Agenda

• Background on the problem
  – School to prison pipeline
  – Disproportionate minority representation

• What is punishment anyway and how do I make it “work”

• Integrating SWPBIS and Restorative Practices
  – Improving school climate
  – Alternatives to exclusionary discipline

• Questions, comments and closing
Shout Out!

Kudos and appreciation to the School Wide Positive and Restorative Discipline Workgroup. Much of this Presentation is derived from our collaboration

• Erik J. Girvan, Claudia Vincent, Jeffrey Sprague, Heather McClure and Tary Tobin
  – University of Oregon

• John Inglish
  – Oregon Department of Education

• Tim McCabe
  – Center for Dialogue & Resolution
School-wide Positive and Restorative Discipline (SWPRD)

• An approach to blending SWPBIS with practices derived from research on disciplinary fairness and restorative justice to
  – Promote school climates perceived as fair by students, parents and educators
  – Decrease overall use of exclusionary discipline (referrals, suspension, expulsion)
  – Decrease disparities in discipline outcomes

• Development work funded by the Research to Practice Collaborative on Discipline Disparities and the University of Oregon Office on Research, Innovation, and Graduate Education

• Collaboration between
  – The University of Oregon College of Education
  – The University of Oregon School of Law
  – Center for Dialog and Resolution in Eugene, OR
Background

• Why do we need to do it this way?
  – Discipline inequities
    • Race/ethnicity, gender, sexual orientation
  – School to prison pipeline
  – Teacher support

• How can we make a difference?
  – Culturally responsive SWPBIS
  – Restorative justice/discipline/practices
    • Define restorative practices
      – Provide background on the approach
    • Discuss and give examples of restorative practices and their relation to SWPBIS implementation
Vocabulary

• SW-PBIS
  – I hope you know this one!

• Restorative
  – Justice
    • This is where RP is derived, and we recommend you avoid “justice” language in schools
      – Don’t use “offender” and “victim”
  – Discipline
    • The word "discipline" is derived from Latin *disciplina* = "instruction given, teaching, learning, knowledge"
  – Practices
    • Methods used to achieve restorative (and other) discipline outcomes
Common questions about PBIS and RP

• How do PBIS and RP address school climate improvement?
  – What is common?
  – What is different?

• PBIS advocates for use of behavioral interventions. What is the basis for Restorative Practices?

• How does PBIS address disciplinary inequities?
  – Could restorative practices improve these outcomes?

• Isn’t restorative practice just another way to assign consequences?
  – If I treat each student differently, they will start thinking some “get away with it”

• Doesn’t using restorative practices take a lot of time?

• What other questions do you have? Type them in the chat box!
Common response to behavioral challenges: Apply exclusionary discipline

- Increase monitoring and Supervision
- Restate rules & sanctions (talk them out of it!)
- Pay more attention to problem behavior
- Refer disruptive students to office, suspend, expel
  —exclusion
Suspension and Expulsion, Why?

• Suspension and expulsion from school are methods used by school administrators to decrease violence, discourage drug abuse, and curtail criminal activities on campus.

• Suspension and expulsion are also used to deal with difficult and challenging behaviors, including truancy.

• 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 ABA 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)
Students who are suspended or expelled are almost three times more likely to have contact with the juvenile justice system.

– Council of State Governments, 2011

Reasons for Suspensions
California, 2010-11

Violence/Drug 46%
Non-violent/No-drug 54%

Source: California Department of Education, 2011
NOTE: For each school district, the percent of students receiving one or more out of school suspensions (OSS) is calculated by dividing the district’s cumulative number of students receiving one or more out-of-school suspensions for the entire 2011-2012 school year, by the district’s student enrollment based on a count of students taken on a single day between September 27 and December 31.
Children most likely to be suspended or expelled are those most in need of adult supervision and professional help

- Least likely to have supervision at home.
- Children growing up in homes near or below the poverty level.
- Children with single parents are between 2 and 4 times as likely to be suspended or expelled from school as are children with both parents at home.
- There may also be racial bias for application of school disciplinary actions, with African American youth suspended at nearly 2 times the rate of white students in some regions (Skiba & Peterson, 1998).
- Children who use illicit substances, commit crimes, disobey rules, and threaten violence often are victims of abuse, are depressed, or have mental health needs.
Inequity in discipline outcomes (Losen & Martinez, 2013)

Figure 1. Secondary School Suspension Rates (by race): Then and Now
• Punishment practices may appear to “work” in the short term
  – Remove student
  – Provides relief to teachers, students, administrator
  – BUT, we attribute responsibility for change to student &/or others (family)
Does Exclusionary Discipline Work Without A Balance of Teaching and Restoration?

• Detrimental effects on teacher-student relations
• Modeling: undesirable problem solving
  – Reduced motivation to maintain self-control
  – Generates student anger and disengagement
  – Results in more problems (Mayer, 1991)
    • Truancy, dropout, vandalism, aggression
• Does not teach: Weakens academic achievement
• Correlated with dropout, delinquency, criminality and negative life outcomes
“Zero tolerance has not been shown to improve school climate or school safety.”

—APA Task Force Report on Zero Tolerance
When youth are not in school, they are:

– More likely to become involved in a physical fight and to carry a weapon.
– Smoke; use alcohol, marijuana, and cocaine; and engage in sexual intercourse.
– Suicidal ideation and behavior may be expected to occur more often at these times of isolation among susceptible youth.
– Drop out of school
School-to-Prison Pipeline/Discipline Gap

- **What it is:** School policies and practices that push students out of traditional school settings into more restrictive settings, including juvenile justice settings

- **Pathway:**
  - Students failing academically and behaviorally
  - Reactive disciplinary policies (zero tolerance, criminalization of behavior)
  - Disciplinary exclusion (AE, suspension, expulsion)
  - Youth disengagement from school
  - Court involvement and juvenile detention

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School Discipline & Juvenile Justice

(Fabelo et al. 2011)
Juvenile Justice

FIGURE 16: Race of Students with Juvenile Justice Contact

- 1 in 5 African-American Students
- 1 in 6 Hispanic Students
- 1 in 10 White Students
Teacher support

• The National Center for Education Statistics in 1998 pointed out a staggering statistic:
  – out of the 467 accredited universities and colleges in the study, only 51% stated that they offered specific courses in discipline, and only 43% of the students at these schools were required to take these courses

Teacher Support

In a 2005 national survey, 44% of teachers who left the profession pointed to student behavior as a reason for leaving, and 39% of highly qualified teachers left for that reason.
“We lose a third of our new teachers within three years. ... [M]ore young teachers leave teaching because of discipline issues than over teacher pay.”

— Governor Haley Barbour, 2008 State of the State Prepared Remarks
Isn’t restorative practice just another way to assign consequences?
Punishment

• You need to know your ABC’s
  – Antecedent
  – Behavior
  – Consequence

• Punishment involves providing a consequence that reduces the future probability of a behavior
  – Consequence
  – Reduced probability

• We also know that teaching a replacement behavior puts the “old” behavior on extinction
  – Make the problem behavior irrelevant, inefficient and ineffective
    • O’Neill et al., 2014
Consider Exclusionary Consequences as a form of Time Out

Time-out refers to a behavior management procedure in which the student is separated from other students for a limited period in a setting:

- that is not locked; and
- from which the student is not physically prevented from leaving

- Goals of the timeout procedure
  - to provide a student with an opportunity to regain self-control
  - to reduce the future probability of problem behavior in the “time in” setting (this meets the correct definition of punishment)

- In this frame, any form of exclusionary discipline can be considered “time out”
Punishment guidelines

• Always take data to monitor effectiveness
  – Start/stop/duration
  – Staff person name
  – Behavior
  – Behavior during TO
  – Any negative “side effects”

• Always implement with high fidelity & by highly skilled implementer

• Always involve student, family, etc. in decision making
Questions to ask

• How can we make the behavior support process
  – Help students accept responsibility?
  – Place high value on academic engagement and achievement?
  – Teach alternative ways to behave?
  – Focus on restoring the environment and social relationships in the school?
School Wide Positive Behavior Interventions and Supports is....

• A *systems-based* strategy to create a “host environment” in schools to reduce problem behaviors
  – Three-tier intervention logic
  – Behavioral interventions
  – Team-based planning and implementation
  – Systematic use of student-level behavior data to support decisions and improve program implementation
  – Systematic use of intervention fidelity assessments to guide implementation
  – *NOT a single “program”*
What we know about PBIS Effectiveness

- Evaluation reports, single-case studies, and a series of randomized control trials have demonstrated that implementation of SWPBIS is related to
  - reduction in problem behavior
    - Racial/ethnic gaps remain (Skiba et al., 2014)
      [http://aer.sagepub.com/content/early/2014/06/24/0002831214541670](http://aer.sagepub.com/content/early/2014/06/24/0002831214541670)
  - improved academic performance
  - improved perception of school safety
  - improved staff retention
  - improved organizational health of schools
  - reduction in bullying behaviors
  - increased social emotional competence of students

- There is relatively strong evidence that direct instruction of behavior school-wide, in small groups and individually within a function-based behavior plan has a positive impact on problem behavior
  - Dunlap, Iovannone, Wilson, Kincaid, & Strain, 2010;
A new move?

- We need to address the root causes of behaviors that lead to suspension and expulsion and provide alternative disciplinary actions
  - These practices might be called “restorative practice,” adapted from the concepts and practices of “balanced and restorative justice” commonly used in juvenile and adult corrections and treatment programs.
• ‘what happened, who is to blame, what punishment or sanction is needed?’
  – The easiest consequence is the one most likely to be delivered

• ‘What happened, what harm has resulted and what needs to happen to make things right?’ (O’Connell, 2004)
  – A restorative process will initially be viewed as more effortful
Restorative Practices

• Alongside a general interest in restorative justice, attention has turned to the adaptation of restorative justice practices in educational settings.

• Restorative justice seeks to provide a much clearer framework for restitution.

• Offenses can result in sanctions but,
  – The *relationship* damaged by the offense is the priority.
  – This damaged relationship can and should be repaired.
  – The offending individual can and should be reintegrated, not only for the good of that individual but also for that of the community as a whole.

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Why focus on relationships and community?

• Positive and trusting relationships among all individuals in a classroom
  – are a prerequisite to classroom community
  – build the social capital necessary for positive collaboration
• Students who perceive themselves as having ownership in a classroom community tend to
  – comply with classroom rules more readily
  – be more motivated to complete assigned tasks
  – be more resilient against negative peer influences
• Greater student compliance and motivation translate into less time spent on discipline issues and more time spent on teaching and learning
• The key to relationships and community building is communication
Restorative Practices

• Rather than simply punishing (i.e., excluding) those who have caused harm, restorative practices hold students accountable for their actions by involving them in face to face encounters with the people they have harmed.
Restorative Practices

• Restorative practices used in schools is where:
  – Staff members and pupils act towards each other in a helpful and nonjudgmental way;
  – Adults and students work to understand the impact of their actions on others;
  – There are fair processes that allow everyone to learn from any harm that may have been done;
  – Responses to difficult behavior have positive outcomes for everyone.
## Restorative Practices Continuum

<table>
<thead>
<tr>
<th>Informal</th>
<th>Formal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affective statements</td>
<td></td>
</tr>
<tr>
<td>Affective questions</td>
<td>Small, impromptu conference</td>
</tr>
<tr>
<td></td>
<td>Group or circle</td>
</tr>
<tr>
<td></td>
<td>Formal conference</td>
</tr>
</tbody>
</table>

Restorative Questions for the “harmed”

• What did you think when you realized what had happened?
• What impact has 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?
Restorative Questions for “harmer”

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you did?
  - In what way?
- What do you think you need to do to make things right?
Why do we think it can “work”

- **Authoritative** is more effective than Authoritarian
- Impulse control: slow things down
  - Implicit Bias
  - Vulnerable decision points
- Social bonding/Social Capital
  - Empathy
  - Commitment
  - Repair and Forgiveness
- Procedural justice
- Institutional betrayal
- Biosocial stress
# Social Discipline Window

<table>
<thead>
<tr>
<th>HIGH</th>
<th>Support</th>
<th>LOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control (limit setting, discipline)</td>
<td>Punitive</td>
<td>Neglectful</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Permissive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HIGH</td>
</tr>
</tbody>
</table>

- **Punitive**
- **Neglectful**
- **Permissive**
- **Restorative**
Student Experience and Behavior

The Importance of Relationships

• Social Capital
• Procedural Justice
• Institutional Betrayal
• Biosocial Stress
Student Experience and Behavior

• **Social Capital:**
  – Students’ relationships with each other, teachers, administrators, and the school itself
    • “My school is a good place to go.”
    • “I care about what the other students at my school think of my actions.”
    • “I have almost no influence over what my school is like.”
  – Increases in levels of social capital are associated with increasing motivation to behave appropriately and declines in discipline issues
Student Experience and Behavior

**Procedural Justice:**
- Students’ perceptions that the school’s discipline policies and practices are fair, *even if the student does not like the particular outcomes.*
  - “My teachers treat me with respect.”
  - “When my teachers make mistakes they are able to recognize them.”
  - “My teachers give me the chance to put forward my own points of view before making a decision about me.”

- Increases in levels of procedural justice are associated with students taking responsibility for their actions and declines in behavioral issues
Student Experience and Behavior

• Institutional Betrayal:
  – Students’ perception that, when something happened to them (e.g., bullying, harassment), the school’s response made it worse
    • teachers, staff, or administrators at your school played a role in the bullying or harassment by:
      – Not taking proactive steps to prevent this type of experience
      – Responding inadequately to the experience, if reported.
      – Creating an environment where continued membership in the school community was difficult for you
  – Decreasing levels of perceptions of institutional betrayal increases student engagement in school
Student Experience and Discipline

• **Biosocial Stress:**
  – Students’ chronic levels of anxiety
    • “In the last month, how often have you felt that you were unable to control the important things in your life?”
    • “In the last month, how often have you felt confident about your ability to handle your personal problems?”
    • “In the last month, how often have you felt that things were going your way?”
  – Decreasing levels of biosocial stress increases student engagement in school.

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Vulnerable Decision Points for Adults: Slow it down (when it’s safe)

A specific decision that is more vulnerable to effects of implicit bias:

• **Ambiguous judgments**
• **Snap decisions (including fatigue, anger)**
• **Unconscious behaviors**

(McIntosh, Girvan, Horner, & Smolkowski, 2015)
A Multidimensional View of Bias

Implicit Bias

Disproportionate Discipline

Vulnerable Situations

(McIntosh, Girvan, Horner, & Smolkowski, 2014)
Time Investments and Savings due to Implementing Restorative Practices

- **Affective statements**
  - Equal amount of time as behavior-specific praise statements

- **Affective questions**
  - A bit more time to talk with student about behavior
  - Saved time due to preventing reoccurrence of behavior

- **Active listening**
  - A bit more time to listen to student
  - Saved time by due to preventing reoccurrence of behavior

- **Reframing**
  - A bit more time to talk with student about his/her perspective
  - Saved time due preventing reoccurrence of behavior

- **Proactive circles**
  - Equal amount of time as teaching behavioral expectations
Research base supporting restorative practices

- Higher levels of social capital have been associated with rule compliance (Hoy & Weinstein, 2006)
- Absence of social capital has been associated with reluctance to comply with rules (Gouveia-Pereira et al., 2003; Sanches et al., 2012)
- High sense of procedural justice has been associated with greater willingness to accept and learn from punitive consequences (Tyler & Blader, 2003)
- Low sense of procedural justice has been associated with greater engagement in deviant behavior and poorer academic performance (Gouveia-Pereira et al., 2003; Sanches et al., 2012)
- Low sense of institutional support has been associated with alienation from the institution, increased anxiety, poorer health outcomes and re-victimization (Smith, Gomez, & Freyd, 2014)
Evidence base linking restorative practices to greater disciplinary equity

• Vulnerable students affected by inequitable discipline outcomes:
  • Students from non-White backgrounds, especially Black, Latino, and Native American students
  • Students who identify as gay, lesbian, transgender, or questioning
  • Students with a disability

• Vulnerable students identify positive and trusting relationships with their teachers and peers and caring teachers as the most important contributor to their school success
Evidence base linking restorative practices to greater disciplinary equity

• In small-scale or case studies, schools implementing restorative practices have documented
  • Reduced disciplinary disparities across students from various racial/ethnic backgrounds (Dravery et al., 2006; Gregory et al., 2014; Simson, 2012)
  • Improved student perceptions of the classroom as a safe place to share problems (Morrison & Martinez, 2001)
  • Improved teacher-student relationships (DeWitt & DeWitt, 2012)
  • Improved peer relationships (McCarthy, 2009)
• It appears that relationship building might serve as a conduit towards improved disciplinary equity
Why integrate prevention approaches?

• Most interventions by themselves have modest effects because different risks may lead to same problem behavior(s). (Domitrovich et al., 2009)

• The student population is heterogeneous
  – Risk factors
  – Developmental trajectories

• Single interventions may not adequately address the underlying mechanisms contributing to all of the problems we encounter in schools, e.g.,
  – Rule Clarity
  – Rule fairness (procedural justice)
  – Teacher-student relationships (aka social capital)
Integrated Prevention Approaches: RP and PBIS

- Integrated models with multiple strategies have the potential to address common and unique needs for schools and students.

- Integration can be:
  - *horizontal* -- within risk/support levels
  - *vertical* -- integrating programs across levels
Approaches to Achieving a Restorative School

- Whole school
  - School-wide PBIS
- Affective Statements and Reframing
- Conferencing
  - Class meetings
  - Circles
- Mediation
  - Truancy
  - Conflict
  - More serious harm
- Suspension and expulsion alternatives
- Reintegration following referrals or suspension
  - Needs a specific protocol
**PBIS-RP Continuum of Supports**

**Primary Tier**
School & classroom systems for all students, staff, & settings

**Secondary Tier:**
More intensive support systems for students with at-risk behavior

**Tertiary Tier:**
Individualized systems for students with high-risk behaviors

**Informal (relationship/community building):**
Primary Restorative Practices:
- Affective statements
- Affective questions
- Active listening
- Reframing
- Proactive Circles

**More formal (relationship/community affirmation):**
Small circles, Peer mediation, Teacher-student informal conferences

**Most formal (reintegration into community/suspension alternative):**
Formal Conferences, Mediation, Reintegration after Exclusion

~80% of students

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## Integrate RP with PBIS

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<tr>
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<th>Classroom implementation</th>
<th>Restorative Practice</th>
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<tbody>
<tr>
<td>Define expected behaviors</td>
<td>Display posters with school-wide expectations (e.g., be safe, be responsible, be respectful)</td>
<td>Establish classroom agreements through proactive circles and class meetings</td>
</tr>
<tr>
<td></td>
<td>Develop matrix showing what expectations look like during classroom routines</td>
<td>Establish lines of communication through active listening</td>
</tr>
<tr>
<td>Teach what appropriate behaviors look like in all school settings</td>
<td>Teach appropriate behaviors during specific classroom routines (raising hand, getting/putting away materials, waiting your turn)</td>
<td>Teach classroom agreements through proactive circles and class meetings</td>
</tr>
<tr>
<td>Reward students who engage in appropriate behaviors</td>
<td>Provide 4 rewards to 1 correction. Rewards can take the form of verbal acknowledgements, tokens, or privileges</td>
<td>Reinforce appropriate behavior through behavior-specific affective praise statements</td>
</tr>
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## Integrate RP with PBIS

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| Consistent consequences for violations of behavioral expectations | Provide continuum of consequences for operationally defined violations of behavioral expectations | Responding to minor inappropriate behavior with behavior-specific affective statements (Tier 1)  
Resolving minor conflict through reframing (Tier 1)  
Using affective questions and reframing during impromptu conferences (Tier 2)  
Using reframing and affective questions during restorative circles (Tier 2 and 3) |
| Data-based decision making            | Collect data on students’ responsiveness to level of support provided  
  - School and classroom level  
  - Individual student level | Collect and report data on student and staff member perceptions of school and classroom climate                                                                 |
Role of the administrator and leadership team

• Clear guidance (written protocols) in use of discipline procedures (e.g., office vs. classroom managed, out of school or alternative) and use of RD practices in connection with (or instead of) ODRs or out of school or alternative
Sample SWPRD Decision-making matrix

**Rule Violation**

**Education Code or Board Policy?**
- Suspend?
  - Follow district policy and protocol for suspension
    - Complete suspension forms
    - Notify required parties
  - Arrange Restorative Reintegration Conference Before Student Returns
- Suspension Alternative?
  - Can this be handled using Restorative Practices?
    - Check in with individuals harmed
    - Check in with person who harmed
    - Arrange restorative conference
      - Consequence
      - Repair
  - Can this be handled without out of school suspension?
    - In school suspension
    - Restitution (assigned)
    - Saturday school
    - (list your options here)
- Subjectively Interpretable?
  - Handle using Restorative Practices
    - Teacher
      - Brief restorative chat
      - “Right way” do-over
      - Class meeting
    - Check in with
      - Individuals harmed
      - Person who harmed
      - Other stakeholders
    - Conduct a mediation or circle
      - Restorative conference
        - Address harm
        - Address repair
        - Develop follow up plan
          - Restitution
          - Support plan
            - Responsibilities
            - Timelines
            - Progress monitoring data/evidence

Role of the administrator and leadership team

• The school administrator(s) and leadership team members provide encouragement for adoption of advocated practices
  – Personal model
  – Consistent communication of adoption
  – Provides invitations to participate
    • Students
    • Staff members and teachers
    • Parents/Family
    • Community members
Role of the administrator and leadership team

• Plans for and facilitates restorative conferences such as: interacting with students, teachers, and parents and asking questions like:
  – What happened?
  – Who was involved?
  – What needs to happen to set things right?
What would a flexible integration model look like?

SWPBS Content
- Rule setting
- Rule Teaching
- Reward Systems
- Active Supervision
- Individual Student Supports

RP Content
- Affective Statements
- Reframing
- Class Meetings
- Circles
- Restorative Conferences
- Mediation

Common Practices
- Teaching
- Cueing
- Recognition
- Progress monitoring

Common Host Environment Features
- Systematic and Ongoing Staff Development
- Coaching
- Outcome Data
- Fidelity Measures
- Funding
- Sustained Implementation
Implementation Questions

• Who will implement?
  – Affective statements and reframing
  – Class meetings
  – Restorative conferences
  – Reintegration following exclusion

• What is the “scope and sequence?”

• When will the RP and PBIS activities occur?

• How often will RP and PBIS activities occur?

• How will you provide material and coaching support?

• How will you inform and involve students and parents?
Sample PBIS + RP Schedule: Nothing gets done if you don’t write it down!

- **Week one**
  - “station rotation” – teach safe, respectful, responsible behavior in all school areas
- **Week two**
  - Restorative practice activity (meetings, circles, check in)
- **Week three**
  - Focus on “respect” in the classroom using a class meeting
- **Week four**
  - Caring School Communities (meetings, circles, skill of the week)
- **Week five**
  - Lesson on “responsibility” in the hallway
- **Week six**
  - Restorative practice activity (meetings, circles, check in)
The Main Ideas Revisited

• **School Wide Positive Behavioral Interventions and Supports (PBIS)**
  – Integrated Elements
  – Continuum of supports (tier 1, tier 2, tier 3)

• **Restorative Discipline (RD)**
  – Relationship building and rebuilding reduces the impact and amount of socially harmful behavior

• **School Wide Positive Restorative Discipline (SWPRD)**
  – Promoting equity through strategies for reducing effects of bias and relationship building/rebuilding at every support tier
Get a Vision!

• What are the key issues you would need to consider if you were going to help a school [or organization] implement restorative practice?
• What would be happening in a school that has fully integrated restorative practice?
• What would ‘restorative classroom’ look like?
• What would ‘teaching and learning’ look like?
Sample References


Sample References