

Kansans Can Integrated Learning Process: The 5 Growth Principles



EXAMPLES: items you see as strengths for your environment

Growth Principle	What it Looks / Feels Like:
<p>Serve & Return: When a person “serves” a bid for attention or connection, we respond in a connected and growth-promoting way. Usually: notice, acknowledge the person, share the point of attention, and extend the interaction. This is the basic interaction that builds brain architecture. This explicit response pairs with an implicit co-regulatory response.</p>	<ul style="list-style-type: none"> ○ Feeling “seen” and “heard” ○ Expressing / receiving care ○ Feeling connection or connected to other(s) ○ Consistent and reliable interaction ○ Feeling positively regarded
<p>Co-Regulation: When the regulated nervous system of the adult signals and implicitly assists the regulation of the student's nervous system. The ventral vagus nerve connects the heart, larynx, middle ear, and upper facial muscles around the eyes to send cues between nervous systems that elicit flourishing social engagement. This creates the physical and psychological safety and attachment necessary for developing more explicit academic, interpersonal and intrapersonal skills.</p>	<ul style="list-style-type: none"> ○ Kind eyes ○ Attuned listening ○ Prosodic voice ○ Warm heart ○ Open stance ○ Gentle touch ○ <i>The ‘flourish circuit’ sends cues that are like food for the developing nervous system</i>
<p>Agency: Being central to one’s own life story with the growing ability to make choices and decisions about one's life, take increasingly skilled action, and influence one's environment</p>	<ul style="list-style-type: none"> ○ Giving voice to your ideas, perceptions ○ Making choices ○ Exercising your talents and skills ○ Trying new things and/or taking risks ○ Pursuing areas of interest ○ Setting and achieving goals ○ Applying ideas / learning to own life ○ Belonging / Contributing to your community
<p>Engagement: The degree of connection a person experiences when learning, doing or interacting. It is implicitly demonstrated through attention, curiosity, interest, and/or passion shown or felt. It is explicitly demonstrated through contact, immersion or interaction with people, materials and / or ideas.</p>	<ul style="list-style-type: none"> ○ Discovering, exploring ○ Puzzling, experimenting, testing ○ Building, designing, creating ○ Envisioning, imagining, playing ○ Rehearsing, practicing, applying ○ <i>Using all of one’s senses & one’s bio-psycho-social</i>
<p>Feedback: An output that affects the subsequent input. Words, actions, processes or information that stretch us by helping us make meaning; grow in understanding, clarity or skill; and adjust, celebrate, and/or integrate our experience</p>	<ul style="list-style-type: none"> ○ Listening, observing, asking questions ○ Noticing, reflecting, celebrating ○ Describing, clarifying, analyzing ○ Dialoguing, conferring, discussing ○ Relating, connecting, finding patterns ○ Integrating, synthesizing, consolidating

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NON-EXAMPLES: items you see as issues for your environment

Growth Principle	NON-EXAMPLES / Common Barriers
<p>Serve & Return: When a person “serves” a bid for attention or connection, we respond in a connected and growth-promoting way.</p> <p>Usually: notice, acknowledge the person, share the point of attention, and extend the interaction. This basic explicit interaction builds brain architecture & pairs with an implicit co-regulatory response.</p>	<ul style="list-style-type: none"> ○ We skip acknowledging the person & go straight to business (ie: the <i>content</i> they/we present) ○ We immediately evaluate the content rather than more robustly engaging / using feedback ○ We fail to consider the content ○ We abruptly shift the subject/end the interaction ○ We ignore or fail to notice the bid or the person
<p>Co-Regulation: When the regulated nervous system of the adult signals and implicitly assists the regulation of the student's nervous system.</p> <p>This creates the safety and attachment necessary for developing more explicit academic, interpersonal and intrapersonal skills.</p>	<ul style="list-style-type: none"> ○ We interact mostly by text or screen ○ We tend toward neutral, business-like, brusque or sarcastic, rather than relational, interactions ○ We are not aware of or fluent with our own self-regulation and flourish circuitry. ○ We try to disguise or justify not being in our own flourish circuitry; we may feel too vulnerable in (ie: shame/belittle) our own flourish circuitry ○ We expect immediate reciprocity
<p>Agency: Being central to one’s own life story with the growing ability to make choices and decisions about one's life, take increasingly skilled action, and influence one's environment</p>	<ul style="list-style-type: none"> ○ We overextend our own agency and fail to ‘share power’ with students, parents and colleagues; we cave in to the urge to ‘control’ ○ We dampen student / others’ agency due to beliefs: ‘I know better,’ ‘adults know better,’ or ‘children are to be seen, not heard’ etc. ○ We underextend our own agency; fear rocking the boat or having boundaries & preferences
<p>Engagement: The degree of connection a person experiences when learning, doing or interacting.</p> <p>It is implicitly demonstrated through attention, curiosity, interest, and/or passion shown or felt.</p> <p>It is explicitly demonstrated through contact, immersion or interaction with people, materials and / or ideas.</p>	<ul style="list-style-type: none"> ○ We conflate engagement with motivation and then judge students or others ○ We give insufficient attention to developing modalities for learning tasks that engage the bio-psycho-social domains of individuals ○ We believe students <i>should</i> be invested in our particular subject; we fail to become curious about their interests and worldviews or the connections to their own lives ○ We fail to allow students to practice agency
<p>Feedback: An output that affects the subsequent input.</p> <p>Words, actions, processes or information that stretch us by helping us make meaning; grow in understanding, clarity or skill; and adjust, celebrate, and/or integrate our experience</p>	<ul style="list-style-type: none"> ○ We fail to elicit, observe, and become curious about the bio-psycho-social feedback of a student / other person ○ We fail to share power in observing, analyzing and interpreting feedback ○ We fail to allow feedback from student / others to inform our subsequent step(s) ○ We fail to offer meaningful feedback designed to stretch, clarify, integrate and/or celebrate

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5 Growth Principles Skills Reflection for our System:

Rank from 1 to 5 (1=strongest; 5=weakest) your building's / district's practice of the 5 growth principles

- _____ Serve and Return
- _____ Co-Regulation
- _____ Agency
- _____ Engagement
- _____ Feedback

What data [feedback] could you use to check your perceptions?

Which growth principle excites you as a team the most and why?

Which items from the non-examples do you find to be the most frequent barriers to enacting the growth principles in your building / district? List them and hypothesize what might be keeping them operational.

Issue:	What most likely is keeping this barrier behavior operational in your building / district right now? :		
	Limiting Beliefs or Values Framing	Lack of Skills/ Knowledge of Alternative Skills	Lack of Systems/Processes to Support Consistent Alternative Skills

Brainstorm strategies that might best help you address the barriers as you work toward fostering systemic growth in your building / district:

Limiting Beliefs or Values Framing:

Eg: Book Studies to explore /address the impact of beliefs on actions and outcomes

Lack of Skills / Knowledge of Alternative Skills

Eg: PD to address knowledge and skill development

Lack of Systems to Support Consistent Alternative Skills

Eg: developing aligned policies, procedures, schedules, assessments, etc. that support skill implementaton

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Responsive Culture Systems Reflection:

A Responsive Culture

- Is aware of national and state-wide **trends** impacting students and **expectations** for schools.
- Uses systemic tools to “**hear**” what students & families are telling us **locally** and uses that **data** to make decisions.
- Enacts a **system** of **evidence-based** resources + practices with clear steps to **respond** to need with tiered supports.
- **Analyzes** its system for gaps, needs, and strengths to become more **proactive and aligned**.
- **Assesses growth**, celebrates what’s working, & continuously adapts to challenges while building on strengths.
- Practices and uses the principles of the **Integrated Learning Process** throughout all of the above to create **coherence** and to naturally embed practices that foster wellbeing and learning.

Do we know about, implement, and systematize:	Need to build general awareness & engage stakeholders	Need targeted PD and evidence-based tools / resources for implementation	Need to create or align Systemically for Core & Tiered Approach
National, Kansas, and local trends impacting our students. Eg:			
Depression & Mental Health issues			
Suicidality			
Adverse Childhood Experiences & Trauma			
National & Kansas expectations and Local needs impacting education. Eg:			
Multi-tier System of Supports			
Social-emotional Learning			
Evidence-based programs & frameworks			
Kansas Social Emotional & Character Development Standards (SECD)			
Family Engagement			
Ks. Legislated mandates regarding bullying, suicide prevention & intervention, sexual abuse, etc.			
Data-based Decision Making			
Climate Surveys [eg: CTC]			
Systematic Screening for Risk			
Competency & Skill Assessment or way to measure growth			
Family Engagement Survey			