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 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
- Steve Goodman, Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)
- 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

Levels of participation
a common picture

- outsiders
- lurkers
- occasional
- active
- core group
- leaders
- coordinator
- support
- beginners
- sponsors
- clients
- transactional
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, University of Illinois at Chicago
Contact Information

- Jessica.swainbradway@midwestpbis.org
  - www.midwestpbis.org

- Patti Hershfeldt – HS APBS Network
  - phershfeldt@midatlanticpbis.org

- Stephanie Martinez HS APBS Network
  - sam2@usf.edu
Join the APBS High School Network

Registration link:
https://goo.gl/forms/M6NKaqTSMKKGKnCB53

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)

RESILIENCE

- “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...

~80% of Students

Community Mental Health Agency
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.

www.ibarj.org
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
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?
SWPBIS Tiered Fidelity Inventory
version 2.1
<table>
<thead>
<tr>
<th>Feature</th>
<th>Possible Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subscale: Teams</strong></td>
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</table>
| **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. | • School organizational chart  
• Tier I team meeting minutes | 0 = Tier I team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise  
1 = Tier I team exists, but does not include all identified roles or attendance of these members is below 80%  
2 = Tier I team exists with coordinator, administrator, and all identified roles represented, AND attendance of all roles is at or above 80% |
| **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. | • Tier I team meeting agendas and minutes  
• Tier I meeting roles descriptions  
• Tier I action plan | 0 = Tier I team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan  
1 = Tier I team has at least 2 but not all 4 features  
2 = Tier I team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan |
<table>
<thead>
<tr>
<th>Item</th>
<th>Current Score</th>
<th>Tier 1</th>
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<tbody>
<tr>
<td>1.1 Team Composition</td>
<td></td>
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<tr>
<td>1.2 Team Operating Procedures</td>
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<tr>
<td>1.3 Behavioral Expectations</td>
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<td>1.4 Teaching Expectations</td>
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<td>1.5 Problem Behavior Definitions</td>
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<tr>
<td>1.6 Discipline Policies</td>
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<td>1.7 Professional Development</td>
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<tr>
<td>1.8 Classroom Procedures</td>
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<tr>
<td>1.9 Feedback and Acknowledgement</td>
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<tr>
<td>1.10 Faculty Involvement</td>
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<tr>
<td>1.11 Student/ Family/ Community/ Involvement</td>
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<tr>
<td>1.12 Discipline Data</td>
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<td></td>
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<tr>
<td>1.13 Data-Based Decision Making</td>
<td></td>
<td></td>
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<tr>
<td>1.14 Fidelity Data</td>
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<td>1.15 Annual Evaluation</td>
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**Restorative Practices Lens**

- **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

<table>
<thead>
<tr>
<th></th>
<th>Hallways</th>
<th>Cafeteria</th>
<th>Library/Computer Lab</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Respectful</strong></td>
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<tr>
<td>Keep hands feet and other objects to self</td>
<td></td>
<td>Eat only your food</td>
<td>Study, read, compute</td>
<td>Watch for your stop</td>
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<tr>
<td><strong>Be Responsible</strong></td>
<td></td>
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<tr>
<td>Use quiet voice</td>
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<tr>
<td><strong>Be Safe</strong></td>
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</tr>
<tr>
<td>Maintain your own physical space</td>
<td>Clean up your eating area</td>
<td>Whisper. Return books</td>
<td>Use a quiet voice, stay in your seat</td>
<td></td>
</tr>
<tr>
<td>Stay to the right</td>
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### 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 |

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**Considerations for “Circle” as a location on the Matrix:** Can be embedded into Classroom Matrices.
Where do you document the processes and practices for how staff prevent and respond to problem behaviors?

Where does Restorative Practices fit in?
Consider including **Restorative Practices** as an item on your agenda, or keeping it in mind as needed.
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

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No formal system for acknowledging students</td>
</tr>
<tr>
<td>1</td>
<td>Formal system is in place but is used by at least 90% of staff and/or received by at least 50% of students</td>
</tr>
<tr>
<td>2</td>
<td>Formal system for acknowledging student behavior is used by at least 90% of staff AND received by at least 50% of students</td>
</tr>
</tbody>
</table>
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 per-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
Where do you document the processes and practices for how staff prevent and respond to problem behaviors?

Where does Restorative Practices fit in?
Do your data collection tools have all of the information to make data-informed decisions?

Where does Restorative Practices fit in?
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: 

- “Evidence-based Kernels: Fundamental Units of Behavioral Influence”
  https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2526125/
References


Contact Information

- Jessica.swainbradway@midwestpbis.org
- www.midwestpbis.org
PBIS National TA Center High School Workgroup

- Patti Hershfeldt - Mid Atlantic PBIS Network
- Jessica Swain-Bradway - Midwest PBIS Network
- Brigid Flannery - U Orgeon
- Jennifer Freeman - U Conn Northeast PBIS Network
- Stephanie Martinez - University of South Florida
High School Leadership Academy

Upcoming Meeting Information
Report from December 7th Phone-in Meeting
Archive: Video, Slides, etc. from Previous Meetings

APBS Conference
Saturday March 31, 2018, 1/2 day session
Implementing w/Fidelity, Aligning Initiatives, and Ensuring the Long-term Sustainability of High School PBIS

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

APBS Conference
Saturday March 31, 2018, 1/2 day session
Implementing with Fidelity, Aligning Initiatives, and Ensuring the Long-term Sustainability of High School PBIS

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