



## Phases of Implementation and School-wide Restorative Practices

A strategic approach to change requires a long-term perspective, usually 3-5 years, if change is to be effectively implemented and sustained. The following stages are not necessarily linear in their implementation and may overlap each other. For example training in phase II may be part of the exploration and adoption phase to inform decision making in phase I. Because changing a culture is fraught with frustration, anxiety, confusion and resentment, managing the emotional impact of change will be just as important as putting new structures and practices in place. This chart shows the features of each implementation phase and provides suggestions for actions for implementing Restorative Practices.

Consideration Features	Restorative Practices
<b>Phase I: Exploration and Adoption</b> <i>Defining the need or problem and selecting a practice.</i>	
<ul style="list-style-type: none"> <li>• Need or problem described in observable terms</li> <li>• Data provided to support the need and priority</li> <li>• Practice evidence base evaluated</li> <li>• Practice outcomes aligned with need or problem</li> <li>• Practice features evaluated against context and culture of implementation setting</li> <li>• Consideration given to related practices and initiatives</li> <li>• Practice selected</li> </ul>	<ul style="list-style-type: none"> <li>• Use Fair Process approach to explore the philosophy, concepts and strategies of RP and get feedback from potential implementers including context/culture of setting</li> <li>• Understand impacts &amp; cost of student expulsion &amp; suspension</li> <li>• Challenge the adversarial approach to discipline; debunk myths around social-emotional learning and community building</li> <li>• Identify value added to current behavior support system</li> <li>• Discuss linking RP to current tiered system of behavior support</li> <li>• Examine RP research findings of school-wide implementation (<a href="http://www.ocde.us/HealthyMinds/Pages/RP_Resources.a.spx">http://www.ocde.us/HealthyMinds/Pages/RP_Resources.a.spx</a>)</li> <li>• Determine a site(s) for a pilot</li> </ul>
<b>Phase II: Installation</b> <i>Establishing capacity infrastructure to implement practice.</i>	
<ul style="list-style-type: none"> <li>• Implementation team established</li> <li>• Practice expertise, professional development and coaching supports identified and established</li> <li>• School and leadership implementation agreement secured</li> <li>• Audit of resources and competing initiatives conducted</li> <li>• Evaluation tools and procedures specified</li> </ul>	<ul style="list-style-type: none"> <li>• Use current behavioral system implementation team</li> <li>• Establish RP vision and expected outcomes within a tiered system of supports</li> <li>• Identify any competing initiatives and strategies</li> <li>• Establish RP training and the coaching process and schedule</li> <li>• Use practice profiles to describe purpose and characteristics of each practice implemented with fidelity</li> <li>• Identify and agree upon the RP continuum of practices that will be implemented in a progressively staged process and in identified settings, i.e. common language school-wide, using affective statements and questions school-wide, 10-min. circles daily in classrooms, administrators use affective questions in discipline conversations, school staff meetings</li> </ul>



	<p>start with a community circle check-in, etc.</p> <ul style="list-style-type: none"> <li>• Identify data and how it will be collected to track expected outcomes, e.g. office referrals, student connectedness, behavioral incidences, bullying incidences, etc.</li> <li>• Examine current and needed resources to support RP</li> </ul>
<p><b>Phase III: Initial Implementation</b>  <i>Testing and demonstrating implementation of the practice and required implementation infrastructure with professional development and coaching supports.</i></p>	
<ul style="list-style-type: none"> <li>• Implementation fidelity evaluated</li> <li>• Student responsive to practice considered</li> <li>• Resource utilization assessed</li> </ul>	<ul style="list-style-type: none"> <li>• Assess implementation fidelity of the RP strategies using the practice profiles with characteristics of high quality</li> <li>• Collect and share staff and student feedback on the effectiveness of the RP strategies through a school climate survey or other measure</li> <li>• Assess how resources are being used in support of RP currently; LCAP funding assessed</li> <li>• Share experiences of implementing RP with other sites identifying the characteristics of high quality implementation with fidelity</li> </ul>
<p><b>Phase IV: Full Implementation</b>  <i>Implementing the practice broadly across the organization or institution.</i></p>	
<ul style="list-style-type: none"> <li>• Reliance on local resources and supports</li> <li>• Implementation fidelity and capacity building evaluated</li> <li>• Student responsiveness to practice considered</li> <li>• Resource utilization assessed</li> </ul>	<ul style="list-style-type: none"> <li>• Consider identifying and allocating sustained LCAP funding</li> <li>• Identify school and district coaches for sustained organization-wide implementation support</li> <li>• Identify and provide RP training of trainers from exemplary practitioners</li> <li>• Promote open, honest, transparent and fair working relationships</li> <li>• Use RP for building staff cohesiveness and community and managing staff conflict</li> </ul>
<p><b>Phase V: Sustainability and Scaling</b>  <i>Implementing the practice with fidelity across the organization and to new organizations for three or more years.</i></p>	
<ul style="list-style-type: none"> <li>• Reliance on local resources and supports</li> <li>• Implementation fidelity and capacity building evaluated</li> <li>• Student responsiveness to practice considered</li> <li>• Resource utilization assessed</li> <li>• Implementation resources and support extended to other places and/or initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Consider sustained allocation of RP in the LCAP</li> <li>• Realign school district discipline policy with RP</li> <li>• Consider expanding RP in to the community</li> <li>•</li> </ul>
<p>Reference: Barrett, Weiss, Eber Eds. (ND) Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide Positive Behavior Support p. 26.  Vezzuto, OCDE 2015</p>	