Learning Targets for Today

- Neuroscience and the impact of trauma,
- Practical Application of Domains and Principles.
- Compassionate Schools and PBS
- Role of community partners,
- School Climate and Culture and Common Core
- Building individual school plans from assessment (logic model development)
- Planning and implementation strategies

Vollmer's Blueberries

1. Our Schools need to change

2. People working in our schools are the problem - Hunkered down in a monopoly and shielded from competition with no incentive to change

3. Run our schools like a business - everything would be fine

The Heart of Learning and Teaching:
Compassion, Resiliency, and Academic Success

The Charge Today

School systems are not responsible for meeting every need of their students. But when the need directly affects learning, <u>the school must meet the challenge</u>.

Carnegie Task Force on Education of Young Adolescents (1989)

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Preschool expulsions are 13 times more common than K-12 expulsions
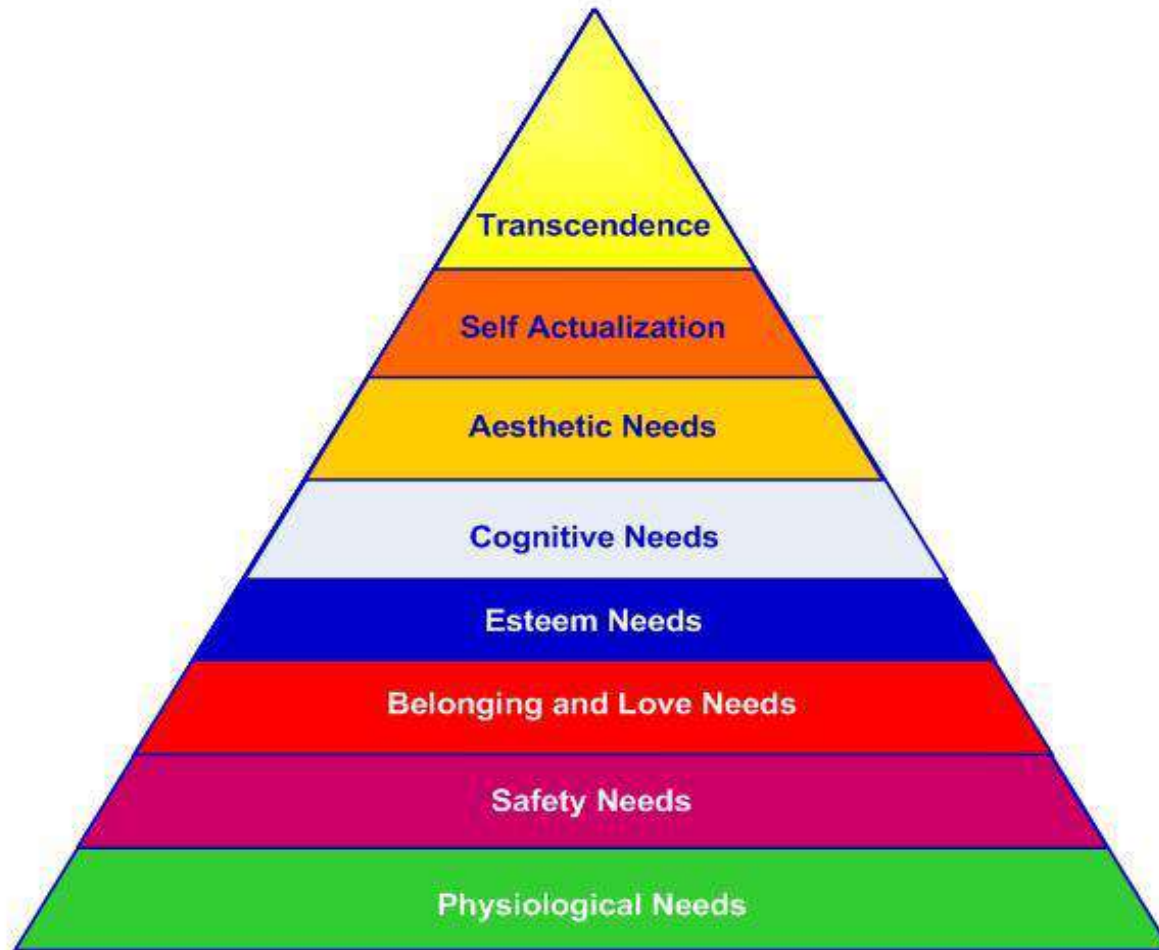
New York Times 3/19/14

"Education in this country will never reach its highest end until the care of the physical, social, and moral interests shall take precedence over more intellectual development and acquirements."

Katherine Beecher, Founder of Public Education
Autobiography, 1839

The Heart of
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Compassion, Resiliency, and Academic Success

MASLOW'S MOTIVATION MODEL

Transcendence

Self Actualization

Aesthetic Needs

Cognitive Needs

Esteem Needs

Belonging and Love Needs

Safety Needs

Physiological Needs

Maslow's Hierarchy of Needs

The Heart of
Learning and Teaching:
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Motivation for Action

- Adverse Childhood Experiences (ACE) Study

- Understanding neural development and brain science

- Self-regulation and resilience can be taught and learned

- Mind Body Syndrome is on the rise

The Heart of
Learning and Teaching:
Compassion, Resiliency, and Academic Success

Compassion:

The fusion of love and discipline

Compassionate Schools: The Heart of Learning and Teaching

The Heart of
Learning and Teaching:
Compassion, Resiliency, and Academic Success

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.

Compassionate Schools basic goals for students:

- **Self Regulation**
- **Resiliency**
- **Executive Function**

Compassionate KSAs for Education Staff

Key Attitudes	Key Knowledge	Key Skills
Students can be successful in school despite their traumatic experiences.	The impact trauma and adversity can have on academic performance, classroom behavior, and social functioning.	Skills related to creating a supportive climate and culture within the school.
A trauma-sensitive framework or approach benefits all students.	Strategies for teaching and engaging students impacted by trauma.	Skills in being attuned to the wellbeing of students.
Teachers alone cannot meet the needs of students impacted by trauma.	Strategies for working with and supporting families impacted by trauma.	Skills in working with parents and the community.
	Knowledge of school policies, procedures, protocols that pertain to students impacted by trauma.	Skills in working with mental health/social service professionals.
		Skills in making educational and behavioral plans for students impacted by trauma.

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What we know

Students need:

- High standards—sense of empowerment

- Boundaries and structure (helps them feel safe)

- Authentic choices

- A sense of control

- Support for transitions between home and school

Compassionate Learning Team (CLT)

A team of 4-6 individuals who are responsible for oversight and of developing the Compassionate Learning Community both within the school and beyond. This team holds the vision that was created and has the experience and skills needed to network with a wide array of stakeholders.

What Pilot School Staff said …

(Manitou Park Elementary, Tacoma, WA)

- "Our frequent discussions have helped us to reflect on the possible reasons for some students' behavior."

- "I believe we are looking at our students through different eyes—realizing there might be a reason for their "outbursts.""

- "Thinking differently about kids' behavior, teaching skills rather than punishing when kids misbehave works a lot better."

- "Looking at how we view kids and how we treat them individually. Starting to show more understanding of what might be happening to them."
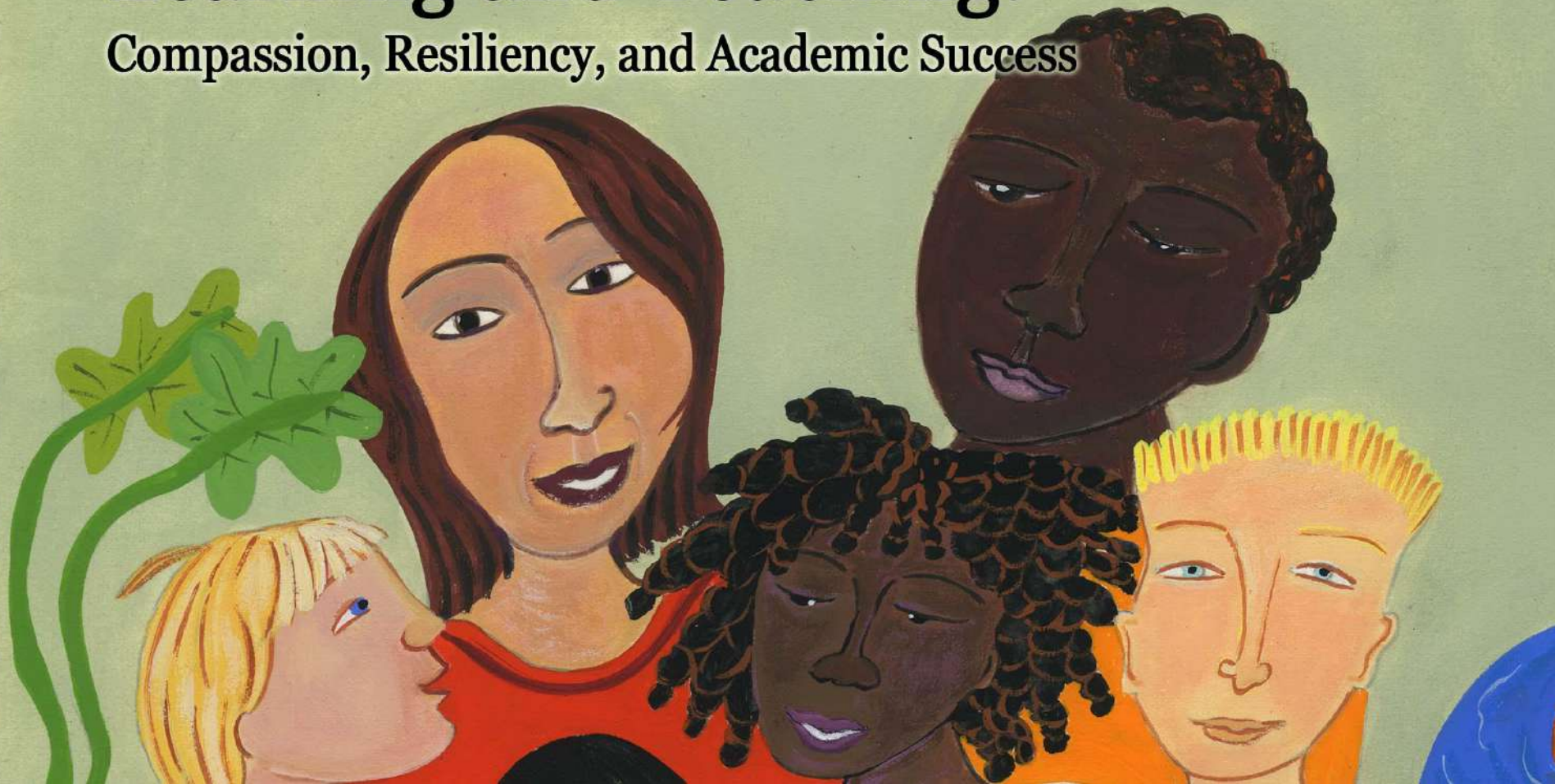
Compassionate
Schools:
The Heart of
Learning and Teaching

The Heart of Learning and Teaching:

Compassion, Resiliency, and Academic Success

Chapter Titles

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

The Heart of
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Compassion, Resiliency, and Academic Success

9:00 – 9:45   Discussion of educationally related neuroscience and the impact of trauma on specific groups, including foster youth, homeless youth, and incarcerated youth

Adverse Childhood Experiences

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)

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Adverse Childhood Experiences

Grouped by:

Child maltreatment/neglect

and

Dysfunctional family environment

Adverse Childhood Experiences

1. Child physical abuse

2. Child sexual abuse

3. Child emotional abuse

4. Neglect (emotional and physical)

5. Mentally ill, depressed or suicidal person in the home

6. Drug addicted or alcoholic family member

7. Witnessing domestic violence against the mother

8. Loss of a parent to death or abandonment, including divorce

9. Incarceration of any family member

Population Attributable Risk- WA State Data

Percentage of ACE impact to sectors of life and society
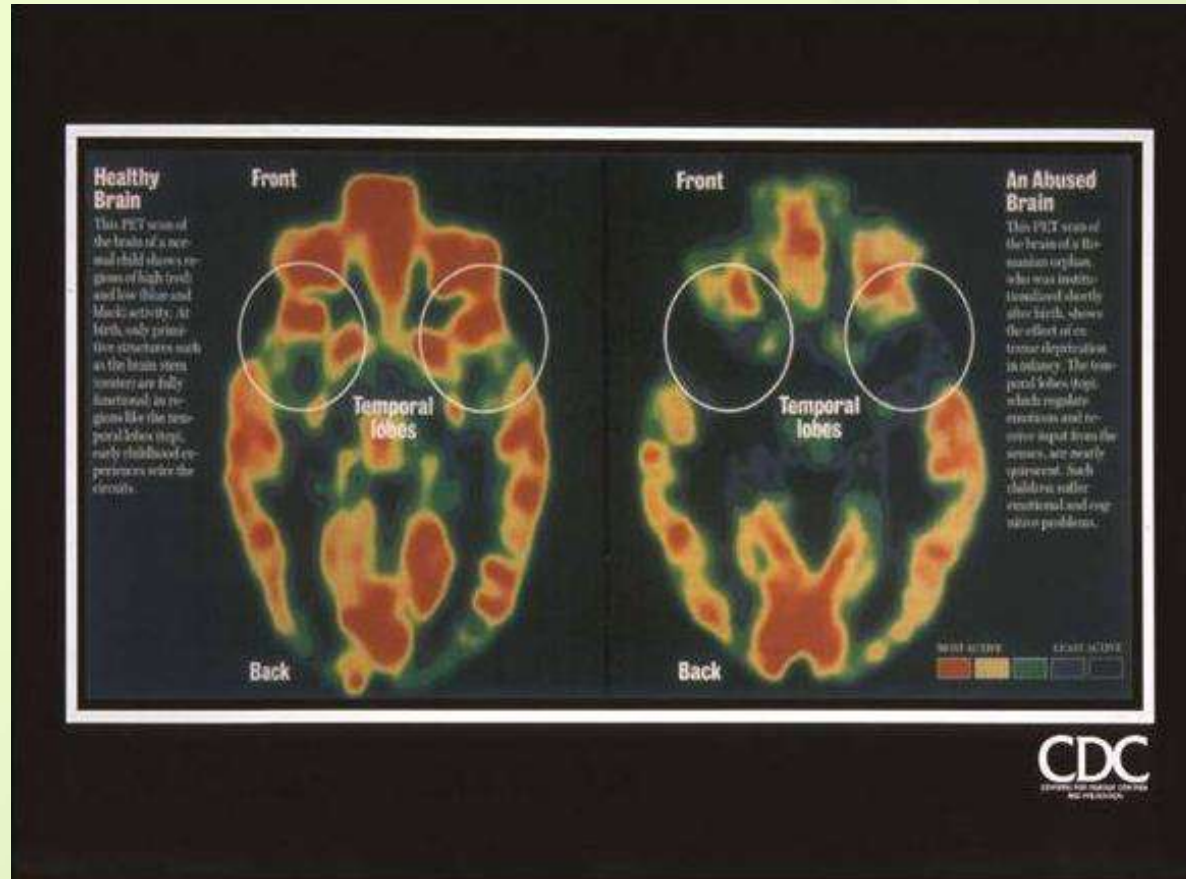
What do ACEs have to do with learning?

Compassionate Schools/Washington

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

The Consequences of Chronic Adversity

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
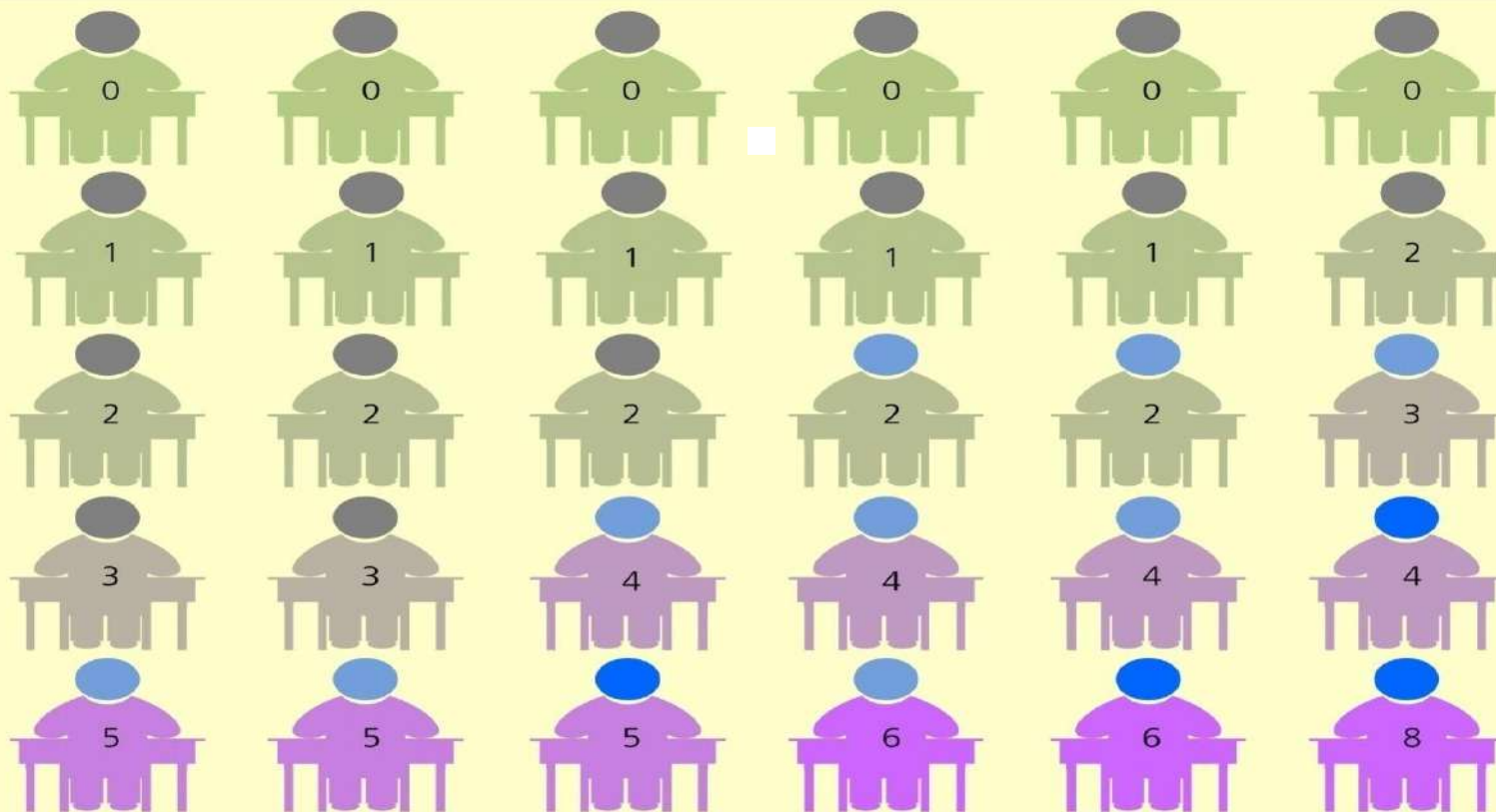
The Classroom is for Teaching

But what happens when 43% of students can't learn with traditional methods?

Adversity/Trauma Impacts:

- A student's ability to **attach**
- A student's social emotional development
  – Communication and Connectedness
  – Empathy, Compassion & Respect
- Emotional **regulation**
  – Hopeless, inability to impact world
  – Unsure of needs or how to get them met
- Cognition and language
  – Survival trumps exploration and growth (i.e. learning)
  – Lack of executive functioning

Two thoughts to consider:

High ACE students often
have high ACE parents.

Some educators are dealing with a constellation
of ACEs in their personal lives that interfere
with their ability to **respond** to a student also
struggling with ACEs.

Self-Care: An Ethical Obligation for Those Who Care

Chapter **2**

Self-Care: An Ethical Obligation for Those Who Care

Self-care is not a luxury. It is a human requisite, a professional necessity, and an ethical imperative.
--Norcross & Guy, 2007

Contents:

The Heart of
Learning and Teaching:
Compassion, Resiliency, and Academic Success

Wellness – Self Care

Ripple Effect

As we begin to absorb the traumatic events of others, it's like rocks thrown a pond; each one contributing to a series of ripples into our lives.

- COMPASSION FATIGUE
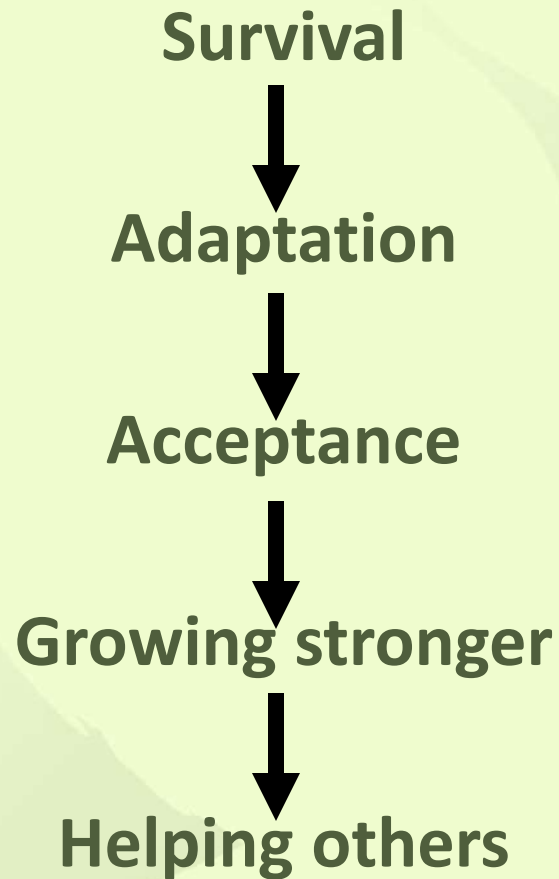
- VICARIOUS TRAUMA

- BURN OUT

Resilience is the capacity to rise above difficult circumstances, allowing our children to exist in this less-than-perfect world, while moving forward with optimism and confidence.

Kenneth Ginsburg, M.D., M.S. Ed

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The Sequences of Resilience

Survival

↓

Adaptation

↓

Acceptance

↓

Growing stronger

↓

Helping others

Cynthia Lietz, assistant professor at Arizona State University

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Compassion, Resiliency, and Academic Success

Building Resiliency in Students Starts with:

A shift in thinking from **"What's wrong with you?"**

to **"What happened to you?"**

Trauma Lens – Realizing that behavior is a symptom of something…
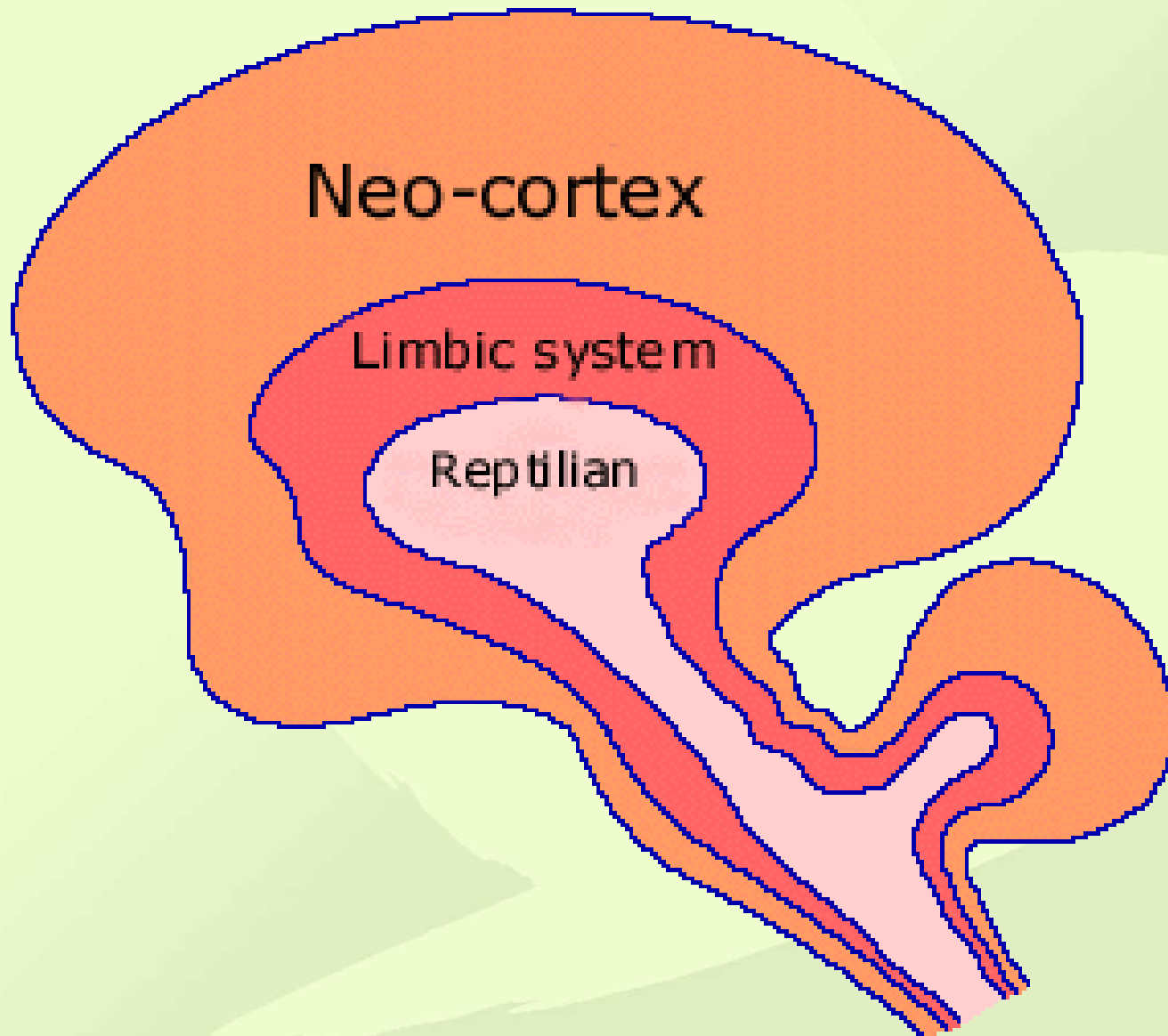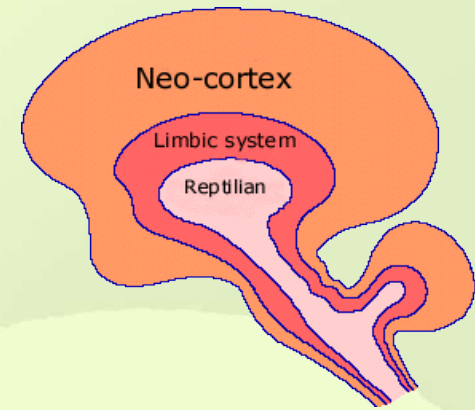**Resilient students need resilient teachers.**

The Heart of Learning and Teaching:
Compassion, Resiliency, and Academic Success

The Brain

The Brain Develops from the Bottom Up

Reptilian (Brain Stem):
- Similar to the brain of a modern day reptile
- The oldest part of the brain
- Regulates heart rate, breathing and fear, freeze, flight mechanism.
- Takes over the physical parts of our learned skills – walking, running, biking, playing an instrument/sport
- Frees the more highly evolved parts of the brain to stand outside of motor function and observe and discover ways to improve

Limbic System (Mid Brain):
- The emotional cognitive part of the brain
- Memory stems from this part of our brain – long term/short term
- Where we evolve our relationships – first few years of life
- Stability in the home translates to healthier emotions/lack of stability translates to impaired emotional development.

Neo-Cortex:
- Last to develop
- Controls higher executive thought
- Can turn off when emotional or physical harm is perceived
- Regulates speech, mathematics, thinking and reasoning
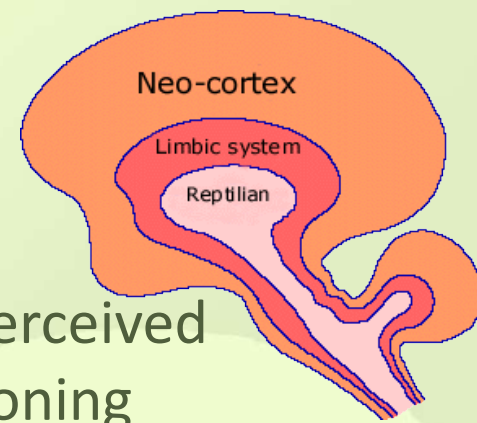
Under MacLean's Triune Brain theory, the three brains work together best from the top down. A positive emotional state while developing from birth allows the three systems to complement one another: Free to think and learn (Neo-cortex), as we are emotionally balanced (Limbic System), and on auto pilot (Reptilian brain). Top down.

When the brain works from the bottom up, learning and development are impaired because of the interruptions from the other parts of our nervous system. We become defensive, fearful, and reactionary.

Biology of the Impact of Trauma

Persistent trauma or adversity can cause the brain to be underdeveloped or damaged.

⬇

A damaged or undeveloped brain often causes a child to react differently to a stressful situation than a child without those constrictions.

⬇

Therefore, a child who is more reflexive than reflective may have a biological reason for behaving the way they did which is beyond their control.

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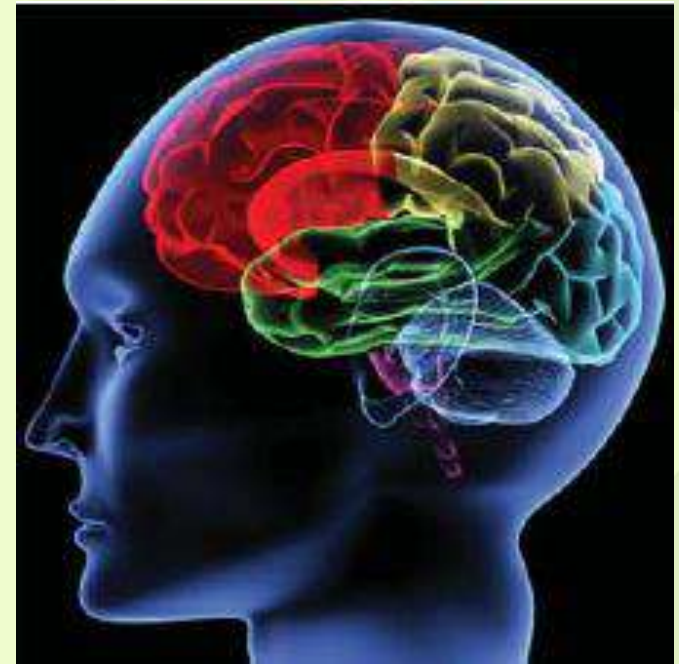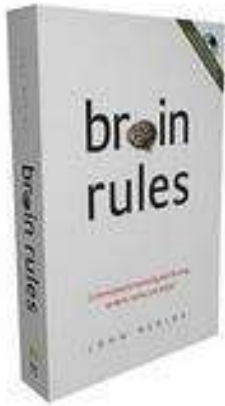
BRAIN RULE # 8

Stressed brains don't' learn in the same way that non stressed brains do.

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Compassion, Resiliency, and Academic Success

Neuroplasticity: This term refers to the very encouraging fact that the brain is capable of healing, growth of developing new connections and pathways between neurons through new experiences and learning. If a bridge is down between points of connection, specific experiences and teaching can inspire the brain to build new bridges to replace ones that have been damaged.

"It's hard to play chess in a hurricane."

Dr. Kenneth Fox
Mount Vernon School District
Mount Vernon, Washington

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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 and the individual experiences (either objectively or subjectively) a threat to his/her life, bodily integrity, or that of a caregiver or family

(Saakvitne, K. et al, 2000).

The Heart of
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9:45 - 10:00 Introduction of the Domains and Principles (Chapter 3) – The Heart of Learning and Teaching

DOMAINS

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:

(Contents continued on next page...)

Strategies for Compassionate Classrooms

The Heart of Learning and Teaching:
Compassion, Resiliency, and Academic Success

How We Teach
Compassionate Teaching and Discipline Principles

1 Always empower. Never disempower.

2 Provide unconditional positive regard.

3 Maintain high expectations.

4 Check assumptions. Observe. Question.

5 Be a relationship coach.

6 Provide guided opportunities for helpful participation.

What We Teach
Compassionate Curriculum Stategies

Domain One — Safety, Connection, and Assurance of Well-Being

Domain Two — Emotional and Behavioral Self-Regulation

Domain Three — Competencies of Personal Agency, Social Skills and Academics

The Heart of Learning and Teaching:
Compassion, Resiliency, and Academic Success

DOMAIN ONE:

SAFETY CONNECTION AND ASSURANCE

Teachers can do a great deal to create a climate of safety for their students. They can respond to the emotions that underlie inappropriate behavior rather than simply react to the most disturbing symptoms.

Important Elements

1) consistency and integrity on the part of the teacher,

2) attunement on the part of the student so they can read teacher cues accurately, and

3) opportunities to respond appropriately.

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DOMAIN ONE:

SAFETY CONNECTION AND ASSURANCE

Goals for Instruction

•Students will be provided with opportunities to feel safe and assured.

•Students will be able to identify triggers that set off "fight-flight-fright" behaviors that distract them from learning.

•With the help of their teachers, students will either remove trigger stimuli or respond to those stimuli differently.

•Students will improve their abilities to attune themselves to the cues of others.

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Identifying Triggers

1. What was the function of the student's behavior. Was it to defy us or was its intent to somehow cope with a perceived danger?

2. Acknowledging and respecting boundaries. Knowing all the details is not the most useful way to use our energy.

3. Triggers can be external, internal, or a combination of both. Their response is reflexive not reflective.

4. Provide the student with choices. a) Remove the stimulus, b) Help the student remove the stimulus, or c) Help the student learn to respond to the stimulus differently.

6. Compassionate strategies for traumatized students are useful for all students.

DOMAIN TWO:
IMPROVING EMOTIONAL AND BEHAVIORAL SELF-REGULATION

•Domain two addresses ways that students can recognize and name their feelings and bodily states: "the vocabulary of feelings."

•Help students create links between external experiences, internal feelings, and triggered behaviors.

•Help students learn how to respond differently to their feelings: Affect modulation.

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DOMAIN TWO:
IMPROVING EMOTIONAL AND BEHAVIORAL SELF-REGULATION
Goals for Instruction

Students will be able to:

- better identify and differentiate among their feelings.
- better identify the emotional needs of others.
- better link their feelings with internal and external experiences.
- better identify resources to safely express their feelings.
- better use strategies to modulate their responses to emotions in ways that will support academic success.
- use what they have learned about modulating their feelings to behave in a manner appropriate to the classroom setting.
- return to a comfortable emotional state after arousal of their emotions.

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DOMAIN THREE: COMPETENCIES OF PERSONAL AGENCY, EXECUTIVE FUNCTION, AND SOCIAL AND ACADEMIC SKILLS

Personal agency is the term used to describe the belief that one can make things happen.

Social skills are needed for students to interact with others in acceptable ways.

Executive functions are those skills that enable a person to behave in goal-directed ways.

Academic Skills: Children affected by traumatic events can have trouble analyzing ideas, organizing narrative material, or seeing cause-and-effect relationships.

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DOMAIN THREE:
COMPETENCIES OF PERSONAL AGENCY, SOCIAL SKILLS AND ACADEMIC SKILLS
Goals for Instruction

- Students will be able to demonstrate the assertiveness skills needed to originate and direct their behavior towards goals they have chosen.
- Students will demonstrate improved abilities to interact with others in socially acceptable ways.
- Through the use of explicit learning strategies, students will demonstrate the ability to use cognitive skills to succeed in academic learning.
- Students will demonstrate the use of executive functions (e.g., anticipate consequences, make decisions and evaluate results) in daily classroom work.

10:10 - 11:30   Digging deeper into Domains and Principles from Chapter 3 (jigsaw exercise - grounding the concepts)

How We Teach
Compassionate Teaching and Discipline Principles

1. Always empower. Never disempower.
2. Provide unconditional positive regard.
3. Maintain high expectations.
4. Check assumptions. Observe. Question.
5. Be a relationship coach.
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Compassion, Resiliency, and Academic Success

11:30 - 12:30 Compassionate School strategies as the foundation for PBS and other evidence based educationally based behavior programs

While academic curricula matter, it is the social-emotional foundation of children that **primarily** determines academic success.

Dr. Christopher Blogett, Washington State University, 2013

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Framework for Student Success:
SEL Skills Instruction

Recognizing one's emotions and values as well as one's strengths and limitations

Self-awareness

Making ethical, constructive choices about personal and social behavior

Social & Emotional Learning

Self-management

Responsible decision-making

Managing emotions and behaviors to achieve one's goals

Social awareness

Relationship Skills

Showing understanding and empathy for others

Forming positive relationships, working in teams, dealing effectively with conflict

The Heart of Learning and Teaching:
Compassion, Resiliency, and Academic Success

You cannot teach the mind until you reach the heart.

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Fixed Mind-set

Intelligence is static

Leads to a desire look smart and therefore a tendency to…
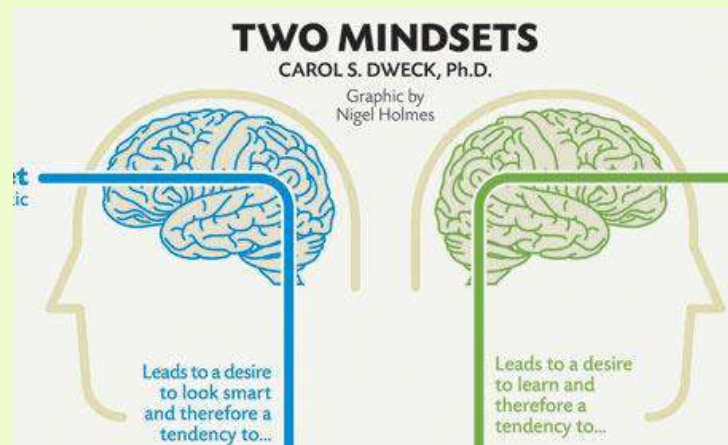
Challenges
…avoid

Obstacles
…Get defensive or give up easily

Effort
…sees effort as fruitless or worse

Criticism
…**ignore useful negative feedback**

Success of Others
…feel threatened by success of others

As a result, they may plateau early and achieve less than their full potential

Growth Mind-set

Intelligence can be developed

Leads to a desire to learn and therefore a tendency to…

Challenges:
…embrace challenges

Obstacles:
…**persist in the face of set backs**

Effort:
…**see effort as the path to mastery**

Criticism:
…**learn from criticism**

Success of others:
…**find lessons and inspiration from the success of others.**

As a result, they reach ever higher levels of achievement.

TWO MINDSETS
CAROL S. DWECK, Ph.D.
Graphic by Nigel Holmes

Leads to a desire to look smart and therefore a tendency to...

Leads to a desire to learn and therefore a tendency to...

"If you manage people or are a parent (which is a form of managing people), drop everything and read *Mindset*."
—GUY KAWASAKI, author of *The Art of the Start*

mindset
THE NEW PSYCHOLOGY OF SUCCESS

HOW WE CAN LEARN TO FULFILL OUR POTENTIAL

"Will prove to be one of the most influential books ever about motivation."
—PO BRONSON, author of *NurtureShock*

*parenting
*business
*school
*relationships

CAROL S. DWECK, Ph.D.

Definitions

- Growth Mind-set- A belief system that suggests that one's intelligence can be grown or developed with persistence, effort, and a focus on learning

- Fixed Mind-set- A belief system that suggests that a person has a predetermined amount of intelligence, skills or talents.
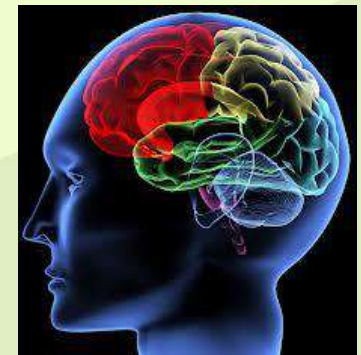
Adults and Mind Set Beliefs

- Parents, teachers, coaches, scout leaders, and other adult role models should never blame genetics for perceived capabilities.

- If any adult in a child's life communicates low expectations either verbally or nonverbally, then achievement can suffer.

- A central message to communicate with parents is the importance of encouraging resilience in their children.
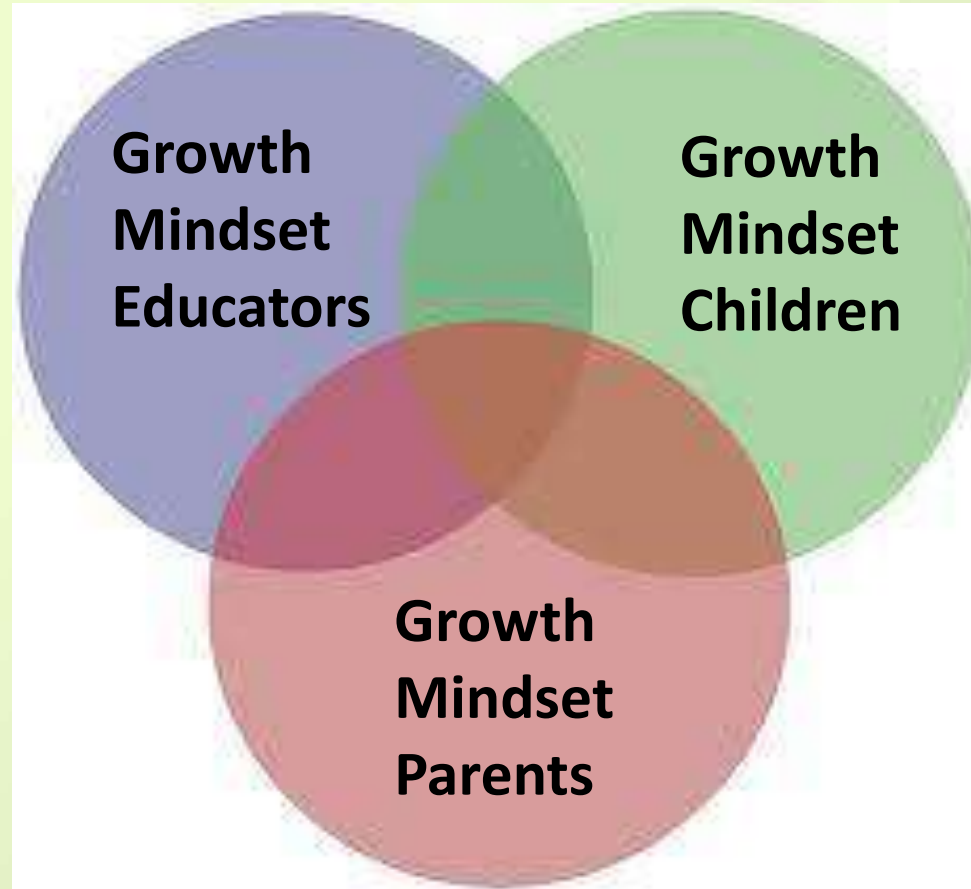
Mind- Set Activity

- Independently decide if the statements or scenarios are a based on a fixed or growth mind-set.   10 minutes

- Table group discuss your results. 5 minutes

- Have group come up with a consensus: 5 minutes

- Share out results as whole group: 10 minutes

# We must work together to build a growth mindset school culture.

Feeling Toolbox

Excitement	Anger	Sadness	Worry	Fear
Small objects to manipulate	Push against wall/door	Object associated w/ comfort	Paper to write down worries	Picture of a safe place
Bubbles	Stress ball	Soothing sensory object	List of distractions	Think of someone who makes you feel safe
Exercise	Clay	Draw/journal		Scents

Six Tips For:

Brain - Based- Learning
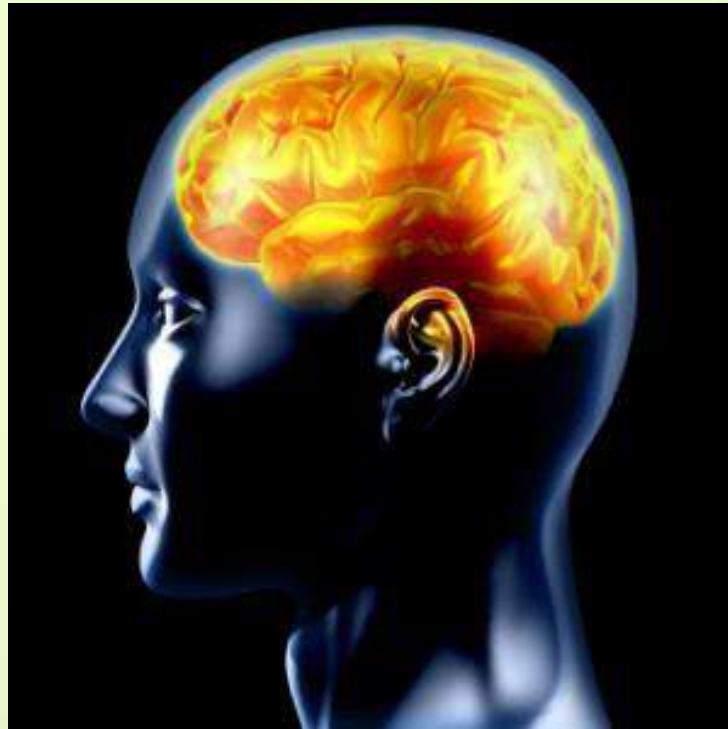
Reinventing Project Based Learning
Susie Boss
Edutopia

TIPS AT A GLANCE

1. **Create a Safe Climate for Learning**

2. **Encourage a Growth Mind-set**

3. **Emphasize Feedback**

4. **Get Bodies and Brains in Gear**

5. **Start Early**

6. **Embrace the Power of Novelty**

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Compassion, Resiliency, and Academic Success

1. Create a Safe Climate For Learning

- **Make the classroom stress free.** Lighten the mood by making jokes and spurring curiosity; create a welcoming and consistent environment through daily rituals, songs, or games; give students frequent opportunities to ask questions and engage in discussions without judgment; and determine achievable challenges for each learner.

- **Practice active listening.** "Focus on what students are *trying* to say," writes Willis. This kind of positive reinforcement from the get-go allows students to let their guard down (known in neuro-speak as calming their "affective filters"). Listening to students in general, and listening to their intentions in particular, can help relax anxious brains
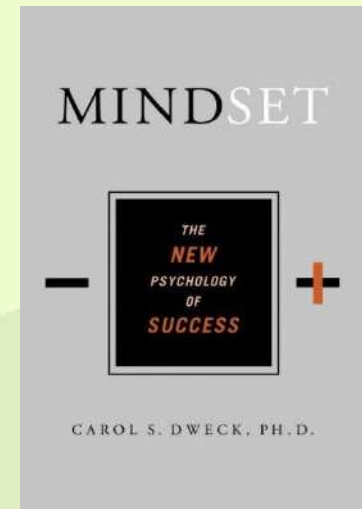
- **Encourage participation, not perfection.** A classroom in which mistakes are encouraged is a positive learning environment, both neurologically and socially speaking.

- As cognitive neuroscientist and educational psychologist Mary Helen Immordino-Yang and Harvard doctoral candidate Matthias Faeth write, "Students will allow themselves to experience failure only if they can do so within an atmosphere of trust and respect."

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Compassion, Resiliency, and Academic Success

2. Encourage a Growth Mind Set

- A new study in the scientific journal *Child Development* shows that if you teach students that their intelligence can grow and increase, they do better in school.

- Students who have a growth mind-set are more willing to tackle challenges and learn from failure, and see criticism as useful feedback. A growth mind-set can be learned and reinforced by messages that praise persistence and set high expectations.

MINDSET

THE NEW PSYCHOLOGY OF SUCCESS

CAROL S. DWECK, PH.D.

**The Heart of
Learning and Teaching:**
Compassion, Resiliency, and Academic Success

3. Emphasize Feedback

- In *Mind, Brain, and Education Science,* Tokuhama-Espinosa points out, "Great teachers know that moments of evaluation can and should always become moments of teaching."

- That means students need to know more than whether their answers were right or wrong. Understanding where and how they went wrong helps students adjust their thinking so they can improve.

- Positive feedback, meanwhile, builds learner confidence. Whether it's corrective or affirming, feedback needs to be delivered in a way that's encouraging rather than discouraging.

The Heart of Learning and Teaching:
Compassion, Resiliency, and Academic Success

4. Get Bodies and Brains in Gear

- Exercise boosts brainpower. Cardio activity increases oxygen-rich blood flow to the brain and increases students' ability to concentrate.

- Acknowledging that more study is needed to fully understand the relationship between exercise and learning, John Medina argues for incorporating more physical activity into the school day—now.

- John Ratey, a neuropsychiatrist at Harvard Medical School, and others are finding that fitness has a long-term influence on a wide range of cognitive abilities.

The Heart of Learning and Teaching:
Compassion, Resiliency, and Academic Success

5. Start Early

- Formal schooling may not start until age of 5, but we all know children are learning long before they begin kindergarten.

- By reaching out to parents of preschoolers with research and practical information, school can help incoming students arrive at school ready-and eager-to learn.

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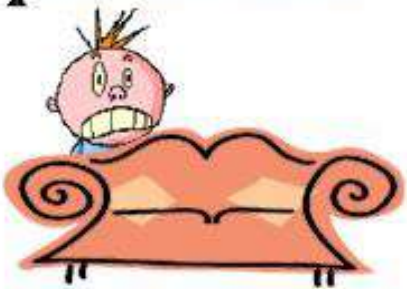
6. Embrace the Power of Novelty

- As Judy Willis, MD explains in *How Your Child Learns Best,* a part of the brain called the reticular activating system (RAS) filters incoming stimuli, deciding which information to trust to autopilot and what deserves our full attention.

- Surprise and novelty are the attention-grabbers. In the classroom, this means that changing routines, asking students to consider similarities and differences, field trips, and guest visitors all help to keep learning fresh.

Tools to Consider in Working with Students

High School Application

Wait a day

Wait an hour

Ready to talk

**The Heart of
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Compassion, Resiliency, and Academic Success

Reflection

Mindfulness…

is the non-judgmental observation of our entire experience. We slow down, observe, and awaken a greater awareness of our being and of our surroundings. From this perspective, we develop a knowing beyond our usual way of trying to intellectually "figure out" what's going on.

The impact of mindfulness on the neurobiology of self-regulation.

- Changes in neural connectivity

- Changes in grey matter density

- Changes in cortisol response

Matousek et al., 2010; Lazar et al., 2005; Vestergaard et al., 2009; Lutz et al., 2008

Mindfulness - a way of training the mind to be more alert and aware of the present, improves self-regulation

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).

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This video, which includes selections from the upcoming documentary entitled *Mindful Kids*, shows the Mindful Schools in-class instruction program in action.

As of June 2010, Mindful Schools has taught over 8,000 children in 34 Bay Area schools, 74% of which serve low-income children.

Mindful Schools   **MINDFUL KIDS**

Yoga Calm For Children

Emotional Needs

Yoga Calm

Physical Needs

Intellectual Needs
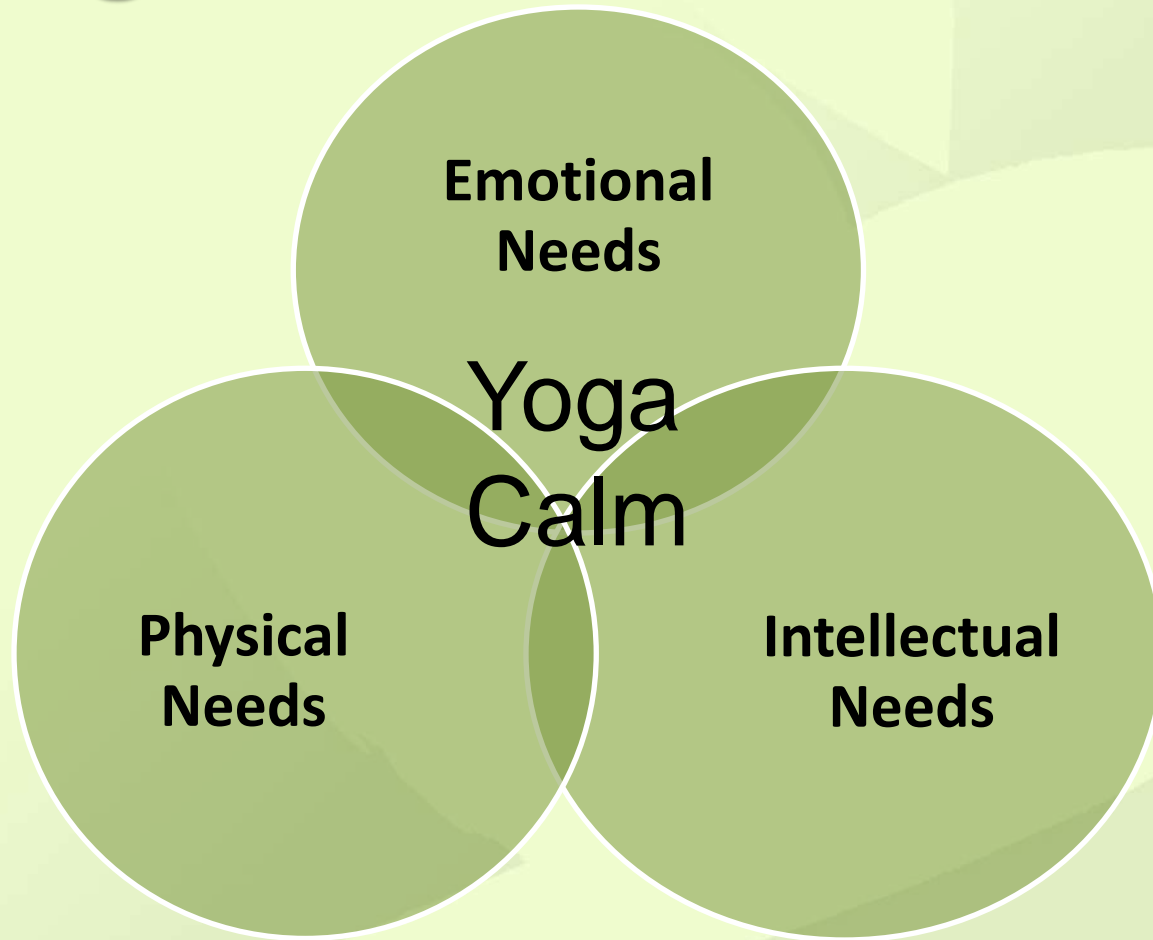
Educating Heart, Mind, and Body

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Yoga Calm for Children

- Is committed to the balanced development of students' physical, mental and emotional aspects.

- Students and teachers are also encouraged to listen to the needs of each individual, as well as the community, and always respond to the current situation.

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Yoga Calm Tools:

- **Breath Work**
- **Yoga-base Activities**
- **Social Emotional Activities**
- **Guided Relaxations**
- **Emotional Guidance**

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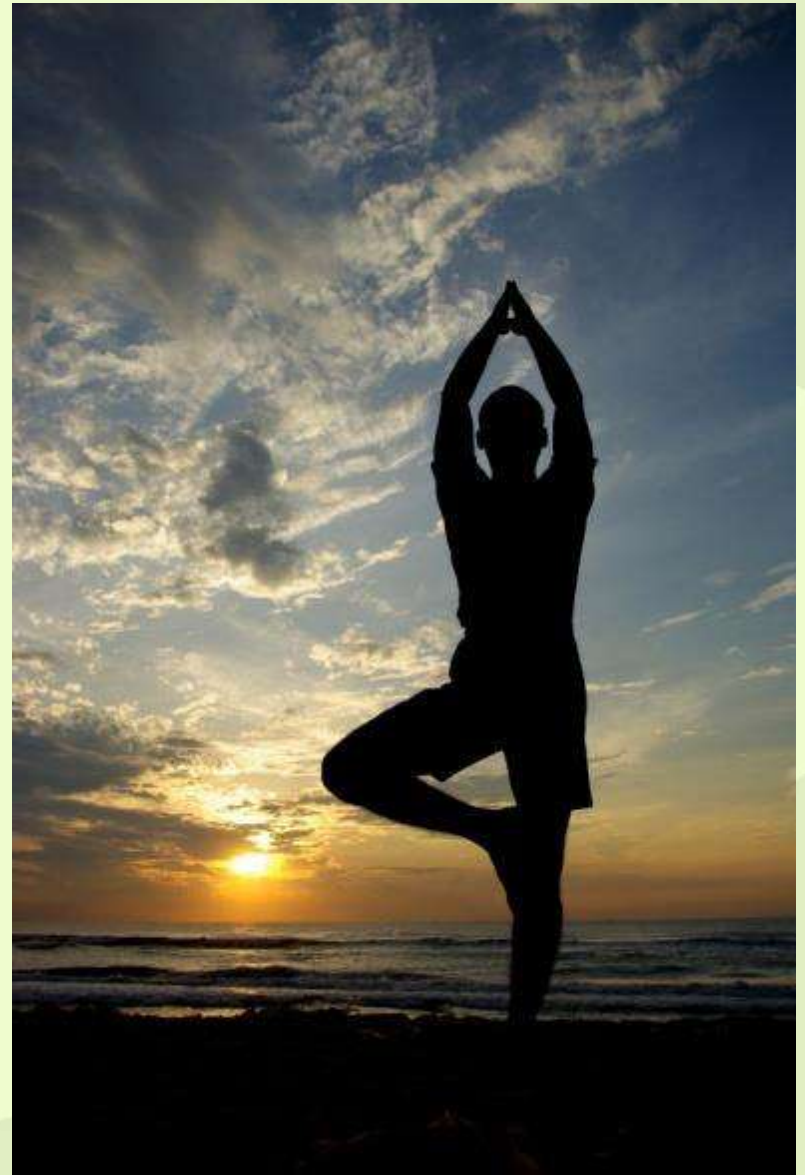
Expressive Writing

An expedient and self directed way to develop new and healthier neural pathways

Families & Community

Schools

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What are Natural Leaders?

They are leaders in their community that work as a team with family advocates, family support centers, and school staff to:

1. Build relationships with families
2. Listen to families ideas on how to help their children be successful in school
3. Bring families and schools together to plan/implement the families ideas

Academic Success =

High Quality Instruction/ Learning Environments + Parent Engagement

Joyce Epstein

1:30 - 2:15   School Culture and Climate
              * Common Core and Compassionate
              School programming
               * Trauma-sensitive school policy
              development

"Teachers are too busy teaching Common Core to address the social-emotional development of their students. This is troubling given that researchers strongly suggest that the learning process is 50 percent social-emotional and 50 percent cognitive."

Vicki Zakrzewski, education director, Greater Good Science Center

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The **Common Core** asks students to read stories and literature, as well as more complex texts that provide facts and background knowledge in areas such as science and social studies. Students will be challenged and asked questions that push them to refer back to what they've read. This stresses **critical-thinking**, **problem-solving**, and **analytical skills** that are required for success in college, career, and life.

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Systems of Care Framework

Child and Family

- Financial Support
- Mental Health
- Social Services
- Recreational Services
- Education and Support
- Vocational Services
- Substance Abuse Services
- Health Services

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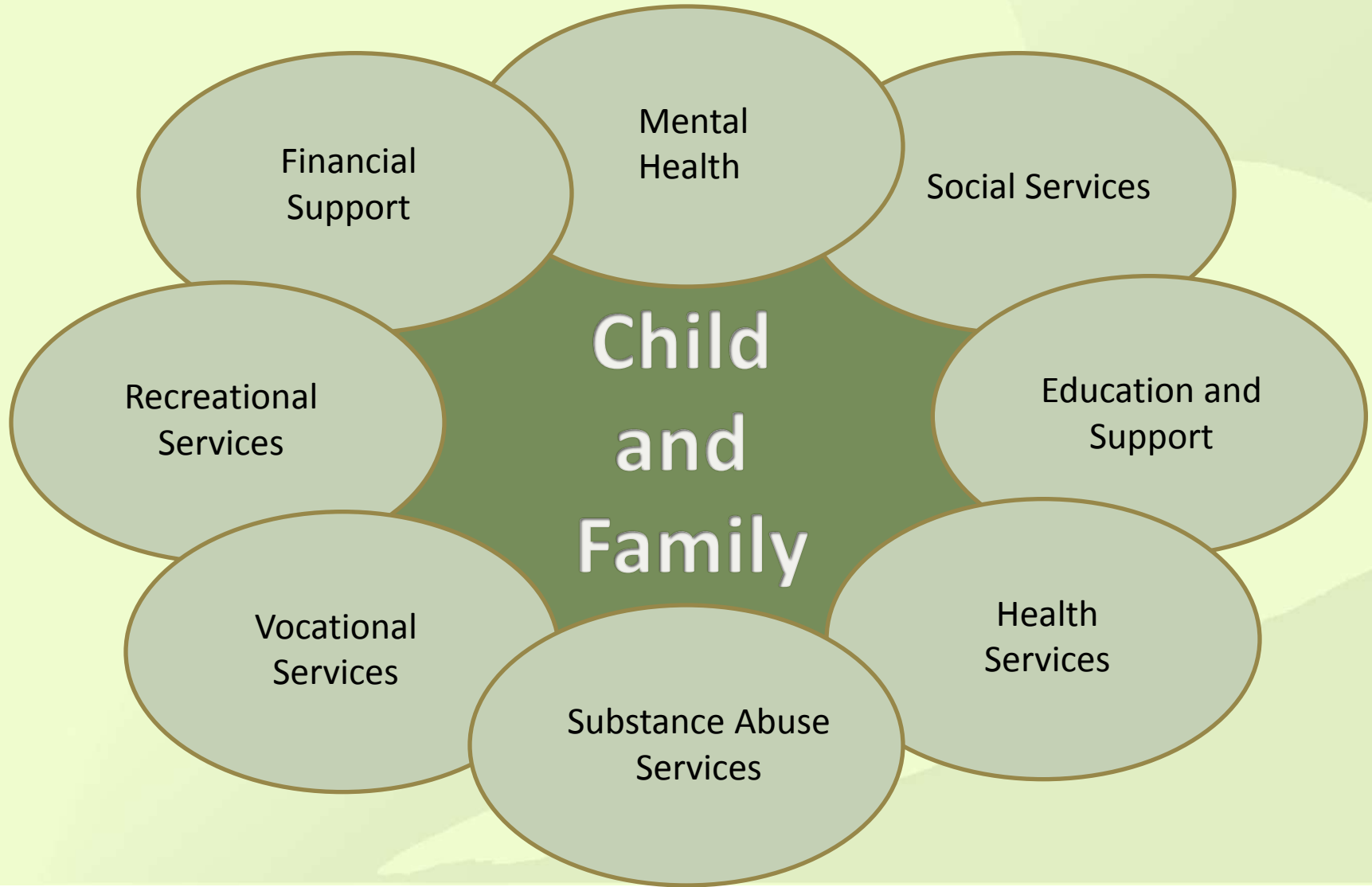
Strengths-Based Problem Solving

A model that uses strengths to compensate for limitations. Strengths include assets, talents and resources. Limitations are needs. To be most successful, this type of problem solving requires a formal or informal assessment of both strengths and limitations.

Appreciative Inquiry is one such structure that takes strengths and assets into account in terms of improved function.

The Practice

From *The Art of Possibilities* (Zander and Zander)

What assumptions am I making,
that I'm not aware that I'm making,
that gives me what I see?

What might I now invent,
That I have not yet invented,
That would give me other choices?

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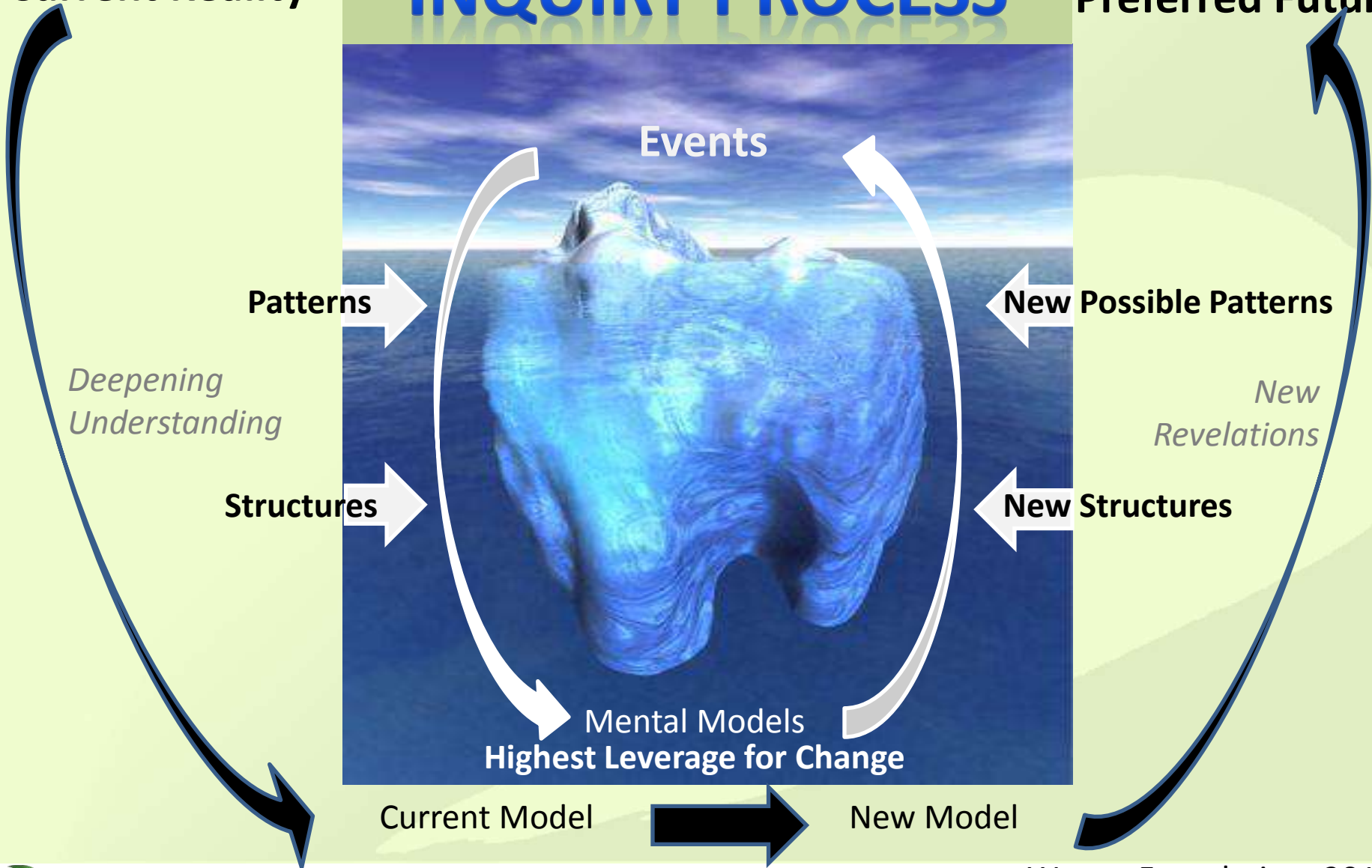
Waters Foundation, 2010

Appreciative Inquiry

"Let us not look back in anger, nor forward in fear, but around in awareness."

James Thurber

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If a child does not know how to walk, we teach them.

If a child does not know how to ride a bicycle, we teach them.

If a child does not know how to behave, we discipline (and sometimes punish) them.

All Behavior Make Sense

•What is it that makes this behavior seem both positive and constructive to this child?

or

•What is it that makes what I believe to be positive and constructive seem negative or destructive to this child?

•What a child knows and has practiced will always feel most normal.

•Understand that the child is not out to get us. They act in a way that makes sense according to their understanding of how the world works.

Appreciative Inquiry (AI) operates from the following assumptions:

•In every organization, group, or individual something works and can be valued.

•What we focus on becomes the reality we create.

•The language we use creates our reality.

•The act of asking a real question begins the change.

•People have more confidence to journey to the future when they carry forward the best parts of the past.

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Not Problem Solving

•What problem solving also does is focus on what's wrong or broken. It has been proven that this approach lowers individual's energy and creativity.

•**Appreciative Inquiry**, as an alternative approach, has proven to shift organization and individual's perceptions and effectiveness by focusing on what's right, positive, or possible.

Appreciative Inquiry

Destiny
How to empower, learn, adjust and improvise
Sustaining

Discovering
The best of what is
Appreciating

Design
What should be our ideal?
Co-constructing

Dream
What might be
Envisioning Results

Discovery- Articulating strengths and best practices. Identifying the best of what has been and what is.

Dream- Creating a clear, results-oriented vision through focus on a higher purpose.

Design- Creating the possibility of the ideal; to realize the expressed dream.

Destiny- Strengthening positive capability to build hope and sustain momentum for ongoing positive change and high performance.

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Asset Mapping

A formal process for listing the resources of a community. This includes names of associations and businesses. The asset map lists parks, hospitals, schools, colleges and universities. Natural resources
such as lakes, rivers, and forests are highlighted. An asset map also includes the gifts and abilities of individuals who live or work in the community. In other words, the asset map provides a picture of the
strengths of a community.

2:15 - 2:45   Reviewing assessments done by each school - determining gaps, assets, and low hanging fruit (team exercise)

Serving
4 Elementary Schools

Parenting Classes
For the Elementary Schools we serve

Home Visitations
Schools/Family Medical Center

WW Community College
Develop Bridge Program to access Education

Faith-based Community
ACE Training

Seedlings Foundation "Planting Seeds" CRI's Community Response to Trauma

WA State Penitentiary
Parenting Classes for Inmates

Advocacy
Walla Walla's Homeless Population

Lincoln Health Center
CRI Sponsored Support Group

Housing
Advocating for those we serve

National Partnership
Teri and Jim represent WW Nationally

Lincoln High School
CRI Sponsored Class for Lincoln Students

Lincoln Alumni
Developing a Support Network

Outreach/Lincoln Alumni
Parenting Classes for our teen moms.

Job Training
Partners with BMAC

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Tacoma's award-winning
INNOVATIVE SCHOOLS

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First Creek Middle School – Tacoma School District
Eagle Center run by the YMCA

Eagle Center - YMCA

AT A GLANCE

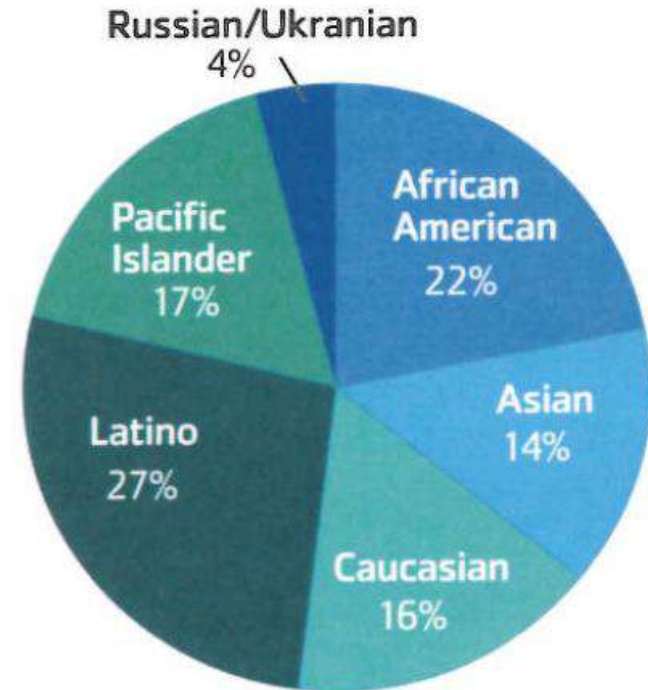|	First Creek MS Students	Eagle Center Participants
Students/Participants	787	420
School Attendance	54%	90%
Overall GPA	2.19	2.79
Situation Report: Grade 6	26	0
Situation Report: Grade 7	177	6
Situation Report: Grade 8	129	3

EAGLE CENTER

SCHOOL YEAR	GPA
2011–12	1.8
2012–13	2.2
2013–14	2.65
2014–15	2.79

FIRST CREEK MIDDLE SCHOOL
Demographics: Percent of Student Body

- Russian/Ukranian 4%
- African American 22%
- Asian 14%
- Caucasian 16%
- Latino 27%
- Pacific Islander 17%

GRADUATE TACOMA INDICATORS
2013–2014 SCHOOL YEAR

	Grade 6 Reading	Grade 8 Math
Overall students that took assessment	254	279
Overall students that passed	124 | 25%	83 | 49%
Passing Eagle Center Participants	87 | 75%	54 | 75%

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Program Partners and Service Providers through Eagle Club at First Creek Middle School

- Community Health Care,
- Comprehensive Life Services,
- DLR Group (Architecture Design),
- Hope Sparks,
- KBTC Public Television,
- Kid Co. Productions,
- Life Center Church,
- Making a Difference in Community,
- Milgard Dental Clinic,
- MuiltiCare Northwest Leadership Foundation,
- Pacific Lutheran University,

- Play for Peace,
- Puget Sound ESD,
- Urban League,
- Rock Paper Scissors Foundation,
- Tacoma Community College,
- Tacoma Housing Authority,
- University of WA,
- Tacoma Diversity Center,
- World Vision, and
- YMCA.

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3:00-4:15   Developing your Theory of Change for short and long term goals (model grid provided)

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Developing a Compassionate School Infrastructure

Developing a Compassionate School Infrastructure

What	Who	How
Engaging school leadership	It is vital to engage school leaders (superintendents, principals, counselors, health care staff, school board) who have responsibility for professional development and establishing the Supportive Learning Environment within the school.	Provide data to school leaders that show the correlation between physical, social and emotional health and learning. Invite them to key trainings regarding data and implementation.
Assessment	All school personnel who interact with students, community agency representatives, key public agency representatives (mental health and social services), business representatives, students, parents and parent organization leaders.	Look at available school and community data including academic environment, community demographics, culture, and poverty levels. Assess available assets. Provide a gap analysis. Determine training needs. Reassess after training.
Training School-Community	Build a solid foundation based on training in specific areas that address building healthy school-community partnerships. Core trainings might include: Adverse Childhood Experiences study, Social/Emotional Learning, Response to Intervention/Positive Behavioral Interventions and Supports, Community Engagement/partnership strategies, Parent engagement/leadership strategies, mental health, domestic violence awareness, substance abuse awareness, self care for those who care, creative classroom strategies for working with challenging students.	Use assessment information to determine training needs. Hold training at accessible times and places. Provide outreach to let potential attendees know of available trainings. Use a mix of "home grown" and professional training opportunities. Take time to know your trainers and if their materials/methods are appropriate for your community. Use the Internet to determine other potential relevant topics.
Review of similar models	Allow an open forum/think tank of opportunities for looking at other "compassionate" models including other agencies, health care facilities, communities of faith, colleges, etc.	Provide an opportunity for looking at creative programs. Use the Internet, conduct site visits, have conversations about "lessons learned" from other serving agencies that have developed a compassionate environment.
Review of school policies and procedures	School policies should be reviewed by all members of the school and community and there should be an open forum for questions and answers. School leadership should take the opportunity to use feedback for aligning policies with a compassionate school environment.	Policies should be regularly reviewed and revised. The Compassionate School is an evolutionary process that requires flexibility and adaptability. Policies should support the well-being of students, parents, staff and the community.

Partnerships	Develop a core partnership of consistent participants who can make an ongoing commitment to this effort. Invite ancillary partners and those who are interested. Make all meetings public and provide broad-based community invitations. Use current members to "recruit" other members.	Establish clear roles. Provide equal voice for all partners. Develop a way to garner input from a variety of sources – open invitation.
Action plan with short- and long-term goals	All partners identified in the above section. Utilize small committees of people to implement individual strategies – reviewed by other committees for potential fidelity.	Develop a written implementation plan – short term and long term. Implement in small steps – one strategy or small group of closely related strategies at a time. One classroom or one school building at a time. Take time to "test" the strategy for fidelity in your particular setting. Conduct regular reviews for quality improvement and ongoing sustainability for each development phase and then for all pieces together once several steps have been implemented. Dedicate specific resources to the project. Align with other programs, policies and initiatives. Share learnings from one school building to another. Be sure to address staff wellness.
Reassessment and evaluation	Community wide invitation - Include all partners, parents, students and other stakeholders who have been active in the partnership.	It is vital to provide a continuous quality improvement (CQI) process within the partnership – a system of checks and balances – to ensure that all areas that need to be addressed are addressed and that all students that are at risk are being supported by the right provider, at the right time and in the right amount. CQI promotes accountability, flexibility, efficiency and effectiveness throughout the life of the partnership.

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FOCUS AREAS	NEEDS	SUPPORTING DATA	DESIRED RESULTS	ASSETS	STRATEGIES
Understanding Trauma and Learning					
Safety/Assurance of Wellbeing					
Cultural Competence					
Supportive School Climate					
Social- Emotional Skills/ Personal Agency					
Behavior Emotion Regulation					

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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.
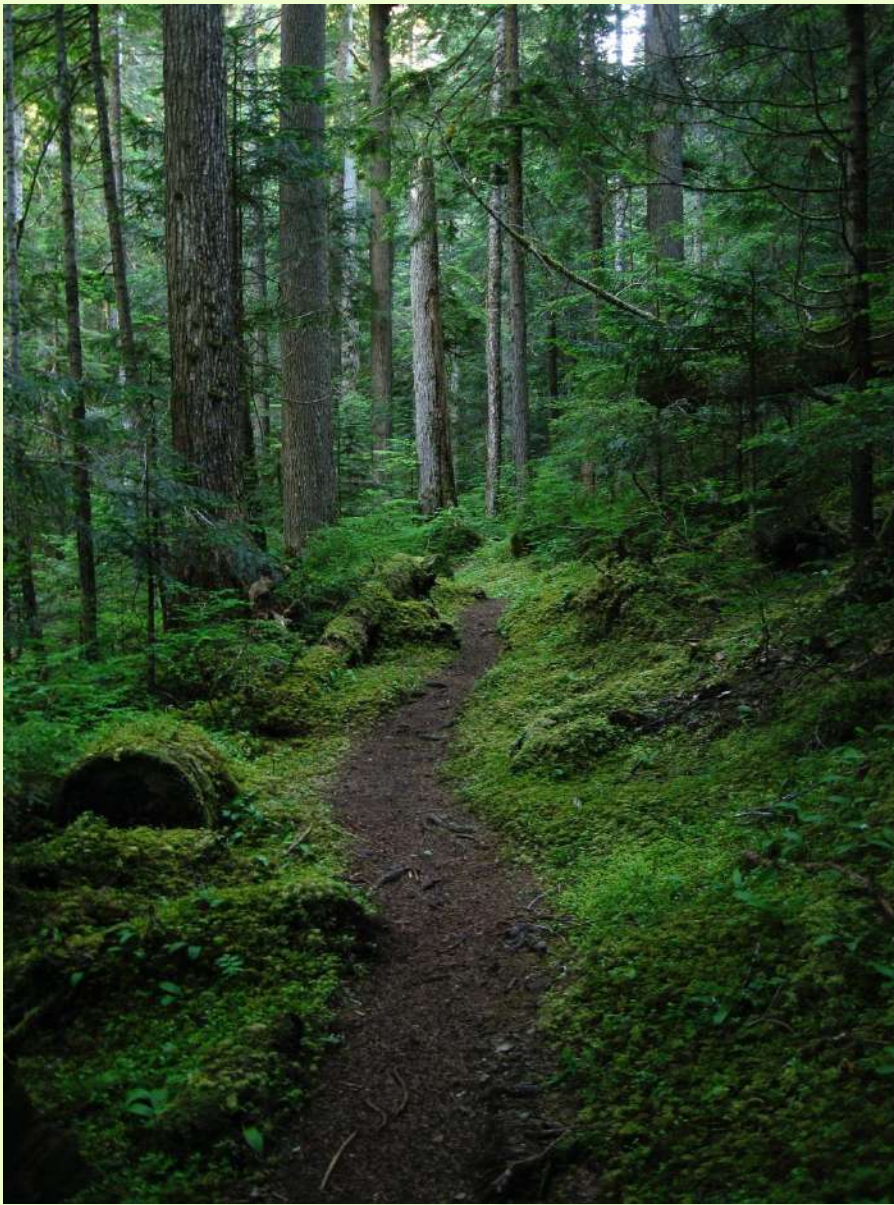
Elie Wiesel
Nobel laureate

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

- We can all make a profound difference in the life of a child impacted by adversity and trauma – even if they are a bully.

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If you're facing in the right direction, all you have to do is keep walking.

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