

Using Restorative Approaches to Enhance the Evolution of PBIS

2023 Annual VTPBIS Forum: Getting Better All the Time

All Forum materials are located here:

<https://www.pbisvermont.org/training-resources/vtpbis-annual-forum/>

Jon Kidde | October 12, 2023

Listening is a magnetic and strange thing, a creative force. Think how the friends that really listen to us are the ones we move toward, and we want to sit in their radius as though it did us good, like ultraviolet rays. This is the reason: when we are listened to, it creates us, it makes us unfold and expand. Ideas actually begin to grow within us and come to life.

~ Brenda Ueland

Achievement-Based Objectives

- Checked-in and gotten to know others in the room—initiated some relationship building
- Explored some research on checking-in with students; planned to enhance Check-in practices
- Explored some research on co-creating norms and agreements; planned to enhance student voice to create and reflect on norms and agreements.

Check-Ins

What Does the Research Say?

- It builds relationship. Strong relationships between a student and an adult has been repeatedly found to be central to the success of resilient children (Masten & Reed, 2002).
- Students value when teachers reach out to them in effortful engagement and show caring (McHugh, Horner, Colditz, & Wallace, 2013).
- Intentional and routine check ins have been found to improve student outcomes (Maynard, Kjellstrand & Thompson, 2014).
- Increased self-efficacy, sense of belonging, and development of personal agency that, in turn, increase students' academic and behavioral outcomes (Connell & Wellborn, 1991; Kelm & Connell, 2004).

Check-Ins

Resources

- Building a Better Check-In: <https://www.edutopia.org/article/building-better-check>
- The Art of the Check-In: https://drive.google.com/file/d/14GJGNqHmPYeCzbiNY8UH_c130xfTym4J/view?usp=sharing
- Quick check-in Question generators:
 - <http://checkin.daresay.io>
 - <https://icebreaker.range.co>

WHY a Restorative Approach

School Connectedness and Belonging

- Research shows a clear connection between outcomes and students' sense of connection, belonging, and being part of the school community. Students who feel connected to school are:
 - More likely to attend school regularly, stay in school longer, and have higher grades and test scores.
 - Less likely to engage in behaviors that carry risk of harm to self or others.
 - Less likely to have emotional problems, suffer from eating disorders, or experience suicidal thoughts or attempts.

(CDC, 2019 and Sacks et al., 2014)

WHY a Restorative Approach

There are negative outcomes associated with exclusionary approaches

- Students suspended one time in grade 9 had double the risk of dropping out
- Removal increases the likelihood of contact with the juvenile justice system by threefold
- During 2018/19, 3,614 of Vermont's public school students were suspended (AOE)
- During 2016/17, 8,796 days of school were missed due to exclusion. (AOE)
- Vermont Legal Aid and the Agency of Education, have found that students of color, students with disabilities, and low-income students are disproportionately excluded from class.

(Vermont Legal Aid, Kicked Out, 2015)

WHY a Restorative Approach

Restorative Practices have...

Reduced...

- Suspensions and expulsions
- Behavioral referrals
- Racial disparities in exclusionary discipline
- Absenteeism and tardiness
- Teacher turnover

Increased...

- belonging and agency
- academic performance
- teacher satisfaction
- parental satisfaction with school response
- social emotional capacity (Student identified)

See [Restorative Justice in Schools: Outcomes and Indicators handout](#) for references

Common Agreements or Guidelines

In circle, the group generates the guideline or agreement for the process.

- Speak openly and honestly
- Listen fully
- Respect the talking piece/order
- You may pass
- Witness others' sharing without interjecting or responding.
- *Intentionally Optional: Personal information shared in the circle is confidential except where safety is at risk*

Plan to enhance checking-in

- Introduce your self (name, pronouns, role) Propose a quick check-in
- What do you do now to check-in with staff and students? (NOTE: if a member of the group has a check-in question they'd like to actually use, try it out.)
- Consider the ideas shared by colleagues and the resources here. What might you do to enhance checking-in and assessing readiness for learning?
- What ideas do you have to promote this as a consistent universal practice at your school?

Student Engagement in Co-creating Norms and Agreements

What's new with PBIS

A snapshot

- VT PBIS is evolving (See: [What's New in PBIS](#))
 - Increased emphasis on “Collective Ownership” rather than “Buy-in”
 - Revised language around core PBIS features
 - Teach expected behaviors > Define expectations / **agreements**
- Providing tools and resources to support the changes: [Sample Input Activity with Students](#)



Windsor 7 Norms Collaborative



Windsor 7 Norms Collaborative

Collaborative • Inclusive • Resourceful

Diligent • Focused

Inclusive • Resourceful

Serene • Zealous

What does social studies class look, feel and sound like when we're supporting our norms? Be specific

Co-creation of Norms and Agreements

Why do it?

- **Fosters Belonging, Ownership, and Agency:**

Through authentic contribution, students own a part of the expectations that are set and feel a connectedness to the environment in which they are stakeholders. Students decide how their interactions can support the way they learn best through exercising voice and choice in the norming process.

- **Co-Created agreements are more likely to be followed:**

Classroom norms are a community agreement. Classroom rules, on the other hand, are typically made by the teacher. Since co-creating classroom norms entails student ownership and agency, students are more likely to follow the expectations they have a part in creating.

- **Supports a positive learning environment:**

Collaboration is key to a productive learning environment. Co-created classroom norms embody an educational process in which students play an active role in their learning. As students co-create expectations in their learning spaces, they have the opportunity to discuss, collaborate, share, and listen.

Co-creation of Norms and Agreements

Outcomes. The research and evidence behind it.

- Greater understanding of and respect for norms
- Students feel heard, valued, and respected
- Helps students see the classroom as a fair environment in which they can grow and succeed.
- Strengthened students' ability to present their opinions and respect the opinions of others
- Enhanced ability to assess conflicting views, negotiate, compromise, and find common ground

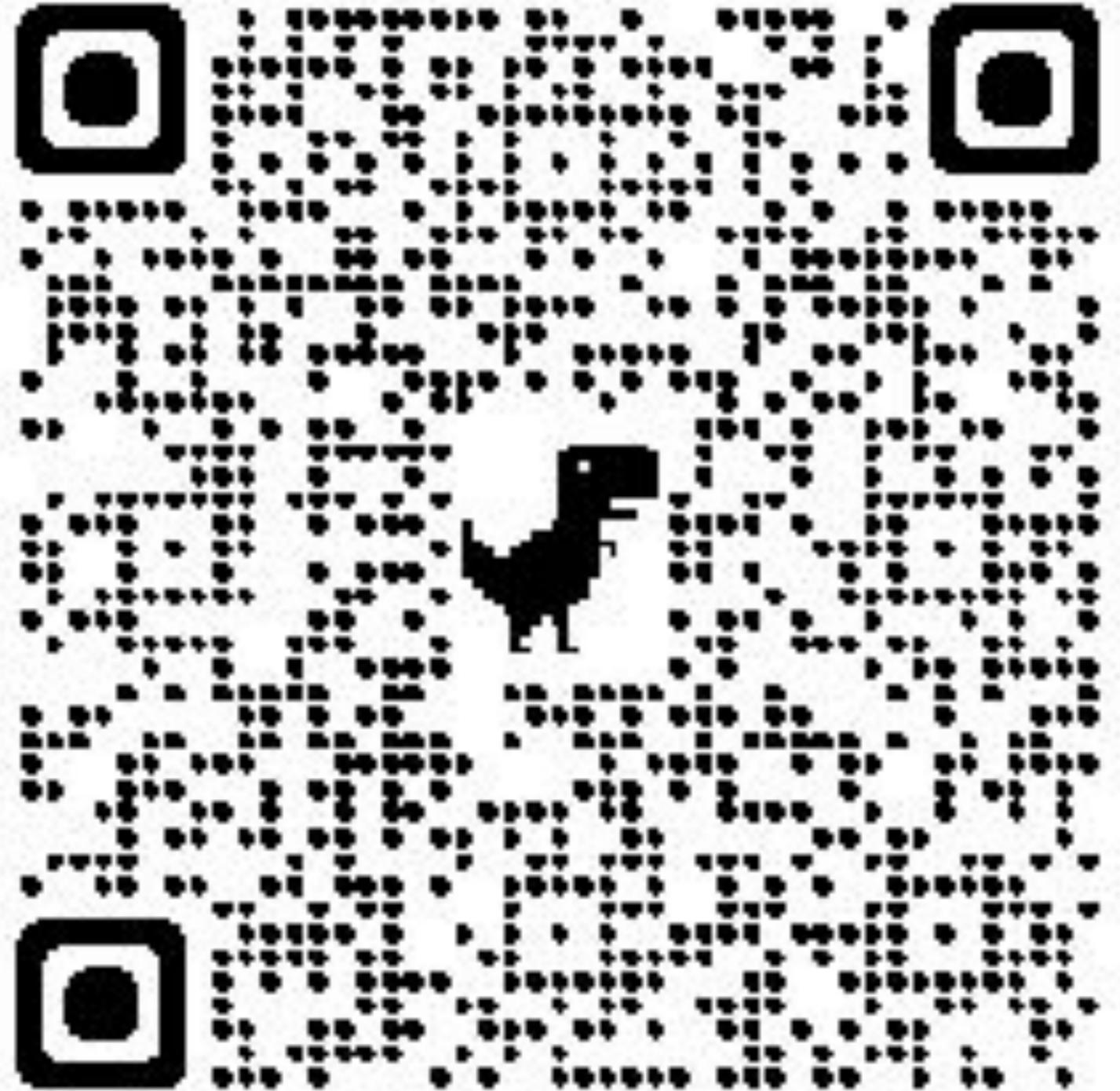
Co-creation of Norms and Agreements

The research and evidence behind it. Citations

- Alter, P., & Haydon, T. (2017). Characteristics of Effective Classroom Rules: A Review of the Literature. *Teacher Education and Special Education*, 40(2), 114–127.
- Schimmel, D. M. (2003). Collaborative Rule-Making and Citizenship Education: An Antidote to the Undemocratic Hidden Curriculum. *American Secondary Education*, 31(3), 16–35.

Planning to Enhance Student Engagement

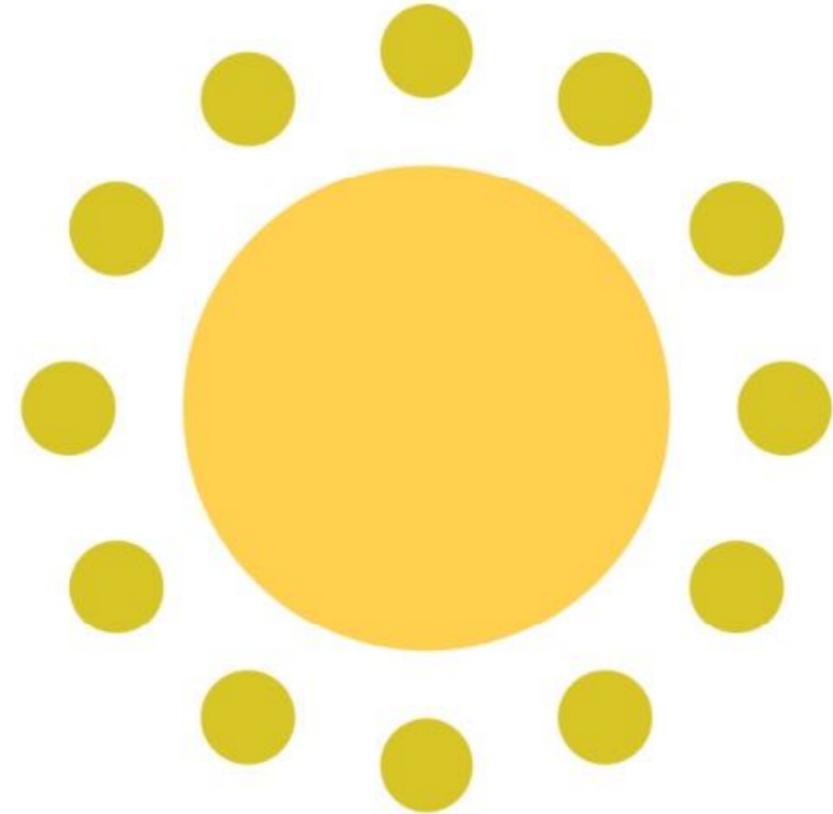
- How might check-ins and co-creation of agreements create a greater sense of collective ownership?
- What do you currently do now?
- Take 10 mins on your own to review Co-Creating agreements with students
- Return to small groups. Discuss what you might do to enhance student voice and engagement around norms and agreements.



Other Resources

vtrac.org

- [School-Wide Restorative Approaches Introductory E-Learning Module](#)
- [Videos From Vermont Schools](#)
- [Articles, Books, and Other Resources](#)



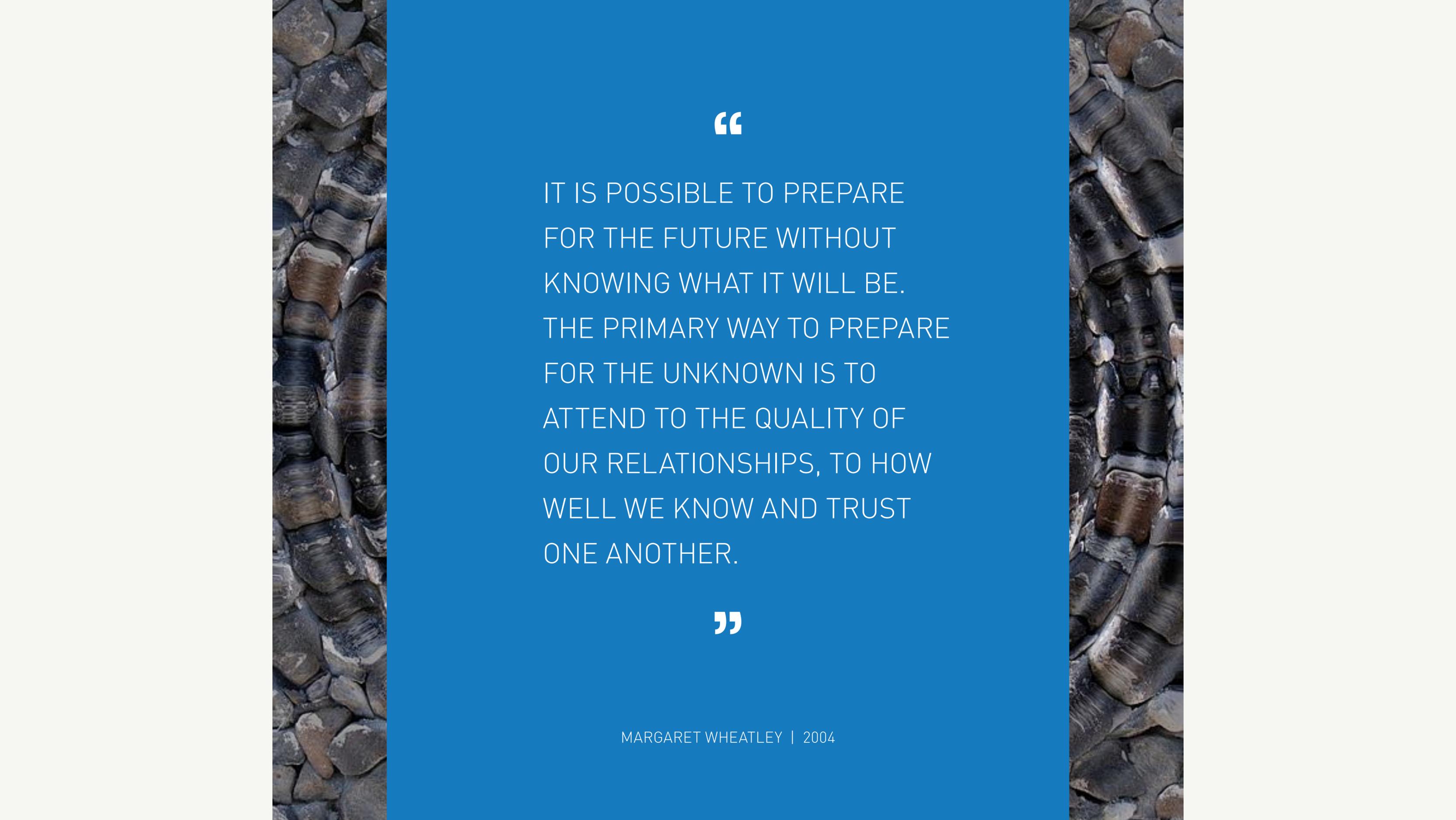
vermont **restorative**
approaches collaborative

Closing: head, heart, and feet

Mix it up. In standing circles...

To close out our session today, share your...

- Head: Share something you are thinking about
- Heart: share a word or phrase that describes how you feel in this moment.
- Feet: What's something you're taking away; something you plan to do differently.



“

IT IS POSSIBLE TO PREPARE
FOR THE FUTURE WITHOUT
KNOWING WHAT IT WILL BE.
THE PRIMARY WAY TO PREPARE
FOR THE UNKNOWN IS TO
ATTEND TO THE QUALITY OF
OUR RELATIONSHIPS, TO HOW
WELL WE KNOW AND TRUST
ONE ANOTHER.

”

MARGARET WHEATLEY | 2004

Thank You

Gratitude unlocks the fullness of life. It turns what we have into enough, and more. It turns denial into acceptance, chaos to order, confusion to clarity. It can turn a meal into a feast, a house into a home, a stranger into a friend. Gratitude makes sense of our past, brings peace for today and creates a vision for tomorrow.

~ Melody Beattie