Florida PBIS — Florida's Positive Behavioral Interventions & Support Project

FCIC — Florida Center INCLUSIVE COMMUNITIES

USF — UNIVERSITY OF SOUTH FLORIDA — COLLEGE OF BEHAVIORAL & COMMUNITY SCIENCES

Restorative Practices

FLPBIS Monthly Chat
October 29, 2015

A Multi-Tiered System of Supports

This product was developed by the Florida Positive Behavioral Interventions and Support Project, a project funded by the State of Florida, Department of Education, K-12 Public Schools, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

Objectives

- Describe the key characteristics of restorative approaches
- Identify common restorative practices
- Describe strategies for effective implementation of restorative practices
- Describe how restorative practices may be used within the PBIS framework

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Please respond to the poll question:

Please type into the chat pod:

What is all the buzz around restorative practices?

What have you heard about restorative 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.

Restorative Guiding Principles

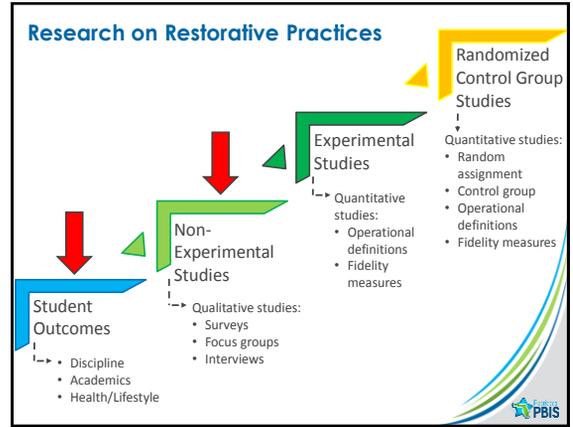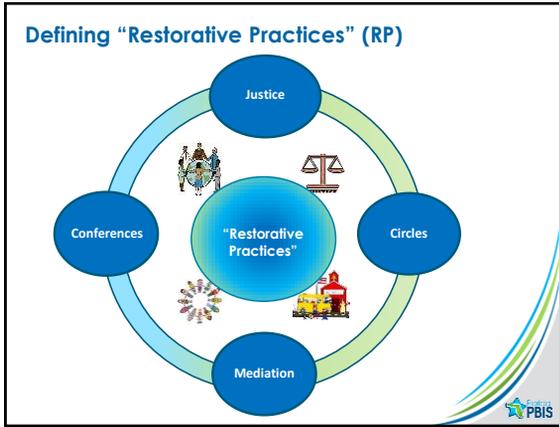- **Relationships** • Central to practices
- **Restoration** • Repair harm
- **Respect** • Voice for all
- **Responsibility** • Understand impact
- **Reintegration** • Welcome back

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

Defining "Restorative Practices" (RP)

- Justice
- Conferences
- "Restorative Practices"
- Circles
- Mediation

Research on Restorative Practices

Randomized Control Group Studies

Quantitative studies:
- Random assignment
- Control group
- Operational definitions
- Fidelity measures

Experimental Studies

Quantitative studies:
- Operational definitions
- Fidelity measures

Non-Experimental Studies

Qualitative studies:
- Surveys
- Focus groups
- Interviews

Student Outcomes

- Discipline
- Academics
- Health/Lifestyle

Research Limitations

- Much of the research:
  - Took place outside of the U.S.
  - Reported during conference presentations
  - Written up in government reports
  - Shared through books

Experimental Studies

Quantitative studies:
- Operational definitions
- Fidelity measures

History of RP

- Criminal justice system
  - United States & Canada
  - Mediation, Circles and Conferencing
  - Included the victim, the offender and a mediator
- Expansion outside of the Justice System in 1989 in New Zealand with Family Group Conference
- Restorative practices were first introduced to school systems in Australia in 1994 by a school counselor.

(International Institute of Restorative Practices, 2012; McCold, 2007)

RP in Different Settings

- Whole school
- Classroom
- Setting-specific projects
- Office-Managed misbehaviors
- Juvenile Justice/Community

RP 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
- Increasing buy-in for a restorative principles

Structure

Reactive strategies

Preventative strategies

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

McCluskey et al., 2011

2

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 the questions I typed into the chat box. | 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=Njkx

Circles

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

Checking-In Morning Meetings Peace-making Celebration Problem Solving Healing Sentencing Restorative Reintegration

Kay Pranis (2005): *The Little Book of Circle Processes.* Good Books Publishing, PA.

Circle processes

- People sit in a circle
- Equal status
- Facilitator/Keeper
- Take turns talking without interruption
  - Respectful
  - Honest
  - Structured
- All have opportunity to participate

Conferences

- "A structured meeting between offenders, victims, and both parties' family and friends where they:
  - Deal with the consequences of a wrongdoing/crime,
  - Decide how to repair the harm."

| Formal | Mediator facilitates | Script is followed |

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

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 this conference?

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

Please type into the chat pod:

What skills would be needed to **<u>facilitate</u>** a restorative conference?

Next Question: Please type into the chat pod...

What skills would students need to **<u>participate</u>** in a restorative conference?
(as a victim **<u>or</u>** as an offender)

Necessary Skills for Participants:

- Listening
- Having a conversation
- Using self-control
- Asking a question
- Identifying emotions in self and others
- Understanding feelings of others
- Dealing with anger in self and others
- Dealing with fear

- Dealing with an accusation, embarrassment
- Getting ready for a difficult conversation
- Deciding on what caused a problem
- Gathering information
- Problem Solving
- Accepting consequences
- Relaxing
- Being honest

Hurdles for Implementation

- Philosophy
  - *The more it hurts, the better they'll learn*
  - It's not my job
  - "Consistency" of consequences
- Skill sets
- Time, Scheduling
  - Training
  - Implementation
- Systems
  - Policy
  - Assessment of practices

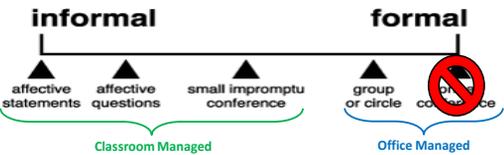## Systems to Support Implementation

1. **Operationalize:**
    - Define practices
      - Settings where they will be used
      - What practices look like at different levels
    - Define roles & responsibilities
      - Keepers
      - Mediator
      - Coaches
    - Plan
      - How to assess fidelity
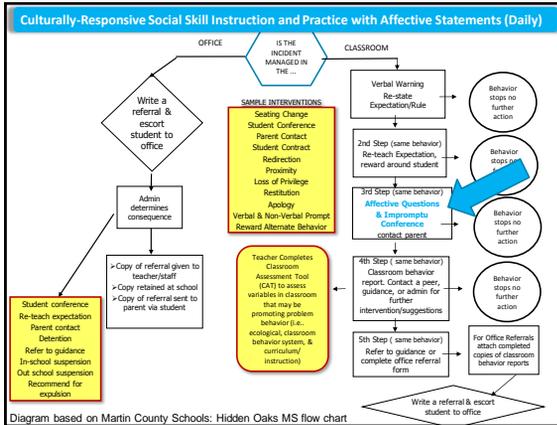   - Evaluating outcomes
      - Implementation

Defining Practices

informal ▬▬▬▬▬▬▬ formal

affective statements | affective questions | small impromptu conference | group or circle | conference

Classroom Managed   **Office Managed**

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

Slide 1

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

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

Slide 2

Are we doing what we said we would? (Fidelity)

- Identify **efficient** data sources
- Example: Affective Statements (*these are some **ideas***):
  - Artifacts
    - Students write affective statement during bell work
  - Observations
    - Coaches spot-check use of affective statements during morning meetings
    - Support staff complete periodic "pop-quizzes" with small group of students to see if they can provide an affective statement
  - Tracking
    - Teachers mark roster when they observe a student using an affective statement
    - Incorporate reward system tracking (special color for student use of affective statement)

Slide 3

Plan

1. Partner with families
2. Assess buy-in
3. Identify practices that will work in your setting
   - Policies
   - Behaviors
4. Incorporate into your school-wide system
5. Teach your staff
6. Teach your students & families
7. See how it works
   - Did we do what we said we would?
   - How did it work?
8. Identify skills needed to expand practices

Slide 4

PBIS & RP

Focus on prevention & effective environments

Emphasis on data & evaluation

Application of science, evidence-based practices

Practical strategies that can be sustained over time

Application across settings, content areas, ability levels

Deliberate integration of supports & initiatives (academics, mental health, response to intervention, etc.)

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

Focus on relationships & community

Repairing harm caused by the offender

Reintegrating the offender into the classroom community

Reliance on circle process for climate building, skill instruction, conflict resolution, and identification of student needs

Slide 5

Examples of how RP & PBIS can work together

- PBIS may strengthen RP
  - System to organize skills necessary to participate in restorative practices
  - Common language and school identity could help to highlight restorative principles
  - Focus on fidelity and evaluation makes it more likely that practices will be used as intended and that they will be effective
  - Reward system could help to balance the scales for kids who like to engage in problem behavior
  - Clarify discipline procedures (when to use different RD practices)
  - Time saved from strong PBIS implementation may help justify the time spent on restorative conferencing
- RP offers appealing strategies for addressing problem behavior

Slide 6

General recommendations for aligning RP & PBIS: Tier 2

- RP as a Tier 2 support
  - Small groups of students
  - Address common needs/issues (these are ***examples***):
    - Lack of motivation
    - Academically frustrated
    - Family instability
    - LGBTQ
  - Skill building and/or targeted replacement skills beyond Tier 1
  - Proactive/relationship building circles, peer mediation, peer conferencing

General recommendations for aligning RP & PBIS: Tier 3

- Intensive Individualized Interventions
  - Use of RP with incidents that are intense in nature
  - Restorative conferencing with individual to address specific needs
  - Include outcomes of restorative conferencing in FBA/BIP
  - Include IEP review for students prior to reintegrating circle

Resources

- 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/

Please type into chat:

How do you plan to use the information shared today?

Next FLPBIS Chats

- **TOMORROW! 3:00-4:00 EST**
  - "Evaluating PBIS"
    - Changes to FLPBIS End-of-Year Evaluations

- Monday, November 9th 3:00-4:00 EST
  - CARED Series – "Relationships"

- Thursday, November 19th 2:30-3:30 EST
  - "Tier 2 Decision Points"

Contact Information and Resources

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  - Website: http://flpbs.fmhi.usf.edu
  - Facebook: www.facebook.com/flpbs
  - FLPBS on Twitter: www.twitter.com **@flpbs**

- **OSEP TA Center on PBIS**
  - Website: www.pbis.org

- **Association on PBS**
  - Website: www.apbs.org

6