


Social Emotional Learning
in the Digital Age



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What's
the
plan?

Part 1
Social emotional skills in 2019

Part 2
Social emotional instruction 2019

Part 3
Integrating technology into
instruction

Are students really harder?



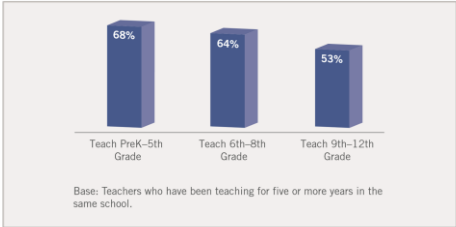
Teacher surveys...

- 17 percent said they lost four or more hours of teaching time per week due to disruptive student behavior
- 19 percent said they lost two or three hours
- In urban areas, 21 percent said they lost four or more hours per week. Urban secondary schools, the percentage is 24.
- While teachers who worked in schools in low-income areas reported concerns about behavioral issues at a higher rate (65%), teachers who worked in high-income areas were not far behind (56%)
- 43 percent of public school teachers agreed or strongly agreed that student misbehavior interfered with their teaching.

-National Teacher and Principal Survey (NTPS) 2015-16. -Primary Sources: America's Teachers on the Teaching Profession, Scholastic and the Bill & Melinda Gates Foundation (2012)

Are students really harder?

Percentage of Teachers Who Say There Are More Students With Behavioral Problems Now, Relative to When They Started Teaching in Their Current Schools, by Grade(s) Taught




Grade(s) Taught	Percentage
Teach PreK-5th Grade	68%
Teach 6th-8th Grade	64%
Teach 9th-12th Grade	53%

Base: Teachers who have been teaching for five or more years in the same school.

-Primary Sources: America's Teachers on the Teaching Profession, Scholastic and the Bill & Melinda Gates Foundation (2012)

Why are kids getting harder?



Increased mental illness

Trauma


Poverty

Marginalized populations traumatized by renewed attack and increased hate crimes.

Stressed adults and students

Impact of technology on the developing brain

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Increase in Mental Illness

20% or one in every five teenagers (13-18), 13% of school age (ages 8-15) has a mental health disorder severe enough to impact his/her daily activities

Out of the 20% of children with diagnosable mental, emotional, behavioral disorders, only 80% ever receive treatment

-American Academy of Child and Adolescent Psychiatry. October 2010; CDC May 2013




Increase in Mental Illness

Anxiety disorders (panic, social phobias, generalized anxiety) are the most common (31.9%)

Diagnosed anxiety or depression
2003 - 5.4%
2007 - 8%
2012 - 8.4%

-American Academy of Child and Adolescent Psychiatry. October 2010; CDC May 2013



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Impact of trauma and/or violence....

Lower attention and ability to process new information

May develop sensory processing difficulties

May be more aggressive, distrustful

Often have difficulty responding to social cues and may withdraw from social situations or bully others





Living in high alert or a in constant state of emergency does not lend itself to **self awareness** or competent **perspective taking**

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Impact of Poverty

Poverty is a bigger risk factor for mental illness than being exposed to warfare

The condition of poverty's mental burden is equal to losing 13 IQ points

In Colorado: 11.7% of kids under 18 live in families with incomes below the poverty line.



Impact of Poverty

Poverty's impact on the brain is especially seen in the student's executive function skills: attentional skills, working memory, ability to prioritize, and ability to self-regulate.



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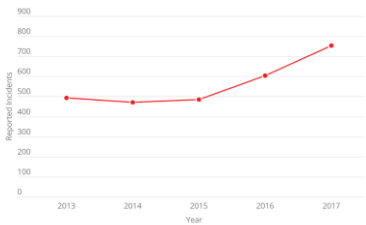
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School-Based Hate Crimes Jumped 25% last school year



Six Phoenix High School Seniors Suspended A Week For Spelling "Ni**er" on Shirts



Just witnessing or hearing about discrimination against one's own group can lead to psychological distress and lower self-esteem

Major, B. (2002)

-McCoy, S. K., &

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Parents are more stressed

Time demands

Financial Stress

Career stress

Marital/relational stress

Personal health concerns

Health concerns affecting the family

Managing parenting responsibilities

Self-doubt and uncertainty



School staff are more stressed

Lack of support and resources


Feeling threatened or unsafe

Time pressures

Limited autonomy

Expectations without training or time to integrate learning

Challenging relationships with students



Kids are more stressed

Separation anxiety

Trying to fit in/social media

Feeling too busy


Hearing parents talk about their own issues

Family discord

World events


Safety issues


Increased prevalence of TRAUMA



How kids handle stress

About 25% of kids surveyed said that when they are upset, they take it out on themselves. either by banging their heads against something, hitting or biting themselves, or doing something else to hurt themselves.





The Brain Under Stress

Decision Making

- Limits problem solving abilities, restricts flexible thinking skills
- Tendency to jump to conclusions
- Restricts our ability to take in new information

Self Management

- Heightens emotional reactions
- Reduced frustration tolerance

Self Awareness

- Processing environmental cues becomes compromised

Relationship Skills/Social Awareness

- Difficulty with social cues
- Reduces empathy

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Impact of technology on the developing brain

The impact of technology

Research is showing that technology is having the greatest impact on children's and adolescent's:

- Attention
- Decision making
- Memory/Learning
- Sensory motor development



A crisis of social emotional skills!



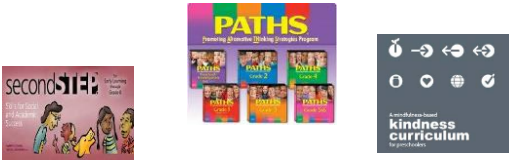
Impulse Frustration Social
Regulation Character
Perseverance Emotion compassion
Making Relationship others
Soft SUCCESS Decision st
CASEL SKILLS FLEXIBILITY management
EMOTIONAL Traits EMPATHY Tolerance
GRIT solving Friendship
problem Understanding Self
Self-Regulation CENTURY
control Intelligence

Report Card

Academic achievement scores are on average
11 - 13 points higher for kids who have had SEL
instruction.

What does SEL look like today?


- Circle Time
- Morning Check-in/meetings
- Restorative Circles
- Literature Discussions
- Some explicit instruction:
if lucky!



The Leader in Me

There are obstacles . . .


- No counselor/mental health provider available to come and teach the lesson
- Teacher is uncomfortable and unfamiliar with the curriculum.
- Some students miss the instruction completely if they are out of the classroom
- No regularly scheduled lesson time: SEL lesson often gets bumped for “more important” curriculum



Other obstacles . . .

- Curriculum manual may be cumbersome, hard to navigate
- May be only one manual or curriculum box for the whole grade
- Lessons may be too long . . or boring


Instructional methods don't match what we know about the evolving brain



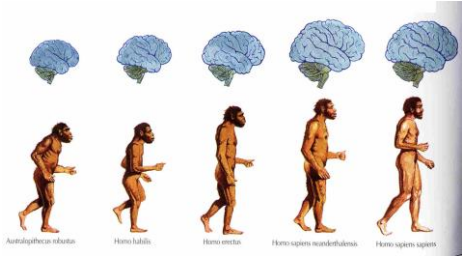
The Digital Native

Kids' brains are actually *adapting* to their environment

Because their brains are still developing and malleable, frequent exposure to technology is actually wiring the brain in ways very different than in previous generations.



Evolving Brain



Australopithecus robustus Homo habilis Homo erectus Homo sapiens neanderthalensis Homo sapiens sapiens

Technology is *everywhere!*

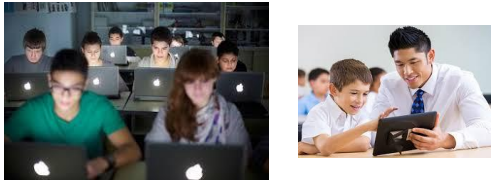


“Our kids are on the front lines of a digital revolution”

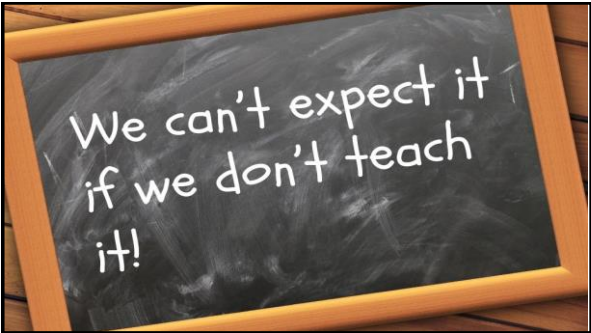
Where do we go from here?



Learning is *not* a spectator sport.



Human interaction is *essential*!



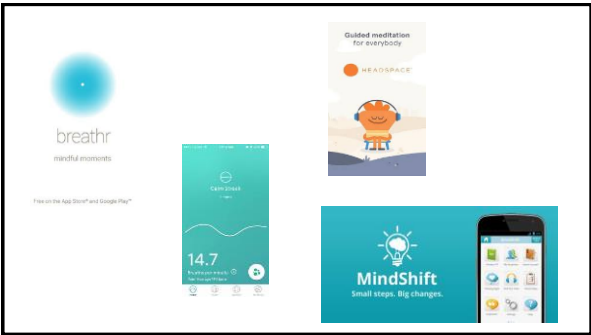
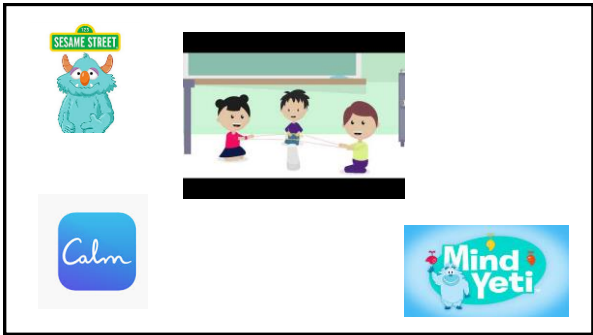
SEL helps students AND adults!



Adults who are able to self-regulate and remain calm are more available to meet the needs of their most challenging students

What could SEL look like?


- Mindfulness apps
- Interactive digital curriculum
- Heart monitor/Fitbit used to warn of impending dysregulation
- Facetime/Skype . .
- Virtual Reality . . .





The possibilities are endless and the benefits are enormous. . .

If used the right way



Any Questions?

