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Effectively Integrating Dance/Movement Therapy and Restorative Justice into High School Programs

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Abstract

The purpose of the thesis is to develop a stand-alone program that has added dance/movement therapy informed interventions to an existing restorative justice program for high schools to implement. The high school program is designed to support youth in repairing damaged relationships caused by different behavioral issues. As schools are transitioning from punitive punishment to a more restorative approach to discipline, this program provides a new way of incorporating a more holistic approach to restorative justice and the healing process using movement of the body to further empathic understanding. Students will be able to learn from their mistakes and understand the impact their actions have on others. Dance/movement therapy can provide a medium for connection between students when words might fail. The goal of the program is for two students in conflict to come to a mutual understanding with each other to create positive behavioral change moving forward.

Using the Delphi method, a theory approach logic model was employed to interpret relevant information. Specifically, collaborators who are experts in school settings participated in semi-structured interviews and questionnaires. The collaborators consisted of a school culture specialist, head of student services, and a dance/movement therapist who has experience working in schools. Literature on punitive discipline, restorative justice, and dance/movement therapy are discussed to provide a framework to understand the development of the program. The final product focuses on student-to-student conflict. The structure of the final product involves individual pre-meetings, a meeting between the involved students, and individual post-meetings.

Acknowledgment

First and foremost, thank you to my father for your constant love and support throughout my time in grad school. You have always encouraged me to pursue my dreams and been with me each step of the way. To my fellow cohort, thank you for your motivation throughout this thesis process. Your continuous words of encouragement kept me going in moments of stress.

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Mariah, thank you for being my reader and advancing my thesis with your knowledgeable feedback Lastly, thank you to my collaborators for being willing to openly share your ideas and provide thoughtful feedback throughout this process.

Dedication

I would like to dedicate this thesis to all students who have felt unheard and misunderstood while at school due to their behavioral issues. I hope that more schools can begin to support the process of rebuilding peer relationships through an empathic learning process that involves the body.

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Chapter 1: Introduction

Development of this program was motivated by my passion as a dance/movement therapy intern in a high school. Through this experience, I have witnessed the power of *restorative justice* (see Appendix A) practices for high school students who are in conflict with another student. However, I have also noticed limitations to the process. Restorative justice practices in educational settings focus on the verbal communication between two individuals or a group. Therefore, I wanted to develop a new way of incorporating a more holistic approach to restorative justice and the healing process using movement of the body to further empathic understanding.

Purpose

The purpose of the thesis is to develop a stand-alone program that has added *dance/movement therapy (DMT)* (see Appendix A) informed interventions to an existing restorative justice program for high schools to implement. The program will integrate DMT interventions and restorative justice interventions to repair damaged relationships caused by different behavioral issues at schools. Students will be able to learn from their mistakes and understand the impact their actions have on others. The goal is for students to come to a mutual understanding to create positive behavioral change. The benefit of adding the DMT interventions to existing restorative justice approaches is deepening the healing process through verbal and non-verbal communication. Bringing in the body can allow students to better understand how their actions impact another student and themselves as movement behaviors are brought to light. Using movement allows students to achieve emotional, cognitive, physical and social integration (American Dance Therapy Association [ADTA], 2016).

The overarching goal of restorative justice is to create just and equitable learning environments, nurture healthy relationships, and repair harm by transforming conflict (Evans & Vaandering, 2016). By bringing together community members directly involved in an incident, these individuals can focus solely on conflict resolution through a brief and resolution-oriented lens to forge closer relationships informed by protocols (Brown, 2013; Gardner, 2016; Wachtel, 2016). This is neither a counseling or mediation process. Rather, the restorative justice process is used to demonstrate to students how to resolve conflicts on their own in the future (Wachtel, 2016).

Currently, there are no known DMT restorative justice programs in schools. In DMT, thoughts and feelings are expressed and processed both verbally and nonverbally. Movement and breath signify the start of life by preceding language and thought (Chaiklin & Wengrower, 2016). Gestures emerge immediately as a means of expressing the human need for communication (Chaiklin & Wengrower, 2016). Given that students do not learn and grow strictly from verbal methods, DMT can provide a medium for connection between individuals, especially when speech might fail (Levy, 1988). Through the use of movement, DMT addresses the body-mind connection. It also values the idea of relationship as a key part of its therapeutic process (Levy, 1988). *Kinesthetic empathy* (see Appendix A) is generated through a movement dialogue when responding in a similar form (Dosamantes-Alperson, 1984). This empathy can create a felt experience, allowing individuals to feel their needs being met as one attunes to another.

Theoretical Framework

This program is a DMT-based program utilizing DMT approaches and theories as the foundational components that guided the program development. By adding DMT to already

existing restorative justice interventions, a more holistic approach is provided that incorporates the mind and body. The theoretical framework for the program is based on *Chacian DMT* (see Appendix A), Caldwell's *Moving Cycle* (see Appendix A), and the DMT roles of witnessing and observing which are described below. The interplay of these theories promotes body awareness in students and provides support for students around being heard and understood.

DMT Theoretical Framework. DMT is a form of psychotherapy built on the premise that the body and mind are integrated, and this approach can be used to further empathic understanding. The body stores an individual's emotional history in the musculature and other psychological systems through postures, gestures, use of space, and small and large movements (Chaiklin & Wengrower, 2016). Students can increase their own body awareness through exploring movements that represent how they are feeling towards a conflict. Through DMT, individuals both relate to their community and express their own impulses and needs within that community (Chaiklin & Wengrower, 2016), which complements the goals of restorative justice. DMT and restorative justice both work towards the validation of individuals own worth and recognition of personal struggles (Chaiklin & Wengrower, 2016). The following founders of DMT influenced my approach to the development of this program. Their theories and practices inspired my movement-based interventions that are paired with restorative justice practices.

Marian Chace. Marian Chace (see Appendix A) was the founding mother of DMT and her approach fits the restorative justice practices as it is based on the assumption that dance is communication, which we all must engage in to fulfill a basic human need (Levy, 1988). Thus, dance and movement can increase communication to meet this basic human need in the context of a restorative justice process. When students are not heard, or understood by others, conflict more easily arises. Another important aspect of both Chacian DMT and restorative justice is the

circle formation to make a container for processing (Chaiklin & Schmais, 1979). Chace always

started and ended group work in a circle to provide empathic connection with individuals and

help them feel seen and heard (Chaiklin & Schmais, 1979). Chace also used various forms of

verbal and nonverbal communication to reach the needs of all her clients. These included body

action, symbolism, the therapeutic movement relationship, and group rhythmic movement

relationships (Levy 1988). Within the therapeutic movement relationship, Chace used the

process of *mirroring* (see Appendix A) to meet the clients where they were and reflect a deep

emotional acceptance (Levy 1988). Through mirroring, we communicate understanding and a

sense of coming together, which would likely be beneficial in a restorative justice process.

      Christine Caldwell. Utilizing her experience as a dance/movement therapist, Caldwell

founded and directed the Moving Cycle Institute. The Moving Cycle aims to identify, repair, and

integrate direct movement experiences for healing, growth, and transformation through four

stages (Caldwell, 2005). Awareness is the first stage where symptoms work to get our attention.

Learning to pay high quality attention to one's body brings symptoms to one's attention

(Caldwell, 2005). Harmful responses to conflict often occur when students are unaware of their

body in the moment. During the second phase of Owning, individuals commit to sensory

tracking and developing movement impulses as a holding environment for the processing of

emerging associations (Caldwell, 2005). Taking ownership of one's present moment, embodied

experience builds a framework of descent into the stored resources within us, and re-establishes a

more internal locus of control (Caldwell, 2005). This aligns with the practice of restorative

justice in helping students own their behavior in response to a conflict (Gardner, 2016). In the

third stage of Appreciation, individuals access inner resources and move with them to feel whole

and come towards a state of completion and satisfaction (Caldwell, 2005). Developing a

restorative justice program that allows students to embody their response to a conflict can help them internalize what they were and/or are feeling. Also, experiencing movement together can help resolve the conflict by moving towards completion. The final Action phase is where the healing is applied to daily living to help negotiate movement processes as they occur in daily acts and relationships (Caldwell, 2005). Once two students resolve a conflict in the presence of a facilitator, they must navigate healthy ways of dealing with that conflict while at school; for example, students must apply what they learned during restorative justice sessions during class, passing time, and lunch.

Witness and Observer. Mary Whitehouse and Janet Adler were both early pioneers in the field of DMT who utilized the role of witness and observer in their work as dance/movement therapists. Whitehouse's approach focuses on inner attending to the body and bringing those body-level experiences forward into movement (Levy, 1988). She would do this through *authentic movement* (see Appendix A) during DMT sessions. Whitehouse's basic goal was to release unconscious emotions that she believed were buried in the body (Levy, 1988). For her, dance was a form of self-expression, communication, and revelation. Attending to inner experiences may be beneficial in a restorative justice process because this could facilitate clearer self-expression. Adler focused on her role as a therapist in being a witness or taking on an empathic observer role during authentic movement (Levy, 1988). Through mirroring or nonverbally experiencing another and honoring their dance, fulfillment of a deep human need can be met (Levy, 1988). This honoring of others' experiences and needs could be beneficial in a restorative justice process.

Value of the Program

This program has the potential to positively impact high school administrators, staff, and

students. Because there is limited research on restorative justice, this will benefit high schools that are transitioning from *punitive punishment* (see Appendix A) to a more restorative approach. High schools are continuing to explore new options for discipline that enhance the school environment instead of creating toxic settings. While DMT is practiced in school settings, it has primarily been through individual or group counseling focusing on personal needs. This study has the potential to expand the application of DMT within school settings to include restorative justice practices for conflict resolution between two students. Existing uses of DMT in school settings often address the goals of enhancing self-esteem, exploring emotions, resolving conflicts, and building cooperative skills. Notably, these psychosocial goals are also shared with the goals of restorative justice (Goodgame, 2007).

Contribution of Study

This program will build upon the current body of literature of restorative justice. By developing a program that integrates DMT and restorative justice, the two fields can be bridged together. Bringing in DMT interventions to support existing restorative justice interventions provides students with a fully embodied understanding of the conflict at hand. Following development of the program, the objective is for it to be implemented in a high school for evaluation and enhancement purposes.

Chapter 2: Literature Review

The literature review begins with a description of restorative justice and the evolution of this practice. While restorative justice can be practiced in a variety of settings and systems such as the juvenile justice system, which in turn informs specific types of interventions and outcomes, this literature review is de-limited to the practice of restorative justice within the education system. The second half of the literature review focuses on existing DMT school-based programs and DMT conflict resolution strategies.

Restorative Justice

Restorative justice focuses on efforts to repair and reconcile as a response to harm caused by misconduct by rehabilitating the offender instead of engaging in retribution (Karp & Olivia, 2016; Thompson, 2016). Emerging in the 1970s, restorative justice programs attempted to bring peace to troubled relationships most commonly within the juvenile justice system (Pope, 2010). The goal of restorative justice programs is to repair harm caused by some wrongdoing through the process of bringing together the stakeholders, including the victim(s), the offender(s), and sometimes the community (Ortega, Lyubansky, Nettles, & Espelage, 2016; Wachtel, 2016). Mediators of restorative justice focus on fixing the relationship between individuals to prevent situations from protracting (Shaw, 2017). Mediators can be educators who are trained in and practice restorative justice principles for responding to challenging behaviors and harms (Evans & Vaandering, 2016).

By the 1990s, the restorative justice movement expanded from the juvenile justice system to making inroads in other settings such as schools (Evans & Vaandering, 2016; Pope, 2010). Historically, schools have used punitive methods of discipline, but those methods have proven to be ineffective in changing student behavior as a whole (Gardner, 2016). Since the late 1990s,

school systems have begun to conduct restorative justice processes to nurture the school climate and culture (Evans & Vaandering, 2016). This is an alternative way to deal with students who misbehave and have conflicts with peers, teachers, or administrators (Ferlazzo, 2016). According to the civil rights data collected by the U.S. Department of Education, 2.8 million, or 6%, of all K-12 students received at least one suspension during the 2011-12 school year (Shaw, 2017). Schools using restorative practices have reported that disrespect for teachers has declined and schools have become safer with students focusing more on studies due to restorative justice (Dalporto, 2013). Schools are continuing to search for and insist on having alternative strategies of creating a safe climate, holding all members of the school accountable, and ensuring fairness (Lyubansky, 2016).

There is an aim to facilitate learning in communities that nurture the capacity of people to engage with one another and their environment in a manner that supports and respects the inherent dignity of all. Restorative programs positively impact the culture and climate of a school, development of social skills, and quality of student-staff relationships (Evans & Vaandering, 2016). School culture grows out of people's beliefs and values. Implementing restorative justice programs allows time to identify and commit to certain core beliefs and values such as respect, dignity, and mutual concern (Evans & Vaandering, 2016). Restorative programs address relationship building, conflict resolution skills, and improving one's ability to understand social interactions and regulate emotions (Hulvershorn & Mulholland, 2018). By creating just and equitable learning environments through restorative justice, students and staff acknowledge and accept who they are with a created space that embraces everyone in the ways they require (Evans & Vaandering, 2016).

Philosophically, restorative practices differ greatly from *zero-tolerance polices* (see Appendix A), which require mandatory punishments, by providing an alternative to controlling student behavior through punitive means (Dalporto, 2013; Ortega et al., 2016). There is a shift in focus of discipline from punishment to learning and from the individual to the community (Ferlazzo, 2016). In zero-tolerance policies, bad behavior is dealt with through punishment in the form of suspension and expulsion. Conversely, restorative justice resolves disciplinary problems in a constructive way (Dalporto, 2013).

In punitive justice paradigms, there is a belief that students who make bad or harmful choices deserve retribution. The purpose of punitive punishment is to deter disruptive behavior and increase safety at schools (Thompson, 2016). Zero-tolerance polices require mandatory suspensions for certain offenses (Dominus, 2016). Restorative justice is set apart from punitive discipline due to the belief that all community members involved were affected by the unsafe or disruptive behavior, and, therefore, all community members should be a part of the healing (Gardner, 2016). There is a body of research, including a report by the New York Civil Liberties Union, indicating that students who have been suspended and lose class time are more likely to drop out of school and end up in the criminal justice system rather than improve their behavior at school (Brown, 2013; Dominus, 2016).

Restorative Justice in Schools

School systems are practical environments to explore and implement practices that are alternatives to punitive punishment. Gardner (2016) stated, "whenever a student stands in the school environment, the goal of a discipline policy is to bring them closer to a sense of community and belonging, not to alienate them further due to poor choices they have made" (p. 8). Finding successful ways to engage and build community with students, while making them

feel like adults care for their well-being, will prevent students from behaviors that are confronted by the criminal justice system later in their life (Gardner, 2016). Restorative justice programs teach students to be responsible for their mistakes by learning from them and fixing problems caused by the impact on their communities, such as drug addiction or negative use of media and technology (Gardner, 2016). Students respond negatively to punitive discipline since there is a disconnect between their transgression and the punishment the student receives (Gardner, 2016). When punitive punishment is used, students are more likely to deny their responsibility, since it will lead to punishment (Gardner, 2016). Students are more likely to stay in school with the incentive to admit responsibility through the restorative program because there is a process that will take place to make things right (Dalporto, 2013). Each school may go about that process differently due to differing beliefs on restorative justice.

It is important for schools to have a restorative philosophy that is based on their vision of community relationships and accompanying responsibilities to each other (Gardner, 2016). For a restorative justice model to be successful, educators must hold shared beliefs about the purpose of discipline and the importance of creating a positive and transformative learning environment (Gardner, 2016). This often begins with mutually agreed upon core values by educators, staff, parents, and children within the school system as a basis for establishing a sense of community.

Foundation of community. Community in a school can be defined as "a shared sense of purpose, agreed upon values towards which all members are committed to working, a sense of responsibility to other members, and a duty to work towards the safety and well-being of others" (Gardner, 2016, p. 6). Restorative programs hope to build strong relationships amongst the school community while creating a safe environment for productive learning. They achieve this by having shared values to provide common language for students, teachers, and parents to

understand what is expected (Ferlazzo, 2016). Establishing core values throughout a school provides the foundation of the culture. With a sense of community, individuals can feel a connection and responsibility to one another, which can—in turn—foster the approach to *student discipline* (see Appendix A; Dominus, 2016; Gardner, 2016). Discussing the role of community in restorative justice, Ferlazzo (2016) noted that "you can't restore justice to the community when you haven't created a community to begin with" (p. 1). With restorative programs, trust is established to allow major sources of students' misbehavior to be discovered (Brown, 2013).

A belief of restorative justice is that people are worthy, relational, and rooted in values of respect, dignity, and mutual concern (Evans & Vaandering, 2016). Furthermore, being honest and heartfelt when resolving conflict will benefit all members involved (Pope, 2010). For transformation of behaviors to occur, authority figures' responses must come from genuine care for the student and the well-being of the community (Evans & Vaandering, 2016). Having mutual core values helps establish trust in the community, which is necessary for transformation of behaviors to occur. Values of genuine care for the student and well-being of the community help to establish this trust (Gardner, 2016).

Process. The process of restorative justice allows students to take responsibility for their actions and gives students a plan to move forward in a productive manner, rather than continuing a cycle of misbehavior and punitive punishment from administration (Ferlazzo, 2016). Implementing the restorative process makes students more likely to accept punishment without resentment because they were a part of the repairing and understand their actions better (Ferlazzo, 2016). Students see restorative programs as fair structures and are more willing to be cooperative in these structures than in traditional punitive punishments (Dalporto, 2013).

Restorative justice promotes choice and fairness throughout the process. All members involved in an incident, including most importantly the victim(s) and perpetrator(s), must choose to be a part of the restorative process. The aspect of choice is a key component of restorative justice as it encourages repair caused from conflict (Wood & Masahiro, 2016). The process should never be forced, and it is worth noting that the length of time it takes for all members to feel comfortable participating in restorative justice may vary (Gardner, 2016). Furthermore, engagement of all parties in the decision making, explanation of the decision, and clarity of expectations surrounding understanding of the decision promotes fairness (Wachtel, 2016)

When students have a voice in the process—rather than just teachers—it also helps to shift the power dynamic, which is an indicator of success in restorative justice discipline models. This allows students to share their side of the story and provide suggestions for consequences that feel appropriate to them (Gardner, 2016). Equal time is given for both the victim and the accused to share their feelings about the incident to make the conversation restorative and not punitive (Ferlazzo, 2016). Often, the offenders are unaware of the impact their actions have on others until they hear it directly from the victim in a vulnerable way (Pope, 2010).

Punitive discipline techniques focus only on the student's actions and choices without understanding complexities associated with the reason for such behavior (Dalporto, 2013; Gardner, 2016). Restorative justice aims to get to the root of the problem through understanding context and outside factors, unlike punitive discipline, which helps to stop the cycle of misbehavior (Dalporto, 2013).

Structures of restorative justice. Varying structures have been implemented in restorative justice programs both within and outside of schools.

Circles. Circles are based on indigenous practices that foster collaboration through the values of inclusiveness, respect, bringing the community together to deal with issues, and supporting the healing process (Brown 2013; Dalporto, 2013). In restorative justice practice, a circle promotes a dialogue process that brings the community members who have been impacted by an incident together to collectively come to a restorative solution in a safe and supportive space (Gardner, 2016; Pranis, 2014). The dialogue process promotes understanding, self-responsibility, and action among the individuals involved in the conflict (Ortega et al., 2016). Circles can include just the offender, victim, and mediator, or a larger group. Self-reflection makes restorative circles different than other dialogues (Ortega et al., 2016). It is important to give students and teachers the opportunity to sit in a circle and speak to the effects of a given incident (Dominus, 2016). Everyone involved in the circle has a gift to offer when trying to find a solution to the problem (Pranis, 2014). Circles are not only conducted in response to wrongdoing; they are also a method of bringing the school community together to know each other and function more effectively as a group by building a sense of community (Ferlazzo, 2016).

Student support groups. Discipline that matches the offense can be offered through student support groups (Gardner, 2016). Student mediators lead the peers through a process of reflection and problem-solving to prevent minor incidents from developing into significant transgressions (Gardner, 2016). Peer programs enable students to take responsibility for their actions and begin to repair the harm caused by their actions (Gardner, 2016). The process also allows for all individuals involved in an incident to tell their narrative to an impartial member of the peer support group (Ferlazzo, 2016). Peer groups can be helpful in engaging students at the school because they hold students accountable for their disciplinary actions (Ferlazzo, 2016).

Outcomes. There are both positive outcomes and challenges resulting in school systems shifting from punitive punishment to a more restorative approach to discipline. While students have the opportunity to take responsibility for their actions (Gardner, 2016), they also may respond with resistance. Furthermore, relationship-building and changing school culture take time and strong support from staff and students (Gardner, 2016).

Students can take ownership of dealing with conflicts safely and have reported that working through conflicts was better than fighting (Lyubansky, 2016). This process also empowers students to apply skills learned in the restorative programs to conflicts outside of the school setting (Dalporto, 2013; Lyubansky, 2016; Ortega et al., 2016). Giving students more internal control can help improve their relationships (Shaw, 2017). Students have the opportunity to discuss the actual issue with their peers instead of just fighting back and forth without knowing each other's perspectives (Lyubansky, 2016; Ortega et al., 2016). The process fosters emotional bonds between individuals and among the community (Wachtel, 2016). Teachers give fewer detentions and suspensions because of restorative programs (Lyubansky, 2016; Ortega et al., 2016). In addition to increased bonding and decreased punishments, studies have reported more academic and social achievement once restorative programs were implemented in schools. Students focus more on their academics and behave better in the classroom (Dalporto, 2013; Ortega et al., 2016).

After engagement in a restorative process, studies have reported a few challenges that can occur. It can be difficult to get all students involved to talk through a conflict instead of fighting (Ortega et al., 2016). Students may feel disappointment when they want to participate in the restorative process and the others involved in the conflict do not want to partake. It can also be

frustrating when individuals feel that their peers lied in a restorative process or did not take it seriously (Ortega et al., 2016).

      Implementation. For a school, the process of beginning a restorative program can be challenging. It can be difficult to get all teachers and administrators to agree to the process. Many are reluctant and believe that, in schools, the adults should be in charge and the students need to follow the rules (Gardner, 2016). Restorative justice programs are a multiyear process to transform the culture that has been in place for a long period of time (Brown, 2013). Once schools get on board with restorative programs, there is also the issue of ensuring quality practice with the continuous growing of restorative programs (Karp & Olivia, 2016). For example, the circle process is more than setting up chairs in a circle. There must be careful preparation for good practices to be utilized when a teacher or mediator is facilitating the circle with a non-judgmental lens (Dalporto, 2013; Pranis, 2014). Another limitation is that the majority of the research conducted on restorative justice only focuses on comparing school discipline records for the number of detentions and suspensions pre-and-post-implementation of restorative justice programs (Lyubansky, 2016). Understanding other outcomes such as change in school culture or peer relationships would clarify the benefits of restorative programs. Further research can help to expand the growth of restorative programs in schools. Other school-based programs have integrated DMT into the curriculum that focus on violence and prosocial skills. These programs are useful in understanding how DMT has impacted the schools in which they have been implemented.

Dance/Movement Therapy School Programs

      Two existing DMT curriculums that address violence prevention and prosocial skills in schools are Rena Kornblum's *Disarming the Playground* and Nancy Beardall's *Mentors in*

Violence Prevention Program. Both programs use movement-based interventions to bring students into their bodies to foster a connection between their physical, emotional, and verbal responses.

As a dance/movement therapist, Kornblum created a school program utilizing body and mind as equal partners in developing the skills necessary for creating a safe world through movement to prevent violence. All acts of violence require movement; therefore, so do all acts of peace (Kornblum, 2002). Students acting out violently are moving their bodies to represent their inability to control emotions such as anger. Using DMT in a violence prevention program at a school allows students to re-educate their bodies to move toward a positive solution (Kornblum, 2002). When two students are in conflict, movement must occur for resolution to take place. The curriculum of the violence prevention program is designed to impact the targets and witnesses of aggression as well as the aggressors (Kornblum, 2002). Self-settling is practiced through the introduction of abdominal breathing as well as other activities developed by Kornblum. Using a combination of movement, discussion, and creativity to work towards change, emotional needs are addressed and students have more energy available for learning (Kornblum, 2002).

As the creator of the Mentors in Violence Prevention Program, Beardall incorporated movement activities to engage the students in the program's curriculum. The program provides high school students with the experience of mentoring their peers and middle school students to increase student's body awareness and increase respectful interactions among peers (Beardall, 2007). Students have the opportunity to witness, dialogue, and reflect while being in relationship with others about the impact their actions can have towards intervening in a violent act. This helps develop a mindfulness towards empathizing with others and supporting each other (Beardall, 2007). Restorative justice programs have similar goals. Movement activities included

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in the program are a gesture piece for students to move through as they embody the process of relating to others while in conflict. There are also visualization exercises for students to recall times when they were harassed, as well as a movement activity with areas of the room labeled as agree, disagree, and unsure to encourage dialogue about different ideas and values (Beardall, 2007). This DMT-informed program encourages an open process of discussion and provides the ability for students to shift their thinking, which is important for a restorative program to promote, as well.

Summary

Restorative justice practices began in the juvenile justice system and have expanded into schools over the years to repair damaged relationships. Within the school system, administration and staff needed an alternative to the zero-tolerance policy to reduce detentions and suspensions. This approach allows students to take responsibility for their action to create peace in their communities. Building support from all members of a school community enhances the positive impact of restorative justice programs.

These are two examples of DMT programs implemented in schools that focus on violence prevention and building prosocial skills. Creating a DMT Restorative Justice Program can fully effect the culture of a school by promoting prosocial skills, and therefore, preventing violence and conflict from occurring within the school altogether. Integrating DMT interventions into restorative justice programs allows students to increase their body awareness and empathic understanding of others through the body mind connection. This is important since the body and its nonverbal expression as a source of information cannot be ignored in the process of healing (Chaiklin & Wengrower, 2016). This creates a more holistic approach to healing as students work through a conflict.

The following program was created through the guiding question of how can DMT and restorative justice be integrated effectively into high school programs to repair damaged relationships caused by different behavioral issues at schools. The purpose of the thesis is to develop a stand-alone program that has added DMT-informed interventions to an existing restorative justice program for high schools to implement. The program is designed to support youth in repairing damaged relationships caused by different behavioral issues.

Chapter 3: Program Development

I developed this program as a research-informed program: evidence from current research and practices of restorative justice were used to build it (Substance Abuse and Mental Services Administration, n.d.). In the future, the program can be documented through evaluation to eventually become an evidence-based program. Evidence-based programs are interventions that have observed effects as the consequence through accepted scientific methods of program evaluation (Substance Abuse and Mental Services Administration, n.d.).

I used the theory approach logic model to inform the development of this program (see Appendix B). I gathered information through the Delphi method which involved three rounds utilizing collaborators. The steps of the Delphi method will be discussed in detail later in this chapter.

Theory Approach Logic Model

I used the theory approach logic model in the development of this program. The Work Group for Community Health and Development (2013) stated that effective logic models make a visually detailed statement of the activities that cause change; those results are what the community can expect to see. Such a model examines what needs a program is addressing, resources available or necessary to implement the program, activities, and expected outcomes (W.K. Kellogg Foundation, 1998).

The theory approach model focuses on the theory of change that has influenced the design and plan for the program. This specific approach required explanations for the reasons as to why there should be examination of the integration of DMT and restorative justice to create a program. The theory approach model indicates reasoning as to how and why such a program will work upon implementation at a high school (W.K. Kellogg Foundation, 1998).

Problem. This program addresses the issue that school systems are facing as they are scrambling to identify and adopt more effective models for addressing issues of discipline and healthy school climates (Gardner, 2016). Schools have traditionally used detentions and suspensions as a way of handling conflict. However, these approaches have not proven successful in repairing peer relationships and have also had long-term negative consequences such as increasing rates of school drop-out and later involvement in the criminal justice system (Evans & Vaandering, 2016; Gardner, 2016). This program addresses the need to find new ways of resolving behavioral issues that cause conflict between two students in a high school setting. Although restorative justice programs have begun to do so, they can be limiting as they only focus on processing to promote changed behaviors. Interning at a high school allowed me to immerse myself in the setting in which this program would be implemented. As I assessed the problematic areas within the restorative justice program present at the school, I targeted areas for improvement. DMT has the potential to enhance social, emotional, and cognitive competence through the use of nonverbal communication and the body-mind connection.

High school needs. The needs that led me to address the issue of finding effective restorative justice programs in high schools include problems related to detentions, suspensions and unhealthy school climates. Millions of students are being suspended, adding up to 18 million days of lost instruction in one school year (Gardner, 2016). The zero-tolerance policy proves to be ineffective with over half of those students being suspended a second time that year (Gardner, 2016). Finding ways to help students understand the impacts of their actions can prevent further suspensions.

Desired results (outputs, outcomes, impacts). The goals I expect my program to achieve involve obtaining grants and other funding in order to implement the developed program

into high schools. I seek to provide a DMT restorative justice program that will be relatable to the targeted population. Short-term goals include increasing self-awareness, learning movement-based coping skills, increasing empathic understanding, and identifying healthy conflict resolution skills. Long-term goals of the program include decreasing school detentions and suspensions by creating a healthier school climate through the use of DMT interventions.

Delphi Method

I collected information for this program through semi-structured interviews and a series of questionnaires. My process followed the Delphi method of gathering and interpreting information. This method of gathering data from experts on a specific issue can be used to develop a range of possible program alternatives (Hsu & Sandford, 2007). This method utilizes multiple iterations as its feedback process. The process consists of typically three to four rounds that allow the collaborators to reassess the information from the previous round. I chose the Delphi Method because I believed it would best assist me in creating a program that integrates DMT and restorative justice. Having collaborators that were experts in the fields of DMT, restorative justice, and student discipline allowed me to utilize their experience to develop a program that would best serve high schools.

Collaborators. For the purpose of developing this program, collaborators were chosen based on their experience in the fields of DMT, restorative justice, or student discipline within the high school system. These collaborators gave me insight on experiences with DMT and/or restorative justice, and they assisted me in creating ideas for the program. I had three collaborators: one dance/movement therapist, one head of student services, and one *school culture specialist* (see Appendix A). The school culture specialist collaborates with school staff to implement strategies and programs designed to improve the schools culture and climate. That

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means ensuring that the school is safe and supports learning. During the recruitment process, I discussed my guiding question, my ideas, and my motivation for wanting to create this program with them. Each collaborator signed an informal collaborator agreement that clearly stated what was expected of them (see Appendix C). There were three rounds completed by the collaborators consisting of one interview and two questionnaires. The structure of each round is discussed below.

Round 1. The first round consisted of an individual semi-structured interview with each of my collaborators (see Appendix D). The interview questions varied depending on the background of the specific collaborator. All interviews were audio recorded on my password protected phone through the voice memo application. This helped to gather more information on restorative justice programs that are already established and generated ideas to improve those programs through the use of DMT. The questions focused on identifying specific DMT or restorative justice interventions the collaborators are using and their effectiveness, theoretical approaches that would best fit the program, and other needs to consider for successful implementation. This information was used to create the first draft of the program logic model.

Round 2. The program logic model was created based on the information received from the semi-structured interviews. Once created, Delphi collaborators completed a qualitative questionnaire through Survey Monkey online (see Appendix E). The questionnaire consisted of broad questions relating to the program logic model to review and confirm accurate information. (Hsu & Sandford, 2007). The feedback provided during this round informed the content creation of the program.

Round 3. In the third round, collaborators reviewed the program content and answered an additional questionnaire that involved more specific questions about the program to ensure it

best addressed the outputs, outcomes, and impacts of the program (see Appendix F) (Hsu &
Sandford, 2007).

Ethical Considerations

Prior to conducting the Delphi Method, collaborators signed an informal agreement to
ensure their safety. The agreement summarized the development process and expectations as
collaborators. Within the agreement, collaborators could choose to be identified or remain
anonymous. Either way, all documentation being used for the development of the program was
stored on my personal laptop. The laptop was password protected and remained near me or
stored at my private home. Power dynamics within the developer and collaborator relationship
were not an issue due to the nature of the information gathering process used in the logic model.
Consensus between the collaborators established through the Delphi method prevented any
collaborator from having more power. In addition, I had a conversation with each collaborator
prior to their consent to ensure that all were clear of the expectations included in their role. As
collaborators, the program content did not belong to those individuals. Furthermore, no student
information was shared. De-identification was used when discussing examples of specific cases.

A bias that was addressed through the Delphi Method was my feelings about the high
school population. Interning at a high school has been a challenge regarding students'
willingness to engage in movement. I experienced initial resistance among my students when
prompted to shift from verbal to nonverbal directives during sessions. Exploring new ways to
invite this shift in a more comfortable way increased curiosity around movement exploration.
Developing a program that integrates DMT and restorative justice needed to fit this populations
needs. Working with my collaborators helped me determine how much movement should be
integrated and how to do so effectively. A related personal bias that was addressed through the

collaboration process was my preferred DMT interventions as a dance/movement therapist. While facilitating, I prefer breathing interventions and authentic movement. Feedback from my collaborators ensured that my expectations from the students were more aligned with reality since DMT is a new concept with little time to develop the skills for authentic movement. Therefore, the collaborators helped me to create an intervention that was informed by the practice of authentic movement instead.

It is also important to recognize that I developed this program from my own lived cultural experience and what I have observed while interning in the school. As my own cultural humility continues to evolve, I understand that different cultures may have their own beliefs towards the repairing of damaged relationships due to conflicts.

Conclusion

A theory approach logic model was used in the development of this program. The model addressed the transition schools are making from punitive punishment to restorative justice approaches to resolve conflict. The resources needed, activities to address issues, outputs of those activities, hopeful short-term and long-term outcomes, as well as potential impacts were identified in the logic model. The model can also be used once the program is implemented for future evaluation.

The three rounds of the Delphi method were helpful in formulating the content of the program. Having collaborators throughout the process provided opportunity for brainstorming and modifications to be made. The final product addresses conflict between two students involving five separate meetings. DMT interventions have been integrated into a restorative justice programs to create a holistic approach to the repairing process.

Chapter 4: Dance/Movement Therapy Restorative Justice Program

As I saw a need for schools to address student conflict, I wanted to develop a program that used DMT interventions to do so. As schools are transitioning to a more restorative justice approach to discipline instead of punitive punishment, I recognized the need to deepen the processes based on students' inability to fully embody, or experience on a bodily level, the impact of their actions. I asked the question, how can DMT and restorative justice be integrated effectively into high school programs to repair damaged relationships caused by different behavioral issues at schools? The purpose of developing this stand-alone program is to add DMT-informed interventions to an existing restorative justice program for high schools to implement. The following DMT restorative justice program consists of three different meeting outlines with the first and third meeting being facilitated with each student individually.

The overall goal of the program is to repair damaged peer relationships at high schools. Through the process, students will have the opportunity to verbally express how they are feeling and explore their emotional response to the conflict through movement, as a means of deepening their own understanding of it. A dance/movement therapist can facilitate this or it can be co-facilitated with a restorative justice facilitator. The hope is that within high schools, the implementation and expansion of this program can improve conflict resolution skills, which will be discussed in the next chapter.

This DMT restorative justice program is divided into five meetings, utilizing the three outlines below. The first two meetings follow the same agenda, but are conducted with the two students individually, as well as the last two meetings. Depending on the outcome of the post-meetings with each of the students, returning to the agenda of the third meeting may be required. The outline of each meeting is divided up by the separate activities with a correlating time limit

to assist facilitators in completing all interventions. A brief description of each activity is provided with rationale behind the intervention. Lastly, there are specific take away points that should be met during each of the meetings.

Pre-Meetings

*This format will be used to facilitate individual meetings with the two students

- ❖ Total Time: 55 minutes (one class period)

- ❖ Location:
  - ➢ Designated room for DMT restorative program
  - ➢ Allow student to choose where they sit when they first enter the space (chair, pillows, floor) to increase comfort

- ❖ Activity: Introduction
  - ➢ Time: 8 minutes
    - ▪ Facilitator introduce self
      - *Share movement to represent self*
    - ▪ Student introduce self
      - *Share movement to represent self*
    - ▪ Facilitator review their role during the process
    - ▪ Describe purpose of meeting
    - ▪ Emphasize potential benefits of restorative process
    - ▪ Describe the process
    - ▪ Allow time for questions

- ❖ Activity: Student Consent/Confidentiality Agreement (see Appendix G)
  - ➢ Time: 3 minutes
    - ▪ Student return Consent/Confidentiality Agreement
      - Parent/Guardian signature required if under the age of 18
    - ▪ Assure student the meetings are confidential as well as the limitations of that confidentiality by reviewing the confidentiality agreement, and allow for questions

- ❖ Activity: Grounding in the Present Moment (see Appendix A)
  - ➢ Time: 12 minutes
    - ▪ *Ground the student before talking about the conflict*
    - ▪ *Help student stay in the present moment while managing strong emotions that might arise*
    - ▪ *Give student a new coping skill to use when conflict occurs*
    - ▪ *Supports emotional regulation*
    - ▪ *Increase body awareness*
    - ▪ Teach student grounding techniques in progressive order below. If student is unable to comfortably access relaxation in their body return to previous grounding exercise and slow down the progression.
      - Applying Pressure to the Body
        - ♦ *Find a relaxing position (Stand, sit, or lay down) feeling the earth's support*
        - ♦ *Start at the head and work your way down the body*

- ♦ *Take hand and squeeze each body part for comfortable amount of time (count ranging from 1-6 seconds)*
- ♦ *Release hand*
- ♦ *Allow time for muscle to relax into the ground before moving on to next body part*
- ♦ *Continuously being aware of earth's support*
- Adding Breath with Squeeze
  - ♦ *Repeat above steps but add breath to each squeeze*
  - ♦ *Inhale through nose counting for comfortable amount of time (count ranging from 1-6 seconds) while squeezing*
  - ♦ *Hold breath and squeeze for a moment*
  - ♦ *Exhale through mouth counting for comfortable amount of time (count ranging from 1-6 seconds) letting go of hand*
  - ♦ *Allow time for muscle to relax into the ground before moving on to next body part*
  - ♦ *Continuously being aware of earth's support*
- Muscle Contraction with Breath
  - ♦ *Become aware of breathing, noticing abdomen rising and falling with each breath*
  - ♦ *Take breath inhaling through nose counting for comfortable amount of time (count ranging from 1-6 seconds)*
  - ♦ *Hold breath for a moment*
  - ♦ *Exhale through mouth counting for comfortable amount of time (count ranging from 1-6 seconds) as stress and tension are released*
  - ♦ *Feel body relaxing into the Earth*
  - ♦ *Repeat 3 times*
  - ♦ *Allow breathing rhythm to return to normal and relax*
  - ♦ *Start at the head and work way down the body bringing awareness to each muscle group*
  - ♦ *Inhale through nose counting for comfortable amount of time (count ranging from 1-6 seconds) while contracting each muscle firmly but gently*
  - ♦ *Hold breath for a moment*
  - ♦ *Exhale through mouth counting to four comfortable amount of time (count ranging from 1-6 seconds) while releasing muscle*
  - ♦ *Allow time for muscle to relax into the ground before moving on to next body part*
  - ♦ *Continuously being aware of earth's support*
  - ♦ *Notice how different the muscles feel when tensed verses relaxed*

- ❖ Activity: Information Gathering
  - ➢ Time: 12 minutes

- Introduce "I" statements
  - *Increase student ownership and responsibility for their thoughts, feelings, and opinions*
- Remind students of grounding technique to utilize to help manage emotion or if starting to feel dysregulated
- Ask the student the following questions:
  - *What happened?*
  - *What led up to the conflict?*
  - *What was the impact of their actions?*
  - *What needs to happen moving forward?*
- Discuss importance of having support in the high school
- Determine what/who would be supportive for the student

❖ Activity: Movement Creation
  ➢ Time: 15 minutes
    - Allow student to create a postural or gestural movement that represents how the conflict made them feel
      - *Can ease nerves when asked to create movement in the next meeting*
    - Facilitator reflects movement back to student
      - *Facilitator describes what they noticed or experienced as they observed the student and reflected their movement back*
      - *Student shares why they chose their movement and what it was like to see it reflected back*
        - ♦ *Any other observations or thoughts around the movement can be discussed*
    - Inform student that they will share this movement with the other student during the joint meeting
    - Discuss reparation with student
      - *Explore ways the student may be interested in repairing the conflict*
      - *Have student create a movement that represents how they wish to be in relationship with the other student after the next meeting*
      - *Student will transition between the two movements to help inform how their relationship will transform and the steps needed to do so*
      - *Facilitator will encourage exploration of effort qualities during the transition for the student to identify what feels best*

❖ Activity: Student Conflict Meeting Ground Rules (see Appendix H)
  ➢ Time: 3 minutes
    - Share ground rules of the next meeting
    - Inquire whether student has any additional rules they would like to include before entering the meeting
    - Ask if there are any additional questions

- ❖ Activity: Closure
  - ➢ Time: 2 minutes
    - ▪ Thank student for being open to the restorative process
    - ▪ Tell student you will inform them of when the next meeting will be
    - ▪ Discuss actions moving forward until meeting
      - • Avoid or minimize interactions with the other student
        - ♦ *Create plan to do so*
          - ➢ Eating lunch in counseling office, take a different route during passing time, etc.
      - • Identify resources if conflict increases
      - • Remind student of breathing techniques to utilize as coping skills

- ❖ Take away from the two pre-meetings
  - ➢ Facilitator should feel confident in understanding the following:
    - ▪ The issue between the two students
    - ▪ How both students feel about the conflict
      - • *Ability to admit what they did wrong*
      - • *Desire to make amends*
    - ▪ Students level of commitment to the restorative justice process
    - ▪ Do the students feel prepared to attend the joint meeting?
      - • *Know what they want to communicate to the other student?*
      - • *Ready to share movement with the other student?*

<u>Meeting</u>

*Both students will be present at this meeting

❖ Time: 55 minutes (one class period)

❖ Location: Designated room for DMT restorative program

❖ Activity: Introduction
  ➢ Time: 5 minutes
    ▪ Allow transition time for the students to enter the space
    ▪ Facilitator reminds students to put cell phones in their backpacks
      • Store backpacks in corner of the room
    ▪ Facilitator prompts students where to stand
      • Have students stand in a triangle formation with facilitator allowing approximately 4-5 feet between individuals on either side
    ▪ Facilitator and students introduce self
      • *Share movement to represent self*
        ♦ *Can be movement from previous meeting or a new movement*
    ▪ Reiterate reason for having meeting

❖ Activity: Grounding in the Present Moment
  ➢ Time: 3 minutes
    ▪ Lead the students in the grounding exercise
    ▪ Stopping the progression at the stage that both students can comfortably access relaxation in their bodies
    ▪ Remind students to remain grounded in the present moment throughout meeting
      • *Prompt students to pause the meeting to return to grounding activity if needed*

❖ Activity: Student Conflict Meeting Ground Rules
  ➢ Time: 4 minutes
    ▪ Review confidentiality agreements
    ▪ Review ground rules with the students
    ▪ Include any new rules students added or would like to add now
    ▪ Ask if there are additional questions

❖ Activity: Sharing
  ➢ Time: 10 minutes
    ▪ Remind students of "I" statements
    ▪ Remind students to pause meeting to return to grounding if needed
    ▪ Introduce talking piece
    ▪ Each student gets a chance to share while holding talking piece:

- *What happened?*
- *What led up to the conflict?*
- *What were the impacts of their actions?*
  - *Students share their first movement that represents how it made them feel*
  - *Other student reflects movement back*
  - *Discuss experience, similarities and differences in movements*
- *What needs to happen moving forward?*
  - *Students share the transition between the two movements*
  - *Other student reflects movement back*
  - *Discuss experience, similarities and differences in movements*

- ❖ Activity: Mirroring
  - ➢ Time: 5 minutes
    - ▪ *Increasing ability to move in synchrony with one another can enhance a feeling of connection*
    - ▪ *Promote sense of self and relatedness to the other student*
    - ▪ *Increase empathy and understanding between the students*
    - ▪ Students mirror each other's movement
      - *Students determine who is leading first and who is following first*
      - *First student moves as other follows in response to experiencing the conflict*
      - *Switch who is leading and following in response to experiencing the conflict*
      - *Students mirror each other's movement without determining who is leading and who is following in response to hearing the other student's experience to the conflict*

- ❖ Activity: Movement Dialogue
  - ➢ Time: 10 minutes:
    - ▪ *Further connects students by learning something new about the other student and why they may have come to that conflict*
    - ▪ *Expand understanding and empathy between the students*
    - ▪ Student practices being the mover and responder through a movement conversation
      - *First student creates a movement sharing somethings about themselves in relationship to the conflict*
      - *Second student responds to the movement*
      - *First student has chance to reply*
      - *Switch which student creates first movement*
      - *Discuss movements and responses*

- ❖ Activity: Creation of Student Conflict Resolution Agreement (see Appendix I)
  - ➢ Time: 15 minutes
    - ▪ Allow students to create a plan moving forward
      - • *Students create a movement together*
        - ♦ Reference the movements during the sharing activity and the discussion on the similarities and differences in the movements to help inform co-created movement phrase
        - ♦ Translate the movement phrase into a written agreement for students to reference
    - ▪ Ensure both students feel comfortable with the agreement
      - • *Ask if anything needs to be rephrased*
    - ▪ Have students and facilitator sign agreement
    - ▪ Make a copy of the agreement to give to students
    - ▪ Have students identify supports in the high school for themselves
    - ▪ Remind students that a post meeting will occur to follow up on how the agreement is being upheld in two weeks

- ❖ Activity: Closure
  - ➢ Time: 2 minutes
    - ▪ Thank students for coming to the meeting and being honest
    - ▪ Remind students of confidentiality

- ❖ Take away from meeting
  - ➢ Students openly expressed how the conflict made them feel through sharing their movement response to the conflict
  - ➢ Students came to a mutual understanding with empathy by reflecting movement back and discussing the experience, including similarities and differences of their movement
  - ➢ Students and facilitator approved of the agreement

Post-Meeting

*This format will be used to facilitate individual meetings with the two students

- ❖ Time:
  - ➢ 20 minutes (part of one class period)

- ❖ Location: Designated room for DMT restorative program

- ❖ Activity: Agreement Progress
  - ➢ Time: 15 minutes
    - ▪ Check in with student to see how they are upholding the agreement
    - ▪ Check in with student to see how they feel the other student is upholding the agreement
      - • Process through movement
        - ♦ Have student create a movement to represent how the agreement is going so far
        - ♦ Review movement the two students created together at the end of the last meeting
        - ♦ Transition between the two movements to notice similarities and differences
        - ♦ Discuss those similarities and differences
    - ▪ Make plan informed by the movements to adjust agreement if needed

- ❖ Activity: Closure
  - ➢ Time: 5 minutes
    - ▪ Thank student
    - ▪ Remind student that you are a resource they can utilize in the high school for any questions or concerns that may arise later in the school year
    - ▪ Remind student of other previously identified supports within the high school

- ❖ Take away from post meeting
  - ➢ Facilitator feels confident students can follow the agreement
  - ➢ If not, facilitator will arrange an additional meeting between students

Chapter 5: Discussion

As I began development of this program, I envisioned integrated DMT and restorative justice interventions to repair damaged relationships caused by different behavioral issues at high schools. Through the use of DMT interventions, existing restorative justice programs can enhance self-awareness and empathic understanding by involving the body. Sharing a movement experience between the two students allows each student to embody the other's feelings and make connections with their own feelings.

School systems are transitioning from zero-tolerance policies to restorative approaches in the hopes of improving school culture while decreasing detentions and suspensions (Gardner, 2016). This DMT restorative justice program provides students with the opportunity to learn from their behaviors when in conflict with another student by focusing on their own response and understanding the other student's response on a body level. It gives them the chance to embody how the conflict made them feel and how it made the other student feel. Through exploring those feelings through movement, students will have a better understanding of the conflict. By bringing the two students together for a restorative meeting using DMT, the hope is for the likelihood of the conflict continuing to decrease.

Resource Inputs

Implementation. Due to the movement-based interventions embedded in the restorative process, this program is required to be implemented by a dance/movement therapist with training in restorative justice. The dance/movement therapist must have an understanding of Chacian DMT, Christine Caldwell's The Moving Cycle, and the role of witness and observer used by Mary Whitehouse and Janet Adler. The Delphi round two qualitative questionnaire addressed the training that would be needed of a facilitator. The dance/movement therapist, school culture

specialist, head of student services and I agreed that a dance/movement therapist has the skills required to facilitate these meetings in a sufficient way.

For a program like this to be successful, there must be buy-in from administration and staff. Without their support, resistance from the school, such as an initial lack of referrals, can prevent a program from being successful. There must also be funding provided from the school for the program to be implemented. Having the mission and values of high schools align with those of the program, which focus on respecting others to establish healthy school climates can increase support. Another way to establish support is through leading informational meetings with faculty during workshops over the summer. This can provide background and understanding of the DMT restorative justice program. Giving teachers that information can also help reinforce the practices of the program in the classroom. Many schools offer opportunities for parents to attend school functions at the beginning of the school year, which would provide additional support.

Through evaluation, the program will continue to evolve as students, staff, and administrators provide feedback. Success could be achieved more efficiently by focusing on student to student conflict only when initially implementing the program in a school. Logistically, scheduling meetings with two students is easier than navigating schedule conflicts with a larger group. Therefore, the facilitator is able to address the conflict more immediately when it is a student to student conflict. Furthermore, focusing on this type of conflict allows the facilitator to directly attend to a specific interpersonal conflict instead of attending to a variety of issues causing a conflict within a group of students or an entire class.

Location. Resolving a conflict for high school students can be a difficult task when skills have not yet been developed. Providing a consistent safe space that is conducive to the program's

goals is required to assist students in feeling more comfortable during the meetings. There are several aspects of the location that need to be considered when schools choose where to implement the DMT restorative justice program. One, the room must be private so that others do not interrupt or hear what is being shared between the two students and the facilitator. Two, having the meetings take place in a room that is not a designated classroom with desks can allow the students to feel more comfortable by taking them out of the classroom environment. This can be a room in the counseling office or a separate room that is created for restorative work such as a peace room. A peace room consists of a space for students to go to defuse a conflict and avoid physical confrontation. Three, ensuring there is enough space for full body movement will allow the interventions to be facilitated safely. Four, making the space more inviting with bright colors and comfortable chairs or pillows for students to sit on, can relax students during meetings and make them feel safe. Being mindful of cultural considerations within the space is important for students of all backgrounds to feel welcomed. Including images that reflect all student's racial backgrounds in the school such as African American, Asian, Latino, and Caucasian youth can provide an all-inclusive space. In addition, including images of all gender identities and sexual orientations would enhance the inclusivity of the space.

Talking piece. A talking piece will be used during the verbal sharing between the students and facilitator. The purpose of the talking piece is to help structure the restorative conversation allowing students and the facilitator to speak without getting interrupted. For this program, the talking piece will be a stress ball. Whoever is holding the stress ball can talk. Once finished, that person gives the stress ball to the next person to speak. If there is a clear indication of who is talking at the time, it can also increase the chances of the other student fully listening to what their peer is sharing.

A stress ball was chosen due to practicality. As an individual experiences an increase in stress, their body becomes tense. A stress ball can be squeezed and released to prompt the body to physically unclench. Students will have a reminder to relax in the moment when the stress ball is in their possession.

Time. The meeting outlines divide the activities into time limits based on the assumption that the first two meetings will take one class period (fifty-five minutes) and the third meeting will take twenty minutes. It is important to clear at the onset with staff and students that while these are the scheduled times, the meetings may run an additional length if needed. Meeting times may be extended based on a variety of variables. For example, students needing to return to grounding in the present moment exercise throughout meeting can require additional time to complete all activities. Another variable is the level of intensity in which the conflict is. Some conflicts may require less time to resolve compared to others. Also, students baseline ability to resolve conflict can vary when entering the DMT Restorative Justice Program.

Activities

Referral. For students to participate in the DMT restorative justice program, they must first be referred to the program. The majority of referrals will be submitted by the discipline department at the school. Teachers and other staff members, such as school counselors or security team members, may also submit referrals. A referral form will be submitted by the individual that is referring (see Appendix J). The form will identify the two students who are having conflict with each other, and a brief description of the conflict will be included.

Confidentiality agreement. Once referrals have been submitted, and the students' consent to participate in the DMT restorative program have been confirmed, two confidentiality agreements must be signed. The first is the facilitator confidentiality agreement, which describes

how the information will be used and ensures that all information regarding the conflict is private (see Appendix K). This will help promote trust and transparency within the relationship between the students and the facilitator. The second is the student consent/confidentiality agreement in which both students participating will agree to refrain from discussing the meetings with others. Both students as well as the facilitator will be required to sign the two forms prior to the pre-meeting. If a student is under the age of eighteen, then permission from their parent/guardian will be required. The student consent/confidentiality agreement provides a section for that signature.

Included in the student consent/confidentiality agreement is the consent to release documentation to school administration, staff, or parents if deemed necessary. Students will be notified prior to information being shared if that is needed. Example of such cases would be if a student shares information pertaining to abuse, neglect, harm to one's self or harm to another. Outside of these cases, all pre-meetings, meetings, post-meetings, agreements, and preparatory work completed throughout the program will be confidential. The facilitator may document those events listed and store paperwork in the students' confidential files that are locked in the facilitator's office. The contents of those documents are confidential and may only be shared between the facilitator and the students involved in the process.

Movement-based experiential rationale. The interventions embedded into the program focus on increasing student's body awareness. Kinesthetic empathy is also addressed as the movement-based experientials promote awareness of emotional behavior in others and immediately experiencing it within one's own bodies (Chaiklin & Wengrower, 2016). This can lead to students learning the value of responsibility and the value of forgiveness through the holistic approach of repairing.

Grounding. For the purpose of this program grounding is referring to the student's ability to increase awareness to live in the present moment (Hackney, 2002). Utilizing the basic movement quality of breath, a dance/movement therapist can help students increase body awareness. Tactile stimulation of the bodies periphery such as squeezing can also help students become aware of their body (Chaiklin & Wengrower, 2016). Accessing a sense of grounding in the present moment before the meeting can increase emotional regulation to help process through the conflict in the presence of the other student. In the Moving Cycle, the first phase of awareness begins each therapy session by focusing attention on sensations, feelings, and thoughts which can be done by breathing (Caldwell, 2005). However, breathing exercises may not work for all individuals. For example, students that are cut off from their bodies or have experienced trauma may become dysregulated or dissociate when attuning to their breath. Therefore, providing a progression from using the hand to squeeze and release different parts of the body and then gradually introducing breath to this exercise followed by muscle contraction with breath can ease students into breathing exercises to gain skills for grounding in the present moment. During the meeting with both students, the facilitator will guide the students in the step of the progression that both were able to comfortably access. Dance/movement therapists are trained to attune to other's bodies and assess when an individual is becoming dysregulated; thus, making it important for the facilitator to be a dance/movement therapist. This helps to ensure that a student is not pushed outside of their window of tolerance (Siegel, 2012).

Students can access any of the three stages in the grounding exercise throughout the meeting if they start to dysregulate as a means of increasing bodily sensations. Kornblum teaches her students in the violence prevention program to use breath as well as progressive muscle relaxation to calm down (Kornblum, 2002). Having the students attend to their breath can help

them attune to changes in their own inner attitude as they are negotiating this conflict (Hackney, 2002). If the students notice tension starting to build in their bodies, they can consciously choose to tense and relax their muscles through the grounding activities and/or alter their breathing to affect their feelings, thoughts, and ways of moving (Hackney, 2002). The grounding exercises can assist the students in becoming more present and relaxed, which can facilitate the change process. Practicing paying attention to one's physical body can create an experience of non-judgmental consciousness that is needed for the healing journey of restorative justice (Caldwell, 2005). A core value of restorative justice is respect and focusing on giving respect in order to get respect (Gardner, 2016). Having the ability to first listen and look to try to understand someone before moving on to feeling and responding can be effective in preventing conflict (Gardner, 2016). This allows an individual to attune to another's body and have an empathic response.

Mirroring. Mirroring is a way for the students to connect to each other on a deeper level. It provides an opportunity for each student to kinesthetically and visually experience what the other is experiencing due to the conflict (Levy, 1988). Kinesthetic empathy can be established through this movement dialogue as a felt experience (Dosamantes-Alperson, 1984). Similar to Kornblum's program, using the physical experience of moving with others in synchrony and having spatial boundaries respected is a way of incorporating body level skills in the learning process for students (Kornblum, 2002). This can allow the students to non-verbally communicate with each other. This non-verbal communication supports the development of empathic understanding in restorative justice to assist in conflict resolution.

By embodying and attuning, the body-mind connection can affect the student's behavior psychologically, physically, and socially (Chaiklin & Wengrower, 2016). Through the act of mirroring an individual's expression of emotion or behavior, identical sets of neurons can be

activated in the student that is following along while the other student performs their movement (Berrol, 2006). This neuronal activity can provide a foundation for building empathic understanding between the two students. As a dance/movement therapist, Marian Chace would use her therapeutic movement relationship with patients to kinesthetically perceive, reflect, and react to their emotional expressions through her own body movements (Levy, 1988). This allowed for that deeper understanding at a genuine level. Traditional restorative justice programs make use of reflection in the dialogue process by having students use their own words to reflect back what they heard to increase understanding (Ortega et al., 2016). Doing so nonverbally allows that understanding to be felt at a kinesthetic level. Additionally, the inability to interpret nonverbal cues can lead to misunderstanding, making empathy so important for students to learn (Kornblum, 2002).

Movement dialogue. This DMT intervention was influenced by Mary Whitehouse's roles of mover and witness. Through the process of witnessing and being witnessed, students can communicate how they are feeling and see it being reflected back to them. The relationship being created is an active and interactive one (Levy, 1988). Chace would respond to small idiosyncratic movements and gestures that contributed to her patients' emotional expression to break through verbal defenses (Levy, 1988). Having this nonverbal communication can provide a deeper level of understanding as both students share something about themselves in relationship to the conflict. Especially when students find verbal communication to be challenging, creating a sense of respect and mutual concern for another can be created through this movement dialogue, supporting the restorative justice belief in creating a safe community (Evans & Vaandering, 2016 & Ferlazzo, 2016). Meaningful dialogue is a positive outcome of restorative justice practices allowing students to feel understood by their peers (Ortega et al., 2016). This intervention creates

conditions for that to be done with the underlying issues of the conflict to be dealt with. Restorative justice seeks to address and influence the root cause of the behavior which is supported by the students having this movement dialogue around that (Gardner, 2016). By utilizing gestures, postures, and movement phrases, individuals can express themselves which allows for self-knowledge and psychotherapeutic change (Chaiklin & Wengrower, 2016). Furthermore, this intervention continues to support empathic understanding, a goal shared by restorative justice and DMT practices.

Desired Results

The aim of integrating DMT and restorative justice into a program is to restore peer relationships at school that have been broken in some form. Those who cause and/or are affected by harms in the school should be able to articulate each other's points of view while demonstrating empathy and compassion. A school culture of being aware of one's body while moving through space within the hallways, classrooms, and lunch room, for example, can prevent conflict from occurring. Students participating in the program will be held accountable to each other, to their facilitator, and to the administration and staff at the school where it is implemented. The logic model proposes that outputs are measured immediately following implementation, outcomes are measured within the first three years, and impacts within seven years (W.K. Kellogg Foundation, 2004). There is an understand that at this point these are benchmarks that are subject to change.

Outputs. The goal of the program is to aid students in grounding in the present moment through the development of a relaxation exercise. The progression begins externally with physically squeezing different body parts and adds breath to eventually internally create tension and release in the body as a coping skill. Having students feel grounded is done through

increasing body awareness in the present moment. From this calmer, more grounded place, my hope is that DMT interventions will increase their empathic understanding towards each other. For this to happen, they will first increase their self-awareness by exploring the feelings they are experiencing towards the conflict in their body. Following this self-awareness, increasing empathic understanding for others will increase by exploring the feelings of the other student in relationship to the conflict. By exploring their own feelings and then sharing with each other, they will embody more nuanced feelings. By both cognitively and kinesthetically sharing with their peers through mirroring, the students will embody awareness to foster understanding of one another to stop the conflict. By practicing being in relationship with others through the identified DMT interventions, the students will develop the skills to resolve conflict in a healthy way by increasing their own self-awareness and increasing empathic understanding of others. This will start by the students taking accountability for their actions within the conflict. Lastly, students will be able to identify supports to help them if the conflict continues or new conflicts arise.

Outcomes. Within the first three years, this program will aim to increase empathic understanding in peer relationships throughout an entire school. As students learn the skills to resolve conflicts more peacefully, problematic student behaviors will decrease. This will lead to a decrease in detentions and suspensions. Student trust within the school will increase causing an increase in healthy peer relationships within the school. Administration and staff support will increase, as they will be witness to the outputs of the program activities. As faculty becomes more aware and familiar with the program, there is opportunity to bring those practices into the classroom. Providing staff/administration workshops to learn basic tools from the DMT Restorative Justice Program can help solidify the concepts. For example, teaching the grounding exercise for staff/administration to facilitate throughout the school day would increase students'

exposure to this technique for grounding in the present moment. This can lead to better relationships between administration, teachers, and students. Once this program has been implemented in a school for several years, the community will become more aware of its impact. This can cause incoming students to be impacted upon entry into high school knowing the expectations of the school's culture and way of handling conflict.   Once the program has been implemented for four to six years, overall problematic student behaviors will decrease.

Impact. By seven years of a school promoting this DMT restorative justice program, more of the school will be impacted. Increase in positive classroom work environments will occur, as evidenced by less student distraction, healthy peer working relationships, and increase in grades. In addition, the climate and culture of the school as a whole will improve, as evidenced by less fighting and more positive student engagement. Expansion of the program can allow additional conflict types to be resolved by bringing these interventions to the classroom. The program can be applied to conflicts between a whole classroom and a teacher or between a peer and their social group. Having more students exposed to the process of this program can also prevent future conflicts from occurring, due to students learning the tools to be in healthy relationships with their peers. By providing staff/administration workshops, grounding exercises could become a daily activity to begin each school day, for example. Also, utilizing mirroring can increase peer connection in the classroom.

Program Expansion

For the purpose of my thesis, I focused on student to student conflict resolution. My hope is that this program is a starting point to build upon for schools. It could be expanded into student and teacher conflict resolution as well as classroom or group conflict resolution. The outline of the program would be similar, but some modifications would have to be made. Considerations

would include the movement-based interventions shifting to allow for more participants to be involved. For example, and/or in addition to creating a posture or gesture, creating a sound may allow for group rhythmic activity. There may need to be additional interventions added for a classroom conflict resolution to be successful. Classroom conflict outlines would follow the same format conducting pre-meetings with the teacher in one and the students in the other. Student support groups could also be utilized for classroom conflict, allowing peers to lead the class in a restorative process using DMT based interventions. For example, peers could lead the classroom in a breathing exercise when conflict begins to arise to reduce the chance of harmful physical or verbal responses that would otherwise make the transgression more significant (Gardner, 2016).

Program Evaluation

My hope is that once this program has been implemented, an evaluation can be conducted to help the program further evolve. Comparing the decrease in school detentions and suspensions within traditional restorative justice programs compared to the DMT Restorative Justice Program could be an indicator of effectiveness. Receiving feedback from administration, staff, students, and parents would clarify what is benefiting the peer relationships and school as a whole, and what may need to be adjusted. Incorporating tools that measure social-emotional awareness would provide information regarding improved peer relationships due to the program. Increase in school attendance rates may be an indicator of the school culture improving once the DMT Restorative Justice program has been implemented. I look forward to seeing how this program may be received by a high school, and how it could grow into a larger program serving multiple schools in several different capacities.

Conclusion

As schools are navigating their way towards restorative justice practices, I believe a DMT restorative justice program could be an even more effective approach than a traditional restorative justice program. This approach adds the body into the process to allow a more holistic experience in the restoration. Students can engage in this program to embody their own response to a conflict as well as the other students' experience to develop a deeper understanding. This will lead to more body awareness and an increase in empathic understanding to prevent future conflicts and improve school culture.

An ample amount of literature reviews restorative justice practices for working with African American youth in schools. Future studies would benefit from looking at different cultural considerations when working with different populations. Researching how the resources and activities are impacted by the culture of the individual and collective whole regarding repair of relationships or violence would provide clarity on how to adjust the program to meet the needs of all cultures.

Once this program has been implemented in a school, I believe it could benefit the school culture as a whole. The purpose of this thesis was to develop a stand-alone program integrating DMT informed interventions into an existing restorative justice program for high schools to implement, as a means of repairing damaged relationships caused by different behavioral issues at schools. Students will be able to learn from their mistakes and come to a mutual understanding of their behavioral impacts to create positive behavioral change. Because DMT works with the integration of the body and mind, students' cognitive and emotional understanding is deepened.

Developing a program that integrates DMT with restorative justice provides a new application for DMT interventions, and demonstrates how both practices align with one another.

Using the Delphi method, a theory approach logic model was created to interpret information provided by research and the collaborators. The collaborators were experts in the school settings and participated in semi-structured interviews and qualitative questionnaires during the process. The structure of the final product involves individual pre-meetings that address grounding techniques to be used as a coping skill, information gathering regarding the conflict for the facilitator to understand it, and movement creation in response to the conflict to be shared with the other student. A collaborative meeting between the involved students and facilitator starts with learning the grounding exercise and transitions into movement. The movement being shared allows students to reflect back on the conflict and process how their behavior impacted others together. Mirroring is utilized for students to embody the other's feelings towards the conflict to get a better understanding of their response. A movement dialogue is facilitated to increase empathic understanding by sharing additional information that informed the students response to the conflict. The meeting ends with the students using the movements to create a conflict resolution agreement moving forward. Individual post-meetings give the students the chance to review the agreement through movement to assess the status of the relationship with the student with whom they were in conflict. The final product focuses on resolving student to student conflict in a high school setting. This is achieved by incorporating movement responses to one's role in a conflict, increasing empathic understanding through kinesthetic empathy, witnessing the embodied response to conflict of another, and co-creating a resolution to the conflict through movement.

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<center>**Appendix A.**</center>

<center>**Definition of Key Terms**</center>

Authentic Movement

A mindful movement exploration between a mover and a witness which encourages the development of consciousness (Welling, 2015). With eyes closed, the mover moves with an intention of mindfulness, allowing non-judgmental inner impulses, sensations, emotions, and/or thoughts to guide in the presence of a witness (Welling, 2015). While observing, witness becomes aware of any personal projections or judgments as they maintain an outer consciousness, creating safety (Welling, 2015).

Dance/movement therapy (DMT)

DMT is the psychotherapeutic use of movement to promote the emotional, cognitive, physical, and social integration of individuals (ADTA, 2016; Levy, 1988). Dance is communication, and through the use of movement, it can heal relationships (Levy, 1888). DMT can be used in group work as an approach to enhance self-esteem, explore emotions, resolve conflicts, and build cooperative skills (Goodgame, 2007).

Grounding

Grounding can be described as one's ability to perceive and to live in 'the here and now' (Hackney, 2002). Human beings move in relationship to the earth, as it provides support and a ground for being and moving (Hackney, 2002). The ability to sense one's self requires an embodied relationship to the earth. Earth's gravity allows individuals to sense their weighted mass allowing assertion of strength and lightness (Hackney, 2002).

Kinesthetic Empathy

Kinesthetic empathy is a form of empathy that can be demonstrated through non-verbal communication, bodily movement, and dancing—with or without verbal expression (Chaiklin & Wengrower, 2016). Empathy is the ability of one person to understand another in attempt to experience somebody else's inner life (Chaiklin & Wengrower, 2016), and—in cases of kinesthetic empathy—this is done nonverbally and/or through movement. It promotes perceiving emotional behavior in others and immediately experiencing it within one's own bodies (Chaiklin & Wengrower, 2016).

Chacian DMT

The Chace technique is a unique system of group therapy that utilizes dance/movement as a predominant mode of interaction, communication and expression (Levy, 1988). The system has a beginning (warm-up), middle (theme development), and end (closure) with its own style of intervention and purpose (Levy, 1988). There are four core concepts of Chace's work: body action, symbolism, therapeutic movement relationship, and rhythmic activity (Levy, 1988).

Mirroring

A part of the empathy process, mirroring involves participating in another's total movement experience (Sandel, Chaiklin & Lohn, 1993). It can be the act of two individuals facing each other taking turns being the leader and follower through movement. The goal is for the leader to move slowly enough for follower's movements to happen at the same time as if the leader was seeing a reflection in a mirror (Kornblum, 2002). It promotes a sense of self and relatedness to others by entering another's experience in an open manner (Kornblum, 2002; Sandel, Chaiklin & Lohn, 1993).

Moving Cycle

The Moving Cycle is based on the idea that adaptive motion promotes healing, from a cellular to organismic level (Caldwell, n.d.). These motions are built on four stages; Awareness, Owning, Appreciation/Acceptance, and Action (Caldwell, n.d.). Ideally, a psychotherapist will support a client in moving through all stages of the cycle in one session in order to create healing growth (Caldwell, 2005).

Punitive Punishment

In punitive justice paradigms, there is a belief that students who make bad or harmful choices deserve retribution. The purpose of punitive punishment is to deter disruptive behavior and increase safety at schools (Thompson, 2016). The zero tolerance polices require mandatory suspensions for certain offenses (Dominus, 2016).

Restorative Justice

Describes how an individual's dignity, worth, and interconnectedness will be nurtured, protected, or reestablished in ways that will allow them to be fully contributing members of their communities (Evans & Vaandering, 2016). The focus of restorative justice is on the efforts of reconciliation as a response to harm caused by misconduct by rehabilitating the offender instead of retribution (Karp & Olivia, 2016; Thompson, 2016).

Restorative Program

There is an aim to facilitate learning communities that nurture the capacity of people to engage with one another and their environment in a manner that supports and respects the inherent dignity of all. The goal of restorative programs is to repair harm caused by some wrongdoing through the process of bringing together the stakeholders that consist of the victim(s), offender(s), and sometimes the community (Ortega et al., 2016; Wachtel, 2016).

Restorative programs impact the culture and climate of a school, social skills development, and student-staff relationship quality (Evans & Vaandering, 2016).

School Culture Specialist

Conducts social-emotional and behavioral intervention to create a positive learning environment by also providing support and professional development addressing classroom management and school climate (Evans & Vaandering, 2016).

Student Discipline

Consequences most often in the form of detention or suspension for actions that violate a set of expectations set by school officials (Garner, 2016).

Zero-Tolerance Policies

Mandatory suspensions for offenses on school campuses that can include undesirable behaviors or possession of drugs or weapons (Evans & Vaandering, 2016).

Appendix B.

Logic Model

Program: Effectively Integrating Dance/Movement Therapy and Restorative Justice into High
School Programs
Situation: Student to Student Conflict

Resources/ Inputs	Activities	Outputs	Outcomes	Impact
In order to accomplish set of activities the following will be needed:	In order to address the problem, conduct the following activities:	Expect that once completed/underway these activities will produce the following evidence of service delivery:	Expect that if completed or ongoing these activities will lead to the following changes in 1-3 then 4-6 years:	Expect that if completed these activities will lead to the following changes in 7-10 years;
Dance/Movement Therapy Restorative Justice Person-Centered Strengths-Based Marian Chace Janet Adler Mary Whitehouse Administration and staff support Safe space (room to move with no desk) Referrals Talking piece Consent/ Confidentiality agreement	Disciple and teacher referral process Pre-meeting with students individually Meeting with the two students together Post-meeting with students individually Information gathering questions Breathing Mirroring Movement Dialogue Movement creation together Agreement creation	Ground individuals Increase empathic understanding Increase self-awareness Practice being in relationship with others Practice healthy conflict resolution skills Accountability Identify supports	1-3 Years More empathic understanding in peer relationships Decrease in school detentions/suspensions Administration and staff support increase 4-6 Years Decrease in general student inappropriate behaviors Student trust increase in the school Increases healthy peer relationships in the school	Increase in positive classroom work environments Improved climate and culture at the school Expansion of DMT restorative justice practices

Appendix C.

Collaborator Agreement

I _____, agree to collaborate with Tia Vegemast on her program development which seeks to answer the following question: How can dance/movement therapy and restorative justice be integrated effectively into high school programs to repair damaged relationships caused by different behavioral issues at schools?

Dance/movement therapy is the psychotherapeutic use of movement to promote the emotional, cognitive, physical, and social integration of individuals. The information you provide will help Tia Vegemast in developing new ways of incorporating a more holistic approach to restorative justice and the healing process using movement of the body to further empathic understanding.

I understand that my involvement in this project will consist of participating in one semi-structured interview lasting up to an hour, followed by completing two rounds of qualitative questionnaires, with the possibility of one additional round exchanged via email. Five days will be given to review content and return questionnaires. No compensation will be given in return for my participation.

I understand that I have the option of remaining anonymous if I so choose, and that I have the option of rescinding my involvement in this project at any time. The final product belongs to Tia Vegemast, allowing all final decisions during the process to be hers with collaborators input in mind.

Signature_____ Date_____

Delphi Round One Semi-Structured Interview Questions

Questions specific for Dance/Movement Therapists:

1. What would a restorative justice DMT session look like?

2. What are you doing with restorative justice in your own practice as a dance/movement
   therapist?

3. Is there a theoretical approach that would fit best?

4. Are there any specific DMT interventions that would be useful?

Questions specific for Climate and Culture Specialist:

1. What are you doing with restorative justice in the school that is working?

2. What is not working well?

3. What are the goals of doing restorative justice work?

4. What types of behavioral issues are most common in the school?

5. Do you approach restorative conversations between students differently compared to
   when teachers are involved?

Questions specific for Discipline Administration:

1. What types of behavioral issues are most common in the school?

2. What do you believe are the benefits of detention or suspension?

3. When are those discipline strategies required?

4. What do you like about the restorative justice process being utilized at your school?
   Dislike?

General Questions:

1. What type of space could be used in schools?

2. What staff presence would be necessary?

3. What class periods would work best? Before or after school time needed?

4. How long should sessions be in the program?

5. Should sessions build on each other consecutively or stand alone?

6. How would the program be advertised to administration, staff, and students?

7. What is the minimum/maximum number of participants?

8. What would be the referral process?

9. What safety concerns might need to be addressed?

10. What would be some challenges of implementing a program like this?

11. Any additional thoughts or questions?

<center>**Appendix E.**</center>

<center>**Delphi Round Two Qualitative Questionnaire**</center>

1. Are there any resources/inputs missing?

2. What training would be needed to facilitate this program?

3. Do these outputs seem correct? Any other general outputs that need to be added? How could I measure the outputs?

4. Do these outcomes seem correct? Any other general outcomes that need to be included? How could I measure the outcomes?

5. Do these impacts seem correct? Any other general impacts that need to be added? How could I measure the impacts?

6. Should students verbally share or embody how they are feeling first?

7. Should students breathe before they enter the space or breathe together once they have entered?

8. Is a parent consent needed to facilitate this with students if they are under the age of 18?

9. For the follow up meeting do you think movement should be incorporated again? If so, ideas on how?

10. Any additional thoughts or comments?

Appendix F.

Delphi Round Three Qualitative Questionnaire

1. Do the resource/inputs, activities, outputs, outcomes and impacts look correct?

2. What are some more ideas on how to measure the outputs? Outcomes? Impacts?

3. Is the chart visually appearing/easy to understand? What changes would you make to it?

4. Any additional thoughts or comments?

Appendix G.

Student Consent/Confidentiality Agreement

We, the undersigned, agree to participate in the Dance/Movement Therapy Restorative Program on the following basis:

We agree to attend:

1. A pre-meeting with the facilitator individually
2. A meeting with the student in which I have a conflict in addition to the facilitator
3. An individual post meeting with facilitator to report on progress

Each meeting follows the listed criteria:

1. No student attending the meeting should be identified outside the meeting
2. The facilitator will keep everything said and/or presented in the meeting confidential to the fullest extent possible within the confines of the law.
3. A report of this meeting and any agreements generated as part of the restorative justice process may be provided to school administration or staff if necessary.

I understand the specific conversations engaged in as part of the pre-meeting, meeting, and post meeting process will be kept in the confidence of the facilitator. The only exceptions are if any student were to threaten harm to themselves or others, or report abuse or neglect. The information may then be released to the appropriate authorities to ensure safety of all involved and/or threatened.

We understand these terms:

_____Printed Name of Student

_____ Signature of Student
*If student is under 18 years of age, a parent/guardian must give consent for student to participate.

_____ Date

_____ Printed Name of Student

_____ Signature of Student
*If student is under 18 years of age, a parent/guardian must give consent for student to participate.

_____ Date

Parent/Guardian

I give consent for my son/daughter to participate in the DMT Restorative Justice Program at _____ (school name). I understand the specific conversations engaged in as part of the pre-meeting, meeting, and post meeting process will be kept in the confidence of the facilitator. The only exceptions are if any student were to threaten harm to themselves or others, or report abuse or neglect. The information may then be released to the appropriate authorities to ensure safety of all involved and/or threatened.

_____Printed Name of Parent/Guardian

_____ Signature of Parent/Guardian

_____ Date

_____ Current Contact Number

_____Printed Name of Parent/Guardian

_____ Signature of Parent/Guardian

_____ Date

_____ Current Contact Number

Appendix H.

Student Conflict Meeting Ground Rules

- Confidentiality
    - What is shared in the meeting will not be discussed outside of the meeting with others
- Respect
    - We maintain opened-mindedness during meetings
    - We avoid criticism, pretense, insincerity, and condescending attitudes.
    - Differences are expected and accepted
    - Avoid directing profane language towards others
- Speaking & Listening
    - Everyone speaks; everyone listens
    - We listen to understand and respond with empathy
    - We do not speak unless we are holding the talking piece
- Honesty
    - Everyone communicates honestly
    - We openly share our thoughts, emotions, feelings, and reasons
- Responsibility
    - We each take responsibility for our own actions in the conflict
    - We support one another, while holding ourselves responsible for our actions.
- Movement
    - All movement is welcome as long as it is safe
- Safety
    - Do not touch others in the meeting without permission

Additional rules specific to this meeting:

Appendix I.

Student Conflict Resolution Agreement Form

We, the participants of this restorative meeting, hereby agree to the following actions as a means of healing the damage between _____ and _____:

- _____

- _____

- _____

- _____

- _____

- _____

_____Printed Name of Facilitator

_____ Signature of Facilitator

_____ Date

_____ Printed Name of Student

_____ Signature of Student

_____ Date

_____ Printed Name of Student

_____ Signature of Student

_____ Date

Appendix J.

Referral Sheet

Students Being Referred _____ & _____

Individual Referring _____ Date of Referral_____

Brief description of the conflict:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Appendix K.

Facilitator Confidentiality Agreement

As the Dance/Movement Therapy Restorative Justice Facilitator at

_____ (school name), I agree to maintain confidentiality with all information

regarding the student conflict for which I facilitate. Information shall be shared only with the

appropriate school administrators or staff if deemed necessary. Students sharing information

pertaining to abuse, neglect, harm to one's self or harm to another would require facilitator to

report information. I agree to inform students prior to releasing information. Information

pertaining to the student conflict will only be used to fulfill my responsibilities as the facilitator.

_____Printed Name of Facilitator

_____ Signature of Facilitator

_____ Date

_____ Printed Name of Student

_____ Signature of Student

_____ Date

_____ Printed Name of Student

_____ Signature of Student

_____ Date