Necessary Steps to Integrating & Implementing Restorative Practices in the PBIS Framework:

- School must have a PBIS-MTSS framework in place;
- Staff buy-in: Identify desire and need to add value to school's PBIS structure;
- Determine school's capacity to take on a culture shifting set of practices including need, resources, and commitment;
- Identify interested pioneers/community partners;
- Add student, staff, and parent voice to discipline decisions; and
- Become more whole-learner focused

Adapted from Lucy A. Vezzuto, Ph.D., Integrating Restorative Practices within a Multi-tiered System of Support, OCDE MTSS Conference, April 2015
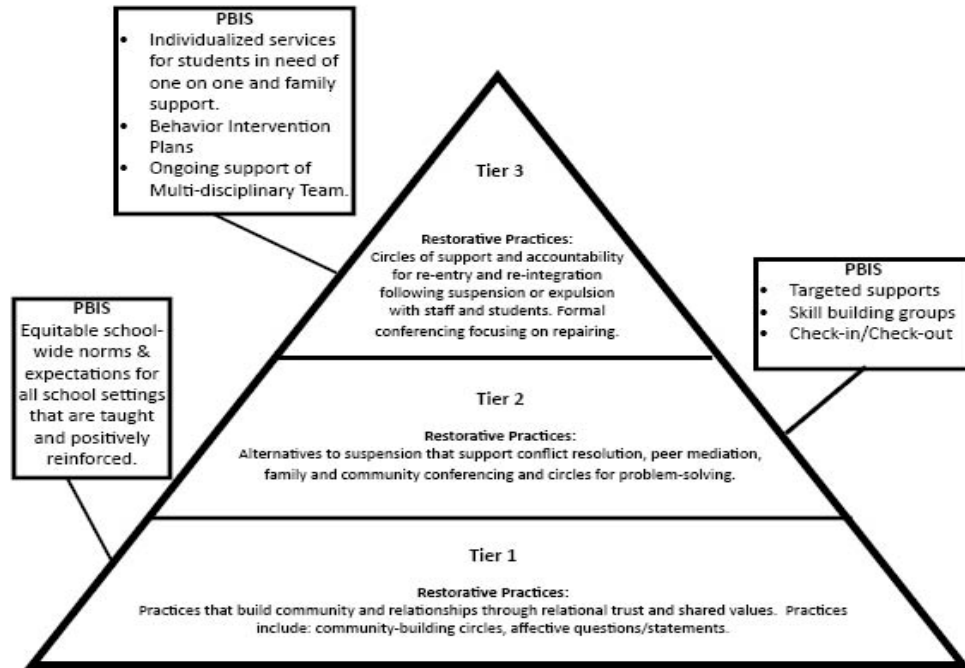
Strategies that come from the Restorative Practice philosophy should be utilizing evidence-based curriculum or approaches
Adapted from: Oakland Unified School District and The California Conference for Quality and Justice, 2013.

PBIS

Embedding Restorative Practices Within a PBIS Framework to Support Student Success

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POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS

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PBIS and Restorative Practices

What is PBIS?

Positive Behavioral Interventions and Supports (PBIS) is a systemic approach to teaching and managing behavior in schools. The goal of establishing a PBIS system is to enhance the capacity of schools, families, and communities to create and maintain positive school environments so all students can achieve academically and socially.

Under PBIS, schools examine the factors that impact behavior as well as the relationship between environment and behavior. PBIS highlights the need for school policies and procedures to emphasize proactive, instructive, and restorative approaches to student behavior that are implemented consistently.

Schools apply PBIS throughout the school through a continuum of evidence-based practices for all students, supported by all staff, and sustained in both classroom and non-classroom settings (such as hallways, buses, and restrooms). This system ensures that otherwise isolated parts of the school operate in tandem. In this way, all staff have an important role in helping students achieve outcomes by choosing more effective, efficient, and desirable behaviors.

Schools implementing PBIS focus on creating and sustaining primary (school-wide), secondary (small group), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for students and families [Office of Special Education Programs (OSEP): Center on Positive Behavioral Interventions and Supports, 2013]. This multi-level intervention provides a more comprehensive way of responding to students' behavioral needs than traditional responses because the focus is on layers of prevention and the logical distribution of resources.

The foundation of a PBIS model has four integrated elements. **Data** drive the decisions regarding behavioral needs in the educational setting. Evidence-based **practices** provide staff and students with the tools to achieve desired behavioral outcomes. **Systems** provide the structure and resources required by the chosen practices. Finally, pairing the integrated elements with a system of training, coaching, and evaluation through a cultural and contextual lens improves implementation fidelity to maximize student **outcomes**.

What Are Restorative Practices?

Restorative justice focuses on repairing harm to relationships instead of assigning blame and dispensing punishment [Lucille Eber, 7th Annual NYC PBIS Leadership Summit, June 13, 2014]. Restorative Practices, inspired by this philosophy of restorative justice, are a framework for building community and for responding to challenging behavior through authentic dialogue, coming to understanding, and making things right [IIRP website, 2013]. Schools that use Restorative Practices must have flexibility in school policies and practices.

Restorative Practices:
- Build healthy relationships between educators and students;
- Reduce, prevent, and improve harmful behavior;
- Repair harm and restore positive relationships;
- Resolve conflict, holding individuals and groups accountable; and
- Address and discuss the needs of the school community
[www.otlcampaign.org/sites/default/files/restorative-practices-guide.pdf]

How do PBIS and Restorative Practices Intersect?

PBIS and Restorative Practices are whole-school models that can be used hand in hand to increase positive outcomes for student behavior. Both emphasize prevention and positive responses to problem behavior. PBIS' multi-tiered structure for implementing practices and the systematic use of data provide a framework for using restorative practices that include a process for including youth, staff, and community voice within that framework.
(see www.otlcampaign.org/sites/default/files/restorative-practices-guide.pdf and chart on next page).

Both PBIS and Restorative Practices place high value on youth and staff engagement and involvement. They support social-emotional learning for youth and staff, and are seen as effective strategies to lower racially disproportionate discipline referrals by offering adults alternative responses to student misbehavior. PBIS shifts adults' focus from punishing and excluding to teaching and rewarding positive student behavior, while restorative practices encourage personal reflection, accountability, and healing for both students and adults. Both approaches seek to enforce positive behavior and uplift student strengths [The California Conference for Equality and Justice, 2013].