PBIS Indiana has extended its grant for one more year as a no-cost extension. Our work for the next 12 months will focus on collecting and reviewing outcome and implementation data, establishing a state-wide network for Culturally Responsive PBIS and a Coaches’ Network, as well as continued development of tools, resources, and curriculum to sustain our work post-grant and support implementing schools. We are incorporating RESTORATIVE PRACTICES into our curriculum and will begin offering trainings this September. (See back page for upcoming training info.)

We will be finishing up our commitments to schools and districts that started with the grant. Some schools are currently in year two training sessions which include Tier II systems and on-going problem solving for Tier I systems. Other schools are in their third year with us and are receiving training sessions that focus on dealing with difficult students and collaboratively solving problems with individual students. (See article below.)

## Overview of Year 3 Training: Dealing with Difficult Students

PBIS Indiana will again conduct training with several districts that are in their third year of enhancing their school-wide discipline systems. There are three days of training that consist of:

- Classroom Management Foundations
- Preventing Defiance
- Defusing Power Struggles

These sessions are being offered regionally, and invitations will be extended as the time draws near to each event. The overall goal is to aid PBIS Leadership Teams in helping their school staff with Classroom Management. Each session offers tools and techniques of Classroom Management, aligned with the PBIS framework. We hope to lend support for teachers as they prepare for appraisal under their building’s teacher evaluation process.

The session starts with ‘Classroom Management 101’ by reviewing the concepts of structure and predictability, effective and engaged instruction, teacher to student relationship, having a continuum of responses to behavior with 4:1 positive to negative be the ultimate goal, and having at all times the mental set of “with-it-ness” and calm. This session then moves into Doug Lemov’s notions of building character and trust, and having a positive frame of mind as the basis for effective correction. Lots of practice is included in this session using strategies for dealing with difficult students and preventing defiance.

Preventing Defiance Session’s objectives include understanding the connections between good management and preventing defiance, knowing the ‘whys’ of defiance, becoming aware of one’s own feelings when students defy, and being able to execute specific strategies to respond to defiance. The

The second and third sessions focus on defusing power struggles. This is done by identifying particular strategies and developing a common language. Participants are asked to apply this knowledge to video scenarios. The videos include teachers demonstrating managing off-task behavior, responding to provocative behavior, responding to disrespectful behavior, and reducing agitation. This session also includes activities to help participants know their own conflict styles and understand the hostility cycle. Participants practice responding to hostility using Alan Mendler’s L.A.A.D.; listening, acknowledging, agreeing and deferring. Participants also are given the opportunity to practice individual strategies for remaining calm using Fred Jones’ ideas about slowing down, breathing, and using ‘the Turn’.

Stay tuned for more information regarding these upcoming sessions.
**Ask the Trainer: Frequently Asked Questions**

**Question:** Yikes! I’m the new coach for our PBIS School Leadership Team! Where do I start? What considerations do we need to make as we begin the new school year?

**Answer:** First things, first: Breathe deep! Remember that as a coach, your job is to facilitate the work of the team. Responsibility does not rest solely on your shoulders. View your role as one of leading others to enhance the plan that is currently in place. As a data-driven problem solving framework, PBIS focuses on continuous improvement – a gradual, ongoing process; therefore, the work is laid out for your team based on what the data tells you. Begin by reviewing the meeting minutes and action plans from former PBIS Team meetings. Look for tasks left incomplete. This should also include responses to school-wide assessments and surveys (see below). Share the data with staff and include their ideas regarding changes that need to be made. Staff should be surveyed regularly on “what’s working” and “areas of concern” in order to keep them involved and invested in the process of improvement. A simple plus/delta protocol (“what’s working well”/“what could we change to make things better”) can give you some great ideas on where to begin. Additional considerations include the following:

- Ensure new staff are introduced to your building’s plan. Include part-time staff. Make sure they know how to recognize students for their positive contributions and successes.
- Consider mixing up rewards. Survey students for their favorites, including space for them to write-in ideas as well. Remember, social rewards are often more meaningful to students than tangible ones – and, are less costly!
- Find ways to involve students in the process of teaching expectations – they always have fresh ideas and can present the information in fun and creative ways. Posters, skits, raps, videos, etc. work great. Host a contest with give-aways for winners.
- Plan for booster sessions to teach behavioral lessons school-wide at least quarterly. Additionally, be sure to check data for trends to provide clues to guide re-teaching.

**Coaches’ Corner: Evaluating Our Work**

**Be Sustainable!** Evaluation of our PBIS systems at each tier is a way to work smarter and ensure sustainable practices. Early fall is a great time to use available tools to assess where your system is strong and where adjustments need to be made. Regular assessment of PBIS plans will provide teams with data for problem solving and create action items, not to mention give cause (provide reason) for some much needed celebration! Additionally, PBIS Indiana utilizes collective data from schools as a tool to assess and improve training needs.

The two main assessment tools for Universal (Tier 1) Systems are the BoQ and the SAS. The BoQ is completed by the PBIS Leadership Team. It includes a 53 item rubric that offers a comprehensive assessment of your Universal PBIS system. The SAS is completed by all staff. PBIS Assessments offers all you need to complete and score the BoQ and SAS at https://www.pbisapps.org/Applications/Pages/PBIS-Assessment-Surveys.aspx. Your district should have a local coordinator to support with “opening” and “closing” surveys, as well as interpreting results. Contact us, should you need help with this for your school.

**When should we assess?**

Completion of the Benchmarks of Quality (BoQ) is recommended after implementation of the PBIS Universal Plan, and then annually, thereafter, generally in the fall.

Completion of the SAS typically occurs early in the planning phase, and then annually, thereafter, generally in the spring.

Once a survey has been completed it should be shared with the team and faculty to establish common goals, priorities and action steps, build buy-in for improvement, and of course, demonstrate progress.

Surveying both faculty and students after implementation of the universal plan provides feedback on content, timing, and suggestions for the next ‘Fall Kick-off’ of the universal plan.

In addition, it’s important to review discipline data monthly and compile it into the year-end summary, or School Data Audit. This lets you know when to schedule booster sessions, as well as compare year-to-year data to see positive outcomes from implementation. With full implementation, one should see a strong commitment to “doing it better”. Implementation tools play a key role in this process.

PBIS Indiana at Indiana University
http://www.indiana.edu/~pbisin/about/
Restorative practices is a social science that studies how to build social capital and achieve social discipline through participatory learning and decision-making. Many schools are beginning to see the value of applying the principles of restorative practices into their school-wide discipline framework, as they work to change from a traditional discipline system that assigns blame and administers punishment, to a more positive, inclusive climate. Mirroring the philosophy of CR-PBIS, restorative practices also merge the goals of prioritizing prevention, teaching, community building, social and academic success for all students by engaging students in the process of taking responsibility to improve their own school culture. The use of restorative practices in schools can help to:

- reduce crime, violence and bullying
- build conflict resolution and communication skills
- increase instructional time
- provide alternatives to zero tolerance discipline practices
- improve human behavior
- strengthen community
- provide effective leadership
- restore relationships
- repair harm
- encourage student voice and connectedness

The fundamental premise of restorative practices is that people are happier, more cooperative and productive, and more likely to make positive changes when those in authority do things with them, rather than to them or for them. Traditional discipline that relies on punishment to change behavior tends to build walls between the affected staff and students. In many cases, little effort is made to repair the harm that has been done, preserve or restore the relationship between those harmed and the offending person, and/or reintegrate them back into the school community. Restorative practices work to break down the walls by providing an opportunity to discuss the harm that has occurred and its impact on both individuals and the community. It meets the needs of the victims, offenders, and the community that surround them. Through this shared experience, work is done to repair the harm that has occurred, build relationships, and enhance the sense of community to prevent further conflict and wrongdoing.

The continuum of restorative practices consists of informal and formal processes – some are proactively building relationships and community; others are reactive and employed once conflict has arisen. While the use of a formal restorative process (i.e. peer juries, restorative justice conferences, family group conferencing) can have a dramatic impact, the regular use of informal restorative practices (i.e. restorative conversations and circles) has a cumulative effect by building a strong foundation of social capital, common language and understanding from which to draw upon when conflict does arise.

Teachers are using the practice of restorative circles in new ways, integrating academic and instruction goals with behavioral and social goals. Circles can be used for: check-in/outs; getting to know students; establishing/reviewing class norms; introducing or reviewing class content; creating a feedback loop and/or monitoring student progress; as well as addressing the behavior problems that inevitably arise within a diverse classroom setting. By creating structured systems of support to address conflict, restorative practices can alter our perspective on conflicts that naturally arise in a school setting, viewing them instead as a tool for both learning and bridging understanding between people.

Restorative practices are similar to CR-PBIS in the following ways:

- Incorporate interventions that are both proactive and positive
- Identify and support students who are not responding to universal interventions
- Give students a voice
- Build relationships and enhance community
- Build cultural knowledge and awareness of cultural differences
- Develop social skills
- Promote learning and growth from mistakes and conflict
- Integrate academic and social support
- Include multi-tiered levels of intervention
- Offer a continuum of support for students and staff
- Promote a common language
- Emphasize restorative discipline

Restorative practices is an approach to positive school-wide behavior support that creates environments based on communication, mutual understanding, and respect. Many schools utilizing restorative practices report both a decrease in suspension rates as well as a decrease in racially disproportionate discipline, in addition to a greater willingness to work through issues and repair harms that have occurred (Louis, S., 2009).

While formal research is just beginning in this area, those employing these practices are quickly becoming true believers as they witness powerful, positive changes in their school communities.

Source:

PBIS Indiana at Indiana University
http://www.indiana.edu/~pbisin/about/
The Gently Used Store, known as GUS, functions as a thrift store within North Side High School, Fort Wayne, Indiana. GUS helps meet the needs of North Side’s diverse student population. NSHS is 76% free and reduced lunch and has students from over 50 countries around the world. The store is student run and filled with gently used items available for students to “purchase” and is helping meet many student needs.

The GUS has clothing, books, hats, knick-knacks, toys, prom dresses, tuxes, CD’s, records, games, Redskin wear and other items donated by staff members and the community. Students are able to “buy” items with the Redskin Rewards (RR) they have earned for meeting school-wide behavioral expectations.

Items are “priced” at different rates depending on the cost and popularity. Hot selling items are Redskin wear, lotions and creams. This year items have been used as Christmas presents for parents, siblings and friends, as well as personal use. During prom season donated dresses and tuxes were sold and rented through the GUS as a way for some students to afford attending prom. A few prom tickets were raffled off as well. GUS is open before/after school and during each lunch shift. It is currently located in the heart of the school on the first floor for easy access to all students.

Students no longer have an excuse for not having materials for class. Pencils, pens, binders, folders and paper are on sale for one RR. When an issue with the dress code arises, students can use their RR’s to purchase proper attire and thereby continue to be in class. The rewards are also used to attend various school events or are put in for drawings of larger items, such as, new TV’s, computers, gift cards, mystery goodie bags and Redskin wear items.

GUS is staffed by students and one of North Side’s PBIS coaches. A senior student is in charge of quality control. That student goes through each donated item and determines if it meets the set standard. Store items that do not meet QC standards are either given away or sent to a local thrift store.

**EVENTS AND RESOURCES**

**Classroom Management (CM) PD Opportunity:**
Help for teams in supporting staff with the alignment of classroom management and PBIS. Great preparation for those in the teacher appraisal process as well.

*Coming to a region near you!!*

**Coaches’ Forum and Networking Opportunities:**
Upcoming Forums: November 4, 6, 7, 11, and 14 *FREE* Register for one today: pmerida@indiana.edu

PBIS Indiana Coaches Network Community
https://learningconnection.doe.in.gov/Login.aspx

**Restorative Practices Training Opportunity:**
“Introduction to Restorative Practices”
September 17, 2014
MSD Decatur Township, Indianapolis

Contact pmerida@indiana.edu for more info.

Have you seen? The Federal Department of Education has published two documents in support of PBIS and Restorative Practices. Check these and the accompanying resources out here:


PBIS Indiana at Indiana University
http://www.indiana.edu/~pbisin/about/