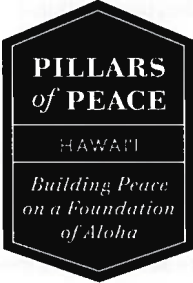HAWAI'I COMMUNITY FOUNDATION
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Social and Emotional Learning (SEL) Program

PILLARS
of PEACE
HAWAI'I
*Building Peace
on a Foundation
of Aloha*

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PILLARS *of* PEACE
—— HAWAI'I ——
Building Peace on a Foundation of Aloha

Pillars of Peace Hawai'i (PoPH) aims:

- to be a catalyst for understanding more about the roles of compassion, diversity, and culture in the practice of peace;
- to encourage our community to engage in acts of peace and aloha in our daily lives; and
- to grow ethical and compassionate leaders for Hawai'i's future.

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WHY?... Part 1

❖ **49-1/2% of college bound U.S. youth will have had a diagnosable mental illness by the time they are 18** (Child Mind Institute - Speak Up For Kids Report, 2015)

❖ **77% of students are bullied mentally, physically and verbally. Reported bullying has increased 24.6% since started tracking in 2003. 160,000 kids stay home from school each day for fear of being bullied. 1 in 10 students drop out because of bullying.** (National Center for Educational Statistics)

❖ **There are more suicides in the U.S. than murders, despite state mandated suicide prevention programs.**

❖ **Substance abuse is skyrocketing despite state mandated D.A.R.E. (drug awareness) programs.**

❖ **Violence is increasing in our schools in type and severity. There have been over 240 school-related shootings since Sandy Hook Elementary School - 1 per week in the U.S.** (everytownresesarch.org)

Data gathered by Choose Love Enrichment Program

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WHY?... Part 2

➢ **More positive social behaviors & peer relationships (22% improvement in SEL skills)**
➢ **Fewer conduct problems including less behavioral issues & less bullying**
➢ **Improved grades & test scores (11% improvement in academic performance & 10% increase in graduation rates)**
➢ **10% decrease in emotional distress (fewer reports of depression, anxiety, stress, social withdrawal)**
➢ **Long-term and global impacts**

Source: Collaborative for Academic, Social, and Emotional Learning (CASEL), "Social and Emotional Learning" (SEL)

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The surprising thing Google learned about its employees — and what it means for today's students

In 2013, Google decided to test its hiring hypothesis by crunching every bit and byte of hiring, firing, and promotion data accumulated since the company's incorporation in 1998. Project Oxygen shocked everyone by concluding that, **among the eight most important qualities of Google's top employees,** STEM expertise comes in dead last. The seven top characteristics of success at Google are all soft skills:
* being a good coach;
* communicating and listening well;
* possessing insights into others (including others different values and points of view);
* having empathy toward and being supportive of one's colleagues;
* being a good critical thinker and problem solver;
* and being able to make connections across complex ideas.

Source: Washington Post, Valerie Strauss; December 20, 2017

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And Teams...

Project Aristotle shows that the best teams at Google exhibit a range of soft skills:
* equality,
* generosity,
* curiosity toward the ideas of your teammates,
* empathy, and
* emotional intelligence.

And topping the list: emotional safety. No bullying.

To succeed, each and every team member must feel confident speaking up and making mistakes. They must know they are being heard.

Slide 1

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WHAT?

SEL is the process through which children and adults *"acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions."*

HOMES AND COMMUNITIES
SCHOOLS
CLASSROOMS

SELF-AWARENESS
SELF-MANAGEMENT

SOCIAL AND EMOTIONAL LEARNING

SOCIAL AWARENESS
RESPONSIBLE DECISION-MAKING

RELATIONSHIP SKILLS

SEL CURRICULUM AND INSTRUCTION
SCHOOLWIDE PRACTICES AND POLICIES
FAMILY AND COMMUNITY PARTNERSHIPS

© CASEL 2017

"Just as important as the SEL competencies are the contexts for teaching them, the overall educational environment. SEL is not a single program or teaching method. It involves coordinated strategies across classrooms, schools, homes and communities, and districts."

Source: Collaborative for Academic, Social, and Emotional Learning (CASEL), "Social and Emotional Learning" (SEL)

Slide 2

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COURAGE
+ GRATITUDE
+ FORGIVENESS
+ COMPASSION
CHOOSING LOVE

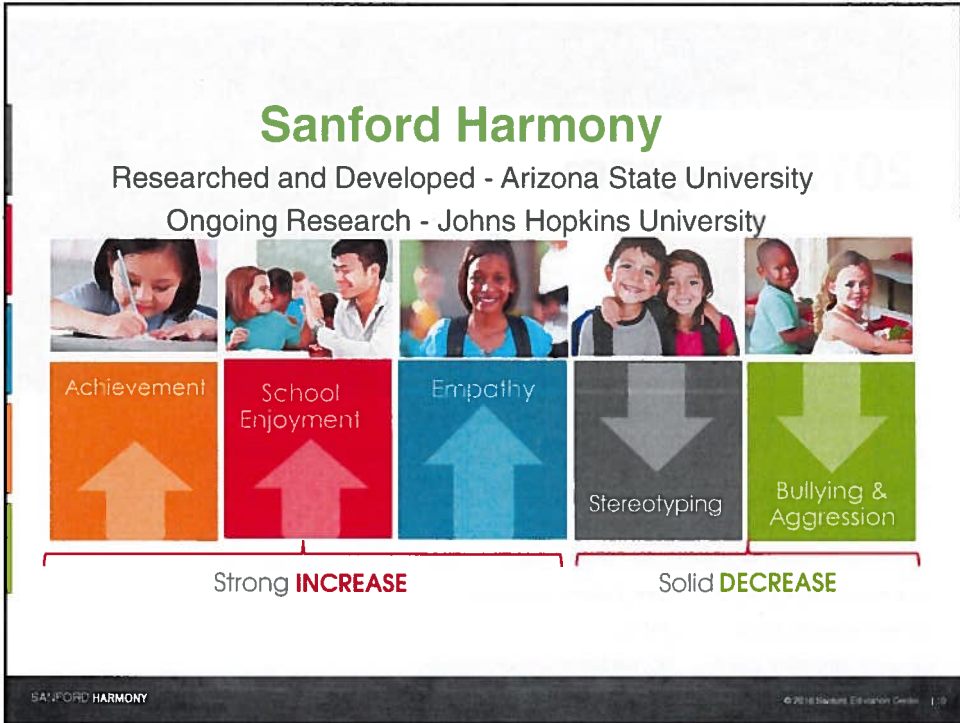**TOOLBOX**™

MINDUP
Creating Optimistic Classrooms

R ecognizing emotions in self and others
U nderstanding the causes and consequences of emotions
L abeling emotions accurately
E xpressing emotions appropriately
R egulating emotions effectively

secondSTEP
Skills for Social and Academic Success
Early Learning Through Grade 8

7 Habits of Highly Effective Teens
Habit 1 Be Proactive
Habit 2 Begin With The End in Mind
Habit 3 Put First Things First
Habit 4 Think Win-win
Habit 5 Seek First to Understand, Then to Be Understood
Habit 6 Synergize
Habit 7 Sharpen the Saw

committee for children

Tribes Learning Community
A New Way of Learning and Being Together

STAND UP SPEAK OUT
Stay Friendly
Bullying is Not Cool

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HCF SEL STRATEGY: EXPAND REACH – EMBED IN SYSTEM

Roots of Empathy
Racines de l'empathie

Seeds of Peace

DEMONSTRATE	COMMUNICATE	INFLUENCE
❖ Demonstrate efficacy – Proof of Concept ❖ Identify best practices ❖ Identify challenges and solutions for implementation ❖ Learn about "fit" ✓ School Implementation ✓ Roots of Empathy Support	❖ Communicate impacts ❖ Disseminate to broader audience ❖ Share knowledge (incl. support professional development) ❖ Encourage adoption ✓ Ceeds of Peace training ✓ SOTF conference SEL track ✓ PoPH communications	❖ Influence policy ❖ Expand reach ❖ Deliver quality SEL programs infused across the system ✓ Identify other partners ✓ Share evaluation results (IMPAQ assessment) ✓ Conduct survey of schools to track SEL implementation

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2015 Program

School-Based
Bullying Prevention & Intervention:
Research-Informed Strategies – presented
by Dorothy L. Espelage, Ph.D.

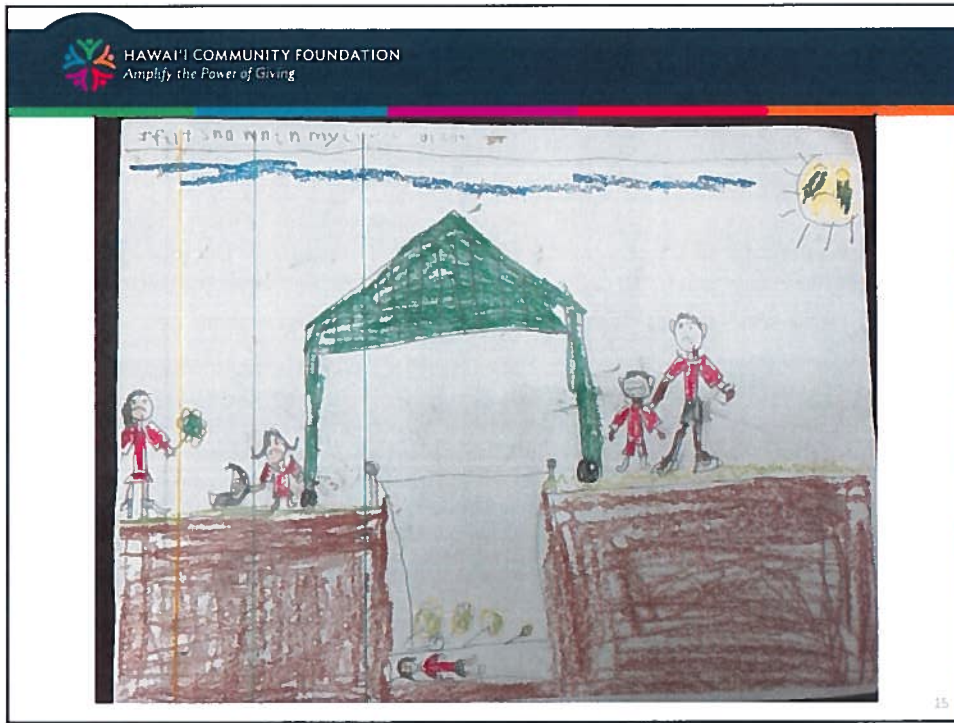| Helemano Elementary School	RAINBOWS in Me: Values of Aloha
'Iolani School	Encouraging Mindfulness and SEL Through the Lens of Technology
Montessori Community School	SEL Strengthening Project
Laupāhoehoe Community PCS	Papahana Waipunalei
Kula Kaiapuni 'o Ānuenue School	E Ola I Ka Lokomaika'i
Mokulele Elementary School	Inner Explorer Mindfulness
'Ele'ele Elementary School	P4CHI
University Laboratory School	SEL and School Climate Initiative
Kualapu'u PCS	Project Kuakupono: Building Capacity for Social/Emotional Learning

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2016 - 2019 Program

Org/School (11 schools)	SEL Program(s) (25 different programs)
'Ele'ele Elementary School	Character Counts; Roots of Empathy; p4C
'Ewa Ma kai Middle School	Restorative Practices; 7 Habits for Highly Effective Teens; Whole Child (new)
Ka'elepulu Elementary School	Jesse Lewis Choose Love Enrichment Program (CLEP)
Kualapu'u Public Conversion Charter School	Getting Along Together; Success for All
Ke Kula Kaiapuni 'o Ānuenue School	Tribes Learning Communities; Roots of Empathy
Laupāhoehoe Community Public Charter School	Second Step; School Connect
Mōhala Pua School (dba Honolulu Waldorf)	NO Bully
St. Andrew's Schools	RULER; Mindfulness; Girls Circle; The Council for Boys and Young Men
University Laboratory School	TOOLBOX; Voices Literature and Writing; Facing History and Ourselves
Volcano School of Arts & Sciences, PCS	Positive Discipline; Growth Mindset; Responsive Classroom; Second Step; Mindfulness; Student Court
Waikīkī Elementary School	Habits of Mind; p4C; Peer Mediation and Resiliency Theory-based Mentoring

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2016 - 2019 Program

School
Kainalu Elementary
Nānākuli Elementary
Nānāikapono Elementary
Wai'anae Elementary
Ke Kula Kaiapuni 'o Ānuenue School
Hanahauoli School
Mary Star of the Sea School
'Ele'ele Elementary School

Roots of Empathy
Racines de l'empathie

New schools (2018): Mākaha Elementary, Honolulu Waldorf, Volcano School of Arts & Sciences PCS, Waimea Elementary, and others. NOTE: In-class work on hold in 2017 due to mumps epidemic. However, instructors continue to receive professional development training and workshops are being provided to school staff, parents and interested community members.

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7

R ecognizing emotions in self and others

U nderstanding the causes and consequences of emotions

L abeling emotions accurately

E xpressing emotions appropriately

R egulating emotions effectively

http://ei.yale.edu/ruler/

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✓ **Recognize and label correctly to better understand possible cause and conditions**

✓ **Understand what your "mood" is to pick the activity that would benefit the most; or**

✓ **Know what "mood" you need to try to move into to best tackle the task at hand**

http://ei.yale.edu/ruler/

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❖ Damien Memorial School
❖ Hawai'i Baptist Academy
❖ Island School
❖ Ka'ōhao PCS
❖ Kanuikapono PCS
❖ Ke Kula Kaiapuni 'o Ānuenue School
❖ La Pietra – Hawai'i School for Girls
❖ Maui Preparatory Academy
❖ Pōmaika'i Elementary School
❖ Punahou School
❖ Saint Mark Lutheran Schoo
❖ SEEQS
❖ St. Andrew's Schools (additional staff to expand trained team members)
❖ University Laboratory School
❖ Wai'alae School
❖ Wai'au Elementary Immersion School
❖ University of Hawai'i at Hilo, School of Education
❖ Baldwin/Kekaulike/Maui District, DOE
❖ Hawai'i Association for Independent Schools; Kamehameha Schools Community Engagement & Resources; HCF & Other Individuals

RULER

"**LABELING** your emotions is key. If you can name it, you can tame it."
– MARK BRACKETT

RULER Train-the-Trainer
December 6 – 7, 2017
Location: St. Andrew's Schools

Slide 1

inspirED is a resource center designed by teens, educators and SEL experts to empower schools and their students to create a positive school climate and greater well being for young people. 24 Hawai'i high schools from across the state participated in the training program on December 11, 2017 in Honolulu.

75%
• High school students say they feel tired, bored, or stressed 75% of the time they are in school

88%
• 88% of students say they want to feel happy, excited and energized

4
• According to the National School Climate Center, the 4 core components of positive school climate include:
  • Safety
  • Strong relationships
  • Effective and productive teaching and learning
  • Healthy, welcoming external environment

https://inspired.fb.com/

❖ Damien Memorial School
❖ Hawaii Baptist Academy
❖ Honolulu Waldorf
❖ Island School
❖ James Campbell High School
❖ Kailua High School
❖ Kalani High School
❖ Kanuikapono Public Charter School
❖ Ka'ū High School
❖ La Pietra
❖ Laupāhoehoe Community Public Charter School
❖ Le Jardin Academy
❖ Maui High School
❖ Maui Preparatory Academy
❖ Mid-Pacific Institute
❖ Moloka'i High School
❖ Nānākuli High and Intermediate School
❖ Punahou School
❖ Roosevelt High School
❖ Saint Louis School
❖ St. Andrew's Schools
❖ University Laboratory School
❖ Wai'anae High School
❖ Waimea High School

Slide 2

HAWAI'I STATE DEPARTMENT OF EDUCATION IMPLEMENTATION PLAN 2017-2020
State Superintendent Dr. Christina M. Kishimoto

STRATEGIC PLANNING | STRATEGIC THINKING | STRATEGIC ACTION

To advance the goals of the Strategic Plan, the HIDOE team will engage in targeted work around three high impact strategies

NĀ HOPENA A'O

SCHOOL DESIGN

TEACHER COLLABORATION

GOAL 3 Successful Systems of Support
GOAL 2 Staff Success
GOAL 1 Student Success

STUDENT VOICE

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Hawaiʻi Department of Education's 2017-2020 Implementation Plan continues to recognize the importance of the Board of Education's Policy E-3: Nā Hopena Aʻo (HĀ) calling on educators to develop curriculum that honors the entire student.

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DOE, following the InspirED framework, invited middle and high schools to be a part of an effort to influence school culture through student voice and empowerment. On April 9, 2018, these schools gathered for an all-day orientation to set the foundation for conversations around HĀ, SEL (including trauma informed care for ACEs), school culture, whole child, and student voice. They have pledged to meet again in the fall (bringing their student representatives), check in on their progress in the winter, and celebrate their achievements in the spring.

❖ Kalaniana'ole Middle School
❖ Kapolei HS
❖ Ka'ū HS
❖ Castle HS
❖ Moloka'i HS
❖ Kealakehe Inter.
❖ Wai'anae HS
❖ Campbell HS
❖ Ānuenue School
❖ Waiākea HS
❖ Pāhoa HS
❖ Honoka'a HS
❖ Laupāhoehoe School

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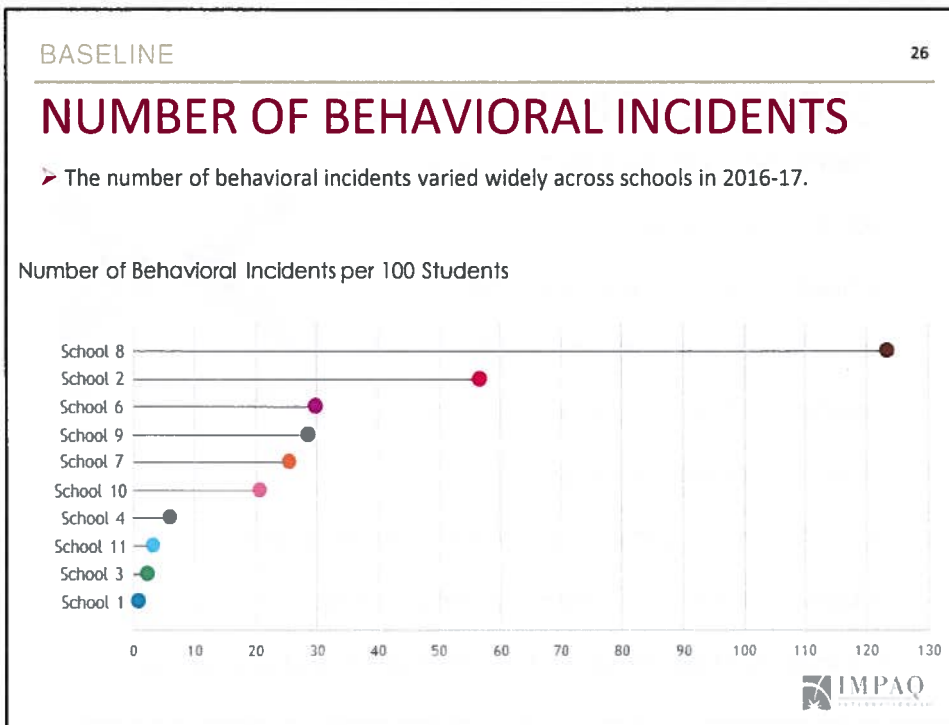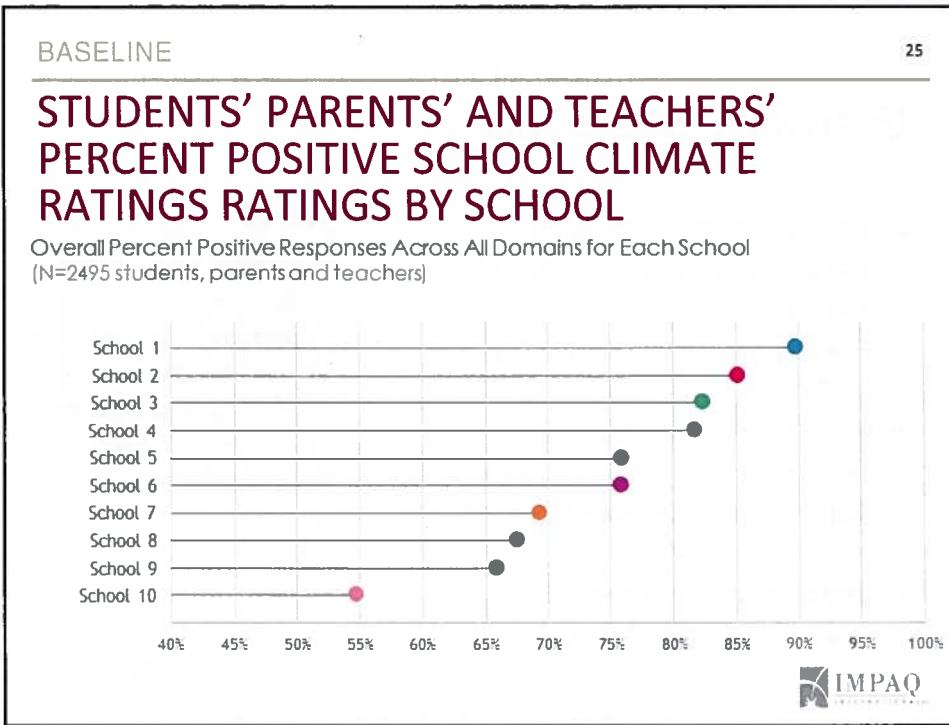| Scale & Sustain	• Engage other funders including schools as partners • Communicate with and influence leaders • Support additional schools to implement SEL programs	TO expand reach to more youth throughout the state and reach a critical mass of schools delivering SEL
Evaluate Impact & Collect Lessons Learned	• Conduct IMPAQ evaluation of SEL programs • Conduct ROE evaluation • Encourage SEL cohort self evaluation • Share global SEL research and benefits • Survey schools to identify use of SEL	TO demonstrate impact and share implementation best practices learned to encourage wider application
Engage Administration & Policy Makers	• Partner with HAIS • Work with DOE CAS, Districts, OHE, OCCISS, Superintendent, Board of Education, state policy makers and other key leaders	To embed within policies and provide information to ensure wide acceptance throughout Hawai'i
Educate & Increase Awareness	• Support Ceeds of Peace • Include SEL track at Schools of the Future Conference • Provide other presentations to key groups e.g. DOE Security, CASs/Principals	TO define SEL and expose educators to possibilities; share SEL best practices and lessons learned; and support successful implementation efforts
Provide Proof of Concept	• Support first cohort of schools to implement SEL • Support implementation of ROE in schools • Offer RULER training for faculty and staff • Work with InspirED program for select schools • Support networking & professional development	TO demonstrate impact of SEL through pilot cohorts; strengthen work; and identify best practices

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YEAR 1 EVALUATION SUMMARY (DRAFT REPORT 01.2018)

IMPAQ INTERNATIONAL

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BASELINE   25

STUDENTS' PARENTS' AND TEACHERS' PERCENT POSITIVE SCHOOL CLIMATE RATINGS RATINGS BY SCHOOL

Overall Percent Positive Responses Across All Domains for Each School
(N=2495 students, parents and teachers)

BASELINE   26

NUMBER OF BEHAVIORAL INCIDENTS

➢ The number of behavioral incidents varied widely across schools in 2016-17.

Number of Behavioral Incidents per 100 Students

27

Grantees' SEL Goals

- ➤ Building empathy in students
- ➤ Reducing aggressive behaviors (including bullying)
- ➤ Teaching conflict resolution and anger control
- ➤ Developing compassion
- ➤ Developing mindfulness
- ➤ Building respect for each other and a sense of community
- ➤ Reducing cyber bullying
- ➤ Teaching self-advocacy skills

WHY SEL?

For one school, the goal is to change students' worldview from *"I don't know when I'm going to get a hug/be noticed/eat food,"* to *"I am held, supported, nourished."*

IMPAQ

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LESSONS LEARNED TO DATE

- • There is no single best starting place
- • SEL is a schoolwide issue
- • School climate is a primary focus
- • SEL is about students *AND* adults
- • Teacher and staff commitment is key
- • Student commitment is also key
- • Schools can use data to get "buy-in" for SEL programs
- • It pays to invest in implementation planning
- • It's important to "Keep it fresh" for staff and students

All about the "FIT"

IMPAQ

What Does it Take?

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➤ SEL coordinators, school principals, teachers and other staff identified 8 factors that support effective SEL program implementation.

1. Time

5. Commitment or "buy-in"

2. An SEL champion

6. Professional development

3. Teamwork among teachers and staff

7. Administrative support

4. An effective SEL coordinator

8. SEL program resources

IMPAQ

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HOW WE HELP GIVERS

DONORS OF ALL SIZES
HCF customizes your plan by helping to find the best method for your giving and connecting your interests with reputable charities.

PROFESSIONAL ADVISORS
HCF is a resource for attorneys, accountants, financial and wealth planning advisors, and other advisors seeking charitable and estate planning solutions for their clients.

BUSINESSES
HCF helps businesses support the community while achieving their own charitable goals.

PLANNED GIVING
A planned legacy gift through HCF will have a long-lasting impact on a charity or a cause that is important to you.

PRIVATE FOUNDATIONS
Clients can focus on charitable giving while HCF handles administrative and grantmaking services.

We help those who do good, do *greater*.

HCF BY THE NUMBERS

$706M

Assets Under Administration

OVER 850 FUNDS,
Including over 250 types of scholarships

$59M awarded in grants and contracts

Including more than
$6M
in scholarship awards
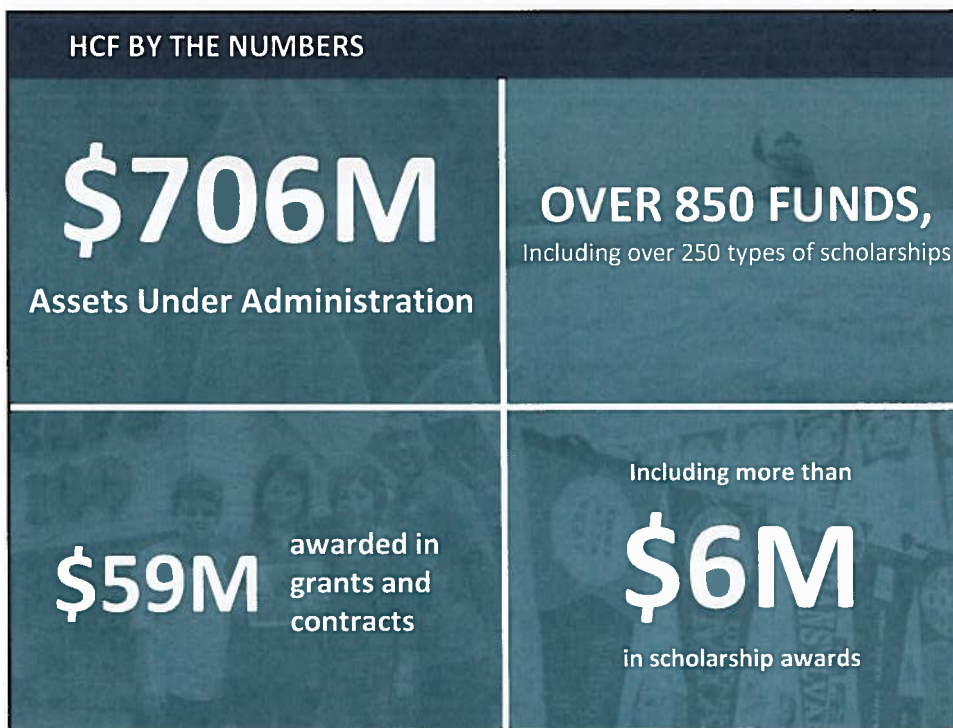
HAWAI'I COMMUNITY FOUNDATION
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For more information:

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ADDENDUM

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CASEL Needs Assessment
to conduct an SEL-related needs and resources assessment

https://drc.casel.org/needs-assessment/#process

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ADDENDUM

SEL PROGRAMS USED BY COHORT

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CHARACTER COUNTS!	A student development framework based on behavior change theory to instill academic, social, emotional values, mindsets and character traits to help students succeed. Emphasis is placed on establishing a positive school climate.
FACING HISTORY AND OURSELVES	Through historical analysis and the study of human behavior, the program heightens students' understanding of racism, religious intolerance, and prejudice. It helps students relate history to their own lives and promotes greater understanding of their roles and responsibilities in a democracy.
GETTING ALONG TOGETHER (GAT)	Students learn thinking and cognitive skills, emotional management, and interpersonal/social skills. These skills and strategies create a peaceful school environment where students are empowered to manage their own behavior, decrease conflict, and increase receptivity to learning.
HABITS OF MIND	Set of 16 problem-solving, life related skills necessary to effectively operate in society. The skills promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship.
CHOOSE LOVE ENRICHMENT PROGRAM (CLEP)	Using positive psychology, mindfulness, neuroscience, and character values, the program focuses on four important character values – Courage, Gratitude, Forgiveness, and Compassion in Action – which cultivate optimism, resilience and personal responsibility.
MINDFULNESS	This philosophy helps educators and students maintain a moment-by-moment awareness of thoughts, feelings, bodily sensations, and surrounding environment to reduce stress and improve social connections and learning.
NO BULLY	A step-by-step process and set of kindness and empathy interventions to prevent and stop bullying and cyberbullying in school and after-school programs. The program helps to build an inclusive school culture where every student is accepted for who they are.

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PHILOSOPHY FOR CHILDREN (P4C)	The underlying principle of p4c is for young people to experience rational and reasonable dialogue about things that matter to them and their teachers, working together in a 'community of enquiry.' The aim is for each child to become clearer, more accurate, less self-contradictory and more aware of other arguments and values.
POSITIVE DISCIPLINE	The program teaches important social and life skills to help young people to become responsible, respectful, and resourceful members of their communities. Positive Discipline is based on the understanding that discipline must be taught and that discipline also teaches.
RESPONSIVE CLASSROOM	An approach to teaching focused on engaging academics, positive community, effective management, and developmental awareness to help educators create safe and joyful learning communities where students develop strong social and academic skills, and every student can thrive.
RESTORATIVE PRACTICES	A strategy that seeks to repair relationships that have been damaged, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim.
ROOTS OF EMPATHY	An experiential learning program featuring a baby and parent/caregiver who visit the participating classroom about once every three weeks over the school year. Through guided observations and interactions with the baby, and pre- and post-family visit sessions, the children gain essential empathy skills that have been shown to reduce aggressive behaviors.
RULER	RULER is an acronym that stands for Recognizing, Understanding, Labeling, Expressing, and Regulating Emotions. The program provides tools to enhance individuals' ability to understand and regulate their own emotions and to consider and empathize with the feelings of others. The program requires that all adults in the school be trained on their emotional intelligence before delivering the program to the students at the school.
SECOND STEP	The program includes interactive strategies such as direct instruction, video modeling, partner and group discussion, behavioral skill practice, and interactive homework assignments. Students learn to work together in groups to practice empathy, communication, and problem-solving.

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SCHOOL CONNECT	60-lesson multimedia curriculum designed to improve high school students' SEL and academic skills and strengthen relationships among students and between students and teachers. Lessons focus on social awareness, self-awareness, self-management, relationship skills, and responsible decision making.
SEVEN HABITS FOR HIGHLY EFFECTIVE TEENS	Utilizing interactive exercises, humor and videos, students learn how to gain greater control of their lives and build relationships high in trust. The program shows educators how to build students' self-confidence and interpersonal skills, elevate student achievement, and reduce discipline problems.
S.P.R.I.N.K.L.E.R.S.	(Student Providers of Responsiveness Involving Kindness, Love, Empathy, and Respect through Stewardship) – Students man the front entrance of the school and greet incoming, students, staff, and visitors. The children use positive social and emotional skills and contribute to creating a safe environment.
SUCCESS FOR ALL	Classroom programs based on cooperative learning frameworks that guide instruction in critical academic and social skills. The programs are designed to instill a love of learning in children by giving struggling students the means to achieve literacy.
TOOLBOX	TOOLBOX is a metaphor directing children to the inner "tools" that already exist inside them to help them strengthen resilience, self-mastery, and empathy. The program gives children, teachers, parents, and communities a common language and tools to form a cohesive, collaborative, and caring community.
TRIBES LEARNING COMMUNITIES	A process for creating a positive school or classroom environment to help students achieve, because they feel included and appreciated, are respected, and are actively involved in their own learning. The program has been adapted to be culturally and linguistically aligned with Hawaiian immersion education.
VOICES LITERATURE AND WRITING CURRICULUM	A literacy and social development program that helps teachers lay the groundwork for student achievement and lifelong learning through high-quality, carefully selected trade books. The program develops character and equips students with core social skills while learning deep comprehension of the texts.

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ADDENDUM

OTHER SEL INFORMATION

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LONG-TERM BENEFITS

- ♦ Academics
- ♦ Attitudes
- ♦ Behaviors
- ♦ Skills

SEL Impact is Long-Term and Global

Up to 18 years later, students exposed to SEL in school **continue to do better** than their peers on a number of indicators:

- Positive social behaviors & attitudes
- Skills such as empathy & teamwork
- Academics

And they have fewer conduct problems, less emotional distress, and lower drug use, among many other benefits.

The analysis looked at 82 research studies involving about 100,000 students here and abroad. according to a 2017 meta-analysis from CASEL, the University of Illinois at Chicago, Loyola University, and the University of British Columbia involving 82 research studies involving 100,000 students in U.S. and other countries. From https://casel.org/impact/

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SEL Impact on Academic Outcomes

2011 meta-analysis of 213 studies involving more than 270,000 students: those who participated in evidence-based SEL programs showed an 11 percentile-point gain in academic achievement compared to students who did not participate in SEL. SEL students also showed improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school.

SEL Impact on Lifetime Outcomes

2015 national study published in the American Journal of Public Health: found statistically significant associations between SEL skills in kindergarten and key outcomes for young adults years later in education, employment, criminal activity, substance use, and mental health.

Early prosocial skills decreased the likelihood of living in or being on a waiting list for public housing, receiving public assistance, having any involvement with police before adulthood, and ever spending time in a detention facility.

From https://casel.org/impact/

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SEL Benefit-Cost Analysis

2015 study by researchers at Columbia University: the measurable benefits of SEL exceed the costs, often by considerable amounts.

The aggregate result of the analysis showed an average benefit-cost ratio of about 11 to 1 among the six evidence-based SEL interventions studied. This means that, on average, for every $1 invested in SEL programming, there is a return of $11.

11:1
return on investment

From https://casel.org/impact/

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START EARLY

Kindergartners with good social skills are more likely to succeed as adults

For every 1-point **increase** in their social competency score:
+ Twice as likely to obtain a college degree
+ 46% more likely to have a full-time job by age 25

For every 1-point **decrease** in their social competency score:
− 67% higher chance of having been arrested in early adulthood
− 52% higher rate of binge drinking
− 82% higher chance of being in or on a waiting list for public housing

From American Journal of Public Health, 2016 (Note: Each student received a composite score representing his or her overall level of positive social skills/behavior, on a scale from 0 ("not at all") to 4 ("very well").]

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Waikīkī Elementary School

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What makes Waikīkī School successful?
In large part, a decades old school-wide commitment to SEL.

HARMONY OF HEART AND MIND

Waikīkī School does not separate
Mind from Heart,
Rigor from Relationships.
A genuine focus on all aspects of people
(Cognitive, Social, Emotional)
is a defining characteristic of the school's
culture and practices.

MINDFULNESS

CREATIVITY

**IT'S IN OUR
DNA**

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School-wide (C)SEL Strategies
(Cognitive, Social, Emotional)

**Art Costa's Habits of Mind: At
the very core of all that they do.**

Learning and Leading with
Habits of Mind

Arthur L. Costa and Bena Kallick
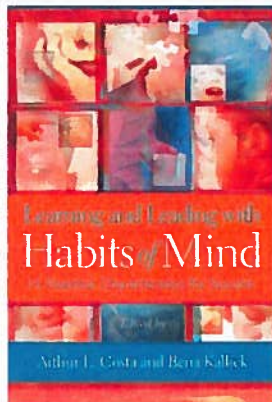
Philosophy for Children:
Cultivating Communities of Inquiry

THE UNIVERSITY OF HAWAI'I UEHIRO ACADEMY
FOR PHILOSOPHY AND ETHICS IN EDUCATION
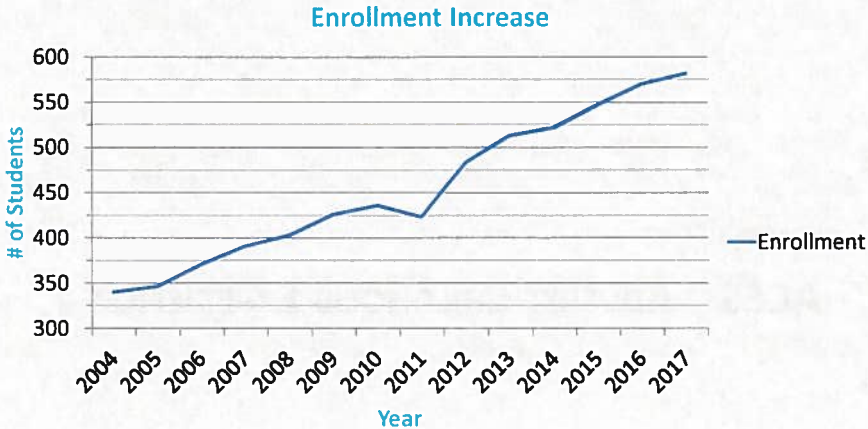home of p4c Hawai'i

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Targeted SEL Initiatives

Individual Mentoring
Group Mentoring
Peer Mediation
Supported by HCF

- An extra-dose of SEL to those who need it the most.
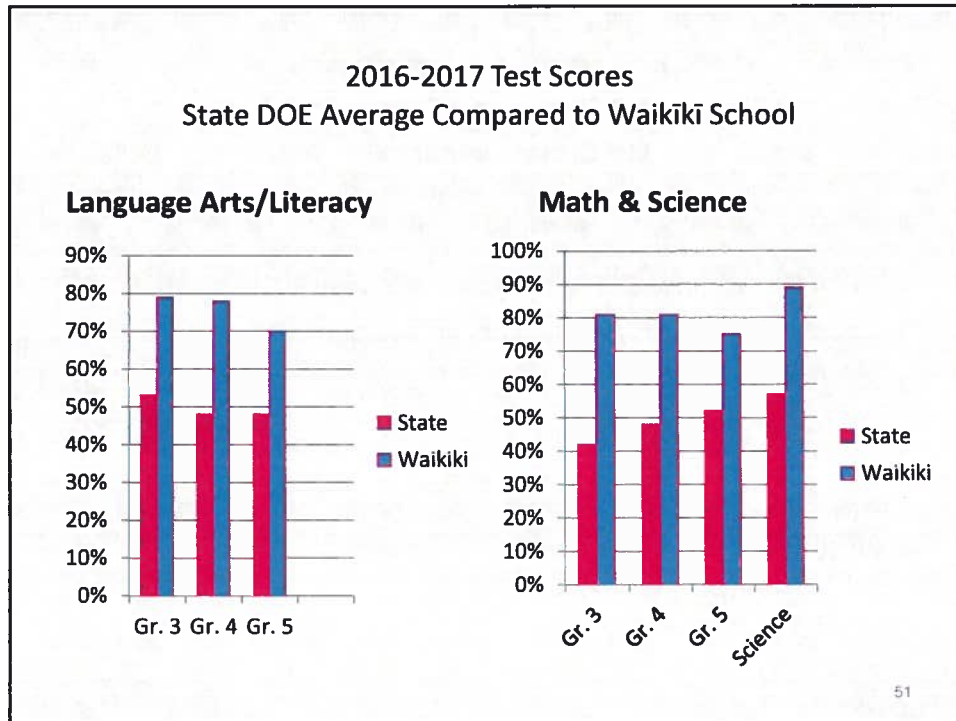- Mentoring students had above-average academic growth rates.

"[My Mentoring Group] helped me so much in a good way. That helped me with understanding other people. But most of all that helped me with my life, so now I feel happy and comfortable with who I am. This made me feel that I belong. I am happy and thankful, as well as lucky to be in [this group]." – 4th Grade Student

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Enrollment Increase of 71% over the past 14 years

Enrollment Increase

50

2016-2017 Test Scores
State DOE Average Compared to Waikīkī School

Language Arts/Literacy

Math & Science

51

HAWAI'I COMMUNITY FOUNDATION
Amplify the Power of Giving

ADDENDUM

ACES – ADVERSE CHILDHOOD EXPERIENCES

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HAWAI'I COMMUNITY FOUNDATION
Amplify the Power of Giving

Compared with people with no ACEs, those with 4+ ACEs are:

2 times	3 times	4 times	4 times	8 times	10 times
• More likely to currently binge drink or have a poor diet	• More like to be a current smoker	• More likely to have had sex while under 16 years old or to have smoked cannabis	• More likely to have had or caused unintended teenage pregnancy	• More likely to have been a victim of violence in the last year or ever been incarcerated	• More likely to have been a perpetrator of violence in the last year

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HAWAI'I COMMUNITY FOUNDATION
Amplify the Power of Giving

Impacts the whole child including physical and mental health

A PERSON WITH 4 OR MORE
ADVERSE CHILDHOOD
EXPERIENCES IS *

2.2 TIMES AS LIKELY TO HAVE ISCHEMIC HEART DISEASE

2.4 TIMES AS LIKELY TO HAVE A STROKE

1.9 TIMES AS LIKELY TO HAVE CANCER

1.6 TIMES AS LIKELY TO HAVE DIABETES

CENTER FOR
YOUTH WELLNESS

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Consequences of Over-Exposure to Stress

Roots of Empathy
Racines de l'empathie

- Disrupts development of the brain (HPA pathway)
- Child becomes chronically hypoaroused or hyperaroused
- Child has difficulty staying focused and alert, which is the ideal state for learning to occur
- Child has trouble learning the skills necessary for self-control, or having the resources to exercise those skills
- Across domains, common behavioural indications of energy depletion & heightened tension include: "bad" mood, withdrawn, inattentive, manic, aggressive, restless or temperamental *(Shanker, 2016)*

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Adverse Childhood Events

1. Emotional Abuse
2. Physical Abuse
3. Sexual Abuse
4. Emotional Neglect
5. Physical Neglect
6. Absence of a parent through divorce, death or abandonment
7. A mother or stepmother who was treated violently
8. A household member who abused alcohol or drugs
9. A household member who was diagnosed with mental illness
10. A household member who went to prison

http://buncombeaces.org/your-ace-score/

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