

Catching Up & Missing Out: Developmental Expectations & Parenting During COVID

Questions and Concerns about Progress

How has the pandemic impacted academic, social, and emotional development?

*Where is my kid in relation to others?
Behind? On track? Ahead of the Pack?*

Who is impacted? For how long?!



D34 is here to support ALL students

- ▶ Health, safety, and whole child prioritized:
 - ▶ Increased participation in meal services;
 - ▶ Support from community, including Gelfand Foundation
- ▶ Instruction in a responsive system:
 - ▶ Assessment to understand each learner's needs;
 - ▶ Robust core curriculum, including SEL;
 - ▶ Intervention to address learning challenges.
- ▶ This year's theme: BELONGING

Social and Emotional Development



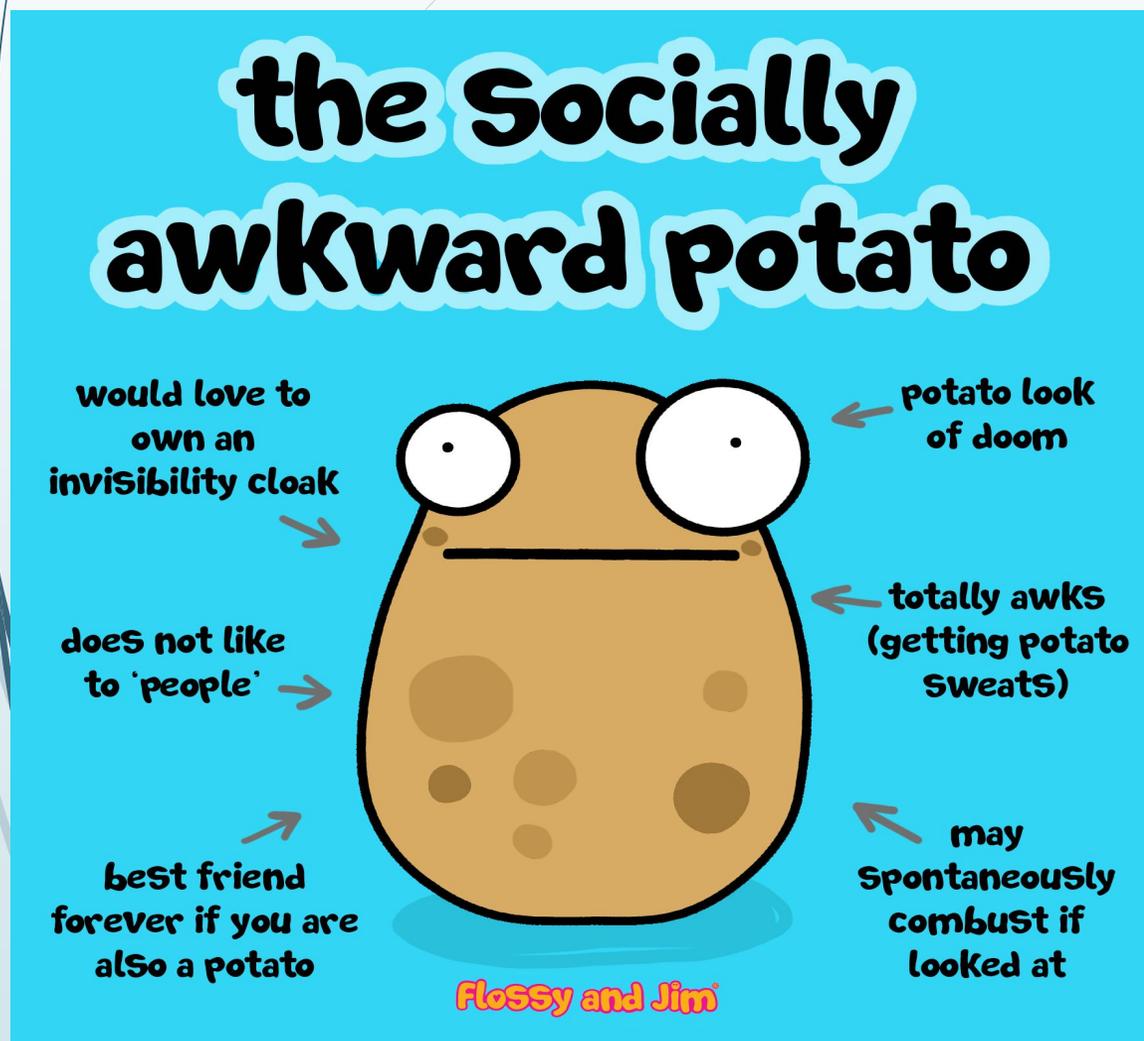
Social Development

- Public face, peer interactions

Emotional Development

- Private face, our feelings, internal self-talk, hopes, beliefs

Social and Emotional Development Parent Considerations



Regression

- Respond to the child rather than the age

Awkwardness

- Expect nervousness, reluctance and “vulnerability hangovers”

Resilience

- ✓ Hope in the face of adversity
- ✓ Close connection to parents can be an extremely effective shield against anxiety and depression (Stixrud & Johnson, 2018)
- ✓ Model health, courage and hope



Help and Support for Our Kids

- Take Care of YOU!
- Home & School Partnership
- Themes and Practical Strategies
 - Redefine goals
 - Feel feelings
 - Calm the nervous system
 - Support peer interactions



Redefine Your Goals

- ▶ Sometimes it works...
 - ▶ When we seek to solve, resolve, contain, change...our efforts work sometimes
- ▶ Let's redefine "work" to something possible
 - ▶ When we seek to be kind, to pay attention, to provide validation, to remind them they are loved...our efforts work consistently
 - ▶ We can talk to our kids the way we would talk to a dear friend (in an age appropriate way) and encourage them to talk to themselves that way, too.
 - ▶ We can't control, contain, solve or fix many of the challenges our kids face, but we can be with them on the journey and provide reassurance that they have our attention, love and support



I CANNOT CONTROL

(So, I can LET GO of these things.)

I CAN CONTROL

(So, I will focus on these things.)

"OFFICIAL"
POLICY

THE
CIRCUMSTANCES I
AM DEALT

THE
ACTIONS
OF
OTHERS

HOW
LONG
THIS
WILL
LAST

HOW I TREAT &
SUPPORT MY FELLOW
CAREGIVERS

USING MY KNOWLEDGE & SKILL TO
PROVIDE THE BEST CARE I CAN

EATING, RESTING AND OTHER SELF-CARE
AS BEST AS I AM ABLE IN THE MIDST OF THIS

PREDICTING
WHAT WILL
HAPPEN

HOW I FOLLOW CDC
RECOMMENDATIONS

MY POSITIVE
ATTITUDE

HOW OTHERS
REACT

MY KINDNESS
& GRACE

OTHER PEOPLE'S
MOTIVES

PATIENT
COMORBIDITIES

Core Curriculum: Second Step

Unit 1 - Skills for Learning with a Growth Mindset

► Example Lesson Topics:

- Mistakes are Okay! (Grade K)
- Getting Better with Practice (Grade 3)
- Setting the Right Goal for Me (Grade 5)
- Identifying and Overcoming Roadblocks (Grade 7)



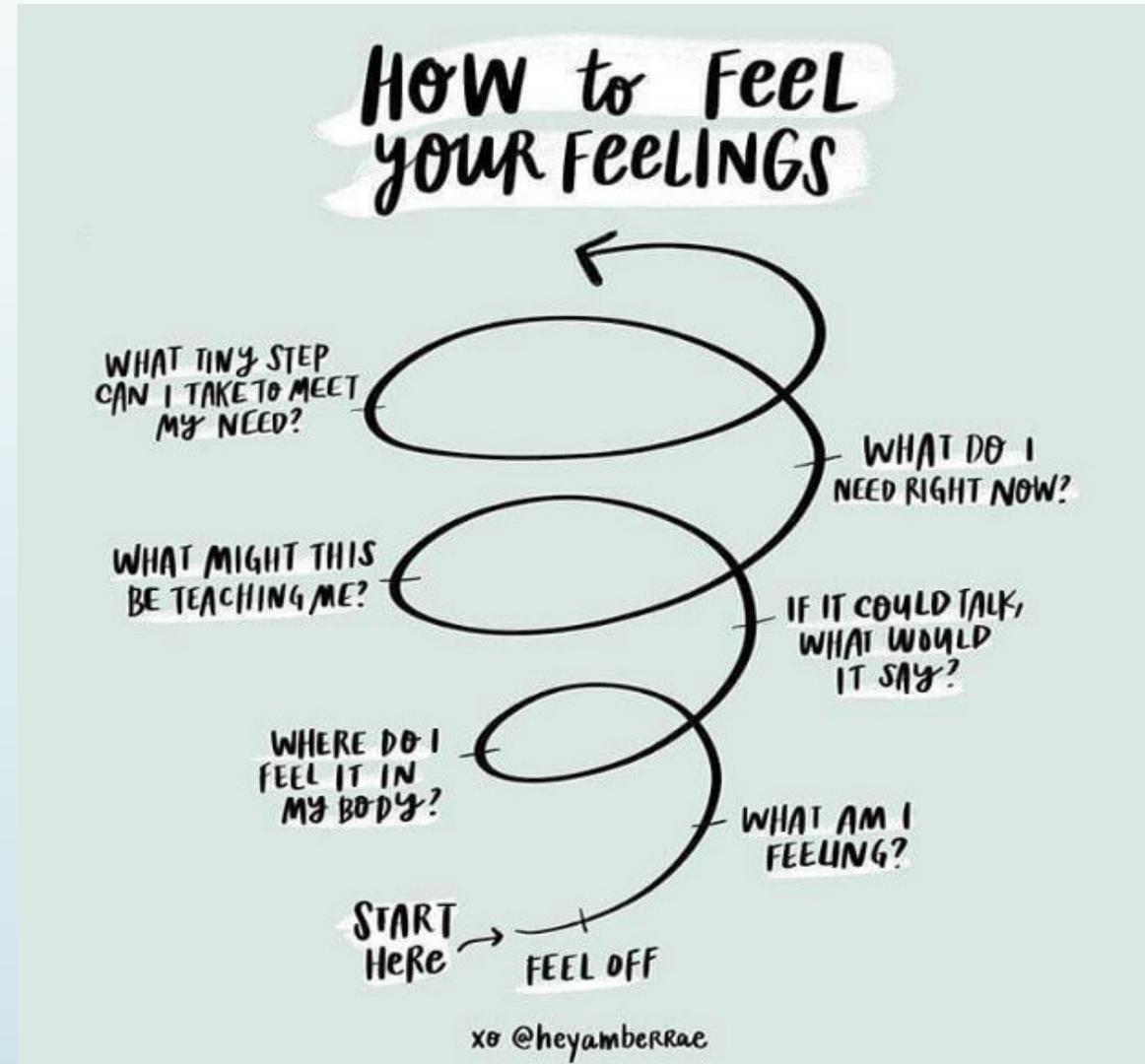
Feelings

- ▶ Emotions are important
 - ▶ Unconsciously arise
 - ▶ Connect us to others
 - ▶ Indicate what's important to us
 - ▶ Help keep us safe from harm
 - ▶ Help guide thoughts and actions
 - ▶ Are not dangerous
 - ▶ Can be challenging, painful
 - ▶ Necessary part of healing
 - ▶ Change over time



Making Room for Feelings

- Remember that feelings are helpful
- Ways to help identify and express emotions
 - Use "I" statements
 - Perhaps schedule time to feel
 - Use prompts (phrases, movies, pictures)
 - Notice your thoughts and body sensations
 - Journal or write about feelings



Validation

Validation:
"Recognition or
affirmation that a person
or their feelings are valid
or worthwhile."

@MYSIGNATURENUTRITION

Responding and Supporting Emotions

- Acknowledge the swirl of emotions
- Trust that you can respond effectively
- Commiserate
- I see you, I hear you, you matter to me

Second Step: Identifying Emotions

Example Lesson Topics:

- Noticing Feelings (Grade 1)
- Why Emotions? (Grade 3)
- Strong Emotions (Grade 5)
- Understanding Stress and Anxiety (Grade 8)





Calm our Nervous System

- ▶ Anxiety is expected
 - ▶ Re-entry can be stressful
 - ▶ Isolation is not good for mental health
- ▶ Many kids feeling uncertain, worried and anxious

Focus on Neuroscience

“FLIPPING YOUR LID”

ORBITOFRONTAL CORTEX

CEREBRAL CORTEX



Place your thumb in the middle of your palm as in this figure.

Now fold your fingers over your thumb as the cortex is folded over the limbic areas of the brain.

Less Understanding

Why?
Pathos

Emotional Brain



Crisis

Survival Brain



More Understanding

How?
Logos

What?
Ethos

Thinking Brain



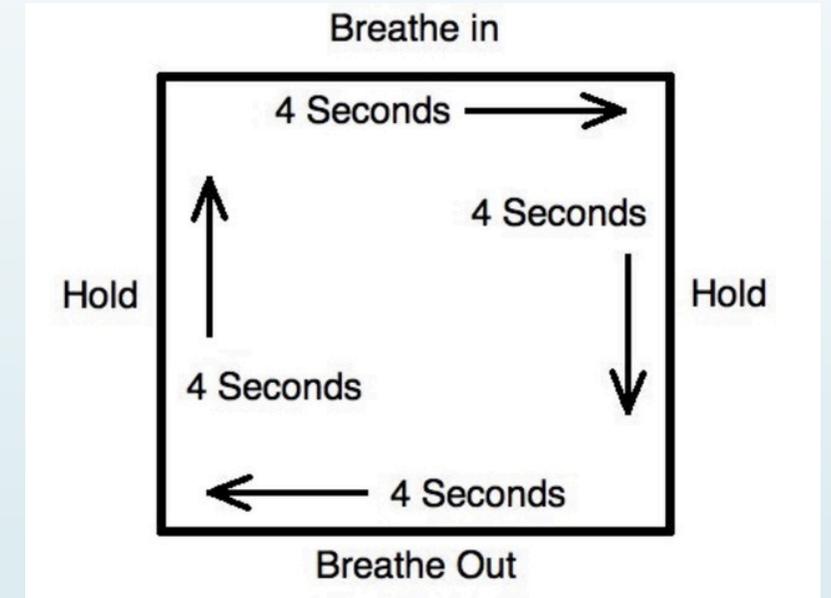
Neo-Cortex

Limbic

Reptilian

Engage the Brainstem to Restore Whole Brain Functioning

- Slow, deep breathing
- Take a drink of water
- Stand on one foot
- Notice 3 colors in the room
- Open and close your eyes, hands
- Hold a piece of ice



- ✓ Telling your body to stop the stress response system. (Doing anything you can't do while being chased by a bear)

Second Step: Emotion Regulation

Example Lesson Topics:

We Can Feel Calm (Grade K)

Help Yourself Feel Better (Grade 2)

The Balanced Brain (Grade 4)

Managing Your Emotions (Grade 6)

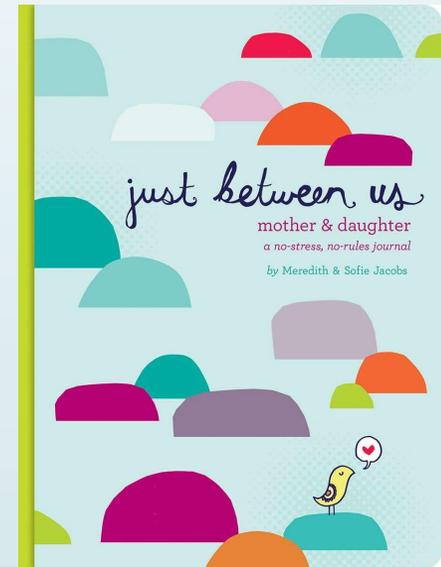
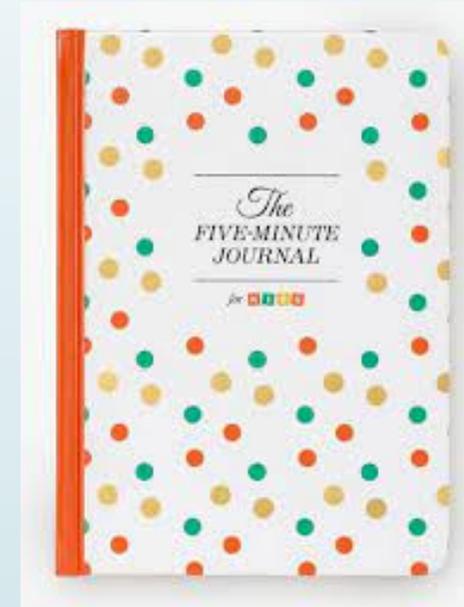
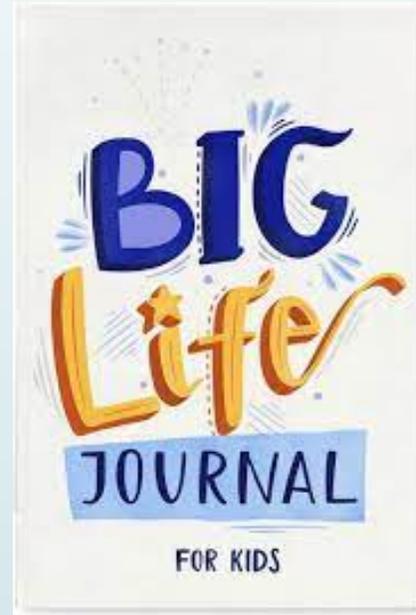


Peer Interactions

- Social events and friendships
 - Plan, prepare for and facilitate the social opportunities
 - Listen in and help co-regulate emotions
 - Perspective taking
 - Focus on context—what factors help explain the person's behavior?
 - Hold on to your own core values
- Journaling, parent-child journals are helpful

Talking About Peer Interactions

- Validation and open-ended questions
- Parent-child journals



Second Step: Peer relationships

Example Lesson Topics:

- Bullying Prevention: Bystander Power
- Ways to Be Kind (Grade 1)
- Building a Friendship (Grade 3)
- Resolving Challenging Conflicts (Grade 6)
- Recognizing Others' Perspectives (Grade 8)



D34 Resources for Families



Need Help
for You or a Friend?

SAFE 2 HELP
ILLINOIS

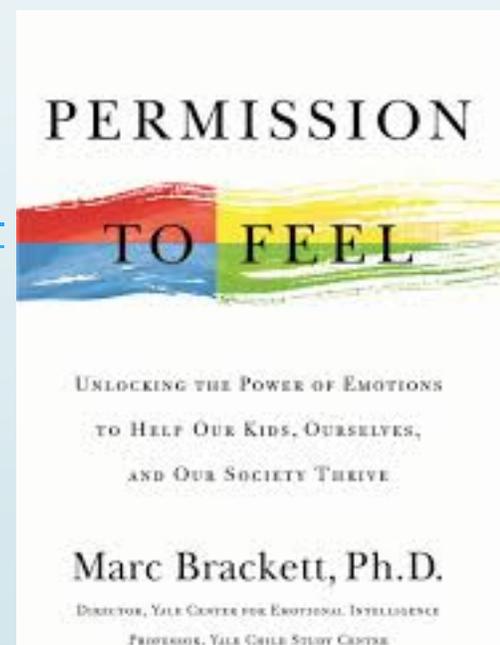


Seek Help Before Harm



Further Resources

- <https://www.healthychildren.org/English/healthy-living/emotional-wellness/Building-Resilience/Pages/For-Teens-Creating-Your-Personal-Stress-Management-Plan.aspx>
 - From Ken Ginsberg, MD, download a personal plan with options, information and room to personalize
- Permission to Feel by Marc Brackett
- Information and exploring feelings exercise
 - <https://mhanational.org/sites/default/files/Handout%20-%20Owning%20Your%20Feelings.pdf>
- Social and Emotional Learning
 - <https://casel.org/what-is-sel/>
 - <https://confidentparentsconfidentkids.org/>





Break Out Discussion Groups

► Please join us in the discussion groups