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# Looking at Equity Through a Social Emotional Lens

March 3, 2017

# Educational Equity

Each child receives what he or she  
needs to develop to his or her full  
academic and social potential



# What do you need to be successful?

Four constructs that explicitly link to student success:

- (a) motivation, the forces that compel action and direct the behavior of individuals;
- (b) self-knowledge, the understanding that people have about their own abilities, values, preferences and skills and a necessary precondition for effective self-regulation;
- (c) self-direction, being able to identify one's own life directions, to make academic choices consistent with these directions and to connect classroom learning to life goals; and
- (d) relationships, the ability to establish and maintain productive, collaborative, social relationships with teachers and peers.

Squier, K. L., Nailor, P, & Carey, J.C. (2014). *Achieving excellence in school counseling through motivation, self-direction, self-knowledge, and relationships*. Thousand Oaks, CA: Corwin



# Social Emotional Skills and School Success

A study estimating the relative influence of **30** different categories of educational, psychological, and social variables on learning revealed that **social and emotional variables** exerted the most powerful influence on **academic performance**” (CASEL, 2003, p. 7).

Sources: CASEL. (2003). Safe and sound an educational leader's guide to evidence-based social and emotional learning (sel) programs. Retrieved from <http://casel.org/publications/safe-and-sound-an-educational-leaders-guide-to-evidence-based-sel-programs/>



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# Social Emotional Skills and School Success

A meta-analysis of school-based social and emotional learning programs involving more than 270,000 students in grades K-12 revealed that students who participated in these programs improved in grades and standardized test scores by **11 percentile points** compared to control groups (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011).

Charvat, J. (2012). Research on the relationship between mental health and academic achievement. National Association of School Psychologists. Retrieved from <http://www.nasponline.org/advocacy/Academic-MentalHealthLinks.pdf>



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# Buzzword Soup

Making sense of the swirling soup of things that are important to student success:

I feel

I can

I believe

I am



# Buzzword Soup: Making sense

Making sense of the swirling soup of things that are important to student success:

I feel: sad, happy, angry, frustrated, scared, excited, motivated, hopeful (FEELINGS)

I can: control my emotions, make friends, lead this team, persevere through failure (SKILLS)

I believe: I belong, I can get smarter, I can be successful, I should do it (MINDSETS)

I am: honest, fair, compassionate, kind, trustworthy (CHARACTER)



# Identity & Equity

## STUDENT IDENTITY

How Student sees her/himself in the world

- Culture, race, gender, class, sexual identity, language, etc.
- Situatedness (how one is positioned relative to opportunity)
- Identity with peers within school





# Mindsets & Equity

## STUDENT MINDSET

- Student's beliefs about own learning and capacity
- Belonging in the academic community
- Belief that effort leads to increased ability
- Belief that success is possible
- Belief that the work has value



# BARRIERS TO SUCCESS



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# Stress

Themes from student focus groups with Colorado students:

- ✓ I'm so stressed out all the time
- ✓ Nobody understands the pressure I'm under
- ✓ Nobody helps me
- ✓ I think I'm going to explode sometimes



# Stress

## The effects of stress on learning:

- Executive brain functions in the pre-frontal cortex go to lowest functioning level during spikes
- Brain is re-wired to work around pre-frontal cortex when stress is chronic, resulting in lessened executive function all the time
- Working memory, ability to recall facts, comprehension and application of knowledge all decrease when stressed



# Depression

2015 Colorado Health Report Card [www.ColoradoHealth.org/ReportCard](http://www.ColoradoHealth.org/ReportCard)



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# Trauma

- Research shows that children affected by trauma are significantly different than their peers in these areas:
- concentration
- comprehension,
- problem solving
- abstract thinking
- working collaboratively in groups
- classroom and teacher transitions
- forming relationships
- regulating emotions
- organizing material sequentially



# Fragile Students: Trauma

Not all students who have experienced trauma are involved in a system. Think about all these kids who are fragile.....and who are enrolled in school.

Drug-endangered

Drug-dependent

Victims & witnesses to crime and domestic violence

Children of high-conflict divorce

Children with an incarcerated parent(s)

Children who have experienced loss & grief

Children who are non English speaking newcomers; refugees

Children who have experienced bullying & victimization

Children who live in economically fragile households

Children who have diagnosed mental illness or parents who are clinically depressed, bi-polar, manic depressive



# Adverse Childhood Experience

## Adverse Childhood Experience Study (ACE)

Original Study: 17,000 people; Kaiser P members

Replicated 25 times since then; same results

Measured the effects of 10 types of childhood trauma:

Personal: 1. physical abuse, 2. verbal abuse, 3. sexual abuse, 4. physical neglect and 5. emotional neglect

Family: 6. parent mental illness, 7. alcoholic parent, 8. maternal victim of domestic violence, 9. incarcerated family member, 10. loss of parent through divorce, death or abandonment.





# Adverse Childhood Experience

Your ACE score predicts your risk of disease, social and emotional problems as an adult

Percent increase with ACE score of 4:

Chronic pulmonary lung disease	390%
Hepatitis	240%
Depression	460 %
Suicide	1,220%

Felitti, Vincent and Anda, Robert, *The Relationship of Adverse Childhood Experiences to Adult Health, Well Being, Social Function and Health Care*, in *The Hidden Epidemic: The Impact of Early Life Trauma on Health and Disease*



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# Adverse Childhood Experience

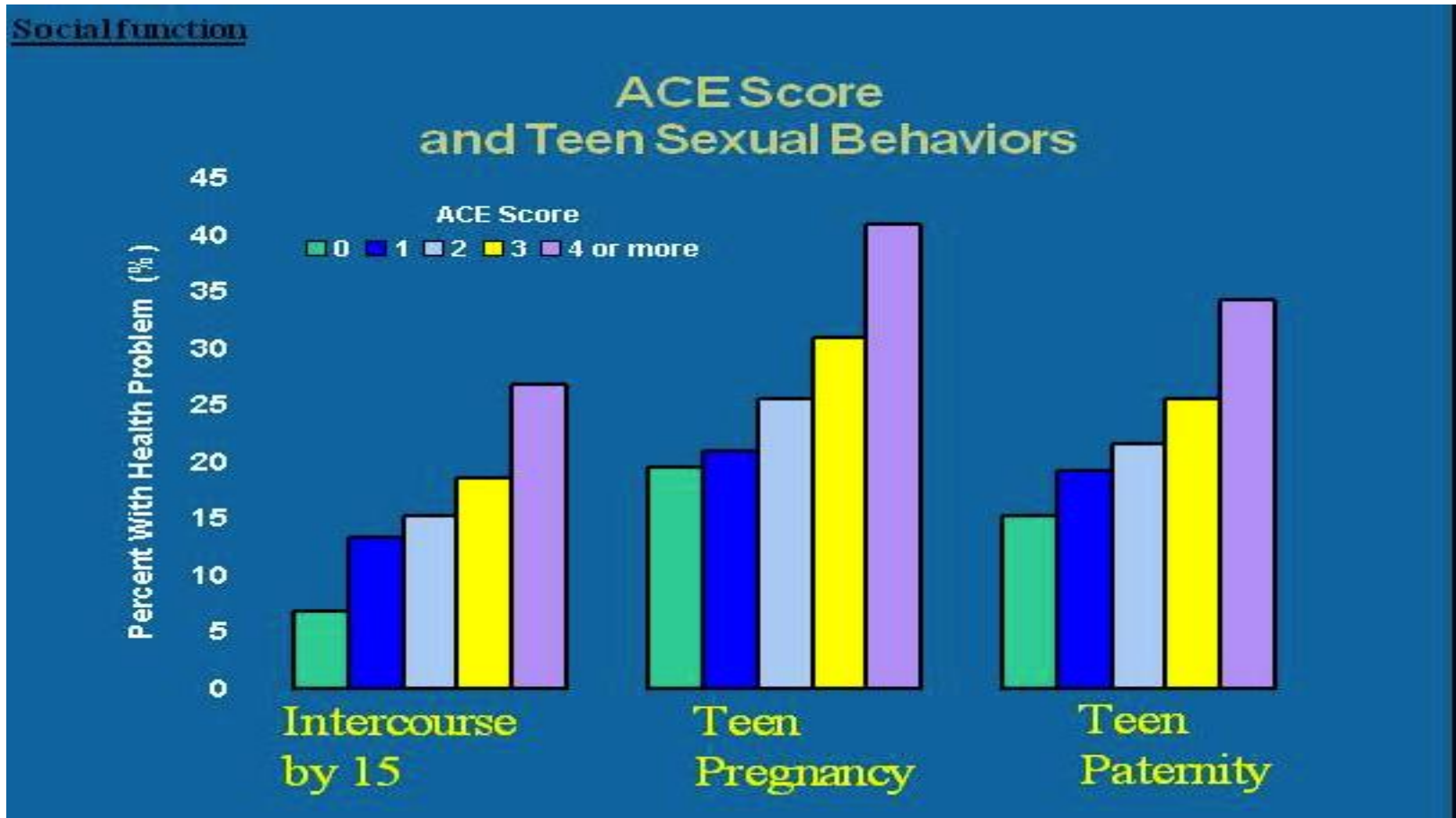
Well-being

## Childhood Experiences Underlie Later Being Raped



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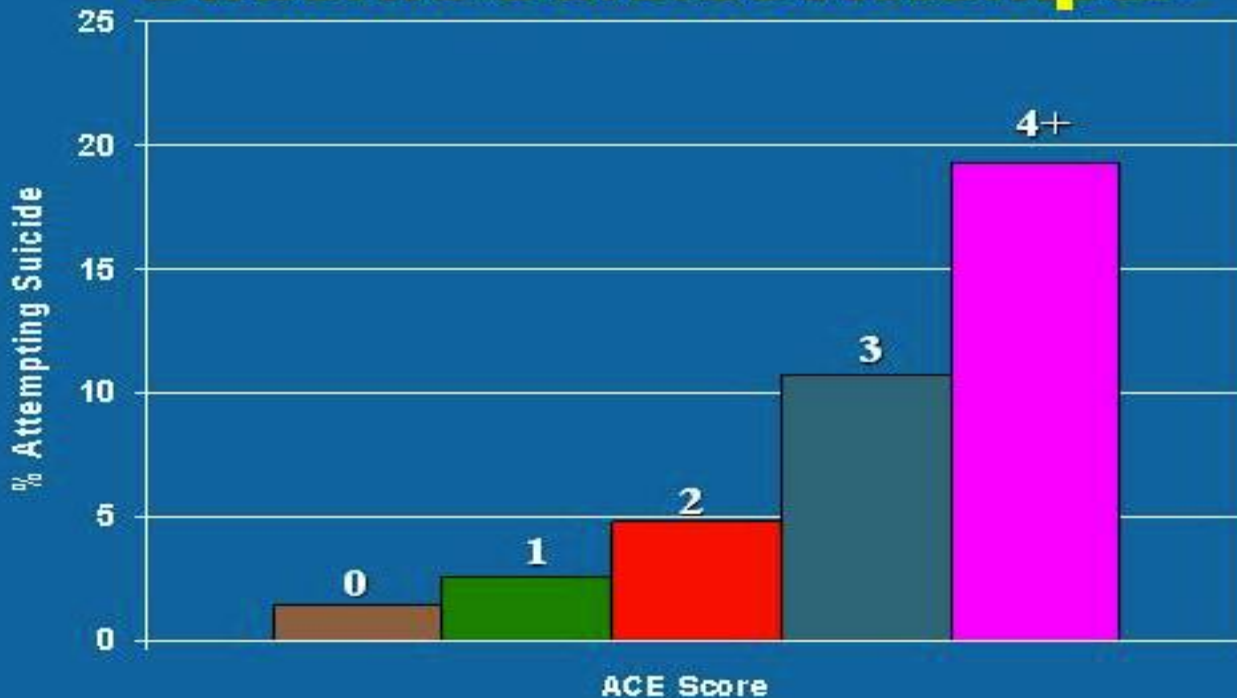
# Adverse Childhood Experience



# Adverse Childhood Experience

Mental Health

## Childhood Experiences Underlie Suicide Attempts

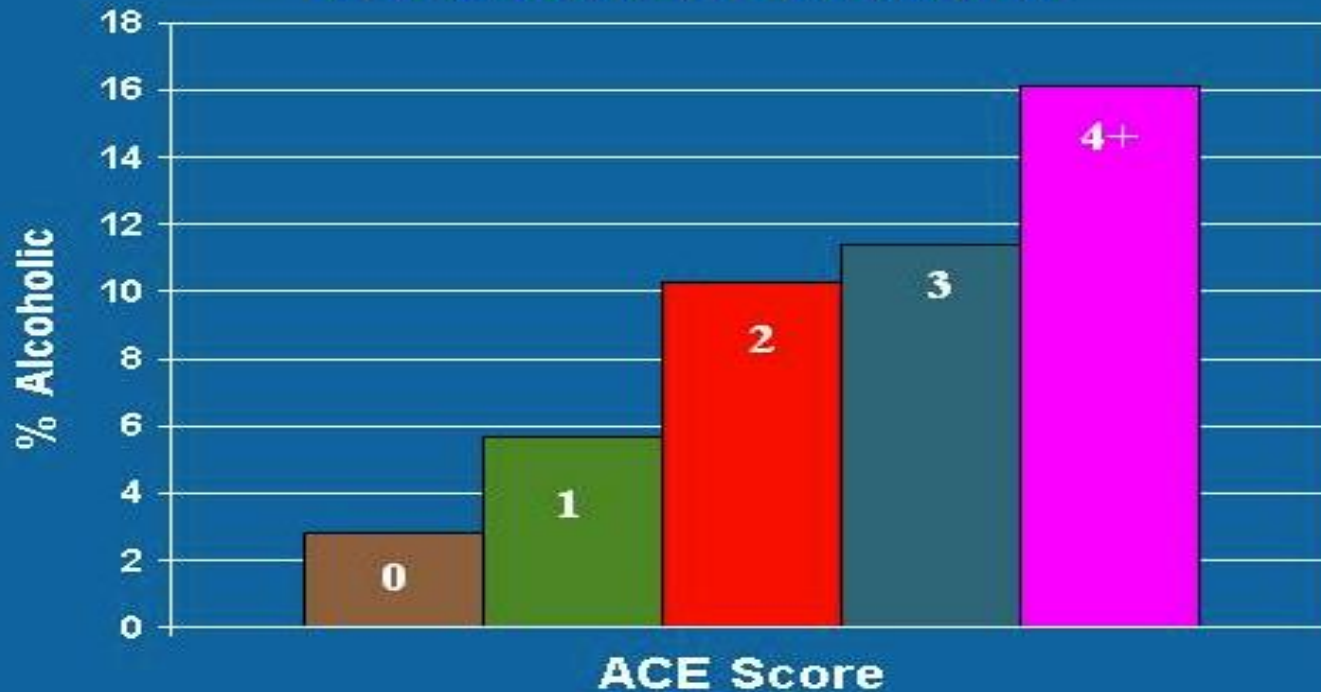


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# Adverse Childhood Experience

Health Risks

## Childhood Experiences vs. Adult Alcoholism

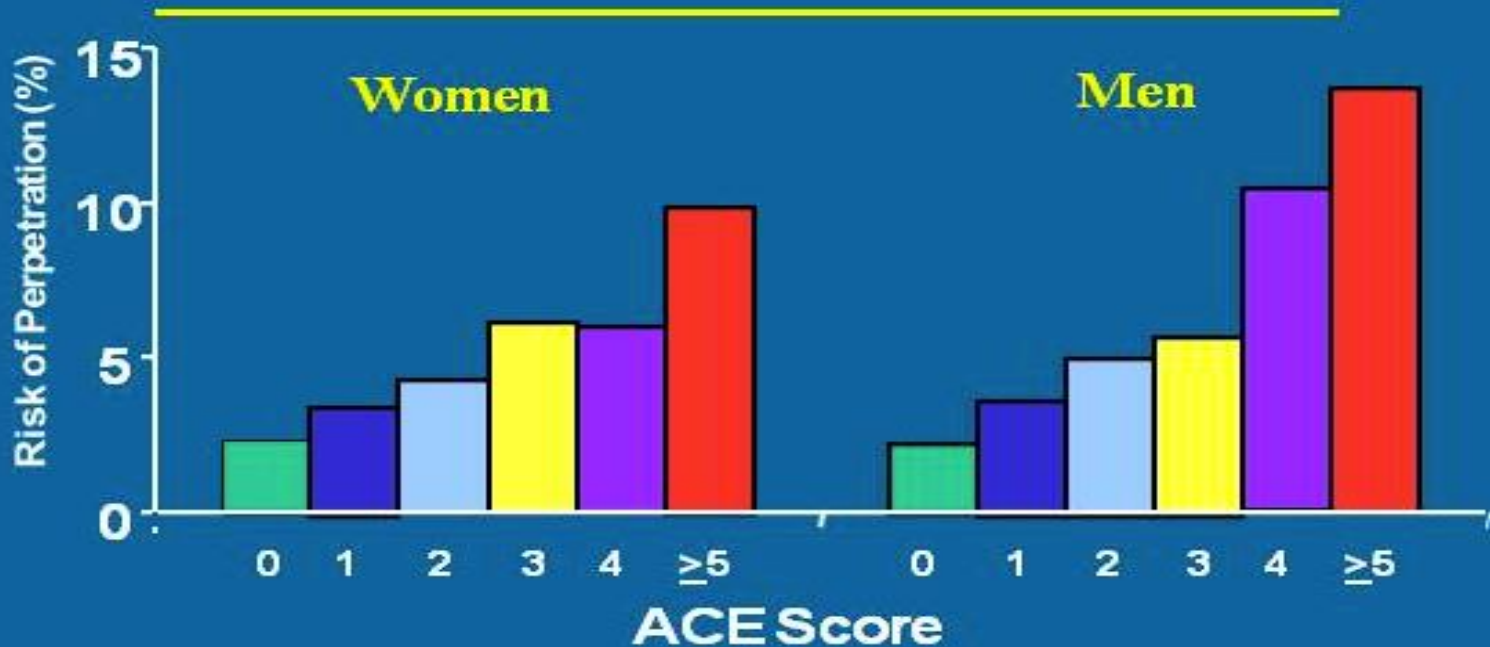


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# Adverse Childhood Experience

Socialfunction

## ACE Score and the Risk of *Perpetrating* Domestic Violence



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# The trap

What happens when, thinking about how inequitable the system is, wanting the best for all our students, caring very much about kids, we find ourselves fervently wishing that students were less.....

Poor?

Traumatized?

Disadvantaged?

## PARALYSIS



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# LEVEL THE PLAYING FIELD: BUILD SEL

Four constructs that explicitly link to student success:

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# Invest in SEL

Making sense of the swirling soup of things that are important to student success:

I feel: sad, happy, angry, frustrated, scared, excited, motivated, hopeful (FEELINGS)

I can: control my emotions, make friends, lead this team, persevere through failure (SKILLS)

I believe: I belong, I can get smarter, I can be successful, I should do it (MINDSETS)

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# An “Equity Agenda” is an SEL Agenda

Each child receives what he or she  
needs to develop to his or her full  
academic and social potential



# Thank you!

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Please provide your feedback and complete the session evaluation form!



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