



TITLE: Making Connections: Temperament, Hot Buttons, and Reframing Part B

DESCRIPTION: This Module is one of a two-part series (Part A and B) focusing on making connections with students and families. It introduces the Pyramid Model, the evidenced based framework for social and emotional learning (SEL) in early childhood. With the goal of identifying and adjusting our behaviors to strengthen the connections that we make with children and families. Using the Pyramid Model as the starting point, Part B looks at myriad factors influencing relationships: temperaments; the role each person's culture plays; expectations; and identifying and managing our hot buttons.

TRAINER AND DEVELOPER: Ellen Leopold, M. Ed. Social and Emotional and Behavioral Health Consultant, NYS Pyramid Model Master Cadre Trainer, Children's Institute, Rochester, NY

SEL SERIES: Designed for all those working with, or on behalf of children and families, this module is part of a series of six (6) separate workshops developed by the Children's Institute addressing the role Social and Emotional Learning plays in positive communication, relationships, learning, and life skills.

The video for use with this module is for NYS MEP use only. Use the video link on the NYS migrant website in the Professional Development section for Making Connections: Temperament, Hot Buttons, and Reframing Part B.

Facilitator Guide

INDIVIDUAL ACCESS/SELF-SERVE *(for Individuals viewing this module independently):*

While a robust conversation between colleagues is an enriching way to learn, so is self-reflection. Read and use this Guide as the Facilitator of your own learning. To get the most out of the activities and questions, make sure you have the recommended handouts and supplies listed below, before beginning. The handouts will allow you to keep a running record of your thoughts, reflections, lists and action planning ideas. You may choose to print the PowerPoint PDF if you would like, but it is not necessary unless you like to make notes within them.

(Modules may refer to "class/school". While this may not resonate as your teaching/learning environment, anywhere, anytime you and a student are together, "class" is in session.)

CTLE CREDIT

Group Workshop: If you are facilitating this workshop for your METS, you will have to decide which process you will use for granting CTLE credit. You can use your local LEA process, or the M-TASC process:

- a. Contact M-TASC in advance of the workshop to confirm date and module.
- b. Use the M-TASC Participant Sign-In Sheet and submit.
- c. Submit Workshop Evaluations via link or hard copy. If you use the Evaluation link, M-TASC will forward the compiled evaluations once you have informed the office that all evaluations are complete.

Individual Access/Self-Serve: For those who would like to request Continuing Teacher Leader Education (CTLE) credit for On-Demand professional development, please complete the CTLE Credit Request for each module. Find the link for this process on the NYS-MEP website:

<https://www.nysmigrant.org/resources/pd>

OBJECTIVES/LEARNING TARGETS

- Temperament: Practicing “goodness of fit”
- The role culture plays—in others and in ourselves
- Identifying our Hot Buttons
- Practice in reframing difficult situations

WORKSHOP/MODULE DESIGN

The content for this workshop is on video.

The presenter provides instructions for activities, and tells the facilitator when to pause for the activity outlined. The Facilitator Guide is designed to support group workshops or individual access. The target audience for this video is all Migrant Educators. **Estimated time to complete: 75 to 90 minutes.** Video: 29:25 minutes. Group activities and process 46 to 61 minutes.

CONNECTION TO THE NYS THEORY OF ACTION

Subject Content and Instruction: Social and Emotional Learning (SEL) provides foundational skills needed for children and adolescents to take in new information and make connections between text and life. SEL is uniquely designed to provide skill development for “self-regulated life-long learners.”

Advocacy to Self-Advocacy: SEL instruction equips and empowers students in self-advocacy by supporting feelings identification and self-management, friendship skills, problem solving and goal setting. SEL instruction and practice provide children a framework to figure what they need in order to be successful and when and how to get the needed support.

Identity Development: SEL instruction and practice—and these modules in particular—ask adults to examine and identify the role of culture in their own feelings, thoughts

and practices. SEL highlights cultural context in ourselves, and honors it in others. It also validates the importance of bi-cultural context in a multi-cultural society and world.

WORKSHOP PREPARATION

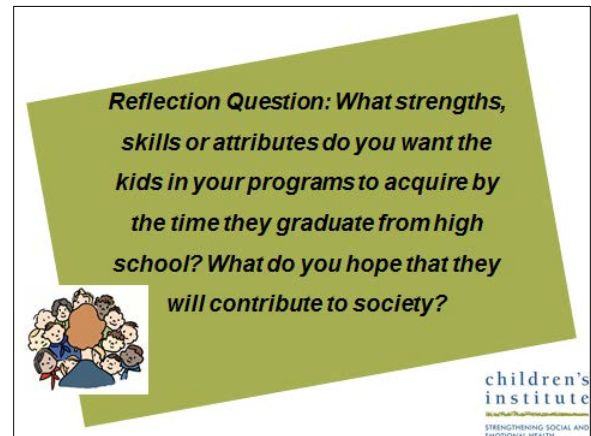
Print, review and gather materials including the appendix and the PowerPoint and review the PowerPoint prior to facilitating with the group. Completing the activities and having examples to share when needed, can make it easier for participants to share during the workshop.

Reflection or Activity Slides are signified by the angled rectangle. Please pause the slide when you begin to hear the music cue. Then complete the tasks on the screen, and share thoughts whenever possible. Restart the video when you are done.

The Appendix contains information that is designed to give you background on the content that will assist you in preparing to facilitate.

SUPPLIES AND MATERIALS

- Participant Handouts
 1. Considering Temperament Activity Guide
 2. Considering Temperament Booklet (print double-sided)
 3. Temperament Aspects
 4. Hot Buttons List
 5. Examining Our Emotional Reactions to Behaviors
- Chart paper and markers to scribe responses for activities



WELCOME AND INTRODUCTIONS

Participant Sign-In Sheet: Ensure participants sign in using the Participant Sign-In Sheet provided. There is a column for individuals tracking professional development for CTLE/M-TASC.

Facilitator Note: These modules are intended to—ultimately-- support the development of social and emotional skills and competencies in the children that you teach/reach. As the facilitator, modeling is the first step toward supporting that SEL skill development. A group process that embraces safety, sharing, curiosity, and partnership is as important to the participants' experience as the contents of the modules themselves.

It is helpful to reflect on the activities outlined prior to facilitating and be prepared to share examples from your own experience. Your modeling can create the safety some participants need to share in the group.

Questions – Pick one or two

- Share a strength you bring to creating partnerships with families.
- What do you remember most from Making Connections Part A?
- Or, another question you choose for your group.

WORKSHOP OVERVIEW

Key Points

- This workshop was developed by the Children’s Institute as an introduction to social emotional learning (SEL).
- The presenter may refer to “class/school”. While this may not resonate as your teaching/learning environment, anywhere, anytime you and a student are together, *class* is in session.
- The content for our workshop today is on the video, we will be stopping the video when the presenter, Ellen Leopold, gives us instructions for an activity.
- Our goals for today are to:
 - ✓ Practice “goodness of fit” (Temperament).
 - ✓ Consider the role culture plays—in others and in ourselves.
 - ✓ Identify our Hot Buttons.
 - ✓ Practice in reframing difficult situations.

Play video to first slide and music: (Start to 17:27)

Facilitator Note: The individual portion of this activity will take participants between 10 and 15 minutes. It is important that people have time to think of a child.

Pairing: This activity ends with a pairing; allowing participants time to reflect upon what they learned about the child and themselves through the process.

Give participants 5 to 10 minutes. When you notice that most pairs have finished talking, you can bring the group back together and debrief.

Activity: Temperament Booklet

Handout: Considering Temperament Activity Guide

Handout: Considering Temperament booklet

Handout: Temperament Aspects

1. Fold *Considering Temperament* handout into booklet.
2. Choose a child who you would like to understand better.
Use the *Temperament Aspects* handout to help you reflect on the child.

- What is the child like?
 - How calm or active is she?
 - How does she respond to changes?
 - How does she deal with stimulation?
 - How does she let you know she likes or dislikes something?
3. Fill out Page A of *Considering Temperament* booklet – Write from your perspective.
 4. Fill out Pages B, C, D – Write from the child’s perspective.
 5. Pairing: Meet with another person to reflect on what you learned from the process.

Play video (17:31 to 23:02)

Facilitator Note: Give participants a few minutes to think individually about their Hot Buttons and write them onto their handout. When it seems like people are done, move them into pairs or into a large group discussion.

Identifying an example from your life to share with the group will increase the safety for participants to share.

Activity: Hot Button Issues

Handout: Hot Buttons List

- In pairs, as a large group, or individually, begin identifying and generating a list of your HOT BUTTONS.
- Next to the list of Hot Buttons, create a second list identifying your feelings(s) when the Hot Buttons occurs.

Play video (23:04 to 28:12)

Activity: Reframing: Practice asking “I wonder if. . .”

- Take your *hot buttons* and state the facts of the [challenging] behavior(s) in a non-judgmental way, e.g., “She rarely makes eye contact.” Then brainstorm possible reasons. Begin with, “I wonder if she [he] . . .”
- Stay curious and think of as many reasons as possible. Try not to solve the behaviors; restate them, gain insight, and make them – and your feelings about them – more manageable!

Play video (28:15 to end)

Closure for Group Workshops

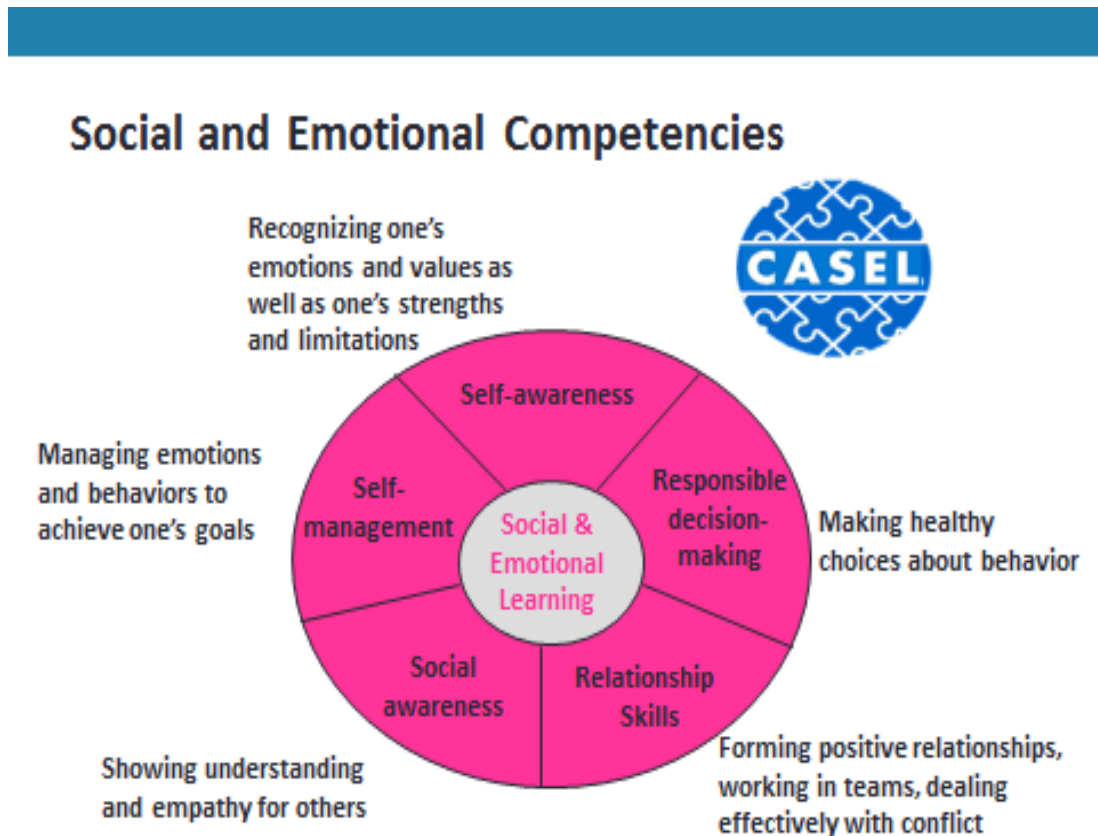
- Facilitators are welcome to use the Workshop Evaluation provided on the website or you can use your own version.
- *Continuing Teacher Leader Education (CTLE)* – Follow the CTLE process at your METS program center for staff who are tracking credit.

Closure for Individual Access/Self-Serve

- Complete the Workshop Evaluation and give it to your Director.
- *Continuing Teacher Leader Education (CTLE)* – If you would like to request credit for this module, please follow the CTLE Credit Request process. Find the link for this process on the NYS-MEP website: <https://www.nysmigrant.org/resources/pd>

Appendix

Five Social and Emotional competencies as defined by CASEL (Collaborative of Social and Emotional Learning, CASEL.org) are identified below. Keep these in mind and look for—or create— opportunities for participants to practice them. Tips for doing this are noted after the graphic.



1. Before starting, please support participants by making sure that everyone knows one another's names, and by soliciting individuals' thoughts and goals for the module.
2. For think-pair-share or other group activities, encourage people to partner with someone that they have not previously worked with. Depending on numbers, you can, for example, have participants "count off," or group based on birthday season or some other commonality.
3. Practice active listening skills; make sure that all have a chance to listen to one another, and also to be heard. Reflect and validate responses. Let participants know that the voiceover PowerPoint can be paused at any point so that they can add comments, questions and concerns.

4. Increase motivation and engagement using the three pillars of Self-Determination Theory (below).
 - a. Make sure that tasks that are asked of participants are “understood” but appropriately challenging. Check for comprehension (competence).
 - b. Promote meaningful connections with and between participants. Foster an atmosphere of acceptance and caring (relatedness).
 - c. Encourage, highlight and endorse opportunities for learners to use materials or concepts, and even the environment in ways that provide choice and reflect individual learning styles (autonomy).

SELF-DETERMINATION THEORY

EDWARD DECI, UNIVERSITY OF ROCHESTER
& RICHARD RYAN, AUSTRALIAN, CATHOLIC UNIVERSITY



Competence= to see the goal as achievable,
to experience mastery

Relatedness= to be connected,
to be cared about, and to care for others

Autonomy= to exercise choice and
independence in personal development