

Statistics and Surveys on Restitution

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S7N 1S2.

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RESTITUTION MAKES EVERYTHING BETTER

Restitution is a self discipline program which teaches youth to look inside themselves to learn to handle their behaviors. When students learn about their needs and about how to manage their emotions, incidents of discipline drop down and stay down. For example Richfield School District is a blue collar suburb ten minutes from the Minneapolis airport. In the past twelve years the diversity in their district has risen from 13% to 36%. During this time suspensions have dropped. Last year a board member moved that the district recommit itself to responsibility training for another decade. Each year new staff receive eighteen hours of inservice on student management. Richfield High School is under the leadership of Teresa Rosen assistant principal is in its twelfth year of Restitution Self Discipline improving relationships with students.

Today with the emphasis on the 'No Child Left Behind' legislation and student achievement, one might ask, "Do teachers have time to build relationships with their students?" Research has shown us that teachers' actions in their classrooms have twice the impact on student achievement as do school policies regarding curriculum, assessment, staff collegiality, and community involvement (Marzano, 2003a). We also know that one of the classroom teacher's most important jobs is managing the classroom effectively. A comprehensive literature review by Wang, Haertel, and Walberg (1993) demonstrated the importance of effective classroom management. These researchers analyzed 86 chapters from annual research reviews, 44 handbook chapters, 20 government and commissioned reports, and 11 journal articles to produce a list of 228 variables affecting student achievement. They combined the results of these analyses with the findings from 134 separate meta-analyses. Of all the variables, classroom management had the largest effect on student achievement.

I chose the title of this section for two reasons. The first reason is that real restitution, the way we practice it, is a restorative process. Based on traditional first nations practice restitution heals the individual and it repairs relationships and everything gets better.

The second reason I chose the title is to honor all the outstanding programs that have adapted Restitution to become even better. I am thinking here of programs that have already been nationally recognized such as Highland Pak, which was featured in Educational Leadership, Olson School featured in Time Magazine, Jolene Richardson who spearheaded the Character Education program of North

Dakota who took Restitution training and Mary Ticiu of the Restorative Justice program of South Saint Paul, MN. There is the Johnson City School System featured in Dr. William Glasser's Quality School and the Stonebridge Open School for twenty five years an exemplary model of an open environment. Calcium School in upper New York State, a training site for invitational schools, added Restitution to its repertoire. There is the École J.H. Sissons School in Yellowknife, NWT, a French immersion school, which got a \$1.5 million grant from the Crime Prevention Institute of Canada to teach Restitution across the Arctic. We are anxious to see their five year evaluation of ten schools across the Arctic, for example, Range Lake School, Chief Julius Schoolin Forth MacPherson, Sir Alexander Mackenzie School in Inuvik, and Kullik Ilihakvik School in Cambridge Bay. The Evergreen School District, the fastest growing district in Washington which was one the first recipients of the Bill and Melissa Gates Foundation grants of \$9.2 million to reinvent the high school of the future. Central Middle School in Eden Prairie, the largest middle school in Minnesota has been doing Restitution for seven years. Richfield School District, a pilot school district for standardized testing has been teaching Restitution for twelve years.

Each of these programs in its own right is an outstanding example of what committed educators can do. Each of these schools has a history of already completing a major innovation. By adding Restitution each of these programs has been willing to step once more into a new cycle of change building on the wisdom they already have in their school community and making everything better for students.

Other schools are also part of this story. The Princess Alexandra Community School went from being one of the most depressed schools in the city of Saskatoon, SK and raised their median grade scores from 7% to 55% to become a beacon of hope. Roosevelt High School in downtown Minneapolis, MN joined their parents to work miracles. The West Middle School in Rockford, IL successfully moved into Restitution despite the fact their district was under the burden of a desegregation order. The Jefferson Elementary School in Valley City, ND and the Jeanette Myhre Elementary School in Bismarck, ND both had Restitution principals who were named North Dakota principals of the year in 1999 and 2000 respectively. Each of these schools leaned Restitution and they did much, much more. They stopped focusing on consequences except in the most serious incidents and they focused instead on the common good. They moved from rule based to believe based discipline. When exemplary school wants more it is an honor. When school that have few discipline problems want to move away

from comfortable consequences it is encouraging. When discouraged schools show courage, it is exhilarating. The big “aha” is Restitution makes everything better.

How did they do it?

They read the book *Restitution: Restructuring School Discipline*, sent people to training and had the courage to work with parents and to change their practices.

What did they change?

1. They developed bottom lines with parents for serious offenses.
2. They de-emphasized minor rules.
3. They moved to talking about beliefs first among themselves and then with students.
4. They clarified roles with My Job/Your Job Is/Is Not Activity.
5. They taught students about their basic needs.
6. They helped youth reflect on the kind of person they want to be.
7. They used restorative restitution.

What Happened?

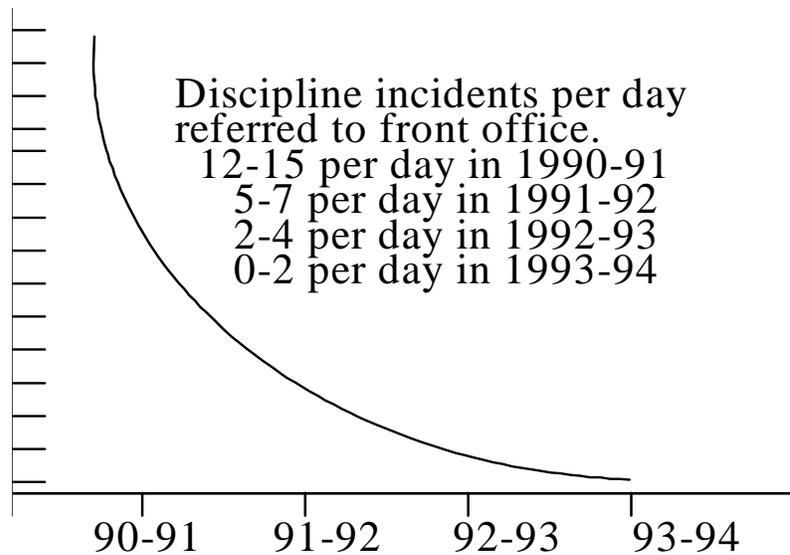
1. Incidents of discipline dropped and continue to do so years after implementation.
2. Grade scores went up.
3. Teacher sick days dropped.
4. Student absences dropped.
5. People laughed more.
6. Parents thanked the school for helping their children.

Research not only supports the importance of classroom management, but it also sheds light on the dynamics of classroom management. In a recent meta-analysis of more than 100 studies (Marzano, 2003b), it found that the quality of teacher-student relationship is the keystone for all other aspects of classroom management. In fact, the meta-analysis indicates that on average, teachers who had high-quality relationships with their students had 31 percent fewer discipline problems, rule violations, and related problems over a year’s time than did teachers who did not have high-quality relationships with their students.

Grady Brown School Hillsborough, NC Grades K-5

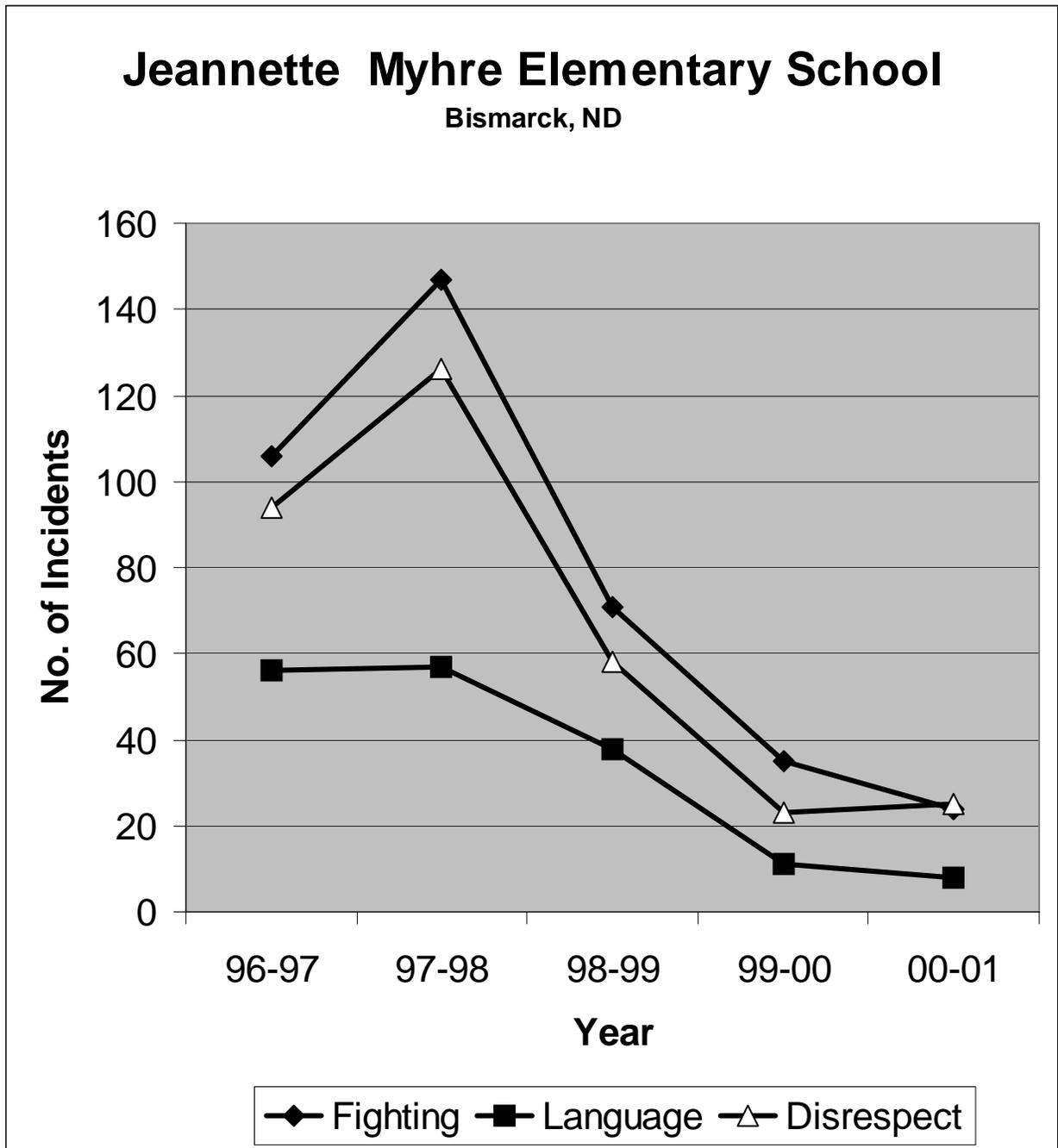
The implementation of Restitution has led to several significant results. Using this model of discipline there has been a visible decrease in the number of discipline incidents (see figure 1). This has allowed teachers and staff more time to do what they do best—to engage children in the learning process, to guide them toward responsible decision-making, and to instill a desire for self-improvement.

Figure 1



There is an increased sense of pride and belonging among the students, staff and families of GBA. They are proud of the kinds of students, teachers, and parents they are. Students label themselves a “problem-solvers” and are actively aligning their behaviors and attitudes with their beliefs. They are making choices based on principles important to them and not because of external consequences or fear of punishment. This has encouraged our kids to do what they do best—to become more responsible, internally motivated students.

Figure 2



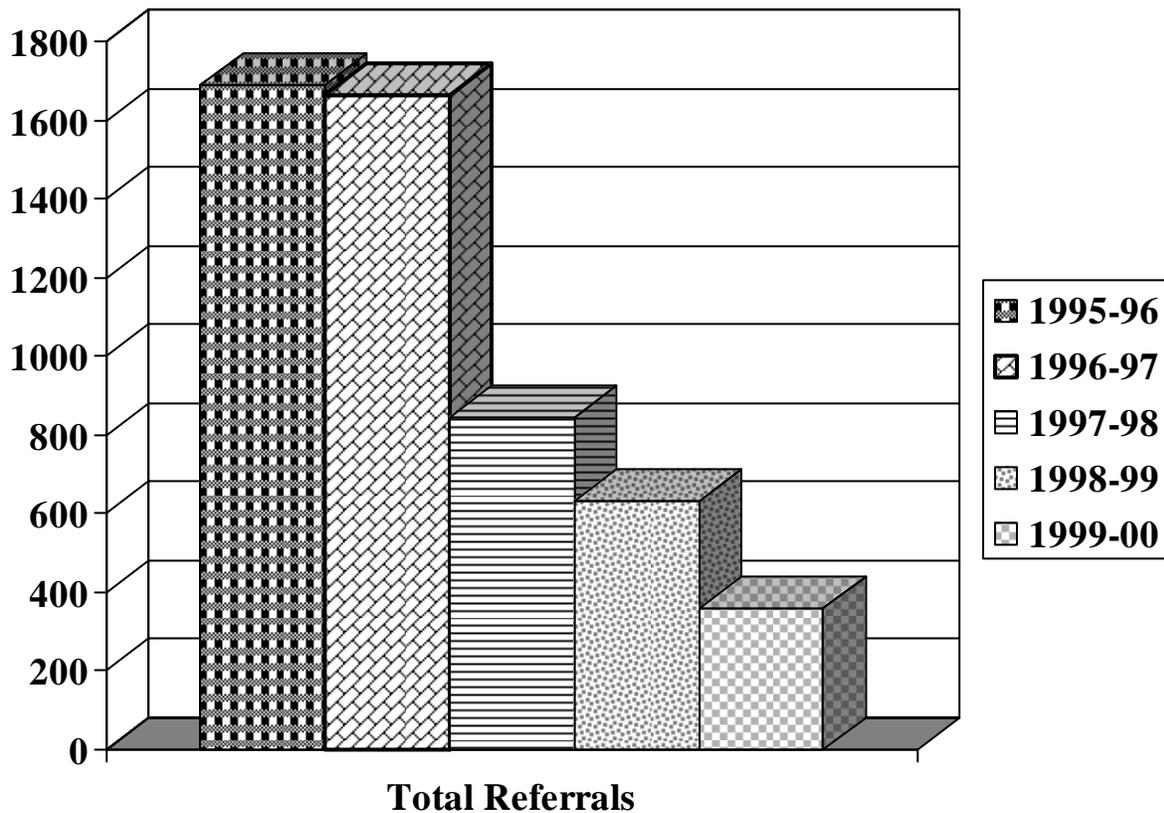
- Grades: Kindergarten to 6
- Average: 410 to 430 students
- Urban school with high poverty - 55%.

Haskell Elementary Rockford, IL - Vicki Jacobson, Principal

- 1995-96 Only principal and two other staff trained in Restitution
- 1996-97 All teachers from one grade level trained
- 1997-98 Entire school trained in Restitution
- 1998-99 Implementation of Restitution
- 1999-00 Further implementation * - in the process of confirmation

Demographics - 97% Free & Reduced Lunch
- Low socio-economic, high minority population
- Have been on State Watch list for three years

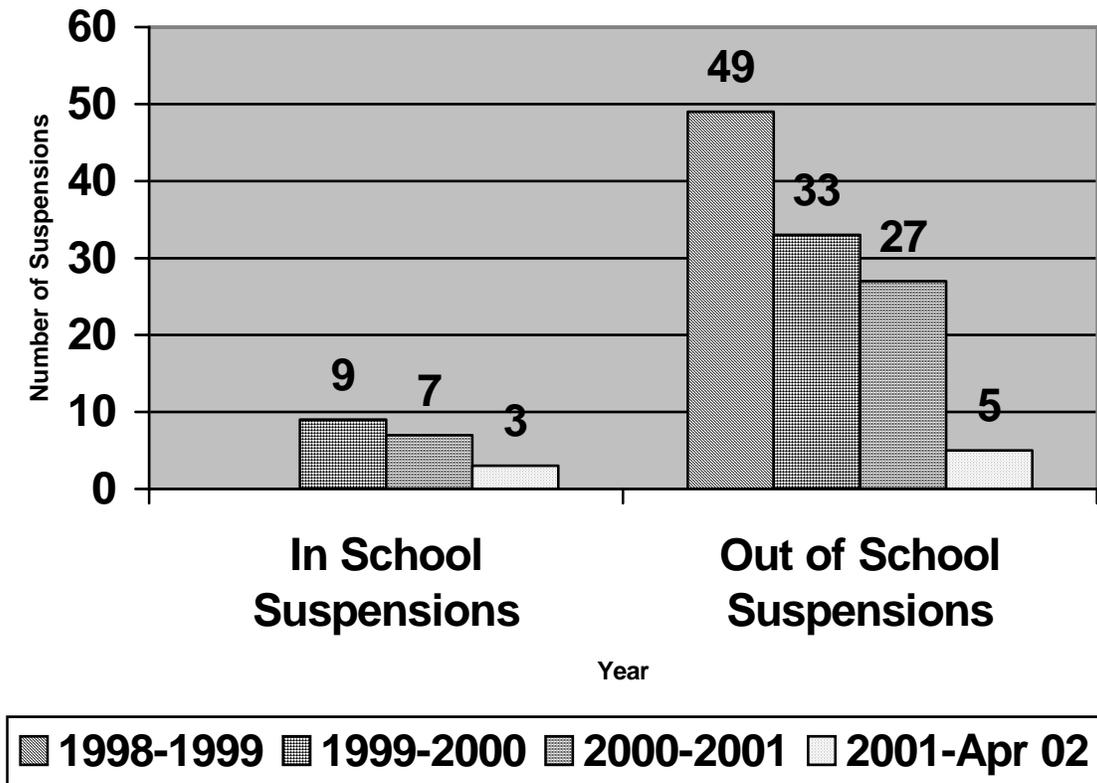
Figure 3



École J.H. Sissons School, Yellowknife, NWT School Suspensions –1998-2002

École J.H. Sissons School in Yellowknife was the first North West Territories school to implement the Restitution program five years ago, creating the “Peace Circle Model” as a Northern prototype. This model offers a process for schools to change from an external “rewards and punishments” discipline system, to a restorative, belief-based system where basic needs are met, internal motivation is fostered, and responsible decision-making results. Restitution was started in October 1998. The in-school and out of school suspensions in the chart below were combined.

Figure 4



Purpose of the Restitution Peace Project: May 2002-April 2006 (*See appendix on page 33*)

- To teach educators, parents and community caregivers new skills and strategies to manage youth without fear and coercion and create need-satisfying environments.
- To teach children to management themselves by meeting their needs in helpful ways and repairing their mistakes to develop internal character strength.
- To develop a permanent educational framework and resource base for training Northerners to ensure program continuity and long-term sustainability.
- To help address the lower than average rate of high school graduates in the North. (NWT high school graduation rate is 50% overall, and 25% in the Aboriginal population compared to 75% overall in Canada.
- To help address youth and family violence problems.
- To respond to growing concern for safer schools and communities. (

(According to Stats Can, the NWT has the highest per capita rate of incarceration in Canada - convictions for violent crime at 5 times the national average, 6 times for sexual assaults. Heavy alcohol consumption is twice the national average, and the use of family shelters is 8 times higher than the rest of Canada.)

Reindeer Lake School Incidents of Discipline Southend, SK

(8 hours North of Saskatoon, SK)

Nursery–Grade 12 – 375 students

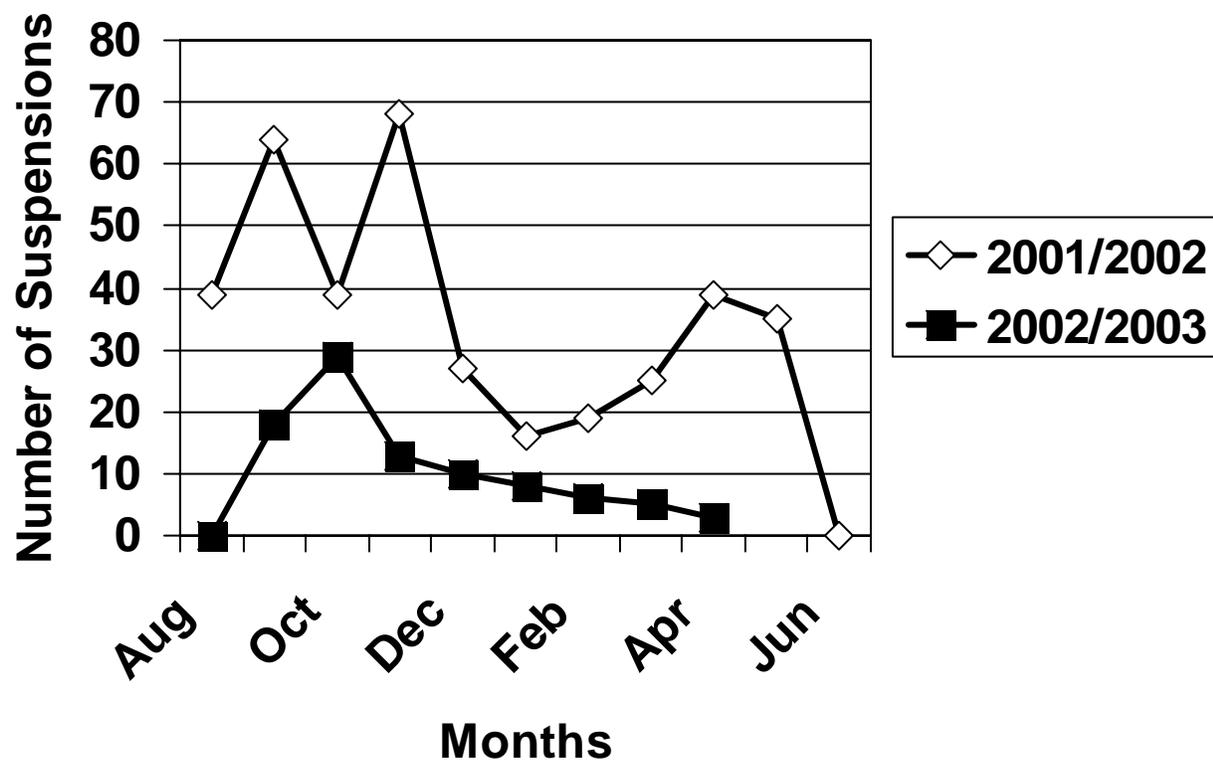
Totals: Aug 2001-Mar 2002 = 262 (Year 336)
Aug 2002-Mar 2003 = 89 (decrease of 66%)

Staff Training:

Restitution I – Aug 2002

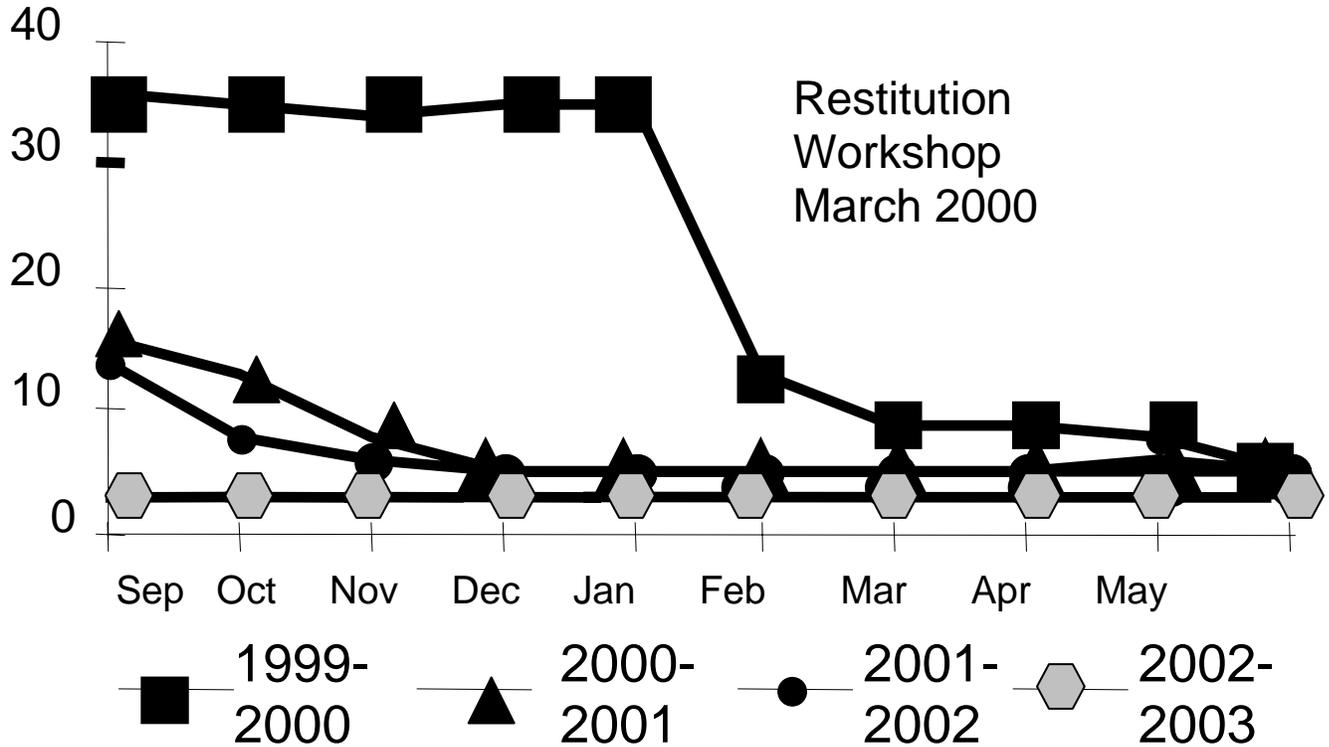
Restitution II –Mar 2003

Figure 5



**Princess Alexandra Community School
Discipline Incidents
Saskatoon, SK
September 1999 – June 2002**

Figure 6



Princess Alexandra Community School Saskatoon, SK

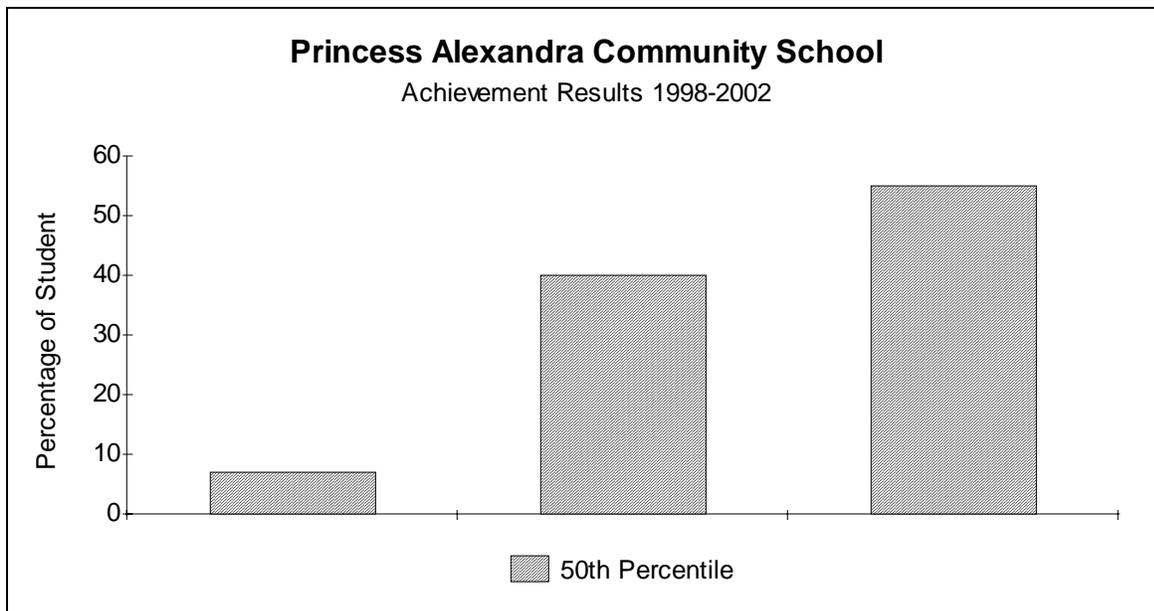
Princess Alexandra Community School in Saskatoon, Saskatchewan, is an inner city school. It is half a block from the railroad tracks and shares a parking lot with a bingo hall. Princess Alexandra has an enrollment of 200 - 250 students from pre-kindergarten to grade eight. It is a community school with high transience and high level of poverty. Most children walk to school and 98% of students receive free or reduced lunch. Staff, principal, parents and elders developed their beliefs. Students are referred to the principal for counseling or bottom line.

In 1999 the principal did a study and found to his surprise that in the previous decade not one student who had graduated from grade eight from Princess Alexandra had gone on to graduate from high school. In March 2000 twenty five staff members, parents and our elder attended the two day workshop, Restitution I. After this workshop our incidents of discipline began to drop every month. In the past four years the board decided to support Restitution training and dramatic changes are taking place. The school has gone from thirty seven incidents of discipline a day to less than two per day. In September 2000 with 150 new students we had to begin the process again and realized the same decrease in discipline problems. By December 2000 it was reduced to five incidents per day and by June 2001 less than two per week. To date we have been able to maintain this average.

Fifty-five percent of the students are now at the median scores of the Canadian Test of Basic Skills whereas three years ago it was 7%. Last year each student who left grade one could read. Ninety-eight percent of the parents in the community are involved with the school. Princess Alexandra has received a fifteen thousand dollar grant from the Saskatchewan Teacher's Federation to study the relationship between Restitution Self Discipline and aboriginal child rearing practices. Princess Alexandra has been recognized as one of twelve outstanding aboriginal schools in Canada in 2003. It was the only urban school to be so honored. Yves Bousquet and Ted Amendt have spearheaded this program. Elders Katy Poundmaker, Ina Ahenekeew and Edward Baldhead, amongst other Elders, have provided guidance. The Princess Alexandra staff has given Restitution many ideas. The one I enclose here is their outline for a staff to come to consensus about dealing with conflict.

Princess Alexandra Community School Update

- In 1998, only 7 % of our students in grade 4 performed at the 50 percentile on the Canadian Achievement Test (CAT).
- In 2000, 40% of our students in grade 4 performed at the 50 percentile on the Canadian Achievement Test (CAT).
- In 2002, 55% of our grade 4 students are at or above the 50% percentile on the Canadian Achievement Test (CAT).



That means that over 50% our students are doing as well or better than the average Canadian grade 4 student.

- As of the spring 2002, we can say that all our grade 1 students can read, compare to 50% in 2000.

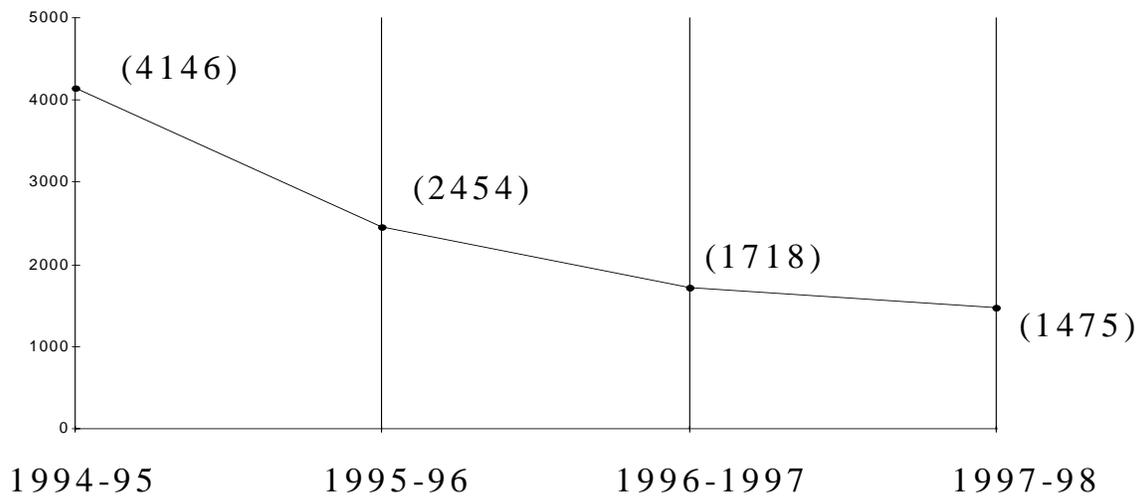
We are on target for our goals;

1. To have all grade 1 students read at grade level by 2004.
2. To have all our students K – 4 performing at or above grade level by 2005.
3. To close the gap in our senior students' performance to less than 2 years behind grade level by 2005. (Now, a 5 years gap is common).

West Middle School 1995-96

Figure 7

Discipline Referrals West Middle School Rockford School District, Rockford, IL



Drop of discipline referrals 2671 - 64%

West Middle School Research Brief Dr. Jeff Grumley

By using the ideas of Restitution significant reduction in the number of disciplinary referrals and a simultaneous increase in grade point averages were achieved. Results indicate less time spent on discipline issues and more time spent on learning.

Rockford is the second largest city and school district in Illinois, located 90 miles northwest of Chicago. IN 1994-95 Dr. Jeff Grumley primarily worked with 190 students completing 300 restitution's between students and teachers. The first year's goal was to positively impact students who had been referred to the assistant principals for either insubordination or classroom disruptions; they referred students to me.

Teacher-student relationships were repaired after an infraction by using restitution to aid in the restoration of a success identity perception. Even though students had already received a consequence before I met with them the first year, over 95% or 290 times students chose to "make it right" and repair the damaged relationship with their teachers without any extrinsic motivation. There was no need to dangle a carrot in front of students like reduced suspension time as an incentive to mend broken relationships with their teachers and peers. Values or beliefs did not have to be implanted.

Rather, questions needed to be asked to help students understand that their perceptions, or pictures in their heads, drive their behaviors. Restitution leads to belief-based (internal motivation) lifelong learning through first self restitution, then restitution with others.

The second year the disciplinary data was collected and compared from the first semester 1994-95 with 1995-96 showed a decrease in total number of disciplinary referrals of 2400, or 40% reduction (from 4000 to 2600) in overall number of referrals after restitution was utilized as a preventative tool in the classroom. Significant reduction in classroom disruptions (62%) and an improvement in school & class attendance (over 90%) were noted the second year (*See Figure 7- page 15, Figures 8 & 9- page 17-18. For individual student examples of drops in discipline referrals see figures 10-12 pages 19-20*). Additionally, the academic achievement data collected this past year (1995-96) by colleagues of mine showed that the typical downward trend from previous years' data among 7th graders did not continue after a year of utilizing restitution. Moreover, students whose teachers (Group 1) practice the preventative approach of restitution as part of their classroom philosophy and management, achieved an overall 20% increase in GPA over students (Group 2) not using restitution approach (*See Figure 13 – page 221*).

A longitudinal study of five years or more that analyzes both discipline and academic performance, as well as student, teacher and parent

perception of each, will show more conclusive evidence about the significance of restitution at West Middle School. Presently however, these results indicate the initial impact of restitution-as-system-change in one urban, middle school. After two years at West, Restitution's significance is indicative of the outcome evident from teachers' surveys: less time on discipline issues and more time for learning.

FIGURE 8

WEST MIDDLE SCHOOL - DISCIPLINE REFERRAL TOTALS
COMPARISON TOTALS AFTER THE BEGINNING OF IMPLEMENTING RESTITUTION

	Semi 94-95	Semi 95-96	Change +/-	% Change +/-
Tardy	327	3	-324	-99.1
Forgery	5	5	0	0
Truancy	187	29	-158	-94.5
Insubordination	1456	1599	143	9.8
Disruptive Behavior	1050	394	-656	-62.5
Gambling	1	2	1	100
Group Violence	4	17	13	325
Fighting	165	112	-53	-32.1
Verbal/Student	4	1	3	-32.1
Verbal/Staff	99	52	-47	-47.5
Gang Indication	9	7	-2	-22.5
Extortion	0	0	0	0
Alcohol/Drugs	3	4	1	33.3
Sale/Drugs	0	0	0	0
Tobacco Use	6	5	-1	-16.7
Possession Stolen Goods	5	7	2	40
Theft	7	9	2	28.69
False Alarm	8	3	-5	-62.5
Threat/Student	6	16	10	166.7
Threat/Staff	34	13	-21	-61.8
Assault/Student	63	105	42	66.7
Assault/Staff	22	20	-2	-9.1
Possession Weapon	4	5	1	25
Weapon Use	1	0	-1	-100
Vandalism	8	1	-7	87.5
Other	210	29	-181	-869.2
Totals	4076	2438	-1638	-40.2

SEX AND ETHNIC BREAKOUT

Total Majority Minority Male Female

Number	2438	781	1657	1731	707
Percent		32	68	71	29
	Eth1	Eth2	Eth3	Eth4	Eth5
Number	1600	777		4	57
Percent	65.6	31.9		.2	2.3

FIGURE 9
WEST MIDDLE SCHOOL DISCIPLINE REFERRAL TOTALS
 Comparison Totals After the Beginning of Implementing Restitution

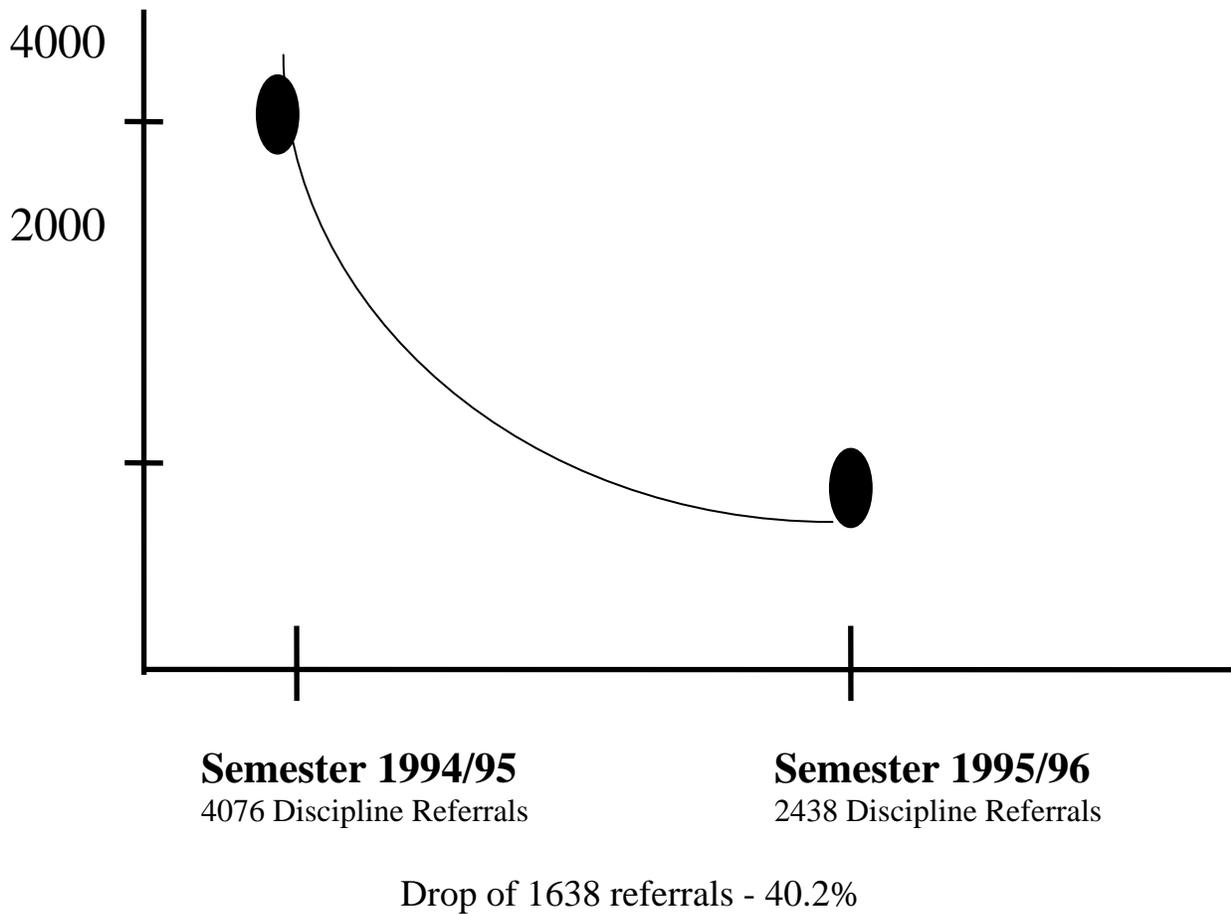


Figure 10 – Individual Student Example
Restitution Takes Hold Project

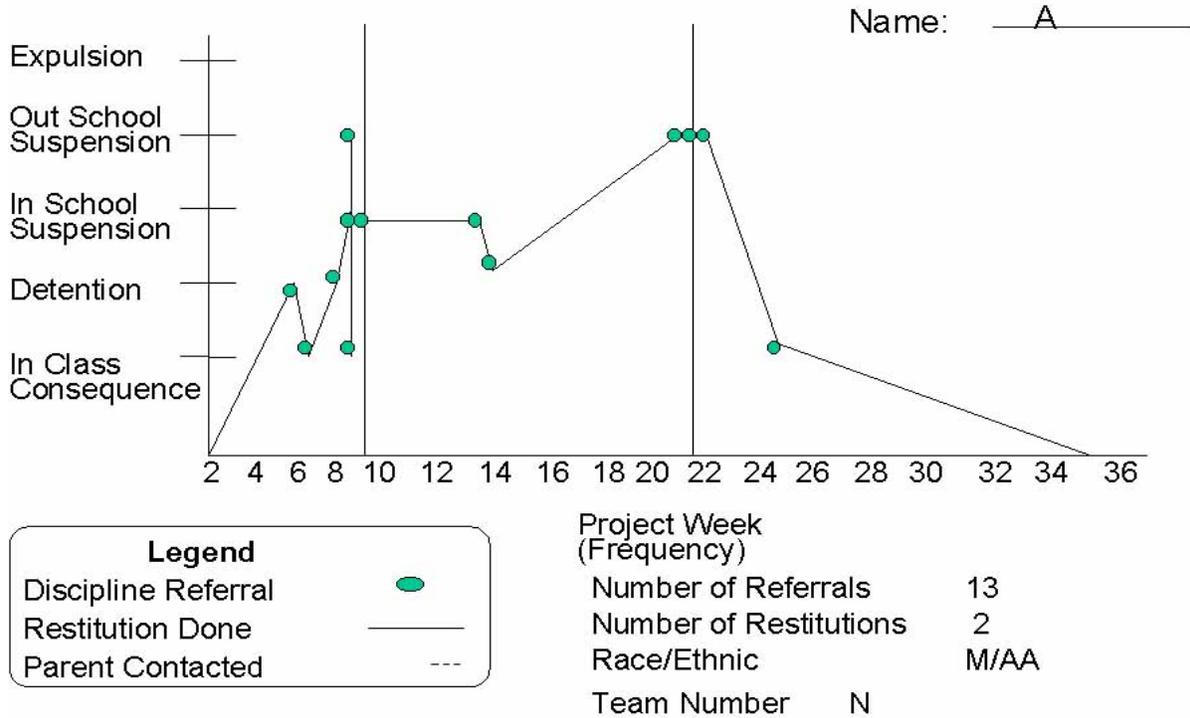
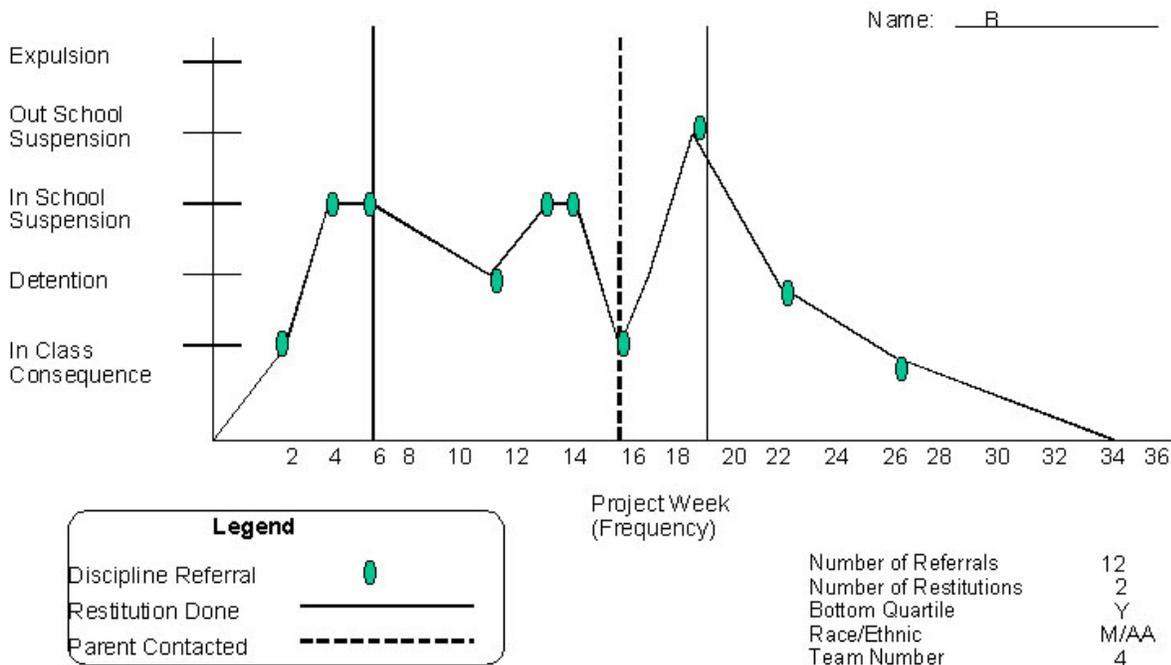


Figure 11 – Individual Student Example

Restitution Takes Hold Project

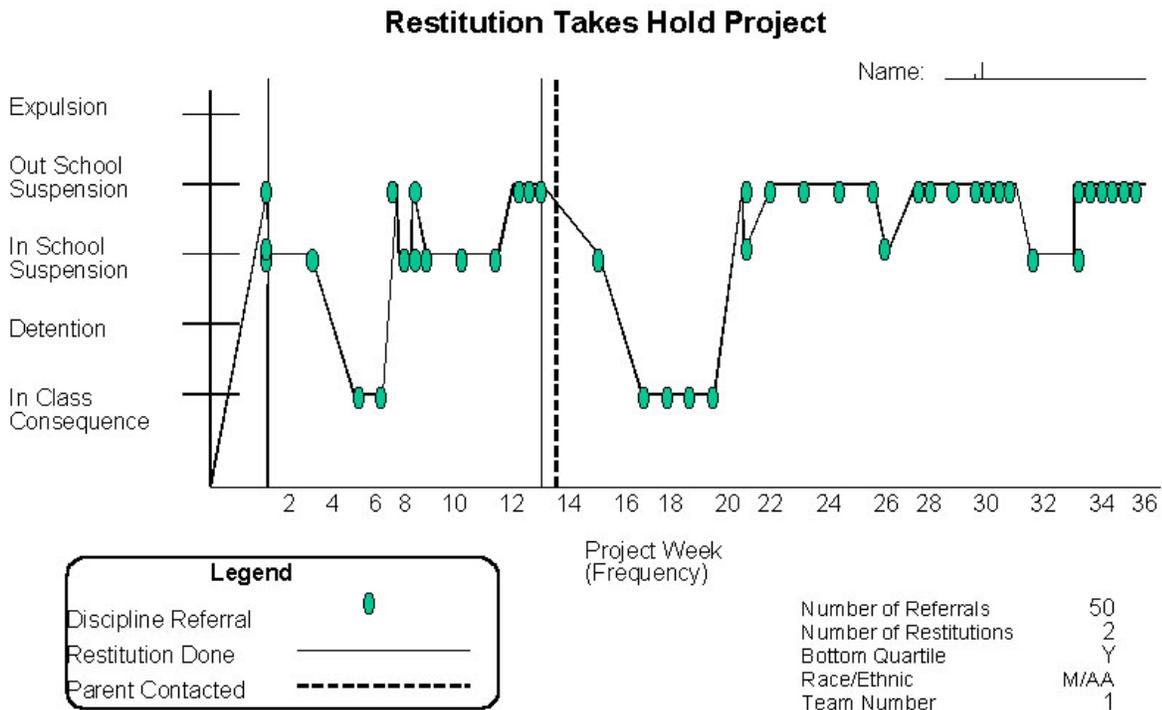


Restitution is a process. Expect on an implementation dip. Sometimes we are going two steps forward and one step backwards as we attempt to get balance between the bottom lines and beliefs.

As you have noticed in the previous overheads the incidents for discipline drop down after the first restitution and rise again. It is as if the kids don't believe we are serious about solving problems rather than punishing or they think, "Nothing happens there they just talk to you." After the second restitution when incidents of discipline fall they tend to stay down, especially if the parents have been involved.

In the following example you will see a dramatic drop in incidents of discipline followed by a return to a series of out of school suspension. If this pattern continues there is a good chance this boy is on the way to jail. This is a sad situation because we had him engaged at one point.

Figure 12 – Individual Student Example



West Middle School - Restitution Evaluation
1994-95

Teachers Trained – “Introduction to Restitution”	66
Students Using Restitution	189
Bottom Quartile Students Taught	86
Teachers Responding to Survey	54
Percent of Surveyed Staff Positive to Restitution	94

Comments:

1. Restitution results show a decrease in severity of outcomes and a reduction of student discipline referrals.
2. Three hundred Restitutions were completed, resulting in 300 fewer in school suspension or out of school suspension consequences.
3. Six (7%) of the 86 bottom quartile students had 3 or more Restitutions.

West Middle School - Restitution Projected Outcomes
1995-96

Teachers Trained - “Implementing Restitution”	75
Students Using Restitution	700
Bottom Quartile Students Taught	200
Total Number of Restitution Conversations	1000
Parents Taught Restitution	150
Restitution “Rainmakers” (Students teaching other students)	60

Comments:

1. Implementing Restitution will be focus of training with counselors and teachers.
2. Parents and their children will be taught Restitution when students are caught in hall sweeps.

1000 total Restitution conversations will result in approximately 700 fewer out of school suspensions.

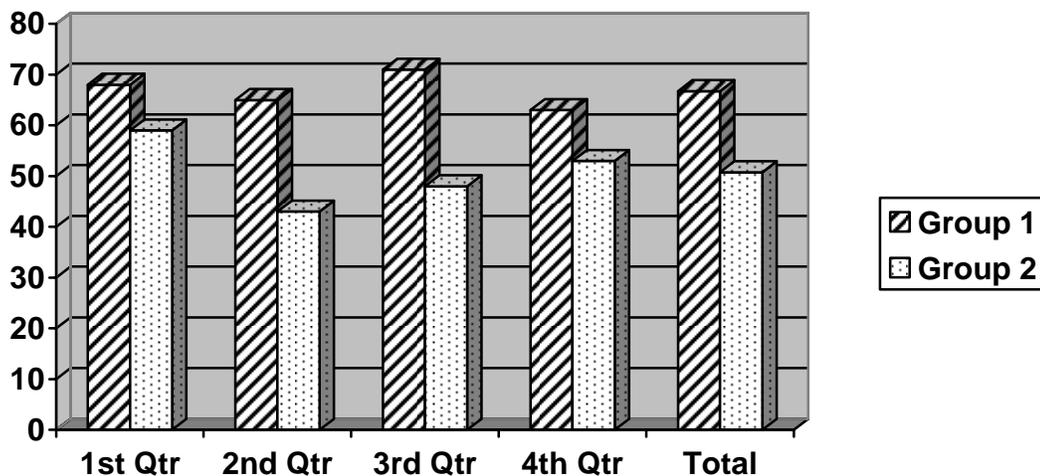
West Middle School, Rockford, IL - 1995-96 Academic Chart

For this evaluation, students were randomly assigned to groups by the school district computer. The district computer balanced the groups for these variables: ability/achievement levels, ethnic background and gender. The ethnic breakout in the district is 30% minority and 70% majority. In West Middle School the ethnic breakout is 45% minority and 55% majority. (Minority is mainly African-American, less than 5% Hispanic.)

The statistics for the Grade 7 gifted program were removed because they identified differently. It is an all district program offered at West. (Selection is by high achievement only). The number of students in Group 1 was 140. The number of students in Group 2 was about 280. There were four teachers in Group 1, eight teachers in Group 2. Look at what happened Quarter 3 when all of Group 1 teachers attended the Restitution Workshop on February 26-27, 1996. Historically, the grades at West Middle School follow the pattern of Group 2 with the scores being lower as the year goes on. Group 1 almost recovered to the Quarter 1 level? This is significant for West Middle School.

Figure 13

Comparison of Percentage of Two Groups Achieving a GPA of 2.0 or Better



Group 1 - Teachers practicing Restitution
Group 2 - Teachers not using Restitution

LINCOLN CENTER ELEMENTARY, SOUTH ST. PAUL, MN
Principal - Paul Johnson

Our first year we started with rules only. In 1997-98 was a year of training for our staff in Restitution. In 1998 we started doing beliefs with staff and students. The second semester (January 1999) we firmed up our bottom line and this helped a lot. We began the fall of 1999 year with teaching basic needs, reviewing beliefs, and reviewing clear bottom lines. We now have a peaceful school. There is an ongoing need to rebalance the bottom lines with the beliefs.

Figure 14 - Office Referrals for Behavior 1997-00
Lincoln Center Elementary School - South St. Paul, MN
Dr. Paul K. Johnson, Principal

	1997-98	1998-99	1999-00
September	101	183	59
October	182	164	61
November	191	170	54
December	218	128	26
January	158	70	
February	185	119	
March	195	142	
April	203	100	
May/June	229	67	

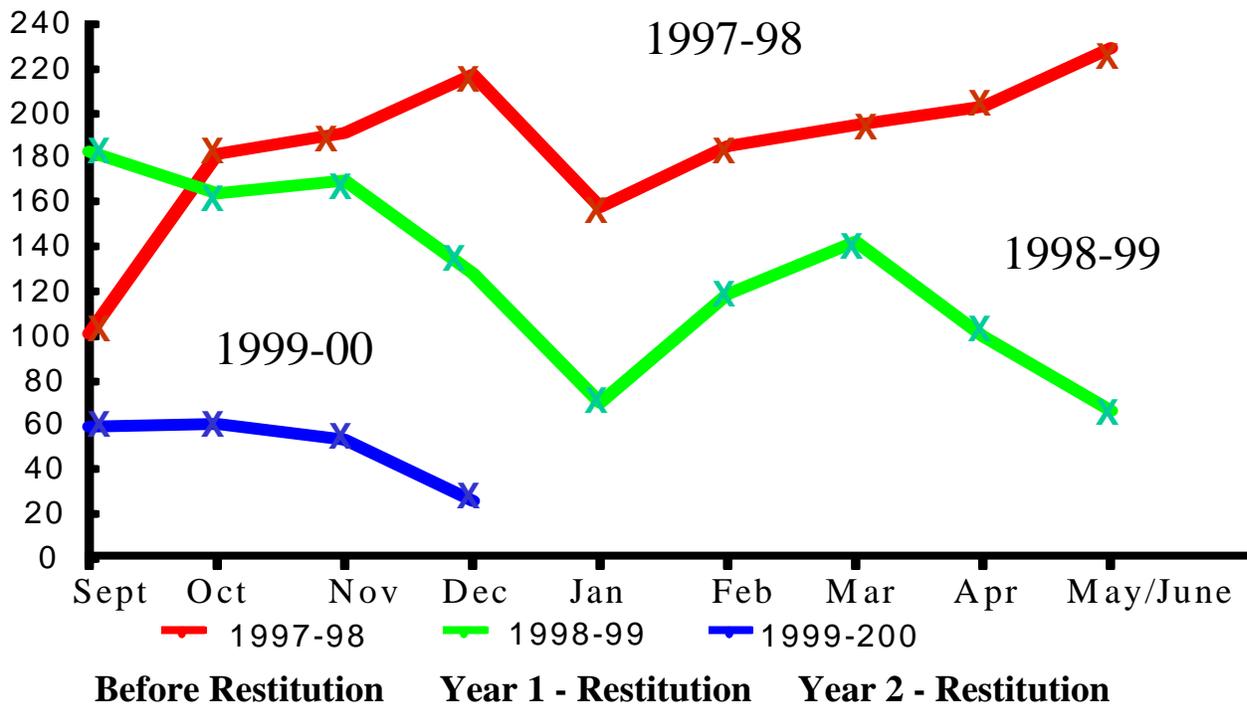
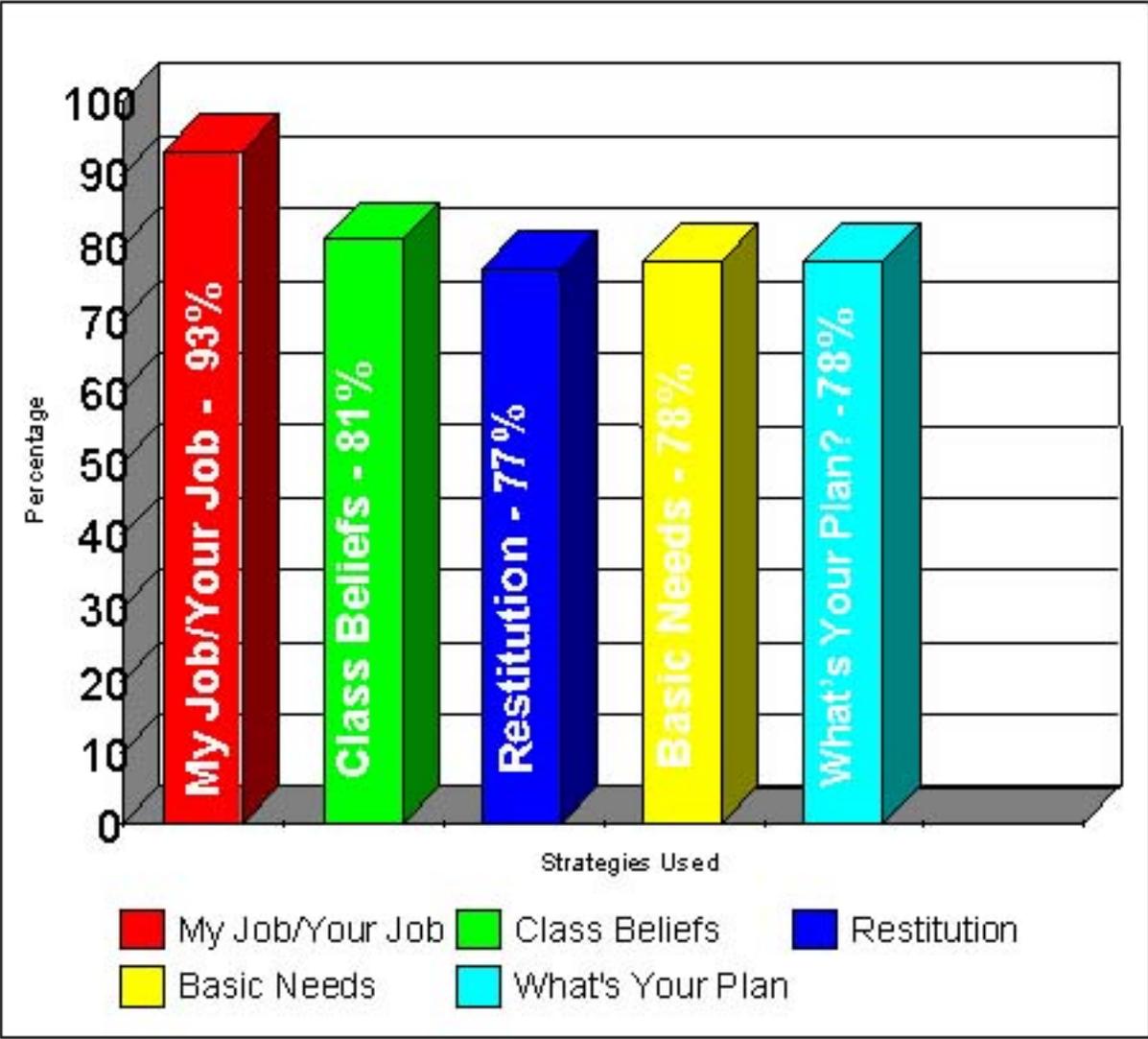


FIGURE 15
Implementation By Teachers Five Years After Training
695 Surveyed - Evergreen School District, Vancouver, WA



APPENDICES: SURVEYS AND EVALUATIONS

1. Restitution Survey Report for Grant Funding at Lincoln Middle School in Rockford, Illinois – by Dr. Jeff Grumley

The pre-test & post-test Restitution survey (hereafter: survey) addresses two important aspects of the Restitution approach. Restitution is an intervention that strengthens the student (internal motivation) and the student-teacher relationship (system solution). The purpose of Restitution is for students to be able to self evaluate and evaluate their class, i.e. having the ability to meet one's own needs without interfering with other's ability to meet their needs (William Glasser's definition of "responsibility").

Restitution as used at Lincoln is adapted from Diane Gossen, author of *Restitution: Restructuring School Discipline* (1993). Dr. Grumley has worked with Ms. Gossen for the last 4 years. Restitution is about self balance, and creating healing circles within the learning environment.

Restitution is a way to restore ourselves, repair relationships and build school community. At Lincoln we teach Restitution as a process for developing self discipline. At the heart of self discipline is learning it's okay to make a mistake and not finding fault but finding ways to fix broken relationships. Teachers role model the process of Restitution so, together with students, the school community becomes stronger. The focus is on meeting needs, i.e. solutions and future-focused and not on past problems. The goal of Restitution is to learn the ability to meet our needs without interfering with the ability of others to meet their needs.

The student's perspective is measured before any Restitution training commences and at the completion of the academic year. Two teams volunteered: a seventh (7B) and eighth (8A) grade team consisting of about 100 students from each team. Note: not all students took or completed the survey—only those with a pre- & post-test were used.

The survey measures the student's perspective of how well they are able to meet their basic needs of love, achievement, fun, freedom and survival (L.A.F.F.S.) as developed by William Glasser, MD. The survey also measures the student's perspective of the quality of the classroom environment, which is an extension of Glasser's use of Control Theory and Reality Therapy (Gossen, 1993).

The outcome of the surveys is to measure the change between the pre-test in November 1996 and the post-test in May 1997. A positive number represents an improvement, according to the students' perspectives, of how well they meet their needs and the improvement in the quality of their classroom environment. A negative number represents a lack of improvement, according to the students' perspectives, in the students' abilities to meet their needs & the classroom setting.

When students took the pre-test they did not know a post-test would be administered. When students took the post-test they did not review their pre-test surveys. The overall numbers were scored individually for each question (1 2 3 4) for each category (self evaluation and classroom climate). For example, if the pre-test survey question # 1 showed a 2 circled and a post-test survey showed a 3 circled the change would be +1.

Seventh grade (See Figure 16- page 32)

The total surveys returned were 79. There were 36 males and 43 females. 5.57 was overall combination of self and classroom evaluation indicating a positive change.

Self evaluation

There were 55 students (70%) who perceived themselves having improved in their self evaluation and there were 24 students (30%) who perceived themselves having not improved in their self evaluation, i.e. in their perception of their ability to meet their needs. The overall score was 234 divided by 79 = 2.96.

Classroom evaluation

There were 53 students (67%) who perceived the classroom environment as having improved and there were 26 students (33%) who perceived the classroom environment as not improving, i.e. other students were unable to meet their needs. An overall average of 2.61 score indicated the students perception of improvement in the classroom environment (206 divided by 79 = 2.61). This reflects a positive change or improvement of the classroom environment as perceived by the 7B team during the 5 months from the pre-test to the completion of the post-test survey.

Eight grade (See Figure 17 – page 32)

There were 64 surveys returned: 31 males and 33 female students. An overall score, which is a combination of self evaluation (158) and classroom environment (132) equals 290, divided by 64 is 4.53.

Self evaluation

There were 45 (70%) who perceived themselves as having improved and 19 (30%) who perceived themselves as not having improved during the 5 months from the pre-test to post-test survey completion. The overall total was 158 divided by 64 = 2.47 average score.

Class evaluation

There were 43 (67%) who perceived the classroom as having quality and 21 (33%) who measured their needs satisfaction in the classroom with a negative change. The overall total was 132 divided by 64 = 2.06 average score. This reflects a positive change or improvement of the classroom environment as perceived by the 8A team during the 5 months from the pre-test to post-test survey.

Brief survey interpretation

The purpose of this report is to begin to measure the impact of the Restitution approach using two key components: self evaluation and classroom environment evaluation based upon the students' perceptions of change. The results of the survey show that both 7B and 8A perceive their self evaluation and classroom environment to have a positive change during the 5 months from the pre-test in November 1996 until the post-test in May 1997. The prerequisites of the Restitution approach (teaching the basic needs, creating a belief activity or social contract, maintaining the least coercive road) are beginning to have an impact on students. However, a less subjective evaluation such as a factor analysis that took into consideration various variables (maturity level and development of students, teacher's involvement in process, percentage of staff trained in Restitution, etc.) is needed for more reliable research which is, however, beyond the scope of this brief survey.

On the following pages is the instrument used for the pre-test and post-test.

Middle School Survey

Please read the following situation and answer the questions as if you were going to do something to fix the situation. Your task is to come up with a solution. A class of middle school students acted rudely to a substitute teacher. They talked continuously while she was attempting to teach the class, and when she tried to address them, they laughed. Three girls were identified as the ones involved. When their teacher returned to school she told them, “It’s okay to make a mistake, the most important thing is to fix it.” The teacher also said to the girls, “I’m not interested in blame or judgment; I’m interested in you creating a solution.” She then talked to them about the note from the substitute teacher and asked them what they could do. The girls debated a bit, then offered to apologize. The teacher said they could if they wished, then said that they needed to do something in addition to saying, “I’m sorry”.

1. If you were one of the three girls, what could you do to create a solution?
2. Which of the following statements is true for your attempt to fix the situation above. My above statement (#1) shows my effort (check appropriate boxes below):
 - Was just to get through this survey; I don’t care about school at all.
 - To make it right is based upon my understanding of what “right” is for me.
 - To strengthen myself as a human being and as a member of my class & school.
 - Is tied to my personal value(s) or how I think people need to behave.
 - Shows I have little incentive or no reason to repeat the misbehavior.
 - To fix the situation is relevant to what the misbehavior was.
 - Was voluntary (i.e., no one made me choose to write/do what I wrote/did).
 - Was forced by teachers.
 - Was pressured by my peers.
3. If you did what you wrote (in #1), would it help or hurt you? How so?
4. Would it help or hurt your relationship with your friends? How so?
5. Would it help or hurt your relationship with your teacher? How so?
6. Write a situation that happened at home or school where you created a solution to solve a problem between yourself and someone else (family member or student).

Our Classroom

Please rate your classroom--
(Below circle one number)

1 2 3 4
a little some often quite a bit

	1	2	3	4
1. Our classroom feels safe.	1	2	3	4
2. We have interesting things to do each day.	1	2	3	4
3. We have some input in what happens during our day.	1	2	3	4
4. Students respect each other. I am respected.	1	2	3	4
5. We meet our needs without disrupting others needs.	1	2	3	4
6. We do quality work, and try to do our best.	1	2	3	4
7. If I want to I can do the work (I know how to learn).	1	2	3	4
8. Staff say hello to students—student feel welcomed.	1	2	3	4
9. I like to learn about school subjects _____ getting along with others, & solving conflicts.	1	2	3	4
10. The rules and consequences in our school are few and fair.	1	2	3	4
11. There's too much talking and off-task behavior.	1	2	3	4
12. I am preparing myself for high school and lifelong learning.	1	2	3	4
13. There's too much name calling and teasing.	1	2	3	4
14. I don't understand what I'm supposed to do in _____.	1	2	3	4
15. The assignments we get are interesting.	1	2	3	4
16. I like school; I look forward to going each day.	1	2	3	4
17. I am learning things at school I believe are good for me.	1	2	3	4
18. Students are involved in determining the lessons.	1	2	3	4
19. Useful and relevant material is taught. (no worksheets)	1	2	3	4
20. I am pleased with the way we evaluate each other.	1	2	3	4
21. Self evaluation is encouraged, modeled and taught.	1	2	3	4
22. My classroom is safe and learning occurs by all of us.	1	2	3	4
23. I do not have many discipline issues, and those I have I take care of myself.	1	2	3	4
24. I believe it is my job to create the conditions for learning to occur by giving choices to students and, together with them, strive to make the classroom need-satisfying for everyone.	1	2	3	4

Self Evaluation

So- So OK Good Very
Good

1. FUN - How good am I at:				
a. Developing new hobbies	1	2	3	4
b. Being open to try new things.	1	2	3	4
c. Learning something new.	1	2	3	4
d. Playing sports—getting exercise.	1	2	3	4
2. FREEDOM TO CHOOSE - How good am I at:				
a. Making choices about my behavior.	1	2	3	4
b. Deciding who I want to play with.	1	2	3	4
c. Choosing to meet my needs without disrupting others' attempt to meet their needs.	1	2	3	4
d. Asking for what I need / meeting my needs.	1	2	3	4
e. Deciding what I want to do with free time.	1	2	3	4
3. BELONGING - How good am I at:				
a. Being friendly with others.				
b. Complimenting others.	1	2	3	4
c. Asking for help when I need it.	1	2	3	4
d. Feeling accepted by other students.	1	2	3	4
4. PERSONAL POWER (ACHIEVEMENT) - How good am I at:				
a. Doing my best work.				
b. Being a leader / self determination.	1	2	3	4
c. Giving myself credit for things I do well.	1	2	3	4
d. Thinking other kids value who I am.	1	2	3	4
5. SECURING (SAFETY) - How good am I at:				
a. Following safety rules.				
b. Being able to relax and be happy.	1	2	3	4
c. Knowing how to protect myself / others.	1	2	3	4
d. Eating healthy foods.	1	2	3	4
6. Today I would describe myself as:				
a. Good at making decisions.				
b. Feeling happy.	1	2	3	4
c. Being in charge of my life.	1	2	3	4
d. Enjoying things that I do each day.	1	2	3	4
e. Being the person I want to be.	1	2	3	4
f. Strengthening my relationships.	1	2	3	4

FIGURE 16 (See further explanation page 20)

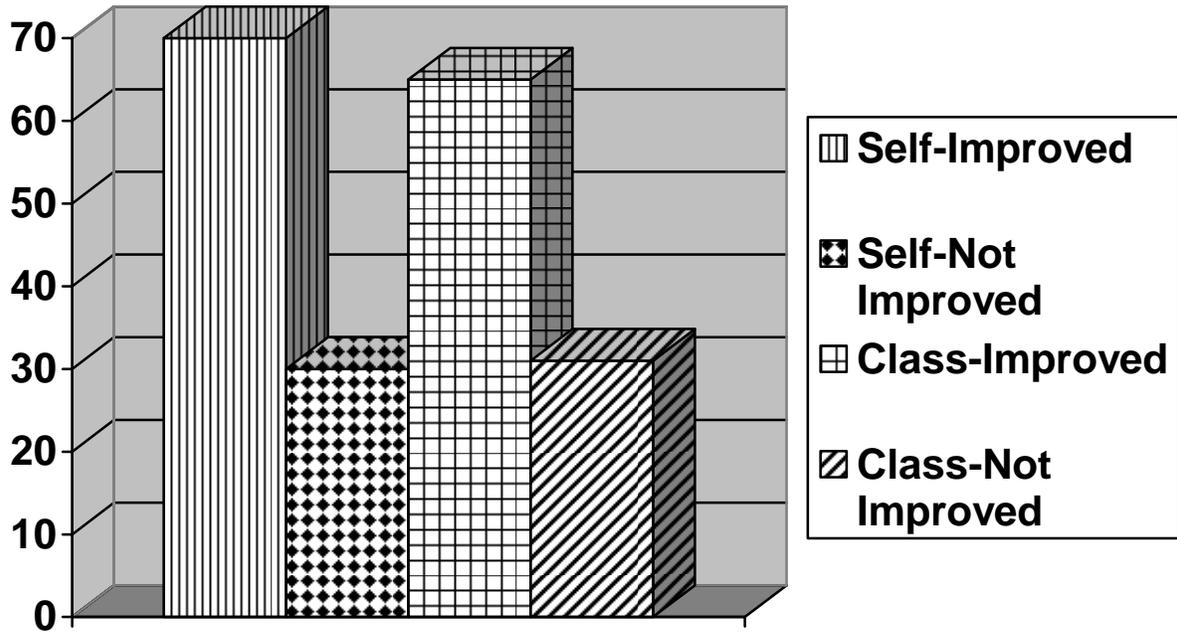
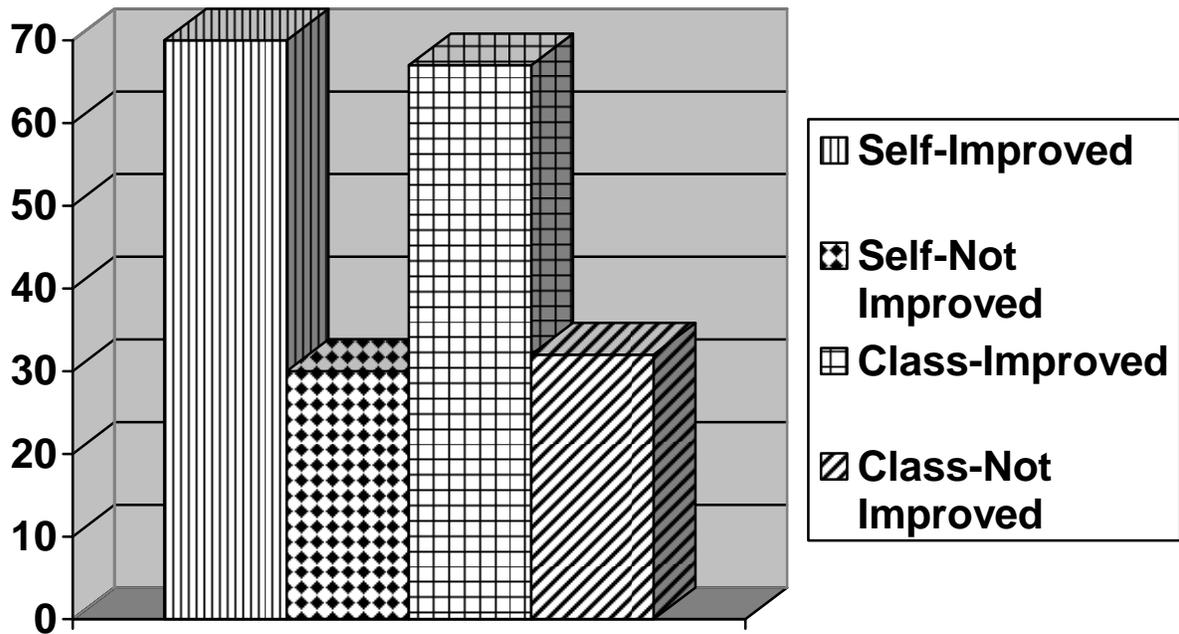


FIGURE 17 (See further explanation page 20)



2. Restitution Peace Project Description and Evaluation Approach - Yellowknife, NT

This document is a design for the evaluation of the Restitution Peace Project (RPP), a school-based initiative that will ultimately involve ten sites in the Northwest Territories (NWT) and Nunavut. The project is described in Section 1.2.

Although this design addresses all the components required by the national Crime Prevention Centre, there are a number of decisions concerning standardized tests, the actual instruments and the use of a control site that may involve further discussion and review by key stakeholders. It is anticipated that these aspects will be finalized in September of this year.

1.1 PURPOSE AND FOCUS OF THE EVALUATION

The evaluation is supported through the Crime Prevention Investment Fund (CPIF). The CPIF is one of five funding mechanisms administered by the National Crime Prevention Centre (NCPC). The CPIF identifies and supports the development of promising and innovative crime prevention demonstration projects in diverse communities, and also supports their vigorous evaluation. The main goal of the Fund is to establish reliable information on what works and what is promising in reducing the risk factors associated with crime and victimization. Thus, the projects funded by CPIF are funded not only on their own merits, but also on the expectation that through evaluation they will contribute to this wider knowledge base about effective strategies.

As stated in the Request for Proposal, the broad purposes of the evaluation are to:

- Track, document and assess the development and implementation of the project and compare it with what was initially intended.
- Track, document and assess the nature and extent to which the targeted outcomes were achieved including (but not limited to) impact of the program on helping provide school-aged children/youth (kindergarten to grade 12) with the skills they require to prevent their involvement in at-risk behaviours that contribute to crime and victimization as well as to improve academic achievement.
- Identify lessons learned by exploring what has worked well in the program and what has not worked as well, and by suggesting ways in which the program can be strengthened to enhance its effectiveness.
- Identify and quantify costs of project implementation, using an “opportunity cost” approach that values volunteer time and in-kind goods and services as well as monetary expenditures.

- Integrate the findings from the above research objectives into a model for use elsewhere in the country, considering also the findings from similar early intervention/prevention projects funded and evaluated by the National Crime Prevention Centre, other relevant literature, and/or risk-related data from existing national databases.

In each year of the project the evaluator is required to submit a process analysis report and an outcome analysis report. As part of the evaluation design, the evaluator is also required to explore the feasibility of using a randomized experimental design involving an experimental group and a comparison or control group.

1.1.1 Evaluation Design Report

This report addresses the following seven requirements related to the evaluation design, as set out in the contract between NCPC and Focus Consultants:

- Identify and address the major components of “Restitution Peace” demonstration project and its overall goals and objectives.
- Outline a “theory of change” model demonstrating how the program activities are expected to lead to desired short-term and long-term outcomes. This model should be developed in concert with the project staff and must be accompanied by a discussion (within the framework) stemming from a preliminary review of the research literature that supports or challenges this theory.
- Set out appropriate methodologies for answering research questions, techniques for data collection and analysis, and the proposed procedure to collect and analyze program-related cost data.
- Include adequate guarantees or written authorizations/protocols if access to special/confidential data sources (official databases/files) or if collaboration of specific organizations (schools, police, youth centres, etc.) is required.
- Describe the specific measures adopted to protect the anonymity of the participants and the confidentiality of the information they provide.
- Include an updated and expanded work plan identifying tasks, time schedule for starting and completing each task and for deliverables.
- Include an overall budget broken down in fiscal years covered by the Contractor (starting April 1st of each year and ending on March 31st of the following year).

This design follows the template provided by NCPC:

- Section 1.0 describes the project, reviews the literature related to factors and populations addressed by the project, and presents the theory of change model

developed in concert with project staff, the project steering committee and other stakeholders.

- Section 2.0 describes the process and evaluation components.
- Section 3.0 describes the outcome evaluation component.
- Section 4.0 describes the cost-benefit component.
- Section 5.0 updates the overall workplan.

Charts which depict the overall Theory of Change model for the RPP are in a separate PDF file as Part II of this report. Nineteen appendices containing data collection instruments are contained in Part III.

1.2 PROJECT DESCRIPTION

1.2.1 Philosophy

The concept of restitution as applied in the RPP was developed by educator and author Diane Gossen¹ whose work in turn was based on the concepts of Reality Therapy (William Glasser) and Control Theory (William Powers). Restitution differs from the criminal justice definition of repayment for losses suffered, and is more closely aligned with restorative justice concepts. Essentially the restitution process is intended to develop a connected school community where individuals understand their behavior, discover the type of person they want to be, and develop confidence in their ability to fix their mistakes, repair relationships and return to balance.

Several underlying differences between a program based on Control Theory and one based on stimulus response theory (which underlies many cognitive and behavioral modification interventions) are listed in Table 1. Central to Control Theory is the notion that individuals are internally motivated living control systems, and that all behavior is purposeful to help maintain dynamic balance. As incorporated in a restitution program, this concept means that over time a child learns to develop and listen to his/her own internal belief system, and be able to draw from it in moments of disagreement, conflict or crisis to resolve problems constructively, and regain inner balance

¹ Articulated in such books as *Restitution: Restructuring School Discipline*, Chapel Hill, NC: New View Publications, 1996, and *Creating the Conditions: Leadership for Quality Schools*, Chapel Hill, NC: New View Publications, 1995.

**Table 1: Key Differences Underlying Belief of Stimulus
- Response Theory and Perceptual Control Theory**

Stimulus – Response Theory	Perceptual Control Theory
We are externally motivated.	We are internally motivated.
We are controlled by others’ behaviours.	We control ourselves and our beliefs.
We all share a single reality.	We each have a separate reality.
Positive reinforcement is desirable.	Positive reinforcement is coercive.
“Bad” behaviours are best changed through guilt or criticism.	We learn by making mistakes. Fear of making mistakes can stifle creative solutions.
Personal change is made by shifting the external reference, control of environment.	Personal change is made by shifting one’s internal reference, by self-regulating or controlling (internal) perception.
Group change is made by coercion either positive (rewards) or negative (punishment).	Group change is made by replication of the teacher’s reference (imitation) or the connected reference of the teacher-peers’ beliefs (social contract).
System change is made by isolation and exclusion, both as deterrent and as emulation of society.	System change is made by inclusion in a process to figure out a better way and to protect values that will strengthen the group (restorative justice).
There is a focus on punishing individual – the “me” has to be punished for what it has done “in the past”. Besides being isolated and given no skills, the offender is shamed.	There is a focus on the “we”, or what the community wants to be “in the future”. The offender contributes to and receives healing to strengthen community—together, move on. The offender is counseled to learn behaviours to deal with frustration and conflict. No shame is involved.

Note: The first five items in this table are adapted from Restitution Facilitator Guide by Diane Gossen, 1996.

The focus of restitution is to change the school environment from one of reward and punishment to one in which:

- There is a minimum of rule-making (i.e. rules do not govern every aspect of a student’s life).
- A “social contract” is developed jointly around teacher and student roles, baseline group values, and rules to support these values.
- Students are given the opportunity to learn from their mistakes in a positive way rather than suffer punishment for the mistakes. They are helped by the teacher to understand the need behind their behaviour, reconnect with their

beliefs, figure out a way to meet their own needs without disrupting others and to make amends first with themselves and then the other party.

Thus, while education and skill-building are certainly elements of a restitution program, the specific goals of restitution are not to provide information (e.g. on the dangers of drugs or the causes of violence) or to teach skills (e.g. of conflict resolution) as a way of changing the individual student's pattern of behaviour. Rather, it is a way of establishing a safe, positive and non-coercive environment in which children can thrive, learn from their mistakes, develop positive relationships, attend to their academic needs and develop as productive, principled citizens.

The name Restitution Peace Project was first applied to a restitution project piloted in J.H. Sissons School (grades K-5) in Yellowknife between April 2000 and March 2002. The current project is using the same name and builds on the J.H. Sissons experience, and two staff members from the school are now the Project Coordinator and Project Assistant for the expanded project. It is funded from February 2002 to March 30, 2006.

1.2.2 Objectives

The objectives of the RPP are listed below. This list was drawn from the project proposal, the funding agreement, and various descriptive documents, and was refined in discussion with key stakeholders at a meeting in Yellowknife on April 24th and 25th, 2003, and with Evaluation Advisory Committee member in August and September 2003.

1. To implement the restitution process in ten school sites across the NWT and Nunavut, preferably with one site per region.
2. To develop a restitution committee (aka "lead team") to guide and support the delivery of the restitution process at each school site.
3. To develop effective partnerships that will help to sustain school-based restitution programs at these sites after completion of the demonstration project.
4. To ensure that steps are taken during the course of the project to secure alternative sources of funding once the Agreement is terminated.
5. To build a delivery structure for restitution training and support that:
 - Provides all levels of restitution and Applied Control Theory (ACT) training by certified trainers;
 - Incorporates programs for parents;
 - Provides ongoing support for school staff;
 - Is eventually delivered by qualified northern trainers;
 - Works towards program continuity and sustainability.

6. To develop multi-media resource and support materials that will help to sustain the restitution program and that create links with existing curricula. These may include:
 - Adult and children's versions of restitution education promotion videos;
 - A selection of children's print materials;
 - A restitution resource kit with training and implementation guidelines, sample classroom lessons, activities, success strategies, and annotated bibliographies.
7. To help teachers build and incorporate the following skills, attitudes and practices in their daily lives and interactions with other staff and students:
 - Living a success identity;
 - Living by integrity and discussing values and beliefs with students;
 - Showing or modeling skills necessary to cooperate and resolve conflict;
 - Re-teaching procedures when students are unable to follow behaviour and, as necessary, to continue to re-teach creatively;
 - Including and connecting with students in conflict situations, rather than excluding or isolating them;
 - Creating a needs-satisfying classroom;
 - Talking, discussing and sharing means and methods with other teachers;
 - Resolving conflicts with other staff and administration members;
 - Resolving conflicts with parents and other community members.
8. To improve student knowledge and skills in areas such as:
 - Self-discipline;
 - Internal strength;
 - Self-confidence;
 - Understanding of the causes of behaviour;
 - The ability to fix mistakes and repair relationships;
 - The ability to find non-destructive ways of meeting personal needs;
 - The ability to self-evaluate;
 - The ability to better connect with self and others.
9. To contribute to positive school-wide outcomes such as:
 - Reduction in in-school suspensions;
 - Reduction in out-of-school suspensions;
 - Reduction in school discipline referrals;
 - Reduction in expulsions;
 - Reduction in absenteeism;
 - Reduction in tardiness;

- Reduction in school drop-out rate;
 - Increase in positive relationships;
 - Increase in overall school safety – fewer threats, assaults, etc.;
 - Reduction in bullying incidents;
 - Reduction in crime and victimization in schools;
 - Increased school staff satisfaction;
 - Increased connectedness between staff, students and parents.
10. To facilitate the transfer of skills to parents that will help to:
- Improve family functioning and management of conflict;
 - Reduce conflict in the family.

1.2.3 Project Activities

This section summarizes the primary types of activities which are undertaken by the two RPP project staff persons. A more detailed picture of the interlocking components of the project is presented in the discussion of the theory of change model in Section 1.5. A systematic presentation of the staff's activities will be incorporated into the process analysis reports for each year of the project.

Administration

The RPP staff relate to several entities on administrative matters. The Yellowknife Education District administers contribution funds and provides financial control for the project, while a project steering committee acts as a sounding board on issues, and provides guidance and direction to the staff. Other activities of both bodies are outlined in Chart 1 of the Theory of Change Model in Part II of this report. RPP staff also cooperate with the project evaluators and will sit on the evaluation committee for the project.

The evaluation will be done over five years and is funded at \$700,000 so will be very complete. There follows an outline of program objectives and evaluation issues..

Table 3: Process Analysis – Program Objectives, Evaluation Issues and Data Sources

Program Objective	Evaluation Process Issues	Data Sources by Appendix and Question Number																		
		5	6	7	8	9	10	11	12	15	16	17	Docs							
Implement restitution process in 10 school sites	Administrative structure and support																			
	Site solicitation, schools' decision to participate																			
	Location and number of schools																			
	Extent to which restitution implemented in each school; factors constraining or facilitating implementation	ALL	2-4	6	9										6-8					
Develop a restitution committee at each site to guide and support the process.	Whether established; membership and activities																			
	Effectiveness		5	7											1-5	14				
Develop effective partnerships that will help to sustain restitution program after end of demonstration project.	Partnerships developed; type of involvement																			
	Factors helping/hindering/long-term sustainability																			
	Whether strategy for alternative funding has been developed																			
	Training and support provided																			
	Quality of trainers and of training																			
Ensure steps to secure alternative sources of funding once Agreement terminated	Quality of RPP support and communication																			
	Adequacy of RPP support and communication																			
	Development of a Northern-based training capacity																			
Develop resources and support materials to sustain restitution program and create links with existing curriculum	Extent, cultural relevance and adequacy of materials created																			
	Creation of links with aboriginal curriculum																			
Facilitate the transfer of skills to parents and families	Types of outreach to parents; underlying strategy																			