

“Intellectual” or “Emotional”? Why Not *Both*?



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The greatest obstacle to discovery is not ignorance - it is the *illusion of knowledge.*”

-- Daniel J Boorstin

It's not what we *don't know* that makes learning so difficult. It is what we have learned that is the bigger obstacle to formal education.

We have been trained to *close our minds* to one of the *most important factors influencing student learning* although it is literally right in front of us every minute, but we've been convinced that it should be ignored -- **Emotions.**





The four 21st century pillars of education:

- learning (in order) to **know**
- learning (in order) to **do**
- learning (in order) to **be**
- learning (in order) to **live together.**

(UNESCO, 2009)





“Intellectual” or “Emotional”? Why Not *Both*?

- Learning (IQ) *begins with and is sustained by emotions*, and teachers should be keenly aware of the role that emotions play every minute in the classroom (and in life), particularly the *emotional* basis of all student learning → memory.
- *Emotional safety* is a *school requirement* (a priority).
- How do we create the classroom conditions that advance learning and development through *SEL (empathy)* and “*Positive Psychology*”?





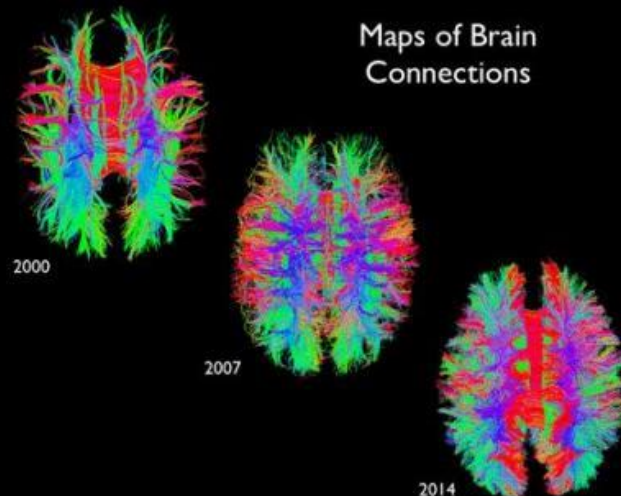
A Teacher's Mindset

“What formal education for one child for one year depends on what his/her teacher *believes, knows, and does* – and *doesn't believe, doesn't know, and doesn't do*”.



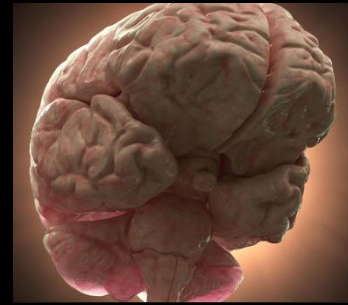
A Teacher's Mindset

- Knowing who you teach (a child with 100B neurons capable of making an infinite number of learning **connections** for a lifetime) is just as important as **what** you teach (disciplinary content).
- “I teach mathematics.” No, you teach **students** whose brains prefer to learn by actively **making elaborate connections** inside their brains.





A Teacher's Mindset



Children/students (young brains)...

- **grow and learn** at different rates/ways
- reach competence in some skills more quickly than others
- learn through **different strategies/means**
- have different **strengths** and **capabilities**)
- have different **emotional needs**, **emotional ranges**, and **dispositions on *different days!***





“I Have a Discipline Problem.”
No! You Have an **Engagement** Problem



Engagement

- Phenomena-based learning
- Inquiry (an onslaught of questions)
- Social connections





Building

Supportive

Relationships

PRE-school =
Positive
Relational
Experiences



We
Surveys

300,000 Voices Strong
and Growing

We Lead

We Teach

We Learn

We Support

217,596 students

21,028 teachers

Teacher – Student Comparisons

T – I am aware of my students' interests outside of school.

84%

S – My teachers know my interests outside of school.

28%

Teacher – Student Comparisons

T – I know what my students are passionate about.	76%
S – My teachers know what I love to do outside of school.	27%



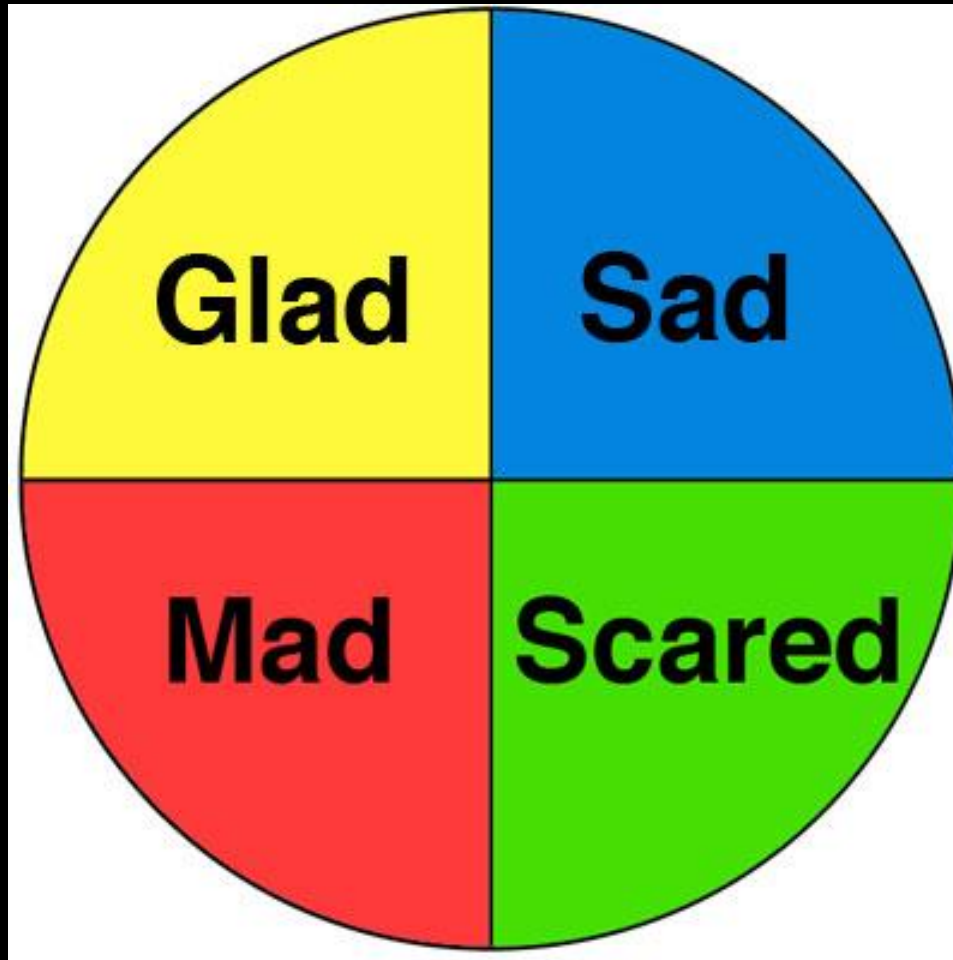
Selected Data—My Voice Survey

TEACHER AS EMOTIONAL MODEL

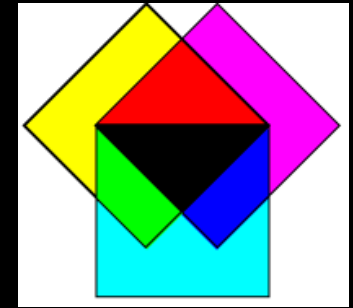
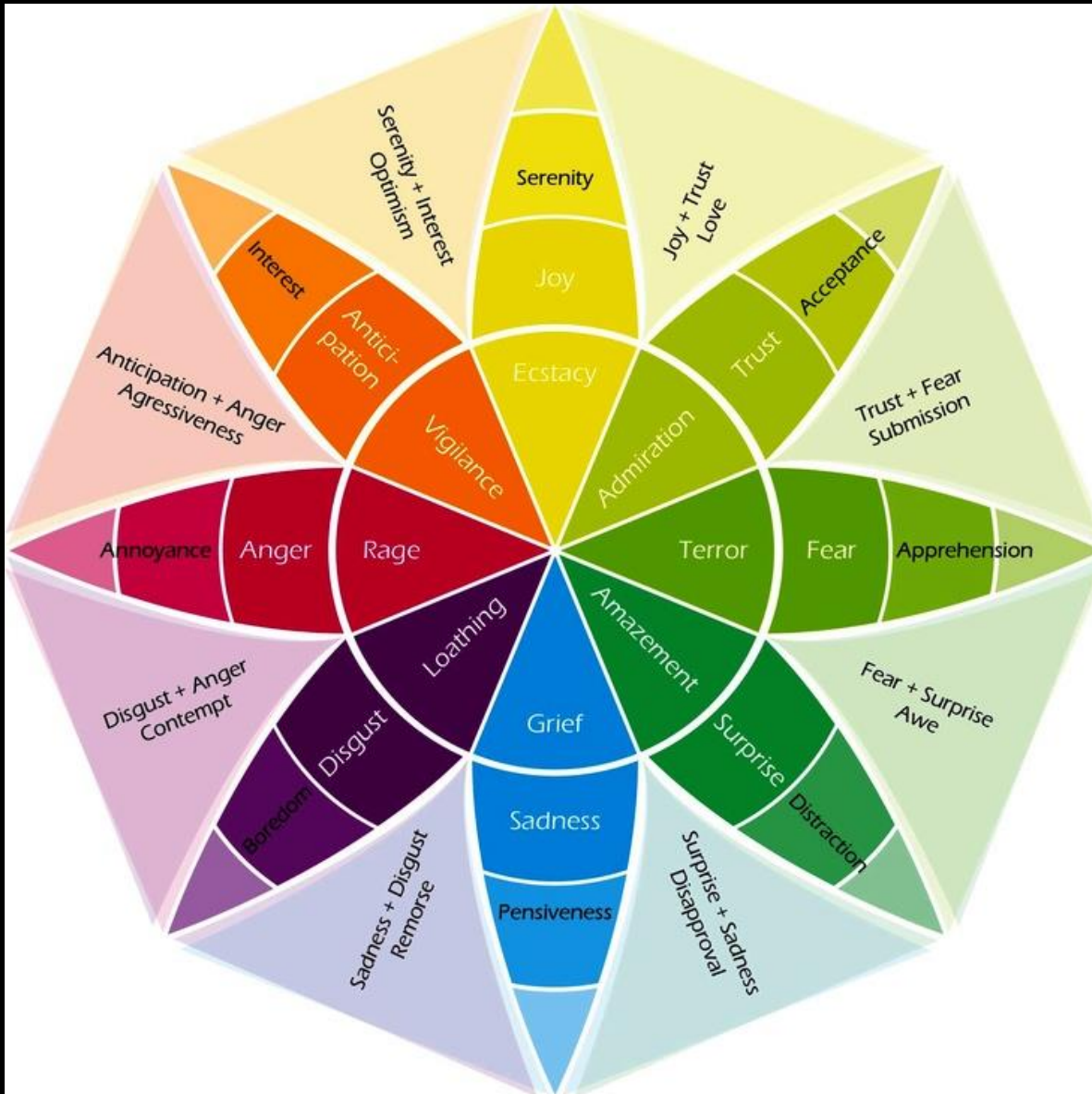
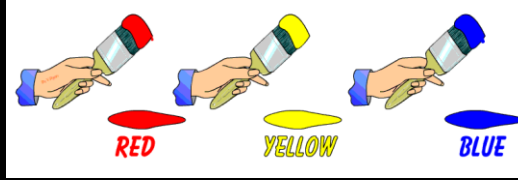
- 46%** Teachers care about my problems and feelings.
- 50%** Teachers care about me as an individual.
- 49%** Teachers care if I am absent from school.
- 50%** If I have a problem, I have a teacher with whom I can talk.



The Four Basic Emotions*



(+ surprise, disgust)



The three **primary colors** can be combined to make all other colors, but the *other* colors cannot make the **primary colors**.



Dr. Robert Plutchik



It's Written All Over Your Face

How do we **connect with others emotionally?** - It is partially dependent on how they see *themselves*.

The **emotions you feel** are revealed largely through your **facial expressions**. Other people respond to you based on the "signals" that you send via your **facial cues** (vitaly important non-verbal *social* and *survival* information).



Emotional Literacy

Emotions: Internal subjective states that we infer in ourselves/others.



- Emotions are **private** experiences.
- We use operational definitions because we cannot actually **see feelings** (so, we “read” faces)
- We ***infer*** observable behavior and associate it with an emotion we recognize (from experience), and we do this without any conscious effort or awareness.



Emotional Literacy: Relationship Skills



- Think about children you know who are **well liked and friendly...**
- What do you notice about **their behavior** and expressions that make it easier for them to be liked and to make friends?
- *What makes them different?*



“It’s Written All Over Your Face”

1. 30 people will receive a **headband** that describes an emotional state. (+ 5 blank headbands where a partner will indicate your emotional state)
2. **Select** an individual who will **wear the headband**. (*Do not let them see what is written on their headband*). That individual will **close his/her eyes** as the headband is placed around their forehead so others can “read” them.
3. We will interact with those individuals with their emotions “written on their faces” (based on what we “read” from their headband.)



It's Written All Over Your Face

The headbands will indicate one of the following **emotions** or **emotional states**:

- | | | |
|---------------|----------------|------------------|
| 1. Irritable | 11. Bubbly | 21. Ambivalent |
| 2. Fearful | 12. Mellow | 22. Lonely |
| 3. Unhappy | 13. Sweet | 23. Rejected |
| 4. Passionate | 14. Hostile | 24. Cranky |
| 5. Angry | 15. Depressed | 25. Tense |
| 6. Bitter | 16. Grouchy | 26. Worried |
| 7. Furious | 17. Attractive | 27. Joyful |
| 8. Cheerful | 18. Terrified | 28. Scared |
| 9. Melancholy | 19. Shy | 29. Dispirited |
| 10. Abandoned | 20. Ashamed | 30. Enthusiastic |



It's Written All Over Your Face

1. Did the **treatment/reactions** of others begin to modify your own feelings/emotions **about yourself**?
2. Were you beginning to understand **how others were seeing you** based on their perceptions of your emotional state?
3. What did you discover about the **emotional signals/messages we "send"** to others (on a regular basis) recognizing how it will shape your self-concept?
4. What should educators communicate to students about the moods we display or “project” to others?

“We do not always attract **what we want**, but what **we are**.”



Indirect Teaching



- Offer **emotional labels** as children witness/experience various **emotional states** –
“Brianna and Tanya seem really happy to be playing together! They keep hugging each other!”
- Describe what **you** see that tells you they are **happy**.



Direct Teaching of Emotional Literacy



- How do you feel today?
- Would you like to feel differently?
- What do *you* need to do to change how you feel?



Managing Emotions: Making Choices

On Monday When It Rained



by Cheryl Kachenmeister Photographs by Tom Berthiaume

EMOTIONS

15 Books & Videos for the Classroom

Proud to be PRIMARY

emotional regulation toolkit

RESOURCES TO SUPPORT AND TEACH EMOTIONAL REGULATION SKILLS IN THE CLASSROOM

REVISED EDITION

How Do They Feel?

Teaching Young Children To Recognize Emotion In Others

By Lynn Hubbell

Success Stories™ by Sandbox Learning

Understanding Faces and Feelings

Understanding Feelings and Faces is based on a portion of Paul Ekman's research.

www.sandbox-learning.com
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COPING STRATEGIES

problem solving for kids

4 WAYS to COPE

SAY. "Would you please STOP _____?"
(Name the behavior.)

IGNORE their behavior.

WALK AWAY.

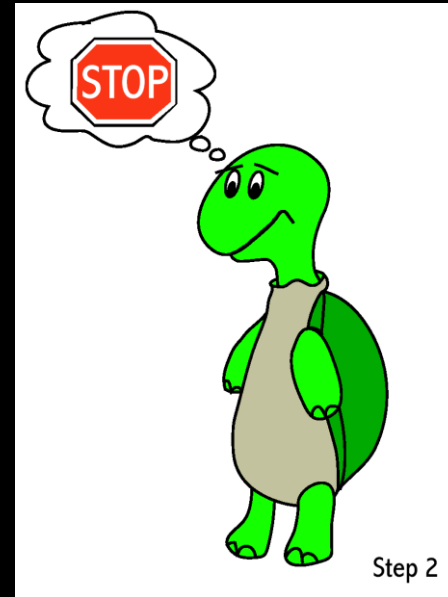
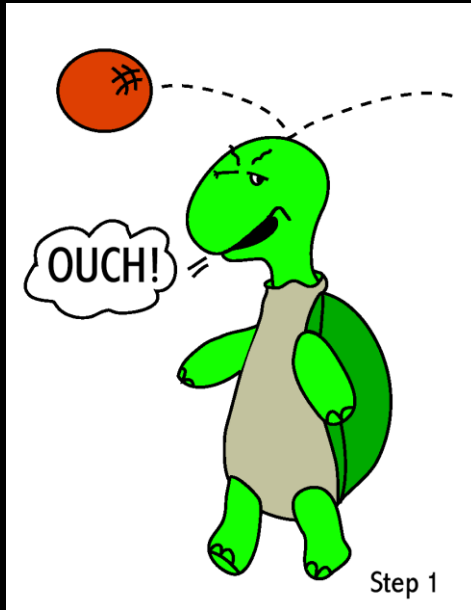
GET HELP.

www.thisreadingmama.com

Managing Emotions: The Turtle Technique

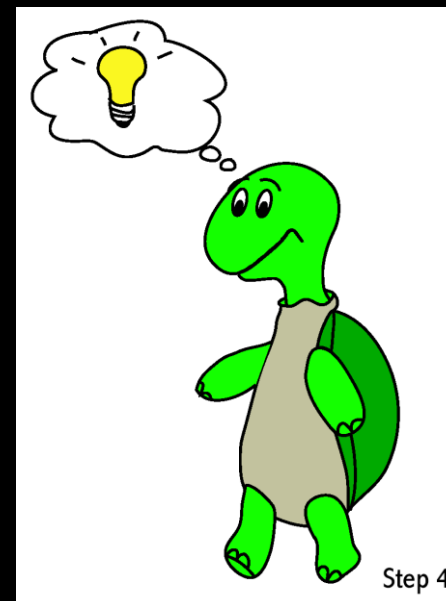
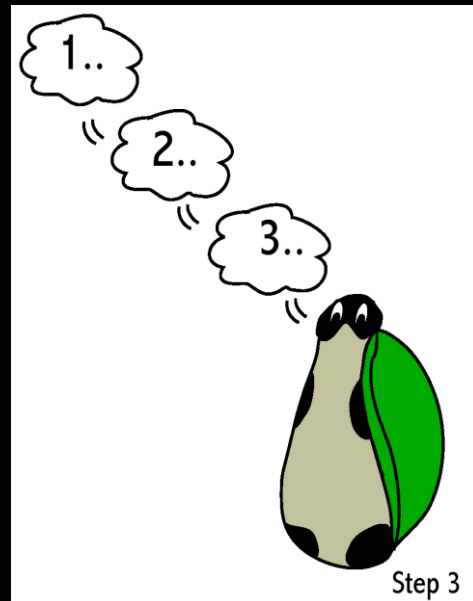
-- Rochelle Lentini

Recognize that you feel angry.



“Stop and Think”

Go into your shell, take 3 *deep breaths*, and think calming/coping thoughts (“your last walk on the beach”).



Come out of shell when you are calm and/or have thought of a solution.



Harry Harlow: Isolation of Infant Monkeys

- **Partially vs. fully-isolated monkeys**
 - **Partially isolated (occasional social contact) –**
 - Repetitive circling of cages, blank staring, and occasional self mutilation
 - **Total social deprivation (6, 12, 24 months) –**
 - 6 months = emotional shock when reintroduced: rocking and clenching, rare anorexia
 - 12, 24 months = “obliterated the monkeys socially”
 - **All isolated monkeys exhibited little to no recovery**

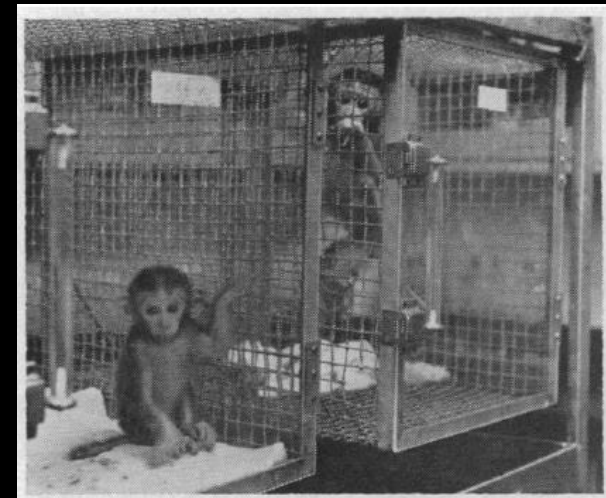


FIG. 1.—Semisocial isolation living cage.



Prolonged Stress and the Romanian Orphans

- Correlation between \uparrow localized neural connections and \uparrow glucose (energy) consumed **to maintain those regional connections**. A \uparrow energy consumed in support of normal localized brain functions.
- Areas of **decreased glucose metabolism** found in the Romanian orphans included the...
 - Amygdala
 - Temporal lobe (emotions, memory)
 - Prefrontal infralimbic cortex
 - Orbital frontal cortex
 - Orbital gyrus
 - Lateral temporal cortex
 - Medial temporal cortex
 - Brainstem

...seldom recover from lonely beginnings

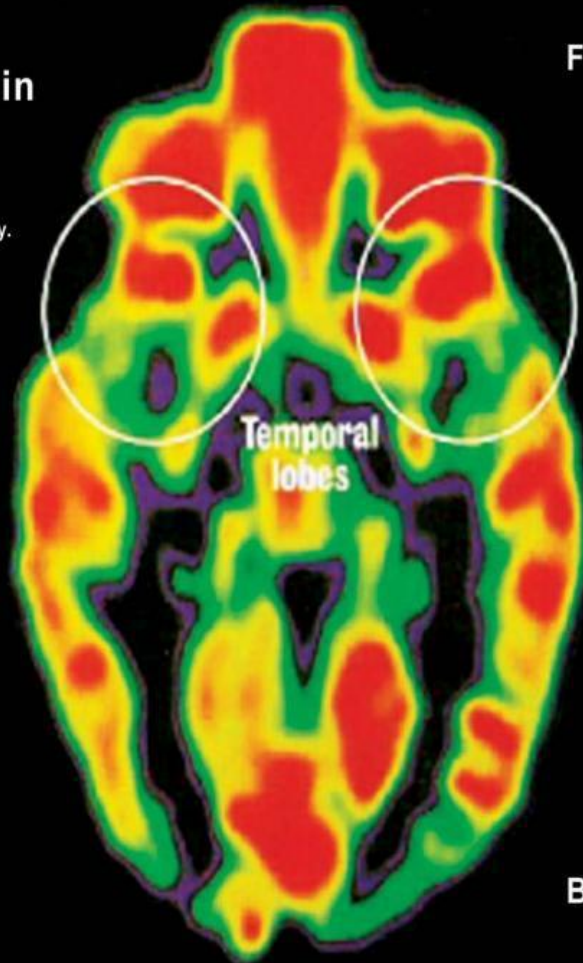


Global Neglect and Reduced Brain Development



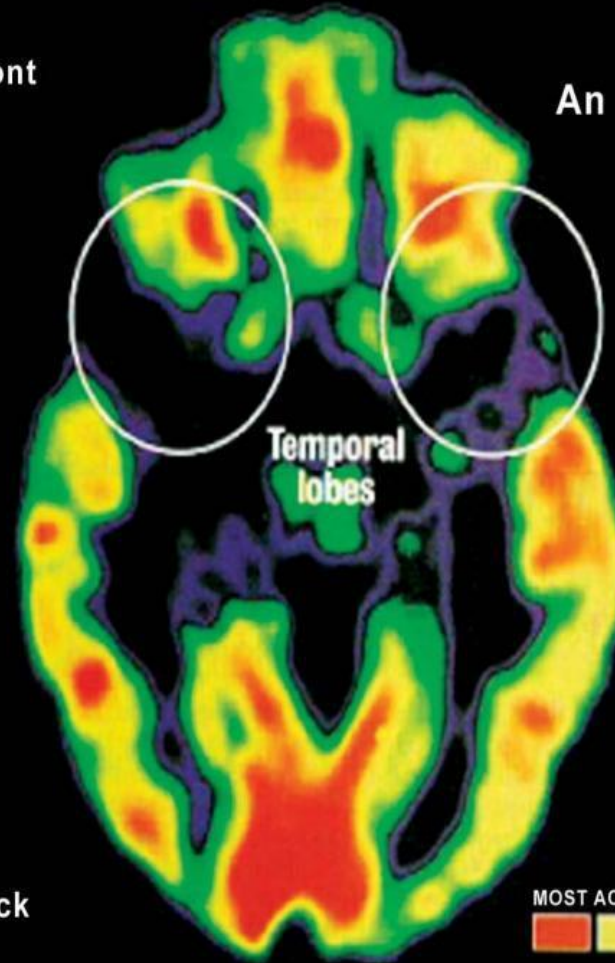
Healthy Brain

This PET scan of the brain of a normal child shows regions of high (red) and low (blue and black) activity. At birth, only primitive structures such as the brain stem (center) are fully functional; in regions like the temporal lobes (top), early childhood experiences wire the circuits.



An Abused Brain

This PET scan of the brain of a Romanian Orphan, who was institutionalized shortly after birth, shows the effect of extreme deprivation in infancy. The temporal lobes (top), which regulate emotions and receive input from the senses, are nearly quiescent. Such children suffer emotional and cognitive problems.

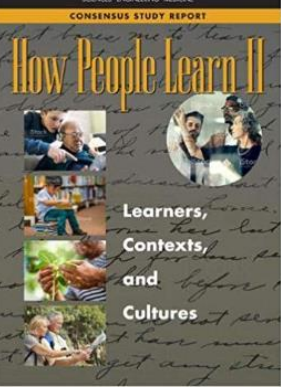




Neural Pruning and Environmental Factors

- A mother **rat licking and grooming** infants initiates a cascade of events that turn on genes for growth.
- Researchers found that merely stroking infants with a **small brush** could prevent the effects.
- Rats who received physical attention in youth had considerably **less hippocampal cell loss** during old age and they performed better on certain memory tasks in old age.





Emotions and Learning

The **S.A.I.L.** Concept

The environmental preconditions that should be experienced by students **prior to** initiating formal instruction include...



Safety
Physical and emotional



Acceptance
No "put-downs"



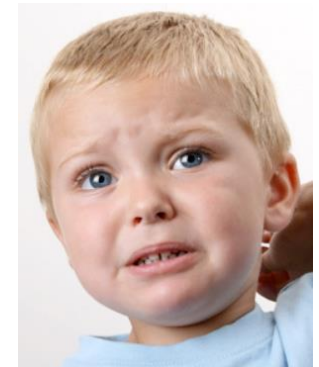
**Inclusion, Interactions
and involvement**
Interpersonal/social aspect
of memory formation



Learning
Students feel their immediate
environment is secure enough for them
to take risks, explore and discover

Source: Kenneth Wesson (2011). *Education for the Real World: Six great ideas for parents and educators.* Brain World, Issue 2, Volume II Winter 2011

Students who have chronic safety concerns also tend to **underperform academically** (Pratt, Tallis, & Eysenck, 1997).





The Size of Your Smile: The 4th “R”

- Many students need someone who will listen to them, give them a hand to hold, and a heart to that understands them. (adolescents)



- When a student hears, “**Seeing how hard you are working really made my day!**” That *will* **make his/her day** (promotes the “**growth mindset**” and activates our “**mirror neurons**”)





Setting the Emotional Stage for the Day

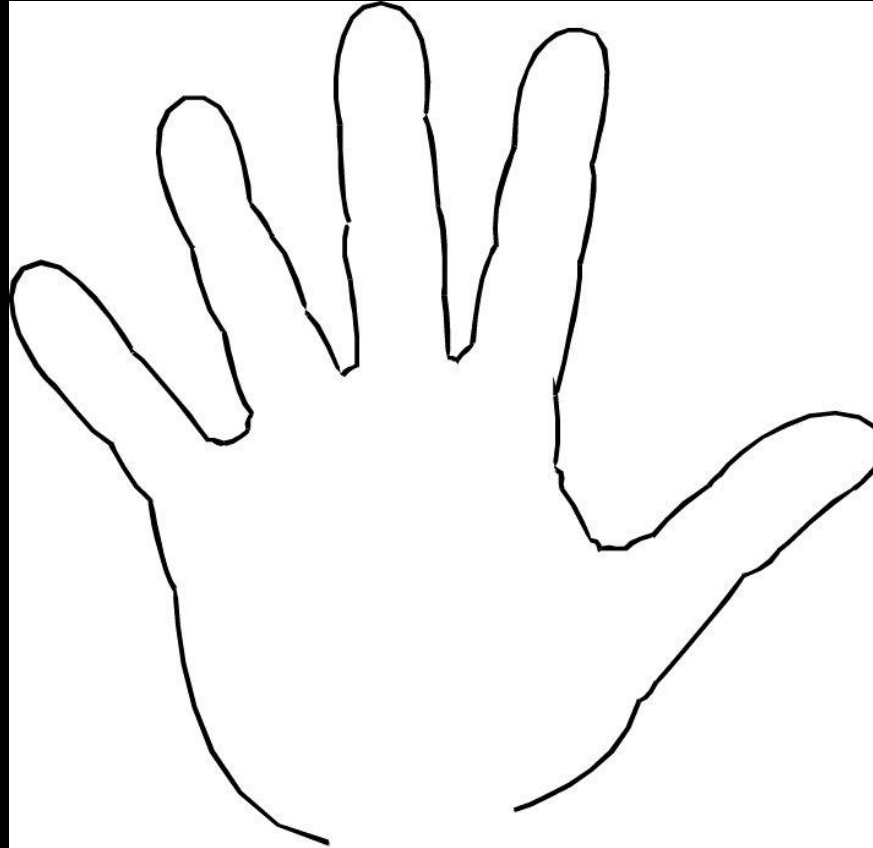
When students walk into the classroom daily, have music already playing:

- “Celebration Time”
- “Happy”
- Music at 60 beats/minute
- Take time out to sit and think or reflect on *positive* thoughts (mindfulness)





Emotional Fulfillment: A **Helping Hand** Fosters Growing Minds



Have each student write the name of a classmate who helped him/her along the path of learning a given concept in class

Source: Kenneth Wesson (2011). *Education for the Real World; Six great ideas for parents and educators.*
Brain World, Issue 2, Volume II Winter 2011.



The Helping Hand

“Create” the Classroom Culture

- "Find someone in the classroom who can **help you** with..."
- It directs students to non-judgmental/low-risk, developmentally-appropriate help
- It **validates** the helper
- “To teach is to learn **twice.**”
- **Decreases bullying** -- simultaneously builds relationships
- The Strive Research Group at Stanford University



Positive Emotional Climate

- Showing **respect and empathy**
- Taking a personal interest in a child (**one-to-one communications**)
- Active **listening** – “being there” for the moment
- Frequent contact through “**face-time**”
- **Encouragement** (not praise) “You really worked hard...”
- **Avoiding all “Put Downs”** – use *positive* humor
- Displaying **children’s work** (confirming), celebrating accomplishments (rewards, recognition, etc.)





Emotions and Task Performance

Task

To Start

Motivation

Desire

To Continue

Persistence

Commitment

At the End

Satisfaction/enjoyment

Intrinsic reward



Emotions play a role at every stage in task performance, and the feelings we have about learning.



Empathy in the Classroom

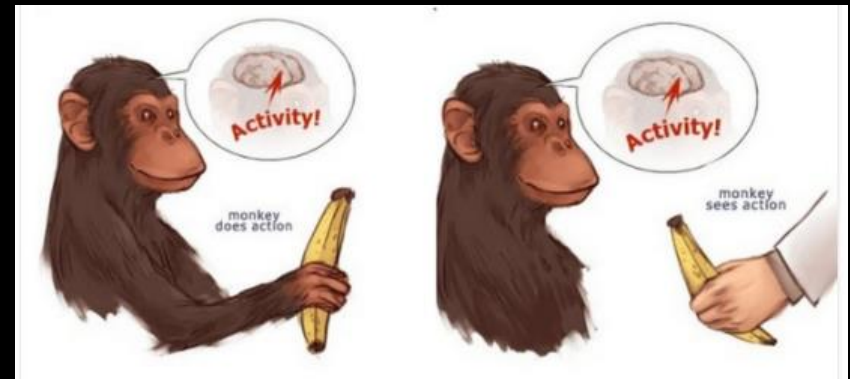


- What does **empathy** mean?
- Empathy (L.) “**feeling from inside**” - seeing how it feels looking from the inside of someone else's eyes (inside their “mind.”)
- It involves **experiencing the feelings** of another person while maintaining one's *own identity*.
 - Empathy is the **identification with** and the **understanding of another person's emotions/feelings** in a given situation.



The Mirror Neuron System (MNS)

- Mirror neurons are the **neurological source** of *empathy* (relationship learning).
- When we see a **facial gesture**, our brains automatically mirror the face and send a message to the limbic system. Once this emotional reaction has kicked in, we understand the other because we have *become* the other emotionally (“**sharing neural circuits**” - stories, sports, plays, movies, etc.)



Positive Psychology



- **Jan. 2018: Harvard** professor Laurie Santos developed a course titled **“Psychology 157: Psychology and the Good Life”** → the enrollment graph → 100, then 200, then 500 students → the classroom was entirely too small, and the Dean refused to cap the class enrollment roster.
- **Eventually = 1,200 students** → concert hall → $\frac{1}{4}$ of all Yale students take the course → now become the most popular course in Yale University’s **317-year history.**

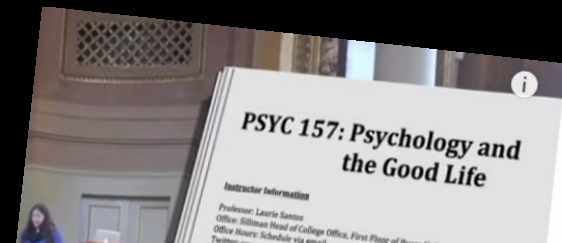




Positive Psychology

A.K.A. - the **“Happiness” class** which emphasizes the **most important aspects in life**. Research has shown happy people do the following (“habits of mind”):

1. ...have strong **social ties** (spending face-to-face time with “real” friends)
2. ...take time out to **nurture their social connections** with others (make new ties -- skipping the self-checkout line, but instead, having a **face-to-face** conversation/engagement with another human being)
3. ...are **mindful of the moment** (finding/making **“joyful moments”** - staying in the present, not the future, long enough to fully “experience the moment” and enjoy it to the fullest). Is my happiness based in others’ opinion of my or **mine?**





Positive Psychology

4. ...make a special effort to **experience and express gratitude** (5 entries every night into a **“Gratitude Journal”**)
5. ...engage in **random acts of kindness** (going out of one’s way to help others because it feels good, not because there may be some reward)
6. ...get plenty of **sleep** (college students: 3 – 7 hours)
7. ...**exercise** (↑ time playing Frisbee ↓ time cramming; taking **walks with friends**; “Do you know John?” “Yes, we walk together.”)
8. ...**meditate** for 10 minutes.

Research: the **simpler** things in life → **greatest** sense of personal **fulfilment**





Positive Psychology

“Rewirement” Assignments

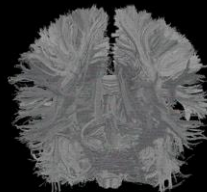
- Gratitude journaling
- Social connections
- Random acts of kindness
- Increase sleep

CBS THIS MORNING
LESSONS IN HAPPINESS
YALE PROFESSOR ON HOW TO REWIRE THE BRAIN TO LEAD A HAPPY LIFE

2:37 / 4:14

A video player interface showing a list of practices. On the left is a photo of a laughing child, and on the right is a photo of an elderly woman wearing sunglasses and a colorful necklace. The video player includes a play button, a progress bar, and a volume icon.

These 8 practices (priorities) became known as the course “**Re**wire-ments” (not “requirements”)

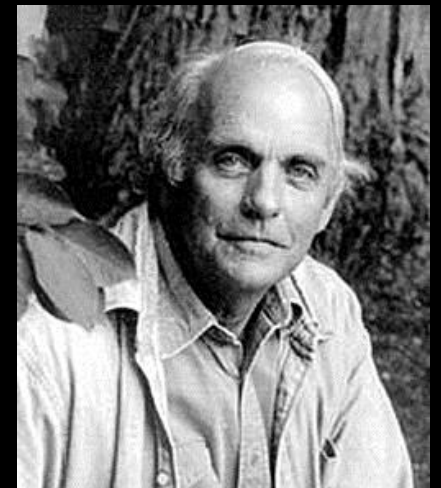




The Emotional Brain

They may forget what you **said**, but
they will never forget how you
made them **feel**.

-- *Carl W. Buechner*





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