



# **Restorative Practices within a Multi-tiered System of Support**

Learning Session  
California MTSS  
Professional Learning Institute  
2018



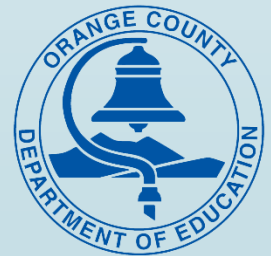
# Restorative Practices within a Multi-tiered System of Support

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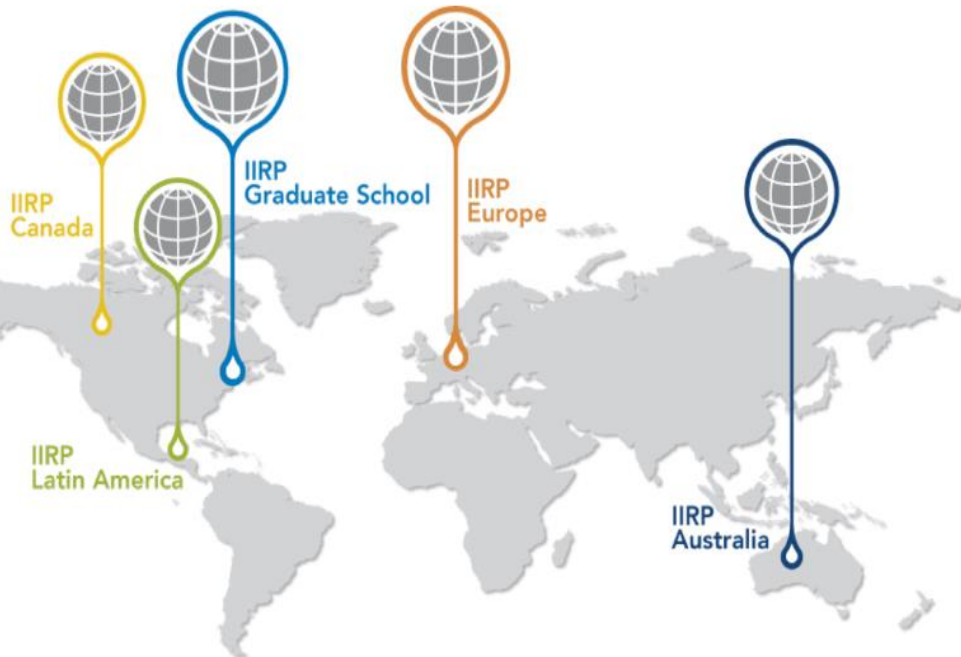
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International Institute  
for Restorative Practices



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. [IIRP](#)

# 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

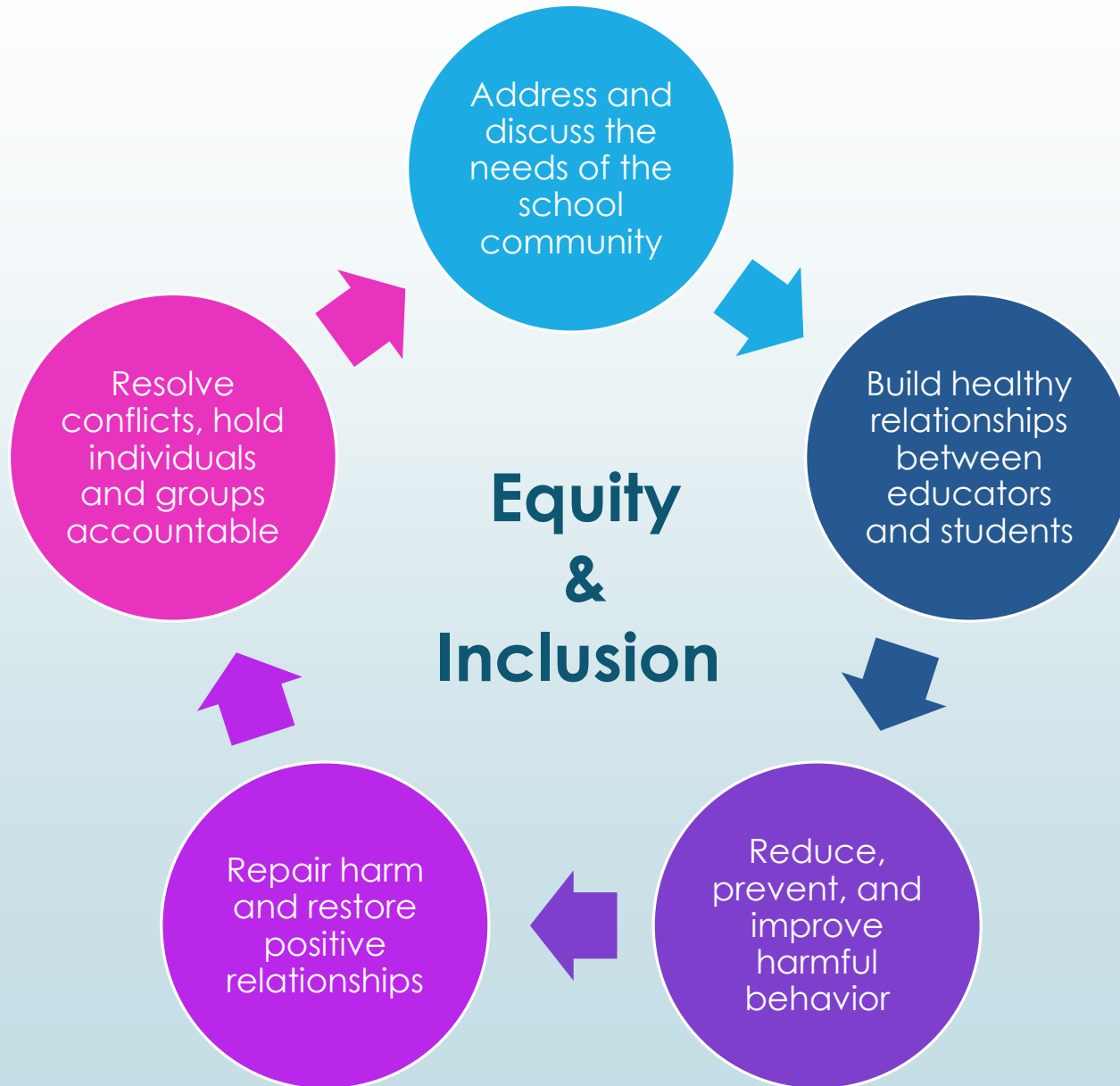
- ➡ What rule was broken?
- ➡ Who's to blame?
- ➡ What punishment does the offender deserve?

## Restorative

- ➡ Who was harmed?
- ➡ What harm resulted?
- ➡ What needs to be done to make things right?



# Elements of School-based Restorative Practices



# 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

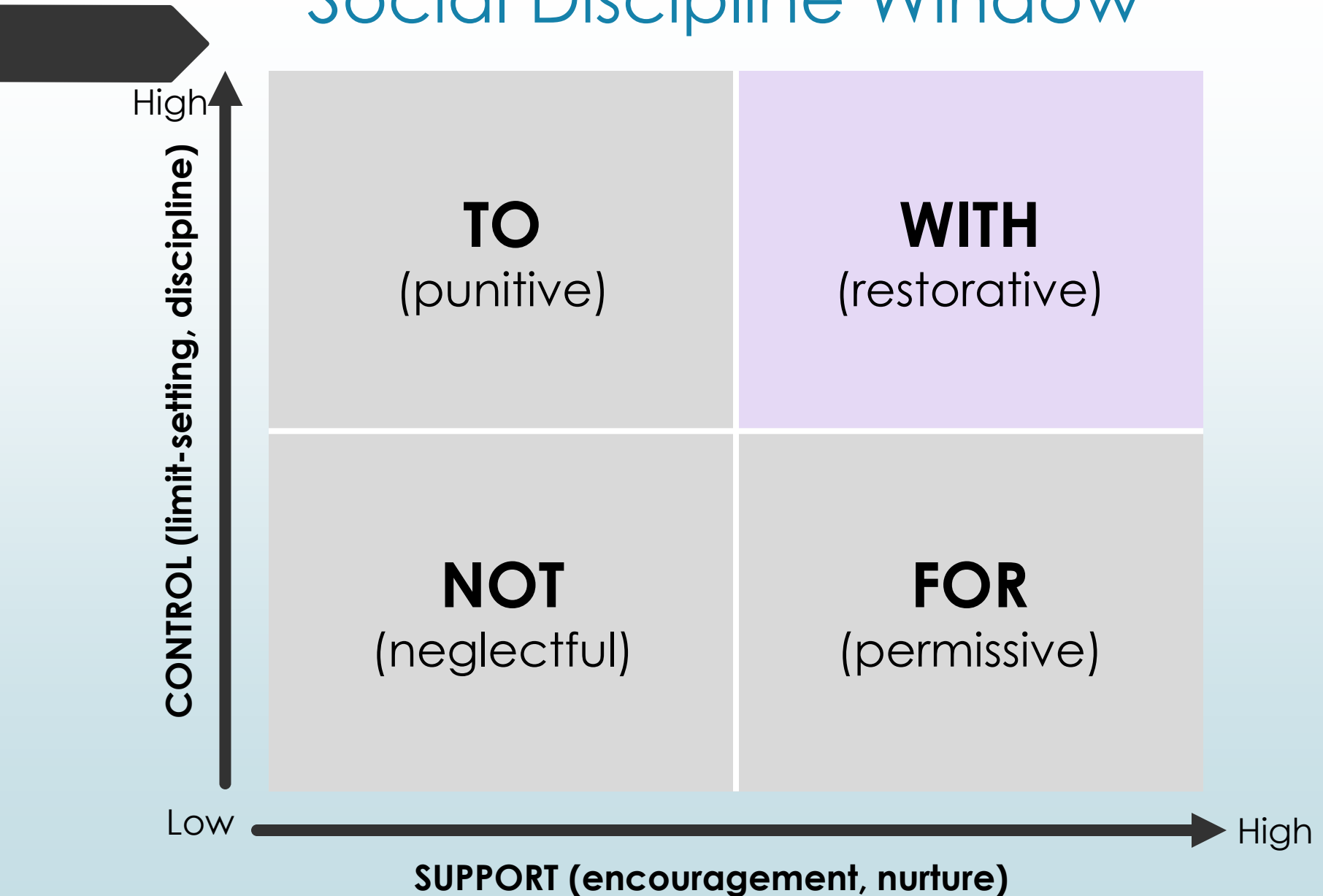
# Core Philosophy of Restorative Practices

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

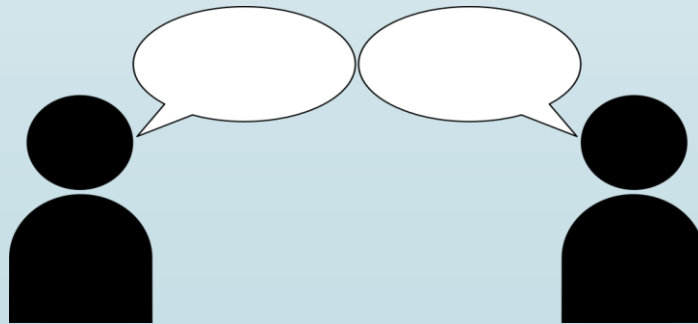
International Institute for Restorative Practices

# Social Discipline Window

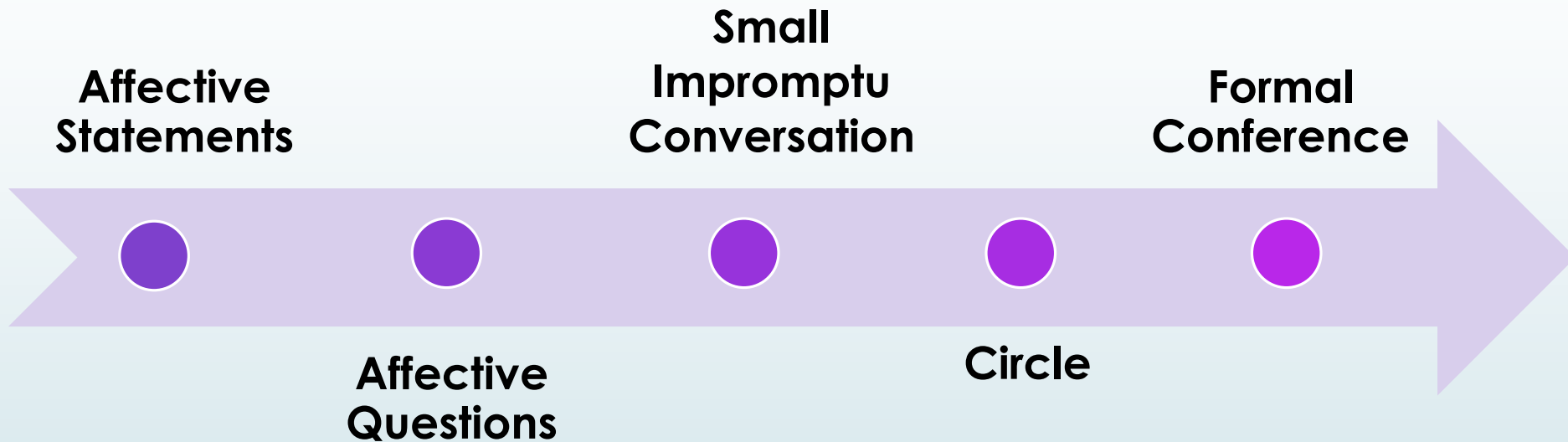


## Reflection: Social Discipline Window

- 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



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 Conversations

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

## Community

Tier 1

- Relationship building
- Check in - check out

## Discussion

Tier 1, 2

- School and community issues
- Academic

## Responsive

Tier 2, 3

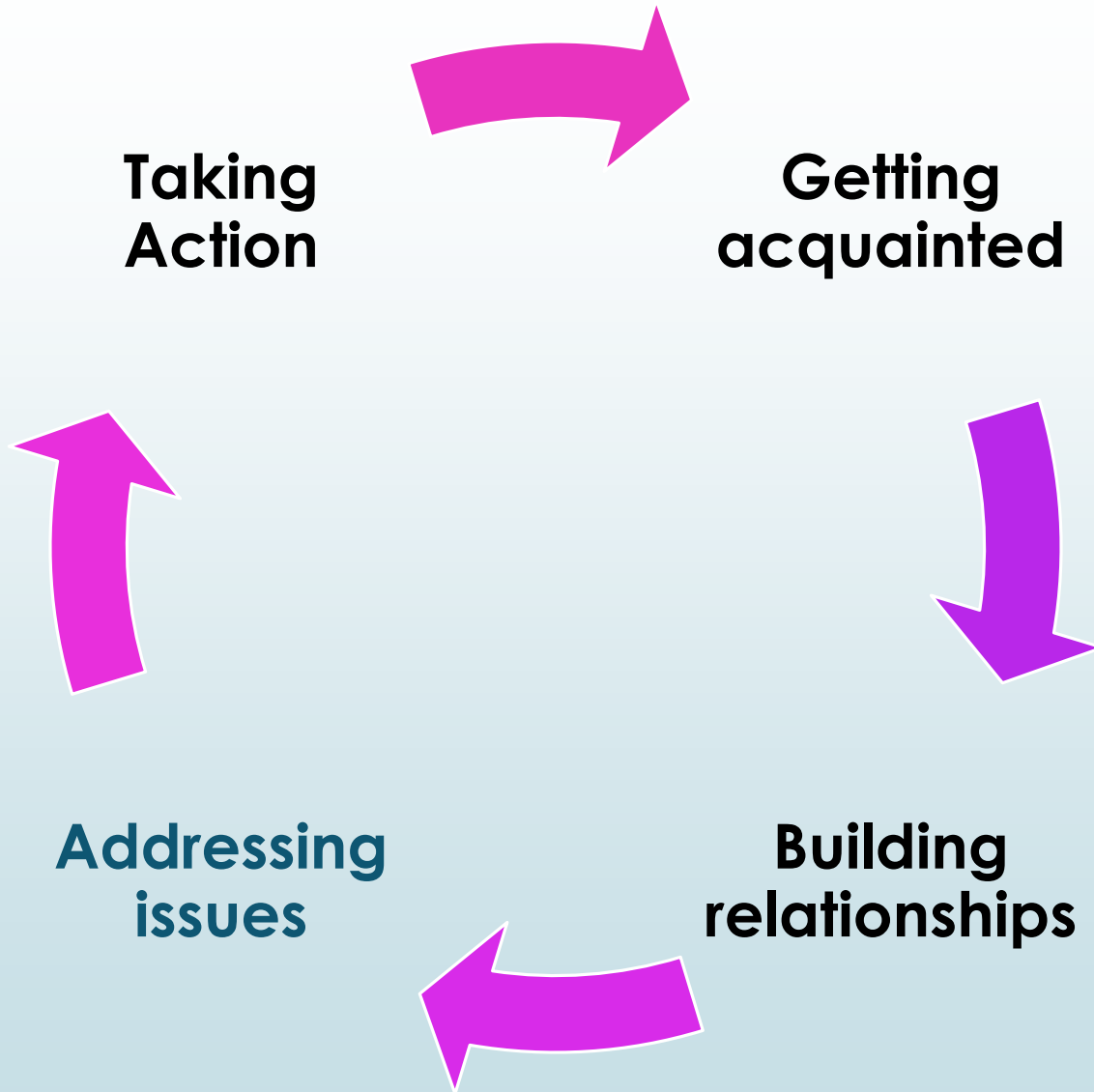
- Conflict and harm
- Re-entry to school

## Formal Conference

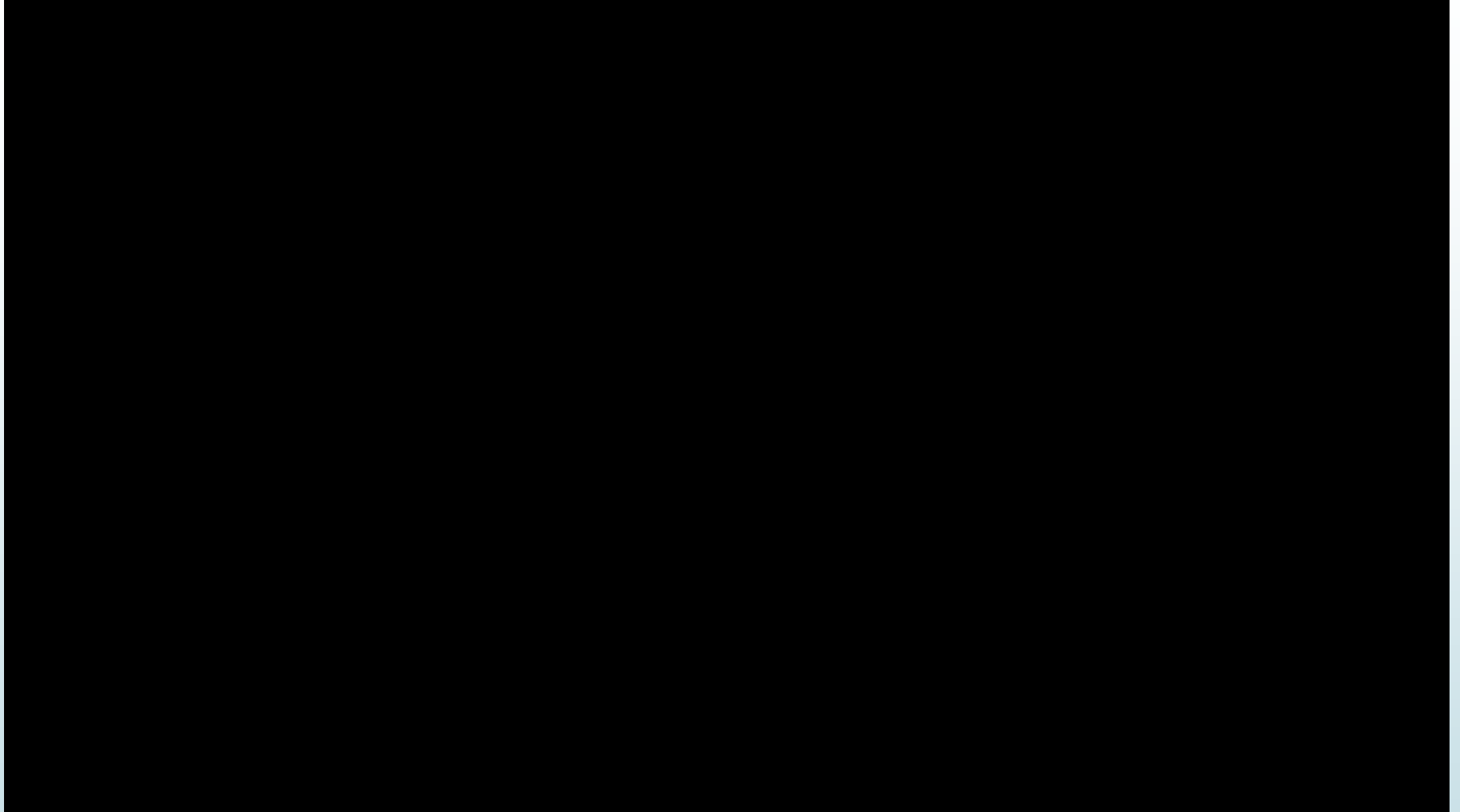
Tier 3

- Serious issues & offenses
- Voluntary & with permission

# Circle Stages



# Circles: San Francisco USD



<https://www.youtube.com/watch?v=9l1laTksKtw> SFUSD Student Voices



## Share on Circles

- 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

## Prevention & Intervention

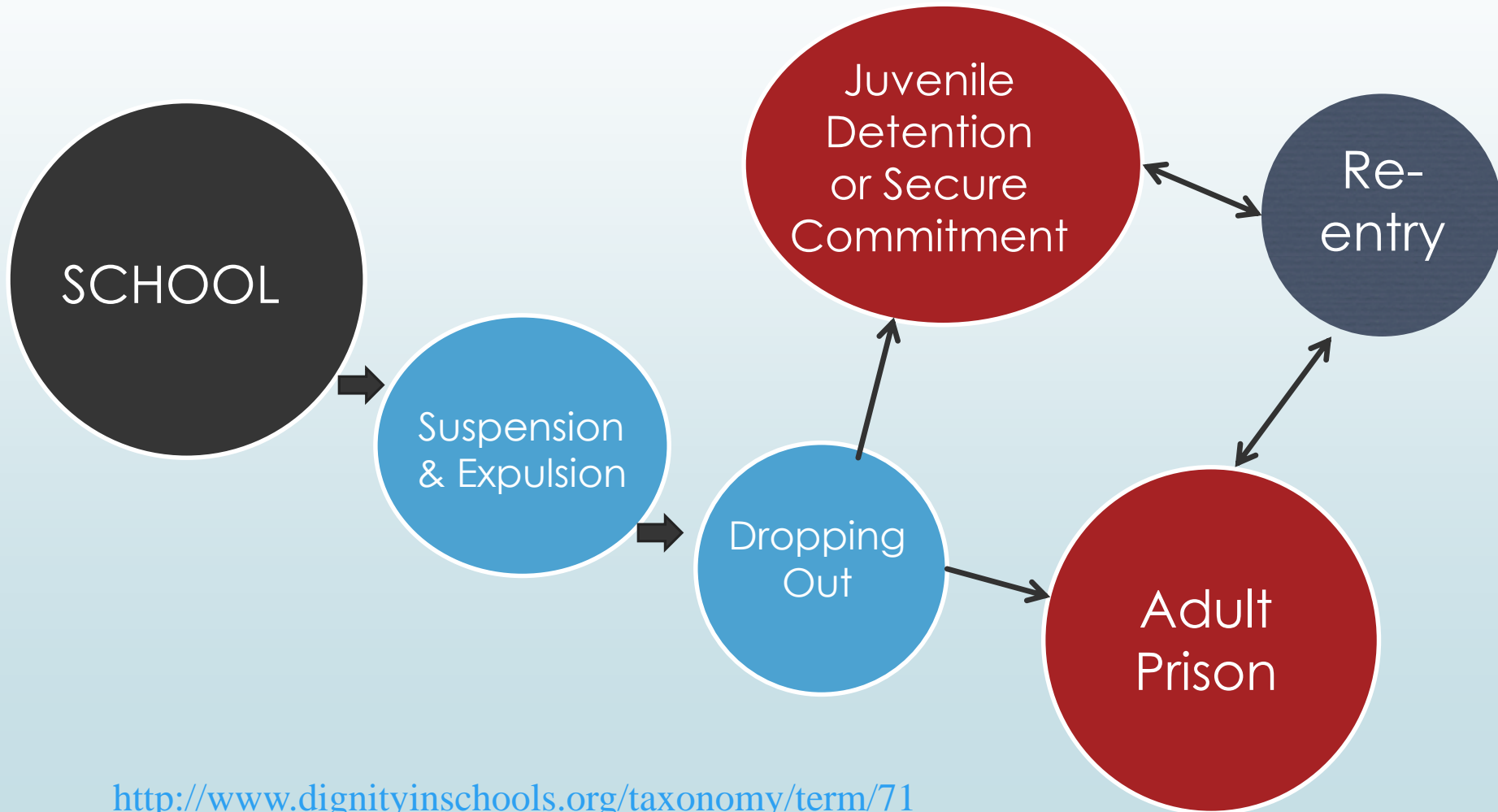
**T3 Repair Harm & Restore Relationships**  
Formal restorative conference for serious offenses  
Re-entry circles

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

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

"Restorative  
Practices **in** school,  
keep students **learning**, rather than  
removing them for  
suspension or expulsion..."

# SCHOOL-TO-PRISON PIPELINE



# 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



INTERNATIONAL INSTITUTE FOR  
RESTORATIVE PRACTICES  
A GRADUATE SCHOOL  
www.iirp.edu

A Report from the  
International Institute  
for Restorative Practices  
Graduate School





EVIDENCE FROM  
SCHOOLS  
IMPLEMENTING  
RESTORATIVE PRACTICES  
A REPORT FROM THE

INTERNATIONAL INSTITUTE FOR  
RESTORATIVE PRACTICES

## 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.



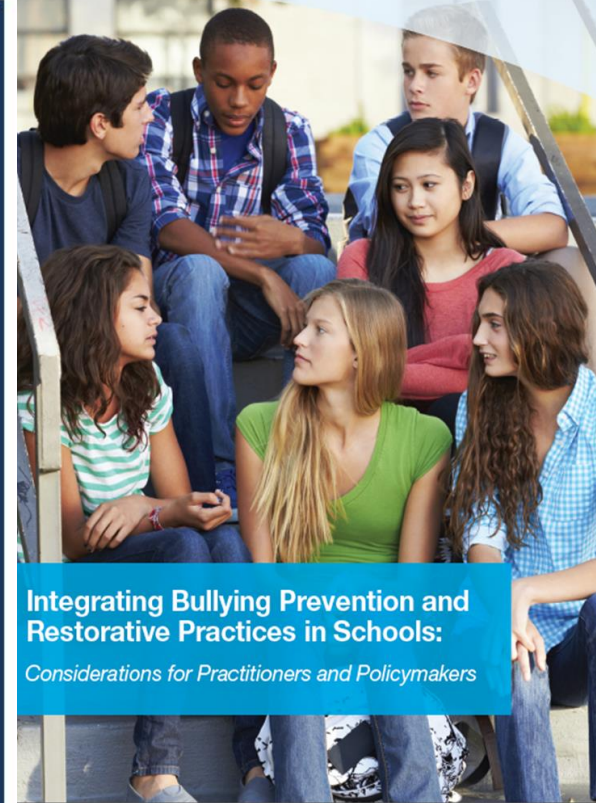
Restorative Practices are based on principles that emphasize the importance of positive relationships as central to building community, and involves processes that repair relationships when harm has occurred.

SFUSD Student, Family, Community Support Department  
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CENTER FOR SAFE SCHOOLS

CLEMSON  
INSTITUTE ON FAMILY AND  
NEIGHBORHOOD LIFE

HIGHMARCH  
FOUNDATION



### Integrating Bullying Prevention and Restorative Practices in Schools:

*Considerations for Practitioners and Policymakers*

Restorative Practices  
Implementation Resources  
[www.ocde.us/healthyminds](http://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/.](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.

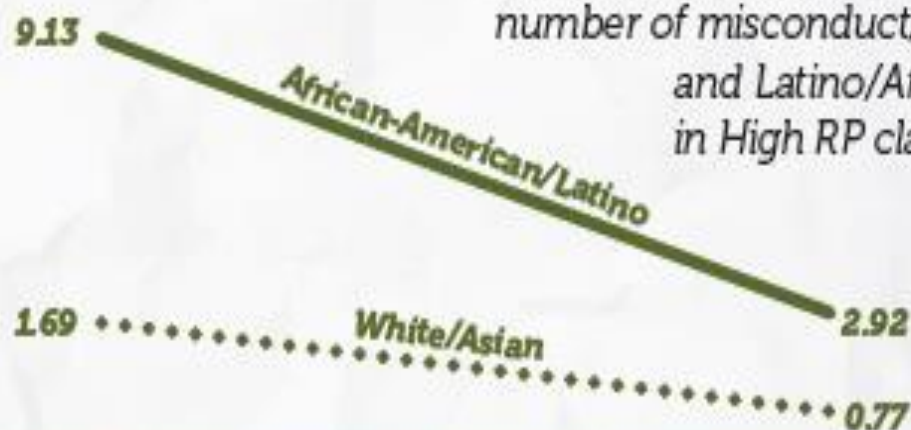
## NARROWING THE RACIAL GAP

- African-American students are 3 times more likely to be suspended than white students.
- Just 1 suspension doubles a student's risk of dropping out.

(Advancement Project, July 2013)

**R**estorative 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.



**Reduced Racial Gap in Defiance and Misconduct Referrals**

◀ LOW RP

HIGH RP ▶

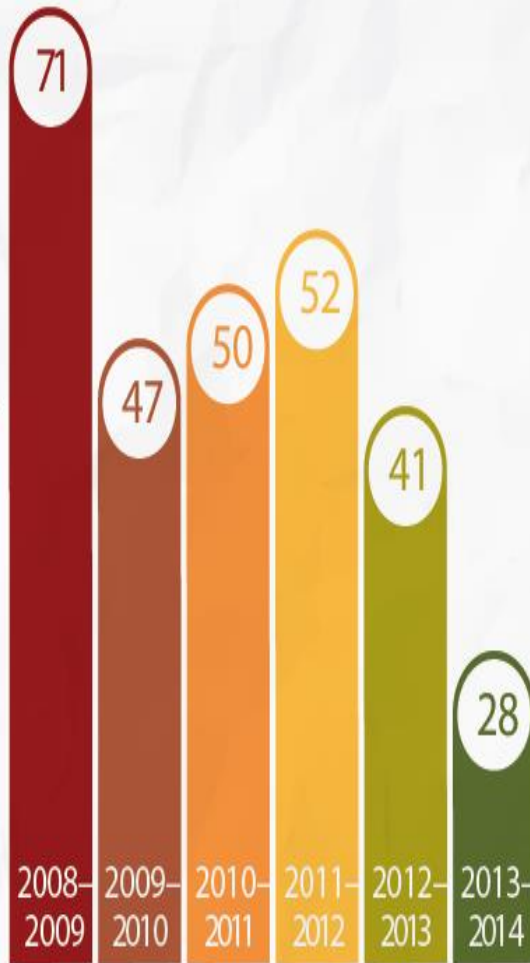
Graph reprinted by permission from Taylor & Francis, LLC

# KEEPING STUDENTS IN SCHOOL WHERE THEY CAN LEARN.

<http://www.iirp.edu/pdf/ImprovingSchoolClimate.pdf>

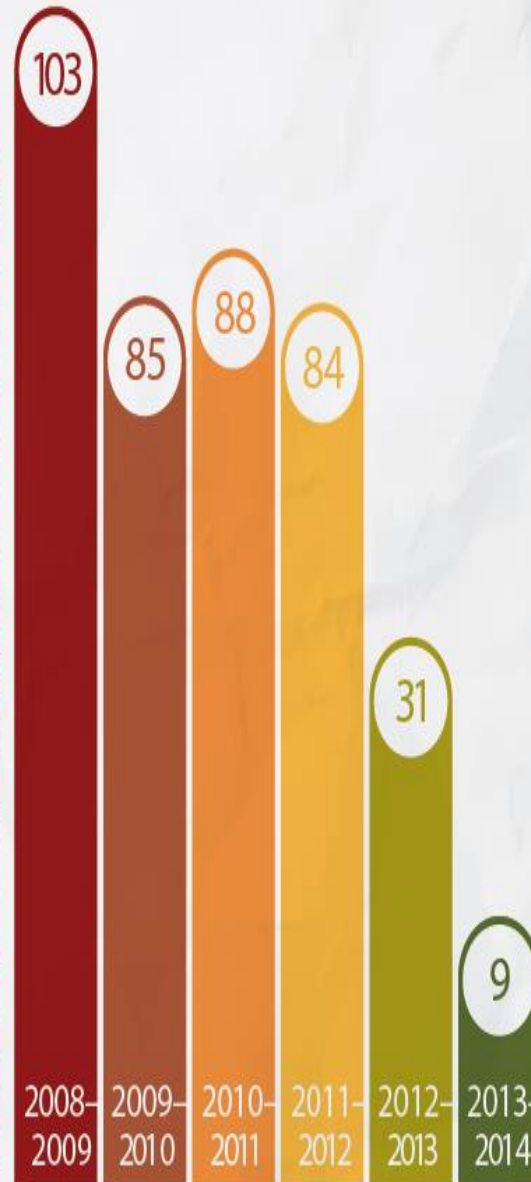
## 1 Hampstead Hill (Pre-K-8), Baltimore, MD

### Reduced Suspensions



61%  
Overall  
decrease  
from 2008

### Reduced Office Referrals



91%  
Overall  
decrease  
from 2008



**Reduced  
Serious  
Infractions**

2010–2011: 29

2012–2013: 9



**Reduced Number  
of Students with  
Multiple Suspensions**

2010–2011: 330

2012–2013: 120



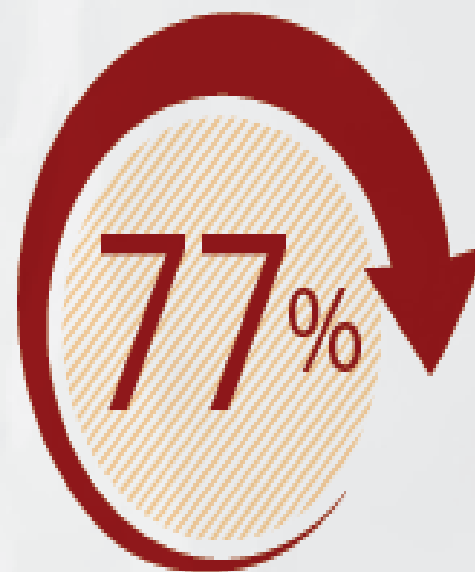
## Glenmount School (K–8), Baltimore, MD



Reduced  
Suspensions

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>