

SOCIAL EMOTIONAL LEARNING & EQUITY

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Learner Outcomes

- Gain an understanding of the difference between Equity and Equality.
- Gain an understanding of Social-Emotional Learning (SEL), Toxic Stress, and Trauma-Informed Practices.
- Gain an understanding of how Social-Emotional Learning and Equity are intertwined.

Norms for Equity Discussions:

(Adapted from Glenn Singleton's *Courageous Conversations About Race*)

- Speak Your Truth
- Stay Engaged
- Expect to Experience Discomfort at Some Level
- Be Aware of Intent; Own Your Impact
- Accept and Expect Non-Closure
- Maintain a Learner Stance and Remain Open to New Thinking

ACTIVITY – Walking in Another's Shoes

Directions:

- Do NOT write your name on the sheet in front of you.
- Respond to each of the questions by placing an “X” on the line next to any statement that applies to you.
- Fold your paper in half when finished.
- When directed, stand up, and pass the sheet of paper 5 times (to five different people)

What is Equity?

Equality

Each person receives the SAME amount of resources, attention and supports.

Equity

Each person receives the amount they NEED in the way of resources, attention and supports.

Educational Equity

Each student has access to the resources and educational rigor they NEED at the right moment in their education, regardless of race, gender, ethnicity, language, disability, family background, or family income.

What is Social-Emotional Learning?

The Collaborative for Academic, Social and Emotional Learning (CASEL)

The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to:

Understand and Manage Emotions

Set and Achieve Positive Goals

Feel and Show Empathy for Others

Establish and Maintain Positive Relationships

Make Responsible Decisions

SEL Core Competencies: Self-Awareness

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

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

- > What are my thoughts & feelings?
- > What causes these thoughts & feelings?
- > How can I express my thoughts & feelings respectfully?

SEL Core Competencies: Self-Management

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

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

- > What different responses can I have to an event?
- > How can I respond to an event as constructively as possible?
- > How can I better understand other people's thoughts and feelings?

SEL Core Competencies: Social Awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

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

-> How can I better understand why people think & feel the way they do?

-> How can I adjust my actions so that my interactions with different people turn out well?

SEL Core Competencies: Relationship Skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- Communication
- Social engagement
- Relationship-building
- Teamwork

-> How can I communicate my expectations to other people?

-> How can I communicate with other people to understand and manage their expectations of me?

SEL Core Competencies: Responsible Decision-Making

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

- > What consequences will my actions have on myself & others?
- > How do my choices align with my values?
- > How can I solve problems creatively?

Benefits of SEL

(The Aspen Institute - National Commission on Social, Emotional and Academic Development)

- Improved attitudes and behaviors
 - Reduction in classroom and criminal misconduct, substance abuse, pregnancy, drop out rates, and mental health issues.
- Better relationships with peers, families, and adults.
- More time spent on teaching and learning; less time spent on classroom management.
- Increased academic performance, graduation rates, postsecondary enrollment and completion, employment rates and average wages.

Using SEL Practices to Address Disproportionality - Suspensions

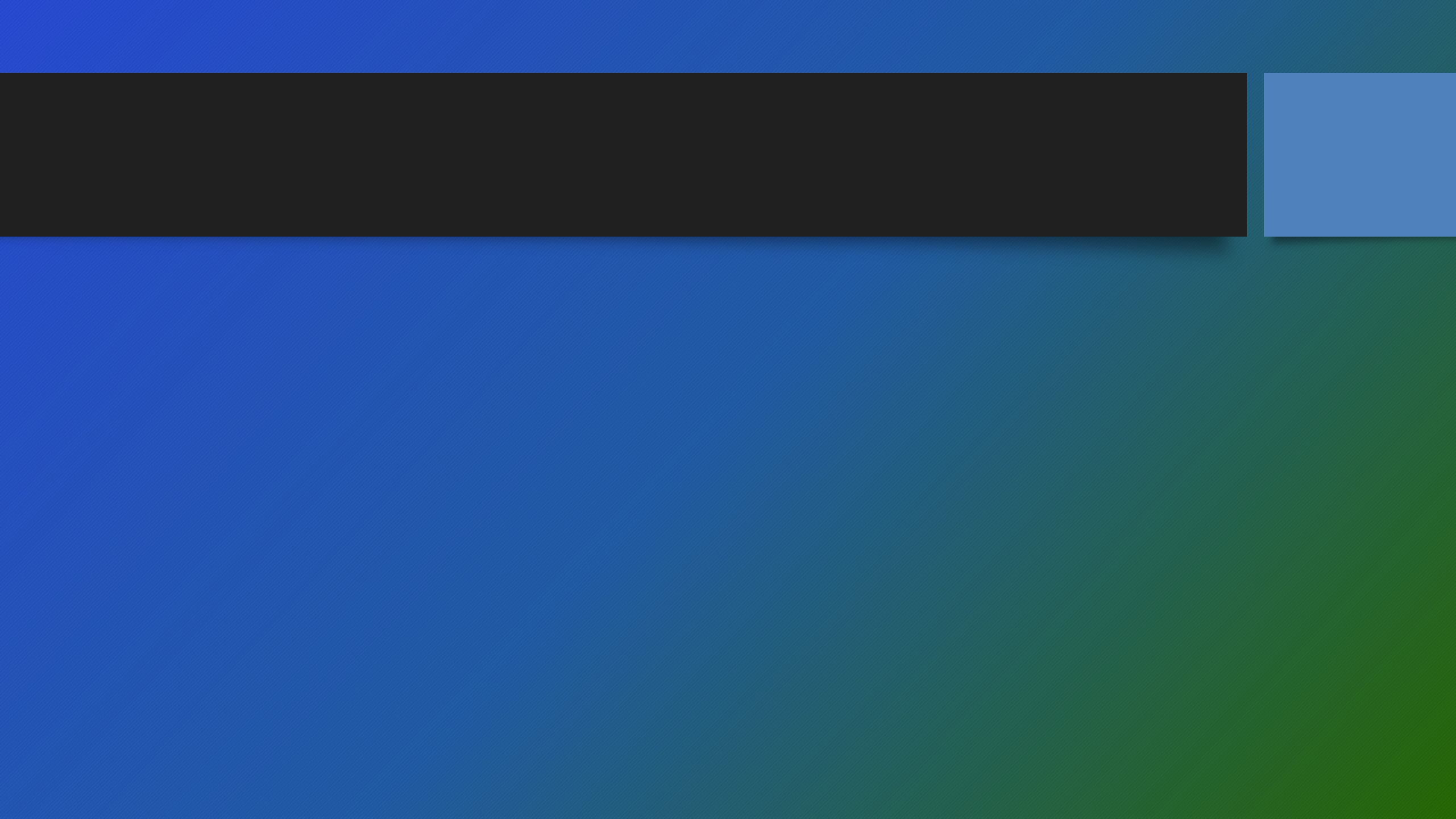
- Federal CRDC (Civil Rights Data Center) data on High School suspensions (2013-14) show Black students are 16% of K-12, but were 36.5% of suspensions, compared to White students, who are 50% of K-12, but were 35% of suspensions.
 - WA (2016-17): Black students are 4.4% of K-12 and were 9.5% of suspensions; White students are 56% of K-12 and 49.8% of suspensions.
 - KY (2015-16): Black students are 11% of K-12 and were 20% of suspensions; White students are 79% of K-12 and 35% of suspensions.
 - MA (2015-16): Black students are 8.9% of K-12 and were 30% of suspensions; White students are 61% of K-12 and were 18% of suspensions.
 - Prior to the 2014-15 school year when new regulations were enacted, Blacks received 47% of suspensions and 39% of expulsions.
- Federal CRDC data for Pre-School Suspensions (2013-14) show Black children as 19% of all pre-schoolers and accounting for 47% of total suspensions.

Using SEL Practices to Address Disproportionality - Incarceration

- Children of color experience trauma at a higher rate than their White peers, and data show children in trauma have higher drop-out and incarceration rates.
 - WA: Blacks are 3.98% of the population, yet represent 18.3% of incarcerated adults (2016)
 - WA: Black youth are 4.4% of the K-12 population, and are 20% of incarcerated youth (2016)
- KY: Blacks are 8% of the overall population, yet represent 29% of incarcerated adults.
- KY: Black youth are 11% of the K-12 population, yet represent 25% of incarcerated youth
- MA: Blacks are 7% of the population, yet represent 28% of incarcerated adults. (2016)
- MA: Black youth are 8.9% of the K-12 population, and are 30% of incarcerated youth (2012)
- In 6 states, African American youth are at least 10 times as likely to be held in placement as are white youth: NJ, WI, MT, DE, CT, and MA (2017)

Adverse Childhood Experiences (ACE's)

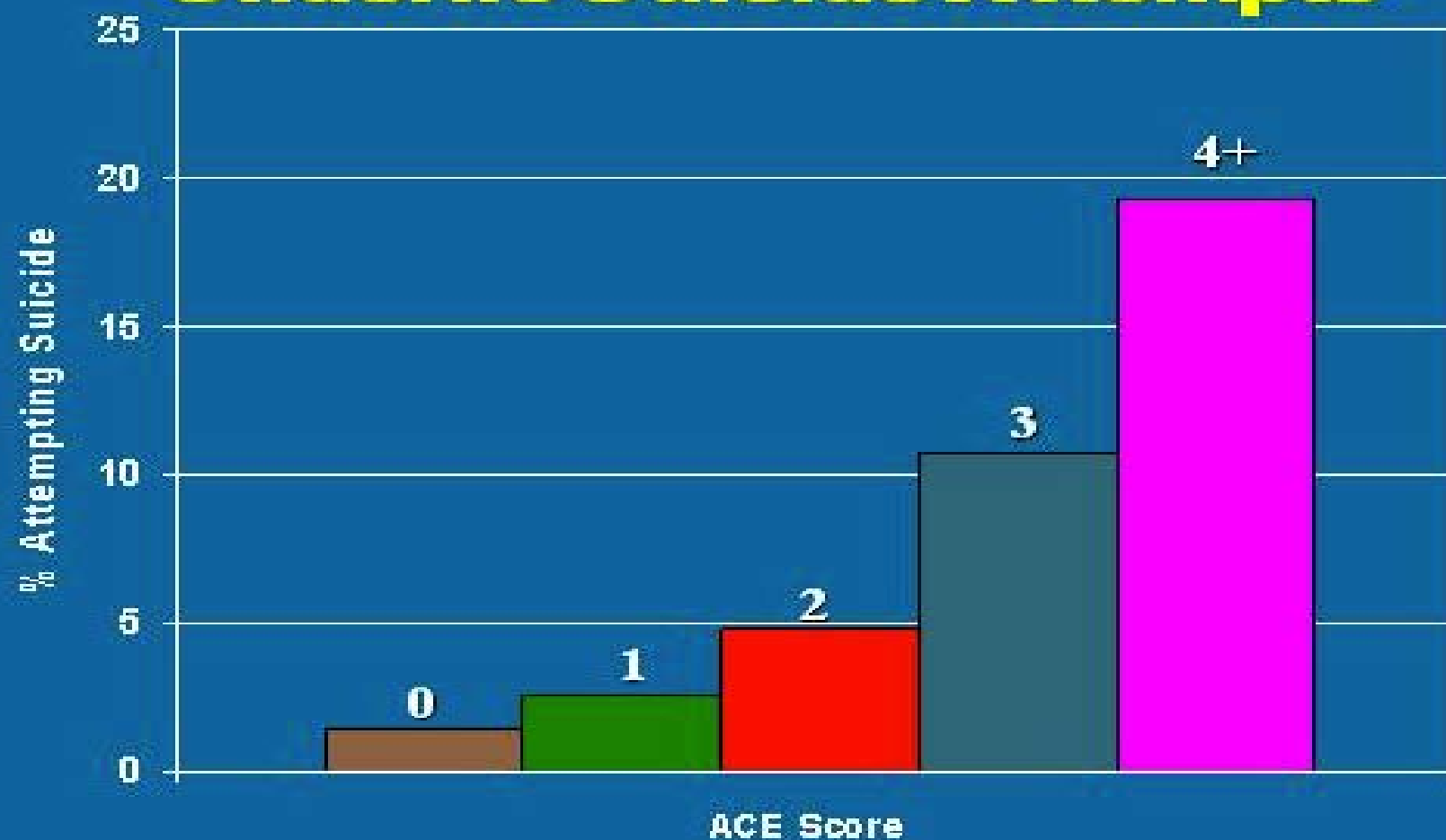
Take the Quiz



ACE's = Increased Health Risks

(Source: Centers for Disease Control & Prevention; Graphic: Robert Wood Johnson Foundation)

Childhood Experiences Underlie Suicide Attempts



Toxic Stress

Too much stress = toxic stress and occurs when a child is overloaded.

The Three Types of Stress Responses: Effects on the Body

Positive Stress Response

Normal and essential part of healthy development.

Examples:

- 1) First day with a new caregiver
- 2) Receiving an immunization shot

Tolerable Stress Response

Result of more severe, longer-lasting difficulties.

If time-limited and buffered by relationships, brain and other organs recover.

Examples:

- 1) Loss of a loved one
- 2) Experiencing a natural disaster
- 3) Frightening injury

Toxic Stress Response

Result of strong, frequent and/or prolonged adversity.

Can disrupt development of brain architecture and other organ systems.

Examples:

- 1) Chronic neglect
- 2) Physical/emotional abuse
- 3) Exposure to violence
- 4) Family economic hardship

Causes of Toxic Stress / Complex Trauma

(S. Hanauer, D. Lewis, 2014)

- Student Mobility
- Emotional Abuse
- Homelessness
- Unemployment
- Poor Nutrition/Hunger
- Lack of Health Care
- Chronic Medical Conditions
- Witness to a Death or Violent Act
- Physical and/or Emotional Neglect or Abandonment
- Birth Defects
- Bullying/Cyber-Bullying/Victimization
- Anti-Social Peer Groups
- Learning Disabilities
- Experience of Racism
- Poverty
- History of Suicide in Family
- Mental Health of Family Member
- Incarcerated Parent
- Teen Pregnancy
- Multiple Changes in Caregivers
- Loss of Parent due to Death or Divorce

Behaviors

(Centers for Disease Control and Prevention [CDC], 2014)

Complex Trauma/Anxiety

- Impulsive
- Difficulty focusing
- Anxious and fearful
- Memory problems
- Poor skill development
- Act out in school situations
- Act withdrawn
- Develop learning disabilities

ADHD / ADD

- Impulsive
- Trouble staying focused
- Easily distracted
- Difficulty with memory
- Difficulty following instructions
- Trouble planning ahead and finishing projects

Affluent Student Toxic Stress

(Excerpt from *Teen Stress: Why Adults Should Be Concerned*)

“Our youth are stressed to the max, which can lead to so many issues - anxiety, suicidal thoughts, depression, withdrawal. Much of the stress comes from academic pressures and expectations...from society, teachers, parents, media. From a young age, we have our children in extra tutoring, extra coaching, lessons for sports, extra testing to get into better programs, tutoring for testing, music lessons, etc...”

Don't buy into the notion that your child needs to be the best of the best at everything ...that being stressed out, sleep-deprived and miserable is just a part of being a teenager...that your child won't be successful without a 4.0 GPA, 200 hours of volunteer work, 15 AP classes, and five sports championships...

Encourage learning, failure and growth rather than expecting perfection. Ask about your child's well-being before asking about their grades.”

Trauma-Informed Practices

“A trauma-informed approach asks:
‘What happened to you?’ instead of ‘What’s wrong with you?’
or ‘Help me better understand your experience.’”

~David Lewis MA., LMHC., Director/Program Manager Behavioral Health Services
Seattle Public Schools

What is Trauma?

- Definition: A psychologically distressing event that is outside of the range of the usual human experience, often involving a sense of intense fear, terror and helplessness.
- 25-39% of children have experienced or witnessed a traumatic event.
- Children in poverty and/or of color are more likely to experience trauma due to their disproportionate exposure to poverty and violence.

Types of Trauma

Simple Trauma

- One-time Victim of a Crime
- Car Accident
- House Fire
- Earthquake
- Physical Injury

Complex Trauma

- Ongoing Physical/Emotional Abuse, Bullying, or Victimization
- Emotional Neglect
- Sexual Abuse
- Domestic Violence
- Familial Substance Abuse
- Placement Disruptions (Foster Care)
- Refugee Camp Experience
- Chronic Homelessness
- Culture Shock - Immigrants

Physiological Impact of Trauma on Children

- Children with still-developing neural pathways associated with responses to danger, impulse control, and memory are adversely affected by trauma.
- Trauma's impact on the brain often places children in a state of hyper-arousal, causing them to over-react to situations that are otherwise non-threatening.
- Adrenaline levels and heart rates of children living with trauma are higher than their less stressed peers.
- Internal response: Lack of motivation; Depression; Declining class participation
- External response: Outbursts; Violence; Defiance

Trauma-affected children are significantly different than their peers in these areas:

- Concentration
- Problem-solving
- Abstract thinking
- Working collaboratively in groups
- Ability to recall facts
- Working memory
- Comprehension
- Classroom and teacher transitions
- Forming relationships
- Regulating emotions
- Organizing material sequentially
- Application of knowledge

What are Trauma-Informed Practices?

- A framework for understanding, recognizing and responding to the effects trauma can have on a person.
 - In a school setting, this means there is an understanding that disruptive or hostile behavior is derived from suffering - not from anger.
 - The behavior does not occur by choice, but is driven by triggers such as a confrontation or change in routine/schedule.
- Prioritizes treatment over punishment.
 - Does NOT mean the absence of discipline.
 - Focus is on building opportunities for students to succeed by helping them regulate their emotions, and create an environment where they feel safe, and connected to caring adults.
- Examples of Practices/Programs:
 - Guided Meditation; Mindfulness; Collaborative Problem-Solving; Positive Behavioral Intervention and Supports (PBIS).

The Intersection of Equity and SEL

“If we teach social-emotional learning in ways that ignore equity, we will woefully fail our students, particularly our most disenfranchised.”

~Dena Simmons, Yale Center for Emotional Intelligence

Intersection of Equity and SEL

Equity

Each person receives the amount they *NEED* in the way of resources, attention and supports.

Educational Equity

Each student has access to the resources and educational rigor they *NEED* at the right moment in their education, regardless of race, gender, ethnicity, language, disability, family background, or family income.

SEL and Equity

Each student receives what they *NEED* to develop to their full academic and social potential, regardless of race, gender, ethnicity, language, disability, family background, or family income.

SEL, Equity, and Student Identity

- How a student sees her/himself in the world impacts their school experience.
- Culture, race, gender, class, sexual identity, language, etc.
- Situatedness: How one is positioned relative to opportunity and access.
- Identity with peers within school – integration or segregation?

SEL, Equity, and Student Mindset

- What are a student's beliefs about their own learning and capacity?
- Do they have a sense of belonging in the academic community?
- Do they believe that effort leads to increased ability?
- Do they believe that success is possible?
- Do they believe that the work has value (is it relevant)?

Students' Sense of Belonging – Research Says...

- When students sense their teachers respect them, trust increases and misbehavior decreases, resulting in lower suspension rates. *(Stanford researchers Okonofua, Paunesku & Walton, 2016)*
 - Student's whose teachers received PD in the importance of empathy in the classroom were half as likely to be suspended by the end of the school year.
 - Stronger effects were noted for Black and Latino boys who had been suspended the prior year.
- Middle school students who perceive inconsistent treatment for their racial or ethnic group have lower levels of trust for teachers and school officials. *(UT-Austin, Columbia & Stanford research project results - "Child Development", 2017)*
 - Lack of trust in school correlated to higher discipline rates and a lower likelihood of later enrollment in a 4-year university.

Student's Sense of Belonging – Research Says...

- Students from under-represented groups, or who are part of a group that is subject to negative stereotypes may respond differently to failure or criticism from a teacher. *(Bondy, Ross, Galligane & Hambacker - Urban Education, 2007)*
 - Students view such experiences as confirmation that they are less capable than their peers.
 - This effect can be countered when teachers are “warm demanders” (set high expectations for students and encourage their potential).
- Students from cultural backgrounds that emphasize inter-dependence and community may struggle in schools that view success as an individual endeavor. *(Northwestern, UW, Stanford study, 2012)*
 - First generation college students performed better academically after participating in an exercise that emphasized the value of community.

Developing an Equity Lens for SEL Instruction: Suggestions from a Teacher of Color

- Flex your self-awareness muscles to understand your power, privilege and unconscious bias if you come from a different background than your students.
 - Take the Harvard Implicit Bias Test
 - Read Peggy McIntosh's "Unpacking the Invisible Knapsack"
- Make SEL meaningful and relevant for students.
 - Don't impose on students of color one set of values and beliefs about behavior, conflict resolution, relationship-building and decision-making (most curricula in the US come from a White, Western and individualistic perspective).
 - Sends a message to students that they are inferior for being who they are.
- Allow students space to learn how to navigate the differences between home and school.
 - Teach about "code switching" (altering speech or behavior depending on a given context).

Developing an Equity Lens for SEL Instruction: Suggestions from a Teacher of Color

- Build relationships with students, their families and their community
 - Students: Feel more connected to school (a preventative factor against risky behaviors) and increases their likelihood of academic success; survey them to find out about their hobbies, home lives, academic strengths, areas for growth, social circles, favorite foods, etc.
 - Families: Establish communication norms to avoid misunderstandings; ask how you can partner together for their student's success; translate materials.
 - Community: Conduct an asset-mapping inventory of religious, political, economic, social service and health institutions, as well as identifying who the leaders are in different communities to provide community context.

Equity Questions for SEL Programs & Instruction

- Is your SEL program/curriculum being taught in a culturally responsive context?
 - Does it incorporate and value students' diverse life experiences?
 - Does it allow for variations in responses or is one set of cultural norms elevated?
- Are students being positioned as the problem, rather than the teacher's implicit bias/stereotype of groups of children?
- Has SEL been introduced into your buildings without changing the curricula, behaviors, and policies that have institutionalized current inequities?
- Have staff (not just teachers) received SEL principles and trauma-informed Professional Development?

Summary

“When we develop SEL skills, our ability to form relationships and build social awareness increases, enhancing our ability to connect with individuals of diverse perspectives, cultures, languages, histories, identities and abilities.

By implementing SEL on a macro-level, we create more equitable, better-performing schools and communities. This type of cultural change creates environments in which all students learn the skills needed to be prepared for career, college, and life.”

(Addressing Social Emotional Learning in Washington's K-12 Public Schools, 2016)

RESOURCES:

- The Collaborative for Academic, Social & Emotional Learning (CASEL): <http://casel.org/why-it-matters/what-is-sel/skills.competencies>
- Economic Benefits of SEL: <https://www.edutopia.org/resource/econ-value-sel-research>
- Integrating SEL with College/Career Readiness Standards: <https://www.aspeninstitute.org/publications/this-time-with-feeling/>
- American School Board Journal: <https://www.nsba.org/newsroom/american-school-board-journal/asbj-june-2017/database-sad-not-bad>
- Trauma-Informed Training: <http://www.sounddiscipline.org/>
- Education Week - "Is SEL Really Going to Work for Students of Color?" (article): <http://mobile.edweek.org/c.jsp?cid=25919701&bcid=25919701&rssid=25919691&item=http%3A%2F%2Fapi.edweek.org%2Fv1%2Ftm%2F%3Fuuid%3DEC0C1CB0-46D8-11E7-BBA9-D5FAB3743667>

RESOURCES:

- Teen Stress: <https://eastsideedu.com/teen-stress-adults-concerned/>
- Harvard Center for the Developing Child - Toxic Stress: <http://developingchild.harvard.edu/science/key-concepts/toxic-stress/>
- “What steps can we take to get started on the journey to become a trauma-sensitive safe and supportive school?” : <http://traumasensitiveschools.org/author/tlpi-team/>
- ACE’s Quiz and Article - What it Does and Doesn’t Mean: <http://www.npr.org/sections/health-shots/2015/03/02/387007941/take-the-ace-quiz-and-learn-what-it-does-and-doesnt-mean>
- Finding What’s Right With Children Who Grow Up in High Stress Environments: <https://unews.utah.edu/high-stress-environments/>
- Students’ Sense of Belonging: <http://www.edweek.org/ew/articles/2017/06/21/belonging-at-school-starts-with-teachers.html>

RESOURCES:

- Harvard Implicit Bias Test: <https://implicit.harvard.edu/implicit/takeatest.html>
- Peggy McIntosh - "Unpacking the Invisible Knapsack":
<https://www.deanza.edu/faculty/lewisjulie/White%20Priviledge%20Unpacking%20the%20Invisible%20Knapsack.pdf>
- Robert Jensen - "The Fears of White People":
<http://www.mccc.edu/pdf/cmn214/Class%208/The%20fears%20of%20white%20people.pdf>
- Damali Ayo - "I Can Fix It!":
http://www.damaliayo.com/pdfs/I%20CAN%20FIX%20IT_racism.pdf
- Addressing Social-Emotional Learning in Washington's K-12 Public Schools (report):
<http://www.k12.wa.us/Workgroups/SELBMeetings/SELBWorkgroup2016Report.pdf>

RESOURCES:

- Suspension Data by Race: <http://files.eric.ed.gov/fulltext/ED537954.pdf>
- Racially Disparate Suspension Rates in MA:
<http://m.baystatebanner.com/news/2017/mar/15/report-details-racially-disparate-suspension-rates/>
- 2015-16 Discipline Data: http://profiles.doe.mass.edu/state_report/ssdr.aspx
- Racial Disparity in MA Suspension Rates:
<http://somerville.wickedlocal.com/news/20161117/racial-disparity-remains-in-school-suspension-rates>
- MA School to Prison Pipeline:
<http://learninglab.legacy.wbur.org/topics/massachusetts-school-to-prison-pipeline-explained/>

Resources:

- Juvenile Justice 2012 Annual Report: <http://djj.ky.gov/Documents/FY12DJJAnnualReport.pdf>
- KY Incarceration Rate – 7th in the World: <https://www.google.com/amp/wfpl.org/if-it-were-a-country-kentuckys-prison-rate-would-rank-7th-in-the-world/amp/?client=safari>
- Prison Policy Initiative – KY Profile: <https://www.prisonpolicy.org/profiles/KY.html>
- KY Center for Economic Policy: <http://kypolicy.org/rising-kentucky-prison-population-make-penal-code-reform-2017-priority/>
- KY Courier-Journal: <http://www.courier-journal.com/story/news/crime/2016/10/15/unequal-justice-ky-counties-prison-rates-vary/90619718/>
- The Sentencing Project: <http://www.sentencingproject.org/wp-content/uploads/2016/01/Uneven-Justice-State-Rates-of-Incarceration-by-Race-and-Ethnicity.pdf>
- Courier-Journal: Private Prisons: <http://www.courier-journal.com/story/news/crime/2016/10/08/jails-crowded-ky-reconsiders-private-prisons/91533296/>

Resources:

- **When Students Are Traumatized, Teachers Can Be Too:** <http://www.edutopia.org/article/when-students-are-traumatized-teachers-are-too>
- **The Sentencing Project:** <http://www.sentencingproject.org/wp-content/uploads/2016/01/Uneven-Justice-State-Rates-of-Incarceration-by-Race-and-Ethnicity.pdf>
- **KIDS Count – Washington:** <http://kidscountwa.org/>
- **WA State Discipline Data (OSPI):**
<http://www.k12.wa.us/DataAdmin/PerformanceIndicators/DataAnalytics/DisciplineAnalyticsAugust2017.pdf>
- **US Department of Education, Civil Rights Data Center:**
<https://ocrdata.ed.gov/downloads/projections/2013-14/One-out-of-school-suspension.xlsx>
- **WA State Dept. of Corrections Data:** <http://www.doc.wa.gov/information/data/analytics.htm>

QUESTIONS?

Thank you for attending this session!

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