THE POWER YOU CARRY

HOW TO BECOME A BRAIN-BUILDER TO HELP ALL CHILDREN THRIVE

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The Power You Carry: How To Become A Brain Builder

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• Learn about the foundational Science of Stress, Learning, and Development
• Grapple with the implications for your practice
Agenda

• Intro to Turnaround
• Brain Science of Stress, Learning, and Development
• Power of Relational Trust
• Building Blocks for Learning
Mike Lamb
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Turnaround for Children
Turnaround for Children translates breakthrough science on how children develop and learn into tools, practices and systems for schools that help all students succeed.
One day **ALL** children in the United States will attend schools that prepare them for the lives they choose.
connects the dots between science, adversity and school performance to catalyze healthy student development and academic achievement.
SCHOOL YEAR 2018-19

20 SCHOOL PARTNERSHIPS
100+ PRINCIPALS
9 SUPERINTENDENTS
SCHOOL YEAR 2018-19

50,000 STUDENTS

4,100 EDUCATORS
What if the U.S. education system used SCIENCE to drive change?

**SoLD: THE SCIENCE OF LEARNING AND DEVELOPMENT INITIATIVE**
There are 20,000 genes in the human genome — fewer than 10% get expressed.
THE SCIENCE OF LEARNING AND DEVELOPMENT
CONTINUUM

BIRTH  6 YEARS  14 YEARS

CONEL, JL.
THE POSTNATAL DEVELOPMENT OF THE HUMAN CEREBRAL CORTEX
1959
Skills exist in a potential state in all children.
Adversity doesn’t just happen to children, it happens inside their brains and bodies.
STRESS MATTERS
HOW STRESS GETS INTO THE BRAIN AND BODY

BRAIN LEARNING CENTERS

CORTISOL

IMMUNE SYSTEM
BRAIN LEARNING CENTERS

PREFRONTAL CORTEX
• Executive Function
• Self-Regulation
• Attention

AMYGDALA
• Emotional Regulation
• Reactivity

HIPPOCAMPUS
• Learning
• Memory
ACEs

ADVERSE CHILDHOOD EXPERIENCES

- Physical abuse
- Emotional abuse
- Sexual abuse
- Physical neglect
- Emotional neglect
- Mental illness in the home
- Domestic violence
- Incarcerated relative
- Substance abuse in the home
- Loss of a parent (death, divorce)
- Racism
- Witnessing violence
- Lack of neighborhood safety and trust
- Bullying
- Foster care
CHILDREN WHO EXPERIENCE 4 OR MORE ACE’s:

10-12x greater risk for INTRAVENOUS DRUG USE and ATTEMPTED SUICIDE

2-3x greater risk of developing HEART DISEASE and CANCER

32x more likely to have LEARNING and BEHAVIORAL PROBLEMS

8 out of 10 LEADING CAUSES OF DEATH in the U.S. correlate with exposure to 4 or more ACE’s
CHILDREN WHO EXPERIENCE 6 OR MORE ACE’s:

on average, lifespan shortened by nearly

20 YEARS
SOPHOMORES AND SENIORS, 2010
ACEs IN WASHINGTON STATE SCHOOLS

WASHINGTON SCHOOL
CLASSROOM OF 30 STUDENTS:

- **20% (6)** students with no ACE
- **47% (14)** students with 1-3 ACE
- **23% (7)** students with 4 or 5 ACEs
- **10% (3)** students with 6 or more ACEs
Relational Trust in Schools

- **SOCIAL RESPECT**: Creation of and adherence to norms, rules, policies
- **PERSONAL REGARD**: Reinforcement, praise, inclusion, sense of belonging
- **HIGH COMPETENCE**: Clarity and ability to execute roles and responsibilities
- **INTEGRITY**: Follow-through, consistency, delivering on commitments
“We found that elementary schools with high relational trust were much more likely to demonstrate marked improvements in student learning... Schools with chronically weak trust reports ...had virtually no chance of improving in either reading or mathematics.”

BRYK & SCHNEIDER, 2003
In an analysis of 2014 data in a major urban school district, students who were classified as "high risk" in the district's early-warning system but who also demonstrated strong social-emotional competencies performed just as well as their low-risk peers on state assessments.
The return on investment in social and emotional programming and practices is estimated to be worth roughly $11 for every $1 spent. (Belfield et al., 2015)
THE POWER YOU CARRY
The brain is malleable.

We can design learning environments that correct for the impact of stress and drive healthy development for all children.
BUILDING BLOCKS FOR LEARNING
A Framework for Comprehensive Student Development
GUIDING PRINCIPLES FOR SELECTION

- Alignment to the development of the child as a “learner” in an educational setting
- A research base demonstrating impact of skill, behavior or mindset on academic achievement
- A measurable and malleable skill, behavior, or mindset – differentiating between personality/character traits and learner attributes
“I’ve come to the frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.”

-DR. HAIM GINOTT
INSTEAD OF ASKING CHILDREN TO BEAT THE ODDS,
WE CAN CHANGE THE ODDS.