

Restorative Social-Emotional Learning

The Answer to Harmful Exclusionary Student Discipline

EXCLUSIONARY DISCIPLINE PRACTICES

like suspension and expulsion

1) NEGATIVELY IMPACT



Academic Performance

including the academic achievement of non-offending students



School Engagement



Graduation Rates

Each time a student is **suspended** the chance they'll **graduate** from high school **decreases by 20%** ⁽⁵⁾

2) DISPROPORTIONATELY USED with

marginalized students ^(1,2,3)



Schools are increasingly using restorative practices to address, heal, and prevent inequitable policies and practices, like exclusionary discipline.

Restorative Practices

Restorative Practices effectively reduce suspensions, expulsions, and disciplinary referrals by focusing on **“righting a wrong committed and repairing harm done.”** ⁷

Restorative practices enable people to “have more voice and more choice in the things that matter to them in everyday life in exchange for them taking greater responsibility.”
—Ted Watchtel, founder of the International Institute for Restorative Practices



Restorative Practices & Social-Emotional Learning

“Restorative practices build community and promote healthy relationships among educators and students in order to teach the **social-emotional** and **conflict-resolution** skills necessary to reduce conflict.”⁽⁶⁾

Developing students’ social and emotional skills is foundational to the success of schoolwide restorative practices.

In a joint report on Restorative Practices by the **National Education Association (NEA)** and Schott Foundation, *social and emotional learning was recognized as a foundational restorative practice*, as it guides students and educators in developing the skills needed to successfully address, mediate, and resolve conflict.

According to the joint NEA report, foundational social-emotional learning skills include:

- recognizing and managing emotions
- developing caring and concern for others
- establishing positive relationships
- making responsible decisions
- handling challenging situations constructively and ethically

“These are the skills that allow children and adults to calm themselves when angry, make friends, resolve conflicts respectfully, and make ethical and safe choices.”⁽⁷⁾

All of which improves relationships

between students

between educators

Between students & educators

CULTURE

*“A restorative culture seeks to address the **missing piece** of teaching social-emotional and conflict-resolution skills by **turning behaviors into learning opportunities**. Accepting responsibility for behaviors and making right what has been wronged is the goal of the learning opportunity.”*⁽⁸⁾

So, **HOW** are schools effectively promoting restorative practices?

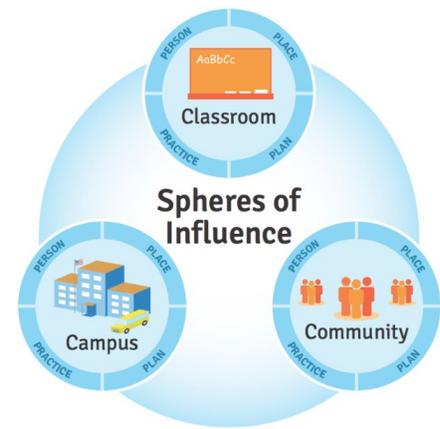
Implementing Restorative Practices

Understanding HOW to implement Restorative Practices in schools starts with WHERE

WHERE: Spheres of Influence

Schools can directly influence restorative practices in three spheres⁽⁷⁾:

- CLASSROOM
- SCHOOL CAMPUS
- COMMUNITY



Source: Scott Foundation/NEA

HOW: The Four P's

According to the NEA joint report...

Within the Spheres of Influence, educators promote and implement Restorative Practices through strategies and actions aligned with the "Four P's"

PERSON

The way each individual (teacher, principal, counselor, etc) interacts with others in the school community & how that interaction has an impact on relationships

PLACE

The environmental conditions and factors that affect how individuals interact with one another

PRACTICE

Opportunities for educators to prevent conflict, resolve challenges, & create chances for relationship growth

PLAN

A school community's plan for making restorative practices a regular part of school culture.

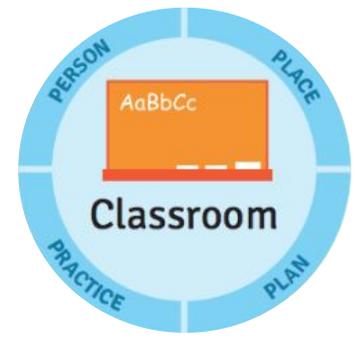
Leader in Me Paradigms and Practices Supports Schools with the Mindsets, Skills, and Tools that are Foundational to Restorative Practices.

Leader in Me (LiM) is a whole-school improvement process that provides comprehensive training and support needed to implement and sustain Restorative Practices. The paradigms and practices developed through Leader in Me help schools implement the Four P's across their Spheres of Influence.

How Leader in Me practices align with and promote the NEA's Four P's....

LiM & Restorative Practices in the Classroom

“The classroom is where most students spend the bulk of the school day in formal learning environments, interacting with peers and educators. Educators have an opportunity to model restorative strategies for students while in the classroom.”⁽⁷⁾



PERSON

LiM teachers model and directly teach **interpersonal skills** and intentionally work to **build trusting relationships** with their students and help students learn to develop trusting relationships with one another.

Students **learn and apply** the habits of interpersonal effectiveness through practices like:

- collaborative learning,
- project management,
- leadership roles, and
- peer accountability partnerships.

PRACTICE

LiM educators know a student's behavior at school is largely a function of how well their needs are met (both within the school and at home). **Unmet needs** can often manifest in the classroom as a **lack of focus and acting out**. Instead of punishing and isolating a student that acts out, LiM educators work within a **growth mindset** to help the child see their potential.

For example:

The teacher finds opportunities to **build a student's emotional engagement** (i.e., making regular Emotional Bank Account deposits) so the relationship between student and teacher is one of **high trust and respect**.

PLACE

The trust developed in LiM Classrooms are an essential part of implementing restorative practices schoolwide. Teacher and students work toward shared expectations of behavior and sustain a positive learning environment by practicing and modeling prosocial behaviors.

For example:

In the first weeks of a new semester, students and their teachers work together to write a vision statement for their class. Together they decide what principles will guide their learning and the share expectations of every member of the class.

PLAN

LiM Classrooms utilize leadership practices to build a **feeling of community**, establish a **common vision**, and build **trust** through regular events like class meetings and shared academic goals

For example:

Students' set personal academic goals that **align** and feed into a classroom **goal**, creating a sense of **teamwork** as they collaborate rather than compete, and sharing a common focus on learning and achievement.

LiM Research Connection:

*“LiM helps to **build a positive school climate** ... it creates conditions in which teachers relate and **communicate more effectively** to students, work more **collaboratively** with one another in planning and coordinating lessons, and **spend less instructional time dealing with behavior issues.**”*

- Corcoran, Reily, & Ross (2014) John Hopkins University - p. 39 (8)

LiM & Restorative Practices on the School Campus

“Restorative practices can be used throughout the school campus by all staff to create & maintain a safe physical space, a supportive school climate, an academically and developmentally appropriate environment, and healthy relationships between students, peers, & staff.”⁽⁷⁾



PERSON

Foundational to the LiM is the belief that each of us have special gifts and talents. LiM educators see students and other staff through this lens, which has a positive impact on relationships and overall school culture.

For example:

Implementation of LiM-related practices are led by Staff, Student and/or Parent Lighthouse Teams. Their involvement provides a **stronger sense of ownership** and **collaboration**.

PLACE

In LiM schools, the **integration and application** of social-emotional learning **goes beyond behavior to what is seen, felt, and heard**.

LiM Schools utilize leadership practices to build engagement, establish a common vision, and **instill worth and potential to the whole school community**.

For example:

Leadership roles gives student an opportunity to learn collaboration, problem-solving & communication while also **building** their sense of **self-efficacy** and **school belonging**.

PRACTICE

Leader in Me schools use key leadership practices to build a feeling of community, establish a common vision, and build trust and unity through regular routines and activities. In addition, Leader in Me practices and systems are designed to give students voice and choice, empowering students to run key areas of the school and activities.

For example:

Students lead schoolwide discussions to problem-solve or make decisions, plan projects, organize events/activities, set goals, and establish codes of conduct or expectations throughout the school.

PLAN

LiM teachers follow a grade-level or team **year-long plan** that specifically outlines when all students will be directly taught the 7 Habits and leadership principles through LiM curriculum or teacher-developed equivalent lessons.

In addition:

LiM K-6 **Leadership Guides** contain lessons covering 38 key concepts which are organized into four sections: Creating a Leadership Classroom; Leading Self (Habits 1-3); Leading Others (Habits 4-6); and More Ways to Lead (Habit 7 and beyond).

LiM Research Connection:

After implementing Leader in Me, teachers and students reported that the "**classroom became a safe environment where all students felt comfortable pursuing goals**" - Baldwin, et al. (2012) The College of Saint Rose - p. 8 ⁽⁹⁾

In a large regional study of 4th grade students, those in *Leader in Me* Schools felt safer overall and that safety increased with the level of implementation of the process. - Dethlefs, et al. (2017) University of Northern Iowa ⁽¹⁰⁾

LiM & Restorative Practices in the Community

"In many places, schools cater to the distinct needs of students and families. As part of that role, schools often are a bridge for caretakers and families to service providers, higher education institutions, faith-based partners, business, health, and academic partners." (7)



PERSON

The habits of interpersonal effectiveness taught in LiM Schools help open the minds of students and adults to develop awareness, respect, and openness to others, especially those who may be different, and in times of conflict. In this way, LiM Schools move past tolerance to true appreciation of differences.

For example:

Many LiM Schools celebrate their students' diverse cultures and countries of origin by prominently displaying global flags and organizing diverse cultural events.

PRACTICE

LiM Schools invite families and the community to student-led events where students apply their social and emotional learning and model positive leadership behaviors.

For example:

During Leadership Days, students demonstrate social etiquette, public speaking, project management, goal achievement, collaborative group performances, and other leadership skills selected by the students.

PLACE

In LiM schools, being a leader means learning how to **impact the world** around you for the better. Schoolwide events are transformed into opportunities to develop leadership skills. These events are planned and run by students and are designed for peers, families, and the community.

Also:

Teachers use **student leadership notebooks** and **empowering reflection** processes within the classroom to help students learn from the experiences.

PLAN

Community events are designed to build relationships between students and members of the broader community. These events are often service oriented which allow students to connect their behaviors to positive impacts.

Also:

Parents, business leaders, civic leaders, and local talent are seen as capable of providing tremendous resources and schools are encouraged to draw upon them.

LiM Research Connection:

"[LiM] creating a whole school language within the school and community was pertinent to recognizing the strengths of the community and school" and "fosters respect for all individuals and unifies all individuals."

- N. Bryant, (2016) Capella University (11)

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