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Cognitive Behavioral Therapy and the Correlation of Student Success in School

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COGNITIVE BEHAVIORAL THERAPY AND THE CORRELATION WITH STUDENT

SUCCESS IN SCHOOL

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APPROVED

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Abstract

Student success is the goal for educators around the world. Implementing Choice Theory and Restitution can greatly increase a student's chances of academic success. William Glasser's Choice Theory talks about the five basic needs all humans have, which are, survival, power, belonging, fun, and freedom. When these five needs are met students are able to be successful academically and will help students feel a part of their school community. Other benefits to students' needs being met are the ability for students to become intrinsically motivated, increase self-esteem, and perseverance which can lead to happiness throughout their lives. The studies measured student success through analyzing attendance records, Grade Point Averages (GPAs), increased student engagement, and a decrease in behavior referrals. Studies have been conducted in schools around the world looking at the implementation of Cognitive Behavioral Therapy (CBT), Choice Theory and Restitution, and the positive correlation with students' success at school.

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CHAPTER I: INTRODUCTION

Student success is essential to the field of education. Students in our school system have a variety of social and emotional skills due to many diverse backgrounds. Some students in a single classroom may have a secure social and emotional standing while some may struggle personally due to varying obstacles. There has been an abundance of research on students' complex personal needs but there has been limited research completed in regard to student's needs in relation to being successful in school. Recently, in the past 15 years, more research has been completed and theories made to ensure educators can take positive steps to ensure learning takes place for every student. One-way educators can see more success in their students' academics is by implementing choice theory and restitution in the classrooms and throughout buildings and districts.

Choice Theory

William Glasser's Choice Theory is a complex theory involving an individual's basic needs for survival and a needs fulfilling life. The theory states that individuals only have the power to control themselves and have limited power to control others (Glasser, 1999). The theory is designed to allow someone to take control of their own life by meeting their own personal needs in a positive manner. The five human needs that Glasser discusses in Choice Theory are; survival, power, belonging, fun, and freedom (Glasser, 1999). Glasser believed the function of all behavior is in response to meeting one's basic needs. This belief is true regardless of the perception of others and if the behavior is negative or positive behavior. The purpose of all behavior is in response to a student's need to fulfill their need for survival, power, belonging, fun, or freedom. The reason it is important to understand a person's five basic needs is that it

lends to understanding that all behavior is a function of a person striving to meet their personal needs. Once educators understand that all behavior children exhibit is purposeful educators can help students explore options to help meet their needs in a more productive manner. If these five needs are not met, students will struggle to succeed in school or other aspects of their lives. Educators have the ability to help students identify their needs and once students have the ability, they can take steps to understand and change their own behaviors. According to Scott in the article "Getting to the Heart of the Matter," behavior has a simple definition when examining the efficacy of a whole-school approach to behavior management. "A whole school behavior approach includes a positive, flexible, comprehensive systems framework developed in consultation with pupils, staff and parents. It is designed to prevent problems through the provision of clear, consistent and agreed systems, policies and procedures" (Scott, 2005, p. 30). Diane Gossen believed that all behavior is purposeful, including negative and positive behaviors. Gossen is in agreement with William Glasser that all behaviors are exhibited to try to meet one of the five basic needs (Gossen, 1998).

Five Basic Needs

Survival is the most basic and primal of the five basic needs. A person's need for survival is their need to have food, water, shelter, and fresh air (Gossen, 1998). Until the need for survival is met, a person cannot attempt to fulfill any other need. "Belonging is defined as an individual's sense of being accepted, valued, included and encouraged by others" (Scott, 2005, p. 31). When a person feels a part of a community or other systems outside oneself, they are meeting the need of belonging. The third need is the need for power, which is where self-worth is addressed. Power often refers to the empowerment of self which directly affects a person's self-worth (Brandt, 1998). The need for power is also where people feel pride in themselves and importance

in other people's lives. When a person fulfills their need for power, they are able to have a strong self-esteem (Brandt, 1998). The fourth need is freedom, which is the need for independence and autonomy. Freedom does not mean that people do not have rules or set schedules they must follow in places such as work or school. The need for freedom means that people have the ability to make their own choices and express themselves freely (Brandt, 1998).

The last of the basic needs, fun, is as important as the first four needs. Even though every situation cannot be fun, it is essential to incorporate fun into a learning environment. Otherwise, people will not be able to meet all five of their needs and progress in their learning. "Each time we learn something new we are having fun, another universal human motivator" (Irvine, 2015, p. 9). It is believed that playfulness and sense of discovery allow us to learn. Fun can be a desire to enjoy a job or school, the use of a sense of humor, the right to engage in a hobby, and the feeling of excitement concerning a leisure activity. All humans have the desire to satisfy the five basic needs, however, the amount each person requires to fulfill their needs depends on the individual. Throughout a person's life their needs fluctuate and how they fulfill their needs will change. Glasser states, "I'm saying that unless we pay attention to what students need, we will continue to have trouble teaching the basics successfully" (Brandt, 1988, p.43).

Restitution

Restitution is a philosophy based on intrinsic motivation created by Diane Gossen (Gossen, 1998). Gossen indicated that intrinsic motivation is defined as a behavior a person exhibits being driven by an internal measure instead of external stimuli such as fear of punishment or an external reward. Teachers who use the philosophy of restitution in their classroom would allow students to develop self-discipline and assist students in understanding and maintaining their personal needs (Gossen, 1998). Students who have the knowledge to meet

their needs while attending school can then begin to focus on academic success. Penner indicated in 2012 that students who consistently rely on intrinsic motivation will be successful in many areas of their education including but not limited to; better attendance, higher grade point average (GPA's), increased student engagement, higher overall personal satisfaction and less behavior referrals per program (Penner, 2012).

The idea of restitution mainly focuses on how people can correct their own mistakes and allows them to find positive solutions. When a student makes a mistake, educators need to view the mistake as an opportunity to learn and grow. The behavior has to be understood as a purposeful choice to satisfy a basic human need and is not caused simply to disrupt an environment or have malicious intent. It needs to be understood that people try their best at any given time, using the skills they have, and frustrations arise from unmet needs (Gossen, 1998). Restitution helps teachers and students understand that behaviors are solely exhibited to fulfill a need and proper problem solving is essential.

Five Positions of Control

School administrators, teachers, and other staff need to be trained in choice theory and restitution implementation. Even though there have been many studies where both are successful in a single classroom or grade it is important that the entire school and district decide to follow the basics of both philosophies. Not only is it essential for students to understand what their needs are, but it is also essential for staff to understand behavior and how they should respond to it. Glasser and Gossen discussed the five positions of control in relation to behaviors exhibited by students. Caregivers all bring unique views to classrooms which can be detrimental to a student's learning if there is no choice to expand knowledge on behavior. The five positions a caregiver can take when dealing with behavior are; the punisher, guilter, buddy, monitor, and

manager (Gossen, 2004). According to Gossen, there are both positive and negative attributes to all five positions of control. However, if there isn't the flexibility to move from one position to another the positions lose any positive attributes.

The first position a teacher may take is being a punisher. The punisher is more of an old school approach to teaching and is seen mainly in older grades. This entails a person of power threatening students with consequences, such as detention or suspension, for their negative actions. This position of power does not discuss why students are exhibiting behaviors and how a student can fix the negative behavior. Even though in a school setting punishments may be necessary at some points, they should never be the exclusive way a classroom is run. Gossen pointed out that this practice has a negative impact on students and their abilities to meet their needs internally (Gossen, 2004). The next position of control is labeled as 'the guilter.' This means a teacher will use guilt or shame to make a student complacent. Children often feel an overwhelming need to make a person in authority proud of them and actively seek approval. Teachers who turn this against a student may use phrases beginning with 'it is a shame.' Guilt is attempted with the hopes to diminish a particular behavior and to ensure it is not repeated by the child in an effort to please their caregiver. When a student changes their behavior in response to punishment and guilt it is because they are trying to avoid pain or embarrassment. Punishment may cause a student to rebel and exhibit more behavior. There is a greater likelihood that the negative behavior will be repeated (Gossen, 2004). The student may also hide from people, deny they committed the action, or lie when confronted. When a child is guilted in response to a negative behavior it can cause them to suffer from low self-esteem (Glasser, 1999).

The position of control known as the "buddy" is more likely to be seen in an elementary setting. A teacher may say to a student "do it for me." They use the relationship to control the

behavior. Although relationships are essential to human development, relationships should not be used as behavior modification. The buddy relationship between an educator and a student can cause the student to depend on a certain relationship to succeed. Dependency can cause students to behave positively for one particular staff but cause them to act out for other teachers in the future. The positive behavior one staff sees will not be transferable between situations and settings, the buddy approach can cause students to feel weak or act in a weak manner when placed in different school settings (Gossen, 2004). The "monitor" is another position of control. This position is when a person of authority watches over a student's behavior and possibly offers external stimuli for a job well done. This may include students earning a 'Fun Friday' or a sticker chart being set up per individual. This position is not looked at as negatively as the punisher but if not managed correctly this position can be just as detrimental to student success. Both buddies and monitors offer external motivation for the students to behave in a positive manner. The students are not taught about why their behaviors, both positive and negative, exist and how they can accomplish need fulfillment without the help of an adult (Gossen, 2004).

The last position of control is the "manager". When a teacher decides to take the role of manager, they are offering students the ability to be intrinsically motivated. Students are taught how the brain operates, what their needs are, and how to make decisions off of what the student personally values and believes (Gossen, 2004). This is the position that is taken when choice theory and restitution are implemented in a classroom. Managers allow students to make mistakes, learn from their mistakes, and change their behaviors in a positive way without being told directly to do so. An important part of choice theory is to understand that even if an educator is determined to take on a manager position, it is natural to flow between the five positions of control (Gossen, 2004). However, studies have proven it is best to try to retain the role of

manager as much as possible. The manager can teach the student to manage themselves and to promote healthy child development.

Flowing between the five positions of control, with the manager being the primary focus, is known as the weave. The weave is used to communicate efficiently with students and help them make their own discoveries and decisions about their behaviors. When using the weave, a teacher will mainly weave between being the monitor and manager. The weave is important to observe and monitor a child's behavior and reactions to certain stimuli. The teacher then weaves into being a manager where he/she can encourage students to understand why they are reacting the way they are and how they can make different reactions to meet their five basic needs (Gossen, 2004).

Thesis Questions

The following questions will be addressed in this thesis by this writer:

1) When the educational approach is based on positive cognitive-behavioral therapies such as choice theory and restitution, will students feel connected to their learning environment?

2) Will teaching students to satisfy their five basic needs lead to academic success which is measured through many means including; a decrease in behavioral referrals, better attendance, higher grade point averages, and better intrinsic motivation?

CHAPTER II: LITERATURE REVIEW

Literature Search Procedures

To locate the literature for this thesis, searches of Education Journals, ERIC, Academic Search Premier, and EBSCO MegaFILE, Google Scholar were conducted for publications from 1990-2020. This list was narrowed by only reviewing published empirical studies from peer-reviewed journals that focused on Control Theory in Education, Behavioral studies, Student success, and Special Education found in journals that addressed the guiding question When students' needs are met through the implementation of a cognitive behavior approach will they be more successful as measured by looking at their motivation, attendance, Grade Point Averages (GPA's), academic engagement, behavior referrals and exhibit less undesirable behaviors? The keywords that were used in these searches included "choice theory, reality therapy, educational success, belonging in schools, behavior, positive interventions, student's needs, Positive Behavior Interventions (PBIS), school reform, quality schools, self-esteem, self-concept, social self-efficacy, cognitive behavior therapy and more." The structure of this chapter is to review the research on reality therapy, choice theories, the implementation of positive interventions, and students' success.

Cognitive Behavioral Therapy in Schools

Cognitive behavioral therapy, also known as CBT, is a common psychotherapy practice. People who undergo CBT learn that many of their thoughts are often negative or inaccurate. The focus of the therapy is to help individuals respond to situations in a more effective way (Hofman, 2012).

According to numerous studies conducted, cognitive behavioral therapy, or simply cognitive therapy, implemented in schools contributes to student success. This has been seen in

many studies by looking at students' grade point averages, attendance records, student engagement in a classroom setting, graduation rates, and decreases in disciplinary issues. Cognitive behavioral therapy can also cause a reduction in student's stress and anxiety. It is proven that students who suffer from severe anxiety tend to struggle academically (Van Dyke, 2014). According to Reaven, Blakeley, Culhane and Heburn it has been shown through different studies that students who experience less anxiety do better in school. Knowing that students are experiencing anxiety at an increased rate, it is essential to explore why CBT would be beneficial in all schools (May, 2012; Raevan, 2012).

Cognitive behavioral therapy has been seen to effectively support the emotional, behavioral, and social needs of youth. When the therapy is implemented in a long-term program with children the therapy improves the child's functioning in school (Kazdin & Weisz, 2010). Creed states, "Implementation of CBT in schools delivers a powerful intervention for youth without increasing the burden on stressed families to attend outpatient treatment, reduces the loss of academic time to travel to outpatient appointments, eliminates transportation issues and facilitates the integration and generalization of new skills into a student's daily setting (Creed, 2011, p. 50). They are stated that even though studies have been completed and the majority of the studies have been successful, schools around the country still do not implement CBT in the classroom even though it is available.

Creed and a group of staff from the Beck Initiative, which is a training school for mental health professionals specializing in cognitive therapy, led a study that focused on cognitive therapy in a school setting. The Beck Initiative is a public academic partnership that aims to incorporate evidence-based practice of cognitive therapy (CT) as standard care in schools. They hope to improve professional lives of therapists in the network by teaching them how to

implement CT with their clients. It is important for the Beck Initiative to prove why CT in schools would help lower behavioral referrals and issues that arise in the classroom.

The study consisted of twenty-five therapists who were employed at five different schools. The therapists were given an intensive twenty-two-hour training in cognitive therapy in direct relation to children in their school setting (Creed, 2011). The study had two goals to accomplish during the six-month timeline. The first was stated, "to examine the development of therapists' knowledge and skills in CT." The second goal was, "to examine patterns of narrative feedback provided to therapists participating in the program." (Creed, 2011, p. 49). The data were collected over six months of weekly consultation with taped therapy sessions between the therapists and their students. The therapists were evaluated in their understanding of cognitive therapy by using the cognitive therapy rating scale (CTRS). This was the scale that was used to measure if the study was effective at the end of the six months. The goal of the study was to have all twenty-five therapists understand the importance of cognitive therapy by the end of six months and to measure student success.

The therapists had to focus on understanding behavior and how therapy could help situations in a classroom setting. During the training and the course of the experiment, therapists learned that behavior normally seen as problematic in a school setting was actually a student's way of trying to meet one of his/her five basic needs. The participants were taught to try and see the world from the student's perspective and how he or she views the world, himself, and others (Creed, 2011).

The results of this study indicated that five of the participants achieved complete understanding of cognitive therapy by three months and eighteen of them had achieved the same goal by the final assessment. The therapists agreed that having the training of cognitive therapy

as it relates to a school setting significantly increased their knowledge of CT principles and theories. The overall feedback of the experiment was a positive outcome for both the participants and the students involved.

Choice Theory

An important theory based on cognitive behavioral therapy is choice theory by Glasser and Gossen. Choice theory is based on the belief that people have five basic needs that need to be met in order to succeed in life (Gossen, 1998). In 2007 Sullo described Glasser's work as "the most comprehensive, fully developed psychology of internal control … [choice theory] is a biological theory that suggests we are born with specific needs that we are genetically instructed to satisfy" (Irvine, 2015, p. 3). Researchers theorized that helping students learn their needs will also contribute to fulfilling those needs in a positive way. One of the most prevalent needs that students yearn to meet is the need for belonging with their teacher and their peers. Besides home life, school is often where students obtain the majority of their social interactions. School is a place where children need to feel a strong sense of belonging so they can learn and grow on a daily basis. Claro & Loeb identified that when students' needs are met in the school setting the students are more likely to feel like they belong and are connected on a deeper level with their school community (Claro & Loeb, 2019). Feeling a sense of belonging may not solely help a student obtain better attendance and higher GPAs, but there will be an increase in self-esteem, self-efficacy, and student value (Claro & Loeb, 2019).

Choice theory allows students to learn the causes of their behaviors. Students do not naturally know that their behaviors are connected to their needs. They do not understand that ripping up a textbook during a lesson, which would be a negative behavior, may be due to the fact that they are not having fun. When a teacher is able to help the student identify that they may

need a 'fidget' during textbook reading to meet their need for fun the student will be less likely to continue tearing up the material. Once students are aware of their needs and why it is important to meet them teachers will be able to teach them the skills of how to resolve their own conflicts.

The studies on choice theory all essentially have the same purpose. They want staff teaching students to implement positive interventions to deal with certain behaviors. Choice theory is transferable across all students no matter what their learning abilities are. The majority of the studies reviewed have been instances where the staff implementing choice theory are regular educators and not trained counselors.

Irvine decided to take Glasser's choice theory and implement it in a single study consisting of one third-grade classroom over the course of a year. This was a qualitative study that was completed through the means of implementation, interviews, observations, and data collection (Irvine, 2015).

> "This case study examined one Grade 3 class over one full school year. The class was one of five Grade 3 classes in a Kindergarten to Grade 5 school of 700 students. The school was located in a suburban area of Ontario, Canada, in a city of approximately 500,000. Both the city and the school are ethnically diverse, with significant minorities consisting of South Asian, Black, Caucasian and East Asian. The class consisted of 25 students, 14 males and 11 females ages 8 and 9. There was a broad range of ability levels with most students working at grade level, but several at least one grade level below, and three working above grade." (Irvine, 2015, p. 5)

The purpose of this study was to examine children's engagement, motivation, self-efficacy, and attitudes across the school year. The following research question was stated: "How

can a teacher use choice theory to support and enhance student engagement, intrinsic motivation, attitudes towards learning, and self-efficacy by fostering ownership of learning?" (Irvine, 2015, p. 4). Irvine believed that when the classroom environment focused on addressing the students' needs it would lead to an increase in intrinsic motivation. The teacher involved in the study believed that over her years of teaching, her students were continuously lacking the ability to use internal motivation to complete tasks. The teacher indicated the children were lacking critical thinking skills, independent work habits, and motivation (Irvine, 2015).

The most important aspect of the study conducted by Irvine was giving the students the ability to make their own choices. The teacher would start her day by going over the schedule with the students and allowing them to know exactly what they would be doing and when they could have time to choose what they worked on. A large aspect of the classroom culture was having an even mixture of independent learning and learning in small groups. This was designed to help the children meet their need for freedom. The children in the class needed to understand that they had the ability to give opinions without being drowned out in a big group. This allowed the children to fulfill their need for basic autonomy.

Students' ability to choose what they learned at certain parts of their day not only gave them a sense of freedom but also a sense of power. This was not the only way their need for power was met during the study. Another large focus of the study was a monthly writing program that was designed specifically for Irvine's study. There were no guidelines such as volume or time limits, but the students were always told to plan ahead about what they were going to write. The students then had the ability to decide how much they would write and what their topic would be. These writings were posted on a classroom bulletin and every month the

children were not compared to their peers; instead, they were able to compare how their own writing was evolving over time (Irvine, 2015).

The students all realized through the new structure of the classroom that there was security in their setting, and they were able to accomplish the sense of belonging. The teacher expressed at the end of the research that a large part of the success was based on mutual trust between the teacher and the students. She had to trust that the students would follow through with their commitments to the daily activities without fear of punishment or external reward from the teacher (Irvine, 2015). In turn, the students had to trust that the teacher would provide them with appropriate learning experiences.

The last need that was met in this study was "fun". This was accomplished after the students felt safe and secure in their setting. They were able to focus on schoolwork while incorporating elements of "fun". It was revealed that years after the study concluded students remembered "fun" as being a part of all the daily activities (Irvine, 2015). This did not include frivolous fun that had no meaning or educational premise. The fun that was introduced in the student's learning included activities they found enjoyable.

Data collection in studies involving a large group of students and different daily activities is difficult. This may be a contributing reason to the lack of studies on cognitive therapy and choice theory in school settings. The primary methods of investigation were semi-structured interviews. There was an interview with each student at the beginning of the year that lasted 60 minutes. The interviews were conducted with the teacher, recorded and transcribed by the researcher. The next interview was midway through the year and lasted 30 minutes. The final interview was mirrored with the first, lasted 60 minutes, and compared the differences in student answers from the beginning to the end of the school year. The interviews used pre-specified

questions and allowed for elaboration and probing for clarification with students. Data were triangulated using teacher artifacts such as teacher daybook, teacher planning notes, and lesson plans (Irvine, 2015).

The conclusion of this study indicated that it was a hugely successful program. The students expressed that they loved coming to class. Years later both the students in the third-grade class and the teacher recalled this year being one of the most outstanding in their educational careers. The mutual trust that was established allowed the students to feel ownership over their education and encouraged active engagement in their learning. There was a total absence of discipline referrals and the parents of this class saw the program as a success for their individual students (Irvine, 2015).

There are other studies that have been conducted with the same time and commitment given by both the educators and the researchers who are trying to understand if the process of implementing choice theory in a school would be worth it for the success of the students. It appears that many of the studies that have given the energy to training educators in choice theory have positive outcomes.

Restitution

Restitution is another form of choice theory that can be implemented in education systems across the country. Studies conducted by Creed, Walter & Lambie and Gossen showed that when choice theory is implemented students show signs of improvement in the school setting. The reason some researchers believed restitution is not more widely used across the country is due to a few reasons. The research lists bullet points as the following, "We aren't sure that children are capable of helping each other without being told to do so (Gossen, 1998, p. 182). "It's hard to give up rewards once one has started using them to gain compliance" (Gossen,

1998, p. 182). "Children tend to say what we want to hear when we dialogue with them about beliefs" (Gossen, 1998, p. 182). The process takes time and teachers are worried about taking class time when there is a push in many parts of the country to focus on grade scores and finally teachers feel responsible for children's learning and behavior" (Gossen, 1998, p.5) Also, data must be collected naturally over the course of a school year and the results must be analyzed (Gossen, 1998).

The truth of the matter is the success of the implementation of restitution in schools depends largely on the adults involved. Many educators are known to be set in their ways, they have an ideal view of how their classrooms should run and how behaviors should be handled. Since the authority implementing the program has to trust that the educators will follow the training, it is almost impossible to have one overall rate of success throughout the program. The idea behind restitution is retraining the educator's brain to focus on a student's needs and what a certain behavior can be representing instead of believing a student is merely trying to disrupt a classroom. This may take a complete paradigm shift.

There has been significant research conducted that explored the idea that excessive use of both external consequences and external rewards will be detrimental to the student's education process in the long run. In 1998 Gossen stated; "Learners who feel threatened by adults are least likely to change behavior because the part of their brain that deals with 'perceptual mapping' and complex behavior change is unable to be engaged" (Gossen, 1998, p.182). From an adult's perspective it is easy to see why unacceptable behaviors in a classroom should be followed by a consequence. The thought process behind this is if the student is punished, they will not repeat the behavior. Gossen proposed that when a student is given a consequence for an undesirable behavior, they are unable to link together that the punishment is in response to the behavior

(Gossen, 1998). Instead of realizing they should not behave in a certain way the student will start seeing themselves as useless or unworthy. The consequence will diminish their self-esteem, especially if they are a student who exhibits repeated negative behaviors. It has been proven over many observations in the classroom that the behavior is likely to repeat even if the student now feels negatively about themselves (Gossen, 1998).

When Gossen proposed restitution restructuring back in the 1990s she was met with resistance from a lot of experienced and accomplished educators. There were certain subjects' educators were concerned about back in the 1990s. A majority of the educators believed that children were not capable of leading their education and needed rigorous direction in the classroom. Another concern is that once external rewards are established in a classroom it would be almost impossible to get rid of the rewards and keep order with the students. The most important concern with implementing restitution in the classroom was that, much like today's standards, educators were being judged based on standardized test scores (Gossen, 1998). The focus of the education system in the United States back in the 1990s and today is more geared toward classroom success instead of the individual student.

Educators' hesitation on changing their mindset, classroom, and the way they view education may be one of the reasons restitution is not more widely used across the country. However, even though there is pushback from educators over the past couple of decades, Gossen explained in her writing that restitution can be successful in any school setting. One example Gossen gave in her article is an unofficial study that happens between two boys and a principal. The two boys were brought to the principal's office because they had gotten into a physical altercation on the playground. The boys were blaming one another and trying to tell their story louder than the boy next to them. The principal very calmly explained to the boys that she did

not care who broke the glasses which had a twisted frame and missing lenses. She stated; "At our school it's okay to make a mistake. I'm not so interested in who did what to whom, but I am interested in what you want to do about these broken glasses" (Gossen, 1998, p.183).

The principal did not lead the discussion, instead she stepped away and allowed the boys to have a discussion amongst themselves. This is a way to allow the boys to feel like they have power and control over the situation. The children do not need an adult to yell at them or pick one child's side over the other. After a few minutes the boys were able to bring their emotions from anger to resolution. They made a mutual decision that they were both at fault because one boy had been name calling and the other had retaliated by being physically aggressive.

At this point the adult rejoined the conversation and helped the boys figure out a solution to this issue. The principal was playing the role of manager and allowed the boys to make decisions at the same time she supervised the interaction. Gossen discussed how small changes from being an authoritarian to a manager can make a huge impact on students and their self-worth (Gossen, 1998).

Anxiety in Schools

It is common knowledge that children present anxiety in many of the same ways as adults. When children are presented with situations, they are uncomfortable with they may demonstrate anxiety toward the situation. This may come out in different ways; one-way children may present anxiety is by shutting off from the situation and refusing to engage. Another way a child may present anxiety is by acting out to make themselves feel more comfortable and in control. In an educational setting children may feel anxiety towards many different situations. This can include but is not limited to feeling uncertainty about a situation, being overstimulated in a classroom or being anxious around a certain individual whether it be a peer or an adult. It is

important that children's anxiety or uncertainties are not dismissed or diminished. The first step to helping children with their anxiety, especially in a school setting is to acknowledge how the child is affected and what can be done to help them.

Educators and other professionals dealing with children are often very aware that every child is different. In a classroom a simple task such as starting a new unit in math may cause a certain student to become anxious and another sitting right next to him/her to become excited. When an educator is aware of a diagnosis such as anxiety or OCD, they may find it easier to accept negative behaviors or outbursts from these children. When students do not have a diagnosis of anxiety their behaviors may be seen merely as disruptive. It is important for staff to remember that even the most relaxed child can become anxious about the unknown that could happen on a daily basis.

Cognitive behavioral therapy (CBT) can help educators deal with difficult behaviors in the classroom, anxieties children may possess, and even behaviors with an unknown cause (Maye, 2012). Studies that have focused on cognitive behavioral therapy in relation to anxiety have shown an overwhelming success rate in the reduction of anxiety for students in a CBT led classroom.

Denham et al. (2014) found that the success in these classrooms has to do with CBT and a subcategory of the therapy known as social-emotional learning (SEL). Denham believed that students who have self-regulation skills and social awareness tend to be responsible decision-makers and tend to do better in school (Denham, Bassett, Zinsser, and Wyatt, 2014). Students who are experienced in social-emotional learning tend to be connected to their learning environments, have a higher feeling of belonging, and are better contributing members of the school team (Catalano, Haggerty, Oesterle, Fleming & Hawkins, 2004). On the other hand,

students who struggle with connections with peers and educators tend to exhibit more undesirable behaviors (Walter, Lambie, Ngazibi, 2008).

The research gets interesting when control theory and restitution are focused on kids with disabilities such as ones with emotional-behavioral disorders, students with anxiety, or kids who lack their potential needs being met. The research reveals that the way we respond to students' behaviors and the way we validate the person matters in their academic success (Denham, Bassett, Zinsser, and Wyatt, 2014). Studies show that when staff takes an interest in students and their lives, students take a more positive interest in their schooling (Walker, 2008). When staff and students understand the basic human needs, it is easy to have conversations on how both parties can get their needs met in a positive way. This leads to positive conflict resolutions especially when students are exhibiting negative behaviors.

Choice theory talks about the triangle of communication. The triangle of communication reveals that all behavior is purposeful, humans are naturally intrinsically motivated, and humans naturally do the best they can (Gossen, 1998). It is essential for the staff to validate students and realize that the behavior could have been worse and instead focus on the need the child is trying to meet. When the student receives validation, it helps them feel like they are understood and that they belong to their school environment. Once the need is validated it is up to the student to problem solve and find a better way to get their needs met in the future with the guidance of a trusted adult.

Quality World

Another important item for staff to understand is the concept of a quality world. A person's quality world includes important people, desired items, a person's interests, and the perception of one's world through personal experiences and ideals (Glasser, 1999). Educators

need to understand that every single student comes from varying backgrounds. No one person's experiences are the exact same even if they are from the same family. It is essential to figure out what belongs in your students' quality world and to validate why this is important to them (Brione & Taberner, 2012).

When a student's values are different from an educator's it may lead to conflict between the two individuals. Once educators realize that all behavior is purposeful and is usually connected to students' values and their quality world the educators are able to have conversations with the children to validate what the child values and to help the child fix problems and make better decisions in the future.

According to Brianes and Tabernero (2012) diversity is essential to consider when thinking about a student's quality world. Their traditions and values may vary due to the differences in their culture. When the staff embrace diversity, understand a person's quality world and five needs that are needed to be met, along with the implementation of positive interventions, there can be many positive outcomes for students.

Assessments and Interventions

Research has shown there are many different ways to access a student's success. In choice theory, there is a "needs" assessment (Gossen, 1998). The needs assessment asks students questions about themselves and then they rate themselves on a scale from 1 to 4. At the end of the assessment, students add up their numbers and put them into four different categories; fun, freedom, power, and belonging. The survival need is omitted from this assessment due to the fact that if a person's survival need is not met, they will be unable to focus on the other four needs (Gossen, 1998).

The majority of the studies related to cognitive behavior therapy; restitution choice theory includes results from children's "needs" assessments. Other forms of study measurements also include social-emotional learning inventories, parent satisfaction questionnaires, and behavior tracking and observations (Denham, Basset, Zinsser, Wyatt, 2014). Once a school knows the baseline of their students, they are able to make an effective plan to build positive interventions. The baseline will include scores from different assessments, behaviors tracked through antecedent and behavior-consequence charts. These interventions need to be tracked as they are implemented and to be adjusted as needed.

Criteria for success varies but many past studies focus on tangible items such as grade point averages, attendance records, student engagement, graduation rates, and decreased disciplinary issues.

Classroom interventions

Irvine revealed that as students' intrinsic value increases so does their academic success (Irvine, 2018). There are many interventions that can be implemented for different students. The basic intervention to help meet student needs is to make sure students are well-rested and eating food. Some teachers have found keeping snacks in the classroom can help accomplish this basic need for students. Once the students' basic needs are met students can benefit from learning about themselves and the world around them.

The interventions should be a building-based or district-wide initiative. Choice theory is most effective if it is implemented by all of the staff but can still be effective on a classroom implementation basis (Irvine, 2018). Creating a positive classroom climate is an intervention in itself. Teachers and staff should call students by name and welcome them daily to their building (Irvine, 2018). Smiling at students is a simple quick intervention that lets students know their

educators care about them. Offering students strong thirty second interventions will give them processing time and sometimes help a student save face in front of their peers. An example of this is using a sticky note with a message on it that is placed on the student's desk. Staff can use the light switch intervention (Gossen, 2004). The light switch intervention has to do with the staff's reactions toward the student. When a student is exhibiting expected behavior, the staff is completely engaged, smiling, making eye contact and their body is turned toward the student. When the behavior is unexpected the staff turns slightly away, stops making eye contact, and looks bored with the behavior. The staff is not completely ignoring the student, they are communicating that the student's unexpected behavior will not get them what they are wanting. The light switch is very helpful with students who may be seeking attention through displaying unexpected behaviors.

Another thirty second intervention staff can use is to walk up to the student and offer help to get the student started with an assignment. The key to this intervention is once the student starts the assignment the staff does not linger or hover over the student. Staff needs to give the student space and monitor when they need additional help. This will allow the student to problem-solve on their own but be aware that the teacher is available if absolutely needed. This strategy is very helpful for secondary students who are invested in what their peers think about them. The conversations staff have with students are essential interventions. Problem solving through conflict resolution and student validation is helpful when situations are uncomfortable and difficult.

In the following section studies will be analyzed and data will be presented to support the findings that discuss student success in different core values of teaching. The purpose of the Briones & Taberner study is to examine certain social cognitive and demographic factors

involved in intrinsic satisfaction amongst secondary school students of different cultural backgrounds. Their research question was "do adolescents who have strong attributes toward academic success and social self-efficacy and academic self-concept will have more positive relationships adding to intrinsic value and academic success?" (Briones & Tabernero, 2012). There were 938 participants in the study. The participants were from South America, Africa and Spain. They were adolescents who settled in Spain. Students were all secondary students and ranged from the age of 12-18 years old; 47% were female and 53% were male. In most cases girls displayed a stronger tendency than boys to attribute their outcomes to internal factors, especially in relation to effort.

During this study it was found that the level of intrinsic motivation depended on the geographical origin of the participant and if a certain gender rated higher in this origin. Both African and Spanish male adolescents displayed lower or similar levels of intrinsic satisfaction, whereas South American adolescents an opposite trend was observed. Girls displayed a lower level of intrinsic satisfaction. The author concludes that age, social self-efficacy and academic self-concept are related directly to intrinsic satisfaction and vice versa. School climate matters and affects all areas of success or self-efficacy. Students from different ethnic origins display different needs and competencies.

Another study was the Catalano quasi-experimental study. The purpose of this study was to use interventions that seek to reduce risk factors and increase productive factors. This can be done through classroom instruction and management, parent intervention, looking at teachers, parents and peers. This study was a longitudinal study that spanned over two decades. Interventions were implemented, teachers were given additional training which included proactive classroom management, interactive teaching to motivate learners, cooperative learning,

effective reading instruction, teacher coaching, teacher peering in on peers. The study also included training in child social & emotional skill development, interpersonal problem solving and refusal skills. Techniques of classroom management that were established during the study are having daily consistent classroom routine, patterns the students can expect to reduce anxiety and fear, and consistent expectations (Catalano, et. all, 2004).

Data were collected in fall of 1993 and then each spring after. Data have been collected from teacher, parent, and child surveys, observations of project school teachers in grades one to seven and school records on test scores, grades, attendance, and disciplinary actions. Survey completion rates have been consistently high, between 89% and 100%. Conclusions of the study were students bonded to school by 5th & 6th grade are less likely to become minor or serious offenders or gang members. Students with lower school attachment by 5th & 6th grade were twice as likely to join a gang between 7th and 12th grade were more likely to exhibit violent tendencies. Students bonded to school in 5th grade were less likely to engage in any violent behavior between grades 7th and 12th. Students who received school interventions including bonding in grade 8 were associated with a greater likelihood of academic achievement in the same year, which in turn decreased the chance of dropping out of school before the end of 10th grade.

Claro and Loeb stated the purpose of the study was to look at students' social-emotional learning skills (SEL). Increasing evidence shows the importance of non-academic skills for students' academic and long-term success. Then researchers look at a student's academic achievement by reviewing grades and GPAs. Researchers predict that students who have better self-regulation skills do better in school. Their hypothesis is the ability for people to regulate their emotions, thoughts, and behaviors in different situations strongly predicts student success

and graduation rates and increased scores on standardized test scores. Students were interviewed and self-reported their feelings on their own self-management skills. The researchers then looked at students' GPAs and compared the grades and interviews.

The purpose of the study, The Beck Initiative: Training School-Based Mental Health Staff in Cognitive Therapy created by Creed, Hyman, Pontoski, Freinberg, Rosenberg, Evans, Hurford and Beck was to find out how to promote connectedness for students and school by offering CBT help to students and staff for implementation. The study had two aims, namely, to report the outcomes of a training program offered to therapists in a school setting that emphasized an evidence-based approach to promoting student well-being, and to examine patterns of narrative feedback provided to therapists participating. Broader understanding of the components of effective dissemination may increase the uptake of CT and other evidence-based care in the school settings, adding to increased student access to care. The hypothesis is that as cognitive behavioral therapy is established in schools it will lend to an effective approach to support emotional, behavioral and social needs of youth and to improve their functioning school. Implementation of CT in schools delivers a powerful intervention for youth without increasing the burden on stressed families (Creed, 2013). The results of the study were training effectiveness which was researched through a scaled interview where a few participants achieved competency by three months, and eighteen participants by the final assessment. With the knowledge of cognitive therapy participants demonstrated a statistically significant increase in their knowledge of CT principles and theory. Overall trainees' feedback about the program was notably positive .

Diane Gossen wrote Restitution: Restructuring School Discipline. The purpose of the study was to look at data between two groups. One group is implementing restitution

restructuring and the other group is not. Both groups have a high rate of repeated discipline problems. The hypothesis is students' GPAs will increase, discipline referrals will go down, and attendance will improve when restitution is implemented (Gossen, 2004). In fiction, 'internal conflict' refers to a character's internal struggle. External conflict, on the other hand, refers to the conflicts between a character and external forces. This type of conflict can be between one character and another or a group of characters (Gossen, 2004). Researchers used quantitative data during this study. Implementation was completed and referrals, GPA and attendance were monitored. A summary of the results are after four years 40% reduction in undesirable behaviors and attendance increased 62%. Referrals dropped from 1068 to 386 and then next year 177 to 60. Fighting decreased from 167 to 112 and eventually to 99. Restitution restriction is being implemented in Canada and the United States. Restitution is about fixing problems and offering solutions without blame. The purpose of restitution is to help students become intrinsically motivated and to be the person they can be. There are five positions of control and the study talks about the benefit of being a manager of behavior. Data is showing that discipline referrals are decreasing, GPAs and attendance are increasing.

       The empirical evidence showed there has only been a small number of studies and research that have been conducted in the area of CBT in schools but show the positive impacts on students and staff alike. Staff who are offered valuable training and interventions will stay in the teaching field longer because it will reduce burnout (Muenks, 2017). The staff that believe a student is out to get them or make their lives harder are stuck in a fixed mindset and will struggle with student behavior. It is essential to teach teachers, administrators, and other staff these skills because it is a win-win situation for everybody involved.

CHAPTER III: RESEARCH APPLICATION

William Glasser's choice theory is essential for students to feel validated and be successful in today's classrooms. All educators, including teachers, paraeducators, administrators, and school counselors, should be trained on how to implement this theory into everyday teaching. This will allow students to gain a sense of belonging with their school, staff, and peers and that will help them reach the level of success they strive for. Any research containing choice theory has proven that this theory in the classroom will be successful. This will happen as long as everyone is dedicated to meeting even the most difficult moments in the classroom with the philosophy choice theory is based on. Successful use of choice theory will allow students not only to feel as if they belong but also allow them to obtain higher grade point averages, exhibit better attendance, and experience an overall program drop in behavior referrals.

The application provided on this topic is created for the purpose of educating staff on the fundamentals of choice theory and restitution and offering thirty-second interventions. There will be Google slides that are created to impress upon staff the importance of the different aspects of choice theory and restitution. The slides will show the benefits of implementation and thirty-second interventions that can be used in the school setting. The slides will also explain the importance of relationships and how they are essential to help people meet their five basic needs. The connectedness formed through relationships can lend to many positive outcomes like having a sense of belonging.

Power of Relationships: First, the presentation focuses on the power of relationships and why this is important. The beginning of the presentation discusses restitution and how Diane Gossen based this classroom management style off of William Glasser's concept of choice theory. Both Gossen and Glasser believe that strong, healthy teacher and student relationships make students

stronger. There is also a quick overview at the beginning of the presentation that focuses on what will be discussed throughout the slides. This includes what the students' needs are, the five positions of control, the weave, and how to get a child returned to a group strengthened and interested in fixing the problem.

Benefits of Restitution: The benefits of restitution are on the next slide that is discussed. Quality of self is the main benefit of restitution being implemented in schools. There are many observable ways to measure the benefits. Children will be happier, there will be a reduction of anxiety, students will have a sense of belonging, and they will show academic success through the use of restitution. The academic benefits of restitution include, but are not limited to, increased grade point average, increased school attendance, and an increase in grades. There will also be a major decrease in undesirable behaviors prevented by children exposed to restitution and a decrease in overall school suspensions.

5 Essential Needs: The third concept discussed in the slideshow is the five basic needs that need to be met in order for choice theory and restitution to be effective. This slide includes a visual of the five needs with survival being a small circle in the center. Even though the word is small the fact is if survival needs are not met in a student's life, they cannot focus on any of the other needs. If children do not feel safe and secure at school and in other aspects of their lives, such as at home, they will struggle to be able to learn. Another important aspect of the visual is that the other four needs; belonging, power, fun and freedom are all visually the same size. However, it is important to understand that each child is different. Some may need a larger sense of belonging to be successful in school and others may be craving higher elements of fun in their lessons. It is the educator's job to work with the child to figure out what needs the child should focus on and what it will take to accomplish the need being met. This slide explains what the needs look like

in a school setting because meeting the needs for a student's learning may look different from an adult's world.

An example of a student needing to feel they belong in the school setting is when students want or desire their peers or staff to like them. This may mean being liked by either a teacher or their classmates. The next may be their desire to work for the teacher, this could include passing out papers to classmates or helping a teacher clean up an activity. Positive peer relationships are essential for a student to be able to meet their needs to belong. Another need would be power, for a student this may include wanting to be in control. Whether this be in control of a group of friends on the playground or the 'line leader' in elementary school it is a fundamental need to feel some sort of power over your life. The drive to fulfill this need may make the student feel distress by making mistakes because they always want to do their best.

Freedom is very important for students even when in a structured classroom. Children crave choices throughout their day even if the choices may not seem like a big deal to an adult. This could include taking a popsicle stick with their name on it and picking their own lunch choice in class or picking where they sit for daily circle time. The need for freedom also includes the desire to move around and be engaged with staff or other students. An example of freedom could be classroom experiments where they get to be hands-on and make mistakes while learning. The last basic need on the diagram is fun. This does not have to be anarchy where students are not given rules and direction. Fun in a learning environment means they want to enjoy their learning experiences. They want to enjoy the material they are given, play games and enjoy positive relationships. If fun is not offered in lessons and students have a higher need for fun the student may exhibit unwanted behaviors to meet the need. Interventions are excellent

ways to help students throughout difficult times when students are trying to meet their needs but do not know how to do so productively.

Needs Inventory: Next, the "Needs Inventory" is discussed. This is a good tool for educators to figure out what need is most important to a student and how it affects the way the student learns. When taking the needs assessment children read through a series of statements and then circle a rating on each statement. A student can circle zero which means that the statement is not true, a one means the statement is sometimes true, a two means it is often the truth and a three means it's very true. The statements are all split into different categories based on the basic needs, even though students would not be aware of this. Some examples of the statements are 'I love to make friends', 'I don't like making mistakes', and 'I laugh a lot'. The inventory is then scored by category and the next image will break down what the scores mean. If a student scores the highest in the belonging category they may prefer to work in groups rather than work alone, love getting together with others, and feel bored when they have to work independently. Students who score high in the power section may be highly organized, enjoy doing a good job and may feel upset when things are not going according to plan. Students who yearn for freedom may do better when they are allowed to move or be active, enjoy having choices when it comes to their education and feel frustrated when micromanaged especially by someone in an authoritative position. Some students will score the highest in fun, they like to be creative; sing, dance or entertain others. They enjoy getting the reaction from their peers in the form of laughter and when it comes to education, they love the 'aha' moment. The downfall to the student who needs the most fun in their lives is that they are easily bored. This inventory should be repeated yearly or maybe even twice a year because people's needs can change drastically as they grow and develop.

5 Positions of Control: Next, the application discusses the five positions of control. The five positions of control are essential to understand because it helps an educator realize if they are using effective tools when teaching students how to become instinctively motivated. Four out of the five positions have the ability to cause a student to be dependent on the teacher and extrinsically motivated by reward or fear. These four are the punisher, guilter, buddy, and monitor. Students will change their behavior to avoid either physical or psychological pain from the punisher and the guilter. Students who change their behavior for the buddy or the monitor are doing so for an external reward. They learn that if they behave for that particular teacher they will be rewarded and often will not repeat the positive behavior when the reward is not offered. The main position of control to take for a teacher would be the manager. The manager helps the student realize that the student is in charge of their own behaviors. The child can learn to self-monitor and be intrinsically motivated. It is, however, not possible to solely stay in the position of the manager because at times children will need direction and guidance. This is where educators can move from the position of the manager to the monitor to be beneficial for student growth. Another benefit for students of being taught with a monitor and manager is students realize their own needs, positive ways to meet those needs, and the link between their behaviors and core values.

The Weave: Moving from monitor to manager is considered the weave and this is the next slide of the presentation. The weave is an intervention that educators can use when discussing items with students. An example is if a student is not following class rules to be in their seats when the bell rings. The conversation can look like this, " If you do not arrive and sit in your seat by the time the bell rings, I will have to keep you after class, but I don't want to have to do this. I would rather you come to class on time and I can start class on time, that way we both are getting our

needs met." The monitor is stating the consequence that will happen if the student is unable to show up on time and the manager is informing the student what they would rather do than enforce a punishment. The weave is beneficial because through restitution there are still consequences for behavior, but we are always striving to find another way to come to a compromise. The dialogue allows the student to feel in control and they can understand that it is their behavior that will keep them after class.

Restitution Triangle: Next, the restitution triangle is discussed. The restitution triangle helps the educator conduct a successful conversation with the student. The restitution triangle was created by Gossen as she developed ways for teachers to implement restitution in a school setting. The first part of the triangle is to 'stabilize the identity'. The dialogue for this looks like 'everyone makes mistakes' or 'you are not the only one', this will help the child realize they are not being judged and yelled at for their actions. The next step in the triangle is validating the needs of the child. The educator can ask the child if there is a more effective way to get what they need. The child needs to be told that they behaved that way for a reason and together the educator and the student can figure out what that reason is. This brings the situation to the last side of the triangle which is when the people involved 'seek a belief'. The teacher can prompt the student to self-reflect and link their behaviors to their core values. The student has the chance to reflect and decide what kind of person they want to be. When this process is done correctly negative behaviors can be identified and more acceptable behaviors can take its place. Through the act of using the restitution triangle people are treated with dignity and the conversations avoid blame and shame.

30-Second Interventions: The end of the Google slide show offers five different thirty-second interventions. The first intervention is called the light switch. The light switch involves the

engagement level of the staff when dealing with a student demonstrating different behaviors. The light switch is a very effective intervention when dealing with behaviors. When a student is displaying a behavior that is not desired the educator stays neutral and looks bored with the behavior, his/her light switch is off. When the student starts to display a desired behavior, the educator turns the light switch on by turning his/her body toward the student, engaging with them with a smile.

Another intervention is simply talking through a behavior. The staff can approach a student who is exhibiting a behavior and ask them if what they are doing now is okay. The idea is not to be mad or threaten with a punishment but instead continue the dialogue with the student. Staff can ask if he/she can help the student solve the problem, if the student refuses, state 'I will check back in with you in a little while' and then walk away. This allows the student space to try to solve the problem on their own while realizing their current behaviors have now made it on the teacher's radar.

The third thirty-second intervention that is discussed is called "The Fab Five". The Fab Five starts by saying, "I am not interested in blame, shame, fault, apology or excuses but I am interested in fixing the situation." The conversation can continue to be about how to fix the action and to offer support during the process. This approach can show students that they do not need to be defensive or fearful of punishment about the situation. They do not need to focus on shame or try to find an excuse. Instead, all the emotions about the situation are diminished and they are allowed to focus solely on the solution. The last intervention is called "complain to me baby". Sometimes a person just needs to complain about a situation and is not looking to fix it. However, sometimes they are looking to fix the situation. So, the teacher starts out by finding out which path the student wants to take. If the student chooses that he/she just wants to talk about

the situation and is not interested in fixing it just now, then the student is given a set time like two minutes and is allowed to complain the whole time without interruption and without offering solutions. Sometimes the student is satisfied with sharing what was on his/her mind. Sometimes at the end of the two minutes they want to make a plan to fix the problem. As the educator you are validating their thoughts and feelings and being available to be a resource for problem-solving.

The application portion of my thesis is a training I created through the use of Google slides and is intended to offer behavior information and support to educators. The information provided will address the importance of relationships, students' needs, 5 positions of control, the weave, how to assist students to return to the group strengthened, and interventions. There is empirical evidence that positive behavior practices help students reach their maximum potential through the educational process.

CHAPTER IV: DISCUSSION AND SUMMARY

Summary of Literature

Summary of Literature

The statement for this thesis is as follows; when the educational approach is based on positive cognitive behavioral therapies such as choice theory and restitution, will students feel connected to their learning environment? Will teaching students to satisfy their five basic needs lead to academic success which is measured through many means including; a decrease in behavioral referrals, better attendance, higher grade point averages and better intrinsic motivation? Throughout the research there were common findings by different studies. The research shows

that students do better if they feel connected to their school environment and if their 5 basic needs, survival, power, freedom, fun, and belonging, are met.

Limitations of the Research

There are a few limitations to the research that has been conducted on the topic of choice theory and restitution in a school setting. The articles reviewed were few and hard to find. There needs to be more work done in researching this topic. Restitution and choice theory are a narrowed topic that is part of an enormous topic of cognitive behavioral therapy. When reading and analyzing the results of empirical articles it was at my discretion if it fit under the choice theory and restitution parameters. Much of the research offered studies completed in urban areas and implemented in some classrooms but there was not much research done with building-wide interventions. Most of the research has been completed in higher elementary grades, middle school and high schools. There is so much work to be done looking at the early childhood stage and elementary age group. According to Denham et al. (2014) the earlier a child has successful Social-Emotional Learning, which includes the ability to positively interact with their peers, readiness to learn, positive emotional expressiveness and the ability to regulate emotions and behaviors, the better academic success they will have throughout their lives.

Implications for Future Research

The topic of choice theory and restitution being implemented in the schools is an essential topic that warrants continuation. Many of the studies have shown that choice theory and restitution help increase students' social-emotional learning. The studies also show that schools who implement choice theory have data that proves the increase in school attendance, increased GPAs, and a decrease in behavior referrals. There has been limited studies in the age group of secondary adolescents and very minimal research completed during the emerging years of

elementary school. Researchers should focus on completing more studies of all age groups and look for buildings or districts that are implementing the positive interventions throughout their organizations, be it building or district.

Another interesting topic to look at is not only academic success but to broaden the research to look at the positive effects choice theory in the schools have on a student's life long after graduation. I believe that researchers would find well-adjusted adults that have perseverance and grit throughout their adult lives. These adults are probably more likely to have healthy relationships and be positive contributors to society as a whole.

Choice theory would have a systemic effect on society since the more well-adjusted these students are, the more functional their families would be, and better adjusted their children will be as they enter school. How great would it be for these children to have well-adjusted parents and to receive the same support and value at school?

Implications for Professional Application

In accordance with current research it is very important to professionals in the field of education, especially, special education. The benefits are twofold for educators and their students. In the first place, educators will feel like they have many tools in their toolbox when dealing with behavior in their classrooms. This will cause resiliency in the profession and students will be more successful at a social-emotional level along with achieving academic success. Students pass through our doors repeatedly until they move on to their next destination. As educators we need to keep in mind that each student is important, and their social-emotional needs must be met for them to succeed academically. These studies show that the increase in social-emotional status has a profound impact on their academic success which is being

measured by many factors including measurable ones and intrinsic value students have for themselves.

Educators need to make a drastic paradigm shift and move to the understanding that all behavior is purposeful, and that behavior meets a need for each individual. Our behaviors are a symptom of how we view our own quality worlds and so understanding that as a teacher will improve your practice and resolve to offer you many more years at a profession you love versus getting burnt out at an early stage. Studies show that students who have teachers who understand choice theory and restitution will have a higher rate of academic success. Students will have higher grades, they will have better attendance rates, and few behavior incidents.

The overall glory of all of the research is proof that choice theory and restitution is a win-win for educators and students alike due to the many positive benefits. Through a global perspective it is seen that our families have many challenges in their lives and students may struggle due to their inability to work through those problems. When students walk into school educators want them to feel safe and heard. When students know they belong to their school environment they will be ready to learn and to face the day no matter what is happening at home.

Restitution offers safety in making mistakes and help from trusted adults when needed. Restitution offers teachers more opportunity to teach because they eventually will spend less time dealing with behavior. The application portion of this thesis is a training to be implemented to staff. It is just the surface of what choice theory and restitution have to offer. Choice theory and restitution are another way of talking with people and offering positive interventions as needed. It offers a rational detachment that lets the school staff know they are doing the right thing and an over amount of emotion is left behind. With the many academic benefits that are offered through choice theory and restitution it is important to remember it also offers our

students the opportunity to be intrinsically motivated, which builds their self-esteem and self-efficacy. These are skills that can offer many benefits throughout students' lives even after they leave the classroom.

Conclusion

Research has shown that implementing choice theory and restitution in the school system is beneficial to staff and students alike. It offers staff tools to use in their classrooms to avoid behaviors and to handle behaviors when they do occur. It is a benefit to students in a variety of ways including academic success measured by grades, attendance, and decreased behavior referrals and it helps students develop positive self-esteem and intrinsic motivation. As students go through an educational system that has choice theory and restitution embedded in it, they learn to be the best people they can be and as they graduate our education system, they become productive, educated parts of our society.

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Restitution is a classroom management system developed by Diane Gossen based on William Glasser's concept of Control Theory and quality schools: (Gray)

- The power of relationships (bring students closer not further away)
- A students needs
- 5 positions of control
- The weave
- Return to the group strengthened
- Interested in fixing

The Benefits of Restitution:
- Increase in Grade Point Average
- Increase in school attendance
- Increase in grades
- Decrease in undesirable behaviors
- Decrease in school suspensions

Grade	GPA
A	4.0
B	3.0
C	2.0
D	1.0
F	0.0

https://rockawayadvocate.news/

5 Basic Needs

BELONGING
- Want to be liked
- Work for the teacher
- Peers are important

FUN
- Wants to enjoy control
- Loves games
- Amused even when misbehaving

POWER
- Want to be in control
- Distressed by mistakes
- Likes to be the best

FREEDOM
- Wants choices
- Needs to move around
- Loves experiments
- Likes to be engaged

BELONGING ♥

POWER ⭐

Survival

FUN 🎈

FREEDOM 🦋

NEEDS INVENTORY

your scores from 1 (highest score) to 4 (lowest score)

BELONGING (#1-10)

If your highest number is from the BELONGING category, you may:

- Prefer to work in groups over working alone
- Love to get together with others (the more the merrier)
- Spend a lot of time on your phone, talking or texting
- Feel great when you are with your friends or family
- Get bored if you are alone

POWER (#11-20)

If your highest number is from the POWER category, you may:

- Be highly organized
- Be very careful about your appearance
- Enjoy doing a good job
- Feel good when your surroundings are neat & organized
- Feel upset when things aren't running according to plan

FREEDOM (#21-30)

If your highest number is from the FREEDOM category, you may:

- Think or work best when you are moving
- Devise creative solutions to problems
- Feel satisfied when given choices in things that affect you
- Feel frustrated if you are micro managed
- Feel like you'll explode if you're made to sit for a long time

FUN (#31-40)

If your highest number is from the FUN category, you may:

- Laugh, sing or dance frequently
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- Choose comedies as your favorite movies
- Get bored easily if things aren't fun

5 positions of control

AVOID PAIN
- ❖ PUNISHER
- ❖ GUILTER

REWARD FROM OTHERS
- ● BUDDY
- ● MONITOR

RESPECTING SELF
- ● MANAGER

Five Positions of Control

	Avoid Pain		Reward from Others		Respecting Self
	PUNISHER	**GUILTER**	**BUDDY**	**MONITOR**	**MANAGER**
Teacher Does	Yells and Points	Preaches and "Shoulds"	Makes excuses for them	Counts and Measures	Asks questions
Teacher Says	If you don't do it I'll...	You should have known better	Do it for me	What's the rule?	What do we believe?
Legacy	Rebel Blame	Hide Deny Lie	Dependency	Conformity	Strengthen
Student Says	I don't care	I'm sorry	I thought you were my friend	How high, how far?	What can I do to fix it?
Student Outcome	Repeat offense	Low self-esteem	Weakness	Consequence oriented	Self restitution

EXTRINSIC MOTIVATION   INTRINSIC MOTIVATION

© Diane Gossen

There is a place for all 5 but we want to live in the "Monitor/Manager"

WEAVING

Monitor

Manager

If you don't ____, I will ____

(Give you a consequence-discomfort)

I would rather_____

(Fix it. We both get what we need.)

If you don't _____.

I will _____.

(Give you a consequence-discomfort)
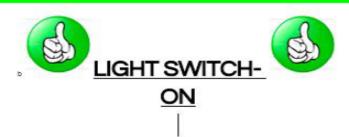
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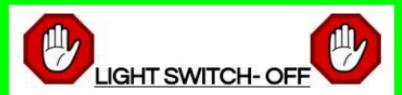
www.restitution.com

Restitution Triangle

To conduct a successful conversation you want to stabilize their identity, talk about and validate the need they are trying to meet, and link it to the belief.
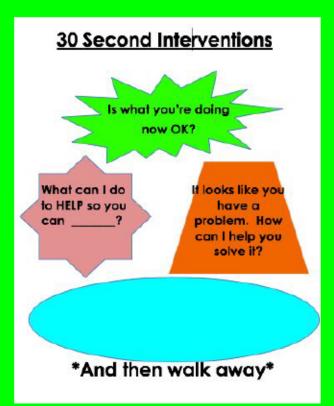
30-Second Interventions

LIGHT SWITCH- ON

When you see EXPECTED behaviors:

* YOUR facial expression is pleasant

* YOUR tone of voice is upbeat, positive

* specific praise ("I really like how you're working," etc.)

LIGHT SWITCH- OFF

When behavior is OFF-TASK:

* redirect to task by pointing (limited or NO verbals)

* no eye contact, body turned slightly away

* facial expression and tone are neutral, conveying boredom

30 Second Interventions

Is what you're doing now OK?

What can I do to HELP so you can _____?

It looks like you have a problem. How can I help you solve it?

And then walk away

FAB FIVE

I'm not interested in...

Excuses
Apologies
Fault
Shame
Blame

I'm only interested in fixing.

COMPLAIN TO ME BABY

1. How would you like it to be?
   - Why is it important?
   - Can you control this?

2. What have you been doing to get what you want?

3. Is it working?   No/partly

4. Do you want to figure out a better way?

   No   Yes   →

   Plan

   OR   Do you just want to complain?

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Reference:

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The Weave

WEAVING

Monitor   Manager

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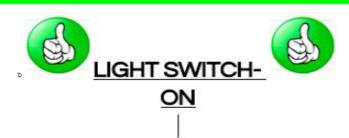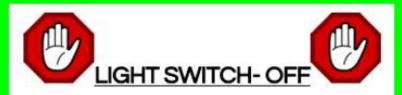
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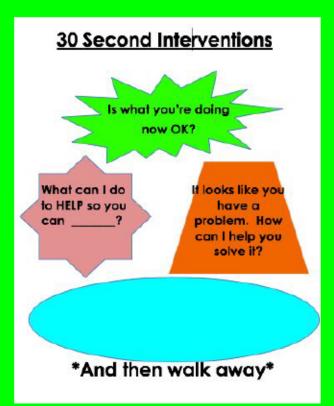
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