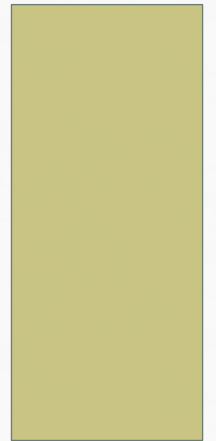
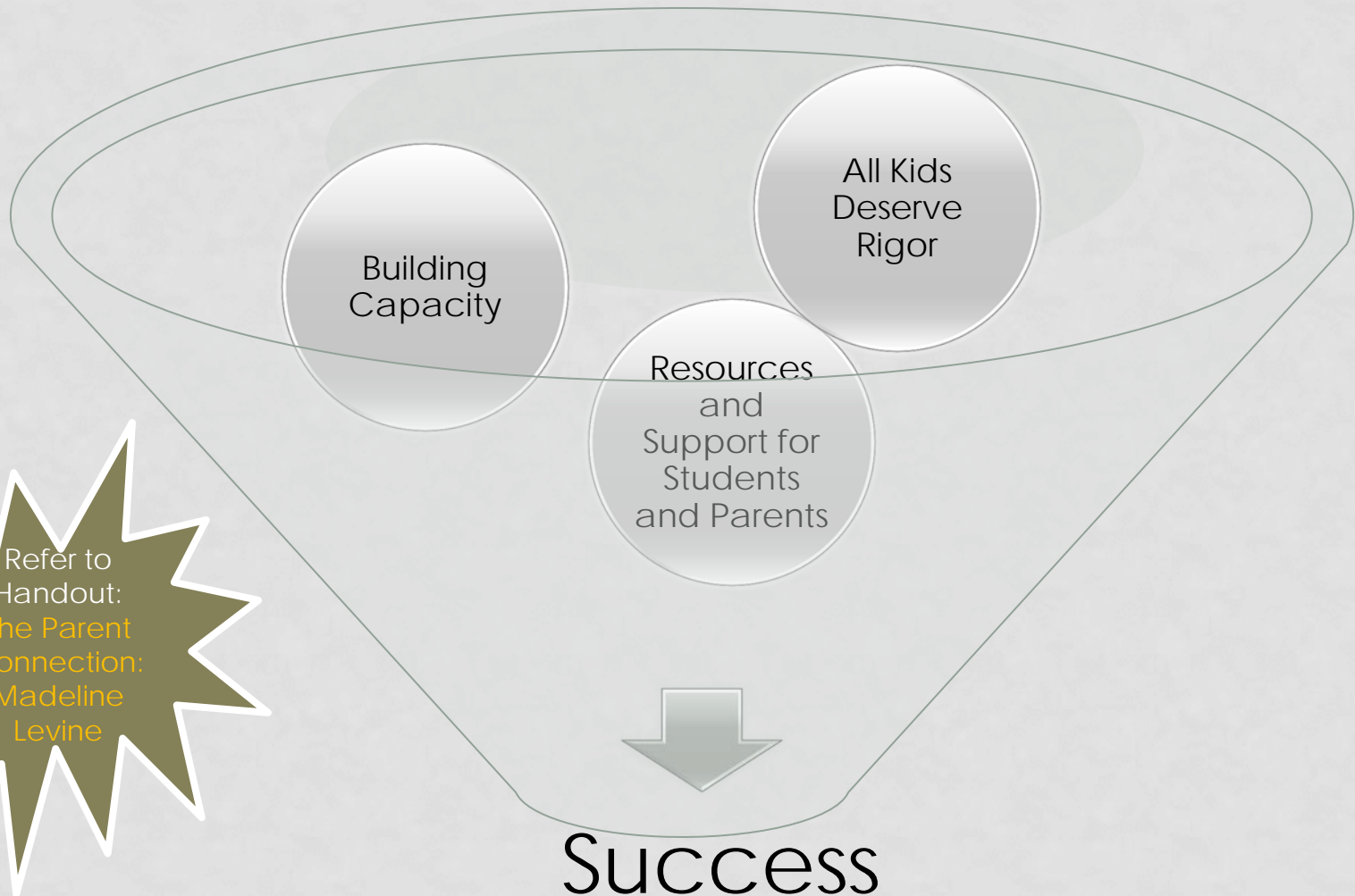


# PARTNERING FOR SUCCESS:

PRIORITIZING NON-COGNITIVE SKILL DEVELOPMENT  
IN OUR YOUTH

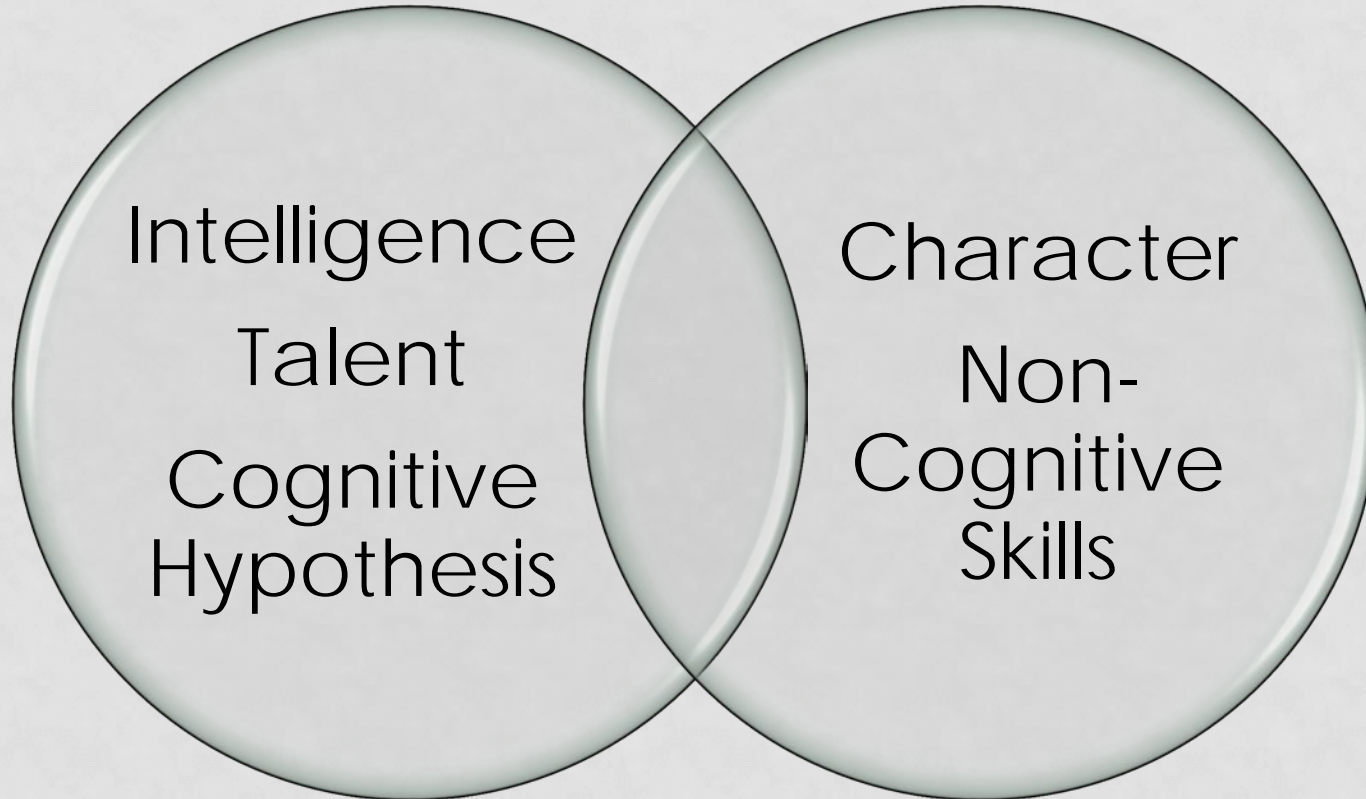


# DISTRICT TARGET: CULTURE OF READINESS



Refer to  
Handout:  
The Parent  
Connection:  
Madeline  
Levine

# WHAT DETERMINES SUCCESS?



# WHAT ARE NON-COGNITIVE SKILLS?

**Simple definition:** Skills that are non-academic in nature; personality/character traits; “soft skills”

## WWS Guiding Principles

- Be Compassionate
- Be Hard-working
  - Be Honest
- Be Respectful
- Be Responsible

# WHAT ARE NON-COGNITIVE SKILLS?

More specifically...

- ▶ Empathy
- ▶ Self-Control
- ▶ Grit\*
- ▶ Resilience\*

\*\*Will be discussed more in-depth during the parent night in February\*\*

# WHY ARE NCS IMPORTANT?

General Education Development (GED) program

Vs.

High school diploma recipients

(Heckman, 2001)

- Cognitive abilities (achievement/IQ tests)
- Differences in future outcomes
- Research implications: Re-thinking skills that lead to success

<http://www.youtube.com/watch?v=hSmG87MOyV0>

# TODAY'S (AND TOMORROW'S?) WORLD...

[http://www.youtube.com/watch?v=YmwwrGV\\_aiE](http://www.youtube.com/watch?v=YmwwrGV_aiE)



# SO... WHAT *DOES* IT ALL MEAN?

- Adapting to a rapidly-changing, fast-paced world...  
How do we help ourselves? How do we help our kids?
- Explosion of internet-connected devices...  
24/7/365 access to information
- Importance of emphasis on non-cognitive skills...
  - "Stand the test of time"
  - Learnable/malleable for a long, long time
  - Influence on academic achievement



# WHAT TONIGHT ISN'T... AND IS.

"We only have one chance to prepare our children for a world none of us can possibly predict. What will we do with that one chance?"

-- Dr. Stephen Covey



Vs.



How, together, can we influence this conversation?

# EMPATHY: DEFINED

**Empathy** is the ability to recognize what is happening with another person *and* to communicate this understanding.

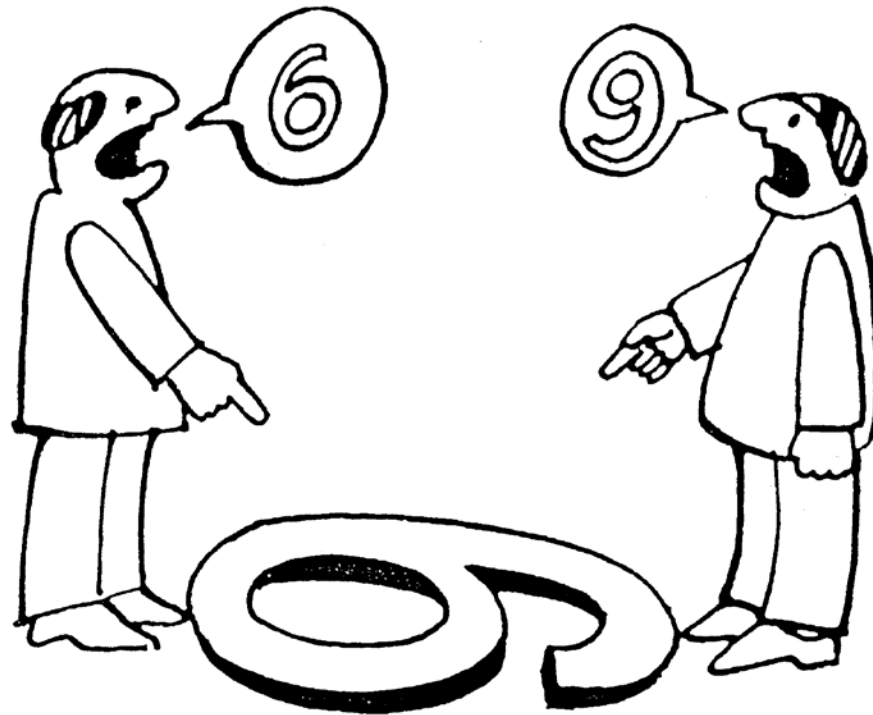
Children with empathy understand what others are feeling and look at things from their perspective- and wish to relieve their pain and help to better the situation. Teaching kids about empathy is not just to feel sorry for someone; it's **moving beyond sadness or pity, and aspiring to change it.**

Stand in their shoes!

# EMPATHY VS. SYMPATHY

<http://www.youtube.com/watch?v=1Evwgu369Jw>

# PERSPECTIVE



# EMPATHETIC RESPONSES

Problem	Empathetic Response
There is a new kid at school and he looks nervous.	"Hey there, I was a new kid last year. I was excited and nervous all at once!"
Someone is sitting alone at a lunch table.	Ask the lunch monitor if you can invite the child over to your table.
A group of kids won't let a student join them at recess.	"Hey do you want to come play with us?"
A child is crying in the grocery store and you don't see an adult with them.	Let your parent know what you see. Offer to walk the child to the Customer Service Desk.

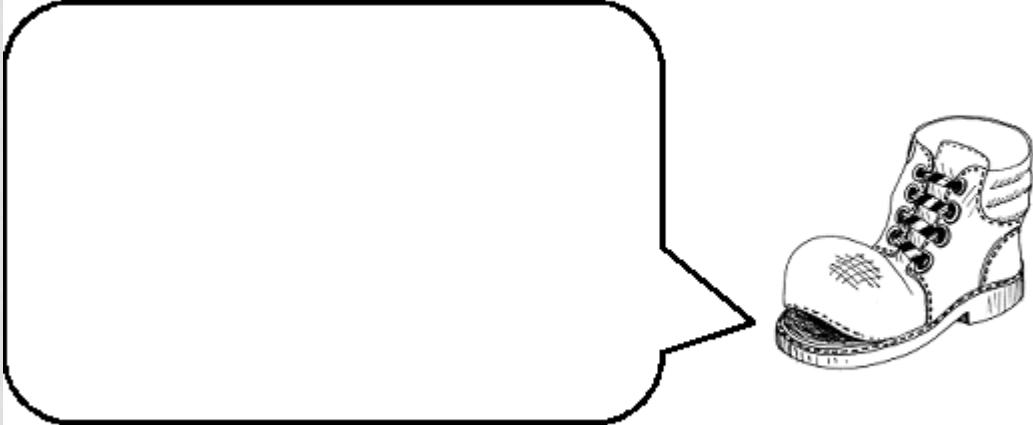
# HOW TO DEVELOP EMPATHY

## Role Playing

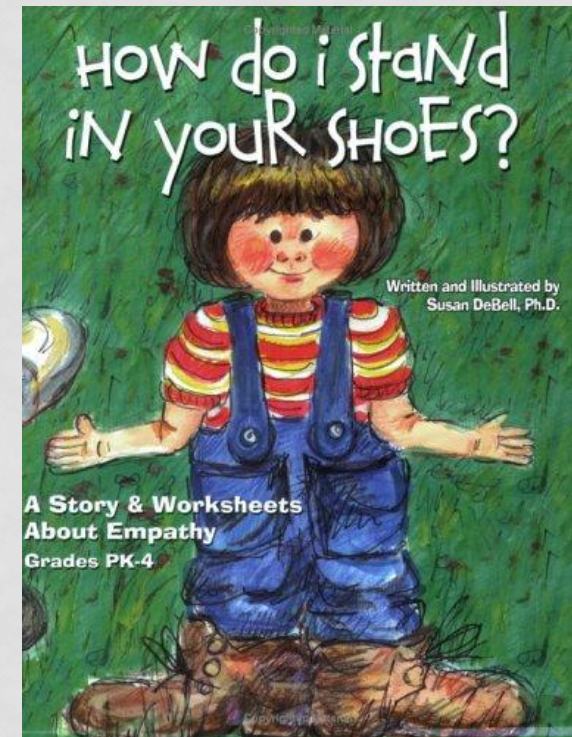
- Put yourself in their shoes.
  - What were your difficulties and frustrations?
  - What will you do to help next time?

**If your shoes could talk...**

Write or draw what your shoes would say if one of your classmates was trying to stand in your shoes. How are you feeling? What did you experience this morning?



Take turns sharing what your shoes would say to a partner. *Listen* to them carefully and use **empathy** to imagine yourself standing in their shoes!





# HOW TO DEVELOP EMPATHY

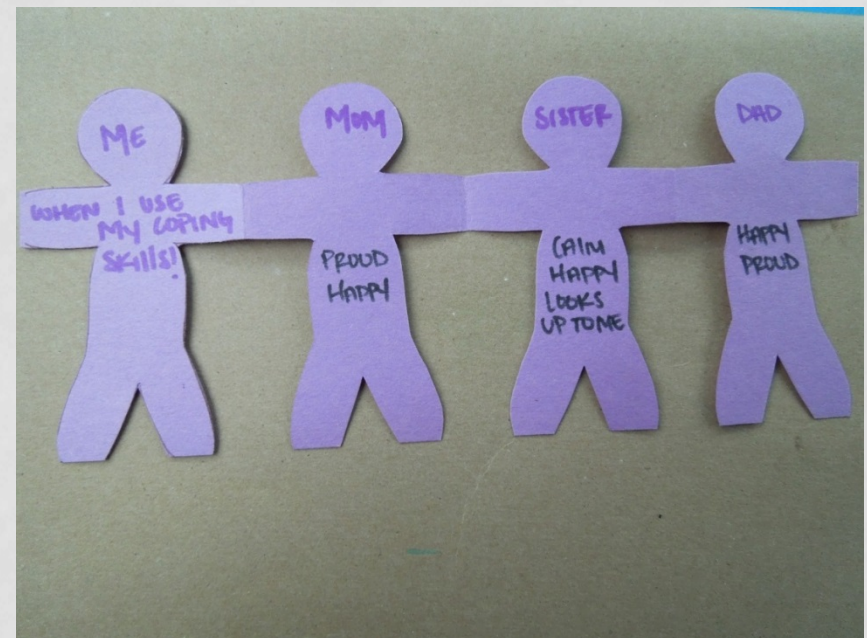
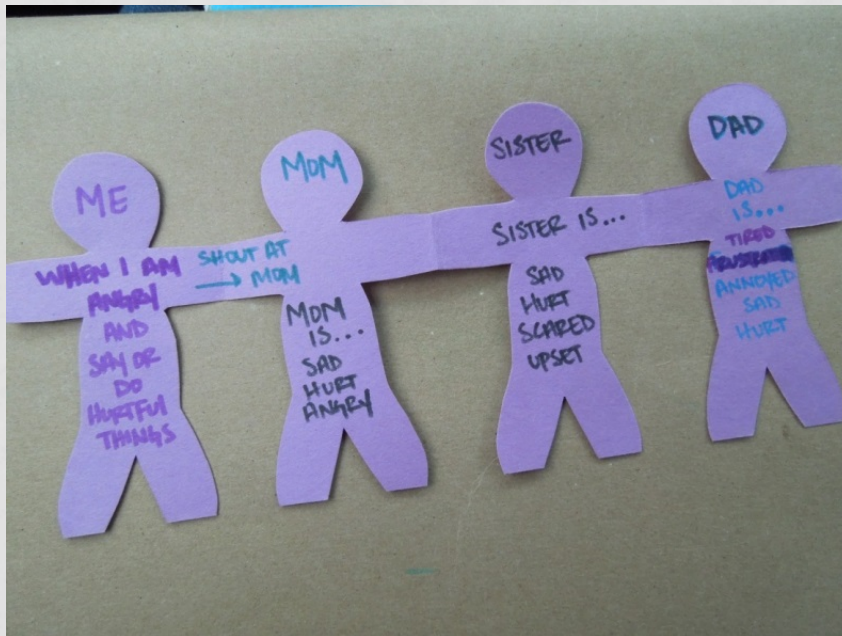
## Fix a Wrinkled Heart





# HOW TO DEVELOP EMPATHY

## Chain Effect



# WHAT YOU CAN DO: EVERYDAY EMPATHY

- **Celebrate the times you see your child using empathy.** Have them watch for it in others and when watching movies or television shows.
- **“How would you feel if someone did that to you?”** A great thing to ask a child if they have behaved negatively toward others, however this can also be used as praise when your child does something empathetic.
- **Be a role model.** You are your child’s first and forever teacher. Let them know how you are feeling and what caused you to feel that way. Share with your child times when others were empathetic to you.

# WHAT IS SELF-CONTROL?

- Self-control is when I am in charge of what I do and what I say. It is remembering to stop and think before acting.
- Self-control is the ability to maintain composure in challenging situations. We may not always have control of our environment, but we can control our response to it.
- Self-control is being aware of one's own thoughts and feelings. It is the ability to moderate the expressions of our emotions.

# WHY DO I NEED SELF-CONTROL?

- Self-control helps me listen and follow directions.
- Self-control helps me cope with life challenges.
- Self-control helps me stay safe and be successful.

# WHAT ARE SOME EXAMPLES OF SELF-CONTROL?

## ***Home:***

- Using your words that you want your toy back when your sister takes it from you
- Ignoring the other player calling you names on the field

## ***School:***

- Waiting to give an answer when the teacher asks you a question
- Reading test directions before proceeding; not rushing through work



# WHAT ARE STRATEGIES TO GAIN PHYSICAL SELF-CONTROL?

## ➤ Regulate Breathing

Tense, scared, or angry feelings often cause a student's breathing to become quick and shallow, which changes the way the brain handles the situation. Taking slow, deep breaths is calming and allows more oxygen to the brain. Think "hot chocolate".

## ➤ Take a Break

When a student experiences a frustrating situation, encourage the child to take a break or remove him or herself from the situation for a moment.

# WHAT ARE STRATEGIES TO GAIN PHYSICAL SELF-CONTROL?

## ➤ Out-Tension the Tension

Have a student tense all the muscles in his or her body and then relax. The student can do all the muscles at once or various parts one at a time.

## ➤ Stimulate the Brain through Bi-lateral movements

Have the student take turns cross his or her arms and legs in front of his or her body.



# HOW CAN I EXPRESS MY EMOTIONS IN A HEALTHY WAY?

- Identify feeling accurately

Feeling chart, clip art exercise, book walk

- Use "I" statements

Tim, I feel jealous when you don't ask me to play kickball with everyone. Will you please ask me once a week to play?

- Recognize a safe time and place

Safe Box

- Remote Control

Pause, Fast Forward, Rewind

# HOW CAN I HELP AS A PARENT?

## ➤ Role model by self-talking aloud

Driving: I feel frustrated by all this traffic. I'm going to take some deep breaths to calm down.

## ➤ Empower your child by giving them 2 choices

Bedtime: Would you like to read a book or put your PJ's on first?

## ➤ Give Wait-Time

Allow time for your child to process requests and questions. Remember, we are not trying to control the kids, but instead help them navigate and remove barriers in their lives.

# FOR ALL OF US TO CONSIDER...

"Do not prepare the path for the child. Prepare the child for the path and he will find his way."

--Native American saying



- What does "success" mean to us?
- What are we modeling?
- What messages – verbal and non-verbal – are we sending?

# FUTURE PARENT PARTNERSHIP SESSIONS

Session 2: Embedding Rigor, Part 1

November 3 @ SSES (for MG, MT, SS)

November 4 @ WWES (for WW, OT, CR)

Session 3: Non-cognitive Skills, Part 2

February 9 @ WWES (for WW, OT, CR)

February 23 @ MGES (for MG, MT, SS)

Session 4: Embedding Rigor, Part 2

March 2 @ MGES (for MG, MT, SS)

March 3 @ WWES (for WW, OT, CR)

\*\*All sessions begin at 6:30 pm\*\*