“People don’t buy what you do; they buy WHY you do what you do.”

Simon Sinek
BUILDING NON-COGNITIVE SKILLS

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STUDY SMART TUTORS
WACAC OC 2016
OUR MISSION
Form a TRIO

Find the most unusual thing you have in common

Be ready to share one item in common with the entire group
CONTRIBUTING FACTORS

- Social-economic status
- Social stigma
- Lack of belonging
- Lack of motivation
Our biggest challenges?
Case Study Questions

What's your assessment of the issue/problem?

What would be your next steps?

What is YOUR program doing to anticipate, mitigate, and deal with stressors like this?
Case Study #1

A staff member approaches you and advises you that she has noticed one of your students throwing away most of her food during meal times. Your student is overly concerned about working out and appears to dress in clothing that hides her physique. During a staff meeting, the student’s name comes up by several people stating that the student is often fatigued and has difficulties staying awake in class. When you approach the student about staff’s concerns, your student replies by stating that she is often fatigued from staying up late to complete homework. She says she is not eating much because she dislikes the food.
Case Study #2

You are chaperoning a school dance. Despite the excitement and energy in the room, you notice several students feeling down and some in tears. You don’t automatically approach the students in order to minimize attention, and instead ask the staff to check in with the students afterwards. The students are responsive and communicate that they are having relationship issues with their significant others. A couple of students communicate that they may not be able to participate in an upcoming college tour of Northern CA due to receiving an ultimatum from their significant other.
Case Study #3

A student is having trouble concentrating in class and focusing on his schoolwork. Despite being very social in the past, this student has become isolated and has difficulties engaging in his studies and with others. The student is easily irritated and at times leaves the area without notifying any staff. You check in with the student’s parents, and they too communicate that the student’s behavior has changed in the last couple of months. After a stressful test, your student leaves the classroom and isolates. When attempting to communicate with the student, the student begins to punch and kick walls and damages some of the school’s furniture.
Maslow’s Hierarchy of Needs

- **Physiological needs:** food, water, warmth, rest
- **Safety needs:** security, safety
- **Belongingness and love needs:** intimate relationships, friends
- **Esteem needs:** prestige and feeling of accomplishment
- **Self-actualization:** achieving one’s full potential, including creative activities

- Basic needs
- Psychological needs
- Self-fulfillment needs
Emotional Intelligence

• What is EQ?
• Can it be learned?
• How could WE facilitate growth?
• How will OUR students benefit?
Emotional Intelligence

**SELF**

- **Self Awareness**
  - The ability to recognise and understand your moods, and emotions, and drives, as well as their effect on others

- **Self Management**
  - The ability to control or redirect disruptive impulses and moods, the propensity to suspend judgement – to think before acting

**SOCIAL**

- **Social Awareness**
  - The ability to understand the emotional makeup of other people, skill in treating people according to their emotional reactions (empathy)

- **Social Skills**
  - Proficiency in managing relationships and building networks, an ability to find common ground and build rapport

**RECOGNITION**

- Who I am
  - Awareness

**REGULATION**

- What I do
  - Regulation

**How we manage ourselves**

**How we handle relationships**
POP QUIZ!
Know Where to Go

• Local Mental Health Office
• HOT Lines
  – [http://www.mhsoac.ca.gov/docs/Crisis_Lines_By_County_12-26-12.pdf](http://www.mhsoac.ca.gov/docs/Crisis_Lines_By_County_12-26-12.pdf)
• Emergency Shelters
• Food Banks
• Other Community Resources
• ***DO NOT GO BEYOND YOUR SCOPE OF PRACTICE OR MAKE ASSUMPTIONS***
Create An Environment Students Can Be THEMSELVES
My role is ___
HOW DO WE MAKE IT SYSTEMIC?
IF “Plan A” Didn’t Work. The alphabet has 25 more letters! Stay Cool.
SIMPLE ACTIVITIES

• Breathing Techniques
• Self-Reflective Activities
  – Mandala activity
  – Journaling
    • Positive
    • Goal oriented
  – Painting
• Identifying support systems
  – Brotherhood/Sisterhood
  – Mentorship
ACTIVITY

• How can we build our students’ social and emotional toolbox?
• Identify what steps you are going to take to get there
• Communicate your timeline using an “I WILL” approach
WHAT'S NEXT?
WIFI?
FREQUENTLY ASKED QUESTIONS
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