



Supporting Student Success (S3)

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Newsletter

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In this issue:

- From the coordinator
- S3 Featured Schools
- What research says about Social/Emotional Learning

From the S3 Coordinator

Hello everyone! By now you should have received a first quarter outcomes report template and an expenditure report template. Both are due at the end of this month. If you have any questions at all, please email me – jan.leonard@local.unitedway.org or give me a call at 264-5850.

I am close to completing a fall visit to all 20 schools. For the 18 I have visited so far, thank you. It's been great to be in the schools seeing the dedication you all towards achieving the mission that all students succeed. I will make another visit in winter/spring.

This issue deals with self-regulation and its connection to hunger. Recently I have had requests – “Does United Way fund food for the schools?” “I have so many students who are oh so hungry.” Conversations are being held. Please know that your voice has been heard. There will be more information on that soon.

Till then, have a great December. Thank you for all you do! Jan

S3 Featured School

This month's featured school is Trewyn. Kira Blakes is the facilitator for an after school program, entitled, “Let it go.” In the program Ms. Blakes works with Tier 2 students to help them learn how to cope with anxiety and stress. She and her students are housed in a room in the school that is equipped with sensory items and exercise equipment. The students also use pictures and journals to demonstrate how the strategies learned help them.

What the research says

Repeating the quote, “Self-regulation is the biggest predictor of success – more important than intelligence, test scores or grades.” Self-regulation is a core strength of healthy emotional development. It is also located in the part of the brain that is the last to fully develop, in the age of the twenties. There are many variables that contribute to a healthy or not level of self-regulation in addition to age – healthy attachment at a young age, episodes of trauma, upheaval and chaos and also hunger.

Scholastic has devoted web space to social-emotional development. On their website, one of their consultant physicians, Dr. Bruce Perry says, “A hungry child may act distracted, irritable, and noncompliant, again unaware that the internal distress

they feel is hunger.” To read the entire article on Scholastic’s website, please go to http://teacher.scholastic.com/professional/bruceperry/self_regulation.htm
In other words, students can’t self-regulate if they are hungry. If discipline data shows referral spikes during times of the day when meals have “worn off,” it might be something to think about. It’s interesting that in preschool and kindergarten there is a morning, afternoon snack or both. Once students get to first grade, the snack time usually disappears – something to think about.



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