




SYMPOSIUM BREAKOUT SESSION
TUESDAY, OCTOBER 26, 2021 | 1:15-2:15 PM ET

Stopping Learning Loss in Deprived Communities by Treating Daily Toxic Stress: A Mental Health/Trauma-Informed Model

PRESENTERS:

- Alfonso Paz, PazLo Education Foundation
- Cesar Lopez, PazLo Education Foundation





Stopping Learning Loss in Deprived Communities by Treating Daily Toxic Stress: A Mental Health/Trauma-Informed Model

PRESENTERS:

Alfonso Paz, PazLo Education Foundation

Cesar Lopez, PazLo Education Foundation

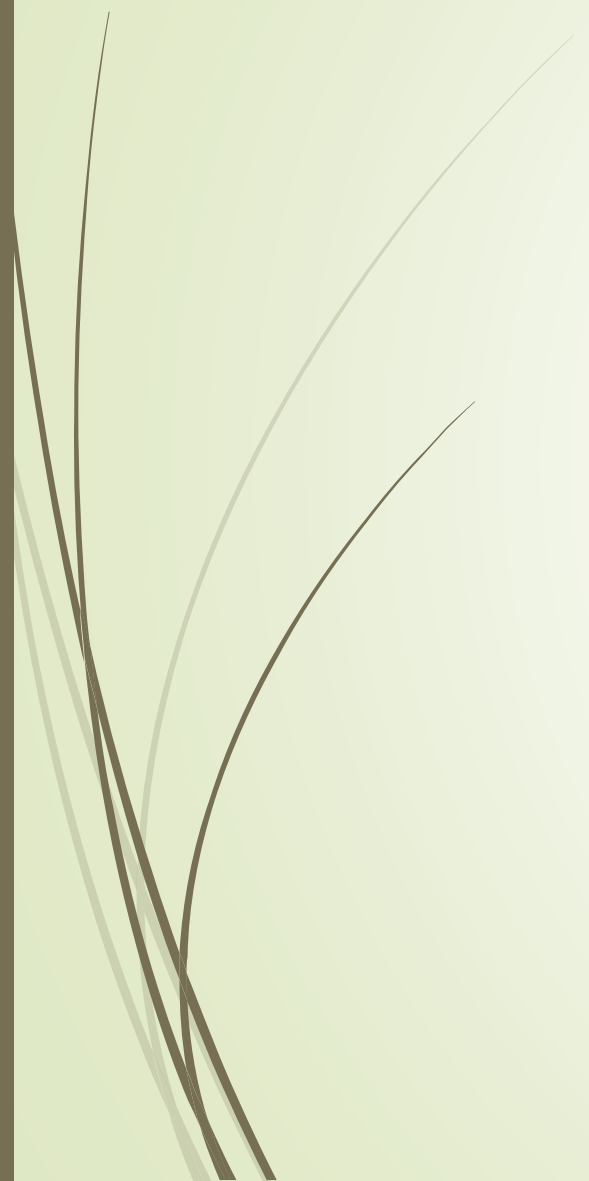
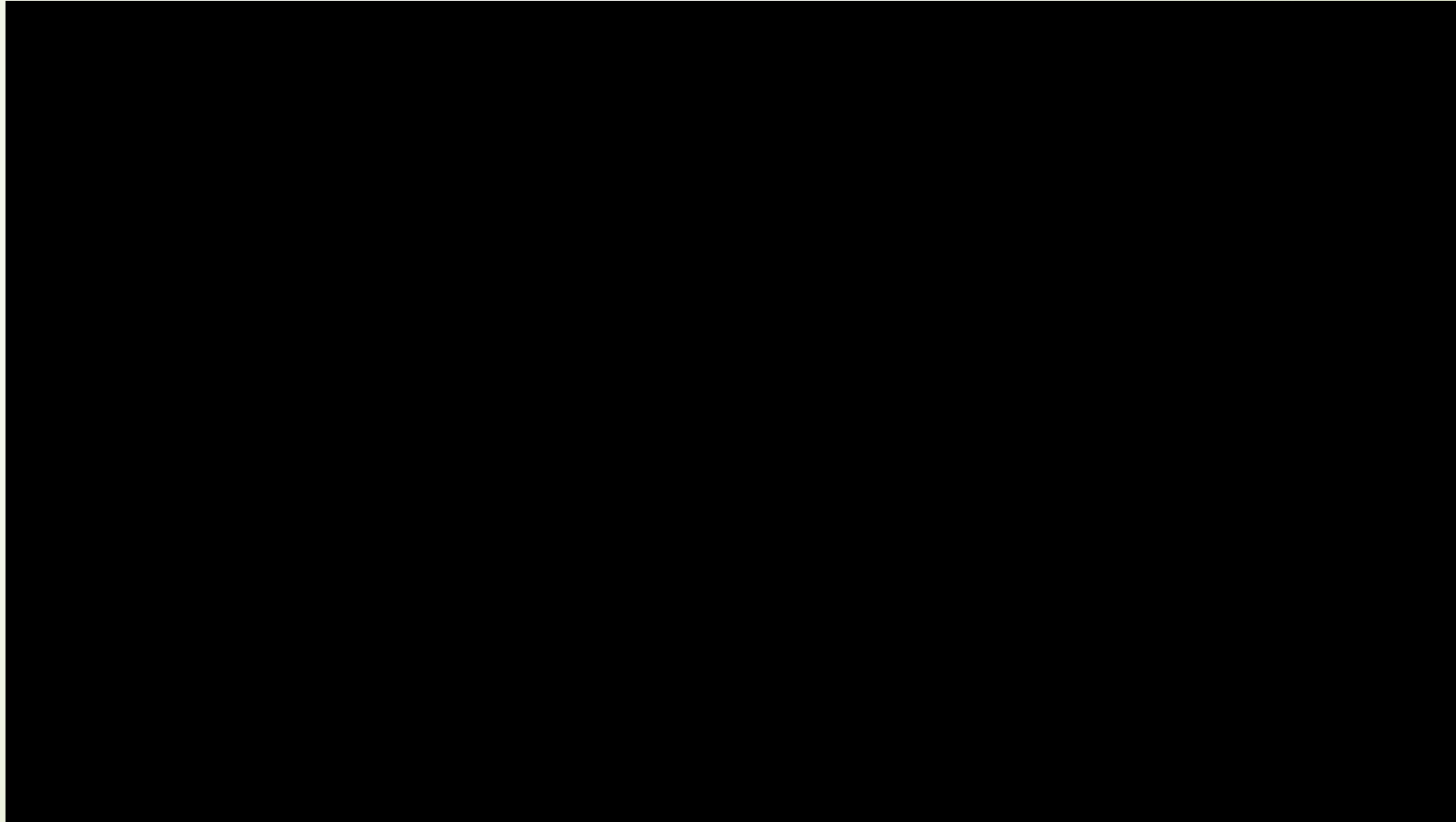


ICEBREAKER

- ➔ Please put into the chat box your *top Bucket List wish*.
- 



Learning Loss vs. Learning Blue Pill vs. Red Pill

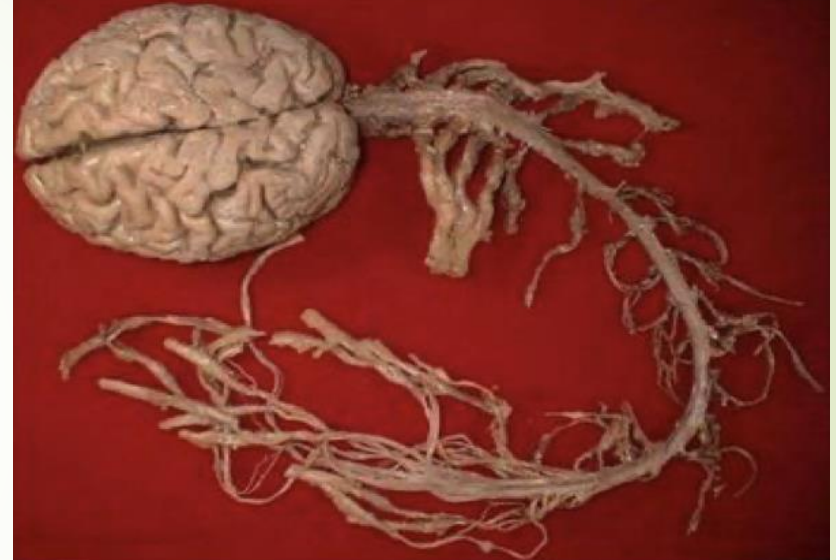


Expanded 'Red Pill' Context of Learning



Fight/Flight is in our core for survival.
You can't override biology.

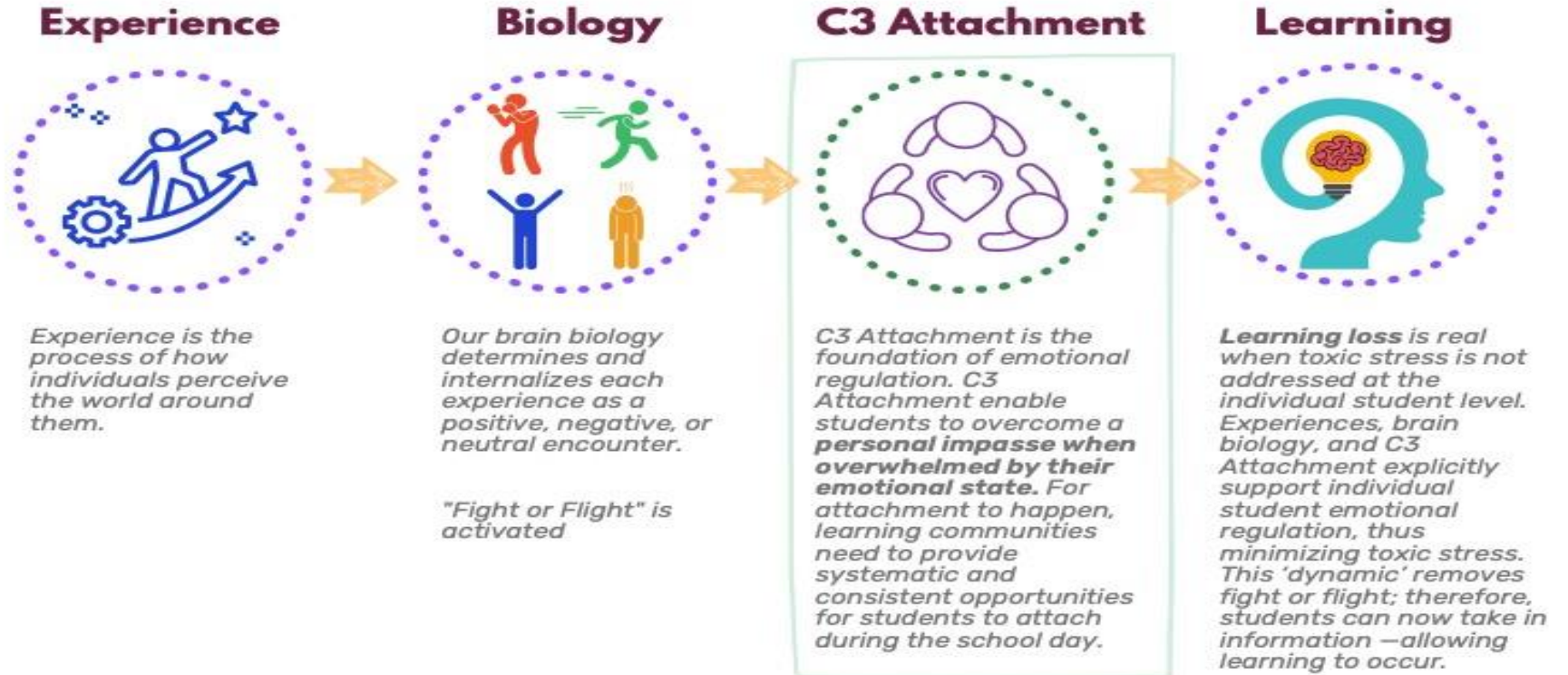
This is you!



This is where all your
thoughts are kept.
Every other part of your
body is used to protect
and sustain this.

Attachment & Emotional Regulation: Collective Care Continuum (C3)

How C3 Attachment Leads to Learning: Collective Care Continuum (C3)



Collective Care Continuum (C3) In Practice: Learning through Personal Competencies

Conversation between Mr. Paz & student, Ana, about her experiences of using attachment to help support emotional regulation, working through challenges, and feeling valued.

C3 Integrated Personal Competencies

P04. Integrity : Demonstrate agency and ability to regulate attention, decision making, actions and emotions in order to act on convictions and stand up for beliefs.

- **P. Agency**: A student's individual decision-making and autonomous actions.
- **HD. Self Regulation**: Regulation of attention, emotion and executive functions for the purposes of goal-directed actions.

| Integrated Personal Competency | Emerging | Capable | Bridging | Proficient | Advanced |
|--------------------------------|--|--|--|---|--|
| P04. Integrity | Identify convictions and describe beliefs. | Understand beliefs and convictions and how they connect to self behaviors and actions. | Apply beliefs and convictions to actions, feelings, or opinions. | Analyze beliefs and convictions and their impact on others. | Develop, refine and evaluate beliefs and convictions in order to conclude when and how to stand up for beliefs and their impact on others. |

→ **Advanced Explanation for Students: Develop and understand your beliefs so that you know when to stand up for them and how they impact others.**



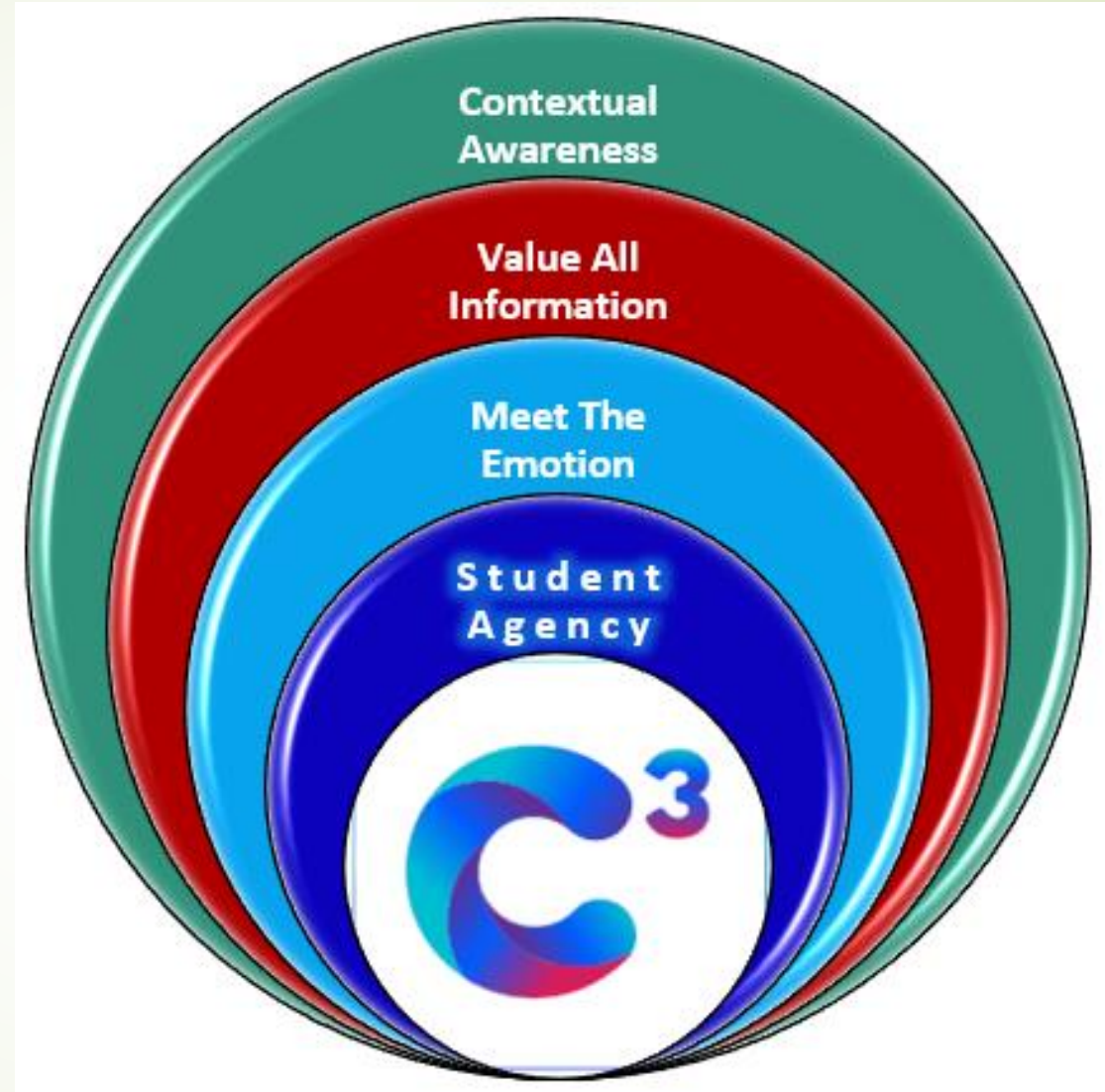
Collective Care Continuum (C3) - Q & A



- **Alfonso Paz**, PazLo Education Foundation
- **Cesar Lopez**, PazLo Education Foundation
- **Ana**, student at APEX Academy

Conclusion

- Collective Care Continuum (C3) Personal Competencies
- Attachment Research: Bergin and Bergin
- Turnaround for Children: Building Blocks for Learning
- Mind, Brain, and Education: The Students at the Center Series



The logo for the Aurora Institute Symposium. It features the word "AURORA" in a large, white, serif font. The letter "O" is replaced by a white compass rose. Above the "AURORA" text is a white graphic element consisting of three curved lines that sweep upwards and to the right, resembling a stylized sun or a rising arc. Below "AURORA" is the word "INSTITUTE" in a smaller, white, sans-serif font. Underneath "INSTITUTE" is the word "Symposium" in a white, italicized, serif font. A thin white horizontal line is positioned below "Symposium".

AURORA INSTITUTE *Symposium*

OCTOBER 25-27, 2021 | VIRTUAL

“Leading Competency-Based Education Redesign”

Thank you for joining us!

Share Your Thoughts.

Participate in our one-minute poll (link in chat box).