

# **Restorative Practices**

## **The RP Journey in Wichita, KS**

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# Goals of This Session:

## Overview and emphasis :

- **How we developed our initiatives**
- **Continuing the paradigm shift and RP journey**
- **Where we are now: stories from the field**

# Challenges! We Get It!



“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-

Often attributed to Mother  
Teresa...



Czech Historian,  
Diplomat and Slavist

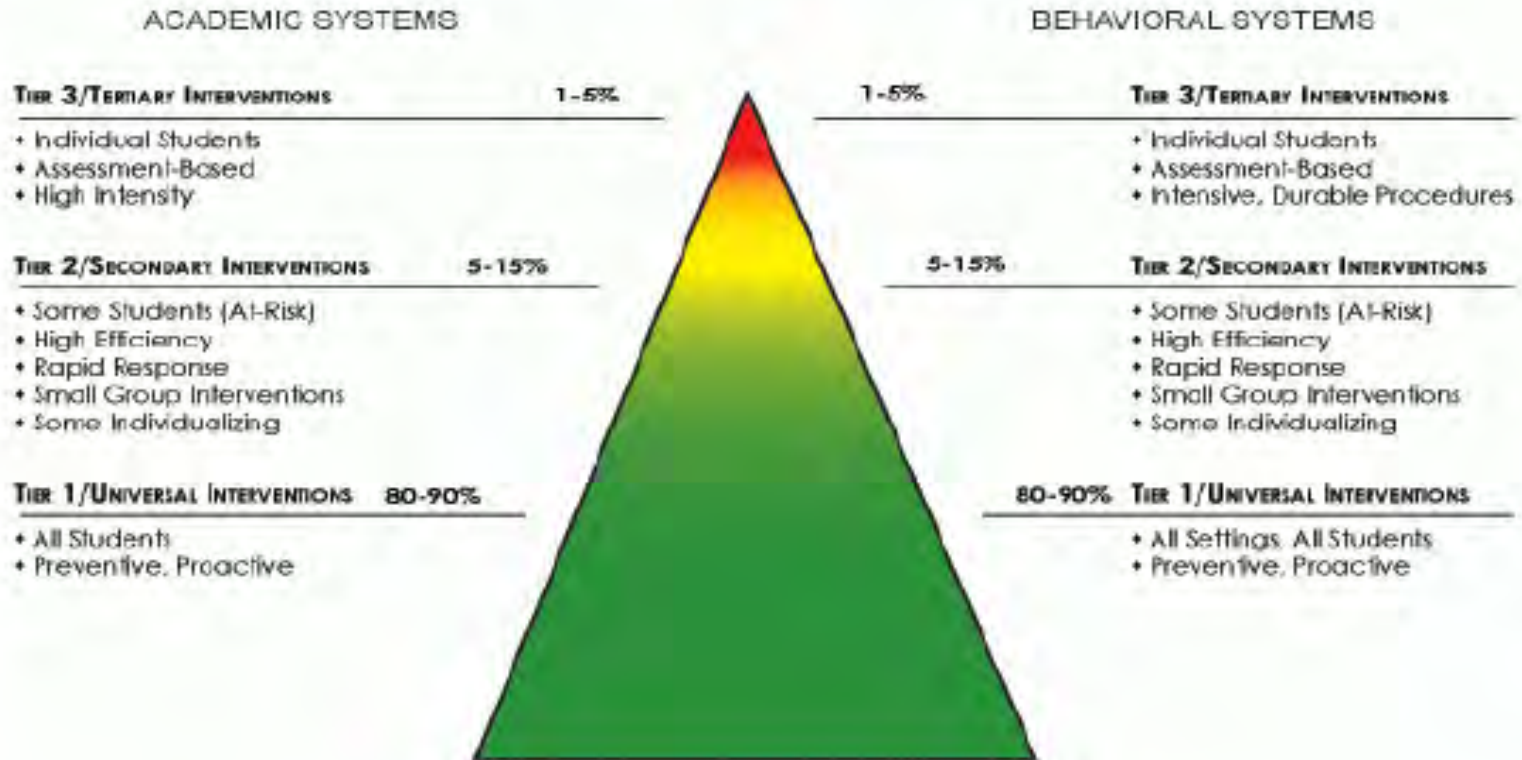
# **Current Alliances for Wichita RP**

- **Kansas State Department of Education (KSDE)**
- **Kansas Institute for Peace and Conflict Resolution (KIPCOR)**
- **International Institute for Restorative Practices (IIRP)**

# KSDE & USD 259

## Adopted Multi-Tiered System of Supports (MTSS): A Holistic Approach

### School-Wide Systems for Student Success: A Multi-Tier System of Supports (MTSS) Model



# **Multi-Tiered System of Supports (MTSS)**

- **Every child learns and achieves to high standards**
- **Learning includes academic and social competencies**
- **Every member of the education community continues to grow, learn and reflect**
- **Change is intentional, coherent and dynamic**

# Rethinking School Discipline



## Traditional Approach

- Reactionary and unexpected
- Often alienates the individual
- No opportunity to redress wrong



## PBIS Approach

- Proactive and expected
- Teaches appropriate ways for needs to be met
- Opportunity to repair harm

# Punitive Approach

- Shifts accountability away from school and students—Blaming and Shaming goes both ways
- Does not recognize relationship between academic skills and behaviors
- Does not problem solve or work to change behaviors







# Positive Behavior Intervention Supports

PBIS framework **PROFOUNDLY MATTERS!**

- Rather than blaming, shaming, excluding the student, a holistic approach is considered.
- The fundamental aim of PBIS is to **PREVENT** violence, aggression, and disruptive behaviors before they occur!
- **SUSPENSIONS AND EXPULSIONS ARE THE LAST RESORT.**

## KEY POINT

**“You can’t make someone feel worse and expect them to perform better!”**

**Randy Sprick, PhD, Safe & Civil Schools**

# **The Fit of Restorative Practices**

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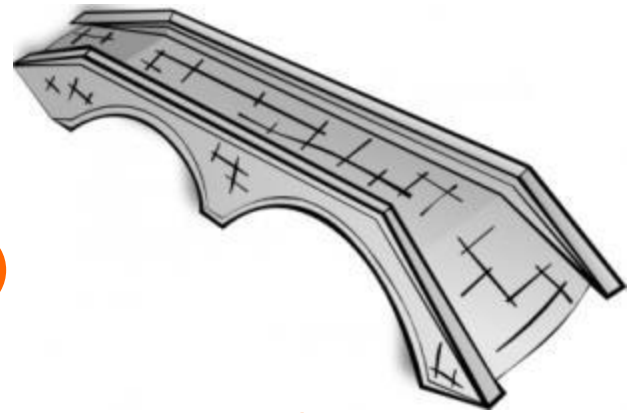
- **A philosophy, a change of heart and NOT a program.**
- **Research based strategies to address social and emotional learning.**
- **Requires ongoing learning and reflection.**
- **In other words, IT STARTS WITH ME!**

# Our Ongoing Process

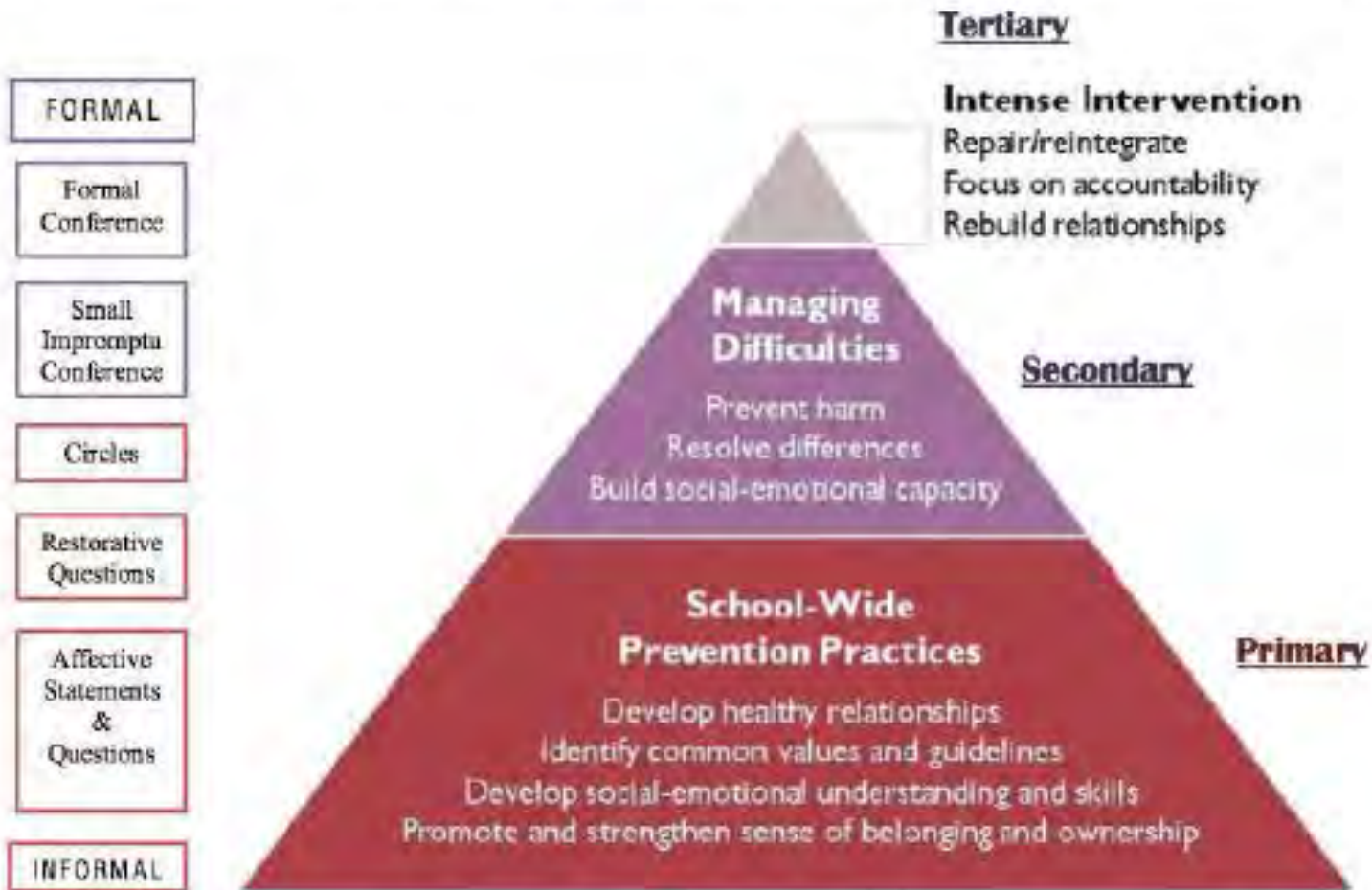
MTSS & PBIS:

The Bridge to

Restorative Practices



## Restorative Practices: The MTSS Triangle



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

# MTSS: Tier I

- **Proactive, systematic, school wide strategies to teach prosocial skills.**
- **Circles in whole classes or large groups**
  - **Norm-setting**
  - **Problem solving**
  - **Academic skills**

# MTSS: Tier II

- **Early intervention for At Risk behaviors**
- **Whole classrooms, small groups**
- **Alternatives to suspension & expulsion**
- **Increased academic support**
- **Restorative Questions**
- **Peacemaking circles**

# RESTORATIVE QUESTIONS

- **What happened?**
- **Who has been affected by what has happened? In what way?**
- **What do you think needs to happen to make things right?**



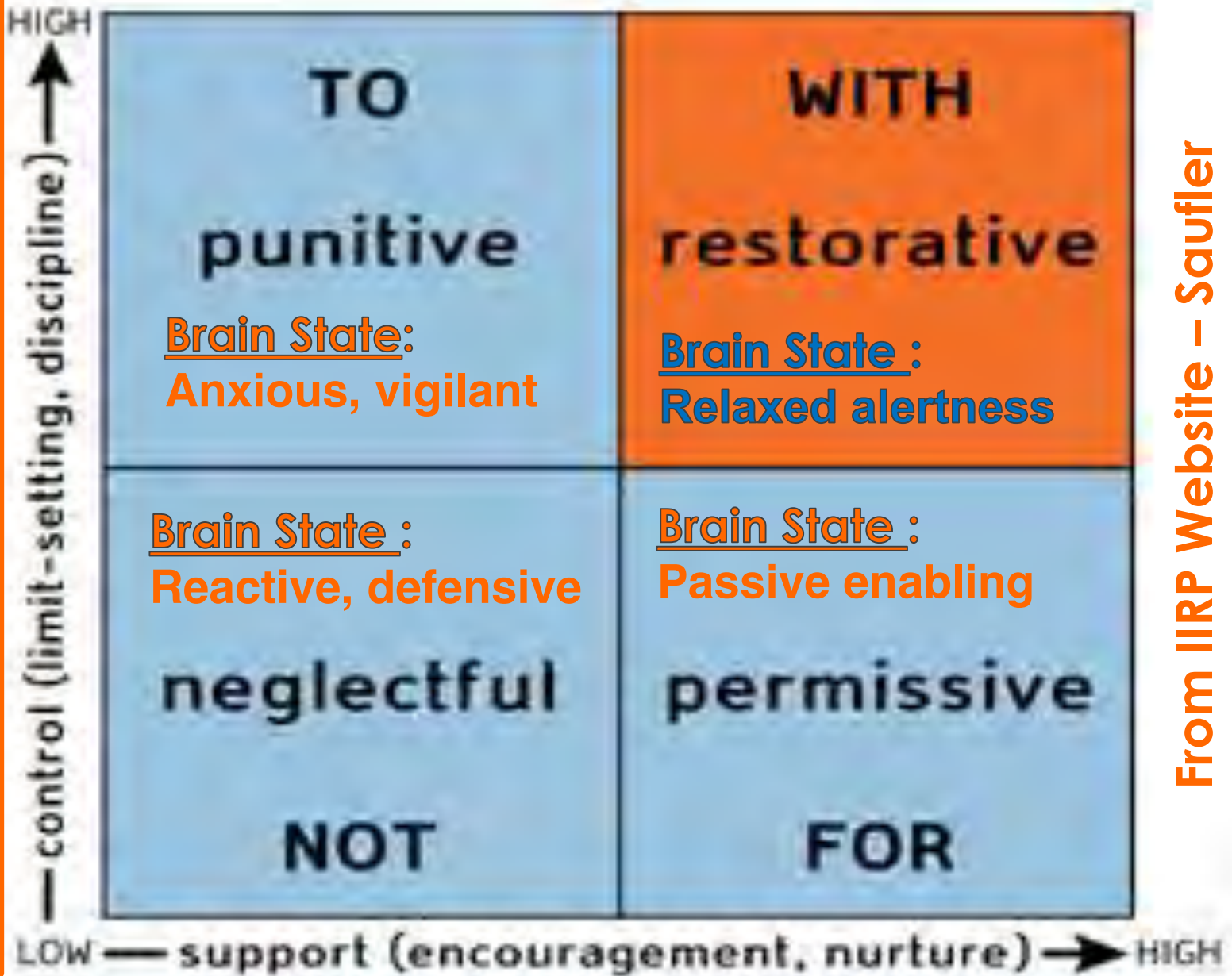
# **MTSS: Tier III**

- **Intensive supports for high risk behaviors**
- **Collaboration with community supports**
- **Behavioral Intervention Support Plans**
- **Formal Restorative Conferences conducted by a trained facilitator.**
  
- **Parents are involved in all levels of the MTSS Tiers.**

# **Restorative Practices: Basic Philosophy**

**People are happier and more likely to make positive change when those in authority do things WITH them rather than **TO** them or **FOR** them.**

# SOCIAL DISCIPLINE WINDOW



From IIRP Website – Sauflier

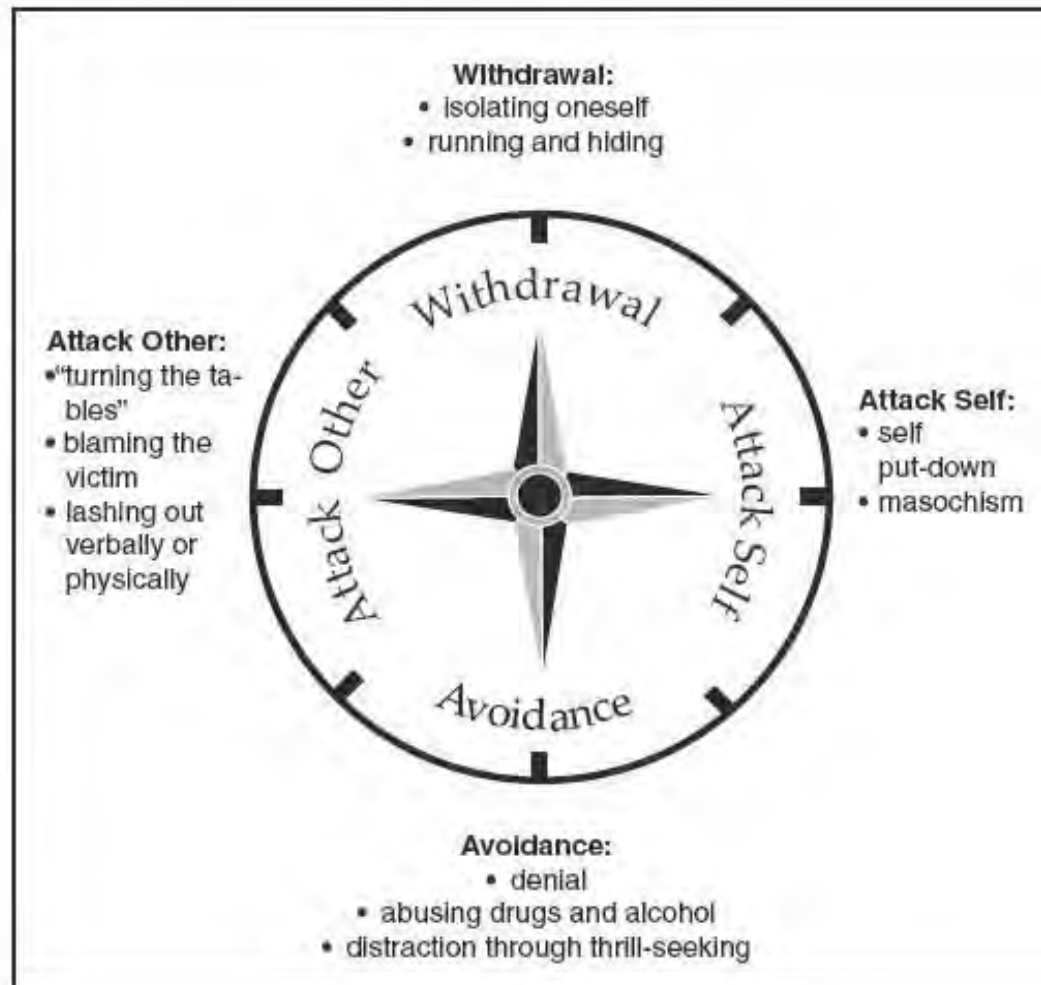
# RELAXED ALERTNESS

- **Adults MODEL**

- **Emotional regulation—keeping our own emotions in check to help de-escalate emotionally charged situations.**
- **Active listening and perspective taking.**
- **The behaviors we want to see! If we fly off the handle, how can we expect anything different from our students?**

# Compass of Shame:

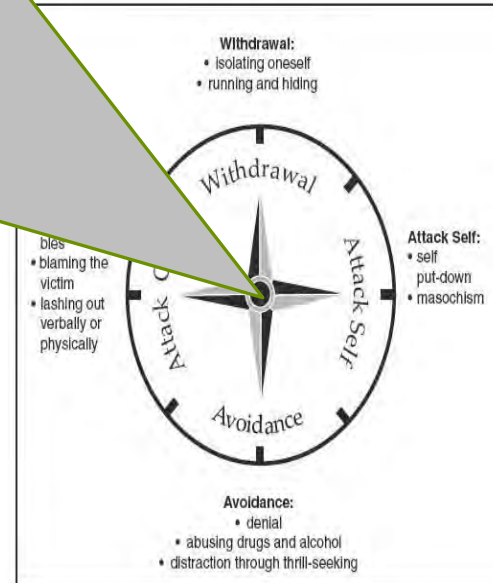
When positive affect has been interrupted



# Escaping the Compass of Shame: Finding Your Center

Expressing authentic emotion  
without finger pointing, blaming, or  
shaming

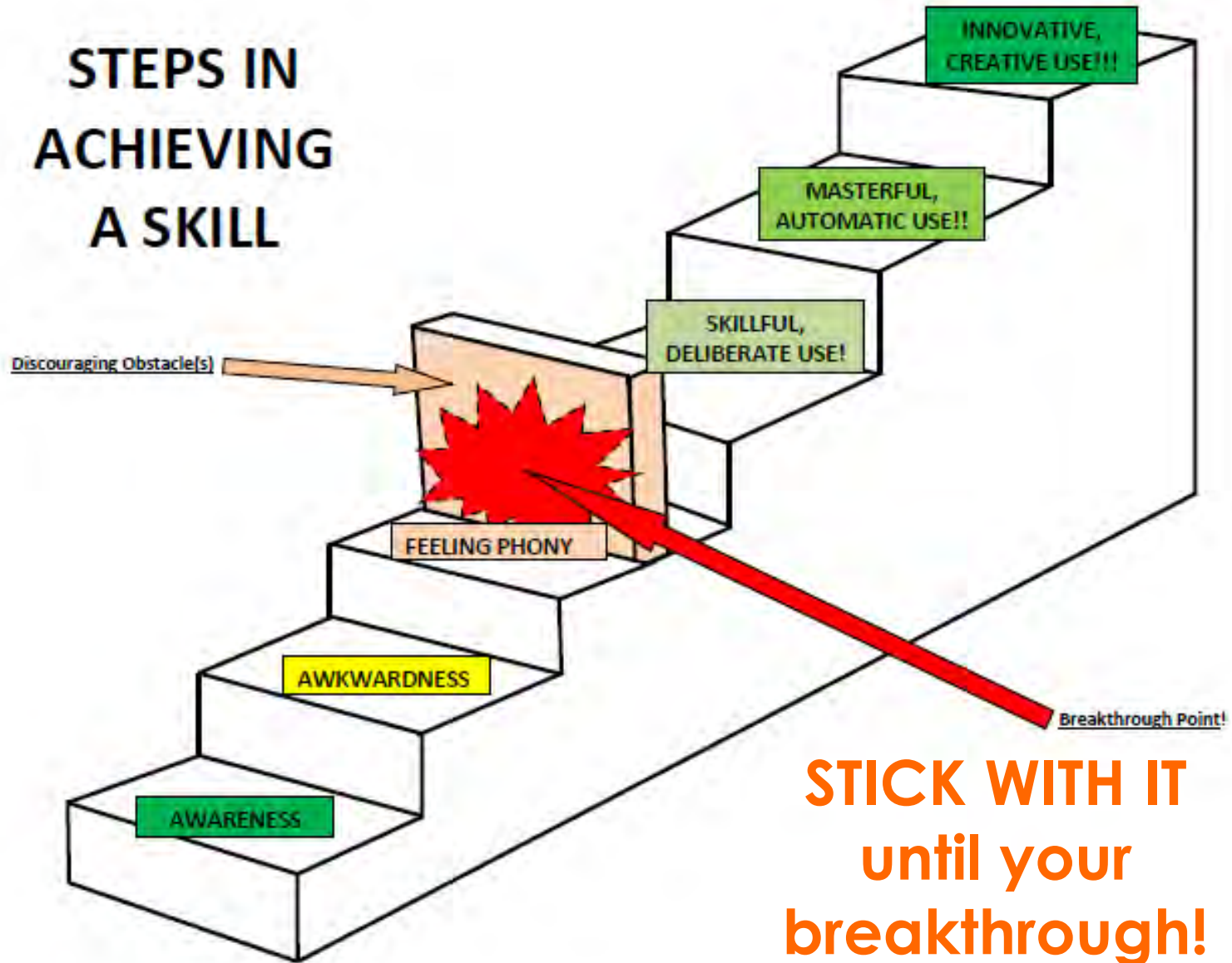
Accepting ownership for one's  
part in the dilemma



# FAIR PROCESS

- **Engagement:** Everyone affected by a decision is given a chance to provide input.
- **Explanation:** After a leader has made a decision, that decision has been made clear to stakeholders.
- **Expectation Clarity:** Everyone involved understands the implications of the decision, the specific expectations, and the consequences.
- **It's ALL about RESPECT and OPEN communication!!**

# STEPS IN ACHIEVING A SKILL



**STICK WITH IT  
until your  
breakthrough!**



# **Our Grassroots**

**Wichita, Kansas**

**West High School  
As A Model**

# **Our Grassroots**

## **First Year**

- **Starting small with people who are already restorative in nature**
- **Conducting a Book Study**
- **Training staff**
- **Forming a School Climate Team**
- **Fitting practices within existing district initiatives**

# **Our Grassroots**

## **Second Year**

- **Ongoing training**
- **Implementing circles and RP strategies at all levels of MTSS**
- **Working closely with leadership team**
- **Ongoing work with key supporters and the School Climate Team**
- **Conducting school climate surveys**

# **Our Grassroots**

## **Third Year**

- **Continuing second year activities**
- **Implementing circles and RP strategies at all levels of MTSS**
- **Deeper conversations with district level leadership and gaining support**
- **Inviting board members to trainings**
- **Ongoing data collection**

# Our Grassroots

## Fourth Year

- Ongoing RP activities from previous years
- Including feeder pattern schools in conversations and trainings
- Developing community coalition
- Training for district leadership
- Engaging students
- Expanding school climate team

# STUDENT VOICES **ESSENTIAL!!!**

- **I want a teacher who cares about me!**
- **I want a teacher who is prepared!**
- **I want a teacher who will treat me fairly!**
- **I want a teacher who knows their stuff!**
- **I want a teacher who respects me!**
- **I want a teacher who has a safe classroom!**
- **I want a teacher who teaches real world skills!**
- **I want a teacher who challenges me!**
- **I want a teacher who likes students!**
- **I want a teacher who has a sense of humor!**

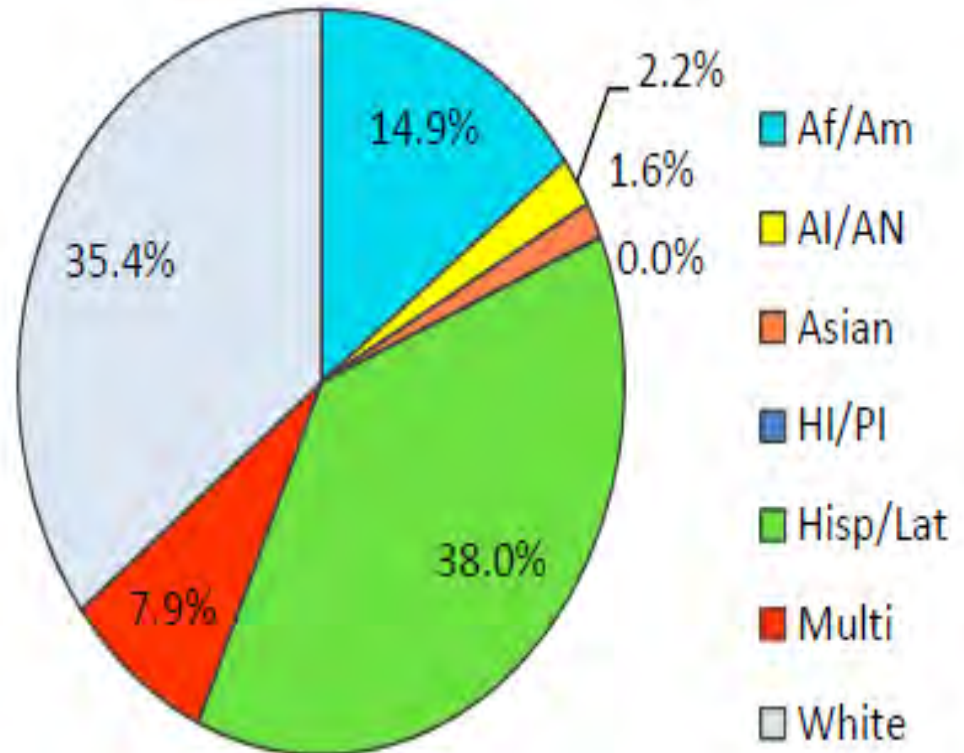


# STORIES FROM THE FIELD

**NOTE: Contact Jan or Rob for a reflection of stories**

# Wichita West High School PROJECTED DEMOGRAPHICS 2014-2015\*

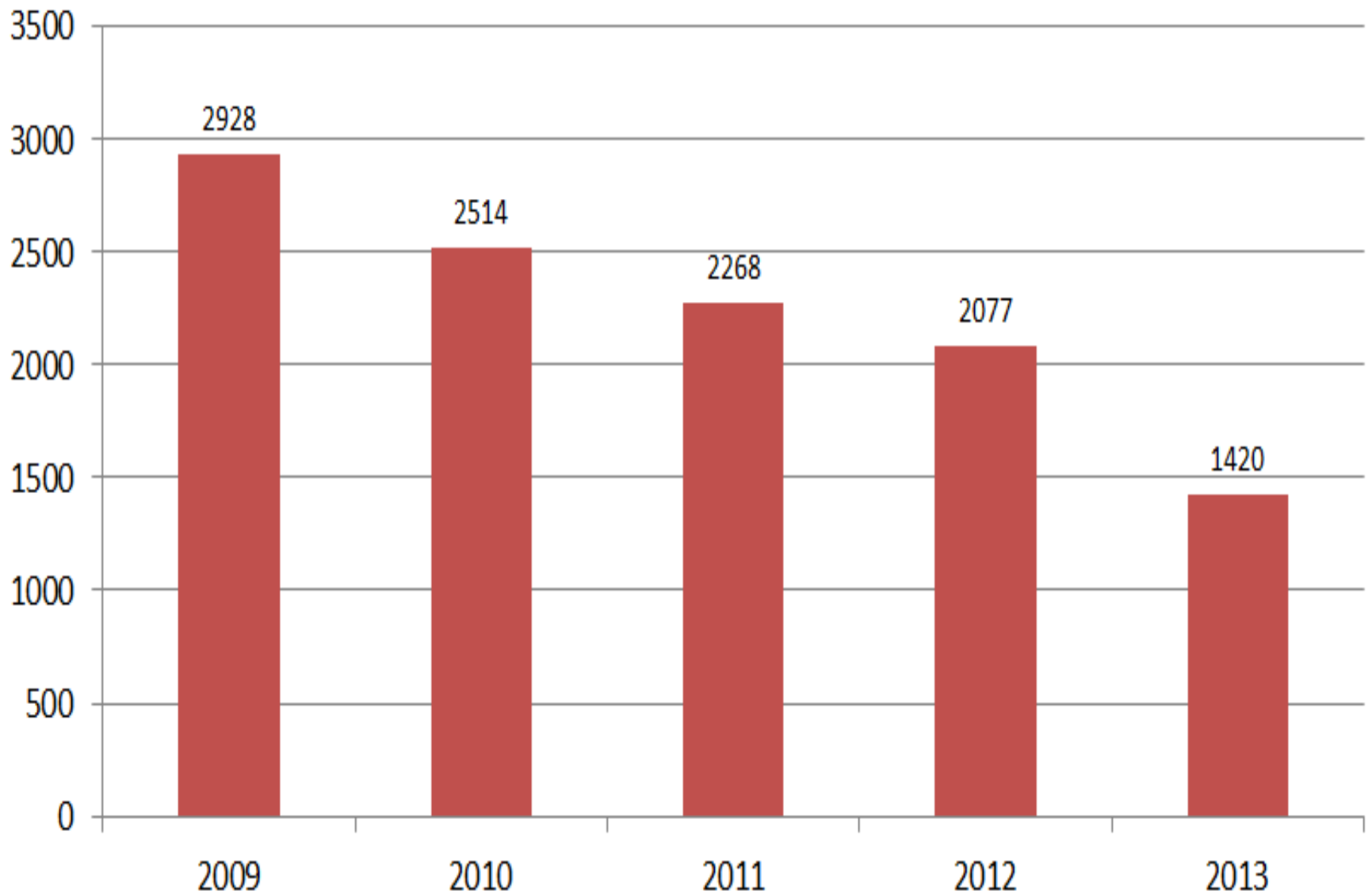
|              |             |
|--------------|-------------|
| 9th          | 422         |
| 10th         | 381         |
| 11th         | 344         |
| 12th         | 312         |
| <b>Total</b> | <b>1459</b> |
| <hr/>        |             |
| % F/R        | 88.3%       |
| % SWD        | 15.4%       |
| % ESOL       | 16.5%       |



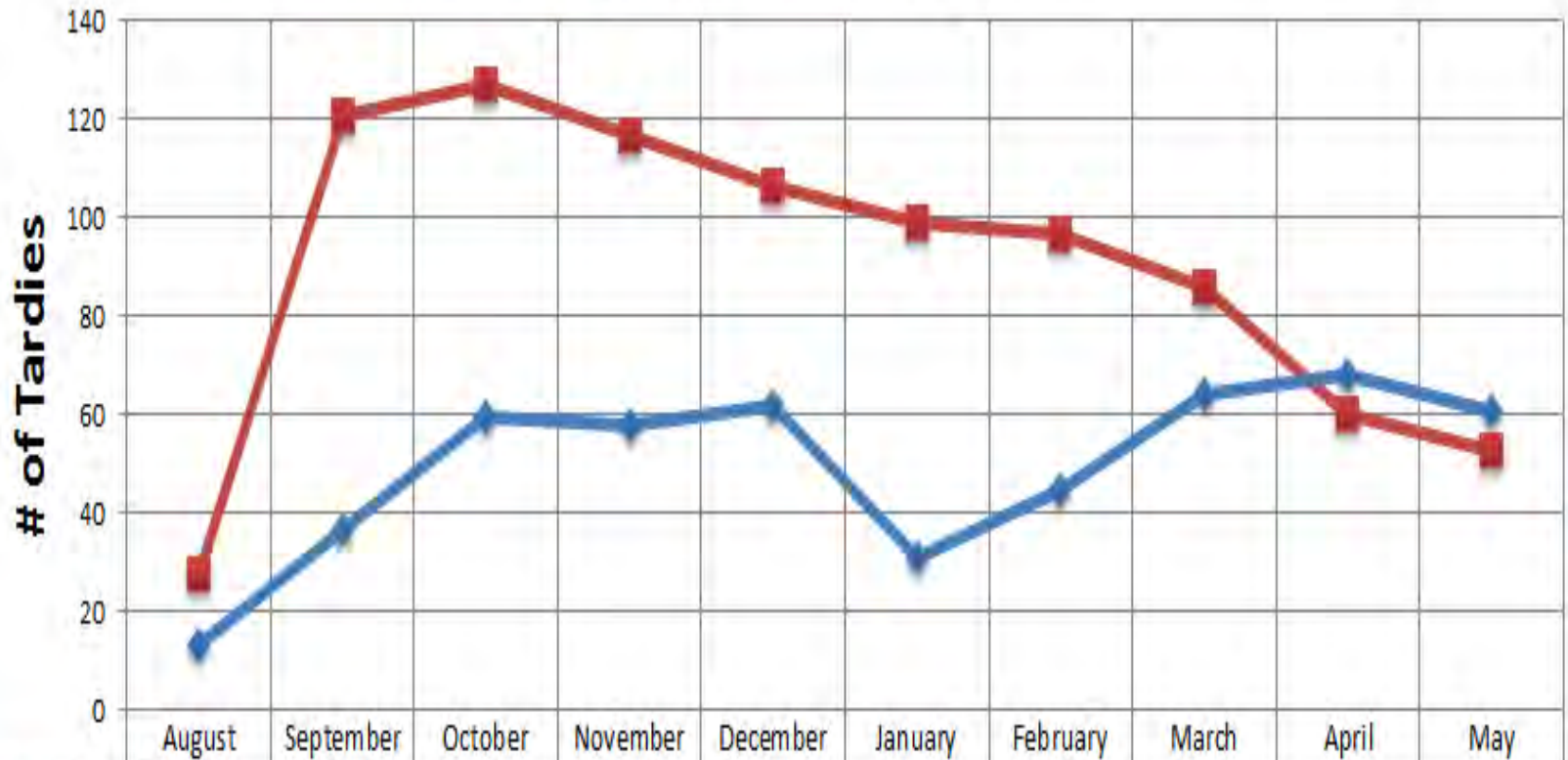
*\*Preliminary data in Synergy as of 7-21-2014*



## Number of PBRs by Year



## Average Tardies per Day



|           | August | September | October | November | December | January | February | March | April | May |
|-----------|--------|-----------|---------|----------|----------|---------|----------|-------|-------|-----|
| 2012-2013 | 27     | 121       | 127     | 117      | 107      | 99      | 97       | 86    | 60    | 53  |
| 2013-2014 | 13     | 37        | 59      | 58       | 62       | 31      | 45       | 64    | 68    | 61  |

| <b>BEHAVIOR*</b> | <b>2010-11</b> | <b>2011-12</b> | <b>2012-13</b> | <b>2013-14</b> |
|------------------|----------------|----------------|----------------|----------------|
| ISS Counts       | 433            | 388            | 656            | 276            |
| OSS Counts       | 547            | 621            | 490            | 260            |
| Other Counts     | 1509           | 1282           | 932            | 885            |
| Total            | 2489           | 2291           | 2078           | 1421           |

# Qualitative Research:

## STUDENTS

“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.”



# Qualitative Research: **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.”**

# Qualitative Research: 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!”

# **Qualitative Research:** **Parent**

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

# Further Research

- **Reduction in school suspensions and expulsions**
- **Improved retention of teachers**
- **Fewer incidences of fighting and aggression**
- **Increased positive school climate**
- **Fewer office referrals**
- **Improved staff to staff, student to staff, and student to student relationships**



# **Goals for the Future**

## **What we are dreaming ...**

- **Integrated and consistent implementation of Restorative Practices throughout Wichita West High School**
- **Wichita's USD 259 as a model Restorative Practices School District**
- **Restorative Practices promoted throughout the state of Kansas**
- **Collaboration between IIRP and KIPCOR**
- **A Midwest Center for Restorative Practices in Kansas**

# Final Thoughts About RP

- **Restorative Practices does not replace traditional approaches to discipline.**
- **Restorative Practices IS an additional tool to add to existing district initiatives.**
- **The more schools are practicing Tier I, Tier II, and Tier III research based interventions, the less they will have to rely on suspensions and expulsions.**

# Contact Information

- **Dr. Jan L. Petersen, School Psychologist & Restorative Practices Project Coordinator S3 Grant:**

**[jpetersen@usd259.net](mailto:jpetersen@usd259.net)**

- **Rob Simon, Restorative Practices Advocate:**  
**[RobSimonXI@aol.com](mailto:RobSimonXI@aol.com)**

- **Gary Flory, Faculty at Bethel College, Director of the Kansas Institute for Peace and Conflict Resolution (KIPCOR):**

**[gflory@bethelks.edu](mailto:gflory@bethelks.edu)**

# Resources

- Costello, B., Wachtel, J. and Wachtel, T. (2010). *Restorative Circles in Schools: Building Community and Enhancing Learning*. International Institute for Restorative Practices.
- *Improving School Climate: Findings From Schools Implementing Restorative Practices* (2009). A Report from the International Institute for Restorative Practices Graduate School. <http://www.realjustice.org/pdf/IIRP-Improving-School-Climate.pdf>

# Resources

- Kansas Multi-Tiered System of Supports (M.T.S.S.):
  - School-Wide behavioral Support within the M.T.S.S. Framework:  
[http://www.kansasmtss.org/briefs/School-wide\\_Behavioral\\_Support\\_within\\_MTSS.pdf](http://www.kansasmtss.org/briefs/School-wide_Behavioral_Support_within_MTSS.pdf)
  - <http://www.kansasmtss.org/overview.html>
  - Schmitz, Kelcey (KSDE Annual Conference, November 5, 2013). Preventing the Escalation of Behavior through MTSS.  
<http://www.kansasmtss.org/pdf/Presentations/Preventing%20the%20Escalation%20of%20Behavior%20through%20MTSS%20KSDE%20Conference%20%202013.pdf>

# Resources

- Sprick, R. (2012) Teachers's encyclopedia of behavior management: 100+ problems /500 + plans. Pacific Northwest Publishing, Inc.