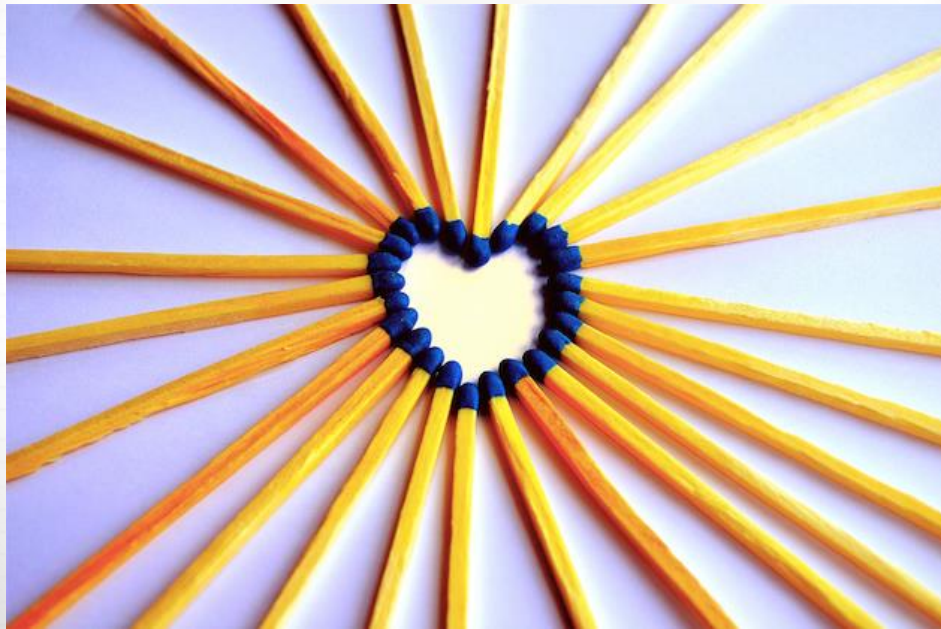
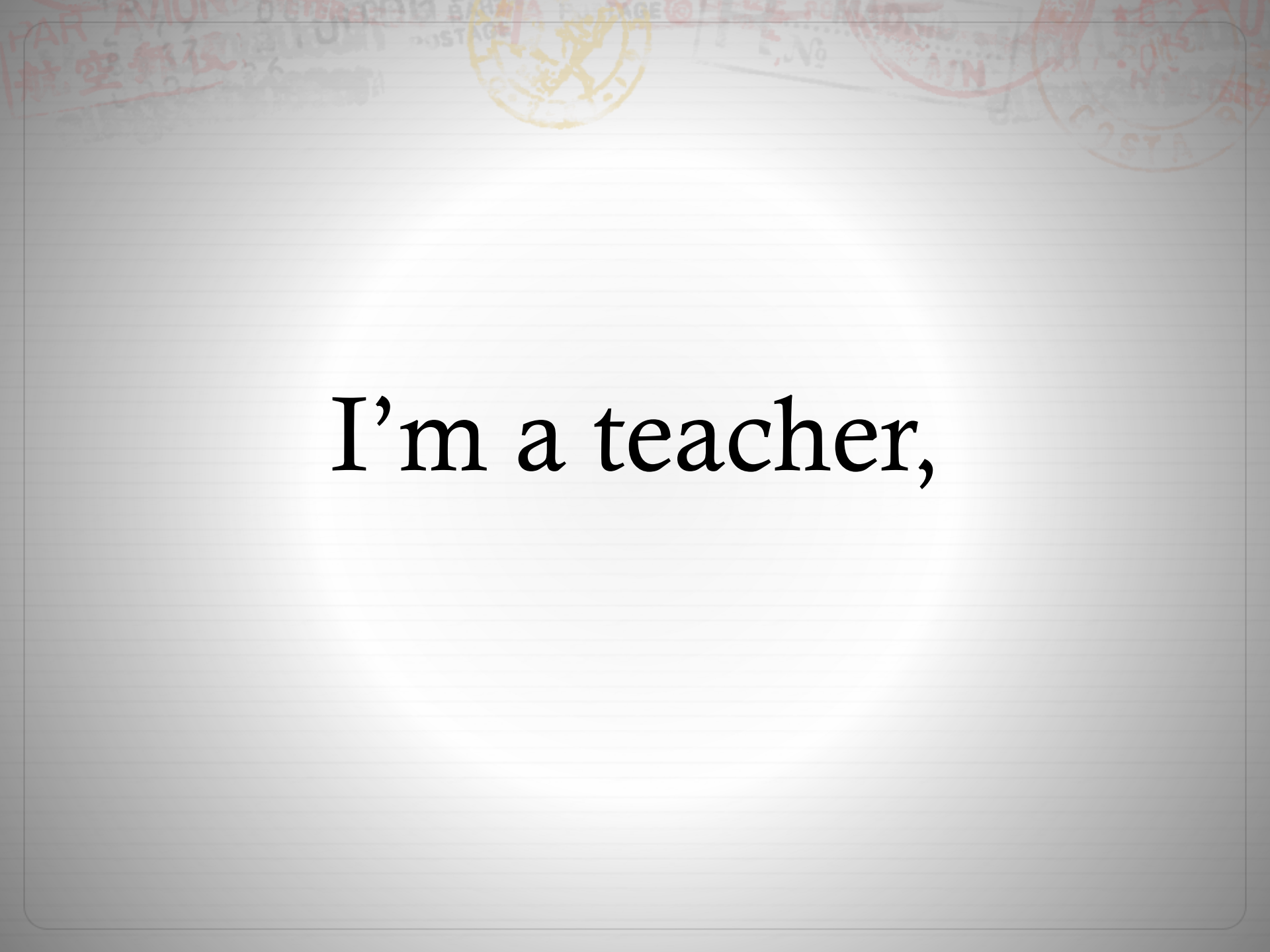


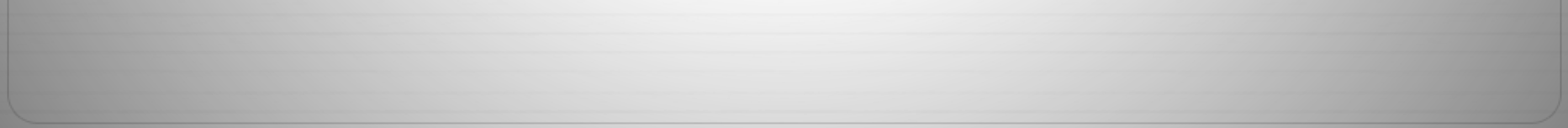
Social Emotional Learning



The View from the Classroom

The background features a collage of vintage postage stamps and postmarks. On the left, there are red stamps with the text 'PAR AVION' and '航空郵便' (air mail). In the center, a yellow circular postmark is visible. On the right, there are red circular postmarks, one of which includes the text 'POSTAGE' and 'AIR MAIL'.

I'm a teacher,



The background features a collage of vintage postage stamps and postmarks. On the left, there are red stamps with the text 'PAR AVION' and '航空郵便'. In the center, a yellow circular postmark is visible. On the right, there are several red circular postmarks, one of which includes the text 'POSTAGE' and 'AIR MAIL'.

and for my job,

The background features a collage of vintage postage stamps and postmarks. On the left, there are red stamps with the text 'PAR AVION' and '航空郵便' (air mail). In the center, a yellow circular postmark is visible. On the right, there are red circular postmarks, one of which includes the text 'POSTAGE' and 'STATION'.

each day,

A top-down view of numerous matches arranged in a circular pattern. The matches are yellow with orange tips and blue heads. They are all pointing towards a central white space, creating a sunburst effect. The background is a light purple color.

I get to flick matches at
fireworks.

The background features a collage of vintage postage stamps and postmarks. On the left, there are red stamps with the word 'POSTAGE' and Chinese characters '航空郵政' (Aerial Post). In the center, a yellow circular postmark is visible. To the right, there are several red circular postmarks, one of which clearly shows 'POST OFFICE' and 'STATION'. The overall aesthetic is that of an old, weathered document.

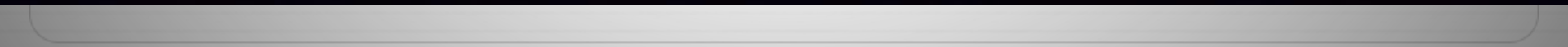
Then I stand back,



and I watch 'em shine,



and they do.



Social Emotional Learning




The View from the Classroom

Today's Big Ideas

- ✦ **Motivation:** Most of what drives us sits below the surface.
- ✦ **Intentions:** Most “good” and “bad” behaviors are actually driven by the best of intentions.
- ✦ **Responsiveness:** By responding to the underlying need, it is possible to interrupt the often counterproductive behavioral loop.
- ✦ **Locus:** I'm not talking about whom you think I am.

Our Community

Salinas, CA



Adult Population	≈ 108,000
Foreign-born Residents	≈ 60,000
Residents below the poverty level	≈ 30,000
Adults with no high school diploma	> 30,000

Our Program

Salinas Adult School

High School Equivalency

- ✦ **5 Subjects: Mathematics, English Composition, Science, Social Studies, Literature**
- ✦ **Lecture-based Direct Instruction**
- ✦ **Managed Entry/Open Exit with Attendance Requirements**

Our Classroom

SQ4: *The One Room Schoolhouse Out in the Portables*

Hispanic	82%
Asian/Pacific Islander	> 7%
African-American	< 5%
White	< 6%
Female : Male	53 : 47
Age Range	18 -- 70
Unemployed	38%
Single Parent	27%
University Graduates	.5%
Mandated	10%

Our Kings and Queens

- ✦ **Multi-level and Multi-lingual**
- ✦ **Complex Diagnoses**
- ✦ **Complex Trauma**
- ✦ **Complex Lives**





...and their ACEs

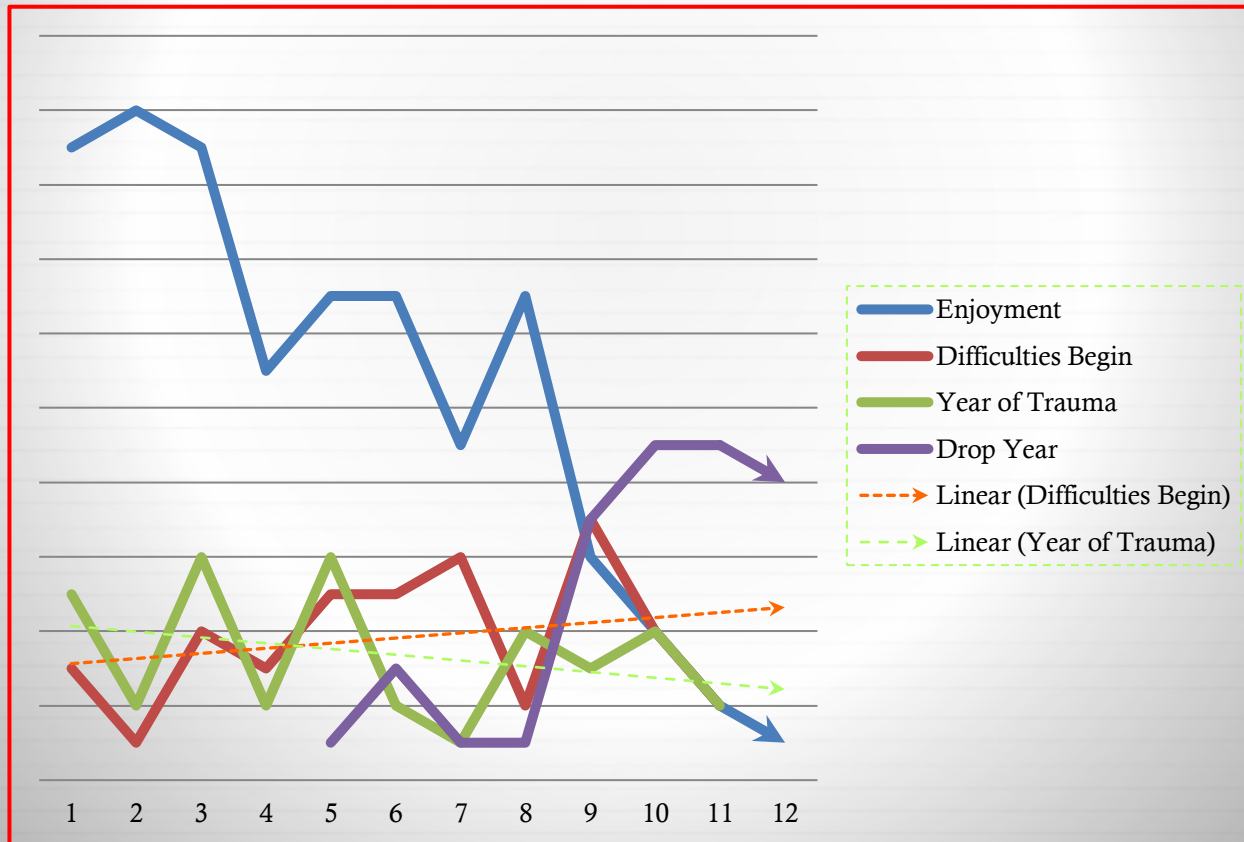
Verbal Abuse	70%
Physical Abuse	71%
Sexual Abuse	39%
Emotional Neglect	60%
Physical Neglect	34%
Divorce or Parental Abandonment	79%
Witness to Spousal Abuse	62%
Family Addiction Issues	76%
Mental Illness	69%
Incarceration	31%



Comparing ACEs

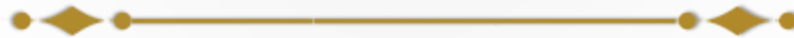
Total ACEs	0-3	4+	8-10*
National Average	77.5%	12.5%	??
Classroom Average	15%	85%	38%

Graphing the Impact





Changing the Narrative



Our Results in SQ4

TEST PASSING RATES

California (HiSet)	U.S. (GED)	Classroom (both)
81%	79%	91%

GRADUATION RATES**

Comparable	Regional	Classroom
14%**	12%**	≈ 30%

Ladder Survey for Soft Skills

0-5 Scale
Before After

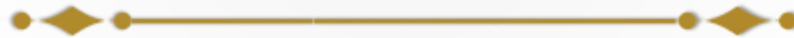
My comfort level with studying.	1.8	4.2
My ability to think positively about my own experience in school.	1.9	4.3
My belief in the importance of education.	2.8	4.7
My ability to make choices for my future that reflect my self-worth.	1.9	4.6
My confidence in communicating my needs with a teacher.	1.4	4.3
My ability to ask for help and use resources instead of isolating.	1.8	4.2
My eagerness to attend school.	1.8	4.5
My confidence in my ability to teach others (i.e., children) what I know.	2.5	4.2
The impact of my education on my family members' lives.	2.0	4.3
My belief that I could go to college.	1.6	4.7

Our Graduates

- ✦ **Phi beta kappa and honors grads at Hartnell Community College, bio-chemists and bio-physicists at UCSC, teachers at CSUMB, teacher's aides, EMTs, police officers, loan brokers, real estate agents, engineers, physician's assistants, nurses, debt-free home owners (multiple), really great parents, and really great parents whose kids are going to college**
- ✦ **...and one legendary, full-ride scholarship to Santa Clara University to study law**



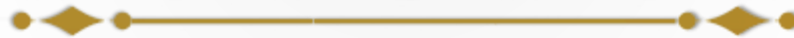
How We Do It





Big Idea #1

Understanding Motivation



The Body Keeps Score

“The truth about our childhood is stored up in our body, and although we can repress it, we can never alter it.

Our intellect can be deceived, our feelings manipulated, and conceptions confused, and our body tricked with medication.

But someday our body will present its bill, for it is as incorruptible as a child, who, still whole in spirit, will accept no compromises or excuses, and it will not stop tormenting us until we stop evading the truth.”

--Alice Miller



1 Minute of Mirroring, 2 Weeks of Memory

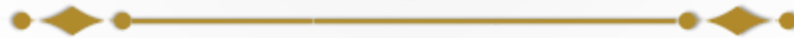


[Dr. Ed Tronick's Still Face Experiment](#)



Big Idea #2

Understanding Intention



“Hello, My Name Is...”

- ✦ What is one neutral word that you would use to describe yourself?
- ✦ Now, consider this question: **“What do you believe might happen if you stopped?”**
- ✦ Sit with it. Slow your breathing and drop into the body. Ask again, **“What do you believe might happen if you stopped?”**
- ✦ Slow the pacing a little more and ask, **“And then what?”**
- ✦ Take one more deep breath and ask at the final level, **“And then what might happen?”**
- ✦ Write one brief statement to answer the question that the image manager part of you controls: **“What do you believe might happen if you stopped?”**
- ✦ Now introduce yourself to others in the group by stating your name and **ONLY** announcing your manager’s statement in the manner of bad speed dating or a bad cocktail party. This is the pattern: **“Hello, my name is... I am... because if I’m not, then...”**
- ✦ Regardless of what you hear from others, keep repeating your statement to everyone you encounter. Note similarities or differences in statements as you move around the group.

Attending to Shame and Powerlessness

$$A = \pi r^2$$

$$A = \pi r^2$$

✦ It's Not the Math... It's Never the Math

✦ Stepping up to the Whiteboard

$$a^2 + b^2 = c^2$$

✦ Anticipating Breaks in Cognition

||

$$a^2 + b^2 = c^2$$

$$A = \pi r^2$$

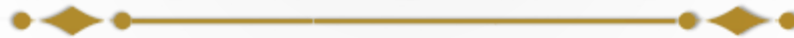
||

$$a^2 + b^2 = c^2$$



Big Idea #3

Reimagining Responsiveness



Staying Present

- ✦ **The Dance Metaphor**
- ✦ **“If I can’t attach to you, I can’t attach to me.”**
- ✦ **Responding to a Need vs a Want**



Building Vocabulary

- ✦ **The Self: Self-Worth, Self-Esteem and Self-Respect**
- ✦ **Maslow's: Defining Needs vs Wants**
- ✦ **The 5 A's : Attention, Affection, Appreciation, Acceptance and Allowing**
- ✦ **Discipline: It means being a disciple to self-worth.**

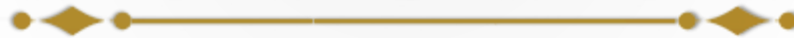
Maintaining Connection throughout the School Year

- ✦ **Setting Expectations in August vs January vs May**
- ✦ **Embedding Key Ideas in Social Studies, Literature and English Comp. Curricula**
- ✦ **Building a Predictable Reality**
- ✦ **Deconstructing Trauma-logic**



Big Idea #4

The Locus of Control





Application

- Please take a moment to complete the following mathematical sequence:

6, 15, 22, 24, 29, 7, ?

A Word about Self-Care

- ✦ **What the Worst Days Look Like**
- ✦ **The Need for Boundaries**
- ✦ **Training Like an Athlete**



Summary

- ✦ **What drives us is held in the body.**
- ✦ **Adaptive behaviors mask an underlying need.**
- ✦ **Responding to the need builds trust, connection and self-worth.**
- ✦ **It starts with the educator, but when applied systemically in the classroom, it produces measurable outcomes and students who are simultaneously happy and sad to leave your class.**



The Heart of It All



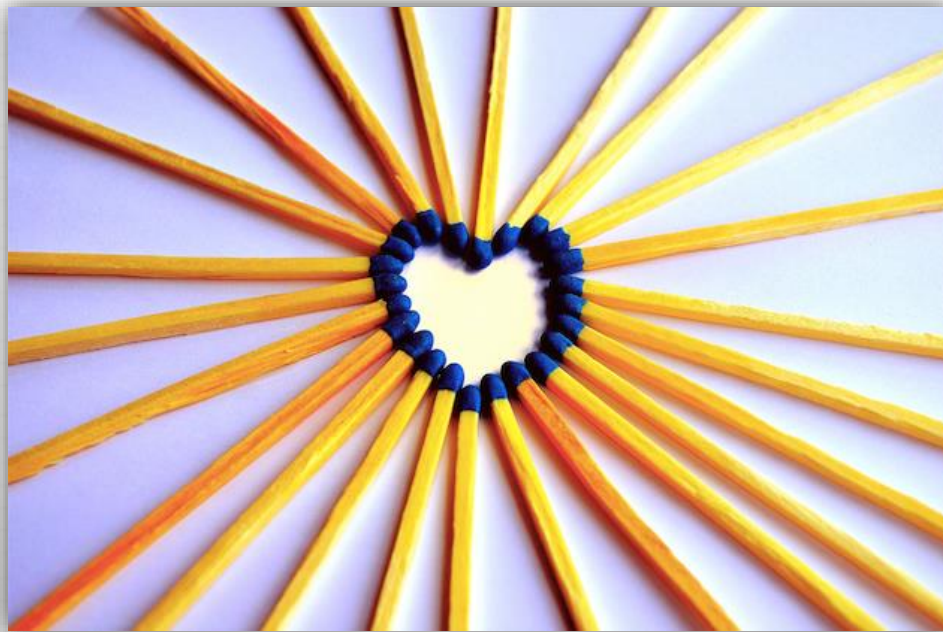
- ❖ It is said that the opposite of addiction is not sobriety but connection. Connection is also the opposite of truancy and acting out and failure and recidivism.
- ❖ Our success comes from one thing: *“If I can connect to you, I can connect to me. And in that, we each find our worth.”*

The Heart of It All



Social Emotional Learning

“If I can connect to you, I can connect to me.”



Timothy Amaral
ta.btfm@gmail.com