Integrating PBIS and Restorative Practices to Support Student Behavior: An Overview

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
Training Agenda

- PBIS Review
- Restorative Discipline (RD) Overview
- Common RD Practices
- Overview: PBIS & RD Working Together
- Recommendations: Aligning RD into PBIS Systems
Positive Behavioral Interventions and Support

- Problem-solving
- Data-based decision making
- Tier 1 - universal
- Tier 2 - targeted/supplemental
- Tier 3 - individualized/intensive
- Social skills curriculum (LEAPS, Skillstreaming, etc.)
- School-wide initiatives - character education, anti-bullying, class meetings
- Continuum of supports
- Classroom management
- Mental health
- Wraparound support
- Equity
- Inclusion
- School climate & discipline

Interconnected systems framework

Can be adapted to fit your school

Provides a common language for all initiatives

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

Can be adapted to fit your school
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
- Behavior expectations are taught in a regular basis
- Recognition/Reward system for appropriate behavior
- Effective consequences for inappropriate behavior
- Continuous data collection and use
- 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.
Defining “Restorative Discipline” (RD)

“The application of the principles of Restorative Practices...at both the school-wide and at the classroom level.” (Meyer & Evans, 2012)
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

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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
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

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

McCluskey et al., 2011
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
Common RD Practices

Affective statements, circles, conferences, & reintegration procedures
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
## Types of RD Practices

<table>
<thead>
<tr>
<th>Affective Statements</th>
<th>Circles</th>
<th>Restorative Conferences</th>
<th>Reintegration Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everyday usage</td>
<td>Morning meetings</td>
<td>Informal conference</td>
<td>Restore relationship between offender &amp; victim</td>
</tr>
<tr>
<td>“I” statements</td>
<td>Social/emotional instruction (e.g. empathy)</td>
<td>Restorative meeting and chats</td>
<td>Classroom and/or office-managed offenses</td>
</tr>
<tr>
<td>Describes how something made you feel</td>
<td>Problem-solving class-wide issues</td>
<td>Restorative conferences</td>
<td>Match to severity of incident</td>
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</tbody>
</table>
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
Changes the dynamic between individuals

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=Njlx
Circles

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

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
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
Restorative Conferences
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?
Reintegration Procedures
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.
Integrating PBIS & RD
# Different Discipline Styles

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<thead>
<tr>
<th>Traditional</th>
<th>Restorative Discipline</th>
<th>PBIS</th>
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<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>
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<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>
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### Differing Approaches

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<td>• Approach: <strong>Responsibility</strong> for actions, understanding and restoration:</td>
<td>• Approach: <strong>Proactive</strong> environmental changes, <strong>teaching</strong> replacement behaviors, <strong>consequences</strong> strategies</td>
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<td>1. Offending student remains a valued member of the community, 2. All parties have equal space to tell their stories, be understood, and have wrongs corrected</td>
<td>1. Effective &amp; efficient environments 2. Decrease in disciplinary events 3. Increase in appropriate behaviors</td>
</tr>
<tr>
<td>2. Reduce reoffending</td>
<td></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.)

RD

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

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

- PBIS has a broad scope
- PBIS explicitly emphasizes prevention, role of environment
- PBIS emphasizes data-based decisions, fidelity, & evaluation
- PBIS can be incorporated with other initiatives

Supporting Student Behavior

Social Competence & Academic Achievement

Supporting Staff Behavior

Supporting Decision Making

Outcomes

Systems

Data

Practices
RD Benefits

- RD practices have the potential to:
  - Increase student & staff social/emotional skills
  - Strengthen relationships
  - Improve school climate
  - Uncover unidentified student needs
  - Reduce exclusionary discipline
  - Increase stakeholders’ voice in the discipline process
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
General recommendations for integrating RD & PBIS

- Connect affective statement to school wide expectations
- Use circles to teach school-wide expectations
- Staff training
- Consider Tier 2 supports
- Update discipline flowchart & matrix
- Engage in evaluation to determine effectiveness
Recommendations: Aligning RD into PBIS Systems at Tier 1
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
Using Circles to Teach Necessary Skills

Why use circles in addition to existing teaching methods?

- Additional tool for teaching and/or re-teaching
- 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
Incorporating RD into the Discipline Process

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

Discipline Process
Defining Practices

International Institute for Restorative Practices:
http://www.iirp.edu/article_detail.php?article_id=Njkw
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**
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?
Culturally-Responsive Social Skill Instruction and Practice with Affective Statements (Daily)

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

Student conference
Re-teach expectation
Parent contact
Detention
Refer to guidance
Restorative Meeting
In-school suspension
Out school suspension
Recommend for expulsion

Reintegration Process

Office

Is the incident managed in the...?

Classroom

Verbal Warning
Re-state Expectation/Rule

2nd Step (same behavior)
Re-teach Expectation, reward around student

3rd Step (same behavior)
Affective Questions & Impromptu Conference
Contact parent

4th Step (same behavior)
Classroom behavior report. Contact a peer, guidance, or admin for further intervention/suggestions

5th Step (same behavior)
Refer to guidance or complete office referral form

For Office Referrals attach completed copies of classroom behavior reports

Write a referral & escort student to office

Admin determines consequence

➢ Copy of referral given to teacher/staff
➢ Copy retained at school
➢ Copy of referral sent to parent via student

Sample Interventions
Seating Change
Student Conference
Parent Contact
Student Contract
Redirection
Proximity
Restorative Chat
Loss of Privilege
Restitution
Apology
Verbal & Non-Verbal Prompt
Reward Alternate Behavior

Teacher Completes Classroom Assessment Tool (CAT) to assess variables in classroom that may be promoting problem behavior (i.e., ecological, classroom behavior system, & curriculum/instruction)

Behavior stops no further action

Behavior stops no further action

Behavior stops no further action

Behavior stops no further action
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
  - Schedule a facilitator
  - Prepare for meeting
  - Include supports
- No

Offender wants to participate and willingly admits to the harm they committed
- Yes
  - Process with Victim
- No
  - Process with Offender
Summary

PBIS may support different RD Practices at Tier 1

Look for natural places to integrate RD into PBIS system

Select the strategies that will work best for your school
A resource is defined as: "a source of supply or support."

Merriam-Webster.com
Using the existing PBIS system

- School-Wide Expectations are your core curriculum for behavior
  - Should be reflected in all behavior support practices

- Critical elements provide **tools** for incorporating new practices
Let’s dust off the toolbox

<table>
<thead>
<tr>
<th>PBIS Critical Element</th>
<th>Idea for Integrating RD Practice</th>
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<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>
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</table>
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/
Contact Information

- **Stephanie Martinez**
  - E-mail: sam2@usf.edu