



Evidence-Based Strategies that Promote Social and Emotional Learning

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Housekeeping

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- We remove the Q&A section. It is only available as an anonymous transcript.
- Please type questions in the chat box.

COVID-19 Social/Emotional Considerations

- This training covers evidence-based practices regarding:
 - A) How children develop self-control
 - B) Likely implications for children returning to school, following COVID-19 school closures
 - C) Social/emotional considerations for schools to address to foster student self control

What we didn't know....

How would student's return to school?

- excitement, relief and/or joy?
- more challenging behaviors?
- more dysregulated behaviors?
- increasingly withdrawn behaviors?
- an increase risk of self-harm and suicidal behaviors?

What We Do Know

(We know that science doesn't really know anything but questions everything.)

We **do know** how children develop:

- emotional regulation
- healthy engagement
- resiliency
- the capacity to heal from emotional trauma

Exposure to emotional trauma reduces
social/emotional functioning.

We Also Know

We know a lot. We know:

- how neuroscience-informed practices guide interactions
- evidence-based interventions
- Meta-analysis (collections of empirical investigations) demonstrates that the adult-child relationship is the strongest predictor of emotional growth (Shedler, 2010).

We KNOW it's the relationship that counts.

Evidence-Based Strategies that Promote Social Emotional Learning (SEL)

It's the Relationship!

The student-teacher relationship is the most
important tool an educator has (Ketterer,
2020)

It's the Relationship!

The student-teacher relationship is vital. It is the key to assisting children grow.

Trauma Informed Care (TIC) starts with the Relationship

Emotional Regulation

Children develop the capacity to manage and control their emotional experience, increase their resiliency, and heal from emotional trauma through self-esteem. Self-esteem is the “glue” that holds kids together.

Children develop self-esteem through important relationships with adults. These relationships must include three ingredients:

- **Idealization**
- **Empathy**
- **Belonging**

Emotional Regulation

Self-Esteem = Self Worth

I am worth the investment of learning how to regulate my emotions and behaviors.

My teacher is somebody important, my teacher likes me, so I can be somebody important too.

Idealization

Students expect teachers to know how to care for them. Kids are supposed to look up to teachers' capacity to care for them. Teachers are supposed to know what to do.

For many kids, teachers are like firefighters! Everyone is secure knowing they can be rescued by firefighters.

How do adults foster healthy idealization?

Through structuring and authenticity.

Idealization

- Structuring – communicates the adult can handle the child’s feelings and behaviors. How to provide structure:
 - Clear expectations:
 - Classroom routines and schedules
 - Rules of conduct that staff can uphold
 - Generational boundaries:
 - The adult is in charge and while supportive of the children, does not let the children “run the show.”
- Authenticity – be real with the student, bring yourself into the relationship:
 - Children know when adults are being phony, and they can’t look up to phony adults.
 - Trust your own good judgement.

Idealization

I am worth having an adult who knows what they are doing.

Empathy

- Children need empathy to develop self-esteem. Empathy helps kids regulate their emotions.
- What does empathy look like?
 - Taking on the other's perspective
 - Imagining, sensing, feeling, thinking what the experience is like for the student, while putting your own experience to the side, momentarily.
 - Empathy as data collection
 - Imagining where the student is coming from, or what they may be feeling, allows staff to create a hypothesis and then an intervention to test it. (If Sarah feels lonely and not worth anything, and that's why she refuses to engage in academics, perhaps an increased sense of belonging will allow her to become part of the class and buckle down to her work with her peers.)

Empathy

- Validating communicates empathy:
 - Mirroring
 - Match the child's behavior – meet a smile with a smile
 - Language
 - “I wonder if this math worksheet is really frustrating?”
 - “Mad?”
 - “How lonely?”

If you say “at least” it's not empathy

Empathy

I am worth being known and understood.

Belonging

- Belonging, for children, is the sense that they share a similarity to the adults in their lives. You are like me, and I am like you. Together we share a sameness. Together we can accomplish goals.
- VanDerHeide (2012) writes that belonging, or a feeling of sameness, begins just after birth and is vital in childhood development.
- Belonging provides the “confirmation of the feeling that one is a human being among other human beings (Kohut, 1984, p. 200).”

Belonging

- Feeling similar:
 - Children are at their best when they experience themselves as like others.
 - (Lichtenstein, 1991)
- Emotional closeness:
 - Shared evocative experiences

Think *The Breakfast Club*

Belonging

I am worthy of membership in the group.

What Schools Can Do

- **Repair Empathy**

- To gather data about what each child needs

- **Repair Idealization**

- Routines and classroom expectations, to create a predictable environment
- Authentic interactions with students, while maintaining generational boundaries

- **Repair Belonging**

- Rituals, which are inherently meaningful, can foster a sense of belonging.
- Allow time for peer relationships, both in and out of the classroom

Relationships are the Key

Children develop the capacity to experience dysphoric feels and regulate their behaviors through relationships.

Relationships can heal trauma!

Questions?

**Reducing Anger and
Violence in Schools**
An Evidence-Based Approach



William Ketterer



For More Information

Please see

Reducing Anger and Violence in Schools: An Evidence-Based Approach

Go to **kettererconsultants.com** to contact us regarding trainings, consultations, and program development.

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LiveChat

References

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- VanDeHeide, N. (2012). Can you hear me now? Twinship failure and chronic loneliness. *International Journal of Psychoanalytic Self Psychology*. 7(3):369-390.

Resources for ASD

www.casel.org

<https://ncaep.fpg.unc.edu/>

<https://www.pbisworld.com/>

<https://www.interventioncentral.org/>

www.vcuautismcenter.org

Upcoming Topics

Date	Topic	Presenter
April 14, 2022	Get Ready for Life After High School	Dr. Karen Akom, Secondary Transition Associate, Center on Transition Innovations

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