"Now more than ever as educators and as a society, we are seeing an alarming rise in behavioral problems, bullying, stress, anxiety, low self-esteem, and lack of empathy. How we learn to express our emotions, manage our feelings, and deal with the emotions of others are key factors in learning, success, our growth as individuals, and the impact we have on others."

— Dr. Donna Housman

Founder and CEO

From Birth to Age 8

Emotional Intelligence

The Power of

www.housmaninstitute.org

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Poll

On a scale of 1-5 which best reflects the level of stress you are experiencing? 5 is the highest

☐ 1
☐ 2
☐ 3
☐ 4
☐ 5

After the poll if you can't see the slides, click the flower in the task bar at the bottom of your screen.
84% reported teaching is more stressful than pre-pandemic (EdWeek Research Center)

Anxiety and depression rates for early childhood educators have increased 50-100% since COVID's arrival (Bassok, D., Weisner, K., Doromal, J. B., & Michie, M. 2021)

Educators worried about burnout rose from 25% to 57% (RAND Corporation)
61% of parents felt their children's social emotional development had been negatively impacted by the pandemic.

“NOT SURPRISINGLY, IT’S HARD TO BE A REALLY WARM, ACTIVELY ENGAGED PARENT IF YOU ARE STRUGGLING YOURSELF.”

71% of parents reported an increase in parenting-specific stress from before COVID-19.
Mental health impacts carried into the classroom this school year

Fifty-five percent of children have felt more “sad, depressed or unhappy” compared to before the pandemic.

Children: The Impact of Anxiety, Stress, Trauma

**Signs of Stress to Look For in Children**
- Significant behavioral changes - tantrums, acting out, aggression, moodiness, sleeping & eating
- Physical complaints - tummy aches, headaches
- Regressive child behaviors - bed-wetting, baby talk
- Avoidance of certain situations - refusal to go to school, leave home

**What We Can Do to Help with the Stress**
- Model calmness
- Participate in problem solving
- Use emotional situation as opportunity to talk about emotions, rechanneling action into words
- Validate and model by sharing own emotions with empathic understanding

I.Q. E.Q.
When feelings are not managed or regulated well, thinking can be impaired; when the brain is dealing with unregulated emotion, it cannot learn. — National Scientific Council on the Developing Child, 2011

When we are able to deal with and manage stress and anxiety, more energy is available for learning, problem solving, and grasping new concepts. — Dr. Donna Housman, Housman Institute

Executive Skills for Learning

Self-Regulation
When Do Children Start Laying the Foundation for These Skills?

It Happens from Birth

• 90% of the brain is developed before Pre-K
• A million new neural connections every second
• Experiences/interactions inform & shape the brain's architecture for life
• Strengthen emotion skill = strengthen cognition
• Positive, responsive relationship = central for learning, relating, managing stress & fear

Emotions are the First Language

Still Face Experiment by Dr. Ed Tronick from Child Development Unit, Harvard University
Regulation

Expression

Understanding

Identification

Four Quadrants of Emotional Intelligence

Emotion Knowledge

- What am I feeling?
- Labeling emotions

- Verbalizing your feeling and help child label their feeling

- Accurately pick up emotions

- Discriminate Emotions Accurately
  - Awareness of own emotions
  - Awareness of others’ emotions

- Be proactive instead of reactive in the heat of the moment
  - Non-verbal (hugs, smiles, frowns)
  - Verbal (I am happy, sad, mad)
  - Empathetic action (hug a hurt friend)

- Manage and cope with heightened emotions and responses
  - Access or generate feelings that help you to think better, i.e. breathe deeply to calm

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How Do We Know This Works?

- ECSEL students saw a 28% increase in regulated emotion & empathy.
- ECSEL students saw a 21% decrease in negative emotion.
- ECSEL students saw statistically significant increases in initiative, self-regulation, and attachment.

Direct Link Between Emotions and Learning

THE DIRECT LINK BETWEEN EMOTIONS AND LEARNING
• Positive responsive relationships: central in learning, facilitating healthy development, mental health - promoting resilience

• Learning is emotional, cognitive, and social

• Children learn best when they feel safe, valued, and engaged

• Using the emotional experience as an opportunity to communicate and teach about one's emotions and those of others

Parents' Priorities

Parents' Attitudes towards SEL

Majority of U.S. Parents Worried Their Kids Have Lost valuable Social Skills

Families and Schools Need to Be Partners in Supporting Kids
Children are Carrying Big Emotions

Parent Insights & Observations

Children are Carrying Big Emotions

Educator Insights + Parent Insights = Balanced Collaboration

Parent-Teacher Collaboration is a Win-Win for All

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The Impact of begin to ECSEL

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Here is Why begin to ECSEL Matters

Promotes Education for Character and Moral Development

- Resolves conflicts, solves problems, and grasps new ideas.
- Increases empathy and reduces bullying.
- Mitigates the opportunity and achievement gaps.
- Less emotional and behavioral problems and less school dropout.
- Better academic achievement.
- Strong, positive, and secure sense of self.

Long-Term Impact for Children & Society

- Mitigate the opportunity and achievement gaps.
- Strong, positive, and secure sense of self.
- Better academic achievement.
- Less emotional and behavioral problems and less school dropout.
- Increases empathy and reduces bullying.
- Resolves conflicts, solves problems, and grasps new ideas.

"Helping children to develop a strong sense of self, the ability to manage stress and emotions, and have empathy for and understanding of each other's differences, are vital to building a strong future for us all."

Dr. Donna Housman

For more Information

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