

Self Regulation

PRIMARY CURRICULUM



COPING SKILLS

What do you do when you're UPSET and DYSREGULATED?



INTERACTIVE + NO PREP

SPECIAL NOTE:

Hello colleagues! This resource was started and nearly finished shortly before COVID-19 struck the world and our schools all faced sudden and lengthy closures. It was not created specifically to be a distance learning resource and many of the examples and scenarios included are related or specific to the school setting.

That said, I think this can serve you well as you work to share lessons and activities with families and students.

This note is some suggestions for how to make it work for you now:

- **POWERPOINTS**

There are some activities in the slides that won't make much sense to include during distance learning, because they either reference worksheets or cooperative learning activities. You can right click and "hide" these to use for distance learning, then unhide them when you use it in person.

1. Use the PowerPoint presentations for live lessons through screensharing on Zoom, Google Hangouts, or Microsoft Teams. Talk through the slides, allow for student participation, etc.

OR

2. Create a video of the slides with you narrating them. Add in some pauses for students to think/respond independently on their end.

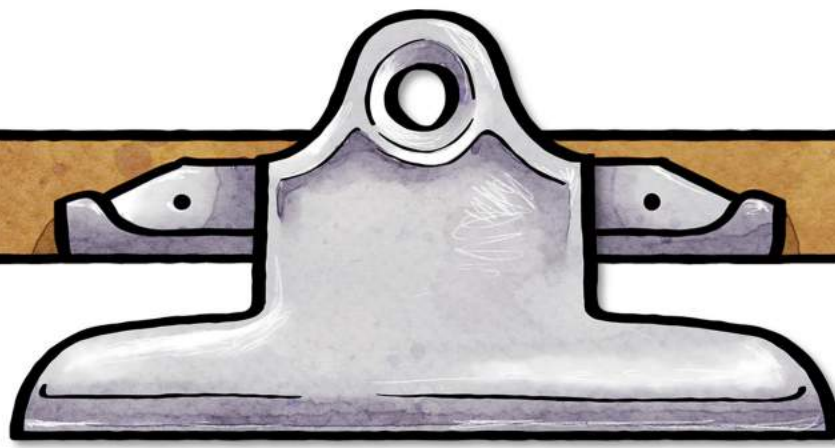
- Add your narration to the PowerPoint slides and export as a video.

OR

- Use screen recording (Loom, Quicktime, Screencastify, Screencast-o-matic, etc.) to record you presenting it.
- Upload the videos Google Classroom, Class Dojo, Seesaw, Canvas, etc.

• **WORKSHEETS**

- Pick out what worksheets may be helpful for 1) parents to print at home, 2) students to draw on or write on in Seesaw, or 3) for send home packets.
- Go to File → Print, type in the specific page(s) and then select "Print to PDF". This will generate a PDF of just the page(s) you want to share that you can post on the distance learning platform you are using (or to send via email to parents).



SELF REGULATION CURRICULUM

This resource is a complete curriculum for helping lower elementary students understand self-regulation and learn coping strategies. It will help develop increased self-awareness, coping skills, and decision making at school.

Often times, when our students are making unexpected or inappropriate choices, it's because their brains and bodies are dysregulated. Good behavior is about more than self-control; it's about helping students be self-regulated!

You can use just the PowerPoints for completely no-prep lessons, or you can use the worksheets as an extension. These PowerPoints are **animated and interactive** with several opportunities for students to practice the skill you're teaching.

Love to use mentor texts when teaching social emotional skills? I've also included a list of children's books that would make great companions to these lessons as well.

This resource also includes parts for making a bulletin board showcasing the six coping skills taught, and a poster with all of them (that looks just as great enlarged). Headed out to recess? The lanyard cards can help students recall and apply the skills on the playground.

Self-Regulation

OBJECTIVE(S): Students will identify and express emotions and identify physical feelings related to being regulated or dysregulated. Students will identify helpful vs. unhelpful coping skills and practice them. Students will connect choices to consequences (good and bad) and identify how to use coping skills when upset to make helpful choices.

MATERIALS: PowerPoints, companion books (optional), worksheet(s) (optional)

ASCA MINDSETS/BEHAVIORS: Demonstrate effective coping skills when faced with a problem. Demonstrate self-discipline and self-control

CASEL DOMAINS: Self-Awareness, Self-Management, Responsible Decision Making

OUTLINE:

- **Prep:**
 - Print off the scripts for each lesson. Review the PowerPoints in Slide Show/Presentation mode while reading through the scripts.
 - Select book companions (if applicable).
 - Print copies of worksheets (optional).
- **Present:**
 - Each PowerPoint is approximately a 20-35 minute lesson. Books and/or worksheets will add to lesson length, but can also be used to extend lessons into two sessions.
 - Presentations are animated and interactive. Most incorporate movement and nearly all of them include opportunities for "turn and talk"
- **Additional resources:**
 - Worksheets
 - Companion book list
 - Posters and bulletin board letters
 - Lanyard or keyring cards

Curriculum Sequence

Emotions	1	Understanding Feelings: Identifying the body language, facial expressions, and examples of happy, proud, excited, sad, worried, and angry
	2	Identifying and Expressing Feelings: Practicing expressing when one experiences different feelings, practice identifying which feeling one has in different situations, and understanding people might feel differently.
	3	Feelings in Our Body: Understanding the difference between feeling "dysregulated" versus "calm, alert, and ready to learn." Identify different physical feelings and signs, including heart beat, breathing, and muscles.
Coping Skills	4	Helpful vs. Unhelpful Coping Skills: Identifying the difference between actions that make a problem or feeling worse versus coping skills that help us feel better.
	5	Body and Breathing Coping Skills: Learn about and practice hugging your self, five senses, finger breaths, bird breaths, and chair/floor push-ups.
	6	Helpful Thinking: Understanding we can think different thoughts in situations and identifying helpful versus unhelpful thoughts.
Decision Making	7	Choices and Consequences: Identifying different choices we get to make at school and connecting choices to both good and bad consequences.
	8	Making Helpful Choices at School: Understanding the need to use coping skills to help make better choices and identifying what helpful choices in various situations
	9	Making Helpful Choices at School (MORE!) Putting it all together → Identifying your body feelings and emotion, using a coping skill, then making a helpful choice

Book Companion Recommendations

- **Identifying and Expressing Feelings**
 - The Way I Feel by Janan Cain
 - In My Heart by Jo Witek
- **Body Feelings**
 - My Incredible Talking Body by Rebecca Bowen
 - Listening to My Body by Gabi Garcia
- **Coping Skills**
 - When I Feel Angry (or Worried or Sad) by Cornelia Maude Spelman
 - Soda Pop Head by Julia Cook
 - Bounce Back by Cheri J. Meiners
- **Breathing and Body Relaxation**
 - The Angry Octopus by Lori Lite
 - A Boy and a Bear by Lori Lite
 - Anh's Anger by Gail Silver
 - Moody Cow Meditates by Kerry Lee MacLean
 - Breathing Makes It Better by Christopher Willard and Wendy O'Leary
- **Helpful Thinking**
 - I Can Handle It by Laurie Wright
 - Worry Says What by Allison Edwards
 - Rain Brings Frogs by Maryann Cocca-Leggler
 - Be Positive by Cheri J. Meiners
- **Making Helpful Choices**
 - Clark the Shark by Bruce Hale
 - What If Everybody Did That? By Ellen Javernick
 - My Mouth is a Volcano by Julia Cook
 - I Can't Believe You Said That! By Julia Cook
 - What Should Danny Do? (school day) by Adir & Ganit Levy



Self-Regulation Teacher:

Thank you for taking a few minutes to fill this out so I can make sure my lessons are effective for our students!

1	What proportion of students in your homeroom... identify and express their own emotions?	<input type="checkbox"/> 25% <input type="checkbox"/> 50% <input type="checkbox"/> 80% or more
2	What proportion of students in your homeroom... know the physical clues of different emotions (heartbeat, breathing, etc.)?	<input type="checkbox"/> 25% <input type="checkbox"/> 50% <input type="checkbox"/> 80% or more
3	What proportion of students in your homeroom... can identify helpful coping skills to use when upset?	<input type="checkbox"/> 25% <input type="checkbox"/> 50% <input type="checkbox"/> 80% or more
4	What proportion of students in your homeroom... use coping skills when they are upset?	<input type="checkbox"/> 25% <input type="checkbox"/> 50% <input type="checkbox"/> 80% or more
5	What proportion of students in your homeroom... understand the connection between choices and consequences?	<input type="checkbox"/> 25% <input type="checkbox"/> 50% <input type="checkbox"/> 80% or more
6	What proportion of students in your homeroom... usually make helpful choices at school?	<input type="checkbox"/> 25% <input type="checkbox"/> 50% <input type="checkbox"/> 80% or more

FEELINGS

Lesson 1 - Understanding Happy, Proud, Excited, Worried, Sad, and Angry

Lesson 2 - Practicing Identifying and Expressing Feelings

Lesson 3 - Identifying Body Feelings When Dysregulated vs. Calm, Alert, and Ready to Learn



HAPPY **PROUD** **LOVED** **EXCITED**

Some of our feelings are **COMFORTABLE**.
We don't mind these. We might even like feeling them. Can you think of some comfortable feelings?






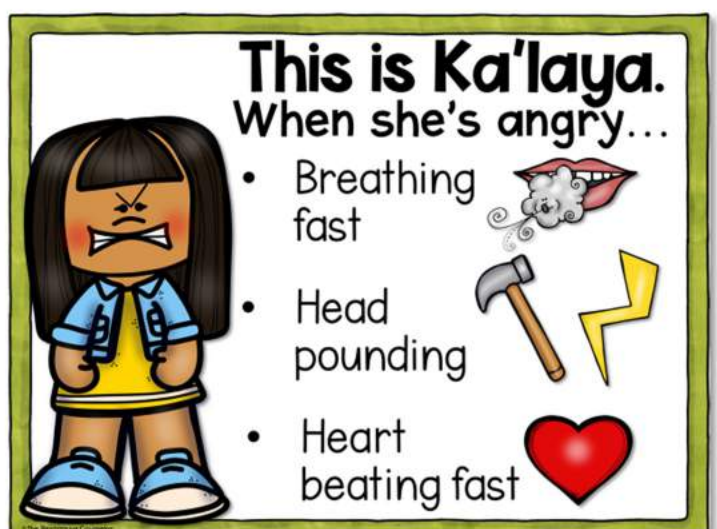
When do people feel **WORRIED**?

I feel PROUD when...
I felt PROUD when...



This is Ka'laya.
When she's angry...

- Breathing fast 
- Head pounding 
- Heart beating fast 



Differentiated Worksheets/ Paper Activities

DYSREGULATED

Our bodies might feel different when we're upset. Think about *your* body and feelings. How does *your* body feel when you are angry, worried, or sad? Circle and color the pictures to show what and how you feel when you are upset.

Name: Ben

- My head is pounding.
- My brain can't focus.
- My face is hot.
- My breathing is fast and shallow.
- My hands go into fists.
- My muscles are tight.
- My body feels heavy.
- My stomach feels like there's butterflies flying inside.

My Uncomfortable Feelings

Name: Mariah

Draw or write when you feel sad, worried, and angry.

I feel **SAD** when...
 It's raining and I can't play outside

I feel **WORRIED** when...
 My mom is late at work

I feel **ANGRY** when...
 Someone calls me a meanie on the bus

FEELINGS MATCH

Cut out the feelings words and glue them under the correct pictures.

Name: Noah

EXCITED **SAD**

ALL ABOUT FEELINGS

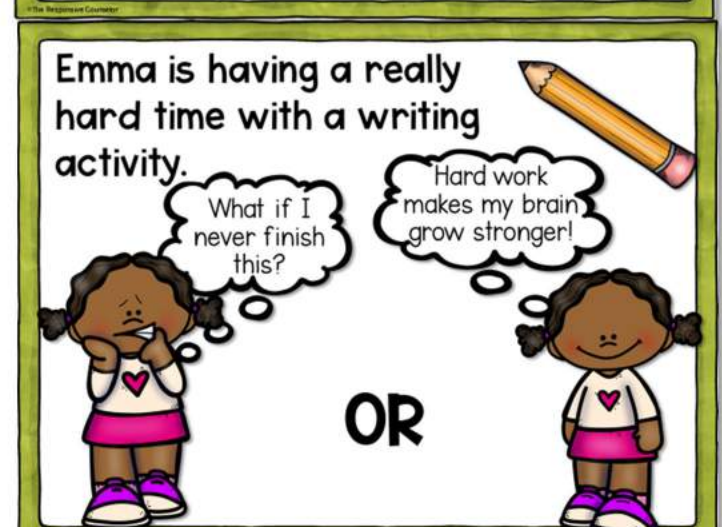
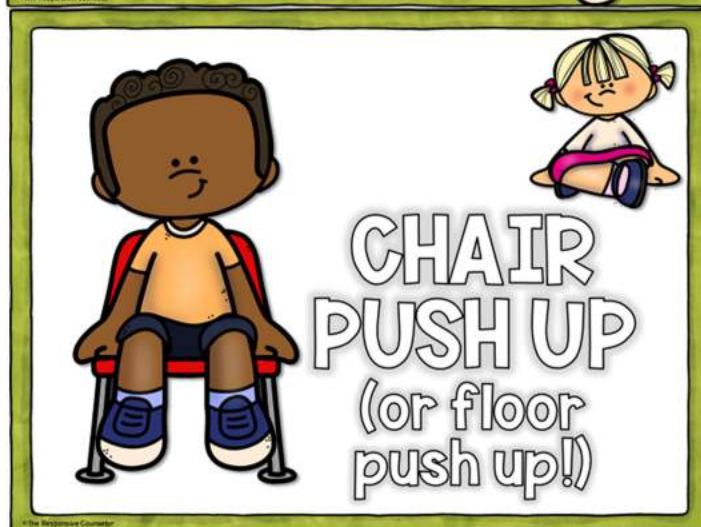
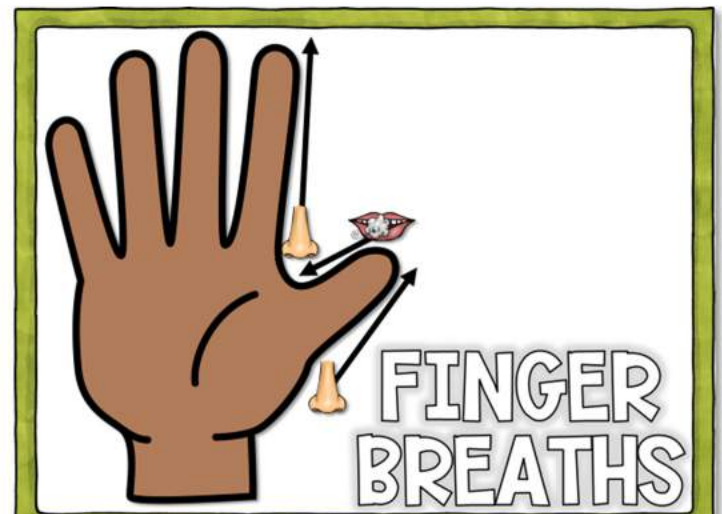
Name: Micah

COPING SKILLS

Lesson 1 - Identifying the difference between actions that make a problem or feeling worse versus coping skills that help us feel better.

Lesson 2 - Learn about and practice hugging yourself, five senses, finger breaths, bird breaths, and chair/floor push-ups.



Lesson 3 - Understanding we can think different thoughts in situations and identifying helpful versus unhelpful thoughts.






Differentiated Worksheets/ Paper Activities

Name: Mariah

Helpful Coping Skills ✓






Make Your Problems and Feelings Worse ✗



BREATHING AND BODY COPING SKILLS

Name: Alexis

Give each breathing and body coping skill a score.
0 = not relaxing or calming at all
1 = a little bit relaxing and calming
2 = very relaxing and calming

HUG YOURSELF	 Wrap your arms around yourself and give yourself a tight squeeze.	2
CHAIR OR FLOOR PUSH UP	Push your hands against your chair and count to 3, then let go. Do it again! 	1
FIVE MINUTE	 Pay attention to what you hear.	0

FINGER BREATHS

Name: Rebekah

Put your hand on the paper and trace it with a crayon.

Breathe in through your nose when you trace up each finger.

Breathe out through your mouth when you trace down each finger.




COPING




BIRD BREATHING


Name: Mason




I can handle this.





I am good



I'm going to shake it off. No big deal!



It will be OK.



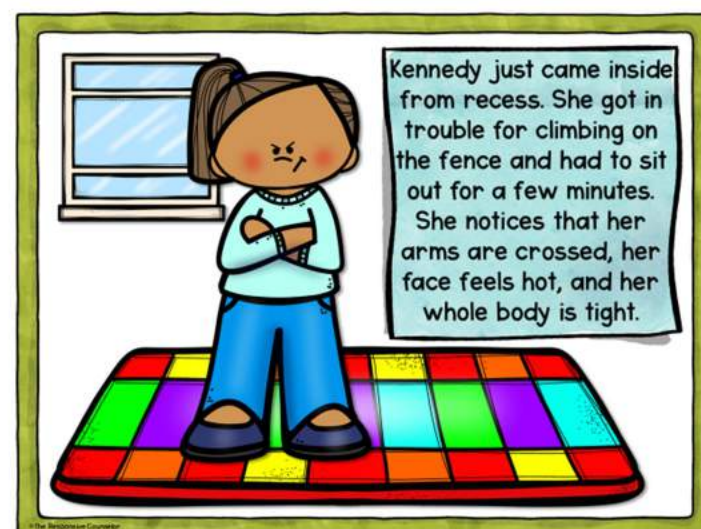
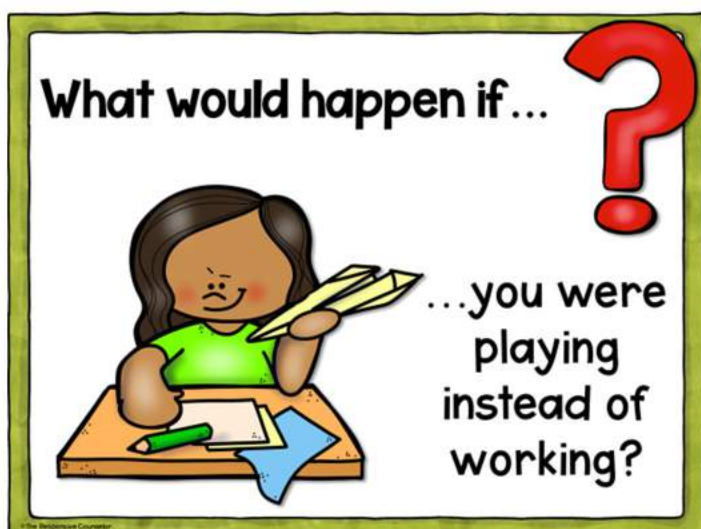
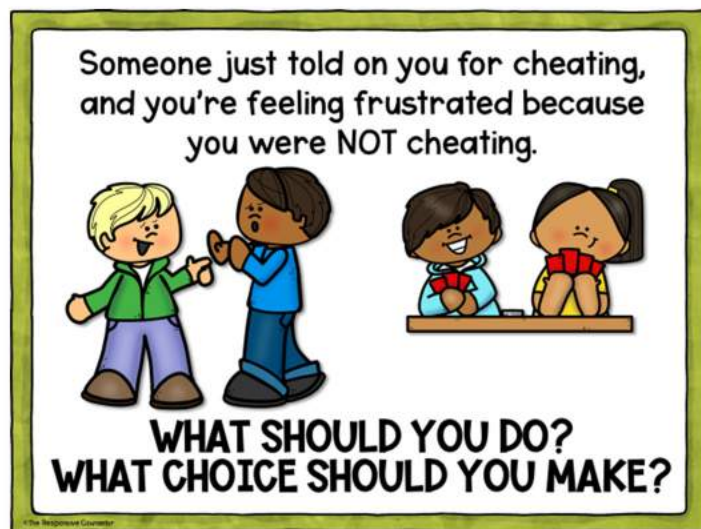
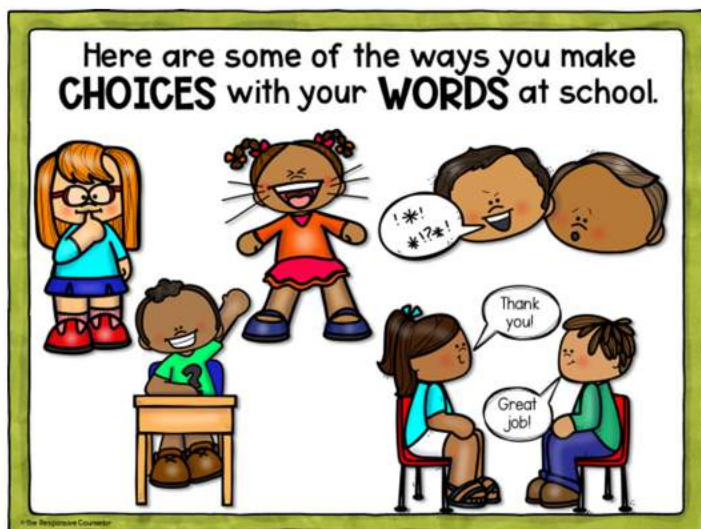
It will all be OK.

DECISION MAKING

Lesson 1 - Understanding and Connecting Choices and Consequences

Lesson 2 - Identifying Helpful Choices and Practicing Using Coping Skills to Make Choices

Lesson 3 - Putting it all together: Identifying your body feelings and emotion, using a coping skill, then making a helpful choice



Differentiated Worksheets/ Paper Activities

Choices and Consequences

Name: Kevin

Draw a line to match the choices with the consequences.
What would happen if someone made each of the choices?

Touch Someone Else's Food

Try Your Best On Your Work

Tell People Good Job

Raise Your Hand Quietly

Your Teacher Will Call On You

People Want to Be Your Friend

Eat Lunch By Yourself

Choices and Consequences

Name: Sean

Read the choices and fill in the missing consequences. Read the consequences and fill in the missing choices.

CHOICES	CONSEQUENCES
Screaming at someone when you are mad at them.	<u>They get mad and yell back</u>
<u>I try hard on my work</u>	You learn a lot and feel proud of yourself.
Waiting your turn for the swings at recess.	Your brain won't get any stronger.



Helpful Choices

Name: Josiah

Unhelpful Choices

I Can Make Helpful Choices

Name: Pailey

Draw about a situation that you would feel sad, angry, or worried in. Then draw what you would do next!

Part 1: I get upset.

Part 2: I do something to calm down.

Part 3: I make a helpful choice.

When I have a problem, I can think about all of my options.

If I am upset, I will do something to help me calm down. I relax my body and my breathing.

I think helpful thoughts.

I make helpful choices.

I choose what I do with my body. I keep myself and others safe.

I choose what I say with my words and how loud or quiet I say it. I think before I speak.

MAKING HELPFUL CHOICES

Name: Naameer

Cut and glue the pictures in the right order to show someone getting upset and making a good choice.

Someone Makes a Face at You

You Feel Angry

You Take Deep Breaths

You Ignore Them

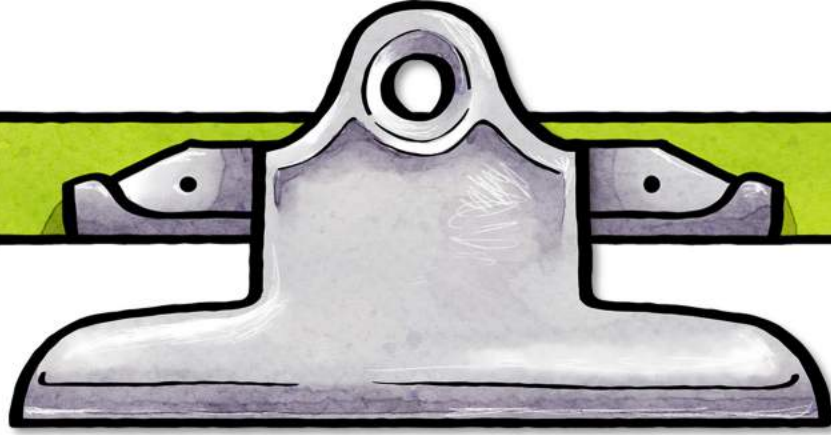
"CALM, ALERT, AND READY TO LEARN Bulletin Board Parts (Letters and Skill Posters)"



Lanyard or Keyring Cards



Full Page
Coping Chart



Distance Learning TOU

Here are the terms of use for The Responsive Counselor's resources that are specific to digital use, distance learning, and other unique needs during the COVID-19 school closures.

Sure! This is okay! ✓

- Print copies of pages to send home with families
- Share digitally on platforms that are NOT searchable or accessible to the public (ex. Google Classroom is okay)
- Create videos of resources to share on platforms NOT searchable or accessible to the public
- Email resources directly to students or parents

No, not allowed. ✗

- Post to unsecured /public webpages or groups that anyone can access
- Share with other counselors or teachers outside of your school (please send them the TPT link instead)
- Post to a shared drive or Facebook group

The purpose of these terms of use is to protect my work while also allowing you to meet the unique social emotional needs of your students and families during this time.

If you have any questions at all, please email me at
TheResponsiveCounselor@gmail.com

the RESPONSIVE counselor



Hey y'all! I'm Sara. I create resources for elementary students, counselors, and teachers that improve social emotional learning and classroom culture. My focus is making things that are *effective* and *engaging* for WIGGLY + CHATTY learners and that utilize wording and scenarios accessible to ALL populations.



Education

B.A. from Michigan State University
Psychology and Anthropology

M.S. from Vanderbilt University
Community, Research, and Action

M.Ed. From Vanderbilt University
Human Development Counseling:
School Counseling and
Clinical Mental Health

Experience

I started my post-grad career as a school-based therapist before becoming an elementary school counselor. Social and emotional learning in youth is my passion, whether through large group prevention, individual intervention, or parent and teacher education! I served as an elementary school counselor for 7 years, providing a comprehensive school counseling program to a diverse population.

Let's
Connect:

