

POWERFULLY YOU

A Social Emotional Learning
Curriculum

Focusing on Self-Regulation

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A PILOT STUDY ON POWERFULLY YOU

In collaboration with

- Dr. Patty Coker-Bolt and MUSC
- Dr. Lisa Feldman-Barrett and her research lab at Northeastern University
- Dr. Monika Lohani at The University of Utah

What word comes to mind when you hear "self-regulation"

What program do you use to address self-regulation issues?

The Alert Program (Engine)

Zones of Regulation

Sensory Diet

Behavioral Program/Plan

Other

EXPECTATIONS



60 minutes

Background
Research Foundations
Pilot Study: method,
assessment
Overview of Curriculum
What's Next



30 minutes

Experience A Lesson-
Self-Compassion



15 minutes

Questions and
Completion Form



LEARNING OBJECTIVES

- Upon completion of this course, participants will be able to:
 - Recognize the steps of using research-based assessments and principals in a pilot study.
 - Relate the use of Occupational Therapy's knowledge and expertise in utilization in class wide models of intervention and in Social Emotional Learning.
 - Identify at least four tools to support student's self-regulation needs in the classroom, home, and/or community.
 - Identify research that supports these tools and concepts.

OVERVIEW

A social emotional curriculum designed to enhance self regulation.

Self regulation is defined as the ability to adapt our neurological arousal, emotional state, attention, and behavior in accordance with the demands of the situation.

Self regulation is a foundational skill for behavioral management and emotional regulation, which underlie academic and social emotional learning.

Powerfully You gives students and teachers information to enhance their awareness of self regulation and gives tools that can be used in the classroom and beyond to increase mastery of self regulation.

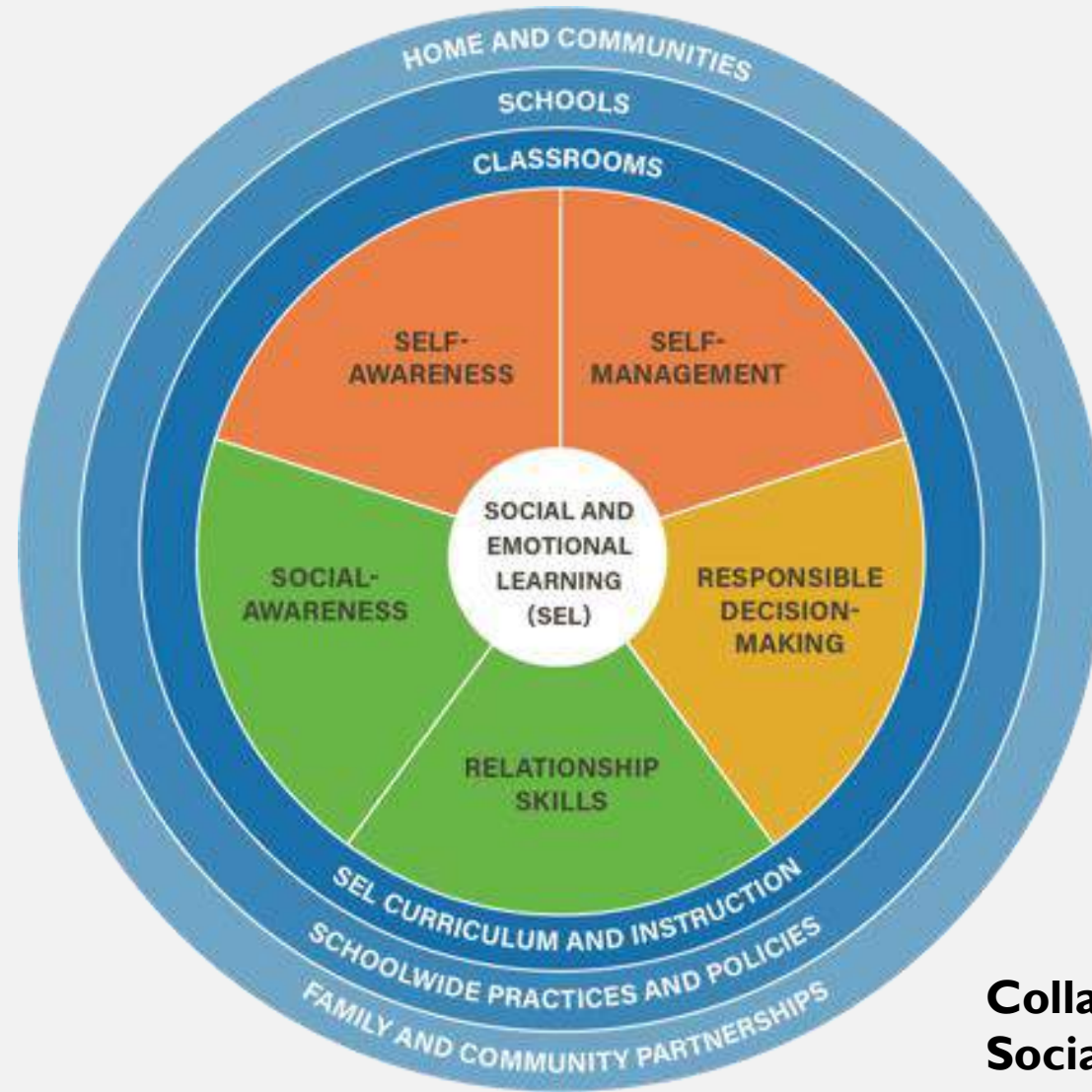


BACKGROUND

- Designed by pediatric Occupational Therapists, Powerfully You pulls from many frames of reference and theory including:
 - Sensory Integration
 - Occupational Therapy Activity Analysis
 - Arousal Theories
 - Theory of Constructed Emotion
 - Current research on Interoception, Mindfulness, and Self Compassion
 - Current research on Social Emotional Learning
 - Cognitive Behavioral Theory and Positive Psychology Theory

WHAT IS THE GAP?

- A meta- analysis of school based social emotional learning interventions (Durlak et al., 2011)
 - Adding social emotional curriculum into classroom educational standards resulted in improved academic competencies, enhanced social emotional learning skills, and lower levels of conduct problems.
- Self-regulation is widely regarded as an underlying skill important to behavioral self-management, emotional control, and social emotional learning, **but is often addressed in only one or two lessons a year in school curriculums or by guidance counselors.**



**Collaborative for Academic,
Social, and Emotional
Learning (CASEL)**

PILOT STUDY AIMS

- **Aim:** The goal of this project is to conduct a quality improvement project to determine the feasibility of a new school-based self-regulation curriculum which can be implemented in a grade-school classroom.
- 1) Can the program can be delivered with fidelity by professionals trained in this curriculum in a traditional grade-school classroom?
- 2) Will the students and classroom teacher who complete the program demonstrate changes in self-regulation?

AOTA/RTI/ OT SCOPE OF PRACTICE

Three-Tier Model of School Supports

ACADEMIC SYSTEMS

TIER 3 *Intensive, Individual Interventions*

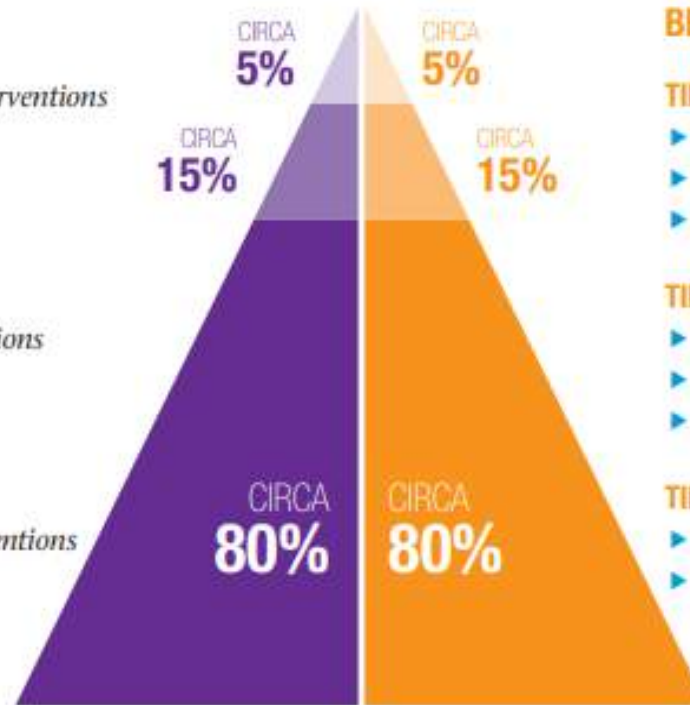
- ▶ Individual Students
- ▶ Assessment-based
- ▶ High intensity
- ▶ Of longer duration

TIER 2 *Targeted Group Interventions*

- ▶ Some students (at-risk)
- ▶ High efficiency
- ▶ Rapid response

TIER 1 *Core Instructional Interventions*

- ▶ All students
- ▶ Preventive, proactive



BEHAVIORAL SYSTEMS

TIER 3 *Intensive, Individual Interventions*

- ▶ Individual Students
- ▶ Assessment-based
- ▶ Intense, durable procedures

TIER 2 *Targeted Group Interventions*

- ▶ Some students (at-risk)
- ▶ High efficiency
- ▶ Rapid response

TIER 1 *Core Instructional Interventions*

- ▶ All students
- ▶ Preventive, proactive

DESIGN AND PARTICIPANTS

Convenience sample of children in 2nd grade at local charter school

Treatment Group (n=10)



Control (n=10)



5 children selected by guidance counselor
5 children selected by teacher

- **Blind Observer in Intervention and Control Classes:**

Measure:	Construct:
TIME ON/TIME OFF TASK CLASSROOM MEASURE	ATTENTION TO TASK
Teacher Redirection	Attention to task based on teacher's redirections
Classroom Atmosphere Rating Scale (CAR Scale)	Classroom Climate: looks at overall students' Disruptive Behavior and Compliance, Cooperation, Communication and Problem-Solving Classroom, Interest Level, Focus, and Responsiveness.

• Intervention Classroom and Control Teachers:

- 10 Students Each:
 - 5 chosen by guidance counselor identified as children with behaviors which impact success in school.
 - 5 chosen by classroom teacher based on children who have behavior that is difficult to impact (i.e. anxiety, daydreaming, tattling, etc.)

Measure:	Construct:
SESBI-R	Student behavior in classroom and during transitions at school
DESSA-Mini	SEL and student behavior; Self-management
TAUK	SEL and student behavior Persistence, self-control, social-competence

- Intervention Classroom Teacher

Measure:	Construct:
ERSQ	Changes in teacher's own self-regulation; ability to receive, evaluate, search, plan, implement, and assess
Qualitative Interview	Teacher's perception of the curriculum and impact on classroom

- Intervention and Control Students

Measure:	Construct:
Questionnaire- first 5 questions on the Student Survey for the TAUCK (these measures are their self control questions).	Student's awareness and knowledge of their own self-control.

OBJECTIVES OF POWERFULLY YOU

- The participant will understand:
- We are able to sense body sensations from not only our 5 senses, muscles and joints, but also our internal organs. Our internal sense is called Interoception.
- Anyone can improve their ability to feel sensations from their body with practice. Body Scans are a way to practice sensing body sensations. They are also a form of mindfulness.
- Our sense of our body sensations can act as a warning system that tells us when we are not making choices or engaging in habits that are in alignment with our best selves.
- It is easier to be our best selves when we are getting enough sleep, eating well, getting regular exercise, and connecting with people.

OBJECTIVES CONTINUED...

- We can use our sense of our body to tune into how active our body feels. In our bodies we can feel activated or deactivated.
- Different levels of body activation are a Match for different situations. A neutral level of activation creates the most potential for responding to most situations as our best selves.
- Misbehavior = mismatch
- Emotions can be described as feeling highly activated in our body, low activation, or neutral activation, which can also be called feeling centered.
- All emotions are ok. And all emotions change. They never stay the same.

OBJECTIVES CONTINUED

- We can use tools to change the activation in our body. This can help us to change our body sensations, our emotions, and our behavior.
- There are sensory tools, movement tools, breath tools, and thought based tools.
- Different tools work for different people. Tools can be activating or deactivating. We can use tools to help us match our feelings and behaviors to given situation.
- We can use tools to help us be our BEST selves.
- Being our own personal best is the best thing we can do for ourselves and is the best thing we can give to the world.

LESSONS

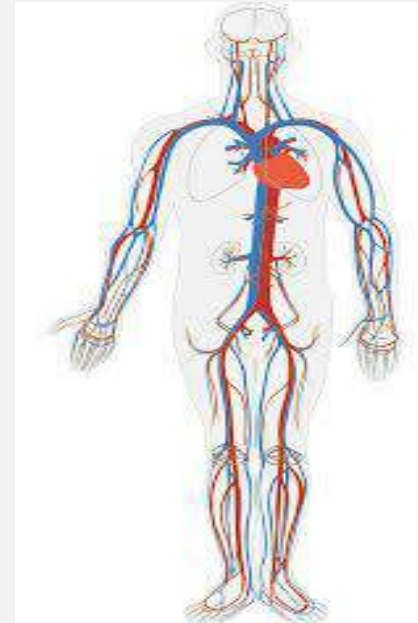
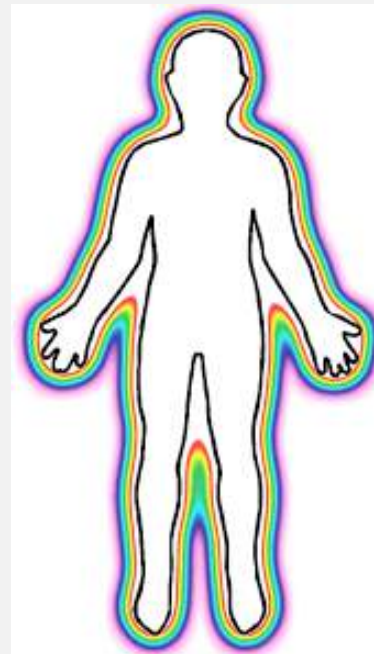
#	Concept	Topic
1	Body Sensing	Musculoskeletal System and introduction of a Body Scan
2	Body Sensing	Sensory Systems
3	Body Sensing	Internal Sensations: including Interoception
4	Body Sensing	The Whole Body
5	Body Battery	What is our Body Battery?
6	Body Battery	Body Battery Game
7	Activation Meter	Body Sensations on the Activation Meter
8	Activation Meter	Emotions on the Activation meter
9	Tools	Tools for the class
10	Tools	Tools for the Recharging Station
11	BEST	A process to use our new knowledge for improved self regulation
12	Mind Body Tools	Tools that engage your body and connect your mind
13	Thought Based Tools	Negativity Bias and Positive Thought tools; Self Compassion
14	Thought Based Tools	Negative thoughts and Inquiry
15	BEST	Using body and thought based tools to improve self-regulation
16	Powerfully You	Reviewing concepts learned and celebrating

POWERFUL THOUGHTS

Powerful Thoughts are concepts and quotes that are important to the authors of this curriculum. Each lesson will begin with a Powerful Thought. Concepts presented were chosen to provoke thought and expand consciousness. These quotes and thoughts are open to interpretation and discussion by the students and facilitators. The concepts promote the value of equanimity, interpersonal connectedness, compassion for self and others, awareness, self control, and emotional resilience.

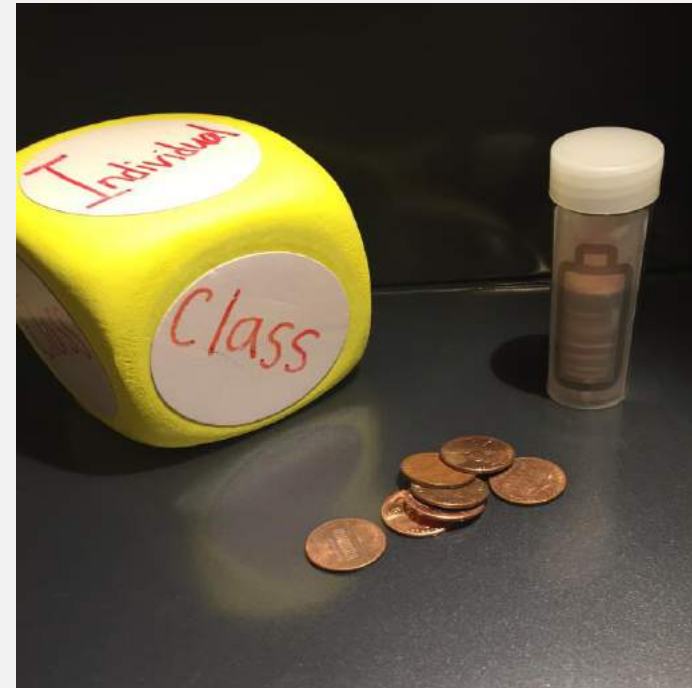
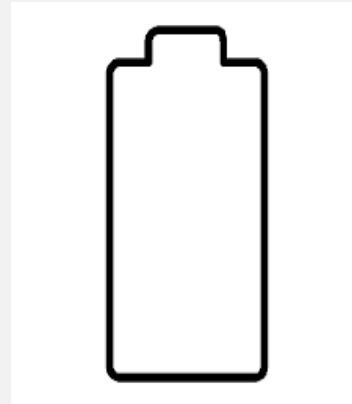
- We are better together
- Your body is always talking to you...you just have to stop and listen.
- No one is you and that is your super power!
- If you want to give a light to others, you have to glow yourself. Thomas S. Monson
- Take care of your body. It is the only place you have to live.
- Everyone is doing the best they can with what they know, always.
- Practice makes Progress
- Feelings always change
- When you can't control what's happening, challenge yourself to control the way you respond to what's happening. That's where your power is!
- You have the power to change your thoughts and your thoughts have the power to change your life
- Be the best version of YOU
- Power is the ability to affect change MLK
- Your mind is a powerful thing. When you fill it with positive thoughts your life will start to change
- The goal isn't to get rid of all your negative thoughts and feelings; that's impossible. The goal is to change your response to them.
- Feelings are much like waves, we can't stop them from coming but we can choose which one to surf- Jonatan Martensson

BODY SENSING (LESSONS 1-4)



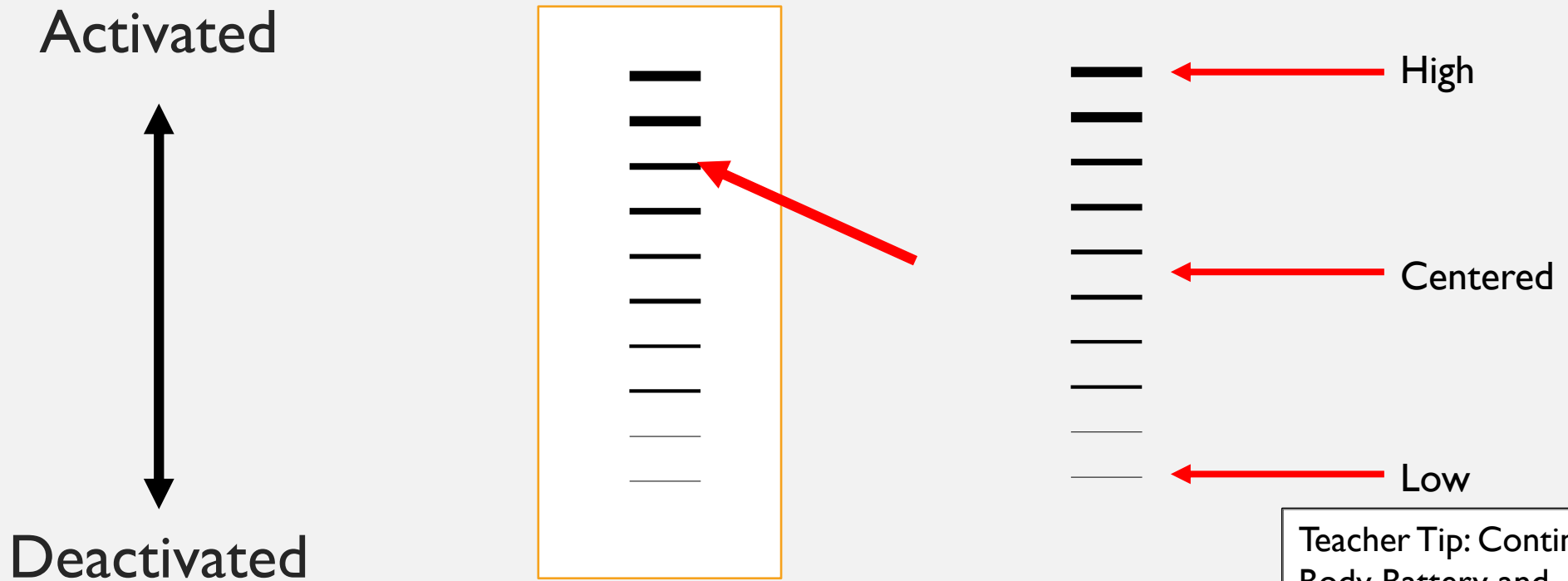
Teacher Tips:
Practice body scans at various times throughout the day to increase awareness.

LESSON 5-6: BODY BATTERY



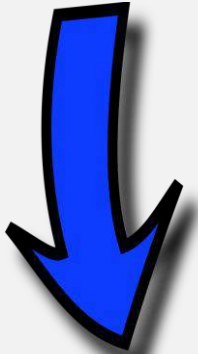
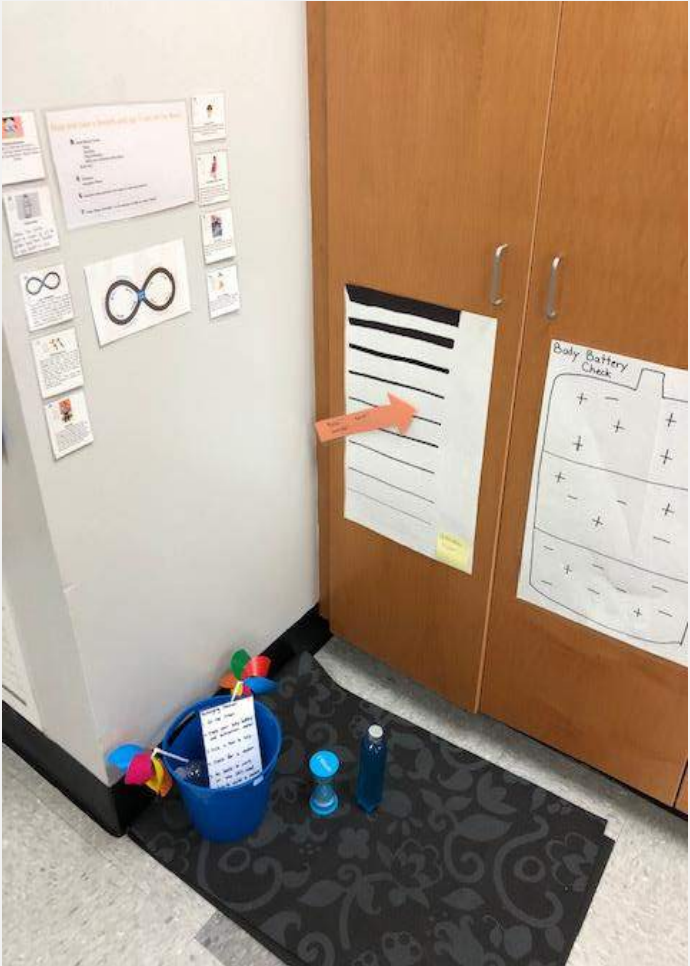
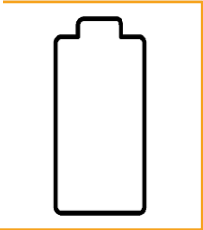
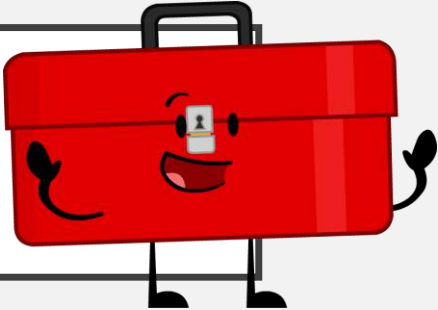
Teacher Tip:
Start doing battery checks at various times of day and especially after weekends or breaks.

LESSON 7-8: ACTIVATION METER AND EMOTIONS ON THE ACTIVATION METER



Teacher Tip: Continue Body Battery and Activation Meter checks

LESSON 9-10: TOOLS



Teacher Tip: Incorporate class activities to help students adjust their activation.

LESSON 11 AND 15: BEST

MAKING A MATCH

Powerful thought: Be the best version of YOU

Stop, take a breath and say I can do my BEST

B

Body Battery and Body Scan

E

Energy and Emotions on
the Activation Meter

S

Situation: is it a Match?

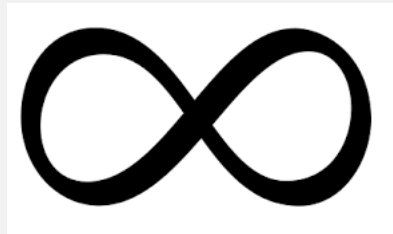
T

Tools

Teacher Tip: Place the BEST poster on the wall and cue the students to use the process when problems arise.

LESSON 12: MIND BODY TOOLS

Powerful thought: Power is the ability to affect change. MLK



How Powerful are These Tools

Everyone is different! And tools can affect different people different ways. Think about each tool and whether it is activating or deactivating on your body activation. And then rate how powerful that tool is for you

Tool	Your rating
wiggle ball	↓ ↑ ↪ ——— ——— ↩
5 deep breaths	↓ ↑ ↪ ——— ——— ↩
cross crawls	↓ ↑ ↪ ——— ——— ↩
lazy 8	↓ ↑ ↪ ——— ——— ↩
energy yawn	↓ ↑ ↪ ——— ——— ↩
pinwheel	↓ ↑ ↪ ——— ——— ↩
leg tremor	↓ ↑ ↪ ——— ——— ↩

Teacher Tip: Continue using the BEST process.

LESSON 13 AND 14: THOUGHT BASED TOOLS

POSITIVE THOUGHTS, NEGATIVITY BIAS, AND INQUIRY

Gratitude

Strengths

Appreciation

Creativity

Kindness

Awe

Self-Compassion

- Mindful awareness
- Kindness
- Common humanity

Inquiry: Questioning Your Thoughts



Teacher Tip:
Continue using
the BEST process

LESSON 16: LOOKING BACK AND MOVING FORWARD



FUTURE DIRECTIONS



Teacher/Adult program to teach concepts to adults to use for themselves



Younger children's program utilizing books and manipulatives used to teach basic concepts. Direct teaching would be directed at the educators rather than the children at 3-4 years of age. Lessons could begin formally in kindergarten and first grade, with earlier lessons taught at younger ages, and expansion on the concepts being taught to 2-3 grade students.



Additional lessons for older ages and for expanding upon concepts presented

EXPERIENCE
A LESSON

*"Tell me and I forget.
Teach me and I remember.
Involve me and I learn."*

- Benjamin Franklin

"What is the most powerful concept you learned today?"

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Our Contact Information:

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QUESTIONS AND FORM COMPLETION

Thank you!