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WHAT ARE THE EXPERIENCES
OF ALASKA STUDENTS?

ADVERSE CHILDHOOD EXPERIENCES IN ALASKA



ADVERSE CHILDHOOD EXPERIENCES



**Increased Emotional Distress- Mental Health
Risk Behaviors/ Health Consequences**

**Academic Achievement
Transition to Adulthood/ Employability**

“Our goal was to interrupt the cycle of blame, compassion fatigue, negative attitudes and low expectations that can occur when interacting with children and youth whose very coping strategies may be alienating to the uninitiated.”



**WHAT THE DATA AND
RESEARCH SAYS**



The background of the slide is a colorful illustration of a river scene. In the foreground, a large brown bear is swimming in the blue water, reaching for a red salmon. Other salmon are visible in the water, and a smaller bear is on the left bank. The top of the slide features a green banner with the text "KUMSIT by ME 1st grade Pechuzal 2015" in a stylized font. The main title "RESILIENCY TRUMPS ACES" is centered over a dark grey rectangular area.

RESILIENCY TRUMPS ACES

“IT WAS SUCH AN “AHA” MOMENT ...WE CAN EQUAL THE SIDES. I PROBABLY CANNOT DO TOO MUCH ABOUT THE RISK FACTORS, BUT I CAN ADD TO THE PROTECTIVE FACTORS AND THAT CAN BALANCE THE SCALE. I ALSO WAS FASCINATED BY THE DATA THAT SHOWED A STUDENT WITH HIGH RISK FACTORS AND HIGH PROTECTIVE FACTORS COULD OUT PERFORM A STUDENT WITH LOW RISK FACTORS BUT LOW PROTECTIVE FACTORS. AGAIN, IT IS PROOF THAT I CAN DO SOMETHING TO HELP AND I NO LONGER NEED TO FEEL FRUSTRATED.” - EDUCATOR

Positive Stress	Tolerable Stress	Toxic Stress
<ul style="list-style-type: none"> • Normal and essential part of healthy development • Brief increases in heart rate and blood pressure • Mild elevations in hormonal levels • Example: tough test at school. Playoff game. 	<ul style="list-style-type: none"> • Body's alert systems activated to a greater degree • Activation is time-limited and buffered by caring adult relationships • Brain and organs recover • Example: death of a loved one, divorce, natural disaster 	<ul style="list-style-type: none"> • Occurs with strong, frequent or prolonged adversity. • Disrupts brain architecture and other organ systems. • Increased risk of stress-related disease and cognitive impairment. • Example: abuse, neglect, caregiver substance abuse

Intense, prolong, repeated, unaddressed

Social-Emotional buffering, Parental Resilience,
Early Detection, Effective Intervention

“I KNOW I HAVE HEARD THE TERM RESILIENCY OVER AND OVER AGAIN, BUT HAVE NEVER HAD A CONCRETE DEFINITION. THE ONE THAT REALLY STUCK WITH ME IS THE ABILITY TO ADAPT TO CHANGE AND COPE WITH ADVERSITY, EXPOSED TO RISK AND HAVE HAD A SUCCESSFUL ADAPTATION.

THIS HAD ME THINKING ABOUT THE STUDENTS IN MY CLASSROOM AND WONDERING HOW RESILIENT THEY ARE. WHAT MAJOR LIFE EVENTS HAVE THEY SURVIVED AND WHAT DAILY HASSLES DO THEY DEAL WITH EVERY DAY?”

– ELEMENTARY TEACHER

SOCIAL AND EMOTIONAL LEARNING

- the educational process that focuses on development of **social-emotional competencies**
- the skills, behaviors, and attitudes students and adults need to manage their **cognitive and social behavior**.
- **Safe and supportive (trauma-informed) learning environments** are the conditions that foster safety.
- **A supportive academic, disciplinary, and physical environment**; and respectful, trusting, and caring relationships throughout the school community.
- **Professional teaching frameworks** define common components of teachers' professional practice, which reflect multiple levels of teacher performance.

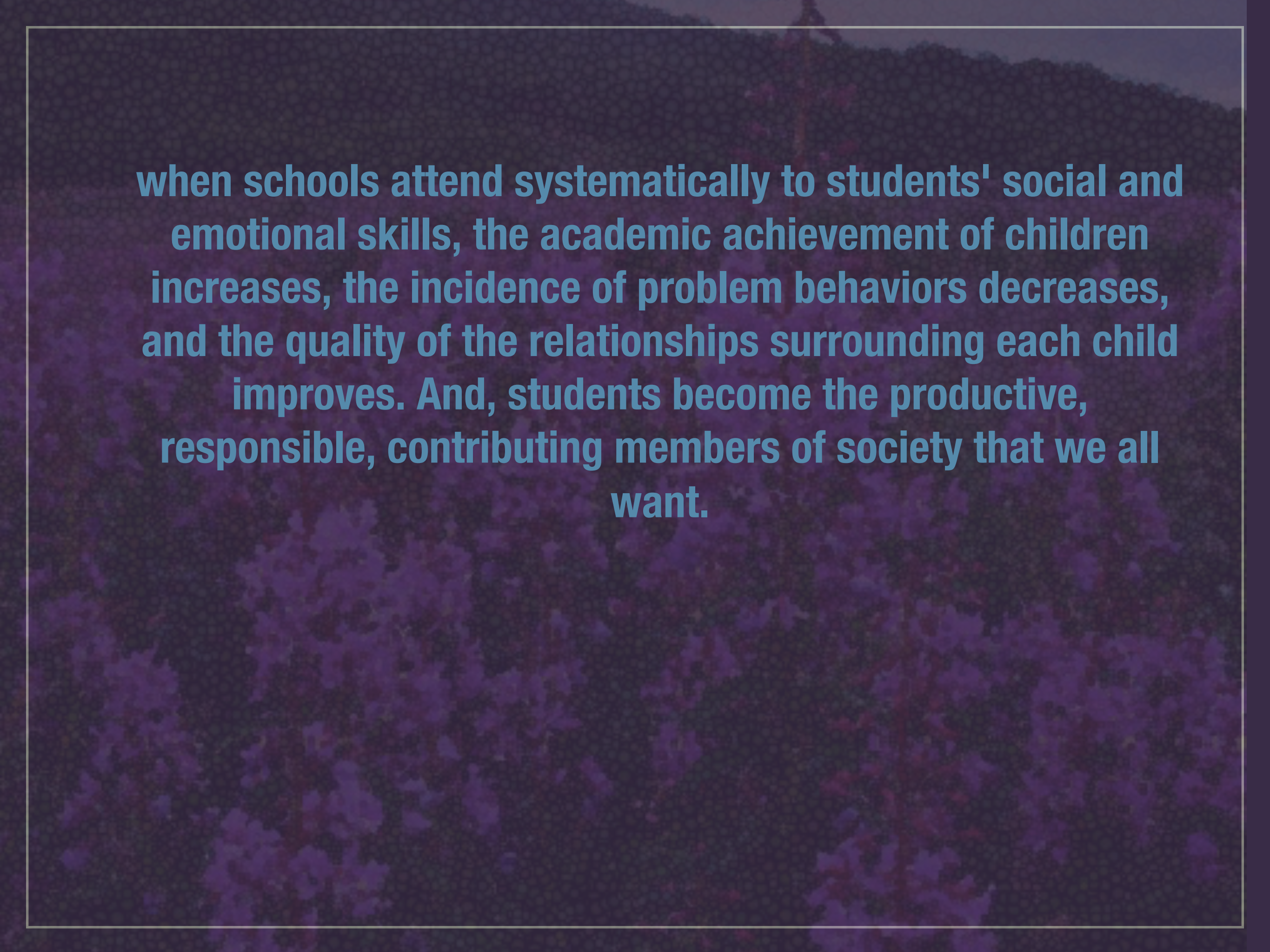
*A review of 213 studies
found that students
who participated in
SEL programs
demonstrated:*

- ✓ *Better academic
performance*
- ✓ *Improved attitudes
and behaviors*
- ✓ *Fewer negative
behaviors*
- ✓ *Reduced emotional
distress*





CONSIDERING OUR APPROACH



when schools attend systematically to students' social and emotional skills, the academic achievement of children increases, the incidence of problem behaviors decreases, and the quality of the relationships surrounding each child improves. And, students become the productive, responsible, contributing members of society that we all want.

ACADEMICS

BEHAVIOR

- INTENSIVE INTERVENTIONS**
- Individual Students
 - Diagnostic Assessments
 - High Intensity

TIER III

5%

TIER III

- INTENSIVE INDIVIDUAL INTERVENTIONS**
- Individual Students
 - Assessment-Based
 - Intense Durable Procedures

- TARGETED INTERVENTIONS**
- Some Students (at risk)
 - Rapid Response
 - Frequent Progress Monitoring

TIER II

15%

TIER II

- TARGETED GROUP INTERVENTIONS**
- Some Students (at risk)
 - Rapid Response
 - Frequent Progress Monitoring

- RESEARCH-BASED
CORE INSTRUCTION**
- All Students
 - Prevention
 - Early Intervention

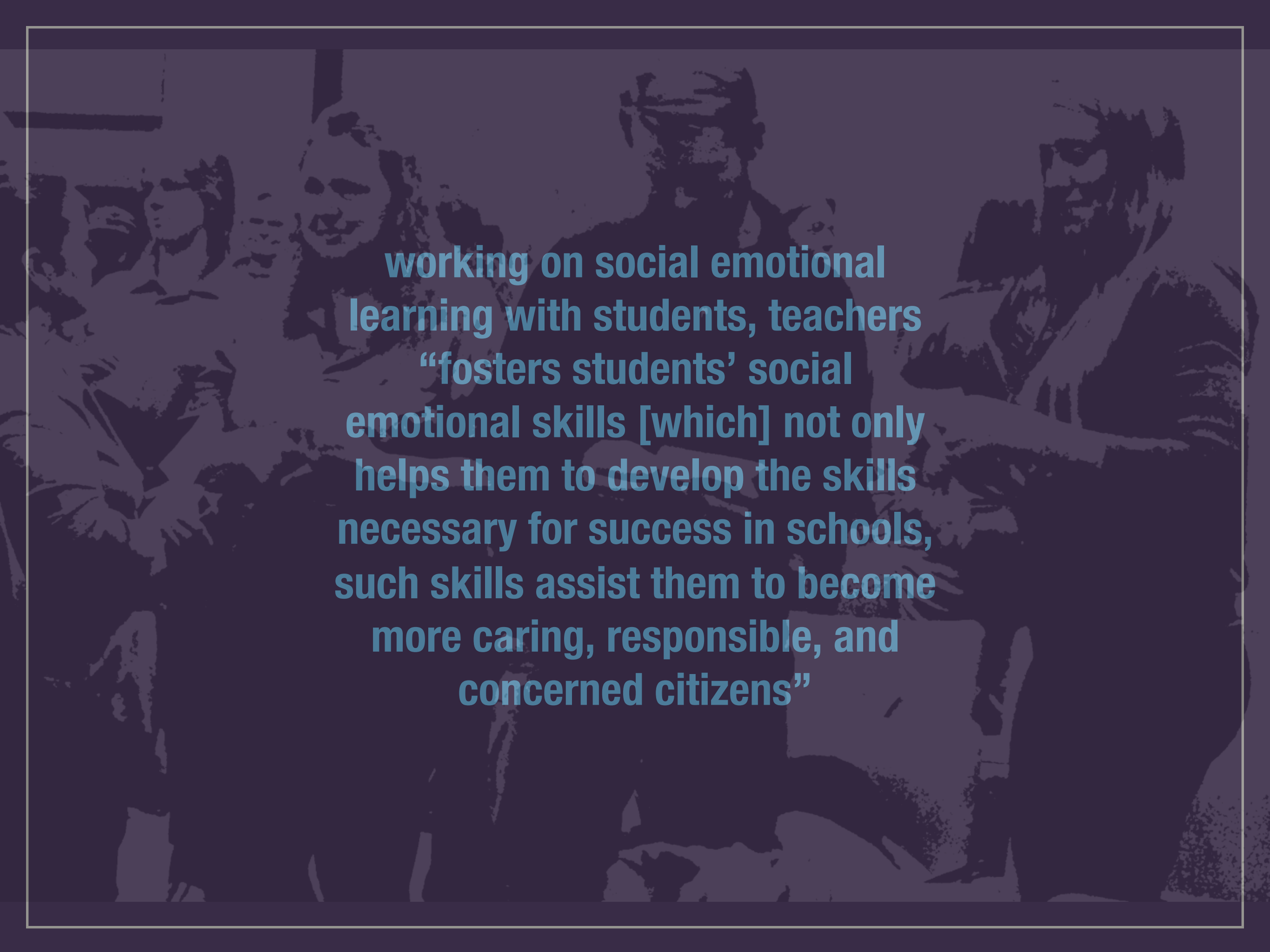
TIER I

80%

TIER I

- UNIVERSAL INTERVENTIONS**
- All Settings, All Students
 - Preventive, Proactive
 - Classroom Management

**ALL 3 TIERS FOCUS ON ACADEMIC AND BEHAVIORAL STRATEGIES
IN THE GENERAL EDUCATION SETTING.**

A group of diverse students and teachers are gathered around a table, smiling and engaged in a discussion. The students are of various ethnicities and ages, and the teachers are also diverse. They are all looking towards the camera with positive expressions. The background is slightly blurred, focusing attention on the group.

**working on social emotional
learning with students, teachers
“fosters students’ social
emotional skills [which] not only
helps them to develop the skills
necessary for success in schools,
such skills assist them to become
more caring, responsible, and
concerned citizens”**



**FOR ANY OTHER SKILL
WE WORK TO TEACH AND BUILD SKILLS
UNTIL STUDENTS REACH THE LEVEL OF THEIR
PEERS**

*If we carry
intergenerational
trauma (and we do),
then we also carry
intergenerational
wisdom. Its in our
genes and in our
DNA.*

— Kazu Haga



Framework for Culturally Responsive Embedded SEL (CRESEL)



Association of Alaska School Boards



SOCIAL AND EMOTIONAL SKILLS
may be carried out in many ways
and incorporated into classroom
instruction and practices,
established as habits of practice,
integrated into the school climate,
and reinforced outside of school
and aligned with community
context.



Cultural Values/ Community Contexts Aligned With SEL:

- **Skills/Standards**
- **Scope and Sequence**
- **District Vision and Policies**
- **School Plans- School Approaches**
- **Instructional Materials and Practice**
- **School Climate and Environment**
- **Positive Behavioral Supports**
- **Out of School Reinforcement**
- **Evaluation/Measurement of Success**

Business as usual has led to the disproportionate difference with low-income and minority group learners in special education.

Business as usual has sustained the achievement gap among these populations and their counterparts.

Business as usual has continued to produce discrimination by impact.

We know that board members and school districts are wanting to change these impacts and change “business as usual”

HOW DO WE MOVE FORWARD?

- **A Need to Address Equity Issues**
- **Language and Culturally Specific Programs in the Schools**
- **Parent/family Engagement**
- **Training, recruiting, Certifying, and Retaining Alaskan Teachers**
- **Motivation to Achieve/ High Expectations For All Students**
- **School Climate Welcoming For All Families/Students**