Restorative Practice

Blending PBIS and the Restorative Approach in a Large Urban District

Developed and Presented By:

Kristina C. Jackson, MA
PBIS Coordinator
kjackson@buffaloschools.org

Kimberly DeGeorge, MA
PBIS Coordinator
kdegeorge@buffaloschools.org

For Buffalo Public Schools
Buffalo, NY

- Second largest city in NYS
- 3rd poorest city in the country
- 30.1% poverty level
Buffalo Schools

- 38 elementary schools, 17 high schools
- Approximately 34,500 students
- 74% of our student body is economically disadvantaged and eligible to receive free or reduced lunch (NYSED BEDS Report, October 2013).
- 56.1% graduation rate (in four years)
<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>% of population self-identifying</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American/Black</td>
<td>50</td>
</tr>
<tr>
<td>Caucasian</td>
<td>22</td>
</tr>
<tr>
<td>Hispanic</td>
<td>17</td>
</tr>
<tr>
<td>American Indian</td>
<td>1</td>
</tr>
<tr>
<td>Asian/Pacific</td>
<td>7</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
</tr>
</tbody>
</table>

12% of students identified as Limited English Proficient

19% Classification rate of students with disabilities
Some history...

- Buffalo Schools began implementing PBIS as a district-wide initiative in 2005-2006 in a cohort model.
- Received consultation from Kim Breen, Technical Assistance Director, PBIS Illinois and Laura Hamilton, Consultant/Trainer for Safe and Civil Schools.
- Blended attendance and mental health interventions into PBIS framework
Where are we now?

- All schools are trained and implementing with varying degrees of fidelity.
- Grantees of the federal MTSS-B grant for 8 schools.
- Code of Conduct was re-written to incorporate PBIS interventions as response to misbehavior.
- Community activists advocated for Restorative Practices to be included.
PBIS & Restorative Practices
Similarities

- Focus on improving, managing student behavior
- Support development of positive relationships
- Consistent building-level implementation
- School-wide approaches
- Grounding in norms, values of the school
- Promote and strengthen sense of belonging and ownership
Figure 1: Pyramid of Interventions

Tier 3 - Intensive
- Individual social skills instruction
- Crisis counseling
- Individual support teams/plans
- Wraparound services
- Individual planning
- Family group conferencing
- Community conferencing

Tier 2 - Selected
- Targeted social skills instruction
- Group counseling/support groups
- Coordinated referral process/progress monitoring
- Check-in/check-out
- Social/academic instructional groups
- Peer jury
- Conferencing
- Problem-solving circles

Tier 1 - Universal
- SEL curriculum
- School climate assessment
- Mental Health screening
- Prevention/Wellness promotion
- School-wide behavior expectations
- Positive behaviors acknowledgement
- Data planning
- Circles
- Restorative chats
- Data-based planning

Adapted from Illinois SS/HS State Group
Restorative Justice

- Tier 3: Conferencing Circles
- Tier 2: Referral Based Problem Solving Conversation, Classroom Problem Solving Circle, Restorative Conversations
- Tier 1: Affective Statements, Community Building Circles, Curriculum/ Academic Circles

Whole School Approach

--Brenda Morrison, 2007 (adapted for BPS)
How we got started...

- Contracted with IIRP for training and support for two pilot schools (IIRP consultant Lee Rush)
- Two year contract, but funding was lost for second year.
- Two schools for IIRP: Burgard High School, Dr. Charles R. Drew Science Magnet
Erie County Restorative Justice Coalition

- Provided Tier 3 training to many of our student support staff members
- Provided training and support to an additional BPS school (#74 Hamlin Park Claude and Ouida Clapp Academy)
- Provided training to community members
Getting the word out

Overviews to stakeholders:

- Parent facilitators
- Principals
- Student Support Staff
- Community Partners
- Board of Education
How is it going?

- School 301 Burgard High School
  - Some training received, but minimal implementation

- Administrative changes

- Some staff became our district trainers
Dr. Charles R. Drew Science Magnet School 59

- Strong administrative leadership
- RPAT team/Student leaders
- Staff member who was passionate and a leader in implementation
- District coaching support
- Master schedule change
- Sister School: School for Democracy and Leadership
Sister School Visit
http://news.wbfo.org/post/restorative-practices-changes-student-behavior
Outcomes:

- Tenet 5 District Comprehensive Improvement Plan (Student social and emotional developmental health) reviewed by SED and rated as “effective”
- Student with family violence
- Class that ran without their teacher
- RPAT team members reporting seeing growth in students’ openness, willingness to share, and leadership.
Where are we going?

- Scaling up: Restorative Justice Project (train the trainer), Tom Cavanagh
- Nine BPS trainers
- Each school (who requests and funds) will receive 2 full days of training for entire staff with a Tier 1 focus, 1 day of training with a Tier 2/3 focus with administrators and SST, and ongoing coaching support
- Working with the Midwest PBIS Network to develop fidelity of implementation tools
Examples of Blending
School-Wide Expectations (PBIS) and Circle Norms (Restorative Practice)

- **Be Safe:**
  - Personal information shared in the circle is confidential (except where safety is at risk)
  - Remain in the circle

- **Be Responsible:**
  - Participate in the circle and share from your heart

- **Be Respectful:**
  - Respect the talking piece
  - Speak and listen with respect
Include “Circle” in your PBIS matrix

<table>
<thead>
<tr>
<th>Tabler Title</th>
<th>Cafeteria</th>
<th>Circle</th>
<th>Hallways</th>
<th>Bathroom</th>
</tr>
</thead>
</table>
| **Be Safe**  | 1. Sit with your legs under the table.  
2. Walk       | 1. Personal information shared in the circle is confidential (except where safety is at risk)  
2. Remain in the circle | 1. Walk  
2. Keep hands feet and objects to yourself | 1. Wash Hands  
2. Return directly to your classroom |
| **Be Responsible** | 1. Clean up after yourself  
2. Eat a balanced and nutritious meal | 1. Participate in the circle and share from your heart | 1. Stay in line with your class  
2. Follow adult directions the first time | 1. Flush toilet  
2. Clean up after self  
3. Report any problems to an adult |
| **Be Respectful** | 1. Be kind to others  
2. Follow adult directions  
3. Keep voice level below a “3” | 1. Respect the talking piece  
2. Speak and listen with respect | 1. Voice level of 1 or 0  
2. Be kind to others in your words and deeds | 1. Give people privacy  
2. Keep hands & feet to self  
3. Voice level 0-1 |
Teach (TMF) Circle Behavior

- Teach using behavioral lesson plans
- Monitor circle behavior
- Provide feedback (acknowledgment tickets and CHAMPS style)
Circle Expectations (CHAMPS)

- Conversation: Speak only when you have the talking piece and speak from the heart
- Help: Ask a question when you have the talking piece
- Activity: Circle Time!
- Movement: Move safely when prompted by circle activity, otherwise remain seated in circle
- Participation: Share and listen with respect

Randy Sprick, CHAMPS
(2009)
# CHAMPS Feedback

## Ratings
- **5** = All students met expectations.
- **4** = All but one or two students met expectations.
- **3** = Most students met expectations.
- **2** = About half the class met expectations.
- **1** = Most students did not meet expectations.

<table>
<thead>
<tr>
<th>C (Conversation)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>H (Help, Teacher Attention)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Activity:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>M (Movement)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>P (Participation)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>S (Success!)</td>
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<td></td>
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</table>

Randy Sprick, CHAMPS (2009)
We tried this because....

- 7\textsuperscript{th} and 8\textsuperscript{th} graders
- Poor behavior in circle
- Gave feedback and tied in a reward (a game circle), create a sense of success
More Blending....

- Classroom Problem Solving Circles
- Use Circles and PBIS Cool Tools to address school-wide behavior (use Tier I data)
  - i.e. ODR’s for insubordination, bullying etc.
- Predict and prevent (pre-correct using circles)
  - i.e. upcoming assembly, field trip
- Use circles for delivery of SEL curriculum
PBIS Tier 2 Problem Solving Meeting

- Traditionally used to create Functional Behavioral Assessments and Behavior Intervention Plans
- How about Conferencing Circles?
PBIS is about changing adult behavior.....

- TMF staff (give feedback on implementation fidelity)
- Restorative Conversation required for every ODR requiring administrative action
- Use Circles with staff
Other ideas? What are you doing?
Questions