SWPBIS and Restorative Practices in Schools: Challenges and Opportunities

Jeffrey R. Sprague, Ph.D.
The University of Oregon Institute on Violence and Destructive Behavior
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

9/28/2016
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?
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

Restoration → Sanctions → Treatment

Restorative Justice to Restorative Practice in Schools: Jeffrey Sprague, Ph.D. (jeffs@uoregon.edu)
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

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

**HIGH Support**

**Restorative Justice to Restorative Practice in Schools:** Jeffrey Sprague, Ph.D. (jeffs@uoregon.edu)
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

<table>
<thead>
<tr>
<th>Prevent</th>
<th>Respond and Repair</th>
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<tbody>
<tr>
<td><strong>Informal</strong></td>
<td><strong>Formal</strong></td>
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<tr>
<td><strong>Affective statements</strong></td>
<td>Affective questions</td>
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</table>

CONTINUUM of PBIS and RP

**Primary Tier**
School & classroom systems for all students, staff, & settings
- Positive Expectations
- Teaching Expectations
- Positive Reinforcement
- Systematic Supervision

**Secondary**
More intensive for students at-risk

**Tertiary**
Individualized supports for students with high-risk behaviors

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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

~80% of students

~15%

~5%

9/28/2016

Restorative Justice to Restorative Practice in Schools: Jeffrey Sprague, Ph.D. (jeffs@uoregon.edu)
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.
Suspension Alternatives Flowchart

**Rule Violation**

- **Ed Code?**
  - **Suspend?**
    - Follow district policy and protocol for suspension
      - Complete suspension forms
      - Notify required parties
    - Arrange Reintegration Conference
  - **Suspension Alternative?**
    - Can this be handled using Restorative Practices?
      - Check in with individuals harmed
      - Check in with person who harmed
      - Arrange restorative conference
    - 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**
  - Check in with individuals harmed
  - Check in with person who harmed
    - Brief restorative chat
    - “Right way” do-over
    - Restorative conference
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?

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<thead>
<tr>
<th></th>
<th>Restoration</th>
<th>Sanction</th>
<th>Treatment</th>
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<tbody>
<tr>
<td><strong>George Gang Banger</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Molly Coddle</td>
<td>Recruiting freshmen for gangs</td>
<td>Contribute to school by tutoring World History to 10th graders during intervention time</td>
<td>Restricted area for lunch time – away from 9th graders</td>
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<tr>
<td><strong>Mel Content</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cy Cology</td>
<td>Thrown out of multiple classes for putting head down on table and not working</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Jack Daniels</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Molly Coddle</td>
<td>Brought whisky flask in backpack</td>
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<tr>
<td><strong>Benton Destruction</strong></td>
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<td></td>
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</tr>
<tr>
<td>Cy Cology</td>
<td>Vandalized desk – drew on it with Sharpie</td>
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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?
<table>
<thead>
<tr>
<th>SWPBIS</th>
<th>Restorative Justice/Assumptions/Theory</th>
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<tr>
<td></td>
<td>A restorative environment provides the context for restorative practices</td>
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<thead>
<tr>
<th>Assumptions/Theory</th>
<th>Practices</th>
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<tr>
<td>Applied Behavior Analysis</td>
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<tr>
<td>Implementation Science (Finsen, Naomi, Blasé, Friedman, &amp; Wallace, 2005)</td>
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<tr>
<td>Applied Restorative Analysis (Albert, 1996)</td>
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</tr>
<tr>
<td>Implementation Science (Finsen, Naomi, Blasé, Friedman, &amp; Wallace, 2005)</td>
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<tr>
<td>Building-Level PBI team established to guide needs assessment, planning and integration with school improvement</td>
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<tr>
<td>Consistent school wide expectations that are taught and followed by all students and staff</td>
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<td>Students are acknowledged for their success in meeting expectations</td>
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<tr>
<td>Decisions regarding interventions are based on data collected on student behavior</td>
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<tr>
<td>A continuum of responses to rule infractions is used consistently by all staff</td>
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<tr>
<td>Firm but fair consequences for misbehavior are clearly defined</td>
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<tr>
<td>Whole school prevention</td>
<td></td>
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<tr>
<td>Educators are models of restorative practice</td>
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<tr>
<td>Physical environment promotes an ethos of care</td>
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<tr>
<td>Emotional environment promotes an ethos of care</td>
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<tr>
<td>School policies and practices focus on restoration - Conflict resolution - Flexible policies</td>
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<tr>
<td>Differentiated discipline</td>
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<tr>
<td>Restorative Responses to Problem Behavior</td>
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<tr>
<td>Reintegration following office referrals or suspension</td>
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<tr>
<td>Conferencing</td>
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<td>Class meetings</td>
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<td>Circles</td>
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<td>Mediation</td>
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<td>Conflict Resolution</td>
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<th>Research Base</th>
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<tr>
<td>Two randomized control trials in elementary schools (C.P. Bradshaw, Koth, Thornton, &amp; Leaf, 2009; Lynne-Landsman, Bradshaw, &amp; Jalongo)</td>
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<tr>
<td>Multiple single subject studies and evaluation studies</td>
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<tr>
<td>Multiple randomized control trials in middle schools (Sprague et al., 2004)</td>
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<tr>
<td>Multiple single subject studies and evaluation studies documenting positive effects (C.P. Bradshaw &amp; Garbarino, 2004)</td>
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<tr>
<td>Multiple case study reports in U.S. and Canada (Leff, Kupersmidt, Patterson, &amp; Power, 1999; Lewis, 2009; Marini, Dane, Bosacki, &amp; YLC-CURA, 2006; Sumner, et al., 2010)</td>
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Restorative Practice Resources


- Classmates not Cellmates
  - [www.fightcrime.org/ca](http://www.fightcrime.org/ca)

- **Fix School Discipline Toolkit**


Next Steps and Questions