

Table of Contents

SDCOE Webinar Series: Enhancing Equity with SEL

Session 1 • November 18th • Understanding Implicit Bias in the Context of SEL

Session 2 • December 2nd • Centering Equity in Adult SEL

Session 3 • December 9th • Understanding Trauma-Informed Care Through an Equity Lens

WELCOME!

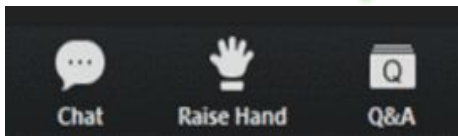
As you settle in,

1. Prepare any materials that support your learning
2. Introduce yourself in the Zoom chat:
 - Name and Pronouns (optional)
 - School and Role
 - Indigenous Land You Reside On

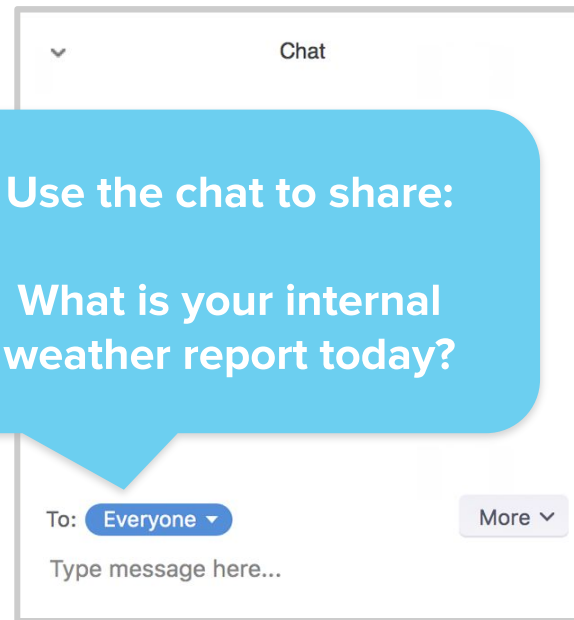


Let's Connect in the Chat!

Use the **Q&A** to ask questions



Use the chat to share:
What is your internal weather report today?



Meet the Panelists

Kevin Snyder (he/his)

Outreach Director
Oakland, CA



Cap Aguilar (she/they)

Adult Learning Facilitator
Boston, MA



Meet the Panelists

Steven Dorsey Ed.D. (he/his)

Executive Leadership
Coach, Equity
San Diego, CA



Jordy Sparks Ed.L.D. (he/his)

Director of
Student Services
Oceanside, CA





San Diego County Office of Education



The mission of the SDCOE is **inspiring and leading innovation** in education.

We support..

- **502,785 Students**
- **24,287 Teachers**
- **799 Schools**
- **42 School Districts**
- **5 Community College Districts**



Oceanside Unified School District



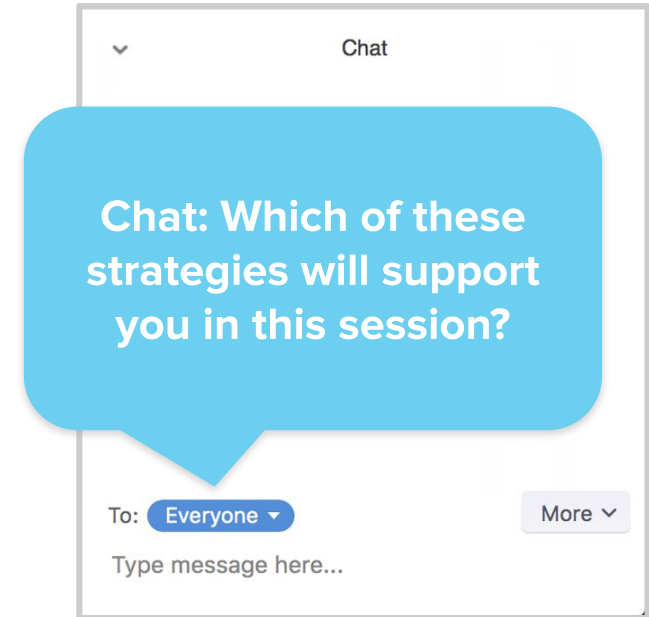
The mission of OUSD is to design and orchestrate rigorous and relevant learning experiences to **inspire and empower all students.**

We support..

- **~16,500 Students**
- **2,000+ Teachers/Staff**
- **23 Schools**
- **In Oceanside and on Marine Corps Base Camp Pendleton**

Strategies for Regrounding

1. Choose a nourishing option
2. Notice your senses
3. Notice the Earth / ground
4. Move around your space



Courageous Conversations



Speak your truth

Use “I” statements



Own intent vs. impact

Intentional language

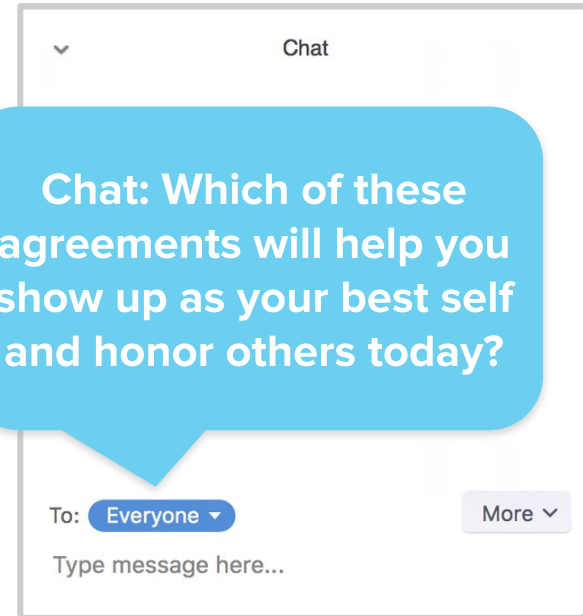


Experience discomfort

Zone of proximal development



Expect and accept non-closure



“Courageous Conversations” by Glenn E. Singleton

Panorama Education

Our mission is to **radically improve student outcomes** by helping educators act on data and improve their practice



Social-Emotional Learning

measurement at district, school, classroom, and individual student levels



Student Success

MTSS data system, credit tracking, early warning system, tiered supports, and Intervention monitoring



Surveys for Students, Staff, and Families

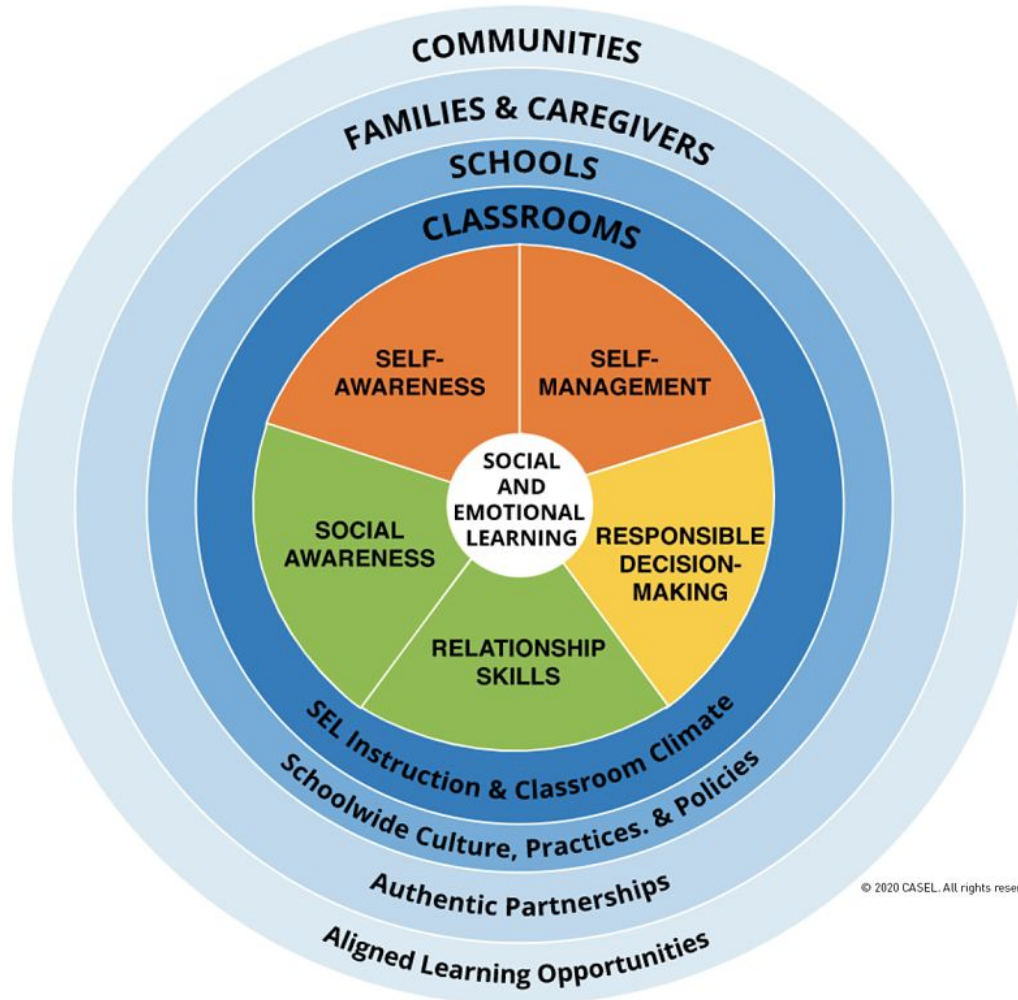
focused on well-being, school climate, distance learning, equity, and inclusion

What is Social-Emotional Learning (SEL)

What words or phrases resonate with you?

SEL is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.





Social Awareness

How carefully did you listen to other people's points of view?	Not carefully at all	Slightly carefully	Somewhat carefully	Quite carefully	Extremely carefully
How much did you care about other people's feelings?	Did not care at all	Cared a little bit	Cared somewhat	Cared quite a bit	Cared a tremendous amount
How often did you compliment others' accomplishments?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How well did you get along with students who are different from you?	Did not get along at all	Got along a little bit	Got along somewhat	Got along pretty well	Got along extremely well
How clearly were you able to describe your feelings?	Not at all clearly	Slightly clearly	Somewhat clearly	Quite clearly	Extremely clearly
When others disagreed with you, how respectful were you of their views?	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
To what extent were you able to stand up for yourself without putting others down?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
To what extent were you able to disagree with others without starting an argument?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount



Chat:

What types of trauma have students and staff been experiencing during the months of quarantine and reopening?



What's Your Familiarity with Trauma Sensitive Schools (TSS)?



Let's take a Poll

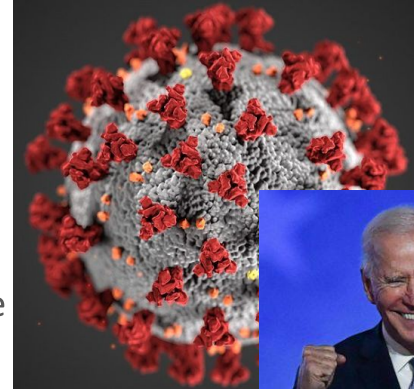
1. I heard about it from Oprah
2. I have heard of the ACES study, but our district is not currently using any trauma sensitive practices
3. My district has some ideas or we are trying to incorporate TSS practices, but it's still a work in progress
4. My district has embraced TSS practices



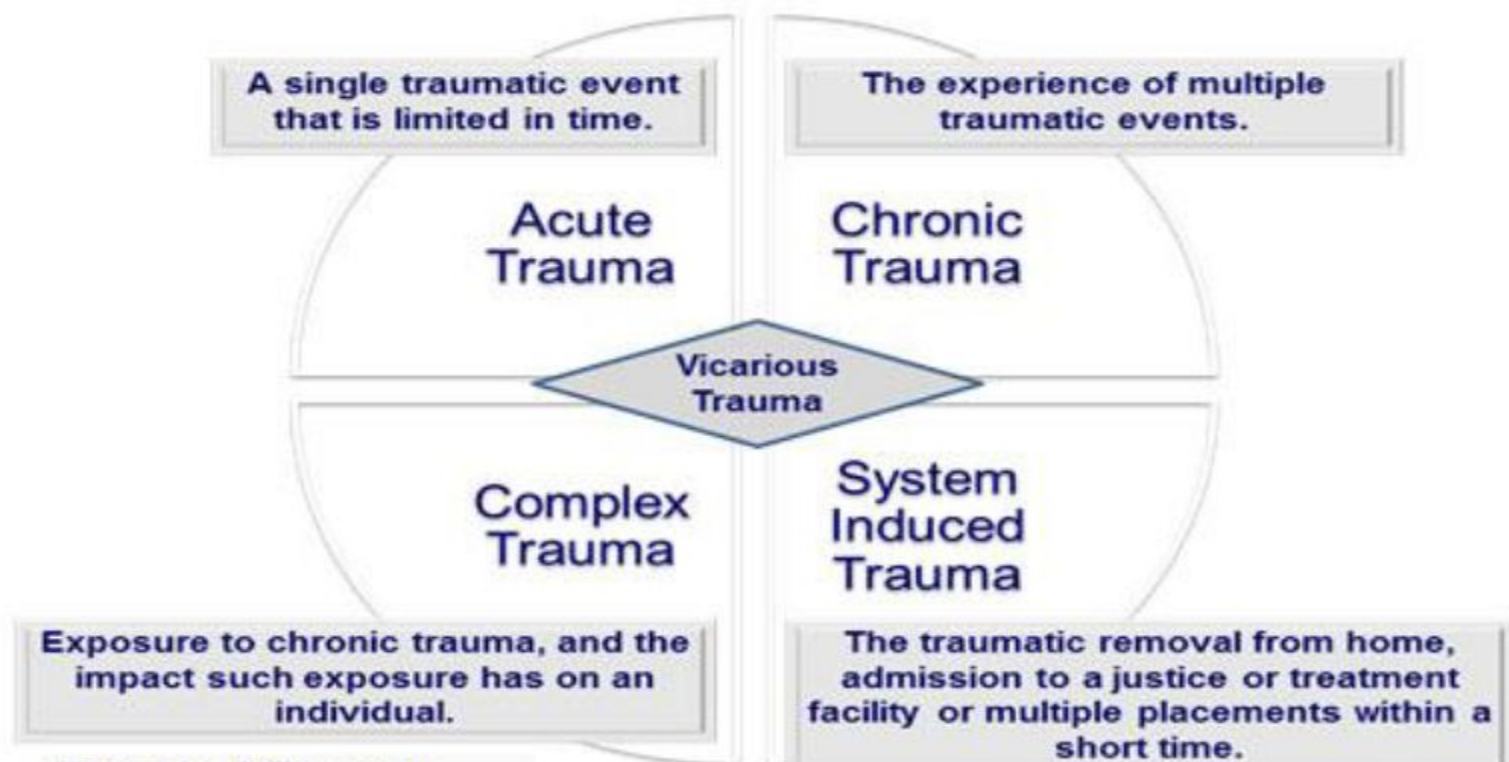
What is trauma???

Trauma refers to extreme or chronic stress that overwhelms a person's ability to cope & results in feeling vulnerable, helpless & afraid

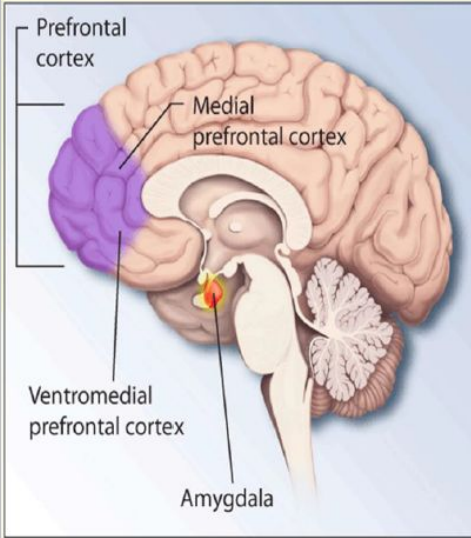
- ✓ Can result from one event or a series of events
- ✓ Event(s) may be witnessed or experienced directly
- ✓ Experience is subjective
- ✓ Often interferes with relationships; self regulation; & fundamental beliefs about oneself, others & one's place in the world



Types of Trauma



How Trauma Affects the Brain



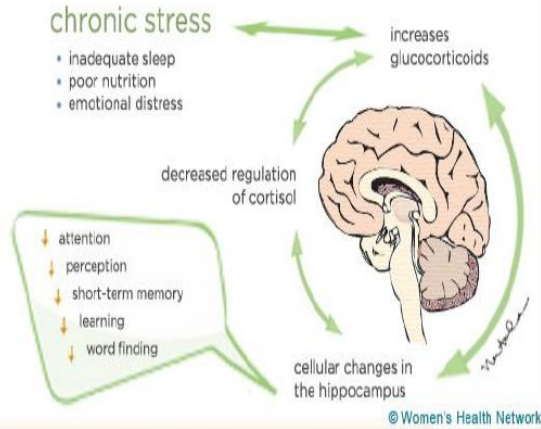
- Memory Stored in Limbic System.
- Emotion is attached to Amygdala (fear hub) causing reliving of incident.
- Can be real or perceived danger which is stored in Limbic system as traumatic incident
- Trauma must be processed through Cortex in order to reduce attachment to Amygdala response.
- Effects Cognitive Development Structure of the brain
- **BRAIN GETS WIRED TO EXPECT DANGER**

Brain Structures Involved in Dealing with Fear and Stress

www.brainfacts.org

Persistent Chronic Stress/Trauma

The stress-brain loop



- Psychological thinking
Cognitive Delay
Judgement
Decision Making
Language Development
- Learning
Difficulty with Focus
Memory Impairment
Delay in Response to Information
- Physical
Loss of Sleep
Poor Appetite
Hyperactive/Fidgety
Muscle Tension
Somatic Complaints (stomach ache, headache, back pain)

Excess Cortisol Production results in a person being easily upset and staying upset for a prolonged time.

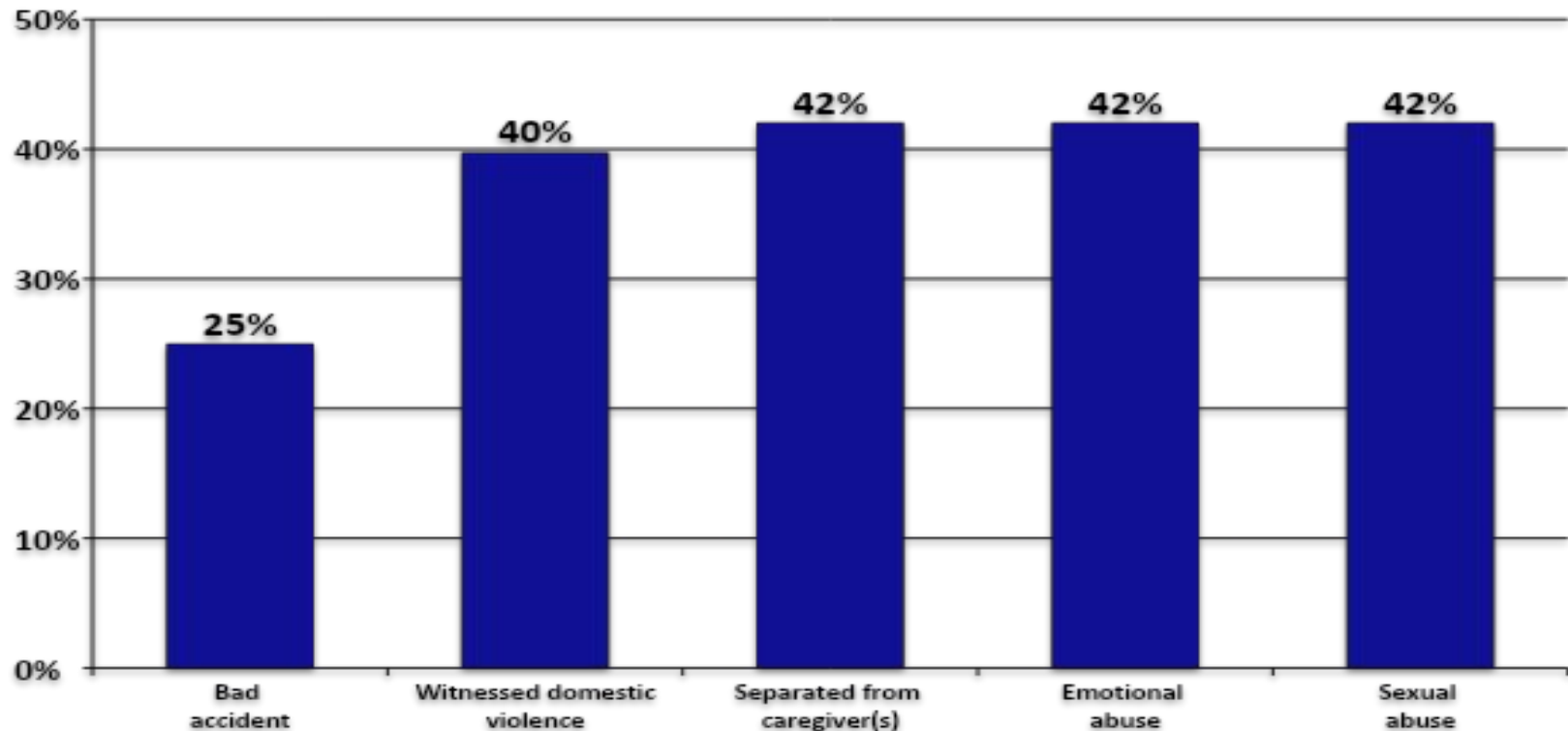
Neuropathway development is disrupted

Impact of Trauma

- I am not safe
- I cannot trust others
- I cannot trust myself
- I cannot depend upon others
- I am not worthy of care
- I deserve the bad things that happen to me
- It's my fault



Five Most Frequent Types of Childhood Trauma Experiences

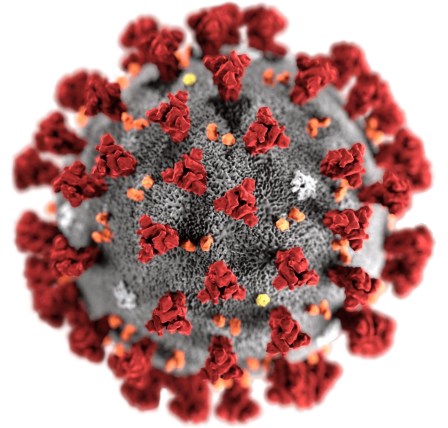


Altha J. Stewart, MD

University of Tennessee Health Science Center, 2016

Student Trauma During COVID 19

- Separated from friends, family, loved ones
- Lack of routines
- Worried about getting sick
- Financial worries
- Lack of tools/ resources for online learning
- Foster Youth / Homeless students stuck
- Neglect / Household dysfunction



Dan Siegel

All it takes is **ONE** Significant Attachment (secure relationship) to change the brain

Children exposed to trauma view the world from a defensive stance. It may take more time to build their trust



They need Significant Adults:

Present

Sensitive

Patient

Kind

Understanding

Honest

Empathetic

Guiding Principles of Trauma-Informed Care



What can I do?

Respect and support children's positive, stable relationships. Children who have been maltreated often have insecure attachments to other people. Help them hold on to what is good about existing attachments, reshape them, and make new meaning from them. Help children build new, healthier relationships with yourself and others.

Help children develop a strengths-based understanding of their life story. Help children overcome negative or distorted beliefs about their histories by being a safe listener for them.

Advocate. It takes a team of people and agencies to help children recover from trauma. You are a key part of this team. Help ensure efforts are coordinated and help others to view your children through a trauma lens.

Promote and support trauma-focused assessment and treatment. The effects of trauma may be misunderstood or even misdiagnosed by clinicians who aren't trauma experts. Advocate for appropriate treatment. If your child is receiving mental health treatment, be involved. Understand the goals of the treatment and the purpose and possible side effects of any medications they may be taking.

Take care of yourself. To be effective, you must take care of yourself.

6 Classroom Practices: Connection to SEL and Trauma

1. Physical Environment	A well-designed classroom environment promotes of sense of safety and security for students impacted by trauma.
2. Classroom Teaching Matrix (Expectations, Rules, & Routines)	A well-designed teaching matrix creates consistency and predictability through clearly stated rules. Routines support regulation , and can develop social-emotional competencies.
3. Active Supervision	Active supervision provides a sense of safety as well as frequent opportunities for relationship development for students impacted by trauma.
4. Encouraging Appropriate Behavior	These practices (Behavior lesson plans, preventative prompts, specific praise, individual reinforcers, and group contingencies) teach and increase use of desired social-emotional competencies (e.g.: sense of self, emotional regulation) often underdeveloped in students impacted by trauma.
5. Continuum of Responses to Inappropriate Behavior	The continuum of response provides opportunity to use trauma informed strategies to help the student regulate, connect (relate) with the adult, and allows the student to access their problem solving skills (reason).
6. Opportunities to Respond and Academic Engagement	Facilitating frequent opportunities for students to respond provides time to process or apply what students are learning, allowing neural networks to be strengthened. (Craig, S.E., 2016)

Vicarious Trauma

- Empathy for a student's suffering (Secondary Trauma).
- Trauma of working in a digital space/ technological landscape
- Constant demands to care for others may cause fatigue, emotional stress, or apathy. Compassion Fatigue.



FIT YOUR OWN OXYGEN MASK FIRST

You're no use to anyone if you're running on empty.
Caring for yourself first is often the
best thing you can do, in order to help others.
It isn't selfish, or egocentric.
Just really good advice.

© JennyFlintoft.com/JensGems

Compassion Fatigue & Self-Care



What is compassion fatigue?

The weariness that comes from caring.

Contributing factors

- Being an empathetic helper
- Having experienced some painful traumatic event(s) in our own lives that are unresolved and, in turn, activated by similar reports of pain or trauma in others
- Choosing to work directly with the painful or traumatic experiences of children
- Taking care of others and neglecting or being unaware of our own feelings and needs

Other considerations

- Compassion Satisfaction
- Post-traumatic Growth
- “How Full Is Your Tank”

Source: Johnson, Mona M., “Self-Care: The Antidote to Compassion Fatigue. Educational Leadership. October 2020 | Volume 78 | Number 2
Trauma-Sensitive Schools Pages 46-51

Compassion Fatigue & Self-Care



A Self-care Plan - Six Categories of Self-care

Physical Self-care

Improving my body in healthy ways

Social Self-care

What I do with others and the world around me

Emotional Self-care

Dealing with my feelings in healthy ways

Cognitive Self-care

Improving my mind and understanding myself better

Financial Self-care

Things I do to stay financially responsible

Spiritual Self-care

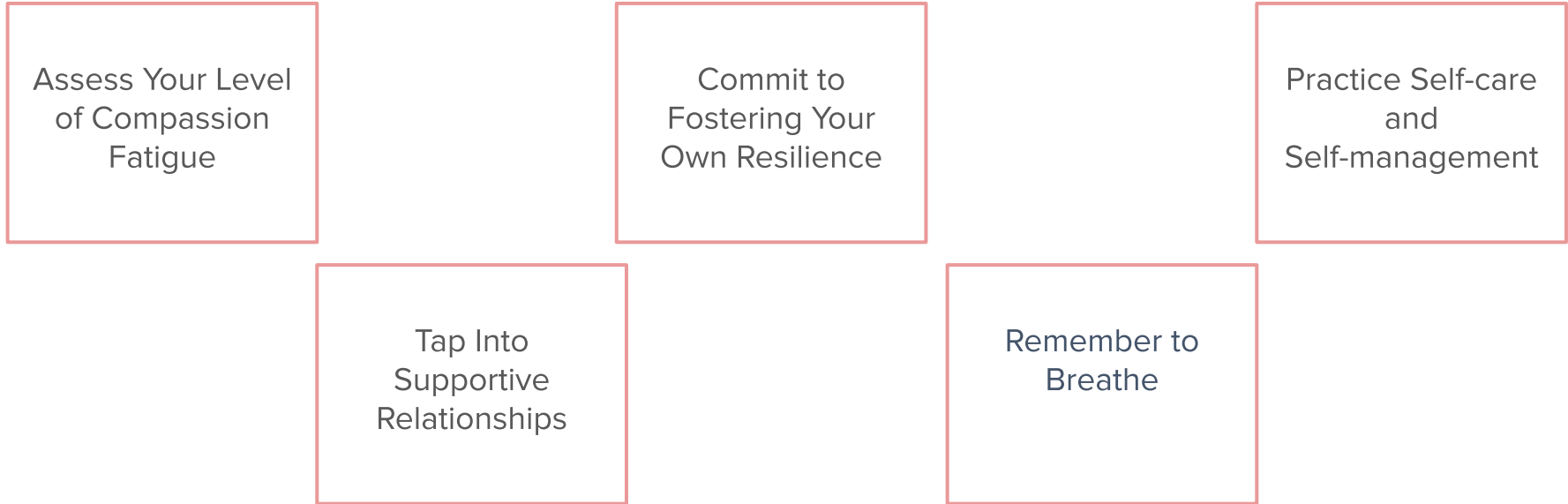
The things I do to gain perspective on life

Compassion Fatigue & Self-Care



Wellness Maintenance

What's Your Plan?...and in all reality, where would like to begin?



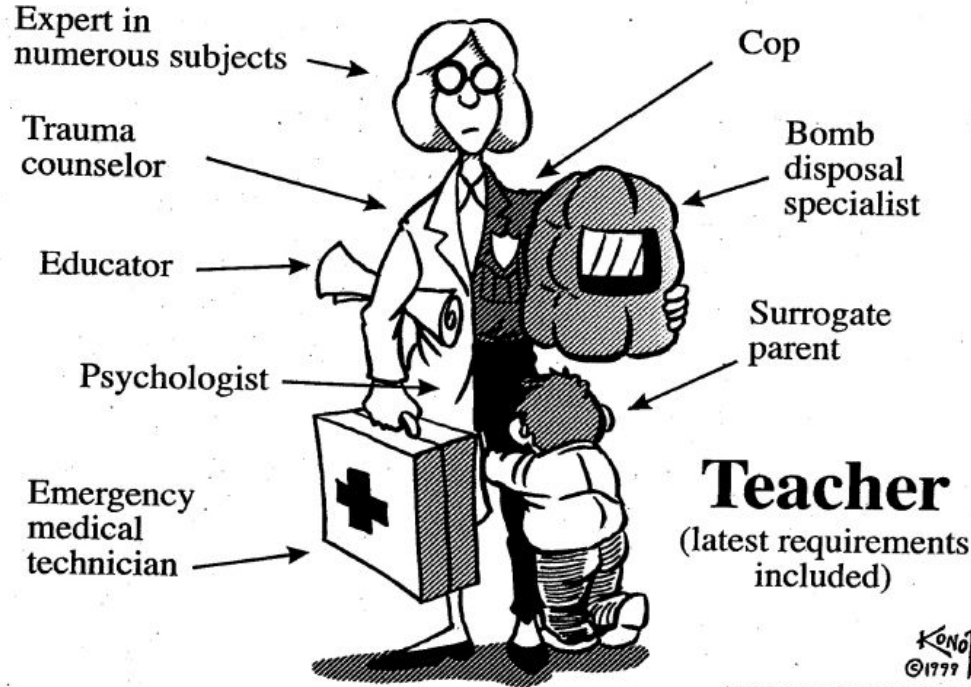
“Trust is the stacking and layering of small moments and reciprocal vulnerability over time.” Brene Brown

Mind Full vs. Mindful



Don't forget to take care of yourself, so we can take care of others.

Teachers



KONOPACKI
©1977

HUCK/KONOPACKI TEACHER CARTOONS - JULY

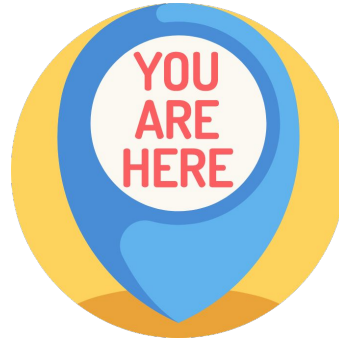
**Panorama helps educators act on data to
improve student outcomes.**

Hear how Oceanside USD is conducting SEL and Equity work during the pandemic to support each and every student.

Oceanside's Panorama Journey



**Where and why did
this work begin?**



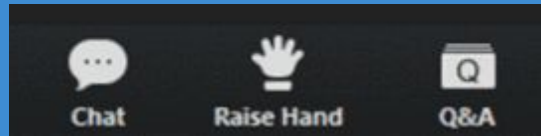
**Where are we
now?**



**Where are we
going?**

Audience Q&A

If you haven't done so already, use the Q&A button to ask your questions for Dr. Dorsey and Dr. Sparks.



Panorama Feedback Poll

Feedback Surveys

- School Climate
- Family Engagement
- Teacher-Student Relationships
- Back-to-School

Student Success

- Whole Child Platform
- SEL, Academics, Behavior, Attendance
- MTSS Intervention Tracking and Reports

Social-Emotional Learning

- Aligned to CASEL Competencies
- Student & Staff Well-Being
- Equity Scales



- [SDCOE Equity Conference 2021 Equity is Love in Action](#)
- [SDCOE Equity Department](#)
- [Transforming Education's Trauma-Informed SEL Toolkit](#)



RESOURCES

- [Panorama Distance and Hybrid Learning Surveys](#)
- [Panorama Social Emotional Learning Survey](#)
- [The District Leader's Guide to SEL and Equity](#)
- [Mindfulness for Educators: A Guide to Practicing and Facilitating Mindfulness](#)
- [3 Key Ways School Districts are Using CARES Act Funding to Support the Whole Child](#)

EQUITY CONFERENCE 2021



Dr. Margaret Wheatley

Author, speaker, educator, and founder of The Berkana Institute, whose most recent book is *Who Do We Choose To Be? Facing Reality, Claiming Leadership, Restoring Sanity*

Live Jan. 19 to 22
www.sdcoe.net/EC2021

Continue the Conversation

Thanks you for joining us for the final session of the SDCOE webinar series on SEL and Equity!

View and share the recordings of the 1st and 2nd sessions on the [SDCOE Webinar Series Page](#).

[Speak with Panorama](#) about supporting SEL and Equity in your school district.



Thank you!

Reach out to info@panoramaed.com with any questions or if you'd like to speak with a member of the Panorama team!