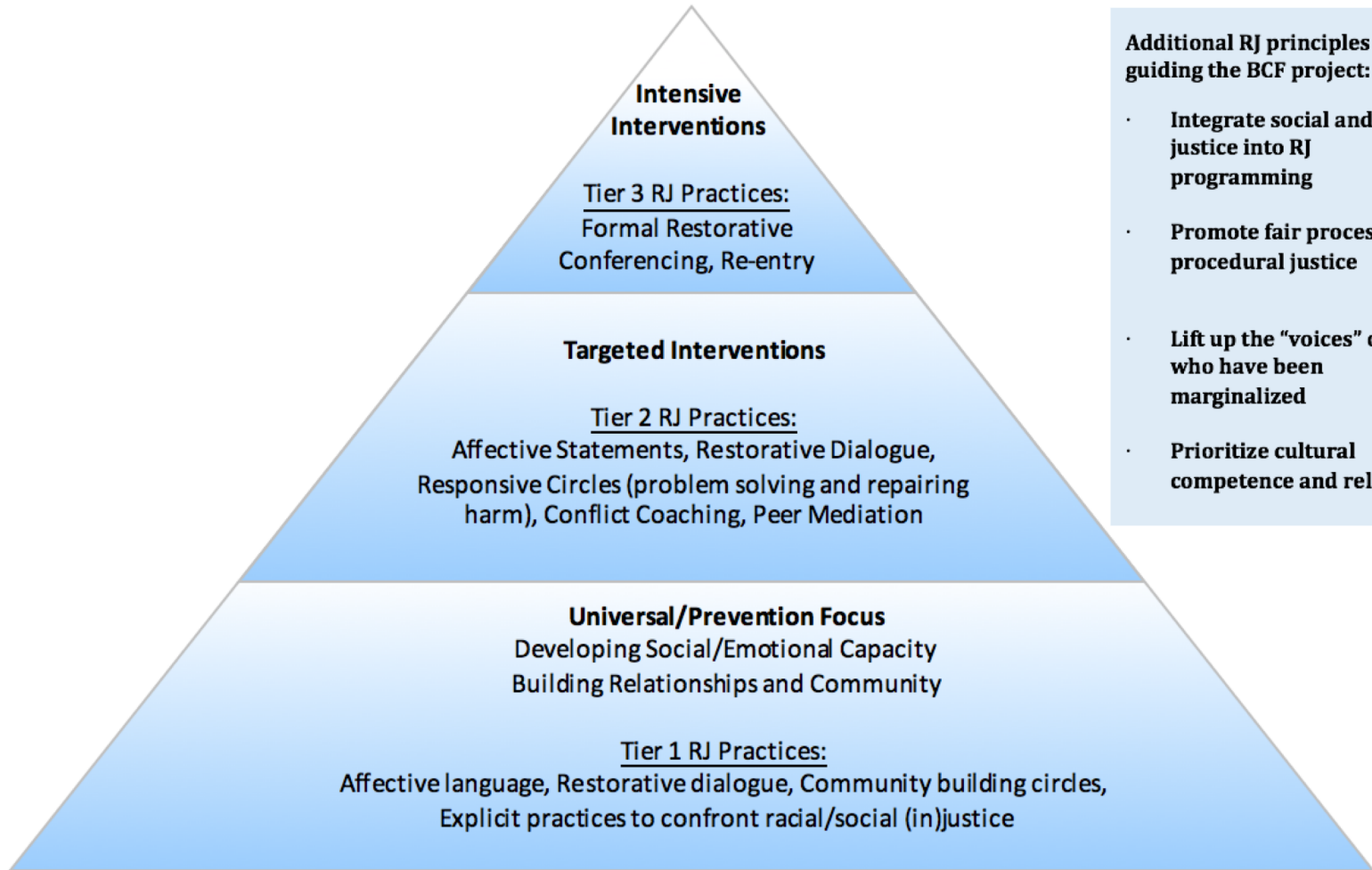
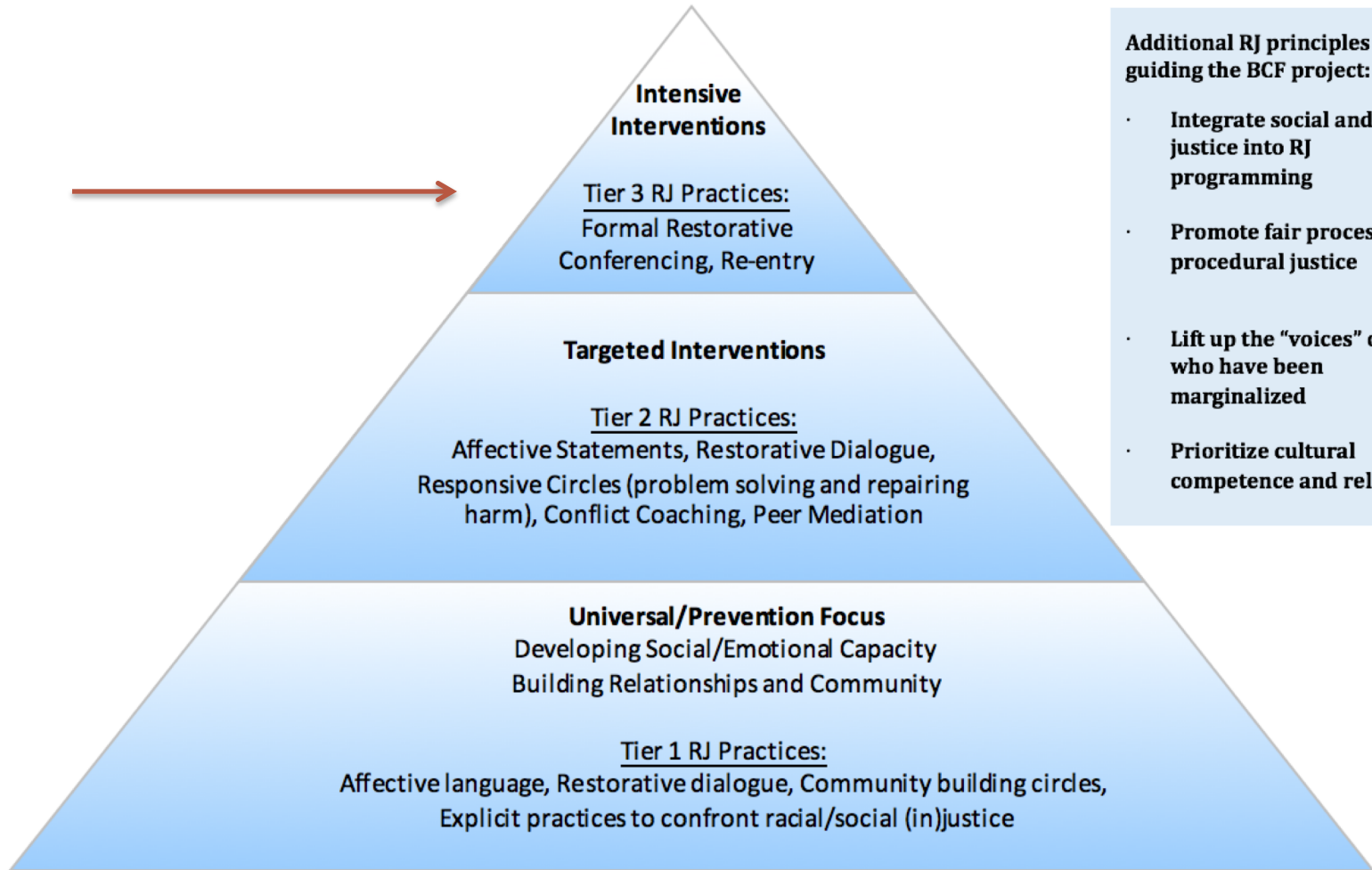
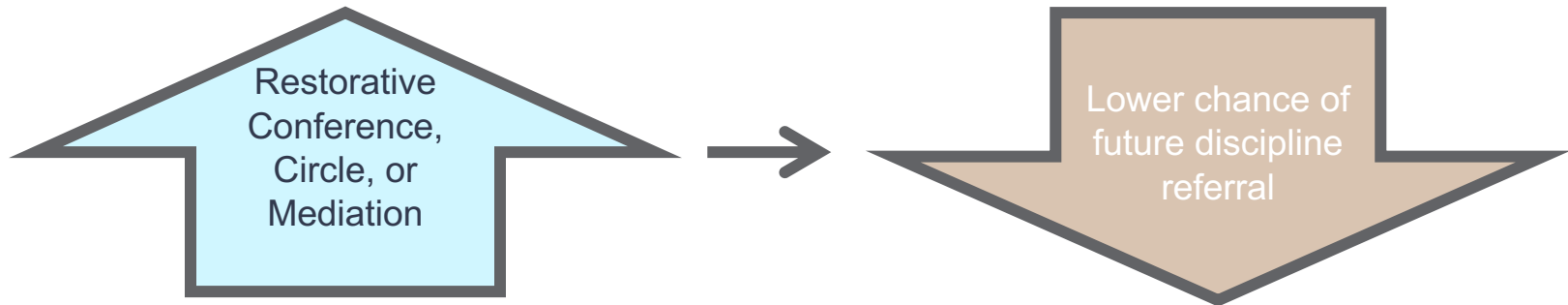


# Social Emotional Learning through Restorative Practices: Insights from four diverse, urban middle and high schools

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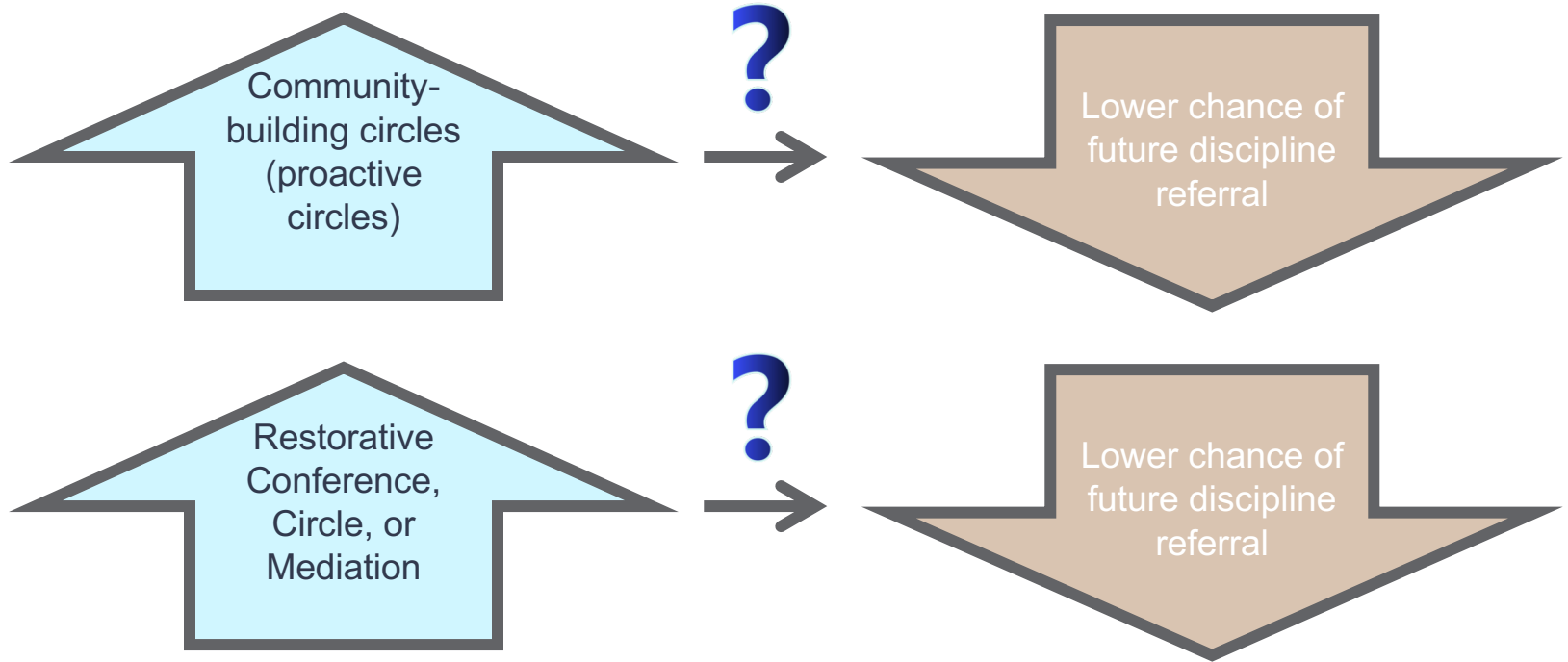






• Rigorous statistical analyses accounted for: race, gender, income, ELL status, disability status, severity and frequency of referral.

• From: Anyon, Y., Gregory, A. Farrar, J., Jenson, J. M., McQueen, J., Downing, B., Greer, E. & Simmons, J. (2017). Implementing restorative interventions and reducing future discipline sanctions in a large urban school district. *American Educational Review Journal*.



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# Social and Emotional Learning (SEL)

- **Self-awareness:** Ability to *accurately* recognize one's own emotions/thoughts and how their emotions/thoughts influence their behavior.
- **Social awareness:** Ability for *perspective taking* and *empathy* with others of diverse cultures and backgrounds in one's own family, school, and community.
- **Self-management:** Ability to *regulate* one's own emotions, thoughts, and behaviors *effectively* in different situations.
- **Relationship skills:** Ability to *establish* and *maintain* healthy and rewarding relationships with diverse individuals and groups.
- **Responsible decision-making:** Ability to make *constructive* and *respectful* choices about personal behavior and social interactions.

The core five social emotional learning competencies as identified by the **Collaborative for Academic, Social, and Emotional Learning** (CASEL, 2013). See: <http://www.casel.org>

# Frequent claims that restorative practices will strengthen Social and Emotional Learning (SEL)

Restore360 helps schools honor and elevate the humanity and dignity of each child through restorative practices. The program has been introduced in hundreds of New York City public schools. Restore360 helps all members of the school community:

- Strengthen their sense of connection with each other, creating a more positive school climate
  
- Bolster their social and emotional skills and their cultural fluency

(<http://www.morningsidecenter.org/node/760/>)

# What do we know about RP and SEL?

- From a research perspective, not that much!
- Several survey studies examined the experiences restorative conferences participants.
- Findings suggest that students perceive positive social-emotional gains (Corrigan, 2012; McMorris, Beckman, Shea, Baumgartner, & Eggert, 2013). For example:

In Minneapolis Public Schools, evaluators surveyed conference participants ( $N = 83$ ), a majority of whom were African American or Multiracial, from low-income backgrounds and up for expulsion due to assault or weapons related incidents.

Most students reported that the conference taught them about the impact of their behavior on people around them (75%) and how to solve problems non-violently (61%; McMorris et al., 2013).

- Our study addresses a gap in knowledge: We know little about classroom-based RP and development of student SEL.



# Current Study Design

## Participants

- 4 middle & high schools
- Northeastern U.S. city
- Mostly low-income students ( $M = 85\%$ )
- High response rate ( $M = 72\%$ )
- 1154 student responses
- Black (43%), Latinx (18%), White (15%), Asian (9%) and Multiracial students (7%)

# Research Questions, Part 1

How do students describe the positive aspects of RJ circle and conference participation?

To what extent do students perceive circles and conferences offer opportunities for social and emotional learning (SEL)?

On our survey, students wrote in a response to the following question:  
“If you participated in a conference or circle, what did you like about the process?”

# Student Voice

Of the 1154 student respondents, **527** (46%) wrote in a response to the open-ended question:

“If you participated in a conference or circle, what did you like about the process?”

Of those 527 students, **438** students (**83%**) indicated specific “likes” about circles/conferences.

Circles/conferences enable us to share and learn about one another

42.7%

Circles/conferences enable us to personally  
express feelings and thoughts

37%

Circles/conferences enable us to be heard,  
listen and demonstrate respect

15.3%

Circles/conferences enable us to problem-  
solve

4.3%

# Student Experience of Community-Building Circles & Conferences

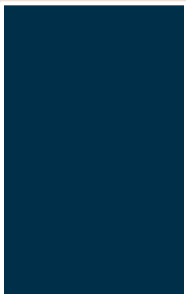
42.7%



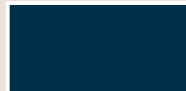
37%



15.3%



4.3%



Share and learn about one another

Perosnally express feelings and thoughts

Be heard, listen and demonstrate respect

Problem-Solve



## Research Questions, Part 2

Is exposure to restorative practices associated with higher self-reported social-emotional competencies?

# Current Study Design

## Procedure

- 20-minute student survey
- Number of Circles/Conferences attended
- Exposure to RP, Example items:

- Affective Statements: “My teacher asks students to express their feelings, ideas, and experiences”
- Restorative Questions: “When someone misbehaves: my teacher asks students questions about their side of the story; my teacher has that person to talk to who they hurt and asks them to make things right; and my teacher has those who were hurt have a say in what needs to happen to make things right”
- Proactive Circles: “My teacher uses circles as a time for students to share feelings, ideas, and experiences”
- Fair Process: “My teacher takes the thoughts and ideas of students into account when making decisions; the administration (principal, vice principal) listens to my side of the story”

Items based on the 11 Essential Elements and Self-Assessment Survey from the International Institute of Restorative Practices (IIRP), SaferSanerSchools Program.

# Current Study Design

## Procedure

- California Healthy Kids Survey–Social Emotional Health Module- Short
  - Empathy: “I feel bad when someone gets their feelings hurt; I try to understand what other people go through; I try to understand how other people feel and think”
  - Self-Efficacy: “I can work out my problems; I can do most things if I try; There are many things that I do well”
  - Emotional Regulation: “I accept responsibility for my actions; When I make a mistake I admit it; I can deal with being told no”
  - Behavioral Self-Control: “I can wait for what I want; I don’t bother others when they are busy; I think before I act”
  - Self-Awareness: “There is a purpose to my life; I understand my moods and feelings; I understand why I do what I do”
  - Persistence: “When I do not understand something, I ask the teacher again and again until I understand; I try to answer all the questions asked in class; When I try to solve a math problem, I will not stop until I find a final solution”

# Correlations

Students who reported their teachers **more frequently** used RP, also reported **higher**:

- Empathy ( $r = .37, p > .01$ )\*
- Self-Efficacy ( $r = .32, p > .01$ )\*
- Emotional Regulation ( $r = .37, p > .01$ )\*
- Behavioral Self Control ( $r = .36, p > .01$ )\*
- Self-Awareness ( $r = .29, p > .01$ )\*

Alphas of subscales range from .71-.86

( $N = 787-1109$ )

\* these associations held when accounting for race, gender identity, sexual identity.

# Correlations

Students who reported participating in more community building circles, also reported **higher**:

- Empathy ( $r = .09, p > .05$ )\*
- Emotional Regulation ( $r = .09, p > .01$ )\*
- Behavioral Self Control ( $r = .09, p > .01$ )\*
- Self-Awareness ( $r = .07, p > .05$ )\*

Alphas of subscales range from .71-.86

( $N = 787-1109$ )

Range of circles: 0-50

\* these associations held when accounting for race, gender identity, sexual identity.

# Why might RP and SEL scales be significantly related?

- RP use, # of circles: and
  - Empathy
  - Self-Efficacy
  - Emotional Regulation
  - Behavioral Self Control
  - Self-Awareness

RP Use  
# of Circles



Empathy

RP Use  
# of Circles



?

Empathy



RP Use  
# of Circles



Self-  
Awareness

RP Use  
# of Circles



Emotional  
Regulation

RP Use  
# of Circles



Behavioral  
Self Control

# Limitations

- All based on student self-report
  - Rater bias
  
- Literacy Effects and sample selection bias

# Next steps and future directions

- Next year, we will implement a USDOE-funded randomized control trial in 19 Brooklyn schools.
- We will examine increases in adult SEL as well as student SEL
- Need for research examine whether RP helps develop trusting, culturally responsive relationships with students of diverse racial and ethnic backgrounds.

# It takes a village to conduct a comprehensive evaluation!

- A big thanks is due to my Rutgers team!
- Aria Hurley, Crystal Molyneaux, Neela Karikehalli, Russi Soffer, Philip Oliveira, Easton Gaines, Amanda Santiago