

Addressing the Needs of Spanish Speaking English Learners Through Restorative Practices

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Who are the Spanish speaking English Learners in today's classroom?

- English Learners are often characterized by low socioeconomic status and the inability to access academic English outside of the school (Fenner, 2014)
- Nationwide, the English Learner student population was 9.4% in 2014-15 with Spanish being the most common language (English Language Learners in Public Schools, 2017)
- In 2017, the California Department of Education reported that there were 1.27 million English Learner students in the state, or 20.4% of total student population. Of those 1.27 million, 82.19% spoke Spanish (<https://www.cde.ca.gov/ds/sd/cb/celfacts.asp>)

What challenges do Spanish speaking English Learners encounter in schools?

- Spanish speaking English Learners may be subjected to bullying due to language differences (McCloud, 2015)
- Not having a sense of connection to the school due to cultural differences (Jimerson, Patterson, Stein & Babcock, 2016)
- Some English Learners may also experience a lack of safety due to bullying and intimidation

How does Restorative Practices Address the Needs of Spanish speaking English Learners?

- Restorative Practices provides the opportunity for students to create social networks
- Through Restorative Practices, students can understand each other's culture and discover similarities
- Restorative Practices provides a systemic approach for students to express their feelings, thoughts, and create connections with their peers and teachers

What are the next steps?

1. Provide school staff with training to be aware of the social and emotional needs of English Learners.
2. School should implement systemic Tier 1 Restorative Practice circles in all classrooms.

Key Understanding: Restorative Practices can be a fundamental approach to support English Learners so that they have a greater sense of security and belonging to a school.

