

RESTORATIVE PRACTICES



Level UP! Supporting Student Behavior
With PBIS and Restorative Practices

Restorative Practices + PBIS = Student Success!

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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 for 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 in all settings (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	Data-driven decision making allows educators to follow naturally to students and staff that need them most.
Predictable structures for responding to students of behavior (gain reminder, reset 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 that they are 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, more 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 in all settings (positive system). Celebration of behavioral success in classroom and school communities. Prompts and pre-corrections to remind students of expected behaviors. Predictable structures 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 routines 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... Cultivates 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 than what was. It is there for the rest.

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

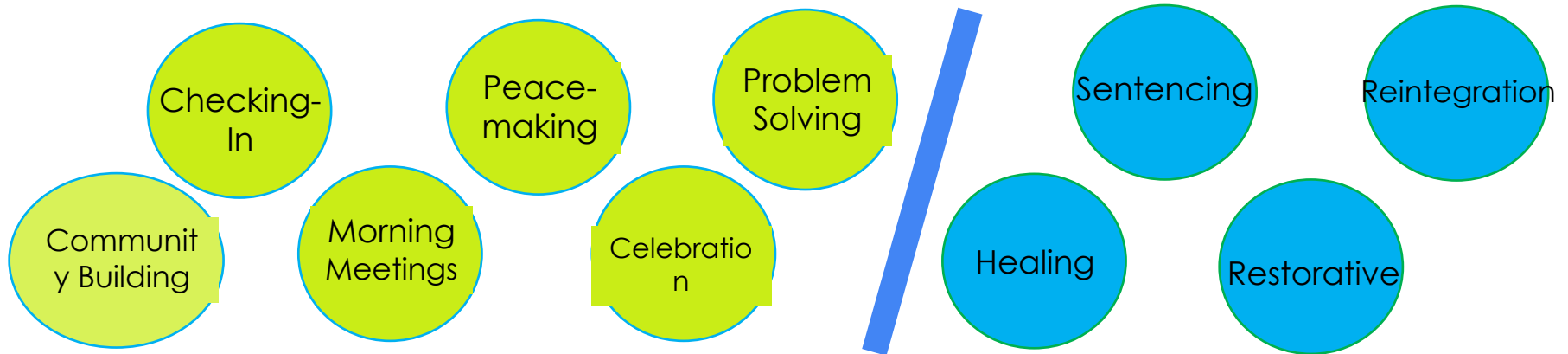
Restore relationship between offender & victim

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.

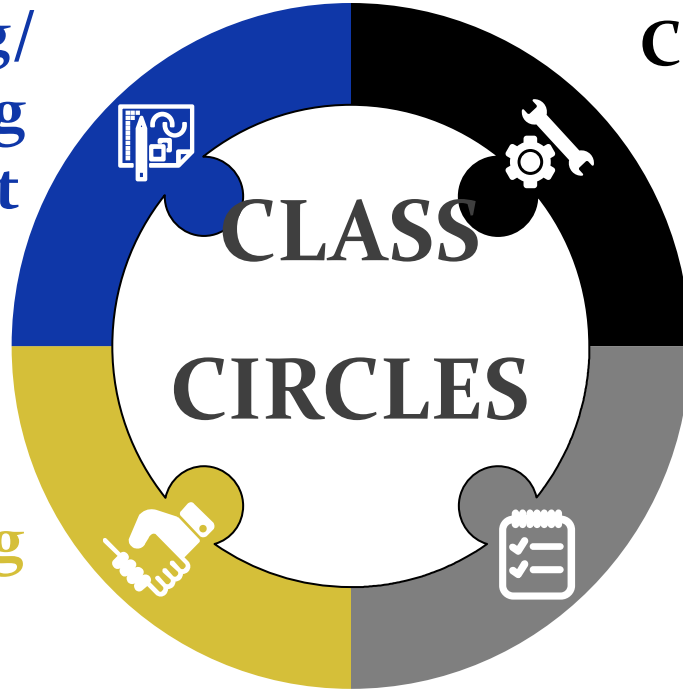
COMPONENTS OF A CLASS CIRCLE

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?

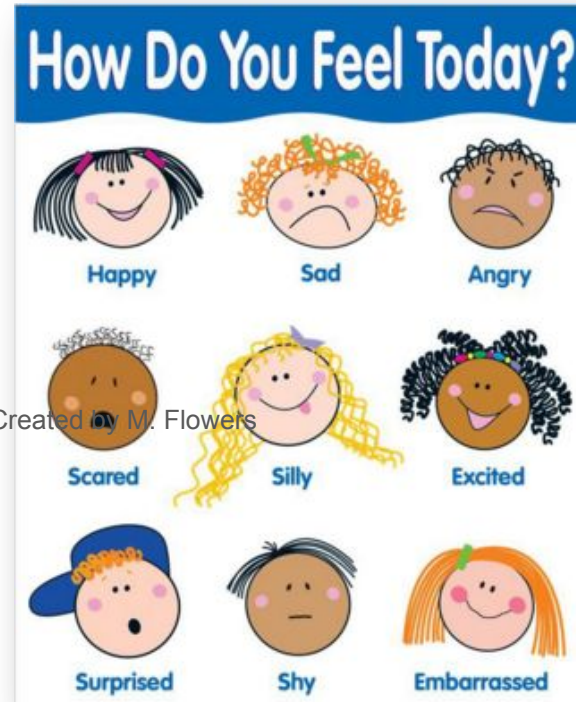
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Examples adapted from <https://www.responsiveclassroom.org/article/keeping-morning-meeting-greetings-fresh-and-fun>

CONNECTION/FEELINGS CHECK-IN

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

Keep it fresh – use a variety of greetings



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



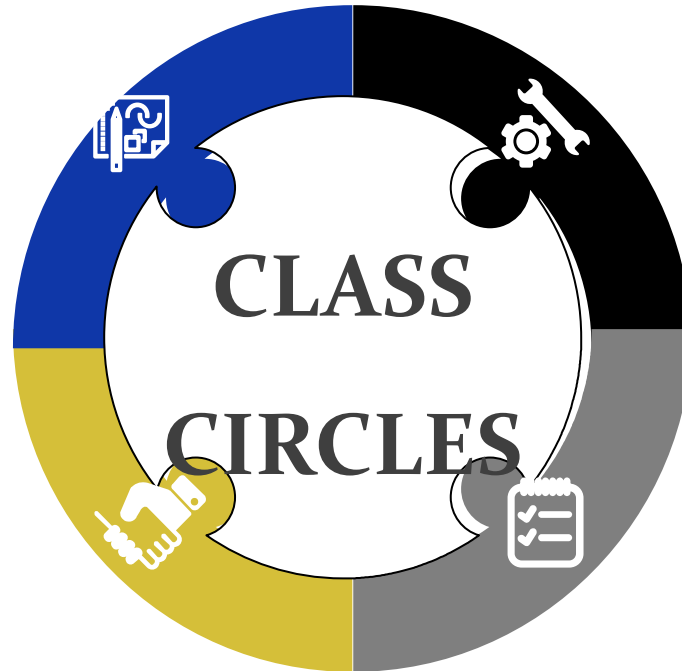
CLOSING: *EXAMPLES*

- 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

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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

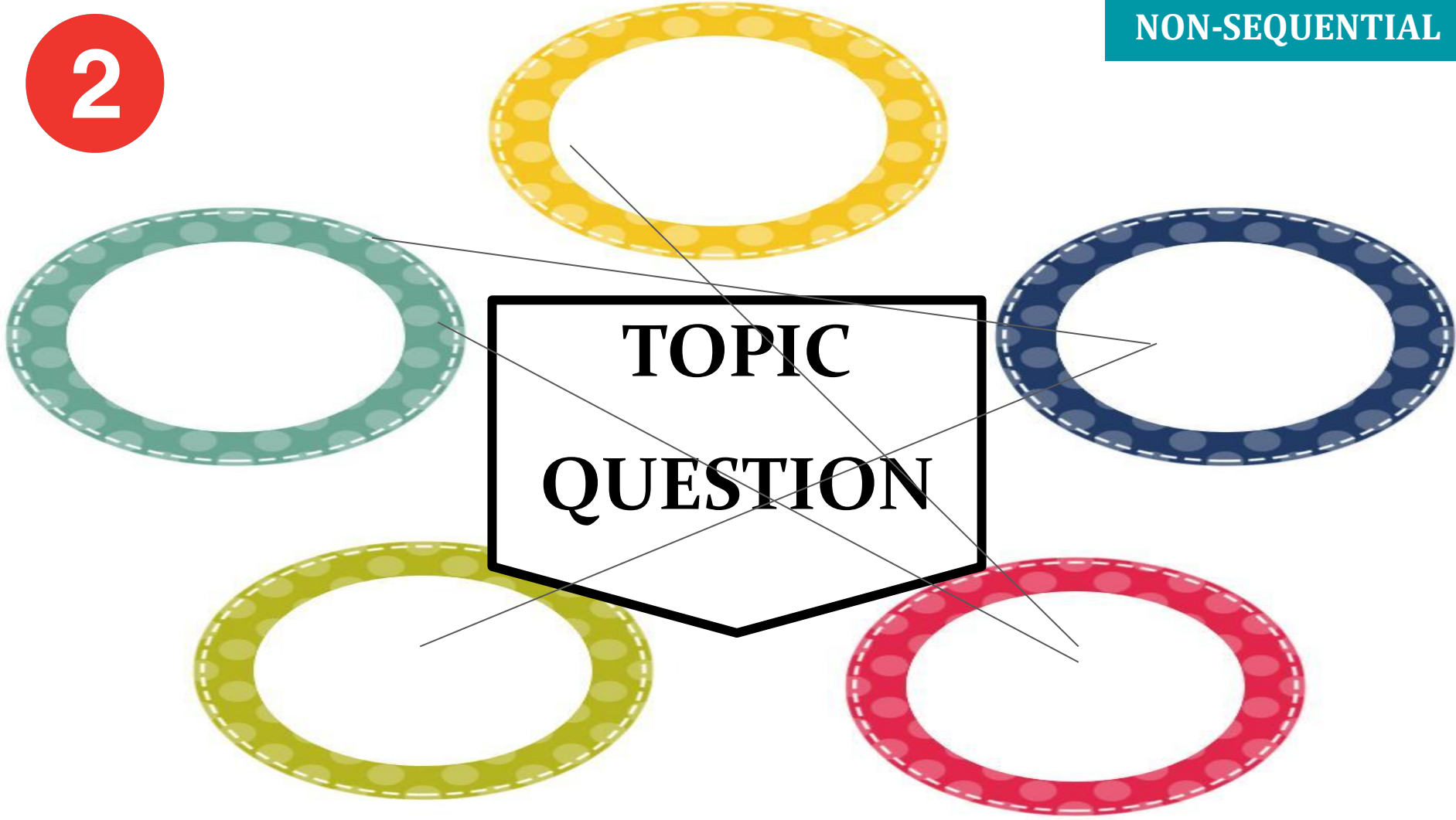


THE BOX

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

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