

National PBIS Leadership Community of Practice for Secondary School

Aligning Initiatives: Restorative Practices within a MTSS-B Framework

JoAnne Malloy

Jessica Swain-Bradway

June 14, 2018, Webinar

How to use the Zoom platform

The slide features a white background with abstract, overlapping green geometric shapes on the right side. These shapes include triangles and polygons in various shades of green, ranging from light to dark, creating a modern, layered effect.

Agenda

- ▶ The National CoP in Secondary Leadership: Mission, Norms and Communities of Practice (15 minutes)
- ▶ Restorative Practices: why, what how, and when-
 - ▶ RP Alignment Overview: Big lessons from districts that have aligned and integrated RP into their PBIS framework
 - ▶ RP in Outcomes: defining and reflecting prioritized outcomes
 - ▶ RP in Data: ensuring PBIS fidelity to support RP, and identifying relevant data points
 - ▶ RP in Practices: selecting practices to match needs, and avoiding contraindicated practices RP in Systems: expanding current systems to support staff and admin to implement RP
 - ▶ Wrap up - Resources available to you NOW for RP Alignment.
- ▶ Next Secondary Leadership Academy call- Agenda

Acknowledgements

- ▶ Susan Barrett, Sheppard Pratt Health Systems and the National PBIS Center
- ▶ Jennifer Freeman, Center for Behavioral Education & Research at the University of Connecticut
- ▶ Brigid Flannery, College of Education at the University of Oregon
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- ▶ Patti Hershfeldt, Sheppard Pratt Health Systems and National PBIS Center
- ▶ JoAnne Malloy & Kathy Francoeur, University of New Hampshire
- ▶ Kent McIntosh, College of Education at the University of Oregon
- ▶ Jessica Swain-Bradway, Midwest PBIS Network
- ▶ Hank Bohanon, Loyola University of Chicago

Introduction: Community of Practice

www.ideapartnership.org

‘Communities of practice are groups of people who share information, insight, experience and tools about an area of common interest.’

Etienne Wenger



Why establish a CoP?

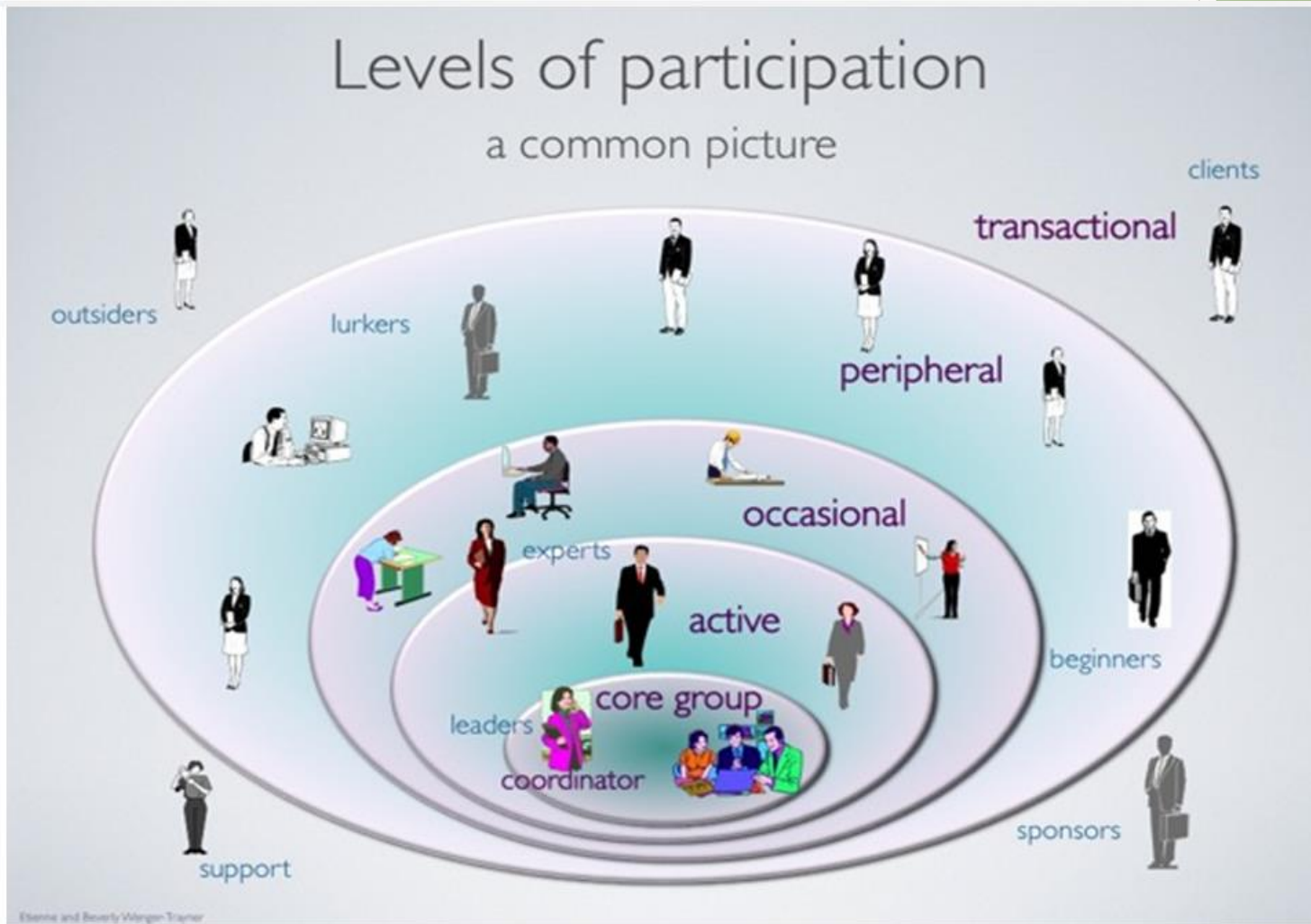
- ▶ A mechanism to promote rapid sharing of knowledge and expertise across diverse interest groups
- ▶ Provides a forum to explore and test ideas
- ▶ Opportunity to generate new knowledge and practice
- ▶ Is responsive to emerging issues, complex problems, and opportunities

*(Cashman, Linehan, Purcell, Rosser, Schultz, & Skalski, 2014)

What is at the heart of it all?



Participation



Objectives of Our APBS Leadership Academy

- ▶ Create a forum to discuss critical issues related to implementation of PBIS in the unique contexts of middle and high schools,
- ▶ Share best practices and implementation examples with respect to:
 - ▶ Addressing discipline disproportionality,
 - ▶ The integration of mental health and substance abuse supports in schools,
 - ▶ College and career readiness, and
 - ▶ Youth leadership
 - ▶ Professional development models
 - ▶ Team structure and facilitation
 - ▶ Data collection and use
- ▶ Develop tools and information that will promote best practice in PBIS leadership.

<http://apbs.org/hs-academy-meeting-info.html>

Major Themes of Our CoP

- ▶ How to gain buy-in
- ▶ How to align all of our initiatives
- ▶ How to align PBIS implementation with CCR and competency-base instruction
- ▶ What does implementation look like? What are the skills needed to implement effectively?
- ▶ OTHER IDEAS????

Interest in High Schools...

- ▶ Coaching high school teams
- ▶ External coaching at a high school- IOWA
- ▶ RI--- SPDG merging PBIS and RTI- pulling in social emotional learning--- district level- aligning initiatives
- ▶ CA TA Center training - supporting coaching- facilitating a CoP for high schools
- ▶ TN TA Center- supporting PBIS
- ▶ Aligning SI, MTSS, and PBIS- how to get practices nested into the MTSS model- communication and data components
- ▶ WISC SCTG
- ▶ Coordinator in WISC---Coaching

RESTORATIVE PRACTICES: ALIGNING AND INTEGRATION INTO SWPBIS

Overview for National PBIS Leadership Community of Practice for
Secondary School
June 14th, 2018

Jessica Swain-Bradway & Ali Hearn, Midwest PBIS Network

With contributions from Keith Hickman, IIRP, Jeff Sprague, University of
Oregon, Naomi Brahim, Jefferson Co. School District, and Dan Maggin,
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Join the APBS High School Network



Registration link:

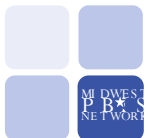
<https://goo.gl/forms/M6NKaqTSMKGKnCB53>

Facebook page

<https://www.facebook.com/HSNetworkAPBS/>

The first issue of our newsletter can be found at:

<https://conta.cc/2utpxKC>





Midwest PBIS Network's Objectives for Tier 1 RP in SWPBIS

- 2 Days training, team time, 1 day of follow up Technical Assistance
 - Verbalize the theory behind RP and how it conceptually and practically aligns with SWPBIS,
 - Describe common RP practices,
 - Identify the systems necessary for integration of RP through a PBIS Framework,
 - Identify the data necessary to accurately assess 1) fidelity of implementation and 2) student outcomes,
 - Modify and/or begin to develop systems for the installation of RP:
 - Modify valued outcomes, including planning for stakeholder input, to reflect an intentional focus on relationships
 - Modify the Expectations, Behavior matrices, Reinforcement Systems, and/or Discipline flowchart
 - Conduct a data audit on current data sources to inform RP integration
 - Identify ways to update/modify current coaching and professional development plans to incorporate RP
 - Build or refine a Family and community engagement plan



Reframing Discipline

Discipline = Teaching

1. Use best practices, and use them well,
 - Fidelity is accurate use, dosage and removal of contraindicated practices
2. Examine the impact modify dosage, specificity,
 - Progress Monitor
 - Data to guide decision-making
3. Intentionally leverage the protective power of relationships
 - Apply the systems frame to our RP work



Data for Decision Making

- Why do you need/want RP?
- What data do you have that indicate this is an appropriate match?
- What data do you have that indicate your classrooms practices are being used accurately, and at the correct dosage?

Research-Based Benefits of Relationships



DISCIPLINE

- Teachers with high-quality relationships have 31% fewer discipline problems versus those that have poor quality student relationships
 - Meta-analysis of more than 100 studies (*Marzano, Marzano, & Pickering 2003*)

IMPROVED LEARNING OUTCOMES

- Meta-analysis of 800 studies
- Ranked 138 influences on student learning.
- Feedback had .72 effect size
- **Teacher-Student relationship had an effect size of .72** (*Hattie.2008*)

RESILIANCE

- “The **single most common factor** for children who develop resilience is at least one stable and committed relationship with a supportive parent, caregiver, or other adult” (*Bernard, 1995*) *Center on the Developing Child at Harvard University* <https://developingchild.harvard.edu/>



What practices has your school been using to prevent and respond to problem behaviors up until now?

Has it been working?

How much confidence do you have that everyone is using those practices as intended?

Alignment is necessary for a **COMPREHENSIVE** System of social behavior supports

Trauma Informed Practices

Restorative Practices

Second Step

If it's impeding PBIS implementation, it will impede alignment, and integration of other support strategies...

Community Mental Health Agency

~80% of Students

Social Competence & Academic Achievement

Supporting
Staff Behavior



Supporting
Decision
Making

Supporting
Student Behavior

Adapted from "What is a systems Approach in school-wide PBS?" OSEP Technical Assistance on Positive Behavioral Interventions and Supports. Accessed at <http://www.Pbis.org/schoolwide.htm>





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.



Goals of A Restorative Approach in Schools

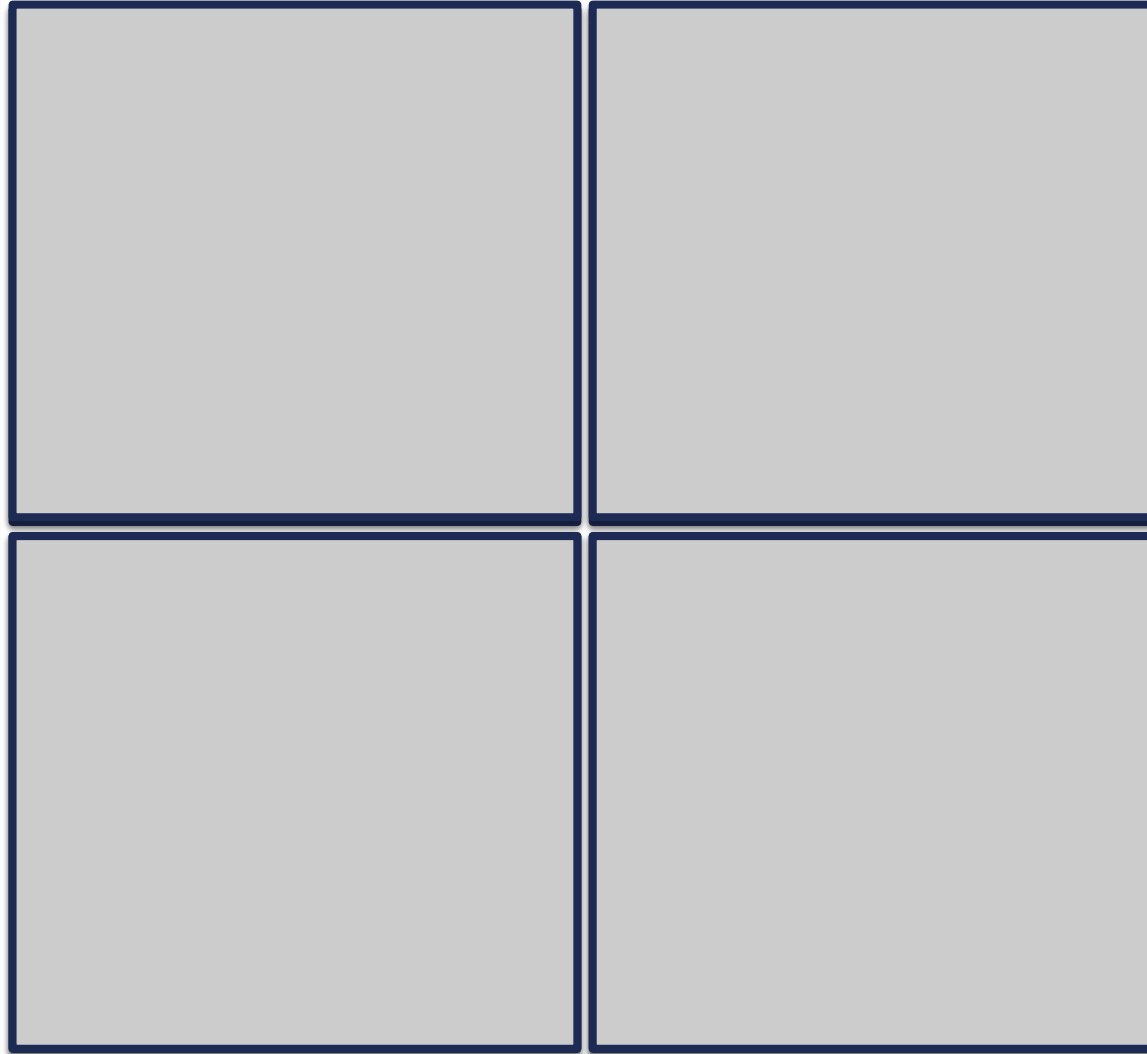
- Create a restorative and **inclusive** school climate rather than a **punitive one**
- **Decrease suspensions, expulsions, and disciplinary referrals** by holding youth accountable for their actions **through repairing harm** and making amends
- **To create opportunities for learning:** Understand the impact of behavior on others (students), and the relational context for the behavior (teachers)
 - Adapted from Costello, Wachtel, and Wachtel 2009; Gonsoulin, Schiff, and Hatheway 2013.)



Concepts Behind RP

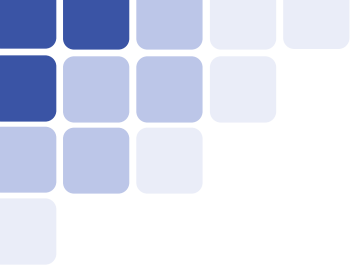
- Sometimes referred to as theories, these are the driving concepts behind RP work in school.
- While RP originated in the justice sector, we have realigned these concepts to reflect evidence based practices in social behavior supports:
 - Social Discipline Window- LINK to High leverage classroom practices
 - Fair Process - LINK to TIPS process
 - Affect- LINK to buy-in, the “why”, part of the rationale for reframing discipline
 - Shame
- *These concepts have shaped the RP practices much like the concept of inclusion and prevention have shaped PBIS*

Control (limits, expectations, discipline)



Social
Discipline
Window

Support (nurturing, encouragement, concern etc.)



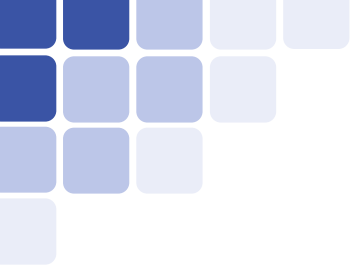
OUTCOMES

Explicit Outcomes

- District/School Improvement Goals
 - Academics
 - Social/Emotional
 - Relationships
- We are intentional with resources based on our articulated goals



- Do you have explicit relationship/ belonging / restoration goals? What are they?



SYSTEMS



PBIS Positive Behavioral
Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

September 2014

SWPBIS Tiered Fidelity Inventory

version 2.1



Feature	Possible Data Sources	Scoring Criteria
Subscale: Teams		
<p>1.1 Team Composition: Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.</p>	<ul style="list-style-type: none"> • School organizational chart • Tier I team meeting minutes 	<p>0 = Tier I team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise</p> <p>1 = Tier I team exists, but does not include all identified roles or attendance of these members is below 80%</p> <p>2 = Tier I team exists with coordinator, administrator, and all identified roles represented, AND attendance of all roles is at or above 80%</p>
<p>1.2 Team Operating Procedures: Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.</p>	<ul style="list-style-type: none"> • Tier I team meeting agendas and minutes • Tier I meeting roles descriptions • Tier I action plan 	<p>0 = Tier I team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan</p> <p>1= Tier I team has at least 2 but not all 4 features</p> <p>2 = Tier I team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan</p>

Action Planning Form

Restorative Practices Lens

Item	Current Score
Tier I	
1.1 Team Composition	
1.2 Team Operating Procedures	
1.3 Behavioral Expectations	
1.4 Teaching Expectations	
1.5 Problem Behavior Definitions	
1.6 Discipline Policies	
1.7 Professional Development	
1.8 Classroom Procedures	
1.9 Feedback and Acknowledgement	
1.10 Faculty Involvement	
1.11 Student/ Family/ Community/ Involvement	
1.12 Discipline Data	
1.13 Data-Based Decision Making	
1.14 Fidelity Data	
1.15 Annual Evaluation	

- **Individual(s)** with knowledge, expertise, and ability to provide coaching/support around Restorative Practices
- A regular **agenda item** for Restorative Practices (including data, systems, and practices)
- **Behavior Expectations** that explicitly include relationships? *Ex: Respect is using my words with a peer when we disagree...*
- Behavior expectations have been **explicitly taught** to staff and students
- **Discipline policies** and discipline flow chart include RP...etc.

Teaching Matrix

SETTING

Circle

EXPECTATIONS

Be Respectful

Keep hands feet and other objects to self

Eat only your food

Study, read, compute

Watch for your stop

Be Responsible

Use quiet voice

Meet appropriately

Be Safe

Maintain your own physical space
Stay to the right

Clean up your eating area

Whisper.
Return books

Use a quiet voice
Stay in your seat

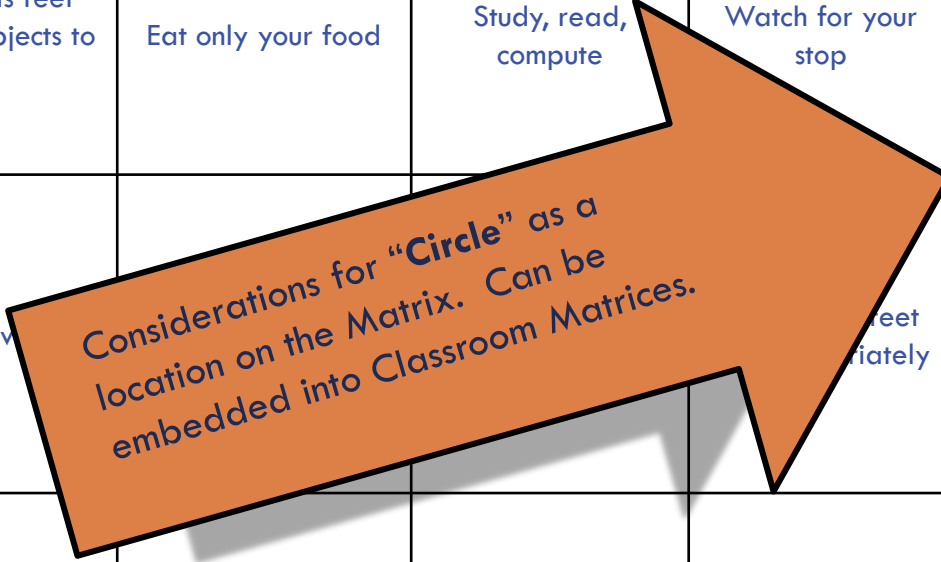
Conditions for Learning

Stand in hall during passing periods

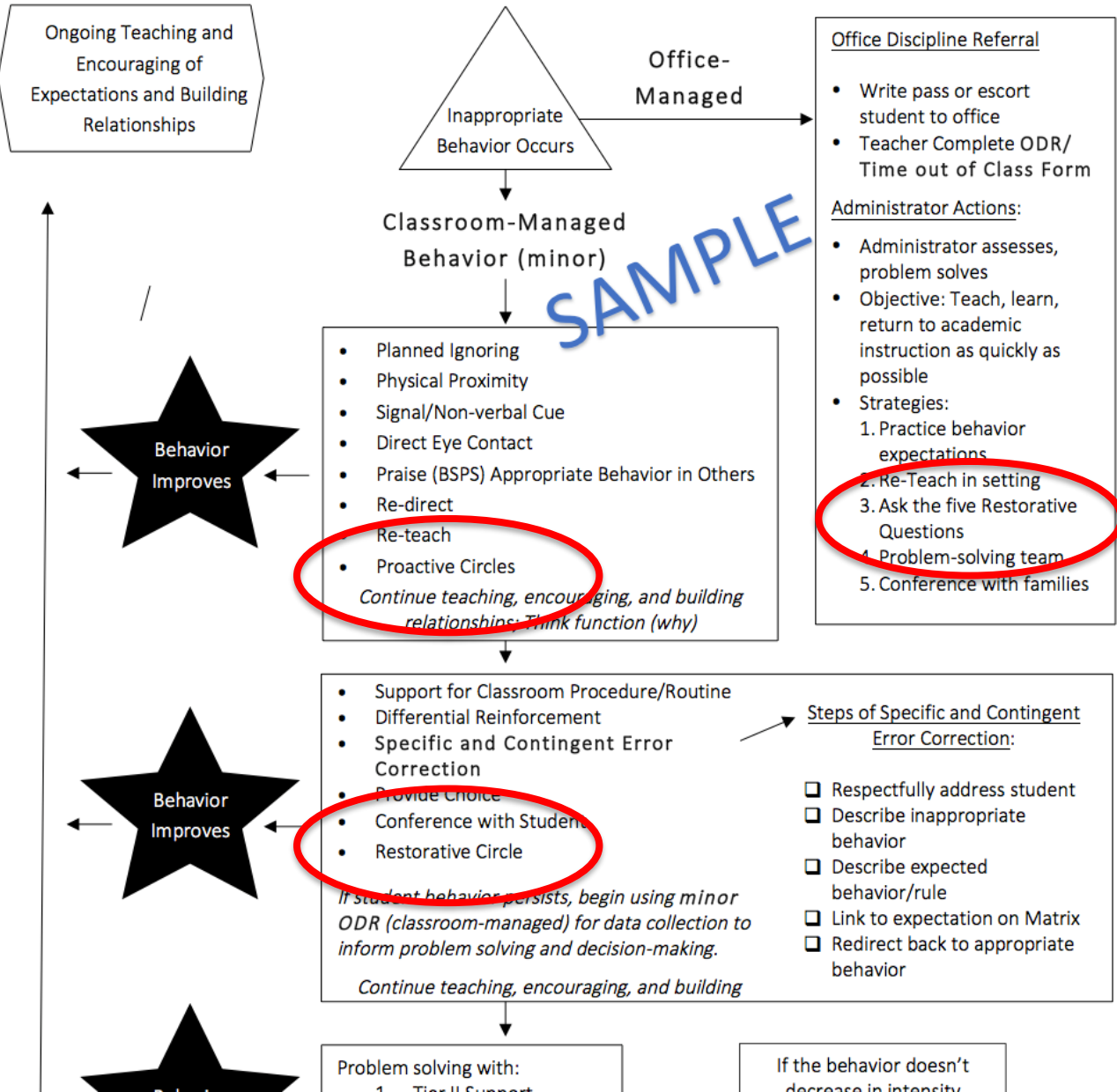
Supervise students until all enter cafeteria

Instruct from back to keep eyes on all screens

Ensure students enter bus calmly

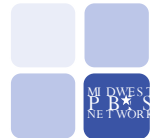


Discipline Process Flowchart Continuum of Support for Discouraging Inappropriate Behavior



Where do you document the processes and practices for how staff prevent and respond to problem behaviors?

Where does Restorative Practices fit in?



Consider Your Agenda

[INSERT LOGO HERE]

TIPS II Meeting Minutes Guide (Sept 2015 version)

School:

	Date	Time (begin and end)	Location	Facilitator	Minute Taker	Data Analyst
Today's Meeting						
Next Meeting						

Team Members & Attendance (Place "X" to left of name if present)						

Topic: _____

1
2
3
4

Consider including Restorative Practices as an item on your agenda, or keeping it in mind as needed

Overall Status	Tier/Content Area	Measure Used	Data Collection Schedule	Current Level/Rate

Problem Solving Process

Date of Initial Meeting:				Date(s) of Review Meetings			
Brief Problem Description (e.g., student name, group identifier, brief item description):							
Precise Problem Statement <i>What? When? Where? Who? Why? How Often?</i>	Goal and Timeline <i>What? By When?</i>	Solution → Actions <i>By Who? By When?</i>	Identify Fidelity and Outcome Data <i>What? When? Who?</i> <i>What fidelity data will we collect?</i> <i>What? When? Who?</i> <i>What outcome data will we collect?</i> <i>What? When? Who?</i>	I M P L E M E N T S O L U T I O N S	Did it work? <i>(Review current levels and compare to goal)</i> <div style="text-align: center;">↓</div> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; padding: 5px; vertical-align: top;"> Fidelity Data: Level of Implementation <input type="checkbox"/> Not started <input type="checkbox"/> Partial implementation <input type="checkbox"/> Implemented with fidelity <input type="checkbox"/> Stopped Notes: </td> <td style="width: 50%; padding: 5px; vertical-align: top;"> Outcome Data (Current Levels): Comparison to Goal <input type="checkbox"/> Worse <input type="checkbox"/> No Change <input type="checkbox"/> Improved but not to goal <input type="checkbox"/> Goal met Notes: </td> </tr> </table>	Fidelity Data: Level of Implementation <input type="checkbox"/> Not started <input type="checkbox"/> Partial implementation <input type="checkbox"/> Implemented with fidelity <input type="checkbox"/> Stopped Notes:	Outcome Data (Current Levels): Comparison to Goal <input type="checkbox"/> Worse <input type="checkbox"/> No Change <input type="checkbox"/> Improved but not to goal <input type="checkbox"/> Goal met Notes:
Fidelity Data: Level of Implementation <input type="checkbox"/> Not started <input type="checkbox"/> Partial implementation <input type="checkbox"/> Implemented with fidelity <input type="checkbox"/> Stopped Notes:	Outcome Data (Current Levels): Comparison to Goal <input type="checkbox"/> Worse <input type="checkbox"/> No Change <input type="checkbox"/> Improved but not to goal <input type="checkbox"/> Goal met Notes:						
Current Levels:				Next Steps <input type="checkbox"/> Continue current plan <input type="checkbox"/> Modify plan <input type="checkbox"/> Discontinue plan <input type="checkbox"/> Other Notes:			





Fair Process

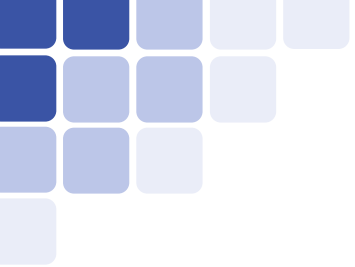
Add questions to the TIPS process (fidelity checklist, or the agenda) that address:

- Who is involved in the decision?
- Have all solutions been considered?
- Does the proposed solution include a communication plan back to the stakeholders?



Strength of Systems

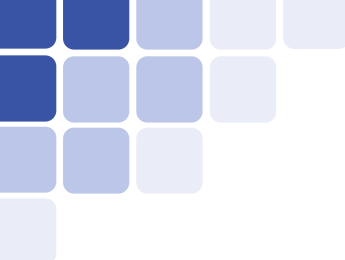
- Redundancy builds fluency
- Learning means behavior has changed



PRACTICES



Out of the practices your school been using to prevent and respond to problem behaviors how many of them put relationship above blame?



1.9 Feedback and Acknowledgement:
A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.

- TFI Walkthrough Tool

0 = No formal system for acknowledging students

1 = Formal system is in place but is used by at least 90% of staff and/or received by at least 50% of students

2 = Formal system for acknowledging student behavior is used by at least 90% of staff AND received by at least 50% of students



Continuum of Language

How do you currently use language to shape the environment?

- Positive Contact: Nice to see you!, Hope your mom is doing well, etc.
- Behavior Specific Praise: I like how you are standing so quietly in line!
- + Affective Language

Affective Language

- Personal expressions of feelings in response to others' positive or negative behaviors: I statements
 - The idea is for teachers to connect students with how their behavior is “affecting” or impacting self or others. “
- **Link back to school-wide expectations and R+**



Circles

- Format for dialogue and interaction: Proactive and Responsive
 - Participants sit in a circle
 - Take turns contributing / responding
 - Talking piece
- Can be formal, informal, academic, social, etc.
- Tier 1 team provides a list of community building topics, examples of how to use for skill development and practice
- Circle expectations link back to SW Expectations and R+



Restorative Chats

Asking a set of questions as a “go to” for redirecting, and understanding problem behavior

- ▶ 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?





Restorative Chats

- Provide another “go to” behavior for teachers to avoid shaming, undignified redirections
- Can be used as:
 - Classroom strategy: on the fly, in the moment, or scheduled when the teacher has time to talk to the student
 - Office strategy: as part of a problem solving meeting, or also as an informal check in with the administrator
- Can take place in Peace Rooms, both formal and informal



Pre-skills!

- When selecting the RP practices for your school, consider what pre-skills are necessary for staff and students:
 - Think TASK ANALYSIS



Pro-Social Skills (Friendship)

From Skill Streaming

- Introducing Yourself
- Beginning a Conversation
- Ending a Conversation
- Joining In
- Playing a Game
- Asking a Favor
- Offering Help to a Classmate
- Giving a Compliment
- Accepting a Compliment
- Suggesting an Activity
- Sharing
- Apologizing

From Strong Kids (Grades 3-5)

- About My Feelings
- Ways of Showing Feelings

Problem-Solving Skills

From *Skill Streaming*

- Knowing Your Feelings
- Expressing Your Feelings
- Recognizing Another's Feelings
- Showing Understanding of Another's Feelings
- Expressing Concern for Another
- Dealing with Your Anger
- Dealing with Another's Anger
- Expressing Affection
- Dealing with Fear
- Rewarding Yourself
- Using Self-Control
- Asking Permission
- Responding to Teasing
- Avoiding Trouble
- Staying Out of Fights
- Problem Solving
- Accepting Consequences
- Dealing with an Accusation
- Negotiating

From *The Peace Curriculum*

- Using Positive Self-Talk to Control Anger
- Homework #3 Anger Control: Consequences for Your Actions
- Keeping Out of Fights

From *Academic Seminar*

- Asking for help
- Greeting a Teacher



Academic Behavior Skills

From Skill Streaming

- *Listening*
- *Asking for Help*
- *Saying Thank You*
- *Bringing Materials to Class*
- *Following Instructions*
- *Completing Assignments*
- *Contributing to Discussions*
- *Offering Help to an Adult*
- *Asking a Question*
- *Ignoring Distractions*
- *Making Corrections*
- *Deciding on Something to Do*
- *Setting a Goal*

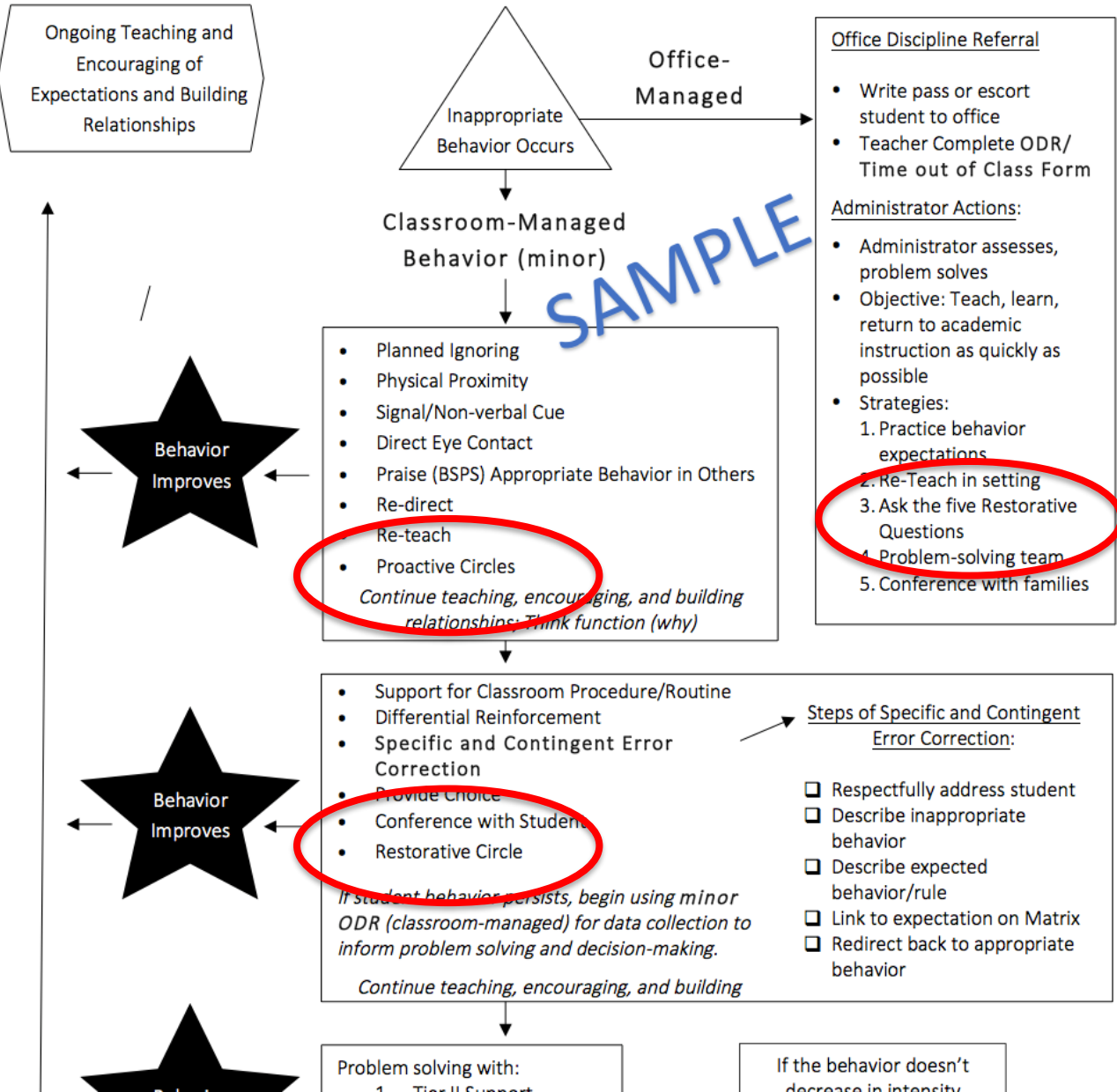
From Getting Organized Without Losing It

- *Homework Checklist*
- *After School Scheduler*
- *9 Great Reasons to Use a Student Planner*

From Academic Seminar

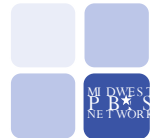
- *Using a Planner*
- *Goal Setting*
- *Tracking Your Progress*
- *Organizing your Notebook*

Discipline Process Flowchart Continuum of Support for Discouraging Inappropriate Behavior



Where do you document the processes and practices for how staff prevent and respond to problem behaviors?

Where does Restorative Practices fit in?



Time Out of Class Form

Name: _____

Location

Date: _____ Time: _____

Playground Library
 Cafeteria Bathroom
 A B C

Teacher: _____

Grade: K 1 2 3 4 5 6 7 8

Hallway Arrival/Dismissal
 Classroom Other _____

Referring Staff: _____

Others involved in incident: None Peers Staff Teacher Substitute

Do your data collection tools have all of the information to made data-informed decisions?

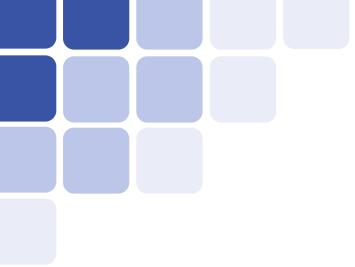
Where does Restorative Practices fit in?

Minor Problem Behavior	Major Problem Behavior	Possible Motivation
Inappropriate language Physical contact Defiance Disruption Dress Code Property misuse Tardy Electronic Violation Other _____	Abusive language Fighting/ Physical aggression Defiance/Disrespect Harassment/Bullying Dress Code Inappropriate Display Aff. Electronic Violation Lying/ Cheating Skipping class Other _____	Obtain peer attention Obtain adult attention Obtain items/activities Avoid Peer(s) Avoid Adult Avoid task or activity Don't know Other _____ <hr/> Nurse School Counselor
Administrative Decision/Time Out of Class= _____		
Loss of privilege Time in office Conference with student Parent Contact	Individualized instruction In-school suspension (____ hours/ days) Out of school suspension (____ days) Other _____	

What activity was the student engaged in when the event or complaint took place?

Whole group instruction	
Small group instruction	
Individual work	
Working with peers	
Alone	
1-on-1 instruction	
Interacting with peers	
Other: Please identify below	





DATA

Process and Outcomes

- Fidelity of Implementation
 - Tiered Fidelity Inventory
 - RP Fidelity Checklist
- Valued Outcomes
 - Link back to the outcomes you identified earlier:
How do you measure them?





RP Fidelity Checklist



Classroom Continuum



Resources from the Chat:

- Restorative Circles:

<https://www.ocde.us/HealthyMinds/Documents/RP%20Resources/Teaching%20Restorative%20Practices%20with%20Classroom%20Circles.pdf>

- “Evidence-based Kernels: Fundamental Units of Behavioral Influence”

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2526125/>

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<https://files.eric.ed.gov/fulltext/ED386327.pdf>
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PBIS National TA Center High School Workgroup

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- ▶ Jessica Swain-Bradway- Midwest PBIS Network
- ▶ Brigid Flannery- U Orgeon
- ▶ Jennifer Freeman- U Conn Northeast PBIS Network
- ▶ Stephanie Martinez- University of South Florida

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High School Leadership Academy

Upcoming Meetings

[Upcoming Meeting Information](#)
[Report from December 7th Phone-In Meeting](#)
[Archive: Video, Slides, etc. from Previous Meetings](#)

High School Leadership Academy

Upcoming Meeting Information

PLEASE COME TO OUR NEXT MEETING AT APBS in SAN DIEGO!!!!

APBS Conference

Saturday March 31, 2018, 1/2 day session

Implementing w/Fidelity, Aligning Initiatives, and Engaging 6/18/201

Future Calls

- ▶ September 6, 2018- implementation of PBIS in a high school case study
- ▶ December 6, 2018- Trauma Sensitive Schools aligned with PBIS

Questions?

Thank you!

- ▶ Evaluate our CoP meeting
- ▶ Next CoP call is September 6, 2018, 12 noon- 1:30 pm est.
- ▶ Contact us:
 - ▶ Joanne.malloy@unh.edu
 - ▶ jessica.swainbradway@midwestpbis.org