



# Education Science:

## Whole School Social and Emotional Support

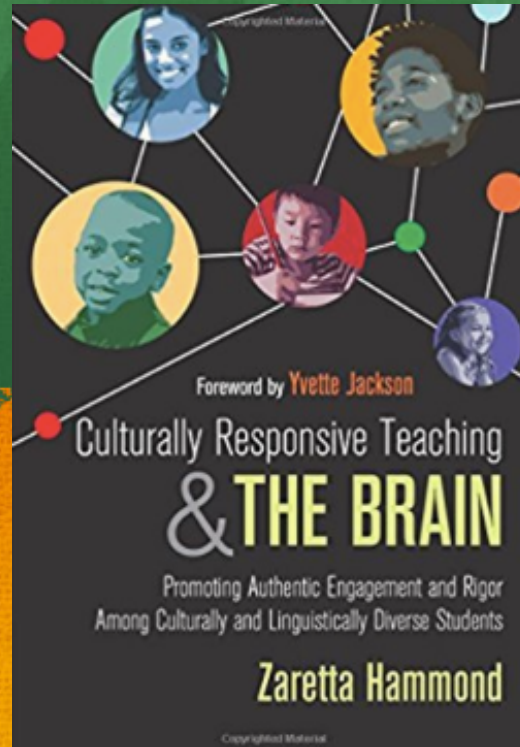
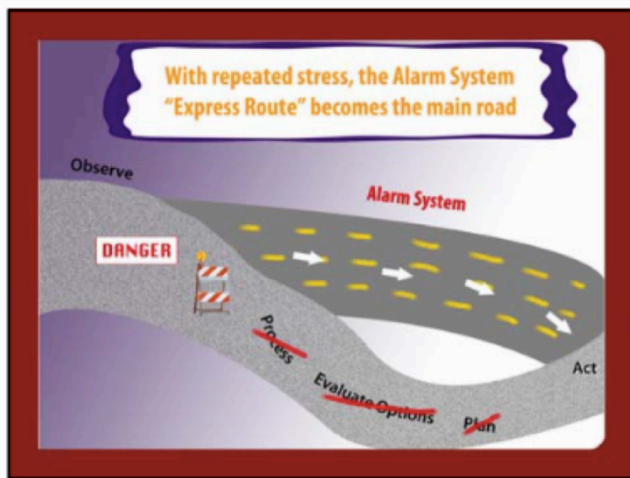


# **“Wrap Around Our Kids”**

**- Matt Kozevnikoff (Russian  
Mission), LYSD Regional  
School Board**





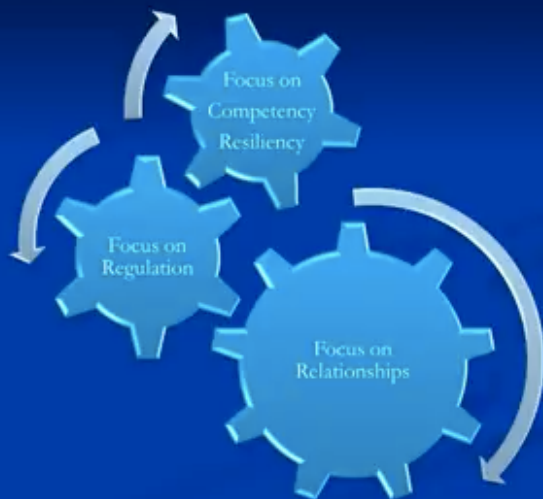


# Education Science:

# Putting the Pieces Together in Alaska



Study Conditions: Complex Trauma Treatment using ARC Framework at a clinic serving predominantly child welfare involved clients.



## Culture Dictates Emotional and Cognitive Readiness for Learning

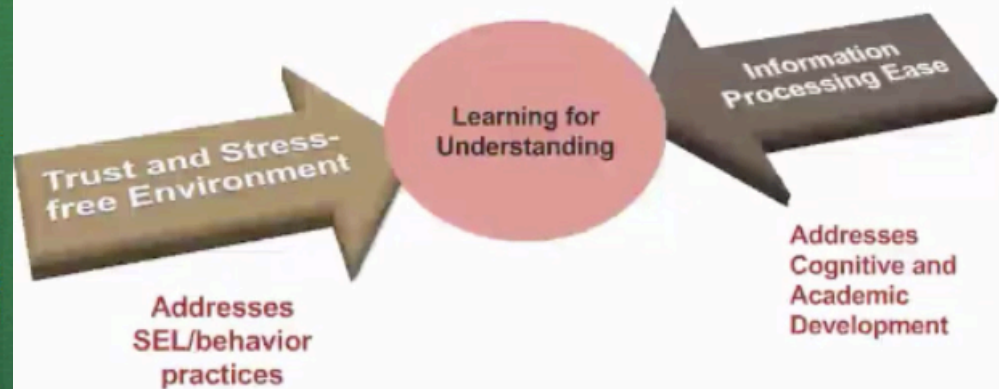


Figure 3.2 Three Critical Limbic Brain Functions

### The Watcher

(Reticular Activating System)

The RAS scans our environment 24/7 for possible threats (bodily harm or humiliation) or rewards (food or friendship). It sends reports over to the amygdala.



### The Guard Dog

(Amygdala)

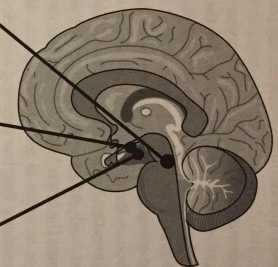
The amygdala acts as our guard dog trained to prepare the body for fight, flight, freeze, or appease when anything threatens our physical or social safety. It can act on its own if it believes we are in imminent danger.



### The Wikipedia Pages

(Hippocampus)

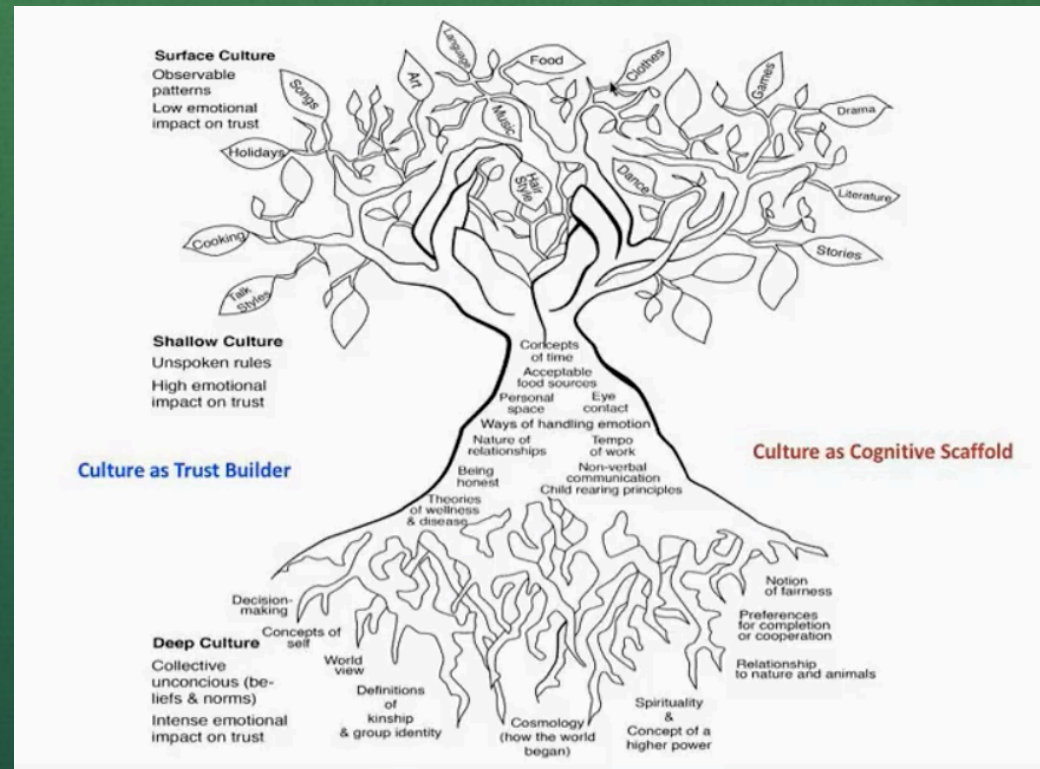
The hippocampus is our personal Wikipedia. Here is where our background knowledge is stored. It is also the site of working memory, where information processing happens. Working memory shrinks when the amygdala is triggered.





# Culturally Responsive Brain Rules

- © Positive relationships keep our safety-threat detection in check.
- © Culture guides how we process information.
- © Attention drives learning.
- © All new information must be coupled with existing funds of knowledge in order to be learned.

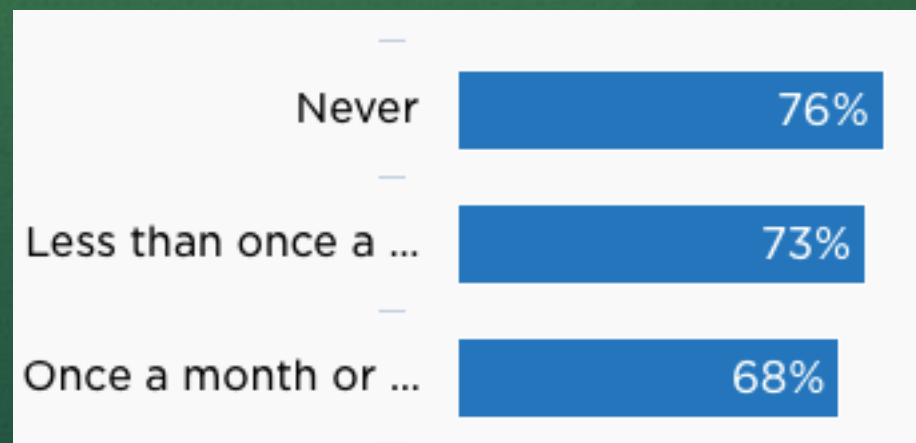
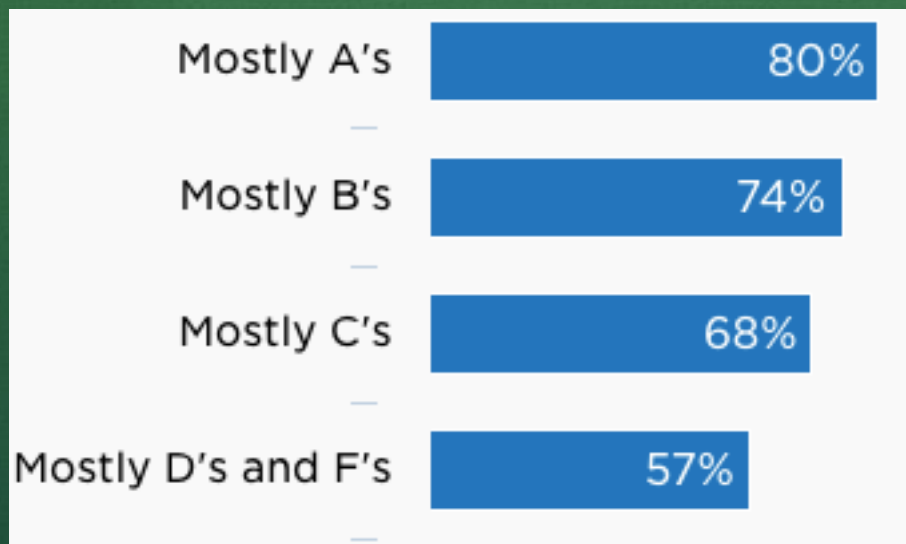




# Cultural Connectedness Impacts in Alaska

## 2017 School Climate & Connectedness Survey (SCCS)

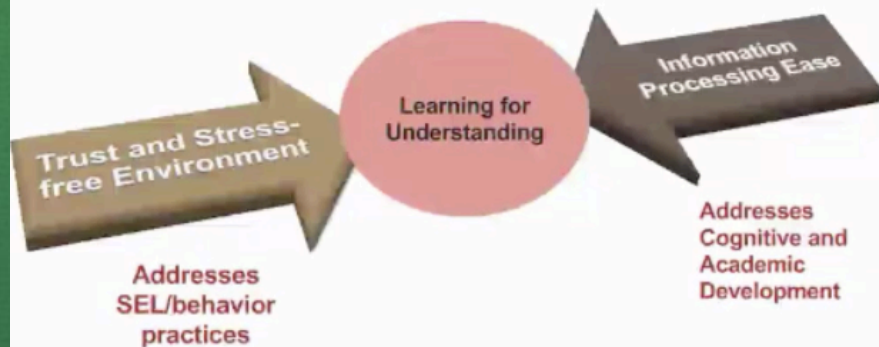
### Grades Earned and Cultural Connectedness



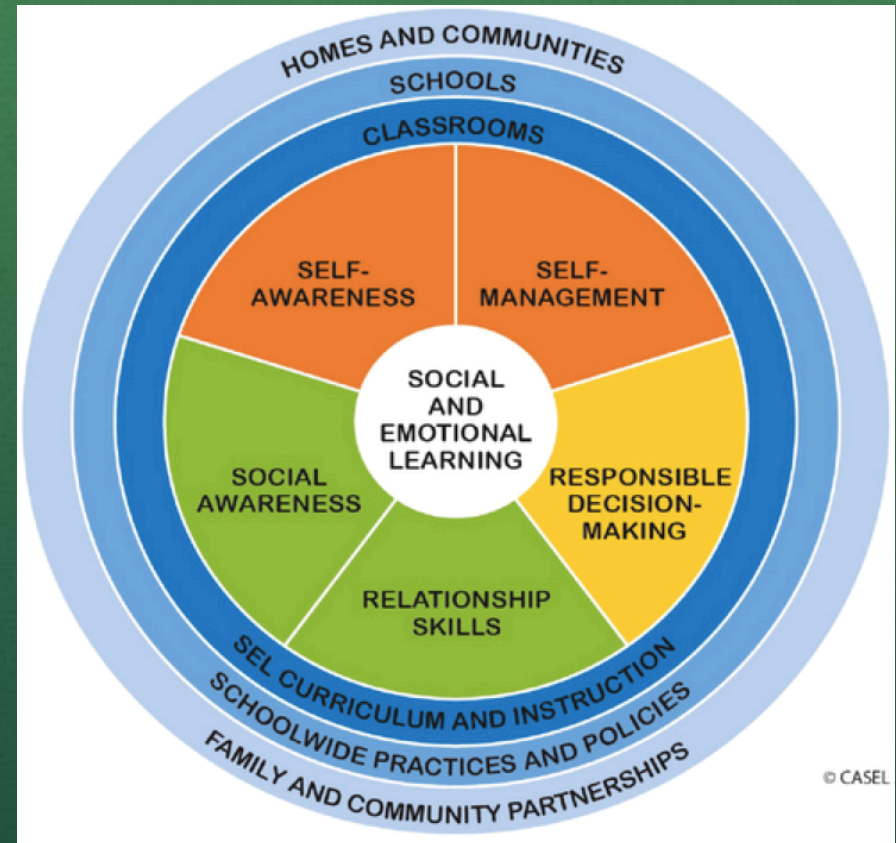
### School Days Missed and Cultural Connectedness



## Culture Dictates Emotional and Cognitive Readiness for Learning



Areas Impacted by Complex Trauma  
from Arvidson et al, 2011, Cook et al, 2005,  
Kisiel et al, 2009 and Spinazzola et al, 2005.





# Social & Emotional Learning (SEL)

## SEL IMPACT: Academics, Behaviors, Wellness



**Better academic performance:** 11 percentile points higher on achievement scores

**Improved attitudes and behaviors:** greater motivation to learn, deeper commitment to school, and better classroom behavior.



**Fewer negative behaviors:** decreased disruptive class behavior, aggression, and delinquency.

**Reduced emotional distress:** including depression anxiety, stress, and social withdrawal.

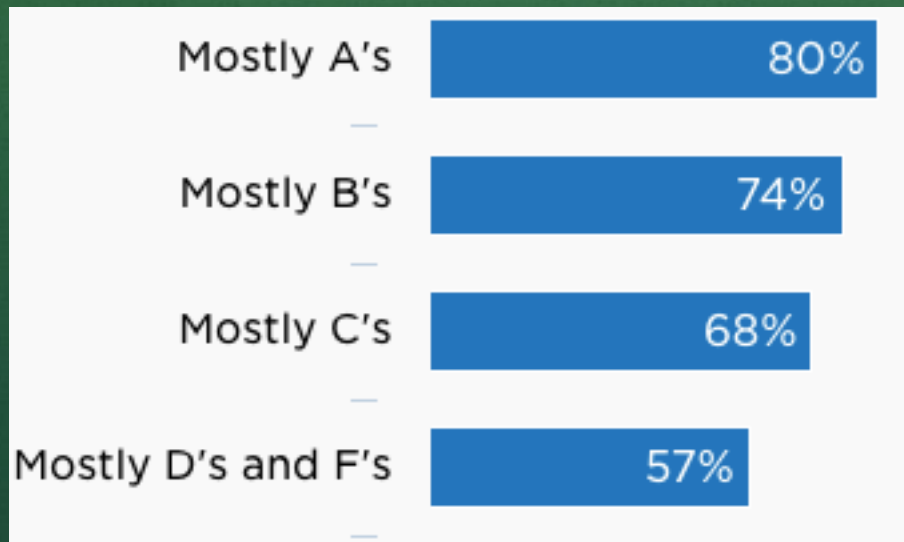
- 3.5 years after the last intervention the academic performance of students exposed to SEL programs was an average 13 percentile points higher than their non-SEL peers, based on the eight studies that measured academic performance. *"Although based on only eight studies, these long-term academic outcomes are notable,"* the research said.
- At other follow-up periods, conduct problems, emotional distress, and drug use were all significantly lower for students exposed to SEL programs, and development of social and emotional skills and positive attitudes toward self, others, and school was higher.



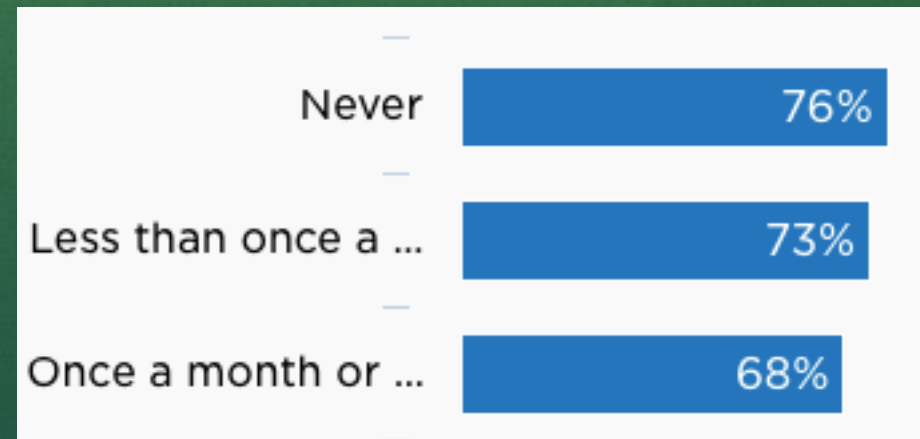
# SEL Impacts in Alaska

## 2017 School Climate & Connectedness Survey (SCCS)

### Grades Earned and SEL Skills



### School Days Missed and SEL



## RESPECT

Creating a safe and welcoming climate

## MODEL

Supporting adults in developing and using their own SEL skills

## SUPPORT

Integrating and aligning SEL into district and school infrastructure (i.e. RTI, Marzano, PBS)

## CULTURE

Co-creating a culturally responsive learning environment and practices

## TEACH

Using **SEL learning standards** and **direct instruction** to develop a common language and understanding of SEL skills

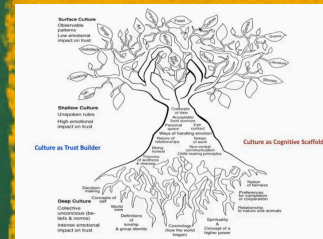
## PRACTICE

Adopting **teaching strategies, routines, and practices** that give students opportunities to use SEL skills throughout the day (at school, afterschool, and at home)

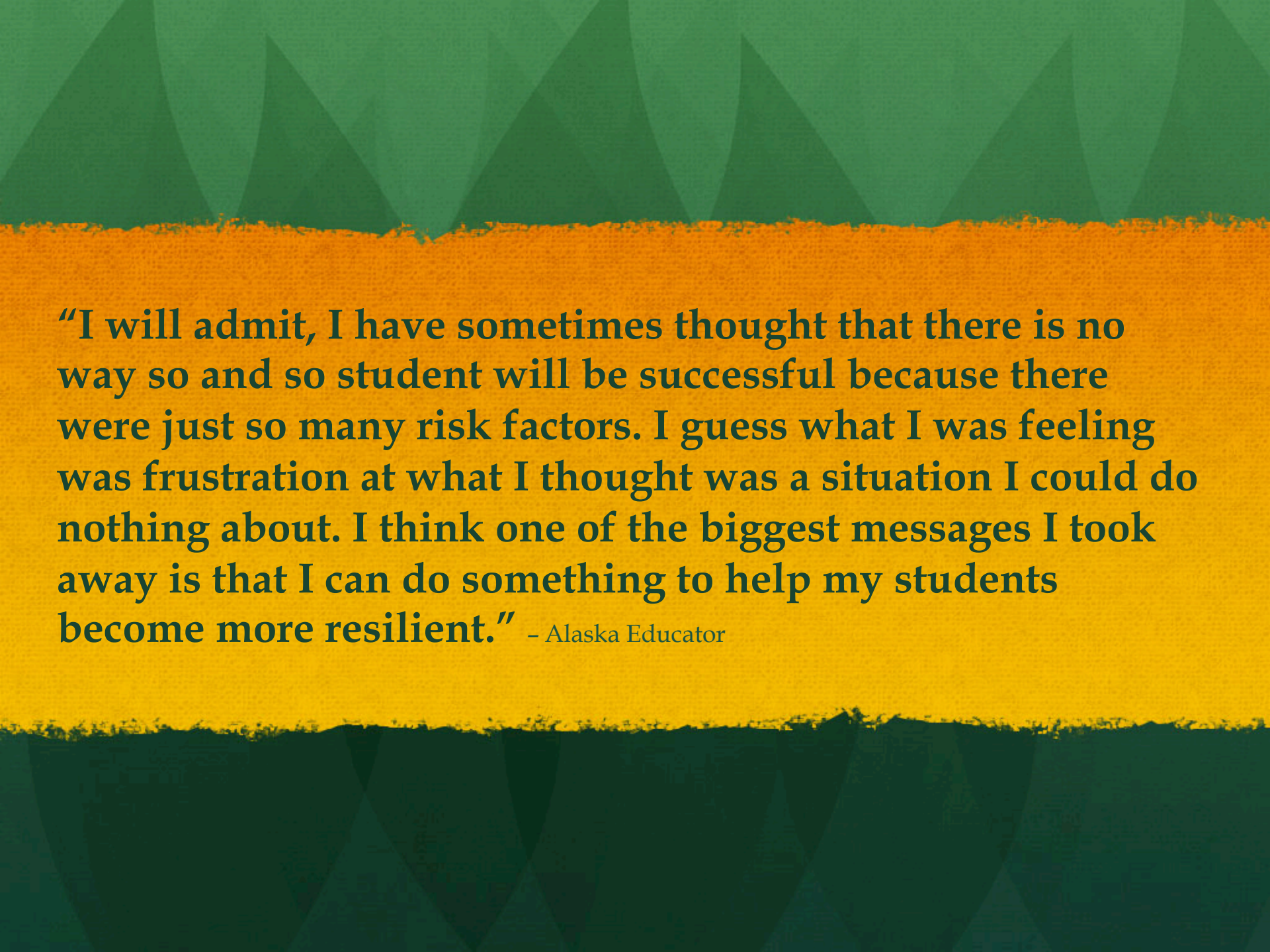
# Components of Comprehensive CRESEL

## How are SEL Skills Taught and Learned?

Culturally Responsive Embedded Social and Emotional Learning (CRESEL)







**“I will admit, I have sometimes thought that there is no way so and so student will be successful because there were just so many risk factors. I guess what I was feeling was frustration at what I thought was a situation I could do nothing about. I think one of the biggest messages I took away is that I can do something to help my students become more resilient.” – Alaska Educator**