

Restorative Practices

POWERFUL Tools!

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Goals of This Session:

Overview and emphasis :

- Paradigm Shifts **NEEDED!**
- Moving from Reactive to Proactive
- Positive Behavior Intervention Supports (PBIS or SWPBIS)
- Multi-Tiered System of Supports (MTSS)
- Basic Philosophy of Restorative Practices

Challenges! We Get It!



**“We, the willing, led
by the unknowing,
are doing the
impossible for the
ungrateful. We have
done so much, for so
long, with so little, we
are now qualified to
do anything with
nothing.”**

Konstantin Josef Jireček
Dec 13, 1881-



Czech Historian,
Diplomat and Slavist

Shift Needed!

Change in school culture is needed to ensure all students and staff feel emotionally and physically safe, connected, engaged, included, and cared for.

Rethinking School Discipline



Traditional Approach

- Reactionary and unexpected
- Often alienates the individual
- No opportunity to redress wrong



PBIS Approach

- Proactive and expected
- Teaches appropriate ways for needs to be met
- Opportunity to repair harm

Punitive Approach

- In many ways mirrors prison/criminal justice system
- Rules are established and a breach has clear and frequently harsh consequences
- Shames, blames and removes offending person from larger society (school community)
- Encourages control battles between adults and students

Punitive Approach

- Triggers and reinforces antisocial behavior
- Shifts accountability away from school and students—Blaming and Shaming goes both ways
- Does not recognize relationship between academic skills and behaviors
- Does not problem solve or work to change behaviors

KEY POINT

You can't make
someone feel worse
and expect them to
perform better!!

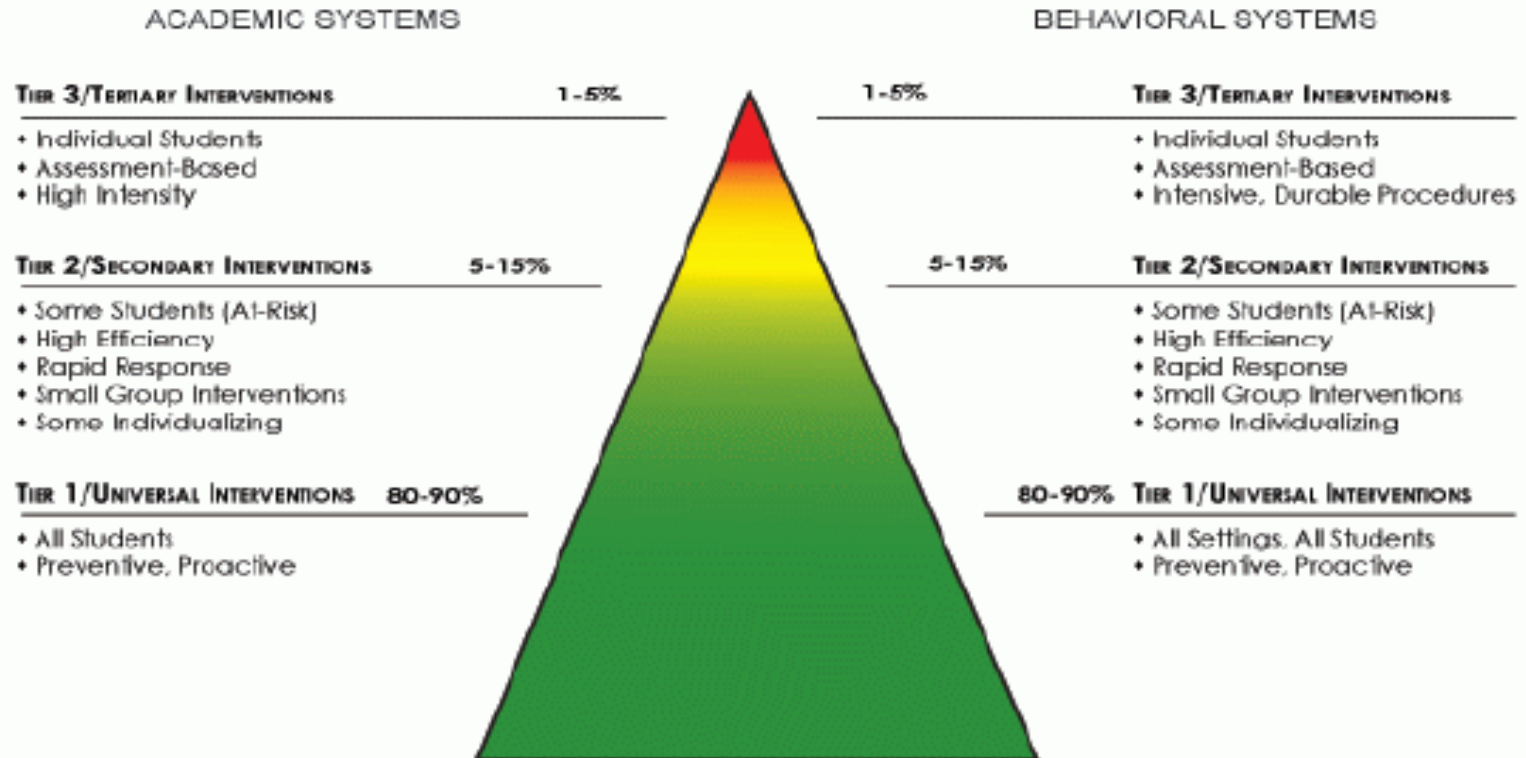
Positive Behavior Intervention Supports

This framework **PROFOUNDLY MATTERS!**

- Rather than blaming, shaming, excluding the student, a holistic approach is considered.
- The fundamental aim of PBIS is to **PREVENT** violence, aggression, and disruptive behaviors before they occur!
- **SUSPENSIONS AND EXPULSIONS ARE THE LAST RESORT.**

Multi-Tiered System of Supports MTSS: Holistic Approach

School-Wide Systems for Student Success: A Multi-Tier System of Supports (MTSS) Model



Multi-Tiered System of Supports (MTSS)

- Every child learns and achieves to high standards
- Learning includes academic and social competencies
- Every member of the education community continues to grow, learn and reflect
- Change is intentional, coherent and dynamic

Instruction

- Behaviors can change.
- Social skills and appropriate behaviors can be explicitly taught, learned, and maintained the same way as academic skills and concepts.

Main Goal of PBIS & MTSS

The goal is to create environments that embrace a culture of prevention in order to increase the likelihood for positive student behavior and decrease the need for resource-heavy, reactive, restrictive, and potentially dangerous procedures.

Restorative Practices

- A philosophy, a change of heart and NOT a program.
- Research based strategies that work.
- Requires ongoing learning and reflection.
- In other words, IT STARTS WITH ME!

Restorative Practices: Basic Philosophy

People are happier and more likely to make positive change when those in authority do things WITH them rather than TO them or FOR them.

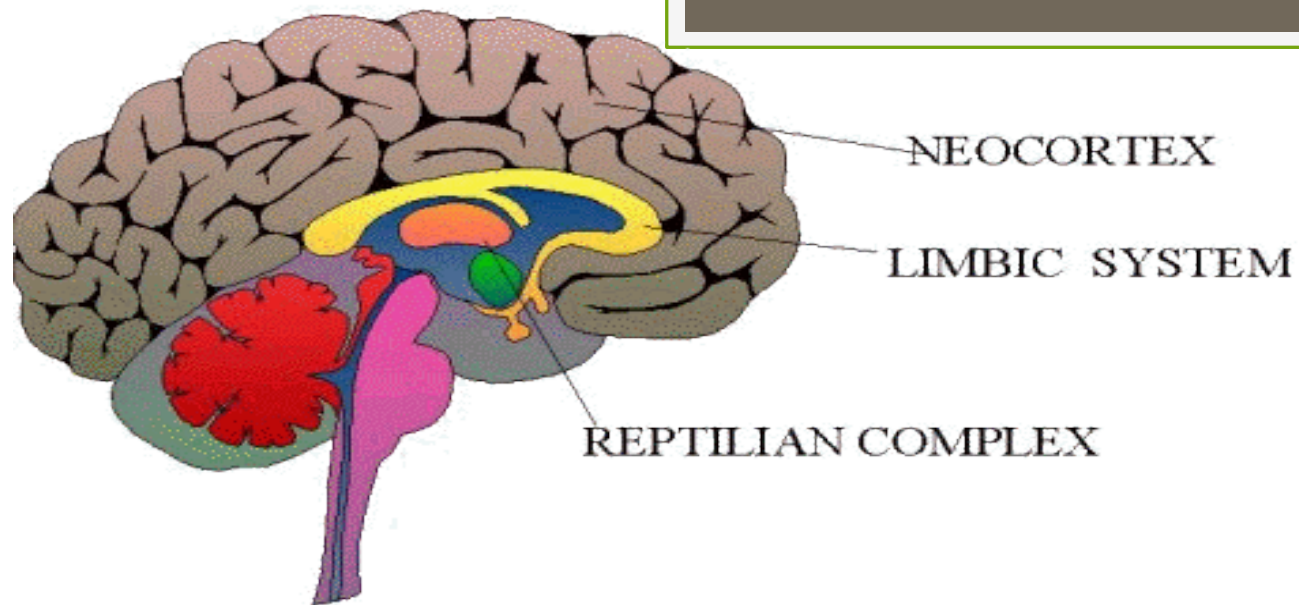
HIGH
↑
— control (limit-setting, discipline)

TO
punitive
Brain State:
Anxious, vigilant

WITH
restorative
Brain State :
Relaxed alertness

Brain State :
Reactive, defensive
neglectful
NOT

Brain State :
Passive enabling
permissive
FOR



The Function of the Brain and Emotion

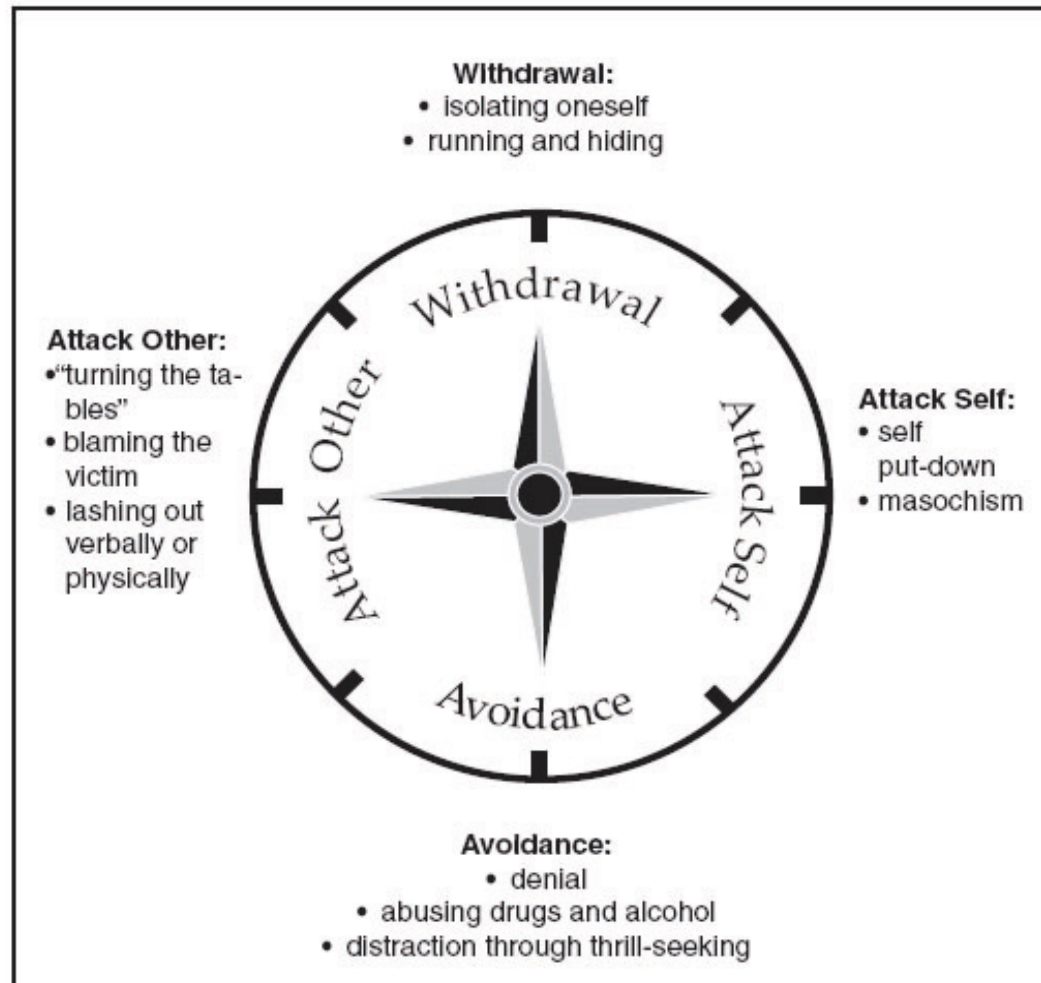
- Neocortex: Executive skills, rational thought
- Limbic System: Home of the emotions. Learning is difficult when highly emotionally aroused!
- Reptilian or Primitive Brain: Reacting without thinking, flight or fight. Learning is especially difficult in this mode!

RELAXED ALERTNESS

- Adults MODEL

- Emotional regulation—keeping our own emotions in check to help de-escalate emotionally charged situations.
- Active listening and perspective taking.
- The behaviors we want to see! If we fly off the handle, how can we expect anything different from our students?

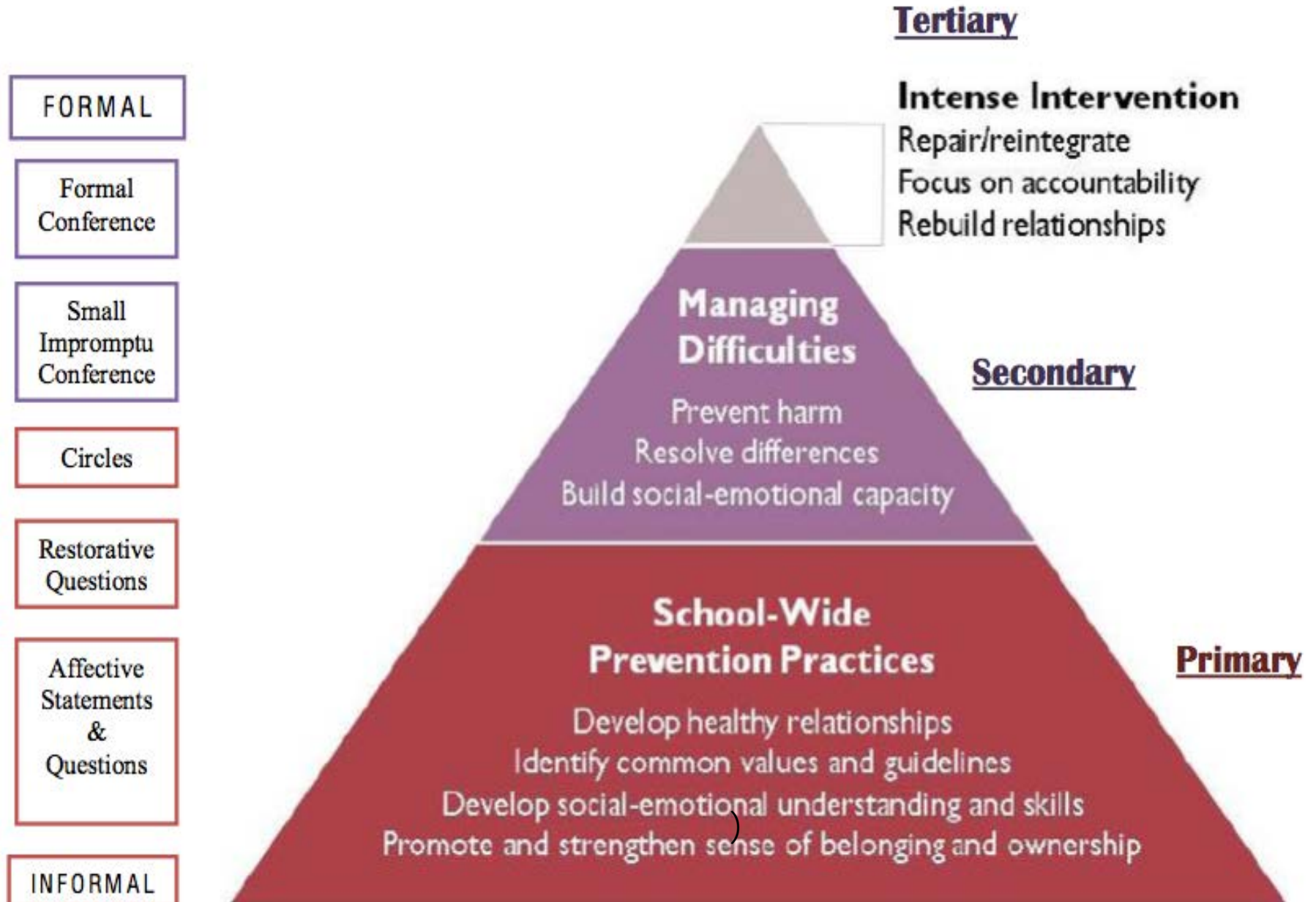
Compass of Shame



FAIR PROCESS

- **Engagement:** Everyone affected by a decision is given a chance to provide input.
- **Explanation:** After a leader has made a decision, that decision has been made clear to stakeholders.
- **Expectation Clarity:** Everyone involved understands the implications of the decision, the specific expectations, and the consequences.
- It's **ALL** about **RESPECT** and **OPEN** communication!!

Restorative Practices: The MTSS Triangle



MTSS: Tier I

- Proactive, systematic, school wide strategies to teach prosocial skills.
- Circles in whole classes or large groups
 - Norm-setting
 - Problem solving
 - Academic skills

MTSS: Tier II

- Early intervention for At Risk behaviors
- Whole classrooms, small groups
- Alternatives to suspension & expulsion
- Increased academic support
- Restorative Questions
- Peacemaking circles

MTSS: Tier III

- ◉ Intensive supports for high risk behaviors
- ◉ Collaboration with community supports
- ◉ Behavioral Intervention Support Plans
- ◉ Formal Restorative Conferences conducted by a trained facilitator.
- ◉ Parents are involved in all levels of the MTSS Tiers.

Final Thoughts About RP

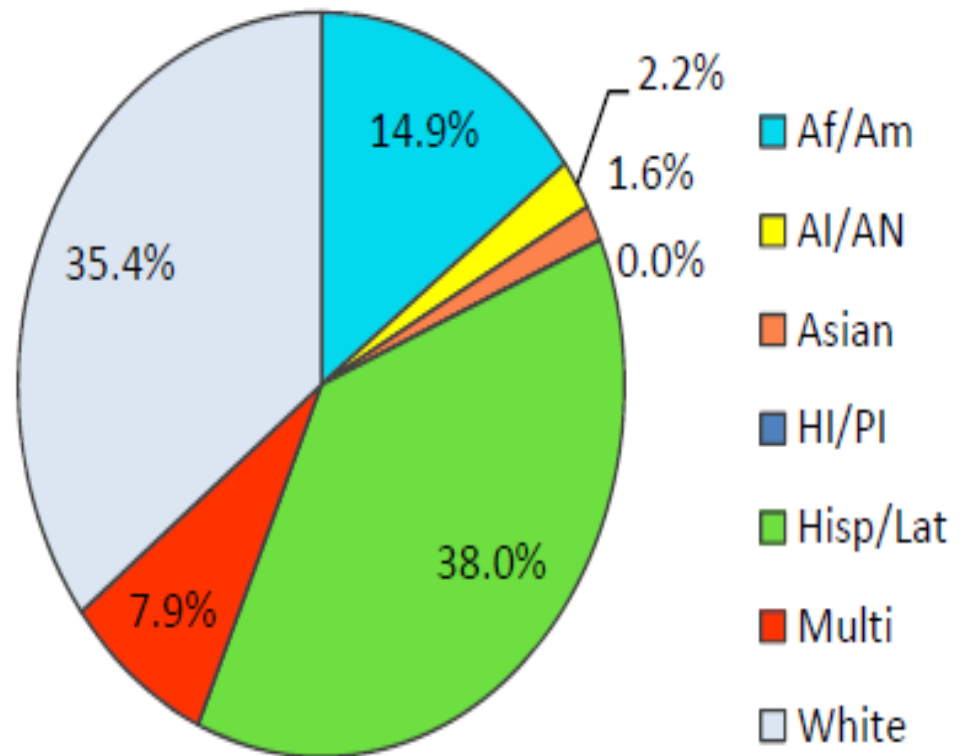
- Restorative Practices does not replace traditional approaches to discipline.
- Restorative Practices IS an additional tool.
- The more schools are practicing Tier I, Tier II, and Tier III research based interventions, the less they will have to rely on suspensions and expulsions.



DATA TO SUPPORT
THEORY:
WEST HIGH AND
OTHER RESOURCES

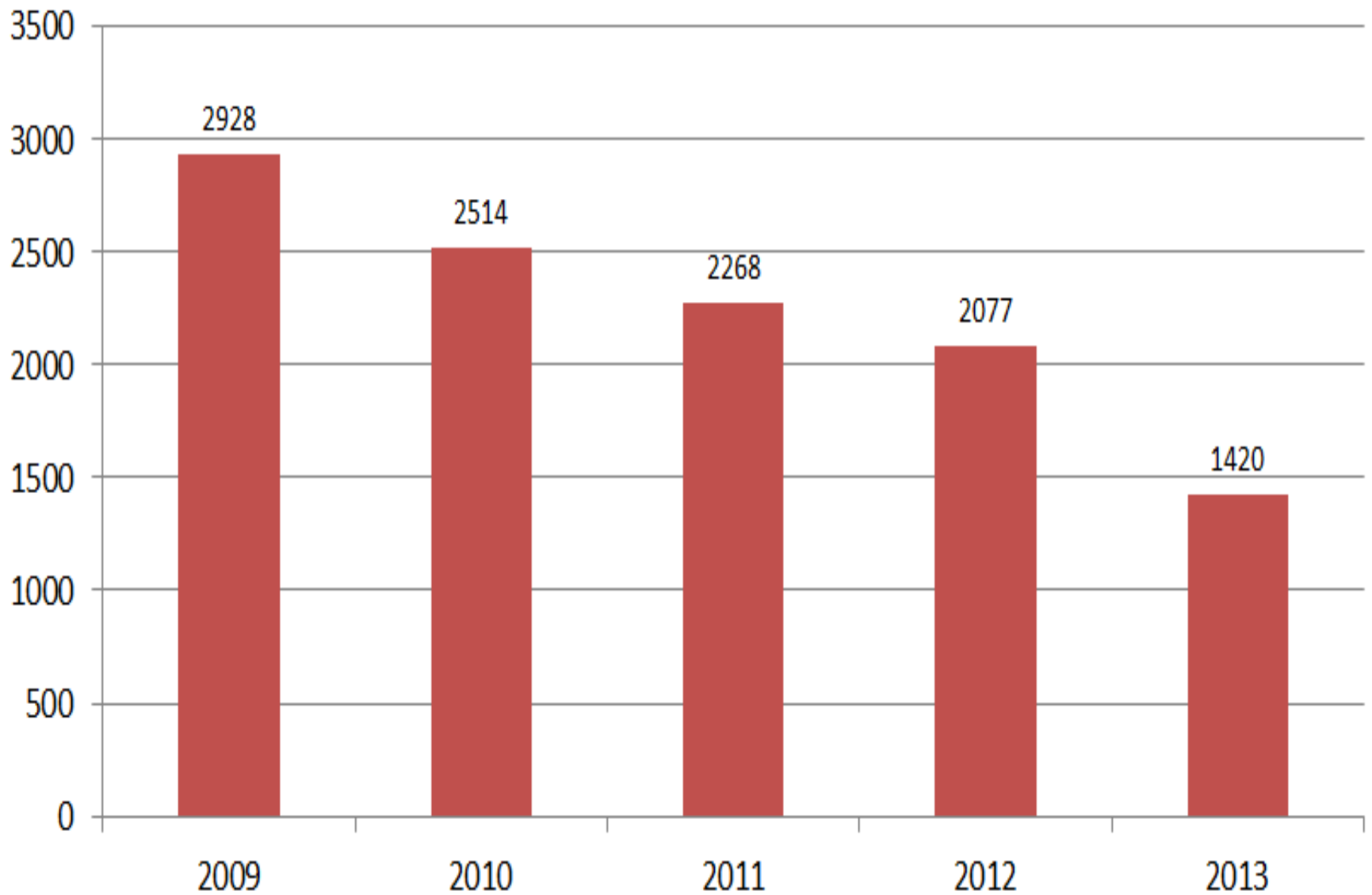
PROJECTED DEMOGRAPHICS 2014-2015*

9th	422
10th	381
11th	344
12th	312
Total	1459
<hr/>	
% F/R	88.3%
% SWD	15.4%
% ESOL	16.5%

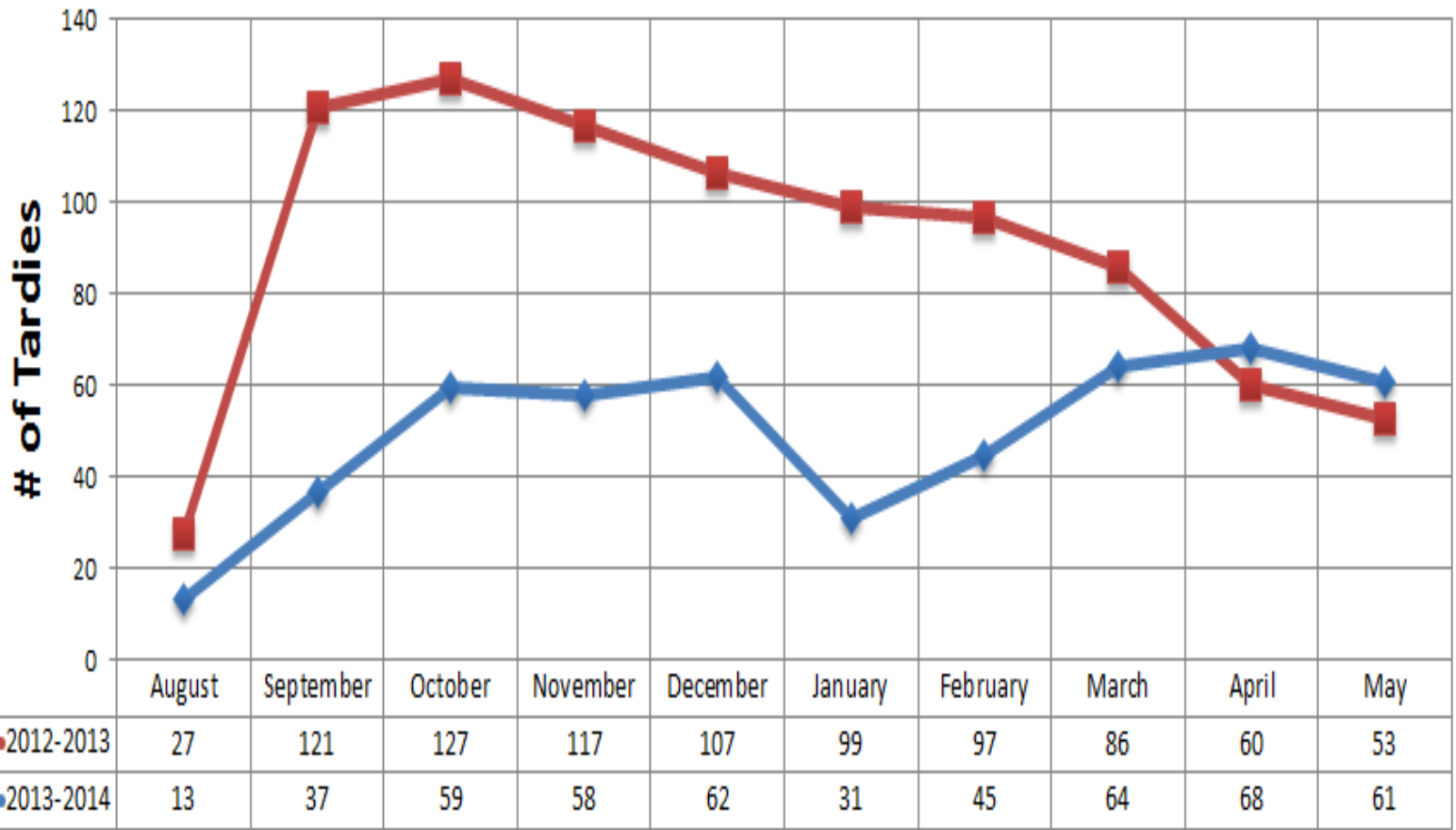


**Preliminary data in Synergy as of 7-21-2014*

Number of PBRs by Year



Average Tardies per Day



BEHAVIOR*	2010-11	2011-12	2012-13	2013-14
ISS Counts	433	388	656	276
OSS Counts	547	621	490	260
Other Counts	1509	1282	932	885
Total	2489	2291	2078	1421

- I want a teacher who cares about me!
- I want a teacher who is prepared!
- I want a teacher who will treat me fairly!
- I want a teacher who knows their stuff!
- I want a teacher who respects me!
- I want a teacher who has a safe classroom!
- I want a teacher who teaches real world skills!
- I want a teacher who challenges me!
- I want a teacher who likes students!
- I want a teacher who has a sense of humor!

Qualitative Research:

STUDENTS

“With the talking stick, we didn’t have to compete to speak.”

“Everyone had a chance to say something.”

“Behaviors are better and more respectful.”

“It worked to stop bullying.”

“Finally, the bully didn’t talk over everyone.”



Qualitative Research: STUDENT

- "Oh kids are talking alright. They are screaming and yelling and fighting and screaming and yelling and fighting to be heard. But still, **NOBODY** is listening. **TODAY**, we were listened to."

Qualitative Research: Teacher

- “The process was amazing. I tried everything to deal with bullying. We found a safe way for everyone to have a voice without blaming or targeting anyone specifically. The bully was able to apologize. Those who were bullied got to share how bullying made them feel. It was a learning experience about empathy, and I teach math. It was awesome!”

Qualitative Research: Parent

“If this is how you are handling bullying in your school, we **LOVE** your school.”

Further Research

- Reduction in school suspensions and expulsions
- Improved retention of teachers
- Fewer incidences of fighting and aggression
- Increased positive school climate
- Fewer office referrals
- Improved staff to staff, student to staff, and student to student relationships

Summary

- Paradigm shift from Punishment to Discipline is **DESPERATELY NEEDED!**
- PBIS/MTSS Framework Matters!
- **Philosophy of Restorative Practices—WITH, WITH, WITH!**
- RP provide research based and viable tools.

Contact Information

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- ◉ Gary Flory, Faculty at Bethel College, Director of the Kansas Institute for Peace and Conflict Resolution (KIPCOR):
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- ◉ International Institute of Restorative Practices (IIRP)

Resources

- Costello, B., Wachtel, J. and Wachtel, T. (2010). *Restorative Circles in Schools: Building Community and Enhancing Learning*. International Institute for Restorative Practices.
- *Improving School Climate: Findings From Schools Implementing Restorative Practices* (2009). A Report from the International Institute for Restorative Practices Graduate School. <http://www.realjustice.org/pdf/IIRP-Improving-School-Climate.pdf>

Resources

- Kansas Multi-Tiered System of Supports (M.T.S.S.):
 - School-Wide behavioral Support within the M.T.S.S. Framework:
http://www.kansasmtss.org/briefs/School-wide_Behavioral_Support_within_MTSS.pdf
 - <http://www.kansasmtss.org/overview.html>
 - Schmitz, Kelcey (KSDE Annual Conference, November 5, 2013). Preventing the Escalation of Behavior through MTSS.
<http://www.kansasmtss.org/pdf/Presentations/Preventing%20the%20Escalation%20of%20Behavior%20through%20MTSS%20KSDE%20Conference%20%202013.pdf>