

CS 1.07 Implementing Restorative Practices within a Multi-Tiered System of Support

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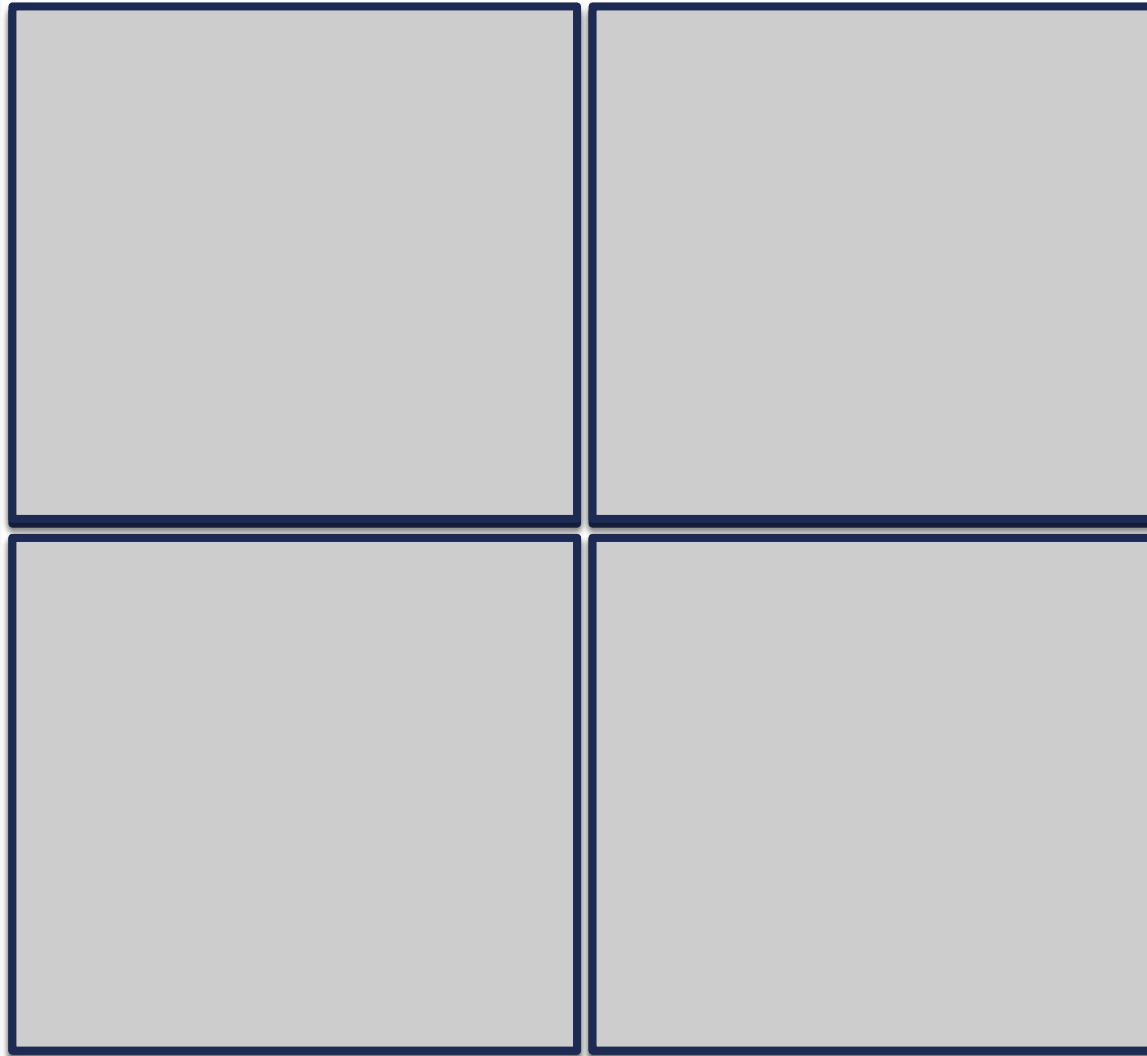


THEORY

One of the basic premises of Restorative Practices is that “human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things WITH them, rather than to them or for them.”

(Wachtel, 2005)

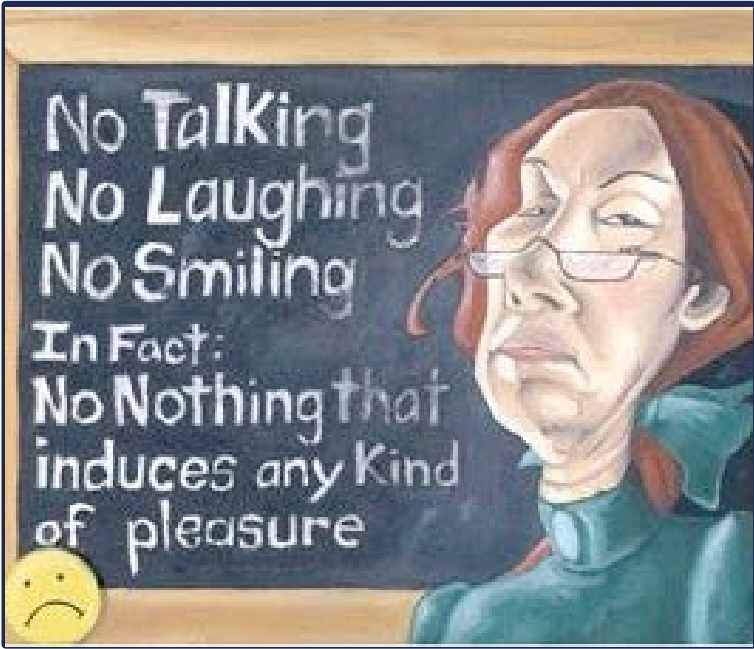
Control (limits, expectations, discipline)



Social
Discipline
Window

Support (nurturing, encouragement, concern etc.)

SCHOOLS





ACTIVITY

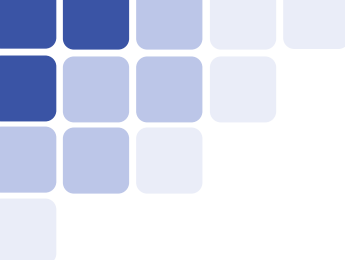
Fly on the wall

Turn to your shoulder partner and discuss what it would look like/feel like if you were in a classroom where the teacher was primarily one of the below:

1. **FOR:** Permissive Practitioner Style
2. **NOT:** Neglectful Practitioner Style
3. **TO:** Punitive Practitioner Style
4. **WITH:** Restorative Practitioner Style

The Social Discipline Window

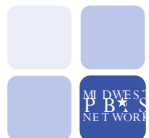
- We are not all Restorative all of the time
- People can move boxes
- It's all about being self-aware and self-reflective
- It's the cornerstone of everything we do



Think of a person who has had the greatest impact on you, a person you have respected the most in your life.

When this person challenged you, when you did something wrong or weren't living up to your potential, how did this person treat you?

How did you first feel?



What's in a Word?

STIGMATIZING SHAME

Pushes the offender out of the community and labels them. The offender is now a bad person who committed a crime or harm. This label may follow them their whole lives. Since the offender is pushed out of the community, it encourages their participation in criminal subculture

REINTEGRATIVE SHAME

Expresses disapproval but does not push the offender out of the community. This type of shame rejects the act but not the person and allows for the person to be reintegrated back into the community.



Think of a
time when
your
shame affect
was
triggered?

What is your first response?
Talk to your shoulder partner

Compass of Shame



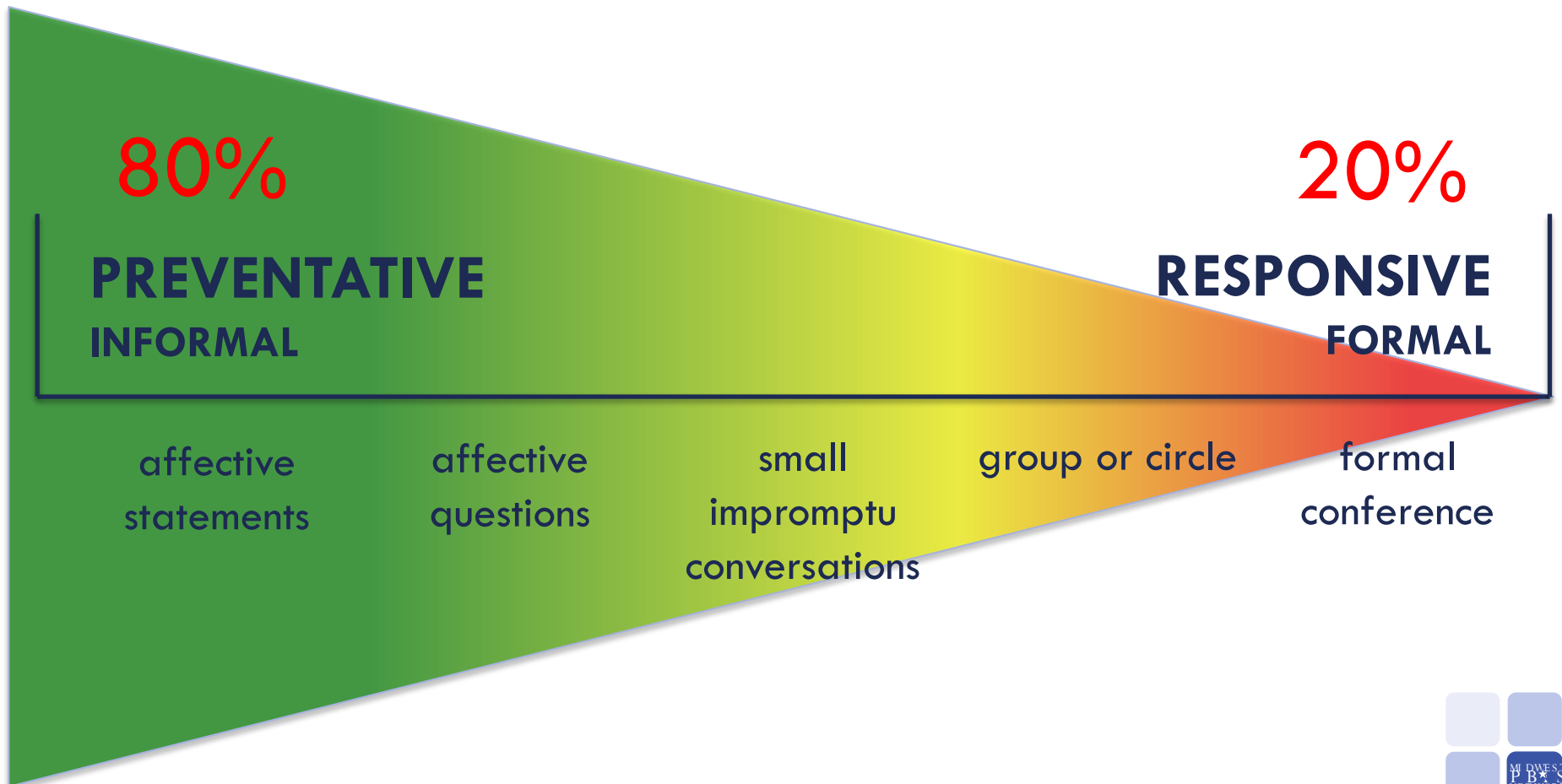


Restorative Practices

- Provide rituals and processes to do Tomkin's Blueprint
 - Maximize positive affect
 - Minimize negative affect
 - Freely express emotion
- Get youth off of the compass of shame
- Help us operate out of the “with” box

PRACTICES

Preventative to Responsive





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.

Goals of restorative justice in schools

(Gonsoulin, Schiff, and Hatheway 2013)

- Create a restorative and inclusive **school climate** rather than a punitive one
- **Decrease suspensions, expulsions, and disciplinary referrals** by holding youth accountable for their actions **through repairing harm** and making amends
- **To create opportunities for learning**
 - Understanding about the impact of behavior on others (Costello, Wachtel, and Wachtel 2009)

Concerns with Restorative Practices

- Lacking scientific evidence
- Limited research
- Lacking a “standard” model
 - Non-replicable
- Lacking fidelity measures

We need to be able to answer these questions

- Which specific practices will we use?
- What problems are we trying to address?
- Who will use them?
- When will we use them?
- How will we know if we are doing them “right”?
- What outcomes are we looking for?
- How will we know if it’s working?



PBIS is ...

a **data-driven decision making framework** for establishing the **social culture** and behavioral supports needed for a school to be an **effective learning environment** for **all students and staff**.

- ✓ Increase Effectiveness and Efficiency
- ✓ Supports consistent adult behavior
- ✓ Process for Continuous Improvement

Key Systems Features of MTSS

- Expectations for high quality, research-evidence based instruction in general education classrooms
- Universal, classroom-based screening to identify need for additional support
- Collaborative team-based approach to development, implementation, and evaluation of interventions
- Increasingly intense, multi-tiered application of an array of high-quality, evidence-based instruction matched to individual needs
- Continuous monitoring of progress to determine impact of interventions
- Expectations for parent involvement throughout the process

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

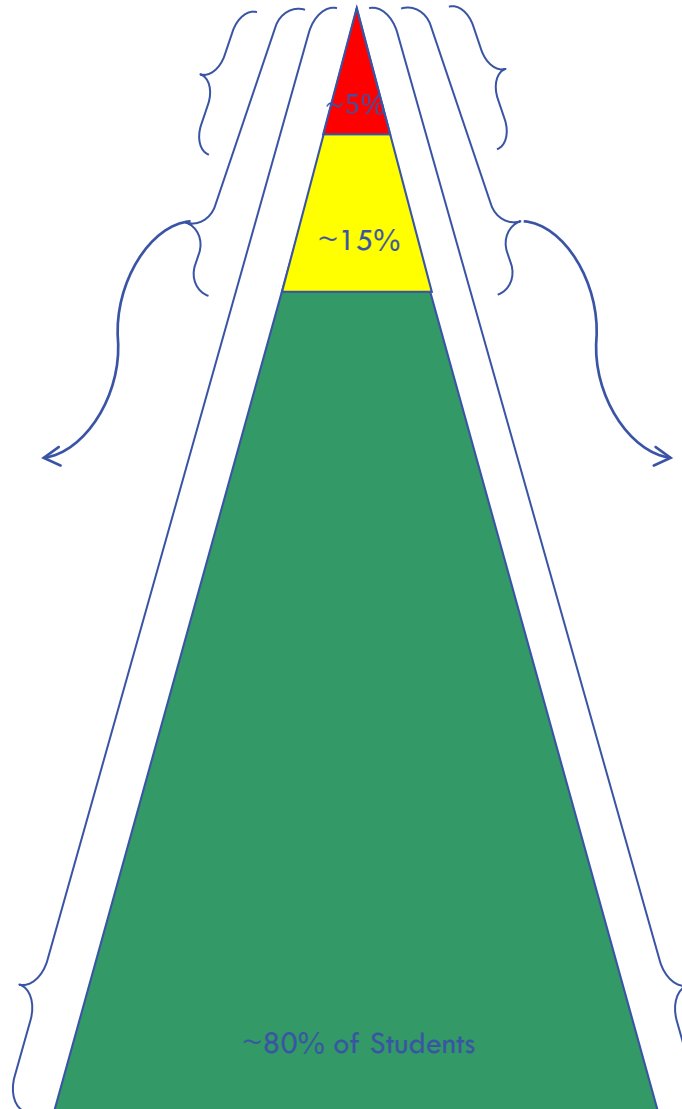
- Function-based support
- Wraparound support
- “Person-centered”

Early Intervention

- Check-in/ Check-out
- Social Skills Curricula
- Brief function-based problem solving

Prevention & Skill Building

- Define and teach expectations
- Establish consequence system (acknowledgments & discipline)
- Collection and use of data



MTSS/PBIS... Misconceptions

- Parties, assemblies and ice cream socials
- Rewarding youth
(for doing things they should already know how to do)
- Enabling our youth
- People talking in really high voices
and “**being positive**” all the time
- Childish
- Mascots on steroids
- It’s only for “naughty” kids



So what *is* it?

■ DATA

- Data for decision-making vs. subjectivity
- Creating a culture of data

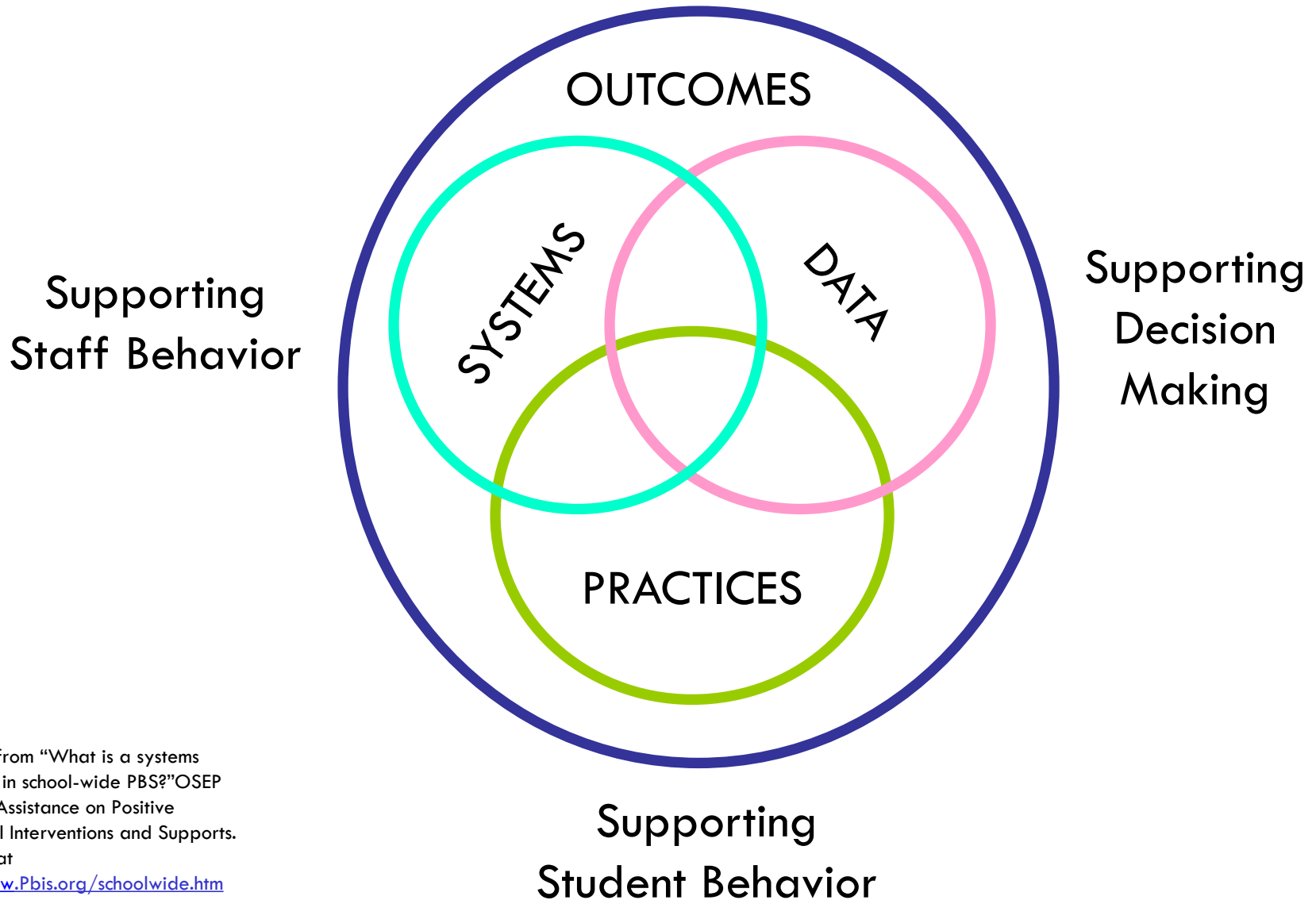
■ PRACTICES

- Continuum of interventions
- Evidence-based
- Implemented with fidelity

■ SYSTEMS

- Improving adult effectiveness and efficiency

Social Competence & Academic Achievement



Adapted from "What is a systems Approach in school-wide PBS?" OSEP Technical Assistance on Positive Behavioral Interventions and Supports. Accessed at <http://www.Pbis.org/schoolwide.htm>

DATA

- Process for **selecting** which practices to install
- Process for checking **fidelity** of implementation
- Process to **assess student outcomes** (grades, attendance, referrals, etc.)

SYSTEMS

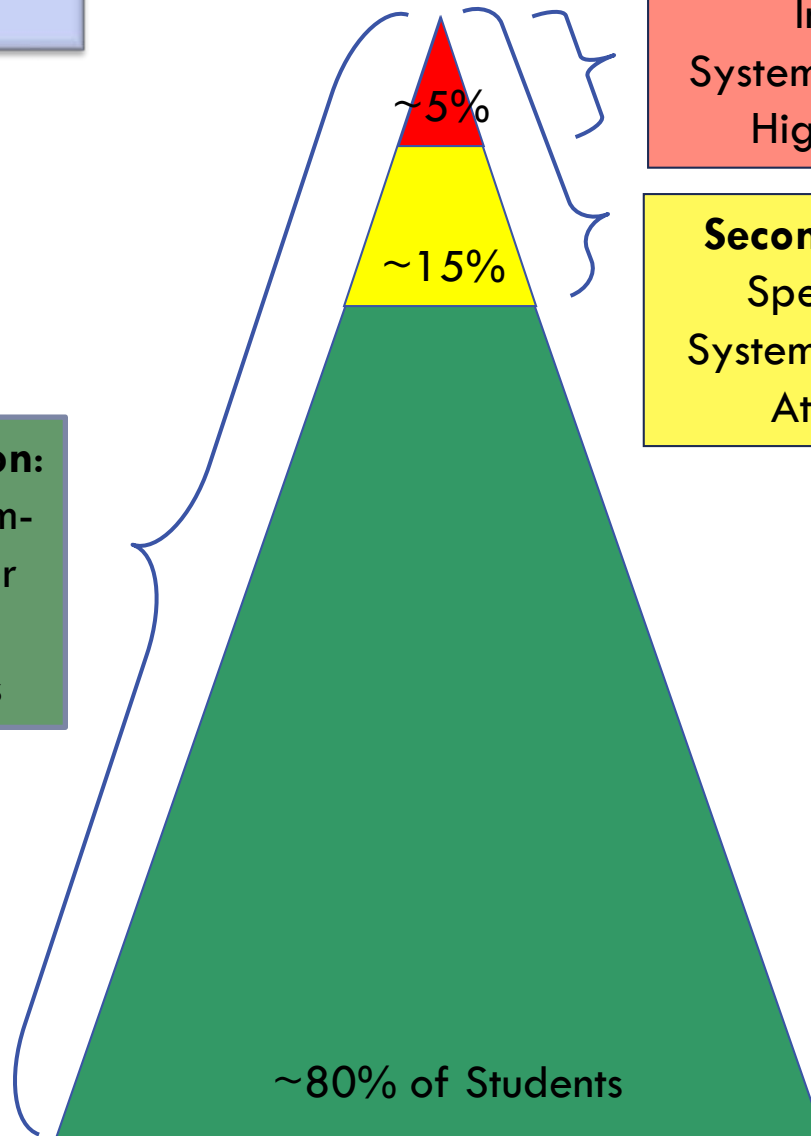
- Leadership **Team**
- Implementing and **monitoring** initiatives
- **Outcome** and **fidelity measures** used to monitor implementation
- Process for **selecting evidence-based practices**
- Comprehensive **Screening** Measures
- **PD plan** that includes coaching and performance feedback

PRACTICES

- **Continuum** of evidence-based supports to meet student needs
- **Screening** process used to identify which youth should receive which supports
- **Process for layering up** supports/interventions to match level of intensity
- Practices **implemented with fidelity**

**MULTI-TIERED SYSTEM
OF SUPPORTS FOR
BEHAVIOR**

Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings

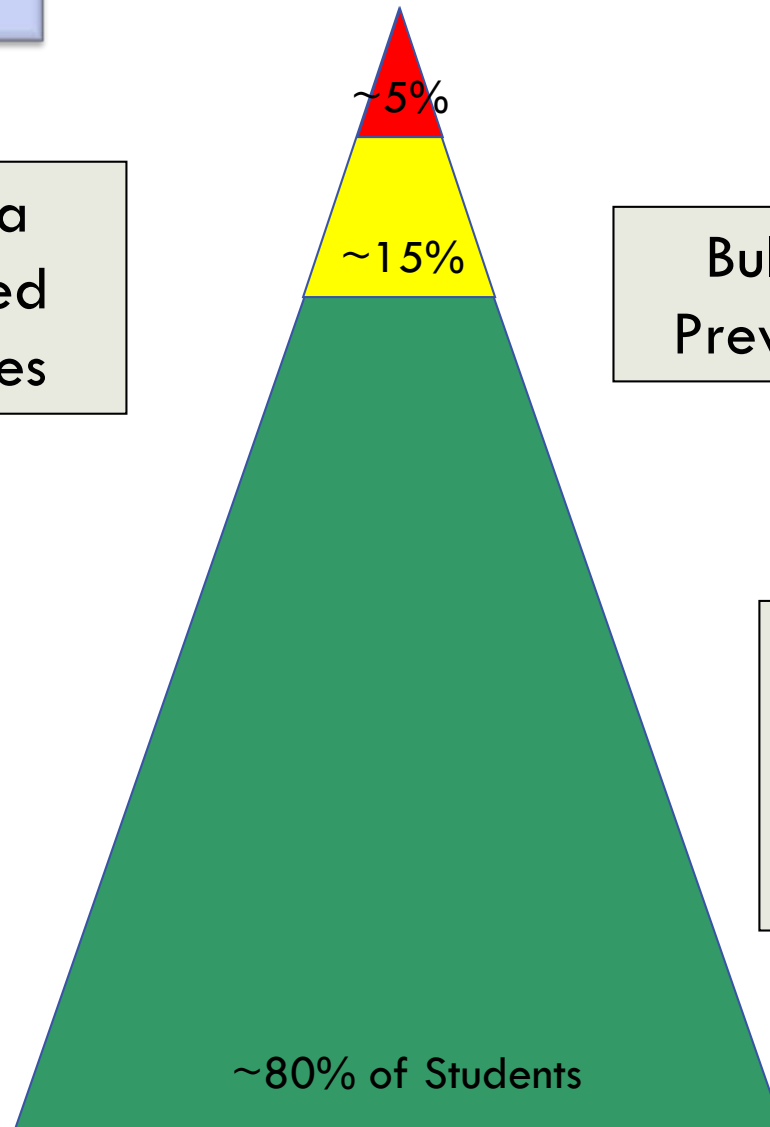


Tertiary Prevention:
Specialized
Individualized
Systems for Students with
High-Risk Behavior

Secondary Prevention:
Specialized Group
Systems for Students with
At-Risk Behavior

- **Students**
- **Staff**
- **Parents/Families**

**MULTI-TIERED SYSTEM
OF SUPPORTS FOR
BEHAVIOR**



Trauma
Informed
Practices

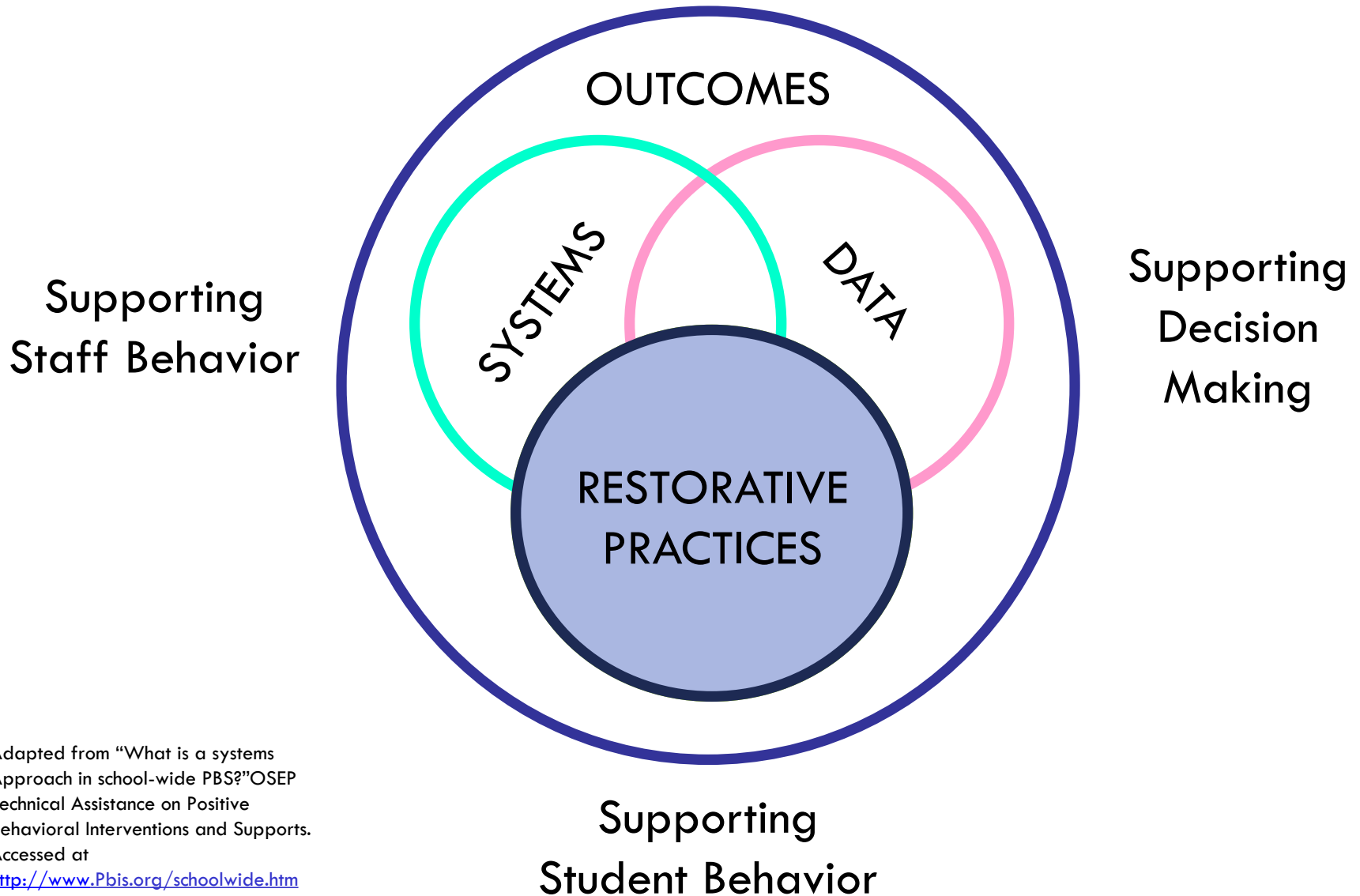
Bullying
Prevention

Restorative
Practices

Community
Mental
Health
Agency

Second
Step

Social Competence & Academic Achievement



Adapted from "What is a systems Approach in school-wide PBS?" OSEP Technical Assistance on Positive Behavioral Interventions and Supports. Accessed at <http://www.Pbis.org/schoolwide.htm>

Affective Language

- Students and staff use “I” statements (specific positive/corrective feedback) **and link back to school-wide expectations**
 - Behavior specific praise
 - Error correction
- All teachers using consistent Restorative Questions in their classrooms and **connected to school-wide expectations**
- All administrators use consistent Restorative chats in the office **and connect to school-wide expectations**

Affective Questions

Offender

- What happened?
- What were you thinking?
- Who was affected?
- How were they affected?
- What needs to happen to make things right?

Offended

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

What if every Admin asked the exact same questions every single time?



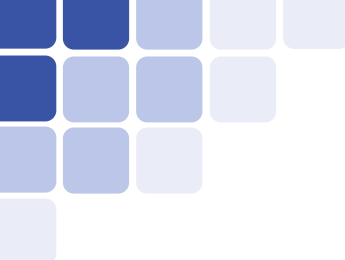
- How would this consistency benefit the youth?
- How would this consistency benefit the staff?

Circles

- Morning community check-ins as a class **connected to classroom practices/routines and procedures**
- To teach academics
- To teach social skills
 - Behavioral Lesson Plans
 - Social Academic Instructional Groups
- Response to **classroom** incidents **connected to school-wide expectations**
- School-wide response to crisis

Conferences

- Processing incidents between two parties that would require admin involvement- **connected to school-wide expectations**
 - Develop plan to prevent future occurrences
- Re-integration after disciplinary action
 - Reintegration after hospitalization
- Unique teams of home, school, community-**connected to Tier III Wraparound plans**



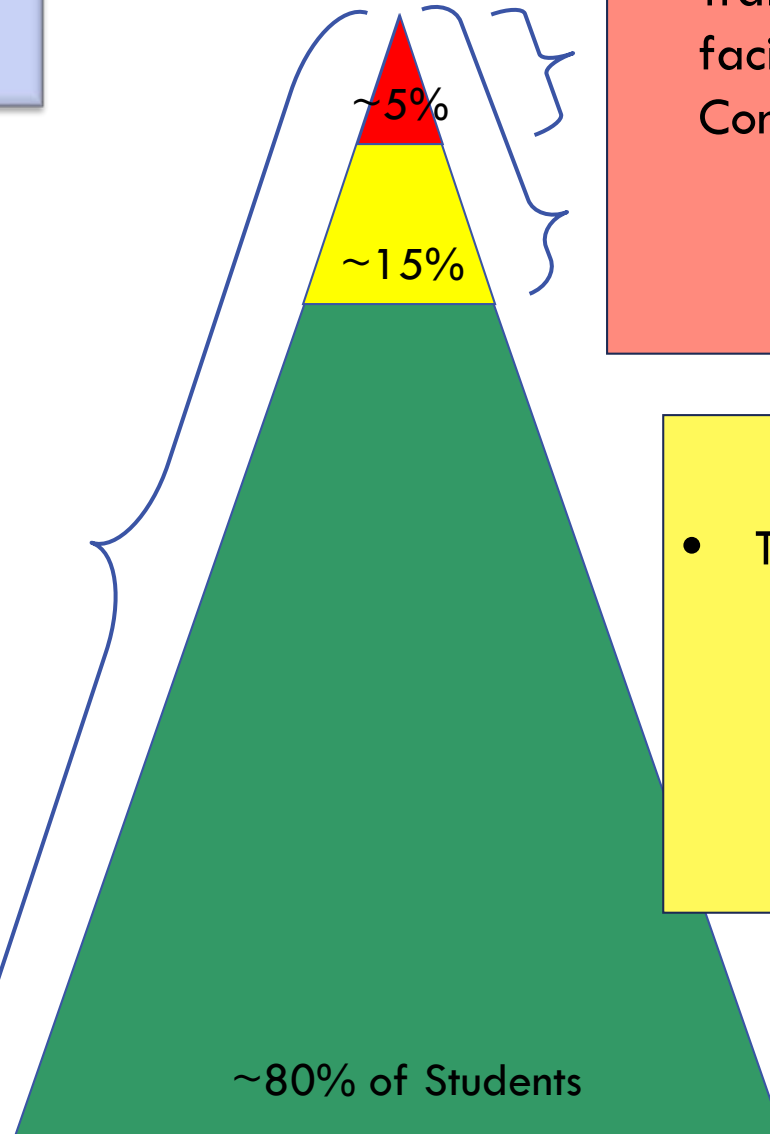
Which practices
are you going to use?

Where will they fit
into your triangle?

STAFF TRAINING AND PROFESSIONAL DEVELOPMENT FOR RESTORATIVE PRACTICES

Tier 1

- Train ALL staff in Restorative Thinking
- All staff experience RP Circles
- Train all staff in leading proactive/community building circles

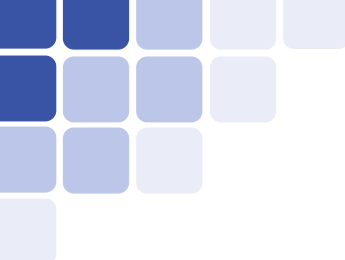


Tier 3

- Train FEW staff in facilitating Formalized Conferences
 - (Administrators, Clinicians, other selected staff)

Tier 2

- Train SOME staff in
 - Facilitating Conferences
 - Facilitating Responsive Circles

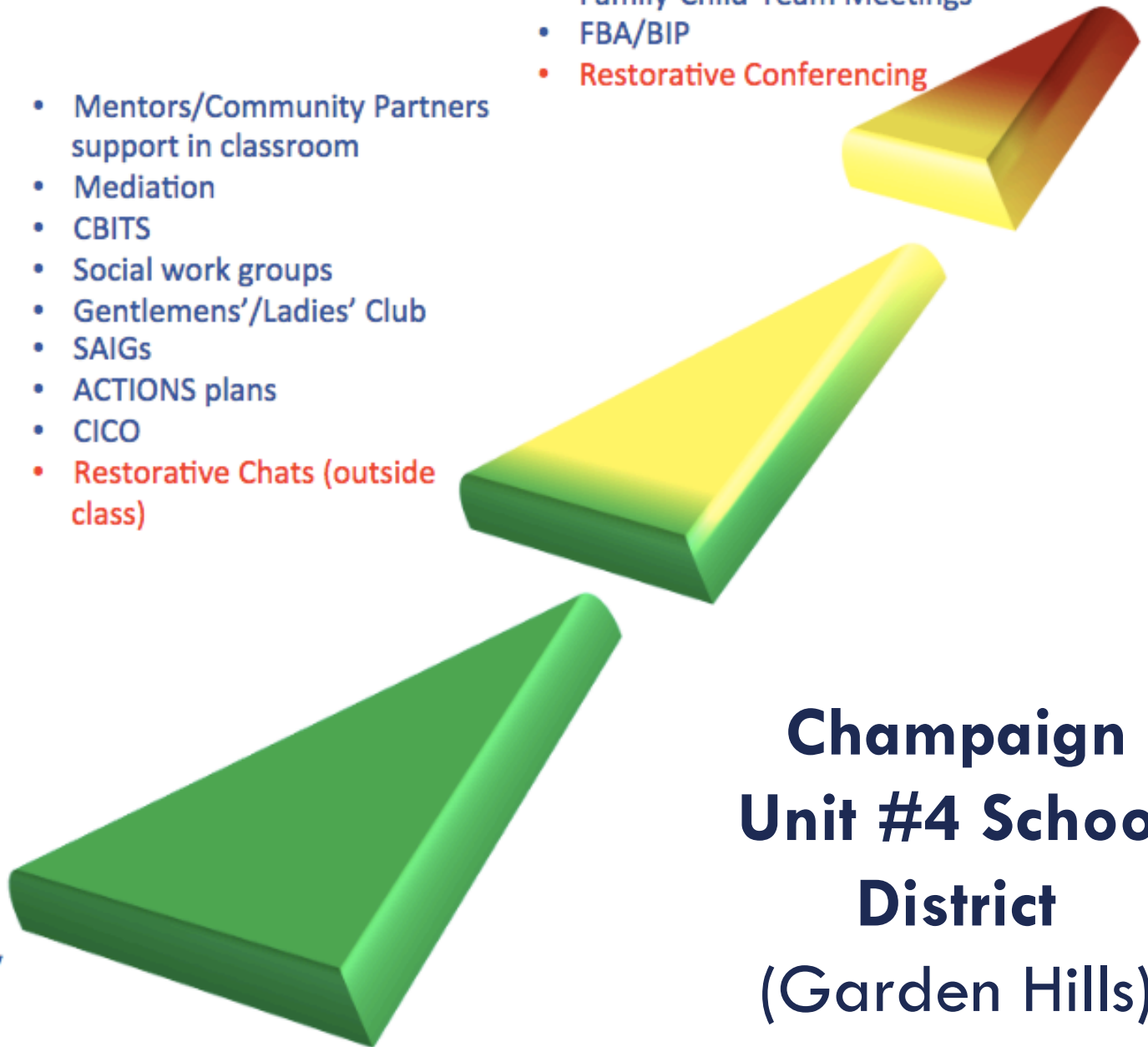


How do you ensure staff will know **WHY** they are doing the practices and **HOW** to do them?

- Expectations
- Cool Tools
- **Circles**
- SEL Lessons
- Positive and negative consequences
- **Restorative Chats area classroom**
- Community supports/dentistry/med/food pantry

- Mentors/Community Partners support in classroom
- Mediation
- CBITS
- Social work groups
- Gentlemens'/Ladies' Club
- SAIGs
- ACTIONS plans
- CICO
- **Restorative Chats (outside class)**

- Family-Child-Team Meetings
- FBA/BIP
- **Restorative Conferencing**



Champaign Unit #4 School District (Garden Hills)

Champaign Unit #4 School District

Garden Hills, IL

RP Activities

1. Vice Principal and Principal got trained in RP
2. Created a book study for the staff
3. Created morning schedule for Community Building Circles school wide
4. Walked the building each morning to make sure circles were happening like they were supposed to
5. Asked students how welcome they felt- to start gauging impact

PBIS Systems

1. Professional development
2. Professional development
3. Prioritizing
4. Fidelity
5. Impact

Professional Development Plan

(Example)

Practice / Support	When it will begin	Follow-up support
Leadership Trained in Restorative Practices	Summer 2018	Coaching by trained RP leaders three times a year
Leadership trains staff and starts utilizing Restorative Practices with Staff (affective language and community-building circles)	Fall 2018	Booster messages every month
Leadership Team trains youth in concepts of Restorative Practices	Spring 2018	Integrated into behavioral lesson plans once a quarter
All Teachers utilizing affective language and facilitating community-building circles with all youth	Fall 2019	Check-ins at staff meetings, quarterly morning roundtables
All staff trained and tracking data on agreed upon data pts.	Fall 2019	Boosters on data systems as needed

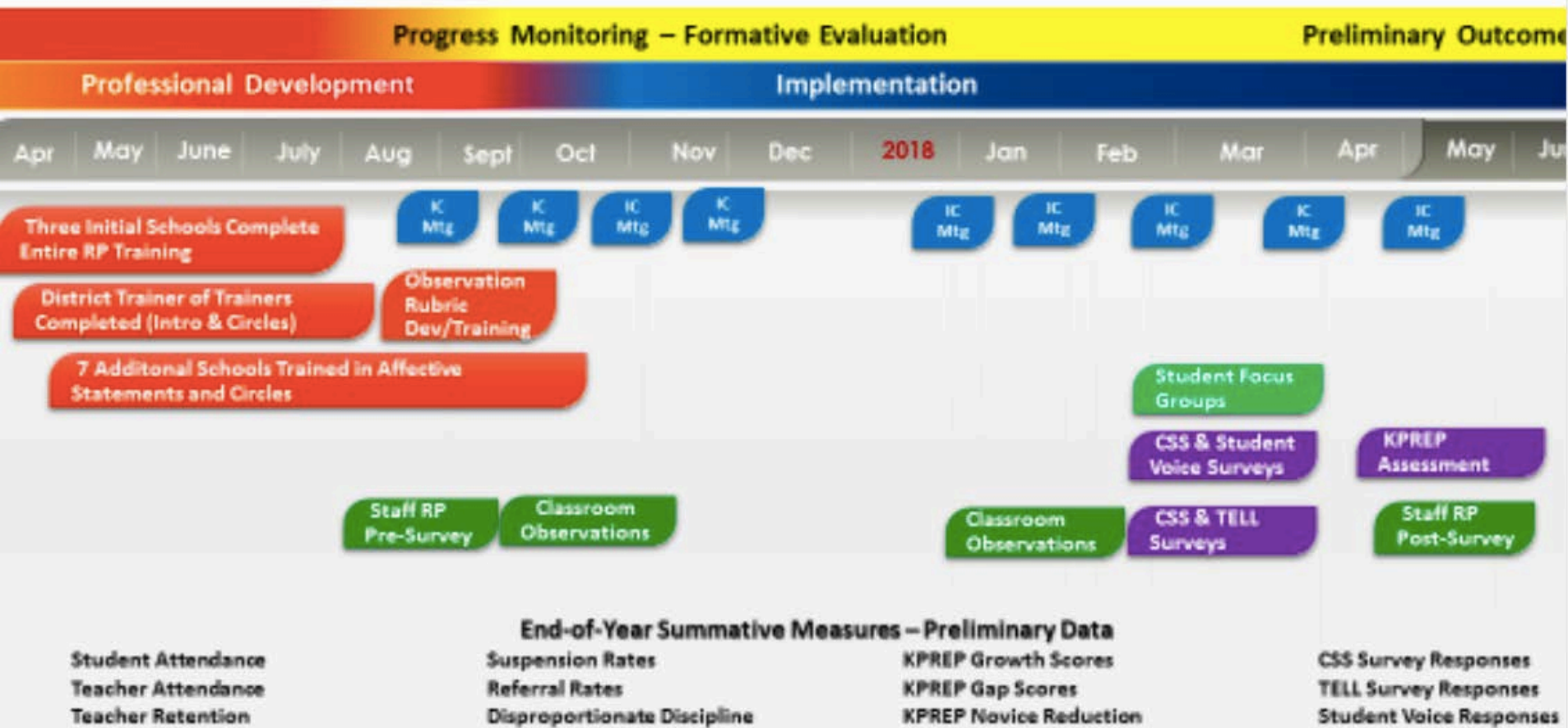
Professional Development Plan (Example)

Practice / Support	When it will begin	Follow-up support
All Administration utilizing (and tracking) restorative chats during office-managed behavioral incidents	Fall 2019	Coaching by trained RP leaders twice a year
Leadership trains all staff on classroom restorative chats	Summer 2019	Booster messages every month
All teachers utilizing (and tracking) restorative chats in all classrooms	Spring 2020	Peer observations & coaching quarterly
Leadership trains smaller group of staff on restorative circles and restorative conferencing	Spring 2020	Coaching monthly
Staff utilizing (and tracking) restorative circles and restorative conferencing	Fall 2021	Coaching monthly

Sample Evaluation Plan

Jefferson County Project

Restorative Practices Evaluation Plan – Milestones Year 1



KEY

- RP Training Events
- RP Implementation Committee Meetings
- RP Data Collection Events
- State/District Mandated Data Collection Events

Jefferson Co., KY

RP Activities

1. Collaboratively updated RP curriculum with IIRP to include BOTH RP and PBIS Strategies
2. Trained Leadership & Coaches
3. Created plan for cohort-wide training, and coaching
4. Trained schools
5. Conducted walk-throughs to see RP and PBIS in action
6. Looking at cohort-wide referrals, suspensions, student climate surveys

PBIS Systems

1. Alignment
2. Professional Development
3. Professional Development
4. Prioritization
5. Professional Development
6. Fidelity
7. Impact



How will we know if we are
implementing the practices with
fidelity?

How will we know if youth are
responding/they are working?

Critical features of Community-Building Circles	In Place	Not In Place	What is the Evidence / Documentation
1. Circle Facilitator has received Professional Development on how to lead a circle			
2. Room structured in the shape of a circle			
3. A clearly definable "Talking Piece" was utilized to ensure talking one at a time and active listening took place			
4. Students shared feelings, ideas, experiences, etc. in order to build trust, mutual understanding, shared values/behaviors			
5. Every person was offered the opportunity to share or pass			
6. A purposeful, clearly defined closing took place			

Student Outcomes % per 100 students	Baseline	Time 1	Time 2	Time 3
TOTAL Office Discipline Referrals (ODRs)				
ODRs for Aggression				
ODRs for Disrespect				
Out of School Suspensions				

Fidelity of Implementation	Baseline	Time 1	Time 2	Time 3
Number of Classrooms				
Number of Times a Circle was Used				
Number of Observations/Fidelity Check of Practices Being Utilized				

Appendix C – Classroom Observation Rubric

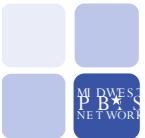
RESTORATIVE PRACTICES CLASSROOM OBSERVATION TOOL

Date: _____ Time _____ Location _____ Grade _____
 Subject _____ Number of students: _____ Observer _____
 Teacher _____



Restorative Practices			
☑	Yes	No	N/A
Affective Statements <ul style="list-style-type: none"> • A personal expression of feelings in response to others' positive or negative behavior • Provide feedback on the impact and scope of intended or unintended harm • "Expressing your feelings" • Ex. "I feel happy when..." 			
Restorative Questions-Help <ul style="list-style-type: none"> • Questions that promote reflection in order to help those harmed by others' actions • Elicit what a student is thinking and feeling • Ex. "What impact has this incident had on you and others?" 			
Restorative Questions – Challenging Behaviors <ul style="list-style-type: none"> • Questions that promote reflection in order to respond to challenging behaviors • Elicit what a student is thinking and feeling • Helps students to understand the impact of theirs' and others' behavior • Ex. "What were you thinking of at the time?" 			
Teacher "with" style is dominant (at least 10 minutes) <ul style="list-style-type: none"> • High requirements/expectations as well as High support/encouragement/nurturing • Engage students in a participatory process • Both teacher and students are held accountable for change 			
Community Building Game/Activity <ul style="list-style-type: none"> • A group event in which the goal is to promote unity/team building 			
Community Circle (complete Circle Observation Form)			
Responsive Circle (complete Circle Observation Form)			
Academic Circle (complete Circle Observation Form)			

Climate



Appendix D – Restorative Practices Circle Observation Tool

RESTORATIVE PRACTICES CIRCLE OBSERVATION TOOL

Date: _____ Time _____ Location _____ Grade _____
 Subject _____
Number of students: _____ Observer _____ Circle Type Proactive _____
 Responsive _____ Academic _____ Circle Format: Sequential _____
 Nonsequential _____ Topic/Subject _____ Circle Duration in Minutes _____



Universal Circle Elements			
	Yes	No	N/A
Circle Format is Explained or Modeled			
Talking piece has personal significance to the group			
Circle norms are established, reviewed, or understood			
Students are sitting or standing in a circle			
Obstacles and barriers are removed from the inside of the circle to promote connection			
Talking piece is present			
The facilitator sets a positive tone.			
The facilitator models desired responses and behavior.			
Check-In occurs (optional)			
Students participation is equitable			
Only one person talks at a time and often uses a talking piece to foster active listening and respect.			
Facilitator comes prepared with a low-risk topic.			
Students frequently build off previous circle comments in making a contribution			
Students remain focused on the explicit topic/goals introduced by the facilitator.			
The facilitator interacts with the student speaker for clarification only when absolutely necessary.			
The facilitator is prepared to respond to "I don't know" or "Can I pass?"			
Check-Out occurs (optional)			



Resources

- www.PBIS.org
 - ISF monograph (aligning with community partners)<https://www.pbis.org/school/school-mental-health/interconnected-systems>
 - Technical Guide for Alignment of initiatives, programs and practices in school districts
<http://www.pbis.org/blueprintguidetools/technical-guide>
- Illinois Balanced and Restorative Justice: www.ibarj.org
- International Institute of Restorative Practices (IIRP):
<http://www.iirp.edu>
- National Association of Community and Restorative Justice:
<http://nacri.org>
- #rethinkdiscipline



Resources

- Costello, Bob, Joshua Wachtel, and Ted Wachtel. *The Restorative Practices Handbook: For Teachers, Disciplinarians and Administrators*. Bethlehem, PA: International Institute for Restorative Practices, 2009. Print.
- Costello, Bob, Joshua Wachtel, and Ted Wachtel. *The Restorative Circles in Schools: Building Community and Enhancing Learning*. Bethlehem, PA: International Institute for Restorative Practices, 2010. Print.
- Wachtel, Ted, Terry O’Connell, and Ben Wachtel. *Restorative Justice Conferencing: Real Justice & The Conferencing Handbook*. Bethlehem, PA: International Institute for Restorative Practices, 2010. Print.