

Annotated Bibliography:
Restorative justice resources
with a particular focus on its application in schools

For Partners in Restorative Initiatives

Prepared by Jackie Shock

April 2008

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Included in the following annotated bibliography:

- ❖ *The Little Book of Restorative Discipline for Schools* (Amstutz, L.S., & Mullet, J.H.)
- ❖ “Restorative Practices as a Tool for Organizational Change” (Boulton, J. & Mirsky, L.)
- ❖ “Youth Development Circles” (Braithwaite, J.)
- ❖ “Schooling for Peace: Using Ethnography to Create Educational Theory” (Cavanagh, T.)
- ❖ “Schools Find ‘Restorative Justice’ More Effective Than Expulsion” (Chmelynski, C.)
- ❖ *Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-serving Organizations, and Community and Juvenile Justice Settings* (Crawford, D., & Bodine, R.)
- ❖ *Handbook on Restorative Justice Programmes* (Dandurand, Y., & Griffiths, C.)
- ❖ *Restorative Practice Journey 2005-2008* (Australian Dept. of Education and Children’s Services)
- ❖ *Churchill Report* (Doppler, L.)
- ❖ “Developing Restorative Practices in Schools: Flavor of the Month or Saviour of the System?” (Drewery, W., & Winslade, J.)
- ❖ “Restorative Practices Build Community, Responsibility: Interview with Ted Wachtel” (Education World)
- ❖ “Classroom Circles and the Art of Making Movies” (Flanders, L. & Haider, S.)
- ❖ *Conversation Peace: Restorative Action in Secondary Schools* (Fraser Region Community Justice Initiatives Association & Langley School District #35)
- ❖ *Talking Peace: Restorative Action in Elementary Schools* (Fraser Region Community Justice Initiatives Association & Langley School District #35)
- ❖ “Preparing Teachers for Conflict Resolution in the Schools” (Girard, K. L.)
- ❖ *Restitution: Restructuring School Discipline* (Gossen, D.C.)
- ❖ *Just Schools: A Whole School Approach to Restorative Justice* (Hopkins, B.)
- ❖ “Making Things Right: Restorative Justice for School Communities” (Ierley, A. & Claassen-Wilson, D.)

- ❖ *Restorative Practices in Three Scottish Councils: Final Report of the Evaluation of the First Two Years of the Pilot Projects 2004-2006* (Kane, J., Lloyd, G., & Weedon, E.)
- ❖ “Restorative Justice in School Communities” (Karp, D. & Breslin, B.)
- ❖ “Teaching and Learning in a Circle” (Lewis, G.)
- ❖ “SaferSanerSchools: Transforming School Culture with Restorative Practices” (Mirsky, L.)
- ❖ “Restorative Practices at Community Prep High School in New York City” (Mirsky, L.)
- ❖ “Transforming School Culture: An Update” (Mirsky, L.)
- ❖ “New Research Shows That Social and Emotional Learning Improves Academic Achievement” (Mirsky, L.)
- ❖ “Restorative Justice and School Violence: Building Theory and Practice” (Morrison, B.)
- ❖ *Restoring Safe School Communities: A Whole School Response to Bullying, Violence and Alienation* (Morrison, B.)
- ❖ “Restorative Practices in Schools: Research Reveals Power of Restorative Approach, Part I” (Porter, A.J.)
- ❖ “Restorative Practices in Schools: Research Reveals Power of Restorative Approach, Part II” (Porter, A.J.)
- ❖ *Circle Processes: A New/Old Approach to Peacemaking* (Pranis, K.)
- ❖ *Peacemaking Circles: From Crime to Community* (Pranis, K., Stuart, B., & Wedge, M.)
- ❖ *Restorative Justice: The Evidence* (Sherman, L., & Strang, H.)
- ❖ “Discipline Practice Making the Grade” (Snyder, S.)
- ❖ “The Fourth R,” the quarterly newsletter of the Education Section of the Association for Conflict Resolution (Sweedler, M., editor)
- ❖ “SaferSanerSchools: Restoring Community in a Disconnected World” (Wachtel, T.)
- ❖ “Restorative Practices in Australia’s Schools: Strong Relationships and Multi-school Summits Help Schools ‘Be and Learn’ Together” (Welden, L.)
- ❖ “What is SaferSanerSchools?”

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Restorative justice resources with a particular focus on its application in schools

- * Denotes a resource available in the PiRI library/in the article notebook
- ** Denotes a resource available through a PiRI affiliate

* *book*

Amstutz, L.S., & Mullet, J.H. (2005). *The little book of restorative discipline for schools*. Intercourse, PA: Good Books.

Amstutz and Mullet combine their expertise in the fields of restorative justice and education in a work that introduces the basics of the intersection of these fields – restorative discipline. They clearly explain what restorative discipline is (particularly in relation to the concept of peaceable schools) and its roots in restorative justice, anecdotally illustrate the significant positive impact of restorative measures, offer a “yardstick” by which to measure and assess if discipline efforts are restorative, and describe restorative discipline processes and how they work.

* *full-text article (3 pages)*

Boulton, J. & Mirsky, L. (2006). Restorative practices as a tool for organizational change. *Reclaiming Children and Youth*, 15(2), 89-91.

Boulton and Mirksy examine the case study of the Bessels Leigh School in England which went through a tremendous culture change as a result of the implementation of restorative practices, particularly circles. They briefly chronicle the school’s relationship with restorative practices, from introduction to the concept when their formerly positive climate was eroding to staff training to use of circles with students, including the positive and powerful results of circles in their school culture.

* *full-text paper (12 pages)*

Braithwaite, J. (2001). Youth development circles. *Oxford Review of Education*, 27(2), 239-252.

This paper raises the question of whether a restorative justice approach might fruitfully be applied to the holistic development of the learning potential of the young and the whole range of problems young people encounter – drug abuse, unemployment, homelessness, suicide, among others – in the transition from school to work.

* *full-text paper (16 pages)*

Cavanagh, T. (2004). Schooling for peace: Using ethnography to create educational theory. Presented at the New Zealand Association for Research in Education (NZARE) National Conference 2004, 26 November 2004. Wellington, New Zealand.

The purpose of this research was to study the meaning of peace in the culture of Walden School, which was an intentional community of peace. This study was characterized by prolonged field experience gathering and then analyzing data. That analysis, co-constructed with the participants, revealed a theory of a culture of care. This paper is a brief summary of the ethnography created through this study.

* *full-text article (3 pages)*

Chmelynski, C. (2005, May 17). Schools find 'restorative justice' more effective than expulsion. School Board News, National School Boards Association.

Written to introduce the concept of restorative justice in schools, Chmelynski notes different kinds of restorative practices with a focus on circles. She cites many case studies of pilot programs and experiments in restorative practices to illustrate her points and bolster her argument for restorative practices in schools, including statistics on dropping numbers of disciplinary referrals, disruptive behaviors, suspensions, etc.

* *partial text: table of contents and introduction (13 pages)*

Crawford, D., & Bodine, R. (1996). *Conflict resolution education: A guide to implementing programs in schools, youth-serving organizations, and community and juvenile justice settings*. Washington, D.C.: U.S. Departments of Education & Justice.

If we want our children to learn well, we need to provide them with safe environments in which to do so. That is the fundamental idea underlying this guide initiated by the Office of Juvenile Justice and Delinquency Prevention (Dept. of Justice) and the Office of Elementary and Secondary Education (Dept. of Education); its goal is to heighten awareness of conflict resolution education in settings that serve youth such as schools. This guide offers an overview of widely-used approaches to conflict resolution education as well as tested ideas on effective implementation.

* *partial text: table of content and introduction (5 pages, plus 2-page summarizing article)*

Dandurand, Y., & Griffiths, C. (2006). *Handbook on restorative justice programmes*. New York: United Nations.

A publication by the United Nations Office of Drugs and Crime's Criminal Justice Reform Unit, this handbook serves as an introduction to the theory and practice of restorative justice, illustrated with practice examples from around the world. It in turn defines restorative justice, describes restorative justice methods, and discusses program design, implementation, operations, monitoring, and evaluation.

* *full-text booklet (7 pages)*

Department of Education and Children's Services. (2008). *Restorative practice journey 2005-2008*. Flinders Park, South Australia: South West Metro District Office, Government of South Australia.

This booklet documents the implementation of restorative practices in an Australian school district, explaining the underlying theories and stages of implementation, further data and research, and next steps. It includes a useful pyramid illustration depicting aspects of a restorative school culture.

* *full-text report (19 pages)*

Doppler, L. (2006). *Churchill report*. The Winston Churchill Memorial Trust of Australia.

Based on research conducted by Doppler herself, as principal of a school in Australia, her purpose was to study the effects on student achievement in schools where restorative practices have been embedded as a way of learning and being together. She explains her research and findings, including an insightful section on challenges and recommendations, as well as offering many resources and references.

* *full-text paper (9 pages)*

Drewery, W., & Winslade, J. (2003). Developing restorative practices in schools: Flavor of the month or saviour of the system? Presented at AARE/NZARE Conference, December 2003. Auckland, New Zealand: Australian Association for Research in Education & New Zealand Association for Research in Education.

Drewery and Winslade report on two projects of restorative conferencing in New Zealand schools regarding suspension hearings. They outline the growth and development of these projects, the research team's findings and implications of these results, as well as offering a look at the history of restorative justice and its connections to restorative school discipline.

* *full-text article (4¼ half-pages)*

Education World (2004, February 19; updated 2006, May 30). [Restorative practices build community, responsibility: Interview with Ted Wachtel]. Retrieved 29 November 2006 from http://www.educationworld.com/a_issues/chat/chat093.shtml

This article introduces both the concept of restorative practices and Ted Wachtel, president of the International Institute for Restorative Practices (IIRP). It explains the benefits of and ideas underlying restorative practices as well as the history of the IIRP affiliates Community Service Foundation, Real Justice, and SaferSanerSchools program.

* *full-text article (2½ pages)*

Flanders, L. & Haider, S. (2002). Classroom circles and the art of making movies. Retrieved 11 April 2007, from http://www.iirp.org/library/mn02/mn02_flanheid.html

Restorative Justice Video-Movie Projects are an innovative and media art-based educational tool based on experiential learning. They have been developed to fulfill three identified goals: to offer a movement, art-based curriculum for elementary school children; to teach the basic principles of restorative justice in elementary schools; (i.e. classroom circles, accepting responsibility for our own actions and making amends for harm caused); and to show how important social issues can be addressed in a creative, positive and pro-active way. Video-movies link the best in education through entertainment so that learning becomes fun, useful and memorable.

table of contents included in notebook

Fraser Region Community Justice Initiatives Association & Langley School District #35. (2004). *Conversation peace: Restorative action in secondary schools*. Langley, Canada: Community Justice Initiatives.

Conversation Peace is a curriculum carefully designed to train secondary students and staff in Restorative Action principles and conflict resolution skills for implementing effective and meaningful responses to harm. A restorative response addresses the underlying causes of conflict while bringing about accountability, healing and closure in situations such as name calling, threats, exclusion, interpersonal conflicts, property violation, physical assault and vandalism. The trainer kit consists of a comprehensive, step-by-step manual and two videos. Also available are workbooks that are essential to the curriculum and facilitate the skill-building process. They can be ordered separately depending on the number required.

** *Jeanne Carlivati; also, table of contents included in notebook*

Fraser Region Community Justice Initiatives Association & Langley School District #35. (2006). *Talking peace: Restorative action in elementary schools*. Langley, Canada: Community Justice Initiatives.

Talking Peace is a practical classroom resource that conveys the values and principles of Restorative Justice through fun activities and exercises. This simple, accessible booklet is perfect for engaging elementary students in ways that will encourage them to build a safer, more respectful community in the classroom.

* *full-text article (3 pages)*

Girard, K. L. (n.d.) Preparing teachers for conflict resolution in the schools. Retrieved 4 August 2007, from <http://www.ericdigests.org/1996-2/conflict.html>

Girard acknowledges the importance of conflict resolution education in schools but argues that it can be done much more effectively if there is more focus on pre-service teacher training, more comprehensive and ongoing general teacher training and support, and expansion from individual classroom programs to school-wide programs.

Gossen, D.C. (2001). *Restitution: Restructuring school discipline*. Chapel Hill, NC: New View Publications.

Inspired by William Glasser's work in Reality Therapy and drawing on her experience in the education field, Gossen offers an alternative to traditional discipline. Her Restitution Model is based on Control Theory, which posits that humans are internally motivated, we can only control ourselves, and making mistakes is the best way to learn. Her concept of restitution is based on the ideas that guilt, punishing, and coercing are punitive and disempowering while restitution is a healing way to address harm, just as much for wrongdoers as well as victims.

* *book*

Hopkins, B. (2004). *Just schools: A whole school approach to restorative justice*. London: Jessica Kingsley Publishers.

Hopkins, previously a teacher and currently the director of a center for restorative justice in education, sequentially explains what restorative justice is and expounds upon its principles, explores specific restorative practices and skills and how to use them in schools, and offers ideas on

effective implementation of a whole-school approach to restorative practices as well as thoughts on maintenance and sustainability.

Ierley, A. & Claassen-Wilson, D. (2003). Making things right: Restorative justice for school communities. In T.S. Jones & R. Compton (Eds.), *Kids working it out* (pp. 199-209). San Francisco: Jossey-Bass.

Ierly and Claassen-Wilson define and contrast punitive discipline and restorative justice processes for schools (while acknowledging challenges restorative justice in schools faces). They offer a glance at the history of restorative justice so as to better understand in what restorative justice in schools is rooted. They focus on three common restorative justice processes that can be (and are) used in schools: victim-offender mediation, community group conferencing, and circle processes. Further, they delineate a few elements they believe are crucial to the success of restorative justice programs in schools such as offender accountability and parent and community involvement.

* *partial text: table of contents, executive summary, and introduction (15 pages)*

Kane, J., Lloyd, G., & Weedon, E. (n.d.). *Restorative practices in three Scottish councils: Final report of the evaluation of the first two years of the pilot projects 2004-2006*. The Scottish Executive.

This evaluation examined a 30-month pilot project in restorative practices in Scotland, describing the wide variety of experiences and approaches associated with restorative practices and discussing the impact of the development of restorative practices across the eighteen schools in the pilot. It highlights general factors which may inhibit or facilitate the development and sustainability of restorative practices in schools.

* *full-text article (22 pages)*

Karp, D. & Breslin, B. (2001). Restorative justice in school communities. *Youth and Society*, 33(2), 249-272.

This article explores the recent implementation of restorative practices in school communities in Minnesota, Colorado, and Pennsylvania, examining how school communities can make use of this approach to address drug and alcohol problems and how this approach may offer an alternative to zero-tolerance policies.

* *full-text article (9 pages)*

Lewis, G. (2002). Teaching and learning in a circle. Retrieved 16 November 2006, from http://www.iirp.org/library/mn02/mn02_lewis.html

Written accessibly by a convert to circles, Lewis explains briefly the basics of circles and elements of a classroom circle, while exploring in more depth how to facilitate an effective circle and other applications of circles in the classroom beyond community-building. He closes with comments from students themselves about the profound insights they have gained through circles in the classroom.

* *full-text article (7 pages)*

Mirsky, L. (2003, May 20). SaferSanerSchools: Transforming school culture with restorative practices. *Restorative Practices eForum*. Retrieved 4 August 2007, from <http://www.iirp.org/library/ssspilots.html>

Mirsky explains the fundamental aspects of restorative practices and outlines a whole-school restorative program of the International Institute for Restorative Practices (IIRP) called SaferSanerSchools. She includes both quantitative and qualitative evidence supporting the effectiveness of the SaferSanerSchools program in its first three pilot schools.

* *full-text article (1 page, plus 1 page letter from principal)*

Mirsky, L. (2004, September 22). Restorative practices at Community Prep High School in New York City. *Restorative Practices eForum*. Retrieved 11 March 2008, from <http://www.safersanerschools.org/library/communityprep.html>

This brief article explains Community Prep High School, a public high school in New York City for young people just out of juvenile detention, the challenges it faced when it was launched in 2002, its partnership with the International Institute for Restorative Practices (IIRP), and its subsequent success story with restorative practices.

* *full-text article (2 pages)*

Mirsky, L. (2004, December 7). Transforming school culture: An update. *Restorative Practices eForum*. Retrieved 4 August 2007, from <http://www.safersanerschools.org/library/sssupdate.html>

Following up on the initial report of the SaferSanerSchools pilots, Mirsky notes that the International Institute for Restorative Practices' SaferSanerSchools program has grown tremendously and is being implemented in schools worldwide. She gathers anecdotal evidence from teachers and administrators in U.S. schools as to the program's effectiveness and positive impacts on their schools.

* *full-text article (1 page)*

Mirsky, L. (2008, January 28). New research shows that social and emotional learning improves academic achievement. *Restorative Practices eForum*. Retrieved 7 February 2008, from <http://www.safersanerschools.org/library/caselstudy.html>

This brief article summarizes the results of four-year meta-analysis by the Collaborative for Academic, Social and Emotional Learning (CASEL). In short, the study showed that students who participate in school-based programs that focus on social and emotional learning, compared to students who do not, improve significantly in terms of social and emotional skills; attitudes about themselves, others and school; social and classroom behavior; emotional distress such as stress, anxiety and depression; achievement test scores; and school grades.

* *full-text paper (6 pages)*

Morrison, B. (2001). Restorative justice and school violence: Building theory and practice. Presented at the International Conference on Violence in Schools and Public Policies, Palais de l'UNESCO, Paris, March 5-7, 2001.

Morrison identifies violence in schools as a pressing social issue and begins this paper by focusing first on bullying: defining it, identifying such behavior, patterns, etc. Then she moves to how restorative justice processes and philosophy can address such behaviors.

* *book*

Morrison, B. (2007). *Restoring safe school communities: A whole school response to bullying, violence and alienation*. Sydney, Australia: The Federation Press.

Morrison proposes responsive and restorative practices to counter problems of bullying and violence in schools and to build safer school communities. She introduces a whole school approach with three levels of practice on a continuum of responsive and restorative practices for building safe school communities.

The first, most proactive, level of practices aims to develop all students' social and emotional competencies, to enable students to resolve their differences in caring and respectful ways. The second level of practices widens the circle of care around the participants, and the third and final level involves the participation of an even wider cross-section of the school community (including parents, guardians, social workers, and others who have been affected).

Morrison explains the thinking behind the suggested responses and shows how they can be implemented by practices such as a responsible citizen program and restorative justice circles and conferences.

* *full-text article (2 pages)*

Porter, A.J. (2007, April 27). Restorative practices in schools: Research reveals power of restorative approach, part I. *Restorative Practices eForum*. Retrieved 4 August 2007, from <http://www.safersanerschools.org/library/schoolresearch1.html>

In a gathering of qualitative evidence, Porter explores the well-informed opinions of educators and trainers in the U.S., Canada, Australia, and New Zealand regarding the benefits and positive impacts of restorative practices in schools.

* *full-text article (3 pages)*

Porter, A.J. (2007, June 6). Restorative practices in schools: Research reveals power of restorative approach, part II. *Restorative Practices eForum*. Retrieved 8 August 2007, from <http://www.safersanerschools.org/library/schoolresearch2.html>

In the second part of this article, Porter notes that there is an abundance of qualitative evidence supporting restorative practices in schools but also acknowledges the need for more quantitative research in the field. To illustrate the impact of restorative practices in schools, positive quantitative results are cited from research done in schools in the U.S., Canada, Australia, England, and Scotland.

* *book*

Pranis, K. (2005). *Circle processes: A new/old approach to peacemaking*. Intercourse, PA: Good Books.

Pranis explains the concept of the circle process, its historical roots, different types of circles for different purposes, and how to organize a circle. She punctuates her explanations with stories that illustrate the power of circles. Additionally, Appendix 1 (by Cynthia Zwicky) speaks to ways in which circles can be (and have been) successfully implemented in school settings, such as for conflict resolution, to build community, and to teach curriculum lessons.

* *book*

Pranis, K., Stuart, B., & Wedge, M. (2003). *Peacemaking circles: From crime to community*. St. Paul, MN: Living Justice Press.

The authors outline both the spirit and the structures that make up the Circle process as it is used in communities, schools, correctional settings, and in healing many other kinds of harms. Many stories of healing which have taken place in Circle settings are included, as well as observations from those who have been facilitating Circles for years.

The book expounds upon the Circle framework, including the “inner frame” (underlying values, principles, and philosophy) and “outer frame” (five key elements that embody and reinforce the values and principles of the inner frame); outlines the four stages of the Circle process (determining suitability, preparation, Circle gathering, and follow-up); discusses the use of Circles as a response to crime; explores of the benefits of the Circle process; and provides a brief look at the healing and transformation that can emerge from the Circle process.

* *partial text: table of contents, abstract, executive summary, Section 7.3 (5 pages)*

Sherman, L., & Strang, H. (2007). *Restorative justice: The evidence*. London: The Smith Institute.

This thorough assessment of the evidence of the effectiveness of restorative practices in the U.K. and internationally examines various kinds of restorative processes and results in a number of conclusions, namely that restorative justice works differently on different kinds of people and that it seems to reduce crime more effectively with more, rather than less, serious crimes. Additionally, there is a segment on restorative justice in schools (Section 7.3).

* *full-text article (2 pages)*

Snyder, S. (2003, November 17). Discipline practice making the grade. *The Philadelphia Inquirer*, pp. B1, B4.

This journalist chronicles the success of restorative practices in the Palisades School District (among others) in the Philadelphia area with programs/training associated with the International Institute for Restorative Practices (IIRP).

* *full-text newsletter (12 pages)*

Sweedler, M. (Ed.). (2004, Winter). The fourth R: The quarterly newsletter of the education section. Washington, D.C.: Association for Conflict Resolution.

This issue of the Association for Conflict Resolution's education newsletter focuses specifically on restorative justice in schools, from a look at past and current practices to a summary of program implementation in a Virginia school to explanations from veterans in this field as to why and how restorative discipline works.

* *full-text article (4 pages)*

Wachtel, T. (1999). SaferSanerSchools: Restoring community in a disconnected world. Retrieved 4 August 2007, from <http://www.iirp.org/library/safersanerschools.html>

Wachtel strongly believes that the loss of community in the U.S. is reflected in our schools, resulting in disconnectedness, alienation, violence, and anger. To combat this, schools have become more punitive, with few positive results. Wachtel argues we need to shift our understanding of discipline from a polarized punitive-permissive continuum to a more holistic social discipline window which recognizes a place for restorative measures. Additionally, he outlines elements of good restorative practices as well as illustrates the myriad environments in which restorative practices are not only appropriate but sorely needed.

* *full-text article (2 pages)*

Welden, L. (2008, January 14). Restorative practices in Australia's schools: Strong relationships and multi-school summits help schools "be and learn" together. *Restorative Practices eForum*. Retrieved 11 March 2008, from <http://www.safersanerschools.org/library/australia.html>

This summary of the success of two Australian educators with restorative practices in schools (for one of them, see also Lyn Doppler's *Churchill Report*) includes descriptions of their practices and the positive outcomes, as well as their next steps for continuing these practices.

* *full-text description (3 paragraphs)*

What is SaferSanerSchools? (n.d.) Retrieved 16 November 2006, from http://www.safersanerschools.org/Pages/what_is.html

This brief description of the International Institute for Restorative Practices' (IIRP) SaferSanerSchools program notes what the program offers, to its history and roots, to its connection with IIRP's Real Justice program.

