

Current Research on School Based Restorative Justice:

Building the Case for Discipline That Restores

Darren Aitchison

National Louis University

Study#1

In this study, the research team applied DTR and the peacemaking process (mediation) with three different children. Each child was being removed from class between ten and twenty times per month. Intervening one at a time, scientific evidence showed that using DTR likely reduced their class removals to levels of one or zero per month, reducing the amount of discipline referrals per month by more than ninety percent in under a month. That new standard

was maintained over the course of the next school year for all three students. Teachers reported that the use of DTR significantly reduced their stress and anxiety about doing their job.

Reference:

Aitchison, D. (2018). Using Single-Subject Design as a (Changing) Lens to Evaluate School-based Restorative Justice as a Means to Countermand the School to Prison Pipeline. *Internet Journal of Restorative Justice, ISSN (Online): 2056-2985.*

Links:

<https://www.theogavrielides.com/product-page/aitchison-d-using-single-subject-design-to-evaluate-school-based-rj>

or

https://www.amazon.com/Single-Subject-Changing-School-based-Restorative-Countermand-ebook/dp/B07H4S844F/ref=sr_1_1?keywords=darren+aitchison&qid=1579267857&sr=8-1

Study # 2

This two part study focused on teacher training in DTR, and the possible positive effects it might have on student and staff alike. In part one, evidence showed that performance feedback on the use of DTR was responsible for a significant increase in the number of positive interactions between the students and their teachers. In part two, similar results were demonstrated coaching teachers using behavioral skills training.

Reference:

Aitchison, D. (2020). Caught in the middle: Victim-offender mediations & restorative justice in the american public schools: The unapologetic journey of change and ending the school to prison pipeline (First). Westbow Press Inc.

<https://doi.org/10.13140/RG.2.2.22280.88321/1>

Study # 3 The Future is Now

The study showed DTR, is it component of a larger intervention including mindfulness in crisis resolution hello,, demonstrated a relationship, possibly reciprocal one, between victim offender mediations cognitive flexibility. It showed the teaching cognitive flexibility leads to greater outcomes for mediations, or it may have been hospital that teaching mediations leads to greater cognitive flexibility . This shows that DTR holds great promise not only as an intervention to bring more peace to school and reduce violence, which is what it's designed to do. This suggests that restorative justice interventions in this case DTR in particular, can improve cognition in the lives of young children, and as happened in this case, for lack of a better term “repaired” the damage caused by long-term psychological trauma..

References:

Aitchison, D. (2020). Teaching psychological flexibility to improve crisis negotiations and victim-offender mediations. *Journal of Contextual Behavioral Sciences, [In Peer Review]*. <https://doi.org/10.13140/RG.2.2.16402.20164>

STUDY 4

The study showed DTR, as a component of a larger intervention including mindfulness in crisis resolution demonstrated a significant increase in academic engagement for the participant. The results also demonstrated that the participant's learning skills related to mindfulness and being present also improved substantially as a result of the intervention.. The study also provided empirical evidence it shows the clear superiority of the restorative justice intervention package over traditional punitive and punishing school discipline systems, both in measures of effectiveness changing children's behavior and in the monetary value spent on execution.

Aitchison, D. (2019). The use of critical incident stress management, hostage negotiation tactics, and mindfulness to intervene on maladaptive behaviors of a child affected by trauma in a diverse educational setting. *Crisis, Stress, and Human Resilience: An International Journal*, 1(3), 1–12. <https://doi.org/10.13140/RG.2.2.10353.22884>

Link:

<https://www.crisisjournal.org/article/11166-the-use-of-critical-incident-stress-management-hostage-negotiation-tactics-and-mindfulness-to-intervene-on-maladaptive-behaviors-of-a-child-affected-by-trauma-in-a-diverse-educational-setting>

