

Archibold, E. (2014). Restorative approach in schools: Systemic approaches to building positive school climates. *Journal of Pedagogy, Pluralism, and Practice*, 6(1), 55.

Archibold (2014) examines the implementation of restorative approaches in schools as an alternative to punitive zero-tolerance measures. Arguing that restorative practices requires a school wide transformation instead of individual implementation, the author emphasizes school connectedness and culturally responsive practices. Using practices such as community circles directly connects to developmental needs because of its recognition that adolescents require emotionally safe environments and positive adult relationships. Identifying problems with implementation such as long term professional training, new policies, and ongoing research educators must be complete willing to reevaluate their discipline measures and be ready to train. This article is important as it focuses on the ways it important for administrators to implement restorative practices.

Carter, C. (2025). *Exploring Educators' Perceptions of Restorative Practices in an Urban Middle School* (Order No. 32116407). Available from Publicly Available Content Database. (3251327529). <https://ezproxy.redlands.edu/login?url=https://www.proquest.com/dissertations-theses/exploring-educators-perceptions-restorative/docview/3251327529/se-2>

This paper focuses specifically on the way middle schoolers interact with restorative practices. It includes teachers philosophies as well as school factors that affect the way restorative practices are used in schools. It particularly looks at the roles of administrator leadership and how their beliefs can affect RP. As a majority, most administrators views RP as less resource intensive, while teachers viewed it as more work. This paper is particularly helpful as a source because of the inclusion of the interview protocol questions used. This is great insight into the kinds of questions I should use for my project and further research, as well as a current view from both admin and teachers of how RP are implemented (Carter, 2025).

Caskey, M., & Anfar, V. A. (2014). Developmental characteristics of young adolescents. *Association for Middle Level Education*.

Caskey and Anfar provide an overview of developmental characteristics of young adolescents. Defining 6 domains: physical, intellectual, moral, spiritual, psychological, and social-developments they trace the history of understanding of adolescence development. Highlighting the physical changes children experience as well as the intellectual development the authors explain the change from concrete to abstract thinking. They recommend to provide opportunities for peer interaction, offering choices, and organizational structures for a classroom that benefits all students. This study is vital for me as it highlights why educators should use restorative practices as it aligns perfectly with students developmental needs. It also highlights the characteristics of trust and support, proving the connection between students and RP.

Cullen, C. S. (2025). *TWO STEPS FORWARD OR ONE STEP BACK? HOW RESTORATIVE JUSTICE PRACTICES IN ACADEMIC MISCONDUCT CASES IMPACT STUDENT MORAL DECISION-MAKING* (dissertation). <https://www.proquest.com/openview/aa8fb4a74717d98a977eaf57063231fe/1?cbl=18750&diss=y&pq-origsite=gscholar>

This dissertation focuses on how the usage of restorative practices can benefit students who struggle with moral decision making after COVID. Using literature and studies, this paper discusses not only why students do what they do but ways to address it and make changes. Cullen recommends that teachers are properly trained with the combination of changed school policies to transition students to RJC. Students who are a part of such circles experience more calm emotions and self-reflection that benefits their interactions with other students. This article is a good source for me because it has some good insight into current students in classrooms. There's some research that could help me prove why my research is important.

Gregory, A., Huang, F. L., Anyon, Y., Greer, E., & Downing, B. (2018). An examination of restorative interventions and racial equity in out-of-school suspensions. *School Psychology Review, 47*(2), 167-182.

The authors discuss whether restorative interventions reduce racial disparities in out-of-school suspension specifically examining the difference between black and latino student consequences verses white. They found that the use of restorative practices reduced the amount of racial disparity in punishment, with a lower likelihood of suspension. However, while RP benefitted all students, it only really narrows the black-white suspension gap leaving black students with a higher chance of suspension. The research raises questions about how administrators classify the seriousness of student behavior and whether bias is involved. While RP help racial inequality, greater attention must be drawn to implicit racial bias, poor relationships between educators and students of color, stereotyping of Black students as dangerous, and differential access to culturally responsive instruction. This article is important as it shows that the disciplinary process has layers aside from punishment. If RP are to be implemented educators should undergo training that address racial dynamics instead of remaining race-neutral.

Gregory, A., Clawson, K., Davis, A., & Gerewitz, J. (2016). The promise of restorative practices to transform teacher-student relationships and achieve equity in school discipline. *Journal of Educational and Psychological Consultation, 26*(4), 325-353.

Gregory and Davis use data to prove that teachers who used restorative practices in their classrooms had more positive relationships with them. Pointing out an interesting connection between, student and teacher cooperation the authors share that students view their teachers as respectful and teachers their students more cooperative with RP. When teachers account for student race/ethnicity combined with RP, teacher respect also goes

significantly higher. Something to note is that the study did not have an outside source check to see if the RP implementation in schools was up to the same standard. This standard is significant as it looks at the students impact from use of practices offering my research different point of view.

Glover, R. L., & Clarke-Glover, J. (2025). Disparate Discipline within Public Schools: Manifestations, Impacts, and Implications. *Journal of Psychology & Behavioral Science*, 13, 51-58.

In this article, Glover and Clarke-Glover focus on the impact of disparate discipline and the difference of disciplinary measures places on white and black students. The disproportionately of discipline given to students of color extend to criminal summons that can affect them later in life. This article is beneficial for me because of the interest in the difference of students treatment based on race. It also has a section about the school to prison pipeline which has a large connection to restorative practices. This research is beneficial for me because of the understanding of races impact.

Hinchcliff, E. B., & Newberry, M. A. (2021). Teacher perceptions of student developmental needs: It's all emotional. *Australian Journal of Teacher Education (Online)*, 46(9), 55-72.

The authors examine how middle school teachers service and address adolescent developmental needs through interviews with teachers. This study reveals that teachers primarily interpret all student needs through an emotional lens despite children's development being understood as physical, cognitive, social, and emotional. Teachers reported using emotions as an "entry point" to support students academically and socially, primarily by creating emotionally safe classroom environments, building consistent positive relationships, and explicitly demonstrating care through daily interactions. This article is very important as it sheds light on the way many teachers think about their students emotional development. Restorative practices require an emotional connection and having an overall view of how most teachers use their own experiences to work with their students is beneficial displaying how easy it is to combine restorative practices.

Hollweck, T., Reimer, K., & Bouchard, K. (2019). A missing piece: Embedding restorative justice and relational pedagogy into the teacher education classroom. *The New Educator*, 15(3), 246-267.

Defining restorative practices as a philosophical approach, the authors define different parts of the practice and its benefits. Using focus groups, students said they enjoyed the hands of experience of restorative practices as well as the trust and understanding. A teacher using RP must have a school with RP culture, as the community aspect becomes meaningless. Having teacher candidates go through RP is beneficial as it sheds light on students experiences joining them for the first time leading to more understanding. Restorative justice can be complex, and it needs a lot of training and time to properly

implement. This is important for me because of the set standards they use for RP as it can be compared to create a general baseline for my research.

Hulvershorn, K., & Mulholland, S. (2018). Restorative practices and the integration of social emotional learning as a path to positive school climates. *Journal of Research in Innovative Teaching & Learning*, 11(1), 110-123.

Hulvershorn and Mulholland examine the integration of restorative practices and social emotional learning as mutual approaches to address the harmful effects of zero tolerance discipline policies. These frameworks create opportunities to develop students' communication skills, empathy, and caring while addressing issues of race, gender, disability, and diversity in school discipline. They trace the historical development of RP from indigenous cultures. Establishing that effective discipline alternatives must address both relationship building and skill development, RP build community and social emotional helps them manage emotions. The skills gained from SEL benefit self-awareness, social awareness, relationship skills, and responsible decision-making. This article is important as it creates a connection between RP and SEL, eating bringing in its own vital benefits for students.

Schweigert, F. J. (1999). Learning the common good: Principles of community-based moral education in restorative justice. *Journal of Moral Education*, 28(2), 163-183.

Schweigert analyzes community-based restorative justice reforms as educational interventions, proposing three foundational principles to guide moral education for the common good. Schweigert analyzes victim-offender conferencing, family group conferencing, and Native American circle sentencing—as examples of restorative justice that redefine crime as interpersonal harm that requires repair rather than requiring punishment. Community development is a model for moral development, pursuing restoration of all affected parties through changing patterns of social interaction. The article emphasizes that restorative conferencing demonstrates four key characteristics of effective community moral development: consistency, collaboration, free spaces, and establishment of trust. He argues that educators should recognize conflict and wrongdoing as opportunities for moral learning. This framework is essential for me as it demonstrates that restorative practices are not isolated techniques for managing misbehavior but benefits moral education which is necessary for empowered future citizens.

Silverman, Jamie, and Molly Mee. (2009) *Using Restorative Practices to Prepare Teachers to Meet the Needs of Young Adolescents* Educ. Sci. <https://www.scribd.com/document/727655726/Learning-social-responsibility-in-schools-a-restorative-practice>

In this article, Silverman and Molly explored the ways teachers practiced community circles amongst themselves to try and implement with their students. They define what restorative practices are and the different specific tools it uses. They also include the four year training process their teachers go through to learn how to use RP by engaging them

with their classmates and putting them in a similar situation as their students. The teachers concluded on what they liked about RP and why/if they wanted include what they experienced into their own classrooms. This article is a great source for me to explain what exactly restorative practices are as well as the different elements it contains. Its also a good resource for me to show the positives for not only students but teachers.

Sopcak, P., Hood, K. (2022). Building a Culture of Restorative Practice and Restorative Responses to Academic Misconduct. In: Eaton, S.E., Christensen Hughes, J. (eds) Academic Integrity in Canada. Ethics and Integrity in Educational Contexts, vol 1. Springer, Cham. https://doi.org/10.1007/978-3-030-83255-1_29

In this chapter, Sopcak discusses the prevention and response to academic integrity in education. It includes an indepth section about how a restorative circle would look and what exact questions and elements are vital for having a successful session. This chapter forces on the academic impact of restorative practices about how students develop awareness about their bad educational conduct. This chapter is a good source for me because of its academic focus, while restorative practices are known for its emotional support for students by providing evidence of academic support and integrity I could back up my claims with a stronger stance.

Kehoe, Michelle & Bourke-Taylor, Helen & Broderick, David. (2018). *Developing student social skills using restorative practices: a new framework called H.E.A.R.T.* Social Psychology of Education. https://www.researchgate.net/publication/247517536_Learning_social_responsibility_in_schools_A_restorative_practice

In this book, the author connects students social emotional needs to restorative practices as well as connecting the organ of such practices to indigenous cultures. With a focus on victim and perpetrator community circles, the authors discuss the benefits of repairing the harm done to students though discussions and taking personal responsibility for actions. Backing up their ideas with data from various schools and student ages, understanding the benefits through the created H.E.A.R.T. acronym. Different ages also had different increases in social skills as well as the meaning behind such skills. This book is a good source for me to be able to back up my claims that restorative practices are beneficial with its data, as well as its different focus on victim and perpetrator community circles providing another area of context.

Lustick, H. (2021). “Restorative justice” or restoring order? Restorative school discipline practices in urban public schools. *Urban Education*, 56(8), 1269-1296.

Lustick conducted a study to examine what parts of restorative practices can prudence racial inequality. The author examines how RP can either challenge or reinforce traditional sequestration and surveillance on students that have historically marginalized black and brown students. The study found that schools consistently hired young non-

white staff to serve as restorative coordinators while the white faculty depended on them to bond with and help students of color. While the coordinators hired had the skills to help students understand oppression and resist it, their actual role was to meet the status quo and forcing them to only work on relationships with students instead of the entire RP. One principal referred to their coordinator as the “paid older siblings” to compensate for white teachers inability to connect with culturally diverse students. This study is important as it brings a new light that restorative practices alone aren’t enough to address racial inequalities without confronting our current power structures in education. It displays how white educators need to understand their own complicity in perpetrating harm. LAT PAR

Macready, Tom. (2009). *Learning social responsibility in schools: A restorative practice*. Educational Psychology in Practice. https://www.researchgate.net/publication/320463760_Developing_student_social_skills_using_restorative_practices_a_new_framework_called_HEART

The author Macready discusses the theory behind learning through social and collaborative efforts created by Vygotsky. He explains that the current usage of rewards and punishments is not beneficial for youth and how restorative practices is a better suited method. With a small focus on the criminal aspect, he touches on the idea that socially irresponsible attitudes are created when punishments are given to individuals by people who do not matter to them. By implementing restorative practices, we can create an emotional moment for a student enabling them to really the negative effects they may have on others. This article will help me because of its focus on the theories behind restorative practices, giving me some background into the deeper ideas behind using them as well as a comparison to modern techniques that are not working.

Martin, C. (2015). Empathy, Equity, Empowerment: Using Restorative Practices to Build Character and Community While Reducing Suspensions. *Voices in Urban Education*, 42, 14-18.

Martin writes about the in-classroom transformation from fear-based compliance strategies to embracing restorative approaches centered on empathy. Asking the question whether educators should have their students act on fear or the care they have for one another, he displays how the use of RA reduced suspensions while building community trust and student empowerment. A 5-question protocol completed in a nearby teachers classroom within ten minutes guides students to consider what happened, who was affected, what responsibility they bear, what they could have done differently, and how they will make things right. Unable to promise a completely non grounded school, these practices ensure students maintain dignity and are held accountable. This article is important to my research as its a teachers experience on implementing RP as well as an acknowledgment that effectiveness requires systematic change, consistent protocols and ongoing professional development.

Mathekga, K. G. (2025). *The views and experiences of service providers in facilitating a positive behaviour programme for at-risk youth in Cape Town schools: the case of the tenderden place of safety*. (). University of Cape Town ,Faculty of Law ,Department of Public Law. Retrieved from <http://hdl.handle.net/11427/41741>

This thesis discusses Africa's problem with challenging learner behavior in public schools. Mathekga brings up the discussion around the school-to-prison pipeline in the connection between the pipeline and zero-tolerance policy between students makes the possibility greater. The author also goes into different conceptual frameworks that restorative practices encompasses. Behavioral change depends on an effort from not only schools and their discipline tactics but their parents/home life as well. This paper is highly relevant to my research as it includes some different aspects of students such as drug usage and the connection between policies and criminal activities. It compares a current way of discipline to restorative practices.

Prashaw, R. (2009). Restorative justice: Lessons in empathy and connecting people. *Canadian Journal of Community Mental Health*, 20(2), 17-21.

Prashaw shares a practitioner's perspective on restorative justice as restoring relationships and fostering empathy between community members, particularly bridging the fear-driven distance between adults and young people. Prashaw argues that the public shaming of youth reflects societal fear rather than concern. The article emphasizes that restorative interventions succeed because they create opportunities for human connection in intimate circle settings. Victims can ask "Why me?" and receive honest answers rather than remaining isolated in their trauma. This account is important as it views the philosophical side of RP that recognizes the harm and repair done between victim and perpetrator. The focus on community connection is also vital as it displays the importance of RP outside of the classroom and how adults react about young people.

Velez, G. M. (2021). School-based restorative justice: Lessons and opportunities in a post-pandemic world. *Laws*, 10(3), 71

In this article, Velez examines how the COVID-19 pandemic disrupted school restorative practices that were primarily conducted in person. Comparing the difference of remote schooling and the impact of post-pandemic education, Velez argues that there is a unique opportunity for a combination of instruction. Schools are vital spaces for adolescents' psychological development where they learn about civic responsibilities and develop identity. During the pandemic coordinators faced new challenges in virtual environments, that worsened students' engagement and learning. However, RP were able to be supportive during remote schooling as it offered more support that declined due to isolation. Students' post-pandemic needs aligns with students' needs: rebuilding school communities, relationships between individuals, systems guiding interactions and belonging and engagement. This article is highly relevant to my research as the pandemic

still affects students currently. It offers opportunities to use visual adaptation that may reach more students and encourages engagement and uses RP in new ways for current students.