



Feel Your Best Self Crosswalk

Alignment with Responsive Classroom

What is Feel Your Best Self?

Feel Your Best Self (FYBS) is a free online toolkit that teaches 12 simple, emotion-focused coping strategies. These coping strategies are important life skills, and when used regularly, can promote emotional well-being. Using FYBS, kids explore varied strategies to find those that help them feel their best as they navigate different situations.

The 12 strategies are demonstrated in short videos that show 3 puppet kids as they navigate situations, helping each other shift their thinking, settle their body, and more!

The FYBS toolkit includes multiple components: Feelings Forecast, short strategy videos with puppet friends, strategy step cards, discussion tip sheets, reflection sheets, and puppet-making options. Facilitator guidance is available for using the various components. Implementers can choose what works best for target ages, settings, and contexts. For example, a classroom teacher might incorporate all components in their teaching whereas an afterschool or camp setting might prioritize puppet-making and strategy cards.

To develop FYBS, our team mapped evidence in emotion regulation, selecting strategies that could be taught quickly for anyone to use in shifting their feelings in the moment.ⁱ Strategies range from those that can be implemented proactively through situation selection or modification to those that are implemented reactively to refocus attention, shift thoughts, or settle the body. Strategies are organized into three categories: **Calm Your Self**, **Catch Your Feelings** and **Connect with Others**. **Calm Your Self** strategies focus on skills that settle the body or refocus attention. **Catch Your Feelings** strategies support self-awareness of one's emotional state through refocusing attention or shifting thoughts. Finally, **Connect with Others** strategies include selecting, offering, or seeking social connection.

FYBS fills a critical gap in social emotional learning (SEL) by primarily focusing on the development of **emotion skills** (e.g., emotional knowledge and expression, emotional and behavioral regulation, empathy, and perspective taking).ⁱⁱ Although FYBS does include social skills, these are the focus of 33% of strategies. Existing SEL programs allocate an average of 60% of lessons to social skills, and an average of only 36% of lessons to emotion skills.ⁱⁱ

How does Feel Your Best Self align with Responsive Classroom?

Below, we illustrate the alignment of each FYBS strategy with Responsive Classroom. The FYBS strategies align with four of the five Responsive Classroom social and emotional competencies: cooperation, assertiveness, empathy, and self-control. For a description of each of the FYBS strategies, review our [Facilitator Guide Overview](#). For more information on the Responsive Classroom social and emotional competencies, you can visit their [website](#).

Alignment of Feel Your Best Self with Responsive Classroom

	Intro	Calm Your Self	Catch Your Feelings	Connect With Others
Competency and Definition	Intro	Belly Breathing Shake Out the Yuck Ground It Down Chillax in my Head	Float Your Boat Turn the Dial Push the Clouds Smell the Roses	Feel It Together Bring a High 5! Be a Kind Helper 3 Friendly Wishes
Cooperation: Students' ability to establish new relationships, maintain positive relationships and friendships, avoid social isolation, resolve conflicts, accept differences, be a contributing member of the classroom and school community, and work productively and collaboratively with others.				● ● ● ●
Assertiveness: Students' ability to take initiative, stand up for their ideas without hurting or negating others, seek help, succeed at a challenging task, and recognize their individual self as separate from their circumstances or conditions.				●
Responsibility: Students' ability to motivate themselves to act and follow through on expectations; to define a problem, consider the consequences, and choose a positive solution.				
Empathy: Students' ability to “see into” another’s state of mind and emotions and be receptive to new ideas and perspectives; to appreciate and value differences and diversity in others; to have concern for others’ welfare, even when it doesn’t benefit or may come as a cost to oneself.			◐	● ● ●
Self-Control: Students' ability to recognize and regulate their thoughts, emotions, and behaviors to be successful in the moment and remain on a successful trajectory.	●	● ● ● ● ●	● ● ● ●	● ◐ ◐ ◐

Note. ● = full alignment (e.g., explicit skill-building); ◐ = partial alignment (e.g., implicit skill-building). For a description of each of the FYBS strategies, you can review our [Facilitator Guide Overview](#). For more information on the Responsive Classroom social and emotional competencies, you can visit their [website](#).

ⁱ Iovino, E. A., Koslouski, J. B., & Chafouleas, S. M. (2021). Teaching simple strategies to foster emotional well-being. *Frontiers in Psychology*, 5239.

ⁱⁱ Jones, S. M., Brush, K.E., Ramirez, T., Mao, Z. X., Marenus, M., Wettje, S., Finney, K., Raisch, N., Podoloff, N., Kahn, J., Barnes, S., Stickle, L., Brion-Meisels, G., McIntyre, J., Cuartas, J., & Bailey, R. (2021). Navigating SEL from the inside out: Looking inside and across 33 leading SEL programs – a practical resources for schools and OST providers. The EASEL Lab, Harvard University. <https://wallacefoundation.org/sites/default/files/2023-08/navigating-social-and-emotional-learning-from-the-inside-out-2ed.pdf>