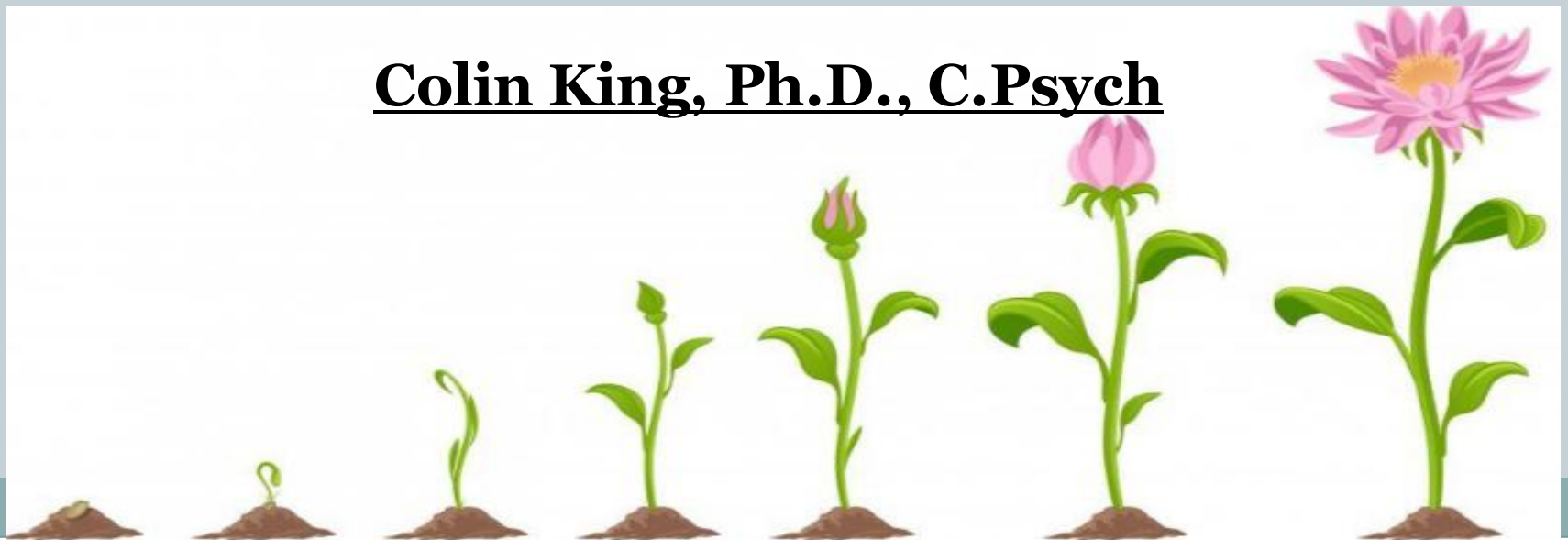


Unlocking the Power of the Relationship



Growing Social-Emotional Skills in Students with a LD

Colin King, Ph.D., C.Psych



The Challenge



How are you going to connect with your student?



The Teacher-Student Relationship



- *A positive teacher-student relationship contributes to:*
- Improved academics
- Increased engagement
- Increased attendance
- Improved social skills
- A long-term impact?!



What Makes a Difference?



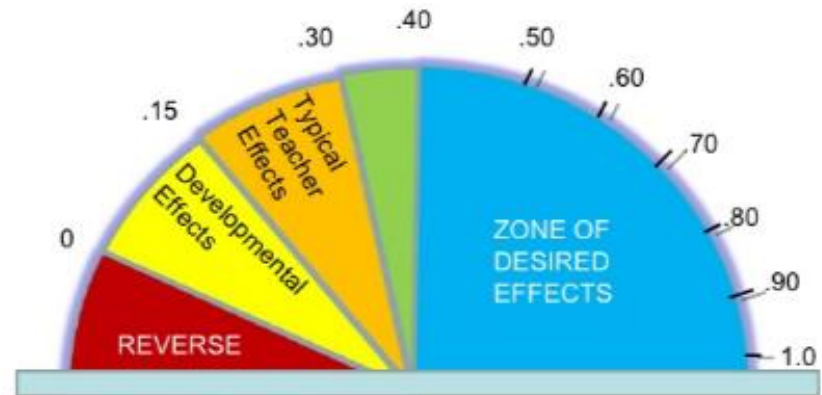
- *How do we make sense of the various impacts on achievement?*
- Hattie (2009) ('11) ('15)
- 800+ meta-analyses
- 50,000 studies
- 200+ million students



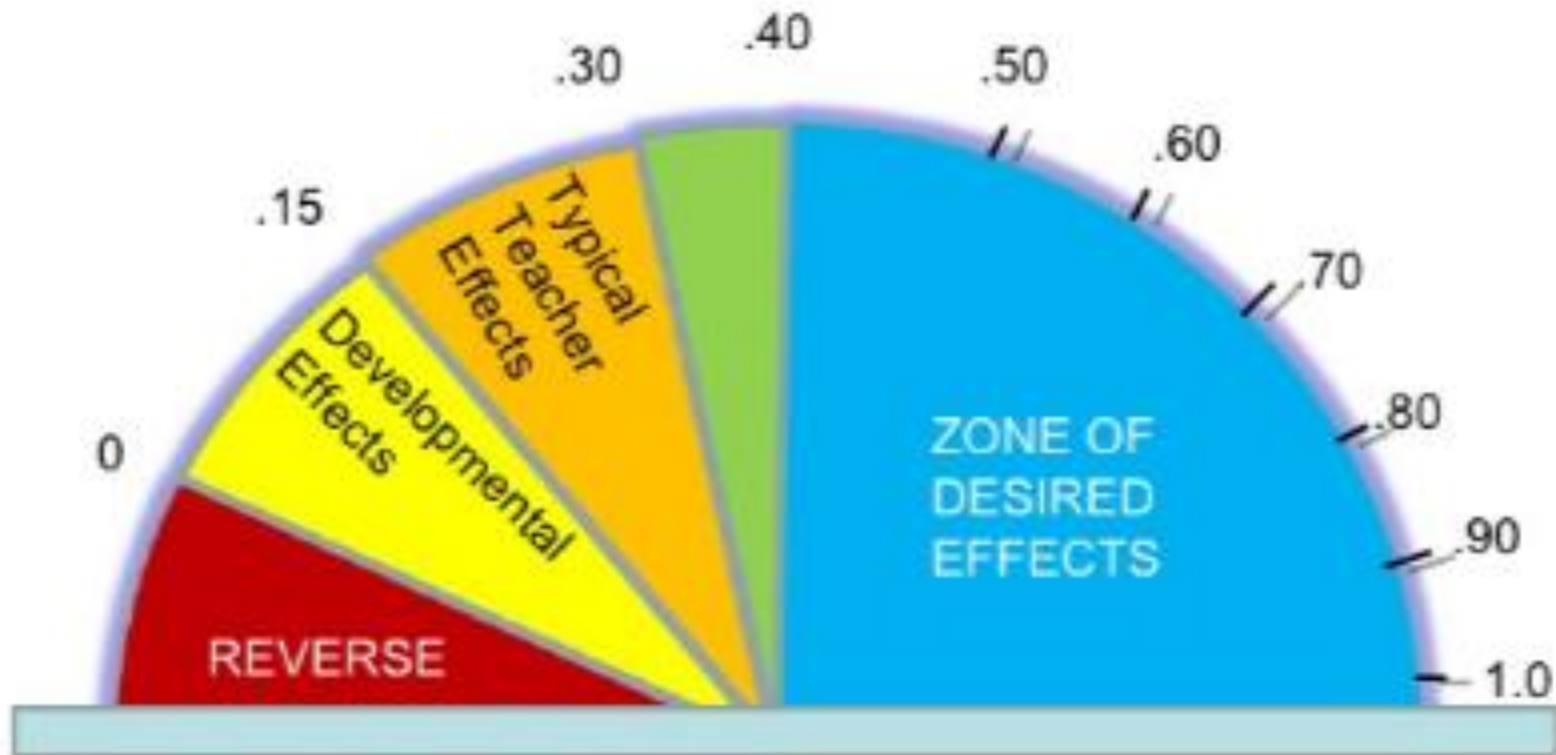
Understanding Effect Sizes



- **> 0.40** Student learning accelerates
- **= 0.40** Average effect (the “hinge point”)
- **0.00** No effect on student learning
- **< 0.00** Negative impact



Understanding Effect Sizes

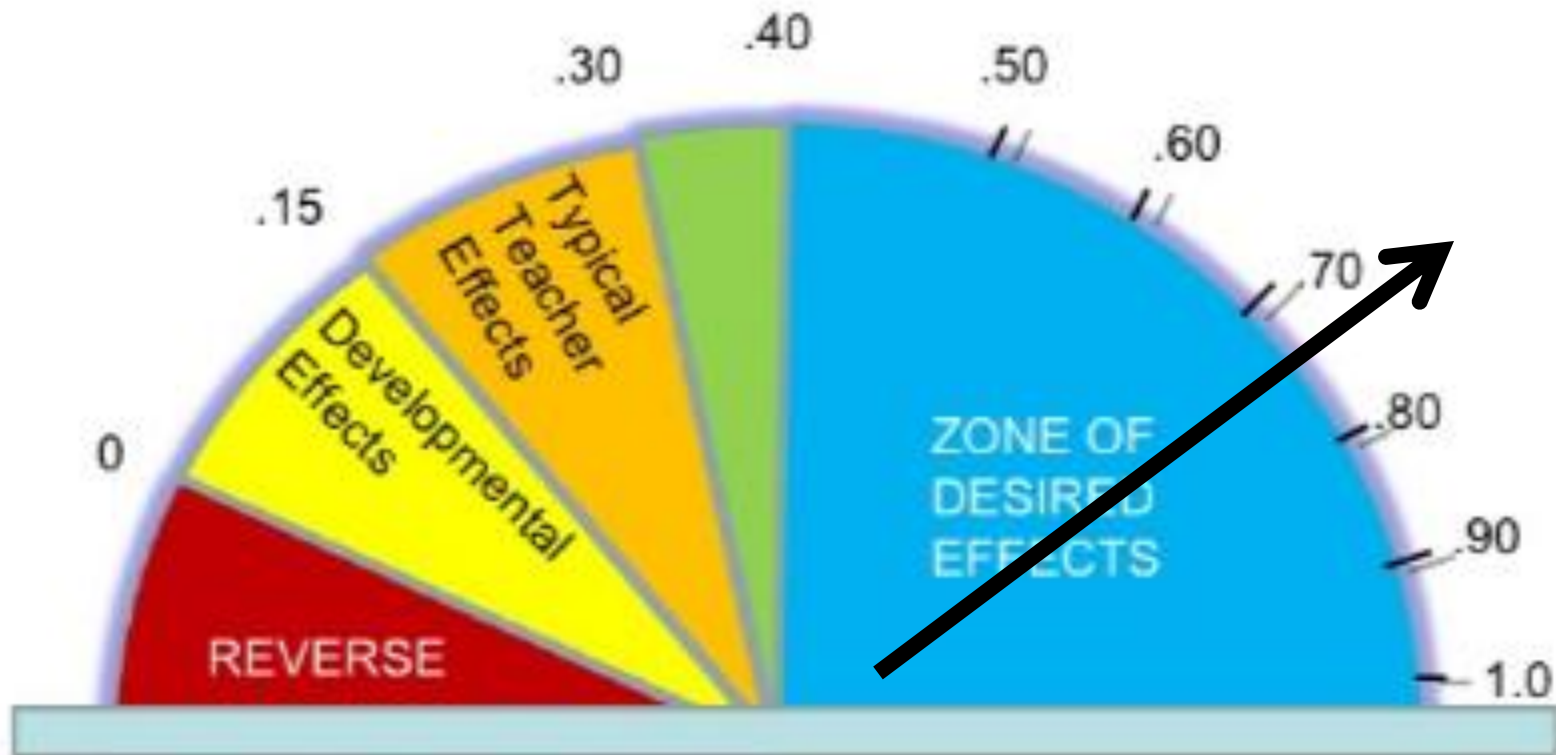


What Makes a Difference?



<u>Influence</u>	<u># of Studies</u>	<u>Effect Size</u>	<u>Ranking</u>
Classroom Management	100	0.52	42
Early Intervention	1704	0.47	52
Distance Education	839	0.09	126
Family Structure	845	0.17	113
Challenging Goals	604	0.56	34
Test-Taking Skills	275	0.27	93
<u>Teacher-Student Relationship</u>	<u>229</u>	<u>0.72</u>	<u>11</u>

What Makes a Difference?



What Makes a Difference?



Teacher-student relationship

What Makes a Difference?



Teacher-student relationship

Parent-child relationship

Caring adult-child relationship

Setting Our Focus ...



Thinking of Relationships ...



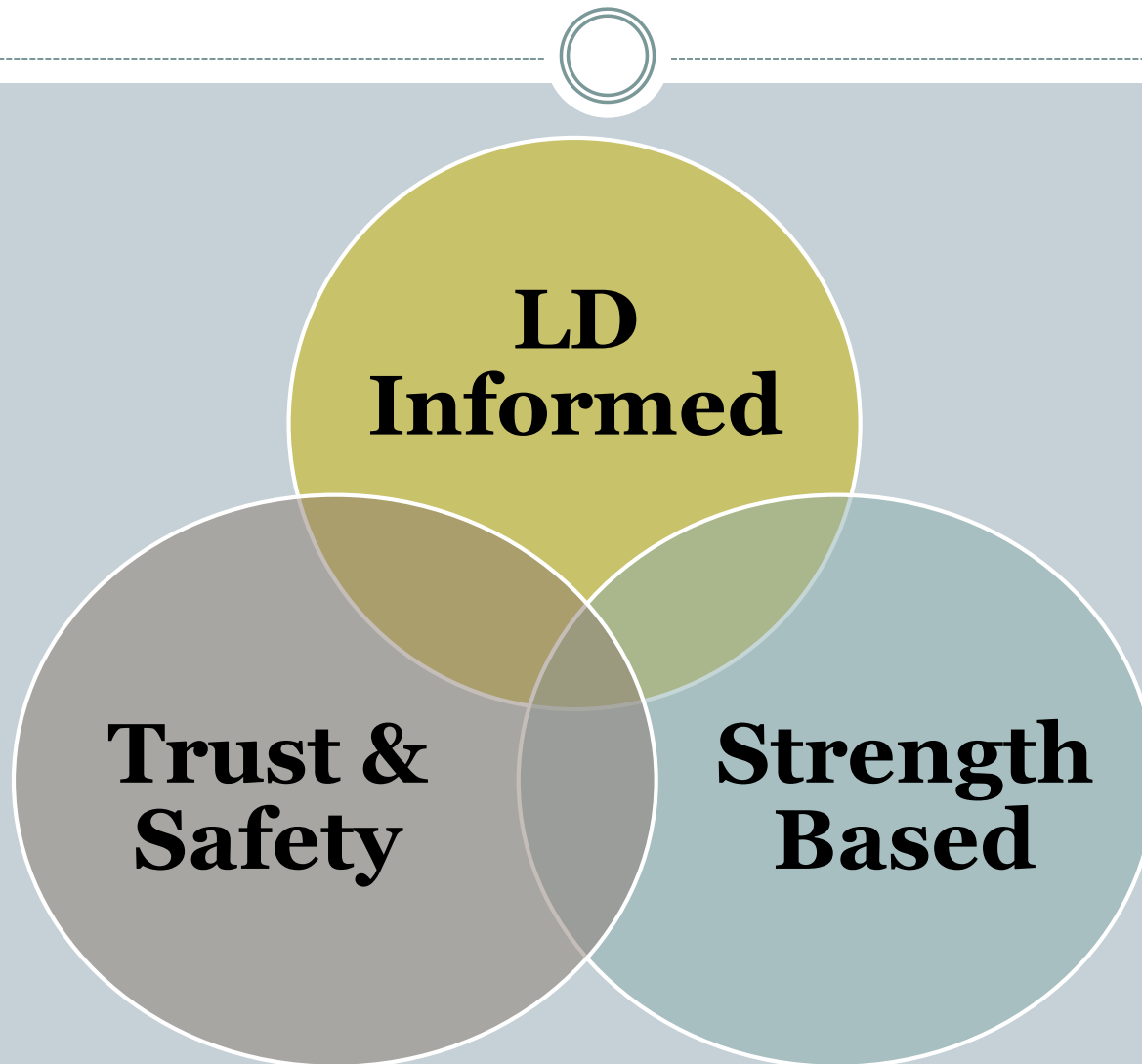
- *Think of a strong relationship you experienced with a child with a Learning Disability*
- *What made this such a positive relationship?*



What Are The Key Ingredients?



Key Relationship Characteristics



1) TRUST & SAFETY

- *Provide opportunities for the child to feel secure and comfortable in the classroom (and in the teacher-student relationship)*
- Know what to expect from the learning process
- Know what to expect from others
- Keep anxiety from impacting other learning and performance



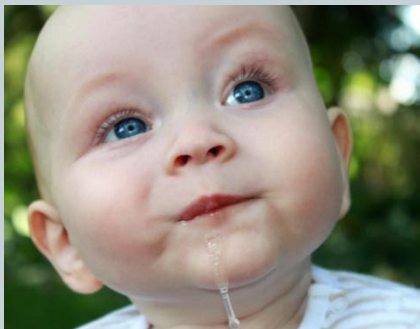
1) TRUST & SAFETY



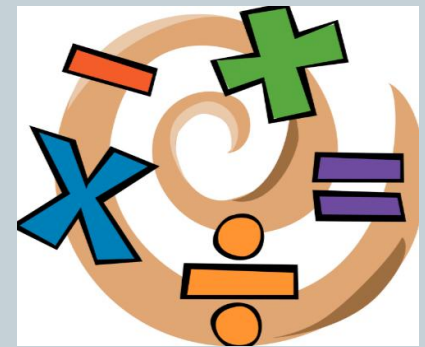
Reactivity to Stress and the Cognitive Components of Math Disability in Grade 1 Children

Maureen A. MacKinnon McQuarrie, PhD¹, Linda S. Siegel, PhD¹, Nancy E. Perry, PhD¹, and Joanne Weinberg, PhD¹

¹University of British Columbia, Vancouver, BC, Canada


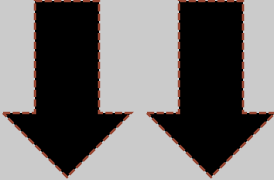




=



1) TRUST & SAFETY



Students with a Math LD		
Students with No LD		

1) TRUST & SAFETY



"I always tell people that from the moment a kid gets up in the morning until he goes to sleep at night ...

the central mission of the day is to avoid humiliation at all costs"

(Mel Levine)

WORRYING IS MY SUPER POWER!

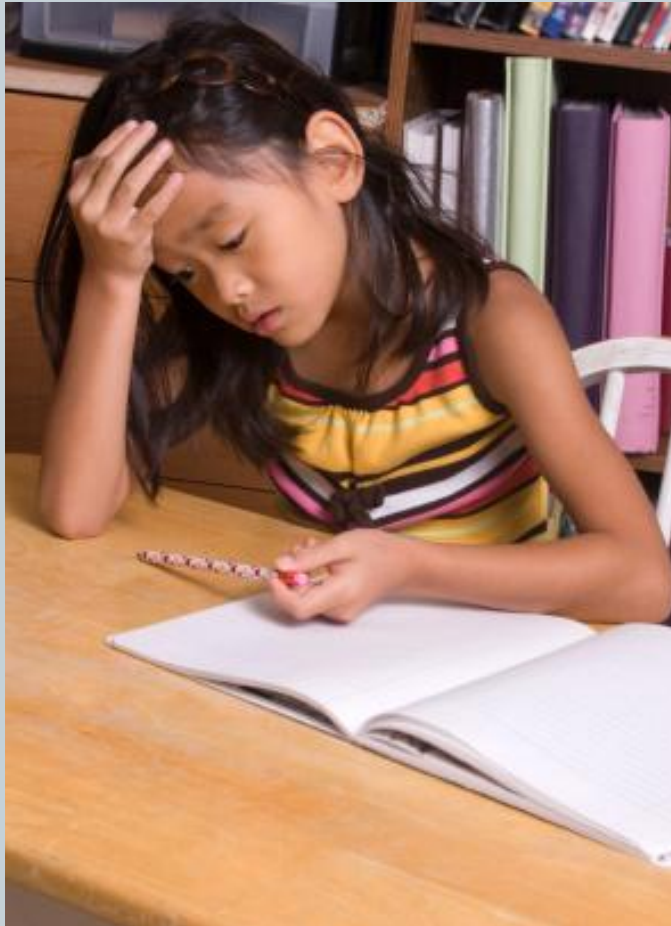
USING MY POWERS
OF PURE, CONCENTRATED
PANIC AND ANXIETY, I CAN
PREVENT BAD THINGS
FROM HAPPENING!



OR SO
I TELL MYSELF.



Impact of Stress



**STRESSED
BRAINS
CAN'T
LEARN**

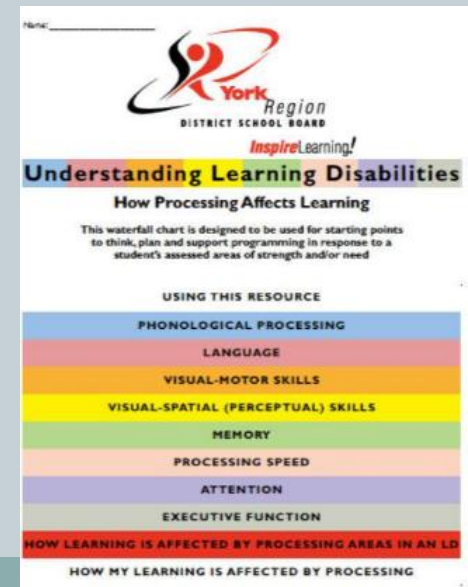
The “Just Right” Amount



2) LD INFORMED



- *Implement knowledge of the child's unique learning profile into classroom programming*
- Have knowledge of the profile at both a factual (and experiential) level
- Know how various learning demands and tasks impact their success
- Know what strategies, accommodations & tools help; collaborate with the student



3) STRENGTH BASED



- *Continuously use a strength-based perspective in thinking about the child*
- Understand the potential in their thinking and reasoning
- Focus on what the student can achieve; skill growth
- Recognize that strengths are forged from challenges
- Create signature learning experiences



3) STRENGTH BASED



OPTIMISM ☀️ hopeful stays motivated positive growth mindset	CURIOSITY ❓ active listener intrigued explores questions	CREATIVITY 💡 original ingenious adaptive ideas-focused
GRIT H perseveres hard worker determined indomitable spirit	develop your CHARACTER STRENGTHS	SELF-CONTROL 👤 self-disciplined manages impulses self-regulates manages emotions
GRATITUDE ❤️ thankful appreciative grateful blessed	BRAVERY 🦁 courageous battles fears valiant does what's right	ZEST ⚡️ energetic enthusiastic lively participates



So What Do We Focus On?



Understanding “Success” Pathways



Predictors of Success in Individuals with Learning Disabilities: A Qualitative Analysis of a 20-Year Longitudinal Study

Roberta J. Goldberg, Eleanor L. Higgins, Marshall H. Raskind,
and Kenneth L. Herman

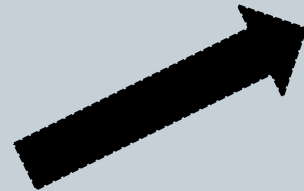
Frostig Center

Understanding “Success” Pathways



What attributes are related to “success”?

“Pool” of possible predictor variables:



The “Success Attributes”

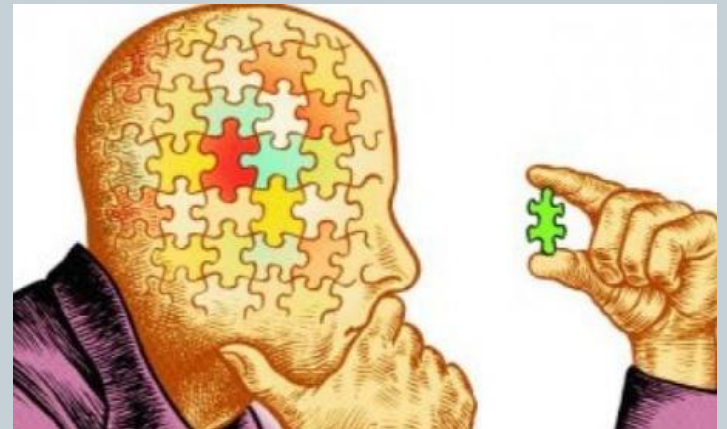


- **Self-Awareness**
- **Perseverance**
- **Proactivity**
- **Goal-Setting**
- **Use of Support Systems**
- **Emotional Coping Systems**

Self-Awareness



- **Open and aware about their difficulties**
- **Accept their difficulties/challenges**
- **Compartmentalize their LD**
- **Recognize their talents**
- **Match jobs with abilities**



Perseverance



- **Show ability to persevere**
- **Learn from hardships**
- **Demonstrate flexibility** (know when to quit sometimes)

A graphic with an orange background and white text that reads "got grit?". A white hand cursor icon is positioned over the letter 'i' in the second "grit".

got grit?

Emotional Coping Strategies



- **Recognize stress triggers associated with their learning difficulties**
- **Develop effective means of coping with stress**
- **Demonstrate positive, hopeful outlook**



Overview



Article

HAMMILL INSTITUTE
ON DISABILITIES

Identifying Nonacademic Behaviors Associated With Post-School Employment and Education

Career Development and Transition for
Exceptional Individuals
36(3) 174–187

© Hammill Institute on Disabilities 2012

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DOI: 10.1177/2165143412468147

cdtei.sagepub.com



**Amber E. McConnell, PhD¹, James E. Martin, PhD¹, Chen Ya Juan, PhD²,
Maeghan N. Hennessey, PhD¹, Robert A. Terry, PhD¹, Nidal A. el-Kazimi, PhD³,
Tammy C. Pannells, PhD⁴, and Donna M. Willis, BA¹**

Overview



Protective factors associated with psychological well-being in young adults with Learning Disabilities.

Rosetti, Christina. ProQuest Information & Learning, 2015. AAI3620287.



H HAMMILL INSTITUTE
ON DISABILITIES

Quality Learning Experiences, Self-Determination, and Academic Success: A Path Analytic Study Among Youth With Disabilities

Career Development and Transition for
Exceptional Individuals

35(2) 85–96

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DOI: 10.1177/0885728812439887

<http://cdtei@sagepub.com>



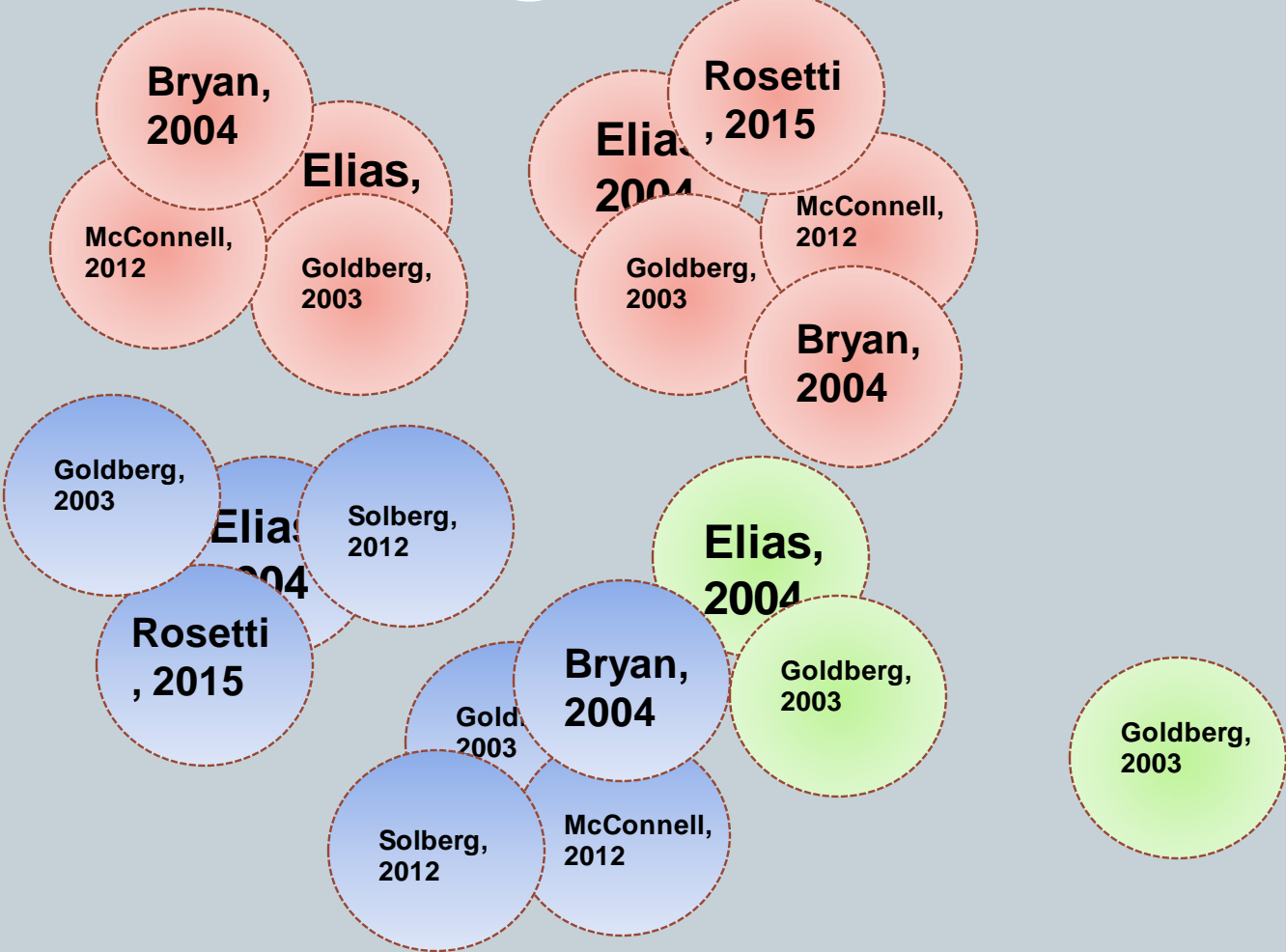
V. Scott Solberg¹, Kimberly Howard¹, Stephen Gresham², and Erik Carter³



THE SOCIAL-EMOTIONAL SIDE OF LEARNING DISABILITIES: A SCIENCE-BASED PRESENTATION OF THE STATE OF THE ART

Tanis Bryan, Karen Burstein, and Cevriye Ergul

Mapping Skills & Attributes



Social-Emotional Competencies



Social and Emotional Learning



“SEL is the process through which children acquire the knowledge, attitudes, and skills they need to ...

Recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively”

(CASEL, 2015)

Social-Emotional Competencies



Social-Emotional Competencies



Social and Emotional Competencies



Self-Awareness:

- Recognize own and others' emotions
- Assess own strengths and limitations
- Possess self-efficacy and self-esteem

Responsible Decision Making:

- Identify problems when making decisions, generate alternatives
- Reflect on how current choices affect future
- Make decisions based on moral, personal standards

Social and Emotional Competencies



Relationship Skills:

- Exhibit cooperative learning and working toward group goals
- Communicating effectively
- Prevent interpersonal conflict

Social Awareness:

- Identify social cues
- Predict others' feelings and reactions
- Understand other points of view and perspectives

Social and Emotional Competencies



Self-Management:

- Regulate emotions
- Manage personal and interpersonal stress
- Set plans and work towards goals
- Overcome obstacles and create strategies for long-term goals
- Monitor progress toward personal and academic short and long-term goals

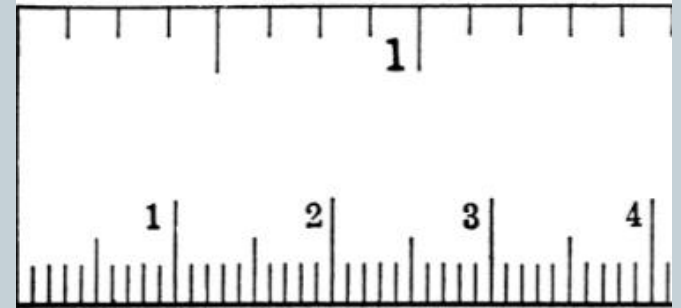
So What Do We Focus On?



So What Do We Focus On?



- The next "inch" for social-emotional growth will be personalized for each student
 - *Work collaboratively with the student and your support team*
- Think strategically about the target goal area
 - e.g., what does the skill/behaviour currently look like?
 - e.g., what would the next smallest step/growth look like for this skill?



Develop a Roadmap



- All complex skills (e.g., self-management) can be broken down into its component parts
- What skills do we need to teach? What skills do we need to practice?
- Be precise! Under which conditions does the skill exist? What do we want the skill to look like?
- Why is this work important?
- Recognize growth and development
- Plan for the short and long-term



Example: Self-Management



Aiden

- Bright student; often becomes upset with work
- “The feeling just comes on”; “I hate feeling like this”
- Can manage in some situations/environments
- Need to identify task triggers / emotions
- Leverage his strong problem-solving / knowledge



Summary



- The teacher-student relationship is one of the most impactful tools you have in the classroom
- A relationship that is strength-based, LD informed, provides safety is critical
- Social-emotional skills are important for later functioning and success for students with LD
- Social-emotional skills can grow in the security of a strong relationship
 - From vulnerability = strength

Understand Thy Impact



**Perfect
parents
exist, but
they do not
have kids yet**

Sophia's Fight Song



- <https://www.youtube.com/watch?v=oLwCLPQzhqE>



Thank You!