

SWPBIS and Restorative Practices in Schools: Challenges and Opportunities

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Agenda

- What is punishment anyway and how do I make it “work”
- Continuum of Restorative Practices
 - Alternatives to suspension and expulsion
- Integrating SWPBIS and Restorative Practices (PBIS-RP)
- PBIS-RP Fidelity Assessment
- Questions, comments and closing

Office Referrals, Time-Out, In and Out of School Suspensions

Guidelines for Effective and
Appropriate Use

Topics

- Definition
 - What is punishment anyway?
 - **time out** as a procedure
 - Doesn't always work!
- Legal requirements
- Continuum of time-out arrangements
- How to use time-out
 - Planning
 - Implementation
 - Monitoring
- Problem-solving



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

Definition of Time-Out

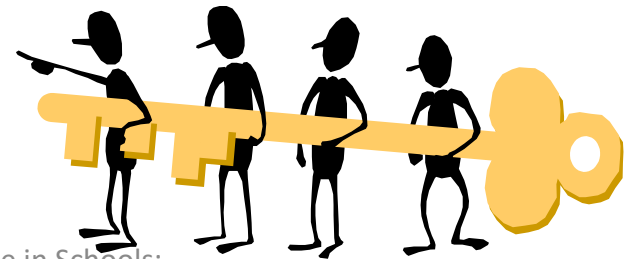


- Time-out** refers to a behavior management **procedure** in which the student is separated from other students for a limited period in a setting:
- that is not locked; and
 - from which the student is not physically prevented from leaving
- Goals of the timeout procedure
 - to provide a student with 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”

Time-Out Continuum: *Key Considerations*



- Time-out options fall on a continuum of *restrictiveness*
- Consider *less restrictive* forms before resorting to more restrictive options
- Never use without a formal plan, data, and evidence of behavior improvement



Time-Out Continuum (sample)

Less Restrictive

More Restrictive

Planned Ignoring

Remove Materials

Time-Out Card

Time-Out Chair/Rug

Head Down

Buddy Room

Time-Out Room or Pass
Room

Out of School Suspension

Expulsion

Exclusionary discipline 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

Step 1: Define Target Behaviors

- **Generate list of behaviors to be “timed out”**
- **Are these on your office referral form?**
- **Operationally define behaviors (written)**
- **What do they look like?**
 - Include the behaviors on your referral form and in the support plan

Step 2: Decision-Making

- **Will time-out be used as a consequence for one or more of the target behaviors? If so, for which behaviors?**
- **What form of time-out procedure will be used?**
- **How long will time-out be?**

Step 3: Implementation

- **When the target misbehavior occurs:**
- **Simply say,**
 - **“That is (name the misbehavior). Please take a time-out”**
 - **“You seem to be getting upset at this time, do you need a moment to calm down?”**
- **Implement the designated procedure**
- **Allow a reasonable wait time for the student to go to time-out**
- **Don’t cajole or repeat instructions at this point**
- **Ignore mildly inappropriate behavior as the student goes to time-out or takes time-out**

Step 4: Check in/Check back after TO

- **Teacher check in**
- **Put these in your own language. How would you say it?**
 - **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?**
- **Questions for the returning student**
 - **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?**

Step 5: Evaluation of the Use of Time-out

- **Types of Data Summaries:**
 - Effects on target behavior
 - Use of time-out procedure
 - Frequency
 - Duration
- **Documentation elements:**
 - Date
 - When time-out occurred
 - Start/stop/duration
 - Student's name
 - Target behavior that resulted in time-out
 - Type of time-out used
 - Who gave time-out
 - Student's behavior and any emotional reactions during or after time out

Evaluation of the **Effects** of Time-out

Remember, time-out is a behavior reduction procedure. If the target behavior does not decrease, time-out is not working and another procedure should be implemented.

- **You can expect fairly quick results for high-frequency behaviors;**
- **Low-frequency behaviors will take longer for time-out to work.**

Problem-Solving When Time-Out is Not Working

If data indicate little or no change in target behavior, answer these questions:

- 1. Has time-out been applied **every time** the target behavior occurred?**
- 2. Has the target behavior been adequately **defined**?**
- 3. Was the student **taught** how to take time-out?**
- 4. Have all sources of **reinforcement been controlled** while the student is in time-out?**
- 5. Are you sure that the **function** of the misbehavior is attention?**

Problem-Solving When Time-Out is Not Working (cont.)

6. Is the **time-in** environment reinforcement-rich? Does the student receive high levels of reinforcement for appropriate behavior?
7. Has time-out been **implemented correctly** by all personnel?
8. Has the student been required to **complete requests** or tasks that preceded the time-out?





Big Ideas!



- Time-out must only be used in conjunction with an array of positive behavioral supports. (*Time-in* must be reinforcing!)
- Use the least restrictive form of time-out needed to effectively reduce the target behavior
- Use of time-out must be documented, and the effects monitored

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 discipline,” adapted from the concepts and practices of “balanced and restorative justice” commonly used in juvenile and adult corrections and treatment programs.**



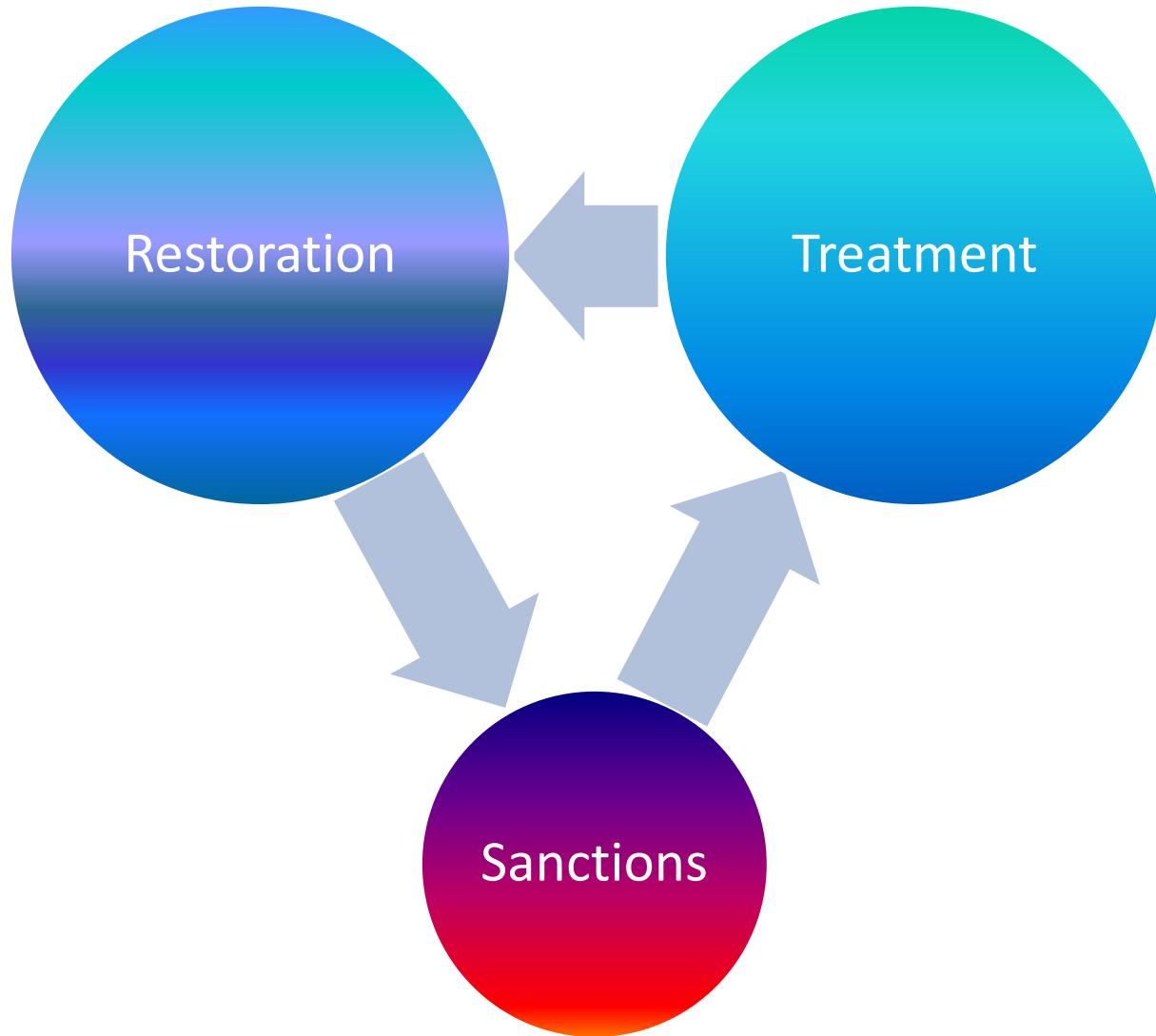
Restorative Practices

- Alongside a general interest in restorative justice, attention has turned to the development 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.

Restorative Practices

- Rather than simply punishing offenders, restorative practices hold students accountable for their actions by involving them in face to face encounters with the people they have harmed.

A balanced approach



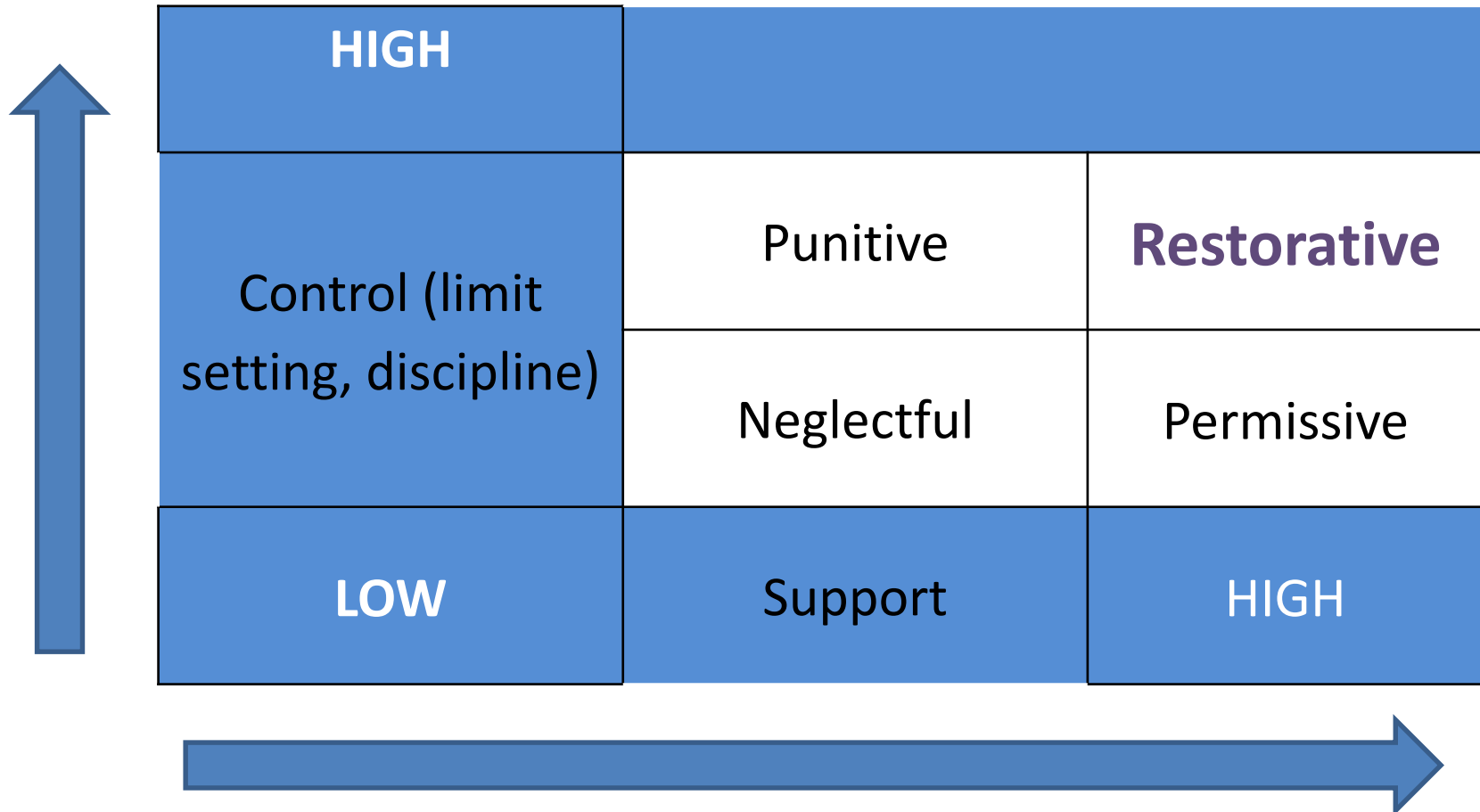
Restorative Practices

- Restorative practices are 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.

Why do we think it “works”

- ***An Authoritative*** approach is more effective than **Authoritarian**
- Social capital
- Shame (not guilt)
- Repair and Forgiveness
- Impulse control
 - Procedural justice

Social Discipline Window: Authoritative



Social Capital

- **Social capital** lends itself to multiple **definitions**, interpretations, and uses. Thomas Sander defines it as "the collective value of all **social** networks (who people know), and the inclinations that arise from these networks to do things for each other (norms of reciprocity)."
 - Relationship
 - Reciprocity

Discussion: Relationships

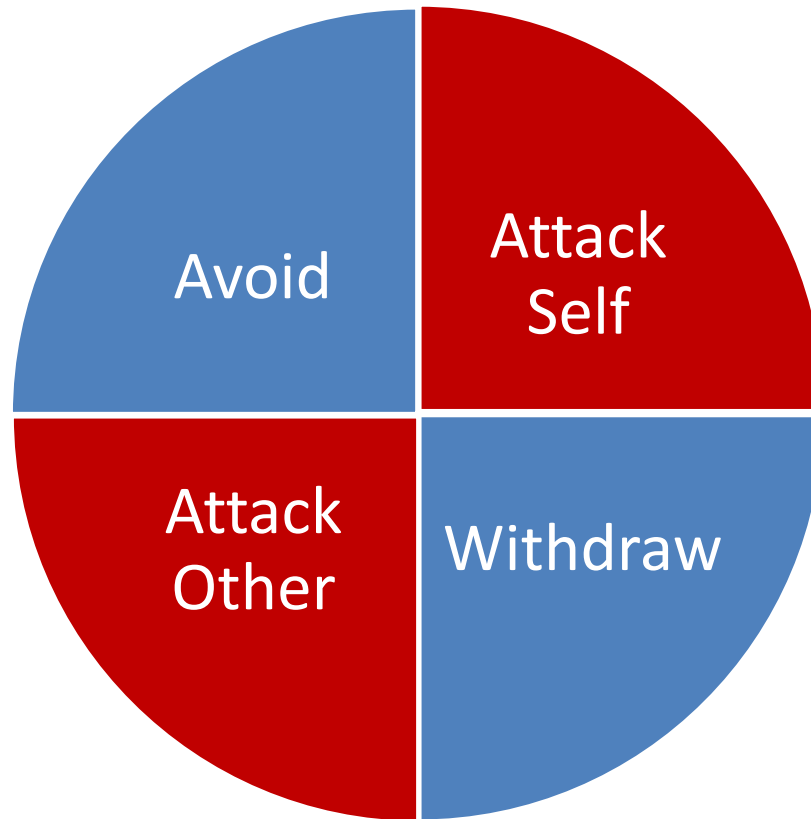
- **Let's reflect on this for a minute with a Think, Pair, Share.**
 - **T:** Sit for a minute quietly, and think about how *relationships* (teacher-student, student-student) affect our decision making. How would you describe your relationships with students? What do you do to promote positive relationships in your classroom and school?
 - **P:** Pair with a neighbor and discuss what you came up with.
 - **S:** Share with the larger group.

Compass of Shame

From Shame and Pride (Nathanson 1994)

Shame is the reaction to interruption of any positive affect

How would a shame response interfere with impulse control?



Compass of Shame

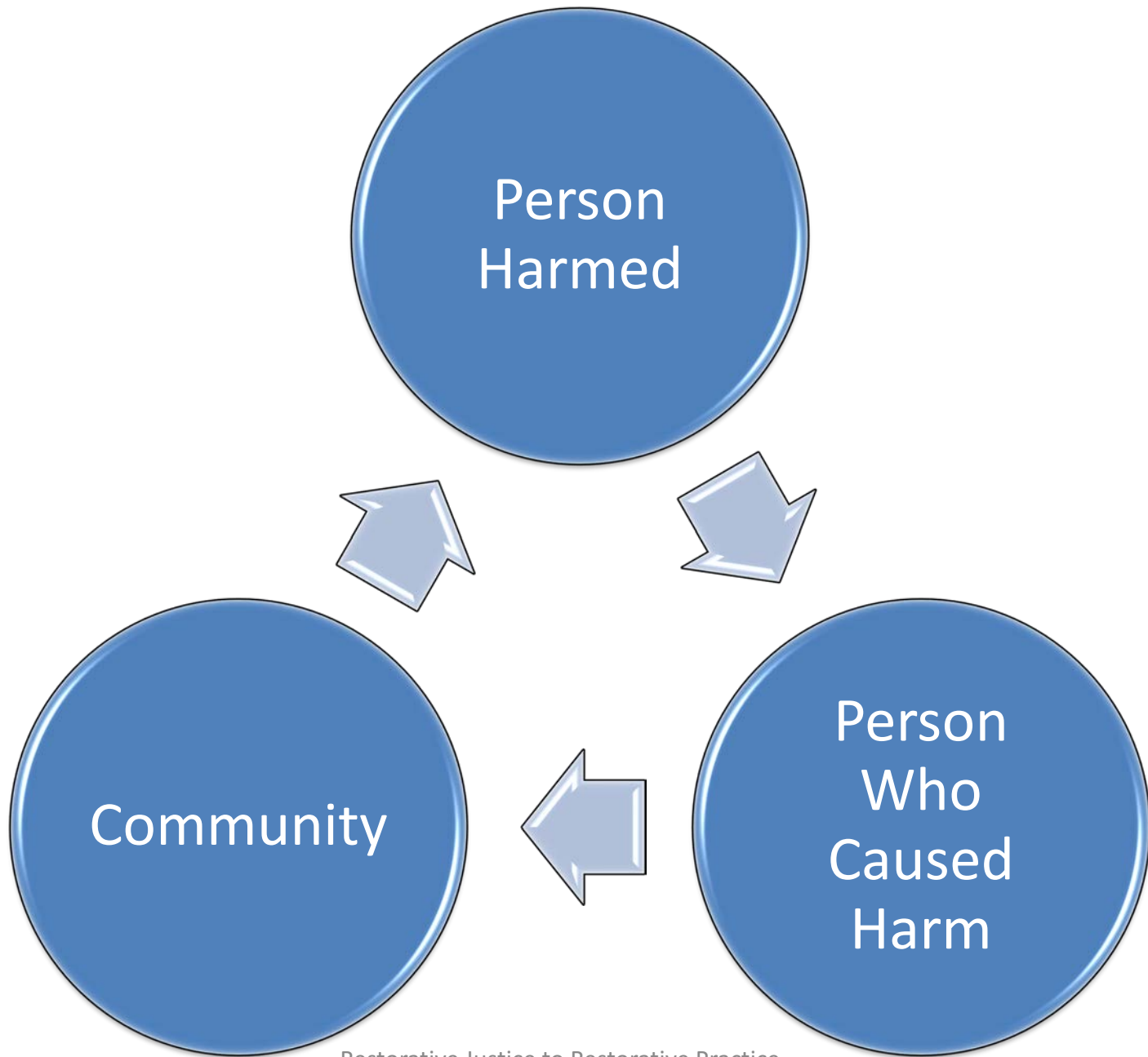
- Attack Self
 - Blaming oneself or putting self “down”
- Attack Other
 - Blame others for what has been done
- Avoid
 - Denial or escape
- Withdraw
 - Pull away, try to “run and hide”

Reflection on Shame Responses

- When a student misbehaves – how do you feel in the moment?
- How do you think the student is feeling?
- What are your thoughts about how “shame” could drive responses that get students into more trouble?

Responding to Shame Reactions

- Listen
- Acknowledge
- Give time
- Keep trying



Restorative Questions for the person(s) “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 “person who caused harm”

- 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?



Restorative Practices Continuum

Prevent



Respond and Repair

Informal				Formal
Affective statements	Affective questions	Small, impromptu conference	Group or circle	Formal conference

Costello, B., Wachtel, J., & Wachtel, T. (2009).
The restorative practices handbook for Teachers, Disciplinarians and Administrators.
 Bethlehem, PA: International Institute for Restorative Practice.

CONTINUUM of PBIS and RP

Tertiary:

Individualized supports for students with high-risk behaviors

Secondary:

More intensive for students at-risk

Primary Tier

School & classroom systems for all students, staff, & settings

- Positive Expectations
- Teaching Expectations
- Positive Reinforcement
- Systematic Supervision

Most formal (reintegration into community):

Formal Conferences
Alternative to Suspension
Reintegration After Suspension

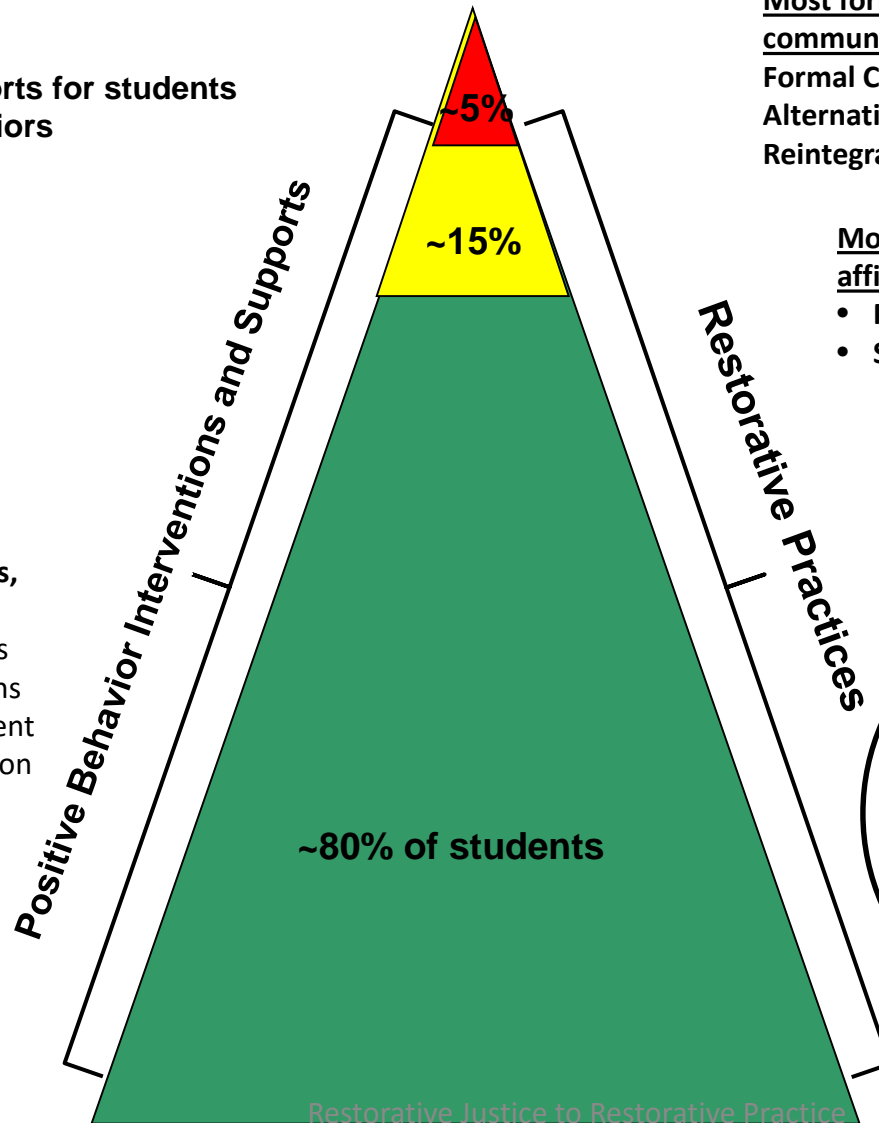
More formal (relationship/community affirmation):

- Private "chat"
- Social capital building

Informal (relationship/community building):

Primary Restorative Practices:

- Affective statements
- Affective questions
- Active listening
- Reframing
- Class Meetings and Circles



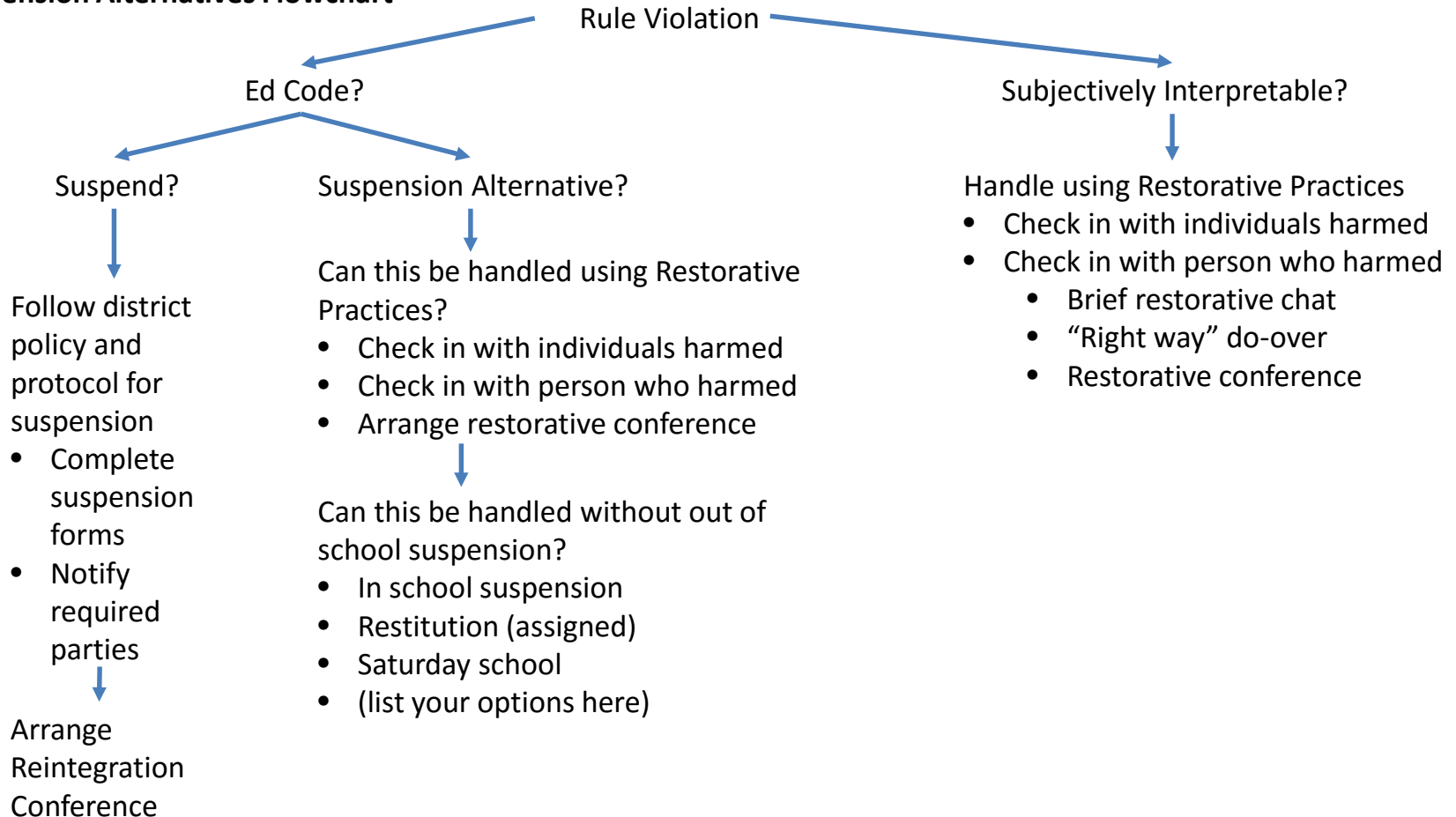
Class meetings and circles

- Steps to implement Class meetings and circles
 - Find time in your schedule (once a year, twice a year, more often)
 - Set duration of circle
 - Set up routine (moving desks, chairs)
 - Explain rules
 - Speak from the heart
 - Be respectful of others' opinions
 - Honor confidentiality
 - Use a talking piece
 - You may pass
 - State purpose of circle
 - Turn leadership over to students

Stop Everything and Dialog

- Purpose: A way to engage the staff, a classroom or an entire school in a dialogue and action planning about a topic or challenging issue.
- Background: In working with schools around issues such as bullying, sexual behavior problems and discrimination or prejudice around students within the school, it became clear that a way to engage the whole school community in dialogue was critical in order to: **Increase knowledge about a topic**
- Understand the students perception of the issue
- Glean ideas for action to move things forward in a positive way
- Strengthen relationships between staff and students and within the student population
- Create a way for students to be heard.
- <https://occr.spps.org/uploads/restorativepractice.pdf>

Suspension Alternatives Flowchart



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



Restorative Practice: What would you do?

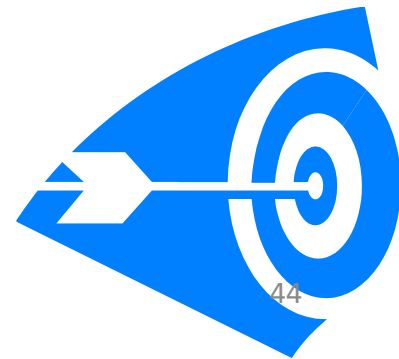
			Restoration	Sanction	Treatment
George Gang Banger	Molly Coddle	Recruiting freshmen for gangs	Contribute to school by tutoring World History to 10 th graders during intervention time	Restricted area for lunch time – away from 9 th graders	Reteach expectations for leaving gang affiliations off campus, refocus on job here to learn
Mel Content	Cy Cology	Thrown out of multiple classes for putting head down on table and not working			
Jack Daniels	Molly Coddle	Brought whisky flask in backpack			
Benton Destruction	Cy Cology	Vandalized desk – drew on it with Sharpie			

The TFI-RP Companion

- RP as a “way of being”
- RP as a set of discrete practices and skills
- The inspiration for this tool, RP-TFI, for evaluating restorative practices within a *Tiered Fidelity Inventory (TFI)* (Algozzine et al., 2014) framework came from the SWPBIS Cultural Responsiveness Companion (Leverson, Smith, & McIntosh, 2015).
- In the Part 1, definitions and common elements are discussed. In Part 2, for each item in the TFI, related aspects of restorative practices are listed, along with criteria for evaluation. Part 3 contains additional tools, further discussion, and references.

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?



SWPBIS	Restorative Justice/
Assumptions/Theory	
<ul style="list-style-type: none"> Applied Behavior Analysis 	<ul style="list-style-type: none"> A restorative environment provides the context for restorative practices
SWPBIS Implementation Science (Finsen, Naomi, Blasé, Friedman, & Wallace, 2005)	Restorative Justice/Discipline
Assumptions/Theory	
<ul style="list-style-type: none"> Applied Behavior Analysis (Gilbert, 1996) 	<ul style="list-style-type: none"> A restorative environment provides the context for restorative practices
<ul style="list-style-type: none"> Implementation Science (Finsen, Naomi, Blasé, Friedman, & Wallace, 2005) 	<ul style="list-style-type: none"> Control Theory (Li & Mustanski, 2012)
Practices	
<ul style="list-style-type: none"> Human Performance (Gilbert, 1996) Building-level PBIS team established to guide needs assessment, planning and integration with school improvement 	<ul style="list-style-type: none"> Whole school prevention
<ul style="list-style-type: none"> Host Environment (Jones et al., 2009) 	<ul style="list-style-type: none"> Educators are models of restorative practice
Practices	
<ul style="list-style-type: none"> Consistent school wide expectations that are taught and followed 	<ul style="list-style-type: none"> Physical environment promotes an ethos of care
<ul style="list-style-type: none"> Building-level PBIS team established to guide needs assessment, planning and integration with school improvement 	<ul style="list-style-type: none"> Whole school prevention promotes an ethos of care
<ul style="list-style-type: none"> Staff are knowledgeable about the success in meeting 	<ul style="list-style-type: none"> Educators are models of restorative practice
<ul style="list-style-type: none"> Expectations school wide expectations that are taught and followed 	<ul style="list-style-type: none"> Physical environment promotes an ethos of care
<ul style="list-style-type: none"> By all students and staff 	<ul style="list-style-type: none"> Emotional environment promotes an ethos of care
<ul style="list-style-type: none"> Decisions regarding interventions are based on data collected on 	<ul style="list-style-type: none"> School policies are practices for supporting restoration
<ul style="list-style-type: none"> Students are acknowledged for their success in meeting 	<ul style="list-style-type: none"> Restorative Responses to Problem Behavior
<ul style="list-style-type: none"> Expectations of responses to rule infractions is used consistently 	<ul style="list-style-type: none"> Flexible and individualized office referrals or suspension
<ul style="list-style-type: none"> Decisions regarding interventions are based on data collected on 	<ul style="list-style-type: none"> Confferencing Differentiated discipline
<ul style="list-style-type: none"> student behavior and summary of discipline data to identify 	<ul style="list-style-type: none"> Restorative Responses to Problem Behavior
<ul style="list-style-type: none"> Academics, classroom and rule infractions is used consistently 	<ul style="list-style-type: none"> Class meetings
<ul style="list-style-type: none"> by all staff 	<ul style="list-style-type: none"> Integration following office referrals or suspension
<ul style="list-style-type: none"> Routine collection and summary of discipline data to identify 	<ul style="list-style-type: none"> Conferencing
<ul style="list-style-type: none"> school wide, classroom and individual student needs 	<ul style="list-style-type: none"> Classroom mediation
<ul style="list-style-type: none"> System improvement decisions based on outcome data 	<ul style="list-style-type: none"> Circles
Research	
<ul style="list-style-type: none"> Firm but fair consequences for misbehavior are clearly defined 	<ul style="list-style-type: none"> Base Mediation
<ul style="list-style-type: none"> Two randomized control trials in elementary schools (C.P. Bradshaw, Koth, Thornton, & Leaf, 2009; Lynne-Landsman, Bradshaw, & Jalongo) 	<ul style="list-style-type: none"> Conflict Resolution
Research	
<ul style="list-style-type: none"> One randomized control trial in elementary schools (C.P. Bradshaw, Koth, Thornton, & Leaf, 2009; Lynne-Landsman, Bradshaw, & Jalongo) 	<ul style="list-style-type: none"> Multiple case study reports in U.S. and Canada (Leff, Kupersmidt, Patterson, & Power, 1999; Lewis, 2009; Marini, Dane, Bosacki, & YLC-CURA., 2006; Sumner, et al., 2010)
<ul style="list-style-type: none"> Multiple single subject studies and evaluation studies 	<ul style="list-style-type: none"> Multiple case study reports in U.S. and Canada (Leff, Kupersmidt, Patterson, & Power, 1999; Lewis, 2009; Marini, Dane, Bosacki, & YLC-CURA., 2006; Sumner, et al., 2010)
<ul style="list-style-type: none"> One randomized control trial in middle schools (C.P. Bradshaw & Garbarino, 2004) 	
<ul style="list-style-type: none"> Multiple single subject studies and evaluation studies documenting positive effects (C. P. Bradshaw & Garbarino, 2004) 	

Restorative Justice to Restorative Practice

Restorative Practice Resources

- United States Department of Education (2014). Guiding Principles: A Resource Guide for Improving School Climate and Discipline. Washington, D.C.,: U.S. Department of Education. www.ed.gov/school-discipline
- **Classmates not Cellmates**
 - www.fightcrime.org/ca
- [Fix School Discipline Toolkit](http://www.fixschooldiscipline.org/)
 - <http://www.fixschooldiscipline.org/>
- Bob Costello, Joshua Wachtel and Ted Wachtel (2009). **The Restorative Practices Handbook for Teachers, Disciplinarians and Administrators**
 - http://www.iirp.edu/oscommerce-2.3.1/catalog/product_info.php?products_id=189
- National Summit on School – Juvenile Justice Partnerships – www.school-justicesummit.org

Next Steps and Questions