

PBIS/RJ Integration at school sites

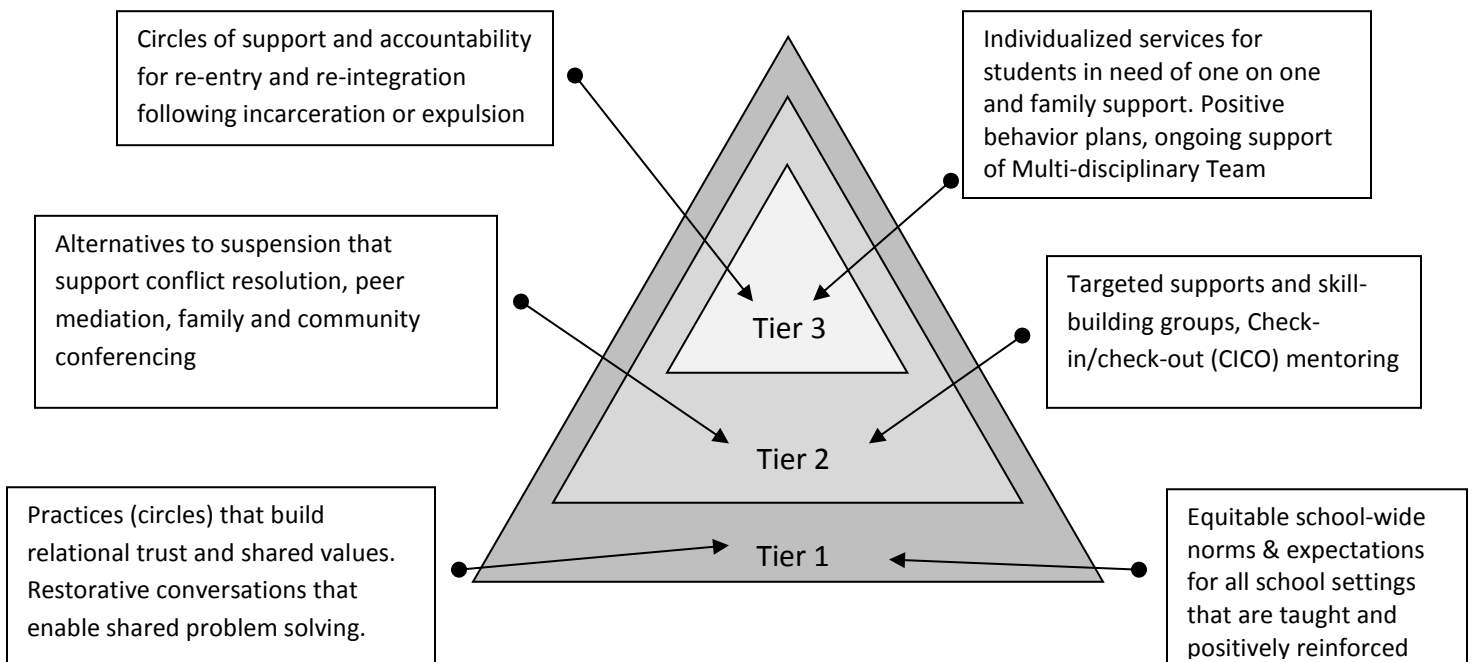
Positive Behavioral Intervention and Support (PBIS) is a nationally recognized **framework** for shifting school culture from punitive to culturally responsive and positively reinforcing. Students and staff collaborate in targeted school-wide positive behavioral expectations which are culturally informed and positively reinforced throughout the school day. Minor and major disciplinary infractions are clearly specified as well as associated interventions designed to teach, re-teach, and reinforce the skills needed to meet positive expectations. Nationwide data on schools implementing PBIS indicate an average of 50% reduction in disciplinary events. PBIS was selected for Oakland to address the disproportionate referral of African American students for Special Education and for suspension. Identified schools are reflective of sites with significant disproportionality.

Restorative Justice (RJ) is a set of peacemaking **practices** adapted to the school setting which build relational trust and offer alternatives to punitive discipline. Infractions are viewed through the lens of “harm” and interventions are targeted to help the student and community both assess and repair the harm that has been caused. Restorative practices are utilized in the classroom for community building and to address minor harms, by administrators to respond to conflict and to repair more serious harms, as an alternative to suspension, and by multi-disciplinary teams to support students re-entering school following an expulsion or incarceration. Restorative practices address the needs of the victim, offender, and school community and have been implemented with positive outcomes in many Oakland schools.

Response to Intervention (RtI) Framework

Restorative Justice

PBIS



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How are the models aligned?

- Both are “whole-school” models focused on changing host environment (immersion v. program) to create the conditions needed for learning
 - Both are aligned with Response to Intervention (RtI) with attention to (3) Tiers: prevention, early intervention and intensive support
 - Both are effective strategies to lower racially disproportionate discipline by changing adult responses to students behavior
 - Both support social-emotional learning for adults and students
 - Both are designed to support student achievement by removing social and emotional barriers to learning
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How do PBIS and RJ interface to facilitate equitable, safe, and positive conditions for learning?

- PBIS provides a school-wide framework for equity through universal norms for behavior that are taught and positively reinforced
 - RJ provides a process for including youth, parent and community voice in PBIS systems and norms at school
 - PBIS school-wide norms such as respect and responsibility helps to eliminate favoritism, inequity, and the expression of unconscious bias
 - RJ practices help build relational trust and community within the classroom between students and staff
 - PBIS provides increasingly targeted support for students who are struggling so that they do not have to “fail first” to access support.
 - RJ practices help to repair harm caused by misconduct allowing students to remain at school and re-integrate into the school community
 - PBIS shifts adult focus from punishing and excluding to teaching and rewarding positive student behavior
 - RJ encourages personal reflection, accountability and healing for both students and adults
 - PBIS Discipline Referral form and data collection system provides clarity on minor and major violations and help target resources to hot spots
 - RJ Discipline Matrix guides and supports restorative responses to misconduct
 - RJ taps the collective wisdom (skill) of the school community to solve problems
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