



**Think about your community's wellbeing and connectedness efforts to date.** Reflect on what you know about your students' and staff members' experiences of the pandemic. What are you proud of related to your schools' approach to wellbeing and connectedness, and what are you worried about related to your community's wellbeing and connectedness?



**Get ready to share!** Add your responses to the Padlet.

# Introduction to Wellbeing and Connectedness

Learning Acceleration Series

August 2020

# Session Norms



Safety to share different perspectives



Equity of voice



Active and attentive listening



Commitment to the work

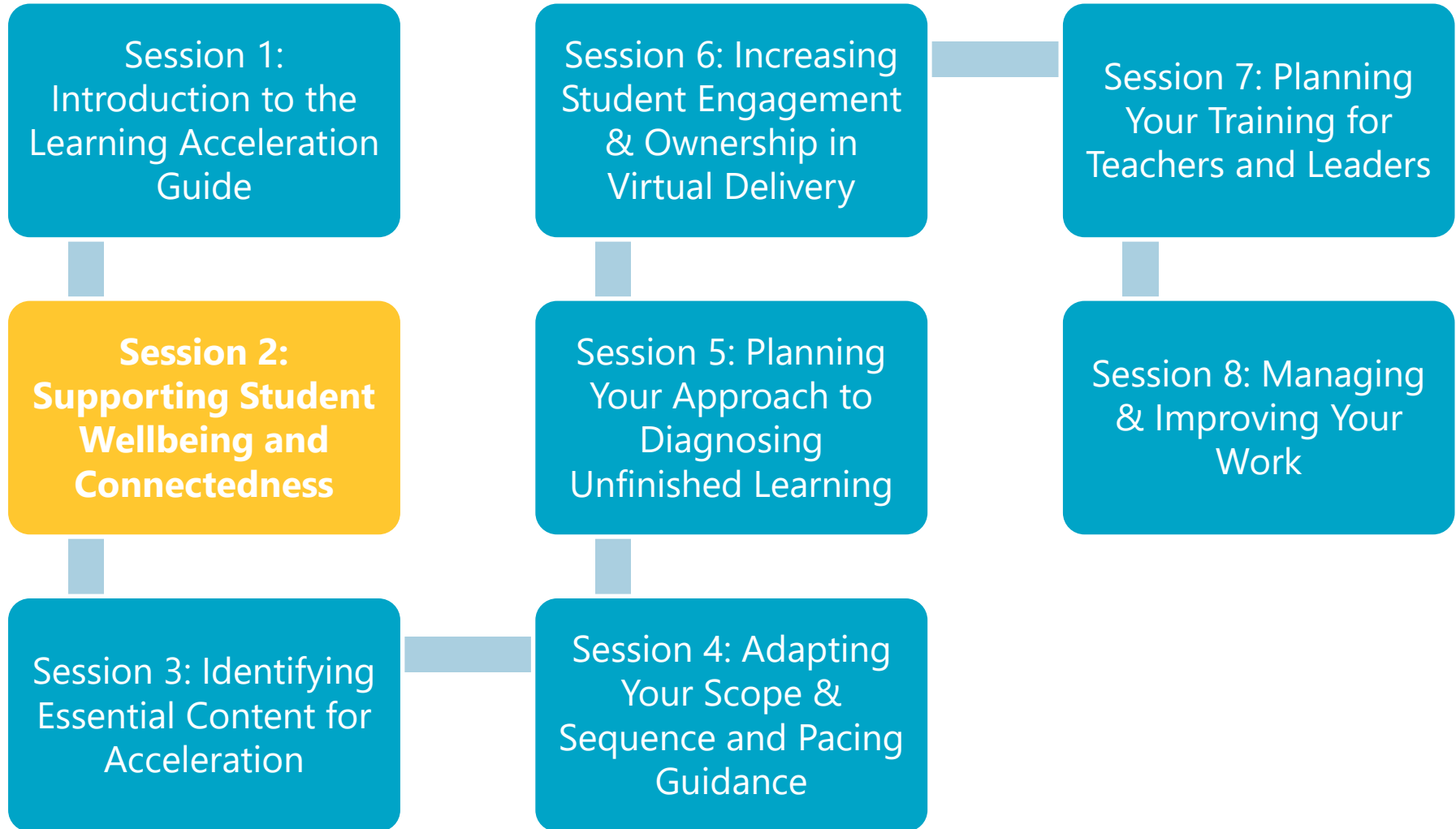


Mindful while using technology

## Virtual Norms

- Be on video
- Use the chat!
- Jump in with questions
- MUTE, but unmute for verbal responses
- We are Better Together

# Where are we going?



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## At the end of this session, you'll be able to....

1

Understand the relationship between wellbeing and connection and accelerated learning.

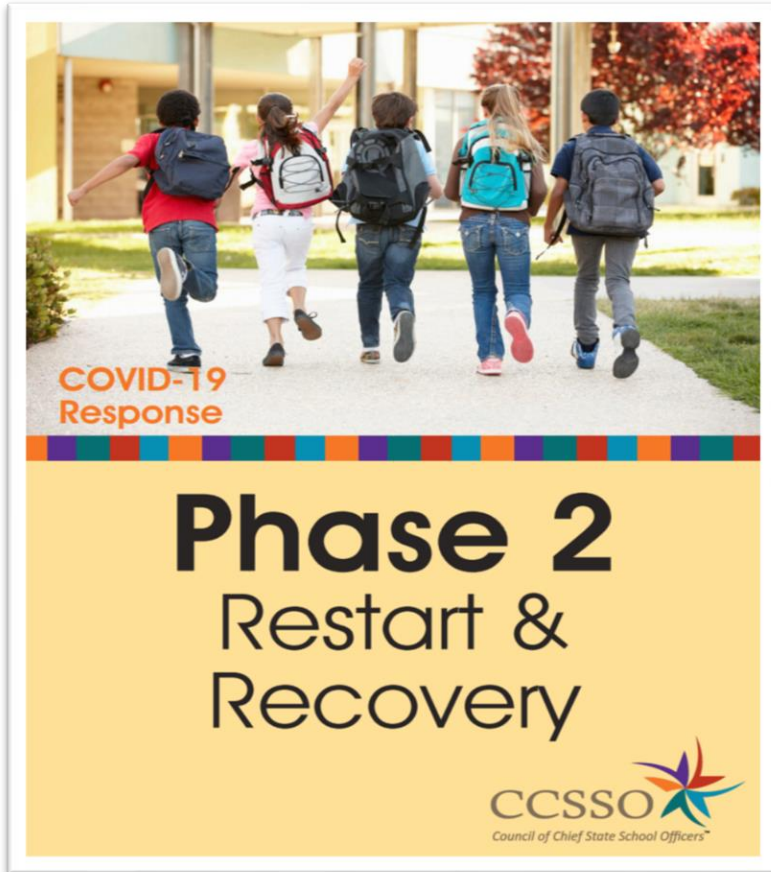
2

Articulate the essential foundational principles for creating staff and student wellbeing and connection within our school communities

3

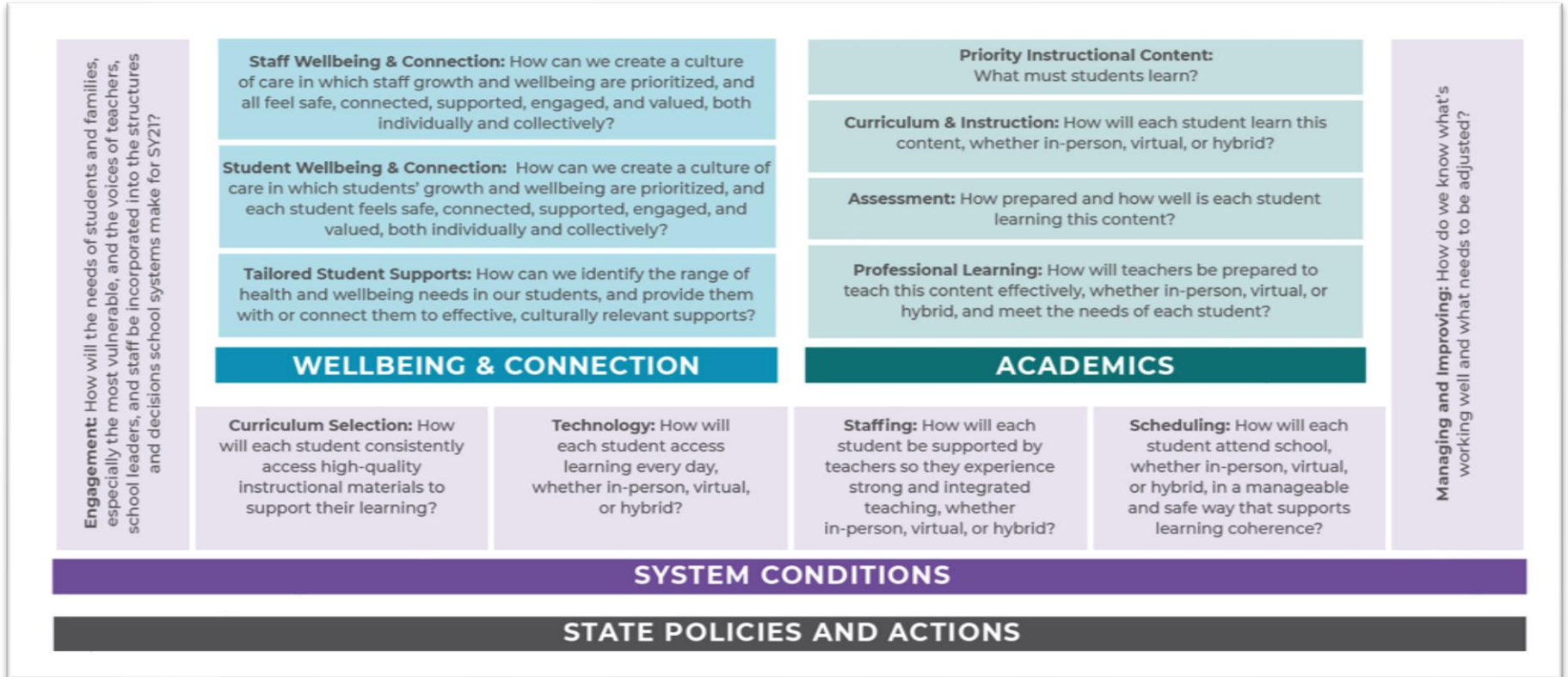
Generate a plan that ensures a variety of high impact supports for wellbeing and connectedness are offered at the classroom, school and system level.

# CCSSO's Restart and Recovery Foundational Principles



- Prioritize safe, supportive, equitable **environments** that promote positive **relationships**
- Take an asset-based approach that focuses on strengths and values **diversity** in race, culture, language, ability, and thoughts
- Revisit and modify existing policies to ensure they are asset based, **culturally responsive**, and grounded in **anti-racism**
- Leverage **data** and input from educators, staff, students, families, and communities to **continuously improve**

# CCSSO's Restart and Recovery Framework



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# Agenda

## **Role of Wellbeing and Connectedness in Student Learning**

Foundational Principles for Wellbeing and Connectedness

High Leverage Actions for Students and Adults

Planning for Next Steps



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**Share out responses.**



**What does wellbeing and connectedness mean to students?  
To teachers and other adults in the school? To parents?**

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# What kind of stress are we talking about?

Emotions impact learning in classrooms *and remotely*

## Social Isolation Stress

- Lack of face-to-face interactions with classmates and teachers
- More demand on executive functions e.g. sustained attention, organization, distraction challenges



## Traumatic Stress

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## Stress and Trauma

Traumatic events are shocking and emotionally overwhelming situations that may involve actual or threaten death, serious injury, or threat to physical integrity.

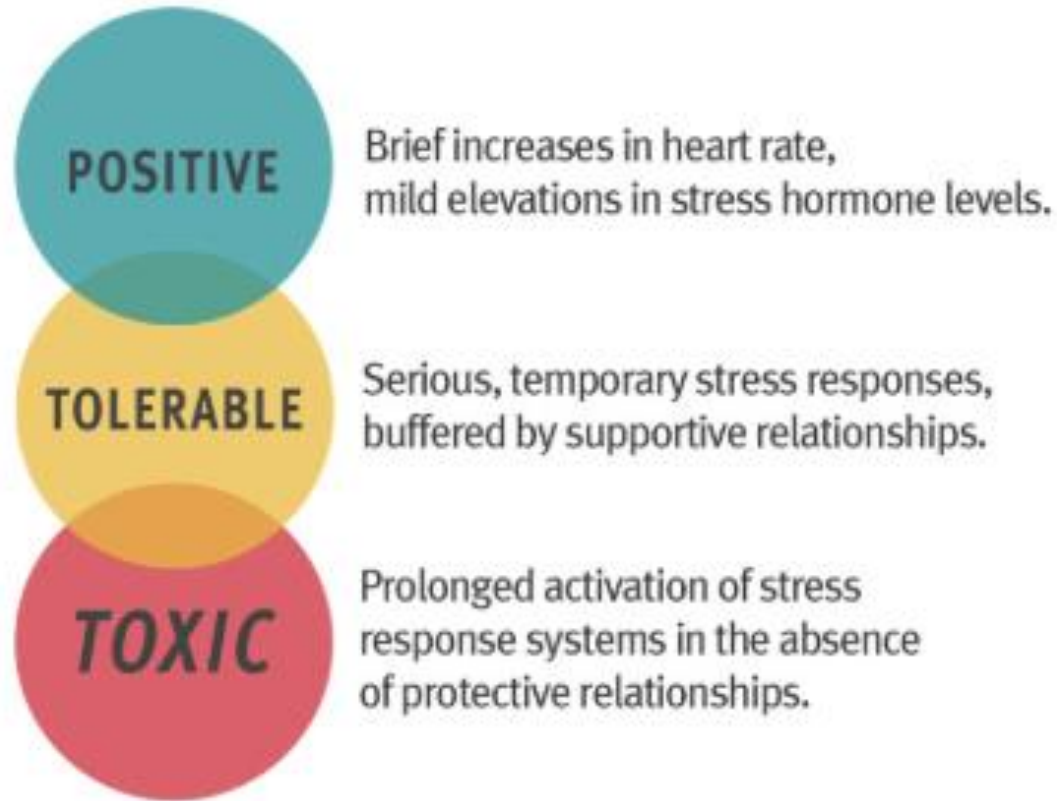
### Complex Trauma

Traumatic  
Stress

Traumatic  
Separation

Traumatic  
Grief

# What kind of stress are we talking about?



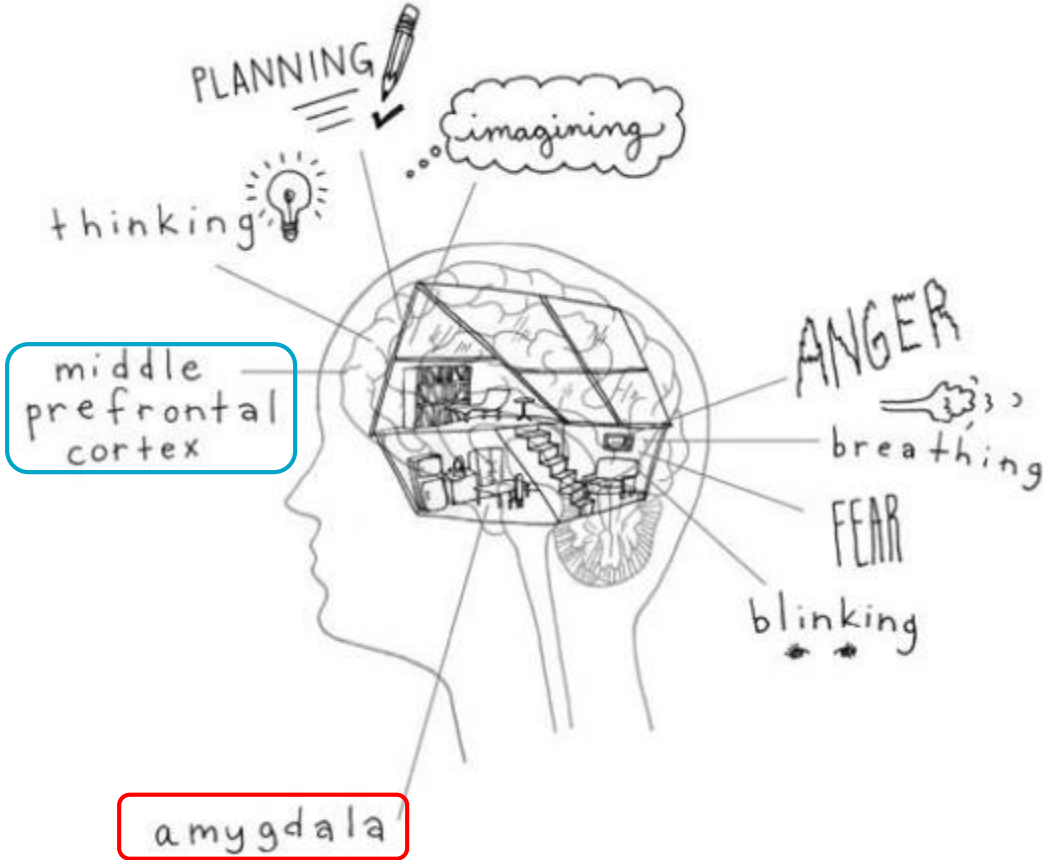
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## What kind of stress are we talking about?

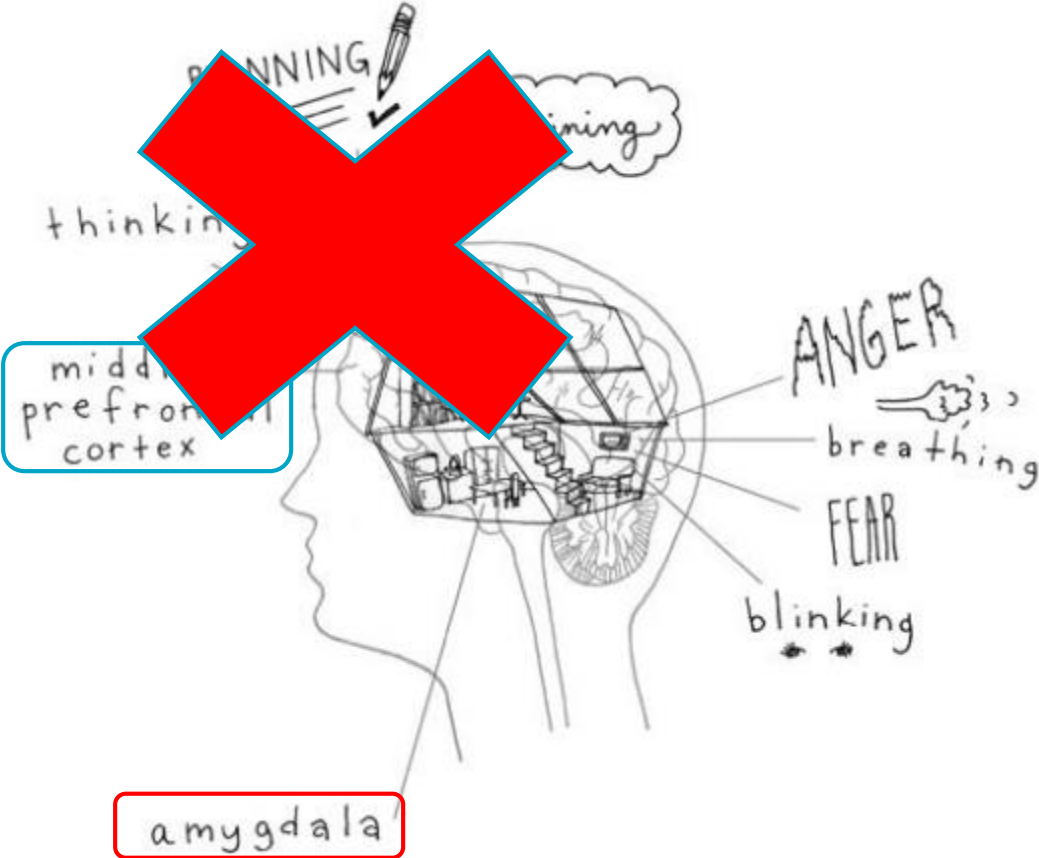
**Tolerable stress response** activates the body's alert systems to a greater degree as a result of more severe, longer-lasting difficulties, **such as the loss of a loved one, a natural disaster**, or a frightening injury. If the activation is time-limited and **buffered by relationships with adults who help the child adapt**, the brain and other organs recover from what might otherwise be damaging effects.

**Toxic stress response** can occur when a child experiences **strong, frequent, and/or prolonged adversity**—such as physical or emotional abuse, chronic neglect, caregiver substance abuse or mental illness, exposure to violence, the accumulated burdens of racism, and/or the accumulated burdens of family economic hardship—without adequate adult support. **This kind of prolonged activation of the stress response systems can disrupt the development of brain architecture and other organ systems, and increase the risk for stress-related disease and cognitive impairment, well into the adult years.**

# How does this affect our ability to teach and learn?



# How does this affect our ability to teach and learn?



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## How does this show up in students and adults?

### Trauma in Students

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- Difficulty paying attention
- Defensiveness
- Easily frustrated
- Mistakenly perceive threat where none exists
- Constantly on guard
- Increased aggression or impulsive behaviors
- Lack a sense of safety or belonging
- Difficulty reading social cues
- Difficulty organizing materials and meeting deadlines

### Trauma in Adults

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- Irritability with others
- Defensiveness
- Easily frustrated
- Anger
- Withdrawn
- Difficulty organizing materials and meeting deadlines
- More likely to have strong reactions, such as yelling
- Anxious, worried, or fearful
- Increase in impulsivity or risk-taking behavior



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## Importance of Social and Emotional Connectedness

“When physical distancing is deemed necessary, social and emotional connectedness is even more critical.”

– CASEL President & CEO, Karen Niemi

SEL offers a powerful means to support one another – children and adults – during this challenging time. Now, more than ever, we understand how important it is to demonstrate empathy and resilience, build relationships across distance, and call upon our collective resolve to strengthen our schools and our communities.

- CASEL

## Importance of Social and Emotional Connectedness



Resist the temptation to focus first on academics, learning loss, and credit recovery.



Wellbeing and connection are prerequisites to effective teaching and learning.



Create the conditions for healing, safety, and connection so students are able to learn.

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**Our students, communities, and staff have experienced two pandemics in 2020 – but no one's lived experience is identical.**



Returning to School

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**Share out responses.**



**Why must wellbeing and connection be a top priority for you  
in the 2020-2021 school year?**

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# Agenda

Role of Wellbeing and Connectedness in Student Learning

**Foundational Principles for Wellbeing and Connectedness**

High Leverage Actions for Students and Adults

Planning for Next Steps



Prioritize safe, supportive, equitable ***environments*** that promote positive ***relationships***

Take an asset-based approach that focuses on strengths and values ***diversity*** in race, culture, language, ability, and thoughts

Revisit and modify existing policies to ensure they are asset based, ***culturally responsive***, and grounded in ***anti-racism***

Leverage ***data*** and input from educators, staff, students, families, and communities to ***continuously improve***



Which foundational principles are you doing well?



In which foundational principles might you need more support?

## FIVE MINUTE STRETCH BREAK

While you're gone, please change your Zoom Display name to include the Principle you'd like to explore more deeply. -----> **(Principle #) First Name Last Name**

**Need help?** Go to Participants in the setting bar, find yourself, click "Rename".





## LC/A PLAN REQUIREMENTS

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### **Stakeholder Engagement Plan:**

Efforts to solicit stakeholder feedback, including students, families, educators and others

**Pupil Learning Loss:** Plans for how to address learning loss for all students

**Mental Health and Social and Emotional Wellbeing:** Plans to monitor and support student and staff health

**Pupil Engagement and Outreach:** Plan for engagement and outreach, including tiered reengagement strategies

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## FOUNDATIONAL PRINCIPLES

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Prioritize safe, supportive, equitable **environments** that promote positive **relationships**

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Revisit and modify existing policies to ensure they are asset based, **culturally responsive**, and grounded in **anti-racism**

Leverage **data** and input from educators, staff, students, families, and communities to **continuously improve**

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**Discuss in breakout groups.**



**How might the foundational principles guide your work and planning within these components of the LC/A plan?**

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**Share out responses.**



**How did your foundational principles show up in the LC/A plan components?**

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# Agenda

Role of Wellbeing and Connectedness in Student Learning

Foundational Principles for Wellbeing and Connectedness

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Planning for Next Steps

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## We'll focus on three areas for next steps.



# How can we create a culture of care in which staff growth and wellbeing are prioritized, and all feel safe, connected, supported, engaged, and valued, both individually and collectively?

## STAFF WELL-BEING AND CONNECTION KEY ACTIONS

### Planning

Plan opportunities for staff and educators to reconnect, heal, and feel safe and supported.

Plan professional learning to build educator and staff capacity to support student wellbeing and connection focused on building relationships, equity, and healing.

Run an improvement cycle focused on providing access for staff to training and support.

### Launching

Implement opportunities for staff and educators to reconnect, heal, and feel safe and supported.

Implement professional learning for educators and staff to support student wellbeing and connection focused on building relationships, equity, and healing.

Run an improvement cycle focused on the implementation of staff training and support.

### Sustaining

Run an improvement cycle focused on the quality of staff training and support.

# Healing Circles

Opportunity for staff and educators to **reconnect, heal, and feel safe and supported.**

Opportunity to engage in staff-led **community connection opportunity.**

**Healing Circle** to create space for listening deeply and taking care of one another.

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# Healing Circles

This structured dialogue process includes the following steps:



Participants sit in a circle. Begin with some form of opening ceremony, such as a short meditation or inspirational reading.



The facilitator provides prompting questions to the group.

- Tell us about an important teacher or mentor in your life and the gift from that person.
- Why did you choose to become an educator?
- What values do you hope guide your interaction with young people?
- Tell us about a proud moment in your career.
- What is hard in your work as an educator?
- How can we support one another in our original vision of why we became educators?



Participants pass a talking piece from person to person, so everyone has the opportunity to speak without interruptions.



The facilitator completes the Circle with a closing ceremony, such as an inspirational reading, coordinated movement or music.



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## Share your responses.



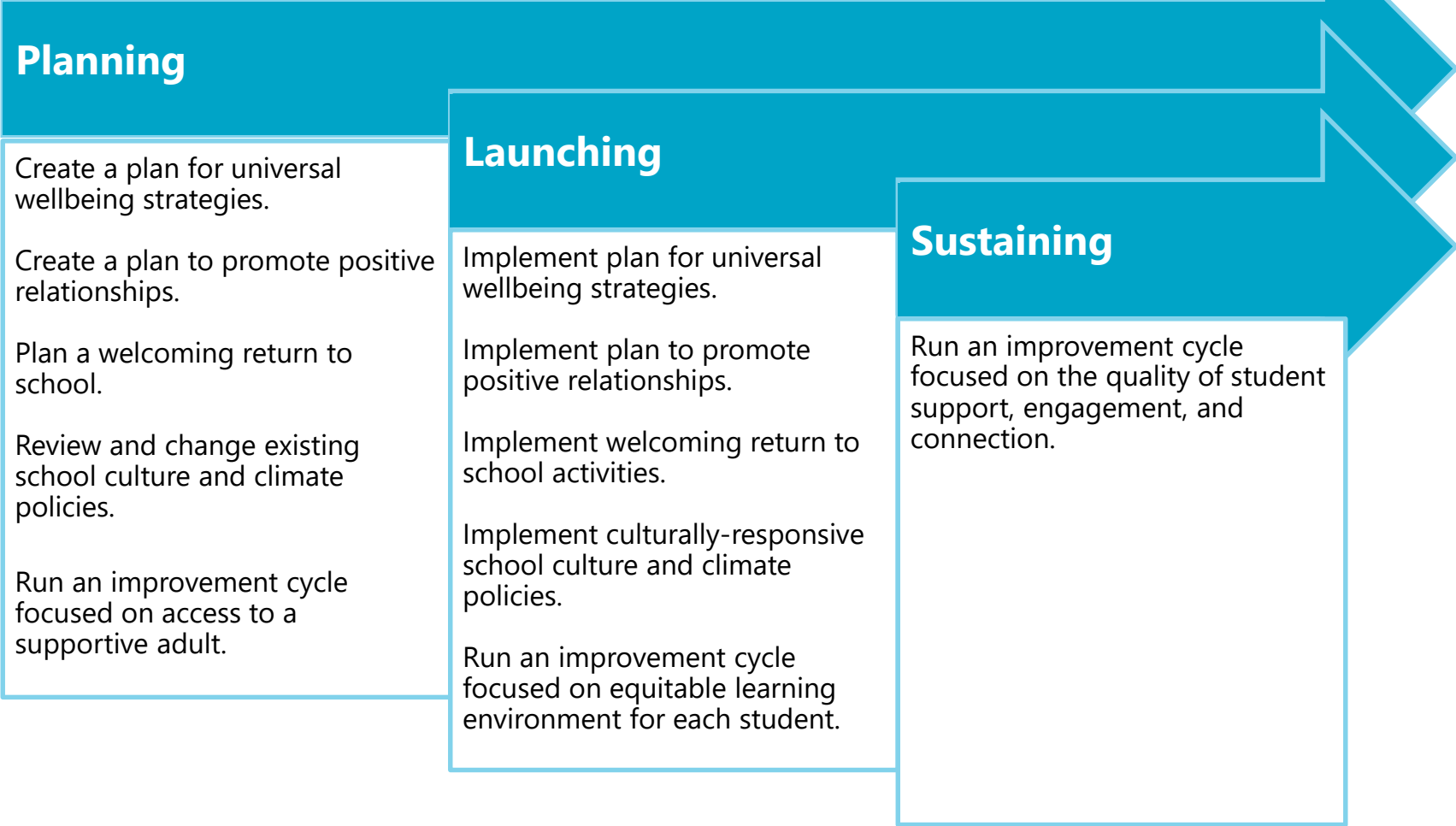
What do you see as the benefit of using something like this protocol with staff?



How do Healing Circles embody the Foundational Principles?

# How can we create a culture of care in which student growth and wellbeing are prioritized, and all feel safe, connected, supported, engaged, and valued, both individually and collectively?

## STUDENT WELL-BEING AND CONNECTION KEY ACTIONS



## Social and Emotional Learning

Plan for universal **wellbeing strategies.**

Schoolwide plan to support explicit and integrated **instruction of SEL.**

**Integrate SEL** into academic curriculum and daily classroom routines.

# Social and Emotional Learning

Social and emotional learning (SEL) is the **process** through which children and adults **understand and manage emotions**, set and achieve **positive goals**, feel and show **empathy** for others, establish and maintain **positive relationships**, and make **responsible decisions**.





## SELF-AWARENESS

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Have students review a **feelings chart** and share how they are feeling. Help them communicate this by using a scale.

Incorporate **journaling** – students can keep a journal throughout the day relevant to school tasks

Share **mindfulness** activities that they can do at home and incorporate some quick activities into virtual lessons.

Model and normalize a range of emotions by **giving students opportunities to express themselves in nonverbal ways**. This may include drawing a picture about how their lesson or day is going or showing the most important thing that happened to them that day.

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## STRONG RELATIONSHIPS

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**Check in** with your students! Phone call, video chat, etc. are important (*with parental consent*).

Ask students about **something fun** they are doing right now – it doesn't all need to be about school.

Plan lesson activities that allow students to see, hear, and **interact with one another**. If they're on Meet/Zoom, they should have opportunities to talk to each other.

Provide interactive instructional tasks – blogs, padlet, flipgrid, etc.

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## Share your responses.



What do you see as the benefit of integrating or focusing on SEL as part of your universal wellbeing strategy?



How does SEL embody the Foundational Principles?

# How can we identify the range of health and wellbeing needs of our students and provide them with or connect them to effective, culturally relevant supports?

## TAILORED STUDENT SUPPORTS KEY ACTIONS

### Planning

Create a plan for targeted and intensive strategies so that students who need more supports have the opportunity to thrive, regardless of background or circumstance.

Create a plan to collaborate with community partners re: tailored student supports.

Run an improvement cycle focused on ensuring schools have a plan to provide targeted and intensive strategies to students who need them most.

### Launching

Implement the system for identifying and responding to more targeted and intensive student needs.

Collaborate with community partners.

Run an improvement cycle focused on implementing targeted and intensive strategies for students who need more support.

### Sustaining

Run an improvement cycle focused on the quality of the targeted and intensive strategies provided to each student who needs more support.

# Data Driven Dialogue Protocol

Plan for **targeted** and intensive **strategies** for students who need more supports.

Tier 2/3 **screening or assessment tools** to guide decision-making.

**Data Driven Dialogue** to suspend judgement while assessing student need.



# Data Driven Dialogue Protocol



## Data Driven Dialogue Summary

*Based on work presented by Nancy Love, author of "Using Data/Getting Results", (2002).*

This protocol builds awareness and understanding of the participant's viewpoints, beliefs, and assumptions about data while suspending judgments. All participants have equal voice. The three phases of data-driven dialogue assist groups in making shared meaning of data. We encourage you to use this tool with your entire school staff and/or with your school leadership team at a special meeting on data. The dialogue tool helps to replace hunches and feelings with data-based facts, examine patterns and trends of performance indicators, and generate "root-cause" discussions that move from identifying symptoms to possible causes of student performance. In order to effectively use this tool, participants will need to have PSSA grade level, school, or district data reports.

- **Phase I Predictions**  
Surfacing perspectives, beliefs, assumptions, predictions, possibilities, questions, and expectations
- **Phase II Observations**  
Analyzing the data for patterns, trends, surprises, and new questions that "jump" out
- **Phase III Inferences**  
Generating hypotheses, inferring, explaining, and drawing conclusions. Defining new actions and interactions and the data needed to guide their implementation. Building ownership for decisions

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  - Defining new actions and interactions and the data needed to guide their implementation.
  - Building ownership for decisions.

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## Share your responses.



What do you see as the benefit of approaching targeted supports using a data-driven protocol?



How does this approach embody the Foundational Principles?

# Individual Planning Time



**Your Next Steps Organizer:** Jot down any next steps you intend to take here.

	<b>Planning Phase</b>	<b>Launching Phase</b>	<b>Sustaining Phase</b>
<b>Staff Wellbeing &amp; Connection</b>	<b>Planning: Pages 10-14</b>	<b>Launching: Pages 24-26</b>	<b>Sustaining: Page 33</b>
<b>Student Wellbeing &amp; Connection</b>	<b>Planning: Pages 14-20</b>	<b>Launching: Pages 26-30</b>	<b>Sustaining: Page 33-34</b>
<b>Tiered Student Supports</b>	<b>Planning: Pages 21-23</b>	<b>Launching: Pages 30-32</b>	<b>Sustaining: Page 34</b>

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# Agenda

Role of Wellbeing and Connectedness in Student Learning

Foundational Principles for Wellbeing and Connectedness

High Leverage Actions for Students and Adults

**Planning for Next Steps**

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**Discuss in breakout groups.**



**What do you want to prioritize with your schools?**

**How are you planning to share this/take it back to your schools?**

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**Share out next steps.**



**What's one next step you will take to prepare for wellbeing and connection in your schools and districts?**

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## At the end of this session, you'll be able to....

1

Understand the relationship between wellbeing and connection and accelerated learning.

2

Explain why wellbeing and connection must be a top priority so that adults and students can engage in schooling.

3

Generate a plan that ensures a variety of high impact supports for wellbeing and connectedness are offered at the classroom, school and system level.

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**Please share your feedback.**



**Help us help you!**

Feedback link provided in handout and in chat



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## Connect with us.



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