
A child in a blue patterned jacket is blowing bubbles. A large, semi-transparent pink circle is centered over the image, containing the text. The background is dark with many colorful bubbles and confetti. There are several solid-colored circles in shades of blue, purple, and pink scattered around the central text circle. A dotted line of small red dots curves across the scene.

Incorporating
Self-Regulation
Into Your MO
SW-PBS
Framework



Outcomes of Our Presentation

- Attendees will be able to define self-regulation
 - Attendees will become familiar with strategies to teach and support regulation with students
- 

Who are we?

My name is Sharon Horton. I am one of the elementary school counselors at Southern Boone Elementary School. I've been here as the counselor for the past 13 years. Before this, I was a kindergarten teacher for 14 years.




My name is Carla Lentz. I am the Behavioral Interventionist at Southern Boone Elementary School. Prior to this, I retired from the state of IL and was a Learning Disability Specialist and Classroom teacher.





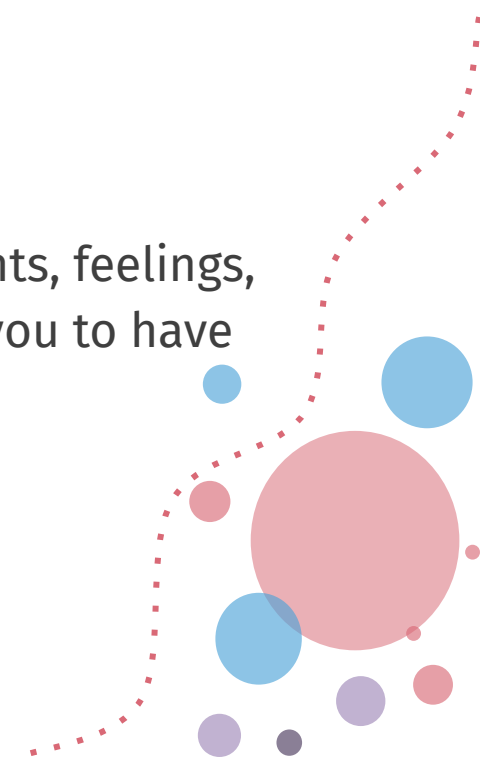
Today We Will Talk About

- What is Self-Regulation?
 - Why is Self-Regulation important?
 - How to respond when you feel dysregulated.
 - How to respond when a student is dysregulated.
 - How we use Safe Spaces in our School.
- 



What is Self-Regulation?

Self-regulation is the ability to manage your thoughts, feelings, and actions in ways that are acceptable and allow you to have positive relationships with others.



Maslow's Hierarchy of Needs



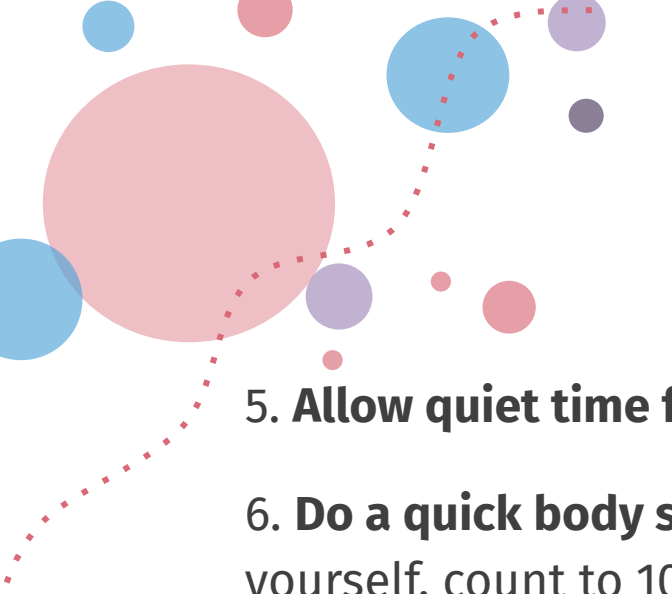
Why is Self-Regulation Important?



https://www.youtube.com/watch?v=m4UGDaCgo_s

How Can You Respond When You Feel Dysregulated?

1. **Be empathetic and nonjudgmental** (don't judge or dismiss students' feelings)
2. **Avoid overreacting** (say to yourself "I can handle this")
3. **Set positive limits** (ex. "I care about you too much to argue. I'll be happy to discuss this with you as soon as the arguing stops." or "I'll listen as soon as your voice is as calm as mine.")
4. **Ignore challenging questions**

- 
5. **Allow quiet time for reflection** (don't be afraid of awkward silence)
 6. **Do a quick body scan** (use box breathing, positive affirmations to yourself, count to 10)
 7. **Use diffusers to de-escalate** (ex. “Good point”, “I heard what you are saying”)
 8. **Practice reflective teaching** (what to do next time)

<https://www.weareteachers.com/de-escalation-tips-for-teachers/>

8

DE-ESCALATION TIPS FOR TEACHERS

1

BE EMPATHETIC AND NONJUDGMENTAL.

Remember that students' feelings are real, whether or not we think those feelings are justified. Respect their feelings and be sure not to dismiss them.

2

AVOID OVERREACTING.

While we can't control students' behavior, how we respond to it has a direct effect on whether the situation escalates or defuses.

3

SET POSITIVE LIMITS.

Give respectful, simple, and reasonable limits. Try saying "I'll be happy to talk with you as soon as the arguing stops" or "I'll be able to listen as soon as your voice is as calm as mine."

4

IGNORE CHALLENGING QUESTIONS.

Engaging with students who ask questions that challenge our authority is rarely productive. Instead, redirect them to the issue at hand.

5

ALLOW QUIET TIME FOR REFLECTION.

Don't be afraid of awkward silence. Silence is a powerful communication tool, and it can give students a chance to reflect on what happened and how to proceed.

6

DO A QUICK BODY SCAN.

We can unintentionally co-escalate when we use a raised voice, cross our arms, or clench our jaw. Take a moment to release tension and regain composure.

7

USE DIFFUSERS.

Help your students feel seen and heard by saying phrases such as "I hear you" and "noted." This gives them time to breathe and become calmer.

8

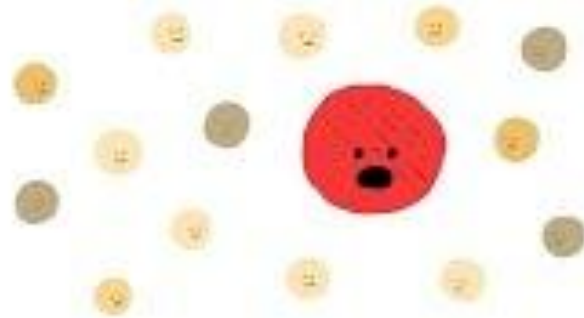
PRACTICE REFLECTIVE TEACHING.

We may find students pushing our buttons again and again. Take a look at the past, and determine how best to apply those lessons moving forward.

@weareteachers

How to Respond When a Student is Dysregulated

HOW TO RESPOND
TO STUDENT
OUTBURSTS



<https://www.youtube.com/watch?v=Jm5knZzeaWU>

Ways to Help Children Become More Regulated

Teach
Self-Regulation
through modeling

<https://www.youtube.com/watch?v=UD9m5n-ZpB0>



Help Children Learn the Names of Emotions and Connect Them to Behavior

Some kids do not know the name of the emotion or how their body feels. Take the time to teach and practice what to do when they feel a certain way.



Sleepy



Confused



Silly



Happy



Sad



Furious



Surprised



Angry



Embarrassed



Loving



Bored

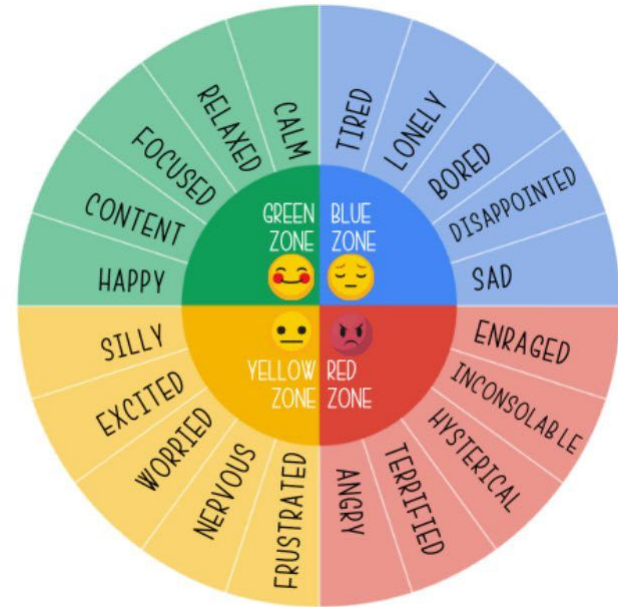


Sick

<https://www.weareteachers.com/emotional-regulation/>

Teach Zones of Regulation

Helps kids understand and learn to manage their emotions. It is rooted in Cognitive Behavioral Therapy.



hes extraordinary
Helping kids become an extraordinary person

<https://hes-extraordinary.com/emotion-wheel-for-kids>

Help Children Think about Emotions in Advance

EMOTIONAL PLANNER

Tuesday October 10

<u>Activity</u>	<u>Emotion</u>	<u>Strategy</u>
Math test	anxious, nervous	<ul style="list-style-type: none">• drink of water• Study with friends• review session w/ Mrs. Black
Assembly- 1pm	bored, excited, happy anxious	<ul style="list-style-type: none">• plan to sit with friend• bring a quiet fidget toy if allowed• ask for preview of assembly• sit on aisle so have more room
Bus evacuation	worried, scared, excited	<ul style="list-style-type: none">• ask for preview• pair up with a friend

<https://www.teachemotionalregulation.com/kidconnect-sel-curriculum>

Children Share and Model Their Own Emotions

1. Feelings Check-In
2. Feelings Spinner
3. Feelings Posters
4. Personal Feelings Dictionary or Chart
5. Mirrors
6. Feelings Games
7. I Messages

<https://www.socialemotionalworkshop.com/feelings-vocabulary-activities/>



Teach Mindfulness Strategies

- Breathing (belly, star, triangle, square, lazy 8, 5 finger breathing)
- Mantras
- Calm-Down Corner
<https://www.weareteachers.com/calm-down-corner/>
- Read stories with a mindfulness theme
- Listen for 1 minute
- Stand and Stretch
- Journaling

<https://www.weareteachers.com/mindfulness-activities-for-kids/>



Use Daily Emotions Check-Ins with Students

This lets kids know that we care. It helps students build self-awareness.

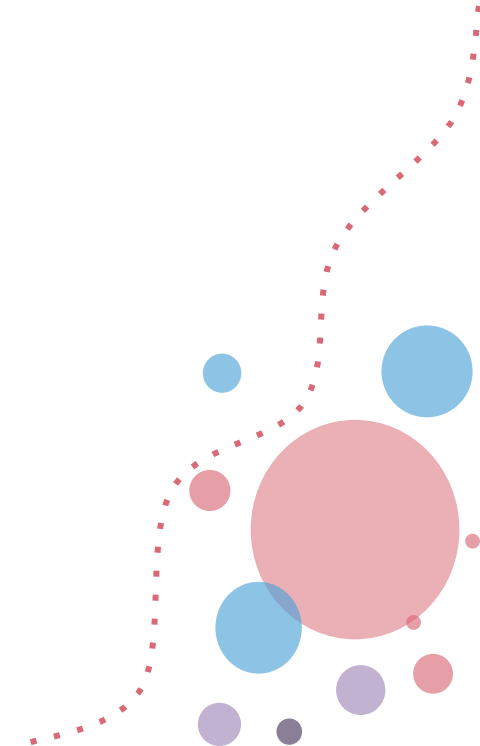
Pathway 2 Success - Daily Emotions Check-In Ideas for Students

<https://tinyurl.com/2tbjcfek>



Staff Made Items for Your Safe Spaces

- Calm Down Jars
- I Spy Jars
- Pop-its
- Cards for Safe Seat Area

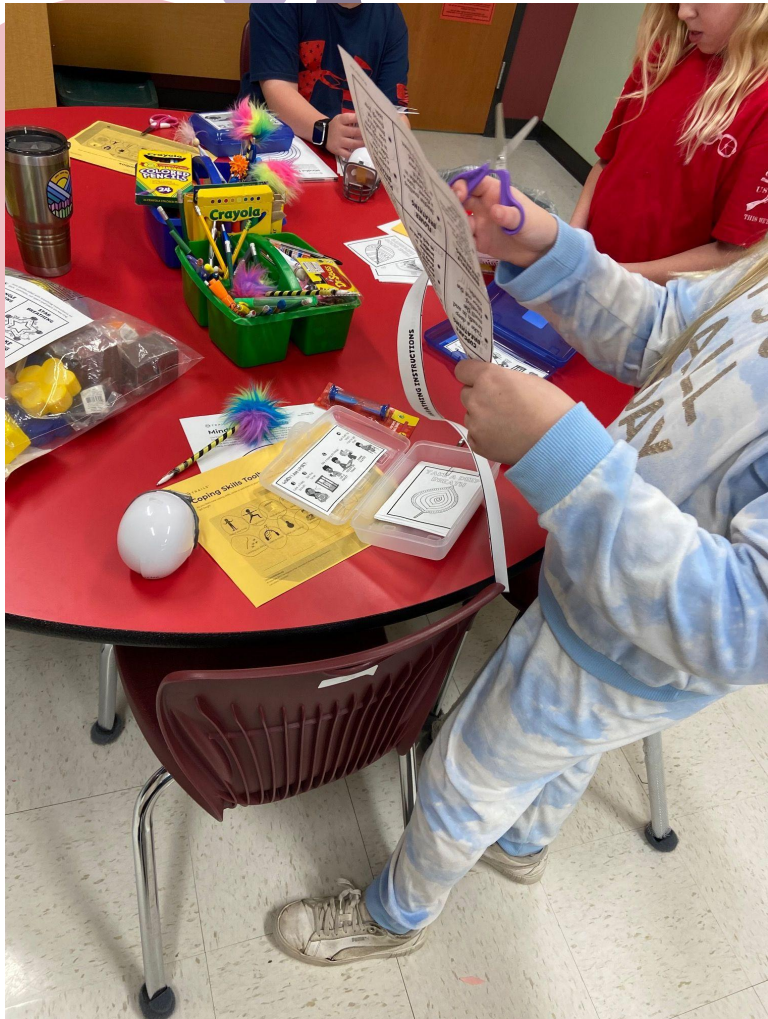


Student Made Calm Down Boxes



**CALM DOWN
BOX**

- Calm Down Kit by Carol Miller from Counseling Essentials
https://drive.google.com/file/d/1GHvFSAtP_CJHOUfb9frM0T8ty6ox5qx2/view





What is a safe Space/Calm Down Room?

Definition: A calm down room is a place where students can go to take a break.



The background features several overlapping circles in shades of blue, purple, and pink. A red dotted line starts from the top left and curves downwards towards the center of the slide.

What Does the Safe/Space Calm Down Room Look Like?

The children come into my room. I decorate it so it is a happy and welcoming place. The children know that they are wanted and loved here. They look forward to coming here to take their breaks. Every morning there is an activity the students and I do together (ex. board games, social skills games, etc.). During their second break, the students get to choose their activity.

The goal is to establish a relationship with each child.



<https://youtu.be/fIP-aLdiEd0>



Why Do We Have a Safe Space/Calm Down Room?

We noticed from our SWIS data that our students were feeling dysregulated and needed a place to go to calm down.

Most breaks are schedule for each student to come 2 to 3 times a day for about 10 minutes.

Direct Instruction Lessons in the Safe Space/Calm Down Room

As a part of our Tier 2 Intervention, we have some students who go to The Nest to learn specific lesson. These lessons are from these books:

Resources	Title	Author
1	Impulse Control: Activities & Worksheets for Elementary School Children	Tonia Caselman, Ph. D.
2	The Tough Kid Social Skills Book	Susan M. Sherian, Ph. D.
3	Helping Young People Learn Self-Regulation	Brad Chapin and Matthew Penner

Lesson	Worksheets/Activities	Date Taught
1	Recognizing and Expressing Feelings (#2 pg. 170, 180, 183)	
2	My Warning Signs; A Safe Place (#3 pg. 27, 33)	
3	Taking Temper's Temperature; What Makes You Feel Angry? (#1, pg. 50, 52)	
4	Emotional Overflow (#3 pg. 51, 52)	
5	EverFi's Compassion Project	
6	Using Self-Control (#2 pg. 174, 187)	
7	Impulse Control and Anger; Decoding Impulse Control for Anger (#1 pg. 53-54)	
8	Stop & Think About the Consequences; Consequences Consequences (#1 pg. 18, 19)	
9	The Domino Effect (#3 pg. 68-70)	
10	EverFi's Compassion Project	
11	Accepting "No" (#2 pg. 178, 191)	
12	Bossing Your Impulses (#1 pg. 107)	

Beginning Data From the Safe Space/Calm Down Room

We had 4 students whose behaviors were a concern. So they were referred to Tier 2.

Student A - 2 Major 2 Minor

Student B- 2 Major 2 Minor

Student C- 3 Major 3 Minor

Student D- 1 Major 2 Minor

11 direct instruction lessons were taught to them from January 17 - February 2. The students only received the following in this time frame.

Student A - 0 Major 1 Minor

Student B- 0 Major 0 Minor

Student C- 0 Major 1 Minor

Student D- 1 Major 0 Major

Data - Halfway through the Lessons

	Before Mrs. Lentz started the intervention:		21 Direct Instruction Lessons were taught to them from January 17 – February 22. The students only received the following in this time frame:	
Student A	2 Major	2 Minor	1 Major	2 Minor
Student B	2 Major	2 Minor	0 Major	1 Minor
Student C	3 Major	3 Minor	0 Major	1 Minor
Student D	1 Major	2 Minor	2 Major	1 Minor

End of the Intervention Lessons Data

	Before Mrs. Lentz started the intervention:		21 Direct Instruction Lessons were taught to them from January 17 – February 22. The students only received the following in this time frame:		30+ Direct Instruction Lessons were taught to them from January 17 – March 13. The students only received the following in this time frame:		Total number of office referrals as of April 17 for this entire school year.	
Student A	2 Major	2 Minor	1 Major	2 Minor	1 Major	2 Minor	3 Major	4 Minor
Student B	2 Major	2 Minor	0 Major	1 Minor	2 Major	1 Minor	4 Major	4 Minor
Student C	3 Major	3 Minor	0 Major	1 Minor	0 Major	1 Minor	4 Major	7 Minor
Student D	1 Major	2 Minor	2 Major	1 Minor	1 Major	2 Minor	3 Major	5 Minor



Must Have Picture Books

Alexander and the Terrible, Horrible, No Good Very Bad Day by Judith Viorst- choosing your attitude

Are You Empathetic Today? By Kris Yankee and Marian Nelson - empathy

Breath by Breath: A Mindfulness Guide to Feeling Calm by Paul Christelis - mindful breathing

Decibella and Her 6-inch Voice by Julia Cook - voice self-control



Don't Pop Your Balloon by Janet Bender, M. Ed. - controlling anger

Duck! Rabbit! By AmyKrouse Rosenthal & Tom Lichtenheld - point of view

I Can't Believe You Said That! By Julia Cook - using kind words

I Choose to Calm My Anger by Elizabeth Estrada - how to calm yourself

I Just Don't Like the Sound of No! By Julia Cook - accepting no

Lily's Purple Plastic Purse by Kevin Henkes - using self-control

Mindset Matters by Bryan Smith - growth mindset



My Mouth is a Volcano by Julia Cook - anger management

Pierre by Maurice Sendak - feelings

Priscilla & the Perfect Storm by Stephe McCumbee - way to deal with frustration

Round Trip by Ann Jonas - point of view

Soda Pop Head by Julia Cook - anger management

Take a Deep Breath by Sue Graves - mindful breathing

The Big Test by Sharon Horton, Carolyn Pridemore, Andrew Pridemore - positive thoughts and ways to calm yourself



Resource Books for Individuals, Small Groups, or Classroom Instruction

Destination Self-Regulation by Nicole Cleveland, M. Ed.

Drawing Together to Develop Self-Control by Marge Eaton
Heegaard

CBT Toolbox for Children & Adolescents by Lisa Weed Phifer, DEd,
NCSP, Amanda K. Crowder, MSW, LCSW, Tracy Elsenraat, MA, LPC,
ATR-BC, Robert Hull, EDS, MEd, NCSP



The Tough Kid Social Skills Book by Susan M. Sheridan, Ph.D.

Helping Young People Learn Self-Regulation by Brad Chapin, M.S.,
LCP, LMLP and Matthew Penner, M.S.W., LMSW

Impulse Control by Tonia Caselman, Ph.D.





Any Questions?

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Thank
you!



References

- https://www.youtube.com/watch?v=m4UGDaCgo_s
- <https://www.yourtherapysource.com/blog1/2020/01/19/what-is-self-regulation-2/><https://www.yourtherapysource.com/blog1/2020/01/19/what-is-self-regulation-2/>
- <https://www.edutopia.org/video/how-respond-when-student-acts-out/>
- <https://www.professionalacademy.com/blogs/marketing-theories-maslows-hierarchy-of-needs/>
- www.copingskillsforkids.com




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