



You Can Do It!
Education

SCHOOLS | PARENTS | WORK

2022 TERM 1

Getting Disengaged Students Back on Track

Michael E. Bernard PhD

In a recent report from the Grattan Institute, 40% of students are disengaged from learning and falling one or two years behind their peers. The COVID-19 pandemic has increased the risk of disengagement from school due to challenges in learning from home health and wellbeing factors.

Students are disengaged when they do not participate in academic, social and extra-curricular activities.

Students feel excluded - don't feel they belong in school, and do not take responsibility for their learning, demonstrating limited time-on-task behaviour. An additional concern to schools is the increasing numbers of disengaged students who are not enrolled, have very poor school attendance and display behavioural problems leading to a suspension.



What to do about student disengagement?

To reduce disengagement, we have to do something about students' social and emotional competence. Here's what's happened.

The result of the stresses associated with returning to school, COVID, at-home learning and social isolation means many students' social-emotional developmental capabilities - *resilience, confidence, frustration, tolerance* - have taken a step backwards. Student capabilities need to be strengthened as quickly as possible through social and emotional learning (SEL). Higher levels of social-emotional competence are associated with greater degrees of school belongingness and engagement. These we teach in our Program Achieve curricula.

Social-emotional learning increases the likelihood of students' sense of belonging and social and academic engagement during the COVID-19 pandemic and beyond.

Here is what I think

If you want to intervene immediately to prevent/reduce disengagement and increase students' sense of belonging, ensure that you have in place and timetabled in the

curriculum for all students a best-practice, social-emotional learning program.

Here's why

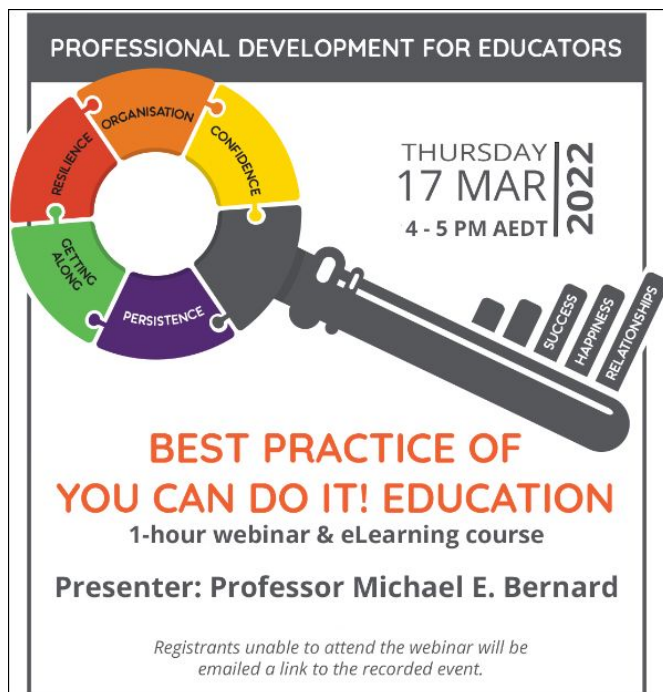
To feel connected to school and want to be involved, students need to anticipate and experience success (academic, extra-curricular) and positive relationships (peers, teachers). Success and friendships are not automatic. They take time and work and require the ability to persevere and manage learning frustration, work in teams and different social skills.

To cope with the stresses of COVID-19, including home-schooling social isolation, students need to continue to have opportunities through social-emotional learning to develop self-awareness/self-management of emotions and behaviour, social awareness (empathy) and social skills (conflict resolution, teamwork).

[Click here to download](#) a copy of this article.

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Professional Development Social-Emotional Learning for All



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- Resilience Explainer
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- Best Practice YCDI! classroom and school-wide practices.
- Solutions for students' mental health issues (*anxiety, low self-esteem, anger, procrastination*)
- Accepting Myself. How to help young people to feel worthwhile no matter what.

eLearning course

Social-Emotional Learning for All. Best Practice of YCDI! Education

Following the webinar, participants have access for 90 days to complete this elearning course.



Michael E Bernard is the Founder of You Can Do It! Education and a Professor at the Melbourne Graduate School of Education, University of Melbourne. Michael has coached and consulted with teachers, mental health practitioners, principals and parents and counselled hundreds of school-age children.

YCDI! RESOURCE PRICES TO INCREASE MID-YEAR

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New eLearning Program to Help Young People Feel Worthwhile No Matter What



Developed by Professor Michael E. Bernard, Centre for Wellbeing Science, University of Melbourne, Founder of You Can Do It! Education

Not a game, **Accepting Myself** is a fun, innovative social and emotional eLearning program for students that incorporates the latest developments in online, interactive instructional technology. It engages students in learning and personalising a psychological superpower to feel worthwhile no matter what!

When young people do not feel worthwhile, they are often likely, on the one hand, to experience mental health problems (anxiety, depression) and, on the other hand, not be sufficiently engaged with learning and relationships to fulfil their potential and to flourish. Unfortunately, many young people have a well-developed tendency to take things personally – so much so that they lose sight of their positive features.

In a very crowded timetable, students can complete the online **Accepting Myself** program at home or in the classroom.

FIND OUT MORE AND REQUEST A FREE PREVIEW

"The more I think, the more I agree, self-acceptance is a vital key to wellbeing and resilience.."

Dr Helen Street , Founder and Chair, The Positive Schools Initiative



Join Michael Bernard at this year's **2022 Positive Schools Conference**. As an international thought leader in this area, Michael has been invited to present the keynote: *Self-Acceptance. How to Help Young People Feel Worthwhile No Matter What.*

Have questions? Get in touch
Click the button below to send us an email

I HAVE A QUESTION



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