Teaching Students Emotional Self-Control & Self-Regulation through Social Skills Instruction

Strategies to Implement with your Special Education Staff

Howard M. Knoff, Ph.D.

President, Project ACHIEVE
Educational Solutions

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Our Mission: We are passionate about helping special education teams streamline data collection and reporting through innovative software and support.

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Webinar Agenda

Thanks for being here. Here is a brief overview of our next 90 minutes together.

01

Teaching Students Emotional Self-Control & Self-Regulation

02

Review & Questions

03

Resources & Upcoming Webinars

Use Zoom Chat to submit your questions as we go!

About the Speaker

Howie Knoff, Ph.D.

- President, Project ACHIEVE Educational Solutions - An evidence-based (SAMHSA) school effectiveness/school improvement program
- Internationally known consultant, author, presenter on school reform, social skills and multi-tiered behavior management
- Past President, National Association of School Psychologists
- Fellow of the American Psychological Association, School Psychology Division

Session Overview

Social, Emotional, and Behavioral Self-Management

Components of Emotional Control & Self-Management

Teaching Emotional Self-Control

Applying the Emotional Self-Control Paradigym through Social Skills Instruction

Tier II and Tier III Applications

It's better to know some of the questions than all of the answers.

James Thurber

SELF-MANAGEMENT DEFINITION

- Be socially, emotionally, attributionally, and behaviorally aware of themselves and others
- Demonstrate successful interpersonal, social problem- solving, conflict prevention and resolution, social-emotional awareness, control, communication, and coping skills
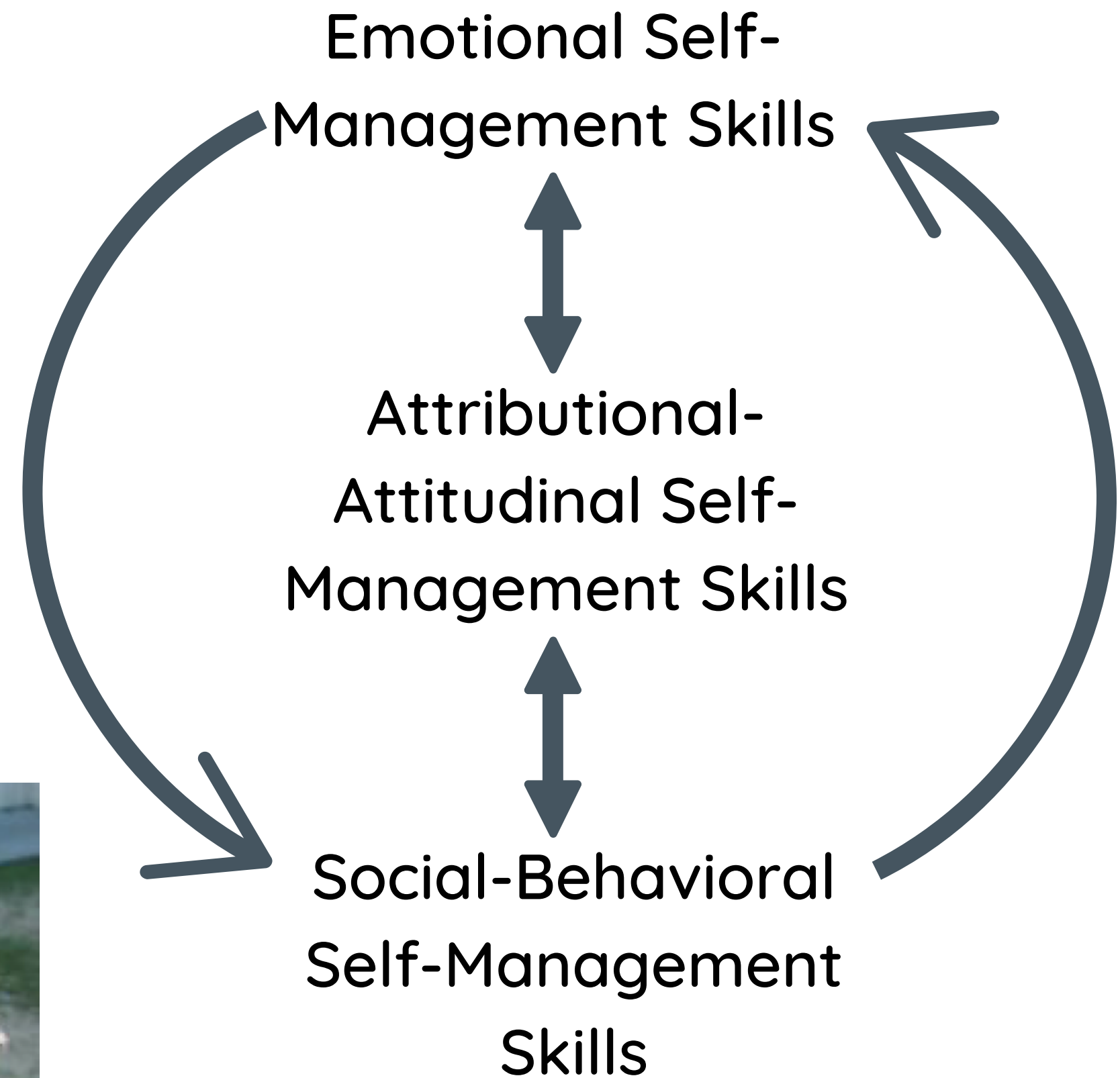- Effectively control their own emotions, thoughts, and behavior

Self-Management Realities

What We Know

- Awareness does not translate into behavior without instruction
- Talk does not Change Behavior
- Students must be taught interpersonal, social problem-solving, conflict prevention and resolution skills, and emotional control and coping skills from pre-school through high school
- The instruction must embrace social learning theory

TESTED & APPROVED
TESTED & APPROVED

The Interdependent Components of Self-Management

Emotional Self-Management Skills

Attributional-Attitudinal Self-Management Skills

Social-Behavioral Self-Management Skills

Teaching Emotional Control and Self-Management Through Social Skill Instruction

Teaching Emotional Control & Self-Management

Three Interdependent Components:

- Emotional Awareness
- Emotional Control and Communication
- Emotional Coping

Teaching Emotional Control & Self-Management

Emotional Awareness involves. . .

- Students' identification, knowledge, understanding, and discrimination of the many different emotions that they may experience in their lives;

- Their awareness of the emotional triggers that exist in the settings that they go to or must attend;

- Their awareness of their physiological cues and responses to different emotional situations; and

- Their awareness of how others look and act when they are in different emotional situations or states.

Teaching Emotional Control & Self-Management

Emotional Control and Communication occurs. . .

- When students are able to maintain the physiological control of their bodies when under conditions of emotionality, so that

- They are able to think clearly and rationally—demonstrating effective social problem-solving skills, so that

- They can demonstrate appropriate social interactions and behavioral self-management skills.

Teaching Emotional Control & Self-Management

Emotional Coping . . .

- Goes beyond emotional control to the point where a student is able to consciously process a personal or interpersonal situation in order to master, minimize, or tolerate the stress and conflict. Coping includes accepting someone else's emotional support.

- Emotional coping occurs when students debrief and reconcile a just-concluded emotional situation and/or learn to minimize the emotional impact of a persistent or traumatic situation.

- Ultimately, emotional coping skills help students to (continue to) live their lives in emotionally positive and healthy ways—even in the face of continuing, similar, or new traumatic situations (or those that trigger emotional memories).

Teaching Emotional Self-Control

Instructional Principles:

- Emotional Control Must be Taught/Mastered
- Most Emotional Behavior is Classically Conditioned
- Identify Negative Triggers: Help Prevent/Prepare
- Identify Physiological Cues: Help Control and Condition
- Identify/Change Negative Attributions

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Social-Emotional Skills That Relate to Emotional Self-Regulation

- Dealing with Teasing
- Dealing with Being Rejected or Left Out
- Dealing with an Accusation
- Dealing with/Communicating Your Anger
- Dealing with/Communicating Your Fear or Anxiety
- Avoiding Trouble/Conflict Situations
- Talking About/Resolving Conflict Situations
- Walking Away from a Fight/Conflict
- Dealing with Peer Pressure
- Understanding Your/Others' Feelings
- Dealing with Another Person's Anger or Emotionality
- Responding to Failure
- Accepting Consequences

Skills are mastered when they are successfully performed under conditions of emotionality.

The Definition of "Skill Mastery"

Another Important "Skill Fact"

Most emotional reactions (behaviors) are Classically Conditioned (Remember Pavlov??)
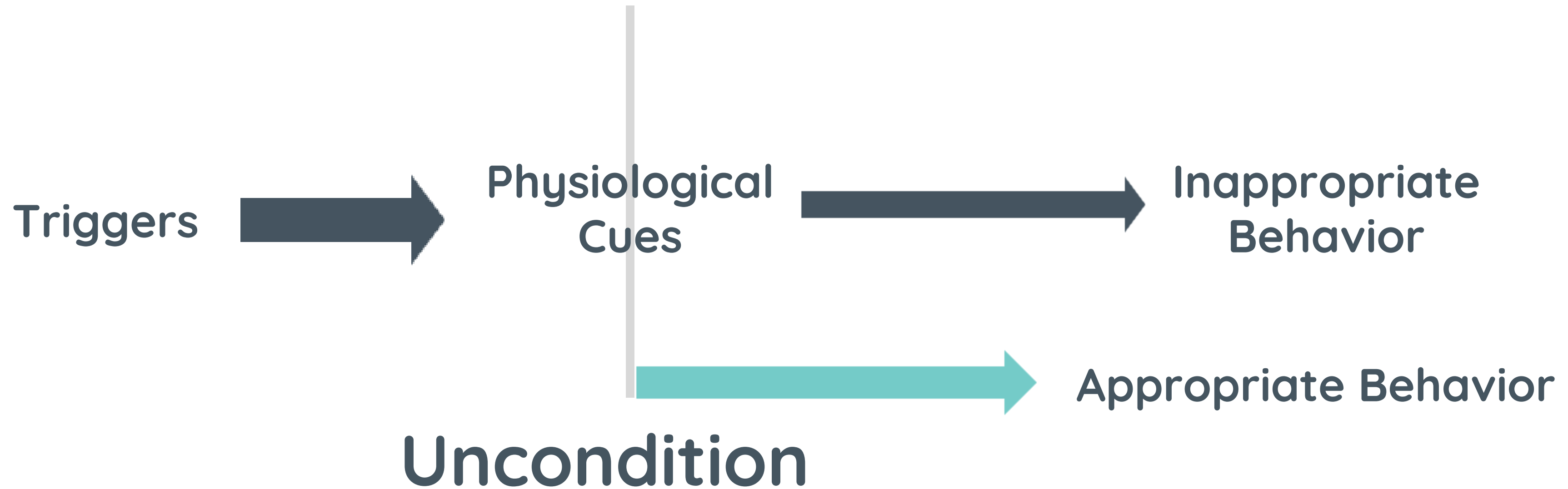
Teaching Emotional Self-Control

Instructional Principles (continued):

- To change Conditioned Inappropriate Behavior, you need to:
    a. Un-condition the connection between the trigger and response,
    b. Re-condition the response, or
    c. Counter-condition a competing prosocial response that "wins the response battle"
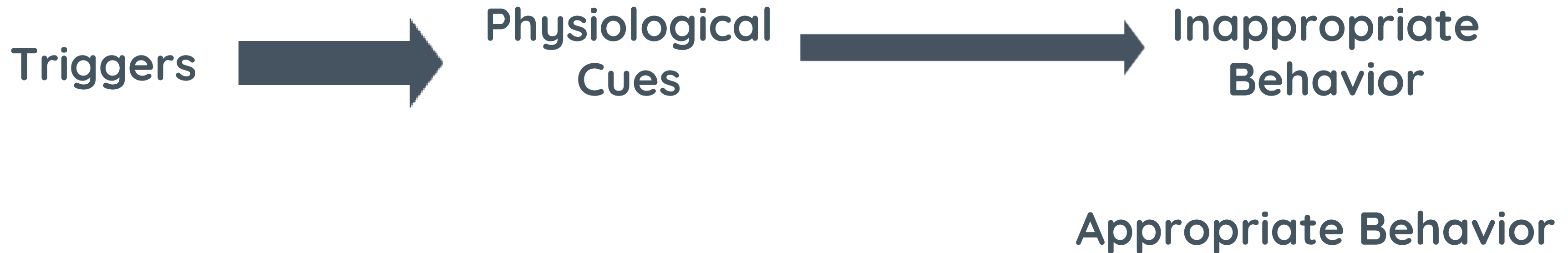
Conditioning Behavior: Self-Control

Triggers $\longrightarrow$ **Physiological Cues** $\longrightarrow$ **Inappropriate Behavior**

Appropriate Behavior

Conditioning Behavior: Self-Control

Triggers → **Physiological Cues** → **Inappropriate Behavior**

Appropriate Behavior

Uncondition

Conditioning Behavior: Self-Control

Triggers → Physiological Cues

Inappropriate Behavior

Appropriate Behavior

Recondition

Conditioning Behavior: Self-Control

Counter-Condition

Triggers → Physiological Cues → Inappropriate Behavior

Appropriate Behavior

Conditioning Behavior: Self-Control

Counter-Condition

Appropriate Behavior

Triggers → Physiological Cues → Inappropriate Behavior

Appropriate Behavior

Conditioning Behavior: Self-Control

Counter-Condition

Appropriate Behavior

Triggers → Physiological Cues → Inappropriate Behavior

Appropriate Behavior
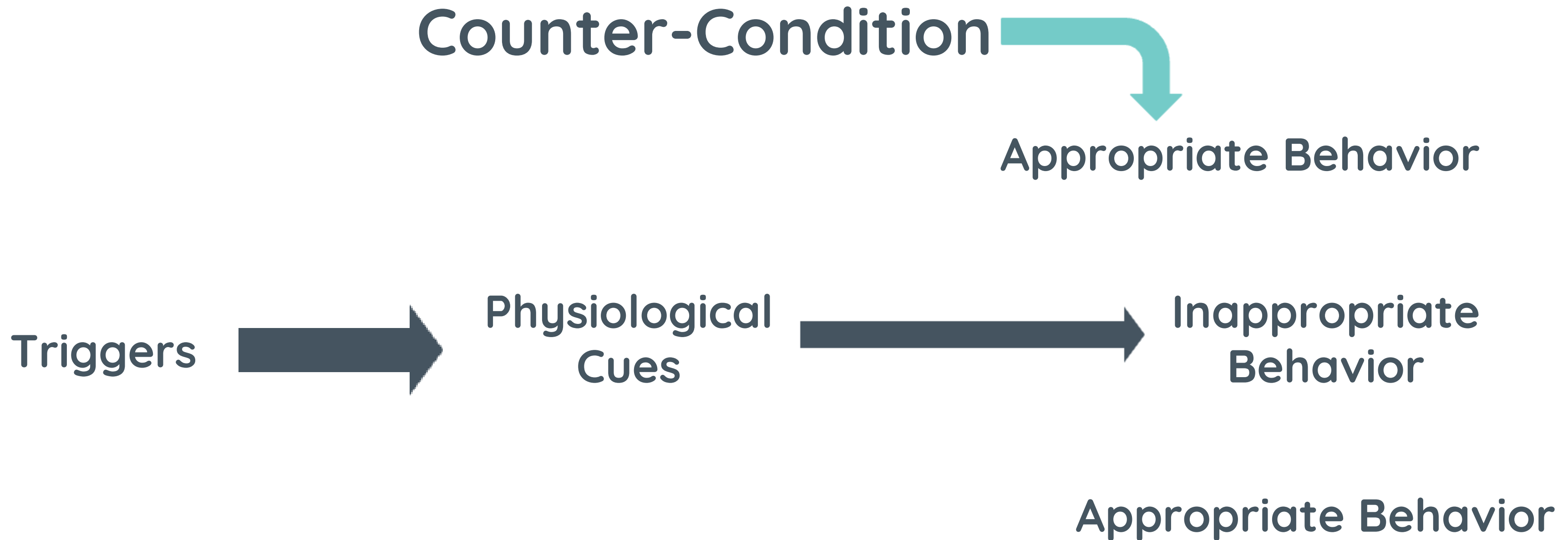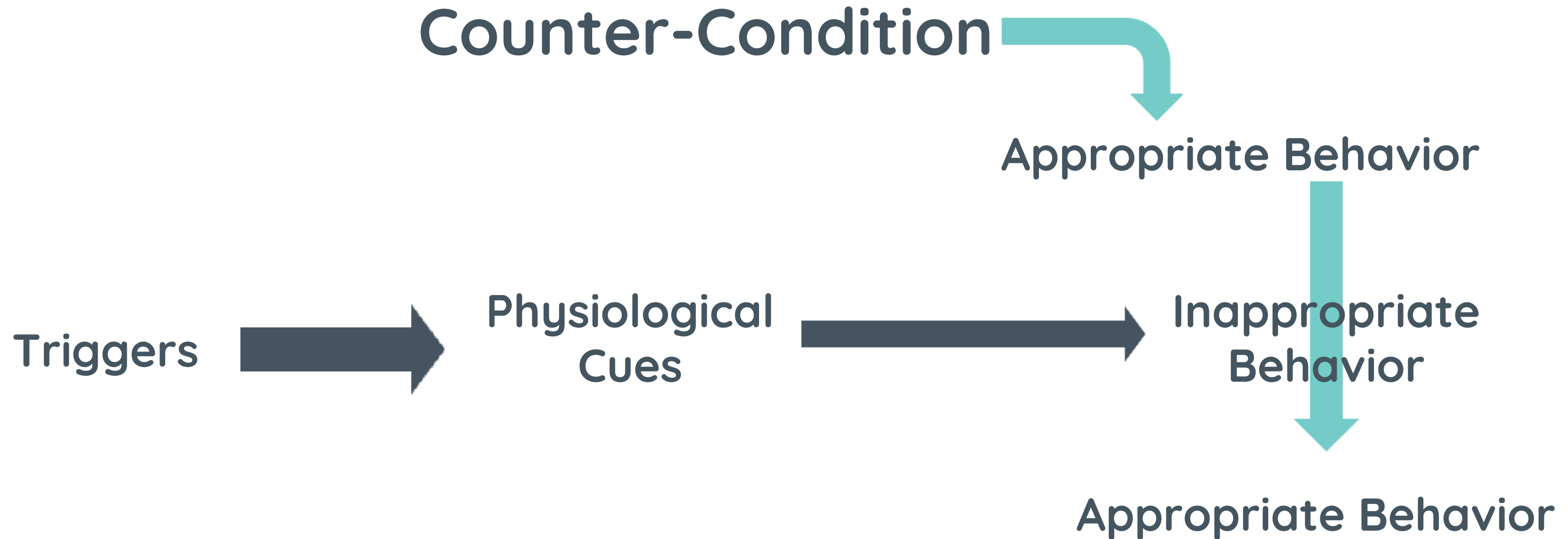
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- Most Emotional Behavior is Classically Conditioned
- Identify Negative Triggers: Help Prevent/Prepare
- Identify Physiological Cues: Help Control and Condition
- Identify/Change Negative Attributions

Teaching Emotional Self-Control

The Emotional Control Paradigm:

Triggers → **Physiological Cues** → **Behavior** → **Prevent Prepare**

Emotional Control can be demonstrated as long as a person is not past the "Physiological Point of No Return"

Helping Students Identify their Emotional Triggers

Common Student Stressors

- Academic Stress
- Social Stress
- Family/Peer Discord
- Local, National, World Events
- Traumatic Events
- Significant Life Changes

Common Triggers of Teen Stress

Academic Stress: Grades, College, Amount of Work

Social Stress: Peer Acceptance, Bullying, (Romantic) Relationships, Peer Pressure, Explicit/Implicit Racial/Gender/SES Bias/Prejudice

Family Discord: Unrealistic Expectations, Marital Problems, Strained Sibling Relationships, Family Illness and Loss, Financial Stress

Local, National, World Events: School Shootings/Violence, Acts of Terrorism, Social/Racial Strife, Natural Disasters

Traumatic Events: Death of a Family Member or Friend, Accidents, Enduring Emotional, Physical, or Sexual Abuse

Significant Life Changes: Moving, Starting a New School, Parental Divorce, Remarriage (into a Blended Family)

Helping Students Identify their Emotional Triggers

Categories of Student Triggers

- People: Teachers, Peers, Family
- Places: Classrooms, Common Areas, Others
- Events: Reading, Cooperative Groups, Lunch
- Things: Homework, Teacher Directions
- Activities/Events: Assemblies, Answering Questions, Classroom Presentations
- Thoughts/Memories: Past Failures, Home/Family,
- Being Teased or Rejected

Negative Attributions That Interfere with Emotional Control Training/Scripting

I AM...
- Broken
- Destined to end up like the rest of my famiy
- Unlovable
- Helpless
- Cursed/a bad omen
- To blame for what has happened

OTHER PEOPLE...
- Can't be trusted
- Are out to get me
- Will take advantage of me if I let them
- Don't understand or care about me

THE WORLD IS...
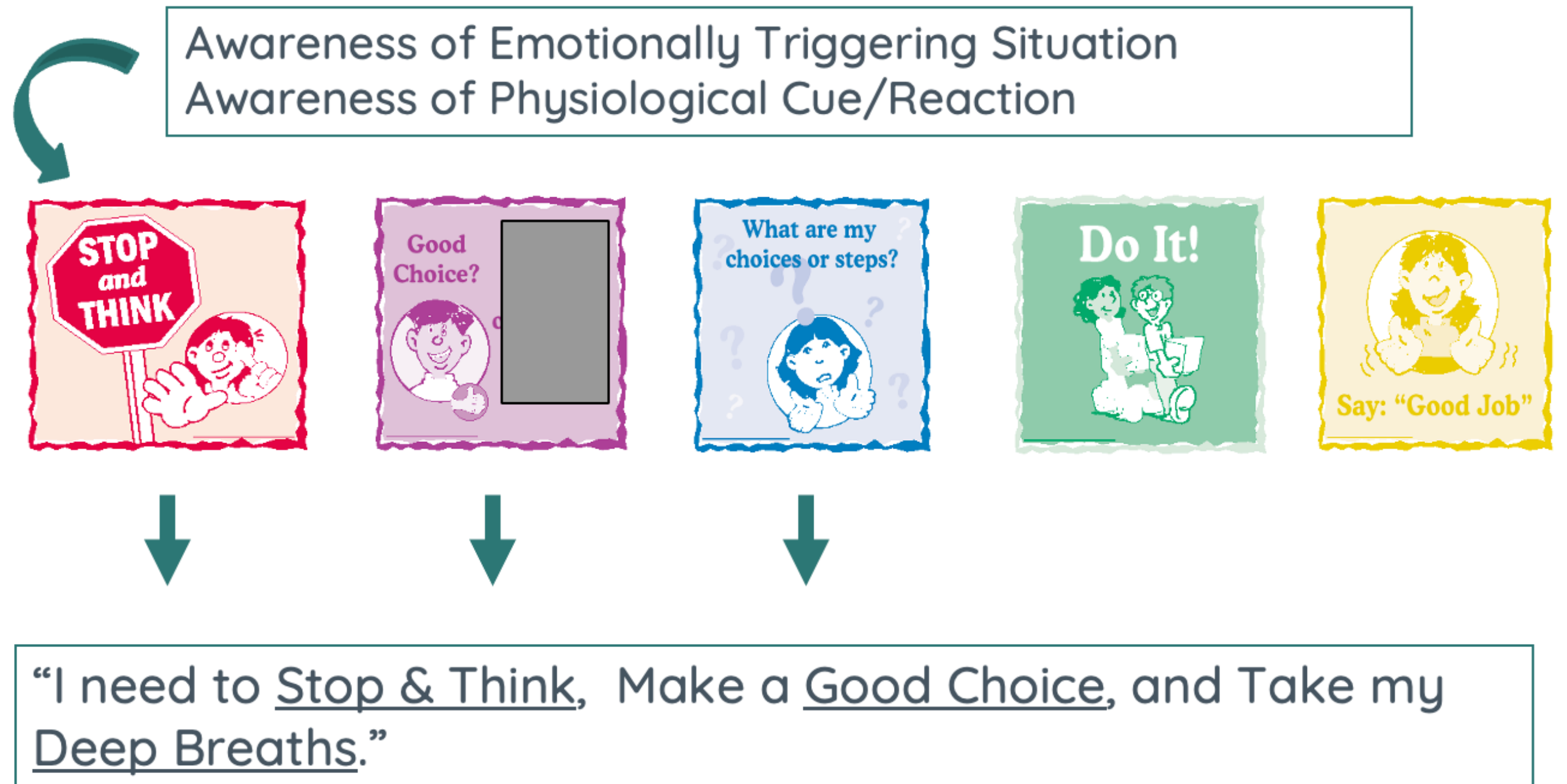- Unpredictable
- Unfair

THE FUTURE IS...
- Going to be more of the same

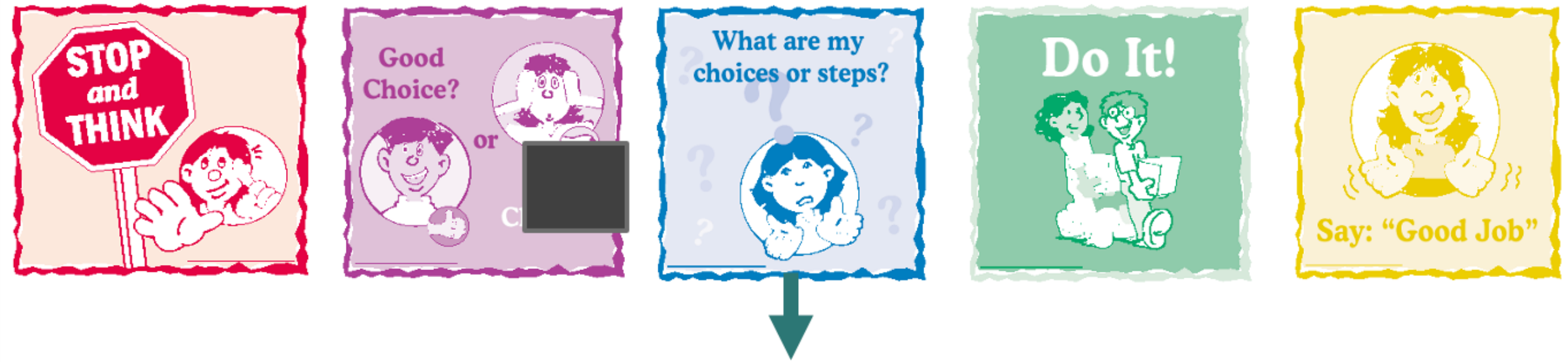# Social Learning Theory and Teaching Social, Emotional, and Behavioral Skills

- Teach the Scripts and Skills
- Model
- Role Play/Performance
- Feedback
- Transfer of Training

Emotional-Behavioral Control Scripting

Awareness of Emotionally Triggering Situation
Awareness of Physiological Cue/Reaction

STOP and THINK

Good Choice?

What are my choices or steps?

Do It!

Say: "Good Job"

"I need to Stop & Think, Make a Good Choice, and Take my Deep Breaths."

Emotional-Behavioral Control Scripting

STOP and THINK

Good Choice? or

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Emotional Response Behavioral Script

1.   Take deep breaths, and count to (five).

2.

3.

4.

Teaching Students Emotional Control

First Instructional Steps— 1

<u>Discuss:</u> The difference between "Preventing" vs. "Preparing" for emotionally triggering situations.

- Generate a Prevention list and Practice with the Stop & Think script
- Generate a Prepare script, and Practice with the Stop & Think script

Teaching Students Emotional Control

Next Instructional Steps— 2

- Teach the Stop & Think Universal Script and Add the Emotional Response Behavioral Script

- Practice the entire "skill and script" process.Roleplay to Mastery a number of emotional situations, conditioning the student to immediately use the skill and script upon awareness of either the situational trigger or the physiological cue.

- Teach the student how to self-evaluation emotional control success (Use log to track this success over time).

Emotional-Behavioral Control Scripting

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Dealing with Teasing:

1. Take deep breaths, and count to five.

2. Think about your choices. You can:

   a. Ignore the person.
   b. Ask the person to stop in a friendly way;
      Tell them how you feel.
   c. Walk or back away.
   d. Find an adult for help.

3. Choose and act out your best choice.

Teaching Students Emotional Control
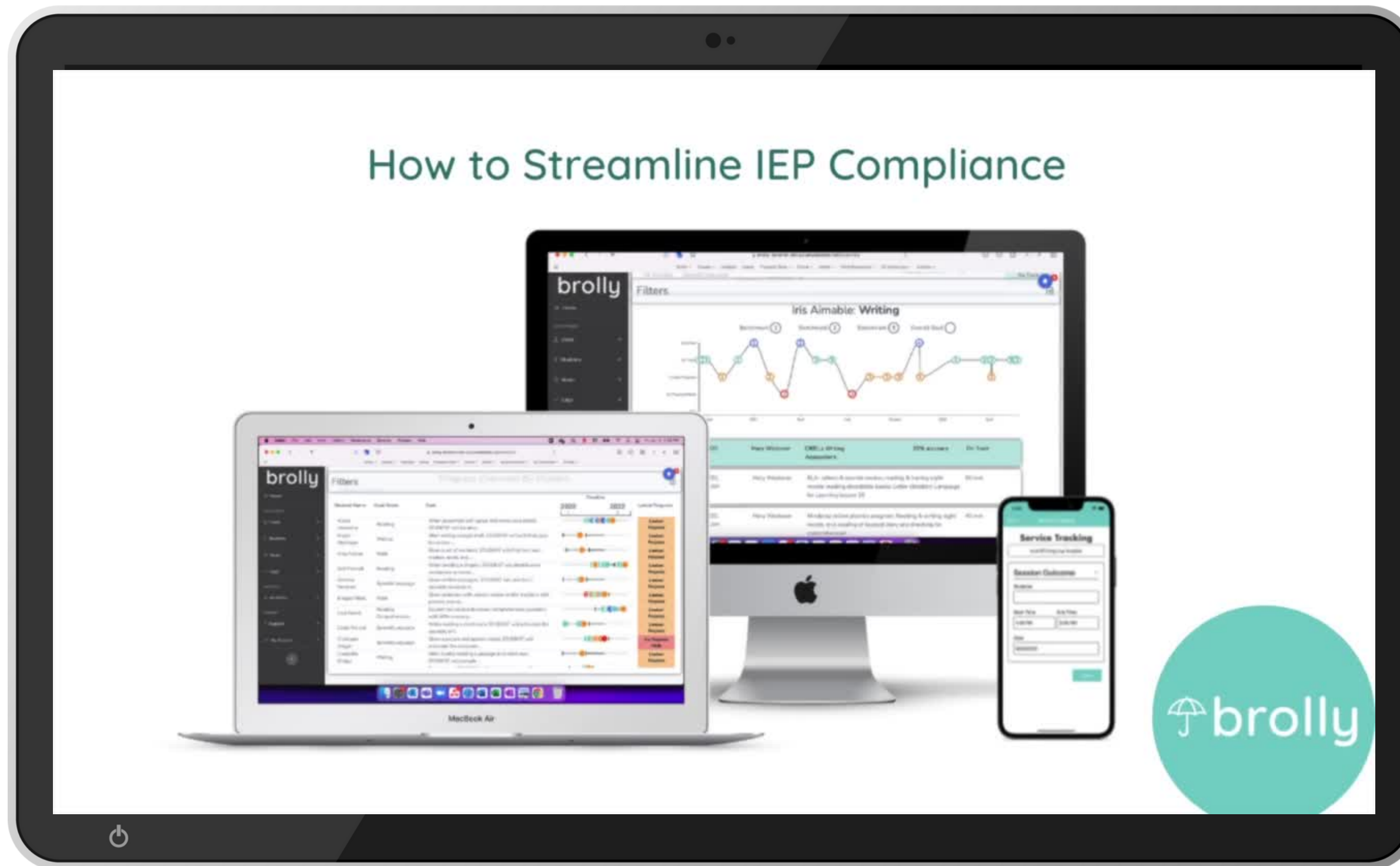
Next Instructional Steps— 3

- Transfer the training and practice the self-control procedure during specific times of the day with the highest probability of success. Conduct frequent, random reliability checks to evaluate fidelity.

- Expand students' use of the self-control process, increasingly, to the entire day.

- Have periodic feedback meetings with the student to discuss progress and increasing independence.

Learning, Mastery, and Automaticity Instruction
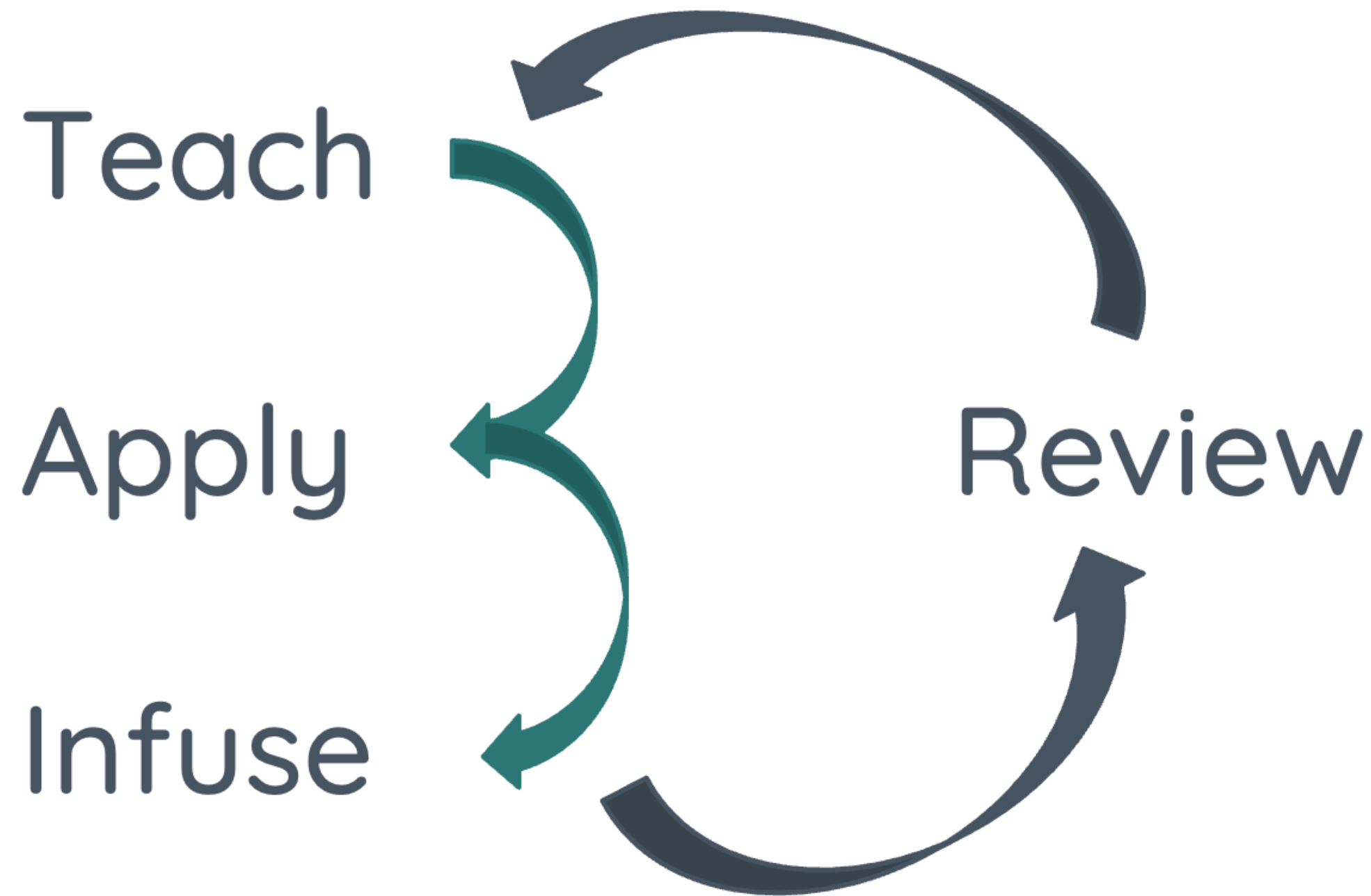
Quick Break - We'll restart in 3 minutes!

The Seven Steps of a "New" Stop & Think Social Skills Lesson

STEP ONE: Introduction and Orientation to Social Skills; Teaching/ Reviewing the Five Stop & Think Universal Steps

STEP TWO: Explanation/Rationale: Why "Good Choices" are Important; What Happens When "Bad Choices" Occur

STEP THREE: Introduce, Contextualize, Teach the New Social Skill

STEP FOUR: Practice the new Skill Script within the Stop & Think Universal Steps

STEP FIVE: Modeling of the Social Skill by the Teacher

STEP SIX: Student Social Skills Role Plays with Performance Feedback

STEP SEVEN: Summary/Transfer of Training

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Helping Students Identify their "Early Warning" Physiological Cues

Explain to students that everyone has a place in their body that physiologically responds when they are getting emotional.

This place could be:
- ➢ In their stomach
- ➢ Their chest (more rapid and shallow breathing)
- ➢ Their heart (more rapid or "heavy" heartbeat)
- ➢ An aching in their shoulder or back
- ➢ A pounding at their temples
- ➢ Sweaty hands
- ➢ Tearing eyes
- ➢ A feeling of disorientation or physical unbalance
- ➢ The clenching their fists

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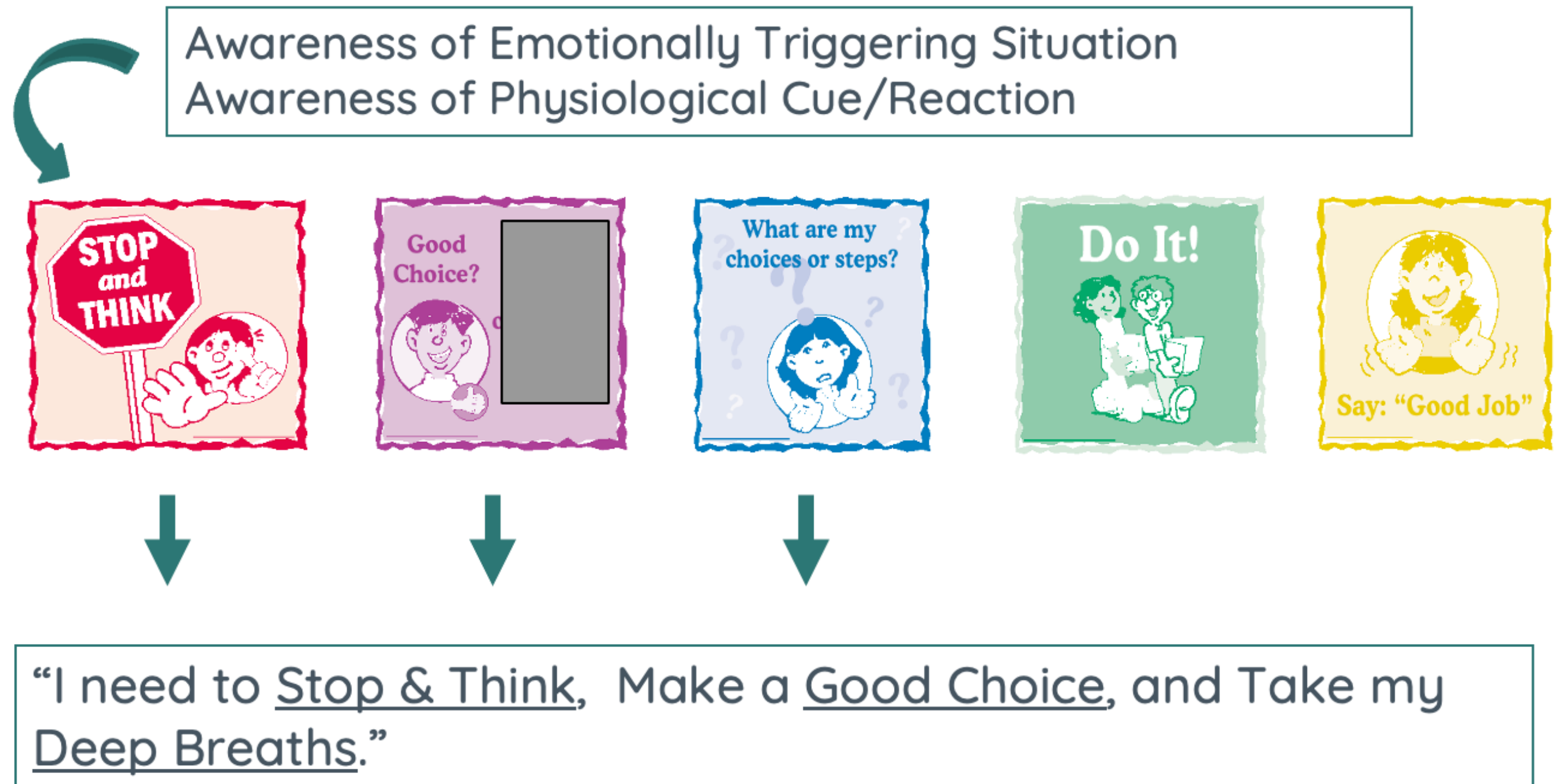**STEP SEVEN:** Summary/Transfer of Training

Teaching Emotional Self-Control

The Emotional Control Paradigm:

Triggers → Physiological Cues → Behavior → Prevent Prepare

Watch Fors—
- **Identification of Student Triggers**
- **Identification of Student Physiological Cues**
- **Relaxation Step in the Stop & Think**
- **Roleplay "Under Conditions of Emotionality"**

Emotional-Behavioral Control Scripting

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Awareness of Physiological Cue/Reaction

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The Two-Week Instructional Cycle: Learning, Mastery, and Automaticity Instruction

Teach

Apply

Infuse

Review
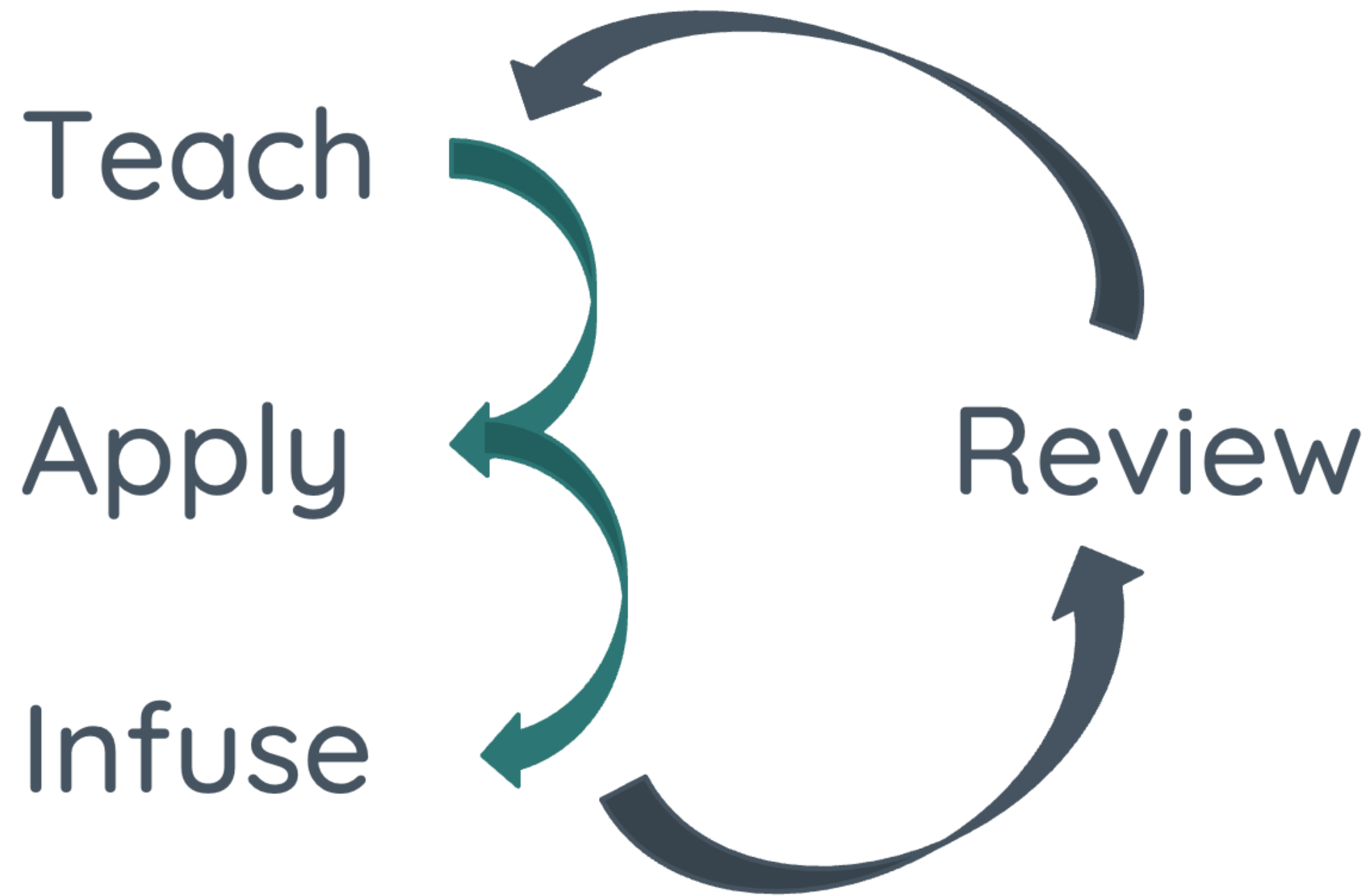
Moving to Tiers 2 and 3

Strategic or Intensive social, emotional, and behavioral services, supports, strategies, and interventions must be based on the results of reliable and valid data-based functional assessments

Engaging in the Data-based, Functional Assessment Problem Solving Process

Identify/Define the Problem
What is the problem?

Functionally Analyze the Problem
Why is it happening?

Develop/Implement Plan
How are we going to solve the problem?

Progress Monitor / Evaluate
Did our plan work?

Initial Problem Identification/Analysis Steps

"First Things First"

- Consider, Describe, and Quantify Initial Concerns
- Review of Records
- Determine the Student's Current Classroom Status:
  - Academic/Behavioral Progress and Work Samples
  - Scope & Sequence Checklist (academic concern)
  - Behavioral Checklist (academic and behavioral concern)
- Parent Contact(s)/Interview(s)– Determine Need for Social-Developmental History
- Previous Teacher/Other Interview(s)
- Discount the Medical
- Classroom Observations

Engaging in the Data-based, Functional Assessment Problem Solving Process

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Teaching Emotional Self-Control

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Video: Watch Fors—
- **Identification of Student Triggers**
- **Identification of Student Physiological Cues**
- **The Approaches Used for De-escalation**
- **Peer Interactions / Responses**

Teaching Emotional Self-Control

The Emotional Control Paradigm:

Triggers → Physiological Cues → Behavior → Prevent Prepare

Debrief
- Identification of Student Triggers
- Identification of Student Physiological Cues
- The Approaches Used for De-escalation
- Peer Interactions / Responses

Tier 2: Strategic Emotional Control Interventions, Services, and Supports

Relationship/Mentoring Interventions

- Check-In/Check-Out
- Check and Connect

Tier II Emotional Self-Regulation Skill Instruction Interventions

- Small Group Social Skills/Socialization Training
- Emotional Self-Management (Self-awareness, Self-instruction, Self-monitoring, Self-evaluation, and Self-reinforcement) Training
- Relaxation/Emotional Control Training
- Cognitive-Behavioral Training in Emotional Self-Control/Self-Regulation
- Self-Talk and Attribution (Re)Training
- Thought Stopping approaches
- Anger Control and Management Therapy (ART)

Special Situation Interventions
Self-Concept, Divorce, Loss, Teasing/Bullying, Stress/PTSD Groups/Interventions

Tier 3: Intensive Emotional Control Interventions, Services, and Supports

Tier 2 Interventions that require:

More Frequency, Intensity, Specialization, Clinical Expertise, Braiding

– – – – – – –

- Progressive Muscle Relaxation Therapy
- Systematic Desensitization
- Trauma-Focused Cognitive Behavioral Therapy (TF-CBT)
- Cognitive-Behavioral Intervention for Trauma in Schools (CBITS)
- Structured Psychotherapy for Adolescents Responding to Chronic Stress (SPARCS)
- Trauma Systems Therapy (TST)
- Drug/Psychiatric Intervention
- Intensive Wrap-Around/System of Care Programming

Session Review

Social, Emotional, and Behavioral Self-Management

Components of Emotional Control & Self-Management

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Applying the Emotional Self-Control Paradigm through Social Skills Instruction

Tier II and Tier III Applications

QUESTIONS

DISCUSSION

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Blog: www.projectachieve.info/blog
Twitter: @DrHowieKnoff

Upcoming Webinars

October 11, 2pm ET

The Seven High-Hit Reasons for Students' Challenging Behavior

November 8, 2pm ET

How to Help Teachers Think Differently About Difficult Students

CONTACT

Send us a message at **learn@brollyed.com**
if you have any questions about this
webinar or upcoming webinars.

Webinar Resource Page

2023-2024 Webinars

Tech Strategies for More Efficient Special Education Teams

Presenter: Stacy Hunt

With so many technology options for special education leaders to choose from, it can be hard to determine what your team needs. From data tracking to personalized learning programs, it can be overwhelming to find the right platforms to streamline your team's workflow rather than adding unnecessary headache. In this session, Stacy Hunt will provide tested strategies to identify inefficient workflows in special education departments and share best practices for using technology to support a more efficient special education team.

In this session, you will learn:

- How to identify inefficient workflows within your department
- Effective strategies to identify tech platforms that help address and improve ineffective workflows
- Best practices for using technology to improve efficiency
- Easy to identify features of meaningful and efficient technology

Webinar Recording

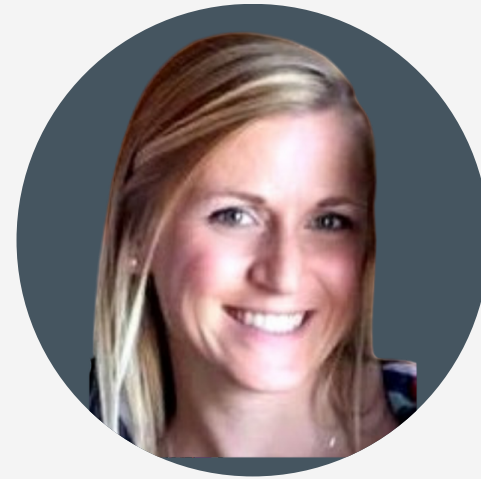Session Materials

Certificate of Participation

Thank You!

from the Brolly team

Abby Fereday

Founder

Stacy Hunt

Customer Success

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Business Development