Promoting Self-regulation, Positive Behavior and Emotional Well-Being: Mindfulness and Social Emotional Learning in School

Kurt Kowalski, PhD
California State University San Bernardino
Behavioral Objectives

Behavior Contracts

Positive Behavior Intervention and Support (PBIS)

Emphasis on what is easily observed and modified by external rewards and punishment
Intervention at Behavioral Level and After the Fact

Stay on Green!

[Diagram with folders labeled with names]
Social & Emotional Learning Core Competencies

- **Self-Management**: Managing emotions and behaviors to achieve one's goals
- **Self-Awareness**: Recognizing one's emotions and values as well as one's strengths and challenges
- **Social Awareness**: Showing understanding and empathy for others
- **Responsible Decision-Making**: Making ethical, constructive choices about personal and social behavior
- **Relationship Skills**: Forming positive relationships, working in teams, dealing effectively with conflict
How am I doing today?

Learning and Performance

Level of Arousal

- Calm and Alert
- Excited
- Jittery
- Stressed
- Overwhelmed
- Tired
- Bored
- Sleepy
- Awake
How am I doing today? (Above and Below the Line)

- Nervous and Scared
- Really Excited
- Calm and Alert
- Bored
- Sleepy
How am I doing today?

- [https://www.youtube.com/watch?v=snskxKhczUc](https://www.youtube.com/watch?v=snskxKhczUc)
Social & Emotional Learning Core Competencies

**Self-Management**
Managing emotions and behaviors to achieve one's goals

**Self-Awareness**
Recognizing one's emotions and values as well as one's strengths and challenges

**Social Awareness**
Showing understanding and empathy for others

**Responsibility Decision-Making**
Making ethical, constructive choices about personal and social behavior

**Relationship Skills**
Forming positive relationships, working in teams, dealing effectively with conflict
MacLean Triune Brain (1970)

- **Animal Affection**
  - Love
  - Emotion

- **Reptilian Brain**
  - Safety
  - Sustenance
  - Sex / Procreation

- **Intellectual Tasks**
  - Thought
  - Word
  - Deed
  - Creation
High Road and Low Road Processing Implicate Different Neural Pathways Between Brain Levels
Low Road (fast) and High Road (slow) Processing

Adapted from LeDoux. NYU Center for Neural Science website.
Mindfulness: Paying Attention to Present Moment Experience in a Nonjudgmental Way

Focusing our attention like a light..... and being curious like a detective, but not judging good or bad or right or wrong. Pretending like it is the first time we have payed attention to this thing and we just want to see it like it is without judging it.
Mindful Inquiry (done after practice)

- What did you notice?
- How was it different from how you usually pay attention?
- How might paying attention like that be useful?
PAUSE
BREATHE
ATTEND
THINK
ACT
Supporting High Road Processing by Mindfully Paying Attention

Focusing attention on our emotional experience creates a space (a pause) between stimuli and response that allows us to move from reacting (low road) to responding (high road)
Experience of Emotion

Body

Thoughts ↔ Feelings
Focusing Attention: Mindful Movement

Focusing our attention onto our body while it is moving. Pretending like it is the first time we ever really payed attention to our body and we just want to see what it like it is like, without judging.
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- **Responsible decision-making**: Making ethical, constructive choices about personal and social behavior.
- **Relationship skills**: Forming positive relationships, working in teams, dealing effectively with conflict.
• Encouraging connection and community
• Warm responsive relationships and attachment are the foundation of development (e.g., executive functioning, self-regulation, prosocial behavior, empathy, etc.)
• Reaching out to others is an important form of self regulation and source of security that becomes internalized over time

https://www.youtube.com/watch?v=kfIN_XLB9_g
Remember

• Warm responsive relationships are the foundation on which all development stands
• Prevention (addressing feelings that cause behavior) is the best way to modify behavior
• Cultivating self awareness is key for self regulation
• Learning to Pause allows us to shift from reacting (low road) to responding (high road)
• So Just Breathe
Belly Breathe
Additional Resources

- Greater Good Science Center (greatergood.berkeley.edu)
- UCSD Center for Mindfulness
- Mindfulschools.org
- Edutopia.org
- Association for Mindfulness in Education (AME)
- Collaborative for Academic, Social, and Emotional Learning (CASEL)
- Center for Contemplative Mind in Society
- Mindfulness in Education Network (MiEN)