

7 Strategies to Foster Self-Regulation and Emotion Management

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**Workshop, Center for Schools and Communities Social and Emotional
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**Academy for
SOCIAL-EMOTIONAL
Learning in Schools**



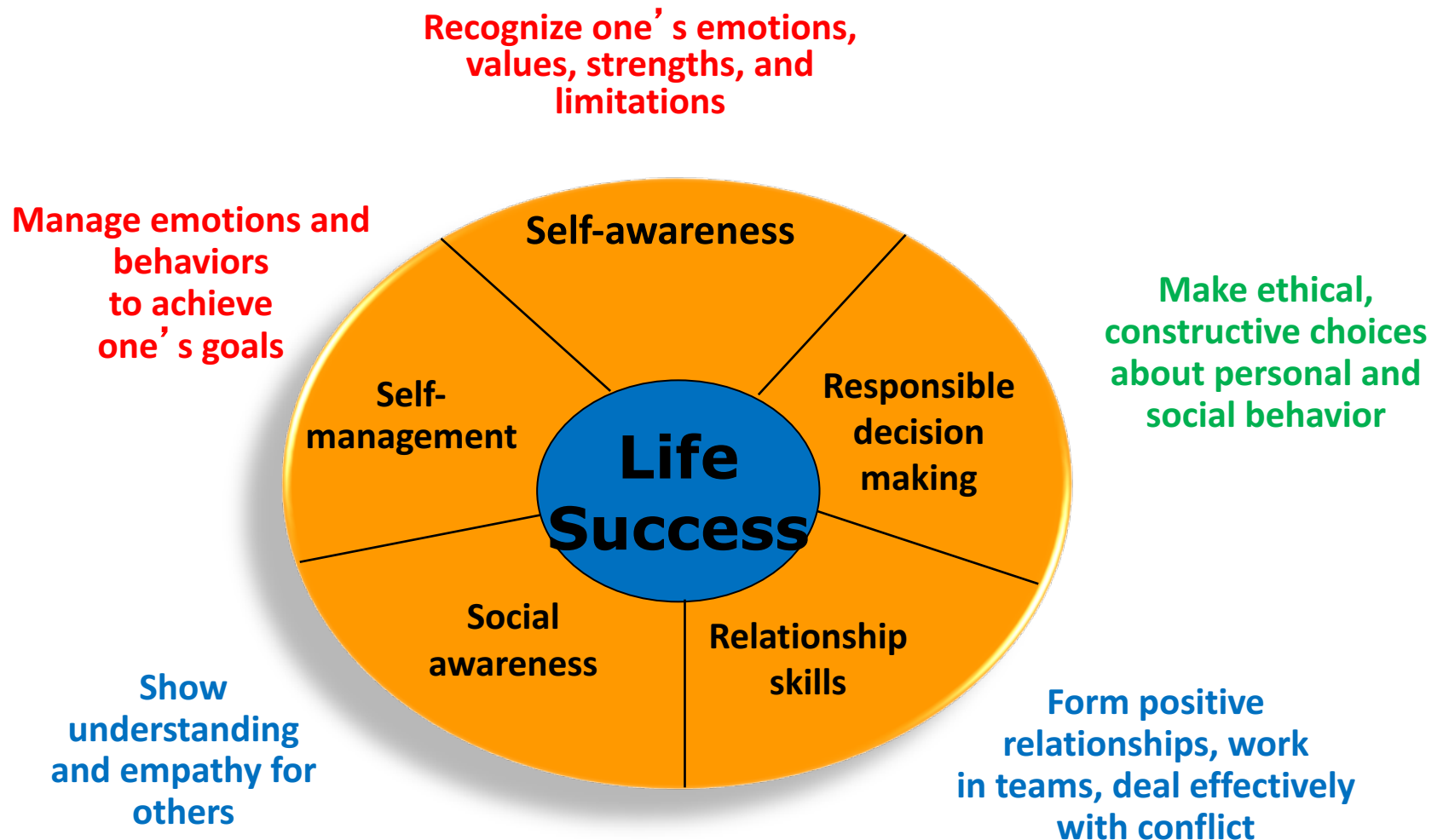
7 Ways to Promote Students' Self-Regulation & Emotion Management

1. Direct instruction of skills
2. Empowerment/Leadership groups, Youth Voice and Service Learning opportunities to all students
3. Assessment of Classroom Environment
4. Assessment of SECD via Report Cards
5. Build competence and credential in DI
6. Integrate SECD and Core Values into Academics
7. Developmental and Multiple Intelligences applications of “Laws of Life” Essays

College, Career, Community, & Life Ready



What Skills are Needed for Success in School and Life/Participatory Competencies?

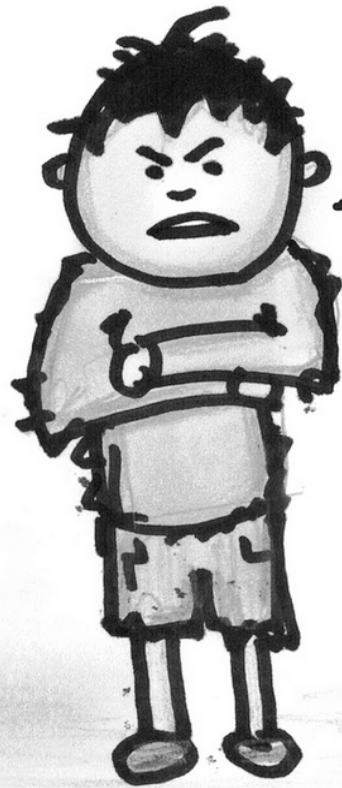


Teach Classrooms and Schools a Self-Calming Strategy

How would you prompt and cue a
self-calming strategy for an
amnesiac?

“Keep Calm”... derived from
Lamaze, used in ***Social
Decision Making***

Inspirational Quote



"She keeps talking about student engagement, but I'm too young to be getting married."

BY JOHN SPENCER - CREATIVE COMMONS

The Path to Purpose: Acting With Caring for Others' Benefit

One thing I know: The only ones among you who will be really happy are those who will have sought and found how to serve.

Albert Schweitzer

If you are not a better person tomorrow than you are today, what need have you for a tomorrow?

Nachman of Breslov

Best Practices for Promoting Student Voice and Engagement

- 1. Genuine Participation in School Governance, Student Government
- *The MOSAIC Project***
- 2. Buddies, Mentors, and Tutors**
- 3. Service Learning and Project-Based, Product-Linked Learning**
- 4. Feedback/Sharing Opportunities including in academics**

Best Practices for Promoting Student Voice and Engagement

- 5. Open Forums for School Problem Solving (e.g., HIB, ATOD, cyberbully)**
- 6. Staff/Student Committee Involvement**
- 7. Opportunities for Reflection**
- 8. Opportunities for Identifying and Developing One's Laws of Life/Sense of Purpose**

Components of Service Learning:

Build Regulation via The Newspaper Club

- Preparation
- Action
- Reflection
- Demonstration

- Celebration

School Climate/Belonging/Respect, Harassment, Intimidation, and Bullying, and Academics

“There is ... powerful evidence that school climate affects students’ self-esteem and self-concept. School climate also colors school-based risk-prevention efforts. Effective risk-prevention and health-promotion efforts are correlated with a nurturing school climate. It also promotes academic achievement. As a result of these findings, fostering socially, emotionally, and physically safer schools has become a primary focus of the U.S. Department of Justice and virtually all state education departments.” (Cohen, 2006, p. 212-213.)

From Cohen, J. (2006). Social, Emotional, Ethical, and Academic Education: Creating a Climate for Learning, Participation in Democracy, and Well-Being. *Harvard Educational Review*, 76 (2), 201-237.

Understanding the Climate Connection

- **Patterson: What percentage of time is the most aggressive child you can think of in your school, actually aggressive?**
- **Not all student dysregulation and misbehavior is driven by skill deficits**

NJSHACC Guidelines for Successful Schools
The Culture of a Learning Organization

- **INSPIRING**..... **of one another**
- **CHALLENGING**..... **take risks to improve**
- **SUPPORTIVE**..... **collective efficacy**
- **SAFE AND HEALTHY**..... **others' keepers**
- **ENGAGED**..... **collaborative norms**
- **RESPECTFUL**..... **no-fear communication**
- **COMMUNITIES OF LEARNERS**... **set and pursue goals for learning together**

- See: <http://selinschools.org/new-jersey-culture-and-climate-coalition/>

Creating an SECD Classroom/ Group Culture and Climate

- **How do I establish a comfortable learning environment in my classroom?**
- **How do I prepare my students to practice and apply new skills and information?**
- **How do I manage discipline in my classroom?**
- **What are the 3-4 values that I most want my class to operate by and that I want my students to internalize?**

Best Practices Comparison: SECD Classrooms– See Handout

- How many of these items do you currently utilize in your classroom?**
- If you don't use some of these, what are the challenges for implementing them?**
- How can you start to implement some of these ideas within your classroom?**
- What support/resources do you need at your setting to implement these suggestions?**

Guiding Questions for Data Review

1. What are your school's **strengths**?
2. What is your school doing that makes these areas strong?
3. What are your **surprises** from this survey?
4. What results did you think would be different?
5. What **practices** do you think led to these results?
6. Do you notice **patterns** that stand out (e.g., grade level, ethnicity, gender)?
7. What are your school's **challenges**?
8. What is your school doing systematically in each area of SECD-- student attachment/contributions/engagement, positive recognition, SECD skill development, classroom climate improvement, to reach **all** students with “no alibis, no exceptions, no excuses”?

Don't We Want Good Staff and Student Morale??

- Feeling of purpose
- Reconnection with reasons for entering education/walking into the school building
- Meaningful collaboration
- Kvelling over accomplishments
- Being appreciated
- Seeing the connection of one's actions to valued outcomes— efficacy and contribution

Assessment to Accelerate Progress

Tony Bryk:

Assessment for Research and
Assessment for Improvement

Choices in Organizing Report Card Comments

How are your report card comments organized?

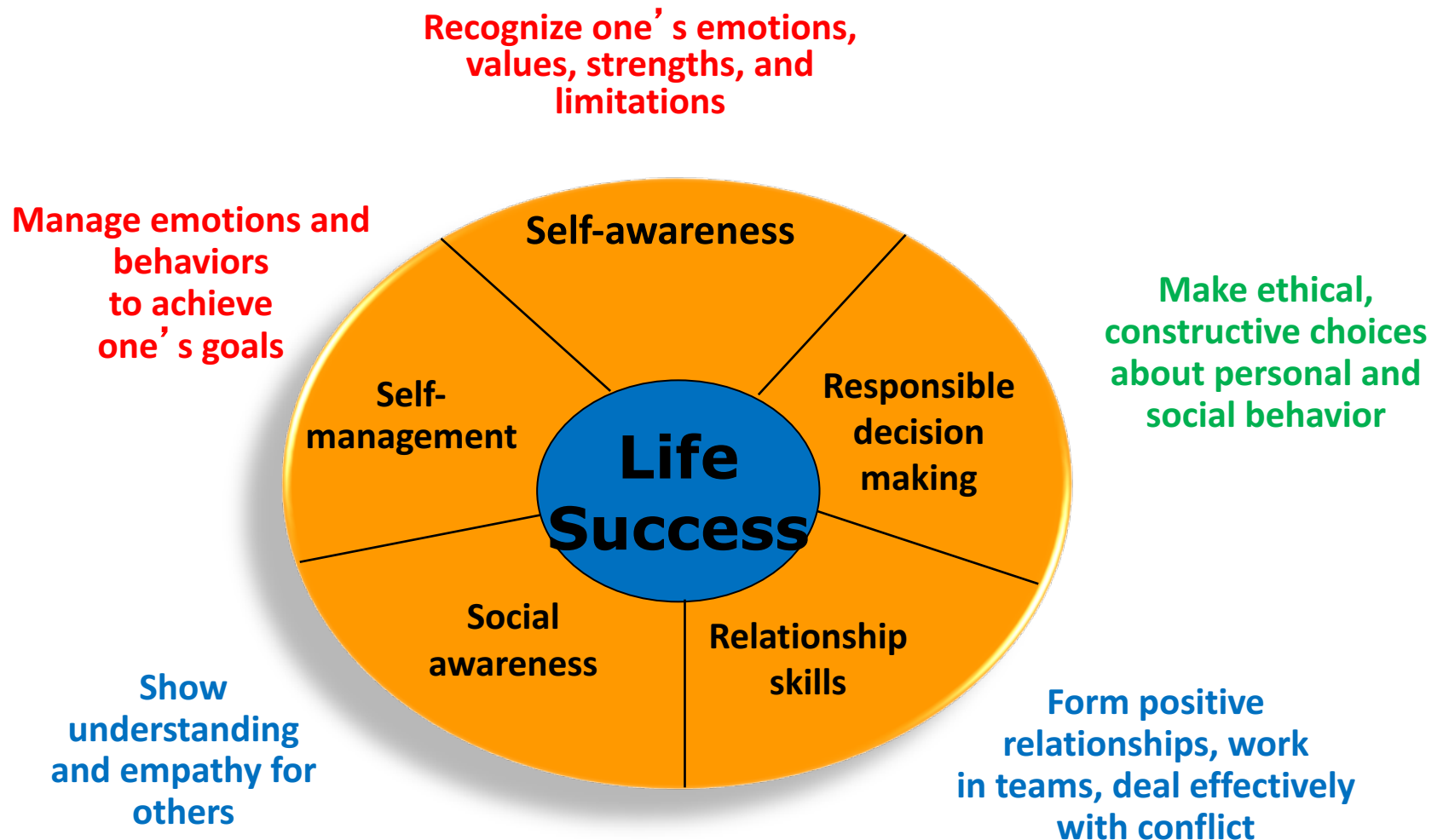
How was the decision made to do it that way?

How often has that decision been reviewed?

Choices in organizing comments:

- Individualized vs. Default?
- Comments across classes vs. by each class vs. only some classes
- If Default List...
 - Each comment rated vs. Select some from a list?
 - Option to write in comments?
 - Number of comments?
 - On drop-down list?
 - If selecting, how many can be assigned per quarter?

Decide the Skills You Most Want Your Students To Have, and Assess Them on your Report Card!!!



Report Cards As Opportunity for Communication

Guiding Student-Teacher Conversations

- Provides systematic feedback to students based on teachers' observations during the past marking period
- Makes connections between the skills assessed and future success
- Serves as springboard for planning interventions and monitoring progress, giving student important responsibility

Report Cards As Opportunity for Communication

Guiding Parent-Teacher Conversations

- Identifies areas of strength and areas in need of improvement that parents should know about
- Conversation frames teachers and parents as allies in building child's SECD
- Serves as springboard for planning interventions and monitoring progress
- Outreach w/o burdening teachers
 - ***Similarly, SECD comments can guide parent-child conversations***

Example: Rating Each Comment Each Trimester (One rating for all)

RESPONSIBILITY FOR LEARNING	1st	2nd	3rd
Participates and cooperates in a group setting	-	-	√
Uses time effectively	+	+	+
Listens and follows directions	√	√	√
Completes class work	-	√	+
Completes and returns homework on time	-	√	√
Produces neat and organized work	-	√	√
RESPONSIBILITY FOR BEHAVIOR	1st	2nd	3rd
Displays self-control	-	√	√
Follows classroom rules	√	+	+
Follows school rules	+	+	+
Accepts and respects authority	+	+	+
Accepts responsibility for own behavior	-	√	√
Respects rights and property of others	-	-	√

Monclair-Kimberley Academy

Character Ratings

These are reflections on the character of

Done by

- Imagine the individual speaking the words under each of the seven expectations and judge how true these words are in reflecting the person's character.
- Circle 5 for an exemplar with strong conviction, 4 for a positive role model, 3 for someone with significant positive and negative qualities, 2 for a poor model, and 1 for someone altogether lacking character.
- Then describe incidents or examples to support your rating.

CHARACTER EXPECTATIONS	RATING	SUPPORT
RESPECTFUL		
I treat others the way I want to be treated. I listen to the ideas and opinions of other people, and I care about their feelings.	1	_____
I am polite to everyone and remember to use good manners.	2	_____
I am honest with people, in my words and in my actions.	3	_____
	4	_____
	5	

District-Selected SEL Skills

- **Self-Awareness & Self-Management**
- **Shows Emotional Awareness**
- (Recognize and label one's emotions and connect feelings to situations)
- **Shows Emotion Regulation and Focus**
- (Use strategies to keep oneself calm and focus on goals)

- **Social Awareness & Relationship Skills**
- **Recognizes and Respects the Feelings and Perspectives of Others**
- (Understand and respect others' feelings and point of view; appropriately offer help to others)
- **Establishes and Maintains Cooperative Relationships**
- (Making friends and appropriate interactions with peers and adults)
- **Constructively Resolves Interpersonal Conflict**
- (Stay calm and in control during conflicts with others)

District-Selected SEL Skills

- **Responsible Decision Making**

- **Independent Decision Making**

- (Make good and safe decisions on your own and begin to think of solutions to problems)

-

-

- **Problem Solving in Groups**

- (Being a valuable, involved, and constructive participant in groups settings)

Self-Awareness & Self-Management

Shows Emotional Awareness

(Recognizes and labels one's emotions and connects feeling to situations)

•Grade 3:

- Can recognize and accurately label a range of emotions, including pride, surprise, frustration, lonely, honesty, fairness most of the time **with prompting**;
- can connect feelings to situation in which they take place **with prompting**.

•Grade 4:

- Can recognize and accurately label a range of emotions, including pride, surprise, frustration, lonely, honesty, fairness **most of the time**;
- can connect feelings to situation in which they take place **with prompting**.

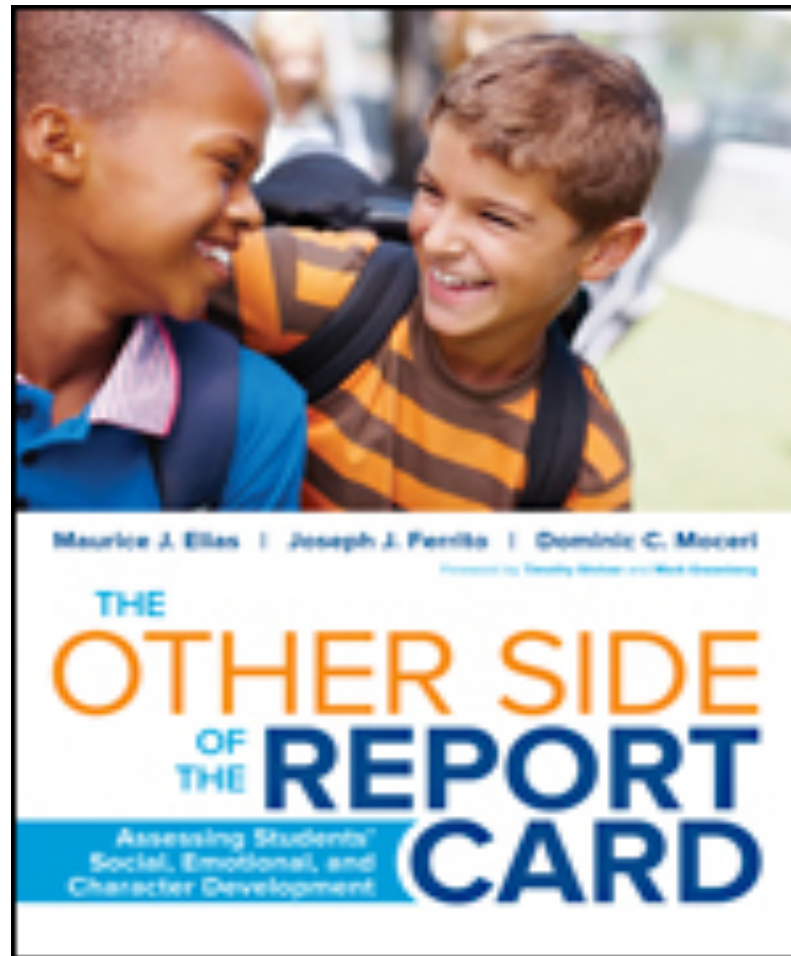
•Grade 5:

- Can recognize and accurately label a range of emotions, including pride, surprise, frustration, lonely, honesty, fairness most of the time;
- can connect feelings to situation in which they take place **without prompting**.

Rating: Emergent– Proficient—Advanced/Below– At– Above Grade Level Expectations

Comments:

New From Corwin Press



Recommendations to Guide Policy

- Every teacher, student support services provider, after-school program staff member, and administrator should have **demonstrated competence** in implementing evidence-based SECD programming and positive climate promotion at the classroom and/or school level (as appropriate).

Academy for Social-Emotional Learning in Schools: SELinSchools.org

- Overarching goals are to address the gap in professional development of school leaders and teachers that exists today and to create a community for on-going mentoring, resource support, and sharing of experiences from walking the talk!
- The Academy offers a virtual Professional Learning Community and two certificate programs.
- Certificate for School Leadership in Social-Emotional Learning and Character Development.
- Certificate for Social-Emotional Learning and Character Development Instruction (sel.rutgers.edu)
- Academy Overview Video: <http://sel.cse.edu/>



Academy for
SOCIAL-EMOTIONAL
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What is the Online Professional Development Community?

- A unique feature of the courses and the certificate is participants' involvement in a virtual Professional Learning Community (vPLC). Beginning with participation in one's classes and practicum, there is an emphasis on being part of a community of learners who support and assist one-another during the courses— and beyond.

Academy for Social-Emotional Learning
in Schools: SELinSchools.org

Visit Our Booth at the Exhibit Area!!!!



Academy for
SOCIAL-EMOTIONAL
Learning in Schools



It's Like Reading

- Students must read well to succeed in any other subject area. Similarly, students must have social-emotional and character competencies to succeed in any learning environment. And so we must have dedicated periods of reading instruction, but also infusion of reading throughout the school day and year. It is identical with social-emotional and character competence.

How Do We Teach SECD in MOSAIC?

MOSAIC

*Mastering Our Skills And Inspiring
Character*

What is the MOSAIC Approach to Building SECD?

1. Skill Mastery
2. Character Inspiration
3. Purposeful Action

Sample Character Pillars

- **Trustworthiness**
Be honest • Be reliable do what you say you'll do • Have the courage to do the right thing • Be loyal
- **Respect**
Follow the Golden Rule • Be tolerant of differences • Use good manners • Be considerate of feelings • Deal peacefully with anger, insults, disagreements
- **Responsibility**
Do what you are supposed to do • Plan ahead • Persevere: keep on trying • Always do your best • Use self-control • Be self-disciplined • Think before you act
- **Fairness**
Play by the rules • Take turns and share • Be open-minded; listen to others • Treat all people fairly
- **Caring**
Be kind • Be compassionate • Express gratitude • Forgive • Help people in need
- **Citizenship**
Make your school and community better • Cooperate • Get involved • Stay informed • Be a good citizen • Protect the environment • Volunteer

Power2Achieve™ Tools

CHARACTER = Performance Character + Moral Character

... for success in school, work, and beyond

PERFORMANCE COMPETENCIES

needed to pursue excellence
in any area of endeavor

Ambition
Craftsmanship
Critical Thinking
Dependability
Diligence
Drive
Effort
Enthusiasm
Imagination
Passion
Perseverance
Resourcefulness
Positive Attitude
Work Ethic
Adaptability
Confidence
Creativity
Curiosity
Determination
Entrepreneurship
Endurance
Grit
Initiative
Organization
Preparedness
Pride in Work
Resilience
Self-Direction
Thrift



MORAL COMPETENCIES

needed for
positive relationships, self-regulation,
and responsible ethical behavior

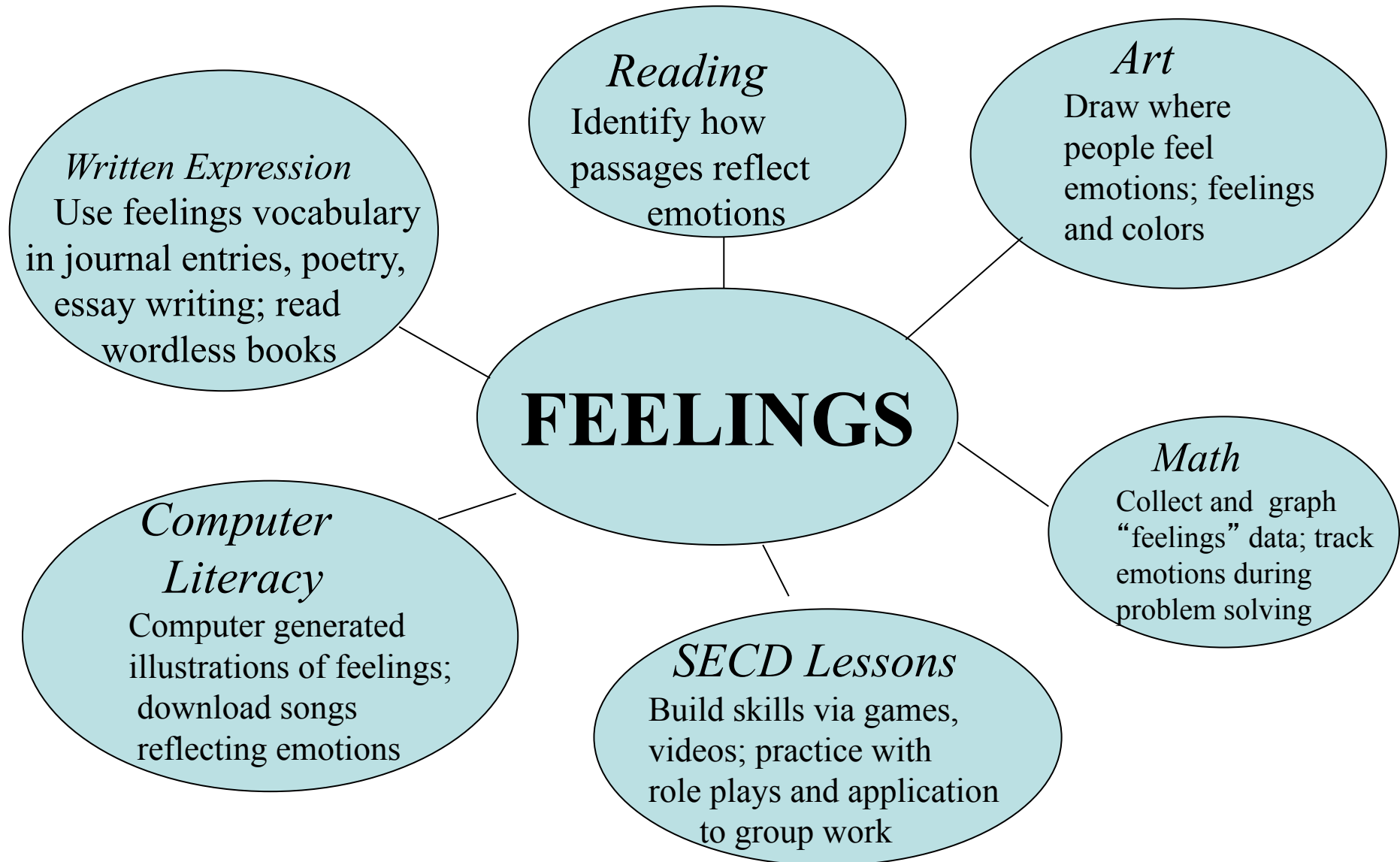
Citizenship
Civility
Cooperation
Emotional Intelligence
Empathy
Friendliness
Generosity
Honesty
Justice
Loyalty
Moderation
Patience
Respect
Self-Control
Truthfulness
Compassion
Courtesy
Forgiveness
Graciousness
Gratitude
Honor
Humility
Kindness
Love
Mercy
Peacefulness
Self-Awareness
Sensitivity
Service
Trustworthiness

{Text} Complexity: The SEL of School and Life

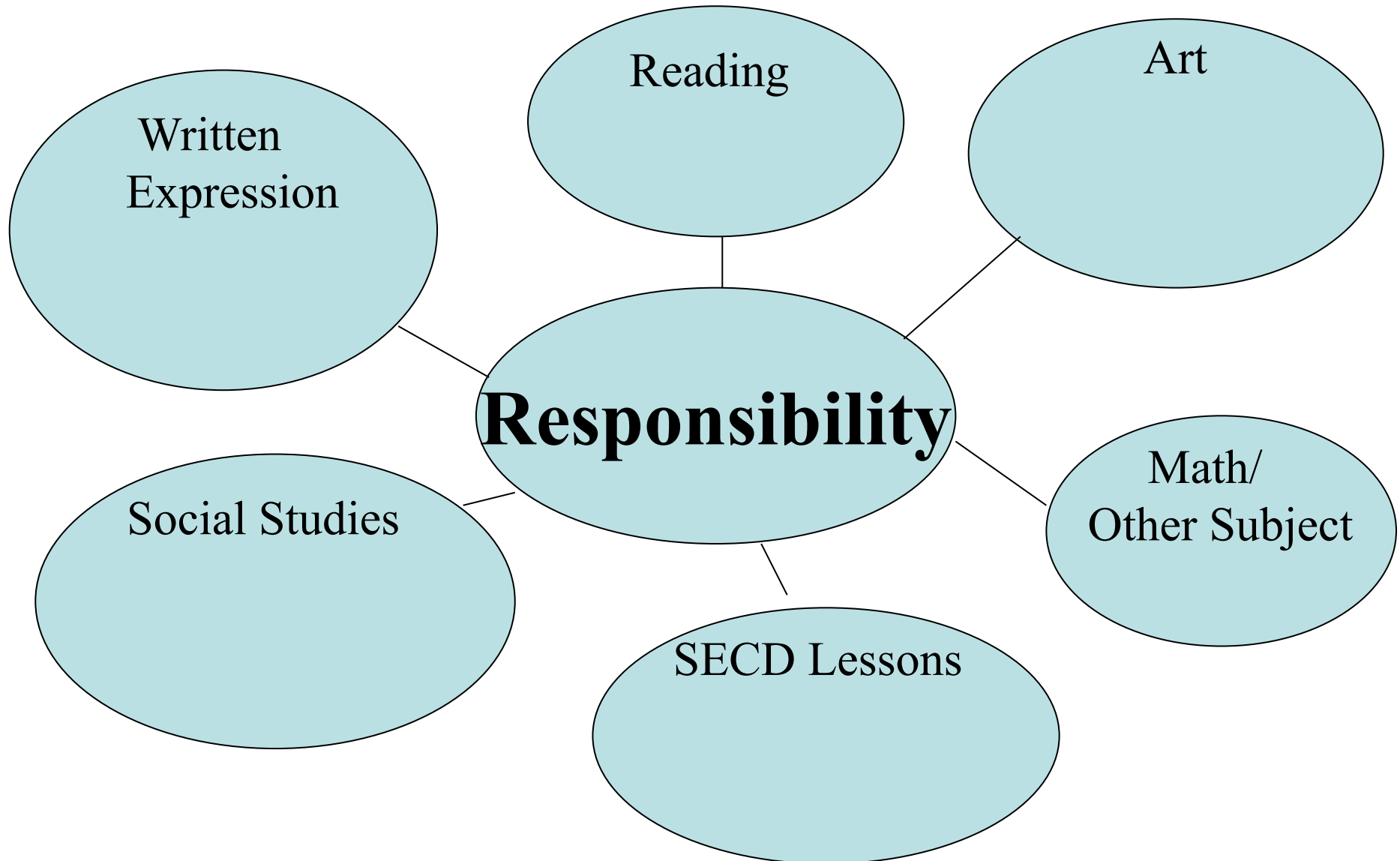
The CCSS requires students to engage deeply in much *more complex text* than most have been exposed to previously. And not just read the text, but **deeply engage in its vocabulary, point of view, and author's intent**, all while connecting to prior knowledge and prior reading.

Students will experience...	And so may need.....
Longer periods of engagement with text	<ul style="list-style-type: none"> • Self-control as they get wiggly (Self-Management) • Self-motivation to stay engaged with text (Self-Management) • Perspective-taking as they make meaning of the text (Social Awareness)
Frustration with unfamiliar vocabulary or more complex text structure	<ul style="list-style-type: none"> • Seeking help if they struggle with longer passages, unfamiliar vocabulary and structure (Relationship Skills) • Manage stress as they encounter more unfamiliar vocabulary than before (Self-Management) • Empathy for classmates who are struggling (Social Awareness)
Increased frequency working with peer groups to examine and problem solve around text	<ul style="list-style-type: none"> • Setting and achieving goals (Self-Management) • Understanding social and ethical norms for behavior when working in peer groups (Social Awareness) • Communicating clearly and working cooperatively with peers (Relationship Skills) • Considering the well-being of self and others (Responsible Decision-Making)

Integration of SECD into Lessons



Integration of SECD into Lessons: Fill in the Blanks



SECD Responsibility Lesson Integration

- *Math*: Check work, ask for help if you don't know
- *Language arts*: Synonyms, examples in stories, how carried out by characters, why challenging
- *Pedagogy*: Keep track of assignments, tests; leave time for preparation; how to be a good group member
- *Science*: care for the environment, conservation of resources, e.g., water, soil, clean air; lab etiquette
- *Art*: Photograph examples of responsibility; create responsibility collages, mosaics
- *Health*: proper care of body, nutrition, sleep patterns, hygiene
- *SECD Lessons*: Skills needed to be responsible

Align SECD and Instruction

- *Be positive and encouraging*—your confidence in your students is their most important source of motivation
- *Find as many ways to generate as much student participation/leadership as possible*—use pair-shares, small group work, buddying, and in general allowing students to help one-another, bring absentees up to speed, etc.

Align SECD and Instruction

- *Build positive relationships with the students and among the students--* this is more important than any particular lesson content.
- *Promote the thinking and communication skills essential for success in meeting Academic Standards--* ask students to give, accept, and defend clear and specific feedback to one another, challenge them to explain their reasoning for things, and encourage them to engage in defining and solving problems, and to communicate proudly.

Background:

The Laws of Life Essay Journey

- What is the Laws of Life Essay Journey?
- Case example: Plainfield Public School District, Plainfield, NJ and the book, *Urban Dreams*
- Extending the effects into everyday interactions, homes and communities: Learning to live one's Laws of Life (not really a paradox....)

Goal-setting contracts

- Step-by-step exercise to help students identify a goal and make effective plans for goal achievement
- A promise students make to themselves
- Best with a Buddy

Laws of Life Contract

❧

I, _____, *pledge to live my life by the law of*

❧

Over the next few months, I plan to live out my Law of Life by accomplishing these specific goals:

Goal 1: _____

In order to achieve this goal, I will go through the following steps:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

I plan to have achieved this goal by:

<i>Problems I might face in reaching my goal:</i>	<i>How I plan to solve them:</i>

Questions/Reflections



Turn on the Learner's On-Switch

- Keeping the switch on in the face of inequities and other challenges that will be encountered requires students to have schools – and school leaders-- that actively, systematically, and continuously promote:
 - their social-emotional and character **skills**,
 - a positive **mindset** connected to a sense of **purpose**
 - a **pedagogy that inspires** possibility and connection to attainable future **aspirations**, and
 - nurturing and sustaining **relationships that are rainbows in students' clouds** and bathe students in the light of their own potential, not their failings.

Contact Information

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Trigger Situation Monitor

1. Briefly describe a trigger situation that happened.

What happened?

Who were you with?

When did it happen?

Where were you?

2. How did you feel?

3. Did you notice the physical signs of stress in yourself (your Stress Signature)? Where did you feel the signs?

4. What did you say and do?

5. What happened in the end?

6. How calm and under control were you as the situation was taking place?

1	2	3	4	5
under control	mostly calm	so-so	tense and upset	out of control

7. How satisfied were you with the way you communicated?

Body Posture	1	2	3	4	5
Eye Contact	1	2	3	4	5
Spoken Words	1	2	3	4	5
Tone of Voice	1	2	3	4	5

1= not at all; 2= only a little; 3= so-so; 4=pretty satisfied; 5=quite satisfied

8. What did you like about what you did?

9. What didn't you like about what you did?

10. What are some other things you could have done to handle the situation? What are some things you might do if the situation comes up again? (use the back of the page to write exactly what you would do and how you would do it)

Creating Relationship-Centered Classrooms and Schools

Purpose: This checklist summarizes many of the effective strategies that will maximize the teaching and reinforcement of social and emotional competencies and create a relationship-centered learning community. It is best used as a reflective tool by a caring professional, rather than as a monitoring survey.

How to use this tool:

Teachers - Revisit the checklist periodically (e.g., at the beginning of each new marking period) as a reminder of practices you can use at any time to reinforce social and emotional competencies and behaviors. Select one practice you are not doing and add it to your classroom climate each marking period, or twice per marking period.

In setting up the physical environment in my classroom, I:

- Arrange the room to reflect a student-centered approach, appropriate for the day's lessons.
- Arrange seating so that students can see one another.
- Make sure bulletin boards and displays reflect the rich diversity of my students.
- Greet students as they enter my classroom, creating a welcoming environment.
- Create visual aids that are easy for everyone to read and understand.
- Present one idea at a time when using learning media.

In establishing a comfortable learning environment, I:

- Prepare lesson content and time frames in advance.
- Use students' names often.
- Establish shared agreements/rules with students
- Enforce ground rules/agreements consistently with the help of students.
- Model SECD behaviors of respect, caring, self-control, and fair decision making.
- Use energetic , enthusiastic , receptive body language and words to convey interest and respect.
- Use a respectful "Get Quiet" signal to bring attention during group work.
- Focus on all students' positive qualities and praise their efforts.
- Pay attention to student reactions, need for clarification, and need for change in activity, and address the needs promptly, even if they must be addressed fully later.

During collaborative or group work, I:

- Allow students time before they begin work to set academic and social goals.
- Take time at the conclusion of group work to discuss and debrief the activity so students can identify successful experiences and partner skills as well as set goals for improving group work in the future.

In managing discipline respectfully, I:

- Encourage students to discuss solutions rather than blame others.
- Consistently enforce the ground rules/agreements, including supports for positive behavior.
- Often discuss the rules with students and work with them to make changes when things are not working well.
- Handle problems quickly and discreetly, treating students with respect and fairness.
- Share my reactions to inappropriate behaviors and explain why the behaviors are unacceptable.
- Talk outside of class with students who continue to disregard the group rules.

Student Study Skills/Character Improvement Plan

Date: _____ Student: _____

Study Skill You Plan to Improve:

1. _____

2. _____

3. _____

What Will You Do To Try To Improve:

1. _____

2. _____

3. _____

How Well Did Your Plan Go? (circle the best answer)

1. Very Well OK but Still More to Go Not Well

2. Very Well OK but Still More to Go Not Well

3. Very Well OK but Still More to Go Not Well

Take a new planning sheet and list your next set of goals. You can choose all new goals, keep some and add some, or keep all of your current goals and work to improve them.

Your Signature: _____ Your Study Partner's Signature: _____

Group Leader's Signature: _____

Integrative Decision Making/Problem Solving/
Conflict Resolution Strategy Worksheet

F) I/We are *feeling*:

I) The class/family/group/my *problem* is:

G) The class/family/group/my *goal* is:

T) Let's *think* of many things we can do to reach the goal:

E) Let's *envision* the outcomes:

S) Let's *select* a solution that can reach our goal:

P) Let's plan the *procedure*, anticipate *pitfalls*, *practice* and *pursue* it.

N) Let's *notice* what happened and now what?

Thinking About Current Events

1. What is the event that you are thinking about? When and where is it happening? Put the event into words as a problem or choice or decision.
2. What people or groups were involved in the problem? What are their different feelings? What are their points of view about the problem?
3. What do each of these people or groups want to have happen? Try to put their goals into words.
4. For each person or groups, name some different options or solutions to the problem that they think might help them reach their goals. Add any ideas that you think might help them that they might not have thought of.
5. For each option or solution you listed, picture all the things that might happen next. Envision long and short term consequences.
6. What do you think the final decision should be? How should it be made? By whom? Why?
7. Imagine a plan to help you carry out your solution. What could you do or think of to make your solution work? What obstacles or roadblocks might keep your solution from working? Who might disagree with your ideas? Why? What else could you do?
8. Rethink it. Is there another way of looking at the problem that might be better? Are there other groups, goals, or plans that come to mind?

From: Elias, M. J. & Bruene, L. (2005). *Social Decision Making/Social Problem Solving for Middle School Students: Skills and Activities for Academic, Social, and Emotional Success*. Champaign, IL: Research Press.