Restorative Practices: What We Know in 2017

Maryland Commission on the School-to-Prison Pipeline

Collaborative Action Plan for House Bill 1287

March 5, 2018

Baltimore Law School

AGENDA

- ❑ IIRP Overview & Facts
- ❑ Our Fundamental Hypothesis
- ❑ Primary Issues & Concerns
- ❑ Position & Arguments: Making the Case
- ❑ Promising Outcomes: What we've learned
- ❑ Application of Restorative Practices: Input and Outputs
- ❑ Implementation: Application With Fidelity
- ❑ Q & A

IIRP OVERVIEW & FACTS

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.

ABOUT US

Graduate Education

Masters Degree

Graduate Certificate

Continuing Education

Professional Development

Model Programs

Licensed Trainers

Conferences & Symposiums

U.S.

Global

IIRP Canada

IIRP Latin America

IIRP Graduate School

IIRP Europe

IIRP Australia
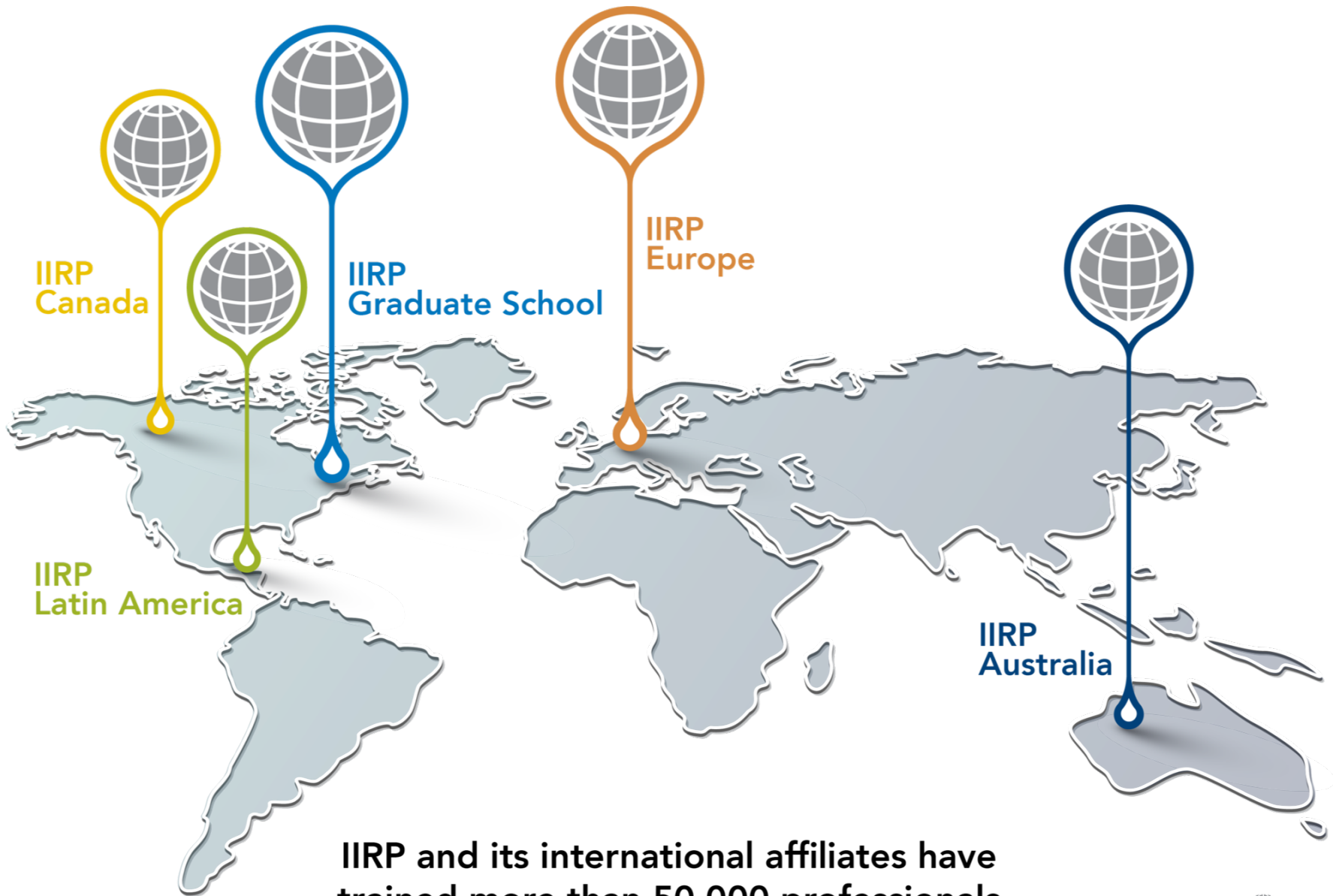
IIRP and its international affiliates have trained more than 50,000 professionals in 70 countries around the world.

2016-17 FACTS

✓ **Staff**
- 32 FTE / 7 PTE

✓ **191 Enrolled Students**

✓ **17,433 Trained Attendees**
- 42 U.S. States
- 9 Canadian Provinces
- 29 Other Countries

✓ **1.367 IIRP Licensees**
- In 24 Countries

Give People A Voice

Build Empathy

Resolve Conflict

Improve Accountability
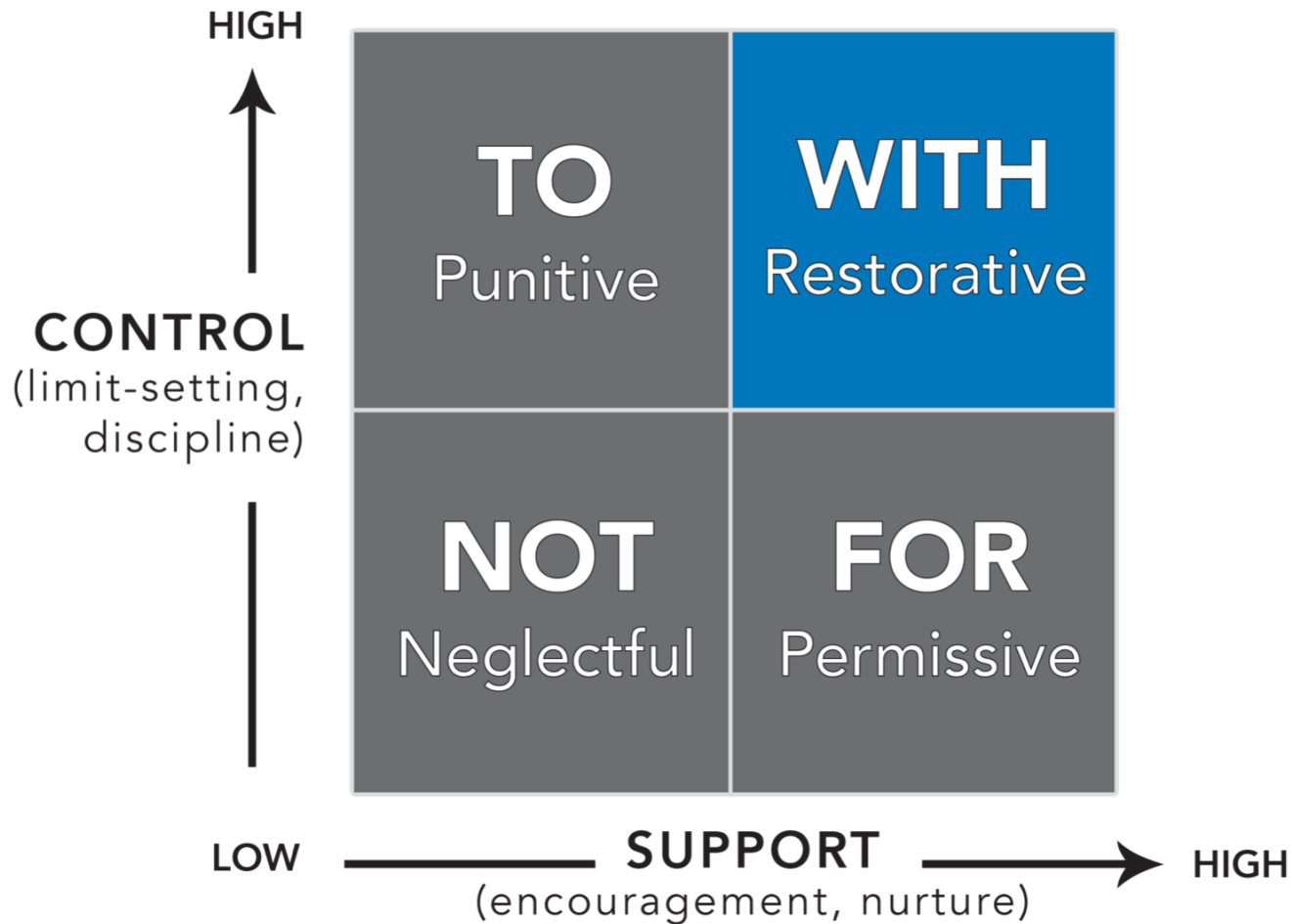
FUNDAMENTAL HYPOTHESIS

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

Adapted by Paul McCold and Ted Wachtel from Glaser, 1969

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

PROACTIVE

**RESISTANCE
CONTROL**

RESPONSIVE

PRIMARY ISSUES & CONCERNS

POLICIES & PRACTICES

Columbine High School Shootings in 1999 - *In the aftermath of the shootings, many schools across America enacted "zero-tolerance" rules regarding disruptive behavior and threats of violence from students.*

Zero-tolerance - *policies criminalize minor infractions of school rules, while cops in schools lead to students being criminalized for behavior that should be handled inside the school.*

No Child Left Behind Act of 2001 -*U.S. Act of Congress that reauthorized the Elementary and Secondary Education Act; it included Title I provisions applying to disadvantaged students.*

School-to-Prison - *National trend wherein children are funneled out of public schools and into the juvenile and criminal justice systems.*

Impacts:

- Disproportionate targets and suspensions/expulsions of African American, Latino, and IEP students

- Equity concerns around school discipline, policing practices, high-stakes testing and access to educational resources

- Indirect and direct "pushout" and exclusion

- High economic cost

- Achievement gap widening

- The moral and social fabric – Civil Rights Concerns

- Ineffective plan and resources to support policies.

IIRP

"Data in general, including factors beyond student discipline, shows students of color, English language learners, and students with disabilities are facing serious educational inequities."

John King, Former U.S. Secretary of Education

Discipline

Incarceration

Readiness

Education

Discipline Data:

- Most public preschool children suspended are boys

- Nationwide, 2.8 million K-12 students received one-or-more out of school suspensions

- Students with disabilities in grades K-12 are disproportionately suspended from school

U.S. Department of Education, 2013-2014

Discipline

Incarceration

Readiness

Education

Discipline Data:

- Black students are expelled from school at disproportionately high rates

- American Indian or Alaska Native, white, and multiracial boys are also disproportionately expelled from school without educational services

- Black students are more likely to be disciplined through law enforcement

U.S. Department of Education, 2013-2014

Discipline

Incarceration

Readiness

Education

Incarceration Data:

- Black children are approximately two-and-a-half times more likely to be arrested than White children.

- Children of color were more likely to be formally processed and locked in facilities instead of connected to a community-based program.

- Black youths are nine times more likely than White youths to receive an adult prison sentence; Hispanic youths 40 percent more likely

Children's Defense Fund, 2017

© International Institute for Restorative Practices

llrp

Discipline

Incarceration

Readiness

Education

Incarceration Data:

- Approximately 2 in 3 youth in juvenile justice system drop out of school after exiting the juvenile justice system.

- Fifty-one percent of high schools with high enrollment of black and Latino students have sworn lawn enforcement officers.

Children's Defense Fund, 2017

Discipline

Incarceration

Readiness

Education

Readiness Data:

- Black, Latino, and American Indian or Alaska Native students are more likely to attend schools with higher concentrations of inexperienced teachers

- Less than 80 percent of Black, Hispanic and American Indian/Alaska Native public school students graduated on time during the 2014-2015 school year compared with 87 percent of White students

U.S. Department of Education, 2013-2014

Discipline

Incarceration

Readiness

Education

Readiness Data:

- While most teachers are rarely absent, 27% of teachers are absent more than 10 school days per year for reasons unrelated to school activities

- Less than half of poor children are ready for school at age 5 compared with 75 percent of their wealthier peers.

U.S. Department of Education, 2013-2014

Discipline

Incarceration

Readiness

Education

Education Data:

- English learners, students with disabilities, and students of color are more likely to be retained or held back in high school

- Black and Latino students have less access to high-level math and science courses

- Course enrollment rates differ by race/ethnicity, and by disability and English learner status

U.S. Department of Education, 2013-2014

Discipline

Incarceration

Readiness

Education

Education Data:

- Unequal access to accelerated courses or programs

- Student enrollment in Advanced Placement (AP) courses is unequal

U.S. Department of Education, 2013-2014

"We all lose out in multiple ways. We lose out economically because people who are poorly educated earn less, pay less in taxes and need more services. They will also more likely end up in prison,"

John King, Former U.S. Secretary of Education

POSITION & ARGUMENTS

1. SUPPORTING ARGUMENT

- Resetting discipline to focus on better relationships with children
- Long-term commitment by education stakeholders to ensure implementation fidelity
- Reimagine school discipline with a heavy focus on school connectedness
- A lot of discipline codes are based on criminal justice law.
- Facing adaptive challenges versus replanting programs.
- More research and time for efficacy and fidelity of implementation
- Theory needs to be supported by research and consistent practice

2. COUNTER ARGUMENT

- Discipline reform will increase classroom disruption
- "Well-behaved" students will suffer the consequences
- Success measured by reduced suspensions and positive school climate
- Teacher safety
- Increase in fights and violent offenses
- Fear of an increase in gang activity
- Increase in drug use
- Disproportionate suspension rates are because of high rates of misbehavior of black students

COMMON ARGUMENT

- Striking a balance between an orderly and welcoming school climate
- Protecting the safety of all students while recognizing the rights of individuals
- Treating students equitably but, when warranted, considering individual circumstances that influence behavior
- Supporting students with discipline challenges without interfering with the learning of others.

SCHOOL-TO-PRISON PIPELINE

ZERO TOLERANCE POLICIES & PRACTICES

- Exclusionary Discipline Response

- Very costly socially-emotionally and financially

- Misperception of physical and emotional safety

- Misalignment of policy and values

- Criminalizes student behaviors

- Missed opportunities to build student capacity, metacognition, and social-emotional wellness

- Suspensions are likely to reduce a students educational outcome

SOCIAL DISCIPLINE POLICIES & PRACTICES

- Teaching reflects the culture of students and positive behaviors build confident students

- Investment in relationships (High Expectations and Supports) through coaching and strategies

- Systems that support both students and staff in response to challenging behaviors

- Prepare and respond in developmentally appropriate ways to individual students struggling with behaviors

- Accountability through learning and growing

28

PROMISING OUTCOMES

PROMISING OUTCOMES CONTEXT

- 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
- Several Case Studies
- Multi-tiered Support Systems incorporating RP
- Expansion of national and international network and practitioners
- Higher Education Interest
- Community-based application

RESEARCH-BASED STUDIES

Case Studies
- Brooklyn Restorative Justice Project (2015-2019)
- IIRP Case Studies
- New Opportunities

Randomized Control Trial
- RAND Corp
  - Maine Study
  - Pittsburgh Study

RJ Literature Reviews
- WestED

Summary of Results:

- Reduction in suspensions

- Reduction in exclusionary practices

- Recognition in whole child & Individuality

- Increase in equity of voice & self-determination

- More opportunities to repair & reintegrate

- Increased opportunities to build cultural competency

© International Institute for Restorative Practices

CASE STUDIES

- **BROOKLYN RESORATIVE JUSTICE (2015-2019)**

Sustainable discipline model to scale and halt the school-to-prison pipeline

o Surveyed sample size of staff and CBO supporters on implementation

o Open and axel coding with interviews

  ➢ Build a comprehensive vision for implementation involving CBO's

  ➢ More time tacking climate concerns and building culture

  ➢ Mind shift and commitment to student voice around equity concerns

  ➢ Process and punishment versus repair and relationships

  ➢ Less conformity and more cultural competency & inclusion

  ➢ All members of the school need to be actively engaged

  ➢ Experiential learning and support for struggling staff

  ➢ Tangible support from school administrators

  ➢ Build community first with adults - 80-%

  ➢ Make the practice relevant to all stakeholders

  ➢ Build capacity for sustainability (vision and resources)

  ➢ Recognize the long-term goals and benefits

Dr. Ann Gregory, Rutgers University

- **IIRP CASE STUDIES (2015-2019)**

Since 1999, the IIRP has gathered data from approximately 40 schools to evaluate the effectiveness of restorative practices. Research by Sharon Lewis, M.S., Director compiled excerpts from articles, reports and disciplinary data from individual schools and school districts. Data collected provided the findings related to restorative practice outcomes.

Overall, the data indicates that restorative practices implementation increases school safety and decreases discipline problems.

- o **West Philadelphia High School Data**
  - ➢ Violent acts and serious incidents went down 52% in 2007–2008 compared to 2006–2007.
  - ➢ Violent acts and serious incidents were down an additional 40% for 2008–2009 (through December 2008).
  - ➢ In school year 2007–2008, there were only two fire alarm pulls and two "limited responses" (i.e., two very small pieces of paper were set on fire).

CASE STUDIES

IIRP CASE STUDIES Early 2000 - 2008

IIRP is seeing many positive results from restorative practices implementation. Examples of program evaluations of participating school districts have demonstrated significant outcomes in student behaviors at all grade levels:

- 61% decrease in suspensions – PreK-8th, Hampstead, Baltimore, MD

- 91% decrease in office referrals – PreK-8th, Hampstead, Baltimore, MD

- 69% decrease in serious infractions – Freedom High School, Bethlehem Area School District, Bethlehem, PA

- 63% decrease in the number of students with multiple suspensions – Freedom High School, Bethlehem Area School District, Bethlehem, PA

CASE STUDIES

IIRP CASE STUDIES 2000 – 2016

Research study by Anne Gregory, Ph.D., of Rutgers University, entitled "Restoring Community and Achieving Equity in Secondary School Classrooms," found restorative approaches to school discipline are increasingly being implemented throughout the United States in an attempt to reduce reliance on suspension and eradicate the racial discipline gap.

- Student surveys (N = 412) in 29 high school classrooms. Hierarchical linear modeling and regression analyses.

- High RP-implementing teachers had more positive relationships with their diverse students.

- Students perceived them as more respectful, and they issued fewer exclusionary discipline referrals, compared to low RP-implementers.

- Higher RP implementers issued fewer discipline referrals to Latino and African American students, compared to lower RP implementers.
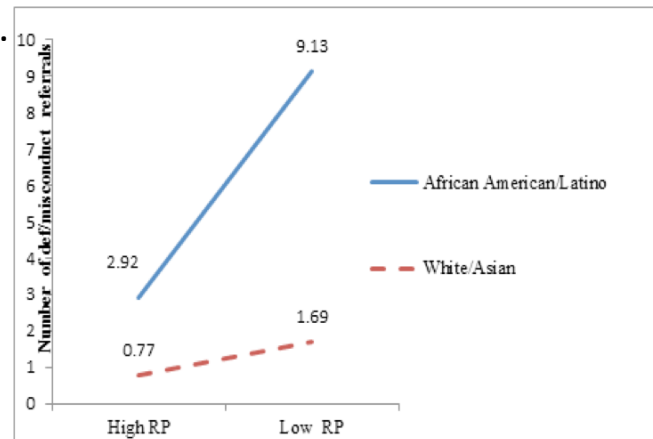
NEW RESEARCH OPPORTUNITIES

IIRP has partnered with the following school districts to deliver a district wide implementation of the SaferSanerSchools™ Whole-School Change program

Charlotte Mecklenburg Schools
176 schools serving over 147,000 students

Pittsburgh Public Schools
65 schools serving over 29,445 students

Baltimore City Public Schools
191 schools serving over 83,800 students

Jefferson County Public Schools
150 schools serving over 101,000 students

IIRP CONDUCTED AN ONLINE SURVEY ON IMPLEMENTATION IN 2016 AND 2017 IN PPS TREATMENT SCHOOLS

- Administered in the 22 treatment schools

  - Wave 1 administered in February 2016

  - Wave 2 administered in February 2017

- Survey was pushed from IIRP coaches to school leadership to school staff

  - Total number of survey recipients unknown

  - Estimated response rates assuming all staff at treatment schools received survey invitation

Survey Wave	Response rate all staff	Response rate teachers
Wave 1	58% (684)	80% (542)
Wave 2	43% (580)	65% (437)

PITTSBURGH IIRP SURVEY

- Respondents self-report using restorative practices consistently over time

- Over 50% of respondents report using proactive circles, impromptu conferences, affective statements, and restorative questions as a part of their normal routine in year 2

	Wave 1	Wave 2
Proactive circles, 1 or more per week	92%	90%
Impromptu conferences, 1 or more per school year	95%	90%
Use affective statements, often or always	69%	70%
Use restorative questions to respond to incidents, often or always	51%	66%
Respondent falls into all of the above categories	41%	**52%**

PROFESSIONAL LEARNING GROUPS

Most respondents – over 85% in both years – reported attending at least one PLG and a majority reported attending at least one each month

	Wave 1 (n = 432)	Wave 2 (n = 534)
Reported not attending any	3%	12%
Reported attending at least one, less than 1 per month	45%	23%
Reported attending at least one per month	52%	65%

Respondents from wave 2 agreed that…

- 60%: student behavior has improved

- 67%: school culture/climate has improved

- 56%: the way that students handle conflicts with adults has improved

- 52%: the way that students handle conflicts with other students has improved

…**as a result of restorative practices**

These data are descriptive and do not provide causal evidence or representative information

- High buy-in to restorative practices

- High participation in PLGs that appears related to confidence using RP and greater understanding of RP

- Restorative practices used by over 40 percent of respondents for two years

- Staff reported a perceived impact in their schools

LITERATURE REVIEW

- **WestEd Justice & Prevention Research Center (2015)**

Provide a more comprehensive picture of how RJ practices are implemented in schools, and lay the groundwork for future research, implementation, and policy.

Overall, data was captured through literature reviews, 43 expert and practitioner interviews, online surveys with a focus groups with 15 of the 43.

Findings:

- ➢ Need clearer definitions that are widely accepted
- ➢ Implementation is weak and inconsistent with funding focus on this first and then research
- ➢ Researchers need to understand and be trained in RP before studying it.

Recommendations:

- ➢ Implementation readiness takes time
- ➢ Understand school climate
- ➢ Whole-school model with staff first
- ➢ Beyond suspensions more alignment toward reducing disparities

LITERATURE REVIEW

- **WestEd Justice & Prevention Research Center (2015)**

Recommendations:

➤ Beyond suspensions more alignment toward reducing disparities
➤ Strong leadership endorsement and buy-in
➤ Better knowledge of teacher training and effective implementation
➤ Good data to inform efforts
➤ Fidelity instruments specific to model (e.g. RP Observation, Rutgers University)
➤ Better understanding of KABBS (Knowledge, Attitude, Behaviors, Beliefs and Skills) necessary to sustain and replicate

APPLICATION OF PRACTICES

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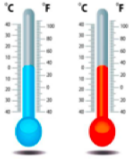
School climate refers to the quality and character of school life.

National School Climate Center

CULTURE REINFORCES CLIMATE

School <u>culture</u> refers to the norms, values and beliefs, rituals and ceremonies, symbols and stories that make up the 'persona' of the school,"
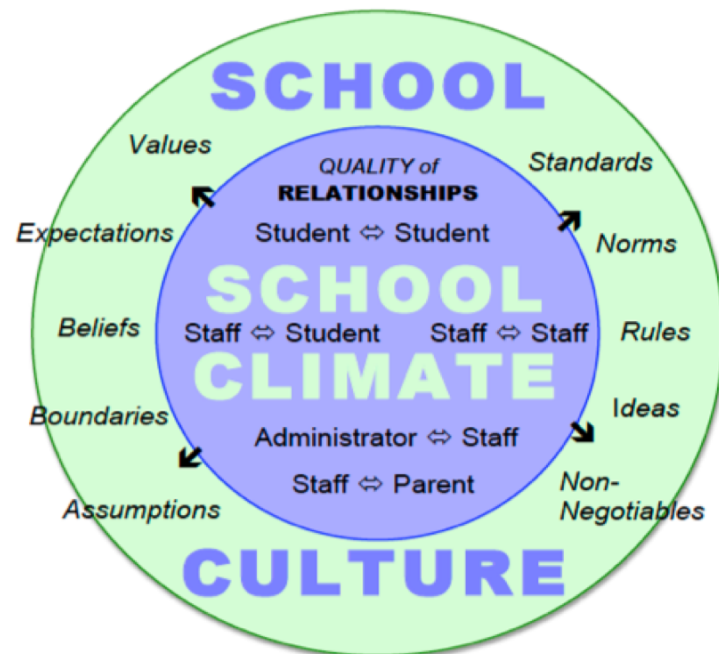

© PAC JAF 2016

WHAT WE KNOW

Students who are <u>highly connected</u> 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
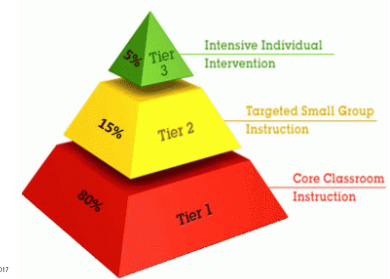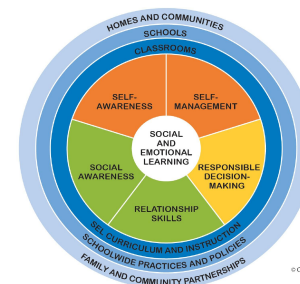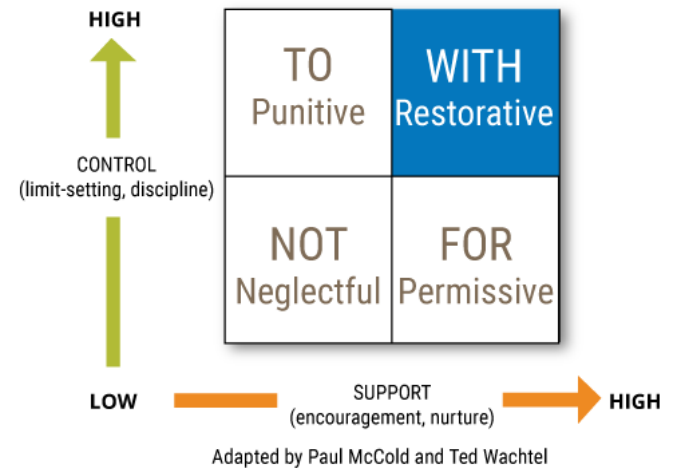
Improving the Odds: Healthy Child Development, 2010

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.
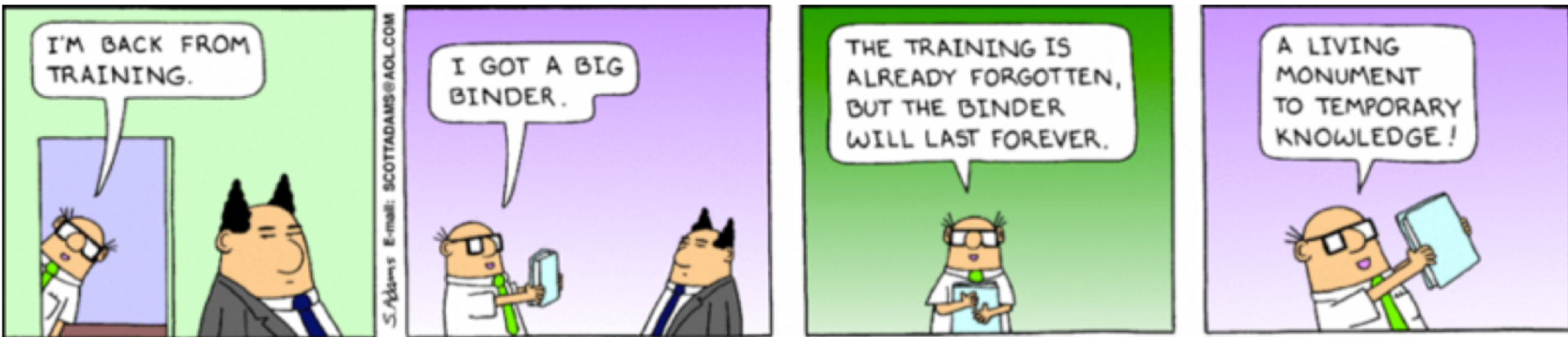

Adapted by Paul McCold and Ted Wachtel

GOOD PRACTICE

- Model the way

- Set High Expectations and Norms

- Provide High Support

- Ask and Listen

- Communicate Empathetically

- Manage Group Dynamics

- **Giving Feedback**

- Being more reflective

- Observing to provide support

- Have a Plan

IMPLEMENTATION FIDELITY

IMPLEMENTATION FRAME

Copyright © Dean L. Fixsen and Karen A. Blase, 2011

"Letting it happen"

When the Innovation occurs without intervention

Based on Greenhalgh, Robert, MacFarlane, Bate,&Kyriakidou, 2004

"Helping it happen"

Interested innovators figure it out on their own

Based on Greenhalgh, Robert, MacFarlane, Bate,&Kyriakidou, 2004

"Making it happen"

Active use of strategies to support the adoption of the innovation

Active installation of supports for the implementation of the innovation

Based on Greenhalgh, Robert, MacFarlane, Bate,&Kyriakidou, 2004

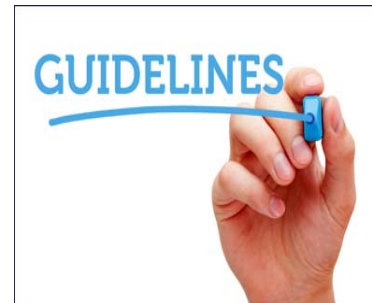iirp

How do we help students become highly connected to school?

Dosage →

← Duration

SMART Implementation

- Integrating Knowledge
- Shaping Attitudes
- Building Buy-in
- Reinforcing Beliefs
- Developing Skills

Inputs

- Staff Time
- IIRP Instructors
- Educational & Resource Materials
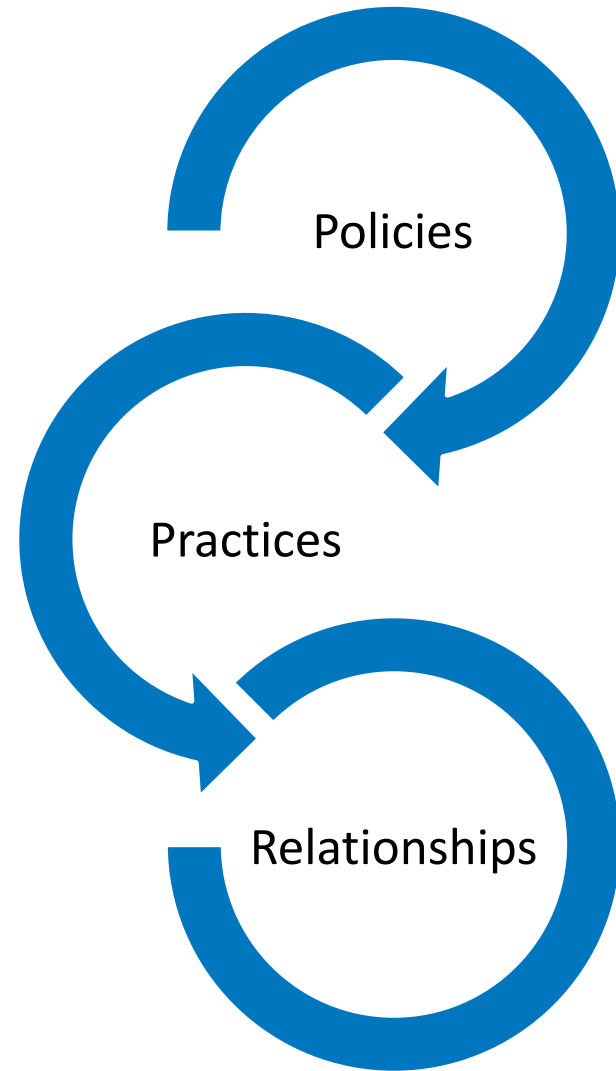- Program Guidelines & Planning Documents
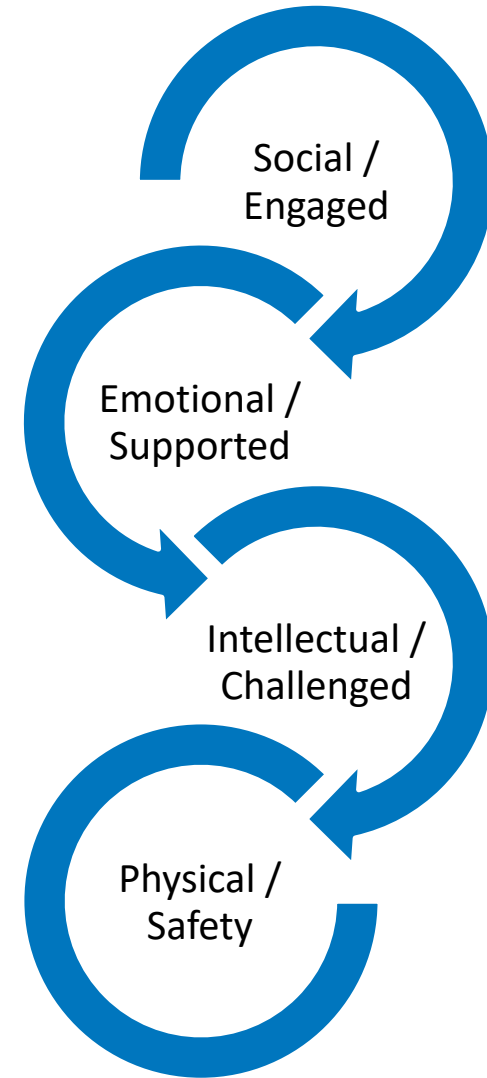- Evaluation Plans & QA

Outputs

- Professional Development
- School-based Coaching
- Virtual Coaching Support
- Responsive Coaching
- Online Micro-learning

Policies

Practices

Relationships

WHOLE CHILD

Social / Engaged

Emotional / Supported

Intellectual / Challenged

Physical / Safety

Safer Saner Schools Participants

- District Leaders
- School Administrators
- Teachers
- Counselors
- Support Staff
- Parents & Stakeholders

Safer Saner Schools Outcomes (Short-Medium)

- Develop Competencies
- Implement Effective Circles
- Improve Student Engagement
- Improve Relationships Between Students and Staff
- Improve Peer Relationships
- Increase Social-emotional Learning

Thank You

Keith Hickman

Director of Continuing Education
International Institute for Restorative Practices
khickman@iirp.edu