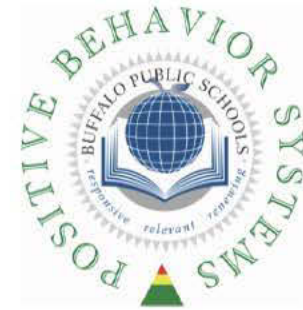# Restorative Practice

Blending PBIS and the Restorative Approach in a Large Urban District

Developed and Presented By:

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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)

Buffalo Public Schools	
Ethnicity	% of population self-identifying
African American/Black	50
Caucasian	22
Hispanic	17
American Indian	1
Asian/Pacific	7
Other	3

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
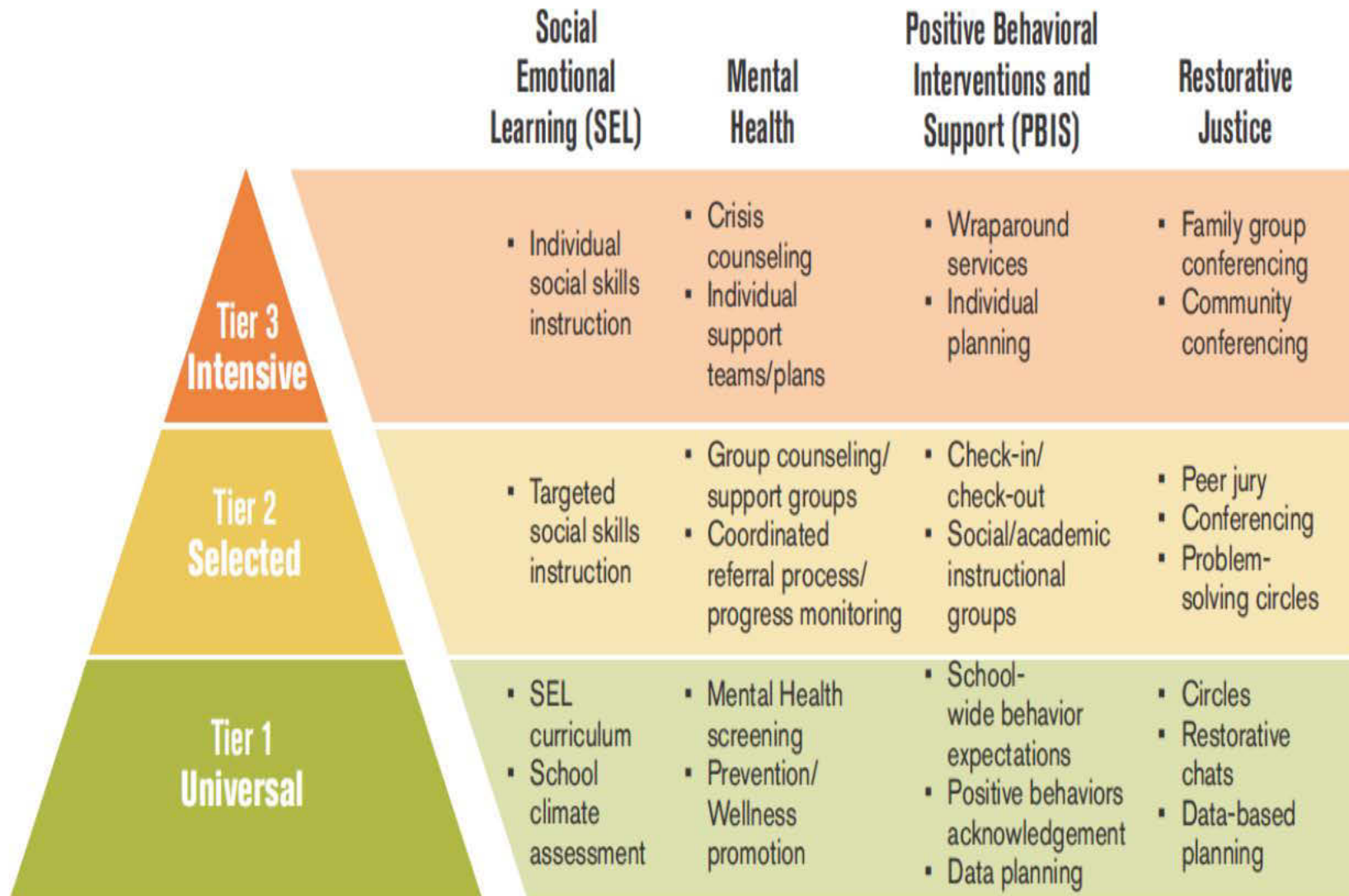
Where are we now?

- 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

	Social Emotional Learning (SEL)	Mental Health	Positive Behavioral Interventions and Support (PBIS)	Restorative Justice
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

Restore Relationships

Managing difficulties & disruptions
Repair relationships

Developing social/ emotional capacity
Create relationships

Whole School Approach
--Brenda Morrison, 2007 (adapted for BPS)

○ **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

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 301Burgard 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

WBFO NEWS PHOTO BY EILEEN BUCKLEY

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 Tier1 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
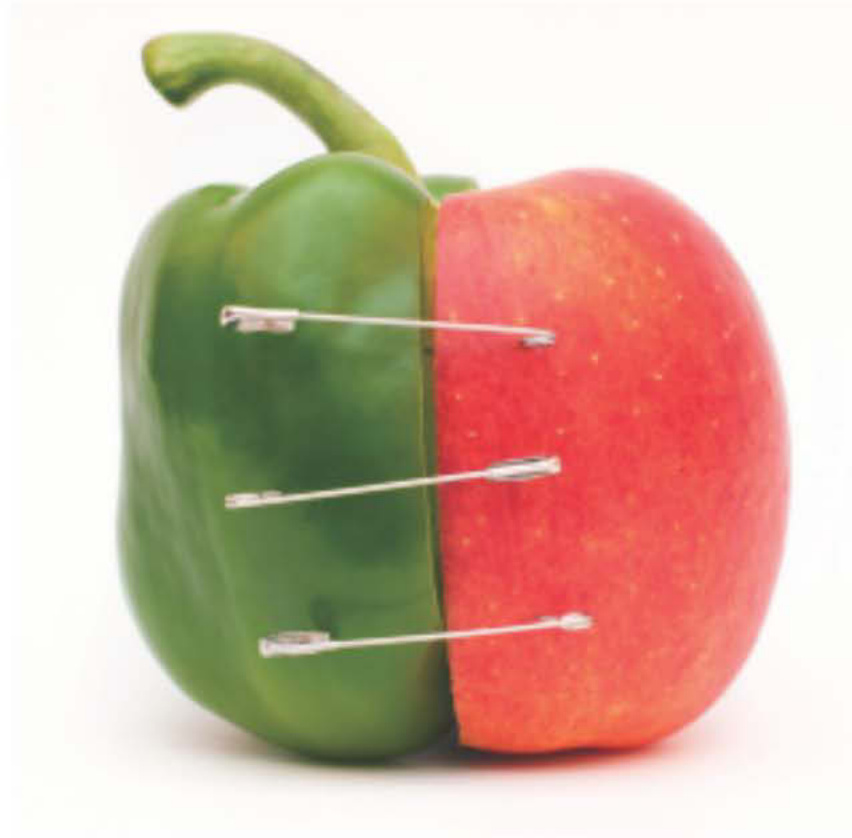
School-Wide Expectations (PBIS) and Circle Norms (Restorative Practice)

- **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

School PBIS Matrix Example				
	Cafeteria	Circle	Hallways	Bathroom
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

- <u>T</u>each using behavioral lesson plans
- <u>M</u>onitor circle behavior
- Provide <u>f</u>eedback (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.

Conversation	1	2	3	4	5
Help (Teacher Attention)	1	2	3	4	5
Activity:					
Movement	1	2	3	4	5
Participation	1	2	3	4	5
Success!					

Randy Sprick, CHAMPS (2009)

We tried this because….

- 7th and 8th 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?