Minnesota Department of

Educati🔴n

Positive Behavioral Interventions and Supports (PBIS) and Restorative Measures (RM): Compatibility and Collaboration

Prevention programs in schools are most effective when they provide tiered levels of support, are implemented school-wide, use data to inform and improve programming, and address student and adult behavior as well as the school climate environment. Tiered levels of support are often summarized into three components: 1) universal practices for all students, staff and families, 2) extra supports and interventions for some number of students and 3) intensive supports and interventions for a few students. The public health approach to disease prevention of primary, secondary and tertiary interventions has been adapted to illustrate these tiered levels in schools, and is a useful framework for everything from reading instruction to behavior. The triangle framework is enhanced when educators use it to consider the whole child—their emotional, academic, behavioral and cognitive needs.

PBIS and Restorative Measures provide two approaches for creating safe school environments that focus on supporting students in positive behaviors and right relationships. While PBIS seeks to establish a school-wide framework to teach and support student pro-social behaviors, RM seeks to engage the group to encourage relationship building and to repair harm. The approaches are not mutually exclusive, as both draw upon the public health framework for prevention, and taken together, provide approaches that fill in gaps in the puzzle of student need.
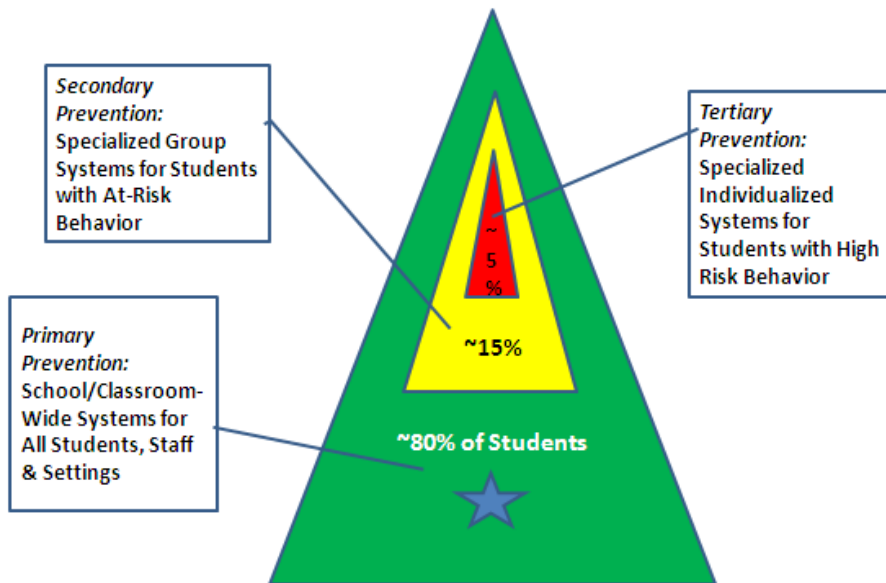
School-Wide-PBIS (SW-PBIS)

SW-PBIS provides a structure for targeting, implementing and sustaining evidence-based practices. Changes in the behavior of students comes from clearly articulating behavior expectations, aligning adult behavior so that all adults are looking for and rewarding positive behavior, as well as changing the environment so that conditions for positive behavior are enhanced. Data helps to focus effort, making the coordination of related programs more effective.

It is based in behavioral theory and applied behavioral analysis (Sugai & Horner, 2002) and seeks to create an environment that supports students and adults in encouraging and rewarding positive, pro-social behavior. At the primary level, adults work with students to identify the behaviors that everyone is expected to use, and the adults then teach the skills for those behaviors and acknowledge or reward the students' positive actions. "The goal is to establish a positive school and classroom climate in which expectations for students are predictable, directly taught, consistently acknowledged, and actively monitored" (Osher, Bear, Sprauge, Doyle, 2010, P 50).

*Secondary
Prevention:*
Specialized Group
Systems for Students
with At-Risk
Behavior

*Tertiary
Prevention:*
Specialized
Individualized
Systems for
Students with High
Risk Behavior

~
5
%

~15%

*Primary
Prevention:*
School/Classroom-
Wide Systems for
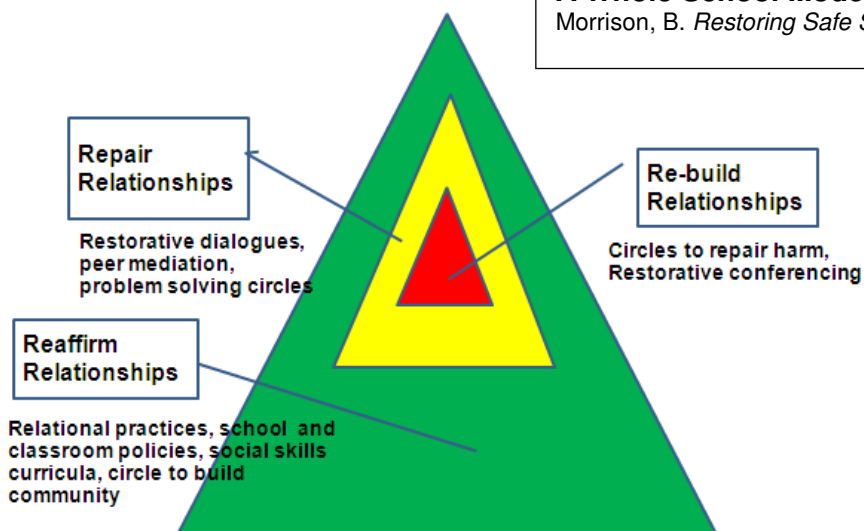All Students, Staff
& Settings

~80% of Students

Restorative Measures

Restorative measures also uses a three level approach, focusing on fair practices that 1) affirm relationships as a means of building community in the classroom and school, 2) teach the skills of relationship to develop internal strength and 3) use the power of relational connections to provide direction for repairing or rebuilding relationships. Restorative measures are based in modern restorative justice theory, the psychology of affect, youth development principles and Indigenous People's wisdom (Morrison, 2007, Costello, Wachtel & Wachtel, 2009, Riestenberg, 2012, Pranis, 2005).

**Repair
Relationships**

**Re-build
Relationships**

**Restorative dialogues,
peer mediation,
problem solving circles**

**Circles to repair harm,
Restorative conferencing**

**Reaffirm
Relationships**

**Relational practices, school and
classroom policies, social skills
curricula, circle to build
community**

At the tier one level, restorative measure teach social emotional learning with an emphasis on building community—relationships between students and students and adults and students, practiced though class meeting or the circle process (Nelson, Lott, Glenn, 1993, Stutzman Amstutz & Mullet, 2005). Behavior expectations are based in the values of the group and are developed by students and adults together (Boyes-Watson & Pranis, 2010). All adults teach, model and re-enforce empathy, primarily through the use of affective statements (Costello, Wachtel & Wachtel, 2009).

Interventions

PBIS and RM provide a range of responses to situations of disruption or harm.

SW-PBIS

SW-PBIS teams rely heavily on data from office disciplinary referrals (ODR) and other sources to target interventions to address disruptive or challenging situations and student behaviors. Using these data (average referrals per day per month, referrals by problem behavior, referrals by time of day, referrals by location, and referrals by student) teams can efficiently match interventions to the time of day or setting in which the behavior occurs or the type of behavior being demonstrated, and then monitor the effectiveness of the intervention (Colonan, 2007).

At the tier one level, interventions focus primarily on teaching and re-teaching expected behaviors, increaseing active supervision by adults, and proactively acknowledging appropriate behaviors (Center for Positive Behavioral Interventions and Supports, 2009; Sugai, et al, (2010). At tier two, small group or individualized interventions are targeted to students at risk of developing more challenging behaviors. Examples of tier two interventions include such things as social skills training; additional academic supports; or Check-In-Check-Out, a structured process for students to receive daily personal contact, feedback and recognition from trusted adults (Filter, et al, 2007; Todd, Campbell, Meyer, & Horner, 2008; Everett, et al 2011). Tier three interventions are individualized for students who exhibit chronic problem behaviors. Tier three interventions are often based on completing a functional behavior assessment (FBA), which is a comprehensive strategy to identify the purpose or function of a student's problem behavior and develop a plan to modify the variables that trigger or maintain the behavior, as well as teach appropriate replacement behaviors; (Gresham, Watson, & Skinner, 2001; Filter & Alvarez, 2012).

Restorative Measures

The restorative measures principles regarding harm can be summarized into the following guiding questions:

> *What was the harm?*

> *Who are all the people affected by it?*

> *What needs to be done to repair the harm, set things right, so everyone can get back to learning?* (Zehr, 2002 Riestenberg, 2012).

A face to face facilitated meeting gathers all those affected by the harm and they work to address everyone's concerns and make an agreement that includes restitution (fix), resolution (plan), and reconciliation (healing) (Coloroso, 2003). Using, as Brenda Morrison writes, the "leverage points of internal sanctioning, personal and community ownership for harmful incidents and fining reason for emotion," the process is designed to:

Attend to both person harmed and the person who did harm;

Separate the person from their harmful behavior,

Address the need of the person harmed,

Engage all participants in support of behavior change, and

Address environmental challenges as needed (Morrison, 2007).

Tier two interventions include using problem solving or affective questions (what happened, what were you thinking, who was affected, how were you affected, what can be done/what do you need to repair the harm?), small impromptu conferences and group or class circles to re-affirm common agreements and expectations (Thorsborne & Vinegrad, 2002, Costello, Wachtel & Wachtel, 2009). Tier three interventions include conferences or circle to repair harm that may include family members, staff, friends and other supporters of the person(s) harmed and the person(s) who did the harm. All interventions, short or long, have three parts: preparation, the face to face meeting and follow-up to ensure the agreement was kept.

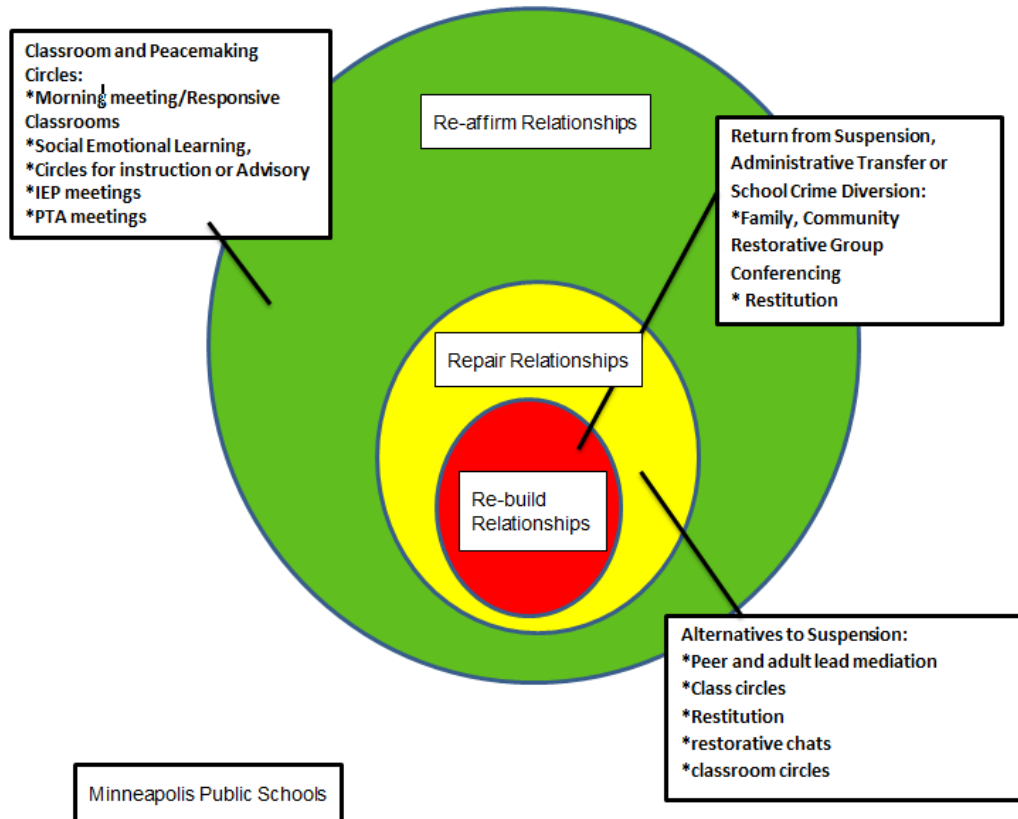**Integration: theory and practice**

SW-PBIS provides a frame work in which districts can organize and more effectively implement their climate and academic effort, be it bullying prevention, social emotional learning, character education as well as positive behaviors and supports. Staff at the Minneapolis Public Schools created an outline that illustrates points of integration at each level to guide educators in their integration of both PBIS Practices and Restorative Practices. The nesting oval image helps to underscore the importance of surrounding students with not only primary prevention education, but also a safe, predictable and welcoming learning environment.

The district encouraged schools to layer in restorative practices in the tiered levels of support framework. It provided training and coaching for staff regarding the circle process as a means to both deliver content on social skills and behavior expectations and to develop connection and community in the classroom.

At tier one, the circle process can be used as a means to both deliver content on 'teaching the behaviors we want to see'--social skills and behavior expectations while developing connections and community in the classroom. For instance, Second Step is a universally applied social emotional curriculum for bullying prevention offered to school buildings in the district. The lessons can be taught using the circle process, so that all the children's voices can be heard.

At tier two and three levels, the district offers administrators the use of restorative practices—face to face meetings between the person harmed and the person who did the harm, along with other affected parties such as staff or parents. The participants in the circles or conferences create agreements to further support positive behavior, if needed. They also help people

affected by the harm to repair and restore the learning environment. The circle as a communication process is also encouraged for any gathering that involves adults, from staff meetings to IEP meetings to PTA meetings.

Classroom and Peacemaking Circles:
*Morning meeting/Responsive Classrooms
*Social Emotional Learning,
*Circles for instruction or Advisory
*IEP meetings
*PTA meetings

Re-affirm Relationships

Return from Suspension, Administrative Transfer or School Crime Diversion:
*Family, Community Restorative Group Conferencing
* Restitution

Repair Relationships

Re-build Relationships

Alternatives to Suspension:
*Peer and adult lead mediation
*Class circles
*Restitution
*restorative chats
*classroom circles

Minneapolis Public Schools

Lake Park Autoban School District is in its 6th year of PBIS implementation. From the beginning, the school social worker encouraged teachers to use the circle process for relationship building as they worked with their students to identify their school-wide behavior expectations and to teach those behaviors. She uses the circle process as a tier two intervention to address issues in the classroom as a means of helping the students take responsibility for the climate in the classroom.

Other PBIS Schools have done the same, using circles to build community as well as a process to teach the behavior expectations. In one school, teachers are expected to start their day using the circle process. Restorative conversations are used by teachers in the classroom, lunch room, and hallway or on the playground, and circles to repair harm are set up as needed with all who may have been affected by harm—either in the classroom, or in the office. One school uses circle for the intake meeting after a student has been suspended for a time. The talking piece is passed around to the administrator, teacher, office staff, student, parents, and school resource officer. Everyone reflects upon the restorative questions and through consensus, a plan for the student going forward is developed.
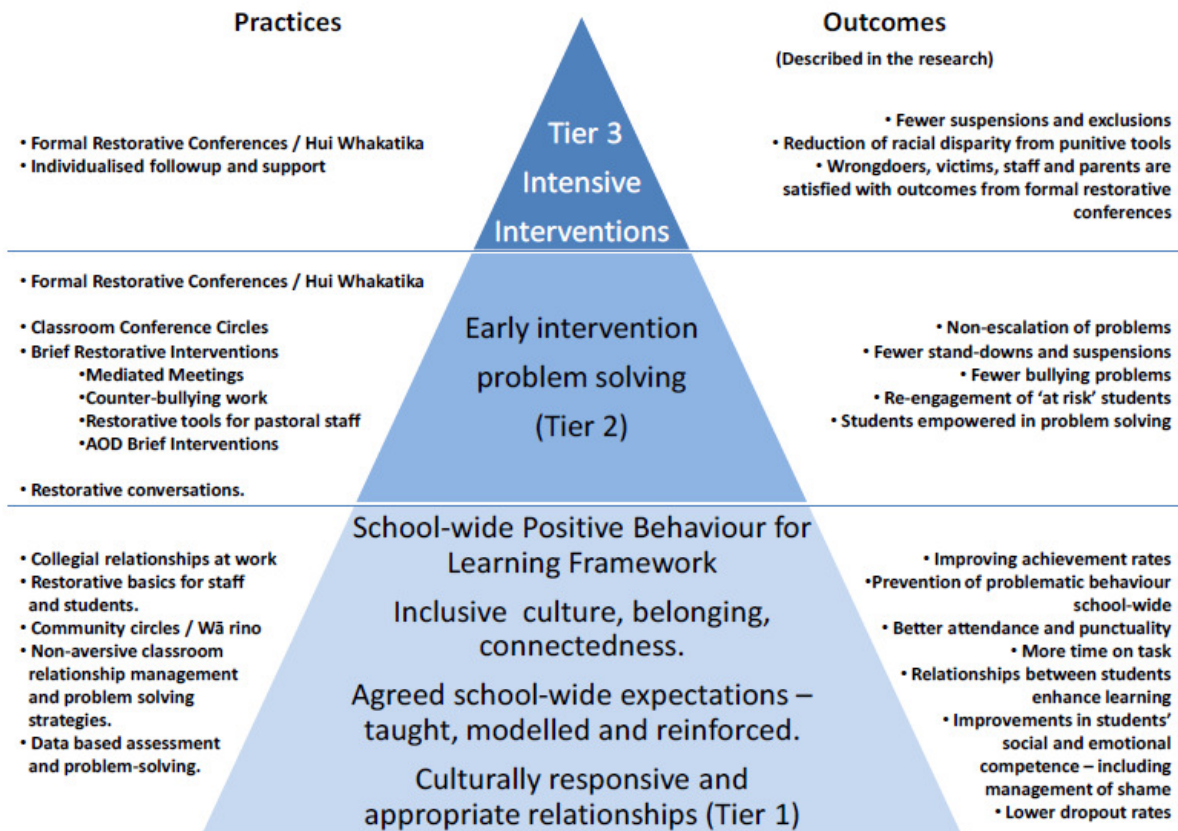
International Integration

The New Zealand Ministry of Education has developed Positive Behavior for Learning (PB4L), a school wide framework that supports schools to create a culture where positive behaviour and learning thrive. Similar to SW-PBIS in Minnesota, PB4L outlines a long-term approach to change the adults' response to behavior and to change the school environment.

> "Students are taught in very specific terms what behaviours are expected of them so that there is a consistent response to these behaviours across the school.

> The approach means moving away from seeing individual students as the problem, and to changing the environment around them to support positive behaviour. It means teaching behaviours rather than just expecting students will know what they're meant to do. (New Zealand Ministry of Education, 2011)

The Ministry of Education "has developed a cultural enhancement framework to be responsive to a range of Ma-ori-specific issues." A specific Kaupapa Ma-ori program, Hui Whakatika—Restorative Practices Programme—is being evaluated as part of PB4L. Hui Whakatika was one of three culturally specific Kaupapa Ma-ori programs designed, delivered and developed by Ma-ori. Below is a diagram of Hui Whakatika Restorative Practices.

Practices

Outcomes
(Described in the research)

Tier 3
Intensive
Interventions

• Formal Restorative Conferences / Hui Whakatika
• Individualised followup and support

• Fewer suspensions and exclusions
• Reduction of racial disparity from punitive tools
• Wrongdoers, victims, staff and parents are satisfied with outcomes from formal restorative conferences

Early intervention
problem solving
(Tier 2)

• Formal Restorative Conferences / Hui Whakatika
• Classroom Conference Circles
• Brief Restorative Interventions
  •Mediated Meetings
  •Counter-bullying work
  •Restorative tools for pastoral staff
  •AOD Brief Interventions
• Restorative conversations.

• Non-escalation of problems
• Fewer stand-downs and suspensions
• Fewer bullying problems
• Re-engagement of 'at risk' students
• Students empowered in problem solving

School-wide Positive Behaviour for Learning Framework
Inclusive culture, belonging, connectedness.
Agreed school-wide expectations – taught, modelled and reinforced.
Culturally responsive and appropriate relationships (Tier 1)

• Collegial relationships at work
• Restorative basics for staff and students.
• Community circles / Wā rino
• Non-aversive classroom relationship management and problem solving strategies.
• Data based assessment and problem-solving.

• Improving achievement rates
•Prevention of problematic behaviour school-wide
• Better attendance and punctuality
• More time on task
• Relationships between students enhance learning
• Improvements in students' social and emotional competence – including management of shame
• Lower dropout rates

Evaluations of student data in schools using restorative practices and interventions showed a decrease in "exclusions and stand-downs" high levels of participant satisfaction from students, family and schools staff, and an increase above the national average in academic achievement among Maori students (Corrigan, 2011).

Differences and Similarities

In attempting to integrate the two approaches it is useful to review the differences and similarities, so that application can be done with fidelity to both. Restorative measures and School-Wide PBIS differ on the following dimensions**:**

PBIS and Restorative Measures Differences		
	SW-PBIS	Restorative Measures
Practices	Behavioral	Relational and structural problem-solving processes
Primary Focus	Teaching, acknowledging and rewarding pro-social behaviors	Affirming relationships; teaching empathy; resolving conflict and harm and restoring or re-building relationships
Decision Making Process	Team- and data-based, attention to fidelity of implementation	Problem solving using affective questions, small impromptu conferences and group or class circles to re-affirm common agreements and expectations
Responsiveness to culture	Team makeup and behavioral expectations reflect the culture of the school	The community building process of reaffirming relationships acknowledges and builds upon the cultures of the students in the classroom, as well as the culture of the school and majority culture

The approaches also have shared core features and complement each other.

PBIS and Restorative Measures	
Similarities	
Shared Core Features	**Complimentary Features**
- Whole school approach - Attention to changing the behavior of adults - See and pay attention to each and every child - Change environment - Identify, teach, and encourage positive behaviors - Build assets and protective factors	- Restorative Measures provide early and/or intense interventions to restore harm and repair relationships - The Circle process provides a way of delivering content, especially Social Emotional Learning, that strengthens relationships at the same time as helping adults see each child - The SW-PBIS framework provides data for team-based decision making - SW-PBIS reflects best practices in implementation science (or common principles of effective practice)

Conclusion

As the field of education continues to refine its methods for improving academic achievement by using a response to intervention framework, it becomes important that the non-academic interventions and supports in schools share the tiered levels of support framework. In order to support the whole child, and subsequently improve academic performance, we must foster emotional well-being as well as social/behavioral competence. In theory, the philosophies underpinning School-Wide Positive Behavioral Interventions and Supports (SW-PBIS) and Restorative Measures may be very different. In practice, however, the two appear to not only be compatible with each other but they may actually compliment and supplement each other in important ways.

Gathering together the knowledge and practical elements of both approaches helps to fill the framework of SW-PBIS with restorative programming that can be practiced with fidelity, while expanding the range of approaches to address the needs of the whole child and the whole community.

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Resources

PBISApps

> PBISApps is a not-for-profit group, developed and operated by Educational and Community Supports (ECS) faculty and staff, a research unit at the University of Oregon. It is the maker of the School-Wide Information System (SWIS) Suite, PBIS Assessment, and PBIS Evaluation.

Positive Behavior Interventions and Supports in Minnesota:

> PBIS MN is the website for the broad constituency of Minnesota SW-PBIS implementers, trainers, coaches, practitioners, stakeholders, teachers, advocates, researchers, volunteers, administrators, regional project and MN PBIS leadership staff.

PBISWorld

> PBIS world was developed by a school social worker to provide practical information regarding tier one, two and three interventions, and to provide further opportunities for school personnel to discuss strategies for implementing PBIS.

[Technical Assistance Center for Social Emotional Intervention (TACSEI)](#)

> The Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI) provides products and resources on research-based practices to improve the social-emotional outcomes for young children with, or at risk for, delays or disabilities.

[Center for Justice and Peace Building at Eastern Mennonite University.](#)

> The Center for Justice & Peace building (CJP) is comprised of the Graduate Program in Conflict Transformation, and the Practice and Training Institute which houses the Summer Peace building Institute, Seminars for Trauma Awareness and Resilience (STAR) and other intensive training, program, and partnership opportunities.

[Center for Restorative Justice and Peacemaking](#)

> The Center is an international resources center for Restorative Justice Dialogue, research, and training. The Center is part of the School of Social Work at the University of Minnesota in collaboration with the Restorative Justice Initiative, Marquette University Law School, Milwaukee, WI.

[Center for Restorative Justice at Simon Frasier University, Vancouver, British Columbia.](#)

> The Centre for Restorative Justice is an initiative by the Simon Fraser University School of Criminology.

[The International Institute of Restorative Practices](#)(IIRP)

> IIRP is a graduate school and resource center for restorative work in school and community.

[Restorative Measures web site](#), Minnesota Department of Education

> The Safe and Healthy Learners Unit provides information and technical assistance regarding implementation of restorative measures in school settings.

[Restorative Practices International](#)

> Restorative Practices International (RPI) is a not-for-profit, independent, professional member association that supports the development of restorative practice in schools, prisons, workplaces, organizations, families and communities.