



Going Beyond What is Taught to Understanding How Effective Educators Teach

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ADMINISTRATION FOR
CHILDREN & FAMILIES

FYSB Family & Youth
Services Bureau

Adolescent Pregnancy
Prevention Program

Objectives

Participants will:

- Explain self-regulation/co-regulation and why it matters
- Describe 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 Manager

*“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

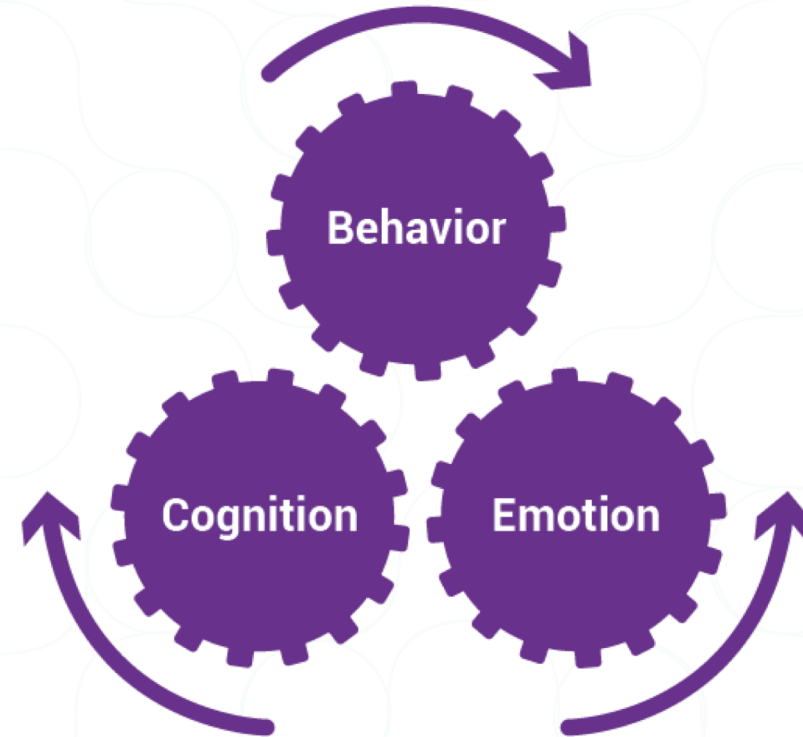


Self-Regulation

What is it?
Why does it matter?

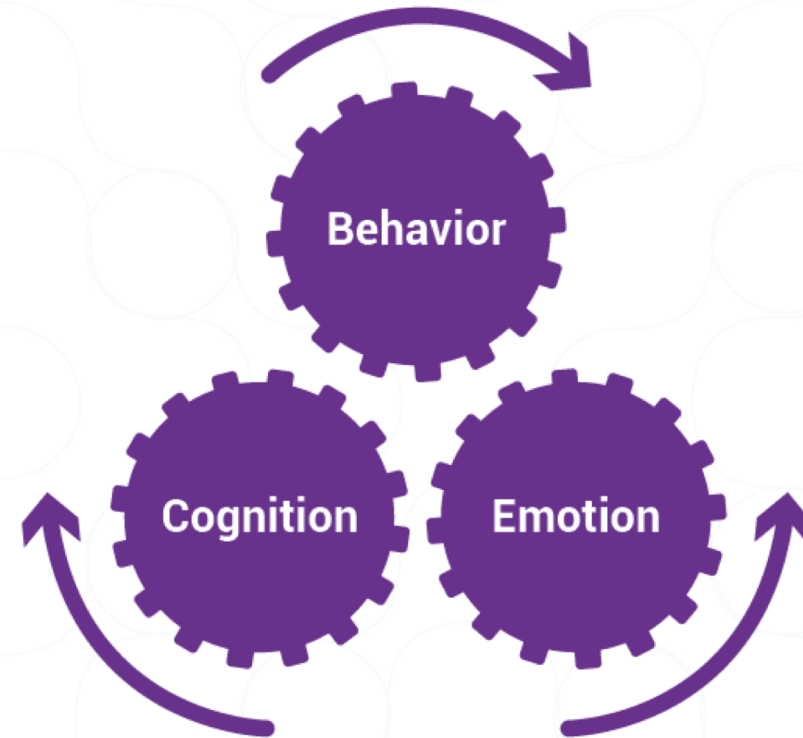
Self-Regulation

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



Self-Regulation enables us to:

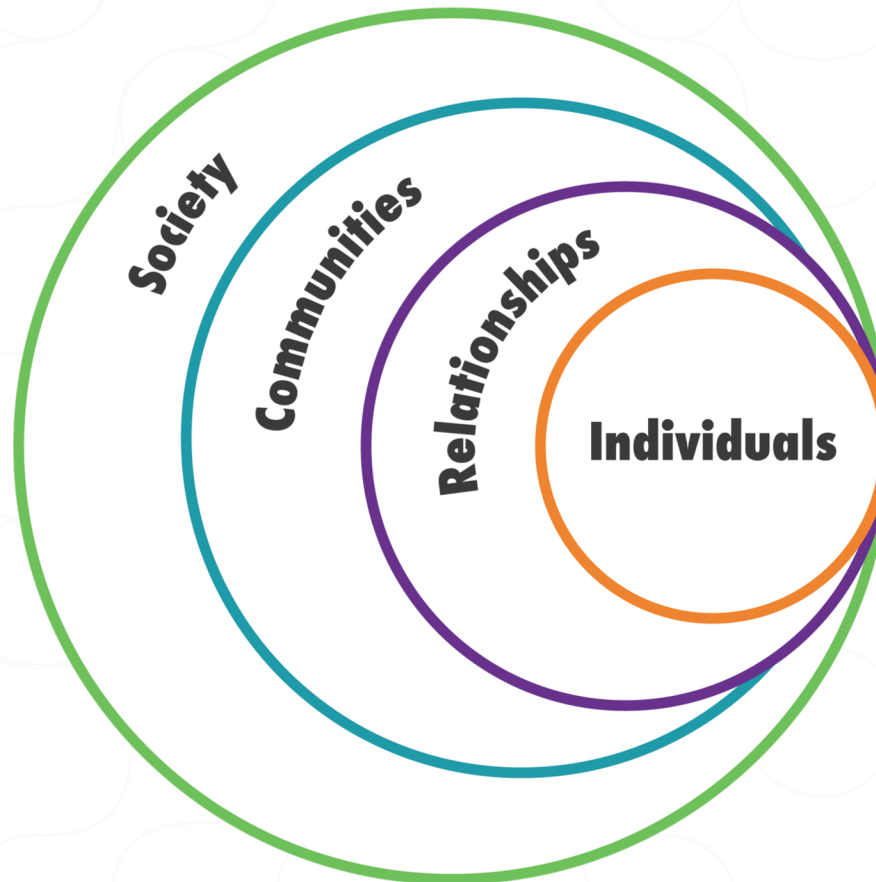
- Handle stress in our jobs and relationships
- Resist immediate gratification
- Avoid quick decisions we later regret
- Make short- and long-term plans
- Solve problems
- Be more effective partners, parents, and facilitators



Self-Regulation develops over time

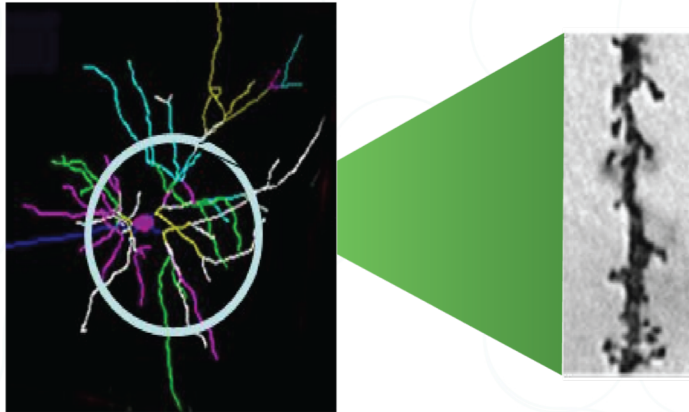


Social Ecological Model



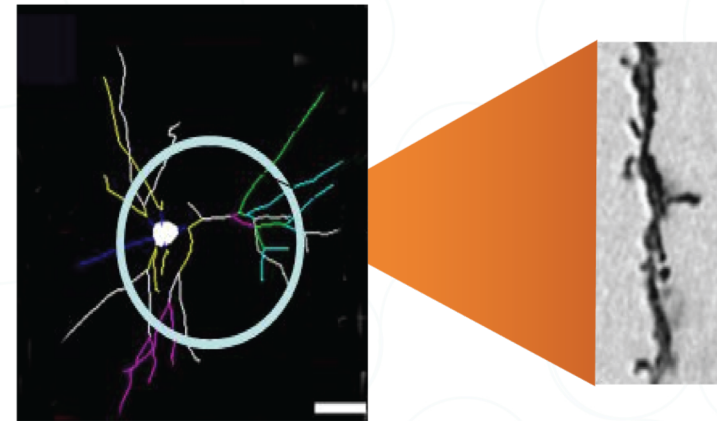
Experiences shape our self-regulation abilities and skills

Healthy Nerve Cell



Typical neuron—many connections

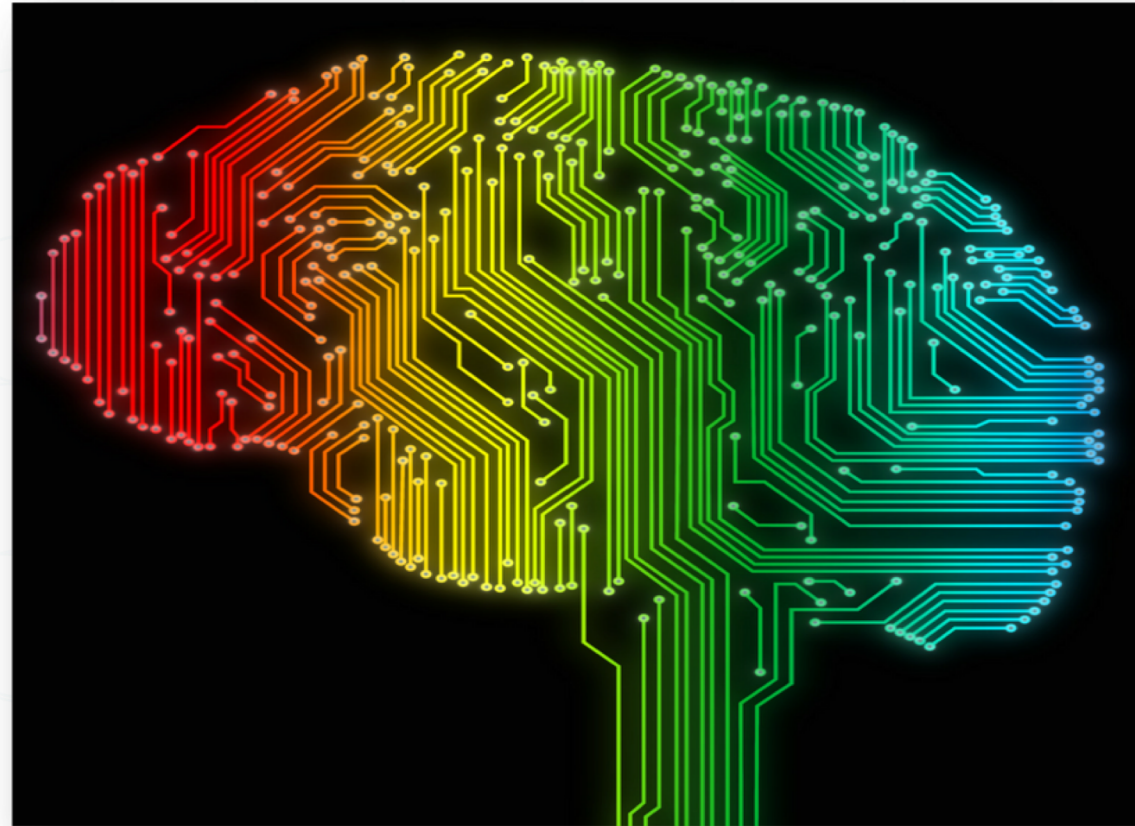
Affected Nerve Cell



Damaged neuron—fewer connections

The SRAE Educator's Role in Rewiring

Growing new connections
through positive supports



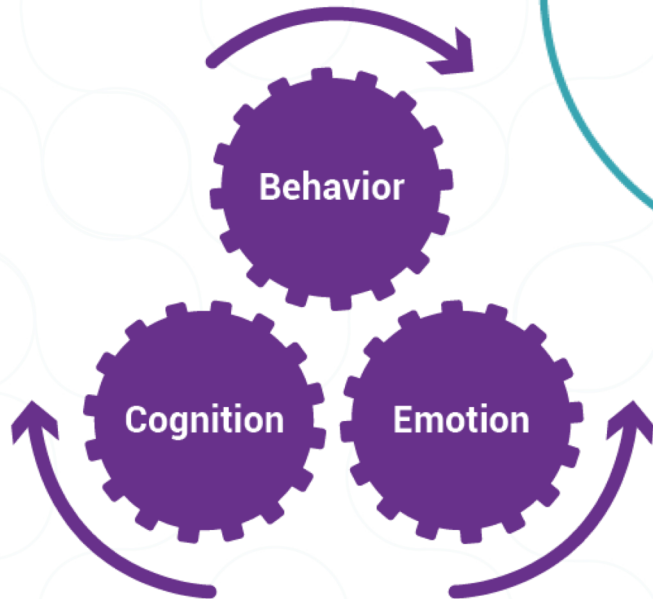
**How Does Self-
Regulation Relate to
Student Learning
Outcomes in SRAE?**

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

- 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



Relationships

Warm, Responsive 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 and warm, and you knew they were there for you if you needed them.



Relationships

Warm, Responsive Relationships

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

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



Relationships

Warm, Responsive 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?



Relationships

Warm, Responsive Relationships

SHARE IT!

1. Write your action on a post-it.
2. Share your idea in the chat feature.



Relationships

Safe, Supportive 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)



Environments

Safe, Supportive Environments

SHARE IT!

1. Write your action on a post-it.
2. Share your idea in the chat feature.



Environments

Self-Regulation Skills Coaching

How is Teaching different from Coaching?



Skills-Coaching

Self-Regulation 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



Skills-Coaching

Self-Regulation Skills Coaching

SHARE IT!

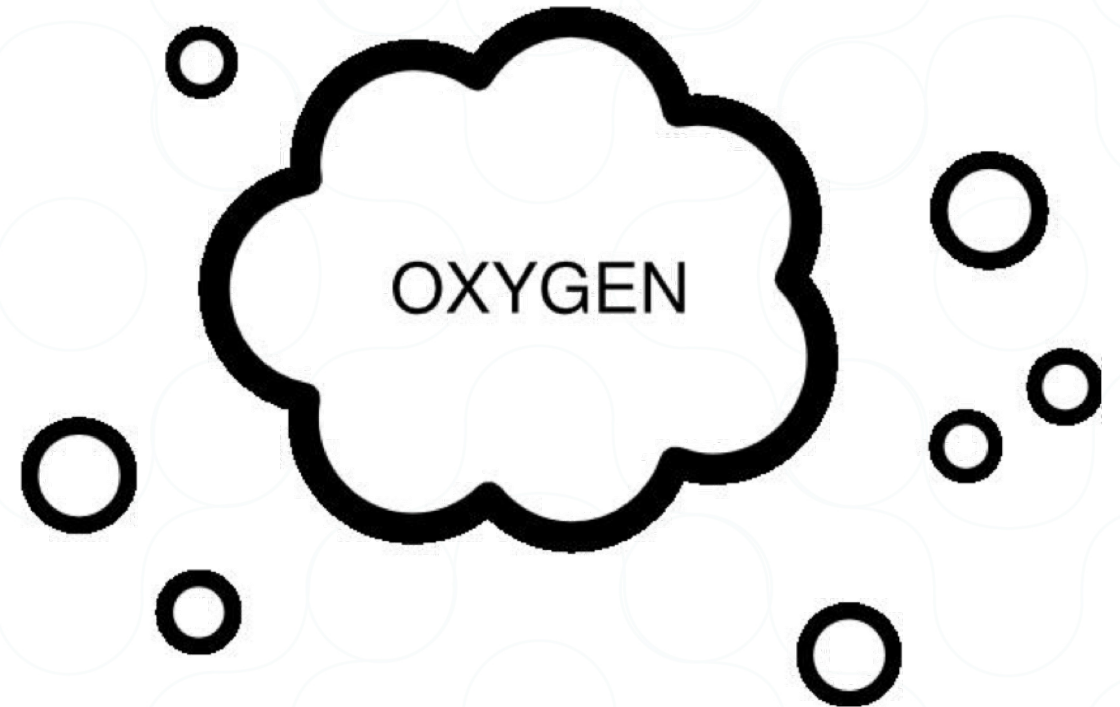
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Skills-Coaching

How does the ability to manage our thoughts, feelings, and behaviors affect our facilitation?

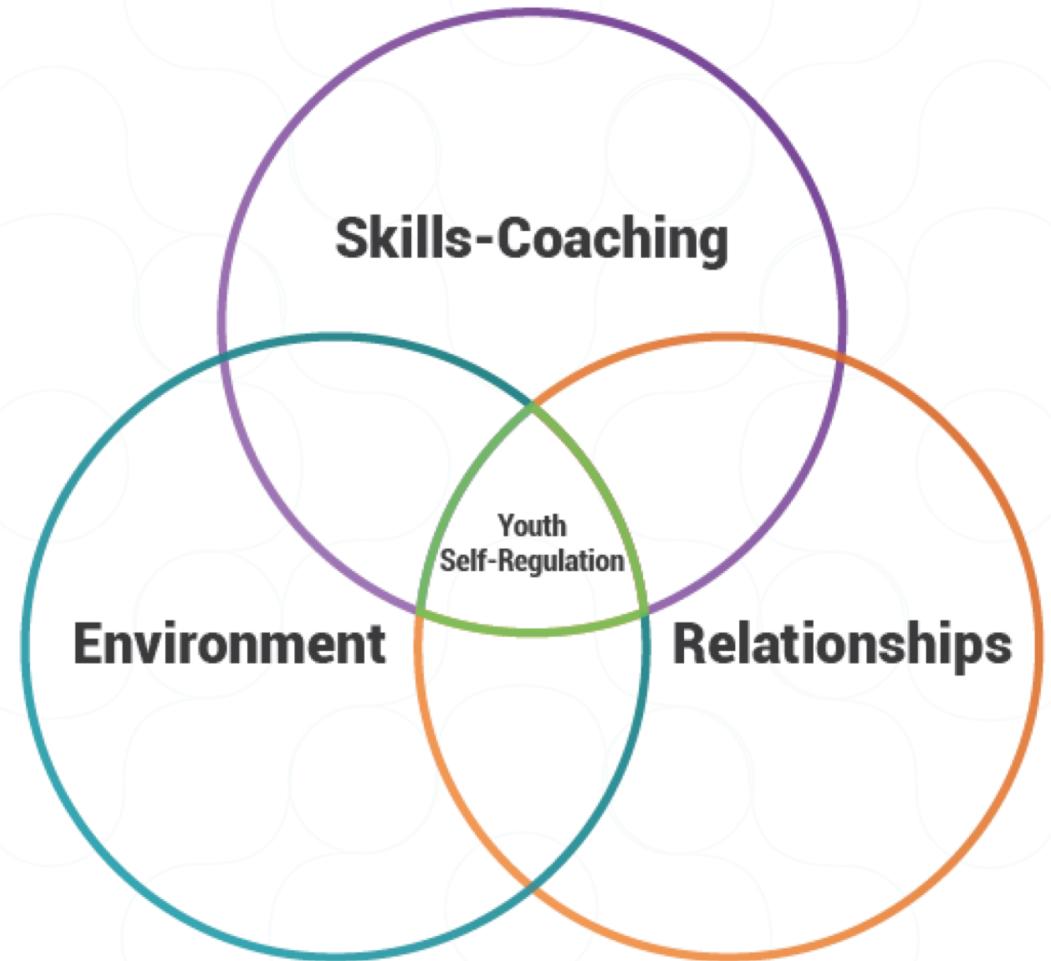
My Own Self-Regulation

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



Successful Co-Regulation

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





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.

Contact Information

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PRESENTED BY



SRAETTA

Sexual Risk Avoidance Education
Training and Technical Assistance



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