




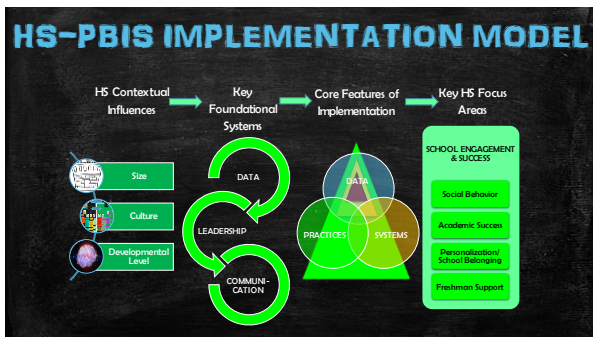
Hosted by:  **HS-PBIS COMMUNITY OF PRACTICE** Facilitated by: 

opportunities to delve deeper into the high school PBIS implementation model and engage in collaborative conversations with multiple high school perspectives



OCTOBER 19, 2017 NOVEMBER 30, 2017 FEBRUARY 13, 2018

<p>MENU</p> <p>5 STRATEGIES TO BOOST BUY-IN</p> <p>LEADING BY CONVENING</p> <p>RESTORATIVE PRACTICES & PBIS ALIGNMENT</p>	<p>MENU</p> <p>SELF-DETERMINATION THEORY</p> <p>CHECK & CONNECT</p> <p>PARENT & FAMILY PARTNERSHIPS</p>	<p>MENU</p> <p>DEBRIEFING THE HSPBIS SYMPOSIUM:</p> <ul style="list-style-type: none"> ▲ FRESHMAN SUPPORTS ▲ ACADEMIC SEMINAR ▲ PREVENT TEACH REINFORCE - SECONDARY
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On a scale of 1-5...

Tier 1 HS-PBIS SCORE CARD

- ▲ **DATA BASED PROBLEM SOLVING** *climate surveys, EWS data, graduation, attendance, academics- GPA & course failures*
- ▲ **TEAMING** *cross representation of staff and students*
- ▲ **IMPLEMENTATION OF ELEMENTS** *start small and simple (i.e. target one location, one behavior, Freshman class)*
- ▲ **STAKEHOLDER BUY-IN** *student voice, dialoguing around the issues, ensuring relevant participation, doing it together, present everything as a draft, "way of work" handling discipline,*
- ▲ **FACILITATE LEADERSHIP** *multiple administrators and deans, team leaders*

On a scale of 1-5...

Tier 2 HS-PBIS SCORE CARD

- ▲ **DATA BASED PROBLEM SOLVING** *identification multiple sources of data for screening and schedules - combination of academic & behavioral data; progress monitoring tools, & decision rules*
- ▲ **IMPLEMENTATION OF INTERVENTIONS** *evidence based programs and practices; need to identify personal to provide, schedule & match student need to interventions*
- ▲ **TEAMING** *content knowledge, one unified team for academics and behavior*
- ▲ **STAKEHOLDER BUY-IN** *comfort level of screening, progress monitoring, reinforcing skills across settings*

MORNING COFFEE

Chit Chat

INTRODUCTIONS

ASK/ANSWER CHIT CHAT QUESTIONS

SHARE ESSENTIAL FEATURES SCORE CARD

TRADE CHIT CHAT CARDS

FIND NEW PARTNER & REPEAT

STRATEGIES TO BOOST "BUY-IN"

Give Stakeholders (Teachers, Students, Parents) a Prominent Voice

Language and Re-Branding PBIS

Establish only TWO Things:
 1. Is there a problem with our current ways of operation?
 2. Is this proposed solution the best way to address the problem?



MORNING COFFEE
Chat Chat

Focus on Freshman

Professional Development on Engagement and Instructional Classroom Strategies

THE PARTNERSHIP WAY

<http://www.ideapartnership.org/building-connections/the-partnership-way.html>



Leading by Convening

A Blueprint for Authentic Engagement




Leading by Convening

Doing the Work Together

Coalescing Around Issues

Ensuring Relevant Participation



COALESCING AROUND ISSUES

Value each and all perspectives.	Acknowledge individuality of language in discussing the issue.	Agree upon data sources that contribute to understanding the issue.
1	2	3
Commit to reaching consensus through shared understanding in the group.	Acknowledge and agree that collective impact is greater than the individual impact.	Agree to move on specific actionable goals.
4	5	6

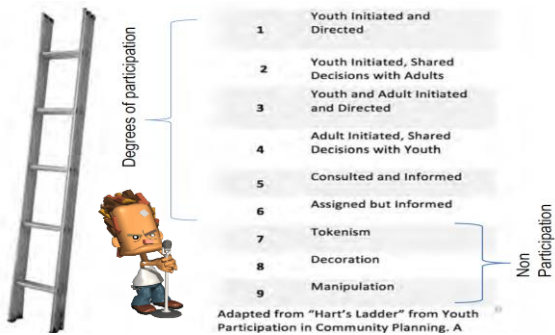
SEEDS OF TRUST DIALOGUE

- #1: **Start with the WHY**
- #2: **OUTREACH**
- #3: **RESPECT FOR BELIEFS & PERCEPTIONS**
- #4: **THE ROLE OF RESISTANCE**




**Coffee
Break
TIME**

**PLEASE BE
BACK at
10:30**



DEGREES OF PARTICIPATION

- 1 **YOUTH INITIATED AND DIRECTED**
- 2 **YOUTH INITIATED, SHARED DECISIONS WITH ADULTS**
- 3 **YOUTH AND ADULT INITIATED AND DIRECTED**
- 4 **ADULT INITIATED, SHARED DECISIONS WITH YOUTH**
- 5 **CONSULTED AND INFORMED**
- 6 **ASSIGNED BUT INFORMED**
- 7 **TOKENISM**
- 8 **DECORATION**
- 9 **MANIPULATION**






LUNCH SPECIAL

PLEASE BE BACK at 12:15

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.abaz.org

<https://www.youtube.com/watch?v=RdkhcOrLDaw>

U.S. Departments of Education & Justice Collaborative - Supportive School Discipline Initiative

For Guidance Package and Additional Resources: <http://www2.ed.gov/policy/gen/guid/school-discipline/index.html>

- oTo create safe, positive, equitable schools
- oEmphasize prevention and positive approaches to keep students in school and learning
- oRecommend adoption and implementation of restorative practices as an effective and more culturally sensitive school discipline approach

NEW FEDERAL GUIDANCE ON SCHOOL DISCIPLINE & DISCRIMINATION

FIVE CHARACTERISTIC OF RESTORATIVE PRACTICES

RELATIONSHIPS:

Developing caring connections and finding common ground

RESPECT:

Listening to others' opinions and valuing them

RESPONSIBILITY:

Being accountable for actions taken

RESTORATION:

Repairing harm that has been caused

REINTEGRATION:

Ensuring all remain included and involved

GOALS OF RESTORATIVE PRACTICES

- o Create a restorative and inclusive **SCHOOL CLIMATE** rather than a punitive one
 - o **DECREASE SUSPENSIONS, EXPULSIONS, AND DISCIPLINARY REFERRALS** by holding youth accountable for their actions through repairing harm and making amends
 - o To create **OPPORTUNITIES FOR LEARNING** by understanding about the impact of behavior on others
- (Costello, Machtel, and Machtel 2009)

SHIFT IN HOW WE THINK, FEEL & ACT

↑ HIGH control (limit-setting, discipline) ↓ LOW	TO	WITH	→ HIGH support (encouragement, nurture) → LOW
	punitive	restorative	
	authoritarian	authoritative	
	NOT	FOR	
	neglectful	permissive	
	irresponsible	paternalistic	

*Youth are more likely to make positive change when those in position of authority do things **WITH THEM** rather than "to" them or "for" them.*

FROM
"What we do to them."

TO
"What we do with them."

Systematic Descriptive Literature Review of Restorative Justice Practices

Mariana Minkos, Sarah Latham, & George Supor
Neag School of Education, University of Connecticut, Storrs, CT

RJP Overview



- Definitions highly varied and general in nature
- More a philosophy or perspective than a theory or practice
- General overarching principles: repairing harm, accountability, reducing risk, stakeholder involvement, community partnership
- School-based practices: circles, conferencing, peer mediation, accountability boards

Systematic Descriptive Literature Review of Restorative Justice Practices

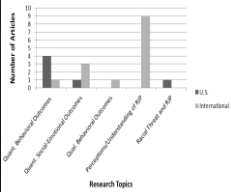
Mariana Minkos, Sarah Latham, & George Supor
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Underlying Theory

- Broad range of theories referenced
- Many articles did not specifically name a theoretical orientation
- Several articles referenced 2 or more theories
- General emphasis on social theories



Systematic Descriptive Literature Review of Restorative Justice Practices
 Mariana Mirinos, Sarah Latham, & George Sugal
 Neag School of Education, University of Connecticut, Storrs, CT

RESEARCH



- Limited experimental research base
- Majority of research studies conducted internationally
- Qualitative/descriptive methods dominate literature
- Few articles describe independent variable in detail
- Little research on behavioral outcomes of RJP




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IMPLICATIONS

Because little research has been conducted in schools and most research has been qualitative and conducted internationally, implementation of RJP in U.S. schools should be done with particular attention to **relevance, fidelity, and student benefit.**

The Intersection of SWPBIS and RP



PHILOSOPHICAL ALIGNMENT

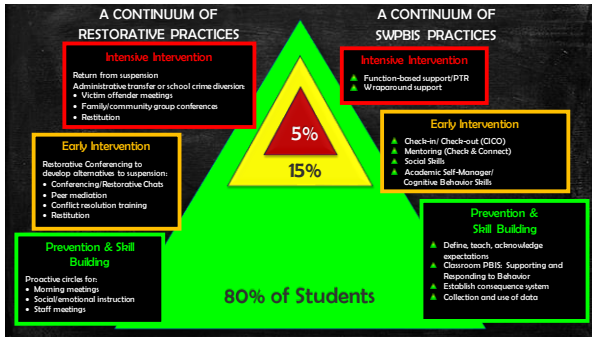
- SWPBIS & Restorative Practices are responses to Zero Tolerance
- Approaches to preventing, reducing and responding to problem behavior

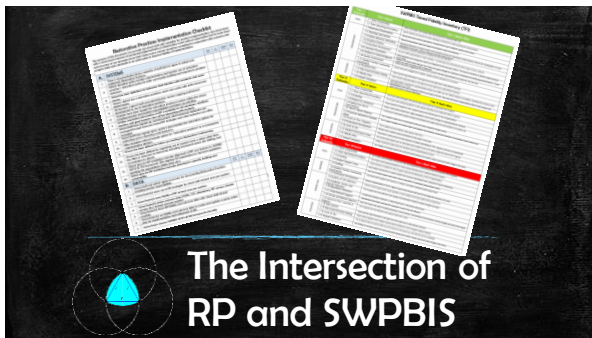
PROVIDING ALTERNATIVES TO HOW SCHOOLS CURRENTLY CONCEPTUALIZE DISCIPLINE

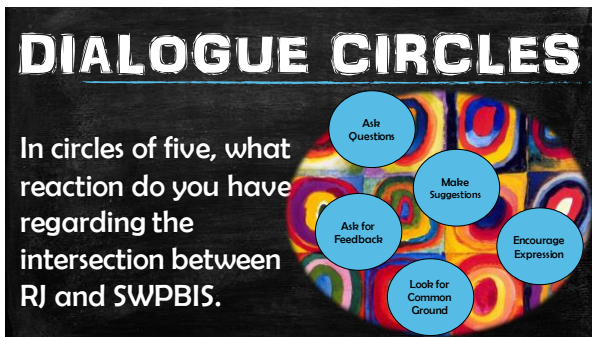
- SWPBIS provides systems to guide adult behaviors
- RP provides a range of alternatives behaviors for adults to engage in that are not exclusionary reactions to behavior

RESHAPING DISCIPLINE

- Commonly agreed upon standards of conduct of adults and youth
- Ensure positive relationships (students/staff)
- Whole school and sense of community-Positive climate
- Maintain student dignity








ENSURING RELEVANT PARTICIPATION

TOOLS AND LEARNING ACTIVITIES

APPENDIX THREE

- ▲ What's in it for Me?
- ▲ Engaging Everybody
- ▲ **LEARN THE LANGUAGE: MAKE THE CONNECTION**
- ▲ Web of Connection




Major Initiative Being Discussed			
Initiative: HS-PBIS	Major Goal	Funded by	Promoted by
			Key Terms

Initiatives Our Stakeholders Believe Are Connected to the Major Initiative Being Discussed			
Initiative: Restorative Practices	Major Goal	Funded by	Promoted by
			Key Terms

Key Points That Must Be Communicated About How These Initiatives Are Connected		
Alignment of Goals	Shared Concepts about Strategy	Vocabulary that is a Bridge or Barrier


LEARN THE LANGUAGE: MAKE THE CONNECTION






C. CIRCLES		Data Source	In Place	Partially In Place	Not In Place
1.	Circles are used both in classroom and non-classroom settings				
2.	Circles are used for community building / welcoming				
3.	Circles are used for restoring or repairing harm.				
4.	Restorative circles, or other circles to repair harm, are co-facilitated by the RP Coach or administrator as agreed upon by staff.				
5.	Purpose of circle is clearly stated before the circle begins				
6.	Circle keeper is identified for each circle event (can be staff or student)				
7.	Circle keeper consistently states circle guidelines				
8.	Circle keeper initiates dialogue using a talking piece				
9.	Circle keeper provides the opportunity for all participants to speak in turn				
10.	Circle guidelines have been aligned to SW Expectations.				
11.	Students have contributed to establishment of circle values				

RESTORATIVE PRACTICES IMPLEMENTATION CHECKLIST



CIRCLE BASICS

Establish your class values and link to SW Positive Behavioral Expectations

©Starters:
 "What are you looking forward to this school year?"
 "What does an ideal high school look like?"
 "What needs to happen in school for you to be comfortable?"

©Link this conversation to values
 ©Make your class values visible (posted, part of centering piece, etc.)

What I VALUE MOST

Step 1: VALUES' LIST


Select your top ten values that you find important as components of a valued way of life.



What I Value Most

Step 2: ELIMINATION


- © Imagine that you are only permitted to have five values. Decide which five values you would keep.
- © List them.
- © Now imagine that you are only permitted three values. Which would you keep?
- © List them.



What I Value Most

Step 3: REFLECTION


- © Why do I hold these values?
- © Where did I acquire them?
- © When did I attain them?
- © How do I demonstrate these values when working with high school students?



What I Value Most


Step 4: APPLICATION

In circles of five, SHARE what you value most?



What I Value Most

Step 4: APPLICATION
 How do your personal values align with your High School SWPBIS Expectations?



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HSPBIS Symposium

Successful HS-PBIS Implementation: Multi-tiered Behavioral Framework Considerations

February 9, 2018

Register @ www.pbiscaltac.org

Rob Horner, Ph.D.
 Director of the Technical Assistance Center on Positive Behavioral Interventions and Supports (TA Center on PBIS)

Breakout Sessions

High School PBIS Implementation: Lessons Learned
K. Bridget Ranney, Ph.D., University of Oregon

Strategic Story: Building Behavioral Supports for 9th Graders
Mimi McGrath-Kafa, Ph.D., University of Oregon

SWPBS in the High School Classroom: Best Practices in Action
Jessica Swain-Bradway, Ph.D., Illinois-Midwest PBIS Network

Purposeful Problems: Solving High School Teams
Virginia Joseph, Ph.D., Utah Unified School District

Strategies to Align School Counseling Interventions with Tier 2 Supports
Jacob Olsen, Ph.D., California State University, Long Beach

Academic Session: Teaching Academic Self-Management to High School Students
Christopher Pinkney, Ph.D., Portland State University

Present Teach: Rethinking Secondary
Capturing Student Voices on a School-based Model of Individualized Positive Behavior Support
Cristy Clouse and Barbara Keiley
California Technical Assistance Center, Positive Behavioral Interventions & Supports

Successful High School PBIS Implementation
High School Hyperleaders Panel Discussion
Dr. Horner will moderate a panel discussion of exemplar California high school implementers.



MENU

**GIVE
STAKEHOLDERS
A PROMINENT
VOICE**

**TEACHERS
STUDENTS
PARENTS**



MENU

**LANGUAGE
AND
RE-BRANDING
PBIS**





**ESTABLISH
TWO THINGS**

**1. IS THERE A PROBLEM WITH
OUR CURRENT WAYS OF
OPERATION?**

**2. IS THIS PROPOSED
SOLUTION THE BEST WAY
TO ADDRESS THE PROBLEM?**





**PROFESSIONAL
DEVELOPMENT
ENGAGEMENT &
INSTRUCTIONAL
CLASSROOM
STRATEGIES**





**FOCUS
ON
FRESHMAN**