Restorative Discipline & PBIS: Blending these Initiatives to Improve Behavior on Your Campus

TBS State Conference
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Stephanie Martinez, PhD
Objectives

- Define key features of common restorative discipline strategies
- Identify strategies to integrate a continuum of Restorative Discipline (RD) practices within a PBIS framework
Agenda

- PBIS Overview
- Restorative Discipline (RD) Overview
- Combining PBIS Elements and RD Practices
- Considerations
Positive Behavioral Interventions and Support

Tier 1 - universal

Tier 2 - targeted/supplemental

Tier 3 - individualized/intensive

Equity

Problem-solving

Coexists with most school-wide, Tier 2 and Tier 3 programs

Can be adapted to fit your school

Provides a common language for all initiatives

Interconnected systems framework

School-wide initiatives - character education, anti-bullying, class meetings

Mental health

Data-based decision making

Social skills curriculum (LEAPS, Skillstreaming, etc.)

Tier 2 - targeted/supplemental

Continuum of supports

Classroom management

Wraparound support

Inclusion

School climate & discipline
Concerns

- What are some barriers you have with implementation of:
  - PBIS?
  - RD?
  - Implementing PBIS and RD together?
Goals of PBIS

Collaborative, assessment-based approach

Aims to build effective, culturally responsive environments

Provides foundation for your MTSS

Emphasizes preventative, teaching and reinforcement-based strategies
PBIS at Tier 1

- Clearly defined behavioral expectations
- Continuous data collection and use
- Behavior expectations are taught in a regular basis.
- Effective consequences for inappropriate behavior
- Recognition/Reward system for appropriate behavior
- Differentiated instruction for teaching behavior
In PBIS, Consequences:

- are instructional in nature
- include references to school-wide expectations
- target the events and environment surrounding the student
- should consider the function of behavior
- should be effective and culturally responsive
In PBIS, consequences do not....

- Rely on exclusion
- Focus on making the offender regret their actions
- Take away rewards already earned by student
- Begin a long time after the incident occurs
RD Overview

General philosophy and goals
The Buzz on RD Practices

1. What is all the buzz around restorative discipline practices?

2. What have you heard about restorative discipline practices that appeals to you?
A restorative approach aims to...

**Repair HARM**

- To a relationship
- To the community
- To the offender, that created the conditions for his/her actions

People respond best when you do things *with* them, not *to* or *for* them.
Guiding Principles of RD

5 R’s

**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

Eber, 2015; SFUSD; Gonsoulin, Schiff, and Hatheway 2013; IIRP, 2012; Restorative Practices Workgroup, 2014
Goals of RD

- Positive relationships are shared by all stakeholders
  - Reduction in number of offenses may be a by-product of positive relationships, strong community

- Inclusive school community

- Less reliance on exclusionary discipline practices
  - RD is Incompatible with an approach that focuses on punitive, exclusionary consequences

- Needs of community members, including the offender, are addressed

- Stakeholder voice & collaboration is evident in practices
Categories of Practices

Proactive
- Prevention & Skill building
  - Affective statements
  - Circles (variety of circles may be included)
  - Informal conferences

Responsive Practices
- Disciplinary actions
  - Restorative chat
  - Restorative meeting/conference
  - Restorative circle
  - Mediation (and shuttle mediation)
  - Peer juries
- Alternatives to suspension/expulsion
  - Family Group conferences
  - Community restorative conferencing
RD Across the Tiers

- Community Restorative Conferencing
- Family Group Conferencing (FGC)
- Family Group Decision Making (FGDM)
- Peer juries
- Peer mediation
- Shuttle mediation
- Mediation
- Restorative meetings
- Restorative conversations
- Informal conferences
- Problem-solving circles
- Restorative meetings
- Restorative questioning
- Affective statements & scripts
- “Checking-In” circles
- Using social/emotional curriculum

McCluskey et al., 2011

RD has the strongest impact when implemented as a whole-school, preventative approach to discipline

Preventative strategies

Reactive strategies

Structure
<table>
<thead>
<tr>
<th>Traditional Approach</th>
<th>Restorative Discipline</th>
<th>PBIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Blame and punishment; directives/orders</td>
<td>• Relationships and restoring harm</td>
<td>• Increase likelihood of appropriate behaviors, decrease likelihood of inappropriate behaviors through effective environments, teaching, and acknowledgement systems</td>
</tr>
<tr>
<td>• Inquiry: What rule was broken? Who is to blame? What punishment/sanction is deserved?</td>
<td>• Inquiry: What harm was caused? How can we repair the harm?</td>
<td>• Inquiry: Why did the student(s) engage in the behavior? What evidence supports our actions?</td>
</tr>
<tr>
<td>• Approach - Punitive and exclusionary sanctions:</td>
<td>• Approach: Responsibility for actions, understanding and restoration:</td>
<td>• Approach: Proactive environmental changes, teaching replacement behaviors, consequences strategies</td>
</tr>
<tr>
<td>• Outcomes:</td>
<td>• Outcomes:</td>
<td>• Outcomes:</td>
</tr>
<tr>
<td>1. Inflict pain, humiliation as a deterrent to the wrongdoer and others</td>
<td>1. Offending student remains a valued member of the community,</td>
<td>1. Effective &amp; efficient environments</td>
</tr>
<tr>
<td>2. Reduce reoffending</td>
<td>2. All parties have equal space to tell their stories, be understood, and have wrongs corrected</td>
<td>2. Decrease in disciplinary events</td>
</tr>
<tr>
<td></td>
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<td>3. Increase in appropriate behaviors</td>
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Thorsborne & Blood, 2013
PBIS

Focus on prevention & effective environments
Application of science, evidence-based practices
Practical strategies that can be sustained over time
Emphasis on data & evaluation
Application across settings, content areas, ability levels
Deliberate integration of supports & initiatives (academics, mental health, etc.)

Focus on relationships & community
Repairing harm caused by the offender
Reintegrating the offender into the classroom community
Reliance on circle process for relationship building and values skill instruction, conflict resolution, and identification of student needs

Improve school climate
Decrease exclusionary discipline
Teach socially important skills
Increase student & family involvement
Subject to strong philosophical objections
Flexibility within guiding principles
Acknowledge the role of certain implementation drivers
Outcomes vary by level of implementation

Emphasis on data & evaluation
Application across settings, content areas, ability levels
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Combining PBIS Elements and RD Practices

Affective statements, circles, conferences, & reintegration procedures
<table>
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<tr>
<th>PBIS Critical Element</th>
<th>Idea for Integrating RD Practice</th>
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<tr>
<td>Teaming</td>
<td>Utilize your existing PBIS Team</td>
</tr>
<tr>
<td>Faculty participation</td>
<td>Share data related to RD; Faculty establishes goals for RD</td>
</tr>
<tr>
<td>Data collection</td>
<td>Add RD practices to forms; Surveys include RD-related questions</td>
</tr>
<tr>
<td>Discipline process</td>
<td>Add RD practices to flow chart, discipline matrix</td>
</tr>
<tr>
<td>Expectations &amp; Rules</td>
<td>Tie to school-wide expectations; add RD practices into rules for specific settings</td>
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<tr>
<td>Reward system</td>
<td>Reward staff for using RD; reward students for using RD</td>
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<tr>
<td>Lesson plans</td>
<td>Teach affective statements, restorative questioning, use circles</td>
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<tr>
<td>Implementation plan</td>
<td>Schedule procedures for teaching RD to staff, students, families</td>
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<tr>
<td>Classroom systems</td>
<td>Develop exemplars &amp; success stories; scale up across classrooms</td>
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<tr>
<td>Evaluation plan</td>
<td>Schedule for regular evaluation of RD practices</td>
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</table>
Incorporating RD into the Discipline Process

- **Categories** (majors/minors)
- **Classroom Discipline Hierarchy**
- **Office Discipline Hierarchy**
- **Reintegration**

= Discipline Process
Culturally-Responsive Social Skill Instruction and Practice with Affective Statements (Daily)

Diagram based on Martin County Schools: Hidden Oaks MS flow chart
Tier 1 Discipline

- Restorative Questioning
- Problem-Solving Circles
- Restorative Chat/Conversations
- Restorative Meetings
- Mediation
- Restorative Conferences

Level 1 & 2 misbehaviors

Level 2 & 3 misbehaviors

Level 3 & 4 misbehaviors
Types of RD Practices

**Affective Statements**
- Everyday usage
- “I” statements
- Describes how something made you feel

**Circles**
- Morning meetings
- Social/emotional instruction (e.g. empathy)
- Problem-solving class-wide issues

**Restorative Conferences**
- Informal conference
- Restorative meeting and chats
- Restorative conferences

**Reintegration Procedures**
- Restore relationship between offender & victim
- Classroom and/or office-managed offenses
- Match to severity of incident
Affective Statements

“Personal expressions of feeling in response to specific positive or negative behaviors of others.”

‘I statements’
Makes ‘offender’ aware of the impact of their actions; refers to the behavior not the person
Changes the dynamic between individuals
Teaches the empathy-skill necessary for all other RP practices

I feel frustrated when you don’t address my questions during training.

I feel angry when you disrupt the class because it makes it harder for other students to learn.

I feel happy when you complete your homework because it shows me how well you understand the topic.

International Institute for Restorative Practices:
http://www.iirp.edu/article_detail.php?article_id=Njku
Connect affective statement to school wide expectations
Characteristics of High Quality Affective Statements and Language:

- “I” statements expressing a feeling
- Students become aware of the positive or negative impact of their behavior
- Provides precise description of a student’s behaviors and specific impact of those behaviors
- Do NOT protect students from the consequences of their behavior
- Are strategically delivered in a time frame, place and manner most likely to maximize impact.

- Delivered in a personalized manner directly to the student who impacted others
- Focus on the behavior, NOT on the intrinsic worth of the person (separates the deed from doer).
- Respectful in tone
- Encourage students to express feelings
- Five positive to one corrective statement
“I” Statement Format: Step 1

Step 1: Refer to the Behavior
1. When I’m shouted at I ......
2. When I’m sworn at I ......
3. When I hear please and thank you I ......
4. When I see you following directions the first time ......
5. When I hear you talking while I am talking ......
6. When I see you come in late ......
7. When I see you raise your hand ......
“I” Statement Format: Step 2

Step 2: State how the Behavior Affects You
1. I feel unappreciated because …
2. I feel hurt because...
3. I feel appreciate because...
4. I am concerned that...
5. I get scared that...
6. I feel respected by...
7. I feel disrespected by …
“I” Statement Format

I feel ______ when you ______ because ______

http://www.therapistaid.com/worksheets/i-statements.pdf
Affective Statements: Practice Time

- Find a partner and identify two “I” Statements
  - Positive Emotion
  - Negative Emotion
Additional Examples

- A father wants his young child to stop calling him rude names during playtime.
  - **Common response:** “Hey! If you call me a rude name one more time, I’m going to send you straight to bed!”
  - **"I" statement response:** “I feel very sad when I hear rude words because they hurt my feelings. I like playing with people who use nice words.”

- A woman becomes angry when her sister borrows her favorite coat and returns it with stains and a tear.
  - **Common response:** “You ruined my jacket! Are you ever going to grow up?!?”
  - **"I" statement response:** “I am upset that my coat was damaged because I can’t afford to replace it. I really appreciate it when the things I loan out are taken care of.”

- A teenage boy is annoyed with his parents, who ask him several times each night if he has completed his homework.
  - **Common response:** “Lay off me!”
  - **"I" statement response:** “I feel frustrated and annoyed when I am reminded over and over to do my homework. I am old enough now to complete my homework without reminders.”

http://www.goodtherapy.org/blog/psychpedia/i-message
Additional Resources

Sample Lesson Plans:
- [http://www.njpbs.org/Problem_Solving/documents/SSLesson6Istatements.doc](http://www.njpbs.org/Problem_Solving/documents/SSLesson6Istatements.doc)
- [http://specialed.about.com/od/characterbuilding/ss/Cartoon-Strips-To-Teach-I-Statements.htm#step1](http://specialed.about.com/od/characterbuilding/ss/Cartoon-Strips-To-Teach-I-Statements.htm#step1)
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Circles
Circles

- A structured process for bringing people together to:
  - Understand one another
  - Strengthen bonds
  - Share & understand feelings
  - Solve problems

Common Purposes for Class Circles

Community Building

- Gives students opportunity to connect with each other
- Includes community building activities
- Encourages students to identify feelings

Repairing harm

- Gives students opportunity to discuss a class-wide issue
- Affective statements are important for problem-solving
- Use specific high quality questions to address the issue
Topography of a Circle

- Participants sit in circle
- All members have equal status
- Designated facilitator
- Identify expectations:
  - Be Honest
  - Speak with respect
  - Follow structure
- Everyone has the opportunity to participate
- Participation is encouraged but optional
Facilitator’s Role

- To lead, **not** to dominate
- Ensure all are included, have an opportunity to share their perspective
- Address disrespectful language/communication
  - Respectfully
- Keep the process going
  - Identify parts of the circle
  - Model/teach the necessary steps
  - Bring participants back together after the activity
Components of a Class Circle

Greeting/Focusing Moment

Connection/Feelings Check-In

Activity

Closing
Greeting/Focus Moment

- Greeting/Focusing moment
  - Happens first to set positive tone
  - Everyone in circle is included
  - Their name is said once
  - Respectful and friendly
  - Short time frame (between two to five minutes)

Examples of Greetings:
- Group greeting
- Match card greeting
- Spider web greeting
- I wonder...
Examples of Greetings

- Group greeting is when a person says their name and everyone greets them at once.
- Match card greeting: one student gets a math problem $3 \times 2$ and another person gets 6 and they have to find their match.
- Spider web greeting: using a ball of yarn, one student starts and rolls ball to person on another side of circle and greets them. The student greets them back and rolls it to another student continuing until all students are greeted and then go backwards to roll ball of yarn back up.
- I wonder.....Have index cards with lots of different questions for example—If you could be any superhero, who would be? Why? If you could have one wish come true, what would it be? Why?
- Other Ideas??

Examples adapted from https://www.responsiveclassroom.org/article/keeping-morning-meeting-greetings-fresh-and-fun
Examples of Focus Moment

Focusing moment
- Close eyes/look down take a deep breath & count to 5. Take another deep breath & count backwards from 5. Feel free to add a couple of cycles to this to help the group calm down & focus.
- Close your eyes and visualize your happy place (i.e. beach, mountains, lake, snow, etc.)
- Develop a chant the students can say (i.e. Never Give Up: Be Safe, Be Respectful, Be Responsible)
- Other Ideas??

Examples adapted from https://www.responsiveclassroom.org/article/keeping-morning-meeting-greetings-fresh-and-fun
Connection/Feelings Check-in

- Builds relationships among students
- Creates connections among teachers and students and school and home
- Encourages multiple perspectives
- All have a chance to share

Keep it fresh - use a variety of greetings
Examples: Connection/Feelings Check-in

“Whose a five today?”

- This is a very brief way of checking in with your participants/students, seeing how they feel today.

Here’s a sample scale:

- 5 = Couldn’t be better, feeling energized and happy, excited for the day to begin
- 4 = Feeling pretty happy, relaxed, feeling relatively optimistic about the day
- 3 = So-So, relaxed, not particularly excited or happy but still alert & engaged
- 2 = Not terrible, a little low energy, not particularly motivated to be here
- 1 = Feeling really bad, really low energy, I would rather be somewhere else
Circle Activity

- Makes up the bulk of the circle
- Can have many different purposes:
  - To discuss a classroom issue
    - *Example: Issue with name-calling*
  - To review school-wide expectations
    - *Example: review what ‘be respectful’ looks like in the classroom*
  - To review procedures
    - *Example: Review the process for getting ready for lunch*
  - To teach social/emotional skills
    - *Example: How to handle disappointment*
Using Circles to Teach Necessary Skills

Why use circles in addition to existing teaching methods?

- Additional tool for teaching and/or re-teaching expectations and rules
- Existing lesson plans do not address social/emotional learning
- Circle structure offers benefits beyond traditional classroom arrangements
- Reactive circles support problem-solving skills problem behavior
Examples of Circles at a PBIS School

- Introduce and re-teach expectations and rules to students
- Provide lesson on social-emotional learning
- Address a classwide behavior issue (i.e. disruption, name calling)
- Address a schoolwide issue (i.e. hallway issues, event on campus that impacted all students)
- Address an issue with a group of students (i.e. 6th grade in the cafeteria, behavior on bus route 202)
- Provide Tier 2 supports (i.e. social skills training)
- Staff are in disagreement about “gum” chewing on campus
- Staff are inconsistent with performing hallway duty
Closing

- Use a signal that indicates the circle is closing
- Reflections
  - What went well
  - What did they learn
  - What do they need to do as a result of activity or discussion
- “Daily News” - Review the schedule for the day
Examples: Closing

- Two-word check out
- Reflective questioning
- Student-developed closing
- Song
- Chant
- Pledge
Restorative Conferences
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Reintegration Procedures
- Restore relationship between offender & victim
- Classroom and/ or office-managed offenses
- Match to severity of incident
Continuum of Conferences

**Informal Conference**
- Minor problem behavior when it first occurs
- Typically occurs between teacher and student or student and student

**Restorative Chat**
- Minor behavior is persistent
- Typically occurs between two students or between teacher and student

**Restorative Meeting**
- Range of minor classroom and office-managed behaviors
- Typically involves multiple parties
- Could be conducted within context of circle

**Restorative Conferencing**
- Major behaviors resulting in harm
- Specific preparation needed
- Script for restorative conferencing
- Plan for follow-up
Informal conference

- Minor, low-intensity misbehavior
- Low structure
- Re-direction, prompts and/or reminders may be provided

a) “Hey Thomas, I noticed you were having some fun at Michael’s expense when you were laughing at his new shoes.
b) That makes me concerned because it sounds like you weren’t considering his feelings.
c) How could you have joked around in a way that could have avoided sounding like that?”
d) ”Will you give that a shot next time?”
The Restorative Chat
Lucille Eber

1. Tell me what happened.
2. What you were thinking at the time?
3. What do you think about it now?
4. Who did this affect?
5. What do you need to do about it?
6. How can we make sure this doesn't happen again?
7. What I can do to help you?

McIntosh, K. (Oct. 27, 2014). *Enhancing Equity through Effective Professional Development.* PBIS Implementers’ Forum, Chicago, IL.
Restorative Meeting

- Classroom- and Office-managed behaviors
- Involves multiple parties
- Circle process could be used
Restorative Conferencing

“A structured meeting between:
- Offenders,
- Victims, and
- Both parties’ family and friends

Where they:
- Deal with the consequences of a wrongdoing/crime, and
- Decide how to repair the harm.”

Preparing for a Restorative Conference

- Prior to conference:
  - Locate a small private setting
  - Both victim and offender choose who to invite to conference
  - Facilitator meets separately with victim and offender prior to conference
    - Build trust
    - Provides information
    - Creates a safe place
    - Grants wishes of victim and offender to greatest extent possible

- Culturally sensitive process
During Restorative Conferences

Facilitator sets ground rules
Victim conveys impact of harm
Offender acknowledges harm
Develops a written plan to repair harm
Includes plan for follow up
Restorative Script - Offender

1. What happened?
2. What were you thinking at the time?
3. What do you think about it now?
4. Who do you think has been affected by your actions?
5. How have they been affected?

International Institute for Restorative Practices:
http://www.iirp.edu/article_detail.php?article_id=Njkx
Restorative Script - Victim

1. What was your reaction when the incident occurred?
2. How do you feel about what happened?
3. What has been the hardest thing for you?
4. How did your family & friends react when they heard about the incident?
5. What would you like to be the outcome of the conference?

International Institute for Restorative Practices:
http://www.iirp.edu/article_detail.php?article_id=Njkx
“Administrative Actions vs. Restorative Outcomes”

- The “action” is what is assigned to the student
  - Examples:
    - Informal conference
    - Restorative chat
    - Restorative meeting
    - Restorative conference

- The “outcome” is the outcome of the discussion
  - Examples
    - Conflict resolution, anger management training
    - Community service
    - Collaborative project
    - Individual project
Follow-Up

- To be determined at the meeting
  - **Who** will follow up?
  - **When** will follow up occur?
  - **Identify** the purpose of the follow up?
Examples of Restorative Conferences at a PBIS School

- Senior “prank” that damages the school
- Student that cusses out a teacher
- Student that disrupts class so others cannot learn
- Student that vandalizes the school
- Two staff members are not getting along due to gossip about one staff member
- Student stole another student's cell phone and then lost the cell phone
Reintegration Procedures
## Types of RD Practices

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Reintegrating

Definition: “to integrate again into an entity; to restore to unity” (Merriam-Webster Dictionary)

What does this mean for schools?
• Part of discipline process
• Varying levels of intensity
• Very intense offenses = increased structure of reintegration
Reintegration: Minor/Teacher Managed

Type of Offenses: Minor/Teacher Managed (disruption, disrespect, etc)

Who: Range from teacher-student, teacher-student-student, teacher-entire class

When: As soon after the incident as possible and when the student(s) demonstrates behavior indicating readiness for re-entry

How: Variety of options ranging from reflection sheet with a dialogue to a class-wide circle

Result: The student is welcomed back into the classroom as an active member.
Reintegration: Major/Office Managed

Type of Offenses: Major/Office Managed (fighting, defiance, drugs, etc)

Who: School personnel, student, family member, anyone else identified by those participating

When: As soon as the student returns from a long-term suspension, expulsion, change in placement (alternative schools, juvenile justice program)

How: Community Restorative Conferencing, Family Group Conferencing (FGC), Family Group Decision Making (FGDM)

Result: A plan is developed and implemented when the student returns to the school. The student is welcomed back into the school as an active member.
Examples of Reintegration at a PBIS School

- Student completes a reflection sheet based on restorative chat questions when seen by administrator; this reflection sheet is shared with the teacher if the behavior impacted the teacher.
- Upon return from a suspension student meets with administrator and teacher.
- Any student who is returning from alternative education programs has a meeting at the school with administration, representation from the alternative school and family members to develop a plan of support.
Final Thoughts and Considerations
PBIS & RD are Complementary Approaches

- Both approaches:
  - Share common outcomes
  - Value student & family participation
  - May be objectionable to some stakeholders
  - Offer flexibility in implementation

- RD emphasizes relationships, reintegration, restoration of harm
The Best of Both Worlds

- RD offers appealing strategies for addressing problem behavior

- PBIS may strengthen RD:
  - System to organize skills necessary to participate in restorative practices
  - Time saved from strong PBIS implementation may help justify the time spent on restorative conferencing
    - Reward system may balance the scales for kids who like to engage in problem behavior
  - Focus on fidelity and evaluation makes it more likely that practices will be used as intended and that they will be effective
    - Consider equity, academics, attendance, family and community engagement
  - Regular data sharing to drive staff PD
Is it PBIS, RD or BOTH?

- Includes teaching pro-social skills
- Includes a positive reinforcement system
- Focus is on building positive relationships
- Focus is on repairing harm
- Utilizes data for data-based decision-making
- Has proactive and consequence-based interventions
- Roots come from Applied Behavior Analysis
- Originated in Juvenile Justice
Considerations when using RD

- Some incidents are **NOT** appropriate for RD practices
- Before implementing RD ask the following questions:
  - What is the harm that was caused?
  - Who was involved?
Additional considerations

- There may be times when using RD may not be appropriate
  - Bullying situations
  - Skill sets of students
    - Difficulty focusing, difficulty taking perspectives, etc.
  - One party does not want to participate
  - Function of behavior - student enjoys extra attention
Decision Tree for RD: Office-Managed Disrespect

School-wide Prevention:
- Affirmative Statements
- Weekly Classroom Circles

Disrespect

Does the victim wish to be involved in a face-to-face meeting?

- Yes
  - Offender wants to participate and willingly admits to the harm they committed
    - Process with Offender
    - • Schedule a facilitator
    - • Prepare for meeting
    - • Include supports
- No
  - Process with Victim

Offender wants to participate and willingly admits to the harm they committed
A resource is defined as: "a source of supply or support."

Merriam-Webster.com
Defining Practices

International Institute for Restorative Practices:
http://www.iirp.edu/article_detail.php?article_id=Njlx
Select the strategies that will work best for your school

Look for natural places to integrate RD into PBIS system

PBIS may support different RD Practices at Tier 1
Let's dust off the toolbox

<table>
<thead>
<tr>
<th>PBIS Critical Element</th>
<th>Idea for Integrating RD Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaming</td>
<td>Utilize your existing PBIS Team</td>
</tr>
<tr>
<td>Faculty participation</td>
<td>Share data related to RD; Faculty establishes goals for RD</td>
</tr>
<tr>
<td>Data collection</td>
<td>Add RD practices to forms; Surveys include RD-related questions</td>
</tr>
<tr>
<td>Discipline process</td>
<td>Add RD practices to flow chart, discipline matrix</td>
</tr>
<tr>
<td>Expectations &amp; Rules</td>
<td>Tie to school-wide expectations; add RD practices into rules for specific settings</td>
</tr>
<tr>
<td>Reward system</td>
<td>Reward staff for using RD; reward students for using RD</td>
</tr>
<tr>
<td>Lesson plans</td>
<td>Teach emotional awareness, restorative questioning</td>
</tr>
<tr>
<td>Implementation plan</td>
<td>Schedule procedures for teaching RD to staff, students, families</td>
</tr>
<tr>
<td>Classroom systems</td>
<td>Develop exemplars &amp; success stories; scale up across classrooms</td>
</tr>
<tr>
<td>Evaluation plan</td>
<td>Schedule formal evaluation of RD practices</td>
</tr>
</tbody>
</table>
The Buzz on RD Practices

What is one practice you think you can go back and implement at your school/district?
Resources for RD

- International Institute for Restorative Practices:  
  http://www.iirp.edu/
- Safer, Saner Schools:  
  http://www.safersanerschools.org/
- Illinois Balanced & Restorative Justice:  
  http://ibarj.org/default.asp
- RTIPS Circle templates:  
  http://rtips.cceb.org/rtips-in-schools/resources-for-teachers/restorative-practices-sample-circles
- San Francisco Unified School District:  
  http://www.healthiersf.org/RestorativePractices/Resources
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