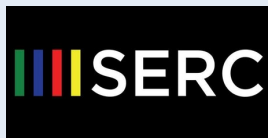


Leading Personalized Learning:

Aligning our Approaches
For Emotional Well-being



Remaining Agenda

Part 1. Creating Coherence to Personalize Learning through a Whole Child Approach

Part 2. Planning Your Path to Action

This Morning's Purpose

As a leader I will:

- Reflect, think, plan and bring coherence to the transformational work of personalizing learning for all.



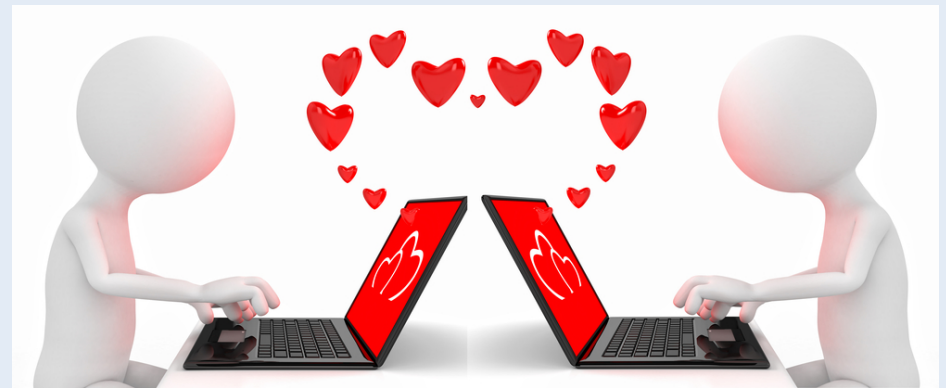
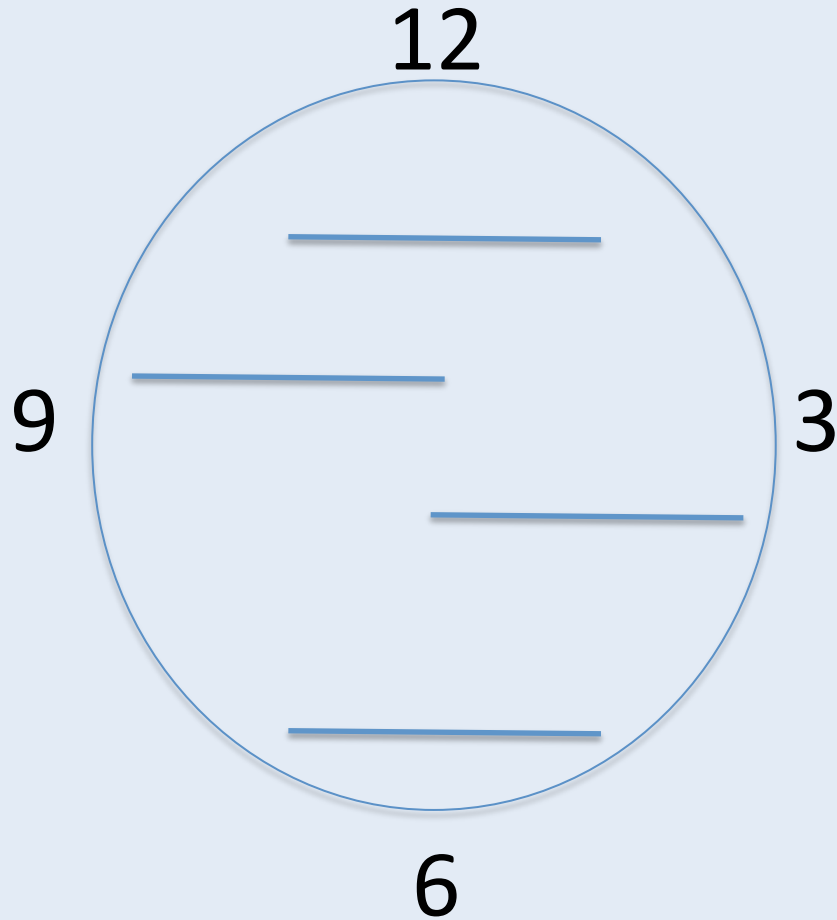
Learning Target



As a leader I will...

- Examine the connections among...
 - the content presented at the conference
 - the development of coherence/strategic initiatives and
 - the leadership practice...that support the emotional well-being of our students.

Make a Date



What is Coherence?

A shared depth of understanding about the purpose and nature of the work in our minds and actions individually and especially collectively.

Michael Fullan & Joanne Quinn, *Coherence: The Right Drivers in Action for Schools, Districts and Systems*; 2016

Leadership is...

“Like gardening, we can’t control the weather and unforeseen challenges. Instead, we need to create the right growing conditions for healthy and productive relationships, work and collaboration. We must nurture healthy soil, support a diverse variety of plants to be sturdy that co-exist, and help them grow.”



Our Reality

- 1 in 5 children in Connecticut have behavioral needs
- Only 20% can access care
- 44% of children ages 2-5 have experienced some form of trauma



Source: Child Health and Development Institute of Connecticut

10 Most Common Adverse Childhood Experiences

1. Parents Divorce or Separation
2. Physical Abuse
3. Physical Neglect
4. Emotional Abuse
5. Emotional Neglect
6. Sexual Abuse
7. Witnessed Domestic Violence
8. Substance Abuse in house
9. Mental Illness
10. Family Member in Prison



CONNECTICUT IS A NATIONAL LEADER IN ADDRESSING CHILDHOOD TRAUMA

HOW FAR WE'VE COME

WHERE WE'RE GOING

IDENTIFYING THOSE WHO NEED HELP



More than **20,000 CHILDREN**

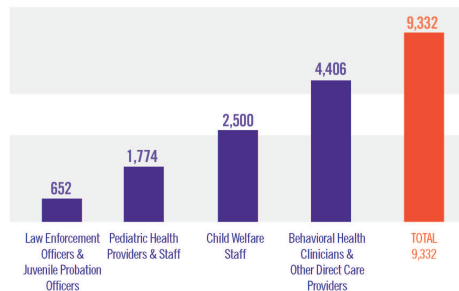
have been screened for trauma exposure in behavioral health, child welfare, and juvenile justice, education and pediatric health settings since 2014



Developed the brief Child Trauma Screen, a 10-item measure that identifies youth suffering from trauma exposure

BUILDING A TRAUMA INFORMED WORKFORCE

Professionals Trained in Statewide Initiatives on Childhood Trauma (2007-2017)

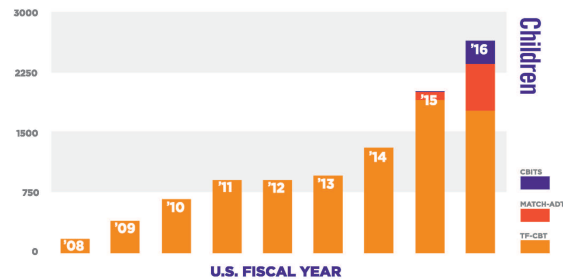


ACCESS TO EFFECTIVE TREATMENT

Since 2008, more than

10,000 CHILDREN

Have received evidence-based treatment for trauma



PTSD RECOVERY & REMISSION



80% of children completing TF-CBT showed likely remission of PTSD diagnosis

Lifetime cost savings estimated at **\$6,550** per child receiving TF-CBT

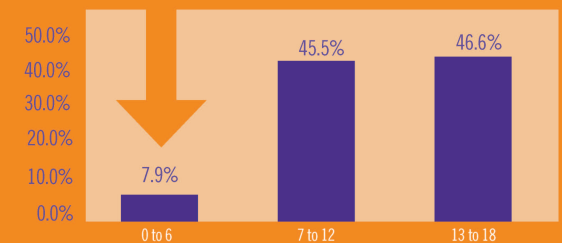
EARLY CHILDHOOD TRAUMA COLLABORATIVE

Addressing the gaps in care for young children

BIRTH TO 6 YEARS OLD



Children Receiving Evidence-Based Treatment in CT by Age Groups



Over the next 5 years an estimated

13,000

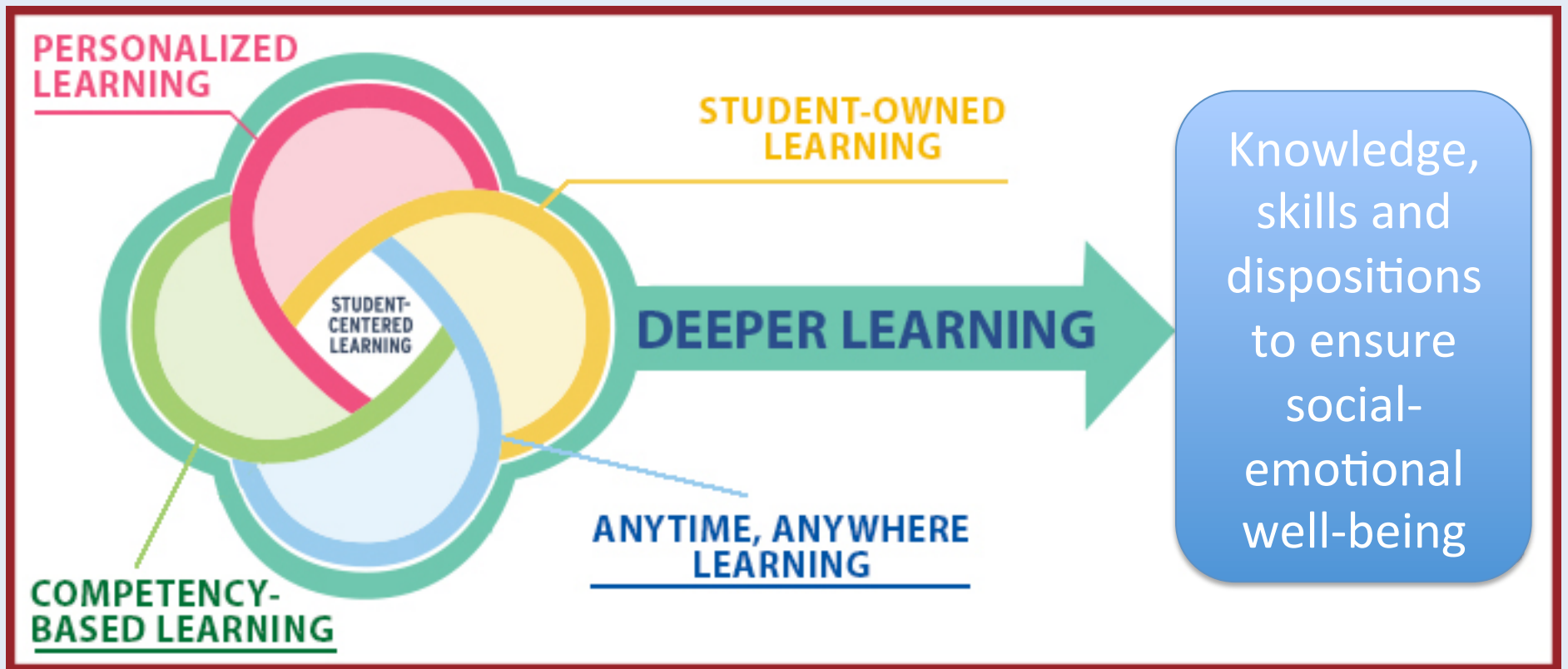
additional children will receive an evidence-based trauma treatment

including **2,000+** children under age 7.

And more than **700** early childhood providers will be trained in trauma, through



Personalized Learning



Adapted from Nellie Mae

Stu Ablon

Kids do well when they can

Adults do well when they can

- Flexibility
- Frustration Tolerance
 - Problem Solving

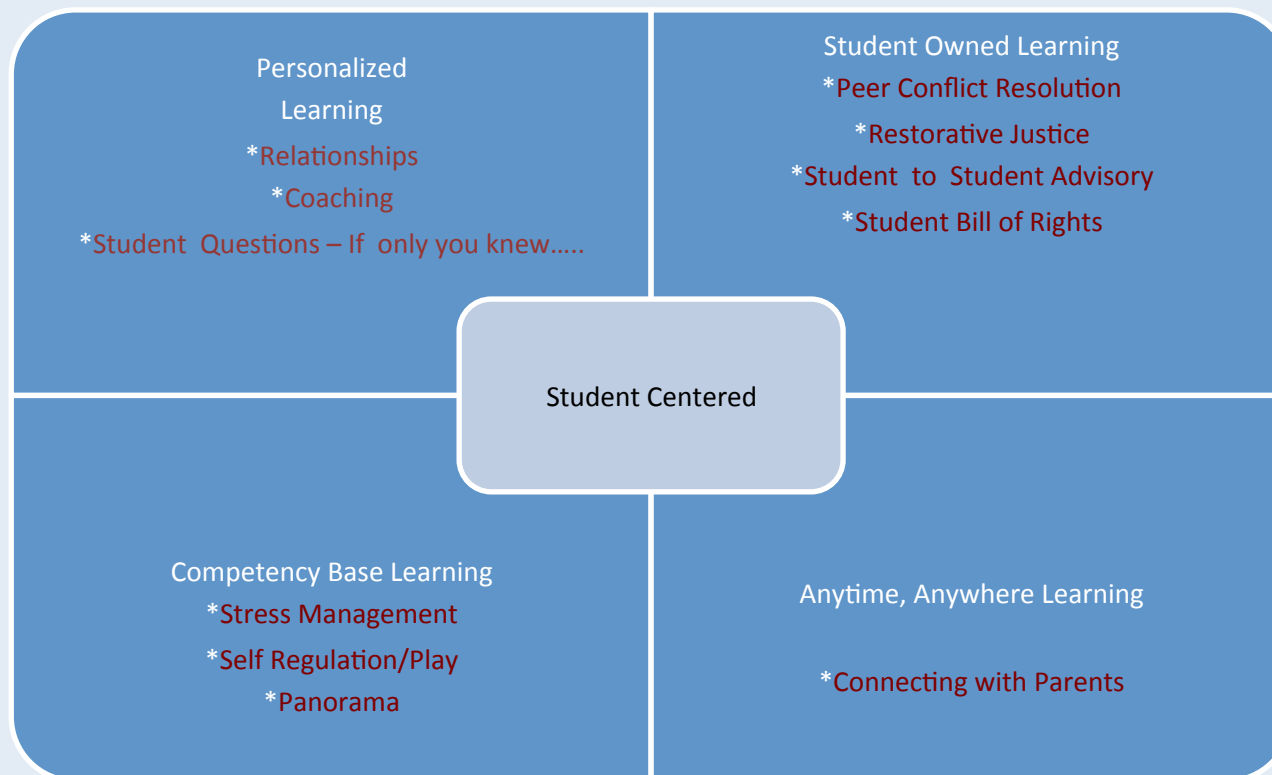
- Language and Communication Skills
- Attention/Working Memory
- Emotion & Self Regulation
- Cognitive Flexibility
- Social Thinking Skills



Group Brainstorm



Reflect on your take-ways from yesterday and brainstorm the high impact strategies that you learned about, or are currently implementing, that are a part of our practice for each of the four components of student centered learning?



Adaptive & Technical Leadership

ADAPTIVE MESSAGES

- Complex aspects often requiring a change or shift in values, beliefs, thoughts or attitudes
- Ownership vs. Buy-in

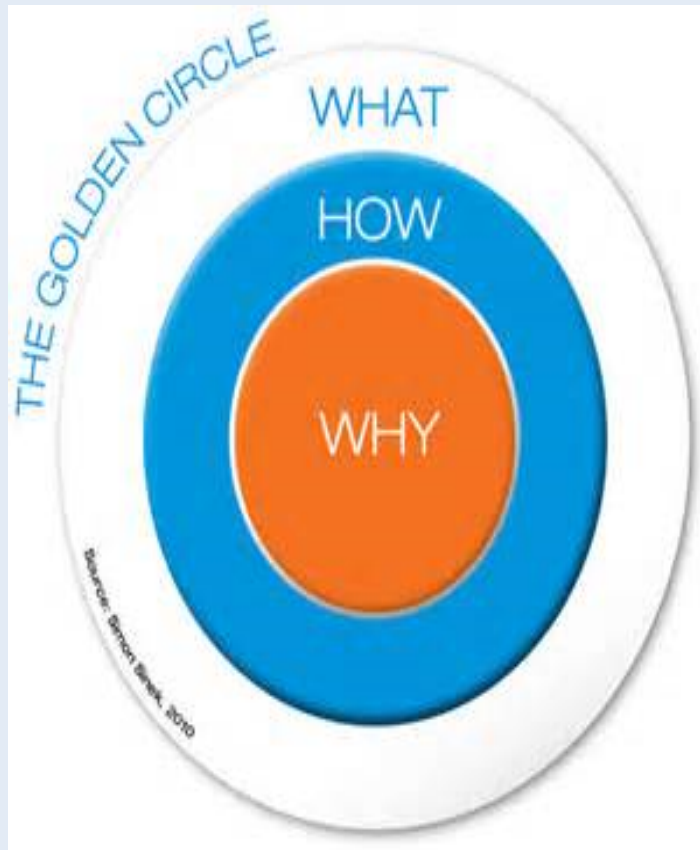
Why
Purpose
Rationale

TECHNICAL INFORMATION

- Procedural in nature
- Relating to tasks, policies, or timelines

What
When
How

Why is personalized learning a better way of learning?



- Everybody knows ‘what’ they do 100 percent of the time. Some know how they do it. But very few people or organizations know ***why*** they do it.
- **The most transformative organizations (with the most loyal participants) start with the *why*.**

S. Sinek “How Great Leaders Inspire Action” TED, September 2009, Web, 15 May 2014.

How will we ensure sustainability?

Leaders need to develop a shared moral purpose and meaning, as well as, a pathway for attaining that purpose.

The moral imperative focuses on deep learning for all.

Fullan, Coherence, 2016



The Moral Purpose of Why We are
Personalizing our Work is **Not Compliance**

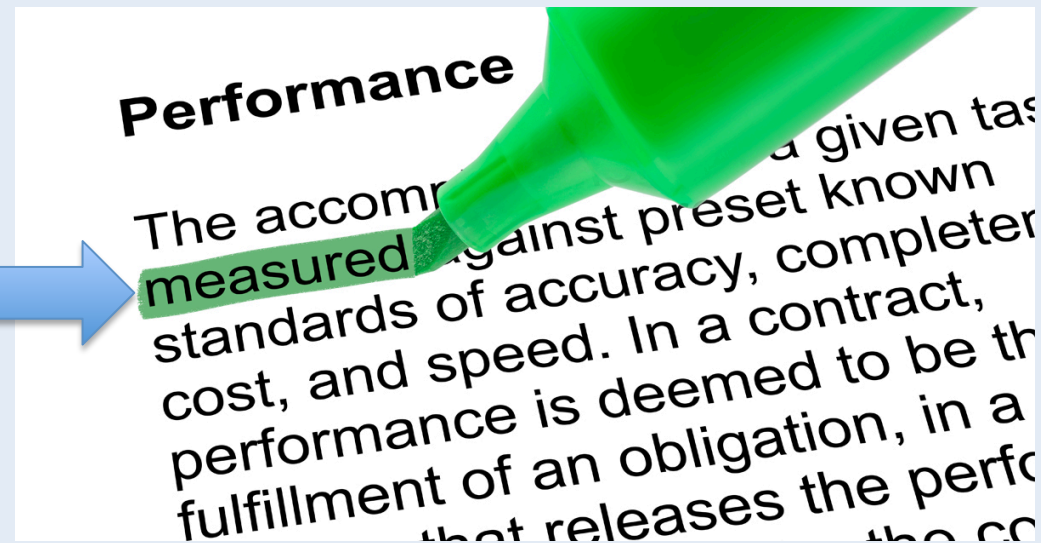


Call to Action – How will you co-construct this moral purpose and communicate your “**Why**” for engaging in personalized well-being?

Schools are not “broken” and in need of fixing. They are social institutions under stress that need to evolve.

Peter Senge et. Al., Schools That Learn

Intersection of Planning and Performance



...because hope is not a strategy



Two Critical Messages

Taking Action

- Nothing happens without massive, targeted, action
- Action without feedback tends to create spinning wheels

Taking Control

- Take advantage of the opportunity
- Entrepreneurial
- Being Ambassadors
- Visionary

Creating the Conditions

Personalized
Well-Being
for All



- **Philosophy**

- Individuals or collective group members' attitudes beliefs and perceptions regarding the defining principles of an initiative or change

- **Policy**

- Clearly defined, but not necessarily agreed upon, course of action or method of acceptable procedures to assist individuals in decision-making.

- **Structure**

- Organizational systems that define how various policies relate/connect/interact

- **Practice**

- Customary actions or common behaviors that operationalize policies

Four Directions of Reflection

1. **Reflect Within** – personal purpose or intentions
2. **Reflect Back** – events after they have occurred and after you are removed from them
3. **Reflect in the Present** – Reflect as events are occurring (high levels of consciousness)
4. **Reflect Forward** – Envision future effect of actions

York-Barr, J., Sommers, W A., Ghere, G.S., & Monite, J. (2001)
Reflective practice to improve schools. Thousand Oaks, CA:
Corwin Press, Inc.

Creating the Conditions

Personalized
Well-Being
for All

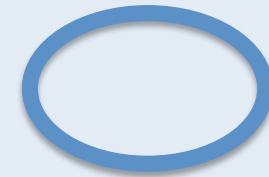


See Chart 1

Organize your thinking...

Categorize within your PPSP Chart...

- Building/District Level elements



- Professional (Adult) Level elements



- Student Level elements

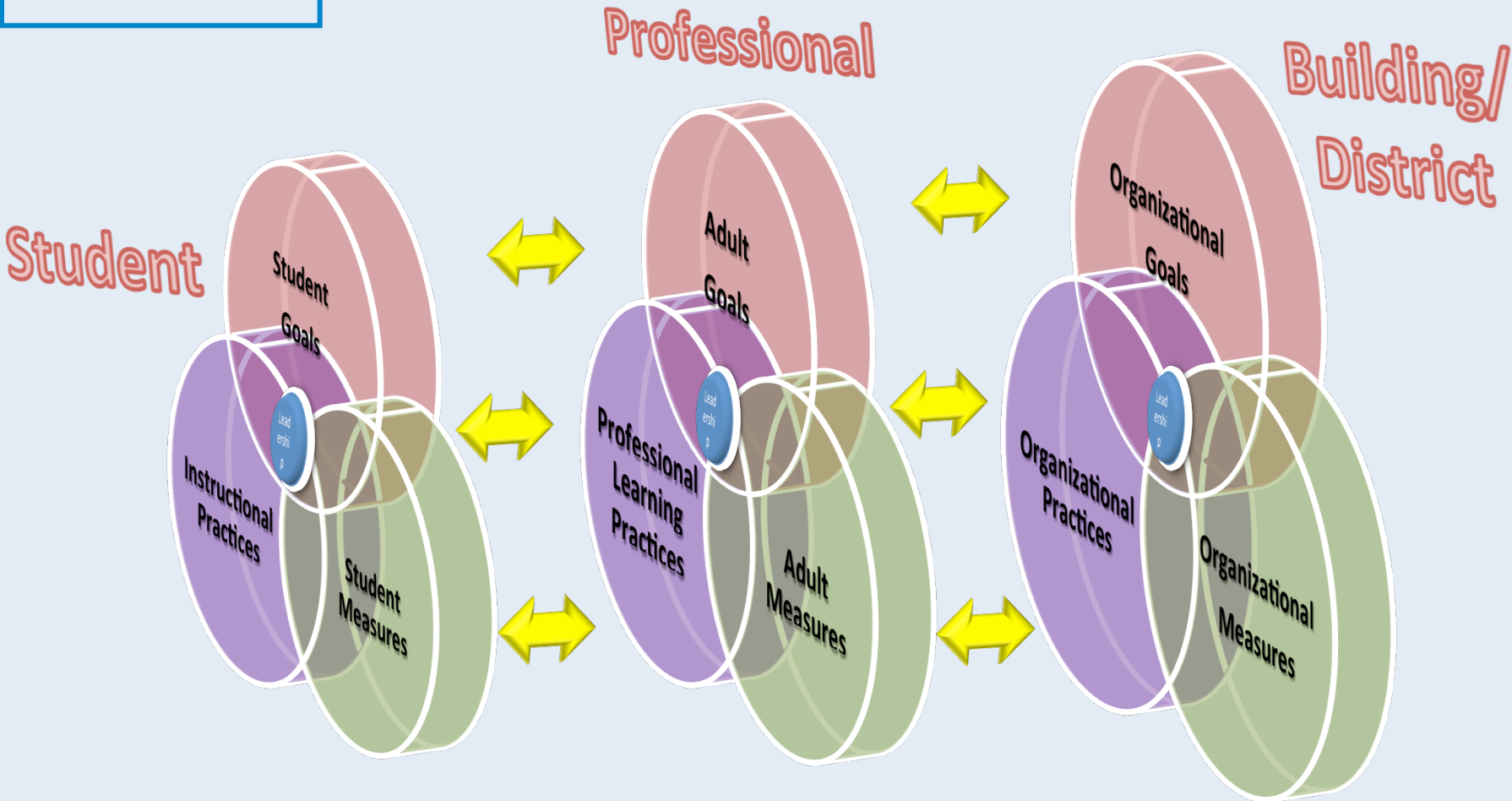


Mission
Every child
successful in
life,
learning and
work.

Three Domains, Three Levels

Easy to understand, hard to do.

**Theory of
Action**
Focus
Measure
Connect

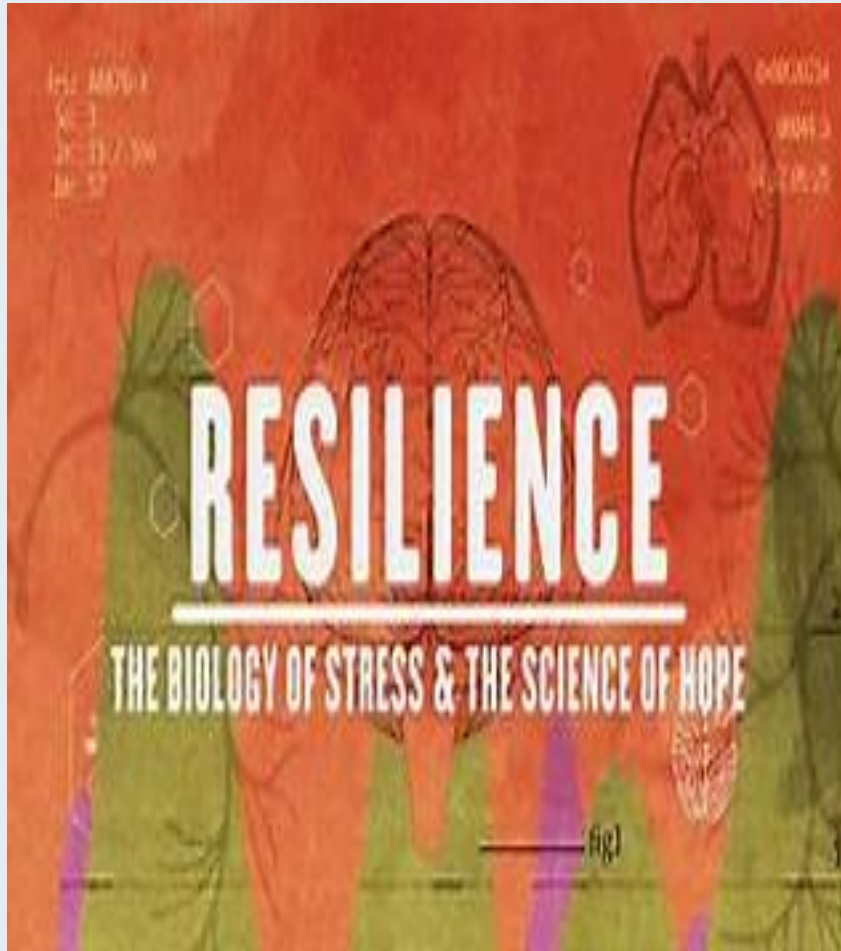


G = Goals P = Practices M = Measures

Core Reflective Questions Going Forward

- ***What does your district need to concentrate on in order to establish a Whole Child Focus?***
- ***What standards (expectations) do you have in place that will allow you to lead the adults in your organization towards personalized well-being?***
- ***What do YOU need as a leader and how can you confirm those needs?***
- ***What are the most effective feedback loops at all levels to ensuring routine monitoring of progress towards that environment?***

Show Times



Full Showing with Panel Discussions 4pm-6pm

- EASTCONN - Hampton
September 27
- Science & Technology Magnet High School – New London
October 4
- CAS Cheshire
October 11
- Fairfield/Litchfield TBD

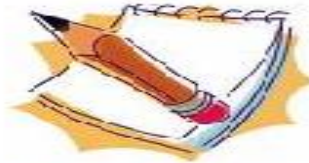
Characteristics of Resilience*

- Internal locus of control
- Strong self-esteem, self-efficiency
- Have personal goals
- Sense of meaningfulness
- Can use past successes to confront current challenges
- Can view stress as a challenge/way to get stronger
- Use humor, patience, tolerance, and optimism
- Can adapt to change
- Action-oriented approach
- Have strong relationships and ask for help
- Have faith

*Connor, KM (2006) Assessment of Resilience in the Aftermath of Trauma. *J Clin Psychiatry* 67 (suppl2):46-49



*"I am not what happened to me,
I am what I choose to become."
—Carl Gustav Jung*



CONTACT INFORMATION

Diane Dugas
Director for The Center of Leadership
EASTCONN
ddugas@eastconn.org
860-324-9491

Patrick Flynn
Founder and Director ReVISION Learning
pflynn@revisionlearning.com
860-836-7079



@ReVision_Learng