



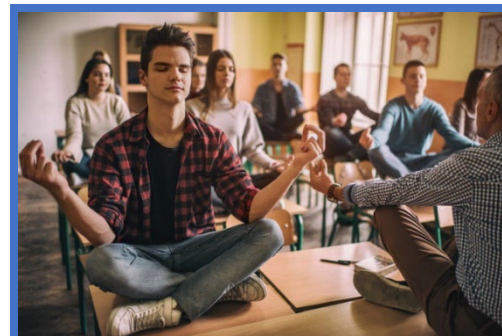
# Regulation Strategies For Middle School/ High School

When practiced regularly, these strategies enhance capacity for emotional regulation in the brain making it easier to return to a regulated state when upset or anxious.

## **Breathing**

*The simple act of taking deep breaths send signals to the brain and body for calm and regulation.*

**Co-regulated breath:** Group breathing exercises are best when led by a trusted adult. This supports a regulated educator that teach in a way that creates a calm and regulated learning environment. Co-regulation can develop the skills in students so that they can eventually self-regulate independently.



## **Guided Breathing**

- **Triangle Breath:** Trace a triangle with your finger. Side one: inhale; side two: hold breath; side three: exhale. Students can be given a small, laminated triangle to practice and carry with them.
- **Five Finger Breath:** Stretch hand and fingers out like a star, palm facing away. Use index finger on other hand to trace fingers slowly starting with the thumb. Breath in through nose when tracing up, and out through mouth when tracing down. When you reach the pinky, reverse course and return to the thumb so that each finger is traced twice.
- **Make a game if it:** Use a cotton ball (or colored pom pom) and straw. Each student takes a deep breath in and blows their cotton ball down a long table. Who can get it the furthers in one breath? Can you get it across the finish line? Note how this activity requires breathing deep and exhaling slowly to control the cotton ball so it does not veer off the table.

**Grounding:** *Grounding is useful for students who tend have a more dissociative response to stress. This is when mental "flight" (daydreaming, checking out) and tuning out the outside worlds is a coping strategy. Grounding is a gentle way of bringing people back to present time and space.*

- **5,4,3,2,1 Name /** Write down 5 things you can see, 4 things you can touch, 3 things you can hear, 2 things you can smell and one thing that you can taste. Take a deep breath between each prompt.
- **Drum, clap, stomp:** Drum out a beat on the table - students repeat on their desk. Clap out a pattern students repeat. Stomp out a pattern students repeat. Mix up drum, clap, stomp and move from simple patterns to more complex.

# Regulation Strategies For Middle School/ High School

**Rhythm:** *Repetitive rhythms resonate with the lower parts of our brains. These are the parts of the brain that help us feel calm and safe.*

- Drumming call and response patterns
- Call and response [attention getters](#)
- Music that is [60 beats per minute](#). Look for Spotify playlist
- Bounce ball to a beat
- Partner bean bag or tennis ball toss to a beat or song

**Movement:** *Movement is an essential part of how we learn. It can alert us and give us energy and help us to cope with frustration. It also promotes attention and memory. Be sure to include steady rhythm in your movement activities.*

- Reach for the ceiling with hands up high then touch your toes
- Wall pushups
- Walking worksheets (questions taped to different stations on the wall)
- Working Stations
- Pair share while walking with partner (hallway or outside if possible)
- Solution /Answer - Half students have a question and half have an answer on index card. Solution and answer need to find each other



**Sensory Tools** *We take in information from the environment through our 7 senses. These senses perceive changes in the environment and send messages to the brain to respond. Each of us develops a natural “sensory profile” in which we experience input into our different senses as pleasurable (sensory seeking) or not pleasurable (sensory avoiding). When our sensory needs are met, we are more likely to be able to self-regulate.*

Sense	Seeking	Avoiding
<b>Sight</b>	Pictures, reading, fish tank	Closed eyes or low light
<b>Hearing</b>	Singing, chanting	Quiet time, noise cancelling headphones
<b>Smell</b>	Essential oils, scented markers	Low odor materials, Wearing mask
<b>Taste</b>	Spicy, sour, sweet foods	Bland foods
<b>Touch</b>	Self-squeeze, Fidgets, thinking putty, stress balls	Personal space Passing time before other students in hall
<b>Balance/Movement</b>	Toe touches Stand on one foot	Slow movements with support
<b>Proprioception (position of our body)</b>	Grounding activities that include drumming and touching surfaces	Guided pathways on the floor Marked personal space