School Attachment Theory and Restitution

Processes: Promoting Positive Behaviors

in Middle Years Schools

by

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ABSTRACT

Behavior management, especially in middle years schools, is increasingly becoming a challenge for educators around the world. The transition from an elementary school to a middle years school is often marked by uncertainty and turbulence as students at this age enter adolescence. Easing this transition requires educators to take a serious look at the effectiveness of behavior management strategies that are currently being used in middle years schools. Being proactive in the area of behavior management can do much to improve students' chance of success and engagement within a school setting.

Two proactive ways of thinking about the promotion of positive behaviors in middle years students include the combination of restitution and school attachment practices. With restitution, students are empowered to fix their mistakes and return to class strengthened (Chelsom Gossen, 1996). The restitution process encourages students to reflect on their behavior and come up with a plan to fix their mistake. School attachment refers to the extent to which students feel part of the school environment (Johnson, Crosnoe, & Elder, 2001).

The purpose of this study was to contribute to the existing body of research that focuses on strategies to promote positive behaviors in middle years students using a case study approach that examines the restitution processes and school attachment strategies implemented in an urban middle years school. This research study examined both student and teacher perspectives on the effectiveness of restitution and school attachment practices. Data collection included five student interviews, five teacher interviews, student discipline referral documentation, and a journal of researcher observations, reflections, and comments.

Analysis of the data revealed that implementation of a restitution program and a focus on school attachment practices at Lakeview Middle Years School (pseudonym) had a positive impact on student behaviors. Students and teachers felt that positive student-teacher relationships and developing a warm, safe, caring classroom and school environment were instrumental in creating the conditions for students to fix their mistakes and in attaching students to their school community. Involvement in extra-curricular activities, meeting friends, feeder school visits, the availability of food, and having fun were other factors cited as increasing students' connection and sense of belonging.

Collaboration with colleagues, support from administration, speaking the same restitution language, goal setting, parental support, and a compassionate approach were seen as factors supporting the implementation of restitution, whereas lack of time, not having all staff on board, teachers who were unwilling to share negative experiences, and students who were hardened from a multitude of poor life experiences and bad choices were seen as hindrances to the restitution process.

Teachers felt that appropriate programming for students was a factor that supported school attachment practices, and a lack of time, low staff morale, lack of financial resources, and out-of-school suspensions hindered school attachment strategies.

Most importantly, the results of this study indicate that restitution and school attachment practices are effective strategies in promoting positive behaviors in middle years students.

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CHAPTER ONE: INTRODUCTION

Background

The display of antisocial behavior by children and youth is recognized as one of the most pressing concerns facing educators today. Particularly, behavior management in middle years schools represents a major challenge for educational leaders as youth at these ages are experiencing big changes in their emotional, physical, intellectual, and social perspectives. As a result, educational leaders in middle years schools have a high frequency of dealings with adolescent misbehaviors and delinquency (Gottfredson, Gottfredson, Payne, & Gottfredson, 2005). Although adolescents in every socio-economic level struggle with antisocial behaviors, adolescents in disadvantaged communities are at a higher risk for delinquent and antisocial behaviors in schools (Gonzales, Dumka, Deardorff, Carter, & McCray, 2004; Skorikov & Vondracek, 2006). Specific attitudes associated with heritage and economic status may be both formulated and acted out during these adolescent years. Exposure to crime, violence, drugs, alcohol, as well as poverty have many implications for social behaviors and delinquency within a school setting. Regardless of social background, multiple initiatives with various levels of intervention are needed in middle years schools to help educational leaders more effectively address and manage challenging behaviors (McCurdy, Kunsch, & Reibstein,

2007) to further facilitate and enhance positive social skill development, and engagement of students in the learning process.

School attachment and restitution are two theoretical concepts which provide a framework for studying behavior management in middle years schools. School attachment has to do with a sense of belonging, membership, and engagement within a school environment (Johnson, Crosnoe, & Elder, 2001). Schools are beginning to recognize that many of the behavioral problems that require a great deal of time and energy emanate from attachment issues (Parker & Forrest, 1993). Providing appropriate opportunities for students to develop positive relationships with school personnel can be a powerful determining factor in the attachment and connection process. Schools provide students with many opportunities to develop positive, supportive adult relationships (Ziesemerk, Marcoux, & Manvell, 1994) which makes it crucial to structure schools to allow for sustained contact between students and teachers (Stipek, 2006). Students who develop positive relationships with school personnel and are connected to school feel a tremendous sense of belonging within the school community (Johnson et al., 2001) thereby decreasing negative behavior choices.

Restitution is a possible framework for positive change that creates the conditions and opportunities for students to fix their mistakes and return them to class strengthened (Chelsom Gossen, 1996). Further, restitution as a form of middle years behavioral management has the potential to be a pivotal strategy for building positive student-teacher relationships. Teaching students to make restitution rather than applying consequences externally has been found to help educators get the change in behavior they want to see in schools (Chelsom Gossen, 1996). Being solution oriented rather than problem oriented allows both students and educators to come up with ways in which

mistakes can be fixed. This reciprocal approach allows both parties to look forward to possible solutions, and does not detract from the student-teacher relationship. It allows students to experience a continued connection and attachment to his/her school, and to school personnel. In this way, restitution provides a win-win approach to dealing with student misbehaviors.

A school's environment is critical for school attachment and restitution strategies to be successful. A vision of schools in which the purpose is promoting positive social behaviors and engaging students, requires warm, caring school and classroom environments within which students can flourish. Preparing today's students for tomorrow's world requires educators to take a serious look at how discipline is handled with a focus on keeping students in school and preparing them with the skills and knowledge necessary to become positive, contributing members of society.

Statement of the Problem

Within educational systems, student learning is the focal point. However, if student misbehaviors constantly disrupt the learning process, the goal of student learning is thwarted not only for the disruptive students but for other students in the classroom as well. Discipline and classroom management is the workshop topic most sought after by many teachers. The increase in behavioral issues, especially with middle years students, has teachers and administrators searching for better ways to manage student misbehaviors. Traditional methods of discipline (punishment and consequences) are not bringing about sustainable changes in student behavior. They may bring about short term changes, but not the long-term changes in behavior that are needed to keep students actively engaged within a school setting and to facilitate positive steps towards adult life.

This study examined two proactive approaches to dealing with student discipline, namely school attachment and restitution.   School attachment and restitution strategies were examined to see if they provided a viable alternative to promoting and sustaining positive behaviors among middle years students. Lakeview Middle Years School (pseudonym), an urban school in western Canada, was used as a case study in this research study.

Purpose of the Study

Effective discipline has dominated discussions of teachers and administrators not only in middle years schools, but across all grades. This focus on behavior management suggests the importance of restructuring school discipline in such a way that students take responsibility for their actions, and are empowered to make better behavioral choices. Growing consensus on effective strategies for behavior management indicates that school attachment strategies and implementation of a restitution program both have the potential to greatly reduce the number of discipline incidents in any given school year.

The purpose of this study was to contribute to the existing body of research that focuses on strategies to promote positive behaviors in middle years students using a case study approach that examines school attachment practices and restitution processes implemented in an urban middle years school. The administration at Lakeview Middle Years School implemented a restitution program five years ago, and made school attachment strategies a focus. I was interested in talking to students and teachers at Lakeview Middle Years School to see what their perceptions were of the restitution program and school attachment strategies, and how effective they felt these strategies were in reducing classroom discipline and student misbehaviors. I analyzed discipline referral documentation in order to compare the rates of referral, out-of-school

suspensions, in-school suspensions, students sent home for the day, detentions, and mediations over time.

To address these goals, the following questions provided the framework for the research:

1. In what ways are restitution practices implemented in middle years schools and under what conditions?

2. What school attachment strategies are currently being used to help students attach and transition to a middle school environment?

3. How effective have restitution and school attachment strategies been in promoting positive behaviors as perceived by both teachers and students?

4. What factors (organizational, logistical, or personal) either support or hinder the implementation and/or use of restitution and/or school attachment strategies in middle years schools?

<div align="center">Definition of Terms</div>

1. School Attachment - School attachment is the extent to which students feel part of the school environment. Zwarych (2004) defines school attachment as the feeling of student ownership, bonding, and connectedness associated with the school and prominent figures in the school. It is the extent to which students feel personally accepted, respected, included, and supported by others at school (Johnson et al., 2001; Shochet et al., 2007).

2. Restitution - Restitution is a form of discipline where teachers create the conditions for students to fix their mistakes and return them to the group strengthened (Gossen, 2004).

3. Discipline Referral – A discipline referral is a slip of paper that the teacher fills out to indicate an infraction that has been committed by a student. A discipline referral requires administrative action in order to deal with the infraction (See Appendix D).

<center>Limitations of the Study</center>

The focus of this study is a large urban middle years school in western Canada. As a case study examining the perceptions of teachers and students in a particular middle years school regarding restitution and school attachment, this study does not suggest that the data collected can be generalized and directly applied to other elementary, middle years, or high schools in Canada. The experiences of the respondents in this study may not reflect those of middle years students and teachers in other jurisdictions. However, the intention was to report on one case study as an example of a locally applied approach to both restitution and school attachment with the hope that the findings may resonate with others in similar contexts and provide more evidence of the effectiveness or ineffectiveness of these processes.

A misalignment between the language of restitution and current behavior management policies and practices in most schools is another limitation of this study. Although there is much talk about restitution in schools, in reality policies and practices are still punishment focused. This inconsistency needs to be addressed in order for schools to effectively restructure school discipline in more effective ways.

A third limitation of this study is my personal bias that I might bring to the setting. I was a school-based administrator at Lakeview Middle Years School where I developed many relationships with students and staff. This may have had an impact on who elected to join this study. I was an advocate for restitution and began the

implementation process at the school. In my current position as assistant superintendent I

continue to advocate for the implementation of restitution programs in the schools within

my division. I have three levels of restitution training, and believe that the restitution

process is an effective way of dealing with students. As a result of this bias, I was aware

of my own views and biases in favor of restitution practices, and focused on seeing things

from the participant's perspective. During the interviews I refrained from offering my

opinion so as not to sway the respondent's personal opinions and steer results in a

particular direction. I asked questions in such a way that participants felt free to talk

about both the positive and negative aspects of restitution. In the analysis, I looked for

both confirming and disconfirming evidence of the effectiveness of the restitution

process, and included both positive and negative experiences in the results.

Delimitations of the Study

A number of delimitations helped frame the parameters of this study:

1) The subjects chosen for this study were five middle years teachers who have received

Restitution I training, and have attempted to implement restitution and school attachment

strategies in their classrooms, and five middle years students who learned about

restitution concepts upon their arrival at Lakeview Middle Years School. A list of all

middle years teachers at Lakeview Middle Years School, and a list of all students who

had ten or more discipline referrals to the office during the 2008-2009 school year, were

requested from administration upon approval of the study and given to a school secretary

to be used as a base for contacting teacher and student participants. To ensure teacher

anonymity, the school secretary contacted all teachers via email regarding their interest in

participating in this study. The school secretary also mailed letters of invitation to

parents/guardians of students who had ten or more discipline referrals to the office during

the 2008-2009 school year. The first five teachers and five students who agreed to

participate were chosen for this study.

2) The method for collecting qualitative data from students (upon parent/guardian

consent) and teachers occurred through semi-structured interviews. An audio tape

recorder was used to record the interviews and then transcribed by the researcher. The

second method of collecting qualitative data was through discipline referral

documentation as requested from administration. Discipline referral documentation was

analyzed in order to determine the rates of referrals, out-of-school suspensions, in-school

suspensions, students sent home for the day, detentions, and mediations over time.

Finally, as the researcher, I kept a journal recording observations, reflections, and insights

as the study progressed to facilitate analysis, and as a means of recognizing any potential

biases that I inadvertently was favoring.

3) This study took place in an urban middle years school in western Canada, and was

conducted during the 2010-2011 school year.

<center>Significance of the Study</center>

Firstly, this study is significant due to the fact that there is limited research on

restitution practices in schools. Although a lot of research has been done on behavior

management, I came across very little research on the implementation and effectiveness

of restitution programs in schools, in particular, in middle years schools. This study was

significant because it added to the scarce body of research on restitution as an effective

strategy for behavior management. Significantly, this study used multiple methods of

collecting data to provide greater depth and to capture potentially diverse perspectives.

Secondly, this study provides hope for administrators who are struggling to

structure school discipline in such a way that behavior management is more effective in

the long term. School attachment and restitution are two theoretical concepts that, when put into practice, have the potential to greatly reduce negative behaviors thereby bringing about long term changes in student behavior.

Thirdly, it is significant that this study examines the experiences and perceptions of both middle years teachers and students about school attachment and restitution strategies in a middle years setting. Students are key stakeholders in the educational process which makes it critical that researchers examine school attachment and restitution through their lens to see if students find these strategies effective in managing their behavior and helping them become better people. Teachers' viewpoints are also invaluable as they are the first line implementers of restitution practices when it comes to daily management of their classrooms. This study collected data from the grassroots level of implementation. In this way, this provided reliable data regarding the benefits and/or drawbacks of school attachment and restitution strategies in promoting positive behavior in middle years students.

<center>Summary</center>

Teachers are constantly in search of behavior management strategies that are effective in the classroom. Administrators play a crucial role in structuring school discipline within their schools, and supporting teachers in the classroom. Implementing a collaborative approach towards discipline amongst educators, along with a strong shared vision, can do much to bring about positive behavior change in students. Two proactive approaches to student discipline that have the potential to bring about this positive change are school attachment and restitution.

Chapter two will provide a literature review on behavior management in middle years schools, as well as a literature review on school attachment and restitution as theoretical frameworks for promoting positive behaviors in middle years students.

CHAPTER TWO: LITERATURE REVIEW

The literature review will begin by outlining the literature related to the prevalence and issues surrounding behavior management in schools, in particular middle years schools. It will then expand on the two conceptual frameworks upon which this study is based: school attachment and restitution.

Behavior Management in Middle Years Schools

There has been much research on the topic of behavior management and delinquency in middle year schools. Shaw (2007) contends that, "How to manage and address conflicts in schools continues to challenge educators all over the world" (p. 127). The move from an elementary school to a middle years school is a difficult transition and marks an important milestone for the majority of American adolescents (Kearney, 2006; Farrell, Sullivan, Esposito, Meyer, & Valois, 2005; Reddy, Rhodes, & Mulhall, 2003). Hargreaves, Earl, and Ryan (1996), cited in Patton, Glover, Bond, Butler, Godfrey, Di Pietro, and Gowes (2000), argue that the transition from elementary school to a middle years school brings with it a loss of continuity in relationships, changes in curriculum and teaching styles, as well as adaptation to a new school. Adolescence is a stressful time for many youth as it represents a period of growth and change. As a result, educators can sometimes see considerable growth in problem behaviors when students enter middle years as struggling adolescents. The onset of drug use, aggression, and delinquency often begins in early adolescence which increases the difficulty of this transition (Fagon & Pabon, 1990; Farrell et al., 2005).

Students' relationships with their teachers and peers have shown to be important predictors of adjustment in a middle years school context (Reddy et al., 2003). At this

tumultuous time in an early adolescent's life, it is imperative that school personnel are proactive in their approach to structuring school discipline, and that they continually seek effective ways of promoting positive behaviors within a school context.

School Attachment

Children and adolescents have strong attachment needs (Neufeld & Mate, 2004). It is critical that educators take a look at these attachment needs in order to provide positive school experiences for middle years students. Attachment within a school setting refers to the extent to which students feel part of the school environment (Johnson et al., 2001) and is characterized by close affective relationships with those at school (Libbey, 2004). Neufeld and Mate (2004) define attachment as the pursuit and preservation of proximity, closeness, and connection physically, behaviorally, emotionally, and psychologically. Goodenow (1993), cited in Shochet, Smyth, and Homel (2007), defines connectedness as the extent to which students feel personally accepted, respected, included, and supported by others in the school social environment. Schools provide a social milieu involving interactions with peers, teachers, educational assistants, and administrators. As Johnson et al. (2001) suggest, "The people who populate and work at the school, the activities a school offers, and the benefits a school grants are all intricately related to how a student feels about school and whether he or she plays an active role in it" (p. 322).

Attachment Factors

Nurturing relationships with teachers and other school personnel, the general classroom environment, involvement in extra-curricular school activities, and school climate are four ways that students can feel attached, connected, and supported within a

school environment. Howes (1999), cited in Kennedy and Kennedy (2004), identifies three criteria for identifying attachment figures outside the parent-child relationship: 1) provision of physical and emotional care; 2) a consistent presence in one's life; and 3) an emotional investment in the individual. In light of these criteria, teachers are at the forefront in developing and fostering positive relationships with students, thereby connecting them to school. Teachers have ongoing contact with students making them a natural choice as an attachment figure (Pfaller & Kiselica, 1996), because "Through the opportunity for emotional and physical proximity, the student-teacher relationship may provide for exploration from a secure base and a safe haven under stress" (Kennedy & Kennedy, 2004, p. 251).

In light of this, the quality of the student-teacher relationship may be the single

Although teachers are a natural attachment choice for many young students, a large urban school may make the attachment process more difficult, especially for at-risk youth. Brendtro, Brokenleg, and Van Bockern (1990) argue that "If one looks at the structure of a traditional large urban school, one sees that intimate primary relationships have been supplanted by an impersonal bureaucracy. Students and teachers do not relate to one another as whole persons, but in narrow circumscribed roles. Communication is restricted to what one can and must do in a 50-minute hour where a highly structured setting is a sanction against all but teacher-directed behavior…Not surprisingly, students at greatest risk of dropping out of school are those who have never been friends with any teacher" (p. 13).

In light of this, the quality of the student-teacher relationship may be the single most important factor for keeping students in school and for positive adaptation to school life. Cavanagh (2009) suggests that "Ideally, teacher-student relationships should focus on welcoming each student, developing a personal rapport with them early in the school

year, helping each child to feel successful about their learning and seeing themselves as successful learners from the beginning of school to the end, treating students fairly in an open and honest manner, giving them feedback, and making it fun. In order to sustain relationships I found students need boundaries, firmness, and consistency" (p. 69). According to Pianta (1999), cited in Al-Yagon and Mikulincer (2006), teachers can promote secure-base behaviors by the ability to read the child's unique needs, to respond contingently to those needs, to convey acceptance and emotional warmth, to offer assistance as necessary, and to offer a model for the child's behavior. This is important because "Teachers who view children's and adolescents' behavior as a reflection of their relationship history in concert with the current context respond in a manner that addresses underlying issues of trust, self-worth, and competency" (Kennedy & Kennedy, 2004, p. 256).

Zwarych (2004) explored student, teacher, and administrator perspectives regarding student attachment in three secondary school environments in western Canada that contained a wide variety of programs and served a diverse spectrum of student needs. Teacher-student relationships was one attachment factor that was examined. Zwarych (2004) found that "For students, the most important teacher characteristic was caring, but the development of good student-teacher relationships required flexibility, individual attention, and a variety of instructional strategies" (p. 172).

Especially for at-risk students, the quality of the teacher-student relationship can be a determining factor in keeping them in school. Stipek (2006) argues that teachers need to make special efforts to show a personal interest in and interact positively with students whom they find most difficult to teach – by showing an interest in students' lives outside school, listening to students' perspectives on the problems they are having, and

collaborating with them on developing strategies to address these problems. This is

particularly the case for at-risk students because "…teachers may be their only positive,

supportive adult model and thus they have a unique opportunity to help students foster

positive representations of themselves, others, and relationships" (Kennedy & Kennedy,

2004, p. 253). As Stipek (2006) suggests, "The most difficult-to-reach students will often

go all out for a teacher who demonstrates caring for them as individuals and commitment

to their success" (p. 49). Pianta and Walsh (1998), cited in Becker and Luthar (2002),

argue that methods of handling student misbehavior in ways that do not detract from the

quality of teacher-student relationships or from learning opportunities should assist

teachers in meeting academic and behavior outcomes.

Another important aspect of student-teacher relationships and student engagement

is the presence of role models from ethnic minorities (AhNee-Benham, 2003; Dantley,

2005; Sefa Dei, 2002). Teachers from diverse cultural backgrounds can greatly enhance

relationships with students who also come from ethnic minorities. Johnson et al. (2001)

state that "…the composition of the teaching staff may shape students' engagement

behaviors and feelings of attachment. Students' sense of belonging may be aided by

having teachers who resemble them. Race-ethnicity may be one of the few dimensions

along which students can identify with teachers" (p. 324).

Cavanagh (2009) argues that relationships are the key to a successful school and a

key motivator for students. The student-teacher relationship is a critical aspect of the

school environment, and the quality of that relationship is a determinant of improved

social and emotional functioning over time (Sochet et al., 2007). Cavanagh (2009)

contends that "…at the core of what schools are about is relationships…you can get the

curriculum right, but if the relationships are not right, the school will not succeed" (p. 71).

In addition to student-teacher relationships, the general classroom environment is another aspect of attachment and connectedness within the school context. Matsumura, Slater, and Crosson (2008) define a positive classroom climate as one that promotes respectful, caring relationships, cooperation, and emotional safety (i.e., an environment where individuals express themselves and are not subjected to taunting or slighting remarks).   Improving affective features of the classroom environment, and providing social and emotional experiences are both linked to learning (Matsumura et al., 2008). Marchant, Paulson, and Rothlisberg (2001) and McNeely, Nonnemaker, and Blum (2002), cited in Shochet et al. (2007), state that the classroom environment refers to the school personnel's management of the classroom, and includes teacher control and responsiveness, and the quality of adolescents' relationships with teachers and peers. Shochet et al. (2007) argue that encouraging teachers to promote a climate of warmth, acceptance, inclusion, and equity may indeed prove successful, particularly in the prevention of future depressive and other mental health symptoms.

By establishing classroom environments where students are not afraid to take risks, schools and classrooms have the potential to provide a secure base for successfully engaging students in the learning process. Teachers can enhance their relationships with students through the use of interactive teaching strategies (Cavanagh, 2009; Patton et al., 2000) such that "The cooperative classroom climate fosters a sense of academic safety that allows more complex thinking and intellectual challenges" (Heynenberk & Heydenberk, 2007, p. 19). Connell and Wellborn (1991), cited in Becker and Luthar (2002), revealed that students' feelings of acceptance by their teachers and school were

strongly associated with their cognitive, behavioral, and emotional engagement in the classroom. Shochet et al. (2007) argue that the secure base provided by the attachment figure provides a safe jumping off point for the developing child.

Getting involved in extra-curricular activities is another area through which students can establish a strong attachment and connection to school. Zwarych (2004) found that students who were more involved in school activities were also more attached to school. In many schools there are a myriad of extra-curricular activities that are offered to students. Interschool athletics, intramurals, visual performing arts programs, and clubs are a few areas where students can make powerful connections with teachers outside of school time. Research shows that low-income students are less likely to participate in organized sports or any other extra-curricular activities at school as compared to high-income students (Canadian School Board Association, 1997; Howe & Covell, 2003; Poor Families Equal Poor Children, 2005; Strong-Boag, 2000). Lack of opportunity, lack of parental support, and lack of finances are contributing factors for less participation in extra-curricular activities. This makes it imperative that educators find ways of programming for extra-curricular activities, minimizing extra-curricular costs, and creating an atmosphere within which all students feel welcome and feel that they belong. Participation in extra-curricular activities can be a hook in keeping at-risk students in school by providing them with opportunities to connect with school personnel outside the classroom. McNeely, Nonnemaker, and Blum (2002), cited in Shochet et al. (2007), found that students who participated in school activities experienced higher overall school connectedness.

A fourth factor in the engagement and attachment process is the establishment of a warm, caring school climate. Shochet et al. (2007) state that the school environment is

an established predictor of school connectedness. Safety for students and staff is a

requisite to meaningful participation and full engagement in school life. A hostile school

environment increases the difficulty of learning for any student (Tharinger & Wells,

2000). Heydenberk and Heyenberk (2007) suggest that "Students' perceptions of the

school environment and students' relationships with teachers shape their school-related

beliefs, sense of school belonging, and academic achievement" (p. 19). Shaw (2007)

argues that "…positive relationships, coupled with challenging and engaging curriculum,

are at the center of safe and supportive school environments" (p. 128).

A school's administrative team can do much to control factors affecting a school's

learning and social environment. A few of these factors include meeting students' basic

needs (Raine, McIntyre, & Dayle, 2003; Ziesemer et al., 1994), hiring quality staff (Skrla,

Scheurich, Garcia, & Nolly, 2004), continually striving to improve school/community

relations (Ahnee-Benham, 2003; Dantley, 2005; Sefa Dei, 2002), providing relevant

programming (Ziesemer et al., 1994), and creating a school culture grounded in

collaboration and teamwork. With this kind of focus, schools can provide a springboard

for students to experience positive academic and behavioral outcomes.

In summary, relationships with teachers and other school personnel have great

potential for student connection and attachment within a school context.   General

classroom environments, involvement in extra-curricular school activities, and school

climate are three other school attachment factors that can account for an overall sense of

school connectedness for many students.

Attachment Outcomes

Attachment, connection, and belonging within a school community are factors

that contribute to students' intellectual, emotional, and social well-being, help develop a

tremendous sense of direction and purpose, and can lead to a number of positive outcomes for students. The first outcome of attachment building is an increase in positive student behaviors (Shochet et al., 2007; Erwin, 2003). Students who develop quality relationships with school personnel and who get involved in classroom and school activities experience lower levels of problem behavior. One high school saw a 78% decrease in behavior referrals in one year as a result of a relationship-focused initiative (Erwin, 2003).

A second possible attachment outcome is improved academic standing (Shochet et al., 2007; Johnson et al., 2001). Johnson et al. (2001) argue that students who participate in school and classroom activities are more likely to develop positive feelings about school, and students who are engaged and attached to their schools do better academically.

Thirdly, school attachment and connectedness have been found to be critical factors in the participation and retention of at-risk students (Becker & Luthar, 2002; Reio, Marcus, & Sanders-Reio, 2009; Shochet et al., 2007). A strong school connection decreases school absenteeism, and increases the likelihood that students will remain in school and graduate from high school. Catalano, Haggerty, Oesterle, Fleming, and Hawkins (2004), cited in Shochet et al. (2007), argue that school connectedness reduces the barriers to learning, such as delinquency and violence, gang membership, substance use, and school dropout. Strong student-teacher relationships resulting in positive attachment behaviors are a powerful predictor of school completion (Becker & Luthar, 2002; Reio et al., 2009).

A fourth possible school attachment outcome for students is an increase in self-esteem (Reddy et al., 2003; Shochet et al., 2007). Reddy et al. (2003) found that students

who perceived increasing levels of teacher support evidenced corresponding decreases in depression and increases in self-esteem. Anderman (2002), cited in Shochet et al. (2007), found that students' higher individual levels of school connectedness were related to increased optimism and lower levels of depression and problem behavior.

As research has indicated, school attachment has the potential to greatly increase adolescent well-being. Attachment outcomes such as an increase in positive student behaviors, an increase in academic standing, an increase in participation and retention of students, and an increase in self-esteem have a significant impact on an adolescent's school experience. As a result, creating caring school communities can be instrumental in improving academic and behavioral outcomes in middle years schools.

<div align="center">Restitution</div>

Little research has been undertaken in the implementation and outcomes of restitution programs in schools. Despite the limited research, information that can be gleaned from books and research articles speaks favorably of restitution and the restitution process. Despite prolonged effort, I did not find any negative comments about restitution. What I found was that restitution has the potential to provide a way to improve student behavior and improve the quality of relationships within a school context.

The philosophy of restitution was developed by Diane Chelsom Gossen (1996) who argues that the discipline model used by most schools focuses on the misdemeanor and punishment rather than on helping the child learn a better way to be. Deeply embedded in western society is the notion that misbehaviors should be punished (Cavanagh, 2009; Hopkins, 2002). Brendtro, Brokenleg, and Van Bockern (1990) state that, "The saga of discipline in Western civilization is a litany of futile attempts to

compel the young person to obedient behavior. The consistent strategy has been to control all deviations by punishing or excluding those who violate the rules. For centuries, schools have used elaborate codes of regulations to attempt to instill compliant behavior. However, students have been highly resourceful in circumventing these rigid rules" (p. 30).

Cavanagh (2009) concurs with this idea, arguing that the current system for managing student behavior in schools is fundamentally based on adversarial processes which are punishment oriented and retributive in nature. Cavanagh's (2009) research focused on how schools helped (or didn't help) children learn how to respond to wrongdoing and conflict nonviolently, and to live in peaceful relationships. He conducted his research in two schools, a small private elementary school in the United States and a small public school (primary and secondary) in New Zealand. Cavanagh (2009) spent over 400 hours in each school, gathering data in the form of informal, formal, and focus group interviews with students, staff, and parents. Students interviewed by Cavanagh (2009) described their current discipline system as "confusing, inconsistent, pointless, unfair, lacking continuity, and a quick fix" (p. 67). Students said the process did not give them a chance to talk or help students resolve problems, be restored, and feel safe (Cavanagh, 2009). Cavanagh (2009) argues that traditional discipline systems fail to teach students how to resolve conflicts nonviolently and to repair the harm to relationships resulting from wrongdoing.

In this way, schools have typically been reactive rather than proactive in dealing with student misbehaviors. Reactive measures most often involve punishment like detentions, suspensions, and expulsions (McCurdy et al., 2007). Research shows that out-of-school suspensions are often ineffective in changing disruptive behavior

(Yearwood & Abdum-Muhaymin, 2007). Out-of-school suspensions as a result of

antisocial behavior may put a strain on the student's connection to school thereby

limiting educational opportunities (Hemphill, McMorris, Toumbourou, Herrenkohl,

Catalano, & Mathers, 2007). Rigby (1998) suggests that "Increasingly the use of

punishment is being questioned as the primary response and principal means of dealing

with delinquent and anti-social behavior. We are desperately looking for alternatives that

are effective" (p.82). Traditional methods of student discipline have not been effective in

changing student behavior, yet educators continue to use this method of discipline in the

hope that student behavior will eventually change. Dealing with behavior in a more

effective manner requires a more proactive approach to behavior management.

Restitution can be used to restructure schools away from traditional methods of

discipline to a more proactive approach to behavior management. A better understanding

of the concepts of restitution requires a look at the origins of restitution. Aboriginal

practices and Reality Therapy are two complimentary sets of ideas that make up the

restitution model. Restitution is rooted in Aboriginal practices where independence is

encouraged rather than conformity. Aboriginal values teach independent thinking and

self-discipline. Aboriginal communities around the world have worked with their youth

in an effort to affect change and fix mistakes. Ross (1996) argues that Aboriginal

communities view a wrongdoing as a misbehavior which requires teaching, or an illness

which requires healing. Elders and community members deal with misbehaviors by

moving from external motivation to internal motivation, and by focusing on the solution

rather than the problem.

The second set of ideas comes from William Glasser's Reality Therapy.

According to Erwin (2003), a tenet of Reality Therapy is that internal motivation guides

all human behavior. A fundamental belief in Reality Therapy is that all behavior is

purposeful to meet one or more of our five basic needs: survival, love and belonging,

power, freedom, and fun. Glasser postulated that the capacity to change is within us. If

individuals can identify the needs that drive their behavior, then positive behavior change

can begin by searching for solutions to meet that particular need in a positive way rather

than a negative way. As with Aboriginal practices, Reality Therapy supports the notion

of internal motivation to change as opposed to external motivation. Both sets of ideas are

central to the restitution process.

In close alignment with these sets of ideas is the "Circle of Courage" model

developed by Brendtro, Brokenleg, and Van Bockern (1990). The Circle of Courage is a

model of youth empowerment supported by contemporary research, the heritage of early

youth work pioneers, and Native philosophies of child care

(www.reclaiming.com/content/about-circle-of-courage). This model explains how we

should treat others, why people behave the way they do, and how to educate students in a

manner that helps students with emotional and behavioral problems. The authors propose

belonging, mastery, independence, and generosity as the central values for education and

youth work programs. Brendtro et al. (1990) define belonging as a strong need to feel

valued, important, and protected by significant people in one's life, generosity as being

empathetic towards and wanting to help others, mastery as feeling competent in one's

abilities, and independence as a feeling of control over one's behavior and life. Brendtro

et al. (1990) suggest that unmet needs of belonging "can be addressed by corrective

relationships of trust and intimacy" (p. 62); unmet needs of mastery can be remedied by

"involvement in an environment with abundant opportunities for meaningful

achievement" (p. 63); unmet needs for independence can be met by giving young people

"opportunities to develop the skills and confidence to assert positive leadership and self-discipline" (p. 64); and unmet needs of generosity can be met by allowing students "to experience the joys that accrue from helping others" (p. 65). These ideas very closely align with the central tenets laid out in Gossen's (2004) philosophy of restitution.

Gossen (2004) defines restitution as creating the conditions for students to fix their mistakes, and returning them to the group strengthened. A powerful restitution statement is to let students know that it is okay to make a mistake. This validation is an important step in moving students from a failure identity where they choose between fight or flight (acting out or withdrawal), to a success identity where they feel empowered to move ahead and fix their mistakes (Erwin, 2003). There is tremendous opportunity for personal growth when mistakes are made, because that is the way people learn. Although students need to be held accountable for their chosen behavior, the good news is that they can choose to learn from the experience and make a better choice next time (DeVore & Gentilcore, 1999). When behavior problems are solved for them, students are robbed of the opportunity to learn valuable skills for living in peaceful relationships (Cavanagh, 2009). The restitution approach assists people in making an internal evaluation of what they can do to repair their mistakes (Chelsom Gossen, 1996). Helping students fix their mistakes rather than applying consequences can be instrumental in bringing about positive behavior change. In this way, restitution is a collaborative process which teaches students to seek solutions to problems, and helps students think about what kind of person they want to be, and how they should treat others (Chelsom Gossen, 1996).

In the restitution process, the person who has done wrong has the opportunity to heal and to fix the wrong that has been done thereby restoring that relationship. A good restitution will be seen by the victim as adequate compensation, it will require effort, and

it does not in any way encourage repetition (Chelsom Gossen, 1996). Coloroso (2002)

states that when there has been a misbehavior, one needs to "…assume responsibility for

the deed, admit the wrongness of what has been done, express a strong desire not to do it

again, assume responsibility for the damage, and begin to mend the torn relationship" (p.

109). Restitution is all about restoring relationships and returning the student to the

group strengthened. People are strengthened by the opportunity to make restitution

because "Restitution enables the individual to reclaim self-esteem through personal

effort. Restitution benefits the person wronged and also benefits the person who has

done the wrong" (Chelsom Gossen, 1996, p. 45). Minogue (2006) argues that restitution

is a powerful way to restore relationships when kids act out.

Gossen (2004) states three reasons why people behave: 1) to avoid pain and

negative consequences; 2) for respect or reward from others; and 3) for respect from self.

Contrary to conventional wisdom, rewards are no more effective than threats and

punishment in getting students to behave appropriately (Erwin, 2003). Kohn (1993), as

cited in Erwin (2003), details hundreds of studies suggesting that such incentives as

stickers, pizza parties, free time, and trips to the toy barrel do not work. Jensen (1998), as

cited in Erwin (2003), argues that rewards damage intrinsic motivation because a student

will want a reward every time a certain behavior is required. External motivators tend to

rupture relationships because "When we feel manipulated by someone, our level of trust

in the relationship goes down" (Erwin, 2003, p. 20). The restitution process seeks to

move the student to the third level, behaving out of respect for oneself. Restitution is not

about behaving to please other people or to avoid unpleasant consequences, but rather, it

is about becoming the person one wants to be.

An important part of the restitution process for the person who has done the wrong, is seeking the need behind the misbehavior. Pollack (1998) argues that when dealing with students "…rather than probing behind the misconduct to discover their genuine emotional needs, there is a prevalent tendency to interpret their behavior solely as a discipline problem" (p. 232). With restitution, educators help students identify and examine the needs and underlying issues that drive their behavior. Once the needs have been identified (survival, love and belonging, power, freedom, fun), the student can then move forward and find more positive ways to get their needs met. By understanding these needs, teachers can transform classrooms into places where students want to learn and behave in respectful, responsible ways (Erwin, 2003).

Restitution moves from rule-centered extrinsic discipline, to belief-centered self-discipline. Restitution requires a paradigm shift from external discipline which coerces and alienates youth, to internal discipline which strengthens and embraces youth (Gossen, 2004). Mark Zuzek, a principal of a middle years school, is quoted in Gossen (2004) stating that for teachers who teach under the reward and consequence paradigm, it would take a major intervention to complete the paradigm shift to a self-control, internal motivation paradigm. In order to facilitate this shift, there needs to be a move from rules which are extrinsic, to beliefs which are intrinsic. Educators need to focus on returning students to the group strengthened, rather than isolating students with a suspension, detention, or time-out. Gossen (2004) suggests, "We cannot get self-discipline from rules. We can only get temporary self-control and compliance. We need to address beliefs to build internal strength and creative solution finding" (p. 143). People generally will be more motivated and have more energy living according to one's beliefs rather than following a set of rules.

Although this move from rules to beliefs is central to the restitution process, it is important to note that schools need to establish "bottom lines" in order to protect their school beliefs. Schools need to uphold bottom lines consistently and publicly so that people feel safe (Gossen, 2004). The violation of bottom lines requires administrative attention in order to create a safe learning environment for all.

Research suggests that restitution, and the philosophies underpinning its practices, works as a behavior management strategy for a vast number of students. However, how does the restitution process work with a student who is extremely defiant and non-compliant, unwilling to take responsibility for his/her actions, and unwilling to fix his/her mistake? As with any discipline strategy, not all students are ready for restitution, and "If a student has the mind-set not to comply, nothing you do will make them" (Erwin, 2003, p. 20). A big challenge for educators who are using the restitution process is that one cannot manage behavior all the time. If a student is not ready to fix his/her mistake, we have to go back to consequences. Students will not always be in a frame of mind where they will be solution focused, and restitution cannot be coerced. In order to address this concern, Gossen (2004) developed a concept called weaving where teachers move back and forth between being a monitor of behavior and a manager of behavior. In the monitor position one enforces rules and uses consequences, whereas in the manager position the focus is on beliefs and fixing the problem. Educators often have to weave back and forth between these two positions to affect change. However, in the restitution process the goal is always to strive towards managing behavior as opposed to monitoring behavior.

Many schools that have implemented a restitution program report that it has been an unqualified success (Minogue, 2006). Gossen (2004) actually concluded that "In

every school which has adopted restitution, incidents of discipline have been reduced"

(p.133). Erwin (2003) argues that moving students towards internal motivation resulted

in "…a dramatic improvement in students' attitudes and behavior and remarkable

improvement in the quality of student learning and performance" (p. 22). In addition to a

decrease in discipline problems, other indicators of success include an increase in

attendance, and an increase in the high school graduation rate (Minogue, 2006).

Restitution helps students become better people and better citizens because "When we

discipline young people without violating their dignity, we hold them accountable

without further damaging their self-esteem and we increase the likelihood that they will

ultimately desire to become better citizens" (DeVore & Gentilcore, 1999). Sheryl

Borcherding, an elementary guidance counselor, is quoted in Gossen (2004) saying that

"Restitution empowers students, builds confidence, and creates positive thinking" (p.

199). In the restitution process educators are encouraged to view every student

misbehavior as a teaching opportunity thereby fostering personal growth in a warm,

caring environment. Teaching students about the restitution process gives them the

opportunity to strengthen their internal character, thereby producing positive change in

schools and communities.

Educators can also benefit from the restitution process. Rather than continually

being disrupted with discipline issues, teachers can concentrate on teaching. John

Martin, working in the area of Instructional Support for Student Services in a school

division that has implemented restitution, comments in Gossen (2004) that with

restitution, teachers have shared that they are not working as hard, feel healthier, and

report greater job satisfaction. They are not as exhausted by the end of the day, and

experience less burn-out at the end of the year. Mark Zuzek, principal of a middle years

school, is quoted in Gossen (2004) saying, "I feel better at the end of the workday if I have helped kids solve problems and fix their mistakes, rather than if I have consequenced kids all day" (p. 184). Since behavior management is one of the biggest concerns facing educators today, implementing a restitution program would be a proactive way of promoting positive behaviors within the school and within the classroom.

In this literature review I did not find any research articles that spoke negatively about restitution. A few possible challenges to the restitution process come to mind. Is the restitution process emotionally engaging and time consuming? What are the difficulties in changing the mindsets of educators who have been schooled in punishment/consequence classroom management strategies? What does administration do with teachers who are unwilling to change, and who work in schools bound by administrative policies that remain punishment-oriented? This research study attempted to uncover both the positives and negatives about the implementation of a restitution program and the restitution process.

<div align="center">Summary</div>

School attachment and restitution practices can transform existing approaches to relationships and behavior management. Hopkins (2002) argues that "…building and nurturing relationships is at the heart of a successful and happy school. Repairing the harm done to relationships in the event of conflict and inappropriate behavior is the next priority. In such an environment people are more likely to want to work, more likely to achieve and less likely to be or feel excluded" (p. 148). School attachment and restitution provide a framework to support the restructuring of school discipline in a way that promotes positive student behaviors.

Chapter three outlines the methodology of this study. It includes characteristics of qualitative research, describe the subjects who were included in the study, and the means by which data were collected and analyzed.

CHAPTER THREE: METHODOLOGY

Introduction

Qualitative research focuses on understanding and meaning based on verbal narratives and observations rather than numbers, and usually takes place in naturally occurring situations (McMillan, 2004). Behavior is studied as it occurs naturally, therefore there is no manipulation or control of behavior or settings, nor are there any externally imposed constraints (McMillan, 2004). Qualitative researchers go to the particular setting under study because the situational context is very important in understanding the behavior being studied (Bogdan & Biklen, 2007).

In qualitative research, data is collected directly from the source. The researcher usually acts as "…an observer in the setting that is being studied, either as the interviewer, or as the person who studies artifacts and documents" (McMillan, 2004, p. 258). In this way, the researcher has a fuller understanding of the data collected.

 Rich narrative descriptions are used in qualitative research. The data collected is "…rich in description of people, places, and conversations, and not easily handled by statistical procedures" (Bogdan & Kiklen, 2007, p. 2). The data collected take the form of words or pictures (Bogdan & Biklen, 2007) because "The detailed approach to description is necessary to obtain complete understanding of the setting and to accurately reflect the complexity of human behavior" (McMillan, 2004, p. 258). As the goal of any qualitative study is to generate depth of description and understanding, it is better to select a few entities for in-depth study rather than a large number that would be studied only superficially (McMillan, 2004).

Researchers using this methodology are concerned with the process through which behavior occurs rather than simply with outcomes and products (Bogdan & Biklen, 2007; McMillan, 2004). More specifically, they want to know how and why behaviors occur.

Qualitative studies use inductive data analysis whereby generalizations are induced from synthesizing gathered information. Qualitative researchers do not search out data or evidence to prove or disprove hypotheses, but rather, the data are gathered first and then synthesized inductively to generate generalizations (Bogdan & Biklen, 2007; McMillan, 2004). In this way theory is developed from the bottom up. As McMillan (2004) suggests, "In the beginning, the data may seem unconnected and too extensive to make sense, but as the researcher works with the data, progressively more specific findings are generated" (p. 259).

Researchers value perspectives of participants, and focus on participants' understanding and meaning. They try to "…reconstruct reality as the participants they are studying see it" (McMillan, 2004, p. 259). The goal is to understand the participants from their point of view. In fact, "Researchers using a qualitative approach believe that there are multiple realities represented in participant perspectives, and that context is critical in providing an understanding of the phenomenon being investigated" (McMillan, 2004, p. 256). The researcher tries to enter the world of the participant and develops rapport in order to minimize the impact of the researcher's presence in the interview process.

Qualitative research is emergent in nature. It evolves and changes as the study takes place. McMillan (2004) states that "A qualitative researcher will begin the study with some idea about what data will be collected and the procedures that will be

employed, but a full account of the methods is given retrospectively, after all the data have been collected. The design is emergent in that it evolves during the study" (McMillan, 2004, p. 259). Researchers using a qualitative approach should, however, start with primary questions to be explored, and make plans for data collection and analysis.

Methods of data collection in qualitative research include interviews, participant observation, and archival research (Bogdan & Biklen, 2007). Qualitative researchers usually act as observers in the setting that is being studied, either as the interviewer, or as the person who studies artifacts and documents (McMillan, 2004). Documents are written records. In qualitative research, "…the most common use of documents is to verify or support data obtained from interviews or observations" (McMillan, 2004, p. 267).

This research study used a case study which is one of several approaches to qualitative research. Case studies concern in-depth study of a single or a few programs, events, activities, groups, or other entities defined in terms of time and place (McMillan, 2004). The primary purpose of a case study is to obtain a detailed description and gain an understanding of the case (McMillan, 2004). Multiple methods of data collection are used, including observations, interviews, and analysis of documents and reports (McMillan, 2004). It is hoped that insights gained from this approach could apply to other schools with similar contexts.

This research is qualitative, and by design, qualitative research is concerned about understanding and meaning in a specific context. Lakeview Middle Years School was the context for the case study in this research project.

Overview of Lakeview Middle Years School

Lakeview Middle Years School is a large urban school in a western Canadian city. Lakeview Middle Years School is a multicultural school where immigrants and refugees are welcomed every year. Approximately fifty percent of the students attending Lakeview Middle Years School live below the poverty line, and approximately half of the students live in single parent families, mostly led by single mothers. Lakeview Middle Years School has a high mobility rate with students arriving and departing throughout the year. The prevalence of gangs, violence, crime, drugs, and alcohol in the community has serious implications for fostering negative behavior choices. Many middle years students arrive at the school with physical, cognitive, and behavioral disabilities. Despite the fact that programs have been established to meet the needs of a wide diversity of learners, discipline and behavior management continues to be a major concern.

In search of a solution to the many behavioral issues they were facing, staff at Lakeview Middle Years School started looking for ways to restructure discipline in order to be more proactive in managing behavior. Although I am currently working in another school division, I was an administrator at Lakeview Middle Years School at the beginning of this process. Overwhelmed by the number of bottom line violations resulting in out-of-school suspensions in the first six months of my new position, I addressed the staff to see what we could do to better handle the many behavior problems with which we were dealing. As a result of a discussion we had as a staff, we started to look for better strategies to manage behavior. I attended a Restitution I workshop facilitated by Diane Gossen, founder of the restitution philosophy, and felt that restitution strategies and ideas could work at Lakeview Middle Years School. I shared what I had learned with staff, and collaboratively we decided to give restitution a try.

In 2005, Lakeview Middle Years School started implementation of a restitution program, and made school attachment strategies a focus. Implementation of a restitution program started with all staff taking part in Restitution I training. Students were introduced to restitution strategies and ideas at grade assemblies, and parents/guardians were invited to attend an evening meeting where they were introduced to the concepts of restitution. The initial and primary goal of implementing a restitution program at the school was to decrease the number of out-of-school suspensions, and to help students make better behavioral choices.

In this research project, I conducted semi-structured interviews with five middle years students and five middle years teachers, and analyzed discipline referral documentation in order to gain an understanding of the effectiveness of school attachment strategies and restitution practices in promoting positive behaviors at Lakeview Middle Years School.

<div align="center">Subjects</div>

Upon human ethics approval by the Education/Nursing Research Ethics Board (Appendix A), and with written permission from the superintendent and school principal, the subjects in this research study consisted of five middle years students with ten or more discipline referrals in the 2008-2009 school year, and five middle years teachers. In order to gain an understanding of the effectiveness of school attachment and restitution strategies to promote positive behavior, it was important to talk directly to the people who had experienced the process. In case studies, subjects are individuals who interact with each other, share the same space, and identify with each other (McMillan, 2004). All subjects were recruited from Lakeview Middle Years School. Parents/guardians of students with ten or more discipline referrals in the 2008-2009 school year were sent a

letter of invitation to participate in this study by a school secretary. With

parental/guardian consent and student assent, the first five students who responded were

interviewed. The interviews were semi-structured and were approximately thirty minutes

in length.

Teacher participants were recruited through email requests to participate from the

school teaching staff list. Requests to participate were sent by a school secretary to all

middle years teachers at Lakeview Middle Years School. The first five teachers to

respond were interviewed. The interviews were semi-structured and were approximately

one hour in length. Written consent was obtained prior to the interviews.

Subjects determined the time and location of the interviews (with full consent

and knowledge of parents/guardians). Participation in this study was voluntary.

Participants were told that they could withdraw from the study at any time without

question or penalty. If participants decided to withdraw, their data would be stricken

from the study. No participants withdrew from the study.

<p align="center">Data Collection</p>

Qualitative methods were used in this research study to collect data on the

effectiveness of restitution practices and school attachment strategies in promoting

positive student behaviors at Lakeview Middle Years School. McMillan (2004) suggests

"Because a case study is concerned with a single entity, using two or more forms of data

collection for the same study provides greater depth" (p. 273). Data collection methods

for this case study included five student interviews, five teacher interviews, student

discipline referral documentation, and a journal of researcher observations, reflections,

and comments.

Student Interviews

Each of the five students were interviewed once for approximately 30 minutes in length. The interviews were semi-structured and explored student perceptions of the effectiveness of restitution practices and school attachment strategies in promoting positive behaviors in school. In semi-structured interviews, questions are open-ended yet specific in intent, allowing for probing, follow-up, and clarification (McMillan, 2004). All participants and parents/guardians received a series of questions one week prior to the interviews. With full knowledge and consent from parents/guardians, I conducted the interviews with the students at a time and location of their choice. In each interview, a tape recorder was used to help facilitate field notes. Each interview was transcribed following the interview. All efforts were made to preserve anonymity and confidentiality in this study. In the report of this study, appropriate pseudonyms and altered details were used when referring to participants. Any part of the transcripts which might identify a participant or a participant's school was reworded or removed. The researcher and the thesis chair were the only people who saw the transcripts. All audiotape recordings and transcripts were stored in a locked filing cabinet in the researcher's office throughout the study, and were destroyed after successful defense of this study. Prior to each interview, each student participant was provided with written documentation identifying the nature and purpose of the research study, and each parent/guardian of the participant, and each participant were asked to provide written informed consent/assent.

All participants interviewed were given two weeks to review the transcripts and add, delete, or augment information given. If I as the researcher did not hear from them after two weeks, I assumed that they were satisfied with the content of the transcripts/findings.

Teacher Interviews

In addition to five individual student interviews, five middle years teachers were also interviewed. Teacher interviews were approximately one hour in length. The interviews were semi-structured and explored teacher perceptions of the effectiveness of restitution and school attachment practices in promoting positive student behaviors. All participants received a series of questions one week prior to the interview. Interviews took place at a time and location of their choice. In each interview, a tape recorder was used to help facilitate field notes. Each interview was transcribed following the interview. All efforts were made to preserve anonymity and confidentiality in this study. In the report of this study, appropriate pseudonyms and altered details were used when referring to participants, and any part of the transcripts which might identify a participant or a participant's school was reworded or removed. All audiotape recordings and transcripts were stored in a locked filing cabinet in the researcher's office throughout the study, and were destroyed after successful defense of this study. Prior to the interviews, each participant was provided with written documentation identifying the nature and purpose of the research study, and each participant was asked to provide written informed consent.

All teacher participants were given the opportunity to check the transcripts and add, delete, or augment information given. Participants were given two weeks to review transcripts and findings. If I as the researcher did not hear from them after two weeks, I assumed that they were satisfied with the content of the transcripts/findings.

Research Questions

Research questions for both the student and teacher interviews fell into three general categories: restitution, school attachment, and effectiveness of these behavior

management strategies. The following general questions provided the framework for this research:

1. In what ways are restitution practices implemented in middle years schools and under what conditions?

2. What school attachment strategies are currently being used to help students attach and transition to a middle school environment?

3. How effective have restitution and school attachment strategies been in promoting positive behaviors as perceived by both teachers and students?

4. What factors (organizational, logistical, or personal) either support or hinder the implementation and/or use of restitution and/or school attachment strategies in middle years schools? (teachers only)

Specific interview questions were designed to provide more detailed information in each of the general categories. See Appendix B for specific student interview questions, and Appendix C for specific teacher interview questions.

Discipline Referral Documentation

In this study, general statistical information was gathered from the Lakeview Middle Years discipline referral documents by a school secretary. The front side of the discipline referral form that is used at Lakeview Middle Years School has a checklist for teachers to check off the offense that was committed by individual students. The back side of the discipline referral form has a checklist for administrative action taken. Specific discipline referral data that was collected included the number of discipline referrals, out-of-school suspensions, in-school suspensions, students sent home for the day, detentions, and mediations in each given school year. Data for out-of-school suspensions was collected for five consecutive school years (2004-2009). Discipline

referral forms were implemented in the 2005 school year. Therefore, data collected on in-school suspensions, students sent home for the day, detentions, and mediations were collected for four consecutive school years (2005-2009). Discipline referral documentation was used to compare the rates of referrals, out-of-school suspensions, in-school suspensions, students sent home for the day, detentions, and mediations over time. A copy of the discipline referral form used at Lakeview Middle Years School can be found in Appendix D.

Researcher Observations

As the principal researcher, I kept a journal throughout the study where I recorded observations, reflections, and comments. This journal was helpful in recording thoughts, feelings, insights, ideas, and reflections, and helped to eliminate biases as I confronted my own beliefs throughout the study. McMillan (2004) suggests that "Reflections include thoughts about emerging themes and patterns, thoughts about methodological problems or issues, considerations of ethical concerns, and introspective discussions about researcher opinions, attitudes, and prejudices" (p. 264). Recording observations and comments in a journal has the potential to be of great value in interpreting data.

<div align="center">Data Analysis</div>

In qualitative research, the goal of data analysis is to discover patterns, ideas, explanations, and themes (Bogdan & Bilken, 2007; McMillan, 2004). McMillan (2004) states that "Specific data elements have to be organized and then synthesized to derive the patterns and ideas that will form the basis of the conclusions. A thorough analysis requires three steps: organization of the data, summarizing the data, and then interpreting the data" (p. 267). In the first step of data analysis, data need to be organized into workable units while looking for categories and themes. McMillan (2004) suggests that

"The most common approach to organizing the data is to read through the data; look for words, phrases, or events that seem to stand out; and then create codes for these topics and patterns. The codes are then used as categories to organize the data" (p. 267). The second step in data analysis is summarizing the data. The researcher examines all entries that have the same code and writes a sentence or two that captures the essence of the information. Finally, the researcher interprets the findings inductively, synthesizes the information, and draws inferences (McMillan, 2004). In effect, "The process of qualitative research is like a funnel. In the beginning, the data may seem unconnected and too extensive to make much sense, but as the researcher works with the data, progressively more specific findings are generated" (McMillan, 2004, p. 259).

Stake (1995), as cited in McMillan (2004), outlines four kinds of data analysis that are used in case studies: 1) categorical aggregation, in which the researcher codes data and collects instances from which meanings will emerge; 2) direct interpretation, which uses a single example to illustrate meaning; 3) drawing patterns, which is needed to examine the correspondence between two or more categories or codes; and 4) naturalistic generalizations, which are culled from the data that suggest what others can take from the research to apply to other situations.

In this research study, student and teacher interviews were transcribed, coded, and summarized. Throughout this process, the researcher looked for emerging themes. Constant comparison is a strategy that was used to analyze the data. With constant comparison, data from interviews were constantly compared to previous data in order to discover emerging themes from both the students' and teachers' perspectives. After the data were coded and themes were identified, the researcher drew patterns between codes, and looked for naturalistic generalizations.

Discipline referral documentation was analyzed using descriptive statistics such as frequencies to compare the number of discipline referrals in a school year (2005-2009), out-of-school suspensions (2004-2009), in-school suspensions (2005-2009), students sent home for the day (2005-2009), detentions (2005-2009), and mediations (2005-2009) in each successive school year at Lakeview Middle Years School. The researcher looked at these data to see if there had been any changes or patterns of development in each of these categories after implementation of a restitution program and making school attachment strategies a focus.   The data obtained from document analysis were then scrutinized to see if they verified or supported the data collected from the student and teacher interviews.

Credibility

The primary criterion for evaluating qualitative studies is the credibility of the study. McMillan (2004) suggests that "Credibility is defined as the extent to which the data, data analysis, and conclusions are believable and trustworthy" (p. 277). In this study, attempts were made to triangulate data, and promote reliability and validity of the findings so as to make the results more credible.

Triangulation. Triangulation is one of the most common analytical techniques used to increase the credibility of a qualitative study. Triangulation is the collection of information from different data sources in order to compare different approaches to the same thing (McMillan, 2004) because, "If the results of several methods of collecting data agree, the finding is judged to be credible" (McMillan, 2004, p. 278).

In this study, triangulation was achieved by collecting data from a variety of sources including student interviews, teacher interviews, discipline referral documentation, the literature review, and the researcher's journal of recorded

observations, reflections, and comments. In addition, through the use of constant

comparative analysis, new data were constantly triangulated with emerging categories

and themes.

   Reliability. Reliability is another way to increase the credibility of a qualitative

research study. Reliability is "…the extent to which what is recorded as data is what

actually occurred in the setting that was studied" (McMillan, 2004, p. 278). Qualitative

researchers are interested in the accuracy of their observations. Reliability is enhanced

by detailed field notes, use of tape recorders, use of participant quotations, and member

checking. With member checking, the researcher gives participants his/her notes so that

the participant can check the accuracy of the information.

   In this study, the researcher kept detailed field notes, used a tape recorder in both

the student and teacher interviews, and did member checks. All participants got copies of

transcripts in order to confirm accuracy of information given. Participants were given the

opportunity to add, delete, or augment the information on the transcripts. This helped

enhance the reliability of this research study.

   Internal validity. Internal validity refers to "…the match between the researcher's

categories and interpretations and what is actually true. That is, do the meanings,

categories, and interpretations of the researcher reflect reality?" (McMillan, 2004, p.

278). The researcher is the person who collects and interprets the data, therefore, any

opinions, biases, or expectations that the researcher has may be reflected in the results,

particular in the case where, as in this study, there is only a single researcher determining

the coding. McMillan (2004) suggests that "Good qualitative researchers are aware that

their subjectivity and potential bias may threaten the credibility of the research and they

take steps to avoid it" (p. 278). Internal validity can be enhanced by detailed field notes, and by details about the process used in the research setting.

In an attempt to increase internal validity, I was cognizant of my own views and biases in favor of restitution practices, and focused on seeing things from the participant's perspective. I kept detailed field notes in a journal in order to diminish the effect of my subjective opinions. Questions were asked in such a way that participants had the opportunity to share both positive and negative experiences with restitution and school attachment practices. I avoided leading the nature of the conversation and simply allowed participants to express their views using noncommittal prompts. In the analysis, I looked for both confirming and disconfirming evidence of categories as well as ensured that I represented both positive and negative experiences in the results. This helped increase the credibility of this research study.

External validity. External validity refers to the degree that findings can be generalized or transferred to other contexts, settings, or populations. To achieve this "The emphasis is on how well the data, categories, analyses, and patterns are described and how well other researchers can understand the findings so that they can be used in other settings" (McMillan, 2004, p. 280). Qualitative researchers can enhance transferability by accurately detailing research methods, contexts, and assumptions underlying the study.

In this study external validity was achieved by detailing research methods including methods of data collection and analysis. Research methods and findings were clearly articulated so that other researchers will be able to understand the findings, and so that the information gleaned from this research may be able to be used in other contexts.

The intent of this study was to provide a rich and detailed summary of the methods and findings so that the conclusions may resonate with others in similar contexts.

<div align="center">Summary</div>

This chapter examined the characteristics of qualitative research, and outlined the involvement of subjects, methods of data collection, and methods of data analysis that were used in this study. Lakeview Middle Years School was the context for the case study used in this qualitative research project. A case study approach allowed the researcher to explore the perceptions of both middle years students and teachers on the effectiveness of school attachment strategies and restitution practices in promoting positive behaviors at Lakeview Middle Years School. It also allowed the researcher to examine discipline referral documentation as a means of supporting the data gained from interviews.

Chapter four highlights the results of the data collection as well as an analysis of the results in the form of themes that were generated from the teacher and student interview responses.

CHAPTER FOUR: RESULTS

This chapter addresses the research questions that were posed to each teacher and student in the study, and analyzes the data collected from discipline referral documentation.

As indicated earlier, four overarching questions provided the framework for the study:

1. In what ways are restitution practices implemented in middle years schools and under what conditions?

2. What school attachment strategies are currently being used to help students attach and transition to a middle school environment?

3. How effective have restitution and school attachment strategies been in promoting positive behaviors as perceived by both teachers and students?

4. What factors (organizational, logistical, or personal) either support or hinder the implementation and/or use of restitution and/or school attachment strategies in middle years schools? (teachers only)

The specific student and teacher interview questions can be found in Appendix B and Appendix C.

As a result of teacher and student responses to the specific interview questions, the data collected were coded into themes and sub themes. Many of these themes emerged as I recorded reflections and thoughts in my journal. The themes and sub themes were then categorized under the four overarching research questions. Direct quotations from the participants have been included in an attempt to clearly represent the participants' thoughts and feelings. With regards to the student interviews, my journal

reflections indicate that many students were not very verbal in their responses so I asked

questions in different ways to try to get them to respond. As a result, I was able to

identify themes and sub themes for both the student and teacher interviews.

In addition to the student and teacher interviews, general statistical information

was collected from the Lakeview Middle Years discipline referral documents. Specific

discipline referral data that were collected included the number of discipline referrals,

out-of-school suspensions, in-school suspensions, students sent home for the day,

detentions and mediations in each given school year. Discipline referral documentation

was used to compare the rates of discipline referrals, out-of-school suspensions, in-school

suspensions, students sent home for the day, detentions and mediations over time. A

copy of the discipline referral form used at Lakeview Middle Years School can be found

in Appendix D.

<div align="center">Student Identified Themes</div>

The questions asked of the students focused on their knowledge and experience

with restitution, ways that made them feel that they belonged or didn't belong to their

school community, and the effectiveness of restitution and school attachment strategies in

decreasing misbehaviors. Each of these will be discussed below.

Restitution

The restitution questions explored students' knowledge and experience with

restitution, including specific examples of how they have used restitution and how the

restitution process made them feel. Table 1 reports on the themes and sub themes that

developed from student responses.

Table 1

Themes Related to Restitution

Broad Themes	Sub Themes
• Restitution knowledge	
• Fixing mistakes	
	• Reflection
	• Coming up with a plan
	• Implementing the plan
	• Apologies
• Mediation	
• Second chances	

The first broad theme that emerged from student responses was their basic

knowledge of restitution and how the restitution process works. All of the students

interviewed seemed to understand the basics of restitution and had the general knowledge

that restitution was about reflecting on their behavior and fixing their mistakes. One

student stated that restitution was "Making up for your mistakes." Another student added

that restitution was "Making your bad choices better." A third student stated that with

restitution, "…you get to fix it and change it with the person, with the teacher." A fourth

student said, "It's like helping you fix your mistakes." One student thought that

restitution was "where you apologize to someone or something like that." Although an

apology can be part of the restitution process this initially showed limited knowledge

about restitution. Upon further questioning, this student gave clear examples of how

mistakes had been fixed and demonstrated a better grasp of the basics of the restitution.

Clearly some education had taken place in teaching these students about the restitution process.

A second broad theme that emerged was the process involved when fixing mistakes. All students had some knowledge about the process involved for fixing their mistakes and gave concrete examples of how it had worked for each of them. Four sub themes emerged under the broad theme of fixing mistakes: reflection, coming up with a plan, implementing the plan, and apologies.

The first sub theme was the need to reflect on the misbehavior when mistakes occurred. One student commented that after an altercation with another student, both students were asked to "…write down what we did wrong and what we could have done to prevent it." This same student stated that restitution is good "because it gives us time to think." Another student mentioned that after a misbehavior, students have to explain why they misbehaved. Reflecting on one's behavior is a step towards taking responsibility for that behavior which then propels the student to the next step, coming up with a plan to fix the mistake.

A second sub theme was the need to come up with a specific plan to fix their mistakes. One student commented that "we have to make up our own idea" of how to fix it. Another student stated that "You and your teacher…work together" to come up with a plan to fix the mistake. These students knew that they clearly had to take ownership of their actions and come up with a plan of what they were going to do to fix their mistakes.

A third sub theme was implementing the plan. All five students interviewed cited examples of what they had done to fix their mistakes. One student explained how one plan had been to "take all the gum off of chairs and desks and stairwells" after spitting on the floor and putting gum on things. Two students talked about staying after

school to do an assignment or to do some work for their teachers as a way of making it up

to them and to "try to fix what I've done." Another student cited two examples of

restitution: 1) a student copying notes for another student after having ripped them, and

2) "Once a kid ripped someone's backpack and they had to sew it back together in the

sewing room." The student respondents were able to articulate not only mistakes that

they had fixed, but were also very aware and able to articulate how other students had

fixed their mistakes.

A fourth sub theme was an apology as part of the plan. Three students stated that

a verbal or written apology was what they had done to fix some of their mistakes. One

student commented, "I would write a letter saying sorry…and try to fix my mistake."

Another student stated that apologizing "is a good stage" in the restitution process.

A third broad theme that emerged from the student responses was mediations with

students with whom they had altercations. Four students commented that they had taken

part in mediation. One student stated, "When you are having trouble with other people

you have to have a conference with that person and like get it all under control." Another

student mentioned that when there is a conflict between two students, "They go to the

guidance office, then the counselor talks to them and they try to solve it." Fights over

boyfriends and a fight in dodgeball were two examples that were cited where mediation

had taken place. Two students indicated that after the mediation process they had

become friends with whom they had had a conflict. One student commented, "We're

really good friends now." The principal, teacher, and guidance counselor were cited as

the mediators of conflicts between students.

A fourth broad theme that emerged was the notion of second chances. Four

students responded that they were grateful for the opportunity to get a second chance to

change their behavior. One student commented that teachers "…give us a second chance, and they'll help us through it and like talk us through everything." Another student said, "I felt better because I got a second chance to do something." One student proudly stated that after having fixed a mistake with a teacher, the teacher "…now wants me in class." Giving students a second chance helped students feel better about themselves and made them want to try to make better choices the next time they were confronted with the same issue.

School Attachment

The questions on school attachment revolved around ways that students felt that they belonged or didn't belong to their school community, and what the school could do better to make them feel that they belonged. Table 2 lists the themes that developed.

Table 2

Themes Related to School Attachment

Broad Themes	Sub Themes
• Friends	
• Student-teacher relationships	
• Fun	
• Extra-curricular activities	
• Food	
• Safety	

The first broad theme that emerged on the topic of school attachment was socializing with friends. When students were asked what made them want to come to

school, the first response for all of them was to see their friends and to socialize.

Comments from all five students interviewed included: "To see my friends," "My friends make me want to go to school," "Mostly to socialize," and "My friends…I usually walk around with my friends." These comments speak to the importance of friends in early adolescence. Seeing friends clearly was a drawing card to get all of these students to school and made them feel that they belonged. When asked what more the school could do to make students feel that they belonged, one student commented that it would be nice to have more places in the school where students could "chill" with friends.

A second broad theme that developed was student-teacher relationships. One student emphatically stated that school attendance increased because of "The teachers that I like, the classes that I like going to, like I love going to them…I love going to school." This student went on to say that teachers at school really care and that "They are just very welcoming." Every morning teachers would greet students and ask how they were doing. Another student commented, "It seems like a lot of teachers like me there…and want me to stay in school." One of the ways that teachers increased this student's sense of belonging was that "If something had to be picked up in the office they would send me to go get it" which made this student feel good. A third student responded that the "teacher says that I belong in the class…that she likes me in the class." A fourth student felt a sense of belonging to the school and felt that "the teacher likes me" because this teacher gave the student "the chance to give examples and stuff for lessons." This student felt that teachers cared because "When I need help they'll help me." A fifth student hesitantly commented that he felt that teachers cared "a little bit." Overall, it seemed important to these students that the teachers liked them and wanted

them in class. They felt that teachers who genuinely cared for them helped increase their

connection to the school community.

Having fun was a third theme that emerged from student responses. One student

mentioned that teachers who were "not fun" made it difficult to want to go to class. This

student went on to talk about the fun of hands on activities in the classroom.

Extra-curricular activities was a fourth broad theme that developed. Most

students responded that they had at some point taken part in extra-curricular activities.

Many of them continue to participate in extra-curricular activities and feel proud to

represent their school or to participate in a club. Students gave lots of examples of what

the school does to actively engage students outside of school hours. Some of the

activities that the students mentioned included: sports teams, band, art (claymation),

school plays, women empowerment groups and sharing circles, the weight room,

language classes (Cree, Ojibway and Tagalog), Aboriginal community groups coming

into the school, field trips, and a chess club. One student stated, "I like going for

basketball." Sports was clearly a connection factor for this student. Another student

mentioned the importance of offering a variety of activities where many different

students could fit in. This student stated that extra-curricular activities "made people feel

welcome because they had somewhere to go because some groups they don't fit in." A

third student thought that the school could do better by "putting you into a sport or

something like that." As discussed in the literature review, extra-curricular activities is

one way in which students can establish a strong attachment and connection to school.

A fifth broad theme that emerged was the availability of food. Three students

mentioned that the school and individual classrooms provided students with "snacks and

breakfast," "feasts," and a "pasta lunch" on game days. If food is not plentiful at home, it can be a huge factor in connecting students to school.

Finally, the sixth theme that emerged was the notion of safety. Four students talked about safety, three in a positive way and one in a negative way. Three students responded that they felt safe at school. One student stated that the presence of a School Resource Officer was a good thing because it made students "feel safer in the school." One of the things that decreased one student's sense of belonging to the school community was because of "the kids who try to fight you." This is the only student who, when asked about what the school could do better to make students feel that they belong, responded with an answer. She felt that there could be increased supervision in the hallways and outside the school which would increase safety and make students feel a greater sense of belonging.

Effectiveness of Restitution and School Attachment Strategies

Regarding effectiveness, students were asked questions on how effective they thought restitution and school attachment strategies were in dealing with student misbehaviors and promoting positive behaviors. Students did not have much to say about the effectiveness of school attachment strategies, but they did have some insights into the effectiveness, positive and negative, about restitution. Table 3 represents the themes that emerged from student participants' responses on the effectiveness and ineffectiveness of restitution strategies.

There was unanimous consensus from student respondents regarding the effectiveness of restitution. All students interviewed thought that restitution was a good way of dealing with misbehaviors.

Table 3

Themes Related to Effectiveness of Restitution Strategies

Broad Themes	Sub Themes

Effective

- Learn from mistakes and make better choices

- Keeps students in school

Ineffective

- Students who are not ready

The first broad theme that emerged regarding the effectiveness of restitution was

students learning from their mistakes and making better choices the next time they were

confronted with the same issue. All students mentioned that they had learned from their

mistakes and that they wanted to make better choices in the future because that would

make them better people. One student argued, "It makes you think that you have to make

better choices or else you're doing it a second time and it's not going to be good because

you've already done it once…if you do it once it's trying to make you be better."

Another student who was very positive about the effectiveness of restitution stated,

"Everyone should have the need to learn from their mistakes. They need to know that

they did wrong and learn from it." This student also stated that restitution was a more

effective way of dealing with misbehaviors than punishment "because I got to realize

what I was doing wrong." When asked if a lesson had been learned from a mistake

made, this same student replied, "Very much so. I don't put gum on anything and I really

don't like littering anymore." A third student mentioned that because restitution gave

students time to think about their negative behaviors, it "helps us not to do it next time."

A fourth student, after being suspended and doing restitution for a misbehavior,

emphatically stated "I wouldn't do it again." Finally, a fifth student, when speaking

about the effectiveness of restitution, made an honest comment saying that "Sometimes it

worked well and sometimes it didn't." This same student did go on to say that restitution

"helped me make better choices." This implies that the restitution process is a learning

experience for many students. They may not understand the process or want to fix things

the first time, but maybe the second or third time they begin to understand the

connections between their behavior and the need for restitution, and truly want to make

better choices.

A second broad theme about the effectiveness of restitution is that it keeps

students in school. One student stated that she liked restitution "because you're still in

school instead of staying out of school for quite awhile." Keeping students in school

increases opportunities to build relationships thereby increasing opportunities to help

students work through their behavior and whatever issues they are dealing with in life.

Another student suggested that "For the kids who do care about their education and

everything, they want to make up for their mistakes. They don't want to just get kicked

out of school."

The one broad theme that emerged regarding the ineffectiveness of restitution was

that it didn't work with students who weren't ready for it, for example gangsters. One

student mentioned that restitution is "a good way to think of a way to fix their problem,

and if they don't think of a way then they will get sent home." Another student suggested

that restitution would not work for gangsters because "it's like some gangsters are not

going to change because they just think it is a waste of time…they don't care about their

education."   A third student expressed the same sentiment saying that some people think

restitution is a waste of time so they don't put in a full effort or don't do it at all in which

case they get a consequence like a "time out."

The next section in this chapter will discuss teacher identified themes that came

from the data collected from the individual teacher interviews.

<div align="center">Teacher Identified Themes</div>

Teacher interview questions focused on restitution practices used at Lakeview

Middle Years School, conditions that need to be in place for students to be able to fix

their mistakes, supports and training that would aid in the use of restitution processes,

school attachment strategies that are currently being used, effectiveness of restitution and

school attachment strategies, and finally, organizational, logistical, or personal factors

that support and/or hinder both restitution and school attachment strategies. Teacher

responses will be discussed below.

Restitution

Restitution questions explored the ideas of restitution in three areas: 1) the use of

restitution practices; 2) the conditions that need to be in place for students to fix their

mistakes; and 3) further supports and training needed to aid the use of restitution

processes.

Restitution practices. The resulting themes and sub themes regarding restitution

practices are reported in Table 4.

Table 4

Themes Related to Restitution Practices

Broad Themes	Sub Themes
• Bottom lines	
• School beliefs	
• Restitution questions	
	• Reflection on behavior
	• Guide students
	• Underlying reasons for behavior
• Y chart – clear expectations	

The first broad theme that emerged from teacher responses was the articulation of bottom lines. All teachers interviewed talked about the bottom lines that the school has established, behaviors that are not tolerated in the school and in the classroom. Bottom lines that were mentioned included "weapons," "verbally assaulting a student or staff member," "physical altercations," "drugs," "theft," "vandalism," and "bullying." One teacher stated that bottom lines are "those things that you need to send a very clear message that you're not going to tolerate it whether it's respect for people's safety, weapons, or those kinds of things." Something has to be done if a student violates a bottom line.

The second broad theme was the articulation of school beliefs. Bottom lines were clearly established at Lakeview in order to protect their school beliefs, two of them being

"respect" and "safety." One teacher talked about a strategy used to better help students understand their school beliefs. This teacher stated, "We create posters…Students take one of the school beliefs and put that as a title and then create a visual representation …Students draw a picture that represents a safe community or one of the school beliefs, and it has to be positive." These posters are then put up right outside the classroom as a visual representation and daily reminder to students regarding their school beliefs. Another teacher commented that when dealing with student misbehaviors, everything is referred to the school's bottom lines and school beliefs which "…is a huge thing because it gives you all the anchors that you need." Teachers mentioned that clearly articulated bottom lines and school beliefs were posted in every classroom which aided teachers when talking to students about misbehaviors.

Another broad theme was the use of specific restitution questions. All teachers interviewed cited specific questions that they used in the restitution process which initiated conversations with students. One teacher commented that every middle years teacher had sheets of restitution questions posted on bulletin boards in their classrooms. A few questions that one teacher asks students who misbehave are, "What happened? Why did that happen? What are you going to do about it?" Another teacher uses the following questions: "So what did you do wrong? Why is that right? Why is that wrong? How are you going to fix it?...What do you have to do to make yourself a better person?" A third teacher asks students, "What did you do wrong? What do you need to do to fix it?...How do you think you can fix your mistake? What do you think would be reasonable?" This clearly puts the onus on the student to come up with a plan to fix his/her mistake. A fourth teacher mentioned another line of restitution questioning that had been overheard in the hallway between a teacher and a student which went like this:

"Could it have been worse? Could you have done something worse? Wow, good for you that you didn't."   One of the teachers interviewed talked about a strategy used when time didn't allow immediate conversation with students who misbehaved. This teacher came up with a restitution work sheet which students fill out in the hallway. Students answer similar restitution questions on this worksheet which then gives the teacher a reference point for having a conversation with them at a later point in time. This teacher said that "If we don't have time right at that moment, they'll (students) sit outside, and fill out a sheet which follows restitution…then when we get a chance to come and see them, then we'll go over that with them." Another teacher stated that restitution questions "…follow up with how you can deal with the mistakes that students have made." These lines of questioning underscore the importance of teachers talking to their students in order to help students reflect on their behavior, guiding students in the problem solving process, and figuring out the underlying reasons for student misbehaviors. These are all sub themes that emerged under the broad theme of restitution questioning.

The first sub theme was having students reflect on their behavior. All five teachers were unanimous about the importance of having students reflect on their behavior. As a reflection piece, one of the teachers interviewed gave a student "…an assignment that she had to complete…which asked to explain why she did what she did." By asking students to reflect on their behavior either in written format or verbally, "It gives them time to think about it." Another teacher stated that educators should "…put a child in a situation…where they are going to think about what they've done wrong."

Secondly, all teachers interviewed talked about having conversations with students and guiding them through the problem solving process. One teacher talked about the importance of coaching students through the restitution process by stating that

teachers need to "coach them through the first or second experience that they have with it (restitution) to show them how it works…because it's new to them." This teacher went on to say that educators need to help students "explore how they could have reacted differently in that situation…and guide them into that type of thought process." Another teacher talked about giving students the opportunity to fix their mistakes and helping them with options for fixing their mistakes. This teacher mentioned the importance of letting students "try to solve their own problems because kids will learn better that way." A third teacher talked about "helping and guiding students because as adults we know what is mostly effective."

A third sub theme that emerged was trying to understand the underlying reasons for student misbehaviors. All teachers stressed the importance of taking time to talk to students to try to find out what was happening in their lives. One teacher emphasized the importance of "just talking with students and trying to get to the root of the problem, trying to get them to make good decisions." Another teacher succinctly stated that students "…could have no food, they could have been yelled at in the morning, or their friend could be teasing them on facebook. Anything can make a child act up. You have to figure out what it is." A third teacher stated that "When kids are really acting up, I just look at them and ask 'What's the real issue? If you want my attention that bad, let's go for a walk. What's the real issue?' We'll go for a quick two minute walk and then they talk. They tell you what's going on whether it's parents, they haven't eaten, or they haven't slept." A third teacher added that "it's about finding the underlying reason of why they're acting that way." A fourth teacher stated that with restitution, "You are going to learn something about them (students)." By understanding the underlying reasons why students misbehave, teachers can often help students "…deal

with negative situations in their life and to help them work through a problem." Teachers felt that restitution questions and having conversations with students were a great aid in helping students reflect on their behavior, guiding them through the restitution process, and finding out the underlying reasons for student misbehaviors.

A fourth broad theme that emerged was use of a Y chart to create quality classrooms and having students take part in the process of coming up with classroom expectations. One teacher created a Y chart with students in regards to what a quality classroom "…sounds like, what it looks like and what it feels like…We all come up with that together… and the students sign it." Another teacher talked about "How do we want our classroom to look? How does a positive place look and how can students be part of that?" Both teachers talked about putting this chart on the wall and making reference to it throughout the year. A third teacher mentioned, "You have to make sure your expectations are clear from the beginning." According to teachers, clear classroom expectations greatly aid in the restitution process.

Conditions for restitution. Teachers were asked what conditions need to be in place for students to fix their mistakes. Table 5 offers the resulting themes from teacher responses.

There was consensus amongst teachers that certain teacher qualities were crucial in order for students to successfully be guided in the process of fixing their mistakes. Three sub themes under the broad theme of teacher qualities include tone of voice, patience, and having a calm demeanor.

Table 5

Themes Related to Conditions for Restitution

Broad Themes	Sub Themes
• Teacher qualities	• Tone of voice • Patience • Calm demeanor
• Students are calm	
• Safe environment	
• Student-teacher relationships	• Trust • Respect

A teacher's tone of voice when talking to students was seen as greatly enhancing resolution of misbehaviors. One teacher stated that "…certain teachers may be able to diffuse a situation right away in regards to their tone and how they talk to kids, whereas another teacher may right away not have the patience to do that and then either raise their voice, heighten the intensity of the setting and then just remove the child out of the class and send them to the hall. At that point it's a lose-lose situation." This teacher went on to say that a "calm, appropriate tone of voice" helps empower students to want to fix their mistakes. Another teacher commented, "I don't think we are aware as much as we need to be of how important our tone and tongue are." A third teacher mentioned that "You need to have a welcoming tone" in your dealings with students.

A second sub theme was patience. Four teachers talked about patience as being a condition for students to fix their mistakes. One teacher mentioned that with the restitution process, teachers need to be "patient and understanding." Another teacher pointed out that "staying patient…and staying objective" were important because students can push you pretty hard at times.

The ability to stay calm when dealing with students was the third sub theme. One teacher commented on the importance of staying "calm, cool and collected" when dealing with students. Another teacher mentioned that teachers may need a "down time" in order to cool down and be calm when having conversations with students about their behavior.

A second broad theme that came out of the teacher interviews was the importance of students having the opportunity to calm down before the teacher talks to them. Maximizing the conditions for students to fix their mistakes requires not only the teacher to be calm, but also the student to "…be in a calm state of mind." Students may need a "down time" because teachers can "…tell right away that they are not ready." One teacher stated that sometimes students "…need a specific place within the building to think about what they did…Sometimes they certainly need 10-15 minutes of cool down."

Creating a safe environment was another broad theme that came out of the teacher responses. One teacher summed it up for everyone by saying that "It is so important to create a safe environment. If students don't feel safe then they're not going to be willing to fix their mistakes." Another teacher made several comments stating that "Kids should not be scared of making mistakes," "It has to be safe for students," "If you screw up I'm not going to not care about you," and "Creating a safe environment is really where it has to start, and then you have to make sure that you show that when they do make a

mistake." One teacher concluded that creating a safe environment "…starts with a safe classroom."

A fourth broad theme that emerged was the role that student-teacher relationships played in creating the conditions for students to fix their mistakes. All teachers interviewed were unanimous about the necessity of having a relationship with a student before dealing with his/her misbehaviors. One teacher stated that relationships have to be in place before starting the restitution process "or else students are not going to listen to you."

Trust is a teacher quality that helps create the conditions for students to want to fix their mistakes, and was one of the sub themes that came from the data analysis. One teacher commented that if teachers take time to build relationships with students, "You're going to find tons of other behavior diminished because they start to trust you and they start to realize that this person is there for them rather than always sending them off to somebody else…If they're going to fix their mistakes and open up to you and say this is the way I can do it, then they need to trust that you are willing to listen." Another teacher stated that in order for students to feel comfortable about fixing their mistakes, they have to trust that "..the world is not going to end…and that they are not going to be thrown out as a person." This teacher went on to say, "I think their biggest fear would be that you're not going to like me or you're not going to think well of me." A third teacher argued that when "you come alongside somebody and you build relationships, you build trust" and good choices will be the result of that. A fourth teacher mentioned that if teachers give students their trust, then "they know that they can be truthful with you because of restitution and they'll trust you more." This teacher added that if students "… trust that their teacher will actually listen to them, then they can truly say how they feel." The

fifth teacher commented that "…especially for our demographic, students have so few

adults that they can trust, we need to teach them." If teachers can develop trust, then

students will be more willing to share their true feelings and take risks in being solution

oriented for mistakes that they have made.

Being respectful was another sub theme in the development of student-teacher

relationships. One teacher commented that "Once you develop relationships, the kids

will respect you…they will start making better choices." Another teacher stated that

students need to feel that they won't be "hammered on" and that they will be dealt with in

a respectful way when trying to address their own behavior. A third teacher mentioned

that "You need to respect the kids. It's not a one way street. If it's not there it's not

going to work."

Teachers were asked what supports and training would aid in the use of restitution

processes. Table 6 reports the themes that were developed.

Table 6

Themes Related to Restitution Supports and Training

Broad Themes	Sub Themes
- More professional development opportunities - Small group workshops within the school - Resources	

All teachers stated the need for more professional development opportunities and

education in the area of restitution. One teacher commented that the school needed a

"…few more professional development sessions on restitution to bring some of the new

staff in the building up to par with what the old staff understand." Another teacher felt that "mandatory professional development" in the area of restitution would keep it alive in the school. A third teacher felt it would be useful to bring in experts, "people who know how to use the process coming in and giving us more feedback, updates…and strategies." This teacher also suggested that information should be broken down and delivered in "small steps" in order to give teachers the opportunity to reflect on their newfound knowledge.

A second broad theme related to the effectiveness of small group workshops and meetings within their own school. Two teachers felt that in smaller groups people "pay more attention" and "are more effective." They suggested professional development activities in grade team meetings. Role playing was seen as helping teachers become more comfortable with the restitution process. Another teacher suggested sharing positive and negative experiences with restitution as a way of learning more about the process. This teacher stated that "By sharing a little bit about what's going well we get reaffirmed and it gives us new energy to keep trying…and hearing from other people can tell us that they have their ups and downs as well. It doesn't always have to be their success. It could be something that didn't work well." The suggestion was that a couple of teachers could have an "eat and meet lunch hour" as a way of finding time to share both positive and negative experiences with restitution and learning from each other.

A third broad theme was the availability and use of resources. One teacher suggested utilizing consultants more. Two teachers thought more books and literature on restitution would be helpful.

It is evident from the teachers' comments that they would welcome more professional development opportunities and that they would prefer that this be done in

small group settings.

School Attachment

School attachment questions centered around what practices were currently being used to help students transition to and attach to a middle school environment, and what more the school could do to connect students to school. The themes can be found in Table 7.

Table 7

Themes Related to School Attachment Practices

Broad Theme	Sub Theme
• Student-teacher relationships	• Caring for students
• Extra-curricular activities	
• Food	
• Feeder school visits	
• Fun	

Student-teacher relationships was once again a theme that was unanimous with all teachers. All teachers agreed that taking the time to build relationships with students was the biggest way to make students feel that they belonged to the school community. One teacher argued, "I think you have to be intentional about building relationships. I don't think it happens because you're in the same room with kids. I think it has to be intentional." This teacher added, "I think there are lots of kids who feel that teachers know them." Another teacher stated that having a positive relationship with a teacher

may be "a relationship with an adult they may never have…We forget as teachers sometimes that in middle years we might be the most educated, level headed, mature person that child is around for the entire day." One teacher concluded, "Attachment gets back to relationships."

Teachers showing care and compassion towards their students was a sub theme that emerged. One teacher stated that "It doesn't take students long to realize that they do feel a part of the school and that we do care. We make sure we try to show that to them." This teacher continued along these lines by saying that a teacher in the student services department "has such a way with kids and such a way of making them feel comfortable and loved and part of the school environment." Another teacher commented that students "…need people who are sincerely interested in them." A third teacher talked about the importance of care and compassion by saying, "I find a lot of kids, especially in a school like ours, they act up because they want attention." A fourth teacher said that in order to build those relationships, "Show students that you are willing to give up your time to be there for them and they'll in a snap of a finger open up to you in a second." This teacher went on to say that teachers should help students "…figure out their problems and solutions to their problems and just be there for them." The fifth teacher mentioned that students "need to know they are accepted…and need to know that you have a big investment in them." One teacher concluded by saying, "Kids are smart. They know if you care."

The second broad theme regarding school attachment practices has to do with extra-curricular activities. All teachers interviewed mentioned the importance of extra-curricular activities in connecting and attaching students to school. A few of the extra-curricular activities that they talked about included athletic teams, band, cheerleading,

chess club, necklace club, gay and lesbian alliance, and art activities. One teacher stated

that "Being part of a sport is wearing the uniform…and gives them a sense of belonging,

and showing them that they are proud to be a part of the school." Another teacher added,

"Once kids get involved then you know there is a sense of belonging. Then they are with

people getting hooked up with kids with similar interests and getting their peer groups

established." Teachers also mentioned various school activities that connect students to

school such as a community barbeque, Open House, Grade 8 camp, ski trips, the annual

Jr. Gym Challenge, field trips, intramurals, Science Fair, and Heritage Fair. When asked

what more the school could do to connect students to the school community all teachers

talked about finding more diverse activities for students to get involved in after school.

One teacher commented that for "outcasts" and students who tend to be alone, "We have

to make sure that there is something for everybody" in order to attach these kids to

school.

The availability of food is the third theme that emerged from the interviews. All

teachers talked about the importance of making sure students had food available to them

during school hours. Most teachers had snacks like granola bars and fruit in their

classrooms. One teacher mentioned, "I'll bring fruit and stuff and just give it to them

during class because I know they are not getting it." One teacher commented that if kids

haven't eaten, "that can throw them right off." Another teacher stated, "I feed them all

the time," and mentioned that many of the sports teams feed students a pasta lunch on

game days. Several teachers talked about the breakfast and lunch programs that have

been developed at the school. One teacher talked about the importance of "…kids

coming in and knowing they can get food…a place to get breakfast and a place to get

lunch when there's no food at home." Another teacher concurred stating, "We run a

breakfast program and a lunch program so that the kids aren't coming to school

hungry…Food seems to be a big draw." Teachers felt that a lack of food had

implications for learning and behavior. A teacher commented, "We know when you're

hungry or you're tired, learning is the last thing you're going to worry about. Not only

that, your brain is not developing properly and that's compromising your ability to learn

along with everything else."

Feeder school visits was a fourth broad theme that developed. Four teachers

mentioned the importance of going to feeder schools and talking to students as a way of

transitioning and attaching students to Lakeview Middle Years School. One teacher

mentioned that the "…dance team, band, choir…and shops teachers go to feeder schools

to talk about the different programs that are offered." Another teacher talked about the

feeder school visits as "…an outreach to get more of the younger kids feeling safe

coming here" and for them to "…meet some of the staff." A third teacher said that the

goal of the feeder school visits was "…for students to gain some familiarity with our

school even before they get here."

A final theme that came out of the data analysis for school attachment was simply

having fun. Teachers mentioned lots of activities where students laughed and had a good

time and stressed the importance of incorporating fun activities early in the school year.

One teacher mentioned doing fun activities early in the year "…so that you get all the

benefit of laughing uproariously with your kids." The annual Jr. Gym Challenge is one

such example. One of the teachers argued that "…kids respond to having fun with people

who have the potential to be significant." This teacher added that "Having fun, having a

sense of humor I think is bigger than we ever know." According to the teachers

interviewed, laughter and fun were a key component to connect and attach students to

their school. When asked what more the school could do to connect students to the

school community one teacher said "Doing more things that are fun…It goes a long

way."

There is consistency between both student and teacher comments as both groups

spoke about the importance of student-teacher relationships, extra-curricular activities,

the availability of food, and having fun as critical factors in attaching students to their

school.

Effectiveness of Restitution Practices and School Attachment Practices

The third overarching question for this research study inquired about the

effectiveness and ineffectiveness of both restitution and school attachment practices in

promoting positive behaviors in middle years students.

Effectiveness of restitution practices. Teachers were asked to comment on both

the effectiveness and ineffectiveness of restitution strategies. Table 8 provides the

thematic results mentioned by teacher participants.

Table 8

Themes Related to Effectiveness of Restitution Strategies

Broad Themes	Sub Themes
- Improvement in student behavior - Student growth - Teacher growth - Improvement in school climate	

The first broad theme regarding the effectiveness of restitution strategies was improvement in student behavior. All teachers interviewed were unanimous about the positive effect that restitution had on student behavior. They all cited a decrease in misbehaviors in their classrooms and in the school. One teacher said, "…we saw the drop…We saw those numbers go down." Another teacher commented that throughout the course of the year, "…with the use of restitution the number of offenses will go down because I truly do believe that a large number of kids do buy in to that process…Students are used to just being yelled at and not given a voice so in a restitution setting they are allowed to first of all explore their thought processes and their emotions, and then they are also given the opportunity to fix it." A third teacher mentioned, "We see effectiveness at times where kids are getting it. They are learning. Their incidents of repeat offending goes down. It is effective, and for some, the effectiveness is fairly immediate…and for others, you may see it a few years later as kids start to mature."

Student growth was the second broad theme that emerged from teacher responses. Teaching students life lessons plays a part in helping them become global citizens. One teacher stated, "I am a strong believer in teaching life skills. Those life skills, such as how to deal with the mistakes that we have made and how we come up with solutions of how to deal with them, make us really great global citizens." A second teacher commented, "Many students don't have boundaries. They don't have social skills. They are completely devoid of a lot of life skills and I think restitution, consequence, accountability, responsibility are maybe the most important life lessons to learn…So I think restitution is a wonderful life skill." A third teacher commented, "We need to hold kids accountable for their actions…and help them grow as young individuals which are restitution pieces." This teacher added, "With restitution you are teaching them the

lesson of responsibility that they may never have. You are also teaching them politeness and kindness and things that will build their confidence." With restitution "You empower students because you have given them tools." If students learn how to deal with conflict situations in a positive way, "…if that happened for even a small group of kids, that's a time period in their lives that they could view as successful because of growth and change in how they do something now that they did in other ways before." A teacher said that "…by the end of the year students are making good choices. They are on a good path, and in some cases they have changed who they hang out with." Teachers concluded that restitution was effective because student growth could be seen. Using restitution to deal with misbehaviors was effective because "…through a bad thing you can teach two to three good lessons and help the kid grow…You are taking negative things in their lives and teaching them positive lessons." Having patience with students as they grow and learn was seen as important because "Sometimes you may not see the fruits of restitution until a few years later." Students grow by being held accountable for their actions, taking responsibility for their actions, and learning from their mistakes. A result of student growth is that students "feel better about themselves."

Another broad theme that resulted from teacher responses on the effectiveness of restitution was teacher growth. All teachers interviewed talked about how restitution was effective in helping teachers learn a better way of handling student discipline. One teacher commented that with restitution, "…as teachers started to use the language, things were dealt with in a different way. The teacher's tone and language were different, the response of the child would be different, and that's one factor I think that might have made fewer kids wind up in the office which is ultimately what you want." By changing one's tone and engaging students in restitution conversations, this "…lowers their level

of anxiety. They are not sitting there wound up and ready for a defense. So it disarms them and it actually gives them an opportunity to think about the situation…The reaction really was amazing to see how they basically calmed down, were able to look at the situation, get them to look at how they could have reacted differently, think about the type of person that they are and who they would like to be, and then offer them the next step into fixing the problem." Learning how to engage in these types of conversations were instrumental in improving student behaviors.

Another area of teacher growth was learning the importance of educating students rather than punishing them. One teacher took the time to educate a child around the history of a racist comment that the student had made. The teacher commented that after having taken the time to educate this student, "…I had very little discipline problems with her because now instead of lashing out she understands…She totally got it…She had a different relationship with me after that."

Restitution requires a paradigm shift from traditional methods of dealing with misbehaviors to a more proactive approach. Restitution forces teachers to think. One teacher commented, "When you deal with a kid one on one with restitution, it forces you to stay calm, cool and collected. It forces you to think rationally and to grow as a teacher." Another teacher stated that restitution was effective "…because we saw a change in how teachers handled students. We saw a change in teachers' mode of operating. Not for all but for some. And I would say for all to some degree because that's where the accountability came in. We were moving towards a target so if you weren't totally converted you were in the ball game. We are all at different places." Although teachers may be at different places on a continuum of implementation, teachers

who actively use restitution saw it as an effective way in decreasing student misbehaviors because teachers are learning a better way to deal with students.

The fourth broad theme was improvement in school climate. Teachers concurred that the use of restitution changed the school atmosphere for teachers and students. One teacher commented that "there was a different tone in the building…a healthier tone." As discussed earlier, teachers talked about the importance of creating a safe environment within their classrooms and in the school in order for students to feel safe taking risks when fixing their mistakes. One teacher stated that with restitution, expectations for students and bottom lines helped make the school "…a safe place and a nurturing place where exciting things can happen because we're not having to put out fires all the time." Restitution is all about helping students become better people which greatly contributes to creating a warm, caring atmosphere in the school. Restitution was seen as effective in helping create a positive school climate thereby improving student behaviors.

All teachers interviewed were very positive about restitution and using restitution strategies in their classrooms. They all talked about how misbehaviors had decreased and that student and teacher growth had taken place in the process. One teacher concluded, "For myself in using restitution practices, they have been very effective." Another teacher added, "I just think restitution works."

Ineffectiveness of restitution strategies. Teachers were asked what restitution strategies were ineffective in dealing with student misbehavior. Their responses were limited as they were very positive about the restitution process. Table 9 lists the two themes that did surface in response to this question.

Table 9

Themes Related to Ineffectiveness of Restitution Strategies

Broad Themes	Sub Themes
• Students not ready	
• People make strategies ineffective	

The first broad theme that emerged regarding the ineffectiveness of restitution was that it is not effective with all students because some students are not ready for the restitution process. One teacher commented, "For one individual it works, for the other individual it doesn't work because of the place they are in right now." Another teacher mentioned that "Sometimes the kid just isn't ready." A third teacher stated that there "needs to be an understanding and then a willingness to want to fix it."

A second theme that developed was that people make strategies ineffective. One teacher commented that if restitution is ineffective, then perhaps the teacher "…approached it wrong and didn't spend time with the kid." An unwillingness to develop relationships with students and to really work at using restitution strategies may make restitution ineffective for some teachers. One teacher suggested that "…there is no theory out there that works all the time if you work with human beings."

Effectiveness of school attachment practices. Teachers were asked questions about the effectiveness and ineffectiveness of school attachment practices used in their school. All teachers interviewed felt that a wide variety of school attachment practices met the needs of a diverse student population. They did not feel that any of the school

attachment practices used in their school were ineffective. Table 10 reports on the

effectiveness of school attachment practices at Lakeview Middle Years School.

Table 10

Themes Related to Effectiveness of School Attachment Practices

Broad Themes	Sub Themes
• Decrease in misbehaviors	
• Creates a positive school climate	
• Builds a web of relationships	

The first broad theme that emerged from the data analysis on the effectiveness of

school attachment practices was a decrease in misbehaviors. One teacher commented,

"With an attachment with your school I believe that the behavior does decrease because

they are proud of their school."   Extra-curricular activities were heralded as one of the

most important school attachment strategies that helped increase positive behaviors.

Another teacher stated, "You have no discipline problems in the school if you coach."

This teacher went on to talk about the special kind of connection that develops between

players and a coach thereby decreasing discipline issues. A third teacher added, "I think

that having kids feel that they belong increases their investment." All teachers concurred

that "A sense of belonging certainly promotes good behavior."

Creating a positive school climate was the second theme that developed. One

teacher commented, "The closer your school feels, close knit together, you're not going

to have the same behavior issues." Another teacher stated, "It's important that the school

is a safe place. The kids need to feel safe, and if they feel safe that means they feel attached to the school, which means they are going to behave in a different manner." This teacher added, "If the school becomes a positive place to be, and students feel that they are part of the school…that helps with behavior."

A third broad theme that emerged from teacher responses on the effectiveness of school attachment strategies was decreasing behavior problems by building a web of relationships. One teacher argued, "With every one kid you get close with, you should be able to at least have some sort of relationship with two others" be it girlfriends, boyfriends, or just friends. This teacher added, "You have to see the web that comes out of that." By creating a web of relationships, "you increase your influence and you lack discipline." This teacher concluded, "I enjoy spending time with kids. I enjoy knowing that I am a positive influence in someone's life. That's the main reason why I teach." Networking and creating a web of relationships in this manner goes a long way in connecting with students and making them feel that they belong to their school community. This speaks to the importance of teachers looking beyond their individual classrooms to the wider school community. As discussed earlier, teachers saw positive student-teacher relationships as an effective school attachment strategy in promoting positive behaviors.

Teachers were asked if there were any organizational, logistical or personal factors that support and/or hinder both restitution and school attachment practices. The themes and sub themes that resulted from their responses will be discussed below.

Other factors that support restitution practices. Teachers talked about organizational, logistical, and personal factors that supported restitution practices at

Lakeview Middle Years School. Table 11 represents the themes that resulted from teacher responses.

Table 11

Themes Related to Other Factors that Support Restitution

Broad Themes	Sub Themes
• Collaboration with colleagues	
	• Teaching partners
	• Grade teams
	• Student services team
• Support from administration	
• Speaking the same language	
• Goal setting	
• Parental support	
• A compassionate approach	

Collaboration with colleagues was the first broad theme that emerged from teacher responses. All teachers talked about collaborating with colleagues in order to move the restitution agenda forward. One teacher explained collaboration with colleagues in terms of concentric circles stating, "If you think about concentric circles where the two person team is one circle, the grade team is another circle, and the school team is the third circle, that debriefing and touching up happens in all of those circles at some point so that those connections stay."

The first sub theme was collaborating with your teaching partner. One teacher stated that as teaching partners, "We will collaborate and then we'll talk to the student." A second teacher pointed out the importance of collaboration with teaching partners saying, "I can't have the restitution piece in my classroom, send them over to my partner and he's just ranting and raving or she's just yelling and kicking them out because then they're just as frustrated, and then everything you try to build is gone in two seconds." In collaborating with a teaching partner there is fluidity with restitution through the give and take of classroom time. A third teacher commented, "I've seen teachers teaming to give kids and the teacher the opportunity to work through an issue so that there's a plan for the future in place." This teacher went on to say that "…when you get together in your two person team you need to make sure that you reserve 20 minutes to talk about high needs kids and what are we going to do. How do we reach that kid? How do we help that kid? What can you and I do to make sure we're both doing the same thing with our different personalities?" All teachers agreed about the importance of "…working together with your partner…because it takes a lot of thinking and a lot of collaborating to figure things out."

Collaborating with teachers on grade teams was the second sub theme. One teacher commented, "We have middle years grade team meetings" and went on to explain how as a grade team, teachers collaborate and discuss behavior concerns and possible solutions for difficult students in each of their classes.

A third sub theme was collaborating with the student services team. Bringing together the resource teachers, guidance counselors, administration, special education department, and clinicians (psychologist, social worker, speech pathologist, reading clinician) was reported as crucial in supporting the implementation of restitution. One

teacher stated that the student services team "brings those professionals together" to come up with a plan to deal with high needs students. At the student services meetings they discuss "…behavior in regards to office related suspensions…and students that have been brought to the attention of student services personnel from the grade team meetings." With regularly scheduled student services meetings, "We get to use the resources that are available to us in a much more meaningful way." Teachers stressed the importance of collaborating at all levels. In essence, "You should always be working with your colleagues."

Support from administration was the second broad theme that developed regarding factors that support restitution. Teachers were unanimous that restitution was most successful when administration supported it. One teacher stated that "Administration has to be on board" for restitution to be effective. Another teacher commented that when students push the envelope, "It is really important having the administrator on board."   A third teacher mentioned that teachers need, "…an administrator who trusts their teachers enough that they will allow them to make a few mistakes with restitution."   A fourth teacher commented that restitution works "…best if it comes through the administration, to the leaders, to the team, to the class…It will be most successful if it is coming from the administration…That's where you'll find that it has the most impact."

Speaking the same language with regards to restitution was the third theme that emerged from teacher responses. One teacher commented that "learning a new language" was "a learning curve." This teacher added, "As we're learning a new language, if we're not practicing it, if people aren't correcting us, if we're not correcting ourselves we won't learn that language well…So that's how it becomes most

effective…speaking a common language at all levels." Another teacher talked about the restitution sheets that were up in all classrooms and stated, "I believe that a percentage of teachers follow it and use the vocabulary, and use the questions which are so important for a restitution strategy like this because the kids need to hear that everywhere." Teachers felt that having staff speak the same restitution language would greatly support the effectiveness and implementation of restitution.

The fourth broad theme that developed with regards to other factors supporting restitution was goal setting. One teacher commented that as teaching partners they set monthly goals with their students. This teacher stated, "We talk about achievable goals and what it feels like to achieve them." Another teacher talked about asking students, "What's your goal for next month?" By asking students this question, "they are aware that they have some say in where they are going, what they are doing, and what it's going to look like two months from now." This teacher concluded that goal setting "…makes a huge difference overall to behaviors you're going to have to deal with."

Parental support was the fifth broad theme that emerged. All teachers commented on the importance of continued communication with parents/guardians. One teacher mentioned that "you need supportive parents" for restitution to be most effective. Another teacher mentioned that with many student misbehaviors "the home is informed" and a "re-entry meeting" may be required.

Finally, teachers identified a compassionate approach as being supportive in the implementation of restitution. A compassionate approach was seen as a bonus in dealing with difficult students and successfully navigating the restitution process. One teacher commented, "Staff who already have the compassionate approach, it is easy for them to transition into that."

Other factors that hinder restitution practices. Table 12 indicates the themes that developed about organizational, logistical, or personal factors that hinder the implementation of restitution.

Table 12

Themes Related to Other Factors that Hinder Restitution

Broad Themes	Sub Themes
• Time	
• Not all staff on board	
• Teachers' egos	
• Students hardened by life experiences/bad choices	

Time was a factor that all teachers identified as hindering the restitution process. One teacher commented, "You need time because too often there just isn't enough time in regards to bringing staff together to discuss situations." Another teacher stated, "I hear teachers talk a lot about time. Having time to debrief…and it doesn't happen without time being planned for it. It's not incidental." A third teacher concluded that restitution was "labor intensive, but if we share it then I think we can overcome that." This sentiment was echoed by another teacher who said that time was a challenge, but "with strategies it can be managed."

Not having all staff on board with restitution was identified by all teachers as a factor that hindered restitution. One teacher commented, "It's hard to deal with situations without everybody on the same page." Another teacher stated, "I think restitution

practices are being used by some and I think they aren't by others. I think the idea is there. The idea is there by the bottom lines and the restitution questions hung up in their rooms." This teacher added that restitution is most effective "with all people being on board." A third teacher mentioned, "If teachers don't buy into it, it's not going to work." A fourth teacher said, "People are resistant to changing how they do things…not believing in the process." This teacher added, "If you're in a situation where you are doing it as a team and it's not filtering down through the school, you feel the dead weight of that. You feel how hard that is to maintain and continue because the other presses against you. You're always pressing back instead of having everybody being on the same page…It doesn't make it less worth it, but it's harder." The fifth teacher concluded, "Not everybody is as passionate about it or believes in it…That is a hindrance." Not having all staff on board was certainly seen as a big hindrance in the implementation of restitution.

Teachers' egos was another factor that teachers felt hindered the implementation of restitution. One teacher said that for restitution to be successful teachers have to be willing to share not only their positive experiences with restitution but also their negative ones. This teacher stated, "You have to check your ego at the door. You have to be willing to reflect on what did you do that works, what did you do that didn't work, and what would you do differently." This teacher added that you need "strong communication between teachers…As a collective group you must talk about when it worked and especially when it didn't. Put your ego aside." Another teacher talked about having the confidence to share both positive and negative experiences with restitution "and knowing that it's not going to be looked down on." Teachers indicated that creating a safe environment for staff to take a risk and share restitution strategies that didn't work

out so well was an important step in keeping the restitution agenda alive within the school.

The fourth theme that emerged was the notion that students who are hardened by life circumstances or poor choices are sometimes not ready for restitution, thereby hindering the restitution process. One teacher commented, "I think you get that small percentage who are hardened and it's about survival and they don't really care about the next person." A second teacher added, "Chronic offenders seem to be in a place where they've given up hope…in life in general. You can tell right away when that student is sitting in the classroom and they just don't care." Another teacher stated, "Some kids get it and some kids don't…If a student is never going to take responsibility for what they did you can restitute them until the cows come home and it's not going to do anything." This teacher added that the effectiveness of restitution was "a matter of readiness, not a matter that restitution does not work." Teachers understood that not all students were ready for the restitution process and that students then need consequences.

There is consistency between both the students' and teachers' comments as both groups spoke about students who were gangsters or who were hardened by life circumstances and/or poor choices as hindering the restitution process.

Other factors that support school attachment practices. Teacher participants were asked about organizational, logistical, or personal factors that support school attachment practices at their school. Themes that emerged are listed in Table 13.

Table 13

Themes Related to Other Factors that Support School Attachment Practices

Broad Themes	Sub Themes
- Appropriate programming - Staff willing to do extra-curricular activities	

The first theme related to other factors that support school attachment practices has to do with programming appropriately for all students. One teacher talked about engaging students in the classroom by saying, "It is how the classroom operates. Are the kids engaged? Are the classrooms a place of hands on? Are they excited about being in the room? Are they doing group things? Are they sitting in rows? Are they sitting, opening up a booklet, working, no interaction, a bit of mass teaching at the front and then that's it? That's when behaviors tend to start." Another teacher talked about providing programming for students who learn best with hands on experiences. This teacher stated that with programming, teachers need to do "…things that we know kids are interested in." Technology is of great interest to students and was mentioned as a wonderful way to engage students in the learning process.

Staff being willing to participate in extra-curricular activities was a second theme that developed. One teacher stated, "We have to ensure that we do have the teams and the coaches so these kids can engage in those different types of activities." Other teachers commented on the importance of finding out what students were interested in,

whether that be building chopper bicycles or making necklaces, then finding staff who would be willing to put in the extra time needed to get these programs off the ground.

       Other factors that hinder school attachment practices. Themes that resulted from the data analysis on organizational, logistical, or personal factors that hinder school attachment practices are listed in Table 14.

Table 14

Themes Related to Other Factors that Hinder School Attachment Practices

Broad Themes	Sub Themes
• Time	
• Morale of staff	
• Lack of financial resources	
• Out-of-school suspensions	

       A broad theme that emerged regarding other factors that hinder school attachment practices was a lack of time. All teachers concurred that time was always of the essence and that they didn't have the time to do all the things that they would like to do to connect with students and help attach them to the school community. One teacher commented that with all the demands that are placed on teachers, "How can you create an environment that helps the teachers get going and give up time to get involved?" When asked about other factors that hindered school attachment, one teacher responded, "Straight up time."

Morale of staff was another broad theme that teachers felt hindered school attachment practices. One teacher when asked what hindered school attachment practices responded, "The morale of staff…Staff may feel burnt out just from day to day experiences within the classroom setting, or they may not feel that they are supported by administration…This makes it important to make sure that staff are always at their best. Sometimes that may not be the case, and that truly affects the level of attachment that the kids are going to feel." This teacher added that when teachers send students to the office, "Teachers need to feel that something has been done…Staff need to feel that they are being supported." Another teacher stated that low staff morale "…can really sabotage your passion and your enthusiasm." This teacher mentioned that staff were tired which can greatly affect staff morale.

A third theme that developed was lack of financial resources. One teacher commented that "not enough funds" was a hindrance to school attachment practices. This teacher added, "Sometimes you can throw a lot of money at something and it won't work, so you need a plan for how it is going to work and sometimes there are money issues." Another teacher stated, "Instead of putting all this money into locking them up, let's put some money into finding out what more could be done, more teams and things like that."

Out-of-school suspensions was another factor that was seen as hindering school attachment practices. One teacher commented that if a student gets suspended he/she can "…go home and play Call of Duty for the next two and a half days and get stoned out of their face. Where's the punishment in that?" If a condition for the student's return is to come back with a parent/guardian, the student may be out of school for weeks waiting for a parent/guardian to take the time to go back to school with them. This teacher went on

to explain the importance of "constructive punishment" when bottom lines were violated. By keeping students in school with in-school suspensions, "They are still learning. They are not missing school." In this way the student's connection to his/her teachers and the school is not broken. Keeping this connection is critical for at-risk students because their teachers may be the only significant adults they have in their lives.

<div align="center">Discipline Referral Documentation</div>

General statistical information was gathered from the Lakeview Middle Years discipline referral documents. Data for out-of-school suspensions was collected for five consecutive years (2004-2009). As discipline referral forms were implemented in the 2005 school year, data collected on discipline referrals to the office, in-school suspensions, students sent home for the day, detentions and mediations was collected for four consecutive school years (2005-2009). Discipline referral documentation was used to compare the rates of each of the above. I analyzed these data to see if there had been any changes or patterns of development in each of these categories over time. The data obtained from this document analysis was then scrutinized to see if it verified or supported the data collected from the student and teacher interviews.

Data on out-of-school suspensions was collected for five consecutive years (2004-2009). Table 15 shows the out-of-school suspension data.

Table 15

Suspension Data

	04-05	05-06	06-07	07-08	08-09
Out-of-school suspensions	266	201	129	124	92
Days suspended	775	592	378	362	264

The data shown in Table 15 shows a yearly decrease in the number of out-of-school suspensions as well as the total number of days suspended. Using the out-of-school suspension rate in 2004-2005 as a baseline, the out-of-school suspension rate decreased by 65% by the end of 2009 (after the fourth year of restitution implementation). A decrease in the out-of-school suspension rate decreased the total number of days students were suspended thereby increasing opportunities for teachers to connect with students and to attach them to their school community. This data supports the themes that were generated from both student and teacher responses on the effectiveness of restitution. Students were unanimous in saying that restitution helped them learn from their mistakes and to make better behavioral choices. Students also responded saying that restitution was effective because it helped keep students in school. The out-of-school suspension data strongly supports these two themes. This data also supports a theme generated from teacher responses on the effectiveness of both restitution and school attachment practices. Teachers identified a decrease in student misbehaviors as a theme for the effectiveness of both restitution and school attachment practices.

Data from discipline referral documentation was also collected on the number of discipline referrals, in-school suspensions, students sent home for the day, detentions, and mediations for four consecutive school years (2005-2009). Table 16 reports the results.

Table 16

Discipline Referral Data

	05-06	06-07	07-08	08-09
Discipline referrals	2096	1912	2074	1653
In-school suspensions	463	578	390	323
Sent home for the day	287	209	204	201
Detentions	232	45	21	12
Mediations	127	163	138	48

The data shown in Table 16 reveals that discipline referrals did not drop

significantly with each consecutive year until the end of the fourth year of restitution

implementation, but the rates of in-school suspensions, students sent home for the day,

and detentions all decreased. These data reveal a trend away from punishment based

discipline (in-school suspensions, students sent home for the day, and detentions). None

of the teachers interviewed mentioned detentions as a discipline method of managing

their classrooms. As has already been discussed, teachers identified a decrease in

behaviors as a theme for the effectiveness of both restitution and school attachment

practices. These data show a movement away from punishment based discipline, and

speak positively about the effectiveness of restitution and school attachment practices.

Data show an initial increase in the number of mediations suggesting that an

effort was made to deal with conflict situations in a respectful way, thereby repairing the

harm done to relationships. These data support the mediation theme that was developed

from student responses on restitution practices. Students talked about having taken part

in the mediation process and how that had helped them resolve conflicts with other

students. Restitution is about helping students fix their mistakes. Mediation is a

powerful way to help students resolve their problems and repair the harm done to

relationships when conflicts arise. As the number of out out-of-school suspensions and

in-school-suspensions decreased, the number of mediations decreased as well. These

data would support the notion that after a few years of restitution, students started making

better behavioral choices thereby decreasing the number of mediations that had to be

done.

A note of interest is that despite a decrease in the number of out-of-school

suspensions, in-school suspensions, students sent home for the day, and detentions, the

rate of discipline referrals to the office did not decrease significantly until the fourth year

of implementation. One possible reason for this could be that there was more teacher

buy-in as the years progressed with teachers starting to implement restitution in their

classrooms. Another possible reason is that teachers who were implementing restitution

in their classrooms started feeling more comfortable with the process thereby increasing

the effectiveness of restitution strategies. A final possibility is that students felt

comfortable talking to administration and were referred to the office prior to making poor

choices. These possible reasons are based on speculation as I have no data to prove or

disprove these ideas.

Summary

This chapter addressed the themes and sub themes that emerged from student and

teacher responses regarding the four overarching research questions of this research

study. Quotations from participants were used to support the themes generated. This

chapter also discussed the results of the discipline referral documentation. Chapter five

outlines a summary of the key findings of this study, and concludes with

recommendations and further areas of research.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

Included in this chapter are conclusions based on this research study, recommendations for teachers and educational leaders to enhance the effectiveness of restitution and school attachment practices in schools, implications for further research, and a final summary.

Conclusions of the Research

The purpose of this study was to contribute to the existing body of research that focuses on strategies to promote positive behaviors in middle years students using a case study approach that examined restitution and school attachment practices implemented in an urban middle years school.

As a result of an analysis of themes generated from the specific student and teacher interviews, and an analysis of discipline referral documentation, the following conclusions emerged from this study as they related to the research questions on restitution practices, school attachment practices, the effectiveness of restitution and school attachment practices, and other organizational, logistical, or personal factors that support and/or hinder restitution and school attachment practices. There was consistency with several themes that were generated from both the student and teacher interviews.

Restitution

This research study found that restitution is an effective approach to promoting positive behaviors in middle years students. According to both students and teachers in this study, restitution was seen as an effective tool to help students fix their mistakes and to help them make better behavioral choices. Students were grateful to be given a second

chance, and pointed to mediation as an effective strategy in dealing with conflict situations.

Teachers agreed that the restitution process was most successful with clearly delineated bottom lines and school beliefs. They also agreed that the restitution sheets posted on bulletin boards in all middle years classrooms were a help to teachers in using consistent restitution questions when dealing with students, and promoted staff speaking a common restitution language. Teachers identified clear classroom expectations as a prerequisite to successful implementation of restitution processes.

This study found that developing respectful, trusting student-teacher relationships was a condition that needed to be in place for students to fix their mistakes. Brendtro, Brokenleg, and Van Bockern (1990) state that "Trust is an essential ingredient in building effective relationships" (p. 79). Building positive relationships with students lays the foundation upon which students are empowered to take responsibility for their behaviors knowing that their teachers will still care for them even if they do make mistakes. Other conditions that teachers felt needed to be in place for students to successfully fix their mistakes included specific teacher qualities like tone of voice, patience, and a calm demeanor, students being in a calm frame of mind before being spoken to, and a safe environment.

Teachers stated that more professional development opportunities and resources were needed to keep restitution alive in their school. A significant finding was the emphasis teachers put on the importance of professional development workshops, whether it was with an expert coming in or within their own staff, taking place in small groups. Teachers felt that a small group setting was more conducive to asking questions and sharing both positive and negative experiences with restitution.

School Attachment

All students and teachers were in agreement that positive student-teacher relationships are crucial in attaching and connecting students to their school. Ziesemerk et al. (1994) found that schools are a place where students have opportunities to develop positive, supportive adult relationships. Both students and teachers identified caring as an important teacher quality which increased students' sense of belonging. Getting along with teachers and sensing that teachers liked them were important to the student participants.

Students and teachers were unanimous in their responses regarding the crucial role extra-curricular activities play in attaching students to their school community. This points to the importance of providing students a variety of extra-curricular options in order to be inclusive and to actively engage all students. An increase in students' sense of belonging increases their attachment to school and helps keep them in school. Fagan and Pabon (1990) argue that "The interaction between school-based and nonacademic factors in contributing to school dropout suggests that schools should broaden their role in the lives of students outside the classroom" (p. 340). Zwarych (2004) found that students who participated in extra-curricular activities were more attached to school. Getting involved in extra-curricular activities helps build student-teacher relationships and gives students a niche where they feel that they belong.

The availability of food was another school attachment strategy mentioned by both students and teachers. Students and teachers talked about the breakfast and lunch program at the school, as well as the availability of snacks in the classroom. As a result of being located in an area of high poverty, access to food is a service that Lakeview Middle Years School provides for students. Robertson (1999) found that children born

into poverty are less likely to have access to nutritious food. Many students at Lakeview

Middle Years School live below the poverty line making food a big attraction. It is

difficult for students to concentrate on learning and to make good behavioral choices

when their nutritional needs are not being met. The Canadian School Board Association

(1997) states that food deprivation influences daily concentration and learning. Teachers

felt that the breakfast and lunch program, as well as the availability of snacks were a

factor in attaching students to school and decreasing behavior problems.

Students and teachers noted having fun as an important school attachment

strategy. Students enjoyed going to classes where teachers made learning fun. Nicholas

Hobbs, cited in Brendtro et al. (1990), put forth the principle that "each child should

know some joy each day and look forward to some joyous event for the morrow" (p. 84).

Teachers felt that laughing together with students and providing activities that were fun

was bonding and increased a student's desire to come to school.

According to all the students, meeting friends at school and hanging out with

them was a key factor in connecting them to school. Friendships at this age rate high in

importance for young adolescents, and greatly increases their sense of belonging.

Teachers felt that feeder school visits were essential in helping transition students

to Lakeview Middle Years School. Going to feeder schools and showcasing the many

programs available at Lakeview Middle Years School was seen as helping spark interest

and starting the attachment process.

Effectiveness of Restitution and School Attachment Practices

This study found that restitution and school attachment practices provide a strong

base upon which students are empowered to make better behavioral choices. According

to the students and teachers in this study, restitution and school attachment practices are

instrumental in decreasing student misbehaviors. Data collected from discipline referral

documents are in support of this finding. After implementing a restitution program and

making school attachment strategies a focus, Lakeview Middle Years School saw a 65%

decrease in the number of out-of-school suspensions in four years, and a decrease in the

number of students sent home for the day, in-school suspensions, and detentions. This

shows a trend away from punishment based discipline. According to these results,

students started making better behavioral choices over a four year time span.

Research literature also is in support of this finding. As mentioned in the

literature review, McCurdy et al. (2007) stated that schools typically are reactive in

dealing with student discipline like handing out suspensions and detentions. Hemphill et

al. (2007) argued that out-of-school suspensions break the connection that many students

have with their school thereby limiting educational opportunities, and Yearwood and

Abdum-Muhaymin (2007) stated that out-of-school suspensions are often ineffective in

changing disruptive behavior. Gossen (1996) argued that schools need to shift their focus

from punishment based discipline to a restitution model of self-discipline where students

are taught a better way to deal with behavioral choices. With regards to school

attachment, Erwin (2003) commented that an increase in positive student behaviors was

an outcome of positive school attachment practices. Data collected in this study strongly

suggest that restitution and school attachment practices play a pivotal role in helping

students make better behavioral choices and keeping them in school.

Students and teachers felt that restitution and school attachment practices were

effective in decreasing student misbehaviors because the focus in both is relationship

building.   Developing positive relationships with students was seen as an important

component in connecting students to school as well as being a pre-requisite in dealing

with behavior management issues in the classroom and in the school. Teachers felt that with every student relationship that was developed there was an increase in investment on the part of the student.

According to both teachers and students in this study, restitution is effective in promoting student growth. Teachers and students felt that restitution practices helped students become better people by encouraging them to take responsibility for their actions and helping them come up with a plan to fix their mistakes. Students talked about learning from their mistakes and not wanting to repeat the same behavior. Teachers mentioned that not all students learned from their mistake the first time, but that often after the second or third attempts with the restitution process student learning did occur. By building relationships and connecting with students, students feel free to take risks in dealing with their misbehaviors without the fear of rejection from significant adults in their lives.

Students and teachers stated that the restitution process was effective because it helped students stay in school. Working with students to help them come up with a plan to fix their mistake was seen as more effective than suspending them or sending them home. Giving students a second chance gave them the opportunity to learn from their mistakes, and keeping students in school increased opportunities for making connections thereby instilling hope. This finding is supported by the data collected from school discipline referral forms. After implementation of a restitution program the number of days that students were out of school for discipline reasons decreased.

Restitution was also seen as effective in promoting teacher growth. With restitution, teachers indicated that they learned a better way of dealing with student misbehaviors thereby decreasing the number of behavior incidents in their classrooms.

Teachers felt that the move away from punishment oriented discipline to self discipline was a big paradigm shift resulting in a huge learning curve for many teachers. With time, experience, and increased knowledge, teachers felt that this shift proved to be a better way to engage students in the discipline process.

In this study, students and teachers felt that restitution and school attachment practices were effective in improving school climate. Building positive student-teacher relationships, engaging students in the discipline process, getting involved in extra-curricular activities, and the availability of food all contributed to creating a warm, welcoming school climate where students felt a tremendous sense of belonging. All these factors helped improve student behavior because school was where they wanted to be.

According to students and teachers, restitution is not effective with gangsters or students who are not ready. Teachers felt that restitution was ineffective with students who do not take responsibility for their actions. Students echoed that sentiment stating that restitution was ineffective with gangsters and students who don't care about their education. It was clear on the part of both students and teachers that for students who were not ready for the restitution process there had to be a return to consequences. This is congruent with Gossen's (2004) concept of weaving where teachers constantly weave between monitoring and managing behavior. Teachers felt that they needed to persevere with these at-risk students and continue to try to develop relationships with them in the hope that they would eventually be empowered to own their behavior and be willing to fix their mistakes.

Teachers acknowledged the effectiveness of restitution strategies but felt that if restitution was not effective, it was teachers who made restitution ineffective. A lack of knowledge, a lack of willingness to give restitution strategies a try, and a lack of

willingness to learn from their mistakes was seen as detrimental to the implementation of restitution in their school. Teachers felt that this kind of attitude made restitution ineffective in individual classrooms.

This study did not find any ineffective school attachment strategies. Students and teachers felt that everything the school offered was effective for different groups of students.

Other Factors that Support and Hinder Restitution and School Attachment Practices

Restitution. Collaboration with colleagues, support from administration, speaking the same restitution language, setting goals with students, parental support, and a compassionate, caring approach towards students were all cited by teachers as supporting the implementation of restitution.

Teachers were unanimous about the importance of collaborating with colleagues in order to move the restitution agenda forward. Meeting with teaching partners, in grade teams, or student services teams greatly supported the implementation and success of restitution strategies.

Support from administration was another factor in support of the restitution process. Teachers wanted to know that something would be done when students were sent to the office for violating bottom line expectations, and that administration would support teachers when teachers made mistakes trying to use restitution strategies.

Speaking the same restitution language was seen as supportive of the restitution process. Teachers felt that staff using a common restitution language was essential to providing consistency in their approach to behavior management.

Goal setting, either long term goals or short term goals, was seen as a great aid to the implementation of restitution. Having students think about what it was they wanted

to achieve either academically or behaviorally, then writing those goals down on paper helped students focus on making better choices.

Teachers felt that parental support was instrumental in helping students fix their mistakes and supporting them in making better behavioral choices. With parents on board, a team approach was seen as beneficial in helping students successfully navigate the restitution process. Hampton, Mumford, and Bond (1998) argue that "Of the many problems that plague urban schools, an apparent inability to reap the benefits of parent participation is among the most crucial" (p. 411). Parental involvement and support was seen as having a big impact on improving student behavior.

Finally, a compassionate, caring approach on the part of the teachers was seen as a supportive factor in the successful implementation of restitution strategies. Knowing that they will not be rejected and that teachers will still like them even if they make mistakes, empowers students to take responsibility for their behavior and to take risks in coming up with ways to fix their mistakes. Neufeld and Mate (2004) suggest that "Children learn best when they like their teacher and they think their teacher likes them. The way to children's minds has always been through their hearts" (p. 173).

Factors that were seen as hindering the restitution process included time, not having all staff on board, teachers' egos, and students who are hardened by life experiences or poor choices. All teachers agreed that lack of time was a great hindrance with the implementation of restitution. Teachers felt that they often did not have enough time to talk to students about misbehaviors that occurred in the classroom and to help students come up with successful plans for fixing their mistakes.

Teachers agreed that not having all staff on board was a great hindrance to restitution, and made it difficult to discipline students with consistency especially if one's

teaching partner was not embracing this method of discipline. Teachers felt that for

school-wide implementation of restitution to be most successful, all staff needed to be on

board.

Teachers' lack of confidence in sharing both positive and negative experiences

with restitution was seen as hindering the restitution process. Teachers felt that in order

for restitution to be successful, teachers need to "check their egos at the door" and be

willing to talk about a restitution strategy that did not work and ask other teachers for

input with regards to what he/she could have done differently. This kind of informal

sharing in a small group format was seen as being greatly beneficial in helping teachers

learn and grow in their use of restitution strategies.

Finally, teachers felt that students who are hardened by life experiences and/or

bad choices hindered the implementation of restitution. Teachers understood that for

students who were not ready for restitution there had to be a return to consequences.

School attachment. In this study, teachers identified appropriate programming for

students, and staff being willing to participate in extra-curricular activities as two factors

that supported school attachment strategies. Teachers felt that providing relevant

programming and increasing opportunities for extra-curricular involvement would help

increase students' desire to want to come to school, to make better behavioral choices,

and to stay in school.

Factors that were seen as hindering school attachment practices included lack of

time, low staff morale, lack of financial resources, and out-of-school suspensions. As

with restitution, all teachers agreed that lack of time hindered their participation in school

attachment strategies. With increased demands on teacher time regarding directives from

the government, school initiatives, and differentiating instruction for all students in the

classroom, teachers felt that they often lack time to participate in the various school initiated attachment strategies, or to initiate school attachment practices on their own.

Low staff morale was also seen as a hindrance to school attachment strategies. Staff who did not feel supported by administration felt discouraged about work thereby decreasing the time and effort that was put into school attachment practices. Dealing with challenging behaviors day in and day out can be stressful, tiring, and energy draining. Creating a warm, caring, supportive environment within which staff feel free to take risks and learn from their mistakes was seen as a positive with regards to school attachment strategies.

Teachers felt that lack of financial resources was a hindrance to the school further developing and implementing school attachment initiatives. With more money, more extra-curricular activities could be offered thereby connecting with even more students, especially the marginalized.

Lastly, teachers felt that out-of-school suspensions decreased opportunities to connect with students. Although teachers recognized the importance of upholding bottom lines, they felt that there were situations where keeping students in school with in-school suspensions and making them do school work was a far greater learning experience than having them go home for a few days where they would play video games and do as they pleased. Brendtro et al. (1990) argue that "Successful youth workers have long recognized the great hidden potential of turning crisis into opportunity. Instead of bemoaning the problems such youth create, adults must use these situations as opportunities for teaching and relationship building" (p. 76). Keeping the connection to school, especially for at-risk students, was seen as important in terms of continuing to

build student-teacher relationships, and continuing the dialogue with students about making better behavioral choices and becoming better people.

<div align="center">Recommendations</div>

Based on the results of this study, several recommendations for teachers and administrators will be discussed below.

Recommendations for Teachers

Make relationship building a priority. Building relationships with students is the foundation upon which restitution and school attachment practices can be most successful. Connecting with students and letting them know that teachers care about them is pivotal in helping students want to make better behavioral choices and attaching them to the school community. For many at-risk students, teachers may be the only positive, supportive adult model they have in their lives (Kennedy & Kennedy, 2004) which makes it essential that student-teacher relationships be a primary focus in helping keep these students in school. Neufeld and Mate (2004) argue, "When children attach to a teacher, that teacher has the natural power to script the child's behavior, to solicit good intentions, to inculcate societal values" (p. 172). Dooner, Mandzuk, Obendoerfer, Babiuk, Cerqueira-Vassallo, Force, Vermette, and Roy (2010) state, "Teachers must foster individualized connections with students as an essential part of establishing and maintaining learning relationships; we all need to feel understood and appreciated" (p. 30). This stresses the importance of schools working towards increased opportunities for supportive relationships to emerge between students and teachers (Reddy et al., 2003).

Create safe, fun, engaging learning environments. Teachers can do much to create safe, fun, engaging learning environments within their classrooms. Caring about students and making learning relevant are instrumental in engaging students in the

learning process thereby making learning more fun. Dooner et al. (2010) argue, "It is the unique blend of an individual teacher's social and pedagogical authority in daily teaching that fosters engagement by encouraging students to 'push through' challenging yet meaningful learning experiences" (p. 29). Dooner et al. (2010) define social authority as teachers who "…show genuine concern for the welfare of their students and are especially attuned to their individual needs" (p. 30), and pedagogical authority as "…the knowledge demonstrated by teachers that helps students to care about what they are learning" (p. 30). To successfully engage students in the learning process, teachers need to know individual students as learners, then modify teaching practices to address their individual learning needs (Dooner et al., 2010). Dooner et al. (2010) conclude, "In the end, the success of any one strategy or newly implemented idea depends largely on how well teachers understand individual students as learners, and how committed teachers are to the academic and emotional well-being of their students. As teachers consider the effective balance of both social and pedagogical authority in their classroom practices, they need to understand that challenging and meaningful learning is enmeshed in strong interpersonal relations with students" (p. 34).

Along with social and pedagogical authority, teachers need to establish structure and routine, and clearly articulate classroom expectations. Students will flourish within these boundaries knowing that they are free to take risks and that they won't be rejected when mistakes are made. A positive classroom climate is one that promotes emotional safety for all students (Matsumura et al., 2008). If students are aware of classroom routines and expectations, and are engaged in relevant learning experiences, they will find learning more fun and will look forward to going to school. Ultimately, this will promote positive behaviors.

Get involved in extra-curricular activities. Getting involved in extra-curricular activities is a great way of connecting with students and building on existing relationships outside the classroom context. Although lack of time may be a hindrance to getting involved, making the effort to participate in some form of extra-curricular activity has the potential to pay huge dividends down the road in terms of decreasing negative student behaviors.

Recommendations for Administrators

Use a whole school approach to school discipline. To be most effective, administrators need to take a whole school preventative approach to school discipline. A multi-pronged collaborative approach should include all stakeholders within an educational system including teachers, educational assistants, clinicians, secretaries, custodians, bus drivers, and any other personnel involved within specific school systems. Administrators should include all these stakeholders in professional development opportunities as they relate to school discipline. Implementation of a restitution program will be most successful if all stakeholders have a working knowledge of restitution philosophies and strategies, and are consistent in the way student misbehaviors are dealt with. Often secretaries, custodians, and bus drivers are overlooked when it comes to professional development in the area of discipline, yet they all play a pivotal role within school systems as they have interactions with students on a daily basis. Secretaries and custodians should be included in school based professional development workshops. Administrators may need to collaborate with transportation supervisors within school divisions in order to find appropriate times for professional development opportunities for all bus drivers.

Administrators need to collaborate with the schools' student services team (resource teachers, guidance teachers, clinicians, and department heads as needed) in order to provide the best programming possible for students, and to discuss strategies in dealing with specific student misbehaviors. These meetings need to take place on a regular basis in order to maintain fluidity and continuity in programming for individual student needs.

Administrators need to take a critical look at how a restitution program can be linked to other programs and initiatives within the school. The philosophies and strategies of restitution have the potential to fit well with other preventative, proactive school based initiatives like peer tutors, and conflict managers to name a few. Being intentional in connecting these programs has the potential to build a solid base of positive student interactions within a school.

Another aspect of using a whole school approach to school discipline is administrators using discipline data as a whole school intervention. Critical analysis of discipline data can be helpful in improving safety within schools, and can inform student programming. Tracking discipline data can give administrators valuable insights as to what time of day and what location student infractions are most frequent. This has implications for heightened supervision during these times. Another proactive approach to using discipline data is collaborating with guidance counselors in tracking repeat offenders, and providing guidance and counseling for students who continually make poor choices. Regular meetings with a guidance counselor can do much to discover underlying reasons for misbehaviors, and to provide students with appropriate strategies and supports to deal with their personal issues. If further interventions are needed, guidance counselors can then refer students to clinicians or other agencies with approval

from parents/guardians. Taking a personal interest in the lives of students who

continually make poor choices is a message of care, and strengthens student-teacher

relationships.

Administrators need to critically reflect on discipline data in order to make the

appropriate changes needed to become a more effective school community. By

embracing a whole school intervention approach, collaboration with all stakeholders

within an educational setting can be instrumental in creating a school climate that is

warm and inviting for both students and staff.

Provide professional development opportunities. A variety of ongoing

professional development opportunities can help keep restitution alive in a school.

Administrators need to ensure that staff are made aware of these opportunities, and that

time is set aside within a school setting to discuss both the positives and negatives of

restitution strategies.

Of equal importance are professional development opportunities about student

engagement, and providing meaningful learning experiences for middle years students.

Dooner et al. (2010) argue that teachers need to look "…beyond 'ideal' student behaviors

and performances to ensure that students can find personal meaning in their learning…

Teachers need to have an in-depth understanding of subject matter, and they need to

know how to engage middle grades students who are incredibly diverse in their aptitudes

and levels of motivation to learn" (pp. 33-34). With increased student engagement,

negative behaviors tend to decrease.

As reported in this study, providing professional development opportunities in a

small group setting would be of greater value to many teachers as opposed to a larger

staff setting. Being able to interact in a small group gives everyone a voice and the

opportunity to discuss teaching and discipline strategies that work and don't work. As there is much that can be learned from peers, this learning can better be facilitated in a small group setting.

The premise of restitution is to help students fix their mistakes. This premise could lead to the misconception that students who exhibit poor behavior need to be fixed. Administrators should make a point to explain to staff that it is not students who need to be fixed, but rather, it is poor behavior that needs consideration. It is important to note that adolescents will make poor choices from time to time. As a staff, discussion needs to take place regarding what is legitimate in terms of poor behavior, and what is simply typical adolescent behavior

Provide relevant programming. Relevant programming, especially for at-risk youth, can do much to connect students to school, increase the student retention rate, and decrease behavioral issues. Ziesemer et al. (1994) argue that the range of need exhibited by children living in disadvantaged neighborhoods "…challenges helping professionals and administrators to develop a variety of programs that respond flexibly to presenting needs" (p. 663). Many at-risk youth do not do well in a traditional educational setting. By implementing a wide variety of programs and by making appropriate placements for students, many at-risk youth will experience academic and behavioral success. Administrators need to look at relevant programming not only in the classroom but for extra-curricular activities as well. Engaging students in the learning process is a protection against antisocial behavior (Morrison, Robertson, Laurie, & Kelly, 2002). Lopez (2003) states that we need educational leaders who have the courage to envision different possibilities for schooling, especially for our most marginalized youth and communities.

Hire quality staff. It is essential for school administrators to hire quality staff in order to create a warm, caring, loving environment within which proactive discipline initiatives can have a positive impact on both students and teachers. High quality teachers and staff are key determinants of students' opportunities to be successful (Skrla et al., 2004). Gregory (1995) suggests that young adolescents need guidance and caring adults in their lives. Hiring high quality staff will help ease the transition for students to a middle school environment and help engage students in the educational process including discipline.

Build strong staff morale. Building strong staff morale requires educational leaders to value and appreciate all staff members. Teaching staff are on the front lines when it comes to dealing with student misbehaviors and need to be supported by administration. Collaborative decision making, team building activities, and developing trusting relationships are three ways that staff morale can be boosted. Murphy (2002) argues that educational leaders must learn to lead not from the apex of the organizational pyramid but from a web of interpersonal relationships. High staff morale is key in developing and maintaining a fun, caring school atmosphere.

Help meet students' basic needs. Regardless from what socio-economic level students come, they all come to school with a specific set of needs. Administrators in disadvantaged neighborhoods need to be keenly aware that many students living in poverty come to school without their basic needs being met. Hoy and Miskel (2008) argue that "…some students are deprived of even the most basic needs and therefore present a potent motivational problem…Violence to and from school and within the school has increasingly become a way of life for many students. It is difficult to concentrate on studying…when you are frightened" (p. 139). As educational leaders,

helping meet the basic needs of food, clothing, shelter, safety, and love and belonging is not only a message of care, but also a determinant in helping these students succeed at school academically and behaviorally.

Make connections a focus. Administrators should make an effort to connect with students, staff, and parents/guardians in order to increase learning opportunities for students. Strong connections with students, families, and communities can help enhance positive behavioral choices and academic achievement of our marginalized at-risk students (AhNee-Benham, 2003; Dantley, 2005). Sefa Dei (2002) argues that "Parents, communities, and schools have to work in concert to bring about desired changes" (p. 177). There are no limits to the number of ways that connections can be made with students and parents/guardians. By connecting with students and parents/guardians, and by encouraging staff to make these same connections, administrators are building capacity within the school community and the community at large. These connections are crucial in helping manage student misbehaviors and increasing academic achievement. As Cavanagh (2009) states, "…at the core of what schools are about is relationships" (p. 71).

Involve feeder schools and the community. To truly be proactive about behavior management, administrators should take a whole systems approach to restitution and involve feeder schools and the community at large. Meeting regularly with administrators in feeder schools, and discussing how behavior management strategies could be consistent between all schools would do much to encourage positive behaviors starting in kindergarten. The transition to a middle years school would be made easier if feeder schools used a common restitution language, and student behaviors were dealt with in a similar manner.

Administrators should also have regular meetings with parents/guardians and members of the community. Encouraging parents/guardians to use restitution strategies at home would provide tremendous consistency with regards to how misbehaviors are dealt with at home and at school.

Collaboration with administrators and teachers from feeder schools, parents/guardians, and community members, can greatly enhance the probability that students will want to make better behavioral choices. This kind of intentional, coordinated approach to behavior management has huge potential to bring about positive transformational change within schools and local communities.

Be patient. Patience is a critical leadership characteristic. Positive behavioral change that is deeply rooted in socio-economic status takes considerable time for both individuals and a school culture. Some students make the same mistake over and over, but when they finally get it, it is well worth the time and energy that has been expended. Students are appreciative of being given a second chance. Educational leaders need to let students and teachers know that they will never give up on them. Patience is more than a requirement or a supporting attribute. It is a prerequisite to real change.

Implications for Further Research

The findings of this study have implications for further areas of research. Based on the findings of this study the following recommendations are made for further research:

1. Further research on restitution and school attachment practices should be undertaken with elementary and high school students and teachers. It would be interesting to hear their responses to the same research questions.

2. A study that would focus on the impact of restitution and school attachment practices on academic achievement.

3. Further research on the impact of restitution and school attachment practices on gender.

4. It would be interesting to do further research on the effectiveness of restitution and school attachment practices with experienced teachers and novice teachers.

5. Further research of this nature could be done in suburban, rural, and northern schools to examine the similarities and differences in varying contexts.

6. It would be interesting to do further research on restitution practices with teachers who are resistant to change. What would it take to move them forward?

<div align="center">Summary</div>

Given the priority that teachers have placed on behavior management in their classrooms, it is timely that this study analyzed the effectiveness and impact of school attachment and restitution strategies in a middle years setting. Although there has been much research in the area of behavior management, the research is sparse in the area of restitution. The results of this study indicate that restitution and school attachment practices are effective proactive strategies that strengthen school behavior management practices and enhance school climate thereby promoting positive behaviors in middle years students. Themes generated from student and teacher interviews, analysis of discipline referral documentation, and the literature review all are in support of this finding.

The focus that Lakeview Middle Years School has placed on restitution and school attachment strategies has resulted in significant decreases in student misbehaviors. This focus has made Lakeview Middle Years School an increasingly effective school

serving as a beacon of light in a community that is in desperate need of positive

transformational change. If restitution and school attachment practices have been

effective in promoting positive behaviors at Lakeview Middle Years School, it is possible

that these strategies could work in other school contexts as well.

Teachers and administrators can do much to foster resilience and hope among

students, and increase opportunities to develop academically, emotionally, and

behaviorally (Zambrana & Zoppi, 2002). This study found restitution and school

attachment practices to be two effective strategies in promoting positive behaviors in

middle years students.   Restructuring school discipline to be proactive rather than

reactive, and focusing on school attachment strategies are practices that are instrumental

in building schools that are institutions of hope and social change.

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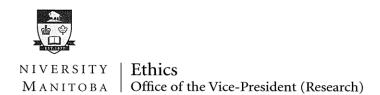   on adolescent perception of the school environment and school connectedness.

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APPENDIX A

ETHICS PROTOCOL APPROVAL CERTIFICATE

NIVERSITY | **Ethics**
MANITOBA | Office of the Vice-President (Research)

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Winnipeg, MB R3T 2N2
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APPROVAL CERTIFICATE

June 23, 2010

TO: **Christine Penner**   Wallin
    Principal Investigator

FROM: **Lorna Guse, Chair**
      Education/Nursing Research Ethics Board (ENREB)

Re: **Protocol #E2010:068**
    "School Attachment Theory and Restitution Processes: Promoting Positive Behaviours in Middle Years Schools"

Please be advised that your above-referenced protocol has received human ethics approval by the **Education/Nursing Research Ethics Board**, which is organized and operates according to the Tri-Council Policy Statement. This approval is valid for one year only.

Any significant changes of the protocol and/or informed consent form should be reported to the Human Ethics Secretariat in advance of implementation of such changes.

> **Please note:**
>
> -   if you have funds pending human ethics approval, the auditor requires that you submit a copy of this Approval Certificate to Eveline Saurette in the Office of Research Services,   (e-mail eveline_saurette@umanitoba.ca, or fax 261-0325), including the Sponsor name, before your account can be opened.
>
> -   if you have received multi-year funding for this research, responsibility lies with you to apply for and obtain Renewal Approval at the expiry of the initial one-year approval;   otherwise the account will be locked.

> **The Research Ethics Board requests a final report for your study** (available at: http://umanitoba.ca/research/ors/ethics/ors_ethics_human_REB_forms_guidelines.html) **in order to be in compliance with Tri-Council Guidelines.**

Bringing Research to Life

APPENDIX B

STUDENT INTERVIEW QUESTIONS

RESEARCH QUESTIONS	INTERVIEW QUESTIONS
1. In what ways are restitution practices implemented in middle years schools and under what conditions?	Behavior Management 1.What makes you want to come to school? What makes you not want to come to school? 2.How are students disciplined in your school and in your classroom? 3.Can you give me an example of a time when you were disciplined? How did it make you feel? Restitution 1. Have you heard about restitution? 2. Restitution is about helping students come up with a plan to fix their mistakes and returning them to class strengthened. Have you ever made restitution for mistakes that you have made? 3. If yes, how did the restitution process make you feel? 4. Does the restitution process make you think about making better choices the next time you are presented with the same situation? 　a) If yes, can you give me an example? 　b) If no, why don't these strategies work?
2. What school attachment strategies are currently being used to help students attach to a middle school environment?	School Attachment 1. School attachment is about making you feel that you belong to the school community. In what ways are you made to feel that you belong to the school community? 2. In what ways are you made to feel that you don't belong to the school community? 3. What could the people in school do better to make you feel that you belong?
3. How effective have restitution and school attachment strategies been in promoting positive behaviors as perceived by both teachers and students?	Effectiveness 1. In what ways do you think restitution is a good way of dealing with student misbehaviors? Can you think of times when it worked well, or not well? What drawbacks does/has it had for students, teachers or others in the school community? 2. How effective has the school community been in making students feel that they belong to the school community? What effect does this have on students in the school community? (i.e. Do school attachment strategies make you want to come to school, go to class, and make positive behavior choices? Why? Why not?) 3. Are there other strategies that you think would be effective in helping you make better behavioral choices and/or help make you feel that you belong to the school community?

4.	What factors (organizational, logistical, or personal) either support or hinder the implementation and/or use of restitution and/or school attachment strategies in middle years schools?	Not applicable

APPENDIX C

TEACHER INTERVIEW QUESTIONS

RESEARCH QUESTIONS	INTERVIEW QUESTIONS
1. In what ways are restitution practices implemented in middle years schools and under what conditions?	Behavior Management 1.Do you enjoy the work that you do? Why or why not? 2.How are student misbehaviors managed at your school? 3.How do you manage misbehaviors in your classroom? 4.What are some challenges to managing student misbehaviors? Restitution 1. The premise of restitution is to help students fix their mistakes and return them to the class strengthened. How are restitution practices used in your school? 2. What conditions need to be in place for students to fix their mistakes? 3. What supports and training would aid in the use of restitution processes?

2. What school attachment strategies are currently being used to help students attach to a middle school environment?	School Attachment
	1. School attachment has to do with connecting students to the school community.
	   a) What school practices are currently being used to help students transition to and attach to a middle school environment?
	   b) What more could be done?
	
	2. In what ways do school attachment opportunities help you deal with behavior problems?

3. How effective have restitution and school attachment strategies been in promoting positive behaviors as perceived by both teachers and students?	Effectiveness 1. How effective have restitution strategies been in minimizing behavioral issues in the middle years? Please provide examples to help you demonstrate your point. 2. What attachment practices are most effective in connecting students to school? Please provide examples to help you demonstrate your point. 3. What restitution and attachment strategies have not been effective? Why not? Please provide examples to help you demonstrate your point.

4. What factors (organizational, logistical, or personal) either support or hinder the implementation and/or use of restitution and/or school attachment strategies in middle years schools?	Other Factors
	1. Are there any organizational, logistical, or personal factors that:
	   a) Hinder the implementation and/or use of restitution strategies in your school? Explain
	   b) Support the implementation and/or use of restitution strategies in your school? Explain.
	
	2. Are there any organizational, logistical, or personal factors that:
	   a) Hinder the use of school attachment strategies in your school? Explain.
	   b) Support the use of school attachment strategies in your school? Explain.

APPENDIX D

DISCIPLINE REFERRAL FORM

Lakeview Middle Years School – Effective Behaviour Supports
Reporting Form

STUDENT NAME: _____ **GRADE/HOMEROOM** _____

REPORTING STAFF PERSON: _____

DATE: _____ **TIME:** _____

INCIDENT TYPE: **OFFICE USE:**

_____ Disruptive behaviour	_____ Physical assault-Staff	_____ Smoking	_____ Sick
_____ Inappropriate language	_____ Physical assault-Student	_____ Property damage	_____ Use phone
_____ Non-compliance	_____ Illegal drugs	_____ Skipping class	_____ Bandaid
_____ Verbal assault-Staff	_____ Weapons	_____ Misconduct	_____ See Administrator
_____ Verbal assault-Student	_____ Theft	_____ Other	

_____
_____
_____

LOCATION:

_____ Hallway   _____ Bathroom   _____ Classroom   _____ Gym   _____ School grounds   _____ Cafeteria
_____ Theatre   _____ Off school grounds

ADMINISTRATIVE ACTION

_____ Conference with student	_____ Plan to solve problem	_____ SRO
_____ Parents called at _____a.m./p.m.	_____ Community service	_____ Mediation
_____ Detention - Length: _____	_____ Time out	_____ Guidance/Resource
_____ In-school suspension _____ day(s)	_____ Removal of privileges	_____ CGC
_____ Out-of-school suspension _____ days(s)	_____ Meeting with parents	_____ Reprimand

Comments:
_____
_____
_____

Description of Incident:
_____
_____
_____

_____   _____

Signature of Staff   Signature of Administrator