



Emotional Regulation

Parent and Staff Emotional Intelligence

Staff Name	
SEL Module	SEL Foundations
SEL Principle	Emotional Regulation Skills
SEL Lesson	Parent and Staff Emotional Intelligence
Lesson Duration	80 min (20 min experiential/40 min psychoeducation/20 min roleplay)
Grade or Age Level	Parents/Staff
Teacher Clarity	<p>Learning Intention: Psych Ed Learning Parents/Staff will:</p> <ul style="list-style-type: none"> • Understand and recognize warning signs when a student or parent is becoming emotionally distressed or dysregulated. • Understand how to implement appropriate DBT skills to improve and reduce unwanted or elevated emotions. <p>Experiential Learning Parents/ Staff will:</p> <ul style="list-style-type: none"> • Identify real life examples of students, parents, or staff and where they will need to exercise DBT skills to de-escalate emotionally difficult or challenging situations. • Demonstrate and role play how to recognize behaviors and emotions, and practice using DBT skills.
Essential Vocabulary	<ul style="list-style-type: none"> • Dialectical Behavioral • Mindfulness • Distress Tolerance • Radical Acceptance • Self Soothing
Material and Technology Needs	<p>Psych Ed: TV with YouTube access</p> <p>Experiential: Whiteboard and whiteboard markers</p>

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	Pacing	Activity	Action	Assessment
Intro	20 min	Experiential Learning Watch the following clip on YouTube:	<p>Teacher: Increasing awareness of behavioral and emotional changes.</p> <p>Parents/Staff watch short clip.</p> <p>Facilitator: (Ask before the video starts) "What nonverbal and verbal warning signs did you observe." "What are the behaviors and "warning signs" tell us?" (Answer: The student is becoming emotionally dysregulated, and I need to follow up with them.)</p>	<p>Listen for insight/ Comments that would offer additional insight to help support parents and Staff's awareness.</p> <p>Work on learning and gaging the understanding of the parents through this exercise.</p>
Body	10 min	Hand out: "Emotional Elevator"	<p>Teacher: Identify and Discuss how to increase awareness with students or teens emotion and nonverbal cues.</p> <p>Ask Parents/Staff: "When Do I approach or ask Student for help?" "When do I intervene or offer DBT skills to support them?" Teach DBT skills: -Distress Tolerance -Validating -Radical Acceptance -Self Soothing</p> <p>1) Teach and Demonstrates: "Distress Tolerance"</p> <p>Role Play: Have a student express struggling with being overwhelmed and stressed out. Offer Distress options and emotional support.</p>	<p>Observe/Listen where the parents'/ Staff understanding is based on their responses.</p> <p>Offer realistic examples for the parents to understand and comprehend.</p> <p>Walk around and listen, support, and offer suggestions throughout the role plays.</p>
Body	30 min	Hand out: "DBT Cheat Sheet"		
Body	20 min	Pair and Share		

Body			<p>2) Teach and Demonstrate "Validation"</p> <p>Role Play: Have a student express struggling at home after failing a test. Offer Validation and emotional support.</p> <p>3) Teach and Demonstrate "Radical Acceptance"</p> <p>Role Play: Have a student express struggling with working through a difficult situation and struggling to let things go. Have another parent practice using "Radical Acceptance" concepts.</p> <p>4) Teach and Demonstrate: "Self-Soothing"</p> <p>Role Play: Have a student express feeling depressed or anxious, and follow-up with problem solving or offering DBT skills to support them.</p>	
Closure	10 min	Wrap up and Challenge	<p>Challenge and Assignment:</p> <p>Over the next week you will use or practice 2-3 DBT skills with students, parents, or staff. Return and report about your experience.</p>	<p>Receive a verbal confirmation for each parent or staff and let them know you will be following up.</p>