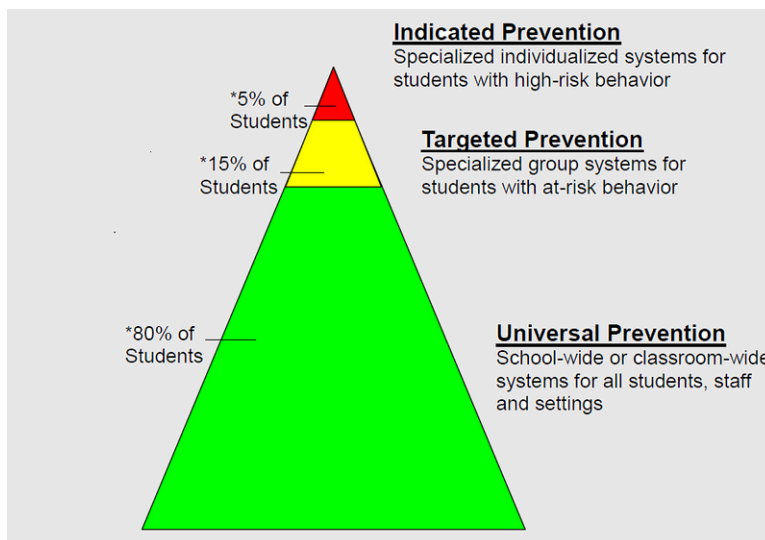


School Based Blended Restorative Justice Practices and Positive Behavioral Intervention Supports

The intentional blending of Positive Behavior Interventions & Supports and Restorative Justice Practices employs a proactive prevention based framework, which allows schools to highlight and reinforce the importance of establishing a positive environment for all members of the school community grounded in trusting relationships, and more systematically deliver needed intervention supports to students.

This blended approach embeds an inclusive culture of reciprocal relationships and shared responsibility, and emphasizes the use of evidence-based interventions to enhance the academic and behavioral performance of all students.



Key Features, Principals, Approach	
<p>PBIS</p> <ol style="list-style-type: none"> 1. Appropriate behaviors can be effectively taught to all children 2. Intervene early using research-based, scientifically validated interventions 3. Multi-tier model of service delivery 4. Monitor student progress to inform interventions 5. Use data to make decisions <p>Modified from OSEP National PBIS Technical Assistance Center</p>	<p>Restorative Justice Practices</p> <ol style="list-style-type: none"> 1. Relationships are central to building community 2. Equity of Voice: All voices are valued, everyone is heard 3. Asserts high levels of expectations with high levels of support, emphasizing doing things “WITH” not “TO” or “FOR” 4. Authentic expression of feelings and speaking/listening from the heart. 5. Builds systems that address misbehavior and harm in a way that strengthens relationships/community and focuses on the harm done rather than only rule-breaking 6. Engages in collaborative problem solving. <p>Modified from Amstutz, L., & Mullet, J., (2005), pg 29-32. <i>The Little Book of Restorative Discipline</i>, pg 26-28, and San Francisco Unified School District, www.healthiersf.org/restorativepractices</p>

Tier 1 Practices, Interventions, & Processes

- Applying the concept of doing “WITH” and Fair Process
- Establishing, Teaching, and Reinforcing Positive Expectations
- Staff and Classroom Values
- Feedback Systems
- Relationship Building and Circles
- School-wide Discipline / Conflict Resolution Approach
- Data and Evaluation

Doing “WITH” and Fair Process

The concept and restorative principle of working “with” others applies to all members of the school community in which high levels of expectations are accompanied by high levels of support. Working through the lens of “with” allows for strong partnerships to form between Administrators and teachers, teachers and parent/families, and teachers and students and provides opportunities for active participation in decisions that are made.

Fair Process

Using inclusive decision-making practices, such as Fair Process, reinforces working WITH others by providing opportunities for those affected by decisions to be heard and treated with dignity and respect in regard to decisions that are made. This contributes to an inclusive culture where all voices are valued and accounted for, ultimately leading to greater cooperation and follow-through of the decisions that are made.

Establishing, Teaching, and Reinforcing Positive Expectations

Three to five broad positively stated school-wide expectations or values are established and taught in order to establish behavioral norms that encourage appropriate behavior and prevent inappropriate behavior. Once the behavioral expectations are established, they are then systematically taught, re-taught and reinforced. These expectations are then broken down by the area they are being taught (hallway, cafeteria office, etc) and the major activities and transitions are taught to the students. This instruction should include modeling, explicit directions, rehearsal, and opportunities for practice, feedback and reinforcement. Prior to teaching the expectations, staff must clearly outline and agree upon the expected behaviors in each setting, which is often done by creating a behavioral matrix.

Staff and Classroom Values

In addition to establishing school-wide behavior expectations, providing opportunities for staff and students to formally state and contribute specific values that are important to them results in the establishment of a school culture that is co-created and collaboratively designed by the very members of that community. This culturally responsive process of naming values and agreeing to honor them as best as possible helps to build a strong foundation of connection and community.

Feedback Systems

Establishing systems that provide regular feedback to students to acknowledge them when they are demonstrating the desired behaviors is also an important Tier 1 practice. Just like when a child shows they have mastered an academic concept, it is important to reinforce the mastery of behavioral/social concepts. The overall goal is to have 5 positive interactions to every 1 corrective interaction. This 5:1 ratio has been shown to be a critical piece to changing behavior and creating a positive school climate. *(Ideally, this will apply to all members of the school community, including teaching staff and families).*

Communication and Affective Language:

Strongly tied to feedback systems, verbal communication is a critical component of reinforcing positive behaviors, re-directing challenging behaviors, and generally forming connections and building relationships with colleagues or students. Careful attention needs to be given to one's tone, body language, and words used.

Using Affective Language is a highly effective approach of communication.

Genuinely expressing feelings and emotions in relation to specific behaviors and actions, affective language provides a structure for reinforcing desired behaviors and challenging/ redirecting unwanted behaviors.

Affective language = Expression of feeling/impact/emotion in relation to specific actions or behavior.

Relationship Building and Circles: A critical component of Tier 1 practices include intentional relationship building with all members of the school community. Research demonstrates that students who experience positive relationships with the adults in the schools and feel connected to school perform better academically and are less likely to drop out. Students on average spend between six to eight hours a day at school and the quality of their relationships with staff highly impacts how they perceive their school

Circle practice is a valuable method that serves numerous purposes in our school communities. Participants gain valuable life and social/emotional skills that positively contribute to improved interpersonal relationships and academic success, also preparing students for their future endeavors and relationships.

Proactive Circles can be used for:

- Relationship building
- Establishing and reinforcing values and behavior expectations
- Goal setting
- Celebrations, recognition, achievements
- Dialogue around topics of interest
- Relevant content instruction
- Class progress (behavior and academics)

The circle process provides a way of bringing people together in which:

- Everyone is respected and gets a chance to talk without interruption
- Participants explain themselves by telling their stories
- Everyone is equal- no person is more important than anyone else
- Emotional aspects of individual experiences are welcome
- Cultural diversity is accepted and celebrated

Tier 1 School-wide Discipline / Conflict Resolution Approach

Schools implementing a blended PBIS and Rest. Justice Practices will work to build consistent and positive based response systems for handling challenging/problem behaviors when they occur. Through the use of a restorative approach instead of a punitive approach, students are kept in school while teaching them critical problem solving skills. One of the first steps is for school staff to clearly define the minor and major problem behaviors, which helps all staff to be on the same page when making a referral about a behavior.

Once clear definitions are defined, staff then decides which behaviors are to be handled by the teachers/staff in the immediate setting of occurrence, and which behaviors require an administrative response.

The restorative questions help address both minor and major problem behaviors and include opportunities for those who have been affected or harmed by such behaviors to have a voice and play a role in the process while paying close attention to the function of student behaviors.

Restorative Dialogue:

A common, consistent language that reinforces the core values of building and sustaining trusting relationships, reinforcing high expectations, responsibility and accountability.

Restorative conversations follow a set of questions that explores:

- The quality of *relationships*
- The root cause/s of the behavior
- Those *impacted* or *affected* by conflict or wrongdoing
- Potential resulting *harm/s*
- The *needs* of those involved
- Solutions to *repair the harm, restore the community, and prevent future harm.*

This approach views all behavioral errors as great teachable moments. It involves a collaborative problem solving process in which all those directly, and in some cases indirectly affected by an incident meet to address a behavioral infraction with the intention of repairing relationships and restoring the community. This process results in high levels of responsibility taking, re-teaching of the desired behavior, checking that the student has the required skills to perform the desired behavior in the future, and accountability/follow-through when a plan is determined for what needs to happen to make things as right as possible moving forward.

Spontaneous Informal or Scheduled Meetings:

Using the restorative questions to respond to conflict, wrongdoing, or unwanted behavior. In the classroom, this approach may be used on the spot for an impromptu conference to address minor incidents, as well as in the form of a scheduled meeting for situations that may require a little more planning and time.

Classroom Responsive Circles:

Following the same structure as a community circle, responsive circles use the language of restorative dialogue to address patterns of disruptive behaviors that negatively impact the class learning environment and relationships.

Data and Evaluation In PBIS

A key component of a blended model is the continual monitoring of both fidelity and integrity of the implementation and outcomes related to implementation.

Tier 2 Secondary Interventions and Discipline Practices

- **The Tier 2 Team**
- **Systematic Screening**
- **Evidence Based Tier 2 Interventions**
- **Progress Monitoring**
- **Tier 2 Discipline Approach and Practices**
 - Brief Restorative Interventions (restorative dialogue and repairing harm circles)
 - Post Office Discipline Referral Re-entry

The Tier 2 Team

Many schools already have in place a team that meets to discuss the behavioral needs of students who are not responding to the greater Tier 1 school-wide supports being offered. This team is often then re-designed to be the Tier 2 problem solving team.

This specialized team includes individuals with behavioral expertise (school psychologist, counselor, special education teacher, behavioral specialist, etc.), as well as some cross over membership from the Tier 1 PBIS leadership team.

This team's function is to assess students in need of additional social/behavioral supports and to establish and monitor the systems and practices that serve these students.

Systematic Screening

A key component of developing a continuum of services and supports for students, who are struggling in school, is proactive school-wide screening. Proactive screening for identification of students with, or at-risk for developing academic and/or social and behavioral problems is also an effective tool to guide the use of resources to better meet the social emotional needs of all learners.

Evidenced Based Tier 2 Interventions

Once the school has identified a student in need of an intervention, the most appropriate intervention to meet that student's needs are selected. After examining all possible interventions, the team considers which intervention will be the right fit for their school, and briefly considers the logistics of a school-wide implementation. The team narrows down their intervention choices to the top two interventions they feel they can initially implement effectively in their school. Additional interventions can then be added once the first two interventions have been established with high fidelity.

It is important that the intervention/s selected will address the skill deficit or the function behind the student's behavior. Interventions commonly fall into one of these categories:

- Check-in/Check-Out for Behavior
- Check and Connect for Academic Recovery or Truancy Issues
- Mentoring Programs
- Self-Monitoring and Self-Management Groups
- Social Skills Groups
- Executive Functioning Skills Groups
- Academic Support Groups

Progress Monitoring in Tier 2

Once appropriate Tier 2 interventions are in place for students it is important to monitor their progress frequently (e.g., weekly or every 2 weeks). The integrity/fidelity of the intervention being implemented needs to be monitored along with the students' response to the intervention. These progress data points are used to inform instructional practice as well as make decisions about student movement between the tiers of intervention.

Based on progress monitoring data, there are three possible outcomes for students receiving Tier 2 behavior interventions:

1. Movement back into Tier 1
2. Continuation with Tier 2 interventions, or
3. Movement into Tier 3 for more intensive interventions.

Tier 2 Discipline Practices

A significant benefit of a blended implementation effort of PBIS and Restorative Justice Practices is that evidence based interventions are available to individual students requiring targeted behavioral support while simultaneously instilling a school-wide disciplinary approach that holds individual students

accountable for their actions in a firm yet supportive way; also considering the overall wellness and needs of the individuals who experienced harm as well as the school community at large. Regardless of the severity of a particular behavior infraction, students are still treated with respect and dignity.

Schools aim to approach school discipline through a positive and restorative lens grounded in the following key areas that strive to minimize unwanted and harmful behaviors through a disciplinary process of high accountability, meeting the needs of all parties involved, and taking actions to restore and sustain the school community environment to one that fosters social and academic success for all.

PREVENTION IS THE
FIRST LINE OF DEFENSE
AGAINST DISCIPLINARY
INCIDENTS.

1. Primary recognition: Effective disciplinary practices and responses are deeply interconnected to the general climate of the school, governing classroom and school-wide values and expectations, and effective classroom management strategies. Having a solid foundation of shared values and behavioral expectations establishes a sense of obligation and accountability to one another as equally participating and valuable members of the school community for all.
2. De-escalation of all individuals involved in an incident occurs prior to any disciplinary response.
3. Application of the underlying premise of a restorative approach: People are happier, more cooperative, more productive and more likely to make positive changes when those in positions of authority do things **with** them rather than **to** them or **for** them.
4. According to the need and severity of the incident, disciplinary consequences occur progressively and along a continuum of informal to formal responsive processes and practices. Behavioral goal setting and performance feedback is routine.
5. Misbehavior is recognized as an expression of an underlying need and/or offense against people and relationships, not just rule-breaking.
6. The causes of misbehavior may be multiple and need to be addressed by all members of the school community equally asserting high levels of behavior expectations and support.
7. Disciplinary decision-making involves an exploration and understanding of the level of complexity of the problem by:
 - a) Providing opportunities for student, family, and school staff voice.
 - b) Reviewing data (prior referrals, universal screening, responsiveness to prior interventions)
 - c) Bringing all individuals affected by an incident together for greater understanding of:
 - Motivation and root cause/s of behavior/s
 - Personal experiences prior to, during, and after the incident
 - Responsibility taking
 - Resulting impact, and
 - Exploration of needs (of primary and equal concern are the needs of those who have been harmed as well as the person who caused the harm).
8. All those affected by a particular incident collectively identify and determine logical consequences that address individual needs and make things as right as possible moving forward to restore the social culture and community.

Tier 2 Discipline Processes:

Brief Restorative Strategies:

Brief restorative interventions are a referral-based problem solving process utilizing the restorative questions to engage all parties involved in an incident. Used where the harm is significant enough not to be resolved informally, but not so great that it requires a formal conference. This may be structured as a

restorative dialogue meeting or as a repairing harm circle if there are more than two participants, and facilitated by adults or youth (if a peer student led RJP program exists in the school).

Post Office Discipline Referral Re-entry:

Brief re-entry conferences are an effective way of re-connecting the student back into the classroom environment after a counseling office referral. The restorative questions assist and guide the dialogue between the student and teacher allowing them to re-establish their relationship allowing for a smooth transition back to class. If needed, other members of the classroom community may also be present depending on the situation.

Tier 3 Tertiary Interventions and Discipline Practices

- Tier 3 Team
- Systematic Screening
- Conducting a Functional Behavioral Assessment
- Interpreting Data
- Writing and Implementation of a Behavior Intervention Plan
- Reducing Target Behaviors of Concern
- Increasing Replacement Behaviors
- Reducing Target Behaviors of Concern
- Evaluation of the Intervention Plan
- Progress Monitoring
- Discipline Practices
 - Formal Restorative Conference/ Suspension Diversion
 - Re-entry Conferences
 - Expulsion and High Level Suspension Diversion

Building a Specialized Tier 3 Team

As with the Tier 2 team, this specialized team includes individuals with behavioral expertise (school psychologist, counselor, special education teacher, behavioral specialist, etc.) and also has some cross over membership from the Tier 1 PBIS leadership team.

Systematic Screening

Screening students of concern will assist in determining the most appropriate Tier 3 level of supports for student in need of more intensive interventions. For students demonstrating externalizing behaviors, these students are usually known to us and have likely had some level of intervention from the school already. Schools may overlook students with internalizing behaviors so therefore screening is an important component.

Functional Behavioral Assessment

The functional behavioral assessment (FBA) has been established as a systematic, evidence-based process for assessing the relationship between a behavior and the context in which that behavior occurs. A central goal of FBA is to guide the creation and implementation of positive interventions based on the function of the behavior

Interpreting Data

As the purpose of the FBA is to determine the function of the behavior, it is important to take the time to collect the needed data to accurately determine the function. Once the data is collected and analyzed a hypothesis about the behavior may be generated which leads to the selection of the most appropriate intervention/s.

Writing and Implementation of a Behavior Intervention Plan

Utilizing the district agreed upon BIP forms, staff need to complete a behavior intervention plan for students with intensive behavioral needs based on the completed FBA. If a behavior plan is to be successful it is critical that it is based on a functional understanding of the problem behavior. When developing BIPs we must remember that behavior is functional, communicative and that behavior occurs in accordance with the conditions of the environment (Babara & Kern, 2005).

Progress Monitoring in Tier 3

Effective and systematic data collection techniques need to be used to monitor daily functioning, drive program planning, and evaluate student progress and include (Cheney & Walker, 2007):

- Meaningful data on student performance is recorded daily.
- Data collection is efficient, easy to maintain, and useful to staff, students, and families.
- Data regarding performance and progress is communicated regularly with parents and others involved in student's life and treatment.
- Data are reviewed regularly and used for program planning, decision-making, and in IEP development and implementation.

Once a student can successfully be in the general education setting without additional support from Tier 3 interventions, then the Tier 3 team discusses whether the tier 3 interventions can come to an end resulting in the student moving back down to Tier 2 supports. This needs to be a team decision.

Tier 3 Discipline Practices:

Tier 3 disciplinary practices follow the same school-wide approach as outlined in the tier 1 and tier 2 sections of this handbook.

Formal Restorative Conference/ Suspension Diversion:

Restorative Conferencing is a structured formal process that involves all members of the community affected by a particular incident. Those who cause harm are held accountable for their actions, those harmed are given a voice in the process and agreements are made to address needs, repair harms and prevent future wrongdoing. Formal conferences require significant preparation in the form of pre-conferencing for two main reasons. 1. Prepare participants for what to expect in the conference. 2. Gather enough information from all impacted parties to determine whether it is appropriate to move forward with the conference.

Formal conferences may be utilized as suspension diversion if the student/s actively participate and follow-through with the resulting plan of action.

Re-entry Conferences:

Post- Suspension:

A structured process that reintegrates students back into the school if they received an out of school suspension to re-establish connection with the community.

Student Transfer or Re-entry from Expulsion:

Students who have already been expelled are provided the opportunity to take full responsibility for their actions, which resulted in the expulsion, and to make amends for the impact their actions caused toward the school community.