BEWARE OR WHAT YOU DO AND DON’T DUE: PREVENTION AND ITS CONSEQUENCES

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Takeaways Regarding Safety

• Safety has multiple dimensions; physical safety is only one dimension.
• Schools are, in terms of physical safety, relatively safe places that are well positioned to reduce the likelihood of aggression and violence.
• Climate, connectedness, and cultural responsiveness provide conditions for learning, safety, and well-being.
• Schools can be made safer by developing a capacity to reduce the likelihood of aggression and violence while also addressing student and staff needs for emotional, physical, and identity safety.
Takeaways Regarding Safety

• There are early warning signs.
• Perceived and reported threats can be assessed through appropriate approaches.
• Reactive, punitive, and hardening approaches have harmful effects, which experienced disproportionately.
Science of Learning & Development:
Some Takeaways: Malleability and Plasticity

• Although risk factors matter, the key is
  • net vulnerability
  • the ability to alter predicted trajectories.
• Malleability and neural plasticity are core to human development.
• Social and emotional competencies can be developed.
• Resilience and thriving are possible.
• Cognitive, social, and emotional processes and development are interconnected and have coinfluential relationships with social contexts.
Science of Learning and Development: Some Takeaways: Mechanisms

• Experiences and their processing drive growth and change.
• Context matters; contextual influence and ecology cannot be ignored.
• Relational context is particularly salient.
• Adversity can affect development, mental and physical health, and learning.
• The ability of adults to attune with children, buffer stress, and support their cognitive, social, and emotional development is key to healthy development and to addressing the impacts of adversity.
Science of Learning & Development:
Dynamic Systems

• Schools are Dynamic Systems
  • Coinfluences of individual and environmental factors
  • Ecology of Interventions and Coinfluence of multiple interventions.
What is safety

• Physical Safety
• Emotional Safety
• Psychological Safety
• Identity Safety
• Fair & Equitable Treatment
• Minimization of Toxic Conditions
Iatrogenic Effects of Reactive Interventions and Hardening

- Amplification of problem behavior
- School disengagement
- Development of negative identities
- Struggles over dignity (Sennett and Cobb)
- Identity unsafety
- Conspiracies of silence
- Criminalization of adolescence and pipeline to prison
Where to Intervene
Social Emotional Conditions for Learning, Development, and Wellbeing

Students feel SAFE
- Physically
- Emotionally & socially
- Intellectually
- In terms of identity
- Treated fairly & equitably

Students experience SUPPORT & CONNECTION
- Meaningful connection to adults
- Strong bonds
- Positive peer relationships
- Effective and available support

Students experience CHALLENGE & ENGAGEMENT
- High expectations
- Strong personal motivation
- Opportunities are connected to life goals
- Robust enrichment opportunities

Peers & adults are SOCIALLY CAPABLE
- Emotionally intelligent & culturally competent
- Self Aware
- Socially Responsible
- Cooperative team players
Overlap Between Conditions for Learning and Social and Emotional Competencies

- School Climate
  - Policies, procedures
  - Norms, expectations
  - Aggregate characteristics of classroom and school community
  - Physical environment
  - Partnerships with family and community
  - Information dissemination

- Conditions for learning and social and emotional development
  - Individual approaches that contribute to positive interactions
  - Engagement/connectedness
  - Supportive, respectful, trusting relationships
  - Safety
  - Cultural competence and celebrating difference
  - Culturally responsive instruction
  - Open communication
  - Collaboration
  - Peer and adult social and emotional competencies
  - Shaped and positive narratives
  - Inclusion
  - Challenge
  - Modeling, practice, and reinforcement of desired competencies

- Social and emotional competencies and attributes
  - Self-awareness
  - Self-management
  - Social awareness
  - Relationship skills
  - Responsible decision-making
  - Confidence
  - Creativity
  - Curiosity
  - Perseverance
  - Optimism
A Multitiered Approach to Safe, Engaging, Equitable Schools

Provide Individualized Intensive Supports
Provide coordinated, intensive, sustained, culturally appropriate, child and family focused services and supports.

Intervene Early and Provide Focused Youth Development Activities
Implement strategies and provide supports that address risk factors and build protective factors for students at risk for severe academic or behavioral difficulties.

Build a Schoolwide Foundation
Universal prevention and youth development approaches, caring school climate, positive and proactive approach to discipline, personalized instruction, cultural competence, student voice, and strong family involvement.
Safe & Supportive School Environments

- Minimize Toxic Conditions
- Support the Whole Child
- Provide Supportive Conditions for Social, Emotional, & Academic Learning
- Promote Social & Emotional Skills & Psychological Flexibility
Supporting Readiness For Learning and Wellbeing

Teacher & Student Well-Being and Competence

Effective Conditions for Learning & Teaching

Social, Emotional, and Cognitive Skill Development
Climate Can Be Measured and Addressed

• EDSCLS (https://safesupportivelearning.ed.gov/edscls)
• CFL
• Nevada
• Alaska
• Cleveland
• Safe, Supportive, Schools Grants
• See National Center on Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov)
Readiness

(Dymnicki, Wandersman, Osher, Grigorescu, & Huang, 2014)

\[ R = MC^2 \]

Readiness = Motivation x \textbf{General} Capacity x \textbf{Implementation-Specific} Capacity
“Osher, Moroney, and Williamson successfully integrate research, practice, and policy to help educators develop and implement effective and sustainable models to nurture caring schools that all children and educators deserve.”

—MARK T. GREENBERG, BENNET CHAIR OF PREVENTION RESEARCH, PENNSYLVANIA STATE UNIVERSITY

CREATING SAFE, EQUITABLE, ENGAGING SCHOOLS
A Comprehensive, Evidence-Based Approach to Supporting Students

by DAVID OSHER, DEBORAH MORONEY, and SANDRA WILLIAMSON

Creating Safe, Equitable, Engaging Schools brings together the collective wisdom of more than thirty experts from a variety of fields to show how school leaders can create communities that support the social, emotional, and academic needs of all students. It offers an essential guide for making sense of the myriad evidence-based frameworks, resources, and tools available to create a continuous improvement system.

Chapters illustrate how leaders can leverage the power of school-based teams to assess the needs of students in their school and select appropriate interventions across a wide variety of domains, including social and emotional learning, trauma, restorative practices, cultural responsiveness, and student and family engagement.

Filled with recommendations gleaned from research and ongoing work in every US state and territory, Creating Safe, Equitable, Engaging Schools is a critical resource for understanding and adopting evidence-based practices and making programmatic decisions to ensure the ideal conditions for learning, growth, and development.

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