Implementing Restitution Discipline in the Classroom: The Effects on Student Behavior

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Abstract

I implemented restitution into my classroom to improve my classroom management and student behavior. Restitution is a different discipline program designed to show students how to self-evaluate their actions or behaviors and how to change those actions so they are appropriate. I described the implementation process in my classroom and how to use restitution. I kept a journal and had students take a survey to determine how well they liked restitution and to find out if they think that it was effective. Results from the survey indicate students liked restitution and thought it improved the quality of the classroom. In conclusion, I plan to continue to use restitution in all my classrooms. It will be time consuming and challenging but I and other educators have a job to teach upstanding citizens as well as educated young adults.
Acknowledgements

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Chapter One

Introduction

As the teacher walked into the classroom the students were talking and the class was rambunctious. The class was not listening, and it was tough for the teacher to get their attention. This situation is something that is tough to manage in a discipline plan. There is an answer to how that situation can be managed or prevented.

Many teachers have faced the problem described above in their classrooms. A typical procedure might be to tell the students to be quiet, probably with very little success. A second option is to confront the loud students in front of the whole class, most likely embarrassing them or making them look bad in front of the class. A third option is to give detention to those who do not stay quiet. Detention might prevent some problems, but the students learn little to nothing from that kind of discipline.

Using another form of discipline might help. The kind of discipline where the students took some responsibility for what is right and what is wrong. The students would contribute to setting classroom rules, and instead of punishment, they would do restitution. Restitution and control theory is a type of discipline said to affect children in a positive way rather than making them ashamed or act out in negative ways. Restitution allows students to examine their beliefs and self-evaluate what is right and what is wrong. The students ask themselves questions
to decide what they should do the next time a conflict or problem arises. If students self-evaluate inside and outside of the classroom, then maybe they can think about what they believe in before they act inappropriately. Together the class sets beliefs inside the classroom that all students follow.

**Motivation for the Project**

I was motivated to conduct this project because I wanted to have better classroom management therefore making me a better teacher. I like students to have the freedom to ask questions and discuss in class, but keeping the students on task sometimes was a struggle. I was the kind of teacher who used some of the aforementioned ways to keep my students from disrupting others or me. I firmly believed that, if I fully implemented restitution and control theory, the students would self-regulate their behavior.

Two years ago, before I started teaching at my current school, I took a class about restitution and control theory. I thought at the time, “Oh great another program pushed by the administration,” but when I took the class I saw the benefits it could have. At the time, I did not have a lot of days left before school started, and I was not able to get the entire program ready. I researched the program a little and found that there was a lot involved; thus, I put it on the back burner. I was able to use it further and did come up with a discipline plan that did work more efficiently and effectively.
Background on the Problem

In a lot of classrooms, teachers struggle to keep their students engaged and quiet while they present material. If teachers got students to realize that they are not only hurting their learning but the rest of the class’s learning, then teachers could help students self-evaluate and improve their behaviors. As Diane Gossen (2007) stated, “When someone says the word discipline many of us think about consequences, both positive (rewards) and negative (removal of privileges)” (p. 17). This statement indicates that certain consequences only teach students how to conform to what teachers want them to do or how to stay out of the way, and both actions can be positive and negative.

Most students do not realize how loud it can get in the classroom. I believed that quite a few students were not using their time wisely in my classroom. The problem came about when students were overzealous and did not respect the teacher or others. Students were taught to realize that respect is a big issue whether it is toward the teacher, other students, or the classroom. Students were not able to work in a noisy environment, and when a few students were disruptive, it did not bode well for the others in the room. I wanted to facilitate a quiet, safe, information-rich classroom. As a form of discipline, restitution and control theory was very important for my students and me. I thought, if I had better classroom management and students that self-evaluated their behaviors, the class would have more time for work and other projects.
Restitution and control theory use different methods so that students can have some say in the classroom rules. This theory also uses student beliefs in setting up the classroom. Restitution used in this form is not for actual payback, because a student does not pay anything back if they were being loud. It is about self-discipline. According to Diane Gossen (2007), the original meaning of the word discipline derives from the Greek word a disciplina that means learning. Discipline defined in this way meant to me that teachers want students to learn to be moral people and repair their mistakes for themselves and others.

**Statement of the Problem**

I was having trouble keeping students quiet and on task during class. There were a lot of disruptions while I was teaching and during work time. I implemented restitution and control theory in my class to improve the behavior of students and my classroom management. Teachers are always looking for ways to better their classrooms. I was looking for a way to improve my classroom management and help my students self-evaluate and improve their behaviors. I believed I could be a better teacher, and implementing restitution theory helped me reach my goals. School was becoming more than just me teaching math to my students. I was working hard to help students learn social skills on top of how to add fractions. My main focus was to improve my teaching and classroom management through the implementation of restitution and control theory.
**Statement of Purpose**

I wanted to improve the behavior of my students and my classroom management through use of restitution and control theory in my mathematics classroom. I wanted to help my students focus during class time and to have a positive effect on their learning. I was looking for better discipline by having students work together cooperatively and quietly in a safe, fun classroom. I implemented a new method of discipline that incorporated restitution and control theory to determine whether it improved my classroom management and student behavior. I believed that if my classroom was run more efficiently and the students were well-behaved, then they would learn more, and I would be a better teacher.

**Research Questions/Hypotheses**

In my effort to improve classroom management and the learning environment in my mathematics classes, I attempted to answer the following question: Does incorporating restitution and control theory principles in my classroom management techniques improve student behavior and as a result, improve the learning environment?

I hypothesized that this discipline would make my classroom better and my job more rewarding. I believed my classroom management skills and the students’ behaviors would improve during the use of restitution. When students behaved and listened they would have a better chance of learning the material.
Restitution applies to life just like it does to the classroom. My students took restitution into their lives and used it every day in an effort to improve their behavior and become better people.

Definitions

Restitution – Restitution is “to create conditions for the person to fix their mistake and return to the group strengthened” (Gossen, 1998, p. 183).

Control theory – Control theory is the theory of motivation proposed by William Glasser who stated that behavior is never caused by a response to an outside stimulus.

Summary

I wanted to improve my classroom management and student behavior. I used a process called restitution and control theory in one of my seventh grade mathematics classes to determine whether this form of discipline improved learning and behavior. I saw the difference in my classes’ learning when the lesson was running smoothly or did not run so smooth. In Chapter Two, I examined research done by others to inform my own study to determine whether that style of discipline was effective in my classrooms.
Chapter Two

Review of Literature

The purpose of my research was to improve the behavior of my students and my classroom management through the use of restitution and control theory in my mathematics classroom. In this chapter I summarized how restitution and control theory was used, in what settings it was used, and to what extent it had been successful. The review of literature also described the student behaviors affected by restitution and control theory and how these were affected. Statistics on how restitution improved student behavior were also included.

Restitution

Restitution is a research-based, self-discipline system. According to Shimoji (2008), restitution has the following benefits:

- Strengthens students by helping them become independent problem solvers,
- Is more effective than typical “hardball/softball” approaches as it is both tougher and kinder,
- Bridges the gap between current research and your classroom.
- It works!
- It saves time down the road,
It makes teaching easier as you are deep into prevention and therefore, not dealing with disruptive behavior or other “crises,”

It strengthens the student as they accept more responsibility and gain independence,

It provides a more effective tool set, skill set, and mind set,

It helps students clarify and focus on the person that they want to become,

The concepts taught in Restitution dovetails perfectly with the skill set required for the Next Economy. (p. 1)

Restitution involves students being responsible for their behavior and learning. A teacher’s job is not to make students learn, but to give them the tools so they can learn independently. Often discipline is about consequences of behavior; students are rewarded for behaving and punished for misbehaving (Gossen, 2007). Gossen (2007) stated that when there are consequences for not behaving, students learn how to avoid getting into trouble. Students do not learn an appropriate way to act, but instead they learn how to stay out of trouble.

According to Gossen, restitution is not used as a payback. It is used to teach self-discipline. Self-discipline is learning about oneself, learning to be a moral person and learning to repair mistakes to heal hurt for oneself and for others. “Restitution also offers strength to the person that uses it, and in return, it also helps the group”
(Gossen, p. 17). Teachers can identify the needs of the student who is the offender and the student who is the victim. Identification allows teachers to help both students involved in the problem. The offender learns his or her behavior is inappropriate and ineffective, and the victim gets some satisfaction in learning that the offender was identified and the situation was addressed. The situation can be a learning process in which mistakes are turned into learning conditions. Everyone makes mistakes in life, but when people learn from them is when the mistakes are helpful.

According to Gossen (2007), teaching the ideas of restitution self-discipline is based on what we call the least coercive road, a process to help create conditions for students to be honest with themselves and to evaluate the impact of their actions on others. “The least coercive road has four parts and two tools per part to help students toward self-discipline” (Gossen, 2007, p. 17). The four parts are opening up the territory (freedom), social contract (belonging), limits (personal power), and restitution (creativity & fun).

**Open Up the Territory (Freedom)**

What teacher has not thought, “Does it really matter?” (Gossen, 2007, p. 18). Freedom’s first tool is, does it really matter, which is used to ask, does it really matter as a teacher. For example, does the teacher really want to die on this hill? According to Gossen (2007), if the answer is no, then the teacher does not have to ask the student to change what he or she is doing. Gossen argued if the
discipline problem is linked to someone’s safety or a core belief, then the teacher cannot ignore it. Gossen stated:

The kinds of questions that are asked to determine whether something really matters are as follows: What are my family beliefs? What do I believe about learning? What does it say about me if I do the things that are discussed in my beliefs? What will help me be loving, powerful, free and playful with my class? Who am I becoming in the life of this student? What do I want for my students long after they have left my class? (p. 18)

The second tool in “Open Up the Territory” is “Yes, If” (Gossen, 2007, p. 18). The teacher tries to not say no to the students, but says yes, with an if after it. For example, if the student says, “Can I get out of homework tonight? We are playing an out of town game.” Then a teacher could say, “Yes, if you can do double tomorrow, or yes, if the student can work faster and smarter and get it done in class” (Gossen, 2007, p. 18).

**The Social Contract (Belonging)**

Gossen (2007) stated that specialists, counselors, assistants and administrators should be involved in developing the social contract of at least one team in the school so they feel like a part of the process. The first tool of the social contract occurs when students are asked to reflect on the person I want to be. Gossen instructed teachers to first ask students how they want to act as a person. The students take time to list what kind of friend, peer, student, or group
member they want to be. Then the teacher asks them what kind of family members they want to be. Students create a self-image from the lists of positive beliefs they make. The students can improve how they feel about themselves by using their own words.

Gossen (2007) called class beliefs the second tool of the social contract. Students bring their beliefs home and discuss them with their parents. Parents need to be involved with these beliefs so they can be partnered with the teachers in this process. That way when a student returns to school from home, each one can put all their beliefs together and make one list that will help this student envision his or her ideal learning environment. For example, Gossen described how one school determined its beliefs:

As a school, we brainstormed what we want our middle school to look like, feel like, and sound like. The students, parents, and the school staff completed this activity. The information was compiled down into three short lists and posted throughout our building. My team posted the list as a large Y-chart on the back wall in all classrooms used by the team. (p. 18)

Together all students and teachers agree on what are the best three, four, or more beliefs. This list can be put up either in those classrooms or throughout the school.
**Limits (Personal Power)**

The limits section is the power section of restitution. “Each of us wants to feel competent and we also want to know there is some predictability or control in our life” (Gossen, 2007, p. 19).

The first tool of limits is “my job your job,” which describes the teacher’s job and the student’s job. The teacher and students develop the jobs together. These jobs must be discussed before they are set. The jobs are put onto a list for all to see so that the teacher or students can look to the list for help in certain areas. For example, when a student forgets an assignment, loses an assignment, or doesn’t have a pencil, the list could be checked to determine whose job it is to bring a pencil to class. Gossen (2007) also explained, on the flip side, there should also be a list that states what each other’s job is not. “For example a teacher may write, my job is not take or give abuse or my job is not to make you learn” (Gossen, 2007, p. 19). Gossen gave a middle school teacher’s comment:

> At the beginning of the year my team worked with our students during flex and reading time to create a list of teacher jobs (my jobs) and student jobs (your jobs). Grouping specific ideas into more general statements condensed list. The new list was used for a student activity and as a visual reminder when students approached us for such things as extra time, forgotten supplies, or lost assignments. Parents see these lists during our Open house,
and we discuss with them what this means for their student. This has worked very successfully for us. (p. 19)

“The second tool of limits is bottom lines” (Gossen, 2007, p. 19). Bottom lines are not used as punishment but to explain the things in the social contract that cannot happen. If students do not want to look to themselves for self-discipline with restitution, then there will have to be some consequences. The students have to be kept safe in certain situations, so a student may have to be removed from the class or be sent to the office to keep others safe. These bottom lines are only used if the situation cannot be resolved with self-discipline. Bottom lines do not facilitate restitution and should only be used as a last resort (Gossen, 2007).

**Restitution (Creativity and Fun)**

“This fourth module is rooted in the basic need of creativity/fun” (Gossen, 2007, p. 19). When restitution is learned it is often continued to be used because it a high-quality experience for all who are involved. It uses win-win solutions with students who have violated an aspect of the social contract “(e.g., school, belief, didn’t do their job)” (Gossen, 2007, p. 19).

The first tool of restitution is self-restitution. Adults and students, in this case, need to be able to see their own mistakes and own up to them as their part of the problem. There are several parts to self-restitution. The first is to restore yourself to the person you want to be. “In order to do this, one must first reflect
on who one wants to be, and also recognize when one’s actions, thoughts, words, and feelings are not aligned with who one wants to be” (Gossen, 2007, p. 19). The next step is to work on a part of the problem. This is how someone comes to the solution. The third and last step to self-restitution is to say aloud what the person will do next time. This is the whole process of self-restitution. When the teacher uses self-restitution, the students look at themselves and say how they can change by responding, “It wasn’t just you, I should have done my part” (Gossen, 2007, p. 19). If a student says the teacher messed up, then the teacher can say, “Would you rather punish me or would you like to solve this problem?” or “Do you just want to tell me how bad it is or do you want me to make it better?” (Gossen, 2007, p. 20)

Gossen’s (2007) example of the process of self-restitution is as follows:

1. I don’t like how I am talking to you.

2. My part of the problem is…
   a. I had information you do not have.
   b. I was tired and trying to go too fast.
   c. I was not clear on what I wanted.
   d. My picture was different from yours.

3. Next time I will… (p. 20)

The second tool is the restitution triangle (Gossen, 2007). It settles the student down, and then looks at what could be the cause of the outburst or reaction. Make sure the student knows that it is important that his or her needs are
met, but hurting another person cannot do it. Then the teacher asks the student if he or she could have done worse. Aggressive students might act as if they do not care about others or themselves. “For students who are passive, skip school, walk out of a conference or come to school stoned, the worst thing they are avoiding is being in pain” (Gossen, 2007, p. 20). It is okay for students to be free of pain, but they need to understand what kinds of people they want to be. Students need to reflect on the classroom’s beliefs to determine how their actions did not correspond to the beliefs. Then they can remedy the situation in a win-win way.

According to Gossen (n.d.), there are seven reparations for self-restitution:

1. I apologize. I say, “I am sorry”.
2. I consequence myself – I say, “I will not do it again”.
3. I do a concrete reparation – I say, “I will repair it”.
4. I collapse conflict.
5. I ask myself, “Could I have done worse?”
6. The Gift – When I do something I consider inappropriate I seek to find the positive side of my negative actions.

Gossen said the first reparation, which is saying sorry, is only used if the student is heartfelt about the apology. A lot of students will just say this to keep the teacher from nagging them about the reparation. The second reparation usually means the student is giving in to someone else’s need, whether it is the teacher or
a fellow student. This reparation helps the victim meet their needs but does not meet any needs of the offender. Gossen explained the third reparation “is an active restitution” (p. 6). This means the student will physically do something to fix whatever they happened to do wrong. This reparation will help the student fix a situation, but it does not allow the student to grow after it is fixed. As Gossen explained, reparation number four is taking the conflict and solving what is wrong. For example, if a student is loud and out of line, then the student needs to find some way to meet the need of being out of line and still be quiet and respectful when it is appropriate. The fifth reparation has the students ask if they could I have done worse and immediately it might be no, but if the offenders looks at things long enough, they will recognize that they probably could have done something more wrong. This reflection gives the student freedom from thinking about what they should have done and focuses on what not to do (Gossen, n.d.). Reparation six is explained as finding the right in our wrong. Students might have used some kind of intelligence to prank someone or make something that is not appropriate for school. These students can be told that they are smart, but they need to use their intelligence in other ways for the right things and not the wrong ones. The seventh reparation uses something funny in a tough spot to brighten someone up. The student has the opportunity to take a bad thing and turn it around and make it not so bad in other peoples’ eyes (Gossen, n.d.).
**Teachers’ Self-Evaluation**

Gossen (1998) said, “The five positions of control is a simple vehicle to use to have teachers self-evaluate” (p. 183). Gossen listed the five positions: punisher, guiltmaker, buddy, monitor, and manager. The first position, punisher, “uses anger, criticism, humiliation, or corporal punishment” (Gossen, 1998, p. 183). Punishment puts students in an inferior position and usually gets a rebellious response. The second position, guiltmaker, puts students in a shameful position. Guiltmakers use comments such as, “What would your mother think of this?” (Gossen, 1998, p. 184). If a teacher does not want a student to feel bad like these first two positions, the teacher may act as a buddy. The third position, buddy, does not harm the student but can make the student dependent on making the teacher happy. This friendship could put the teacher in a bad spot if the students thinks the teacher is their friend. “The legacy of this position is weakness” (Gossen, 1998, p. 184). The fourth position, monitor, uses rewards and consequences to influence students. The students might find that the rewards or consequences are not enough and find ways around these. Monitors need many rules, and they make up rules as they go. The fifth and last position is the manager, the position of restitution discipline. To help students self-evaluate and think about what is morally right and wrong, the manager can say, “Would you like it if someone treated you that way?” (Gossen, 1998, p. 184). The teachers still
have to make sure they are not asking this question in a guilt-suggesting or condemning way (Gossen, 1998).

According to Rapport (2007), there are 14 habits that affect our relationships with other people. Seven of the habits are negative, and seven are positive. The seven negative habits are criticizing, complaining, threatening, blaming, nagging, punishing, and rewarding to control/bribe. The seven positive habits are caring, trusting, listening, supporting, befriending, encouraging, and negotiating (Rapport, 2007). Many of these habits go along with restitution and how people want to act towards others.

**Basic Needs**

Litwack (2007) stated that the term “basics needs” refers to the need that humans have for food, shelter, clothing, air, and water. According to Litwack, Abraham Maslow took this need beyond the survival level. Maslow made a pyramid of needs in 1954 with the lower the need in the pyramid the more powerful and less humanistic it is. The higher the need is in the pyramid the more specifically human it is. The needs on the lower end of the pyramid are essentially the basic needs for water, food, air, and sleep. In 1965 William Glasser separated his needs into two groups the first being “the need to love and be loved, and the need to feel we are worthwhile to ourselves and to others” (Litwack, 2007, p. 28). According Glasser (as cited in Litwack, 2007), “I have come to believe that I am driven by five needs that together make up the forces that drive me. There may be
other needs, but these are the ones I find in my head” (p. 28). Glasser differed from Maslow by believing that the needs are all equal and none more important than others. Restitution uses the basic needs to make sure each student is meeting those needs in the correct manner. This is what each person needs to have met to be satisfied in life.

**Statistics on Restitution**

In 1994-1995 Gossen (1996) was brought into the Rockford, IL school district to deal with restitution cases in which the students had already received consequences for their actions. The first year’s goal was to positively impact students who had been referred to the assistant principals for either insubordination or classroom disruptions; subsequently, they referred students to Gossen. There were 300 restitutions between teachers and students in the 1994-1995 school year. Of these 300 cases, 290 of the students decided to repair the bad decision they had made without any lessening of their consequences. Thus, over 95% of them decided to do the right thing. According to Gossen:

The second year the disciplinary data I collected and compared from the first semester 1994-95’s with 1995-96’s showed a decrease in total number disciplinary referrals of 1400, or 40% reduction (from 4000 to 2600) in overall number of referrals after restitution was utilized as a preventative tool in the classroom. (p. 142).
Also, the academic achievement data collected in 1995-1996 by colleagues of Gossen’s (1996) showed that the lower academic achievement did not continue after restitution was implemented. Two different groups of seventh graders were studied; one that had a preventive approach of restitution, and one that did not. The group that had restitution had an overall 20% increase in GPA over students in the group that did not have restitution. A survey showed there was a consensus from teachers in this school that there was less time spent on discipline issues and more time for learning.

Princess Alexandra Community School in Saskatoon, SK Canada is an inner-city school with K-8 grades. The enrollment at the school was 260 students. Most of the students are aboriginal, and there is a high poverty level. Starting in December of 1999, 35 students, on average, were sent to the office for disciplinary reasons (Gossen, 1996). After a restitution workshop had been introduced to teachers, parents, and the elder in June of 2000, the average was reduced to six students per day. The average spiked back up when there was an influx of new students, but it only increased to 16 incidents per day. By December of 2000, the average number of students in the office per day was down to five. Finally, the school has a year round schedule, so by June of 2001 the number of students in the office was down to two, and the school was able to maintain that average through September 2001.
Lincoln Center Elementary School in South St. Paul, MN had some of the same results. Gossen (1996) indicated that nearly all of the teachers had at least Restitution I training by the end of summer 1998. The number of referrals in May/June of 1998 was around 220 (Gossen, 1996). The next year during the same months there was only around 80 referrals. The last set of data from 2001 indicated there were no more than 60 referrals per month that year and some lower than 40 referrals per month.

Bill Demaree is the principal at Jeannette Myhre Elementary School in Bismarck, ND. The school is K-6 with an average of 410-430 students and a poverty rate of 55% (Gossen, 1996). The school started implementing restitution in 1996. The highest incidents of fighting from 1996 to 2001 were over 140 in the 1997-1998 school year. The lowest incidents of fighting were in the 2000-2001 school year with just over 20 incidents. Disrespect had about the same results with a high of over 120 in 1997-1998 and a low of just over 20 in 2000-2001. Language incidents dropped from just about 60 in 1996-1997 to around 10 in 2000-2001 (Gossen, 1996).

“Roosevelt is a downtown Minneapolis High School of 1500 students with a very ethnically mixed population” (Gossen, 2006, p. 19). Restitution I was taught to at least one-third of the teaching staff. As a result, suspensions decreased from 375 cases in 2001-2002 to 203 in 2003-2004. Likewise, fighting went from 99 cases in 2001-2002 to 29 in 2003-2004 (Gossen, 2006).
Summary

Restitution has a fundamentally different way of teaching discipline, so teaching it correctly is largely important. Restitution teaches students to become self-evaluators, evaluating what is right and what is wrong. It can show students how to correct their mistakes rather than be punished for them. Teachers have been encouraged to change from regular discipline methods and use restitution to help students make more beneficial decisions about school or life. Teachers and students must buy into restitution to reap the benefits for each person. Restitution was successful for many school systems, large and small. The percentages of discipline problems dropped in many schools when the whole school system was involved. In the next chapter, I discussed the methodology used to implement a new discipline plan called restitution project in my math class.
Chapter Three

Research Design and Method

I wanted to improve the behavior of my students and my classroom management through the use of restitution and control theory in my mathematics classroom. I wanted to help my students focus during class time and to have a positive effect on their learning. Quite a bit of research was done on restitution, and in most cases, its use improved the class as a whole. Restitution was implemented in one of my seventh-grade math classes to determine its effect on student behavior. The research design and methods I used in my study are described in this chapter.

Setting

I am a seventh grade mathematics instructor at a medium sized Midwestern school that includes grades 7-12. Approximately 100 students were enrolled in each grade level. This was my sixth year of teaching. I always had trouble keeping students on track and maintaining good classroom management. I used restitution in one seventh-grade class to determine whether it improved the behavior of my students and my classroom management. The class had 19 students of which 7 were male and 12 were female. Two students in the class were on Individual Education Plans (IEPs), and three other students were in the Title I program.
My school had begun to implement strategies to deter bullying. I hoped that restitution would also reinforce this to the students. Quite a few students in each class had different backgrounds and these differences may have affected how each student perceived restitution. With a limited amount of time in the class period, I used some time each day to teach restitution and help students understand what and how it worked.

**Intervention/Innovation**

The class that used restitution was different because restitution had to be taught for several days to implement it. This change affected the amount of math students did and the amount of time they worked on math in class. Restitution had students look upon themselves and their beliefs to decide what was right or wrong. Students were not doing physical restitution to correct their behaviors; rather, they analyzed their mistakes and made a choice to change what they had done. Restitution made students examine their actions to make amends and facilitate positive changes in future behavior. I did not use the normal restitution that requires someone to pay something back. Instead, I used restitution that required the students to look upon the beliefs of the class to decide what needed to be changed inside them. I started each day with an exercise that helped students put restitution into action. This change in my teaching reduced the time for instruction and doing mathematics.
The following is an example of how restitution was used in the classroom. When students misbehaved or did not show respect to others or me in the class, they were reminded of the class’s beliefs and their individual beliefs. The students were asked if they could have done worse, and most of the time the answer was yes. Then, after I talked to them about how and what they could have done worse, they discussed with me how they planned to correct the problems. Correcting the problem was the main focus of restitution. Students examined themselves and determined what they could do to improve the situation and their surroundings. Of course, when a student acted in a certain way that deserved reprimand, then I followed the guidelines set forth by the school. There were times where restitution could not be used. For example, if a student swore or defied me, these actions were no tolerance bottom lines and were dealt with differently.

**Description of Methods**

The first procedure was to get the approval of MSU’s Institutional Review Board (IRB). Four weeks prior to the start of the research project, parental/guardian consent forms and student assent forms were sent home with the students. MSU’s Institutional Review Board and the school’s principal were in complete approval of the research prior to its implementation. See Appendices A, B, and C for the parental consent form, youth assent form, and principal permission letter, respectively.
The restitution project was a qualitative action research study. The results were only applicable to my class, not generalizable to other math classes. The students had projects to do each day for a period of time to implement restitution. These projects, along with my journal, allowed me to determine whether the students were using restitution correctly and to reflect on the effectiveness and implementation process of restitution. I used a survey at the end of the study to determine how restitution affected the students and to determine whether they thought it improved their behavior and the behavior of others (see Appendix D). I documented how often students misbehaved in this specific class for two weeks prior to the implementation of restitution to get a baseline for comparison during the study. I then documented each day how many times students misbehaved during the implementation of restitution.

One type of data that was collected was a daily journal. In the journal I reflected on how the lesson went and what was covered that day. The journal included thoughts and ideas of how the students were adjusting to restitution. The journal also included conflicts or problems that were resolved using restitution. I had the students keep a journal of any behavior problems that they saw or experienced in the classroom. There was a weekly writing assignment about classroom activities and how well the restitution was going in class. I did not include the students’ journals in the data that were looked at in Chapter Four.
**Expected Results**

I expected to see improvement in students’ behavior. I also hoped restitution would help my students realize what was moral in today’s society. Restitution could show them right and wrong in the classroom and in the social aspects of life. Time was an anticipated challenge because I still taught math and not just restitution. Another challenge was the variation in student morals; not everyone had the same morals or same upbringing. Further, not all parents would agree with all aspects of restitution. I thought that every household, no matter its composition, believed in some level of morality and appropriate treatment of others.

**Timeline for the Study**

Implementing restitution is an on-going project, but for this research project I recorded notes in a journal, and the students kept notes about their behavior for the third quarter of our school year. The notes were used to view how the students perceived restitution. The results are not shared in the results section of the paper. The third quarter lasted from January 14th to March 21st. The survey was given a week before the last day of the third quarter to allow for time to study the surveys.

**Summary**

Restitution was implemented in my second period seventh-grade math class to determine whether students’ behavior and classroom management
improved. I used the second period class because I have a prep hour right away in the morning that I used to ready any materials or plans. Second period was one of my smaller classes, making the study easier to conduct. I used resources to teach lessons each day for a period of time to fully install restitution in the hopes of a more effective discipline method. Students reflected on the use of restitution and how it had affected them as a person in and out of the classroom. Chapter Four includes the data that were collected and the results that were found in the study.
Chapter Four

Data Analysis and Interpretation of Results

During the third nine weeks I implemented restitution and control theory as a discipline plan in one of my seventh grade mathematics classes to determine whether it improved the behavior of my students and my classroom management. I used a researcher’s journal to document my observations and thoughts about the project, and students took a pre-survey and post-survey. The post survey was used to determine whether students thought the new discipline plan was beneficial. This chapter includes the analysis and interpretations of the results from the surveys, open-ended items, journals, and my observations.

Data Analysis

Restitution and control theory were used during the third nine weeks of the 2010-2011 school year. For the first half of the school year the discipline plan was one that I have adopted from other teachers and my experiences in teaching previous years. To determine whether students thought restitution and control theory were beneficial, I had them complete a post-survey after complete implementation of the new discipline plan. I wanted to know how the students felt about the new discipline and if it was something they thought was beneficial to their behavior and my classroom management. Table 1 shows the results from the post-survey.
Table 1

*Post-Survey Results*

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I believe restitution has improved my behavior in class.</td>
<td>4</td>
<td>13</td>
<td>1</td>
<td>0</td>
<td>3.17</td>
</tr>
<tr>
<td>2. I believe restitution has improved my peers’ behavior in class.</td>
<td>2</td>
<td>16</td>
<td>0</td>
<td>0</td>
<td>3.11</td>
</tr>
<tr>
<td>3. I believe my teacher has better classroom management using restitution</td>
<td>6</td>
<td>13</td>
<td>0</td>
<td>0</td>
<td>3.32</td>
</tr>
<tr>
<td>4. I think restitution is a better discipline program than what was previously used in class.</td>
<td>6</td>
<td>10</td>
<td>1</td>
<td>1</td>
<td>3.17</td>
</tr>
<tr>
<td>5. It has been easier to concentrate and do work in class while using restitution.</td>
<td>3</td>
<td>12</td>
<td>2</td>
<td>1</td>
<td>2.94</td>
</tr>
<tr>
<td>6. Restitution has improved my behavior outside of the classroom.</td>
<td>1</td>
<td>12</td>
<td>6</td>
<td>0</td>
<td>2.74</td>
</tr>
<tr>
<td>7. I am more aware of my actions because of restitution.</td>
<td>2</td>
<td>14</td>
<td>3</td>
<td>0</td>
<td>2.95</td>
</tr>
<tr>
<td>8. I understand restitution and why we are using it.</td>
<td>6</td>
<td>11</td>
<td>1</td>
<td>1</td>
<td>3.16</td>
</tr>
<tr>
<td>9. Restitution was a positive change in discipline.</td>
<td>5</td>
<td>11</td>
<td>2</td>
<td>0</td>
<td>3.17</td>
</tr>
<tr>
<td>10. Restitution has helped me apply my beliefs in the classroom or school.</td>
<td>2</td>
<td>13</td>
<td>1</td>
<td>1</td>
<td>2.94</td>
</tr>
<tr>
<td>11. Restitution has helped me apply my beliefs in life.</td>
<td>2</td>
<td>14</td>
<td>1</td>
<td>0</td>
<td>3.06</td>
</tr>
<tr>
<td>12. I prefer restitution discipline to our previous discipline in class.</td>
<td>6</td>
<td>11</td>
<td>1</td>
<td>1</td>
<td>3.16</td>
</tr>
<tr>
<td>13. I believe restitution improved our math classroom’s environment.</td>
<td>10</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>3.53</td>
</tr>
<tr>
<td>14. I believe restitution enhanced my ability to learn in our math classroom.</td>
<td>1</td>
<td>13</td>
<td>2</td>
<td>1</td>
<td>2.82</td>
</tr>
</tbody>
</table>
Table 1 shows 14 items that were posed to the 19 students that were involved in the restitution discipline project. SA stands for strongly agree; A stands for agree; D stands for disagree; and SD stands for strongly disagree. Some of the items had less than 19 answers because some students gave two answers. In these cases, the responses from those items answered with two or more were thrown out of the survey results because the students did not answer correctly and a response could not be determined. Therefore, some of the items have 17, 18, or 19 answers. To calculate the mean, I coded the students responses (4 = Strongly Agree (SA), 3 = Agree (A), 2 = Disagree (D), 1 = Strongly Disagree (SD)), added them for all the students for that item, and divided by the number of responses for that item. Since all of the statements are positive, the larger the mean, the more positively the students rated the item. Items 3 and 13 had the largest means, 3.32 and 3.53, respectively. Students strongly indicated that I had better classroom management using restitution and that restitution improved the math classroom’s environment. Items 6 and 14 had the lowest means, 2.74 and 2.82, respectively. Students did not rate restitution’s impact on their behavior outside of class and on their ability to learn in the math class as high as they did in other areas.

Six open-ended items were on the post-survey following the nine-week study. These items were used to determine what students’ liked and disliked about restitution, and the impact they thought it had on the classroom. I also wanted to find out how restitution was used inside and outside the classroom, and what
could be improved about restitution. The students’ answers are summarized below:

Item 15: Give some examples where restitution was used in the classroom. The students had some good examples of where restitution was used. The answers were anything from, “Teacher treated students more respectful,” to “people were treated fair,” and “we used classroom rules more effectively.” Some students even said that restitution was used when we made posters of our beliefs and classroom rules. This task helped them understand why they did restitution and how to use it.

Item 16: Give some examples where restitution was used outside the classroom. The majority answered that their behavior was changed in other classes or settings outside our math class. Others said that they started to raise their hands before speaking in other classes. A few of the students said that they saw no examples.

Item 17: Explain what you like about restitution. Five students said “everything,” and a couple others said, “there was a lot of good discussion about beliefs in class.” One student even said, “The classroom felt like a better place to learn.”

Item 18: Explain what you dislike about restitution. Just over half the students answered “nothing.” The rest of the students stated, “It took a lot of time and there wasn’t much time to work in class.”
Item 19: How could restitution be improved? Seven students said they wanted more time using restitution or they wanted other classes to use it. Five students stated, “don’t know” or “nothing.” The rest ranged from a couple saying “less time” to “more fun” and “more rules.”

Item 20: Describe ways in which restitution impacted our math class. Six students said “the students are nicer,” and two said, “teacher is nicer.” The others were very positive in saying that the “classroom was quieter” and “helped me feel better in this class.”

**Interpretation of Results**

In my journal I recorded nine times when I used restitution instead of getting upset or degrading a student in front of class, which is the main focus of restitution. Instead of doing what I had normally done, I took the students aside after class or during work time to ask them what the class’s morals indicate they should have done. All nine times that I posed this scenario, the students gave answers related to the beliefs or rules that were made together as a class. This showed me that restitution worked; the students understood the kind of individuals they believe they are. Nine behavior problems in one quarter is an average of one behavior issue per week while restitution was being implemented. In the second quarter, prior to restitution being used as a discipline plan, there were 13 behavior issues, or 1.4 behavior issues per week on average in the second quarter. This was not a large improvement but it was still an improvement. The
students’ behavior in large part was good. I needed the classroom to be more focused and less distracted. There was a lot of talking in the classroom before I implemented restitution. Now the classroom is quieter and more controlled for me to teach more effectively. The understanding of morals and appropriate behavior showed up in the survey. The large mean on most of the survey items indicates that restitution had a positive impact on student behavior and the discipline of the classroom. If beliefs and rules are set at an early age, students can carry them into other classes and hopefully their everyday lives.

One of the problems that I knew I would face was only having this class for 50 minutes each day. I wondered, “How was I going to teach restitution and a math lesson every day?” For the majority of the research study, time was not an issue. Restitution made the class use a few extra class periods in order to finish one chapter in the math book. It was hard to balance time with restitution and math class. I think that if I would have started this project at the beginning of the year instead of the third quarter, time would not have been such a big deal. I also had some students from other sections saying that the other class did not have to do as much work. Each day the restitution lesson took 5-15 minutes, and I used some extra days to have students work on posters and math lessons that were taught after our lessons were complete.

Table 1 shows every item was answered by more than half of the class with strongly agree or agree. Item 6, about using restitution outside the classroom,
was the one item in which six students answered disagree and 13 students answered strongly agree or agree. This was the only item that wavered even a little bit. I hoped restitution would be used more outside the classroom, but some students thought about restitution after math class.

The four items that jumped out at me were items 3, 4, 12, and 13. These four items dealt with better classroom management, better discipline, and improving the classroom environment. Those items pertained to my purpose and the items I wanted to answer in my study. I wanted better management of my classroom and to improve student behavior. If the classroom has a better environment, then it would seem likely that student behavior would improve. A few students answered strongly disagree to a few items that pertained to using restitution outside of the classroom (item 6) and enhancing their learning (item 14). One student expressed to me that she was not getting enough examples, and thus was not learning the material as well as she had in the past. This issue is something that can be improved as I use restitution more and more on a daily basis. Not having enough time in the classroom can be adjusted to help everyone learn more efficiently. Looking at the post-surveys, I would have to say that most if not all the students had a positive experience with restitution. The positives most definitely outweigh the negatives; therefore, I can say that restitution was good for my classroom management and my students’ behavior.
Summary

As the quarter went on I could see the students warm up to the idea of restitution and self-evaluation. They were interested in their beliefs and morals that almost everyone in their class shared. They agreed on rules and beliefs that affected them every day. This chapter showed the accumulation of results of the 19 students during the nine-week study. Chapter Five includes the conclusion, action plan, reflections, and recommendations I have for the future use of restitution in my math classes.
Chapter Five

Conclusions, Action Plan, Reflections, and Recommendations

The purpose of my study was to implement restitution and control theory as a discipline plan in one of my seventh grade mathematics classes in order to develop better classroom management and improve student behavior. This chapter includes my conclusions about the study and how I will use the results in the future. I also discussed how I can improve restitution in my own classroom and what other teachers would need to do to pursue restitution in their classrooms.

Conclusions

The purpose of my research was to implement a new method of discipline that incorporates restitution and control theory to determine whether it improved my classroom management and student behavior. As a result of my study, I found a majority of students thought restitution was a better discipline plan. I personally believe that restitution and control theory were a positive and effective discipline plan. The students believed examining their beliefs was beneficial to their behavior in my classroom. Most of them thought restitution improved the classroom environment for their learning. Some of them believed I also benefited from the use of restitution by being more patient and trying to fix what they did wrong. With all this being said by the students, restitution definitely improved behavior and helped my classroom management. Restitution helped my classroom management because I did not interrupt class to reprimand a student. I could talk
to each student and have them reflect upon what they had done and change that behavior to something that was appropriate. Restitution improved the behaviors of students by making them self-evaluate and change their behaviors on their own. I did not have to use punishment to discipline the students. Using restitution allowed for a much smoother class and more time for students to focus on the tasks at hand. The student knew what she/he should do, but it was restitution that helped bring out the ideal student and overall person.

**Action Plan**

I used restitution in one of my classes for nine weeks, and it went very well. Restitution involves students self-evaluating their behaviors and fixing their mistakes. I plan to use restitution in all of my classes from now on. I will start restitution earlier in the year, which will improve the knowledge the students have about restitution and hopefully make the process even better. Starting restitution earlier will also give me more time to implement it and work with my own progress through the program.

I will change a few things to make restitution run smoother. During this study, I spent a little too much time on it in class; thus, I will spend less time during class and have students take more restitution-related work home to review with their parents to determine their homes’ contributions to their morals and the way they should act. I really think restitution will work and can work; if I buy into the program, the students will follow along with me and work on their actions
toward others. In my school bullying is a big factor, and the teachers and administration are trying to eliminate it. Restitution discipline will help in my classes by having students think about how they would like to be treated and then treat others that way. This behavior may carry over to other classes as well and have an even broader effect.

I am going to keep working with restitution because I believe it will improve my classroom management, student behavior, and classroom environment. I would like to start restitution at the beginning of the year next year. By continuing to use restitution, I will get feedback from students as to how I can self-evaluate and become a better teacher.

**Reflections and Recommendations for Other Teachers**

One of the best parts of the project was how much students enjoyed restitution and thought it was a good discipline program. I was really glad to see they thought restitution helped them in the classroom and it was better than the previous discipline plan. I think restitution is very effective for me, but the students have to buy into restitution in order for it to work. If they do not buy into restitution, teachers can end up going back to the monitor roll which involves more punishment rather than self-evaluation. I was also really glad to see that I could be patient with students and talk to them one-on-one about their or their peers’ problems.
I believe restitution can really help teachers deal with things more appropriately. I look back at how I used to treat students or deal with problems in my classroom, and it was not the correct or most effective method. I used to belittle students and make them ashamed of what they had done rather than focusing on how to fix the problem. During the study, I did have some times where I was frustrated about what students were doing, but I just had to go back to my training and the restitution theory of them self-evaluating their choices and behaviors. I really had to trust that a student would look back and say, “You know, I didn’t do the right thing in a certain situation.”

Old habits are hard to break. It is very hard for someone to change once that person has done something a certain way for a long time. I would suggest that teachers implement restitution slowly and do a little bit each day to introduce it. Completing an action research study meant I had to be very prepared for each day. I had to know what was going to happen and what I was going to do, otherwise things would not go smoothly. From my experience, action research really helped me understand if what I was doing worked or could work in my classroom.

**Summary**

Chapter Five included a discussion of the conclusions of my research project. I also shared my experiences of how restitution worked in my classroom as an effective discipline tool. I discussed what went wrong and what worked, and
how my experiences have helped me decide the parts of restitution I should continue to use in my classroom. I also gave some ideas to other teachers who can learn from my research and how they can better their classrooms. I believe my classroom was more effective in many ways because of restitution.
References


Appendices
Appendix A

Parental Consent Form

Implementing Restitution Discipline in the Classroom: The Effects on Student Behavior

Invitation to Participate
Your child is invited to participate in a research study of the implementation of a classroom management plan called restitution to determine its effects on student behavior. This study is being conducted by Trevar Hansen, mathematics instructor at Valley City Jr/Sr High School, and a graduate student at Minot State University.

Basis for Subject Selection
Your child has been selected because he/she is in Mr. Hansen’s period 2 seventh grade math class. Your child’s class was chosen because there is time before and after class to prepare. If everyone agrees to participate there will be nineteen students who meet the criteria for the study.

Overall Purpose of Study
The purpose of this paper is to help me and possibly other mathematics teachers improve their classroom management and discipline to benefit the students in their classrooms. The main goal of changing my classroom management plan is to determine whether student behavior improves with the use of restitution discipline.

Explanation of Procedures
If you decide to allow your child to participate, your child will be asked to do the following:

a. Participate in classroom activities and lessons to learn about restitution.

b. Learn strategies to be used for the restitution type of discipline.

c. Take some of the information home and discuss these issues with their family.

d. Take a survey at the end of the third nine weeks to measure student opinions, whether positive or negative, about the restitution method of discipline.
I will also keep a journal to document student behavior and my thoughts about lessons and how the students are adjusting to restitution. The journal will also include conflicts or problems that are resolved using restitution. The identity of all participants will remain confidential. All research will be done in the classroom. The implementations will begin the third nine weeks of school and will continue until the end of the third nine weeks. This process has been approved by Mr. Dan Larson, Junior High Principal at Valley City Jr/Sr High. You may request to see any of the research instruments used in this study at any time.

**Potential Benefits**
Each participant will learn strategies to use when confronted with problems in or out of the classroom. They will participate in lessons that will implement the restitution discipline. After restitution is implemented the participants will hopefully see improved classroom management from the teacher and behavior of students as a whole.

**Alternatives to Participation**
If you decide to not allow your child to participate, he/she will still be disciplined using restitution but will not be required to take the survey at the beginning or end of the research study.

**Assurance of Confidentiality**
All data will be kept confidential by the researcher. The data sets will be kept in a locked filing cabinet next to the researcher’s desk. The researcher agrees to maintain strict confidentiality with regard to names, characteristics and other information on any person whose data may be seen as part of this research project so as not to conflict with State and Federal laws and regulations. I understand that strict confidentiality means your student’s name will not be used and may not be discussed or divulged in any manner nor any identifying information or characteristics, survey responses, question responses, comments, or other information about him or her with anyone outside of this research project. Furthermore, confidential information will not be discussed in a place where such a discussion might be overheard, nor will confidential information be discussed in a way that would allow an unauthorized person to associate or identify the student with such information.

**Withdrawal from the Study**
Your child’s participation is voluntary. Your decision whether or not to allow your child to participate will not affect his/her grade. If you decide to allow your child’s participation in the study, you are free to withdraw your consent and
discontinue participation at any time. However, I hope you approve of your child’s responses being involved in this study because a large sample size improves the accuracy of the results of my study. If you decide to allow your child to participate, you are free to withdraw your consent at any time. If you do not consent or withdraw your consent, your child’s data will not be included in my results.

**Human Subject Statement**
The Institutional Review Board of Minot State University has given me permission to conduct this research. If you have questions regarding the right of research subjects please contact the Chairperson of the MSU Institutional Review Board, Brent Askvig, at 701-858-3052 or Brent.Askvig@minotstateu.edu.

**Offer to Answer Questions**
You should feel free to ask questions now or at any time during the study. If you have questions, you can contact Trevar Hansen at 701-490-0929 or trevar.hansen@sendit.nodak.edu. If you have questions about the right of research subjects, contact the Chairperson of the MSU Institutional Review Board (IRB), Brent Askvig at 701-858-3052 or Brent.Askvig@minotstateu.edu.

**Consent Statement**
You are voluntarily making a decision whether or not to allow your child or legal ward to participate. You signature indicates that, having read and understood the information provided above, you have decided to permit your child or legal ward to participate. You will be given a copy of this consent form to keep.

__________________________  ______________________  __________
Participant (please print student name)

Signature of Parent or Guardian  Relationship to participant  Date

__________________________  ______________________
Researcher’s Signature  Date
Appendix B

Youth Assent Form

A Research Project by Trevar J. Hansen

Invitation to Participate
You are invited to participate in the use of restitution as a discipline. The study is being conducted by your 7th grade math instructor, Mr. Trevar Hansen, a graduate student at Minot State University.

Basis for Subject Selection
You have been selected because the 2nd period 7th grade math class is a very convenient sample due to the fact that I am your instructor and with 19 students, will allow the researcher to gather an appropriate amount of data to analyze. There is also time before and after this class to take notes and put together worksheets.

Overall Purpose of the Research
I am completing work toward the Master of Arts in Teaching: Mathematics degree through Minot State University. As a degree requirement, I will be conducting a nine-week capstone research project in our classroom this spring. The purpose of my study is to help me and possibly other mathematics teachers improve their classroom management and discipline to benefit the students in their classrooms. The main goal of changing my classroom management plan is to determine whether student behavior improves with the use of restitution discipline.

Explanation of Procedures
If you decide to participate, you will be asked to do the following:

a. Participate in classroom activities and lessons to learn about restitution.

b. Learn strategies to be used for the restitution type of discipline.

c. Take some of the information home and discuss these issues with your family.

d. Take a survey at the end of the third nine weeks to measure student opinions, whether positive or negative, about the restitution method of discipline.
I will also keep a journal to document student behavior and my thoughts about lessons and how the students are adjusting to restitution. The journal will also include conflicts or problems that are resolved using restitution. The identity of you and all participants will remain confidential. All research will be done in the classroom. The implementations will begin the third nine weeks of school and will continue until the end of the third nine weeks. This process has been approved by Mr. Dan Larson, Junior High Principal at Valley City Jr/Sr High. You may request to see any of the research instruments used in this study at any time.

Potential Benefits
You will learn strategies to use when confronted with problems in or out of the classroom. You will participate in lessons that will implement the restitution discipline. After restitution is implemented you will hopefully see improved classroom management from the teacher and behavior of students as a whole.

Alternatives to Participation
If you decide not to participate, you will still be disciplined using restitution, required to keep a journal, and take the survey at the end of the research study, but your data will not be included in my results.

Assurance of Confidentiality
All data will be kept confidential by the researcher. The data sets will be kept in a locked filing cabinet next to the researcher’s desk. The researcher agrees to maintain strict confidentiality with regard to names, characteristics and other information on any person whose data may be seen as part of this research project so as not to conflict with State and Federal laws and regulations. I understand that strict confidentiality means your name will not be used and may not be discussed or divulged in any manner nor any identifying information or characteristics, survey responses, question responses, comments, or other information about him or her with anyone outside of this research project. Furthermore, confidential information will not be discussed in a place where such a discussion might be overheard, nor will confidential information be discussed in a way that would allow an unauthorized person to associate or identify you with such information.

Withdrawal from the Study
Your participation is voluntary. Your decision to participate will not affect your grade. If you decide not to participate in the study, you are free to withdraw your consent and discontinue participation at any time. However, I hope you approve of your responses being involved in this study because a large sample size
improves the accuracy of the results of my study. If you decide to participate, you are free to withdraw your consent at any time. If you do not consent or withdraw your consent, your data will not be included in my results.

**Human Subject Statement**
The Institutional Review Board of Minot State University has given me permission to conduct this research. If you have questions regarding the right of research subjects please contact the Chairperson of the MSU Institutional Review Board, Brent Askvig, at 701-858-3052 or Brent.Askvig@minotstateu.edu.

**Offer to Answer Questions**
You should feel free to ask questions now or at any time during the study. If you have questions, you can contact Trevar Hansen at 701-490-0929 or trevar.hansen@sendit.nodak.edu. If you have questions about the right of research subjects, contact the Chairperson of the MSU Institutional Review Board (IRB), Brent Askvig at 701-858-3052 or Brent.Askvig@minotstateu.edu.

**Consent Statement**
You are voluntarily making a decision whether or not to participate. Your signature indicates that, having read and understood the information above, you have decided to participate by allowing your student’s survey responses to be used in this study. You will be given a copy of this consent form to keep.

________________________________________________________________________
Participant (Please print student name)

________________________________________________________________________
Signature of Student Date

________________________________________________________________________
Researcher’s Signature Date
Appendix C

Principal Permission Letter

Valley City Public School
460 Central Ave. N
Valley City, ND 58072

Dear Mr. Larson:

I am completing work toward the Master of Arts in Teaching: Mathematics degree through Minot State University. As a degree requirement, I need to conduct a research project in my classroom during the third quarter of this year. The topic for my paper is the use of restitution as a discipline format. I will be examining the impact this has on student behavior and my classroom management. To accomplish this I would like to use my adaptation of restitution with my period 2 seventh grade math class.

Each student would be asked to complete a survey and answer open-ended questions regarding their thoughts about restitution discipline after the nine-week implementation. I will also be keeping a journal on my own observations. Students will be keeping a journal about any problems in class. If they were involved or not they will keep track of how it was dealt with and what their thoughts about restitution are. They will be writing about whether they like this discipline better or not.

Survey responses, observations, and journal notes will be analyzed and the results will be included in my paper; however, no individual participants will be identified by name. Standard classroom confidentiality will be observed regarding all data collected. I will ask each participant to include their name on all surveys for the purpose of comparing the results, but be assured that a student’s responses will in no way impact his or her grade in my class.

I have prepared a letter to notify parents of this project and asking for their permission to use the surveys and journals completed by their student in my study. A copy of this letter is attached for your inspection. I am requesting that you permit me to carry out this research in my classroom. Please contact me at trevar.hansen@sendit.nodak.edu or 701-490-0929 if you have any questions. Thank you for your consideration.
Sincerely,

Trevar J. Hansen

______Permission for Trevar Hansen to conduct research in his classroom is granted.

______Permission to conduct this study is denied.

Signature_______________________________________ Date__________

Mr. Dan Larson, Valley City Jr. High School Principal
Appendix D

Restitution Post-Survey

Date: ________________

Instructions: Please respond to each of the following statements. Indicate your level of agreement by placing an X in the appropriate box.

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

<table>
<thead>
<tr>
<th>Question</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I believe restitution has improved my behavior in class.</td>
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<tr>
<td>2. I believe restitution has improved my peers’ behavior in class.</td>
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<td>3. I believe my teacher has better classroom management using restitution.</td>
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<td>4. I think restitution is a better discipline program than what was previously used in class.</td>
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<td>5. It has been easier to concentrate and do work in class while using restitution.</td>
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<tr>
<td>6. Restitution has improved my behavior outside of the classroom.</td>
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<td></td>
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<tr>
<td>7. I am more aware of my actions because of restitution.</td>
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<tr>
<td>8. I understand restitution and why we are using it.</td>
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<td>9. Restitution was a positive change in discipline.</td>
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<tr>
<td>10. Restitution has helped me apply my beliefs in the classroom or school.</td>
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<tr>
<td>11. Restitution has helped me apply my beliefs in life.</td>
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<tr>
<td>12. I prefer restitution discipline to our previous discipline in class.</td>
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<tr>
<td>13. I believe restitution improved our math classroom’s environment.</td>
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<tr>
<td>14. I believe restitution enhanced my ability to learn in our math classroom.</td>
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</tbody>
</table>
Instructions: Please answer each question honestly and accurately.

15. Give some examples where restitution was used in the classroom.

16. Give some examples where restitution was used outside the classroom.

17. Explain what you like about restitution.
18. Explain what you dislike about restitution.

19. How could restitution be improved?

20. Describe ways in which restitution impacted our math class.