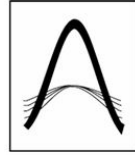


Introduction to Restorative Practices & PBIS

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Mission

To provide a world-class education to every student through an inquiry and investigation school model that will prepare students to meet the challenges of a global 21st century

Vision

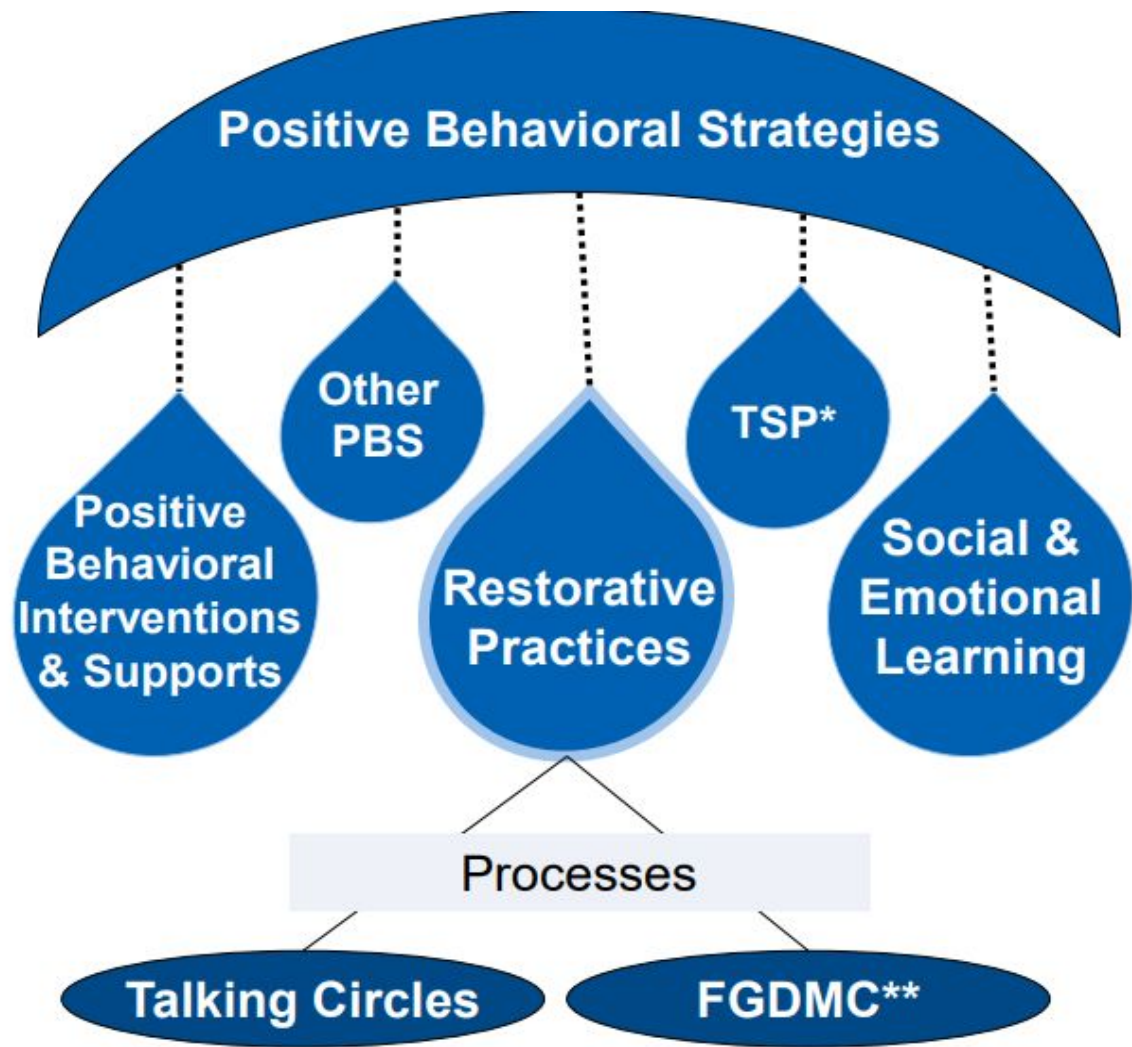
To create world-class schools for dynamic world citizens in communities of need

https://drive.google.com/file/d/1TuBm25agVx5j9NGb3c_n0vWdK2jqYGAt/view?ts=5e4c7a0d

What is Restorative Practices?

Restorative practices can be traced to ancient Indigenous cultures around the World.

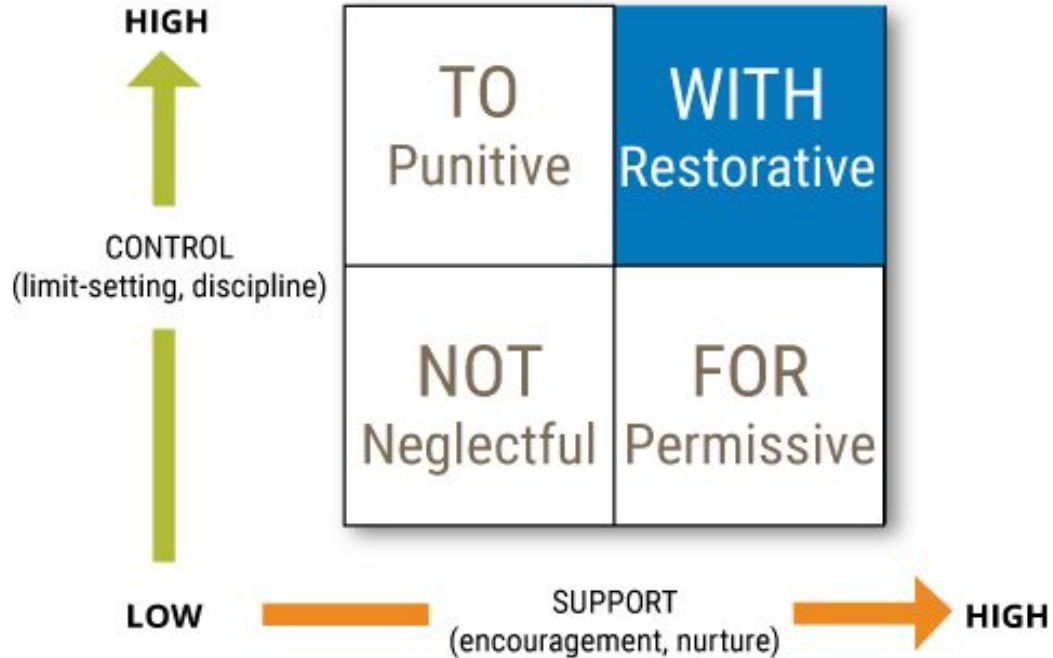
The approaches are an alternative to traditional school discipline, when appropriate, as an intervention consistent with the Positive Behavior Intervention and Support strategies (PBIS).



*Trauma Sensitive Practices

**Family Group Decision Making Conferences

Restorative Practices



Adapted by Paul McCold and Ted Wachtel

Restorative Practices Affective Questions

Ask these questions when challenging behavior happens

1. What happened?
2. What were you thinking/feeling at the time?
3. What have you thought about since?
4. Who has been affected by what you have done?
5. What do you think you need to do to make things right?

Ask these questions to help those affected

1. What did you think/feel when you realized what happened?
2. What impact has this incident had on you and others?
3. What has been the hardest thing for you?
4. What do you think needs to happen to make things right?

What is PBIS?

Positive Behavior Interventions & Supports

Interventions that reduce suspensions, increase attendance, improve test scores and have support from all school staff.

PBIS Tier Level 1 Interventions

- 1. Smiling - Being nice**
- 2. Establish positive relationships with all students**
- 3. Positive Greeting (at the door) to pre-correct and establish a positive climate**
- 4. Organizing a productive classroom**
- 5. Visible rules/expectations and procedures are known by every student.**
- 6. Transitions are managed well**
- 7. Seatwork is managed well**
- 8. Communicating competently with students (make eye contact, at eye level)**
- 9. Pro-social skills are modeled and reinforced and explicitly taught**
- 10. Proximity**
- 11. Motivation systems to reward desirable behavior**
- 12. Goal setting and feedback**
- 13. Visual schedule (agenda) of class activities**
- 14. Effective cueing systems (non verbal or quick attention getters)**
- 15. 5 to 1 Ratio of positive to negative interactions**
- 16. Opportunities to respond (reflect)**

1. SMILING

- Imagine a situation of joy.
- Practice smiling.
- Smile awareness.
- This allows for greater approachability.



2. CLASS ORGANIZATION

- Rules clearly defined and visibly posted.
- Explicitly taught to students.
- Careful planning and preparation.

[Class Organization](#)



3. Establishing Positive Relationships

- Accept and celebrate differences.
- Listen effectively.
- Give students' your time.
- Develop your communication skills.
- Learn to give and take feedback.
- Learn to trust more.
- Develop empathy.
- Humility is a bridge to real connection.



4. Greeting at the door

- Stand at or around the door.
- Positively interact with students as they come into the class.
- Provide pre-corrective statements individual student or entire class.
- Remind the students to look at the schedule and the time when begin.
- Communicate something positive.



CLASS



5. Rules Are Visible

- Safe.
- Respectful.
- Responsible.

(posted in every class)



7. Managing Transitions



- Establishing rules and procedures for recurring situations.
- Practicing transitions and potential interruptions.
- Engaging students as leaders during transitions and interruptions.
- Detailed planning for transitions.



8. Competent Communication

- Be an active listener.
- Be clear and concise.
- Speak in a calm voice.

ACTIVE LISTENING
HOW TO BE A
GREAT LISTENER



9. Proximity

- When students get off task.
- When a student loses focus.
- When a student is showing signs of disruption but hasn't become problematic yet.
- When students are acting suspicious



10. Motivation Systems

- Some students need incentives to be successful.
- It helps keep students engaged.
- Provides encouragement.
- Gives students goals and milestones work toward and for.
- When you want to increase positive student outcomes and self-esteem.

[Point Sheets](#)



11. Goal Setting and Feedback

- Set specific, realistic goals.
- It takes time for a change to become an established habit.
- Repeating a goal makes it stick.



(Review points at end of each period)

(Use Refocus Form/Reflection Form to debrief behavior)

12. Visual Schedule

- Visual schedules can vary a great deal and may be more or less complex.
- Use pictures, images, and graphics to represent periods of the day.
- The schedule may be placed in a central location for the entire class, or for individual schedules, on the student desk.
- (This help relieve anxiety for some students)



13. Cueing Systems

- Creates a working relationship with students without calling attention to any one student in a negative manner.
- Makes students more comfortable and likely to participate and be involved.
- Is quick, easy and effective.
- Saves class and instruction time.



14. Pro-social Skill Training

- Practice, practice and practice.
- Teach, Train and Model.
- Reinforce positive behaviors.

(Explicitly taught 2x weekly
depending on the skill)



15. 5 to 1 Praise

- Non-verbal (high fives, side hugs, handshakes, etc...).
- Verbal (great job, excellent, amazing, etc...).
- Sprinkle general positive statements to the class in general (e.g. “Thank you for your focus today”, “I’m so proud of your efforts this week”, “I appreciate your hard work on the assessments today”, etc...).
- Give specific one to one praise (e.g. “Billy, I noticed that you made a real effort today to do your work, thank you”; “Sally, I am so proud of you the way that you responded to Ms. Doe’s correction, thank you”, etc...).

[Positive Praise Video](#)

PBIS Tier 2 Interventions

- 1. Small Group Social Skills Training**
- 2. Behavior Contracts/ Goal Setting**
- 3. Check in/Check out**
- 4. Non Verbal Cues**
- 5. Organizational Skill Development**
- 6. Avoid Power Struggles**
- 7. Alternate Activity**
- 8. Collaboration**

PBIS Tier 3 Interventions

- 1. Individual Counseling**
- 2. Reinforce Positive Behaviors**
- 3. Individual Social Skill Development**
- 4. Choice Survey**
- 5. Alternative Placement**

16. Opportunities to Respond

- Verbal Responses (group or individual questions, choral responses).
- Non-verbal (whiteboards, response cards, guided notes, technology).



Thank you!



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