Integrating SWPBIS and Restorative Practices in Schools: What we have learned

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Agenda

• Introductions and process description
• Background on the problem
  – School to prison pipeline
  – Disproportionate minority representation
• 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
• Questions, comments and closing
Agenda

• Get to know each other
• Warmup
  – What would you like to learn or be able to do at the end of our time together?
  – Your concerns about student discipline
• Your understanding of, and experience with PBIS
  – Integration with other interventions
    • SEL
    • Restorative Practice
Content

• Why do we do it this way?
  – School to prison pipeline

• How can we make a difference?
  – Teaching with poverty and stress (student and adult) in mind
  – Culturally responsive SWPBIS
  – School-based mentorship
  – Restorative justice/practices
    • Define restorative discipline
      – Provide background on the approach
    • Discuss and give examples of restorative discipline practices and their relation to SWPBIS implementation
    • Illustrate restorative practices in schools
• ‘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
• If you always do what you always did, you’ll always get what you always got.

—“Moms” Mably
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Common response to behavioral problems: Apply increasing sanctions

• 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
Big Ideas

• Office Referrals, Suspension and Expulsion from school have been used to “punish” students, alert parents, and protect other students and school staff members but there are 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
  – Social, emotional, and mental health support for students can decrease the need for referrals, suspension and expulsion
REASONS WE APPLY OUT-OF-SCHOOL SUSPENSIONS

• Gun Free Schools Act
  • 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.
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.
I feel like I've been here

And done this before.

Is this deja vu?

No, this is the principal's office.

Well, that takes the shine off it.
• 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)
What we say to dogs
Okay, Ginger! I've had it!
You stay out of the garbage!
Understand, Ginger? Stay out of the garbage, or else!

What they hear
blah blah GINGER blah
blah blah blah blah
blah blah GINGER blah
blah blah blah blah
blah blah blah
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
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
The Principal Suspended Me: School is the only place where you get time off for bad behavior!
Reflection

• What are the challenges you face with discipline procedures in your school?
  – Inconsistent teacher responses?
  – Lack of resources and alternatives?
  – Pressure from parents to deal with disruptive students?

• What are successes you have achieved in implementing alternatives to exclusionary discipline?
Office Referrals, Time-Out, Pass Rooms, Detention Rooms and Out of School Suspensions

Guidelines for Effective and Appropriate Use

Jeffrey Sprague, Ph.D.
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

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Jeffrey Sprague, Ph.D. (jeffs@uoregon.edu)
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
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”**
SWPBIS: Adoption Conditions

• Behavior is a school/program improvement priority
  – All behavioral goals are within the context of being together as a community, in accordance with community goals and values (and the school improvement plan!)
• Administrator is an active leader and involved!
• Each school has “champions/coaches”
  – Training and coaching for the adults
  – Students participate as members of planning and evaluation teams
• Adoption of standard curriculum content and procedures (for kids and adults)
  – Most adults help implement the program (go with the goers)
  – All students affected and involved (universal, selective and indicated supports)
• System for performance-based feedback
  – Are we meeting our outcomes?
  – Are we consistent?
• System includes individual/school/community wide celebrations of success
Implementation Practices

• Train and support a representative team
  – Principal actively leads and facilitates
  – 2-3 year process of ongoing staff development
• Set time to plan and continuously improve
  • Set school-wide expectations
  • Set a plan to teach expected behavior
  • Set a plan to recognize expected behavior and actively supervise
  • Provide firm but fair behavioral corrections
• Use and report data (student and staff behavior) to make decisions and give/seek feedback to/from staff members, leaders and families
  – Program outcomes (Office referrals, suspensions, expulsions – disaggregated by gender, race and disability status)
  – Intervention fidelity (consistency and quality of implementation)
    • Are we doing what we say we are doing?
School Wide PBIS Teams

• Meet monthly at school
  – Continuously assess of school progress and problems
  – Implement positive discipline systems
    • PBIS
    • Restorative Practice
  – Organize and implement school wide celebration of successes

• Team provides staff training/coaching across the year and is continuously available

• Team gives status report monthly to all staff
  – Exclusionary discipline patterns
  – Intervention fidelity successes and concerns
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
  – 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
    • Horner, Sugai, & Anderson, 2010).

• 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 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

Treatment

Sanctions

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

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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.
Teacher Behaviors

- Listen
- Empathize
- Honest/integrity
- Open
- Respectful
- Firm and Fair
- Encouraging
- Explicit
- Knowledge
- Challenging
- Set clear boundaries
- Explain your actions
- Realistic
- Predictable

- Non judgmental
- Believed in person
- Humor & fun
- Create learning environment
- Affirming
- Apologize - vulnerable
- Being real
- Share story
- Compassion
- Individual
- Consistent
- Forgive
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?

- Avoid
- Attack Self
- Attack Other
- Withdraw
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
Forgiveness

• Acknowledge the harm
• Apology
• Restore
• Hold Accountable
• Show mercy to the person who harmed you
• Move on
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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 “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>Informal</th>
<th>Formal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affective statements</td>
<td>Affective questions</td>
</tr>
<tr>
<td></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>


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CONTINUUM of PBIS and RP supports

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

~80% of students

Most formal (reintegration into community):
Formal Conferences
Alternative to Suspension

~15%

More formal (relationship/community affirmation):
Small circles
Peer mediation

~5%

Informal (relationship/community building):
Primary Restorative Practices:
- Affective statements
- Affective questions
- Active listening
- Reframing
- Class Meetings and Circle

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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 the 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.

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?

<table>
<thead>
<tr>
<th>Name</th>
<th>Code</th>
<th>Offense</th>
<th>Restoration</th>
<th>Sanction</th>
<th>Treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td>George Gang Banger</td>
<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>
<td>Reteach expectations for leaving gang affiliations off campus, refocus on job here to learn</td>
</tr>
<tr>
<td>Mel Content</td>
<td>Cy Cology</td>
<td>Thrown out of multiple classes for putting head down on table and not working</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jack Daniels</td>
<td>Molly Coddle</td>
<td>Brought whisky flask in backpack</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benton Destruction</td>
<td>Cy Cology</td>
<td>Vandalized desk – drew on it with Sharpie</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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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 Restorative Justice/Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assumptions/Theory</strong></td>
</tr>
<tr>
<td>• Applied Behavior Analysis</td>
</tr>
<tr>
<td>• Implementation Science (<em>Finsen, Naomi, Blasé, Friedman, &amp; Wallace, 2005</em>)</td>
</tr>
<tr>
<td>• Human Performance (<em>Gilbert, 1996</em>)</td>
</tr>
<tr>
<td>• Host Environment (<em>Jones et al., 2009</em>)</td>
</tr>
<tr>
<td>• A restorative environment provides the context for restorative practices</td>
</tr>
<tr>
<td>• Control Theory (<em>Li &amp; Mustanski, 2012</em>)</td>
</tr>
<tr>
<td><strong>Practices</strong></td>
</tr>
<tr>
<td>• Building-level PBIS team established to guide needs assessment, planning and integration with school improvement</td>
</tr>
<tr>
<td>• Consistent school wide expectations that are taught and followed by all students and staff</td>
</tr>
<tr>
<td>• Students are acknowledged for their success in meeting expectations</td>
</tr>
<tr>
<td>• Decisions regarding interventions are based on data collected on student behavior</td>
</tr>
<tr>
<td>• A continuum of responses to rule infractions is used consistently by all staff</td>
</tr>
<tr>
<td>• Routine collection and summary of discipline data to identify school wide, classroom and individual student needs</td>
</tr>
<tr>
<td>• System improvement decisions based on outcome data</td>
</tr>
<tr>
<td>• Firm but fair consequences for misbehavior are clearly defined</td>
</tr>
<tr>
<td>• Educators are models of restorative practice</td>
</tr>
<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</td>
</tr>
<tr>
<td>• Conflict resolution</td>
</tr>
<tr>
<td>• Flexible policies</td>
</tr>
<tr>
<td>• Differentiated discipline</td>
</tr>
<tr>
<td><strong>Whole school prevention</strong></td>
</tr>
<tr>
<td>• Reintegration following office referrals or suspension</td>
</tr>
<tr>
<td>• Conferencing</td>
</tr>
<tr>
<td>• Class meetings</td>
</tr>
<tr>
<td>• Circles</td>
</tr>
<tr>
<td>• Mediation</td>
</tr>
<tr>
<td>• Conflict Resolution</td>
</tr>
<tr>
<td><strong>Research Base</strong></td>
</tr>
<tr>
<td>• Two randomized control trials in elementary schools (<em>C.P. Bradshaw, Koth, Thornton, &amp; Leaf, 2009; Lynne-Landsman, Bradshaw, &amp; Ialongo</em>)</td>
</tr>
<tr>
<td>• One completed randomized control trial in middle schools (Sprague et al.,)</td>
</tr>
<tr>
<td>• Multiple single subject studies and evaluation studies documenting positive effects (<em>C. P. Bradshaw &amp; Garbarino, 2004</em>)</td>
</tr>
<tr>
<td>• Multiple case study reports in U.S. and Canada (<em>Leff, Kupersmidt, Patterson, &amp; Power, 1999; Lewis, 2009; Marini, Dane, Bosacki, &amp; YLC-CURA., 2006; Sumner, et al., 2010</em>)</td>
</tr>
</tbody>
</table>
Restorative Discipline Resources

- Classmates not Cellmates – [www.fightcrime.org/ca](http://www.fightcrime.org/ca)
- **Fix School Discipline Toolkit**
Next Steps and Questions
References

References