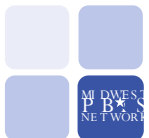# The School Based Clinician's Role: Being the Social Emotional Leader

Ami Flammini, Training and TA Director, Tier 2/3

Sheri Luecking, Co-Director Midwest PBIS Network

Midwest PBIS Network, Illinois

Agenda

- Consider a Tier 1/**Universal approach to supporting all staff**

- **Explore the 4 Concept Modules**
  - Classroom Management
  - Function-Based Thinking
  - Restorative Practices
  - Trauma

Objectives

- Understand the MWPBIS approach of the Role of Clinician

  - Understand the progression of the school-based clinician's role
  - Recognize how a clinician could support a staff from a Universal approach- **teaching**
  - Learn activities which can help support the application of knowledge around classroom management, trauma, restorative practices, and function-based thinking

- Identify **action plan/steps**

SOCIAL EMOTIONAL LEADER

EXPANDING OUR VISION

In the **beginning** stage (pre-MTSS)

Examples

- Send a student with <u>any</u> **social/emotional concern** to the <u>clinician</u> **at <u>any</u> time**

- **Subjective** decision-making vs. **Data Driven** decision-making to determine which social/emotional supports a youth receives

- Ask the clinician during an "update" meeting **"how does George do with you in your office"** as a means to assess his ability to generalize his behaviors to other settings

- Ask the clinician to cover the jobs of 8 other people

  - (okay this one might stay the same, but hopefully less) ☺

Evolution to "Post MTSS"

Moving from being the *only* response
to identified social emotional needs, to being
social emotional **leaders** of the building.

TO

Helping to build the capacity of
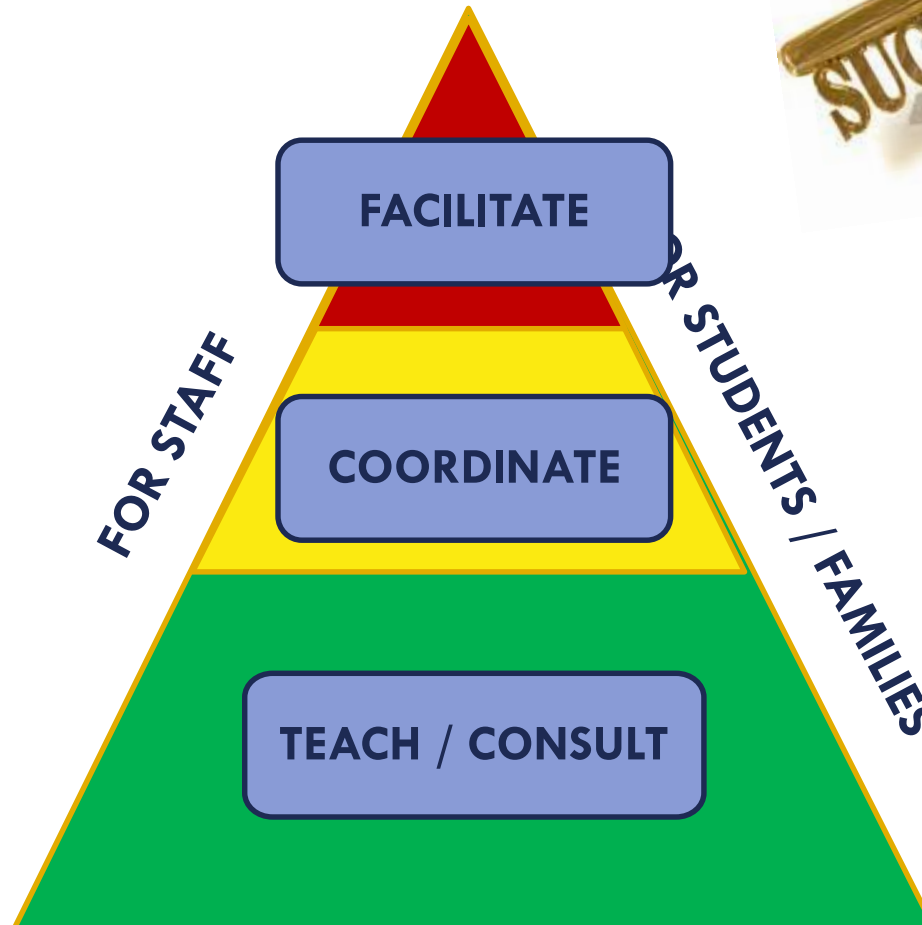the **rest of the staff**

Function/Role vs. Job Title

We are much more concerned with focusing on WHAT you do, that what your TITLE is. Consider making sure roles are filled vs. jobs.

Clinicians have always been teachers, consultants, coordinators, and facilitators…

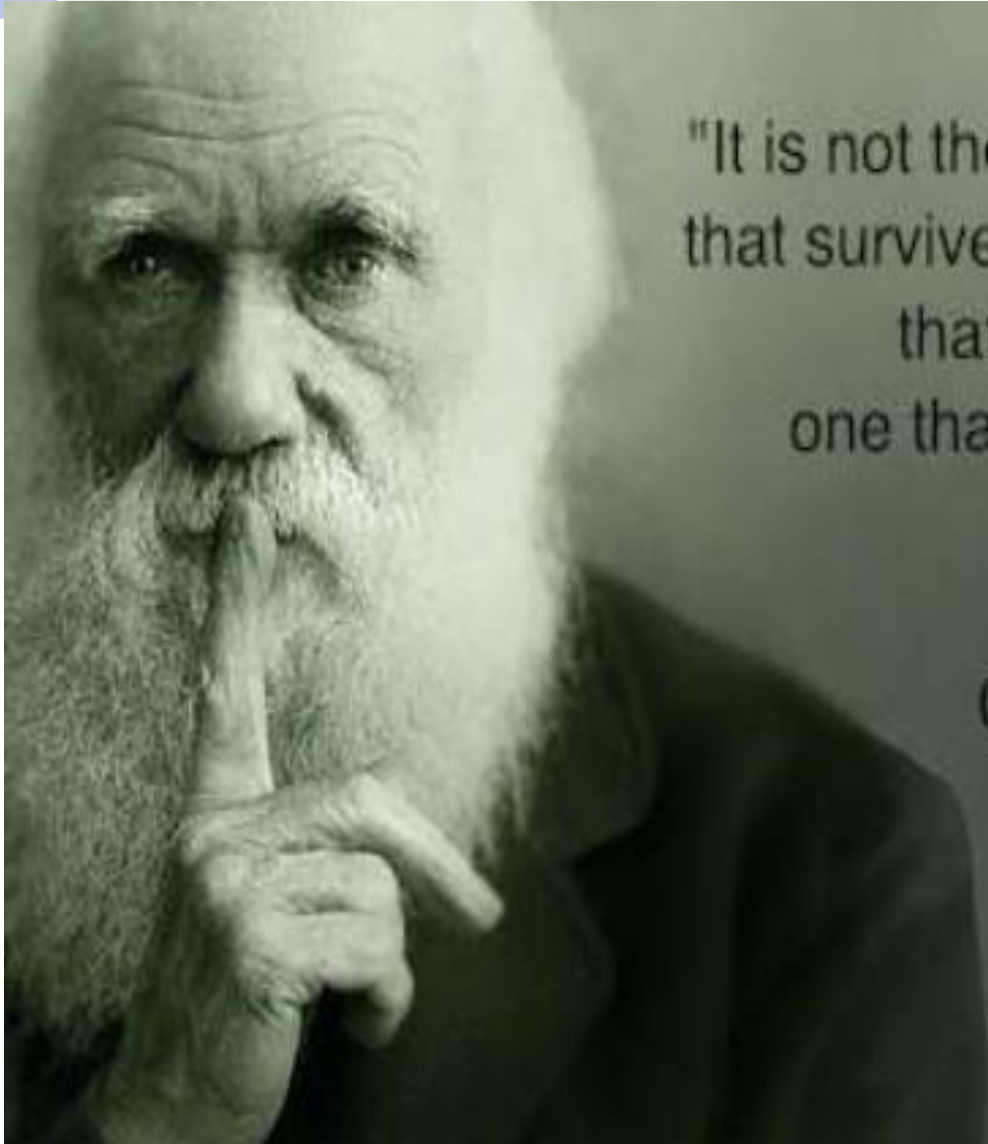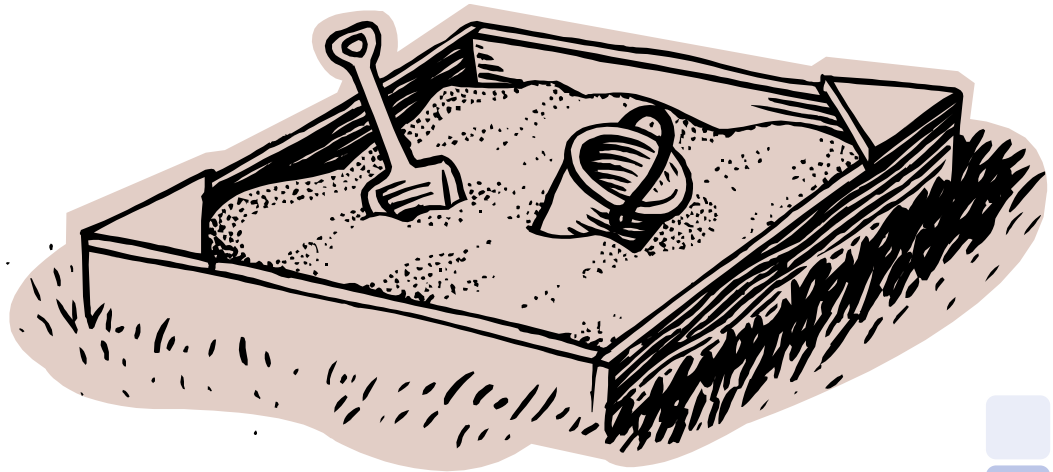The key is knowing **WHEN**/**WHERE** to do **EACH** function of our role.

Change sometimes takes having (potentially) Difficult Conversations…

- Other clinicians in the district
- Staff
- Administration
- Director(s) of Special Education
- Superintendent
- Board of Education
- Parents/Families

Know your sandbox…

…and (potentially) dare to step one foot out…

"It is not the strongest of the species that survives, nor the most intelligent that survives. It is the one that is most adaptable to change".

Charles Darwin

Helping to build the capacity of the **rest of the staff**

This is what we will be focusing on today

Where are you on your journey?

- Talk to your shoulder partner:
  - Do you have MTSS, PBIS, RtI in place in your building?
  - Where do you fit in the system?
  - Is your role integrated or are you an island?

TAKING IT TO TIER 1

Bringing Social/Emotional skills to the rest of the staff in a **Universal** way

Taking it to Tier 1

Build a strong foundation

- If we can give **foundational** skills to teachers and other staff in the building (and raise awareness):

  - Staff will feel more equip to handle minor social/emotional concerns that arise in the classroom

  - More students will get social/emotional support earlier in the process

  - Staff/student relationships will be strengthened

  - Culture and climate in the building will be strengthened

  - Clinicians can more effectively and efficiently move up the triangle to support youth with higher level needs

Format for the next **4 Modules**

- **<u>For Each Content Area</u>**

  - How can our staff **benefit** from this information?

  - **Basic knowledge** on the specific content area

    - Critical components

  - Guiding Questions/Activities to use with your staff

CLASSROOM MANAGEMENT

What you need to know…
So THEY can know

One truth of the matter

Can you help me, Mrs. Martin? This wasn't covered in any of my education courses.

How will this knowledge benefit our staff?

- It can help teachers create more positive climates in our classrooms

- It can empower teachers by having strategies ready for addressing behavior… sooner

- It is aligned with the Danielson Model

- It can help your staff decide if they want to learn more

Research Found…

- Strong management *signals* to kids that the class is a safe place to learn.
  (Aber et el., 1998; Mitchell, Bradshaw & Leaf, 2009)

- Well managed classrooms are rated as having more positive *climates*.
  (Aber et el., 1998; Mitchell, Bradshaw & Leaf, 2009)

- Teachers experience greater success (Woolfolk, 2002)
  - Increased student achievement
  - Creative and flexible instructional delivery
  - Teacher longevity

What We Know…

- **Lack of discipline** is one of the biggest problems facing public schools

- **More time is being spent on reactive classroom and behavioral management** and less time on academic instruction

- We can identify actions for a **school-wide team** to improve the quality of classroom management throughout the school

- Effective Classroom Management strategies and practices implemented by classroom teachers **are the foundation** of both behavior and academic three-tier interventions…

Information from Maryland PBIS Network

Classroom Components

(mini modules)

- Expectations and Rules

- Routines and Procedures

- Physical Environment

- Active Supervision

- Group Contingencies

- Specific Praise

- Opportunities to Respond

- Error Correction

Framework for Teaching

Domain 1: Planning and Preparation Content and Pedagogy, Knowledge of Students, Instructional Outcomes, Resources, Instruction, Assessment	**Domain 2: Classroom Environment** Respect and Rapport, Culture for Learning, Classroom Procedures, **Managing Student Behavior,** Organizing Physical Space
Domain 3: Instruction Communicating w/Students, Questioning/Discussing/Engagement, Assessment, Responsiveness	**Domain 4: Professional Responsibilities** Reflecting on Teaching, Keeping Records, Communication w/Families, PLCs, Professional Development, Professionalism

Taking a look at individual teacher skills, all schools will be assessing teacher skills as part of the Effective Educator. They will be using either the Strong model, or the Danielson Model. Regardless of which framework is used, if the evaluation process shows a need for skill development in areas that pertain to classroom management, resources will be needed to address those needs. Information from Wisconsin PBIS Network

A behavior-specific praise statement

- *Descriptive and specific :* Identifies and defines both the student and behavior being recognized

- *Behavior-contingent:* student accurately displays desired behavior

- *Frequency:* Behavior-specific praise statements **delivered 4 times as often as error correction.** Use more often when introducing or teaching a new behavior

Behavior Specific Praise

(How strong is your SPF?- **Specific Positive Feedback**)

Step 1: Name the specific student

Step 2: Acknowledge specific behavior

Step 3: Tie it back to school-wide expectations

This interaction should take 1 minute or less with the teacher giving the feedback.

Activity

- **Classroom Management Self-Assessment**
  - Get in pairs and review the self-assessment
  - Go through it with one another as if you were using it in a real life scenario

- What questions do you have?

- How can you see this being beneficial in your school(s)?

Classroom Management

Self-Assessment

Classroom Management Self-Assessment

	Not in Place	Partial in Place	In Place
DEFINING AND TEACHING BEHAVIORAL EXPECTATIONS BOQ: 42			
- Classroom behavioral expectations are defined and taught.			
- Classroom rules are defined and taught for each of the school-wide expectations and are posted in the classroom.			
ESTABLISHING ROUTINES & EFFECTIVE LEARNING ENVIRONMENT BOQ: 43 & 44			
- Expected behavior routines in classroom are stated positively, defined clearly and taught directly.			
a. Signal established for obtaining class attention.			
b. Self-management.			
- Classroom routines and procedures are explicitly identified for activities where problems may occur. (For example: entering class, asking questions, sharpening pencil, using restroom and dismissal).			
a. Transitions between instructional and non-instructional activities are efficient and orderly.			
b. Procedures for expected and problem behaviors are consistent with school-wide procedures.			
- Physical layout is functional and minimized crowding.			
a. Classroom activities have locations.			
b. Teacher able to monitor whole class.			
c. Traffic patterns established.			
CONTINUUM OF STRATEGIES TO ACKNOWLEDGE BEHAVIOR BOQ: 45 & 46			
- Active supervision of classroom occurs.			
a. moving through classroom, scanning, interacting			
- Acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgements of inappropriate behaviors.			
- Classroom teacher uses immediate and specific praise.			
- Positive environment established.			
a. Expected student behaviors are acknowledged regularly (positively reinforced) (4 positives to 1 negative).			
MAXIMIZING STUDENT ENGAGEMENT			
- Maximize academic engagement.			
a. Opportunities for student responses (0.5/min).			
- Promote academic success.			
- Instruction and curriculum materials are matched to student ability (math, reading, language).			
a. Students experience high rates of academic success (75% or higher correct).			
- Use activity sequence (scaffolding).			
- Vary modes of instruction.			
DEVELOP A CONTINUUM OF STRATEGIES FOR RESPONDING TO PROBLEMATIC BEHAVIOR BOQ: 47 & 48			
- Classrooms have a range of consequences/interventions for problem behavior that are documented and consistently delivered.			
a. Problem behaviors are clearly defined and receive consistent consequences.			
b. Hierarchy of responses to problem behavior.			
- Do not ignore moderate/intense problem behavior. Specific feedback for social/academic errors is given.			
- Classroom-based options exist to allow classroom instruction to continue when problem behavior occurs.			
- Teachers have regular opportunities for access to assistance and recommendations (observation, instruction and coaching).			

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Possible Next Steps

- Have classroom teachers use the Self-Assessment Survey

- Review your data around behavior in the classroom

- Review the Classroom Management Mini-Modules on www.midwestpbis.org

- Identify a "mini module" that can address the need

- PBIS Team/Coaches use modules/tools to support staff

For more information on **Classroom Management**

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Classroom Management

This training will provide coaches, administrators, team members, and other classroom management leads the professional learning necessary to begin to implement 8 identified classroom management practices/components in a systemic, efficient, and effective way. This will include 1) providing training to school staff, 2) using the snapshots as self-assessment, peer-assessment, and walk through data to assess implementation of the components and 3) providing support to staff where data or staff request indicate further need.

Who Should Participate:	Participants can expect to leave being able to:
External Coaches, Administrators, Teacher Leaders identified by Dist/Coop/ROE as trainers/coaches of classroom management practices.	▪ Create a system for supporting teachers through coaching the classroom component module ▪ Identify the practices within the classroom components ▪ Be prepared to collect data specific to the module ▪ Identify and provide technical assistance to teachers in need of more support ▪ Train the 8 components to school/district staff

Agenda

Module 1
Overview ppt.
Self-Assessment Survey
Problem Solving Worksheet

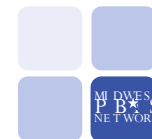**Module 5**
Classroom Management Active Supervision ppt.
CM Snapshot Active Supervision
Active Supervision Activity Sheet
Children Social Skills

FUNCTION-BASED THINKING

What you need to know…
So THEY can know

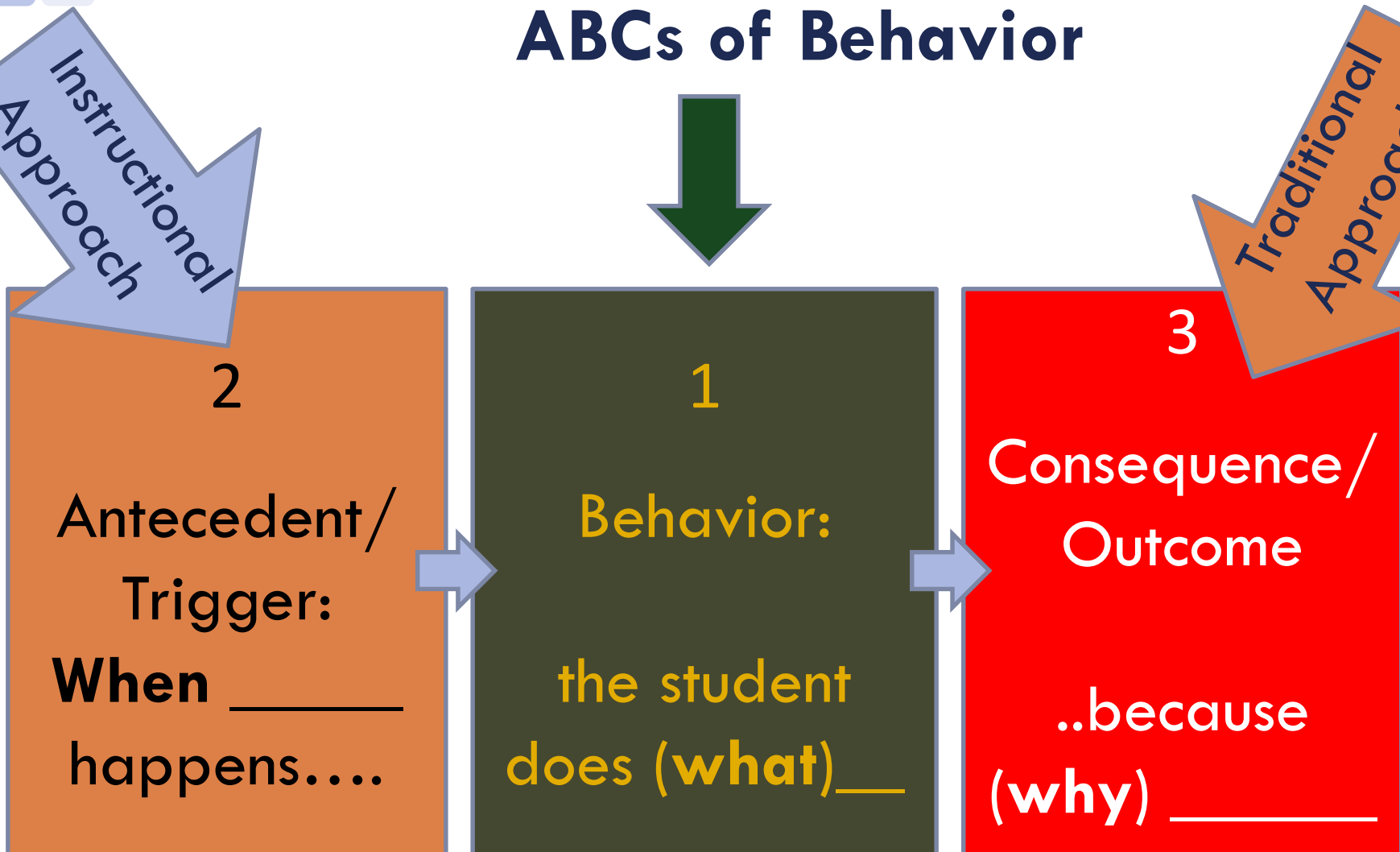# How will this knowledge benefit our staff?

- It can help staff to consider why students do what they do

- It can help teams to be more effective with their decision-making processes

- It can help staff to use appropriate function-based responses earlier, to ideally prevent youth from moving up the triangle

- It can help your staff decide if they want to learn more

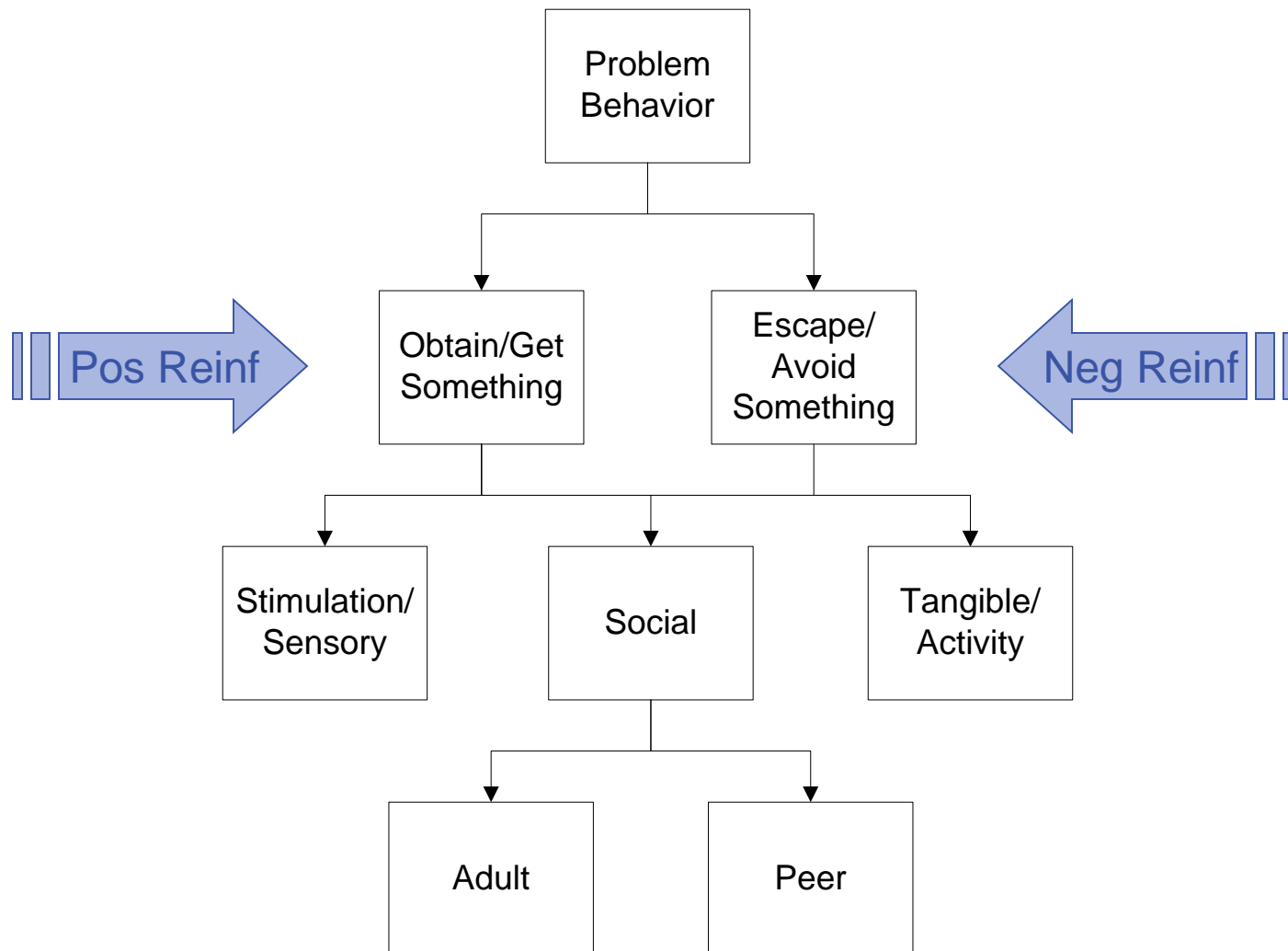# Understanding the "F" Word

What do we mean by "function"

From Reactive to Preventative ABCs of Behavior

Instructional Approach

Traditional Approach

2

Antecedent/ Trigger:

When _____ happens….

1

Behavior:

the student does (**what**)___

3

Consequence/ Outcome

..because (**why**) _____

(Loman & Borgmeier)

If we can predict it, we can prevent it…

Functions that Behavior serves

<u>C</u>ommon Functions of Problem Behavior <u>in School Settings</u>

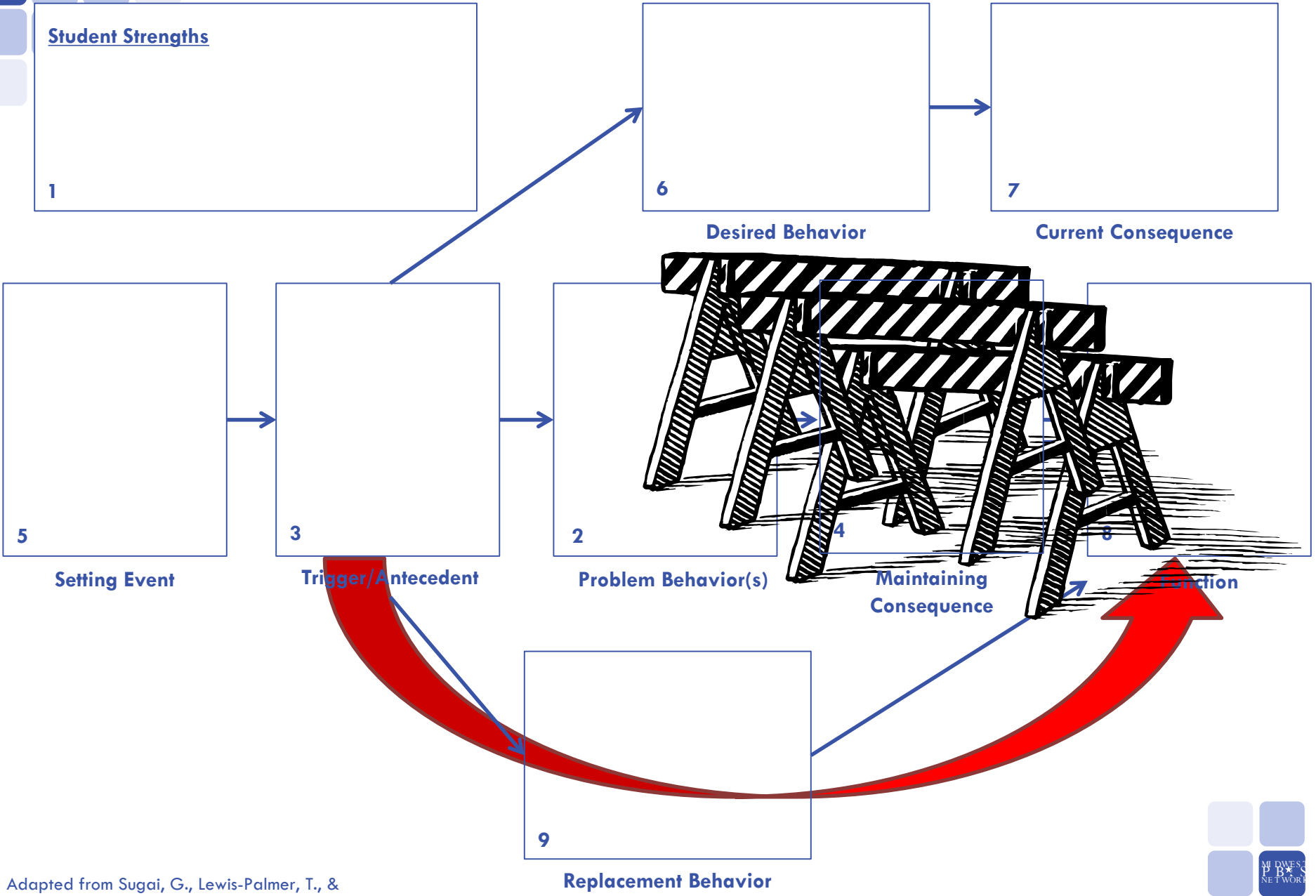## <u>Obtain/ Access</u> :

- Peer <u>attention</u>
- Adult <u>attention</u>
- Desired activity
- Desired object/ items
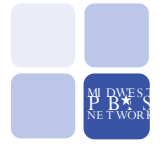- Sensory?
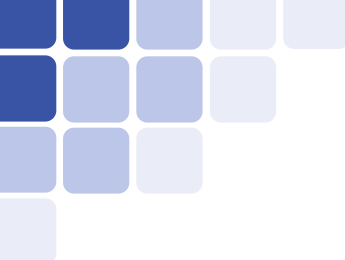
<u>Avoid/ Escape:</u>

- <u>Difficult Task</u>
- Boring Task
- Easy Task
- Physical demands
- Non-preferred activity
- Peer or Adult <u>attention</u>
- Sensory?

FBA/BIP Competing Behavior Pathway

Student Strengths

1

6

Desired Behavior

7

Current Consequence

5

Setting Event

3

Trigger/Antecedent

2

Problem Behavior(s)

4

Maintaining Consequence

8

Function

9

Replacement Behavior

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"Replacement" or "Alternative" Behavior(s)

Replacement behaviors must maintain the same function for the student with the same accuracy and efficiency as the problem behavior.

** Replacement behaviors are NOT the Desired Behavior!

A Focus on Supporting the Adults
Changing Adult Behavior

What if **ALL** teachers clearly understood **function** of behavior?

- What kind of classrooms would we have?
- Would it impact the requests for assistance?
- What kind of success rate would you have for plans that are developed?
- Would less students ultimately need to move through the triangle?

FBA-BIP (function-based thinking) Starts in the Classroom

Making Function-Based Thinking- Universal

- **We build capacity for FBA-BIP by:**
  - Creating a system of PD and coaching all teachers in the basics of Function Based problem solving
  - Using Function as a regular part of problem solving at Tier 1 team meetings and beyond
  - Making function an ongoing part of every behavior conversation
  - Training staff to think of replacement behaviors and function-based strategies in the classroom

Using Function-Based Thinking (FBT) to Move Through the Triangle
CONSIDER

- **At Tier 1:**
  - **Teachers** use FBT, concepts, and skills in the classroom for quick problem solving
  - Teams us FBT as a **regular part of problem solving**

- **At Tier 2:**
  - **Teachers** use FBT to **identify which interventions** match youth need at the basic/foundational Tier 2 level (reverse request forms)
  - **Facilitators** use FBT to gather current data and create "brief" FBAs
  - **Standing teams** use FBT to identify strategies in school that will help create effective BIPs

- **At Tier 3:**
  - **Unique teams** use FBT to collect data and create "complex" FBAs
  - **Unique teams** use function-based thinking to identify strategies in multiple life domains (home, school, and community) that will help create effective BIPs

Activity

- How can you see this being beneficial in your school(s)?

For more information on **Function-Based Thinking**

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Functional Behavior Assessment/Behavior Intervention Plan (FBA/BIP)

Contents

This session will provide an introduction to the concepts and systems necessary to utilize Functional Behavior Assessment and Behavior Intervention Planning (FBA-BIP) to support students with challenging behavior. These sessions will focus specifically on the processes and tools needed to assist coaches, facilitators and problem-solving teams in planning, implementing, and evaluating FBA-BIP.

Who Should Participate:

This session is designed for specific personnel identified to facilitate the FBA-BIP development process, coaches, and problem-solving teams:

Participants can expect to leave being able to:

- Identify when an FBA-BIP is necessary
- Identify the essential systems needed for an effective FBA/BIP

Possible Next Steps

- Check out FBA/BIP Materials on www.midwestpbis.org

- Consider training some staff (clinicians?) in FBA/BIP with an MTSS lens (Midwest PBIS)

- Consider identifying key leaders to take the lead in this work

- Plan an overview of FBA/BIP/how to think about function to overview with school staffs

TRAUMA

What you need to know…
So THEY can know

Can we get our staff to use an alternative lens?

Cues to Use "Alternative Behavior Lens"

- Known history of potentially traumatizing events or traumatic stress
- Behavioral responses are rapid &/or disproportionately intense given the stimulus
- Traditional approaches & responses not successful
  - Efforts to teach alternative behaviors not working
  - Rewards/consequences are activating
- Traditional FBA approach not successful
  - Antecedent behaviors & patterns hard to identify (i.e., no pattern to where & when behavior occurs & who is present)
  - Function of behavior may be neurological & not observable (i.e., not outcome driven)

Adapted from Zivsak, Vidimos, & Mack

How will this knowledge benefit our staff?

- It can give staff skills to better understand youth entering their classrooms

- It can help staff react to youth from a more well informed perspective- use an alternative lens

- It can give staff alternative language to begin to use when interacting with youth

- It can help your staff decide if they want to learn more…

# Trauma impacts the development of the brain

Healthy Brain

This PET scan of the brain of a normal child shows regions of high (red) and low (blue and black) activity. At birth, only primitive structures such as the brain stem (center) are fully functional; in regions like the temporal lobes (top), early childhood experiences wire the circuits.
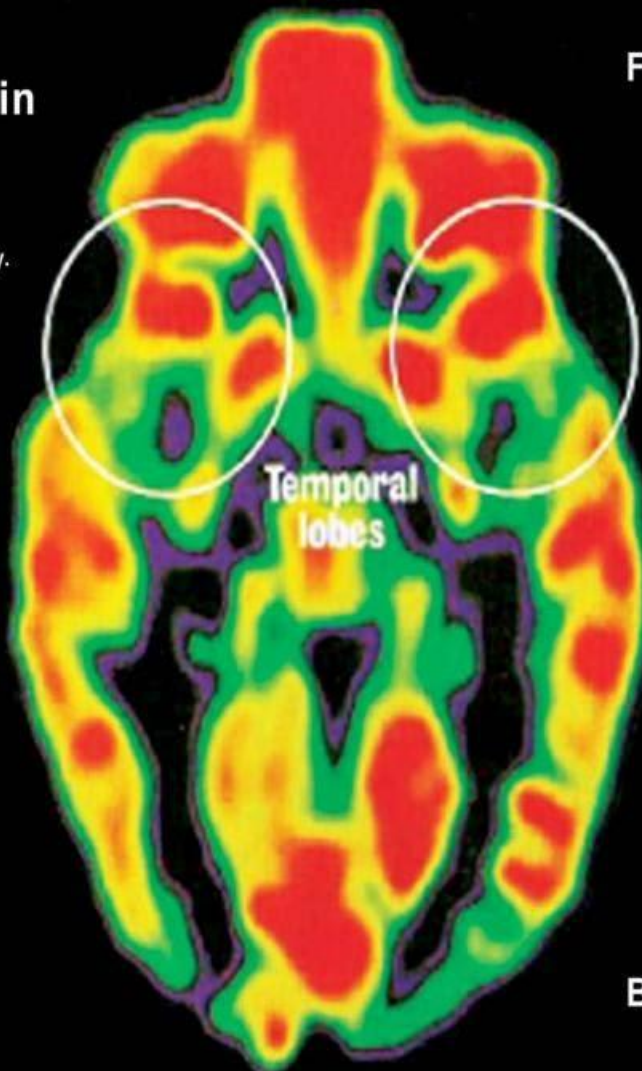
An Abused Brain

This PET scan of the brain of a Romanian Orphan, who was instutionlized shortly after birth, shows the effect of extreme deprivation in infancy. The temporal lobes (top),which regulate emotions and receive input from the senses, are nearly quiescent. Such children suffer emotional and cognitive problems.

Front

Temporal lobes

Temporal lobes

Back
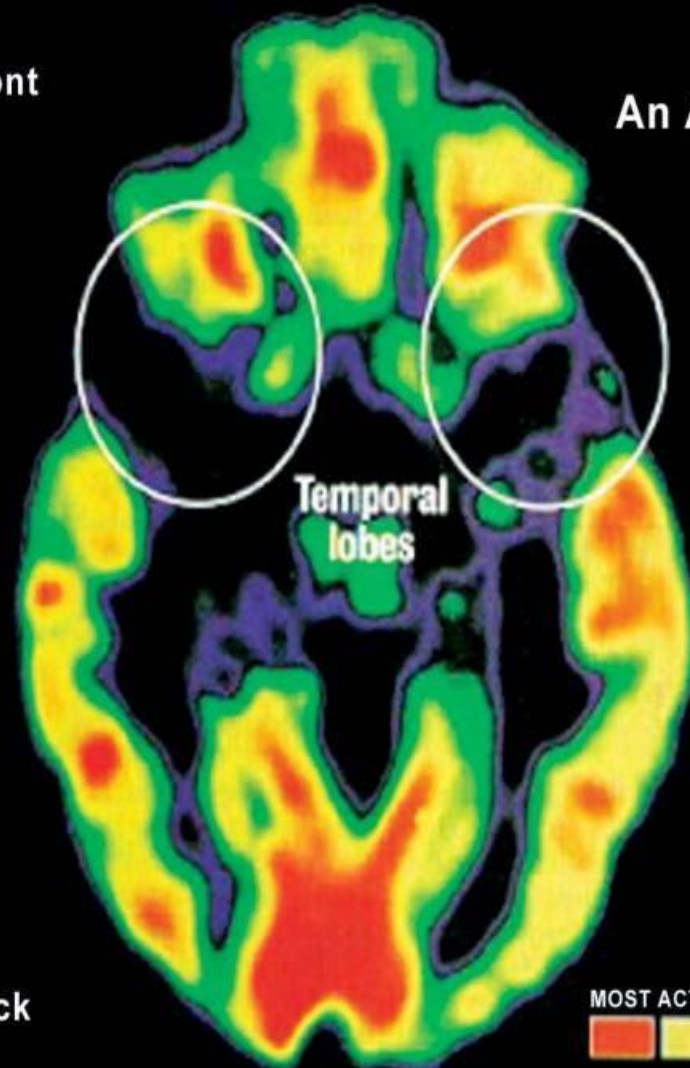
MOST ACTIVE   LEAST ACTIVE

Brain Size

3 Year Old Children

Normal — Extreme Neglect

© 1997 Bruce D. Perry, MD., Ph.D., Child Trauma Academy

Prior to your 18th birthday:

1) Did a parent or other adult in the household often or very often… Swear at you, insult you, put you down, or humiliate you? or Act in a way that made you afraid that you might be physically hurt? No____If Yes, enter 1 __

2) Did a parent or other adult in the household often or very often… Push, grab, slap, or throw something at you? or Ever hit you so hard that you had marks or were injured?
No____If Yes, enter 1 __

3) Did an adult or person at least 5 years older than you ever… Touch or fondle you or have you touch their body in a sexual way? or Attempt or actually have oral, anal, or vaginal intercourse with you?
No____If Yes, enter 1 __

4) Did you often or very often feel that … No one in your family loved you or thought you were important or special? or Your family didn't look out for each other, feel close to each other, or support each other?
No____If Yes, enter 1 ___

5) Did you often or very often feel that … You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you? or Your parents were too drunk or high to take care of you or take you to the doctor if you needed it?
No____If Yes, enter 1 ___

6) Were your parents ever separated or divorced?
No____If Yes, enter 1 ___

7)Was your mother or stepmother:
Often or very often pushed, grabbed, slapped, or had something thrown at her? or Sometimes, often, or very often kicked, bitten, hit with a fist, or hit with something hard? or Ever repeatedly hit over at least a few minutes or threatened with a gun or knife?
No____If Yes, enter 1 ___

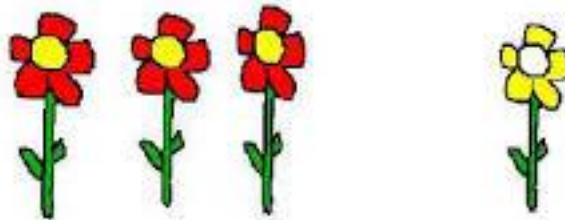8)Did you live with anyone who was a problem drinker or alcoholic, or who used street drugs?
No____If Yes, enter 1 ___

9) Was a household member depressed or mentally ill, or did a household member attempt suicide? No____If Yes, enter 1 ___

10) Did a household member go to prison?
No____If Yes, enter 1 ___

Now add up your "Yes" answers: _
This is your ACE Score

$$3 + 1 = \boxed{4}$$

What we are talking about?

Extreme or chronic stress that overwhelms a person's ability to cope & results in feeling vulnerable, helpless & afraid

- Can result from one event or a series of events (Big T & Little T)
- Event(s) may be witnessed or experienced directly
- Experience is subjective
- Often interferes with relationships; **self regulation**; & fundamental beliefs about oneself, others & one's place in the world

ACE Study Findings

Of the 17,000+ respondents…

- More than 25% grew up in a household with an alcoholic or drug user

- 25% had been beaten as children

- Two-thirds had 1 adverse childhood event

- 1 in 6 people had four or more ACES

Source: Adverse Childhood Experiences (ACE) Study. Information available at
http://www.cdc.gov/ace/index.htm

ACE Study Findings
ACE Scores Linked to Physical & Mental Health Problems

Compared with people with no ACEs, those with four or more ACEs were:

- Twice as likely to smoke

- Seven times as likely to be alcoholics

- Six times as likely to have had sex before age 15

- Twice as likely to have cancer or heart disease

- Twelve times more likely to have attempted suicide

- Men with six or more ACEs were **46** times more likely to have injected drugs than men with no history of adverse childhood experiences

ACES Impacts Learning

51% of children with 4+ ACE scores
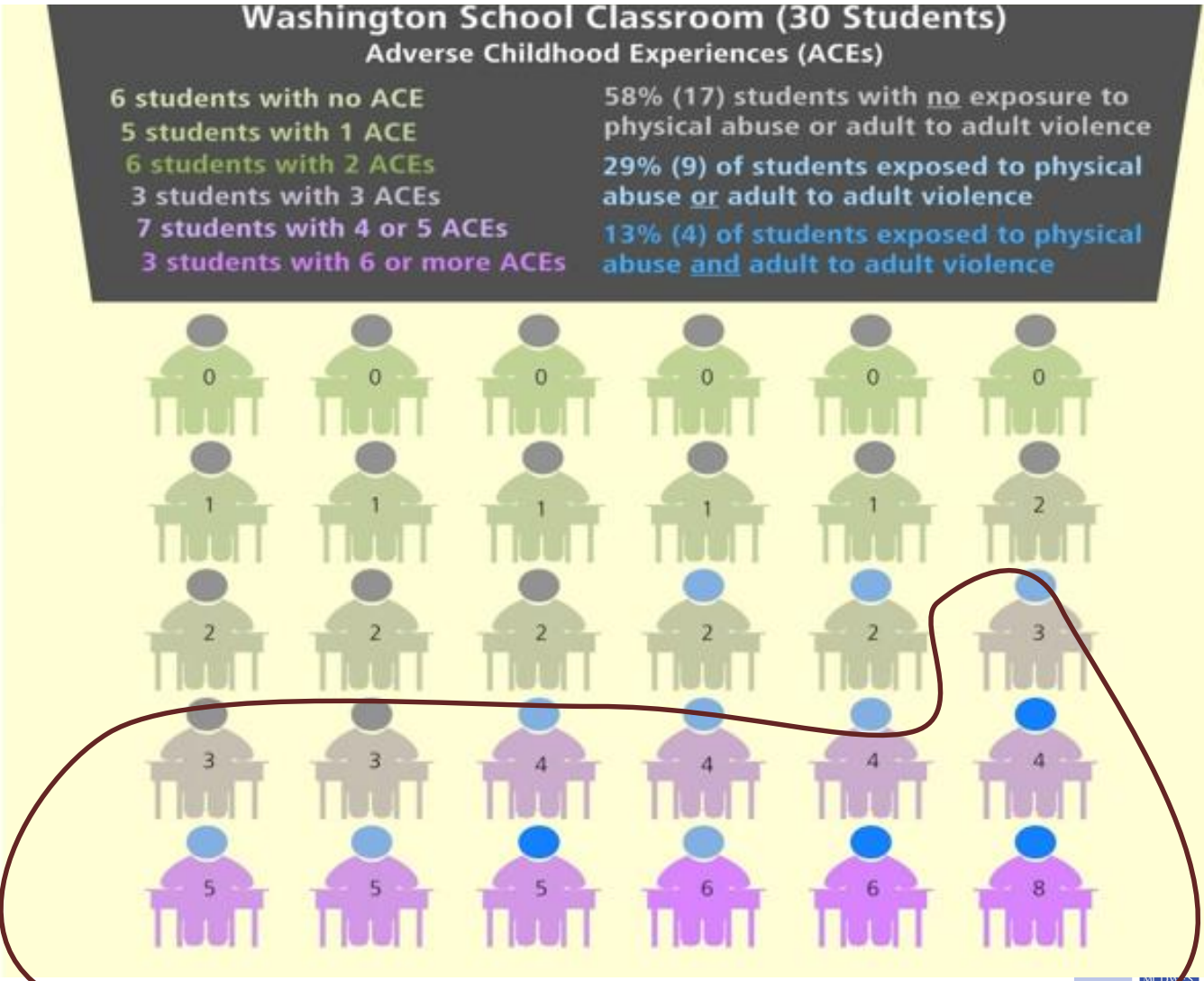had learning and behavior problems in school

Compared with only 3% of children with NO ACE score

Source: Burke, N.J., Hellman, J.L., Scott, B.G., Weems, C.F & Carrion, V.C. (June 2011). "The Impact of Adverse Childhood Experiences on an Urban Pediatric Population," Child Abuse and Neglect, 35, No. 6.

Prevalence

13 of every 30 students in a classroom experience toxic stress from **3 or more** Adverse Childhood Experiences (ACEs)

Washington School Classroom (30 Students)
Adverse Childhood Experiences (ACEs)

6 students with no ACE
5 students with 1 ACE
6 students with 2 ACEs
3 students with 3 ACEs
7 students with 4 or 5 ACEs
3 students with 6 or more ACEs

58% (17) students with no exposure to physical abuse or adult to adult violence

29% (9) of students exposed to physical abuse or adult to adult violence

13% (4) of students exposed to physical abuse and adult to adult violence

Activity

- Adverse Childhood Experiences Study (ACE's)
  - Could you do this with your staff?
  - How would it impact them?
  - What would they get out of it?
- How do you think it will go to talk to / support your staff around the idea of Trauma?

The needed perspective shift

"What's wrong with you?"

"What happened to you & how can we help?"
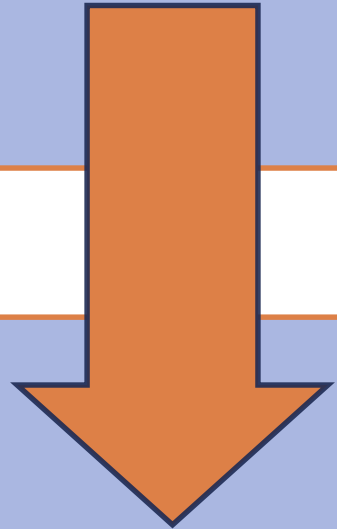
Impact on student's view of world

Typical Development	Developmental
• I live in a predictable & benevolent world • I am worthwhile • I am hopeful & optimistic about my future • I have the ability to impact & change my life	• The world is not safe • People want to hurt me • I am afraid • No one will help me • I am not good/smart/ worthy enough for people to care about me • It will never get better • I need to establish personal power & control

How do we see these students?

Uninformed view

- Anger management problems
- May have ADHD
- *Choosing* to act out & disrupt classroom (e.g., disrespectful or manipulative)
- Uncontrollable, destructive
- Non-responsive

Uninformed response

- Student needs consequences to correct behavior or maybe an ADHD evaluation

Adapted from Daniel & Zarling (2012)

Informed view

- Maladaptive responses (in school setting)
- Seeking to get needs met
- Difficulty regulating emotions
- Lacking necessary skills
- Negative view of world (e.g., adults cannot be trusted)
- Trauma response was triggered

Informed response

- Student needs to learn skills to regulate emotions & we need to provide support

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A belief that a person has control over his/her behavior leads to one being more likely to be angry with that person when his/her behavior is inappropriate.

Possible Next Steps

- Talk to your staff about the ACES study

- Ask your staff to watch the video (or others)

- Decide if your staff want to learn more

- Identify some key leaders to get trained, learn more, start to ask the difficult questions, etc.

RESTORATIVE PRACTICES

What you need to know…
So THEY can know

How will this knowledge benefit our staff?

- It can help to understand how Restorative Practices can fit into a 3-Tiered Model of Support for Behavior

- It can give a greater understanding of what it would mean to consider Restorative Practices as an alternative to current discipline

- Staff should walk away understanding key features of Restorative Practices

- It can help your staff decide if they want to learn more…

WE WANT/NEED TO

Prevent and respond to problem behaviors in a way that:

- Conveys **respect**
- Fosters **positive relationships**
- **Maintains the student in the instructional environment**
- With a **stay at the table** and extend a hand mentality
- **Without shaming** or blaming students

A different approach to **shame**

- Our **criminal justice** and **school disciplinary systems**:
  - Fail to capitalize on the opportunity to use that shame in a constructive way
  - Stigmatize and alienate offenders

- **Conferencing** addresses wrongdoing in a way that allows young offenders to:
  - Resolve their shame by making amends
  - Repair the harm they have caused
  - Earn acceptance and often forgiveness

(Wachtel, O'Connell, and Wachtel, 2010)

Planting Seeds with Staff

Brene Brown, Ph.D.

vulnerability, courage, worthiness, and shame

- Videos about
  - [Blame](https://www.youtube.com/watch?v=RZWf2_2L2v8)
    https://www.youtube.com/watch?v=RZWf2_2L2v8
  - [Empathy](https://www.youtube.com/watch?v=1Evwgu369Jw)
    https://www.youtube.com/watch?v=1Evwgu369Jw
- How could this be used with staff?
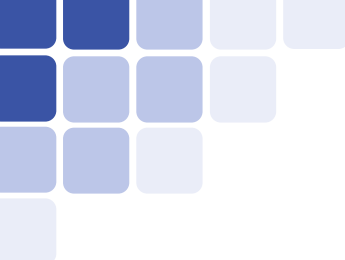- Would this be helpful in any way?

Restorative Practices in Schools are inspired by the philosophy and practices of restorative justice, which puts repairing harm done to *relationships* and people over and above the need for assigning blame and dispensing punishment.

www.ibarj.org

Concerns with RP

- Lacking scientific evidence

- Limited research

- Lacking a "standard" model

- Non-replicable

- Lacking fidelity measures

One of the basic premises of restorative practices is that human beings are happiest, healthiest and most likely to make positive changes in their behavior when those in authority do things **WITH** them, rather than **TO** them or **FOR** them

(Costello, Watchel, and Watchel, 2009)

Critical Components/Concepts of RP that **Overlap** with SWPBIS

- Shifting adult behavior
- High Control (structure) and High Support
- Build strong relationships, early on
- Changing the student vs. changing the **environment** to make it more likely they will succeed.
- Engagement
- Avoiding Shame and Blame
- Collaborative Process
- Trying to use observable, measurable language when referring to behavior

The Intersection of SWPBIS and RP

SWPBIS & Restorative Practices are:

responses to Zero Tolerance

- **SWPBIS** provides **systems** to guide adult behaviors
- **RP** provides **additional disciplinary alternatives (practices)** that are:
  - Not *exclusionary* **and,**
  - Provide the opportunity to restore harm and relationships and reteach behavior.

A CONTINUUM OF RESTORATIVE PRACTICES

Intensive Intervention

Return from suspension
Administrative transfer or school crime diversion:
- Victim offender meetings
- Family/community group conferences
- Restitution

Early Intervention

Restorative Conferencing to develop alternatives to suspension:
- Youth/peer court
- Peer mediation
- Conflict resolution training
- Restitution

Prevention & Skill Building

Peace-keeping circles for:
- Morning meetings
- Social/emotional instruction
- Staff meetings

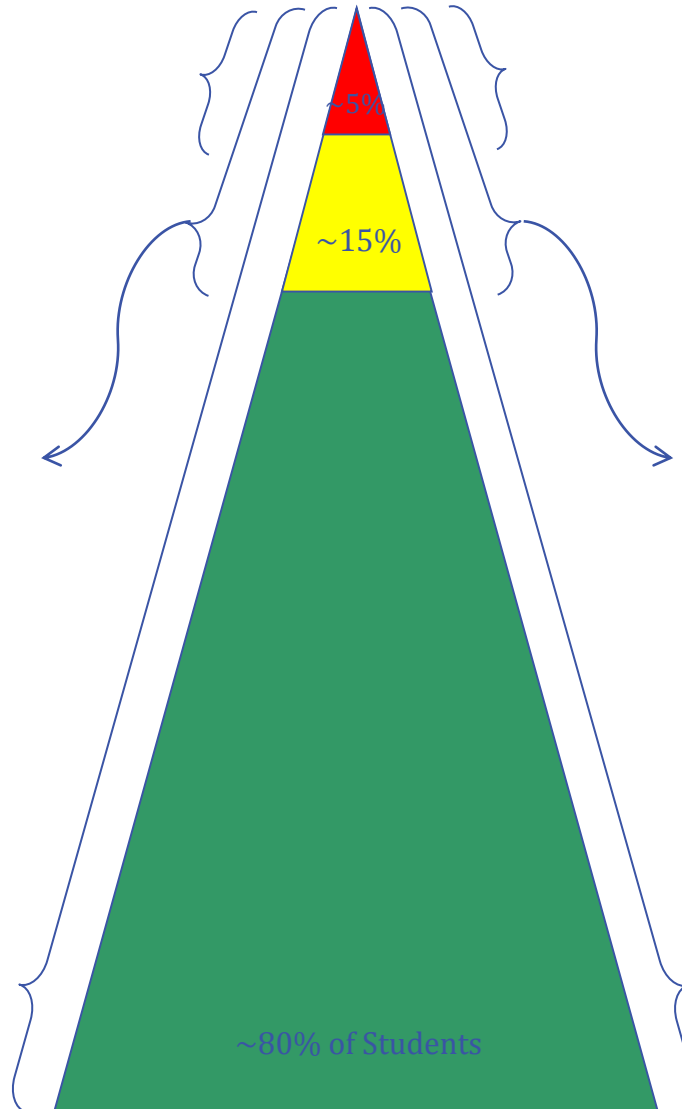## A CONTINUUM OF SWPBIS PRACTICES

Intensive Intervention

- Function-based support
- Wraparound support
- "Person-centered"

Early Intervention

- Check-in/ Check-out
- Social Skills Curricula

Prevention & Skill Building

- Define and teach expectations
- Establish consequence system
- Collection and use of data

~5%

~15%

~80% of Students

Prevention vs. Reaction

There are RP interventions that are used in reaction to events (i.e. formal conferences) and there are interventions used as prevention (i.e. affective statements).

INFORMAL   **FORMAL**

| affective statements | affective questions | small impromptu conference | group or circle | formal conference |

Definitions

- **Affective Statements**- expressions of personal feelings

- **Affective Questions-** open ended questions that get people talking about their feelings to one another. Questions give students a chance to tell their story and express feelings about what happened

- **Small Impromptu Conferences-** when a few people meet briefly to address and resolve a problem. Uses affective questions to facilitate a short interaction.

- **Circles-** a group of students/adults meet in a circle to discuss, answer questions, solve problems, play a game or offer feedback.

- **Formal Restorative Conferences-** provide the most structure and require the greatest amount of planning. A special type of circle that is generally reserved for reacting to the most serious incidents that happen in a school.

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CIRCLES

"The circle is a potent symbol. Its shape implies community, connection, inclusion, fairness, equality and wholeness."

(Costello, Wachtel, and Wachtel, 2010)

Types (examples) of Circles

(Costello, Watchel, and Watchel, 2010)

Pro-Active	Responsive

■ Sequential Go-Around
 	
■ Non-sequential Circles
 	
■ Fish Bowls
   ■ Optional Empty Chair
 	
■ Check-in and Check-out
 	
■ Other
   ■ Games
   ■ Academics- review
	■ Addressing specific incidents that have occurred
	   ■ In the classroom
	   ■ In the school
	   ■ In the community
	   ■ Crisis
	   ■ Etc.
	
	■ Formal Restorative Conferences
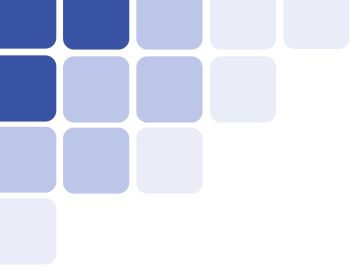
Is What We Are Doing, Working?

How do you know whether or not:

- Practices are being used as intended?

- Practices are being done with fidelity?

- Practices are having the desired impact?

Fidelity

1. **How often do we assess fidelity?**

    - If it is a new skill, we assess frequently until the person has fluency (accurate and fast)

    - We fade the frequency of fidelity checks as the person using the practice becomes fluent
      or the system becomes effective/efficient

2. **What do we do with fidelity information?**

    - Improve our implementation of practices where needed

    - Modify our teaching

    - Whole-school, by grade level, by teacher

Considerations for RP in Your School

- Restorative Practices will be most successful in schools where the **administrators use the practices in their interactions with teachers**
  - "do things WITH them, rather than TO them or FOR them"- this includes staff as well

(Costello, Wachtel, and Wachtel, 2009)

What would it look like if all staff used this **same** language with all youth?

Activity

When challenging behavior:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

To help those affected:

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

For more information on **Restorative Practices**

MIDWEST PBiS NETWORK

Search this site

Home   About   Coaches   Evaluation   Events   Content   Recognition

Restorative Practices

This session will describe the alignment of Restorative Practices (RP) within the SWPBIS framework in schools. The training will specifically focus on the alignment of classroom, school-wide, data and teaching systems. Guidelines and cautions for aligning Restorative Practices into the SWPBIS framework will be shared with participants including examples from districts currently implementing RP within SWPBIS.

Who Should Participate:

This training is appropriate for any member of the Tier 1, 2, or 3 teams who wants to learn more about the alignment of RP into the SWPBIS framework. This training is ideal for those interested in/intending to lead the charge within their district/building.

- External Coaches
- Internal Coaches
- Administrators
- Teachers
- Student Support Personnel / Clinicians
- Etc.

Participants can expect to leave being able to:

- Define Restorative Justice Practices
- Identify the goals of RP in schools
- Define examples of how RP practices and strategies align with SWPBIS
- Develop 2-3 action items to take back to their schools to begin the alignment process

Possible Next Steps

- Attend a RP training day

- Talk to your staff about the idea of using alternatives to current discipline practices

- Consider asking staff/key disciplinarians to start using similar, consistent language when talking to youth about behavior
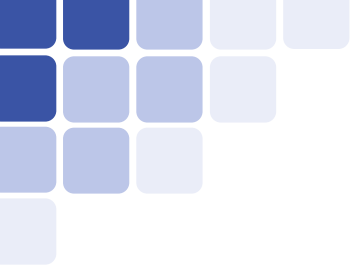
- Identify some key leaders in this work

WRAP UP

Questions, Comments, Concerns,

Action Steps

Where to go from here?

Be Brave.
&
Carry on Warriors.

Midwest PBIS Network

Thank you!