

EVALUATING PROJECT PREVENT: IMPLEMENTATION OF RESTORATIVE PRACTICES IN HILLSBOROUGH COUNTY SCHOOLS

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- University of South Florida, College of Behavioral & Community Sciences
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- University of South Florida, College of Public Health
- Hillsborough County Public Schools

Background

- Restorative practices (RP) definition: “restoring good relationships when there has been conflict or harm, and developing school ethos, policies, and procedures to reduce the possibility of such conflict arising.”²(p. 19)
- RP origins¹
- School culture⁵

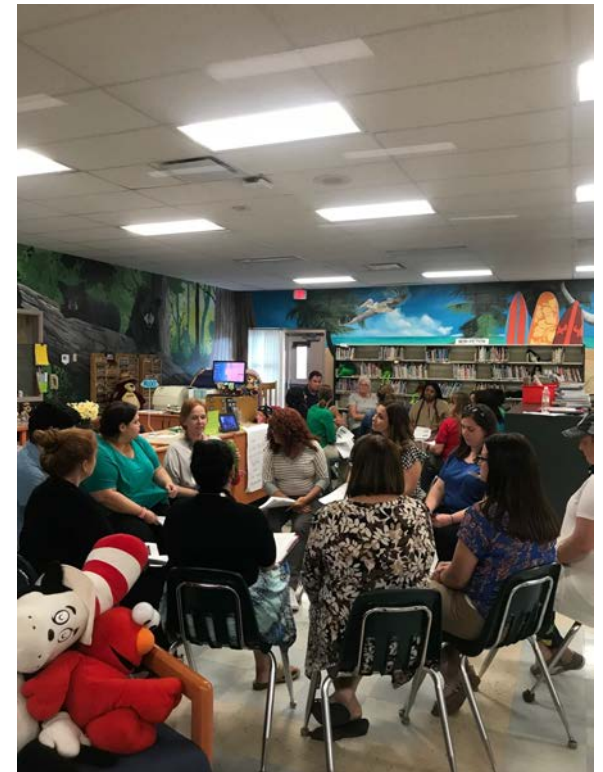


Key principles:

- Fairness
- Respect for personal dignity
- Awareness that “the person is not the problem, the problem is the problem.”²(p. 22)

Key concepts:

- Using affective language
- Restorative conferences
- Problem-solving circles
- Relationship-building activities.²



Need for Restorative Practices:

- Exclusionary discipline practices³
- Racial disparities³
- School-to-prison pipeline
- Building culture and strengthening relationships



Need for evaluating Restorative practices in Hillsborough County Public Schools:

- *Project Prevent*
 - Summer Institute
 - Post-Institute Learning Communities
 - Site-based trainings
 - Leadership teams
 - Plans/goals
- Evaluate implementation
- Pilot testing an instrument



For effective implementation:

- Training²
- Resource manuals²
- Commitment from leadership¹
- Teacher and staff buy-in⁴
- School-wide implementation⁴
- Student involvement²



Purpose

To conduct a program evaluation of *Project Prevent* Restorative Practice programs at Hillsborough County public schools, identify factors affecting implementation, and provide feedback to schools for current and future implementation of these practices.

Research Questions

- How effective are Restorative Practices in improving school culture?
- How frequently are specific Restorative Practice interventions being used, and to what effect?
- What are key barriers and facilitators to implementation?

Methods



- Survey creation
 - Identify impact and implementation factors in literature⁶
 - Consultation with HCPS lead on RP implementation
 - Qualtrics
- Survey distribution
 - 21 Participating schools
 - Emails
 - 30 responses from 10 schools (3 ES, 5 MS, 2 HS)

- Participants

	Frequency	Percent
Administrator (ex: Principal, Asst. Principal)	6	20.0
Teacher	7	23.3
Guidance Counselor	6	20.0
School Social Worker	3	10.0
School Psychologist	4	13.3
ESE Specialist	2	6.7
Student Success Coach	2	6.7
Total	30	100.0

Survey Instrument:

- 24 quantitative questions
 - Likert scale
- 11 questions on specific RP interventions
- 6 qualitative questions



☐ Q6 Restorative practices have reduced problem behaviors among students in my classroom/school.



- ☐ Strongly disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Strongly agree

☐ Q7 Since implementing restorative practices, students are more likely to mediate and/or emotionally support between peers.



- ☐ Strongly disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Strongly agree

☐ Q1 How often do you use each of the following restorative practices interventions?



	Never	Less than once a week	Once a week	Multiple times a week	Daily
1. Encouraging students to use affective statements (i.e., "I am" feeling statements).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Using restorative questions when talking with students about problems or conflicts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Proactive circles (e.g., check-in, talking, or community-building).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Responsive circles (e.g., addressing problems, issues, or relationships).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Repairing relationship circles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Pre-conference meetings (i.e., meeting separately with person causing harm and person being harmed to determine if conference will be effective).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Review restorative practices rules and/or principles with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Use restorative practices handouts with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Reentry protocol.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Peer mediation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

☐ Q1 What resources have you found helpful in implementing restorative practices (e.g., books, training, etc.)? Please be specific.



☐ Q2 What additional resources would you find helpful to more effectively use restorative practices?



☐ Q3 What have been some of the barriers to implementing restorative practices (e.g., lack of resources, etc.)? Please be specific



Data Analysis:

- Collect and aggregate
- SPSS
 - Correlations
 - Subscales
- Reviewed qualitative results



Subscales (and corresponding Cronbach's Alpha)

- Perceived Impact Scale (.929)
- Training, Support, and Confidence Scale (.763)
- Frequency of Use Scale (.861)
- Perceived Personal Efficacy Scale (.911)

Results



SURVEY RESULTS

	Perceived Impact Scale	Training, Support, and Confidence Scale	Frequency of Use Scale	Perceived Personal Efficacy Scale
N	30	29	26	30
Mean	3.99	4.22	2.77	2.80
Median	4.05	4.22	2.64	2.91
Std. Deviation	.696	.550	.751	.545
Range	3	2	3	2.29
Minimum	2	3	1	1.71
Maximum	5	5	5	4.00

Scales from 1-5, except Perceived Personal Efficacy Scale is 1-4.

Correlations

		Perceived Impact Scale	Training, Support, and Confidence Scale	Frequency of Use Scale	Perceived Personal Efficacy Scale
Perceived Impact Scale	Pearson Correlation	1	.662**	.724**	.445*
	Sig. (2-tailed)		.000	.000	.014
	N	30	29	26	30
Training, Support, and Confidence Scale	Pearson Correlation	.662**	1	.764**	.349
	Sig. (2-tailed)	.000		.000	.064
	N	29	29	26	29
Frequency of Use Scale	Pearson Correlation	.724**	.764**	1	.364
	Sig. (2-tailed)	.000	.000		.068
	N	26	26	26	26
Perceived Personal Efficacy Scale	Pearson Correlation	.445*	.349	.364	1
	Sig. (2-tailed)	.014	.064	.068	
	N	30	29	26	30

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Most frequently used RP interventions:

RP Intervention	% multiple times per week	% daily use
1) Restorative questions	43%	40%
2) Affective statements	33%	40%
3) Pre-conference meetings	31%	21%

- 27 of 30 participants used ≥ 1 RP intervention multiple times a week
- 17 of 30 participants used ≥ 1 RP intervention every day
- Frequency of use showed significant positive correlations ($p < .05$) with 21 of 24 questions, 10 out of 10 on perceived impact subscale.
 - Significant positive correlation w/decreases in exclusionary practices ($p = .012$)

RP interventions with highest rated personal efficacy:

RP Intervention	% effective	% very effective	% combined
1) Restorative questions	60%	26.7%	86.7%
2) Affective statements	56.7%	23.3%	80%
3a) Pre-conference meetings	40%	30%	70%
3b) Proactive circles	43.3%	26.7%	70%

- Perceived personal efficacy showed significant positive correlations ($p < .05$) with 11 of 24 questions, 4 of 10 on perceived impact subscale.

- All respondents reported comfort using RP
- All respondents reported ability to explain benefits of RP
- Frequency of reviewing RP rules and/or principles with students
 - Correlation w/ perceived personal efficacy subscale ($p=.006$)
 - And 9 out of 10 measures on perceived impact subscale ($p=.000$)
- Frequency of restorative questions and frequency of responsive circles
 - Significantly positively correlated with 8 out of 10 measures on perceived impact subscale ($p<.005$)
- Estimated % of school staff using RP significantly positively correlated with 16 of 24 questions, 9 of 10 on perceived impact subscale.

Qualitative results

- Facilitators: Circle Forward book, district trainings
 - Additional resource books, ongoing trainings
- Barriers: lack of teacher buy-in, time limitations
- Increase school-wide implementation, teacher/staff buy-in
- Increase parental involvement
- Fidelity checks
- Include restorative practices in college curriculum

Limitations

- Different stages of implementation among schools
- Difficulties in obtaining survey responses
- Small sample size

Next Steps and Implications



- Connect restorative way of being to School Improvement Plans
- Continue efforts to strengthen school culture by setting up meetings with leadership
- Including RP's in the schools strategic and mental health plan
- Survey can be used to measure ongoing implementation efforts, as well as in pre- and post-survey format.

IMPLICATIONS FOR ADOLESCENT BEHAVIORAL HEALTH

- Using restorative practices demonstrated positive impact on school culture.
- Training and level of support found to affect use and impact of RP.
- Resource manuals, school-wide implementation, and teacher buy-in found to be important facilitators.
- Fidelity in implementation and evaluation are necessary to expand the use and impact of restorative practices.

QUESTIONS?



1. Kane J, Lloyd G, McCluskey G, et al. Generating an inclusive ethos? Exploring the impact of restorative practices in Scottish schools. *International Journal of Inclusive Education*. 2009;13(3):231-251.
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Appendix

Example questions from Survey:

How much do you agree or disagree with following statements about restorative practices (RP)? 1=Strongly Disagree 2=Somewhat Disagree 3=Neither Agree nor Disagree 4=Somewhat Agree 5=Strongly Agree

- Restorative practices have reduced problem behaviors among students.
- Since implementing restorative practices, student-teacher relationships have improved.
- Since implementing restorative practices, I have issued less disciplinary actions such as detentions, referrals, and/or suspensions.
- I have been adequately trained to effectively use restorative practices with students.
- I feel comfortable using restorative practices with students.
- Feedback from staff such as myself is valued as part of RP implementation.

Example questions from Survey:

How often do you use each of the following Restorative Practices interventions?

0=Never 1=Less than once a week 2=Once a week 3=Multiple times a week 4=Daily

Then, rate the level of effectiveness when using each RP intervention.

0=N/A 1=Not effective 2=Somewhat effective 3=Effective 4=Very Effective

- Encouraging students to use affective statements (i.e., “I am” feeling statements)

Frequency _____ Effectiveness _____

- What additional resources would be helpful for you to more effectively use RP?

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