

Student and Family Stressors

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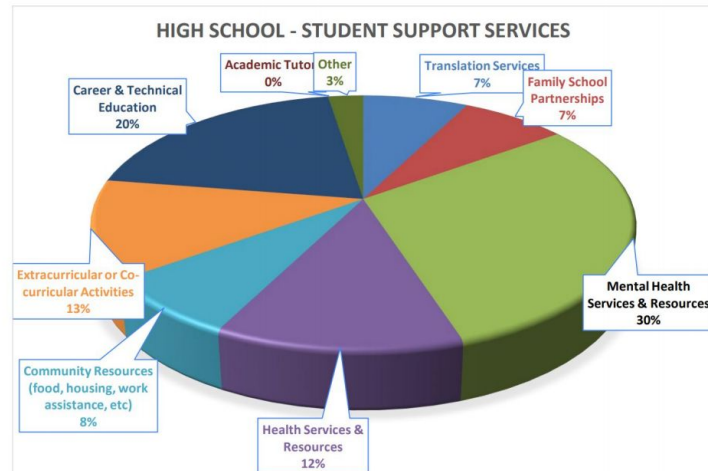
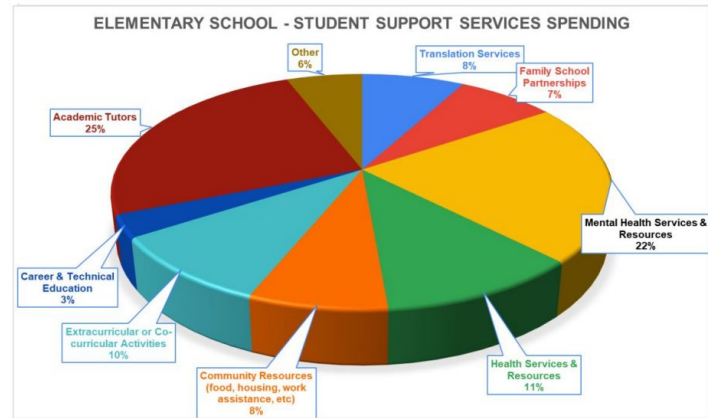
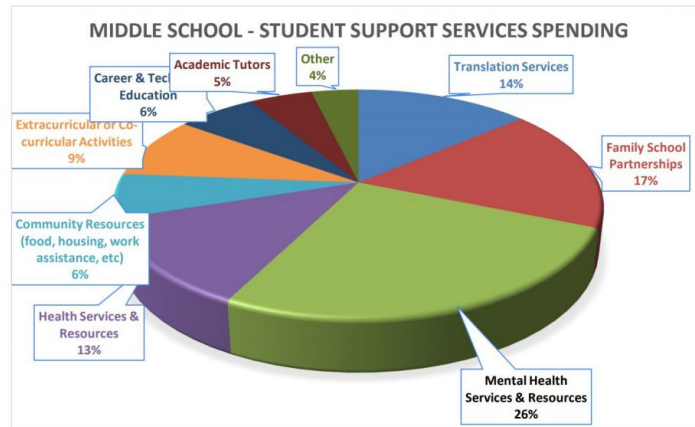
DPC January 2020

From: District Accountability Committee (DAC)

Date: January 7, 2020

Re: Recommendations on District Spending Priorities

- **Mental Health Services & Resources** (SP Objectives 4 & 6): Mental health impacts educational outcomes for students and student needs appear to outpace available resources. Mental health was a top priority in both the personnel and student support services categories of the budget survey. The DAC recommends the District identify metrics to better understand existing mental health needs and the effectiveness of interventions. DAC also recommends that the district continue to work on leveraging community partnerships and engaging families around the social and emotional well-being of students.
- **Instructional Support Services:** DAC continues, for a sixth year, to be concerned that, despite the district's generally high academic performance, the data show glaring gaps across sub-groups in both achievement and growth in BVSD, indicating that equity in learning remains a persistent problem, with little progress. The following instructional support services were identified as most critical from the SAC budget survey:
 - Math Curricula (SP Theme 1, Objective 1): Math is a critical skill for post graduate success and access to, and success in, mathematics courses varies.
 - Instructional Interventionists (SP Theme 1, Objective 1)
 - Professional Development & Planning Time (SP Themes 1 & 2, Objective 1)



SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ➔ IDENTIFYING EMOTIONS
- ➔ ACCURATE SELF-PERCEPTION
- ➔ RECOGNIZING STRENGTHS
- ➔ SELF-CONFIDENCE
- ➔ SELF-EFFICACY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ➔ IMPULSE CONTROL
- ➔ STRESS MANAGEMENT
- ➔ SELF-DISCIPLINE
- ➔ SELF-MOTIVATION
- ➔ GOAL SETTING
- ➔ ORGANIZATIONAL SKILLS

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ➔ PERSPECTIVE-TAKING
- ➔ EMPATHY
- ➔ APPRECIATING DIVERSITY
- ➔ RESPECT FOR OTHERS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ➔ COMMUNICATION
- ➔ SOCIAL ENGAGEMENT
- ➔ RELATIONSHIP BUILDING
- ➔ TEAMWORK

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

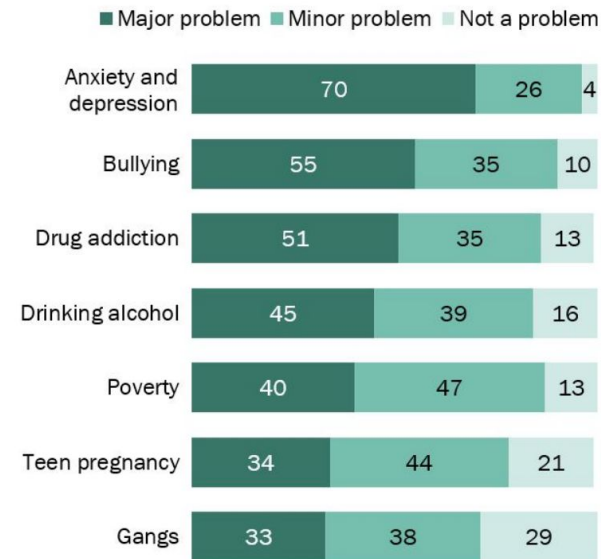
- ➔ IDENTIFYING PROBLEMS
- ➔ ANALYZING SITUATIONS
- ➔ SOLVING PROBLEMS
- ➔ EVALUATING
- ➔ REFLECTING
- ➔ ETHICAL RESPONSIBILITY



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Anxiety and depression top list of problems teens see among their peers

% of teens saying each of the following is a ____ among people their age in the community where they live



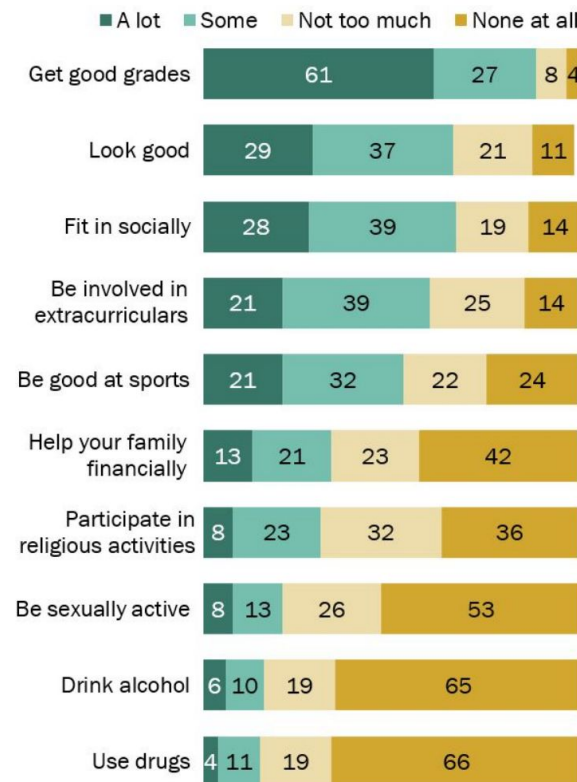
Note: Share of respondents who didn't offer an answer not shown.
Source: Survey of U.S. teens ages 13 to 17 conducted Sept. 17-Nov. 25, 2018.

"Most U.S. Teens See Anxiety and Depression as a Major Problem Among Their Peers"

PEW RESEARCH CENTER

About six-in-ten teens say they feel a lot of pressure to get good grades

% of teens saying they personally feel ____ pressure to ...



NON-ADULT STRESS SCALE

Adults and children alike experience stress in everyday life. Commitments to school, family life, peer pressures, and difficulties in personal relationships are all important sources of stress. As the definition implies, stress upsets the normal equilibrium or balance in one's life. To measure stress according to the Holmes and Rahe Stress Scale, a modified scale has also been developed for non-adults. Similar to the adult scale, stress points for life events in the past year are added and compared to the rough estimate of how stress affects health.

LIFE EVENT	LIFE CHANGE UNITS	SCORE	LIFE EVENT	LIFE CHANGE UNITS	SCORE
Death of parent	100		Breaking up with boyfriend or girlfriend	53	
Unplanned pregnancy/abortion	100		Beginning to date	51	
Getting married	95		Suspension from school	50	
Divorce of parents	90		Becoming involved with drugs/alcohol	50	
Acquiring a visible deformity	80		Birth of a brother or sister	50	
Fathering a child	70		Increase in arguments between parents	47	
Jail sentence of parent for over a year	70		Loss of job by parent	46	
Marital separation of parents	69		Outstanding personal achievement	46	
Death of a brother or sister	68		Change in parent's financial status	45	
Change in acceptance by peers	67		Accepted at college of choice	43	
Unplanned pregnancy of sister	64		Being a senior in high school	42	
Discovery of being an adopted child	63		Hospitalization of a sibling	41	
Marriage of parent to stepparent	63		Increased absence of parent from home	38	
Having a visible congenital deformity	62		Brother or sister leaving home	37	
Serious illness requiring hospitalization	58		Addition of third adult to family	34	
Failure of a grade in school	56		Becoming a full member of a church	31	
Not making an extracurricular activity	55		Decrease in arguments between parents	26	
Hospitalization of parent	55		Mother or father beginning work	26	
Jail sentence of parent for over 30 days	53				

Score of 300+: At risk of illness.

Score of 150-299+: Risk of illness is moderate (reduced by 30% from the above risk).

Score of 150 or below: Only have a slight risk of illness.