

Universal Classroom Self-Regulation Strategies

October 24, 2017

Laura Paiement

Canadian Self-Regulation Initiative Facilitator

SD83 Healthy Schools & Self Regulation Coordinator

Owner of Inspired Health Physiotherapy

www.inspiredhealthphysio.com

physiolaura@gmail.com

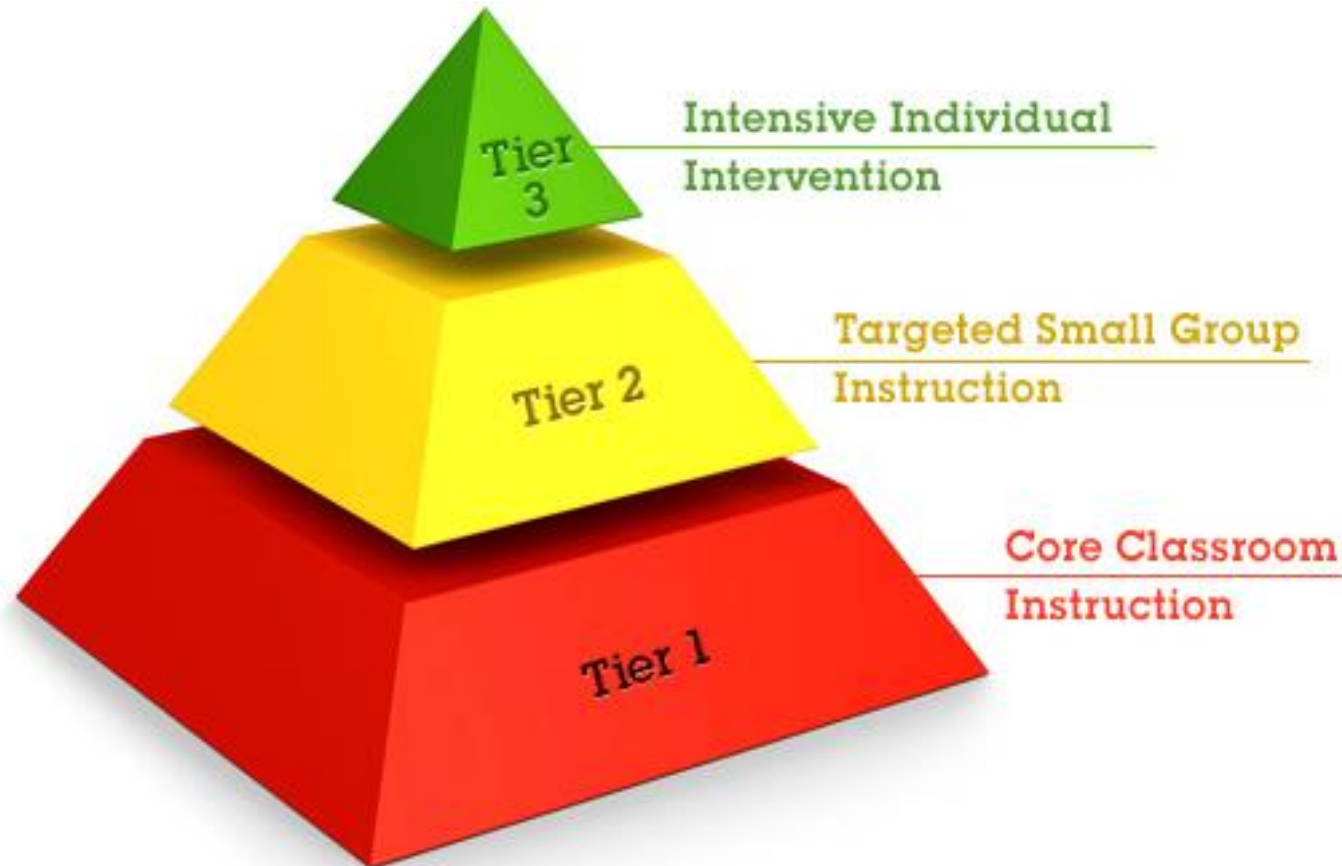
Self-Regulation sessions

with Laura Paiement

- Today
 - Self-Regulation basics
 - Classroom strategies
- November
 - Parent night
 - Consulting in classroom
- February 2018
 - Cognitive Self-Regulation
 - SRL
 - Executive Function

Every one self-regulates

Tier 1 Universal strategies



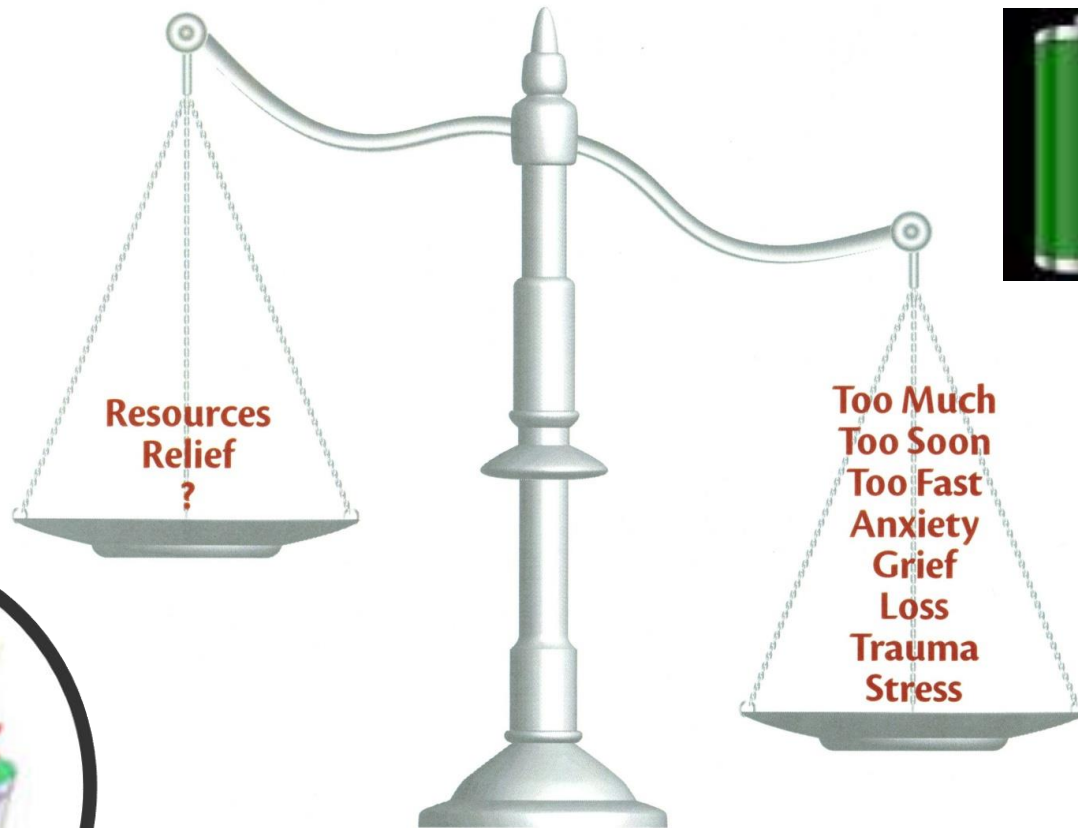
Self regulation

**how we deal with a stressor
&
then recover from the effort**



Self-Regulation All about BALANCE

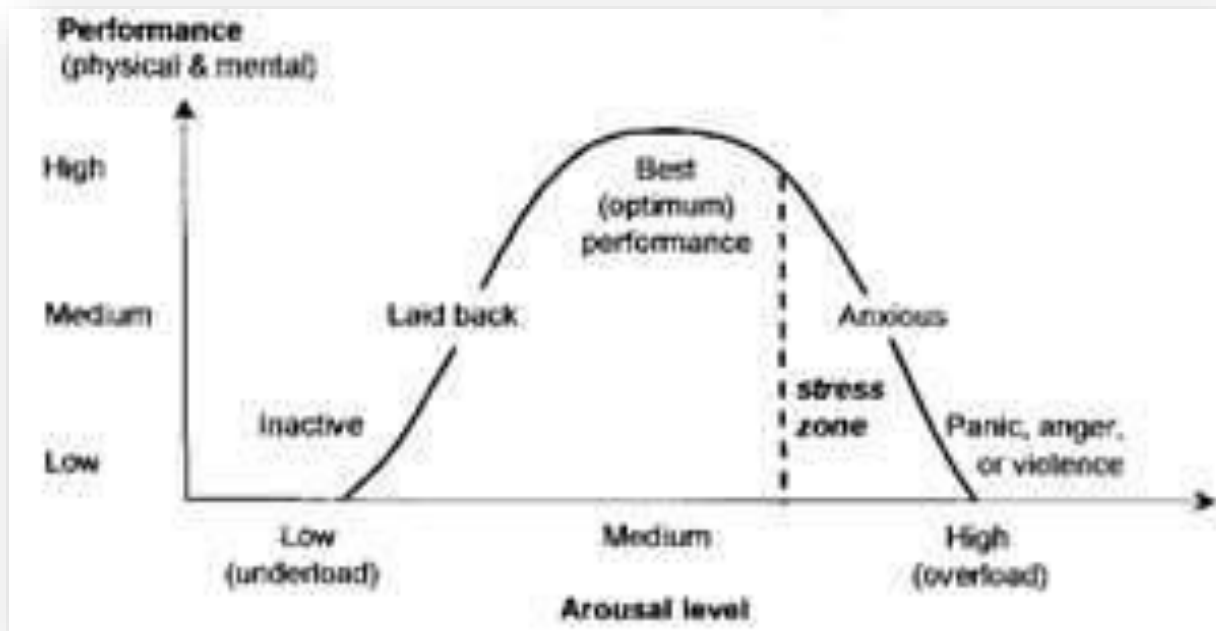
Brain Charge – Curriculum — Dr. Regalena Melrose



The *Imbalanced* Scales of Justice

Regulation of Arousal

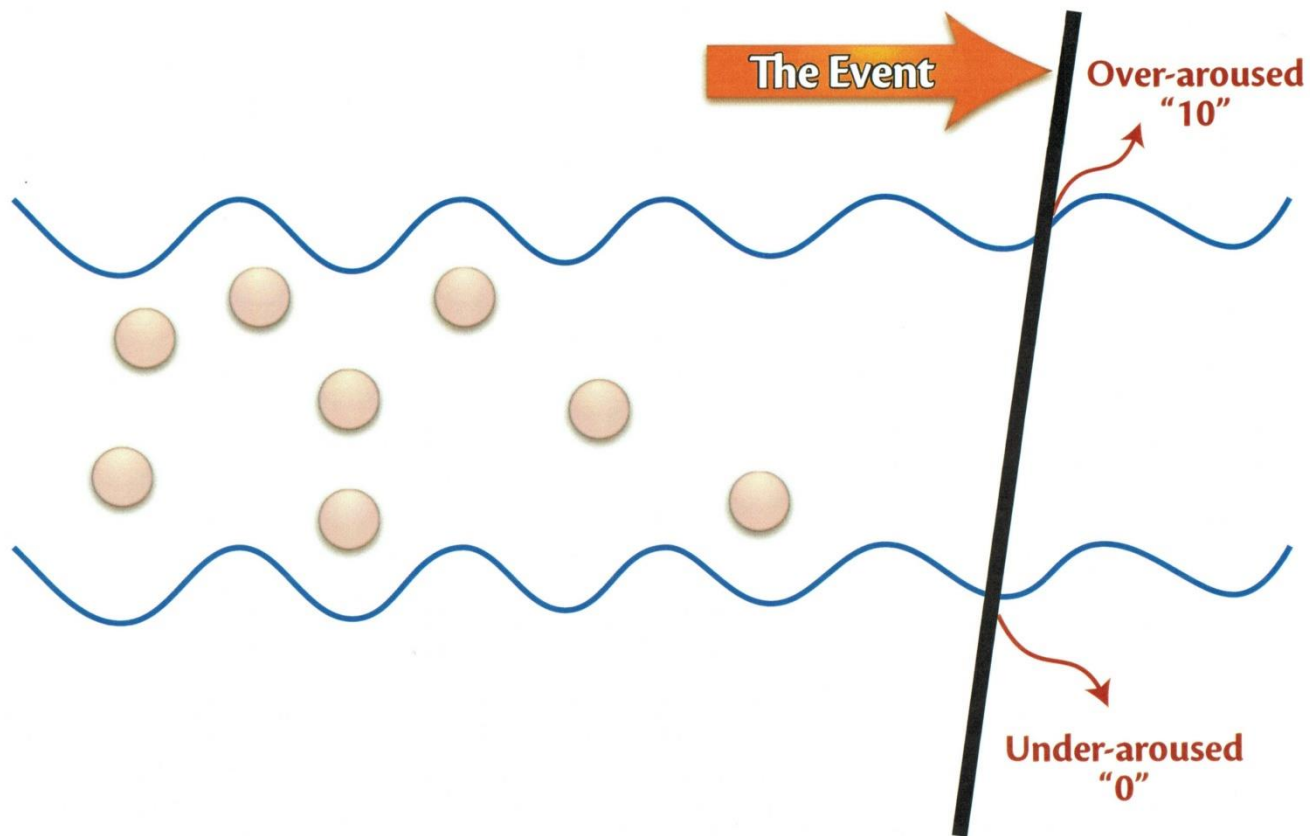
The just right state



And handle stressors that come our way in a healthy way

Me

Brain Charge – Curriculum — Dr. Regalena Melrose



105

Dr. Peter Levine's - The Stream of Life





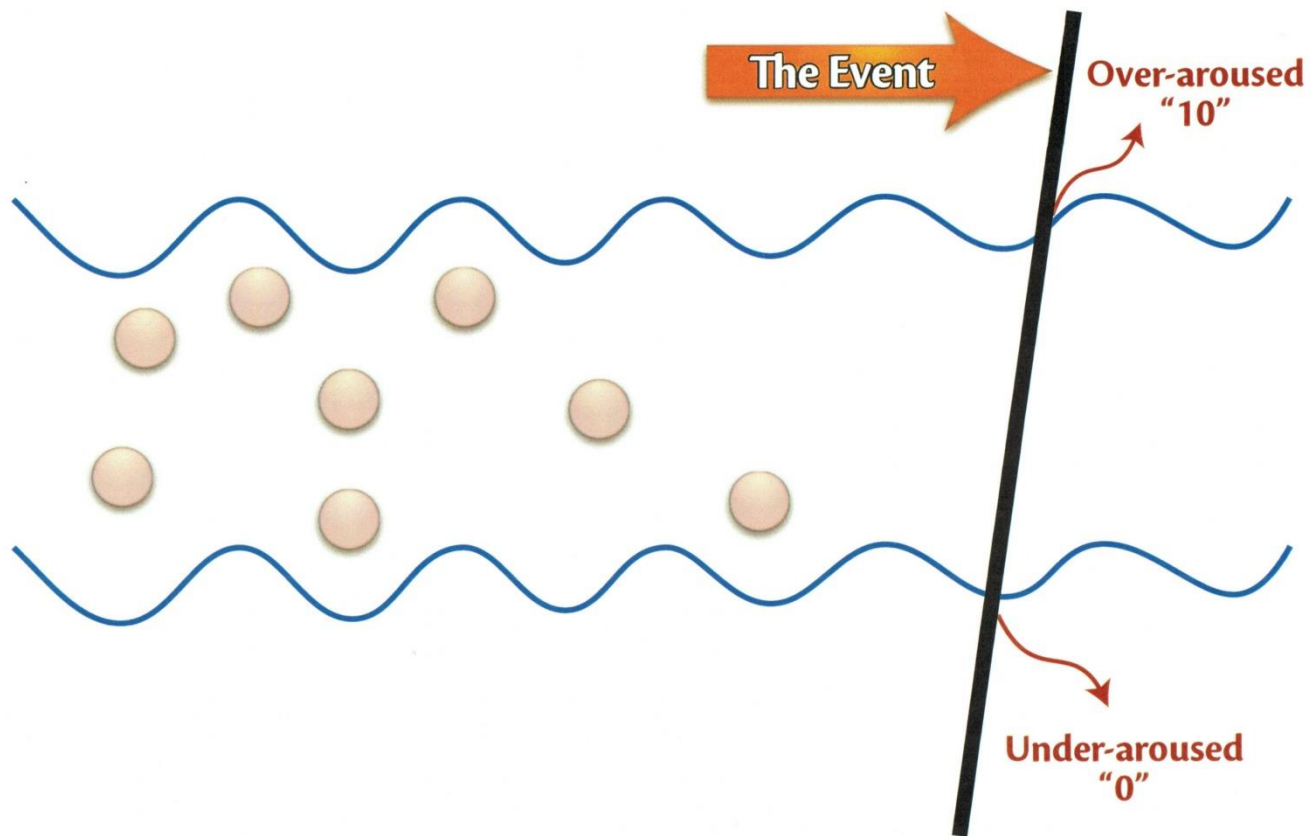


I pick the cookie!



Me

Brain Charge – Curriculum — Dr. Regalena Melrose

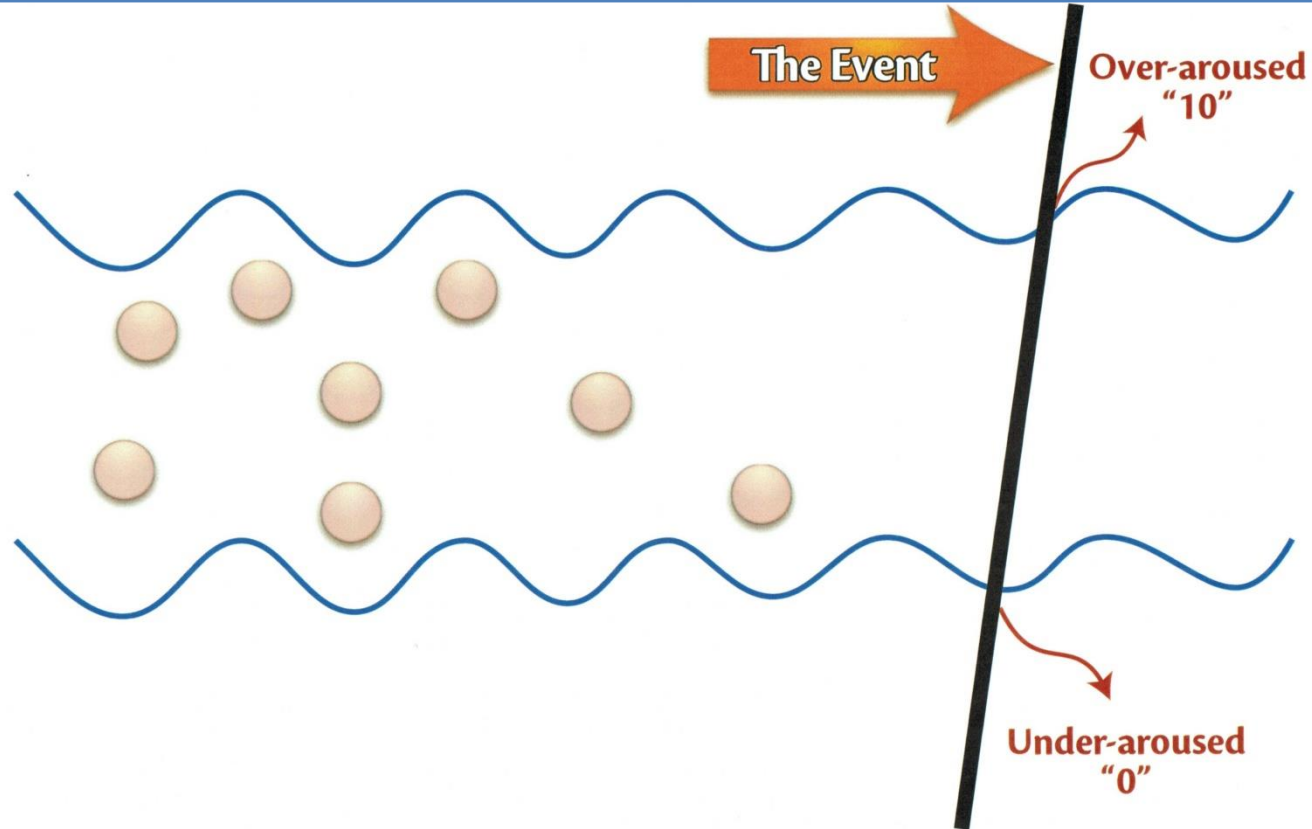


105

Dr. Peter Levine's - The Stream of Life

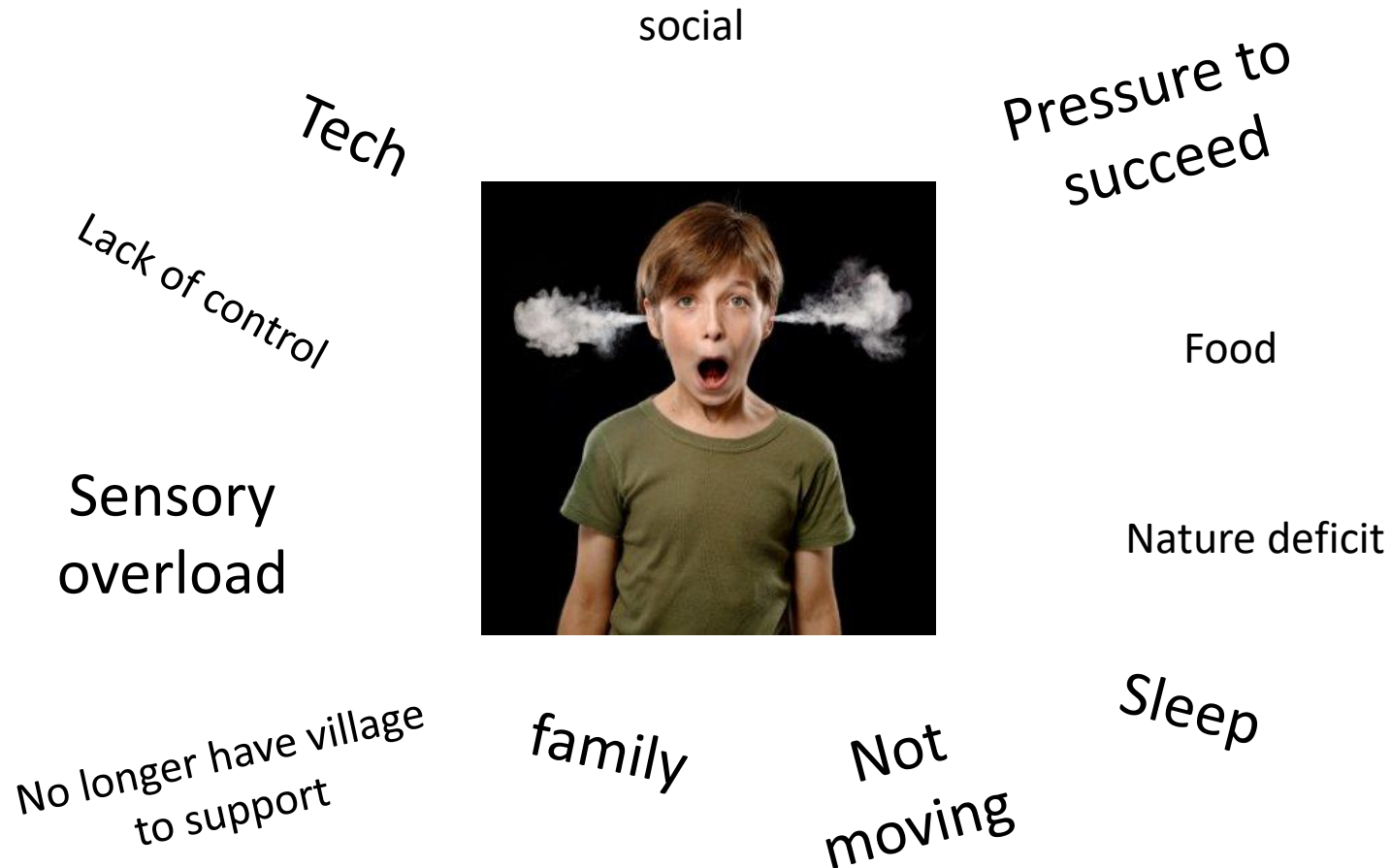


Get closer to the zone so handle stressors
that come our way in a healthy way



Stressors

anything that triggers the brain to deal with a challenge by burning up energy and then recover.



Stressed brain shuts down:

- blood leaves the thinking part of our brain
- shut down muscle in inner ear – husband's ability to pay auditory attention

Our ability to process facial expressions and to process his own emotions constricts

Every time we have a stressor the brain responds with processes that consumes energy.



Flip the Lid (Hand Model of the Brain)

Make a **Fist** with your thumb tucked inside your fingers. This is a model of your brain.

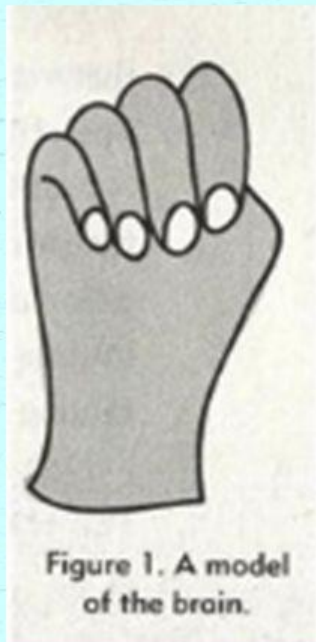
Thumb = Midbrain (Stem & Limbic) = Emotional Brain. This is where emotions and memories are processed. This is where the fight, flight & freeze is triggered.

Fingers = Cerebral Cortex = Rational Brain. Houses our ability to think and reason.

Fingernails = Prefrontal Cortex = Problem-Solving

When something triggers us, we are prone to “**Flip our Lid**” which means the Prefrontal Cortex (Fingernails) have a very poor connection with the Midbrain (Thumb), and we’re not able to access the logical, problem-solving part of our brain. Our emotions are overriding our ability to think clearly.

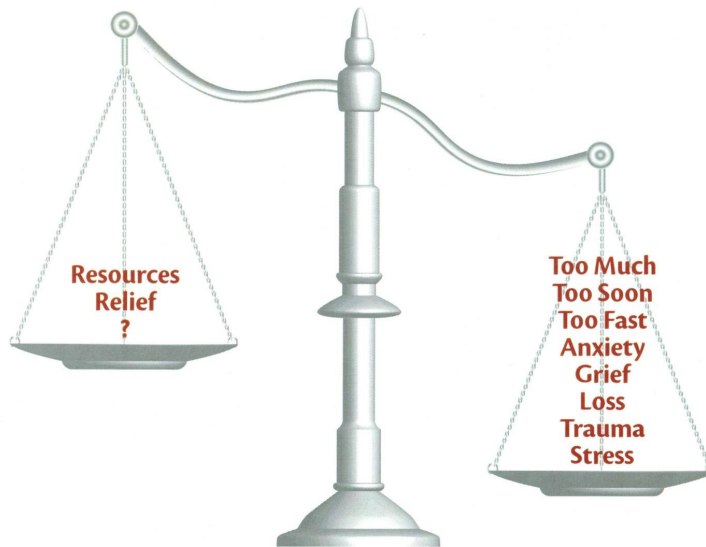
-Dr. Dan Siegal



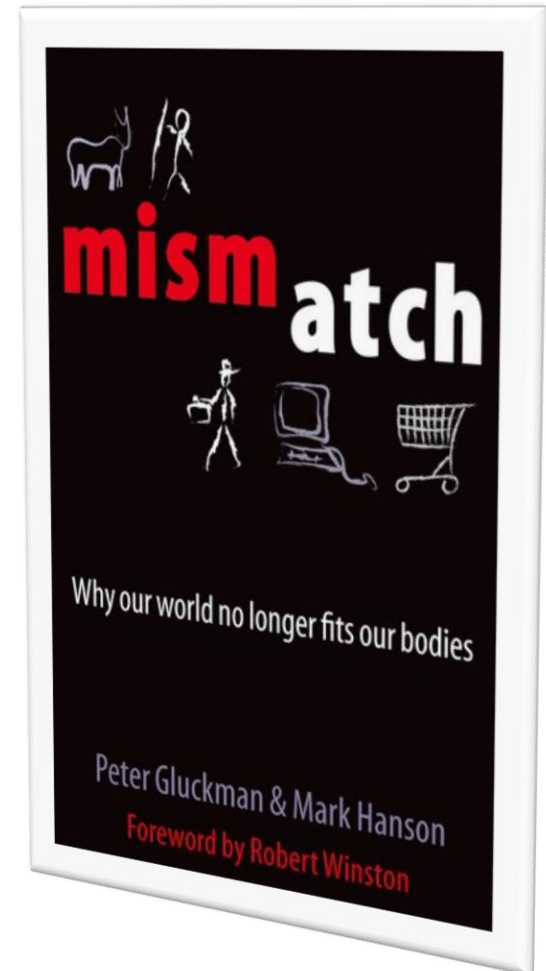
Why the increase in stress in our adults and children?

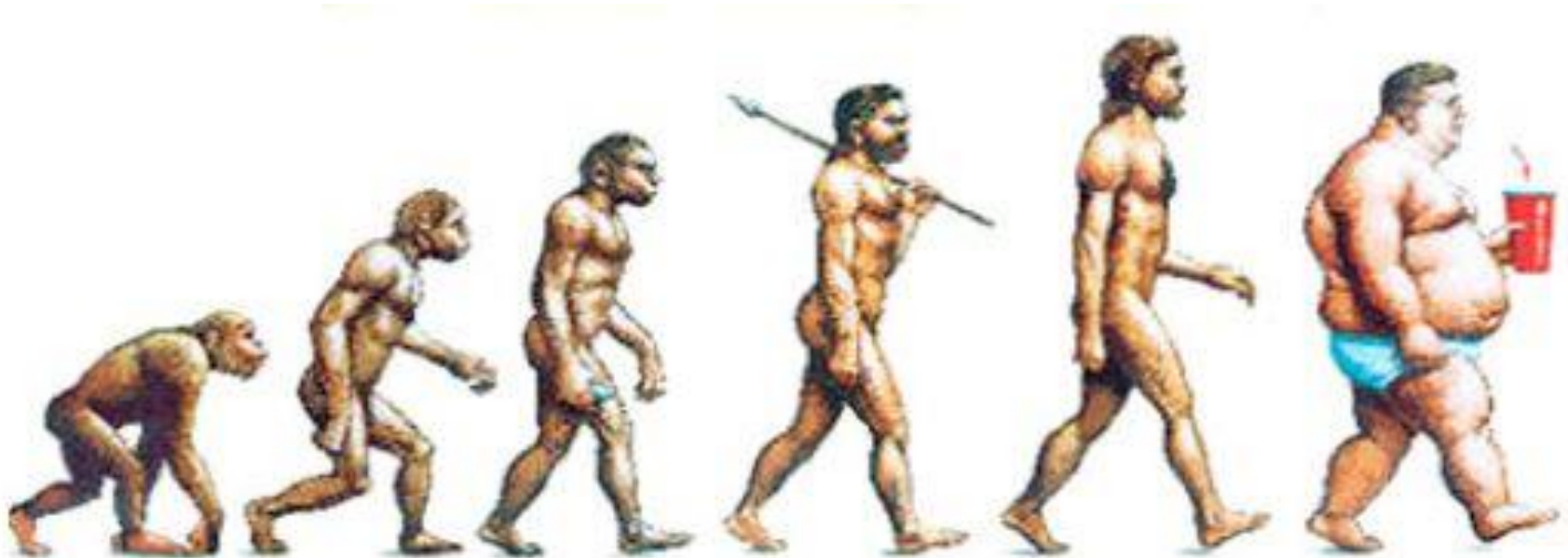
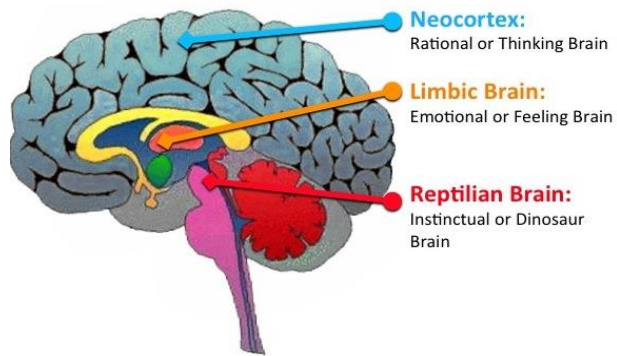
Peter Gluckman – Mismatch Theory

Brain Charge – Curriculum — Dr. Regalena Melrose



The *Imbalanced* Scales of Justice







<https://www.youtube.com/watch?v=gvf7A8CNGZ8>

We need to move to learn

Balance what comes in with what we put out

Self-regulation

is the ability to manage your own **energy** states, **emotions**, **behaviours** and **attention**, in ways that are socially acceptable and help achieve positive goals, such as maintaining good relationships, learning and maintaining **wellbeing.**”

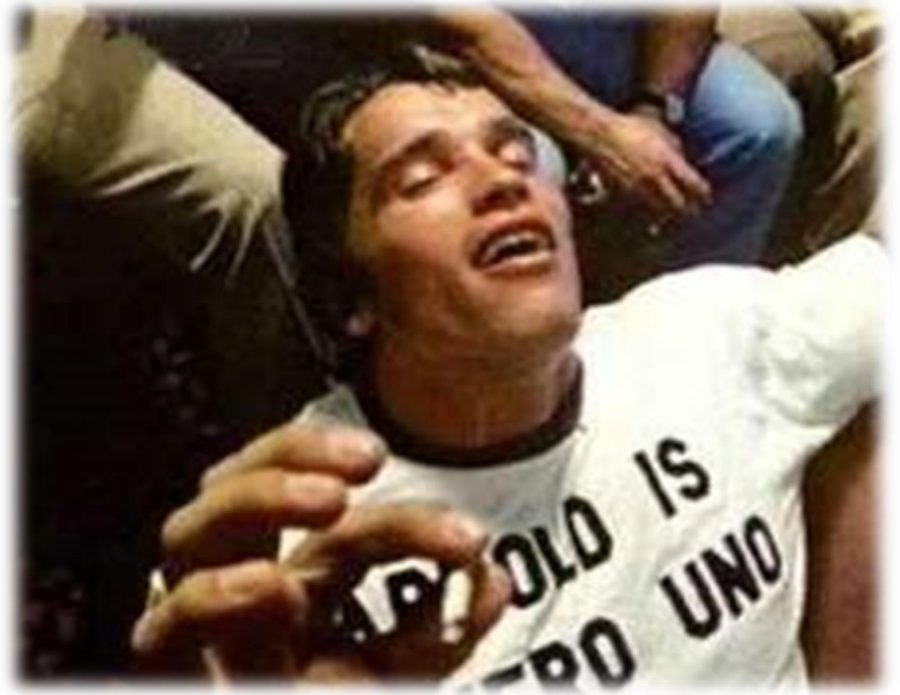




Regulating?
Socially acceptable and promoting
wellness?



NETFLIX



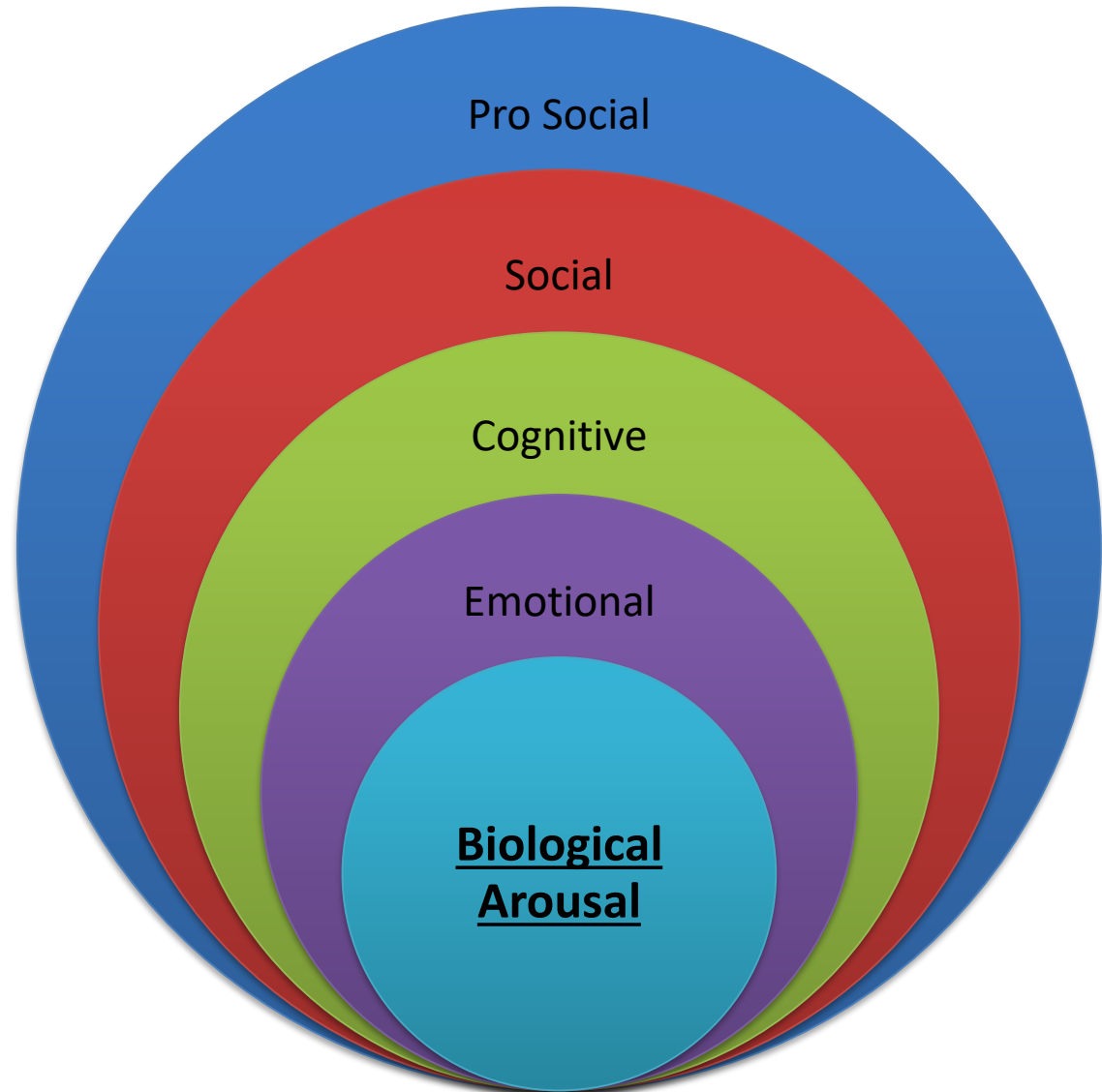
Self-regulation

is the ability to manage your own **energy** states, **emotions**, **behaviours** and **attention**, in ways that are socially acceptable and help achieve positive goals, such as maintaining good relationships, learning and maintaining **wellbeing.**”

5 domains of self regulation

Stressors in each domain

Tools/skills to help us regulate in each domain



Biological Domain

Regulation of arousal

level of energy in the human nervous system.

varies widely

influenced by individual personal sensory profile and temperament.

Impact biological regulation:

**sleep, food, water,
exercise, nature, screens,
connection, sensory
things, rest**



- difficult to maintain calm amidst sensory distractions
- can't sit still
- over or under stimulated

Emotional Domain

Emotional Regulation

Ability to control
one's emotions



- overly excited when praised
- intense frustration
- anxious when dealing with confrontation
- difficult focusing when strong emotions arise

Social Domain Co-Regulation

- Ability to manage social interactions and to respond to the co-regulators in the environment.
- How individuals reciprocally regulate each other's regulatory states.



-difficulty listening to ideas of others
-difficulty taking ownership of actions
-responds inappropriately
-difficulty reading social cues

Cognitive Domain

- Sustain/switch attention
- Sequence thoughts
 - Ignore distractions
- Problem solve



-difficult focusing attention
-gives up at slightest frustration
-daydreamer
-distracted by impulsive thoughts

Pro Social Domain

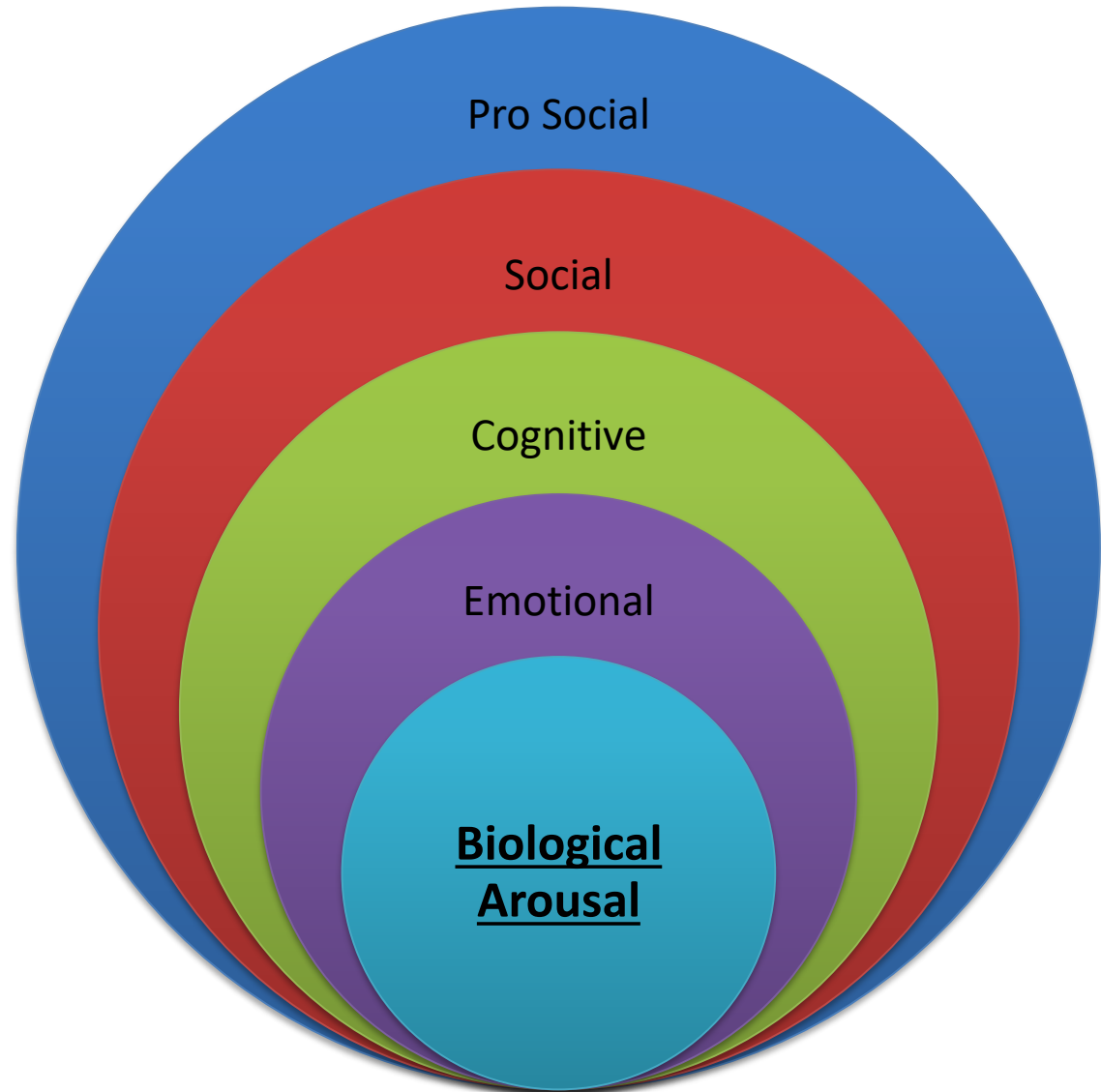
Empathy

People engage in behaviours that promote social acceptance, friendship and empathy towards others



- ignore needs of others
- feel overwhelmed by emotions of others
- inappropriate social behaviours
- too stressed to process others feelings
- hard to enter into social situations

**Do you know
anyone who
may have
difficulties
regulating in
these
domains?**





Growing Self-Reg Skills

Teaching Self regulation

Not Behavioural management. SR teaches kids internal resources/skills to handle stress

- **Awareness & Common Language**
 - What zone/energy state are you in?
- **What are your stressors?**
 - Decrease stressors
- **What are your tools**
 - What fills your cup?

We need to be a detective sometimes?



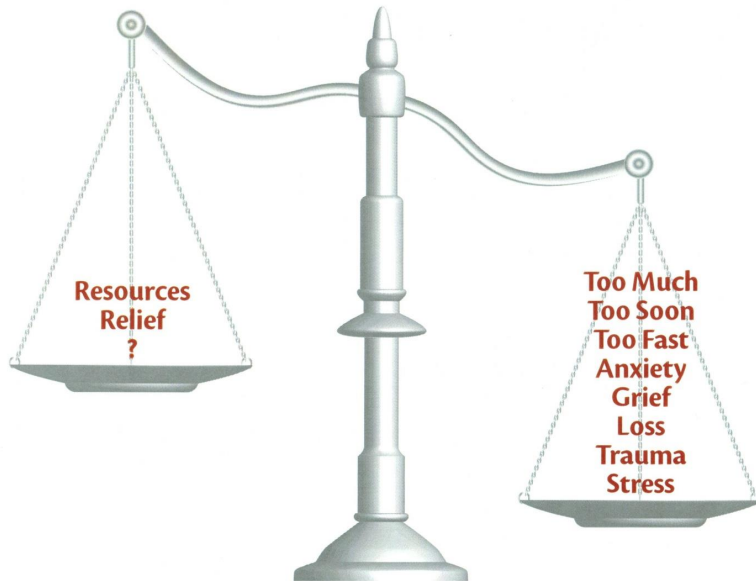
Teaching Self regulation

Awareness in order to make a change

Action

Balance stressors with tools that charge us

Brain Charge – Curriculum — Dr. Regalena Melrose



The Imbalanced Scales of Justice





**Whole village needs to be speaking
the same language**

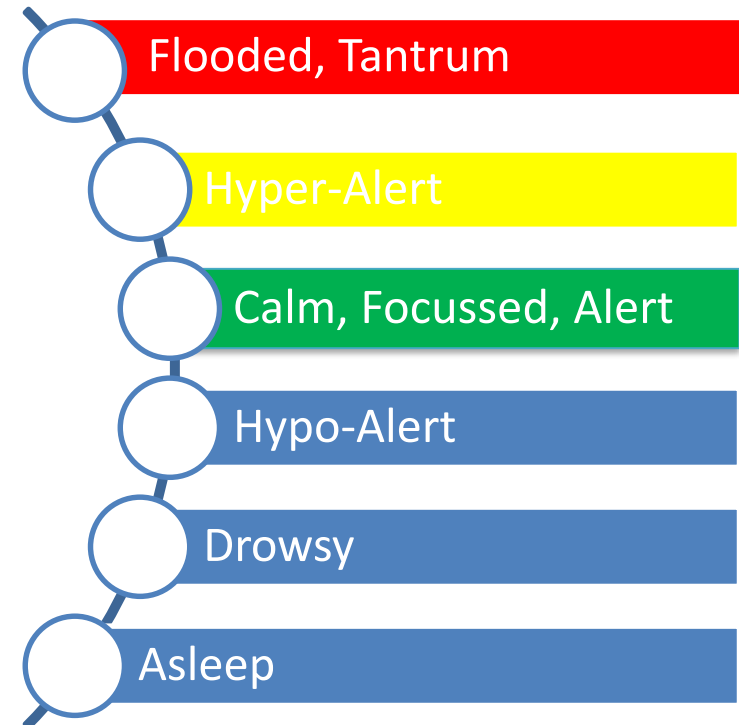
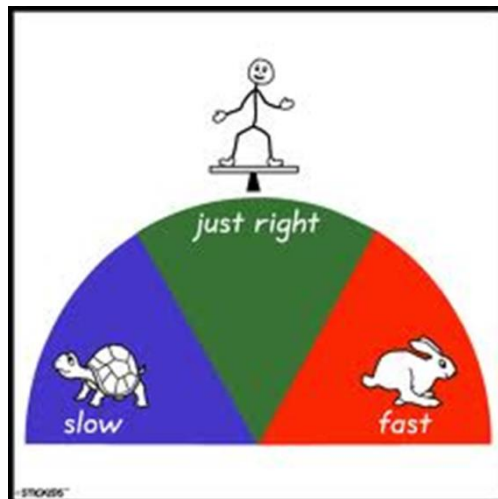
Awareness

Create Common Language

- zones
- how does your engine run
- stress management-
- battery
- bucket filling
- balance scales

The **ZONES** of Regulation®

BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Mean Terrified Yelling/Hitting Out of Control





Blue
Zone

Green Zone



Yellow Zone



Red Zone



Flip the Lid (Hand Model of the Brain)

Make a **Fist** with your thumb tucked inside your fingers. This is a model of your brain.

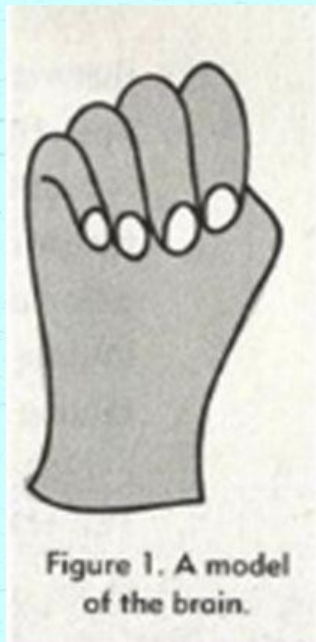
Thumb = Midbrain (Stem & Limbic) = Emotional Brain. This is where emotions and memories are processed. This is where the fight, flight & freeze is triggered.

Fingers = Cerebral Cortex = Rational Brain. Houses our ability to think and reason.

Fingernails = Prefrontal Cortex = Problem-Solving

When something triggers us, we are prone to “**Flip our Lid**” which means the Prefrontal Cortex (Fingernails) have a very poor connection with the Midbrain (Thumb), and we’re not able to access the logical, problem-solving part of our brain. Our emotions are overriding our ability to think clearly.

-Dr. Dan Siegal



Students , educational assistants, administrators, teachers, and other SD staff need to be regulated and "in the zone" for learning and teaching to occur



Teaching Self regulation

Behavioural management vs. teaching kids internal resources

Awareness and Action

Stressors



Tools to feel
good

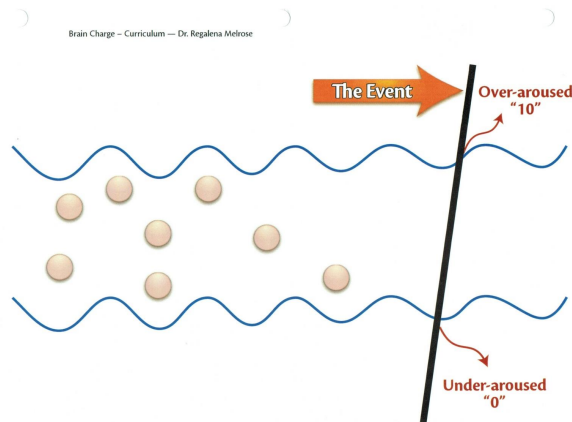


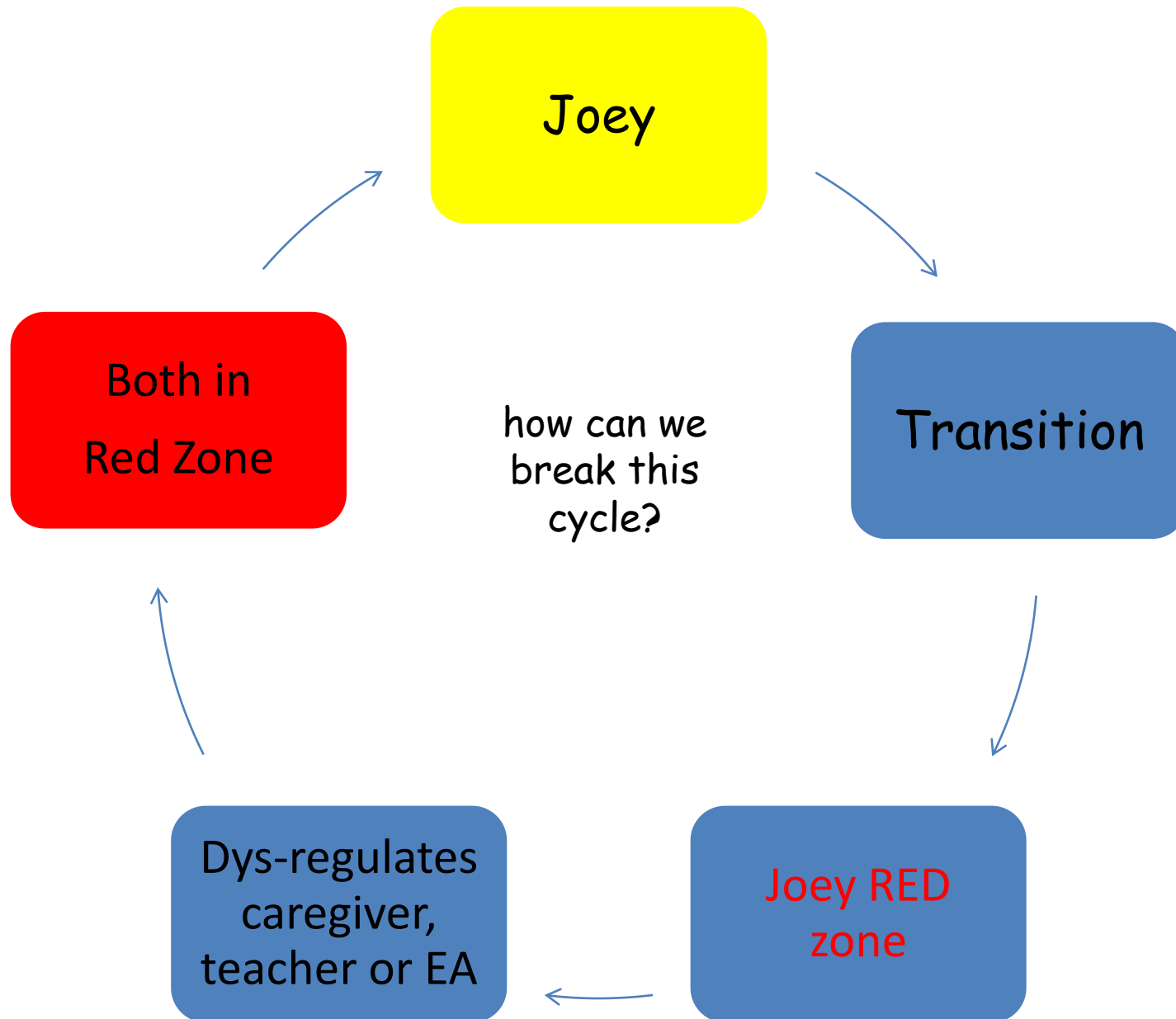
Can we help our
students and
ourselves

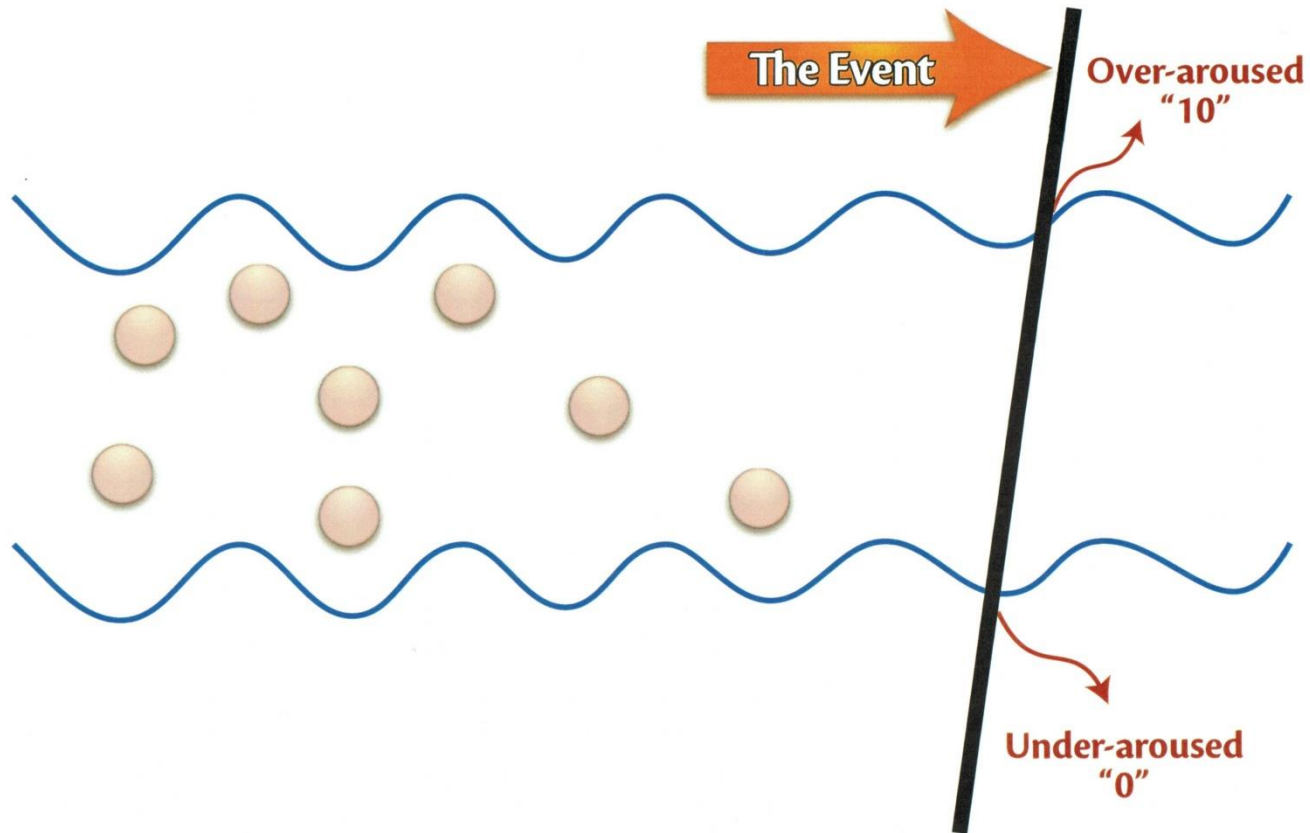
Decrease known
stressors

Preload -get closer to
“the zone” before
know stressful events

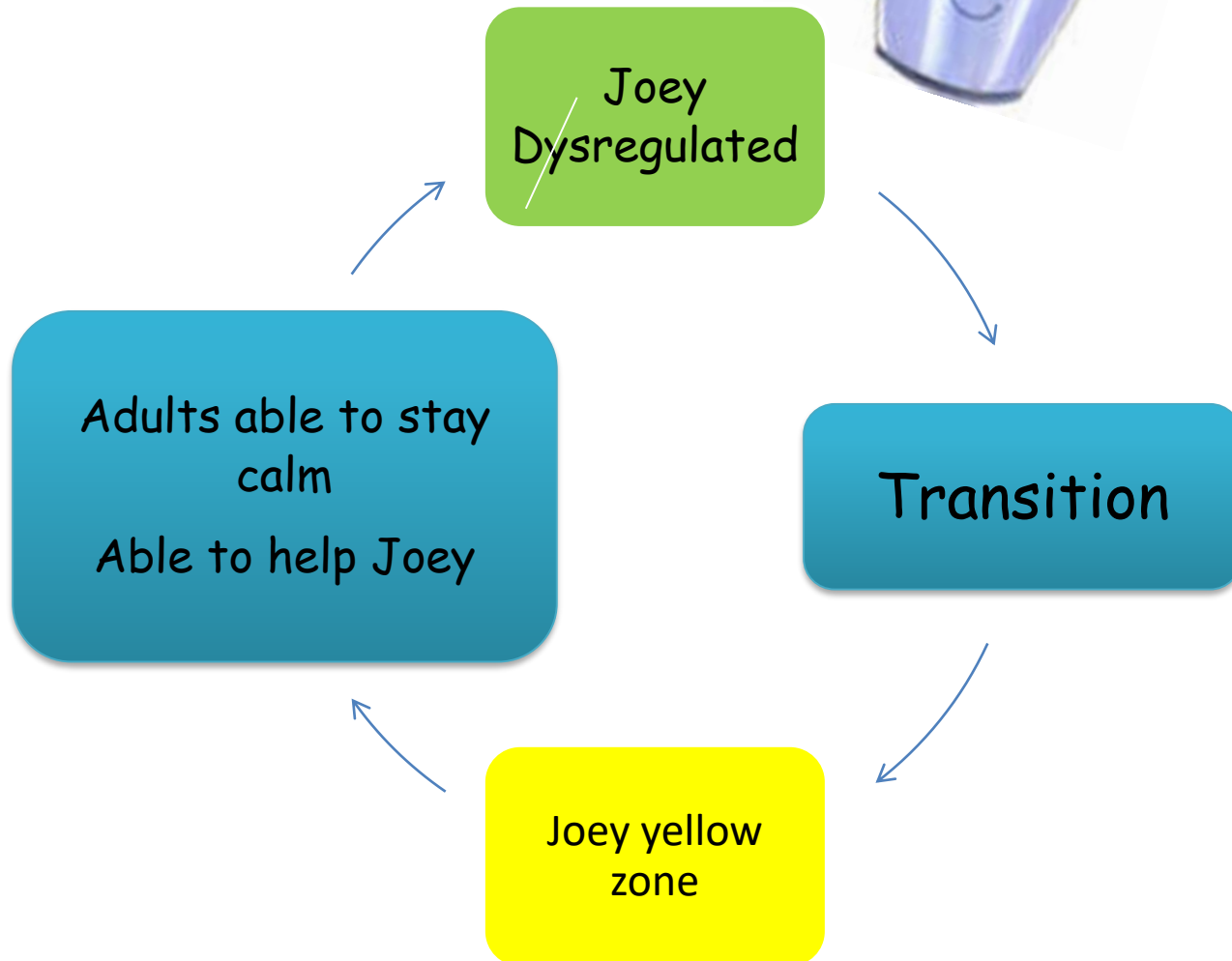
Learn + coping skills
for handling stress







preload



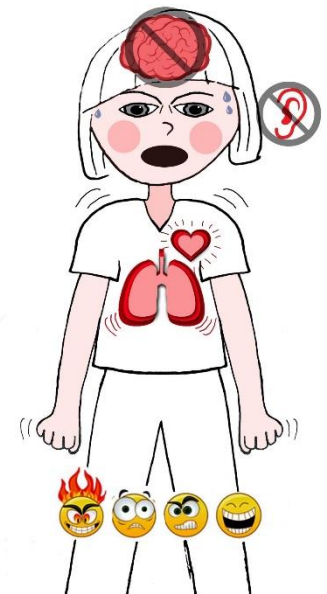
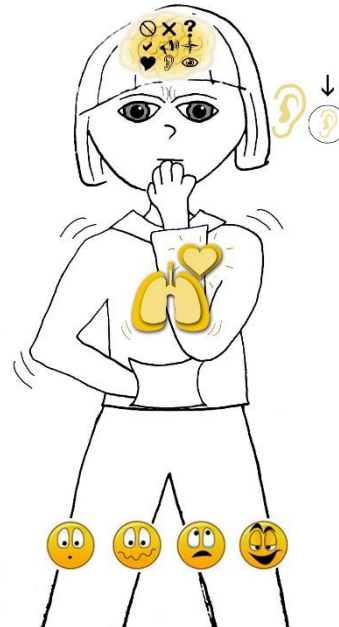
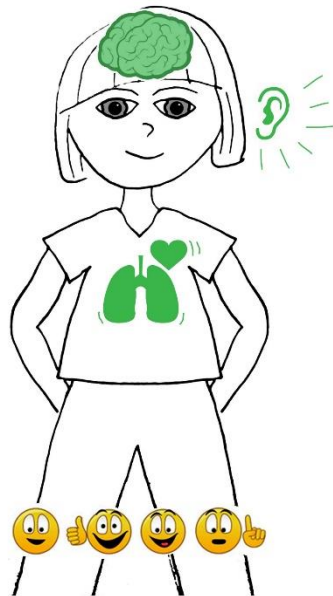
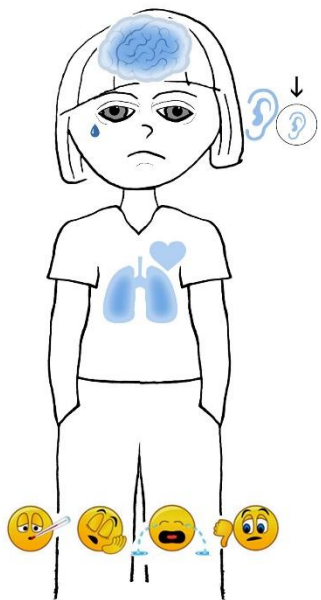
Teaching Self regulation

Awareness & Common Language



Self Awareness

- Ask students what does calm and alert learning look like?
- What does it feel like?
- What does it sound like?
- What do we need to do to become calm and alert learners?



What does it look like, feel
like to be in each zone?

OLDER STUDENTS

- Role play what it looks like in each zone
- Have them in small groups take pictures /video of each other in each zone
- Search for videos that show different characters in the different zones

Self Awareness

Check in

(coloured sticks)

Other ideas?



Jack's **ZONES** Across the Day: 5/25/2011



Awareness of Stressors

Lack of Basic Needs

- Sleep
- Water
- Food
- Exercise
- Oxygen/Outside Time
- Relationship/Connection
- Play and rest

Sensory

- Loud Noise
- Bright lights
- Visual Clutter
- Smells
- Touch
- Screen time = sensory overload

MARSHALL DAVIS JONES TOUCH SCREEN

<https://www.youtube.com/watch?v=GAx845QaOck>



Chaos!





Pick one student
What are their
stressors?

What are your
stressors?

Can we reduce our
stressors?

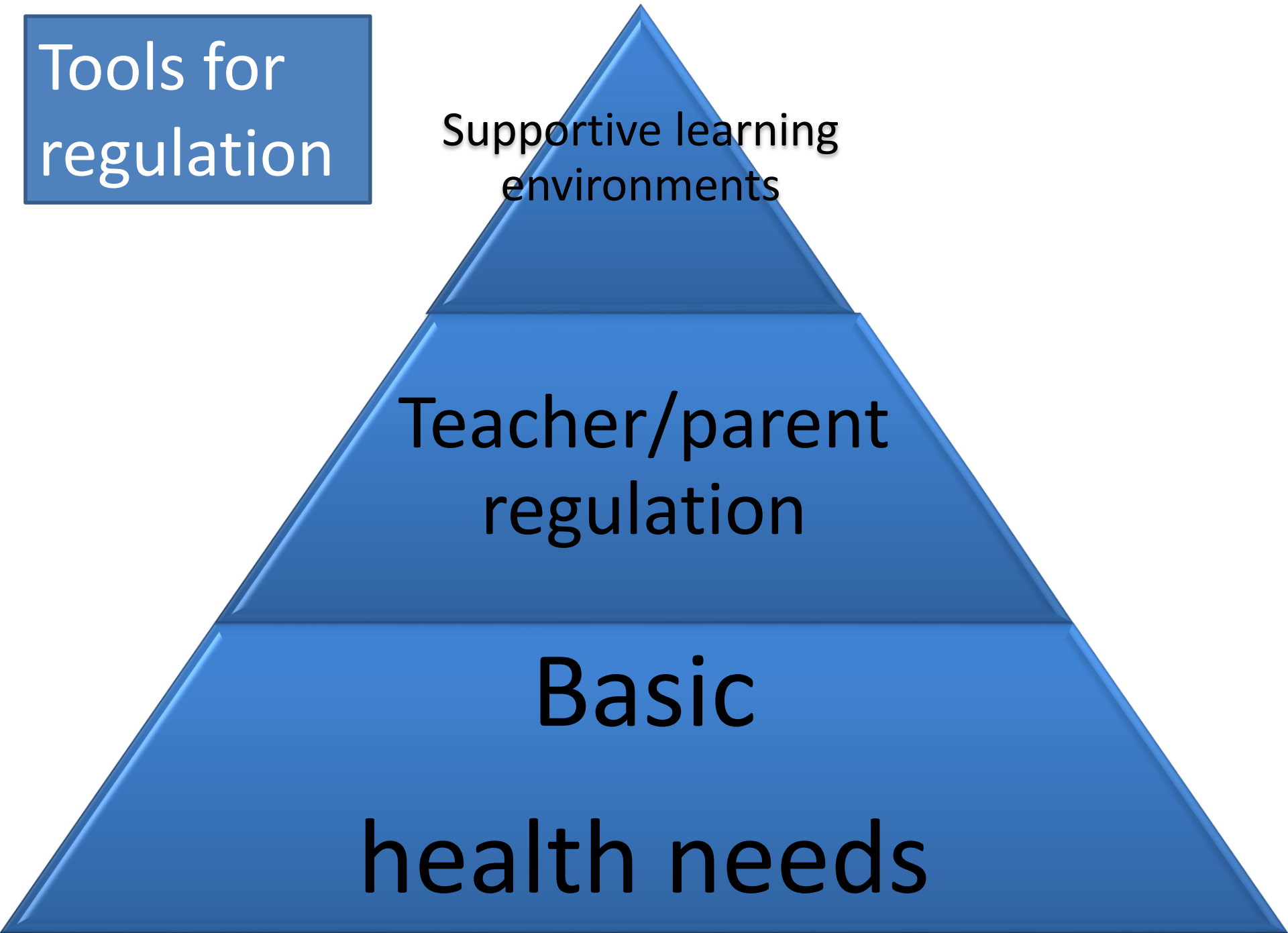
AND/Or can we preload
our nervous system before
a known stressor

Tools for
regulation

Supportive learning
environments

Teacher/parent
regulation

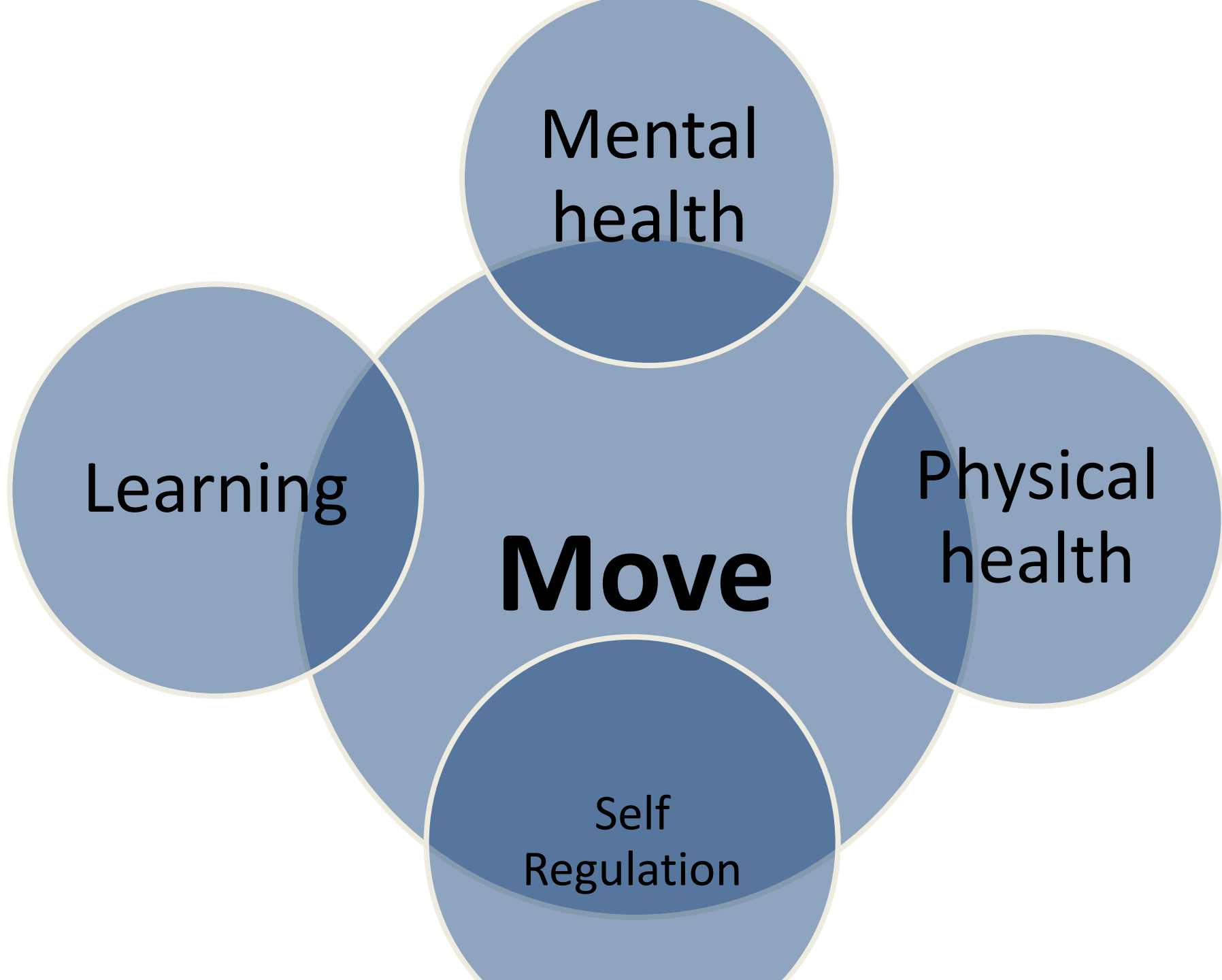
Basic
health needs



Tools

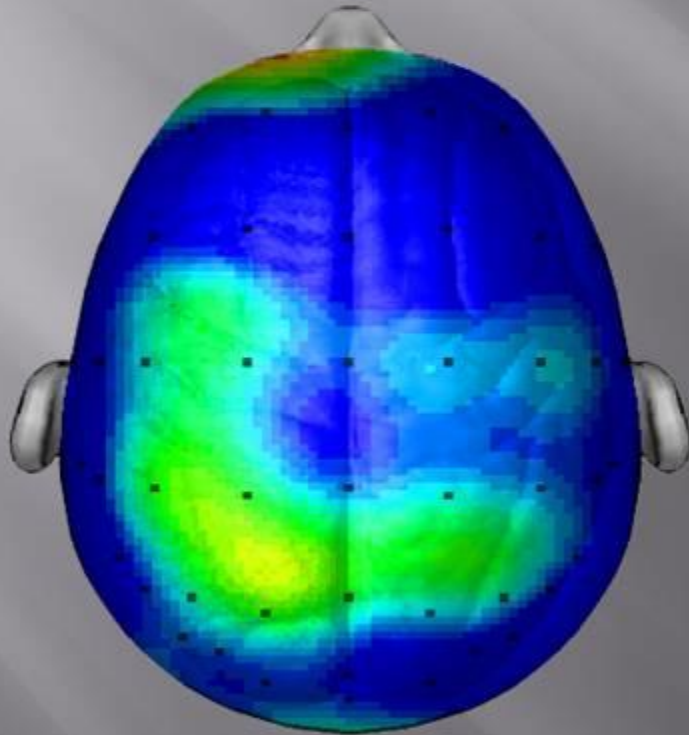
Basic Needs

- Sleep
- Water
- Food
- Exercise
- Oxygen/Outside Time
- Relationship/Connection
- Play and rest

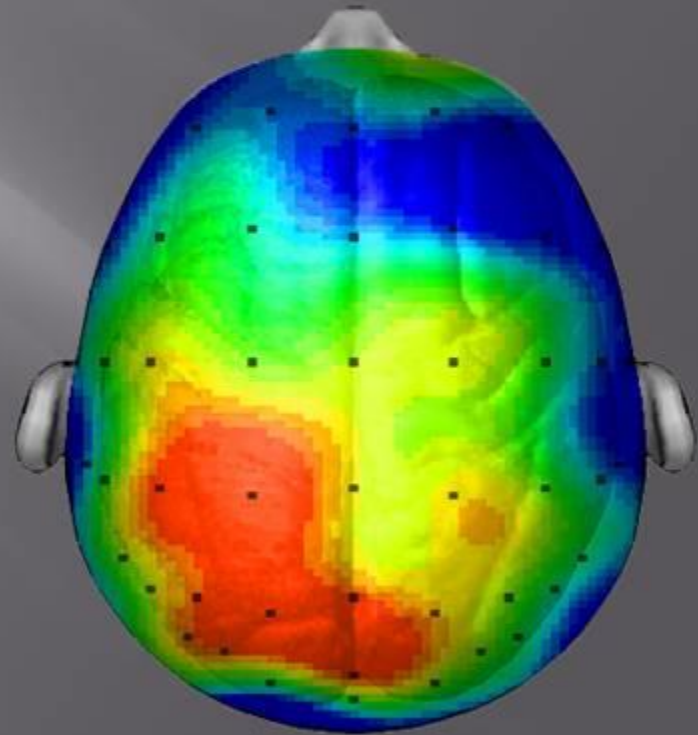


Average composite of 20 students brains taking the same test

BRAIN AFTER SITTING
QUIETLY



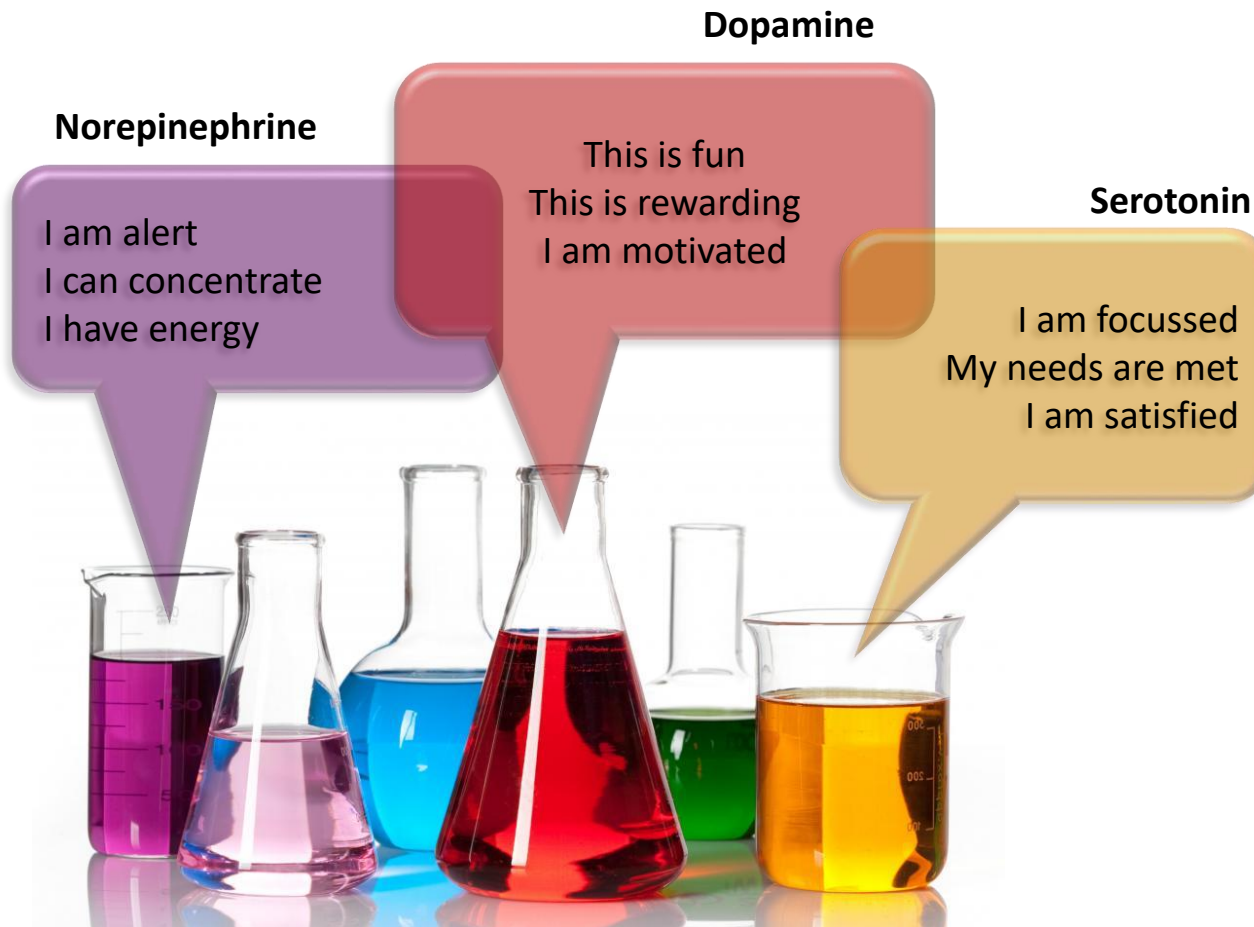
BRAIN AFTER 20 MINUTE
WALK



Research/scan compliments of Dr. Chuck Hillman University of Illinois

Food is the
most abused
anxiety drug.
Exercise
is the most
underutilized
antidepressant.

Levels and combinations of these neurotransmitters influence our mental state



Movement
Heavy work
Breathing

has the ability to both calm
and/or energize us



- Heavy work/Proprioception examples



Steam roller



Move then Breathe!

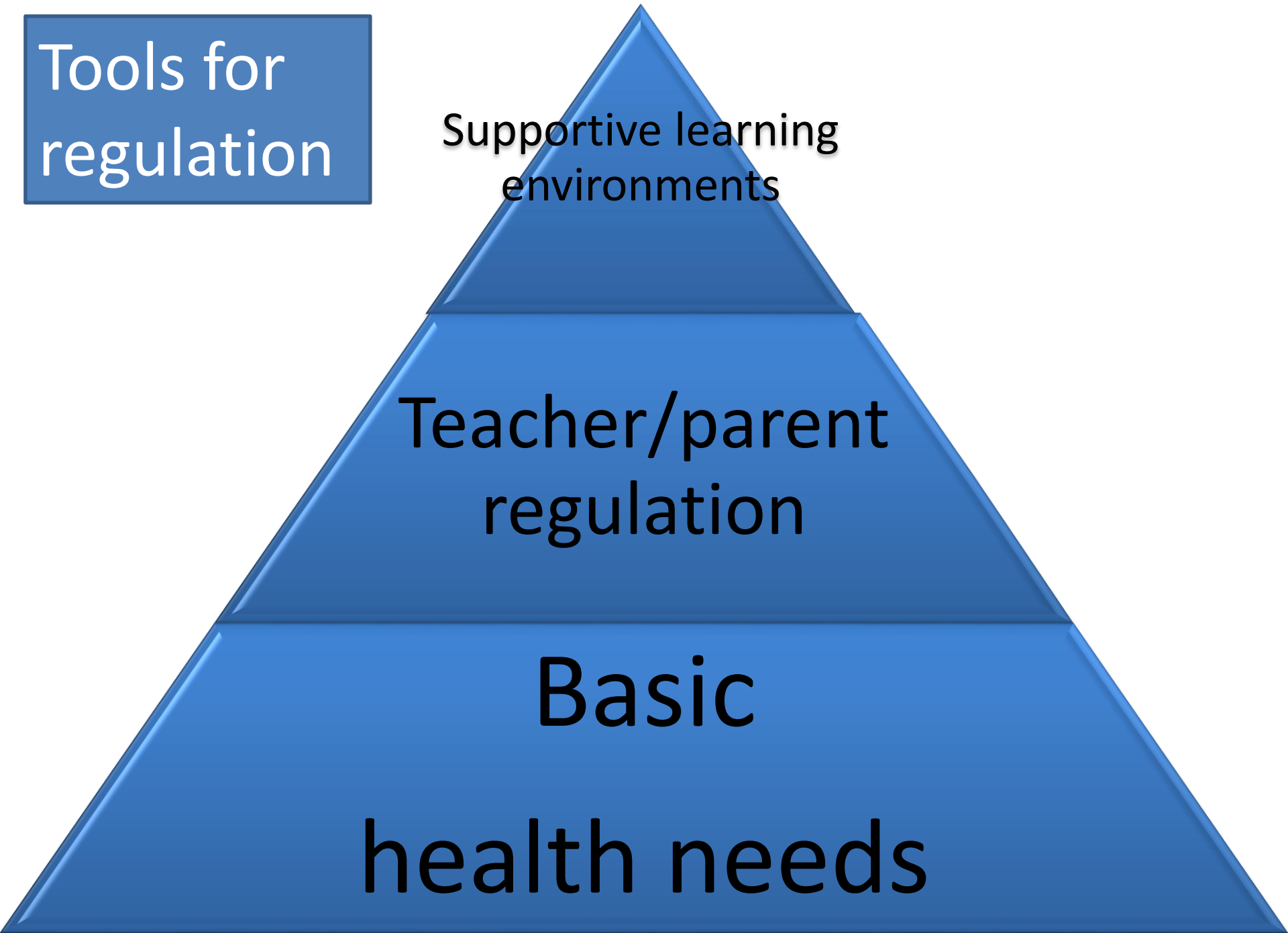


Tools for
regulation

Supportive learning
environments

Teacher/parent
regulation

Basic
health needs



Your regulation is
VERY
important

We learn how to self
regulate by first “being
regulated” by a significant
other



You are an important Self-Regulation Tool



1. Relationship
2. Co-Regulation
3. Modelling

Relationship is key to: Regulation, Engagement & Learning



Greet students at door

You have a significant impact on others state of arousal

Co-Regulation



**Being regulated
will help regulate
those around you**

Modeling

Do as I do, not as I say



play is the way

<http://www.youtube.com/watch?v=CuNUnnf30dY#t=12>

You are important

Be kind to yourself

- Know yourself
 - What are your stressors
 - What are your sensory needs
- What tools do you use to regulate

WHAT DO YOU NEED IN ORDER TO BE REGULATED DURING YOUR WORK DAY?

What are the top tools we
use to regulate?

TOP TOOLS ARE NOT



Movement



**Nature
Movement
Connection**

Top Tools

Connection



Movement



Connection

Nature
Movement
Connection



When in
doubt

Get outside and move!

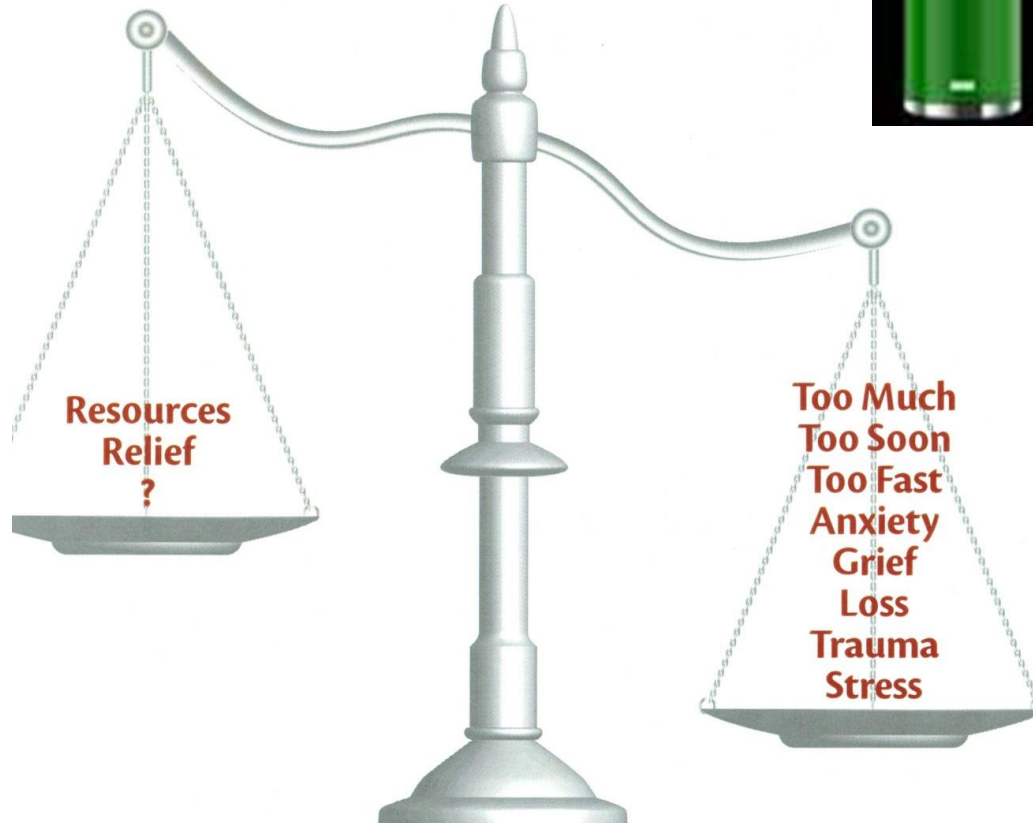


Nature R X you tube clip

<https://www.youtube.com/watch?v=Bf5TgVRGND4>

What can you do during your work day to keep your battery charged?

Brain Charge – Curriculum — Dr. Regalena Melrose

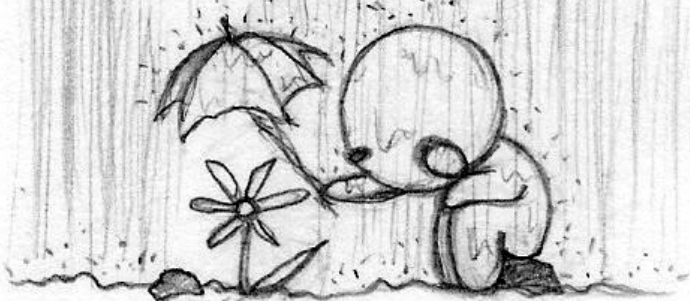


The Imbalanced Scales of Justice





RANDOM ACTS OF
KINDNESS.





Self Care

Battery life of a teacher



You are important

Be kind to yourself

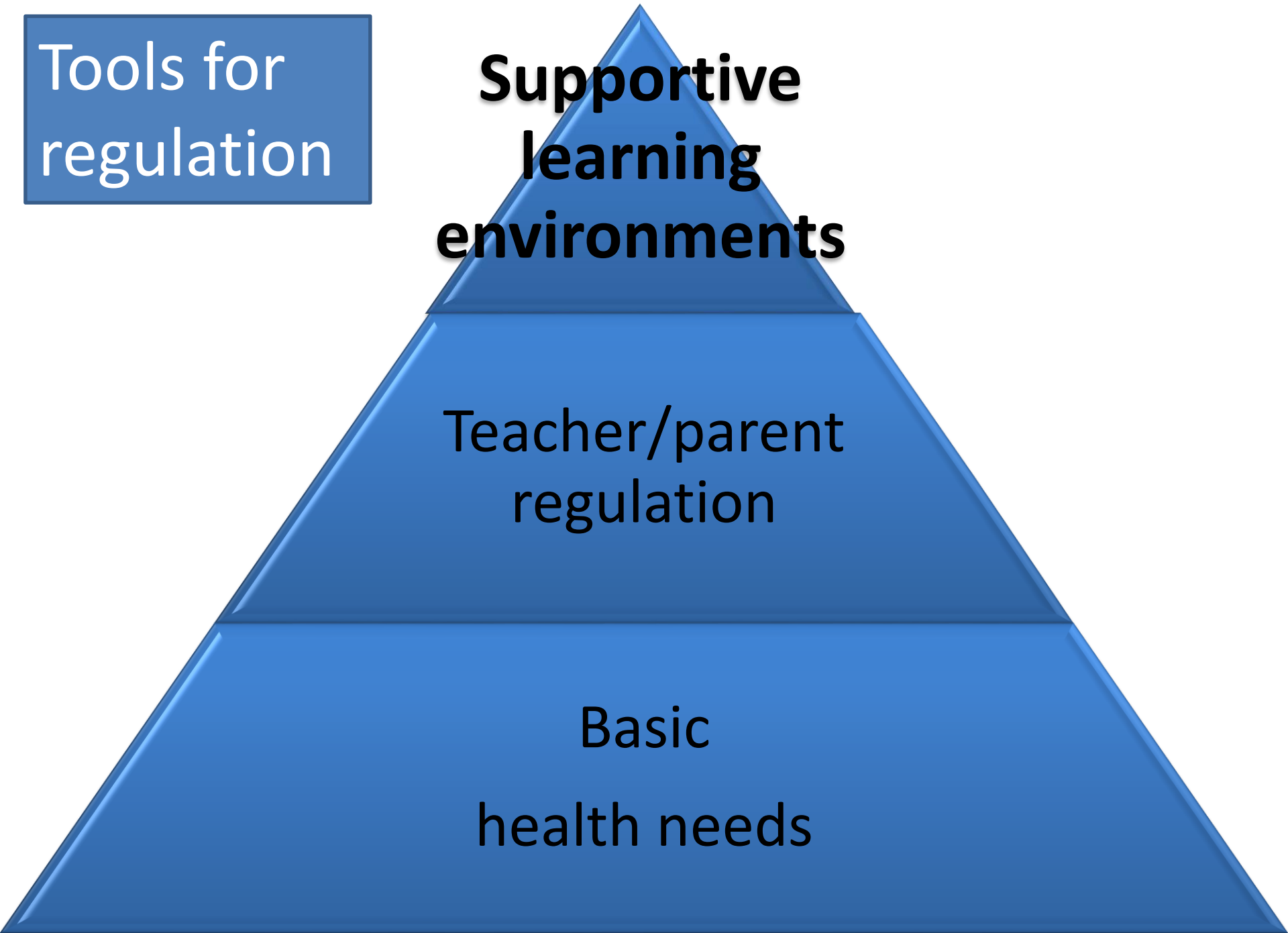
- Know yourself
 - What are your stressors
 - What are your sensory needs
- What tools do you use to regulate
- **Get regulated/model/voice it**
- Being regulated will help those around us

Tools for
regulation

**Supportive
learning
environments**

Teacher/parent
regulation

Basic
health needs



Supportive Learning Environments Structure

- Develop classroom beliefs and ways of being together
- Consistent and predictable routines
- Consistent and predictable rules
- Reinforce *realistic* expectations
- Unstructured play
- Allow them to fail and figure out next steps
- Watch how you praise – Growth mindset

Supportive Learning environments

Physical Environment



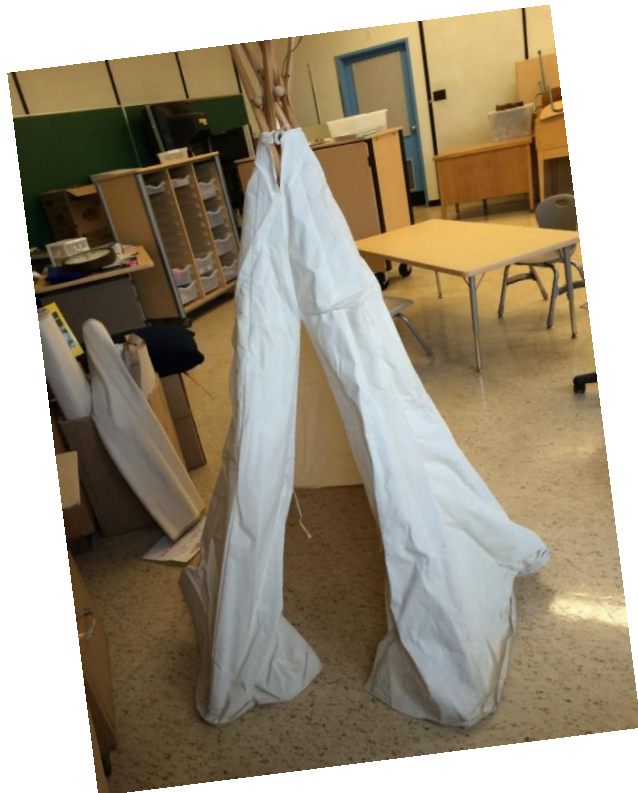
Physical environment has ability to CO-REGULATE





Physical
environment has
ability to stress
you or calm you



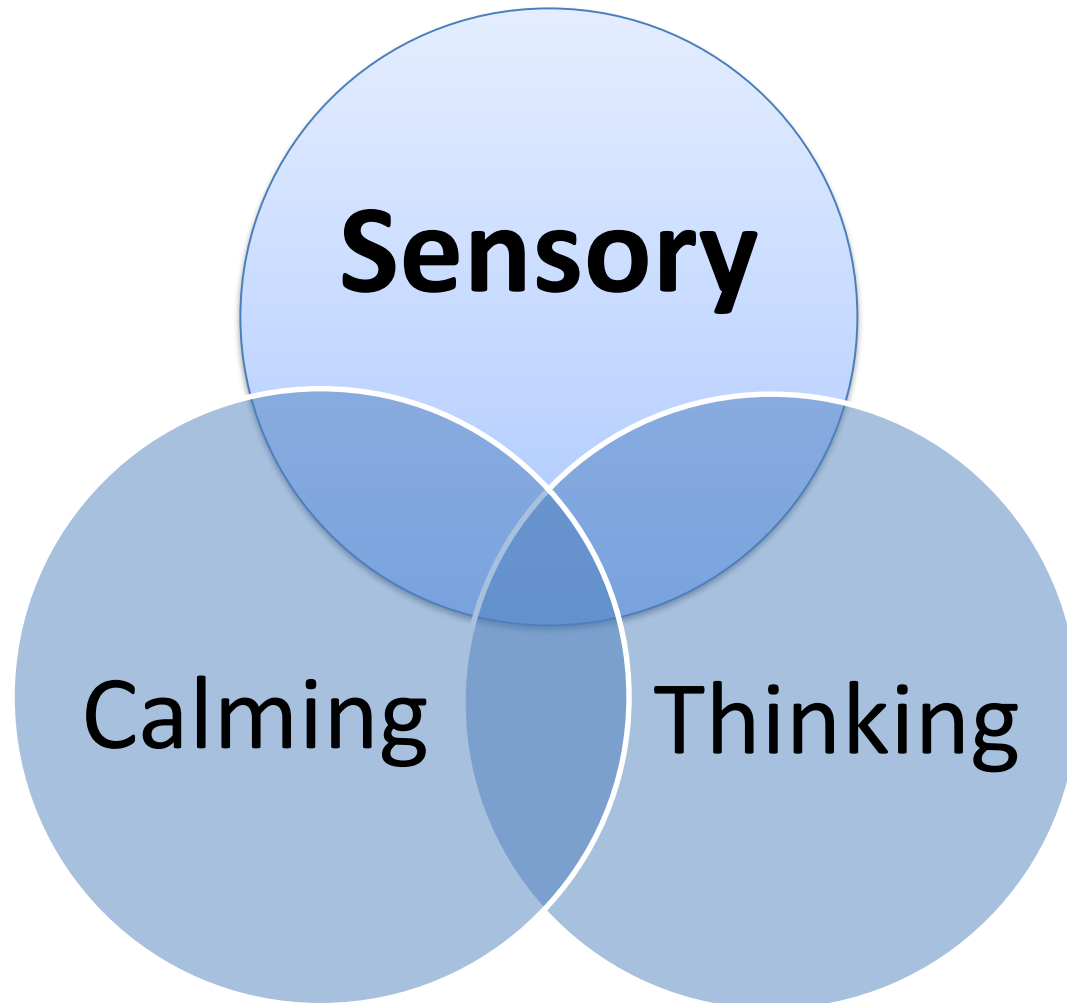


Quiet corner





Supportive Learning Environments Tools





Top Sensory Tools in SD83



If it distracts you
= TOY



If it helps you focus
= TOOL



Activities that regulate

(but may dysregulate you and other students)

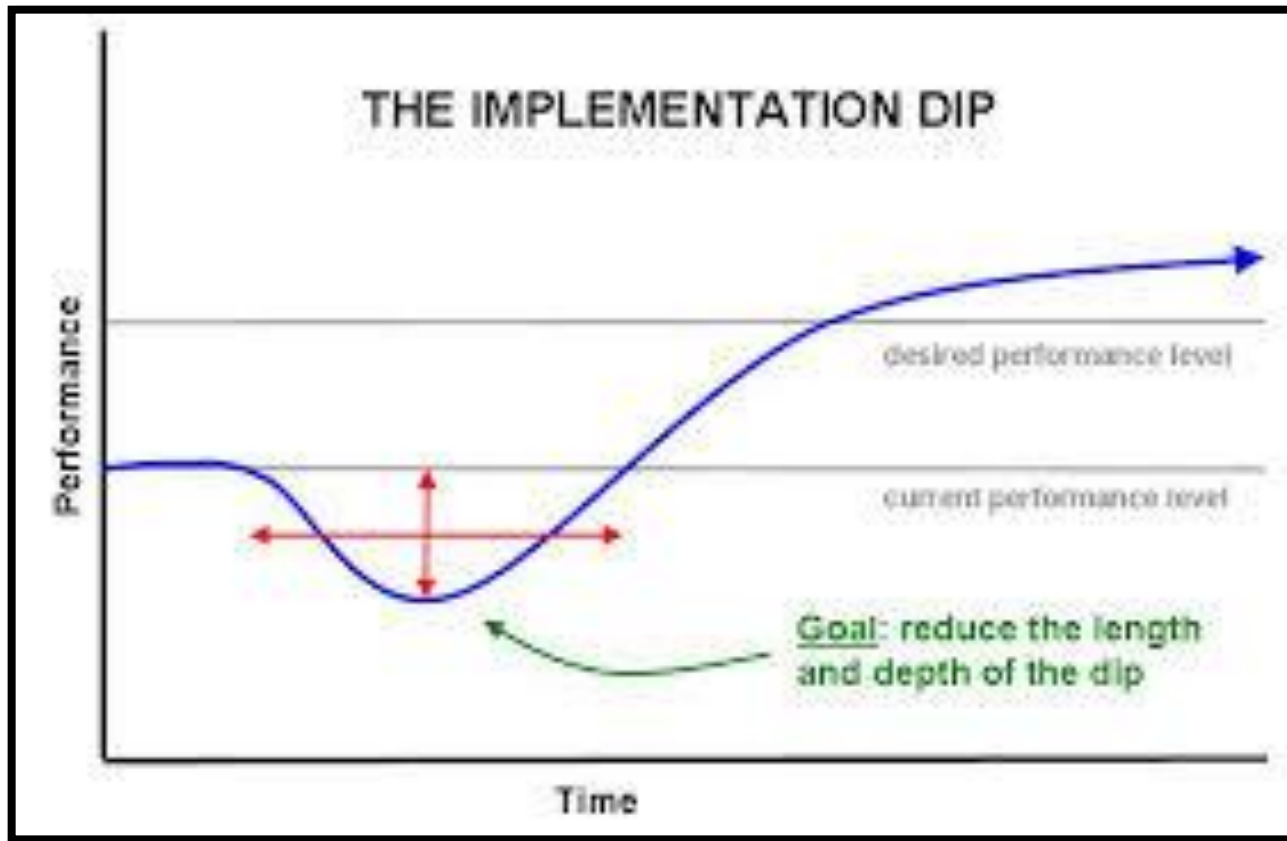
- Hand flapping
- Rocking
- Doodling
- Humming
- Chewing on everything
- Jiggling leg
- Smelling things
- Touching
- Tilting back on chair
- Kicking seat



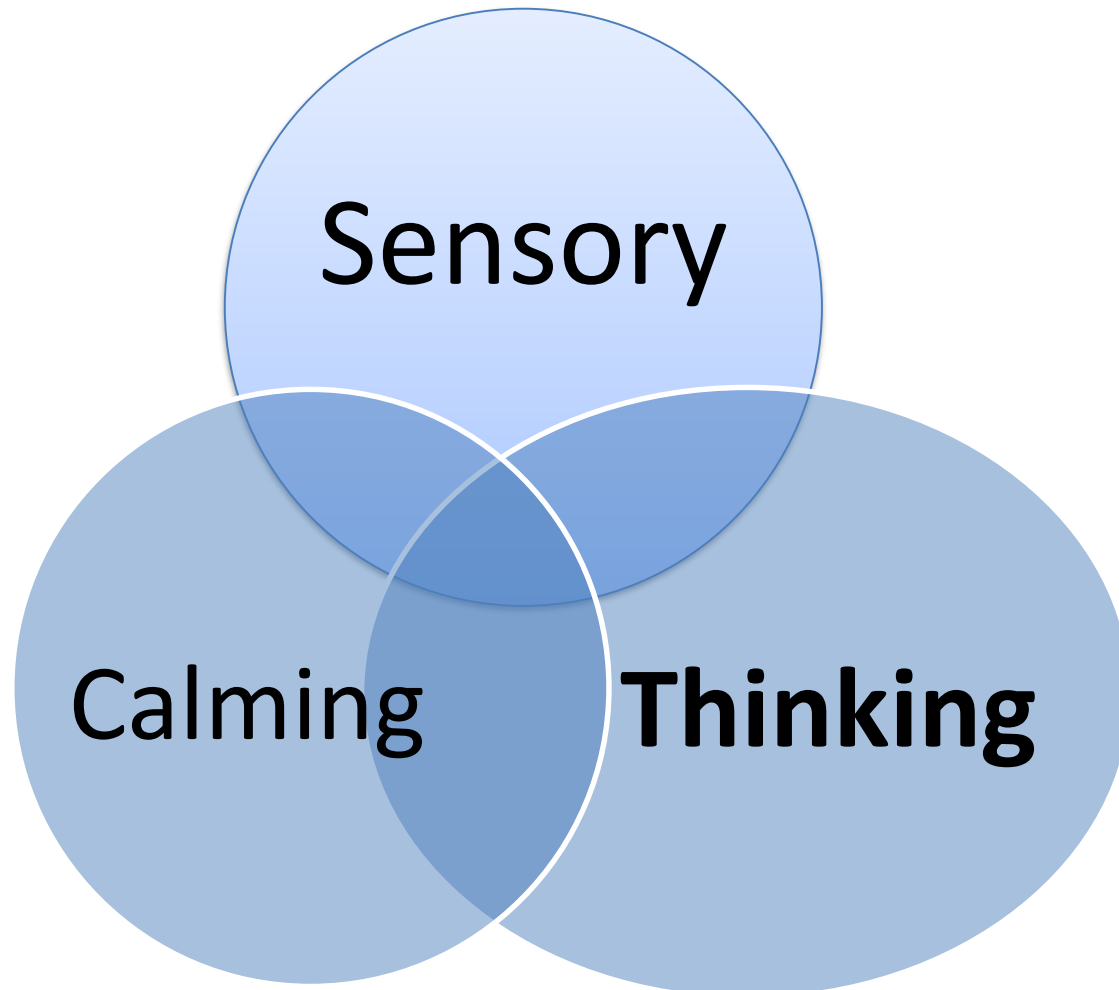
Never take away a behaviour/tool without giving the student another way to regulate.

Remember -when you introduce the tools there will be a period of chaos. But after a few weeks, those who need the tools will use them.
And those who don't, won't.

And those who need them, will use them as tools not toys.



Supportive Learning Environments Tools

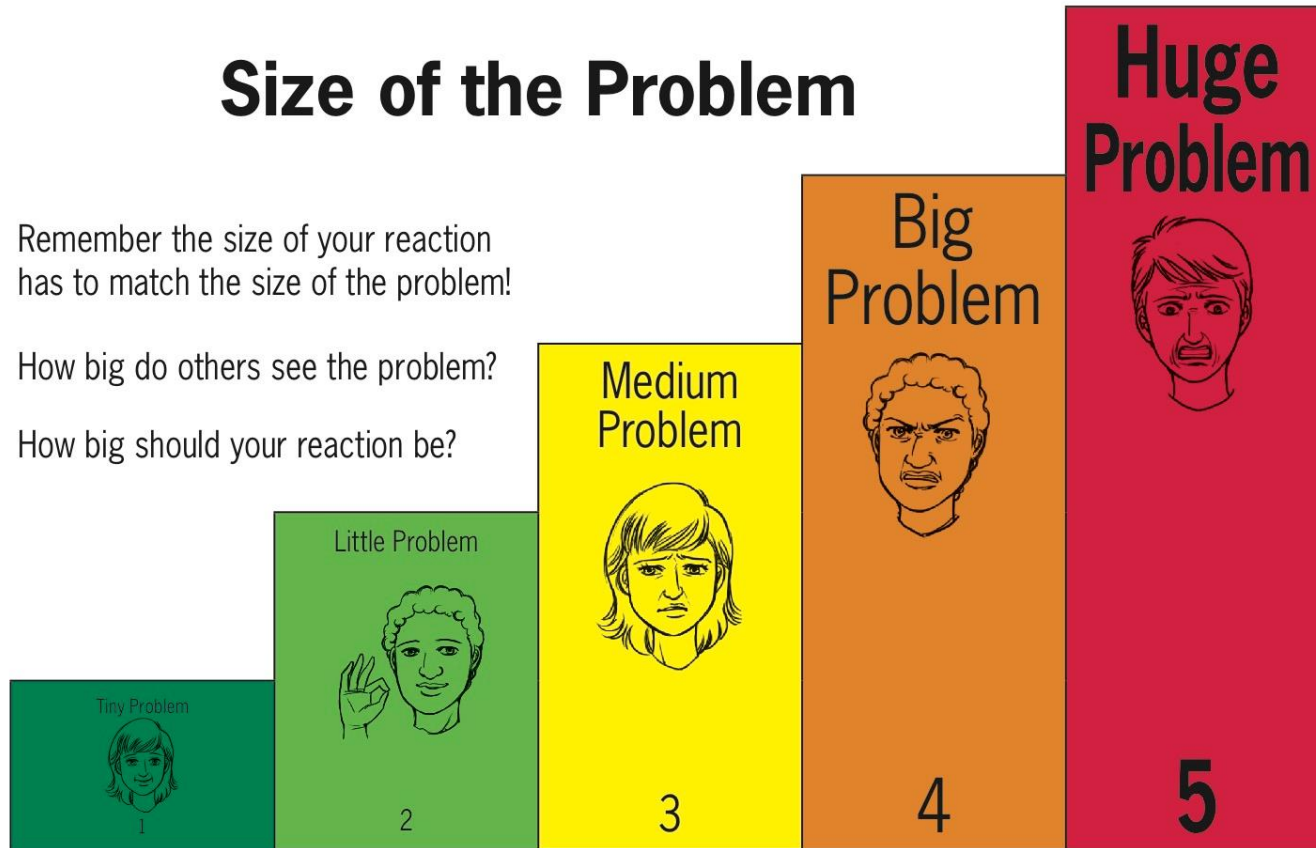


Size of the Problem

Remember the size of your reaction
has to match the size of the problem!

How big do others see the problem?

How big should your reaction be?

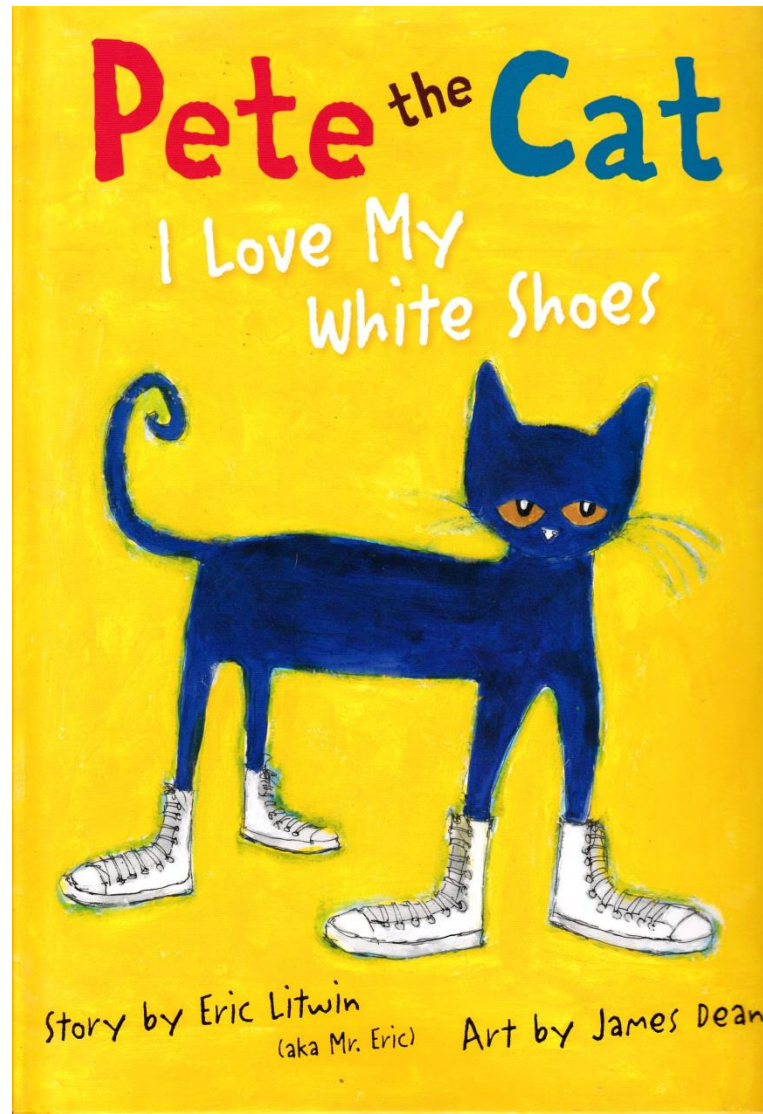


Visual adapted by Leah Kuypers, Donna Brittain and Jill Kuzma for The Zones of Regulation® from the original work of Winner's *Think Social!* (2005), pages 44-45, www.socialthinking.com, and Buron and Curtis' *The Incredible 5-Point Scale* (2003), www.5pointscale.com

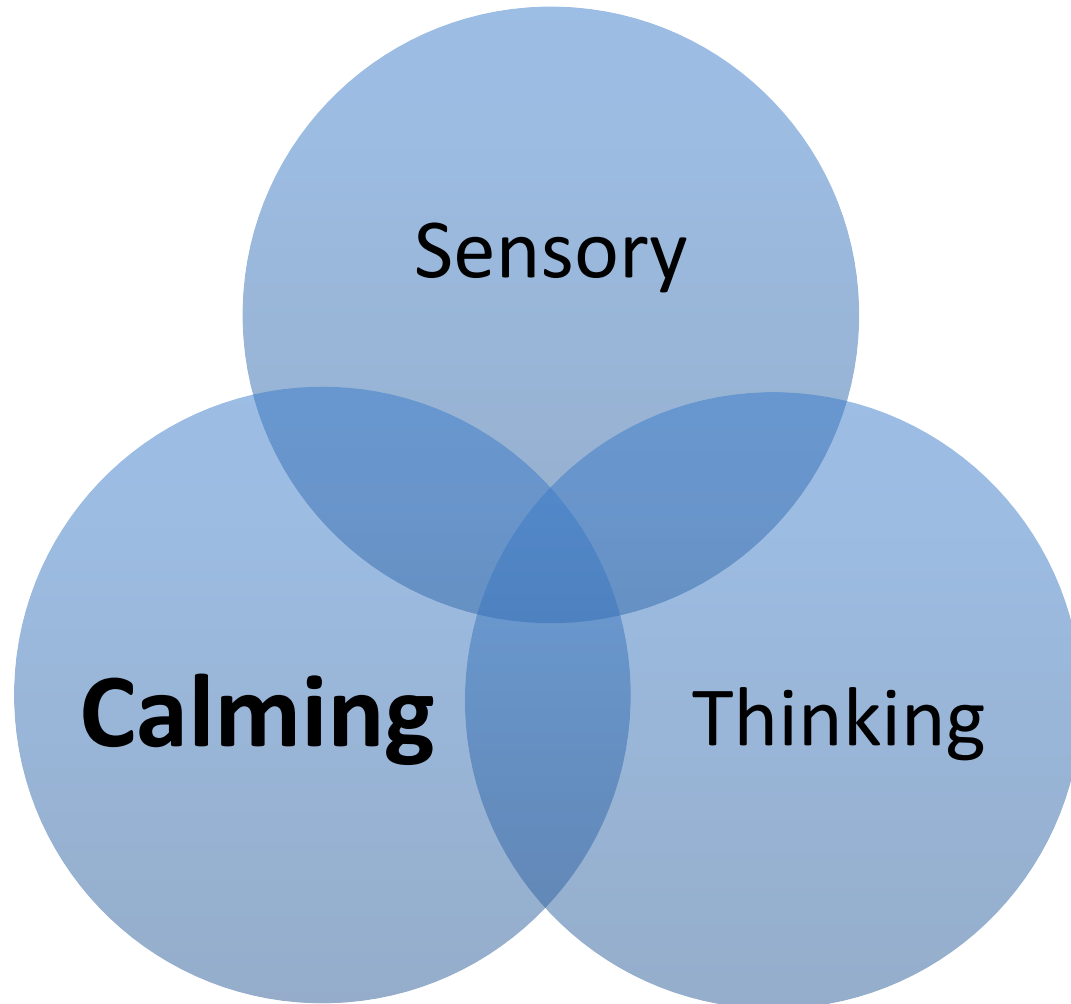
Copyright © 2011 Think Social Publishing, Inc.

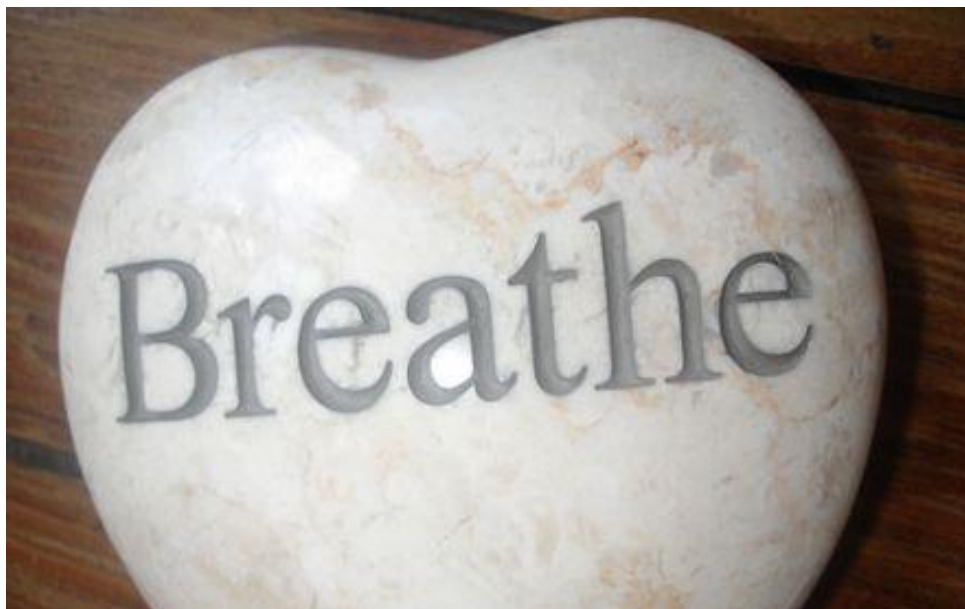
This page may be copied for the purposes of educating students and other professionals.

Teaching Positive Self Talk



Supportive Learning Environments Tools





Scaffold Calm

- Can't expect students to be still when just learning quiet breathing for any length of time.



Scaffold Calm

Try these strategies

- Mindful listening
- Mindful walking
- Mindful seeing
- Mindful tasting
- Calming sequence



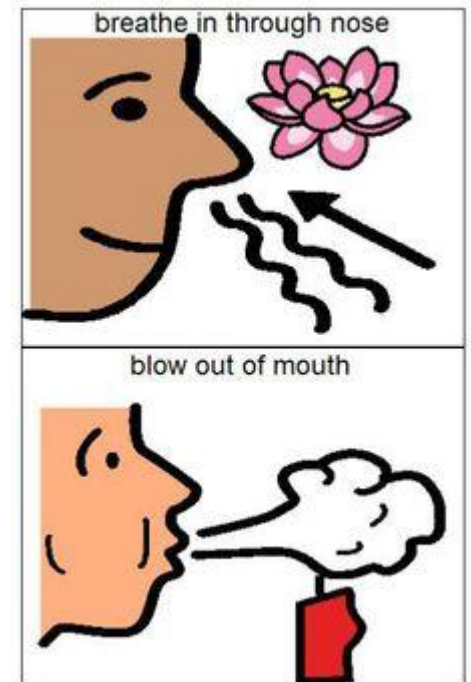
Tell me the colours you
see in this picture.





Scaffold Calm

- Try these strategies
 - Mindful walking
 - Mindful seeing
 - Mindful tasting
 - Calming sequence
- How to breathe
 - Take stuffy for a ride!
 - Bubble breathing
 - Candle/flower
 - Mindup Core practice + sensory awareness



Create a tool box

When I feel ...

I can try...

	Move and breathe Water Food
	Listen to music Doodle
	Heavy work –partner push up Run around school
	Go to quiet area Move breathe

How to go from being regulated to Self-Regulation

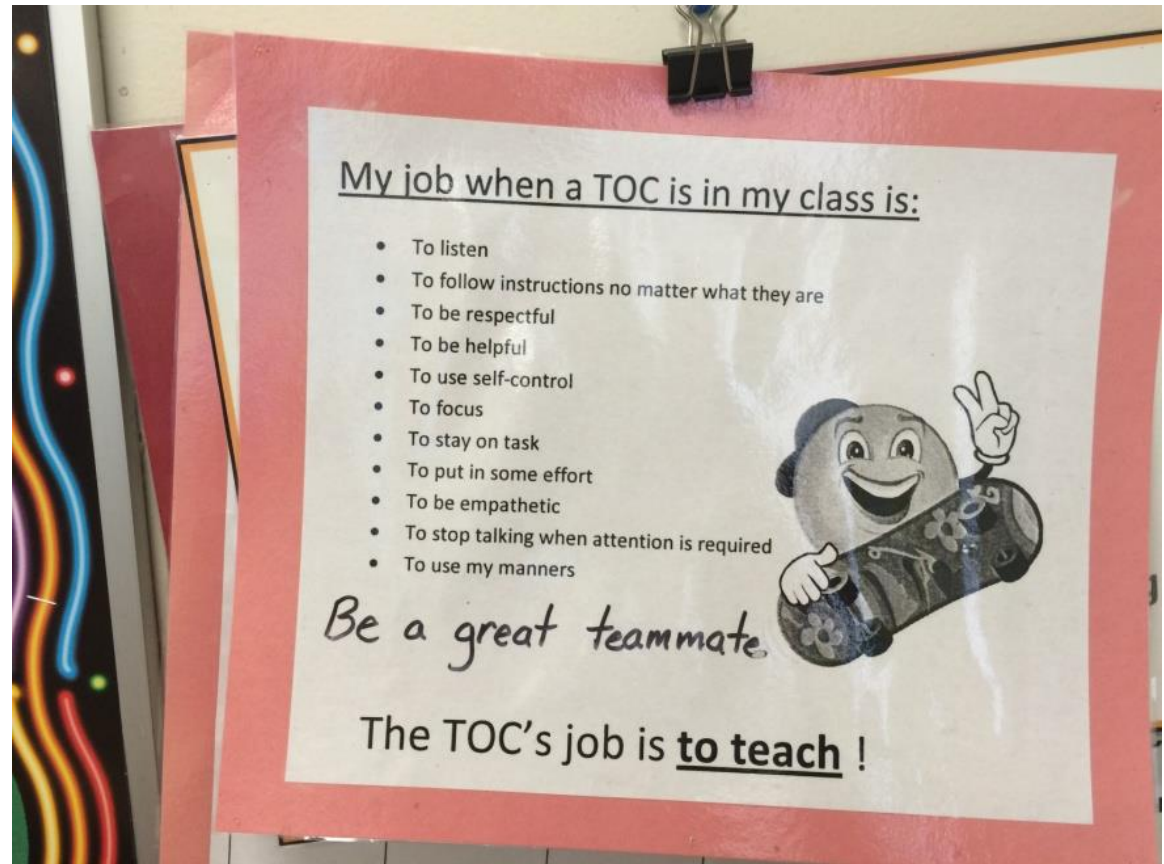
WHAT'S MY JOB?

What's my job?

What's my plan?

How do I know its working?

-Brenda Whittamneary



What is MY job for going to sleep?

I need to calm my body down and get in the blue zone

What is MY plan?

I will unplug from technology 2 hours before bed. I will have a warm bath and turn down the lights. Then I will read a book (Then I will cuddle with my stuffy and my parent as we read a book.)

How do I know my plan is working?

I get calm and relaxed before I fall asleep. I get in my blue zone and it's easy to fall asleep

What is your job for listening?

I need to understand what my teacher is saying

What is your plan?

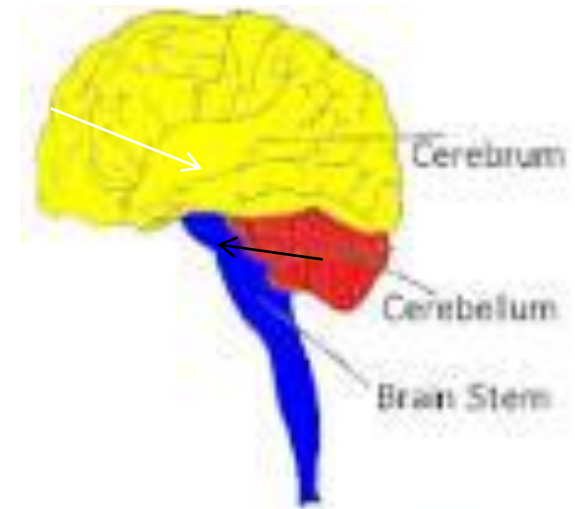
I need to sit in my rocking chair and I need have a squishy ball.

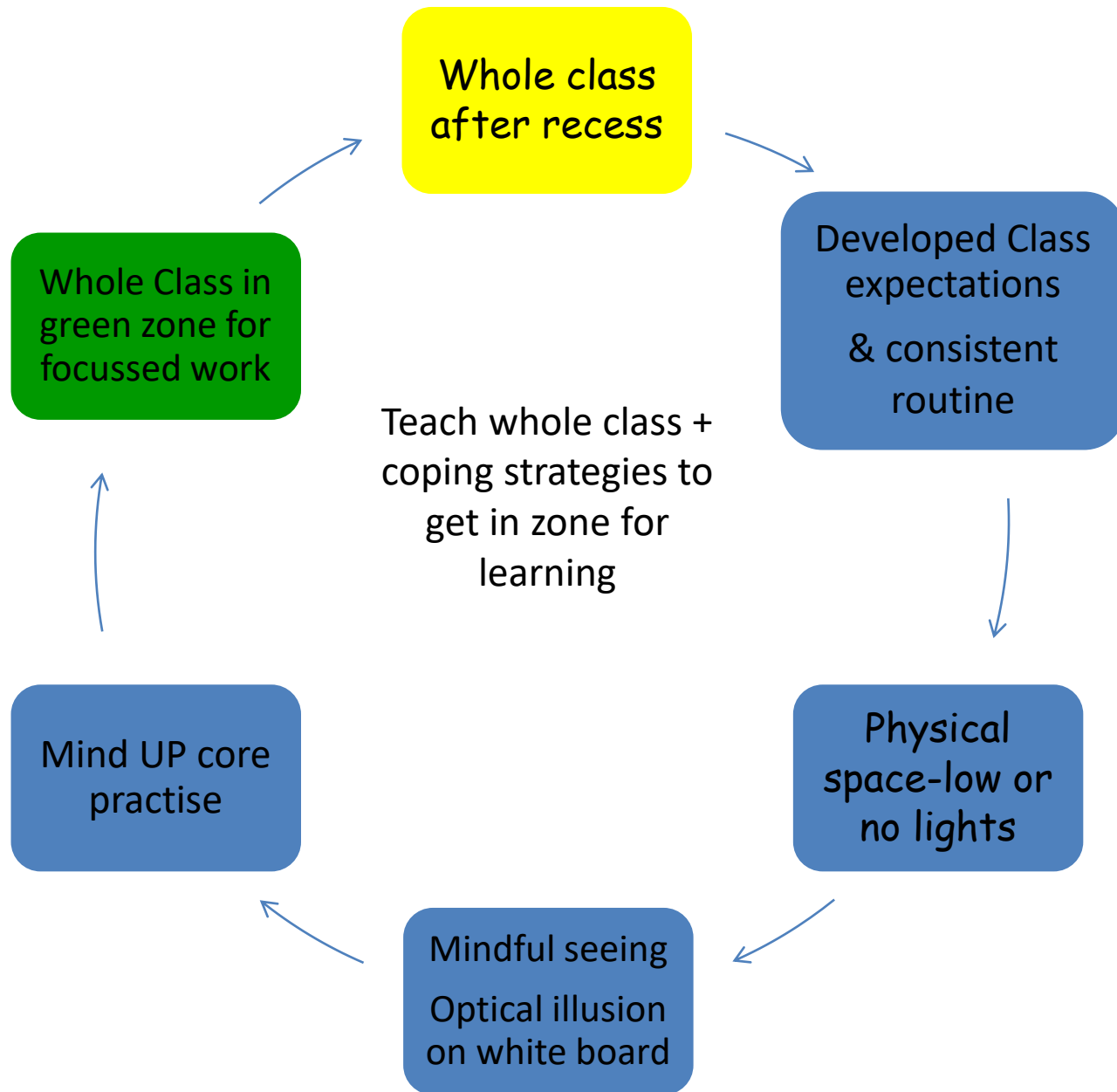
How do you know your plan is working?

I can hear and understand my teacher so I know what to do.

Self control is NOT the same as Self-Regulation

- Self regulation allows you to have enough energy in your battery to have self control
 - Examples - lack of sleep
 - Burns energy to deal with stress
 - Not enough fuel left over to pay attention, inhibit impulses, choose healthy foods etc.
- Self control is using our thinking (PFC) to inhibit impulses, to pay attention, do what others want from us. Hard to do if our battery is drained.
- Self control is a result of being self regulated





Universal strategies
help all students

HOMework

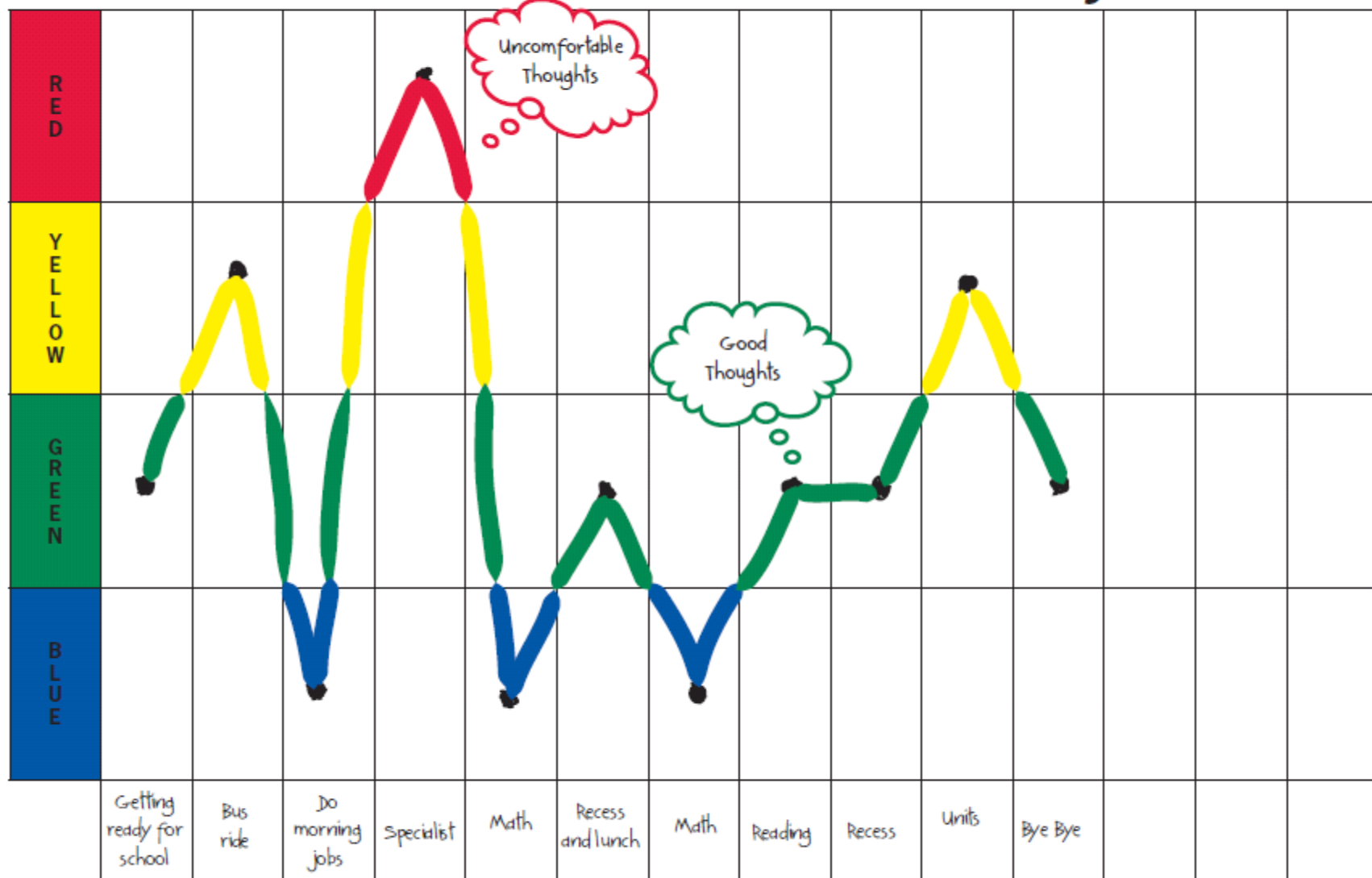
1. SELF AWARENESS EXERCISE

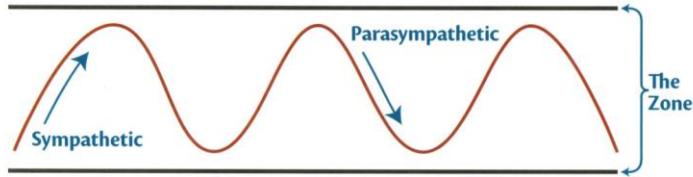
What are your zones/energy states throughout the day?

- Fill in "zones across the day" form for 2 days for yourself
- Fill in "zones across the day" form for 2 days for 2 students

What were your triggers that took you out of the zone you wanted to be in? For you and your students

Jack's **ZONES** Across the Day: 5/25/2011





101

Self-Regulation / The Zone

I invite you to balance
your scales **often**
throughout your whole
day



97

The Imbalanced Scales of Justice

We can't change a student's previous experiences or current situation but we do have the power to make the best of the time they are with us.

And teach them skills they can use for a life time! 😊



W. RUDLING

