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Maslow's Hierarchy of Needs
The Need for Social Emotional Learning

“There is broad agreement that today’s schools must offer more than academic instruction to prepare students for life and work.”

National Research Council, 2012

Research is increasingly recognizing that the purveyors of social emotional learning, our teachers and administrators, need to possess, at minimum, the social emotional skills we expect from our students.
Social Emotional Learning is broadly understood as a process through which people build awareness and skills in managing emotions, setting goals, establishing relationships and making responsible decisions, leading to success in school and in life.

Why Social-Emotional Learning Matters

29%: Students who feel like their school provides a supportive, encouraging environment.

83%: Students who made academic gains when participating in an SEL program with an academic component.

11%: Average gained on standardized tests by participating in an SEL program.

11%: Average increase in GPA for participants in one SEL program.

SEL programs improve behavior & attitudes toward school and prevent substance abuse.

Source: Collaborative for Academic, Social and Emotional Learning (www.casel.org)
"Could someone help me with these? I'm late for math class."

Author unknown.
Adverse Childhood Experiences (ACEs)

The ACE Study findings suggest that certain experiences are major risk factors for the leading causes of illness and death as well as poorer quality of life in the United States.

- 17,421 adult members of a large HMO,
- 44 percent of respondents reported suffering sexual, physical, or psychological abuse as children, and
- 12.5 percent reported domestic violence in the home.

(Fellitti et al., 1998)
Adverse Childhood Experiences

Grouped by:

Child maltreatment/neglect and Dysfunctional family environment
1. Child physical abuse
2. Child sexual abuse
3. Child emotional abuse
4. Emotional Neglect
5. Physical Neglect
6. Mentally ill, depressed or suicidal person in the home
7. Drug addicted or alcoholic family member
8. Witnessing domestic violence against the mother
9. Loss of a parent to death or abandonment, including divorce
10. Incarceration of any family member
ADVERSE CHILDHOOD EXPERIENCES

CONSEQUENCES OF BIOLOGICAL OUTCOMES

SOCIAL
• Aggression & violent outbursts
• Poor self-control of emotion
• Can’t modify behavior in response to social cues
• Social isolation—can’t navigate friendship

MENTAL HEALTH
• Poor social/emotional development
• Alcohol, tobacco & other drug abuse—vulnerable to early initiation
• Adolescent & adult mental health disorders—especially depression, suicide, dissociative disorder, borderline personality disorder, PTSD
What do ACEs have to do with learning?
Students with 3 or more ACEs...

- Are 2 ½ times more likely to fail a grade
- Score lower on standardized tests
- Have language difficulties
- Are suspended or expelled more
- Are designated to special education more frequently
- Have poorer health
ACEs in WASHINGTON SCHOOLS – SOPHOMORES AND SENIORS (2010)

Washington School Classroom (30 Students)
Adverse Childhood Experiences (ACEs)

6 students with no ACE
5 students with 1 ACE
6 students with 2 ACEs
3 students with 3 ACEs
7 students with 4 or 5 ACEs
3 students with 6 or more ACEs

58% (17) students with no exposure to physical abuse or adult to adult violence
29% (9) of students exposed to physical abuse or adult to adult violence
13% (4) of students exposed to physical abuse and adult to adult violence
Trauma – Trauma is the unique individual experience of an event or enduring conditions in which the individual's ability to integrate his/her emotional experience is overwhelmed.

(Saakvitne, K. et al, 2000)
How do traumatic experiences influence Social and Emotional Learning and Development?

Is there a correlation?

How should school and early learning environments respond?
Complex trauma leads to complex outcomes

- Students who have experienced trauma tend to...
  - ...expect harm from the world & others
  - ...have difficulty forming relationships
  - ...have difficulty managing, understanding & regulating feelings & behaviors
  - ...have a damaged or fragmented sense of self
  - ...have difficulty responding appropriately to stress
  - ...have developmental challenges in the areas of problem solving & academic performance
  - ...need predictability
The Brain
Under unconstrained circumstances:

• Experience strongly determines how brain wiring takes place.

• The way we focus attention shapes the circuitry of the brain – it ultimately stimulates or impedes brain development.

• Toxic stress and trauma can cause a cascade of effects that alter our brain chemistry which in turn affects health, judgment, and ability to learn.
The autonomic nervous system regulates the internal environment of the body in order to maintain functions. There are two divisions in the autonomic nervous system.

The **parasympathetic** system is responsible to maintain the activities such as “rest and digest” that occur when body is at rest.

The **sympathetic** nervous system is to prepare the body for emergency situation and to produce rapid mobilizations to avoid danger.
“When you present them [students] with kindness and compassion, it immediately shifts from stimulation of the sympathetic nervous system to stimulation of the parasympathetic nervous system.”

Dr. James Doty, MD
Clinical Professor of Neurosurgery
Stanford University
The Consequences of Trauma
If we knew what some of these kids go through before they get to school, we’d be just thankful they showed up.

ACEs are not Destiny
Childhood resiliency requires a shift in thinking from “What’s wrong with you?” with “problem” children who are casualties of negative/pathological factors, to “What happened to you?” and is “right” with children enables them to adapt, and in some cases thrive, despite the traumatic stressors in their lives.

(Rutter, 1990; Masten, Best and Garmezy, 1990; Wolin & Wolin, 1993)
Students Need

• A caring, safe, and structured environment
• Adults who believe in them
• Inspiration
• High standards and accountability
• Authentic choices, voice, and empowerment
• Support for transitions between home and school
• The opportunity to learn and practice building social/emotional competencies
Compassionate School

A school where staff and students learn to be aware of the challenges faced by others. They respond to the physical, social, academic and emotional challenges faced by students and families by offering support and guidance to remove barriers to learning – without judgment.
The Goals of a Compassionate School

To provide a safe, supportive, and Inspirational environment for learning and thriving in order for students to develop:

- Self-regulation
- Social/Emotional skill building
- Resiliency
- Executive function

Which bolsters

- Academic competency
Compassionate School Starting Points:

A safe, nurturing, and inspiring environment staffed by competent and caring individuals.

and

An identified team of 4-6 individuals in each school as a Compassionate Learning Team Who:

• Are intentional about learning and development,
• Hold space for the work,
• Connect with families and the community, and
• Lead/coach strategies and activities for staff and other community stakeholders.
“Don’t lower your expectations, but instead, raise your understanding.”

Dr. Mary Wilson, Principal
Fern Hill Elementary
Tacoma, Washington
Our culture expects us to discipline based on a long history of actions and beliefs.

This discipline is often called PUNISHMENT.

The perception is that this is effective and without it, chaos will reign.
Based on what we now know about
• brain chemistry,
• the impacts of trauma, and
• how students learn
if we are going to be successful we must
CONNECT before we CORRECT
The Heart of Learning and Teaching:
Compassion, Resiliency, and Academic Success

Free download available at:
http://www.k12.wa.us/CompassionateSchools/HeartofLearning.aspx
Chapter 1: Trauma, Compassion, and Resiliency: Background and Definitions

Chapter 2: Self-Care: An Ethical Obligation for Those Who Care

Chapter 3: Instructional Principles, Curricular Domains and Specific Strategies for Compassionate Classrooms

Chapter 4: Building Compassionate School-Community Partnerships That Work

Chapter 5: Examples of Compassion, Resiliency, and Academic Success Direct From the Field

Chapter 6: Resources

Slide courtesy of Compassionate Schools, Office of Supt. of Public Instruction, Olympia, WA
Self-Care: An Ethical Obligation for Those Who Care

Contents:
- The Language of This Chapter
- The Cost of Caring
  - Secondary (Vicarious) Trauma, Compassion Fatigue, and Burnout
  - The Ripple Effect
- Possible Negative Consequences of Vicarious Trauma
  - The Personal Impact of Vicarious Trauma
  - The Professional Impact of Vicarious Trauma
  - One Other Sign of Compassion Fatigue: The Silencing Response
  - Can't Teach What You Don't Know. Can't Lead Where You Won't Go
- Prevention and Self-Care
  - How Are You Doing? The Professional Quality of Life Scale (ProQOL R-IV)
  - Check Your Batteries: A Self-Care Checklist With Suggestions
- Building a Self-Care Action Plan
  - An Ethical Obligation for Those Who Care
- Summary
Wellness – Self Care
Chapter 3

Instructional Principles, Curricular Domains and Specific Strategies for Compassionate Classrooms

Long after students may have forgotten what you tried to teach them, they will remember how you treated them.

— Anonymous

Contents:

The Language of This Chapter

Introduction

Compassionate Instruction and Discipline in the Classroom
  Principle One: Always Empower, Never Disempower
  Principle Two: Provide Unconditional Positive Regard
  Principle Three: Maintain High Expectations
  Principle Four: Check Assumptions, Observe and Question
  Principle Five: Be a Relationship Coach
  Principle Six: Provide Guided Opportunities for Helpful Participation

A Compassionate Curriculum
  A Suggested Framework: Research-based and Modeled on Current Best Practice

(Content continued on next page...)
How We Teach
Compassionate Teaching and Discipline Principles

2. Provide unconditional positive regard.
3. Maintain high expectations.
5. Be a relationship coach.
6. Provide guided opportunities for helpful participation.

What We Teach
Compassionate Curriculum Strategies

<table>
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<tr>
<th>Domain One</th>
<th>Safety, Connection, and Assurance of Well-Being</th>
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<td>Domain Two</td>
<td>Emotional and Behavioral Self-Regulation</td>
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<tr>
<td>Domain Three</td>
<td>Competencies of Personal Agency, Social Skills and Academics</td>
</tr>
</tbody>
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Strategies and Ideas to Consider

A scatter of.......
“Relationship is the Evidence Based Practice”

Chris Blodgett, WSU, CTTN
Middle/High School Application

Wait a day

Wait an hour

Ready to talk
Many of our students suffer in silence. The problems they face at home are only known by the perpetrators. For many of our kids just having someone who knows their struggles is a comfort.

On a 3x5 card

I wish my teacher knew _________________
Five Counters to Toxic Stress

• Intentional breathing – vagus nerve
• Sleep and the self cleaning brain
• Exercise
• Nutrition
• Communing with people we like
• Altruism
Hoberman Sphere
“Mindfulness means paying attention in a particular way; On purpose, in the present moment, and nonjudgmentally.”

John Kabat-Zinn
Mindfulness Benefits

Decreases in:
- Depression
- Anxiety
- Perceived stress
- Substance use
- Fatigue

Improvements in:
- Emotion regulation
- Executive functioning
- Response inhibition
- Cognitive control
- Working memory

(Himelstein et al., 2011; Vøllestad et al., 2011, Chambers et al., 2008; Oberle et al., 2012; Sahdra et al., 2011; Tang et al., 2007; Zylowska et al., 2008).
Thoughts of Hope

- Upon the liberation of Auschwitz there were over a 1000 boys that survived.
- Most health professionals considered them too damaged to ever become “normal”
- However the majority of the group became rabbis, scholars, physicists, physicians, businessmen and even Nobel prize winners.
Elie Wiesel
Nobel Laureate

• Credits their recovery from the trauma they endured to their caretakers and teachers that provided them with unconditional care and a structured environment.

• We can all make a profound difference in the life of a student impacted by adversity and trauma.
If you’re facing in the right direction, all you have to do is keep walking.