**Self-Regulation Key Points**

1. **Awareness**
   1. Develop common language so everyone is able to communicate easily with one another. Ex. Zones of Regulation
   2. Do frequent (minimum daily) check in’s so students and staff start to understand how they are feeling and eventually why they may be feeling that way.
2. **Stressors**
   1. Figure out what your stressors are and help your students figure out what is stressing them out. Zones across the day activity is very helpful to start understanding what ones’ own stressors are and what tools may help get you in the zone you want to be in. Do for 2-5 days.
   2. Figure out ways to decrease your stressors. Example, you realize that it can be very noisy in Math class and the noise really stresses you out. Ask to use a pair of noise cancelling headphones while you are doing focussed individual work.
3. **Top Self-Regulation Tools**
4. **You!** 
   1. Be kind to yourself. Get Regulated! Keep your scales balanced throughout the whole day. Model and voice to students. “Right now I am in the yellow zone. I need to take a few deep breaths and have some water. That should help me get in the green zone. And then I can answer your question”.
   2. Co-regulation. We learn to self-regulate by first being regulated by others. Your energy state has a huge impact on other people’s energy state and vice versa.
   3. Relationship is most important
      1. Greet students at door
      2. Coach school sports teams
      3. Spend time in your class building relationships, teams, and ways of being together at the very beginning of the school year. Come up with class beliefs & routines together as a group.
      4. Build relationship with other teachers and develop a relationship with a mentor. Don’t hesitate to ask other teachers questions and ask for guidance.
5. **Movement** 
   1. Too much to say. Essential for Self-Regulation, learning, health and happiness.
6. **Calming Strategies** 
   1. Some children AND adults find it very difficult, especially at first, to sit still for any length of time to do deep breathing. There are many other strategies that can be calming that may be an easier place to start. For example, mindful moving, tasting, or seeing.
   2. Breathing breaks. Do breathing breaks consistently and start at beginning of year. Keep short to start. Great time to do a breathing break is after transitions.
7. **Physical environment**
   1. Decrease visual and auditory noise. Come up with what needs to be on walls as a class.
   2. Use cloth if allowed. Use election carols and/or noise cancelling headsets for those sensitive to noise.
   3. Develop different pods/working areas around room.
   4. Have options for standing.
   5. Have different options for sitting – stools, wiggle cushions, rocking chair
8. **Other tools**
   1. Popular sensory supports for the classroom include:
      1. Standing desk
      2. Stationary bike or desk cycle
      3. Different seating options- Hokki stools, rocking chair, move n’ sit cushions
      4. Noise cancelling headphones and privacy shields
      5. Weighted animals or heavy work activities
      6. Fidgets or things to chew (chewlry or gum)
   2. If you take away a regulating tool that may be distracting to you or other students, you must replace it with another regulating tool!
   3. **If it distracts you, it is a TOY. If it helps you focus, it is TOOL**.
      1. Be consistent with this belief. Take TOYS away. Allow students to use TOOLS.

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**Building Self-Regulation Skills**

**5 domains of Self-regulation**

**The Biological Domain**

**A child doing well in the biological domain has:**

* Good physical health
* Sufficient energy throughout day
* Ability to recover energy from taxing/stressful experiences
* Ability to focus around distractions
* Ability to follow healthy routines

**A child having difficulty in this domain may:**

* Have challenges remaining calm amidst distracting visual and auditory stimuli
* Have difficulty sitting for more than a few minutes
* Withdraw (become hypo-alert) and need to up regulate (energized)
* Become over stimulated and need to down regulate

**Strategies to try:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Awareness**- do frequent check in’s to help students and yourselves understand where your energy level is at. Then come up with strategies that can “fill your bucket” or “charge your battery”. | | **Teacher Regulation**: Look after your energy levels. Model self-regulation to your students by doing things throughout the work day that help you “to fill your bucket up”. Example drinking water, doing deep breathing. We learn how to self-regulate by being regulated by a significant other. Also your energy state has a huge impact on your student’s energy states (co-regulation). | |
| Talk to parents and students on importance of **healthy habits**: adequate sleep, importance of outdoor time and fresh air, healthy eating, exercise, quality time with family and friends, limit screen time  (great video from Dan Siegel – Mind Platter  https://www.youtube.com/watch?v=3EQ2tzHl3Ks) | **MOVE** throughout day.  Move as a school: school wide morning fitness: BOKS program, Action Schools! BC / Ever Active Schools (AB) activities, morning runs, exercise videos, student led activities, circuits | | Mindfulness activities. Any activity where you have to pay attention to one thing. Mindful eating, listening, seeing, walking. Allow water and healthy eating throughout the day. |
| Less intense lighting – use soft white light | Use light creams/tans and less bright visual materials | | Have borders that that are plain but in contrast to bulletin boards |
| Use cloth to cover bulletin boards | Cover visually stimulating areas | | Keep clutter to a minimum |
| Visual schedules (predictable) | Dynamic seating – standing options | | Action breaks/brain boosters |
| Heavy lifting opportunities | Choice of seating (stools, balls, rocking chairs, wiggle cushions) | | Create different areas for quiet activities and for noisy activities |
| Calming corner to help students down regulate | Dividers/study carrels | | Noise cancelling headphones |
| Using music to play during focused time or to signify transitions (allow older students to listen to own iPods) | Mind up/breathing practices daily at consistent times | | Allow water and healthy eating throughout the day. |
| Bring nature inside – plants, natural wood | Fidget tools and incorporating tactile activities (play dough, sand tray) | | Providing choice = engagement and focus |
| Oral input (healthy crunch snacks, water bottles, GUM!) |  | | See also sensory strategies handout to improve attention at school |

Other resources available to support the Biological Domain:

* Calm, Alert, and Learning by Stuart Shanker
* Zones of Regulation by Leah M. Kuypers
* Alert Program by Mary Sue Williams and Shelley Shellenberger
* Mind Up program
* Action Schools! BC or Ever active (AB)resources
* Your fantastic elastic brain
* The explosive child by Ross Greene
* Sometimes I like to curl up in a ball by Vicki Churchill

Building Self-Regulation Skills page 2

**Emotional Domain**

**A child doing well in the emotional domain is/has:**

* Able to modulate strong emotions
* Ability to recover from adversity
* Courage to learn new things
* Desire to achieve goals
* Healthy and realistic sense of self

**A child having difficulty in this domain may:**

* Become overly excited when praised
* Show intense frustration when trying to solve a problem
* Become anxious when dealing with confrontation
* Have difficulty focussing when strong emotions arise

**Strategies to try:**

|  |  |  |
| --- | --- | --- |
| Use common language to express feelings and emotions (everyone who is involved with child-parents, teachers, administrators and all who are with the student) (example, zones of regulation language) | Awareness is key. Use check-in’s to get students and staff to assess how they are feeling. | Adults should voice how they are feeling, why they might be feeling that way, and if appropriate what they are going to do to get to a better feeling place. |
| Hold classroom meetings to discuss feelings | School wide breathing breaks | Validating feelings and problem solving |
| Encourage students to express how they are feeling verbally and through journaling | Use talking Stick or object to hold when talking during classroom discussions | Role playing how to express and cope with a wide range of emotions |
| Calming strategies like gratitude list | Breathings exercise (i.e. mind up) | Calming Jar |
| Teaching calming techniques (breathing, counting down, SNAP- stop now and plan, progressive relaxation) | Playing calm music during work | Teaching positive self talk |
| Watch age appropriate videos and ask students what the characters are feeling, why they might be feeling that way, and how their behaviour affects how others feel. Examples: inside out, buddy the elf, big bang theory (for older students). YouTube has tons! As well as teachers pay teachers. | | |

**Other resources available:**

* Action schools! BC / Ever Active Schools (AB) resources – i.e. Yoga cards
* Zones of Regulation and app
* Anxiety BC website ([www.anxietybc.com](http://www.anxietybc.com))
* Kelty Mental health (http://keltymentalhealth.ca/)
* Mind up (<http://thehawnfoundation.org/mindup/>)
* Friends program (k-7)
  + [**http://www.friendsparentprogram.com/**](http://www.friendsparentprogram.com/)
  + **http://www.mcf.gov.bc.ca/mental\_health/friends.htm**
* Canadian Safe School Network (SNAP program)
* GoZen (http://www.gozen.com/)
* Helping Teens Learn Self-Regulation and Helping young people learn Self-Regulation by Brad Chaplin
  + [**http://www.selfregulationstation.com/**](http://www.selfregulationstation.com/)
* Stress Free kids with Lori Lite
  + <http://www.stressfreekids.com>
  + Books, cds, curriculum
* Workbooks
  + I Bet I Won't Fret by TIMOTHY A. SISEMORE, PH.D.
  + Taming the Worry Dragons by Garland, J& Clark,
* Stories
  + Pete the Cat, I love my white shoes by Eric Litwin (positive self talk)
  + How are you Peeling? By Saxton Feymann and Josst Eliffers
  + Today I feel Silly: and other moods that make my day by Jamie Lee Curtis
  + I know here by Laurel Croza
  + Dude by Christopher Aslan
  + What are you so grumpy about? By Tom Lichtenheld
  + What if I... and Instead I… by M-C Bailey-McKenna

Building Self-Regulation Skills page 3

**The Cognitive Domain**

**A child doing well in the cognitive domain is able to (age appropriately):**

* Manage time
* Focus and switch focus
* Plan and execute several consecutive steps
* Self-reflection/awareness
* Set goals, develop plan
* Consider multiple perspectives

**A child having difficulty in this domain may**:

* Have difficulty focussing attention
* Give up at the slightest frustration
* Daydream during class
* By distracted by impulsive thoughts

**Strategies to try**:

* Preferential seating (t-zone)
* Visual timer or app
* Consistent routines
* Visual display of the day (on board or on or in desk)
* Homework board
* Providing instruction in more than one mode
* Breaking down instruction
* Quiet place when feeling overwhelmed
* Providing collaborative learning experiences
* Allowing students choice and to set own goals
* Let students take responsibility for tasks, and for monitoring their own success at completing each task
* Using students passions to engage learning (consultation with families)
* Teaching time management skills
* Self-reflection
* Learning Games (Simon Says, Statues, Musical Chairs, Puzzles, Motor coordination games i.e. Clapping sequence)
* Digital Technology
* Organize environment (school, classroom, individual desk space) WITH student
* Use language that helps students develop positive mindset

**Other resources available:**

* Mindset by Carol Dweck
* The Most Magnificent Thing by Ashley Spires
* Smart but Scattered by Peg Dawson
* Helping Young People Learn Self-Regulation with CD by Brad Chapin
* Helping Teens learn to Self-Regulate by Brad Chapin
* Developing Self-Regulated Learners Butler, Schnellert, Perry
* http://leytonschnellert.com/

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**The Social Domain**

**A child doing well in the biological domain has:**

* Understand the feelings and intentions of self and others
* Monitoring the effects of responses and adjusting when necessary (appropriate responses)

**A child having difficulty in this domain may:**

* Have difficulty listening to the ideas of others
* Have difficulty taking ownership over actions
* Respond inappropriately to a situation
* Have difficulty reading social cues

**Strategies to try:**

|  |  |  |
| --- | --- | --- |
| Develop student’s understanding and vocabulary around SEL | Teach students to read social cues (via pictures, video’s, play acting) | Using literature to deepen communication of feelings |
| Discuss and come up with expectations with the class. Then use expected and unexpected behaviour prompts | Develop and reinforce classroom beliefs and code of conduct | Collaborative learning experiences |
| Teaching social media communication skills | Group music experiences (musicals/dramas) | Opportunities for laughter (demonstrating a good sense of humour) |
| Look for opportunities to promote understanding of others’ experiences and feelings | Provide choice as able. Autonomy can play an important role in social SR | Try and establish connection with student’s parents/caregivers and their community so there is continuity in SR strategies used in and out of classroom |
| Activities where groups of students work together towards projects that enhance the lives of others (students, school, community, international) | Activities that promote social connection and school connectedness. Ex. Spirit days, recreational sporting activities, teachers versus student games. | Activities that promote social connection with students, their families, and their communities. Ex. Family nights, volunteer projects in community |

**Other resources available:**

* Any fiction or non-fiction that explores differences
* Social Thinking by Michelle Garcia Winner
* You are a social detective by Michelle Garcia Winner
* Superflex takes on Rock Brain and the unthinkables by Stephanie Madrigal
* Ping won’t share by Lynne Gibbs
* You get what you get by Julie Glassman
* I miss Franklin P. Shuckles by Ulana Snihura
* Programs that promote social emotional learning
  + Roots of empathy
  + PATHS
  + Play is the way
  + Mindup
* Websites:
  + Dalai Lama Center for Peace &Education <http://dalailamacenter.org/>
  + CASEL- Collaborative for Academic, Social, and Emotional Learning http://www.casel.org/
  + Wellahead - https://www.wellahead.ca/
  + Responsive classroom [www.responsiveclassroom.org](http://www.responsiveclassroom.org/)
  + Edutopia –search SEL and SR www.edutopia.org
  + Adele Diamond linking SEL and executive function
    - Heart mind summit (2013,35min.):   https://www.youtube.com/watch?v=yXn74sYHsQM
    - Ted talk (19min)   https://www.youtube.com/watch?v=StASHLru28s

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**The Pro-Social Domain**

**A child doing well in the cognitive domain has:**

* Caring about another’s feelings and helping that person deal with them
* Putting the needs and interests of others ahead of one’s own
* Wanting to “do the right thing”, and having the conviction to act upon it

**A child having difficulty in this domain may:**

* Ignore the needs of others and walk away
* Feel overwhelmed by the emotions of others and become upset and demonstrate inappropriate social behaviours
* Be too stressed to process how other children are feeling
* Difficulty entering into social situations

**Strategies to try:**

|  |  |  |
| --- | --- | --- |
| Building community in the classroom | Providing service opportunities within the school (office monitors, intra-mural leaders, etc.) | Supporting outreach initiatives |
| Using behaviour reflection sheets | Encourage student initiated action | Facilitate buddy class connections |
| Holding classroom meetings | Anti-bullying initiatives | Incorporating literacy experiences that focus on empathy |
| Random acts of kindness | Bucket filling activities and discussions | Teacher resources listed on ME to WE website (www.metowe.com) |
| Prosocial programs like roots of empathy, Paths, Play is the Way | Movies that incorporate empathy (ice age, beauty and the beast). Talk about how the characters feel. (teen version of beauty and the beast = Beastly) | Activities from UNSELFIE by Michele Bobora (many, many strategies and activities to do in your class to promote social and prosocial behaviour) |

**Other resources available:**

* **Jean Twenge** <http://www.generationme.org/>
* **Steps to Respect**  
  <http://www.cfchildren.org/>  click on Steps to Respect → Research → Complete Review of Research
* **Second Step** <http://www.cfchildren.org/>  click on Second Step
  + (Kindergarten to Grade 5)  
    <http://www.cfchildren.org/>  click on Second Step → Kindergarten–Grade 5
  + About Committee for Children  
    <http://www.cfchildren.org/>  click on ABOUT US
* **The Middle Years Development Instrument**  
  Fact Sheet 2011: The Middle Years Development Instrument  
  <http://www.ubc.ca/>  search “MDI fact sheet 2011”
* **The Prosocial Child**  
  <http://www.uic.edu/>  search “moral person”
* **Character Education**
  + <http://alberta.ca/>  search “heart of the matter”
  + <http://www.safeschoolsmanitoba.ca/>  click on WHAT WE DO → EDUCATORS / WORKSHOPS → CHARACTER DEVELOPMENT
  + Finding Common Ground: Character Development in Ontario Schools, K–12  
    <http://www.ontario.ca/> click on ENGLISH → search "finding common ground"