

A large school of fish swimming in deep blue water, viewed from above. The fish are silhouetted against the bright blue light filtering down from the surface, creating a sense of depth and movement. The fish are densely packed in the center and become more sparse towards the edges.

***Building Resiliency for Charter School
Practitioners, How to Support both Staff and
Students***

Andrea Pulskamp, Michelle Malvey and Morgan Seiler

While We Wait

Social Emotional Check-Ins!



- View the llama pictures to the left.
- Put the number you identify mostly with in the chat.

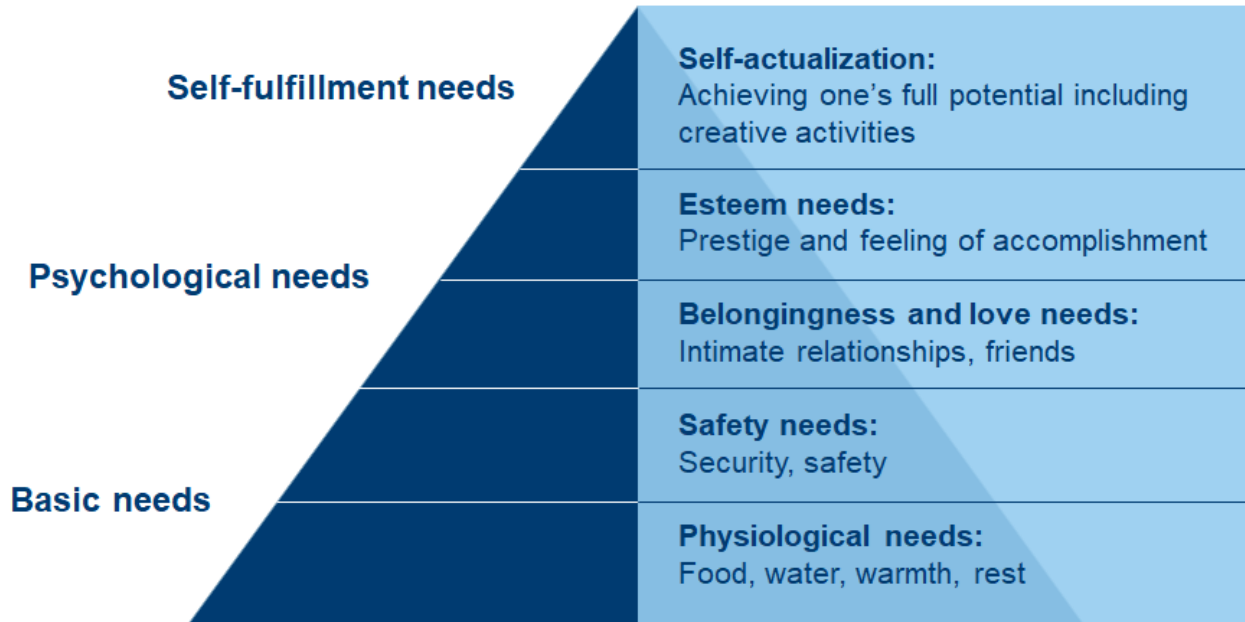
**Educator Emotional Resiliency
and Stress Reduction
is Imperative**



From “Self-Care” to “We-Care”

Basic Needs First, Then Psychological Needs

By addressing the basic safety needs at the bottom of the chart, you can help your employees move on to achieving psychological well-being and self-fulfillment.



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Source: Maslow's Hierarchy of Needs, 1943.

What is Resilience?

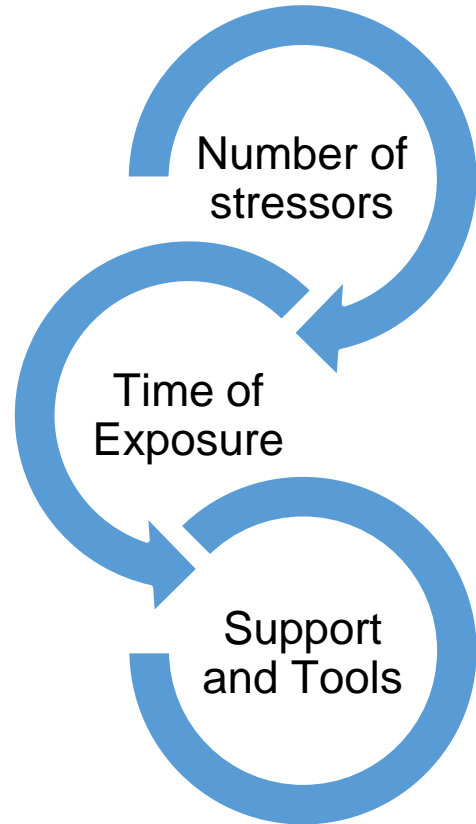


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The process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress. (APA)

Resilience



=

Impact on Resilience



Protective Factors for Teachers' Emotional Well-Being



The ability to:

- recognize emotions accurately
- understand their causes and consequences
- label them precisely
- express them comfortably
- regulate them effectively



7

Brackett and Cipriano, 2020



Suitcase Activity

What are you carrying with



CARRY-ON

56cm x 36cm x 23cm
No weight limit



CHECKED

L + H + W = 158cm
23kg



<https://bit.ly/checkedbagdeposit>

Two Key Terms



Interoception: The ability to connect your emotion with the actual physical sensation in your body.



Neuroplasticity: The ability of the brain to modify its connections or rewire itself.

7 Keys to Increase Neuroplasticity



Relationships

Personal Relevance

Novelty

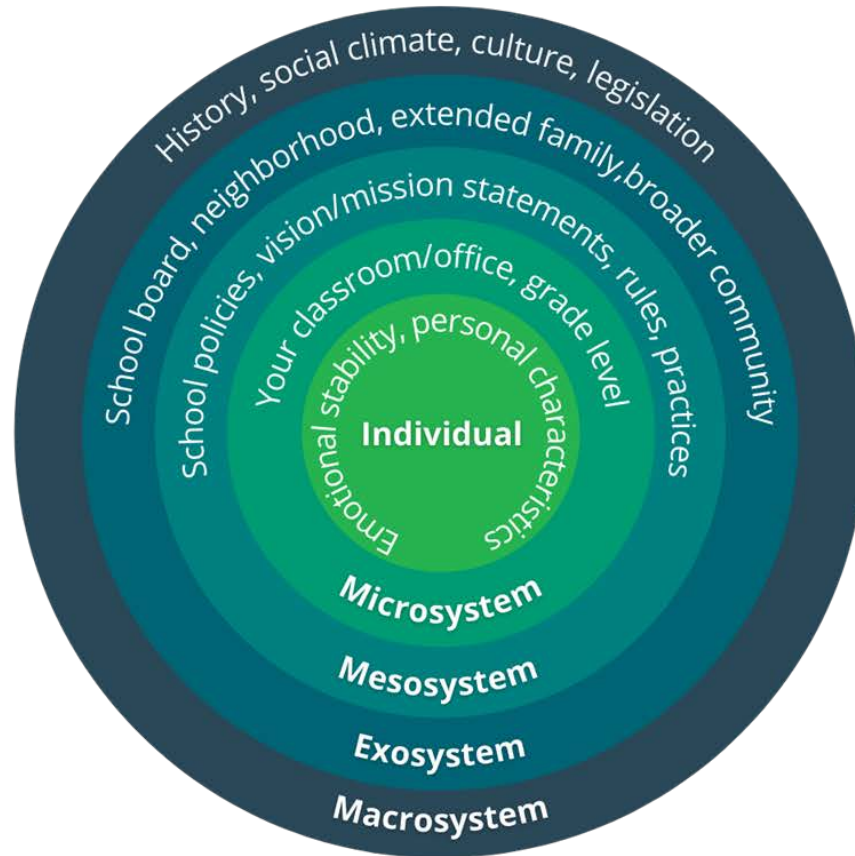
Focus and Attention

Practice & Mistakes

Play, Humor, & Movement

Rest

Locus of Control



Well-Being Check



Download to complete the fillable PDF:

<https://bit.ly/wellbeingquizcde>

OR complete the quiz on your phone by scanning the QR code:



Did you score higher, lower, or right where you thought you'd be?

COLORADO AWARE | Well-Being Quiz  

Score yourself for each of the questions below using the rating scale to the right. Write the value in the blank. Total will auto-calculate.

5 - Almost Always True
4 - True Most of the Time
3 - Sometimes True
2 - Rarely True
1 - Hardly Ever True

1. I take time for myself every day

2. I make time for my spirituality (in any form) mindfulness, or religious discipline

3. I limit the amount of television I watch each day

4. I limit the amount of facebook/internet surfing I do each day

5. I exercise 5 days per wk for 30min

6. I drink 6-8 glasses of water per day

7. I take care of my body:

a. I get 7-8 hrs of sleep per night

b. I brush & floss my teeth

c. I eat at least 5 fruits./veggies per day

d. I limit junk food/fast food

8. My hair, nails, and appearance are good

9. I generally wear clean clothes

10. I get together with a friend at least 1x per month

11. I have a relaxing bedtime routine


12. I usually know what I need and what I'm feeling

13. My organized environment supports my goals

14. I take breaks & have something to look forward to

15. I know what I'm passionate about

TOTAL



Adopted from the Academic Success Center, Oregon State University, 2011



Resistance to Self-Care



*"I'm uncomfortable with
touchy feely things."*

*"I need to focus on
my students."*

*"It seems selfish to take
the time to do this."*

"I don't have time."

*"Is this the best use of
my time?"*



MENTAL HEALTH AWARENESS FOR ADMINISTRATORS AND SCHOOL STAFF PRESENTED BY CDE HEALTH + WELLNESS UNIT

PHYSICAL THE THINGS I DO TO TAKE CARE OF MY BODY IN HEALTHY WAYS.
EXAMPLES INCLUDE:

- SLEEP
- NUTRITION
- EXERCISE
- REGULAR HEALTH CARE VISITS.



HOW WELL DO YOU TAKE CARE OF YOURSELF PHYSICALLY? IDENTIFY THREE ACTIVITIES THAT YOU CURRENTLY DO AND/OR PLAN TO ENGAGE IN FROM THIS POINT FORWARD TO TAKE CARE OF YOURSELF PHYSICALLY.

EMOTIONAL THE THINGS I DO TO TAKE CARE OF MY FEELINGS IN HEALTHY WAYS.
EXAMPLES INCLUDE:

- MAINTAINING SUPPORT SYSTEMS (PROFESSIONAL & PERSONAL)
- COUNSELING &/OR THERAPY AS NEEDED
- JOURNALING
- TALKING ABOUT FEELINGS IN HEALTHY WAYS



HOW WELL DO YOU TAKE CARE OF YOURSELF EMOTIONALLY? IDENTIFY THREE ACTIVITIES THAT YOU CURRENTLY DO AND/OR PLAN TO ENGAGE IN FROM THIS POINT FORWARD TO TAKE CARE OF YOURSELF EMOTIONALLY.

COGNITIVE THE THINGS I DO TO TAKE CARE OF MY MIND AND UNDERSTAND MYSELF BETTER.
EXAMPLES INCLUDE:

- READING FOR PLEASURE OR WORK
- WRITING
- ENGAGING IN CONTINUED EDUCATION FOR ADDITIONAL KNOWLEDGE/SKILL.



HOW WELL DO YOU TAKE CARE OF YOURSELF PSYCHOLOGICALLY? IDENTIFY THREE ACTIVITIES THAT YOU CURRENTLY DO AND/OR PLAN TO ENGAGE IN FROM THIS POINT FORWARD TO TAKE CARE OF YOURSELF PSYCHOLOGICALLY.

<https://bit.ly/cdeactionplan>

MENTAL HEALTH AWARENESS FOR ADMINISTRATORS AND SCHOOL STAFF PRESENTED BY CDE HEALTH + WELLNESS UNIT

SOCIAL THE THINGS I DO IN RELATION TO OTHERS AND THE WORLD AROUND ME.
EXAMPLES INCLUDE:

- SPENDING TIME WITH FRIENDS FAMILY AND COLLEAGUES YOU ENJOY
- BELONGING TO GROUPS AND ACTIVITIES THAT ENCOURAGE POSITIVE SOCIAL CONNECTIONS.



HOW WELL DO YOU TAKE CARE OF YOURSELF SOCIALLY? IDENTIFY THREE ACTIVITIES THAT YOU CURRENTLY DO AND/OR PLAN TO ENGAGE IN FROM THIS POINT FORWARD TO TAKE CARE OF YOURSELF SOCIALLY.

FINANCIAL THE THINGS I DO TO SPEND AND SAVE RESPONSIBLY.
EXAMPLES INCLUDE:

- BALANCING A CHECKING ACCOUNT/BEING MINDFUL OF SPENDING & SAVING
- PLANNING FOR THE FUTURE
- SPENDING MONEY IN THOUGHTFUL AND PRODUCTIVE WAYS.



HOW WELL DO YOU TAKE CARE OF YOURSELF FINANCIALLY? IDENTIFY THREE ACTIVITIES THAT YOU CURRENTLY DO AND/OR PLAN TO ENGAGE IN FROM THIS POINT FORWARD TO TAKE CARE OF YOURSELF FINANCIALLY.

SPIRITUAL THE THINGS I DO TO GAIN PERSPECTIVE ON MY LIFE.
EXAMPLES INCLUDE:

- PRAYER
- MEDITATION
- CONTACT WITH NATURE
- CONNECTION WITH GOD OR A HIGHER POWER
- PARTICIPATING IN WORSHIP WITH A COMMUNITY



HOW WELL DO YOU TAKE CARE OF YOURSELF SPIRITUALLY? IDENTIFY THREE ACTIVITIES THAT YOU CURRENTLY DO AND/OR PLAN TO ENGAGE IN FROM THIS POINT FORWARD TO TAKE CARE OF YOURSELF SPIRITUALLY.

Creating a Culture of Emotional Wellness



Connected Teams Are...



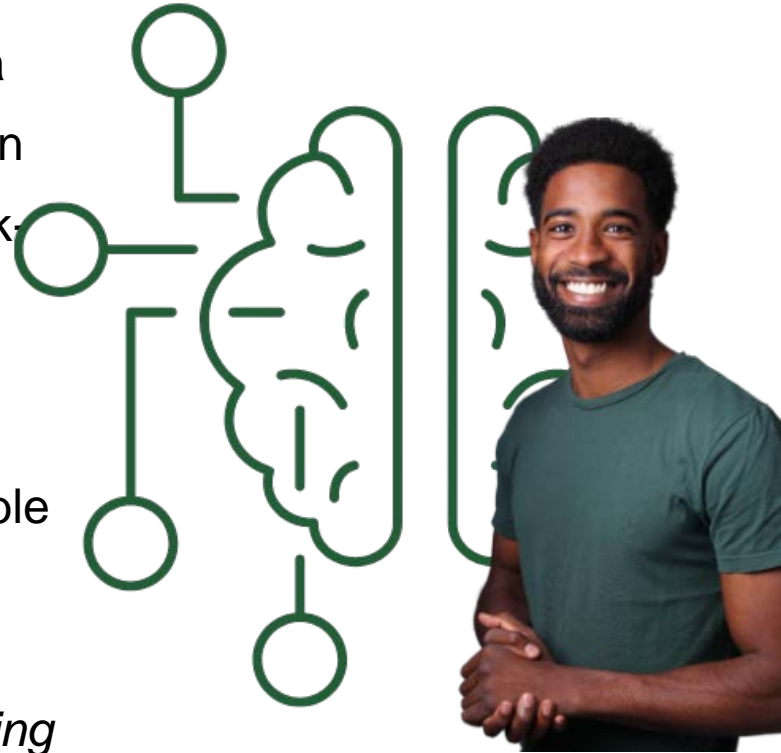
- More empathetic
- More willing to innovate and create
- More willing to fail (forward)
- More likely to ask for help
- More productive



Mental Health Connectedness Best Practices

- In your workplace strategic/action plan create a strategy for wellness, team building and mental health to bring attention to the fact that this is an area of value
- Open meetings with well-being questions/check-ins
- Schedule regular one-on-ones with staff
- Model a “we-care” attitude in all settings
- Provide opportunities for processing emotions
- Demonstrate active listening
- Normalize struggle and stress
- Educate staff on programs and services available to them as employees
- Organize wellness and team building activities (i.e. challenges, etc.)

What will you do to promote psychological well-being and mental health connectedness in your work environment?





CDE COMPREHENSIVE HEALTH STANDARDS FOR SOCIAL AND EMOTIONAL WELLNESS

Students will utilize knowledge and skills to enhance their mental, emotional, and social well-being.



Students develop healthy relationships and interactions with adults and peers



Students explain the body's physical and psychological responses to stressful situations



Students develop self-concept and self-efficacy skills



Students develop self-regulation skills



Students develop a healthy range of emotional expressions and learn positive alternatives to aggressive or isolating behaviors



Students recognize the relationship between emotions and actions



Students demonstrate how to effectively communicate and cooperate with others



Students demonstrate how to express emotions in healthy ways



Students utilize knowledge and skills to develop a positive self-concept

Figure 1. A model of the distinct and overlapping elements of school climate and social and emotional competence with illustrative components



“There are people who will say that ‘we don’t have time for school climate because we have so much on our plate,’ and my philosophy is that school climate actually is the plate that everything else has to go on.”

~Peter Dewitt

Positive School Climate

A positive school climate is **foundational** to the academic promise of the school and refers to the work of a school community to create a quality experience for all **students, staff, and families**. This is done by collectively fostering **social-emotional, physical, academic and identity safety** and promoting a supportive academic environment that encourages and maintains **respectful, empathetic, and trusting, relationships**; resulting in a **sense of belonging** for all.



POSITIVE SCHOOL CLIMATE

Interpersonal

Relationships

Equity and Inclusion

Student-Centered Discipline



Institutional

Safety

Bullying

Supports for Wellbeing



Instructional

Teaching and Learning

Engaging Classrooms

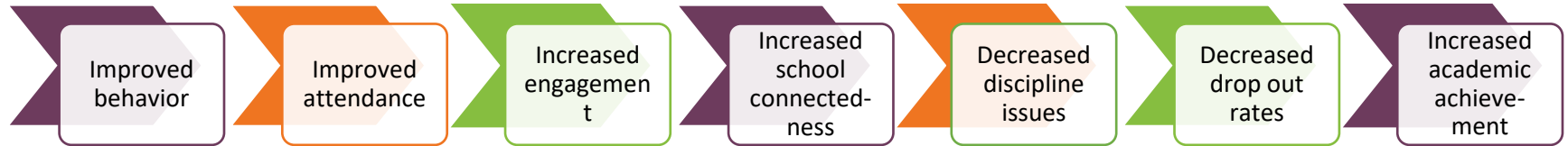
Behaviors, Skills, and Mindsets



Sense of Belonging



The extent to which all members of a school community (i.e., students, staff and families), feel accepted, respected, included and supported in the school environment.



- Cohen, J., et al. (2009).
- Taylor, R. D., et al. (2017).
- Loukas, A. (2007).



Positive School Climate on Teacher Outcomes

Increased

- Teacher Retention
- Teacher commitment to work
- Job satisfaction
- Sense of personal accomplishment
- Perceived ability to positively affect students

Reduced

- Exhaustion and burnout
- Teacher attrition
- Student discipline issues

Improved

- Sense of agency
- Relationships and collaborations
- Voice in decision-making
- Sense of community

LEARNING IS PROFOUNDLY SOCIAL

A positive environment that supports a sense of belonging is key to student success

CHANGE THE QUESTION

Why do these students have poor social and emotional capacities?



How can we ensure our school climate leads to the healthy development of each student?

SCHOOLWIDE ACTIONS

Take a schoolwide approach to SEL that includes policies and practices that foster positive climate, such as replacing punitive or exclusionary discipline with restorative justice¹ or positive behavioral interventions and supports²

Provide educators with training on emotional intelligence, mindfulness, and resilience to stress and trauma³

Encourage teachers to engage in perspective-taking to better understand students' experiences and the negative feelings that may lead to misbehavior⁴

Adopt strong anti-bullying policies to promote inclusivity and improve school safety for marginalized students⁵

Hire teachers and administrators who reflect the diversity of your students⁶

BELONGING

Noticing students who don't seem to feel comfortable in the school? Here are actions you can take.

Structure dynamic group work in which small groups jointly solve a problem in ways that encourage cooperation⁷

Have, communicate, and support high expectations for all your students⁸

Use mindfulness practices to reduce your exhaustion and stress⁹

Strive to find common ground and similarities with all your students¹⁰

Use culturally responsive practices to promote a sense of belonging in students from traditionally underserved groups¹¹

Encourage students to focus on mastery rather than performance goals. Cultivate a classroom in which mistakes are understood to be part of learning, effort is valued, and students learn to appreciate challenges and hard work¹²

CLASSROOM-LEVEL ACTIONS

¹ Kuzl, Greytak, Koscio, & Wilans, 2016

² Jennings & Greenberg, 2009

³ Dora, 2004

⁴ Okonofua, Pauninski, & Walton, 2016

⁵ Greenberg, Domitrovich, Weissberg, & Durlak, 2017

⁶ Ross, Roman, & Henner, 2012

⁷ Anonson & Pridmore, 1997; Haka, 1998

⁸ Waeger et al., 2016

⁹ Gehlbach et al., 2010

¹⁰ Jennings et al., 2017

¹¹ National Academies of Sciences, Engineering, and Medicine, 2018

¹² Coverdale, Hermann, & Fryberg, 2016

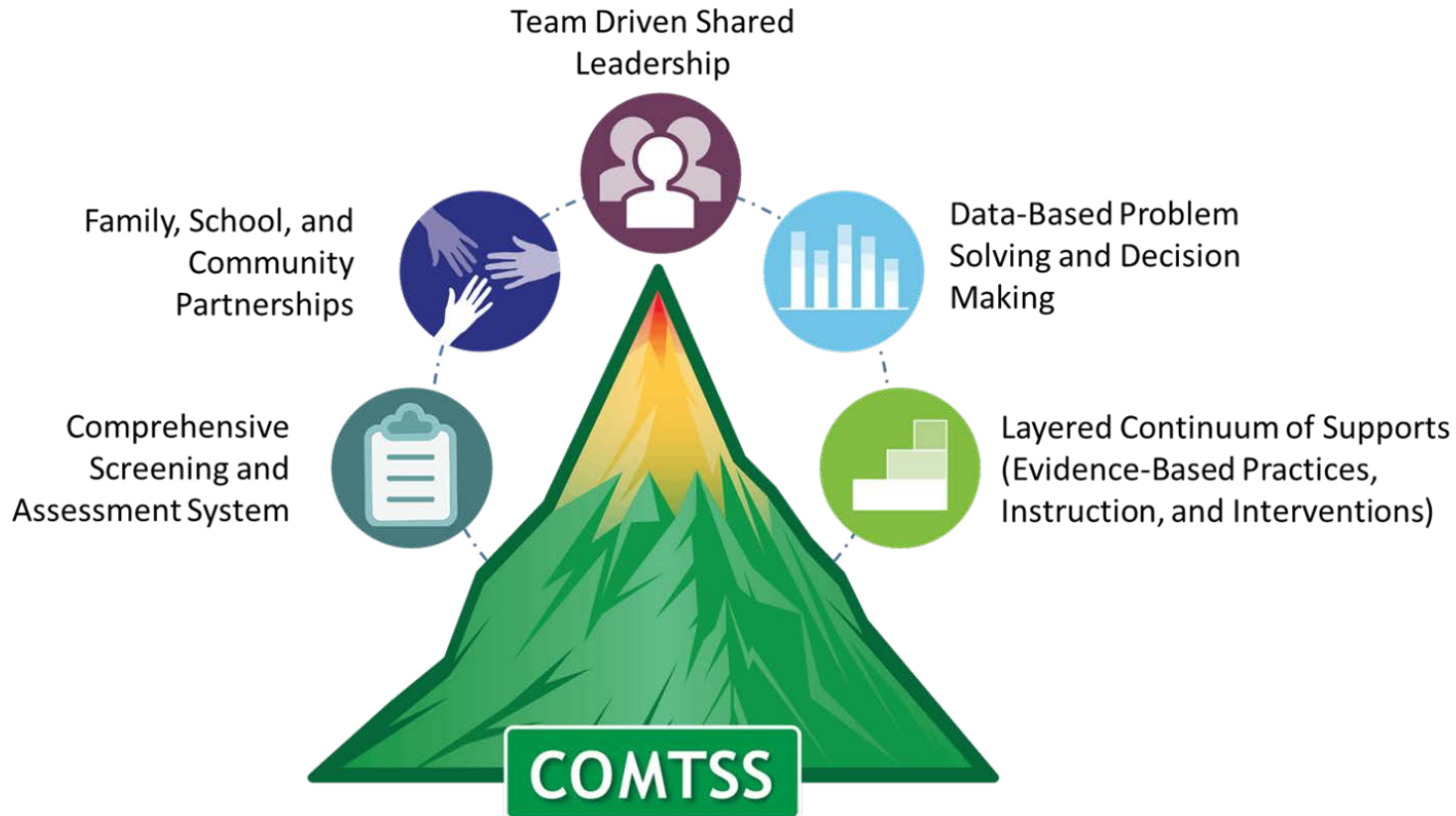


Understanding and Cultivating a Positive School Climate

— A WHITE PAPER —



Colorado Multi-Tiered System of Supports (COMTSS)



Team-Driven Shared Leadership (TDSL)

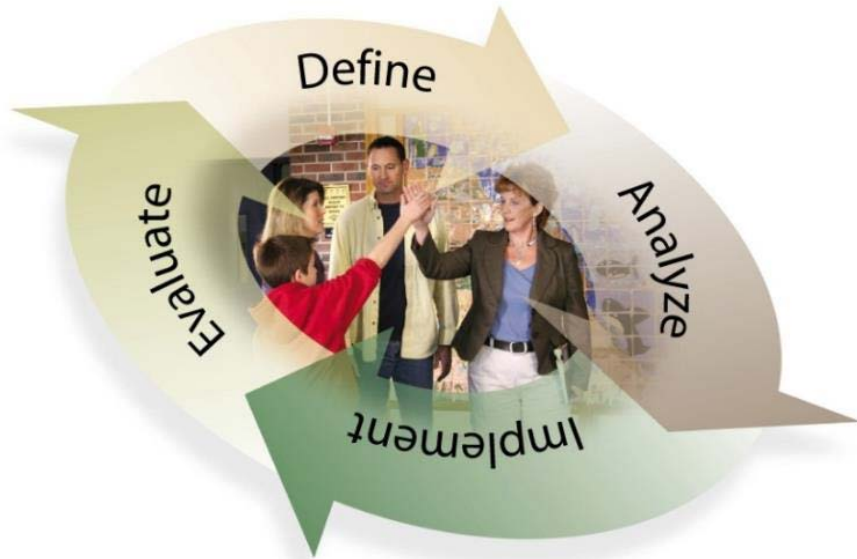
*Teaming processes and structures that focus on **distributing responsibility** and **shared decision-making** across and within regions, districts, and schools to effectively design and use systems of training, coaching, resources, implementation, and evaluation.*

Do you have a school-wide team that includes representation from all stakeholders? This team examines data and makes decisions about how to address school climate needs. How are you ensuring all members feel a sense of belonging?



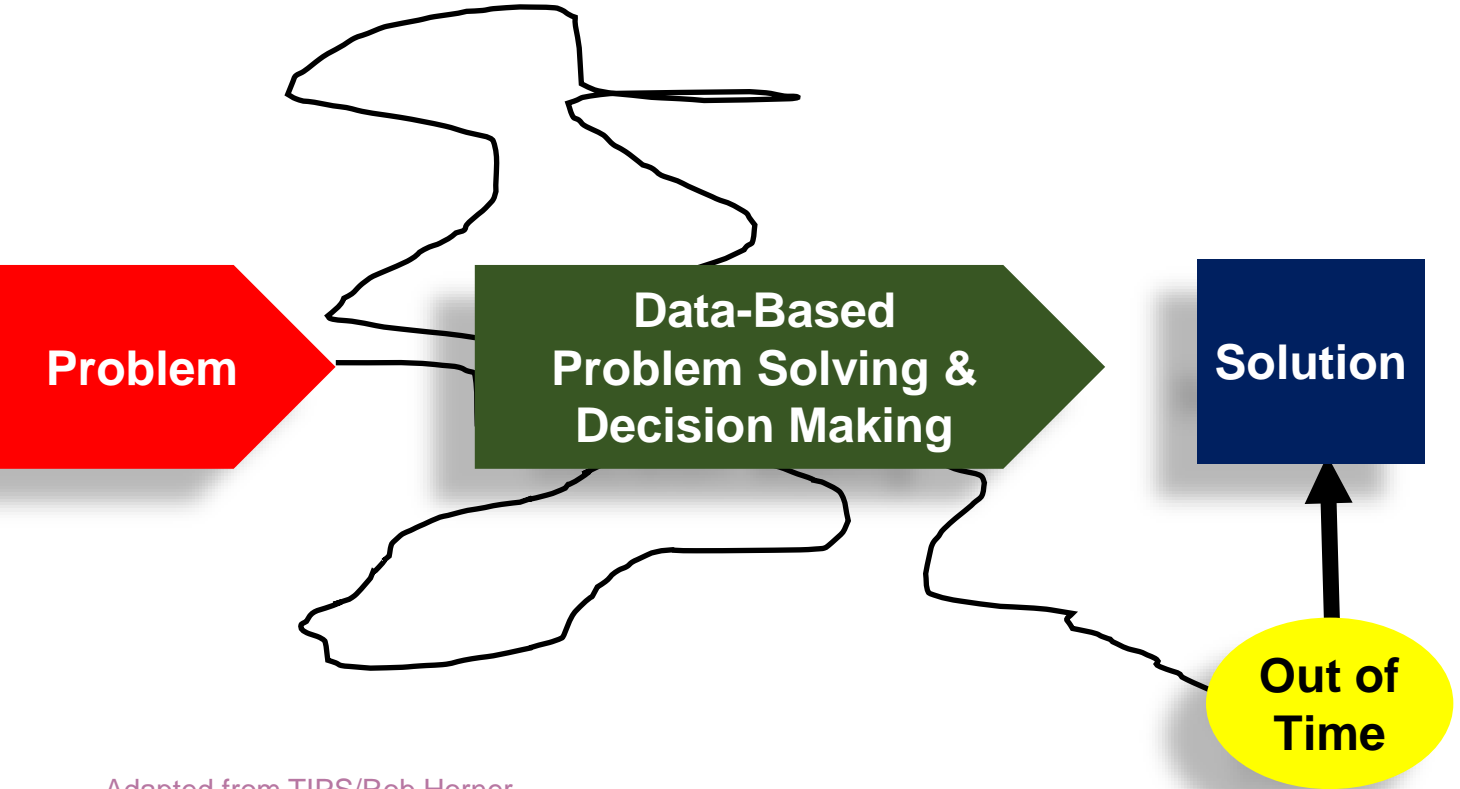
Data-Based Problem-Solving and Decision-Making (DBPSDM)

*A continuous improvement process used by teams to **collect**, **analyze**, and **evaluate** information to inform decision making at the system and student levels*



How are you using appropriate data to drive decisions about improving school climate and sense of belonging for all members of the school community (school climate surveys, disproportionality in discipline data, other staff, student, and family surveys, etc.).

Improving decision-making for student, staff, family, and systems-level improvements

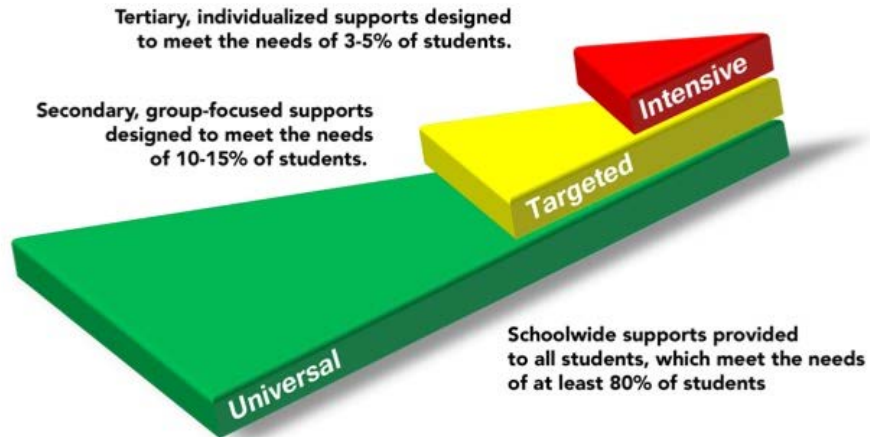


Adapted from TIPS/Rob Horner



Layered Continuum of Supports (LCS) (Evidence-based practices, instruction, and interventions)

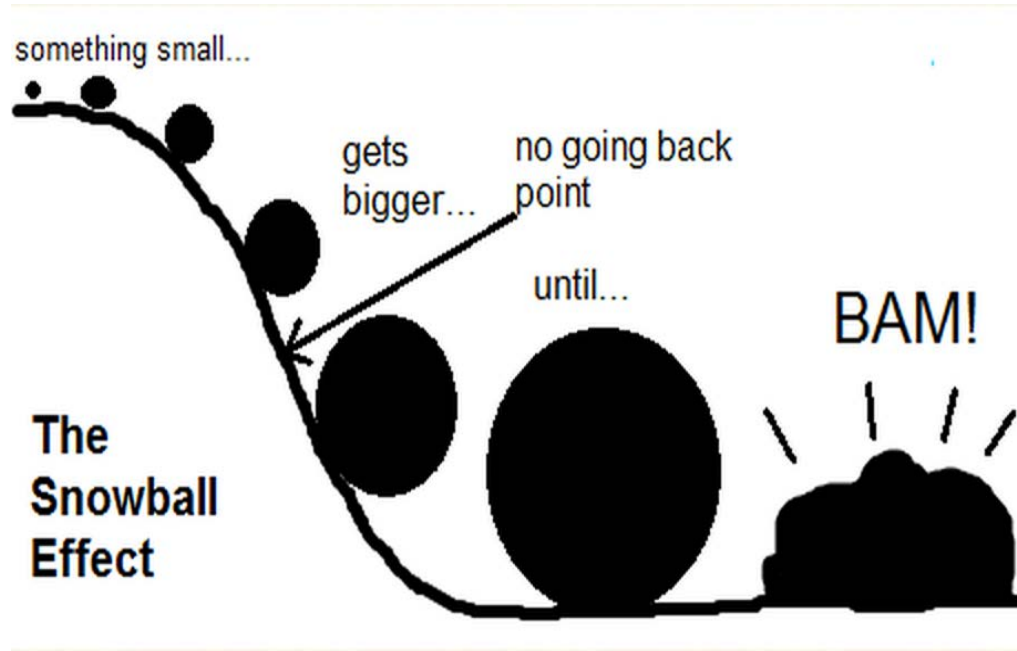
Ensuring that every student receives equitable whole child supports that are evidenced based, culturally responsive, matched to need, and developmentally appropriate through layered supports.



How are you layering academic, behavioral and social emotional supports for students, staff, and families to improve safety and sense of belonging?

Comprehensive Screening and Assessment System (CSAS)

The coordinated effort of gathering information across multiple measures to support decision making at the system, student and staff level.



How are you using screening and assessment data to improve safety and sense of belonging for students?

Family, School, and Community Partnerships (FSCP)

*Families, early childhood programs, schools, and communities **ACTIVELY PARTNERING** to develop, implement, and evaluate **EFFECTIVE** and **EQUITABLE PRACTICES** to improve educational outcomes for children and youth.*

- How are you including families in shared leadership and decision-making regarding school climate? Do they feel a sense of belonging in the school community?
- CDE's Strategy Guide





Quantitative

- Perception Surveys
 - Students (e.g., school climate surveys, [HKCS](#))
 - Staff (e.g., staff wellness surveys, [TLCC](#))
 - Families (e.g., [needs assessments](#), [satisfaction surveys](#))
- Behavior Data and Referrals
 - Discipline Incidences/Referrals
 - Suspensions/Expulsions
 - Referrals to Counselor/Mental Health Supports
- Universal Screenings for Social, Emotional, and/or Mental Health Needs
- Attendance/Chronic Absenteeism Data

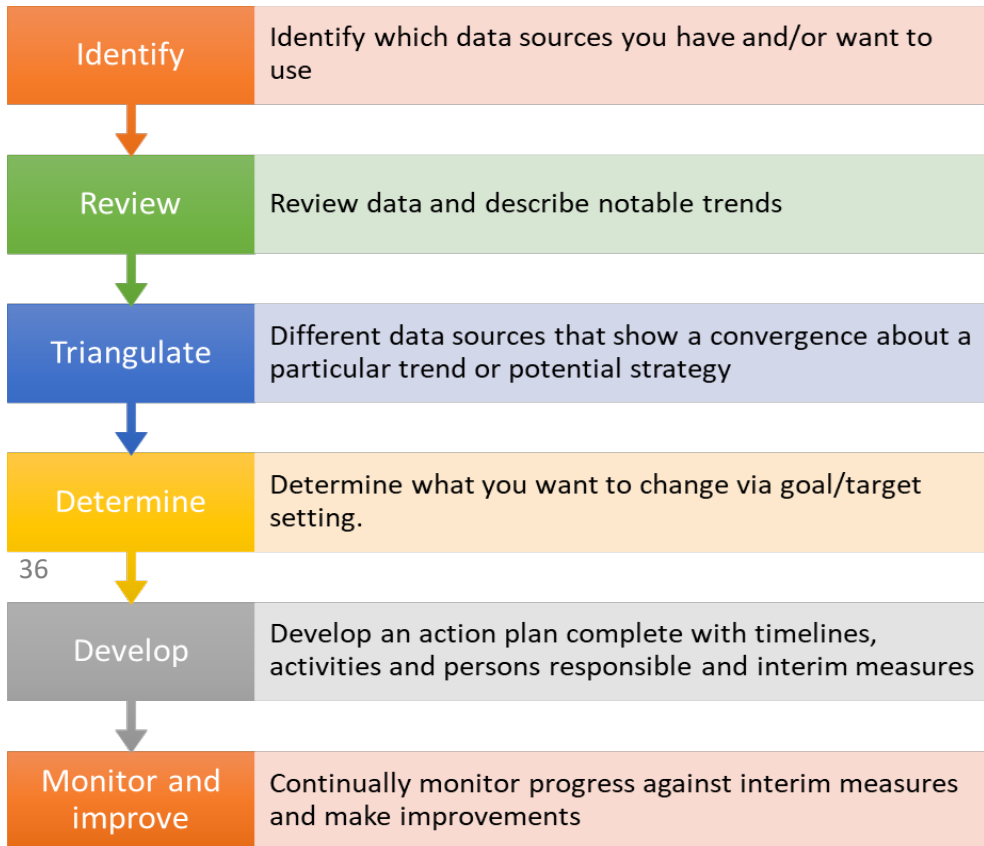
Quantitative and Qualitative

- Policy and Practice Inventories
 - [School Climate Self-Assessment and Action Planner](#)
 - [CO Healthy Schools Smart Source](#)
 - [Trauma Responsive Schools Implementation Assessment](#)
 - [PBIS Self-Assessment Survey](#)

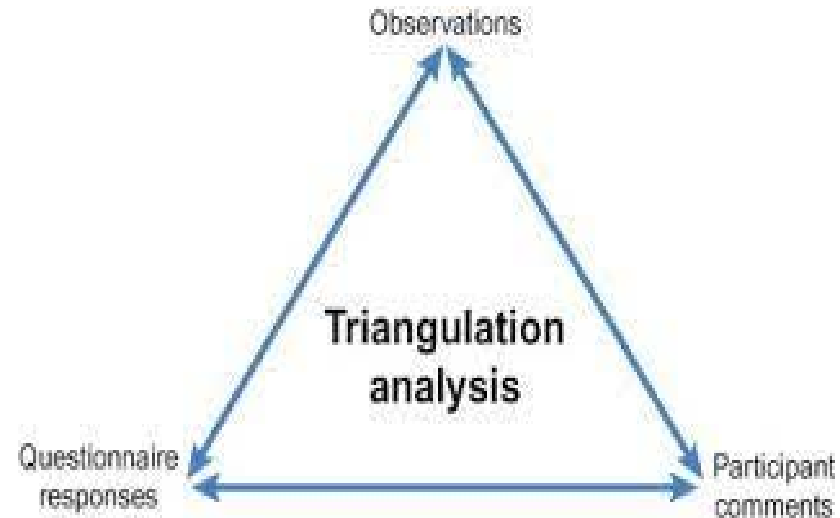
Qualitative

- Observational data of classrooms and other school settings
- Focus Groups/Interviews
- Other Ideas in this [Toolkit](#)

Data-Use Process



36



- **Teacher Leadership**
 - Teacher's professional expertise is valued
- **Managing Student Conduct**
 - Student have the behavioral supports needed to focus on learning.
- **Support**
 - Students' social and emotional learning is adequately supported in this school.
- **Professional Development**
 - I receive ongoing support and coaching to improve my practice.
- **Time**
 - My time is protected from duties that take time away from teaching.
- **NEW! COVID Wellbeing Questions**
 - I am getting adequate social emotional support for myself during this time.
 - Our school's system of support for students makes my job easier.



COLORADO
Department of Education

ASSESSING SCHOOL CLIMATE USING MULTIPLE MEASURES

Positive School Climate

A POSITIVE SCHOOL CLIMATE IS FOUNDATIONAL TO THE ACADEMIC PROMISE OF THE SCHOOL AND REFERS TO THE WORK OF A SCHOOL COMMUNITY TO CREATE A QUALITY EXPERIENCE FOR ALL STUDENTS, STAFF, AND FAMILIES. THIS IS DONE BY COLLECTIVELY FOSTERING SOCIAL, EMOTIONAL, PHYSICAL ACADEMIC AND IDENTITY SAFETY AND PROMOTING A SUPPORTIVE ACADEMIC ENVIRONMENT THAT ENCOURAGES AND MAINTAINS RESPECTFUL, EMPATHETIC, AND TRUSTING RELATIONSHIPS; RESULTING IN A SENSE OF BELONGING FOR ALL.



Let's Make a List: Where is the Data in our School(s)?



List data sets that are currently collected at your school (for help use the chart above).	Who is reflected in this data? Who is not represented, underrepresented or overrepresented in the data set?	What type of data is it? Quantitative or Qualitative?	How is this data currently used? Is this data used reactively proactively or both?	With whom is this data shared? How?	How can this data be used in our school climate improvement process?
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How is our data being used?



List data sets that are currently collected at your school (for help use the chart above).	Who is reflected in this data? Who is not represented, underrepresented or overrepresented in the data set?	What type of data is it? Quantitative or Qualitative?	How is this data currently used? Is this data used reactively proactively or both?	With whom is this data shared? How?	How can this data be used in our school climate improvement process?
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Thank You!

Technical Assistance and Support is available:
Pulskamp_a@cde.state.co.us
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