

Emotion Regulation Strategy	How To Implement
<p><b>Rate the Feeling<sup>1</sup></b></p>	<ul style="list-style-type: none"> <li>● Encourage your students to rate the intensity of their feelings on a 1-10 scale. This will promote self-awareness and will also encourage them to be able to articulate to others how they feel.</li> <li>● “Name it” (Ex: “I feel sad, mad...”). Then, on a 1-10 scale have the child rate the strength of the emotion. 1 = very mild, 10 = very intense feeling, “like a volcano is about to explode.”</li> <li>● Encourage students to recognize their body language during times of strong emotion. For example, is the student clenching their fists, feeling their cheeks get warm, getting jittery? By helping students to identify their feelings, the intensity, and the body language that accompanies these feelings, they will be able to regulate these emotions more effectively in the future.</li> </ul> <hr/> <p>→ Another way for students to rate the intensity of their feelings can be through the use of a “<a href="#">feelings thermometer</a>”<sup>2</sup>. This is a freebie resource from TPT.</p>
<p><b>Deep Breathing</b></p> <p><i>Tell students, “Taking slow, deep breaths helps you to relax and calms your brain so you can think more clearly and stay in control. You can do it before taking a test, to go to sleep, or any time you are frustrated, worried, sad, or just need to calm down.”</i></p> <p>These strategies are good methods for teaching children to be mindful of their breath and to demonstrate how to do deep breathing.</p>	<ul style="list-style-type: none"> <li>● <b>Buddy Breathing</b> <ul style="list-style-type: none"> <li>○ Have students sit back to back with their arms intertwined at the elbows - then, have students take deep breaths in and out together</li> <li>○ You can model this with students to show that the breaths should be slow, deep, and intentional</li> <li>○ Have students match each other’s slow breathing to focus their energy and calm down</li> </ul> </li> <li>● <b>Belly Buddies</b> <ul style="list-style-type: none"> <li>○ Have children lie on their backs, and place a small stuffed animal or soft object on their belly. Have students breathe in and out deeply and slowly, and ask them to focus their attention on watching the stuffed animal or object slowly rise and fall on their chest.</li> </ul> </li> <li>● <b>Candles and Flowers</b> <ul style="list-style-type: none"> <li>○ Tell students, “Pretend you are smelling a flower, and then slowly blowing out a birthday candle.” This will help kids visualize breathing in and breathing out.</li> </ul> </li> </ul>

<sup>1</sup> Borba, Michele. *Unselfie: Why Empathetic Kids Succeed in Our All-About-Me World*. Touchstone, 2017.

<sup>2</sup> TPT Author, Engaging Little Citizens, [Behavior Management Feelings Thermometer by Lauren Macaluso | TpT](#)

	<hr/> <ul style="list-style-type: none"> <li>● <b>Bubble Blowing</b> <ul style="list-style-type: none"> <li>○ Blow soap bubbles with students “without them popping.” Then, practice blowing “imaginary bubbles” with deep breaths to “slowly blow worries away.”</li> </ul> </li> </ul> <hr/> <ul style="list-style-type: none"> <li>● <b>Gratitude Breathing</b> <ul style="list-style-type: none"> <li>○ Take a deep breath and count “one” as you exhale and say something that you are grateful for (“I am grateful for my mom.”) Take another breath, count “two” and as you exhale, add a new thing that you are grateful for. Repeat until “five”, or have students continue until “ten” if they need a bit more time.</li> </ul> </li> </ul>
<p><b>Self-Regulation Strategies</b></p>	<ul style="list-style-type: none"> <li>● <b>Imagine a Calm Spot</b> <ul style="list-style-type: none"> <li>○ Encourage students who are feeling very strong emotions to imagine a calm place while breathing slowly. The child will visualize this location, like Grandpa’s backyard, the beach, their bed, while slowly inhaling and exhaling.</li> </ul> </li> </ul> <hr/> <ul style="list-style-type: none"> <li>● <b>Self-talk</b> <ul style="list-style-type: none"> <li>○ Teach children a positive message that they can say to themselves in a stressful or over-stimulating situation, like: “Stop and calm down,” “Stay in control,” “I can handle this”. Have students share their phrase with you, and then have the rehearse several times, and help prompt for this phrase to ensure it is an automatic response during challenging times for the child.</li> </ul> </li> </ul> <hr/> <ul style="list-style-type: none"> <li>● <b>1+3+10</b> <ul style="list-style-type: none"> <li>○ As soon as a child begins experiencing stress, have students stop and tell themselves, “Stop and be calm.” That is 1. Now take three deep, slow breaths from the tummy. That is 3. Then, slowly count to ten inside your head and focus on each number as you breathe out (exhale). That’s 10. Put them all together and you have 1+3+10.</li> </ul> </li> </ul>
<p><b>Calm-Down Jar</b></p>	<ul style="list-style-type: none"> <li>● Glitter jars are a fun way for kids to soothe themselves and practice deep breathing.</li> <li>● There are many ways to make a calm-down jar. <u>Here is one suggestion:</u> In a mason jar, pur 1 cup of hot water and 2 tablespoons of glitter glue or a bottle of clear glue and then whisk. Add some fine glitter (“fairy dust”) until there is a layer of</li> </ul>

	<p>glitter on the bottom that is ½ - ¾ inches deep. Fill the jar with water plus a bit more of chunkier glitter, beads, small faux jewels, etc. Leave about one inch of room at the top. Add a drop of food coloring and screw the lid on tightly. Let the student shake and watch the glitter swirl slowly to the bottom. As the glitter settles, have the child practice breathing slowly as his stress “magically fades”. Tip: add super glue to the inner lid of the mason jar or bottle to ensure that the top does not accidentally get unscrewed while it is being used.</p> <ul style="list-style-type: none"> <li>● <a href="#">Calm-Down Jar Suggestions</a></li> <li>● <a href="#">Video on How to Make a Calm-Down Jar</a></li> </ul>
<p><b>Yoga</b></p>	<ul style="list-style-type: none"> <li>● Yoga has been proven to help clear the mind for adults, so why not teach children basic poses to help them to channel their intense emotion and calm down?</li> <li>● Note: young children thrive on repetition of poses, and cannot concentrate on this activity for a long period of time.</li> <li>● Adjust these poses based on the interest, ability, and sustainability in your classroom.</li> <li>● You may narrate and teach the yoga, or find resources online, such as:</li> <li>● <a href="#">A Cosmic Kids Yoga Adventure</a></li> <li>● <a href="#">Learning Station: Yoga for Kids</a></li> </ul>
<p><b>Mind Yeti</b></p>	<ul style="list-style-type: none"> <li>● The six sessions on Mind Yeti that are meant to help children’s brains focus on Calming Down.</li> <li>● <a href="#">Calm Down Mind Yeti</a></li> <li>● Six sessions:             <ul style="list-style-type: none"> <li>○ Slow Breathing 2</li> <li>○ Anchor Your Boat</li> <li>○ Cool the Volcano</li> <li>○ Your Wise Friend</li> <li>○ Sticky Hubbubble</li> <li>○ My Pocket Stone</li> </ul> </li> </ul>
<p><b>Zones of Regulation<sup>3</sup></b></p>	<ul style="list-style-type: none"> <li>● Zones of Regulation is a system that teaches children self-regulation by categorizing all of the different ways we feel and states of alertness into four different zones. As per the Zones of Regulation official site, the zones are as follows:</li> <li>● The <b>Red Zone</b> is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behavior, devastation, or</li> </ul>

<sup>3</sup> Zones of Regulation, <http://www.zonesofregulation.com/learn-more-about-the-zones.html>

terror when in the Red Zone.

- The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.
- The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.
- The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.
- The Zones can be compared to traffic signs. When given a green light or in the Green Zone, one is “good to go”. A yellow sign means be aware or take caution, which applies to the Yellow Zone. A red light or stop sign means stop, and when one is the Red Zone this often is the case. The Blue Zone can be compared to the rest area signs where one goes to rest or re-energize. All of the zones are natural to experience, but the framework focuses on teaching students how to recognize and manage their Zone based on the environment and its demands and the people around them. For example, when playing on the playground or in an active/competitive game, students are often experiencing a heightened internal state such as silliness or excitement and are in the Yellow Zone, but it may not need to be managed. However, if the environment is changed to the library where there are different expectations than the playground, students may still be in the Yellow Zone but have to manage it differently so their behavior meets the expectations of the library setting.