

The Power of
Emotional Intelligence
 from Birth to Age 8

"Now more than ever as educators and as a society, we are seeing an alarming rise in behavioral problems, bullying, stress, anxiety, low self-esteem, and lack of empathy. How we learn to express our emotions, manage our feelings, and deal with the emotions of others are key factors in learning, success, our growth as individuals, and the impact we have on others."

— Dr. Donna Housman

www.housmaninstitute.org

Dr. Donna Housman
 Founder and CEO

Housman
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On a scale of 1-5
 which best reflects the level of
 stress you are experiencing?
 5 is the highest

1

2

3


4

5


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Poll




After the poll if you can't see the slides, click the flower
 in the task bar at the **bottom of your screen.**



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What Early Childhood Educators are Saying Now

“ Teaching through the pandemic has left me feeling more than just “burnt out” – I am gutted, empty, and wondering how I can continue to be the joyful, engaged teacher that my students need.



Megan Hillegass, Early Childhood Educator, Education Post, October 18, 2021

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Educators are Feeling Anxious, Overwhelmed, Depressed and Burned Out

- 84% reported teaching is more stressful than pre-pandemic (EdWeek Research Center)
- Anxiety and depression rates for early childhood educators have increased 50-100% since COVID's arrival (Bassok, D., Welsner, K., Doromal, J. B., & Michie, M. (2021))
- Educators worried about burnout rose from 25% to 57% (RAND Corporation)



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MASSACHUSETTS

60%

OF EDUCATORS IN SCHOOLS AND CHILD CARE CENTERS SAID COVID WAS NEGATIVELY IMPACTING MENTAL HEALTH

LOUISIANA

29%

OF EARLY EDUCATORS IN SCHOOLS, CENTERS, AND HEAD START EXPERIENCED CLINICALLY RELEVANT DEPRESSIVE SYMPTOMS

NEBRASKA

70%


OF EDUCATORS IN FAMILY CHILD CARE HOMES AND CHILD CARE FELT NEGATIVE OR ANXIOUS ABOUT THE FUTURE

Source: Dare and Gallagher, 2020; Hanno et al., 2020; Markowitz, Bassok, and Kiscaden, 2021.

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How are Children Feeling? What EC Educators are Seeing*



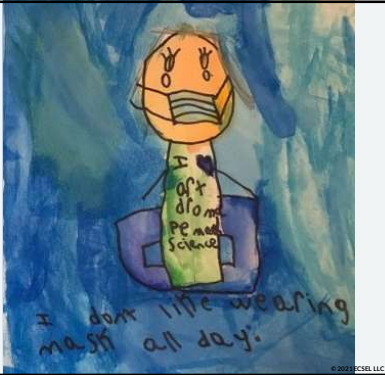
56%
of Pre-K Teachers
Report Children Being
More:

- Aggressive
- Hyperactive
- Oppositional
- Shy
- Withdrawn
- Anxious

*National Learning Skills professor Dr. Stefan Gilman, who surveyed 20,000 pre-K teachers and their classrooms. © 2021 ECSEL LLC

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61% of parents
felt their children's
social emotional
development had been
negatively impacted
by the pandemic



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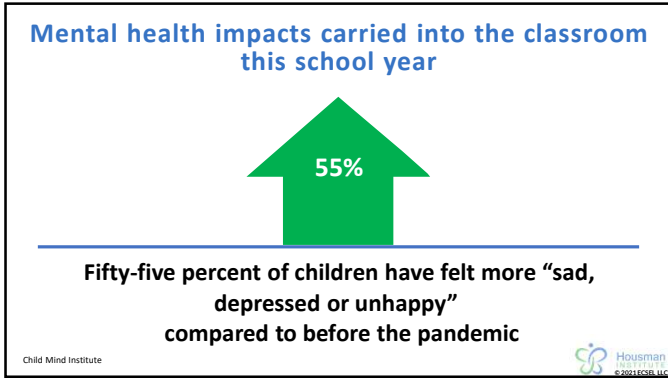
**"NOT SURPRISINGLY, IT'S
HARD TO BE A REALLY
WARM, ACTIVELY
ENGAGED PARENT IF YOU
ARE STRUGGLING
YOURSELF."***

71%
of Parents Reported an
Increase in
Parenting-Specific
Stress from
Before COVID-19**



*Joshua Hartshorne, assistant professor psychology and neuroscience Boston College Edgerly
**<https://www.frontiersin.org/articles/10.3389/fpsyg.2021.626456/full>
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Children: The Impact of Anxiety, Stress, Trauma

Signs of Stress to Look For in Children

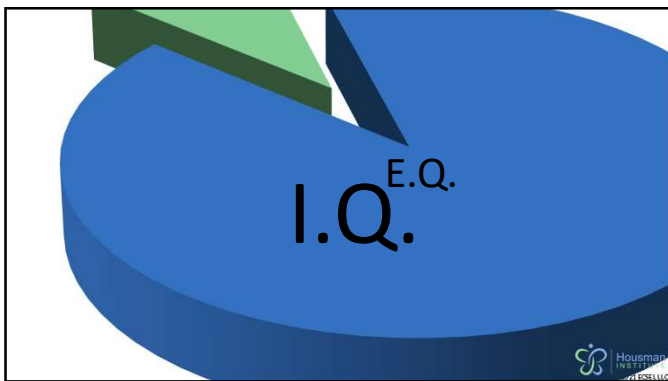
- Significant behavioral changes - tantrums, acting out, aggression, moodiness, sleeping & appetite
- Physical complaints - tummy aches, headaches
- Regressive child behaviors - bed wetting, baby talk
- Avoidance of certain situations - refusal to go to school, leave house

What We Can Do to Help with the Stress

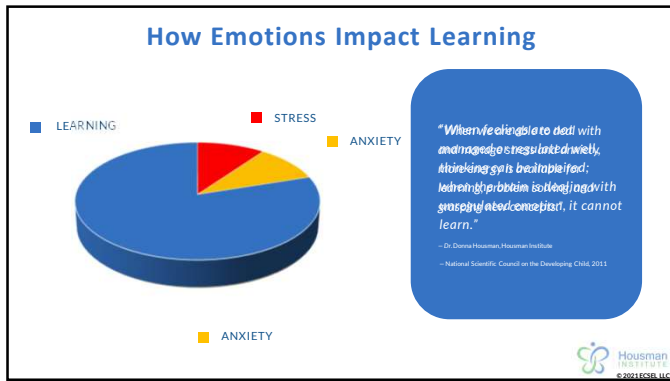
- Model calmness
- Participate in problem solving
- Use emotional situation as opportunity to talk about emotions, rechanneling action into words
- Validate and model by sharing own emotions with empathic understanding

Housman Institute for Resilience

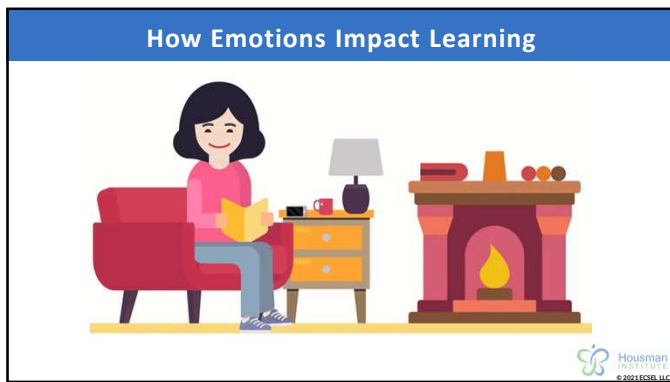
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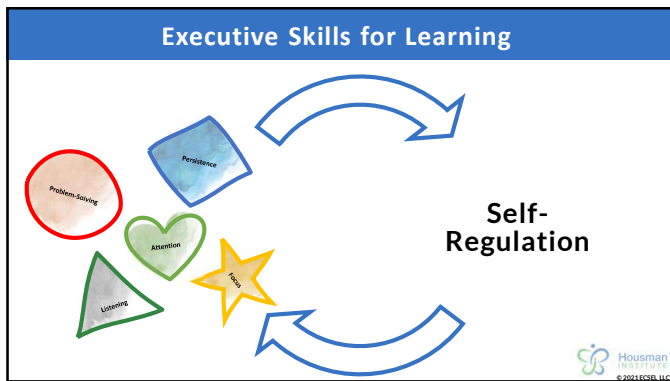
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When Do Children Start Laying the Foundation for These Skills?

Early life experiences

Problem Solving
Persistence
Attention
Learning
Focus

Self-Regulation

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It Happens from Birth

- 90% of the brain is developed before Pre-K
- A million new neural connections every second
- Experiences/interactions inform & shape the brain's architecture for life
- Strengthen emotion skill = strengthen cognition
- Positive, responsive relationship -> central for learning, relating, managing stress & fear

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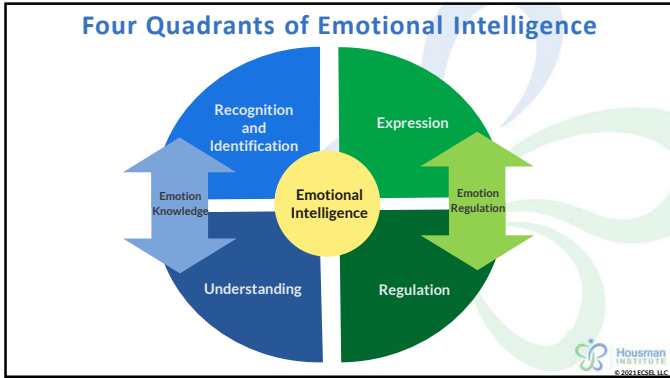
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Emotions are the First Language

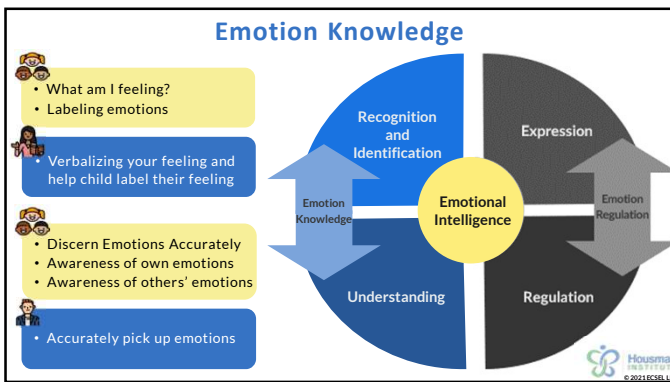
Still Face Experiment by Dr. Ed Tronick from Child Development Unit, Harvard University

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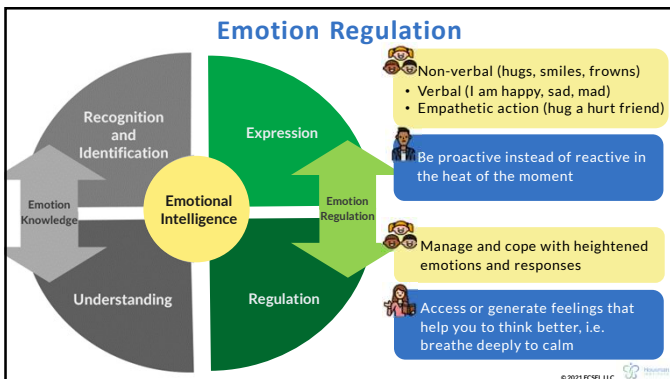
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Emotion Regulation

EMOTIONAL REGULATION

Noah's Story

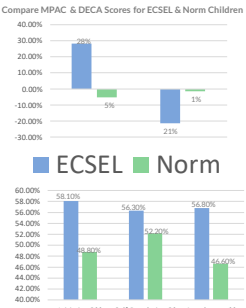


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How Do We Know This Works?

Compare MPAC & DECA Scores for ECSEL & Norm Children



Category	ECSEL Score	Norm Score
Initiative ***	58.10%	49.90%
Self-Regulation **	56.30%	52.20%
Attachment **	54.80%	45.40%

- ↑ • ECSEL students saw a **28%** increase in regulated emotion & empathy.
- ↓ • ECSEL students saw a **21%** decrease in negative emotion.
- ECSEL students saw statistically significant increases in initiative, self-regulation, and attachment.


Housman, D. M., Dierker, S. A., & Cabral, M. (2019). Building Young Children's Emotional Competence and Self-Regulation from Birth: The Bright Start for Children's Emotional Development (BRIGHT) Program. *ECSEL Approach: International Journal of Emotional Education*, 10(2), 1-25.

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Direct Link Between Emotions and Learning

THE DIRECT LINK BETWEEN EMOTIONS AND LEARNING



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How Children Learn Best

- **Positive responsive relationships:** central in learning, facilitating healthy development, mental health - promoting resilience
- Learning is **emotional, cognitive, and social**
- Children learn best when they feel **safe, valued, and engaged**
- Using the **emotional experience** as an opportunity to communicate and teach about one's emotions and those of others




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Parents' Priorities

Parents' Attitudes towards SEL



Majority of U.S. Parents Worried Their Kids Have Lost valuable Social Skills

Source: NEW AMERICA

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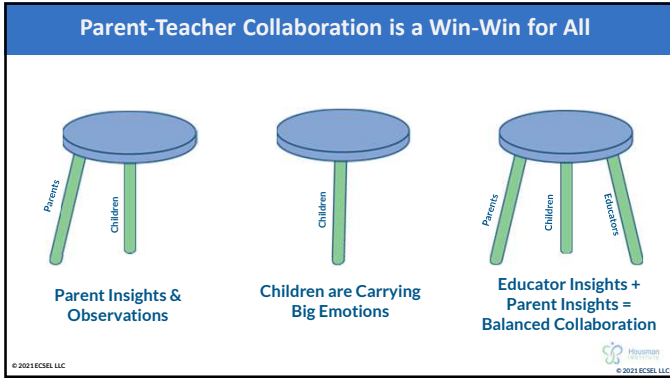
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Families and Schools Need to Be Partners in Supporting Kids



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Here is Why *begin to ECSEL* Matters
 Long-Term Impact for Children & Society

Promotes Education for Character and Moral Development

- Resolve conflicts, solve problems, and grasp new ideas
- Less emotional and behavioral problems & less school dropout
- Increases empathy and reduces bullying
- Mitigate the opportunity and achievement gaps
- Better academic achievement
- Strong, positive, and secure sense of self

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“Helping children to develop a strong sense of self, the ability to manage stress and emotions, and have empathy for and understanding of each other’s differences, are vital to building a strong future for us all.”

DR. DONNA HOUSMAN

For more information

Visit: HOUSMANINSTITUTE.COM Contact: MHASTINGS@HOUSMANINSTITUTE.COM

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