

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

ONE SCHOOL DISTRICT'S STORY



Presenters

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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

Topic	Time
Introduction to Social Emotional Learning	5 minutes
LAUSD, The <i>Second Step</i> Model School Program	10 minutes
Overview of the <i>Second Step</i> Program	15 minutes
Restorative Justice in LAUSD	10 minutes
Restorative Practices and the <i>Second Step</i> Program	5 minutes



Skills for Restorative Practices

What skills are needed to effectively participate in Restorative Practices?



Social Emotional Learning

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

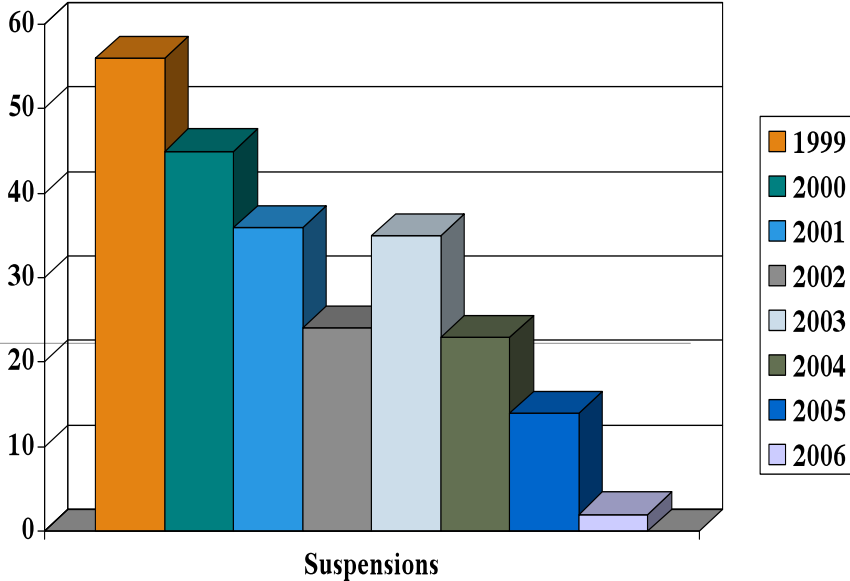
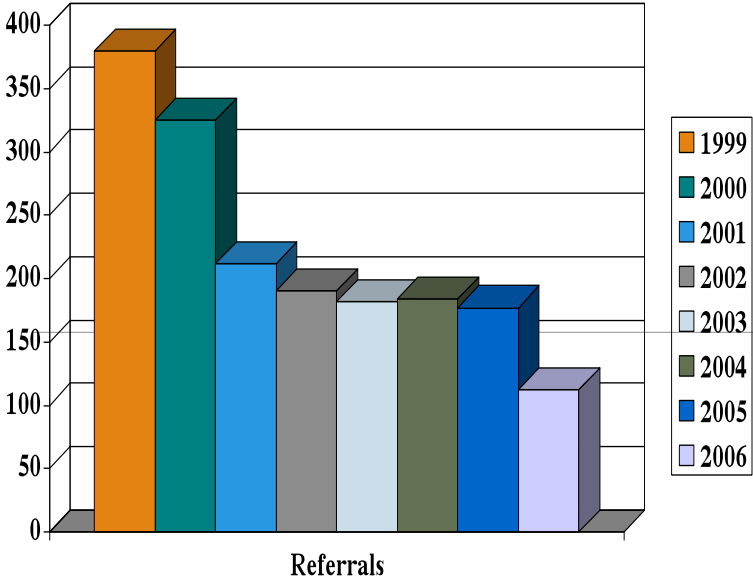
Collaborative for Academic, Social, and Emotional Learning
www.casel.org



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

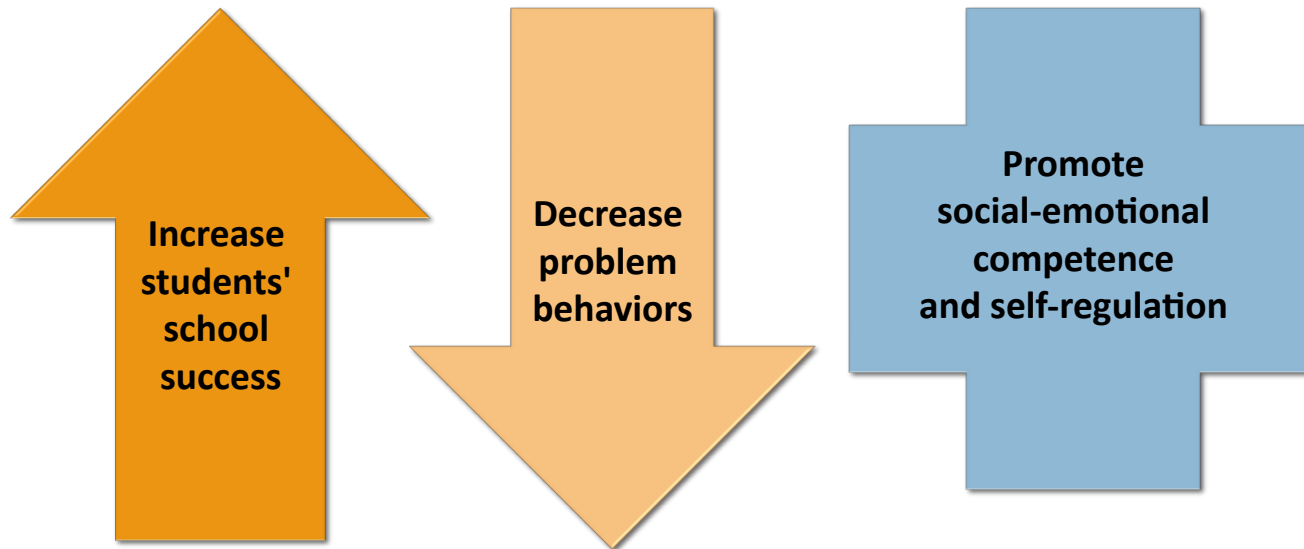
- Staff training
 - Teaching information, resources and downloads of printed materials
 - Schoolwide implementation information and resources
 - Family information and resources
- 

Second Step SEL

Early Learning to Grade 8

Program

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



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

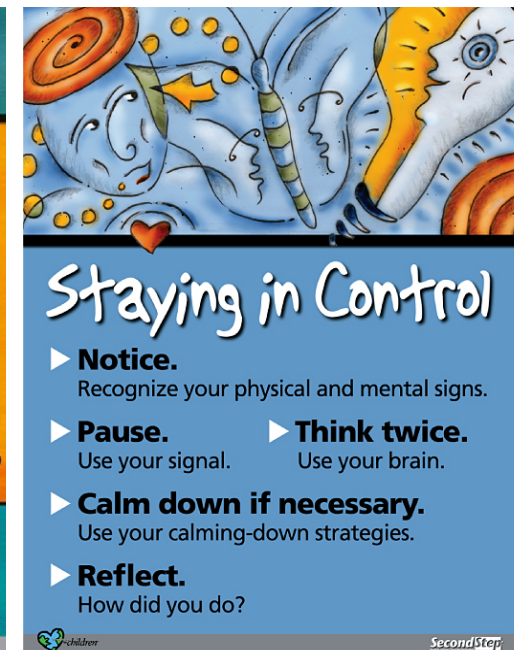
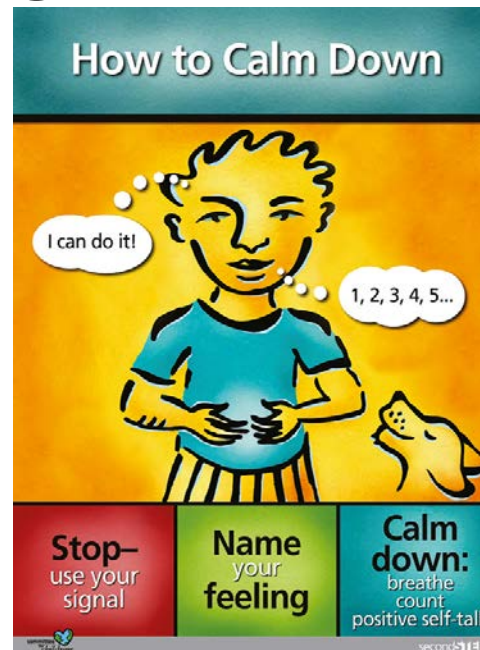
- Working with a partner
- Working in a group
- Initiating conversations
- Giving compliments
- Disagreeing respectfully
- Handling a grievance



Emotion Management

All grades

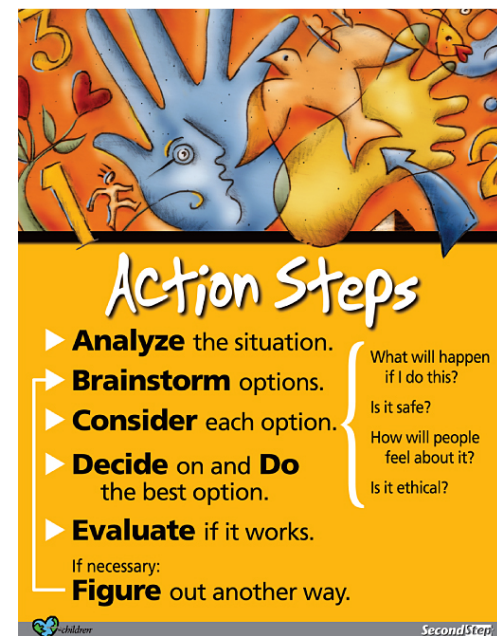
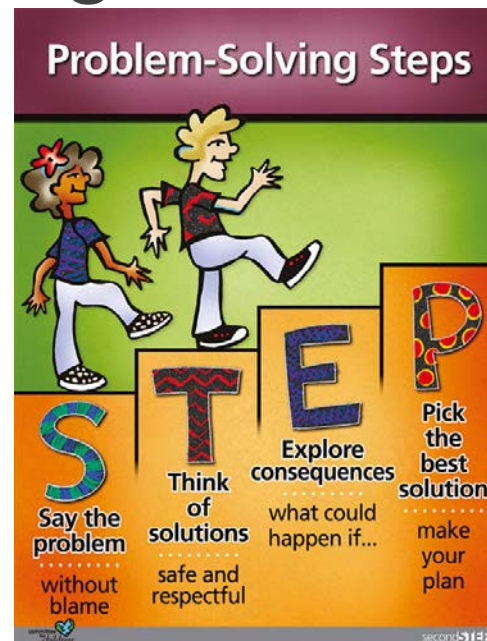
- Understanding strong feelings
- Identifying and managing strong feelings
- Calming down strong feelings



Problem Solving

All grades

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



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



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

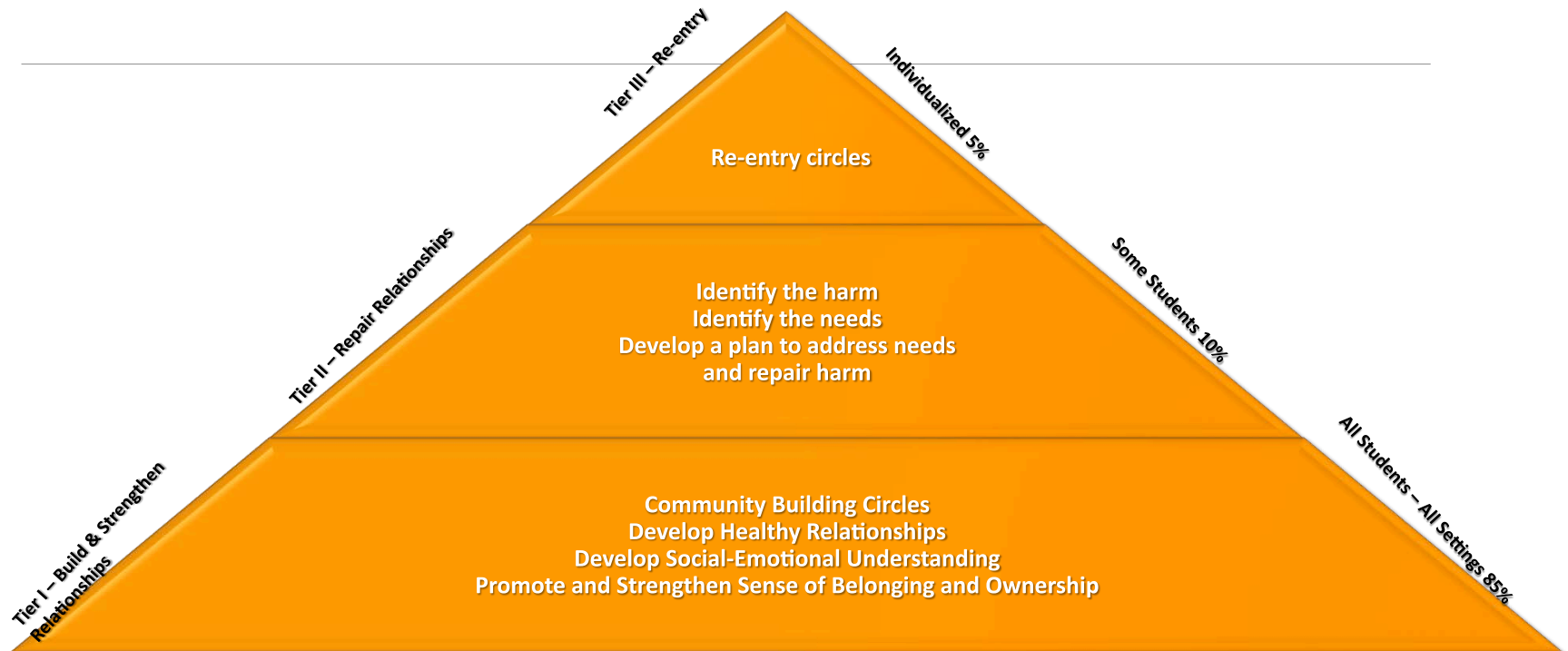
2105-16 130 schools identified for RJ training plus 20 schools identified as demonstration school sites with fulltime RJ teacher adviser

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

BIG Focus on Community Building Circles



Restorative Justice Whole-School Approach



LAUSD Video on Restorative Practices



Grade 4 Lesson 9: Showing Compassion

Lesson Title	Icebreaker or opener for circle	Content as Prompts for circle	Alignment with relationship-building actions and/or restorative justice principles
Showing compassion	Day 2, 3, or 4 Daily Practice	<ul style="list-style-type: none">• Tell about a time someone showed you compassion. What did the person do? How did you feel?• How would it feel in our class if everyone treated each other with compassion?	<ul style="list-style-type: none">• Demonstrate empathy• Make affective statements• Show care and concern

Grade 6 Lesson 3: Considering Perspectives

Lesson Title	Content as Prompts for circle	Alignment with relationship-building actions and/or restorative justice principles
Considering Perspectives	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?	<ul style="list-style-type: none">• Demonstrate empathy• Show care and concern• Use affective statements• Restore relationships

Questions



Thanks for listening!



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