Restorative Practices within a Multi-tiered System of Support

Learning Session
California MTSS Professional Learning Institute
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Restorative Practices within a Multi-tiered System of Support

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Restorative practices, which evolved from restorative justice, is a new field of study that has the potential to positively influence human behavior and strengthen civil society around the world.
Session Outcomes
Participants will:

- Understand the rationale and key concepts foundational to restorative practices
- Examine evidence for school-wide restorative practices implementation
- Identify the continuum of restorative strategies within a multi-tiered system of support
- Learn, practice & reflect on the continuum of restorative practices
Circle: Getting Acquainted

Please share your:

➤ Name
➤ School or organization and role
➤ Interest in restorative practices
What Are Restorative Practices (RP)?

Restorative Practices are a framework for building community and for responding to challenging behavior through authentic dialogue, coming to understanding, and making things right.

IIRP
Restorative Practices in Schools puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.

Lucille Eber. 7th Annual NYC PBIS Leadership Summit June 13, 2014
Paradigm Shift

Adversarial
- What rule was broken?
- Who’s to blame?
- What punishment does the offender deserve?

Restorative
- Who was harmed?
- What harm resulted?
- What needs to be done to make things right?
Elements of School-based Restorative Practices

- Address and discuss the needs of the school community
- Build healthy relationships between educators and students
- Reduce, prevent, and improve harmful behavior
- Repair harm and restore positive relationships
- Resolve conflicts, hold individuals and groups accountable

Equity & Inclusion
Goals of Restorative Practice in Schools

- Create a restorative and inclusive school community and positive climate
- Create opportunities for learning social and emotional skills (e.g. empathy, responsibility, social awareness)
- Promote equity and voice of all stakeholders—students, staff and parents
- Decrease suspensions, expulsions and disciplinary referrals by holding youth accountable for their actions through repairing harm and making amends

Gonsoulin, Schiff, and Hatheway 2013
Core Philosophy of Restorative Practices

Human beings are happier, more productive and more likely to make positive changes in their behavior when those in positions of authority do things WITH them, rather than TO them or FOR them.

Ted Wachtel
Founder
International Institute for Restorative Practices
Social Discipline Window

TO
(punitive)

WITH
(restorative)

NOT
(neglectful)

FOR
(permissive)

CONTROL (limit-setting, discipline)

SUPPORT (encouragement, nurture)
Reflection: Social Discipline Window

Think of an educator who has made a positive impact on you. Which window best describes this educator’s approach?

Which quadrant in the Social Discipline Window best describes your current practice?
Restorative Practices Continuum

Affective Statements
- Affective Questions
- Small Impromptu Conversation
- Circle
- Formal Conference

Informal (80%)
- Less people
- Less time
- Less resources

Formal (20%)
- More people
- More time
- More resources
Affective Statements

- Provides adults and youth opportunity to express feelings, both pleasant & unpleasant
- Core restorative practice
- Provides feedback without defensiveness
- Cultivates empathy

Example of sentence structure:

I feel/am ________(emotion)___________when/that
you___________(behavior)____________.
Affective Questions I

To Respond to Challenging Behavior

• What happened?
• What were you thinking of at the time?
• What have you thought about since?
• Who has been affected by what you have done? In what way have they been affected?
• What do you think you need to do to make things right?
Affective Questions II
To Help Those Harmed by Other’s Actions

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?
Impromptu restorative conversations are somewhat more structured but do not require the elaborate preparation needed for formal conferences.

- Conversation uses affective statements and questions
- For a brief mediation between 2+ individuals
Process What You’ve Heard

Think about:

- Affective Statements
- Affective Questions
- Impromptu Conversation

What would be a situation that you can envision applying one/more of these practices?
Circles

The circle is a powerful symbol of community, inclusion, equality, and wholeness.

Within the context of RP, circles have many uses, from proactive and preventative to restorative and reparative.
# Types of Circles

<table>
<thead>
<tr>
<th>Community</th>
<th>Tier 1</th>
<th>Relationship building</th>
<th>Check in - check out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion</td>
<td>Tier 1, 2</td>
<td>School and community issues</td>
<td>Academic</td>
</tr>
<tr>
<td>Responsive</td>
<td>Tier 2, 3</td>
<td>Conflict and harm</td>
<td>Re-entry to school</td>
</tr>
<tr>
<td>Formal Conference</td>
<td>Tier 3</td>
<td>Serious issues &amp; offenses</td>
<td>Voluntary &amp; with permission</td>
</tr>
</tbody>
</table>
Circles: San Francisco USD

https://www.youtube.com/watch?v=9lllaTksKtw SFUSD Student Voices
When is a time you could envision using a Circle *proactively*?

When is a time you could envision using a Circle *reactively*?
Formal Restorative Conference

- Structured circle with script
- Facilitator, individual(s) who has harmed, the individual(s) harmed, supporters
- Victim-sensitive process and reintegration of offender
- Problem-solving method where both parties contribute
- A disciplinary action on its own or in conjunction with mandated consequences

https://www.youtube.com/watch?v=uSJ2GPiptvc
Integrating Restorative Practices into a MTSS

**T1** Build Community & Relationships
- Community-Building Circles (students, staff, families)
- Affective Questions
- Affective Statements

**T2** Maintain Relationships & Repair Harm
- Impromptu conversations
- Circles for problem-solving & conflict resolution

**T3** Repair Harm & Restore Relationships
- Formal restorative conference for serious offenses
- Re-entry circles

Prevention & Intervention
“Restorative Practices keep students in school, learning, rather than removing them for suspension or expulsion...”
SCHOOL-TO-PRISON PIPELINE

SCHOOL -> Suspension & Expulsion -> Dropping Out

Juvenile Detention or Secure Commitment

Adult Prison

Re-entry

http://www.dignityinschools.org/taxonomy/term/71
Whole-School Outcomes with Implementation Fidelity

REDUCED
- Misbehavior
- Violence & bullying
- Suspensions & expulsions
- Teacher & student absenteeism

INCREASED
- Instructional time
- Safety

IMPROVED RELATIONSHIPS & ATTITUDES AMONG Students, staff, administration and parents

IMPROVING SCHOOL CLIMATE
FINDINGS FROM
SCHOOLS IMPLEMENTING RESTORATIVE PRACTICES

A Report from the International Institute for Restorative Practices
Graduate School

IIRP 2011
San Francisco Unified School District
Restorative Practices
Whole-School Implementation Guide

Restorative Practices, when broadly and consistently implemented, will promote and strengthen positive school culture and enhance pro-social relationships within the school community.

Restorative Practices are based on principles that emphasize the importance of positive relationships as central to building community, and involves processes that repair relationships when harm has occurred.

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Integrating Bullying Prevention and Restorative Practices in Schools:
Considerations for Practitioners and Policymakers

Restorative Practices Implementation Resources
www.ocde.us/healthyminds
Questions?
Circle: Processing Learning

Respond to one of the following prompts...

➤ I was surprised by...
➤ I learned...
➤ I realized...
Session Survey - Thank you for attending.

Please provide feedback for this session by pressing Feedback Survey under the session title you are attending within SCHED.

You can access the link through the SCHED app or by going to https://2018mtsspli.sched.com/.

Thank you.
Data to Support Restorative Practices

Recent studies are showing the positive impact restorative practices are having for youth. See following data.
Restorative practices offer the promise to transform teacher-student relationships and achieve equity in school discipline, thereby narrowing the racial discipline gap, according to a study led by Anne Gregory of Rutgers University. Classrooms with a high level of restorative practices implementation (High RP) had fewer disciplinary referrals for defiance and misconduct compared to classrooms with a low level of implementation (Low RP), over the 2011–2012 school year.

In addition, as shown in the graph below, the gap in the average number of misconduct/defiance referrals between Asian/White and Latino/African American students was narrower in High RP classrooms than in Low RP classrooms.
1. Hampstead Hill (Pre-K–8), Baltimore, MD

Reduced Suspensions:
- 2008-2009: 71
- 2009-2010: 47
- 2010-2011: 50
- 2011-2012: 52
- 2012-2013: 41
- 2013-2014: 28

Overall decrease from 2008: 61%

Reduced Office Referrals:
- 2008-2009: 103
- 2009-2010: 85
- 2010-2011: 88
- 2011-2012: 84
- 2012-2013: 31
- 2013-2014: 9

Overall decrease from 2008: 91%
Freedom High School, Bethlehem, PA

- Reduced Serious Infractions:
  - 2010–2011: 29
  - 2012–2013: 9

- Reduced Number of Students with Multiple Suspensions:
  - 2010–2011: 330
  - 2012–2013: 120
Glenmount School (K–8), Baltimore, MD

67% ReducedSuspensions
2012–2013: 76
2013–2014: 25

Reduced Number of Students with Multiple Suspensions
2012–2013: 13
2013–2014: 3
Community Schools Foundation Buxmont
2012-2014

Restorative Practices enhances aggression-replacement training

EPIS Center at Penn State University
http://www.iirp.edu/pdf/ImprovingSchoolClimate.pdf