

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

HS-PBIS

CoP #1

MENU

5 STRATEGIES TO BOOST BUY-IN

LEADING BY CONVENING

RESTORATIVE PRACTICES & PBIS ALIGNMENT

October 19, 2017

HIGH SCHOOL PBIS
 POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS
COMMUNITY OF PRACTICE



www.pbiscaltac.org

High School PBIS Implementation

Thousands of high schools in the U.S. are engaged in implementing PBIS, but the research specific to high school implementation is still emerging. The time required to achieve adequate implementation of PBIS in high schools is consistently longer than reported for elementary and middle schools, and a growing literature base suggests that PBIS implementation at the high school level involves attention to a set of variables beyond those found in elementary and middle schools.

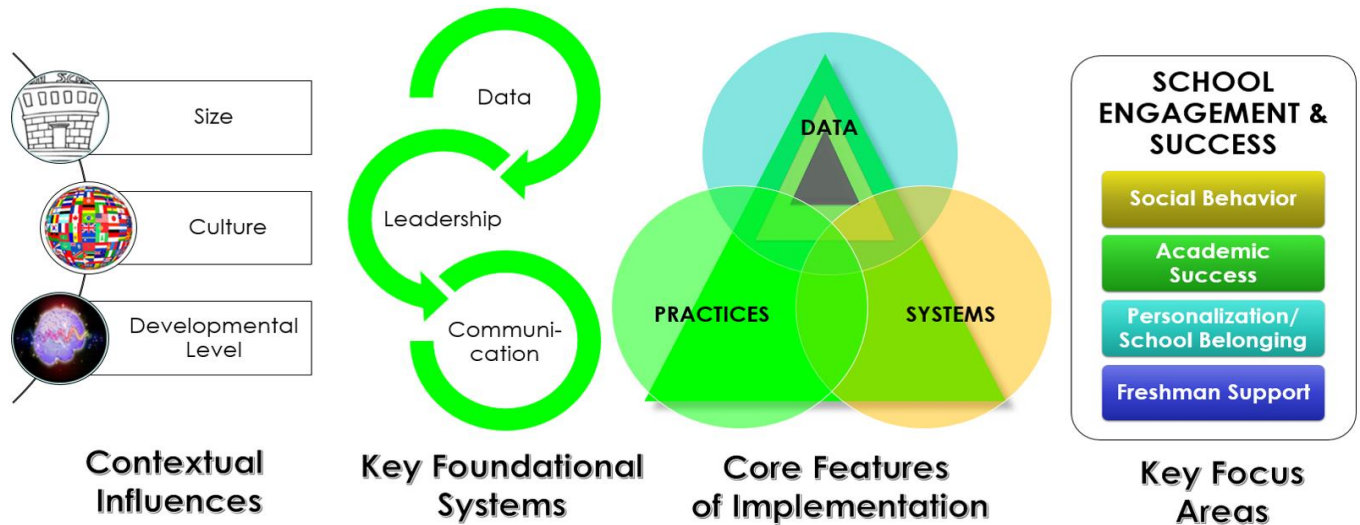
Recent HS-PBIS Research

Freeman, J., Simonsen, B., McCoach, B., Sugai, G., Lombardi, A., Horner, R., (2015). *Relationship Between School-Wide Positive Behavior Interventions and Supports and Academic, Attendance, and Behavior Outcomes in High Schools*

- ▲ Positive effects on behavior & attendance
- ▲ Attendance & behavior related to dropout risk
- ▲ Relationship between dropout & PBIS better w/ fidelity but requires more time & intensity
- ▲ Improvement in reading and math assessment

In high schools, it is the **context** that has a major impact on implementation. There are three primary contextual influences in high schools that need to be taken into consideration when implementing PBIS: Size, Culture, & Developmental Level. Research has demonstrated for high schools to adapt the implementation process to these contextual influences, they must focus on key foundational systems (data, leadership, and communication), and it is through these systems that high schools can successfully implement the core PBIS features to achieve desired student outcomes (Flannery, Frank, & Kato, 2012.)

High School Implementation Considerations



HS-PBIS Implementation Tier I Features Self-Assessment

Feature:	Considerations:	Score: 1 – 5 (low to high)
DATA BASED PROBLEM SOLVING	▲ <i>climate surveys, office discipline referrals, graduation, attendance, academics-GPA & course failures</i>	
TEAMING	▲ <i>cross representation of staff and students</i>	
IMPLEMENTATION OF ELEMENTS	▲ <i>start small and simple (i.e. target one location, one behavior, Freshman class)</i>	
STAKEHOLDER BUY-IN	▲ <i>student voice, dialoguing around the issues, ensuring relevant participation, doing it together, present everything as a draft, "way of work" handling discipline,</i>	
FACILITATE LEADERSHIP	▲ <i>multiple administrators and deans, team leaders</i>	

HS-PBIS Implementation Tier II Features Self-Assessment

Feature:	Considerations:	Score: 1 – 5 (low to high)
DATA BASED PROBLEM SOLVING	▲ <i>identification multiple sources of data for screening and schedules-combination of academic & behavioral data; progress monitoring tools, & decision rules</i>	
TEAMING	▲ <i>content knowledge, one unified team for academics and behavior</i>	
IMPLEMENTATION OF INTERVENTIONS	▲ <i>evidence based programs and practices; need to identify personal to provide, scheduling; matching student need to interventions</i>	
STAKEHOLDER BUY-IN	▲ <i>comfort level of screening, progress monitoring, reinforcing skills across settings</i>	
FACILITATE LEADERSHIP	▲ <i>multiple administrators and deans, team leaders</i>	

Five Strategies to Boost “Buy In”

1. Give teachers and students a prominent voice.

2. Consider language and “rebranding”.

3. Keep it Simple: Establish 2 things; “ Is there a problem with our current ways of operating?, “Is this proposed solution the best way to address the problem?”

4. Professional Development: Engagement and Instructional Classroom Strategies

5. Focus on the Freshman

Student Voice and Participation



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

Non Participation

Adapted from "Hart's Ladder" from Youth Participation in Community Planning. A

Degrees of Participation

1	Youth Initiated and Directed	Designed and run by youth and decisions made by youth.
2	Youth Initiated, Shared Decisions with Adults	Designed and run by youth who share decisions with adults.
3	Youth and Adult Initiated and Directed	Designed and run by youth and adult with shared decision making.
4	Adult Initiated, Shared Decisions with Youth	Designed and run by adults who share decisions with youth.
5	Consulted and Informed	Designed and run by adults who consult with youth. Youth make recommendations that are considered by adults.
6	Assigned but Informed	Youth do not initiate, but understand and have some sense of ownership.
7	Tokenism	Symbolic representation by few. May not have genuine voice. May be asked to speak for the group they represent.
8	Decoration	Adults use youth to promote or support a cause without informing the young people. Youth are not involved in design or decisions.
9	Manipulation	Youth involvement is used by adults to communicate adults' messages.

Leading by Convening



A Blueprint on Authentic Engagement



Leading by Convening

Coalescing Around Issues

Seeds of Trust

You have decided to work on an issue by bringing people together. Congratulations! You are on your way to better outcomes through relationships. However, making the decision is not enough. Many of the people who you want and need to work with may be reluctant to engage. You will need to plant the seeds of trust. These seeds may grow quickly with some and slowly with others, but you need to plant and tend them just the same.

Building a relationship takes effort, and your stakeholders will take in messages about your sincerity in both direct and indirect ways. Changing your habits of interaction means knowing what drives and constrains your choices.

We have included some lessons we have learned throughout the years. Read and react to each. Identify what might encourage you and what might keep you from taking this particular action

Seeds of Trust (continued)

Lesson Learned #1

Create an invitation that goes beyond the basics of time, place and topic. Tell people why you want to do things differently. Ask them to join you.

To what extent do you see yourself doing this? [Highlight your response.]

Very Likely

Likely

Possibly

Unlikely

No Way

What positives could result from use of this strategy? [List below all possible positives that come to mind.]

What negatives could result from use of this strategy? [List below all possible negatives that come to mind.]

Is it worth it to try? [Highlight “No” or “Yes” and determine why you responded in that way.]

No

Yes

Why? Deciding factors.

Seeds of Trust (continued)

Lesson Learned #2

Not all the stakeholders will accept your invitation. What you do next matters a lot; you must keep reaching out. If you have identified someone or some group as a key stakeholder, they are no less important because they do not take your invitation. The work cannot stop, but neither can the outreach to this group and to others.

To what extent do you see yourself doing this? [Highlight your response.]

Very likely

Likely

Possibly

Unlikely

No Way

What positives could result from use of this strategy? [List below all possible positives that come to mind.]

What negatives could result from use of this strategy? [List below all possible negatives that come to mind.]

Is it worth it to try? [Highlight “No” or “Yes” and determine why you responded in that way.]

No

Yes

Why? Deciding factors.

Continued

Seeds of Trust (continued)

Lesson Learned #3

Some stakeholders may bring their old perceptions into the new collaboration. Be honest with yourself: You probably do this too! Think about how people have enabled you to trust when trust is at risk. Your tone and your ability to show authentic appreciation for the participation of others build trust. This does not mean any one person or group can always have their way; it does mean that each person and/or group is consistently treated with respect for their role and their views. Be alert and by your behavior set a different tone!

To what extent do you see yourself doing this? [Highlight your response.]

Very Likely

Likely

Possibly

Unlikely

No Way

What positives could result from use of this strategy? [List below all possible positives that come to mind.]

What negatives could result from use of this strategy? [List below all possible negatives that come to mind.]

Is it worth it to try? [Highlight “No” or “Yes” and determine why you responded in that way.]

No

Yes

Why? Deciding factors.

Continued

Seeds of Trust (continued)

Lesson Learned #4

We sometimes think about people who do not agree as resistors. We often fail to look at the role resistance does or does not play in achieving our goals. Organizational development author Rick Maurer says that, “resistance causes a fog that permeates the message about what you are trying accomplish.” When people say, “I don’t get it,” they honestly don’t! Making participation safer for important stakeholders is essential to the initial effort and to sustainability of the change you envision. Think about what is at risk for your stakeholders and actively work on addressing it as part of your overall strategy.

To what extent do you see yourself doing this? [Highlight your response.]

Very Likely

Likely

Possibly

Unlikely

No Way

What positives could result from use of this strategy? [List below all possible positives that come to mind.]

What negatives could result from use of this strategy? [List below all possible negatives that come to mind.]

Is it worth it to try? [Highlight “No” or “Yes” and determine why you responded in that way.]

No

Yes

Why? Deciding factors.

Continued

Seeds of Trust

(continued)

You Try It

From your experience, leading or participating, write a lesson you have learned about building trust.

To what extent do you see yourself doing this? [Highlight your response.]

Very Likely

Likely

Possibly

Unlikely

No Way

What positives could result from use of this strategy? [List below all possible positives that come to mind.]

What negatives could result from use of this strategy? [List below all possible negatives that come to mind.]

Is it worth it to try? [Highlight "No" or "Yes" and determine why you responded in that way.]

No

Yes

Why? Deciding factors.

Integration of Restorative Justice Practices (RJP) within SWPBIS

Adapted from the PBIS Leadership Forum- Roundtable Dialogue December 2015

Introduction

Restorative Justice Practices (RJP) are being widely adopted by schools and districts across the country with strong endorsement coming from local and national education organizations for their use. For instance, the National Education Association (NEA), the Justice Center of the Council of State Governments *School Discipline Consensus Report* (Morgan, Salomon, Plotkin, & Cohen, 2014), the U.S. Department of Justice Civil Right Division and the U.S. Department of Education's Office for Civil Rights all recommended the adoption and implementation of restorative practices as an effective and more culturally sensitive school discipline approach. Interestingly, the wide endorsement of restorative practices in schools and districts has outpaced the research in this area making it necessary to continue to investigate the efficacy of restorative discipline policies.

Defined and goals

Although increasingly prominent in the educational setting, Restorative Justice originated in the justice sector (Bazemore & Griffiths, 1997) as "a problem-solving approach to crime that focuses on restoration or repairing the harm done by the crime and criminal to the extent possible, and involves the victim(s), offender(s) and the community in an active relationship with statutory agencies in developing a resolution." (United Nations, 2003, p. 28). Within the school setting, RJP have been conceptualized and implemented as a hierarchy of proactive and reactive strategies (Blood & Thorsborn, 2005; Morrison 2007). As such, RJP provides students and teachers alike with proactive methods and procedures for responding to issues of school discipline.

The goal of implementing RJP in schools is to develop climates that promote understanding and inclusion across all members of the school community. The emphasis within RJP is placed on the restoration of personal relationships rather than on more traditional punitive discipline practices that can reduce student and teacher morale and increase the risk of disenfranchising students through suspensions, expulsions, and other disciplinary referrals. Specifically, RJP consists of a set of practices that are designed to re-engage youth at risk of academic failure and entry into the juvenile justice system through dialogue-driven, restorative responses to misbehavior which hold youth accountable for their actions through repairing harm and making amends and includes the persons who have harmed, been harmed, as well as others within their surrounding school communities in restorative responses to school misconduct (Gonsoulin, Schiff, & Hatheway, 2013).

RJP within SWPBIS

School discipline through the RJP lens shifts the focus from exclusionary discipline to restitution and repair of the harm and relationships (Smith, Schneider, Smith & Ananiadou, 2004). It is a philosophical match to SWPBIS, which has the goal of reducing exclusionary discipline, and maximizing instructional engagement. However, as endorsements emerge from various state and national groups, there is not yet a widely

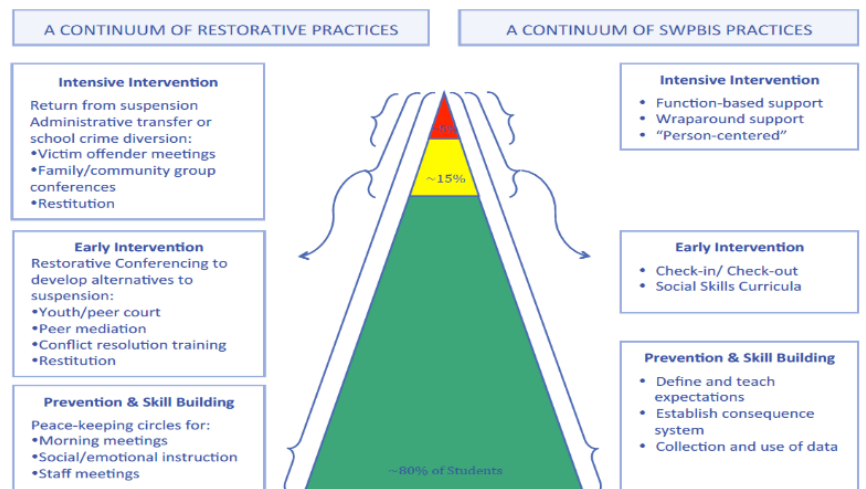


Figure 1. A continuum of RJP and SWPBIS Practices (Swain-Bradway, Eber, Sprague, & Nelson, 2016).

disseminated model for the integration of RJP and SWPBIS, including lack of fidelity treatment. Swain-Bradway and colleagues (Swain-Bradway, Eber, Sprague and Nelson, 2016) have suggested a model for the integration of RJP within SWPBIS, but larger scale replication, and evaluation has yet to occur.

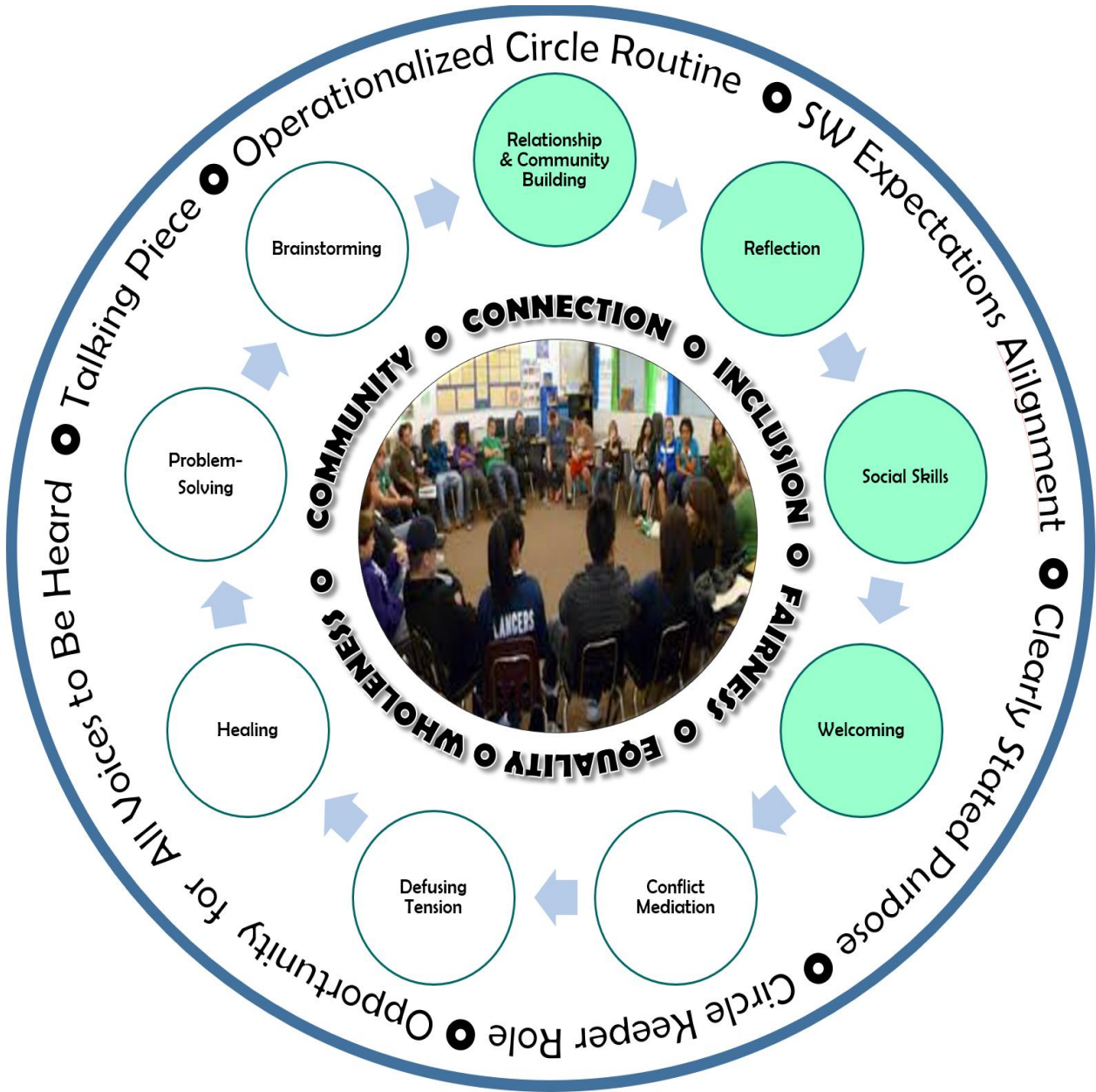
Aligning RJP has high social validity, but is lacking clear guidance from RJP on how to align and implement with SWPBIS. Recommendations for implementation suggest using the logic of SWPBIS to (a) align the desired RJP practices with the SWPBIS logic, (b) expand the current systems, data and practices within a school to include RJP, and (c) assess the fidelity and impact of RJP practices.

Restorative Practices Implementation Checklist

A.	SYSTEMS	Data Source	In Place	Partially In Place	Not In Place
1.	There is documentation that a majority of staff (80%+) agree to adopt and implement Restorative Practices.				
2.	District discipline policy includes administrative and teacher use of restorative practices / restorative justice for both community building and response to problem behaviors.				
3.	School has clear definitions for behaviors that interfere with academic and social success.				
4.	School / district has a restorative practices coach who works with both school and district teams.				
5.	All teachers, support staff and administrators receive ongoing professional development in use of restorative practices.				
6.	Students have been taught the restorative practices in place within the school, including teacher and student responsibilities and follow up activities.				
7.	Written orientation information on RP is available for all volunteers, substitute teachers, and guest teachers who will be interacting with students.				
8.	School staff have agreed up, and document, which classroom behaviors are managed through classroom-based RP strategies and which behaviors are office managed.				
9.	School staff have agreed upon, and it is documented, the restorative options for redirecting and re-teaching social behaviors.				
10.	Office discipline referral includes option for "restorative practices" as a consequence / administrative decision.				
11.	Process has been defined for follow up meetings to Restorative Conferencing.				
12.	Process has been defined for organizing use of a peace room, a place other than the office or classroom to hold circles including (a) physical space, (b) staffing, and (c) invitation to attend.				
13.	District plan for RP installation includes alignment of RP core features to SWPBIS /MTSS-B/ RTI framework. (EX: aligning SW expectations to classroom guidelines, teaching SW expectations within circle, etc.)				
14.	District plan for RP installation includes planning for capacity building and sustainability.				

B.	DATA	Data Source	In Place	Partially In Place	Not In Place
1.	School staff and admin agree on process for documenting Restorative Practices, including teacher responsibilities.				
2.	School team(s) assess use of RP strategies by school staff at least once per quarter.				
3.	School team(s) assess fidelity of RP at least once per quarter.				
4.	School team(s) review outcome data (ODRs, OSS, attendance, RP surveys, climate surveys, etc.) at least once per quarter.				
5.	School team(s) share RP fidelity and outcome data with school staff at least monthly.				
6.	School team(s) use fidelity and outcome data to create and update a yearly action plan for implementation and refinement of RP.				
7.	School team assesses SWPBIS/ MTSS-B/ RtI framework annually.				
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				

D.	RESTORATIVE QUESTIONS and CONFERENCING	Data Source	In Place	Partially In Place	Not In Place
1.	School staff use <i>informal</i> restorative <u>questions</u> in response to a behavioral infraction as agreed.				
2.	School staff use <i>formal</i> Restorative <u>Conferences</u> in response to a behavioral infraction as agreed.				
3.	School staff facilitate Restorative Conversations with whole class, small groups, and / or individual students.				
4.	School staff use the following questions, directed toward the <i>student who had the infraction</i> during Restorative Conversations / Conferences: 1. What happened? 2. What were you thinking of at the time? 3. What have you thought about since? 4. Who has been affected by what you have done? 5. In what way have they been affected? 6. What do you think you need to do to make things right?				
5.	School staff use the following questions, directed toward the <i>student(s) who was affected</i> during Restorative Conferences: 1. What did you think when you realized what had happened? 2. What impact has this incident had on you and others? 3. What has been the hardest thing for you? 4. What do you think needs to happen to make things right?				
6.	Follow Up meetings for Restorative Conferences happen within 1 week and include all relevant individuals 1. Person(s) affected 2. Person who harmed 3. Teacher and / or administrator 4. Advocate / support person for each the person affected and person who harmed 5. Advocates / support persons were selected by the person affected and the person who harmed				
7.	Follow up meetings include all participants verbally or in writing describing how their behavior was an infraction of classroom / school guidelines.				
8.	Follow up plans includes consequences that are: 1. Logically linked to infraction of classroom / school guidelines, 2. Are determined by consensus, and 3. Include activities to repair harm.				
9.	Follow up action plans include measurable descriptions of: 1. How the harm will be repaired, 2. How the harm will be avoided in the future, 3. How the person who did the harm will give back to the community, 4. Specific supports for the person who was affected, 5. Specific supports for the person who did the harm 6. Timeline for completion of responsibilities, including additional follow up meetings				
10.	School staff document Restorative Questions and / or Conferences as agreed upon / policy.				



What I Value Most Step 1: VALUES LIST

From the list of values below (both work and personal) highlight the 10 that are most important to you as components of a valued way of life.

Achievement	Democracy	Having a family	Merit	Self-respect
Advancement and Promotion	Ecological awareness	Helping other people	Nature	Self-sufficiency
Adventure	Economic security	Helping society	Nurture	Serenity
Affection	Effectiveness	High expectations	Money	Social status
Appreciation	Efficiency	Honesty	Personal development	Sophistication
Arts	Equal opportunity	Hope	Physical challenge	Spirituality
Caring	Equity	Humor	Pleasure	Stability
Celebration	Ethical practice	Independence	Positive attitude	Status
Challenges	Excellence	Influencing others	Power and authority	Supervising others
Changes and variety	Excitement	Initiative	Pride	Support
Close relationships	Expertise	Inner harmony	Privacy	Time
Collaboration	Fairness	Integrity	Public service	Togetherness
Collegiality	Fame	Intellectual status	Purity	Traditions
Communication	Fast living	Involvement	Quality	Trust
Community	Fast-paced work	Job tranquility	Quality relationships	Truth
Compassion	Financial gain	Justice	Recognition	Unity
Competition	Flexibility	Knowledge	Respect	Wealth
Confidence	Forgiveness	Leadership	Reputation	Wisdom
Cooperation	Freedom	Location	Resourcefulness	Work under pressure
Country	Friendships	Loyalty	Responsibility	Work with others
Creativity	Goals	Meaningful work	Risk taking	Working alone
Decisiveness	Growth	Security		

What I Value Most Step 2: ELIMINATION

Now that you have identified 10 values, imagine that you are only permitted to have five values. Decide which five values you would keep.

List them here:

- 1.
- 2.
- 3.
- 4.
- 5.

Now imagine that you are only permitted three values. Which would you keep?
List them here:

- 1.
- 2.
- 3.

What I Value Most Step 3: REFLECTION

Why do I hold these values?

Where did I acquire them?

What was the setting or context?

How do I demonstrate these values when working at Rainbow Rising?

What I Value Most Step 4: APPLICATION

How do your personal values match your High School SWPBIS Expectations?



Leading by Convening

Ensuring Relevant Participation

Learn the Language: Make the Connection

When we started bringing different groups together, it quickly became apparent that groups had different ways of talking about the issues we share. Vocabulary, programs and funding streams contributed to the lack of clarity around shared interests. At first we thought we had to create a common vocabulary, but then we thought, “Why would we add more terminology?” We decided to be intentional about learning how our partners described our shared work. We called this strategy *learning the language*.

You can use this chart to help your stakeholders define key ideas and cross-walk vocabulary, programs and/or funding streams that are important in their work. Good collaborators value the work of all the partners, and finding connections depends on negotiating the boundaries created by unique vocabularies. Spend time thinking about language; it is the key to making deep connections!

Major Initiative Being Discussed

Initiative:

Major Goal	Funded by	Promoted by	Key Terms

Initiatives Our Stakeholders Believe Are Connected to the Major Initiative Being Discussed

Initiative:

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

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Initiatives Our Stakeholders Believe Are Connected to the Major Initiative Being Discussed

Initiative:

Major Goal	Funded by	Promoted by	Key Terms

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