

If your plan is for
1 year, plant rice.
If your plan is for
10 years, plant trees.
If your plan is
for 100 years,

Educate All of Them!

Social Emotional Health as We Shelter in Place: Best Practices and Resources



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The greatest obstacle to discovery is not ignorance - it is the *illusion* of *knowledge*."

-- Daniel J Boorstin

It's not what we *don't know* that makes learning so difficult. It is what we *have learned* that is the larger obstacle to formal education.

We have been trained to *close our minds* to one of the *most important factors influencing student learning* although it is literally right in front of us every minute, but we've been convinced that it should be ignored -- **Emotions.**





Social Emotional Health as We Shelter in Place

- What is **SEL**? What is **emotional literacy**?
- How does the **biological** and **emotional** human brain (1) work, and (2) learn? What emotional (non-instructional) factors impact student learning and memory?
- Are there easy “**Brain-considerate Tips**” that we can deploy that will help our families cope in these unprecedented times?

(a highly visual brain – 6X)



Social Emotional Health as We Shelter in Place

- Clinical psychologists - family life has changed dramatically during the new SIP era mandated. Results → range from feelings of “**social isolation**” to never-before-seen **family tensions** due to being forced to operate in “**tight quarters**” with no outlets.
- **Parenting** is difficult in the best of times → now - attempt to juggle work, online schooling, parenting and some semblance of personal space with personal time as we SIP.
- What are the **new challenges**? How do we cope? How will a better understanding of SEL help all of us?



Social Emotional Health as We SIP

New family tensions:

- When humans (mammalian species) are packed closely together - “violating my space” – studies have shown predictable negative consequences.

Today's added features:

- **Adults** worried about losing their **jobs** or ensuring there's enough **food**, paying the **rent/mortgage** and **car note**, **energy** costs, regular monthly bills → an unprecedented level of **stress** on more adults than ever before.
- During difficult times, **physical comfort** (hugs, handholding, arm-over-the-shoulder, kisses, sitting on laps, etc.) become important prophylactics to the **stress and tension** caused by **uncertainty** - part of our role is to communicate to a child that they are in a physically and **emotionally safe and stable environment**.



Safety First!

As far as the human brain is concerned a home or a school equipped with the latest technology, and the best-intentioned adults will not counterbalance an *absence of emotional and physical safety.*

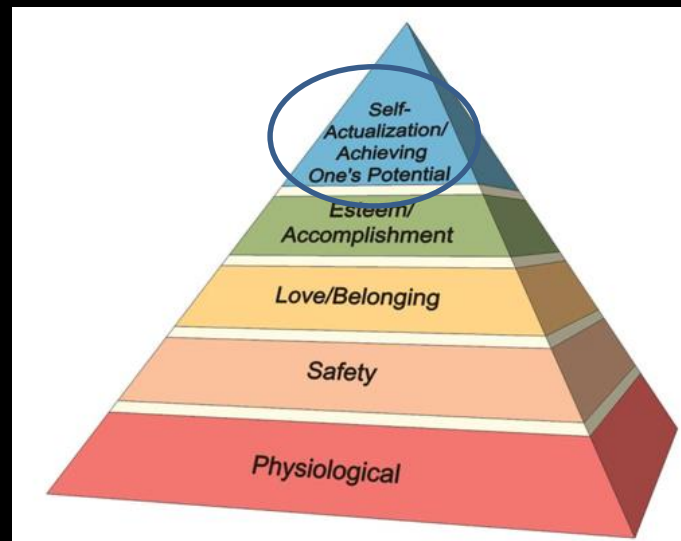




Saber-toothed Tigers and stressed-out students: *an examination of the neuroscience behind safe, secure learning environments*

“There is a growing body of neurological evidence supporting the notion that if students do not feel safe, secure and comfortable in a learning environment, their ability to learn is severely compromised, regardless of the quality of instruction or the level of instructional expertise demonstrated by the classroom practitioner.”

Safety is a
learning requirement



Maslow's Hierarchy of Needs



Social Emotional Health as We SIP

Today's challenges:

- Food and housing instability
- Job insecurity
- Inadequate healthcare (possible exposure to CV-19).
- When children get emotional, this is not a time to
 - (a) criticize them for being emotional
 - (b) respond by becoming equally or *more* emotional than the child.
- Check your own emotions before responding tersely.
- Ask the child
 - “How can I *help* you resolve this problem?”
 - “What can we do *together* in search of a solution?”
- During the pandemic, our children need *more compassion* and *empathy* than under normal circumstances.



Social Emotional Health as We SIP

- Going to school daily was a **predictable** event with built-in **consistent and reliable** school schedules and rituals that kids became accustomed to experiencing every day.
- **Staying in the home 24/7** is both a challenging assignment and an abnormal constraint on your average child.
- **Closeness** is a human asset, but **too much closeness** can lead to discomfort
 - “I need my space”
 - Confined quarters → stress → violence (abuse)
 - SIP → ↑ stress on even the best of parent-child relationships
- **Brain-considerate Tips**



Emotions

“An emerging theme in brain research is the question of how **emotions interact with and influence other domains of **cognition**, in particular **attention, memory, and reasoning.**”**

Dolan, R. J. *Emotion, cognition, and behavior.* Science. 298(5596): 1191-1194 2002



“I Have a Discipline Problem.”
No! You Have an **Engagement** Problem



Engagement

- Phenomena-based learning
- Inquiry (an onslaught of questions)
- Student-centered learning
- Social connections

Emotions → attention → learning →
memory (integrated in the brain)





Emotions and Task Performance

Task Completion

To Start

Motivation

Desire

To Continue

Persistence

Commitment

At the End

Satisfaction/enjoyment

Intrinsic reward



Emotions play a role at every stage in task performance, and the feelings we have about learning.



Emotional Literacy

*Emotions: Internal subjective states that we **infer** in ourselves/others.*

- Emotions are **private** experiences.
- We use operational definitions because **we cannot** actually **see feelings** (so, we “read” faces)
- We **infer** observable behavior and **associate it with an emotion** we recognize (from experience).

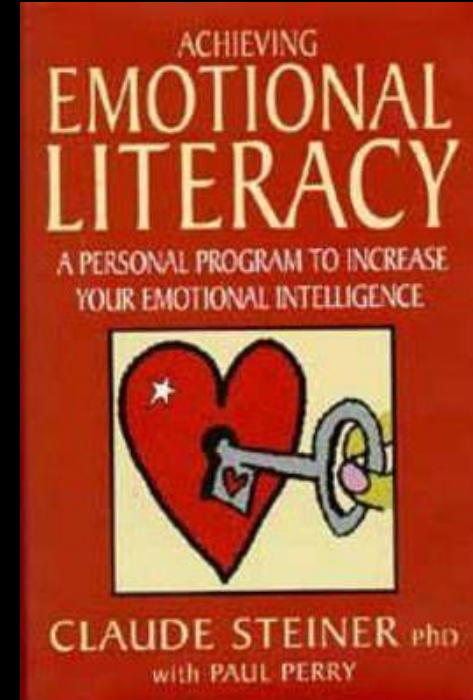
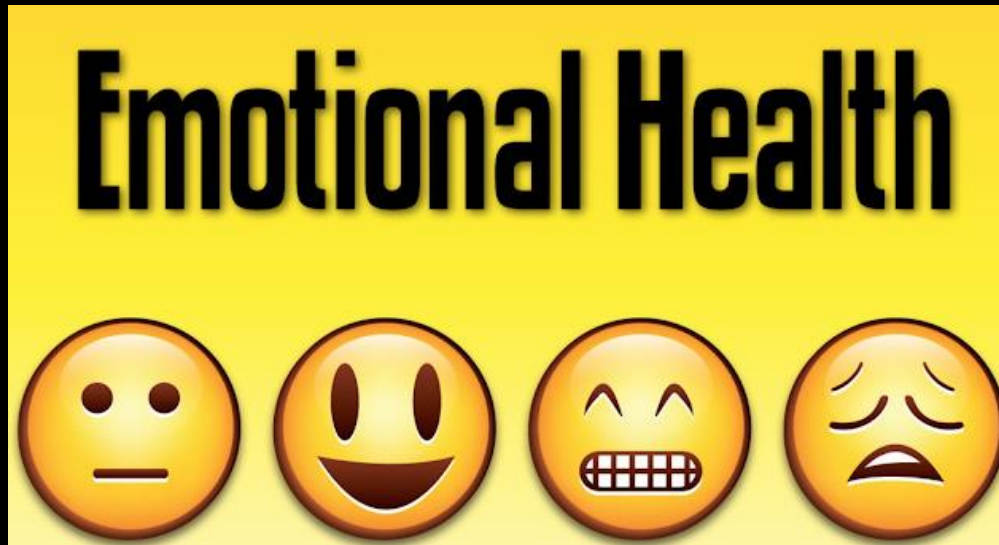




Empathy: Emotional Literacy

What is emotional literacy?

*Emotional literacy involves the ability to identify, understand, and express emotions in a **healthy** way.*





Understanding Our Emotional Human Brain

Social Emotional Learning (SEL) is...

The process by which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to...

1. understand and manage **emotions**
2. set and achieve positive **goals**
3. feel and show **empathy** for others
4. establish and maintain **positive relationships**
5. make responsible **decisions**.



Social and Emotional Learning

- Identifying emotions
- Self-perception/
Identity
- Recognizing strengths
- Sense of self-
confidence
- Self-efficacy

- Goal-setting
- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Perseverance
- Organizational skills

- Empathy
- Perspective-taking
- Appreciating
diversity
- Respect for others



- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

- Building/maintaining relationships
- Working cooperatively/resolving conflicts
- Communication/social engagement
- Helping/Seeking help



What Do We Want to Cultivate Emotionally in Our Children?

- A sense of confidence and competence
- Ability to persist at tasks
- Ability to develop healthy relationships with peers and adults/make friends/get along with others
- Ability to follow directions
- Ability to identify, understand, and communicate his/her own feelings/emotions
- Ability to constructively manage strong emotions
- Develop and maintain a sense of empathy





Emotional Literacy: Relationship Skills



- Think about children you know who are **well liked and friendly...**
- What do you notice about **their behavior** and expressions that make it easier for them to be liked and to make friends?
- *What makes them different?*

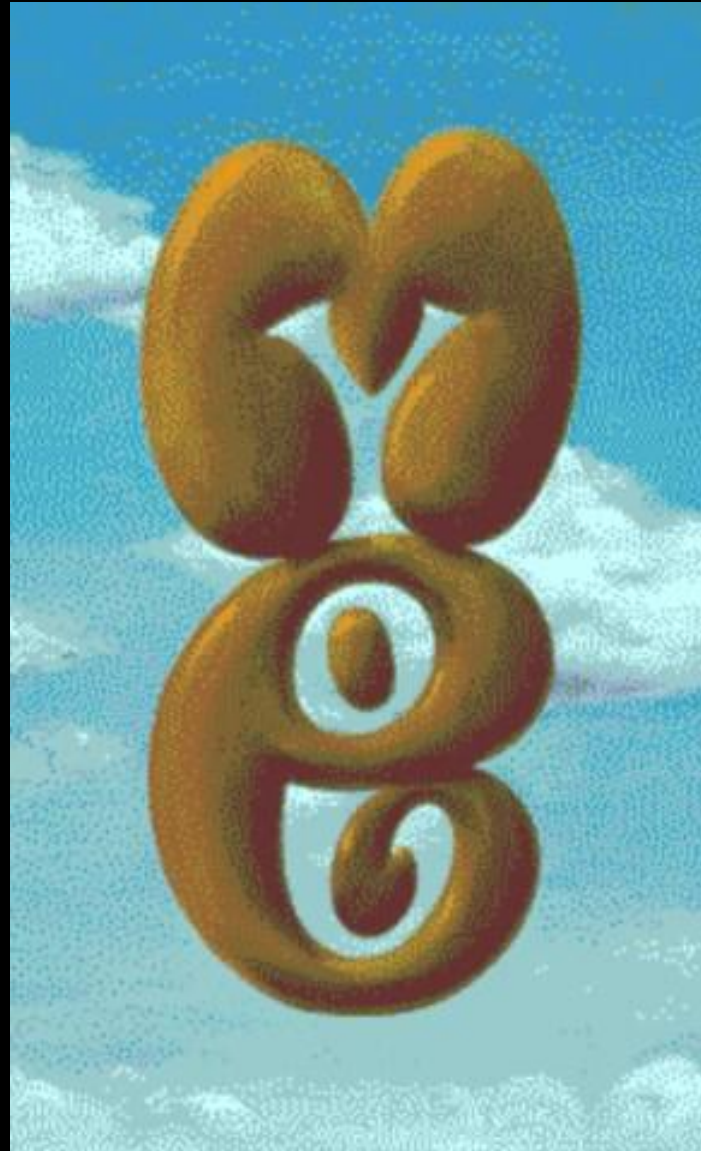
Their sense of **empathy**



Empathy in the Classroom



- What is **empathy**?
- Empathy (L.) “**feeling from inside**” - seeing how it feels **looking from the inside** of someone else's eyes (inside their “mind.”)
- It involves **experiencing the feelings** of another person while maintaining one's *own identity*.
 - Empathy is the **identification with** and the **understanding of another person's emotions/feelings** in a given situation.





Empathy at Home & in the Classroom

“The essence of empathy is the ability

1. to stand in **another person's shoes**
2. to **feel** what it's like to **be there**
3. to care about making it better for someone else ,
if it seems to hurt.”

Szalavitz, M. & Perry, B.D. (2010). *Born for love: Why empathy is essential & endangered.*

“Empathy is actually a **hypothesis** we make **about another person** based on a combination of visceral, emotional, and cognitive information...an **attempt to experience their inner life** of another while retaining objectivity.”

Cozolino, L. (2006), *The neuroscience of human relationships: Attachment and the developing social brain.*

Where do we get information to form that **hypothesis**?



Empathy in the Classroom

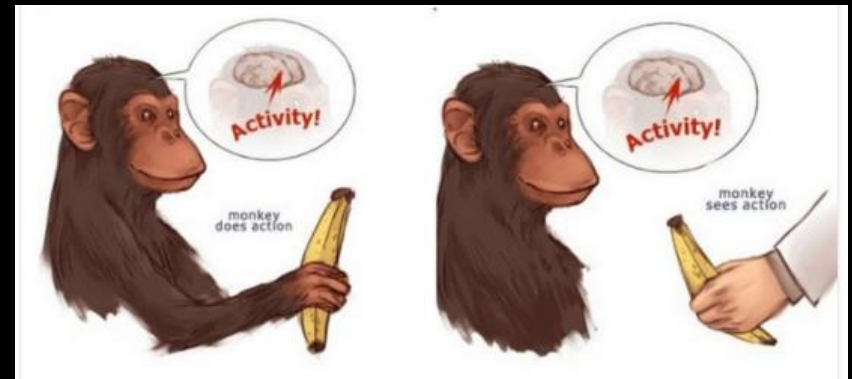
- The **emphatic person** senses the other person's bewilderment, anger, fear or love “*as if*” it were his own feeling, but he does not lose the “*as if*” **nature** of his own involvement. (Robert Bolton, People Skills, 1987)
- Movies, novels, situations





The Mirror Neuron System (MNS)

- Mirror neurons are the **neurological source** of **empathy** (relationship learning).
- When we see a **facial gesture**, our brains automatically mirror the face and send a message to the limbic system. Once this emotional reaction has kicked in, we understand the other because we have **become** the other emotionally (“**sharing neural circuits**” - stories, sports, plays, movies, etc.)





Emotions: Mirror Neurons



A **biological** brain

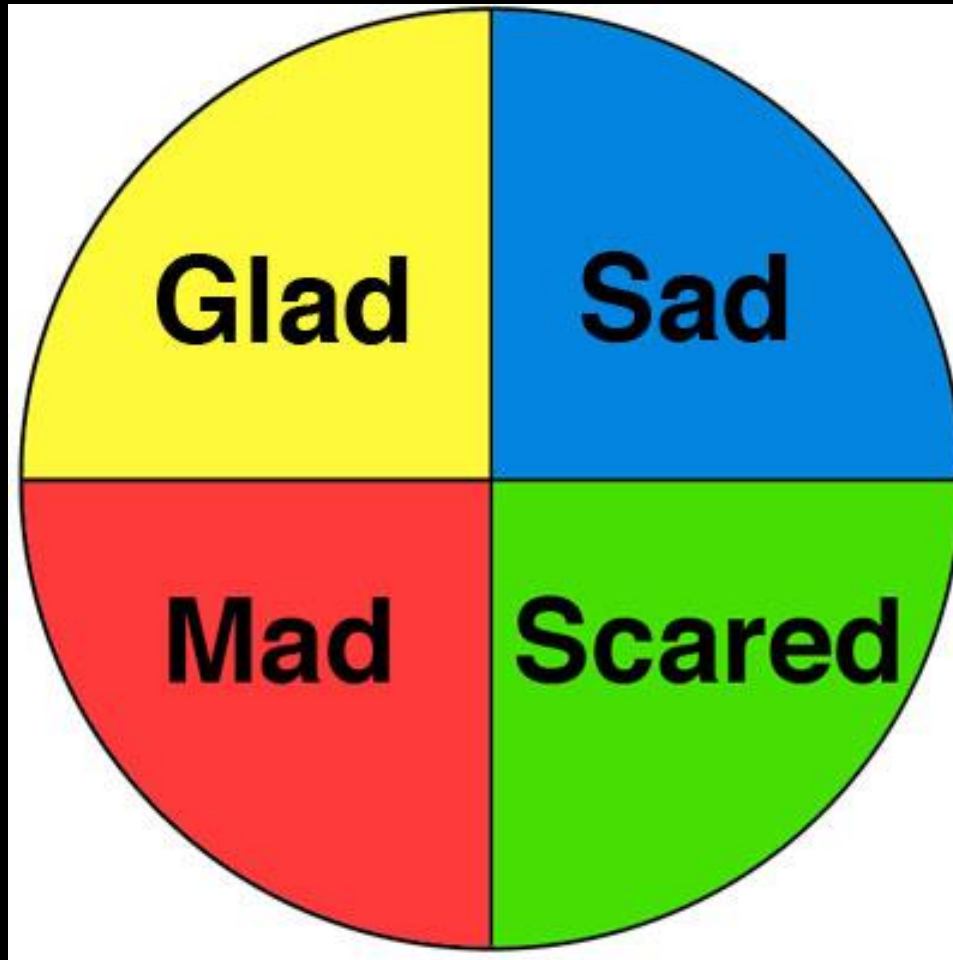


*and an **emotional** brain*





The Four Basic Emotions*



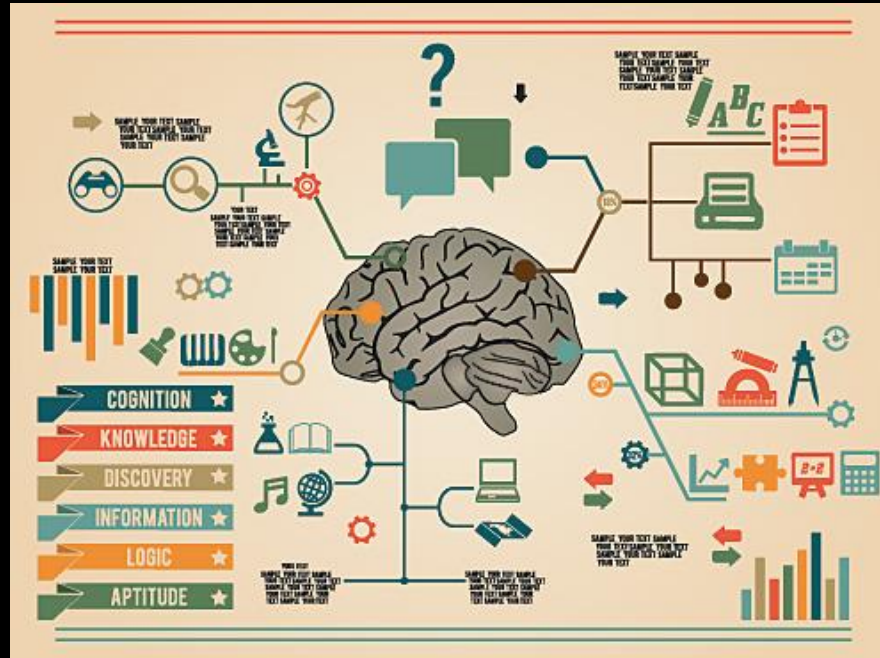
(+ surprise, disgust)

The Triune Brain



Paul MacLean

Executive functions
and
“HOTS”



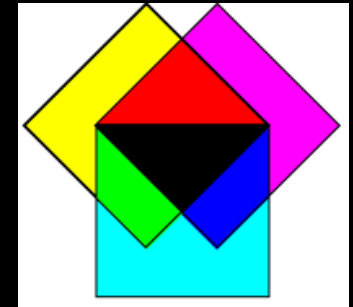
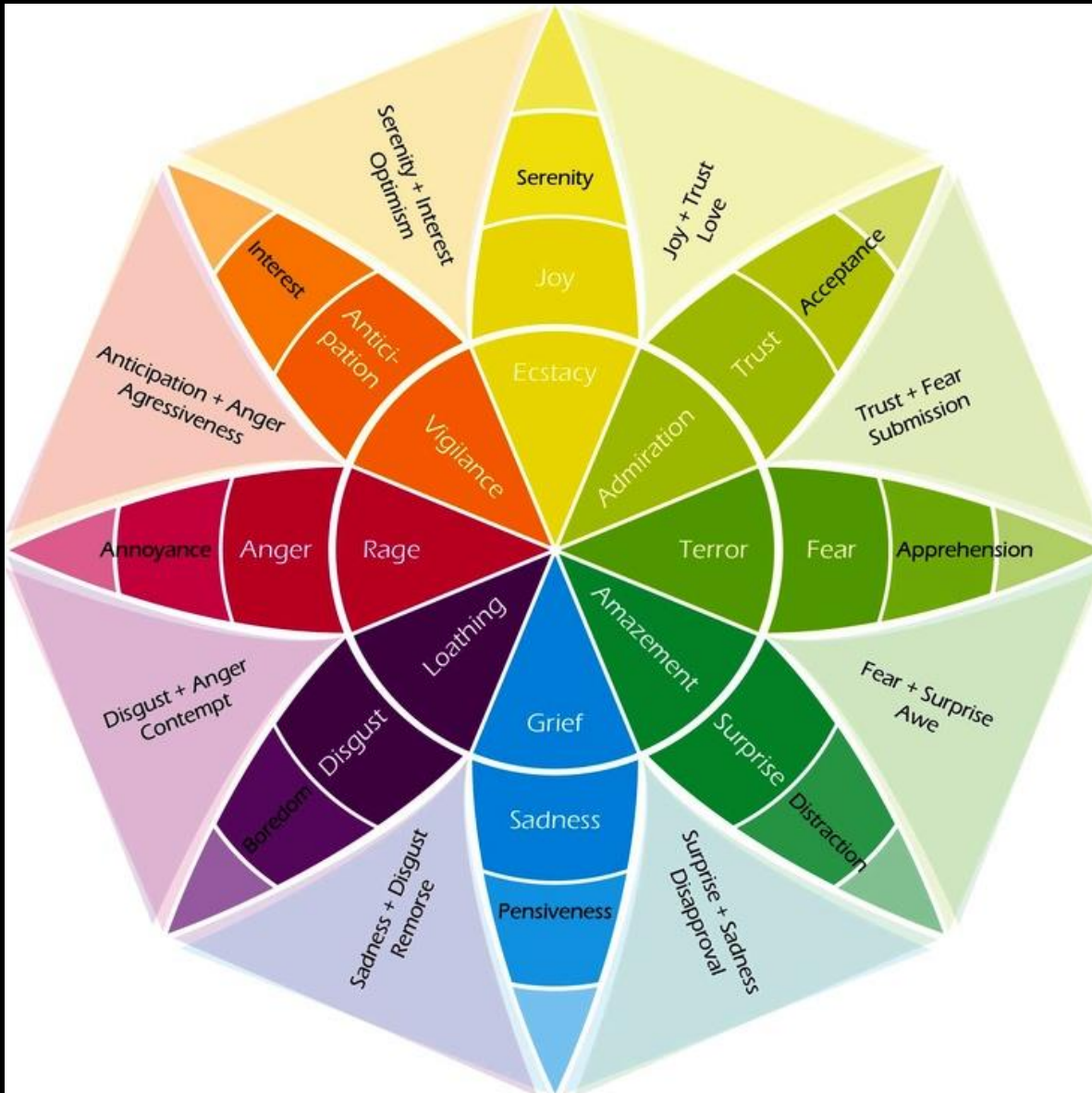
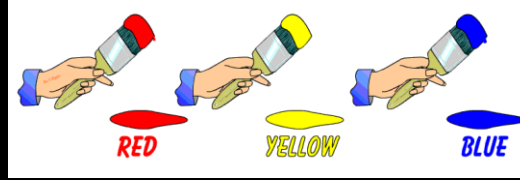
emotions



survival, aggression

- THE NEW BRAIN
RATIONAL
- THE MIDDLE BRAIN
EMOTIONAL
- THE REPTILIAN BRAIN
INSTINCTUAL





The three **primary colors** can be combined to make all other colors, but the *other* colors cannot make the **primary colors**.



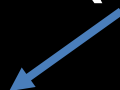
Dr. Robert Plutchik



SEL Challenge in Education: Content vs. Treatment

Definitions of equity – involve eliminating any and all barriers that limits an individual's access to opportunities (educational, economic, etc.) in a given geographic area.

1. **legislative** barriers (legal segregation)



2. **Psychological** barriers

The *consequences* are identical



Case Study: A Class Divided

- Third-grade teacher Jane Elliot divided her students into groups of **brown-eyed** and **blue-eyed** children.
- She told the class that it had been discovered that **brown-eyed** children were superior to **blue-eyed** children in every way, and that from now on the **brown-eyed** children would receive their well-deserved special treatment.
- The two groups of children **internalized** their new status and the new rules. The **blue-eyed** children became despondent and were emotionally defeated.





**As a man thinketh in his
heart, so shall he be.**

James Allen

 quotefancy



Case Study: A Class Divided

- The **blue-eyed** children were not allowed to play with their superiors, the **brown-eyed** children.
- The **blue-eyed** children **lost interest** in playing at recess.
- The **blue-eyed** children began to **misbehave** in class, began **answering fewer questions**, and began to perform poorly on tests (“self-fulfilling prophecy”).



Sometimes the thing that is holding you back...



...is all in your head.



We don't see things as *they are*;
we see them as *we are*.

-- Anais Nin



Messages That Are “Caught” not *Taught*

The relationship between you and your child/student

- What are the strongest messages that I consistently communicate to my children/students about **themselves**, about **learning** (+ and -) on a daily basis?
- What **emotional impact** do these messages have on my children/ students?
- Are there long-term learning or emotional **consequences**?



Past experiences
determine future
expectations



Selective Attention: Expectations

- Researchers administered the Stanford-Binet Intelligence Scale-V to (30+) 1st grade students at the beginning of the school year. “The test results indicate that 5 students scored at or above the genius level (140).” → Confidentiality agreement: Teacher could not share the test results.
- Monitored the behavior of teacher & students
- At the end of the academic year, the students were re-tested to determine if there was any variance from the first set of IQ scores.
- Q: Guess how many scored at the genius level on the second administration of the test? Who? Why?



Selective Attention: Expectations

- A: The **same 5 students**.
- However, their **scores** on the **1st test** were **not** even close to the **best scores** – only slightly ↑ average.
- The quality of her teaching, her **treatment**, and her **expectations** ↑ the test scores of the 5 targets
- Her efforts to “**keep**” them at the ↑ performance level, “**elevated**” them to ↑ level in the classroom.
- * The **results** we get from students, often reflect what we **expected from** those students and how we nurtured them (causal effect) to achieve.



My teacher
thought I was
smarter than I
was – so I was.

Six-year-old



Labeling Students

Student labeling is not the central problem. It's what we *do with* and *about* those labels that causes us to perceive, interpret, and take actions based on those labels -- that is the greatest proportion of the problem.

John Hattie's research involved over 251 influences on learning.

- *Not labeling* **students has an effect size of .61**
- That is significantly over the **.40** that equates to **one year's growth for a year's input.**

His research showed is that providing a label to a student in many cases creates a *glass ceiling*, which means that the students “*work to their label*,” and not always above it. Labeling a student did more harm than good.



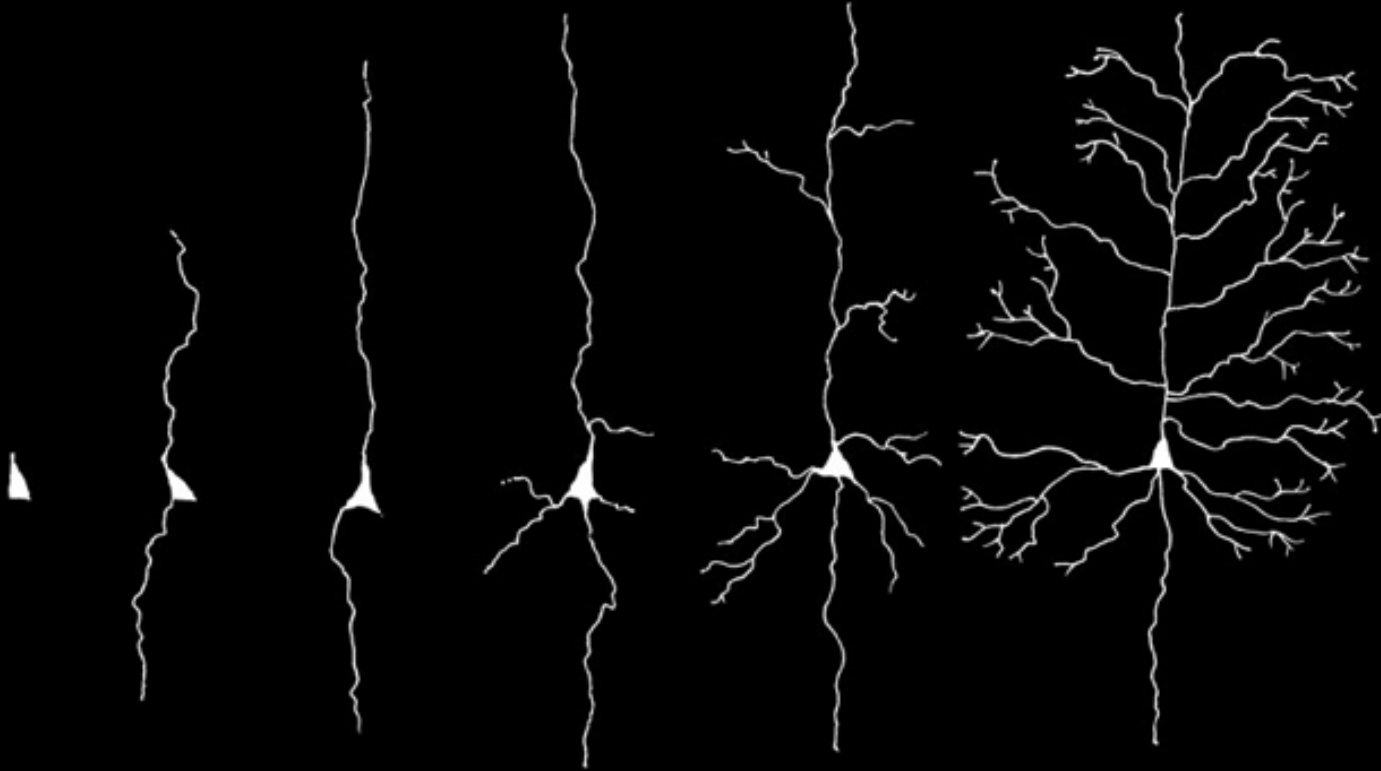
Early Brain Development



Zero To Three: 1 Million Connections/Sec.

Dr. Jack Shonkoff's team (HU's Center on the Developing Child) had previously found that the brain makes 700-1000 new neural connections/sec 0-3. However, their latest research found the number to be over 1 M connections/sec.

Healthy Positive Emotions →





All Day Is a Brain-building Experience!



With “serve-and-receive”
interpersonal interactions



Normal Development *Requires* Social Interactions

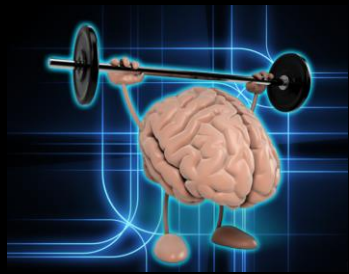




Positive Experiences That Build the Young Brain

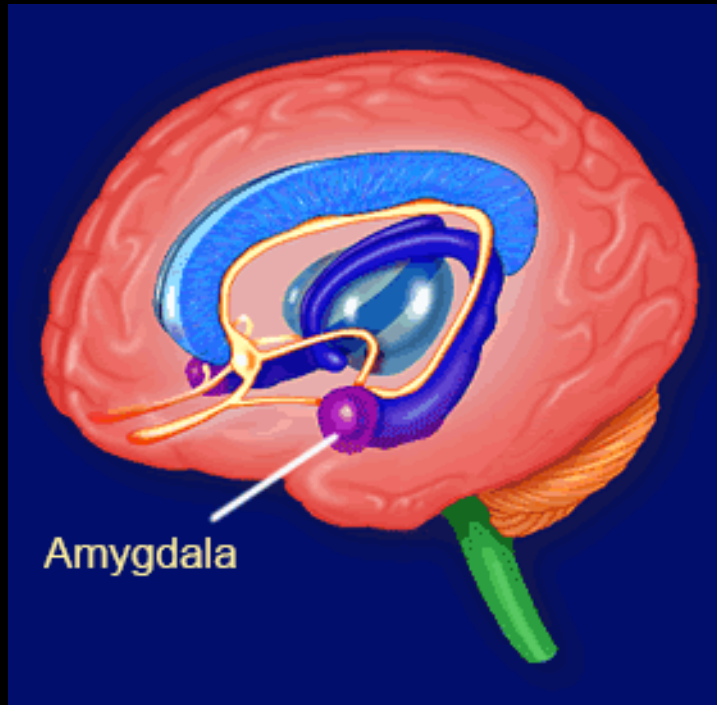


- Loving care & touch
- Consistent, individual attention
- Everyday, simple activities (large boxes)
- Exposure to new experiences
- Understanding child development
- Talk, talk, talk
- Music
- Limit TV/Tech (screens)
- Interactions and responses
- Read and respond to child's cues
- Know child and what he/she is capable of doing
- One size does not fit all

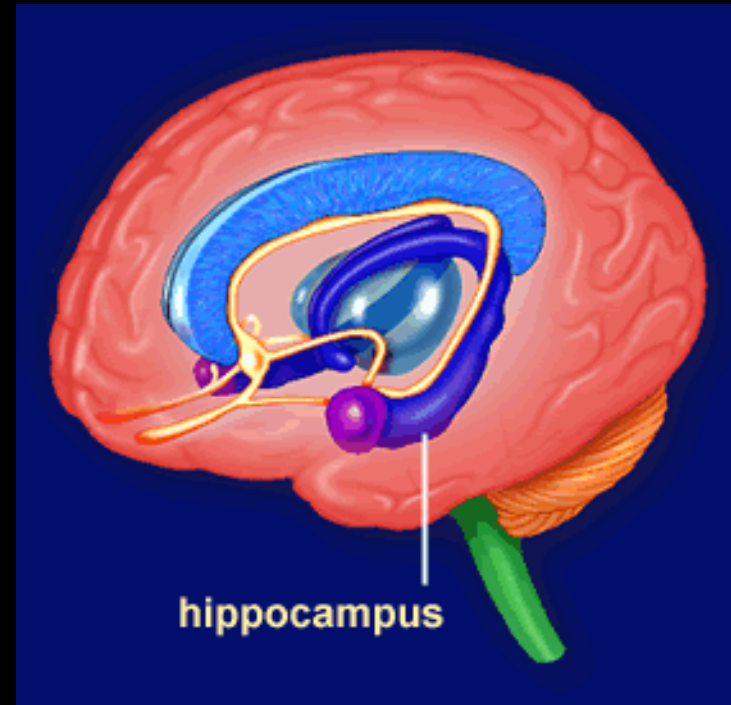


**What is the impact of
negative emotions on the
human brain?**





emotions



memory

The hippocampus of children with *poorly controlled diabetes* can suffer irreparable damage from *repeated hypoglycemic episodes*

The impact of stress is considerably more destructive to the hippocampus.



**Angiography Imaging
Technology**



**Fear or
hemodialysis**



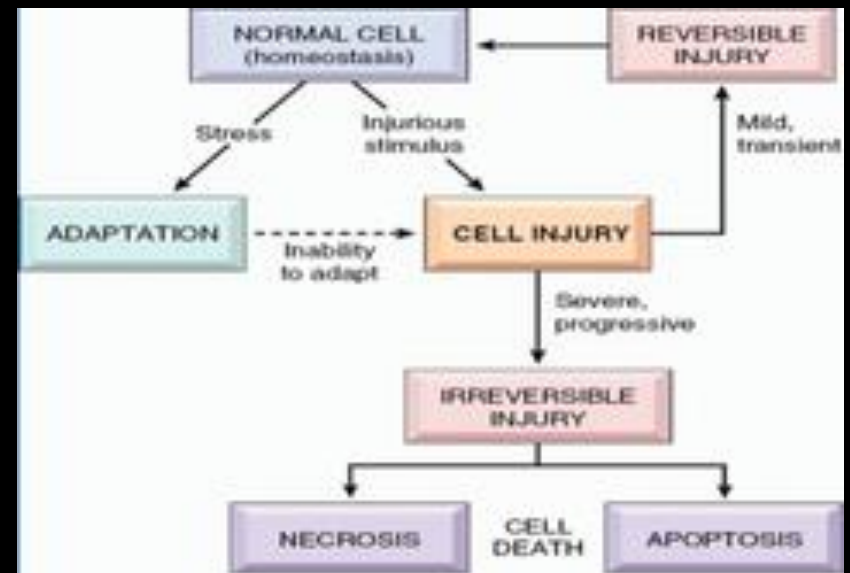
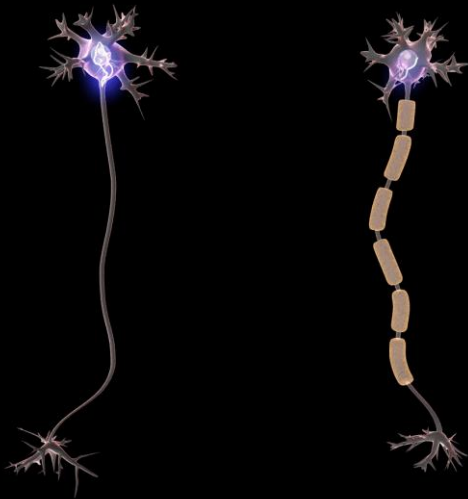
Negative Emotions → → → →





Stress

Compared to a *healthy* neuron, **stressed neurons** generate a **weaker signal** and extend fewer connective branches (**synapses**) to other brain cells.





Toxic Stress

Chronic stress or “**toxic stress**” can

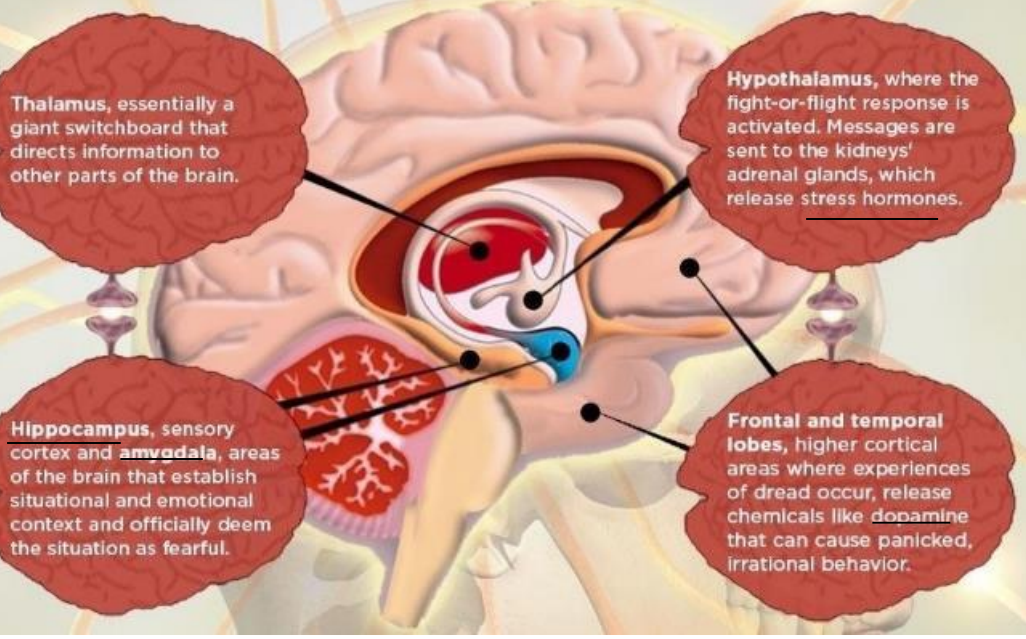
1. lead to the **physical destruction** of neurons in the **hippocampus** (an area in the brain associated with **learning/memory storage**.)
2. modifies the hippocampus, reducing a child’s learning capacity (Vythilingam, 2002)
3. **shrinks neurons** in the frontal lobes decreasing one’s **executive functions** - planning, judgment, **controlling impulsivity** (Cook & Wellman, 2004).



The Neuroscience Behind Safe, Secure Learning Environments

“To a learning brain, new curricula, the latest i-Pad, and the best-trained teacher will not offset the absence of physical and emotional safety.” – *K. Wesson*

THIS IS YOUR BRAIN ON FEAR



“...stressed-out brains (in students or adults) are physically incapable of establishing and maintaining the requisite neural connections inside the brain that are necessary to support content-related learning as well as long-term **memory formation**.”

Safety is an
Equity Issue





Effects of Stress

The American Academy of Family Physicians estimates that 60% of the problems brought to physicians in the U.S. are stress related. Many are the result of stress; others are made worse or last longer because of it.



Continued stress in the learning environment causes the increased secretion of cortisol, which constantly stimulates the bodies' alarm systems, and learning and memory become the first casualties.



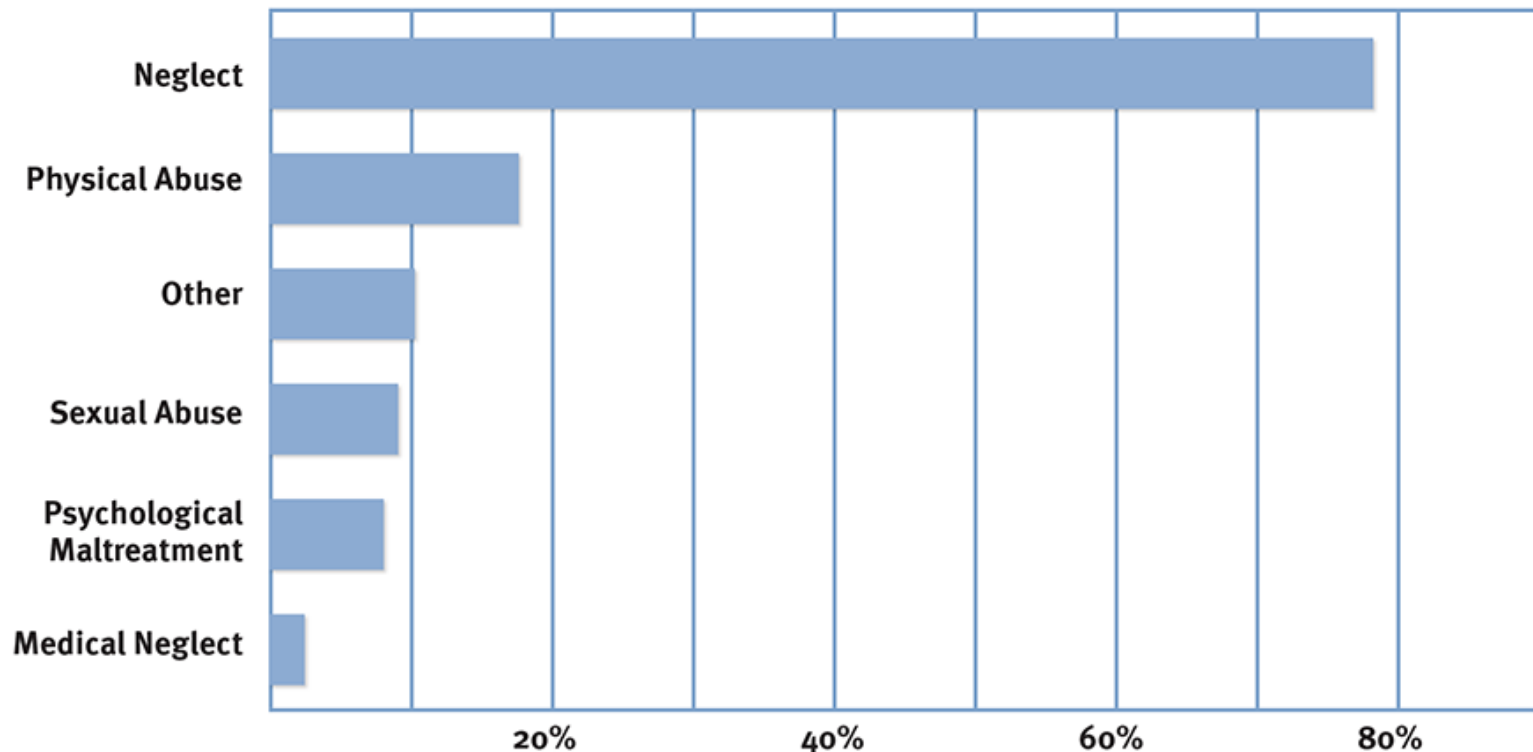


Still Face Experiment: Dr. Edward Tronick (Serve and No Reception)



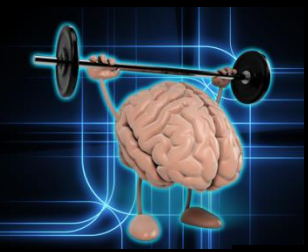
Adverse Childhood Experiences Study (ACES)

Neglect Is the Most Prevalent Form of Child Maltreatment



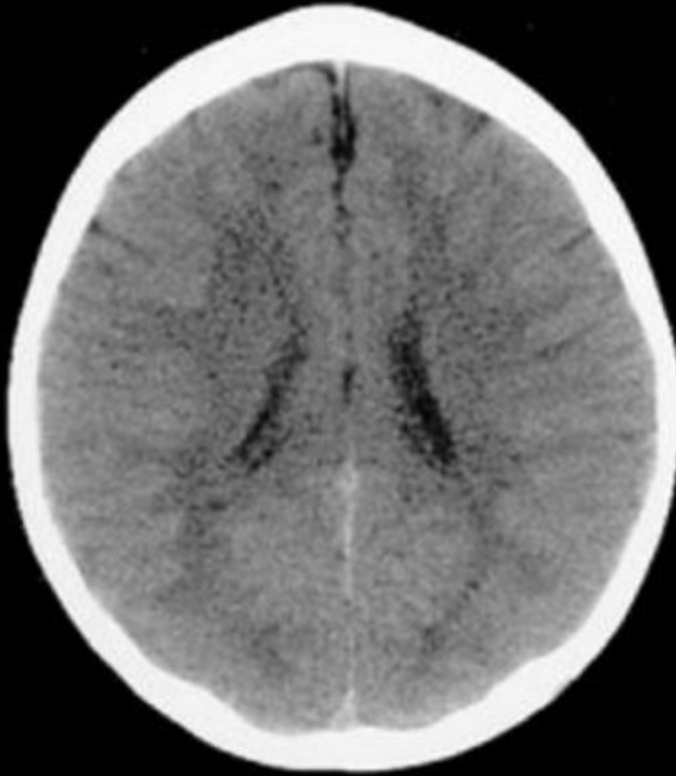
Each state defines the types of child abuse and neglect in its own statute and policy, guided by federal standards, and establishes the level of evidence needed to substantiate a report of maltreatment. The data above, from the [National Child Abuse and Neglect Data System](#) (NCANDS), reflects the total number of victims (defined as a child for whom the state determined at least one report of maltreatment was found to be substantiated or indicated) as reported by all 50 states, the District of Columbia, and Puerto Rico, between Oct. 1, 2009, and Sept. 30, 2010. “Other” includes abandonment, threats of harm, and drug addiction.

Source: U.S. Department of Health and Human Services (2010)

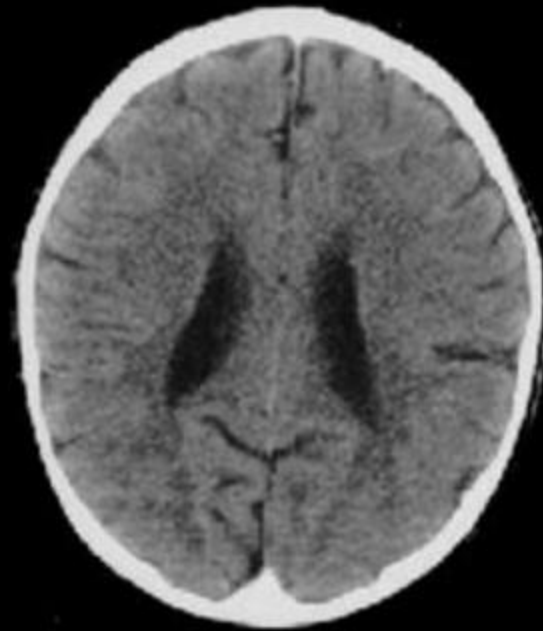


Neglect and Brain Development

3 Year Old Children



Normal



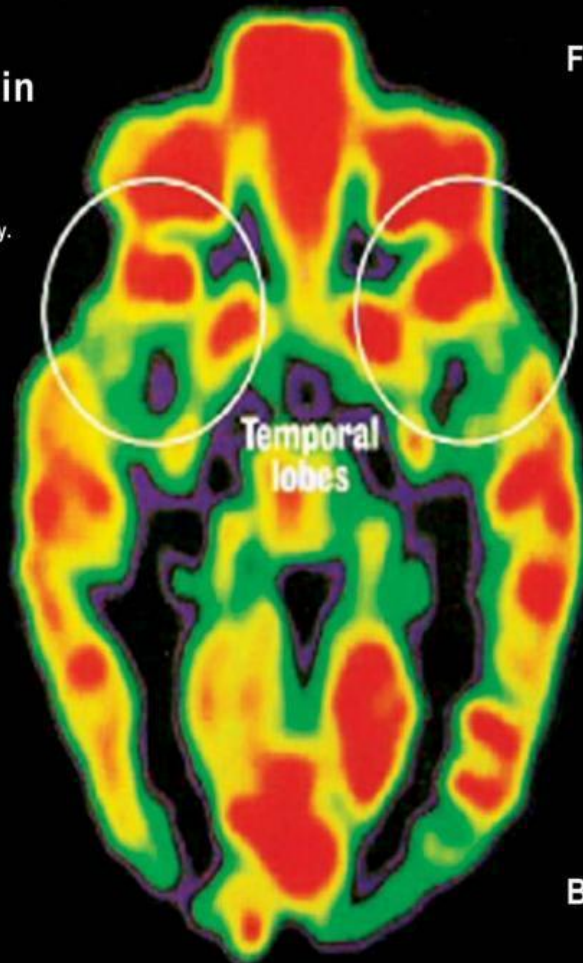
Extreme Neglect

Global Neglect and Reduced Brain Development



Healthy Brain

This PET scan of the brain of a normal child shows regions of high (red) and low (blue and black) activity. At birth, only primitive structures such as the brain stem (center) are fully functional; in regions like the temporal lobes (top), early childhood experiences wire the circuits.

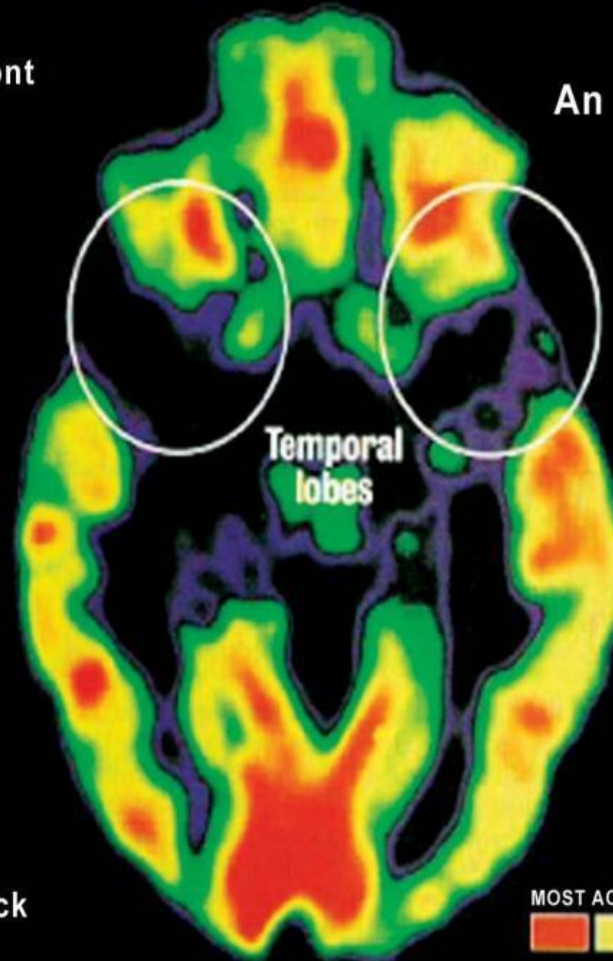


Front

Back

An Abused Brain

This PET scan of the brain of a Romanian Orphan, who was institutionalized shortly after birth, shows the effect of extreme deprivation in infancy. The temporal lobes (top), which regulate emotions and receive input from the senses, are nearly quiescent. Such children suffer emotional and cognitive problems.





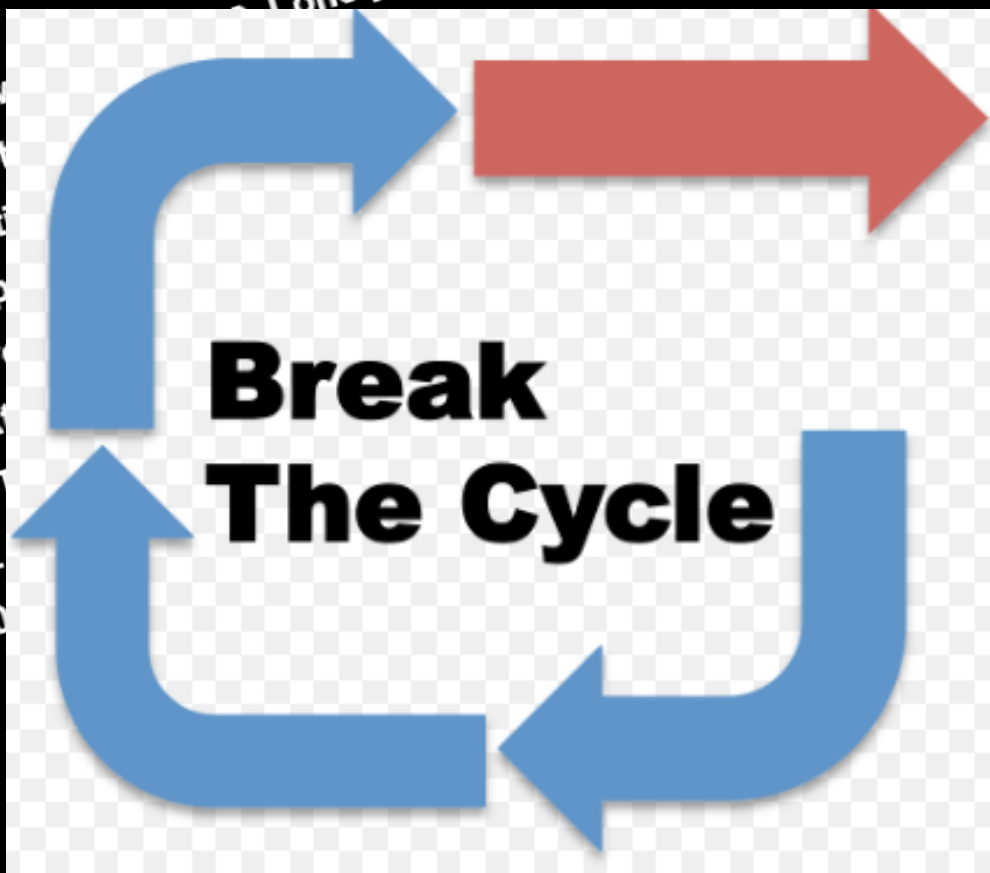
It's Written All Over Your Face

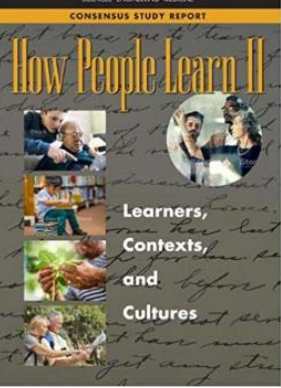
The headbands will indicate one of the following emotions or emotional states:

1. Irritable
2. Fearful
3. Unhappy
4. Passionate
5. Angry
6. Bitter
7. Furious
8. Cheerful
9. Melancholy
10. Abandoned

11. Bubbly
12. Mellow
13. Sweet
14. Hostile
15. Depressed
16. Grumpy
17. Ashamed
18. Tired
19. Nervous
- 20.

21. Ambivalent
- Lonely





Emotions and Learning

The S.A.I.L. Concept

The environmental preconditions that should be experienced by students **prior to** initiating formal instruction include...



Safety
Physical and emotional



Acceptance
No "put-downs"



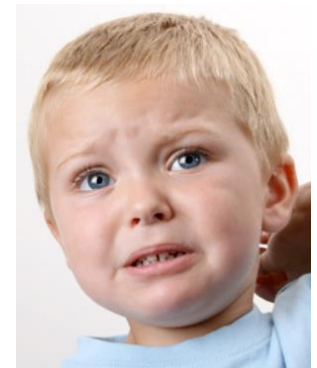
**Inclusion, Interactions
and involvement**
Interpersonal/social aspect
of memory formation



Learning
Students feel their immediate
environment is secure enough for them
to take risks, explore and discover

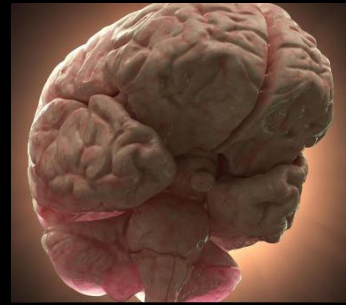
Source: Kenneth Wesson (2011). *Education for the Real World: Six great ideas for parents and educators*. Brain World, Issue 2, Volume II Winter 2011

Students who have chronic **safety concerns** also tend to **underperform academically** (Pratt, Tallis, & Eysenck, 1997).





A Teacher's Mindset



Children/students (developing brains)

- have different **emotional needs**, **emotional ranges**, and **different dispositions on different days!**





Direct Teaching of Emotional Literacy

(An **emotional check-in** - takes 3 minutes)



- How do you feel today?
- Would you like to feel differently?
- What do **you** need to do to **change how you feel**?



Setting the Emotional Stage for the Day



Human touch, “face-time,” smile, recognition
 (“drop-outs”) – “Sawu bona”



Setting the Emotional Stage for the Day



Music: “Celebration Time,” “Happy,” (60 beats/minute)

What are you thankful for as we start today?





Indirect Teaching



- Offer **emotional labels** as children witness/experience various **emotional states** –

“Brianna and Tanya seem really happy to be playing together! They keep hugging each other!”
- Describe what **you** see that tells you they are **happy**.

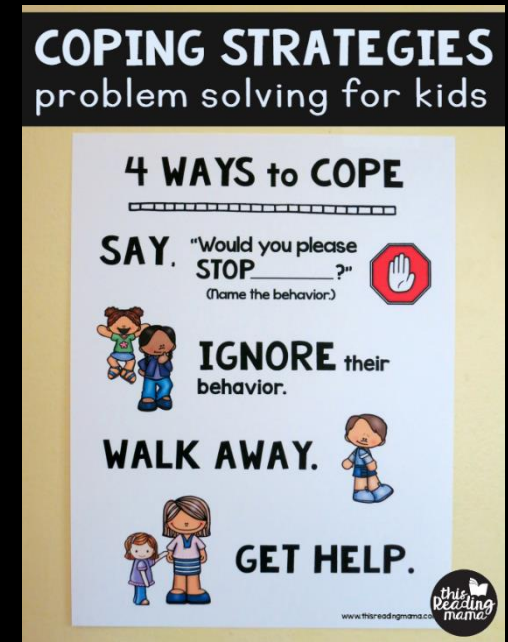
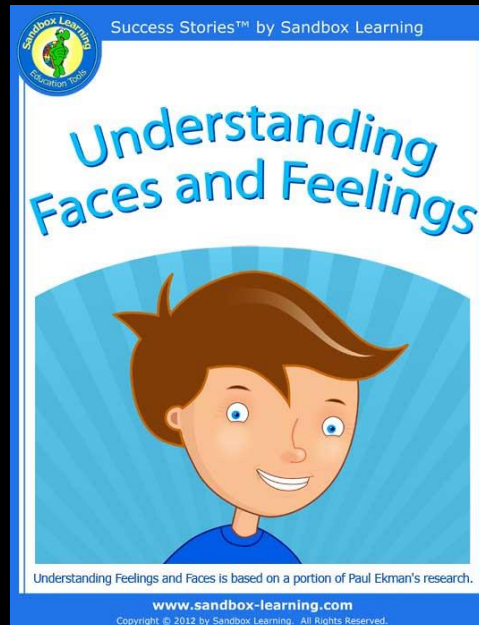
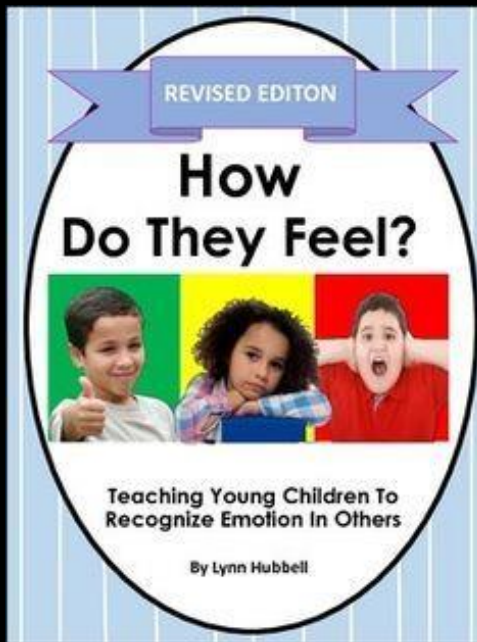
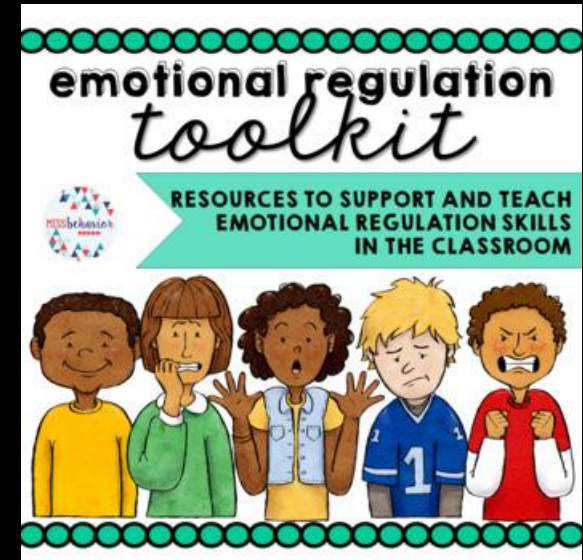
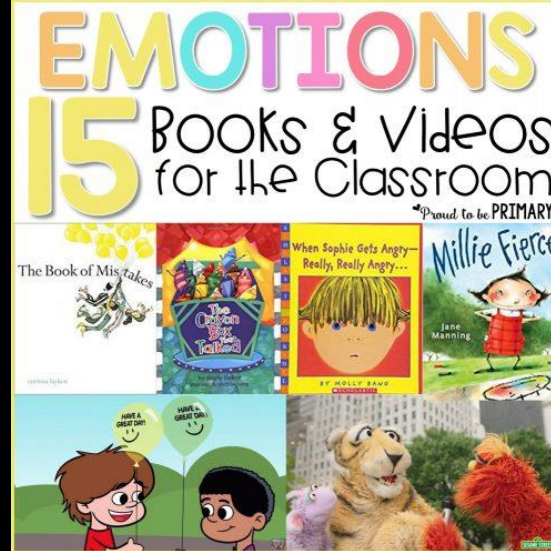


Managing Emotions: Making Choices

On Monday When It Rained



by Cheryl Kachenmeister Photographs by Tom Berthiaume





Understanding Our Emotional Human Brain Emotions and Choices

**Today, I am phenomenal! Refusing to be sad!
I choose to live, and laugh, and love!
Today, I will be glad!**





Mindset and Accomplishments

What **else** might you have been able to **achieve** in life, if you had not been **afraid to try?**

Based on your answer, what important message should you **communicate** to your **children** and **students?**





Building

Supportive

Relationships

PRE-school =

Positive

Relational

Experiences



Understanding Our Emotional Human Brain

Emotion and Education

All learning requires **effort**, but one of the **best predictor's** of student effort and engagement in school **is the relationships that they have with their teachers** (Osterman, 2000.)

Students function more effectively **when they feel respected and valued** and function poorly when they feel **disrespected or marginalized** (National Research Council, 2004)

Children **model** their **closest adults'** behaviors



Understanding Our Emotional Human Brain

The positive impact of SEL on teachers

1. Teachers who possess social and emotional competencies are **more likely to remain in the profession longer.**
2. Teachers with high levels of social competence are better able to protect themselves from burnout by:
 - ✓ developing and managing healthy and respectful **relationships** with their students
 - ✓ **managing behavior** in their classrooms
 - ✓ serving as **behavioral role models** for children
 - ✓ **regulating their own emotions**

Source: Jennings, P.A. & Greenberg, M.T. (2009) The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes. American Educational Research Association.



Adult SEL Competence

- Adults who can recognize, understand, label, express, and regulate **their emotions** are more likely to **demonstrate patience and empathy**, encourage healthy **communication**, and create **safe** learning environments.
(Brackett, Katella, Kremenitzer, Alster, and Caruso, 2008)
- Teachers skilled in regulating **their** emotions report **less burnout** and **more positive affect** while teaching.
(Brackett, Mojsa, Palomera, Reyes, & Salovey, 2008)
- School **leaders** with ↑SEL competencies build and maintain positive and trusting relationships among members of the school community. (Patti and Tobin, 2006)



Why Social-emotional Learning (SEL) Matters

29%:

Students feel like their school provides a supportive, encouraging environment

83%:

Students make gains when participating in an SEL program with an academic component

11%:

Average gained on standardized testing when participating in an SEL program

11%:

Average increase in GPA for participants in one SEL program

SEL programs improve behavior and attitudes toward school and prevent substance abuse



Source: Collaborative for Academic, Social and Emotional Learning (case.org)



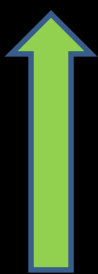
How Do We Move the Needle on Student Learning and Achievement?






Research on SEL/Student Success

Increased Academic Outcomes



Social-emotional skills led to improved attitudes about self, others, and school and an **11 % point gain** on standardized achievement tests.

Reduced Risk of Failure



Social Emotional Learning skills led to decrease in behavioral/conduct problems and emotional distress and incidences of “acting out”.

Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K. (2011) The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development: 82 (1), 405-432.*



Understanding Our Emotional Human Brain

The positive impact of SEL on students

Statistically significant associations between measured **SEL skills in grade K and young adult outcomes** across multiple domains:

K students ↑ in **SEL competence** were **more likely** to:

- ✓ graduate from high school
- ✓ complete a college degree
- ✓ obtain stable employment in young adulthood

And **less likely** to be:

- × living in public housing
- × receiving public assistance
- × involved with police
- × in a detention facility

Ratio: \$1 to \$11

Source: Jennings, P.A. & Greenberg, M.T. (2009) *The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes*. American Educational Research Association.



Be *somebody*,
who makes *everybody*
feel like *somebody*.





Positive Emotional Climate

- Showing **respect and empathy**
- Taking a personal interest in a child (**one-to-one communications**)
- Active **listening** – “being there” for the moment
- Frequent contact through “**face-time**”
- **Encouragement** (not praise) “You really worked hard...”
- Avoiding *all* “**Put Downs**” – use *positive* humor
- Building **self-esteem** (positive confirmations), celebrating accomplishments (rewards, recognition, etc.)





Social Emotional Health as We SIP

Brain-considerate Tips

- Start off the day with “**Sawu bona**” and a **hug** - 16 hugs a day for normal emotional functioning
- Set **goals** for the day
 - Exercise
 - Walk
 - Homework
 - “Check-in’s”
 - Meals together
 - Downtime/family time



Social Emotional Health as We SIP

Brain-considerate Tips

- Establish a semi-regular **daily schedule**. The predictable aspects of their lives have also disappeared, causing some to struggle more.
- Allow children to **participate in planning the daily schedule** - you will gain new insight into the passions that your child may have (science, writing, STEM, etc.)
- Children benefit from **structure and predictability** - the human brain evolved to rely on **patterns** which come from both **routine and organization**.
- Regular schedules **minimize chaos** and “I’m bored.”
- Young kids often don’t know how to cope with their unease or unhappiness, so they communicate their discomfort by becoming more **testy and difficult**.



Social Emotional Health as We SIP

Brain-considerate Tips

- **Validate** their feelings.
- **Walks** - a good time to build child-parent bonds.
- “Yes, we walked together.”
 - Walk and talk about personal challenges, goals, dreams
 - high quality time together
 - “face time” – eye-to-eye contact
- While walking together, point out the things you would not notice while driving by so quickly. (stop to smell the roses)
- A great opportunity to teach children to **appreciate their surroundings** by paying **attention to the details** of the natural and man-made worlds around them.
- **Hold hands** while walking (adult men in Africa and the Middle East walk and hold hands)



Relationships = Emotional Intelligence

Never stop doing what seem like little things for children. Frequently, those *little things* often wind up occupying the *biggest* part of their *hearts* and brains *for a lifetime*.





Social Emotional Health as We SIP

Brain-considerate Tips

- KW “**walk and read**” strategy for children who are reluctant readers are struggling readers.
- Walk/exercise together: angiogenesis → ↑ CBF.
- Youth sports is a \$25 billion U.S. industry that is essentially shut down. Muscular and skeletal development require movement.
- Establish a **designated a place** in the home (a child’s bedroom, the family room, the kitchen, etc.) **for homework** and personal reading.
- Set **timeframe** during which children will do homework and create the necessary **supportive conditions** that will allow a child a **quiet time/place** for schoolwork. (The entire family can read).



Social Emotional Health as We SIP

Brain-considerate Tips

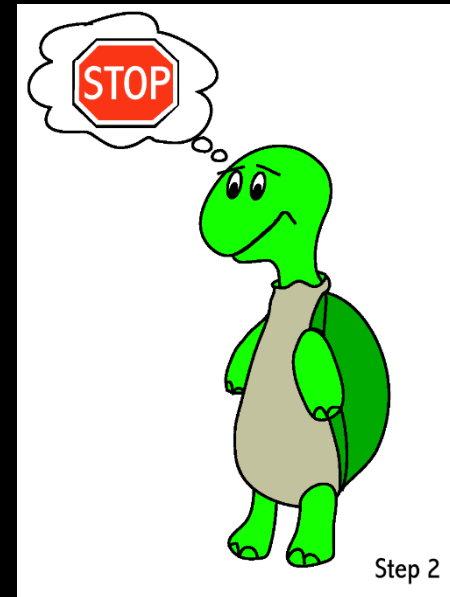
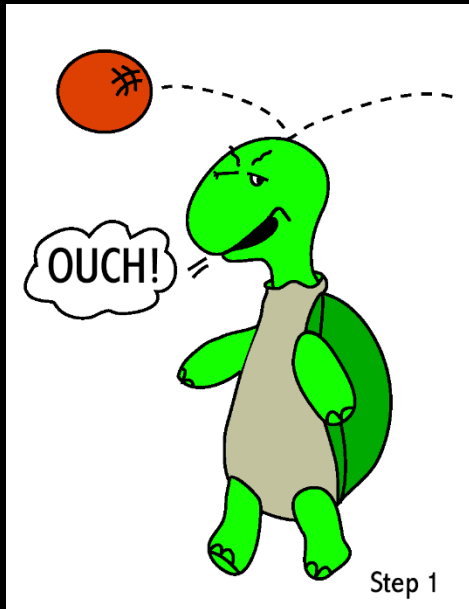
- **Downtime:** alone time is healthy – a “parent-ectomy” stepping away from **emotionally escalating conversations** or situations, which typically would not end well.
- Increase in reports of **child abuse**, not because of the behavior of children, but because parents are under ↑ pressure and are having their own challenges (outbursts)
- **Overwhelmed** “helicopter parent”? – believing the parent must provide **100% of the entertainment** for the SIP child. Children need to identify what is emotionally fulfilling for them rather than a parent making that decision for them.
- When you are feeling overwhelmed, **think and breathe** → more oxygenated blood to the brain → ↑ thought-processing



Managing Emotions: The Turtle Technique

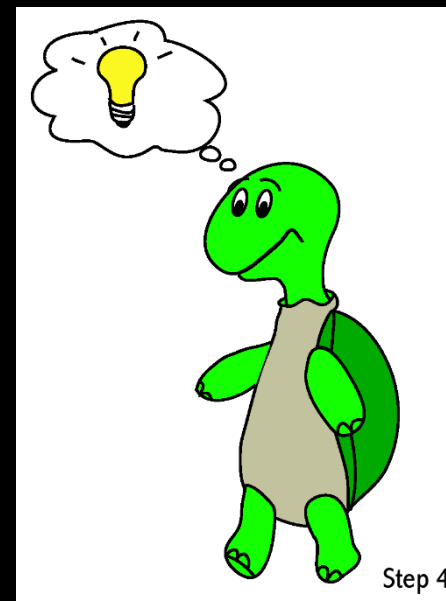
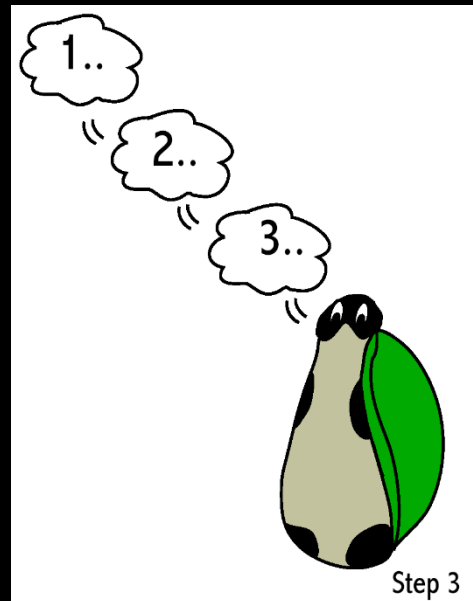
-- Rochelle Lentini

Recognize
that you
feel angry.



“Stop and
Think”

Go into your
shell, take 3
deep breaths,
and think
calming/coping
thoughts (“your
last walk on the
beach”).



Come out of
shell when
you are calm
and/or have
thought of a
solution.

**Cognitive
reappraisal**



Social Emotional Health as We SIP

Brain-considerate Tips

- Be a positive **role model** who encourages pro-social behavior rather than negative, dismissive, or antisocial behaviors. Doing so will teach children how to **manage their own emotions and behavior**
- SIP is not a good time to decide you're going to **correct every misbehavior** or identify every "problem" that you have noticed in a child over the past several years.
- Now is not the time to create *new* restrictions or strictly enforce *old* restrictions. Maintain *the existing* home rules without creating new limitations → ↑ stress, **emotional distance** and → ↑ unnecessary conflicts making SIP even more challenging.



Modeling Desired Behaviors:

Mirror Neurons





“Reflect and Connect”

“We don’t *learn* from experience, we learn by *reflecting* on it.”

-- John Dewey

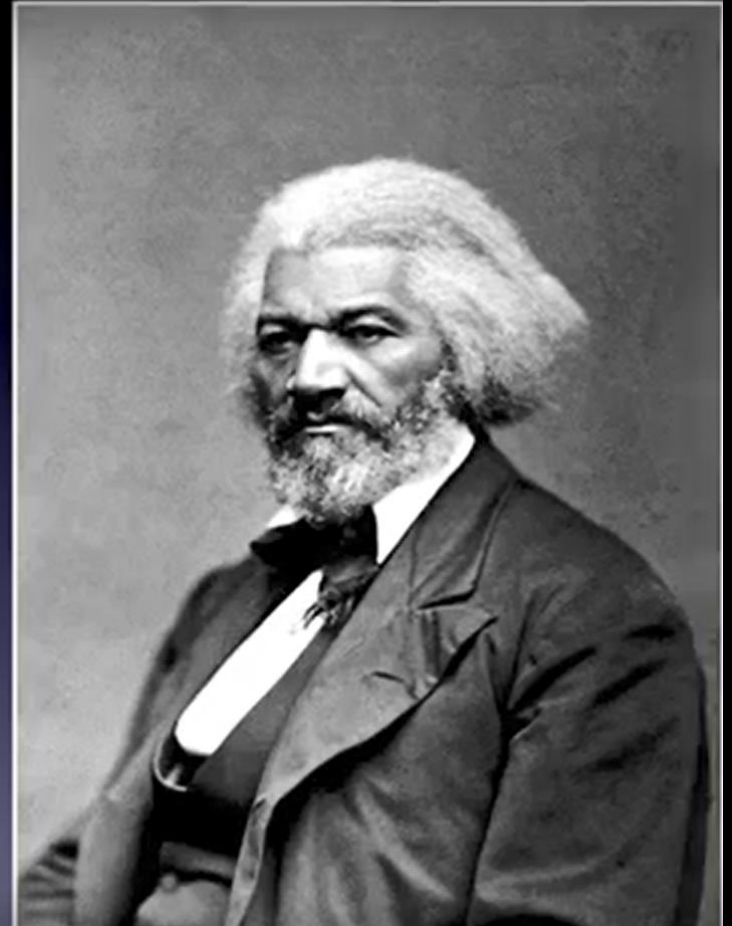
- What was the **most valuable** idea that *you learned* from this afternoon?
- Please write down 2 “I will statements”:
How will you use the information shared today at home or with your students on-line?



How do we build strong children?

**“It is easier to build
strong children than to
repair broken men.”**

— Frederick Douglass
(1817–1895)





Thanks!

- **The California Association of African-American Superintendents and Administrators (CAAASA)**
- **California Collaborative for Educational Excellence (CCEE)**
- **UCLA Center for the Transformation of Schools (CTS)**





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