

Solving the Complex and Overlapping Problems of Inequity, Trauma, Social Emotional Deficits and Learning Losses Through the Eyes of “Third Bucket” Kids

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Institutional Betrayal

“Institutions like schools, churches, health and human services, and the military may inflict harm on people who depend on them for safety and well-being.”

Carly P. Smith & Jennifer J. Freyd,
“Institutional Betrayal,” *American Psychologist*
vol. 69, no. 6, 2014



DID YOU KNOW?

The biggest catastrophe of the pandemic is...

THIRD BUCKET KIDS

What's a third bucket kid?
A kid who is **NEITHER** in



No school at all. No future.

THERE ARE NOW
HALF A BILLION "THIRD BUCKET KIDS"
IN THE WORLD.

Let's find them & get them back to school immediately.



**Third
Bucket Kids**
are the ones
we are
betraying...
Although
schooling in
America is
compulsory,
for a variety
of reasons,
they exist.



Why Are There Third Bucket Kids?

- Parents/Guardians/Students See Little/No Value in School
 - School Refusal
- Previous Failure
 - Academic
 - Behavioral (School To Prison Pipeline)
 - Lack of Support to Foster Mental Health & Heal Trauma
- Lack of Access to Educational Programs
- Lack of Connection to Curricula
- Trauma/Toxic Stress/Adverse Childhood Experiences
- Inequities
 - Racial/Ethnic/Religious/Disabilities/LGBTQ+/Economic, etc.



We Need To Find Them!!

- Personal Connections
 - Telephone, Email, Social Media, etc.
- Go To Where Parents/Guardians are Comfortable
 - Homes
 - Places of Worship
 - Community Locations
- Explore Root Causes With Parent/Guardians and Students & Meet Needs Vs. Threats

Once we have found them, we must keep them engaged & attending



The Nexus: Converging Pathways

Schools & Third Bucket Kids
AFTER COVID-19: ?????

INEQUITY & TRAUMA

LEARNING LOSSES

SOCIAL
EMOTIONAL
(& BEHAVIORAL)
DEFICITS



Inequities

- Racial
- Religious
- Ethnic
- Gender & Sexual Orientation
- Access to Technology
- Economic
- Opportunities



Trauma

- Adverse Childhood Experiences
- Covid – 19
- Isolation
- Anxiety
- Depression
- Fear



Learning Losses

- Academics
- Developmental Stages
- Socialization
- Life Skills
- Motor Skills
- Collaboration
- Problem Solving



Social/Emotional/ Behavioral Deficits

- Decision-Making
- Relationship Skills
- Self-Management
- Social Awareness
- Self Awareness
- Executive Functioning Skills



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DEFICITS



Institutional Racism & Betrayal is alive and well



“The enemy, the threat, is not one man, it is all of us, lurking in humanity itself”

Caste: The Origins of Our Discontents, p. 267, Isabel Wilkerson



Institutional Betrayal: The Numbers

- Every year in the United States, tens of thousands of students are subjected to harsh, exclusionary disciplinary tactics (disproportionately used with Black, Latino, LGBTQ+, low-income circumstances and/or disabilities)
- Black students are nearly four times as likely to be arrested at school than their white peers
- Students of color are treated differently when engaging in the same exact behaviors as white students



Institutional Betrayal: The Numbers

- Every year, 50,000 preschoolers are suspended from their classrooms
- Nationally, 2 million students go to schools with police officers but no counselors
- 2017 – 2018: 100,000 students subjected to restraint and seclusion, disproportionately affecting students with disabilities
- In 19 states, corporal punishment is legal



Educators See Behavior

*“It’s not bad behavior...
It’s behavior asking for
help”*

Gabor Maté, M.D.,

In The Realm of Hungry Ghosts



US DOE Statistic

*If a Sixth Grader is out of school
for 10+ days during a school
year*

(not because of an
illness...Chronic Absence or School
Removal)

*That student has only 33%
likelihood of graduating from
high school*

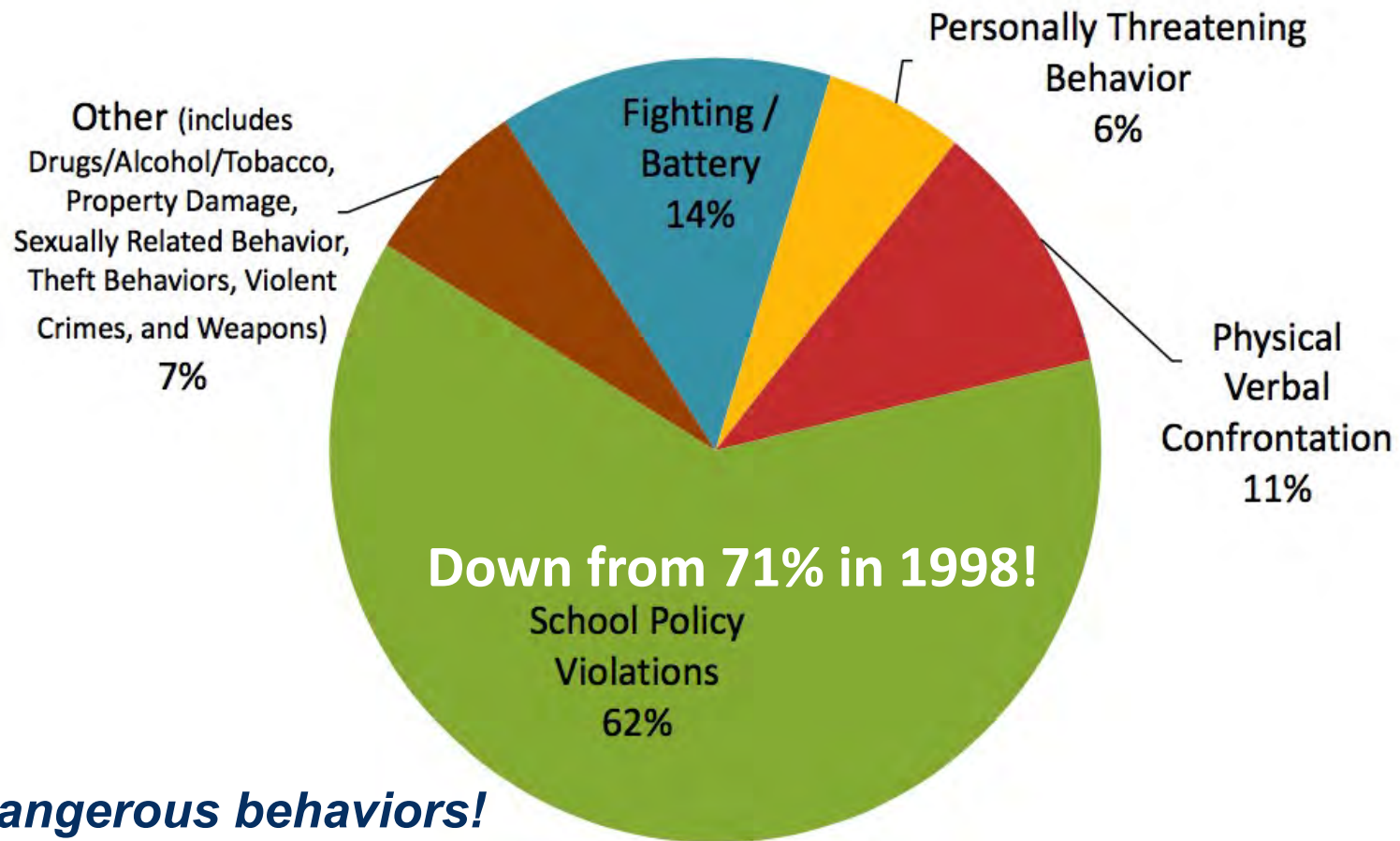


Institutional Betrayal: The Numbers

- In CT...
 - Latino students are six times more likely to get arrested if they go to a school with a police officer
 - 65% of all student arrests are Black or Latino students
 - There's an average of 326 students per school counselor
- In Hartford, CT, a student diagnosed with an “emotional disturbance” was expelled twice and suspended 24+ times, then moved to an alternative setting with limited instruction and support



Suspensions in CT



Not dangerous behaviors!

Skipping class, Tardy for class, Not prepared for class (doesn't have homework, a pencil/pen, etc.), out of dress code, did not serve a required detention/suspension, sleeping in class, other minor infractions



Institutional Betrayal: The Numbers

And, In Orlando, FL, a six-year-old was arrested for having a tantrum (brought on by her sleep apnea) and kicked a school staffer who was grabbing her wrists in an effort to calm her down, put in handcuffs and put in the back of a police car...one of two six-year-olds arrested in the same day at the same school

What's Wrong With This Picture???



“Punishing” Misbehavior

- Increases children’s stress
- Diminishes adult to child relationships
- Does nothing to teach more productive skills
- Labels the very children who need caring relationships and a safe environment
- Normalizes and confirms a life of lose – lose
- Confirms that adults don’t care about them
- Does not get to the root of the problem
- Perpetuates the cycle of hopelessness
- Increases the number of Third Bucket Kids**



Saving “At Risk” Children

The single most important factor in helping children who are “at risk” in *any* way is the presence in their life of at least one caring adult /mentor**

*** More often than not, that caring adult is a teacher or mentor and not a family member*

Single *most important factor* determining success is students’ perception that their teacher(s) like(s) them

Empirical Research Study cited in ,
The Little Book of Restorative Discipline



Schools & Alienation

The primary difference between schools and courts is that schools start alienating offenders at an earlier age

- Office referrals
- Detentions
- Privilege denial
- Suspensions
 - In and out of school
- Expulsions

“The School to Prison Pipeline”



SOLUTIONS



“Superman’s not Coming”**

******At least in the short term, schools will not have near enough Social Workers, Counselors, Psychologists to help each and every third bucket child that needs the one-on-one help

***We must focus on ‘low hanging fruit’
that will reap the greatest
benefits...the things that we can
control and focus attention on the
regular school classrooms, where
these children must spend most of
their time.***



Theory of Action: Relationships Matter!

*In any school (organization, business, etc.)
the highest achievement is realized
where the leaders (teachers,
administrators, managers, etc.) focus on
building relationships and community as
the top priority to realize any identified
goals*

**THIS MUST BE THE THEORY OF ACTION
TO MITIGATE LEARNING LOSSES**



**We must be
physically
distanced...yet
(highly) *socially*
connected!**



Solutions: School Connectedness

- **I feel close to people at this school**
 - Peers
 - Every student should have a caring adult
- **I am happy to be at this school**
 - A “destination”
- **I feel like I am part of this school**
 - A sense of belonging
- **The adults at this school treat students fairly** (not identically)
 - Fairness = Listening
- **I feel safe** (*physically, emotionally and intellectually, culturally, etc.*) **in this school**



The Nexus: Converging Pathways

**Eliminating Third Bucket
Kids: Restorative
(DESTINATIONS)**



EQUITY & HEALING

LEARNING GAINS

**SOCIAL
EMOTIONAL
(& BEHAVIORAL)
GROWTH**



“Our number one priority should be making students feel safe and supported – and how schools reduce conflict and build cultures of trust and respect is essential to this work”

US Senator, Chris Murphy (CT), May 2021



National School Climate Standard Four

The school community creates an *environment* where all members are welcomed, supported, and *feel safe* in school: socially, emotionally, culturally/racially, intellectually and physically.



Maslow Before Bloom

MASLOW'S HIERARCHY
FOR THIRD BUCKET KIDS
(MISSING BASIC NEEDS)

BLOOM'S TAXONOMY
CANNOT BE ACCESSED
UNTIL FUNDAMENTAL
NEEDS ARE MET



Need to Rebuild  so that children can access their learning 



Relationships Drives Academic Achievement

The first priority in the classroom [home], even over learning, should be the teacher/[care-giver]-student relationship.

Relationships lead to emotional security, which then lead to academic achievement.

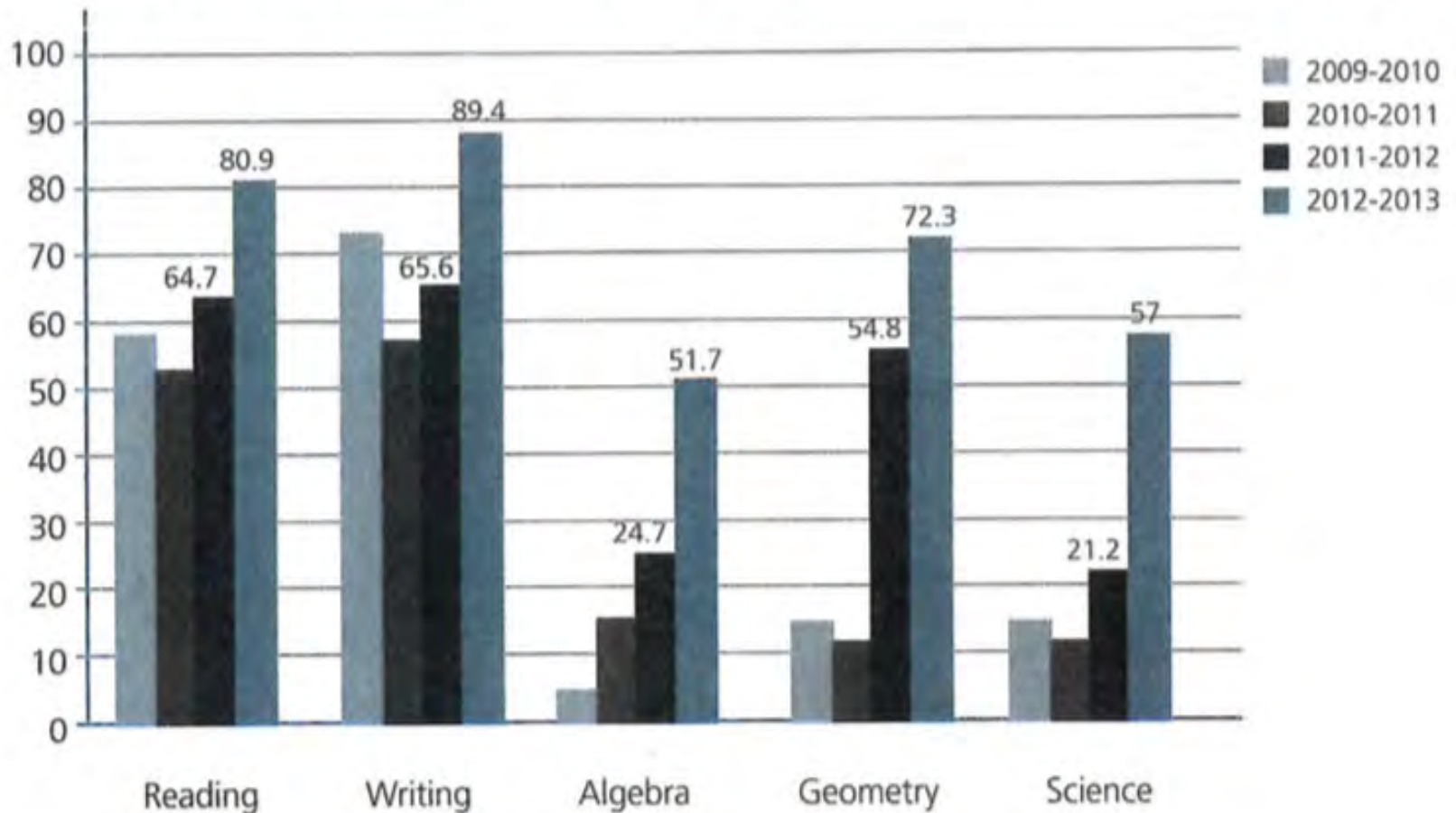
This correlation is not as indirect as many might believe, as you can see in the following chart from Lincoln High School in Walla, Walla, Washington

A Study Guide for [Help With Billy](#), p. 94



Relationships Drive Academic Achievement

LINCOLN HIGH SCHOOLS ACADEMIC GROWTH THROUGH RELATIONSHIPS



Safe Schools = Successful Students** and Collaborative Adults

** Happy, calm, love school, connected, attending, intrinsically motivated, willing to take risks, collaborative, high achievers



Our Moral & Practical Imperative: How We Operate MATTERS!



Environments Must Adapt to Students: Adverse-Free

Every office, classroom, hallway, cafeteria, playground, parking lot, bus stop, playing field, locker room, etc., should be:

- Physically safe
- Emotionally safe
- Culturally/Racially safe
- Intellectually safe
- Predictable and consistent
 - No surprises
 - Understood and expected rules and routines



RESTORATIVE PRACTICES



Confusing Label

“Restorative” Practices (RP)

Restorative =

Restore or Repair

80% of RP is not about restoring anything! It is about *Building, Forming and Transforming*

There are only two goals when working restoratively: (1) **BUILD IT!!!** & (2) **Restore it!!!**

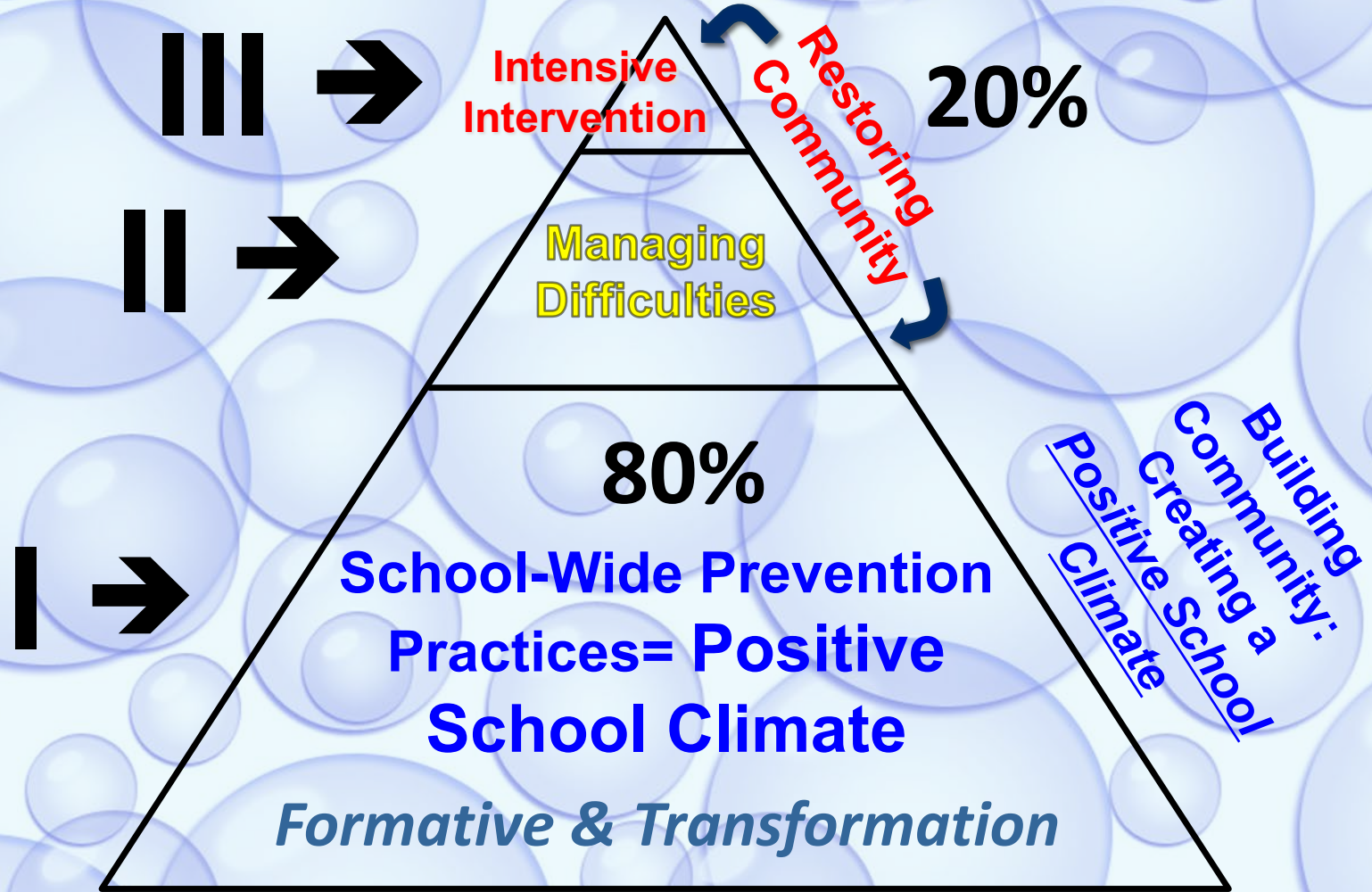


Fundamental RP Ideas

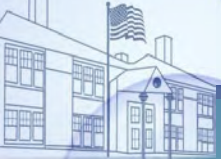
- Building a strong house
- Inclusive, safe community
- Growing up to become restorative
- Working from the “Family Model”



Restorative Practices Framework



IF YOU DON'T BUILD IT...THERE'S NOTHING TO RESTORE!



THE LANDSCAPE:

**Work Has Begun... Focus on
Social/Emotional Growth
We Cannot Betray Students
Now &
Go Back To Schools Before
Covid-19...We Must Focus on
*Lessons Learned***



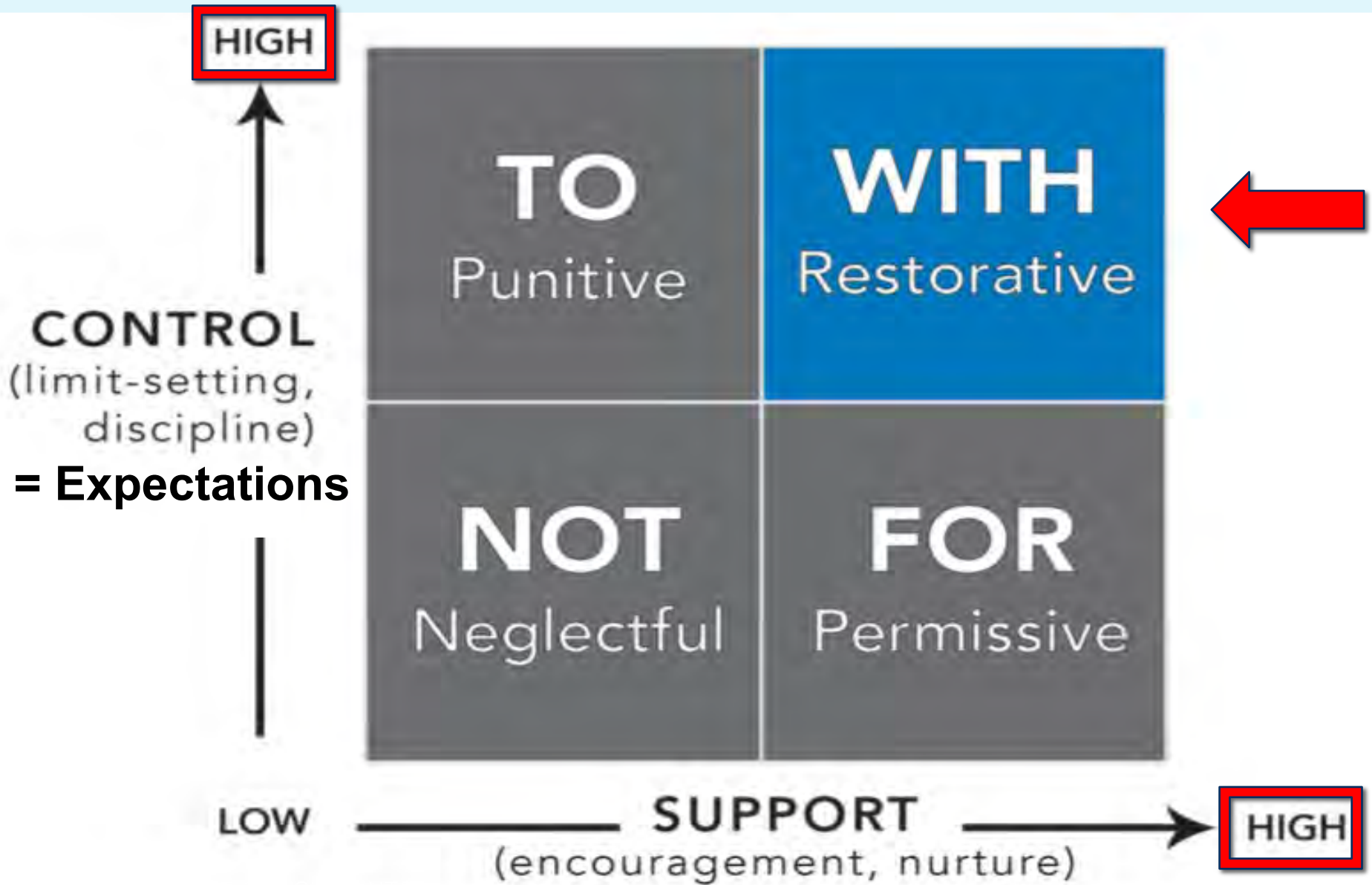
The Fundamental Hypothesis

“Human beings are happiest, healthiest, more cooperative and most likely to make positive changes in their behavior when those in authority do things *with them* rather than to them or for them.”

Ted Wachtel, Founder
International Institute for Restorative Practices



Social *Practices* Window



Adverse-Free (Restorative)....



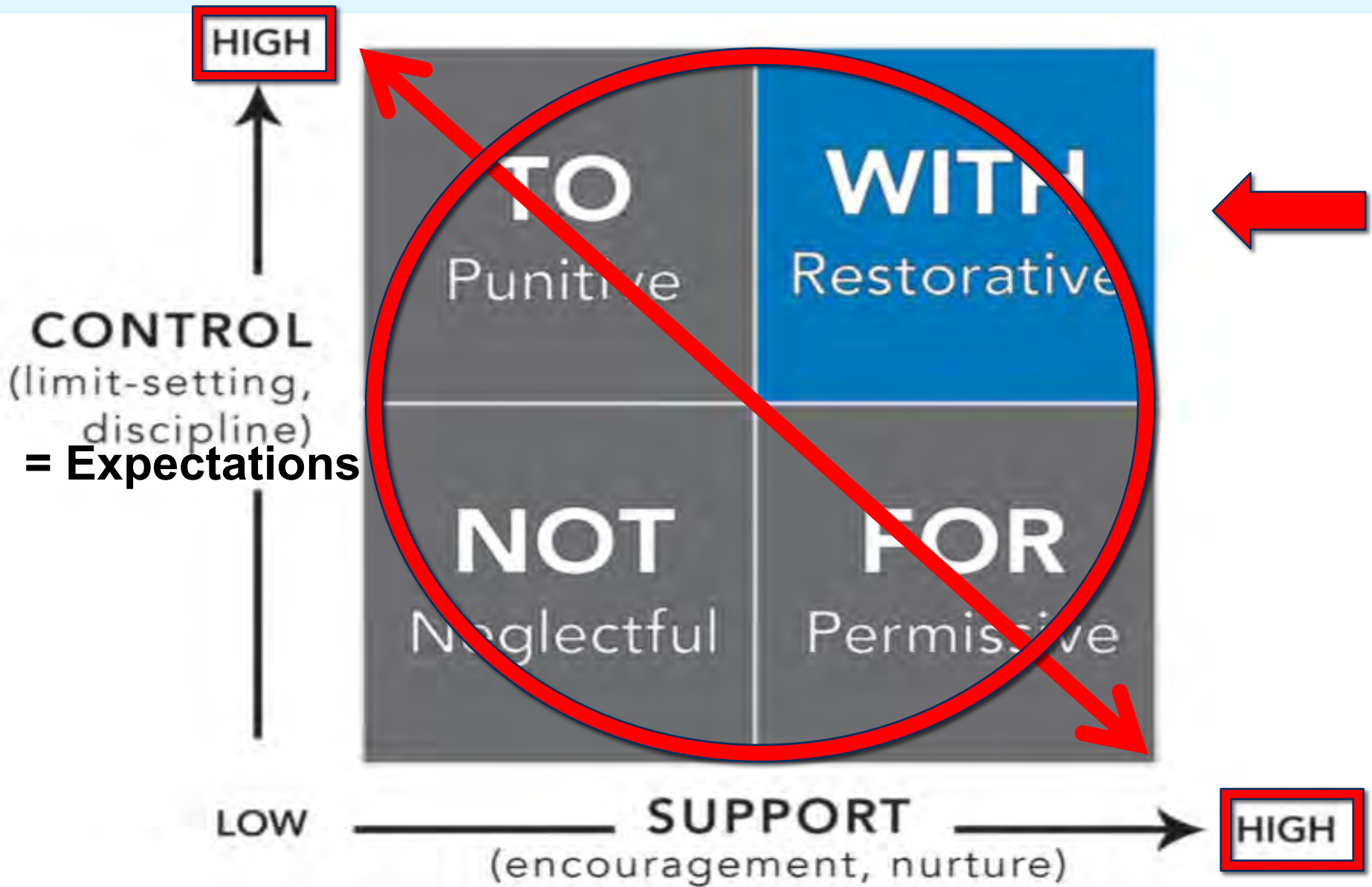
Kindness, trust, safety
& predictability



Clear expectations, rules
& boundaries



Social Practices Window



Restorative Classrooms & Schools Are...

Destinations for *ALL*

Happy & Inclusive

Calm & Peaceful

Productive Struggle

Collaborative & Trusting

Structured & Cooperative

**Welcoming & Safe for
*ALL***

Supportive & Accountable

Caring & Nurturing

Predictable & Engaging

Successful & Risk Taking

Stress-Free & Respectful

Active Learning Centers

High Quality Work

True Positive
Communities

Intrinsically Motivating

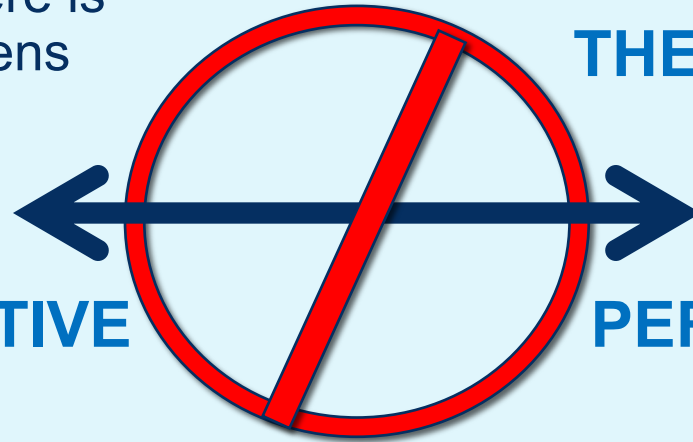


Filling Toolboxes & Getting Off The Island of Punishment!

Many (unfortunately) believe that if there is not a “punishment” then nothing happens

- If no punishment, then it is permissive

PUNITIVE



THE MYTH!!!

PERMISSIVE

There are miles and miles of **restorative consequences** between the Island of Punishment and the Island of Permissive

Social/behavioral needs **must** be treated identically as academic skill needs

Educators **never** give up on academic skill learning

Behavior is almost always treated differently

It should NOT be!!!



Restorative Practices Continuum



As you move from the informal (left) to the formal (right)...

- Responses involve more:
 - People
 - Planning
 - Time
 - Are More “Complete”
 - Have More Structure

All of the strategies (practices) are NEUTRAL!!!



Affective/Restorative Questions

The process (*questioning*) is
what *never changes*...the
Consequences *are*
determined from the
answers



Restorative Questions: Googled

Can you explain what happened?

How did it happen?

What was the harm?

Who do you think was affected? How were you affected?

How were they affected?

How do you feel about what happened?

What needs to happen to make things right?

How are you doing now in relation to the event and its consequences?

What were you looking for when you chose to act?

What would you like to offer and to whom?



Affective/Restorative Questions

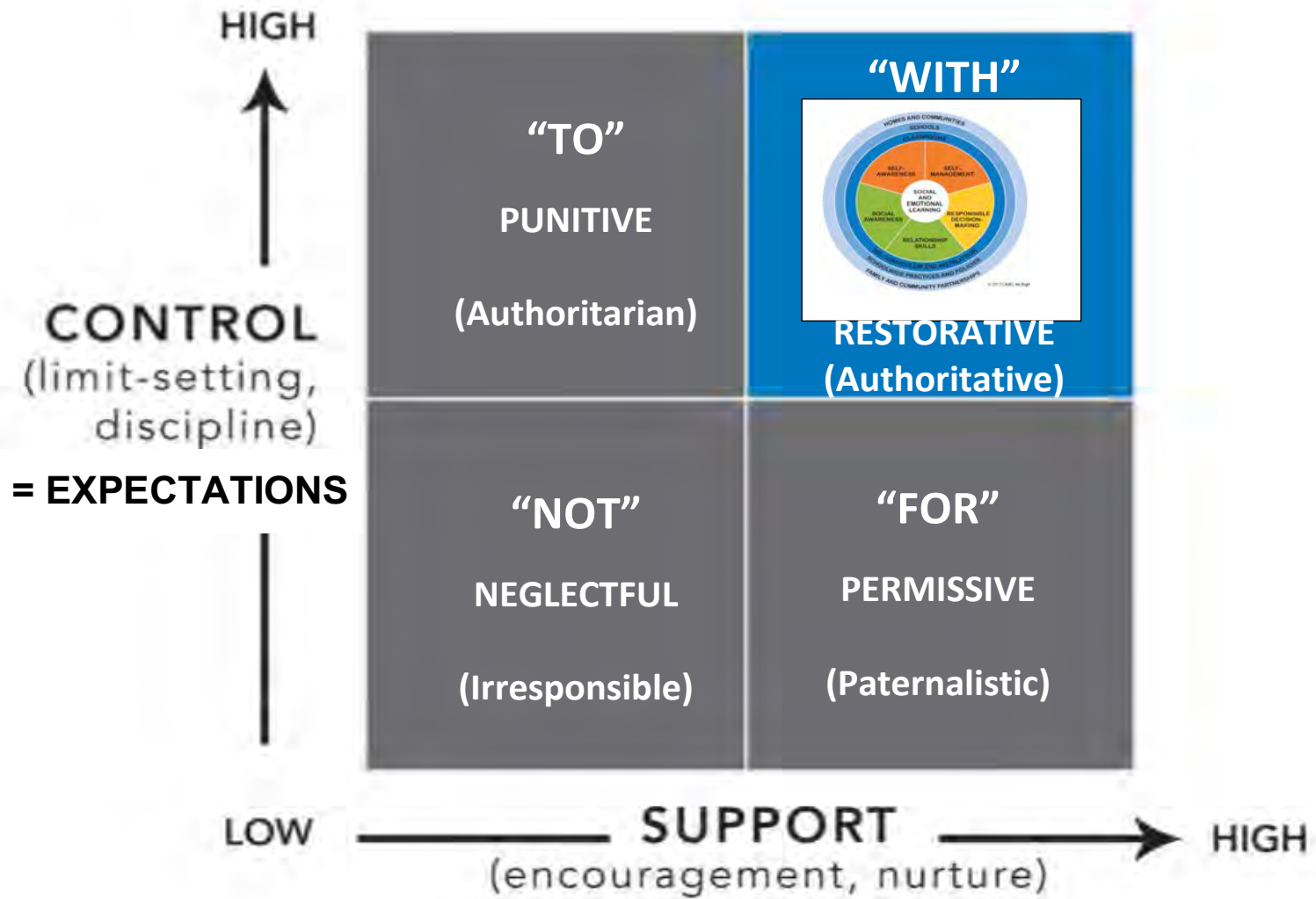
When a process is followed, consequences are far less likely to be explicitly or implicitly biased...the process is equitable





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Adapted by Paul McCold and Ted Wachtel from Glaser, 1969



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EQUITY & HEALING

LEARNING GAINS

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GROWTH**



In twenty years time...

People will not ask the children of 2020 if they caught up with their studies.

They will not ask them what grades they made, despite the year off school.

They will ask them with wonder ‘what was it like?’

They will ask them ‘how did you cope?’

‘How did you feel?’

"What do you remember of those days?"

They will listen in awe to the tales of clapping on doorsteps for the medical workers.

They will sit open-mouthed to hear of daily walks being the only life we saw and how much we missed human contact and gatherings.



They will be amazed to know about empty supermarkets, online concerts, birthdays spent on a screen and a life lived inside.

They will listen, then sit back with amazement and say, 'Wow. You went through so much.'

So think about what you would like your children to take away from this whole year.

Tell them they are not behind.

Tell them they are not missing out.

Tell them they are extremely special indeed and they will be forever made stronger by this unique time.



Tell them catching up is not even a thing because they have grown so much in so many other ways.

Remind them too of the fun stuff, the family jigsaws, the window rainbows, the zoom bingo. The feeling of safety and togetherness amidst the chaos.

Let them take that thought with them through life. Change the narrative now and it will travel far. Tell the children they are not behind. They are special. They are special.

Source – unknown



**QUESTIONS...
THOUGHTS...
COMMENTS...
REFLECTIONS?**



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