![Emote logo](www.emotenow.com)

Catching Early Indicators of Disengagement

Across Virtual, Hybrid, and In-Person Learning this all holds true

01 Regulation and safety make connection and relationships possible

02 Relationships and connection are the foundation for engagement

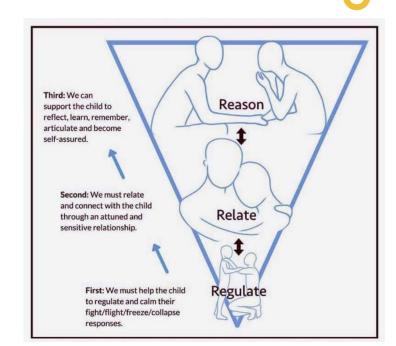**03** Engagement is essential for academic success

The 3 R's: Reaching the Learning Brain

Dr. Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think, and reflect, we need to support them in a sequence which prioritizes regulation first so that the brainstem can be calmed. Heading straight for the 'reasoning' part of the brain with an expectation of learning will not work so well if the child is dysregulated and disconnected from others.

Third: We can support the child to reflect, learn, remember, articulate and become self-assured.

Reason

Second: We must relate and connect with the child through an attuned and sensitive relationship.

Relate

First: We must help the child to regulate and calm their fight/flight/freeze/collapse responses.

Regulate

Maslow Before Bloom All Day Long

Attention to basic needs and **a felt sense of safety** must be present in order for children to learn

This is infused throughout our day and structure whether we are virtual or in-person

Prioritize SEL and a Trauma-Responsive Approach

Now more than ever attention to strategies for **Social Emotional Learning**, **Equity**, **Trauma-Responsive Practices**, and **Resilience** are essential.
Research shows repeatedly that students do better academically in environments that **meet their social emotional needs first**.
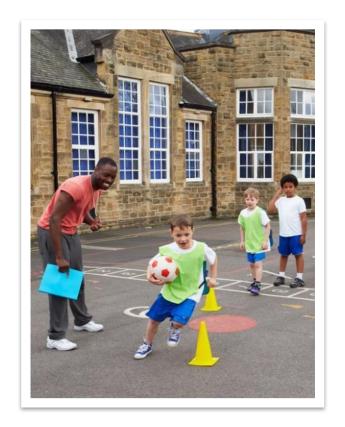This takes **time** and **intention.**

In this moment, *reduce* focus on rigid curricular scope and sequence, academic milestones, and high stakes testing.

Strategies for Connection and Engagement

- **After 10 minutes of direct instruction add a break of some kind**
- Such as...
  - Brain Break Games
  - Movement Breaks
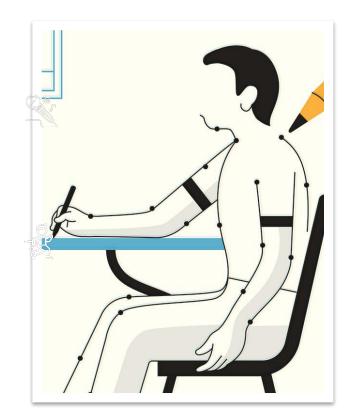 - Breathing Exercises - relieve stress and promotes working memory

Strategies for Connection and Engagement

- **Use strategies to connect and build relationships with students**
- Such as…
    - Harvard Individual Student Success Plans [1]
    - Get To Know You Profiles - Let students come up with creative ways to do a profile on themselves. Have staff do this as well; it is essential to model and building relationships goes both ways.

1. https://www.gse.harvard.edu/news/ed/19/08/whats-plan

What are we
LEARNING
from the field

What are we learning from the field?
School 1 | part of a small district

This school did **no direct instruction for the first 2 weeks.** They instead connected with every single student and did an **individual success plan** with each student and their family.

- They were thorough and genuine in their communications. This built relationships between parents and teachers.

- They adjusted curricular approach as well, shifting to inquiry driven and relationship based lessons.

What are we learning from the field?

- **Restorative Circles** - Video from National Center for School Safety on Virtual Circles [1]
- Lots of **games** (play, laughter, and fun are essential regulators!)
- **'Check in-Check out',** for youth AND staff

1. https://www.youtube.com/watch?v=ntFe7WLwEEs

What are we learning from the field?
Trauma-Informed Elementary School | part of an urban district

> We use "Navigators" who do weekly individual touch points with individual students/families to check in on what's working, concerns, needs, and celebrations. The team has had over 1000 touch points over the last several weeks!
>   - *Principal*

They also run morning meetings and closing meetings daily as well as restorative circles

What are we learning from the field?

Other Successful Strategies:

- **Advisory** - one school had the advisory teachers make up personal goody bags with individual notes and dropped them off at everyone's door (no contact)
- Intentional individualized calls 'just to say hi' to students and their families

What are we learning from the field?

Other Successful Strategies:

- Group projects, small group work
- Focus on cultural relevance in curriculum, students feel more connected when they 'see' themselves reflected in the material
- Promote youth voice
- Camera optional
- Virtual socratic seminars
- Opportunity for student agency and choice whenever possible

RESOURCES!

Alliance for a Healthier Generation

Their Back to School Guide provides five weeks of daily scaffolded activities that are responsive to students' needs and focus on building a supportive environment at the start of a new school year.
These developmentally appropriate activities are adaptable to an in-person and/or virtual classroom context.

Turnaround for Children

https://turnaroundusa.org/

01 Connect with students individually and through advisories

02 Hold a 15-minute daily huddle for leaders and teachers

03 Check in with families—ask about schoolwork, wellbeing, and how COVID is affecting them

04 Use "serve and return" with younger children

05 Create group activities such as games, cooking, etc.

https://turnaroundusa.org/wp-content/uploads/2020/04/Turnaround-for-Children-Three-Rs-EdNx.pdf

RISE (Resilience in School Environments)

RISE works with school staff, teachers, and districts to address the underlying factors of stress in schools and develop strategies and practices that foster more positive school environments. In doing so, RISE seeks the following outcomes:

- Increased staff job satisfaction, including reducing staff stress
- Improved safety, connectedness, and relationships among students and staff
- Increased skills related to social and emotional learning for staff and students
- Increased mental health supports

The RISE Index and Healthier Generation Action Center
RISE work is guided by the RISE Index, an assessment tool that gauges how well schools and districts are addressing social and emotional health and lifts up best practices.

- RISE Index School Edition
- RISE Index District Edition

Harvard Education Redesign Lab

- **Partnership for Resilience, Rebuilding for a New Normal: A Study of the Impact of the COVID-19 Pandemic on Trauma-Responsive Schools and Key Recommendations for Communities** (Lombard, IL: Partnership for Resilience, 2020).

- Interviewed 72 school personnel and 15 national experts in the fields of social emotional learning (SEL) and trauma responsive schools

From The Report: Recommendations For Moving Forward

- Wrap "safety and care" around students and adults through **expanded attention to social and emotional needs of students, parents, teachers, support staff, and administrators**.

- For the 2020-21 school year focus on social emotional learning, universal behavioral supports, restorative practices, cultural relevance, and relationship building.

From The Report: Recommendations For Moving Forward

- Help teachers reach their students through training on pedagogies and curriculum that align with virtual or social distanced settings. This could include **inquiry-based learning, community service-based learning, or flipped classroom models.**

- Seize new opportunities to **prioritize teacher-student connection/relationships, social-emotional learning, and family engagement.**

Join ACEs in Education

Attend our regular Community of Practice "A Better Normal- Education Upended"

https://www.acesconnection.com/g/aces-in-education

ACES in Education
A group to share ideas on mitigating the effects of adverse childhood experiences in the K-12 environment.

Emote
www.emotenow.com

THANK YOU !

What the SEL Data Can Show Us

- Who is struggling
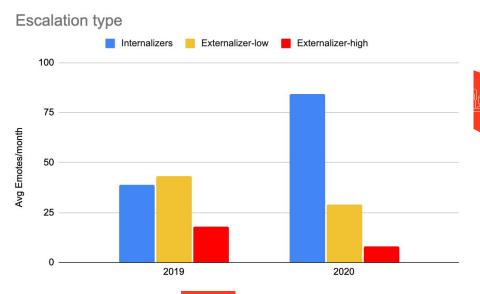- How are they struggling
- What efforts are working

WHO IS STRUGGLING

Key Takeaways

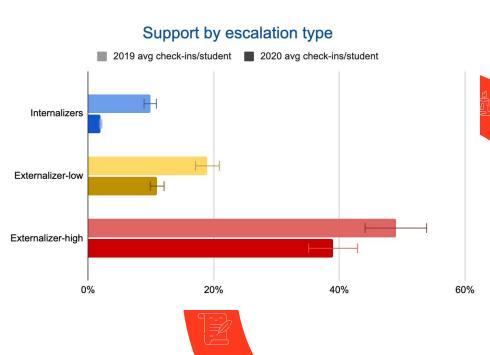- Internalizing students saw the greatest increase in escalations

Escalation type

WHO IS GETTING SUPPORT

Key Takeaways

- All groups getting less support (21-80% less)

- Internalizers lost the most support (80% less)

Support by escalation type
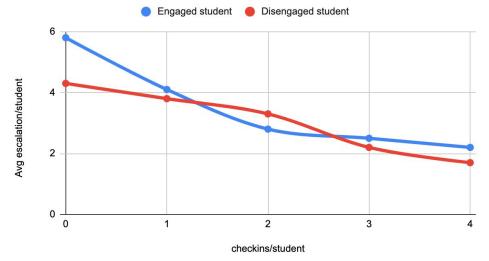
■ 2019 avg check-ins/student ■ 2020 avg check-ins/student

CONNECTION COMBATS DISENGAGEMENT

Key Takeaways

- All connection helps maintain engagement

- 2 check-ins/week made the biggest impact
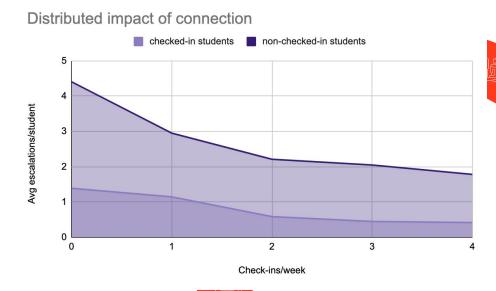
- Maintaining engagement is easier that re-engaging

Impact of connection on engagement & escalation

Engaged student • Disengaged student

(y-axis: Avg escalation/student, 0 to 6; x-axis: checkins/student, 0 to 4)

A CULTURE OF CONNECTION LEADS TO DISTRIBUTED RESILIENCE

Key Takeaways

- The impacts of these connections go beyond the students getting the check-ins and has a positive impact on the whole school

Distributed impact of connection

checked-in students non-checked-in students

What have we learned from the data about school efforts that are working?

01 Schools where all staff do 1:1 student check-ins do much better that schools where only support staff do 1:1 check-ins

02 Schools continuing their intervention team/MTSS meeting during distance learning do better

03 Schools with advisory time do notably better than those without

What we do

Your staff are incredible but often stuck reacting.

Emote takes on **building awareness and coordinating action** so schools have the opportunities and time to:

Support More Students

Support Diverse Needs

Support Students Sooner

Bringing the Right Data Together:
A unique approach

Empower student & staff voice to create real-time emotional data

Collect Early SEL Indicators

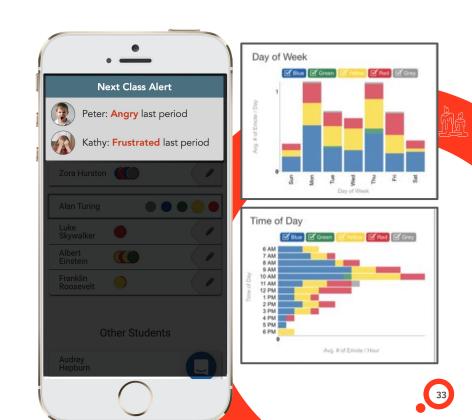**Collect Indicators Continuously**

Fast & Easy for Staff
(30 sec/day)

About Emote: Instant Awareness

Emote automatically **finds the patterns** and **notifies** the right people at the right time ensuring that **awareness** precedes escalation.
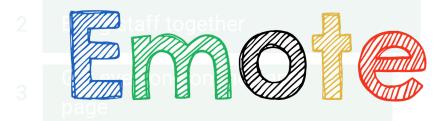
We do the work for you to ensure that:

- All staff can provide support
- All types of students receive support (e.g. internalizers & externalizers)
- More students receive support
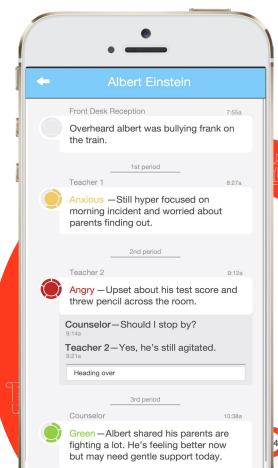- Awareness exists at the moment an opportunity comes up

Coordinating Support with Emote

1 Identify & inform stakeholders

2 Bring staff together

3 Get everyone on the same page

4 Coordinate effort

5 Delivering support

Albert Einstein

Front Desk Reception — 7:55a
Overheard albert was bullying frank on the train.

1st period

Teacher 1 — 8:27a
Anxious —Still hyper focused on morning incident and worried about parents finding out.

2nd period

Teacher 2 — 9:12a
Angry —Upset about his test score and threw pencil across the room.

Counselor—Should I stop by?
9:14a

Teacher 2—Yes, he's still agitated.
9:21a

Heading over

3rd period

Counselor — 10:38a
Green—Albert shared his parents are fighting a lot. He's feeling better now but may need gentle support today.

Connect With Us & Learn More

Attendees Pilot Free

Support 5x the students...

Track data
Identify need
Coordinate interventions
Evaluate outcomes

...with the staff you already have

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- -

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THANK YOU !

www.emotenow.com

Q&A