


Consultation and Collaboration to Develop and Implement Restorative Practices in a Culturally and Linguistically Diverse Elementary School

Colette L. Ingraham , Audrey Hokoda, Derek Moehlenbruck, Monica Karafin, Caroline Manzo, and Daniel Ramirez

San Diego State University



ABSTRACT

Through an embedded single-case study design and qualitative methods, this article describes the school-wide implementation and preliminary results of a restorative practices (RP) program within a culturally and linguistically diverse (CLD) elementary school. Located in an urban area with high rates of crime, violence, and poverty, the three-year multisystemic project brought school psychology knowledge and skills to (a) use multicultural consultation and participatory methods to introduce, adapt, and support RP in a CLD school, (b) present findings related to teachers, parents, students, and school climate, and (c) increase youth, parent, and community engagement and voice. The authors developed a comprehensive, culturally relevant model through an interdisciplinary school-university-community partnership. They used multicultural consultee-centered consultation, including bilingual/bicultural practices and cultural brokers, and participatory culture-specific intervention methods to collaboratively design, implement, and evaluate outcomes for students, parents, teachers, and others.

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A growing body of literature demonstrates promising outcomes of using restorative practices (RP) in school settings (e.g., Hopkins, 2004; Lewis & International Institute for Restorative Practices [IIRP], 2009; McCluskey et al., 2008; Sumner, Silverman, & Frampton, 2010). Most of this literature focuses on the middle or high school levels, often involving district-wide efforts. Empirical studies of RP in secondary schools are emerging and compelling, but there is little work regarding the implementation and evaluation of RP at the elementary school level. Yet, there is evidence that by preschool, many of the behavioral and psychosocial patterns of functioning are already established and predict physical and psychological functioning in later childhood and adulthood (Moffitt et al., 2011). By the end of elementary school, children's aggressive behaviors predict

CONTACT Colette L. Ingraham  ingraham@mail.sdsu.edu  School Psychology Program, Department of Counseling and School Psychology, 5500 Campanile Drive, San Diego State University, San Diego, CA 92182-1179. Color versions of one or more of the figures in this article can be found online at www.tandfonline.com/hepc.

delinquency and depression in late adolescence (Cleverley, Szatmari, Vaillancourt, Boyle, & Lipman, 2012), and by Grades 3 or 4, achievement gaps and disparities in school outcomes are evident for African Americans, Latinos, and children living in poverty (Hernandez, 2011; National Center for Education Statistics [NCES], 2011).

Numerous preventive and early intervention approaches can be used at the elementary school level (e.g., Collaborative for Academic, Social, and Emotional Learning [CASEL], 2012) to support children, especially those who have been exposed to violence and trauma. They are in need of school environments where there is compassion, safety, positive relations, cultural sensitivity, and a sense of connection to the school and community (Ngo et al., 2008; Wolpow, Johnson, Hertel, & Kincaid, 2009). Students need schools and communities that offer protective factors to support their resilience, heal the harm, develop and restore their confidence in themselves and their communities, and provide a continuity of services across multiple systems (Adelman & Taylor, 2000; Ko et al., 2008).

A critical role for school psychologists

School psychologists have an important role in developing systemic change within schools to improve student outcomes. They can (a) increase prevention/early intervention services, and (b) enhance family-school partnerships. Through services to children, schools, and families, they can promote social justice (Shriberg, Song, Miranda, & Radliff, 2013), reduce barriers to learning (Adelman & Taylor, 2000), and promote a positive school climate for all students (National Association of School Psychologists [NASP], 2010). There are various practices to create positive school climates (Dary & Pickeral, 2013), reduce aggression and bullying (e.g., Swearer, Espelage, Love, & Kingsbury, 2008), and promote student resilience, achievement, and mental health (Doll, Spies, & Champion, 2012).

The National Association of School Psychologists (2012) advocates for school psychologists to be active in developing positive family-school partnerships. When families are engaged as partners in school, through meaningful, ongoing relationship building (Christenson & Reschly, 2010), students' learning outcomes are improved (Fan & Chen, 2001; Reschly & Christenson, 2012). Yet in some schools, there are differences between the cultures of students' homes and schools (see Clare, Jimenez, & McClendon, 2005; Ochoa & Rhodes, 2005). In this regard, culture is defined as the values, perspectives, beliefs, worldviews, traditions, and ways of thinking and behaving that correspond to a particular group. Multicultural strategies to support families in achieving educational equity are critical when working in diverse schools and across language, cultural, and contextual differences (Ingraham, 2000; Lott & Rogers, 2005).

Relationship-oriented methods for improving outcomes for students in diverse schools

Through a focus on developing positive relationships and school climate, within and across diverse groups of stakeholders, school psychologists can affect systems of support for the school and community. Three promising methods for achieving these goals are restorative practices, the participatory culture-specific intervention model, and multicultural consultee-centered consultation.

Restorative practices (RP) have been used in secondary schools to enhance a positive school climate and promote students' feelings of safety, fairness, and connectedness (Lewis & IIRP, 2009), but there is a dearth of research on the use of RP in elementary schools. RP focuses on repairing the harm and increasing the quality of relationships through a positive response to discipline among all members of the school community (e.g., Claassen & Claassen, 2008). There are both similarities and differences between RP and school-wide positive behavioral interventions and supports (PBIS), a decision-making framework for improving student academic and behavior outcomes through the use of evidence-based practices and interventions (see <http://www.pbis.org/>). Both RP and PBIS are systems of interventions that teach skills to make good decisions and solve problems. In comparison with PBIS, RP focuses more on developing relationships and engaging the heart, as well as the mind. RP emphasizes attention to developing skills in communication, creating positive relationships and school climate, healing harm, and building empathy among all parties.

The participatory culture-specific intervention model (PCSIM; e.g., Nastasi, Moore, & Varjas, 2004; Nastasi, Varjas, Berstein, & Jayasena, 2000; Varjas, Nastasi, Moore, & Jayasena, 2005) uses ethnographic methods to create comprehensive, culturally adapted mental health interventions and has been used to study peer victimization and bullying in schools (Varjas et al., 2006; Varjas et al., 2008). Drawing from the best of naturalistic inquiry and participatory action research, PCSIM creates a dynamic, responsive relationship between stakeholders to increase intervention acceptability and to transport evidence-based interventions to new cultural contexts (Nastasi et al., 2004).

Multicultural consultee-centered consultation (MCCC; Ingraham, 2000, 2007, in press-a) focuses on developing multiple relationships (often cross-cultural), empowering the adults who are responsible for the learning and care of children and youth, and providing a framework by which to examine some of the processes and issues that can arise when individuals come from differing worldviews and perspectives. MCCC has been used to study cross-cultural dynamics in consultation (Ingraham, 2003, 2007, in press-b). These approaches can be used as methods for seeking and maintaining social and cultural validity (Ingraham & Oka, 2006; Quintana, Troyana, & Taylor, 2001), which are important in cross-cultural research and intervention.

MCCC, PCSIM, and RP are potential tools for school psychologists to meet the goals of the NASP Practice Model in diverse schools. Through consultation, collaboration, and data-based decision making, school psychologists provide direct and indirect services for children, families, and schools. At the systems level, school psychologists engage in school-wide practices to promote learning, with preventive and responsive services and family-school collaboration. At the student level, instructional and mental health services develop academic, social, and life skills. However, to date, there are no published studies of their combined use.

When schools are located within communities with high levels of crime, violence, and poverty, what strategies can school psychologists use to develop comprehensive school-wide models to address the needs of their students and schools in ways that align with the cultures of stakeholders? How can school psychologists and communities address the social, emotional, and academic needs of students who experience multiple risk factors before they even begin their formal school years? While there is solid literature on a range of evidence-based interventions (e.g., Carlson & Christenson, 2005; Rosenfield & Berninger, 2009; Shinn & Walker, 2010; What Works Clearing House, n.d.), there is a need for models and research on how practitioners can carry out and integrate these critical components.

The purpose of this article is to use an embedded single-case study design and qualitative methods to illustrate the use of participatory, multicultural consultation and collaboration to develop and implement RP in a high-need, culturally and linguistically diverse (CLD) elementary school.¹ Use of MCCC and PCSIM supported the development and implementation of a tiered school-wide RP program that is closely aligned with local cultural values and practices.

The current project sought to bring school psychology knowledge and skills to a three-year school-wide RP effort.² We used participatory, multicultural consultation to engage multiple stakeholders in family-school collaboration at a CLD school. Three questions guided our inquiry:

- (1) How can MCCC and PCSIM be used to develop and implement RP at a multilingual elementary school in a high-need community?
- (2) How do parents, teachers, and students in this community respond to and engage with the RP paradigm and practices?
- (3) In what ways are parent and youth participants empowered to be in leadership roles?

¹The term *single-case study* refers to the qualitative method of case study research based on a single case (see Jones, Torres, & Arminio, 2014; Merriam, 2009; Yin, 2014). This is different from the single-subject case design used frequently in applied behavior analysis that is grounded in a more quantitative paradigm.

²This project was conducted as part of a larger multisystemic initiative, the Wellness and Restorative Practices Partnership that became the Trauma-Informed Community School Project, funded by The California Endowment. In the larger partnership, community and university organizations collaborated to build a healthy community, reduce violence, and improve school climate, safety, school attendance, youth development and leadership, health and wellness, and sense of community.

A case study for implementing restorative practices within a CLD elementary school

Qualitative case study methodology is used to describe the project's use of PCSIM and MCCC to implement RP within a CLD elementary school and to report findings for our three questions. This case study is bounded geographically by the specific school and community and temporally by the three-year project period and is focused on the process of implementing RP, using PCSIM and MCCC, at this school. There were other contextual factors, such as a change in district superintendent and aspects of the larger community project (e.g., increasing health access and youth leadership), that were outside the scope of this case study. Bounding the system is important in a qualitative case study because it helps determine the scope of data collection and study methodology (Yin, 2014), and it anchors the case in a theoretical perspective (Jones et al., 2014). In this case study, constructivist and ecological theories (e.g., Bronfenbrenner, 1979) form the foundation for the work, with beliefs that there are multiple perspectives, voices, and stakeholders that must be represented and included in the bounded system. PCSIM and MCCC approaches are consistent with this theoretical foundation, and they attend to the distribution of power in relationships; thus, they guided our implementation of RP. Next, we articulate how this case was selected, its participants, the context, implementation and methods of evaluation, and sources of data.

Selection of school and community

Principals at schools in the target community, which had high need and few external resources, were invited by project leaders to participate. From those who expressed interest, this specific school was selected for the project because the principal, with a strong commitment to serving the whole child through a community-school model, was interested in collaboration. The school is located in a densely populated ethnically and linguistically diverse urban community with some of the highest rates of violence, poverty, domestic violence, trauma, and immigration in the city. Families are predominantly monolingual Spanish speakers or English language learners (ELLs), and some teachers are monolingual English speakers or Spanish learners; thus, there are parent–teacher language differences in some classrooms. The school embraces a community-school model, serving as the hub of a variety of community services, including food distributions, family education, and cultural events. The school's principal has been recognized for his leadership, innovation, and advocacy for taking a whole-child approach and seeking opportunities for his students, qualities that made him a pivotal partner and leader.

Participants: Members of the school and community

The participants for this study were the teachers, students, families, university students, and members of the community within an elementary school in City Heights, an urban community in San Diego. The school enrolls students in preschool through fifth grade in general and special education programs, with 100% qualifying for compensatory education (Title 1). In 2011–2012, there were 520 students enrolled (80% Hispanic or Latino, 10% Black or African American, 4% Asian, and 3% White), with 87% eligible for free/reduced lunches and breakfasts and 68% ELLs (63% whose first language is Spanish; 5% comprising speakers of Vietnamese, Burmese, Lao, Somali, and other languages). The teachers are experienced, with an average of 13 years of experience; over 67% hold masters degrees; and none are first-year teachers. Of the teachers, 59% are White; 31% are Hispanic or Latino; and 10% are Black or African American. Overall, the students scored at the proficient or above levels as follows: 36% in English/language arts, 46% in mathematics, and 35% in science on the California Standardized Testing and Reporting (STAR; Ed-Data, 2013). The results on standardized tests have placed the school in No Child Left Behind (NCLB) program improvement status.

The school leadership partnered with professors from the nearby public university, enabling selected graduate and undergraduate students (e.g., school psychology, child and family development) to participate at the school as volunteers and trainees. (See Table 1 for details.) Approximately 75% of these students were CLD or residents of this community. The majority of the graduate students spoke Spanish as their first language, and several were first-generation college students, with parents who had limited education and/or were migrant farm workers; thus, they contributed to the project as interpreters and with community residents as cultural brokers, persons who are guides between and across cultures and languages. Both university professors were female; one was Japanese American with expertise in child and family development, violence prevention, and trauma-informed care, and the other was European American with expertise in school psychology, multicultural consultation, and multi-tiered systems of support and intermediate proficiency in Spanish.

Process of implementation and methods of evaluation

Through an embedded, single-case study design with multiple units and levels of analysis (Yin, 2014), we describe the participatory, multicultural consultation process, guided by MCCC (Ingraham, 2000, 2007, in press-a) and PCSIM (e.g., Nastasi et al., 2000; Nastasi et al., 2004; Varjas et al., 2005), that was used to develop and implement RP at an elementary school. In this iterative process, participants actively engaged in the identification of the

Table 1. Vertical Teams of Interventionists.

Vertical team members	Project year and number of individuals		
	Year 1	Year 2	Year 3
SP ^a and CFD ^b professors (PhD), each supervising own students	2 (50% B)	2 (50% B)	2 (50% B)
SP Intern ^c (4th yr. EdS candidate, post MA) @ 8 hrs/wk	0	0	1
SP Practicum (3rd yr. EdS candidate, post MA) @ 3–6 hrs/wk	0	0	1 ^d (100% B)
SP Trainees (2nd yr. grad. trainees, pre-MA) @ 3–5 hrs/wk	2 (100% B)	3 (100% B)	4 ^e (75% B)
(1st yr. grad. trainees, pre-MA) @ 3–4 hrs/wk			2 (100% B)
CFD Undergraduates (mostly seniors) @ 2–3 hrs/wk		2 (100% B)	8 (87.5% B)
in service-learning placements for a university course			

Note. B = persons who are bilingual and/or bicultural; SP = school psychology; CFD = child & family development.

^aSP faculty member, author 1, supervised SP trainees and led the school climate domain in the larger project.

^bCFD faculty member, author 2, supervised CFD undergraduates and led the prevention/school readiness domain in the larger project.

^cThe SP intern, author 3, was a primary interventionist with teachers and students.

^dThe SP practicum student, author 4, developed and led the peer mediation program.

^eSecond-year SP trainees were interventionists working with parents; two were cultural brokers and participated as authors 5 and 6.

goals, design and delivery of interventions, and evaluation of results to inform further project activities, thereby adapting the activities to align with the specific cultures of this school community.

Qualitative and ethnographic methods (e.g., see Nastasi and Hitchcock, 2008; Nastasi et al., 2004; Nastasi & Schensul, 2005) documented perspectives and beliefs, with repeated use of focus groups, interviews, and open-ended survey questions. The qualitative methods were selected to address “how” questions: how the RP were developed and implemented using PCSIM and MCCC and how key stakeholders were engaged and empowered. Surveys, focus groups, semistructured interviews, observations, written reflective narratives, and rating scales were used to collect a wide range of ethnographic data from participants. Due to the nature of the data being requested and consistent with PCSIM methods (Nastasi et al., 2004), many of the measures were formative assessments designed to gather participant data to guide the project’s activities. The measures addressed the questions of how teachers, parents, and students responded to the RP, and how parent and youth participants were affected by their leadership roles. Details of these qualitative methods and how they informed the RP implementation are discussed in a subsequent section.

Quantitative methods included measures that were adapted from the Cal-SCHLS System, and self-report tools were used in the larger study to measure student attitudes and self-reported behaviors across areas of school safety, health behaviors, fighting, and violence at school. The Your School and Community Survey (in English and Spanish) consists of 45 questions adapted by authors 1 and 2 from the California Healthy Kids and School Climate Surveys and the BHC Resident Survey (Mitra-Sarkar, Oswald, & Mills, 2010) for parents to evaluate school climate and parental expectations that their child will complete high school. In addition, we adapted, translated, and administered to teachers and parents anonymous surveys based on eight items from the Paradigm Shift Questionnaire (Hopkins, 2004). Other quantitative assessments included archival school data, such as attendance, suspension rates, and the behavioral incidents (e.g., annoying others, battery, physical injury, disruption/ defiance, and property damage) referral data.

Qualitative methods of evaluation

PCSIM is a recursive, participatory process for developing and evaluating programs aligned with a specific cultural context. Each of the 11 phases of PCSIM was implemented, as shown in Table 2. MCCC and PCSIM provided the conceptual grounding and approaches to consider a variety of world-views, perspectives, cultural values, and practices and to develop partnerships across cultural groups to inform context-specific adaptations.



Table 2. PCSIM Phases and Corresponding Activities During the 3-year Project.

PCSIM Phase	Years 1–2, 2010–2012	Year 3, 2012–2013
Formative (research) phases		
System Entry		
Phase 1: Existing theory, research & practice (personal theory)	Learned parent perceptions of barriers to high school graduation & potential solutions (community meetings & Principal Chats). Shared the text, <i>Discipline that Restores (DTR)</i> , with lead teachers.	Workshops, consultation with teachers, literature reviews, looking at other sites with Restorative Practice (RP). Purchased <i>DTR</i> for all teachers & conducted workshops.
Phase 2: Learning the culture	Attended school & community meetings, worked with cultural brokers to learn about the local norms, culture & perceptions.	Continued meetings with staff, community & parent organizations; increased collaboration with teachers.
Phase 3: Forming partnerships	Established visibility & proximity through participation in school & community meetings (e.g., Principal Chats, translations at Open House/Back to School, collaboration with Youth Leadership). SDSU trainees (SP & CFD) collaborated with parents, teachers & community members.	Continued visibility & proximity. SP team met weekly to coordinate across systems interventions (parent workshops, classroom presentations & peer-mediation program). Increased use of interdisciplinary partnerships with early childhood & CFD students.
Model Development		
Phase 4: Goal or problem identification	Asked the following questions: What topics do parents want for workshops? What do educators report as prominent needs of this school community? What are common goals for counseling groups? Surveyed teachers, parents & students (winter 2011–2012) about current school resources, services & needs.	Collaborated with teachers, students & parents to define RP goals for this school & community. Asked: What is RP for teachers? How to teach RP to students? What skills do parents need to use RP at home? Conducted teacher needs assessment & surveys of teachers, parents & students. Data informed parent workshops & presentations.
Phase 5: Formative research		
Phase 6: Culture-specific theory or model	Whole-child & community-school paradigm with RP components.	Presentations on <i>DTR</i> , <i>MASP Practice Model</i> & multicultural consultee-centered consultation. Became informed by principles of trauma-informed care.
Program (intervention) phases		
Program Development		
Phase 7: Program design (participatory generation)	Developed first parent workshops with parent input. Provided student counseling groups; SP trainees collaborated & consulted with parents, teachers & students.	With parents: Tiers 1 & 2 Community Meetings, School Climate focus groups, co-construction of parent workshops. With teachers: Tiers 2 & 3 interventions (counseling & consultation).

(Continued)

Table 2. (Continued).

PCSIM Phase	Years 1–2, 2010–2012	Year 3, 2012–2013
Phase 8: Program implementation (natural adaptation)	Counseling groups with feedback for students. Offered first parent workshops & invited feedback & suggestions to modify/adapt.	Tiers 2 & 3 counseling & consultation, peer mediators at recess. Used multiple methods for progress monitoring & feedback mechanisms.
Phase 9: Program evaluation (essential changes & elements)	Progress monitoring & ongoing feedback: (1) parent feedback for workshops; (2) participant-identified conflicts informed subsequent workshops; (3) participant interviews & focus groups; (4) annual surveys for parents, teachers & students.	Extensive progress monitoring & ongoing feedback: (1) pre- and post- surveys for trainings of peer mediators, parents & classes; (2) participant-identified conflicts informed subsequent workshops; (3) participant interviews & focus groups; (4) annual surveys for parents, teachers & students.
Program Continuation or Extension		
Phase 10: Capacity building (sustainability & institutionalization)	Shared with new SP trainees. Parents shared out at Community meetings.	Trained parents to lead parent workshops. Trained SP Trainees, CDF students & peer mediators.
Phase 11: Translation (dissemination & deployment)	Presentations.	Presentations at professional & academic conferences: NASP 2013, 2014; CASP 2014; SDSU Student Research Symposium.

Note. See Nastasi et al. (2004) for details about PSCIM phases. SP = school psychology; CFD = child and family development; SDSU = San Diego State University; DTR = Discipline that restores (Claassen & Claassen, 2008).

Focus groups

Multiple focus groups were established throughout the project to gather participant feedback and perspectives and to conduct member checking. For example, bilingual parent focus groups were held at evening community meetings where attendees could choose to participate in one of several discussions. Those attending the School Climate focus group were asked questions such as “What are some of the reasons students in our community don’t graduate from high school?” “In what ways can we support students in succeeding in school?” When they said workshops for parents, we asked “What topics would be most useful for workshops?” We wrote the questions on charts in English and Spanish so parents could see the questions and responses their peers offered. Following events, we gathered volunteers to share their perspectives about the event and their growth. For example, after parent leaders gave their first workshop to other parents, we convened a recorded focus group of the presenters and asked, in Spanish, about their thoughts of what worked, how they felt, what they would do differently next time, what was rewarding to them, and so on. Teacher leaders (one from each grade level and one special education teacher) participated in focus groups as we reviewed data together and asked how they wanted to organize program components and what we might do to support their efforts.

Interviews

Interviews and discussions with teachers, staff, parents, and students added more detailed information about how the approaches were being used, what questions emerged for participants, and what adjustments were needed during implementation. For example, interviews with teachers informed our classroom RP presentations and helped us target specific conflicts that students were experiencing.

Open-ended survey questions

We used multiple opportunities to gather perceptions, preferences, and data through a variety of open-ended questions. These allowed participants to provide data in their own words and in the language they preferred. For example, peer mediators were asked what they learned through participation in the Pathfinder (peer mediation) group, whether they used their Pathfinder skills outside of the school, and what they liked most about the group meeting. They wrote their own responses, or staff members recorded for them.

Triangulation of data

Multiple sources of information, individuals, and processes were used to allow for triangulation, the process of corroborating evidence, to enhance the accuracy and trustworthiness of the study. Some sources of data were drawn from the larger multisystems project. Teachers, parents, and students annually completed a set of surveys. The survey set was administered in English to teachers and students and in Spanish or English for parents.

Findings and guided inquiry

The results of this study are multifaceted and ongoing and include systemic and group-specific quantitative and qualitative outcomes. The preliminary results after 3 years are promising as school data, surveys, and interviews with teachers, students, and parents provide evidence that there were positive outcomes for school and home discipline; fewer discipline referrals; greater collaboration with teachers, parents, and students; and increased parent and youth leadership in supporting restorative practices. The three overarching research questions guided the inquiry and shaped the reporting of results summarized below.

How can multicultural consultation and the participatory culture-specific intervention model (PCSIM) be used to develop and implement restorative practices at a multilingual elementary school in a high-need community?

We used methods and practices of multicultural consultation and collaboration to promote a positive school climate and introduce aspects of RP within the school and home contexts. We used MCCC approaches (Ingraham, 2000, 2007, in press-a), including bilingual/bicultural and cross-cultural practices, and PCSIM (e.g., Nastasi et al., 2000; Nastasi et al., 2004; Varjas et al., 2005) collaboratively with cultural brokers to design, implement, and evaluate outcomes for students, parents, teachers, and others in the school and community. Table 2 shows the phases of PCSIM and strategies we used.

Through MCCC and PCSIM, the specific cultures, perspectives, and practices of the community and school were recognized and embedded within the interventions and practices. This helped align the interventions with the unique aspects of this community, contributing to intervention acceptability, social and ecological validity, and RP intervention integrity (see Nastasi & Hitchcock, 2008, for further discussion of constructs). See Table 3 for examples of adaptations and culturally consistent approaches that resulted.

Engaging stakeholders through recursive PCSIM: An example

One example of our use of the PCSIM process occurred through bilingual monthly community meetings and collaborative focus groups over a period of 9 months. In the 2010 community survey of 640 residents (Mitra-Sarkar et al., 2010), 67% of Latino parents ($N = 72$) reported that they were worried that their children would not graduate from high school. We presented parents with these findings and asked what they thought were some of the reasons that students might not graduate from high school. With support from bilingual facilitators, parents generated a list of possible reasons (e.g., pregnancy, lack of parental involvement, drugs, gangs, students not caring about school, unwelcoming school environments), which facilitators wrote on a chart (in the language expressed by parents and then translated).



Table 3. Cultural Adaptations in Restorative Practices Made Through Use of PCSIM and MCCC.

Adaptations of Restorative Practices for the context and culture of this school site	
Developmental level adjusted	Adjusted RP materials and concepts from secondary to elementary school levels to be developmentally appropriate for elementary school students.
Delivery methods adjusted for ELLs	Used pictorial and oral instructions with steps to make content accessible to learners with limited literacy.
Data-gathering methods more interactive	Used interactive methods to gather data, consistent with the learning styles of many of the participants. Reduced dependence on literacy skills for contributing data through surveys read aloud and volunteer note taking.
Data sharing and validation with participants	Participants saw their voices being heard, recorded, and represented in results attained. Used narratives and charts, posted in auditorium.
Language	Translated materials and concepts to Spanish and then recorded responses in the participant's preferred language and translated to other language.
Interpersonal style	Attended to relationship building, listening and engaging, and collectivistic goals, rather than task-focused, didactic, individualistic styles.
Relational style for learning/thinking	Rather than using a linear or hierarchical presentation of concepts, a more relational and holistic style better matched our participant cultures.
Flexible meeting and agenda structure	A flexible agenda and meeting format (vs. a formal agenda with new and old business) allowed for more fluid and flexible uses of time and generated more engagement from participants.
Focus on family and people first	Built on family-centered orientations and values of participants, and included families in events, created family-friendly environment.
Emphasis on participants	Extensive use of photographs of participants engaged in project activities communicated emphasis on participants and visibility of their active roles. Highlighted importance of participant roles and involvement.
Incentives that mattered	Offered incentives that mattered most to families of this community (e.g., modest \$5–\$25 gift cards, books, backpacks, clothing, toys, food).
Economic sensitivity	Given the poverty level of the community, providing food, childcare, and supplies was valuable (e.g., pencils and booklets for taking notes, handouts, and other supplies) to reduce potential economic barriers to participation.
Applications of multicultural consultee-centered consultation approaches ³	
Power differentials reduced	We made efforts to reduce power differentials. Families, students, teachers, graduate students, professors, and other participants were treated with respect and egalitarianism vs. hierarchical social location.
Empowerment to elevate participants	Strength-based approaches demonstrated valuing and importance of teacher, parent, and youth expertise and assets.
Cross-cultural consultation	Used the 4 consultation constellations (ways culture is represented) in the multicultural school consultation framework (Ingraham, 2000).
Built on MCCC constructs	Supported development of participant knowledge, skill, confidence, and perspective related to education and development of their children/students.
Used methods to support consultee and client success	Used 5 methods for framing the problem and consultation process, 5 multicultural consultation strategies, and 4 methods for learning and reflective thinking described by Ingraham (2000).
Model cross-cultural learning, share weaknesses	Sharing our own vulnerabilities as learners in a cross-cultural context helped normalize varying levels of proficiency and created a safe and supportive atmosphere for cross-cultural learning.

³See Ingraham (2000, 2007) for more detailed discussion of multicultural consultee-centered consultation constructs.

Subsequent focus groups developed potential solutions. Through regular member checking and group consensus, the local cultures, values, and context drove the specific topics and processes.

Prolonged engagement with multiple components and stakeholders

We used PCSIM and MCCC to engage community members as collaborators in shaping the content and direction of the project. The interactive process of investigating needs, member checking, and developing culture-specific interventions provided extended engagement with participants. Together we determined the relevance of the inquiry and interventions for real community issues.

For 3 years preceding this project, various team members participated in community meetings to develop a logic model and set community priorities. We met with a wide range of residents and community-based organizations as part of The California Endowment's Building Healthy Communities Initiative. This, and the present three-year investigation, contributed to our use of a qualitative criterion called prolonged engagement, where researchers engage with participants over an extended period of time, and we progressed through PCSIM Phases 1–6. Indeed, much of the research with PCSIM involves 4- to 6-year periods of prolonged engagement.

Multiple levels of support and role models

There were several components and levels to the systemic implementation of RP at this elementary school involving teachers, students, parents, staff, and university students. Teachers were supported through consultation, classroom lessons, teacher workshops, dissemination of *Discipline that Restores* (Claassen & Claassen, 2008), and existing processes at the school, such as grade-level professional learning communities. Students were supported through RP classroom lessons, assemblies, and peer mediation training (called Pathfinders). In Year 3, following a 6- to 8-week training period, students began to conduct peer mediations at recess, with adult supervision available if needed. Over the 3-year project, parents participated in monthly community meetings and assemblies, Principal Chats, parent workshops, and consultation sessions with school psychology trainees.

Small teams of interventionists were formed to focus on three components: parent engagement, peer mediation, and teacher and classroom interventions. Supervised teams were composed of school psychology graduate trainees, with child and family development undergraduates in service-learning projects (see Table 1). They were organized into vertical and horizontal teams to provide mentoring and learning opportunities for trainees of differing levels of education. Following demonstrations and debriefings, mentors guided trainees in taking on responsibilities within their scope of education and training, using rubrics, providing feedback and opportunities for reflective practice. In this way, we created an educational partnership that

provided learning experiences for university students, offered visible and accessible CLD educational role models within the school, and ensured interventions were supervised and implemented with integrity.

Practices to implement school-wide RP in a CLD elementary school

MCCC and PCSIM contributed to the collaborative design and delivery of school-wide RP to increase participant engagement and use culturally appropriate methods within this CLD elementary school context. School psychology trainees (many bicultural and bilingual) played a prominent role in designing, adapting, teaching, and evaluating the implementation of RP and in supporting a positive school climate. Through transparent collaboration with parents and teachers, needs assessments, and presenting results to stakeholders, they addressed issues of concern in this community. Consistent with best practices and the NASP Practice Model (NASP, 2010), they collaborated with stakeholders to design and deliver preventive, school-wide services that supported mental health, academic, social, and life skills to help students and the larger school community succeed. Trainees provided consultation, collaboration, research, and interventions.

Adapting materials for the cultural and community context

Training materials were developed and adapted specifically for this project, drawing on available materials (Claassen & Claassen, 1996, 2008; Hopkins, 2004; Lewis & IIRP, 2009; Kidde & Alfred, 2011; Steele, 2011; Williams, Schilling, & Palomares, 2010) and designing activities consistent with the core philosophies. Drawing on feedback from teachers, parents, and other cultural brokers, we adapted lessons for peer mediation, positive conflict resolution, and RP class lessons and workshops.

Due to the limited research on using RP at the elementary level and with ELLs, it was important to use methods that would evaluate and monitor the transportability of RP to this specific context. Table 3 shows examples of adaptations that were made to the available RP materials for this specific community context, and Table 4 shows approaches used to implement RP in this CLD school. Interactive, recursive PCSIM methods were used to provide ongoing participant feedback to guide project activities, make cultural adaptations when appropriate, and use participatory, transparent methods of progress monitoring. These served to establish social and cultural validity, credibility, and trust between diverse groups of stakeholders.

How do parents, teachers, and students in this community respond to and engage with a restorative practices paradigm?

Use of these participatory and culture-specific RP methods led to expected outcomes in reductions in behavior referrals and parental concerns about

Table 4. Approaches for Implementing Restorative Practices in a CLD School.

Suggestions for implementation	Approaches used in the case study
1. Plan time and activities to build relationships across institutions, languages, cultures, and worldviews. Relationships matter. Building trust and reciprocity, working together, and sharing power takes time.	1. Organized a range of activities to partner with residents, teachers, and students to create collaborative and transparent learning contexts (coffee socials; music, food, and childcare; and extensive use of pictures to personalize and give visibility for stakeholders).
2. Normalize the challenges of second language acquisition through valuing bilingualism and modeling efforts to learn a second language.	2. Nonfluent (Spanish learner) team members made it more acceptable for ELLs to try to speak, with lots of acceptance of code switching and borrowing interpreters when possible. Everyone was a learner in this environment, and people could ask for help.
3. Recognize parents' differing levels of literacy in English and their native language.	3. Oral discussions, cooperative activities, and brief surveys (with reading levels near grades 3–4) reduced reliance on reading skills. We encouraged parents to focus on ideas and thoughts without worrying about spelling or grammar.
4. Strive to support parents, teachers, students, and others in feeling included, valued, needed, and accepted.	4. Expressions of appreciation, meaningful participant incentives, and opportunities for many people to learn, grow, and contribute were huge motivators.
5. Try different ways to conduct multilingual meetings.	5. For this population of mostly Spanish-speaking parents, it worked to dialogue and discuss in Spanish, with simultaneous translation to English (or Vietnamese) for those not fluent in Spanish. Translators rotated in this role due to the amount of energy needed to do simultaneous translations well.
6. Provide visual cues and handouts to help reinforce learning.	6. Laminated and pictorial handouts showed the steps to conflict resolution; students and families could focus on the content of the discussion and being good listeners. This supported greater understanding for all, including ELLs and readers of differing levels. Posters were displayed around school and in classes, and some parents posted them on their home refrigerator.
7. Recognize and respect cultural values and family obligations (e.g., caring for children, day or night work).	7. Meetings and events, with childcare provided, during the day, after school, and in evenings allowed people with different commitments to participate.
8. Focus on "helping the children" to keep shared values and goals salient. Celebrating the children is a bridge across differences in language, culture, education, and gender.	8. Frequent communication and collaboration facilitated stakeholder cohesion and inspiration. Weekly team meetings and monthly meetings with parents and community representatives helped keep everyone up to date, fueled our motivation, helped us to collaborate, work through challenges, and focus on the ultimate goals.

graduation, and increases in parent education and engagement. Empirical results demonstrate that there were changes in both behavioral referrals and parental concerns about students graduating.

Reduction in school behavior referrals

Following the introduction of RP at the school, there were significant reductions in the number of behavior referrals to the office. The total number of referrals dropped dramatically from 133 (Year 1) to 20 (Year 3) (see Figure 1). The annual numbers and types of behavior referrals for 5 years are shown in Figure 2. There were 100% reductions in referrals for battery, physical injury, possession of knife/inappropriate items, and property damage, and there was a 33% reduction in referrals for annoying others. It is unknown whether other factors may have also contributed to this reduction.

Parents

There was a decrease in parent concern about their child graduating. Two years after the project started, the anonymous survey of 293 parents at the project school showed that 47% (down from 58% [of $N = 31$] a year earlier and 67% [of $N = 107$] in the larger community 2 years earlier) of the parents

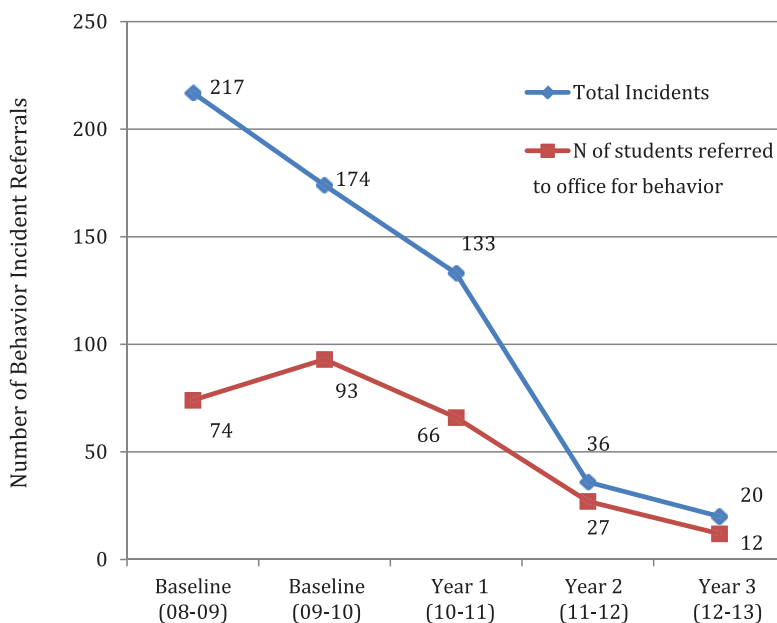


Figure 1. Number of behavior incident referrals to office, before (2 years baseline) and during the first 3 years of program implementation. Total number of behavior incident referrals to the office for each year is shown in blue, and the total number of different students with behavior incidence referrals for each year is shown in red.

Behavioral Incident Referrals Over Five Years

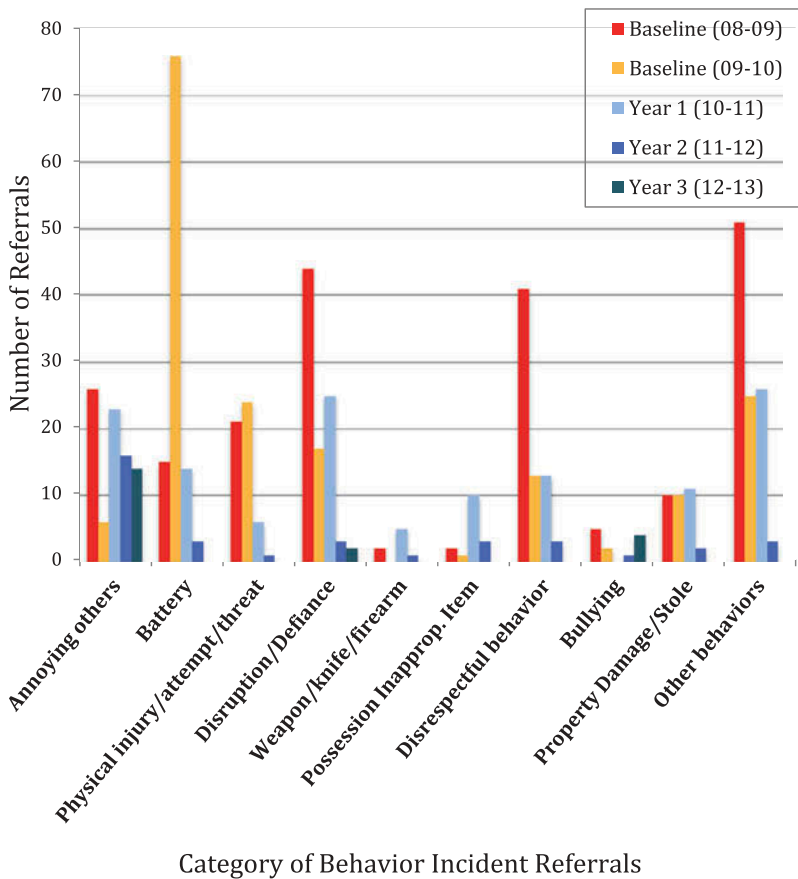


Figure 2. Types of behavioral incident referrals to the office over 5 years, grouped into categories of behavior. Blue bars depict years of restorative practices program and red/orange bars depict baseline years.

were worried their child may not graduate from high school. Given that only two thirds of students who enter the local feeder high school actually graduate, this change in parental expectations in just 3 years is encouraging.

The use of bilingual participatory processes increased parent engagement and home-school collaboration. Bilingual parent workshops were an important tool for parent education, parent engagement, and family-school collaboration. A total of six parent workshops specific to this case study were delivered over the 3-year project, and participants’ feedback at each workshop guided the development of future workshops. For example, the first workshop (What Can I Do at Home to Help My Child Succeed in School?), attracted 65 parents; 90% evaluated the presentation as *very useful*, and 10% indicated it was *somewhat useful*. When asked, “What did you like best about

the presentation?” participants responded with comments in Spanish such as “that you gave us many strategies to help our children at home and to make them better students,” and “the parent interaction, getting their opinions and points of view.” When asked for suggestions, a parent wrote: “Continue supporting parents so that the children will have a better future. Thank you.” Parents identified additional topics for future workshops (e.g., communication, reducing fighting at home, preparing to attend college, using RP at home). As a result, the school psychology team developed and led workshops with parents, who then began co-leading the workshops with other parents.

Changes in paradigm, practices, relationships, and efficacy (or power) are demonstrated across the stakeholder groups: teachers, parents, and students (see [Table 5](#) for reflective comments from each group). The methods and philosophies of restorative practices, multicultural consultation, and PCSIM are reflected throughout the results.

Teachers

Most teachers embraced an RP paradigm and strategies. After initial presentations in Year 2, 91% of the responses of the 16 responding teachers were aligned with an RP paradigm when compared with more traditional punitive approaches to school discipline, with even further support for uses of an RP paradigm in Year 3. In the Behavior in School anonymous survey, teachers selected restorative over punitive solutions 97% of the time in 2013 (of $N = 28$), up from 91% (of $N = 16$) in 2012. Teachers selected (92% in 2013, 85% in 2012) the restorative choice “I would define misbehavior as harm done to the wellbeing of one person or a group by another or others.” Similarly, 100% of the teachers in 2013 (up from 92% in 2012) selected “I encourage all those affected by an incident to consider the way forward, if at all possible.” One item from the survey results showed a more significant gain. Teachers selected the restorative response “All those involved in an incident need to decide how to repair the harm done” 96% of the time in 2013, up from 73% in 2012. This belief is closely aligned with RP, circles, and using peer mediators.

Teachers requested, received, and valued modeling of RP in their classes. In the fall of Year 3, 71% of the 24 classroom teachers completed an anonymous needs assessment to determine in which areas teachers wanted support in developing restorative practices, and 85% of the 17 responding teachers requested someone to come and model RP in the classroom. As a result, the school psychology intern (author 3, on site one day a week) scheduled times with teachers to come into their classes and model RP, conflict mediation, and classroom circles to restore harm. Within one semester, 58% of the 24 teachers invited the intern and team to come into their class and deliver restorative lessons, and over 30 sessions were delivered. In

Table 5. Examples of Reflections About Restorative Practices from Teachers, Parents, and Students.

Teachers reported how they used RP in their class with their students (source: anonymous surveys)

- Meeting with all affected parties when problem needs to be resolved and I have discussed the principles of restorative practice with the kids.
- I have modeled it and demonstrated the power of it in front of the kids.
- We use the Peace Path; have morning meetings to create goals (both behavioral and academic). I try to reinforce the dialogue between students when they have an issue.
- Teach kids the language to talk about and express their feelings.

Parents reported at the end of parent workshops (source: anonymous survey)

- I learned so much, when is the next workshop?
- I have learned to resolve conflicts with my children using communication.
- I was comfortable sharing my troubles.
- Workshops offered realistic examples.

Parents-as-Trainers reflected about what they liked best, following their first presentation to fellow parents (source: recorded focus group)

- There were many, eh, many people who did participate and shared things. And they motivated others to use this ... guide, Peace Path, and that they said that it did work for them.
- I think that it was helpful for them, and it stuck with them because they were very attentive and many of the moms had a lot of questions and they would tell us.
- Well what I liked more, was when, the man with the belt ... said that yes, he thought it was good to try and follow these steps.

Parents-As-Trainers benefitted themselves (source: recorded focus group)

- When ... 3 people began to ask me questions. I would say, oh you're asking me? I tried to answer them. Yes, there was when I felt, I felt good.
- I liked the participation of all the people because not only did they learn but I did too!

Peer Mediators' (Pathfinder students) perspectives on what they learned (source: recorded focus group)

- I learned when someone needs help, we can help them by ... going over the Peace Chart.
- I learned to solve our problems in peaceful ways and ... when we have a conflict, not to fight about it. We like take our time talking to each other about how to solve the problem.
- During my training what I learned was that I could, like, help other kids, like they could be over my age or under my age, to help them solve their conflicts.

Peer Mediators also used RP skills outside of school (source: recorded focus group)

- The reason I joined Pathfinders is if my family has a like a problem or they're fighting or my brothers and sisters and me. If they're fighting I could tell them why they are fighting, and we could talk about this during family time, and we could solve it.
 - Well like my cousin and my sister get into fights a lot. And last time they were starting hitting each other So I went for a piece of paper, and I wrote down their names as we do here in mediation. And then we were all talking about how they feel and if they were going to fight again. They promised that they won't fight again.
-

the postintervention assessment, 71% of all teachers in the school reported high levels of comfort (ratings of 7–10 on a 10-point scale), and 78% reported they would recommend RP to the other schools in this large district. At the

end of Year 3, teachers provided anonymous comments demonstrating a variety of ways they implemented RP. (See examples in [Table 5](#).)

Professional learning communities

Professional learning communities (PLCs) furthered professional growth with RP for teachers and staff. A committee of six teachers, the school psychology intern (author 3), and a professor (author 1) designed the implementation of RP training for teachers. With the support of the principal, a teacher from each grade level was invited to serve and plan how to translate concepts from *Discipline that Restores* (Claassen & Claassen, 2008) into practice at this school. They created a restorative process (called Peace Path) that walked students through the steps of RP, and they presented it to their fellow teachers at a staff meeting. To develop positive classroom climates, teachers established classroom expectations at the beginning of the year using respect agreements. Recognizing that behavior and conflicts at recess were spilling into the classroom learning time, teachers suggested the development of a peer mediation program they named Pathfinders for students to learn how to resolve recess conflicts. School psychology trainees (authors 4 and 5) developed the curriculum and trained these peer mediators.

Students

Students were eager to have classroom RP lessons and actively participated. Surveys taken before and after classroom presentations indicated that students thought that RP was important and that they learned key concepts through the lessons. Peer mediation groups were well attended and powerful. The quotes at the end of [Table 5](#) reflect the voices of peer mediators and the positive effect that learning RP had on them.

In what ways are parent and youth participants empowered to be in leadership roles?

Parents

Parent participants built on strategies for discipline and problem solving and became trainers. A major goal of the project was to empower community residents (adults and youth) to learn to be leaders in their community, to have a voice, and to engage in decision-making roles. Similar to the vertical teams used to educate university students at the school site, parents were engaged in scaffolded learning experiences to become leaders. Parents' feedback guided the topics of workshops, and issues they identified (e.g., child-child and adult-child conflicts) were built into the content of the workshops. Parents readily confirmed how closely the situations used in the role plays and trainings paralleled the actual conflicts they experienced, thus increasing engagement and credibility.

Following a morning and evening workshop for parents, four Latino volunteers (one father and three mothers) worked with the school psychology trainees (including authors 5 and 6), who coached them to become trainers over a series of meetings and rehearsals. Subsequently, these parents gave two workshops to the other parents, and parent engagement was substantially higher when parent volunteers conducted workshops. In follow-up recorded focus groups, they reflected that the workshops were engaging and helpful to their fellow parents. In addition, they realized their own strengths as parents as they reflected on challenging situations with their children. See [Table 5](#) for examples of their reflections.

Students

Peer mediators learned to resolve conflicts at school and home. In posttraining interviews with 14 peer mediators (Grades 3–5), students reported many benefits from being a peer mediator (see [Table 5](#)). They learned how to peacefully resolve conflicts and enjoyed being helpers. For example, one student said, “My favorite part was when I got to work with another partner. And also my other part was with the little kids as well because it feels like I’m kind of like a teacher for them showing them a role model.”

Discussion of findings and guided inquiries

This article reports use of qualitative methods and an embedded single-case study to investigate use of RP in a CLD elementary school and roles for school psychologists to collaboratively develop and implement a systemic program. This is one of the first investigations in the United States of RP within an elementary school of primarily ELLs; thus, three aims shaped the investigation and reporting of results.

First, we explored MCCC and PCSIM methods for implementing RP and improving school climate in an elementary school composed of CLD students, teachers, and families. We used participatory, relationship-oriented, collaborative, iterative processes with key stakeholders (teachers, parents, and students) to articulate concerns, identify and analyze problems, and co-construct solutions that matched their cultural context, values, and beliefs. For example, teachers asked for modeling in the classroom to help them implement RP and manage students who impulsively speak out or are verbally aggressive. Within 1 semester of 1 day/week services, school psychology trainees responded with consultations and over 30 classroom RP sessions to address these issues. Parents asked for education to help them learn how to resolve conflicts at home, and workshops were designed specifically for the high-frequency conflicts parents identified. In multiple ways, we collected data to inform collaborative decision making and intervention design, making adaptations to target the specific aspects of the culture, context, and participants. By asking

and listening to stakeholder-identified needs for support, we developed preventive and responsive services to enhance the school's climate and use of RP.

Consistent with the NASP Practice Model (NASP, 2010), we collaborated with stakeholders to design, deliver, and evaluate preventive, school-wide services for mental health, academic, social, and life skills to promote success for students and the larger school community. We targeted key components of a positive school climate as a context for learning: social health (positive relationships) and self-regulation. MCCC approaches (Ingraham, 2000, 2007, in press-a) served to empower participants, bridge cultural and language differences, and co-construct meaning across individuals representing differing worldviews, perspectives, and communication styles. MCCC was consistent with the RP paradigm and its attention to relationships, constructive communication, self-regulation, and repairing harm.

Second, we examined how stakeholders responded to and engaged with the RP paradigm and methods. Efforts were made to track changes in teacher, student, and parent attitudes and beliefs as they learned and implemented RP at school and at home. That was an ambitious undertaking within a 3-year project where the curricula and materials were being developed while they were being field tested and implemented. As service providers on site only 1 day a week, we were challenged to provide interventions that were needed immediately and did our best to implement PCSIM and best practices with integrity and fidelity. However, because specific procedural and intervention fidelity data were not collected, we are unable to report data about how consistently, thoroughly, and accurately interventions were implemented.

The empirical results, with an 85% reduction in behavioral referrals from project years 1 to 3, are consistent with other studies of RP (Kidde & Alfred, 2011; McCluskey et al., 2008). Parental concerns about children graduating decreased by 20% from 67% to 47% (a 30% change), and parent and community engagement increased. Qualitative methods provided robust evidence for students, teachers, and parents who were using RP; discipline paradigms were shifting, and the resulting interventions had cultural and social validity. Some teachers were surprised at the depth of understanding shown by students in their classes during the RP lessons and circles. Students' enthusiasm and reflections clearly demonstrated they embraced and valued RP. Parents reported that the skits and role plays were exactly like the conflicts they experience within their own homes. Some parents were interested in learning how to break the intergenerational patterns of violence, and they were eager to talk about restorative strategies to help resolve conflicts. Moreover, they felt safe to raise questions, think about their own uses of discipline and punishment, and ask how other parents handled similar situations with their children. Many requested additional copies of the bilingual handout on the steps of restorative practices.

In the present study, elementary school students learned skills in communication, empathy, and relationship building consistent with the outcomes in other RP projects (e.g., Kidde & Alfred, 2011). Our young students learned and practiced the components of RP, including classroom circles, mediation of conflicts, and repairing the harm. They learned skills to express their thoughts, emotions, and empathy for others. They also learned to listen with their ears and hearts, skills that they are using at school and in the community. Other stakeholders, such as teachers, parents, and university partners, also benefitted.

Third, we explored ways to empower parent and youth participants to take on leadership roles. Henning-Stout and Meyers (2000) recommended that school consultation researchers seek to include and give voice to those most marginalized by mainstream values and perspectives. In the present investigation, some children and families were marginalized by their status related to immigration, poverty, social location, and fears of community violence. We invited participation from families plagued by generational trauma, domestic violence, health risks, under- and unemployment, gang violence, immigration enforcement, and a lack of power within a system where they can remain invisible. We developed an inviting atmosphere, earning trust, creating physical and emotional safety, and listening with our hearts and minds.

Examples of empowerment and engagement of parents and youths occurred throughout the project and are reflected in numerous points of data. At the end of Year 2, there was a shift from our project team leading events to parents leading. Parents developed a parent-led organization, planned the community meetings, elected a board of directors, held regular meetings to support the implementation of RP, and created and wore group T-shirts. They stepped up to be trained as parent educators, organizers, and collaborators in numerous training events. Personal transformations were clearly visible, with some individuals overcoming fear of speaking and presenting to large audiences. The narrative comments included in this report present some of the evidence, but the pictures, videos, and audio recordings captured their energy, enthusiasm, and attitudes about RP.

Through use of egalitarian and collaborative methods, relationships were developed and nurtured as participants learned new concepts, paradigms, and ways to interact. Prominent visibility of culturally familiar university educational role models assisted in developing and maintaining rapport with families and students.³ Multicultural consultation methods, use of onedownsmanship, reframing, and appropriate self-disclosure (see Ingraham, 2003) facilitated risk taking and willingness to share vulnerabilities, key

³Team members included several Latinos and Latinas, as well as students of Vietnamese, Cambodian, Hmong, and bicultural heritage, some from families that were in poverty, had limited education, and/or were first-generation immigrants.

characteristics for modeling, conceptual change, and emotional accessibility. Prior to introducing new practices, we learned about the perceptions of teachers, parents, and others regarding ways to respond to bullying and conflict. This enhanced our ability to develop the cultural specificity of the interventions.

Considerations and future directions

Several aspects of the present investigation, some related to methodology and some related to the cultural context, should be considered in drawing conclusions based on these findings. First, the project was designed primarily as a service delivery and intervention project rather than as a research study. The research is considered formative and applied, rather than a crisp research design with defined a priori hypotheses and well-known measures. Although rubrics, observations, and feedback were used, treatment integrity measures were not collected systematically, and we are aware that the RP interventions were not used consistently across all classroom, school, and home contexts. Another consideration is that the investigation was conducted within a single school, thus characteristics and factors unique to this school may limit the generalizability of the findings. In addition, the project did not leave time for instruments to be validated and field tested prior to their use. Researchers did their best to collect baseline data early in the process; however, due to the timelines for IRB approvals from both the university and school district, some of the survey measures were first distributed after the project had already begun. Thus a true preintervention baseline measure was not feasible.

A second set of considerations concerns the level of experience and cultural compatibility of the research and intervention team. Most of the interventionists were school psychology graduate students, and this was part of their scaffolded professional learning. Different results may be attained by experienced school psychologists. Finally, it is important to note that the faculty coinvestigators were not Latino, and there is the potential that we missed or misunderstood subtle cultural messages and communications. Even with the inclusion of a majority of team members who were bicultural Latino (e.g., parents, teachers, students, community liaisons, and university students), we recognize the potential for cultural mismatches.

We encourage the use of RP, PCSIM, and MCCC in efforts to implement best practices in school settings. These methods may help bridge the gaps between the cultures of schools and students' homes. In addition, professionals may find that these methods align well with the reason they entered the profession—to make a difference in schools and the lives of students.

Further study of RP in elementary school settings could assist in developing a more solid empirical basis for its use. The participatory nature of PCSIM and MCCC supported cultural adaptations in RP with this

population of predominantly ELLs living in a high-need urban community. Subsequent research with additional communities could explore the transferability of the findings of this study to other groups and school contexts. From the rich data provided in the qualitative and narrative sources in this study, researchers are encouraged to collect reflections and responses to open-ended questions to document the conceptualizations of learners of RP. More rigorous research designs with clear pre- and postinterventions and treatment integrity measures are recommended to carefully evaluate changes in attitudes, behaviors, and practices. Researchers are advised to field test their tools with the intended groups to assess for levels of literacy, comprehension, and language proficiency and to allow time and resources for translation of all written materials, oral meetings, and discussions. In some cases, our team members were under severe time pressures to get materials translated prior to community events.

Summary and overall conclusion

We used qualitative methods and an embedded single-case study methodology to address three aims: (a) to describe the use of multicultural consultation and collaboration and participatory culture-specific intervention methods to develop, introduce, teach, and support school-wide RP at an elementary school located in a diverse urban area with high rates of crime, violence, and poverty; (b) to present preliminary findings as they relate to teachers, parents, students, and school climate; and (c) to investigate how parent and youth participants were empowered to assume leadership roles. We contributed to a school-wide effort to develop approaches to promote a positive school climate, positive relationships, a sense of belonging, and a culture of care. With the NASP Practice Model (NASP, 2010) as a framework, we used MCCC (e.g., Ingraham, 2000, in press-a) and PCSIM (e.g., Nastasi et al., 2004) to design and deliver comprehensive and culturally relevant services through an interdisciplinary school–university partnership.

Our goal was to explore the feasibility of bringing RP to an elementary school with a high percentage of ELLs who live in a community with high rates of poverty and crime. On the basis of these results, we encourage readers to use participatory processes to implement RP in other communities to adapt the interventions to match the values and cultures of specific communities. The empirical results and the narratives from teachers, parents, and students offer compelling evidence for the potential of these approaches as part of a comprehensive service delivery.

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ORCID

Colette L. Ingraham  <http://orcid.org/0000-0001-8651-2610>

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Notes on contributors

Colette L. Ingraham, NCSP, PhD (School and Educational Psychology, University of California, Berkeley) is Professor of Counseling and School Psychology at San Diego State University. She specializes in multicultural and cross-cultural school consultation and systemic, MTSS school interventions, with focus on school climate, restorative practices, and trauma-informed services in underserved diverse and multi-lingual communities. She has served in leadership positions within APA, NASP, and TSP and currently is the Co-Chair of the NASP Consultee-Centered Consultation Interest Group.

Audrey Hokoda, PhD (Clinical Psychology, University of Illinois, Champaign-Urbana) is Professor in the Child and Family Development Department at San Diego State University. She has been the Principal or Co-Principal Investigator for over 20 community grants focused on developing, implementing and evaluating youth violence prevention programs in San Diego County and in Mexico, and has published over 20 articles on teen relationship violence, bullying, and domestic violence, particularly in Latino and Asian populations.

Derek Moehlenbruck, EdS (School Psychology, San Diego State University) is currently working as a school psychologist in Oceanside Unified School District, Oceanside, CA. He has specialized training in restorative practices and restorative justice, and at the time of this project, was working one day a week as a school psychology intern at Cherokee Point Elementary school. He is a father and child advocate who believes in never giving up even on the most difficult relationships.

Monica Karafin, EdS (School Psychology, San Diego State University) is currently working as a school psychologist in San Diego Unified School District. At the time of this project, she was working at Cherokee Point Elementary school as a school psychology trainee.

Caroline Manzo, EdS (School Psychology, San Diego State University) is currently working as a bilingual school psychologist in Valley Center–Pauma Unified School District, Valley

Center, CA. She has specialized training in bilingual school psychology and restorative practices, working with bilingual students, parents, and military connected youth. At the time of this project, she was working one day a week as a school psychology trainee at Cherokee Point Elementary school.

Daniel Ramirez, EdS (school psychology, San Diego State University) is currently working as a school psychologist in the Jamul Dulzura Union School District, Jamul, CA. He has specialized training in bilingual school psychology and restorative practices, and at the time of this project, was working one day a week as a school psychology trainee at Cherokee Point Elementary school.

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