

# Developing Regulation Strategies in Students

- Fall for Education Conference
  - Saturday, November 2, 2019
  - Student Union, UWL Campus
- 
- **Dr. Betty DeBoer & Jenna Sether, MS**
  - **University of Wisconsin – La Crosse**



# Presentation Description

- Students with trauma histories sometimes missed out on opportunities to develop healthy attachment, competence and regulation skills. This presentation will briefly review how healthy *self-regulation* develops and then delve into classroom, small group, and one-on-one methods of helping students develop these lagging skills. The methods will include mindfulness practices, Zones of Regulation or the Incredible 5-Point Scale, Ball toss, Yoga, the Emotional toolbox and more.

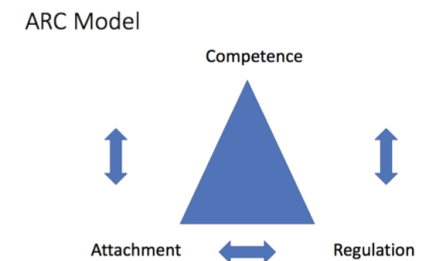
# Agenda

- Trauma and Self-Regulation
- What is Self-Regulation?
  - Development of Self-Regulation
  - Dysregulation
- Regulation Strategies for the Classroom
  - Emotional Identification
  - Emotional Modulation
  - Emotional Expression



# Trauma

- Trauma: Simple vs Developmental
- Response vs Exposure
- Impact of trauma on the brain's structure and function (Safety needs)
- Negative beliefs
- ARC Model (Attachment, Regulation, Competence)
- Regulation (FFF)
- Trauma lens

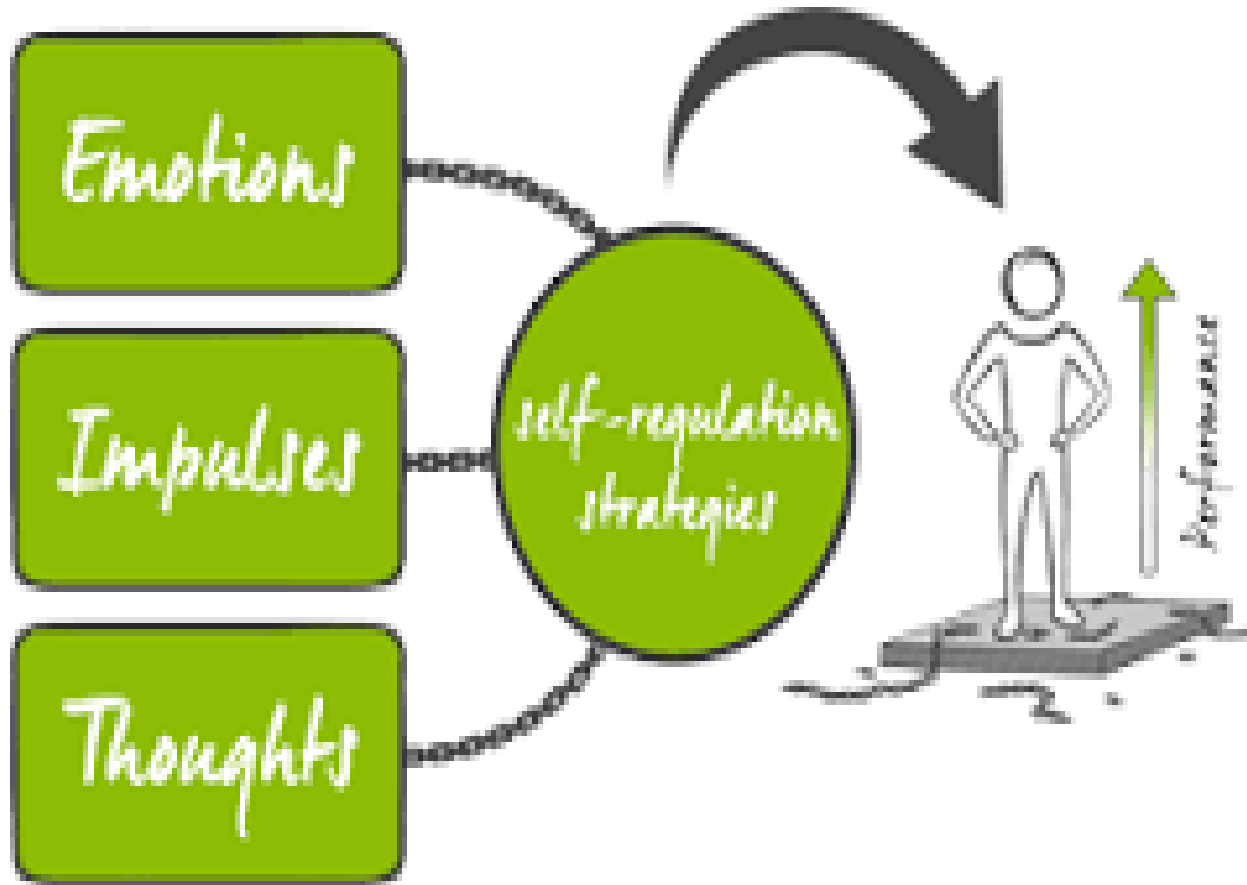


# Self-Regulation

Manage your emotions and behavior to match the given situation.

Resist highly emotional reactions to things that upset us

Calm ourselves down when we do get upset



# Key Skills Essential to Self-Regulation

- *Awareness* of internal state
- Ability to *tolerate* a range of emotions
- Ability to *appropriately adjust* your emotions to the situations
- Developed understanding of how their emotions, *feelings, thoughts, and behaviors* are connected
- Knowledge of what *triggers* emotions

OBJECTIVES. Participants will identify:

**How healthy self-regulation develops**

Strategies they can use in their classrooms to help students regulate their emotions



# A Simple Model of Regulation



Understands when he/she can independently regulate versus when one needs to co-regulate and can determine who the best co-regulation partner for the situation.

Begins to shows independent regulating skills at times

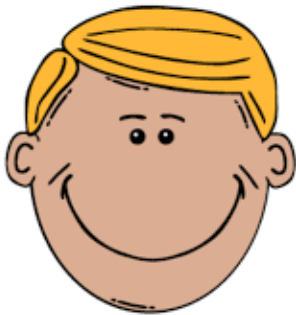
Can regulate WITH an adult helping (co-regualtion)

Needs adult to do all of the regulation



## Regulation looks like:

- Interprets event rationally
- Thinks through the situation and problem-solves
- Reacts in a calm & appropriate manner



## Dysregulation looks like:

- Associates an event with a previous threat
- No time to think through situation
- Reacts quickly and intensely



# Common Triggers

(Hypersensitive –Neutral or positive)

- Perception of lack of power/control
  - Told what to do
- Unexpected change
  - Indoor recess
- Feeling shame/deprived
  - Not called on
  - Not first
  - Teacher talking to another student
- Intimacy and positive attention



# Three Categories of Dysregulation



**Fight**

- Physiological arousal
- Irritability/anger
- Trouble concentrating
- Hyperactivity
- Silliness



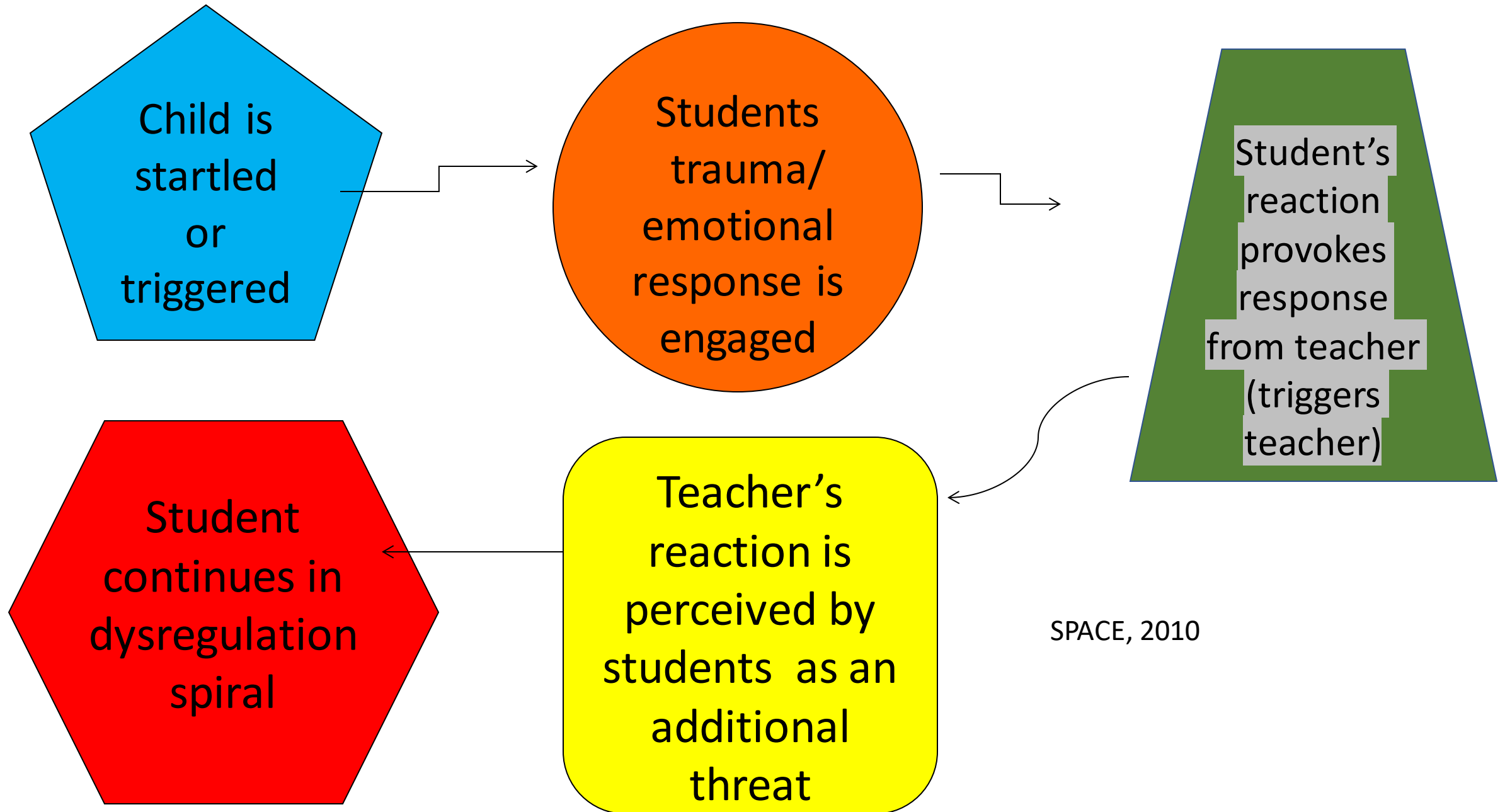
**Flight**

- Withdrawal
- Elopement
- Social Isolation
- Avoidance of others/activities
- Sitting alone in class/recess
- Running away



**Freeze**

- Constriction of emotional expression
- Stilling of behavior
- Overcompliance
- Denial of needs/eager to please
- Stealing/ Lying /Hoarding
- Pica or licking objects
- Non-Compliance

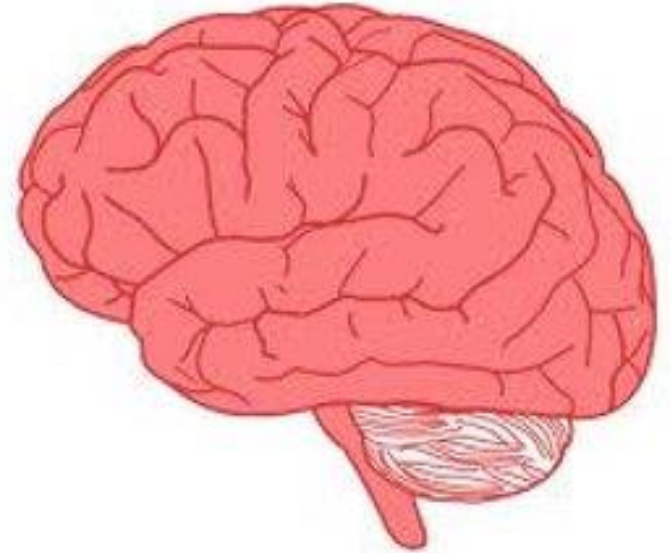


SPACE, 2010

# Why we need to treat these students with care

Differences in brain structure predispose traumatized children to difficulties with regulation

Behaviors such as hitting, running away, overcompliance, perfectionism, or even stealing or lying may be rooted in safety needs



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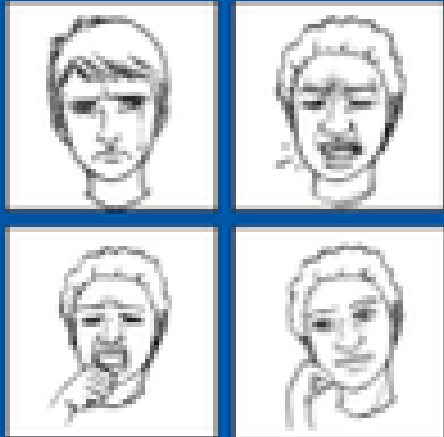
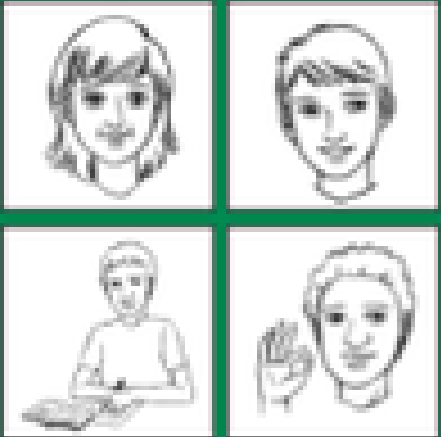

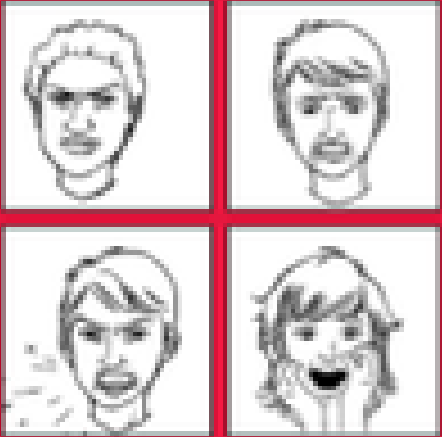




Responding to  
students'  
emotions



# The **ZONES** of Regulation®

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



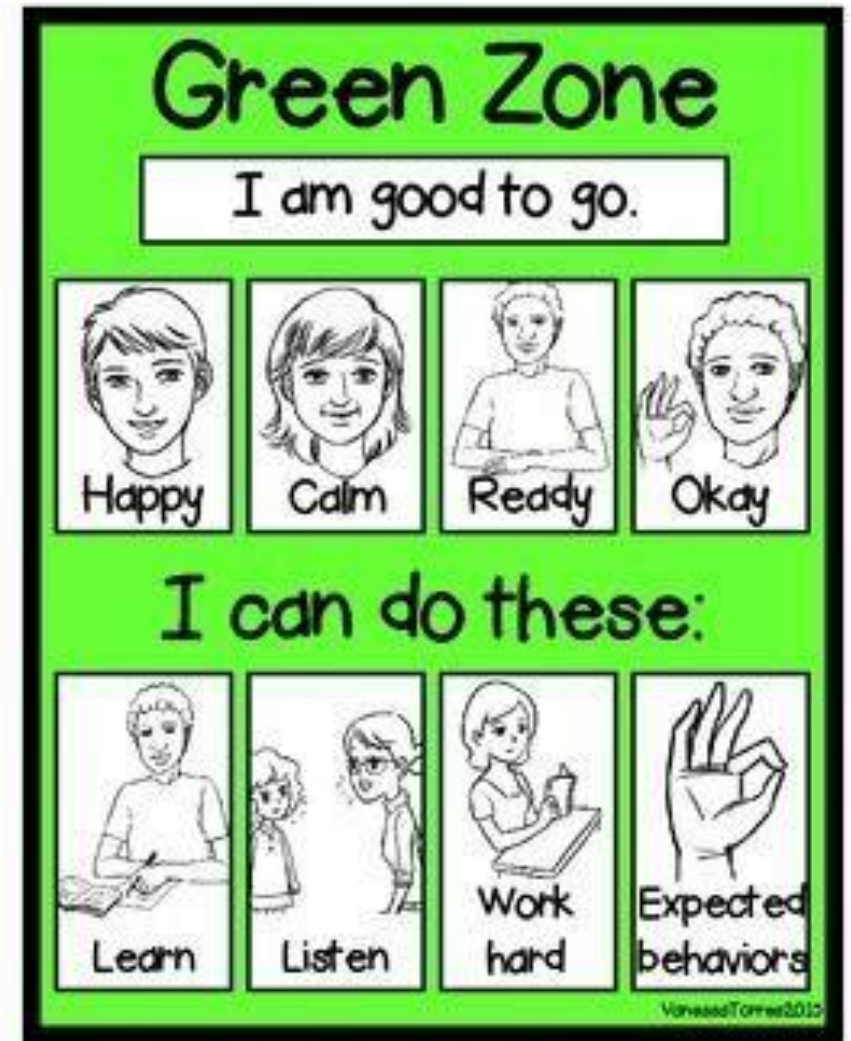
# Handout



	When students are...	I Have Tried	New Things I Can Try
	Sad, sick, tired, bored, moving slowly		
	Happy, Calm, Feeling Okay, Ready to Learn		
	Frustrated, Worried, Silly/Wiggly, Excited, Loss of some control		
	Mad/Angry, Terrified, Yelling/Hitting, Elated, Out of control		

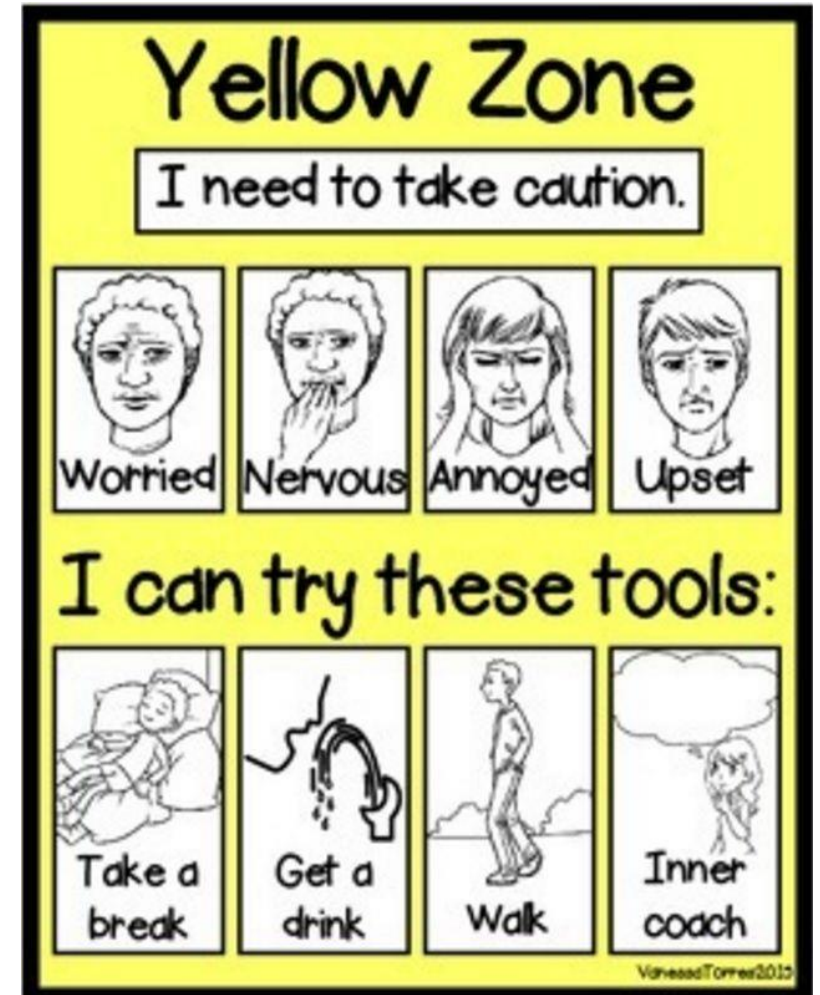
# Green Zone Strategies

- Acknowledge appropriate behavior
- Provide positive attention
- Foster the relationship (attachment)
- **I am ready to learn.**



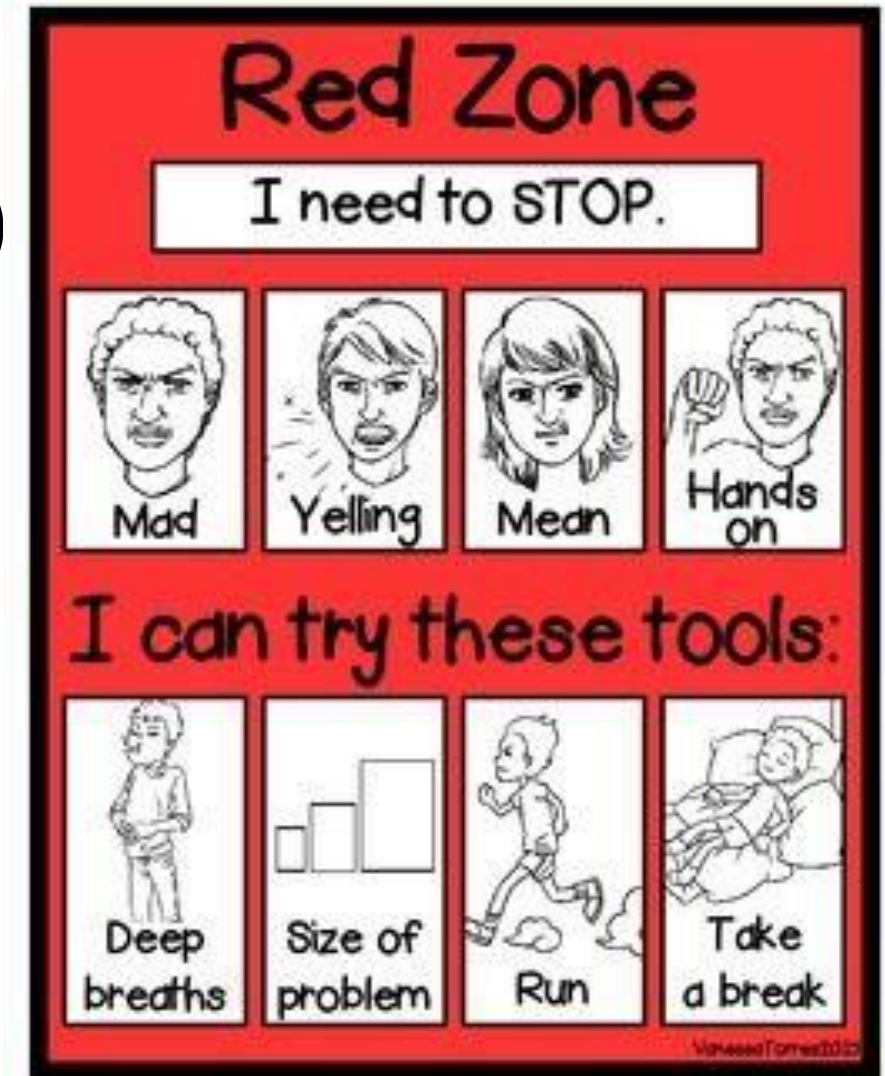
# Yellow Zone Strategies

- Antiseptic bouncing
- Sensory break
- Cool Zone
- Show empathy
- Just walk and don't talk
- I need you to help me calm down.



# Red Zone Strategies

- Keep everyone safe (including yourself)
- Remove the audience
- Use few words
- Avoid power struggle
- Be flexible—the student cannot
- Red Room option
- Avoid restraint
- I need you to keep me safe.





# Blue Zone



- Take a walk
- Talk to an adult
- Listen to lively music
- Sensory Walk
  - <https://www.youtube.com/watch?v=e-xlx8ufJuc>
- Brain Gym activities
  - <https://www.youtube.com/watch?v=VL4an7UC3wA>
- **I need you to help me regain energy.**



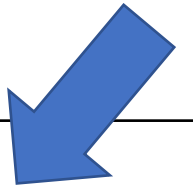
	<i>Response</i>	<i>Example</i>	<i>Non-Example</i>
<b>Red Zone</b>	<i>Silence &amp; Safety</i>	Student yells at staff to "shut up." Staff is silent and does not engage and stands in a supportive stance.	Student yells at staff to "shut up". Staff says, "Don't talk to me that way" before being silent.
<b>Yellow Zone</b>	<i>Empathic Listening</i>	Student says,"This is dumb, I'm not doing it." Staff says "I hear you don't want to do this. Is it hard?" Student says, "Yes" Staff responds, "You're saying you're upset b/c it's hard. Would you feel better if I help?"	Student says,"This is stupid, I'm not doing it" Staff responds, "I know you don't want to do it but you have to."
<b>Blue Zone</b>	<i>Energy</i>	Student has their head down and appears tired. Staff says, "You look like you are tired. You must be in the Blue Zone. What can we do to make you ready to learn?"	Student has their head down and appears tired. Staff says, "You need to get back to work."
<b>Green Zone</b>	<i>Shared Plan</i>	Student and staff are both calm and both provide an example of how they could better approach the situation	Student and staff are both calm and staff tell student what they should do in the future



# Handout: New Things I Can Try...

- Complete the last column based on what you have learned!

	When a student is...	I have tried...	New Things I Can Try...
	Mad/Angry, Terrified, Yelling/Hitting, Elated, Out of control		
	Frustrated, Worried, Silly/Wiggly, Excited, Loss of some control		
	Sad, sick, tired, bored, moving slowly		
	Happy, Calm, Feeling Okay, Ready to Learn		



# Pair and Share: Scenario

Jack is given a worksheet, crumbles it up and throws the paper across the room.

What Zone might Jack be in?

What strategies might you use?





# Pair and Share: Scenario

As you are teaching the math lesson, you see Kyle bouncing on his chair and tapping his pencil rapidly on his desk.

What Zone is Kyle in?

What strategies might you use?



# Pair and Share: Scenario

Teacher hands back an assignment with a low grade to a student.

Student turns red, yells, "You're a b\*\*ch!", throws a book across the room and leaves the room.

What strategies would you use?

What strategies would you avoid?



# Teaching Regulation



in the Classroom

# Key Skills Essential to Self-Regulation

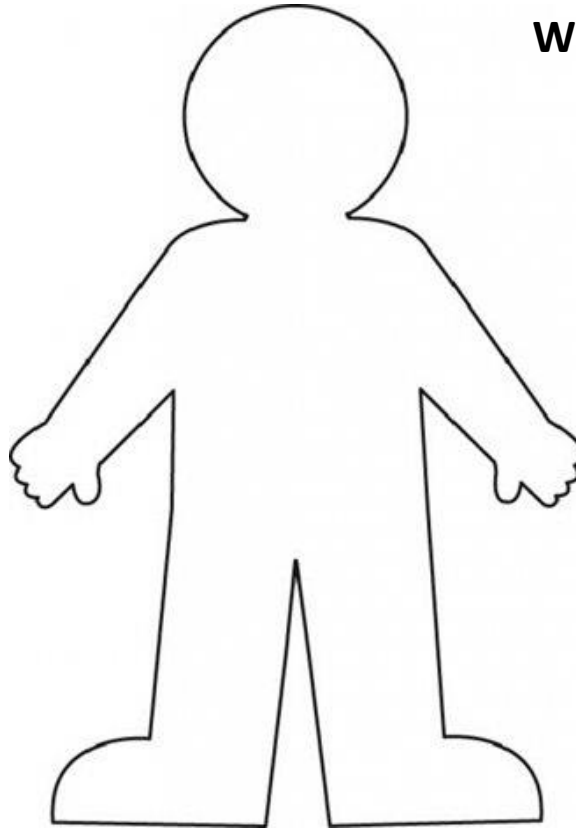
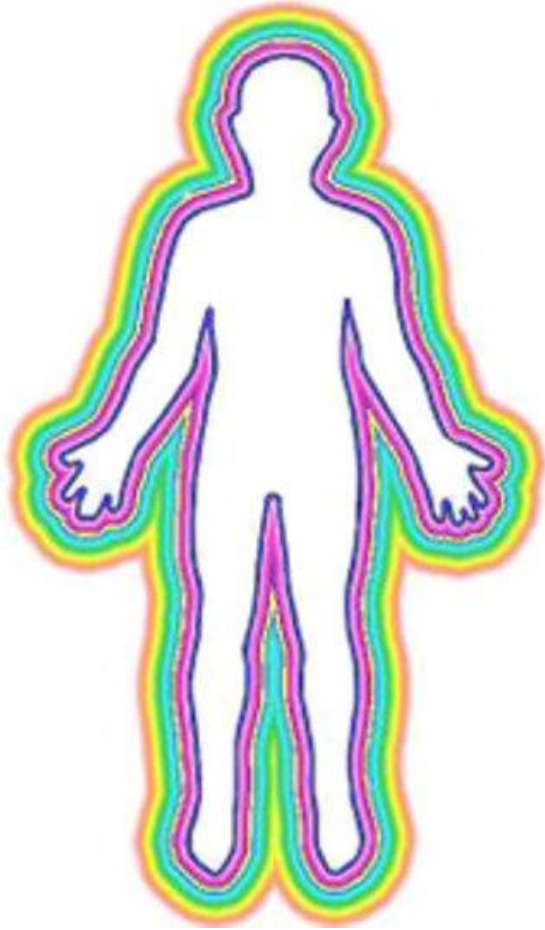
- **Awareness of internal state**
- Ability to tolerate a range of emotions
- Ability to appropriately adjust your emotions to the situations
- Developed understanding of how their emotions, feelings, thoughts, and behaviors are connected
- Knowledge of what triggers emotions

# Emotional Identification

**Definition:** To recognize emotional responses in daily interactions.



# Body Scan



WHERE DO YOU FEEL YOUR FEELINGS?

Show the places  
with these colors:

**Sad-Blue**

**Fear-Black**

**Guilt-Brown**

**Anger-Red**

**Jealous-Green**

**Nervous-Orange**

**Happy-Yellow**



# Frequent check-ins



What Zone Are You In?			
Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Disgusted Out of Control

# Siggies' Zones Chart

## Siggie's Zone Chart

+	I look like	I am thinking	I am feeling	Together we
	I am yelling swear words. I am throwing things. <b>Red Zone</b>	Nothing I have to hurt someone I have to get out of here	Hot Very angry Out of control	Find a safe place for me to go outside of class, like Red Room Not talk
	I am yelling SHUT UP  <b>Yellow Zone</b>	I want them to stop talking about me It is too loud in here I don't like that person telling me what to do	My heart is pumping faster. My face is getting red I want to hit someone	Go to the Zen Den in the room. Teacher can ask me what I need I can take deep breaths at my desk Brain break
	I am doing my work or playing  <b>Green Zone</b>	I am okay. I can do this.	Good In control	I keep working or playing. Teacher can give me a high-5
	I am laying down on the floor or crying  <b>Blue Zone</b>	I want to sleep. I want to cry.	Sleepy Sad	Brain gym in the back of the room or in Yellow Room.



# Mindfulness



## Weather Reporting

# *Feelings Charades*



## Emotions Charades

*a simple action game for preschoolers*



# BE A FEELINGS DETECTIVE



## Increasing Emotional Awareness

- **Build an emotional vocabulary**
- Grades 1-6, 2-5 Players

# Feelings Buddies Example



- Allows for students to talk about their emotions without talking about themselves
- <https://www.youtube.com/watch?v=CcWGq9pcfc4>
- 2 minutes

# Key Skills Essential to Self-Regulation

- Awareness of internal state
- **Ability to tolerate a range of emotions**
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- Knowledge of what triggers emotions

# What is Emotional Modulation?

**Definition:** To increase or decrease the intensity of an emotional experience.





# Modulation Suggestions



**Teach and practice strategies when calm,  
...Then use when child is dysregulated.**

- Deep breathing
- Mindfulness (e.g., Calm Classroom)
- Yoga moves, stretching & relaxation exercises (binder)
- Talk with someone regulated

# Talk with Someone Regulated





Let's Try It!  
Breathing Hands



# Calm Classroom & Mindfulness

<https://www.youtube.com/watch?v=hCrkJML61a0>



# Guided Imagery and Mindfulness Activities



## Guided Imagery

[https://www.youtube.com/watch?v=\\_mX4JBB1cBk](https://www.youtube.com/watch?v=_mX4JBB1cBk)



Home » Mindfulness » Mindfulness Activities for Children And Teens: 25 Fun Exercises For Kids

## Mindfulness Activities for Children And Teens: 25 Fun Exercises For Kids

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*"In today's rush, we all think too much — seek too much — want too much — and forget about the joy of just being" (Eckhart Tolle).*

**Mindfulness** can add to the quality of our lives in numerous ways, from nurturing a sense of inner peace to improving the quality of a workout, from enhancing self-confidence to facilitating deeper and more meaningful relationships with others.

In children specifically, mindfulness has been found to:



<https://positivepsychologyprogram.com/mindfulness-for-children-kids-activities/>

# Yoga Moves



# Toolbox

- Introduce each tool
- Use the tools throughout the day in natural interactions



<https://youtu.be/iuJ6JrZ-QNI>

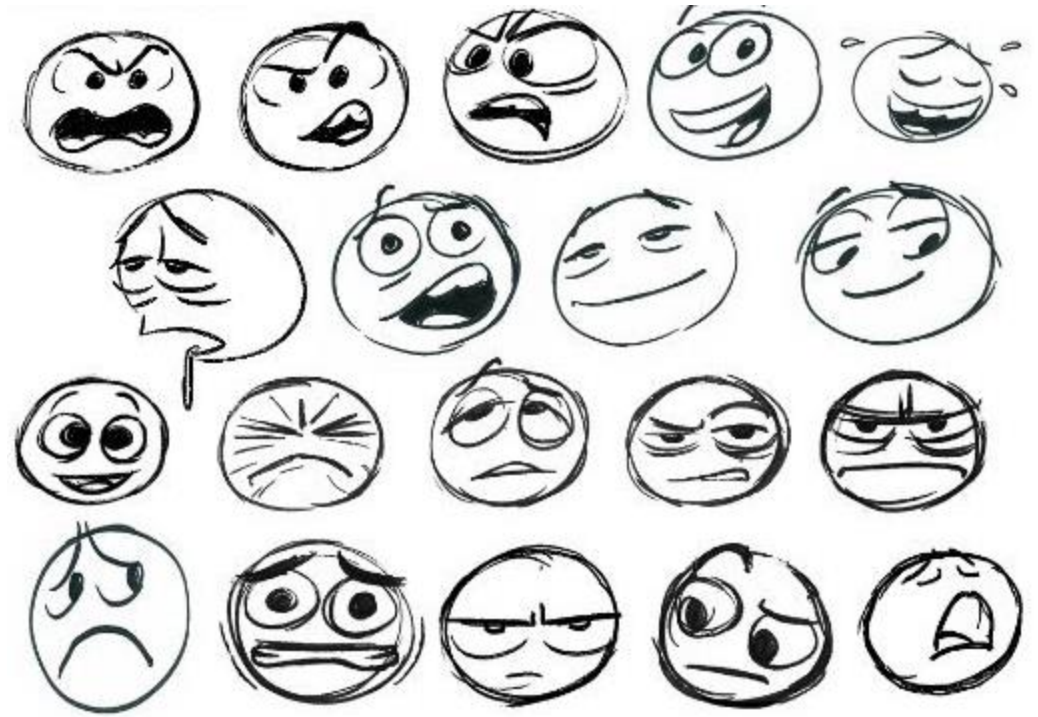
# Key Skills Essential to Self-Regulation

- Awareness of internal state
- Ability to tolerate a range of emotions
- Ability to appropriately adjust your emotions to the situations
- **Developed understanding of how their emotions, feelings, thoughts, and behaviors are connected**
- **Knowledge of what triggers emotions**



# Emotional Expression

- The ability to communicate emotional experiences with others



# Social Review

- Teacher: "Tell me what happened"
- Child talks about what they did and how they understood it.
- Teacher responds, "Oh, so you were thinking \_\_\_\_\_. I was thinking \_\_\_\_\_, so we were thinking differently."
- Teacher: "How can we make this better?"

# The Coping Log

- Talk through situations that went well or not so well

Date and time	
What happened	
I was thinking	
I was feeling	
What I did	
My consequences (good or not good) were	
How I think I handled it	
If I could change how I thought about this or how I reacted, I wish I could have...	

# Social Stories "Carpet time"

Sometimes our class sits on the carpet to listen to stories and answer questions. My friends are trying hard to listen so that they can enjoy the story. It can be hard for them to listen if I am noisy or not sitting still. I will try to look at the teacher and answer questions when the teacher calls on me during our time on the carpet. If I feel myself wanting to be noisy or not sitting still, I can ask my teacher to hold onto the squishy ball while I listen to the lesson.



# Major Points...

- Attachment, Regulation & Competence interact
- Students with trauma histories may not have the skill to self-regulate
- Regulation strategies should only be taught when students are regulated (and should only be expected after they are established)
- We can help students learn self-regulation by using activities that require students to practice:
  - Identifying their emotions
  - Modulating their emotions
  - Expressing their emotions





Thank you for your all  
you do!

Any Questions?