

Understanding Diversity in the School-Aged Population and Community

Kansas School Resource Officer
Basic Training Course
Monday, July 30, 2018
Katie Perez, ESSDACK
Education Consultant

Catabolic

reactive
fear
dissatisfied
worry
problem oriented
blame others
condescending
unkind
crisis mode
my way or the highway
judgmental
shortsighted
lack of passion
inaction

Anabolic

teamwork
trustworthy
cooperative
solution focused
open to many viewpoints
confident
calm and kind
inspiring
responsive
respectful
positive attitude
opportunistic
belief in others
productive

How do you define diversity?

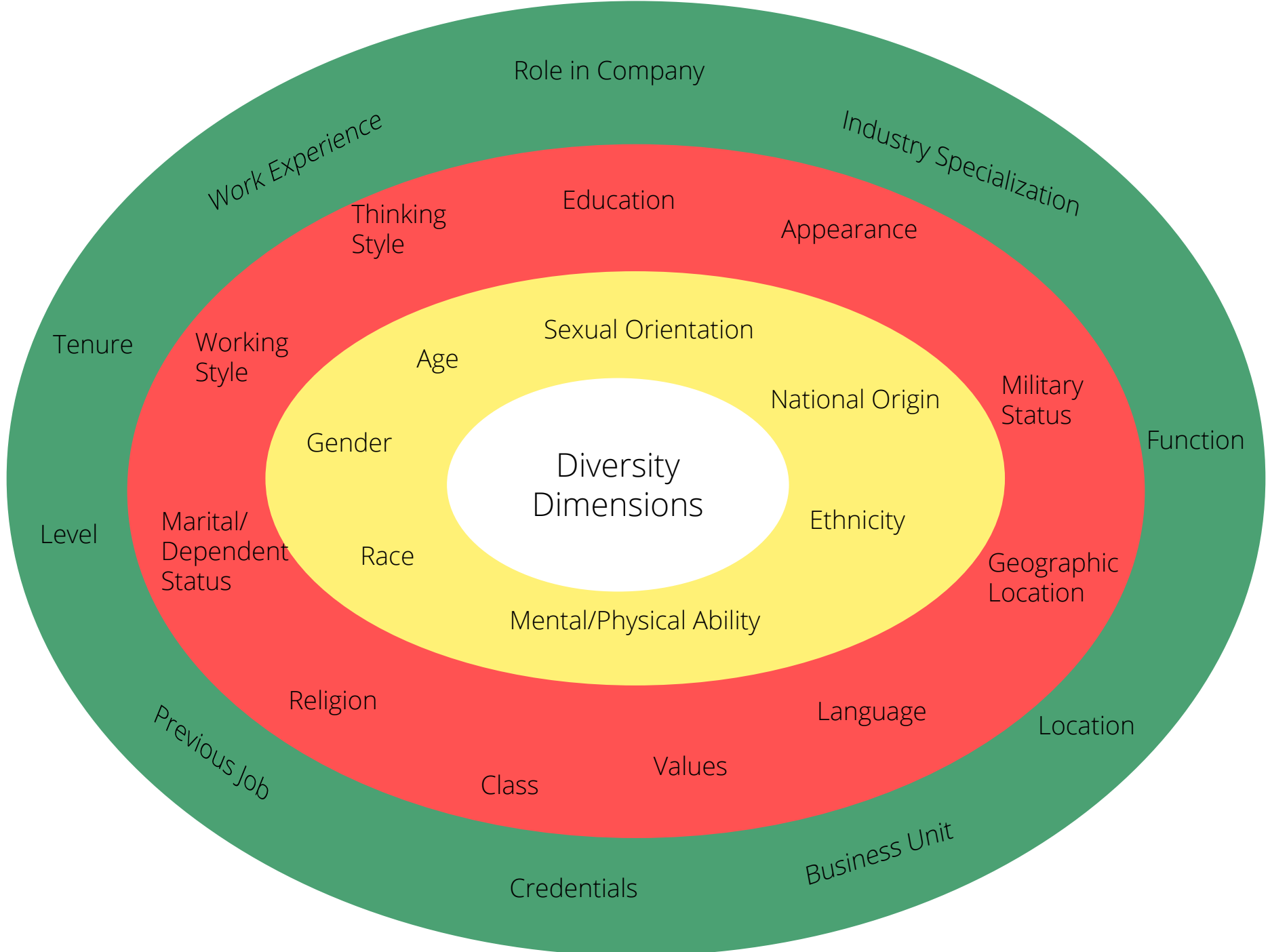
Describe your community
based on this definition.

“Acknowledging and valuing diversity means more than celebrating food or holidays. It means making room for a range of voices, perspectives and resources, and styles of interacting.”

-Adger, 2001, Lopez, Sanchez and Hamilton 2000

*Diversity in engaging families
encompasses acceptance and
respectful means of understanding
each individual and each family as
unique and accepting individual
differences.*











3

IRVING



FIRE DEPARTMENT



Diversity Awareness Profile

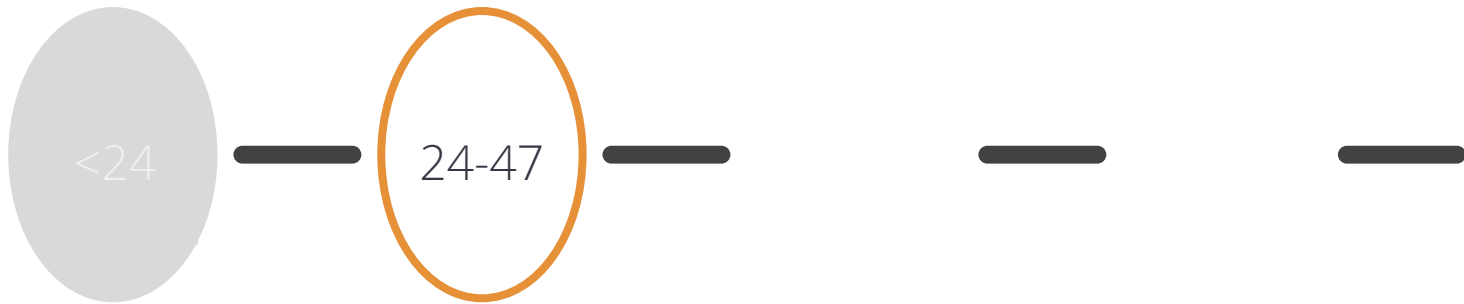
- Read each statement and circle the number that best fits your behavior.
- Remember there are no right or wrong answers.
- Be as honest and candid as possible.
- Consider each statement in terms of your own personal values, beliefs, actions, and experiences.

<24



Naive

Acts with no knowledge or awareness of biases and prejudices and their negative impact.



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Perpetuator

Aware of biases and prejudices, but continues negative behaviors and reinforces stereotypes.

DAP Scoring



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Tolerates unjust behaviors from others and “plays it safe.”

DAP Scoring



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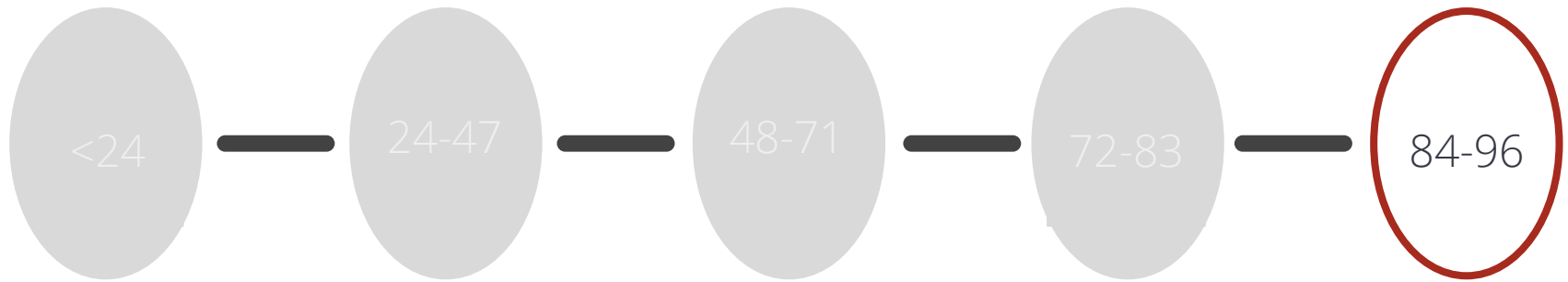
Avoider

Tolerates unjust behaviors from others and "plays it safe."

Change Agent

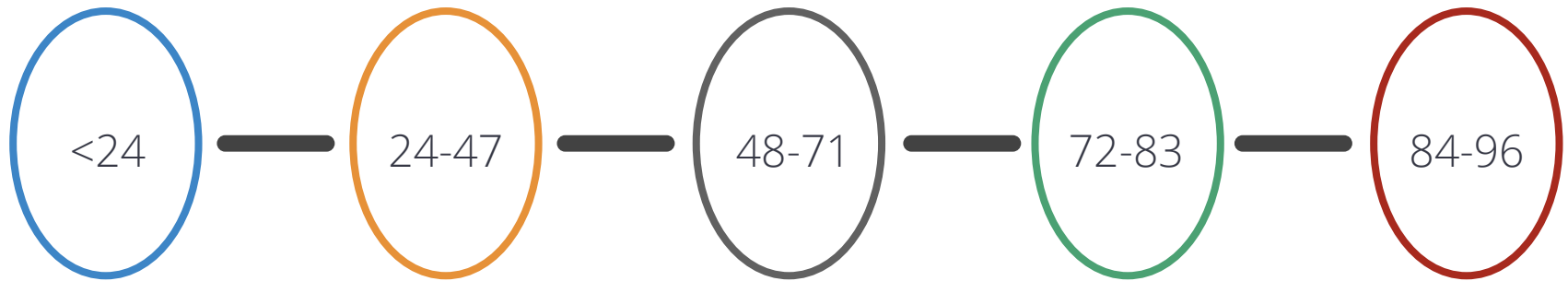
Acts as a role model, takes action when appropriate, and address negative behaviors when necessary.

DAP Scoring



<p>Naive</p>	<p>Perpetuator</p>	<p>Avoider</p>	<p>Change Agent</p>	<p>Fighter</p>
<p>Acts with no knowledge or awareness of biases and prejudices and their negative impact.</p>	<p>Aware of biases and prejudices, but continues negative behaviors and reinforces stereotypes.</p>	<p>Tolerates unjust behaviors from others and "plays it safe."</p>	<p>Acts as a role model, takes action when appropriate, and address negative behaviors when necessary.</p>	<p>Always on the lookout for prejudice and sees it everywhere.</p>

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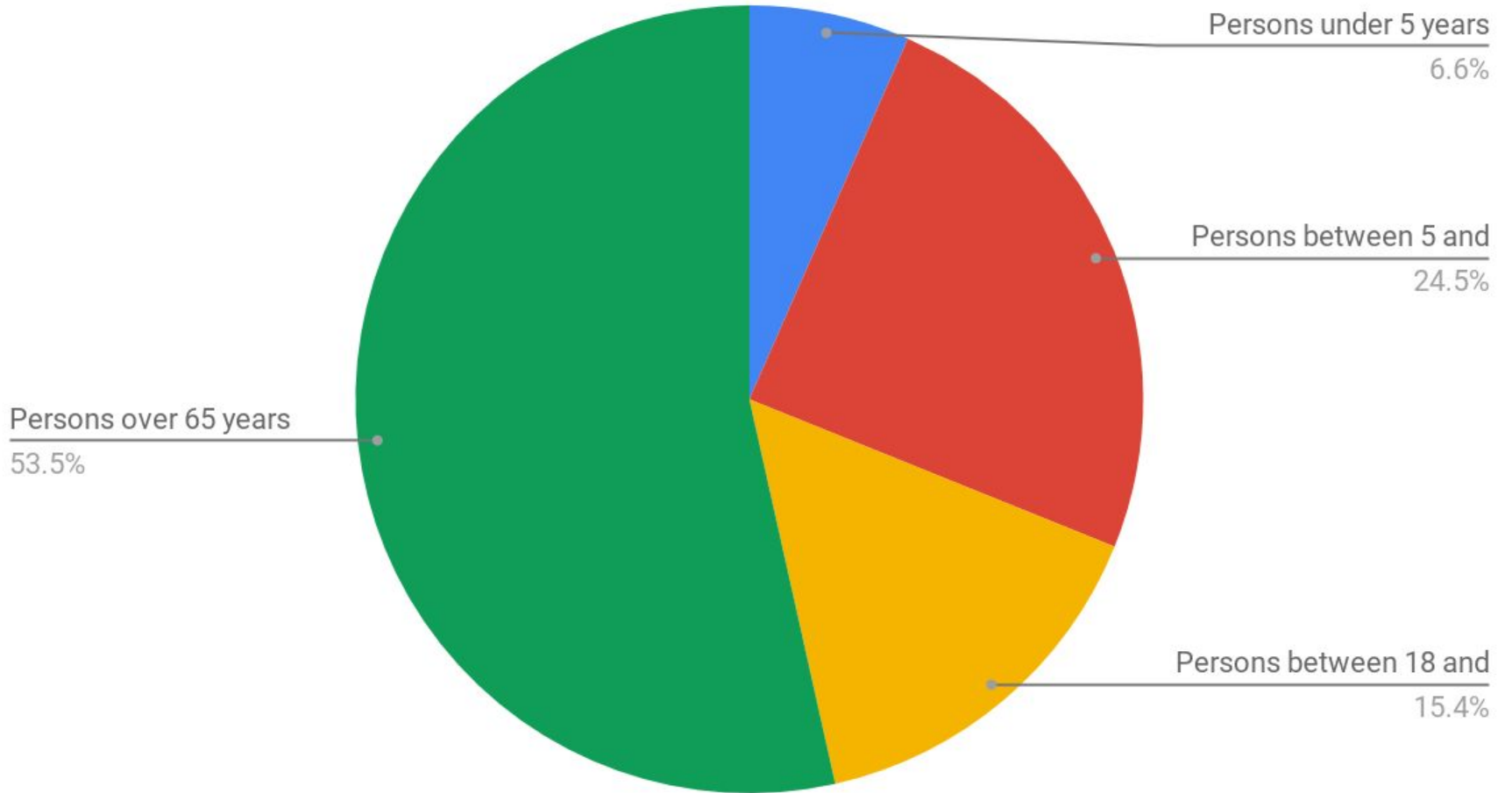
Always on the lookout for prejudice and sees it everywhere.

How does this understanding of your own diversity awareness help you reflect on your own professional practices?

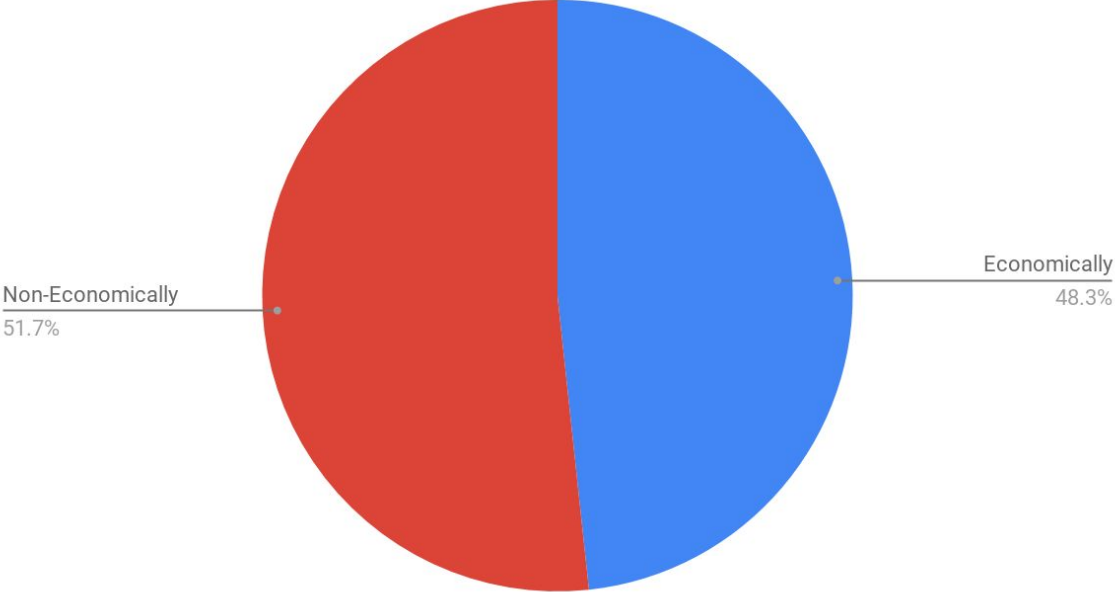
Diversity of Kansas Schools and Communities

Population estimates, July 01, 2017	2,913,123	
Persons under 5 years	6.6%	192,266
Persons under 18 years	24.5%	713,715
Persons 65 years and over	15.4%	448,620
Females	50.2%	1,462,387
White	86.5%	2,519,851
Black or African American	6.2%	180,551
American Indian or Alaskan Native	1.2%	34,957
Asian	3.1%	90,306
Native Hawaiian	0.1%	2,913
Two or More Races	3.0%	873,936
Hispanic or Latino	11.9%	346,661
White alone, not Hispanic or Latino	75.9%	2,211,060
Foreign born persons	6.9%	201,005
Persons with a disability under age 65	8.7%	253,441
Persons in poverty	12.1%	352,487

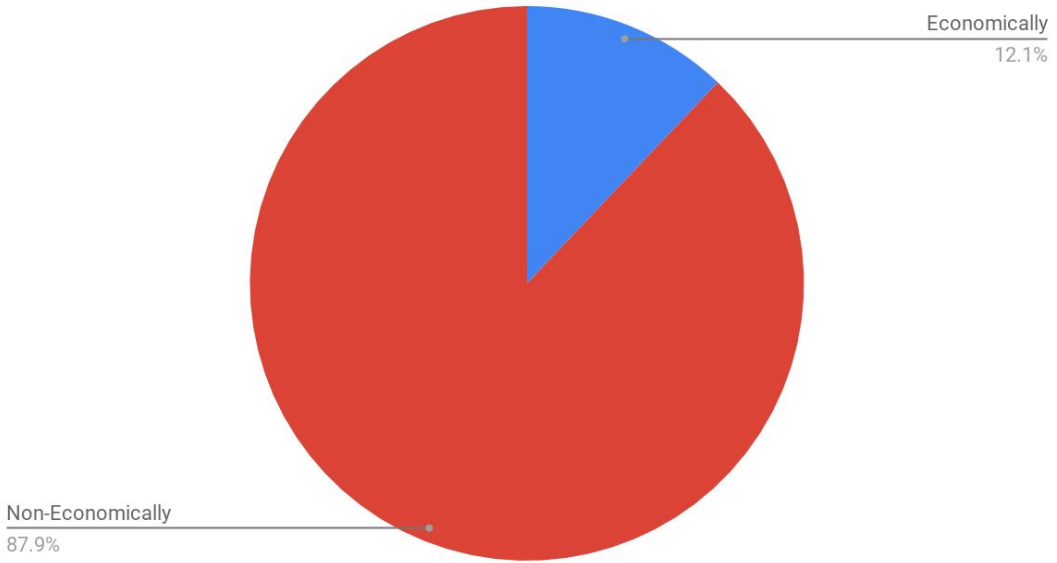
Kansas Community Demographics, Age



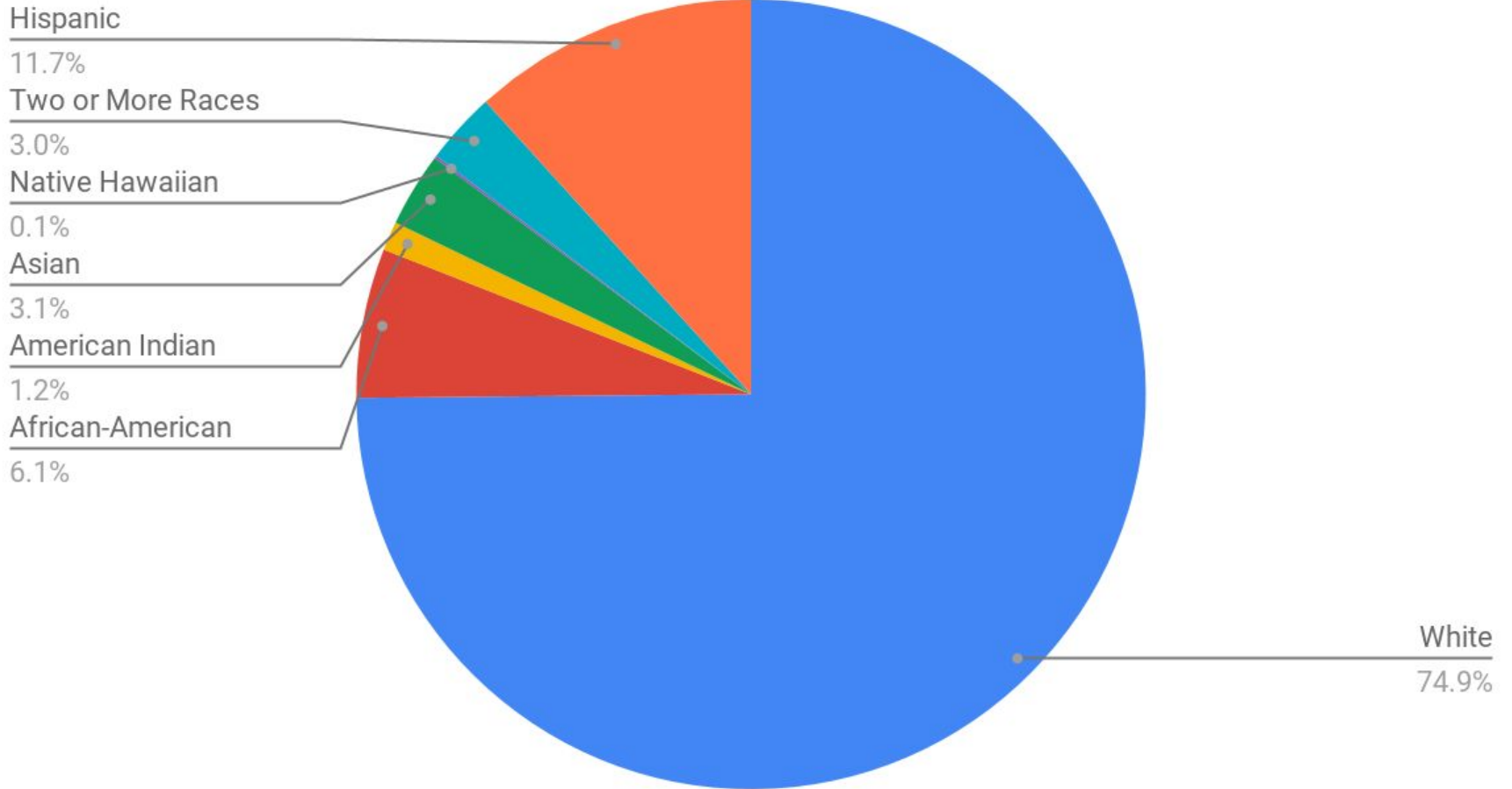
KSDE, Demographics, Economically Disadvantaged



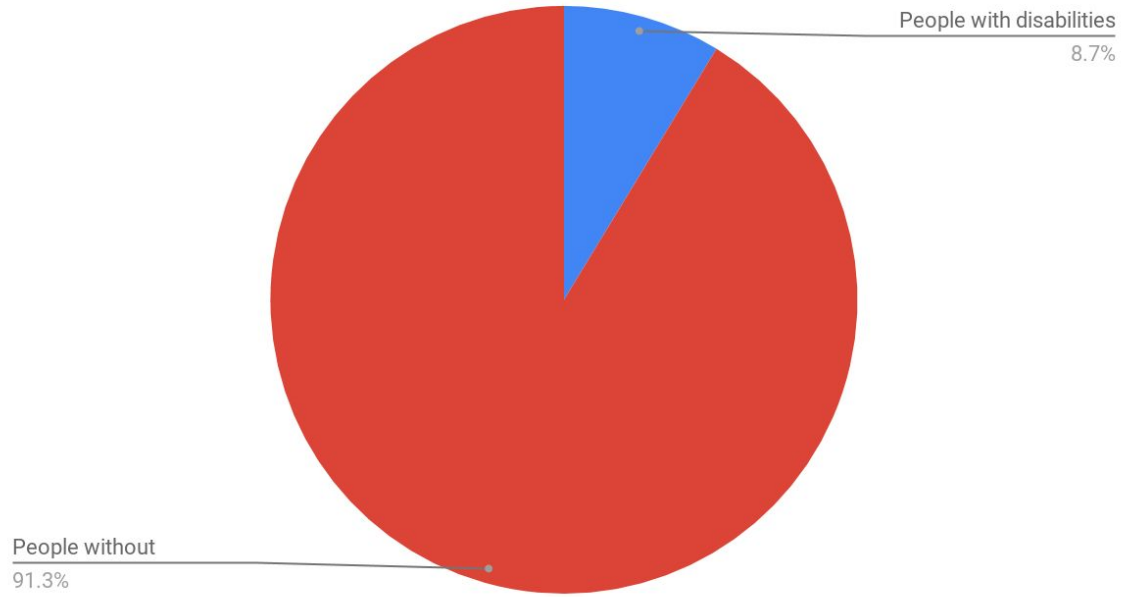
Kansas Community Demographics, Economically Disadvantaged



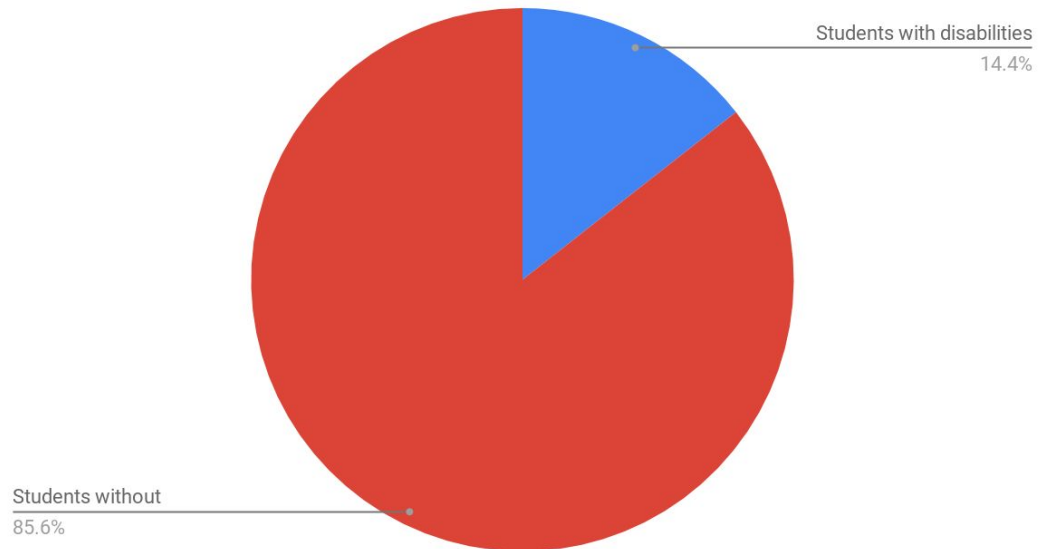
Kansas Demographics, Race/Ethnicity



Kansas Community Demographics, Under 65 with Disabilities



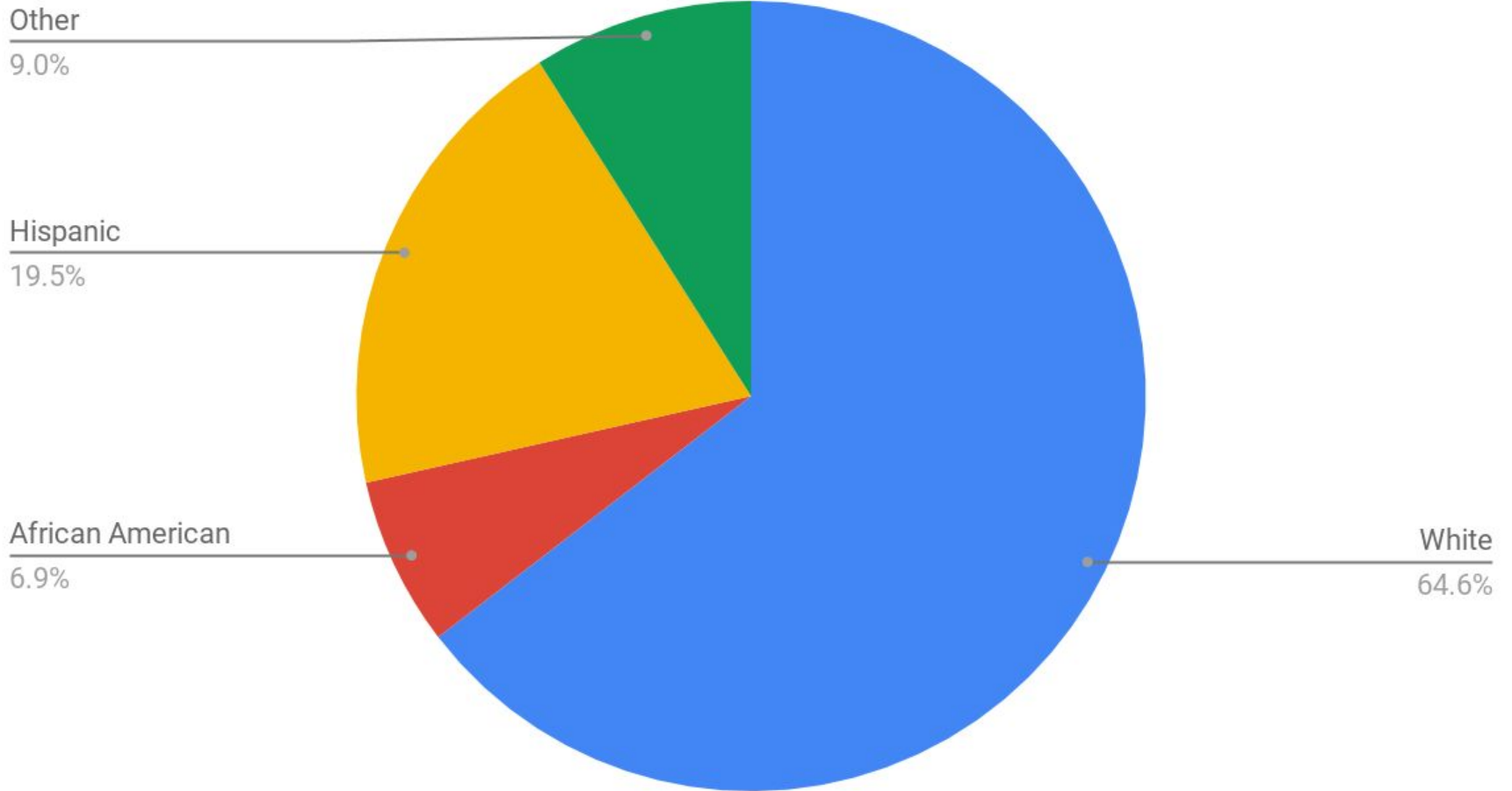
KSDE Demographics, Students with Disabilities



What is the number one
cause of poverty in the
United States?

Birth

KSDE Demographics, Race/Ethnicity



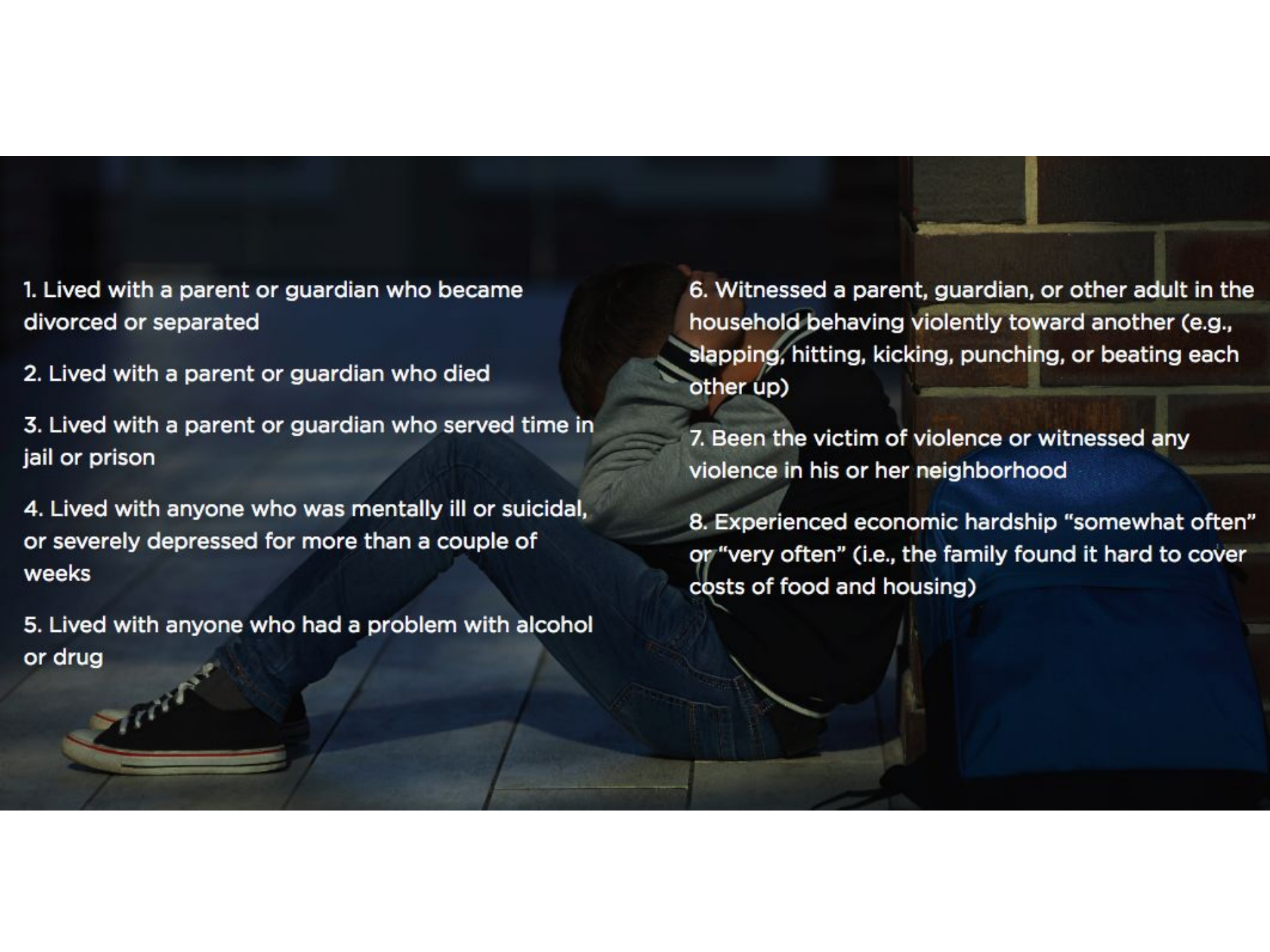


The Theory of Everything

ADVERSE CHILDHOOD EXPERIENCES



ACE Survey Reflection

A photograph of a person sitting on a sidewalk, leaning their head against a brick wall. They are wearing a grey hoodie, blue jeans, and black sneakers with white laces and soles. The person appears to be in a state of distress or exhaustion. The background is a brick wall and a dark sky.

1. Lived with a parent or guardian who became divorced or separated

2. Lived with a parent or guardian who died

3. Lived with a parent or guardian who served time in jail or prison

4. Lived with anyone who was mentally ill or suicidal, or severely depressed for more than a couple of weeks

5. Lived with anyone who had a problem with alcohol or drug

6. Witnessed a parent, guardian, or other adult in the household behaving violently toward another (e.g., slapping, hitting, kicking, punching, or beating each other up)

7. Been the victim of violence or witnessed any violence in his or her neighborhood

8. Experienced economic hardship "somewhat often" or "very often" (i.e., the family found it hard to cover costs of food and housing)

	0 ACEs	1 ACE	2 ACEs	3 to 8 ACEs
United States	55	24	11	10
Kansas	56	25	8	11
Missouri	54	20	13	13
Iowa	56	25	8	11
Minnesota	63	21	7	9
North Dakota	60	25	8	8
South Dakota	55	24	9	12
Nebraska	58	22	8	11
Colorado	55	23	11	11
New Mexico	48	25	9	18
Oklahoma	49	28	11	13
Texas	51	25	12	12
Louisiana	48	25	12	14
Arkansas	56	22	8	14

Kansas ACE Report

3 to 8 ACEs

11.0%

2 ACEs

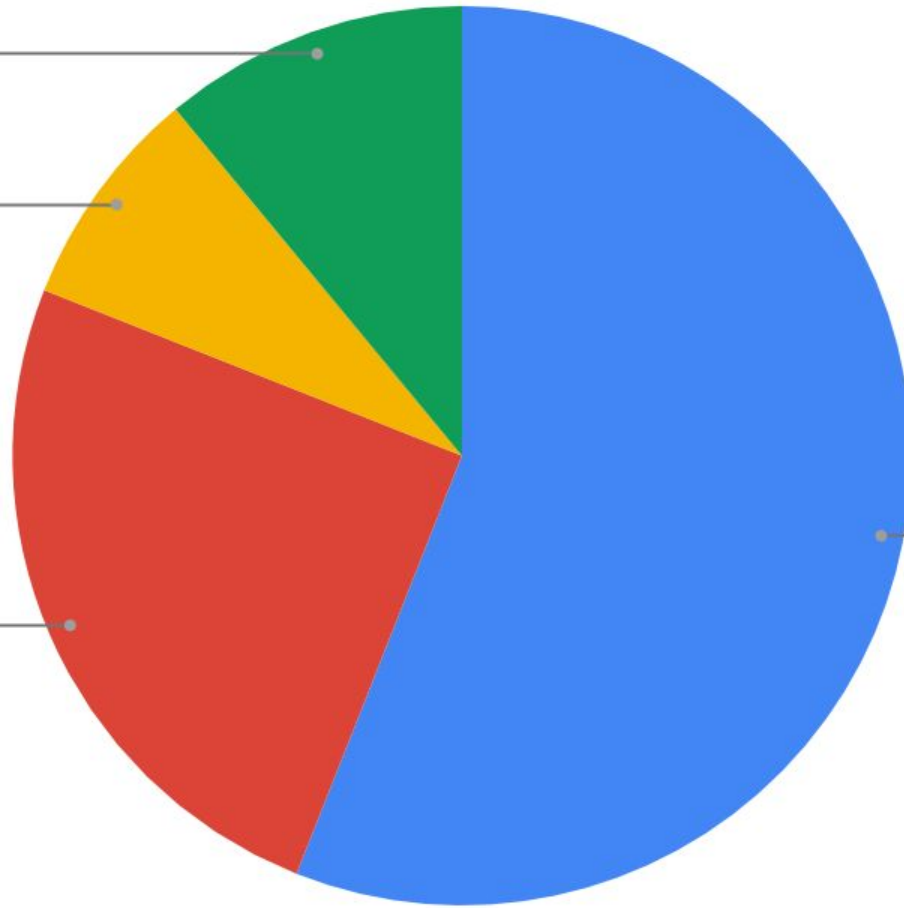
8.0%

1 ACE

25.0%

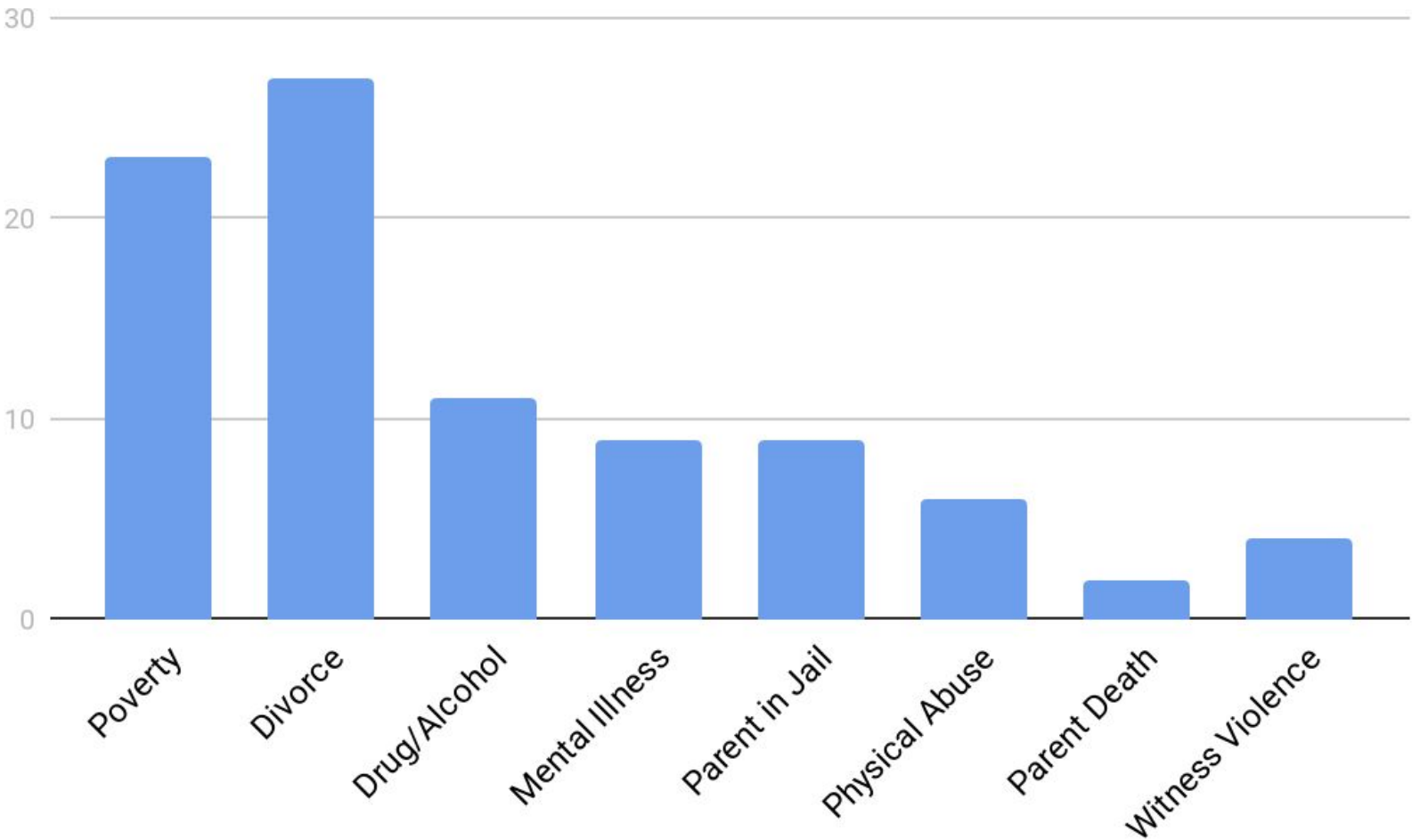
0 ACEs

56.0%



	Poverty	Divorce	Drug/ Alcohol	Mental Illness	Parent in Jail	Physical Abuse	Parent Death	Witness Violence
United States	25	25	9	8	8	6	3	4
Kansas	23	27	11	9	9	6	2	4
Missouri	26	28	10	12	9	7	5	4
Iowa	25	23	9	10	6	5	2	5
Minnesota	21	20	9	7	6	5	2	5
N. Dakota	20	22	7	8	6	3	3	3
S. Dakota	25	24	12	8	10	6	1	4
Nebraska	24	22	9	10	8	5	2	4
Colorado	23	27	12	9	8	5	3	3
New Mexico	25	32	13	12	12	11	5	6
Oklahoma	32	29	10	10	12	6	4	5
Texas	28	27	11	7	9	7	4	4
Louisiana	30	30	10	8	14	6	5	5
Arkansas	22	27	13	11	9	7	4	5

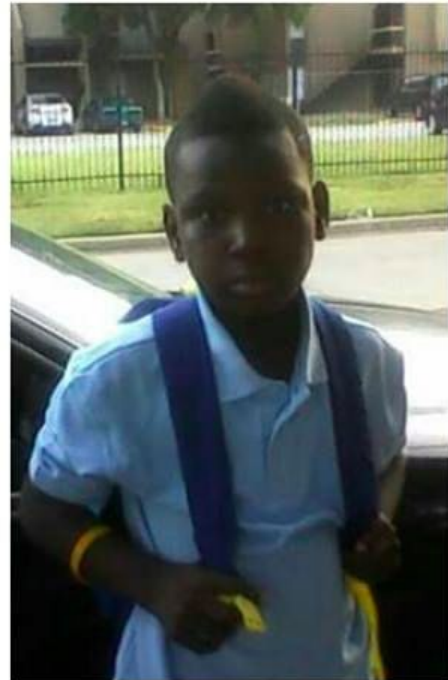
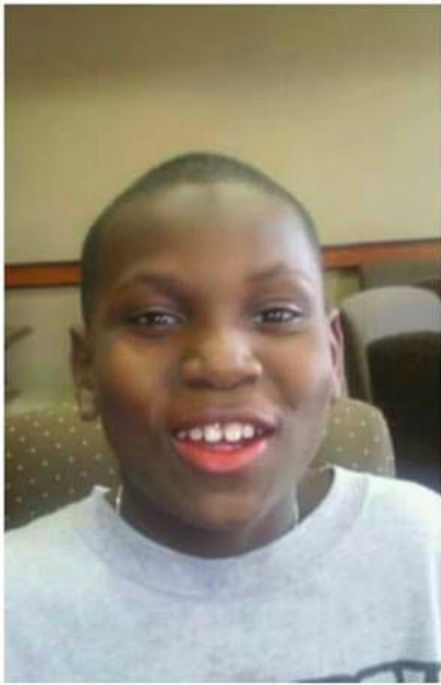
Kansas Distribution of ACEs



	Poverty	Divorce	Drug/ Alcohol	Mental Illness	Parent in Jail	Physical Abuse	Parent Death	Witness Violence
United States	25	25	3	8	6	4	8	9
White, NH	22	23	3	7	5	3	9	10
Black, NH	37	35	7	16	9	7	6	8
Asian, NH	14	7	2	1	2	2	2	1
Other, NH	31	27	4	11	7	6	11	12
Hispanic	29	28	3	8	6	4	6	9

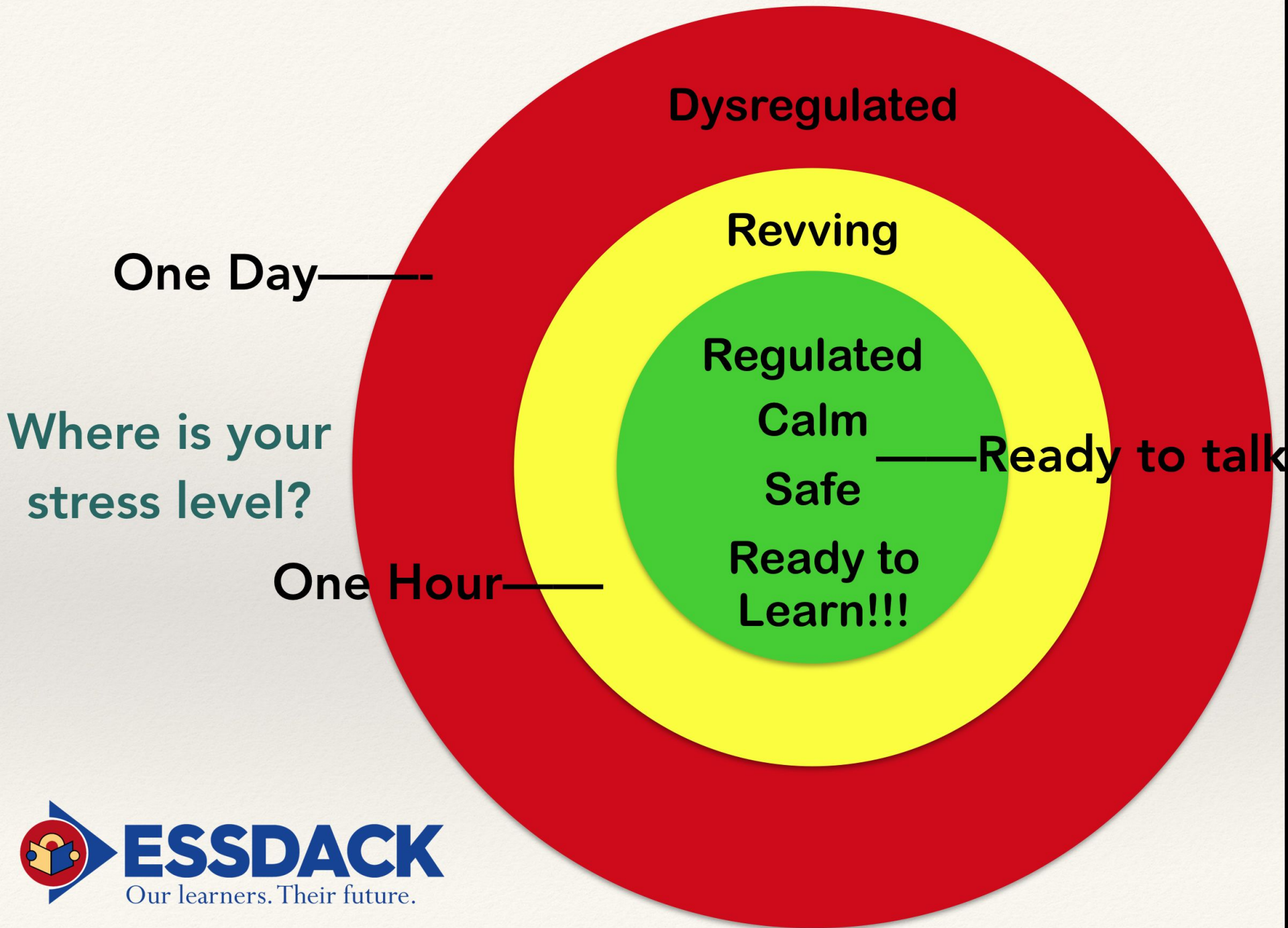


What is becoming clear to you with regard to ACEs and the demographics of the school you serve?






Powerless + Overwhelm + Isolation



Punitive vs Restorative Discipline

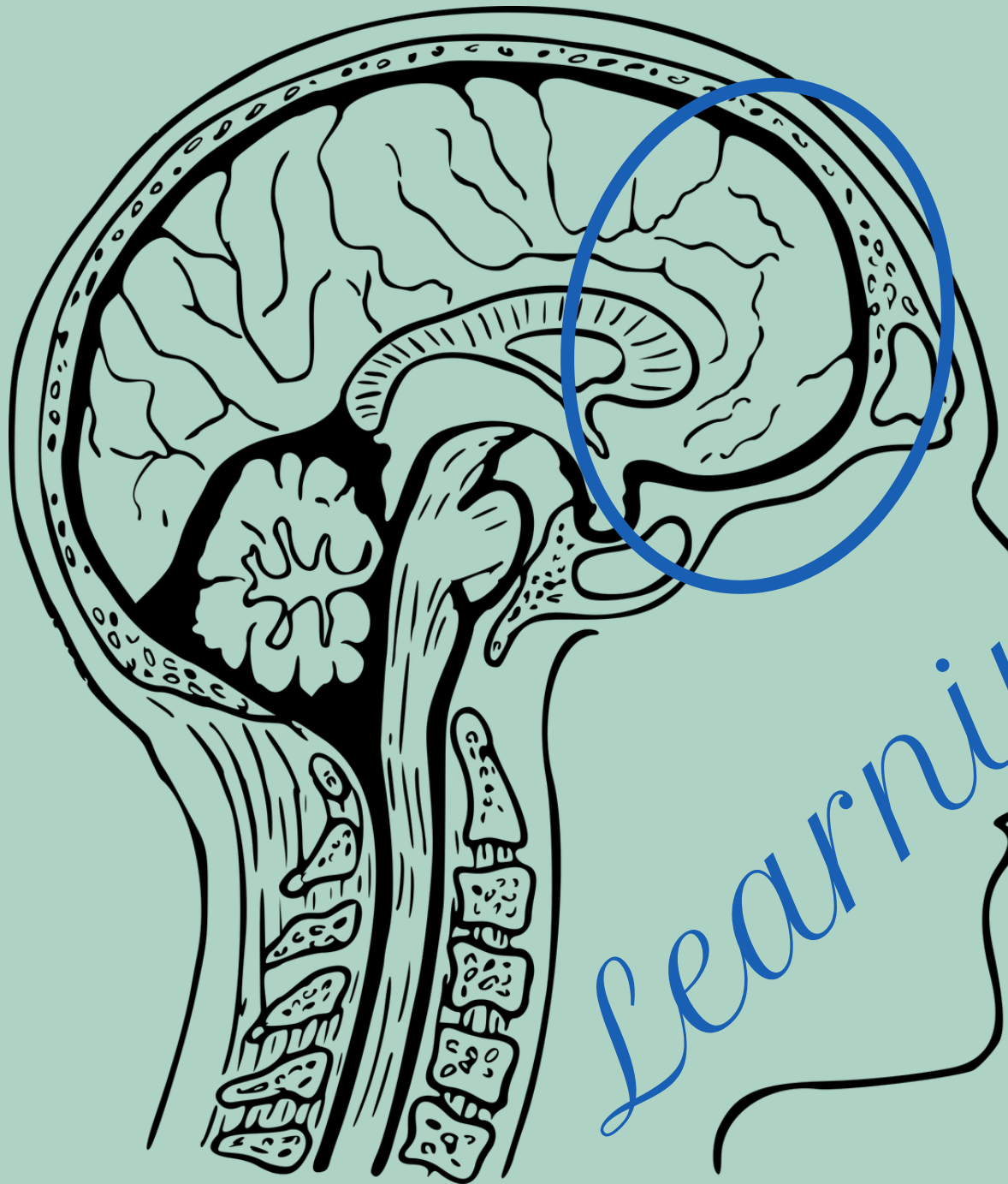
Punitive	Restorative
Isolation	Restoration
Misbehavior is a violation of the rules and authority	Misbehavior hurts people and relationships
Violations create guilt.	Violation created opportunities to learn and mend a relationship
Justice requires school authority to determine blame (guilt) and impose pain (punishment)	Justice involves those who harm and were harmed as well as caring adults
Central Belief-When you behave you must learn responsibility with punishment	Central Belief-When you misbehave you have an unmet need and have an opportunity to learn

Energy	Regulation Strategies	Cognitive Questions
<p>Protect Fear, Worry, Doubt Flight – Freeze</p> <p>Prove Anger, Resentment, Skepticism Fight</p>	<p>Walk/Exercise Repetitive Sounds Music Drink Water Hug Breathing Exercises Sleep Nutrition Tapping (EFT) Mindfulness Meditation</p>	<p>What do you need? How can I best support you?</p>

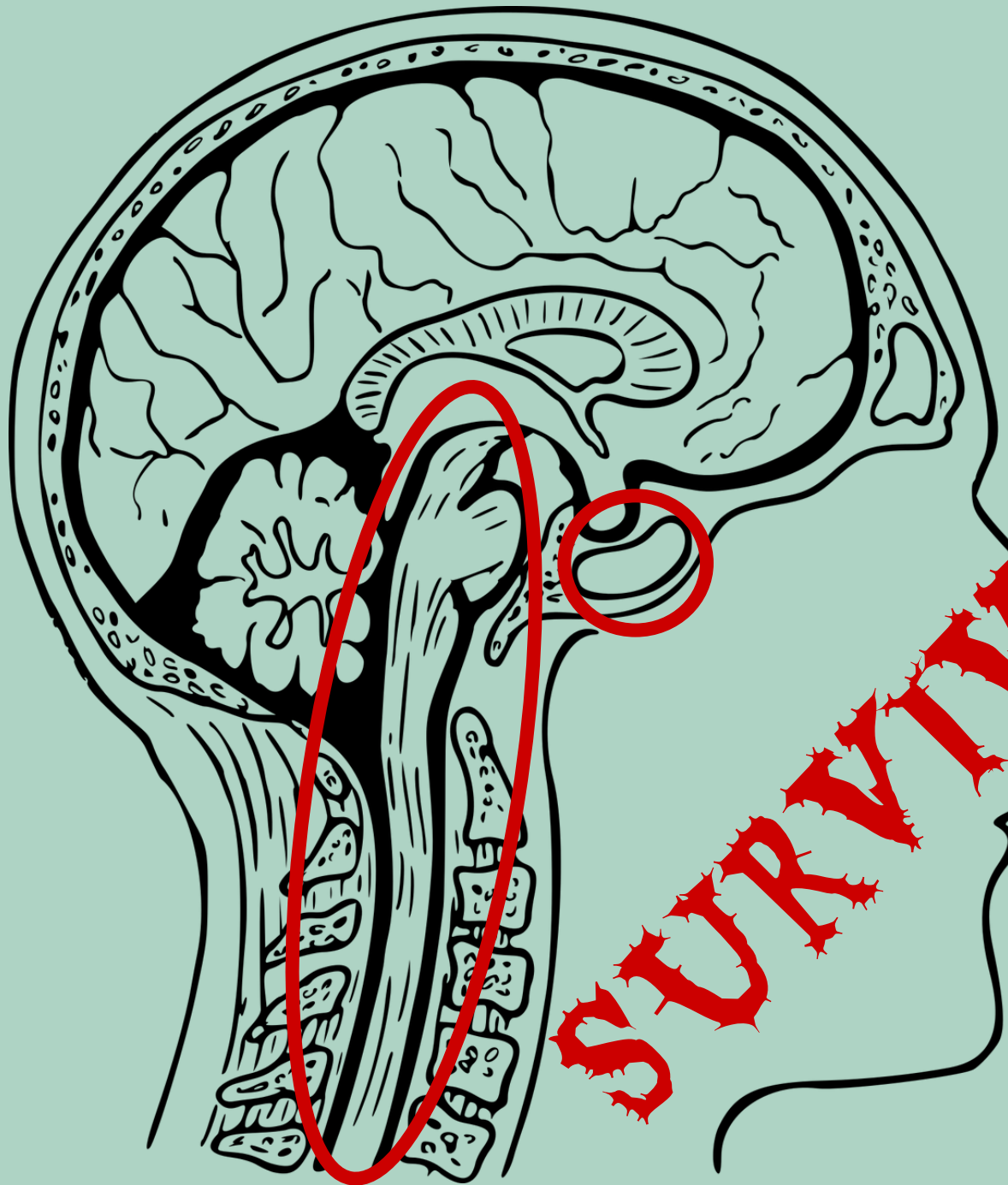


“Self-control and perseverance sound admirable, but when such attributes serve goals chosen by the school, they become thinly disguised terms for doing what you are told.”

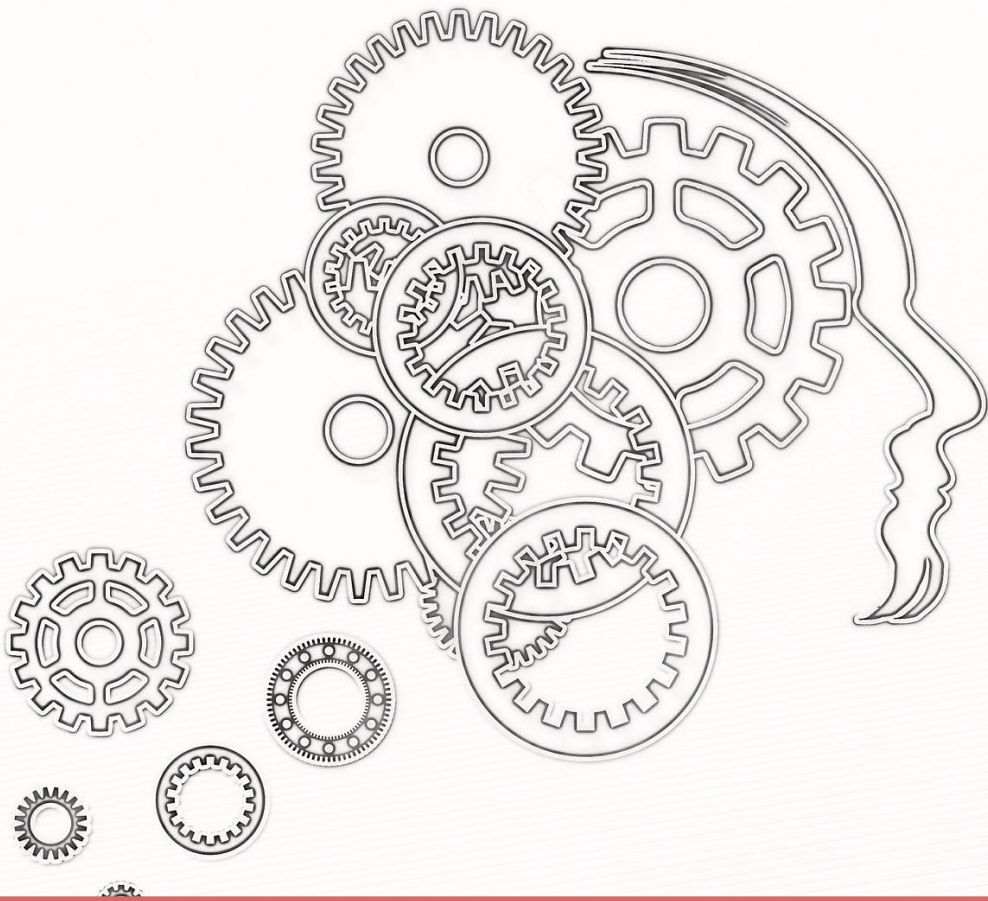
Researchers have concluded that the primary mechanism through which children's environments affect their development is stress.



Learning Brain



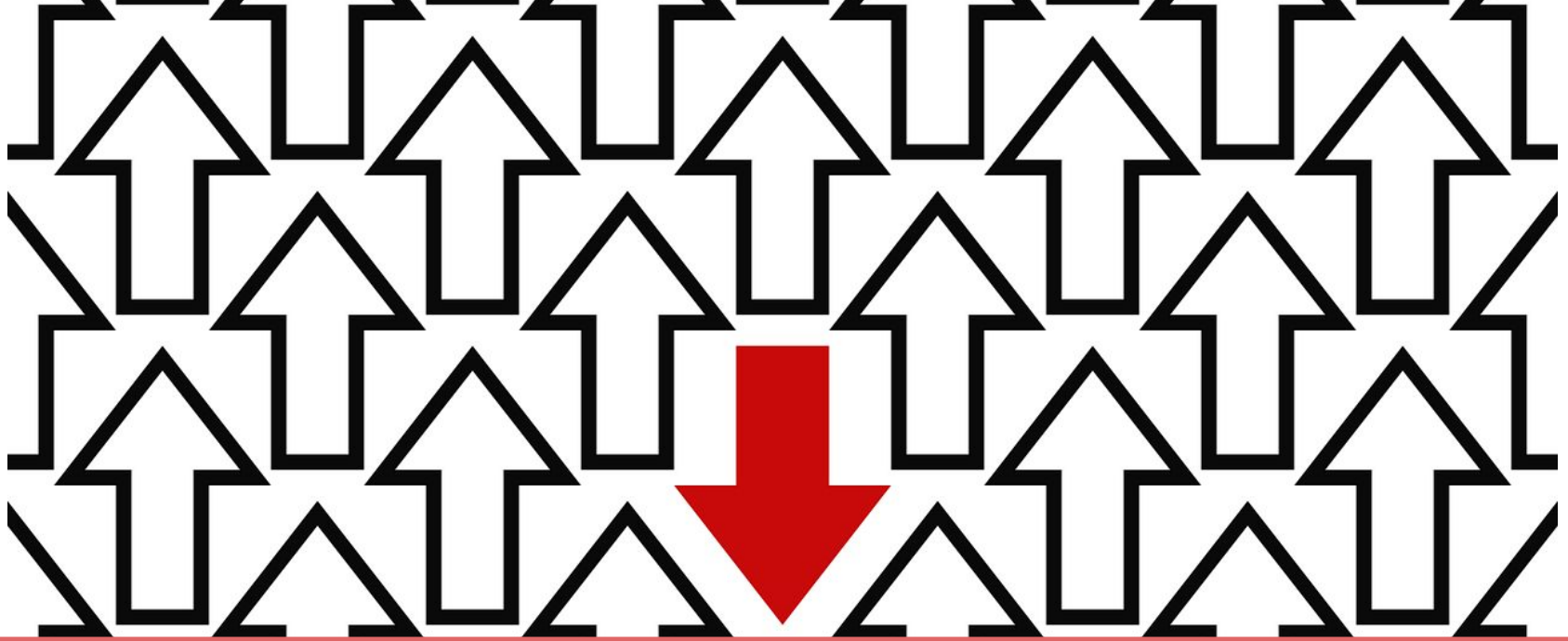
SURVIVAL BRAIN



Executive Functions:

a set of processes that all have to do with managing oneself and one's

resources in order to achieve a goal. It is an umbrella term for the neurologically-based skills involving mental control and self-regulation.



Fight-or-flight instincts do not encourage in students the soothing belief I belong here. Instead, they convey warnings in precisely the opposite direction, at car-alarm volume: "You don't belong here. This is enemy territory. Everyone in this school is out to get you."



Trauma must be translated.

Unprocessed trauma will be transmitted.

Thrill Seeking

Drug Use

Suicide Attempts

COPD

Overachieving

Stroke

STDs

Lack of Physical Activity

Cancer

Broken Bones

Smoking

Diabetes

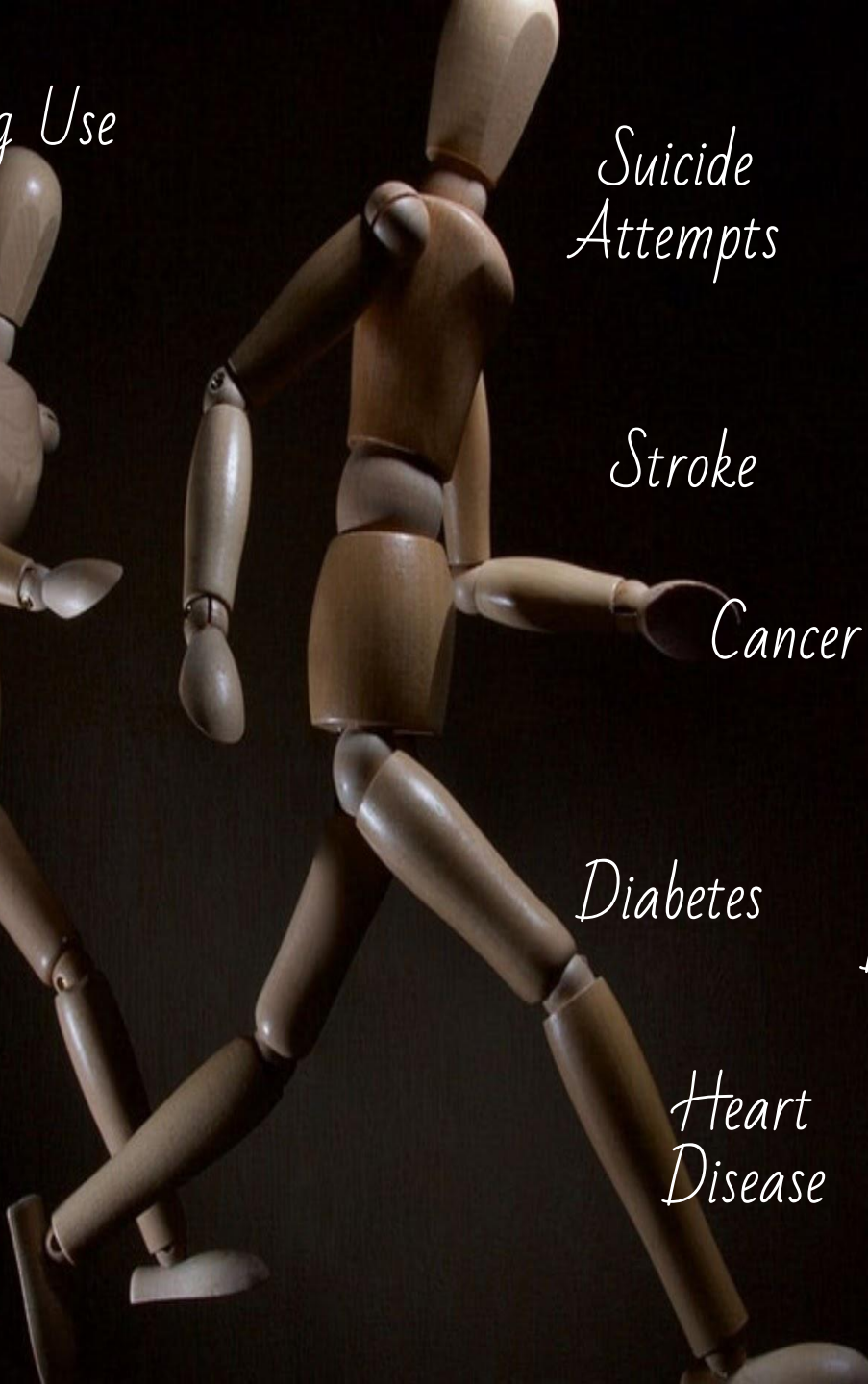
Depression

Alcoholism

Heart Disease

Severe Obesity

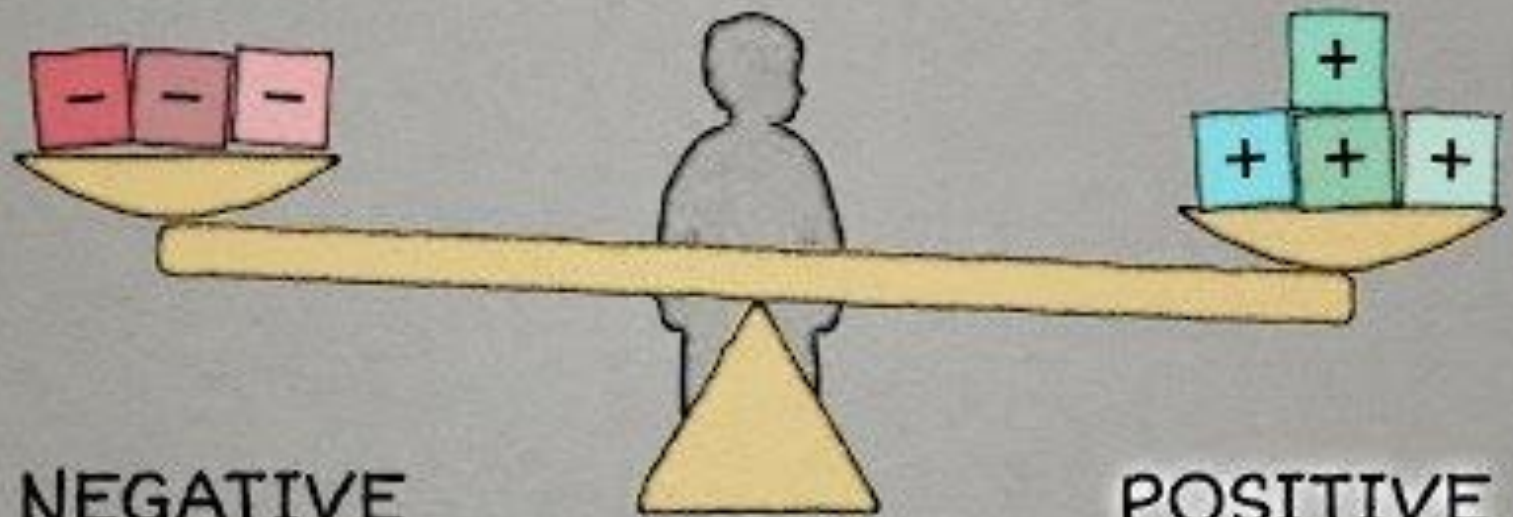
Missed Work



Resilience

A photograph of two young women sitting on swings in a park. The woman on the left has blonde hair in a ponytail, is wearing a white tank top and blue pants, and is smiling while looking at the other woman. The woman on the right has long dark hair, is wearing a green long-sleeved shirt and black pants, and is also smiling. They are sitting on wooden swings with metal chains. The background shows a park with trees and other playground equipment.

I see you.
I hear you.
I am with you.



NEGATIVE
OUTCOMES

POSITIVE
OUTCOMES

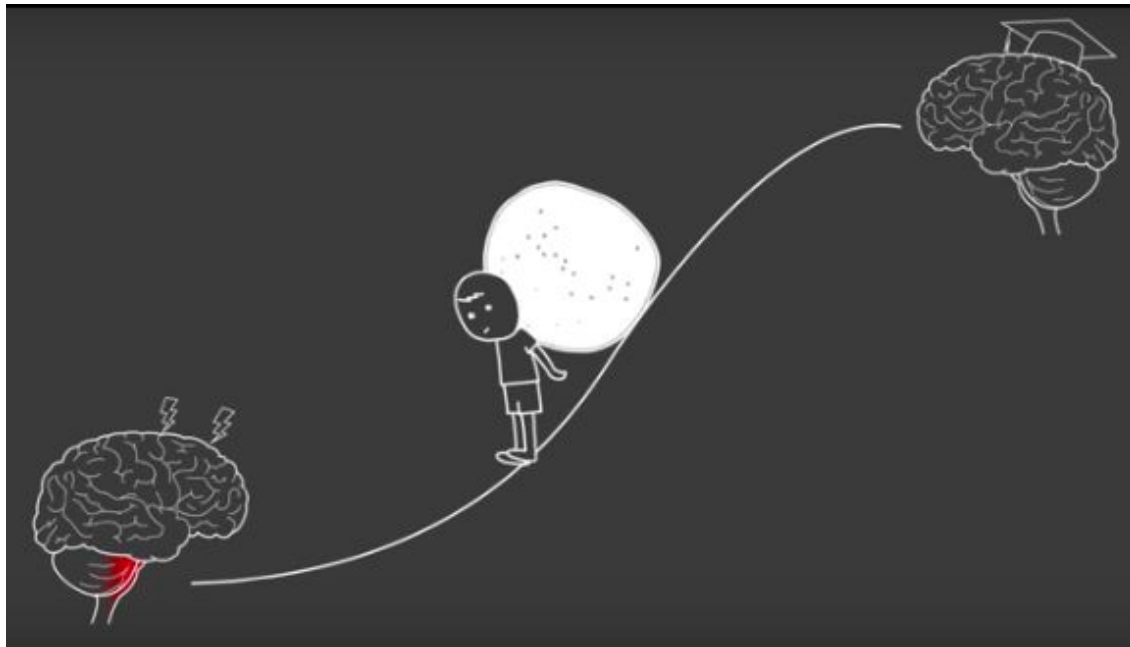



Kevin Braman
Patrol Sgt
Walla Walla, WA

Former SRO at Lincoln High School
Walla Walla, WA



Sisyphus had plenty of grit, but it didn't get him very far.



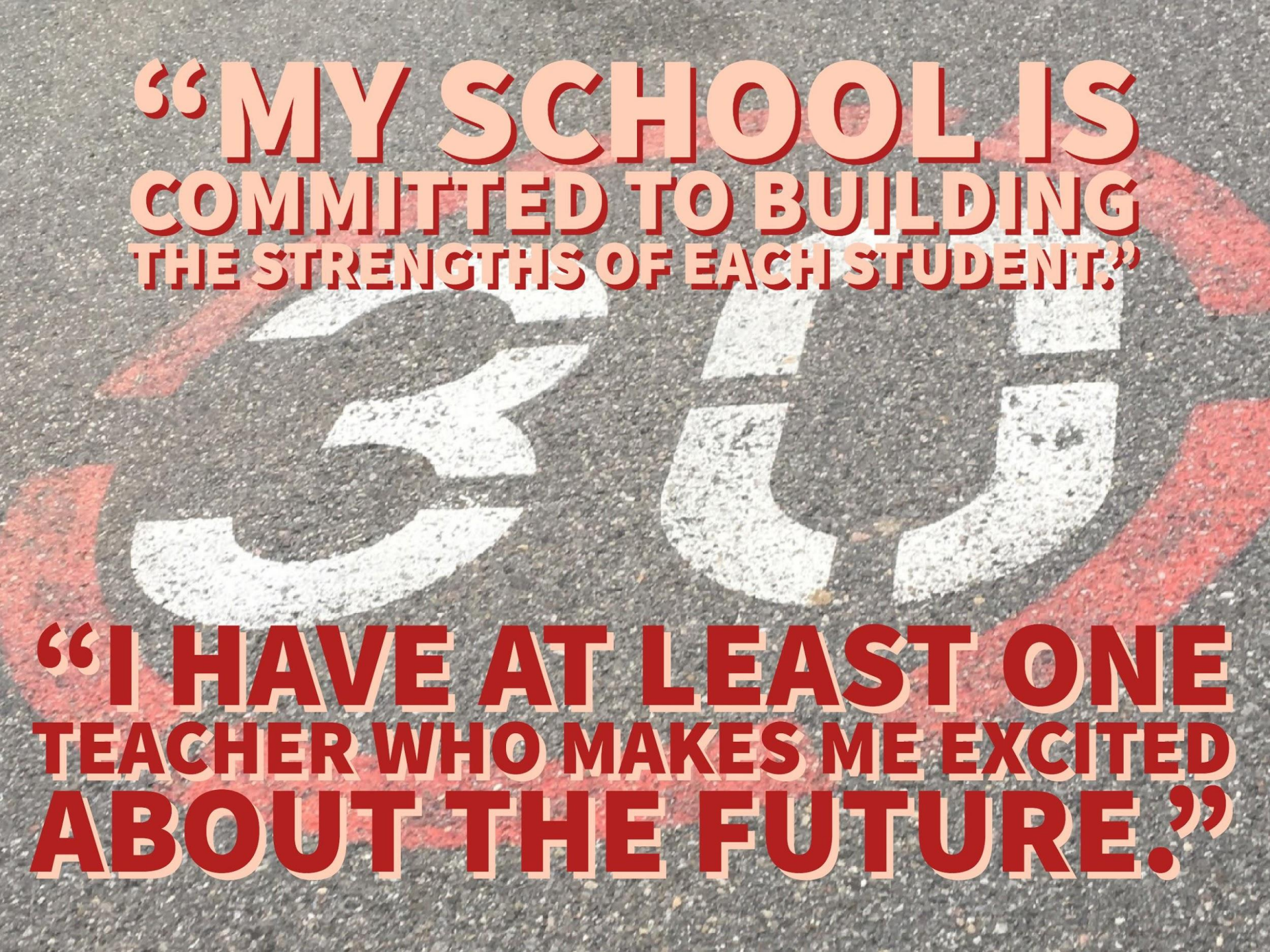


If we want to improve a child's grit or self-control, what we need to change first is his environment.

A top-down view of several hands of different skin tones clasped together in a circle on a light-colored wooden table. The hands are arranged in a supportive grip, with fingers interlaced. The background is the natural grain of the wood. The word "RELATIONSHIPS" is overlaid in the center in a bold, red, sans-serif font.

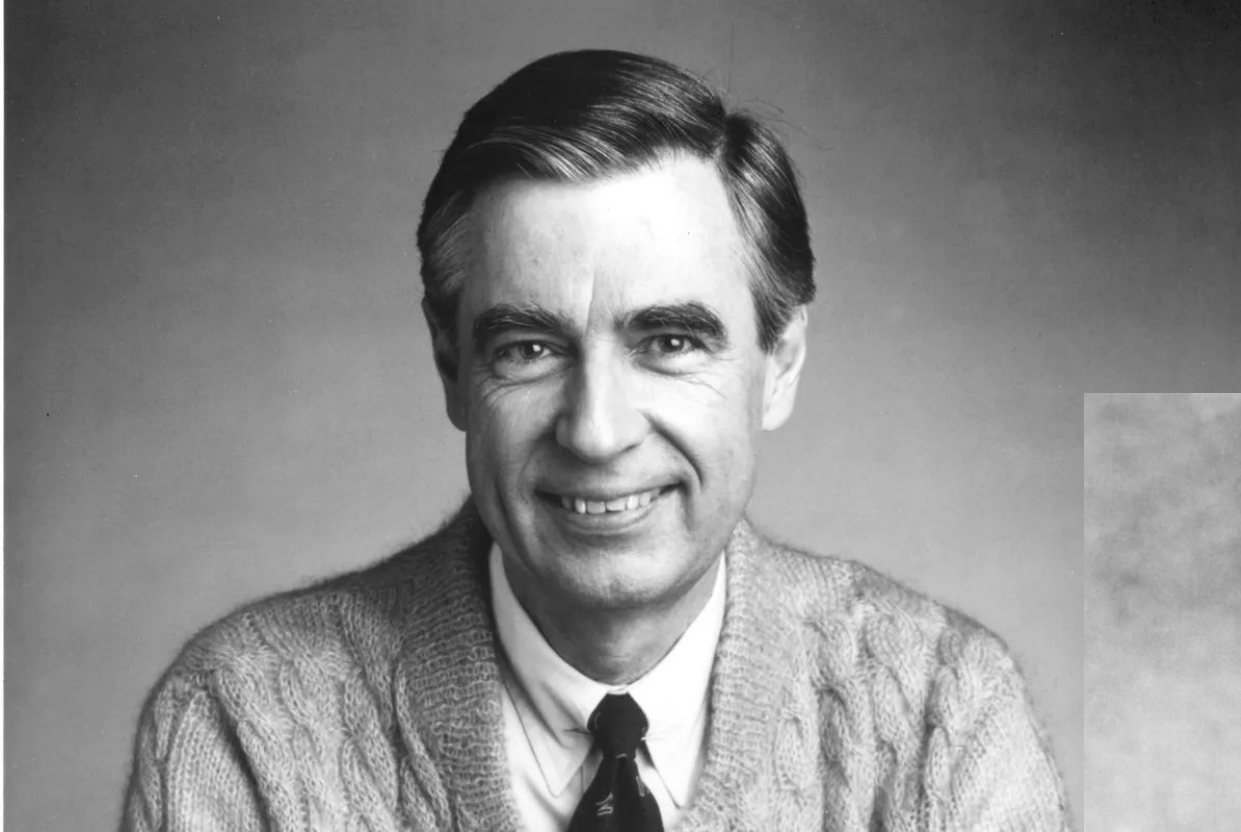
RELATIONSHIPS





**“MY SCHOOL IS
COMMITTED TO BUILDING
THE STRENGTHS OF EACH STUDENT.”**

**“I HAVE AT LEAST ONE
TEACHER WHO MAKES ME EXCITED
ABOUT THE FUTURE.”**



Never tell people how to do things. Tell them what to do and they will surprise you with their ingenuity.
-Gen. George S. Patton



Love isn't a state of perfect caring. It is an active noun like struggle. To love someone is to strive to accept that person exactly the way he or she is, right here and now.

- Fred Rogers

Because of the safety factor that the SRO represents, the SRO has the capacity to play one of the most vital roles in the success of a trauma-informed school.

SRO Interactions with Students

- Be visible - greet students in the morning
- Be visible at during the day - taking the time to connect with students
- Take an advocate role.
- Understand that time spent talking with students is time well spent.
- Be consistent
- Know, respect, and enforce your boundaries - be a visible presence when needed, and respect the line of school discipline vs. legal action

Every time I take something personally and get irritated, I ask... "Is this to protect my ego or honor what I value?" It reminds me to allow my values to be mine and not expect others to have them and when ego is involved, it is an invitation to go deep and see why I am experiencing a level of insecurity or frustration.

~Tamara Konrade

When I take something personally, am I protecting self or honoring a value?

SELF
(Ego)

I am offended.

**I must prove
I am right.**

VALUE
(Strong Ego)

**This is
important to me.**



**WHAT PUSHES
YOURS?**



NESTLÉ'S
GOOD DRINK

MILK, MALT EXTRACT, SUGAR,
MAGNESIUM, GLYCEROPHOSPHATE,
CONCENTRATE AND FLAVOURING

THOUGHT

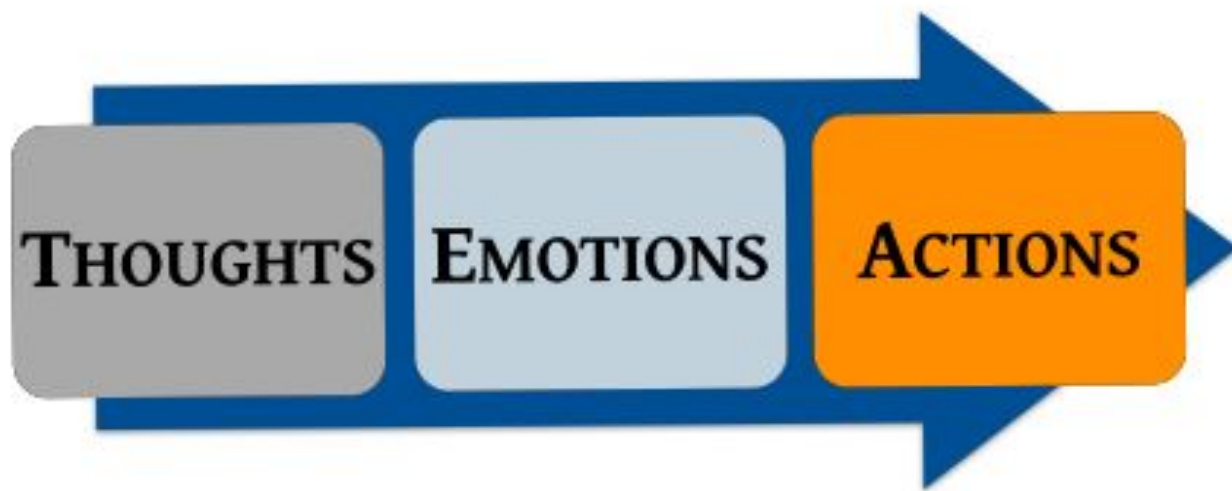
**TEA
STRATEGY**

EMOTION

ACTION

T.E.A. Strategy

<p>Thought: <i>She thinks she is more important than the rest of us.</i></p>	<p>New Thought: <i>She must be running late. I will wrap up some loose ends until she gets here.</i></p>
<p>Emotion: <i>Annoyed and Frustrated Taking it personally</i></p>	<p>New Emotion: <i>Compassion Optimistic</i></p>
<p>Action: <i>Agitated and only focused on getting things done in the meeting.</i></p>	<p>New Action: <i>Confident and collaborative in the meeting.</i></p>



Thoughts:

What are you telling yourself?

Emotions:

What are you feeling?

What is the trigger?

Actions:

How are you choosing to respond?

How **will your response benefit** you and those around you?

How have your thoughts led to **action or inaction**?

The image features a background of marbled paper with a complex, organic pattern of yellow, orange, and dark blue/black tones. The word "REACT" is centered in a large, bold, black, sans-serif font.

REACT

RESPOND

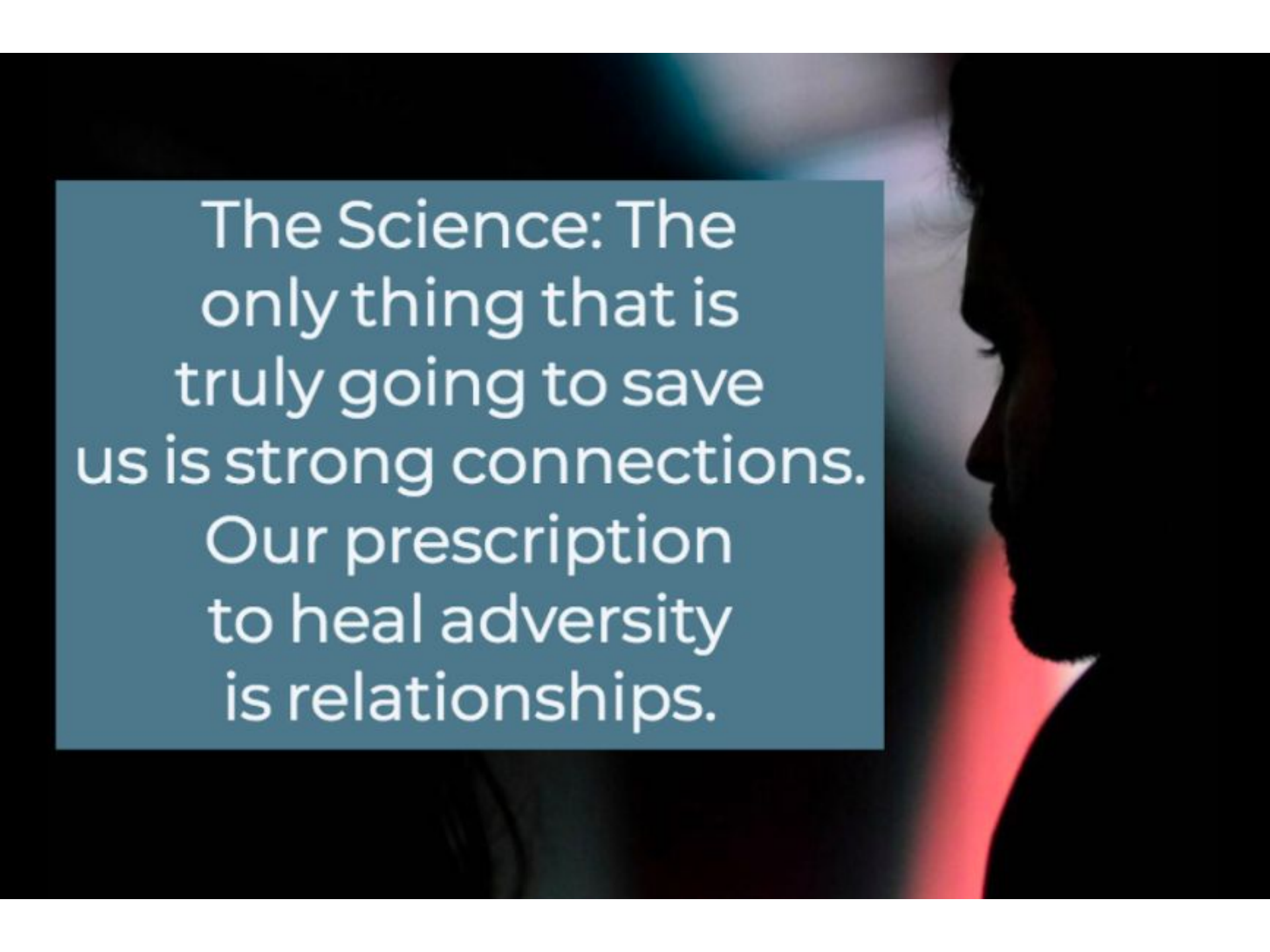


RESPOND

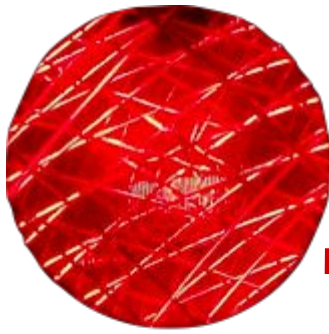


REACT

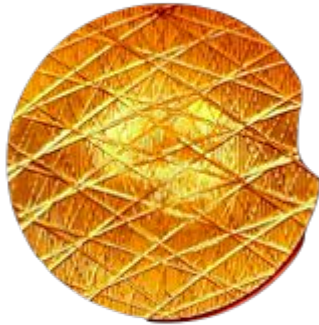




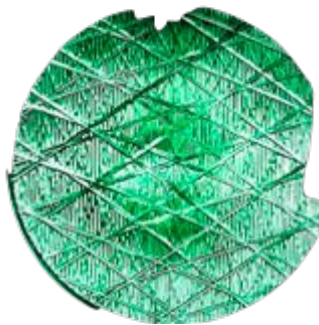
The Science: The only thing that is truly going to save us is strong connections. Our prescription to heal adversity is relationships.



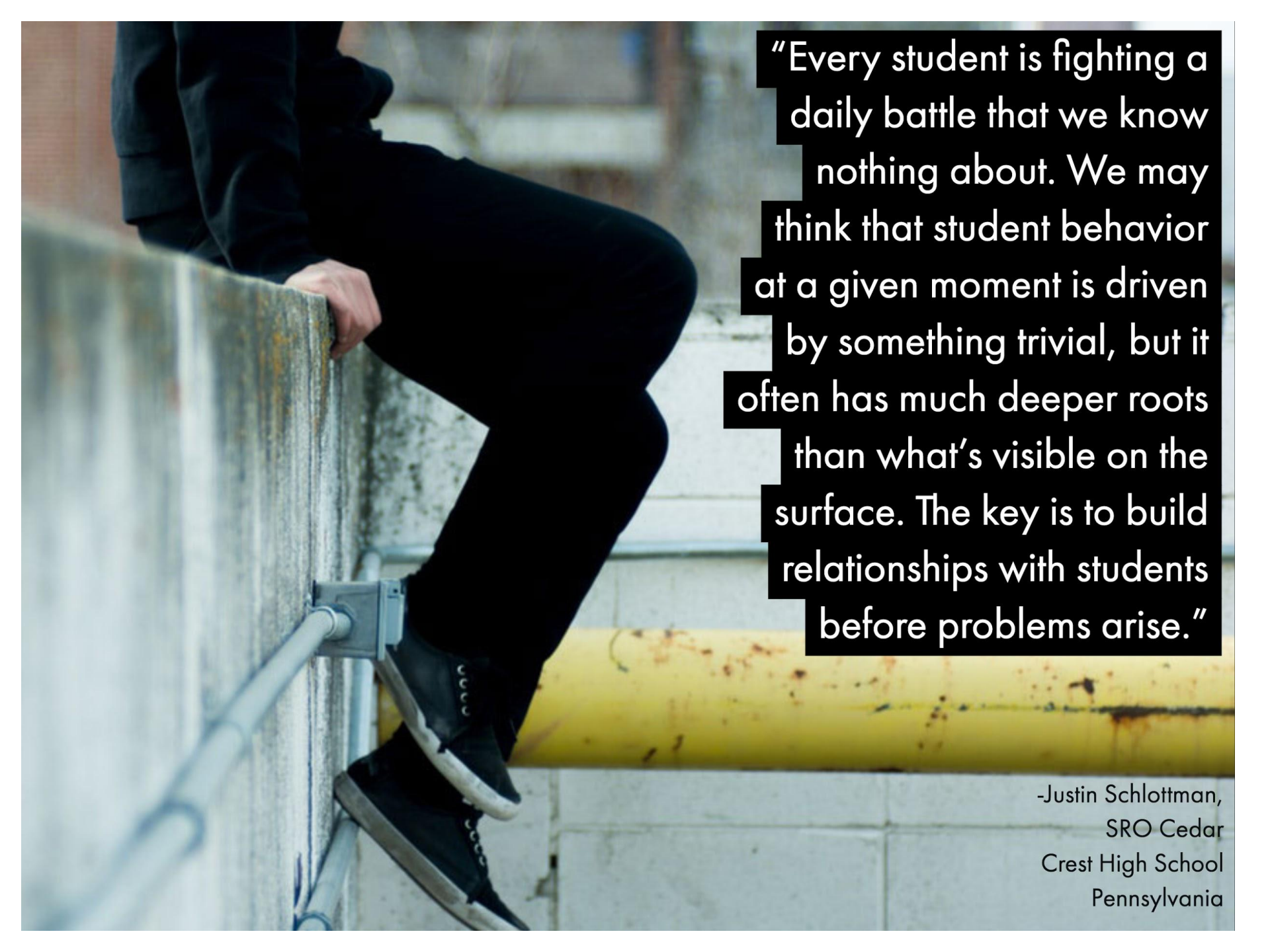
One thing I can **stop** doing
in the workplace...



One thing I can do
differently...



One thing I can **start** doing...

A person wearing black clothing and black sneakers with white soles is sitting on a concrete ledge. The person's right hand is resting on the ledge. In the background, there is a yellow pipe and a white brick wall. The overall scene is outdoors.

“Every student is fighting a daily battle that we know nothing about. We may think that student behavior at a given moment is driven by something trivial, but it often has much deeper roots than what’s visible on the surface. The key is to build relationships with students before problems arise.”

-Justin Schlottman,
SRO Cedar
Crest High School
Pennsylvania

I've come to a 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.

~Haim Ginott





ESSDACK

Our learners. Their future.

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