



RESTORATIVE  
SCHOOLS VISION  
PROJECT

EST. 2006

Restorative Justice (RJ)  
Social Emotional Learning (SEL)  
Narrative Processes (NP)





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## Social and Emotional Learning Core Competencies

CASEL has identified five interrelated sets of cognitive, affective and behavioral competencies. The definitions of the five competency clusters for students are:

- **Self-awareness**
- **Self-management**
- **Social awareness**
- **Relationship skills**
- **Responsible decision making**





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## Social and Emotional Learning Core Competencies

### Self-Awareness:

- Identifying emotions
- Accurate self perception
- Recognizing strengths
- Sense of self-confidence
- Self-efficacy





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## Social and Emotional Learning Core Competencies

### Self-Management:

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal setting
- Organizational skills





## Social and Emotional Learning Core Competencies

### Social Awareness:

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others





## Social and Emotional Learning Core Competencies

### Relationship Skills:

- Communication
- Social engagement
- Building relationships
- Working cooperatively
- Resolving conflicts
- Helping/Seeking help





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## Social and Emotional Learning Core Competencies

### Responsible Decision Making:

- Problem Identification
- Situation analysis
- Problem-solving
- Evaluation
- Reflection
- Ethical responsibility





## Examples of School Psychologist Job Duties

- **Functional Assessments/Identify students who have been identified as potentially qualifying for special services**

## Social and Emotional Learning and Related Cultural Competencies

- Culturally competent cultural formulations in assessments





## Examples of School Psychologist Job Duties

- **Monitor the progress of identified special need students**

## Social and Emotional Learning and Related Cultural Competencies

- Use cultural formulations as part of monitoring



## Examples of School Psychologist Job Duties

- **Plan academic and socio-emotional interventions**

## Social and Emotional Learning and Related Cultural Competencies

- Reinforce SEL competencies as part of the interventions: self awareness, self management, social awareness, relationship skills, responsible decision-making.
- Consider use of Circle.



## Examples of School Psychologist Job Duties

- **Use data to help classrooms and schools function more effectively**

## Social and Emotional Learning and Related Cultural Competencies

→ Interpret data through lens of SEL competencies (ie., Consider seeing behavior through lens of trauma vs disruptive/defiant and recommend five SEL competency development versus retraumatizing by suspension or other punitive measures.)



## Examples of School Psychologist Job Duties

- **Consult with educators when a student is not on track behaviorally or academically**

## Social and Emotional Learning and Related Cultural Competencies

- Reinforce culturally competent formulations and SEL competencies as interventions
- Consider use of Circle.



## Social and Emotional Learning (SEL) Through a Cultural Competence Lens

Cultural formulation in diagnosing and treatment planning through the use of Cultural Formulation Interview (CFI)\*:  
\*Source *Diagnostic Statistical Manual (DSM) V*

- Cultural identity
  - Cultural definition of the problem
- Cultural conceptualization of distress
  - Cultural perception of cause and context
- Psychosocial stressors
  - Role of cultural identity



## **Social and Emotional Learning (SEL) Through a Cultural Competence Lens**

Cultural formulation in diagnosing and treatment planning through the use of Cultural Formulation Interview (CFI):

- Cultural features of vulnerability and resilience
  - Coping strategies
  - Cultural factors affecting self-coping and past help-seeking
- Cultural features of the relationship between individual and clinician.
  - Cultural factors affecting current help-seeking



## **Integrating School Psychologist Role with Culturally Competent SEL:**

- During assessment and treatment planning, model self awareness of own culture and student's culture
- When intervening, use knowledge of student's culture to enhance their five competencies: self awareness, self management, social awareness, relationship skills, responsible decision making.
- Reinforce knowledge gained via the CFI when consulting with educators, administrators, and parents regarding helping a student get back on track behaviorally or academically.



## Mindfulness and Restorative Justice

- Mindfulness is the practice of Non-judgmental Awareness. We sit in silence for a specified period of time. We may or may not have a particular focus or intention.
- Mindfulness is one of the tools that can be used to foster the development of SEL competencies.
- Mindfulness as a practice encourages the positive development of the inner self.
- Development of the inner self restores the individual to her or his essential goodness.
- Recognition of one's essential goodness facilitates the development of Restorative Justice's goals of
- developing a way of being that increases kindness, empathy and compassion.





Courtesy of **Toolbox Project**  
[www.dovetaillearning.org](http://www.dovetaillearning.org)

### **The 12 Tools for Learning\* Tools for Life**

1. Breathing Tool  
"I calm myself to check in".
2. Quiet/Safe Place Tool  
"I remember my quiet/safe place".
3. Listening Tool  
"I listen with my ears, eyes, and heart.
4. Empathy Tool  
"I care for others. I care for myself."
5. Personal space Tool  
"I have the right to my space and so do you."
6. Using our words tool.
7. Garbage can Tool  
"I let the little things go."
8. Taking Time Tool  
"I take time-in and time-away".
9. Please and Thank You Tool  
"I treat others with kindness and appreciation.
10. Apology and Forgiveness Tool  
"I admit my mistakes and work to forgive yours."
11. Patience Tool  
"I am strong enough to wait."
12. Courage Tool  
"I have the courage to do the right thing."



## TABLE EXERCISE:

### **Small Group Break Out SEL Questions to Explore**

- How might I incorporate SEL and cultural competence approaches to the planning of academic and socio-emotional interventions that I develop? What seeds can I plant to encourage students to recognize both their emotions and strengths?
- How do we as School Psychologists recognize our responses to challenging behaviors and regulate our emotions in stressful situations?
- How can we reinforce with students the importance of relationship to self and its primacy in who we are and how we act? How do we model the importance of our relationship to Self?