

# Doing Well And Feeling Well In Student Success:

Contributions of Stress and Learning Regulation Practices on Social Emotional And Academic Outcomes

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# Territory Acknowledgment



I am located on the traditional territories of the Lkwungen and WSÁNEĆ peoples. We acknowledge their welcome and graciousness to the people who seek knowledge here.

# The Plan

## **Introduction:**

*Making a Case for an Integrated Theoretical Framework*

## **PART 1:**

*Mental Health*

## **PART 2:**

*Stress*

## **PART 3:**

*Self-Regulated Learning*

*PART 4: Putting It All Together*





**My Why?**

## **PART 1:**

Making a Case  
for an  
Integrated  
Model of Stress  
Regulation and  
Self-Regulated  
Learning in  
Student Success



# What is the mind?

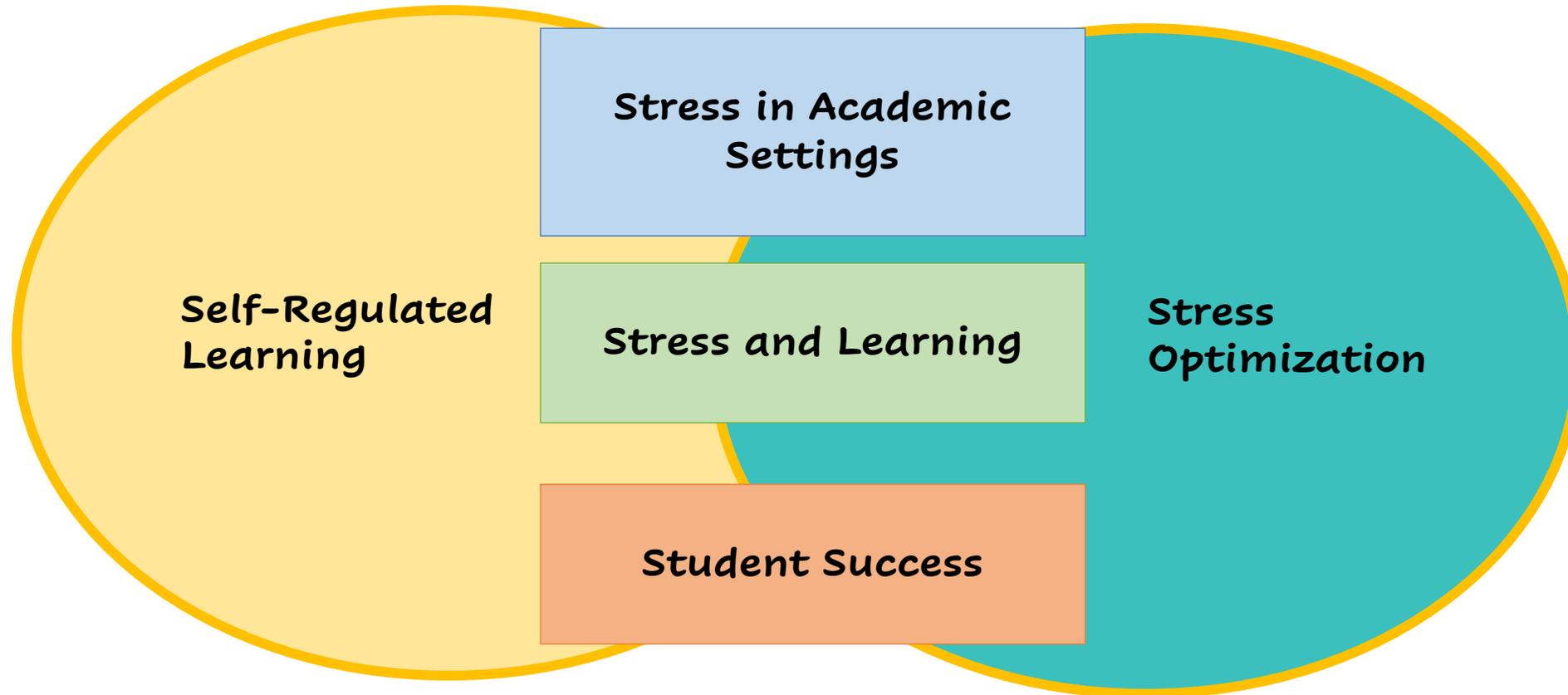
The mind is defined as an embodied, emergent, and relational process that regulates the flow of energy and information  
(Siegel, 2020)

IPNB perspective regarding the mind and mental processes as:

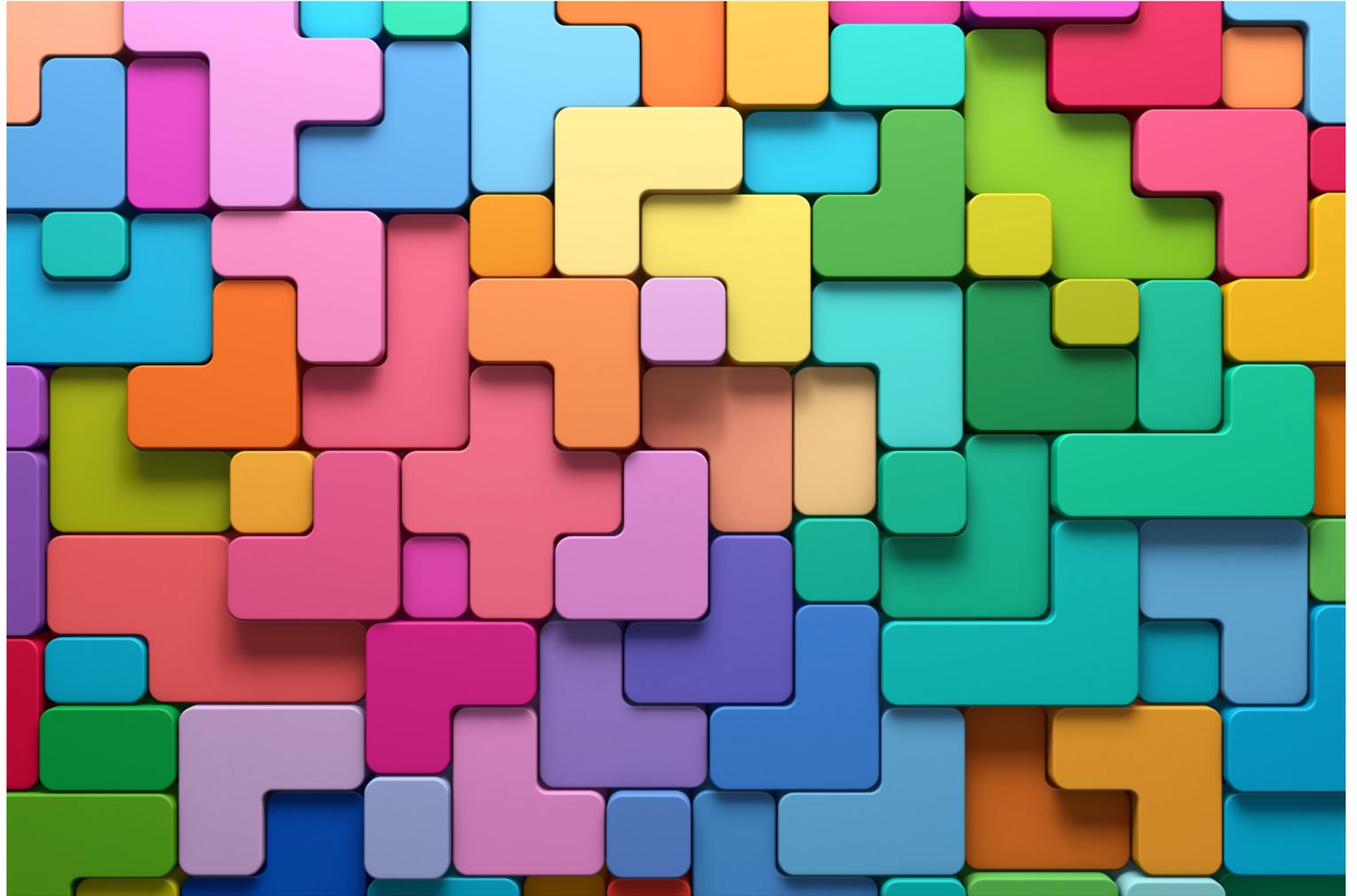
- embodied,
- emergent
- experience dependent
- adaptable
- relational
- comprised of multiple interconnected and recursive dimensions.



# Theoretical Considerations for an Integrated Approach to Stress and Student Success

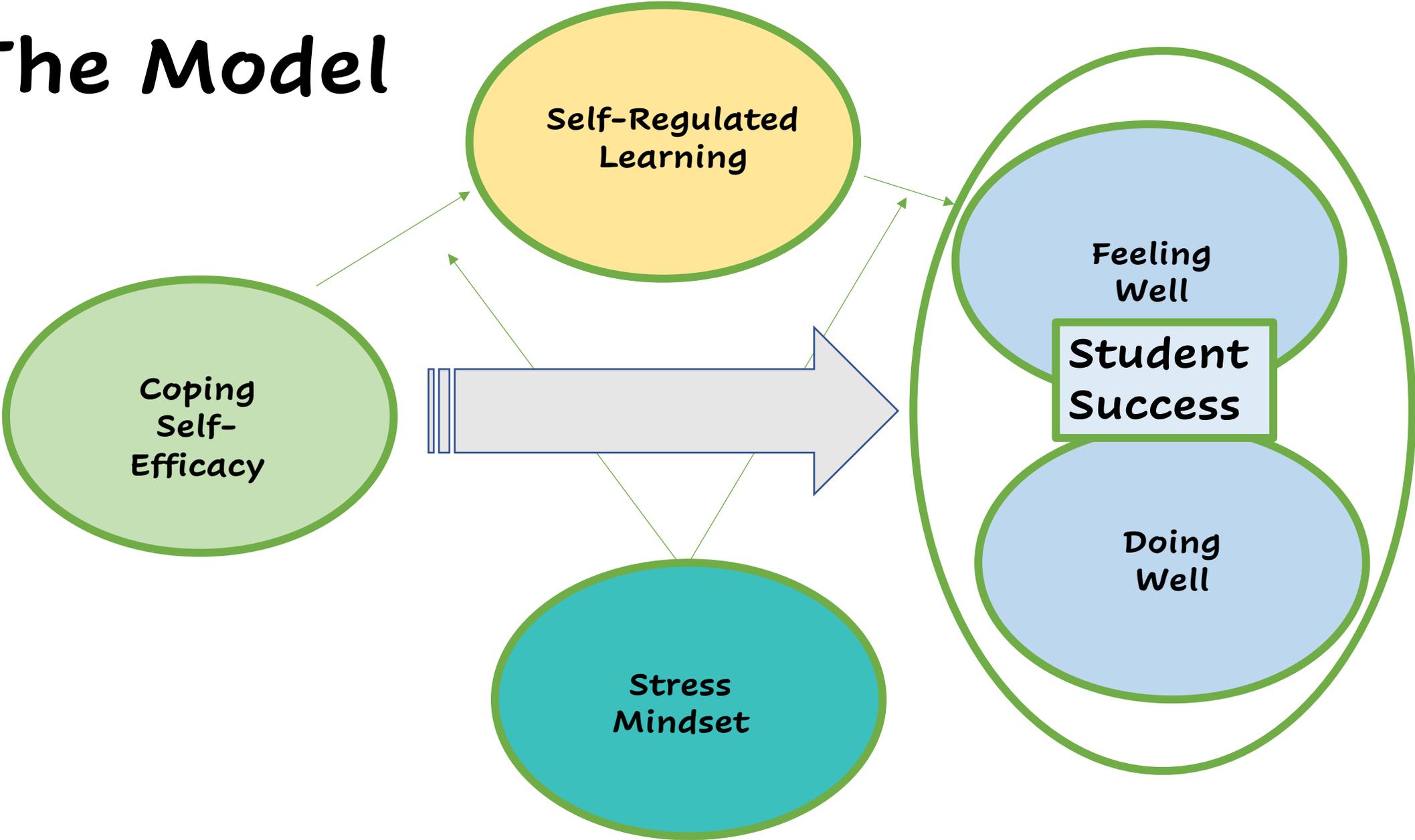


# Challenges and Stressors





# The Model



# What helps people cope?

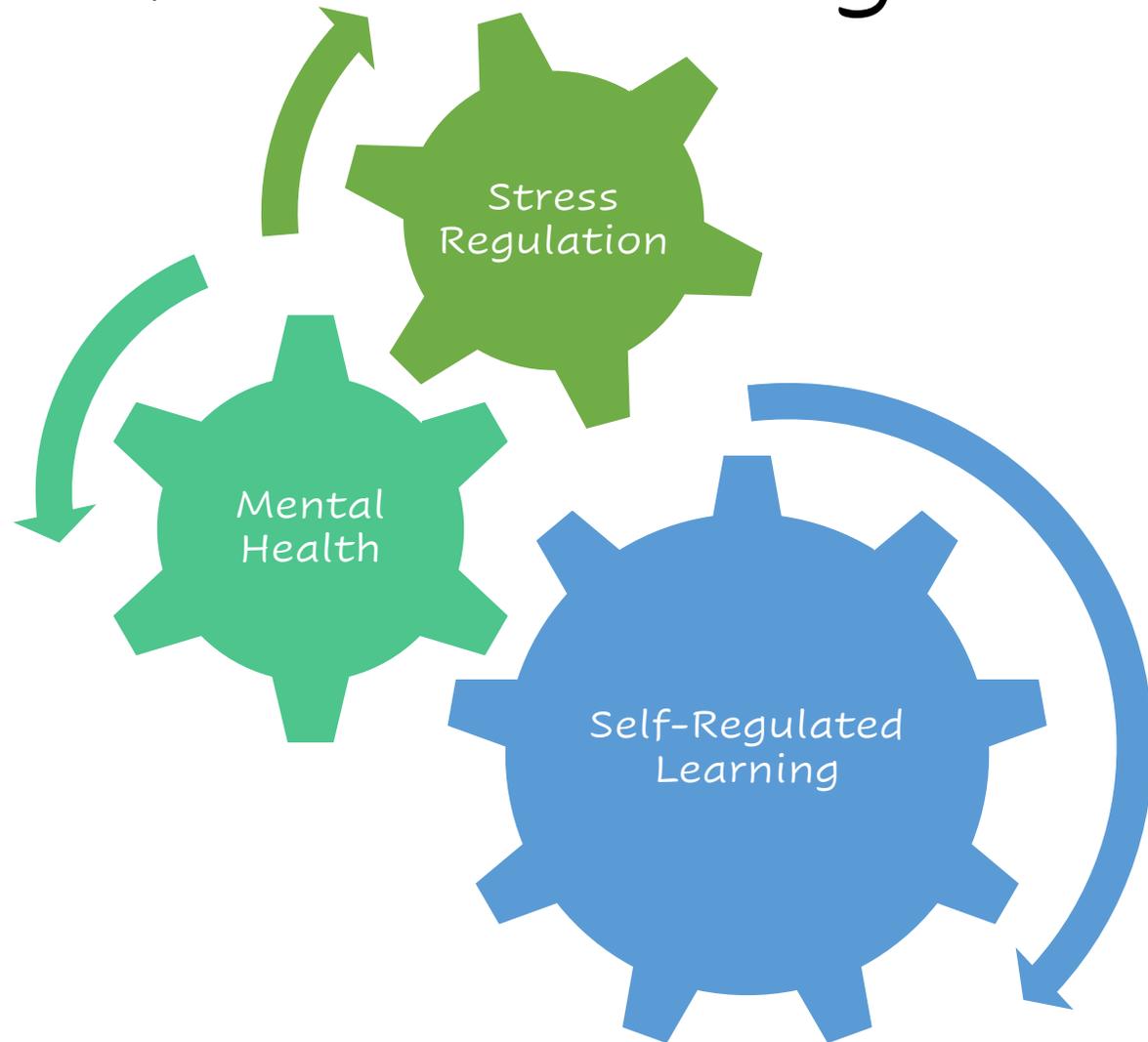
Control

Capable

Connections



# What Supports Coping in Academic Settings?

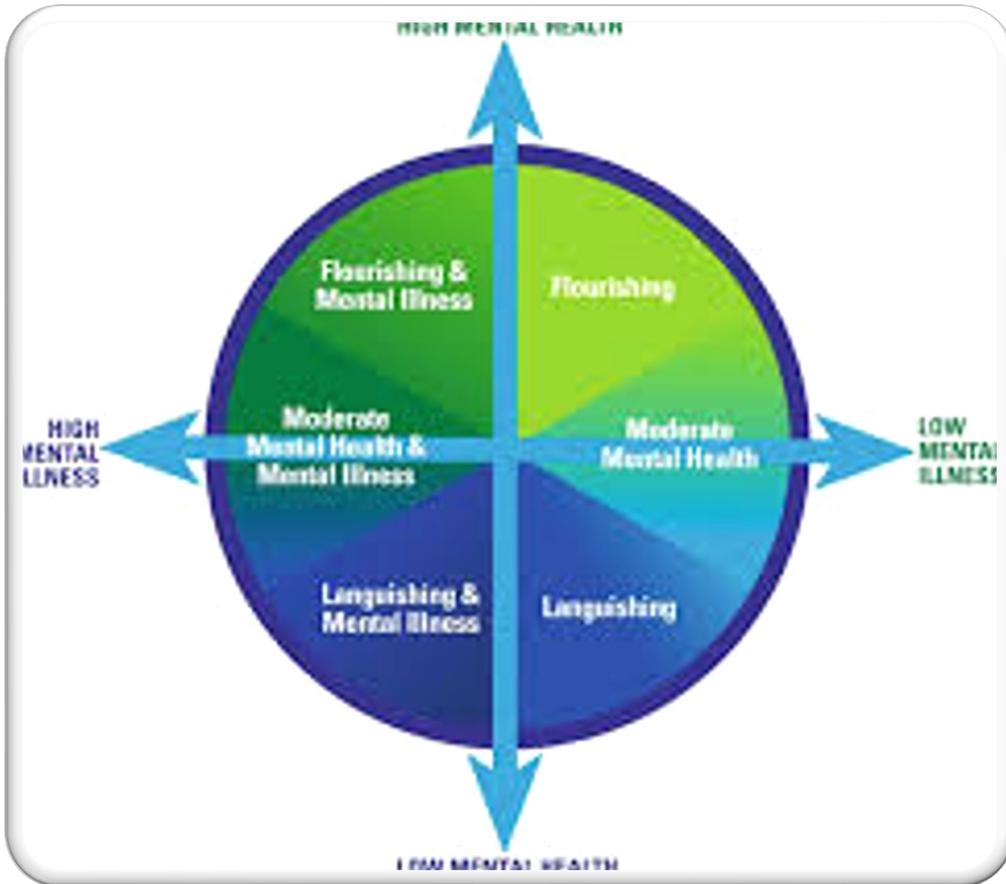




# Part 1: Mental Health

*Mental health is distinct from mental illness, a state of well-being that supports individuals to cope with stressors, work productively, and function as a contributing member of society (WHO, 2016).*

# Keyes Dual Continua Model



## 3 FACTORS OF MENTAL HEALTH

Emotional Wellbeing (Hedonic)	Psychological Wellbeing (Eudaimonic)	Social Wellbeing (Eudaimonic)
<p>Presence of positive affect and life satisfaction</p>	<p>Positive self-evaluation such as satisfaction with accomplishments, viewing the self as growing, and positive self-evaluation</p>	<p>The public and social criteria whereby people evaluate their life</p>

## Emotional Wellbeing (EWB)

**Positive Feelings**  
(happiness, satisfaction)  
**Interest in Life**

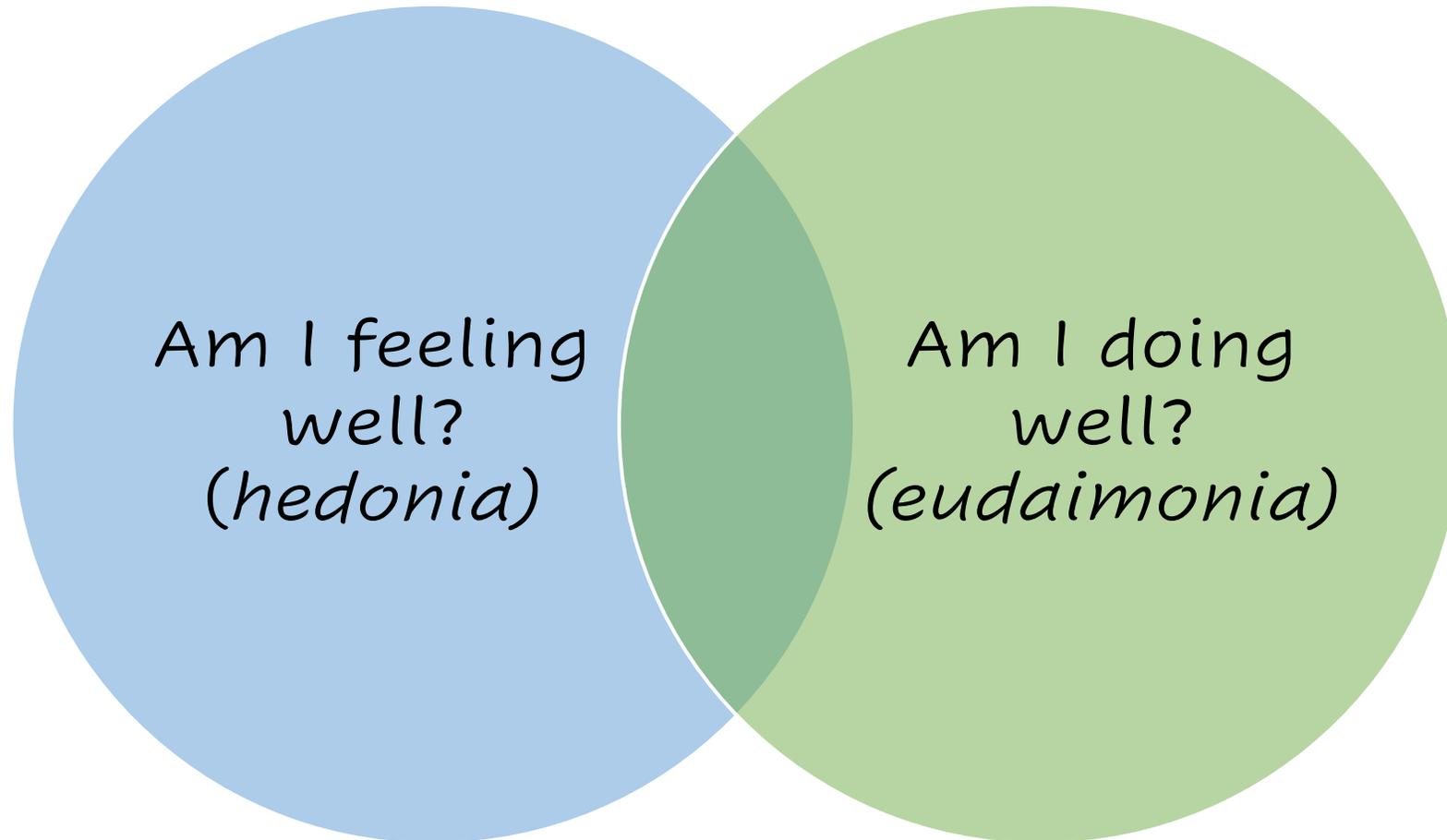
## Psychological Wellbeing (PWB)

**Self-acceptance:** a positive and acceptant attitude toward aspects of self in past and present;  
**Purpose in life:** goals and beliefs that affirm a sense of direction and meaning in life;  
**Autonomy:** self-direction as guided by one's own socially accepted internal standards;  
**Positive relations with others:** having satisfying personal relationships in which empathy and intimacy are expressed;  
**Environmental mastery:** the capability to manage the complex environment according to one's own needs;  
**Personal growth:** the insight into one's own potential for self-development.

## Social Wellbeing (SWB)

**Social coherence:** being able to make meaning of what is happening in society;  
**Social acceptance:** a positive attitude toward others while acknowledging their difficulties;  
**Social actualization:** the belief that the community has potential and can evolve positively;  
**Social contribution:** the feeling that one's activities contribute to and are valued by society;  
**Social integration:** a sense of belonging to a community.

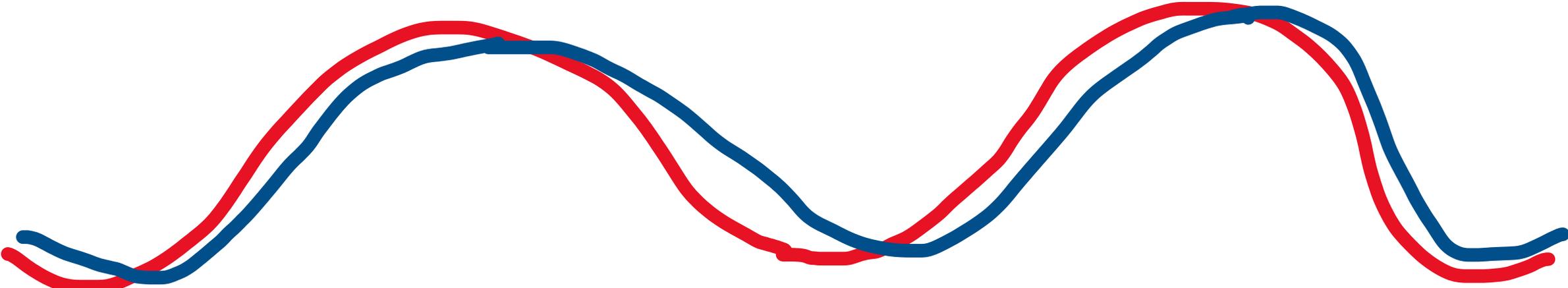
# The Pursuit Of Optimal Living & The Good Life



# The What, When, How and Why of Mental Health

	Hedonic (Feeling Well)	Eudaimonic (Doing Well)
What	Equated with pleasure and happiness, positive emotion (Happy, Interested, Curious, Life Satisfiom) Absence of negative emotion (stress) <b>Optimal feelings in life</b>	Live in alignment with <i>daimon</i> (true self) Includes <b>negative emotion</b> if it is part of fully functioning (e.g., sadness from loss, stress about a test) <b>Optimal functioning in life</b>
When	Short term influence, dissipates easily, influenced by proximal events <b>Changes quickly</b>	More enduring re well-being, longer term impact, influenced by distal events <b>Changes slowly</b>
How	Not effective to pursue hedonic interests directly (hedonic adaptation) Positive outcomes include: success, physical and mental resilience, adaptive learning processes	Eudaimonic creates hedonic boosts, hedonic does not create eudaimonic boosts Wellbeing from, fulfilling ways of living, alignment with virtues and values Increases a person's level of <b>competence, autonomy, and relatedness</b> and subsequent well-being
Why	<b>Broaden and Build Theory</b>	<b>Self-determination Theory</b>

# Mental Health and Academic Engagement



# Feeling Well: A Few Ideas



# Doing Well: A Few Ideas





## **Part 2: Stress**

# What is your stress story?

I want you to bring to mind a time at school when you felt stressed at school.

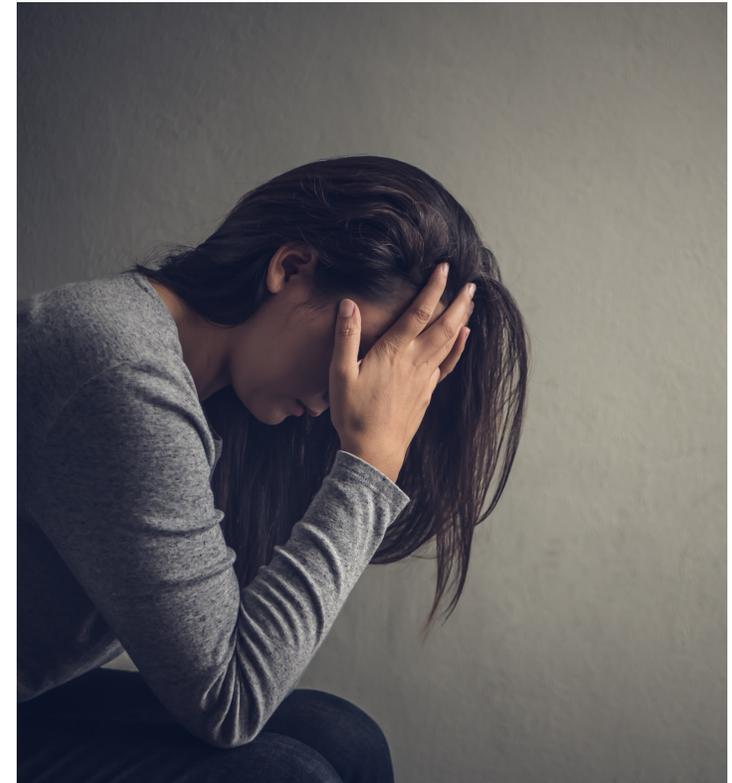
- Choose an example that is not the most stressed you have been and not the least, about a middle amount of stress.
- Keep that memory in mind, either a description or an image in your mind of that experience of stress, and I have a question for you.



# What do you believe about stress?

If you had to decide how you feel about stress, which would be more true?

1. Stress is harmful and should be avoided, reduced, and managed
2. Stress is helpful and should be accepted, utilized, and embraced



# What is stress?

Stress is often portrayed as the enemy, as really bad, we hear lots of messages and information about stress, for example you might have heard:

- “stress is toxic”
- “stress will make you sick”
- “stress must be stopped”
- “stress is bad for you”

**All of this makes stress sound terrible, but luckily, this is not the whole story, stress can be really good for you too.**



# What is Stress?

- Stress describes how we think, feel, and act in response to anything from tiny irritations to really terrible big things
- “stress is what arises when something you care about is at stake” or “when the demands of a situation are bigger than the resources”
  - Includes thoughts, emotions, physical reactions
  - This definition shows how **stress and personal meaning go together**
  - You don’t stress about things you don’t care about AND you can’t have a meaningful life without some stress



# The Goal

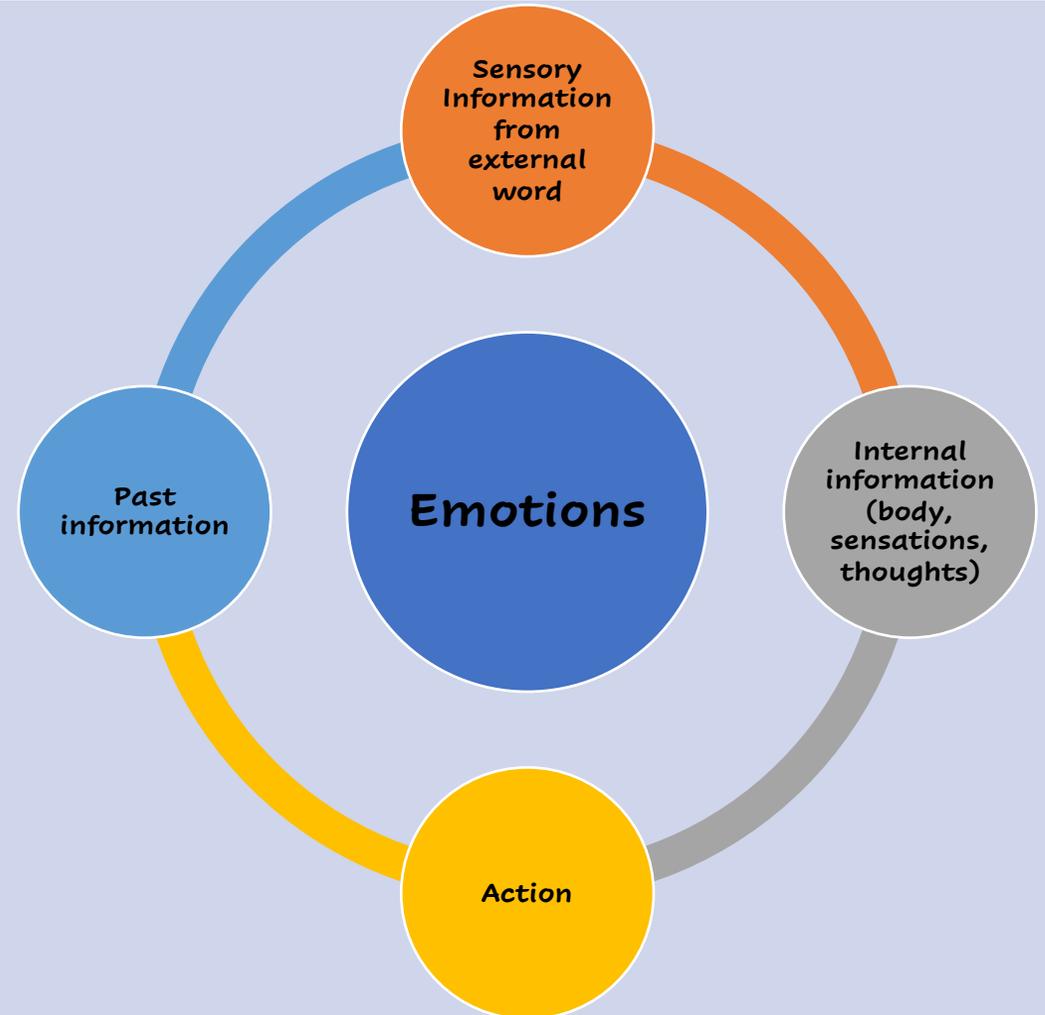
Our goal is not to  
get rid of stress,  
and we can't,  
it is to manage  
stress well!



## Stress as an Emotion (Barrett, 2017)

- Emotions require meaning
- Emotions are actively constructed
- Emotions are also subjective

## Components of Emotion



## What is stress?

- It is a nonspecific response of the body to any demand for change (Selye, 1936). It is part of everyday life. Often emerges when people are pursuing goals that are important to them (Park et al., 2017). It can enhance performance and promote coping (Brooks, 2014). A certain level of stress is inherent in academic contexts that are evaluative, goal-oriented, and performance based (Brooks, 2014; Jamieson, 2018).

## Stress & Memory

### **Memory is part of how each emotion is experienced**

Past experiences with school stress play a role in current school stress

There is an opportunity to update to old 'school stress story'

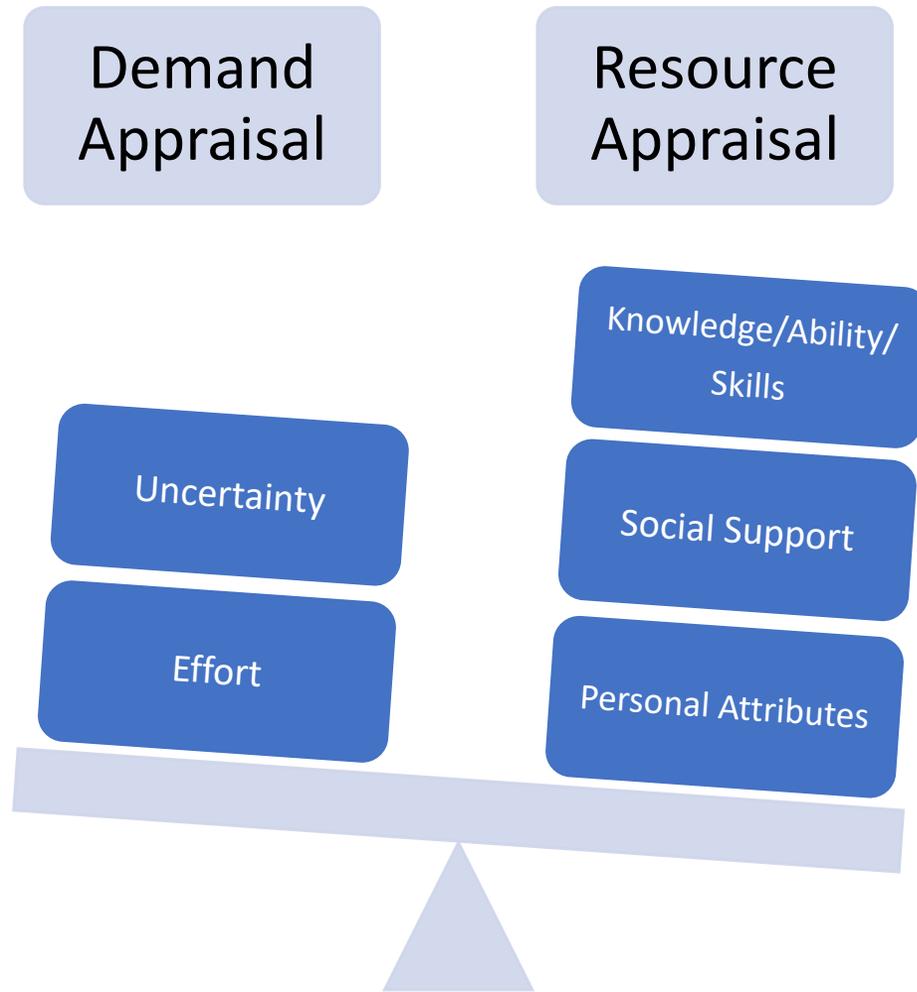
# Considering Stress Broad and Specific Perspectives

Stress Mindset	Coping Self-Efficacy
<p>General beliefs about stress: Stress is enhancing Stress is debilitating Research has shown profound effects from changing your stress mindset, especially when paired with specific coping practices. For example, mindsets can: Shape subsequent outcomes linked to stress including health, performance, and wellbeing (Crum et al., 2013) Inform coping practices (Crum et al., 2017).</p>	<p>Confidence about coping with stress and challenges Emotion focused coping Seeking support &amp; relationships Problem/solution focused coping Coping self-efficacy incorporates managing the emotion of stress and the specifics of the school context by drawing on self-regulated learning to shape solutions to academic demands. In this way, both personal and academic processes are addressed.</p>

# Types of Stress Response



Defense or Threat (fight/flight/freeze)	Challenge	Tend and Befriend
<p>Often decreases confidence Can make you want to avoid things Can feel overwhelming Less likely to learn something new</p>	<p>Increases self-confidence Motivates action Helps you learn from the experience</p>	<p>Increases courage Motivates caregiving Strengthens social relationships</p>



=

Determination of  
Stress as  
Challenge or  
Threat

Challenge  
vs  
Threat  
Stress  
Response

# Activity:

**Choose  
Challenge**  
(stress  
response  
that it)

Demand  
Appraisal

Resource  
Appraisal

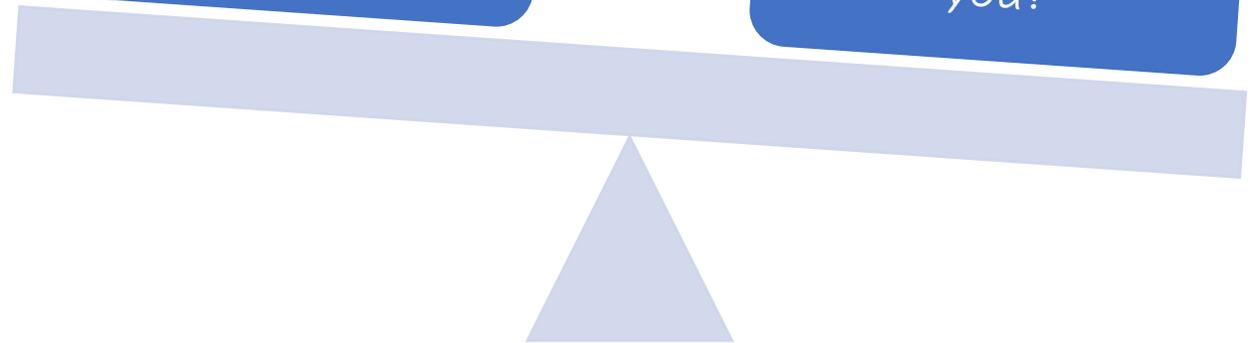
What do you know  
for sure?

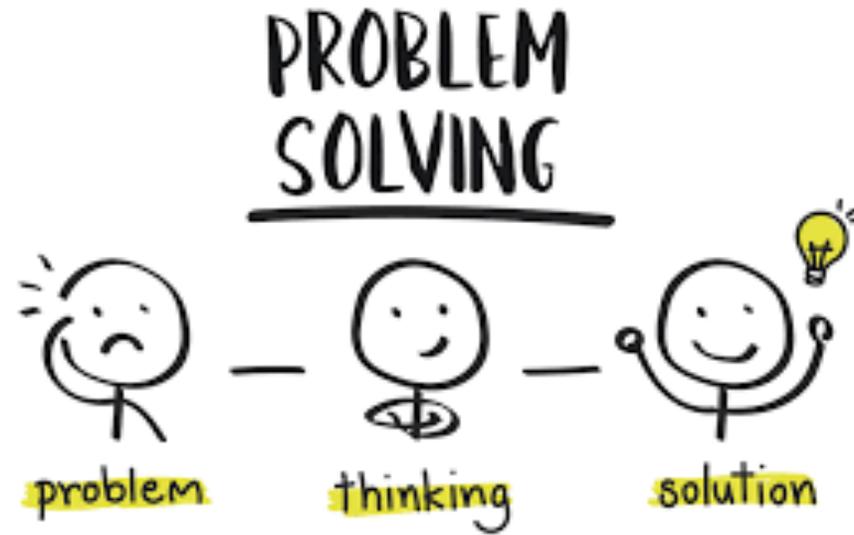
How much effort?  
(small bits, 5  
minutes)

What is something  
you like to do or  
are really good at?

Who can you ask  
for help?

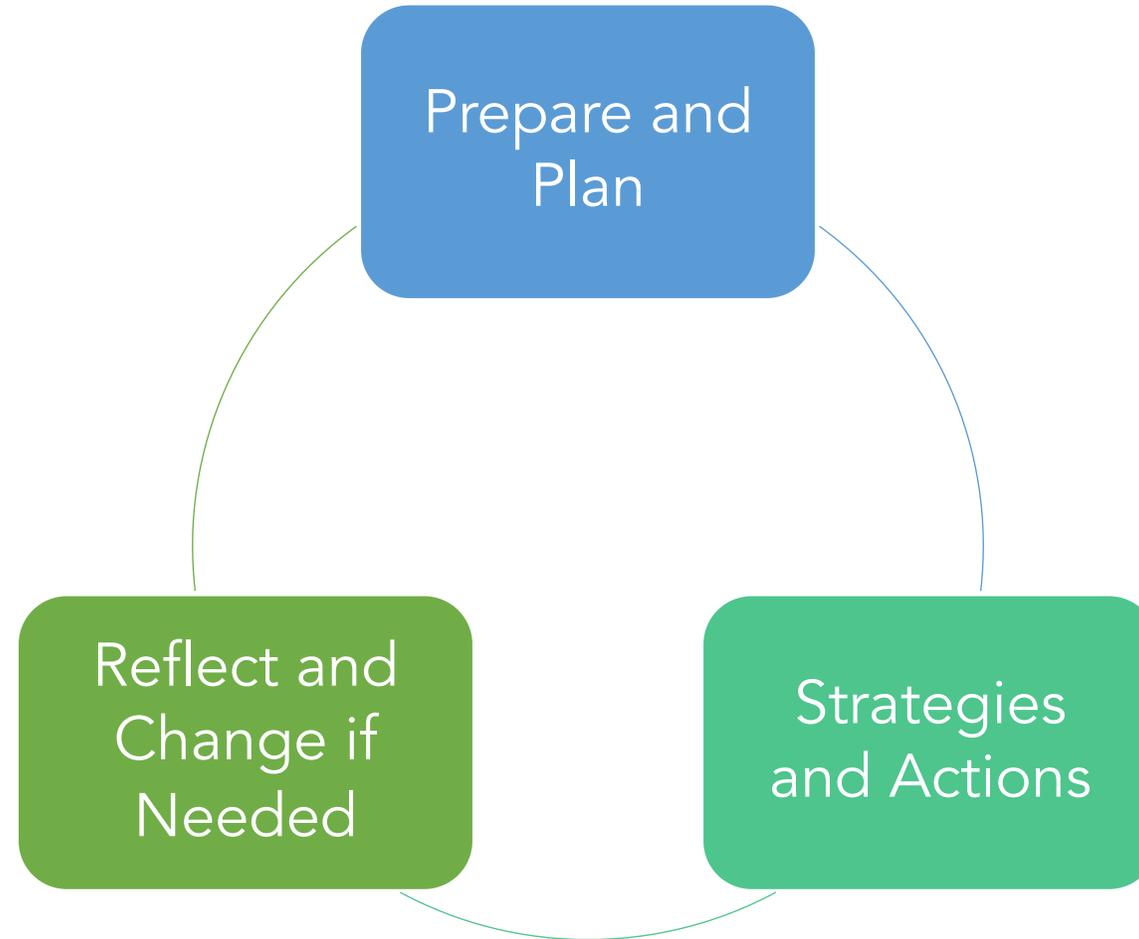
What is something  
really great about  
you?





Part 3: Self-Regulated Learning  
(aka Practical Stuff)  
(aka Solution Focused)

# Manage Your Learning



***The definition of insanity is to keep doing the same thing and expect different results. (Einstein)***

# Self-Regulated Learning

Understanding and having control over your learning.

Includes goals, monitoring how school tasks are going

Increases resources and lowers demands which helps to manage stress



## Planning Ahead

What do you need to do?  
do?

Why is it important?  
Why do I need to do it?  
What's my goal today

## Learning from Experience

How did it go? Any changes?

## Strategies

What do I need to do?  
How is it going?



# Attention

## Get to Know Your Attention

When does your attention wander?

- Time of day?
- Basic needs (food, sleep)?
- Activity?
- How long can you focus?

What to do?

- Manage your 'volume'?
- Gently and kindly bring your attention back to the task
- Generate interest
  - What do I already know?  
How does this relate to other stuff?
- Plan your breaks

## Attending to Attention

Notice when your attention wanders, usually towards something more interesting

Scan your body volume

Use helpful thinking and body calming to get in the 'zone'

Gently and kindly bring your attention back to the task

And repeat

And repeat

And repeat

Manage and plan for challenges (e.g. ADHD)

**Your attention or your plan for your attention can improve over time, be patient and kind to yourself!**

# Motivation (will)

Motivation is the word derived from the word 'motive' which means needs, hopes, wants or drives within each individual.

**It is the process of getting people to engage actions to accomplish the goals.**

## When you don't have enough motivation

### Task initiation

Starting something when you don't wanna

- 5-minute rule
- Future reward
- Mental time travel (how will I feel about this in the future)
- Self-efficacy

## How to get more motivation....

### Self-efficacy

Feeling confident and capable

- Self-efficacy for topics
- Self-efficacy for processes (coping)

### How to build self-efficacy

- Mastery experiences
- Vicarious experiences
- Verbal persuasion
- Physiological and affective states
- Imaginal experiences

# Solution Strategies for school stress

SRL Phase	Tests	Presentations	Projects
Making a plan	<p>What is the test about?</p> <p>Know your stuff, do you understand the topic?</p> <p>What kind of questions does your teacher ask?</p> <p>Space out study sessions, try not to cram</p>	<p>Prepare in advance</p> <p>Imagine shrinking your stress for the presentation with helpful thinking and body calming</p> <p>Know that your stress can help you</p> <p>What do you want your presentation to be like?</p>	<p>Talk to your teacher about what the finished project needs to look like</p> <p>What is your main idea?</p> <p>What are the different parts that you need to finish the project</p>
Strategies and working on the plan	<p>Read and learn the material really well, can you explain it to someone else?</p> <p>As you study, write down main ideas and quiz questions for yourself</p> <p>Self-testing – ask yourself the quiz questions (e.g., quizlet)</p> <p>Imagine shrinking your stress with helpful thinking and body calming</p>	<p>Practice presenting:</p> <ul style="list-style-type: none"> <li>• Present to yourself in the mirror</li> <li>• To your dog</li> <li>• To your cat</li> <li>• To your pet lizard</li> <li>• To a one or two people</li> </ul>	<p>Make small parts that you can work on</p> <p>Where will you start?</p> <p>Ask for help making a plan and staying on track</p> <p>Ask the teacher or a parent to check your progress</p>
Learning from Experience Did the plan work?	<p>Know that your stress can help you</p> <p>What went well, what did not, what should you try to do differently next time?</p>	<p>Know that you will improve managing your stress with practice</p> <p>What went well, what did not, what should you try to do differently next time?</p>	<p>Know that your stress can help you</p> <p>What went well, what did not, what should you try to do differently next time?</p>



# Part 4 Putting It All Together

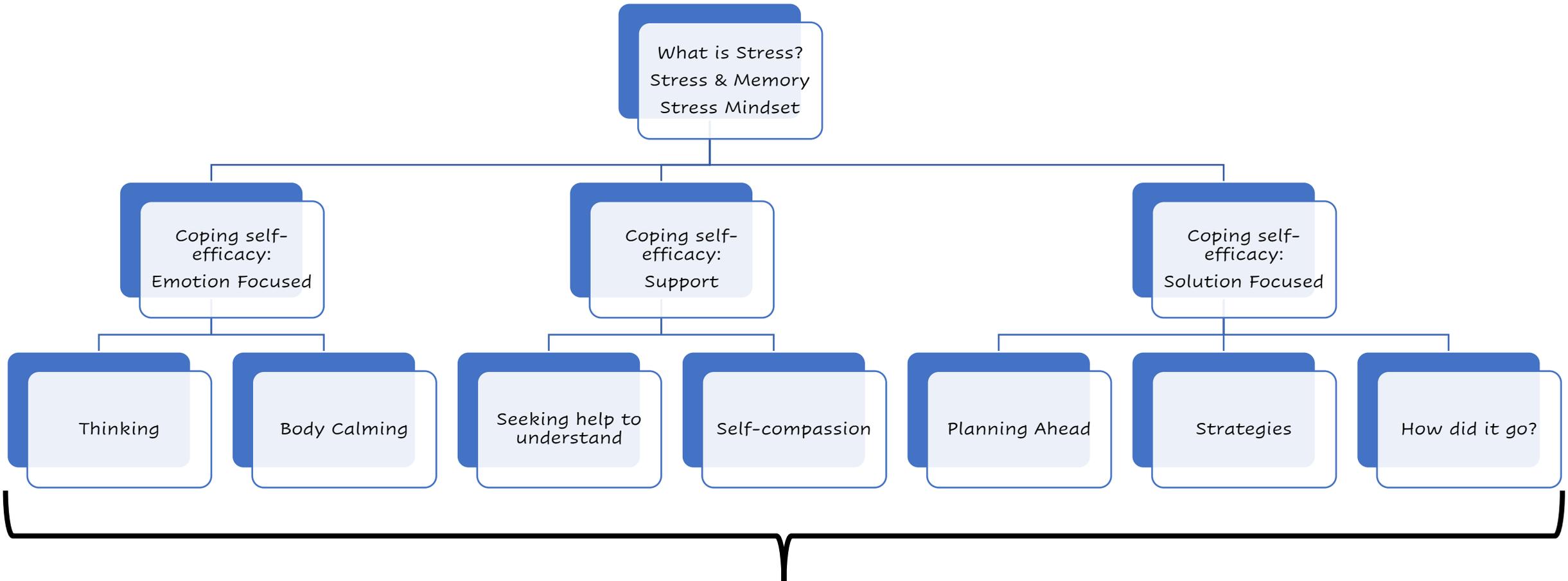
## The Stress Stories Project

- Learning to Rewrite Academic Stress Stories

*“Supporting students to flourish through regulation of social emotional and academic aspects of school stress”*

# Summary of the Stress Stories Project

## *"Learning how to do school stress well"*



Information, Practice, Reflection



New Stress Story

# Stress Stories Project Pilot: Main Findings

- (a) stress mindset scores were higher post intervention (e.g., stress is enhancing mindset) and the effect size was larger for the memory reconsolidation subgroup ( $t(32)=6.57$ ,  $p < .001$ ;  $d =1.14$ ),
- (b) over 54% of students were experiencing a little to a medium amount of stress,
- (c) 39% of participants indicated tests and 28% indicated presentations to be the most stressful academic task,
- (d) students reported a range of actions to manage school stress,
- (e) of the actions students took to manage school stress, most used emotion-focused body calming practices (e.g., take a deep breath)
- (f) many students reported that the action they took to manage school stress was not helpful in terms of managing the stress (51.6% ) or doing well in school (45.3%).

# Stress Stories Project Pilot: Main Findings

Results show that students are indeed experiencing stress at school, and for many students the action they are using to manage the stress is not working to either help them feel reduced stress or do better on the academic task, making the case for school stress education and support.



**Ingredients:**

**What would you like to try to do next time?**

**Managing your stress? (Emotion focused)**

- Thinking & Body calming

**Seeking help or support? (Support)**

- Who do you want to talk to? Ask questions?

**Solutions and strategies? (Solution focused)**

What learning strategy will you try?

**Ingredients:**

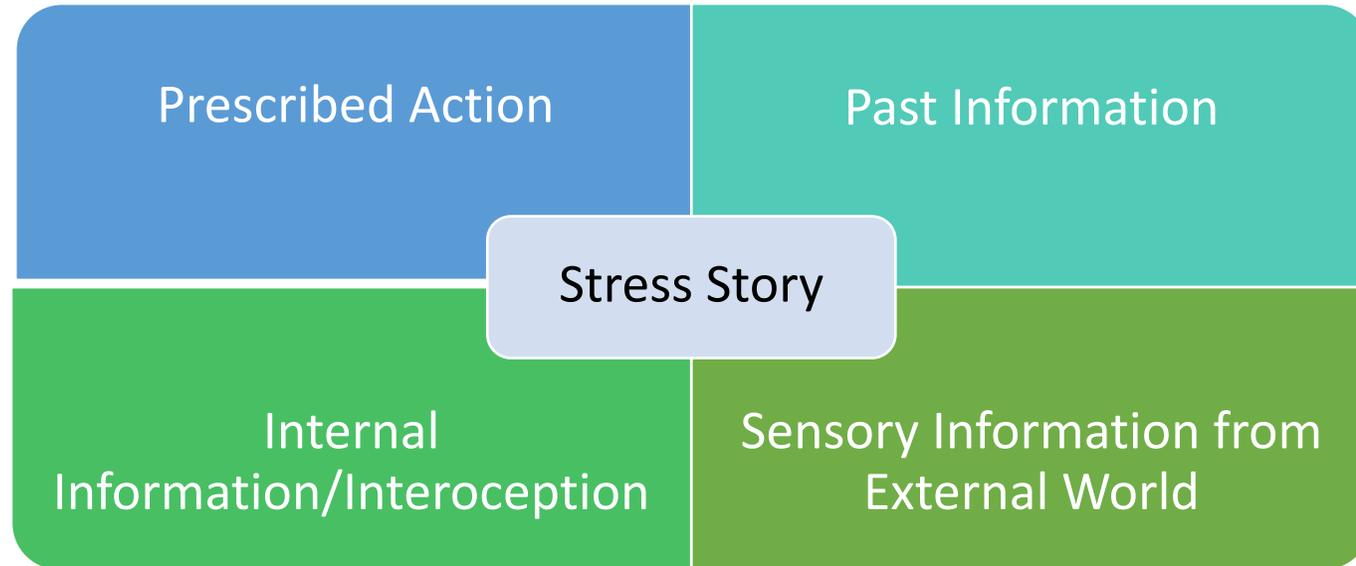
**Stress Mindset Check**

- How are you thinking about stress?

**What worked (or not) before?**

- How has \_\_\_\_\_ gone for you before?
- What is the past experience telling you about how the current or future experience will go?

**What do you want to change, or not, for next time?**



**Ingredients:**

**What were you thinking?**

- Is this helpful?

**How was your body reacting?**

- What would be most helpful to manage the body sensations?

**Any changes?**

- Is there anything different you want to try next time?

**Ingredients:**

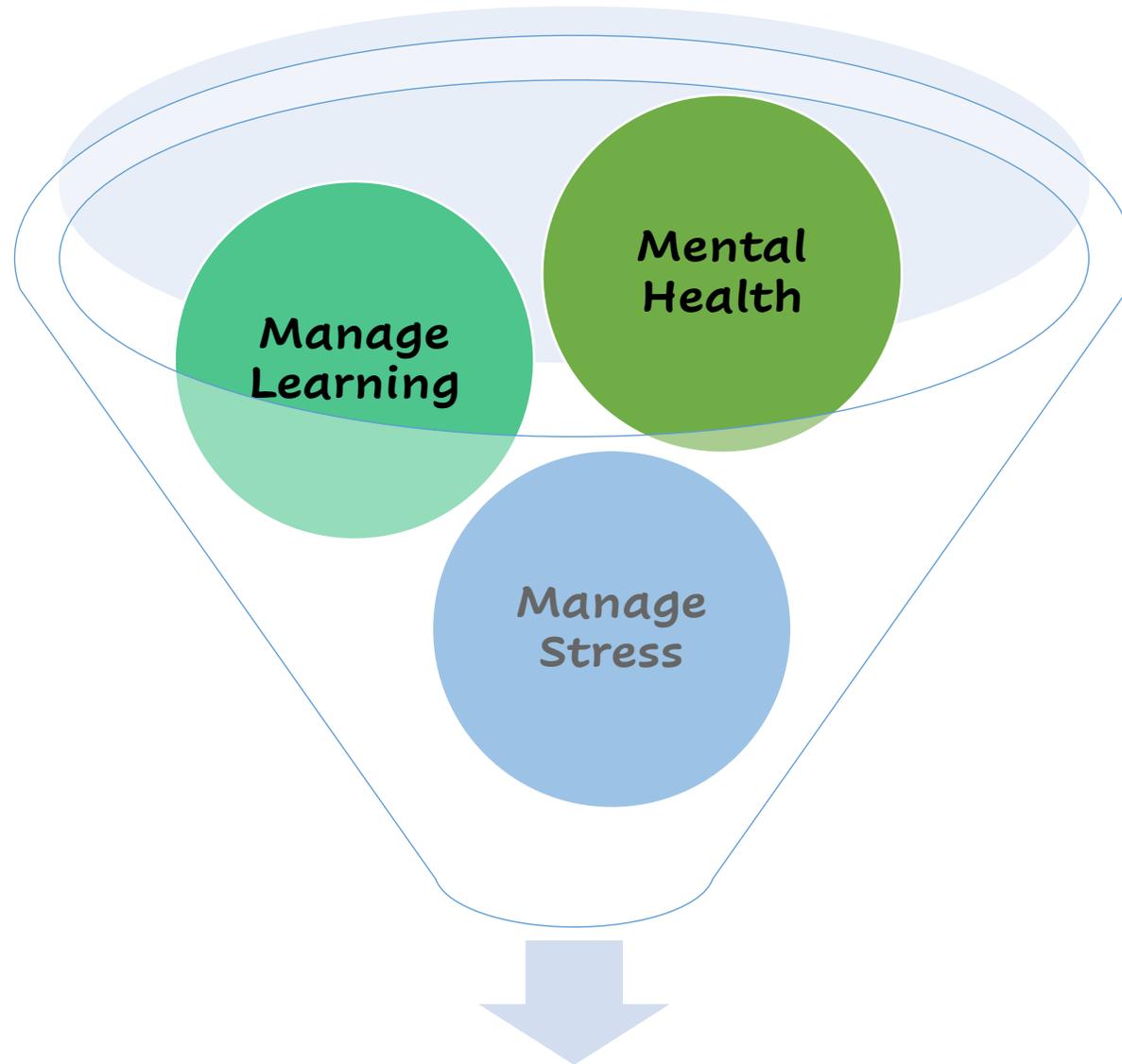
**Check the situation**

- Do you want to change how you're thinking about this?

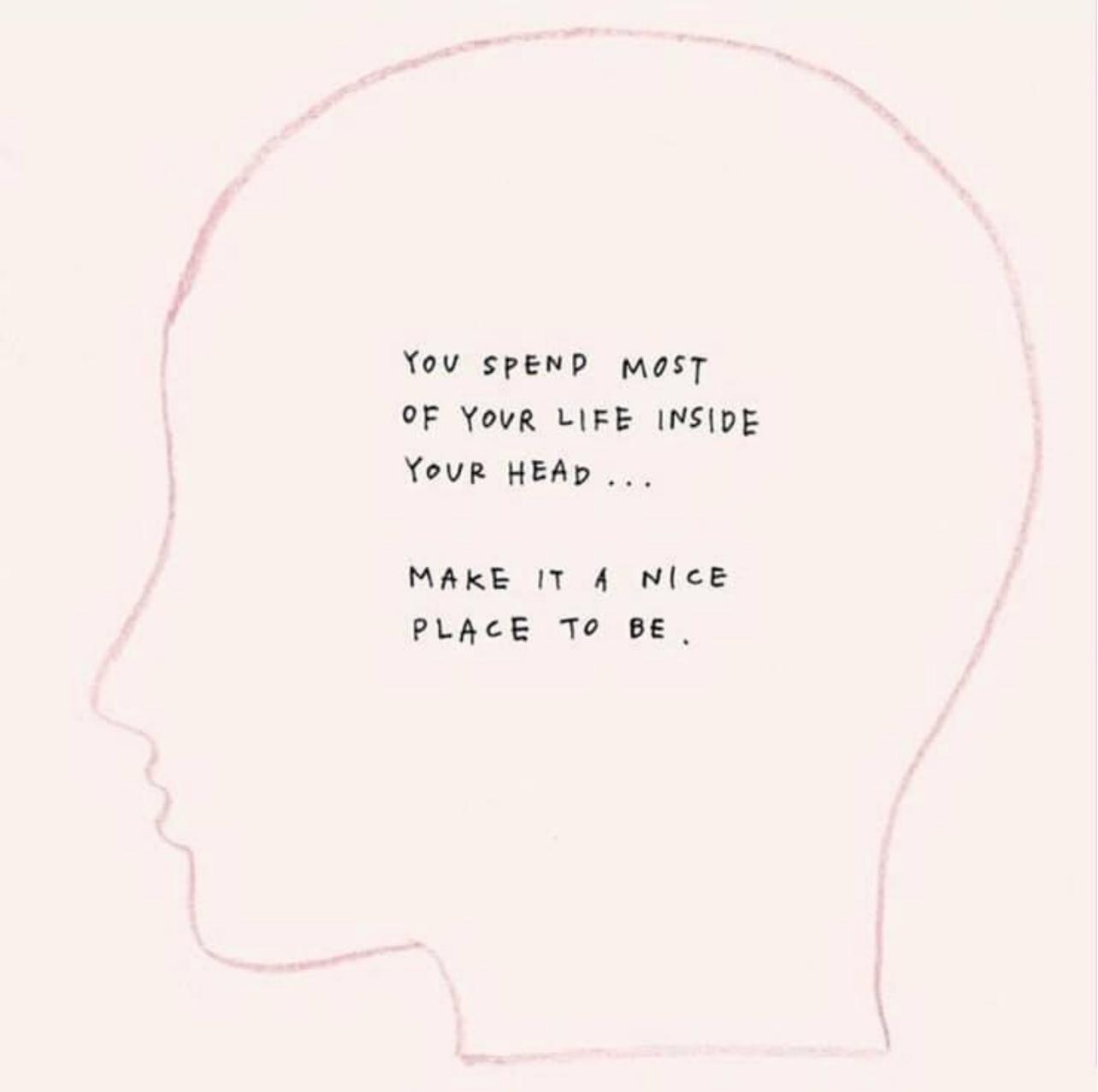
**Check your senses**

- How are you making 'sense' of your sensory information?
- Is this helpful?
- If not, what can you change?

Past Information	Sensory Information from the External World	Internal Information (e.g., body sensations, thoughts)	Prescribed Action
<p><b>Stress Mindset Check</b> How are you thinking about stress?</p> <p><b>What worked or not before?</b> How has _____ gone for you before? What is the past experience telling you about how the current or future experience will go?</p> <p><b>What do you want to change, or not, for next time?</b></p>	<p><b>Check the situation</b> Do you want to change how you're thinking about this?</p> <p><b>Check your senses</b> How are you making 'sense' of your sensory information? Is this helpful? If not, what can you change?</p>	<p><b>What were you thinking?</b> Is this helpful?</p> <p><b>How was your body reacting?</b> What would be most helpful to manage the body sensations?</p> <p><b>Any changes?</b> Is there anything different you want to try next time?</p>	<p><b>What would you like to try to do next time? Managing your stress?</b> <b>(Emotion focused)</b> Thinking Body calming <b>Seeking help or support?</b> <b>(Support)</b> Who do you want to talk to? Ask questions?</p> <p><b>Solutions and strategies?</b> <b>(Solution focused)</b> What learning strategy?</p>



**Control, Capable, Connections = Coping Capacity**



YOU SPEND MOST  
OF YOUR LIFE INSIDE  
YOUR HEAD ...

MAKE IT A NICE  
PLACE TO BE .



Thank you!