




Florida's Positive Behavioral Interventions & Support Project

**Part 2: Reactionary Restorative Practices:
Working to Repair Harm**


Lauren Evanovich, PhD
Research Assistant Professor

A Multi-Tiered System of Supports






This presentation developed by the Florida Center for Inclusive Communities and the University of South Florida is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. For more information, visit <https://creativecommons.org/licenses/by-nc-sa/4.0/>.


Agenda





- Exploration:
 - Circle Review and strategies for advanced facilitation
 - Reactionary Restorative Practices
 - Restorative Conferences
 - Shuttle Mediation
 - Reintegration Procedures
- Installation/Adoption:
 - Next steps for Reactionary Practices at your School/District



Objectives




1. Identify the four parts of a circle
2. Identify common reactionary restorative practices
3. Describe how restorative practices may be used within a multi-tiered PBIS framework
4. Identify next steps for implementation of restorative practices.





Why spend so much time building the foundation?


If you don't have a relationship, what do you have to repair?




Categories of Practices



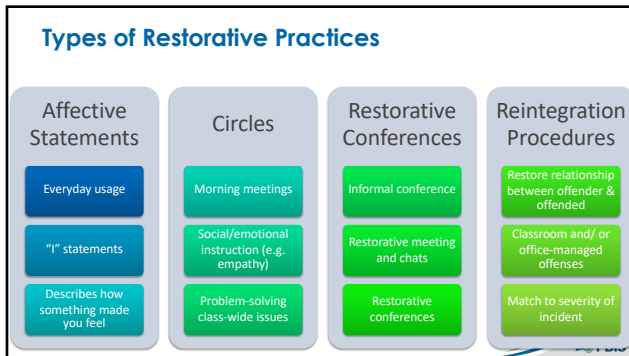
Proactive	Responsive Practices
<ul style="list-style-type: none"> • Prevention & Skill building <ul style="list-style-type: none"> — Affective statements — Circles (variety of circles may be included) — Informal conferences 	<ul style="list-style-type: none"> • Disciplinary actions <ul style="list-style-type: none"> — Restorative chat — Restorative meeting/conference — Restorative circle — Mediation (and shuttle mediation) — Peer juries • Alternatives to suspension/expulsion <ul style="list-style-type: none"> — Family Group conferences — Community restorative conferencing



Circle review – advanced facilitation

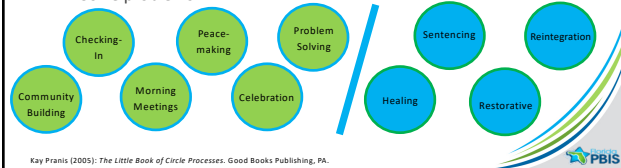


Types of Restorative Practices

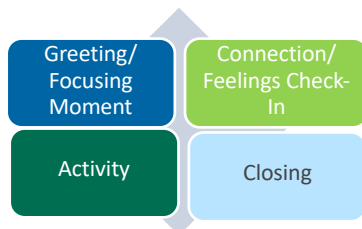


Circles

- A structured process for bringing people together to:
 - Understand one another
 - Strengthen bonds
 - Share & understand feelings
 - Solve problems



Components of a Class Circle

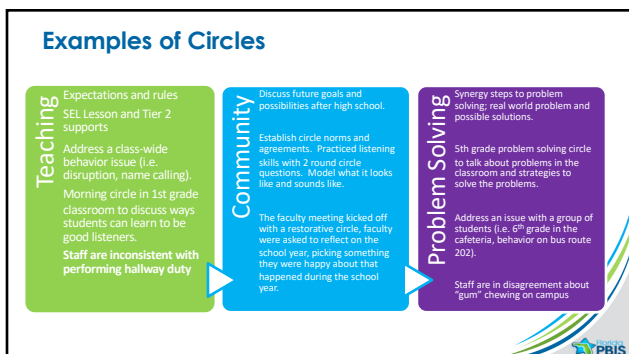


Topography of a Circle – Advanced!

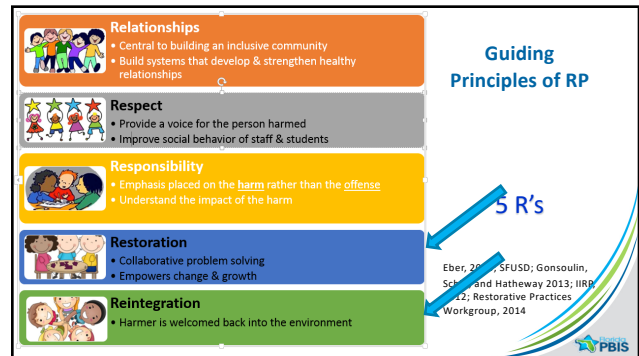
- Participants sit in circle
- All members have equal status
- Designated facilitator – **Student!**
- Identify expectations – **have students create**
 - Be Honest
 - Speak with respect
 - Follow structure
- Everyone has the opportunity to participate
 - Participation is encouraged but optional
- Refocus:** Use of a designated "talking piece"



Examples of Circles



Reactionary Restorative Practices



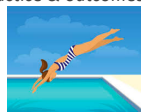
Are We Ready for Reactionary RP Practices?

- Fosters positive relationships with all students
- Students have empathy
- Receive input from families on discipline policies & practices
- School administration has ability to develop & modify discipline policies and practices
- Staff support implementation of RP within PBIS

- Shift in mindset away from punishment focused ✓
- Trained facilitator ✓
- Interpersonal skills ✓
- Already established relationships ✓
- Time ✓
- Others?

Preparing for Reactionary RP Practices

- Time
- Trained facilitator with **interpersonal skills**
 - Active & attentive listening
 - Summarizing
 - Questioning
 - Paraphrasing
 - Delivering
 - Integrating
 - Empathizing
- Written into your discipline process and procedures
- Follow a structured process
- Buy-in from all participants
- Relationships have already been formed
- Students must have empathy skills
- ******Voluntary participation**



Florida PBIS | A Multi-Tiered System of Supports

Systems Coaching: A Model for Building Capacity
 Amanda L. Marsh and Brian T. Goeft 2013
<http://pbis.fldoe.org/sites/default/files/SystemsCoaching.pdf>

A collaborative partnership between the Florida Problem Solving/Response to Intervention (PS/RI) Project, Florida's Positive Behavioral Interventions and Support Project, and the Florida Department of Education.

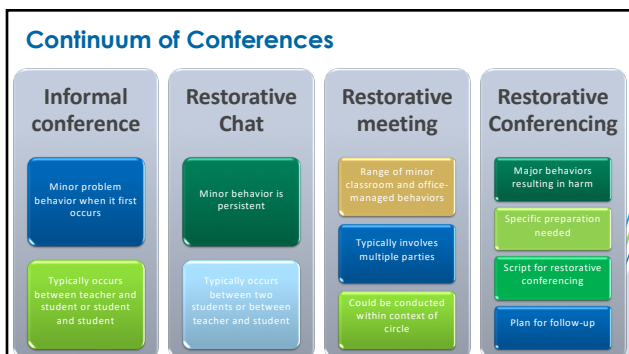
Interpersonal Communication Skills

Interpersonal Communication Skills (Pages 9 – 11)

- Active and Attentive Listening:** A process of searching for and understanding a speaker's message. This is a complex activity that is more than just passively hearing another talk, but it is the acquisition, processing, and retention of information delivered within the interpersonal context (Bocchione, 2007). The key to active, attentive listening is that it often results in a response by the listener to the speaker's message (Bocchione, 2007). Such responses can range from the use of skilled techniques such as summarizing, questioning, and paraphrasing to the use of facial expressions, eye contact, and responses such as "yes" and "uh-huh."
- Summarizing:** A process that occurs when the listener stops to pull together the key points of the speaker's oral amount of information that has been shared into a brief and concise restatement of the information. Summarizing also provides opportunities to reflect and to confirm or modify the points in the conversation. Summarizing helps the listener to check perceptions and keep track of the information. Summarizing may also provide assistance to the speaker who may not be aware of the patterns, or the relationships, of the information being communicated.
- Questioning:** This process, in the broadest sense, can be described as any statement or nonverbal act that invites an answer. Efficient and effective coaches ask more questions than they make statements. Questioning methods include open and closed-ended questions, as well as clarifying and information gathering questions.
- Paraphrasing:** A process of repetition of the essence of the speaker's feelings by the listener (usually in the coach's own words). Paraphrasing is a useful technique to evaluate understanding of what is being said, and is a restatement of the speaker's message, and not just a repeating of the speaker's words. If paraphrasing is done correctly, it will enhance the meaning and, in turn, contribute to the effectiveness of the conversation. Both the speaker and the listener benefit from paraphrasing. The listener has the opportunity to gain a clearer understanding of the message, and avoid false assumptions, errors, and

Include:
 Active Listening
 Summarizing
 Questioning
 Paraphrasing
 Empathizing

Restorative Conferences



Informal conference

- Minor, low-intensity misbehavior
- Low structure
- Re-direction, prompts and/ or reminders may be provided

a) *"Hey Thomas, I noticed you were having some fun at Michael's expense when you were laughing at his new shoes."*
 b) *"That makes me concerned because it sounds like you weren't considering his feelings."*
 c) *"What could have you said instead?"*
 d) *"Will you give that a try next time?"*

The Restorative Chat

Lucille Eber

- Tell me what happened.
- What you were 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 I can do to help you?

QUESTIONS

McIntosh, K. (Oct. 27, 2014). *Enhancing Equity through Effective Professional Development: PBIS Implementers' Forum*, Chicago, IL.

Preparing for a Restorative Conference

Parts of Restorative Conference

- Pre-planning Meeting
- Conference
- Follow up

Preparing Students

- Pre-established relationships
- Empathy skills taught and used
- Chats: Teaching the restorative chat questions
- Restorative Conferences: Reviewing questions being used & explain the process; ask who they would like to participate
- Asking for voluntary participation

Restorative Conferencing

- “A structured meeting between:
 - Offenders,
 - Victims, and
 - Both parties’ family and friends
- Where they:
 - Deal with the consequences of a wrongdoing/ crime, and
 - Decide how to repair the harm.”



International Institute for Restorative Practices: http://www.iirp.edu/article_detail.php?article_id=Niki



“Administrative Actions vs. Restorative Outcomes”

- The “action” is what is assigned to the student
 - Examples:
 - Informal conference
 - Restorative chat
 - Restorative meeting
 - Restorative conference
- The “outcome” is the outcome of the discussion
 - Examples:
 - Conflict resolution, anger management training
 - Community service
 - Collaborative project
 - Individual project



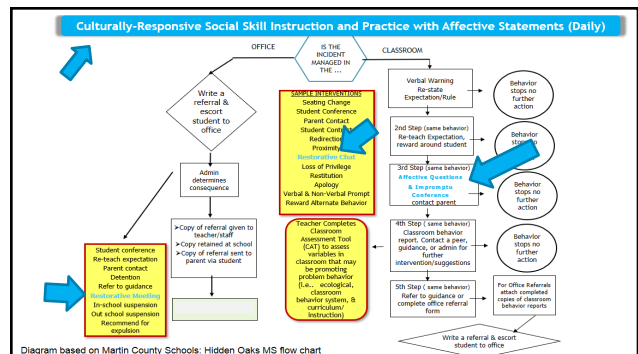
Tier 1 Discipline

Level 1 & 2 misbehaviors

Level 2 & 3 misbehaviors

Level 3 & 4 misbehaviors

- Restorative Questioning
- Problem-Solving Circles
- Restorative Chat/Conversations
- Restorative Meetings
- Mediation
- Restorative Conferences



Reintegration Procedures

Reintegrating

Definition: “to integrate again into an entity; to **restore to unity**” (Merriam-Webster Dictionary)

What does this mean for schools?

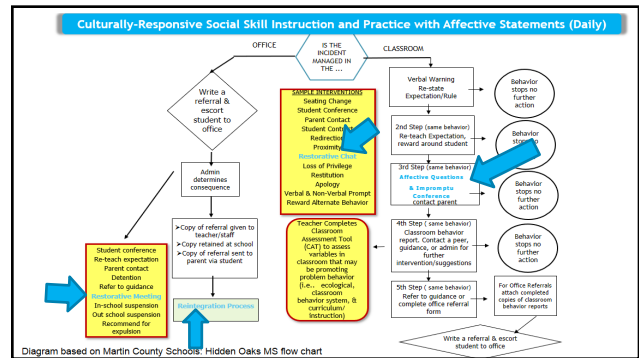
- Part of discipline process
- Varying levels of intensity
- Very intense offenses = increased structure of reintegration

- Participants may range from single student to entire class and/or family or community members
- Conduct as soon as possible after the offense, when the student indicates readiness
- End result: student is welcomed back as an active member of the school/classroom



Examples of Reintegration at a School

- Student completes a reflection sheet based on restorative chat questions when seen by administrator; this reflection sheet is shared with the teacher if the behavior impacted the teacher
- Upon return from a suspension student meets with administrator and teacher
- Any student who is returning from alternative education programs has a meeting at the school with administration, representation from the alternative school and family members to develop a plan of support



But what if they do not want to participate?

Shuttle Mediation

- An option
- Same process as restorative conference except...
- Come to an agreement between all parties



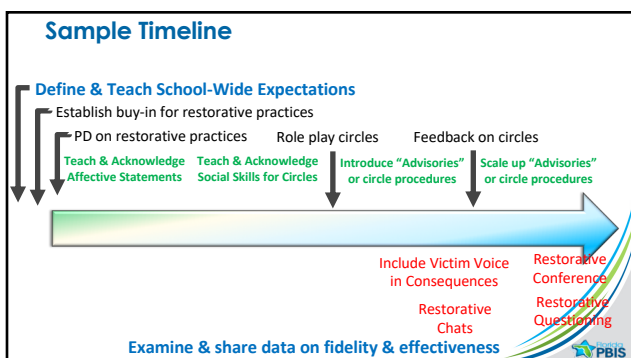
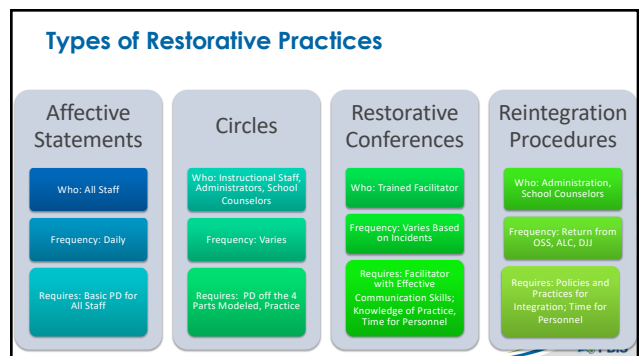
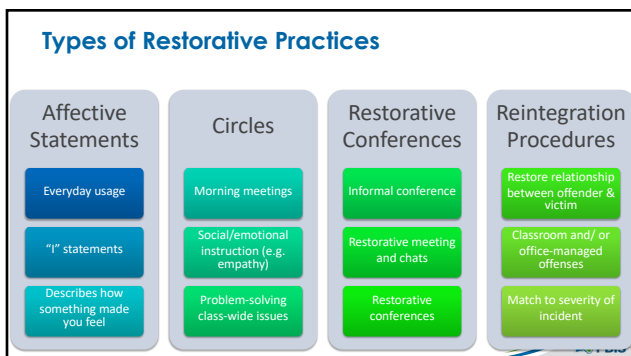
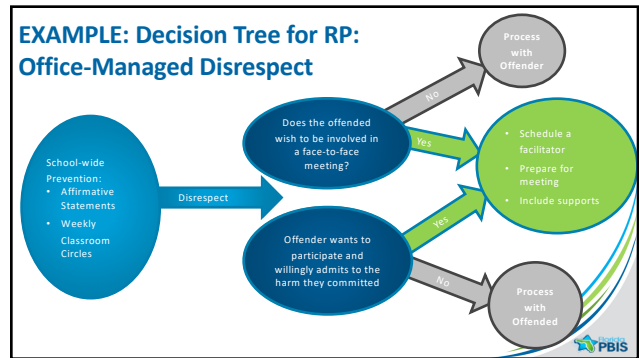
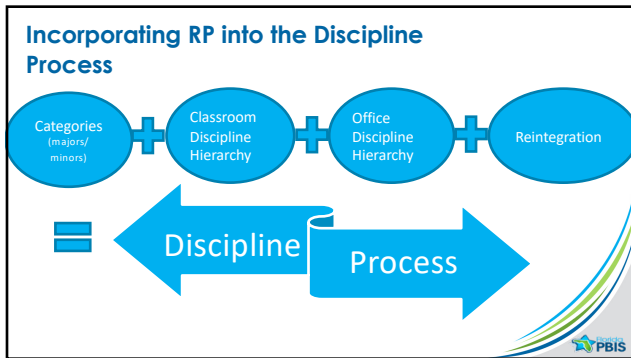
And if they still do not want to participate?



RP May not be appropriate for all infractions

- Before implementing RD ask the following questions:
 - What is the harm that was caused?
 - Who was involved?
- There **may be times** when using RD **may not be appropriate**
 - Bullying situations
 - Skill sets of students
 - Difficulty focusing, difficulty taking perspectives, etc.
 - One party does not want to participate
 - Function of behavior – student enjoys extra attention





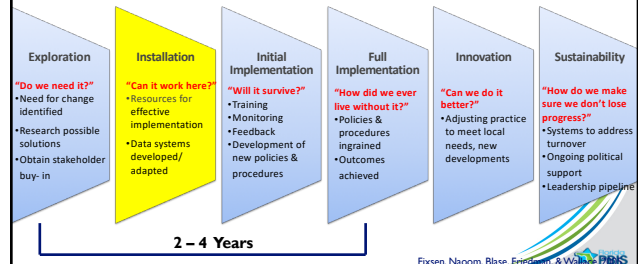
Now What? – Next Steps...

Next Steps: Questions to Ask Yourself

- Do I, the PBIS team, **and** the staff buy-in?
- What are our current practices and policies around discipline?
 - Preventative
 - Reactive
- What personnel do we have available?
- What time are we willing to provide?
- What time do we have available for providing PD?
- When do we want to start?



Ensuring Effective Practice: Phases of Implementation



Do I, the PBIS team, and the staff buy-in?

- Do my philosophical beliefs align with RP?
- Will everyone on the PBIS and administrative team support the usage of RP practices?
- Where does the staff stand on the philosophy for RP?
- How do you know?
 - Overview
 - Show some video clips
 - Survey staff



What are our current practices and policies around discipline?

- Preventative
 - How do you currently teach SEL? What is the frequency? Do all staff?
 - How do staff currently build positive relationships with students?
- Reactive
 - Using your data:
 - What are the most common administrative decisions used?
 - What types of behaviors result in which type of administrative decision?
 - Is there consistency across staff?
 - Is there consistency across subgroups of students?



What personnel do we have available?

- Do we currently have any staff knowledgeable on RP practices to staff?
- Do we need PD for staff who can in turn train the rest of staff?
- Do we have individuals who could facilitate Restorative Conferences? What training would they need?
- Do we have individuals who could facilitate Reintegration? What training would they need?



What time are we willing to provide?

- What time do we have to provide PD for all staff
 - Affective statements
 - Circles
- How often do we want our staff to use circles?
- Do we have the ability to do a circles, restorative conferences as needed when determined appropriate by an administrator?
- Do we have the ability to do reintegration every time a student returns from OSS? ALC? DJJ?



Are you thinking...

- Remember, this is not training ☺
- Review the prep work with your PBIS team, and school staff
- Let your TA support you

**I WANT
IT ALL
I WANT
IT NOW**



Resources for RP

- International Institute for Restorative Practices:
<http://www.iipro.edu/>
- Safer, Saner Schools:
<http://www.safer-saner-schools.org/>
- Illinois Balanced & Restorative Justice:
<http://ibari.org/default.asp>
- RTIPS Circle templates:
<http://rtips.cceb.org/rtips-in-schools/resources-for-teachers/restorative-practices-sample-circles>
- San Francisco Unified School District:
<http://www.healthiersf.org/RestorativePractices/Resources/>
- National Opportunity to Learn Campaign – Restorative Practices Guide
<http://www.otlcamapaign.org/sites/default/files/restorative-practices-guide.pdf>
- Morningside Center for Teaching Social Responsibility
<https://www.morningsidecenter.org/rs-video-library>



Contact information:

Lauren Evanovich, PhD
University of South Florida
Florida's PBIS Project

evanovich@usf.edu

