The Power of Restorative Practices PLUS a Social Emotional Skill-Building Program

ONE SCHOOL DISTRICT’S STORY
Presenters

Bridgid Normand
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Committee for Children

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Restorative Justice Adviser
Los Angeles Unified School District
Los Angeles Unified School District (LAUSD)

- Second largest school district in the nation (boundaries spread over 720 square miles)
- 640,000 students, K-12; over 900 schools
- 74% Latino, 8.4% African American, 9.8% White, 6% Asian, 0.4% Pacific Islander, 0.2% American Indian/Alaskan Native
- 93 languages other than English are spoken

Goal: All Youth Achieving

- LAUSD continues to show double digit growth on the state API
- Upward trend in graduation rates
- Progress in the pass rate of the California High School Exit Exam
Committee for Children

**Mission:** To foster the safety and well-being of children through social-emotional learning and development.
# Presentation Overview

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time</th>
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<tbody>
<tr>
<td>Introduction to Social Emotional Learning</td>
<td>5 minutes</td>
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<tr>
<td>LAUSD, The <em>Second Step</em> Model School Program</td>
<td>10 minutes</td>
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<tr>
<td>Overview of the <em>Second Step</em> Program</td>
<td>15 minutes</td>
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<tr>
<td>Restorative Justice in LAUSD</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Restorative Practices and the <em>Second Step</em> Program</td>
<td>5 minutes</td>
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Skills for Restorative Practices

What skills are needed to effectively participate in Restorative Practices?
Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Collaborative for Academic, Social, and Emotional Learning

www.casel.org
Results of Social Emotional Learning

- Score an average of 11 percentile points higher on achievement tests (when teachers teach their own students)
- Fewer suspensions, less disruptive behavior
- Classroom behavior more constructive
- More social skills
- Less emotional distress
Kennedy Elementary Student Behavior Results

Second Step implementation-2000
Second Step Model School Program

- Principal commitment
- Out-of-classroom program manager
- Regular co-teaching support
- Data collection
Results After Second Year of Schoolwide Implementation

(12 schools with baseline)

- 46% average decrease in referrals
- 49% average decrease in suspensions
- 43% average decrease in physical aggression
- 55% average decrease in verbal aggression
- 64% average decrease in disruptive behavior
Results After Third Year of Schoolwide Implementation

(2 schools with baseline)

- 71% average decrease in referrals
- 77% average decrease in suspensions
- 63% average decrease in physical aggression
- 70% average decrease in verbal aggression
- 45% average decrease in disruptive behavior
Academic Gains

API growth of 30 points or more
- 21/37 model schools gained 30 points or higher

24% is the district average for number of elementary schools with this increase

57.5% of model elementary schools showed this increase (more than double the district average)
Second Step Program

- *Second Step* Early Learning Program (4 year olds)
- *Second Step* Suite for elementary schools (K – Grade 5)
- *Second Step* Middle School Program (Grades 6 – 8)
Second Step Suite
Kindergarten - Grade 5

Core SEL program
Bullying Prevention Unit
Child Protection Unit
Materials Come in Two Parts

In the curriculum kit or binder

- Lesson materials
- Puppets (Early Learning – Grade 1)
- Visual Aids
- DVDs and CDs
- Family Materials

Online at SecondStep.org

- Staff training
- Teaching information, resources and downloads of printed materials
- Schoolwide implementation information and resources
- Family information and resources
Second Step SEL Program

It is a universal research-based, classroom program designed to:

- Decrease problem behaviors
- Increase students' school success
- Promote social-emotional competence and self-regulation

Early Learning to Grade 8
Skills for Learning

**Early Learning to Grade 5**

- Listening
- Focusing attention
- Being assertive (asking for help)
- Using self-talk to stay on task

Executive function skills developed through Brain Builder Games (EL – Grade 3)
Empathy

All grades

- Identifying one's own and others' feelings
- Taking others' perspectives
- Showing care and concern for others
Communication

Grade 4 – Grade 8

- Working with a partner
- Working in a group
- Initiating conversations
- Giving compliments
- Disagreeing respectfully
- Handling a grievance
Emotion Management

All grades

- Understanding strong feelings
- Identifying and managing strong feelings
- Calming down strong feelings

**How to Calm Down**

- **Stop—use your signal**
- **Name your feeling**
- **Calm down:** breathe, count, positive self-talk

**Staying in Control**

- **Notice.**
  Recognize your physical and mental signs.
- **Pause.**
  Use your signal.
- **Think twice.**
  Use your brain.
- **Calm down if necessary.**
  Use your calming-down strategies.
- **Reflect.**
  How did you do?
Problem Solving

All grades

- Calming down before solving problems
- Using non-blaming language
- Choosing safe, respectful solutions
- Making plans
- Decision-making
- Goal setting

**Problem-Solving Steps**

1. **Say the problem** without blame
2. **Think of solutions** safe and respectful
3. **Explore consequences** of each possible solution
4. **Pick the best solution** and make your plan

**Action Steps**

- **Analyze** the situation.
- **Brainstorm** options.
- **Consider** each option.
- **Decide** on and **Do** the best option.
- **Evaluate** if it works.

If necessary: **Figure** out another way.
Friendship

**Early Learning to Grade 1**
- Fair Ways to Play

**All elementary grades**
- Joining in with play
- Inviting others to play

**Grade 3 to Grade 8**
- Making amends
- Taking responsibility
- Giving and getting support
Four Core Components

- Engage Families
- Practice Daily
- Re却nforce Skills
- Teach all Lessons
Lessons

- Easy-to use
- Fully scripted
- Story-based
  - Photos
  - Videos
- Skill practice
- Visual aids
- Multi-media
Grade 4 Lesson 9 Showing Compassion
Daily Practice and Reinforcement

All grades

- Daily practice suggestions
- Academic integration activities
- Using Skills Every Day Process
  - Anticipate
  - Reinforce (model, remind, coach)
  - Reflect
Home Activities

All Grades

- Interactive and engaging
- Introduce skills to adults
- Allow families to practice skills
Restorative Justice in LAUSD

Goal: By 2020, all schools in LAUSD will be implementing Restorative Justice

May, 2013 Board of Education adopted policy that included specific requirements for implementation of Restorative Justice (RJ) practices as an alternative to traditional school discipline and part of the Discipline Foundation Policy, SWPBIS

2014-15 125 schools identified for RJ training plus 25 schools identified as demonstration school sites with fulltime RJ teacher adviser

2105-16 130 schools identified for RJ training plus 20 schools identified as demonstration school sites with fulltime RJ teacher adviser

Training on Community Building Circles 1st year, Harm/Reentry 2nd year

BIG Focus on Community Building Circles
Restorative Justice Whole-School Approach

Tier III - Re-entry
- Individualized 5%

Tier II - Repair Relationships
- Identify the harm
- Identify the needs
- Develop a plan to address needs and repair harm

Tier I - Build & Strengthen Relationships
- Community Building Circles
- Develop Healthy Relationships
- Develop Social-Emotional Understanding
- Promote and Strengthen Sense of Belonging and Ownership

Re-entry circles

Some Students 10%

All Students - All Students 85%
LAUSD Video on Restorative Practices
Restorative Practices and the Second Step Suite

<table>
<thead>
<tr>
<th>Relationship-Building Skills</th>
<th>Respect (All grades)</th>
<th>Safety (All grades)</th>
<th>Skills for Learning (Unit in EL-Grade 9, Integrated in Grades 6–8)</th>
<th>Empathy and Compassion (All grades)</th>
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<tbody>
<tr>
<td>Create Trust</td>
<td>✓</td>
<td>✓</td>
<td></td>
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<tr>
<td>Demonstrate empathy</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Be respectful</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Use active listening</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Use affective statements</td>
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<tr>
<td>Show care and concern</td>
<td>✓</td>
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### Grade 4 Lesson 9: Showing Compassion

<table>
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<tr>
<th>Lesson Title</th>
<th>Icebreaker or opener for circle</th>
<th>Content as Prompts for circle</th>
<th>Alignment with relationship-building actions and/or restorative justice principles</th>
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<tr>
<td>Showing compassion</td>
<td>Day 2, 3, or 4 Daily Practice</td>
<td>• Tell about a time someone showed you compassion. What did the person do? How did you feel?</td>
<td>• Demonstrate empathy</td>
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<td></td>
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<td>• How would it feel in our class if everyone treated each other with compassion?</td>
<td>• Make affective statements</td>
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<td></td>
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<td>• Show care and concern</td>
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Grade 6 Lesson 3: Considering Perspectives

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<th>Content as Prompts for circle</th>
<th>Alignment with relationship-building actions and/or restorative justice principles</th>
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<tr>
<td>Considering Perspectives</td>
<td>Tell about a time you help prevent or resolve the conflict by considering somebody else’s perspective. How do you think considering his or her perspective made the other person feel? How did you feel?</td>
<td>• Demonstrate empathy&lt;br&gt;• Show care and concern&lt;br&gt;• Use affective statements&lt;br&gt;• Restore relationships</td>
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Questions
Thanks for listening!
# Contact information

<table>
<thead>
<tr>
<th>Bridgid Normand</th>
<th>Karen Sorenson</th>
</tr>
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<tr>
<td><a href="mailto:bnormand@cfchildren.org">bnormand@cfchildren.org</a></td>
<td><a href="mailto:karen.sorensen@lausd.net">karen.sorensen@lausd.net</a></td>
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