

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

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

<p><b>Pro-Social Domain</b></p> <ul style="list-style-type: none"> <li>• Caring about another's feeling and helping that person deal with them</li> <li>• Putting the needs and interests of others ahead of one's own</li> <li>• Wanting to "do the right" thing, and having the conviction to act upon it</li> </ul>	<ul style="list-style-type: none"> <li>• ignore the needs of others and walk away</li> <li>• feel overwhelmed by the emotions of others and become upset and demonstrate inappropriate social behaviours</li> <li>• be too stressed to process how other children are feeling</li> <li>• difficulty entering into social situations</li> </ul>	<ul style="list-style-type: none"> <li>• Building community in the classroom</li> <li>• Providing service opportunities within the school (office monitors, PE monitors, etc.)</li> <li>• Supporting outreach initiatives (form a student club)</li> <li>• Using behaviour reflection sheets</li> <li>• Encouraging student initiated action</li> <li>• Facilitating connections with buddy classes</li> <li>• Holding classroom meetings to check feelings</li> <li>• Anti-Bullying initiatives and programs</li> <li>• Incorporating literacy experiences that focus on empathy</li> </ul>	<ul style="list-style-type: none"> <li>- Watch movies together that incorporate empathy (e.g., Ice Age, Beauty and the Beast); talk about how the characters' feelings</li> <li>- Read stories together (e.g., <u>The Mouse and the Motorcycle</u>)</li> <li>- Support action your child wants to take</li> <li>- Food Bank - discuss initiatives like this with your child</li> </ul>
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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