**Chan
Zuckerberg
Initiative**

Pursuing a Broader Definition of Success: Comprehensive Student Development

By All Means May 2018 Convening
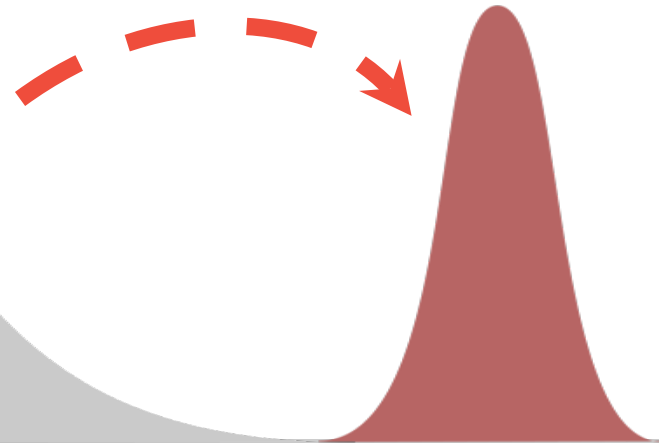
What do you think a 'whole child' approach to education looks like in practice?

A Future for Everyone

Dramatic Outcomes for All Children Through a Whole Child Approach to Personalization

COMPREHENSIVE STUDENT DEVELOPMENT

PHYSICAL HEALTH

COGNITIVE DEVELOPMENT

MENTAL HEALTH

RELATIONSHIPS

COMMUNITY

ENVIRONMENT

ACADEMIC DEVELOPMENT

IDENTITY DEVELOPMENT

SOCIAL EMOTIONAL DEVELOPMENT

Context and Integration

Self-Regulation

Context of Trauma and Adversity

The three types of ACEs include

ABUSE	NEGLECT	HOUSEHOLD DYSFUNCTION	
Physical	Physical	Mental Illness	Incarcerated Relative
Emotional	Emotional	Mother treated violently	Substance Abuse
Sexual		Divorce	

CHILDREN WHO EXPERIENCE 4 OR MORE ACE's:

32x

more likely to present with **LEARNING** and **BEHAVIORAL PROBLEMS**

2-3x

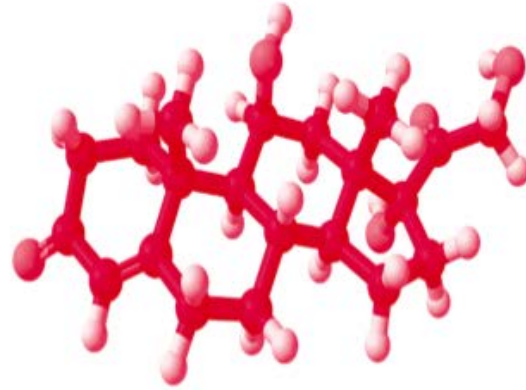greater risk of developing **HEART DISEASE** and **CANCER**

10-12x

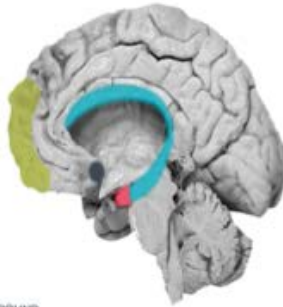greater risk for **INTRAVENOUS DRUG USE** and **ATTEMPTED SUICIDE**

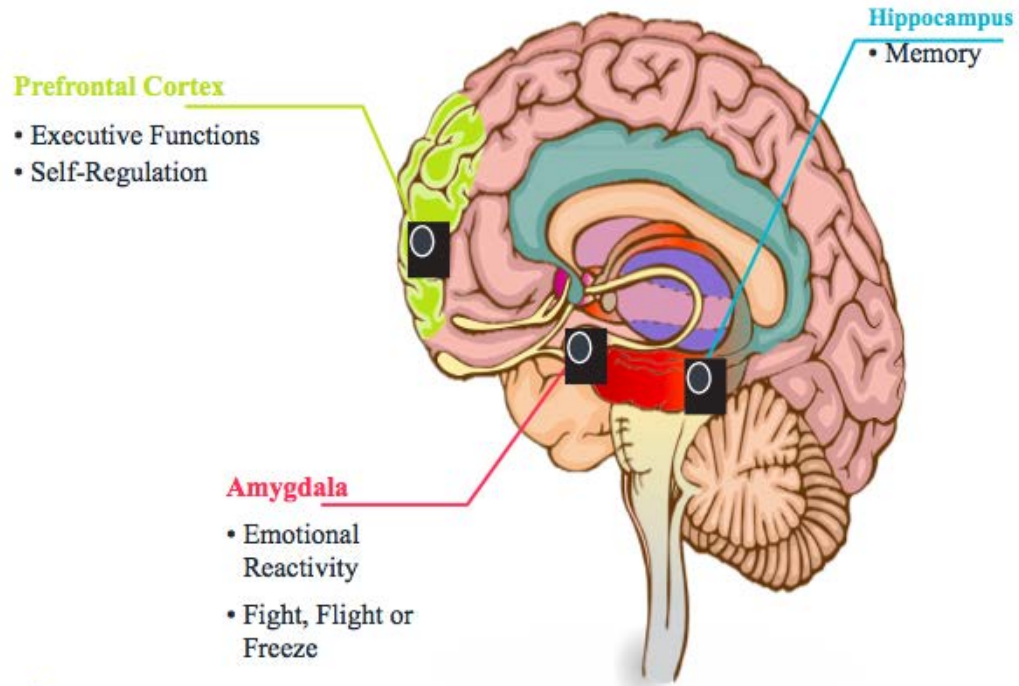**8** out of **10** **LEADING CAUSES OF DEATH** in the U.S. correlate with exposure to 4 or more ACE's

TURNAROUND FOR CHILDREN

CORTISOL

BRAIN LEARNING CENTERS

IMMUNE SYSTEM

TURNAROUND FOR CHILDREN

Prefrontal Cortex

- Executive Functions
- Self-Regulation

Hippocampus

- Memory

Amygdala

- Emotional Reactivity
- Fight, Flight or Freeze

TURNAROUND FOR CHILDREN

Context of Bias

Goff, et al. 2015

- Children up to 9 years old judged as equally innocent regardless of race

- Beginning at age 10, black children judged as less innocent

- Black males' age overestimated by an average of 4.5 years

In your system, where are you seeing the impact of context on students' self regulation?

Integration

Development in School/System Context: Integration

- Environmental Conditions

- Relationships

- Direct, intentional instruction

- Adult Capacity

- Policy Alignment

Integrated Self-Regulation: Environment

- Calm

- Orderly, Predictable

- Dedicated space for de-escalation

- Intentionally removing scaffolding of environment

Integrated Self-Regulation: Relationships

- Trust

- Co-regulation

- Modeling

Integrated Self-Regulation: Instruction/Strategies

- Mindfulness, Breathing Strategies

- Fidgets

- Calming Corner

- Planning Ahead

Integrated Self-Regulation: Adult Capacity

- Knowledge of child and adolescent development

- Co-regulating capacity

- Importance of personalized strategies

- Difference between compliance and regulation

Integrated Self-Regulation: Policy Alignment

- A developmentally appropriate code of conduct and discipline policy

- Resource allocation toward environmental, relational and instructional supports

- Support and evaluate teachers against these skills

Q & A

Two Years In…

1. Seeds/early adopters
2. Still need for buy-in