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# *Going Beyond WHAT is Taught to Understanding HOW Effective Educators Teach*

ENHANCING SRAE PROGRAM DELIVERY

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*January, 28 2020*



ADMINISTRATION FOR  
**CHILDREN & FAMILIES**

**FYSB** Family & Youth  
Services Bureau

Adolescent Pregnancy  
Prevention Program

# OBJECTIVES

Participants will:

- Understand self-regulation/co-regulation and why it matters
- Understand the supportive process of co-regulation in fostering the ability to manage thoughts, feelings, and actions to achieve goals
- Identify skills-based coaching opportunities to increase comprehensive learning

# BECOMING A MASTER SRAE FACILITATOR



*“The mediocre teacher tells.  
The good teacher explains.  
The superior teacher  
demonstrates.  
The great teacher inspires.”*

-William Arthur Ward

# ENHANCING THE “WHAT” WITH A LEAP TO THE “HOW”



**WHAT**



**HOW**

# SELF-REGULATION

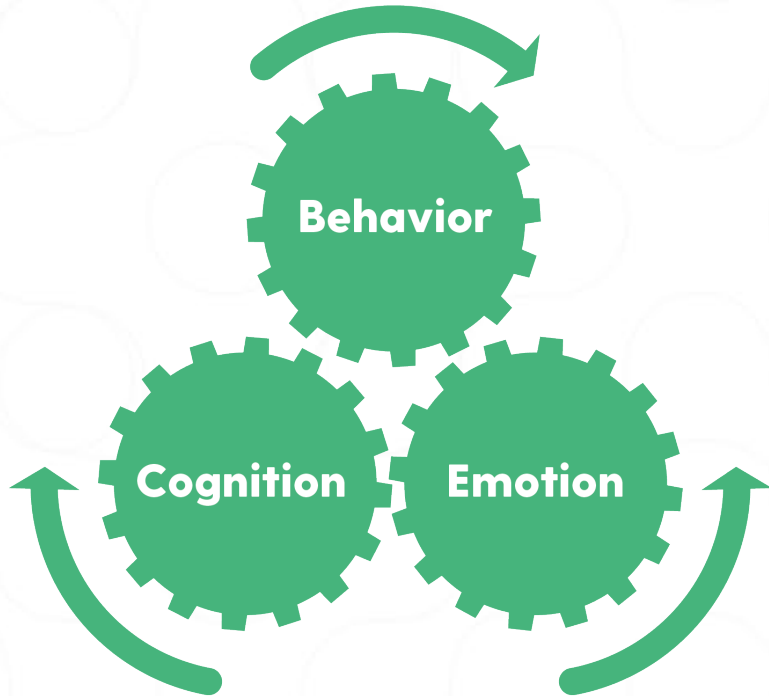
A framework for  
effective  
facilitation



# WHAT IS SELF-REGULATION?

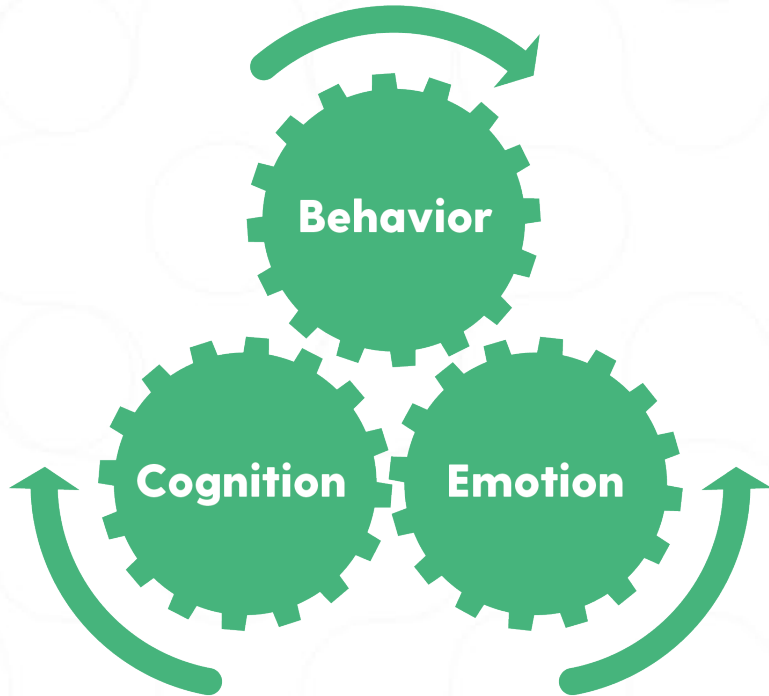
And why does it matter?

# SELF-REGULATION



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

## SELF-REGULATION ENABLES US TO:



- handle stress in our jobs and relationships,
- resist immediate gratification,
- avoid quick decisions we later regret,
- make short- and long-term plans,
- solve problems, and
- be more effective partners, parents, and facilitators.



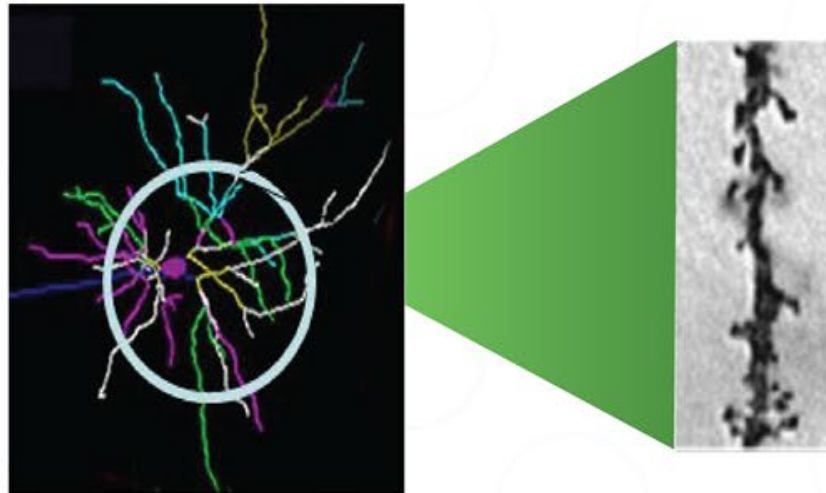
# SELF-REGULATION DEVELOPS OVER TIME





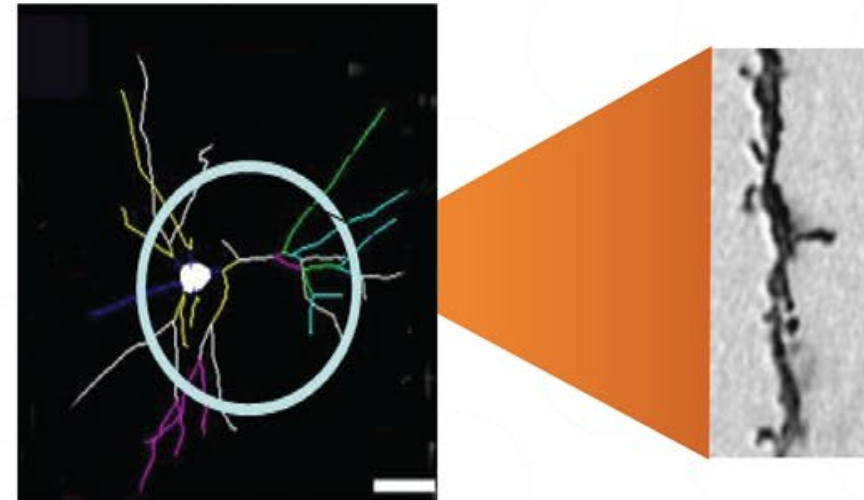
# EXPERIENCES SHAPE OUR SELF-REGULATION ABILITIES AND SKILLS

**Healthy Nerve Cell**



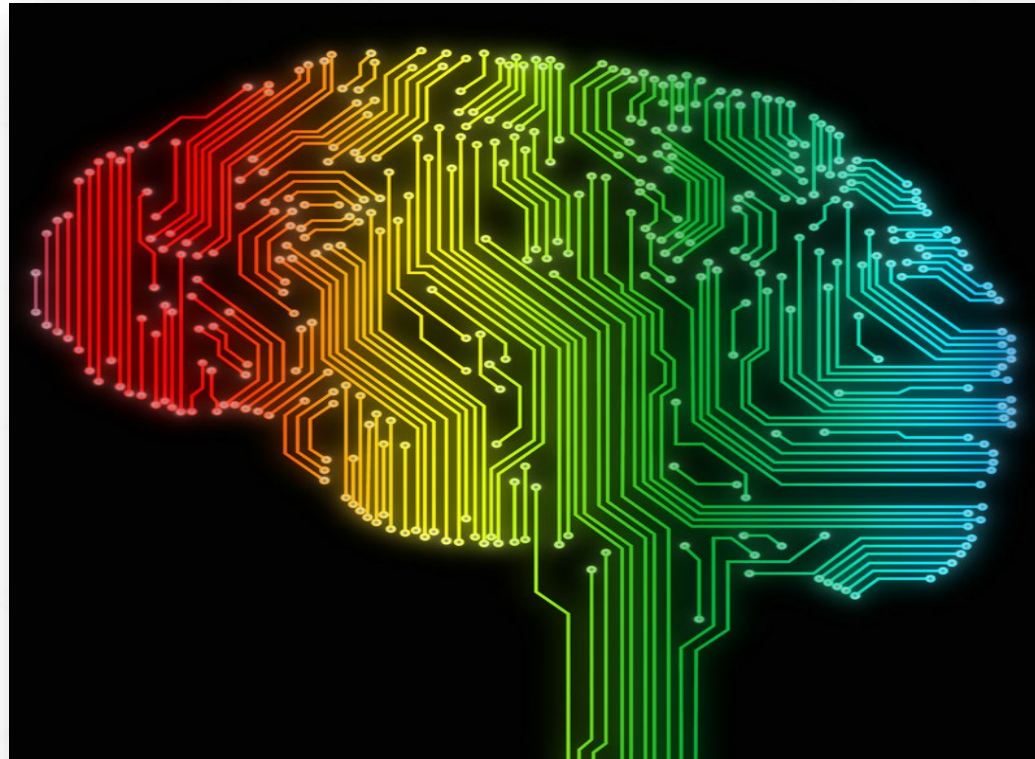
**Typical neuron—many connections**

**Affected Nerve Cell**



**Damaged neuron—fewer connections**

# THE SRAE EDUCATOR'S ROLE IN REWIRING



Growing new connections through positive supports

# HOW DOES SELF-REGULATION RELATE TO STUDENT LEARNING OUTCOMES IN SRAE?

Pair and Share



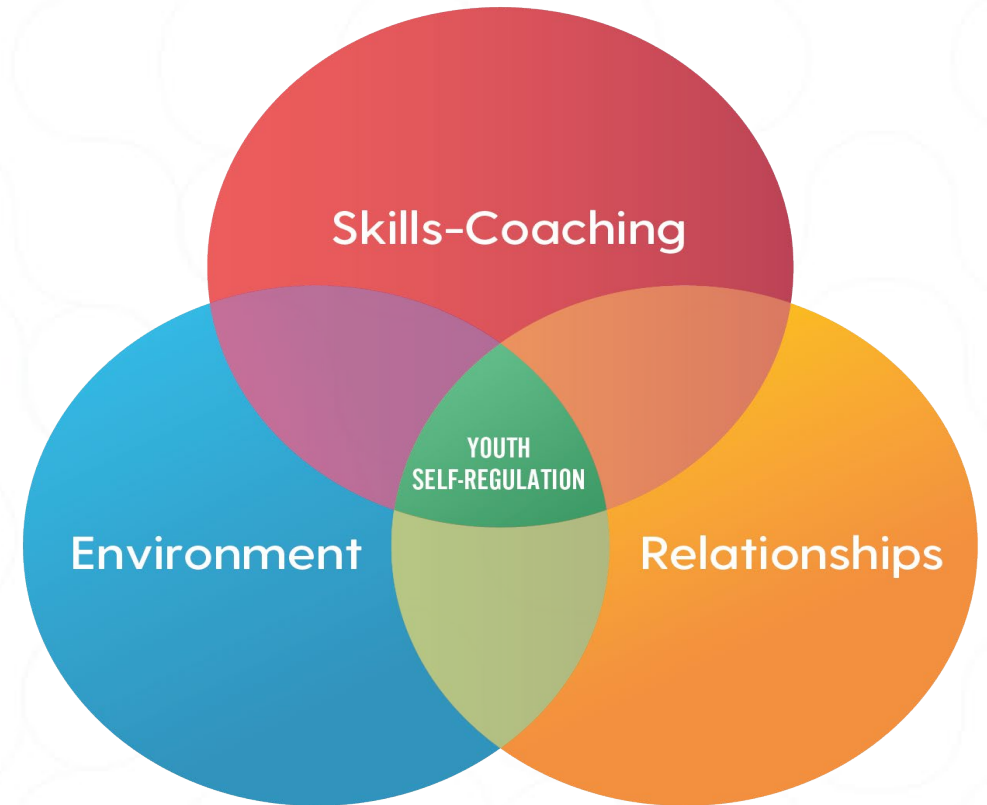
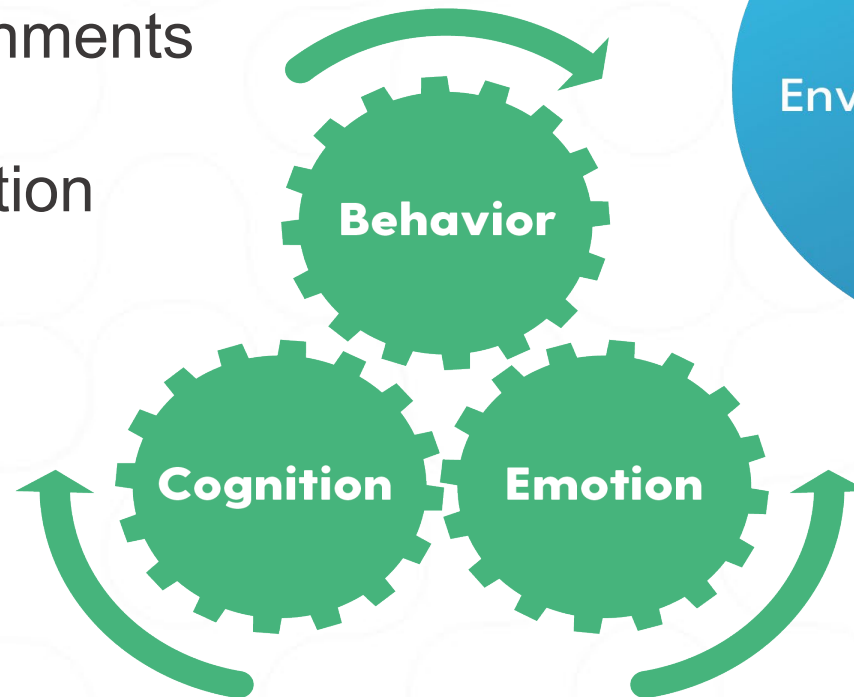
# CO-REGULATION

**What is it?**

**How can I do it?**

## CO-REGULATION

A supportive approach implemented by adults to prioritize warm relationships and nurturing environments while coaching and modeling self-regulation skills



# WARM, RESPONSIVE RELATIONSHIPS



## Relationships

- Respond with warmth and affection; avoid harsh, judgmental remarks
- Validate; offer support during intense emotion
- Share perspective; allow them to make decisions and experience natural consequences
- Show and encourage compassion for self and others



# WARM, RESPONSIVE RELATIONSHIPS



## Relationships

### **Think about a time...**

when you really felt cared for, like you belonged. A time when you were welcomed as part of a group or community.

The person or people you were with were kind, warm, and you knew they were there for you if you needed them.

# WARM, RESPONSIVE RELATIONSHIPS

## Relationships

What specific things did they say or do, and how did they behave so that you knew they cared about you and had your back?

(Things someone could see or hear if they were watching.)

# WARM, RESPONSIVE RELATIONSHIPS



## Relationships

Now FOCUS on you as a PARTICIPANT walking into or sitting in a training session.

What could THE TRAINER say or do that would communicate that you are known, you are cared for, and you belong?

# WARM, RESPONSIVE RELATIONSHIPS

**Relationships**

POST IT!

1. Write your action on a post-it.
2. Stick it on the Relationship sheet nearest to you.

# SAFE, SUPPORTIVE ENVIRONMENTS



## Environments

- Co-create group values that promote safety and positive climate
- Incentivize good choices (e.g., those who arrive on time receive something)
- Offer anticipatory guidance as they navigate their own environments
- Offer space and time to calm down in times of anxiety, conflict, or stress (e.g., create a refuel zone)
- Provide prompts for skill use (e.g., posters)

# SAFE, SUPPORTIVE ENVIRONMENTS

Environments

## POST IT!

1. Write your action on a post-it.
2. Stick it on the Environments sheet nearest to you.

# SELF-REGULATION SKILLS COACHING

Skills-Coaching

How is Teaching different from Coaching?

# SELF-REGULATION SKILLS COACHING

## Skills-Coaching

- Coach awareness of emotions and their value
- Coach stress management and distress tolerance; self-calming
- Encourage help-seeking
- Support goal-setting and monitor progress; support persistence
- Coach problem-solving
- Coach decision-making that aligns with values



# SELF-REGULATION SKILLS COACHING

Skills-Coaching

## POST IT!

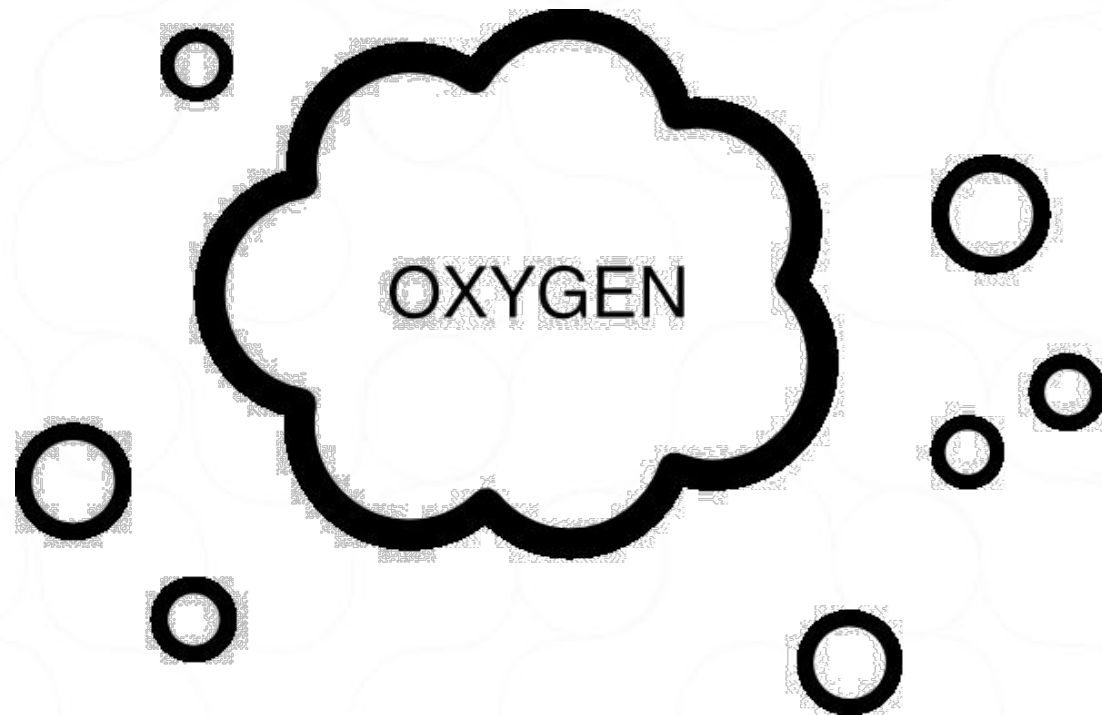
1. Write your action on a post-it.
2. Stick it on the Skills-Coaching sheet nearest to you.

# AS FACILITATORS and PROJECT DIRECTORS...HOW DOES THE ABILITY TO MANAGE OUR THOUGHTS, FEELINGS, AND BEHAVIORS AFFECT OUR FACILITATION?

Pair and Share



## MY OWN SELF-REGULATION



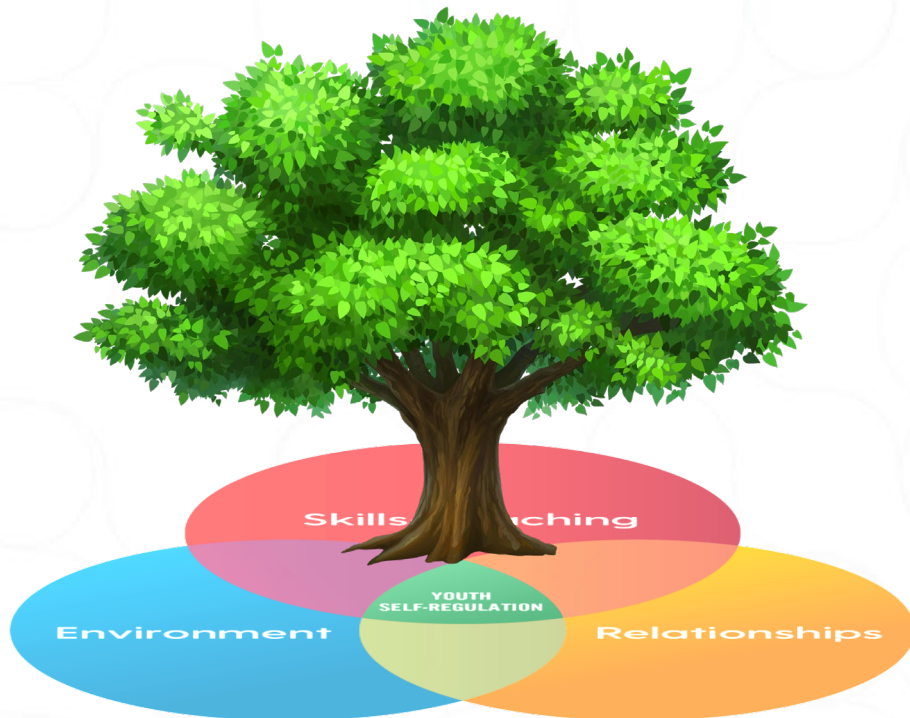
- How do I fill my own tank?
- How can I ensure I come to work with a “full” tank?

# SUCCESSFUL CO-REGULATION



Self-Regulation is actualized when all three circles come together as a system of support.

# EXPLORE, PLAN, TAKE ACTION!



1. Turn to your Explore, Plan, Take Action handout.
2. Look at the sheets for each topic.
3. Jot down one action you would like to try. What is the first step to make it happen?
4. Go for it!

# QUESTIONS?

## For more information about self-regulation:

- Murray et al., Self-Regulation and Toxic Stress Series, and additional resources on the Office of Planning, Research & Evaluation's (OPRE) website, <https://www.acf.hhs.gov/opre> (2015-2018).
- Frei, A. E. (2019). Integrating a co-regulation framework into facilitation to improve implementation.

# QUESTIONS?

## **Additional Resources:**

- OPRE: Toxic Stress and Evaluation Reports. This webpage provides a series of interrelated reports titled Self-Regulation and Toxic Stress from a team at the Center for Child and Social Policy at Duke University (<https://www.acf.hhs.gov/opre>)



## CONTACT INFORMATION

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