

# Stress, Pressure, and Expectations: Identifying and Managing Emotions Related to Academic Rigor

***Welcome! We are glad you are  
here with us today.  
We will begin shortly.***

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# Stress, Pressure, and Expectations: Identifying and Managing Emotions Related to Academic Rigor



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## Our Services

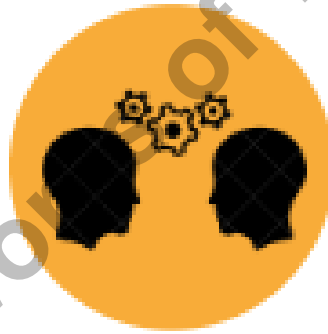
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School & District  
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Parent &  
Community Engagement



Data & Evaluation

# Welcome



Name, number of children, and ages



Something that has happened recently or something you're looking forward to!

# Session Goals

- Explore the ways in which academic rigor and high expectations can cause stress for children
- Explore the importance of practicing self-care as a way to reduce our children's stress
- Gain tools and strategies for helping children cope with stress and high expectations

# Social and Emotional Learning (SEL)



*-Collaborative for Academic, Social, and Emotional Learning (CASEL)*

# Have you seen your children stressed from expectations placed on them at school?

1. Yes, frequently
2. Occasionally, depending on the situation
3. No, I have not



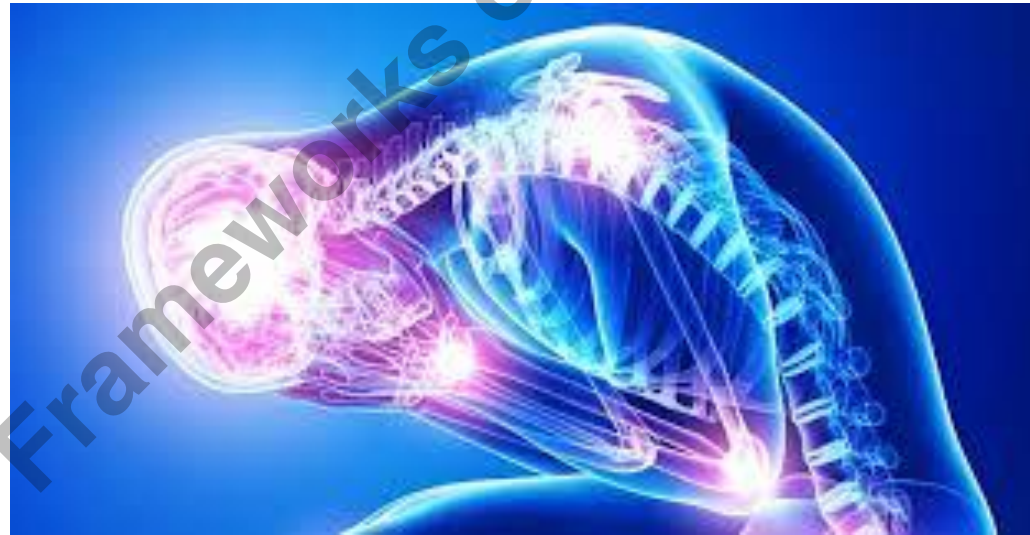
# Goal 1:

**Explore the ways in which academic rigor and high expectations can cause stress for children**



# The “Stress Effect”

- Some stress is normal, even healthy
- When exposed to repeated stressful events without the tools to manage feelings, stress can become emotionally and physically toxic



American Psychological Association

Community for Accredited Online Schools

# Video: Minimizing Stress in Children



# Types of Stress

- **Positive stress** results from adverse experiences that are short-lived
- **Tolerable stress** refers to adverse experiences that are more intense but still relatively short-lived
- **Toxic stress** results from intense adverse experiences that may be sustained over a long period of time—weeks, months or even years

From the CDC

# Academic Stress

- **Taking important tests**
- **Presenting an oral report**
- **Physical Education (PE)**
- **Homework load**
- **Busy schedules**
- **Parental pressure**



From Community for Accredited Online Schools



## Goal 2:

Explore the importance of practicing self-care to reduce our children's stress

“...Place the oxygen mask on yourself first before helping small children or others who may need your assistance.”



# Healthy Coping Strategies

Practice mindfulness breathing every day (not just during difficult moments).

Count to 10 before responding.

Take a quick walk.

Tense your shoulders, then release. Repeat with arms, belly, legs, and feet.

Have a go-to positive phrase, such as “I can handle this.”

Think of or watch something that makes you laugh.

Incorporate aromatherapy.

Name and welcome the uncomfortable emotion.



# Eliminate Unhealthy Coping Strategies



# Practice Self-Care



self-care

ISN'T

selfish

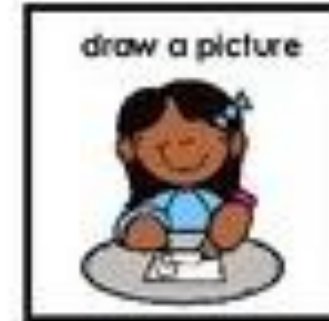
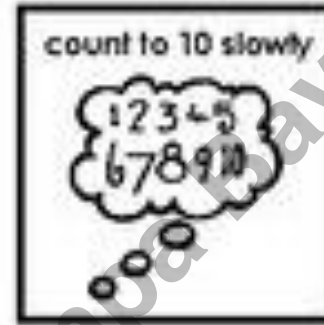
## Goal 3:

**Gain tools and strategies  
for helping children cope  
with stress and high  
expectations**

# Model and Practice Calming Strategies

Examples:

- Sing
- Watch something funny
- Imagine a happy place
- Take a hot bath
- Repeat a positive mantra
- Write about your feelings
- Go to your calm-down space



TeachersPayTeachers – Daily Differentiation

**TRY  
THIS!**

**Mindfulness**

**Strive to focus on the present**

# Breathing and Mindfulness Apps for Children



APAservices.org

- Dreamy Kid
- Stop, Breathe & Think
- Thrive Global
- Cosmic Kids
- Ninja Focus
- Headspace for Kids
- Breathing Bubbles
- Smiling Mind
- Mindful Powers
- Three Good Things
- Calm
- Take a Chill



# Tools and Strategies for Children

- Visual imagery
- Draw and then tear it
- Journaling
- Sensory activities





# Tips for Reducing Stress



- Don't overschedule
- Ensure a healthy amount of sleep
- Serve a healthy diet
- Experience classical music (or music in general)
- Incorporate exercise into the day



CDC



# Talk About Academic Highs and Lows

## 1. **Connect:** Honor their voice first

- “What’s going well in your learning?”
- “What’s exciting you right now academically?”
- “What is stressful for you right now academically?”
- “What is an area in school that you’d like to grow in?”

## 2. **Relate:** Find a way to relate to what they have expressed

## 3. **Help Regulate:** Offer support or help—not judgment



Keeth Matheny

TRY THIS!

# Encourage a Growth Mindset

## GROWTH MINDSET

## FIXED MINDSET

"Failure is an opportunity to grow"

### GROWTH MINDSET

"I can learn to do anything I want"

"Challenges help me to grow"

"My effort and attitude determine my abilities"

"Feedback is constructive"

"I am inspired by the success of others"

"I like to try new things"

"Failure is the limit of my abilities"

### FIXED MINDSET

"I'm either good at it or I'm not"

"My abilities are unchanging"

"I don't like to be challenged"

"I can either do it, or I can't"

"My potential is predetermined"

"When I'm frustrated, I give up"

"Feedback and criticism are personal"

"I stick to what I know"

Frameworks  
**SEL MONTHLY™**  
**COMMUNITY NEWSLETTER**  
 GROWTH MINDSET

October 2020  
 Vol 1 Issue 2



**ELEMENTARY SCHOOL**  
 Developing a healthy mindset early in life sets children up for success. It's important to define growth and fixed mindsets and teach children the difference explicitly, using examples of both. Once the basic concepts of growth mindset are taught, remember to model by showing vulnerability and using the power of the word "yet." For example, instead of saying "I don't understand this," try saying, "I don't understand this yet." Once you notice children demonstrating a growth mindset, acknowledge and praise them! Finally, practice together by reframing mistakes and failures as opportunities, using them as teachable moments.

**MIDDLE SCHOOL**  
 Growth mindset impacts more than academic success—it also shapes one's ability to persevere more generally. Help children challenge stereotypes by identifying role models and learning their life stories. When children meet or learn about women and men who have faced and overcome racism, sexism, or other forms of systemic oppression, they are able to think beyond a stereotype and see possibilities. This is a great way to weave in a conversation about the importance of having a growth mindset instead of a fixed one.

**HIGH SCHOOL**  
 Supporting young adults in developing their civic identities is a great way to set growth mindset into action by helping others grow, as well. For example, Frameworks' Teens in Action™ program participants regularly volunteer at Cornerstone Kids Inc., where they help lead 1st graders through Community Building Sessions™ (CBS). CBS is a strategy that serves to enhance a group's culture by building positive relationships, improving students' social and emotional competencies through structured and purposeful activities, and preparing them to learn.

**GROWTH MINDSET**  
 by Shea Quraishi  
 Chief Academic Officer

Why is it that some children are willing to take the academic risks necessary for learning, while others freeze in the face of challenges and frustration? The difference, according to Stanford psychologist Carol Dweck, is growth mindset. Dweck's research suggests that students' attitudes about failure—attitudes shaped by adults—shape their resilience. Children with a fixed mindset tend to believe that their talents are innate and static—skills that they either have or they don't. In contrast, children with a growth mindset recognize that their character, intelligence, and creativity can be improved with effort. This outlook makes children more likely to invest time and effort, to focus on learning rather than on looking smart, and to embrace mistakes. Fortunately, parents/guardians, educators, and youth-serving professionals all have the ability to nurture a growth mindset in children, shaping the underlying beliefs that they hold about learning and intelligence in ways that can profoundly impact their lives. Read on to learn strategies for cultivating growth mindset in children of all ages—and even in ourselves.



# What works for you?

**What tips looked helpful to you that you will try implementing at home?**



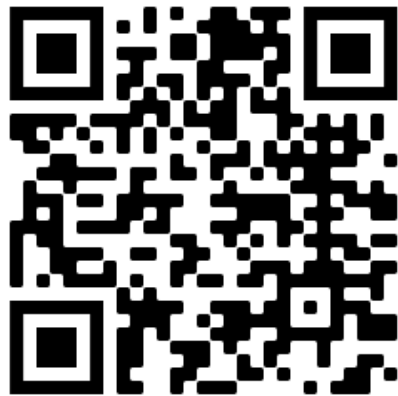
# Thank You!

## Feedback Survey:

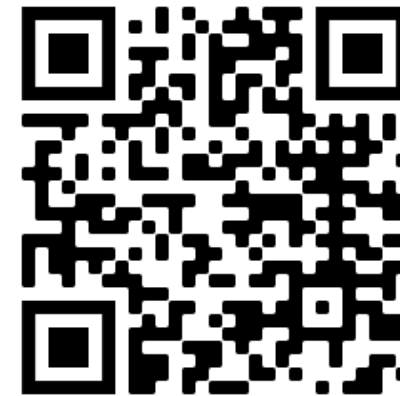
Complete using the Survey  
Monkey link in chat or QR  
code!



English Code



Spanish Code



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# Thank you!

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