Challenge Success

Strategies for Student Well-Being

Dr. Denise Pope
Stanford University
April 2011
Introduction

- How do you define success?

- What are the characteristics of a successful person?
“People don’t go to school to learn. They go to get good grades, which brings them to college, which brings them the high paying job, which brings them to happiness, or so they think.”

Kevin Romoni, Grade 10
A broader vision of success

- Character
- Health
- Resilience
- Connection
- Creativity
- Engagement
- and Achievement
Challenge Success

A Stanford University project that works with schools, parents, and youth to develop and implement action plans to improve student well-being and engagement with learning.
Challenge Success

A Stanford University Project to foster Health, Engagement, Integrity

- Multiple stakeholders
- Site-specific school reform
- University-trained coaches
- Parent and youth education
- Research
- Community dialogue
- Interdisciplinary expert advisory board
Engagement Data Overview

- The Grade Trap
- Robo-students
  - Widespread disengagement / opting out
  - Lack of creativity
  - Inability to solve complex problems
  - Remediation
  - Not prepared with 21st century skills
Well-being Data Overview

- Sleep deprivation
- Lack of resilience
- Pre-frontal cortex not developed
- Stress
- Anxiety and depression
- “Study drugs” and abuse
- Eating disorders
- Suicide
Time in a Typical Weekday

- Sleep
- Unstructured Time
- Media
- Extra-Curriculars
- School
- Homework
- Chores
- Paid Work
- Family Time
Time in the Day: Academic

- School
- Homework
- Chores
- Paid Work
- Extra-Curriculars
- Media
- Unstructured Time
- Family Time
- Sleep
Strategies for Protecting PDF

- Preserve chunks of unstructured time during the week
- Trim schedule with 1-10 ranking tool
- Encourage “just for fun” activities
- Schedule course load and extracurriculars carefully
Strategies for Protecting PDF

P
- Preserve chunks of unstructured time during the week
- Trim schedule with 1-10 ranking tool
- Encourage “just for fun” activities
- Schedule course load and extracurriculars carefully

D
- Permit time to just “chill”
- Encourage self-directed relaxation (reading, music, etc.)
- Allow moderate doses of screen time
Strategies for Protecting PDF

- Preserve chunks of unstructured time during the week
- Trim schedule with 1-10 ranking tool
- Encourage “just for fun” activities
- Schedule course load and extracurriculars carefully
- Permit time to just “chill”
- Encourage self-directed relaxation (reading, music, etc.)
- Allow moderate doses of screen time
- Avoid over-scheduling activities during dinner time
- Preserve time for family traditions and rituals
- Have designated “unplugged” time together
Examples from CS Schools:

- Examine students’ use of time
  (school schedule, exams, AP/honors, homework, sports)

- Focus on project-based learning
  (relevance, rigor, student voice and choice)

- Use alternative and authentic assessments
  (culture of revision and redemption)

- Create a climate of care
  (course scheduling, social/emotional learning, college “fit”)

- Educate parents/students
Strategies for Change

What parents can do:

- Define success on your family’s terms
- Love the child before you
- Talk with/Listen to your child
- Examine subtle messages
- Avoid overscheduling (PDF)
- Limit media/screen time
- Honor health and well-being
- Model engagement and integrity
- Debunk college myths…
Let’s talk about college:

- Many paths to success
- College as a “fit”
- Prep work
  - SAT’s?
  - College visits?
  - Healthy developmental goals
- College “FREE” zones
- Aim for authenticity
- Keep perspective...
Questions from the audience:

Information available at

www.challengesuccess.org