

Restorative Practices in Schools: How Rethink Ed SEL Fosters a Positive, Healthy School Climate

Research has shown that punitive disciplinary approaches that exclude students from their schools through out-of-school suspensions, expulsions, and referrals are counterproductive to creating a climate of safety, accountability, and fairness. On the other hand, research shows that restorative practices can transform student behavior and build healthier and safer school climates. In addition, restorative strategies have also been shown to improve relationships not only between students, educators and students, but also between educators themselves. **Rethink Ed SEL and restorative practices share and promote the common goals of preventing problem behaviors, promoting positive discipline in schools and fostering healthy school climates through development of social and emotional learning (SEL) skills and constructive conflict resolution for all students and adult learners, including educators and support staff.**

WHAT ARE RESTORATIVE PRACTICES

Restorative practices are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and problem behaviors such as bullying and violence. According to the International Institute of Restorative Practices (IIRP), restorative practices promotes inclusiveness, relationship-building and problem-solving through restorative methods such as circles for teaching and conflict resolution to conferences that bring victims, offenders and their supporters together to address wrongdoing. For example, instead of punishment, a student who caused harm is encouraged to take responsibility for his or her behavior by addressing the individual(s) affected by the behavior. In order to understand how his or her behavior affected others and take actions to repair the relationship, the student must have SEL skills such as empathy, self-control, problem-solving and conflict resolution.

THE RETHINK ED SEL STUDENT CURRICULUM

The Rethink Ed SEL Student Curriculum is a comprehensive, research-based program for teaching social and emotional learning skills to all students **PK-12** in both **general education** and **special education** classrooms. The program addresses SEL skills in 5 main categories: **Awareness of Self and Others, Self-Management, Social Skills, Social Awareness and Self-Care**. The 30 subtopics support a safe and positive school climate through the focus on pro-social skill acquisition as **cultural competence, empathy, self-control, stress-management, problem solving, values** and **relationship building**. These skills allow students to calm themselves, improve communication, build friendships, resolve conflicts respectfully, and make safe and ethical choices. Lessons and activities also address factors that contribute to the occurrence of bullying by taking a **multi-pronged** approach of meeting the learning needs of the bully, the bystanders and the victim. In addition, lessons in Safe and Ethical Behavior specifically address strategies to combat bullying and bring awareness and knowledge of the issue of bullying. Every lesson also comes with strategies for **incorporating social and emotional learning into every academic area, throughout the school day and at home.**

THE RETHINK ED SEL TRAINING SERIES

Research has shown that in order to effectively improve student outcomes and create a safe, inclusive and positive school climate, everyone must be involved. This includes educators, support staff, safety officers, bus drivers and families. The RethinkEd SEL Training Series consists of 30 video-based training modules designed to support and improve the social and emotional well-being of all adult learners as well as the tools needed to support the students’ social and emotional development. The self-paced series covers the social and emotional skills essential for promoting a positive school climate and effective conflict resolution.

The topics covered in the Rethink Ed SEL Training Series mirror the topics addressed in student curriculum. This alignment, unique to RethinkEd SEL program, allows the teacher, school counselor or others implementing the student curriculum to be better prepared to teach the skills. The best teachers are always learners first, as they serve as role models for the social and emotional skills they want to see in their students.

Rethink ED SEL Topics and Subtopics				
Awareness of Self & Others	Self-Management	Social Skills	Social Awareness	Self-Care
Self-Knowledge	Self-Control	Fairness	Cultural Competence	Mindfulness
Emotions	Stress Management	Respect	Empathy	Self-Efficacy
Values	Focus	Friendship	Safe and Ethical Behavior	Optimism
Wants and Needs	Problem Solving	Relationships	Support Systems	Self-Compassion
Learning Skills	Goal Setting	Cooperation	Social Contributions	Self-Advocacy
Growth Mindset	Resilience	Conflict Resolution	Actions and Consequences	Healthy Boundaries

