

Getting to ALL: Reaching ALL Students

Success for ALL Students: ALL Means ALL

Dr. Ann Renker – Sequim School District
August 2016

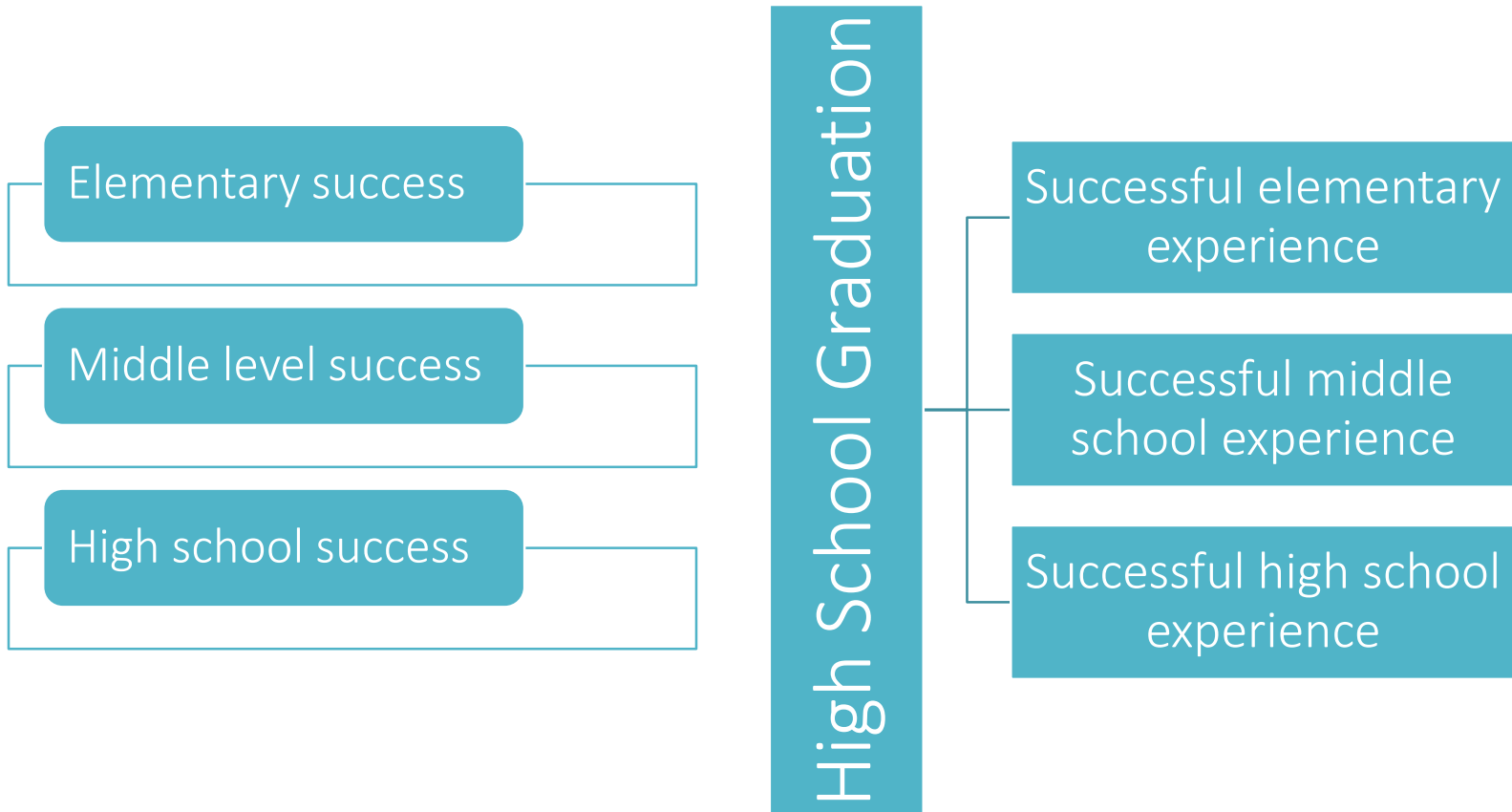
Thanks for all your work!



Cycle of Continuous Improvement



We need to continue efforts to replace the model on the left with the model on the right in our operations.



We have a lot of work to do this year...

Integrate UDL into the systems in the SSD

Integrate SEL into the systems in the SSD

Integrate technology into every classroom for every child

Integrate formative assessment and progress monitoring into every classroom so every child has a chance to succeed

Let's review some of our
accomplishments as of the end of last
year...

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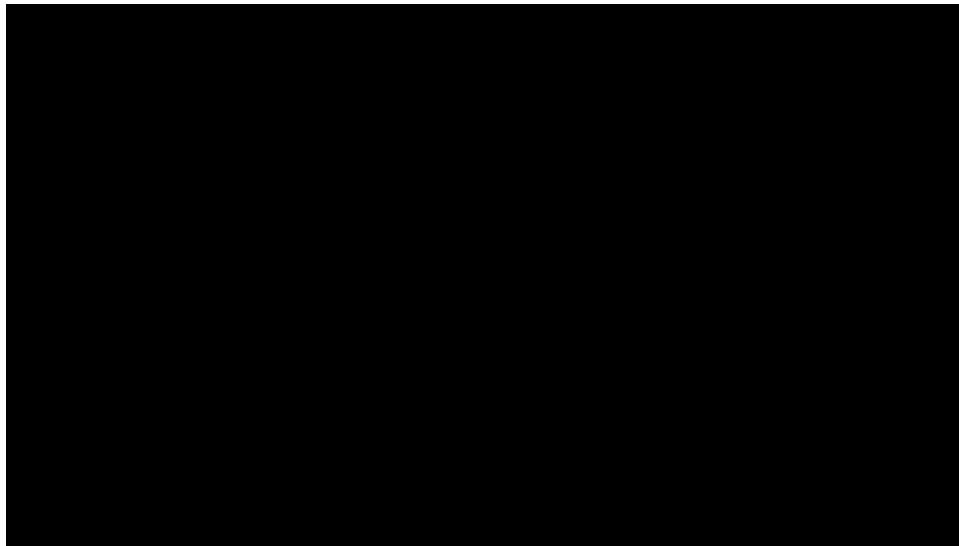
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CONGRATULATIONS!!

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Take a moment and celebrate!



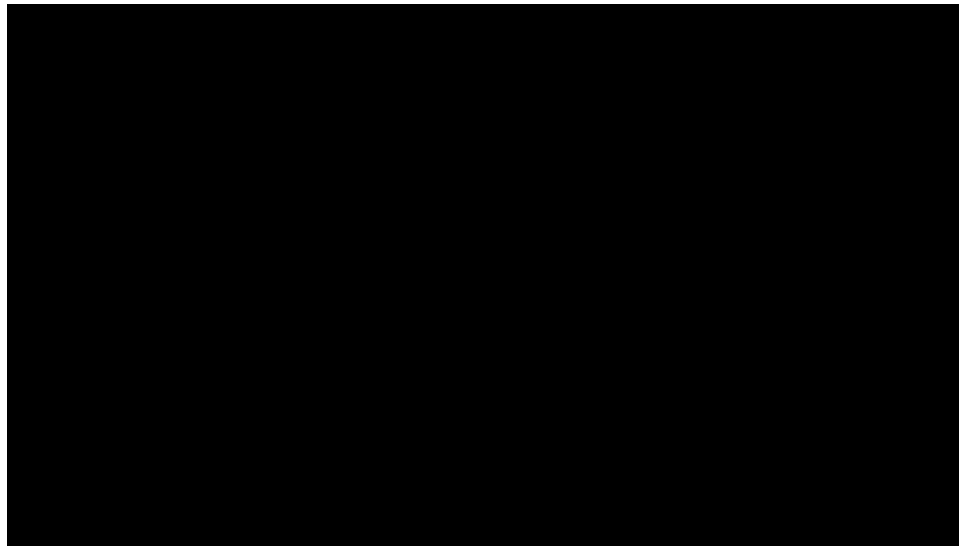
Here is my big question...

What happened with that other 15%?

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Why is it so tough to reach these students?

We all know the great results that come from trust and support.



When a child's experience does not include kindness, trust, and at least one reliable adult, we have...

Toxic Stress

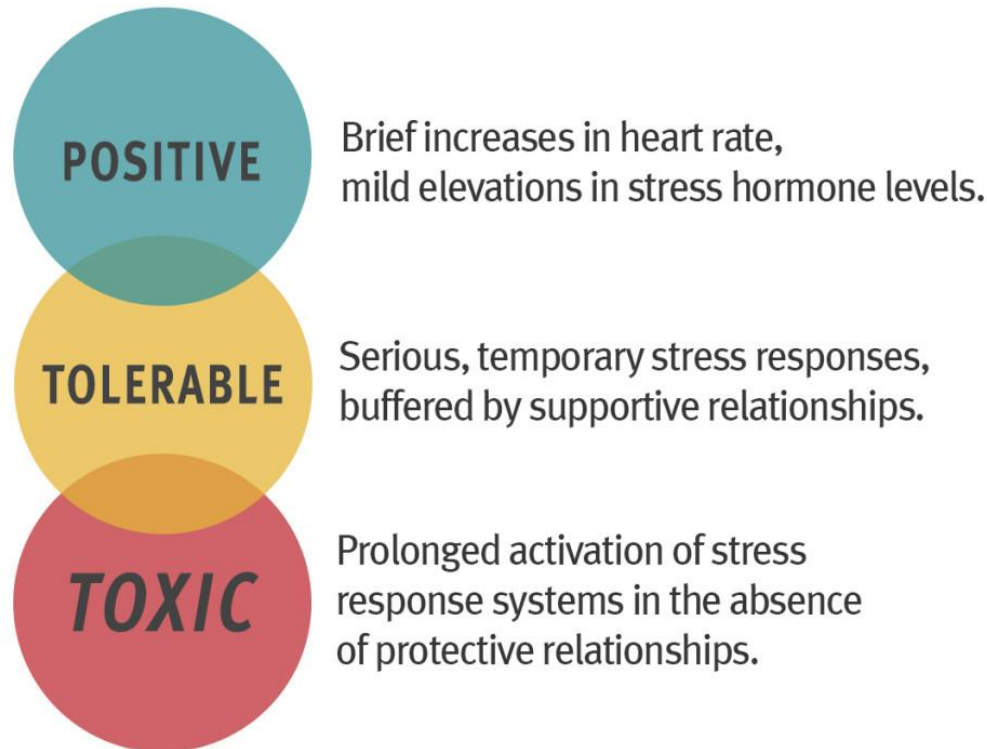
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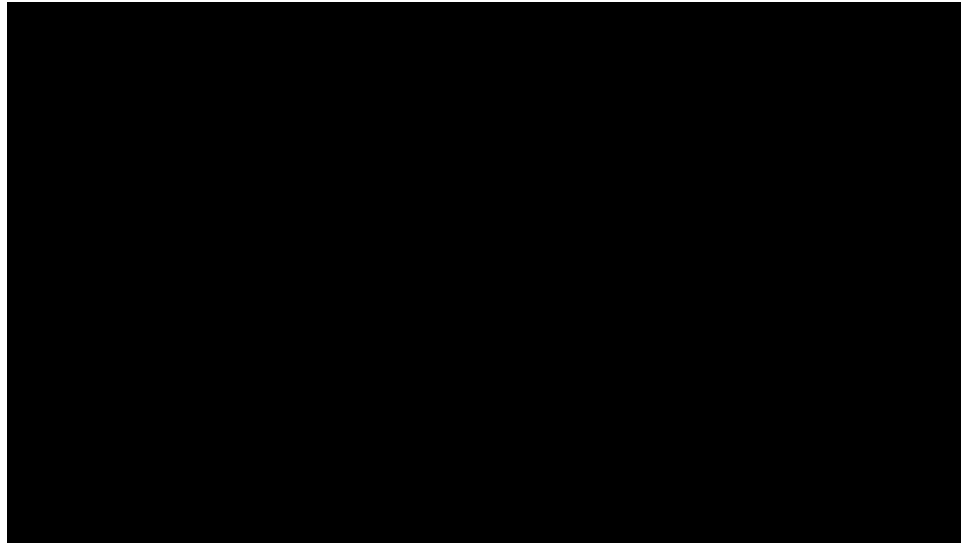
TOXIC STRESS has lifelong effects.

https://www.youtube.com/watch?v=-q-r_YSUGGw

Think about stress like this.



Toxic stress affects how children think and learn.



Heard about ACEs?



Adverse Childhood Experiences

The ACEs are:

- physical abuse or neglect.
- sexual abuse.
- emotional or verbal abuse.
- mental illness of a household member.
- problematic drinking or alcoholism of a household member.
- illegal street or prescription drug use by a household member.
- death, disappearance, separation of a parent.
- domestic violence towards a parent.
- Incarceration of a household member

Research is clear about the connection between poverty, childhood trauma, and negative outcomes.



Here's Willingham's Diagram about how the brain works. What do you think happens when Working Memory is on alert for survival reasons?

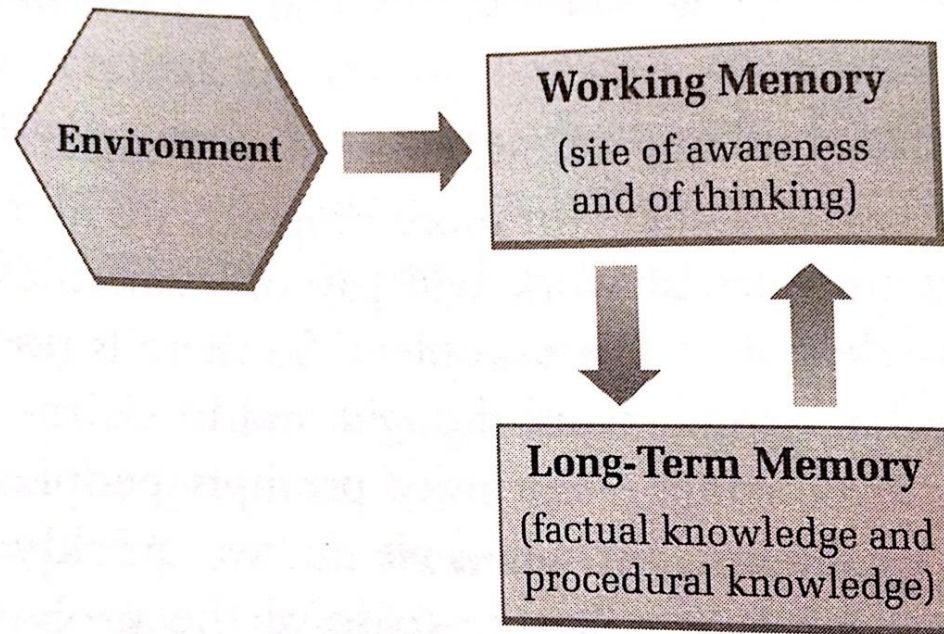


FIGURE 6: Just about the simplest model of the mind possible.

No personal or professional
judgements here...

Let's talk about challenging kids

Challenging kids lack five thinking skills:

1. Self-regulation
2. Considering the outcome of an act
3. Understanding the impact of one's actions on another
4. Having words to convey a feeling or thought, especially when there is an ongoing problem
5. Responding to change in a flexible manner

What does that mean for us?

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They miss a lot of school.

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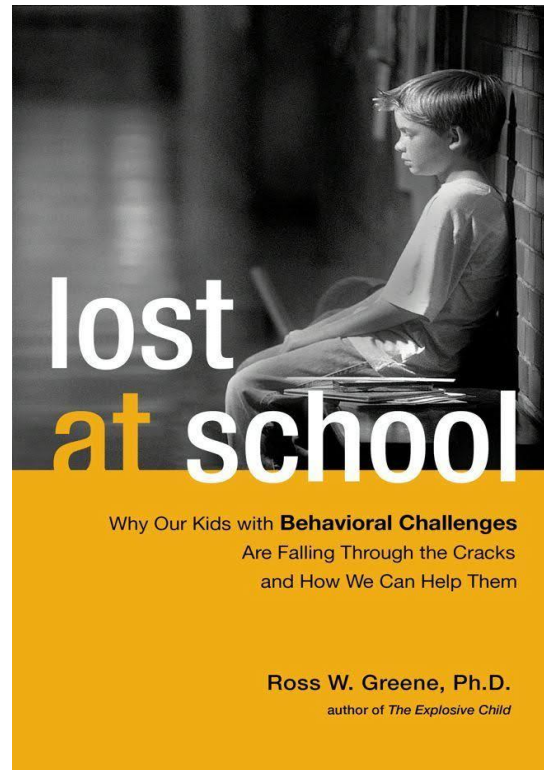
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What if we could change that opinion to one of hope?

We Can.

Here's how we make school an oasis, not a prison.



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- Consider the science of hope and resilience
- Stop judging and blaming children and parents
- Make serious changes in the way we interact with children

Research and best practice tell us that children with chronic behavioral challenges are lacking key social skills.

Let's teach them these skills.

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Mindset: Here's how we give them hope.

- Hard work matters
- Improvement, not perfection
- Growth is the currency
- Intelligence is malleable and can be grown
- Mistakes are a part of learning
- Collaborative problem solving works

Another tool in the work of reaching
ALL children..

UDL – Universal Design for Learning

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The systems we create for challenging kids are also the best systems for ALL kids.

Universal Design for Learning creates consistent and reliable routines that help ALL children attend to learning, not just those that trust and can pay attention.

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SUCCESS

We CAN do this, Folks😊

