

Self regulation activities for students

- These can be used as individual student strategies or as part of universal classroom management. They can be written on index cards and put on a ring to create an “activity book”
- Think: Where does this student’s energy need to go? From low to alert? Or high to alert/calm?

	Early Childhood	Middle Childhood	Adolescence
Breathing	<ul style="list-style-type: none"> • Bubble /volcano breathing • Pillow Breathing 	<ul style="list-style-type: none"> • London Bridges • Imagery 	<ul style="list-style-type: none"> • Diaphragmatic breathing • Pair with visual imagery • Use of an app that has imagery of breathing or enables reading of heart rate
Grounding – <i>being present in the moment, soothing.</i>	<ul style="list-style-type: none"> • Tactile stimuli including magic rocks, piece of velvet, stuffed animal. • I spy • Self hugs • “Dig a hole with your toe” 	<ul style="list-style-type: none"> • Handheld manipulative objects like stress balls, wikki stix and lanyard string • List ten things seen in the classroom • Describe favorite items 	<ul style="list-style-type: none"> • Mental tasks – “brain gym” • Music • Writing or drawing • Tune into and describe physical sensations, 4, 3, 2, 1 things they see, hear, or feel • Step by step descriptions
Movement	<ul style="list-style-type: none"> • Hop like frogs • Head, shoulders, knees and toes • Hokey Pokey • Lightly “Brush” the wiggles off of your hair, arms, legs. 	<ul style="list-style-type: none"> • Challenges: exercises • Dance, go from slow to fast • Simon says • “Heavy lifting” – carry a heavy book or box down the hall and back. 	<ul style="list-style-type: none"> • Play basketball • Go for a walk • Toss a ball back and forth
Muscle Relaxation	<ul style="list-style-type: none"> • Robot, ragdoll • Cooked v. uncooked spaghetti • Caterpillar to butterfly • “Growing seeds” – students start as seeds and grow into flowers as they are watered. 	<ul style="list-style-type: none"> • Curl and release • Doorway stretch 	<ul style="list-style-type: none"> • Yoga movements • Tense and release • Pair with breathing



Imagery	<ul style="list-style-type: none"> • Safe place – build an actual safe place out of IKEA fabric cubes or draw a safe place. 	Describe or draw: <ul style="list-style-type: none"> • Favorite superhero or superpower • TV, Book, Movie, Character • Real or imaginary safe place 	<ul style="list-style-type: none"> • Imagine peaceful, healing light • Imagine a protective force field • Safe place imagery
Alternating states	<ul style="list-style-type: none"> • Start/stop games • Hot/cold sensations • Lights on/off 	<ul style="list-style-type: none"> • Turn music up and down with corresponding movement • “Freeze and melt” movements • Lights on/off 	<ul style="list-style-type: none"> • “Slo mo” dance party • Inside/outside time
Feeling or ‘calm down’ tool boxes with five minute egg timer	<ul style="list-style-type: none"> • Could include pictures of safe caregivers, tactile experiences, and a series of pictures of emotions. 	<ul style="list-style-type: none"> • Pictures of safe caregivers, art supplies to draw with, exercises to facilitate breathing 	<ul style="list-style-type: none"> • Include small card or toy games.
Rhythm	<ul style="list-style-type: none"> • Clapping, stomping games • Hopping to follow a drum 	<ul style="list-style-type: none"> • Movement to follow a drum • Stop, start games • Big, small activities • Rolling/ unrolling a ball of yarn. 	<ul style="list-style-type: none"> • Turning up and down music • Movement to a drum • Rolling/unrolling a ball of yarn
Food/water	<ul style="list-style-type: none"> • Snacks or water 	<ul style="list-style-type: none"> • Snacks or water 	<ul style="list-style-type: none"> • Snacks or water

*Adapted from ARC: Attachment, Self-regulation, and Competency (Kinniburgh & Blaustein, 2005; Blaustein & Kinniburgh, 2010)

Other tools brainstormed in group?