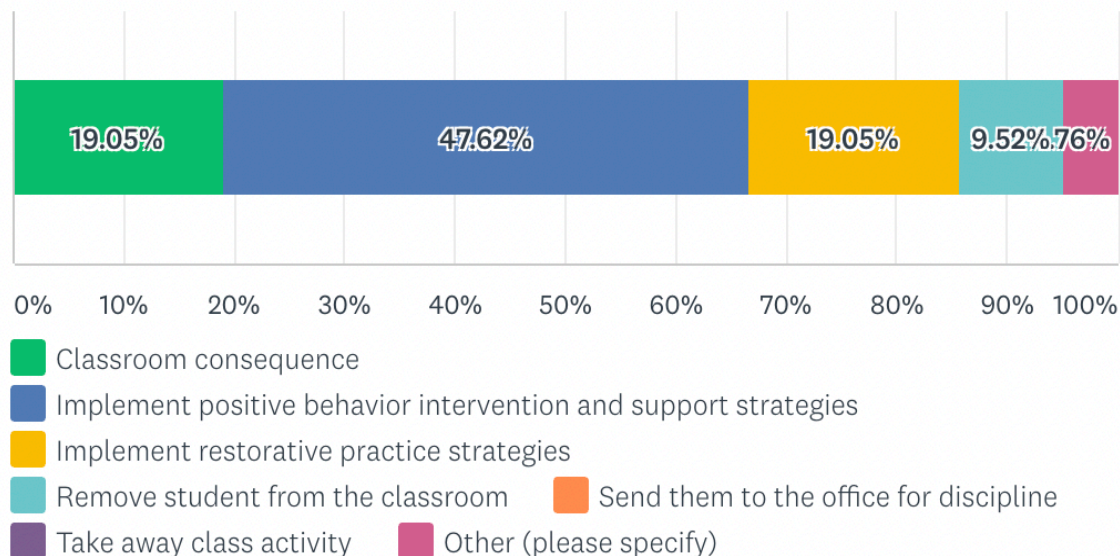
The survey provided to the teachers was conducted using an online surveying platform, Survey Monkey. The survey was delivered to school administration who sent the survey link, via email, to all 45 certified teachers at the selected school. The protocol indicated that the survey was voluntary and anonymity would be maintained. Additionally, the protocol indicated teachers could end the survey at any time with no penalty. The survey was used to address Research Question 3.

Research Question 3: Teacher Perception of RP

Research Question 3: “How do classroom teachers perceive RP as a management system?” The survey data were used to measure teacher perceptions of RP at their school (see Appendix F). The data were analyzed using the analysis tool on Survey Monkey.

Strategies Used to Address Disruptive Behaviors

The first non-demographic question, Question 3 in the survey asked, “What strategy do you believe is most effective when dealing with students with disruptive behaviors?” Figure 7 reveals teacher responses.

Figure 7*Participant Preferred Behavioral Management System*

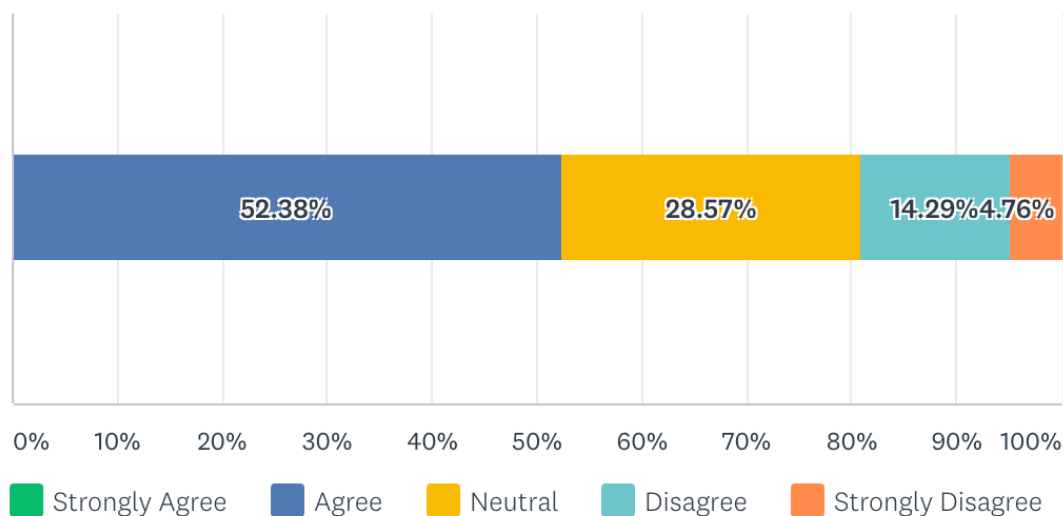
Of the survey responses ($N = 21$), an average of 42.62% ($n = 10$) of the teachers answered that they used PBIS as their behavioral management system, 19.05% ($n = 4$) of the teachers used classroom consequences, 19.05% ($n = 4$) of the teachers used RP, 9.52% ($n = 2$) of the teachers used the method to remove students from the classroom, and 4.76% ($n = 1$) of the teachers used other methods. When asked to specify the other method, the teacher responded, “Mixture of all. Honestly don’t think one thing works best for one student.” The data also revealed that 75% ($n = 3$) of the teachers who implemented RP in their classroom were in the age range of 40-49 and 25% ($n = 1$) of the teachers were in the age range of 30-39. The preferred method among the teachers was implementing PBIS strategies. Of the participants who selected PBIS as their behavioral management system, 40% ($n = 4$) were in the age range of 30-39, 10% ($n = 1$) were in the age range of 40-49, and 50% ($n = 5$) were in the age range of 50-59.

Question 4 focused on how teachers perceive disruptive students in the general

classroom setting. The question asked, “Do you believe students with disruptive behaviors should be educated in the general education environment?” Figure 8 reveals the responses ($N = 21$).

Figure 8

Participant Perspectives of Placing Students With Disruptive Behaviors



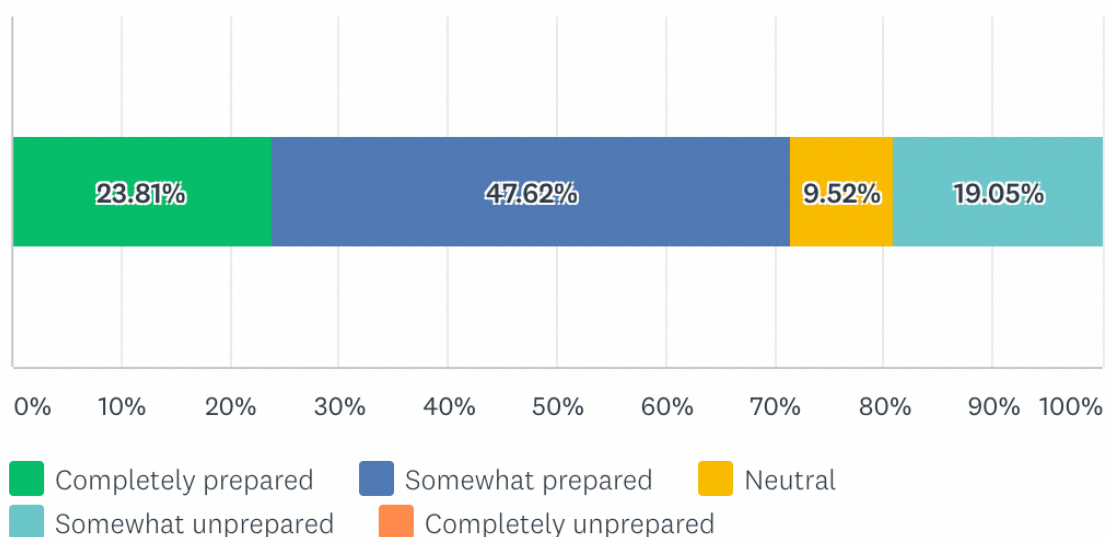
The results show 52.38% ($n = 11$) of the participants agreed that students with disruptive behaviors should be educated in the general education environment, 28.57% ($n = 6$) were neutral, 14.29% ($n = 3$) disagreed, and 4.76% ($n = 1$) strongly disagreed. After further analysis, the results revealed that 45.45% ($n = 5$) of the teachers who agreed were in the age range of 30-39, 18.18% ($n = 2$) were in the age range of 40-49, and 36.36% ($n = 4$) were in the age range of 50-59. Of the teachers who did not agree or strongly agree, 10% ($n = 1$) of teachers were in the age range of 18-29, 30% ($n = 3$) were in the age range of 30-39, 40% ($n = 4$) were in the age range of 40-49, and 20% ($n = 2$) were in the age range of 50-59.

Teacher Preparedness to Handle Disruptive Behaviors

Question 5 addressed teacher preparedness. The survey question asked, “How prepared do you feel to handle students who demonstrate disruptive behaviors in the classroom?” Figure 9 displays the responses to Question 5 (N = 21).

Figure 9

Participant Preparedness to Handle Disruptive Behaviors



The results reveal 23.81% ($n = 5$) of the participants felt “completely prepared” to handle students with disruptive behaviors, 47.62% ($n = 10$) felt “somewhat prepared,” 9.52% ($n = 2$) were “neutral,” and 19.05% ($n = 4$) felt “somewhat unprepared.”

Additionally, the results reveal that 100% ($n = 4$) of the participants who felt “somewhat unprepared” indicated their highest level of education was a bachelor’s degree, whereas 60% ($n = 15$) of participants who felt “somewhat prepared” to “completely prepared” indicated their highest level of education was a master’s degree in education.

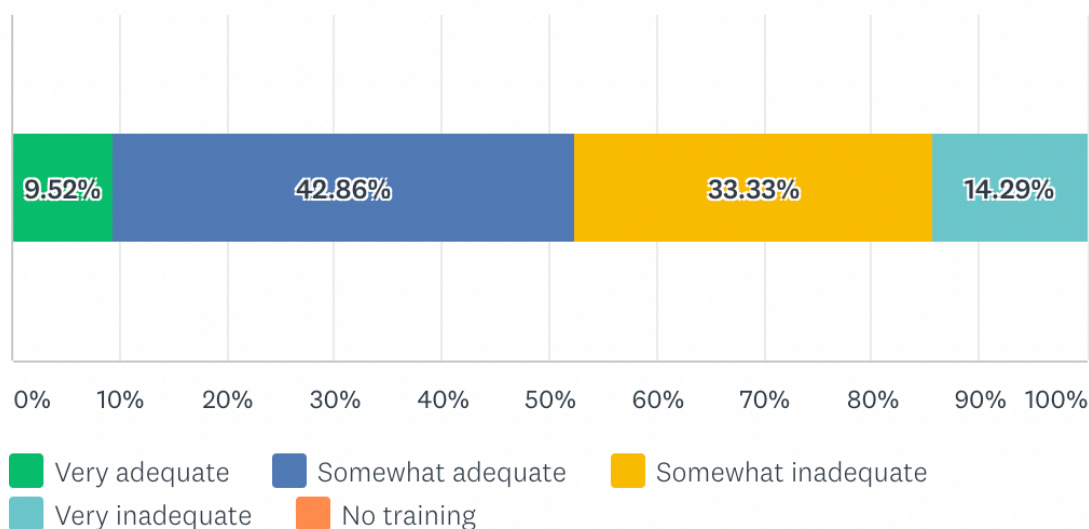
Furthermore, 40% ($n = 6$) of the participants who indicated they felt “somewhat prepared” to “completely prepared” were in the age range of 50-59, 26.67% ($n = 4$) were

in the age range of 40-49, and 33.33% ($n = 5$) were in the age range of 30-39. Finally, 100% ($n = 4$) who felt “somewhat unprepared” were in the age ranges below 50.

Survey Question 7 asked participants, “How adequate do you feel your training in disruptive behaviors has been?” Figure 10 reveals the results ($N = 21$).

Figure 10

Participant Training in Handling Students With Disruptive Behaviors



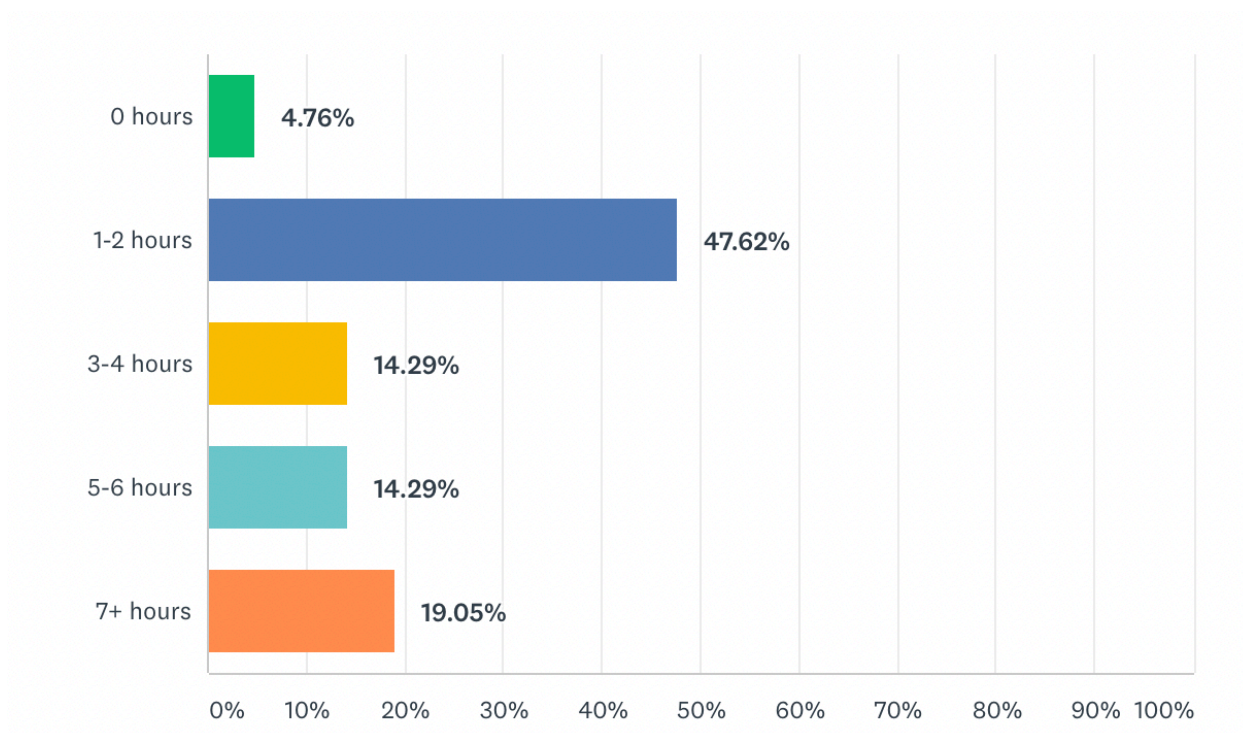
The data show 9.52% ($n = 2$) of the participants felt they had “very adequate” training to handle students with disruptive behaviors, 42.86% ($n = 9$) expressed they had “somewhat adequate” training, 33.33% ($n = 7$) expressed the training provided was “somewhat inadequate,” and 14.29% ($n = 3$) expressed the training provided was “very inadequate.” The data also indicate that 63.64% ($n = 11$) of the participants who felt training had been “somewhat inadequate” or “very inadequate” were teachers with a bachelor’s degree as their highest degree level of education. Additionally, of the participants who felt training had been “somewhat inadequate” or “very inadequate,” 9.09% ($n = 1$) were in the age range of 18-29, 36.36% ($n = 4$) were in the age range of

30-39, 45.45% ($n = 5$) were in the age range of 40-49, and 9.09% ($n = 1$) were in the age range of 50-59.

Survey Question 9 asked participants ($N = 21$) to “Estimate the number of Professional Development hours you have attended for working with student behaviors.” Figure 11 displays the results.

Figure 11

Participant Number of Hours of Professional Development for Student Behaviors



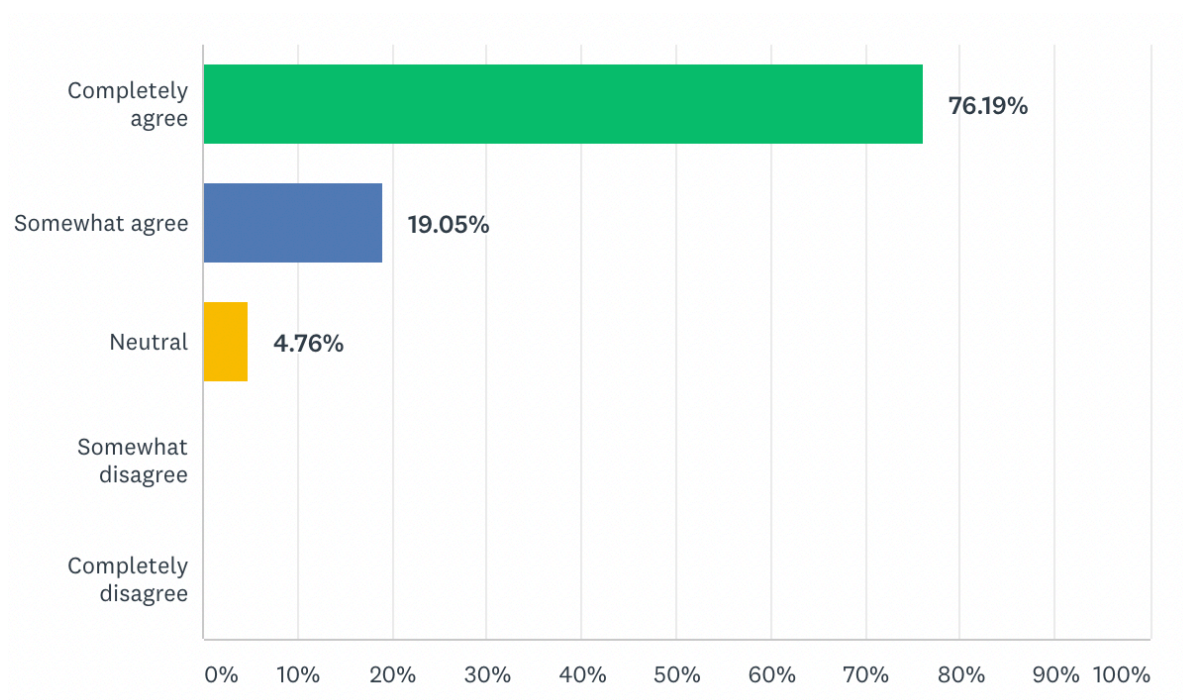
The data show 4.76% ($n = 1$) of participants indicated they have received 0 hours of professional development to handle students with disruptive behaviors, 47.62% ($n = 10$) indicated they received 1-2 hours, 14.29% ($n = 3$) indicated they received 3-4 hours, 14.29% ($n = 3$) indicated they received 5-6 hours, and 19.05% ($n = 4$) indicated they received 7 or more hours of professional development. Of the participants who indicated they received less than 5 hours of professional development for working with students

with disruptive behaviors, 7.14% ($n = 1$) were in the age range of 18-29, 42.86% ($n = 6$) were in the age range of 30-39, 14.29% ($n = 2$) were in the age range of 40-49, and 35.71% ($n = 5$) were in the age range of 50-59.

Survey Question 10 stated, “Educators need more information and support on how to best address the needs of students with disruptive behaviors.” Figure 12 displays participant responses ($N = 21$).

Figure 12

Participant Need for More Information to Address Disruptive Behaviors



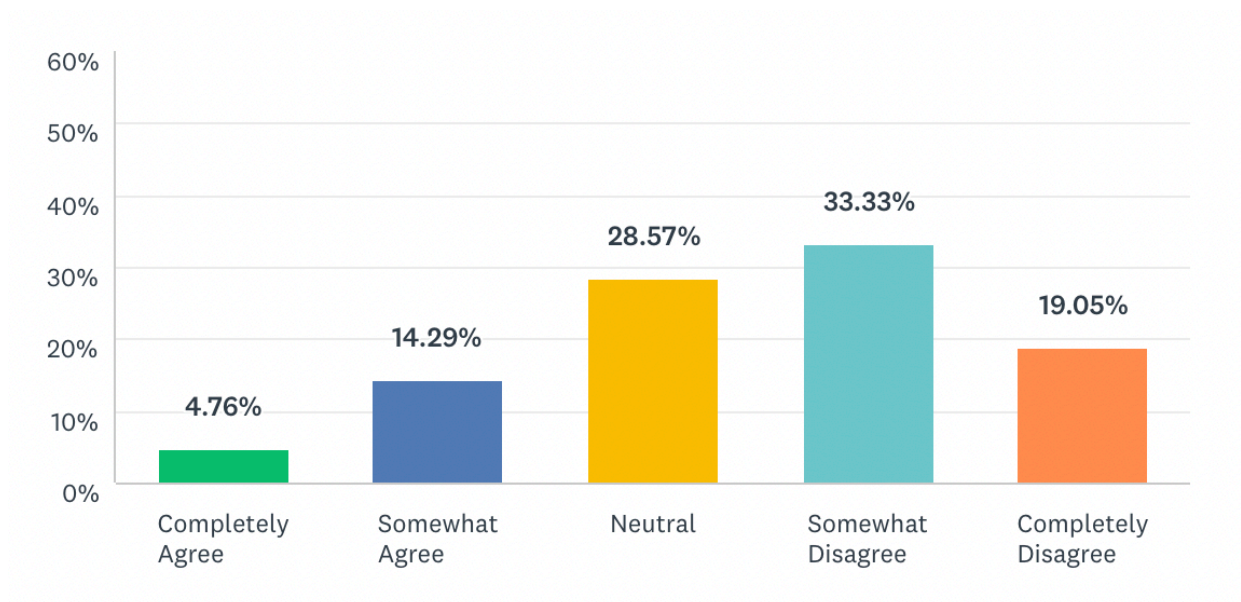
The results indicate 79.19% ($n = 16$) of participants “completely agree,” 19.05% ($n = 4$) “somewhat agree,” and 4.76% ($n = 1$) remained “neutral” regarding the need for more information to address students with disruptive behaviors. Sixty percent ($n = 3$) of participants who indicated “neutral” or “somewhat agree” were in the age range of 40-49, 20% ($n = 1$) were in the age range of 30-39, and 20% ($n = 1$) were in the age range of 50-

59.

Survey Question 11 addressed training staff used before implementing RP in the school. The question stated, “I went through adequate training before my site began the implementation process of the RP at my school.” Figure 13 shows participant responses (N = 21).

Figure 13

Participant Perspectives on Adequate RP Training at School



The data indicate 4.76% ($n = 1$) of participants “completely agree,” 14.29% ($n = 3$) of participants “somewhat agree,” 28.57% ($n = 6$) of participants felt “neutral,” 33.33% ($n = 7$) of participants “somewhat disagree,” and 19.05% ($n = 4$) of participants “completely disagree” that they went through adequate training before implementing RP at their site.

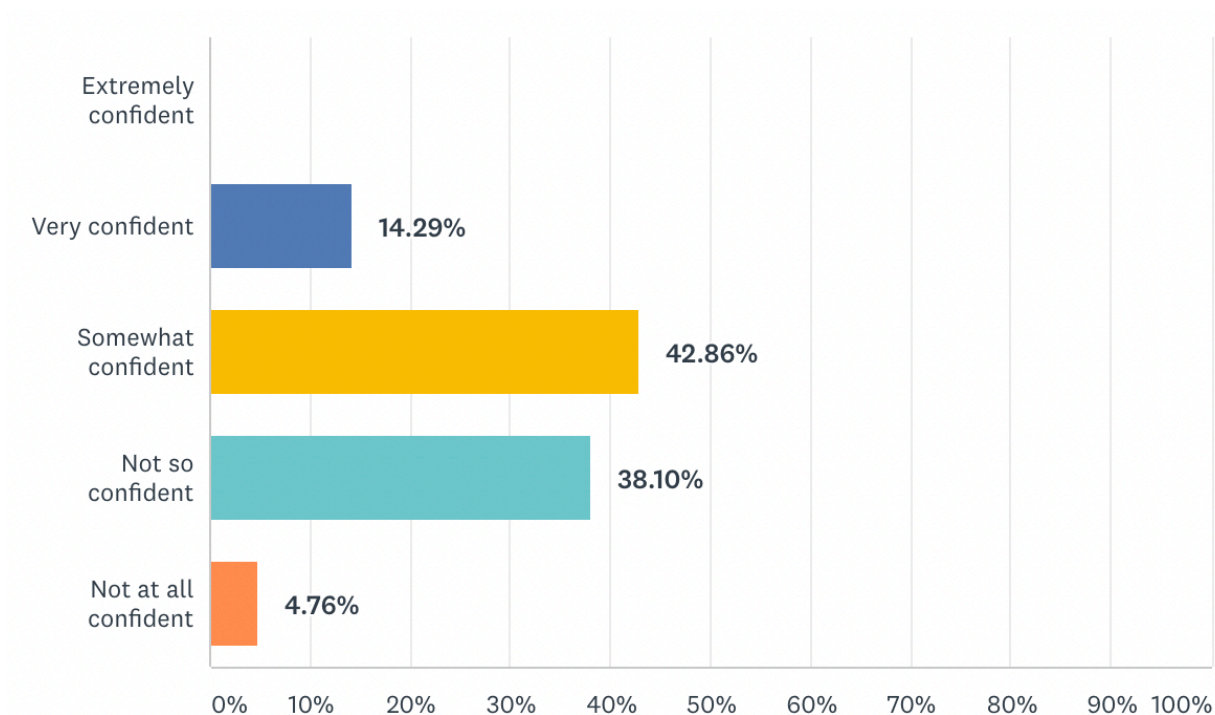
Support Provided to Teachers Working With Students With Disruptive Behaviors

The teacher survey included two questions that focused on support for teachers when addressing disruptive behaviors. Survey Question 6 asked, “How confident are you

that your school does all it can to help students with disruptive behaviors?” Figure 14 provides the results from the participants.

Figure 14

Participant Confidence Support From School to Address Disruptive Behaviors



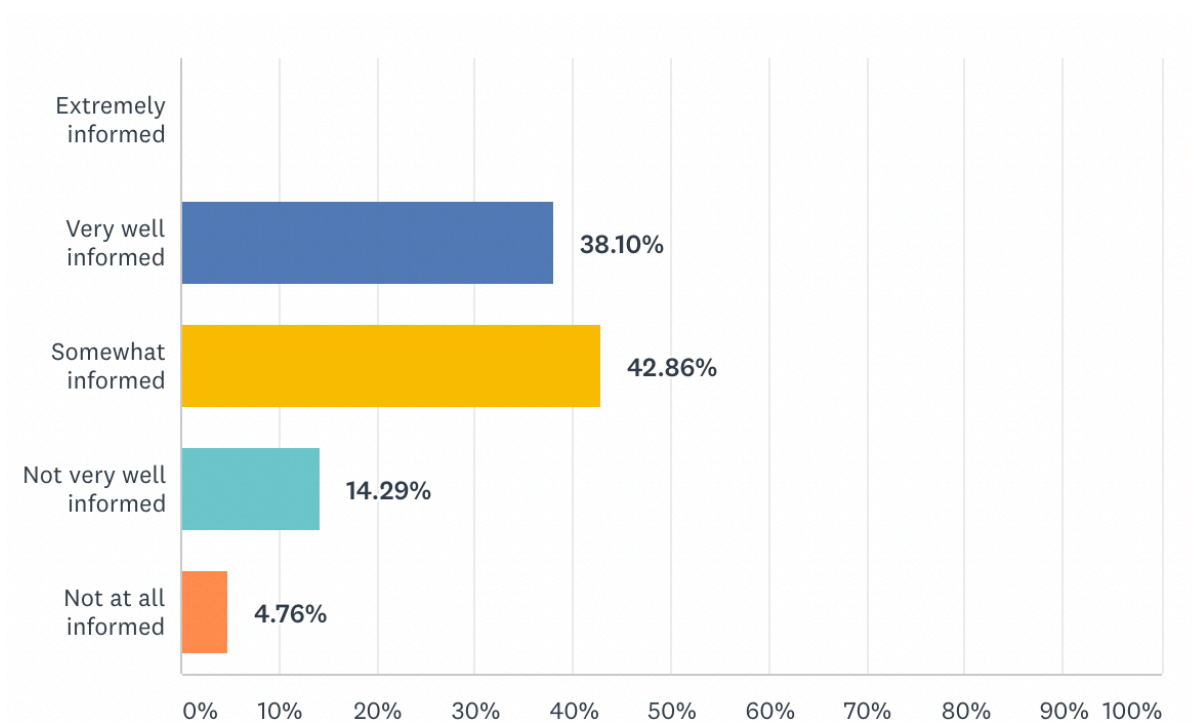
Of the survey responses ($N = 21$), 14.29% ($n = 3$) were “very confident,” 42.86% ($n = 9$) were “somewhat confident,” 38.10% ($n = 8$) were “not so confident,” and 4.76% ($n = 1$) were “not at all confident” regarding school-level support to help with students with disruptive behaviors. Additionally, the results revealed 100% ($n = 1$) of participants in the age range of 18-29 felt “not so confident,” and 62.50% ($n = 5$) in the age range of 30-39 felt “not so confident” about the support provided to students; yet of the participants in the age range of 40-49, 57.15% ($n = 4$) felt “somewhat confident” regarding the support provided. Additionally, for participants in the age range of 50-59,

40% ($n = 2$) felt “somewhat confident” and 40% ($n = 2$) felt “very confident” regarding school-level support to assist students with disruptive behaviors.

Survey Question 8 asked, “How well informed of the behaviors on campus do you think your school administration is?” Figure 15 reveals the results from the participants.

Figure 15

Participant Perspectives on Administration Awareness of Disruptive Behaviors



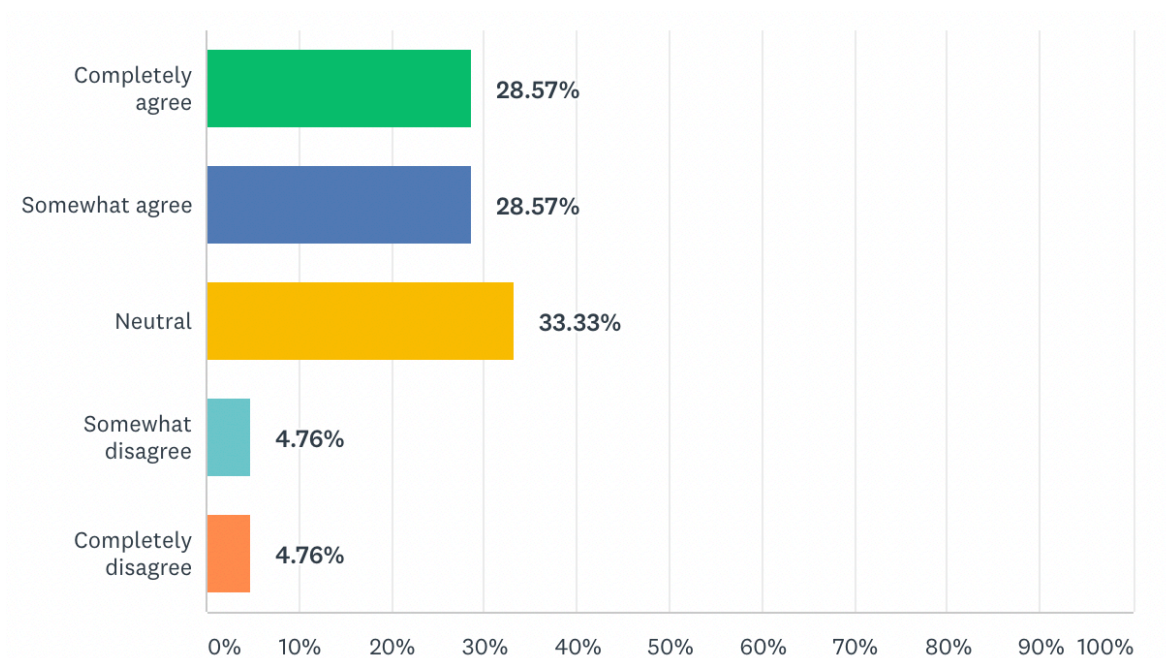
Of the participants who responded ($N = 21$), 38.10% ($n = 8$) indicated “very well informed,” 42.86% ($n = 9$) indicated “somewhat informed,” 14.29% ($n = 3$) indicated “not very well informed,” and 4.76% ($n = 1$) indicated “not at all informed” regarding school administration being informed of students who exhibit disruptive behaviors. Of the participants who felt the school administration was well informed of student disruptive behaviors, 100% ($n = 3$) were in the age range of 30-39.

Implementation of RP

Six of the survey questions addressed the implementation of RP at the school. Survey Question 12 stated, “I use RP on a daily basis in my classroom.” Figure 16 displays participant responses.

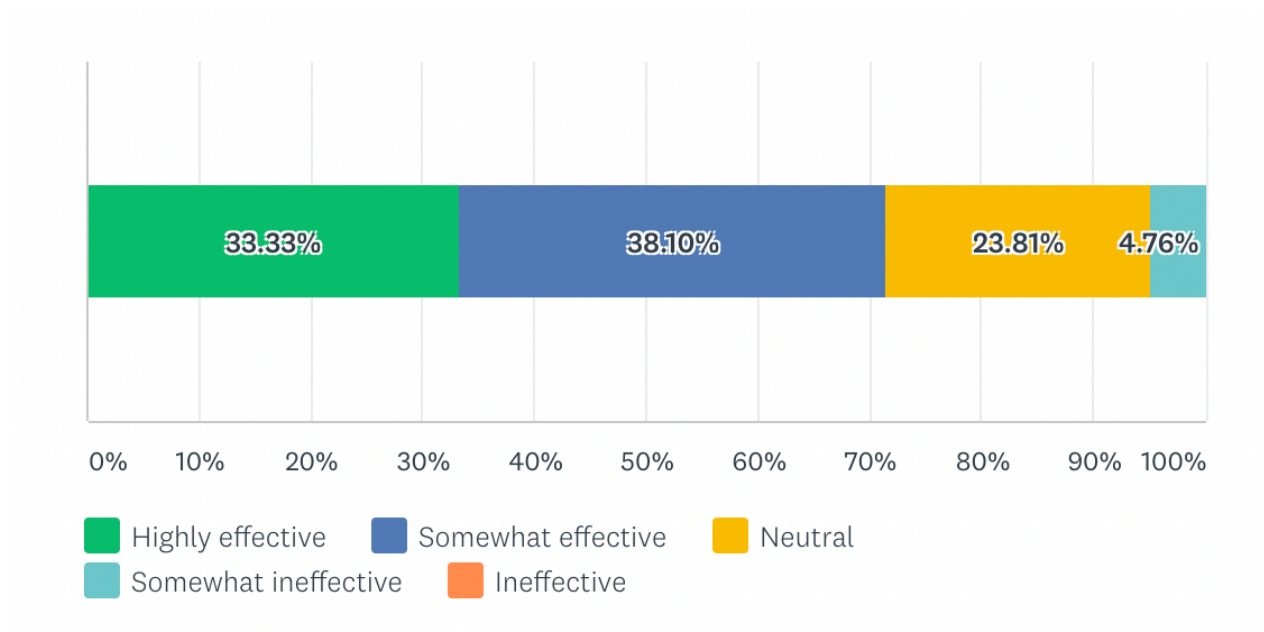
Figure 16

Participant Use of RP in Their Classroom



Of the participants who responded ($N = 21$), 28.57% ($n = 6$) indicated they “completely agree,” 28.57% ($n = 6$) indicated they “somewhat agree,” 33.33% ($n = 7$) indicated “neutral,” 4.76% ($n = 1$) indicated they “somewhat disagree,” and 4.76% ($n = 1$) indicated they “completely disagree” that they use RP daily in their classroom.

Survey Question 13 stated, “In my opinion, RP strategies are effective when managing students with disruptive behaviors.” Figure 17 shows participant responses.

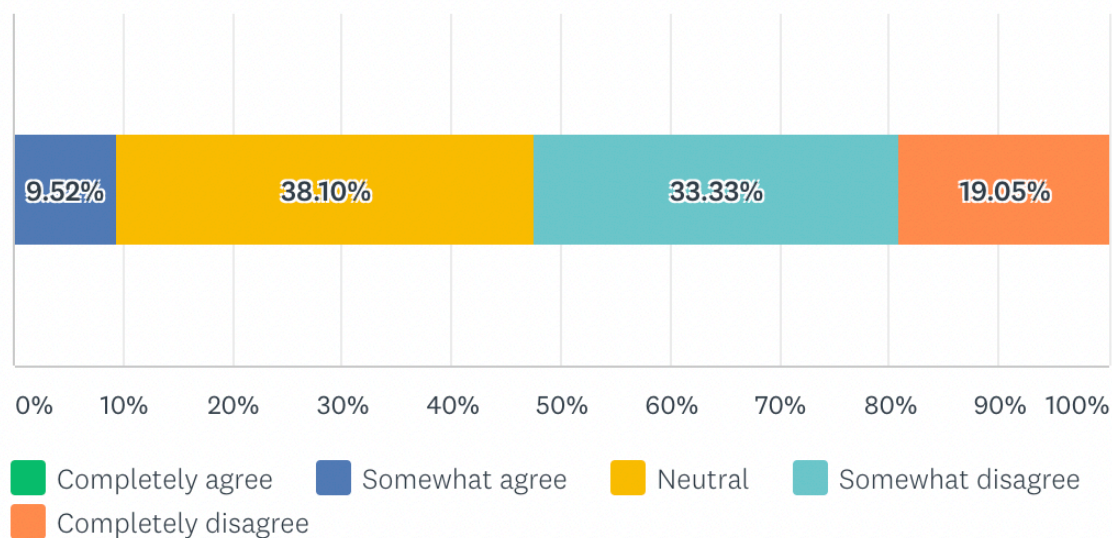
Figure 17*Participant Perspectives of the Effectiveness of RP*

Of the participants ($N = 21$), 33.33% ($n = 7$) responded “highly effective,” 38.10% ($n = 8$) responded “somewhat effective,” 23.81% ($n = 5$) responded “Neutral,” and 4.76% ($n = 1$) responded “somewhat ineffective” regarding the effectiveness RP has on managing students with disruptive behaviors.

Survey Questions 14 and 15 both addressed the effect RP practices had on the school campus. Survey Question 14 stated, “Prior to the implementation of RP, the school campus was an unsafe environment.” Figure 18 displays the results.

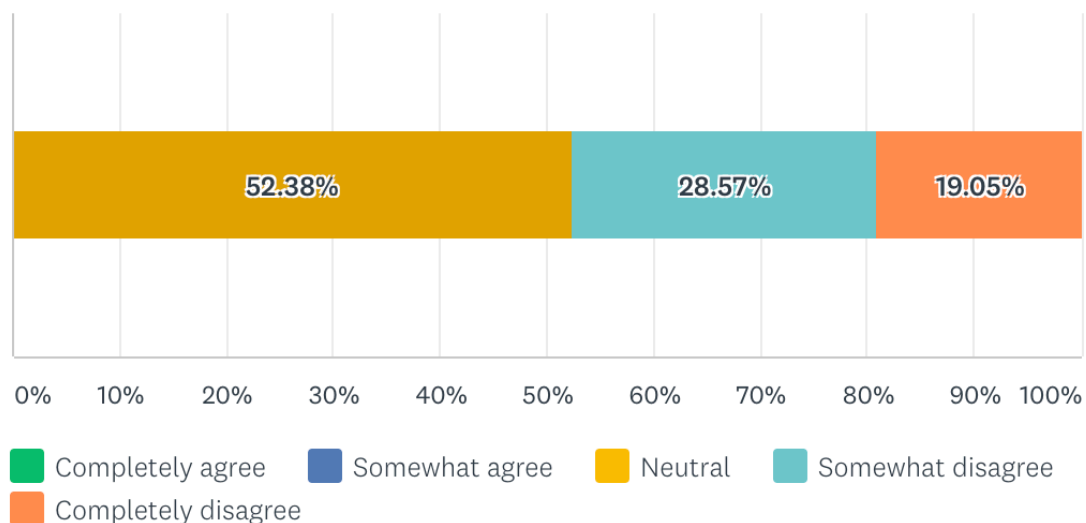
Figure 18

Participant Perspectives of School Environment Prior to RP



Of the participants ($N = 21$), 9.52% ($n = 2$) “somewhat agree,” 38.10% ($n = 8$) were “neutral,” 33.33% ($n = 7$) “somewhat disagree,” and 19.05% ($n = 4$) “completely disagree” that the campus was an unsafe environment prior to the implementation of RP.

Survey Question 15 followed up on the previous question, asking participants to reflect on the impact RP had on the environment post-implementation. Question 15 stated, “After the implementation of RP, the school campus was an unsafe environment.” Figure 19 displays participant responses.

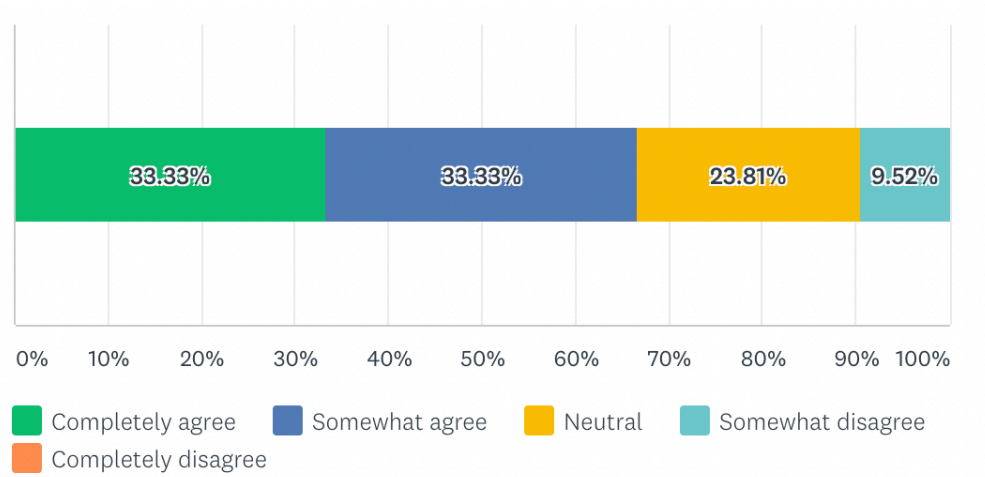
Figure 19*Participant Perspectives of School Environment After RP Implementation*

Survey participant (N = 21) perspectives changed after the implantation of RP. Of the participants, 52.38% were “neutral” ($n = 11$), 28.57% ($n = 6$) indicated “somewhat disagree,” and 19.05% ($n = 4$) indicated “completely disagree” that the campus was unsafe after the implementation of RP.

Survey Question 16 stated, “RP allows me to build trust with students that have disruptive behaviors.” Figure 20 shows participant responses.

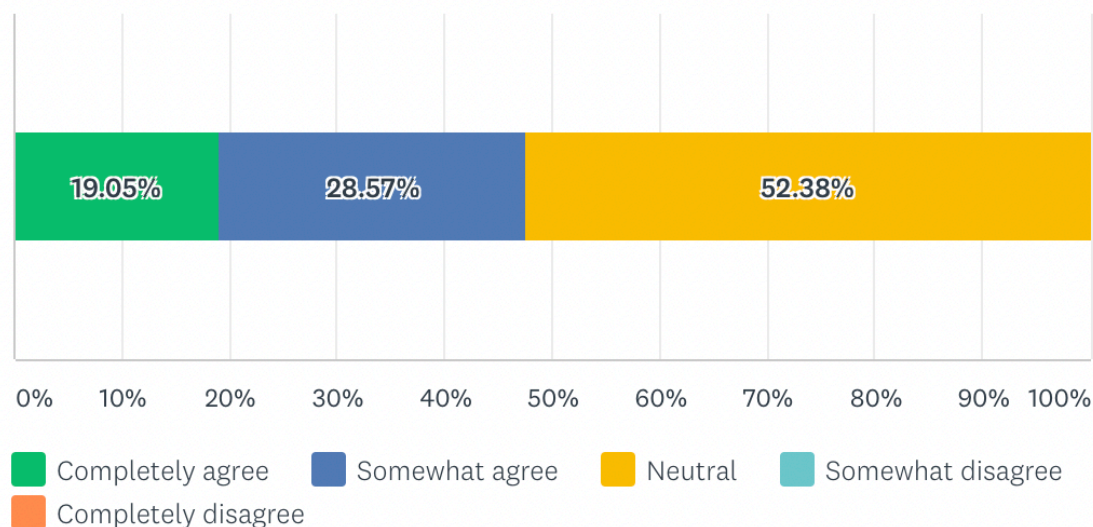
Figure 20

Participant Perspectives on Building Trust with Students Using RP



Of the participants ($N = 21$), 33.33% ($n = 7$) indicated “completely agree,” 33.33% ($n = 7$) indicated “somewhat agree,” 23.81% ($n = 5$) indicated “neutral,” and 9.52% ($n = 2$) indicated “somewhat disagree” regarding RP implementation helped to build trust with students.

Survey Question 17 stated, “I have seen a decrease in student disruptive behaviors since implementing RP.” Figure 21 reveals participant responses.

Figure 21*Teacher Perspectives on RP Impact on Decreasing Student Behaviors*

Survey participant (N = 21) responses indicated 19.05% ($n = 4$) of participants “completely agree,” 28.57% ($n = 6$) of participants “somewhat agree,” and 52.38% ($n = 11$) of participants were “neutral” regarding the impact RP had on decreasing student disruptive behaviors.

Additional Perspectives From Teachers

The final survey question asked teachers to provide any additional information they would like to share regarding the use of RP at their school. The question stated, “Would you like to add any additional thought regarding RP at your school? If so, please add them in the comment section below.” Table 16 shows the variety of responses that were provided.

Table 16*Participant Additional Thoughts Regarding RP in the School Setting*

Teacher	Shared response
T1	"I am honestly not sure that we use restorative practices at my school. Would PBIS be considered a restorative practice for behavior?"
T2	"Restorative practices are very effective, but there is a small percentage of students who need assistance that a general classroom teacher cannot provide."
T3	"I don't think we have embraced restorative practices as a school and it really has not been a focus for training or professional development."
T4	"I believe all teachers at my school need to complete professional development on restorative practices. I believe there needs to be a clear process for all teachers and staff on how to utilize restorative practices when dealing with behavior of students in school that may be disruptive or unsafe."
T5	"Don't know what restorative practices are."
T6	"I think a refresher course should be considered for all teachers."
T7	"Getting to know the student and parent helps. Working out a system with the students helps because they know who's in charge and they will do their best to work. Once they know you care, you can accomplish anything. I believe being strict and still showing love to them helps. They know we care. I hope this helps. I have seen a lot of kids make progress just by talking to them and working with them."
T8	"I have many years of mental health training and know what restorative practices can do in educational settings. However, I have not seen it implemented in the educational settings much and believe that if it was many behavioral issues could address in the classroom."

The participants (N = 8) provided their additional thoughts regarding the use of RP at their school.

Research Question 3 and The Conceptual Framework

Extensive amounts of research have been conducted to reveal the impact SEL and RP have in the classroom. With any intervention or program used in the classroom, fidelity is essential to ensure the success of the initiative. Rimm-Kaufman and Hulleman (2015) stressed the need for teachers to implement interventions consistently with the developer's intent to guarantee efficacy of the intervention; therefore, in order to work, interventions must be adopted and fully utilized in the classroom. The findings for this research question provide support that teachers perceive SEL is impactful when used with fidelity.

Instruments Used to Collect Data

The tools used for this research were beneficial to the outcome of the research. The JASP program assisted with ensuring the descriptive statistics were accurate and provided reliable and valid data when analyzing the student discipline data generated from PowerSchool. Additionally, Survey Monkey provided teachers an opportunity to offer their perspectives while ensuring anonymity. The data analysis feature in Survey Monkey was useful and provided valid and reliable data to assist with the analysis process.

The results of the survey revealed the need to improve the implementation of RP at the selected school. Additionally, teachers expressed the need to be trained on how to work effectively with students with disruptive behaviors. Overall, teachers agreed that RP can be effective if implemented with fidelity.

Conceptual Framework

The theoretical framework that guided this study is SEL. The study primarily

focused on the implementation of RP in the classroom by conceptualizing the five significant components of SEL defined by CASEL. CASEL's five components of SEL are self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. CASEL's research stresses the benefit of meeting the holistic needs of the child from all environments: school, classroom, home, and community. This study aimed to discover an in-depth understanding of how RP affect the school and classroom environments.

This research discovered the benefits RP has in an elementary school located in a rural area. The research conducted provided details that show how implementing RP in a school setting helps to slowly shrink the disproportional discipline gap among minority students in a rural elementary school. This research also discovered how teachers in a rural elementary setting perceived the implementation of RP. When used with fidelity, CASEL's five components of SEL will positively impact the classroom environment and lessen the student discipline rate.

Conclusion

This chapter provided an analysis of the student discipline data collected from an elementary school that consists of Grades 3 through 5 only. This chapter provided an analysis of the data collected using an online survey provided to 45 teachers regarding their beliefs, perceptions, and attitudes about working with students who exhibit disruptive behaviors and the impact RP has on these students. The results indicated a decrease in the number ODRs, which ultimately led to a decline in ISS and OSS rates once RP was implemented. Additionally, the data revealed that the selected school does have disproportional suspension rates among Black male and female students as well as

Hispanic male students. The findings indicate that the number of suspensions in each identifiable demographic gap decreased during the year RP was implemented. Finally, the survey data reveal that teachers perceive RP as a management system that could be effective when used with fidelity. In Chapter 5, the study concludes with a discussion of the results, interpretations of findings, implications, recommendations, and areas for future lines of inquiry.

Chapter 5: Conclusion

Overview

This study examined the impact RP had on student discipline in a rural elementary school in North Carolina. In addition, this investigation explored the differences in student discipline data for the 2018-2019 and 2019-2020 school years to determine if there was a significant decline in disciplinary infringements after the implementation of RP. Furthermore, this study sought to obtain teacher perceptions of RP and how it affects the school environment in a rural elementary setting.

Interpretation of Findings

This section provides an interpretation of the findings for each research question posed in this research. There was a total of 2 consecutive years of data used to evaluate the use of RP and how they impacted student discipline data. The data for this study began during the 2018-2019 school year, which was the school year prior to the implementation of RP. The data concluded with the 2019-2020 school year, which was the school year when RP was introduced and implemented on site. Additionally, a teacher survey was conducted to provide insight into how certified classroom teachers perceive RP.

Research Question 1: RP Impact on Student Discipline

Research Question 1: “What measurable impact does RP have on student discipline as measured by ISS and OSS rates?” The discipline data retrieved from PowerSchool were used to measure the impact RP had on ISS and OSS rates. The data revealed a decline in the overall number of ODRs from the 2018-2019 to the 2019-2020 school year by 256. This was a 30.224% decrease in the number of ODRs after RP was

implemented. However, the data revealed an increase in the number of third-grade ODRs from the 2018-2019 to the 2019-2020 school year. The data also revealed a decline in the number of ODRs by location in every area identified in the school setting except on the playground.

The infractions on the playground increased from 6.966% during the 2018-2019 school year to 15.228% during the 2019-2020 school year, which was the year RP was implemented. Positively, the number of classroom infractions decreased from 375 during the 2018-2019 school year to 213 during the 2019-2021 year (the year RP was implemented). This was a 43.20% decrease in classroom ODRs.

Finally, the data revealed a decrease in the number of students assigned to ISS and OSS. According to the data, the number of ISS assignments decreased significantly from 289 to 145. This represents a 49.827% decrease. Additionally, the number of OSS assignments decreased from 128 to 84. This was a percent decrease of 34.375%. Therefore, the results show a positive impact on student discipline inside the classroom and in the school setting when RP is being implemented.

Research Question 2: Disproportional Discipline Gaps Among Students

Research Question 2: “What specific demographics of students have a disproportional gap than others and what impact does RP have on these groups as measured by ISS and OSS rates?” The discipline data retrieved from PowerSchool were used to measure the impact RP had on ISS and OSS rates for specific demographics of students. The data revealed a disproportional discipline gap among the Black male and female subgroups as well as the Hispanic males. During the 2018-2019 school year, Black students received 501 (males 370, females 131) ODRs, while Hispanic students

received 145 (males = 120, female = 25) ODRs. During the 2018-2019 school year, Black students received 420 (males = 314, females = 106) ODRs and Hispanic students received 77 (males = 64, females = 13) ODRs. Therefore, the data revealed a decline in ODRs for all ethnic groups, including those identified as being disproportional.

Conversely, there continues to be a disproportional discipline gap with the Black students even after the implementation of RP. The data reveal a decline in ODRs for all ethnic groups. However, during the year of implementation, 2019-2020, 71.066% of the ODRs were Black students. When disaggregated by gender, 78.519% of the ODRs by female students were Black females, and 68.860% of the ODRs by male students were Black males. These percentages increased significantly from the prior year. Therefore, this study suggests the use of RP was beneficial in decreasing the number of ODRs by all ethnicities. However, the percent of Black students receiving ODRs increased significantly, which suggests a need for improvement in implementation practices for this subgroup of students.

Research Question 3: Teacher Perception of RP

Research Question 3: “How do classroom teachers perceive RP as a management system?” The survey data were used to measure teacher perceptions on RP at their school. The data were analyzed using the analysis tool on Survey Monkey. The data reveal the need for additional training for teachers that focuses on working with disruptive students as well as how to effectively implement RP. Additionally, the data reveal that school administration could provide more support to teachers as they handle disruptive behaviors in the classroom.

According to participants, RP helped teachers at the selected school build trust

with their students who have disruptive behaviors. The survey also revealed that 52.38% of the participants remained neutral when asked if they felt RP helped to decrease student behaviors. This could be caused by the lack of training and understanding of what RP is, which was revealed in the open-ended question at the end of the survey. Finally, participants indicated that if implemented with fidelity and teachers are provided training, RP could positively impact student discipline at their school. The responses of the teachers under investigation mirrored a larger national concern to ensure that no child, regardless of their cultural orientation, will be deprived of equal opportunities of instruction and academic success.

Conclusions and Summaries

According to the research presented, the implementation of RP in a rural elementary setting can be a strong catalyst for positive change in student behavior; however, ensuring teachers support the use of RP and that they are implemented with fidelity is key to maintaining a positive outcome. One driving factor to the successful implementation of RP is the quality and drive of school leadership (Morrison et al., 2005). As a result of this study, the recommendations to school leadership of the identified school are

1. Teachers need training/professional development on RP and how to effectively implement it in the classroom.
2. Teachers need more support and training on how to handle students with disruptive behaviors in the general education classroom setting.
3. Due to the increase in ODRs on the playground, daily routines and expectations may need to be in place.

4. School administration should develop a protocol to ensure teachers are implementing RP with fidelity.
5. School administration should develop a system to analyze the disproportional discipline gap among minority students that were identified and develop ways to lessen the gap.

Scholarly Significance

The study primarily focused on the implementation of RP in the classroom by conceptualizing the five significant components of SEL defined by CASEL. CASEL's five components of SEL are self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. CASEL's research stressed the benefit of meeting the holistic needs of the child from all environments: school, classroom, home, and community. Wachtel (2016) stated, "Restorative practices is a social science that studies how to build social capital and achieve social discipline through participatory learning and decision-making" (p. 1). This study aimed to discover an in-depth understanding of how RP affects the school and classroom environments. Cummings (2018) shared the positive impact RP had on his students when he indicated a 57% reduction in ISS and OSS rates over a 1-year period.

This research discovered the benefits RP has in an elementary school located in a rural area. Additionally, the research conducted provided details that show how implementing RP in a school setting helps to slowly shrink the disproportional discipline gap among minority students in a rural elementary school. Gregory et al. (2010) found indicators that suggest minorities, compared to their White peers, experience disproportional suspension rates. National studies conducted by Gregory et al. (2016)

found that African American students were 31% more likely than White students to receive discretionary discipline referrals.

This study mirrored those conducted nationally as it was revealed that even after the implementation of RP, the disciplinary rate was 71.066% for Black students compared to a 6.430% rate for White students. It is my hypothesis that this study is reflective of those conducted nationally because of the need for improved student-teacher relationships. According to Split et al. (2012), African American students have more behavior problems as well as lowers levels of social and emotional skills that contribute to an increase in teacher-student conflicts. Additionally, Split et al. showed African American boys experience lower-warmth relationships with their teachers. Reflecting on the student demographics at the selected school, approximately 37% of the students are Black or African American and more than 53% of the Black students are male.

This research also discovered how teachers in a rural elementary setting perceived the implementation of RP. A significant statement of this research mentioned,

More than one in three teachers say they have seriously considered quitting the profession or know a colleague who has left because student discipline and behavior has become so intolerable. Eighty-five percent of educators believe new teachers have the most problems with discipline in the classroom. (Public Agenda, 2004, p. 3)

Helker and Ray (2009) articulated the teacher-student relationship as the contributing factor in student holistic success. Thus, one primary cause of student behavior is teacher stress and dissatisfaction with the job. Furthermore, through positive and caring relationships, students gain acceptance for themselves. This relationship shift

happens when teachers view their roles with less power and control. When used with fidelity, CASEL's five components of SEL will positively impact the classroom environment and lessen the student discipline rate. As a result, the effective use of the SEL components could benefit teacher burnout having a positive influence on teacher retention rates.

Implications for RP Implementation

Implications for study results would support districts and schools need to reexamine school policies and procedures regarding student conduct. The current development of SEL reveals the role legislation plays in developing policies that drive education reform. In 2011, the House of Representatives introduced a bill entitled the Academic, Social, and Emotional Learning Act of 2011. Domestically, a whole-child approach to student success has been mandated through the Every Student Succeeds Act. Thus, the need for districts to improve their efforts to improve student achievement is evident through this study and other studies conducted nationally.

Implications of the results of this study suggest districts should discover ways to improve student achievement by lessening the disproportional discipline gap for minority students. Ensuring minority students are treated equitably in relation to managing student conduct will drive high school graduation rates. Within the past 5 years, the state of North Carolina has adopted the MTSS framework which aids in ensuring holistic success for each child; however, districts are provided the autonomy to implement programs that best fit the needs of their students. Therefore, this study suggests that districts continue to monitor SEL programs that are being implemented to ensure fidelity of the programs is being established. Additionally, the study suggests the need to provide appropriate and

effective training to staff. This training may look different for each district; however, districts and schools should continually assess the need to provide an ongoing training opportunity for staff to provide growth and success of the programs being implemented.

Implications of this study also suggest a need for districts and schools to monitor the suspension rates and analyze their findings to develop or revise programs that have been put into place throughout the district. Districts should find ways to support schools that are struggling with high and disproportional suspension rates.

Limitations

There were a few limitations in regard to this study. In the identified school, the results of this study could only compare three fourths of each school. During the 2019-2020 school year, COVID-19 caused public schools across North Carolina to close in mid-March. Therefore, the data collected for both school years were only reflective of August to March instead of an entire school year. Another limitation was the results in the survey were reflective of less than half the certified teachers. Only 21 of the 45 teachers chose to participate in the study. Therefore, the results are not reflective of all teachers at the selected school, and perceptions possibly could have been different for those who opted out of participation in the study. Finally, according to the teachers who participated, several expressed that teachers have not formally been trained on how to effectively use RP in their classrooms. Therefore, the decline in the 2019-2020 school year could have been even more impacted positively, if teachers had obtained the appropriate training prior to implementation. Additional research needs to be conducted in similar schools that use RP as a management system with a comparable date of implementation to add cogency to this study.

Recommendation for Future Research

Significant research suggests and supports the use of RP due to the findings that show how they positively influence student outcomes; however, this study has raised awareness of an area to be considered for future research. According to Noltemeyer et al. (2015), the link to low performance and dropout rates is disconnected and missed instructional time. Additionally, preexisting behavioral and academic problems play a major role in student disengagement, which causes an increase in dropout rates.

It is recommended that future research address how RP impacts high school graduation rates. The survey questions in this study obtained teacher perceptions when working with students with disruptive behaviors. Several teachers felt removing students from the classroom was an effective management system. Additionally, there was an alarming rate of teachers who felt students who exhibited disruptive behaviors possibly should not be educated in the general education environment. As mentioned, research conducted had concluded that missed instructional time and disengagement increased student dropout rates.

It is also recommended that future research conduct a longitudinal study that investigates the long-term effect RP has on student discipline in middle school and high school. Research in this study suggests an alarmingly high discipline rate of middle school and high school students with disabilities and of those who live in low-income and high-crime/high-poverty neighborhoods. A longitudinal study that shows how RP impacts students in these areas would be beneficial.

As previously mentioned, one driving factor to the successful implementation of RP is the quality and drive of school leadership (Morrison et al., 2005). I would

recommend that future research address the sustainability of SEL after district support wanes. Schools must have the appropriate protocols and procedures in place to be successful in the event the district support is no longer in place.

Legislators, educators, parents, and students can potentially positively alter the current state of education and close the learning gap by using a study like this one. As society grows more global, there is a mandate across the nation that requires professional learning development and policy modifications in order to allow teachers to meet student needs. The need for teachers to have knowledge and awareness of implementing RP responds to a larger need addressing national legislation to ensure every student be offered instruction in a manner that offers research-proven best practices for students.

Finally, Rimm-Kaufman and Hulleman (2015) stressed the need for teachers to implement interventions consistently with the developer's intent to guarantee the efficacy of the intervention. I would recommend research that addresses the varying levels of SEL program fidelity. Using these programs with reliability will help foster student engagement and catalyze improving problematic student behaviors.

Conclusion

Chapter 5 provided a summary of the findings of this study and discussed the impact RP has on student discipline. The findings from this quantitative study supported the following conclusion for the first research question: When used with fidelity, RP positively impacts student discipline as the percent of ISS and OSS decreased significantly after the implementations. Additionally, the findings from the quantitative study support the following conclusion for the second research question: Disproportional discipline gaps were identified among Black male and female students as well as among

Hispanic males. RP positively impacted the ISS and OSS rates by decreasing the percentage of the subgroups identified as having a disproportional discipline gap. However, the percentage of Black students who received ODRs increased during the year of implementation. Moreover, the finding from my quantitative study supports the following conclusion for the third research question: Teachers perceive RP positively as a management system. Therefore, if implemented with fidelity and teachers are provided training, RP could positively impact student discipline at their school.

These findings are important to teachers who are grappling with ensuring academic success for their students and to principals supporting those teachers. The findings can influence teacher beliefs, perceptions, attitudes, professional practices, and instruction. They can also influence a principal's decision-making about providing teachers with resources such as professional development. The findings are also important for parents and students who need to be assured that their teacher believes in their students.

The connection to previous research on SEL and the use of RP were described. The national research mirrors the results found in this study which identified disproportional discipline gaps among minority students. Also, the research mirrored national studies that found implementation of RP can positively impact student behavior. Moreover, this study supports research conducted that encourages the use of RP to build and maintain positive teacher-student relationships to aid in decreasing student discipline rates.

The implications of this study were presented. This study revealed a need to provide adequate training for staff that will equip them with the skills and knowledge

necessary to implement RP in their classroom. Also, the implications suggested school districts continue to monitor disproportional discipline gaps to monitor the effectiveness of the programs being implemented at each school.

The limitations of this study were described and recommendations for future research were posed. Further, the scholarly significance of the results of this study was considered which implied the research-based benefit to employing this information provided by this study. Finally, recommendations were presented to the selected school and district based on the results of the research conducted in this study.

The impact of a thoughtful teacher can be profound. As teachers become more aware of their own beliefs, attitudes, and practices related to diversity in the classroom, the children they teach will benefit. The status quo can no longer exist or continue to be the norm when it comes to relationships with students and helping them achieve high growth. It is through teacher perceptions, beliefs, and attitudes that the success of students representing diverse populations can be compromised or promoted. When teachers are committed to teaching all students and when they understand that through their teaching change can occur, the chance for transformation is great.

References

- Anyon, Y., Jenson, J. M., Altschul, I., Farrar, J., McQueen, J., Greer, E., Drowning, B., & Simmons, J. (2014). The persistent effect of race and the promise of alternatives to suspension in school discipline outcomes. *Children and Youth Services Review*, 44, 379–386. <http://dx.doi.org/10.1016/j.chilyouth.2014.06.025>
- Atkinson, A. B. (2015). *Inequality: What can be done?* Harvard University Press.
- Augustine, C., Engberg, J., Grimm, G., Lee, E., Wang, E., Christianson, K., & Joseph, A. (2018). Restorative practices help reduce student suspensions. <https://doi.org/10.7249/RB10051>
- Bogdan, R. C., & Biklen, S. K. (1982). *Qualitative research for education: An introduction to theory and methods* (3rd ed.). Allyn and Bacon.
- Borner, L. T. (2018). *Teachers' perceptions regarding the implementation of social-emotional learning in Title I schools* (Publication No. 13881881) [Doctoral dissertation, Houston Baptist University]. ProQuest Dissertations and Theses Global.
- Brackett, M. A., Rivers, S. E., & Salovey, P. (2011). Emotional intelligence: Implications for personal, social, academic, and workplace success. *Social and Personality Psychology Compass*, 5(1), 88–103.
- Brown v. Board of Education of Topeka, Kansas, 347 U.S. 483 (1954). <https://www.oyez.org/cases/1940-1955/347us483>
- CASEL. (2020). History. CASEL: <http://www.casel.org/history/>
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative and mixed methods approaches* (5th ed.). SAGE Publications.

- Cummings, K. (2018). Becoming a restorative practices school: How one school created a culture focused on improving student behavior. *AMLE Magazine*, 30-32.
<https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/939/Becoming-a-Restorative-Practices-School.aspx>
- Darling-Hammond, L. (1997). *The right to learn*. Jossey-Bass.
- Darling-Hammond, L., & McLaughlin, M. W. (2011). Policies that support professional development in an era of reform. *Phi Delta Kappan*, 92(6), 81–92.
<https://doi.org/10.1177/003172171109200622>
- DPI Center for Safer Schools (2019). *North Carolina discipline data reporting procedures*. <https://www.dpi.nc.gov/media/1784/open>
- Dr. Howard Zehr, Grandfather of the Modern Field of Restorative Justice. (2013).
<https://restorativejusticeontherise.org/dr-howard-zehr-grandfather-of-the-modern-field-of-restorative-justice/>
- Durlak, J. A., Domitrovich, C. E., Weissberg, R. P. & Gullotta, T. P. (2015). *Handbook of social and emotional learning: Research and practice*. Guilford Press.
- Elias, M. J. (2006). The connection between academic and social-emotional learning. In M. J. Elias, & H. Arnold, *The educator's guide to emotional intelligence and academic achievement* (pp. 4-14). Corwin Press.
- Elias, M. J., Leverett, E., Duffell, J. C., Humphrey, N., Stepney, C., & Frito, J. (2015). Integrating SEL with related prevention and youth development approaches. In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta, *Handbook of social and emotional learning: research and practice* (pp. 33–49). The Guilford Press.

- Elias, M. J., White, G., & Stepney, C. (2014). Surmounting the challenge of improving academic performance: closing the achievement gap through social-emotional and character development. *Journal of Urban Learning, Teaching and Research*, 10, 14-24.
- Espelage, D. L., Rose, C. A., & Polanin, J. R. (2015). Social-emotional learning program to reduce bullying, fighting, and victimization among middle school students with disabilities. remedial and special education. *Remedial and Special Education*, 36(5), 299-311.
- Fox, E., & Riconscente, M. (2008). Metacognition and self-regulation in James, Piaget, and Vygotsky. *Educational Psychology Review*, 20, 373–389.
- Gay, L. R., Mills, G. E., & Airasian, P. (2006). *Educational research: Competencies for analysis and applications*. Pearson Prentice Hall.
- Gilliam, W. S., Maupin, A. N., Reyes, C. R., Accavitti, M., & Shic, F. (2016, September). *Do early educators' implicit biases regarding sex and race relate to behavior expectations and recommendations of preschool expulsions and suspensions?* Research brief presented at U.S. Administration for Children and Families 2016 State and Territory Administrators Meeting, Alexandria, Virginia.
- Glesne, C. (1999). *Becoming qualitative researchers: An introduction*. Longman.
- Glesne, C., & Peshkin, A. (1992). *Becoming qualitative researchers: An introduction* (2nd ed.). Longman.

- Gregory, A., Clawson, K., Davis, A., & Gerewitz, J. (2016). The promise of restorative practices to transform teacher-student relationships and achieve equity in school discipline. *Journal of Educational and Psychological Consultation*, 26(4), 325-353. <https://doi.org/10.1080/10474412.2014.929950>
- Gregory, A., Skiba, R. J., & Noguera, P. A. (2010). The achievement gap and the discipline gap: Two sides of the same coin? *Educational Researcher*, 39(1), 59–68.
- Guimond, J. (2014). Howard Zehr, “grandfather of restorative justice,” to speak at Notre Dame. <https://news.nd.edu/news/howard-zehr-grandfather-of-restorative-justice-to-speak-at-notre-dame/>
- Helker, W. P., & Ray, D. C. (2009). “Impact of child teacher relationship training on teachers’ and aides’ use of relationship-building skills and the effects on student classroom behavior”: Correction to Helker and Ray (2009). *International Journal of Play Therapy*, 18(4), 206–206. <https://doi.org/10.1037/a0017693>
- Hobbs, P. A. (2011). *A Q-methodological study: Examining teachers' beliefs, perceptions, and attitudes about cultural competence* (Order No. 3497196) [Doctoral dissertation, North Carolina State University]. ProQuest Central; ProQuest Dissertations & Theses Global: The Humanities and Social Sciences Collection.
- Horner, R. H., & Sugai, G. (2015). School-wide PBIS: An example of applied behavior analysis implemented at a scale of social importance. *Behavior Analysis in Practice*, 8(1), 80-85. <http://doi.org/10.1007/s40617-015-0045-4>
- ICAN. (2020, January 17). *Positive program for youth*. <http://icanaz.org/youth-ican>

- Lash, W. L. (2019). *Factors that influence the implementation of restorative practices in an urban district: The role of forgiveness and endorsement* (Publication No. 27776214) [Doctoral dissertation, Cleveland State University]. ProQuest Dissertations and Theses Global.
- Leandro v. State of North Carolina, 346 N.C. 336 (1997).
<https://law.justia.com/cases/north-carolina/supreme-court/1997/179pa96-0.html>
- Levykh, M. G. (2008). The affective establishment and maintenance of Vygotsky's zone of proximal development. *Educational Theory*, 58(1), 83–101.
<https://doi.org/10.1111/j.1741-5446.2007.00277.x>
- Lustick, H. (2017). “*Restorative justice*” or restoring order? *Restorative school discipline practices in urban public schools*.
<https://journals.sagepub.com/doi/10.1177/0042085917741725>
- Marsh, V. L. (2017). Restorative practice: History, successes, challenges & recommendations. *Center for Urban Educator Success*, 1-11.
- Mauch, J. E., & Birch, J. W. (1998). *Guide to the successful thesis and dissertation*. Basel.
- Maynard, N., & Weinstein, B. (2019). *Hacking school discipline: 9 ways to create a culture of empathy and responsibility using restorative justice*. Times 10 Publications.
- McLeod, S. (2018a). Edward Thorndike: The law of effect.
<https://www.simplypsychology.org/edward-thorndike.html>
- McLeod, S. (2018b). Lev Vygotsky. <https://www.simplypsychology.org/vygotsky.html>

- McLeod, S. (2020). Piaget's theory and stages of cognitive development: Background and key concepts of Piaget's theory.
<https://www.simplypsychology.org/piaget.html>
- Meijs, N., Cillessen, A. H. N., Scholte, R. H. J., Segers, E., & Spijkerman, R. (2010). Social intelligence and academic achievement as predictors of adolescent popularity. *Journal of Youth and Adolescence*, 39(62).
<https://doi.org/10.1007/s10964-008-9373-9>
- Morrison, B., Blood, P., & Thorsborne, M. (2005). Practicing restorative justice in school communities: Addressing the challenge of culture change. *Public Organization Review*, 5(4), 335-357. <https://doi.org/10.1007/s11115-005-5095-6>
- Noltemeyer, A. L., Ward, R. M., & McLoughlin, C. (2015). Relationship between school suspension and student outcomes: A meta-analysis. *School Psychology Review*, 44(2), 224-240. <https://doi.org/10.17105/spr-14-0008.1>
- Parker IV, J. H. (2015). *Middle school educators' perceptions of student backgrounds affecting student academic outcomes in rural coastal North Carolina* (Order No. 3710667) [Doctoral dissertation, North Carolina State University]. ProQuest Central; ProQuest Dissertations & Theses Global: The Humanities and Social Sciences Collection.
- Pass, S. (2004). *Parallel paths to constructivism: Jean Piaget and Lev Vygotsky*. Information Age Publishing.
- Payne, A. A., & Welch, K. (2017). The effect of school conditions on the use of restorative justice in schools. *Youth Violence and Juvenile Justice*, 16(2), 224-240. <https://doi.org/10.1177/1541204016681414>

Plessy v. Ferguson, 163 U.S. 537 (1896). <https://www.oyez.org/cases/1850-1900/163us537>

Public Agenda. (2004, May). Teaching interrupted: Do discipline policies in today's school foster the common good? [PDF].

https://www.publicagenda.org/files/teaching_interrupted.pdf

Public Schools of North Carolina, State Board of Education, and Department of Public Instruction. (2021). *Report to the North Carolina General Assembly: Consolidated data report, 2019-2020*.

<https://www.dpi.nc.gov/media/9842/download>

Ray, B. M. (2018). *A program evaluation of the impact of the positive behavioral intervention and supports program on an urban high school* (Order No. 10974008) [Doctoral dissertation, Gardner-Webb University]. Dissertations & Theses @ Gardner-Webb; ProQuest Dissertations & Theses Global: The Humanities and Social Sciences Collection.

Riggs-Zeigen, L. (2019). *School-wide positive behavior and supports with school-wide restorative practices: A prescription for change* (Order No. 27546009) [Doctoral dissertation, Concordia University]. ProQuest Dissertations & Theses Global: The Humanities and Social Sciences Collection.

Rimm-Kaufman, S. E., & Hulleman, C. S. (2015). SEL in elementary school setting: Identifying the mechanisms that matter. In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta, *Handbook of social and emotional learning: Research and practice* (pp. 151–166). The Guilford Press.

- Robbins, C. G. (2005). Zero tolerance and the politics of racial injustice. *Journal of Negro Education*, 74(1), 2-17.
- Rosen, P. (2019). MTSS: What you need to know.
https://www.understood.org/en/learning-thinking-differences/treatments-approaches/educational-strategies/mtss-what-you-need-to-know?utm_source=google
- Rumberger, R. W. (2020). The economics of high school dropouts. *The Economics of Education* (2nd ed.), 149-158. Academic Press. <https://doi.org/10.1016/b978-0-12-815391-8.00012-4>
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185–211.
- SEL4MA. (2020). Mission and vision. <https://sel4ma.org/about/what-is-sel/>
- Singleton, G. E. (2015). *Courageous conversations about race: A field guide for achieving equity in schools*. Corwin.
- Smith, D., Fisher, D., & Frey, N. (2015). *Better than carrots or sticks: Restorative practices for positive classroom management*. ASCD.
- Split, J., Hughes, J., Wu, J., & Kwok, O. (2012). Dynamics of teacher-student relationships: stability and change across elementary school and the influence on children's academic success. *Child Development*, 83(4), 1180–1195.
- Staats, C., Capatosto, K., Wright, R. A., & Contractor, D. (2015). *State of the science: Implicit bias review 2015*. Kirwan Institute for the Study of Race and Ethnicity.
- Staats, C., Capatosto, K., Wright, R. A., & Contractor, D. (2017). *State of the science: Implicit bias review 2017*. Kirwan Institute for the Study of Race and Ethnicity.

- Stern, L. (2016). *Spare the rod: Using a new approach, Denver cuts suspensions by half* [Audio Podcast]. APM Reports.
<https://www.apmreports.org/story/2016/08/25/denver-new-approach-suspensions>
- Stronge, J. H. (2007). *Qualities of effective teachers*. Association for Supervision and Curriculum Development.
- Stumpfenhorst, J. D. (2015). *The new teacher revolution: Changing education for a new generation of learners*. Corwin.
- Suspension: School Discipline Support Initiative. (2020).
<https://supportiveschooldiscipline.org/suspension#:~:text=Suspension%20refers%20to%20the%20temporary,a%20set%20length%20of%20time>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Walker, T. (2020). Restorative practices in schools work...but they can work better.
<https://www.nea.org/advocating-for-change/new-from-nea/restorative-practices-schools-work-they-can-work-better>
- Wallace Jr., J. M., Goodkind, S., Wallace, C. M., & Bachman, J. G. (2008). Racial, ethnic, and gender differences in school discipline among U.S. high school students: 1991–2005. *Negro Educational Review*, 59 (1), 47–62.
- Wachtel, T. (2016). Defining restorative. https://www.iirp.edu/images/pdf/Defining-Restorative_Nov-2016.pdf

- Weissberg, R. P., Durlak, J. A., Domitrovich, C. E., & Gullotta, T. P. (2015). SEL past, present, and future. In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta, *Handbook of social and emotional learning: Research and practice* (pp. 3–19). The Guilford Press.
- What is MTSS? A Multi-Tiered System of Supports. (2019, March 5).
<https://www.pbisrewards.com/blog/what-is-mtss/>
- Williford, A. P., & Sanger-Wolcott, C. (2015). SEL and student-teacher relationships. In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta, *Handbook of social and emotional learning: Research and practice* (pp. 229–243). The Guilford Press.
- Wong, H. K., Wong, R. T., Jondahl, S. F., & Ferguson, O. F. (2014). *The classroom management book*. Harry K. Wong Publications.
- Yin, R. K. (1989). *Case study research: Design and methods*. Sage.
- Zaslow, M., Mackintosh, B., Mancoll, S., & Mandell, S. (2015). Federal policy initiatives and children’s SEL. In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta, *Handbook of social and emotional learning: Research and practice* (pp. 549–565). The Guilford Press.
- Zautra, E. K., Zautra, A. J., Gallardo, C. E., & Velasco, L. (2015). Can we learn to treat one another better? A test of a social intelligence curriculum. *PLoS One*, 10(6).
- Zehr, H. (2015). *The little book of restorative justice: Revised and updated*. Good Books.
- Zins, J. E., Bloodworth, M. R., Weissberg, R. P., & Walberg, H. J. (2007). The scientific base linking social and emotional learning to school success. *Journal of Educational and Psychological Consultation*, 17(2&3), 191–210.

- Zins, J. E., & Elias, M. J. (2006). Social and emotional learning. In G. G. Bear & K. M. Minke (Eds.), *Children's needs III: Developmental prevention and intervention* (pp. 1–14). National Association of School Psychologists.
- Zins, J. E., Weissberg, R. P., Wang, M. C., & Walberg, H. J. (2004). *Building academic success through social and emotional learning: What does the research say?* Teachers College Press.

Appendix A

Permission From District Superintendent

May 14, 2021

Gardner-Webb University
Institutional Review Board
110 South Main Street
P.O. Box 997
Boiling Springs, NC 28017
(704) 406-4000

Dear IRB Members,

After reviewing the proposed study, "A Quantitative Study on the Effect Restorative Practices Have on Student Discipline in Grades Three Through Five", presented by Angela Corrine Harding, I have granted authorization for Angela Corrine Harding to conduct research at [REDACTED]

I understand the purpose of the study is to investigate the use of restorative practices in the elementary school setting. This study will explore the implementation practices, including teacher perception, as well as the impact the implementation has on student suspensions. Educators will learn the impact restorative practices have on student discipline from this research.

I have indicated to Angela Corrine Harding that [REDACTED] will allow the following research activities: Utilize the student discipline data at [REDACTED] from the 2018-2019 and 2019-2020 school years. She has permission to access the data during contact hours from the principal, or designee. The data collected will only reflect the school year from August to March of each year. Additionally, she may utilize this school to survey the 45 teachers to obtain their perspective of restorative practices. Teachers will be provided the survey electronically, from an administrator, using our emailing system and may be completed by the participant during contact hours, or when most convenient. The survey should last approximately 15 minutes.

The participants that will be in this study must meet the following criteria: He/she must be a certified classroom teacher in Third, Fourth, or Fifth grades.

The [REDACTED] system is an equal opportunity employer and does not discriminate on the basis of race, color, sex, national origin, religion, age, equal pay, disability or genetic information.

To ensure that the teachers are protected, Angela Corrine Harding, has agreed to provide to me a copy of Gardner-Webb University IRB-approved informed consent document, and recruitment information, before she recruits participants at [REDACTED]

[REDACTED] I understand that the name of this school will not be used in any publications or presentations and that Angela Corrine Harding will protect data to the best of her ability.

If the IRB has any concerns about the permission being granted by this letter, please contact me at 910-592-3132.

Sincerely,


Signature/Title

Superintendent

[REDACTED]
Printed Name

5/14/2021
Signature Date



GARDNER-WEBB
UNIVERSITY

Institutional Review Board

THIS IS TO CERTIFY THAT THE RESEARCH PROJECT TITLED

being conducted by _____

has received approval by the Gardner-Webb University IRB. Date 5/21/21_____

Exempt Research

Signed Sydney Brown

IRB Institutional Administrator

Expedited Research

Signed _____

IRB Institutional Administrator

IRB Chair

Full Review

Signed _____

IRB Administrator

IRB Chair

Member

Expiration Date: 5/22/2022 **IRB # 21051402**

IRB Approval: X Exempt Expedited Full

Appendix B

Permission From Principal

4/30/2021

Mail - Angela Harding - Outlook

Re: Permission to use [REDACTED] to conduct my dissertation research

Angela Harding <aharding@gardner-webb.edu>

Fri 4/30/2021 10:35 AM

To: [REDACTED]

Mrs. [REDACTED]

I appreciate you granting me permission to conduct my research at your school! Have a great weekend.

Humbly,
Angela Harding Whitehead

From: [REDACTED]

Sent: Friday, April 30, 2021 10:28 AM

To: Angela Harding <aharding@gardner-webb.edu>

Subject: Re: Permission to use [REDACTED] to conduct my dissertation research

CAUTION: This email originated from outside of the Gardner-Webb.edu domain. Do not click links or open attachments unless you verify that the links and/or attachments are safe.

Hello Angela,

You have my permission to do your research at our school. Please contact my assistant principal or data manager for any information you need. Thanks

On Fri, Apr 30, 2021 at 8:39 AM Angela Harding <aharding@gardner-webb.edu> wrote:

Good Morning Mrs. [REDACTED]

I am reaching out to you to obtain permission to conduct my research at your school. I have already obtained approval from Dr. [REDACTED] and the BOE to conduct my research with [REDACTED]. For the past few years, I have been working towards my doctorate degree in Educational Leadership from Gardner-Webb University. Now, I am in my final stages of the doctoral program which includes conducting my research at [REDACTED].

This study will investigate the use of restorative practices implemented in the 3-5 setting and the student discipline outcome. Effective implementation of restorative practices minimizes conflict before it occurs by building a community in the classroom and school in which positive relationships are established. This study will explore the implementation of restorative practices, including teacher perceptions, teacher-student relationships, and classroom management, as well as the impact the implementation has on student suspensions. The outcome of this study will be beneficial to educational leaders, as well as classroom teachers as they work collaboratively to improve student success, through Social and Emotional Learning.

My [REDACTED] study will consist of surveying the teachers at [REDACTED] to gain their perception of Restorative Practices. Additionally, I would need to analyze the discipline data to see the impact restorative practices has had on OSS and ISS rates. I most certainly appreciate your support. Should you have any concerns or need additional information, please do not hesitate to contact me at 910-374-4397.

I look forward to hearing from you!

Humbly,

Appendix C

Permission to Revise and Modify Survey and Protocol

4/29/2021

Mail - Angela Harding - Outlook

Re: Permission to use your Dissertation Survey & Protocol

Angela Harding <aharding@gardner-webb.edu>

Thu 4/29/2021 9:18 AM

To: Lavonne Riggs-Zeigen <lavonne.riggs-zeigen@eagles.cui.edu>**Dr. Riggs-Zeigen,**

I extend my sincerest gratitude to you for allowing me to use and modify your survey and protocol. I will most certainly cite your work! I pray you have a wonderful week and weekend!

Humbly,
Angela C. Harding
Doctoral Student
Gardner-Webb University

From: Lavonne Riggs-Zeigen <lavonne.riggs-zeigen@eagles.cui.edu>**Sent:** Tuesday, April 27, 2021 7:20 AM**To:** Angela Harding <aharding@gardner-webb.edu>**Subject:** Re: Permission to use your Dissertation Survey & Protocol

CAUTION: This email originated from outside of the Gardner-Webb.edu domain. Do not click links or open attachments unless you verify that the links and/or attachments are safe.

Greetings Angela, thank you for reaching out and congratulations on your dissertation. Yes, you can use and adapt my survey and protocol. My only request is that you cite the work that you use.

Best of luck to you!

On Apr 22, 2021, at 5:26 AM, Angela Harding <aharding@gardner-webb.edu> wrote:

Greetings Dr. Riggs-Zeigen,

My name is Angela Harding and I am a doctoral student at Gardner-Webb University conducting research on restorative practices. My dissertation topic is "The Effect Restorative Practices Have in the 3-5 Classroom" and one of my research questions addresses the how teachers perceive restorative practices. I am reaching out to you to obtain your permission to use and modify your survey, as well as part of your survey protocol, that you developed to evaluate the implementation process of PBIS and restorative practice program. I look forward to hearing from you.

Humbly,
Angela C Harding
Doctoral Student
Gardner-Webb University

Appendix D

Survey Protocol and Questions (Microsoft Word Form)

Survey Protocol (Word Version)

Participant Information

The study in which you are being asked to participate is designed to investigate the use of restorative practices implemented in third through fifth grades and their impact on student discipline. Additionally, this study will explore the implementation of restorative practices, including teacher perception, teacher-student relationships, and classroom management. This study will be conducted by Angela Corrine Harding under the supervision of Dr. Steve Stone, Dissertation Chair, School of Education.

PURPOSE: The purpose of my study is to evaluate the effect restorative practices have on student discipline as a management system. The findings will be used as part of my research study and could potentially lead to improvement towards institutional effectiveness.

RESTORATIVE PRACTICES: Restorative practices are practices meant to prevent inappropriate behaviors prior to them occurring by building social capital, establishing trust, and creating common values and behaviors. Restorative practices at your school are used to bring about real change in the behavior of students, as well as to focus on restoring relationships by teaching students' appropriate behaviors. Strategies your school have adopted include, but are not limited to: classroom discussions, individual conferences, conflict resolution techniques (empathy, apology, I-messages, and making amends), and both individual and group counseling sessions using research-based techniques (calming exercises, restoring sessions, choices, think sheets that are differentiated to support students on all levels). These strategies are implemented to improve student behaviors.

DESCRIPTION: You are being asked to complete a survey regarding your experiences with restorative practices. The survey consists of demographic questions, as well as Likert type questions.

PARTICIPATION: Participation in this study is completely voluntary and can be discontinued at any time.

CONFIDENTIALITY OR ANONYMITY: The information that you give in the study will be handled confidentially. Your data will be anonymous which means that your name will not be collected or linked to the data. Therefore, if you choose to participate in the survey, your data will only be made available to me and used solely

for this study. Data will be stored in Survey Monkey (password protected portal). All data will be deleted from Survey Monkey and destroyed after data analysis has been completed in July 2021.

DURATION: The total time of participation is approximately 15 minutes to complete the survey.

RISKS: A potential risk perceived by a participant may be a feeling of uneasiness by faculty to give any negative information in the survey. While there is a risk, information shared will not impact employment or working conditions. To reduce the feeling of uneasiness, the participants will be anonymous. The data from the survey will be viewed in aggregated form only.

BENEFITS: This study will expand on the literature available on the implementation of restorative practices in elementary schools. It will give this district the ability to see what is being done well and what area can be improved upon.

RESULTS: The results will be published in the researcher's doctoral dissertation at Gardner-Webb University. The research data may also be used in future journal entries. **Finally, the findings will be shared with the district's Assistant Superintendent.** The findings could potentially lead to improvement.

Survey Questions

1. What is your age range?
 - a. 18-29
 - b. 30-39
 - c. 40-49
 - d. 50-59
 - e. 60-above
2. What is your highest level of education?
3. What strategy do you believe is most effective when dealing with students with disruptive behaviors?
 - a. Classroom consequence
 - b. Send them to the office for discipline
 - c. Implement restorative practice strategies
 - d. Take away class activity
 - e. Implement positive behavior intervention and support strategies
 - f. Remove student from the classroom
 - g. Other (please specify)

4. Do you believe students with disruptive behaviors should be educated in the general education environment?
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree
5. How prepared do you feel to handle students who demonstrate disruptive behaviors in the classroom?
 - a. Completely prepared
 - b. Somewhat prepared
 - c. Neutral
 - d. Somewhat unprepared
 - e. Completely unprepared
6. How confident are you that your school does all it can to help students with disruptive behaviors?
 - a. Extremely confident
 - b. Very confident
 - c. Somewhat confident
 - d. Not so confident
 - e. Not at all confident
7. How adequate do you feel your training in disruptive behaviors has been?
 - a. Very adequate
 - b. Somewhat adequate
 - c. Somewhat inadequate
 - d. Very inadequate
 - e. No training
8. How well informed of the behaviors on campus do you think your school administration is?
 - a. Extremely informed
 - b. Very well informed
 - c. Somewhat informed
 - d. Not very well informed
 - e. Not at all informed

9. Estimate the number of Professional Development hours you have attended for working with student behaviors:
 - a. 0 hours
 - b. 1-2 hours
 - c. 3-4 hours
 - d. 5-6 hours
 - e. 7+ hours
10. Educators need more information and support on how to best address the needs of students with disruptive disorders.
 - a. Completely agree
 - b. Somewhat agree
 - c. Neutral
 - d. Somewhat disagree
 - e. Completely disagree
11. I went through adequate training before my site began the implementation process of the restorative practices at my school.
 - a. Completely Agree
 - b. Somewhat Agree
 - c. Neutral
 - d. Somewhat Disagree
 - e. Completely Disagree
12. I use restorative practices on a daily basis in my classroom.
 - a. Completely agree
 - b. Somewhat agree
 - c. Neutral
 - d. Somewhat disagree
 - e. Completely disagree
13. In my opinion, restorative practice strategies are effective when managing students with disruptive behaviors.
 - a. Highly effective
 - b. Somewhat effective
 - c. Neutral
 - d. Somewhat ineffective
 - e. Ineffective

14. Prior to the implementation of restorative practices, the school campus was an unsafe environment.
- a. Completely agree
 - b. Somewhat agree
 - c. Neutral
 - d. Somewhat disagree
 - e. Completely disagree
15. After the implementation of restorative practices, the school campus was an unsafe environment.
- a. Completely agree
 - b. Somewhat agree
 - c. Neutral
 - d. Somewhat disagree
 - e. Completely disagree
16. Restorative practices allow me to build trust with students that have disruptive behaviors.
- a. Completely agree
 - b. Somewhat agree
 - c. Neutral
 - d. Somewhat disagree
 - e. Completely disagree
17. I have seen a decrease in student disruptive behaviors since implementing restorative practices.
- a. Completely agree
 - b. Somewhat agree
 - c. Neutral
 - d. Somewhat disagree
 - e. Completely disagree
18. Would you like to add any additional thought regarding restorative practices at your school? If so, please add them in the comment section below.

Appendix E

Student Discipline Data by Ethnicity and Action Code for Both the 2018-2019 and 2019-
2020 School Years

2018-2019 Action Codes by Ethnicity (year without the implementation of Restorative Practice)

Frequencies for Action Code/Description 1

Ethnicity	Action Code/Description 1	Frequency	Percent	Valid Percent	Cumulative Percent
A	002 ISS	0	0.000	0.000	0.000
	003 OSS	0	0.000	0.000	0.000
	022 Bus Suspension	3	75.000	75.000	75.000
	023 Conference	0	0.000	0.000	75.000
	024 Lunch Detention	0	0.000	0.000	75.000
	026 Time Out	0	0.000	0.000	75.000
	027 Student Written Warning	0	0.000	0.000	75.000
	029 Student Oral Warning	0	0.000	0.000	75.000
	030 Administrative Conference with Parent	0	0.000	0.000	75.000
	031 Administrative Conference with Student	1	25.000	25.000	100.000
	063 Other	0	0.000	0.000	100.000
	115 ISS Partial Day	0	0.000	0.000	100.000
	Missing	0	0.000		
	Total	4	100.000		
B	002 ISS	171	34.132	34.132	34.132
	003 OSS	87	17.365	17.365	51.497
	022 Bus Suspension	56	11.178	11.178	62.675
	023 Conference	1	0.200	0.200	62.874
	024 Lunch Detention	1	0.200	0.200	63.074
	026 Time Out	99	19.760	19.760	82.834
	027 Student Written Warning	20	3.992	3.992	86.826
	029 Student Oral Warning	0	0.000	0.000	86.826
	030 Administrative Conference with Parent	1	0.200	0.200	87.026
	031 Administrative Conference with Student	37	7.385	7.385	94.411
	063 Other	4	0.798	0.798	95.210
	115 ISS Partial Day	24	4.790	4.790	100.000
	Missing	0	0.000		
	Total	501	100.000		
H	002 ISS	56	38.621	38.621	38.621
	003 OSS	15	10.345	10.345	48.966
	022 Bus Suspension	26	17.931	17.931	66.897
	023 Conference	0	0.000	0.000	66.897

Frequencies for Action Code/Description 1

Ethnicity	Action Code/Description 1	Frequency	Percent	Valid Percent	Cumulative Percent
I	024 Lunch Detention	0	0.000	0.000	66.897
	026 Time Out	29	20.000	20.000	86.897
	027 Student Written Warning	10	6.897	6.897	93.793
	029 Student Oral Warning	0	0.000	0.000	93.793
	030 Administrative Conference with Parent	0	0.000	0.000	93.793
	031 Administrative Conference with Student	7	4.828	4.828	98.621
	063 Other	0	0.000	0.000	98.621
	115 ISS Partial Day	2	1.379	1.379	100.000
	Missing	0	0.000		
	Total	145	100.000		
	002 ISS	3	23.077	23.077	23.077
	003 OSS	1	7.692	7.692	30.769
	022 Bus Suspension	1	7.692	7.692	38.462
	023 Conference	0	0.000	0.000	38.462
	024 Lunch Detention	0	0.000	0.000	38.462
	026 Time Out	5	38.462	38.462	76.923
	027 Student Written Warning	1	7.692	7.692	84.615
	029 Student Oral Warning	0	0.000	0.000	84.615
	030 Administrative Conference with Parent	1	7.692	7.692	92.308
	031 Administrative Conference with Student	1	7.692	7.692	100.000
	063 Other	0	0.000	0.000	100.000
	115 ISS Partial Day	0	0.000	0.000	100.000
	Missing	0	0.000		
	Total	13	100.000		
M	002 ISS	27	30.682	30.682	30.682
	003 OSS	13	14.773	14.773	45.455
	022 Bus Suspension	13	14.773	14.773	60.227
	023 Conference	0	0.000	0.000	60.227
	024 Lunch Detention	0	0.000	0.000	60.227
	026 Time Out	23	26.136	26.136	86.364
	027 Student Written Warning	5	5.682	5.682	92.045
	029 Student Oral Warning	1	1.136	1.136	93.182
	030 Administrative Conference with Parent	0	0.000	0.000	93.182
	031 Administrative Conference with Student	3	3.409	3.409	96.591

Frequencies for Action Code/Description 1

Ethnicity	Action Code/Description 1	Frequency	Percent	Valid Percent	Cumulative Percent
W	063 Other	0	0.000	0.000	96.591
	115 ISS Partial Day	3	3.409	3.409	100.000
	Missing	0	0.000		
	Total	88	100.000		
	002 ISS	32	33.333	33.333	33.333
	003 OSS	12	12.500	12.500	45.833
	022 Bus Suspension	8	8.333	8.333	54.167
	023 Conference	0	0.000	0.000	54.167
	024 Lunch Detention	0	0.000	0.000	54.167
	026 Time Out	27	28.125	28.125	82.292
	027 Student Written Warning	4	4.167	4.167	86.458
	029 Student Oral Warning	0	0.000	0.000	86.458
	030 Administrative Conference with Parent	1	1.042	1.042	87.500
	031 Administrative Conference with Student	8	8.333	8.333	95.833
	063 Other	0	0.000	0.000	95.833
	115 ISS Partial Day	4	4.167	4.167	100.000
	Missing	0	0.000		
	Total	96	100.000		

2019-2020 Action Codes by Ethnicity (year with the implementation of Restorative Practice)

Frequencies for Action Code/Description 1

Ethnicity	Action Code/Description 1	Frequency	Percent	Valid Percent	Cumulative Percent
A	001 Supervised Activities	0	0.000	0.000	0.000
	002 ISS	0	0.000	0.000	0.000
	003 OSS	0	0.000	0.000	0.000
	010 Community Based or Other Agency	0	0.000	0.000	0.000
	022 Bus Suspension	0	0.000	0.000	0.000
	023 Conference	0	0.000	0.000	0.000
	025 Student Pays Restitution	0	0.000	0.000	0.000
	026 Time Out	0	0.000	0.000	0.000
	027 Student Written Warning	0	0.000	0.000	0.000
	029 Student Oral Warning	1	50.000	50.000	50.000
	030 Administrative Conference with Parent	0	0.000	0.000	50.000
	031 Administrative Conference with Student	1	50.000	50.000	100.000
	063 Other	0	0.000	0.000	100.000
	115 ISS Partial Day	0	0.000	0.000	100.000
	Missing	0	0.000		
	Total	2	100.000		
B	001 Supervised Activities	1	0.238	0.238	0.238
	002 ISS	105	25.000	25.000	25.238
	003 OSS	60	14.286	14.286	39.524
	010 Community Based or Other Agency	3	0.714	0.714	40.238
	022 Bus Suspension	46	10.952	10.952	51.190
	023 Conference	1	0.238	0.238	51.429
	025 Student Pays Restitution	3	0.714	0.714	52.143
	026 Time Out	9	2.143	2.143	54.286
	027 Student Written Warning	4	0.952	0.952	55.238
	029 Student Oral Warning	20	4.762	4.762	60.000
	030 Administrative Conference with Parent	11	2.619	2.619	62.619
	031 Administrative Conference with Student	114	27.143	27.143	89.762
	063 Other	1	0.238	0.238	90.000
	115 ISS Partial Day	42	10.000	10.000	100.000
	Missing	0	0.000		

Frequencies for Action Code/Description 1

Ethnicity	Action Code/Description 1	Frequency	Percent	Valid Percent	Cumulative Percent
	Total	420	100.000		
H	001 Supervised Activities	0	0.000	0.000	0.000
	002 ISS	14	18.182	18.182	18.182
	003 OSS	8	10.390	10.390	28.571
	010 Community Based or Other Agency	0	0.000	0.000	28.571
	022 Bus Suspension	5	6.494	6.494	35.065
	023 Conference	0	0.000	0.000	35.065
	025 Student Pays Restitution	0	0.000	0.000	35.065
	026 Time Out	0	0.000	0.000	35.065
	027 Student Written Warning	2	2.597	2.597	37.662
	029 Student Oral Warning	4	5.195	5.195	42.857
	030 Administrative Conference with Parent	1	1.299	1.299	44.156
	031 Administrative Conference with Student	31	40.260	40.260	84.416
	063 Other	0	0.000	0.000	84.416
	115 ISS Partial Day	12	15.584	15.584	100.000
	Missing	0	0.000		
	Total	77	100.000		
I	001 Supervised Activities	0	0.000	0.000	0.000
	002 ISS	4	44.444	44.444	44.444
	003 OSS	0	0.000	0.000	44.444
	010 Community Based or Other Agency	0	0.000	0.000	44.444
	022 Bus Suspension	0	0.000	0.000	44.444
	023 Conference	0	0.000	0.000	44.444
	025 Student Pays Restitution	0	0.000	0.000	44.444
	026 Time Out	0	0.000	0.000	44.444
	027 Student Written Warning	0	0.000	0.000	44.444
	029 Student Oral Warning	0	0.000	0.000	44.444
	030 Administrative Conference with Parent	0	0.000	0.000	44.444
	031 Administrative Conference with Student	4	44.444	44.444	88.889
	063 Other	0	0.000	0.000	88.889
	115 ISS Partial Day	1	11.111	11.111	100.000
	Missing	0	0.000		
	Total	9	100.000		
M	001 Supervised Activities	0	0.000	0.000	0.000

Frequencies for Action Code/Description 1

Ethnicity	Action Code/Description 1	Frequency	Percent	Valid Percent	Cumulative Percent
	002 ISS	12	26.667	26.667	26.667
	003 OSS	9	20.000	20.000	46.667
	010 Community Based or Other Agency	0	0.000	0.000	46.667
	022 Bus Suspension	3	6.667	6.667	53.333
	023 Conference	0	0.000	0.000	53.333
	025 Student Pays Restitution	0	0.000	0.000	53.333
	026 Time Out	1	2.222	2.222	55.556
	027 Student Written Warning	0	0.000	0.000	55.556
	029 Student Oral Warning	3	6.667	6.667	62.222
	030 Administrative Conference with Parent	0	0.000	0.000	62.222
	031 Administrative Conference with Student	10	22.222	22.222	84.444
	063 Other	0	0.000	0.000	84.444
	115 ISS Partial Day	7	15.556	15.556	100.000
	Missing	0	0.000		
	Total	45	100.000		
W	001 Supervised Activities	0	0.000	0.000	0.000
	002 ISS	10	26.316	26.316	26.316
	003 OSS	7	18.421	18.421	44.737
	010 Community Based or Other Agency	0	0.000	0.000	44.737
	022 Bus Suspension	5	13.158	13.158	57.895
	023 Conference	0	0.000	0.000	57.895
	025 Student Pays Restitution	0	0.000	0.000	57.895
	026 Time Out	3	7.895	7.895	65.789
	027 Student Written Warning	0	0.000	0.000	65.789
	029 Student Oral Warning	1	2.632	2.632	68.421
	030 Administrative Conference with Parent	1	2.632	2.632	71.053
	031 Administrative Conference with Student	6	15.789	15.789	86.842
	063 Other	0	0.000	0.000	86.842
	115 ISS Partial Day	5	13.158	13.158	100.000
	Missing	0	0.000		
	Total	38	100.000		

Appendix F

Sample Restorative Practices Used at Selected School

Restorative Practices at Selected School

- 1) Are used to bring about real change in the behavior of our students.
- 2) Focuses more so on restoring relationships and teaching students appropriate behaviors.

Some Examples:

Classroom discussion - Teacher & students discuss various topics, including appropriate behavior, where student perspectives are welcomed. It's used to promote a family environment.

Individual conferences - Teachers will have one-on-one discussions with a student displaying concerning behaviors. This is used to promote trust and relationship building. It also allows the student to see their unacceptable behavior, and have an opportunity to receive teaching to correct it, and have an opportunity to make amends with the teacher.

Counseling sessions - Students have individual or group sessions with counselors to guide students to self-awareness and goal setting in achieving and maintaining appropriate behavior.

Students are allowed to express themselves freely and honestly in order to discover the basis of their behavior. **Some techniques used are the following:**

1) Calming exercises - Counselor instructs students on ways to calm themselves when feeling the urge to misbehave for whatever reason (breathing, counting, writing, drawing, getting a drink of water, using a stress ball, thinking of their happy place, talking to someone, etc.).

2) Restoring sessions - used with 2 or more students, between the offended & the offender. Counselor facilitates session, allowing the perspective of both sides to

be heard to promote understanding; ultimately leading to forgiveness and corrected behavior for the future.

3) Choices Think Sheet - Used in individual counseling sessions when students have failed to meet an expectation. It allows them to reflect on their choices and consequences associated with them. **The sheets are differentiated:**

- Visual
- Checklist
- Open-ended

4) Conflict Resolution Techniques - Counseling sessions teaching how to resolve conflicts; to include: empathy, apology, I-messages, and making amends.

MTSS - School wide intervention system that evaluates students in order to identify and eliminate the conditions that trigger unwanted behaviors, and teach replacement behaviors. There are 3 levels:

Tier 1 - basic classroom and school expectation and rules

Tier 2 - counseling sessions (individual or group)/ sessions with Behavior Specialist

Tier 3 - One-on-one sessions with Behavior Specialist / School Psychologist

Choices Think Sheet

Name: _____


What wrong choice did you make?

 <p>Did not follow directions.</p>	 <p>Hurt Someone's Body</p>	 <p>Touched Things That Don't Belong to Me</p>	 <p>Used Hurtful Words</p>
 <p>Playing Instead of Working</p>	 <p>Left My Space Without Permission</p>	 <p>Being Unsafe</p>	 <p>Talking Instead of Listening</p>

What was happening BEFORE you made the choice?

 <p>I was angry.</p>	 <p>I was sad.</p>	 <p>I was worried.</p>	 <p>I wanted someone to give me attention.</p>
 <p>I wanted to get away from someone or something.</p>	 <p>I wanted to have fun.</p>	 <p>I wanted to have something.</p>	 <p>I didn't want to do my work.</p>

This is how my choice hurt me:

 <p>I didn't get to learn as much.</p>	 <p>I feel more upset now.</p>	 <p>My classmates got upset with me.</p>	 <p>I lost a privilege.</p>
---	---	--	--

This is how my choice hurt someone else:



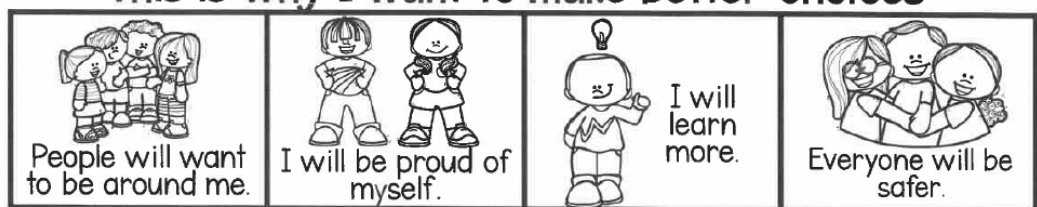
I can make it better. This is what I can do:



I can make better choices. Next time I will:



This is why I want to make better choices:



Choices Think Sheet

Name: _____

MY CHOICE

What choice did you make?

- ☐ Used mean words
- ☐ Hit, kicked, pushed, pinched, tripped, or scratched
- ☐ Took something that didn't belong to me
- ☐ Hurt someone else's property
- ☐ Refused to follow adult's directions
- ☐ Used materials inappropriately
- ☐ Left my assigned area without permission
- ☐ Other: _____

REASONS FOR MY CHOICE

How were you feeling BEFORE you made the choice?

- | | |
|--|--|
| <input type="checkbox"/> Sad | <input type="checkbox"/> Worried/Nervous |
| <input type="checkbox"/> Angry | <input type="checkbox"/> Embarrassed |
| <input type="checkbox"/> Jealous | <input type="checkbox"/> Ashamed/Guilty |
| <input type="checkbox"/> Disappointed | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Lonely/Left Out | |

What did you want?

- | | |
|--|---|
| <input type="checkbox"/> Someone to pay attention to me | <input type="checkbox"/> To have fun |
| <input type="checkbox"/> To get revenge | <input type="checkbox"/> For someone to like me or include me |
| <input type="checkbox"/> To feel happier | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> To not do my work | _____ |
| <input type="checkbox"/> To get away from someone | _____ |
| <input type="checkbox"/> To have something | _____ |
| <input type="checkbox"/> To have control or power over something/someone | _____ |

CONSEQUENCES OF MY CHOICE

How do you feel now?

- | | |
|--|--|
| <input type="checkbox"/> Sad | <input type="checkbox"/> Worried/Nervous |
| <input type="checkbox"/> Angry | <input type="checkbox"/> Embarrassed |
| <input type="checkbox"/> Jealous | <input type="checkbox"/> Ashamed/Guilty |
| <input type="checkbox"/> Disappointed | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Lonely/Left Out | |

How did your choice hurt you?

- | | |
|--|---|
| <input type="checkbox"/> I didn't learn as much | <input type="checkbox"/> People might think I'm not very kind |
| <input type="checkbox"/> I feel worse now | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> People might not trust me as much now | |

How did your choice hurt someone else?

- | | |
|---|---|
| <input type="checkbox"/> It hurt their feelings | <input type="checkbox"/> They didn't get to learn as much |
| <input type="checkbox"/> It hurt their body | <input type="checkbox"/> They felt disrespected |
| <input type="checkbox"/> It hurt something that belongs to them | <input type="checkbox"/> Other: _____ |

What can you do to make it better?

- | | |
|--|--|
| <input type="checkbox"/> Apologize | <input type="checkbox"/> Ask what I can do to make it better |
| <input type="checkbox"/> Clean up the mess | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Do my work | |

What will you do differently next time?

- | | |
|--|---|
| <input type="checkbox"/> Ask an adult for help | <input type="checkbox"/> Focus on doing my work |
| <input type="checkbox"/> Take some deep breaths or do something else to calm myself down | <input type="checkbox"/> Think before I speak |
| | <input type="checkbox"/> Other: _____ |

What will happen if you make a better choice next time?

- | | |
|---|--|
| <input type="checkbox"/> People will want to be around me | <input type="checkbox"/> I will learn more |
| <input type="checkbox"/> I will be proud of myself. | <input type="checkbox"/> Other: _____ |

MAKING IT BETTER

Choices Think Sheet

Name: _____ Date: _____

REASONS FOR MY CHOICE

How were you feeling?

What were you thinking?

What did you want?

WHAT CHOICE DID YOU MAKE?

CONSEQUENCES OF MY CHOICE

How are you feeling now?

How did your behavior hurt others?

How did your behavior hurt you?

What are 2 ideas for ways you can fix this?



For example: clean up the mess you made, write a note of apology, return stolen items, etc.

1. To make this problem better, I could...

2. Or I could...

What will you do differently next time?

Next time, I will...

Why would a different choice be better?

I will make a better choice so that...

©The Responsive Counselor