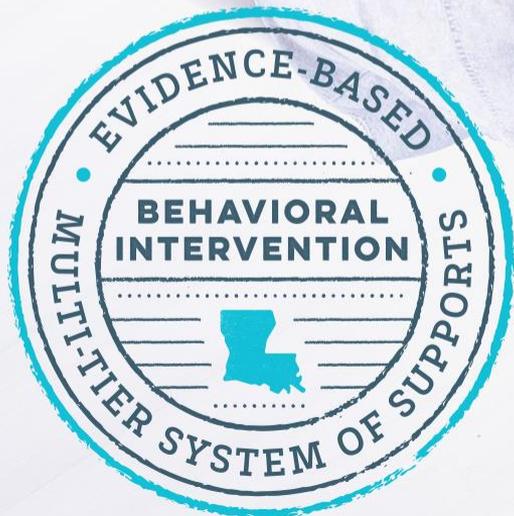


2019

BEHAVIORAL INTERVENTION SUMMIT



January 30, 2019 • Raising Cane's River Center, Baton Rouge

 DEPARTMENT of
EDUCATION
Louisiana Believes



Using Restorative Practices to Build Positive Relationships and Classroom Communities



© International Institute for Restorative Practices, 2018



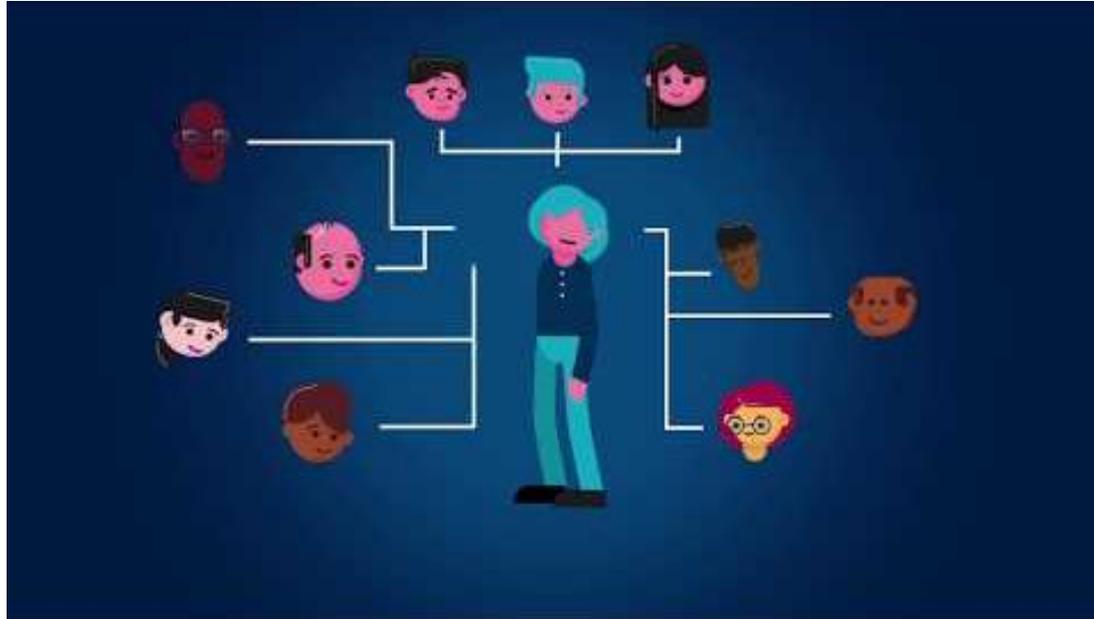
- Introduction/International Institute for Restorative Practices (IIRP) Overview
- Why Restorative Practices?
- What is Restorative Practices?
- SaferSanerSchools™ Overview
- Evidence-based Impacts
- IIRP Support and Coordination
- Questions



iirp

Overview

In a Nutshell



<https://www.youtube.com/watch?v=obyZY4Xzal>



Mission

The **International Institute for Restorative Practices** is dedicated to the advanced education of professionals at the graduate level and to the conduct of research that can develop the growing field of restorative practices, with the goal of positively influencing human behavior and strengthening civil society throughout the world.



Restorative Practices is...

the science of
relationships
and
community.



Masters
Degree
Graduate
Certificate

Graduate Education

Professional
Development
Model
Programs
Licensed
Trainers

Continuing Education

U.S.
Global

Conferences & Symposiums

- Give people a voice
- Build empathy
- Resolve conflict
- Improve accountability



2017-2018 Facts

✓ Staff

- 33 FTE / 7 PTE

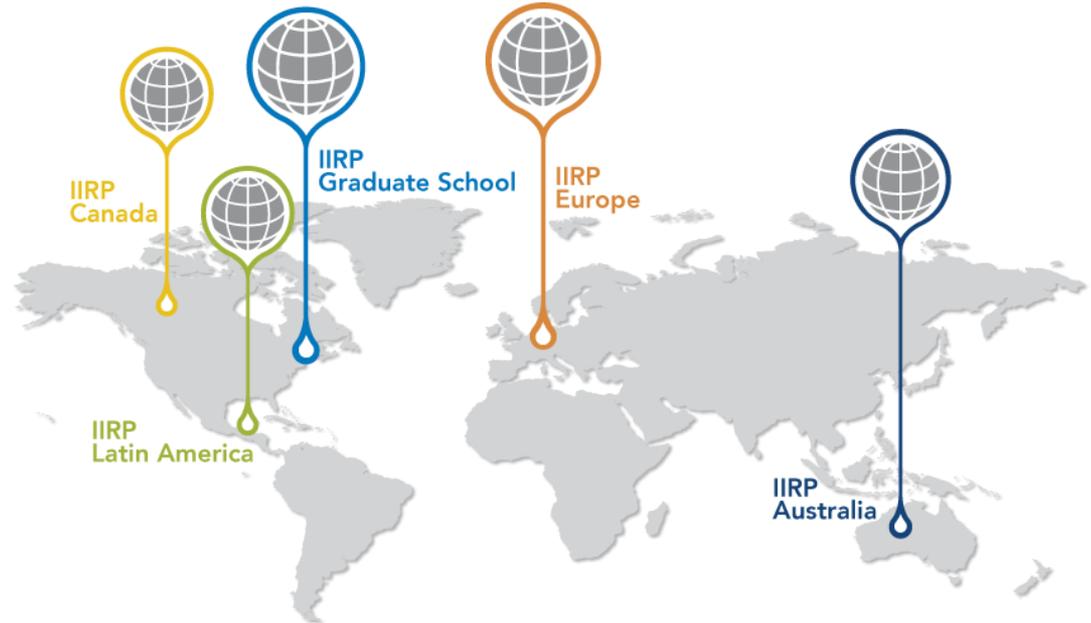
✓ 222 Enrolled Students

✓ 18,518 Trained Attendees

- All 50 U.S. States
- 8 Canadian Provinces
- 20 Other Countries

✓ 1,738 IIRP Licensees

- In 24 Countries





Why Restorative Practices?





Short – Medium Term Expected Outcomes

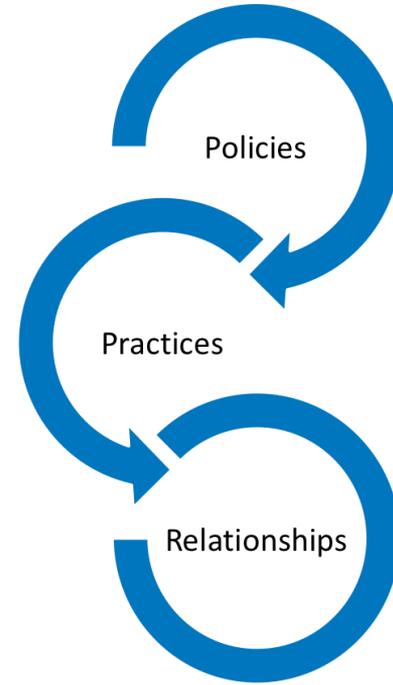
- Build Competencies
- Proficiency in Practice
- Interpersonal Connectedness
- Student Engagement
- Student Voice
- Opportunities to Respond



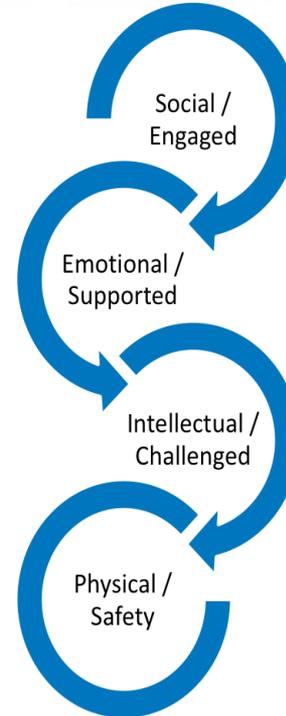
Medium – Long Term Expected Outcomes

- Improved Behavior/Minor Infraction Response
- Reduced Expulsions/Suspensions/Disproportionality
- Improved Student Wellness
- Improved Staff Wellness
- Social-Setting/Environment

Whole School



Whole Child



Climate Builds Culture

School climate refers to the quality and character of school life.

- National School Climate Center



Culture Reinforces Climate

School culture refers to the norms, values and beliefs, rituals and ceremonies, symbols and stories, that make up the 'persona' of the school.





Students who feel highly connected to school are...

- Much more likely to succeed academically
- Much less likely to engage in risky sexual behavior
- Much less likely to experience stress and attempt or complete suicide
- Much less likely to abuse substances
- Much less likely to engage in violent or deviant behavior
- Much more likely to experience healthy relationships

Improving the Odds: Healthy Child Development, 2010

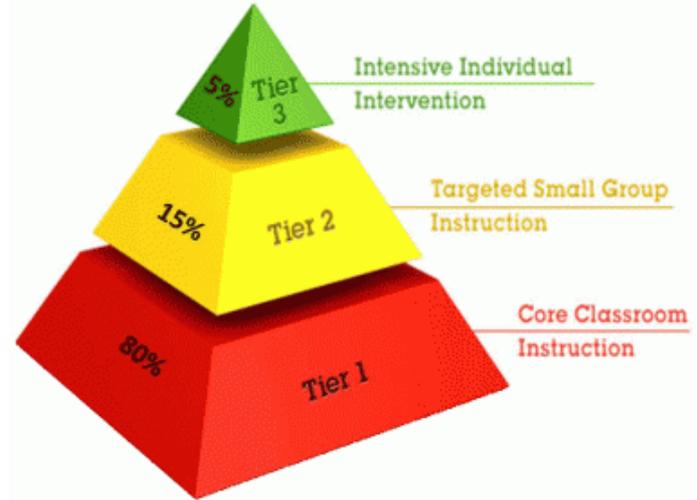
Ontario College of Family Physicians in partnership with McMaster University Department of Family Medicine, Registered Nurses Association of Ontario, Public Health Units of Toronto and Niagara and the Government of Ontario.

Integration of Restorative Practices



© CASEL 2017

With SEL



With MTSS

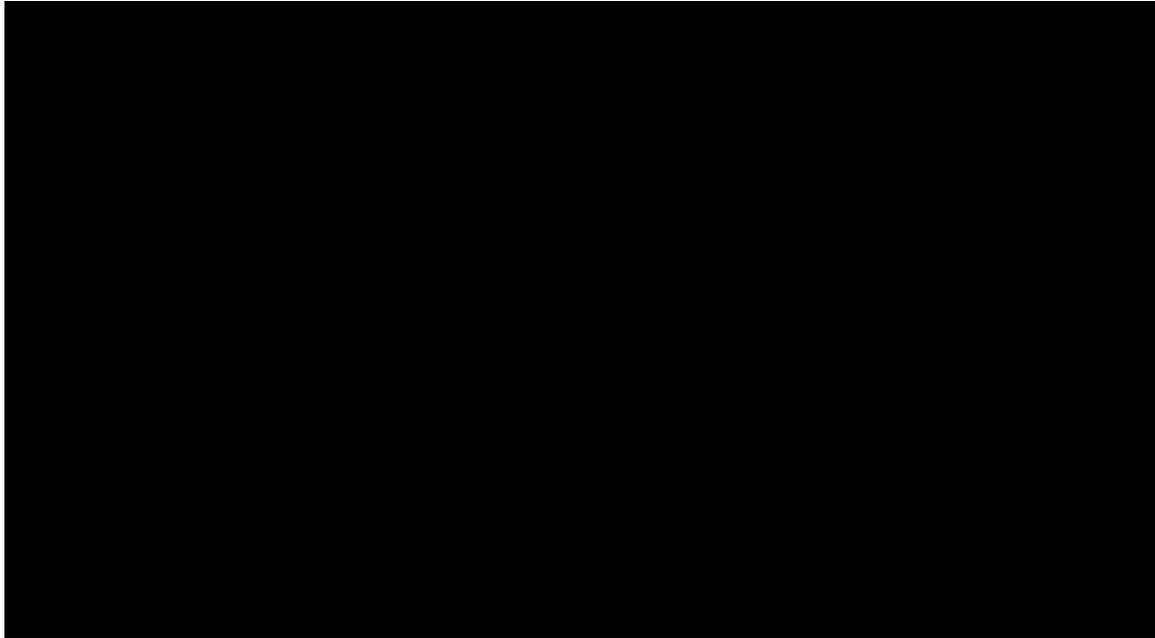


What is Restorative Practices?





What Does a Restorative School Look Like?



The Fundamental Hypothesis

The fundamental hypothesis of restorative practices is that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things *with* them, rather than *to* them or *for* them.

-Ted and Susan Wachtel

Aim of Restorative Practices

To develop community and to manage conflict and tensions by repairing harm and restoring relationships.





Restorative Practices Continuum

informal

formal

affective
statements

affective
questions

small impromptu
conversation

circle

formal
conference

Punitive Practitioner Style

Observations:

- Often uses loud, angry voice
- Notices inappropriate behavior more than appropriate
- Frequently gets immediate compliance
- Has high standards

Outcome:

- Ordered classroom/setting
- Anxious resentful students
- Short-term compliance but rarely lasting behavioral change
- High teacher/practitioner stress
- Negative classroom atmosphere

Restorative Practitioner Style

Observations:

- Positive, kind and supportive relationships
- Effective discipline plan and orderly classroom setting
- Sense of hope and optimism
- Students feel sense of safety and competence
- High level of work quality
- High job satisfaction

Outcomes:

- Positive atmosphere
- High quality work output
- Positive relationships

Restorative Practitioner Style



Adapted by Paul McCold and Ted Wachtel from Glaser, 1969



SaferSanerSchools™ Overview



SaferSanerSchools™: Whole School Change

Promising Changes:

- Close to half the states have revised their laws to reduce the use of exclusionary discipline
- More large urban school districts have implemented discipline reforms
- RCT studies centered on evidence of practice
- Case Studies
- Multi-tiered Support Systems incorporating RP
- Expansion of national and international networks and practitioners
- Higher education interest
- Community-based coalition application
- [Louisiana School System Planning Guide](#)

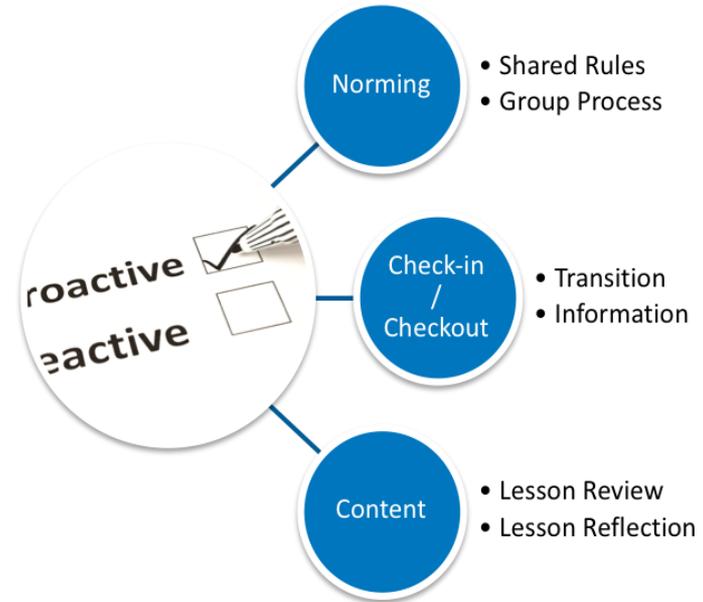


IIRP Services

- Professional Development (Public and Private)
- School-based Coaching
- Project Coordination
- Virtual Support & Webinars
- Licensing Options
- Graduate Course Work

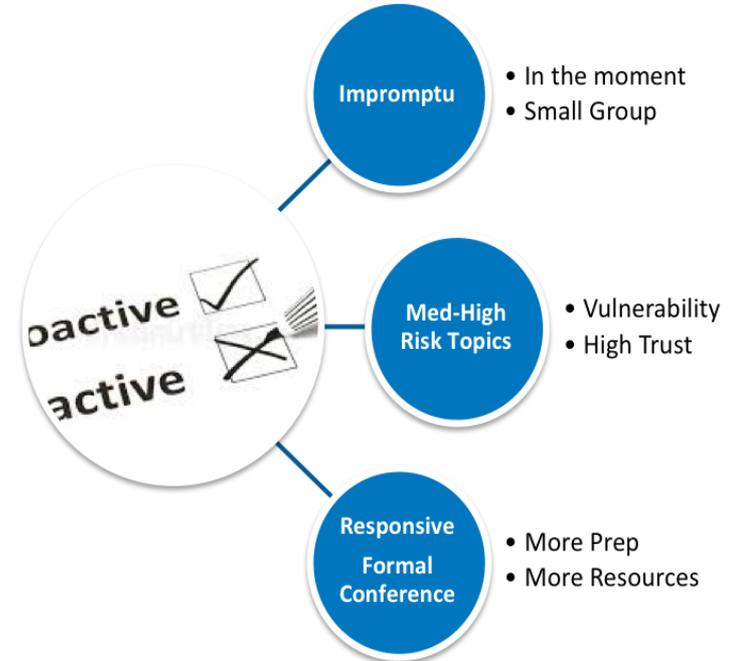
Proactive Practice

1. Model the way
2. Set High Expectations and Norms
3. Provide High Support
4. Ask and Listen
5. Communicate Empathetically
6. Manage Group Dynamics
7. **Give Feedback**
8. Be more reflective
9. Observe to provide support
10. Have a Lesson Plan



Responsive Practice

1. Affective Statements
2. Restorative Questions
3. Impromptu Conversations
4. Restorative Problem-solving
5. Restorative Conferencing
6. Managing Expectations
- 7. Fair Process**
8. Reintegration
9. Have a school-based system plan





Evidence-based Impacts



RAND Pittsburgh Public Schools RCT Report

- Climate and relationships improved
- Student suspensions declined
- Suspension rates of elementary grades, AA students, low SES and female students lowered
- Academic outcomes and suspensions for MS students or violent offenses did not improve



IIRP Support and Coordination





Questions and Answers

Thank You!

Julia Getty

Professional Development Specialist
International Institute for Restorative Practices
jgetty@iirp.edu

Dinorah Foster

Professional Development Specialist
International Institute for Restorative Practices
dfoster@iirp.edu