

Spring 5-10-2021

Action Research: Teachers' Attitudes and Perceptions of Implementing Restorative Practices

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**Action Research: Teachers' Attitudes and Perceptions of
Implementing Restorative Practices**

A Project Presented to the Graduate Faculty of
Minnesota State University Moorhead

By
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In Partial Fulfillment of the Requirements for the Degree of Master of Science in Curriculum and
Instruction

May 2021

Moorhead, Minnesota

DEDICATION

I dedicate this action research to my students. Through all of my research and writing they have been my biggest cheerleaders. They are the reason I do what I do each and every day. I appreciated all of their daily check ins to see if I completed my homework and words of encouragement along the way. I will always remember the cheers of excitement when I shared that I was done with all of my classes and ready to graduate. Thank you, class of 2028, for always rooting for me.

ABSTRACT

This study closely examines the attitudes of elementary school teachers in regards to their attitudes and perceptions of implementing restorative practices in the school setting. The study utilized interviews with teachers to analyze attitudes toward restorative practices and what steps need to be taken in order to successfully implement it in the district. Participants included eight elementary school teachers who were purposefully chosen to participate in this study.

Information gathered from interviews will direct administration to determine the next steps of the implementation process.

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CHAPTER 1

INTRODUCTION

The ultimate goal in schools today is to create a safe learning environment. In order for students to be successful learners, they need to feel both physically and psychologically safe. Educators know that this, along with food, water, and shelter, is considered a basic need according to Maslow's Hierarchy of Needs. This feeling of safety and security is often referred to as the climate of the school. The National School Climate Center (NSCC) defines climate as the quality and character of school life.

Schools often use exclusionary discipline policies to address and correct behaviors. These exclusionary measures include detention, suspension (in and out of school), and expulsion. These procedures do little to create a safe environment for students because they focus on the punishment rather than solving the problem and repairing the harm done. Studies show that these types of discipline policies have negative impacts on students' social emotional health. A new approach to school discipline is needed. One promising approach to school discipline is the use of restorative justice practices in both proactively preventing misbehavior and responding after misbehavior has occurred (Spore, 2018).

Restorative practices have been working their way into schools around the world. The basis of restorative practices stems from the restorative justice model used by courts and law enforcement agencies. Smith et al. (2015) explains that in the restorative justice model mutually consenting victims and offenders meet so that the former can be given a voice and the latter can have an opportunity to make amends. The reason this approach is so effective in schools is because it empowers members of the school community to take an active role in resolving problems. Both victims and offenders play a role in the conflict resolution and work together

with the help of a mediator to make amends and repair harms. This model focuses on teaching rather than punishing, because of this, students are less likely to repeat the misbehavior.

Restorative practices focus on building relationships and repairing harms. Building relationships and a sense of community is what makes a classroom feel like a safe place to learn and grow. Restorative practices use proactive measures like Circles to help build this trusting community. The Circle is a safe place where members can share without being interrupted. It is a great tool that any teacher can use in their classroom. Another aspect of restorative practice is repairing harm. This is done through conferencing with individuals first, then if both parties agree to meet they can collaborate to find a solution.

The literature agrees that traditional discipline isn't effective in reducing student misbehaviors and creating a safe learning environment (AAP, 2003; APA, 2008). Traditional discipline often includes exclusionary measures such as detention, suspension (in or out of school), and expulsion. These exclusionary measures may take away the opportunity for students to learn from their mistakes. In addition, it doesn't create an opportunity for the victim and offender to make amends or rebuild the trust that was lost.

In a study by Sandwick et al. (2019) they found that when restorative justice practices were implemented school wide, there was a decrease in suspension and behavioral incidents. There is growing evidence that using restorative practices proactively versus as a targeted disciplinary strategy helps to create a positive and safe culture within schools.

Another study by Gregory, et al. (2016) found that teachers who used restorative practices with fidelity had more positive relationships with their diverse classes. These classes included Latino and African American students. The study found that fewer referrals were issued

and fewer exclusionary measures were used. The literature emphasizes the importance of building relationships and creating a safe place for students to learn. Educational researcher Robert Marzano sees the value of relationships and includes it in his instructional framework for effective teachers.

Statement of the Problem

Traditional discipline isn't effective in schools. When students misbehave, their punishment is usually an exclusionary consequence such as detention, suspension (in or out of school), or expulsion. These types of punishments don't get to the core of the problem, or prevent behaviors from reoccurring.

Purpose of the Study

The purpose of this study was to gather information from teachers in the district to understand their attitudes and views on restorative practices. Before the district can fully implement this model of discipline, administration needs to know where everyone is at with their understanding of the practices. For example, if all the teachers know the purpose and benefits of restorative practices, then the district won't need to spend time or professional development to share this with the teachers. However, if teachers are unfamiliar with this method or how it can improve the climate and culture of a building, the administration would focus on getting teachers to buy in before expecting them to implement it in their classrooms.

There is value in using restorative practices in elementary and high school environments. Often when a student is misbehaving it's because they aren't able to effectively communicate their needs, or they don't understand how their misbehavior is affecting others. These are things that need to be taught in schools because it can't be guaranteed that students already know this.

Research Question

What are teachers' attitudes and perceptions on the implementation of Restorative Practices in our school district?

Definition of Variables. The following are the variables of study:

Variable A (independent variable): Interviewing teachers in the district to understand their attitudes and opinions on restorative practices. Teacher experiences will be a variable. The number of years teaching and experiences with misbehaviors will vary.

Variable B (dependent variable): The results of the teacher interviews will determine the next steps in the implementation of restorative practices as seen best fit by the administration.

Significance of the Study

The school district is moving forward with the implementation of restorative practices. Before beginning the implementation process, the district needs to know where the starting point will be. Because it is a small district, teachers will be doing the bulk of the proactive practices within their classrooms. Teachers' prior knowledge and perceptions on restorative practices will help guide administrators in the implementation process. Think of it as giving a pre-test to students to see what they already know. This data helps guide the instruction, much like this study guided implementation of restorative practices in the district.

Research Ethics

Permission and IRB Approval. In order to conduct this study, the researcher sought MSUM's Institutional Review Board (IRB) approval to ensure the ethical conduct of research involving human subjects (Mills & Gay, 2019). Likewise, authorization to conduct this study

was sought from the school district where the research project took place (See Appendix A and B).

Informed Consent. Protection of human subjects participating in research were assured. Participants were informed of the purpose of the study via the Method of Assent (See Appendix A) that the researcher read to participants before the beginning of the study. Participants were aware that this study was conducted as part of the researcher's Master Degree Program and that it will benefit her teaching practice. Informed consent means that participants have been fully informed of the purpose and procedures of the study for which consent is sought and understand and agree, in writing, to participating in the study (Rothstein & Johnson, 2014). Confidentiality was protected through the use of pseudonyms (e.g., Teacher 1) without the utilization of any identifying information. The choice to participate or withdraw at any time was outlined both, verbally and in writing.

Limitations. There are several limitations that could affect the results of this study. With the uncertainty of education during the COVID-19 pandemic, educators have added stress and workloads. Some teachers may see this as "just another trend" and not have time to learn about it. Additionally, the implementation of restorative practice is time consuming. Each formal restorative practice occurrence, such as formal classroom circles and formal conferences, "can consume hours of the school day" (Smith et al., 2015, p. 116).

CHAPTER TWO

REVIEW OF LITERATURE

Introduction

The purpose of this study was to gain a sense of what teachers at Hope-Page Elementary know about restorative practices. This information is important to guide the future implementation of restorative practices in this school district. Within this school, teachers range from first year teachers to veteran teachers with 30 plus years of experience. Through this study the researcher hopes to learn the attitudes and perceptions to help guide the implementation process for the district. The information gathered through this study will help the administration know where to begin with the implementation process, what professional development is needed, and areas of strengths and weaknesses.

Exclusionary Discipline in Schools

Schools systems have traditionally used a prescriptive and, oftentimes, punitive framework to address misbehavior (Weaver & Swank, 2020). These behavior policies often include exclusionary measures such as missing recess, taking away privileges, suspension (in or out of school), and expulsion. This style of behavior management relies on removing the offender or taking away privileges. These zero tolerance policies, introduced in the 1990s, intensified these exclusionary practices in an attempt to maintain order within schools (Welch & Payne, 2012). These types of discipline policies focus on the idea that students who are excluded from school will learn from their misconduct and upon returning to school the behaviors will stop.

The American Academy of Pediatrics & the American Psychological Association agreed that there is no evidence that a traditional approach to discipline is effective in our schools. Suspension and expulsion may exacerbate academic deterioration, and when students are provided with no immediate educational alternative, student alienation, delinquency, crime, and substance abuse may ensue. Social, emotional, and mental health support for students at all times in all schools can decrease the need for expulsion and suspension and should be strongly advocated by the health community (AAP, 2003). In addition, an extensive review of the literature found that despite a 20-year history of implementation, there are surprisingly few data that could directly test the assumptions of a zero tolerance approach to school discipline, and the data that are available tend to contradict those assumptions (APA, 2008). The values of peacemaking and peace building can be evident where restorative practices remain open for inclusive participation and the processes are not grounded in discipline (Carter, 2012). Due to the lack of proven effectiveness using exclusionary practices, schools are implementing alternative discipline approaches such as restorative practices.

Restorative Practices

The restorative practices movement that is now being implemented in school across the world is an offshoot of the restorative justice model that is used by courts and law-enforcement agencies (Smith et al., 2015). Definitions of restorative practices put emphasis on building relationships and repairing harm rather than focusing on the punishment. This theory of justice aims to repair harm caused by criminal behavior through a cooperative process in which each stakeholder has a voice. The end goal is to mend any harmed relationships and allow the offender to be welcomed back into society (or the classroom). American criminologist Howard Zehr is widely known as the grandfather of restorative justice. Zehr defines restorative justice as

a process to involve, to the extent possible, those who have a stake in a specific offense and to carefully and to collectively identify and address harms, needs, and obligations, in order that one put things as right as possible (Zehr, 2016). There are five components of restorative practice ranging from informal to formal. Proactive practices include affective statements, affective questions, and circles. These are things that need to be in place before any responsive practices such as restorative conferencing can be effective. Carter (2012) states “Formal practices involved instruction about response to conflict, while informal learning occurs beyond academic lessons”. These practices are on a continuum, the informal strategies can be implemented into classrooms with little to no training such as proactive circles. The other end of the continuum contains strategies that are formal and require more highly skilled training and time to implement like restorative conferencing. These include responsive circles and meeting and conferencing to repair harms (Thorsborne & Blood, 2013).

Building Relationships

Restorative practices include proactive community building tools such as the Circle. Implementing the Circle in the classroom begins building trust and healthy relationships (Silverman & Mee, 2018). One way that teachers can begin to build relationships with students is by implementing proactive circles. Smith et al. (2015) describes how circles can be used by classroom teachers.

Teachers in the restorative practices movement promote a sense of family in the classroom by having students sit in circles to discuss both curriculum-related topics (e.g., the role of genocide and war in a World History class) and

noncurricular issues that bear discussing (e.g., how students might manage stress on the eve of a major state exam). (p. 4)

Boyes-Watson & Pranis, (2015) claim that the Circle is a powerful tool for building a positive school climate. Much more is going on than just putting chairs in a circle. Students who participate in circles are practicing respect, equality, empathy and emotional literacy, problem solving, responsibility, self-regulation and self-awareness, and shared leadership (Boyes-Watson & Pranis, 2015)

Restorative circles support classroom community through engaging and interactive conversations that can support conflicts and other necessary discussions surrounding a certain topic (Koltz & Parrish, 2020). Dialogue is an important tool that can be used to bring about social change (Freire, 2000). Teachers that take the time to do community circles allow their students to learn about each other, express their emotions, and grow as a social group. This sense of community enables teachers and students to build relationships. Building relationships was a theme that surfaced in much of the literature. Recent news and climate changes in our schools underscore the importance of building positive relationships in our classrooms and working to more constructively resolve conflict (Silverman & Mee, 2018). This is especially true regarding children who are emotionally vulnerable. Middle school students are in a critical stage for emotional development. During this time, building relationships is very important. According to the Middle School Association's book *This we Believe: Keys to Educating Young Adolescents*, "an essential attribute of an effective middle school is that education for the young adolescents should be empowering, inviting, and supporting." (p.12)

Repairing Harm

In traditional discipline the focus of a problem is who is at fault. A goal of restorative practices is to normalize mistakes and prevent a shame response so students can learn without acting out. Smith et al. (2015) states that “Whereas traditional discipline focuses on the violation of *rules*, restorative practices focus on the violation of *people* and *relationships*.”(p. 24).

Restorative practices are dependent on strong, positive relationships between students and teachers. When students care about the relationships they have with others, they work to keep those relationships healthy and to repair any damage to them (Smith et al., 2015). We want to empower students to take responsibility and to repair the harm (Goldys, 2016). A study by Kehoe, Bourke-Taylor, and Broderick shows that RP affects student behavior by addressing social skills such as empathy, accountability, and respect for others.

Affective questioning is an informal strategy that can be used by classroom teachers when there is a minor conflict. These questions can be used if a student is continuing behaviors even after the teacher has used affective statements. Teachers can use these questions as a guide when privately speaking with the student. (Costello et al., 2009, p.6)

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- What has been affected by what you have done?
- How have they been affected?
- How can you make amends?

Smith et al. (2015) explains how students can learn from their mistakes using a restorative mindset. Restorative practices allow students to self-reflect and conflicts can then

transform into an opportunity to learn from their mistakes. Students are then able to repair the harm that was inflicted on their peer(s). Restorative approaches help students take responsibility for their actions, and learn from mistakes while building positive relationships.

This restoration of relationships is referred to as restitution, a process of reflection and healing. All stakeholders are expected to contribute to a resolution that creates a paradigm shift from punishment to a repair mindset (Gossen, 2004; Smith et al., 2015; Erb, 2018).

In a study conducted by Meetze (2018), it was found that when an eighth grade science teacher used restorative practices students noted a greater sense of academic support for one another. Additionally through qualitative instruments Meetze found that students felt that their voice was heard when the teacher used affective statements and affective questions. The study stated that students in this class felt that the teacher listened to them more than teachers who didn't use these restorative practices.

Theoretical Framework

The researcher's understanding of restorative practices aligns with Maslow's hierarchy of needs. Maslow's five-tiered model depicts human needs. The model is often represented as a pyramid, with our most basic needs at the bottom and working our way up to more sophisticated needs. The five needs from basic to advanced are: physiological, safety, sense of belonging/love, esteem, and finally self-actualization. As educators we know that if a student's basic needs of food, water, warmth, and sleep are not being met they will not be able to learn. Students must have their basic needs met before they can move up on the pyramid.

Implementing restorative practices in classrooms will allow students to have their basic needs met (safety and esteem) so they are able to grow, learn, and reach self-actualization. By creating strong relationships with students and a sense of community through restorative circles students are more likely to feel safe. Affective statements and affective questions help meet the students' basic need for safety and esteem (Thorsborne & Blood, 2013). Restorative practices allow educators to teach to the whole child, form relationships, and guide students in making amends when harm is done.

Research Question

What are teachers' attitudes and perceptions on the implementation of Restorative Practices in our school district?

Conclusion

Traditional exclusionary disciplinary practices are not an effective way of creating a sense of community within the classroom. Exclusionary practices such as suspension, detention, and expulsion do not help students learn from their mistakes. These practices can do more harm than good and can have a negative impact on the school's climate and culture. When the focus is put on the punishment and not on how to repair the harm done, students miss out on an important learning experience. Research shows the importance of building relationships with students. Using restorative practices is a way to hold students accountable for their actions while building relationships and coaching students on how to make amends and repair harms.

It is my hope that through this action research I am able to gain an understanding of what the staff in our district values and to see where additional training is needed in the implementation of restorative practices.

CHAPTER 3

METHODOLOGY

Introduction

Teachers' responsibilities in the classroom are continually growing. Not only are teachers expected to teach the content at a rigorous level, they are also expected to create a safe learning place, a positive culture, and build meaningful relationships with their students. There are many programs or theories that aid in the implementation of these teacher expectations, one of which is restorative practices. The restorative practice movement is sweeping the nation and making its way into classrooms worldwide. Although restorative practices are not new, they are becoming more and more common in school settings. Restorative practices stem from the restorative justice system that is used by police and in the court system. These practices put emphasis on building relationships and giving students the skills needed to maintain these relationships. Allowing students to see their role in the community (or classroom) as a part of something larger, gives them a sense of belonging and purpose. Restorative practices are quickly replacing traditional exclusionary discipline procedures that have been the staple in schools for decades.

The purpose of this study was to explore teachers' attitudes and perceptions of implementing restorative practices in the school district. This chapter outlines the methods used to address teachers' views through one-on-one interviews. This chapter includes the research design, setting, participants and sampling procedures, and the data collection and analysis process. Finally, this chapter addresses the limitations in the research design of this study.

Research Question

What are teachers' attitudes and perceptions on the implementation of Restorative Practices in our school district?

Research Design

The research design utilized in this qualitative study was action research. Because the study measured the attitudes and perceptions of teachers, the research was done in survey form. This method was best suited to collect data from a small group of teachers by allowing them to speak freely about their experiences, opinions, and beliefs on school discipline. The researcher's goal was to collect data to present to the administration to help guide their next steps in the implementation of restorative practices within the school district.

Setting

This study took place at a rural school district in Eastern North Dakota. This school district serves four counties, two towns, and has an elementary and high school campus. The high school and elementary school are located in neighboring towns. The study focused both on the elementary school which is located in a town of approximately 200 people, and the high school which is in a town of approximately 250 people. The elementary school is a Title 1 school that serves 106 students in grades preschool through sixth grade. The schools are located in a predominantly white, middle class, farming community.

The student population is primarily white. In the most recent data from collected (Page Elementary School, 2020) the ethnicity of the students was recorded as 95% - 100% white and 0% - 4% Native American. Along with the ethnicity data, 20% - 24% of families in the community identified as low-income households (Page Elementary School, 2020).

Participants

There were thirteen teachers that participated in this study. The teachers all worked in the school district during the 2020-2021 school year. There were ten female teachers and three male teachers that participated. The teachers' experience ranged from first year teacher to veteran

teachers with 30 plus years of experience. Of the teachers that participated in the study 23% taught for less than one year, 23% taught for 2-5 years, 15% taught for 6-10 years, 31% taught for 11-20 years, and 8% taught over 30 years. Finally, 100% of the participants were Caucasian.

Sampling. The researcher used purposive sampling for this study. The teachers that participated were employed in the same district and access and availability for interviewing was a factor in how the sample was selected. Additionally, the researcher conducted a pilot test using a separate pool of teachers from the school district. These pilot participants were selected due to the ease of access and previously established relationships. The pilot participants' results were not included in the final data collection.

Instrumentation

The instrument used in this study was an interview schedule. The purpose of interviewing people is to find out what is on their minds-what they think or how they feel about something (Fraenkel et al., 2015). The interview consisted of a series of ten open-ended questions (Appendix C). The researcher determined that one-on-one interviews with the participants was the most appropriate way to collect data on teachers' attitudes and perceptions. These interviews allowed participants to fully answer each question and allowed the researcher to ask follow up questions. Participants were able to elaborate on their answers and give examples from their day to day experiences in their classrooms. Participants felt comfortable during the interview because of the privacy and familiar location. The interviews were conducted in 30 to 45 minutes during a time designated by the interviewee.

All interview questions were developed based on information gathered in the literature review as well as examples from other similar studies (Spore, 2108). The researcher worked with the administration to ensure the interview questions were of value to future steps in the

implementation of restorative practices within the district. The administration that reviewed the questions included both the high school and elementary principals.

When developing the research instrument the researcher referenced chapter 8 in the text *How to Design and Evaluate Research in Education*. During the interview process the researcher kept both reliability and validity in focus. Reliability within action research is defined as “The degree to which scores obtained with an instrument are consistent measures of whatever the instrument measures” (Fraenkel et al., 2015, Chapter 8). The researcher ensured that all participants of the interviews received the same information. Participants received an email invitation explaining the study and its purpose, informed consent, and the teachers selected a meeting time in advance that was convenient to them. The researcher maintained consistency by ensuring that the same questions and order were used for each participant in the study. Fraenkel et al. (2015) defines validity as “The degree to which correct inferences can be made based on results from an instrument”. Fraenkel goes on to state that “[validity] depends not only on the instrument itself but also on the instrumentation process and the characteristics of the group studied” (Fraenkel et al., 2015, Chapter 8). In this study the researcher used a pilot test to ensure validity of the instrument. A “pretest” of the questionnaire or interview schedule can reveal ambiguities, poorly worded questions, questions that are not understood, and unclear choices; it can also indicate whether the instructions to the respondents are clear (Fraenkel et al., 2015). Three staff members were selected from the school district to participate in the pilot study to ensure that the interview questions were well developed. These participants included a high school English teacher, the school counselor, and a high school mathematics teacher.

Data Collection. After participants for the study were selected, an email invitation was sent to the respondents (Appendix A). Interviews were scheduled at the convenience of the

participating teacher. The interviews were conducted in the school's workroom because it is a central, easily accessible, and familiar location for the respondents. Interviews lasted between 20-30 minutes for each participant in the study. The research recorded the meetings in order to analyze and transcribe at a later time. Prior to recording, the researcher requested permission from the participants.

Data Analysis. The data for this qualitative study was collected through a series of interviews with elementary teachers. After the researcher transcribed the interviews, the data was analyzed to find trends and patterns. The researcher looked for common themes in the attitudes and background knowledge teachers had on restorative practices. Teachers' nonverbal communication was noted in the researcher's notes. These types of nonverbal communications include sighs, long pauses, facial expressions, as well as hand gestures. These themes allowed the researcher to determine strengths and weaknesses in the participants' background knowledge and perceptions of implementing restorative practices. The researcher will use the weaknesses as a way to inform admin on suggested next steps in the implementation process. Finally, the researcher looked for any misconceptions teachers had about restorative practices. These misconceptions will be brought to administration to allow for a more focused approach to bringing in valuable professional development that is best suited for the district.

Procedures

The interviews took place over a six week period. Teachers were notified of the study via email (Appendix A) on March 8, 2021. Once all teacher interviews were scheduled and completed the researcher began transcribing and analyzing the data. The researcher looked for trends and themes in the teacher responses in order to draw a conclusion(s) of teachers' attitudes and perceptions on the implementation of restorative practices in the district. The researcher then

presented the finding to the administration in order for them to determine the next steps necessary in the implementation process.

Ethical Considerations

During this study the researcher put the needs of teacher participants first. Teaching during the COVID-19 pandemic brings with it a lot of unknowns and stress for staff and students. Because of this the researcher took note of teachers' busy schedules and other obligations while conducting interviews. The interviews were not conducted around high stress times of the year such as at the end of the trimester, before a big deadline, or right before a holiday break. The researcher put emphasis on scheduling interviews at convenient times for the participants.

Due to the nature of the interview questions, the researchers made sure to maintain confidentiality and professionalism during the research process. In order to collect valid data, the participants needed to feel comfortable sharing their opinions with the researcher. Participants were given pseudonyms in order to maintain confidentiality. The administration only was presented with the underlying themes and trends; never a singled out answer.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

Description of Data

This study explored the attitudes and perceptions of teachers regarding discipline, student behaviors, teacher and administration roles, exclusionary discipline, and the use of restorative practices. The study focused on examining teacher responses to understand the need for further steps within our school district. Each participant was interviewed once in the time span of March 12, 2021 to April 23, 2021. All participants were teachers in the Hope-Page School District in rural North Dakota. The participants ranged in years of teaching experience, from first year teachers to teachers with over forty years of experience. Ten participants were female, three participants were male and taught grades pre-kindergarten through 12th grade. The researcher utilized purposive sampling when selecting participants for this study. All teacher participants teach in the same school district and share current school-wide discipline policies and procedures. The researcher used this to determine if the current discipline practices are effective or ineffective, and to bring a better understanding of teachers' views on restorative practices to administrators. Prior to these interviews the staff had two, 2 hour training sessions on restorative practices from Lutheran Social Services. These training sessions were solely based on the circle process.

Results

The participants' shared their attitudes and opinions on current discipline practices as well as restorative practices. Teachers shared their classroom discipline procedures and reflected on their effectiveness. Four main themes emerged from these interviews. They include 1) behavior prevention, 2) behavior response attitudes, 3) leadership roles, and 4) implementation needs. These themes are summarized in Table 1 below.

Table 1*Summary of Themes with Example Quotations*

Theme	Example
Behavior Prevention	
Relationships	“Letting kids know that you care, that’s half the battle.” (Teacher 7, ll. 62-63)
Set Clear Expectations	“Uhm, for the students to know expectations and how to behave appropriately in and out of the classroom” (Teacher 6, ll. 32-33)
Behavior Response Attitudes	
Student Specific	“Uhm, you got to remember...and I think we all do...that not every kid is the same so discipline has kind of got to be...You kinda gotta meet it out at a different level for every kid.” Teacher 10, ll. 30-32)
Function of Behavior	“I think it’s very helpful in kids understanding why they sometimes do things.” (Teacher 5, ll. 53)
Leadership Roles	
Behavior Support	“I think that if the teacher needs reinforcement or it’s an issue that is like beyond the teacher’s ability to control, then the administrator can help.” (Teacher 8, ll. 32-33)
Teacher Reservations	“Uhm, I do think kind of the lack of action and consequences to somethings like if something happened and there is not a consequence or if that consequence isn’t harsh enough, you know... the student doesn’t really see the consequence.” (Teacher 6, ll. 60-63)
Implementation Needs	
Professional Development	“I think that if we keep having professional development on it, that will help” (Teacher 10, ll. 128)
Time	“It’s a great idea, it just takes a lot of time. And trying to fit it all in, but I think it’s a piece that needs to be fit in no matter what.” (Teacher 3, ll. 60-61)
Clear Plan	“I think as a school we really need to say here is where we are, here is where we want to be at so everyone’s on the same page as far as the direction we are going in.” (Teacher 12, ll. 71-73)
Buy-In	“I’m not sure if some teachers, you know, including myself and 100% sold on it at times.” (Teacher 6, ll. 8-81)

Behavior Prevention

Many of the participants described different ways that they prevent behaviors in their classrooms. Teachers shared classroom management strategies were unique to their classroom. Specific strategies like building relationships and setting clear expectations were repeated by a majority of the participants.

Relationships. Participants expressed that building relationships with their students is an important factor in behavior prevention. Teacher 9 described the mutual sharing of respect between teacher and student as a way to build a trusting relationship. Teacher 9 explains this how mutual respect can build relationships as follows:

I feel that I tell the students like it's a respect thing... you know... if they respect me as a teacher, I will respect them as a student. Just letting them know that I care. Some of the issues I have has with students... I make sure they know I think they are better than how they have been acting and I know they can do better. And then you see them respecting that you see them as a young adult and they switch their ways because they know you're watching. (Teacher 9, ll. 24-29)

When discussing classroom management several teachers explained that they felt the misbehaviors in their classroom are lower when they focus on positive relationships with students. Teacher 8 explained how she values these relationships with her students and sees how it positively effects the climate and culture of her classroom. She stated "I think if you have strong relationships with students they will feel more comfortable in your room and like...grow more if they are comfortable. They are going to like apply what they learned more to their own real life too if they are comfortable in the room" (Teacher 8, ll. 51-54). Another teacher voiced a

similar opinion. He explained that in his first years teaching he focused so much on the rules and procedures that he missed out on the importance of relationship building. He explained “So it’s learning what I didn’t know, but it’s also the relationship thing. Certain kids would receive that [redirection of behaviors] if they had a relationship with me.” (Teacher 11, ll. 36-38).

Teacher 10 explained that having relationships with some classes is easier than others. He explained that some classes just click, and others he has to push harder and dig deeper to find those connections. He attributes his good rapport with students to the low volume of misbehaviors in his classroom. He stated “I feel I have good rapport with every class, now is every class my favorite? No...I mean that is just the way it works. I mean you get certain classes and try to pull more out of them than they want to give...but yea.” (Teacher 10, ll. 119-122).

When describing the teacher’s role in discipline, another teacher explained that modeling behaviors is a big part of her day. She explained that,

Maintaining and giving that positive reinforcement and you know, maybe something that wasn’t correct but going after it as a negative and someone getting them to... because if you keep getting on a kid they get that negative vibe and, so I think making sure you stay positive and uhm, you know... just help correct or rectify their behaviors. (Teacher 7, ll. 58-61)

She further explained that in order to help rectify a student behavior, you need to be a calm and positive presence. Students will respond better if they feel safe and loved. Teacher 7 stated “I mean... I think what we do, and how we do it, and how we say and show it. Letting kids know that you care, that’s half the battle” (Teacher 7, ll. 62-63). Teacher 2 described his experiences coming from a bigger school. He stated “In a smaller town, a rural school, is so much more

enjoyable to get to know kids on a personal level” (Teacher 2, ll. 85-86). He explained that this is a big weight off his shoulders to not have to worry about constantly dealing with misbehaviors. He attributes this to his strong, personal relationships with students and his sense of community in his classroom. He described how as a class, they collaborated to set the rules they thought necessary to have a successful year. He explained that because the students had a say in what they valued as classroom rules, they tend to need less reminders to follow them. He voiced what many teachers agree with in regards to discipline “The last thing I want to do is discipline, it’s not what I want to do as a teacher, but it has to be done so we can get some learning done” (Teacher 2, ll. 28-29).

Set Clear Expectations. Many participants also commented on the need to set clear expectations for their students. Participants agree that if students understand what you expect, they will rise to the occasion. Many teachers at both the elementary and high school have these expectations posted in their classroom, website, or on their parent communication app. Not all participants called them rules; some defined them as norms, expectations, or procedures. Many of the participants used non-verbal prompts to remind students of the procedures. One classroom teacher said that he will use silence as a prompt to show that the student behavior is not up to par. He explained that he will never compete to be heard, rather he will wait for students to become quiet before beginning his lesson. He explained,

I think silence works actually very well. I mean, I won’t even start class unless, you know, they get quiet. They know I’m just going to sit here and wait and say ‘oh well, the assignment is still going to be the same’ and so...that’s what I have used for years...silence. I just wait. (Teacher 10, ll. 22-25)

In a classroom that uses rules based on Whole Brain Teaching, the teacher explained “Usually if I just hold up a finger, they will usually know” (Teacher 7, ll. 33-34). She said that each rule is numbered, and if she holds up a number two the kids will be reminded to follow that rule. This participant explained that they practice all of the expectations at strategic times during the year. Beginning of the school year, after long breaks, and in the spring when the weather gets nice. Teacher 1, teacher 7, and teacher 5 commented on practicing the expectations of different areas of the school such as the bus, playground, bathroom, and lunch room.

When asked “What is the purpose of discipline?” several participants agreed that it was the teachers’ job to set clear expectations and ensure that students follow them. Here are some of the participant responses. “[The purpose of discipline is to] teach someone how to behave in a public setting, in a school setting, or a home setting” (Teacher 4, ll. 22-23). “[The purpose of discipline is] for students to know expectations and how to behave appropriately in and out of the classroom” (Teacher 6, 32-33). “Uhm... I think the teacher’s role is making sure the students know the expectations” (Teacher 8, ll. 27).

Teacher 11 explained that after his first year of teaching, he discovered he needed to focus on his classroom management. He discovered that the better classroom management he had, specifically in expressing his expectations to students, the less misbehaviors he had to deal with. He explained,

Well the more I think about behavior and discipline, I think it’s more about classroom management and how to mold and change that behavior on the way your class is set up. So really the better I got at classroom management, even though it had nothing to do with discipline, it did. You know? So the better I got with that, the less discipline. So teachers’

role in behavior is you know... your classroom lessons, your classroom management.

(Teacher 11, ll. 46-50)

Another topic that came up with three participants was the issue of safety. These teachers had to set strict expectations in their classrooms because of safety issues that might arise. These teachers explain that if students aren't able to follow these safety precautions, they will not be able to participate at that time. The following are brief quotes regarding classroom safety expectations,

“If they are not following procedures or safety rules they will be removed and that’s because it’s directly affecting what they are doing.” (Teacher 9, ll. 47-49)

“If it’s a safety thing, being a shop teacher that really depends on how I deal with behaviors.”(Teacher 11, ll. 16-17)

“I have rules that we follow and yea, there’s consequences if we don’t” (Teacher 3, ll. 8-9)

“[The purpose of discipline is to] keep control of the classroom and keep everyone safe. And so everybody is on the same page.” (Teacher 3, ll. 21-22)

Behavior Response Attitudes

Student Specific. When participants were asked about how they use discipline in their classrooms all participants commented that discipline should be student specific. Teacher 2 stated “It depends on the behavior I suppose” (Teacher 2, ll. 13). Some participants brought up students with behavior plans and how they approach discipline differently with those students. When asked about student behaviors and discipline teacher 11 explained,

And there is only certain things, but also depends on the kid. Depending on their behavior plan... that's something that as a new teacher last year I've learned who I can go about certain things with differently. I guess...so it depends on the kid. (Teacher 11, ll. 20-23)

Teacher 4 is quoted "I feel like that is a tough questions because it is a case by case basis. And based on the student and their needs and their abilities to understand" (Teacher 4, ll. 33-34).

Another teacher agreed "Uhm, I say it all depends on the case. Like case-by-case basis." (Teacher 6, ll. 41).

A majority of the participants shared that they believed exclusionary disciplines such as suspension and loss of recess to be ineffective in correcting student behaviors. Teachers expressed their concern that many students need their recess time to get their wiggles out and get fresh air and exercise. Here are quotes from teachers regarding loss of recess.

"Losing recess or time in school is like it's counteractive. It's giving them more time to do unstructured things or it's not really teaching them that they need to be responsible" (Teacher 8, ll. 39-40)

"I think kids need recess" (Teacher 7, ll. 75)

"For an example taking recess away from a young kid. I think it might help to a degree, but it's also just going to make that student more frustrated because it's not dealing exactly with what the behavior is" (Teacher 9, ll. 50-52)

"I don't feel that kids should miss recess because they NEED that time especially if a kid is misbehaving." (Teacher 1, ll. 41-42)

“I don’t think taking away recess is good...especially for boys. That’s like their time to get out, burn off steam. For anyone, that’s their time to breathe.” (Teacher 2, ll. 40-42)

Some participants stated that they think suspension should be used only in extreme cases “I think there is a time and place for it. I would say it should be a last resort issue.” (Teacher 12, ll. 42).

Another teacher explained “Suspending them from school is not the right discipline because what are they learning from that?” (Teacher 11, ll. 41-42). Other’s showed concern that students wouldn’t link the discipline to their actions. If student’s discipline didn’t help them to understand their mistake, they wouldn’t learn and grow from it. Teachers feared they would repeat the behavior in the future if it wasn’t addressed correctly. “It doesn’t teach them how to interact as they get older and as adults handle conflict of when they are in a conflict too I guess.” (Teacher 5, ll. 45-46). Teacher 3 linked suspension to a loss of academic learning and students being unable to learn from the consequence. She explained,

Uhm, I don’t really like it [suspension] because then they are not learning. They are out of the classroom so how are they supposed to make their choices, how are they supposed to change their choices if they are not in the classroom to do that? I mean, I want to see them in the classroom. I don’t want to see them suspended or at home because they are probably going to be playing video games and not, you know, doing anything school related anyways. (Teacher 3, ll. 30-36)

Function of Behavior. Many of the teachers shared their belief that student’s behavior can be a sign of something going on in their lives. Teachers expressed that misbehaviors, especially extreme behaviors, often indicated that there was something going on to cause the behavior. Participants expressed a need to understand the function of student behavior, before trying to correct it. They believe that finding the underlying issue would help to fix the student’s

misbehaviors. Teacher 5 stated “It has to be fixing the problem more so than just getting quote on quote *in trouble*.” (Teacher 5, ll. 55-56). Teacher 9 explained that when she sees repeated behaviors that are new or worsen, she has a one-on-one conversation with the student to sort through things. She explains,

If there is misbehaviors in my classroom my first step is you know like...well if it's minor...I ignore it, see if it changes. If not, I will address it with the student uhm...if it continues to be an issue I might pull the student and say ‘hey what’s going on?’ and see if there is something really behind why they are acting like they are before punishing them. (Teacher 9, ll. 15-20)

Teacher 13 talked about how students sometimes come to school with a lot of stuff on their plates that is out of their control. Their home lives might be hard, they might be hungry or tired, or they might just be having a hard day. She expressed that school is the only safe place for some students, and she wants to keep it a safe and positive place. She stated “Students shouldn’t be punished for things out of their control that affect their behavior.” (Teacher 13, ll. 55-56).

Leadership Roles

Behavior Support. All participants spoke about what administration’s role is regarding student behaviors and discipline. Most of the participants commented that they felt comfortable handling behaviors in their classroom, but would seek administrations support for major issues. Teacher 3 explained that an administrator’s role is “To step in if it gets out of hand, uhm, you know hopefully it can be taken care of in the classroom, but if not so they can step in and help out.” (Teacher 3, ll. 26-27). Teacher 11 and teacher 10 explained that when there is a reoccurring

behavior that is affecting others in their classrooms then they would seek the principal's support, otherwise they would do their best to handle it within their own classrooms.

Many of the participants described the administration's role as a supporting role. Here are some quotes about the supporting role.

"I think an administrator is like an extension of what the teacher is doing" (Teacher 9, ll. 39-40)

"I think the administrator's role is to support both the teachers and students in whatever way is needed, but I don't necessarily think they need to be in charge of any sort of "discipline system". (Teacher 13, ll. 34-36)

"If the teacher needs reinforcement or it's an issue that is like beyond the teacher's ability to control, then the administrator can help." (Teacher 8, ll. 32-33)

"Uhm, I would say support for the teacher. If it comes to the point where they need to have more, or what the teacher's doing is not working." (Teacher 6, ll. 37-38)

"To kind of oversee, I guess, all of other staff, and teacher's discipline. And then to be there when the teachers need an extra hand or when, you know, have a break through moment with the student who is having those behaviors." (Teacher 4, ll. 28-30)

Participants also commented that administration was a resource to use if they were unable to come up with a solution or needed someone to bounce ideas off of. Teacher 5 stated that,

[Administration's role] is to help you come up with ideas if you don't have any, if you hit a road block, and to assist you if there are any needs outside of the classroom. When it

comes to the part where you have to contact parents maybe, because there is a pattern, or lack thereof. (Teacher 5, ll. 31-35)

Other participants expressed that they wanted administration to follow their lead when it came to student discipline. “I think it’s their role to support the teachers and what the teacher is wanting, to listen to what the teachers are saying and to follow the teacher’s recommendations since we are the ones with the kids 40 hours a week.” (Teacher 1, ll. 34-36). Teacher 12 agreed by saying “their role should be to back up the teacher” (Teacher 12, ll. 30).

Teacher Reservations. At the time of the interviews, teachers had experienced two, 2-hour trainings on restorative circles. Many of the participants stated that they enjoyed the training and the idea of restorative practices, but they weren’t 100% sold on it. Participants had reservations on its effectiveness and wondered if they would be able to fully implement it within their own classrooms. Teacher 10 explains his reservations “You know right away at the beginning of the year we had....our very first circle we had was very powerful...I did. I mean, it was very eye opening. Now me running one... that’s a different opinion (laughs).” (Teacher 10, ll. 69-71). This was a common concern among teachers that they would be “in charge” and not feel comfortable leading a restorative circle. Another participant shared that she wasn’t sure it was appropriate for lower elementary students. She worried that the lack of immediate consequences for misbehavior would confuse young children. She stated “I think sometimes it’s harder for the youngers to understand and uhm, for some kids I don’t know if it always works.” (Teacher 6, ll. 59-60). One participant shared his confusion about restorative practices explaining that he, and other teachers, thought it was a replacement for discipline. He was worried kids wouldn’t learn if there was no consequences and they only talked about it with no action. He stated “I think when people talk about restorative practices they say discipline is out the window

but I don't think we have seen a full picture of it...it seems." (Teacher 11, ll. 107-108). He went on to say "I think that is something that needs to be cleared up with people who don't know a lot about it including me." (Teacher 11, 112-116).

Other participants brought up the idea that different generations of teachers had differing views on how to deal with student behaviors. Teacher 8 said "I think that people who have been exposed to disciplinary procedures for so long might struggle to shift to restorative practices because it's so habit, or it's such a habit for them." (Teacher 8, ll.68-70). She expressed that it will take time for some teachers to warm up to the idea and for it to become normal or natural. Another teacher explained her thoughts,

Overall, I just really think there needs to be a shift in mindset regarding discipline within teachers across America. I feel that there tends to be a different outlook on discipline depending on which generation you are in. The teachers that are part of an older generation are less willing to let go of their outlook on discipline because of how they were raised and taught. I think this will be the hardest part of shifting the mindset of discipline in our school. (Teacher 13, ll. 70-75)

Implementation Needs

Professional Development. Every participant brought up needing more professional development. Many participants stated that they felt the professional development that was presented through Lutheran Social Services was a great start, but they need more. Some participants explained that they were ready to move on from restorative circles, and begin exploring other parts of restorative practice such as conferencing.

Several participants expressed a need to see more background information and data on restorative practices. Teacher 7 said “I mean I think there is pieces that we have used, or I have used...but knowing the why and the how and the background behind it. I am looking forward to trying to use it more, or better.” (Teacher 7, ll. 99-101). Teacher 6 said “I also want to see more data on how effective it is in other schools.” (Teacher 6, ll. 70-71). Another participant expressed that the professional development be research based. “I think maybe more professional development with like...research based restorative practices.” (Teacher 8, ll. 67-68). Teacher 12 shared insight on what type of professional development would best fit the needs of the staff by saying,

I would need more training. And training from someone outside of the school. Because I feel like sometimes they train one person and then that person trains but they really don't have enough background, they have just gone through the training. So, really having someone who fully knows what they are doing coming in and training and then on-going kind of check-ins with that training. (Teacher 12, ll. 55-59).

Another participant expressed they would like someone to come into their classroom and coach them. Teacher 1 said “I think there needs to be follow up, someone needs to come back to us, the coach needs to come back to us and say ‘How’s it going?’ ‘What would you change?’ ‘What do you like?’” (Teacher 1, ll. 66-68).

Others expressed interest in doing a book study. Teacher 7 said “You know they say there are several good books and I like to read so. Just informing myself maybe more and then just practicing.” (Teacher 7, ll. 111-113). Teachers 5 and 11 also expressed interest in a book study by saying “The support would just be some training I guess. And maybe a book study?” (Teacher

5, ll. 59-60) and “More of a classroom setting, maybe a book, book or video.” (Teacher 11, ll. 94-95).

Time. Time was an issue that many participants brought up. Teachers feel overwhelmed with tasks all week long, and sometimes adding on things can be frustrating. Teachers often feel like they don’t have enough time, and this appeared to be a worry for some teachers. Teacher 3 said she see value in restorative practices, but is worried about fitting it all in. She explained ‘It’s a great idea, it just takes a lot of time. And trying to fit it all in, but I think it’s a piece that needs to be fit in no matter what’ (Teacher 3, ll. 60-61). Teacher 8 explained that these restorative practices take time not only to do, but to plan out. “I think it’s important to take steps, or time out to plan restorative justice like...whether it’s a lesson on responsibility, uhm... I think those conversations have to be planned.” (Teacher 8, ll. 61-62).

Other participants expressed that they needed more time to practice their circle and conferencing skills. Participants said they felt like the professional development they received was great, but they would like time to practice putting it into action. Teacher 11 explained that he would like time to practice leading circles instead of just participating. He said even though it is sometimes awkward to do with his co-teachers, it would benefit him. Teacher 11 stated “Which I think personally what we are doing now is going over it, but not giving the teachers time to work through the process. I think that’s the biggest thing that would be needed.” (Teacher 11, ll. 101-103). Teacher 12 said she just needs more time to do it all. She is quoted “And, time. Because some of those things do take time.” (Teacher 12, ll. 73).

Clear Plan. Having a clear, consistent plan was something that nearly all the participants spoke on. Many teachers were open to the idea of using restorative practice, they just aren’t clear on what that should look like. Teachers also spoke that everyone needs to be held accountable

for creating consistent accountability piece to make sure that it is being done across all grade levels procedures district wide. According to one participant “First, I think we need to finish training on it. It would be helpful to have some sort of accountability piece to make sure that it is being done across all grade levels” (Teacher 13, ll. 64-66). Teacher 12 also shared concern about consistency “I feel there needs to be consistency within the school” (Teacher 12, ll. 77). Teacher 4 echoed that with “I’d say a general class of understanding what restorative practices are and, you know, how to enforce that in day to day situations with different students and classes.” (Teacher 4, ll. 49-50).

Other participants thought teachers should take the driver’s seat on collaborating to come up with clear expectations. Teacher 8 said “I think teachers need to maybe collaborate on their expectations” (Teacher 8, ll. 65). Teacher 2 voiced that using PLC time to plan and collaborate would be a good way to get professional development in. He stated “You know we could have PLC time to brainstorm ideas” (Teacher 2, ll. 75-76). Teacher 7 agreed “Talking to other teachers too...that’s how you can get a lot of information. Everyone’s ideas... tweaked a little or not... can help.” (Teacher 7, ll. 138-139).

Buy-in. The word “buy-in” came up quite a bit during the teacher interviews. Teachers expressed concern that administration would have buy-in from staff and students when implementing restorative practices in the district. Teacher 7 expressed her concern “Well for one, everyone needs to buy-in. I mean it can’t just be a couple teachers using it.” (Teacher 7, ll. 120). When prompted how to get teacher buy-in she went on to suggest that teachers need to keep an open mind “But you have to be open to it I guess so... you know I just think...keep talking positive about it and doing the things we need to do. Yea, there is a lot of things I wish I could come up with a magic pill for (laughs).” (Teacher 7, 129-131). Teacher 12 stated “As a school

we need to be on board with it.” (Teacher 12, ll. 68-69). She suggested admin give a clear plan to help teacher understand and accept change. She explained that she likes a clear plan and be shown what to do. “And I think as a school we really need to say here is where we are, here is where we want to be at so everyone’s on the same page as far as the direction we are going in.” (Teacher 12, ll. 71-73). One teacher explained that in order to successfully implement everyone would need to be on board. When prompted how to get everyone on board she explained “Maybe seeing a difference in some kids when you try those methods” (Teacher 5, ll. 67). Teacher 9 expressed that teachers need to understand that restorative practices is more than just talking in circles. She explains,

Uhm, I think all staff...it’s hard to say like everybody has to buy into it (laughs) but, maybe more staff, education...like we are going through. Which is helping I think is helping a lot but there is still those skeptical people that you hear ‘oh, I don’t want to do circle’ or ‘I’m uncomfortable’ and I think our training has been good, but helping those teachers understand that it’s more than circles. (Teacher 9, ll. 83-87)

Conclusions

This action research investigated the attitudes and perceptions of teachers regarding the implementation of restorative practices. This study utilized information gathered from 13 teachers through one-on-one interviews. All participants teach in the Hope-Page School District #85. The participant interviews revealed four themes important in understanding their opinions on implementing restorative practices: 1) behavior prevention, 2) behavior attitudes, 3) leadership roles, and 4) Implementation needs.

CHAPTER 5

ACTION PLAN AND PLAN FOR SHARING

Discussion

This study investigated teachers' attitudes and perceptions of implementing restorative practices. Participants were asked to share their thoughts on the topics of student behaviors, exclusionary discipline, and the implementation of restorative practices. All participants worked in the Hope-Page School District #85 during the 2020-2021 school year. Interviews took place over a six week period.

This purpose of this research was to gauge the readiness of the school district for implementing restorative practices and to understand the implementation needs. Before continuing with the implementation process, the district needs to understand the needs of the teachers as they will be on the front lines of the implementation process. Information collected through this action research will help give administration guidance in what the next steps should be in the implementation process. Currently the school district is working with a Lutheran Social Services to provide some introduction level training to staff during the district's professional development days.

Plan for Sharing

With the insight collected through teacher interviews, I look forward to meeting with the building principals to share the data. In order to keep teacher confidentiality, I will only share the themes and summaries of my findings, and not the full interviews. I want teachers to trust that their uncensored attitudes and opinions will remain anonymous. However, there were several strong themes that emerged through the interview process. The themes I will share with

administration are as follows; 1) behavior prevention, 2) behavior response attitudes, 3) leadership roles, and 4) Implementation needs.

I think that it is important for administration to see what the teachers' reservations are with restorative practice so they can be addressed through more discussion or professional development. Through my interviews with teachers I did find some misconceptions that several staff shared. One being that restorative practices is a replacement for all discipline in the district. This will be something that administration can explain more thoroughly with staff to clear up any confusion.

My suggestion for administration is to create a committee of teachers and staff that are ready to dive into restorative practices. These staff members will work with administration to create a three year implementation plan and become the go-to teachers for all questions and concerns regarding restorative practices. I would also suggest that select staff receive explicit training on conflict resolution. These staff would include the school counselor and the behavior interventionist.

Finally, I would suggest that administration makes it a norm to share failure. So many teachers voiced their concern for "doing it wrong" that it will hinder their ability to try something new. I think this will need to be modeled from the top, in order for it to have the trickle-down effect onto the staff and students. I also think allowing teachers to share their successes or breakthroughs they have with students in regards to using restorative practices would be an effective way to get staff buy-in. Our students are changing, and the way we deal with conflict and discipline needs to evolve as the needs of our kids' changes.

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Appendix A
Invitation to Participate

Mrs/Mr. (Name),

I am requesting your help in completing a research project about the attitudes and perceptions of teachers regarding the implementation of restorative practices in our school.

Through this research, I am hoping to understand teachers' attitudes and perceptions to offer suggestions for the implementation process of using restorative practices in our school. You are on the front lines of discipline procedures and in a position to share your views and insights; therefore, I am requesting you to participate in the following way:

Participate in a one-on-one interview. The interview will be approximately 30 minutes long in the teachers' workroom. We can arrange the interview at a time convenient to you between now and the end of February.

I have attached the informed consent for you to review as well. Participation is completely voluntary and you may withdraw at any time. All information will be kept confidential, (i.e., your name will not be used).

Please email me back to let me know your willingness to participate.

Thank you,

Hannah Erickson

Appendix B Informed Consent

Dear Spartan Nation,

I would like to invite you to participate in a study to see the attitudes and effects of implementing Restorative Practices in our school district.

You have been selected to participate in this study because you teach in District #85. Restorative practice is the discipline procedure that is being implemented at Hope-Page Schools this year. Please know that these procedures are approved by administration and used in many schools around the world. If you choose to participate, you can expect the following.

1. Mrs. Erickson will ask you questions about your thoughts and feelings pertaining to Restorative Practice.
2. Mrs. Erickson will record these conversations to analyze during her research.

Although school administration has granted me permission to conduct this study, since this information is being used to help me complete my master's degree at Minnesota State University Moorhead, I am seeking consent to use this information in my action research paper. By signing this form, you are giving me consent to use the information that I gather. Please know that all information used will be confidential and no names will be used. Although your participation is encouraged, you can choose to not participate or opt out at any time without consequences.

Please feel free to ask any questions you have regarding this study. You may contact me at Hannah.saurdiff@k12.nd.us or call the school at 701-668-2520. You may also contact my adviser, Michael Coquyt at Michael.coquyt@mnstate.edu.

Your signature indicated that you have read the information provided above and have decided to participate. Please know that you may withdraw at any time should you choose to discontinue participation in this study.

Signature of teacher participant

Date

Signature of researcher

Date

Appendix C

Interview Questions

Before beginning the interview ask teachers to state their name and acknowledge that they are being recorded. Remind them that this interview will remain confidential, as names will not be used in the study.

1. Are you familiar with the current discipline procedures in our school?
How often do you use it?
Do you understand the referral steps?
2. When a student misbehaves in your classroom, how do you respond? Do you think your response is effective? How do you know?
3. In your opinion, what is the purpose of discipline?
4. What is the teacher's role in student behavior and discipline? What do you think the role of an administrator is in student behavior and discipline?
5. What are your thoughts on exclusionary discipline such as losing recess, suspension, and expulsion? Do you agree with this form of student discipline? Why or why not?
6. What do you know about restorative practices?
7. What are your opinions on restorative practices?
8. If you were asked to use restorative practices in your classroom, what support would you need? And from whom?
9. What steps need to be taken in order for restorative practices to be effectively implemented in our school?
10. Is there anything else you would like to share about your attitudes, perceptions, thoughts, or opinions regarding student behavior, discipline, suspensions, or restorative practice that you would like to share or you think would be helpful to this study?

Appendix D Interview Transcripts

Teacher 1 Female; 10-20 years of experience
1/13/21 4:00pm Interviewed by Hannah Erickson 9:09:76

1 *HE: So, I just want to uhm, let you know that this is being recorded and this interview will*
2 *remain confidential and your name will not be used in my study or in my paper. Are you ready to*
3 *begin?*

4 **Yes, I am.**

5 *Perfect. Are you familiar with the current discipline procedures in our school?*

6 **Yes.**

7 *How often do you use them?*

8 **Sometimes daily, if not weekly. Not for every student, but for some.**

9 *Sure. Do you know the referral steps?*

10 **Yes.**

11 *When a student misbehaves in your classroom, how do you respond?*

12 **We do the traffic light system. So, green zone is good behavior and everybody starts their**
13 **day on green zone. If they've had too many warnings, like three, then they have to change**
14 **to yellow. And if after they've changed a color to yellow and the behavior continues then**
15 **they go to red. And then they may lose privileges like a shortened recess or no iPad time. If**
16 **they fix their behavior then they can get out of red zone and go up to yellow. Or they can go**
17 **from yellow up to green.**

18 *Do you think that is an effective discipline procedure?*

19 **Yes. For about 95% of the kids.**

20 *How do you know it is effective?*

21 **I know it is effective because they change their behavior to get back to green zone. For**
22 **some kids all I have to say is "Do you need to change a color?" and they know instantly-**
23 **that no, they don't want to change a color.**

24 *In your opinion, what is the purpose of discipline?*

25 **I feel that the purpose of discipline is to teach kids to be responsible for themselves and to**
26 **be, I guess in a way, corrected when they are not following rules or being respectful if they**
27 **are never really quote "called out on it". I don't feel that they are going to fix it on their**
28 **own.**

29 *What is a teacher's role in student behavior and discipline?*

30 **I think that the teacher's role is to model the appropriate behavior that we want to see and**
31 **just to talk with the kids and tell them our expectations and what we need to do to have**
32 **good behaviors.**

33 *What do you think the role of an administrator is in student behavior and discipline?*

34 **I think first it's their role to support the teachers and what the teachers are wanting. To**
35 **listen to what the teachers are saying and to follow the teacher's recommendations since we**
36 **are the ones with the kids 40 hours a week. And then uhm, I guess I'm old school so I guess**
37 **when a kids gets sent to the office I think there should be some form of consequence or a**
38 **discipline.**

39 *What are your thoughts on exclusionary discipline such as losing recess, suspension, and*
40 *expulsion?*

41 **I think it is uhm a good thing, however uhm I don't feel that kids should miss recess**
42 **because they NEED that time especially if a kid is misbehaving. They probably need to get**
43 **out of the classroom and run off some energy, get some fresh air. But I do believe that yes,**
44 **if it's necessary, detention. Or you know, they can miss out on other things. Like I said,**
45 **technology time, or no extra privileges.**

46 *What do you know about restorative practices?*

47 **Not a lot. (Laughs) A little bit, just from hearing Mrs. Kingston talk. But I don't claim to**
48 **know an abundance of information on it. (Laughs)**

49 *What are your opinions on restorative practices?*

50 **Uhm? I guess I think that it works for some kids, but it's not going to work for all kids.**
51 **And I think that kids can figure it out. They know what they need to do when they are**
52 **one-on-one practicing, but when they're in the real life moment what they had practiced is**
53 **just gone. So in my room it's not carried over.**

54 *If you were asked to use restorative practices in your classroom, what support would you need?*
55 *And from whom?*

56 **I would need support from whoever has the best training or the best knowledge with**
57 **restorative practice. Uhm, I guess I would need to be coached and told exactly what it is,**
58 **and what we are looking for, and what the expectations are. And then when I start**
59 **implementing it I would almost like someone in my room for a day or two to model it for**
60 **me in that real life situation.**

61 *What steps need to be taken in order for restorative practices to be effectively implemented in*
62 *our school?*

63 **Uhm, well first we all need the training. Cuz, not all staff has it, some staff don't even know**
64 **what it is. So even if someone is super knowledgeable and has it down pat, I think we ALL**
65 **need to start at the first level. Then I think we all need to go through the training, be**
66 **coached, be told what to do. Then once we are implementing it I think there needs to be**
67 **follow up, someone needs to come back to us, the coach needs to come back to us and say**
68 **"how is it going?". What would you change? What would you like?**

69 *Is there anything else you would like to share about your attitudes, perceptions, thoughts, or*
 70 *opinions regarding student behavior, discipline, suspensions, or restorative practice that you*
 71 *would like to share or you think would be helpful in this study?*

72 **I just want to know what we are all doing. Like what does our administration want us to be**
 73 **following? A common one approach? Or is it up to us? Because when we send kids to her**
 74 **she does restorative practice. So I feel like we all need to be kind of on the same page. I just**
 75 **think we all need a training, a PD, or a PLC or something. Prior to last year I had no idea**
 76 **what restorative practices was. I had never heard of it before. I didn't hear about it until**
 77 **the issue came up. So I think as new teachers coming into this building, everyone needs to**
 78 **be told what we are doing, what it is. This is what the expectations are.**

79 *Awesome, thank you*

Teacher 2 Male; <1 years of experience
 1/14/21 4:00pm Interviewed by Hannah Erickson 8:52

1 *Okay, before I begin, I just want to let you know that this will be recorded. It will not be shared*
 2 *publically and your name will remain confidential.*

3 **Sounds good**

4 *Are you familiar with the current discipline procedures at our school?*

5 **Yes.**

6 *How often do you use these procedures?*

7 **In my classroom? I would say I use them almost every day as management and disciplining**
 8 **a few individuals as they need it.**

9 *Do you know the referral steps?*

10 **Uhm, I know of them? I can't tell you off the top of my head, but I know where to find**
 11 **them in my binder.**

12 *When a student misbehaves in your classroom, how do you respond?*

13 **It depends on the behavior I suppose. An example would be if I had a student constantly**
 14 **interrupting. Today I had an instant where a student wouldn't quit interrupting, so he**
 15 **went into the hall so everyone else could learn because he was distracting other people.**
 16 **Something where it happens just a few times in a day I'll ask them to go look at our rules**
 17 **sheet that is up on the board that WE made, not just me. The second rule says "be**
 18 **respectful" so I tell them to go read rule number 2, ask him if he is following it and he is**
 19 **going to say no, or she and he or she is going to tell me how he or she is going to fix it.**

20 *Do you feel like those responses are effective?*

21 **Sometimes yes, sometimes no. I'd say yes for the most part.**

22 *How do you know when they are effective?*

23 **Uhm, when I see that the action is improving. The next day they come back stronger. Uh,**
24 **Monday was a prime example. Ever since Monday we have just been getting better from**
25 **there.**

26 *In your opinion, what is the purpose of discipline?*

27 **Uhm, I would say the purpose of discipline is to correct the behavior and to, you know,**
28 **make the classroom more enjoyable. The last thing I want to do is discipline, it's not what I**
29 **want to do as a teacher but it has to be done so we can get some learning done.**

30 *What is the teacher's role in student behavior and discipline?*

31 **Uhm, to be a leader and to set an example of how they should act. But ultimately it is their**
32 **decision. Uhm, how they are going to behave. They are either going to follow the guidelines**
33 **or they aren't going to.**

34 *What do you think the role of an administrator is in student behavior and discipline?*

35 **I haven't sent a kid down to administration yet, but if I was going to have to I would say at**
36 **that point it's out of my hands. And they probably have a plan set in place for certain**
37 **situations they have seen.**

38 *What are your thoughts on exclusionary discipline such as losing recess, suspension, and*
39 *expulsion?*

40 **Uhm, I don't agree with it personally. I don't think taking away recess is good...especially**
41 **for boys. That's like their time to get out, burn off steam. For anyone, that's their time to**
42 **breathe. Taking away gym recess, phy ed you know anything like that. I think it can be**
43 **dealt with at the moment or after the matter instead of taking away things like that.**

44 *How about other types of exclusionary disciplines like loss of privileges or detention, or in*
45 *extreme cases suspension or expulsion.*

46 **Uhm, if the behavior is extremely inappropriate. Uhm I think that going to those matters**
47 **might work. If the student is using vulgar language or actions that aren't appropriate at**
48 **all. I mean, it's not fair to the other classmates to look at that and see that. And having**
49 **them be distracted. If getting them out of the classroom, I guess, is best in that situation,**
50 **then I would probably be for it. But in most instances I would say no.**

51 *What do you know about restorative practices?*

52 **Uhm, I know a little bit. I guess I know the term. Are you talking with staff you think?**

53 *Just in general*

54 **Uhm, I would say like modeling behavior and actions I guess. I don't have a big**
55 **explanation for it, but I guess that is what our PD is for. I would say modeling is big when**
56 **it comes to that and working together. Teamwork.**

57 *What are your opinions on restorative practices?*

58 **I think specifically at our school it can be used really well. I would say that with my group**
 59 **of people I see it used, I think there is always room for improvement. It is something I**
 60 **would like to use as well.**

61 *If you were asked to use restorative practices in your classroom, what support would you need?*
 62 *And from whom?*

63 **Uhm, I would say, boys and girls sometimes struggle to do this together. Because they, kind**
 64 **of, I don't know how to say it, at this age, they are getting a little bit different. And boys**
 65 **and girls together sometimes don't work as well. My class is okay at it, pretty well. But I**
 66 **can see in some instances where boys and girls would struggle to work at this. So ideas on**
 67 **how to incorporate boys and girls at the same time. Uhm, or, I am seeing girls that are**
 68 **divided into different groups and using restorative practices to ultimately make all of them**
 69 **work together as a team would be a good idea. So examples, ideas, like that would be very**
 70 **helpful from administration or, uhm, teachers who have been teaching longer than I do**
 71 **because I'm new to the whole thing.**

72 *What steps need to be taken in order for restorative practices to be effectively implemented in*
 73 *our school?*

74 **Uh, we need to practice. Having maybe uh, sit the teachers, team up together, get ideas**
 75 **going. Have PD days for it. Or PLC, you know we could have PLC time to brainstorm**
 76 **ideas. Uhm, having our administration model that would be good. Whether it be ideas**
 77 **through email or a video, face to face meetings, whatever it is.**

78 *Is there anything else you would like to share about your attitudes, perceptions, thoughts, or*
 79 *opinions regarding student behavior, discipline, suspensions, or restorative practice that you*
 80 *would like to share or you think would be helpful to this study?*

81 **Specifically in our school?**

82 *Any thoughts on those topics*

83 **I would say that I did some student teaching in a bigger school that I am at right now and I**
 84 **see that with a smaller group of kids, my behaviors are much less. And a smaller class is so**
 85 **much easier to handle. And a smaller town, a rural school, is so much more enjoyable to get**
 86 **to know kids in on a personal level. Get to know staff on a personal level. And as a first**
 87 **year teacher it's like, a huge weight off your shoulders when you have that kind of stuff.**

88 *Thank you!*

Teacher 3 Female; 10-20 years of experience

4/12/21 12:16pm Interviewed by Hannah Erickson 4:34

1 *Okay, before I begin please state your name and acknowledge that you are being recorded.*

2 **My name is [Teacher 3] and yes I know I am being recorded**

3 *This interview will remain confidential, I will not use your name in the study.*

4 **Okay. Sounds good.**

5 *Are you familiar with the current discipline procedures in our school?*

6 **Yes.**

7 *How often do you use it?*

8 **I would say I have discipline in my classroom every day. I have rules that we follow and**
9 **yea, there's consequences if we don't.**

10 *Do you know the referral steps?*

11 **Yes.**

12 *When a student misbehaves in your classroom, how do you respond?*

13 **Well, they get warnings and if it ahh, continues there are other steps whether they don't**
14 **play the game and they walk laps or yea, so.**

15 *Do you think this response is effective?*

16 **I think it works for me.**

17 *How do you know it works?*

18 **Because most of the time they want to come back and play in the game so they'll do what**
19 **they need to do to get back to that point.**

20 *In your opinion, what is the purpose of discipline?*

21 **Uh, to keep control of the classroom and to keep everybody safe. And so everybody is on**
22 **the same page.**

23 *What is the teacher's role in student behavior and discipline?*

24 **To make sure that everybody is doing what they are supposed to and no one gets hurt.**

25 *What do you think the role of an administrator is in behavior and discipline?*

26 **To step in if it gets out of hand, uhm, you know hopefully it can be taken care of in the**
27 **classroom but if not so they can step in and help out.**

28 *What are your thoughts on exclusionary discipline such as losing recess, suspension, and*
29 *expulsion? Do you agree with this form of student discipline? Why or why not?*

30 **Uhhmmm, I don't really like it because then they are not learning. They are out of the**
31 **classroom so how are they supposed to make their choices, how are they supposed to**
32 **change their choices if they are not in the classroom to do that.**

33 *Anything else you want to add?*

34 **I mean, I want to see them in the classroom. I don't want to see them suspended or at home**
35 **because they are probably going to be playing video games and not, you know, doing**
36 **anything school related anyways.**

37 *What do you know about restorative practices?*

38 **I guess really what I know is what we have had in uh workshops here and two hour late**
39 **starts and that's, yea, just.**

40 *Which is what?*

41 **Which is workshops and the circles. I love the circles I think that's a great thing.**

42 *So circles, you know how to do circles?*

43 **Yep**

44 *Perfect, what is your opinion on restorative practices?*

45 **I like it. I think it should be, you know, it's definitely a part of school and a part of**
46 **everybody.**

47 *If you were asked to use restorative practices in your classroom, what support would you need?*
48 *And from whom?*

49 **Uhm, if I wanted to do more than what I already know, is I would go to someone who has**
50 **already gone to the training. Like you. People who have gone. Because I have used you**
51 **before, you have helped me with circles before.**

52 *What steps need to be taken in order for restorative practices to be effectively implemented in*
53 *our school?*

54 **I think just that we all need to be on the same page. Everybody doing, trying to do the same**
55 **thing. You know doing it in their own way, but at least doing the same thing. Everybody**
56 **being on the same page.**

57 *Is there anything else you would like to share about your attitudes, perceptions, thoughts, or*
58 *opinions regarding student behavior, discipline, suspensions, or restorative practices that you*
59 *would like to share or think would be helpful to this study?*

60 **It's a great idea, it just takes a lot of time. And trying to fit it all in, but I think it's a piece**
61 **that needs to be fit in no matter what.**

62 *Excellent thank you.*

Teacher 4 Female; <1 years of experience

4/12/21 1:10pm Interviewed by Hannah Erickson 5:43

1 *Alright before beginning this interview can you please state your name and acknowledge that*
2 *you are being recorded?*

3 **And yes I understand I am being recorded.**

4 *Are you familiar with the current discipline procedures in our school?*

5 **Not entirely, no.**

6 *How often do you use discipline procedures?*

7 **Uhm, almost daily.**

8 *Do you know the referral steps?*

9 **No.**

10 *When a student misbehaves in your classroom, how do you respond? Do you think your response*
11 *is effective? How do you know?*

12 **Uhm, usually with verbal prompts.**

13 *Do you think this is an effective response?*

14 **Not always.**

15 *Okay, and how do you know?*

16 **Based on the students' reactions.**

17 *Okay, can you explain that?*

18 **Yea, sometimes uhm, when I work with my student and I give him a verbal prompt uhm,**
19 **he will respond by doing what I am asking him to and other times he will respond by**
20 **ignoring me or leaving the area.**

21 *Okay. In your opinion, what is the purpose of discipline?*

22 **To uhm, teach someone how to behave in a public setting, a school setting, or a home**
23 **setting.**

24 *What is the teacher's role in student behavior and discipline?*

25 **Teacher's role... I would say that they are responsible for the most part. Sometimes it has**
26 **to go to a higher authority like the principal or whoever.**

27 *What do you think the administrator's role is?*

28 **To kind of oversee, I guess, all of other staff, teacher's discipline. And then to be there**
29 **when the teachers need an extra hand or when, you know, have a break through moment**
30 **with the student who is having those behaviors.**

31 *What are your thoughts on exclusionary discipline such as losing recess, suspension, and*
32 *expulsion? Do you agree with this form of student discipline? Why or why not?*

33 **I feel like that is a tough question because it is a case by case basis. And based on the**
34 **student and their needs and their abilities to understand. I feel like in some instances**
35 **exclusion is the right way to go and in some instances it's maybe not the right way to go.**

36 *What do you know about restorative practices?*

37 **All that I know, is that it's supposed to be a way to not use the exclusion discipline. I know**
 38 **that it's supposed to be a more positive based, uhm you know, other option but aside from**
 39 **exclusion.**

40 *What is your opinion on restorative practices?*

41 **I would like to know more about restorative practice and to see if I could use it daily when**
 42 **I work one-on-one with my student. Uhm and yea, I think it's good.**

43 *If you were asked to use restorative practices in your classroom right now, what support would*
 44 *you need? And from whom?*

45 **I would need to be taught how and what restorative practices is all about. The support I**
 46 **would need is from all of my fellow co-workers and uhm yea.**

47 *What steps need to be taken in order for restorative practices to be effectively implemented in*
 48 *our school?*

49 **I'd say a general class of understanding what restorative practices are and, you know, how**
 50 **to enforce that in day to day situations with different students and classes and even when**
 51 **you're outside at recess how to use restorative practices and when you're inside the**
 52 **classroom.**

53 *Perfect, lastly is there anything else you would like to share about your attitudes, perceptions,*
 54 *thoughts, or opinions regarding student behavior, discipline, suspensions, or restorative practice*
 55 *that you would like to share or you think would be helpful to this study?*

56 **Hmm, I just think overall I would just like to know more about restorative practices, you**
 57 **know, a lot of my co-workers tell me great things about them, and they are learning**
 58 **different ways to handle situations and I would really like to be on that, uhm, information**
 59 **too.**

60 *Okay, thank you*

61

Teacher 5 Female; 5-10 years of experience

4/12/21 3:45pm Interviewed by Hannah Erickson 7:36

1 *Please say your name*

2 **[Teacher 5]**

3 *And acknowledge that you know I am recording our conversation*

4 **I know that you are recording.**

5 *Are you familiar with the current discipline procedures in our school?*

6 **Yes**

7 *How often do you use them?*

8 **Uhm, oh that's a tough question. I guess probably weekly.**

9 *Do you know the referral steps?*

10 **Yes. I know what they are. I refer using MTSS.**

11 *When a student misbehaves in your classroom, how do you respond?*

12 **Uhm, I usually handle it in here. I usually give them some options, I guess, how they can fix**
13 **the problem. More than like a punishment.**

14 *Can you give me an example?*

15 **Well, I got to think of one because they don't really misbehave very often. I mean, other**
16 **than my behavior problem. I mean it's not, she is beyond a behavior problem is what I**
17 **should say.**

18 *Okay, you said you give choices. Do you feel that giving choices is effective in your classroom?*

19 **I think so yes because they get to see, it's been giving them a little bit of control of what**
20 **they did and how they can handle or fix it. Sometimes I conference with both of them, but**
21 **first graders are a little you know.**

22 *In your opinion, what is the purpose of discipline?*

23 **Discipline? To make a kid feel bad? (laughs) Uh, sometimes I think it's to, I guess it**
24 **depends on how you think discipline fits. Getting in trouble and having a punishment or if**
25 **it's learning from mistakes and learning how you can grow from and understand what**
26 **empathy is.**

27 *What is the teacher's role in student behavior and discipline?*

28 **Uhm, I think that teachers should handle most of it unless it's out of, if it gets to be outside**
29 **of the classroom or disruptive to other classrooms.**

30 *What do you think the role of an administrator is in student behavior and discipline?*

31 **Uhm, I think that their role is to handle, when, outside of the classroom I guess. If things**
32 **happened. Uhm, and if things get, I don't know what I'm trying to say, to help you come up**
33 **with ideas if you don't have any, if you hit a road block. And to assist you if there are any**
34 **needs I guess outside of the classroom. When it comes to the part where you have to contact**
35 **parents maybe, because there is a pattern, or a lack there of.**

36 *What are your thoughts on exclusionary discipline such as losing recess, suspension, and*
37 *expulsion? Do you agree with this form of student discipline? Why or why not?*

38 **Uhm, I don't think it works.**

39 *Okay, so do you agree with this form of discipline?*

40 **No**

41 *Why not?*

42 **Well, I don't think that kids learn from what they did and how to grow from it and how to,**
43 **I'm trying to think of what I'm trying to say. I think that they just understand that if they**

44 **get in trouble they can just be out of something. If its work, or staying home if they are**
 45 **suspended, so, or expelled. It doesn't teach them how to interact as they get older as adults**
 46 **handle conflict or when they are in a conflict too I guess.**

47 *What do you know about restorative practices?*

48 **I know that this is not punitive punishment, it's kind of an all-around things with, and**
 49 **what do you call them circles? Yea circles. Uhm, conferencing, maybe not in the moment**
 50 **but conferencing. Having them, I think a lot of it gets put back on them and having to**
 51 **explain themselves.**

52 *What are your opinions on restorative practices?*

53 **I think it's very helpful in kids understanding why they sometimes do things. I don't even**
 54 **know if that's the right thing to say. Why? But also knowing that consequences don't have**
 55 **to be just taking things away. It has to be fixing the problem more so than just getting**
 56 **quote on quote "in trouble". (Laughs)**

57 *If you were asked to use restorative practices in your classroom, what support would you need?*
 58 *And from whom?*

59 **Uhm? The support would just be some training I guess. And maybe a book study? And**
 60 **that would come from the administration or other teachers who have been trained in it.**

61 *What steps need to be taken in order for restorative practices to be effectively implemented in*
 62 *our school?*

63 **I think discussions, and everyone understanding why it's important to student's behaviors.**
 64 **And I guess everyone being on board with it?**

65 *And how do you think people will "get on board"?*

66 **Well, I think that they can see it in action maybe through the trainings we have had and**
 67 **will have. And maybe seeing a difference in some kids when you try those methods. How**
 68 **they respond to it, and fix the situation next time it happens.**

69 *Okay, awesome. Is there anything else you would like to share about your attitudes, perceptions,*
 70 *thoughts, or opinions regarding student behavior, discipline, suspensions, or restorative practice*
 71 *that you would like to share or you think would be helpful to this study?*

72 **I think from what I've seen so far that restorative practices are very helpful.**

73 *Thank you.*

Teacher 6 Female; 5-10 years of experience
 4/13/21 3:45pm Interviewed by Hannah Erickson 11:31

1 *Alright, please say your name and acknowledge that I am recording you*

2 **I am [teacher 6] and I know I am being recorded.**

3 *Your answers will remain confidential and I will not use your name in my study. Are you ready*
 4 *to begin?*

5 **Yes, I am ready.**

6 *Are you familiar with the current discipline procedures in our school?*

7 **Yes.**

8 *How often do you use it?*

9 **Uhm, okay let's see. Once or twice a week?**

10 *Can you tell me more?*

11 **Uhm, I guess like me kids that are not on like a behavior plan uhm, if something comes up**
12 **then we do practicing and we talk about it, and we might do some social groups or some**
13 **circles. Uhm, and then I would say, I try to do like one circle a week. But, uhm, otherwise**
14 **certain kids, I use other, you know, tools as a behavior uhm plans or behaviors for the**
15 **whole class in my classroom.**

16 *Do you know the referral steps?*

17 **Uhm, I think it's MTSS? We talk about it there, and then uhm, after we meet on that one**
18 **or two times, then we see if there needs to be a plan in place. Uhm, but otherwise if not that**
19 **then no. (laughs)**

20 *In your classroom, if a student misbehaves, how do you respond?*

21 **Uhm, how do I respond? I would usually have them, depending on where it happens, like if**
22 **it happens in the classroom we usually, I usually pull them asides and talk about it. If it**
23 **happens at recess, we talk about it and then I have them walk laps or talk with that recess**
24 **teacher.**

25 *Okay, do you think this response is effective?*

26 **For some of them yes, for others they need a little bit more.**

27 *Okay, and how do you know?*

28 **Uhm, if it keeps happening, you know if it becomes like a consistent uhm, issue that they**
29 **have then I know that what we are doing there is not working. We need to do something**
30 **else.**

31 *In your opinion, what is the purpose to discipline?*

32 **Uhm, for the students to know expectations and how to behave appropriately in and out of**
33 **the classroom.**

34 *What is the teacher's role in student behavior and discipline?*

35 **I would say to facilitate, model, teach them, and remind them. Yea.**

36 *And how about the role for the administration? What is their role?*

37 **Uhm I would say support for the teacher. If it come to the point where they need to have**
38 **more, or what the teachers doing is not working.**

39 *What are your thoughts on exclusionary discipline such as losing recess, suspension, and*
40 *expulsion?*

41 **Uhm, I say it all depends on the case. Like case-by-case basis.**

42 *Do you agree with this form of student discipline?*

43 **Yes, at times, yes.**

44 *Why?*

45 **Uhm, I think it's good for students to know actions and consequences. Or rewards, you**
46 **know actions reap certain rewards. Uhm, and that if you aren't doing something, then you**
47 **don't get to do the fun things. If you're not doing what you're expected to do then you**
48 **don't do the fun things.**

49 *What do you know about restorative practices?*

50 **Uhm, I know that it is a lot of talking and meeting with students and teachers and students**
51 **uhm, answering questions and thinking about behaviors and their actions. Being able to**
52 **express how they did and what they did. Uhm, and then kind of just like restorative justice,**
53 **so, yea.**

54 *Can you tell me what you know about restorative justice?*

55 **Uhm, how do you explain that? So uhm restoring the, it's not just the authoritative figures**
56 **handing our disciplines and consequences for actions. But, having the person or student or**
57 **whoever it is, come up with a way to uhm, make it right of whatever they did.**

58 *What are your opinions on restorative practices and restorative justices?*

59 **Uhm, I think they are appropriate at times. Uhm, I think sometimes it's harder for the**
60 **younger ones to understand and uhm, for some kids I don't know if it always works? Uhm I do**
61 **think kind of the lack of action and consequences to somethings like if something happens**
62 **and there is not a consequence or if that consequence isn't harsh enough, but isn't, you**
63 **know the student doesn't really see the consequence. Then I don't really know if it's**
64 **effective for them. But I know, I like it, and I like some parts of it. I like the circle time and**
65 **the talking things out and how kids are listening to each other. It's a good verbal language**
66 **piece that students need to work heavily on. Uhm, that talking and listen piece, but I think**
67 **it is hard for the younger ones to understand and yea.**

68 *If you were asked to use restorative practices in your classroom, what support would you need?*
69 *And from whom?*

70 **Uhm, probably just more training and more information. I also want to see more data on**
71 **how effective it is in other schools. Or even hear from other kids who have done it, you**
72 **know actually went through a program, or went through it fully. Because we are all going**
73 **to be different with it, you know we're all going to do it a different way I feel like, even if**
74 **we have the same training. And I know that is something we want, to be consistent but,**
75 **sometimes that's hard for the grade level and the perception of the teacher.**

76 *Yea for sure. You talked about data, trainings, results, who do need that from?*

77 **Uhm, probably whoever is an expert in it and who knows?**

78 *What steps need to be taken in order for restorative practices to be effectively implemented in*
79 *our school?*

80 **Uhm, I would say more like, like more teacher buy in. I'm not sure if some teachers, you**
81 **know, including myself are 100% sold on it at times. Uhm, maybe see it more in action or**
82 **more uhm, seeing more of the benefits from it.**

83 *In your opinion, how would that be achieved?*

84 **Uhm, through more training, more showing the data. You know like for me, it's kind of the**
85 **first full year of using it and understanding it. I didn't have any introduction on it last year,**
86 **it was just talked about a lot. So I don't know if we need more, you know give it a couple**
87 **more years to see if it is working or if it works. But, definitely more training, I don't think**
88 **we are trained enough on it.**

89 *Okay Is there anything else you would like to share about your attitudes, perceptions, thoughts,*
90 *or opinions regarding student behavior, discipline, suspensions, or restorative practice that you*
91 *would like to share or you think would be helpful to this study?*

92 **I do know, I've had a couple teachers, and myself and other people who have said it seems**
93 **like this year behaviors in our students have really came to the forefront. I mean, it seems**
94 **like there is a lot more this year than there was last year or even teachers who have been**
95 **here longer than I have said that as well. So I don't know if that's this, obviously I can't say**
96 **it's a testament to restorative practices, but you know it could be a number of other factors.**
97 **But I do know that discipline this year seems to be kind of out of control in certain areas of**
98 **the school.**

99 *Such as?*

100 **Uhm, well is see a lot, personally for my class, I see a lot of it out on the playground or you**
101 **know I hear some with specials kind of that non-structured time.**

102 *Anything else to add?*

103 **I don't think so, I can't think of anything.**

104 *Okay, awesome. Thank you so much for you time.*

Teacher 7 Female; 10-20 years of experience

4/14/21 3:45pm Interviewed by Hannah Erickson 15:13

1 *Please state your name*

2 **[Teacher 7]**

3 *And please acknowledge that I am recording.*

4 **Hannah is recording.**

5 *Thank you, Are you familiar with the current discipline procedures in our school?*

6 **Yes.**

7 *How often do you use them?*

8 **Uhm, it's up and down depending on the day and the week. Uhm, I have never had any**
9 **that have been, you know, that I've had to use, I mean it's not consistently used so.**

10 *Do you know the referral step for behaviors?*

11 **I believe so?**

12 *Can you explain?*

13 **So first I am going to, well, if it's me uhm, that has the discipline, I will talk to the student.**
14 **We will visit and talk about what happened, and the other student as well or whatever the**
15 **case may be and uhm, we will try to handle it that way. If things escalate, or it keeps**
16 **happening, uhm, I will visit with Mrs. Kingston and we will talk about that. If it's hurting**
17 **someone else, uhm, you know then parents will obviously be involved, you know we will**
18 **visit with the parents and that but. Usually dealing with just the kid, the student and the**
19 **situation is usually where I have had to stop. A couple times it has been taken to Mrs.**
20 **Kingston. I don't recall having to, you know once in a while I will talk to parents about**
21 **what is going on, not necessarily that it's become a big issue, but trying to get to it before it**
22 **becomes a big issue.**

23 *When a student misbehaves in your classroom, how do you respond?*

24 **Uhm, I'll talk to the student, I won't like call them out right then in front of everyone but I**
25 **might go over to them and talk or hold them back and talk to them to the side. We will talk**
26 **about what happened, you know, why or what caused them to do that if there was**
27 **something. Trying to talk about things we could have done differently or that, so, uhm I try**
28 **and deal with it as close to when it happened as possible. Especially with this age because, if**
29 **you wait then they don't know what you are talking about any more so.**

30 *How about a classroom management? What do you use in the classroom?*

31 **You know I've, I don't really have a, you know how some do like the red, green, and yellow**
32 **light or things like that. Uhm, I just, we just talk about the rules we have in this classroom**
33 **and we uhm, we do the Whole Brain rules. Rule 1, 2, 3, 4, 5. Usually if I just hold up a**
34 **finger they will usually know uhm,**

35 *You have your visually cues as well?*

36 **Yes, that is what works for the most part. And just practicing the different areas where**
37 **they need to know what to do. So just a lot of practice.**

38 *Do you feel like these responses are effective in your classroom?*

39 **Uhm, yea they have been. What have I been doing kindergarten for 13-14 years? I had to**
40 **have only one child, well two that I have had to use a behavior chart or keep track of. And**
41 **that is only in the last couple of years that I have had to do that. So I mean, I think they**
42 **seem to work.**

43 *How do you know they are working?*

44 **Because we are not seeing those issues, you know, and uhm yea the issues get or become**
45 **more under control or we don't have those issues. Uhm, and I you know, just watching**
46 **peers. Some of them aren't used to how things work so seeing how others are doing things I**
47 **think helps. Kids pick up on that.**

48 *In your opinion, what is the purpose of discipline?*

49 **One is, okay give me a second here, and how do I want to word things. I mean it's helping**
50 **kids figure out how to make a better choice about something, you know. Hopefully they**
51 **aren't hurting someone else or their not putting someone else down. Helping them to see**
52 **how what they do affects other people and you know how if it were to happen to them, get**
53 **them to realize that you know, it's not a good choice and there are better ones they can**
54 **come up with to be a better person and you know...help others instead of hurt others.**

55 *What is the teacher's role in student behavior and discipline?*

56 **Well I think the teacher needs to be modeling a lot. Needs to show you know...some kids**
57 **need it to almost be acted out to see how, to maybe handle a different situation so. You**
58 **know... maintaining and giving that positive reinforcement and you know, maybe**
59 **something that wasn't correct but going after it as a negative and someone getting them**
60 **to...because if you keep getting on a kid they get that negative vibe and, so I think making**
61 **sure you stay positive and uhm, you know just help correct or rectify their behaviors. I**
62 **mean... I think what we do, and how we do it, and how we say and show it. Letting kids**
63 **know that you care, that's half the battle.**

64 *What do you think the role for administrators is in student behavior and disciplines?*

65 **I think it's pretty much the same. Being visible, seeing kids not just when things are bad, so**
66 **kids know that you know..... Just because if something happens it's not positive that they**
67 **go see the principal or whatever, but knowing that even when good things happen the**
68 **principal's around. So it's not a negative thing. I think we are lucky where you**
69 **know....that's a good thing. Sometimes the kids want to go there (the office) and you have**
70 **to tell them no (laughs). I mean which is a good thing because then they don't see Heidi as**
71 **a, it being a negative thing so, you know... I think it's again letting kids know that you care**
72 **and showing them the positive or how to think of ways to do things differently.**

73 *What are your thoughts on exclusionary discipline such as losing recess, suspension, and*
74 *expulsion? Do you agree with this form of student discipline? Why or why not?*

75 **You know, I personally don't like to take... I think kids need recess, they need their Phy**
76 **Ed. They need that kind of stuff. But I think things that are extra, you know... if it gets the**
77 **kids to realize that you can't be rewarded for doing something positive.**

78 *Such as?*

79 **Such as we do 6th grade buddies. You know and if they can't be respectful in the classroom**
80 **or to other teachers, I can't put the 6th graders in a position where they're not treating**
81 **them the way they should be treated. I don't usually do the whole time, but they will have to**
82 **sit out, you know...5 minutes...10 minutes...you know and lose some of that. I don't like to**
83 **take everything, unless... well I have...if I have had to but usually one time with that and**
84 **they realize "I need to get my act together". It gets better, uhm... I don't...I**
85 **don't....usually the kids that keep getting into trouble... home is not where they really**
86 **want to be. There are struggles, so I don't necessarily believe in that?**

87 *Are you talking about suspensions?*

88 **Yes, like and out of school suspension. Or like and expulsion type thing. I think... you have**
89 **to find a balance.... I think.... You know... and some kids I think would like to be out all**
90 **the time. You know, and if you feed into that, then they are just going to keep doing it too. I**
91 **guess, it's knowing the student and knowing what's going to work best for them.**

92 *What do you know about restorative practices?*

93 **I didn't know a whole lot until we started talking about it here at school. I really like what**
94 **we have learned and that so far. I mean the circle time I think is good...it's a little bit**
95 **harder with my kids, kindergarten they kind of just like to repeat what their friend says**
96 **and that. We've had some good ones and you know.... It's a good way to know you're**
97 **listening to both sides and you know it's not necessarily that one that you would think, you**
98 **know.... So I think it was a good reminder. It's a good reminder. I think learning more**
99 **about it, and just using it more. Uhm, I mean I think there is pieces that we have used, or I**
100 **have used...but knowing why and the how and background behind it. I'm looking forward**
101 **to trying to use it more, or better.**

102 *You kind of touched on this question already, I am going to ask it in case there is anything you*
103 *want to add on. What are your opinions on restorative practices?*

104 **Yea, like I said... I didn't know necessarily a lot about it exactly. You hear the phrase,**
105 **sometimes you think... oh it's just the same thing we've done... they just put a new name**
106 **on it. Having had a little more on it, I think it can be a very positive thing if it's used... I**
107 **think if we can all use it, it will be very beneficial I think for all of the kids as they go**
108 **through the grades.**

109 *If you were asked to use restorative practices in your classroom right now, so not just circle...*
110 *but restorative practices, what support would you need, and from who?*

111 **I think just more learning more.... And maybe....you know they say there are several good**
112 **books and I like to read books so. Just informing myself maybe more and then just**

113 **practicing. You know between the other teachers and our administrators. Administration**
 114 **is really good at...if we need more...finding more for us. Yea, I think between.... I really**
 115 **like when we talk about things in staff meetings, it's very helpful. So I think that would be**
 116 **a good go to. Teachers who have used it maybe more, or are more familiar with it. So yea,**
 117 **just... getting more training.**

118 *Again, you've kind of touched on this too... but I am going to ask so you add more. What steps*
 119 *need to be taken in order for restorative practices to be effectively implemented district wide?*

120 **Well for one, everyone needs to buy in. I mean it can't just be a couple teachers using it. I**
 121 **mean that's where we can see the most benefits for all the kids....is if everyone is using the**
 122 **same...the same... practice, so that kids know what to expect. Starting in PreK going all**
 123 **the way through. I mean, so...I just think it's something that everyone needs to buy into**
 124 **and needs to use.... Not just go to the trainings.**

125 *Do you have any ideas on how to get teacher buy in?*

126 **I wish. You know I wish... and maybe it's somebody having a good experience with it and**
 127 **sharing that. You know one of those tough kids maybe restorative practice can work on**
 128 **those kids. Making it more real for them.... And realizing it does work. You know...**
 129 **change isn't always bad... but you have to be open to it I guess so....you know I think**
 130 **just....keep talking positive about it and doing the things we need to do. Yea, there is a lot**
 131 **of things I wish I could come up with a magic pill for (laughs).**

132 *Okay is there anything else you would like to share about your attitudes, perceptions, thoughts,*
 133 *or opinions regarding student behavior, discipline, suspensions, or restorative practice that you*
 134 *would like to share or you think would be helpful to this study?*

135 **Uhm.... I can't think of anything.... Well one... you know I haven't had a lot of issues and**
 136 **when I have I've always had the support or Mrs. Kingston has always been very good at**
 137 **helping come up with solutions that work. So I think just having that...uhm...person that**
 138 **can help...uhm, you know and talking to other teachers too... that's how you can get a lot**
 139 **of information. Everyone's ideas...tweaked a little or not.... Can help.**

140 *Okay, awesome. That is all I have for you, thank you so much for your participation.*

141

Teacher 8 female; 2-5 years of experience
 4/19/21 2:30 pm Interviewed by Hannah Erickson 9:58

1 *Okay, so.... Before we begin can you please acknowledge that I am recording this conversation?*

2 **Yes**

3 *The first questions is regarding discipline within the school. Are you familiar with the current*
 4 *discipline procedures in the school?*

5 **Yes.**

6 *Okay, how often do you use them?*

7 **Uhm, I feel like my students know the expectations and I might need to remind them of**
8 **classroom expectations. Do you mean like school discipline?**

9 *Yes, school wide.*

10 **I feel like I do it more at my classroom level. I usually never need to, or this year I haven't,**
11 **use school discipline.**

12 *Do you know the referral steps if you do need to use it?*

13 **I usually just speak with the principal if I am struggling.**

14 *Now going into your classroom specifically, when a student misbehaves, how do you respond?*

15 **I usually pull them aside and have a one-on-one conversation, or talk to them later if it's**
16 **not a good time.**

17 *Do you think this response is effective?*

18 **Yes, I think they don't respond well if you do it in front of a group, unless it's like a bunch**
19 **and you need to stop their attention immediately. But yes.**

20 *How do you know it is being effective?*

21 **I usually don't have to remind them again.**

22 *In your opinion, what is the purpose of discipline?*

23 **To have a productive classroom, less interruptions, it helps other students stay on task.**

24 *Anything else?*

25 **I think that's it, just so that they are listening to the teacher.**

26 *What is the teacher's role in student behavior and discipline?*

27 **Uhm....I think the teacher's role is making sure the students know the expectations. And**
28 **then giving them reminders and like a consequence if they don't follow through and that**
29 **consequence should be like appropriate to what they are doing wrong. Like how can I fix**
30 **it?**

31 *What do you think the role of an administrator is in student behavior and discipline?*

32 **Uhm....I think that if the teacher needs reinforcement or it's an issue that is like is beyond**
33 **the teacher's ability to control then the administrator can help.**

34 *What are your thoughts on exclusionary discipline such as losing recess, suspension, and*
35 *expulsion? Do you agree with this form of student discipline? Why or why not?*

36 **Uhm, the only time I think it's a good time to lose the privilege is if they are doing**
37 **something to like make up for like the behavior that they didn't follow through on or**
38 **misbehaved at. Otherwise like losing recess or time is school is like it's counteractive. It's**
39 **giving them more time to unstructured things or it's not really teaching them that they**
40 **need to be responsible.**

41 *So do you agree with this form of student discipline?*

42 **No.**

43 *Can you tell me what you know about restorative practices?*

44 **It's like having students take accountability when they do something wrong. Or offend or**
45 **hurt somebody else. It's like learning from the behavior rather than receiving punishment**
46 **for it.**

47 *Anything else?*

48 **I think the one-on-one conversations, and providing examples for students of like what**
49 **happens if they break a rule in your classroom.**

50 *What are your opinions on restorative practices?*

51 **I think it's more effective and relationship based than punitive discipline. I think if you**
52 **have strong relationships with students they will feel more comfortable in your room and**
53 **like...grow more if they feel comfortable. I they are going to like apply what they learned**
54 **more to their own life too if they are comfortable in the room.**

55 *If you were asked to use restorative practices in your classroom, what support would you need?*
56 *And from whom?*

57 **Uhm, I think I would need training from like... administration or other colleagues who**
58 **have more uhm...practice in it or have studied or read up on it more. I think I need**
59 **sometimes more prompts to ask students like relationship building questions.**

60 *Anything else?*

61 **I think it's important to take steps, or time out to plan restorative justice like...whether it's**
62 **a lesson on responsibility, uhm... I think those conversations have to be planned.**

63 *Okay, what steps need to be taken in order for restorative practices to be effectively implemented*
64 *in our district?*

65 **I think teachers need to maybe collaborate on their expectations. They don't all maybe**
66 **have to be the same, but so that they understand like...what circle topics are being**
67 **discussed. I think maybe more professional development with like...research based**
68 **restorative practices. I think that people who have been exposed to disciplinary procedures**
69 **for so long might struggle to shift to restorative practice because it's so habit, or it's such a**
70 **habit for them. Uhm, yea understanding the 'why' behind restorative practices I think... it**
71 **takes longer than people think to become normal or more natural.**

72 *Is there anything else you would like to share about your attitudes, perceptions, thoughts, or*
 73 *opinions regarding student behavior, discipline, suspensions, or restorative practice that you*
 74 *would like to share or you think would be helpful to this study?*

75 **Uhm, I wish I would have learned about it sooner. I think that it's great for building**
 76 **relationships in your classroom. I think I viewed like, circles or talking to students before I**
 77 **knew it was restorative practice as like...unproductive when it's really not. It's more about**
 78 **taking time out and getting in the right mindset which is important for students to be**
 79 **productive in the first place.**

80 *Absolutely, anything else?*

81 **I feel that restorative practice or restorative justice is more like ethically right. Sometimes**
 82 **with punitive discipline I always wondered "Am I doing it right?" "Did the student receive**
 83 **it right?" "Did they learn from it?" But now I feel, a lot of times when I have an issue that**
 84 **it's resolved and I feel at peace with it rather than wondering if they understood right from**
 85 **wrong or if I had them do the right thing to make up for it.**

86 *Good point. Thank you so much.*

Teacher 9 female; <1 years of experience

4/19/21 3:00 pm Interviewed by Hannah Erickson 9:15

1 *Can you please acknowledge that I am recording?*

2 **Yes**

3 *Okay very good. To start with we are going to talk school wide, so not just in your classroom.*
 4 *Are you familiar with the current discipline procedures in the school?*

5 **Yes, they have been outlined to me as I started here. I feel like it's not necessarily super**
 6 **strict as far as what steps need to be taken, it's really depending on your own**
 7 **classroom...depending how you feel, to get it to the school-wide....like to get it to**
 8 **administration.**

9 *How often do you use the school wide discipline plan?*

10 **Uhm, I reference it...but I have my own set like...steps in my classroom on how they get to**
 11 **uhm...for example going to administration. I don't have many issues, so I don't.**

12 *Do you know the referral steps?*

13 **I've been...they have gone over them with me, I haven't really had to use them.**

14 *Alright, now within your own classroom, if a student misbehaves- how do you respond?*

15 **If there is misbehaviors in my classroom my first step is you know like... well if it's**
 16 **minor...I ignore it, see if it changes. If not, I will address it with the student uhm... if it**

17 continues to be an issue I might pull the student and say “hey what’s going on?” and see if
18 there is something really behind why they are acting like they are before just punishing
19 them. And see if that helps, addressing it normally with my age of students like...7-12...
20 after you talk to them, they are aware so they can fix it.

21 *Do you think your response is effective?*

22 **Most of the time yes.**

23 *How do you know?*

24 **I feel that I tell the students like it’s a respect thing...you know... if they respect me as a
25 teacher, I will respect them as a student. Just letting them know that I care. Some of the
26 issues I have had with students... I make sure they know I think they are better than how
27 they have been acting and I know they can do better. And then you see them respecting
28 that you see them as a young adult and they switch their ways because they know you’re
29 watching.**

30 *In your opinion, what is the purpose of discipline?*

31 **Uhm, I think discipline is just...I don’t like the word discipline...but uhm... helping
32 students be more aware of their actions and correcting them and understanding why they
33 are doing what they are.**

34 *What is the teacher’s role in student behaviors and discipline?*

35 **Uhm, helping make the students aware of the behaviors and what they are doing in class
36 and helping them find new ways, or different ways to deal with their feelings or what is
37 going on.**

38 *What is the administrator’s role in student behaviors and discipline?*

39 **I think and administrator is like an extension of what the teacher is doing. So maybe
40 like...or like another person to help deal with the situation if it’s escalated or if there needs
41 to be more than one person. So like if... as a teacher I am struggling to deal with a situation
42 and talk to a student or if they are just undermining my authority then the next step is
43 administration and having them help figure it out.**

44 *Okay, what are your thoughts on exclusionary discipline such as losing recess or privileges,
45 suspension, and expulsion? Do you agree with this form of discipline? Why or why not?*

46 **For the most part, no. I do use it sometimes in some of my lab settings or where students
47 are...for example... I’ll use in the shop for an example. If they are not following procedures
48 or safety rules they will be removed and that’s because it’s directly affecting what they are
49 doing. But, I’m not going to take somebodies, I can’t even think of an example (laughs)
50 uhm, but for example taking recess away from a young kid. I think it might help to a
51 degree, but it’s also just going to make that student more frustrated because it’s not dealing
52 exactly with what the behavior is.**

53 *Moving on to some restorative practice questions. What do you know about restorative*
54 *practices?*

55 **Uhm, I know that restorative practices deals with helping the kids understand and getting**
56 **to the root of what is really causing the behaviors. I did have a little bit of training on**
57 **restorative practices in college, or like it was mentioned and it was taught about as well as**
58 **some training here at the school. And a little bit of professional development on it last**
59 **summer.**

60 *What are your opinions on restorative practices?*

61 **Uhm, I think restorative practices should be used more widely as far as being the first step.**
62 **To see like you know...is there a behavior causing this before we just punish a student.**
63 **Uhm my plan...like discipline plan you could call it in my classroom is like okay I am going**
64 **to remind you or mention it to you a few times and if nothing's happening they have to go**
65 **through a sheet like why are you behaving this way? What could you do differently?**
66 **Because I think it's important, especially at the high school level for the student to reflect**
67 **on that behavior instead of me just kicking you out and sitting in the hallway. That's not**
68 **going to help anything. They need to really understand why it's an issue and what they can**
69 **do to fix it so, personally I like restorative practices and it's something I'm still working on,**
70 **I'm not an expert (laughs) by any means. It's something that I think is useful and can be**
71 **very useful.**

72 *Awesome, if you were asked to use restorative practices in your classroom, what support would*
73 *you need? And from whom?*

74 **Uhm, I think just support from specific people, probably like counselors and**
75 **administration just because they are like you know the next step if something is happening**
76 **and I can deal with it. Then they would also be able to support me in that role. But I think**
77 **it also needs to be practiced in a wide variety around the school for students to really buy**
78 **into it and understand it. Whether that is you know starting circles, more and more people**
79 **are doing that to prevent, and to better understand our students and for them to**
80 **understand each other, or dealing after something happens.**

81 *What steps need to be taken in order for restorative practices to be effectively implemented in*
82 *our district?*

83 **Uhm, I think all staff...it's hard to say like everybody has to buy into it (laughs) but, maybe**
84 **more staff, education...like we are going through. Which is helping I think is helping a lot**
85 **but there is still those skeptical people that you hear "oh, I don't want to do circle" or "I'm**
86 **uncomfortable" and I think our training has been good, but helping those teachers**
87 **understand that it is more than circles. It could be something is happening in your room...**
88 **you know like how we use questions to really get to the bottom of it. Because a lot of times**
89 **it isn't our students just acting out to act out, like there is a cause to it and I think some**
90 **people don't take the time to really realize that.**

91 *Okay, you talked about buy in. Do you have an ideas on how to get buy in?*

92 **Uhm I wish I could say you know... teachers seeing it work. It's hard with a smaller school**
93 **too because it's so split sometimes with things that we learn in professional development.**
94 **Uhm, but yea just seeing it work and engaging in it themselves. Even though they are going**
95 **to know what is happening so (laughs) I don't know, it's a complicated circle I feel like.**

96 *Okay, my last question is just if there is anything else you would like to share about your*
97 *attitudes, perceptions, thoughts, or opinions regarding student behavior, discipline, suspensions,*
98 *or restorative practice that you would like to share or you think would be helpful to this study?*

99 **Uhm I just think it's a good thing that we are becoming more aware of what restorative**
100 **practices are. I was lucky enough to learn about it still in my college days, where this is still**
101 **like a new concept so a lot of people have never heard of it before this. So sometimes it's**
102 **hard to accept change. I'm excited that at least more teachers and staff members are aware**
103 **of it because I think it will benefit our students in the long run.**

104 *Excellent, thank you so much.*

Teacher 10 male; 30+ years of experience
4/19/21 3:20 pm Interviewed by Hannah Erickson 15:08

1 *Before we begin the interview can you please acknowledge that you are being recorded?*

2 **I understand that you are recording.**

3 *Okay, the first few questions are talking about school wide. Are you familiar with the current*
4 *discipline procedures in our school?*

5 **Yes**

6 *How often do you use them?*

7 **I really haven't had to use them very often.**

8 *Okay, do you know the referral steps?*

9 **Uhm, I would say no. Very rarely have I had to like send a student out. It has been a while.**

10 *Okay but if you needed to would you know where to find the referral steps?*

11 **Yea, I think it's in the student handbook.**

12 *But off the top of your head?*

13 **No.**

14 *I am glad you don't have to use it often.*

15 **No, it's been a while so.**

16 *Okay now specifically in your classroom, when a student misbehaves, how do you respond?*

17 **Uhm, I try to not yell and scream. Because that doesn't accomplish anything. I try to point**
18 **out their mistake and maybe can you find a better way of acting or like I said.... I would**
19 **say the main if we had one discipline problem is kids talking a little too much, you know**
20 **and sometimes I just you know... stop and wait until they are quiet.**

21 *Okay do you feel like your responses are effective?*

22 **I think silence work actually very well. I mean, I won't even start class unless, you know,**
23 **they get quiet. They know I'm just going to sit here and wait and say "oh well, the**
24 **assignment is still going to be the same" and so. That's what I've use for years...silence. I**
25 **just wait.**

26 *You feel that is effective and you know because they respond to it?*

27 **Yea it will take... a couple of them will start looking at me and then they will shoosh their**
28 **classmate and then we can begin. So yea.**

29 *In your opinion, what is the purpose of discipline?*

30 **Uhm, you got to remember...and I think we all do... that not every kid is the same so**
31 **discipline has kind of got to be.... You kinda gotta meet it out at a different level for every**
32 **kid. It's like when you're coaching you can't yell at Johnny and Susie all the time and they**
33 **won't react the same and I mean you have to read the kid and see what is effective with**
34 **each one.**

35 *What is the role of the teacher in student behavior and discipline?*

36 **I kind of think we're the ones that...how should I say this...determine whether it's an issue**
37 **and how big of an issue. I mean if it's just a minor issue, have them after class stop by you**
38 **know... discuss it with them. If it's major, and I will admit I had a major one, I felt a**
39 **couple years ago and sent them or I sent the Principal and email and she tried to do a little**
40 **more restorative and I don't think that worked well. I mean yes the kid apologized and the**
41 **behavior stopped, but since then I've just taken care of the behavior myself. I've just felt**
42 **it's easier that way.**

43 *Okay, so what do you believe the administrator's role is in student behavior and discipline?*

44 **Uh- I would say... we have had other issues. I mean we have teachers that have been sworn**
45 **at. I mean things like that. Kids bolting the room, just leaving. I'd say that more when the**
46 **administration needs to step in and there is a plan, I think it's in the back of the student**
47 **handbook and uh teacher handbook so. And then there is the levels of discipline there so.**

48 *So teachers handle day to day?*

49 **Day to day, minor issues.**

50 *And the big things are for administration?*

51 **Oh yes. Yep.**

52 *Alright, what are your thoughts on exclusionary discipline such as lose of privilege, suspension,*
53 *and expulsion? Do you agree with this form of discipline? Why or why not?*

54 **Well as a coach, we did have...how do we say... be in tune with helping the teachers out as**
55 **far as student behavior or player behavior. So if they got a detention we, oh they were**
56 **running an extra mile at practice.**

57 *So working together with the teacher?*

58 **Right, kind of working together. We did have in our kind of little sheet that we had... the**
59 **students and the parents sign...if you had two detentions you were going to miss a game or**
60 **not start a game. And if you had three...well it got to the point where you were going to**
61 **have a discussion with the parents and the coach where you might be dismissed if you can't**
62 **you know, take care of your problems.**

63 *Okay so do you agree with exclusionary discipline?*

64 **Uhm, it's kind of a deterrent when we are coaching. And to be honest it we maybe had one.**
65 **I mean we had one detention for some kids and then it didn't seem to be a problem.**
66 **Because number one, they didn't like running the extra mile and number two they wanted**
67 **to play.**

68 *Next question is, what do you know about restorative practices?*

69 **Just what we have had. You know right away at the beginning of the year we had....our**
70 **very first circle we had was very powerful.... I did. I mean it was very eye opening. Now me**
71 **running one... that is a different opinion (laughs). I have not yet tried any with my Spartan**
72 **time. Again, I'm trying to read, I've got a brother and a sister, I've got two seventh**
73 **graders, I've got a senior, two freshmen, and a junior. I mean, it's a weird group that I just**
74 **don't know where they would be at as far as talking about topics. You know, if it was like**
75 **say a class, say I had my 8th graders. I know Mr. Suchor does that with some of his classes**
76 **he does that as like a beginning of the week and I would be maybe a little more comfortable**
77 **doing it with a class that is more homogenized, more the same. Just, yea.... It's a different**
78 **group in that Spartan time...good kids... I've got nothing...**

79 *But the dynamics...*

80 **Right, I don't see the dynamics being conducive to a circle.**

81 *Is there anything else with restorative practices that you are familiar with?*

82 **Uhm, just what we have gotten from Lutheran Social Services. And I think those two have**
83 **done a great job. I mean... yea. Both, the one with Joel... that was more how should you**
84 **say... getting into them, how should you do them, doing some questions....and who was the**
85 **gal again?**

86 *Kelly*

87 **Kelly, yes. Hers was more informative. I like the difference between the two and both were**
88 **good.**

89 *Okay, great. What are your opinions on restorative practices?*

90 **I think they could be helpful. I'll be honest, I mentioned to Laura this winter, when we**
91 **were having some issues with the basketball team, maybe we need to do this. And I was**
92 **ready, but I don't think she was quite ready to do that. You know I was going to try and**
93 **come up with a few questions you know we had the co-op issue and my God can we get that**
94 **over with. I don't know about your end, but it's been so tiresome up here. The kids are**
95 **being drawn apart.**

96 *That's heavy on people, do you think this is something that maybe coaches should be trained in?*

97 **Yea! I think that would be helpful. Oh you'll love this...When was I coaching? Was it 94?**
98 **We are undefeated, we win our last game. And this was back when Laura was playing,**
99 **Katie was playing, Kari Jo, I mean I had a good team. We are undefeated... we went down**
100 **to Litchville Marion we won our last game and Katie fouled out. Some girls came in, there**
101 **was stuff said... and Katie was going to quit. Yup, she was going to quit. Her dad came**
102 **over, stayed till 3:00 in the morning we were talking...so the next day uhm we at that**
103 **time... you know the geo-dome that blows up and it's got the constellations? From Valley**
104 **City, we had that here at the school and we went in there and had a pow-wow. So basically**
105 **that is what we had.**

106 *You had a circle?*

107 **We did. We weren't coming out until we got things settled. Because Katie was going to quit**
108 **right before districts, so yea we actually did that back then. And didn't make it to state, you**
109 **know we fell one game short but... they got their selves together and so yea. I've kind of**
110 **used it a little bit. I will always make fun of...when we are having troubles... I'll ask Laura**
111 **"do we need to get the dome out?" she'll just laugh and hey it worked.**

112 *Going off script here a little, but what reservations do you have on restorative practices?*

113 **Just me being the leader I think. You know, coming up with questions. But I think I could**
114 **do it if I kind of took my time and tried to.... I know I have a hand out and a list of**
115 **questions... and you know what I may try it with that Spartan time group before the year**
116 **is over just to see what it would be like. I think they just need to maybe try it once.**

117 *If you were asked to use restorative practices in your classroom, what support would you need*
118 *and from whom?*

119 **I think I would be okay just running it by myself. Pretty much, I feel I have good rapport**
120 **with every class, now is every class my favorite? No... I mean that is just the way it works.**
121 **I mean you get certain classes and try to pull more out of them then they want to give...but**
122 **yea. That 8th grade group would be another one I would like to try because they are kind of**
123 **a quiet group and you know you'd give them the option to pass if it was something they**

124 **didn't want to talk about but I tailor the questions to make it a little easier topics they**
 125 **might want to talk about.**

126 *What steps need to be taken in order for restorative practices to be effectively implemented in*
 127 *our district?*

128 **I like that if we keep having professional development on it that will help.**

129 *Do you like the PD we are having?*

130 **Oh, yea. I like having those two out, they do a good job.**

131 *Is there anything else you would like to share about your attitudes, perceptions, thoughts, or*
 132 *opinions regarding student behavior, discipline, suspensions, or restorative practice that you*
 133 *would like to share or you think would be helpful to this study?*

134 **Well just on.... I don't know if its discipline... but I would like to see.... You see right now**
 135 **our cell phone plan is that every room has their own cell phone plan and I don't think it's**
 136 **effective.... I think we need a school wide one where it's....well to be honest they don't need**
 137 **to use them until noon hour. The trouble is they have them in their hands ever hour of the**
 138 **day. You know I have rules, but do they get followed? Not all the time so what everyone is**
 139 **doing is so...I just wish a consistent school wide cell phone plan. I know that there are**
 140 **teachers next year talking about no book bags in the room because guess where the cell**
 141 **phones are ending up...in the book bags and then boom soon as the class is kind of over,**
 142 **lecture is over it's in their hands. I think that cell phone is just kind of...well I kind of bent**
 143 **too because I said they could use it as a calculator... well I've got calculators now so if they**
 144 **need them I can supply them so. Other than that... that's my only issue I think is cell**
 145 **phones. We have become way to independent on them.**

146 *Thank you that is all I have.*

147

Teacher 11 male; 2-5 years of experience
 1/19/21 3:30 pm Interviewed by Hannah Erickson 12:11

1 *Before beginning can you please acknowledge that you know I am recording?*

2 **Yes, you can record me.**

3 *Alright, basically I am just going to be asking you about school discipline. Are you familiar with*
 4 *the current discipline procedures in the school?*

5 **I have read them online, do I know them? I do not...I do not use them because no one else**
 6 **uses them and they aren't implemented.**

7 *Okay, so how often do you use it? None? Never?*

8 **Correct**

9 *Do you know the referral steps for behaviors?*

10 **As far as.... I know there is a step process... but do I know them... no I do not.**

11 *Would you know where to find it?*

12 **I'd have to do some digging, I know I could figure it out, I know I could do that because**
13 **I've read them before and not because they were given to me but because I was looking on**
14 **the website for stuff.**

15 *Now specifically in your classroom, if a student misbehaves, how do you respond?*

16 **Well it depends on what type of misbehavior it is. If it's a safety thing, being a shop teacher**
17 **that really depends on how I deal with it. Uhm if it's something to do with safety uhm, all**
18 **my kids using tools they have to take a safety test. Uhm, actually a doing process but also a**
19 **written process if they go past a safety measure, they have to re-do everything and then I**
20 **allow them to use those tools unless they repass everything. And there is only certain**
21 **things, but also depends on the kid. Depending on their behavior plan... that's something**
22 **that as a new teacher last year I've learned who I can go about certain things with**
23 **differently. I guess...so it depends on the kid.**

24 *Do you feel like your responses are effective?*

25 **Last year no, this year yes.**

26 *Okay, what is the difference?*

27 **Uhm, certain kids last year that had a lot of behavior things. I would go at way too direct**
28 **and my intensity was probably too high. Now this year because I know the kids, and I know**
29 **how to deal with certain things I have leveled that out more.**

30 *So your relationships and knowing the kids has been a part of that or just you're another year*
31 *wiser as a teacher?*

32 **Both! Yes, both because you know you teach kind of how you were raised. So...if any**
33 **teacher said anything to me when I was a kid I would be following it perfectly. You know...**
34 **I didn't get in trouble, I was well behaved. And coming in as a new teacher with no**
35 **teaching background I thought I would be able to handle certain situations that way.**
36 **That's not the case. So, it's learning what I didn't know, but it's also the relationship thing.**
37 **Certain kids would receive that if they had a relationship with me so, it really depends on**
38 **the kid and the situation.**

39 *In your opinion, what is the purpose of discipline?*

40 **Well, discipline is to get whatever is best for the kid to happen. So if your kid is being late**
41 **like ten times.... Suspending them from school is not the right discipline because what are**
42 **they learning from that? So it's how to imply learning to the kid, and maybe discipline**
43 **because they don't want to miss a sport or something. So really trying to get that kid to**
44 **achieve more things, and that's just a way of doing it I would say. Cause effect essentially.**

45 *What is the teacher's role in student behavior and discipline?*

46 Well the more I think about behavior and discipline I think it's more about classroom
47 management and how to mold and change that behavior on the way your class is set up. So
48 really the better I got at classroom management, even though it had nothing to do with
49 discipline, it did. You know? So the better I got with that, the less discipline. So teacher's
50 role in behavior is you know... your classroom lessons, your classroom management.
51 Discipline, depending on the level of issues you are having, they would have a role in that...
52 but if it's going further...more intense, then it's beyond their control even though they
53 should have input on it.

54 *Okay, the next part is what is the administrator's role in student behaviors and discipline?*

55 To be honest, I think it's the discipline procedures that they should be implementing and
56 not more so hands on unless it's to a large issue like a... sexual conduct or you know
57 something bigger. But if it's inside classroom stuff that's happened just in your classroom
58 you should be able to handle it as a teacher. If it's in multiple classes or it's a repeated
59 thing then maybe they should be brought in, but really it should be a conversation between
60 the parents and the teacher in my opinion.

61 *What are your thoughts on exclusionary discipline such as losing recess, suspension, detention,
62 expulsion?*

63 Well it depends on the kid. Losing recess...if a kid really likes recess then you hold them
64 back and all the sudden they start doing more with it then great. If they aren't getting
65 anything out of it as far as motivation then that's not the right discipline for that kid.
66 Maybe it's, you know, maybe you get ten extra minutes of reading and then all the sudden
67 their motivation is up. So it really just depends on the kid. Suspension, I am not really for
68 because that's hurting them too, that's not helping them. But it's if... someone had
69 misconduct towards someone else, and it's the only way to make the other kid feel better
70 or... then it depends on the situation really.

71 *Overall would you say you agree with exclusionary discipline or disagree?*

72 You're not going to like my answer because I am right in the middle and I say it depends
73 on the kid.

74 *That's okay! Yes, situational.*

75 **The kid and the family.**

76 *What do you know about restorative practices?*

77 Uhm, we have been going about it in PLCs but it's trying to teach whatever kid how to deal
78 with what's going on and how to work through the problem, I guess.

79 *What are your opinions on restorative practices?*

80 My opinions on it are, I think it's good. I do think our PLCs go a little too far with it but I
81 get the point of it and I agree with it.

82 *If you were asked to use restorative practices in your classroom, what support would you need?*
83 *And from whom?*

84 **I would support it, and when I say I don't like restorative practices, I don't like the circle**
85 **stuff... and not even all of the stuff. I like restorative practices because it's the right way of**
86 **going about things. So I agree with it all the way. Circle stuff, I get points of it, certain**
87 **parts I think are negative, but I think it's a good thing overall. I'm not sure if circles are**
88 **restorative, depending on.**

89 *Circles are a part of restorative practices, it's one of the elements of it I would say. But just one*
90 *of many.*

91 **Right, so I agree with some things a little, somethings I don't. I see the benefits of it so I'm**
92 **all for restorative practices uh, what support what do I need? Uh.....well I think PLCs are**
93 **good... but I think it's just practice so maybe a reference guide of different options instead**
94 **of just circle, circle, circle....what else is there? So more of a classroom setting maybe a**
95 **book, book or video. I think videos are faster.**

96 *What steps need to be taken in order for restorative practices to be effectively implemented in*
97 *our school?*

98 **Well, I think.... Well the school board would have to accept a policy and program of use I**
99 **suppose... but then I think the PLCs need to go through it and not just talk about it. But**
100 **you have to give the teachers time to figure out how to implement those processes instead of**
101 **just going over it. Which I think personally what we are doing now is going over it, but not**
102 **giving the teachers time to work through the processes. I think that's the biggest thing that**
103 **would be needed.**

104 *Would you want to practice peer to peer, teacher to teacher? Or in your classroom with your*
105 *students?*

106 **Both. Yea, I think its super awkward doing them with your peers, even though it is**
107 **awkward, I think it is beneficial. I think the more times you go through something the**
108 **better.**

109 *Is there anything else you would like to share about your attitudes, perceptions, thoughts, or*
110 *opinions regarding student behavior, discipline, suspensions, or restorative practice that you*
111 *would like to share or you think would be helpful to this study?*

112 **Well, I think, I think when people talk about restorative practices they say discipline is out**
113 **the window but I don't think we have seen a full picture of it...it seems. Because I think**
114 **discipline needs to be there no matter what. It's just the way you go about it. I think that is**
115 **something that needs to be cleared up with people who don't know a lot about it including**
116 **me.**

117 *Okay, just to wrap my head around that are you saying restorative practice is not replacing*
118 *discipline, it is going hand in hand with discipline.*

119 **Hand in hand, but I don't think a lot of people understand that, or maybe I don't**
 120 **understand it. But I believe it is because I believe Mrs. Kingston said, kids are making a**
 121 **bus super dirty, so restorative practice how do you make it better? Well the discipline was**
 122 **going to go clean that bus.**

123 *Okay, right. Restoring the harm. Instead of you clean the bus, no recess for you. So both are*
 124 *discipline, one is restorative, one is exclusionary.*

125 **Correct. Yes, its cause effect and some kids might say "well, I don't really care about**
 126 **cleaning this" or "Fine, I'll do that" but they aren't really learning. So it really depends on**
 127 **the kid. Kids need some way to learn that there is a cause and effect.**

128 *Great, thank you for your time.*

Teacher 12 Female; 10-20 years of experience
 1/19/21 3:48 pm Interviewed by Hannah Erickson 9:15

1 *Okay before we begin, can you please acknowledge that I am recording?*

2 **Yes, I know I am being recorded.**

3 *Great, the first few questions will be about the school. Are you familiar with the current*
 4 *discipline procedures in the school?*

5 **Yes.**

6 *How often do you use them?*

7 **Rarely.**

8 *Rarely?*

9 **Rarely because it [behaviors] don't go to that extent.**

10 *Do you know the referral steps?*

11 **Yes.**

12 *Okay, now on to in your classroom. When a student misbehaves in your classroom, how do you*
 13 *respond?*

14 **Depending on the severity. It might just be using their name, it might be calling them back**
 15 **to my desk, and having a discussion. It could be a discussion and then sending an email.**
 16 **Those are the typical responses. Email the parents.**

17 *Do you think your responses are effective?*

18 **Usually.**

19 *Okay, how do you know?*

20 **If that behavior subsides or uhm... goes away completely I guess that would be a way to**
21 **determine that it is effective.**

22 *In your opinion, what is the purpose of discipline?*

23 **To get kids... to have more self-control over what they are doing and how it affects not only**
24 **themselves, but others.**

25 *What is the teacher's role in student behavior and discipline?*

26 **I believe the teacher needs to be the one who sets the standards and also follow through**
27 **with whatever consequences or uh... procedures to respond in order to decrease unwanted**
28 **behavior.**

29 *Okay, what is the administration's role in student behavior and discipline?*

30 **I think they....their role should be to back up the teacher when it gets to a point that**
31 **whatever is happening in the classroom can't be dealt with either at the moment because of**
32 **other students, or it gets to a higher level.**

33 *What are your thoughts on exclusionary discipline such as losing recess, suspension, and*
34 *expulsion?*

35 **It would have to go along the lines of....so with lose of privilege it needs to be tied into**
36 **something. If they are using scissors improperly you take them away. To me that is a**
37 **natural consequence. Uhm, suspension and expulsion I think are things where it really has**
38 **to get to a point where.... That particular student is so disruptive with everyone else that's**
39 **affecting the culture and climate to an extreme extent. Uhm... I think that should be a last**
40 **resort instead of more of a first resort.**

41 *Okay, overall do you agree with exclusionary discipline?*

42 **I think there is a time and place for it. I would say it should be a last resort issue.**

43 *Okay, can you please tell me what you know about restorative practices?*

44 **Uhm, I know it's about getting people to understand others and how their actions affect**
45 **others. And that's about all I know.**

46 *What are your opinions on restorative practices?*

47 **I think it's like a lot of things, there are going to be students where it works well with and**
48 **there is going to be students that either don't buy into it or they might go into... they might**
49 **go into it a classroom or whatever with someone who is not fully trained or fully**
50 **comfortable and then just like any other practice it breaks down. So I think there is a place**
51 **for it, I'm just not sure....I'm not sure because I don't have enough information as to what**
52 **extent.**

53 *If you were asked to use restorative practices in your classroom, what support would you need*
54 *and from whom?*

55 **Uhm, I would need training. And training from someone outside of the school. Because I**
 56 **feel like sometimes they train one person and then that person trains but they really don't**
 57 **have enough background, they have just gone through the training. So, really having**
 58 **someone who fully knows what they are doing coming in and training and then on-going**
 59 **kind of check ins with that training.**

60 *Okay tell me more about check ins?*

61 **Just once you start implementing it, two months, three months down the road you're going**
 62 **to come into things like "how could have I have handle this differently?" or kind of that**
 63 **feedback type thing where it would kind of be nice to come back and ask that professional**
 64 **again "okay this is what happened, how should I have handled it?" Kind of a reflective**
 65 **piece.**

66 *What steps need to be taken in order for restorative practices to be effectively implemented in*
 67 *our school?*

68 **I think extensive training, people need to know what.... People need to.... As a school we**
 69 **need to be on board with it. And....kind of what is the next step? Because we have done**
 70 **restorative circles, but I know there is more to it than that and we have never been told or**
 71 **shown what that more.... And I think as a school we really need to say here is where we**
 72 **are, here is where we want to be at so everyone's on the same page as far as the direction**
 73 **we are going in. And, time. Because some of those things do take time.**

74 *Is there anything else you would like to share about your attitudes, perceptions, thoughts, or*
 75 *opinions regarding student behavior, discipline, suspensions, or restorative practice that you*
 76 *would like to share or you think would be helpful to this study?*

77 **Just, that I feel there needs to be consistency within the school. And really a conversation**
 78 **school-wide almost like at a school assembly so students know what those expectations are**
 79 **and everyone is hearing the same information. And not necessarily oh, your Spartan time,**
 80 **or your first period teacher is going to tell you....well I might forget one thing or someone**
 81 **else might forget another and they are not hearing the same information. So when it's**
 82 **presented to students, it's presented in a way where all the information is there and**
 83 **everyone is hearing the same information multiple times.**

84 *Anything else?*

85 **That is all I've got.**

86 *Okay, thank you for your time.*

Teacher 13 Female; 2-5 years of experience
 1/19/21 4:00 pm Interviewed by Hannah Erickson 9:20

1 *Are you familiar with the current discipline procedures in our school?*

2 **I am somewhat familiar with them, yes.**

3 *How often do you use it?*

4 **I do not use them often at all. I tend to handle discipline within my classroom. If it gets to**
5 **the point where administration needs to get involved, I will involve them.**

6 *Do you know the referral steps?*

7 **I know that we have a “Student in Need of Support” form that we have to fill out. I think**
8 **that I have used it two or three times within four years. Other than that I cannot think of**
9 **other referral steps that we have.**

10 *When a student misbehaves in your classroom, how do you respond? Do you think your response*
11 *is effective? How do you know?*

12 **When a student misbehaves in my classroom, I do not react in the moment. I first try to**
13 **redirect them by offering options. These options are different depending on the student,**
14 **but some examples are offering breaks, differentiating work, switching the topic, etc. If the**
15 **behavior was minor and stops after redirection, I do not address it after the lesson, but**
16 **rather “check in” with the student to see how their day has been going. If the misbehavior**
17 **was not minor or did not stop, I will address it after the lesson by sitting down with the**
18 **student and simply talking through the issue with them. I ask them what made them upset,**
19 **or if they are upset about something else. We talk about how we can handle the issue**
20 **differently next time it happens. If others were involved in the incidents, we talk about**
21 **issuing apologies to them. I do think my response is effective because I don’t tend to have**
22 **many misbehaviors in my classroom. The times that my students misbehave are when they**
23 **are out of my classroom.**

24 *In your opinion, what is the purpose of discipline?*

25 **I don’t really care for the word “discipline” and when I think of the word, I feel that it has**
26 **a negative vibe. I feel the purpose of it is to redirect students and teach them the correct**
27 **behavior. However, I don’t think that is what most kids think of when they hear the word.**

28 *What is the teachers’ role in student behavior and discipline? What do you think the role of the*
29 *administrator is in student behavior and discipline?*

30 **I think the teacher’s role is to be a support and role model for students. Instead of**
31 **punishing students for wrongdoings, teachers should be there to show them what is right**
32 **and set a plan for correction. I think the student’s role in behavior and discipline is often**
33 **just to take it, but that is not how it should be. Students should be held accountable by**
34 **being responsible for fixing the problem they’ve created. I think the administrator’s role is**
35 **to support both the teachers and students in whatever way is needed, but I don’t**
36 **necessarily think they need to be in charge of any sort of “discipline system”. If the**
37 **administrator was directly involved in the situation, then it would be different.**

38 *What are your thoughts on exclusionary discipline such as losing recess, suspension, and*
39 *expulsion? Do you agree with this form of student discipline? Why or why not?*

40 **No, I do not agree with any of those. I think if we link all of those negative things with**
41 **school, eventually a student's brain is going to think school is a negative and terrible place.**
42 **There are other options that a school could do.**

43 *What do you know about restorative practices?*

44 **Restorative practices are new to our school and so far we know about doing restorative**
45 **circles with our students and staff members. I do know that there is a lot more that goes**
46 **along with it. Restorative practices involve creating a relationship with students through**
47 **restorative circles. From the little bit I've learned, I know the other part that goes along**
48 **with restorative practices involved conferencing with students who would fall under the**
49 **category of "needing discipline". In the conferencing, students work through the problem**
50 **in a safe and productive manner with support from teachers. They come up with a**
51 **resolution.**

52 *What are your opinions on restorative practices?*

53 **I love restorative practices! When I was a child attending school, I had many**
54 **environmental factors that decided my behavior at school for me. I see the same thing**
55 **happening, being a teacher today. Students shouldn't be punished for things out of their**
56 **control that affect their behavior. Instead, restorative practices provide exactly what those**
57 **types of students need. It redirects, teaches them to problem-solve, and teaches empathy.**

58 *If you were asked to use restorative practices in your classroom, what support would you need?*
59 *And from whom?*

60 **I would probably need more professional development and would need to see it modeled in**
61 **real life scenarios. We would all need support from each other and our administration.**

62 *What steps need to be taken in order for restorative practices to be effectively implemented in*
63 *our school?*

64 **First, I think we need to finish the training on it. It would be helpful to have some sort of**
65 **accountability piece to make sure that it is being done across all grade levels. If it is not**
66 **done in all grade levels it will not be effective.**

67 *Is there anything else you would like to share about your attitudes, perceptions, thoughts or*
68 *opinions regarding student behavior, discipline, suspensions, or restorative practice that you*
69 *would like to share or you think would be helpful to this study?*

70 **Overall, I just really think there needs to be a shift in mindset regarding discipline within**
71 **teachers across America. I feel that there tends to be a different outlook on discipline**
72 **depending on which generation you are in. The teachers that are part of an older**
73 **generation are less willing to let go of their outlook on discipline because of how they were**
74 **raised and taught. I think this will be the hardest part of shifting the mindset of discipline**
75 **in our school.**

76 *Thank you!*