Aligning PBIS and SEL with a Focus on Restorative Practices

Agenda
- Introductions
- Alignment: Why and What?
- Alignment of PBIS and SEL
  - Deep Dive into RP
  - Alignment: How?

Who’s in the Room?

VTPBIS Schools Over Time

Alignment: Why and What?
Multi-tiered Systems Framework for Implementing Evidence-based Practices

- Prevention-focused continuum of supports;
- Data-based decision-making;
- Regular universal screening and progress monitoring;
- Systems change through effective professional development and coaching;
- Effective team leadership; and
- Research-validated practices for improving behavior and learning.

PBIS Overarching Definition

Framework for enhancing adoption & implementation of

- Continuum of evidence-based interventions to achieve
- Academically & behaviorally important outcomes for
- All students

Vermont Innovations/Initiatives

PBIS
- Classroom Behavior Practice Coaching
- Trauma-Informed Schools
- SEL – Second Step
- Pyramid Model
- Responsive Classroom
- Mental Health Partnerships

PBIS Classroom Behavior Practice Coaching

Need for Alignment

Situation: Increased focus on school climate, social/behavioral health, school safety, and the impact on academic outcomes; resources are limited

Status: Various approaches to promote social-emotional competence

Often districts have more programs or initiatives or practices than can be implemented well. (National, 2010; Sugai, & Horner, 2006)

Need: Schools must be organized in a manner that is highly strategic, efficient, relevant, and effective

Alignment:

- “To be in precise adjustment or correct relative position”
- “The proper positioning of parts in relation to each other”

Organizational Alignment:

- “The simultaneous implementation of multiple initiatives with efficiency and effectiveness”

From Alignment, Implementation and Educational Excellence Presentation at OSEP IDEA Conference 2015 Steve Goodwin — Michigan (MiBLSi) Rob Horner — University of Oregon

“It is not the pace of change that is the culprit, it is the piecemealness and fragmentation that wears us down.”

Fulker, 2003
Alignment Challenge:
Interventions may not always be selected based on actual need, contextual fit, evidence base, or with an eye towards efficiency and sustainability.

PBIS Forum in Brief: Aligning and Integrating Mental Health and PBIS to BuildPriority for Wellness (From PBIS Forum Round Table Discussion – December 2017)

PBIS Sustainability

How would you rate the need for alignment in your school/district/state?
1. High need
2. Medium need
3. Low need

What systems do you have in place to support alignment of positive school climate initiatives?

Deep Dive: Restorative Practices

What are Restorative Practices?
- Proactively build healthy school climates by intentionally creating space for people to understand one another and develop relationships
- Meaningful opportunities for social engagement that foster empathy and mutual responsibility for the well-being of individuals and community
- When things go wrong, engaging those affected and creating space so that individuals and communities can identify, understand, and address harms and needs in order for all to heal

Whole School Restorative Approaches Resource Guide

Something we are, not something we do
Big Idea:
Those who feel connected to their community are less likely to harm, more likely to want to repair harm when it happens, and more likely to accept consequences.

All members of the community should feel that their “presence is vital to their learning community’s success.”

Core Principles of RP:
- Voluntary participation
- Exploring relationships
- Meaningful engagement
- Participatory decision-making (do “with” rather than “to” or “for”)
- Identification of and addressing harms and needs (rather than focus on blame, rule violation, or punishment/exclusion)
- Active responsibility (rather than passive and/or punitive accountability)
- Restoration and repairing the harm

Outcomes and Indicators:
- Reduced suspensions and expulsions
- Reduced behavioral referrals
- Reduced racial disparities in exclusionary discipline
- Reduced absenteeism and tardiness
- Increased academic performance
- Increased parental satisfaction with school response
- Increased social emotional capacity

Reflection:
- What resonates with you in these core principles?
- How might you incorporate these principles into Universal PBIS?
- How might this apply at the staff level?

Core Features of Universal PBIS:
What do these look like with RP lens?
- Leadership team
- Common purpose statement
- 3-5 positively-stated behavioral expectations
- Systems for teaching behavioral expectations
- Systems for acknowledging and rewarding behavioral expectations
- Systems for discouraging problem behaviors
- Data management systems
Shifting Practices/Policies/Procedures

Reminder: this is a mindset shift for many

Shifting Practices/Policies/Procedures

Not Instead of, But Rather, Complementary

“Restorative Justice is not another program to be imposed on schools. It is a philosophy, a way of being and relating. It does not replace current initiatives. Promising and evidence-based programs such as: Positive Behavior Intervention and Support (PBIS), Responsive Classroom, Second Step, Too Good for Violence, Too Good for Drugs, Tribes, and other initiatives assist in building a foundation and culture of caring...[they] complement restorative practices.”

Spotlight Practice: Restorative Justice: A Working Guide for Our Schools

A CONTINUUM OF RESTORATIVE PRACTICES

A CONTINUUM OF PBIS PRACTICES

Alignment of PBIS and RP

- What does you notice about the overlap between PBIS and RP?
- Both are:
  - MTSS
  - Whole-school
  - Positive
  - Proactive/prevention-focused
  - Same end goals in mind

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

https://www.pbis.org/common/Files/PDFs/common/PBISresources/TECB_RJP%20in%20WBIS%20Eber%20Swain%20Bradway.pptx

Using PBIS Framework to Sustain RP

Supporting Staff Behavior

Supporting Student Behavior

Systems

Data

Practices

Supporting Decision Making

Smallest effort — Evidence-based
Biggest, durable effect
Why a Systems Approach?

- Ensures practices are implemented as intended (with fidelity)
- Fidelity Tools: Portland RJ TFI; Oregon TFI-RP
- Ensures consistency across the school
- Ensures RP is not being used when contraindicated by function of a problem behavior
  - i.e. Circles can be an opportunity to get uninterrupted attention.


Cautions

- Research is limited
- Whole School Restorative Approaches Resource Guide (pp. 36-37)
- Ensure readiness (of entire community)
- Technical Guide for Alignment
- Provide training
- Establish clarity about core features and structure for implementation
- Know when not to use RP
- Start small (consider starting only at the Staff level for 1 year)
- Establish careful measurement of fidelity and outcomes
- Continually assess

Highgate: 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.

Highgate: 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 harms.

  - These students’ will outpaces their skill.

Consider: Where can you learn more about Restorative Practices?

Highgate’s PBIS/RP Document

Turn and Talk:

1) If your school implementing PBIS + RP, what does it look like?

2) If you aren’t implementing RP, what steps would you need to take to become more restorative? Do you have administrative/staff/family buy-in/resources/support to move in this direction? What barriers do you foresee?
Alignment: How?

Imagine...

- One coherent implementation framework to align competing initiatives and avoid repeatedly shifting focus to new initiatives
- A simple message to district, community/school leaders and staff about how the framework aligns initiatives to support an overall improvement strategy
- Core features of practices and support of these practices are aligned across the system

Alignment Process:
Section 1: Assessment of Current Initiatives

Step 1: Form an executive level team
  - Authority
  - Knowledge
  - Communication/feedback loops
  - Regularly Scheduled Meetings

Step 2: Define Valued Outcomes
  - Define Overarching Outcomes
  - Identify Priority Concerns
  - Form Consensus Around Data Points
Step 3: Create Inventory of Related Initiatives

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<th>Specific Core Practices Across Tiers</th>
<th>Outcome Measures</th>
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Step 4: Identify Core Features for Initiatives Targeted for Alignment

- Coordination
- Fidelity Measures
- Specific Core Practices Across Tiers
- Outcome Measures
- Screening Measures
- PD Plan

Step 5: Analyze and Make Decisions for Alignment of Initiatives

- Determine areas of commonality and differences
- Determine areas of conflict
- Review items that are left blank
- Determine initiatives that could be eliminated

Step 6: Design Plan for Effective Alignment

- Systems
- Data
- Practices
- PD Plan

Alignment Process:
Section 2: Adopt a formal process of adding new initiatives

1. For any new initiatives being considered, determine their “fit,” including evidence-based among other initiatives.
2. If team determines new practice/initiative to be adopted, team determines how the new practice/initiative can be aligned within the existing framework for related initiatives.

Poll:
Could you foresee having a “formal” alignment conversation with your school/district/state partners?

- Yes
- No
What questions do you have?

Resources
- VTPBS Website
- PBIS.org
- Jon Kidde, Green Omega, L3C
- Whole School Restorative Approaches Resource Guide (VT AOE)
- Technical Guide for Alignment
- Highgate's PBIS/RP Document
- PBIS Forum in Brief: Integration of RJP within SWPBS