Self-Regulation works with social-emotional learning programs like Mind-Up or the Zones of Regulation

All of these programs help to improve self-regulation!

The Mind-Up program is designed to reduce stressors by improving mindfulness and self-awareness. The Zones of Regulation program is a visual system for helping children to become aware of their state of stress. Using these programs is one way that you can help students develop an awareness of self-regulation. If you would like help implementing these programs or would like to consult about how to build awareness of self-regulation in your classroom, please call 867.456.6060 or email stacey.burnard@gov.yk.ca

Books
Calm, Alert, and Learning
By Stuart Shanker
The Mind-Up Curriculum
By The Hawn Foundation

Websites
The Canadian Self-Regulation Initiative www.self-regulation.ca
Zones of Regulation www.socialthinkking.com

Websites

Self-regulation is the ability to recognize and manage stress levels.

A friendly document from Student Support Services
For more information call 867.456.6060 or email stacey.burnard@gov.yk.ca
This information has been adapted from Calm, Alert, and Learning by Stuart Shanker.
Why do children and teachers need to self-regulate?

Self-regulation is our ability to adjust our stress levels (emotions, behavior & attention) to meet task demands.

Everyone has different baselines of arousal or stress level and is affected by different stimuli or sensations and thus need to expend different levels of energy to engage in a similar activity.

Adults around children need to be optimally regulated themselves and can be better able to help children achieve optimal regulation.

A child with good self-regulation knows...

1. What it looks like to be calmly focused in each of the 5 domains
2. How to recognize stressors and what to do to return to an optimal state of regulation

Recognizing Stress Levels

Recognizing Low Stress/Arousal:

This child may be:

- Drowsy looking or tired
- Slouching in her or his chair
- Daydreaming or looking spaced out
- Having a hard time with transitions
- The most hypo-alert state is sleep

This child needs to up-regulate to achieve an optimal level of stress or arousal.

If you consistently see any of these states of stress in a child within your classroom, please call or email your school’s occupational therapist for a consult. Your OT can create individual strategies to help you to support the child in achieving optimal state for learning.
Whole Class Strategies

Environmental Set-Up

Supporting a child to regulate by adjusting stimuli in the environment to engage or sustain the child’s attention. These ideas are very simple and can help to regulate your whole class. Once set-up, they require no additional effort.

- Limit visual material on walls
- Use natural light and lamps
- Keep clutter to a minimum (e.g. curtains over shelves)
- Cover the bottom of desk and chair legs with tennis balls to reduce noise
- Arrange your classroom so that noisemaking activities are in one area and quiet activities in another.
- Reduce unnecessary noises (i.e. noisy fans, computers on, door clacking, bell buzzer versus music or chime bell)
- Set-up a safe space for down-regulation (i.e. tent, pillow pile, rocking chair)
- Make it comfy with plants and fabrics
- Offer different seating options including yoga ball, cubby hole, standing up at desk, beanbag chair, or exercise bike
- Set up predictable schedules with regulatory breaks sandwiched between academics, after recess, and the start of day

For Regulation…

Daily Practice

Engage students in decision-making; the more sense of control over learning, the more likely to regulate

Up regulate using movement breaks, boot camps, exercise, brain gym/cross hemisphere, video/computer

Down regulate using music, yoga, or beanbag chairs

Try self-control games like Simon says, green light and red light, freeze tag, martial arts, following directions, patterns, or recipes

Remember soft and friendly tones of voice and low voice levels
Calmly Focused in each of the Five Domains of Self-Regulation...

**Biological**
How well the child regulates his or her stress or arousal level
- Health, nutrition, sleep, exercises, and sensory inputs from the environment (auditory, visual, tactile)

**Emotional**
How well the child monitors or modifies emotional responses
- Intense emotions (anger, fear, frustration, sadness, anxiety, excitement) make it difficult to establish and maintain optimal regulation

**Cognitive**
How well the child can manage mental processes
- Sustain and switch attention, sequence thoughts, hold information in mind, ignore distractions, inhibit impulsive behavior with appropriate task demands

**Social**
How well the child has mastered socially appropriate behaviour
- Co-regulation, perspective taking, understanding the impact on others

**Prosocial**
How well the child can reflectively think
- Show empathy; do the “right” thing

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**Spotlight on**

Recognize **High Stress/Arousal:**

This child may be:
- Fidgeting, squirming, or unable to sit still
- Running around, jumping, or waving his or her arms
- Talking a lot
- Really excited or frustrated
- Having a hard time starting or following through with transitions
- The most **hyper-alert** state is a tantrum

This child needs to **down-regulate** to achieve an optimal level of stress or arousal.