



Regulation for Students and Staff

Tier 1 Classroom SEB Supports

Universal 2025-2026

mimtsstac.org



Acknowledgments

The content for this training day was developed based on the work of:

- National Center on PBIS
- Collaborative for Academic, Social, and Emotional Learning (CASEL)

Group Agreements

We are Responsible

- Return on time from breaks
- Take care of our needs

We are Engaged

- Share “air time”
- Plan to participate in multiple ways
 - Chat, breakout rooms, polls, reactions, unmute
 - Ask questions

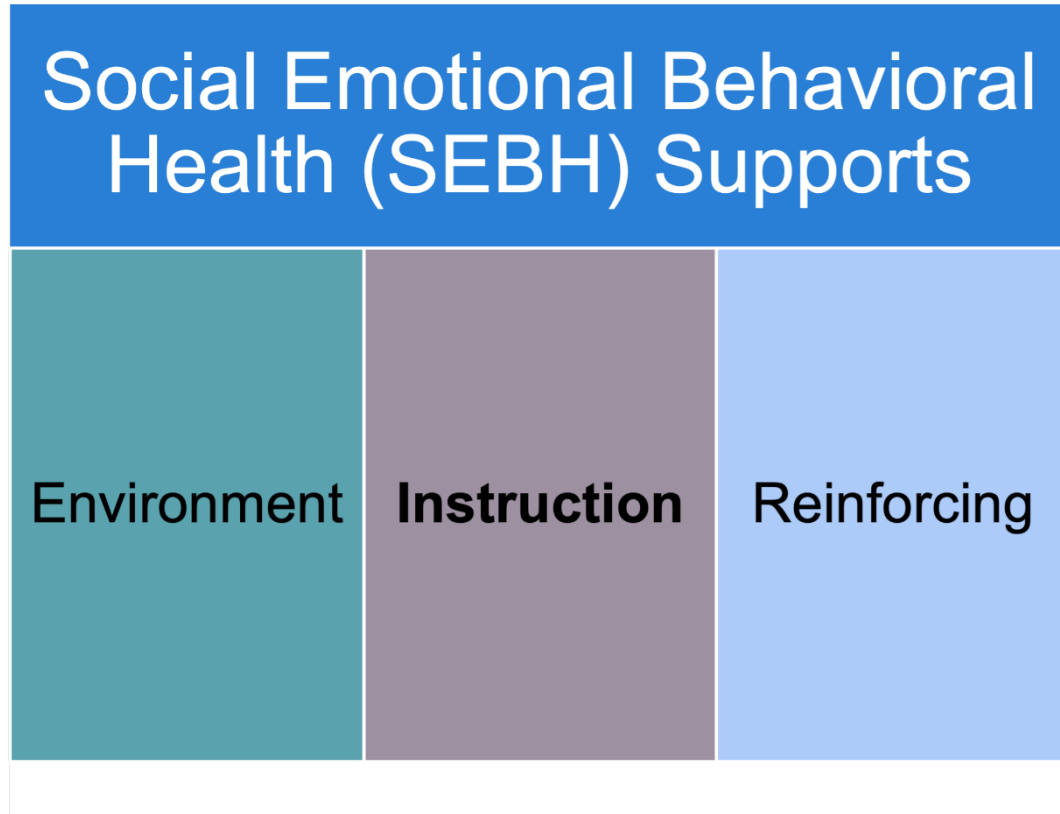
Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

Intended Outcomes

- Understand the basics of brain science and stress responses in the classroom setting
- Review regulation strategies for students and how to teach, prompt, and reinforce them
- Identify your own regulation strategy and when it might be used

Classroom SEBH Supports Components



- Supportive Relationships
- Expectations and Routines
- Physical Environments
- Engaging Instruction
- Teaching SEBH Skills
- **Regulation for Students and Staff**
- Understanding Behavior
- Reinforcing Behavior
- Responding to Interfering Behavior

Getting Organized

- Resource Guide Walkthrough
- Classroom SEBH and Instructional Practices Checklist

Regulation and Dysregulation

- Individuals who can regulate their emotions can adapt their behavior when the situation demands it
- When experiencing regulated emotions, individuals can control their thoughts, feelings, and actions
- Dysregulation means an individual is struggling to manage their thoughts, feelings, and behaviors in a manner that is more typical
- When emotionally dysregulated, your brain has difficulty managing or regulating emotional signals

Why Support Regulation

Difficulties with emotional regulation can negatively impact

- Attendance
- Grades
- Pro-social behaviors
- Relationships
- Executive functioning
- Overall well-being

Explaining the Brain to Children and Adolescents



<https://www.youtube.com/watch?v=py8deTlxNco>

Stress Response in the Classroom

Flight

Withdrawing
Fleeing
Skipping class
Daydreaming
Seeming to sleep
Avoiding others
Hiding/Wandering
Disengaged

Fight

Acting out
Aggressive behavior
Acting silly
Defiance
Hyperactive
Arguing
Screaming/Yelling

Freeze

Exhibiting numbness
Refusing to answer
Refusing to get needs met
Giving a blank look
Feeling unable to move/act

Fawn

Overly apologetic
Super-responsible
Trying to please others
Avoiding conflict

(Souers, K., & Hall, P. A., 2016; Web MD 2023)



Activity 1

- What are some of the most common ways you see your students demonstrating a stress response?
- How would you categorize your own stress response?
- How might knowing these stress responses in both yourself and your students help in the classroom?
- What connections are you starting to make between interfering behaviors, stress responses, and dysregulation?

Regulation Routines

What: Strategies that help students take in different stimuli and manage their emotional and behavioral responses

When: Teaching happens when students are regulated – don't wait to teach a regulation strategy when they are dysregulated

How: Provide rationale, context when they might use it, model, prompt, and reinforce

Breathing Exercises

- Belly breathing
- Figure 8 Breathing
- Physiological Sigh
- Others?



(<https://www.youtube.com/watch?v=KssedxpbLpg>)

Grounding Activities

- Play “I Spy”
- Identify objects of a certain color (i.e., find 4 blue items in the room)
- Guided meditation
- Name 3 things you can touch, feel, see, smell, or hear
- Others?



(<https://www.youtube.com/watch?v=w-KD1rFZgDg>)

Additional Strategies

- Music reflections
- Journaling
- Body Scan Meditations
- Positive self-talk
- Calming Corners
- Others?



(<https://www.youtube.com/watch?v=E07n7Dtk4iA>)



Activity 2

- Review the regulation strategies on the previous slides (or in the *Guided Workbook*)
- Which strategies would you select to teach in your classroom?
- Are there strategies that you can leverage from your mental health providers to create consistency?

Video: Teaching Self-Regulation by Modeling



(<https://www.youtube.com/watch?v=UD9m5n-ZpB0>)

Teaching Regulation Skills

- Regulation strategies should be taught and practiced as part of classroom routines
- Once taught, they become your first response for classroom management or when students become dysregulated
- Teaching considerations:
 - How will these skills be prompted within the setting? Checklists on students' desks, visual cues, a space in the classroom?
 - Have you established a common signal that indicates a need for regulation support?
 - How will you establish common, consistent language around regulation strategies?

Reinforcing

- Provide praise approximations
 - “Good job lowering your voice.”
- Provide nonverbal prompts of regulation routines
 - Quietly modeling deep breathing strategies that have been practiced as part of the classroom regulation routine
- Offer students time and space
 - “I will be here when you are ready to talk”.

Strickland-Cohen, et al., 2022

Staff
regulation

- Educators who are **regulated** are able to show empathy

Empathy

- Educators have to show **empathy** in order to form relationships with students

Student
regulation

- Relationships are required to help someone else **regulate and de-escalate**

Self-Regulation Strategies for Adults

In the Moment

- Take 3 deep breaths
- Grounding exercise: Name 3 things you can see, feel, hear, smell, or touch
- Positive self-talk: I am okay, I can handle this
- Others?

Long Term

- Gratitude list, journaling
- Guided meditation
- Walking or exercise
- Others?



Activity 4

- Get Ready
 - Reflect on a time when you found yourself feeling dysregulated
- Get Set
 - What is one thing you could do in the moment next time to help calm yourself or regain control?
 - What is one long-term strategy you could practice over time to help you better manage situations in the future?
- Go
 - Think about your intentions:
 - One thing I can do in the moment is...and one thing I will build over time is...

Important Reminders

- Students engage in behavior to get their needs met – it's not personal
- A regulated teacher can better support a dysregulated student – identify your own regulation strategy
- Acknowledge small steps toward the use of regulation strategies



Activity 5

Use your *Classroom SEBH and Instructional Practices Checklist* to set intentions for Teaching Regulation Routines in your classroom

Stress Responses

Fight
Flight
Freeze
Fawn

Regulation Routines

Breathing exercises
Grounding activities
Adult modeling
Music reflections
Journaling

Coaches/Administrators: What can you do to support teachers in implementing one of these practices and monitoring efforts?

References

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- Council for Exceptional Children & CEEDAR Center. (2015). *High-Leverage Practices in Special Education*. Council for Exceptional Children, Arlington, VA.
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- Simonsen, B., Goodman, S., Robbie, K., Power, M., Rodriguez, C., & Burns, D. (January, 2021). *Effective Instruction as a Protective Factor*. Eugene, OR: Center on PBIS, University of Oregon. www.pbis.org.
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