

**Shifting Paradigms, Positive
Behavioral Supports and
Restorative Practices
in an Urban High School in the Midwest**

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Wichita West High School

Restorative Practices Initiative

It's **ALL** about **RELATIONSHIP!**

Who's Here?

Workshop Participants

People...

- Urban/Suburban
- Rural
- Educators
- Administrators
- Social Workers
- Juvenile Justice
- Pennsylvanians
- Outside the US
- New to IIRP
- Seasoned veterans
- Read IIRP
Materials
- **Feeling inspired!**

Etc.....



West High Demographics 2011-2012

- Urban school district - 50,000 students
- Inner city high school - 1300 students
- 87% economically disadvantaged
- 40% white, 32% Hispanic, 16% African-American, 12% other ethnicities
- Graduation rate 68.5%
- 21% students with disabilities



256 x 256

Restorative Practices

What IS it at West?

Connected Relationships

Nonviolent Communication

Positive School Climate

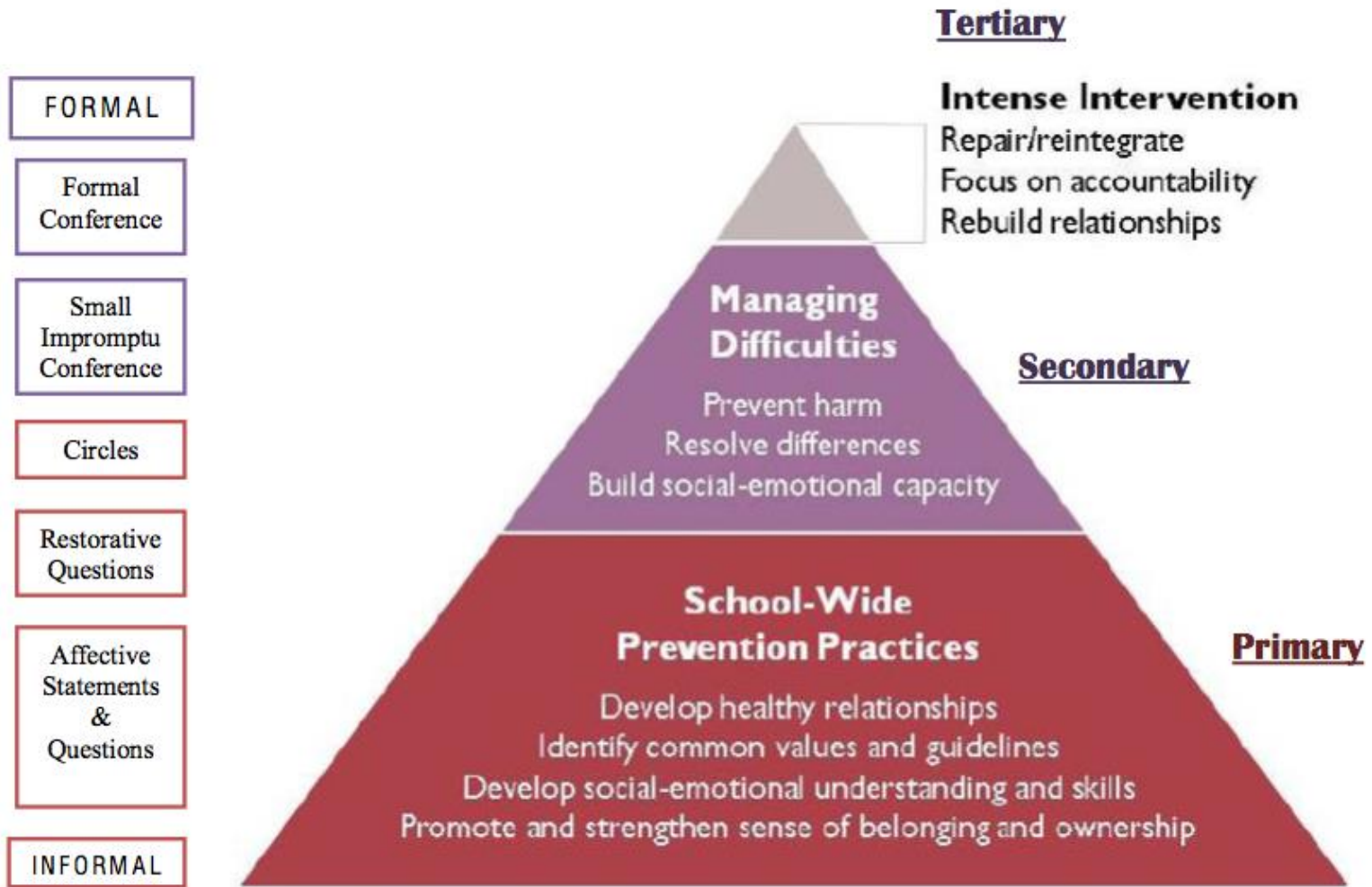
Repairing Harm

Restorative Practices FITS!

It's **ALL** about **RELATIONSHIP!**

- ...with District and Building Initiatives
- ...with Positive Behavioral Intervention Supports (PBIS)
- ...with Safe & Civil Schools
- ...with “High Schools That Work”

Restorative Practices: The MTSS Triangle



Whole School Restorative Justice
(Adapted from Restorative Justice: A Working Guide for Schools
Alameda County School Health Services Coalition)

Coming Up... insights from ...

**Chuck Saufler
Safe Schools for All
Restorative Practices, Maine**

**“School Climate, The Brain &
Connection to School”**

(From IIRP Website – Saufler in Red Print)

HIGH

↑ control (limit-setting, discipline)

TO

Authoritarian
punitive

Brain State:
Anxious, vigilant

WITH

Authoritative
restorative

Brain State :
Relaxed alertness

Brain State :
Reactive, defensive

neglectful

NOT

Brain State :
Passive enabling

permissive

FOR

LOW — support (encouragement, nurture) → HIGH

We *SHAPE* Restorative Practices with...

High Expectations

AND

High Caring

We Get It

Society's Challenges Are GREAT!

“We, the willing, led by the unknowing, are doing the impossible for the ungrateful. We have done so much, for so long, with so little, we are now qualified to do anything with nothing.”

Konstantin Josef Jireček
Dec 13, 1881-



Czech Historian, Diplomat
and Slavist

Restorative Practices

Some Guiding Principles

- **It's about Choices and Consequences – not “crime and punishment.”**
- **It's about MORE accountability for kids– not less.**
- **It's about “seeking first to understand, then to be understood.” – Stephen Covey**
- **It's about shining a light on the blindness of our privileges and meeting “new world” kids right where they are.**
- **It's about Restorative Practices being a FIRST resort before we choose to use the LAST resort.**
- **It's about ...**

LOVE



Leverage

What is **LOVE** in an educational context?

“People don’t care
how much you
KNOW until they
know how much
you **CARE!**”

With **LEVERAGE**, *let's ASK ...*

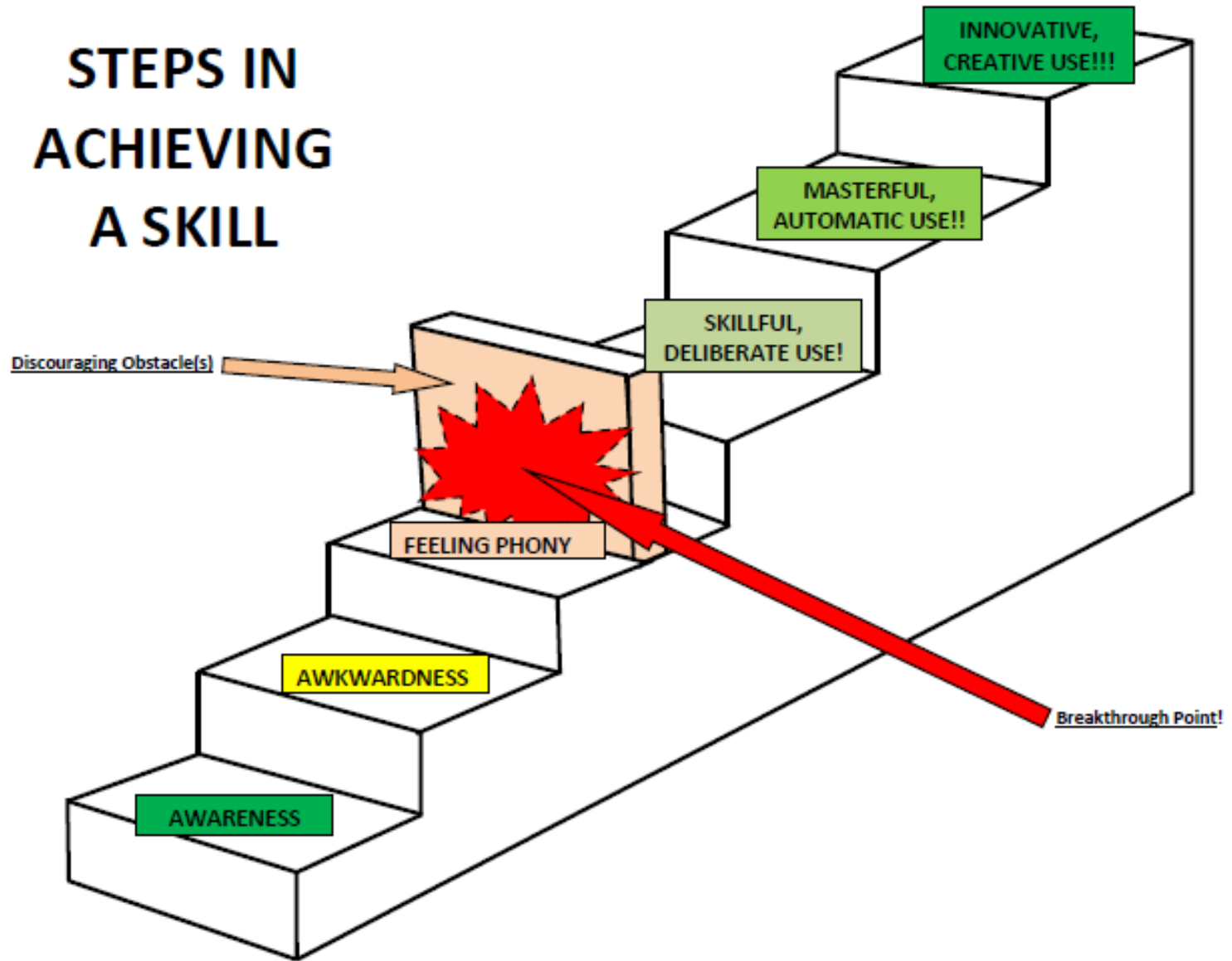
If **TEACHERS** can't get enough
leverage with students ... and
PARENTS can't provide leverage ...
and **ADMINISTRATORS** can't ...
then **WHO'S GOT** the
LEVERAGE...
(The STUDENTS!)

... and **HOW** do **WE** get it?

RESTORATIVE PRACTICES!

**...BUT we have to be patient with
ourselves as we shift the paradigm
for ourselves and others!**

STEPS IN ACHIEVING A SKILL



If we start with an assumption
that we come into the world
with a big sign that says ...

I A M L O V A B L E A N D C A P A B L E

(I Am Lovable And Capable)

What are the life experiences that can reduce
or destroy this positive sense of self, and
what are the ones that can rebuild it?

How BIG is YOUR sign?

IALAC

IALAC

IALAC

IALAC

IALAC

IALAC

IALAC
IALAC

IALAC
IALAC

IALAC

IALAC

Tools We Use for RP...

- The Simple Intervention
 - RP Mini-Brochure
 - Loves Me, Loves Me Not Bookmark – Soroptimists International
 - Byron Katie’s “The Work”
 - YAN-KOLOBA – Universal Highways Inc.
 - The “Switch Block”
 - The Four Agreements – Don Miguel Ruiz
 - True Colors Inventory – Don Lowry
 - The Serenity Prayer
 - Positive Self Affirmation – Rob Simon
- (For more information about any of these items, contact Rob robsimonxi@aol.com.)

The



Simple

Intervention

A Simple INTERVENTION

All that is necessary for an INTERVENTION to take place is for there to be a . . .

BEHAVIOR of CONCERN

If the behaviors are specific, and they are or have been observed by you and/or someone else --especially if they are (or have been) documented, then you are ready to attempt a simple INTERVENTION. Begin with the . . .

Specific, observable behavior(s) that
cause(s) you to be concerned.

And this, then, is the format for . . .

SHARING CONCERN

• I care . . .

Step 1 "People don't care how much you know until they know how much you care." Be sure that caring is communicated first in the best and most appropriate ways.

• I see . . .

Step 2 Here you share the specific, observable (often documented) behaviors that cause your concern in a way that communicates dignity and respect to the person with whom you are intervening. A ground rule of "NO interruption" is especially helpful for this step of the intervention with a solid promise of an opportunity for rebuttal afterwards. In fact, it's best to respectfully ask for that "NO interruption" before delivering the first THREE steps of this process.

• I feel . . .

Step 3 At this point, you convey appropriate feelings by saying, "*I feel angry, upset, worried, confused, afraid, concerned, sick*" or whatever works to make your point. You take ownership for your own feelings with one or more "I Statements" and share some of the mental, emotional and/or physical costs to you (and others?) because of your relationship(s) with the person who is misbehaving.

LISTEN!

LISTEN!

Step 4 To listen at this point, means to listen actively. Your aim is to allow for rebuttal; but more importantly, it is to get the clearest possible understanding of whether or not your concerns are warranted. It is possible that there is a true and reasonable explanation for the concerns you have. However, it is usually more likely that there is NOT... or you probably wouldn't be considering an intervention.

• I want . . .

Step 5 If the rebuttal/explanation does NOT lessen your concerns, this is where you explain how you want behaviors to change. It is important to be specific and operational in defining your expectations. Tell the person exactly what you want them to do differently, and how they need to demonstrate the necessary changes in behavior.

• I will . . .

Step 6 The "I will" message has two parts: (1) "I will help you in these (appropriate) ways to change the behaviors," and (2) I will take these (appropriate) actions if the behavior does NOT change. (*Choices & Consequences*)

At all times, the person(s) intervening must take care of themselves and the environment for which they are responsible (work, family, organization, etc.) and promise to do only what they are certain they can and will do. This is exceptionally important with the consequences aspect of the "I will" message. If consequences are promised for failure to alter behavior and NOT meted out, this entire process is an exercise in futility.

People are not willing to change behavior unless they have an internal or external motivation for doing so. Internal motivation is always best, but again, if the misbehaving person was internally motivated to change, there would be no need for intervention in the first place. The intervening person(s) must motivate appropriate motivation in the person whose behavior is presenting a problem.

CONTRACT

Step 7 Now, it is important to enter into a contract (formal or informal) with the misbehaving person where (1) expectations and timelines are clear; (2) available support is promised, defined, and delivered; and (3) the misbehavior agrees to alter the behavior of concern according to the stated expectations.

If the behavior changes accordingly, the INTERVENTION is successful. If the behavior does NOT change as expected, the INTERVENTION must be repeated and/or taken to a higher level.

A "higher level" of intervention may mean:

- with greater communicative intensity,
- with stronger consequences,
- with more people involved,
- with a greater authority involved,
- or a combination of these.



Restorative Practices At West:

Staff Members Speak
(A Video)

(See this on You Tube!)

http://www.youtube.com/watch?v=GIJePnH_PoM

Supported by Research:

Quantitative



- **Drastic reductions in suspensions and expulsions**
- **Higher academic performance**
- **Greater sense of safety**

Supported by Research:



Quantitative

- **Increased and more meaningful communication and relationships**
- **Improved school climate**
- **Improved academic achievement**

Supported by Research:

Qualitative

“With the talking stick, we didn’t have to compete to speak.”

“Everyone had a chance to say something.”

“Behaviors are better and more respectful”

“It worked to stop bullying.”

“Finally, the bully didn’t talk over everyone.”



Supported by Research:

Qualitative

Teacher

“The process was amazing. I tried everything to deal with bullying. We found a safe way for everyone to have a voice without blaming or targeting anyone specifically. The bully was able to apologize. Those who were bullied got to share how bullying made them feel. It was a learning experience about empathy, and I teach math. It was awesome!”

Supported by Research:

Qualitative

Parent

“If this is how you are handling bullying in your school, we LOVE your school.”

Supported by Research:

Qualitative

Student

“Oh kids are talking alright. They are screaming and yelling and fighting and screaming and yelling and fighting to be heard. But still, **NOBODY is listening. **TODAY**, we were listened to.”**



Restorative Practices

Where we are now...

- **We have established a “School Climate Team” centered on Restorative Practices**
- **We are committed to building RP deliberately in order to create and maintain a groundswell of support**
- **Our work continues to be supported by the Kansas Institute of Peace and Conflict Resolution (KIPCOR)**

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