Session B Restorative Practices in SWPBIS, Tier 1 Elementary School Example

Jessica Swain-Bradway, Midwest PBIS Network
&
Jill Mathews-Johnson, Garden Hills Elementary School
Champaign School District, IL

www.midwestpbis.org
Agenda

- Objectives and Expectations
- What is your district doing with RP?
- State of RP in Education
- The intersection of SWPBIS and EJP
- Exemplar
- Questions & Answers
Roundtable Session: RJP in SWPBIS

- Today, at 3:45-4:30pm
- Room 34
- Small group discussions:
  - Obstacles
  - Facilitators
  - Implementation lessons
- We will be documenting and creating a document that summarizes your insights!
OBJECTIVES AND EXPECTATIONS
Objectives

- Be able to summarize Restorative Practices and the philosophical alignment with SWPBIS.
- Be able to describe systems features that will enable efficient implementation.
- Describe expansion of data for decision-making to assess impact of RP.
WHAT IS YOUR DISTRICT DOING?
Please raise your hand if...

1. You are thinking about RJP in your school-wide system.
2. You are actively planning to embed RJP in your school-wide system.
3. You have been trained in RJP:
   1. More than 1 day/1 session
4. You have access to an RJP coach.
5. You have actually mapped out how RJP aligns within your current practices, systems and data.
Adoption-fest!

- Chicago
- Denver
- Philadelphia
- San Francisco
- Oakland
- Many more!
Background

STATE OF RP IN EDUCATION
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.

www.ibarj.org
Five Characteristics
Of Restorative Practices

RELATIONSHIPS:
Developing caring connections and finding common ground

RESPECT:
Listening to others’ opinions and valuing them

RESPONSIBILITY:
Being accountable for actions taken

RESTORATION:
Repairing harm that has been caused

REINTEGRATION:
Ensuring all remain included and involved

www.ibarj.org
Goals of restorative justice in schools
(Gonsoulin, Schiff, and Hatheway 2013):

1. Create a restorative and inclusive school climate rather than a punitive one;
2. Decrease suspensions, expulsions, and disciplinary referrals by holding youth accountable for their actions through repairing harm and making amends;
3. Include persons who have harmed, been harmed, and their surrounding community in restorative responses to school misconduct;
4. Reengage youth at risk of academic failure and juvenile justice system entry through dialogue-driven, restorative responses to school misbehavior.
Please take 2 minutes to talk with a peer...

1. Most Appealing Aspect of RP?
## Approaches to Discipline

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Thorsborne & Blood, 2013
The Intersection of SWPBIS and RP

- Philosophical alignment:
  - SWPBIS & Restorative Practices are responses to Zero Tolerance
  - Approaches to preventing, reducing and responding to problem behavior
The Intersection of SWPBIS and RP

- Providing alternatives to how schools currently conceptualize discipline
  - SWPBIS provides systems to guide adult behaviors
  - RP provides a range of alternatives behaviors for adults to engage in that are not exclusionary reactions to behavior
The Intersection of SWPBIS and RP

- Reshaping discipline:
  - Commonly agreed upon standards of conduct of adults and youth
  - Ensure positive relationships (students/staff)
  - Whole school and sense of community—Positive climate
  - Maintain student dignity
Why Install within SWPBIS?

- SWPBIS is a proven framework for behavioral supports
- Systems within SWPBIS guide adult behavior:
  - Consistent, predictable, positive
- Systems and data features of SWPBIS can be expanded
- Framework allows us to build capacity
Why Install within SWPBIS?

- SWPBIS has a strong evidence base
- Systems and data features push us to:
  - Define what we are doing so we can replicate in all settings, with all students
  - Assess HOW we are conducting a given practice
  - Assess how students are responding
  - Modify intensity and specificity based on student progress
- We can use the SWPBIS features to guide installation of RP
- We STILL want to define RP clearly, with input from the experts and practitioners
SWPBIS Concerns

- Prevention heavy
- Strategies increase positive, specific praise
- Does not systematically provide instruction in:
  - Relationship building
  - Conflict resolution
- May be seen as “babyish” for middle and high schools, and street-savvy kids
- Not getting to Tier 3 quick enough- losing kids
  - Need to “stop the bleeding off the top”
RJP in Schools, Concerns

- Lacking scientific evidence
  - Descriptive
  - Quasi-experimental
  - Experimental

- Limited research
  - Case examples
  - Anecdotal information from JJ, Schools, and states

- Non-replicable
RJP in schools, Concerns

- Lacking a “standard” model
  - Implementation and Measurement
- Lack of definition = interpretation
  - Restorative is NOT Retribution
- Lacking fidelity measures
  - Survey and perception
  - No guidelines for steps 1, 2, 3...
- Contraindications...function?!
Expansion of Practices, Systems, and Data

- Interconnected Systems Framework (ISF)

- Expanded SWPBIS components
  - Systems
    - Policies, training and PD, coaching, communication, data system,
  - Data
    - Screening, progress monitoring, fidelity
  - Practices
    - Daily practices by school personnel
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
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

~80% of Students

~15%

~5%

A CONTINUUM OF SWPBIS PRACTICES

Intensive Intervention
• Function-based support
• Wraparound support

Early Intervention
• Check-in/ Check-out
• Social Skills Curricula

Prevention & Skill Building
• Define and teach expectations
• Establish consequence system
• Collection and use of data
Coaching

- **SWPBIS model for coaching:**
  - We match intensity of coaching and supports to our interventionists to the intensity of the intervention itself:
    - All staff can teach, prompt and reinforce SW expectations
    - Many can do CICO coordination
    - Some can do simple function based problem solving
    - Few can do complex FBA-BIP, Wrap and RENEW

- We provide the most training, and support to our Tier 3 interventionists
So What do we do?

- Because little research has been conducted in schools and most research has been qualitative and conducted internationally, implementation of RJP in U.S. schools should be done with particular attention to relevance, fidelity, and student benefit.
  - MINKOS, LATHAM & SUGAI, 2014
So What Do We do?

- Use your data to drive selection of practices.
- Clearly define the practices:
  - Who, what, why, when, where?
  - Office vs classroom?
- Create fidelity structures for your implementers:
  - Checklists / observations
  - Work with RJP coach / trainer
  - Observable and measurable
Assessment

What is the impact of interest?

- Academic instructional time
- Student problem behaviors
- Peer interactions
- Feelings of belonging
- Adult responses to problem behavior
- Suspensions, expulsions, and graduation rates
Garden Hills Elementary

Jill Mathews-Johnson
Assistant Principal
What is your motivation?
Why do you get up and do what you do everyday?

Here is mine...
It's a journey... No one is ahead of you or behind you. You are not more advanced or less enlightened. You are exactly where you need to be. It's not a contest... It's LIFE. We are all teachers and we are all students.
My Fabulous School
#teamGardenHills

2015SY
- 37% Black, 31% Latino, 16% White, 12% Asian
- 85% low income

2016SY
- 67% Black, 15% White, 11% Asian, 5% Latino
- 89% low income
Our Journey

- Why I was hired
- What we had to do
Major Level Referrals by Year Comparison
2013-14, 2014-15, 2015-16

Average Referrals Per Day Per Month - Multi-Year
Major, 2013-14 - 2015-16

School Months

- 2013-14
- 2014-15
- 2015-16
Minor Level Referrals by Year Comparison
2013-14, 2014-15, 2015-16

Average Referrals Per Day Per Month - Multi-Year
Minor, 2013-14 - 2015-16
It’s Never One Thing
(Psst...That’s What Makes It Hard)
2014SY

Tier 3

Tier 2
* Mentoring
* Restorative Chats (Admin only Feb-May)

Tier 1
* PBIS/Cool Tools
* Putting in data/use of data
How We Introduced RJ

- Read the book *Circle in the Square* as a staff
- 2 day training (first days off in June) with IBARJ
- First 3 weeks of school nothing else but
  - Circles
  - Relationship building
  - Teaching expectations
- 3 follow-up trainings during the first year during staff meetings
- Shared data with staff monthly
2015SY

Tier 3
* Complex FBA/BIP
* SASS/Community Partner Mtgs

Tier 2
Layer 4 - Closed Groups/SW Referral/MH Therapist (December – May)
Layer 3 – SAIGs (March-May), Mentoring
Layer 2 - CICO
Layer 1 - Restorative Chats/1x SW/PBIS Aide

Tier 1
* PBIS/Cool Tools
* SEL Curriculum (Caring Schools) Relationship Building/Circles
* Celebrations/Boosters/Tickets
The Hard Stuff
(What really needs to happen)

- Working on mindset
- Choosing and retaining the “right” staff
  - Helping those that are not a good fit, seek other opportunities
  - Using the evaluation process, as needed
- Working with the union
- Understanding that everything you say, or don’t say, matters

*Creating Warm Demanders
"im sorry" is a statement.

"i won't do it again" is a promise.

"how do i make it up to you?" is a responsibility.
Restorative Practices
Social Discipline Window

Restorative Justice in Everyday Life: Beyond the Formal Ritual by Ted Wachtel
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Thorsborne & Blood, 2013
The Importance of Balance

Developing Plans/Sense of Unity

Meeting, Getting Acquainted

Addressing Vision/Issues (content)

Building Understanding And Trust

Equal time and effort must be given to developing relationships as is given to content/issues and plans.

IBARJ, 2014
Functions of Circle

Additions for this Year

Brainstorming
Conflict Resolution
Building Community
Reflecting
Social Skills
Welcoming
Farewell
Defusing Tension
Healing
Problem-Solving

Focus Last Year & first quarter this year
Circle Basics

- **Circle components**
  - Use of talking piece
    - The talking piece goes around the circle to each person
      - Students can choose to pass
  - Use of centering piece
  - Sit in circle

- Establish your class values through Circle and link to 3 Essential Agreements
  - Link this conversation to values
  - Make your class values visible (posted, part of centering piece, etc.)
At Garden Hills

- **Use of Circles daily**
  - 20 minutes, 8:45-9:05am daily

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- SEL and PBIS Cool Tools will start the first week of school
- SEL lessons and PBIS Cool Tools are provided for the year in quarter increments
- **All staff & faculty participate in Circles from 8:45-9:05am**
  - Choose a classroom to join, may vary each day
Restorative Conversation

- Tell me what happened.
- What were you thinking at the time?
- What do you think about it now?
- Who did this affect?
- What do you need to do about it?
- How can we make sure this doesn’t happen again?
- What can I do to help you?

IBARJ, 2014
At Garden Hills

- Restorative conversations should occur:
  - Preceding an office discipline referral
  - During the disciplinary process, by administration
  - Any time they would be helpful

- Post restorative conversation questions

- Link the restorative conversation to the class values, the needs of the other people or the impact of the student’s behavior on others

- Read the questions as written, please do not deviate from the script

- We will have a “restorative chat” area in all classrooms by second quarter
2016SY

- Additions
  - Restorative Chat areas in each classroom
  - Restorative Conferences
At Garden Hills

Restorative Chat Areas
At Garden Hills
Restorative Conversations

- A restorative conference is when a person who has harmed another comes face-to-face with the person they harmed and directly hears the impact of their actions.

- Conferencing is centered on supporting the person that was harmed by addressing the wrongdoing. It is also re-integrative, allowing a person/s to make amends (i.e. repair the harm by apologizing and agreeing to restitution or personal/community service work) and avoid stigmatization.

- These are structured meetings and are always voluntary.
Continued…

- The restorative conference process will be one of the tier two/three interventions and supports that may be used by administration this school year, when:
  - There has been a severe physical confrontation between students
  - There has been a physical confrontation between a student and staff member
  - There has been theft between students or a student and teacher
  - In other situations deemed appropriate by administration or staff.
    - Staff members may make their own request for a restorative conference (see an assistant principal).
continued…

- The following persons must be involved in the restorative conference:
  - Student/s (person harmed as well as person who caused harm, as deemed appropriate)
  - Teacher/Staff member (person harmed as well as person who caused harm, as deemed appropriate)
  - Administrator or social worker (to lead conference)
  - Parent/guardians

- The following persons may be involved in the restorative conference:
  - Community members
  - Support member for student/s
  - Support member for staff member/s
Continuum of Supports

**Tier 3**
* Complex FBA/BIP
* Wrap/MH Interventions - Whole Family
* SASS/Community Partner Mtgs
* Community Conferencing

**Tier 2**
Layer 4 - Closed Groups/SW Referral/MH Therapist
Referral/Brief FBA,BIP/MH Groups-CBITS
Layer 3 - SAIGs/Circles run by ACTIONS
Mentoring/Reverend Parks - attendance/
RJ Conferencing (Peer-Peer-Adult)
Layer 2 - CICO
Layer 1 - Mediation/Restorative Chats/1x SW/
PBIS Aide/Problem-solving Circles

**Tier 1**
* PBIS Essential Agreements/Cool Tools
* SEL Curriculum/Relationship Building/ Circles/ Restorative Chats
* Monthly Celebrations/Boosters/Tickets
What/who is your motivation?
Thank you!

- Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.

- Margaret Mead
Contacts and Resources

- Jill Mathews-Johnson
  - johnsoji@champaignschools.org
  - (217)778-2661
- Jessica.swainbradway@midwestpbis.org
- www.PBIS.org
  - ISF monograph: https://www.pbis.org/school/school-mental-health/interconnected-systems
- Illinois Balanced and Restorative Justice: www.ibarj.org
- National Association of Community and Restorative Justice: http://nacrn.org/