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.
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.
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
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 $3 \times 2$ 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?

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

Created by M. Flowers
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

CLASS CIRCLES

Connection/Feelings Check-In

Closing

Activity
TIME TO PRACTICE
GREETING AND FOCUSING MOMENT

Greetings/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
Using your talking piece, respond to the following prompt:

The type of weather I feel like is...
ACTIVITY
THE BOX
TOPIC

QUESTION
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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