**Your Presenter: Monica Raminger, LMHC, CATP**

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| Monica is a clinical mental health therapist who focuses on the biopsychosocial impacts of trauma. She is a certified Child and Adolescent Trauma Professional through the International Association for Trauma. Monica has worked in the fields of child welfare, case management, and student behavioral support, with experience ranging from group residence to outpatient clinical practice. Monica currently practices clinical work at an outpatient private clinic focusing on mood management, child development and attachment, and affect regulation. Monica obtained her Bachelor of Science in Psychology and Health Science from SUNY Brockport and obtained her Master of Science in Education in Clinical Mental Health Counseling from The College at St. Rose. Monica’s therapeutic model includes developmental theory, cognitive behavioral theory, and attachment theory. Monica has experience creating and delivering presentations on trauma, learning, parenting, and crisis management. |

Everyday Skills for Regulation: Implementing Regulation Skills in the Classroom Setting

Part one of this series explores what regulation is, how it can look in the classroom, and ways to implement regulation skills to manage student emotional needs. Self-regulation and co-regulation will be examined, with an emphasis on why regulation is a vital part of classroom management. Classroom-appropriate skills will be reviewed across different developmental stages with focus on matching interventions to types of dysregulation. Emphasis will be placed on teacher-modeling with an overview of different interventions. This is not a training and does not certify capacity to implement interventions. This is psychoeducation on how regulation skills can be used to manage classroom needs.

**Professional Development Course Outcomes and Learning Objectives:**

Goal 1: Participants will develop an understanding of what regulation means in the context of social-emotional learning and behavior management in the classroom.

*Objective*: Participants will use provided psychoeducational content to explore concepts such as self-regulation, co-regulation, and classroom management as it relates to student needs and regulatory expression.

Goal 2: Participants will develop an understanding of how regulation presents itself into three categories, associated with brain symptoms, body symptoms, and behavior symptoms.

*Objective*: Participants will use provided psychoeducational content to explore ways to recognize dysregulation in each category, with emphasis on different developmental stages.

Goal 3: Participants will develop an understanding of how to implement different regulation skills, for both self-regulation and co-regulation for general educational appropriateness.

*Objective*: Participants will use provided psychoeducational content to explore ways to integrate regulation into general teaching practices, classroom management practices, and how to match skills to types of dysregulation.

Goal 4: Participants will develop an understanding of the teacher-model method for implementing regulation in the classroom, along with the importance for educational staff to master self-regulation.

*Objective*: Participants will use provided psychoeducational content to explore ways to practice self-regulation, with modeling behaviors as a key method for implementing co-regulation and teaching self-regulation.

Note Sheet

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| Every Day Skills for Regulation |  |
| Speaker Disclaimer |  |
| What is Regulation? | Control-Understanding- |
| Regulation is Not… | Compliance-Predictable- |
| How Does Regulation Relate to Learning? |  |
| Self-Regulation | Self-Efficacy:Self-Awareness:Self-Control: |
| Typical Trajectories for Self-Regulation | Elementary School:Middle School:High School: |
| What is Dysregulation? |  |
| Types of Dysregulation | Brain:Body:Behavior: |
| What Determines Regulation Ability? |  |
| Co-Regulation |  |
| Different Developmental Stages | Caregiver Co-Regulation:Youth Self-Regulation: |
| Infancy to Pre-School |  |
| Elementary School |  |
| Middle School |  |
| High School |  |
| Basics of Co-Regulation | A-G-I-L-E- |
| Co-Regulation and Classroom Management |  |
| Classroom-Appropriate Skills | Stand-Alone:Integrated:Individualized:Universal:Free Time: |
| Matching Skills to Types of Dysregulation | Brain:Body:Behavior: |
| Elementary School | Best Ways to Implement:Brain:Body:Behavior: |
| Elementary School: Brain Skills | 5 Senses Exercise:Mindful Observations:Feeling Trackers:Mindful Moments/Meditation:Distraction Games:Mindful Listening: |
| Elementary School: Body Skills | Progressive Muscle Relaxation:Mindful Breathing:Movement and Stretching Activities:Body Scans: |
| Elementary School: Behavior Skills | Mindful Coloring/Drawing:STOP Skill:Opposite Action:Following Instructions:Awareness of Behavior Activities:Impulse Control Games: |
| Elementary School: Practice | Brain: 5 Senses Exercise:Body: Progressive Muscle Relaxation:Behavior: Opposite Action: |
| Middle School | Best Ways to Implement:Brain:Body:Behavior: |
| Middle School: Brain Skills | Problem/Solution Activities:Visualization:Compliment Sharing:Positive Affirmation Creation:Emotion Identification:Changing the Channel: |
| Middle School: Body Skills | Heartbeat Tracking:Mindful Breathing:Mindful Movement:Yoga:Body Activation: |
| Middle School: Behavior Skills | Timed Tasks:Choice-Based Games:Journaling Prompts:Learning-Based Sketching:Goal Setting:Independent Work with Reward/Praise: |
| Middle School: Practice | Brain: Visualization:Body: Mindful Breathing:Behavior: Goal Setting: |
| High School | Best Ways to Implement:Brain:Body:Behavior: |
| High School: Brain Skills | Checking the Facts:Positive Events Selective-Attention:Thought Stopping:Distraction Skills:Cognitive Reappraisal: |
| High School: Body Skills | PLEASE:Emotional Experiencing:Heartrate Tracking:Sensory Engagement:Body-Focused Grounding:Mindful Breathing: |
| High School: Behavior Skills | Emotional Cause-and-Effect:Behavioral Activation:Help/Support Seeking:Mindful Participation:Emotional or Experiential Journaling: |
| High School: Practice | Brain: Checking the Fact:Body: Emotional Experiencing:Behavior: Emotional Cause-and-Effect: |
| Teacher-Modeling | Shown:Building Relationships:Neuroception: |
| Self-Regulation for Staff | Practice:Self-Care: |
| Co-Regulation for Staff | Co-Regulators:Effective Support: |
| Barriers to Regulation in Staff |  |
| Benefits to Teaching Regulation | Short Term:Long-Term: |
| Next Week | Crisis Skills: |