

# SOCIAL-EMOTIONAL GOAL WRITING



**SELF REGULATION AND EXECUTIVE FUNCTION**



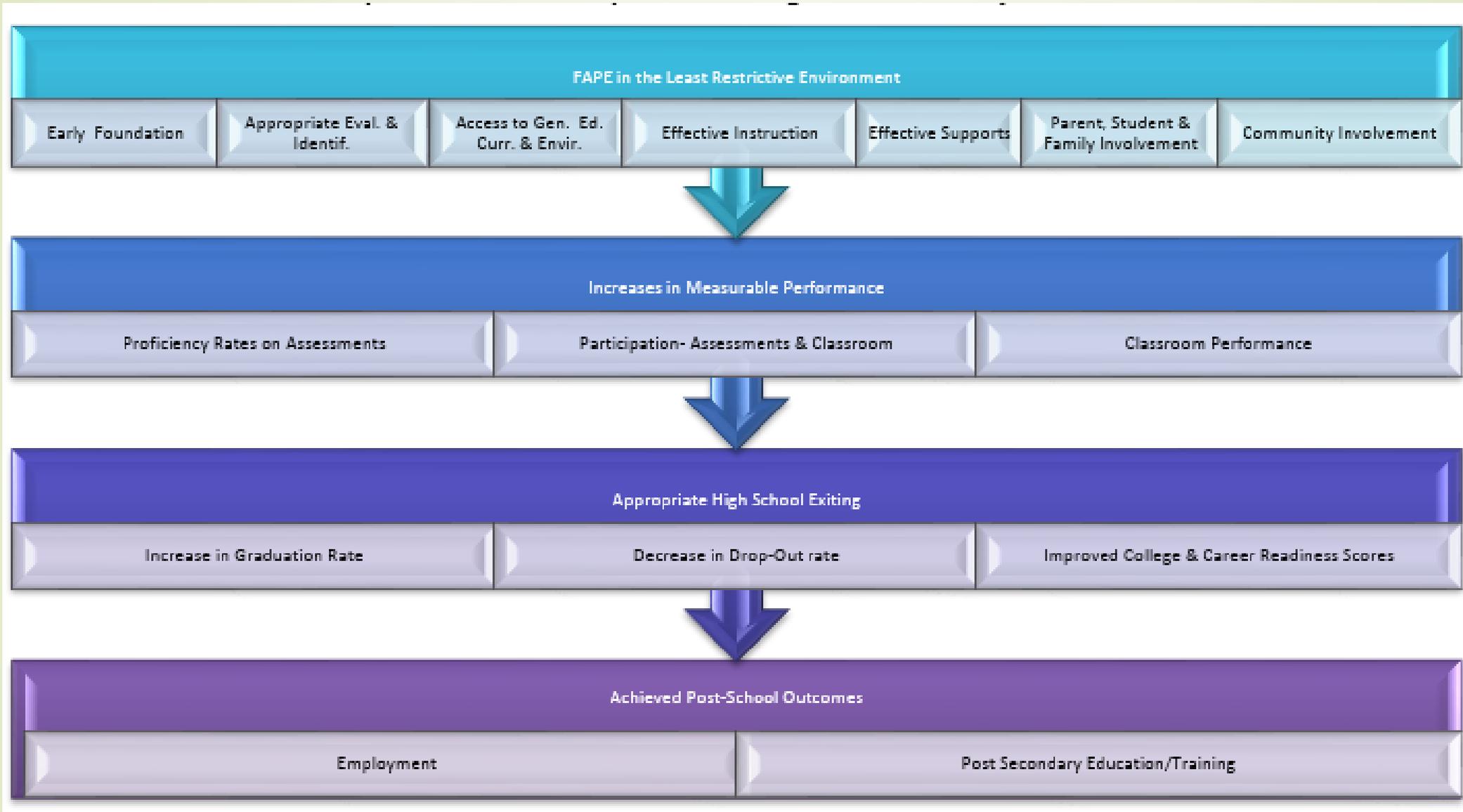
## COLLABORATIVE PARTNERS INCLUDE:

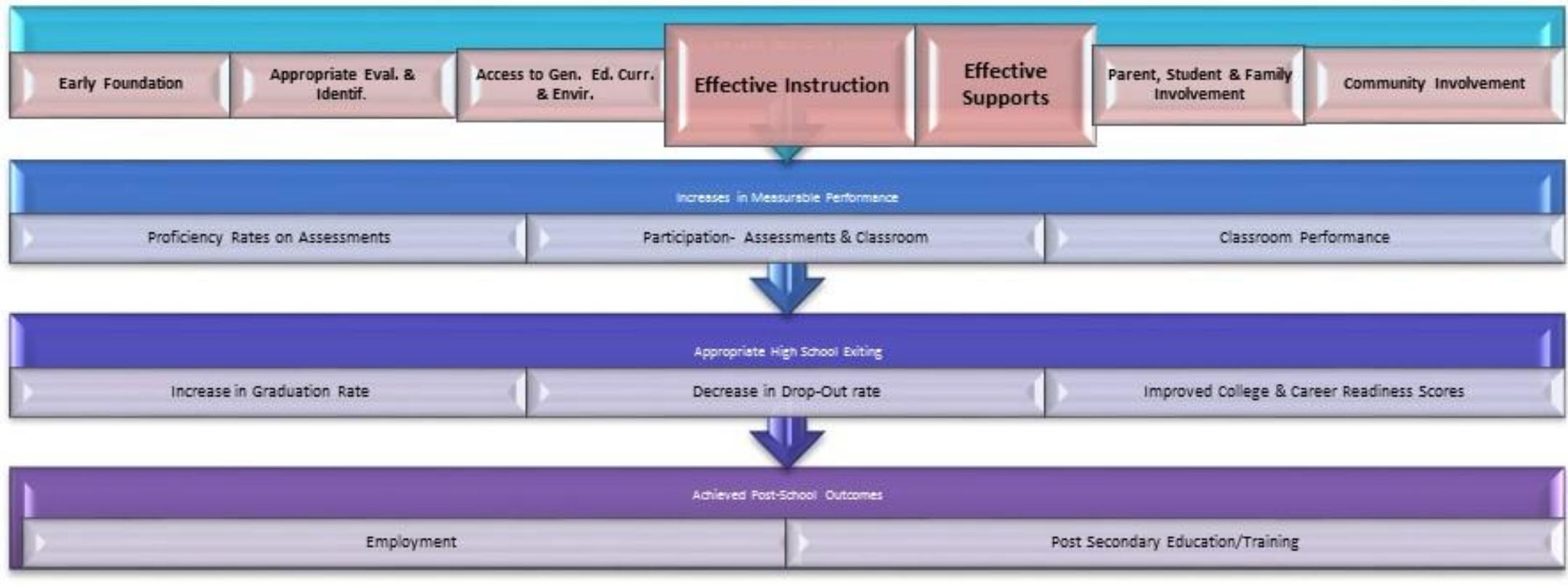
- ❖ ND Dept. of Public Instruction: Special Education and Safe & Healthy Schools
- ❖ ND Dept. of Human Services: Behavioral Health, Field Services and SCHSC
- ❖ Dakota Boys and Girls Ranch
- ❖ Federation of Families
- ❖ Grand Forks Special Education Unit
- ❖ Morton-Sioux Special Education Unit
- ❖ WILMAC Special Education Unit
- ❖ University of Mary



## AGENDA

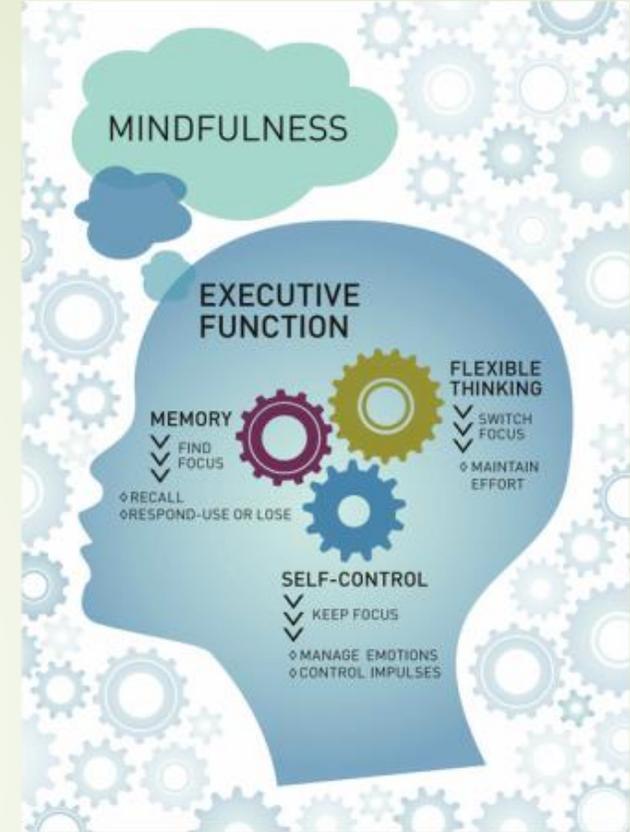
- BACKGROUND OF THE WORKGROUP
- STATE SYSTEMIC IMPROVEMENT PLAN
- EXECUTIVE FUNCTION
- SELF-REGULATION
- DEFINITIONS AND BREAKING IT APART
- SCENARIOS
- ACTIVITY: “MAD LIB” GOALS
- Q&A





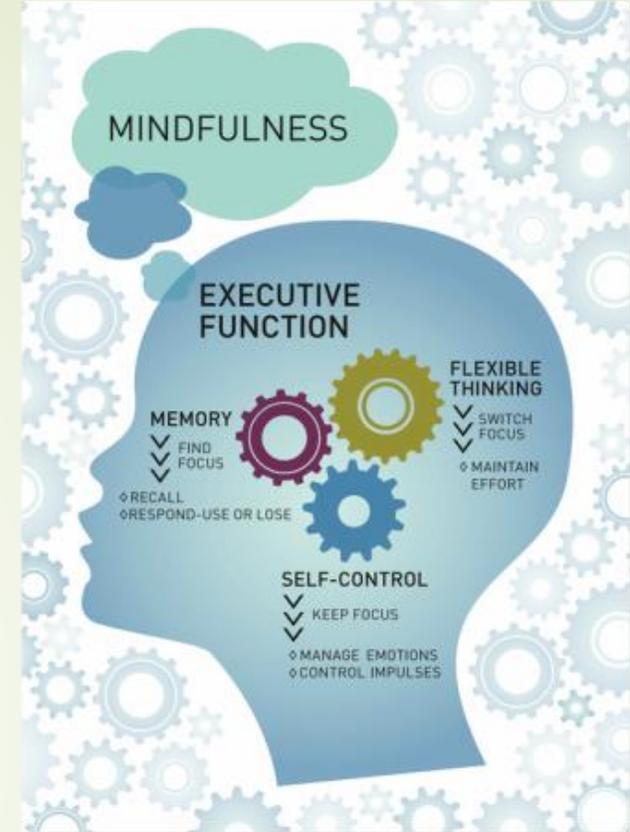
# Executive Functioning: *Definitions*

- Skills in this domain provide students with the capabilities to:
  - ❑ **overcome** impulsive, short-term reactions to their environment and **set** long-term goals,
  - ❑ **plan** effective strategies for reaching those goals, **monitor** their progress, and **modify** strategies as needed.

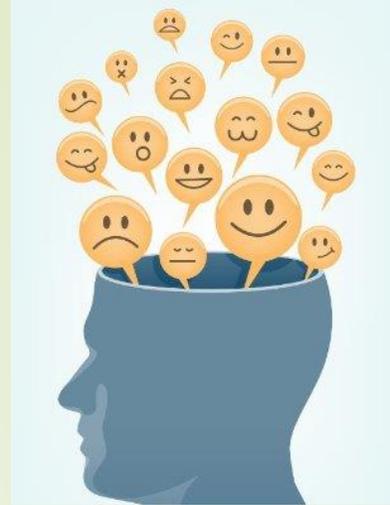


# Executive Functioning: *Definitions (con't)*

- **CEO of the brain.**
- In charge of making sure things get done from the **planning stages** of the job to the **final deadline**.
- It requires **planning, organization, memory, time management and flexible thinking**.



# Executive Functioning: *Breaking It Apart*



## A. Inhibition

✓ Ability to *resist impulses* and to *stop one's behavior* at the appropriate time.

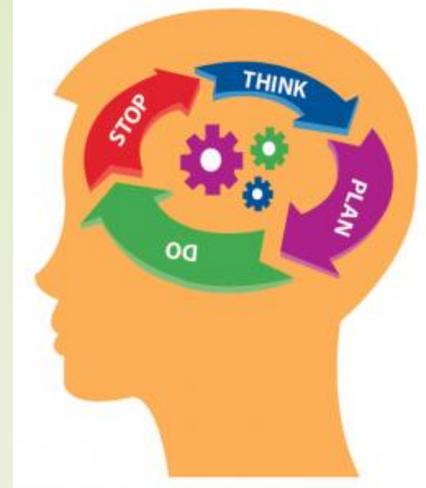
## B. Shifting

✓ Ability to *make transitions, tolerate change, problem solve flexibly*, and *switch or alternate one's attention* from one focus or topic to another.

## C. Emotional Control

✓ Reflects the influence of executive function on the *expression and regulation of one's emotions*.

# Executive Functioning: *Breaking It Apart*



## **D. Initiation**

✓ Capabilities to *take action, sustain motivation, and persevere through challenges* toward an identified goal.

### **1. Goal-setting**

- Process of establishing *clear and useable targets or objectives* for learning.

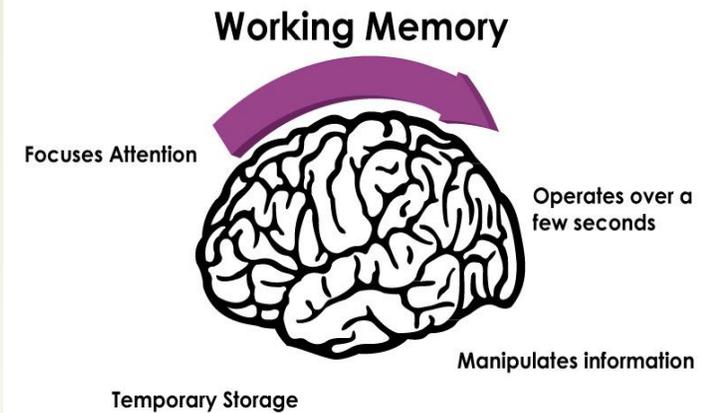
### **2. Motivation**

- *Intrinsic motivation* = pleasure, satisfaction through participation
- *Extrinsic motivation* = receiving rewards or avoiding punishments

### **3. Work ethic**

- *Beliefs, values, and principles* that guide the way individuals interpret and act upon their rights and responsibilities within the work context at any given time.

# Executive Functioning: *Breaking It Apart*



## E. Working Memory

- ✓ Capacity to *hold information in mind*, in order to complete a task, encode and store information, or generate goals.
- ✓ Essential for carrying out *multi-step activities* and *following complex instructions*.

# Self-Regulation:

## *Definitions*

- Ability to *strategically modulate* one's emotional reactions or emotional states in order to be *more effective at coping and engaging with the environment*.

(National Center on Universal Design for Learning, & used in the "North Dakota Special Education Improvement Planning Guide")

- A person's ability to generate *socially approved behavior* in the *absence of external monitors*.

(Smith, C., McGovern, G., Larson, R., Hillaker, B., Peck, S.C. (2016). *Preparing Youth to Thrive: Promising Practices for Social & Emotional Learning*, Forum for Youth Investment, Washington, D.C.)

I Am  
I Calm  
I Feel  
I Choose  
I Solve



# Self-Regulation: *Breaking It Apart (con't)*



## B. Empathy

- ✓ Relating to others with *acceptance, understanding, and sensitivity* to their diverse perspectives and experiences.
  1. **Empathy Process** = emotion-regulation process used to *soothe personal distress toward others' pain or discomfort*, making it possible to *mobilize compassion* and *helping behaviors* for the other person.
  2. **Morality** = interlocking sets of *values, practices, institutions, and evolved psychological mechanisms* that work together to *suppress or regulate selfishness* and make social life possible.

# Self-Regulation: *Breaking It Apart (con't)*



## C. Teamwork

- ✓ Abilities to *collaborate and coordinate actions* with others
  1. **Communications** = ability to *exchange information and ideas* with others through *writing, speaking, reading or listening*.
  2. **Active Listening** = ability to attend to oral information; clarify purpose for *listening* and *use listening strategies* appropriate to that purpose.
  3. **Negotiation** = ability to *assess the potential outcomes* of the process and aim to obtain the best value for self
  4. **Social Problem Solving** = ability to handle social situations in such a way that you *get along with others* and are *more effective in interactions* with them.
  5. **Social Skills** = *socially acceptable learned behaviors* that enable a person to interact effectively with others and avoid socially unacceptable responses.

# Self-Regulation: *Breaking It Apart (con't)*



## **D. Initiative**

✓ Capacities to *take action, sustain motivation, and persevere through challenge* toward an identified goal.

**1. Delayed Gratification** = ability to *resist the temptation* for an immediate reward and wait for a later reward

### **2. Motivation**

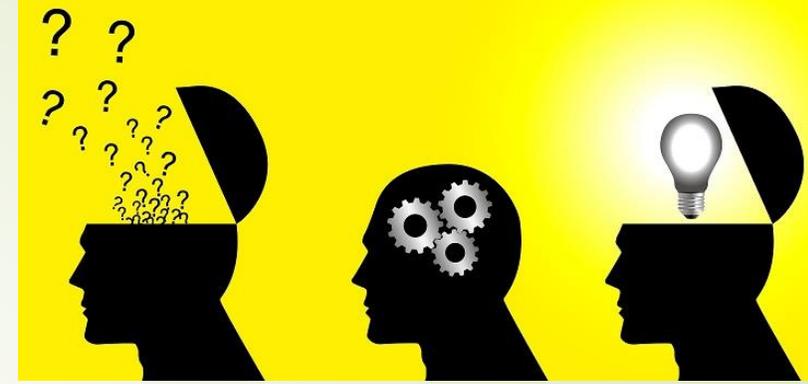
*a) Intrinsic* = for *pleasure and satisfaction* inherent to the activity

*b) Extrinsic* = *receiving rewards or avoiding punishments*

**3. Perseverance** = ability to remain *focused on a task* that may be boring or difficult.

**4. Resiliency** = process of *coping with adversity, change, or opportunity* in a manner that results in the identification, fortification, and *enrichment of protective factors*

# Self-Regulation: *Breaking It Apart (con't)*



## **E. Responsibility**

- ✓ Dispositions and abilities to *reliably meet commitments and fulfill obligations* of challenging roles.

**1. Self-Reliance** = degree to which the child displays *autonomy, responsibility, and personal initiative* in the classroom

## **F. Problem Solving**

- ✓ Abilities to plan, strategize, and implement complex tasks.

**1. Competent Decision Making** = process of *weighing and considering a number of options, risks, benefits, and other key components* in the decision-making process.

**2. Metacognitive Strategies** = ability to *use prior knowledge to plan an approach* to a given learning task and *evaluate and monitor progress*.



# Let's Practice!

Sharpening your skills



1

Place the following phrases in order to write a social-emotional goal:

- A.** as measured by a student record of debrief findings weekly
- B.** If student demonstrates acting out behaviors
- C.** a debriefing session will be held (when calm) to identify triggers and possible strategies to self-regulate

Place the following phrases in order to write a social-emotional goal:

- A.** as measured by teacher check-in daily
- B.** student will accurately identify tasks that are easy/difficult for him
- C.** Given a specific routine for monitoring task success, such as Goal-Plan-Do-Check

# 3

Place the following phrases in order to write a social-emotional goal:

- A.** student will (verbally or nonverbally) indicate that it is difficult by reporting to teacher
- B.** as measured by teacher record 1x weekly
- C.** Given a difficult task

# 4

Place the following phrases in order to write a social-emotional goal:

- A.** student will request help when tasks are difficult
- B.** When given independent work
- C.** as measured by teacher daily



# **Student Scenarios:** ***Team Activity for Goal Writing***



# Student Scenario #1: *Self-Regulation*

**ADAM**

# Student Scenario #1: *Self-Regulation*

Adam is currently a sixth grader. He lives at home with his mom. He has a dog as a pet and takes full responsibility of him. Enjoys playing video games in his free time.

Adam is a good student when he slows down, listens, and does not rush through his work. His ability is not in question, however, it is his behavior that sets him apart from his peers. Adam struggles with following directions, rushing, and not allowing himself time to problem solve when he does not understand a concept or a direction. This exacerbates the behavior in class.

Classroom teachers note there have been minimal disruptions and if Adam needs a verbal prompt to improve behaviors, he tends listen right away. Adam does well in Art, Science, and Geography, where he participates in class, and is an avid reader. He struggles in Math and Language Arts by sharing personal stories when talking in class rather than answering questions, does not want to make corrections to his quizzes, struggles occasionally with staying on task, and when he does get frustrated in class, he comes to the resource room to complete his work (approx. once a week).

Through general observations, it appears that Adam struggles to verbally express himself and follow directions when he is upset. There is no vision or hearing concerns. Adam's most current doctor's report indicates Mood Disorder, ADHD, and Disruptive Mood Dysregulation. He is currently not taking any prescribed medication.



# Student Scenario #1: *Self-Regulation*

Adam is a kind young man with a good sense of humor. He participates in social skills group and can describe what he needs to do when is upset. He says he wishes he could be "normal" like the other kids. He is very aware of his behaviors, but says he just cannot control himself.

In elementary school, Adam had been struggling with peer relationships as he had many episodes of explosive behavior such as screaming, throwing objects, physical and verbal aggression to the point of having to evacuate his classroom many times. He still struggles with peer relationships and explosive behaviors. However, up to this point, he has utilized his safe place rather than having to evacuate the classroom.

When Adam is upset, it is best not to talk to him. The resource room staff have been working with him, teaching him to recognize when he is getting upset, where he can go, and what he can do to calm (i.e. breathing, go to time out room, squeeze a stress ball, talk about it etc...). Unless he is being disruptive or harmful to himself or others, staff will remain quiet and Adam will use his tools to calm himself down.



# Social Emotional Goal #1:

*Adam*

- A.** Adam will identify 3 physical signs of frustration in self
- B.** When given a social story dealing with peer conflict
- C.** As recorded by student in social story notebook weekly



# Social Emotional Goal #2:

*Adam*

- A.** As measured by teacher observation in weekly probes
- B.** Adam will use an indoor voice volume and “I feel\_\_\_\_\_ when\_\_\_\_\_” statements
- C.** When interacting with peers in the classroom



# Social Emotional Goal #3:

*Adam*

- A.** Adam will demonstrate 2 ways to reduce anxiety or stress
  
- B.** During role play with teacher or peer
  
- C.** As measured by student record in social skills journal daily



# Student Scenario #2: *Executive Functioning*

**BRAD**



# Student Scenario #2: *Executive Functioning*

Brad is a fourth grade student attending school. He lives with his parents and younger sister.

Brad is eligible for special education services in the area of Traumatic Brain Injury (TBI) and Speech Impairment where he receives related services for academic achievement and behavior management.

Brad's formal cognitive assessment was found to be in the low average range. Teachers indicate Brad has difficulty with following multiple-step directions and needs them broken down into one-step segments. Brad was retained in kindergarten for concerns with lacking academic growth.

He is capable of completing work, but his behavior impedes his academic performance. Brad is a good listener, participates well in small groups, likes to follow rules, and enjoys participating in morning classroom connections activities. Brad struggles with memorizing multiplication facts so he uses a chart. Reading is challenging with fluency and comprehension. In writing, he struggles with less concrete ideas and concepts. Brad accesses the resource room weekly to catch up on work or when he seeks to calm down.



# Student Scenario #2: *Executive Functioning*

Brad receives direct speech-language services focusing on verbal reasoning, sequencing skills, and listening skills. His verbal reasoning skills have improved, but continue to be an area of concern requiring verbal or visual cues. He also requires additional time to process through information he hears prior to giving a response.

Brad is in generally good health. He has experienced seizures in the past but none recently. He is taking medication. There are no concerns with hearing or vision.

Brad is generally a sweet boy who loves to interact with peers and adults. He struggles with interacting appropriately with peers and does better in small structured settings. Brad wants to have friends and his classmates have been supportive of him. Organized play is difficult for him, especially in larger groups, where he struggles with everyone following the rules.

Brad struggles with impulsive behavior, staying on task, flexible thinking, working memory, and organization. His coping strategies including asking for a break and breathing techniques.



# Social Emotional Goal #1:

**Brad**

- A.** As measured by student record in daily planner
- B.** When confronted by negative behavior from peer(s) in the lunchroom
- C.** Brad will ignore the behavior, ask peer(s) to stop, or move away from the area



# Social Emotional Goal #2:

**Brad**

- A.** Brad will identify one impulsive behavior with possible consequence, and one self-control behavior with possible consequence
  
- B.** When given a social skills role play
  
- C.** As measured by 80 % accuracy in Skills Streaming curriculum



# Social Emotional Goal #3:

**Brad**

- A.** As measured by teacher probes weekly
- B.** Brad will recognize his inability to understand the directions and seek assistance before starting the task
- C.** When given an independent work task



# Create Your Own Goal!

- In your small groups, create 2 social emotional goals for your assigned student.
- Be ready to share out your favorite goal!



# RESOURCES!

➤ Be sure to pick up a handout as you exit!

➤ Contact Information:

☐ Susan Gerenz-701-328-4564; [sgerenz@nd.gov](mailto:sgerenz@nd.gov)

☐ Kevin McDonough- 701-328-2536;  
[kdmcdonough@nd.gov](mailto:kdmcdonough@nd.gov)

☐ Stacie Dailey- 701-328-8941; [sdailey@nd.gov](mailto:sdailey@nd.gov)

☐ Trish Arnold- 701-328-2265; [parnold@nd.gov](mailto:parnold@nd.gov)



***CLOSING THOUGHTS***

**“This isn’t something else on the plate;  
this *is* our plate.  
Once you get the plate established,  
everything else flourishes.”**

Rennie Center on Education Research & Policy