

Bibliography

Classroom Management Approaches

This list is not meant as an endorsement of any program or philosophy, but rather resources to consider in implementing or refining classroom management and restorative approaches. One must be cautious about any new program: Is it restorative in philosophy and practice? Or is it a new approach to punishment? Is it practical? Does it work within your professional framework? Keeping these questions in mind will aid in selecting all or parts of a program or theory that will be useful.

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Restorative Measures and Positive Youth Development Research
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While there are few studies of the long-term effectiveness of applying restorative justice principles in the school setting, the theory and practices of restorative measures are congruent with the studies of positive youth development. Positive youth development research looks for the factors in adolescents' lives that contribute to their strengths, assets and protective factors. One of the largest such studies was done by the Center for Populations Options in collaboration with the University of Minnesota. Entitled AddHealth (1), the study analyzed data from several thousand youth across the nation, and with a smaller number of their parents. Findings can be put into two broad categories: family connectedness makes a difference in the lives of youth and school connectedness makes a difference in the lives of youth.

It may be easy to feel connected in school when one never gets into trouble with the rules or has conflicts with others. But it is more difficult to feel connected or maintain connection when a student is at odds with others on a continual basis, or when a student is victimized, but the victimization is not addressed. The challenge for parents and educators is to maintain connections with youth while holding them accountable for misdeeds or harm that they cause, and to support through involvement those that have been harmed.

Traditional school discipline depends a lot on exclusion—suspension and expulsion. Exclusion hardly fosters feeling of connectedness, and in fact has been identified in some research as contributing to violence (2). Restorative measures, however, looks at harm as a violation of relationships, and seeks to hold the youth responsible to the persons who have been harmed and or have been affected, challenging all to repair the relationships. In addition, because a restorative process invites all participants to come together as equals with the ability to help make things right, parents and school personnel are treated with respect, and can show cooperation to children and youth that may not have been apparent in the past.

(1)AddHealth Study, Resnick and Blum
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(2)Konopka Institute for Best Practices in Adolescent Health
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