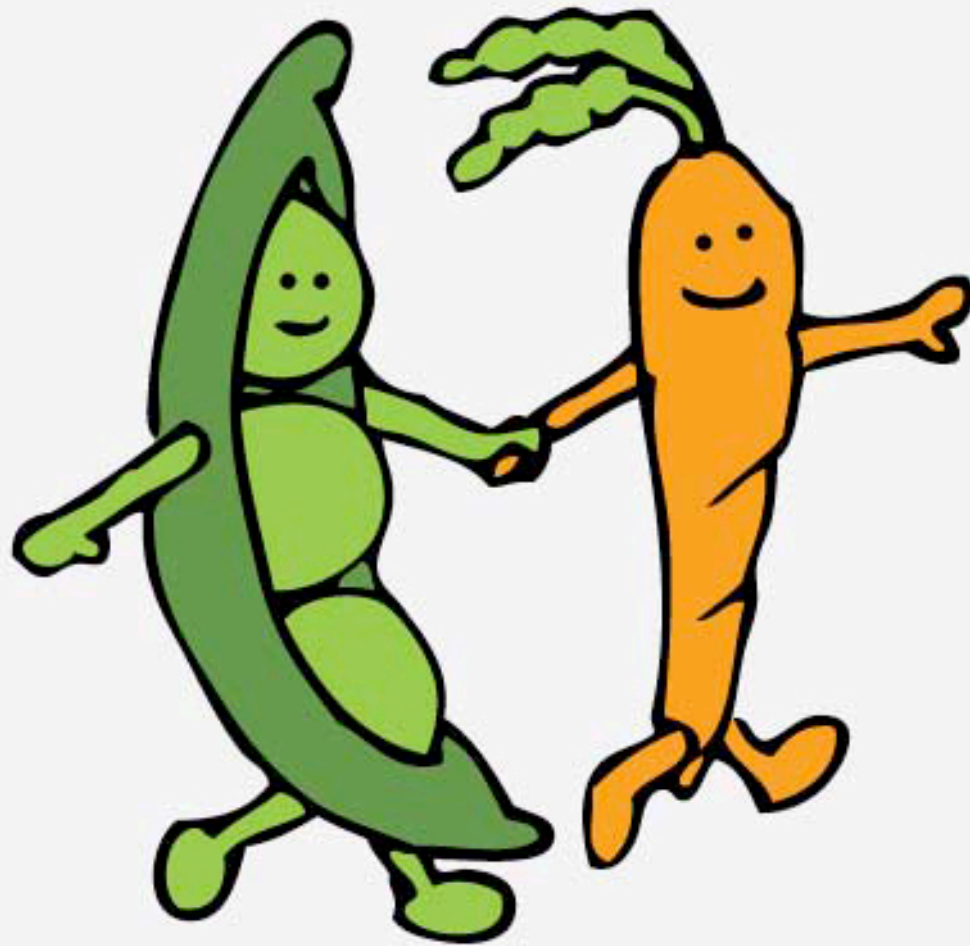


"Like Peas and Carrots"

Implementing Restorative Practices through a Multi-Tiered System of Supports

Ali Hearn, LCSW
Midwest PBIS Network
Technical Assistance Director







Objectives

- Describe the **continuum** of Restorative Practices and basic **theories** behind the work
- Identify core **MTSS systems features** as the basis for installing Restorative Practices within the PBIS Framework
- Learn about the importance of **data** to monitor **fidelity and outcomes** of implementation & identify tools and resources that support this process



Thank You!

to International Institute of Restorative Practices, Illinois Balanced and Restorative Practices Project, The National PBIS TA Center, Jeffrey Sprague and Tary Tobin at University of Oregon, Dr. Naomi Brahim and Jefferson Co. Public Schools, Mrs. Jill Johnson and Garden Hill Elementary, Woodland School District #50, IL & Placer County Schools, CA

'WORLDS APART'



Restorative Practices and School-wide PBIS

- As we shift our focus to community and relationships we have to be intentional about the **systems, data, and practices** we set up to build and repair them.
 - Classroom practices set up the foundation
 - Explicit skill development related to relationships
 - Science of learning Pre-skills necessary
 - Considerations for contraindicated practices / components
- **Alignment and Integration** requires we are intentional, operationalized, and hold ourselves accountable



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

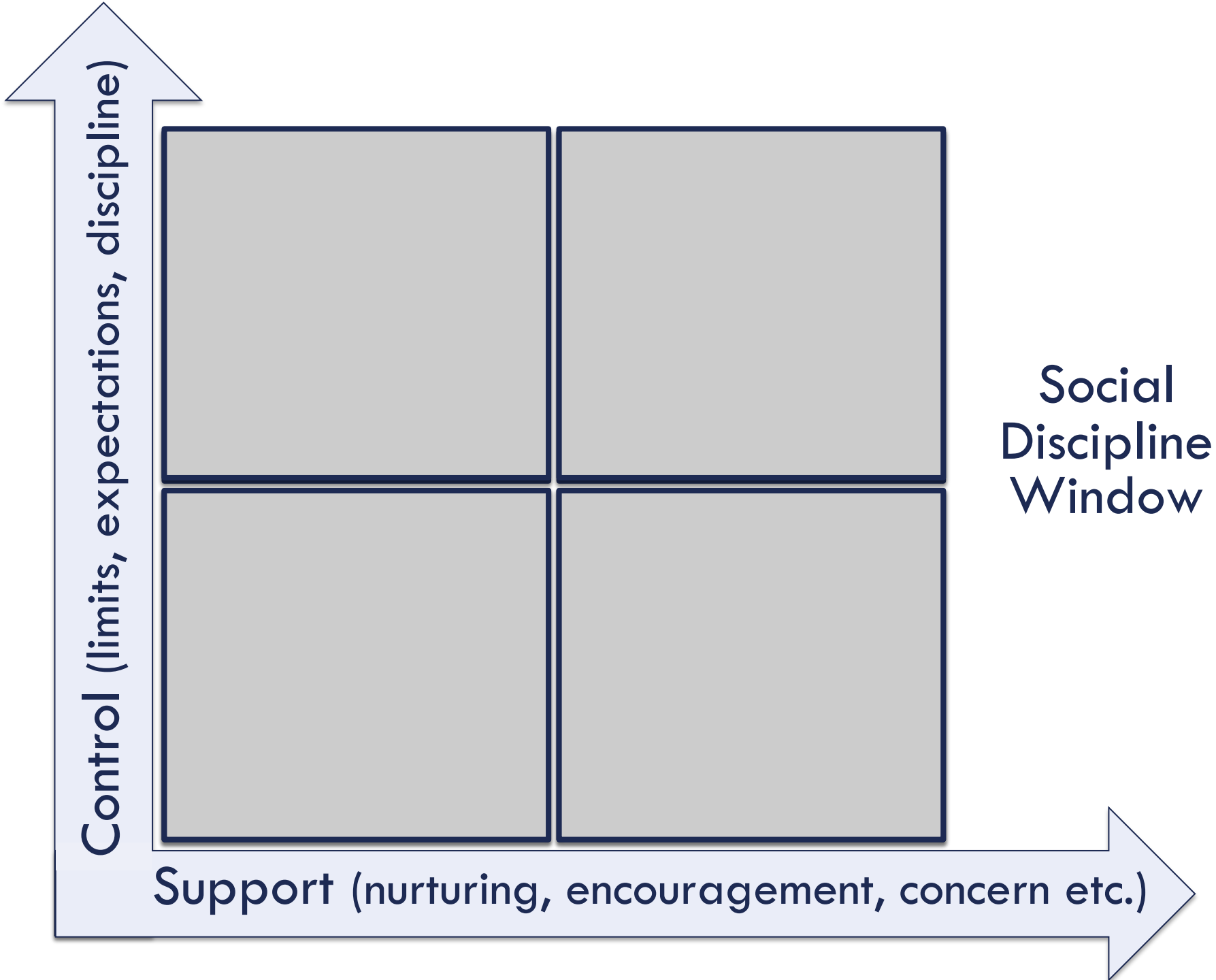
- **Limited research**
 - Lacking scientific evidence
- **Lacking a “standard” model**
 - Non-replicable
- **Lacking fidelity measures**



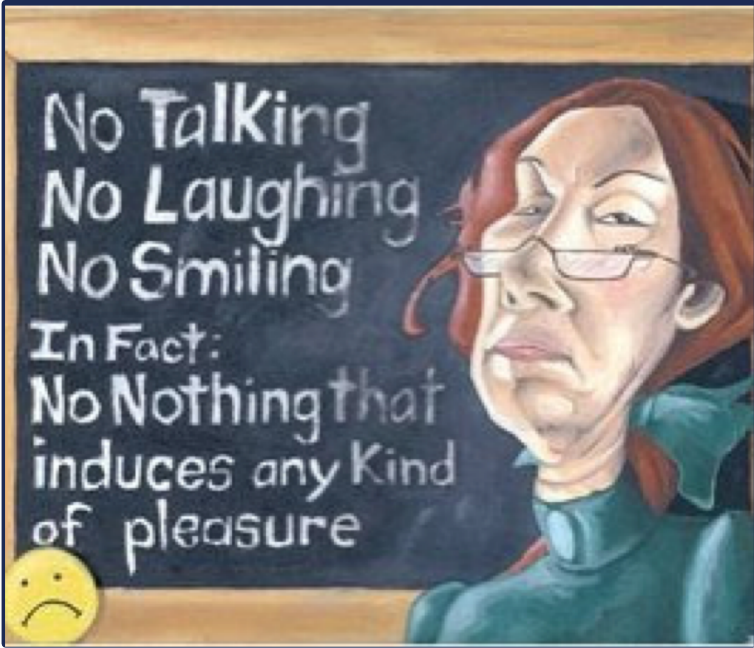
THEORIES BEHIND THE WORK

Social Discipline Window, etc.





SCHOOLS



THEORY

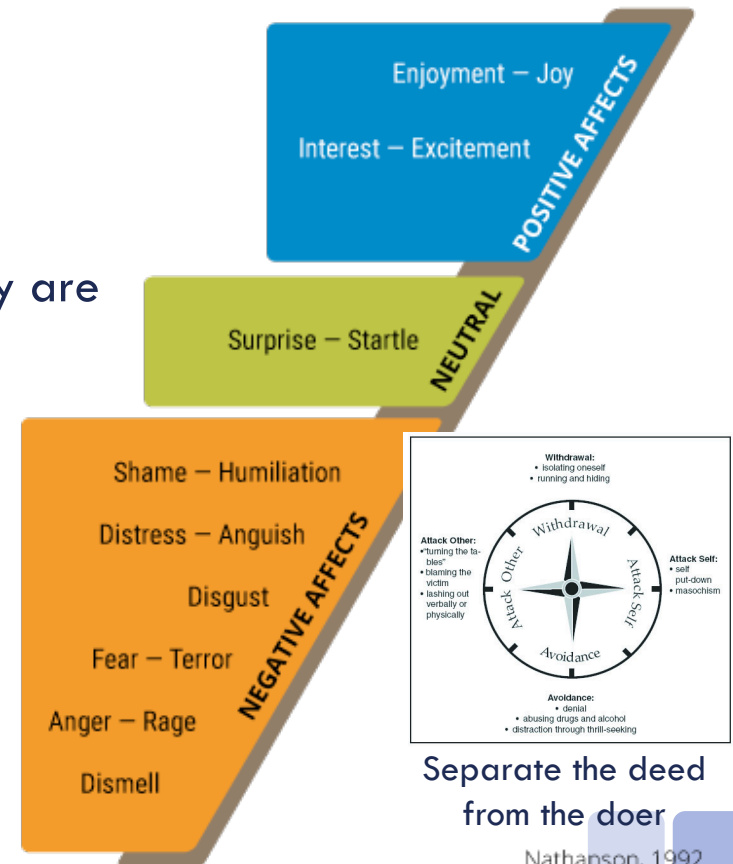
One of the basic premises of Restorative Practices is that “human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things WITH them, rather than to them or for them.”

(Wachtel, 2005)

Multiple Theories Behind the Practices

1. **Do WITH**, rather than TO or FOR
2. **Fair Process** — (decision making)
 - **Engagement**
 - Voice
 - **Explanation**
 - How/why decisions are made as they are
 - **Expectation Clarity**
 - New rules are clearly stated and understood
3. **Tomkin's Blueprint** (Nathanson):
Theory of Affect (9 affects)
 - Maximize Positive Affect
 - Minimize Negative Affect
 - Freely Express Emotion

The Nine Affects



Nathanson, 1992

Distinguished

Accomplished

Needs Improvement

Un-Satisfactory



A Difference in Approach

behavior?

• Does the practice help or hurt the relationship?

Receipt of even one suspension is associated with higher likelihood of academic failure, school dropout, and involvement in the juvenile justice system (A 2007 study by the U.S. Department of Justice found that 80% of youth who need it anyway and ineffective

(Proactive vs. Reactive Teaching vs. Punitive, etc.)

need it anyway and ineffective

Out-of-School Suspensions

OVER **3,000,000**

students receive an out-of-school suspension annually.

DECADES.

From Theory to Practice

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?

PRACTICES

Preventative to Responsive

80%

PREVENTATIVE

INFORMAL

20%

RESPONSIVE

FORMAL

affective
statements

affective
questions

small
impromptu
conversations

group or circle

formal
conference

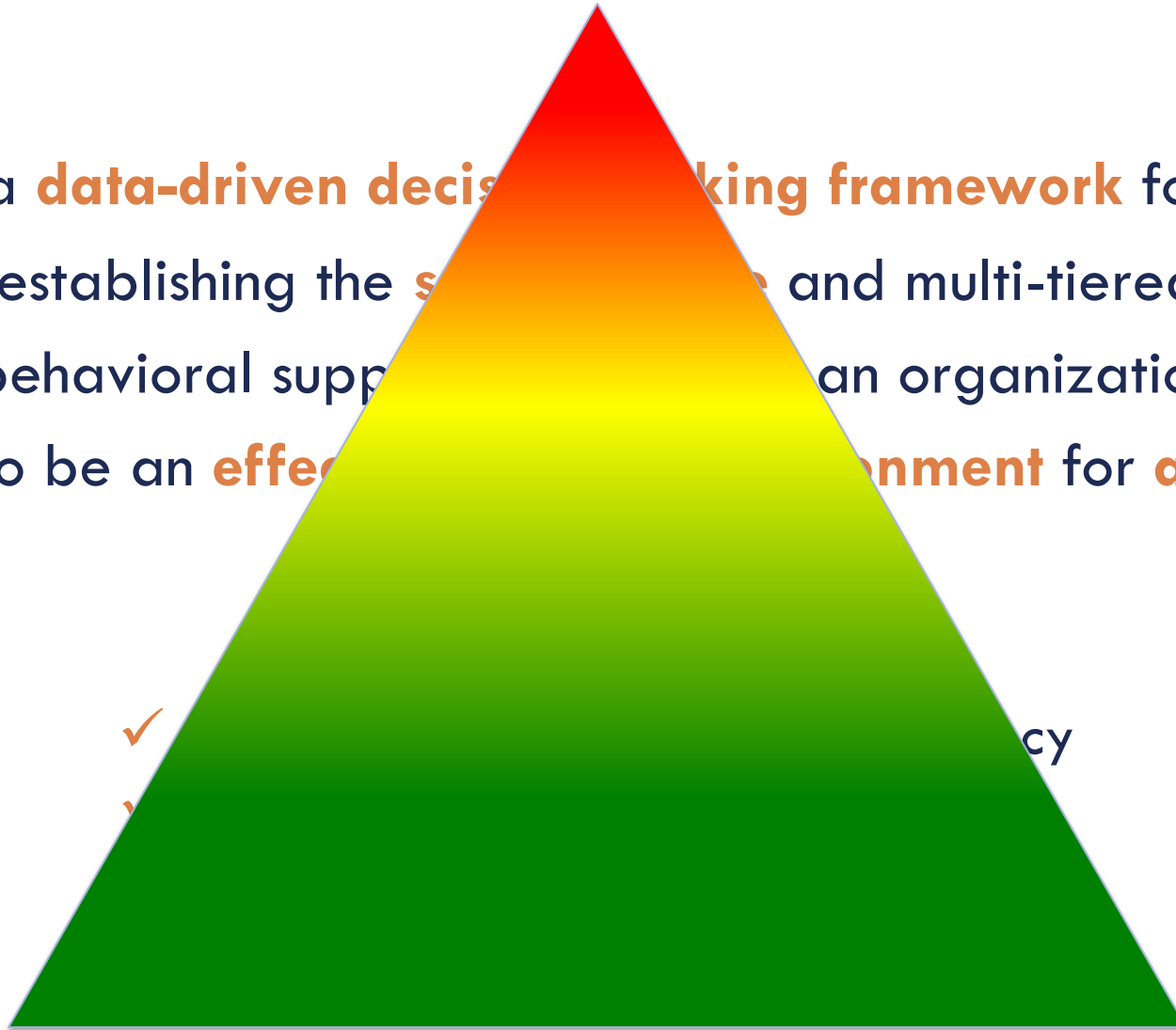


ALIGNMENT & INSTALLATION



Positive Behavioral Interventions & Supports (PBIS) is...

a **data-driven decision-making framework** for establishing the **structure** and multi-tiered behavioral supports in an organization to be an **effective environment for all**





Mona Shores High School Norton Shores, MI **CAR GIVEAWAY!**

Ride With Pride Program

- Students who adhere to a **Safe Driving and Positive Behavior pledge** are eligible to win a car.
- **Collaborative effort** between Norton Shores Police Department, Mona Shores Public Schools, Muskegon AII, and Ramos Towing and Auto Body.

So what *is* it?

■ DATA

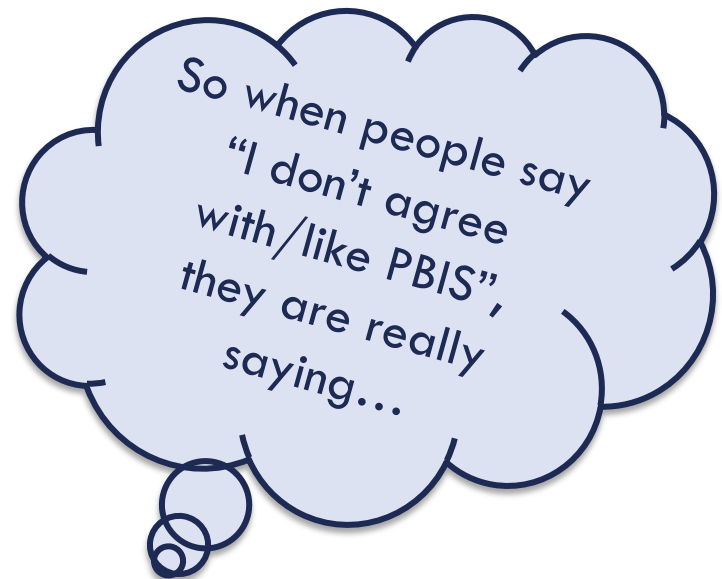
- Data for decision-making vs. subjectivity
- Creating a culture of data

■ PRACTICES

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

■ SYSTEMS

- Improving adult effectiveness and efficiency

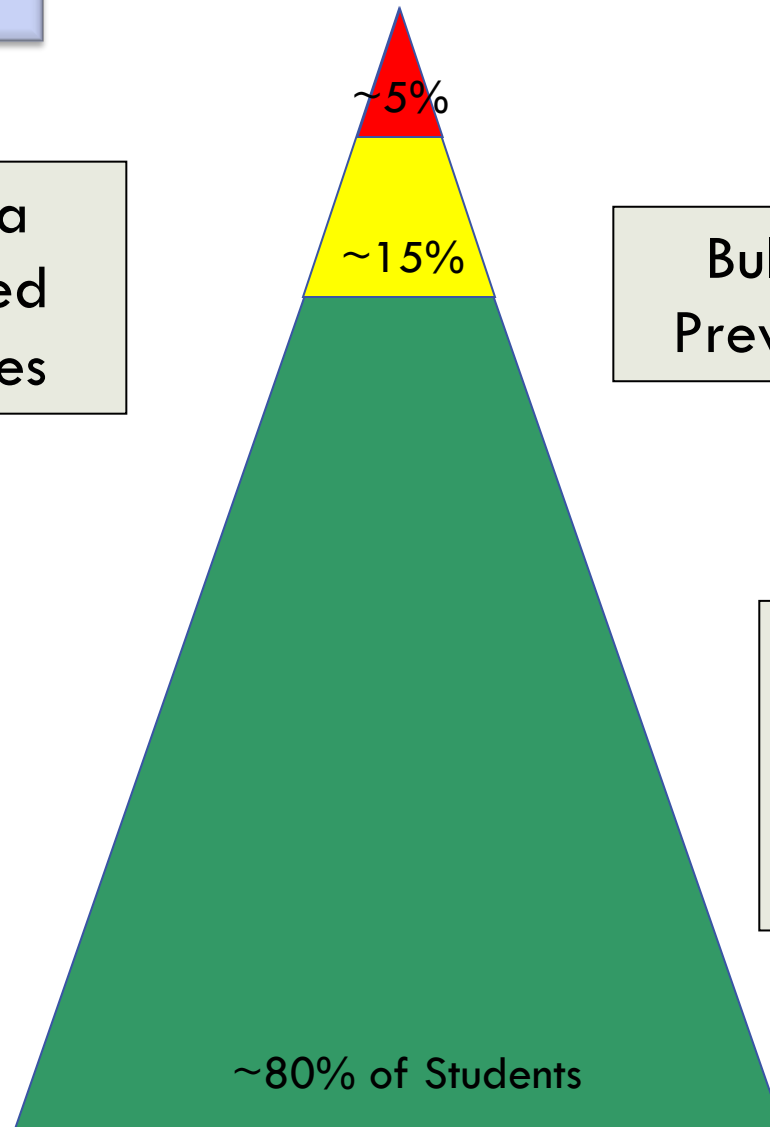


Social Competence & Academic Achievement



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>

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



Trauma
Informed
Practices

Bullying
Prevention

Restorative
Practices

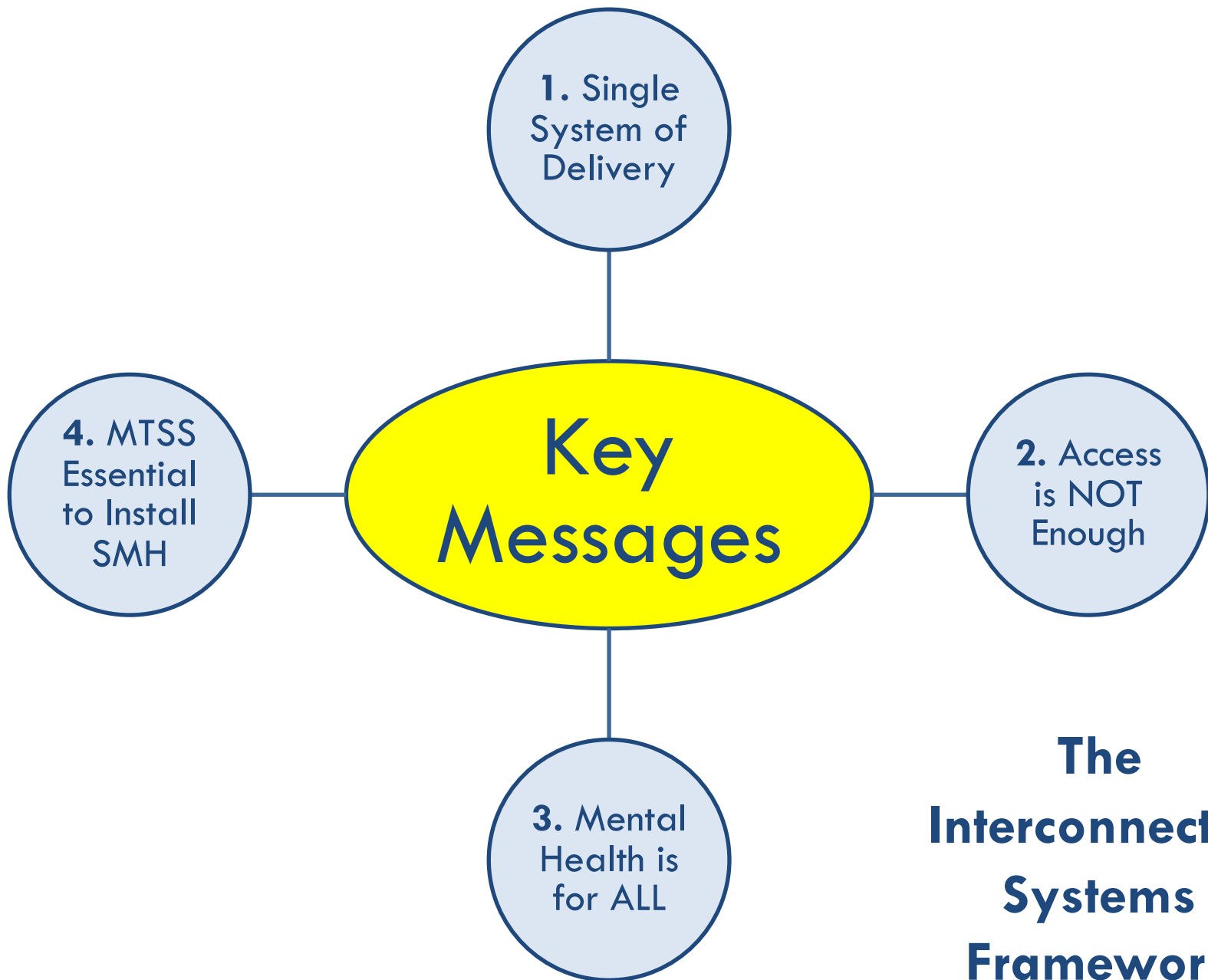
Community
Mental
Health
Agency

Second
Step



ISF Enhances MTSS Core Features

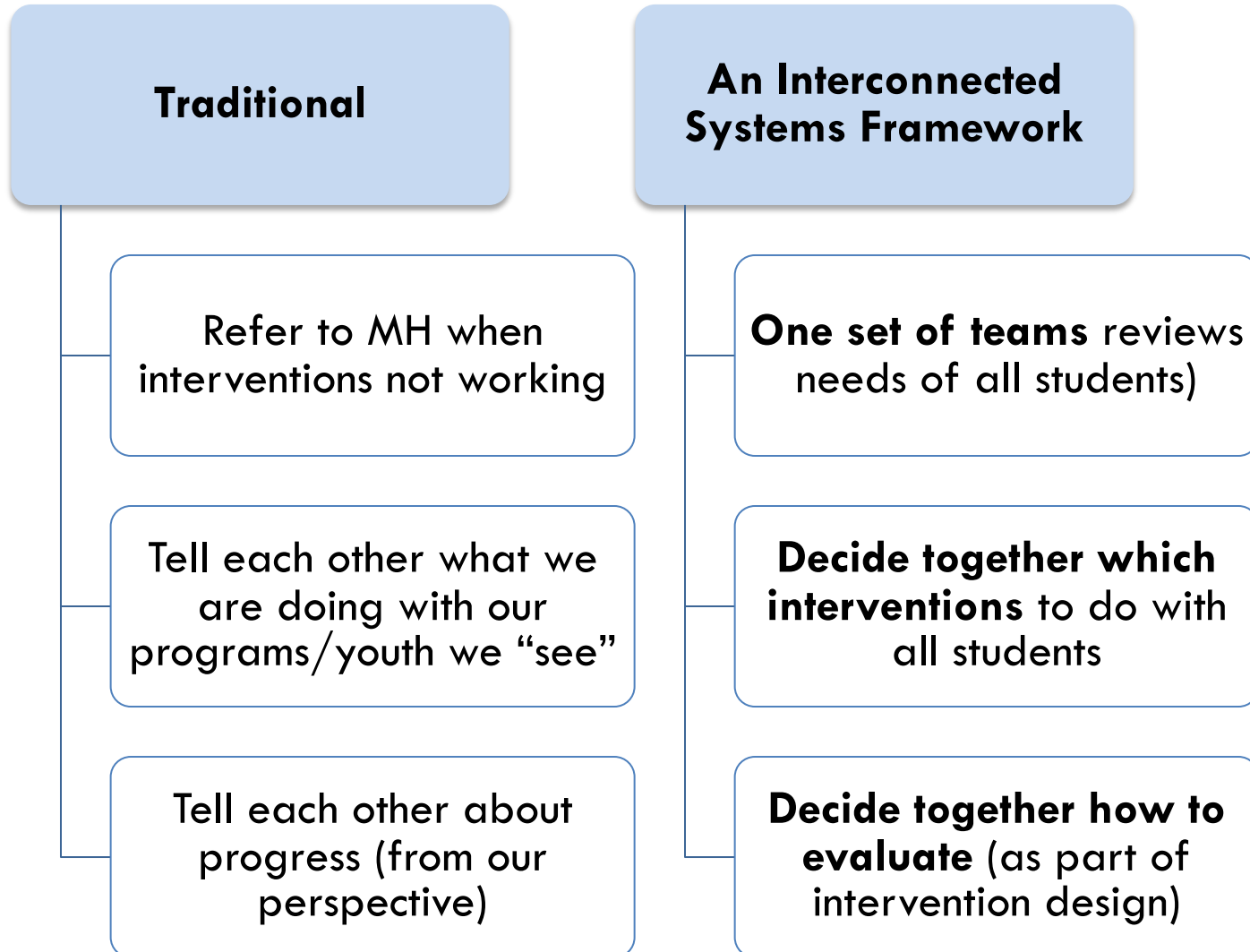
- **Effective teams** that include community mental health providers
- **Data**-based decision making that include school data beyond ODRs and community data
- Formal processes for the selection & implementation of **evidence-based practices** (EBP) across tiers with team decision making
- **Early access** through use of comprehensive screening, which includes internalizing and externalizing needs
- Rigorous **progress-monitoring** for both fidelity & effectiveness of all interventions regardless of who delivers
- Ongoing **coaching** at both the systems & practices level for both school and community employed professionals



**The
Interconnected
Systems
Framework**

Interconnected Systems Framework (ISF)

From Co-located to *Integrated*:

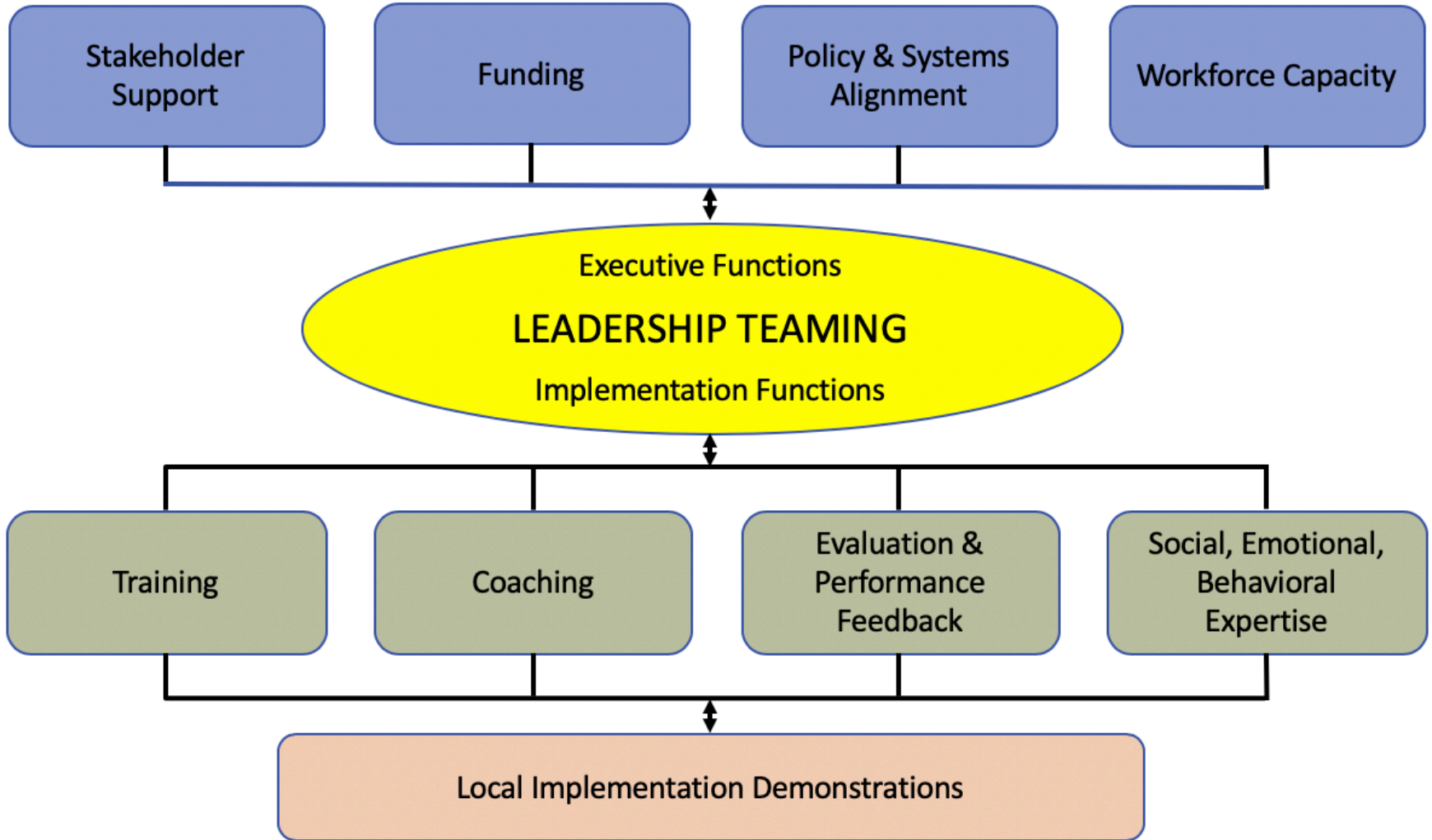




What Does it Mean to Integrate?

- **Change in routines and procedures?**
(e.g. who needs to be available to participate in team meetings?)
- **Change in how interventions are selected and monitored?**
(e.g. team review of data/research vs individual clinician choice?)
- **Change in language we use?**
(e.g. identifying specific interventions vs generic terms such as “counseling” or “supports”?)
- **Changes in Roles/functions of staff?**
(e.g. clinicians coordinating/overseeing some interventions that non-clinicians deliver?)

District Community Leadership Teams



Woodland District 50

Restorative Practices:

Our Journey

Dr. Lisa West & Ryan
Wollberg





WHY RESTORATIVE PRACTICE IN WOODLAND D50?

- **Proactive** approach
- **Aligns** with district and building **goals**
- Aligns with the PBIS model and our District handbook - (Tiered supports)
- **Separates the behavior from the person**
- Allows person to make amends for any harm caused and restores the relationship
- Acknowledges the worth of the person and their potential contribution to the school community



Restorative Practices in Action - Community Circle

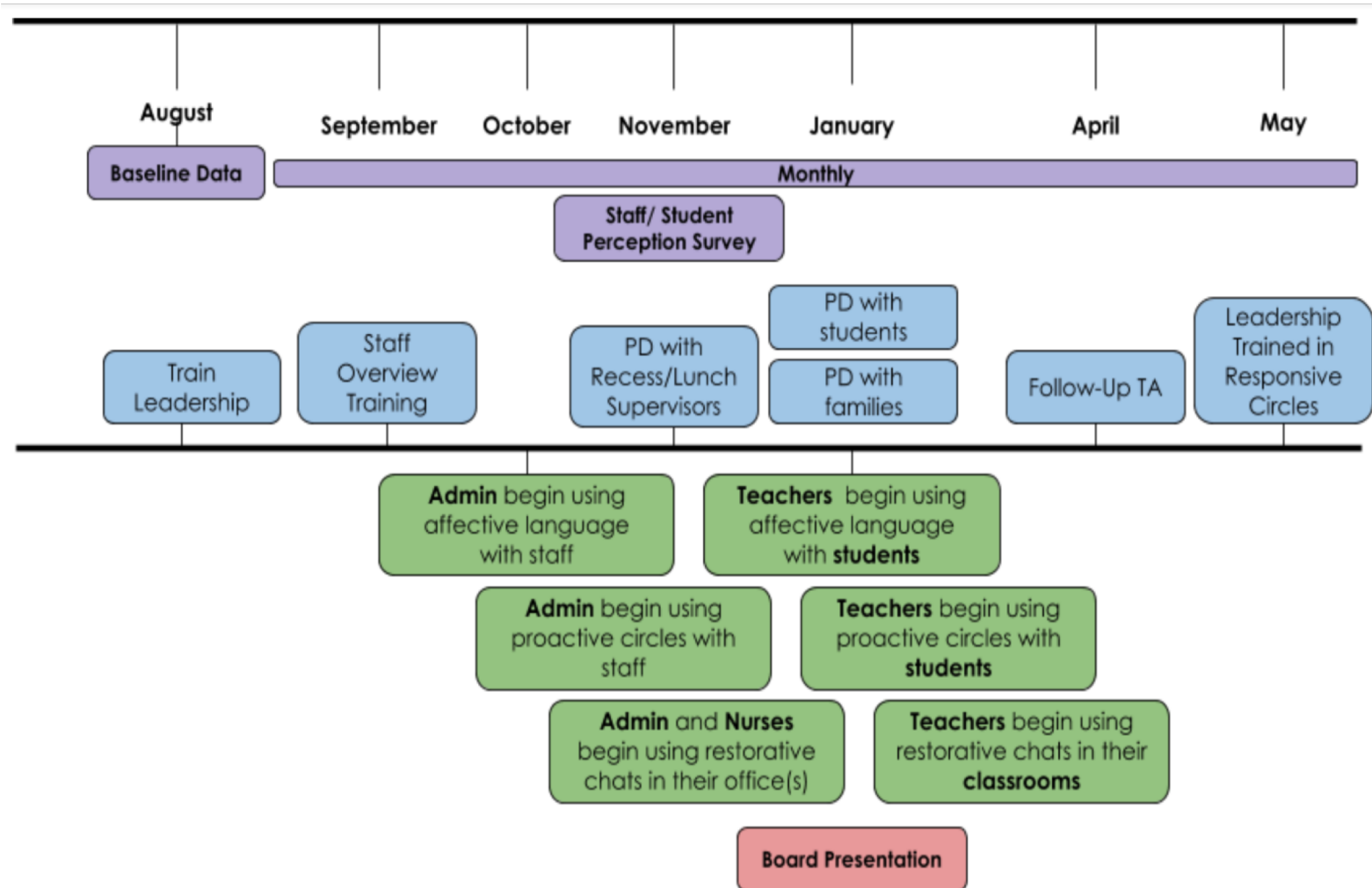


Administrative Perspective

Year One

- **Administrative team and small group of lead teachers trained through IIRP**
- Implementation began with community circles facilitated by **administration in classrooms and staff meetings (Optional)**
- Administrators began using Restorative Question model with PBIS Matrix and District Parent/Student Handbook as a shift in discipline strategy

Timeline - Training Staff - Year One





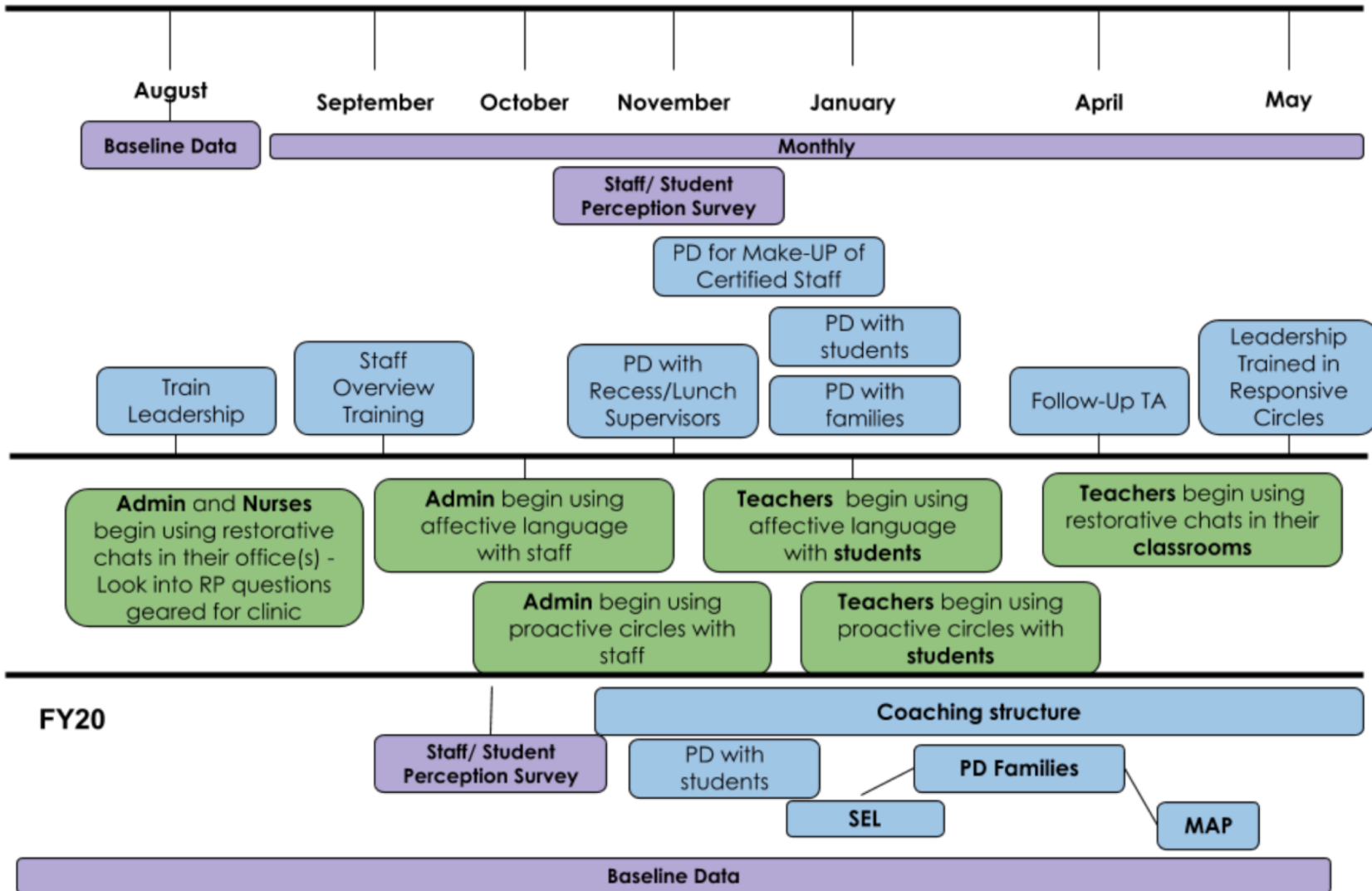
Administrative Perspective

Year Two

Training all Staff

- Professional Development - Highly recommend PD is built into the summer and school year - Long range planning
 - This is not a one and done training it is a systemic change
 - Utilize all summer and school PD times to train as many staff members as you can for overall success in the implementation
 - Budget - Include professional development and trainer of trainer model
- District level support for Trainer of Trainer model
- Wildcat Academy registration for staff and administrative trainings
- SIP Days reserved for training
- Data Collection

Sample Plan Development YEAR TWO Timeline for Restorative Practices within the PBIS Framework



Student Outcome Data Tracking for Restorative Practices within the PBIS Framework

Elementary West Category	Aug/ Sept	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May/ June	Total
ODR (Majors & Minors Combined)										
FY18 (865)	37	31	21	15	20	51	56	56	33	308
FY19 (743)	19	20	17	16	15	43	25	36	43	234
FY20 (723)										
Student Attendance										
FY18	Unable to retrieve									
FY19	737.5	751.5	769.5	678.5	579	674	723	704	1069.5	6841.5
FY20										
Student Nurse Visits (w/out medicine visits)										
FY18	885	744	663	497	637	614	485	792	882	6199
FY19	822	663	550	442	425	571	493	731	911	5608
FY20										
Student Out Placements										
FY18	1	1	1	0	0	0	0	0	0	3
FY19	0	0	0	0	0	0	1	0	0	1
FY20										
Teacher Attendance (not including PD days)										
FY18	120	112	112	54	77	91	90	151	117	924
FY19	63.5	95.00	56.50	61.50	69.50	82.00	97	121	132	778
FY20										
Teacher Satisfaction Survey (Baseline)										
FY18										
FY19										
FY20										

Considerations for Tracking Circle Usage

<https://docs.google.com/spreadsheets/d/1WBdYDmxoJY8j0LMpl9J--C0JqdPY4eUwgmOWkrSifHE/edit#gid=0>

Date	Community Building Circles			Academic Circles			SEL Lessons			Activity		
3/1	1						1					
3/4	1			1	1							
3/5				1						1		
3/6	1											
3/7	1											

3/26	1	1								1			
3/27	1			1	1								
3/28	1				1					1	1		
3/29				1						1			
TOTAL	19			12			2			10			43

TOTAL # OF CIRCLES



Parent Informational Meeting

Restorative practices take incidents that might otherwise result in punishment and create opportunities for students to:

- Become aware of the impact of their behavior.
- Understand the obligation to take responsibility for their actions.
- Take steps toward making things right.

Parent Informational Meeting



Relationships

- Central to building an inclusive community
- Build systems that develop & strengthen healthy relationships



Respect

- Provide a voice for the victim
- Improve social behavior of staff & students



Responsibility

- Emphasis placed on the harm rather than the offense
- Understand the impact of the harm



Restoration

- Collaborative problem solving
- Empowers change & growth



Reintegration

- Offender is welcomed back into the environment



Reaching Agreements as a Staff

- **How are we going to decide:**
 - How many circles teachers *should* be facilitating a day
 - What **types** of circles teachers are **expected** to be leading in their classrooms (i.e. academic, SEL, community building, etc.)
 - How often **fidelity** will be checked (By the teacher? By a coach? By a different teacher?)
 - What documentation will be utilized and who will provide PD to the staff on how to use it
 - How will we provide **PD** to staff who need *more*?

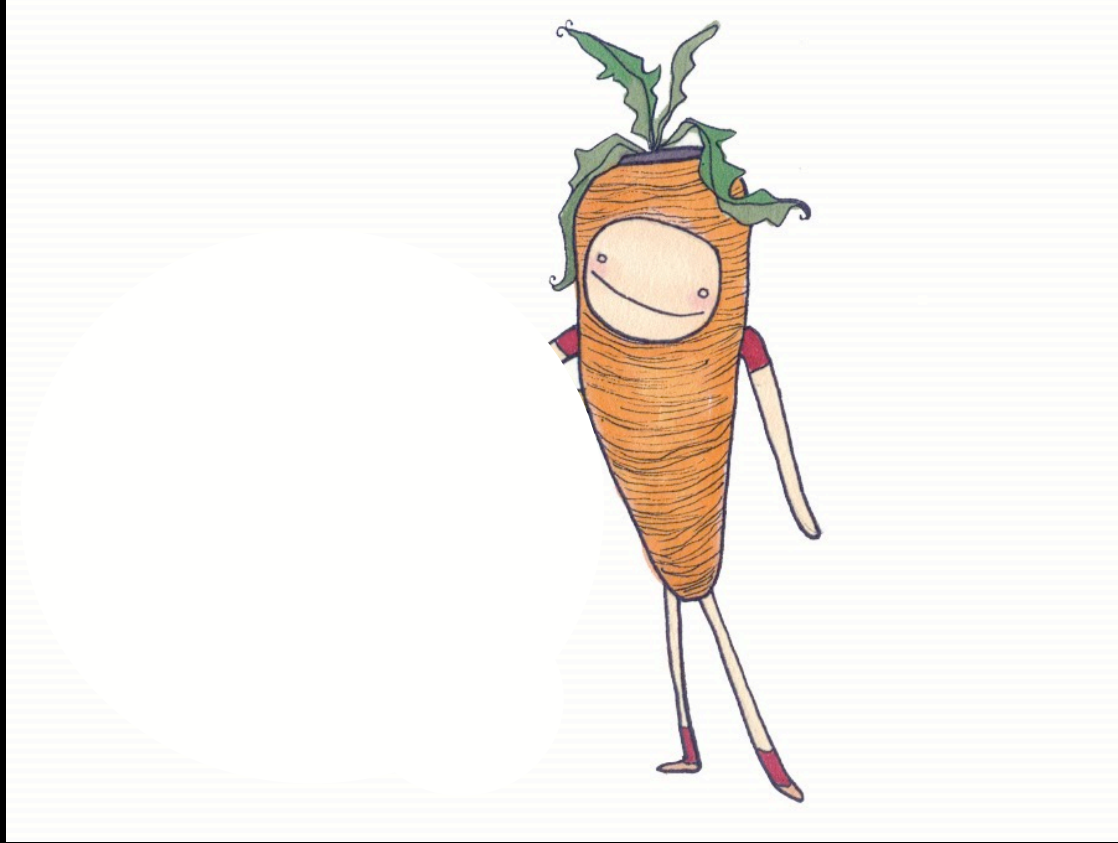


Sample Agreements to Consider

Decision to be Made	What we agree to
What types of circles do we expect teachers to be leading in their classrooms?	<ul style="list-style-type: none"> • Community Building 1X per day • Academic 3 X per day • SEL Group 1X per day • * we are also offering a classroom support in a circle for back on how
How many circles do we expect teachers to facilitate a day / week? Of each type?	
How often will we document the work taking place? (what documentation will be use?)	<ul style="list-style-type: none"> • Staff will document their circles on the rainbow tracker daily
How often will fidelity be checked? (by whom?)	<ul style="list-style-type: none"> • Staff will monitor fidelity of implementation on community building groups on Mondays • A coach will do an observation and discuss with facilitator 1 X per month
How will we provide PD to staff who need further support?	<ul style="list-style-type: none"> • RP PD Staff circles are offered 1X per month after school
How often should we offer coaching support to ALL, SOME, FEW?	<ul style="list-style-type: none"> • All staff get a first observation from a coach. • Then staff meet monthly for 30 minutes with a coach
What might a coaching plan look like?	



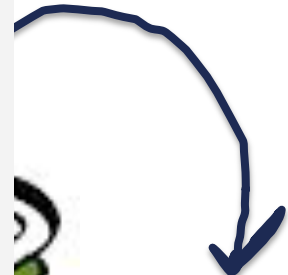
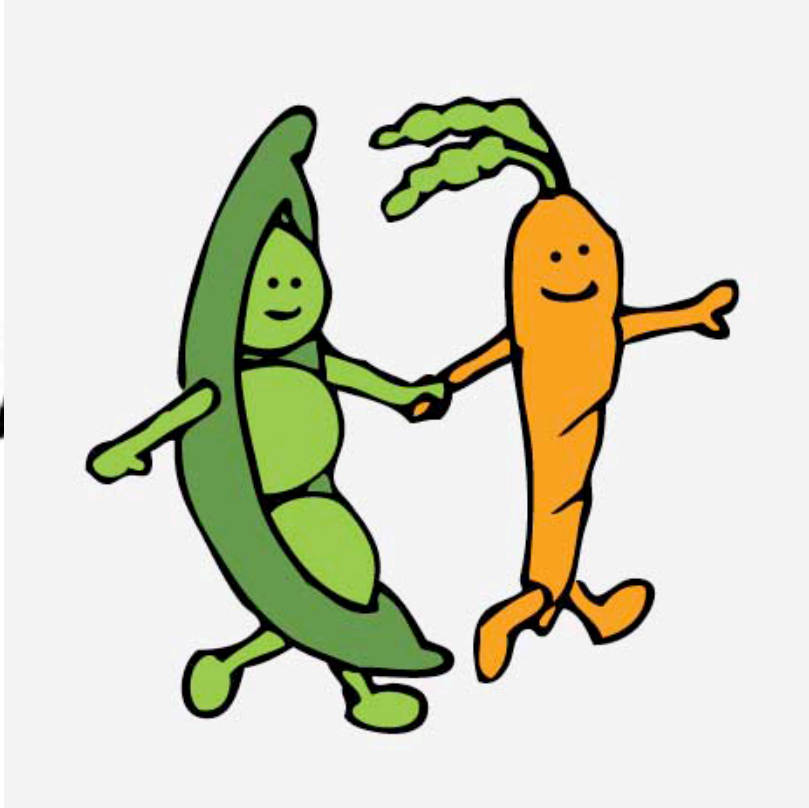
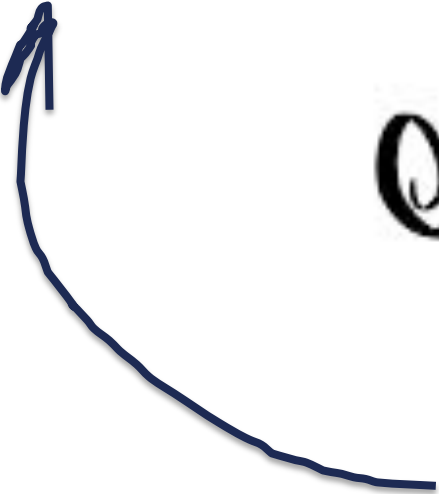
If you're going to go...



go together...

(like peas and carrots)

PBIS



RR

**Be Brave.
&
Carry on Warriors.**

Ali Hearn, LCSW

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[@heyalihearn](#)

Above credits to:

“Be Brave”- Sara Bareilles

“Carry on Warrior”- Glennon Melton

