Presenting the Prosocial ACT Matrix for Mental Health and Social-Emotional Learning

Who is Important to You?

Matrix for Psychological Flexibility

Sensing

Away

Toward

Who is important to you?

Mind
Sensing

Mind

To ward

Away

Who is important to you?

Psychological Flexibility Loop

What shows up inside of you and gets in the way?

What do you do to move away from what you don't want?

What can you do to move toward who is important to you?

What can you do to move toward who is important to you?

What do you do to move away from what you don't want?

1. 

2. 

3.

4.

Noticing

Matrix for Psychological Flexibility

What Yucky Stuff is or may show up and get in the way?

What might I do to move away from the yucky stuff?

What can I do to keep moving with the yucky stuff inside of me toward who and what is important?

Who is important to me?

What is important to me?

Noticing ME

What is important to me?
Practice Time!

ACT
Acceptance and Commitment Therapy and Training
Increasing Valued Living while Reducing Suffering

Dr Kevin Polk
Matrix Developer

Phil Tenaglia
Matrix Goes to School (for Education)
Evolving Solutions (for Training and Consulting)

The ACT Matrix

A cognitive-behavioral approach to values based behaviors that quickly engages people in a collaborative learning process
Psychological Flexibility

The ability to notice what you are doing and choosing what works to get you where you want to go, even in the presence of obstacles.

Mr Rogers Said it Best

“I believe that all feelings are mentionable and also manageable.”

Psychological Flexibility is a process which you can develop in learners and in yourself.
SEL AND THE ACT MATRIX

SEL

- self-awareness
- self-regulation
- social awareness
- relationship skills
- decision making

ACT MATRIX

- Noticing
- Decreasing the Struggle with Suffering
- Show Up in the Present Moment with Self and Others
- Workability
- Move Toward Valued Living (increasing effective action toward goals)

Education is inherently social, emotional and cognitive. These dimensions of the child's and the adult's life are always in play. Whether we like it or not, this is the way we humans learn and the extent to which we pay attention to them and get good at supporting them, is the extent to which we which we practice and implement the best educational intervention strategies.

Tim Shriver
Co-founder of CASEL and Chairman of Special Olympics

Social World of Actions

Emotional World of the Mind

THOUGHTS, FEELINGS, MOOD, MEMORY, URGES
Purpose of Behavior

AWAY

Yucky Inside Stuff

TOWARD

What's Important to Me

What Would You Want to Be Using this For?

A person who has been made aware of her/his own behavior by the questions he/she has been asked is in a better position to predict and control his/her own behavior.
When You are Aware of Your behaviors
you are better able to choose behaviors that Work!

The Matrix Check In
for
the
Mindful Classroom

SENSES

What Yucky Stuff is or may show up and get in the way?

Mind

What might I do to move away from the yucky stuff?

What can I do to keep moving with the yucky stuff inside of me toward who and what is important?

Toward

Who is important to me?

What is important to me?

What am I here for?

Noticing ME

What is important to me?

What am I here for?
Validate and Fascinate

Moving from Correct and Convince to Workability

Is What I’m Doing Working To Get me Where I Want to Go?

To Move me Toward Who and What is Important in my Life and Who I want to Be!
Choosing What Works

Sensing

Toward Moves

Away Moves

What is our shared purpose?

yucky stuff that shows up inside of us that gets in the way of the shared purpose?

The Workability Model

Psychological Flexibility and Safety

Relief

Satisfaction

Mind

Is It Working?

Is It Working?

Is It Working?

Is It Working?

Stuck Loops and The Struggle

What Gets in the Way...
Signs of a Troubled Learner

* Impulsive
* Disorganized
* Lack of Attention to Detail
* Hiding
* Avoidance/Escape moves

Invite
Connect
Collaborate

Matrix for Psychological Flexibility

More Energy
Less Energy

Mind

Who is important to you?
“Noticing” throughout the day:

- Promotes awareness and focus
- Develops self-monitoring
- Increases both psychological flexibility and resilience

Noticing happens automatically whenever you use the matrix!
Sorting

The Way Toward
Less Struggling
and
More Satisfaction

The Matrix Homework Assignment

Taking Mindfulness to the Streets

Matrix for Psychological Flexibility

Moves Away From
Yucky Stuff

Moves Toward
Important Stuff

Mind
Either way you will ask them to **sort** their experiences into the Matrix.

**YES! and...**

**Where does it go?**

**More Practice!**
Notice
Sort
Pause
Choose

The Way Out...
Point Them At Experience!

Sorting builds up the Observer Self and Perspective Taking
Using the Matrix shifts the learning context from Control to Influence.

We want to be more on the influence side and less on the control side. Why?

Being an Influencer is based on two simple actions:
1. Modeling the Behaviors you want
2. Rewarding any behaviors that are moving toward individual/group purposes.
The Prosocial ACT Matrix for Groups:
Psychological Safety and Social Emotional Learning

What is our shared purpose?
What are we here to do?

What is shows up (or might show up) on the inside of group members and gets in the way of our shared purpose?

What might we see/hear people do to move away from what they don't want?
- Am I or someone else doing this now?
- Is it working for what we are here to do?

What can I or the group do to keep moving toward who or what is important and take the unwanted stuff with me?

The Matrix for Psychological Safety

What is our shared purpose?
What are we here to do?

What might we see/hear people do to move away from what they don't want?
- Am I or someone else doing this now?
- Is it working for what we are here to do?

What can I or the group do to keep moving toward who or what is important and take the unwanted stuff with me?
Second Loop for Psychological Safety

What might we see/feel people do to move away from what they don't want?
Am I or someone else doing this now?
Is it working for what we are here to do?

What is shared (or might show up) on the inside of group members and gets in the way of our shared purpose?

What is our shared purpose? What are we here to do?

What can I or the group do to keep moving toward who or what is important and take the unwanted stuff with me?

Psychological Safety

A shared belief that it is OK for members to speak up, and feel accepted, respected and acknowledged for their efforts.

“People have my back”

There is no reason to believe that bureaucrats and politicians, no matter how well meaning, are better at solving problems than the people on the spot, who have the strongest incentive to get the solution right.

— Maria Goretti

The Work of Elinor Ostrom and the Core Design Principles of Effective Groups
Empowered SEL Group

Shared Purposes

Identity

Monitoring

Conflict Resolution

Ostrom’s Big Three

Takeaways!

Inviting and Collaborating with Students with the Prosocial Matrix Communication Process

Builds Interest and Engagement

Helping them to Notice their Actions by Asking Interesting Questions with Respect Builds Cooperation and Relationship.

Inviting Them to Sort Experiences into the matrix builds perspective taking, self-monitoring and self-regulation.
Empowers them

Including them in the decisions and monitoring of the shared process of the classroom

To build a prosocial community with you and experience the satisfaction of being a member of a successful group.

Show the Matrix to Someone!

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