

Tackling the Student Stress Dilemma

Independent School Executive
Forum

Managing Your Audio



Use Telephone

The screenshot shows a window titled 'Audio' with a minus sign icon in the top left corner. Under 'Audio Mode:', the 'Use Telephone' radio button is selected with a green dot, while 'Use Mic & Speakers' is unselected. Below this, the text 'Dial: +1 800 555 1212' and 'Access Code: 141-607-114 (and additional numbers ..)' is displayed. At the bottom, a green message states 'You are connected to audio'.

If you select the “use telephone” option, please dial in with the phone number and access code provided.

Use Microphone and Speakers

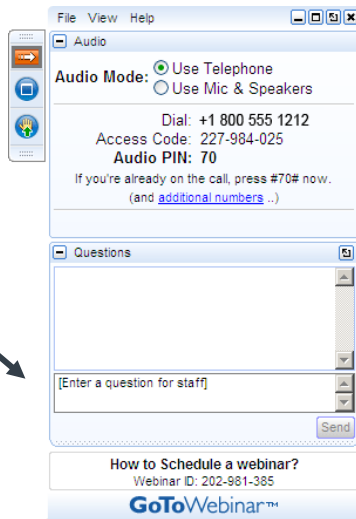
The screenshot shows a window titled 'Audio' with a minus sign icon in the top left corner. Under 'Audio Mode:', the 'Use Mic & Speakers' radio button is selected with a green dot, while 'Use Telephone' is unselected. Below this, there is a status bar with a microphone icon, the word 'MUTED' in red, a speaker icon, and a series of ten zeros. A blue link labeled 'Audio Setup' is located at the bottom of the window.

If you select the “mic & speakers” option, please be sure that your speakers/headphones are connected.

Questions:

To ask the presenter a question, please type into the question panel and press send.

Questions panel



The screenshot shows the GoToWebinar interface. At the top is a menu bar with 'File', 'View', and 'Help'. Below it is a sidebar with icons for chat, questions, and a help icon. The main content area has two sections: 'Audio' and 'Questions'. The 'Audio' section includes 'Audio Mode' with radio buttons for 'Use Telephone' (selected) and 'Use Mic & Speakers'. It also displays 'Dial: +1 800 555 1212', 'Access Code: 227-984-025', and 'Audio PIN: 70'. Below this, it says 'If you're already on the call, press #70# now. (and [additional numbers ...](#))'. The 'Questions' section features a large text input area with the placeholder text '[Enter a question for staff]'. To the right of the input area is a vertical scrollbar. At the bottom right of the input area is a 'Send' button. Below the 'Questions' section is a footer area with the text 'How to Schedule a webinar?' and 'Webinar ID: 202-981-385', followed by the 'GoToWebinar™' logo.



Tackling the Student Stress Dilemma

Mitigating College Admissions Stress

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Evidence of Poor Student Well-being at Every Turn

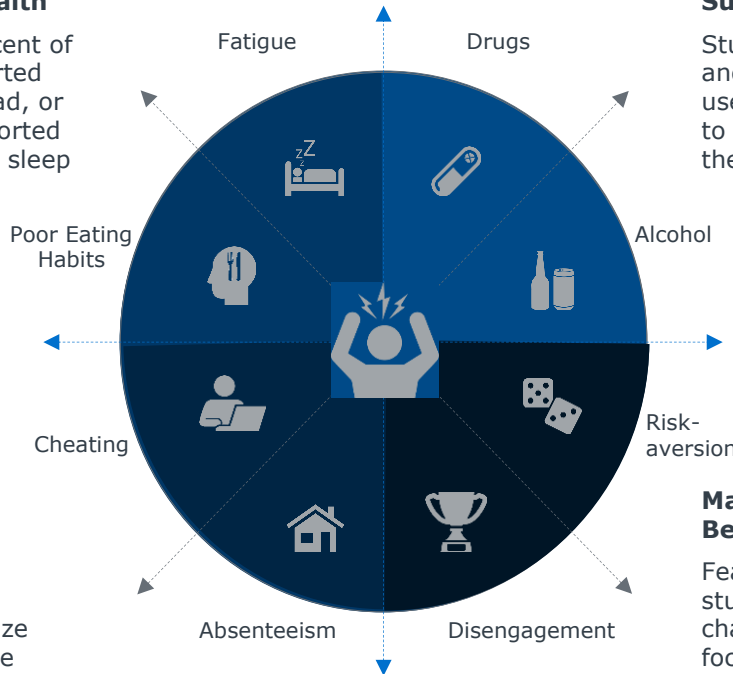
High Levels of Stress Manifest in a Variety of Ways on Campus

Poor Physical Health

Seventy-three percent of students who reported feeling unhappy, sad, or depressed also reported not getting enough sleep

Substance Misuse

Students look to drugs and alcohol to relax; use prescription drugs to focus, work late into the night



Academic Misconduct

Overwhelmed students copy homework, plagiarize online sources; take "mental health days" off from school

Maladaptive Behaviors

Fear of failure keeps students from new challenges; singular focus on grades creates disengagement

External Factors Contribute to Student Stress

Outside of Your Control, but Having a Huge Impact



New Parenting Style

Performance-driven parenting creates busy, failure-adverse, overscheduled students; high level of parental intervention leaves students unable to cope on their own

“You’ve heard of the helicopter parent. What about the snowplow parent, who **plows the path ahead to make it as smooth as possible**? This approach isn’t helping kids any more than a helicopter parent does.”

Head of School



College Admissions Stress

Increased selectivity of elite colleges creates academic, extra-curricular pressure among high school students

“Parents say: ‘I got into Yale; you’ll get into Yale too.’ Well, you got into Yale 25 years ago. Maybe your kid will get into Yale, and maybe they won’t. **But the pressure you’re putting on them is just so high.**”

Jennifer Jones, Director of Counseling and Wellness, John Burroughs School



Social Media and Technology

Increased connectedness eliminates time away from social pressure, exacerbates regular aspects of adolescence

“For kids who are anxious, technology amplifies that. When I was in high school, I went home and watched Miami Vice on Friday night, I may have been vaguely aware people were doing cooler things, but **I didn’t have to watch the pictures unfold in real time.**”

Liz Perry, Head of Upper School, St. Luke’s School



New Parenting Style Having Negative Impact

Over-involvement, Pressure Contributes Negatively to Student Wellness

New Parenting Style Leaves Students...



Overscheduled

41% of 9-13 year olds report feeling stressed always or most of the time because they have too much to do



Grade-oriented

90% of high school students report getting good grades is important, but only 6% say they value learning



Unaccustomed to Failure

"10 or 20 years ago kids were allowed to make more mistakes. Sign up for that course that interests you and if you don't get a good grade that's ok! It's 7th grade. It's not like that anymore."

Helping or Hovering?

"Parents need to understand they're not giving their children a chance to develop competency, a feeling of pride and well-being. Children are not developing the skills they need to become fully functioning adults."

*Holly Schiffrin, Associate Professor of Psychology,
The University of Mary Washington*

Source: The Princeton Review. (2015). "Student Life in America: Teens' and Parents' Perspectives on the High School Experience."; Advocate Health Care. (2013). "Dangers of Overscheduling Your Child."; Schiffrin, H. et al. (2014). "Helping or Hovering? The Effects of Helicopter Parenting on College Students' Well-Being." Journal of Child and Family Studies; English, B. (2013). "Snowplow Parents' Overly Involved in College Students' Lives." Boston Globe; EAB interviews and analysis.

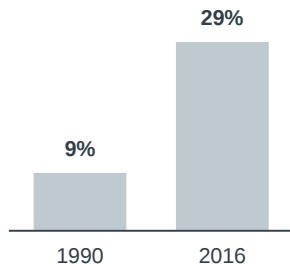


More Applications Increases Competition

More Students Apply to More Schools, Selectivity at Top Schools Increases

Students Expand College Lists to Secure a Spot...

Students applying to 7+ schools



...Making their Targeted Schools Even More Selective

Average admissions rate of top 10 selective colleges



The Catch-22 of College Admissions

"Kids see that the **admit rates are brutal and dropping**, and it looks more like a crapshoot. So, they send more apps, which forces the colleges to lower their admit rates, which spurs the kids next year to send even more apps."

*Bruch Poch, Former Dean of Admissions,
Pomona College*

Too Much of a Good Thing?

Constant Connection has Negative Impact on Kids

In the Past, Students Had Few Options for Staying Connected

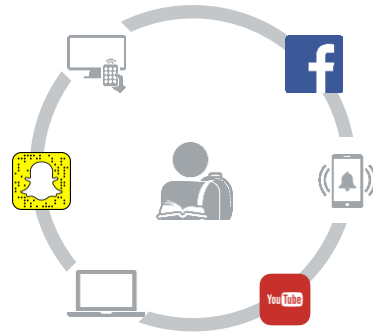


78%

Of high-income teens owned a smartphone in 2014



Today, Students Have Virtually Limitless Options



Increased Technology Use Correlated with Negative Outcomes

25%

Of adolescents report being bullied repeatedly through the internet or cell phone

2.7x

The likelihood of depression among heavy users of social media versus non-heavy users

2.6x

The risk of reporting eating or body image concerns among frequent social media users, compared to less frequent users

But You Are Also Part of the Problem

Internal Processes, Programs Having Equally Negative Impact on Students

Current Practice Contributes to Poor Student Outcomes in Four Areas



Limited Ability to Identify, Reintegrate Students in Crisis

- Current approach fails to connect all students in crisis to necessary support
- Reintegration poses logistical, academic, and social challenges



Schedule Organization Undermining Student Health

- Traditional school schedule keeps students constantly “on-the-go”
- Organization and timing of work often designed with adults, not students, in mind



College Admissions Programming Exacerbating Stress

- High school experience heavily focused on “getting in” to the right college
- Classes and activities geared at college resume-building



Inadequately Preparing Students for Future

- Schools struggle to find sufficient time to develop coping skills, adaptability necessary for future success

Tackling the Student Stress Dilemma

15 Practices for Improving Student Mental Health, Well-being

Opportunities to Better Support Students

Expand the Support Network

1. Faculty-led Crisis Identification
2. Stigma-mitigation Strategies
3. Student-led Peer Support
4. Coordinated Reentry Processes



Deploy Time in Student-centric Way

5. Student-Faculty Homework Load Calibration
6. Homework-free School Days
7. Optimized Final Exam Schedule
8. Mission-aligned School Schedule



Reframe College Admissions

9. Goal-setting for Personal Growth
10. Community-based Career Exploration
11. College-facilitated Application Prep
12. Admissions Officer for a Night



Equip Students with Life Skills

13. Life-long Fitness-oriented P.E. Curriculum
14. Self-regulation through Mindfulness
15. Growth Mindset School Culture



- 1 **Support Students in Crisis**
 - 2 Deploy Time in a Student-centric Way
 - 3 Reframe College Admissions
 - 4 Equip Students with Life Skills
-

Key Lessons for Supporting Students in Distress



Moving from Reactive to Proactive Mental Health Strategy



1

Use entire school community as eyes and ears

Expand the reach of your counseling staff by equipping broader school community (especially faculty, peers) to recognize, describe signs of students in distress, to connect more students with needed care; provide forums for discussing students of concern

2

Normalize mental health issues, help-seeking behaviors

Reduce barriers for students seeking support by increasing awareness and reducing stigma around mental health concerns, empowering students to access support when necessary

3

Create a reintegration blueprint with clear roles, ownership to support all student needs

Design processes, delineate clear roles, ensure accountability to ensure students reintegrating into campus life are supported academically, socially, and psychologically

1

Support Students in Crisis

2

Deploy Time in a Student-centric Way

3

Reframe College Admissions

4

Equip Students with Life Skills

Key Lessons for Optimizing School Time



- 1 Maximize assessment-related time in evidence-based ways**
Ensure timing, amount and structure of assessments creates optimal learning environment for students, where content mastery and deep understanding replace rote memorization
- 2 Make time for academic/non-academic priorities in schedule**
Design a schedule that allows for more meaningful, substantive interactions between faculty and students; consider including time for non-academic activities during school day to alleviate after school time pressures
- 3 Think beyond traditional scheduling confines**
Assess the needs of your students, the goals of your curriculum, and the mission of your school when designing a schedule; do not be limited by previous iterations and priorities

1

Support Students in Crisis

2

Deploy Time in a Student-centric Way

3

Reframe College Admissions

4

Equip Students with Life Skills

Relentless Pressure to be the ‘Perfect’ Applicant

High School Arms Race Disengaging, Contributes to Student Stress

Building the Perfect Resume

Marcia Brady's Resume



Classes

- ✓ AP Calculus
- ✓ AP US History
- ✓ AP English
- ✓ AP Physics
- ✓ AP French V
- ✓ AP Psychology



Activities

- ✓ French Club
- ✓ Trombone
- ✓ Robotics
- ✓ Varsity golf
- ✓ Model UN



Volunteer work

- ✓ French tutor
- ✓ Guatemala mission trip



Homogenizing Effect of Competition

“The college process has homogenized the student experience, particularly at independent schools. **We’re all so competitive; it’s almost like an arms race.** Everyone hears what everyone else does so they all start doing everything, and then all students start looking the same.”

*Rodney De Jarnnett, Head of School,
Dwight Englewood School*

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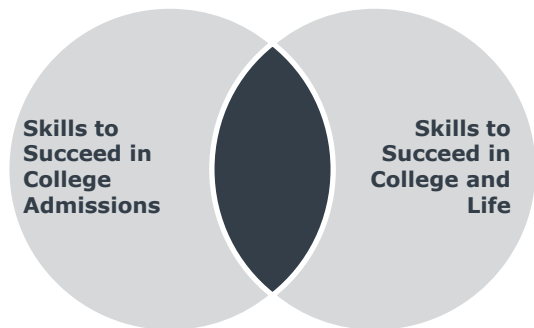
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Preparing Students for College and Beyond

Where We are Today...



Where We Need to Be...



“We’re feeding colleges students who have the skills for admission but not necessarily the skills to be able to perform in the long run. I think about a Venn diagram, where one circle is what you need to be successful in the college admissions process and the other circle is what you need to be successful in college and beyond. And the overlap should be complete, in a perfect world, but it’s not. They’re not completely disparate, but the overlap should be bigger than it is currently.”

Head of School

Put the Focus on Growth, Not Building a Resume

MBA's College Counseling Process Emphasizes Personal Growth



1

Charting an Individual Path

In freshman orientation, interactive college counseling programming highlights different paths, options for college; positions high school as opportunity for growth

2

Helping Students Become "Interesting People"

College counselors support students to set goals, aimed at fostering student growth, development of talents, interests

3

Fostering Commitment to Growth

Students revisit, revise goals twice every year to track progress, recommit, or refocus attention

Name

1 Academic Goals

Earn an A in AP Biology by the end of freshman year

2 Athletic Goals

*Practice tennis twice a week and make the varsity team
by sophomore year*

3 Extracurricular Goals

Become treasurer of robotics club by junior year

4 Family Goals

Eat dinner with family 2 times per week

5 Service Goals

Raise \$2,000 for Guatemala trip by end of June

6 Social Goals

Practice guitar with friends for garage band

Real World Issues, Hand-on Learning Opportunity

GDS's Policy Institute Provides Different-in-Kind Educational Experience



4-Week Summer Institute Immerses Student in Local Problem

- Students learn from, collaborate with local leaders, community organizations, school staff to solve community problems



Intense Professional Skills Development

- Students work in teams to solve problems, present solutions to parents, staff, students
- Hone communication, teamwork, time management skills



Expand Knowledge of Local Issues, Broaden Career Interests

- Students are introduced to local issues, identify different career options
- When applying to college, students more likely to consider a wider range of schools, majors



Passion, Not Grades

“I took from it the passion and knowledge I could enjoy doing something related to work and school. There were nights where I’d be working for a while on a summer project that I had no grade for. I think that was really important for me because sometimes for me, in school, my main objective was getting good grades.”

Student, Georgetown Day School

Sample Project: Refugee Resettlement

Students Gain Deep Understanding, Create Platform to Ease Resettlement

1 Develop Deep Terrain Knowledge

- Learned key issues, challenges, statistics about global refugee crisis
- Met with experts in the field to learn about national policy and local resettlement efforts



"We visited with staffers from Senator Mark Warner's office on Capitol Hill, and had a meeting with the Deputy Secretary of Homeland Security. Our group had the chance to present our ideas on the refugee resettlement process to a man who actually makes the policy as his job."

GDS Refugee Project YouTube Channel

2 Engage in Advocacy and Volunteer

Participated in several volunteer events:

- Furnished an apartment for a refugee family from the Democratic Republic of the Congo
- Accompanied elementary-aged refugee children on field trip to local farm



"This summer the Life Resettled pod worked alongside Lutheran Social Services, a group that has devoted almost a century to helping those in need in the DC area. During our visit we met with a case manager to learn about how the LSS directly helps with the refugee resettlement process."

GDS Refugee Project Facebook Page

3 Collaborate to Develop Final Project

- Created website to provide support, connect new refugees with others in similar situations
- Educated general public about refugee issues



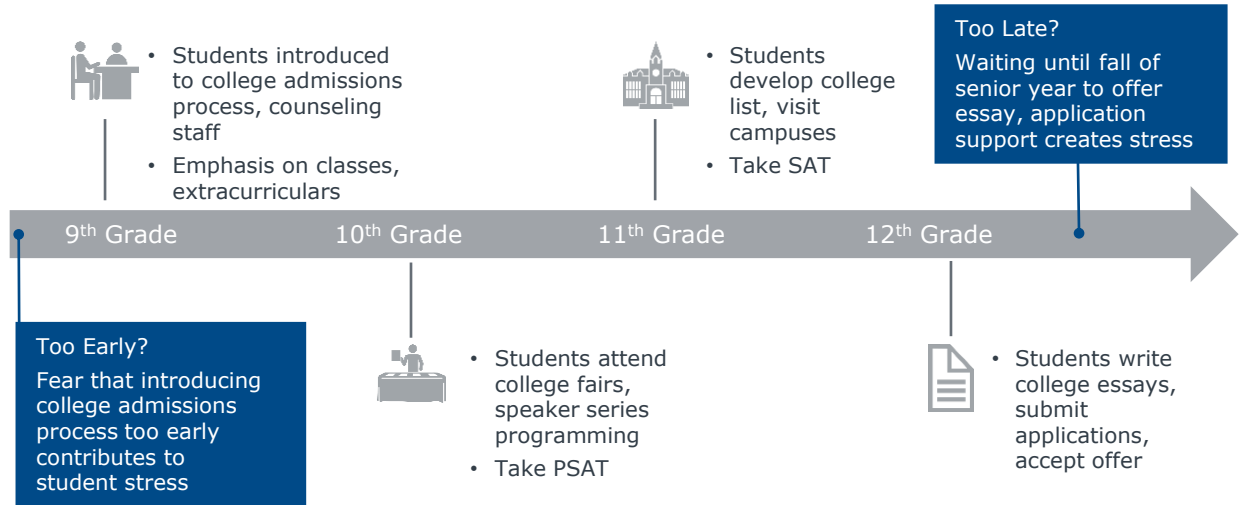
"We envision a platform that connects soon-to-be resettled or recently-resettled refugees with former refugees...Through our YouTube channel and website, refugees can share their experiences or advice for refugees."

GDS Refugee Project YouTube Channel

Where Can We Improve College Counseling?

Debates About Timeline, Best Approach Present Improvement Opportunities

Common Debates in Counseling Process



What Programming Best Serves Parents?

- Parents often have incomplete knowledge, understanding of college admissions process
- Admissions seen as “referendum” on effective parenting, leading parents to put pressure on children

Summer Bootcamp Reduces Stress in Senior Year

Windward Invites College Reps to Summer Application Bootcamp



Timing of Summer Programming Allows for Less Rushed, More Varied Support

1

Major Tasks Completed During Summer Bootcamp

Students finish most time-consuming tasks in the summer, allowing them to focus on senior year classes and activities



2

College Representatives Facilitate Bootcamp Sessions

College representatives are able to participate over the summer to provide direct feedback, tips to students; sometimes seen as more authoritative than college counsellors



3

Students Get Different Perspectives on Admissions Preferences

Students meet with representatives from three colleges to workshop college admissions essays, learn first-hand colleges have varied preferences when making admissions decisions

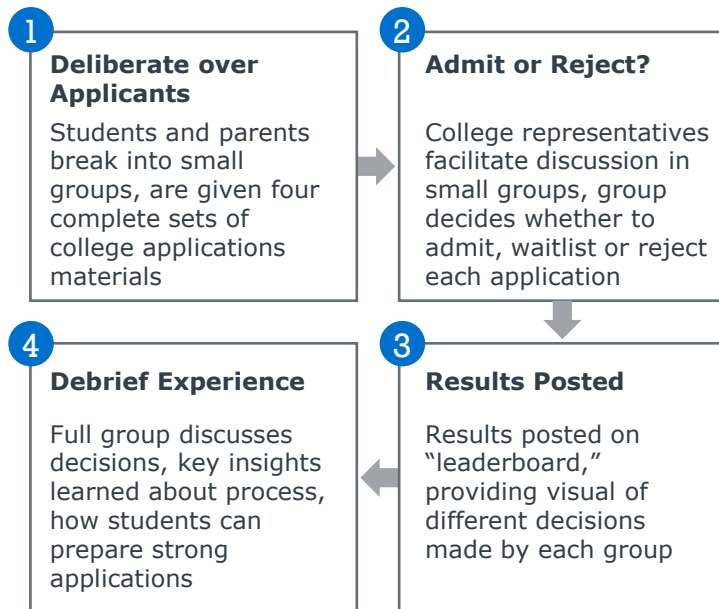


Admit, Reject, Wait List?

Windward Offers Students, Parents Opportunity to Play Admissions Officer



Students, Parents Learn First-hand Admissions Decisions not Clear-cut



Not a Straightforward Process

“They get a sense of **how subjective it can be**...They begin to see that you can be a 4.30 [GPA] with a 2,300 [SAT score] and not get into a place because there are a lot of great kids in this world.”

Kevin Newman, Assistant Head of School for Strategic Partnerships, Windward School

Key Lessons for College Admissions Support



1 Focus student energy beyond just “getting in”
Orient college counseling process towards personal growth, fostering talents and interests; this diminished focus on “getting in” will reduce stress of college admissions process

2 Equip students with long-term skills, not just college resume-builders
Create engaging learning experiences to bridge gap between preparing students for college admissions and preparing students for post-admissions success

3 Adjust college admissions timeline to reduce stress, involve insider experts
Provide pre-senior year application support, pulling major tasks into summer; connect students, parents with college representatives in an interactive manner

2017 ISEF Student Wellness Webconferences



Four-Part Series

Archived Webconferences



Supporting Students in Crisis

[Watch Here](#)



Designing the Student-Centric Day

[Watch Here](#)

Upcoming Webconferences



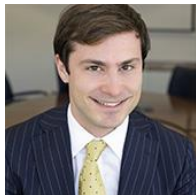
Cultivating Student Resilience

Wednesday, June 14, 2pm ET

[Register Here](#)

Webconferences are
open to all faculty and
staff at your institution

Thank You



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