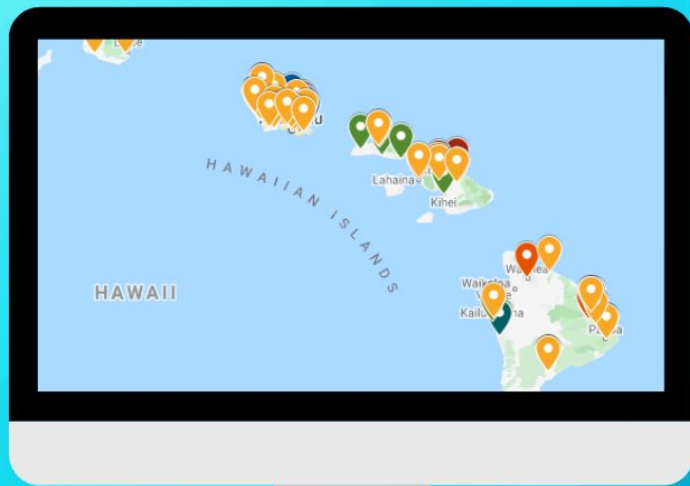


# Uplifting the Social and Emotional Wellbeing of Our Students in Uncertain Times



OST Community Meeting: August 19, 2021


# OUT-OF-SCHOOL TIME PROGRAM SURVEY



Hawai'i Afterschool Alliance

Learn • Advocate • Share

*Add your program to our  
Afterschool Database*

A person stands in a field of tall grass at sunset, with birds flying in the sky. The scene is framed by a black border.

# Mental Health America of Hawai'i

August 27th



Join the  
Hawai'i  
Afterschool  
Alliance for

'Aha Lōkahi



Hawai'i CommUNITY  
Conference

October 20 - 22, 2021

*Register Now!*

[HawaiiCommunityConference.org](http://HawaiiCommunityConference.org)



# Uplifting the Social and Emotional Wellbeing of Our Students in Uncertain Times



**Margary Martin, Ph.D.**

Executive Director, UH Hilo Center for Place-Based Social-Emotional  
Development

Associate Professor, School of Education  
University of Hawaii at Hilo



# Uplifting the Social and Emotional Wellbeing of Our Students in Uncertain Times

Dr. Margary Martin

Associate Professor, UH Hilo

Executive Director, UH Hilo Center for Place-Based Socioemotional  
Development

August 19, 2021



# Our time. . .

- Where we are...
- Designing a Support System
  - Setting the conditions—structure and program
  - Mitigating challenges and uplifting strengths
- Examples of High Impact practices
- Sharing and Q&A along the way

Where we are. . .



# COVID-19 Impact

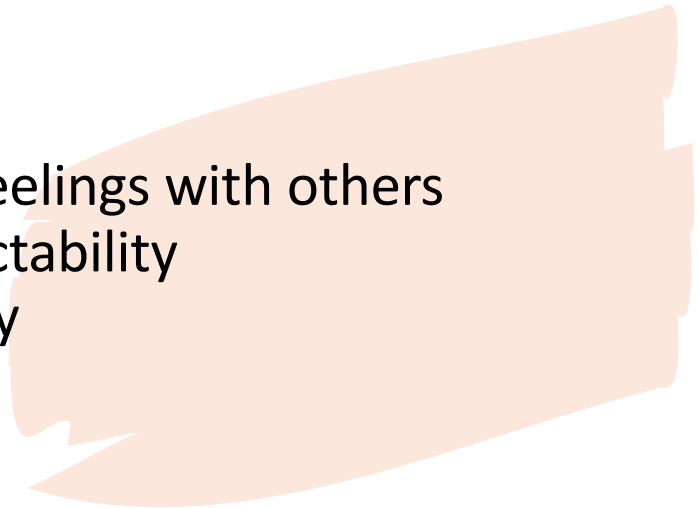
## Role of Schools

- ✓ Academic Needs
- ✓ Monitoring/Safety Needs
- ✓ Social/Emotional Needs

## Social/Emotional

- ✓ A Sense of Control
- ✓ Confidence
- ✓ Safety
- ✓ Belonging
- ✓ Connection

# Childhood: Importance of development & self-concept

- Empathy
  - Social awareness
  - Identifying & articulating their feelings with others
  - Benefit from routines and predictability
  - Opportunities for structured play
- 
- A large, light orange brushstroke graphic that starts from the right side of the slide and extends towards the left, partially overlapping the list of points. It has a soft, painterly texture with varying shades of orange.

# Adolescence

- Need access to peer group and social connections
- Opportunities to feel competent
- Want to feel useful and needed
- Opportunities to dream and envision their future selves

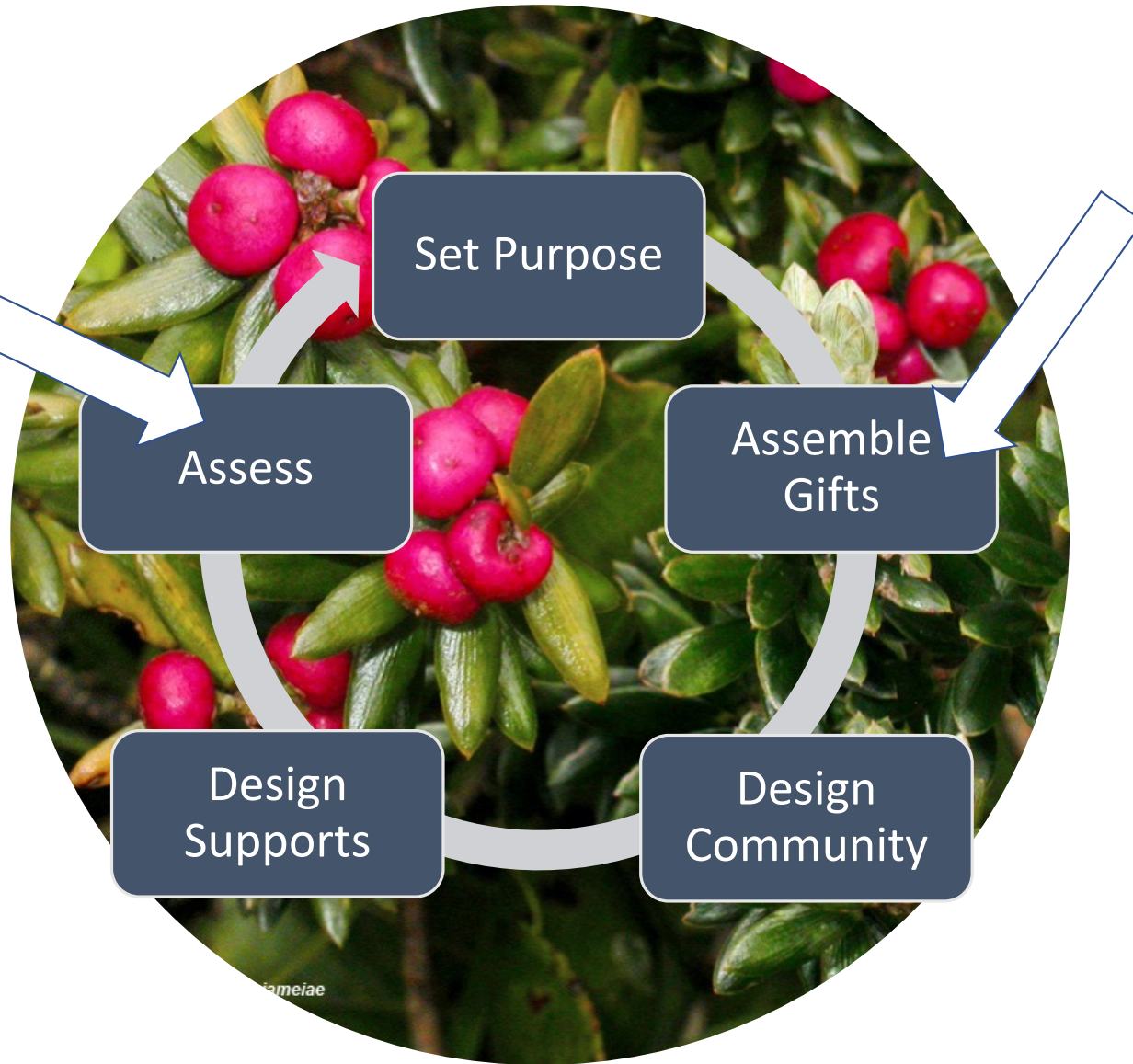
For every child who has symptoms of depression, there are 10 who have symptoms of anxiety. . .



- Difficulty making decisions
- Highly Reactive
- FOMO (concerns about what they are missing)
- Difficulty concentrating
- Closed Postures



# Designing an Ongoing System of Social and Emotional Support





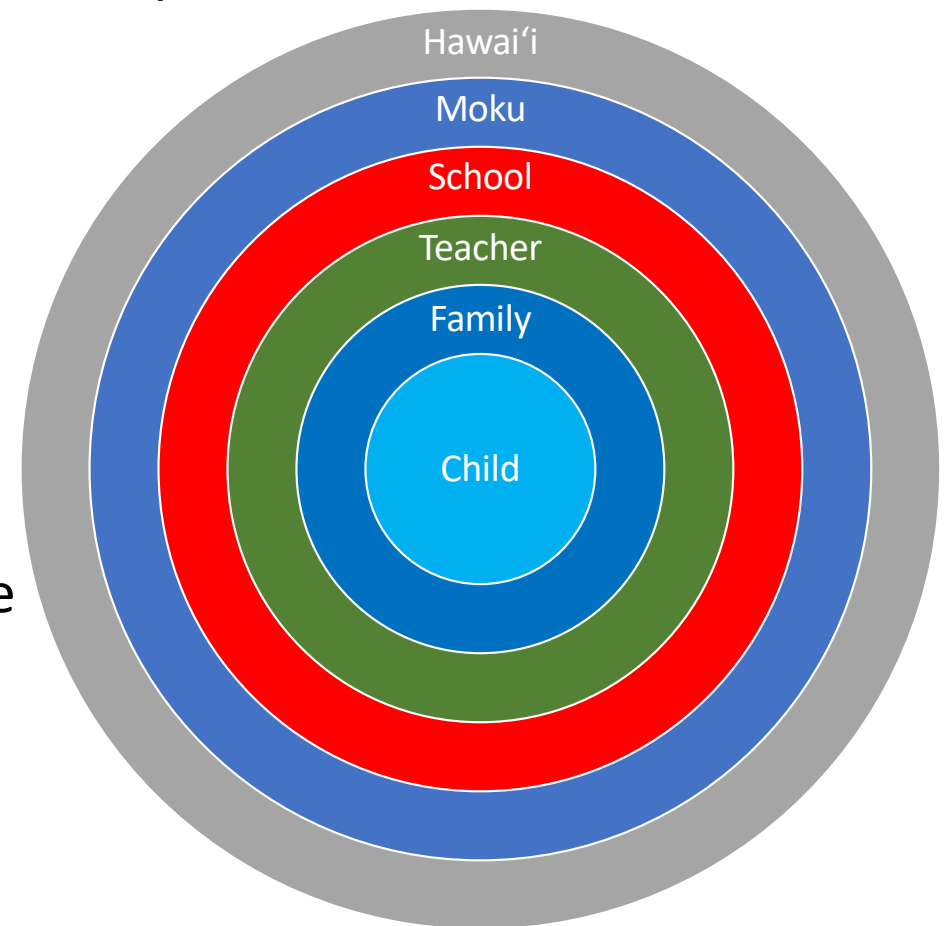
# ***PROGRAMMATIC SOCIAL AND EMOTIONAL SUPPORTS***

## **GUIDING QUESTIONS**

- What processes are in place to support the social and emotional wellbeing of the adults in your organization?
- What other organizations serve your students? How do you collaborate with each other?
- How do you collaborating and communicate with the schools your students attend?
- What student supports do you have in place at your organization?
- How are you supporting your families?

*You have all the gifts around you.*

- What are your gifts?
- What are the gifts of your organization?
- What are the gifts of each student you serve?
- What are the gifts of your families?
- What are the gifts of the moku where your program resides?
- What are the gifts of Hawai'i?



# High Impact Practices

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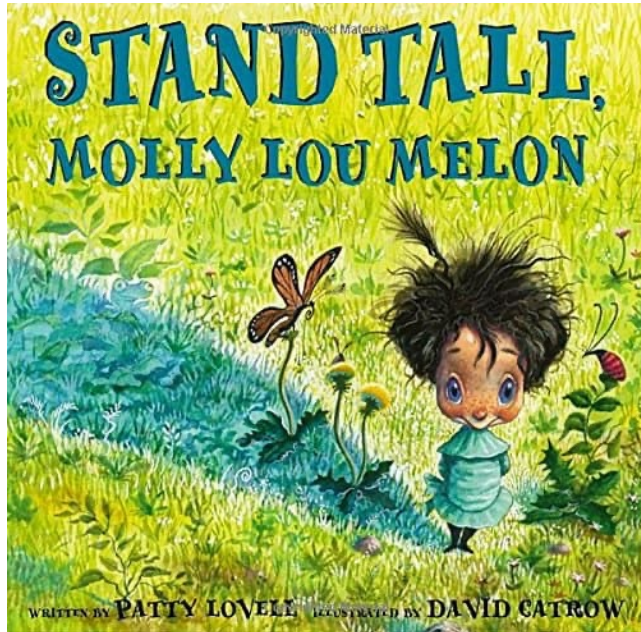
# Open Your Ears

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Create Opportunities for  
children and youth to  
share. . .



This Photo by Unknown Author is licensed under [CC BY-NC](#)



Sideways Discussion  
I heard a story about. . .

# Child initiated Circle Time

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# Add a slide and write your question

(use the + side in upper left hand corner to add your slide)



If you were a fruit, which would you be and why?

How has your life changed the most since  
COVID?

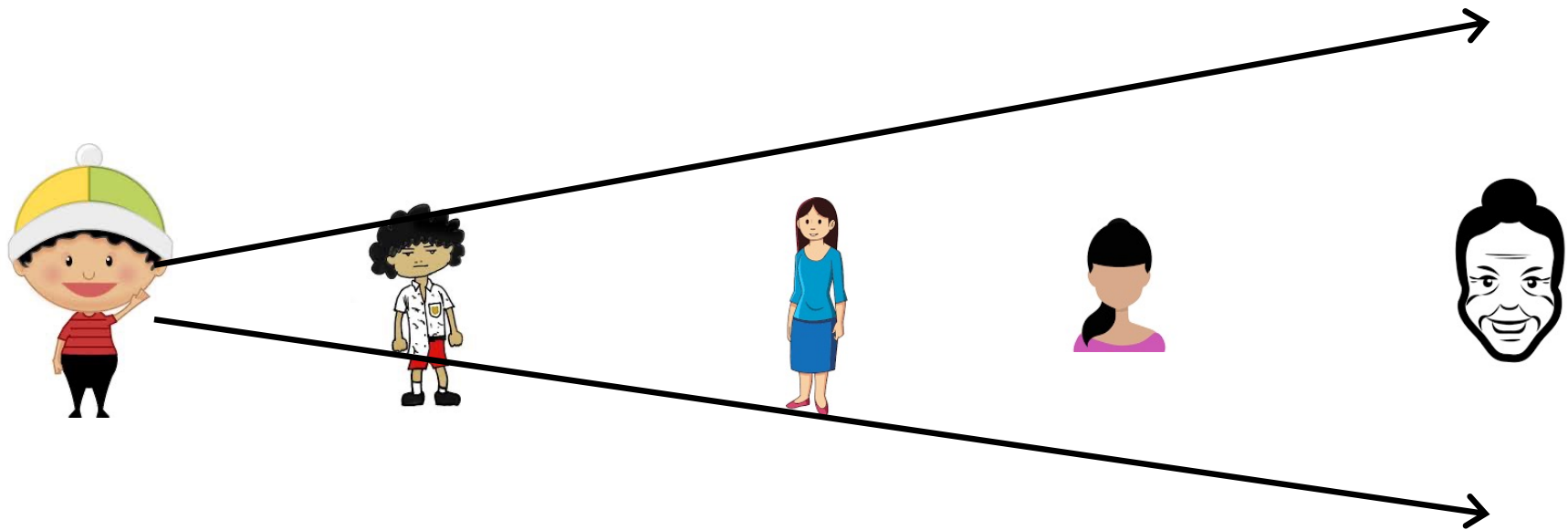
What would you do if you saw bullying on social media?

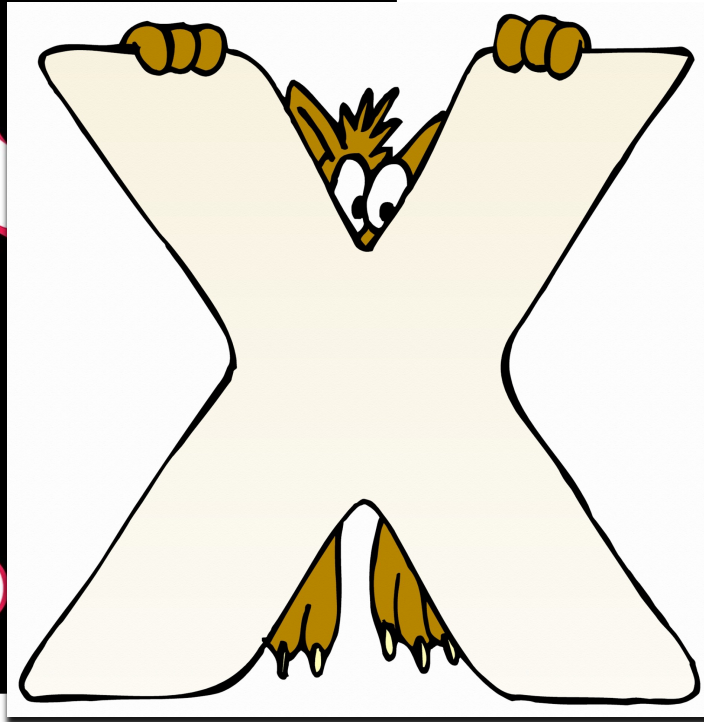
What is your biggest fear (in or outside class)?



# GENERATIONALLY TIERED MENTORING

*From a developmental standpoint, benefits of participation in mentoring programs are apparent from early childhood to adolescence and thus not confined to a particular stage of development (Dubois, et al., 2017)*





A day with out social media experiment

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# Stop yourself! Time without adults

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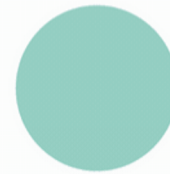


- Breakout Rooms meant for breaks or impromptu work with each other
- Schedule in longer breaks in the day
- Set up “safe free play” where children can choose where to go

- Adults—stay out!

Kilo and see how children are interacting and observe for signs of anxiety

And of course.  
.. Breathe!



#DeStressMonday

[DeStressMonday.org](http://DeStressMonday.org)

**DE STRESS  
MONDAY**



# Mahalo

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