

Session 104 : Ready, Set, Go: Lessons Learned Preparing Schools to Implement Proactive Restorative Practices

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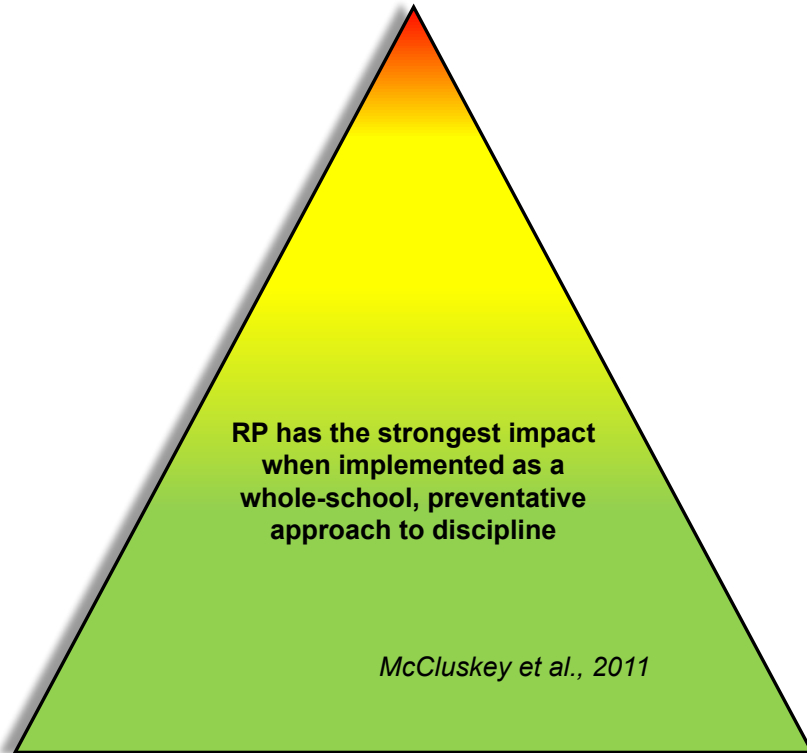
Goals of the Session

- Identify the term Proactive Restorative Practices
- Emphasis the importance of integrating and aligning evidence based instructional strategies and Proactive Restorative Practices within a PBIS framework
- Share the readiness steps and resources the Palm Beach County School District used to prepare school-based teams for training and implementation of Proactive Restorative Practices

Who's Here?

- District Personnel
- Administrator
- School Counselor
- Community Agency
- Teacher
- Support Personnel
- MTSS/PBIS Coordinator
- University Personnel
- Other

RP Across the Tiers



Structure



- Community Restorative Conferencing
- Family Group Conferencing (FGC)
- Family Group Decision Making (FGDM)
- Peer juries
- Peer mediation
- Shuttle mediation
- Mediation
- Restorative meetings
- Restorative conversations
- Informal conferences
- Problem-solving circles
- Restorative meetings
- Restorative questioning

Reactive strategies

- Affective statements & scripts
- "Checking-In" circles
- Using social/emotional curriculum

Preventative strategies

District Readiness

- Yearly Implementation Plan/Action Plan
- District coordination with a Point of Contact
- District collaboration between departments
- District level training
- Administrator overview
- Discuss expectations and integration within MTSS/PBIS
- Propose train-the-trainer process

Palm Beach County – Project Connect

Their Journey

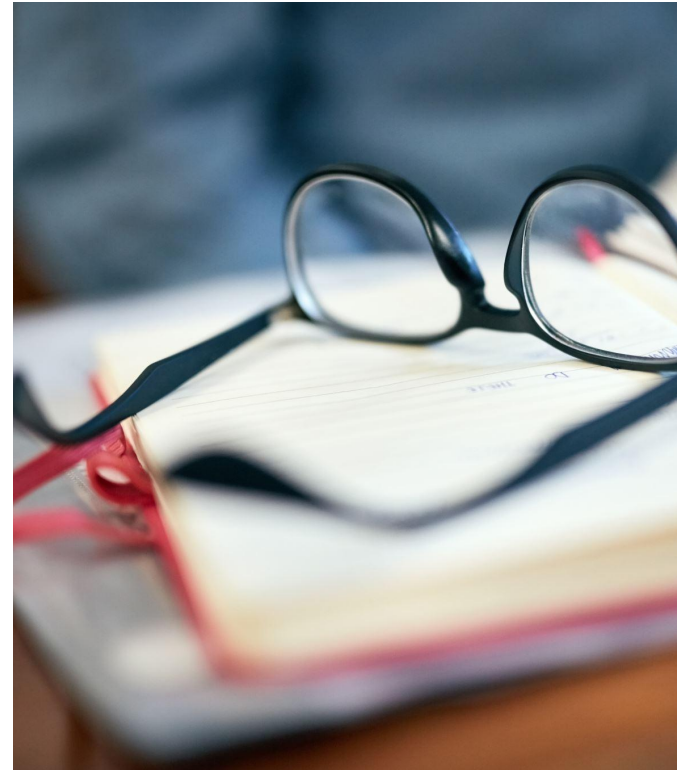
READY, SET, GO: LESSONS LEARNED PREPARING SCHOOLS TO IMPLEMENT PROACTIVE RESTORATIVE PRACTICES



The School District of Palm Beach County
Frances Basich – SCTG/Project Connect
Michael Kanusky – SCTG/Project Connect

SCHOOL CLIMATE TRANSFORMATION GRANT (SCTG)/ PROJECT CONNECT OVERVIEW

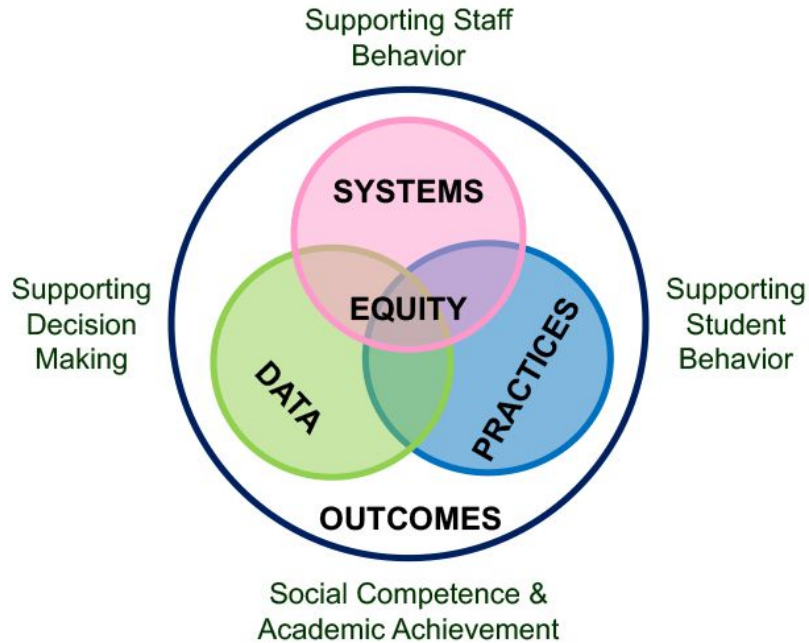
- In 2014, U.S. Department of Education, Office of Special Education Programs (OSEP), and Office of Elementary and Secondary Education (OESE) developed School Climate Transformation Grant (SCTG) to enable State Education Agencies (SEA's) and Local Education Agencies (LEA's)
- In 2014, 71 LEA's awarded; in 2019, SPBPC one of 69 LEA's awarded
- SCTG 2019 Focus: To build capacity at school & district levels for implementing a sustained PBS framework integrated with Skills for Learning and Life (SLL) for students and adults along with opioid abuse prevention



Ready or Not ...

- Individualized coaching and support for Tier 1/Core fidelity using the Benchmarks of Quality (BoQ) which helped determine readiness for Restorative Practices
- Met with school leadership to review PBS data measures and identify outcome goals (decrease ODR's, improve relationships, etc.)
- SCTG/Project Connect team was trained in Proactive Restorative Practices by FLPBIS to build capacity
- Project Connect team attended regularly scheduled collaboration meetings with our District departments to ensure common language
- False sense of readiness for the participating schools

Problem Solving - Barriers Identified with 1st Cohort



Data

- 3 middle and 3 high schools
- Low participation from school teams at FLPBIS Proactive RP training (1 out of 6)
- Limited completion of RP Readiness Form

Practices

- Preparing school administrators for what to expect with Proactive RP
- Who, what, when, where, and how

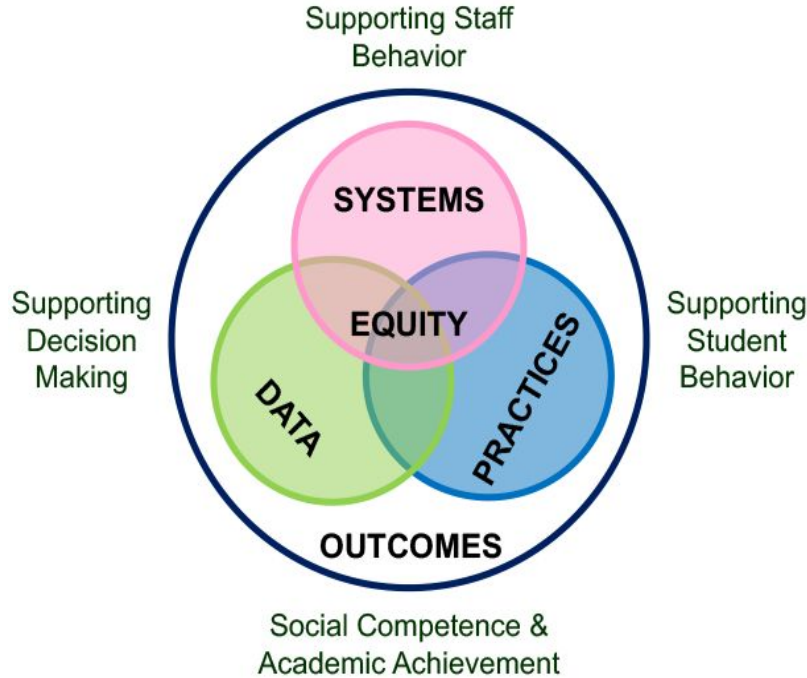
Systems

- Deciding which facilitators will follow through and yield the best possible outcomes
- Team development - expectation of implementation

Outcomes

- 1 teacher submitted Fidelity Checks in SY22

Problem Solving - Revisions and Modifications



Center on PBIS

Data

- 4 middle and 2 high schools
- All 6 schools submitted RP Readiness Form
- 92% attendance at Summer RP Training

Practices

- Tailored RP Readiness Form to the District
- Hosted RP Overview Meeting for principals
- Provided individualized coaching and support with leadership teams at each school
- Offered numerous Proactive RP trainings throughout the summer with a stipend

Systems

- SLL District team creates Community Circle lessons for all teachers
- All RP teachers required to sign up for a support session with a PC coach
- RP implementation tied to Year 4 funding

Outcomes

- 27/30 (90%) of RP teachers have submitted a Fidelity Check in SY23
- 28/30 (93%) of RP teachers signed up for support session

School Name:



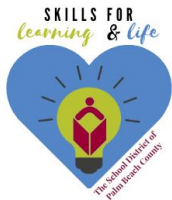
Project Connect: Restorative Practices (RP) Checklist

Please share this document back with your assigned PC Coach after completing the action steps below:

Planning & Training Requirements	Action Needed		PC Approval
1. Leadership team designated and developed based on the implementation plan developed with PC Coach (<i>recommended</i> representation from the core PBS team to include: Administration, SSSC, school counselor, BHP). ALL team members agree to participate in Restorative Practices Training sessions and support implementation of RP within a PBS Framework.	List Names of Leadership Team:		
2. Designated administrator will be an active participant on the Restorative Practices Leadership Team: <ul style="list-style-type: none"> Attends all sessions of the Restorative Practices Training Communicates Restorative Practices expectations (i.e. community circles, fidelity checks) with RP Teachers, as stated within the implementation plan Plays an integral part of the rollout of Restorative Practices Designated Administrator's Name:	Designated Administrator's Signature (in Pacifico):		
3. The principal commits to being an active supporter of Restorative Practices on campus. <i>He or she is aware that RP has both proactive and reactive phases. The initial training only covers the proactive practices and the school will receive training on the reactive practices based on readiness.</i>	Principal's Signature (in Pacifico):		
4. Restorative Practices Teachers are designated to implement Community Circles, as well as other aspects of Restorative Practices. ALL team members agree to participate in each of the Restorative Practices Training sessions and support implementation of RP within a PBS Framework.	List Names of RP Teachers:		
5. An implementation plan has been discussed and created with the PC coach as to how Affective Statements/Community Circles will be implemented with a time designated in the master schedule that includes staff, grade level, or subject area.	Class Period/ Time of Day:		
6. All designated Restorative Practices faculty & staff (i.e., Leadership Team and RP Teachers) register to attend one of the summer Restorative Practices PD sessions via RP Google Form (<i>See session options listed here</i>)	Entire Leadership Team and all RP Facilitators Registered for Summer PD via RP Google Form by May 20, 2022		
7. The administration team has participated in the RP Overview for Administrators with FLPBIS Technical Assistance and is aware that the initial RP training covers Proactive RP - Affective Statements and Community Circles.	Principal's Signature (in Pacifico):		
8. Upon full implementation of the proactive segment, as outlined in the "Data Collection Requirement" section (items 9 & 10 below), the leadership team will work with assigned PC coach to determine readiness for phase two, Responsive RP for implementation during SY22-23 or SY23-24			

Data Collection & Implementation Requirements	Action Needed	PC Approval
<p>9. Following the completion of Community Circles training, designated administrator will communicate the following expectations to all RP Teachers:</p> <ul style="list-style-type: none"> ● Complete monthly Fidelity Check of Community Circle Components (minimum 1x per month) ● Ensure fidelity of implementation of Community Circles with students during designated time of the day <ul style="list-style-type: none"> ○ Middle Schools - Daily Implementation ○ High Schools - Weekly Implementation 	<p>Designated Administrator's Signature <i>(in Pacifico)</i>:</p>	
<p>10. Following the completion of Community Circles training the designated administrator will actively support the following components:</p> <ul style="list-style-type: none"> ● Follow-up with RP Teachers to ensure completion of the Fidelity Check of Community Circle Components (once a month) ● Document the number of Community Circles used in a school per month <ul style="list-style-type: none"> ○ Middle Schools - Daily Implementation ○ High Schools - Weekly Implementation ● <i>Non-evaluatively</i> observe Community Circles within the classroom 		

Adapted from the USF RBP School Readiness Checklist



COMMUNITY CIRCLE

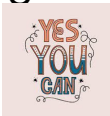
LESSON

2

WELCOMING RITUAL

Community Builder:

Turn to the person on you left and your right and share a word of encouragement for the day.



***We care about ourselves,
are kind to others, and
are responsible for ourselves
and our community.***

LESSON

SLL Lesson:



Week 22 Secondary Lesson

Theme: Helping Others Feel Valued & Included

Competency: Relationship Skills

OPTIMISTIC CLOSURE

“It is easier to reach our potential when we learn the value of including others in our quest.”
–John Wooden



Problem-Solving Outcomes

Testimonials

"CJ, you're driving me nuts" is what I wanted to say or "CJ, I'm going to tell your Mom," but alas, I found a proper sentence that was 'almost near' the Restorative Justice approach – state the 'Feeling, Behavior, the Why, and a Better Option.'" Good Lord, this is easier said than done! It took me a few minutes to get the wording right, but the outcome was awesome. I am so ready to implement 'Project Connect' and excited to see it at work in our school SY23 Thank you, Project Connect." (Wanda, HS SPED Teacher; regarding implementing affective statements with her grandchildren after summer RP PD)

Problem-Solving Outcomes

Testimonials

- ***“My class does Community Circles 2 days per week and after the 3rd month of school, I had a student come up to me and say he was so glad that we do these circles because he is able to build friendships with other classmates based on things they have in common. That meant a lot to him since it was his first year at our school.” - Joshua (HS SPED Math Teacher)***
- ***“By using Community Circles, I can see students developing relationships with their peers that were not there at the beginning of the year.” - Tanya G. (2nd Grade Teacher)***

Sources

- The National Center on Positive Behavioral Interventions and Supports;
<https://www.pbis.org/>
- The Florida Positive Behavioral Interventions and Support Project;
<https://flpbis.cbcs.usf.edu/>
- U.S. Department of Education, Office of Special Education Programs (OSEP), and Office of Elementary and Secondary Education (OESE) developed School Climate Transformation Grant (SCTG)
- International Institute for Restorative Practices (IIRP)
- Garnett, B., Moore, M., Kiddle, J., Ballysingh, T., Kervick, C., Bedinger, L., Smith, L., & Sparks, H. (2020). Needs and readiness assessments for implementing school-wide restorative practices. *Improving Schools*, 23(1), 21-32.
<https://doi.org/10.1177/1365480219836529>

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RESTORATIVE PRACTICES

**Level UP! Supporting Student Behavior
With PBIS and Restorative Practices**

Restorative Practices + PBIS = Student Success!

*Dr. Michele F. Flowers, Educational Consultant and Trainer
Coordinating Supervisor Student Discipline, Prevention, and Intervention
Clayton County Public Schools, Jonesboro Georgia*

OBJECTIVES

1. Learn how utilization of RP can enhance the PBIS framework and implementation in schools.
2. Define the elements of classroom circles.
3. Practice classroom circles.
4. Develop a plan for implementing classroom circles.

GOALS OF PBIS AND RP

- To build a **safe, respectful, and productive** learning environment
- To establish a **positive school climate** where students and adults have **strong, positive relationships** and students understand what is **expected** of them as learners at school
- Positive relationships are shared by all stakeholders
- Inclusive school community
- Less reliance on exclusionary discipline practices

WHY IMPLEMENT PBIS AND RP TOGETHER? WHY NOT CHOOSE ONE?

- ▶ **With PBIS but not RP:** Some students may know and understand the expectations of the classroom and the school, but do not feel sufficiently **connected** to their classroom and/or the school, and so are not **motivated** to adhere to norms (which they feel have been **forced upon them**). Accordingly, these students are unmotivated to repair harm they have done to others within the scope of those norms. When they receive consequences (especially those resulting in exclusion), they view those consequences as **oppressive or unfair**, and their feelings of belonging are further diminished, making misbehavior more likely in the future.
- ▶ **These students' skill outpaces their will.**

PBIS	
What it is...	Why it works...
Consistent expectations across all learning environments	Expectations are highly visible and referenced regularly, so students are clear about what is expected.
Explicit teaching and re-teaching of expectations in all learning environments	Teaching of behavioral skills and regular corrective input help students who have difficulty with tasks. The school and classroom environments are scaffolded to support students with lagging executive functioning skills.
Acknowledgment of behaviors that meet expectations that are timely, specific, and paired with a positive reward (contingency system)	Students are extrinsically motivated by acknowledgment, tokens, and the celebrations that are awarded for classroom success.
Celebration of behavioral success in classroom and school communities	Consistency in classroom structures and routines and in responses to unexpected behavior increase predictability and safety from the student's perspective.
Prompts and pre-corrections in classroom and school communities	Data-driven decision making allows resources to flow naturally to students and staff that need them most.
Predictable structures for responding to students of behavior (train reminder, nose space, buddy room, ODR)	
ODR and acknowledgment data generated to inform allocation of resources in areas of greatest need at Tier 1, 2, and 3	

Restorative Practices	
What it is...	Why it works...
Restorative circles to build respect, safety, belonging, voice, and social responsibility, and to heal the classroom as a community	Creates a classroom community where students feel safe and necessary for the community to do its best.
Use of affective language to address specific, observable behaviors by others in the learning community	Restores social and positional hierarchies that exist within the classroom, allowing students to feel that things are better, rocks with them, and it works for them.

[Highgate's PBIS/RP Document](#)

WHY IMPLEMENT PBIS AND RP TOGETHER? WHY NOT CHOOSE ONE?

- ▶ **With RP but not PBIS:** Some students may desire to be a part of their learning community and to adhere to its norms, but lack the necessary executive functioning skills to do so consistently. Other students may have developed behavior response mechanisms that meet their needs in other environments but are maladaptive to school. They are not given the explicit teaching necessary to be successful within the community's norms, and so become frustrated by their repeated need to restore and repair harm.
- ▶ **These students' will outpaces their skill.**

[Highgate's PBIS/RP Document](#)

PBIS	
What it is... Consistent expectations across all learning environments. Explicit teaching and re-teaching of expectations in all learning environments. Acknowledgment of behaviors that meet expectations that are timely, specific, and paired with a tangible reward (tokening system). Celebration of behavioral success in classroom and school communities. Prompts and pre-corrections to remind students of expected behaviors. Predictable structure for responding to unexpected behavior (date reminder, rest, quiet, buddy roles, CDR). CDR and acknowledgment data generated to inform allocation of resources in areas of greatest need at Tier 1.	Why it works... Expectations are highly visible and referenced regularly, so students are clear about what is expected. Teaching of behavioral skills and regular prompting/corrections help students who have difficulty to learn. The school and classroom environments are structured to support students with ongoing executive functioning skills. Students are extrinsically motivated by acknowledgments, tokens, and the celebrations that result for behavior success. Consistency in classroom structure and routine and in response to unexpected behavior increase predictability and safety from the student's perspective. Data-driven decision-making allows resources to flow naturally to students and staff that need them most.
Restorative Practices	
What it is... Restorative Circles to build respect, safety, belonging, voice, and social responsibility, and to frame the classroom as a community. Use of effective language to address specific, observable behaviors by others in the learning community.	Why it works... Creates a classroom community where students feel safe and secure. Fosters social and emotional hierarchies that exist within the classroom, allowing students to feel that things are better done with others than in silence or by themselves.

TYPES OF RESTORATIVE PRACTICES

Affective Statements

Everyday usage

"I" statements

Describes how something made you feel



Circles

Morning meetings

Social/emotional instruction (e.g. empathy)

Problem-solving class-wide issues

Restorative Conferences

Informal conference

Restorative meeting and chats

Restorative conferences

Reintegration Procedures

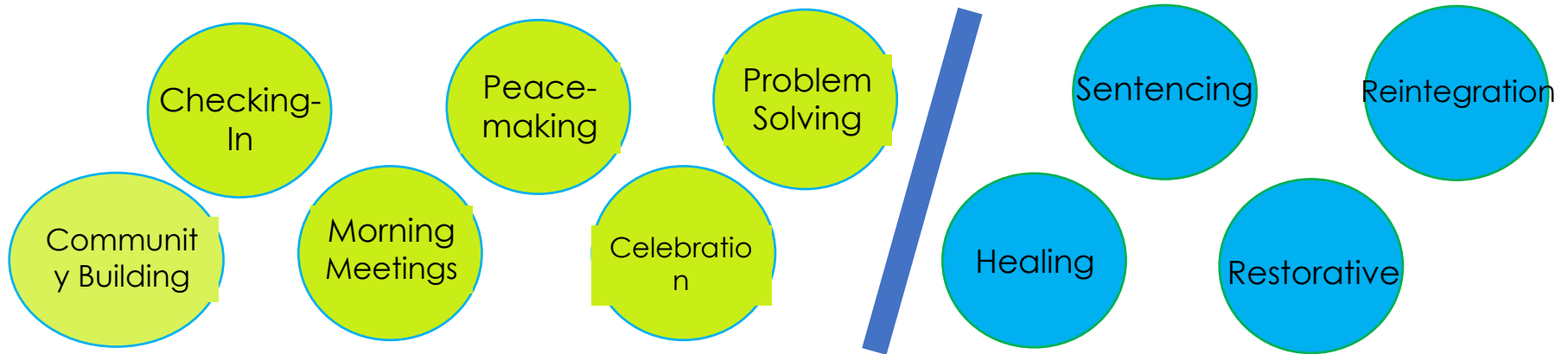
Restore relationship between offender & victim

Classroom and/ or office-managed offenses

Match to severity of incident

CIRCLES

- A structured process for bringing people together to:
 - Understand one another
 - Strengthen bonds
 - Share & understand feelings
 - Solve problems



TOPOGRAPHY OF A CIRCLE

- Participants sit in circle
- All members have equal status
- Designated facilitator
- Identify expectations:
 - Be Honest
 - Speak with respect
 - Follow structure
- Everyone has the opportunity to participate
- Participation is encouraged but optional



CIRCLE GUIDELINES



Respect the Talking Piece.



Speak from the heart.



Share just enough.



Listen with respect.



Remain in the circle.

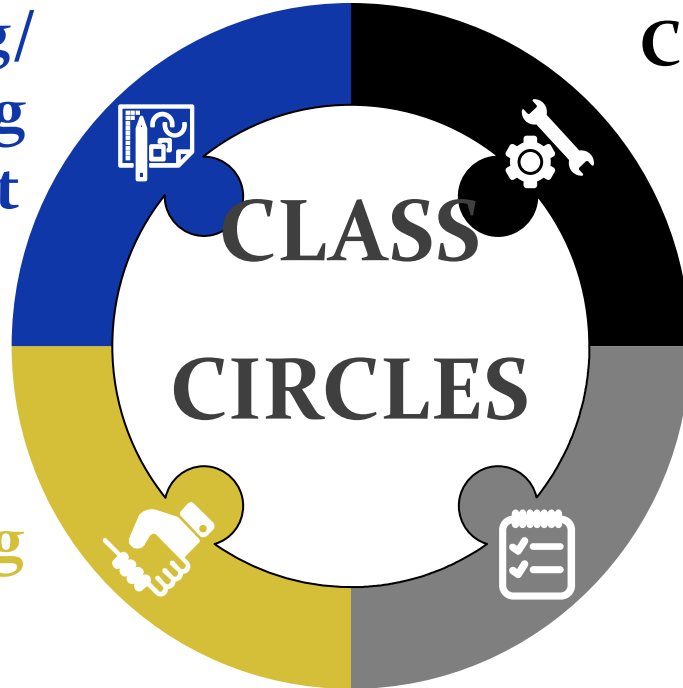


Honor confidentiality.

COMPONENTS OF A CLASS CIRCLE

Greeting/
Focusing
Moment

Connection/
Feelings
Check-In



Closing

Activity

USING CIRCLES TO TEACH NECESSARY SKILLS

Why use circles in addition to existing teaching methods?

Additional tool for teaching and/or re-teaching

Existing lesson plans do not address social/emotional learning

Circle structure offers benefits beyond traditional classroom arrangements.

Reactive circles support problem-solving skills for addressing problem behavior

EXAMPLES OF CIRCLES AT SCHOOL

- Introduce and re-teach expectations and rules to students
- Provide lesson on social-emotional learning
- Address a class-wide behavior issue (i.e. disruption, name calling)
- Address a schoolwide issue (i.e. hallway issues, event on campus that impacted all students)
- Address an issue with a group of students (i.e. 6th grade in the cafeteria, behavior on bus route 202)
- Provide Tier 2 supports (i.e. social skills training)
- Staff are in disagreement about “gum” chewing on campus
- Staff are inconsistent with performing hallway duty
- Can also be used to teach academic skills (i.e. math facts, states & capitals, words and definitions)

GREETING/FOCUS MOMENT

- Greeting/Focusing moment
 - Happens first to set positive tone
 - Everyone in circle is included
 - Their name is said once
 - Respectful and friendly
 - Short time frame
(between two to five minutes)

Examples of Greetings:

- Group greeting
- Match card greeting
- Spider web greeting
- I wonder...

Created by M. Flowers



EXAMPLES OF GREETINGS

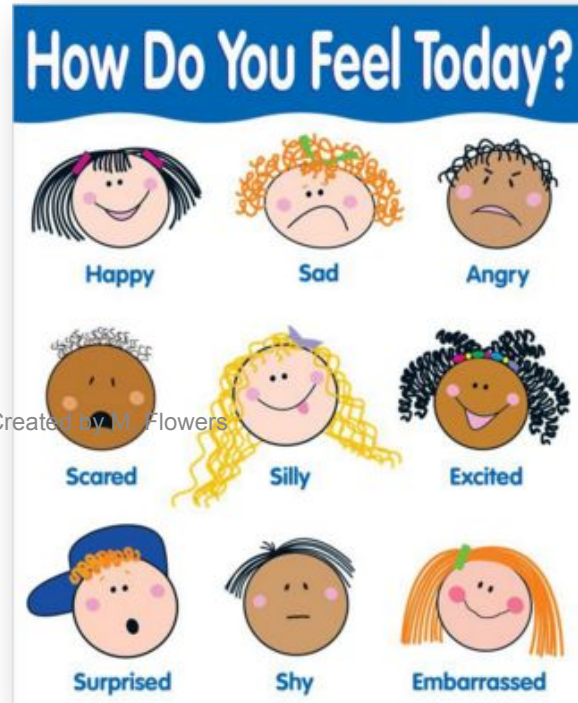
- Group greeting – when a person says their name and everyone greets them at once
- Match card greeting— one student gets a math problem 3×2 and another person gets 6 and they have to find their match
- Spider web greeting- using a ball of yarn, one student starts and rolls ball to person on another side of circle and greets them. The student greets them back and rolls it to another student continuing until all students are greeted and then go backwards to roll ball of yarn back up.
- I wonder.....Have index cards with lots of different questions for example—If you could be any superhero, who would be? Why? If you could have one wish come true, what would it be? Why?
- Other Ideas?

Created by M. Flowers

CONNECTION/FEELINGS CHECK-IN

Keep it fresh – use a variety of greetings

- Builds relationships among students
- Creates connections among teachers and students and school and home
- Encourages multiple perspectives
- All have a chance to share



EXAMPLES: CONNECTION/FEELINGS CHECK-IN

“Whose a five today?”

- This is a very brief way of checking in with your participants/students, seeing how they feel today. Here’s a sample scale:
 - 5 = Couldn’t be better, feeling energized and happy, excited for the day to begin
 - 4 = Feeling pretty happy, relaxed, feeling relatively optimistic about the day
 - 3 = So-So, relaxed, not particularly excited or happy but still alert & engaged
 - 2 = Not terrible, a little low energy, not particularly motivated to be here
 - 1 = Feeling really bad, really low energy, I would rather be somewhere else

CIRCLE ACTIVITY

- Makes up the bulk of the circle
- Can have many different purposes:
 - To discuss a classroom issue
 - *Example: Issue with name-calling*
 - To review school-wide expectations
 - *Example: review what 'be respectful' looks like in the classroom*
 - To review procedures
 - *Example: Review the process for getting ready for lunch*
 - To teach social/emotional skills
 - *Example: How to handle disappointment*



CLOSING

- Use a signal that indicates the circle is closing
- Reflections
 - What went well
 - What did they learn
 - What do they need to do as a result of activity or discussion
- “Daily News” – Review the schedule for the day



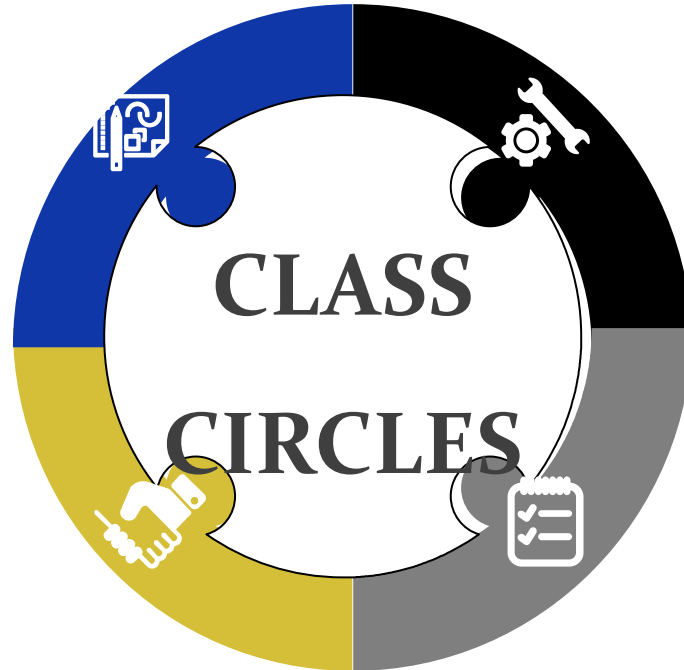
CLOSING: *EXAMPLES*

- Two-word check out
- Reflective questioning
- Student-developed closing
- Song
- Chant
- Pledge



COMPONENTS OF A CLASS CIRCLE

Greeting/
Focusing
Moment



Connection/
Feelings
Check-In

Closing

Activity

TIME TO PRACTICE

GREETING AND FOCUSING MOMENT

Greeting/Focus Moment

- Greeting/Focusing moment
 - Happens first to set positive tone
 - Everyone in circle is included
 - Their name is said once
 - Respectful and friendly
 - Short time frame (between two to five minutes)

Examples of Greetings:

- Group greeting
- Match card greeting
- Spider web greeting
- I wonder...



Opening Circle

Using your talking piece,
respond to the following
prompt:

*If you were a city, what city would
you be?*

CONNECTIONS AND FEELINGS CHECK- IN



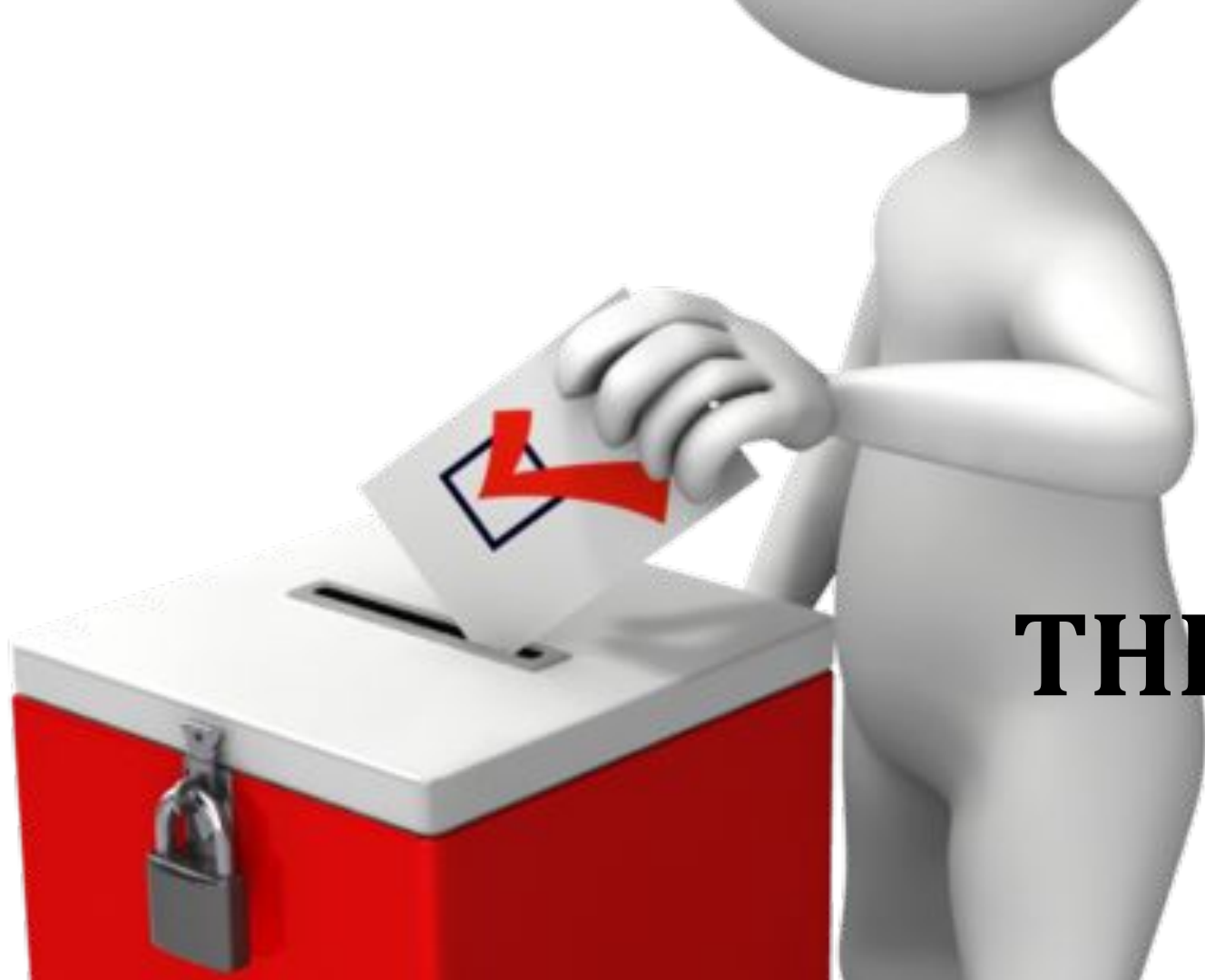
CHECK IN

Using your talking piece,
respond to the following
prompt:

The type of weather I feel like is...

ACTIVITY





THE BOX

1



2



CLOSING



CLOSING CIRCLE

Using the talking piece, please
respond to the following
prompt...

*What is one hope you have for
school/work when you return?*

RESOURCES



- RP LESSON PLAN GUIDE
- RP ZIP FILE

THANK YOU!

For more information contact

Dr. Michele F. Flowers

Drflowers15@yahoo.com

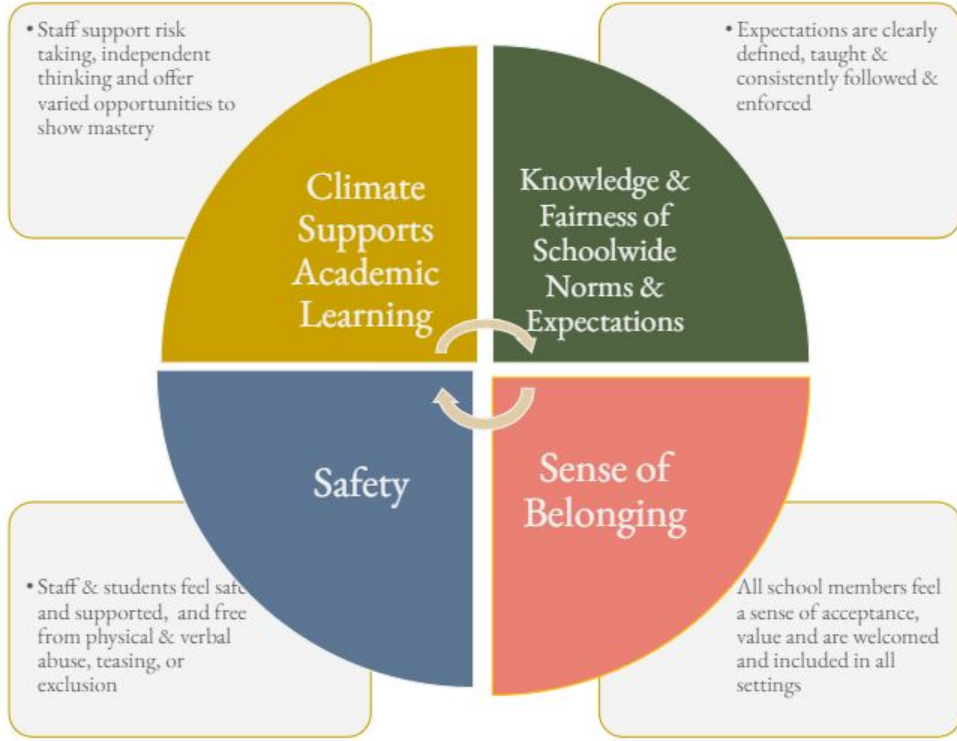


Multi-tiered System of Support (MTSS) & RJ Practices Framework at Concord High School

Margie Borawska, Ph.D.

Tim Herbert, Ed.D.

Advantages: Improvements in School Culture & Climate





Flipping the Script

- From organizing solely around academics to organizing around wellness
- From planning/organizing around individual needs to organizing overall environments to be nurturing
- From justice to increased supports within our discipline system
- From specific interventions to organizing whole child reform effort using public health framework
- From isolated departments and youth serving agencies to single system of delivery using public health framework
- From reviewing data from a single/isolated view to 360 view
- From reactive to preventative, proactive

Crimson Culture 5.0

Collaboration

Communication

Creativity

Self-Direction



Collaboration

- I accept feedback, reflect, hold myself accountable, and learn from my mistakes.
- I actively contribute with others to establish a common goal even when it's challenging.
- I cooperate with others.



Communication

- I actively listen to and engage with others to create a mutual understanding.
- I ask about, value, and celebrate differences; and encourage others to do the same.
- I am mindful of my environment and audience while I exchange ideas in a constructive way



Creativity

- I inspire a welcoming and creative space.
- I embrace change and adapt when needed.
- I strive to problem-solve by considering many perspectives.



Self-Direction

- I take initiative.
- I advocate for and respect my well-being.
- I allow myself to ask for help when I need it.
- I am responsible to say something when I see something that does not reflect the values of our crimson culture.

Restorative Practices in the Classroom

- Creating a sense of community:
 - Whole class community building circles
 - Pair and share
 - Check ins
- A Few Instructional Practices:
 - Fishbowl
 - Jigsaw
 - Check for Understanding
 - Student Driven Self-Reflection on class work

Problem Solving Practices for the Classroom

- Student Reflection on Behavior
- Affective Statements
- Problem Solving Circles
- Reentry Planning
 - Getting acquainted
 - Building Relationships
 - Addressing Issues
 - Developing Action Plans