

# WHY NOW?

A billion years ago, modern homo sapiens emerged...

A billion seconds ago, the IBM personal computer was released...

A billion Google searches ago...was the morning

-Hal Varian Google's chief economist



# WHAT HAPPENED?

## The Information age

Technology is like air our children breathe

Beyond IQ- inquiry, empathy, adaptability,  
connectivity, and creativity necessary for new  
workforce





**Success in a knowledge economy will come to those who know themselves—their strengths, their values, and how they best perform.**

**Peter Drucker**

**Management Consultant**



3 R's

REFLECTION  
RELATIONSHIPS  
RESILANCE

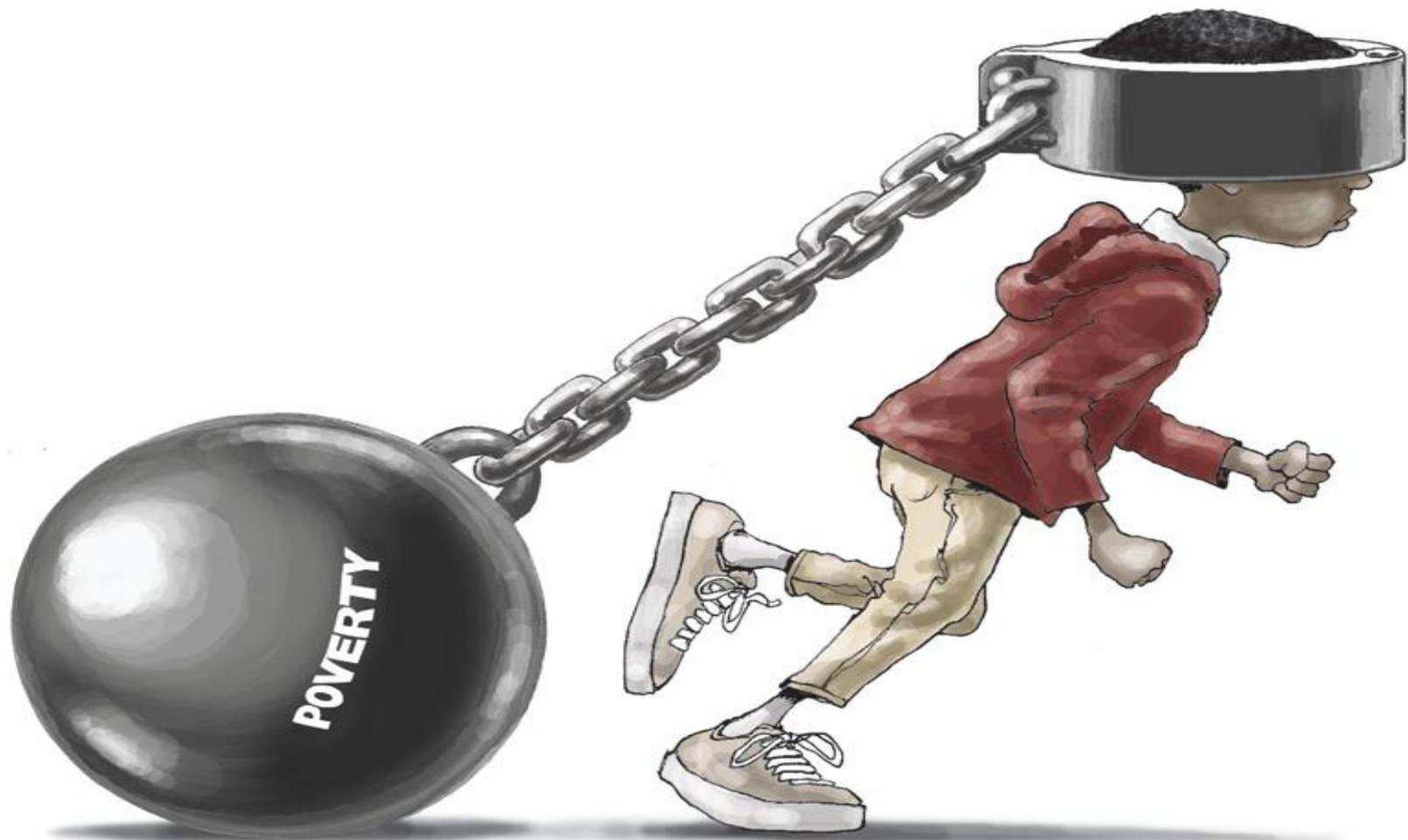


**Children are the R and D  
department of the human  
species- the blue sky guys, the  
brainstormers.**

**Alison Gopnik, *The Philosophical Baby: What  
Children's Minds Tell Us about Truth, Love, and the  
Meaning of Life***



The Art and Science  
of:  
Stress  
Connection  
and Play



\* Stress is a corollary of fear.  
Increase levels of stress over  
time=Distress



Heightened excitability or arousal measurable by outside party

Perception of events as aversive. If had ability to turn down or away from experience, would you?

Low controllability ( twin is predictability). This lies at the heart of learned helplessness. Linked with mood disorders, anxiety, and depression.-Kim and Diamond 2002

# \* Conflict and perceptions



The health of any system revolves around its ability to navigate conflict.

Any time you are distressed you are in a state of conflict.

The seeds of conflict are planted when we resist what is.

1. we resist who we are

2. we resist the situation

Our energy is spent trying to control or defend our feelings or the situation. Be right, act right, or have the world go your way.

Cycle of attack-punish

Dr.Becky Baily



# Responses the brain has available in a stressed state:



## Fight

- Disruptive
- Oppositional Defiant

## Flight

- Withdrawal
- ADHD

## Freeze

- Zone Out
- Social anxiety, seizures, OCD



\* Emotion is the on/off switch to learning





# \* When the switch is OFF - Stress & Survival

- No access to memory, reasoning and connection
- Frustration, anxiety, despair, worry, and shame set in



# \* When the switch is ON-

The door to learning, memory and student engagement is open.

- Social Connection
- Drive to help others (altruism)
- Drive to acquire knowledge
- Problem solving
- Instructional optimism and persistence



# \* Power of Emotional States

Emotion drives attention,  
and attention drives  
learning.

--Robert Sylvester



Emotions are essential elements of intelligence (rather than just support staff).

If this is true then we need to promote conditions that support emotional development

-Martha Nussbaum

Upheavals of Thought

# Flipping Your Lid



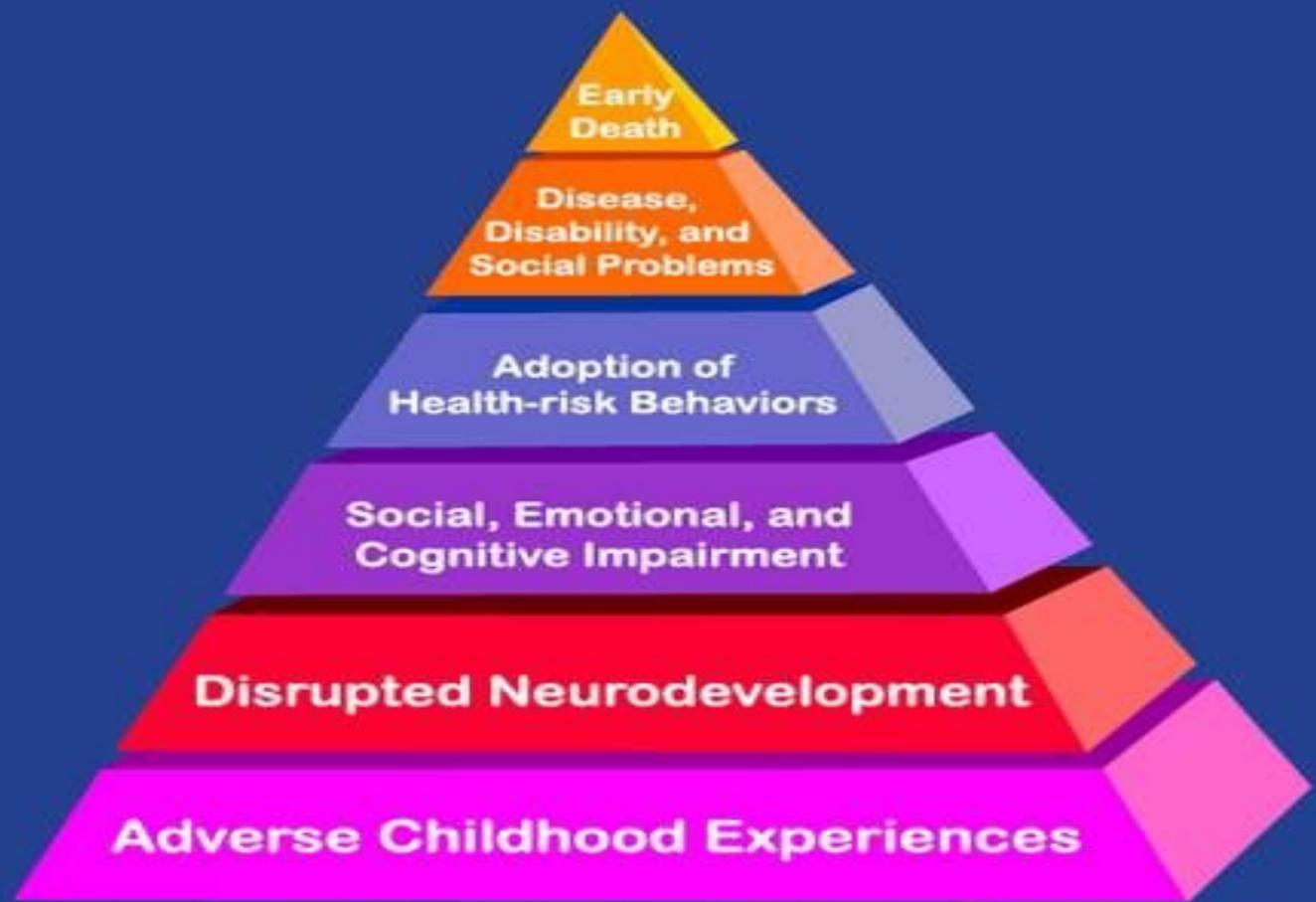
# ADDICTION



**Death**



**Conception**



**Mechanisms by Which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan**



# How do you gain the trust of the kids to create community?

1. See the world through their eyes
2. Create face to face connection
3. Create Legacy



The greatest hope for traumatized, abused, and neglected children is to receive a good education in schools where they are seen and known, where they learn to regulate themselves, and where they can develop a sense of agency. At their best, schools can function as islands of safety in a chaotic world.

- Bessel Van Der Kolk, M.D



The Principle of Connection

The Art and Science of Connection



**High Emotion + High Engagement =  
Behavior Change**



From 0-8 there is rapid and complex development of:

- Communication
- Perspective Taking
- Social Skills
- Emotional Skills
- Motor Skills

15 years of research on the relationship between the arts and development of these skills. Especially impactful with low SES kids

# WHY DO THE ARTS WORK ON SEL?

1. Impact on the experience of positive emotions ( happiness, interest and pride) that carries over into future learning
2. Acquisition of Self-Regulation skills





# THE MAGIC OF MIND FULL PLAY TO GROW CONNECTIONS



Play shapes the brain...it fosters empathy and makes possible complex social groups. Play lies at the core of creativity and innovation.

-Stuart Brown



PLAY DEFINED: It is a state of mind rather than an activity. An absorbing, apparently purposeless activity that provides enjoyment and the suspension of self consciousness and sense of time  
-Stuart Brown



Play is the basis of all art, games, books, sports, movies, fashion, fun and wonder-in short what we think of as a civilization. Play is the vital essence of life and what makes life lively -Stuart Brown



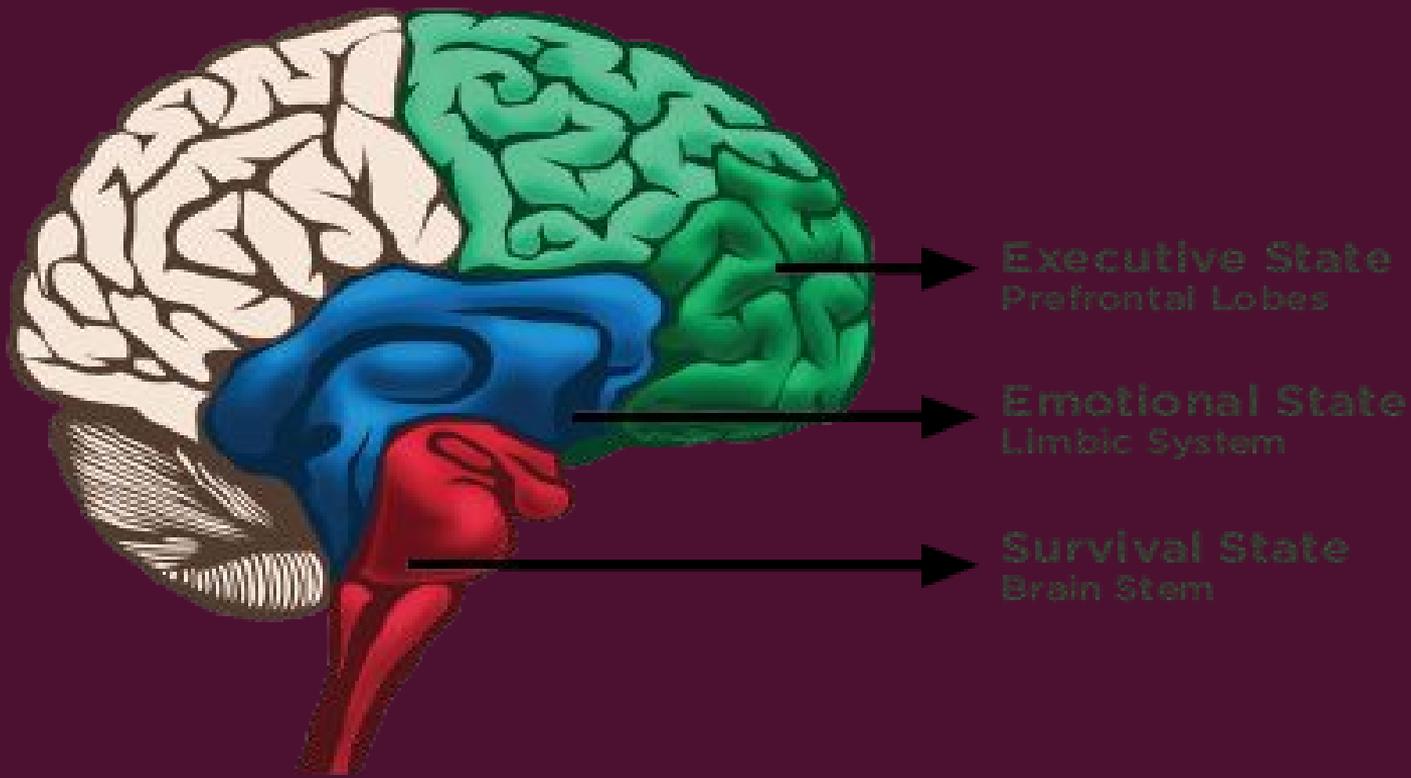
# THE GENUS OF GAMES



When the world  
surprises us with  
something our brains  
are wired to pay  
attention

-Steven Johnson

# YOUR BRAIN ON PLAY





PLAY THROUGHOUT LIFE

Attunement



Body and Movement Play



Object Play



Imaginative Play



# Social Play



# Storytelling and Narrative Play



# Transformative-Integrative and Creative play





# Power of play

## Connection to Student Engagement



- Create safety and connection
- Which “Lights up” the brain and fosters the development of the executive state

- ✦ attend
- ✦ learn
- ✦ think
- ✦ build resilience

- ✦ improve problem solving
- ✦ Improve language learning



When we stop playing we stop developing. When that happens the laws of entropy take over-things fall apart.

When we stop playing.We start dying  
-Stuart Brown



For many years the conviction  
has grown upon me that  
civilization arises and unfolds in  
and as play.

-Johan Huizinga  
Homo Ludens