Calm-A-Llama

NO DRAMA LLAMA

Helping Kids Thrive with BIG Emotions!
Self-Regulation:
Being able to consistently regulate your own feelings and behavior.

“Children learn to regulate thoughts, feelings, behaviors, and emotion by watching and responding to adults’ self regulation.”
Biodots:

I CAN CHANGE THE WAY I FEEL
WHEN I AM TENSE, I TAKE A DEEP BREATH AND COUNT TO 5
I BREATHE OUT AND I TAKE A DEEP BREATH AND COUNT TO 5
I BREATHE OUT AND I TAKE A DEEP BREATH AND COUNT TO 5
I CAN BE HEALTHY. I RELAX MY HANDS, MY ARMS
MY FACE, MY CHEST, MY LEGS, MY FEET. I IMAGINE A WARM
SUN SENDING WARMTH DOWN MY ARMS INTO MY HANDS. I
IMAGINE A WARM SUN SENDING WARMTH DOWN TO MY FEET.

Place a Biodot on the back of your hand

KIDS STRESS TEST
BLACK = TENSE, GRIT TEETH
GREEN = CALM, EASY, NICE
BLUE = RELAX, PEACEFUL, HAPPY

DEEPLY RELAXED
TRANQUIL
CALM
INVOLVED
TENSE
STRESSED
WHAT DOES RESEARCH TELL US ABOUT SELF-REGULATION?

• 30% of children entering kindergarten lack the social and emotional skills to be “ready” for school (up to 40% in low-income families)

• Learning socially disruptive patterns of behavior can evolve into physical aggression and bullying

• If self-regulatory behaviors aren’t introduced at a young age the brain areas may not develop to their full potential
HOW DOES THE BODY RESPOND?

- Happens in the same part of the brain as reward and emotion processing (prefrontal cortex)

**Emotional responses happen on 3 levels:**

- Bodily response (body’s reaction to the emotion)
  - Increased blood pressure, increase heart rate, adrenaline rush, cortisol release

- Behavioral (outward expression seen by person’s actions)

- Experiential (internal experience of an emotion)
  - Example: You almost get in a car accident
The brainstem controls heart rate, body temperature, and other survival-related functions. It also stores anxiety or arousal states associated with a traumatic event. Moving outward towards the neocortex, complexity of functions increases. The limbic system stores emotional information and the neocortex controls abstract thought and cognitive memory.
Social Activity/Picture Cards:  
(Amazon/Dixit)  
- Allows students to relate to each other  
- Gives them a Voice  
- Build Social Skills  

Activity:  
- Find someone you do not know and share why you chose your card.  
- Introduce yourself, listen with purpose, and share.  
- Share with Group
Self-Regulation Sources for the Classroom:

THE ZONES OF REGULATION
A CURRICULUM DESIGNED TO FOSTER SELF-REGULATION AND EMOTIONAL CONTROL

Written and Created by Leah M. Kuyper, MA Ed. OTR/L
Forward and Selected Lessons by Michelle Garcia Winner

“HOW DOES YOUR ENGINE RUN?”
A Leader’s Guide to The Alert Program for Self-regulation
Mary Sue Williams, OTR/L
Sherry Shellenberger, OTR/L

Therapy Works, Inc.
Check Engine Activity:

**Red:** Bouncy House Day/Lots of energy/Not a Good Learning level

**Green:** Best Learning Level/Best Thinking Level

**Blue:** No Energy/Lay Down on the floor learning Day/feeling sick/sad

Ask Students: How’s your learning level? How is your engine running?

Is It: Just Right? Too Fast? Too Slow?

What can you do to make it just right?

How can I help you?

Let’s Practice!

(Create students a “Check Engine Folder” with color chart). Teach and model to students on how to be responsible for their own self-regulation of learning.
How is your engine running?

Just Right
- Calm
  - I can concentrate.
  - My mind and body are able to focus on my work.

Too Slow
- Sleepy
  - I can't focus.
  - I need an energy boost for my mind and body.

Too Fast
- Over excited
  - I can't focus.
  - I need to calm my mind and body.

Ready to Learn
- Low
  - Not ready to work.
  - Body still.

High
- Focused
  - Body still.
  - Not ready to work.

Respectful
- Looking
  - Body still.
  - Not ready to work.

Focused
- Ready to go
  - Body still.
  - Not ready to work.

Not Ready to Work
Zones of Regulation

**BLUE ZONE**
- Sad
- Sick
- Tired
- Bored
- Moving Slowly

**GREEN ZONE**
- Happy
- Calm
- Feeling Okay
- Focused
- Ready to Learn

**YELLOW ZONE**
- Frustrated
- Worried
- Silly/Wiggly
- Excited
- Loss of Some Control

**RED ZONE**
- Mad/Angry
- Terrified
- Yelling/Hitting
- Elated
- Out of Control

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**Blue Zone Tools**
- Stretch

**Green Zone Tools**
- Drink water
- Deep breaths
- Take a break

**Yellow Zone Tools**

**Red Zone Tools**

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THE ZONES OF REGULATION®

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Calming/Chill Out/Take a Break/Just Hang Out “Corner”

- Allows kids a place to go, regulate, and then return when ready.
- Model for students how to use correctly.
- Can be implemented at any level.
- When implemented correctly, it can deter meltdowns and allow students to stay in classroom.
Calm Down Corner Rules

1. Set Timer for 3 minutes.
2. Choose:
   - Calm Down Kit
   - Calm Down Picture
   - or go back to work.
3. Talk to Ma. or go back to work.

How I Feel:
- angry
- sad
- embarrassed
- scared
- tired
- confused
- grumpy
- excited
- sick
- happy

1. Take a breath.
2. Count to ten.
3. Pick a tool and try it out when your words and body feel calm, please come join my circle again.
4. If you still need help, calm talk to the teacher.

How I'm Feeling

I'm feeling sad.

Primary Paradise
Other ways to Help students with BIG Emotions:
- Build Meaningful Relationships
- Know and Model your own strong self-regulation.
- Deep Breaths: Hoberman Sphere
- Provide stability and consistency - Clear rules, limit-setting, routines
Accept the child’s emotions and emotional responses
  - Emotional outbursts aren’t intentional
  - Everyone is entitled to their emotions - Identify triggers and use them to teach problem solving.
- Help children be aware of the stages in the build up of tension - Encourage children to talk about feeling.....
Use a daily Social-Emotional Check-In System:
Use and Model Positive Self-Talk and Imessages:

**I Messages-Asking For Change**

1. I feel ________________________.
2. when you ________________________.
3. Can you please ________________________.
4. and then I can/we can ________________________.

**Response-Active Listening**

1. You sound ________________________.
2. that/because ________________________.
3. Next time I will ________________________.
4. and I ________________________.

**WHAT CAN I SAY TO MYSELF?**

**INSTEAD OF...**
- I'm not good at this
- I'm awesome at this
- I give up!
- This is too hard
- I can't make this any better
- I can't do math
- I made a mistake
- I'll never be as smart as her
- It's good enough

**TRY THINKING...**
- What am I missing?
- I'm on the right track
- I'll use some of the strategies I've learned
- This may take some time and effort
- I can always improve; I'll keep trying
- I'm going to train my brain in math
- Mistakes help me improve
- I'm going to figure out what she does and try it
- Is this really my best work?
- Turn a negative issue into a positive one. If a student is feeling anxious about doing an assignment, walk over and say, “I know you are doing great work.” I am going to come back and check on you in a few minutes—(make sure you go back and check on student).

- Give students time and space. Use non-verbal cues instead of verbal cues. Try to eliminate being negative or targeting the student in front of class. Replace it with eye-contact and a post-it direction reminder (student humming or making noises example).
“Preview Work for the Day” Strategy (completion of math homework or classwork example).

**Elementary:** Morning—Allow students to work with you one on one with new problems to make sure they understand it. Then let them complete it later in the day when you know they can do it alone.

**High School:** Give homework problems to students the day before without any pressure to complete it and continue it at school the next day. This eliminates worry and anxious feelings.

- Coloring for Calmness.....
-Play Self-Regulation/Social Games with your students:

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<tr>
<th>1</th>
<th>Red Light, Green Light</th>
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<tbody>
<tr>
<td>2</td>
<td>Simon Says</td>
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<td>3</td>
<td>Partner Obstacle Course</td>
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<td>4</td>
<td>Duck Duck Goose</td>
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<td>5</td>
<td>Freeze Tag</td>
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<td>7</td>
<td>Wacko Relay</td>
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<td>Freeze Dance</td>
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<td>Musical Chairs</td>
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<td>10</td>
<td>Parachute play</td>
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<tr>
<td>11</td>
<td>&quot;Counting down&quot;/anticipation activities</td>
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<tr>
<td>12</td>
<td>Hand clapping games</td>
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<tr>
<td>13</td>
<td>Hedbons (card game)</td>
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<td>14</td>
<td>Suspend (board game)</td>
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<td>15</td>
<td>Balloon volleyball</td>
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<td>16</td>
<td>Jenga (board game)</td>
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<td>17</td>
<td>Operation (board game)</td>
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<td>18</td>
<td>Simon (electronic game)</td>
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<td>19</td>
<td>Sequencing multiple motor tasks</td>
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<td>20</td>
<td>Bop It (electronic game)</td>
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<td>21</td>
<td>Spot It (card game)</td>
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<td>22</td>
<td>Breathing techniques</td>
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<td>23</td>
<td>Meditation</td>
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<td>24</td>
<td>Yoga</td>
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<tr>
<td>25</td>
<td>Zones of Regulation (book &amp; program)</td>
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Find instructions for #s 3, 7, 10, 12, and 22 by searching the titles at theinspiredtreehouse.com
Egg Shakers Social/Self-Regulation Activity (Amazon)
CHALLENGING BEHAVIORS AND MENTAL HEALTH: STRATEGIES AND IDEAS
CHALLENGING BEHAVIOR WORKS

Children engage in challenging behavior because "it works" for them.

It serves 2 purposes: 1-Child gains access to something or someone • i.e., obtain/request
2-Child avoids something or someone • i.e., escape/protest
STRATEGIES FOR ANGRY KIDS

• Practice calming strategies throughout the day to reduce the overall feelings of anxiety/anger

• Listening for understanding is impossible when a child is "drunk" on anger

• Never reason with an angry child. Instead say, "It sounds like you’re really mad. I want to listen and understand. I will listen when your voice is as calm as mine."

• Once the child is able to discuss the anger, listen without reasoning.
WAYS TO SUPPORT ANXIOUS KIDS

• Teach them what their body looks or feels like when it is anxious.

• Teach them the self-regulation and breathing strategies

• Seat them away from peers who are loud or misbehave

• Signal the class before directions are given (flashing the lights, clasping hands, etc.), as well as use visual cues

• Escape Option/Calm Down Pass: If the child becomes overwhelmed, there should be a safe place where he/she can go until nerves have calmed down.
WAYS TO HELP ANXIOUS KIDS

• Deep breathing exercises
• Engage the 5 senses to pull them back into the present
  • Allow them to have “anxiety appointments”
  • Encourage them to “try acting as if they are not…”
    • Help them identify the feeling and reason
• Do you think your stomach ache is really because you are anxious about…?
  • Help them think of a way to calm down – Give options
CHILDREN WITH ATTENTION PROBLEMS

Often are looking around ……

Easily distracted

It's not that they can't pay attention... they may not be able to identify what they need to pay the most attention to

Imagine what it is like for these kids…

It can often be anxiety that is making it hard for them to focus
SUPPORTING CHILDREN WITH ATTENTION PROBLEMS

Strip/limit the environment around them (only display the "rules" on the wall)

Provide fidget toys
Rubber bands across chair legs (allows for silent extra movement)
Peer mentors (equal relationship)
Engage their brain instead of redirecting them all the time (use cues)
The Visual Box (they need to SEE their boundaries)
Stacey Sayavongsa, School Counselor
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BS in Elementary Education
MED in School Counseling
Resources:

http://www.zonesofregulation.com/
Zones of Regulation Book and CD on Amazon.com
http://www.amazon.com/Zones-Regulation-Leah-Kuypers/dp/0982523165/ref=sr_1_1_twi_unk_2?ie=UTF8&qid=1450195647&s
r=8-1&keywords=zones+of+regulation

Google Pictres
Collaborative for Academic, Social and Emotional Learning (CASEL)
In Schools then Tools for Families (Parent Packet) TACSEI
www.challengingbehavior.org

csefel.vanderbilt.edu/ Lifeskills4kids.com.au (free ebook)
Breathing CD www.miapsych.com