

CONTOOCOOK VALLEY SCHOOL DISTRICT
Office of the Superintendent of Schools
106 Hancock Road, Peterborough, NH 03458-1197

EDUCATION COMMITTEE

September 17, 2018

SAU Boardroom

5:30 PM

Agenda

Committee Members:

Richard Dunning, Bernd Foecking, Janine Lesser, Niki McGettigan, Linda Quintanilha, Kristen Reilly, and Crista Salamy (Chair)

5:30 Approval of August 20, 2018 Minutes

5:35 Assessment Schedule for 2018-2019

Related to Policy ILBA – “The assessment program will include an approximate schedule for statewide assessments. The schedule will be distributed to staff and the Board at the beginning of the school year.”

5:45 Social, Emotional, Behavioral Curriculum at the Elementary Level

Related to SP Action Step 2.1.2 The School District will train staff to provide interventions that address behavior concerns.

6:15 Other

Next meeting: Monday, October 15, 2018 at 5:30pm in the SAU Boardroom

Scheduled Agenda Topics:

Middle School Inquiry Groups

Related to exploring educational equity in the middle schools

Status of SWIFT

Related to a request made during the August 2018 School Board Retreat. Also related to SP Focus Area 2.1.

Fidelity Integrity Assessment (FIA)

Related to a request made during the August 2018 School Board Retreat. Also related to SP Focus Area 2.1.

Policy (if needed)

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EDUCATION COMMITTEE

August 20, 2018
SAU Boardroom
5:30 PM

Minutes

Committee Members:

Richard Dunning, Bernd Foecking, Janine Lesser, Niki McGettigan, Linda Quintanilha, Kristen Reilly, and Crista Salamy (Chair)

Present: Crista Salamy, Richard Dunning, Dr. Ann Forrest, Ben Moenter, Myron Steere (5:39 p.m.)

Crista Salamy called the meeting to order at 5:31 p.m.

5:30 Approval of June 18, 2018 Minutes

Dick Dunning moved to accept the minutes of June 18, 2018. Crista Salamy second. Unanimous.

**5:35 Identify primary focus areas for the 2018-2019
Education Committee meeting agendas.**

- Review action steps from the district's Strategic Plan with deadlines that fall during the 2018-2019 School Year.

Ann Forrest distributed a document titled "Strategic Plan Action Steps" which earmarked Education Meeting dates for specific focus points in the plan (see attached).

- Review Curriculum Renewal Cycle.

Additionally, Ann highlighted three items for the Curriculum Review Cycle for February, April, and May. Three-Keys to Literature feedback is needed. Where do we go from here?

Wordland – 2nd grade would be trained in either June 2019 or August/September 2019. This year, Pre-K to 1st grade, three district days are being used for training.

What works well? What do we need to change for second grade? What other supports to be successful are needed?

February was agreed upon to look at student data and answer these questions.

Discussion took place about the offering of World Language at the middle school level. It is a choice in one school and not the other. It is more of an introduction to world culture and less the teaching of the language. What does World Language look like at the middle schools?

PBIS in the middle schools; middle school principals have met with Howard Muscott. Monthly meetings are scheduled to meet on this topic. If this is done right, it will make a difference.

Universal Teams are critical. Building level administration must hold the line. If we agree to this, everyone must do it and staff members must be held accountable.

Education Committee members not present will be asked for input on the schedule for agendas. What would they like to see included?

Assessments and progression were cited as important.

Learning opportunities – is this what used to be called community service? No, this is tied more to the high school.

Service Learning – refers to internships that will be developed for career paths. Clarity from the Strategic Plan Committee will be gained.

Dick Dunning spoke about community service hours in the past at SMS.

- Review policies referred to the Education Committee by the Policy Committee.

Policy will be included on each agenda in the event discussion is needed. Already identified are policies ILBAA, IMBD, and JLD.

- Review the Board's goals for the 2018-2019 school year.

The 2018-2019 Board Goals were listed.

- Consider requests for presentations made during the Board Retreat—e.g., Middle School Inquiry Groups, Fidelity Integrity Assessment (FIA).

6:15 Review and discuss [Policy IIB Class Size \(Part III\)](#)

Recommendations were brought forward and the Policy Committee returned it for further review on the areas at the high school. Policy currently reads 25-28 students. The recommendation is 22-25. 25-28 is on the high side.

Clarity from Policy Committee is needed.

Are there class sizes that are set by law or other regulation?

Why do we offer certain courses with low subscription? Are some of these classes combined? What is honors pre-calculus?

Is some of this driven by scheduling? Block scheduling?

When is small too small?

When looking at current policy; any class size at the high school with fewer than 22 should be looked at.

Are there guidelines for combining classes?

Do Advanced Placement (AP) Classes have to be full year?

How many students take first block off? Last block?

What percentage of students enrolled in AP classes actually take the AP exam?

Does the Policy Committee want to stay with 25-28 or 22-25? 20 was seen as optimal; 25 seems to be more of a load. 22-25 students was recommended.

6:30 Other

Dick Dunning motioned to adjourn at 6:42 p.m. Crista Salamy second. Unanimous.

Respectfully submitted,

Brenda Marschok

Social-Emotional Learning (SEL) Implementation Plan: ConVal School District Elementary Schools

ConVal Elementary Schools' 2018-19 SEL Mission:

To teach and practice skills that support the achievement of CASEL-identified SEL competencies for Self-awareness and Self-management.

Action Statement: *Our Mission will be achieved by:*

- a) *Implementing a coordinated SEL curriculum, delivered with fidelity through whole classroom lessons, and,*
- b) *Incorporating learning into the flow of school life by embedding in daily life through:*
 - *Daily use of common "SEL" language,*
 - *Building SEL skills during Morning Meeting, Closing Circle, and Regulation Station routines.*

Specific Outcomes:

1. Students are able to accurately identify present stressors that may influence readiness for learning (i.e., life factors that may impact the student's present capacity for self or guided regulation of body, mind and mood)
2. Students are able to accurately gauge the intensity of their current stress level (i.e., capacity to rate the intensity level of current stressors or present regulation challenges)
3. Students demonstrate the ability to accurately verbalize/identify their thoughts and feelings and the impact of thoughts and feelings on behavior/actions (i.e., identify the thoughts and label the feelings that influence behavior)
4. Students are able to name what they value or *the things that matter to them*, and demonstrate the insight that:
 - a. When body, mind, and mood are well-regulated, behavior/actions tend to be supportive of achieving things that matter to them
 - b. When body, mind, and mood are dysregulated, behavior/actions tend to run counter to (or push them further from) things that matter to them
 - c. When body, mind, and mood are well-regulated, behavior/actions tend to be more flexible and less impulsive/reactive.
5. Students are able to identify, practice and apply strategies that help them sustain or restore regulated body, mind, and mood.
6. Students are able to assess the impact/effectiveness of strategies that help them to sustain or restore regulated body, mind, and mood.

Scope of Curriculum:

- Identify (then teach, practice and embed) Lessons from Zones of Regulation, Second Step, Social Thinking and Mindful Practices that will improve student's ability to:
 - Label common clusters, or "Zones", of thoughts, feelings and moods that can be used to identify current "regulation" status
 - Self-rate current regulatory status by level of intensity or by "size of the problem"
 - Gain insight as to why regulating emotions and mood can lead to better outcomes:
 - Identify what matters to you (what you value)
 - Learn how a well-regulated mind and body leads to behavior/actions that support the achievement of things that matter to you
 - Notice thoughts that lead to dysregulation (cognitive traps; unthinkableables)
 - Be aware of *stressors* that lead to dysregulation of body, mind or mood (i.e., stress that triggers dysregulation)
 - Practice/ build an array of regulation strategies that can restore or sustain regulated body, mind, and mood

Example Lessons:

Lessons:

Lesson 1: Creating Wall Posters of the Zones

Lesson 2: Zones Bingo

Lesson 3: Zones in Video

Lesson 4: Zones in Me: Zones Scenarios

Lesson 5: Understanding Different Perspectives

Lesson 6: Me in My Zones Worksheet

Lesson 7: My Zones across the Day

Lesson 8: Caution: Triggers Ahead

Lesson 12: Size of the Problem

Lesson 15: Stop and use a Tool (Strategy)

Lesson 17: Stop, Opt and Go (Problem-Solving)

Second Step Lessons:

- ***Identifying Feelings***
- ***Understanding Perspective/ Different Perspectives***
- ***Strong Feelings***
- ***Calming Down/ Managing Anger***
- ***Managing Anxious Feelings***
- ***Managing Embarrassment***
- ***Accidents and Mistakes***
- ***Using Self-Talk***

Other Lessons:

- ***Brain Functions: Hand-Model of the Brain***
 - ***Amygdala/Limbic System and Pre-Frontal Cortex***
- ***Mind-Up Brain Lessons***
- ***Mindful Practices (Includes Yoga Pose Instruction)***
- ***Values Assessment: What Matters to Me?***
- ***Hopes and Dreams: Responsive Classroom***
- ***I Wish My Teacher Knew.... <http://www.iwishmyteacherknewbook.com/> Kyle Schwartz, 3rd Grade Teacher***

Regulation Strategies to be learned and practiced (as needed) during Morning Meeting and/or Closing Circle:

- **“Calming Breath” or “Belly Breath”:**
 - *Breathe in to a count of 5, hold for 3, and gradually release the breath to count of 10 (or double the inhale count).*
- **Walk and Regulate**
- **Take a relaxed minute to get your materials ready**
- **Mindful Minute: Mindful of my body, mind and mood**
- **Feelings Journal (writing or drawing):**
 - *Appropriate for children who regulate by writing OR drawing to acknowledge stress or feelings.*
- **Positive Thinking Journal:**
 - *Use as a tool to stop negative thinking. Prompt use of journal at 1st sign of concerning behavior. Include positive ideas, pictures, drawings, quotes....*
- **Arts-related regulation: draw, clay, Zentangle...**
- **Make a plan:**
 - *To handle unfinished business or resolve an issue*
 - *Make an organizational plan to get caught up on your work*
 - *Make a step by step plan (First This, Then....) to achieve a goal*
- **Make a list of things you have to do or things on your mind**
 - *“Throw it in your Backpack”: List what’s on my mind and throw the list in my “backpack”*
- **Listen to short Relaxation Tape**
- **Yoga pose**
- **Exercise/Sensory Break:**
 - *Design (with OT) short 1-5-minute routines (include wind-down period if there is high activity); practice and then post routine in the exercise area.*
 - *May include calisthenics, ‘sensory-balancing’, feel/touch, pressure, body stretches and may involve relaxation or thinking component.*
- **Movement Break for energy regulation and refocus to provide short break from the classroom task:**

Examples

 - *Pass out papers. Collect papers.*
 - *Organize teacher’s desk or an area in the room.*
 - *An important errand to the office, nurse, counselor, custodian, cafeteria, or other classroom.*
 - *Collate papers (worksheets, materials for lessons).*
 - *Color code/organize materials.*
 - *Lead the class in a stretch break or a class-wide calming breath.*

Embedding Practice of New Skills in Daily Routines: Identify and teach the steps and processes of daily routines that will become vehicles for teaching and practicing SEL skills.

Routines:

- Morning Meeting/ Morning Transition to School
- Start-up/ Wind-down: Transition to start new activity/ Wind-Down to end activity
- Closing Circle/ End of Day Transition
- In-class Regulation Support:
 - **Regulation Station** (Take-A-Break; Regulate and Return; Positive Timeout...)

Methodology for Embedding Lessons Learned:

Identify and teach the steps and processes of daily routines, and incorporate how the skills taught through SEL lessons can be embedded in the routines and practiced daily.

SEL Integration:

- **Morning Meeting (MM):**
 - **Typical MM Routine (to be taught and practiced during school orientation):**
 - **Greeting:** Students and teachers greet by name; practice hospitality.
 - **Sharing:** Students share information about important events.
 - **Group Activity:** All participate in a brief, activity to foster group cohesion.
 - **Morning Message:** Students read and interact with a short teacher message.
 - **MM SEL Integration:**
 - Daily Zones Rating
 - Proactive group activity to regulate body, mind, or mood
 - Practice new regulation skills:
 - Add newly learned skills to “Regulation Station” options
 - Plan Ahead: Daily Roadmap
 - Identify predictable stress points and identify strategies to help regulate
- **Closing Circle (CC) / End of Day Transition**
 - **Typical CC (to be taught and practiced during school orientation):**
 - **Peaceful 10-Minute Wind-Down to the School Day**
 - **Positive Reflections**
 - **CC SEL Integration:**
 - Practice a Regulation Strategy
 - Reflection: What Zones Were You in Today?
 - Who used a Regulation Strategy Today?
 - What Strategy? If it helped, how do you know?
 - Make a Positive Deposit: Accolades for Self and Others
 - Strategies to use when stress rises later today (or weekend)
- **Regulation Station (to be introduced approximately 4 weeks into the school year):**
 - Prompted as a regulation support rather than as a punitive removal or isolation
 - Strategies can be done **at** a designated place (station) in the classroom or done at the student’s desk or preferred area.
 - Opportunity for Zones Rating
 - Opportunity to select a regulation strategy to help regulate body, mind, and/or mood
 - Opportunity to self-rate the impact of the regulation strategy:
 - Rating at arrival to “Regulation Station”
 - Rating at departure (self-assessed readiness to return)
 - Time (duration to regulate)
 - Sustainability (how long did the regulation last?)
 - Opportunity to identify higher level support proactively if unable to self-regulate
 - Support options
- **Start-up/ Wind-down (Optional)**
 - Teacher prompted strategies to begin each new activity well-regulated (Ready) and end each activity with a transition wind-down.
 - **Ready** includes being ready with “stuff” (e.g. pen, paper, books, materials), but also **“Ready”** with regulated body, mind, and mood.
 - Use LCD or Smartboard to display your Transition steps as a reminder during these transitions: Provides reference and assurance. Allows for non-verbal reminders of the routine.

First Four Weeks:

“Getting to Know You” and Embedding Routines in Classroom Culture

Weeks 1-4 (through September, 2018):

- **Practice Prevention Strategies *with fidelity*:**
 - Adult Models Emotional Regulation (i.e., adult’s stress is managed)
 - Positive greetings using names / Glad to see the students
 - Low and Slow: *Adult is “Low and Slow” proactively to sustain regulation and when reacting to heightened emotion/behavior*
 - 4:1 Positive Interactions to Negative Interactions (Noticing expected behavior v. Noticing unexpected behavior)
 - Build Relationships and knowledge of students strengths, interests and stressors
 - Carefully teach classroom routines and classroom behavioral expectations
 - Establish Classroom Values
 - Active Supervision:
 - **Move:** Move around classroom or non-classroom setting
 - **Scan:** Scan for expected behaviors to notice/ be alert for early signs of unexpected behavior
 - **Interact:** Positively interact with students at high frequency (short, positive, present contacts)
- **Teach and Practice Morning Meeting (MM) and Closing Circle (CC) Routines: *Implement with, and sustain, fidelity.***
 - Use MM and CC resources and seek collegial support as needed to implement with fidelity
 - Utilize MM greeting and sharing strategies to encourage belonging and learning about one another.
 - Utilize CC reflection to encourage self-awareness and notice self-management.
- **Teach and Practice routine for classroom “Signal for Attention”: Introduce “regulation” language**
 - Implement Signal for Attention *with fidelity*, and sustain fidelity.
 - Adult is always “Low and Slow” and well-regulated when implementing Signal for Attention.
- **Teach, practice and notice *Expected Behaviors* in school and classroom locations and routines:**
 - Notice positive behavior; have positive interactions at a 4:1 (positive: negative) ratio.
 - Follow school-based (or individualized) “Response System” protocols for responding to unexpected behavior.

Weeks 1-4 (through September, 2018), Continued:

- **Introduce Key Language (*use from Day 1*):**
 - Expected and Unexpected Behavior.
 - Regulation and Dysregulation (Regulated; Dysregulated).
 - Regulated Body, Mind (Thoughts), Mood (Feelings).
 - Dysregulated Body, Mind, Mood.
 - Stress, Stress Triggers, Stress Awareness, Stress Management.
 - Promote *Insight* by making cause-effect *Connections*:
 - Expected Behavior is more likely when a person is well-regulated (body, mind, mood); when stress is well-managed.
 - Unexpected Behavior often happens when a person is dysregulated (body, mind, mood); when stress is **not** well-managed.
- **Implement “Getting to Know You” activities that promote self-awareness in students and help you learn more about the inner world of students:**
 - Hopes and Dreams (“Responsive School”)
 - I Wish My Teacher Knew... (Kyle Schwartz): Approximately Week 2 or 3 (Confidential to Teacher)
- **Begin (start by week 2) to build and practice a “toolbox” of regulation strategies that will eventually be posted at the “Regulation Station”:**
 - Determine which simple “Regulation Strategies” that ALL classrooms will use.
 - Other strategies may be utilized per teacher discretion.
 - Introduce strategies during MM and CC routines; provide daily practice. Example early strategies:
 - Calming Breath
 - Mindful Minute
 - Yoga Pose(s), Stretches, or Sensory and Movement Activities
- **Collaboratively (teacher and counselor) provide formal SEL instruction through “Zones Lessons”:**
 - Teach Zones Lesson 1: **Create Wall Posters of the Zones (Week 1)**
 - Teach Zones Lesson 2: **Zones Bingo (Week 1 or 2)**
 - Teach Zones Lesson 3: **Zones in Video (Week 2 or 3)**
 - Teach Zones Lesson 4: **Zones in Me: Zones Scenarios (Week 3 or 4)**
 - **Other Optional Lessons:**
 - Hand-Model of the Brain (Daniel Segal) or “Mind-Up” Brain Lessons (OPTIONAL)
 - Second Step Supplement: **Identifying Feelings**
 - Second Step Supplement: **Strong Feelings**
- **Introduce and begin practicing “Zones Rating” (Zones Assessment – “What Zone am I in?”) in MM and CC.**
- **(WEEK 4) Introduce, and begin to prepare (with student input and collaboration) the use of a Regulation Station:**
 - See Regulation Station Protocol for Purpose and Process:

Weeks Five and Six (approximate: pace may vary):
Continue SEL Teaching and Integrating SEL into Routines

Week 5 and Week 6:

- Continue to practice *Prevention Strategies* with fidelity
- Continue to practice classroom routines with fidelity (e.g., Signal for Attention, Morning Meeting (MM) and Closing Circle (CC)):
 - Notice “drift” (i.e., drifting away from fidelity of routines).
 - Address “drift” with practice and renewed commitment to fidelity of implementation.
- Continue to practice “Zones Rating” (Zones Assessment) in MM and CC routines:
 - Build accuracy skills
 - Help students identify the stress they carry with them (some with constant stress; others with occasional or situational stress)
 - Identify stress they carried into school today.
 - Connect stressors to zones (i.e., notice how stress impacts zone you are in; identify cause-effect).
- Continue to practice and build “toolbox” of regulation strategies during MM and CC.
- As Regulation Strategies are *Practiced* and *Learned*, Add them to Options at Regulation Station.
- As a class, assess and discuss the “fidelity” and effectiveness of use of Regulation Station.
 - Is teacher prompting use of Regulation Station helpful way (if not, brainstorm ways to prompt)?
 - Are students “self-referring” to Regulation Station (using independently when needed)?
 - Is it being used proactively to prevent dysregulation?
 - Is it being used effectively to prevent escalation (i.e., escalated dysregulation)?
 - Are the strategies effective?
 - Are there other strategies that might work better?
 - Is it good to have a “place” to go, or would rather “self-regulate” at their desk or in other place?
- Collaboratively (teacher and counselor) provide formal SEL instruction through “Zones Lessons”:
 - Teach Zones Lesson 5: *Understanding Different Perspectives*
 - Teach Zones Lesson 6: *Me in My Zones Worksheet*
 - Teach Zones Lesson 7: *My Zones across the Day*
 - Other Optional Lessons:
 - Second Step Supplement: **Understanding Perspective/ Different Perspectives**
 - Second Step Supplement: **Accidents and Mistakes; Using Self-Talk**
- Introduce “Road Map of the day ahead” into MM (by end of Week 6):
 - Predict Zone you’ll be in throughout the day. Predict stressors; predict impact of stressors on regulation of body, mind or mood; identify strategies you can use to self-regulate.
- Introduce “Road Map Reflection” into CC (by end of Week 6)
 - Reflect on Zones throughout the day; assess your prediction of stressors and the impact of stress; identify use and effectiveness of strategies to manage stress and regulated body, mind and mood.

Weeks Seven and Eight (approximate: pace may vary):
Practicing and Expanding Self-Awareness and Self-Management Skills

Weeks 7 and 8:

- Continue to practice *Prevention Strategies* with fidelity.
- Continue to practice classroom routines with fidelity (e.g., Signal for Attention, Morning Meeting (MM) and Closing Circle (CC)):
 - Notice “drift” (i.e., drifting away from fidelity of routines).
 - Address “drift” with practice and renewed commitment to fidelity of implementation.
- Continue to practice “Zones Rating”, Roadmap Prediction, and Roadmap Reflection in MM and CC routines:
 - Build accuracy skills
 - Help students identify the stress they carry with them (some with constant stress; others with occasional or situational stress)
 - Identify stress they carried into school today.
 - Connect stressors to zones (i.e., notice how stress impacts zone you are in; identify cause-effect).
- Continue to practice and build “toolbox” of regulation strategies
- Use CC to predict “roadmap” of the day (weekend) ahead:
 - Assess predictable stressors that lay ahead in your day or weekend.
 - Identify strategies that will keep you well-regulated.
- Collaboratively (teacher and counselor) provide formal SEL instruction through “Zones Lessons”:
 - Teach Zones Lesson 8: *Caution: Triggers Ahead*
 - Teach Zones Lesson 12: *Size of the Problem*
 - Teach Zones Lesson 15: *Stop and use a Tool (Strategy)*
 - **Other Optional Lessons:**
 - Second Step Supplements:
 - **Calming Down/ Managing Anger**
 - **Managing Anxious Feelings**
 - **Managing Embarrassment**
 - Mind-Up Brain Lessons or Mindful Practices
 - Zones “Tools”
 - Mindfulness.
- Implement 8-Week Assessment of Fidelity and Effectiveness (Impact).

Notes:

- It may be useful to identify students from each classroom who would benefit from boosted time, instruction, practice, small group, individual approach
 - Consider starting Zones Lessons for these students in small groups or individually in advance of (or concurrently with) their classroom SEL lessons.
- After SEL Lessons have been taught and skills are integrated into daily life through routines, it is a good time for staff and student assessment with shared results to staff and students.
- Follow-up with a staff “PD” session in which teachers are provided an opportunity to:
 - Review fidelity and effectiveness of lessons taught.
 - Assess student learning.
 - Consider need for boosting lessons (repeat or repeat with enhancement).
 - Review implemented routines (especially Signal for Attention, MM, CC and Regulation Station) and assess implementation (assess both fidelity and impact).
 - Consider need for re-teaching or a re-boot of routines.
 - Peruse optional lessons referred to in the 8-Week Plan
 - Collaboratively consider/determine next phase of SEL:
 - Continue embedding/expanding SEL in classroom routines
 - New regulation strategies
 - Differentiating for younger/older grades
 - Tier 2 needs for struggling students
 - Address more sophisticated SEL:
 - Social Awareness
 - Relationship Skills
 - Responsible Decision-Making

“Regulation Station”

Description and Protocol for Classroom Development

What is “Regulation Station”?

“Regulation Station” is a classroom space that is collaboratively constructed and designed by teachers and students that contains self-awareness prompts, strategy reminders and tools that support the regulation of body, mind and mood.

Regulation Station is used throughout the school day to foster support for the *regulation of body, mind and mood, essential for academic and social readiness*.

Regulation Station is best used proactively or in early response to signs of dysregulation. Use of the space can be student self-selected or prompted by an adult.

Regulation Station should never be used as (or experienced as) a punitive/aversive intervention or framed as a corrective response to “misbehavior”; but rather, as a supportive response to help students move from *dysregulated* body, mind and mood, to *regulated* body, mind and mood.

The big outcome of using Regulation Station in the classroom is to foster both self-awareness and self-management skills – two areas of Social-Emotional Learning (SEL) competence that are foundational to social-emotional growth.

Regulation Station should be introduced AFTER:

- A period (at least 3-4 weeks) of “getting to know you” and emphasizing belonging occurs for students and adults in the classroom.
- Teacher and students have become accustomed to important **classroom routines** such as morning transition (morning transition to classroom; **Morning Meeting**), “Signal for Attention” (used as a classroom regulation strategy, afternoon wind-down (school day ending transition; **Closing Circle**).
- Introduction and daily use of key language and concepts:
 - **Regulation and Dysregulation:**
 - ***Regulated or Dysregulated body, mind (thoughts), or mood (feelings/ emotions)***
 - **Stress:**
 - ***Stressors/triggers, stress you are carrying with you, stress awareness, stress management***
 - **Regulation Strategies and/or Stress Management Strategies (can be used interchangeably – useful to introduce multiple ways for students to connect to the concept)**
 - ***By Managing Stress you are likely to become (or be) more Regulated***
 - ***When not well-managed, Stress can result in Dysregulated body, mind (thoughts) and mood (feelings).***

- Introduction and daily embedded (planned) practice of strategies to help students grow skills in self-awareness of their current stressors AND self-rating of how current stressors are impacting them:
 - Try to name it: What are you carrying with you today?
 - Stress rating scale; “Zones of Regulation”
- Introduction and requisite practice of at least three **Regulation Strategies**, beginning with:
 - Calming Breath
 - A Mindful Relaxation strategy
 - A Regulating Movement Strategy

Regulation Station Set-Up:

- Engage students initially by **seeding the idea** of developing an area in the classroom that can be used by anyone (including adults) for a short opportunity to regulate body, mind and mood, whenever we need to get back to academic or social readiness (i.e., readiness to learn; readiness to be a friend).
 - It will be a space that can be used when you feel you are getting too dysregulated in your body, in your thoughts (mind), or in your feelings (mood) to be as ready as you can to be a learner or a friend.
- You might also use the space regulate “**proactively**” when you can predict something will be stressful for you.
- Sometimes, an adult may suggest that you use a regulation strategy because he/she observes a sign of dysregulation. When this happens, we’ll hope that you can use a quick strategy to get you regulated and ready to learn or ready to be a friend.
 - **IMPORTANT: You do not need to use the actual regulation station space to use a regulation strategy – you can use helpful regulation strategies at your desk or in other spaces in the classroom, but our Regulation Station will also be here as a space you can use to regulate.**
- Since we want to develop a space that is really going to be helpful – and also a space that won’t be distracting to others when it’s used, let’s create it together – collaboratively!
- Some of the things we’ll need to decide are:
 - Where is it going to be?
 - What information will be there?
 - What regulation strategy ideas should be posted?
 - Where should regulation strategy ideas be posted?
 - What regulation “tools” (e.g., fidgets; sensory tools; writing/art supplies...) should be there?
 - How can we make sure the “tools” are used to help regulate and not used in other ways that aren’t so helpful?
 - Should our Regulation Station have “tools” that can be taken from and then returned to the space?
 - How long should it take for a strategy to work (i.e., help you get regulated/ manage your stress)?
 - What are the signs of dysregulation that would tell you that you (or show others) that it may be a good time to use a regulating strategy?
 - How will you know if the strategy you used worked to help you get regulated or manage your stress (what are the signs)?
 - What should a person do if the strategy you are using isn’t helping?

- What should you do if you are still dysregulated in your body, mind or mood after trying a strategy?
 - Maybe you need more time?
 - Maybe you need to try a different strategy?
 - Maybe you need to talk to someone?
 - Maybe you need a movement break outside the classroom?
- How to use it on your own? Using Regulation Station as a self-support.
- How to use it when you are prompted by an adult (going to the station when prompted)?
 - Do you have to use it when an adult suggests it?
- HOW should an adult prompt a student (how to respectfully prompt)?
- What “data” should we keep that will tell us we are using Regulation Station the right way and if it is helping?
 - Maybe we can gather data and determine whether Regulation Station is helpful (working) for you?
 - Should we look at data individually? As a class? How often?

Teacher guide to “Regulation Station” Set-up:

While “Regulation Station” should be collaboratively developed and incorporate student input in order to increase student understanding of its purpose and to advance the likelihood that it will be implemented with fidelity (aligned to its intended purpose), teachers may use the following criteria as a guide:

The Classroom Regulation Station should:

- Be in a place where students are able to see and hear the teacher (where the teacher normally does most of his/her instruction), but not in the direct sight-lines of students (e.g. in front of the class where all students are normally facing).
 - In a less conspicuous place in the classroom.
 - Where student can hear teacher instruction, but not be too distracted by it.
 - Where teacher can see the student.
- Be in a place that is easily accessible to all students
 - Student can access (get to) the space with minimal distraction to others
- Have posted **Regulation Strategies** that have been well-practiced:
 - Known strategies are posted and highly visible (in Regulation Station and also in other place(s) in the classroom).
 - As new regulation strategies are learned by the students, there is a formal process for adding the strategies to the list of strategies.
 - The number of posted strategies should not be overwhelming; a maximum of five on a primary visible list (note: does not need to be a “list”, but common/known strategies should be named and posted/visible in some way).
 - Use student input regarding the most effective and usable strategies, so that these strategies remain visible at the Regulation Station.
 - Identify a place where additional strategies ideas and strategy protocols may be “stored” (e.g., a binder; a physical file; an accessible computer file...).
- Use comfortable and practical furnishings and seating

- NOTE: *Sleeping* is not a practical regulation strategy for Regulation Station: assure that comfortable furniture is used for regulation of body, mind and mood rather than taking a nap.
 - Well-regulated bodies, minds and moods are comfortable, but also alert.
 - If a student is falling asleep, use this information as a concern to explore.
- Balance the “décor”: Post helpful reminders of language and purpose, but avoid creating a space that feels physically or visually cluttered.
 - If you know of other classrooms that have developed their “Regulation Station” before you, it may be help to visit (teacher and/or students) to see how others have developed their space.
- Posts/ Posters/ Inspirational quotes/statements may be helpful (cognizant of clutter), but be sure to get student input and use the discussion (and the statements) to strengthen understanding of the purpose of Regulation Station:
 - Improve Self-Awareness:
 - Know your stressors/ stress triggers
 - Know what stress does to your Regulation when it not well-managed
 - Know what your body looks like (does), or what you are doing (behavior), when you are experiencing some dysregulation
 - Know what thoughts you have that may be signs of dysregulation
 - Know what feelings you have that may be signs of dysregulation
 - Self-Management:
 - Know what strategies you use that are effective in managing stress
 - Know what strategies you use that help regulate your body, your mind (thoughts), and/or your mood (feelings).
 - Stress Awareness and Stress-Management
 - Regulating Body, Mind (Thoughts) and Mood (Feelings)
- Be cognizant of color. This is not an exact science, but colors in the blue family tend to be more likely to invoke calmness/serenity.
 - Feelings evoked by color might be interesting for students to explore.
 - Avoiding reds, oranges, black may be a good idea.
- Set Flexible Time Parameters: Discuss with students how much time it should take to use a strategy to help a person regulate:
 - A range is fine: “From One Minute to 10 Minutes”.
- Discuss options for what to do if the maximum time is achieved and student still feels/seems dysregulated:
 - Continue the strategy for another time period
 - Try a different strategy
 - Schedule a 1:1 talk with teacher/adult
 - Schedule a problem-solving talk with adult and a “friend”
 - Talk with another adult:
 - Counselor
 - Administrator
 - OT
 - Nurse
 - Other
 - Schedule peer mentoring or peer problem-solving (if available)

- Try an out-of-classroom strategy
 - Walk and Regulate
 - Errand (for movement)
 - Other
- ***Important to have the discussion of how students would like to be prompted to regulate when an adult notices a sign(s) of dysregulation.***
- It is important to note that Regulation Station (or prompting a regulation strategy) can be used very early in response to very light signs of dysregulation.
- It is also OK for a teacher to use other strategies to dysregulated behaviors, such as:
 - Provide a reminder of the appropriate behavior.
 - Validating a student's stress/feelings before suggesting a regulation strategy.
 - NOTE: Getting to know children well will help guide teachers to the best way to promote self-awareness and self-management for each student when he/she is showing signs of dysregulation.
- Regulation Prompts should:
 - **ALWAYS** be delivered calmly (modeling adult self-regulation) and supportively.
 - **NEVER** be delivered as a threat ("if you don't knock it off you are going to the Regulation Station").
 - **NEVER** be accompanied by threatening gestures (finger-pointing; clenched fists; rigid body; power stances) or power-based non-verbals (raised voice; angry look; sarcastic or frustrated tone; disappointed or shaming tone...)
- It is important to practice the prompt with students (role play).
 - REMINDER: The prompt can be for the use of a Regulation strategy – and not necessarily the use of Regulation Station.
 - **Consider:**
 - Should adult use a non-verbal prompt: if so, what?
 - Should adult use specific words? "Your body (voice level, language, action) is showing me that it might help to use a regulation strategy"....
 - Should adult respectfully share specifically what he/she noticed (the sign of dysregulation): "Your blurting, loudness, the way you reacted to..., what you said (a sign of dysregulated thoughts or feelings)... tells me it may help if you self-regulate";
 - "Try a Strategy"; "Regulation Station may help you get back on (stay on) track"; "Looks like you may have some stress to manage"
 - Important to practice how a student would go (walk to Regulation Station) if using this space.

Staff Discussion: Regulation Station DATA:

- Prior to Regulation Station development in ANY classroom, it is important that all teachers and administrators discuss and determine if and how data will be gathered. Considerations:
 - To what extent will student generated data (e.g. signing or checking off...) influence the use/purpose of Regulation Station?
 - What data, if gathered, will generate useful/usable information:
 - Frequency data (how often each student uses the space)?

- Self-selected v. Adult-prompted?
- Student able to name stressors / triggers?
- Student is aware of the “evidence” of dysregulated body, mind or mood?
- Student able to accurately rate the impact of the stress (Zones Assessment)?
- Regulation Strategy used?
- Effectiveness of strategy?
 - Student left space better regulated? Evidence?
- Duration (time in the space)?
- Used the space appropriately?
- How will data be gathered, summarized, shared, and used to drive practice?
- NOTE: If data are not gathered specific to each use of Regulation Station, determine how periodic anecdotal or survey data could provide useful information from both adult and student perspectives.

Philosophical Reasoning for “Regulation Station”:

Most unexpected or unsafe behaviors result from stress that is not well-managed leading to dysregulation of body, mind and mood.

Stress management or self-regulation challenges are usually due to:

a) lacking knowledge or skills (e.g., self-awareness skills; emotional regulation skills; impulse control; mental flexibility; effective regulation or stress management strategies;...), and/or

b) an overwhelming volume or intensity of current stressors.

Staff are committed to guide and support students to attain better skills in *regulating* their bodies, mind (thoughts) and mood (emotions) so that unexpected or unsafe behaviors are reduced, and better academic, social, and life outcomes can be achieved.

Definitions:

Regulation (or well-regulated) refers to times when stress is well-managed and body (actions), mind (thoughts), and mood (feelings) are working in ways that are conducive to growth, learning, making friendships, and sustaining positive relationships. Well-managed stress and well-regulated body, mind and mood are

essential for children and adults to do their best work, to make the most of their current executive skills, and to continually develop stronger executive skills.

Dysregulation refers to times when thoughts and emotions are becoming impulsive or reactive (typically due to overwhelming stress or stress not well-managed) and the student is not effectively utilizing his/her “pre-frontal cortex” and “executive skills” to help regulate body, mind (thoughts) and mood (feelings).

The basic goal of adults in support of children is to help them sustain or recover regulation of body, mind and mood, so that the pre-frontal cortex is operating effectively and the student is able to manage his/her current stress. When stress is well-managed and body, mind and mood are well-regulated students are more aware of the presence and impact of stressors, are better able consider behavioral options, are better able to rationally consider the costs and benefits of actions, and are better able to make thoughtful, responsible academic and social decisions.

Signs of Regulation and Dysregulation (Examples)

	Signs of Regulation (Readiness)	Signs of Dysregulation
Body	<ul style="list-style-type: none"> • Body feels in control • Just right energy • Body feels relaxed, but not tired • Full on your seat • Eyes can <i>Track</i> the speaker • Ears can <i>Listen</i> to the speaker • Voice is relaxed; tone is friendly • Connected smiles and humor • Body is demonstrating academic engagement • Body is demonstrating ability to be a friend 	<ul style="list-style-type: none"> • Sick – Feel Unhealthy • Tired/ Low Energy/ Moving Slow • Seat Slumping • Over-energized: Body is Jumpy/ Fidgety/ Wiggly/ Shaky/ • On edge of seat • Arms Flailing • Can't control verbalization: <ul style="list-style-type: none"> • Blurting • Aggressive Voice or Language: <ul style="list-style-type: none"> • Loud • Angry or frustrated tone of voice • Pressured Voice • Unexpected Language • Unkind/Mean or sarcastic to others • Not communicating with words • Head on desk (or in hands) • Tears; Crying

		<ul style="list-style-type: none"> • Unable to coordinate body, mind and mood to • Body feels out of control • Physically Aggressive (hit, bite, yell, slam, throw) • Body showing academic or social disengagement: <ul style="list-style-type: none"> • Difficulty (Not) Working/ Learning • Difficulty (Not) Being a Friend • Impulsive Actions (act without thinking)
Mind	<ul style="list-style-type: none"> • Flexible: Can “go with the flow” • Can adjust to changes • Growth Mindset • Can consider behavior options • Can analyze behavioral costs and benefits • Can show grit and perseverance • Can be resilient (bounce back) • Focused on Task • Mind is Alert • Positive Thoughts: Confident and Competent • Mindful (aware) of how you feel • Can self-observe • Can plan ahead • Can Think before I Act (impulse control) 	<ul style="list-style-type: none"> • Fixated/ Stuck on a thought / Dwelling • Wandering thoughts/ Wandering Mind • Thought Intruders (“unthinkables”) • Mind Clutter; Too many thoughts; Too much on my mind • Negative thoughts about self • Thoughts of incompetence: “Can’t do it” • Fixed Mindset: Inflexible; unable to consider behavior options • Thoughts of quitting; giving up • Negative thoughts about others • Sad thoughts • Hopeless thoughts (“nothing ever works out for me”; “I can never be successful”; “things will never get better”) • Blaming Thoughts • Angry or frustrated thoughts • Thoughts about “Flipping Your Lid” (i.e., not using your pre-frontal cortex to regulate emotions)
Mood	<ul style="list-style-type: none"> • Feel In Control • Feel Safe and Secure • Positive Feelings and Emotions: <ul style="list-style-type: none"> • Happy • Comfortable • Calm • Patient • I feel motivated (“I can”) rather than overwhelmed (“I can’t”) 	<p>I Feel:</p> <ul style="list-style-type: none"> • Bummed out/ Unmotivated/ Sad/ Depressed • Frustrated • Over-excited • Mad/ Anger/ Furious/ Rage • Nervous/ Tense/ Worried/ Anxious/ Scared • Impatient • Overwhelmed • Ashamed or embarrassed • Feel like I am losing it; losing control • Feel “Stressed”; Stressed Out • Feel Unsafe • Feel Alone • Feel like no one understands • Feel like I am about to lose it (Flip my Lid) • Too emotional (mad, sad, anxious) to self-observe or problem-solve

		<ul style="list-style-type: none">• Feel like I can't talk• Feel like I can't communicate what I want or need• Feel like I can't communicate my feelings
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