



NeMTSS
FRAMEWORK



**NEBRASKA CENTER FOR RESEARCH ON
CHILDREN, YOUTH, FAMILIES & SCHOOLS**

It's not just for the kids: self-awareness & self-management

NeMTSS SEBL Specialists

11/8/2022

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Region 1 & Region 2

ESUs 4, 5, 6 and LPS

ESUs 2, 3 and OPS

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ESUs 1, 7, 8

ESUs 9, 10, 11, 17

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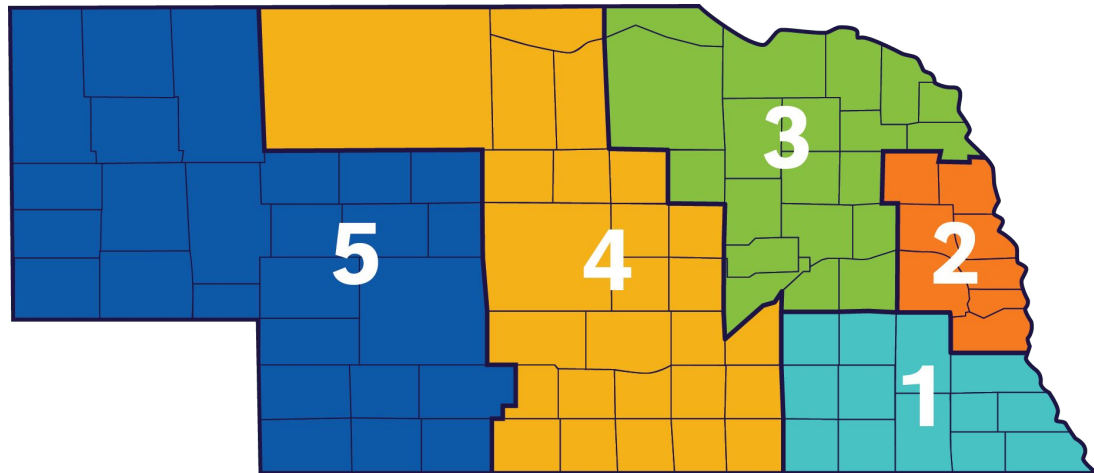
Region 5

ESUs 13, 15, 16

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The NeMTSS Implementation Support team works statewide across five regions. If you have questions, please contact your **SEBL Specialist**.



Objectives



- ✓ Define SEBL, self-awareness & self-management
- ✓ Strategies for helping students manage big emotions/behaviors
- ✓ Strategies to ensure you are taking care of your well-being

Norms

Be Respectful

- Take care of your needs; stand and stretch often

Be Ready

- Take the time to quiet the outside noise

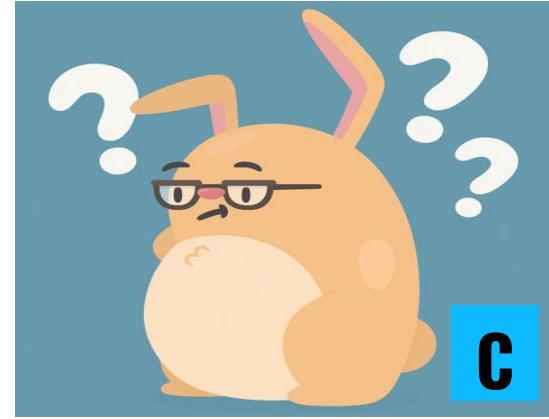
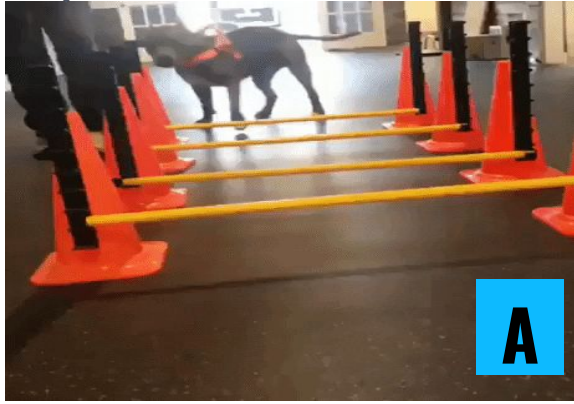
Be Responsible

- Celebrate and problem solve with your colleagues



Welcoming Inclusion Activity

Which gif best describes how you feel today?



Tweets

Tweets & replies

Media

Likes



gerry brooks @gerrybrook... · 10s ▾

It makes me sad when a teacher assistant says "I'm just a para" when they introduce themselves to me...we CANNOT do our jobs without support staff. They are the backbones of our schools. No one is "just" anything on your staff. Make sure your support staff feel encouraged & loved.



Describing why you and your role are important



[Padlet](#)

Password - MTSS

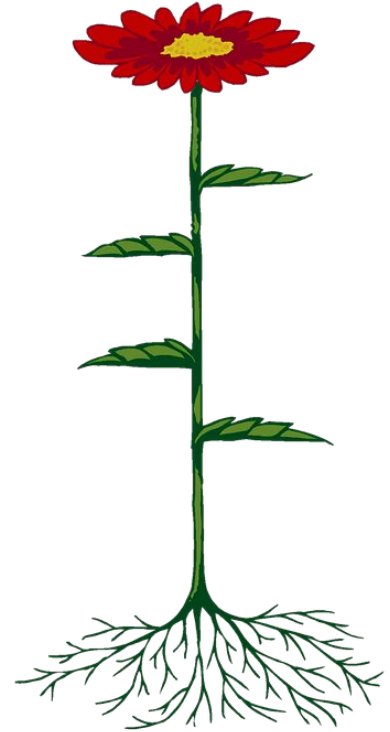




**Define SEBL, self-awareness &
self-management**

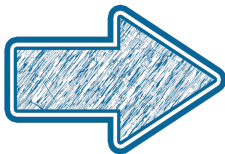
What is SEBL?

The **systematic** process of fostering **social and emotional skills** among students and adults *in order to* create safe and supportive environments with **positive behavioral outcomes** for all



Why SEBL?

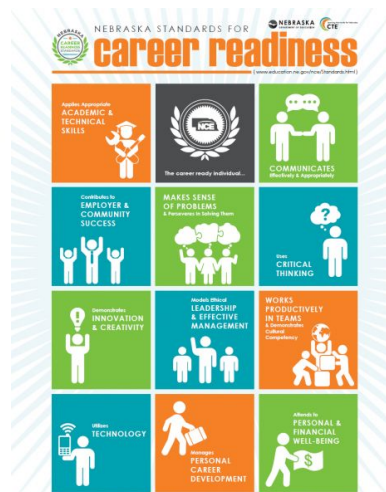
We all need these...



In order to do these...



Show Pride
Own It
Act Positively
Respect All



[NE Career & Technical Education Site](#)





SOCIAL AND EMOTIONAL COMPETENCIES	EMPLOYEE SOCIAL AND EMOTIONAL SKILLS (In demand skills from employers)	
SELF-AWARENESS	<ul style="list-style-type: none"> • Positive attitude • Flexibility • Ability to apply skills to real-life settings • Openness to developing/ learning new skills • Sense of self-worth 	<ul style="list-style-type: none"> • Ability to Innovate • Confident • Creativity • Commitment • Shows flexibility
SELF-MANAGEMENT	<ul style="list-style-type: none"> • Initiative • Works well under pressure (e.g., manages emotions) • Punctuality • Ability to work independently • Detail-oriented • Strategic planning (e.g., setting and achieving goals) 	<ul style="list-style-type: none"> • Strong work ethic • Time management • Entrepreneurial thinking • Reliability • Organizational skills • Adaptability • Budgeting • Self-discipline
SOCIAL AWARENESS	<ul style="list-style-type: none"> • Cross-cultural sensitivity • Ability to work with people of different backgrounds/cultures 	<ul style="list-style-type: none"> • Supervision of others • Respects individual differences
RELATIONSHIP SKILLS	<ul style="list-style-type: none"> • Written and oral communication skills • Listening skills • Conflict resolution • Teamwork and works well with others 	<ul style="list-style-type: none"> • Effective communication • Ability to collaborate • Management skills • Responds to customer needs
RESPONSIBLE DECISION-MAKING	<ul style="list-style-type: none"> • Integrity • Honesty • Analyze and solve complex problems • Ability to evaluate information from multiple sources 	<ul style="list-style-type: none"> • Critical thinking • Reasoning • Civic participation and engagement • Ethical and sound decision-making • Observes carefully



Table 2. Social and Emotional Skills Demanded by Employers



Youth Mental Health in NE

84% of NE educators report seeing an increase in student mental health concerns

Admissions for self harm are up **33%**
AND are using more severe methods

Youth seeking support for eating disorders is up **70%**

SUICIDE IS NOW
2ND leading cause of death for
10-14 & 15-19 YEAR OLDS



"Could someone help me with these? I'm late for class."

Hunger

Homelessness

Neglect

Poverty

Mental Health

Abuse

What it might look like:

- Defiant/Unwilling
- Brat/Spoiled
- Doesn't want to
- Can't / Won't
- Doesn't care
- Lazy
- Immature



What we don't see:

- Trauma and abuse
- Poverty
- Home conflict
- Mental health concerns
- Maladaptive/poor coping
- Limited resiliency
- Home/family responsibilities

What's wrong with you?

Labeling



What happened to you?

Trauma informed approach






What am I
feeling?

What am I
thinking?

What am I
doing?

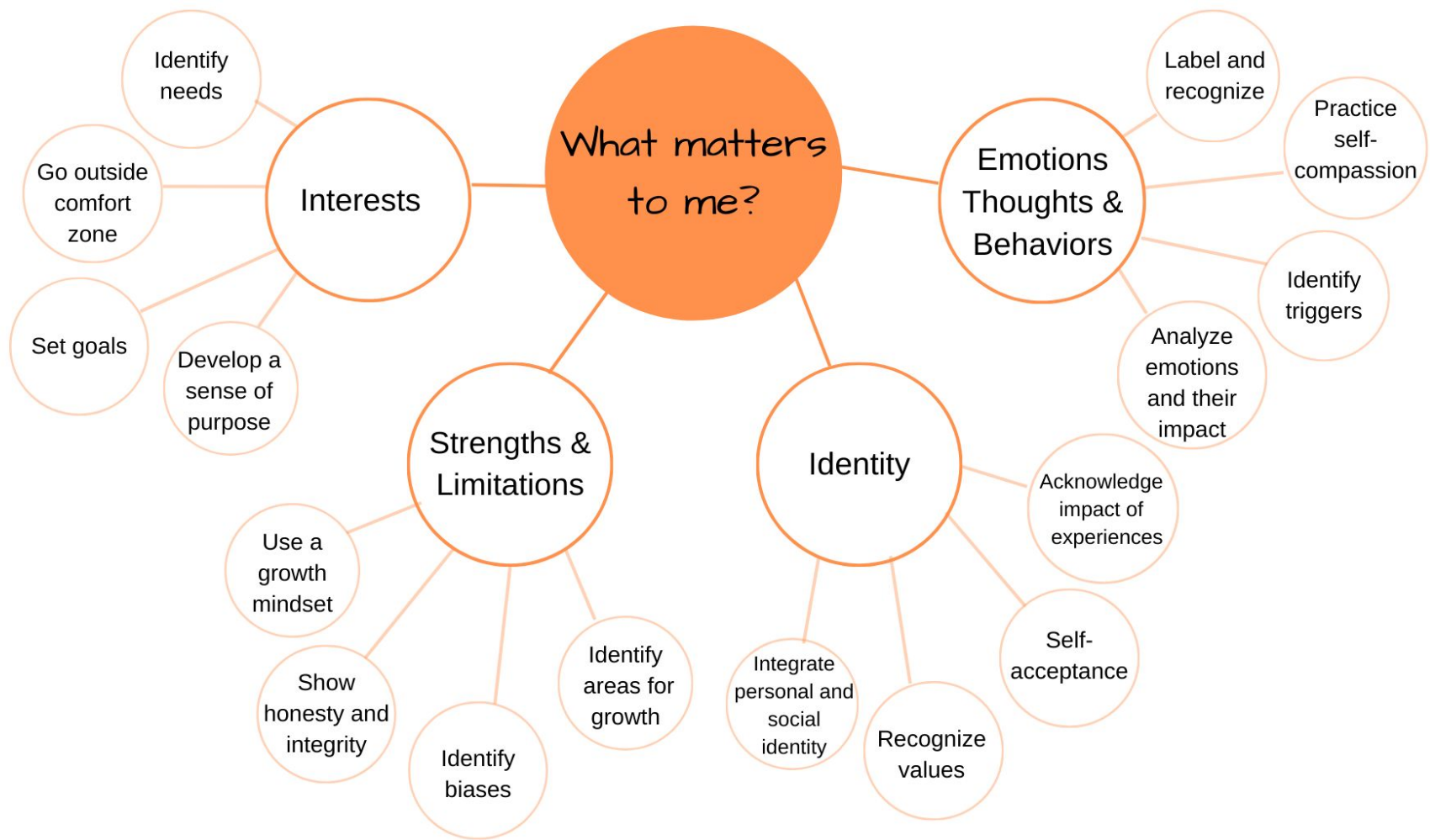


What is
Self-Awareness?

Self awareness is...

The ability to recognize and understand one's own thoughts, emotions, and values and how they impact our choices and behavior.

It also includes recognizing one's strengths and challenges and applying that to their goals and purpose.



Self-Awareness

Adult Example:

When I give directions and a student ignores them, I notice my patience tolerance decreasing and my frustration increasing.

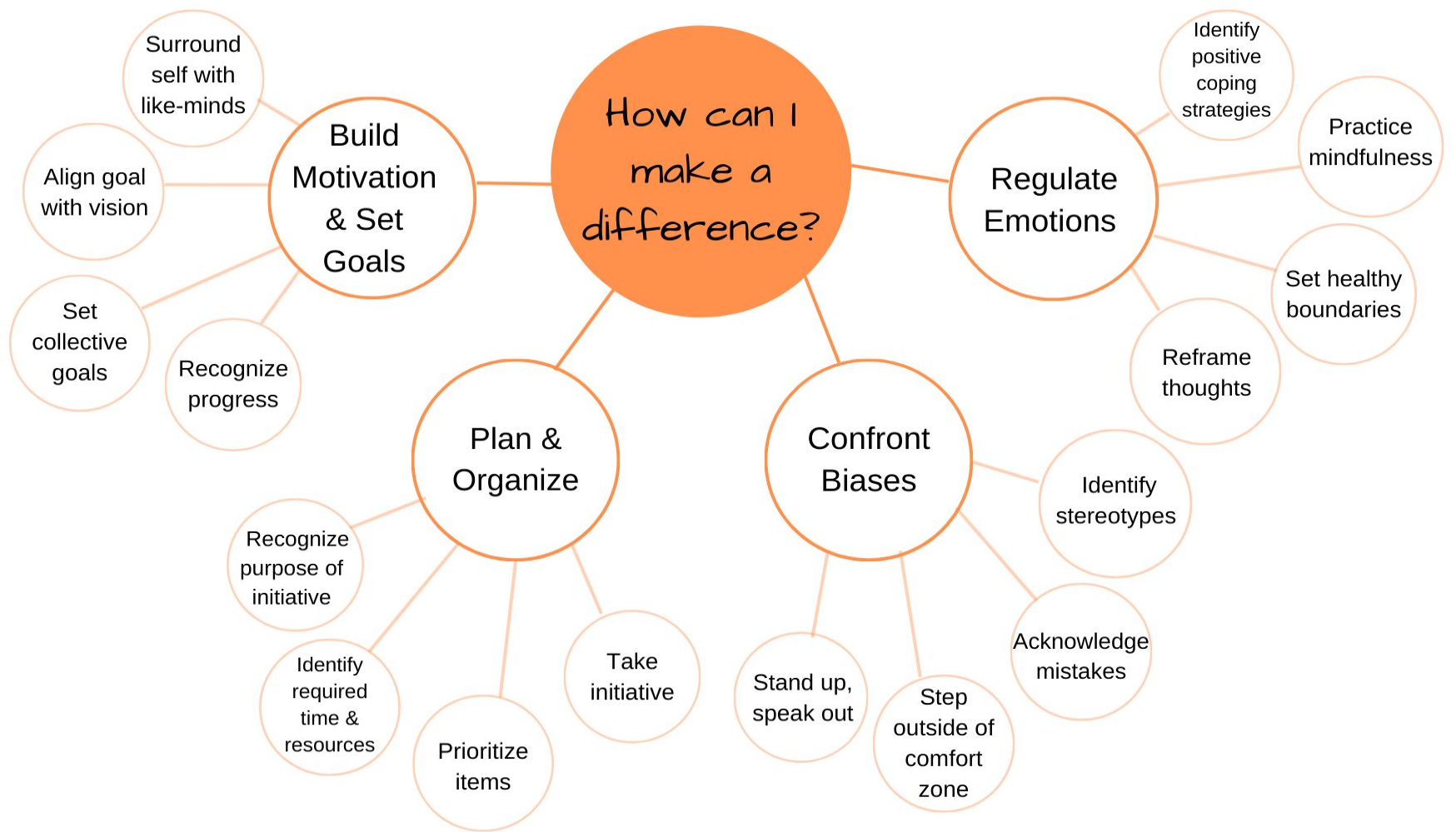
Student Example:

When I don't understand the directions, my body becomes tense and my hands get sweaty.

Self-Management is...

The ability to effectively **navigate and shift** one's thoughts, emotions, and behaviors across different situations in order to make decisions and reach goals that benefit oneself and others.





Self-Management

Adult Example:

When I notice my patience tolerance decreasing, I can step out of the room, walk to a different area in the room, or take a deep breath.

Student Example:

When my body becomes tense & my hands are sweaty, I can count to 10 or use a fidget and then ask for help.

SKILLS

Self-Awareness

- Identifying stress and emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy
- Growth mindset

Self-Management

- Stress management
- Impulse control
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills





**Strategies for helping students manage
big emotions/behaviors**

The Hand Model of the Brain

What happens when we “flip our lid”

When our brain is working efficiently both the upper and mid brain are communicating effectively. Information comes in and is processed logically. Sometimes too much information is coming in for the Upper brain to process and it disconnects. We “flip our lid” and can no longer access the functions provided by the upper brain



Flipping Your Lid



“A regulated, calm adult can regulate a dysregulated, anxious child but a dysregulated adult can never calm a dysregulated child.”

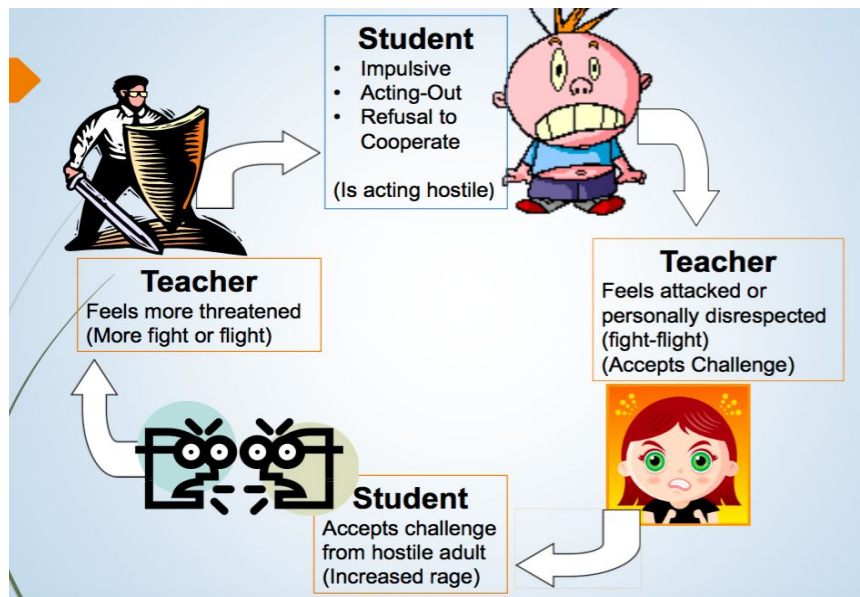
Dr. Bruce Perry



Step 1: Regulate

What might be your reaction in your mind or body when a student calls you a name, defies you, or hits you?

Your response matters!

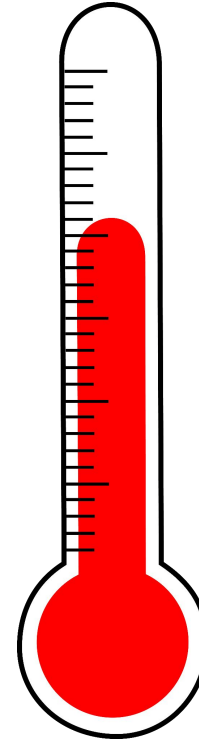


Step 1: Regulate

Be a thermostat, not a thermometer!

- Stay in the present moment
- Breathe steadily
- Focus your attention on **the individual**
- Clear your mind

*When in a dysregulated state -- triggered by a memory or sensory issue -- a traumatized person's emotional age is **half his/ her chronological age or less.***



Adult Example

Self-Awareness:

When I give directions and a student ignores them, I notice my patience tolerance decreasing and my frustration increasing.

Self-Management:

When I notice my patience tolerance decreasing, I can step out of the room, walk to a different area in the room, or take a deep breath.

Step 1: Regulate

Help the student regulate and calm their stress:

- Movement
 - Rock, drum, catch
 - Dribble, run, jump
- Grounding
 - Count, breathe, visualize
 - Drink, eat
- Reassurance
 - I'm not mad
 - You're not in trouble
 - You are safe
- Body language
 - On student level
 - Approach slowly
 - Open and welcome stance
- Play



Brainstem and Midbrain

**Break the fight - flight - freeze
response**

Student Example

Self-Awareness:

When I don't understand the directions, my body becomes tense and my hands get sweaty.

Self-Management:

When my body becomes tense & my hands are sweaty, I can count to 10 or use a fidget and then ask for help.

SQUARE BREATHING



ZENCARE
FOR YOUR OWN PROTECTION

GROUNDING TECHNIQUE For Kids

Using their 5 Senses

- 5 things you can see 
- 4 things you can feel 
- 3 things you can hear 
- 2 things you can smell 
- 1 thing you can taste 

MODERN HOMESTEAD MAMA



WHAT TO TELL MYSELF WHEN I'M FEELING DISCOURAGED

1. This is **tough**. But so am I.
2. I may not be able to control this situation.
But I am **in charge** of how I respond.
3. I haven't figured this out...yet.
4. This challenge is here to teach me something.
5. All I need to do is take it **one step at a time**. **Breathe**. And do the next **right thing**.

WHOLEhearted
SCHOOL EDUCATION

MOOD METER

How are you feeling?



5	<p><u>Out of Control</u> The Hulk</p> <p>I feel like I am about to explode! I feel completely overwhelmed and may become unsafe.</p>		<p>-Request a break</p> <p>-Ask for help</p> <p>-Walk away/count to 10</p>
4	<p><u>Starting to Lose It</u> Black Panther</p> <p>I'm getting very angry and I may start to say things I don't mean.</p>		<p>-Get a drink</p> <p>-Think calming thoughts</p> <p>-Self-Talk (It's going to be okay)</p>
3	<p><u>Anxious/Worried/Excited</u> The Flash</p> <p>I feel like I need to run away as fast as I possibly can.</p>		<p>- Take deep breaths</p> <p>-Think calming thoughts</p> <p>-Speak to a staff member</p>
2	<p><u>I Think I Can Handle It</u> Catwoman</p> <p>I am going to push myself to try my very best even if it is hard. I will feel proud when I get through it.</p>		<p>-Take deep breaths</p> <p>-Self-Talk (e.g. It'll pass, start over)</p>
1	<p><u>Just Right</u> Superman</p> <p>Nothing can bring me down! I am a man of steel and feel on top of the world!</p>		<p>-Use my words</p> <p>-Say something kind to others</p> <p>-Smile or laugh</p>


Feelings Thermometer

Agitated
Angry
Devastated
Frightened
Furious
Jealous
Stressed Out

Confused
Embarrassed
Excited
Irritated
Nervous
Silly
Worried

Confident
Fine
Focused
Happy
Hopeful
Peaceful
Proud

Bored
Disappointed
Lonely
Sad
Shy
Sick
Tired



How Do You Act?	What Can You Do About It?
<p>Arguing, Refusing Tantrum, Shutting Down Yelling, Stomping</p>	<p>Count to 10 or 100 Tell an adult Move your body or exercise</p> <p>Stop, and walk away Take deep breaths Practice grounding techniques</p> <p>Take a nap</p>
<p>Avoiding, Pacing Clingy, Hyper Shutting Down Overstimulated</p>	<p>Take deep breaths Take a break Pause, and ask for help</p> <p>Use positive self-talk Relax and try again</p> <p>Tense and relax your muscles Think of a peaceful place</p>
<p>Smiling, Relaxed Laughing, Engaged Paying Attention Enjoying Yourself</p>	<p>Smile & practice gratitude Help someone else</p> <p>Use kind & positive words Take steps toward your goals Exercise</p> <p>Keep listening Write about your successes</p>
<p>Withdrawn, Disengaged Crying, Slowed Down Understimulated Depressed</p>	<p>Get or give a hug Talk to friends or family Get some fresh air</p> <p>Stretch Listen to music</p> <p>Move your body or exercise Do a hobby you enjoy</p>



Activity:
Favorite Calming Strategies

What can you do when feeling dysregulated?



Step 2: Relate

- Talk
 - Reflective listening
 - Authentic empathy

“That must feel awful. I’m here with you and you are safe. What can I do to help you?”

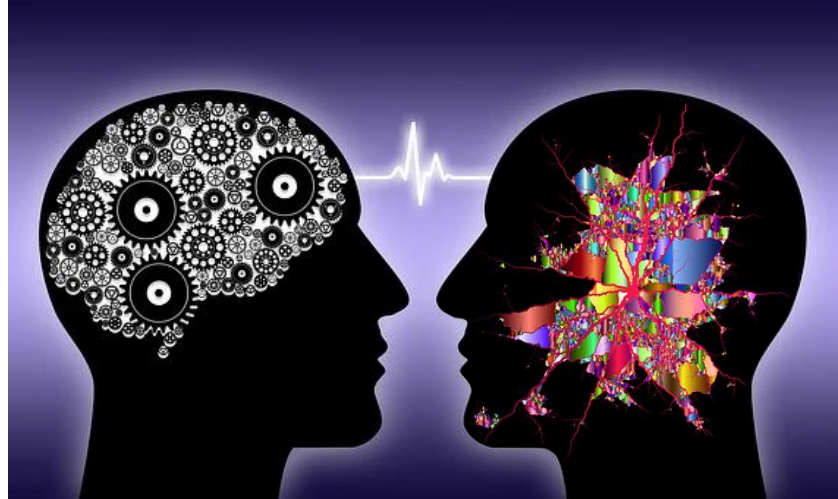
- Restore
 - Play together
 - Share an activity
 - Hug, high five
 - Laugh together

**EVERY
OPPORTUNITY**



Step 3: Reason

- Ask reflective questions
- Problem solve
- Acknowledge what was done well
- Rehearse/plan for next time
 - Teach self-regulation skills



Prefrontal Cortex

Questions to prompt reflection:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done?
 - In what way?
- What do you think you need to do to make things right?

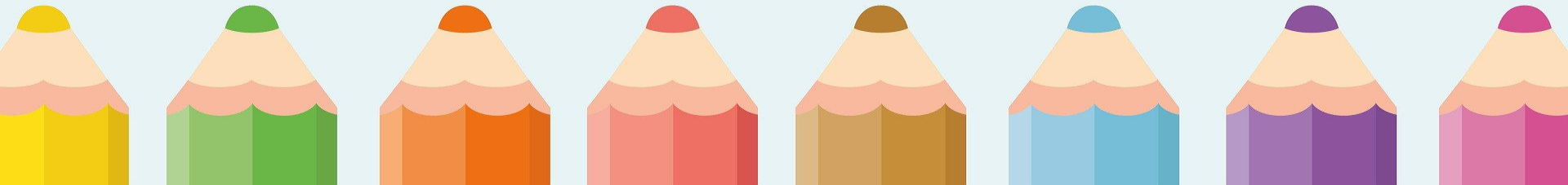




Strategies to ensure you are taking care of your well-being

Benefits of Adult SEBL

- Experience increased mental well-being and job satisfaction.
- Provide safe learning environments that improve overall academic test scores and student behavior.
- Enhance positive school climates which allows change efforts to be more successful and sustainable.



Physical self-care

Activities that help you stay fit & healthy, & with enough energy to get through your work and personal commitments

Professional self-care

Activities that help you work consistently at the professional level expected of you.

Personal self-care

Activities that cultivate your personal well-being to maintain healthy, supportive relationships



Psychological self-care

Activities that help you feel clear-headed and able to intellectually engage with the challenges found in your work and personal life.

Emotional self-care

Activities that allow yourself to safely experience your full range of emotions.

Spiritual self-care

Activities that allow you to have a sense of perspective beyond the day-to-day of life.

Happiness Triggers

FOR WHEN YOU NEED THEM

CLEAN
SHEETS

A WALK
OUTSIDE

YOUR
FAVORITE
SMELL

AN ACT OF
KINDNESS

MOVING
YOUR BODY

SUNLIGHT &
FRESH AIR

HOT COFFEE
OR TEA

ENJOYING A
FAVORITE MEAL

CONNECTING
WITH A LOVED
ONE

LISTENING TO
A FAVORITE
SONG

SPENDING TIME
WITH A PET

FRESH
FLOWERS

@MOMBRAIN.THERAPIST

What is BOUNDARY

Be aware

Of what is

Unacceptable and

Normalize saying no.

Do what is best for you

And know that it's not your

Responsibility to sacrifice

Yourself for others

OurMindfulLife.com

GENTLE TO-DO LIST FOR VERY BAD DAYS

ESSENTIAL TASKS: SHOWER MEDICATION _____

CLEAN ONE THING/SPACE:

TEND SOMETHING GROWING: PLANT PET _____

BE MINDFULLY PRESENT TO...

A SOUND OR SONG:

A SENSORY FEELING:

SOMETHING YOU SEE:

A SPIRITUAL PRACTICE:

REACH OUT TO A HUMAN BEYOND YOUR HOME

DO ONE THING TO GET YOUR HEART RATE UP

& DO ONE THING YOU'LL BE GLAD YOU DID LATER

@LINDSAYBRAMAN



100
strategies
for self-care

Self-Care
Self-Assessment

<p>How do you make time for exercise, and what kind of exercise do you like to do?</p>	<p>What do you do during the week to nurture your spiritual health?</p>	<p>How do you carve out “me time” during the work day, and what do you do?</p>
<p>How do you unwind and recharge after work?</p>	<p>How do you care for yourself when you have had an upsetting or stressful day?</p>	<p>What strategies do you use to eat healthy?</p>
<p>What morning routine helps you prepare emotionally for the day?</p>	<p>What do you do with your friends or family that re-energizes you?</p>	<p>Other: What’s your favorite self-care activity that doesn’t fit into any of these boxes?</p>

Optimistic Closure

Give 1 Get 8³ Self-Care Activities

Questions & Comments





[Register Here!](#)



NeMTSS
FRAMEWORK

SEBL Coffee Connect

Connect with Nebraska educators and others working to support social, emotional and behavioral learning (SEBL) across the state.

SAVE THE DATE: Aug. 17 | Sept. 14 | Oct. 19 | Nov. 16 | Dec. 7





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