

**Digging Deeper into Self-Regulation and Anger Management**

Marlo Hornsby MOT OTR/L

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**Behavior Support Specialists**

- North Region BSS**  
Elin Day  
day137@marshall.edu
- Northern EC BSS**  
Marlo Hornsby  
hornsby@marshall.edu
- South Region BSS**  
Teryl Jones  
jones@marshall.edu
- Southern EC BSS**  
Katie Morris  
morris@marshall.edu
- Eastern Panhandle Region BSS**  
Christy Fudge  
kfudge@marshall.edu
- Mountain Region BSS**  
Jennifer Fletcher  
enfletcher@marshall.edu
- Mountain EC BSS**  
Sara Wines  
sara.wines@marshall.edu

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West Virginia Behavior/Mental Health Technical Assistance Center

West Virginia Autism Training Center

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3

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### Agenda for Today



- Define self-regulation and identify its key components.
- Recognize the impact of self-regulation on student learning and classroom behavior.
- Identify and implement effective self-regulation strategies in the classroom.

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### Importance of Teaching Social-Emotional Skills

The use of "response strategies is intended to reduce the likelihood of challenging behavior but will not be effective without careful and intentional attention to teaching social skills and emotional competencies."



- Strain, Joseph, Hemmeter, Barton, & Fox (2017)

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### The Link to Adult Outcomes

Children reported to have better social skills (e.g., sharing, cooperating, helping other children) in Kindergarten are:

- More likely to graduate from high school on time
- More likely to get a college degree and have a full-time job
- Less likely to be arrested or engage in substance abuse

(Jones, Greenberg, & Crowley, 2015)

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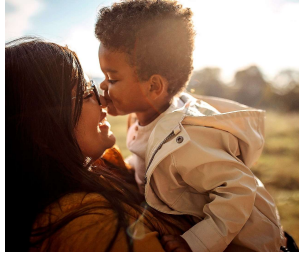
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### What Social-Emotional Skills are Important to Families?

Culturally responsive instruction is aligning what we teach to families' priorities.

- How do you learn about family and cultural values as they relate to social skills?
- How do you ensure that your teaching is culturally sustaining?



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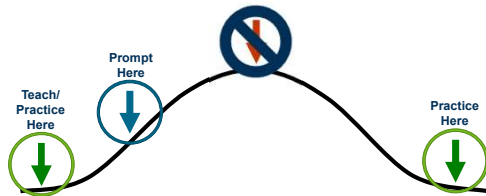
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### When Do We Teach Social-Emotional Skills?

Planning Lessons  
(Teaching Skills Ahead of Time)



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### Planned and Intentional Teaching

When planning instruction, consider:

- What to teach
- When to teach
- How to teach



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### Practice

- Offer multiple embedded opportunities to practice throughout the day
- Help children link concept or skill to others
- Capitalize on teachable moments
- Prompt children to use the skill in new situations
- Elaborate on the skill or concept

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### All Day, Every Day

- Large and Small Group
  - Introduce new concepts
  - Model and practice
- Within all activities
  - To ensure multiple opportunities for meaningful practice
- Over time
  - To meet the instructional needs at each learning stage (acquisition, fluency, generalization)




11

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### Self-Regulation and Anger Management is...

Children who learn to regulate their emotions:

- Have an easier time making friends
- Handle disappointment better
- Relate more successfully with peers and adults
- Are less impulsive



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### Teaching Self-Regulation

A flowchart with three steps: 'Show & Tell' in a dark blue box, 'Practice' in a light blue box, and 'You Got It!' in an orange box. Arrows connect them in a downward sequence. To the right is a photograph of two boys, one appearing distressed and the other offering support.

13

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### Skills to Teach

- To problem solve, children need to be able to:
  - recognize anger in oneself and others;
  - calm down when their emotions become elevated; and
  - use appropriate ways to express anger or other impulses.

A photograph of a young child lying on their stomach on a play mat with colorful balls scattered around.

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### Emotion Regulation

- The ability to regulate your emotions and behaviors in different settings and activities
- Includes ALL emotions, not just anger
- Children with disabilities and children who have experienced trauma might need more support and instruction with this skill

A photograph of a young girl with long hair, resting her head on her hands and looking thoughtful.

15

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### Relaxation Thermometer

**Show & Tell**

**Practice**

**You Got It!**

- Direct Teaching – Large and Small Group
- Teach and model what feeling of "relaxed" looks and feel
  - Calm
  - Loose
  - Blue (cool)
  - Breath
- And what "mad" looks and feels:
  - Tense
  - Red (hot)
  - Stressed

<https://challengingbehavior.org/implementation/program-wide/practical-strategies/>

16

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### Teach and Practice Taking a Deep Breath

**Take a Deep Breath**

Smell the flower

Blow the pinwheel

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### Ideas for Self-Regulation

Count to Ten

Do a Drawing

Listen to Music

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### Calming Circle



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### Cozy or Calming Area



<https://challengingbehavior.org/docs/How-to-Create-Cozy-Corner.pdf>

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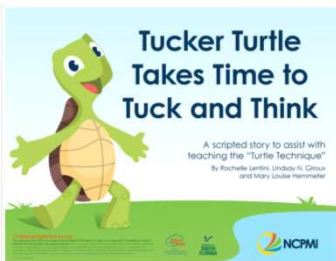
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### Tucker Turtle



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### The Turtle Technique

<b>Step 1:</b> Recognize your feelings.	<b>Step 2:</b> Stop your body.	<b>Step 3:</b> Tuck inside your shell and take three deep breaths.	<b>Step 4:</b> Come out when you are calm and think of a solution.
			

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22

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### Turtle Technique Tips

- Model remaining calm
- Practice the steps frequently
- Remind children to tuck like a turtle when they feel angry, disappointed or other strong emotions
- Recognize and comment positively when the child stays calm
- Work with families to develop ideas for teaching the "Turtle Technique" at home

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### Teaching Children the Turtle Technique

The Turtle Technique



[Presenter] One of the most popular

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### How to Support Amber

Amber is a four-year-old who loves tigers and trains. She was recently diagnosed with autism and attends an all-day inclusive preschool program. Amber loves school, has several friends, but she has been having a hard time regulating her body and feelings when upset. Changes in the routine or unexpected events are difficult for Amber and often cause her to run back and forth in the classroom, not follow directions, and repeat phrases from movies or television. Her teachers aren't sure how to help her learn to calm down when these stressful situations arise. They are wondering how to use her interests in tigers and trains to teach these skills but aren't sure where to start.

- What ideas do you have for her teachers?
- Discuss in groups for 10 minutes.



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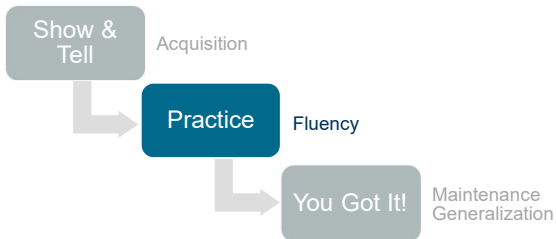
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### How Can You Help Children Self-Regulate?



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### Opportunities to Practice



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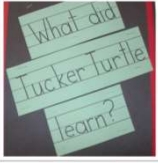
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### Reflecting in Small Group





"Tucker Turtle is tucking in to listen to Star Wars music."



"Tucker learned to calm down and take turns and find another way."

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### Guiding Children in the Moment



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### Teaching Matrix: Emotions and Self-Regulation Skills All Day, Everyday!

	Arrival	Large Group	Centers	Small Group	Outside	Snack	Departure
<b>Emotional Literacy &amp; Self-Regulation Skills</b>	Emotion Check In: Children sign or place name under emotion word choices	Emotion Word of the Week: Story Circle points out emotions that characters experience in the book	Dramatic Play: Doctor's office, intake form can include "How are you feeling today?"  Cozy area: teach children how to access	Create a feeling book for the classroom.  Scenario Game: children share how they might feel if they were in the same situation.	Label and comment on children's emotions that they may be feeling.	Share a personal story that includes emotion vocabulary.	Emotion check out: Children sign or place name under emotion word choices.

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### Self-Regulation: You Got It!

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### Trauma and Children's Emotions

"Young children suffering from traumatic stress symptoms generally have difficulty regulating their behaviors and emotions. They may be clingy and fearful of new situations, easily frightened, difficult to console, and/or aggressive and impulsive. They may also have difficulty sleeping, lose recently acquired developmental skills, and show regression in functioning and behavior."

- National Child Traumatic Stress Network

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### Guiding Children When There are Strong Emotions

- Select a facilitator and reporter
- Read the scenario assigned to your table group
- Discuss how the teacher might respond. Consider the following for children who have experienced trauma.
  - Nurturing and responsive relationships
  - Providing predictability
  - Approaching strong emotions with understanding
  - Helping the child feel safe
- Be prepared to share back your scenario and suggestions

33

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**Taking It Home: Self-Regulation**

<https://challengingbehavior.org/implementation/family-engagement/>

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**Questions**

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**References**

Challenging.behavior.org

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Contacts

[Hornsby@marshall.edu](mailto:Hornsby@marshall.edu) - Marlo Hornsby



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