PROMOTING C.H.I.P.:

CONNECTEDNESS, HAPPINESS, INCLUSIVITY, AND POSITIVITY

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HAVE TO FEEL IT TO BELIEVE IT!

- Experiencing has a bigger impact than just listening

DATA TO SUPPORT

- In California, nearly 6 in 10 children surveyed in a study reported participating in some type of bullying themselves in the past year by researchers from Lucile Packard Children's Hospital and the Stanford University School of Medicine

- A 2001 study by psychologist Tonja Nansel, PhD, and colleagues involving more than 15,000 U.S. students in grades six through 10 found that 17 percent of students reported having been bullied "sometimes" or "more often" during the school year; approximately 19 percent said they bullied others "sometimes" or "more often"

- Klem and Connell (2004) provide an astonishing statistic noting that by high school, as many as 40 to 60 percent of all students—urban, suburban, and rural—are chronically disengaged from school

Connectedness

The belief held by students that adults and peers in the school care not just about their learning but as individuals as well

CONNECTEDNESS

- Students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school. School connectedness is particularly important for young people who are at increased risk for feeling alienated or isolated from others

- Positive family involvement, supportive school personnel, and inclusive school environments can help students feel more connected to their school

- It increases the likelihood for positive:
  - Educational outcomes
  - Health outcomes

STUDENTS FEEL CONNECTED WHEN...

- They feel they are a part of the school
- They are happy and like school
- They are engaged at school
- They feel safe at school
- They feel accepted and valued
- They participate in school activities that they desire

HOW CAN WE INCREASE SCHOOL CONNECTEDNESS ?

- **Adult Support:** School staff and family can dedicate their time, interest, attention, and emotional support to students

- **Belonging to a Positive Peer Group:** A stable positive network of peers can improve student perceptions of school

- **Commitment to Education:** Believing that school is important to their future, and feeling that the adults in school are invested in their education and emotional well-being, can get students engaged in their own learning and involved in school activities

- **School Environment:** The physical environment and psychosocial climate can set the stage for positive student perceptions of school

Happiness

The state of being content and satisfied

WHY IS THE HAPPINESS OF OUR STUDENTS IMPORTANT?

- Promotes individual success and motivation

- Raises awareness

- Strengthens creativity

- Facilitates relationships

- *The lack of happiness and joyfulness has a significant influence on students' personal growth and might affect their educational capabilities/achievement, social relationships, thinking skills, and creativity*

HOW CAN WE PROMOTE HAPPINESS IN OUR STUDENTS?

- Encourage them to do things that make them **feel good**

- Help them understand that everyone finds happiness in different things and with different people

  - **Another person's happiness cannot define YOUR happiness**

HOW DO OUR RELATIONSHIPS CORRELATE WITH OUR HAPPINESS?

- One of the best predictors of happiness is our relationships
  - Whether we are introverts or extroverts, strong social ties are important
- Our positive relationships have a great influence on our happiness
  - What is a **positive relationship**?
    - Close friendships that value kindness and gratitude
    - The ability to practice listening, negotiation, and forgiveness with respect
    - Relationships are quality **NOT** quantity

Inclusivity

The act of trying to include all different types of people and treat them all fairly and equally

INCLUSION IS...

- Universal acceptance

- Being a part of the community as a whole

- Valuing everyone and other cultures

- Celebrating diversity and individuality

- **Everybody's responsibility**

  – Students, staff, and parents

WHY ARE INCLUSION & ACCEPTANCE IMPORTANT?

- Being accepted in early adolescence is likely a pathway to successful social functioning all the way through adulthood

- Being **"popular"** does not necessarily lead to success but *finding your people does*
  - Acceptance = perception
  - It is the child's perception of acceptance and positive interactions that may determine their future success
  - Pressuring children to be part of a specific group can hurt this perception as it may become a perceived failure to them

HOW CAN WE TEACH OUR KIDS ABOUT INCLUSIVITY?

- Support individuality
- Teaching that exclusion is a form of bullying
- The "in-crowd" does not mean the "best crowd"
- Increase self-awareness & practice what we preach

POSITIVITY

The practice of being optimistic in attitude

WHY IS EMBRACING POSITIVITY IMPORTANT?

- Opening yourself to positive thoughts increases the likelihood of positive outcomes

- Positive thoughts open your mind to more opportunities and experiences

- Positive emotions provide an increased ability to build skills and develop resources for later in life

- Negative emotions narrow your mind and focus your thoughts on specific ideas

HOW CAN WE PROMOTE AND EXPOSE OUR CHILDREN TO POSITIVITY?

- Encourage your children to help others; this will increase their *own* attitudes, feelings, and thoughts

- Recognize and celebrate *small moments*

- *Reachable* goal setting helps children be more optimistic, positive, and promote a greater sense of well-being

- Be a role model by accepting and processing your emotions around your children

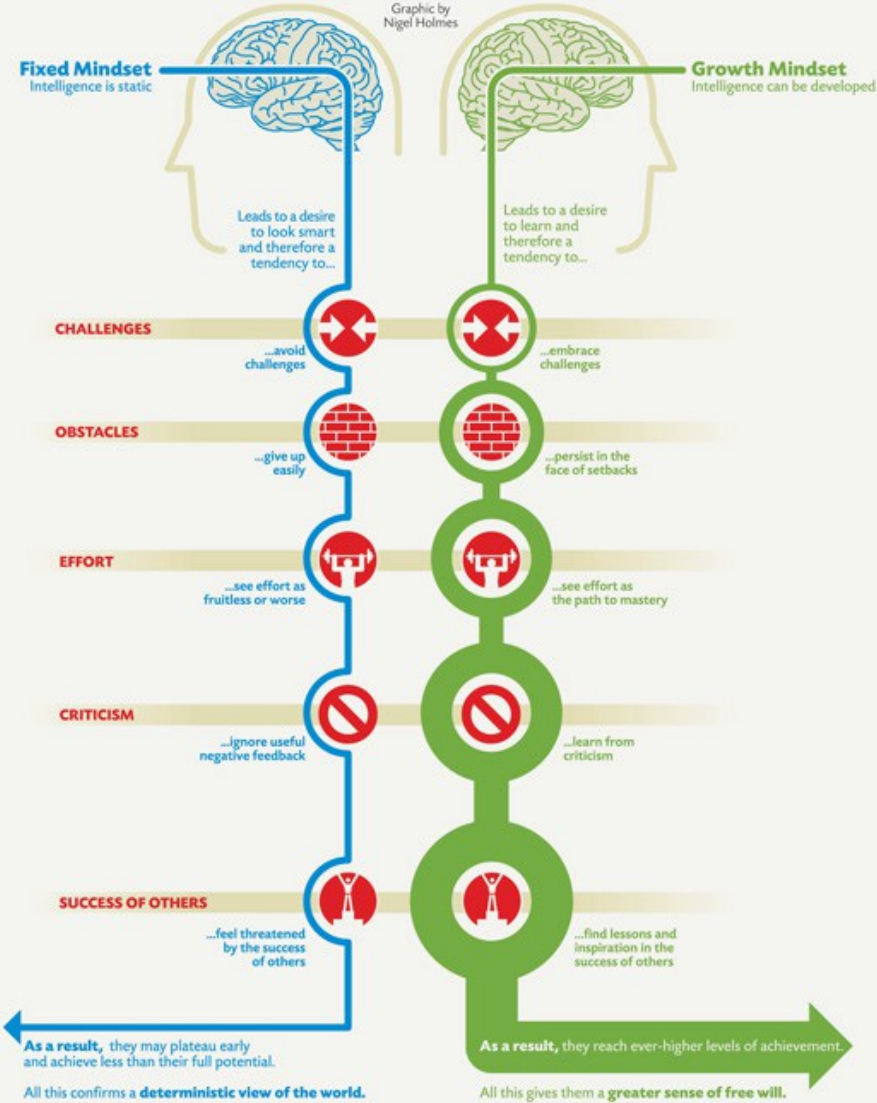- Every moment whether positive or negative is a *teachable moment*

FROM FIXED MINDSET TO GROWTH MINDSET...

- **Fixed mindset** is the practice of people believing their qualities, intelligence, and creative ability are fixed traits and therefore cannot change

- **Growth mindset** is the practice of people having an underlying belief that their learning and intelligence can grow with time and experience

TWO MINDSETS
CAROL S. DWECK, Ph.D.
Graphic by Nigel Holmes

Fixed Mindset
Intelligence is static

Growth Mindset
Intelligence can be developed

Leads to a desire to look smart and therefore a tendency to...

Leads to a desire to learn and therefore a tendency to...

CHALLENGES
...avoid challenges
...embrace challenges

OBSTACLES
...give up easily
...persist in the face of setbacks

EFFORT
...see effort as fruitless or worse
...see effort as the path to mastery

CRITICISM
...ignore useful negative feedback
...learn from criticism

SUCCESS OF OTHERS
...feel threatened by the success of others
...find lessons and inspiration in the success of others

As a result, they may plateau early and achieve less than their full potential.

All this confirms a **deterministic view** of the world.

As a result, they reach ever-higher levels of achievement.

All this gives them a **greater sense of free will.**

FIXED MINDSET VS. GROWTH MINDSET

"Out of these two mindsets, which we manifest from a very early age, springs a great deal of our behavior, our relationship with success and failure in both professional and personal contexts, and ultimately our capacity for happiness."

YOU CAN'T HAVE ONE CHIP INGREDIENT WITHOUT THE OTHER

- Each *'ingredient'* affects the other

Connectedness + Positivity + Inclusivity = Happiness

WHY WE DO WHAT WE DO…

https://youtu.be/QdDa2outstI

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