

# SEL and Equitable, Trauma-Informed, Culturally Sustaining Practices

Social Emotional Learning Professional Learning Network

- **Add your local education agency to your name.**
- **Share in the chat:** A book you recommend!



## Vision

*All students prepared for postsecondary pathways, careers, and civic engagement.*

## Mission

Transform K–12 education to a system centered on closing opportunity gaps and characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

## Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence Through Continuous Improvement
- Focus on the Whole Child



Washington Office of Superintendent of  
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Student Engagement and Support | 6/30/2023

# Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

What does it mean to ensure educational equity?

- It goes beyond equality; it requires education leaders to examine how current policies and practices result in disparate outcomes for students of color, students living in poverty, students receiving special education and English learner services, students who identify as LGBTQ+, and highly mobile student populations.
- It requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



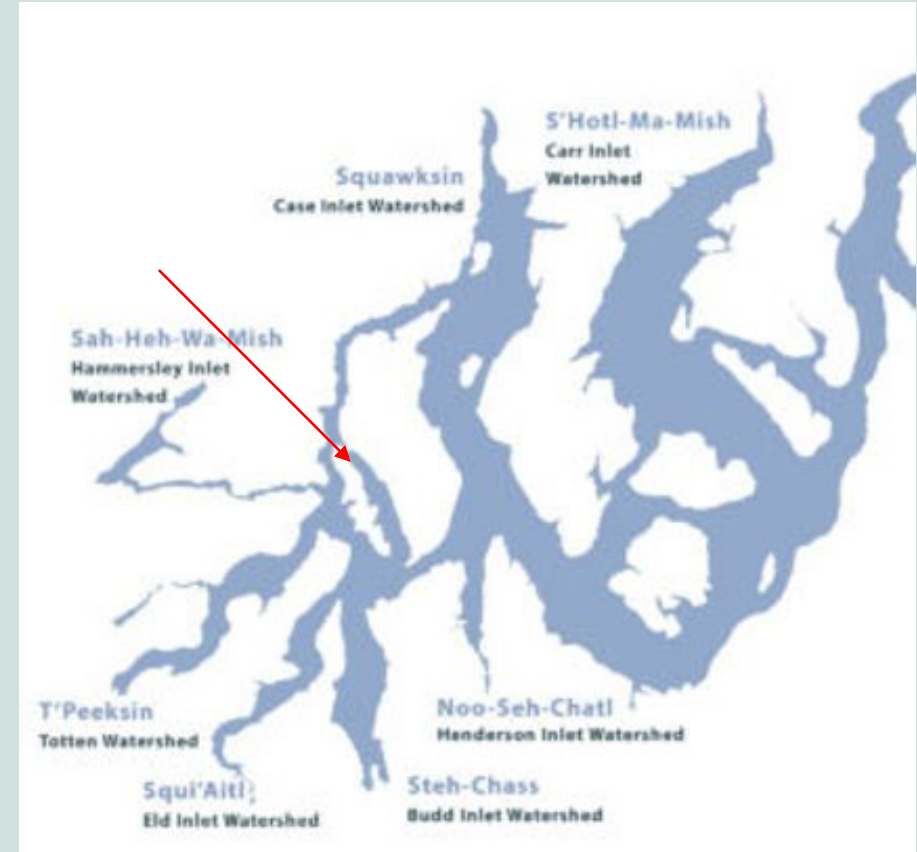
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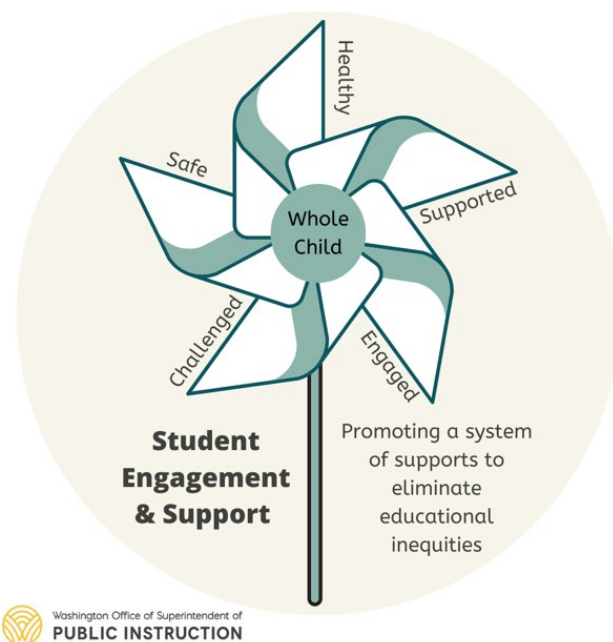
Student Engagement and Support | 6/30/2023

# Tribal Land Acknowledgment

I would like to take a moment to honor the Native Peoples and the land we inhabit. I am grateful to live and work on the traditional lands of the maritime people, those native to South Puget Sound. The Squaxin Island Tribe was created by combining seven bands of American Indian peoples of the watershed inlets. Those seven bands were originally placed on a small reservation in 1854 when the lands were relinquished to the U.S. government in the Treaty of Medicine Creek. Today, traditional hunting, fishing, and shellfish gathering on Squaxin Island continue to bond the people; past, present, and future.



# Partners and Facilitators



**Archie Neskahi**

Guest Speaker

**Tammy Bolen**

Social Emotional Learning Program  
Supervisor

**Debra Parker**

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**Megan Gildin**

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**Sara Wolforth**

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# SEL Professional Learning Network



Learn about new research, resources, and strategies.



Develop and refine social emotional learning (SEL) implementation plans.



Engage with content experts and peers to work through implementation challenges.



Access individualized supports, including coaching.

# Learning Series Overview



## Session 1

Exploring connections between trauma-informed practices, culturally sustained practices, and equity in SEL implementation



## Session 2

Peer Exchange to brainstorm solutions to a challenge and begin creating an action plan

# Objectives

- **Understand** culturally sustaining practices that have SEL embedded within them.
- **Explore** the interconnection of trauma-informed, equitable, and culturally sustaining SEL practices.
- **Reflect** on current practices and areas of improvement
- **Connect** with peers to build a network of support to continue integrating equitable, trauma-informed, culturally sustaining SEL.



# Agenda

A young girl in a yellow long-sleeved shirt is sitting on the floor with her hands raised high in the air. She is looking towards the right with an open mouth, as if speaking or participating in a class. In the background, another girl with long dark hair is visible, also looking towards the right. The scene is set in a classroom with a warm, yellowish tint.

- Welcome and introduction
- Exploring equitable, trauma-informed, culturally sustaining SEL practices
- Current practices: Presentation from Arlie Neskahi
- Breakout discussion
- Next steps and close

# Warm Welcome



**Share in the chat:**

How do you introduce yourself?



# Exploring Equitable, Trauma-informed, Culturally Sustaining SEL Practices

# Washington SEL Guiding Principles

- **Trauma-Informed Practice:** Recognizes the unique strengths and challenges of children and youth considering the adversities they face.
- **Universal Design:** Provides a framework to improve and optimize teaching and learning for all people by removing barriers in the curriculum.
- **Cultural Responsiveness:** Draws upon students' unique strengths and experiences while orienting learning in relation to individuals' cultural context.
- **Equity:** Each child receives what they need to develop to their full academic and social potential.

# Trauma-Informed Practices & SEL



Exposure to trauma can influence the development of select social emotional competencies.



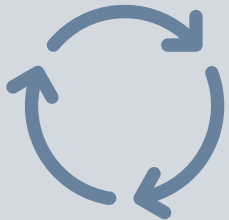
Social emotional competencies, safe and supportive environments, and positive relationships can serve as protective factors to buffer against stress and the effects of trauma.



# Equity & SEL



SEL can help reduce opportunity gaps with its focus on positive, respectful relationships between students and educators as a foundation for learning.



Equity-centered SEL requires deliberate and continuous effort to understand the potential and actual impacts of programs, policies, and practices.

# Universal Design, Cultural Responsiveness & SEL

The way social emotional competencies are defined, expressed, and achieved is socially and culturally influenced

Ongoing educator and student practices of self-awareness and social awareness are essential for culturally responsive SEL.

Learners vary in how they perceive, engage with, and execute a task

Schools and educators must plan for ways to ensure accessibility and flexibility for SEL instruction and opportunities to practice SEL skills for all learners.



# Example Practice: Decolonizing the Classroom



DE-COLONIZING EDUCATION AT  
TULALIP HERITAGE HIGH SCHOOL





# Example Practice: Decolonizing the Classroom



**Share in the chat or come off mute:**

One practice mentioned in the video that stood out and/or you would like to implement



# Current Practices: Presentation from Arlie Neskahi



# Nurture Social Emotional Development with Indigenous Teachings & Experiences

ARLIE NESKAHI DINÉ NATION

NATIVE EDUCATION CONSULTANT

[neskahi@earthlink.net](mailto:neskahi@earthlink.net)

# Greetings...

Greet persons in your breakout room.

- ▶ Native Style first, then American style next.
  - ▶ Native Style-- Who your family is and from whom you're descended on both sides of your father and mother. Aka "where you from?"
  - ▶ American Style-- Then say...where you work & what you do

# Indigenous Trauma

- ▶ Invasion, War, Encroachment,
- ▶ Diseases– No Immunity, massive losses
- ▶ Loss of Land
- ▶ Treaties
- ▶ Forced to Reservations
  - ▶ Loss of connections to Lands, Original Foods, LifeWays
  - ▶ Illegal: Languages, Ceremonies, Spirituality



# Boarding Schools

- ▶ Children forced/captured and taken far from home—
- ▶ FORCED assimilation utilizing extreme militaristic tactics and control
- ▶ Isolation from family, culture, spirituality...
- ▶ Humiliation and degradation—racist views and actions
- ▶ Harsh & Cruel Punishments. Many times forcing seasoned students to punish the new and resistant students!!
- ▶ Abuse, NO accountability to this day!!
  - ▶ physical, emotional, cultural, spiritual---rapes, whipping, beatings, beratement
  - ▶ Murder and death: strong-willed children, newborn babies born to clergy or white men, disease & runaways who did not make it home

# Group Share

- ▶ What effects of such trauma do you think exist to this day with Native students?
- ▶ What do you know of the science of epigenetics and impact of this trauma?
- ▶ From what you have learned in your professional growth, what is necessary to be in place before learning can take place?
- ▶ What would you think are some of the absolute primary needs of Indigenous students and their families?

# Mitigating Trauma with Indigenous Social Emotional Development

- ▶ Since Time Immemorial we have thrived in our Homelands
- ▶ All efforts to eliminate us and our Ways of Life have FAILED!
- ▶ We retain our Great Law of Respect– we have NO history of emperors or kings
- ▶ There are currently 574 treaties with the US Government
- ▶ We have suffered greatly as nations, but we are here and actively engaged today
- ▶ Many, many, so many of us have been sustained by our Teachings, Relationships to our Lands & our People, Spiritual Ways & Ceremonies
- ▶ We have been hard at work healing, learning, participating, teaching & restoring our sacred LifeWays



# Indigenous SED– Life Ways

## Relationships–

- ▶ “Be a Good Ancestor”
- ▶ 7 Generations Teachings
- ▶ Deep Philosophies of Connectedness
- ▶ Mindful of our Ancestors, Families & Communities, the Yet-Unborn

## Life Knowledge & Science

- ▶ Work with Life not Against It
- ▶ Survival of the Fittest, no Survival of All
- ▶ Gratitude & Humility

## Identity

- ▶ I am a Child of the Holy People, Place-Based Identity
- ▶ Live to Bring Honor to Your Family/People

## Mindfulness

- ▶ Do Things in A Good Way
- ▶ Don't do crafts, art, sing, prepare food, gather medicines, if you are angry/hurting
- ▶ Be Aware in Nature, request permission walk respectfully

# WA State SEL Standards

- ▶ Go here to view a copy of the WA SEL Standards.
- ▶ <https://drive.google.com/file/d/1WNtTONvHoybuPUDEVob5u8cIV17OPglp/view?usp=sharing>

# How Foods & Songs Were Given to the People

Told by Mary Wilber, Osoyoos First Nation



**Click to view  
video in web  
browser**

# How Do Indigenous LifeWays nurture Social Emotional Development/Learning

- ▶ Examples of Native Cultural Experiences, Knowing, Teachings...
- ▶ Reflect on how they nurture SEL State Standards
- ▶ This is best done with Indigenous persons present so that they can also elaborate from their point of view.
- ▶ Are we searching for universal SEL or only those that fit our own cultural experience and expectations?



# Social Emotional Standards, Benchmarks & Indicators...

- ▶ **Mindfulness**– When you are creating something to be given to others. Don't work on it when you are mad or hurting. Our thoughts and intentions go into our work...
- ▶ **All Things are Related**-- What we do impacts the Circle...
- ▶ **Coastal Salish Paddle Teaching**– we are all responsible in our canoe for the safety of one another. If we have strong disagreements, frustration or anger. We must get off the water and take the time to work it out together...
- ▶ **When you put on your regalia and dance.** Dance for those who can't dance and for your elders...

# Indigenous Partnering, Alliance

- ▶ Avoid Cultural Appropriation
- ▶ Do this by creating relationships/partnerships with Native Community/Tribe
- ▶ Co-develop Social Emotional Development activities/experiences
- ▶ Practice Listening, Watching, Learning together with your students– Adult Co-Learner
- ▶ Avoid the urge to maintain the “teacher” image and throw around “book knowledge”
- ▶ Know your boundaries– show honor to the Knowledge Keepers who step forward

# Creating Meaningful Relationships & Partnerships

- ▶ **6P's; Critical Orientations for Indigenous Studies Curriculum**, Leilani Sabzalian, Assistant Professor, Indigenous Studies in Education, University of Oregon
- ▶ **Place, Presence, Perspective, Political Nationhood, Power, Partnerships**

Go here for a copy:

[https://drive.google.com/file/d/1UQ9pGbR9Lz7KeyQUjv6mpKPhc59xlgj1/view?usp=drive\\_link](https://drive.google.com/file/d/1UQ9pGbR9Lz7KeyQUjv6mpKPhc59xlgj1/view?usp=drive_link)

# Trust & Belonging... Missing Link...

- ▶ Children of Trauma
  - ▶ Who can I trust?
  - ▶ Do I belong here?
- ▶ What can you do as a educator to
  - ▶ Build trust with your students?
  - ▶ Create a sense of Belonging with your students?



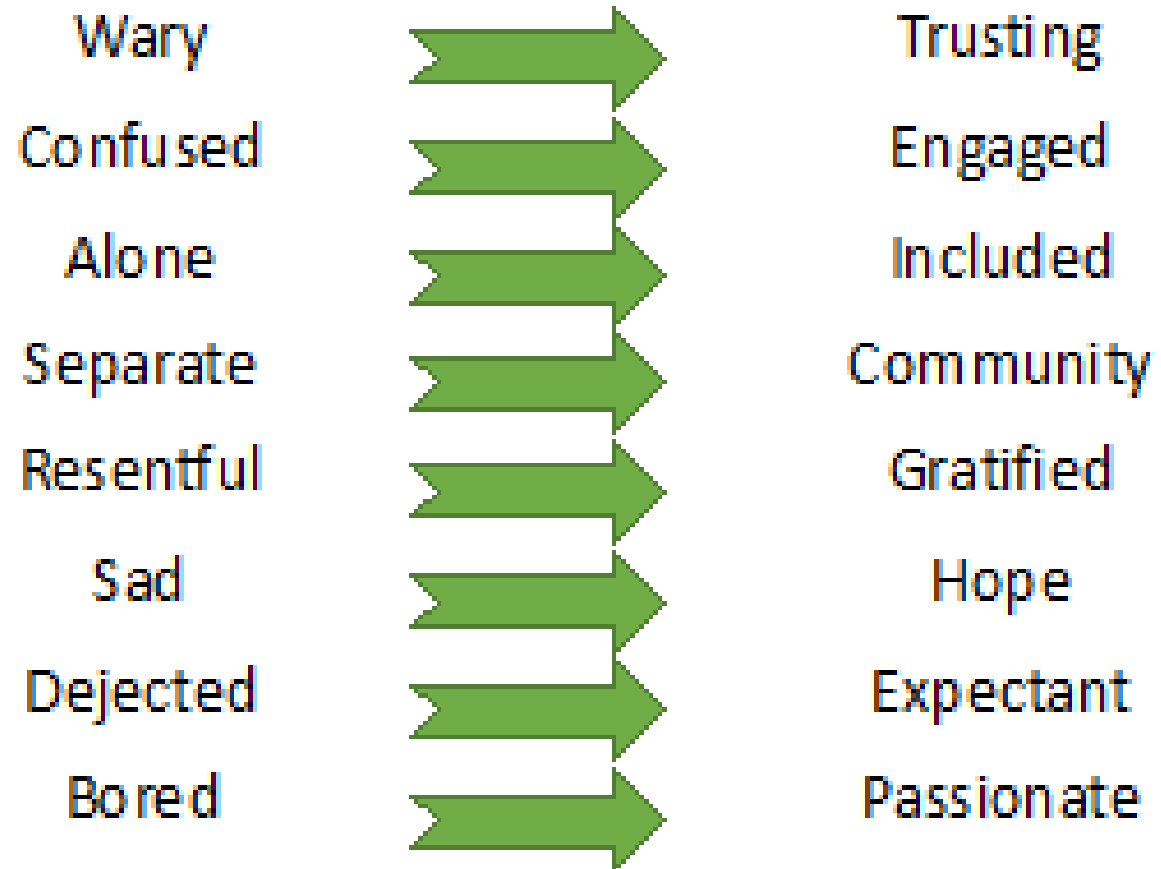
# Student Led Learning—Mastery, Project Based Learning

- ▶ Builds upon the innate curiosity and desire to know more
- ▶ Having built a relationship, query student's longings & interests
- ▶ Invite and introduce exploration
- ▶ Co-develop learning plan
- ▶ Teach skills of analysis, problem-solving, advocacy, research
- ▶ Acknowledge Indigenous Knowledge, Science & Technology
- ▶ Utilize various evaluation methods, projects, portfolios, mastery
- ▶ Invite & develop Indigenous mastery indicators

# Multiple Perspectives--

- ▶ This is a FUNDAMENTAL teaching principle
- ▶ What do you think about...
- ▶ How do you think your People were feeling and thinking during...
- ▶ What do you think one of your elders would say about...
- ▶ What was going on with your People during...

# Emotional Shifts



# Native Education 101

- ▶ Learn about Tribal Sovereignty
- ▶ Learn who are the Tribes local to you
- ▶ Learn who are the local Native Community Leaders
- ▶ Teach with Multiple Perspectives/Voice/Knowledge & Science
- ▶ Understand that Tribes are different in their Ways and Teachings
- ▶ Use place-based knowledge and study versus global curriculums
- ▶ Learn more about the social characteristics of your Native Community, eye contact, speaking, deference, hand-shaking, etc.
- ▶ Increase your multi-cultural Social Emotional Knowledge & Skills

# Mining Diverse Emotional Intelligence...

- ▶ Utilizing a current situation regarding social injustice or Indigenous sovereignty, ask the question... What are some of the feelings experienced.
- ▶ Follow-up with queries such as,
  - ▶ What teachings from your culture/elders are available to help you understand and grow through such situations?
  - ▶ What experiences are available to persons in your culture to deal with this?
  - ▶ Who is someone from your culture you look up to and respect that has successfully dealt with a similar situation?
  - ▶ What would you like to learn more about in facing such situations?



Thank you for joining today!

Arlie Neskahi, Diné Nation  
Native Educational Consultant  
neskahi@earthlink.net





# Breakout Discussion

# Breakout Discussion

- What resonated with you the most from Arlie's presentation?
- What practices are you currently implementing around the SEL guiding principles?
- What is one practice you would like to try or SEL guiding principle you would like to explore further?
- What SEL competencies and approaches do we need as adults to do this work?



# Share Out



## **Share**

- Key takeaways
- Wonderings
- Questions for the group

# Next Steps

Meet with your LEA team or work individually to:

- Reflect on where you are in implementing equitable, trauma-informed, and culturally sustaining SEL practices.
- Identify one challenge or area of improvement that you want to share next session.
- Fill in the first section of your action planning tool!

**Next session is June 21, 2023, 4:00–5:30 p.m.**

# Upcoming Events

## **Washington SEL Network Exchange**

June 27, 2023, 8:30 am – 5:00 pm

Highline Community College



# Optimistic Closure



## **Share in the chat**

One thing you are curious about or want to explore more between now and next session.



Thank you!

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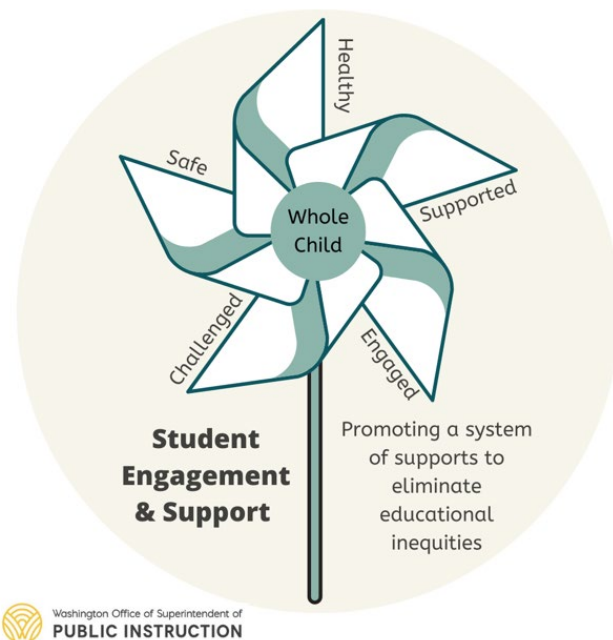
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Learn about new research, resources, and strategies.



Develop and refine social emotional learning (SEL) implementation plans.



Engage with content experts and peers to work through implementation challenges.



Access individualized supports, including coaching.

# Community Agreements

- Listen actively.
- Speak from your own experience (I vs. they).
- Use W.A.I.T. time (Why am/aren't I talking?).
- Stay curious.
- Stories stay, lessons leave.

*Share in the chat or come off mute: Are there any additional community agreements to add to help you feel safe and supported?*

# Learning Series Overview



## Session 1

Exploring connection between trauma-informed practices, culturally sustained practices, and equity in SEL implementation



## Session 2

Peer Exchange to brainstorm solutions to a challenge and begin creating an action plan



# Objectives

- **Review** best practices for integrating Washington SEL guiding principles (trauma-informed care, equity, cultural responsiveness, and universal design).
- **Share challenges and collaboratively brainstorm** strategies for improving current practices to integrate Washington SEL guiding principles.
- **Create** an action plan and identify next steps
- **Connect** with peers and build a network of support to continue work.

# Agenda

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- Welcome and Introduction
- Exploring Further: Applying the Washington SEL Guiding Principles
- Peer Exchange
- Action Planning
- Next Steps and Close

# Warm Welcome



## **Share in the chat:**

One “aha” or idea you explored after last session

# Exploring Further



## Washington SEL Guiding Principles

- Trauma-Informed Practice
- Universal Design
- Cultural Responsiveness
- Equity

# Your Multicultural SED is showing...



**ARLIE NESKAHI, DINÉ NATION**  
**neskahi@earthlink.net**



# Washington SEL Guiding Principles

- ▶ **Trauma-Informed Practice:** Recognizes the unique strengths and challenges of children and youth considering the adversities they face.
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# Educators/Administrator's Multicultural Social Emotional Development

- Culturally Responsive Teachings Strategies
- Goal:  Oxytocin,  Cortisol by Purposely developing Trust & Belonging in your interactions, class protocols and environment.
- Trauma Informed Interventions
- Restorative Practices



# 6P's--Critical Orientations for Indigenous Studies Curriculum

Leilani Sabzalian, Assistant Professor

Indigenous Studies in Education, University of Oregon

- **Place**
- **Presence**
- **Perspectives**

- **Political Nationhood**
- **Power**
- **Partnerships**

## Critical Orientations for Indigenous Studies Curriculum

Leilani Sabzalian, Assistant Professor, Indigenous Studies in Education, University of Oregon

### PLACE

- You are always on Indigenous homelands
- Acknowledge Indigenous peoples and homelands of the places where you teach
- Move beyond acknowledgements to anchor curriculum around issues that affect local Indigenous peoples, lands, and nations
- Seek out Indigenous place names when appropriate and possible
- Focus on land- and place-based curriculum



[https:// /native-land.ca/](https://native-land.ca/)



## PRESENCE

- **Indigenous peoples are still here**
- Over 6 million people identify as American Indian Alaskan Native and there are 574 federally recognized Native nations in the US
- Focus on contemporary Indigenous leaders, changemakers, and issues to affirm Indigenous students, challenge erasure/stereotypes, and highlight the strengths/ struggles of Indigenous peoples today



John Herrington,  
Chickasaw Nation,  
Astronaut



Susan Shown Harjo, Cheyenne  
& Hodulgee Muscogee,  
Writer and Advocate

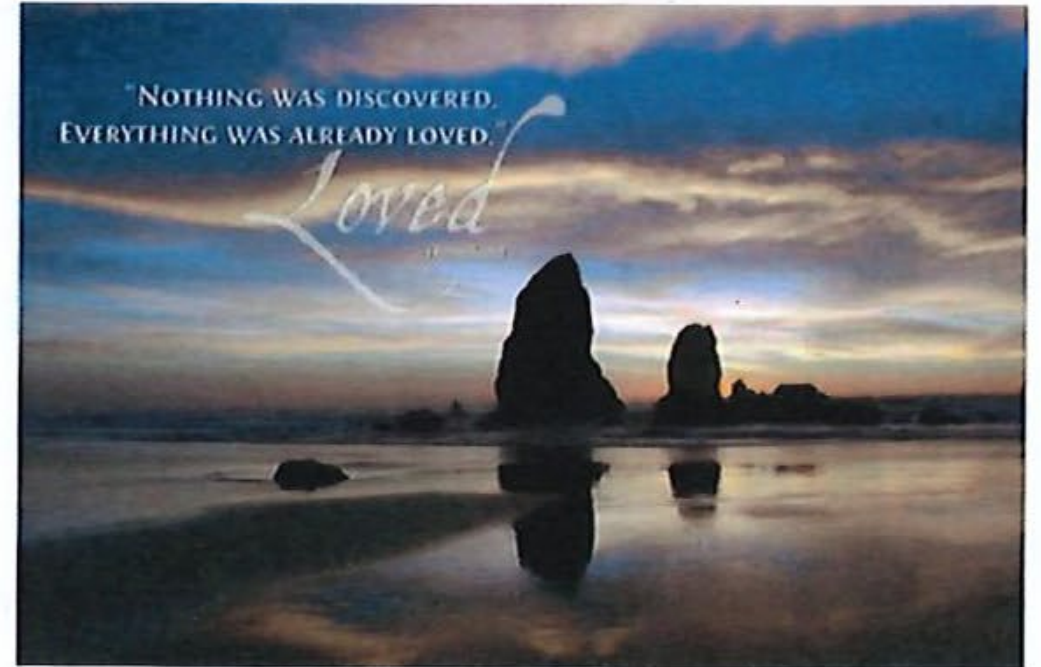


Deb Haaland,  
Laguna Pueblo,  
Secretary of the Interior



## PERSPECTIVES

- **Indigenous perspectives challenge Eurocentrism and provide analyses to enrich curriculum more broadly**
- Curriculum often “faces West” (e.g. expansion, exploration); instead consider how “facing East” (e.g. invasion, encroachment) (Richter, 2001) might reorient the curricula
- Move from teaching about Indigenous peoples to learning from Indigenous analyses



Kareene Wood, poet and citizen of the Monacan Indian Nation, from “Enough Good People: Reflections on Tribal Involvement and Inter-Cultural Collaboration 2003-2006,” Circle of Tribal Advisors and Lewis & Clark Bicentennial

Adapted from :

<https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/192/6%20Ps%20Critical%20Orientations%20for%20Indigenous%20Studies%20Curriculum.pdf>

Schmitke, A., Sabzalian, L., & Edmundson, J. (2020). Teaching critically about Lewis and Clark: Challenging dominant narratives in K-12 curriculum. New York, New York. Teachers College Press.



*“These orientations support teaching that is responsive to and responsible for the colonial legacies of the present, and promote pedagogy that affirms Indigenous self-determination and sovereignty.”*

(Schmitke, Sabzalian & Edmundson, 2020, p. 4)

### POLITICAL NATIONHOOD

- **“Indigenous Peoples are nations, not minorities” (Wilkins & Stark, 2010)**
- Indigenous peoples have inherent sovereignty and while protected by civil rights, they also have prior treaty rights
- Attend to tribal sovereignty and the political status, rights, and issues that impact Indigenous nations and citizens
- Teach students that honoring the treaties is part of their democratic civic responsibility



Flags of some of the 29 federally recognized tribal nations in Washington

## POWER

- **Challenge power dynamics within curricula and create space to highlight examples of Indigenous creativity and collective power**
- Beyond including Indigenous perspectives, challenge colonial power dynamics in curriculum (i.e. lands were “empty” or “free”)
- Share examples of Indigenous creativity, agency, and possibilities, and to avoid framing Indigenous peoples as “damaged” or as victims of oppression (Tuck,2009; Vizenor,2008)



John Isaiah Pepion, artist, and teacher at Eighth Generation in Seattle



## PARTNERSHIPS

- **Cultivate and sustain partnerships with Indigenous peoples, organizations, and nations**
- The federal government and WA state maintain a government-to-government relationship with Tribes
- Move from guest speakers to sharing power and develop meaningful partnerships.
- Collaborate by engaging in tribal consultation early, developing an MOU and/or hiring a tribal liaison.



USDA forest Service partnering with tribal nations in Kaibab National Forest

Richter, D. (2001). *Facing east from Indian country: A Native history of early America*. Cambridge, Mass.: Harvard University Press.

Wood, K. (nd). *Homeland*. National Association of Tribal Historic Preservation Officers. Retrieved from [http://www.nathpo.org/Many\\_Nations/mn\\_fiction.html](http://www.nathpo.org/Many_Nations/mn_fiction.html)

Tuck, E. (2009). *Suspending damage: A letter to communities*. *Harvard Educational Review*, 79(3), 409-428.

Vizenor, G. (Ed.). (2008). *Survivance: Narratives of Native presence*. Lincoln, NE: University of Nebraska Press.

Wilkins, D., & Stark, H. K. (2010). *American Indian politics and the American political system* (3rd ed.). Lanham, MD: Rowman & Littlefield.





# Social Emotional Development and our Schools & Communities

How can we nurture our school community, cultures and relationships through acknowledgement, partnerships & collaboration with Indigenous & other communities?

# Peer Exchange



## Share

- Key takeaways
- Wonderings
- Questions for the group

# Peer Exchange

5 min.

LEA team 1 shares their SEL implementation challenge.

10 min.

Collective feedback and brainstorming ideas.

5 min.

LEA team 2 shares their SEL implementation challenge.

10 min.

Collective feedback and brainstorming strategies.



# Action Planning



- What **strategies will you implement** to address the challenge you shared?
- What are your **next steps**?
- Who can hold you **accountable**?

# Action Planning



## Share

- Your next step
- Your accountability partner

# Next Steps

- [Complete feedback survey](#)
- Register for Clock Hours
- Continue action planning



# Optimistic Closure



## **Share in the chat**

What is one word that describes how you are feeling about implementing new practices?





Thank you!