



SRAENE

Sexual Risk Avoidance Education
National Evaluation

Building Strategies to Foster Co-Regulation in SRAE Program Implementation

Reunite, Reignite, Re-energize: Innovating for the Future

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May 23, 2023

U.S. Department of Health and Human Services, Administration for Children, Youth, and Families,
Family and Youth Services Bureau Adolescent Pregnancy Prevention Program Grantee Conference



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The SRAE National Evaluation is conducted under contract to the Administration for Children and Families, contract number HHSP233201500035I/HHSP23337031T.

Workshop objectives

1

Define co-regulation and how it relates to youth self-regulation

2

Describe at least two co-regulation strategies that facilitators can use to foster youth self-regulation while implementing programs

3

Understand how other programs have used co-regulation strategies, including through hearing the experiences of programs that have used the co-regulation strategies

Welcome



Quick group poll ... raise your hand if ...

1. You have a deep understanding of self-regulation
2. Can define co-regulation
3. Have used strategies to foster co-regulation when facilitating

SRAENE Includes Three Main Efforts

- National Descriptive Study
 - Tell the story of SRAE programming, including how programs responded to COVID-19
 - Brief series on early implementation, additional reports in 2023
- Data and Evaluation Support
 - Support grant recipients to build their capacity to make data-informed decisions and conduct local descriptive and impact evaluations
 - Resources shared on SRAENE.com
- Program Components Impact Study
 - Identify, test, and improve selected components of SRAE programs

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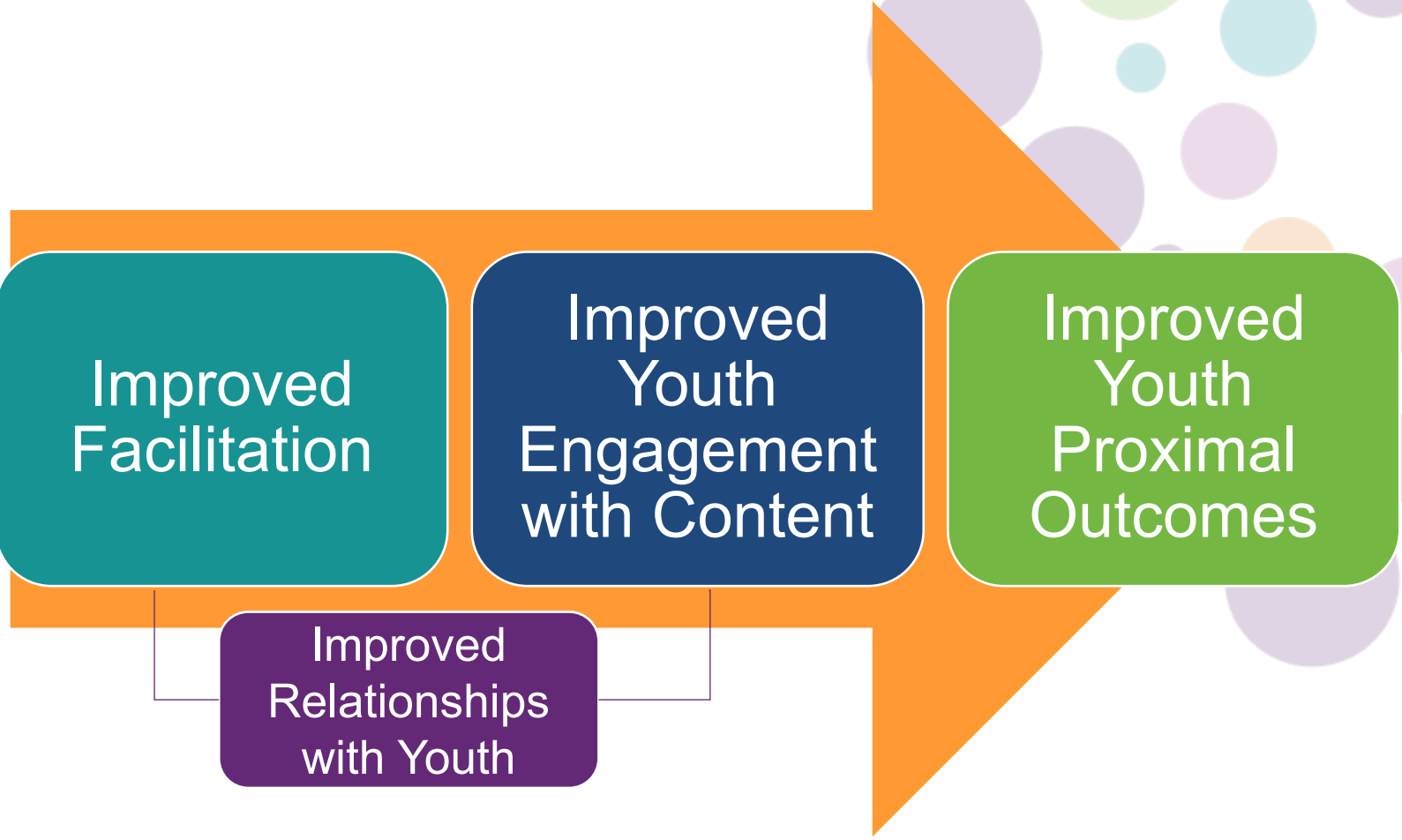
Program Components Study: Evaluating co-regulation strategies



Components study focuses on facilitation

- Field prioritized facilitation as a component of interest
 - Practitioners, researchers, and curriculum developers consistently suggested strong facilitation could improve SRAE outcomes
- Improved facilitation is relevant and beneficial to all SRAE programs
- Identified use of co-regulation strategies as a facilitation component ready for further evaluation

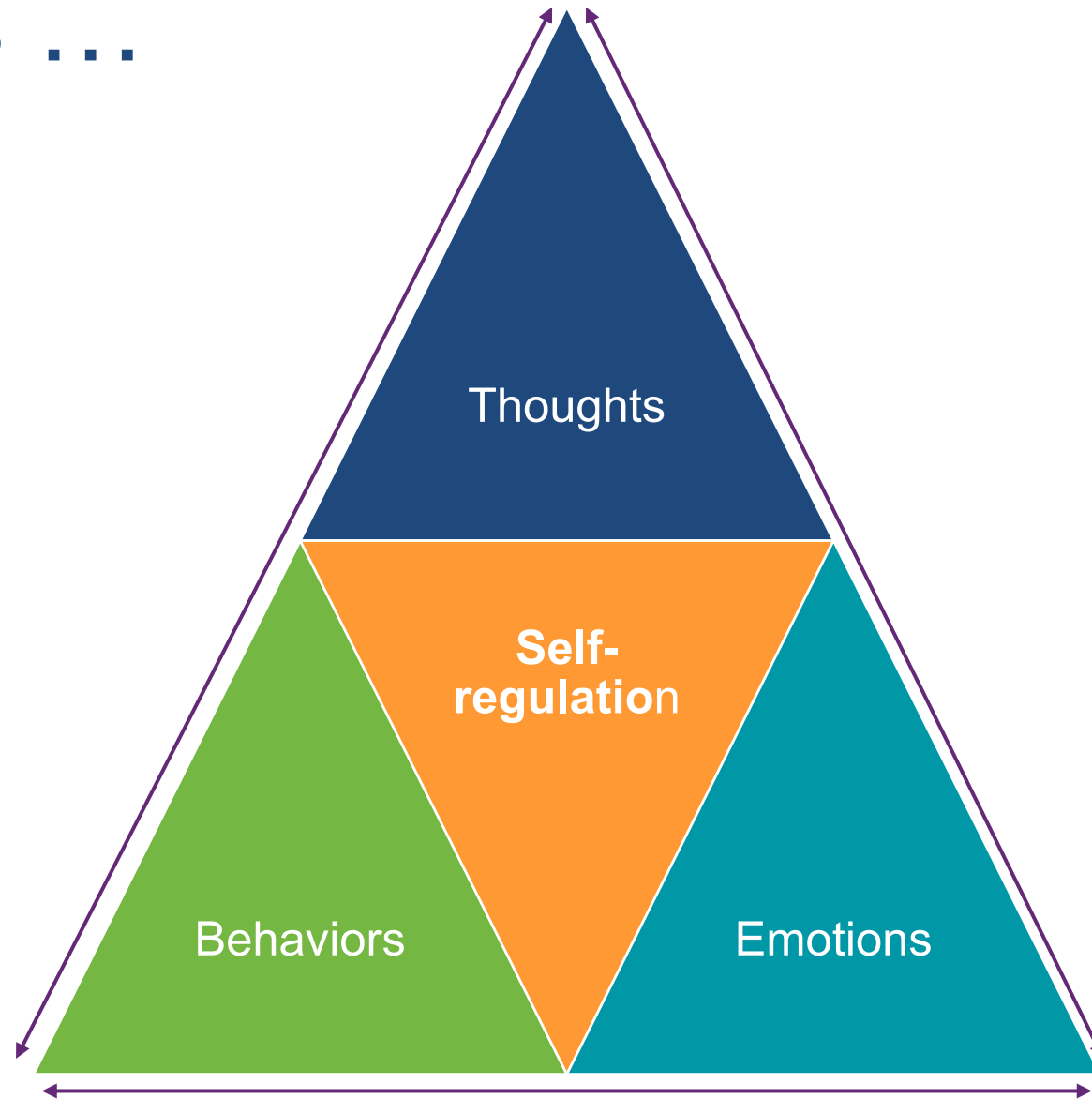
Improved facilitation should improve youth engagement and outcomes



What is self-regulation?
How does co-regulation foster self-regulation?

Self-regulation is ...

... the act of managing our thoughts and emotions so we behave in ways that help us reach our goals



Why does self-regulation matter?

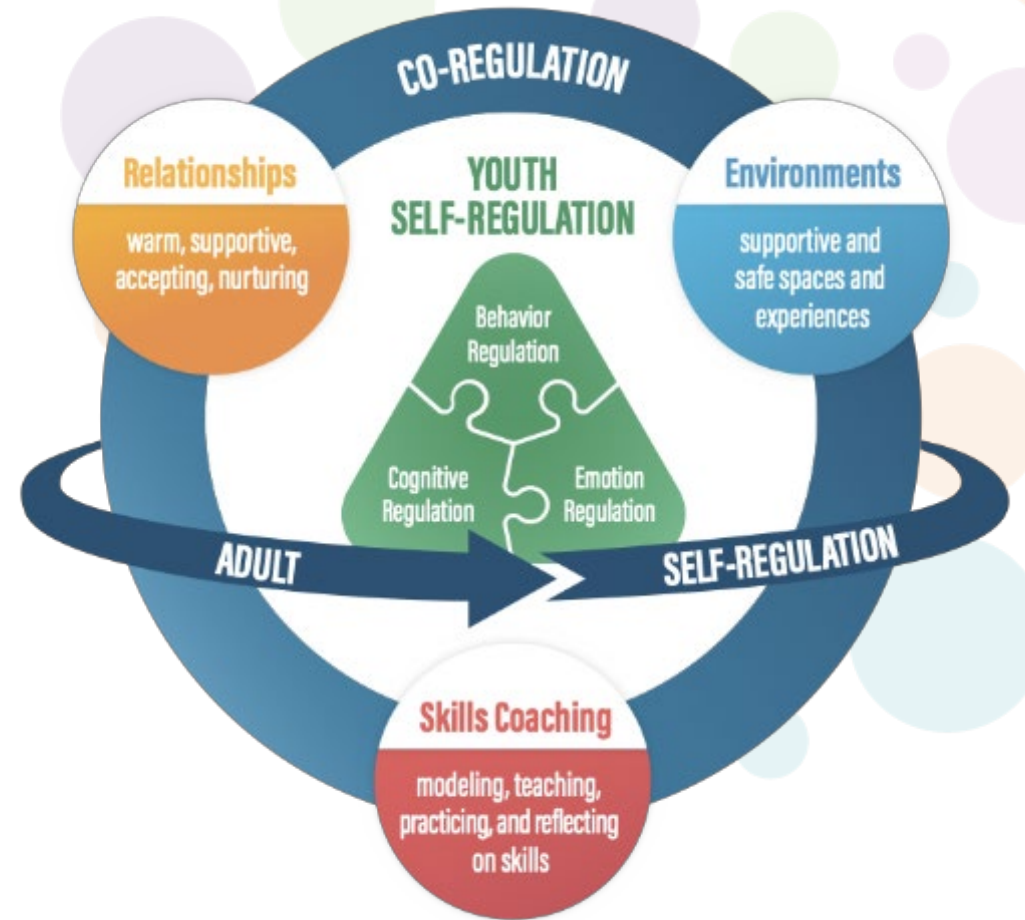
Self-regulation is a system that impacts us in many ways

Foundational to individual and collective well-being

Self-regulation can be enhanced
from youth to adulthood

What is co-regulation?

- Self-regulation is built on relationships
- Authentically and actively engaging in support to foster development of self-regulation
 - Form warm, supportive, authentic relationships
 - Create safe and supportive environments
 - Coach and model behavior and skills



* The evidence-based co-regulation framework is an adaptation of existing models of self-regulation (Murray et al., 2019) and co-regulation (Rosanbalm & Murray, 2017).

Think-Pair-Share: What does it look like to....?

- Form warm, supportive, authentic relationships
 - Create safe and supportive environments
-
- Think on your own (1 minute) ...
 - Pair with a partner and discuss (2 min)
 - Share at your table (4 min)

Strategies to support co-regulation



Welcoming



Positive praise



Group agreement



Strategies to support co-regulation



Welcoming



Positive praise



Group agreement



- Fosters warm and caring relationships
- Creates nurturing environment

Strategies to support co-regulation



WELCOME

Welcoming



2-PART
PRAISE

Positive praise



4-PART
PRAISE



GROUP
AGREEMENTS

Group agreement

- Fosters warm and caring relationships
- Creates nurturing environment



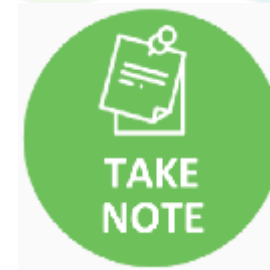
BREATHE
TO FOCUS

Breath to focus



REST &
RETURN

Rest & Return



TAKE
NOTE

Take note

Strategies to support co-regulation



WELCOME

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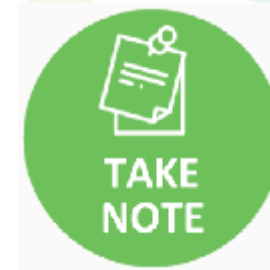
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TAKE
NOTE

Take note

- Skills coaching and modeling self-regulation techniques

Early findings



Study overview

- **9 SRAE programs who were delivering Love Notes in high schools participated in this study**
 - We focused on programs that were delivering Love Notes in high schools
- **33 facilitators were trained in co-regulation strategies**
- **Collected data during the fall 2022 and spring 2023 semesters**
 - Facilitator surveys
 - Classroom observations
 - Individual interviews
 - Daily reports on strategy use by facilitators
 - Bi-weekly coaching calls

Co-regulation in the classroom



- On average facilitators greeted most youth as they entered the classroom
- Facilitators reported they were able to conduct an average of 4 “meets” per class



- Most often (41%) facilitators used breath to focus to refocus youth after a transition between lessons/activities
- Some facilitators (16%) used it to start class or after heavy topics
- Less often (7%) facilitators used breath to focus to redirect behavior

Implementation: Co-regulation in the classroom



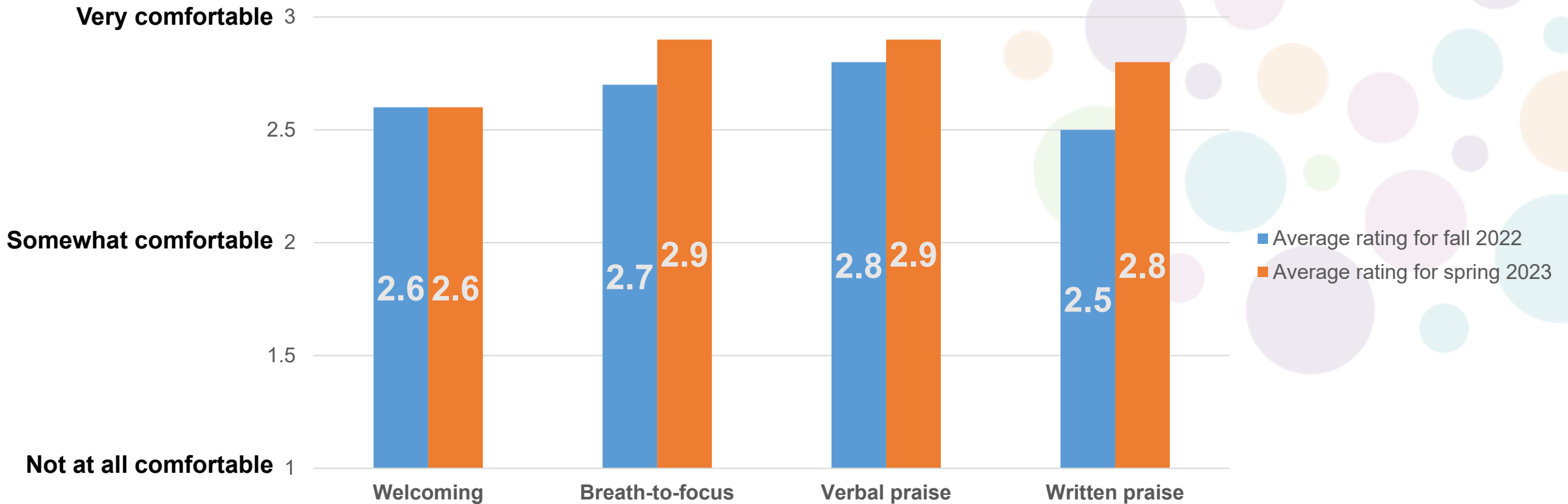
- On average, facilitators provided 2, two-part praises per class
- Facilitators often provided general praise and continued to find moments to make this praise personal and specific for the youth



- On average, facilitators distributed 1 written praise note per class
- Some sites were not able to utilize written praise due to program or school requirements

Facilitator's comfort in using co-regulation strategies

How comfortable do you feel using [Strategy] during your class today?



Youth's reactions to co-regulation

Building warm, trust relationships

- “One time, [facilitator] pulled me to the side. We had a conversation. And it just felt very real. And they pay attention to the small things.”

Setting positive, safe tone and climate

- “Anything you want to talk to them about, anything you want to ask them about, we'll be able to talk to them about it. Not, you know, judge me or anything.”

Supporting youth's self-regulation

- “[Breath to focus] just helps you kind of reset yourself, helps you get ready, and it just kind of gets your mind on focus for what they're about to tell you and kind of get yourself ready so you can remember the stuff and actually use it in your life. So it just kind of helps you get awake.”

Facilitators as co-regulators influenced youth

Creating a greater connection

- “And I think that that's kind of what the co-regulation and self-regulation has helped me realize, is those intentional, those really, really intentional connections and interactions are the things that I think are gonna more likely solidify and let these youth know that they're supported, whether or not they take the support.” – Facilitator

Promoting participation

- “And sometimes they try to make activities fun, try to uplift the mood, especially after all that stuff, like all that negativity. They still try to keep it positive.” – Student

Improving classroom behavior

- “[The facilitator] would come here and everybody would be looking lazy, had an attitude. And she would just want us to get up, breathe in, hold it, breathe out, just get ourselves together. It was a good exercise. And then we'd just sit down. Everybody just quiet and calm and tension in the room no more.” – Student

Facilitators as co-regulators influenced youth

Helping youth manage their thoughts, feelings and behaviors

- “I thought [breath to focus] was just a strategy just to get the class calmed down... but hearing and learning that it's also a strategy we want to encourage the students to learn beyond the classroom. How can they coregulate and self-regulate themselves, whether they're by themselves or around a group of people, whether they're excited or sad?” – Facilitator

Use of skills now and in the future

- “Just communication is key to a relationship. It may just, like, give us a more clear thought on how to properly handle the situation and stuff like that. They taught us like, how to, you know, take care of one another and have more communication with one another to make sure that the relationship is much stronger, and build more trust within one another.” – Student

Thinking differently about goals and relationships

- “[We] set goals to make sure, like nice small goals that help us start reaching that. If we like, get overwhelmed on doing something, then we set, like, small goals to help reach that goal. Like, many steps to get to that one big step.” – Student

Facilitator roundtable



Discussion questions

1. Which strategy did you most like?
2. Which strategy did the youth in your classes appear to most like?
3. How did you see co-regulation influence the youth?
4. What was your biggest lesson about using co-regulation strategies when providing workshops?

Breakouts



More learning about co-regulation strategies

- Tables will focus on one of three strategies
 - Welcoming
 - Positive praise
 - Breath to focus
- You will have an opportunity to go to two different tables during the breakout session to
 - Learn more about the strategy
 - Hear from facilitators about how they used the strategy
 - Practice

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Session Evaluation

Please complete a brief evaluation form for all workshops and panels on Tuesday, May 23 and Wednesday, May 24 by scanning the QR code below or visiting the following link:

<https://tinyurl.com/SessEval232323>



Materials to guide practice during breakouts



Welcoming



- Simple yet meaningful
- Builds authentic relationships and caring, supportive environment
 - Fosters warm, responsive engagement
 - Helps youth feel known and cared for
 - Gives youth agency
 - Model prosocial behaviors

The strategy



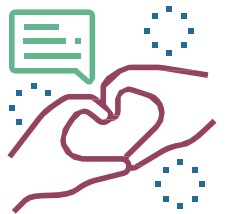
1 SHEET

Youth complete a worksheet that helps them feel known.



2 GREET

Warmly welcome each youth to create a sense of belonging.



3 MEET

Connect 1:1 with youth, and follow up to form an authentic, responsive connection.

A worksheet template for youth completion. It features a 'NAME' field at the top. Below it are three sections: 'HELLO MY NAME IS' with a 'CALL ME' graphic and a text box for 'I'd like you to call me:'; 'ABOUT ME' with a lightbulb graphic and a text box for 'Something I'd like you to know about me is...'; and 'I LIKE IT' with a thumbs-up graphic and a text box for 'In class, I like it when you...'. The background of the worksheet has faint repeating text: 'CALL ME', 'HELLO MY NAME IS', 'ABOUT ME', and 'I LIKE IT'.



Welcome Practice

As a group identify:

- Ways to welcome students as they enter
- Ways to welcome students that have already entered
- Ideas for having 1-on-1's before or after class

Positive praise



- Builds authentic relationships and caring, supportive environment
 - Boosts self-esteem
 - Motivates positive behavior
 - Promotes connection

Praise needs to be:



THOUGHTFUL



INTENTIONAL



STRATEGIC

Two types of positive praise

2-Part Verbal Praise



Praise components

1. Make it personal
2. Make it specific
3. Praise effort and accomplishments (opposed to inherent skill or talent)
4. Tie praise to bigger picture

4-Part Written Praise



Positive Praise Practice

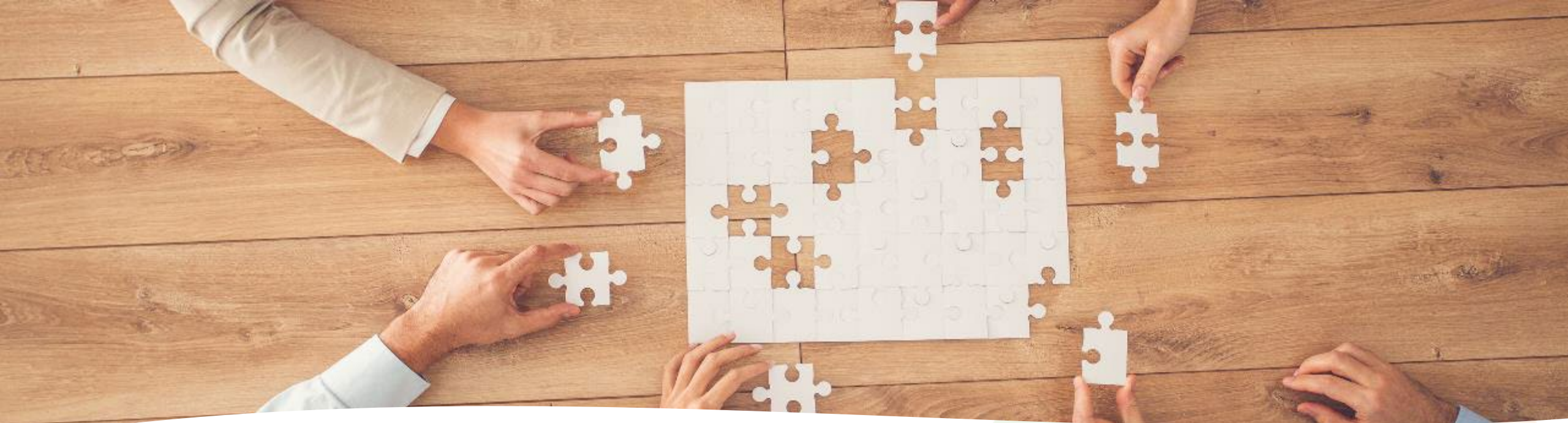
Round robin:

1. Get a folded sheet of paper
2. Read the scenario and create a vague praise based on a scenario
3. Pass your bad example to the person on your right
4. This person will turn the praise into a two-part verbal praise
5. This person then passes to the next person, who will turn the two-part verbal praise into four-part written praise

Breath to focus



- Built the relationship and created the environment – now you can coach on a self-reg skill
- Skill: deep, slow breaths to self-soothe



Breath to Focus Practice

Take turns role-playing how you would teach, model, or ask students to use breath to focus in your classroom