

Strategies for the Domains of Self-Regulation

Domain and Definition	A child having difficulty regulating in this domain may:	Strategies At School	Strategies At Home
<p>Biological Domain</p> <ul style="list-style-type: none"> • Physical health • Sufficient energy across the day • Ability to recoup energy after taxing experiences • Ability to focus around distractions • Ability to follow healthy daily routines 	<ul style="list-style-type: none"> • 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 • become over-stimulated and need to down-regulate 	<ul style="list-style-type: none"> • Less intense lighting - soft white light • Use blinds to block out light • Less bright visual materials • Dynamic seating • Choice in seating (exercise balls, beanbag chairs, rocking chair) • Keep clutter to a minimum • Oral input (healthy crunchy snacks, water bottles etc.) • Plants • Bathroom break • Removing squeaky chairs • Designating areas for quiet and noisy activities • Creating comfortable learning areas to down-regulate • Using music to signify transitions/ MindUp chime • Visual schedules (predictable) • Noise cancelling headphones • Dividers and fidget tools (i.e., Playdough) • Action breaks • Desk pedal bike 	<ul style="list-style-type: none"> - Creating space for quiet time - Organize work space with your child - Playdough - Predictable schedule - Warnings when transitions are near - Use a visual timer - Chunk homework - use visual timer and allow for breaks - Rocking back and forth is calming; swinging outside or a rocking chair inside would help
<p>Emotional Domain</p> <ul style="list-style-type: none"> • Modulation of strong emotions • Ability to recover from adversity • Courage to learn new things • Desire to achieve goals • Healthy and realistic sense of self 	<ul style="list-style-type: none"> • become overly excited when praised • show intense frustration when trying to solve a problem • become anxious when dealing with confrontation • have difficulty focusing when strong emotions arise 	<ul style="list-style-type: none"> • Holding classroom meetings to check feelings • Yoga and meditation • Breathing exercises (MindUp) • Encouraging students to express how they are feeling verbally • Using strategies and language from the program, “The Zones of Regulation” • Teaching calm down techniques (breathing, counting down, Hoberman ball) • Playing calm music during work • Teaching positive self-talk • Journaling feelings and experience • Role playing how to express and cope with a wide range of emotions 	<ul style="list-style-type: none"> - Spend time talking to your child about his/her day; validate their feelings - Yoga classes - Calm area in house to retreat if needed - Learn new things together - Literature: <ul style="list-style-type: none"> - <u>Pete the Cat, I Love My White Shoes</u> by Eric Litwin (Positive Self-Talk) - <u>How Are You Peeling?</u> By Saxton Freymann and Joost Eliffers - Talk through an event or activity that may be causing anxious feelings; what could you do to feel prepared? (e.g., a kit for babysitting) - Access resources on Anxiety BC website (www.anxietybc.com)

<p>Cognitive Domain</p> <ul style="list-style-type: none"> • Focus and switch focus as required • Consider multiple perspectives • Plan and executive several steps consecutively • Problem-solve and revise plan • Understand cause and effect • Time Management (Prioritize tasks and goals) • Self-reflection and self-awareness 	<ul style="list-style-type: none"> • have difficulty focusing attention • give up at the slightest frustration • daydream during class • be distracted by impulsive thoughts 	<ul style="list-style-type: none"> • Preferential seating • Providing instruction in more than one mode • Quiet place when feeling overwhelmed • Learning games (Simon Says, Statues, Musical Chairs etc...) • Breaking down instructions • Providing collaborative learning experiences • Allowing students choice and to set own goals • Digital technology • Using students' passions to engage learning (consultation with families) • Teaching time management skills • Visual timer • Self-reflection • Providing consistent routines • Homework board 	<ul style="list-style-type: none"> - Have consistent routines - Help prioritize homework tasks - Use a visual timer - Daily routine can be posted as a reminder - Play games (Simon Says) or do puzzles - Help your child understand his/her strengths and build on these - Empower your child by giving him/her choice - Model good listening - Provide clear instructions (write them down; break them down) - Organize your child's environment (with him/her)
<p>Social Domain</p> <ul style="list-style-type: none"> • Understanding the feelings and intentions of self and others • Monitoring the effects responses and adjusting when necessary ("appropriate responses") 	<ul style="list-style-type: none"> • have difficulty listening to the ideas of others • have difficulty taking ownership over actions • respond inappropriately to a situation • have difficulty reading social cues 	<ul style="list-style-type: none"> • Collaborative learning experiences • Group music experiences (musicals) • Demonstrating a good sense of humor • Using literature to deepen communication of feelings • Teaching how to read social cues • Using expected and unexpected behaviour prompts • Teaching social media communication skills • Reinforcing school's Code of Conduct • Family nights (e.g., Bingo) 	<ul style="list-style-type: none"> - Plan social activities - Have family nights - Read literature that focuses on social thinking - <u>You Are a Social Detective!</u> by Michelle Garcia Winner - <u>SuperFlex takes on Rock Brain and the Unthinkables</u>, by Stephanie Madrigal - <u>Personal Space Camp</u> by Julia Cook

<p>Pro-Social Domain</p> <ul style="list-style-type: none"> • Caring about another's feeling 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Building community in the classroom • Providing service opportunities within the school (office monitors, PE monitors, etc.) • Supporting outreach initiatives (form a student club) • Using behaviour reflection sheets • Encouraging student initiated action • Facilitating connections with buddy classes • Holding classroom meetings to check feelings • Anti-Bullying initiatives and programs • Incorporating literacy experiences that focus on empathy 	<ul style="list-style-type: none"> - Watch movies together that incorporate empathy (e.g., Ice Age, Beauty and the Beast); talk about how the characters' feelings - Read stories together (e.g., <u>The Mouse and the Motorcycle</u>) - Support action your child wants to take - Food Bank - discuss initiatives like this with your child
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Compiled by West Bay Elementary School, School District 45 (West Vancouver); Some ideas from Stuart Shanker's book, Calm, Alert, and Learning