Restorative Practices Installation within the PBIS Framework Workbook

PBIS Systems Readiness Assessment

Feature	TFI Component	In Place	Partially In Place	Not In Place	Action Steps
Desired Impact: The Leadership Team has used ***data*** to establish a ***need*** for the installation of Restorative Practices. • Clear data points are identified to monitor for desired impact (refer to Student/Staff Outcomes Tracker for example template)					
Tier I Universal Team in Place with ability to add a Restorative Practices Team Leader onto the Team • Team meets regularly • Team has access to schoolwide data • Team uses data for decision-making • Considerations are made to include student, family and community voice	**1.1** **1.2** **1.10** **1.11**				
Teaching Expectations: Five or less behavioral expectations are identified and taught regularly to students and staff • Consideration is being made for alignment of specific and contingent positive feedback and affective language	**1.3** **1.4**				
Feedback and Acknowledgment: • Process is currently in place for systematically delivering specific and contingent praise to all students • Teachers deliver positive feedback at a 4:1 ratio to error	**1.9**				

correction					
Problem Behavior Definitions and Discipline Policies: ● School has clearly identified definitions for behaviors that interfere with academic and social success ● Policies, procedures (and flowchart) are clearly stated and used regularly ● A willingness for a restorative approach to discipline exists among Administration and staff	**1.5** **1.6**				
Professional Development and Faculty Involvement: Time has been identified and allocated for the professional development necessary to train ***all*** staff in the building including: ● Time to train *all* Administration in *all* of the Restorative Practices plus systems and coaching considerations (3 Days of training recommended) ● Time to train ***all*** staff in the overview of Restorative Practices and how they fit into the PBIS framework (1 Day recommended) ● Time to train ***some*** staff in leading circles (2 Days of training recommended) ● Time to train ***few*** staff in leading conferences and *coaching* RP implementation (3 Days recommended) Pre-skills for overall RP implementation have been taken into consideration and plans for training are put in place (above)	**1.7**				
Coaching: Coaches for Restorative Practices have been identified and time is allocated for the coaching to take place ● A process is established and time is allocated for ***all*** staff to receive regular coaching ○ A process is established for on-site (in class) live support to teachers during times of engaging in more formalized Restorative Practices ● A process is established and time is allocated for those leading circles at Tier 2 to receive ongoing coaching support and training					

Data to Assess Fidelity and Outcomes: • A system has been developed for tracking fidelity of implementation of any identified Restorative Practices to be implemented • Restorative Practices leaders in the building have access to student outcome data • Data is gathered on a regular basis and used for action planning • A process is in place to be able to teach the teachers how to use any data tools necessary and provide support in doing so	**1.13** **1.14** **1.15**				

TFI 1.1 and 1.2 Activity 1: Resource Map of Current Social-Emotional-Behavioral Practices within 3-Tiered Model

Step 1: Identify all programs/initiatives/common practices by tier:
Tier I - How do you support all children? Core Curriculum - "everyone gets"
Tier II, III - How do you support students who need more support? How do you build on the foundation so that all Tier II, III activities are a natural extension of core curriculum?

Step 2: Consider the following questions:
Can you identify an outcome for each practice? Are these evidence-based practices?
How do you measure effectiveness? (Staff performance)
How do you monitor progress? (Student impact)
How do you support teachers? (Staff supports)
How are they linked to School Improvement? (Integrated approach)

Step 3: Identify any additional action steps needed. Do you need to enlist the other members of your team, and faculty to complete this quick audit of practices at your school?

List the Current Practices provided to some students for support: *e.g. Community-wide reinforcer for expectations, Check-in Check-out, etc.*	***Date and data last time the practice was checked for fidelity*** *e.g. 9/14: 83% items in place*	***Date and data last time student outcomes were reported*** *e.g. 10/3: 78% (18/23) students achieving goal*
Tier 1 -		
Tier 1 -		

Tier 1 -		
Tier 1 -		
Tier 1 -		
Tier 2 -		
Tier 2 -		
Tier 2 -		
Tier 3 -		
Tier 3 -		

Considerations for Classroom Practices

Readiness for Restorative Practices Installation

Within the PBIS Framework

Classroom practices (considerations for each classroom)	In Place by 80% of Classroom Teachers?			**Action Steps**
	Yes	Somewhat	No	
1. Physical Environment				
2. Classroom Teaching Matrix (Expectations, Rules, Routines)				

3. Active Supervision				
4. Encouraging Appropriate Behavior				
5. Continuum of Responses to Inappropriate Behavior				
6. Opportunities to Respond and Academic Engagement				

More information on Implementing and Assessing Classroom Practices:
http://www.midwestpbis.org/materials/classroom-practices

Example of aligning these practices to restorative mindset (Lincoln Public Schools):
https://drive.google.com/file/d/1Qkf1Hi569VhSd90cCgzg8_dPxrFTQyAI/view?usp=sharing

Sample CIRCLES Fidelity Data Tracking for Restorative Practices within the PBIS Framework

Directions: Use this document to assist with tracking fidelity data throughout the process of Circles implementation. Check off the critical features that are in place on the days where circle takes place. This sample is designed to be for a morning check-in circle. This is a sample template that can be used when checking the fidelity of any circle.

Critical Features of Community Building Circles	M	Tu	W	Th	F	Notes

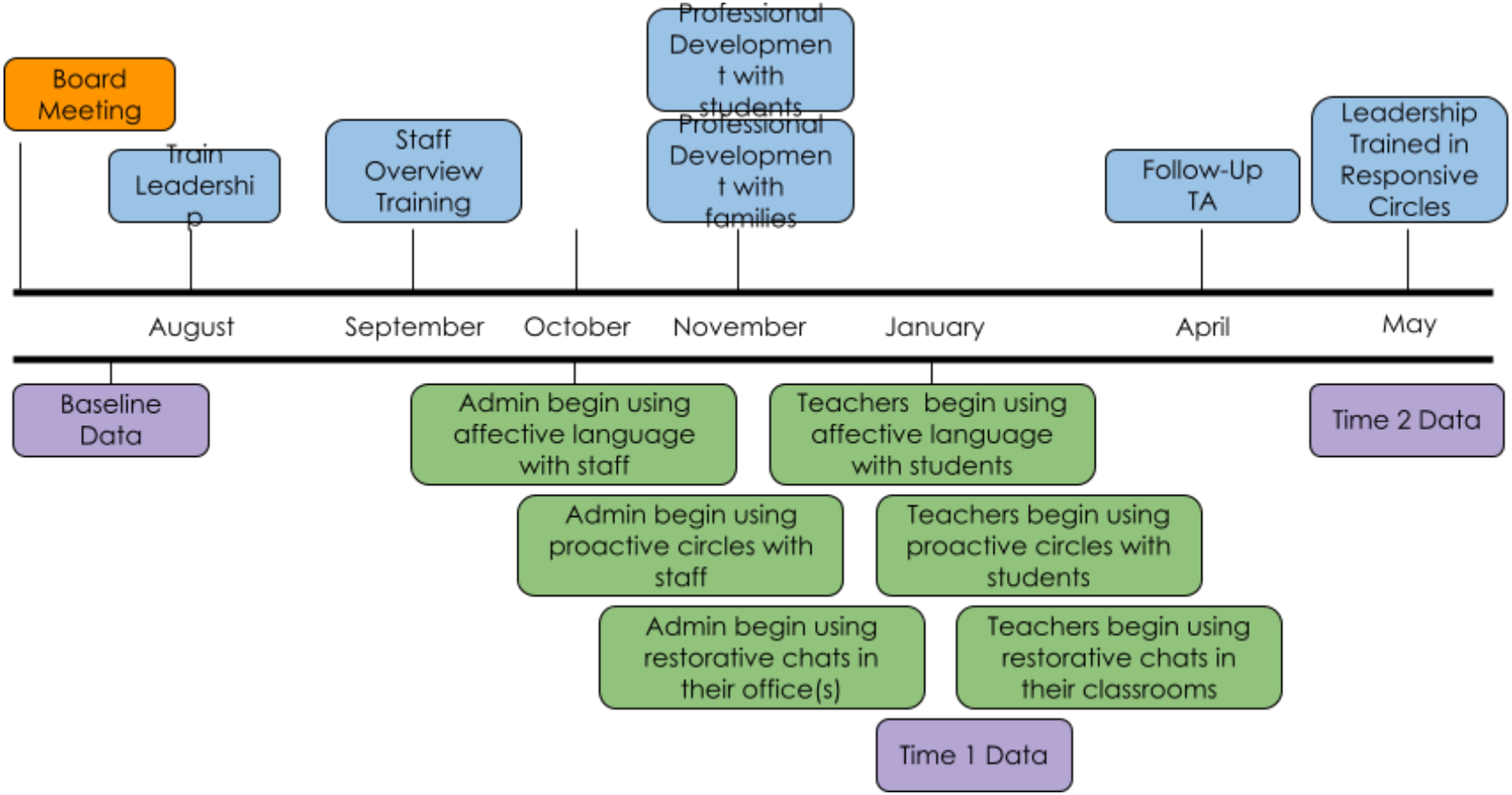
1. When circles are conducted, the physical or virtual environment is structured as a circle (with nothing obstructing the space).						
2. The purpose of the circle was stated before the circle began (and direction of circle was established)						
3. Circle norms were posted or referenced and are in alignment with SW expectations						
4. A clearly definable "Talking Piece" was utilized during the circle						
5. Every person was offered the opportunity to share or pass						
6. Students were given the opportunity to share feelings, ideas, experiences, etc.						
7. The circle had a formalized closing						
*** Optional centerpiece was utilized						

Sample Installation Timeline for
Restorative Practices within the PBIS Framework

Directions: Use this document to assist with planning for implementation of Restorative Practices within the PBIS Framework. This document can serve as a timeline for planning as well as developing concrete action steps.

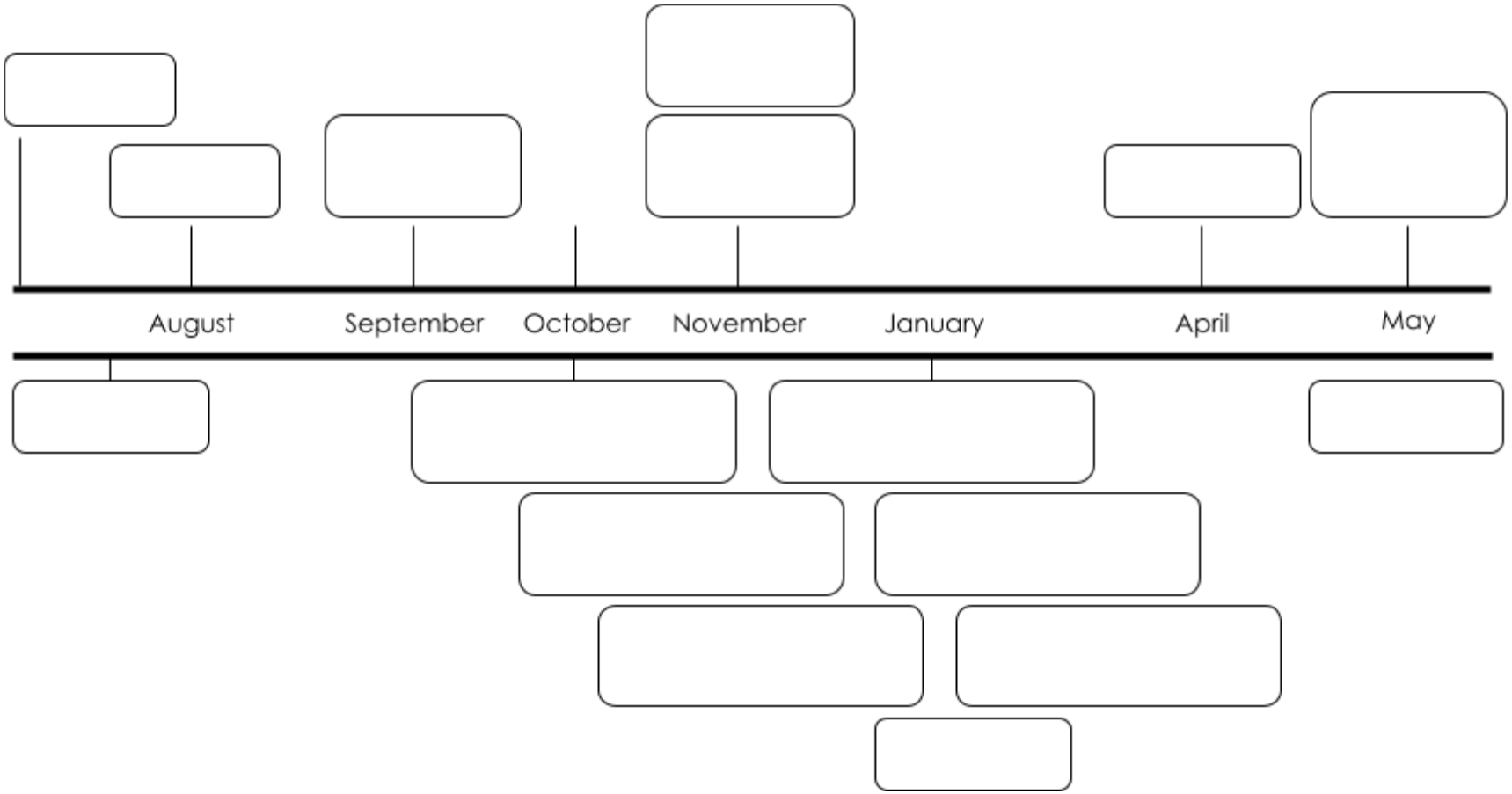
Considerations for Timeline:

- Training
- Technical Assistance
- Coaching
- Fidelity
- Outcomes
- Surveys



Create Your Own Installation Timeline for

Restorative Practices within the PBIS Framework



Sample Plan for Internal Initial Professional Development

(Provided by Internal RP Coaches, Admin, Leads, etc.)

Topic	Date	Who Will Train	Format	Materials Needed
The Social Discipline Window	8.15.19 Teacher Institute	Nancy, Kate, and Michael	4 Corners	PPT and Poster Papers
The Theory of Affect and Shame	8.15.19 Teacher Institute	Nancy, Kate, and Michael	4 Sides	PPT and Compass of Shame
Fair Process	8.15.19 Teacher Institute	Nancy, Kate, and Michael	Partner Activities	PPT
Overview of the Continuum of Restorative Practices	8.15.19 Teacher Institute	Michael	Staff Standing in a Line	Staff and PPT
Affective Language (content and practice)	Panther Academy	Jenny	Partner Activities	PPT and RP Cards
Circles (content and practice)	11.20.19 ½ Day	Mark and Kim	Live Practice Circles from Midwest PPT	- PPT from Midwest PBIS Network - Video from Woodland
Data (fidelity/outcome)	Refer to Student/Staff Outcome Data Tracker Share with staff Monthly	Seth will oversee the data and put reports together regularly	Staff Meetings, Teachers Lounge, and website	SWIS, PBSApps, Etc.

Sample Teacher Daily Circle Tracker

https://docs.google.com/spreadsheets/d/1XBfmI8YKSvH5eqbze2VSCD2QG3gE8jJNK6ofuHryzWk/edit?usp=sharing

Date	Community Building Circles			Academic Circles			Social Emotional Lessons			Activity		
3/11	X											
3/12	X	X		X	X							
3/13	X											
3/14										X		
3/15	X	X					X					
3/18	X			X								
3/19										X		
3/21	X											
3/22	X	X		X								
3/25	X			X								
3/26				X								
3/27										X	X	
3/28	X	X		X								
3/29				X								

Student/Staff Outcome Data Tracking

Category	Aug/ Sept	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May/June	Total
ODR (Majors & Minors Combined)										
2020-2021										
2021-2022										
Student Attendance										
2020-2021										
2021-2022										
Student Nurse Visits (w/o medicine visits)										
2020-2021										
2021-2022										
Student Out Placements										
2020-2021										
2021-2022										
Student Survey - Student Voice										
2020-2021										
2021-2022										
Teacher Attendance (not including PD days)										
2020-2021										
2021-2022										
Teacher Satisfaction Survey										
2020-2021										
2021-2022										

Tiered Fidelity Inventory Scores	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**
Tier 1					
Tier 2					
Tier 3					

<u>Example</u> of Ongoing Action Plan for
Restorative Practices within the PBIS Framework

Action Step	Who is Responsible	Date to be Completed By	Notes	Completed
Professional Development for **Make-Up of Certified Staff**	**Kelly**	September		
Professional Development for **Families**	**Ali**	November 1		
Professional Development for **Youth**	**Katie**	December 1		
Present at **Board Meeting;** Restorative Practices in our Schools	**Brian**	January 1		
Create a report at the end of this school year to highlight the successes - using data	**Brian / Ali**	Quarterly Updates		