

integrating PBIS &  
**RESTORATIVE  
PRACTICES**  
in schools

IIRP Europe Conference  
May 15-17, 2019  
Kortrijk, Belgium

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# Why Does the US use so much Exclusionary Discipline?

**Office referral** - student sent to principal

**Suspension** - student sent home for a few days

**Expulsion** - student removed at least 1 year from school, may attend special program

## Rationale:

- Student must be “punished” so they will learn!
- Parents need to see how serious this behavior is!
- Other students and school staff members must be protected!

# REASONS WE APPLY OUT-OF-SCHOOL SUSPENSIONS

- Gun Free Schools Act (1994)
  - In 1997, of the 3.1 million students suspended from school, most were involved in nonviolent and non-criminal acts.
  - Only approximately 10% of the expulsions or suspensions are for possession of weapons
  - In the small towns of states such as Oregon and South Carolina, students are expelled at 5 to 6 times the rates of students in cities such as Chicago and San Francisco, yet it is unlikely that crime rates in small towns are 5 times the rates in these large metropolitan areas.

# Legal & Moral Imperative

## AB-1729 Amendments

### ◆ Legislative Findings

- Overuse of school suspension and expulsion
- Disproportionate impact of exclusionary discipline practices on:
  - Students of color
  - Students with disabilities
  - LGBTQ students
  - Other vulnerable populations

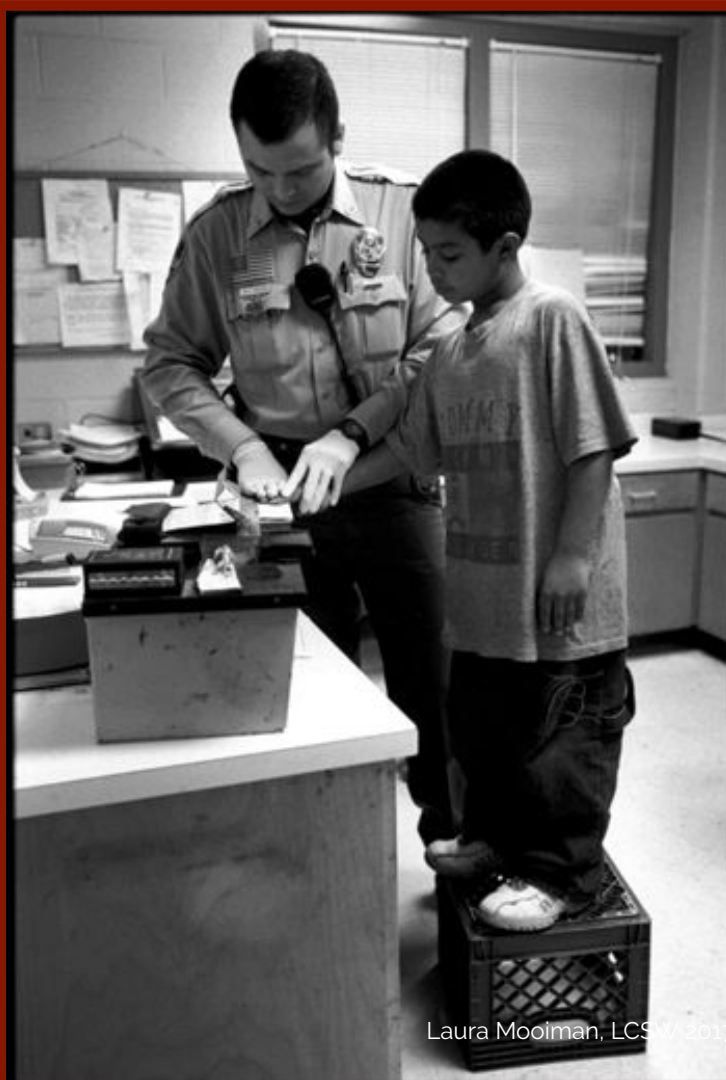
# Unintended Consequences

- Referrals, suspensions and expulsions may exacerbate academic deterioration
- When students are provided with no educational alternative, student alienation, delinquency, crime, and substance abuse may ensue

# Zero Tolerance

Most U.S. schools have policies known as “zero tolerance”—the term given to a school or district policy that mandates predetermined consequences for various student offenses, and almost 90% of Americans support these policies.

- ***The American Bar Association argues that it is wrong to mandate automatic expulsion or referral to juvenile court without taking into consideration the specifics of each case (aka due process)***



*“Zero tolerance has not been shown to improve school climate or school safety.”*

—APA Task Force Report  
on Zero Tolerance



**Jason has a heated argument with his parents before leaving for school. He is running late.**

**Restorative Practices System**  
**Let's see the difference restorative practices can make.**

Teachers and staff welcome him and his classmates as they enter.

His teacher waits until after class to speak to him, learn more, and sets up meeting with counselor after school.

School staff intervene, have the students sit down together and de-escalate situation.

Jason and other student agree to help clean the cafeteria during a free period. Jason meets with his counselor and parents after school to help resolve conflict at home.

**Jason arrives at school**

He is greeted by metal detectors and police search

**Jason is late for 1<sup>st</sup> period**

His teacher scolds him in front of class. Jason talks back and is given a detention after school.

**Jason gets into a minor altercation in the cafeteria**

A School Resource Officer detains and arrests both students. School administrators suspend them from school.

Jason is held in a juvenile facility all afternoon, missing school. He now has an arrest record and is suspended for several days.

**Zero Tolerance System**

*“The implementation of restorative practices forces alignment of the system and processes in order to be congruent with what we say we do and what actually happens in practice.”*

**-Blood & Thorsborne 2005**

**“Overcoming Resistance to Whole-School Uptake of Restorative Practices”**

# Conferencing is Not Enough

Conferencing is a highly effective process for responding to inappropriate behavior of a serious nature in a school but also that ‘the use of conferencing itself is not enough’ (Blood & Thorsborne, 2005, p. 2).

While the implementation of a carefully thought out strategy is vital, one of the critical issues for successful implementation and sustainability of a restorative philosophy is the realization that this means **organization and cultural change.**

"There are more of them than there are of us:  
the only real change comes from the entire school environment  
and cannot be one child at a time."

*- Robert Horner*



A young boy with a distressed expression is leaning his head against a brick wall. He is wearing a blue and white striped shirt. The background is a red brick wall with white mortar lines. The lighting is soft, and the overall mood is somber.

**10%** youth have  
**conduct problems**

need **mental health**

services **17%**

**8%** of children account for more  
than **half of discipline referrals**



A background image showing several children playing outdoors on a grassy area. One child in the foreground is wearing a green long-sleeved shirt, and another child to the right is wearing a dark grey long-sleeved shirt. The children appear to be engaged in a game or activity.

Over the past 10 years...

**-75%** Decline in Incidents leading to suspension

**-73%** Decline in Number of Days Suspended

**-99%** Decline in Expulsions

**Savings of \$250,000 per year in ADA on suspensions alone**

# PBIS is a Multi-Tiered System of Behavioral Support



## TIER 3: INTENSIVE

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- Wrap-Around Services
- FBA/BIP
- 1-on-1 services

## TIER 2: STRATEGIC

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- Social-Academic Instructional Groups
- Check-In/Check-Out
- Adaptations and Modifications

## TIER 1: UNIVERSAL

## TIER 1: UNIVERSAL

- Teach behavior expectations
- Reinforce Positive Behaviors with rewards & praise
- Consistent & Restorative Consequences

# What is PBIS?

## TIER 1: UNIVERSAL

1. Positive behavior expectations :

*be safe, be respectful, be responsible*

2. Teach behavior expectations

3. Reinforce Positive Behaviors with rewards & praise

4. Consistent Consequences for behavioral errors,  
including Restorative Practices



# NVUSD Positive School Climate Board Policy

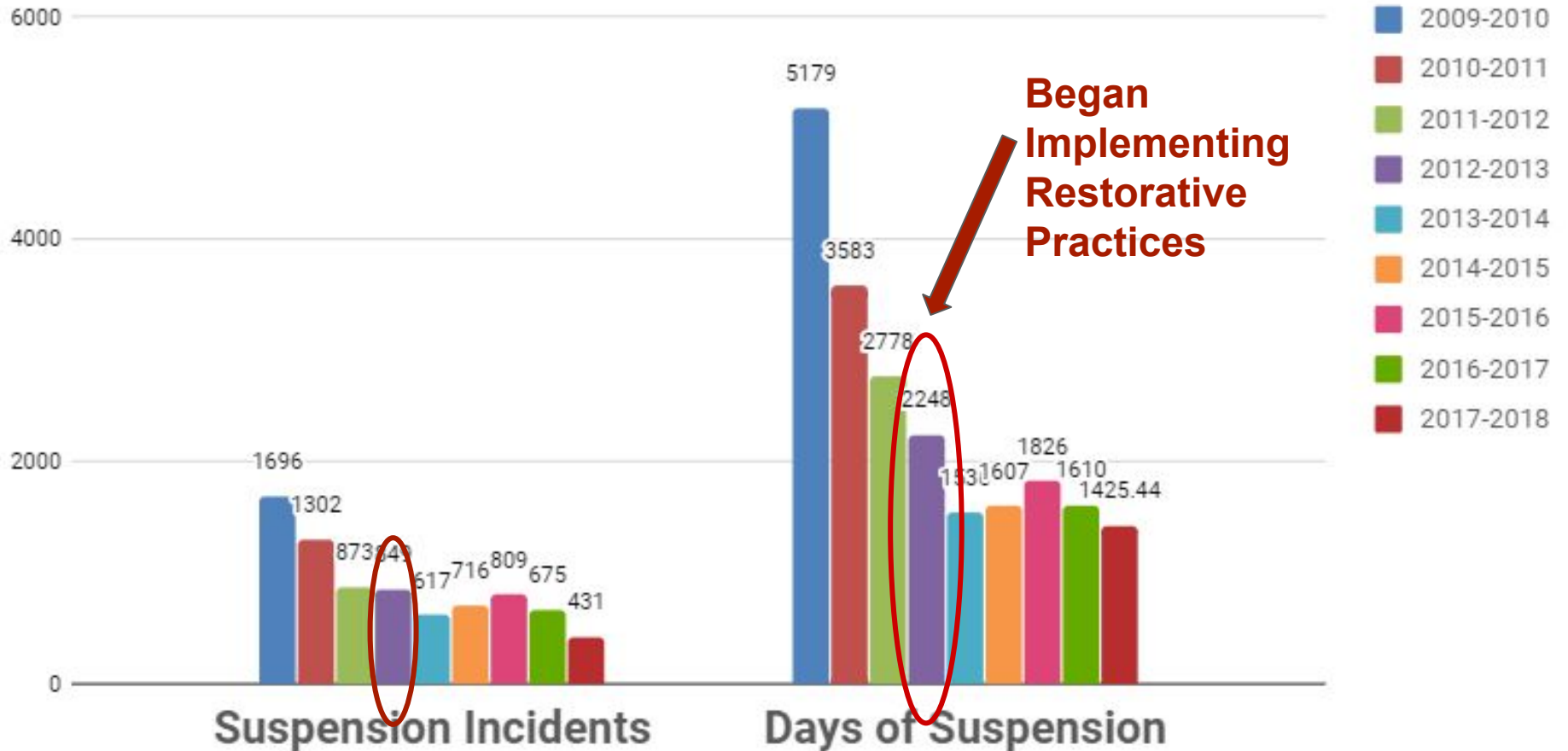
- Implement BEST / PBIS at all 29 Schools
- Implement social emotional skills program
- Positively reinforce appropriate behavior
- Effective classroom management
- Logical & meaningful consequences including Restorative Practices



# PBIS Team meets once a month:

1. Rules and expectations –
2. Lesson plans
3. Teaching schedule throughout year
4. Reinforcement system
5. Consistent Consequences
6. Collect and analyze data

# NVUSD Suspensions 2009-2018



## NVUSD Expulsions 2008-2018



## District School Climate Report Card (Middle School)—Spring 2014

District: Napa Valley Unified

Date Prepared: 20 Mar 2015

No. of Schools/Eligible: 5/8

Average Response Rate: 87%

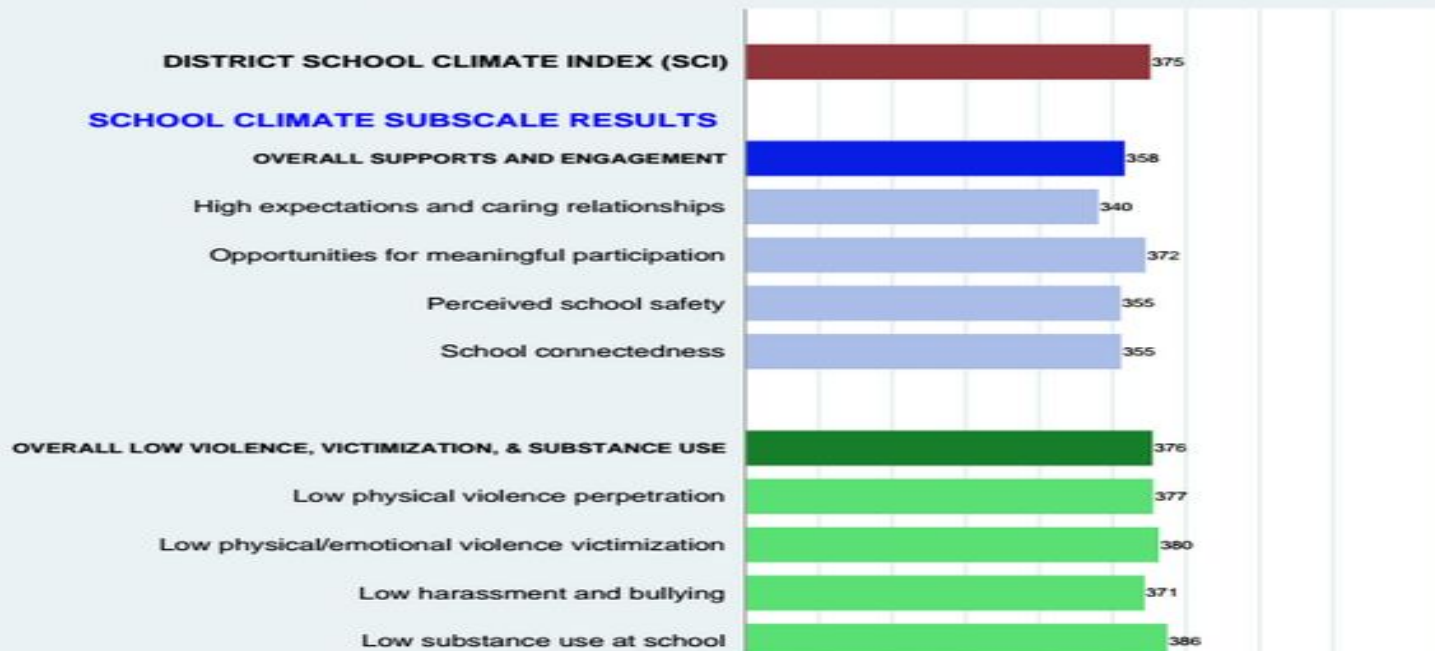
### District School Climate Index (SCI)

	Average Score <sup>A</sup>	State Percentile for Avg. School <sup>B</sup>	Similar Schools Percentile for Avg. School <sup>B</sup>
<b>District School Climate Index</b>	375	93	99

#### Middle School

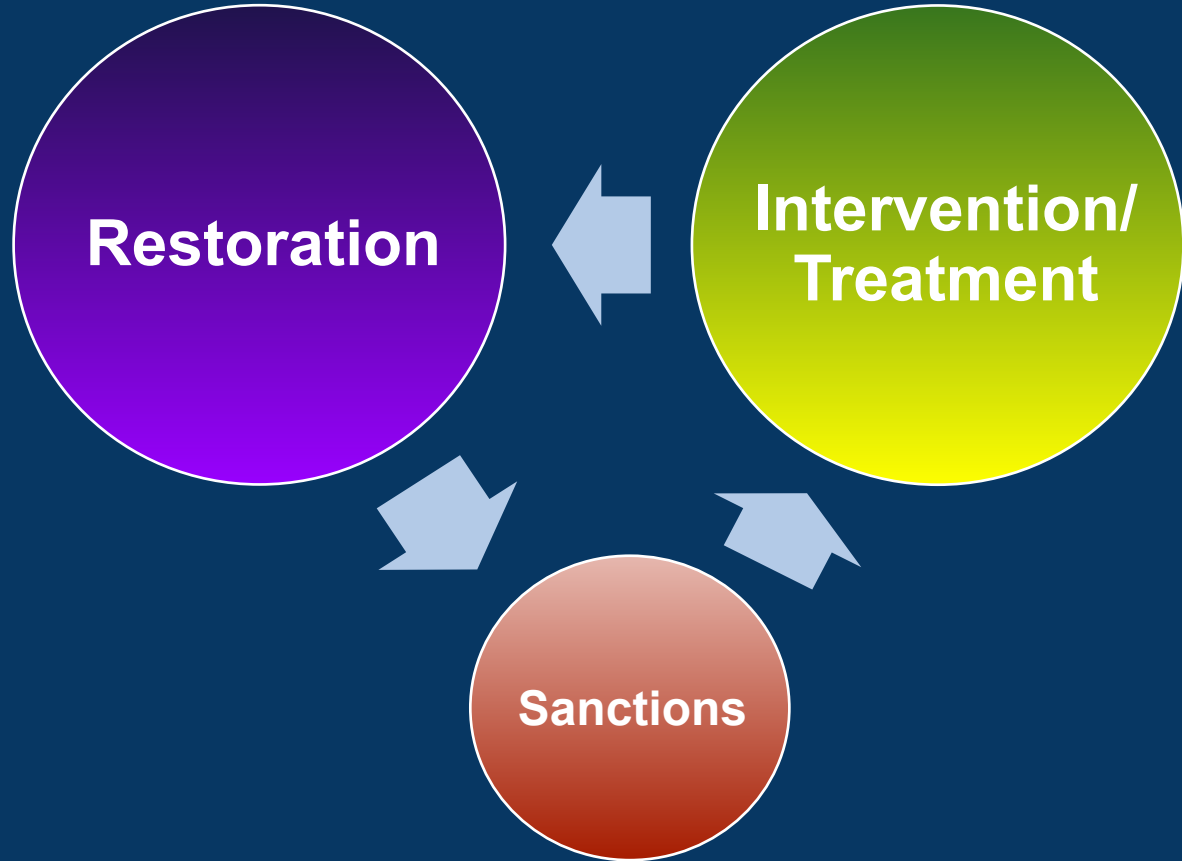
### District School Climate Index Scores (2014)

Based on responses from students to the California Healthy Kids Survey



# Juvenile Justice Model

SANCTIONS





# Purposes of Sanctions

- ❑ **Interrupt problem behavior**
  - Prevent escalation
- ❑ **Teach acceptable vs. unacceptable behavior**
  - “This is not being respectful”
- ❑ **Allow education to continue for others**
  - (Safety, access to instruction)
- ❑ **Minimize likelihood that problem behavior will be rewarded**

# Role of Behavior Function

How do you Minimize likelihood that problem behavior will be rewarded?

Know **WHY** child engaged in behavior. What was the “pay-off”?

Case Study: Student disrupts class in order to get out of Math test. Which sanction is better?

Send student home for remainder of day.

Send student to another room to take the test.



# Do Sanctions Work Without A Balance of Positive Acknowledgement?

- Detrimental effects on adult-youth relations
- Reduced motivation
- Does not teach replacement behaviors
- May result in more problems (Mayer, 1991)
  - Truancy, dropout, vandalism, aggression
- Limited long term effect on behavior or other forms of adjustment

# Restorative Consequences

Assist students in considering ways to make amends for misbehavior:

- replacing
- repairing – lost teacher time so will help making copies, collating, stapling
- cleaning – “Classroom Beautification”
- sincere apology

# What is NOT Restorative

- Shaming or embarrassing
- Scolding or Lecturing
- Consequences not linked to behavior
- Yelling

# Restorative Questions I

*To respond to challenging behavior*

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

\*

# Restorative Questions II

*To help those harmed by other's actions.*

- What did you think when you realized what had happened?
- What impact had this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

\*

# Office Referral Process

Staff Managed	Office Managed
<p><b>Minors</b></p> <p><b>Inappropriate Language</b> <b>Physical Contact</b> <b>Defiance / Disrespect</b> <b>Technology Misuse</b> <b>Property Misuse</b> <b>Lying / Cheating</b></p> <p><b>*Consequences are determined by staff</b></p>	<p><b>Majors</b></p> <p><b>Three minor events</b> <b>Abusive / inappropriate language</b> <b>Fighting / Physical aggression</b> <b>Extreme Defiance / Insubordination</b> <b>Harassment / Intimidation</b> <b>Vandalism / Property destruction</b></p>

# Napa Valley Unified School District

## Secondary Behavior Referral

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Staff referring: \_\_\_\_\_

Location: \_\_\_\_\_

**Student had difficulty being:**

SAFE RESPONSIBLE RESPECTFUL

**Behavioral Error:**

- Inappropriate Language
- Physical Contact / Physical Aggression
- Defiance/Disrespect/Non Compliance
- Disruption
- Damaging or misuse of property/equipment
- Unsafe Play
- Technology Violation
- Bullying/Harassment

Comments \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Student Reflection Sheet

1) What did I do that was not safe, respectful or responsible? What was I thinking at the time?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2) Who was affected or impacted?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3) Faced with a similar situation in the future, what would I do differently?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4) How can I fix this? What needs to be done to make it right?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*When things go wrong we ask...*

**What Happened?**

**Who or what was hurt?**

**How can we fix it?**





# Continuum of Corrective

- Eye Contact
- Pause in teaching
- The teacher “look”
- Physical proximity
- Praise appropriate behavior observed
- Touch or gesture
- Gentle verbal correction (quiet, quick, calm)
- Ignoring
- Reteach, positive practice
- Reflection Desk in which student completes reflection sheet
- Voluntary Time Out (volcano card)

Problem Behavior

# Non-Exclusionary Sanctions

Fighting

Reteach, Loss of Privileges, Informal/Formal Conference, No Contact Agreement  
Community Service: presentation on anger management, conflict management, give back to school community making it more 'safe'  
*Restorative Practices:* conflict mediation, restorative circle or conference

Classroom Disruption

Reteach, verbal correction, reflection, buddy classroom, loss of privileges, conference with student. Academic support  
*Restorative Practices:* restorative chat, classroom circle addressing classroom disruptions

Drug & Alcohol Offense

Parent contact, medical care & assessment, diversion, Drug & Alcohol Counseling,  
*Restorative Practices:* create "Vaping" presentation for all 6th graders

Disrespect & Defiance

Reteach, verbal correction, reflection, buddy classroom, loss of privileges, conference with student.  
*Restorative Practices:* restorative conversation with teacher, circle with parents, child, teacher

# Juvenile Justice Model:



## RESTORATION

# What are Restorative Practices?

Restorative Practices are an approach for building community and for responding to challenging behavior through authentic dialogue, coming to understanding, and making things right.

# RESTORATIVE PRACTICES

- support academic achievement
- support social-emotional intelligence
- enhance classroom management
- prevent disciplinary actions
- common Core Anchor Standards
- social-emotional learning
- social justice

RESTORATION

Formal Conferences

TIER 3: INTENSIVE

Circles & Mediations

TIER 2: STRATEGIC

Community Circles

TIER 1: UNIVERSAL

### TIER 3: INTENSIVE

- Wrap-Around Services
- FBA/BIP
- 1-on-1 services
- **Restorative Practices - Formal Conferences**

### TIER 2: STRATEGIC

- Social-Academic Instructional Groups
- Check-In/Check-Out
- Adaptations and Modifications
- **Restorative Practices - Classroom Problem Solving Circles, Small Impromptu Circles & Conflict Mediation**

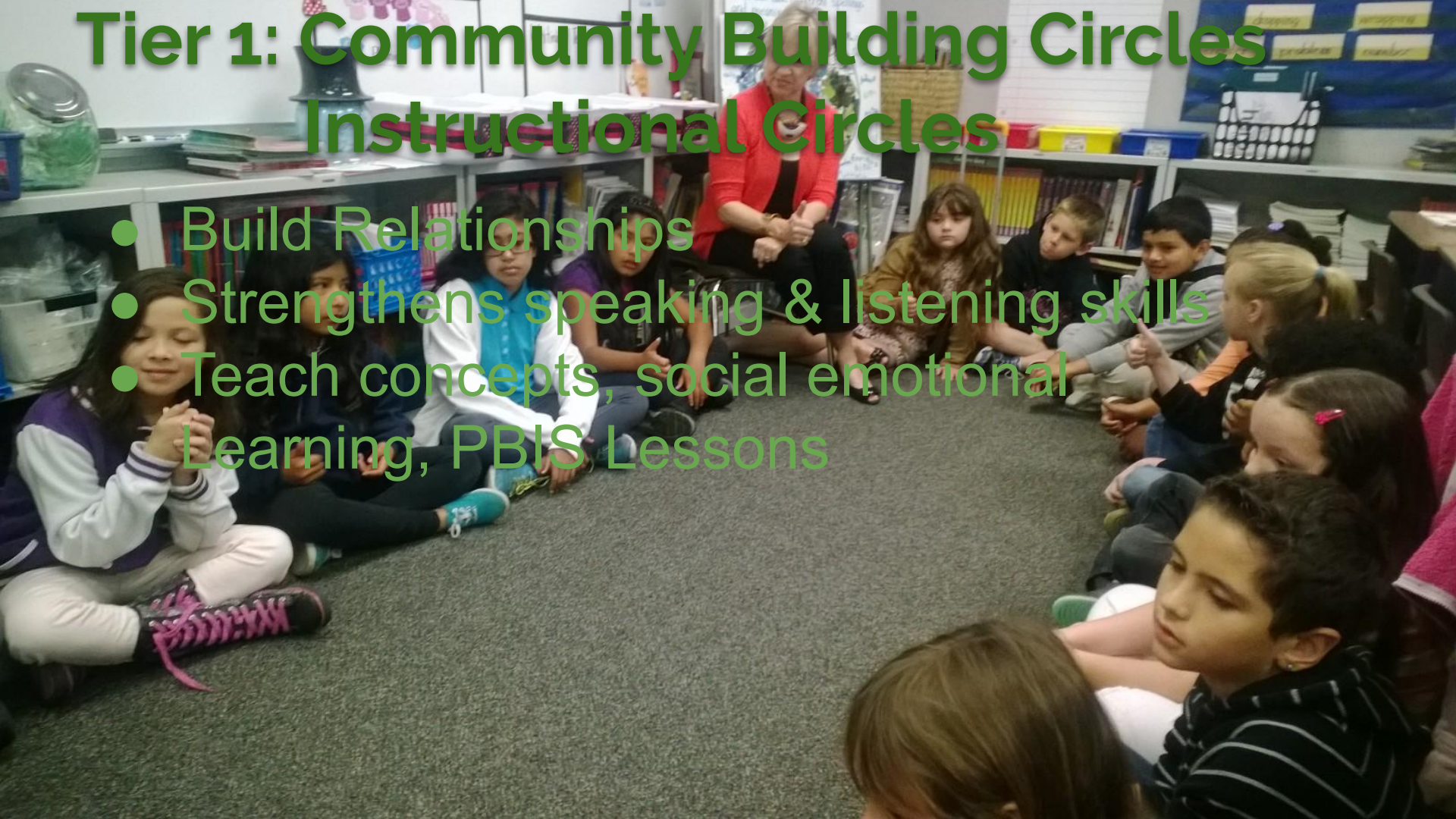
### TIER 1: UNIVERSAL

- School-Wide PBIS
- Social-Emotional Learning
- **Restorative Practices - Community Building & Instructional Circles**

# Tier 1: Community Building Circles

## Instructional Circles

- Build Relationships
- Strengthens speaking & listening skills
- Teach concepts, social emotional Learning, PBIS Lessons





# Tier 2: Classroom Problem Solving Meetings

A photograph of a classroom scene. A teacher, a woman with blonde hair wearing a red cardigan over a black top, is sitting on a chair in the center of a circle of students. The students, a mix of boys and girls of various ethnicities, are sitting on the floor around her. They appear to be in a meeting or discussion. The classroom background shows shelves with books, a bulletin board with papers, and other typical classroom items. The lighting is bright, and the overall atmosphere is focused and collaborative.

- Lack of collaboration
- not turning in homework
- tardies
- unkind or bullying behavior
- hear what happened
- learn how everyone's been affected
- decide how to repair the harm
- 60% reduction in suspensions
- 97% Compliance



# Tier 2: Conflict Mediation

- What did you think when you realized what had happened?
- What impact had this incident had on you and others?
- What has been the hardest thing for you?





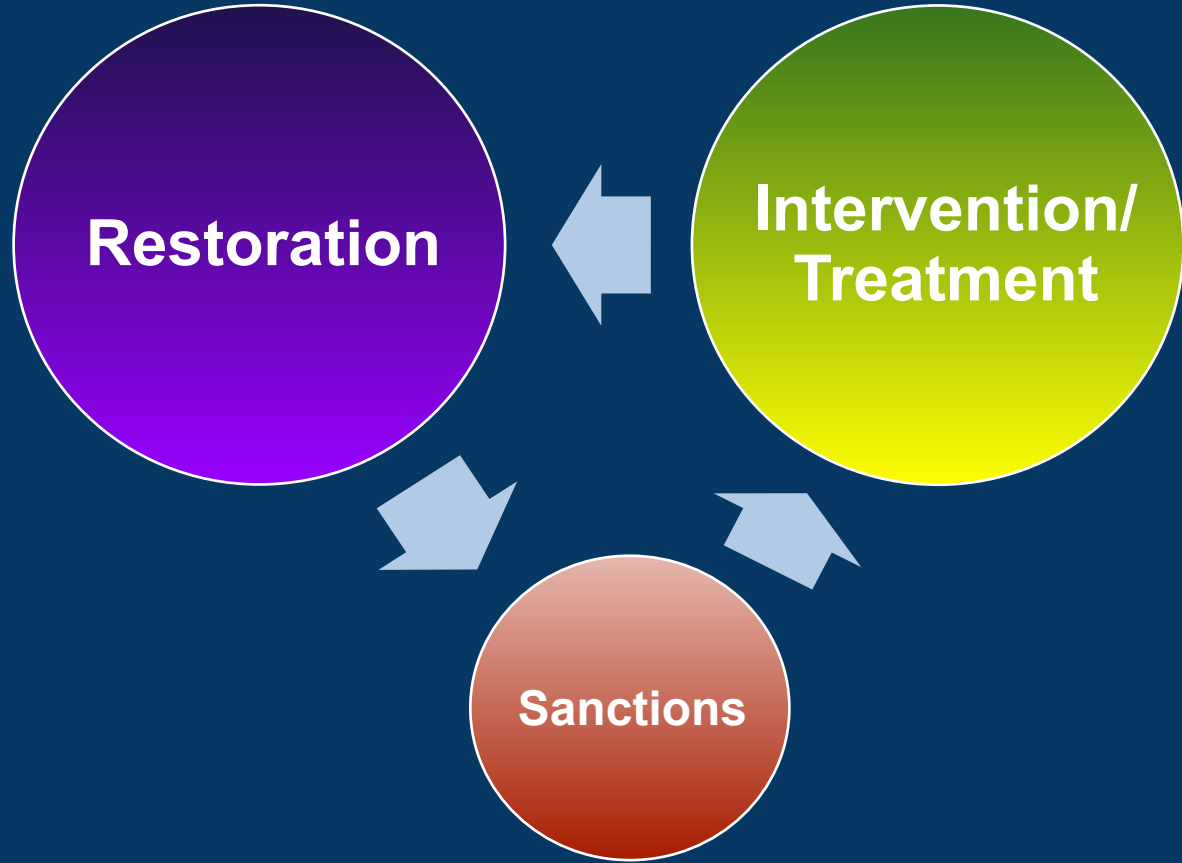


# Tier 3: Restorative Conferencing

- Recognizes the purpose or function of behavior
- Addresses the needs of those harmed
- Works to put right the harm
- Aims to improve the future
- Seeks to heal
- Uses collaborative processes



# Juvenile Justice Model:



INTERVENTION/  
TREATMENT

# TIER 1: UNIVERSAL

Social Emotional Learning

## TIER 2: STRATEGIC

Groups, CICO...

## TIER 3: INTENSIVE

FBA/BIP, WrapAround...

### TIER 3: INTENSIVE

- Wrap-Around Services
- FBA/BIP
- 1-on-1 services
- Restorative Practices - Formal Conferences

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- Social-Academic Instructional Groups
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### TIER 1: UNIVERSAL

- School-Wide PBIS
- Social-Emotional Learning
- Restorative Practices - Community Building & Instructional Circles

# RESTORATIVE PRACTICES

## RSI Tracking Worksheet

Student Name	Date	Grade	Counselor	Problem Behavior	Restoration	Sanction	Intervention/Treatment
Tom Trouble Maker	10/17/11	9	Cy Cology	Fight across the street before school	Apology to store owners, school job to give back to community – “College Night”	Parent contact, serve time volunteering in evening	
George Gang Banger	10/30/11	11	Molly Coddle	Recruiting freshmen for gangs	Contribute to school by tutoring World History to 10 <sup>th</sup> graders during intervention time	Restricted area for lunch time – away from 9 <sup>th</sup> graders	<b>Reteach expectations for leaving gang affiliations off campus, refocus on job here to learn</b>
Johnny ComeLately	11/9/11	7	Ray O’Lite	Tardy every day to 3 <sup>rd</sup> period all week			
Marcus Absent		11	Molly Coddle	No show to 5 <sup>th</sup> period 15 times in past month			
Izzy Able		5	Cy Cology	Continued work refusal during math			
Mel Arky		4	N/A	Trying to make peers laugh by pretending to poop into a basket			
Robin Banks		3	N/A	Caught taking gum out of teachers desk			
Adam Baum		3	N/A	Continually disruptive in class			
Drew Blood		10	Cy Cology	Fight with peer, dislocated jaw			
Billy Club		1	N/A	Hit peer with a stapler			







