

APPENDIX B. CO-REGULATION STRATEGIES DEVELOPED FOR THE SARHM PROJECT

As a part of the *Innovate* phase, the SARHM team used findings from the literature, curriculum, and program reviews to develop an initial set of co-regulation strategies and a training outline. Specifically, we compared the strategies and conditions recommended in the literature to the gaps noted in the curriculum review. We also used programs’ descriptions of their implementation contexts and enrolled youth, as well as the SARHM team’s knowledge of HMRE programs for youth, to assess how the strategies could be implemented in HMRE programs.

Based on findings from the literature, we developed a set of co-regulation strategies that covered all three domains (warm relationships, environmental supports, and skills coaching) and incorporated self-care and support for program educators’ self-regulation. Therefore, we included a set of 23 strategies: 4 workplace strategies to support program educators and 19 co-regulation strategies for use in classroom-based group sessions and, in some cases, individual case management meetings with youth. To refine the menu, the SARHM team held one-day strategic planning meetings with key staff at Children’s Harbor and MTCI, including managers, supervisors, and educators. At these meetings, described in Chapter V, Children’s Harbor and MTCI selected 15 of the 23 strategies to pilot test through formative RCEs. A forthcoming guide for practitioners (Frei et al. 2020) will provide detailed steps that program leaders can take to select, tailor, test, and refine co-regulation strategies in their HMRE programs.

Table B.1 lists all 23 strategies contained in the menu presented to Children’s Harbor and MTCI at their strategic planning meetings. The table includes the strategy name, a short description of how the strategy should be implemented, and indicates whether MTCI, Children’s Harbor, or neither program tested each strategy.

Table B.1. Strategies developed for the SARHM project

Strategy	Description/Intent (for strategies not tested)	Pilot tested in formative RCE		
		Children’s Harbor	MTCI	Neither
Workplace strategies for adult self regulation				
Knowledge Development	Staff receive training on self-regulation, co-regulation, and adolescent development.	✓	✓	
Environmental Scan	Educators complete a worksheet on the workplace environment, prompting them to	✓		

Strategy	Description/Intent (for strategies not tested)	Pilot tested in formative RCE		
		Children's Harbor	MTCI	Neither
	notice and change stressors and barriers to productivity and focus.			
Rest and Return	Staff establish an area in the workplace where they can take a break from experiencing intense emotions and take a physical or mental rest; staff can also take breaks if needed while working with youth in the community.	✓		
Positive Praise Notes	Educators exchange four-part positive praise notes (name + specific behavior + praise effort not natural ability + share value to the program or community).	✓		
Take Note	Educators practice mindfulness or "noticing" exercises in a group in the workplace or individually.	✓		
Take Note, Tag It, Tune In (T3)	Educators pause to notice sensations in the body, identify and write associated feelings, and use pre-identified strategies to "tune" or manage intense emotions if needed.	✓		
Personal Goal Setting	Educators complete a worksheet on small, achievable goals; identify action steps; encourage use of a "support buddy"; and discuss progress toward individual goals as a team.		✓	
Co-regulation Prompts in Supervision	Supervisor selects a self-regulation champion, uses tools for growth mindset in the workplace, and uses targeted questions in meetings to enhance reflection and intention to co-regulate.		✓	
Skills coaching for youth				
Bookending	Educator ends the group sessions with a prompt to practice or plan for use of a self-regulation skill from the curriculum, and subsequently begins group session or individual meetings with a prompt to reflect on use of strategies since last group or meeting.		✓	
Breath to Refocus	Educator coaches youth to use deep breaths to regain focus during transitions or times of intense emotion, and models the exercise for the youth.	✓	✓	
Take Note	Youth practice brief mindfulness or "noticing" exercises in the group sessions or individually.	✓		
Teach, Practice, Plan, Reflect, Reward (TPRR)	In advance of each lesson, the educator reviews the content for self-regulation skills and asks: "When students engage with the self-regulation skills in this section, are the following			✓

Strategy	Description/Intent (for strategies not tested)	Pilot tested in formative RCE		
		Children's Harbor	MTCI	Neither
	<p>steps happening?" Educator ensures each step occurs for each skill.</p> <p><i>Teach:</i> Skill teaching (educator), may use stories of personal use of the skill</p> <p><i>Practice:</i> Skill practice: (student) imaginary or in person ("in vivo") role play using skill, can be done as a group, individually, or in pairs</p> <p><i>Plan:</i> Goal setting for use of skill (student and teacher together); this includes plans to set up the student's environment to avoid overtaxing self-regulation skills</p> <p><i>Reflect:</i> Check-in (educator)/reflection on use of skill (student); can be done with verbal check-in or by use of diary or self-reflection sheet</p> <p><i>Reward:</i> e.g., fun activity, positive peer notes, token, etc.</p>			
Warm, responsive relationships between educators and youth				
Welcoming Strategies	Youth complete preferences worksheet on how they want educators to interact with them; educators greet each youth personally at each workshop and check in, one on one, with 1–2 youth during or after each class.	✓	✓	
Positive Praise	In group sessions, two-part verbal praise (name + specific effort/behavior); in case management, four-part written praise (name + specific behavior + praise effort not natural ability + share value to the program or community).	✓	✓	
Interaction Tally	The educator identifies a person to quietly tally positive comments/interactions and negative interactions (educator and student) via observation. The group is rewarded for a ratio of 20 positives to one negative or better, with an extra reward for no negatives.			✓
Motivation/Interest Assessment	<p>The educator or case manager administers a survey/handout during the first or second class asking the students which of the topics in the curriculum they are most looking forward to learning and why. May include an assessment of self-regulation skills as well. Instructor then receives and reviews student information.</p> <p>Workshop and case management emphasis can be tailored based on the assessment and motivation. Individual feedback can be tailored to preferred topics.</p>			✓

Strategy	Description/Intent (for strategies not tested)	Pilot tested in formative RCE		
		Children's Harbor	MTCI	Neither
Peer "Makeups"	When a student misses class, rather than individual make-ups with the educator or case manager, the educator could assign an engaged student to meet one on one with the student who missed class to go through material. A follow-up meeting (of shorter duration) with the educator or case manager is used to reinforce learning and check that content and objectives were met. Follow with reward for peer who helps student who missed class.			✓
Collaboratively structure the environment for youth				
Group Agreement	Educator solicits values/behaviors from youth, defines them, and obtains visual agreement. Educators reference these values and allow youth to shift values as needed. Educators model and reinforce values and behaviors.	✓	✓	
Rest and Return	Youth have permission to take a break if they are experiencing intense emotions and need a physical or mental rest; youth commit to returning when they feel better.	✓	✓	
Team Competition	Groups compete to practice, plan for, or reflect on self-regulation skills or enactment; can be combined with token lottery.			✓
Mystery Motivator or Token Lottery	Staff give tokens or special incentives for targeted behavior or when a student or group of students enacts self-regulation behaviors or skills use in or outside class or meeting. Tokens can be entered into lottery for reward. Target behaviors might include participants who volunteer to role-play a new skill, or who share a time they tried a skill and how it went, or for entire classes when all group norms are followed.			✓
Participation-based Grade	For situations where a grade is offered for a course, staff weight participation via homework exercises, discussions, peer support, and reflection most heavily.			✓
Arranging the Room or "Set-Up"	The seats (e.g., desks, tables, chairs) are set up so every participant can see every other participant. This may include pods or clusters of chairs, u-shape, circle, etc. For workshops with more small-group activities, pods may be favored; for workshops with more large-group discussions, role play, etc., circle may be favored. Students can arrange chairs when they arrive, and return them when they leave.			✓