

## Blending SWPBIS and Restorative Discipline: Towards Greater Disciplinary Equity

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## Agenda

- Very brief overview of rationale behind research agenda on blending SWPBIS and RD
- School-wide Positive and Restorative Discipline (SWPRD): Overview of currently developed materials
- Initial outcomes from a small-scale pilot project on blending SWPBIS and RD

## Why blend SWPBIS with Restorative Discipline (RD)?

- Examine the evidence-base of SWPBIS's capacity to reduce disciplinary inequity
- Examine what the literature tells us about the needs of students from vulnerable groups
- Examine the evidence-based of RD's capacity to reduce disciplinary inequity

## Effectiveness of SWPBIS to reduce disciplinary inequity: mixed results

- Descriptive studies:
  - Black students received significantly more ODR than their peers in elementary schools engaged in SWPBIS implementation (Kaufman et al., 2010)
  - The over-representation of Black students among students with ODR was somewhat smaller across 3 years in elementary schools implementing SWPBIS (13.05, 13.90, 12.71 percentage points) compared to those not implementing SWPBIS (18.42, 19.24, 20.22 percentage points) (Vincent, Swain-Bradway, Tobin, & May, 2011)
  - Elementary schools using SWIS reduced the Black-White disparity in number of major ODR per 100 students from 68 to 41 (Major ODR for Black students across 3 years: 114-87-71, Major ODR for White students across 3 years: 46-40-30). (Vincent, Cartledge, May, & Tobin, 2009)
  - An elementary school implementing "culturally responsive PBIS" reduced their ODR rates to .12 ODR/day/100 students, less than half the mean national rate. The school enrollment was 99% Navajo. (Jones, Caravaca, Cizek, Horner, & Vincent, 2006).

## Effectiveness of SWPBIS to reduce disciplinary inequity: mixed results

- Randomized controlled trials
  - In an RTC with 37 elementary schools, Black students had significantly greater odds of being referred to the office than White students in schools implementing SWPBIS (Bradshaw, Mitchell, O'Brennan, & Leaf, 2010)
  - In an RTC with 36 middle schools, in-school suspensions and expulsions increased for Native American students, in- and out-of-school suspensions, and truancy increased for Black students, truancy increased for Latino students, in-school suspension and truancy decreased for White students in the treatment group (Vincent, Sprague, CHIXapkaid, Tobin, & Gau, in print)
  - In elementary schools implementing SWPBIS, Black students were slightly over-represented among students with multiple ODR and more likely to receive Check-in/Check-out than their peers. In middle schools implementing SWPBIS, Black students were significantly over-represented among students with multiple ODR but less likely to receive Check-In/Check-out than their peers. (Vincent, Tobin, Hawken, & Frank, 2012)

## What are the needs of students from vulnerable groups?

- What are vulnerable groups?
  - Gender
  - Race/ethnicity
  - Disability status
  - Socio-economic status
  - Combinations of above variables
  - Sexual orientation (rarely available)
  - Gender performance

## What students from vulnerable groups tell us....

- Non-White elementary students perceived their school as less safe and reported lower academic motivation than White students. Elementary-aged boys perceived their school as less orderly and reported lower academic motivation than girls (Koth, Bradshaw, & Leaf, 2008)
- Middle school students identified their relationship with teachers as the most important contributor to their school success (Gregory & Ripsky, 2008)
- Non-White Students tend to identify "uncaring" teachers as one of the greatest obstacles to their behavioral success in school (Costenbader & Markson, 1998)
- Students who view authority figures as unfair are more likely to engage in deviant behavior (Gouveia-Pereira, Vala, Palmonari, & Rubini, 2003; Sanches, Gouveia, & Carugati, 2011)
- Students who perceive their classroom environment as fair are more likely to attend class and be academically engaged (Greenberg et al., 2003)

## What students from vulnerable groups tell us....

- The 2011 National School Climate Survey (Gay, Lesbian & Straight Education Network, GLSEN)
  - 71.3% heard homophobic remarks
  - 63.5% felt unsafe at school due to their sexual orientation
  - 31.8% missed one day of school per month due to feeling unsafe
  - Students who felt victimized were twice as likely to opt against pursuing post-secondary education
  - Harassment was correlated with lower GPA
  - Victimization was correlated with higher levels of depression and lower levels of self-esteem

## What we know about biosocial stress (McClure, H. (2014))

- Elevated psychosocial stress levels due to
  - Discrimination (hurtful words and actions)
  - Perceived lack of control
  - Minimal information on duration & intensity of stressors
  - Lack of social support
  - Perception of lack of full social engagement & participation
- Chronic psychosocial stress can lead to poor health outcomes
  - Cardiovascular disease (heart disease & stroke), infectious disease progression, wound healing, etc.
  - Poorer growth ("failure to thrive" & altered reproductive function)

## Measure and effect of stress: (McClure, H. (2014))

- Allostatic load:
  - Cumulative measure of physiological responses to chronic exposure to stress (e.g. presence of stress hormones, blood pressure, cholesterol)
- High allostatic load over long periods of time leads to significant health problems (diabetes, obesity, depression)
- Exposure to significant health problems over long periods of time leads to reduced life expectancy

## How to reduce students' exposure to stress (McClure, H. (2014))

- To reduce students' chronic psychosocial stress we might need to increase students'
  - perceived control (autonomy)
  - information on duration & intensity of stressors (e.g., related to addressing disproportionality in how discipline is practiced in schools)
  - social support
  - social engagement & participation

## How can we respond to these student needs?

- Focus on
  - building positive and trusting teacher-student and peer relationships (**social capital**)
  - Increasing students' perceptions of fairness (**procedural justice**)
  - decreasing sense of lack of support for students (and teachers) who feel victimized (**institutional betrayal**)
  - Decreasing students' (and teachers') stressors (**biosocial stress**)
- Discipline practices derived from Restorative Justice might facilitate focusing on these key constructs

## Restorative Justice

- Definition: An approach to justice that focuses on the **needs of the offender and the victim**, rather than the **need to satisfy legal principles of punishment**
  - Focus: Reintroduce offenders into their communities
  - Derived from indigenous populations' approaches to violations of community agreements:
    - First Nations people of Canada and the US
    - Maori of New Zealand
  - Popularized in the US by Howard Zehr (1990) *Changing lenses—A new focus for crime and justice*
    - Juxtaposes retributive justice (crime = offense against the state) with restorative justice (crime = violation of people and relationships)
    - Victim-offender mediation pioneered by Howard Zehr, Ron Claasen, & Mark Umbreit in the 1970s and 1980s

## Howard Zehr, *Changing lenses*

- Restorative justice focuses on the harm done, the needs and obligations of all individuals involved and re-establishing harmony within the community
- **6 guiding questions:**
  - Who has been hurt?
  - What are their needs?
  - Whose obligations are these?
  - What are the causes?
  - Who has a stake in the situation?
  - What is the appropriate process to involve stakeholders in an effort to address causes and put things right?

## Core principles and practices of restorative justice

- **Core Principles**
  - People are happier and more cooperative (**less stressed**) when others do things *with* them, rather than to them or *for* them.
  - Community building (**social capital**) to improve perceptions of **fairness** and **institutional support**:
    - making one's voice heard
    - Know other community members as individuals (positive relationships)
    - Have ownership of how things are done
    - Participate and be recognized as active participant
  - Utilize established positive relationships to reduce impact of existing biases on decision-making
- **Core practices**
  - Affective statement
  - Affective questions
  - Active listening
  - Reframing
  - Proactive and Restorative Circles  
(International Institute for Restorative Practices at <http://www.iirp.edu/index.php>; Costello, Wachtel & Wachtel, 2009, 2010)

## Evidence-base for restorative justice in school settings

- Small-scale studies & case studies
  - Reduced racial disparities in suspensions & expulsions (Dravery et al., 2006; Gregory et al., 2013; Simson, 2012)
  - Reduced bullying (DeWitt & DeWitt, 2012)
  - Reduced anti-social behavior in elementary school students (Aber et al., 1999; Morrison, 2001, 2005, 2006a, 2006b)
  - Improved perceptions of classroom as a safe place to share problems, communication, and peer support (Morrison & Martinez, 2001)
  - Restorative conferences have been associated with improved perceptions of procedural fairness (Calhoun, 2000; Cameron & Thorsborne, 2001; Ierley & Ivker, 2002; Shaw & Wierenga, 2002)
  - Improved teacher-student relationships (DeWitt & DeWitt, 2012)
  - Improved peer relationships (McCarthy, 2009)

## How to transport RJ into whole schools?

- Blend SWPBIS's systems approach with practices derived from restorative justice
- School-wide Positive and Restorative Discipline (SWPRD)

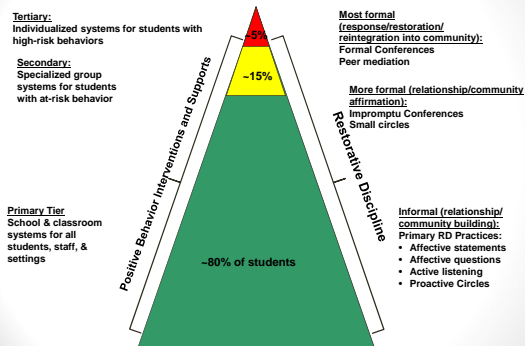
## School-wide Positive and Restorative Discipline (SWPRD)

- An approach to blending SWPBIS with practices derived from research on disciplinary fairness and restorative justice to promote school climates perceived as fair by students
- Development work funded by
  - Research to Practice Collaborative on Discipline Disparities, led by Dr. Russell Skiba, Indiana University
  - University of Oregon Office on Research, Innovation, and Graduate Education
- Collaboration between
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## SWPRD: Primary goals

- Strengthen PBIS's capacity to reduce disciplinary inequities**
- Students**
  - Increase social capital, perceptions of fairness & institutional support, reduce stress, through changing
    - student-teacher relationships
    - peer relationships
    - students' ability to problem-solve
    - students' social-emotional literacy
- Teachers**
  - Increase use of classroom practices that promote
    - Student engagement in building positive classroom climates
    - Students' voices being heard
    - Safe and respectful peer communication
    - Reductions in inappropriate and hurtful behavior
- Data**
  - Promote use of **triangulated data** for decision-making (student behavior, student perceptions of classroom climate, teacher bias, parent-teacher relationships)

## Restorative Practices Along the Continuum



## Commonalities and differences between SWPBIS and RD

PBIS	RD
Defining appropriate behaviors e.g. Be safe, Be Respectful, Be responsible Classroom behavioral matrix	Defining appropriate behaviors/agreements, e.g. Be respectful—Practice Active Listening, Be Responsible—Honor confidentiality <b>with students</b>
Proactively teaching what appropriate behaviors look like in the classroom and other school locations e.g. responding to peers' comments respectfully	Proactively teaching <b>why</b> agreements/appropriate behaviors are necessary and benefit all, e.g. using <b>affective statements, active listening, proactive circles</b>
Rewarding students who engage in appropriate behaviors e.g. tokens, privileges	Rewarding students who follow agreements/engage in appropriate behaviors e.g., tokens, privileges, student leadership roles
Consistent consequences for inappropriate behavior	Consequences for inappropriate behavior that <b>emphasize repairing harm</b> that has been done (e.g. affective questions, impromptu conferences, restorative conferences)
Data-based decision making (often ODR focused)	Data-based decision-making: <b>triangulation of data:</b> teacher (ODR) and student perceptions (e.g. student climate surveys)

## SWPRD training curriculum (under development)

- Each module consists of ppt, content outline, exercises, video
  - Module 1: Why Integrate Restorative Discipline with School-wide Positive Behavior Interventions and Supports?
  - Module 2: Preventive proactive SWPRD practices (Tier 1)
  - Module 3: Responsive SWPRD practices (Tiers 2 and 3)
  - Module 4: Data-based decision making within the SWPRD framework
  - Module 5: Student engagement
  - Module 6: Parent engagement

## Module 1

- Overview of the challenge of inequitable discipline outcomes
- Current approaches, benefits of PBIS
- Challenges with current approaches:
  - Focus on rule compliance, limited focus on relationship building
  - Limited focus on potential teacher biases
  - Over-reliance on ODR data for decision-making
- Introduction to RD key constructs:
  - Introduction to Blending PBIS and RD
  - Key concepts of
    - social capital,
    - procedural justice
    - institutional betrayal
    - explicit/implicit bias
    - biosocial stress
- Commonalities and difference between PBIS and RD
- How PBIS and RD could be merged
- RD along the multi-tiered continuum

## Module 2

- Preventative RD practices within a PBIS framework:
  - Using affective statements as behavior specific praise
  - Using affective questions to address minor problem behavior
  - Using active listening to give students a voice
  - Using reframing to change negative to positive mindset
  - Using proactive circles to teach confidentiality, respect, accountability and promote dialogue between peers and teacher-students
- Types of relationships within the school environment
- Communication strategies to promote positive and trusting relationships
- Time investments and savings due to RD implementation

## Module 3

- Module 3 (under development):
  - Introduction to RD practices to be used in response to more severe behavioral violations to prevent disciplinary exclusion
    - Use of restorative conferences
    - Peer mediation programs
    - Use of community resources for mediation

## Module 4

- Module 4 (under development):
  - Data-based decision-making to assess
    - Fidelity of implementation of RD practices
    - Impact of RD practices on teacher bias
    - Impact of RD practices on student perceptions of disciplinary fairness, student behavior
    - Utilizing multiple data sources for decision-making
- Reduce the “streetlight effect”



## Module 5 & 6

- Module 5 (under development):
  - Student engagement
    - Core school values in a restorative context, e.g.
      - Safety (physical and emotional safety)
      - Respect (confidentiality and trust)
      - Responsibility (accountability for one's own and others' well-being, coping with biosocial stress)
    - How to build positive and trusting relationships with peers and teachers
- Module 6 (to be developed):
  - Parent engagement

## SWPRD Data collection

- Student perceptions of school climate (i.e. peer relationships, student-teacher relationships, perceived procedural fairness)
- Student survey constructs:
  - Bullying/harassment
  - Discipline process:
    - Clarity
    - Positive recognition
    - Equity across student groups
    - Continuum
  - School rules:
    - Have a clear rationale
    - Function to improve relationships
    - Promote a sense of community
    - Promote student ownership

## SWPRD Data Collection

- Staff survey
  - Key constructs measured:
    - The extent to which bullying and harassment occur
    - The discipline process currently used
    - The extent to which PBIS is implemented in the classroom
    - The extent to which staff are familiar with and use RD in the classroom
    - The potential benefits and challenges of blending PBIS and RD into school-wide positive restorative discipline (SWPRD)
    - Staff understanding of school-wide positive restorative discipline (SWPRD) (post only)

## Outcomes from our pilot study

- June 2013:
  - Survey on feasibility and acceptability to adopt and implement restorative discipline in schools
    - Perceived effectiveness of SWPBIS to reduce racial disparities in discipline
    - Perceived effectiveness of RD to reduce racial disparities in discipline
    - Perceived benefits and barriers to merging PBIS and RD
    - Current efforts to implement RD
  - Survey respondents: Northwest Justice Forum Participants (n = 140)

## Development and initial implementation of SWPRD training modules

- Development (Summer/Fall 2013)
  - In collaboration with students/staff of one high school
  - Expert feedback from representative of American Federation of Teachers
- Initial implementation (Winter/Spring 2014):
  - One high school, PBIS implemented to criterion (89 on BoQ in May 2013; 79 on BoQ in May 2014)
    - Staff and student survey pre-data collection
    - Module 1 delivery (30 minutes, all staff meeting)
    - Module 2 delivery (30 minutes, all staff training)
    - Staff and student survey post-data collection
  - Project staff attended school's PBIS team meetings throughout the 2013-2014 year

## Next Steps

- Continue development of SWPRD curriculum
- Conduct further pilot studies in local schools
- Build evidence-base for linkage between SWPRD implementation and reductions in disciplinary inequities