

Alignment of the PBIS Framework and Restorative Practices



Section 1:

How does the PBIS framework and Restorative Practices support desired behaviors?

PBIS is a framework for decision making and organizational change that supports the installation of evidence-based, research-validated prevention and intervention strategies using a three-tiered approach to improving behavioral and learning outcomes for students. Universal prevention strategies (Tier 1) are evidence-based approaches applied consistently and systematically across the school population. These strategies aim to instruct all students in appropriate behaviors and skills to promote positive school climate and optimize learning. Targeted Group (Tier 2) prevention strategies focus on smaller groups of students whose behaviors are not sufficiently responsive to Tier 1 approaches. Tier 2 interventions are delivered to small groups of students as a “standard protocol” or evidence-based curriculum, or as a program designed to build specific skills. Individual-intensive strategies (Tier 3) are highly specialized interventions delivered to individual students with high risk behaviors. Typically, between one to seven percent of a school’s population will require specialized individual supports.

PBIS emphasizes operationally defined and valued outcomes for students, which are linked to the school’s annual improvement objectives and aggregated through data collection systems. Leadership teams at the school- and district-level oversee the implementation of PBIS, including selection of valued outcomes, monitoring of school-level data and implementation of universal and targeted strategies. The PBIS leadership team works in collaboration with other school-level teams, including School Safety Teams, Student Assistance Teams and Instructional Support Teams, to minimize duplicity and streamline efforts.

Restorative Practices are processes that proactively build

healthy relationships and a sense of community to prevent and address conflict and wrongdoing. Rather than simply punishing (e.g., excluding) those who have caused harm, Restorative Practices hold students accountable for their actions by involving them along a continuum of carefully structured and facilitated encounters with the people they have harmed (based on consent from the individual(s) who were harmed). Restorative Practices comprise an array of strategies that include, but are not limited to, community conferencing, community service, peer mediation, circle processes, and preventive and post-conflict resolution programs. Schools select specific Restorative Practices that best address their needs (rather than trying to implement the entire array of Restorative Practices).

With a Restorative Practice emphasis, school discipline shifts focus from exclusionary practices to procedures involving not only restitution but also repair of the harm inflicted and the relationships damaged (Smith, Schneider, Smith, & Ananiadou (2004). The goal of Restorative Practices in schools is to develop climates that promote understanding and inclusion across all members of the school community. Emphasis is placed on restoration of personal relationships rather than on more traditional punitive approaches that can reduce student and teacher morale. Restorative Practices work to address the needs of those harmed and to ameliorate the harm through a balance of appropriate sanctions, restitution and processes (Sprague, 2014). The fundamental principle is that a damaged relationship can and should be mended, and that the offending person can and should be reintegrated into the school community for the benefit of the offending individual and the larger community. Restorative Practices focus on repairing the harm done, giving voice to the person (or people) harmed, using collaborative problem-solving processes, enhancing responsibility and reintegrating the offending individual(s).



In This Issue

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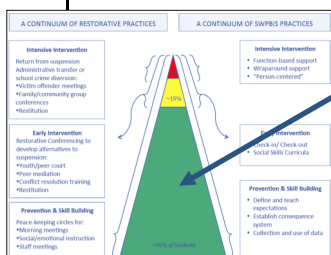
Section 2:

Is application of the PBIS framework and Restorative Practices compatible?

A philosophical match exists between the PBIS framework and Restorative Practices on many levels including the goal of reducing exclusionary discipline and maximizing instructional engagement. It appears logical that Restorative Practices can be situated within and across the multi-tiered layers of the PBIS framework. In both the PBIS framework and Restorative Practices a continuum of practices is employed to address the level of needs across the school community.

Continuum of Practices

Level of Intensity	PBIS Framework	Restorative Practices
Prevention & Skill Building (Tier 1)	<ul style="list-style-type: none"> Define/teach expectations Consequence systems with emphasis on proactive reinforcement of desired behavior Collection and use of data 	<ul style="list-style-type: none"> Peace keeping circles for Morning Meetings Social/emotional instruction Staff meetings
Early Intervention (Tier 2)	<ul style="list-style-type: none"> Check-in/Check-out Social Skills Curricula Mentoring 	<ul style="list-style-type: none"> Restorative conferencing to develop alternatives to exclusionary discipline: <ul style="list-style-type: none"> ◇ Youth / Peer court ◇ Peer mediation ◇ Conflict resolution training ◇ Restitution
Intensive Intervention (Tier 3)	<ul style="list-style-type: none"> Functional assessment Function-based multi-component supports Wraparound and person-centered support (e.g., RENEW¹) 	<ul style="list-style-type: none"> Return from suspension Administrative transfer or school-crime diversion: <ul style="list-style-type: none"> ◇ Victim / Offender meetings ◇ Family/community group conferencing Restitution



Adapted from Swain-Bradway, Eber, Sprague, & Nelson (2016)

¹ RENEW (Rehabilitation for Empowerment, Natural Supports, Education, & Work) is a structured school-to-career transition planning and individualized wraparound process for youth with emotional and behavioral challenges. Developed in 1996 by staff at the Institute on Disability (IOD), RENEW is being provided by schools, community mental health centers, and community-based providers to youth. The model focuses on supporting each youth to design and pursue a plan for the transition from school to adult life. RENEW has substantially increased the high school completion, employment, and post-secondary education participation rates among vulnerable youth.



For more information about RENEW, contact your local PaTTAN Office, or go to: <https://iod.unh.edu/projects/rehabilitation-empowerment-natural-supports-education-and-work-renew>

PBIS Forum in Brief: Integration of RJP within SWPBIS

PBIS Leadership Forum- *Roundtable Dialogue*

December 2015

Restorative Justice Practices (RJP) are being widely adopted by schools and districts across the country with strong endorsement coming from local and national education organizations for their use. For instance, the National Education Association (NEA), the Justice Center of the Council of State Governments School Discipline Consensus Report (Morgan, Salomon, Plotkin, & Cohen, 2014), the U.S. Department of Justice Civil Right Division and the U.S. Department of Education's Office for Civil Rights all recommended the adoption and implementation of restorative practices as an effective and more culturally sensitive school discipline approach....

The goal of implementing RJP in schools is to develop climates that promote understanding and inclusion across all members of the school community. The emphasis within RJP is placed on the restoration of personal relationships rather than on more traditional punitive discipline practices that can reduce student and teacher morale and increase the risk of disenfranchising students through suspensions, expulsions, and other disciplinary referrals. Specifically, RJP consists of a set of practices that are designed to re-engage youth at risk of academic failure and entry into the juvenile justice system through dialogue-driven, restorative responses to misbehavior which hold youth accountable for their actions through re-

pairing harm and making amends and includes the persons who have harmed, been harmed, as well as others within their surrounding school communities in restorative responses to school misconduct (Gonsoulin, Schiff, & Hatheway, 2013)...

School discipline through the RJP lens shifts the focus from exclusionary discipline to restitution and repair of the harm and relationships (Smith, Schneider, Smith & Ananiadou, 2004). It is a philosophical match to SWPBIS, which has the goal of reducing exclusionary discipline, and maximizing instructional engagement...

RJP is easily incorporated into all three tiers of SWPBIS, holds students and staff accountable for their actions through structured, concrete models, and ultimately empowers and engages kids through the process...

The alignment and integration of RJP within the SWPBIS would benefit from following the ISF model of expansion. The ISF model assures that the expertise of the mental health providers becomes an integral part of the systems, data and practices within the school resulting in consistent application of the practices (Swain-Bradway, Johnson, Barrett, Eber, & Weist).

Full text available at: http://www.pbis.org/Common/Cms/files/Forum15_Presentations/RDQ%2013%20Brief%20-%20Restorative%20Practices.pdf

Section 3:

What do leaders need to consider when aligning activities associated with the PBIS Framework and Restorative Practices?

Educating and training staff and relevant community partners is essential to obtaining sufficient understanding and to facilitate buy-in by stakeholders. Training should reflect both the philosophical foundation of PBIS and Restorative Practices as well as the specific skill sets required for implementation.

Adequate resource allocation, particularly in the form of staff time, to organize, design, implement and evaluate the impact of situating Restorative Practices within the PBIS framework is important. Time allocation for the provision of internal and external coaching, as well as networking with other schools that are aligning Restorative Practices within the PBIS framework is highly recommended.

Fidelity measures associated with the PBIS framework (e.g., Tiered Fidelity Instrument) should continue to be employed with the integration of measures associated with Restorative Practices. Attention to treatment integrity should be on-going throughout implementation.

The data system employed to support implementation of the PBIS framework should be expanded to incorporate relevant metrics associated with Restorative Practices. Use of emerging data evaluating the impact on student performance should be used to inform practice at the building level on an ongoing basis.

Create a visual map that depicts the alignment of Restorative Practices across the three tiers of the PBIS framework. This map should be disseminated across schools along with establishing building-based protocol to select and subsequently integrate Restorative Practices to address local needs across the three tiered PBIS framework.

Section 4:

Where can I get more information on the PBIS Framework or Restorative Practices?

Positive Behavior Interventions and Supports (PBIS):

- OSEP Technical Assistance Center on PBIS: <http://www.pbis.org>
- PBIS and the Pennsylvania Training and Technical Assistance Network (PaTTAN): <http://www.pattan.net/category/Educational%20Initiatives/Behavior>
- The Pennsylvania Positive Behavior Support Network (PaPBS): <http://www.papbs.org/>

Restorative Practices:

- International Institute for Restorative Practices: <https://www.iirp.edu/>
- Swain-Bradway, J., Maggin, D., & Buren, M. (2015). PBIS Forum in Brief: Integration of RJP within SWPBIS (Tech.). Retrieved April 18, 2018, from Positive Behavior Interventions and Support: OSEP Funded National Technical Assistance Center website: [http://www.pbis.org/Common/Cms/files/Forum15_Presentations/RDQ_13_Brief - Restorative Practices.pdf](http://www.pbis.org/Common/Cms/files/Forum15_Presentations/RDQ_13_Brief_-_Restorative_Practices.pdf)
- SWPBIS as a Framework for Installing Restorative Practices: <https://www.pbis.org/resource/1043/swpbs-as-a-framework-for-installing-restorative-practices-in-schools>
- Mid-west PBIS Network: Restorative Practices
 - ◇ Integrating Restorative Practices & SW PBIS Webinar: <https://midwestpbis.adobeconnect.com/p8czpp8f4cn/>
 - ◇ Restorative Practices in SWPBIS: A Community of Practice #1 (integrating practices): <https://midwestpbis.adobeconnect.com/p8xwnwodu9/>
 - ◇ Restorative Practices in SWPBIS: A Community of Practice #2 (guidelines and examples): <https://midwestpbis.adobeconnect.com/p5dl8xj29uc/>
 - ◇ Restorative Practices in SWPBIS: A Community of Practice #3 (outcomes and fidelity): <https://midwestpbis.adobeconnect.com/p49jaryalkp/>
 - ◇ Restorative Justice Practice within SWPBIS: Coaching and Fidelity: <https://>



For More Information about PBIS in Pennsylvania and the PaPBS Network, contact your regional PaTTAN Office

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