



**NATIONAL CENTER ON**

**Afterschool and Summer Enrichment**

# **Strengthening Systems and Supports to Build Positive Social-Emotional Climates in Out-of-School Time: Session I**

**September 26, 2019  
3:00-4:30 ET**



# Presenters



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NCASE



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NCASE

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Save the Children,  
Kentucky



# SEL Peer Learning Group



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- 10 state cross-sector teams
- Team questionnaire to identify existing supports
- Five sessions with state promising practices, starting with culturally responsive practice
- State action plans
  - Strengthen SEL Professional Development systems
  - Frameworks and SEL compendium
  - Quality improvement efforts

# Cross-Sector Planning Teams



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- Child Care Development Fund lead agency and other state agencies
- State Afterschool Network
- Department of Education, 21<sup>st</sup> Century Community Learning Centers, and school districts
- Higher education
- Child Care Resource and Referral
- Tribal

# State Team Questionnaire Process



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- What is in place and what do we need?
  - Standards and competencies
  - Training and technical assistance (TTA)
  - Resources on ACES, trauma informed and healing-centered practices
  - Curriculum
  - Policies, legislation and funding

# Voices from the Field Brief



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- Information shared on Adverse Childhood Experiences (ACEs), Trauma Informed and Healing Centered Practices
- Resources for positive social-emotional climates and culturally responsive practice
- Mental health, mental health consultation and suspension and expulsion
- State examples from KY, OK, and VT



# Defining SEL: Center for Academic, Social and Emotional Learning (CASEL)



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- Social-emotional learning is the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to build competencies in:
  - Self-awareness
  - Self-management
  - Social awareness
  - Responsible decision-making
  - Relationship skills

*The Collaborative for Academic, Social, and Emotional Learning.* <https://casel.org/what-is-sel/>



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# RESOURCE LIBRARY



The NCASE Resource Library connects you with tools, profiles, and information on a range of key topics in Out-of-School Time.

## FEATURED RESOURCES

### State Early Care and Education Updates for 2015

This brief provides a state-by-state update on budget changes that will impact access to affordable, high quality early care and education.

### Afterschool Programs Close Achievement Gap

This infographic summarizes Dr. Vondra's research that shows afterschool is linked to narrowing the gap in math achievement by Grade 5.

### What makes a quality summer reading program?

This issue brief identifies the practices associated with program quality in both formal and informal summer learning programs. It includes basic tips on summer reading and links to related research.

## SEARCH FOR RESOURCES

Apply

Reset Selections

TOPICS/SUBTOPICS +

RESOURCE TYPE +

## RECENTLY ADDED

### Can After-School Programs Help Level the Playing Field for Disadvantaged Youth?

This journal article explores afterschool access and program outcomes for youth from disadvantaged backgrounds. It outlines recommendations for policymakers, administrators, and staff on ways to increase access and improve program quality for this population. It includes an extensive literature review and outlines a research agenda for the future.

Visit the NCASE Resource Library:  
<https://childcareta.acf.hhs.gov/ncase-resource-library>

# SEL Resources



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Afterschool Alliance (2018). An Ideal Opportunity: The Role of Afterschool in Social and Emotional Learning. Retrieved from: <https://childcareta.acf.hhs.gov/ncase-resource-library/ideal-opportunity-role-afterschool-social-and-emotional-learning>

Center for Academic, Social, and Emotional Learning (CASEL) 2018. 2018 State Scorecard. Retrieved from: <https://casel.org/wp-content/uploads/2018/02/2018-State-Scan-FINAL.pdf>

Devaney, E. (2015). Supporting social and emotional development through quality afterschool programs. Retrieved from <https://childcareta.acf.hhs.gov/ncase-resource-library/supporting-social-and-emotional-development-through-quality-afterschool>

National Commission on Social, Emotional, and Academic Development (2019). From a Nation at risk to a Nation at Hope: Recommendations from the National Commission on Social, Emotional, and Academic Development. Retrieved from: <https://childcareta.acf.hhs.gov/ncase-resource-library/nation-risk-nation-hope-recommendations-national-commission-social-emotional>

Roehlkepartain, E., Pekel, K., Syvertsen, A., Sethi, J., Sullivan, T. and Scales, P. (2017). Relationships First: Creating Connections that Help Young People Thrive. Retrieved from: <https://childcareta.acf.hhs.gov/ncase-resource-library/relationships-first-creating-connections-help-young-people-thrive>

# Discussion



- What is happening in your state right now to support SEL in Out-of-School Time (OST)?
- What is needed to move the SEL agenda forward? What might your next steps be?
- Who would you want to include?
- How can you encourage equity and diversity in the SEL work that you do?

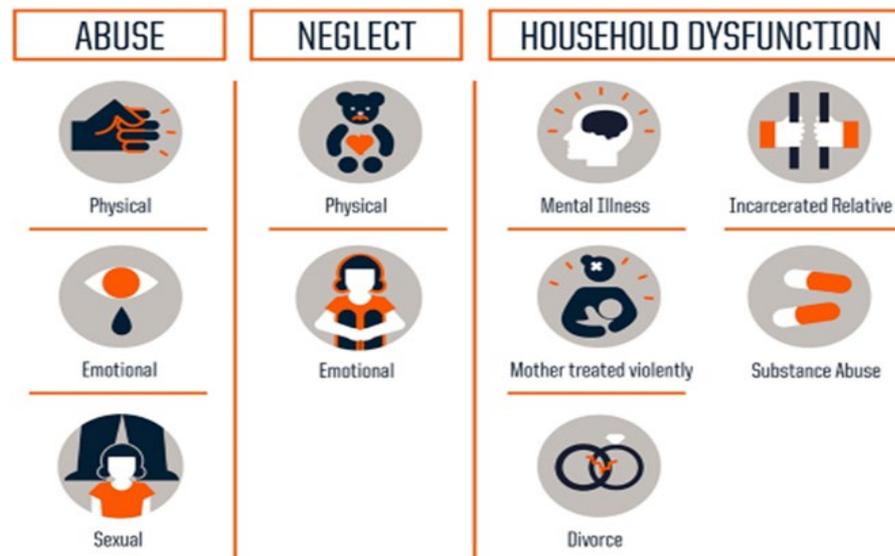
# Adverse Childhood Experiences (ACEs)



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Potentially traumatic events that can have negative, lasting effects on health and well-being

## Three Types of ACEs



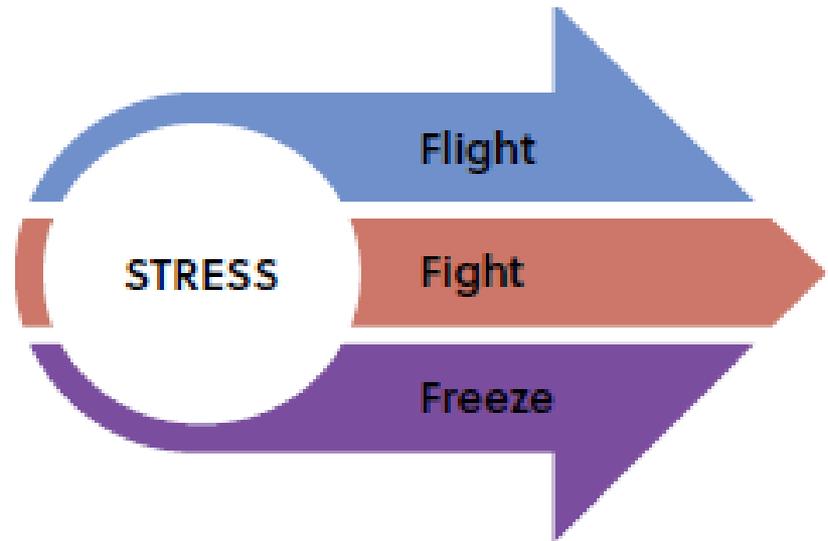
Robert Wood Johnson Foundation. (2013).

# Toxic Stress from ACEs



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- Leads to changes in neurodevelopment
- Produces symptoms of dysregulation, hyper-arousal, sensory sensitivity, avoidance and dissociation
- Impacts cognition, memory and visual processing
- May lead to inattention, aggressiveness with other children, academic and social challenges at school



*Frederiksen. (2018).*

# Trauma Impacted Youth May . . .



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- Have difficulty paying attention
- Be quiet or withdrawn
- Have frequent tears or sadness
- Talk often about scary feelings and ideas
- Have difficulty transitioning from one activity to the next
- Fight with peers or adults
- Have changes in school performance
- Want to be left alone
- Eat much more or less than peers
- Get into trouble at home or school
- Have frequent headaches or stomachaches with no apparent cause
- Exhibit behaviors common to younger children (thumb sucking, bed wetting, fear of the dark)

*Children's Bureau/ACYF/ACF/HHS. (2014).*

# What is Trauma-Informed Practice?



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A program, organization, or system is trauma-informed when it:

1. Realizes the impact of trauma and potential paths for recovery
2. Recognizes signs and symptoms of trauma in families and stress
3. Integrates knowledge about trauma into policies, procedures, and practices
4. Seeks actively to resist re-traumatization

*Substance Abuse and Mental Health Prevention. (n.d.).*

# Principles of a Trauma-Informed Approach



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- Safety
- Trustworthiness and transparency
- Peer Support
- Collaboration and mutuality
- Empowerment, voice, and choice
- Cultural, historical, and gender issues

*Substance Abuse and Mental Health Prevention. (n.d.).*

# Healing-Centered Engagement



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“I am more than what happened to me”

## Four elements

1. Strengths-based, asset driven
2. Communities and individuals who experience trauma are agents in restoring their well-being
3. Pathway to healing is found in culture and identity
4. Support adult providers with trauma

*Ginwright. (2016).*

# ACEs, Trauma-Informed, and Healing-Centered Resources



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Bowie, S., Harris, K., Hannan, M. and Martinez, D. (2017). Trauma-informed practices in Afterschool Settings. Retrieved from: <https://childcareta.acf.hhs.gov/ncase-resource-library/trauma-informed-practices-afterschool-setting>

Ginwright, Shawn (2016). Dare to Disrupt Keynote. National Summer Learning Association. Retrieved from: <https://childcareta.acf.hhs.gov/ncase-resource-library/2016-dare-disrupt-keynote-shawn-ginwright-phd>

Lopez, M., Hofer, K., Bumgarner, E., Taylor, D. (2017). Develop Culturally Responsive Approaches to Serving Diverse Populations: A Resource Guide for Community Based Organizations. National Research Center on Hispanic Children and Families. Retrieved from: <https://childcareta.acf.hhs.gov/ncase-resource-library/developing-culturally-responsive-approaches-serving-diverse-populations>

National Center on Afterschool and Summer Enrichment. (2019). Adverse childhood experiences and the school-age population: Implications for child care policy and out-of-school time programs. Retrieved from <https://childcareta.acf.hhs.gov/ncase-resource-library/adverse-childhood-experiences-and-school-age-population>

- What is your state/territory/Tribe/organization doing around:
  - » ACES/PACES?
  - » Trauma-informed and healing-centered approaches?
  - » Culturally responsive practice?
  - » What resources do you have to share?



## Family Thrive For Families, Children and Youth



Revised Sept. 2018

1

# What is Strengthening Families?

1. Aligning practice with developmental science  
*(ACEs)*
2. Building Protective not just reducing risk (6  
*Protective Factors)*
3. A changed relationship with parents/youth  
*(Family/Youth-Driven)*
4. An approach – not a model, a program or a curriculum  
*(Strength-Based)*



# What is Strengthening Families?

1.



Common Language

2.



Connection

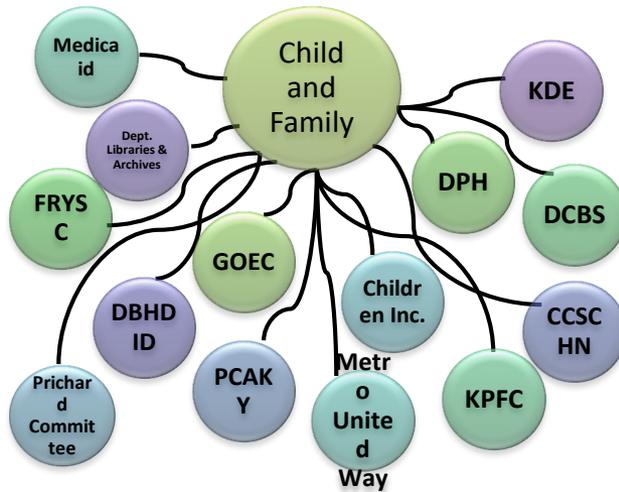
3.



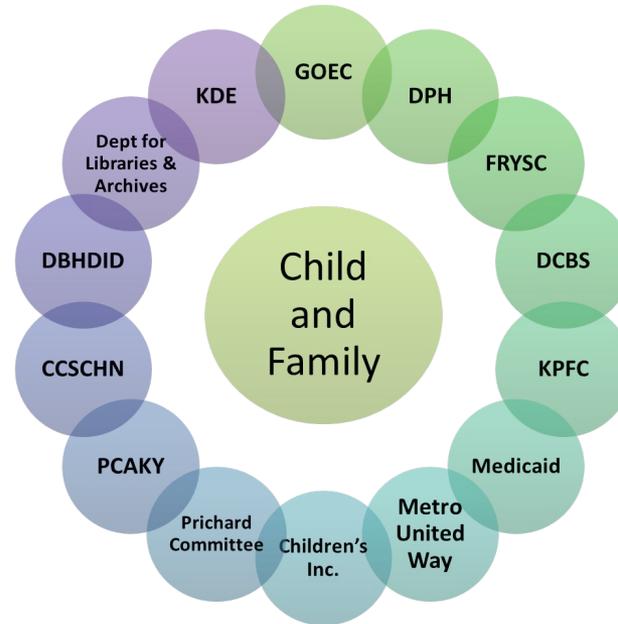
More intentional.  
Together.

# What is KYSF?

## What it looks like to access services for families now



## What is our hope for the future





**Kentucky Strengthening Families** builds the foundation for ALL Kentucky children to be healthy, safe and prepared to succeed in school and in life through families that are resilient supported and strengthened within their communities.



When children are young their early experiences are important. Families help children thrive by building protective factors as a pathway to children's well-being.



When children grow into adolescents, their own sense of self and experiences in family, peer, school and community contexts are very important. The protective factors promote well-being and ensure that youth receive the supports, opportunities and experience necessary to thrive as they transition to adulthood.



The vision of **Kentucky Youth Thrive** is to increase the likelihood that ALL youth, including those in systems, are supported in ways that advance healthy development and well-being and reduce the impact of negative life experiences.



# Six Guiding Premises

## Premise #3

People are best supported by providers who understand that **attachments, connections and relationships** are a primary source of growth and learning. It is in relationships and through our use of relationships that we learn and grow.

Relationships

## Premise #4

People are best supported by providers who understand the role **race, racism, bias** and the ways in which race, other identities as well as **privilege and power** shape families and service providers.

Race, Privilege & Power

## Premise #2

People are best supported by service providers who focus on assets and use **strength-based, family and youth-driven** approaches. Being strength-based means we recognize the things that are going "well" and work to build on them.

Strength Based

## Premise #5

People are best supported by service providers who understand the need to use **trauma-informed** practice methods. Trauma response focuses on building resiliency.

Trauma Informed

## Premise #1

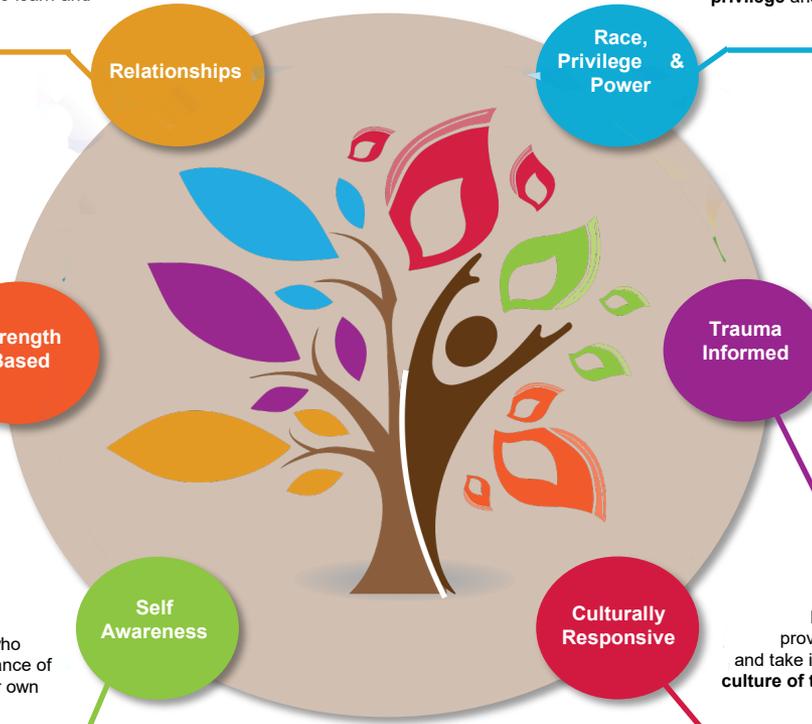
People are best supported by those who understand and recognize the importance of **self-awareness** and **self-care** in their own practice.

Self Awareness

## Premise #6

People are best supported by service providers who are **culturally responsive** and take into account their own culture and the **culture of the families and communities they serve.**

Culturally Responsive





# Six Protective Factors

## Knowledge of Child Development

*"Families learn how their children grow and develop"*

## Concrete Support in Times of Need

*"Families get assistance to meet basic needs"*

## Social Connections

*"Families have friends they can count on"*

## Social & Emotional Competence of Children

*"Families teach children how to have healthy relationships"*

## Parental Resilience

*"Families bounce back"*

## Nurturing & Attachment

*"Families ensure children feel loved and safe"*



# Discussion



- What did you learn or relearn?
- What next step will you take?
- What questions do you still have?

# Thank You!

Visit the NCASE website at:

<https://childcareta.acf.hhs.gov/centers/ncase>

To contact NCASE, please email us at:

[ncase@ecetta.info](mailto:ncase@ecetta.info)

## Thank You!



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