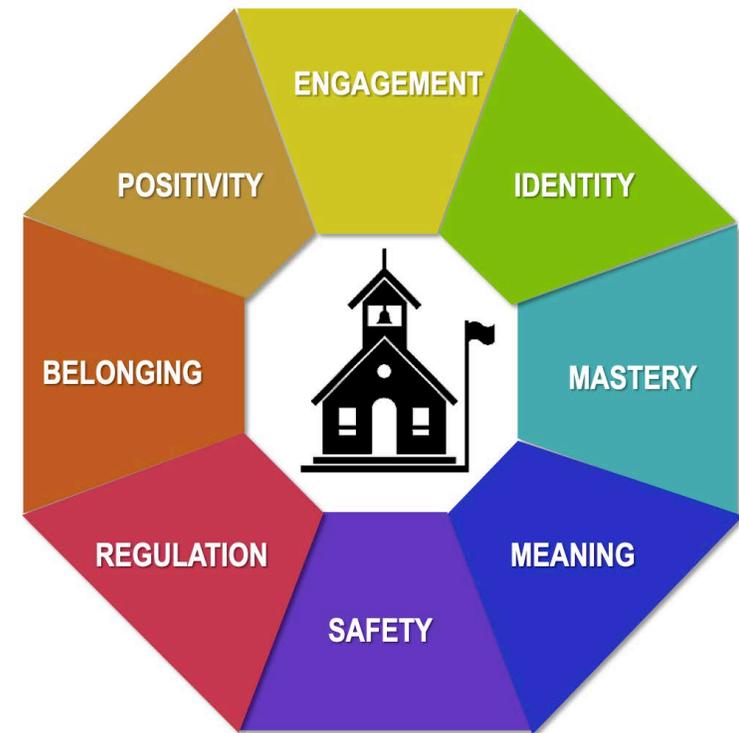




How Disconnection is Damaging Our Kids and How Deeper Relationships Can Foster Well-being, Activate Achievement, and Build a Better World

YOU ARE THE STRATEGY





Thank You!





THE THIRD PATH FRAMEWORK

1. What is student well-being really and how do educators best support it?
2. The Third Path Origin Story
3. The Research
4. The Third Path Framework
5. Implementation of the Foundational Four

Follow Me on Twitter at
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www.thirdpath.ca

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Introduction to The Third Path Videos are now online:



RELATIONSHIPS MATTER MOST:

**An Introduction to
The Third Path Framework
for Student Well-being and
Achievement**

Video One: The Problem



David Tranter, PhD



RELATIONSHIPS MATTER MOST:

**An Introduction to
The Third Path Framework
for Student Well-being and
Achievement**

Video Two: The Research



David Tranter, PhD



RELATIONSHIPS MATTER MOST:

**An Introduction to
The Third Path Framework
for Student Well-being and
Achievement**

**Video Three:
The Third Path Framework**



David Tranter, PhD



RELATIONSHIPS MATTER MOST:

**An Introduction to
The Third Path Framework
for Student Well-being and
Achievement**

Video Four: Implementation



David Tranter, PhD



How do we best support genuine, ongoing **WELL-BEING** and **ACHIEVEMENT** in our students?

Social/Emotional Learning, Mental Health Literacy, Mental Health Promotion, Student Well-Being, Trauma-Informed Practice, Student Achievement
Overall Student Potential

- 1 What does the science of learning and development tell us in regard to best practices?
- 2 How can we successfully support educators to implement initiatives with fidelity?
- 3 How do we do genuinely promote mental health and well-being, not just talk about it?



YOU ARE THE STRATEGY



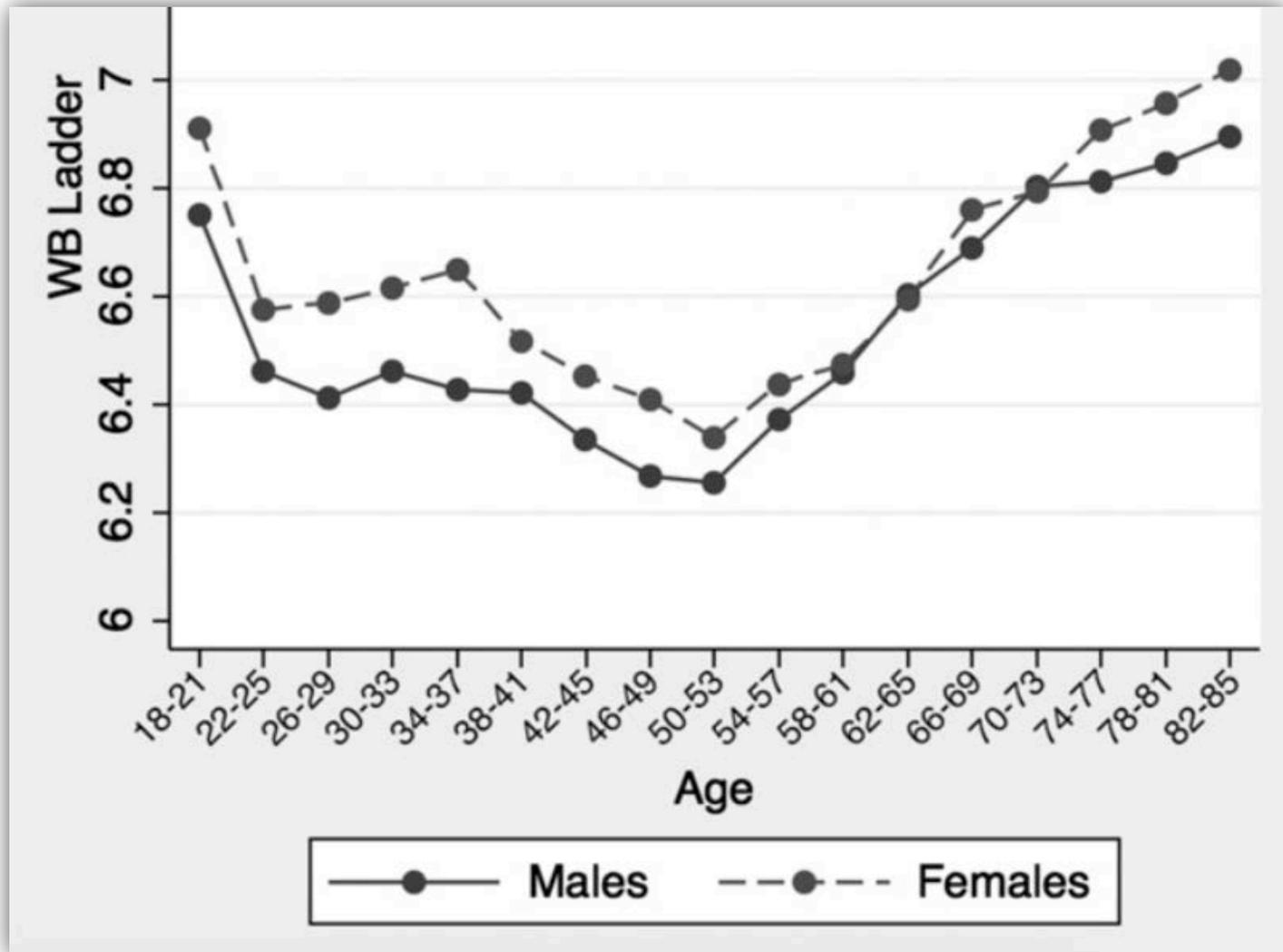
**YOU ARE
A TOOL!**





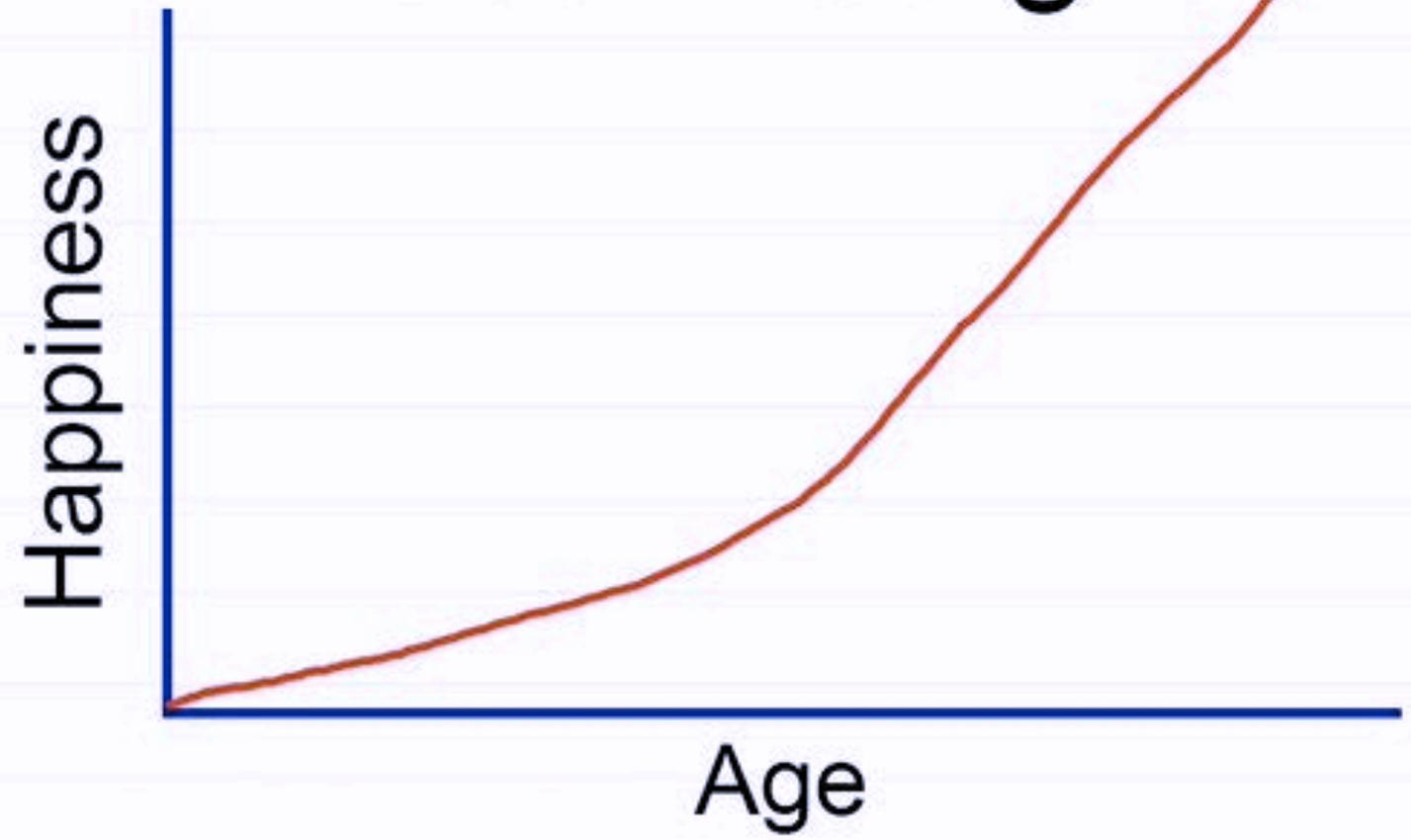
What is Well-Being?

People, not programs, change people. – Dr. Bruce Perry





Socks as gift



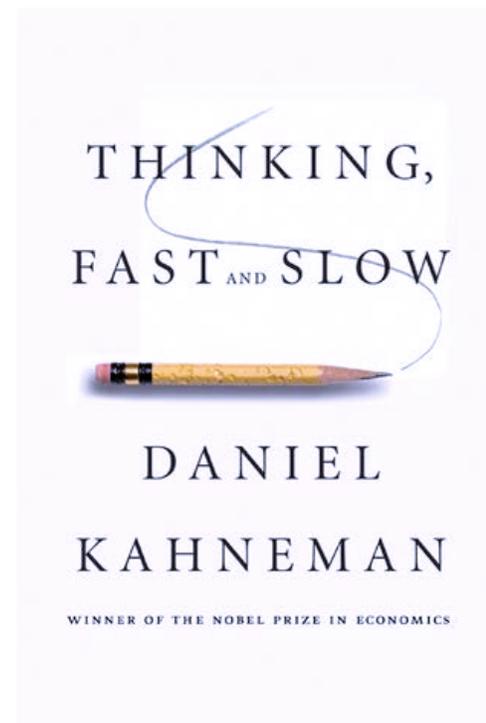


TODAY'S TASK:

Reflect on What Young People Need Most in Order to Thrive

A reliable way to make people believe in falsehoods is frequent repetition, because familiarity is not easily distinguished from truth.

— Daniel Kahneman





*We shall not cease from
exploration, and the end of all our
exploring will be to arrive where
we started and know the place for
the first time.*

— T. S. Eliot





PART ONE

The Challenge



The Big Idea:

What if everything we do to promote children's positive development hinges upon a similarly essential element?

What if the efficacy of every policy, program, or intervention is determined by whether such effort ultimately promoted or hindered the active mechanisms associated with such an ingredient
—the developmental *active ingredient*?

Source: Li, J., & Julian, M. M. (2012). Developmental relationships as the active ingredient: A unifying working hypothesis of “what works” across intervention settings. *American Journal of Orthopsychiatry*, 82(2), 157-166.



Why we wrote *The Third Path*:

The need for deeper understanding...



David Tranter, PhD



“CALM” CLASSROOMS:

Here are some of the BIG LEARNINGS, some of which are very easy + inexpensive to incorporate into all our classroom environments. While these little differences can be absolutely imperative to the success of students who may be struggling, they are often good for all students:

SMARTBOARD VIDEO + CALM MUSIC: One very easy thing is having a “background” video + calm music on the Smart Board any time it is not being used for a lesson (for Kindergartens without a smartboard, you can have this up on a computer screen – the music can still be background and kids can gravitate to the screen to watch in small groups when the need a break.

LOW LIGHTING: Some ideas are fake tealights on the tables, a couple of lamps, an overhead projector used as a lamp, lighting from the smartboard (if they have it) and some twinkle lights strung up (CSA approved and plugged directly into an outlet – no extension cords please!) – the overhead lights are off and the environment to enter for the day is calm..... Staff told us you must give it some time to get used to working in lower lighting, but soon you will be “SHOCKED” if someone walks in and turns on all the lights! It feels very natural.... Administration and Custodial staff can talk about “unscrewing” every 2nd fluorescent bulb in the classrooms or removing a bank of lights

“NATURAL” SURROUNDINGS: Take a look at any of our Kindergarten classrooms and you will see this in action! No bright colours on bulletin boards, cork/brown paper backgrounds, neutral colour schemes and borders, water, rocks, wood.... things that ground our subconscious in a natural state and often can be gathered at very low cost...

BREATHING TECHNIQUES / YOGA BREAKS / ME MOVES: Me Moves is a calm, physical focus that is great for transition to work times or for times that energizing is needed – Breathing techniques for kids and Kid Yoga moves can be found with a quick Google search – perhaps we could share some of those sites next week!

SLOW AND LOW is the way to go...: How we **transition** from one thing to the next / Our **physical movement** in the space / Our **voice** (tone, rate, volume and pitch) – **Silent Signals** we use with our class (need to be co-created) to accomplish tasks such as sit/stand/get to work/bathroom/drink/need something...)

POSITIVE MESSAGES: The research is strong: We know that students have their best chance for success when they think “their teacher cares” – of course, we all care... there is no way we could all show up to do the “ROCKET SCIENCE” we do every day if we didn’t care and believe that our hard work makes a difference!!! Take some time over the next week, to think about one student you wish could be better engaged; have some wonderings about some specific, targeted actions you could take to demonstrate to that student that you do care, and you won’t give up on them while they seem to be demonstrating that they are pushing you away...



What genuinely promotes mental health and well-being?

We're family!

We are like a family.

It's like a family here.

We are all family.

We treat each other like family.

The kids are my kids!

It's like a family!

There is no other way to describe it than family.

We are one big family.

We are family.

Our school is one big family.

We take care of each other like a family.

We are like family.

My school is my second family.

I am treated like family.

We're family, really.

We are one big dysfunctional family!



It's not enough to talk about mental health and well-being, we have to live it in the classroom everyday.



CHALLENGE ONE:

To articulate what **underlies** good educational practice, rather than create another program or set of strategies.

GOAL:

To enable educators to develop a deeper **understanding** of how learning and development happens for all children.



CHALLENGE TWO:

To thoroughly and empirically examine **how** student mental health, social/emotional learning, and well-being can genuinely be supported by educators within schools (and within their role).

GOAL:

To ensure that educators retain the **complexity** of mental health and well-being, knowing that we tend to oversimplify these in practice.



CHALLENGE THREE:

To **reduce** the pressures and expectations on teachers to simplify and clarify priorities, rather than add to the ever-growing list of demands and initiatives.

GOAL:

To develop a **integrative framework** with familiar priorities and an a clear central message.



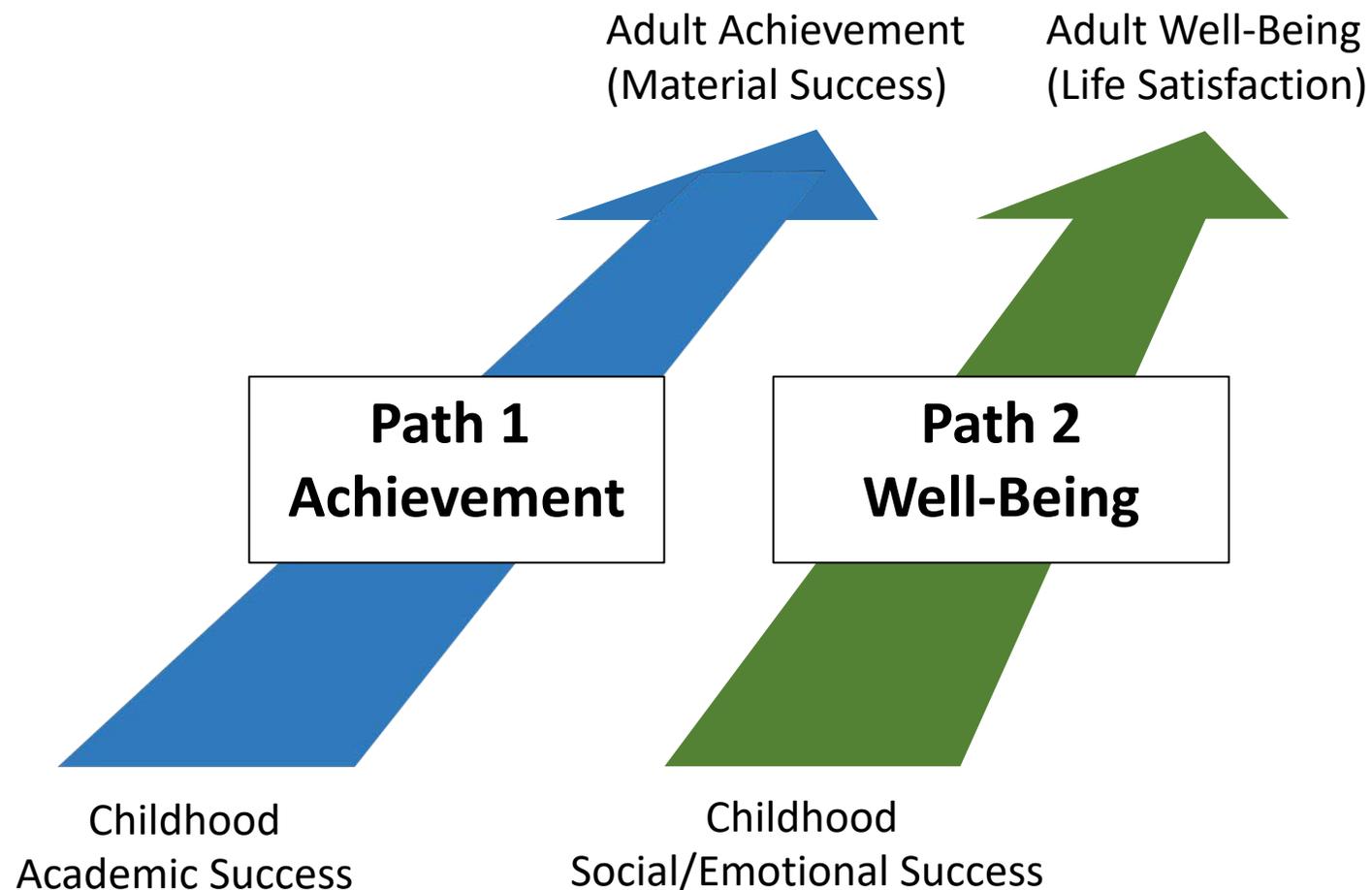


PART TWO

The Research



What does the research tell us about how to support well-being and achievement?





Is mental health, well-being, and social/emotional learning separate?

The Evidence Base for How We Learn

Supporting Students' Social, Emotional, and Academic Development

Consensus Statements of Evidence
From the Council of Distinguished Scientists

National Commission on Social, Emotional, and Academic Development
The Aspen Institute

Stephanie M. Jones & Jennifer Kahn

September 13, 2017



The jury met, reviewed the science, and delivered its verdict. In 2017, a 28-member council of distinguished scientists published a consensus statement and here's what they said:

*"...Research in human development establishes that **social, emotional, and cognitive development are deeply intertwined** and together are integral to academic learning and success. Indeed, many social, emotional, and cognitive capacities are processed in the same parts of the brain...*

... we are well positioned to bring about meaningful and sustainable change, placing the integration of social, emotional, and academic development at the forefront of education practice and policy."



Human relationships are the essential ingredient that catalyzes healthy development and learning. Supportive, responsive relationships with caring adults from birth into adulthood provide the foundation for healthy development and learning. Secure relationships have biological as well as affective significance. Optimal brain architecture is developed by the presence of warm, consistent relationships; positive experiences; and positive perceptions of these experiences.

The power of positive developmental relationships with teachers for promoting student outcomes appear to be driven by the extent to which the relationships contain social synchrony and emotional attunement, foster opportunities to learn (including time on task, mentoring, and modeling), and increase student concepts of themselves as learners.

Positive teacher-student relationships — evidenced by teachers' reports of low conflict, a high degree of closeness and support, and little dependency — have been shown to support students' adjustment to school, contribute to their social skills, promote academic performance and foster students' resiliency in academic performance.

Effective teachers are typically described as those who create relationships with students that are emotionally close, safe, and trusting, that facilitate provisions of instrumental help and communication of positive and higher expectations for performance, and that foster a more general ethos of community and caring in their classroom.

Darling-Hammond, L., & Cook-Harvey, C. M. (2018). Educating the whole child: Improving school climate to support student success. Palo Alto, CA: Learning Policy Institute.

David Osher, Pamela Cantor, Juliette Berg, Lily Steyer & Todd Rose (2018) Drivers of human development: How relationships and context shape learning and development, Applied Developmental Science.

Rimm-Kaufman, S., & Sandilos, L. (2011). Improving students' relationships with teachers to provide essential supports for learning. Teacher's Modules.

Wentzell, K.(2010) Students relationships with teachers. In Meece, J. & Eccles, J. Handbook of research on schools, schooling, and human development. Routledge.



What aspects of learning and development are correlated with positive relationships?

- ✓ Increased motivation
 - ✓ Increased academic engagement
 - ✓ Improved reading achievement
 - ✓ Improved math proficiency
 - ✓ Improved overall academic outcomes
 - ✓ Greater cooperation
 - ✓ Greater resiliency
 - ✓ Improved attention
 - ✓ Language skill development
 - ✓ Greater liking of school
 - ✓ Growth in self-directed behaviour
 - ✓ The prevention of school dropout
 - ✓ Greater self-efficacy
 - ✓ Increased pursuit of social goals
 - ✓ Increased prosocial behaviour
 - ✓ Development of social/emotional skills
 - ✓ Increased self-control
 - ✓ Enhanced emotional well-being
 - ✓ Increased positive self-concept
 - ✓ Willingness to seek help
 - ✓ Greater internalization of adult values and goals
 - ✓ Improved sense of relatedness and belonging
 - ✓ Buffering of stress and anxiety
 - ✓ Greater overall protection against risk
 - ✓ Improved emotional regulation
- See: www.relationshipbasedschools.com for references

Evidence supporting the link of relatedness to well-being is manifold. Studies suggest that, of all factors that influence happiness, relatedness is at or very near the top of the list. (Ryan & Deci, 2001)

Positive relations are the defining element in human flourishing. (Ryff & Singer, 2000)

Effective teachers are typically described as those who create relationships with students that are emotionally close, safe, and trusting, that facilitate provisions of instrumental help and communication of positive and higher expectations for performance, and that foster a more general ethos of community and caring in their classroom. (Wentzell, K., 2010)

Well-Being & Achievement **RELATIONSHIPS**

Human relationships are the essential ingredient that catalyzes healthy development and learning. Supportive, responsive relationships with caring adults from birth into adulthood provide the foundation for healthy development and learning. Secure relationships have biological as well as affective significance. Optimal brain architecture is developed by the presence of warm, consistent relationships; positive experiences; and positive perceptions of these experiences. (Darling-Hammond, L., & Cook-Harvey, C. M., 2018)



21st century education joins Path 1 and Path 2 into The Third Path

Adult success in all of its forms.



The Third Path

The Science of Learning and Development



But not any kind of relationships...

DEVELOPMENTAL RELATIONSHIPS

(i.e., Relationships that catalyze
development)





Relationship Orientation

- Focus on the here and now.
- Focus on direct, immediate, and connected experience of the present.
- Focus on connecting with the people around us.
- Responding to the present, not evaluating it or comparing it with an expectation.
- Letting go of specific goals or expectations.
- Accepting the present situation without immediately assuming that it must be changed.
- Feelings are events and information.
- Uncomfortable feelings don't need to be gotten rid of.
- **This does not lead to inactivity, it leads to deeper engagement.**

Task Orientation

- Continually set goals and expectations.
- Constantly setting and striving to accomplish tasks.
- Creating checklists.
- Constantly monitor and evaluate.
- Comparing our success to an ideal standard.
- Comparing things with how thing should be.
- Feeling frustrated and stressed when we don't measure up.
- Feelings are labeled as good (keep) or bad (get rid of)
- **This works fine for tasks or expectations that are do-able and reasonable.**



Natural Growth

- Hands off parenting
- Personal autonomy
- Child-initiated activities
- Free play
- Directive Parenting
- Non-negotiation
- Personal responsibility

Concerted Cultivation

- Helicopter Parenting
- Overscheduling
- Actively foster individual talents, opinions, and skills
- Assess Progress
- Intervening on child's behalf
- Direct building of social skills

Source: Lareau, Annette. (2003). *Unequal childhoods : Class, race, and family life*. Berkeley :University of California Press.



Gardener Mindset

Carpenter Mindset

“So our job...is not to make a particular kind of child. Instead, our job is to provide a protected space of love, safety, and stability in which children of many unpredictable kinds can flourish. Our job is not to shape our children’s minds; it’s to let those minds explore all the possibilities that the world allows. Our job is not to tell children how to play; it’s to give them the toys and pick the toys up again after the kids are done. We can’t make children learn, but we can let them learn.”

Source: Gopnik, A. (2016). *The gardener and the carpenter: What the new science of child development tells us about the relationship between parents and children.*



Moving From Student Skills to Needs

How would you answer the following question:

What do your students truly need more of (at school) in order for each to reach their greatest potential?

Be specific and try to limit it to one or two things.



**Focus on the child
they are**

**Focus on the adult you
want them to be**





PART THREE

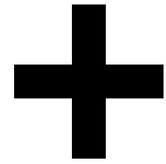
The Third Path Framework

David Tranter, PhD



The Goal of Education

WHAT
is Taught



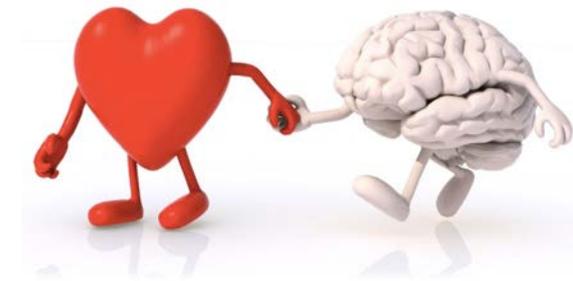
HOW
it is Taught



WHY
it is taught



Curriculum



Human Development



We know that relationships matter the most.

We need to focus on the **quality and nature** of our **CONNECTIONS**.

Deeper connections enable learning and growth, especially in the face of uncertainty, and in order to face complex problems.

Relationships create fertile soil for development.



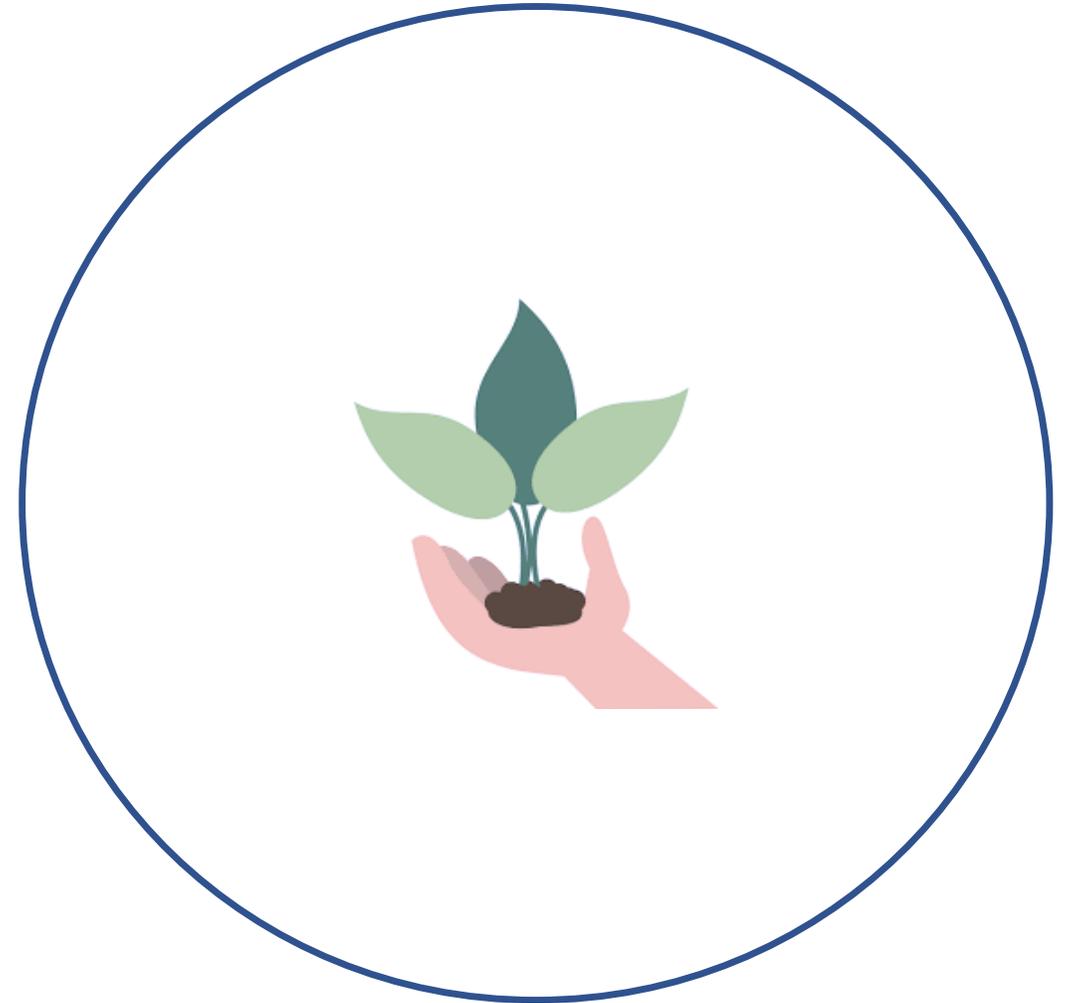
The Third Path Framework

It is a framework, not a program.

It describes what kids **NEED** to succeed, not how they should be.

Each condition focuses on the nature of **connections** (i.e., relationships).

Think of it as the **ingredients** for fertile soil for learning and development.



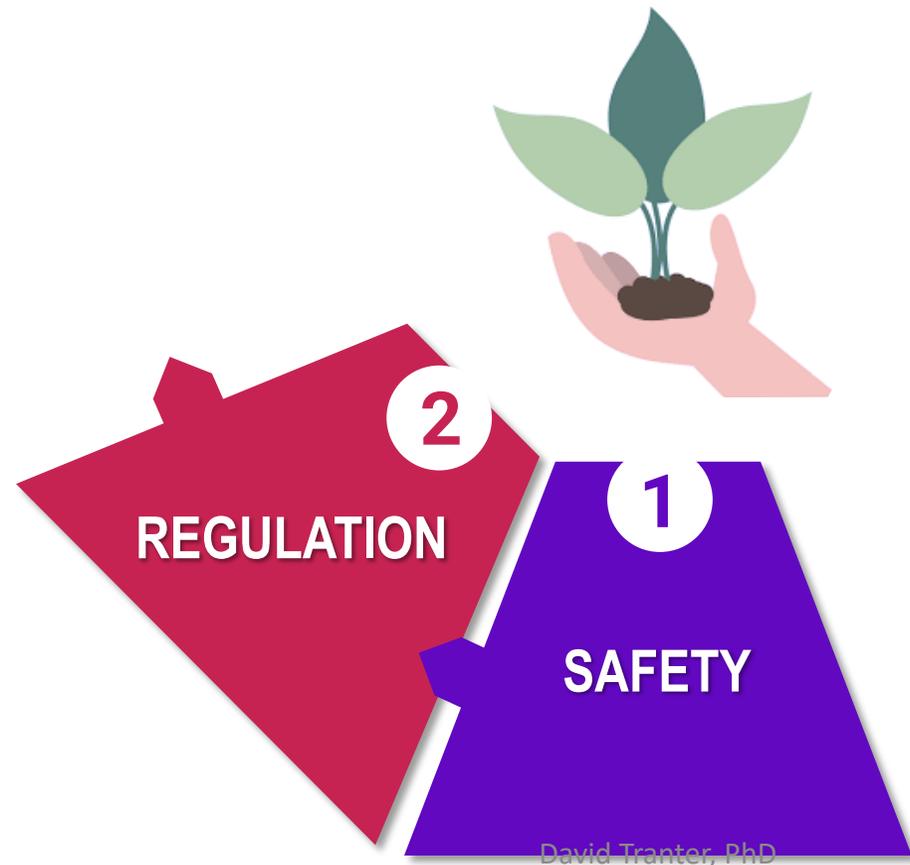
Emotional safety enables us to trust others. Lacking safety, students struggle to take the risks required to learn.



This is SAFETY to, not merely SAFETY from.

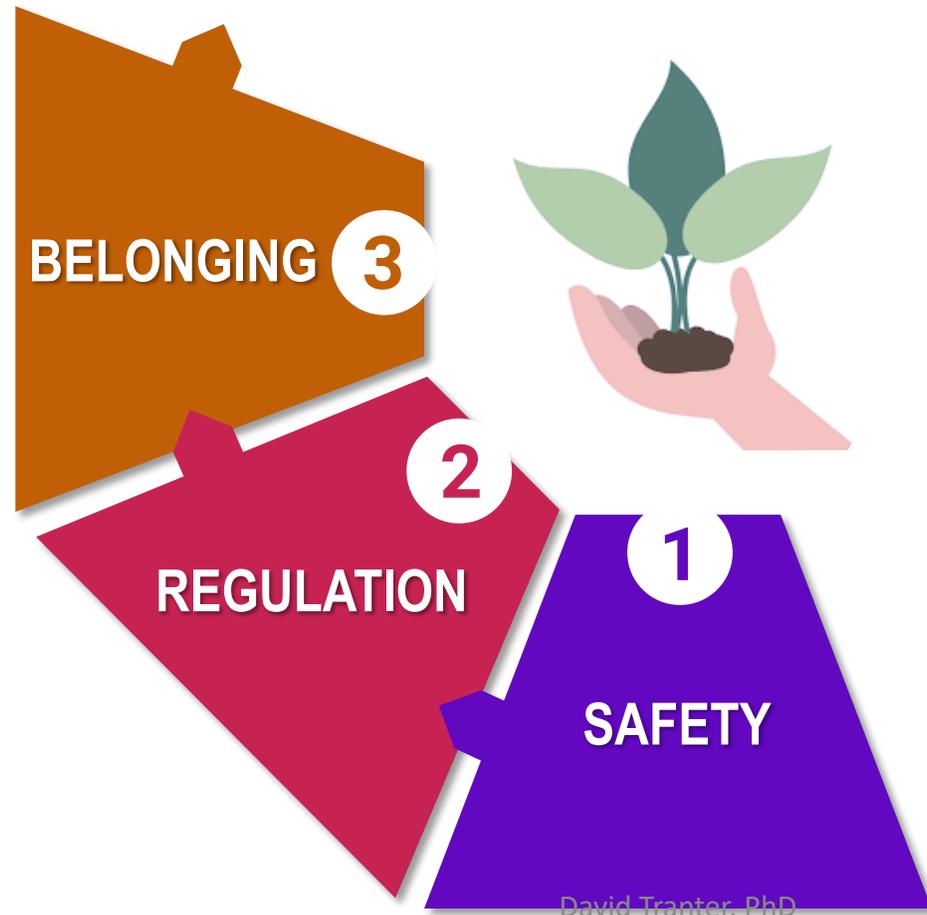


Emotional regulation enables us to direct our attention. Distressed students have difficulty connecting with others and concentrating.



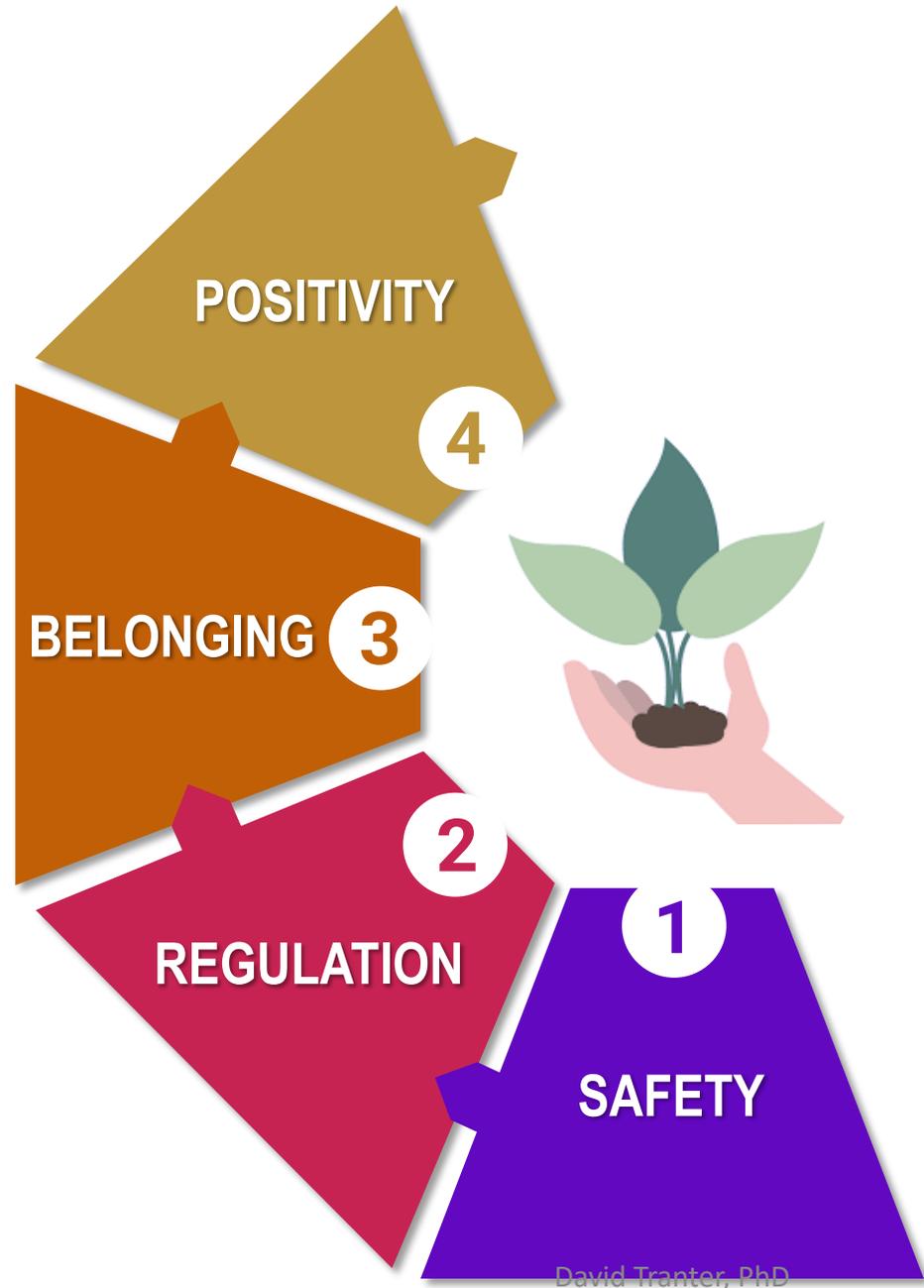
This is the CO-REGULATION of difficult emotions, not the banishing of them.

Belonging makes us feel that we matter. When we feel that we belong, we are motivated to learn and develop.



This is about the power of small **MOMENTS** of connection.

Positivity focuses on student potential. Positive emotions create an upward spiral of success and optimal functioning.



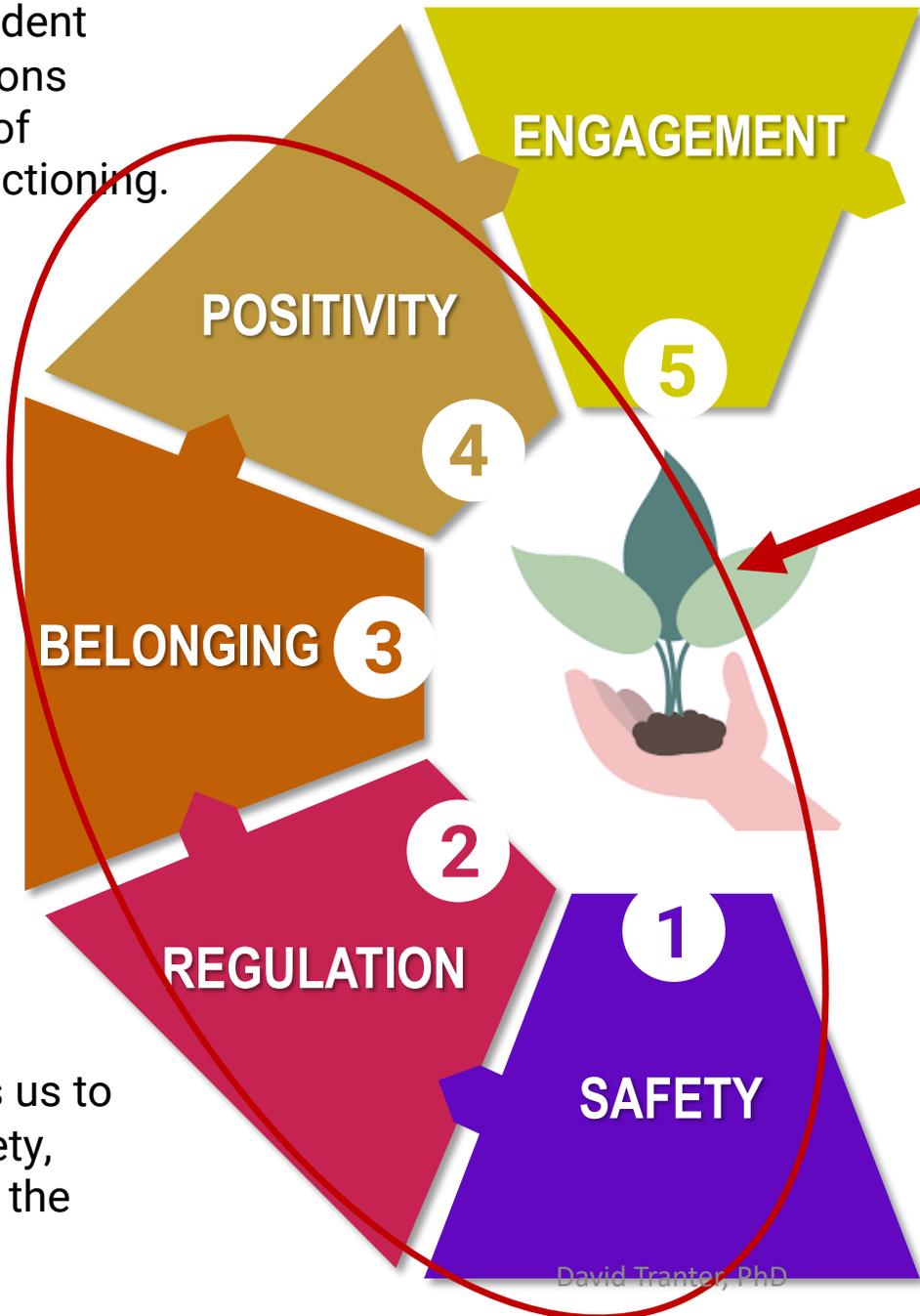
This emphasizes the educator's **MINDSET.**

Positivity focuses on student potential. Positive emotions create an upward spiral of success and optimal functioning.

Belonging makes us feel that we matter. When we feel that we belong, we are motivated to learn and develop.

Emotional regulation enables us to direct our attention. Distressed students have difficulty connecting with others and concentrating.

Emotional safety enables us to trust others. Lacking safety, students struggle to take the risks required to learn.



The Foundational Four

Engagement it is about being fully open to learning, connected to others, able to take on complex challenges.



This is about understanding the limits of **MENTAL ENERGY.**

Supporting identity enables students to explore and express who they are, and appreciate the similarities and differences between themselves and others.



This is about having a **GARDENER** mindset.

Mastery ensures that every student experiences success and self-efficacy.



This is about creating and celebrating **MOMENTS** of success.

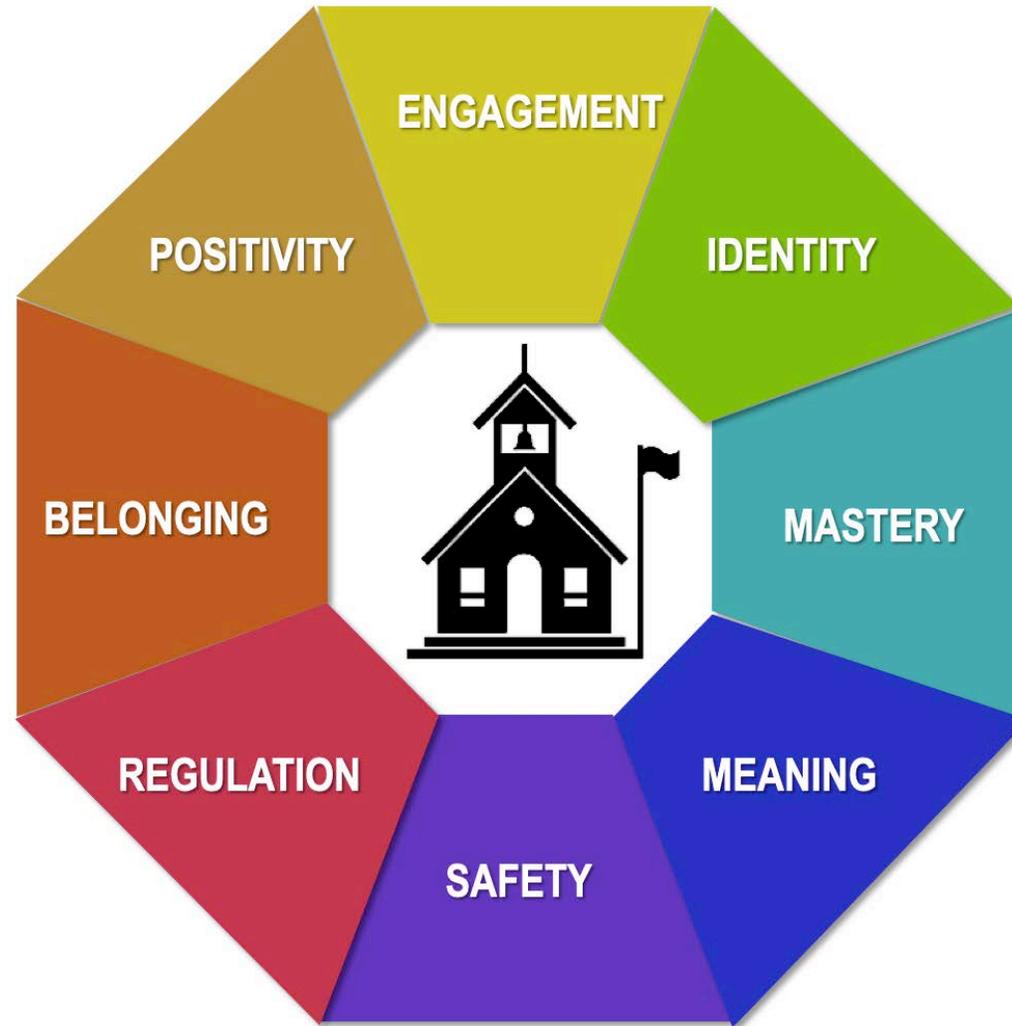
Meaning focuses on the intrinsic value of learning. It also ensures that every student knows that they matter.



This is about making education **FULFILLING.**

The Third Path Framework

An
Ecosystem
for
Flourishing



A School
Climate
for
Success



PART FOUR

Implementation Implications

The CARER Model



Sooner or later you're going to realize, just as I did, there's a difference between knowing the path and walking the path.

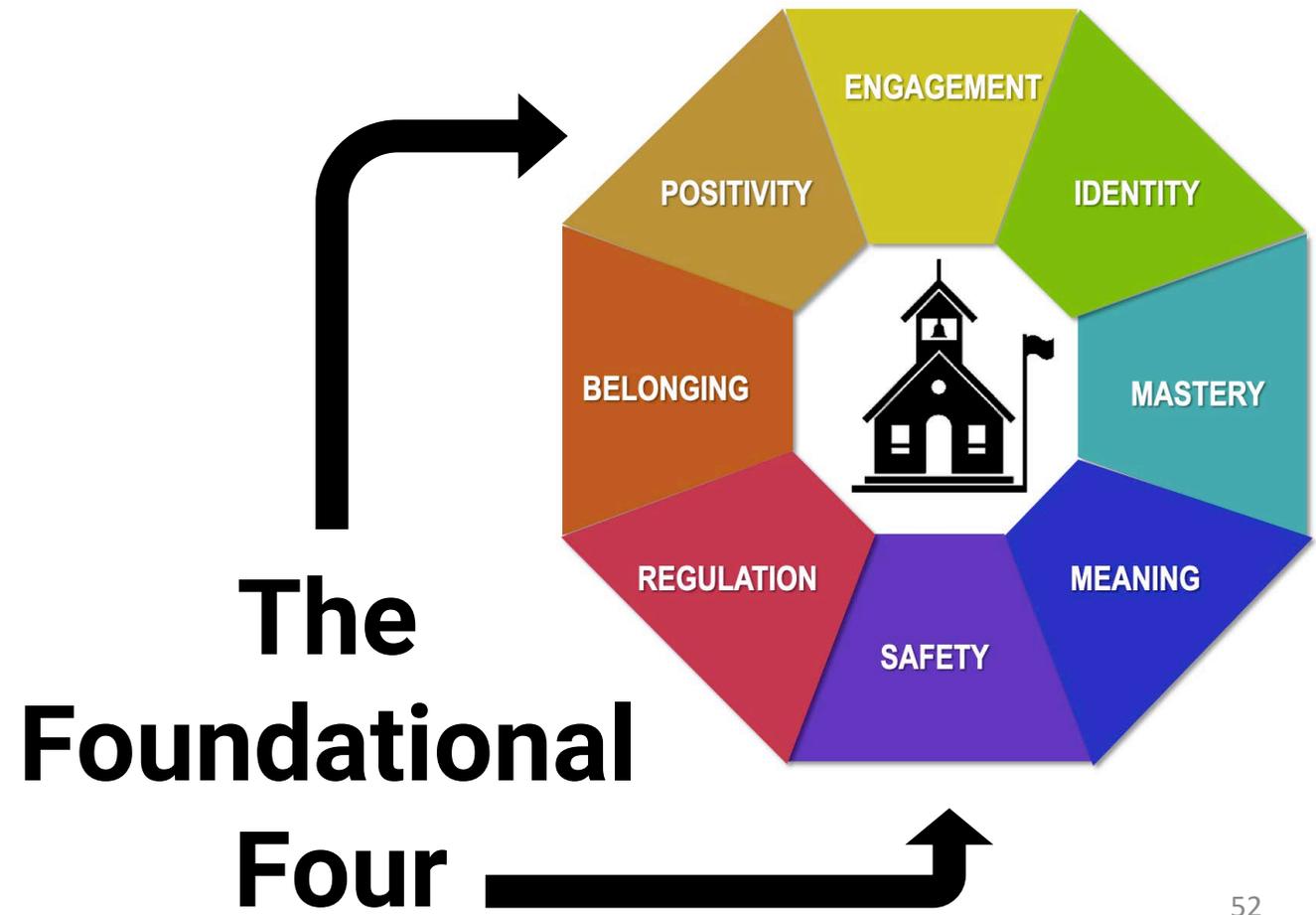


Morpheus, from *The Matrix*



Introducing the C.A.R.E.R. Model:

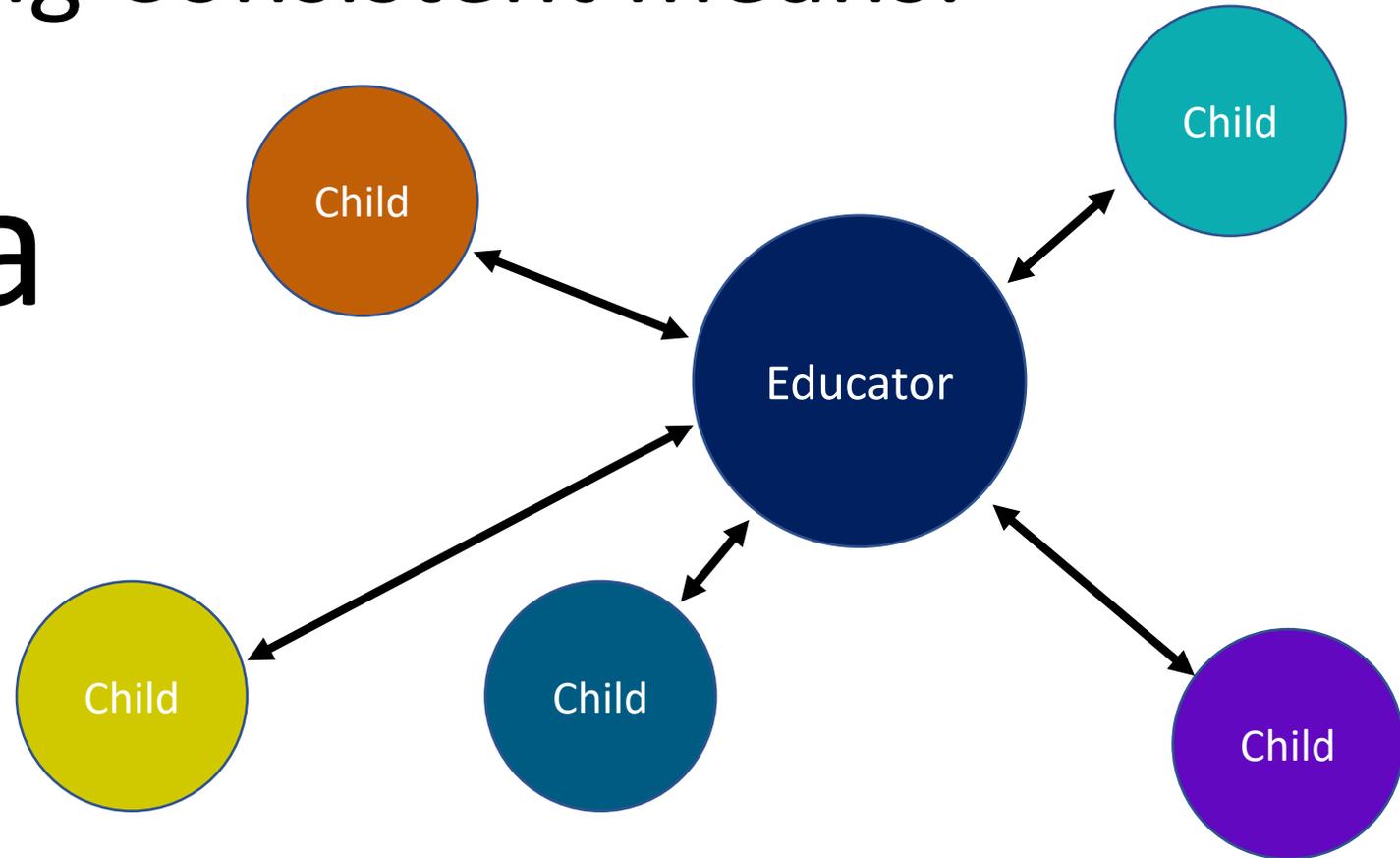
Consistency
Attunement
Responsivity
Empathy
Repairs





Being Consistent means:

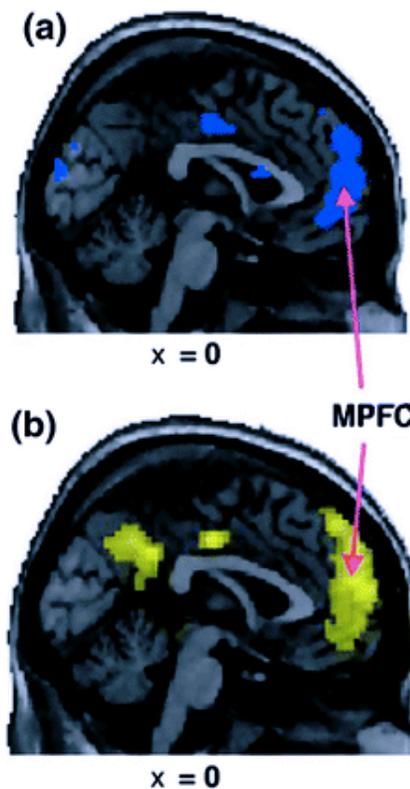
Being a
secure
base





Being Attuned means:

Listening
Twice



From: Terrighena E.L., Lee T.M.C. (2017) The Neuroimaging of Vicarious Pain. In: Saba L. (eds) Neuroimaging of Pain. Springer, Cham



Being Responsive means:

Being truly
Open and
Flexible



HIGH IN OPENESS

- Consider new ideas
- Allow experience to change you
- Intellectually curious
- Attentive to feelings

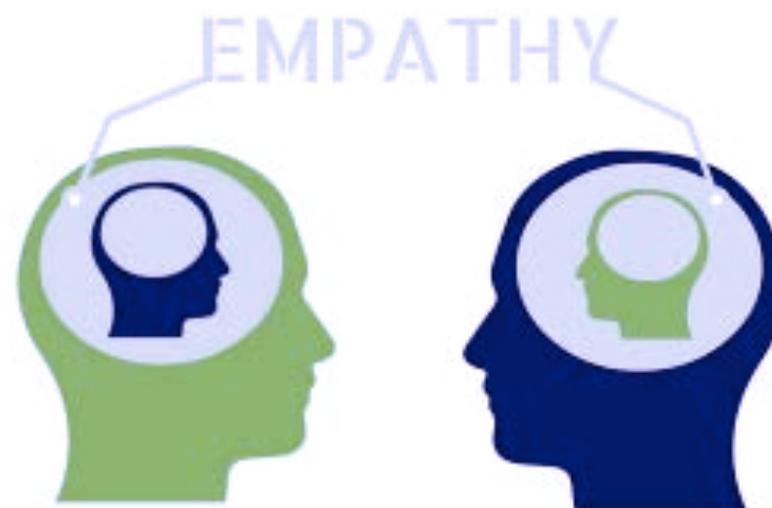
LOW IN OPENESS

- Follow routines
- Closed to new ideas
- New experiences don't change you
- Seek certainty
- Ignore feelings



Being Empathic means:

Creating
compassionate
and detailed
mental maps





Being Repairing means:

Reconnecting
after
disconnection





QUESTION: How might you be an even better CARER?

Consistency
Attunement
Responsivity
Empathy
Repairs

MY YATS PLAN

BELIEFS:

What assumptions am I willing to rethink?

ACTIONS:

What small changes in my daily routine and interactions might I consider?

LOOK FORS:

What would be signs of progress in me and my students?



Sometimes you
must look inward,
not outward, for the
solution.





The Third Path:

A Relationship Based Approach to Student Well-being and Achievement

Educators' well-being must be among the top priorities of education. After all, educators cannot support students in a long-term and sustainable way if they are struggling with their own well-being. When educators are happy and positive, their students will be happy and positive as well. When educators are calm, grounded, and connected, they will be able to help their students feel the same. The single best route to supporting the well-being of students is to support the well-being of educators.

You Are The Strategy!



