

What factors contribute to high recidivism rates for “frequent flyers”?

What factors contribute to ineffective interventions?

What conditions are necessary to ensure that interventions are highly effective?

SEND-OUT FORM

<p>Student's Name:</p> <p>Name of Referring Adult:</p>	<p>Date:</p> <p>Time of Send-Out:</p>
<p>Student Action that Prompted Send-Out:</p> <p><u>LEVEL 2:</u></p> <p><input type="checkbox"/> Intentional and non-stop disruption of learning through <u>excessive</u> movements, noises, or yelling</p> <p><input type="checkbox"/> Repeated teasing, taunting, or name-calling</p> <p><input type="checkbox"/> Low-impact physical or verbal aggression towards another (loud fussing, pushing, shoving)</p> <p><input type="checkbox"/> Emotional distress</p> <p><u>LEVELS 3 AND 4:</u></p> <p><input type="checkbox"/> Emotionally explosive behaviors</p> <p><input type="checkbox"/> Highly aggressive physical or emotional behaviors</p> <p><input type="checkbox"/> Dangerous or reckless behaviors that seriously jeopardize safety of students and adults</p>	<p>Referring Adult Actions:</p> <p><input type="checkbox"/> Provide escort for student to Student Support Center</p> <p><input type="checkbox"/> Complete behavior referral (within 24 hours)</p> <p><u>LEVEL 2 ONLY:</u></p> <p><input type="checkbox"/> Call to parent (by end of day)</p> <p><input type="checkbox"/> Brief conference with student (K-5, same day; 6-12, within 24 hours)</p> <p><u>LEVELS 3 AND 4 ONLY:</u></p> <p><input type="checkbox"/> Contact Administrator</p>
<p>Prevention strategies attempted for low level behavior prior to send out for Level 2 behaviors:</p> <p><input type="checkbox"/> First Response to Behavior Concerns (page 34):</p> <ul style="list-style-type: none"> <input type="radio"/> Proximity and Physical Prompts <input type="radio"/> Visual Prompts and Cues <input type="radio"/> Supportive Reminders <input type="radio"/> Positive Directives <input type="radio"/> Invite Choice Making or Problem Solving <input type="radio"/> Postpone and Revisit <p><input type="checkbox"/> Behavior Check-ins (page 34)</p> <p><input type="checkbox"/> Sensory, Motor, and Space Modifications</p> <p><input type="checkbox"/> Restorative Questions (page 35)</p> <p><input type="checkbox"/> Helping Students who are Easily Triggered/Emotional Charged (page 35)</p> <p><input type="checkbox"/> Submission of Observation Notes (page 36)</p> <p><input type="checkbox"/> Collegial Consultation with Student Support Team</p> <p><input type="checkbox"/> Blue-Note Time Out (page 36)</p> <p><input type="checkbox"/> Classroom Buddies (page 36)</p>	<p>Time of Return:</p> <p>Name of Student Support Staff:</p> <p>NOTE: Student brings "Reflect, Repair, and Re-Connect" form to referring teacher the next day.</p>

RE-SET PASS

Student's Name:	Date:
Referring Teacher:	Time of Send-Out:
<p>Student Reason for Re-Set:</p> <p><input type="checkbox"/> I'm upset / mad about something that happened in classroom and need to talk about it so I can re-start with a positive mindset.</p> <p><input type="checkbox"/> I'm upset / mad about something outside of class that is keeping me from focusing on work and need to talk about it so I can re-start with a positive mind-set.</p> <p><input type="checkbox"/> I'm feeling very frustrated about completing the work task right now and need to talk about how to get through this.</p> <p><input type="checkbox"/> I'm feeling stressed out and just need a time-out to get myself together.</p>	
<p><u>Student returns to current class within 20 minutes</u></p> <p>*see reverse for relevant re-entry information from the Student Support Center</p>	

<p style="text-align: center;">Relevant re-entry information:</p>
<p>Time of Return:</p> <p>Name of Student Support Staff:</p>

REFLECT, REPAIR, AND RECONNECT

Name: _____ Grade: _____ Course: _____ (if applicable)

Time: _____ Date: _____ Referring Teacher: _____

REFLECT

- What happened? (What did I do that got me here?)

- What am I thinking or feeling about what happened? (Use pictures for younger students)

- Instead of _____ (rule or expectation),

I chose to _____

- How did my actions impact myself or others?

REPAIR

- When a situation like this happens again, what can I do differently? (Role play/Rehearse)

- What can I say or do to restore my good standing in class, make things right, and/or repair my relationship with _____?

RECONNECT

- What is something that my teacher(s) can do to help me get back on track and support me?

- What are things that I can do for myself to stay on track?

Student Support Staff _____ Referring Teacher _____

RE-ENTRY CONTRACT AFTER IN-SCHOOL OR OUT-OF-SCHOOL SUSPENSION

Here's what I did that resulted in my suspension or community exclusion for _____ day(s).

Here's how my actions harmed and negatively impacted the school, students, and/or adults.

Three things I will do to restore my good standing at school, stay out of trouble with peers and adults, and focus on learning in the classroom:

I will _____

I will _____

I will _____

How can I show others that the past is over and I'm moving forward? What can I say?

What do I need from adults to help support me?

I have the opportunity to turn around my behavior and get back on track. During the next _____ weeks, I will meet with _____ every morning before classes begin and every afternoon immediately when classes are over. During this period of time, I will make sure my support coach, teachers, and my parent/guardian will sign my progress report every day.

Any other expectations _____

Name of student _____ **Parent/Guardian** _____

I would like to be contacted weekly about my child's progress by phone _____, text message _____, letter sent home _____, or in person at a brief conference at school. _____

Administrator _____ **Date** _____

Restorative Practices Continuum

Personal Check-ins: Teachers engage in positive “touch-points” that affirm student’s dignity, communicate their personal interest in the student, build student’s confidence, and encourage student’s capacity to succeed.

Academic and Behavioral Check-ins: An adult engages students in brief check-ins using:

Academic Questions: 1) Tell me / show me what you’re working on? 2) How is it going? 3) What are you going to do next? OR

Restorative Questions: 1) What happened? What was your role in what happened? 2) What were you thinking and feeling at the time? 3) Who else was affected by this? How? 4) What have been your thoughts/feelings since then? What are you thinking/ feeling now? 5) What do you want to do to make things right? 6) What can I (others) do to support you? 7) When a situation like this comes up again, what actions might you take next time?

Classroom / Home Base Circle: The teacher facilitates informal circles in the classroom to build community, trust, and class cohesiveness or share perspectives about relevant issues or concerns.

Problem Solving Circle: A teacher or another adult facilitates a circle using a high structure protocol with a group of students to reflect on and discuss serious incidents or concerns that impact the group and then engage in problem solving to resolve the conflict or identify action steps that can help address the concern.

Return Conference with Teacher after Removal from Classroom: A teacher engages in the conference with the student OR a student support team member facilitates the return conference.

Behavioral and Academic Problem Solving and Planning Conference: A teacher or another adult engages the student in a conference and action plan when unproductive and ineffective behaviors or mindsets are impeding academic success and high functioning in the classroom.

Academic Turn-Around Conference: Student support staff and/or teachers engage in 1:1 or group conferences with students, identify action steps to improve grades, contact parents, and monitor students’ progress.

Student-Student Mediation: An adult, a student and adult, or student co-mediators facilitate mediation between two students or a group or groups of students who have engaged in a verbal or physical inter-personal or inter-group conflict with each other.

Student-Teacher Mediated Conference: An adult third party facilitates a conversation that will enable the student and teacher involved in a protracted conflict to come to a resolution that involves positive words and actions that repair the relationship and promote positive student behaviors and supportive adult behaviors.

Bullying / Harassment Caucus and Conference Protocol: Individual caucuses with the targeted person and aggressor followed by a restorative group conference with the targeted person, aggressor, parents, and administrator if the targeted person agrees.

Restorative Group Conferencing: Process for offending student or group to meet with all parties affected by a high-impact incident in order to share their perspectives, to acknowledge the act and its impact on others, and to agree on a resolution that will promote healing, repair harm, and restore relationships.

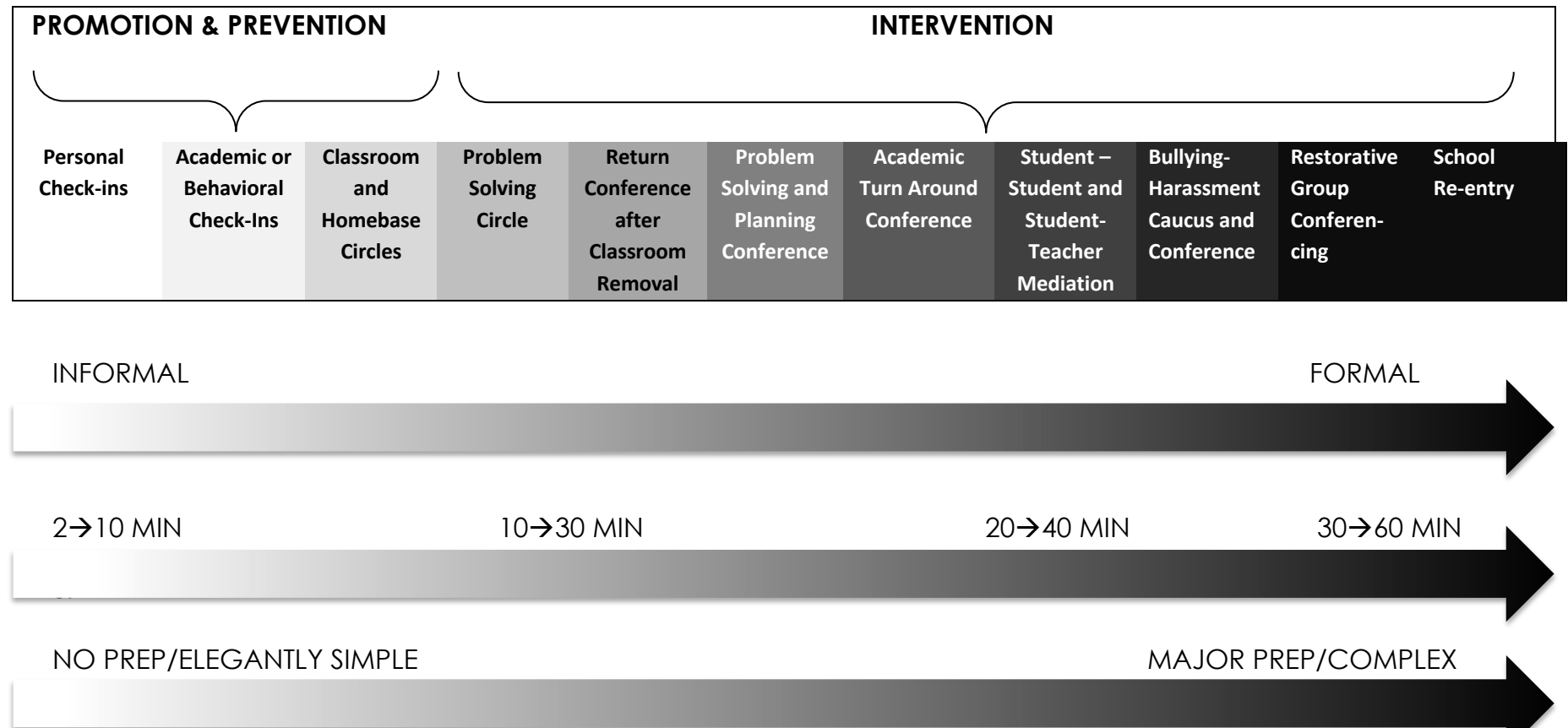
Suspension Re-entry Protocol: When a student returns to school, six things happen:

1. Student-parent-administrator conference
2. Learning and behavior contract is signed, and the plan and the student’s return date are communicated to the student’s teachers (grade level team)
3. Before and after school daily check-in with coach for at least 2 weeks
4. Feedback from teachers to assess the student’s progress for at least two weeks
5. At least one check-in with a parent
6. At least one brief check-in between the student and an administrator

Restorative and Accountable Interventions

A Restorative Practices Continuum

As listening and speaking are the basic building blocks of all restorative interventions, explicit protocols serve as the platform for a successful restorative practice. Restorative practices range from informal one-to-one check-ins and conferences to more formal processes like mediation, restorative group conferencing, and school re-entry. All of these practices create a safe space in which people directly affected by an incident or problem can discuss it safely, openly, and honestly. All restorative protocols involve a structured set of steps and questions to ensure that all participants feel supported and all participants' thoughts and feelings are invited into the process. The chart below shows a continuum of restorative protocols.



Restorative and Accountable Interventions

Behavior Check-ins

If a student does not self-correct and re-engage within a minute of your first response to behavior concerns, a brief behavior check-in can gently guide students to self-assess and redirect their behavior. These one-to-one, question-based check-ins communicate care, respect, and high expectations to be responsible, self-directed learners. Check-ins send the message to the student that “I am interested and curious about how you are doing right now.” They enable teachers to focus attention on the student, suss out the source of the problem, and help a student identify a strategy that will support her to get back on track. The question format keeps the conversation positive and is helpful for immediately diagnosing and addressing the actual cause of off-task behaviors.

Key Benefits of Behavior Check-ins When Students Do Not Re-engage	
<ul style="list-style-type: none"> • Strengthen student-teacher relationships • Identify reasons behind the students’ off-task behavior • Help students assess their needs and concerns and build personal agency through problem solving • Provide opportunities to give and get feedback • Normalize mistakes and missteps through the use of routines in the classroom • Draw attention to academic issues that may be disguised as ‘discipline’ issues 	
What It Looks Like: Behavior Check-in Protocol	
<ol style="list-style-type: none"> 1. Quietly and discretely observe the student’s behavior. Move closer to the student. 2. Approach the student for a one-to-one conversation by moving to their side, positioning yourself at the same level as the student, and greeting the student by name. 	
When the misbehavior looks like a temporary distraction from the task at hand...	When the source of the misbehavior is not clear...
<ol style="list-style-type: none"> 3. Ask an open-ended question that will enable the student to do something immediately to re-engage and get back on task. 4. Paraphrase the student’s suggestion. 5. Thank the student for self-correcting and re-focusing. 	<ol style="list-style-type: none"> 3. Share what you are observing and ask an open-ended question to suss out the problem. 4. Paraphrase what the student said and follow up with another question if the source of the problem remains unclear. 5. Assess and summarize what is impeding student learning: Task mismatch? Confusion about what to do? Skill gap? Negative feelings (dislike) about a particular task? 6. Ask the student to identify one thing she can do right now to re-engage. 7. Thank the student for problem solving and making a good choice for what to do.

Restorative and Accountable Interventions

<p>Sample Situations and Responses:</p> <ul style="list-style-type: none"> • When a student is goofing off with another student → “Hey, Jackson and Arturo. What can you do right now to get back on track and stay focused on this assignment?” • When a student is not following a classroom procedure → “Tell me what you think the procedure is for _____.” • When the student is engaging in sidebar conversations during silent independent work time → “So tell me the reasons it’s important to work by yourself during independent work time.” 	<p>Sample Situations and Responses:</p> <ul style="list-style-type: none"> • When a student appears anxious or frustrated → “You look _____. What’s going on for you?” OR “Are you okay?” • When a student is stuck → “What can I do to help?” • When a student is glazed over and doing nothing → “So what are some things getting in the way of completing this assignment?” • When a student appears confused → “So tell me what you think the task is right now.” • When a student is unable to name a next step → “Here are a couple of options to choose from.” Provide options and say, “Which one might work for you?” • When a student is not positively contributing in a small group task → “What might be something you can do to reconnect with your group?”
<p>Considerations</p>	
<p>For some low-impact behaviors you might consider using logical consequences:</p> <ul style="list-style-type: none"> • For repeated side-bar talking → change seats • For making a mess or marking on furniture → clean it up • For inappropriate use of materials and equipment → do it over to get it right <p>When a behavior concern persists and becomes chronic:</p> <ol style="list-style-type: none"> 1. Document what the student is saying and doing <u>exactly</u> so you can discuss it later. This type of data is very supportive in a problem-solving and planning conference. 2. Arrange to meet with the student outside of class and engage in a problem-solving and planning conference (Tier 2). 3. Identify desired target behaviors that you and the student will monitor for two to three weeks. 4. Contact a family member/adult ally to inform them about the plan and garner their support to discuss it with the student. 	

Restorative and Accountable Interventions

Using the Seven Restorative Questions

When one student behaves in a way that directly harms an individual or the group or when two or more students are involved in an interpersonal conflict, restorative conferencing can help students take responsibility for what happened, reflect on the impact of the incident on others, and arrive at a solution that mends relationships and leaves the past behind.

Key Benefits of Restorative Conferences
<ul style="list-style-type: none">• Encourage personal accountability for one's behavior• Expect students to do something to repair the harm, make things better, or make things right• Help students assess their needs and concerns and build personal agency through problem solving• Strengthens social efficacy by providing opportunities for perspective taking and forgiveness• Reassures students that everyone can recover from missteps, mistakes, and poor decisions• Builds a classroom culture of trust, respect, and mutual responsibility
What it Looks Like
<p>When an interpersonal conflict, concern, or problem arises, consider these questions:</p> <ol style="list-style-type: none">1. What happened? What was your role in what happened? <i>(This question encourages students to take responsibility and own their behavior.)</i>2. What were you thinking and feeling at the time? <i>(This question supports students to identify thoughts and feelings that may have triggered their behavior.)</i>3. Who else was affected by this? How? <i>(This question supports flexible thinking and helps students take the perspective of the other and reflect on the impact of their behavior.)</i>4. What are you thinking/feeling now? <i>(This question encourages students to reflect on the incident after the emotional charge has dissipated and the student is in a calmer emotional state that enables him to think.)</i>5. What do you want to do to make things right? <i>(This question encourages the student to take action that shows or expresses regret or remorse or decide on a solution that meets important needs of everyone involved.)</i>6. What can I (others) do to support you? <i>(This question reassures the student that you and others want to support a successful resolution to the problem.)</i>7. When a situation like this comes up again, what actions might you take next time? <i>(This question encourages students to take what they have learned and apply it to similar situations in the future.)</i>

Restorative and Accountable Interventions

Considerations		
<p>The situation and the amount of time you set aside for a conference will determine whether you ask all seven questions or just a few. A student’s degree of self-awareness might also influence how many questions you use in the process. Some students have the capacity to stay focused in a conversation involving seven questions – others, do not. Be mindful to select questions that maximize the growth opportunity for the individuals involved. Consider the following:</p> <ul style="list-style-type: none"> • Sometimes, a quick minute or two is all you need to ask the right two questions that will result in an immediate resolution. • You may want a student to focus on just one question because that question presents the right life lesson in the moment. • A more serious incident merits the time and attention to move through the entire sequence of questions. • Students’ emotional states will influence whether you conference immediately after the incident has occurred or later in the day. • The history and quality of the relationship between conflicting students will determine your choice to conference with students individually or together. 		
What It Looks Like in Practice		
<p>Example: <i>One student has clearly done or said something that has harmed, embarrassed or hurt the feelings of another student.</i></p>	<p>Example: <i>Two students are having a verbal disagreement that turns into a shouting match.</i></p>	<p>Example: <i>One student has sucked the energy out of the room by going “off” on the teacher, railing about how boring the class is, and how dumb the classmates are.</i></p>
<p>Individual conference with the targeted person: “What happened?” “How did this affect you?” “What can _____ do to make it right?”</p> <p>Individual conference with aggressor: “What happened?” “What were you thinking/feeling at the time?” “How do you think this affected _____?” “What can you do to make it right?”</p>	<p>Conference in which both students are present and respond to each question: “What happened? What was your role in this?” “What are you thinking/feeling about this now?” “What can each of you do to make it right between you and move on?”</p>	<p>Conference with the student: In this situation, unpacking the incident might merit the use of all seven questions.</p>
Restorative Actions to Repair the Harm		
<ul style="list-style-type: none"> • Consider these options for repairing harm, mending relationships, or restoring one’s good standing. <ul style="list-style-type: none"> ⇒ A sincere verbal or written apology that expresses regret or remorse and expresses a commitment to change how the student will treat the other person or group in the future. ⇒ An apology of action that is a gesture of kindness and good will intended to put the past behind and repair the relationship. This can be any action that expresses your interest in repairing the harm done or repairing the relationship. Instead of making students feel bad about their actions and themselves, apology of action helps students learn to solve problems while giving them a dignified 		

Restorative and Accountable Interventions

way to rejoin the community. It helps children see themselves as part of a community whose members need their respect and kindness -- and from whom they deserve respect and kindness in return. This can be any action in which the student does something nice for the other person or something that makes the classroom a better place.

- ⇒ **Restitution or replacement** when something has been damaged.
- ⇒ **A reading and/or video** and a written response that highlights the story of a student who has experienced a similar incident to foster empathy and perspective taking.

In situations of repeated or egregious teasing, bullying, or harassment or incidents that involve serious damage of property, you may want to check if someone on your school's student support team can facilitate a restorative group conference that includes the student involved in the incident, their parents, and anyone else impacted by the incident (in addition to submission of documentation and school consequences).

Tips for Apology Letters

- Start with "Dear _____ and the person's name)
- Say what you are apologizing for ("I'm sorry for _____.")
- Explain the impact it had on the person and that it was not acceptable. ("I hurt your feelings/messed up your stuff/ called you _____/etc. and that was wrong/unacceptable/not very nice.")
- Say what you will do to prevent it from happening again. ("I won't _____ again.")
- Ask for the person's good will. ("Please accept my apology.")
- Use a closer to sign your name. ("Sincerely, _____."

Sample Apology for Hurting Someone's Feelings

Dear _____,

I want to say how sorry I am for making a joke about you and calling you _____. I hurt your feelings and that was mean / unacceptable. I can't undo my hurtful words, but I can promise not tell jokes about you or say this kind of stuff to you in the future. I hope you can put my bad behavior in the past and accept my apology.

Sample Apologies of Action

- | | |
|--|---|
| <input type="checkbox"/> Bring a small plant or flowers | <input type="checkbox"/> Find a good time and reason to compliment the person. |
| <input type="checkbox"/> Bring a replacement item if you damaged something. | – on their appearance – <i>"That jacket is really cool."</i> |
| <input type="checkbox"/> Bring a snack. Offer to bring a lunch from the cafeteria. | – on their work – <i>"I really like your poster."</i> |
| <input type="checkbox"/> Offer to clean the desks, or organize folders, or clean white boards... | – on their thinking – <i>"That is a great idea."</i> |
| <input type="checkbox"/> Make a card with your apology on it. | <input type="checkbox"/> Make a conscious effort to say their name, smile, and say hello when you see them. |
| <input type="checkbox"/> Offer a little gift like a pen or pencil or other school supply. | <input type="checkbox"/> Ask the teacher to assign you to be a partner or group member with the person and show a nicer and more supportive side of yourself. |

Restorative and Accountable Interventions

Problem Solving and Planning Conferences

Problem solving and planning conferences are a powerful way to communicate your concern and care about a student and your confidence in the student's capacity to self-reflect and problem solve. Conferences with students demonstrate a teacher's commitment to listen and learn from the student in order to talk through a plan that will help the student to improve their behavior and become more academically successful in class. The conference includes questions that help both the student and teacher to fully discuss the problem, reflect on its impact, and identify desired target behaviors and strategies that will improve the student's performance.

Key Benefits of a Problem Solving and Planning Conference

- Names specific behavioral gaps and pinpoints specific actions that will improve academic performance
- Strengthens students' self-management and social efficacy
- Strengthens students' identity as a learner and their sense of agency
- Supports students' capacity to think meta-cognitively
- Builds relational trust
- Provides invaluable information that deepens what you know about a student and guides your approach to supporting individual students

What It Looks Like: The Protocol

1. **Thank the student for meeting with you** and express your commitment to problem solving together. *"We're meeting so that we can work on a behavior that is getting in the way of your success in class.."*
2. **Share data.** *"I've noticed that during our whole group instruction and discussion, you have been engaging in sidebar talk with your friends. It's happened five or six times already this week."* Share data and the situations when it occurs OR invite student to choose one or two behaviors (red cards) that student thinks are getting her/him off- track.
3. **Engage student voice.** Ask the student to share her perspective and pause to give the student time to respond. *"So when this happens, what is going on for you?"*
4. **Paraphrase the student's response.** *"So it's easier for you to talk to your friends than focus on what I'm saying or what other students are saying."*
5. **Support student reflection.** Ask the student to reflect on the impact of sidebar talking on the class and paraphrase her response. *"So you have missed the instructions yourself and other students might not have heard the instructions either. What else?"*
6. **Identify desired target behavior(s)** that can help improve her academic performance. (i.e. "Keep focused and ready to participate during whole group learning without sidebar talking.") You might also ask, *"So what has been making it hard to do this consistently?"* and *"How do you think this will help you do better in class?"*
7. **Make a plan.** Brainstorm strategies (what the student can do and what you can do) that will help the student engage in this behavior. *"So, you came up with three things that you could start doing that would help you stay focused in the whole group. First, you're willing to change your seat so you are not so distracted. Second, when you feel like you are drifting, you are going to jot down on a sticky note what the task, topic, or question is right in the moment. Third, every day you are going to ask a question or contribute a comment during whole group learning. Here is what I will do. Every day I'm going to give you a cue and ask you to paraphrase something I've said or a student has said. We're going to monitor your progress every day and I will check in with you every week for three weeks to see how it's going."*
8. **Share appreciation.** Thank the student for focusing on the problem and developing a good plan. Convey your confidence in the student to follow through with the plan. Close by each of you sharing one thing you are feeling hopeful about.
9. **Contact parent to discuss the problem and share the plan.**

Restorative and Accountable Interventions

Sometimes students have a tough time naming exactly what behaviors are getting them off-track and identifying exactly which desired target behaviors will help get them back on track. Consider using cards with behavior descriptions that you can place out on the table in front of the student as a way to scaffold the self-reflection and problem-solving process.

Behaviors that are getting me <u>Off-Track</u> (Red Cards)	
Talking and/or losing focus during whole group instruction and discussion	Cursing and using disrespectful language
Not following directions	Expressing my anger by yelling and making stuff a big drama
Teasing, taunting, name calling	Fussing and arguing with peers
Bothering others by making distracting noises, movements, or gestures; blurting out; or making inappropriate comments.	Getting mad and arguing with the teacher or refusing to do something I'm asked to do
Playing around, goofing off, or not cooperating during small group work	Not completing my work

Restorative and Accountable Interventions

Behaviors that will help me get back On-Track (Green Cards)	
<p>FOCUS ON THE TASK</p> <ul style="list-style-type: none"> • Change seats so I am less distracted • LEAN in... • Jot down key ideas or words in your notebook or on a post-it • Make on-point comments • Ask questions 	<p>USE SCHOOL-APPROPRIATE LANGUAGE</p> <ul style="list-style-type: none"> • Jot down 5 words you won't use in class. • Write what you want to say. • If it isn't respectful, don't say it. • Ask myself, 'Does this add to or subtract from the learning environment?'
<p>FOCUS ON FOLLOWING DIRECTIONS</p> <p>LEAN in...</p> <p>LISTEN carefully</p> <p>EYES on the speaker</p> <p>ASK myself, "What is the task or topic?"</p> <p>NO talking when others are speaking</p>	<p>COOL DOWN AND CALM MYSELF</p> <ul style="list-style-type: none"> • STOP and take 3 deep breaths, count to 10, or clench and unclench my fists / shoulders. • Name, write or draw what I am feeling and what triggered the anger. Rate intensity from 1 – 10. • Use my self-talk statement and anger reducers to calm myself and re-focus. • Congratulate myself on keeping my cool.
<p>BE CIVIL OR SAY NOTHING</p> <ul style="list-style-type: none"> • If it is hard to be civil, avoid sitting or standing near the person or talking to the person I have targeted earlier. • If it isn't respectful, don't say it. • Jot down 5 put-downs I won't use in class. • Compliment someone every day in class. 	<p>STOP PICKING FIGHTS</p> <ul style="list-style-type: none"> • Say to myself, 'I don't want to pick a fight.' • Don't pick up the rope. Say, 'I don't want to argue' and return to the task in front of you. • Surprise the other person and agree. • Don't say anything. Move somewhere else. • Sit next to or work with someone you like.
<p>EXERCISE SELF-CONTROL</p> <ul style="list-style-type: none"> • Fiddle with something that doesn't make any noise. • Get permission to move twice during class SILENTLY • Ask, 'Will this comment help us learn?' • Count to 10 before you speak. 	<p>ACCEPT DIRECTION WITHOU A FUSS</p> <ul style="list-style-type: none"> • Say, 'Okay', when I'm asked to do something. • Ask for help respectfully when I am confused. • Accept feedback and correction SILENTLY without a fuss. Then choose to use it or not. • If something happened that is really bothering you, arrange for a time to discuss with teacher.
<p>COOPERATE WITH OTHERS</p> <ul style="list-style-type: none"> • Do something that helps the group complete the task. • Watch and listen when you're not speaking. • Say to instigators, 'NO, I'm working.' • Ask to do the work by myself instead of with a group. 	<p>MAKE A GOOD EFFORT TO COMPLETE EVERY ASSIGNMENT</p> <ul style="list-style-type: none"> • Make a list and check off when stuff is complete • Re-read instructions. • Review each part. • Ask for help when I am stuck.

Restorative and Accountable Interventions Problem Solving and Planning Conference Note Tracker

Student: _____ Teacher: _____

Teacher	Initial observations or concerns that prompted the conference.
Student and Teacher	Agreement on what is getting student off-track. (Choose from the red cards or write in on blank card.)
Student	Response to observations and concerns. What are you thinking/feeling about this?
Student	Reflection on the impact of student's behavior on self, others, the class.
Student and Teacher	Agreement on one or two desired target behaviors that would help student get back on track and improve her performance. (Choose from green cards or write in on blank card.)
Student and Teacher	Identify strategies student will use to demonstrate desired target behaviors in class.
Student and Teacher	Identify what teacher will do to support student to engage in desired target behaviors.
Teacher	Summarize the plan and share how student's demonstration of the desired target behaviors will be monitored.
Teacher and Student	Thank student for participating in the conference and convey your confidence in student to follow-through with the plan. Each of you share one thing you are feeling hopeful about.

Student Signature _____ Date _____

Teacher Signature _____ Date _____

Restorative and Accountable Interventions

The Mediation Process (S-T-A-R-T)

Set Up

1. Greeting: Hi, my name is _____. My name is _____ and we'll be your mediators today.
2. We're willing to help you come up with your own solution. We won't take sides or give advice or solve the problem for you.
3. "Are you here to work on the problem?" (**#1 and #2**)
4. Can you agree to these ground rules? 1) Treat each other with respect. No name calling. 2) Be as honest as you can. 3) Listen without interrupting each other. 4) Mediation is confidential, so what you say here stays here. (**#1 and #2**)

Tell Your Story

5. Disputant #1, "What happened?" **Restate**. "How do you feel and why?" (Ask clarifying questions that show you're listening and draw out specifics.) **Restate**.
6. Disputant #2, "What happened?" **Restate**. Ask, "How do you feel and why?" (Ask clarifying questions that show you're listening and draw out specifics.) **Restate**.

7. Ask each disputant to **Restate** how the other person feels and why. (**#1 and #2**)

8. "Is there anything else?" Then **Summarize** the **WHOLE PROBLEM**, including key facts and feelings.

Assess Needs

9. Disputant #1: "What do you need to solve the problem or make things better?" **Restate**.
10. Disputant #2: "What do you need to solve the problem or make things better?" **Restate**.
11. Is there anything else you want to say or ask each other? **Summarize** what both people need.

Review Solutions and Agree on One

12. What is a good solution that might work for both of you? **If they get stuck...ask**, "Any other ideas? What would you tell someone else to do who had a similar problem? How would this solution work? Can you think of something else you could do? Can you say more about your idea?"
13. **Summarize** the solution and what each person will do. (Who does what, when, how, where...) "Is the problem solved?"

Think and Thank

14. "What can you do differently next time if this happens again?" **Restate**. (**#1 and #2**)
15. "Can you let your friends know that the problem has been solved so that rumors won't spread?" (**#1 and #2**)
16. "Congratulations on solving your problem successfully."

Restorative and Accountable Interventions

Facilitated Student-Teacher Conference

Making It Right Between Us

Student

Teacher

What's happened that made things challenging or upsetting? What were your feelings when this happened?	What's happened that made things challenging or upsetting? What were your feelings when this happened?
How has this conflict between you hurt or harmed you and/or the classroom community?	How has this conflict between you hurt or harmed you and/or the classroom community?
What can you do to make it right and repair your relationship? (What actions feel reasonable, respectful, and restorative?)	What can you do to make it right and repair your relationship? (What actions feel reasonable, respectful, and restorative?)
Before leaving, what do you want to say that closes the past and makes a new start?	Before leaving, what do you want to say that closes the past and makes a new start?

Student's Name _____ Date _____

Teacher's Name _____ Date _____

Restorative and Accountable Interventions

Student Support Coaches:

1. Engage in a problem solving and planning conference to begin
2. Every Monday, review weekly BAG data (Behavior, Attendance, Grades) with your students in order to assess progress, review or adjust weekly goals, and rehearse specific strategies that demonstrate improvement.
3. Communicate your confidence that student can achieve identified goals and target behaviors.
4. Make sunshine calls to parents and students at home.
5. Make check-in phone calls with parents every week to share trendline, grades for the week, positives, and ways to improve.
6. Engage in morning, lunch, and/or after school “check-ins” using suggested question prompts.
7. Participate with students in special activities to celebrate successes.
8. Keep a folder for all data.
9. Discuss strategies for “classroom survival,” particularly in their encounters with adults with whom they have had conflicts in the past.
10. Discuss strategies for how to “do school” so that a student’s day-to-day experiences feel more positive and less frustrating.
11. Check in with student’s teachers to get feedback on demonstration of desired target behaviors.
12. Check in when appropriate with the student’s teachers to get a read on whether the student’s trend line is better, the same, or worse.
13. Be prepared to convene informal conferences with the student and other adults to clarify expectations and assess progress when concerns arise.
14. Observe student in “success” and “challenge” classes and share feedback with student.
15. Engage in “replacement behavior” coaching and rehearsal focusing on specific social and emotional competencies as needed.

Feedback Questions for Daily Check-in’s and Check-out’s:

<p>Before the school day begins:</p> <ul style="list-style-type: none">• What is one thing you are going to do in your classes today that will help you have a good day?• What is one thing you want your teachers to say about you at the end of the day today?• What is a goal for the day that will help you stay on track?• When other students bother you or try to get you off track, what might you say?• If you get upset or frustrated during the day, who are some people you can talk to?• What can you say to yourself, when you get angry or upset?	<p>After the school day when student is turning in their Daily PROGRESS REPORT or Weekly Grades:</p> <ul style="list-style-type: none">• What are some things you did today that made you proud of yourself?• What was your best class today? What would your teacher say about you in this class?• What is one thing you did today that helped you stay focused and on task?• What was your toughest or most frustrating class today? What can you do tomorrow that might make this class go better?• What is one thing you can do tonight that will help you prepare for tomorrow?
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Restorative and Accountable Interventions

Progress Monitoring

Progress monitoring involves the assessment of a student’s regular use of desired target behaviors that support improved academic performance. This process usually spans three to six weeks in which the teacher and the student use a tool with an easily measured rating scale to reflect on the students’ progress from day to day and week to week.

Often the least complicated solution to a problem is the most effective solution. Progress monitoring is an essential element of all effective intervention plans; however, progress monitoring alone can serve as a simple and elegant intervention strategy. The quality and efficacy of progress monitoring does depends on getting a few things right. Good progress monitoring tools have the following features:

- Explicit description of the desired target (end) behavior(s) that support improved academic performance. (Remember, the goal of progress monitoring is not just to fix the “bad behavior”; rather, the process aims to support students’ use of skills and strategies that will improve student’s performance in the classroom.)
- A specific place and time for observing behavior(s)
- A consistent, clear, and easily measured rating scale
- An easy to use and quick to complete tool
- A reasonable and appropriate number of weeks that ensures that the student has to replace the behavior and use new skills regularly.

The adults responsible for monitoring a student’s behavior need to provide feedback about the specific desired target behaviors immediately and check-in with students regularly to assess progress and lift up positive or negative trend lines. When students are asked to self-assess as part of the process, progress monitoring can have an even greater impact.

These intervention tools have other benefits. They foster more positive student-teacher relationships, promote accountability, increase a student’s awareness and conscious use of desired behaviors, and strengthen a student’s confidence and efficacy by making progress visible. A student’s support coach or counselor is usually the person who distributes progress monitoring tools to the teacher and student, collects the data, checks in with the student about overall progress, and shares data with parent.

Sample Weekly Progress Monitoring Tool From _____ to _____.

Desired target behaviors and strategies	Trend Line (↑, ↓, ↔)	One improvement this week	Grade for the Week	One thing student can do improve her/his grade