

integrating PBIS &
**RESTORATIVE
PRACTICES**

9th Annual Dutch Conference on
School-Wide Positive Behavior
Support (SWPBS)

Laura Mooiman, LCSW

3 towns, 30 schools

50% Students Latino

17,500 students

...and we make wine!

25 different languages

**50% Free or Reduced
Lunch**

Over 50% of entering kindergarteners ELL

Why Does the US use so much Exclusionary Discipline?

Office referral - student sent to principal

Suspension - student sent home for a few days

Expulsion - student removed at least 1 year from school, may attend special program

Rationale:

- Student must be “punished” so they will learn!
- Parents need to see how serious this behavior is!
- Other students and school staff members must be protected!

REASONS WE APPLY OUT-OF-SCHOOL SUSPENSIONS

- Gun Free Schools Act (1994)
 - 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.

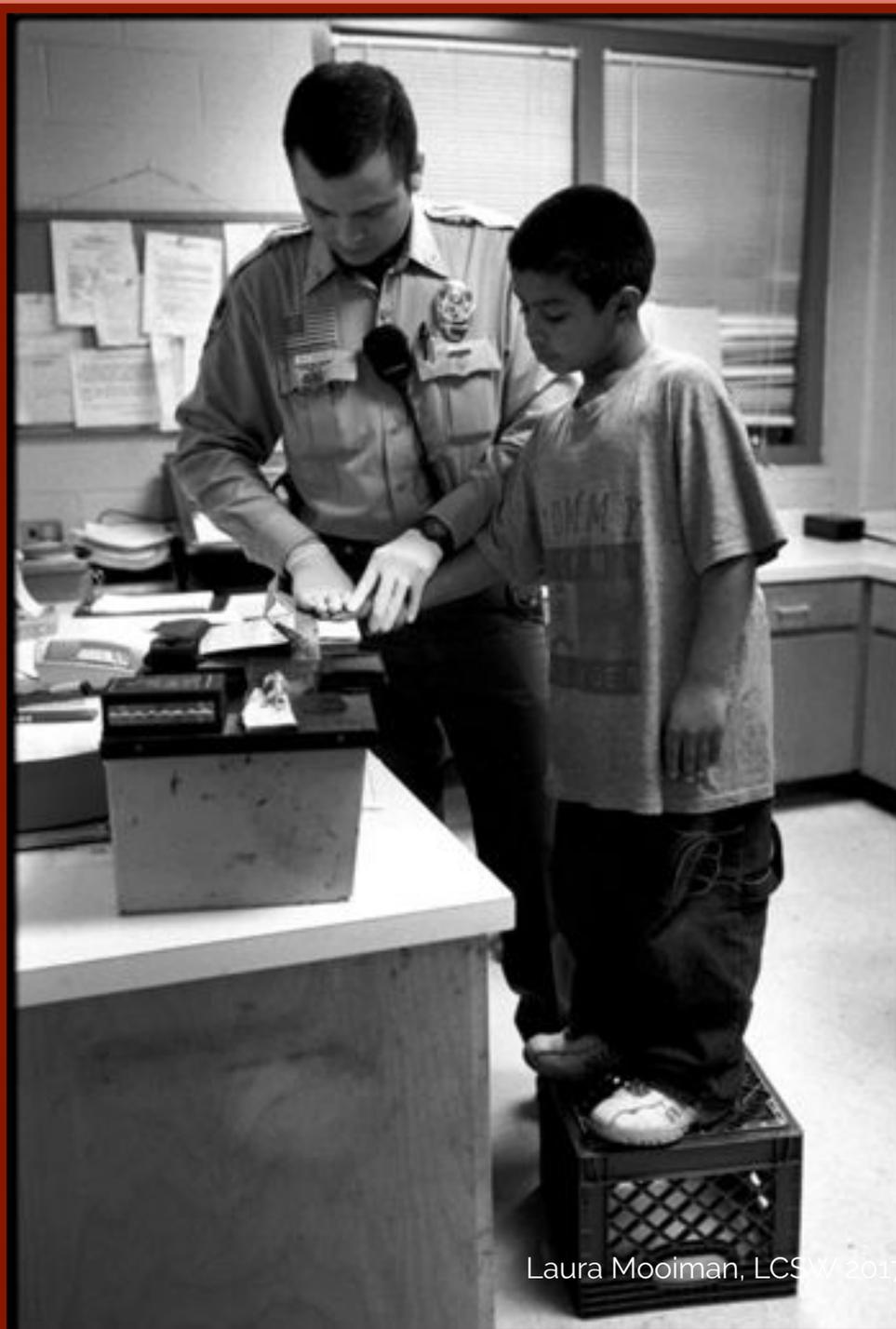
Unintended consequences

- 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

Zero Tolerance

Most U.S. schools have policies known as “zero tolerance”—the term given to a school or district policy that mandates predetermined consequences for various student offenses, and almost 90% of Americans support these policies.

- ***The American Bar Association argues that it is wrong to mandate automatic expulsion or referral to juvenile court without taking into consideration the specifics of each case (aka due process)***



“Zero tolerance has not been shown to improve school climate or school safety.”

—APA Task Force Report
on Zero Tolerance



WE CAN'T AFFORD TO
SAVE THIS ONE, BUT
DON'T WORRY, SOMEONE
WILL CATCH HIM.

ALTERNATIVE SCHOOL

IPS
EXTERNALLY

EXCELLENCE

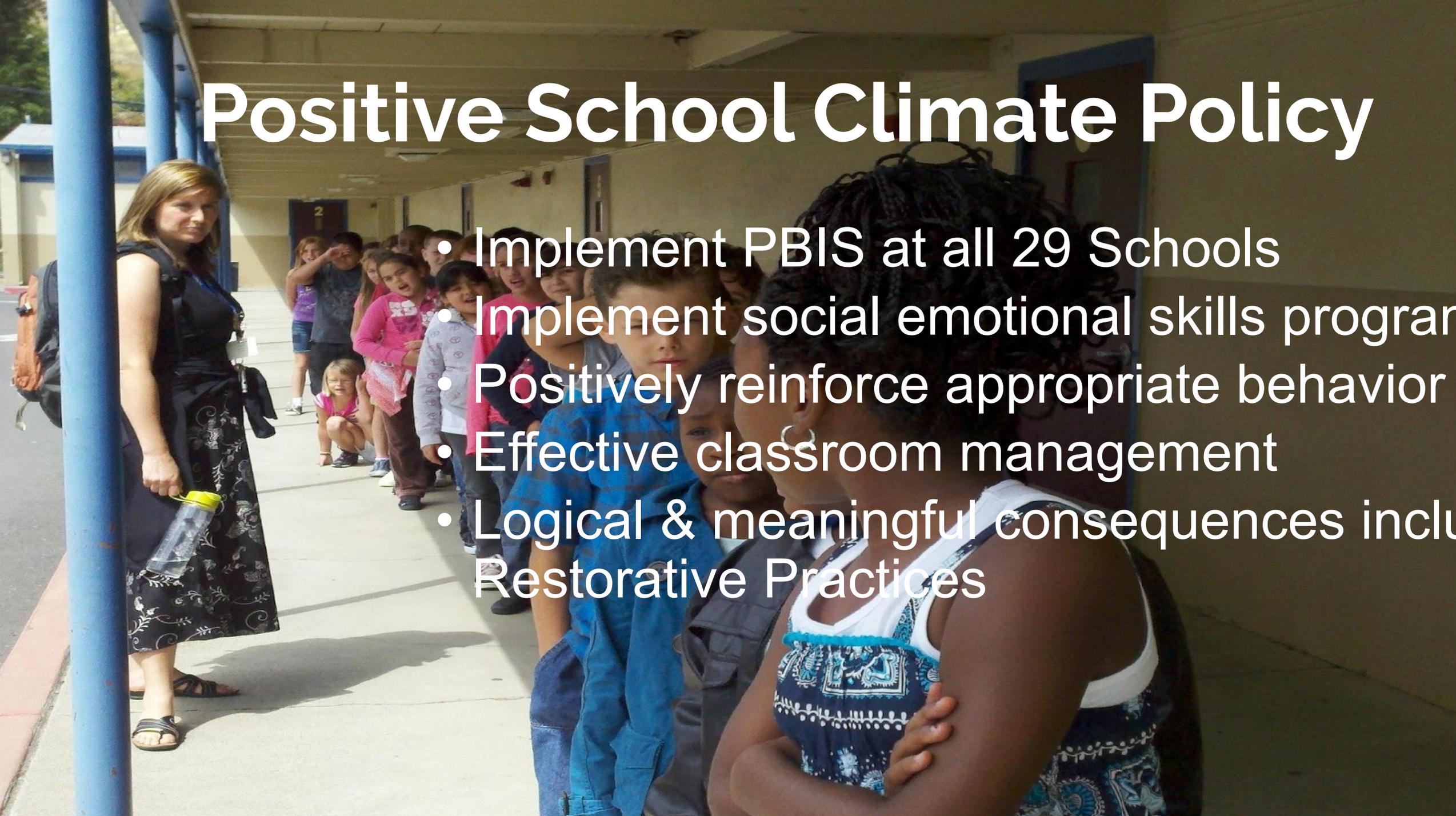
WELFARE
SYSTEM

JUDICIAL
SYSTEM

GANGS

George W. Bush
THE INDIVIDUALS STAR

Positive School Climate Policy



- Implement PBIS at all 29 Schools
- Implement social emotional skills program
- Positively reinforce appropriate behavior
- Effective classroom management
- Logical & meaningful consequences including Restorative Practices

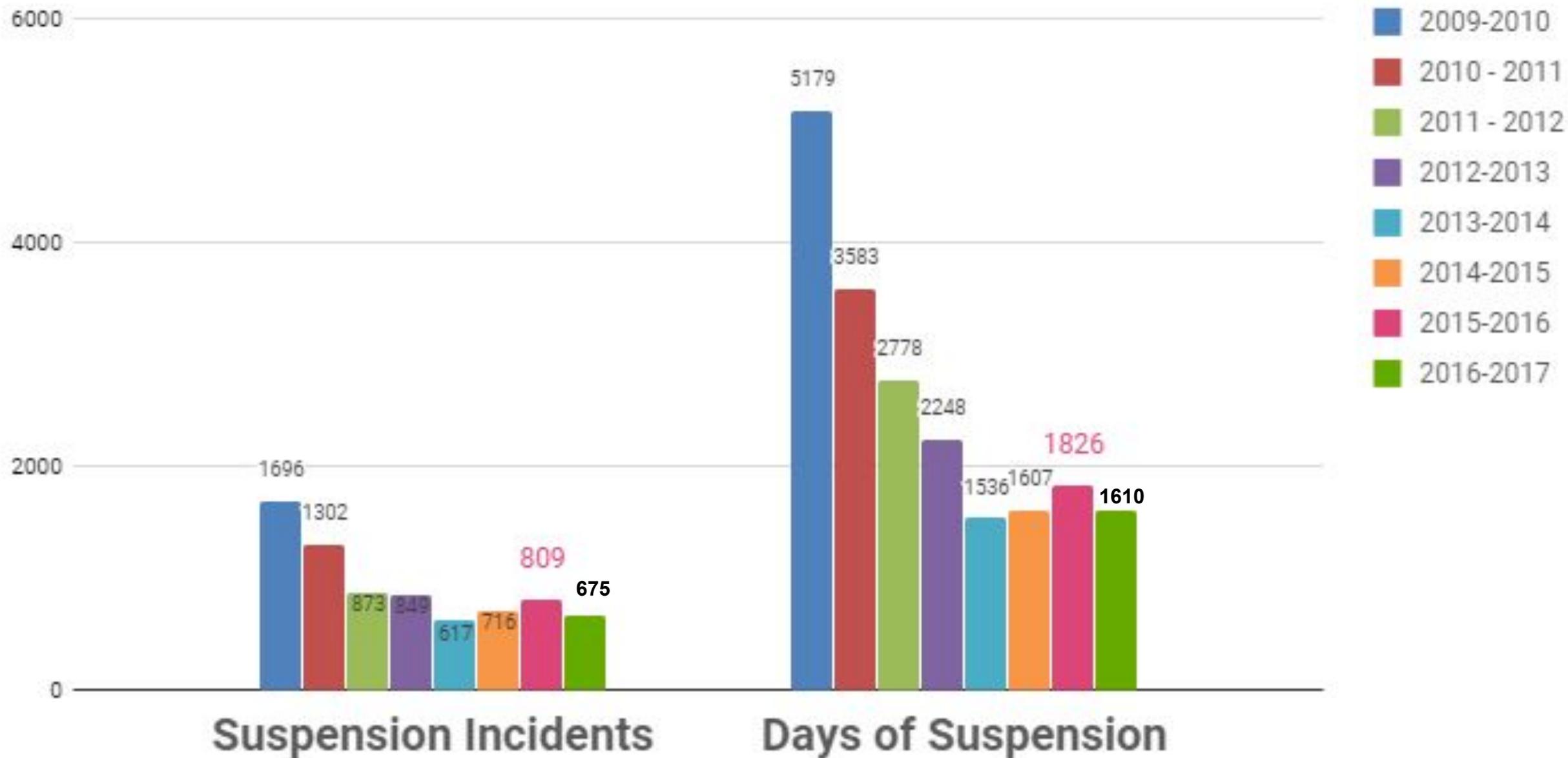
“First they laugh at you, then they fight, then you win.”

- Mahatma Gandhi

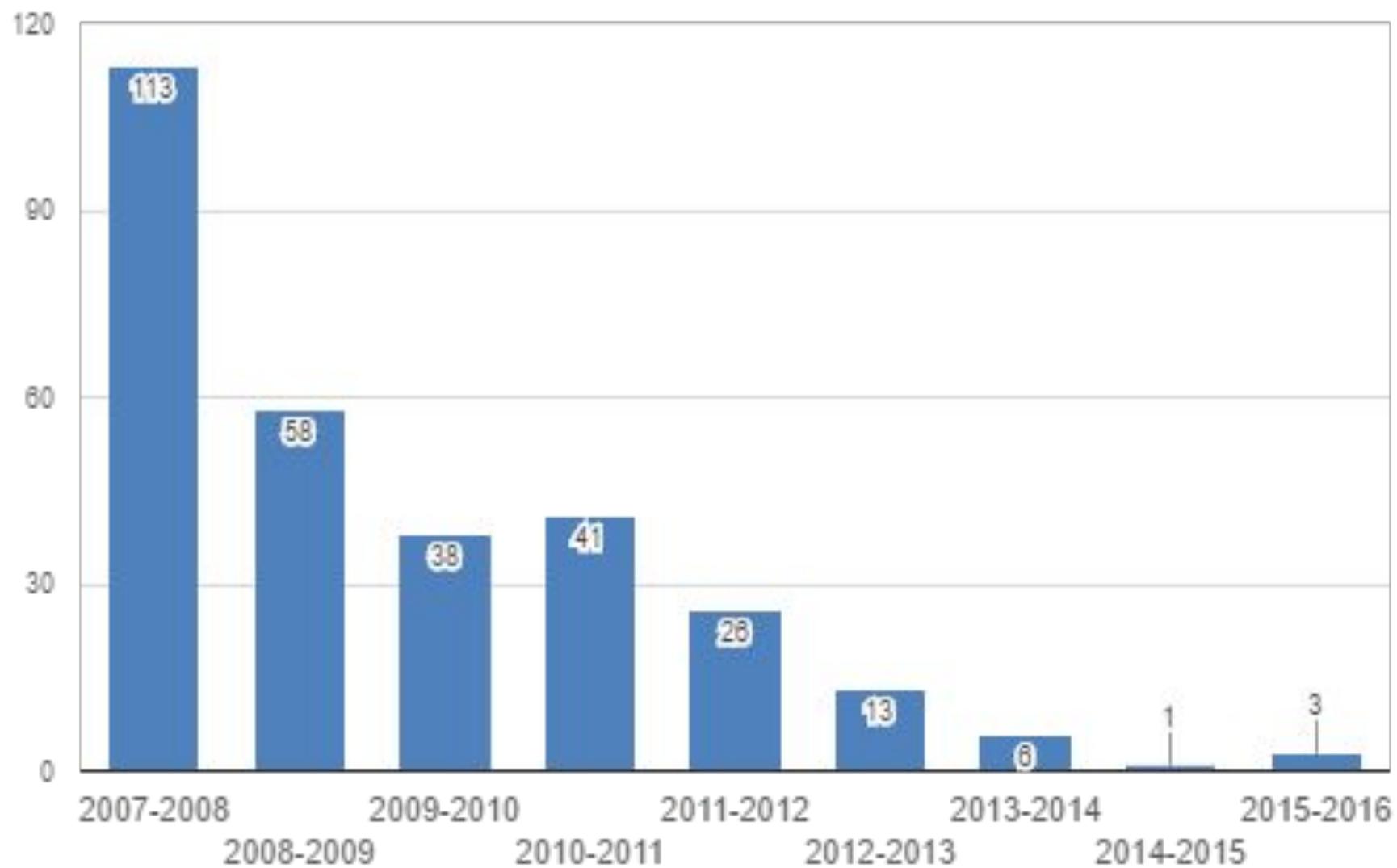




NVUSD Suspensions 2009-2017



NVUSD Expulsions 2008-2015



District School Climate Report Card (Middle School)—Spring 2014

District: Napa Valley Unified
No. of Schools/Eligible: 5/8

Date Prepared: 20 Mar 2015
Average Response Rate: 87%

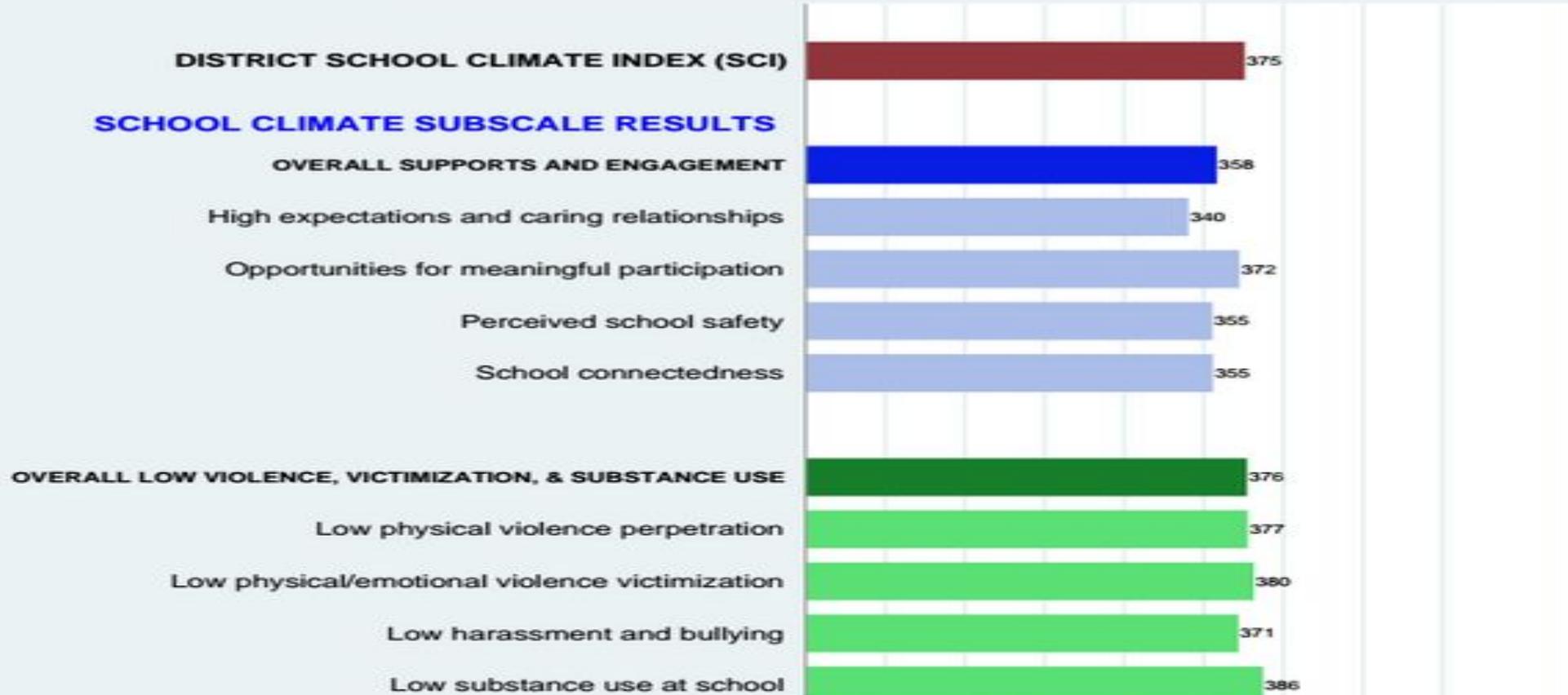
District School Climate Index (SCI)

| | Average Score ^A | State Percentile for Avg. School ^B | Similar Schools Percentile for Avg. School ^B |
|--------------------------------------|----------------------------|---|---|
| District School Climate Index | 375 | 93 | 99 |

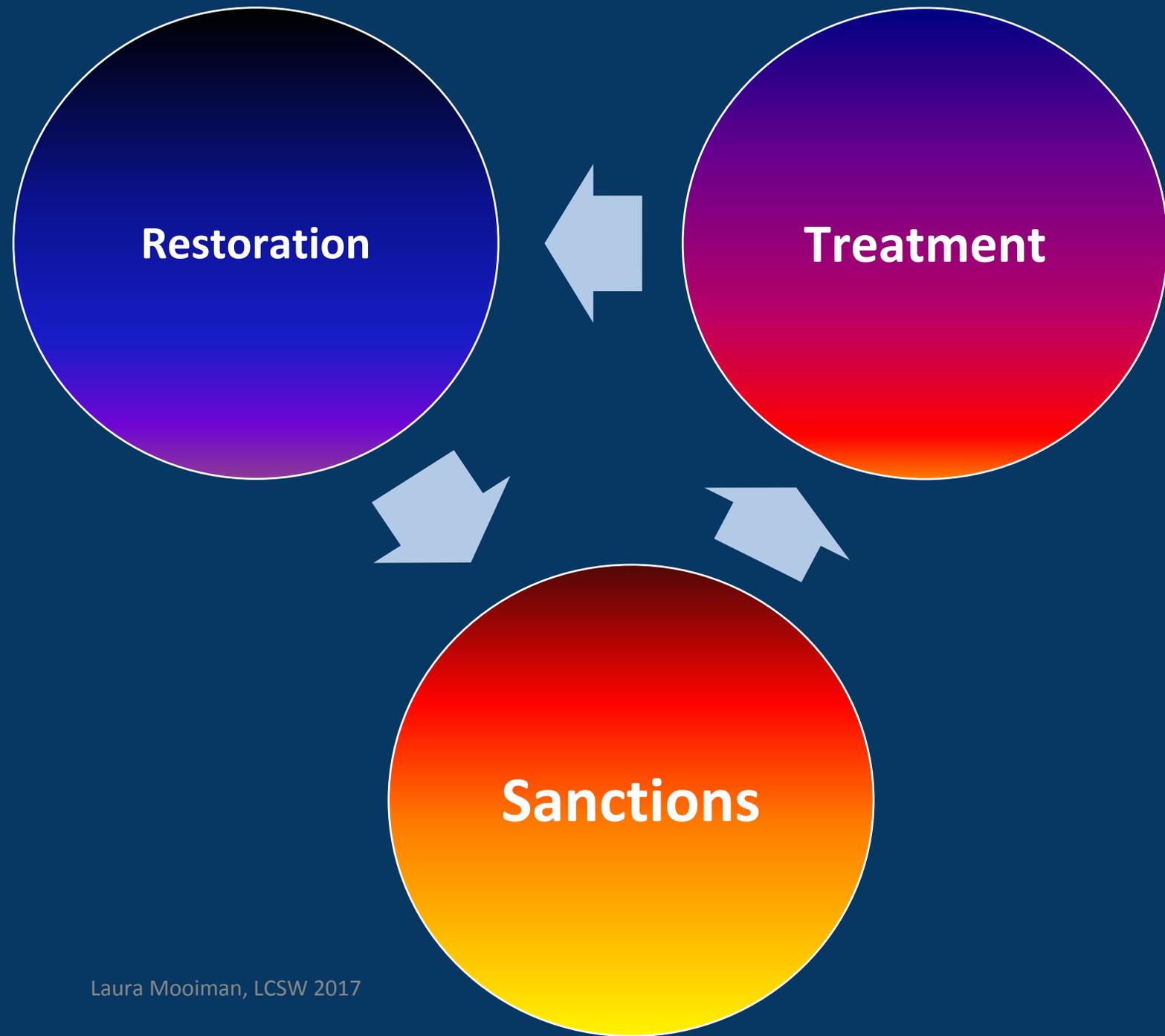
Middle School

District School Climate Index Scores (2014)

Based on responses from students to the California Healthy Kids Survey



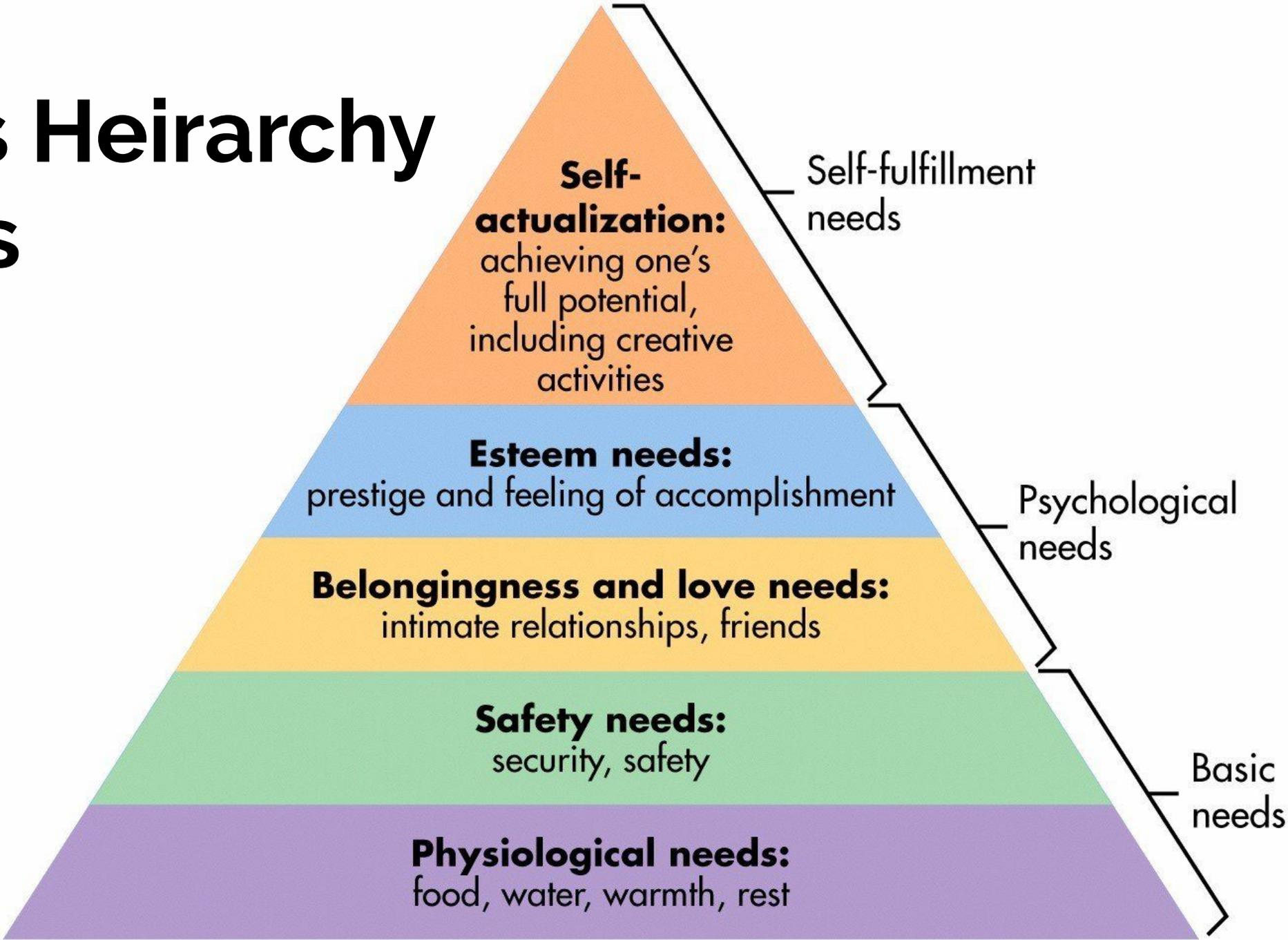
**Juvenile
Justice Model:**
A place to
begin...



What are Restorative Practices?

Restorative Practices are a framework for building community and for responding to challenging behavior through authentic dialogue, coming to understanding, and making things right.

Maslow's Hierarchy of Needs



The Aim of Restorative Practices

To develop community and to manage conflict and tensions by repairing harm and restoring relationships.

Overview of Philosophy

*Human beings are happier, more productive and cooperative, and more likely to make positive changes in their behavior when those in positions of authority do things **with** them, rather than **to** them or **for** them.*

Fair Process

“...individuals are most likely to trust and cooperate freely with systems – whether they themselves win or lose by those systems – when fair process is observed.”

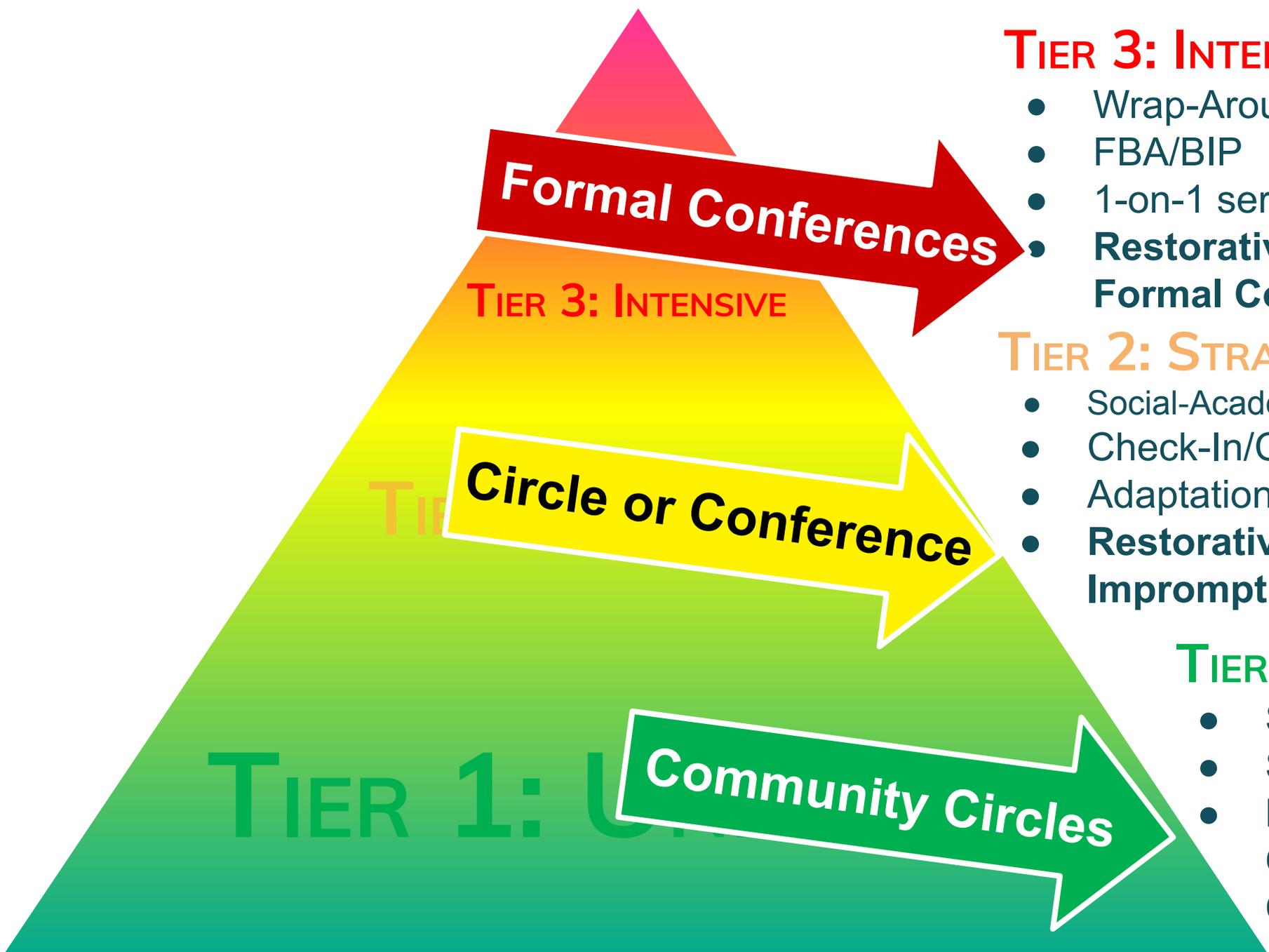
(W. Chan Kim & Renee Mauborgne, Harvard Business Review, July-August 1997)

3 Principles of Fair Process

- 1. Engagement**
- 2. Explanation**
- 3. Expectation Clarity**

Restorative Practices

- 
- A group of five people are sitting in a circle in a classroom, engaged in a restorative practice session. The room has a green floor, a whiteboard, and a clock on the wall. The participants are dressed in professional attire. The text overlay on the left side of the image lists the key components of restorative practices.
- Recognizes the purpose or **function** of behavior
 - Addresses the needs of those **harmed**
 - Works to **put right** the harm
 - Aims to improve the future
 - Seeks to **heal**
 - Uses **collaborative processes**



TIER 3: INTENSIVE

- Wrap-Around Services
- FBA/BIP
- 1-on-1 services
- **Restorative Practices - Formal Conferences**

TIER 2: STRATEGIC

- Social-Academic Instructional Groups
- Check-In/Check-Out
- Adaptations and Modifications
- **Restorative Practices - Small Impromptu Circles & Conferences**

TIER 1: UNIVERSAL

- School-Wide PBIS
- Social-Emotional Learning
- **Restorative Practices - Community Building Circles**

Jason has a heated argument with his parents before leaving for school. He is running late.

Restorative Practices System
Let's see the difference restorative practices can make.

Jason arrives at school

Teachers and staff welcome him and his classmates as they enter.

He is greeted by metal detectors and police search.

Zero Tolerance System

Jason is late for 1st period

His teacher waits until after class to speak to him, learn more, and sets up meeting with counselor after school.

His teacher scolds him in front of class. Jason talks back and is given a detention after school.

School staff intervene, have the students sit down together and de-escalate situation.

Jason gets into a minor altercation in the cafeteria

A School Resource Officer detains and arrests both students. School administrators suspend them from school.

Jason and other student agree to help clean the cafeteria during a free period. Jason meets with his counselor and parents after school to help resolve conflict at home.

Jason is held in a juvenile facility all afternoon, missing school. He now has an arrest record and is suspended for several days.



Tier 1: Community Circles

Tier 2: Circles & Conferences

- hear what happened
- learn how everyone's been affected
- decide how to repair the harm
- 60% reduction in suspensions
- 97% Compliance

Restorative Questions I

To respond to challenging behavior

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

*

Restorative Questions II

To help those harmed by other's actions.

- What did you think when you realized what had happened?
- What impact had 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 Consequences

Assist students in considering ways to make amends for misbehavior:

- replacing
- repairing – lost teacher time so will help making copies, collating, stapling
- cleaning – “Classroom Beautification”
- apologizing

What is NOT Restorative

- Shaming or embarrassing
- Scolding or Lecturing
- Yelling
- Consequences not linked to behavior

Napa Valley Unified School District

Secondary Behavior Referral

Student Name: _____

Grade: _____ Date: _____ Time: _____

Staff referring: _____

Location: _____

Student had difficulty being:

SAFE RESPONSIBLE RESPECTFUL

Behavioral Error:

- Inappropriate Language
- Physical Contact / Physical Aggression
- Defiance/Disrespect/Non Compliance
- Disruption
- Damaging or misuse of property/equipment
- Unsafe Play
- Technology Violation
- Bullying/Harassment

Comments _____

Teacher/Classroom Interventions Tried with Student:

- Talked to student privately, re taught expectation
- Seat Change
- Time out in classroom with reflection
- Date parent contacted _____
- Time in Buddy Classroom
- Behavior Contract with student
- Restorative Practices (repair harm & relationship, apology, restorative project, community service, conflict resolution, etc)

Student Reflection Sheet

1) What did I do that was not safe, respectful or responsible? What was I thinking at the time?

2) Who was affected or impacted?

3) Faced with a similar situation in the future, what would I do differently?

4) How can I fix this? What needs to be done to make it right?

When things go wrong we ask...

What Happened?

Who or what was hurt?

How can we fix it?



Conferencing is not enough

“Conferencing is a highly effective process for responding to inappropriate behavior of a serious nature in a school but also that ‘the use of conferencing itself is not enough.’”

(Blood & Thorsborne, 2005).

These authors concluded that, ***“While the implementation of a carefully thought out strategy is vital, one of the critical issues for successful implementation and sustainability of a restorative philosophy is the realization that this means organization and cultural change.”***



Erasmus+

EIGEN KRACHT

CENTRALE



International Institute
for Restorative Practices

International Grant to Implement Restorative Practices in Schools:

- **€300,000**
- **3 years**
- **6 Countries:** NL, Belgium, France, UK, Italy, Romania

