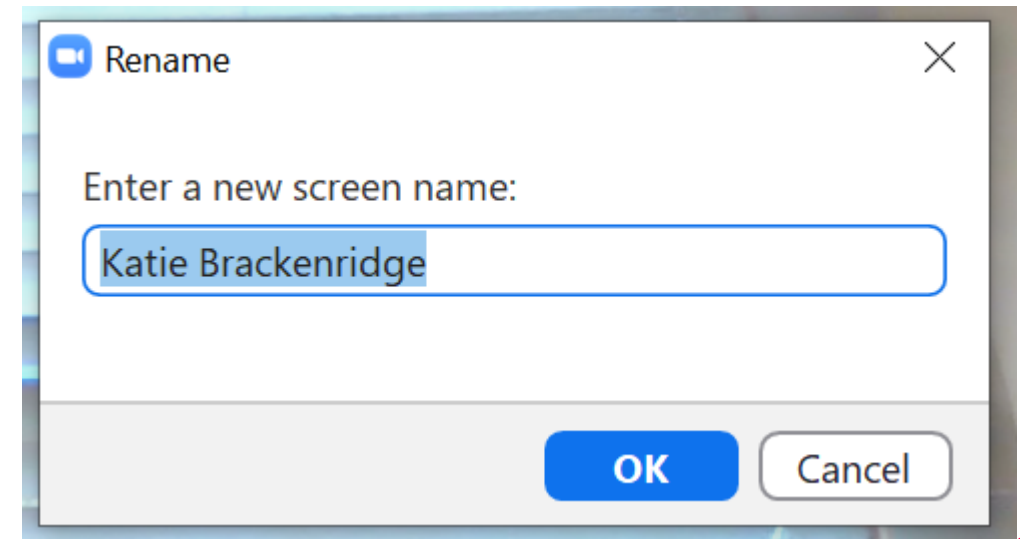
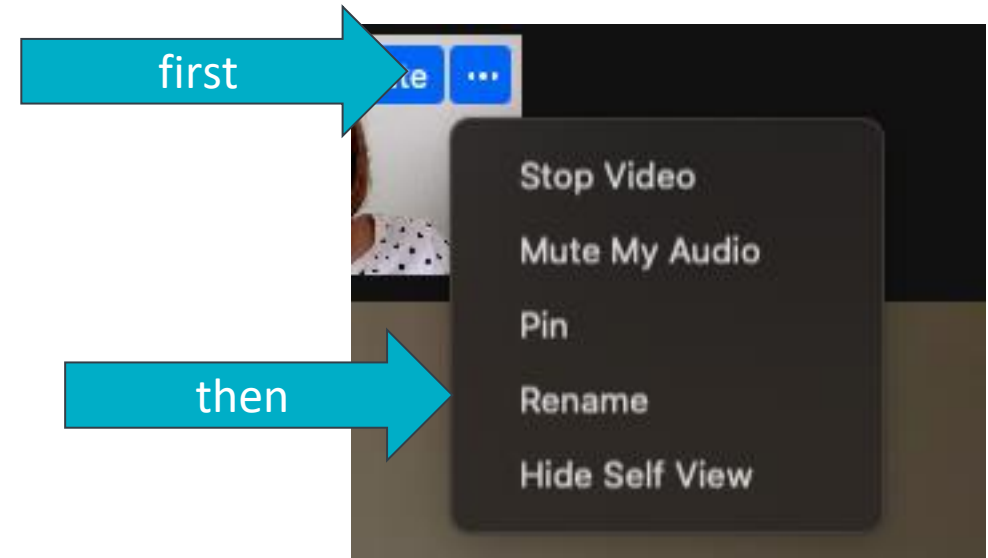


Please rename yourself [District, Name]

Step 1: Click on the 3 dots at the right corner of your profile picture. Click "rename".

Step 2: Enter Your district before your name.

Ex: I'll rename "Turnaround,
Katie Brackenridge"

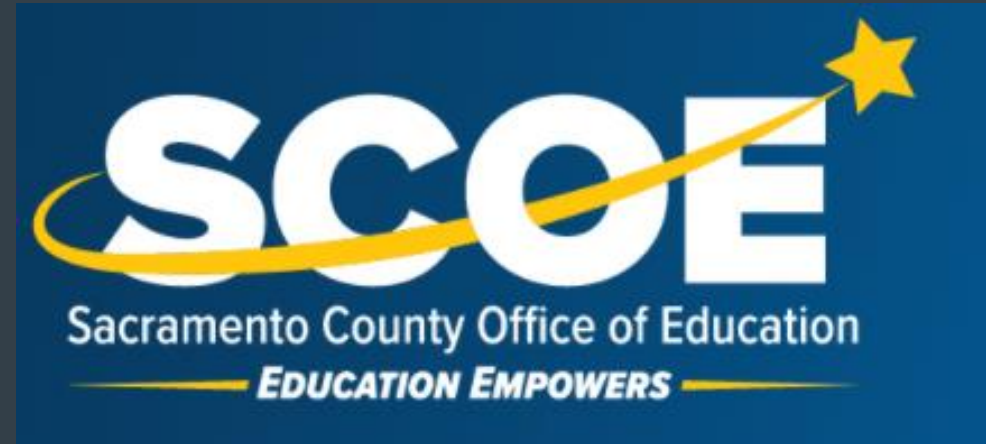


Relationships, Routines, Resilience:
Reopening with the Three Rs

The Science of Learning and Development

(Session 1 of 4)

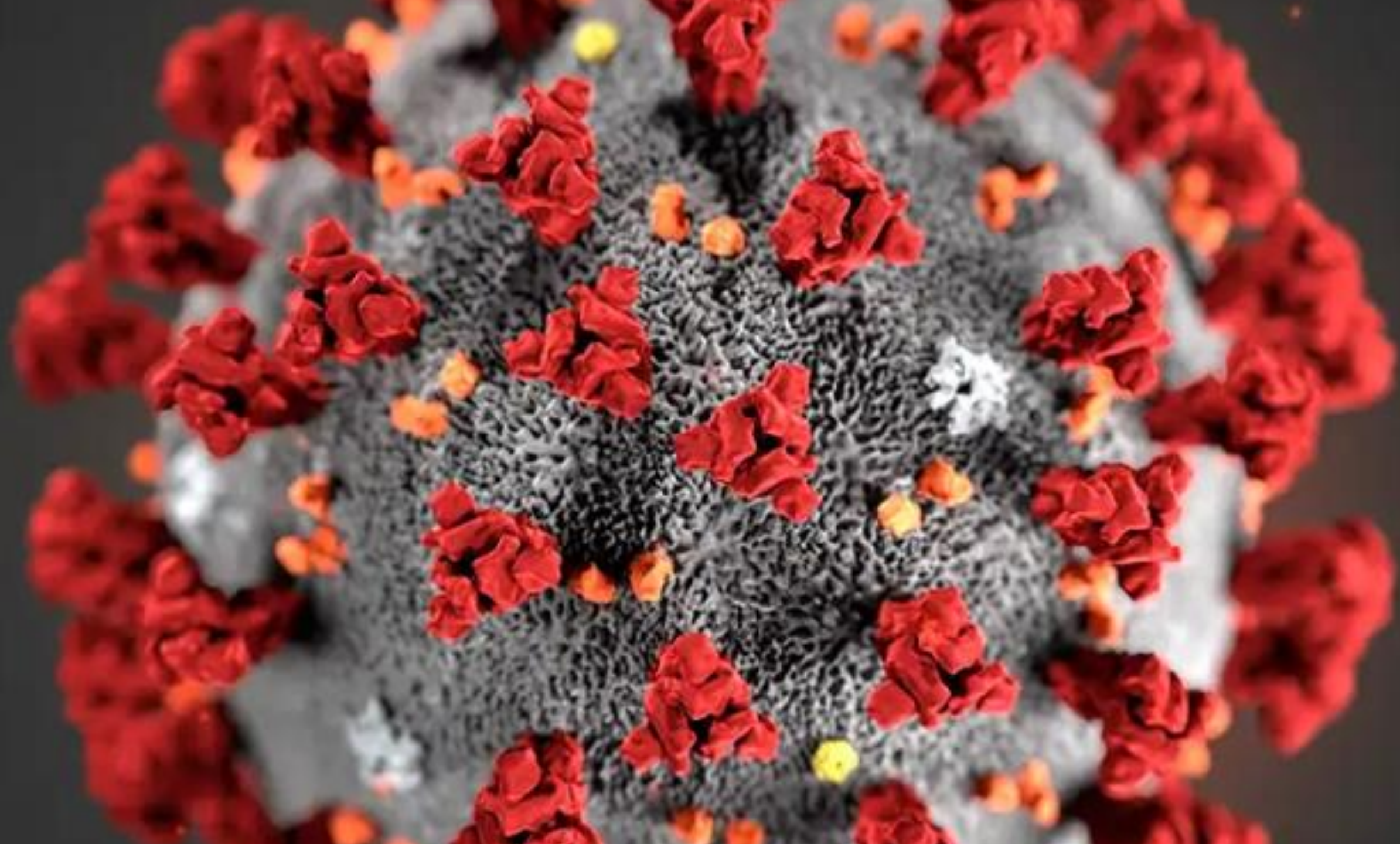
Spring, 2021





Katie Brackenridge
Partnership Director













Quick Chat

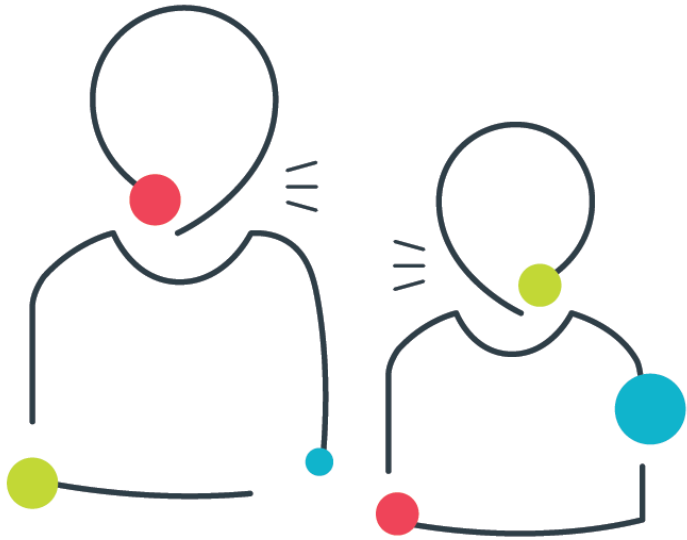


- How have the crises impacted your emotional state?
- What supports or strategies have helped you to cope with the stress and disruption?
- What do you know about your students' experiences?



The path to
learning
is a calm
brain.

R ELATIONSHIPS



R OUTINES



R ESILIENCE



SEL Leadership Challenges and Strategies

Adaptive vs Technical

Leadership Challenge

Reopening Schools

or...

Welcoming
Students Back and
Fostering a Sense of
Belonging

Technical vs Adaptive Challenges

Technical

- Are challenges for which there is known knowledge.
- The problem and solution are often easily identifiable.
- Require expertise, and are often “owned” by an expert.
- Solutions are expedited.

Adaptive

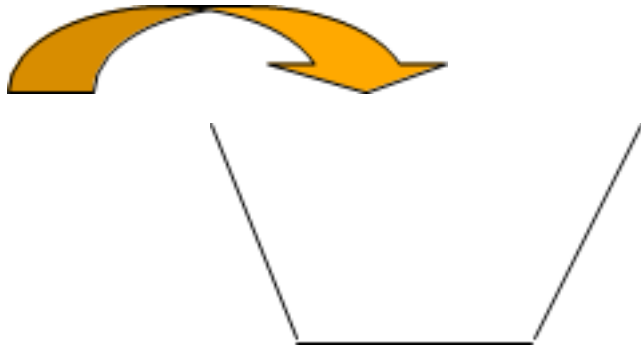
- Are challenges which require new learning.
- The problem and solution are not easily identifiable (and easily denied).
- The work is “owned” by the stakeholders.
- Solutions require experiments, trial and error, and TIME.

Leadership Challenges

“The single biggest failure of leadership is to treat adaptive challenges like technical problems.”

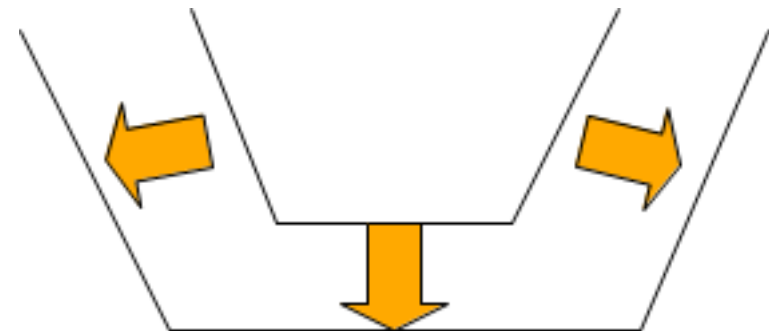
Ron Heifetz
Harvard Kennedy School

Addressing Leadership Challenges



Technical:

In-form-a-tive



Adaptive:

Trans-form-a-tive

IF SOME STUDENTS
ARE UNRESPONSIVE,
MAYBE YOU CAN'T
TEACH THEM YET, BUT
YOU CAN LOVE THEM. AND
IF YOU LOVE THEM TODAY,
MAYBE YOU CAN TEACH
THEM TOMORROW.

-Jeffrey R Holland

Relationships, Routines, Resilience: Reopening with the Three Rs

1. Introduction to SoLD - Today
2. Relationships – April 27
3. Routines – May 6
4. Resilience – May 20

The Science of Learning and Development

This brief is the first in a four part series, Relationships, Routines, Resilience: Reopening with the Three Rs, designed to share some of the key practices, strategies and structures to support students' return to in-person school. Each brief includes the science grounding, implications for practice, and resources.

THE SCIENCE

As children return to school over the next few months, we can anticipate their eagerness to learn and their excitement about being with friends and teachers. We can also anticipate their anxiety as they re-adjust to the social pressures and structures of a school environment, not to mention their need to continue processing the disruption and stress of the past year. We know that the hardships of the past year have fallen disproportionately on communities of color where people face ongoing racial oppression and a greater toll from COVID-19.

This moment calls for a hard reset. The science of learning and development provides the grounding for experiences and environments that each student will need in order to engage, learn and thrive. Key scientific facts behind the Three Rs include:

Development is Bi-Directional

The ongoing, dynamic interaction between nature and nurture – our genes and environment – drives all development. Although our DNA is composed of over 20,000 genes, fewer than 10% are ever expressed. Cues from our social and physical world initiate a chemical process in our bodies, which determines which genes are expressed, along with how and when. This back-and-forth biological process, called *epigenetic adaptation*, highlights the malleability of the development of our brains and bodies.

Context Matters

The malleable nature of development is both an opportunity and a vulnerability, depending on the context. A child's context includes the relationships, environments, and societal structures they interact with both directly and indirectly – all of which play a critical role in the dynamic nature of development. A safe and affirming environment, attuned and responsive relationships, and rich instructional experiences support healthy development and learning. Schools capitalize on this positive context when they connect to, leverage, and build upon the assets of students' culture and communities as an inherent part of the educational experience.

In a negative developmental context, chronic stress, especially in the absence of a buffering adult, can affect the developing neural architecture critical for learning, putting children on "high alert" for danger. These experiences can include adversities in a child's immediate context (such as abuse or neglect), and also in a child's larger, societal context (such as systemic racial oppression).

Learning is Integrated

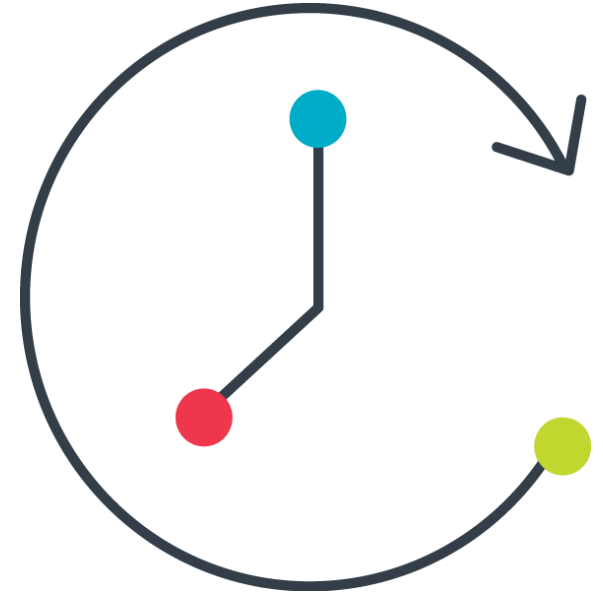
Learning isn't "academic" OR "social and emotional" – students become increasingly capable of complex skills through the integration of their cognitive, social, and emotional development. The brain's architecture is made up of trillions of connections, forming complex and integrated structures as experiences create, strengthen, and reorganize connections and eliminate unused pathways. The brain becomes highly connected, efficient, and specialized over time. No part of the brain develops in isolation – it is structurally and functionally integrated.

Educators will ...

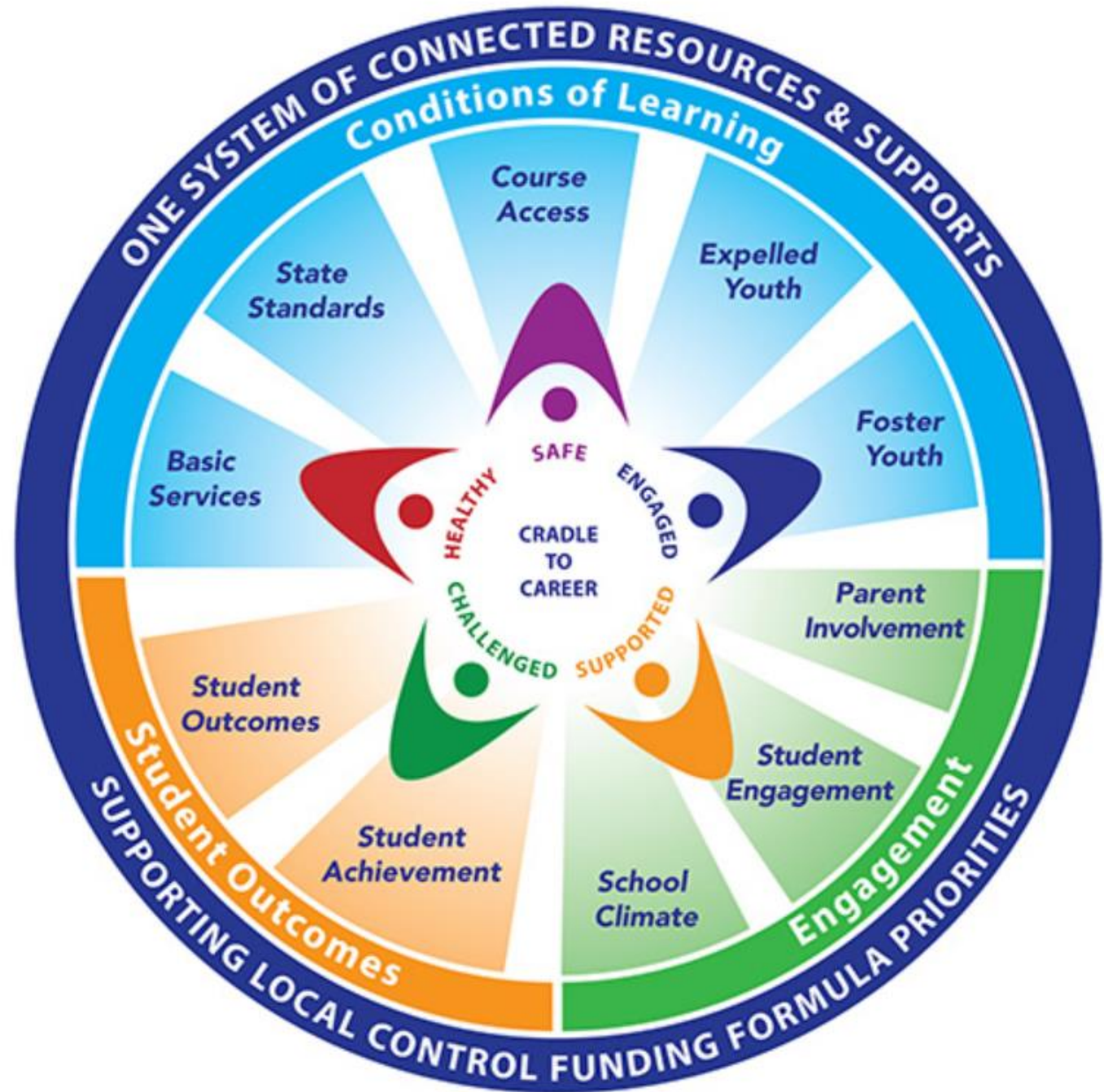
- ☐ Understand the impact of stress on the brain
- ☐ Consider what it means for you and your students
- ☐ Share practices and ideas among colleagues

Agenda

Welcome & Opening
The Science Grounding
Whole Child Design and the New Three Rs
Implications for your District
Next Steps & Closing



Local Control Funding Formula and the LCAP







Science Grounding

The Science of Learning and
Development

THE BRAIN IS MALLEABLE





There are
20,000 genes
in the
human genome —

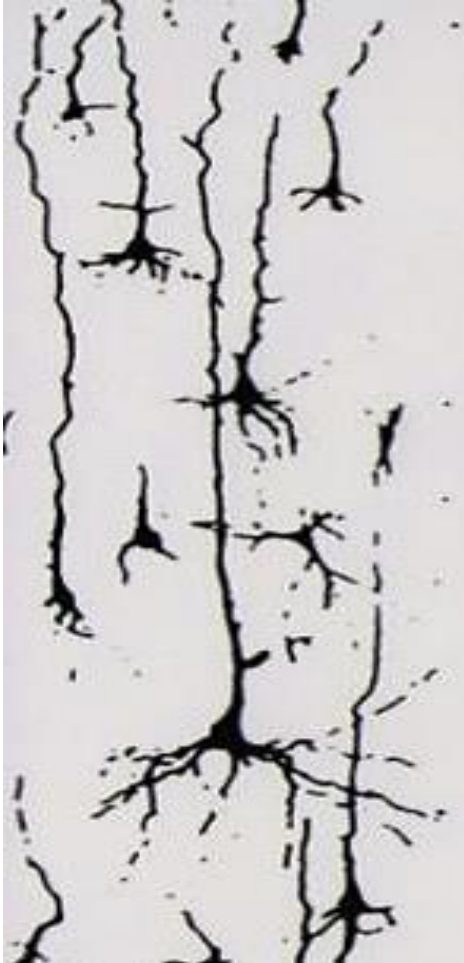
fewer than 10%
get expressed.



Genes are chemical followers.

Neuroplasticity

BIRTH

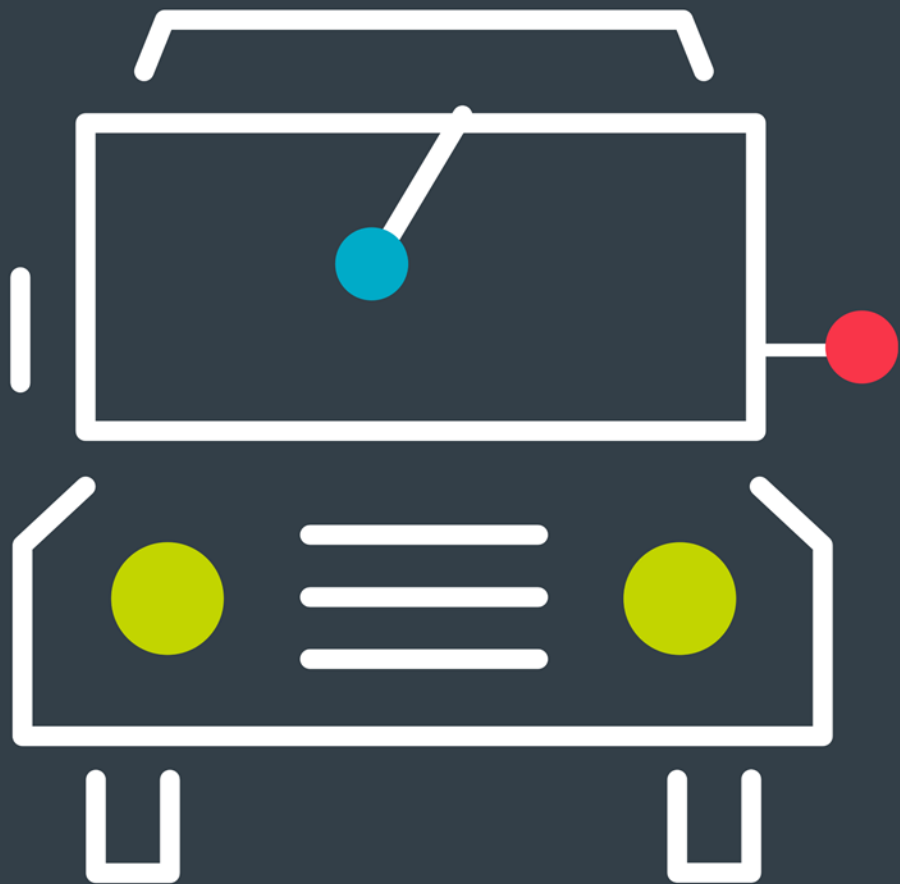


6 YEARS



14 YEARS





Context is the
primary driver
of who we
become.

CONTEXT



The background is a collage of three photographs. On the left, a young girl with short hair is focused on playing a large drum with two wooden sticks. In the center, a young boy is seen from the chest up, holding a blue triangular ruler against a blue background that also features other geometric shapes like a purple triangle and a colorful cube. On the right, two young boys are sitting at a table, intently painting with brushes and a palette of various colored paints.

THE BRAIN'S MALLEABILITY IS BOTH AN
OPPORTUNITY
AND A **VULNERABILITY,**
DEPENDING ON THE *CONTEXT*





PREFRONTAL CORTEX

- Attention
- Concentration
- Focus

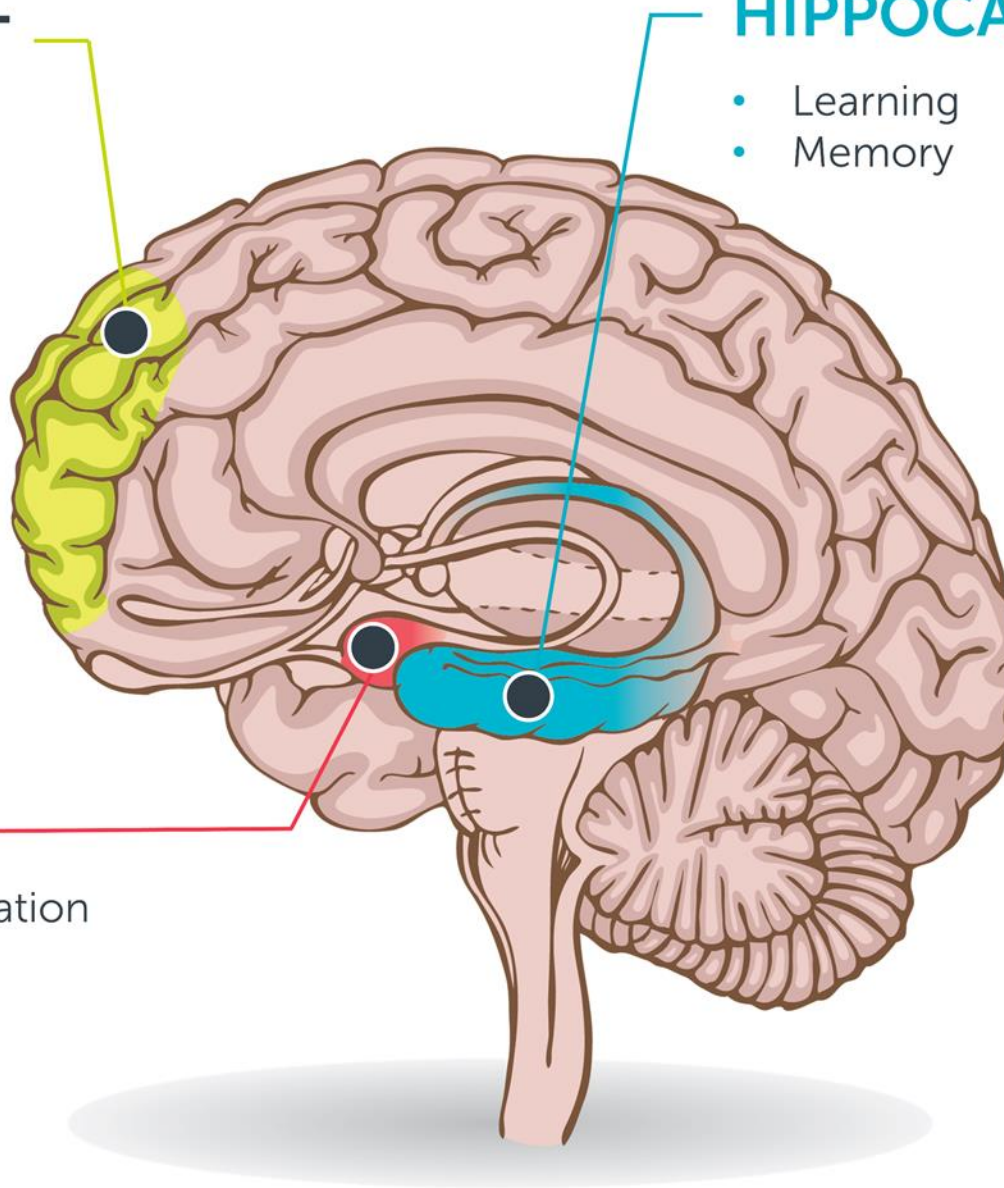
HIPPOCAMPUS

- Learning
- Memory

AMYGDALA

- Emotional Regulation
- Reactivity

LIMBIC SYSTEM







ADVERSITY
DOESN'T JUST HAPPEN
TO CHILDREN,

IT HAPPENS
INSIDE THEIR
BRAINS AND BODIES







TRUST

IS THE ANTIDOTE TO

STRESS

JOURNAL
FOR CHILD

OXYTOCIN



CORTISOL







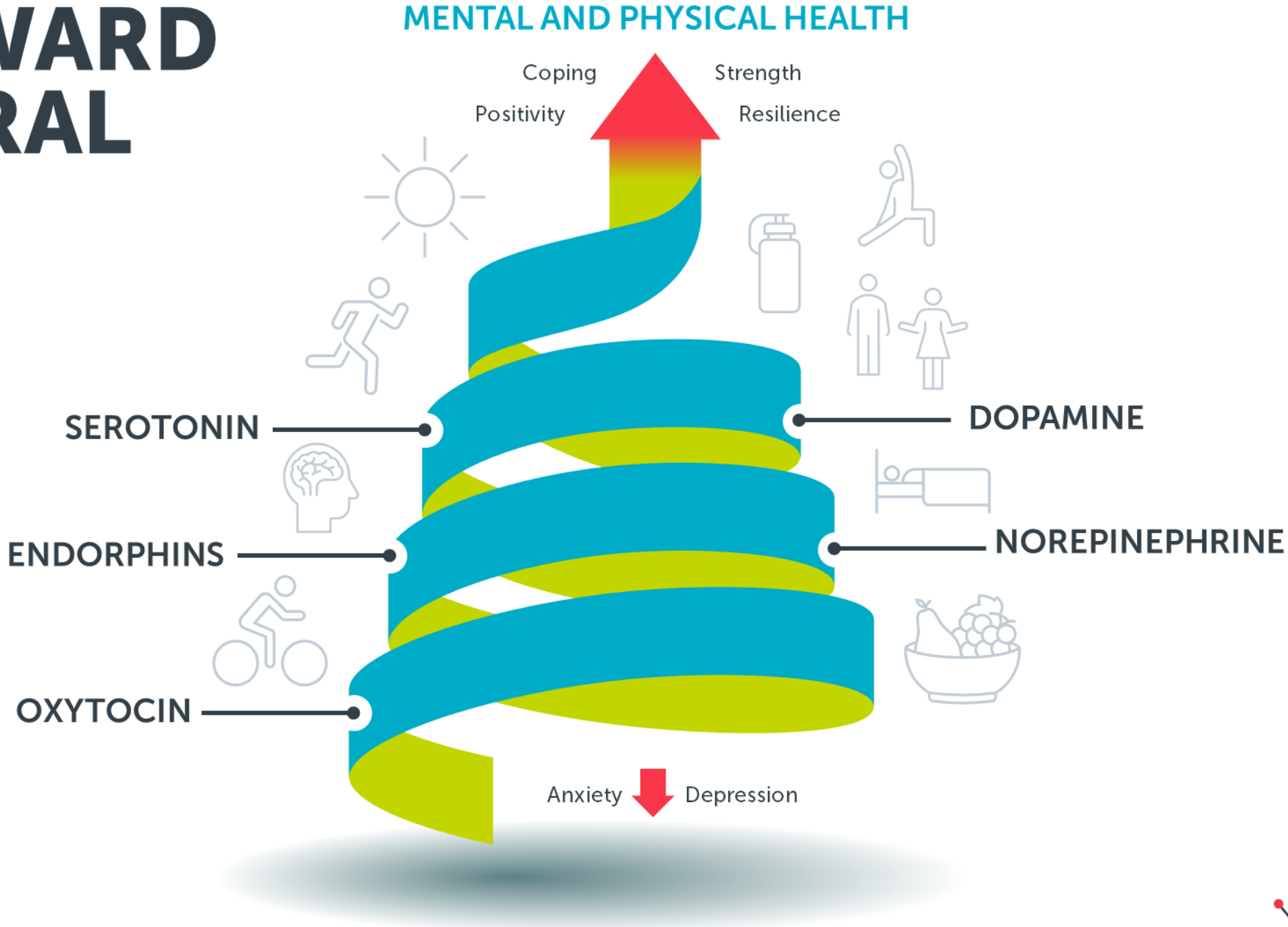
ACADEMY

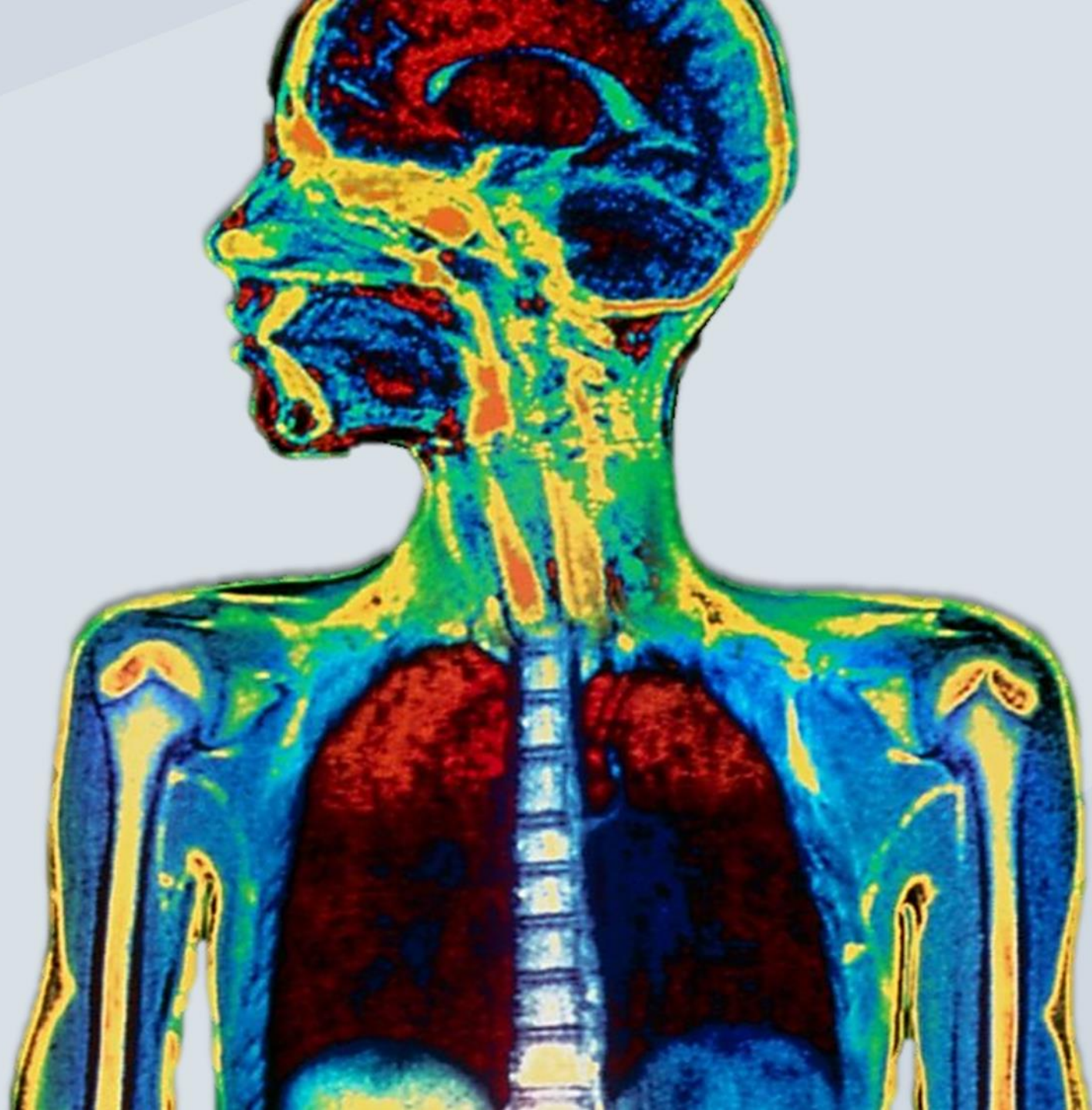






THE UPWARD SPIRAL









Reflection

- What are some things you do that you could do more of?
- What else do you want to be doing for your own well-being?
- Who can support you in doing these things?

CONTEXT



THE MARSHMALLOW TEST







There is no
such thing as a
developing
child
independent
of context.



Skills and
talents exist in a
potential state
in all children.



WE ARE ALL

BRAIN

BUILDERS



Small Group Discussion

Imagine you're talking to a colleague who says, "My kids have lost so much learning. We just need them to sit down and get to work."

What would you say to help this colleague better understand what their students need?

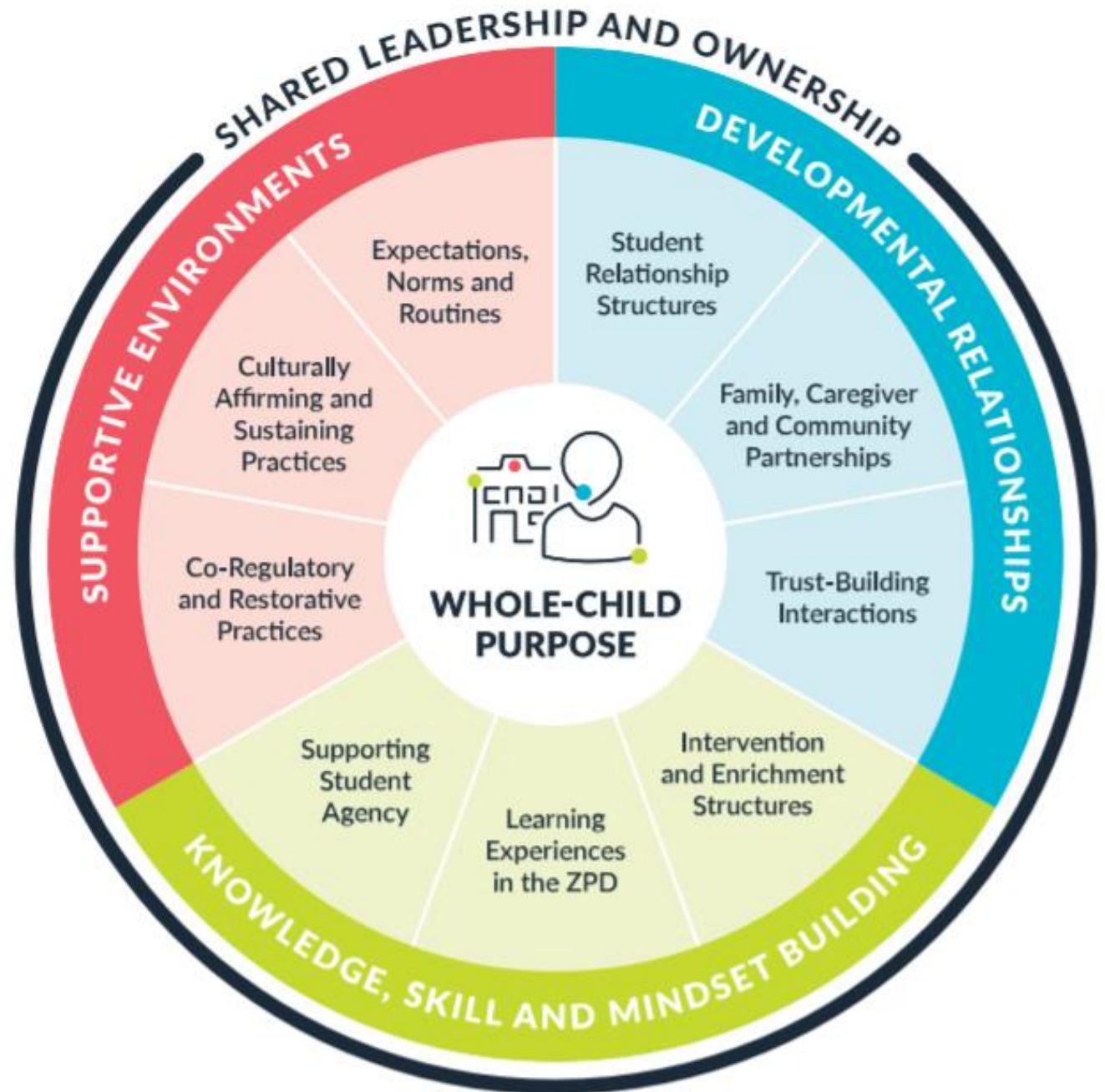




Whole Child Design & The New Three Rs



Whole Child Design Blueprint





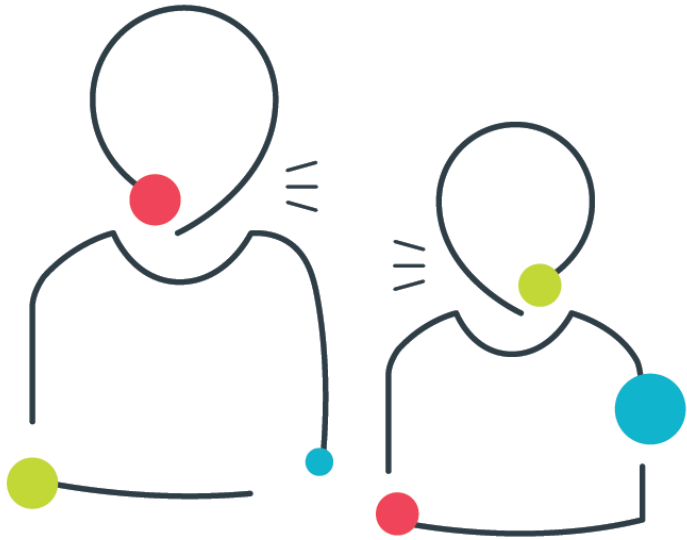
Emotions drive
our cognitive
and learning
skills.





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R ELATIONSHIPS



R OUTINES



R ESILIENCE



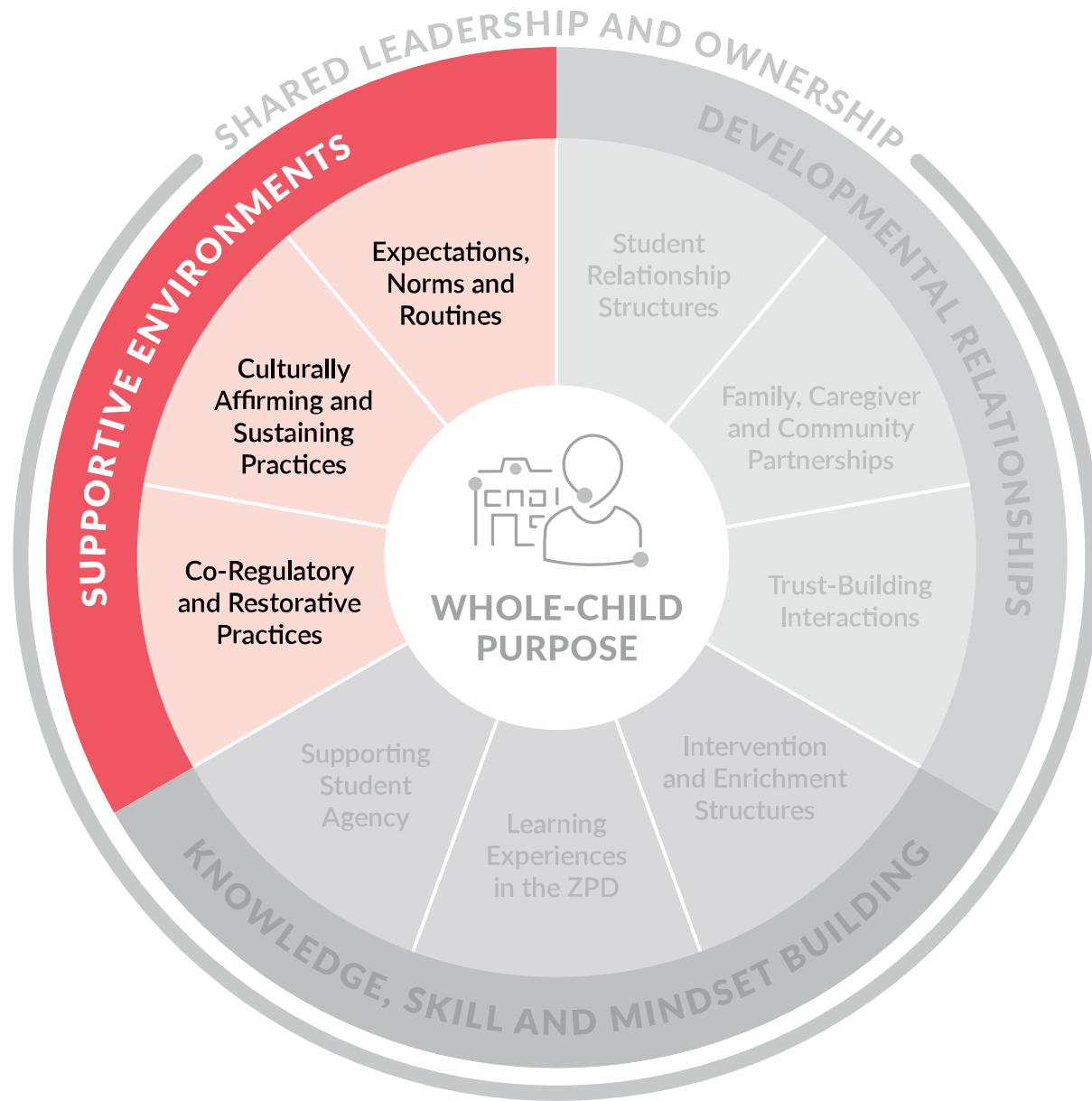
Relationships

Relationships are the “active ingredient” in the learning environment.

Examples:

- Dedicated time for relationship-building
- Morning Meetings/ Advisory
- Looping





Routines

Our brains are prediction machines.

Examples:

- Norms and expectations
- Restorative conversations
- Celebrations of success

Resilience

Resilience is a skill that can be built like a muscle.

Examples:

- Mindfulness & movement
- Co-regulation
- Tiered supports



What leaders need to think about...

A whole-child purpose is an explicit commitment to holistic and equitable outcomes that lives in the school vision, mission, values and all aspects of practice, which drives school goals and priorities.



And also ...



Shared Leadership and Ownership

- Inclusive Leadership
- Capacity Building
- Staff Relationships & Collaboration

Small Group Discussion



- What stands out from this information?
- What strategies, like the 3Rs, are already happening in your district?
- Where do you see room for improvement?
- What does this mean for your role in the district?
- What are you excited to learn more about?



Closing

Brief #1:

- Share with colleagues
- Explore the resources
- Begin to incorporate ideas into your SY21-22 plans

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Exit Ticket

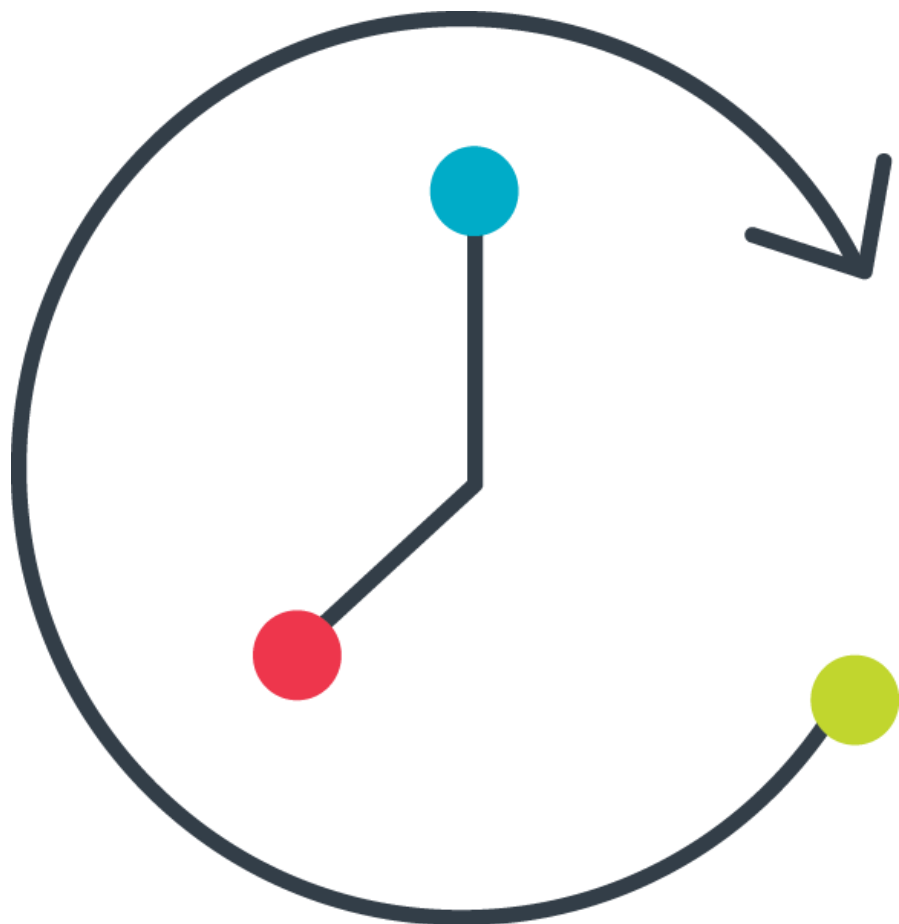


https://bit.ly/TFCExit_SY21_Training

Relationships, Routines, Resilience: Reopening with the Three Rs

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**Two hours of
free consulting for your
whole-child planning**

Katie Brackenridge


kbrackenridge@tfcusa.org

Available through June 30

Optimistic Close

- What's one ah-ha from today?

NEW RELEASE: Toolbox




TURNAROUND FOR CHILDREN
Toolbox

[HOME](#) [SCIENCE](#) [WHOLE-CHILD DESIGN](#) [MEASUREMENT](#)

Turnaround for Children Toolbox


Science and equity-driven tools for whole-child school redesign

[START DESIGNING](#)




Ground in Science >

Deep dive into the research on how students learn and develop




Build with a New Blueprint >

Use Turnaround's framework to set a new vision for your school or classroom



Redesign your Practice >

Explore articles and videos, reflection and planning guides, and more



Assess and Reflect >

Get to know your students and amplify their voice with our whole-child measurement tools

More Resources

Register For Free Access to the Well-Being Index from Turnaround for Children



TURNAROUND FOR CHILDREN

Well-Being Index

SIGN UP NOW FOR FREE ACCESS

Introducing the Well-Being Index

Science demonstrates what the best educators have always known: All students have unique strengths and needs that vary over time and are expressed differently. When schools recognize and personalize experiences for individual students and remove barriers to learning, they create the conditions that support thriving. But, if a student's experience and how they feel and function is variable, how can educators capture this in order to support them in a timely, personalized way?

Responding to Crisis Within A Tiered Supports System



Action Pack

Responding to Crisis Within A Tiered Support System

Grab-and-go tools and resources for schools to design the crisis component of a tiered supports system —needed now more than ever before.

To help schools address the challenges of the COVID-19 pandemic, Turnaround for Children created a new free Action Pack to guide staff, schools and school systems in [Responding to Crisis Within a Tiered Supports System](#). The crisis component of a tiered support system allows for students who are experiencing disruptions in their health, mood, behavior, and/or skill development to receive immediate support.



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