



New York State Education Department  
Office of Special Education  
**Educational Partnership**





Day 2

# Alternatives to Suspension

## Positive and Proactive Supports for Schools



Technical Assistance Partnership (TAP) for Behavior, University at Albany - SUNY



New York State Education Department  
Office of Special Education  
**Educational Partnership**

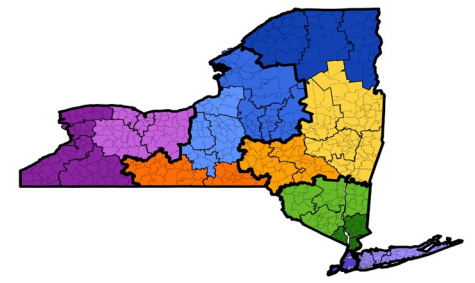
# Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

# Today's Facilitators

Name

# Who Are We?



- The Office of Special Education (OSE) Educational Partnership is a coordinated and cohesive network focused on enhancing services and improving outcomes for students with disabilities and providing effective support for educational organizations (EOs) and families
- Regional Partnership Centers (RPCs) and Family and Community Engagement (FACE) Centers are in each of the 12 regions of NYS and their own teams of specialists provide coordinated, direct supports and services to the EOs within their region

# Participant Introductions

- Name
- Role
- District
- School
- Population Served

# Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none"><li>✧ Take care of your personal needs</li><li>✧ Return on time and quietly</li><li>✧ Sign attendance sheets / complete eval. form</li><li>✧ Use electronic devices when necessary</li></ul>
BE RESPECTFUL	<ul style="list-style-type: none"><li>✧ Put cell phones to “off” or “vibrate”</li><li>✧ Listen to others attentively</li><li>✧ Honor confidentiality when applicable</li><li>✧ Stay on topic</li></ul>
BE ENGAGED	<ul style="list-style-type: none"><li>✧ Be an active participant</li><li>✧ Participate with an open mind</li><li>✧ Take notes</li><li>✧ Make plans to stay until training dismissal</li></ul>

# Virtual Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none"><li>✧ Take care of your personal needs</li><li>✧ Return on time and quietly</li><li>✧ Complete evaluation form</li><li>✧ Find a quiet place to participate</li></ul>
BE RESPECTFUL	<ul style="list-style-type: none"><li>✧ Use “mute” to prevent background noise</li><li>✧ Listen to others attentively</li><li>✧ Honor confidentiality when applicable</li><li>✧ Stay on topic</li></ul>
BE ENGAGED	<ul style="list-style-type: none"><li>✧ Be an active participant</li><li>✧ Participate with an open mind</li><li>✧ Take notes</li><li>✧ Make plans to stay until training dismissal</li></ul>



# Materials

- **Handouts**

- Resources shared physically with participants to support the learning throughout this training

- **Strategy Resources**

- Resources shared digitally to support the content and strategies explored throughout this training

# Purpose

- **To understand that exclusionary practices have significant short and long-term negative effects on academic, social-emotional, health and wellness, and family outcomes of students**
- **To learn and use strategies for managing student behavior and appropriate alternatives to suspension which have significantly fewer negative impacts on student or family outcomes**
- **To improve outcomes for all students**

# Training Objectives

- 1. Understand the purpose (why, when and how) of using alternatives to suspension**
- 2. Gain knowledge of the recent research on school suspensions**
- 3. Examine scenarios when alternatives to suspension may be used to change behavior**
- 4. Learn how a systemic change to the approach to discipline and problem behavior can affect school climate and learning**
- 5. Leave this session with practical, replicable ideas to use as effective and proactive alternatives to suspension**

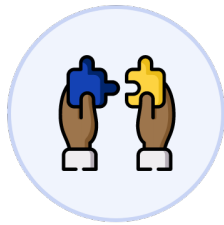
# Agenda

- **Welcome and Inclusion**
- **Response Strategies**
- **Systems-Based Strategies**
- **Closure**



# Slide Markers

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**Activity**



**Reflection**



**Handout**



**Poll**



**Discussion**



**Strategy Resources**

# Response Strategies

Alternatives to Suspension: *Positive and Proactive Supports for Schools*

# In this Section:

1. Acting Out Cycle and De-Escalation
2. Behavior Contracts
3. Self-Monitoring
4. Social Academic Instructional Groups

# Acting-Out Cycle of Behavior and De-Escalation

*Response Strategies*





# Definition – Conflict De-Escalation

**Conflict de-escalation is a broad term that describes several strategies that may be implemented throughout the conflict cycle/acting out cycle of behavior to reduce tension and stop conflicts before they escalate and become dangerous or violent**

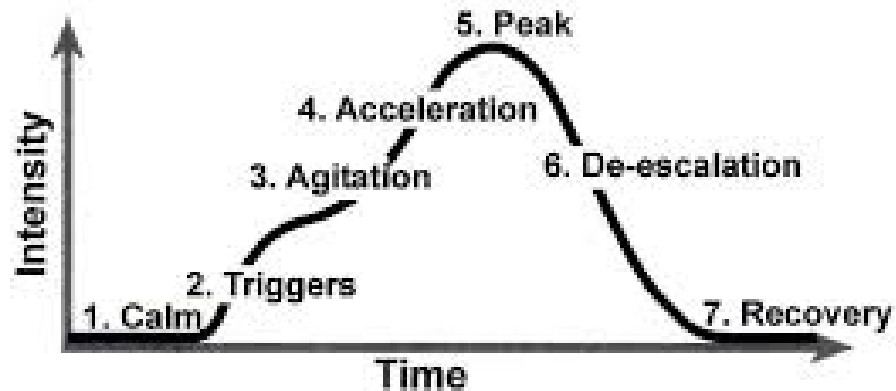
# Rationale – Conflict De-Escalation

- **Understanding the conflict cycle and the acting-out cycle of behavior can ensure that teachers and other school staff are appropriately interrupting a student who is in the conflict cycle across the various phases of the acting-out cycle of behavior**
- **Understanding de-escalation strategies allows teachers and school staff to appropriately interrupt conflict/behaviors to prevent them from escalating to more serious/dangerous behaviors**

# Implementation

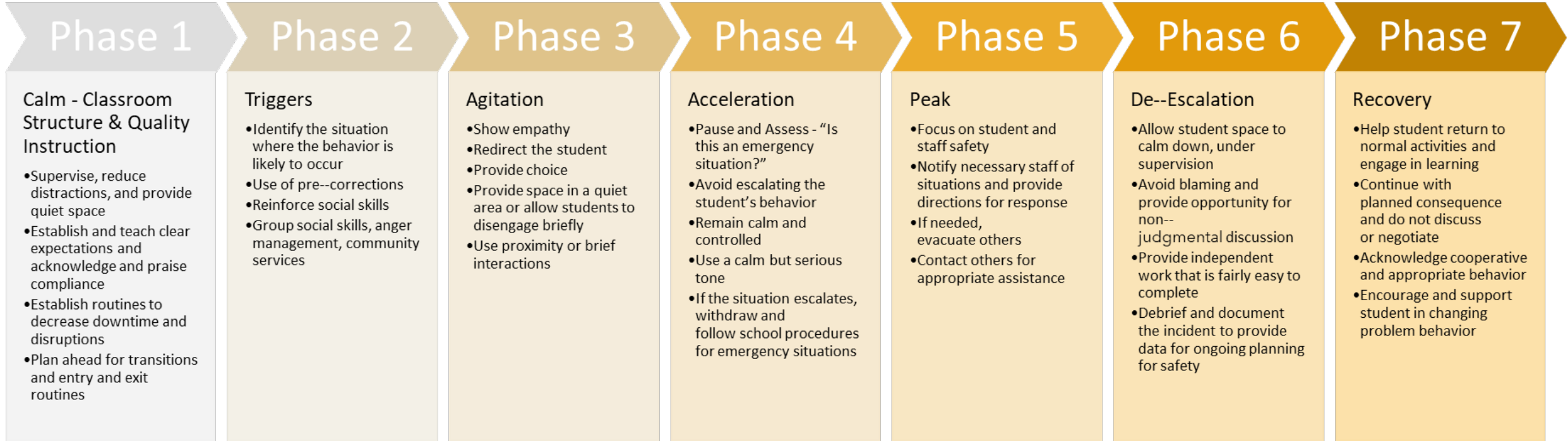
Understand and be able to intervene using the strategies that align with each phase of the acting-out cycle of behavior:

Figure 2.1: Phases of Acting-Out Behavior



1. Calm
2. Triggers
3. Agitation
4. Acceleration
5. Peak
6. De-Escalation
7. Recovery

# Implementation Continued



# Resources

- **Partnership Trainings**

- **Articles/Briefs**

- Appropriate Responses to the Seven Phases of the Escalation Cycle (Colvin, 2004)

- Conflict De-escalation Strategy Brief – University of Nebraska - Lincoln

[https://k12engagement.unl.edu/strategy-briefs/Conflict De-Escalation 4-2-2016 1.pdf](https://k12engagement.unl.edu/strategy-briefs/Conflict%20De-Escalation%204-2-2016%201.pdf)

- **Other Resources**

- IRIS Module - Addressing Disruptive and Non-Compliant Behaviors

<https://iris.peabody.vanderbilt.edu/module/bi1/#content>

# Behavior Contracts

*Response Strategies*



# Definition - Behavior Contract

**A behavior contract is an agreement between a student and a teacher (and in some cases the families), which states the behavioral or academic goals the student is expected to achieve, as well as the reinforcement or reward that the student will earn contingent upon achievement of these goals.**

# Rationale – Behavior Contracts

- Behavior contracts are relatively simple and can be used to address a wide range of problem behaviors
- Students are involved with the development of the behavior contract, including the conditions and the rewards, which can increase student buy-in and motivation
- The use of behavior contracts can promote self-responsibility and accountability for students



# Behavior Contracts – Goals & Components

## Goals:

- Increase desired behavior(s)
- Decrease target (problem) behavior(s)

## Key Components:

- Behavior
- Reward/Reinforcement
- Recording Sheet

# Behavior Contracts - Samples

Effective Dates: From 10/20/2011 to 12/20/2011

Mrs. Jones, the teacher, will give Ricky a sticker to put on his 'Classroom Hero' chart each time he does one of the following:

- turns in completed homework assignment on time
- turns in morning seatwork assignments on time and completed
- works quietly through the morning seatwork period (from 9:30 to 10:00 a.m.) without needing to be approached or redirected by the teacher for being off-task or distracting others

When Ricky has collected 12 stickers from Mrs. Jones, he may choose one of the following rewards:

- 10 minutes of free time at the end of the day in the classroom
- 10 minutes of extra playground time (with Mr. Jenkins' class)
- choice of a prize from the 'Surprise Prize Box'

**Bonus:** If Ricky has a perfect week (5 days, Monday through Friday) by earning all 3 possible stickers each day, he will be able to draw one additional prize from the 'Surprise Prize Box'.

**Penalty:** If Ricky has to be approached by the teacher more than 5 times during a morning period because he is showing distracting behavior, he will lose a chance to earn a 'Classroom Hero' sticker the following day.

The student, Ricky, helped to create this agreement. He understands and agrees to the terms of this behavior contract.

**Student Signature:** \_\_\_\_\_

The teacher, Mrs. Jones, agrees to carry out her part of this agreement. Ricky will receive stickers when he fulfills his daily behavioral goals of completing homework and classwork, and will also be allowed to collect his reward when he has earned enough stickers for it. The teacher will also be sure that Ricky gets his bonus prize if he earns it.

**Teacher Signature:** \_\_\_\_\_

The parent(s) of Ricky agree to check over his homework assignments each evening to make sure that he completes them. They will also ask Ricky daily about his work completion and behavior at school. The parent(s) will provide Ricky with daily encouragement to achieve his behavior contract goals. In addition, the parent(s) will sign Ricky's 'Classroom Hero' chart each time that he brings it home with 12 stickers on it.

**Parent Signature:** \_\_\_\_\_

**Student Behavior Contract**

I, \_\_\_\_\_, hereby declare on this date, \_\_\_\_\_, that I agree to do the following:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

My efforts at meeting these goals will be considered acceptable and complete when:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

I understand that the consequences of not meeting these goals will include:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

I further understand that the rewards for meeting these goals will include:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

_____	_____
Ending Date of Contract	Student's Signature
_____	_____
Parent's Signature	Parent's Signature
_____	_____
Teacher's Signature	Administrator's Signature

Copyright 2011 by Chad Marks, DailyTeachingTools.com. You may distribute copies of this to other students but NOT to other teachers.

# Steps to Implementation – Behavior Contracts

1. Identify the target (problem) behavior
2. Meet with all stakeholders
3. Identify the student's areas of strength and concern
4. Write behavioral objectives
5. Identify rewards/reinforcement and consequences
6. Determine evaluation process and timelines
7. Sign an agreement of the contract terms

# Resources – Behavior Contracts

- **Partnership Trainings**

- **Articles/Briefs**

- The National Center on Intensive Interventions: Behavior Contracts

[https://intensiveintervention.org/sites/default/files/Behavior\\_Contracts\\_508.pdf](https://intensiveintervention.org/sites/default/files/Behavior_Contracts_508.pdf)

- Intervention Central: Behavior Contracts

<https://www.interventioncentral.org/behavioral-interventions/challenging-students/behavior-contracts>

- Behavior Contracting Strategy Brief – University of Nebraska-Lincoln

[https://k12engagement.unl.edu/strategy-briefs/Behavior\\_Contracting\\_2-24-14r.pdf](https://k12engagement.unl.edu/strategy-briefs/Behavior_Contracting_2-24-14r.pdf)

- **Other Resources**

- Lane, K. L., Menzies, H., Bruhn, A., & Crnobori, M. (2011). Managing challenging behaviors in schools: Research-based strategies that work. New York, NY: Guilford Press.

- Behavior Contract Implementation Checklist

# Self Monitoring

## *Response Strategies*



# Definition Self-Monitoring

**Self-monitoring is a versatile intervention that can be used to address behavioral, social, and/or academic needs. It is a self-management strategy that involves teaching students to observe or determine if a behavior occurred using an operational definition, and then to record whether the behavior occurred.**

# Rationale – Self-Monitoring

- **Teaching students to self-monitor is relatively simple to implement**
- **Addresses behavioral, social, or academic needs**
- **Students are involved in the self-monitoring process, including the reinforcement, which can increase student buy-in and motivation**
- **Self-monitoring can promote independence and self-determined behaviors for students**

# Self-Monitoring Checklists

## Student Self-Monitoring: Behavior Checklist

Behavior checklists are a simple way to 'check off' whether or not you carry out selected behaviors.

**How to Use This Behavior Checklist.** This behavior checklist can be used before starting an activity to ensure that you are prepared (e.g., before beginning independent work) or after the activity (e.g., at the completion of independent work) to track whether you displayed target behaviors. This behavior checklist form allows you to list up to 6 different behaviors. NOTE: Checklists are an excellent tool at the end of an assignment for you to use to check your work.

**How to Set Up the Behavior Checklist:** Follow these steps to prepare the checklist:

- *List Behaviors to Be Tracked.* In the left column of the table below, write down up to 6 behaviors to make up your checklist. Good checklist items are those that can be easily verified as 'done' or 'not done' (e.g., arrived to class on time; brought all work materials to class; avoided chatting with classmates during independent work time).
- *Choose a Schedule for Completing the Behavior Checklist.* Decide when you will fill out this checklist (e.g., before or after independent work; at the start or end of the school day; before or after math class).

I plan to complete this behavior checklist on the following schedule:

Behaviors: I engaged in these behaviors...	1 Date _/_/___	2 Date _/_/___	3 Date _/_/___	4 Date _/_/___	5 Date _/_/___
•	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
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## Student Self-Monitoring: Frequency Count

A frequency count is a recording of the number of times that you engaged in a behavior during a specific time-period (e.g., during a class period). Frequency counts can be used to track behaviors that you want to increase or decrease.

**How to Use This Frequency-Count Form.** With this frequency count form, you record each occurrence of the behavior with a tally-mark (|). At the end of the time-period, you add up the tally-marks to get a total sum of behaviors for that observation session.

**How to Set Up the Frequency-Count Form:** Follow these steps to prepare the frequency-count form:

- *Define the Target Frequency-Count Behavior.* In the space below, describe the behavior that you will measure using a frequency count. (Here are some examples: "leaving my seat without teacher permission", "completing a math problem", "requesting teacher help", "talking with other students about off-task topics"):

Target Behavior to Measure: \_\_\_\_\_

- *Choose a Schedule for Conducting the Frequency Count.* Decide when you will use the frequency-count form to track the target behavior:

I plan to conduct the frequency count at the following time(s) and/or during the following activity(ies):

1	Tally Box: Write a mark ( ) in this box each time the target behavior occurs:	Total Behaviors for Session
Date: _/_/___		>
2	Tally Box: Write a mark ( ) in this box each time the target behavior occurs:	Total Behaviors for Session
Date: _/_/___		>
3	Tally Box: Write a mark ( ) in this box each time the target behavior occurs:	Total Behaviors for Session
Date: _/_/___		>
4	Tally Box: Write a mark ( ) in this box each time the target behavior occurs:	Total Behaviors for Session
Date: _/_/___		>
5	Tally Box: Write a mark ( ) in this box each time the target behavior occurs:	Total Behaviors for Session
Date: _/_/___		>



# Steps to Implementation – Self-Monitoring

- Establish prerequisite conditions
- Identify and operationally define the behavior of concern
- Design the self-monitoring procedures, including a monitoring form
- Teach the student the self-monitoring procedures
- Monitor student progress / collect and analyze student outcome data
- Consider maintenance and follow-up

# Common Self-Monitoring Formats

- **Rating Scale**
- **Checklist**
- **Frequency Count**

# How Self-Monitoring Works

For self-monitoring to be successful, students must be very clear on the exact behavior they are expected to monitor. When teaching a student to improve self-monitoring, two processes must occur: observing and recording.

- The **observation** component requires that a student be able to determine whether a given behavior occurred. This requires that the student be very clear as to the exact definition of the required behavior. At the end of a given interval, the student must decide as to whether he or she was engaged during that entire period
- Then the student needs to **record** his or her behavior on the pre-determined form

*Note:* Some students may require an external reinforcer that meets the function of the behavior. However, for other students, the act of monitoring and recording their behavior is reinforcing enough to increase the future probability of the desired behavior occurring.

# Resources – Self Monitoring

- **Partnership Trainings**

- **Articles/Briefs**

- The National Center on Intensive Interventions: Self Management

[https://intensiveintervention.org/sites/default/files/Self\\_Management\\_508.pdf](https://intensiveintervention.org/sites/default/files/Self_Management_508.pdf)

- Intervention Central: Self Monitoring

[https://www.interventioncentral.org/self\\_management\\_self\\_monitoring](https://www.interventioncentral.org/self_management_self_monitoring)

- Behavior Monitoring Strategy Brief - University of Nebraska-Lincoln

[https://k12engagement.unl.edu/strategy-briefs/Behavior\\_Monitoring\\_1-20-14\\_chng4.pdf](https://k12engagement.unl.edu/strategy-briefs/Behavior_Monitoring_1-20-14_chng4.pdf)

- **Other Resources**

- Lane, K. L., Menzies, H., Bruhn, A., & Crnobori, M. (2011). Managing challenging behaviors in schools: Research-based strategies that work. New York, NY: Guilford Press.

- Self-Monitoring Implementation Checklist

# Social Academic Instructional Groups

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*Response Strategies*





# Definition – Social Academic Instructional Groups

- **Social Academic Instructional Groups are small group-based learning opportunities designed to teach students appropriate behaviors that will help them to be successful. Social Academic Instructional Groups often include the use of Daily Progress reports to collect data and is often used in collaboration with Check-in Check-out (CICO)**
- **Three types of skills-building groups:**
  - Pro-social skills
  - Problem-solving skills
  - Academic behavior skills

# **Rationale – Social Academic Instructional Groups**

**By implementing SAIGs, we are providing students with instruction that is specific to their behavioral needs. We are directly teaching students the behaviors we expect them to engage in, providing them with opportunities to practice, and providing them with feedback about how they are doing, which should reduce incidents of problem behavior.**

# Implementation - Social Academic Instructional Groups

- **Gather data to identify target behaviors based on Daily Progress Reports (DPRs) and Office Discipline Referrals (ODRs)**
- **Organize students into appropriate groups (e.g., academic behavior skills, problem-solving skills, or prosocial skills)**
- **Facilitators develop lesson plans to teach target skills to students which includes teaching the skill, examples, nonexamples, opportunities for practice and feedback**
- **Students practice and receive feedback throughout the school day across all settings**



# Resources – Social Academic Instructional Group

- **Partnership Trainings**

- Tier 2 SAIG Team Training

- **Articles/Briefs/Materials**

- Essential Steps to a Successful Skills Group Lesson
- SAIG Lesson Plan Template

- **Other Resources**

- Buffalo Public Schools – SAIG Lesson Plans

<https://www.buffaloschools.org/Page/83992>

- Milwaukee Public Schools – SAIG Curriculums

<https://mps.milwaukee.k12.wi.us/en/Families/Family-Services/Intervention---PBIS/SAIG-Curriculum.htm>

# YOUR TURN



- **Resource Review**
- **Action Planning**
  - Do any of these preventative strategies appeal to you?
  - Do any of these preventative strategies fit the needs of you/your district?
  - If there are any strategies that appeal to you or the needs of your district, what would be your next steps? Do you need to get anyone else on board? Do you have enough information to move forward?

# Systems-Based Strategies

Alternatives to Suspension: *Positive and Proactive Supports for Schools*

# In this Section 1-5:

1. Positive Behavior Interventions & Supports (PBIS)
2. Restorative Practices
3. Restitution
4. Peer Mediation
5. Social-Emotional Learning (SEL)

# Positive Behavior Interventions and Supports

## *Response Strategies*



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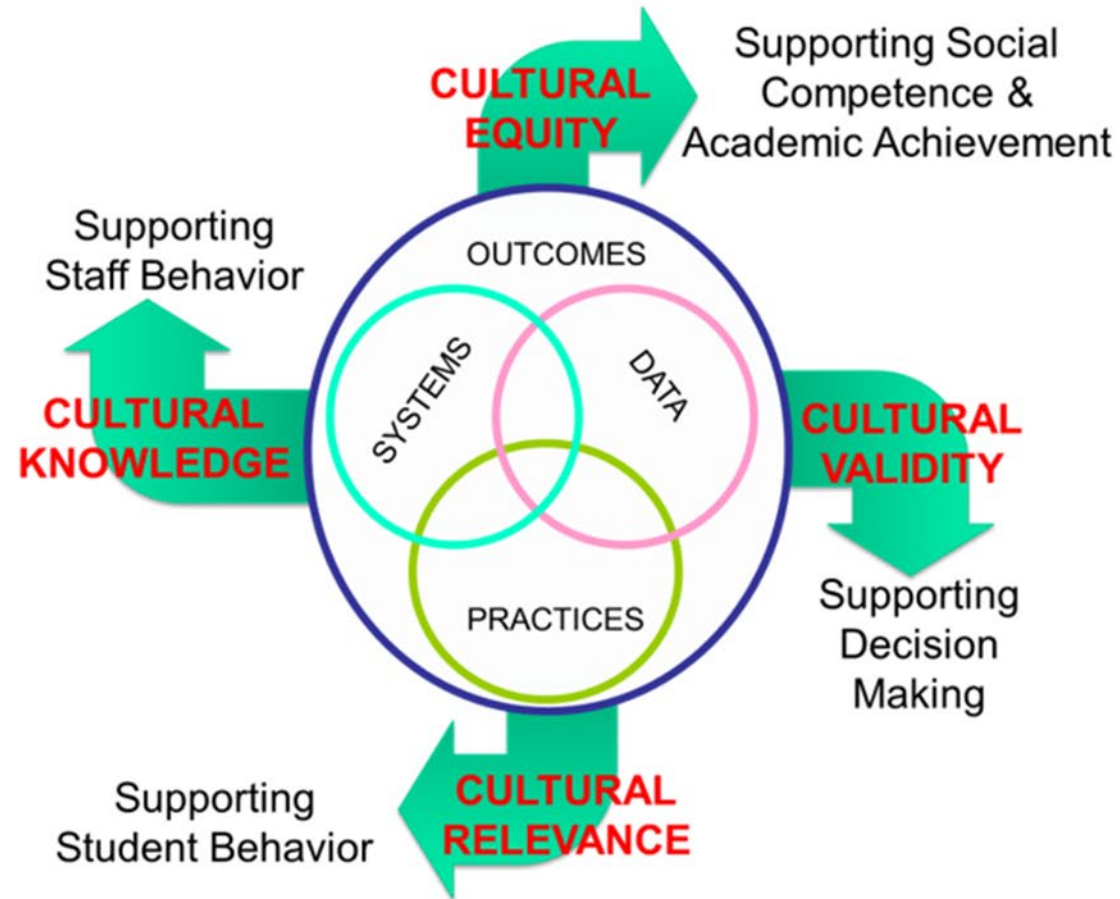
# Definition - PBIS

**PBIS is a decision-making framework that guides selection, integration and implementation of the best evidence-based practices for improving academic and behavioral outcomes for all students**

# Rationale – PBIS Fidelity

- **Research indicates that schools who effectively implement PBIS with fidelity demonstrate improved outcomes in the following areas:**
- **Student academic performance**
- **Student behavior and social skills**
- **Attitudes and morale of school staff**
- **Increased levels of parent involvement and engagement**

# Cultural Responsiveness within PBIS



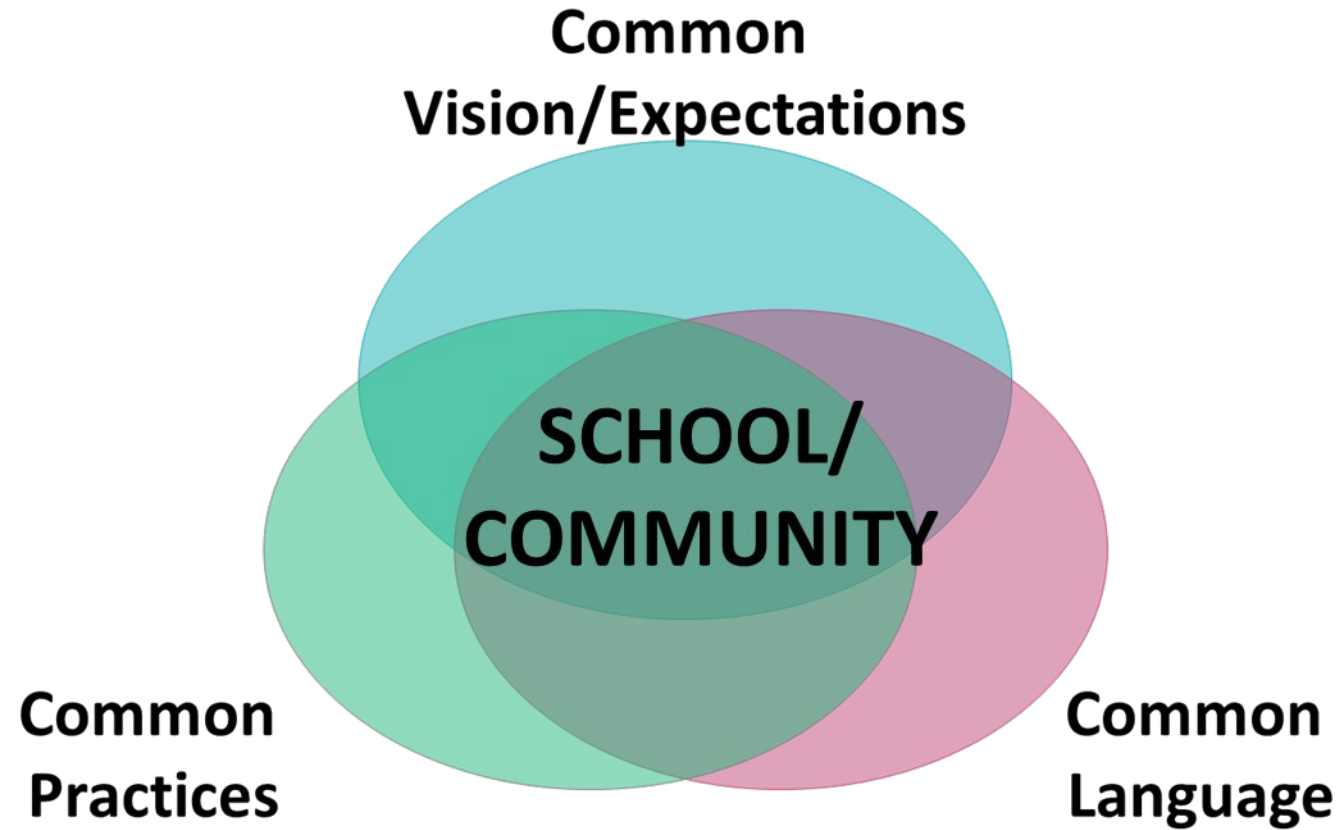


# Cultural Responsiveness within PBIS Cont.

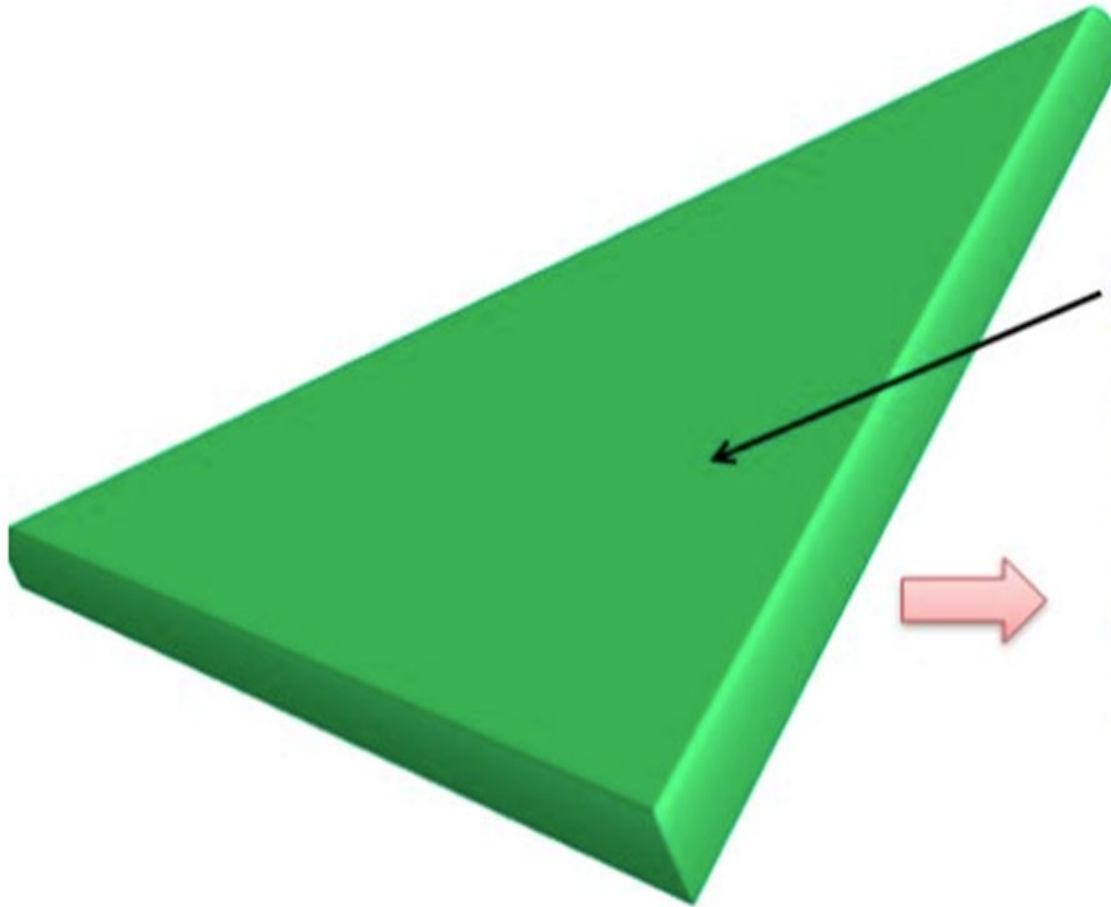
- Cultural responsiveness includes (a) holding high expectations for all students, (b) using students' cultures and experiences to enhance their learning, and (c) providing all students with access to effective instruction and adequate resources for learning
- The goal of being culturally responsive is to use the framework of PBIS to improve school cultures and systems to increase educational equity
- Without cultural responsiveness, PBIS is not fully implemented

# Establishing a Social Culture...

## Consistency Matters



# Tier 1: Universal



Goal: 100% of students achieve at high levels

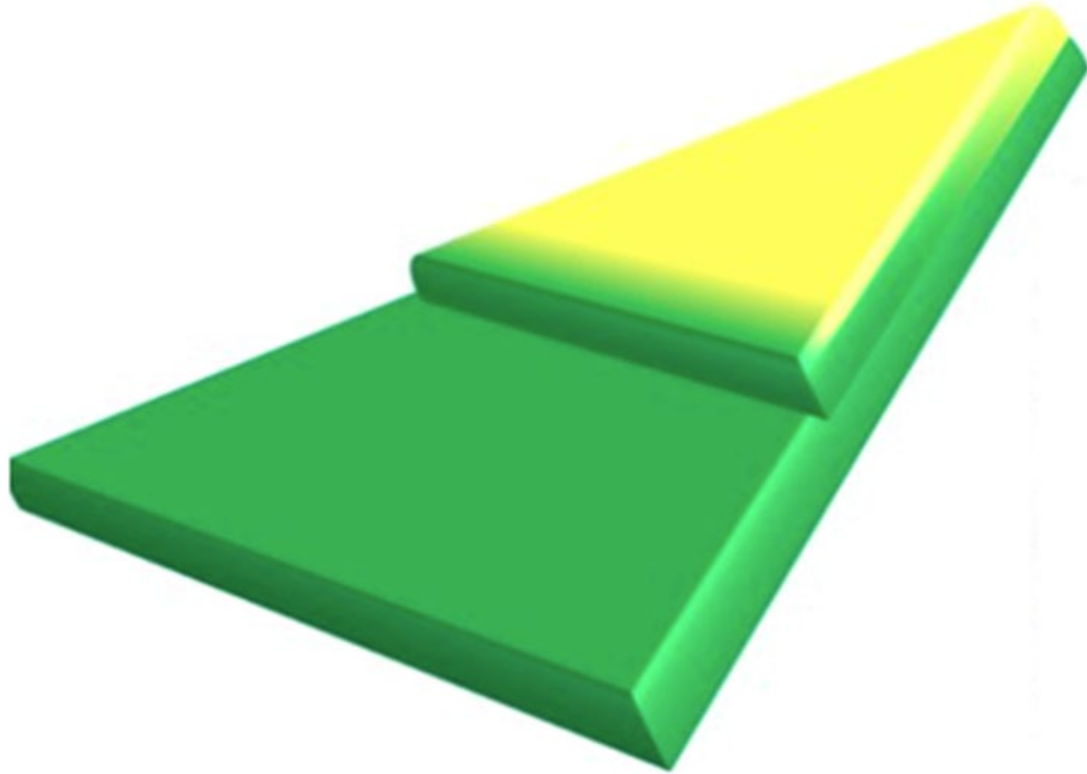
**Tier 1:** Implementing well researched programs and practices demonstrated to produce good outcomes for the majority of students

**Tier 1:** Effective if at least 80% are meeting benchmarks with access to Universal Instruction

**Tier 1:** Begins with clear goals

1. What do we expect all students to learn?
2. How will we know if/when they've learned it?
3. How do we respond when some students don't learn?
4. How will we respond when some students have already learned?

# Tier 2: Targeted



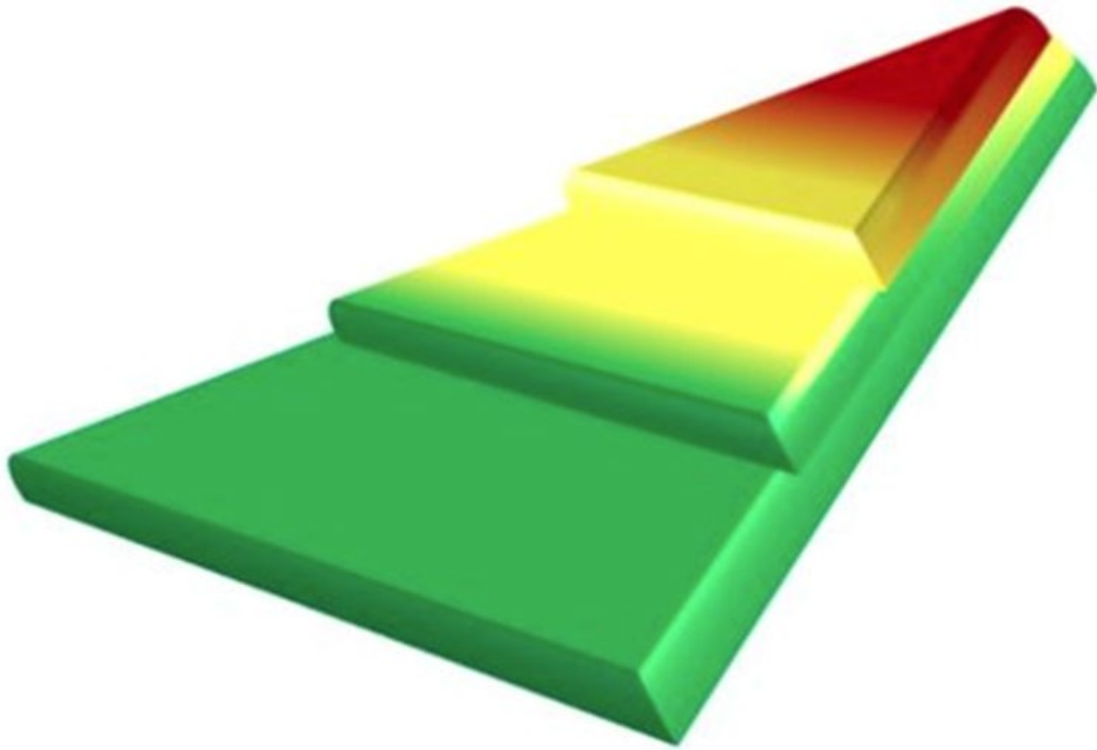
**Tier 2:** For approximately 20% of students

**Universal** + **Targeted**

**Tier 2:** Effective if at least 70-80% of students improve performance. In other words, the gap is closing toward benchmark or progress monitoring standards.

1. Where are the students performing now?
2. Where do we want them to be?
3. How long do we have to get them there?
4. How much do they have to grow per year/month to get there?
5. What resources will move them at that rate?

# Tier 3: Intensive



**Tier 3:** For approximately 5% of students

**Universal** + **Targeted** + **Intensive**

**Tier 3:** Effective if there is progress. In other words, the gap is closing towards benchmark and/or progress monitoring goals.

1. Where is the student performing now?
2. Where do we want them to be?
3. How long do we have to get them there?
4. What supports have they already received?
5. What resources will move them at that rate?

# Implementation - PBIS

- **Teams of administrators, teachers, students and family members receive formal training on setting up their model of PBIS to fit the culture of their school**
- **Schools begin implementation at Tier 1 and layer on Tiers 2 and 3 once fidelity of implementation is reached at each preceding tier**
- **Teams determine the best evidence-based practices to meet student needs based upon data**

# Resources - PBIS

- **Partnership Trainings**

- PBIS Tier 1 Team Training
- PBIS Tier 2 Systems and Check In Check Out (CICO)
- PBIS Tier 2 Social Academic Instructional Groups (SAIG)

- **Articles/Briefs**

- Strategy Brief: PBIS - University of Nebraska-Lincoln  
[https://k12engagement.unl.edu/strategy-briefs/PBIS 12-17-15.pdf](https://k12engagement.unl.edu/strategy-briefs/PBIS%2012-17-15.pdf)

- **Other Resources**

- National TA Center on PBIS  
<http://www.pbis.org/>

# Restorative Practices

*Response Strategies*

19-21





# Definition – Restorative Practices

- Restorative Practices is a framework for building community and for responding to challenging behavior through conversation, coming to understanding, and making things right
- It brings students, families, school, and community members together to resolve conflict, promote healing, and restore communities
- Restorative Practices allows the student to discuss their behavior and the environmental circumstances and to develop a plan to fix the harm caused

# Rationale – Restorative Practices

Restorative practices take incidents that might otherwise result in punishment and create opportunities for students to:

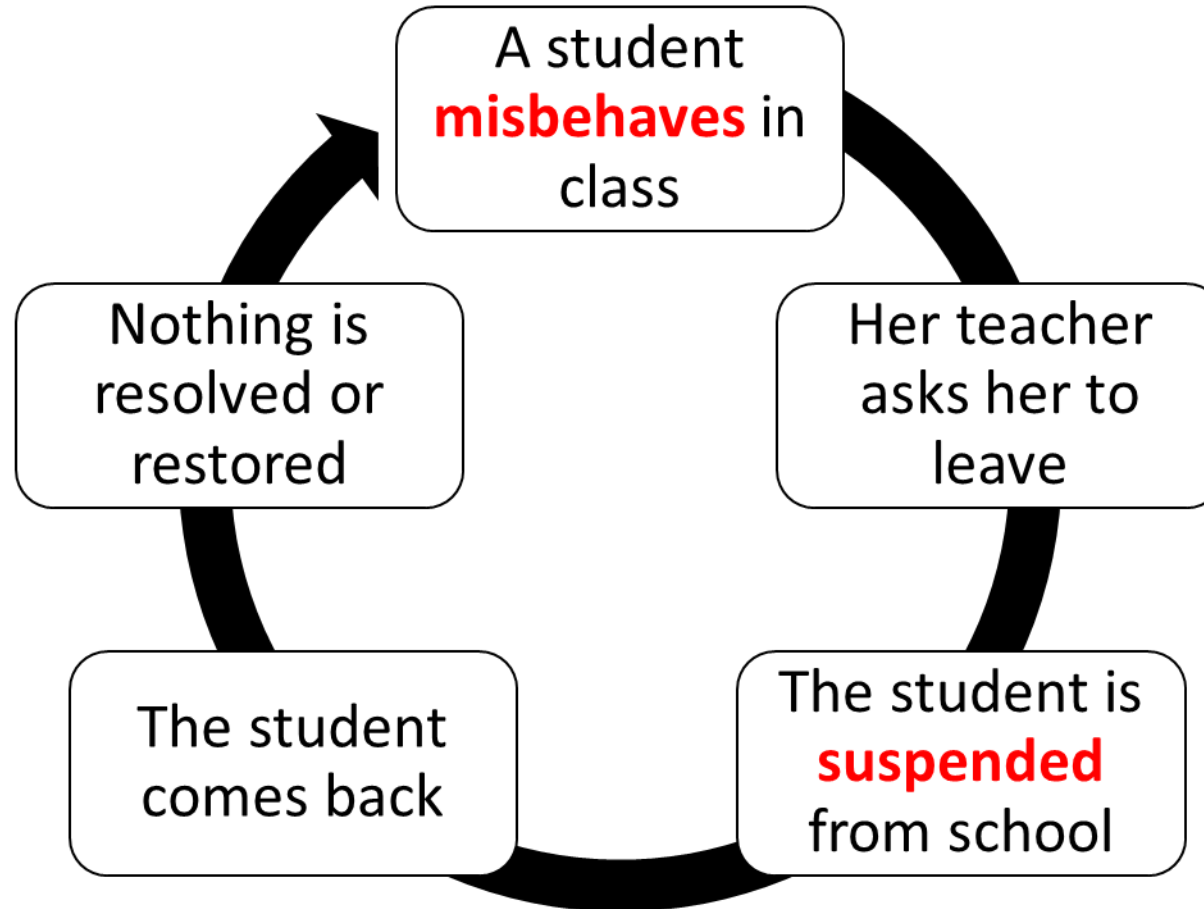
- **Become aware of the impact of their behavior**
- **Understand their obligation to take responsibility for their actions**
- **Take steps toward making things right**
- **Learn how to interact and manage their relationships with adults and peers**

# Rationale – Restorative Practices Continued

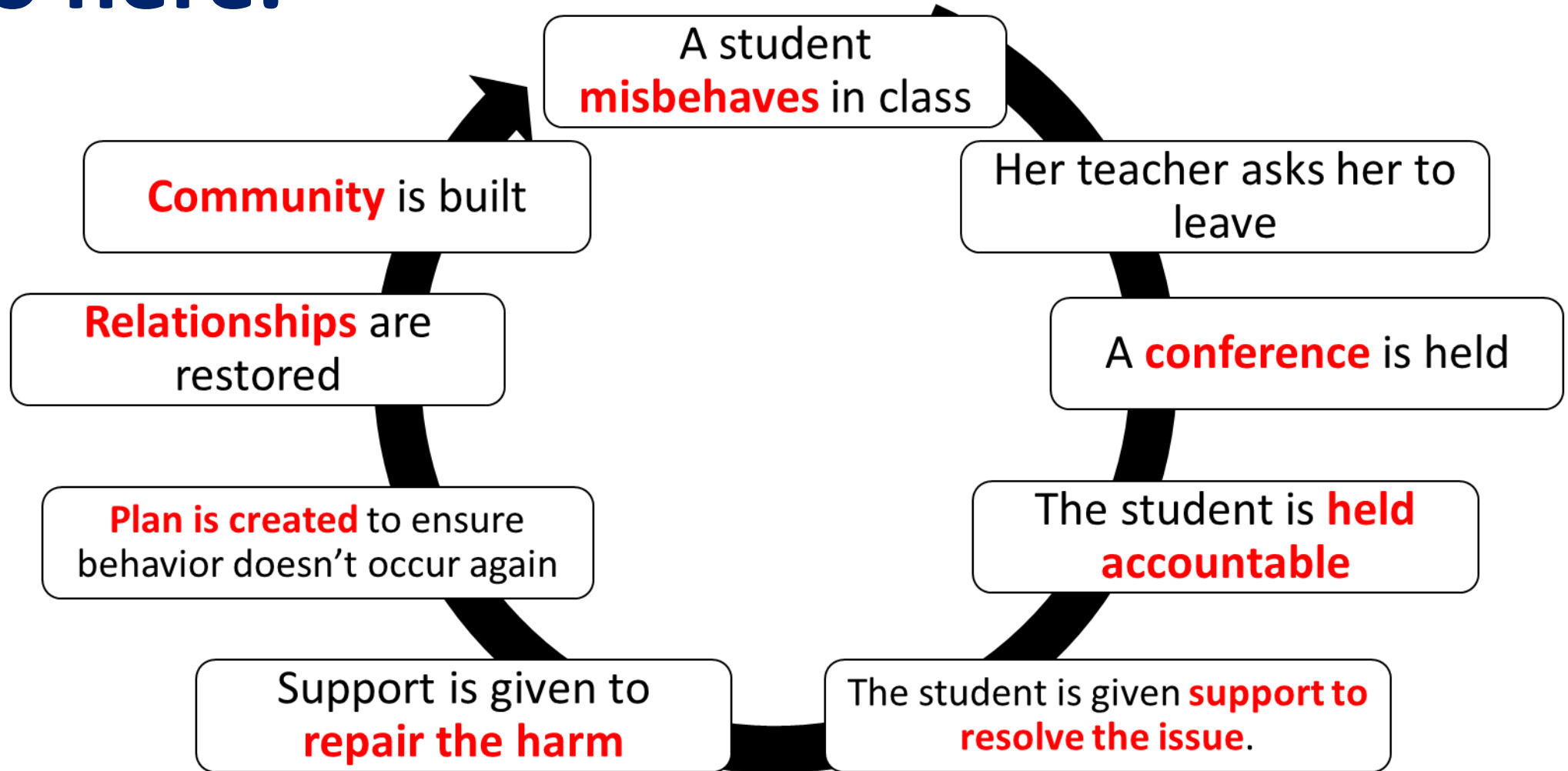
Evidence shows that restorative practices can result in:

- Reductions in disciplinary referrals to principals
- Reductions in suspensions and expulsions
- Reductions in amount of instructional time lost to managing student behavior challenges
- Improved teacher morale
- Improved teacher retention
- Improved academic outcomes
- Reductions in disproportionate referrals of minority students

# This is where the shift must occur. From here...



# ...to here.



# Three Shifts Toward Restorative Schools and Classrooms

From...	To...
Efforts to suppress misbehavior based on the view that misbehavior is evidence of failing students or classrooms.	Recognizing and using the inherent value of misbehavior as an opportunity for social and emotional learning.
Authority-driven disciplinary actions that focus only on the identified misbehaving students.	Restorative circles that bring together everyone who is most immediately affected by the incident.
Punishment and exclusion is used to control misbehavior and motivate positive behavior changes.	Dialogue leading to understanding and action to set things right and repair and restore relationships.

# Implementation - Restorative Practices

- **When people come together for restorative interactions they sit in circles**
- **Circles work best when the physical space has an open feeling of no barriers between participants**

# How do Restorative Circles work?

Circles address two themes:

- **Community Building (Proactive & Preventive)**
- **Responding to Challenging Behaviors and the harm it has caused**



# In the circle, you can...



# Resources – Restorative Practices

- **Partnership Trainings**

- **Articles/Briefs**

- Strategy Brief: Restorative Practices - University of Nebraska-Lincoln

<https://k12engagement.unl.edu/strategy-briefs/Restorative Practices 8-28-2015.pdf>

- Restorative Practices Resource List – University of Nebraska-Lincoln

<https://k12engagement.unl.edu/strategy-briefs/Resources for Restorative Practices 2-25-2014.pdf>

- Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools  
A Guide for Educators

<http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf>

- **Other Resources**

- International Institute for Restorative Practices (IIRP)

<http://www.iirp.org/>

# Restitution

## *Response Strategies*

22

# Definition - Restitution

**Restitution in schools does not focus on punishment, and it is instead a counseling-based approach which aims to help students learn to admit when they have made a mistake and to develop a plan to fix it.**

# Rationale - Restitution

- Restitution helps teachers to gain control of the classrooms without sacrificing individual's self-esteem
- It helps students become better people by working with them to identify their mistakes, admitting to them, and developing a plan to fix their mistakes
- It has been associated with a decrease in discipline incidents, teacher used sick days, student absences, detentions, suspensions, and mediations, and it has also been associated with improved grades

# Implementation

Characteristics of a restitution program that should always be found:

- Rules need to be replaced with beliefs that are co-developed by administrators, teachers, and students
- When students do not follow the belief, a circle meeting needs to occur in the class
- Teacher discusses the roles of the teacher and students, the values and rules to support the behavior and climate desired in the classroom
- There need to be clear limits set and then maintained by the teacher

# Resources - Restitution

- **Partnership Trainings**

- **Articles/Briefs**

- Strategy Brief: Restitution - University of Nebraska-Lincoln

[https://k12engagement.unl.edu/strategy-briefs/Restitution 11-25-2013 0.pdf](https://k12engagement.unl.edu/strategy-briefs/Restitution%2011-25-2013%200.pdf)

- **Other Resources**

- Real Restitution Website

<https://realrestitution.com/>



# Peer Mediation

*Response Strategies*

23-24



# Definition - Peer Mediation

**In school settings, students are trained as mediators to address conflicts that might arise among students in the school, or between students and teachers. When disputes arise in school these mediators work with the disputing parties to resolve the conflict in a way that is beneficial to both parties.**

# Rationale – Peer Mediation

**As a disciplinary diversion program, peer mediation is intended to prevent conflicts that may result in office referrals, and thus ultimately lessen the need for exclusionary discipline consequences.**

- Gives parties an opportunity to be heard and understood**
- The agreement or decision reached is reasonable and fair**
- The goal is to repair the relationship between the parties so the relationship can continue**

# Implementation – Peer Mediation

- **An effective school-wide peer mediation program is a substantial undertaking that requires planning, training, and ongoing implementation**
- **Questions schools need to consider:**
  - Which students will be chosen as mediators?
  - How will students be chosen as mediators?
  - Where and when will mediation occur?
  - Will students mediate alone or in teams?
  - What types of conflicts will student mediators address? Who will supervise mediation?
  - How much training is required of supervisors and peer mediators?
  - How should the program be evaluated?

# Implementation

## Important Considerations:

- **Advisory Council**
- **Training of Mediators**
- **Monitoring and Maintenance**

# Resources – Peer Mediation

- **Partnership Trainings**
- **Articles/Briefs**
  - Peer Mediation Strategy Brief - University of Nebraska-Lincoln  
[https://k12engagement.unl.edu/strategy-briefs/Peer Mediation 0.pdf](https://k12engagement.unl.edu/strategy-briefs/Peer%20Mediation%200.pdf)
  - Peer Mediation: A Guide for Educators - NASP
- **Other Resources**
  - Peer Mediation FAQ  
<http://www.peermediators.org/about/faq>

# Social- Emotional Learning

## *Response Strategies*



# Definition – Social-Emotional Learning

**Social-Emotional Learning is the process through which individuals acquire and effectively apply the knowledge, attitudes, and skills needed to:**

- Understand and manage emotions
- Set and achieve positive goals
- Feel and show empathy for others
- Establish and maintain positive relationships
- Make responsible decisions



# 5 Core Social Emotional Competencies

Emotional Competencies	Descriptions
<b>Self-Awareness</b>	Competence in the self-awareness domain involves understanding one’s emotions, personal goals, and values. This includes accurately assessing one’s strengths and limitations, having a positive mindset, and possessing a well-grounded sense of self-efficacy and optimism. High levels of selfawareness require the ability to recognize how thoughts, feelings, and actions are interconnected.
<b>Self-Management</b>	Competence in the self-management domain requires skills and attitudes that facilitate the ability to regulate emotions and behaviors. This includes skills necessary to achieve goals, such as the ability to delay gratification, manage stress, control impulses, and persevere through challenges.
<b>Social Awareness</b>	Competence in the social awareness domain involves the ability to take the perspective of and have respect for those with different backgrounds or cultures, and to empathize and feel compassion. It also involves understanding social norms for behavior and recognizing family, school, and community resources and supports.
<b>Relationship Skills</b>	Competence in this domain involves communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking help when needed. Relationship skills provide individuals with the tools they need to establish and maintain healthy and rewarding relationships, and to act in accordance with social norms.
<b>Responsible Decision-Making</b>	Competence in this domain requires the ability to consider ethical standards, safety concerns, and make accurate behavioral assessments to make realistic evaluations of the consequences of various actions, and to take the health and well-being of self and others into consideration. Responsible decision making requires the knowledge, skills, and attitudes needed to make constructive choices about personal behavior and social interactions across diverse settings.



# Rationale – Social-Emotional Learning

**SEL has been associated with many positive outcomes for K-12 grade students including:**

- Improved attitudes and behaviors
- Fewer negative behaviors
- Better academic performance
- Reduced emotional distress

# Implementation 1A:

## Build Foundational Support

**This focus area will help your school build the foundational support needed to launch, sustain, and continually improve high-quality SEL implementation through the following key activities:**

- Establish a diverse and representative SEL team
- Engage all stakeholders in an introduction to SEL
- Establish structures for two-way communication between SEL team and stakeholders

# Implementation 1B:

## Create a Plan

**Effectively planning for full-scale implementation of schoolwide SEL is driven by a collaborative process of continuous improvement that asks your team to:**

- Develop a shared vision
- Complete a needs and resource assessment
- Action plan and align budget
- Engage in rapid learning cycles

# Implementation 2:

## Strengthen Adult SEL

**This focus area will help your school create a supportive staff environment that cultivates adult social and emotional competence and capacity through:**

- Learning
- Collaborating
- Modeling

# Implementation 3:

## Promote SEL for Students

**This focus area will support your school in promoting students' SEL across these contexts through the following sections:**

- **SCHOOL:** Align school climate, programs, and practices to promote SEL for students
- **CLASSROOM:** Foster supportive classroom environments that provide opportunities for both explicit SEL skill instruction as well as integration of SEL throughout all instruction
- **FAMILY PARTNERSHIPS:** Create meaningful partnership opportunities and two-way communication that invite families to understand, experience, inform, and support the social and emotional development of their students
- **COMMUNITY PARTNERSHIPS:** Develop and leverage strategic and aligned community partnerships that ensure students receive consistent SEL supports, increase access to a broad range of community services, and expand the professional learning opportunities for SEL

# Implementation 4:

## Practice Continuous Improvement

**This focus area will support your school in developing robust continuous improvement practices to drive SEL implementation through the following key activities:**

- **Continuously Improve Schoolwide SEL Implementation:** Use a continuous improvement cycle to drive high-quality schoolwide SEL implementation
- **Test Innovative Strategies:** Use shorter continuous improvement cycles to refine new strategies

# Resources – Social-Emotional Learning

- **Partnership Trainings**

- **Articles/Briefs**

- Social Emotional Learning: Essential for Learning, Essential for Life

<http://www.p12.nysed.gov/sss/documents/SELEssentialforLearningandLife.pdf>

- **Other Resources**

- Fundamentals of SEL

<https://casel.org/fundamentals-of-sel/>

- What is the CASEL Framework?

<https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>

- Systemic Implementation of SEL

<https://casel.org/systemic-implementation/>

# YOUR TURN – Review/Action Planning



- **Resource Review**
- **Action Planning**
  - Do any of these preventative strategies appeal to you?
  - Do any of these preventative strategies fit the needs of you/your district?
  - If there are any strategies that appeal to you or the needs of your district, what would be your next steps? Do you need to get anyone else on board? Do you have enough information to move forward?



# Exit Ticket



# Review of Purpose

- To understand that exclusionary practices have significant short and long-term negative effects on academic, social-emotional, health and wellness, and family outcomes of students
- To learn and use strategies for managing student behavior and appropriate alternatives to suspension which have significantly fewer negative impacts on student or family outcomes
- To improve outcomes for *all* students

# Review of Objectives

- 1. Understand the purpose (why, when and how) of using alternatives to suspension**
- 2. Gain knowledge of the recent research on school suspensions**
- 3. Examine scenarios when alternatives to suspension may be used to change behavior**
- 4. Learn how a systemic change to the approach to discipline and problem behavior can affect school climate and learning**
- 5. Leave this session with practical, replicable ideas to use as effective and proactive alternatives to suspension**

# Comprehensive List of Resources

1. **Neutralizing Implicit Bias in School Discipline**
2. **Locked Out of the Classroom: How Implicit Bias Contributes to Disparities in School Discipline**
3. **Evidence-based Classroom Management: Considerations from Research to Practice**
4. **Classroom Management Strategy Brief**
5. **Function-Based Thinking: A systemic way of thinking about function and its role in challenging**
6. **Appropriate Responses to the Seven Phases of the Escalation Cycle**
7. **Conflict De-Escalation Strategy Brief**
8. **The National Center on Intensive Interventions: Behavior Contracts**
9. **Intervention Central: Behavior Contracts**
10. **Behavior Contracting Strategy Brief**
11. **Behavior Contract Implementation Checklist**
12. **The National Center on Intensive Interventions: Self-Management**
13. **Intervention Central: Self-Monitoring**
14. **Behavior Monitoring Strategy Brief**
15. **Self-Monitoring Implementation Checklist**
16. **Essential Steps to a Successful Skills Group Lesson**
17. **SAIG Lesson Plan Template**
18. **PBIS Strategy Brief**
19. **Restorative Practices Strategy Brief**
20. **Restorative Practices Resource List**
21. **Restorative Practices: Fostering Healthy Relationship & Promoting Positive Discipline in Schools**
22. **Restitution Strategy Brief**
23. **Peer Mediation Strategy Brief**
24. **Peer Mediation: A Guide for Educators**
25. **SEL Essential for Learning, Essential for Life**

# Questions and Answers



# Evaluation Survey

[Link here \(if applicable\)](#)

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# Break



Please return at

