

# **Transformative Discipline®**

## **A Restorative Justice Approach to Interrupting the Bullying Cycle**

**Jolene Schillinger Erikson PhD**

Professor of Mathematics & Criminal Justice

New England College

Henniker, New Hampshire, USA



# **Jolene Schillinger Erikson PhD**

Professor of Mathematics and Criminal Justice at New England College,  
Henniker, NH - 28 years.

Teaching Alternative Dispute Resolution Skills and Restorative Justice - 12  
years.

Consultant to the Henniker Police Department for the Henniker  
TRANSFORMATIVE DISCIPLINE® & Designer of a Model for  
Youthful Offenders.

Author of two books:

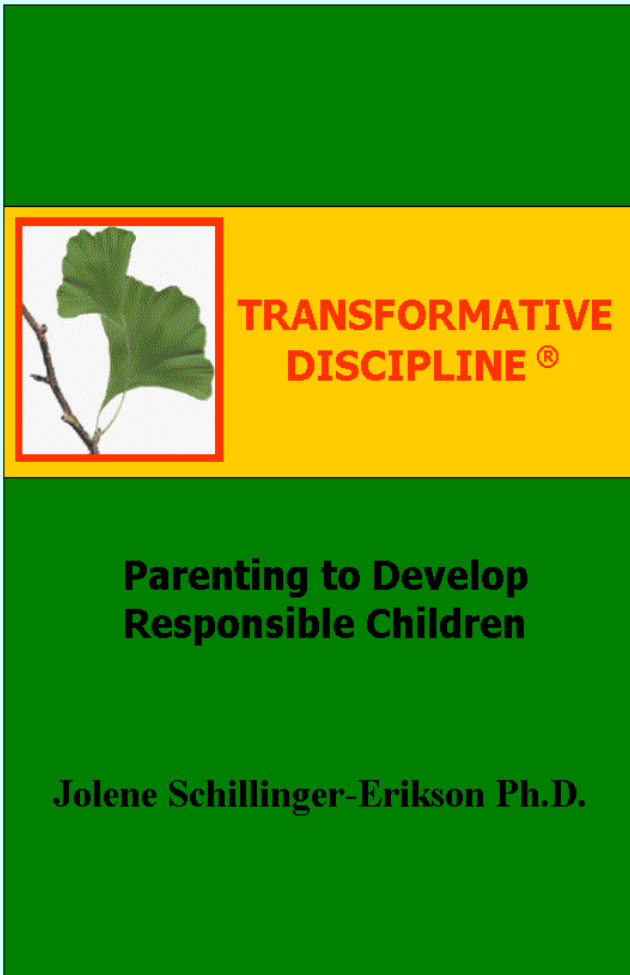
- Transformative Discipline®: Parenting to Develop Responsible Children (2008).
- Transformative Discipline®: Teaching to Develop Responsible Students (2009).

Henniker School Board – 6 years, President 4 yrs.

White Birch Community Center – 35 yrs Board Member

Parent and grandparent.

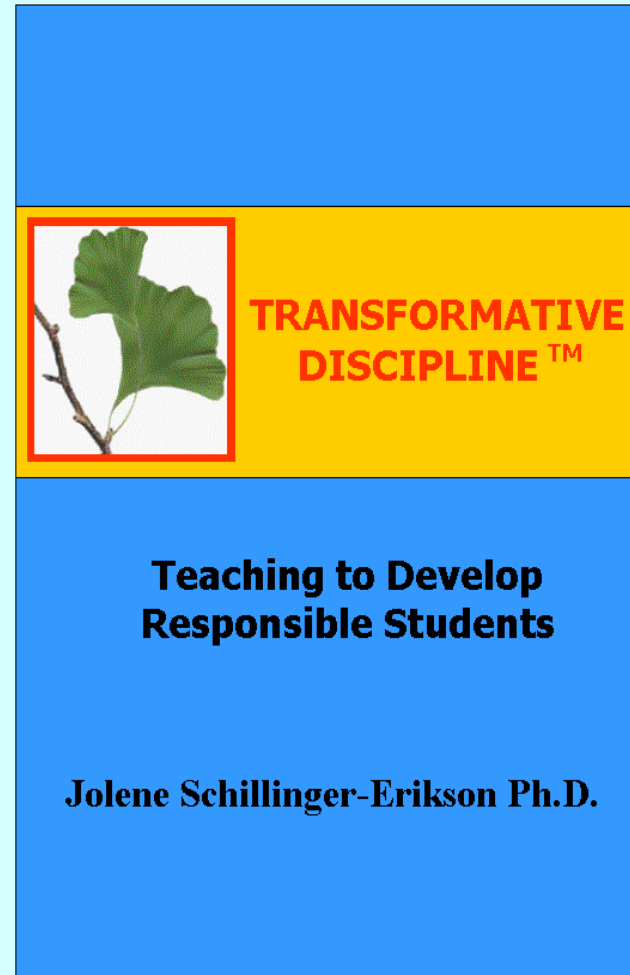




**TRANSFORMATIVE  
DISCIPLINE®**

**Parenting to Develop  
Responsible Children**

**Jolene Schillinger-Erikson Ph.D.**



**TRANSFORMATIVE  
DISCIPLINE™**

**Teaching to Develop  
Responsible Students**

**Jolene Schillinger-Erikson Ph.D.**



# Department of Justice Statistics (USA)

- **Seventy-seven percent of students** said they have experienced bullying.
- **Cyber-bullying statistics are reaching these levels.**
  - Each day, **160,000** students miss school from fear of being bullied.
- **A student is bullied on a playground every 7 minutes**
  - Playground intervention:
    - Adult intervention 4%
    - Peer intervention 11%
    - **No intervention 85%**



## Gay, Lesbian, Bisexual, and Transgender students are even more likely to be bullied.

**90%** heard homophobic remarks.

**86%** report being **verbally harassed**.

**44%** have been **physically harassed**.

**61% did not report** it because they believed no one would do anything about it and/or that it would make matters worse.

Of those who did report it,  
**30% said the school did nothing**



# Today's Presentation

- The Bullying Problem & Statistics
- TRANSFORMATIVE DISCIPLINE® & Restorative Justice – A Systemic Model
- Addressing the Bullying Problem
- Brain Research
- Expected Outcomes
- A Plan for Your School



# **TRANSFORMATIVE DISCIPLINE®**

**INTEGRATES THE SEPARATE PARTS**



# Community Building

- TRANSFORMATIVE DISCIPLINE® is a systemic process that builds communities based on the “Three R’s” of Respect, Responsibility, and Relationships which are essential in interrupting the bullying cycle.
- My system will build upon and complement any existing programs designed to build community in a school.





# The 3R's of Respect, Responsibility, and Relationships

- **Respect:** Golden Rule, tolerant, considerate, no physical harm, peaceful.
- **Responsibility:** To/for self, think before acting, self-disciplined, accountable for actions.
- **Relationships:** A commitment to the care and success of not only oneself, but of others and the academic community.



## The 'why do they do it' Question

Whenever I ask audiences 'why do students (people) do the right thing?'

The responses are almost invariably:

- Family teachings
- Moral values
- Social values

It is NOT, 'fear of getting caught or fear of police'.  
This is true even when training police officers.



# The Need for Community & Belongingness

- A sense of belonging is due to frequent, pleasant, positive interactions with the same person(s).
- Interactions need to occur in a framework of long-term, stable and caring concern.
- The need to belong shapes emotion and cognition.
- People engage in more favorable patterns of information gathering about people to whom they are socially bonded.
- People resist breaking bonds within their social group.
- Physical and emotional problems can result from a loss of social bonds.



# **Survey of 272,400 US Teens**

## **USA Today Poll - Fall 2007**

- 17% of teens say they almost never talk to their parents for more than 15 minutes.
- 33% feel that parents do not value their opinions.
- 18% said they could not remember a positive or encouraging statement.
- 37% have a friend who has considered or tried suicide.
- 70% have experienced depression.



# **Survey of 272,400 US Teens**

## **USA Today Poll - Fall 2007**

- 33% converse daily with parents.
- 37% said they had heard something encouraging or supportive about themselves today.
- 30% of teens want to have a better relationship with their families.
- 70% list parents as having ‘a lot of influence’ on their lives. This is three times any other group such as peers, teachers or coaches.



# Critical Factors

- Have a sense of belonging to a 'community'
- Understanding the values or expectations of the 'community'.
- Feeling that they are part of the success of the 'community'.



## **Restorative Justice is the Foundation of the TRANSFORMATIVE DISCIPLINE®**

- Restorative Justice is based on the premise that crime is an offense that causes harm to a victim that must be addressed (Zehr 2002).
- Using a process that follows a structured script, a meeting to discuss how to repair the harm is held with both victim and offender and their respective support groups.



# Restorative Justice and TRANSFORMATIVE DISCIPLINE®

In a meeting:

- the offender is encouraged to take responsibility for his/her actions.
- the victim tells how the incident has impacted them.
- supporters for both the victim and the offender contribute to the discussion, describing how the behavior has affected them.
- the victim, offender, and their support groups work together to outline an agreement that repairs the harm.
- the offender apologizes and agrees to actions to address the harm, in front of their own community of accountability.





# TRANSFORMATIVE DISCIPLINE®

## The Five Levels of Intervention

**Level 1: Notification:** This is a quick “stop, look, and listen” chat, where students need to be told that their behavior is not acceptable.

**Level 2: Dialog:** This is a talk about a more serious event and/or harm to another person.

**Level 3: Intercession:** This discussion could include multiple students and requires a more structured format.

**Level 4: Conference:** This is a group dialog about a behavior of concern using a script. This level can also be used for a small group or class meeting involving a discipline concern.

**Level 5: Expanded Conference:** This meeting is about behavior that could lead to health problems, school sanctions, or criminal proceedings. It should include some members of the extended school family and/or respected professionals who could substantiate the projected outcomes, if the behavior is not changed.



# The TRANSFORMATIVE DISCIPLINE® and Restorative Justice Script

## Key questions for the offender are:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Whom do you think has been affected by what you have done?
- How have they been affected?
- What do you think you need to do to make things right?
- What changes do you think our community needs to make to help avoid this in the future?
- Note that these questions focus on the *behavior* and its effects. The behavior is the problem, not the person.



# **TRANSFORMATIVE DISCIPLINE®** **and the Restorative Justice Script**

## **The key questions for the victim are:**

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing about this for you?
- What do you think needs to happen to make things right?
- What changes do you think our community needs to make to help avoid this in the future?



# **TRANSFORMATIVE DISCIPLINE®** **and the Restorative Justice Script**

- The Socratic Questions of the script move the victim, the offender, and their respective supporters:
  - from the past (the incident),
  - to the present (the conference),
  - to the future (the agreement).
- It is a process focused on healing the harm to the victim.
- It is designed to have the offender take responsibility for the harm, its repair, and future actions.



# "Shaming"

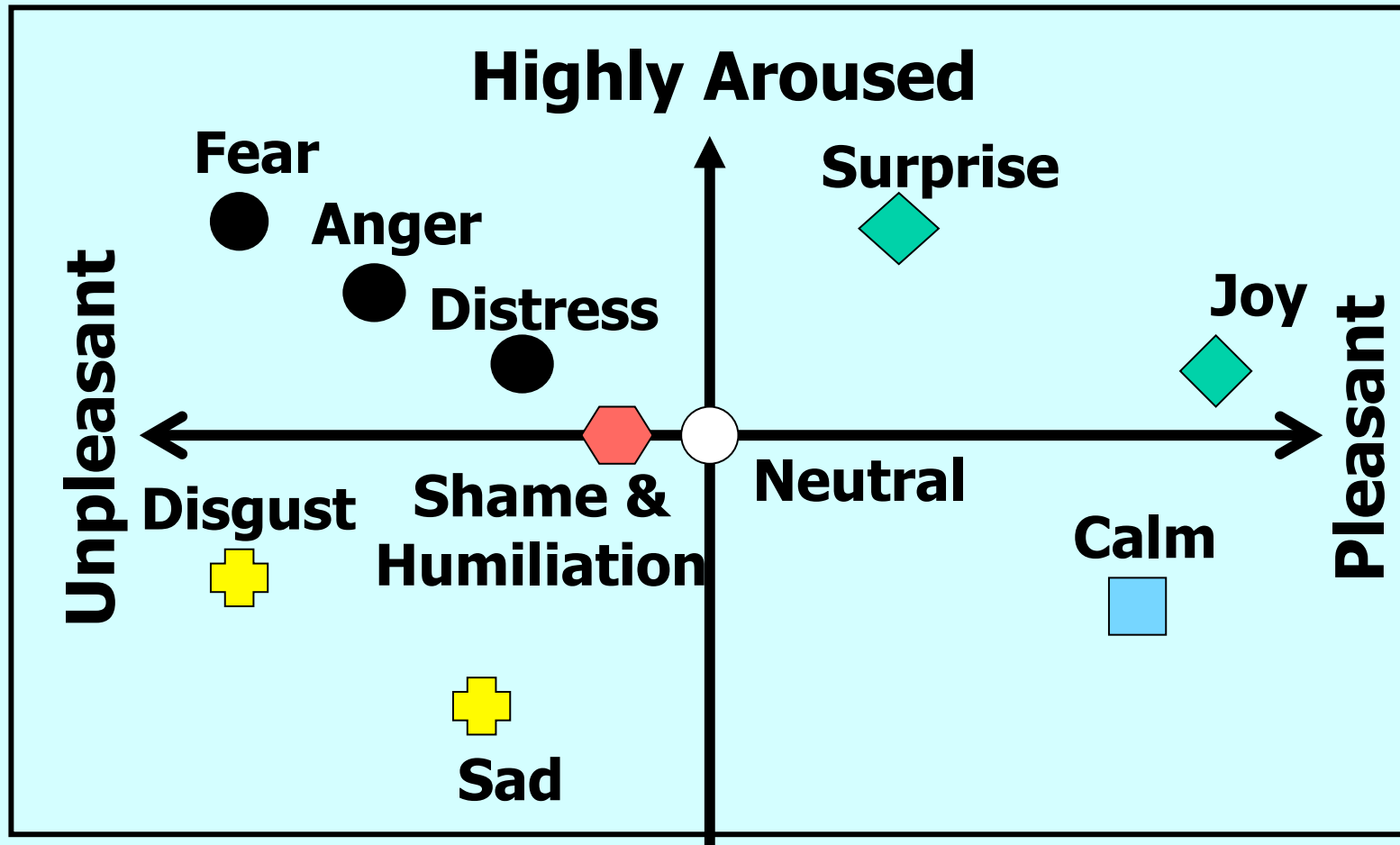
## The Critical Transformative Moment

- Affect Theory\* tells us to every event there is a reaction.
- Our reactions to an event range from joy and pleasure to repulsion and exclusion.
- At the center of this continuum of reactions is shame and humiliation.
- There are two types of shaming: stigmatizing and reintegrative.

\* Nathanson 1992



# Affect & Arousal (Nathanson 1992)



# “Shaming”

## The Critical Transformative Moment

### Stigmatized Shaming

Shaming used to label or reject may result in stigmatizing.  
(Braithwaite 1989).

This frequently has one of four outcomes (Nathanson 1992):

1. Withdrawal – Isolating oneself, running and hiding
2. Attacking Self – Self put-down, playing the loser, masochism
3. Avoidance – Denial, abusing drugs or alcohol, distraction through thrill seeking
4. Attacking Others – banter, put-downs, blaming victim, lashing out verbally or physically



# "Shaming"

## The Critical Transformative Moment

### **Stigmatized shaming** (labeling, name calling, ostracizing)

- Is unlikely to produce either the desired change in behavior or growth in character.
- Is more likely the outcome will be withdrawal and alienation.
- This may result in the offender seeking out others, such as their peer group for support of their actions.
- This new community of support will then have more influence on behavior than the family/class.





# **"Stigmatizing Shaming"**

## **Zero Tolerance Policies that result in suspensions,**

are viewed by many Restorative Justice advocates as examples of labeling, and enable youths to become members of undesirable groups while on suspension.



# **Reintegrative Shaming**

**Reintegrative Shaming** (Braithwaite 1989) is a positive approach to this teachable and pivotal moment that includes:

- Condemnation of the behavior
- Praise and support for the strengths of the student.
- Helping the student view behavior in the context of others
- Helping the student to find alternatives.
- Labeling of student's positive strengths.
- Expressing belief in the student's positive choice of behavior in the future.



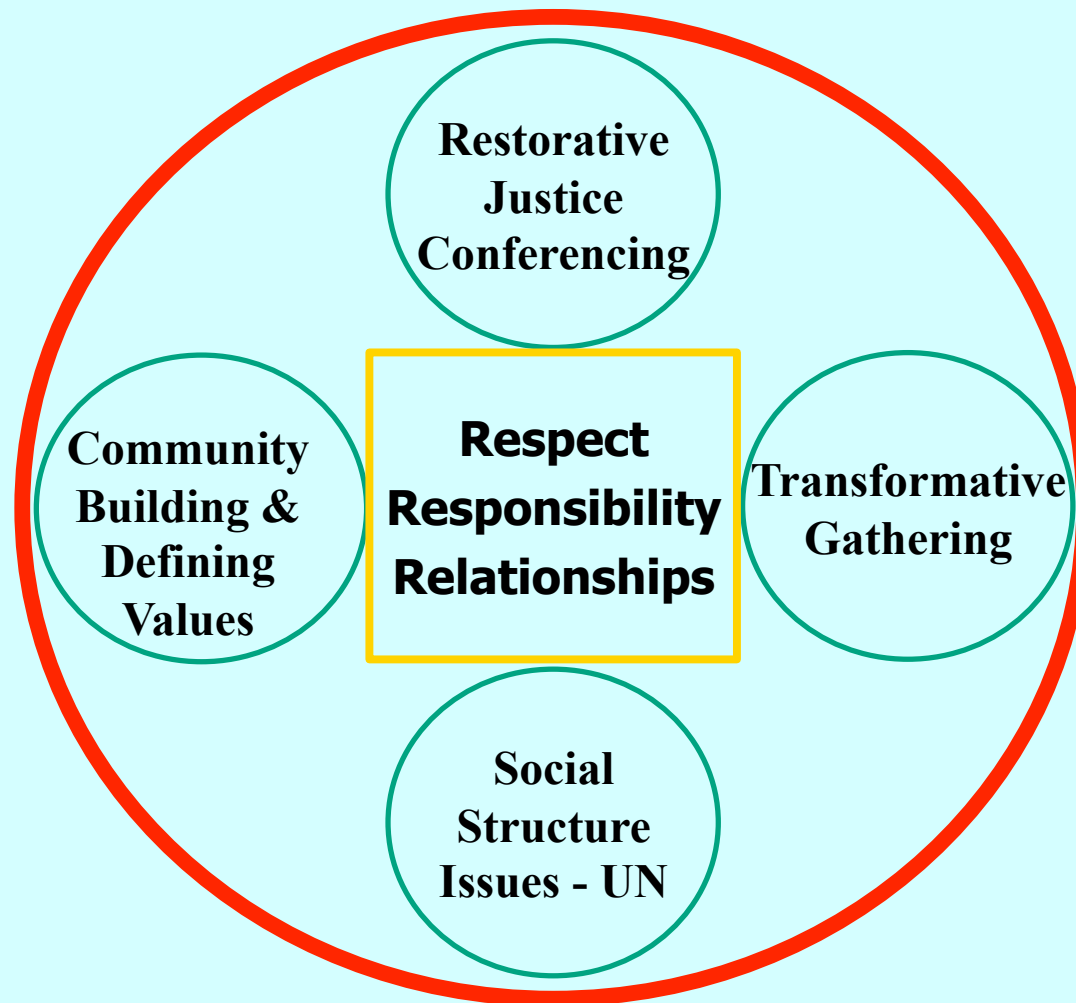
# Reintegrative Shaming

- Expressions of love, belonging, and the importance of the student to the family/class.
- Shame combined with surprise at learning new information is the pivot point in our process.
- Reintegrative Shaming is a foundation of TRANSFORMATIVE DISCIPLINE®.



# **TRANSFORMATIVE DISCIPLINE®**

**INTEGRATES THE SEPARATE PARTS**



# TRANSFORMATIVE DISCIPLINE®

- **The Transformative Gathering**

After the agreement has been fulfilled, the offender is welcomed back into the community as a productive, valued person.

- **Social Structure Issues**

The United Nations position statement on Restorative Justice points out the need to address underlying social structure problems, if long lasting behavior changes are to be successful.



# **How TRANSFORMATIVE DISCIPLINE®** **Addresses The Bullying Problem**

- Bullying is behavior that is intended to hurt and to create fear and isolation.
- Bullying includes a range of behaviors from harassment to criminal acts.
- Bullying is a problem that includes all grade levels and most students either as:
  - The bullied - 20% to 90%
  - The bully - 20% to 30%
  - Bystanders - almost all

**We will now look at what brain research tells us.**

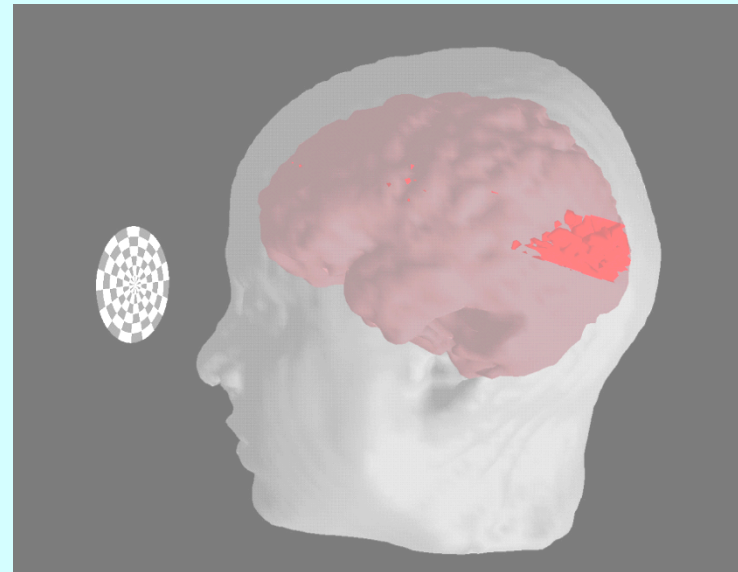
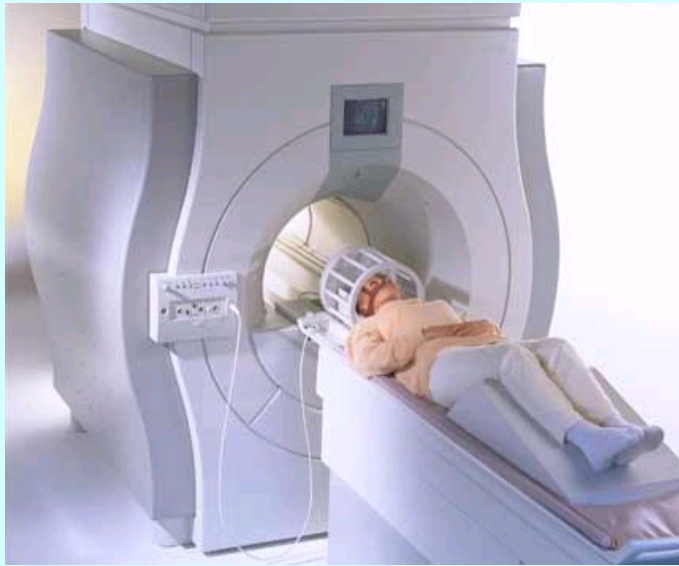


## **Ken Erikson MSEE**

- Retired Physicist and Medical Instrument Entrepreneur
- 40 years experience in Medical Imaging technology
- Founder of two medical instrument companies
- Recipient of numerous international awards for pioneering work in the medical ultrasound field
- 52 patents
- Father and grandfather



## Functional MRI (fMRI)



**Functional MRI (magnetic resonance imaging) maps regions of the brain to determine their development and reactions to external stimuli.**





## fMRI - Basic Science

- Neurons do not have internal reserves for glucose and oxygen.
- More neuronal activity requires more glucose and oxygen to be delivered through blood stream rapidly.
- The blood releases glucose to active neurons at a greater rate than in areas of inactive neurons.
- This results in a surplus of oxyhemoglobin in the veins of the area and a distinguishable change of the local ratio of oxyhemoglobin to deoxyhemoglobin.



# The Teenage Brain

## The Science of Brain Development

- At six years old, the brain has reached 95% of its size.
- The gray matter or thinking area, of the brain continues to grow until puberty (11 -13), when growth stops and pruning begins.
- Pruning minimizes or eliminates unused connections or wiring in the grey matter and strengthens the engaged areas by creating more connections.
- This process continues until maturity at 20 – 25.



# The Teenage Brain

## The Science of Brain Development

- Children over the age of 11, normally begin to think about the feelings and experiences of others in different situations.
- During the early teen years, the limbic/emotional area is larger and stronger than the prefrontal cortex.
- As the brain develops towards maturity at 20 to 25 years, the consequence-based judgment area becomes stronger.



# The Teenage Brain

## The Science of Brain Development

- Adolescents over the age of 15 usually possess the ability to make well-reasoned decisions.
- However, judgments based on impulse are often a result of outside influences.
- In many situations, the areas of the brain controlled by emotion are more likely to be engaged than those dominated by reasoning.
- As the brain matures in the twenties, judgment also matures.
- The area of the brain that controls consequence-based thinking and planning becomes stronger.



# The Teenage Brain

## The Science of Brain Development

The very last part of the brain to be pruned and shaped to its adult dimensions is the prefrontal cortex, home of the functions such as:

- planning
- setting priorities
- organizing thoughts
- suppressing impulses
- weighing the consequences of one's actions.

The final part of the brain to grow up is the part capable of deciding things like:

- I'll finish my homework, take out the garbage, and then text my friends about seeing a movie.



# The Teenage Brain

## The Science of Brain Development

- Scientists and the public usually had attributed the bad decisions teens make to hormonal changes.
- Mapping where and when the brain changes show that the part of the brain that makes teenagers more responsible is not finished maturing.



# The Teenage Brain

## The Science of Brain Development

- Hormones remain an important part of the teen-brain story.
- About the time the brain switches from proliferating to pruning, the body comes under the hormonal assault of puberty.
- The sex hormones are especially active in the brain's emotional center — the limbic system, creating a "tinderbox of emotions."
- Not only do feelings reach a flash point more easily, but many adolescents tend to seek out situations where they can allow their emotions and passions to run wild.



# The Teenage Brain

## The Science of Brain Development

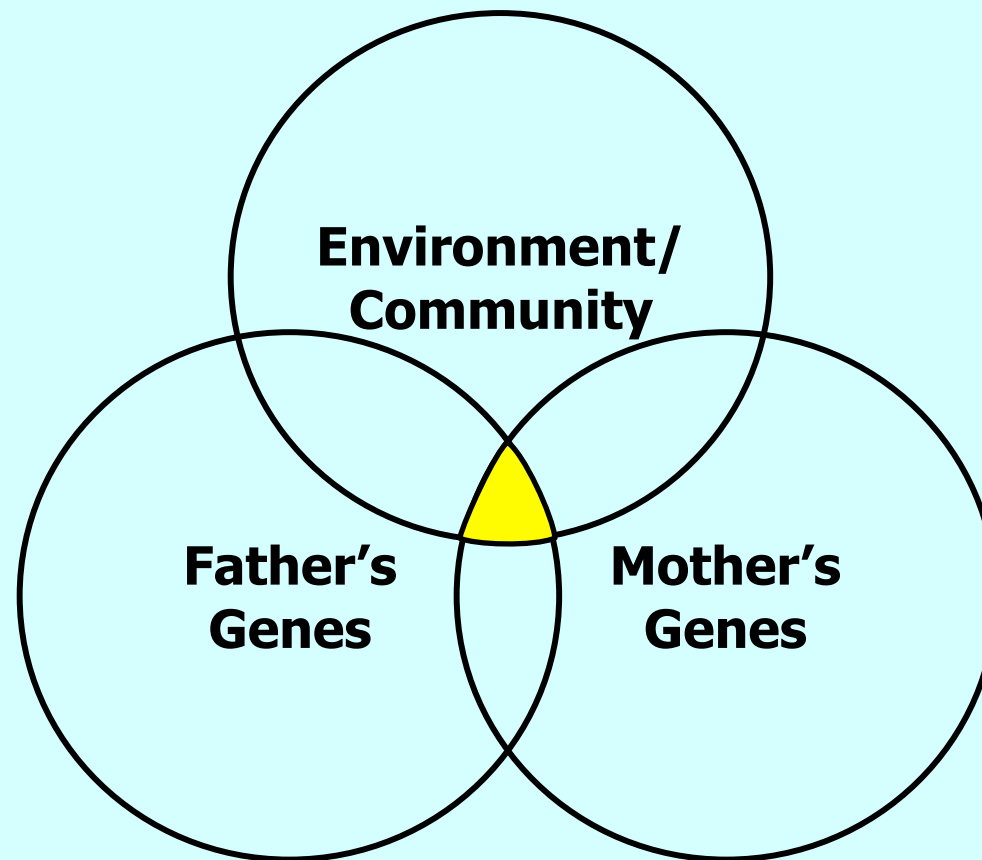
How you spend your time is also critical:

- Imaging shows that practicing the piano quickly thickens neurons in the brain regions that control the fingers.
- Studies of London cab drivers, who must memorize all the city's streets, show that they have an unusually large hippocampus, a structure involved in memory.





# Factors Contributing to Behavior



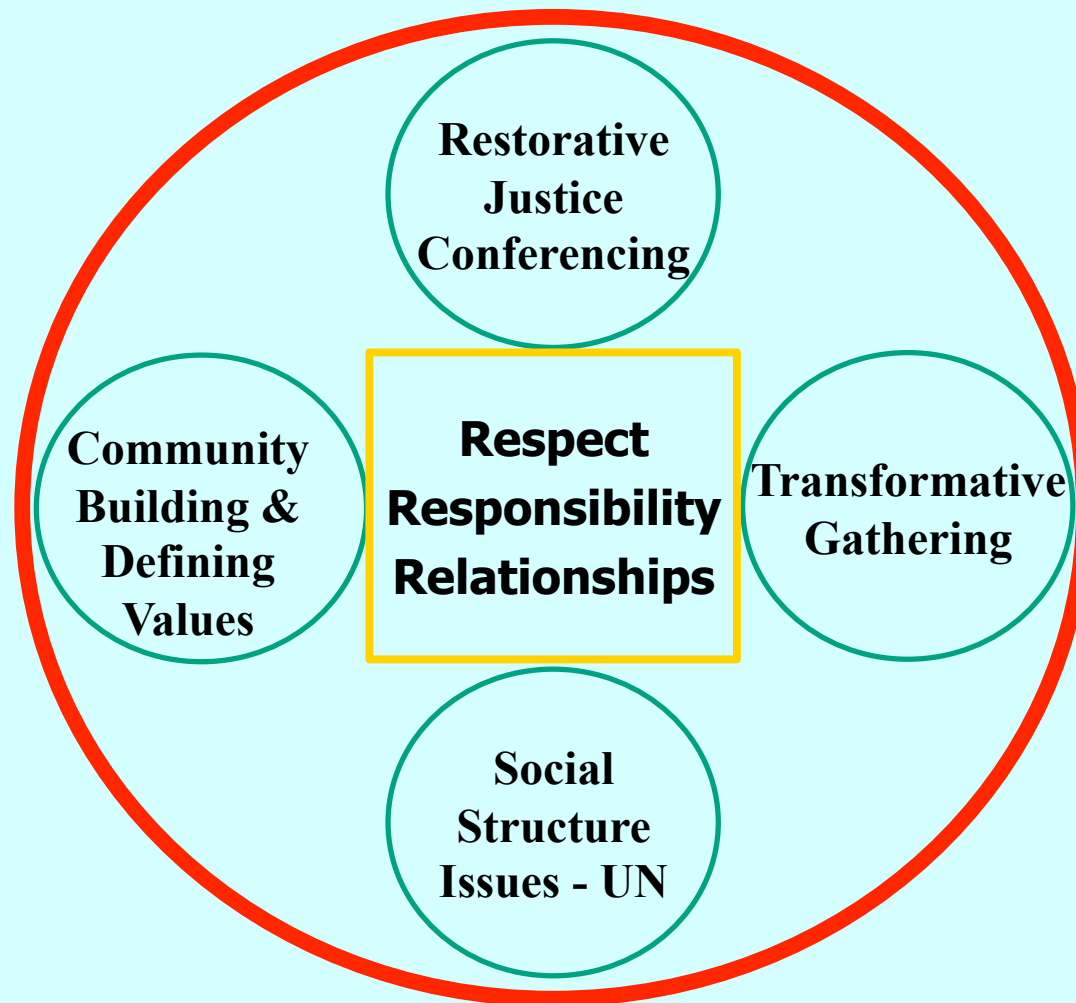
# Bullying & Brain Research

## How can we use these findings to address bullying?

- Discussions about the brain and how it functions may help us understand why bullies, the bullied and bystanders react the way they do.
- If bullying is not addressed, both functional and anatomical changes to the brain may become permanent.
- **The most important factor is early intervention.**



# TRANSFORMATIVE DISCIPLINE® Model



# **TRANSFORMATIVE DISCIPLINE® Model**

## **Why it is effective in addressing the bullying problem.**

In TRANSFORMATIVE DISCIPLINE®, everyone must be engaged in building a caring community that addresses the bullying problem:

- Teachers
- Administrators
- The bullied
- The bully
- Bystanders
- Parents



# The Bully

- No one is born a bully.
- If by the age of eight, a child is perceived as a bully, they will probably be a bully throughout their lives. Clearly addressing the problem must begin early.
- A study of Restorative Justice (Ahmed, 2006) and bullying found effective ways to change behavior:
  - acknowledgment of wrongdoing
  - awareness of the harm done
  - willingness to make amends
  - offering an apology



## The Bullied

- Some think that victims need to learn to 'take care of themselves'. This idea does not reflect the imbalance of power that frequently occurs between the bully and the bullied.
- The bullied student is not responsible for the behavior, as either the cause or the solution.
- Adults must accept this responsibility and take action.
- Bullied students may suffer many negative consequences.
- As in all forms of abuse, the victim is not responsible for the offender's behavior. However, this is not how the bullied student feels. More likely, they feel shame, guilt, failure, and fear.



## 'Shame' for the Bullied

The four outcomes of 'shame' that victims often experience (Morrison, 2005) are:

- **Attack Self** — Indeed, we know of too many stories where victims of bullying have taken their own life.
- **Attack Other** — Columbine is the notable example here, where the victims of ongoing bullying struck back at the individuals who taunted them and the institution that failed to protect them.
- **Withdrawal** — Depression is a key indicator here, and there is clear evidence of the relationship between being a victim of bullying and subsequent depression.
- **Avoidance** — Many victims of bullying, even as adults, mask their shame and rage through abusive behavior, often involving sex, drugs and alcohol.



# Bystanders

- Bystanders are caught between empathy for the bullied, fear of becoming bullied for speaking up, and shame for not doing something.
- Bystanders are the key to any anti-bullying effort. They are the ones most likely to observe problems first.





# Bystanders: The Key to Success

- When bystanders know they will be respected for speaking out against harmful behavior and speaking up to parents and teachers to solicit help, they will be empowered to take action.
- Bystanders will take action when they know:
  - they will be listened to.
  - the Conferencing Process is caring and compassionate for both the bullied and the bully.
  - their action reflects the culture of the school.



# **Additional Outcomes from the TRANSFORMATIVE DISCIPLINE® Model**

- Stronger sense of pride and belongingness for all members of the community.
- Reduced incidents of bullying.
- Increased support for the bullied and the bully.
- Increased support for the bystanders to take action.
- Reduced absenteeism.
- Reduced behavior problems.
- Increased time for academics.



# "Best Practice" Assessment Tools: Anti-Bullying

## **Greene's\* Effective Anti-bullying Program (2006)**

Effective policies create a school environment

***for all students*** that include:

- character education.
- safe ways to deter bullying.
- an anti-bullying curriculum integrated into the regular educational program.
- adult role models.
- a proactive approach for bystanders that is accepted by all.
- active parent/teachers coordination.

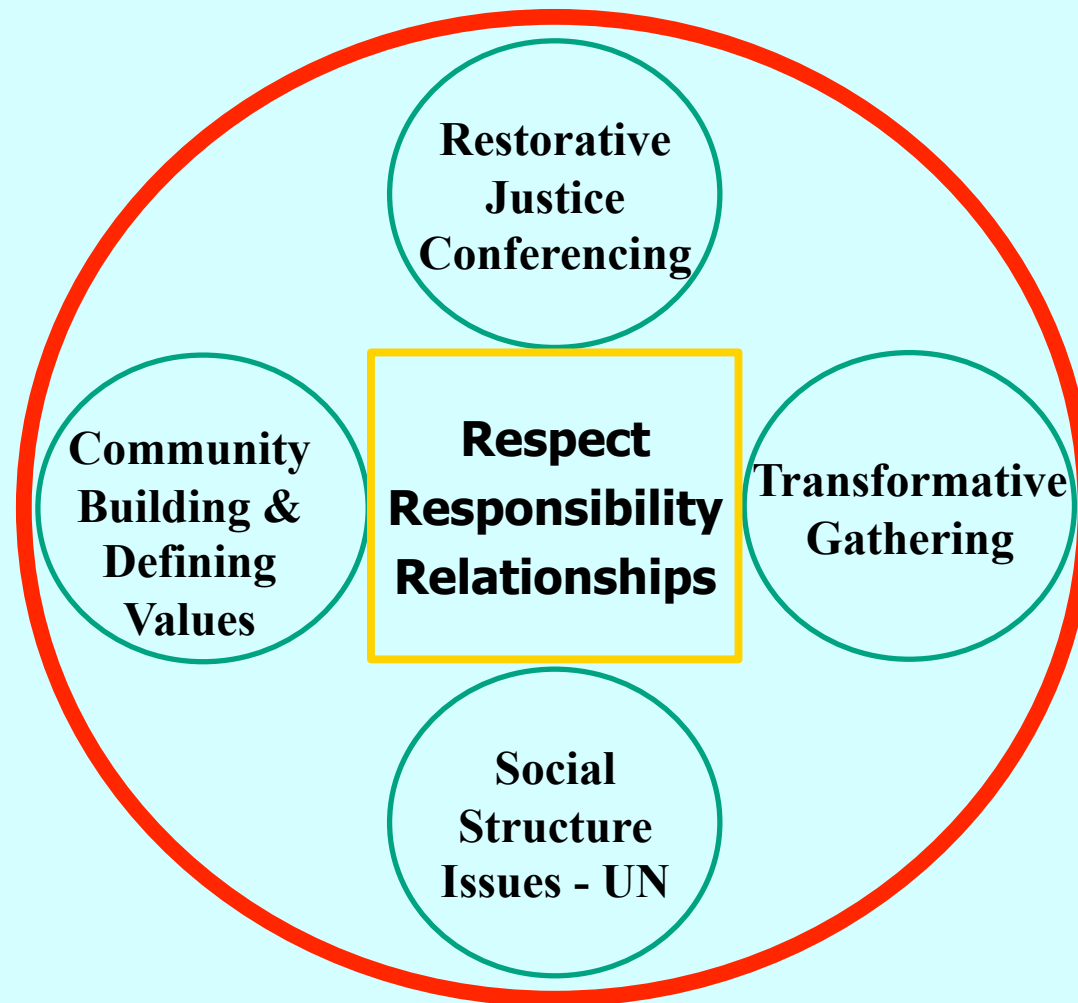
\* What Works, What Doesn't Work in Bullying Prevention Strategies

Michael B. Greene, Ph.D., Director, YCS Center for the Prevention of Violence



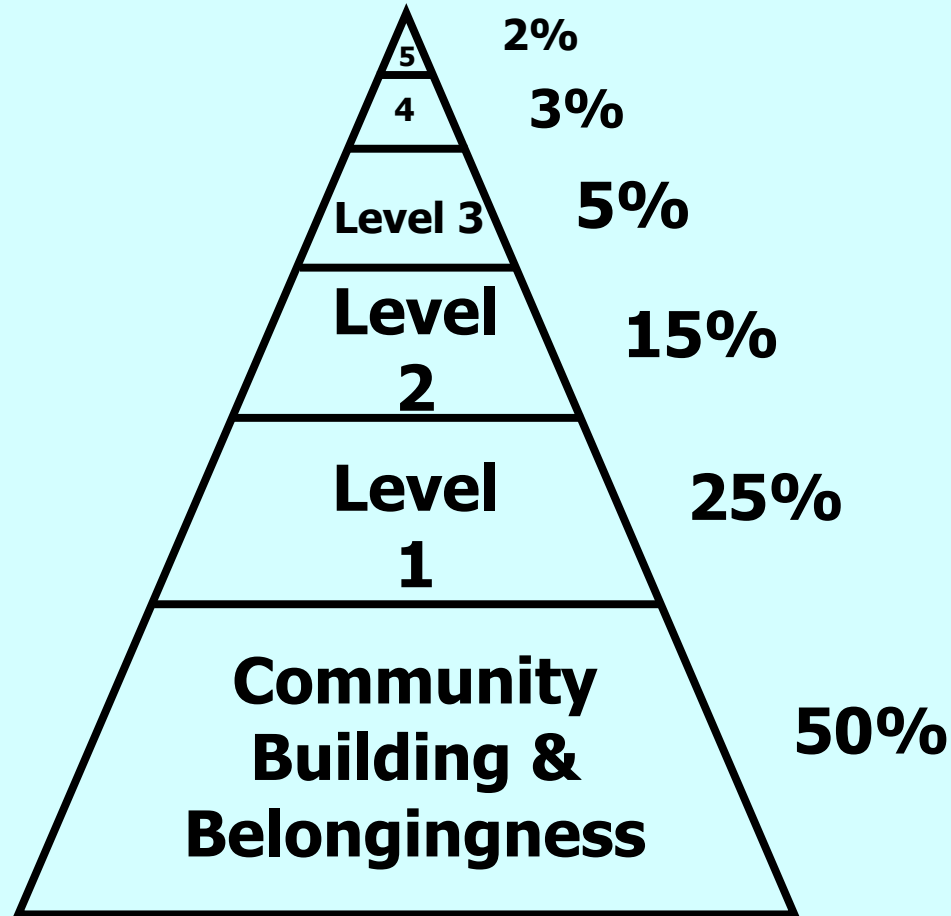
# **TRANSFORMATIVE DISCIPLINE®**

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# TRANSFORMATIVE DISCIPLINE®

## Time & Effort Budget



# Implementing a TRANSFORMATIVE DISCIPLINE® Program in Your School

Implementation Involves Multiple Easy Steps:

1. Pre-implementation Assessment
2. Training
3. Implementation
4. Assessment
5. Review and Revise



# School-wide Pre-Implementation Assessment

- What ‘core values’ are critical to your community?
- An assessment with respect to 3R’s plus values identified above is completed.
- This can be done with an assessment survey provided by the author.
- What programs are currently in use which contribute to building ‘community’ and supporting core values.



# Training: Workshop I - Staff Training

This is a step-by-step, engaged learning process designed to define, implement, and assess a TRANSFORMATIVE DISCIPLINE® Program for your school.





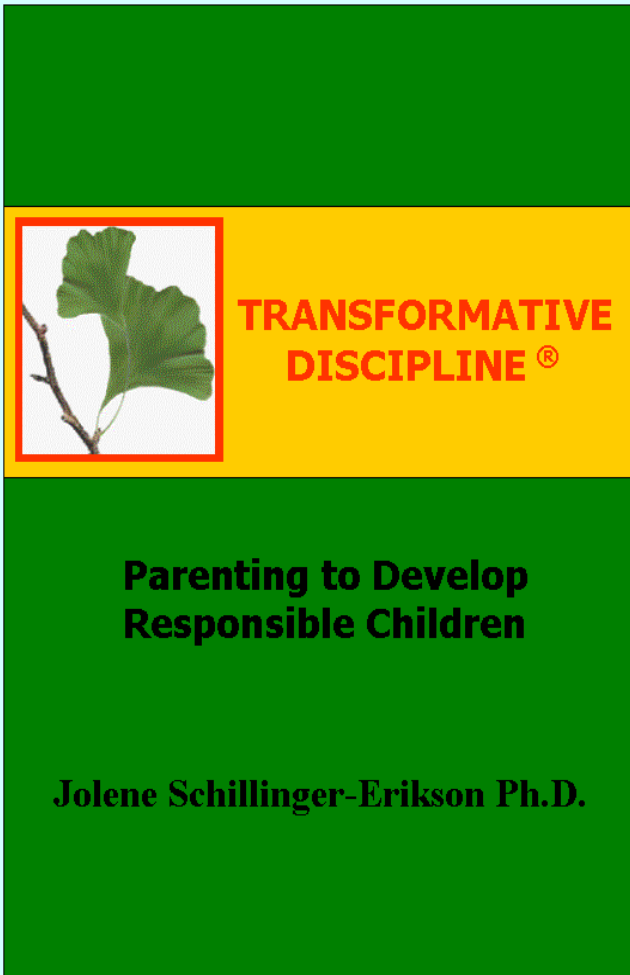
# Training: Workshop II - Parent/Community

This second workshop informs parents and students about your TRANSFORMATIVE DISCIPLINE® Program to address bullying:

Included are:

- Your goals for their students
- How you will assess program effectiveness
- How they can participate in the program

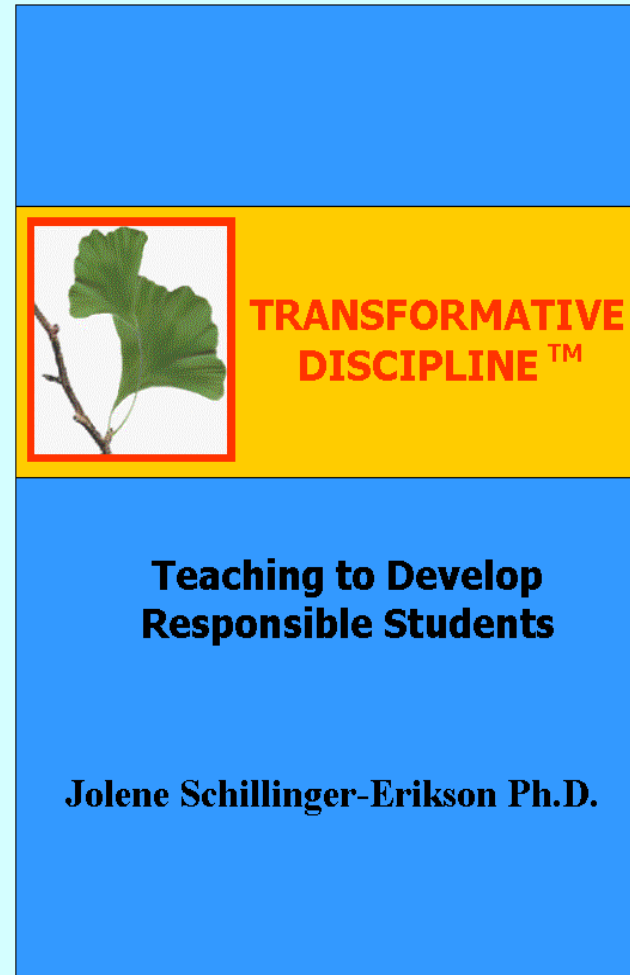




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**Parenting to Develop  
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**Teaching to Develop  
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## Final Thoughts

- TRANSFORMATIVE DISCIPLINE®: Teaching to Develop Responsible Students was written for the individual teacher who wishes to bring RJ to her/his classroom.
- An entire chapter is devoted to bringing the program to the entire school.
- In the model, students should be involved in the planning, assessment and implementation as much as possible.



## Contact Information

jschillinger@nec.edu

kenerikson@ieee.org

TRANSFORMATIVE DISCIPLINE<sup>®</sup> books may  
be purchased through Amazon.com



<b>WORKS</b>	<b>DOESN'T WORK</b>
Focus on Role of Bystanders	Focus Only on Bullies, Victims
Peer Support Networks (e.g., Friendship Circles), Inclusion/ Support for All Students	Stigmatizing Victims via Specialized Efforts (e.g., Victim Support Groups)
Adults Model Supportive Relationships	Adults Model Intimidation, Anger, Power
Ongoing Classroom Interaction, Exercises, Collaborative Learning	Competitive Learning Only, No Systematic Curricular/Classroom Approach
Systematic Education about Impact of Bullying	Limited Education (e.g., response to incidents)
Active Role for Students (e.g., as bystanders)	Passive Role for Students
Active Parent Involvement, Coordination with Parents	Parents Isolated, Passive, Uninformed
Advocacy with School Board, Community	Focus Only on a Teacher or Principal

**With permission, Michael B. Greene, Ph.D., Director  
NJ Coalition for Bullying Awareness and Prevention (2005)**



<b>WORKS</b>	<b>DOESN'T WORK</b>
School Climate Change	Individual Counseling
Safe Ways to Report, Proactive Identification of Bullying Incidents and Relationships	Accepting Bullying as Normal, Inevitable, Right of Passage, Only Responding to Reported or Standout Incidents
Character Education for All Students <b>Example: The 3R's of Respect, Responsibility, and Relationships (added by author)</b>	Assertiveness Training for Victims of Bullying, Empathy Training for Bullies
Graduated Sanctions	Zero Tolerance Policies
Focus on All Types of Bullying	Exclusive Focus on Direct Physical/ Verbal Bullying
Integrated Bullying Curriculum	Bullying Education Restricted to Single Subject (e.g., 'health ed')
Ongoing Efforts, Coordinating Committee	Isolated efforts, Lectures, Special Auditorium Events

**With permission, Michael B. Greene, Ph.D.  
 NJ Coalition for Bullying Awareness and Prevention (2005)**



<b>WORKS</b>	<b>DOESN'T WORK</b>
Teacher/Administrator Training	Assumption of Knowledge
Ongoing Surveys, Focus Groups	Assuming Issue is Adequately Addressed
Constructive Sanctions, Positive Behavioral Supports, Acknowledging Positive Change	Shaming Bullies
Dissemination of Simple Rules and Rights	Complicated Policies
Focus on Strengths	Focus on Deficits
Consistently Enforced & Fair Rules, Sanctions	Selective Enforcement of Rules and Unreasonable Rules, Sanctions

**With permission, Michael B. Greene, Ph.D., Director  
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# Evidence-Based Design

TRANSFORMATIVE DISCIPLINE® is a Restorative Justice based model based on the evidence from:

- Restorative Justice Theory and Practice (Zehr, 2002; O'Connell, 1999; Braithwaite, 2002);
- Criminal Justice based Statistics (Strang, 2007; McCold, 2003)
- Belongingness Research
- Restorative Justice Education Programs (Morrison, 2005; Ahmed, 2001; Riestenberg, 2002}
- Greene's Research on Effective Bullying Prevention Programs (Greene, 2005; Ahmed, 2001)

