RESTORATIVE PRACTICES (RP) AND PBIS
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Multi-Tiered Systems of Supports

TERTIARY PREVENTION
- Specialized
- Individualized
- Systems for Students with High-Risk

SECONDARY PREVENTION
- Specialized Group
- Systems for Students with High-Risk Behavior

PRIMARY PREVENTION
- School-/Classroom-Wide Systems for All Students, Staff, & Settings
APPENDIX A: EXAMPLE OF MULTI-TIERED SYSTEM OF SUPPORTS

Tier 3: Tertiary Interventions - Specialized, individualized, serves high-risk students (1-5% of total population)

Tier 2: Secondary Interventions - Specialized, serves groups at-risk behaviors (5-15% of total population)

Tier 1: Universal Interventions - School-wide or classroom-wide, serves all students (Effective for approximately 80% of total population)

<table>
<thead>
<tr>
<th>SEL</th>
<th>Mental Health Support</th>
<th>Behavioral Supports &amp; Interventions</th>
<th>Restorative Practices</th>
<th>Academic Supports &amp; Interventions/RTI</th>
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</thead>
<tbody>
<tr>
<td>Tier 3</td>
<td>Individual instruction in SEL competencies, strategies and skills</td>
<td>Crisis intervention</td>
<td>Wraparound services</td>
<td>Intensive instruction (1:2 students)</td>
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<td></td>
<td>Practice and coaching</td>
<td>Individual counseling/support plan</td>
<td>Functional Behavioral Assessments (FBAs), Behavioral Intervention Plans (BIPs)</td>
<td>After school tutoring</td>
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<td>Family Collaborations</td>
<td>Faculty/staff mentor</td>
<td>Computer-assisted programs</td>
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<td>Referral to services</td>
<td>Academic and/or behavioral coach</td>
<td>Specially-designed instruction (SDI)</td>
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<td>Tier 2</td>
<td>Targeted explicit instruction in SEL competencies, strategies, and skills</td>
<td>Individual/small group counseling</td>
<td>Faculty/staff mentor</td>
<td>Peer Tutoring and Paired Reading</td>
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<td>Practice and coaching with feedback</td>
<td>Support groups (e.g. anger management, etc.)</td>
<td>Daily Check In/Check Out</td>
<td>Small group supplemental instruction</td>
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<td>Peer-to-peer SEL workshops</td>
<td>Family Engagement</td>
<td>Daily Progress Reports (DPR)</td>
<td>Guided instruction</td>
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<td>SEL focused community building circles</td>
<td>Substance abuse prevention counseling</td>
<td>Social and Academic Instructional Groups (Small Group)</td>
<td>Visual/auditory aids/cues and manipulatives</td>
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<td>Referral to services</td>
<td>Individual Behavior Contract</td>
<td>Targeted afterschool support program(s)</td>
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<td>Tier 1</td>
<td>Explicit instruction in SEL Competencies</td>
<td>Mental health education</td>
<td>Schoolwide Behavioral Expectations</td>
<td>Community Building Circles</td>
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<td>Integration of SEL within the content areas</td>
<td>Mental health screening</td>
<td>Evidence-based classroom management</td>
<td>Negotiation Skills Training</td>
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<td>General teaching practices that model and support SEL</td>
<td>Prevention/Intervention supports (e.g. stress management, wellness, drug/substance abuse/suicide prevention, etc.)</td>
<td>Guidance conference(s)</td>
<td>Peer Mediation</td>
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<td>School climate surveys (student, staff, families)</td>
<td>Trauma-Informed/trauma-sensitive approach</td>
<td>Training of peer educators</td>
<td>Restorative Circles</td>
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<td>SEL Plan based on survey and other student data</td>
<td>Peer education</td>
<td>Student leadership opportunities</td>
<td>Communityservice</td>
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<td>Family engagement</td>
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<td>Bullying prevention (i.e., DASA)</td>
<td>Student circle keeper training</td>
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<td>Culturally responsive practices</td>
<td>Family Engagement</td>
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<td>Student government, extracurriculars</td>
<td>Responsive discipline policies</td>
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<td>Afterschool and summer programs</td>
<td>Universal Design for Learning</td>
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<td>Community schools</td>
<td>Health Education Coordination</td>
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Adapted from Illinois SS/HS State Group and Erie 2 BOCES
PBIS Elements & Outcomes

SWPBS

Implementation
Integrity & Accountability

Continuum of Evidence-Based Interventions

Prevention

Continuous Progress Monitoring

Data-Based Decision Making & Problem Solving

Teaching & Encouraging
PBIS Elements & Outcomes

4 PBS Elements

Supporting Staff Behavior
Supporting Student Behavior
Supporting Social Competence & Academic Achievement
Supporting Decision Making
Restorative Practices in Schools

Whole School Approach
--Brenda Morrison, 2007 (adapted for BPS)

Tier 1: Affective Statements
Community Building Circles
Curriculum/Academic Circles

Tier 2: Referral Based Problem Solving Conversation
Classroom Problem Solving Circle
Restorative Conversations

Tier 3: Conferencing Circles
An anthropologist proposed a game to the kids in an African tribe. He put a basket full of fruit near a tree and told them that whoever got there first won the sweet fruits. When he gave them the signal to run they all took each other's hands and ran together, then sat in a circle enjoying their treats. When he asked them why they chose to run as a group when they could have had more fruit individually, one child spoke up and said: "UBUNTU, how can one of us be happy if all the other ones are sad?"

'UBUNTU' in the Xhosa culture means: "I am because we are"
CIRCLES
Restorative Philosophy

Restorative Practices (RP) is a safe and supportive approach to taking responsibility for our actions. By repairing harm and promoting fairness, we help create a more respectful school and community.
Benefits of Restorative Practices

Establish a safe school community
Reduce misbehavior, violence, bullying, short and long-term suspensions
Supports relationships among students, staff and families
Repair the harm caused by misbehavior (Note—currently nothing in place to do this)
Reintegrates students into a positive learning environment
All human beings have a deep desire to be in good relationship.

“When students feel supported in the classroom, they rarely act out. When teachers feel supported and successful in school, they rarely burn out.”

Esther Wright
We need practices to build habits of living from the core self

The kind of relationships among students and adults within a school community is a matter of intention: If we choose to nurture positive relationships, they will flourish.
What is practiced in Circles

Respect - every perspective is valued
Equality - expectations the same for adults as students
Empathy and emotional literacy - opportunity to reflect on what you are feeling and to hear others
Problem solving - innate capacity to work through problems
Responsibility - there is no hiding and no one is behind your back
Self-regulation and self-awareness - each participant exercises self-control
Shared leadership - all voices and interests are heard
Restorative Practices and PBIS/MTSS-B

Three tiered approach
Focus on teaching social-emotional literacy
Focus on school climate and connectedness
Focus on inclusion
Focus on relationship
Culturally responsive reinforcement
Focus on improving, managing student behavior
School wide approaches
Grounding in norms, expectation, values of the school and community
Promote and strengthen sense of belonging and ownership
Circle Components

Sitting in a circle

The Talking Piece (Tell Story)

The Center Piece

The Opening Ceremony

The Closing Ceremony
The Talking Piece

A talking piece, an object of significance chosen by Circle members, is passed around inviting equal participation.

Whoever holds the talking piece is invited to speak, while all others listen to and support the speaker.
The Centerpiece

Circles use a centerpiece to create a focal point that supports speaking from the heart and listening from the heart.
The centerpiece usually sits on the floor in the center of the open space inside the circle.
Typically there is a cloth or mat as the base.
Centerpieces often emphasize inclusion by incorporating symbols of individual circle members as well as cultures represented in the circle.
Centerpieces can be collectively built with more and more representation of the group and the individuals in the circle as time goes on.
Circles use openings and closing to mark the circle as a sacred place in which participants are present with themselves and one another in a way that is different from the ordinary group or meeting.

The clear marking of the beginning and end of the circle is very important because the circle invites participants to drop the ordinary masks and protections they may wear that creates distance from their core self and the core self of others.

Opening and closing are designed to fit the nature of the particular group and provide opportunities for cultural responsiveness. Members may be involved in designing opening and closing ceremonies.
Opening and Closing Ceremony Inspiration

- Quotes
- Poems
- Song lyrics
- Piece of music
- Gong sound
- Breathing exercise
- Mindfulness Moment

“You have brains in your head. You have feet in your shoes. You can steer yourself, any direction you choose.”

Dr. Seuss
Circle Norms

- Respect the talking piece
- Speak and listen with respect
- Speak from the heart
- Confidentiality (Personal information shared in a circle is confidential except where safety is at risk)
- Remain in circle
Circle Formats

- When planning a circle, there are three main formats to consider:
  - Sequential Go-Arounds
  - Non-Sequential Circles
  - Fishbowls
Tier 1 Circles

Academic/Curriculum

Community Building

Social-Emotional
Academic/Curriculum Circles

Academic circles help teachers create a safe space for learning. Students need to feel safe with their teacher and peers in order to ask questions, admit confusions, and try new skills.

Examples:
- Check for Understanding Circle
- Check for What Students Already Know
- Building Vocabulary Circle
Community Building Circles

A positive school climate, a strong sense of community, and a sense of attachment to the community have all been shown to increase academic achievement.

The practice of using circles to deepen and strengthen relationships when there is not a problem prevents many conflicts from erupting, or people can be gathered more constructively when something does go wrong in a relationship.
Social-Emotional Circles

Research has shown that social emotional literacy is both a critical faculty for success in life and a set of skills that improve with practice. Fundamental emotional skills include:

Recognizing and managing one’s own emotions;
Reading & responding to emotions in others;
Developing intimacy and concern for others; making responsible decisions; and
Establishing and maintaining healthy positive relationships.
CIRCLE TIME!
Restorative Practices in Schools

- **Tier 3:** Conferencing Circles
- **Tier 2:** Referral Based Problem Solving Conversation, Classroom Problem Solving Circle, Restorative Conversations
- **Tier 1:** Affective Statements, Community Building Circles, Curriculum/Academic Circles

Whole School Approach
--Brenda Morrison, 2007 (adapted for BPS)
Consider Staff/Faculty Circles

Adults need circles to decompress and get support as well (check-in circles for staff once a week?)
Faculty meetings run as circles
Staff buy-in for school-wide initiatives
Problem solving school issues
Planning
Circles in common planning/grade level meetings

*Staff includes administrative, support, guidance, clerical, janitorial, transportation, and school safety staff, as well as teaching staff.
Consider Parent/Family Circles

- Parent-Teacher Conferences
- Parent Education Events (improve parent child relationships)
- When there is a problem that needs to be addressed
Questions?

Thank You!

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