

Hidden Slide #1

This Module was designed to be used in the following manner.

- The audience for this Module is division and school teams.
- This Module is meant for whole staff, team, and division presentations.
- Following this training, participants should complete the *Action Plan* document to determine next steps.
- There are eight sections in this module. Teams are not required to complete all components of the Modules. Instead, participants will complete only those Modules that fit the needs of their school.



Module 1 is divided into several sections. Each section can be completed in 30 minutes or less.

Hidden Slide #2

- In person training
- Presenter notes and information



In-person training suggestions

This module can be broken down into sections. Each section of Module 4 should be about 30 minutes to complete.

This module provides strategies that can be used for staff and students in trauma sensitive schools. You may want to add or enhance portions with visuals and examples that will resonate with your audience. As a reminder, always be sure to include appropriate citations when adding resources. Also, you might look to the resources and activities sections for additions that may be helpful.

In summary

- This module outlines strategies that can be used in trauma sensitive schools
- It can be adapted to individual contexts
- The training should last about 4 hours for the entire module or 30 minutes for each section.

Presenter notes information

Presenter notes are included in the PowerPoint. Background information for the presenter is shown as "**To Know.**" Statements to be shared with participants are shown as "**To Say.**" In some instances, the "**To Know/To Say**" are combined. The presenter notes also include "**To Do**"

prompts and cues for “**Handouts**”.

Additional activities, examples, videos, etc. are being developed. A presenter may add material from the resources and activities section on the website.

Breaks should be inserted at the discretion of the presenter based on the needs of participants.

Hidden Slide #3

Supplies needed

- WIFI access for presenter and participants
- Access to videos (through WIFI if available, but download to flash drive as a back-up)
- Chart paper
- Markers
- Post-it-Notes



To Know

These supplies are needed for the Trauma Professional Learning Modules.

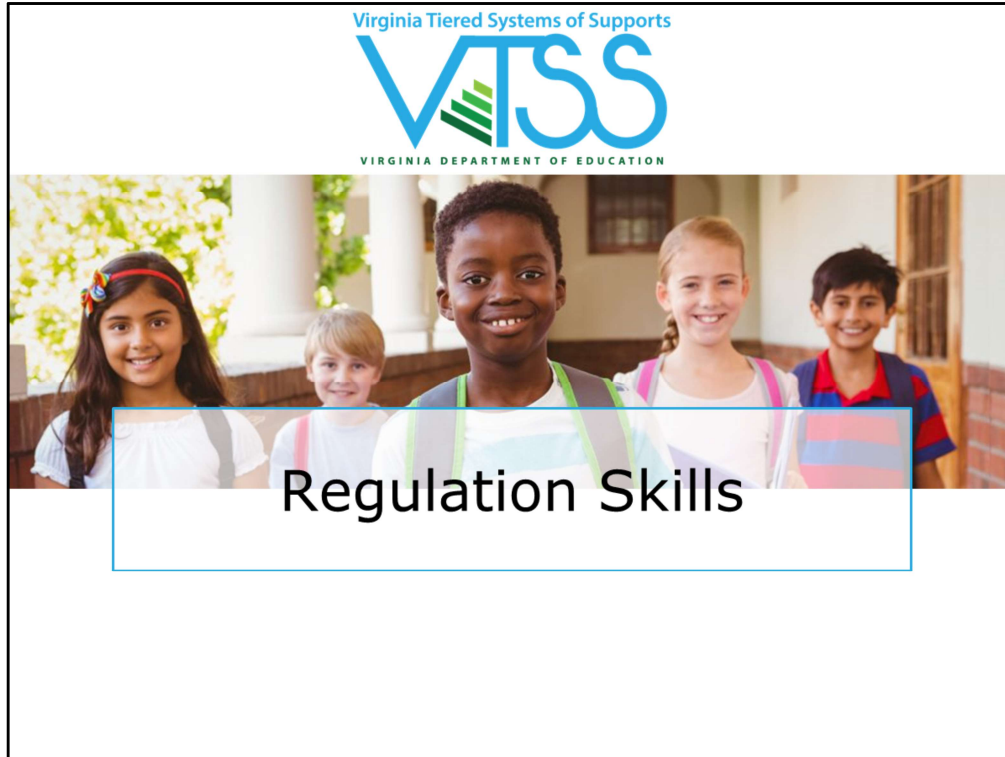
Hidden Slide #4

Handouts for this Module
Action Planner



To Know

The Participant and Presenter Materials are located on the vtss-ric website.



To Know:

VTSS Professional Learning Modules are organized in the same manner. All schools can begin their journey with Module 1 which introduces the foundational knowledge around trauma and trauma sensitive schools. This powerpoint is part of Module 4 that shares strategies on regulation skills.

To Say:

Welcome to the learning module, "Regulation Skills". Let's get started!

What We Will Know and Do

- understand the importance of regulation skills
- explore several strategies that can be used for regulation



To Know:

Go over the learning intentions targeted for this session

To Say:

During this module we hope you will gain an understanding of the importance of regulation, as well as provide strategies develop regulation skills.

Why this is important

STRONG Self-Regulation Skills



Virginia Tiered Systems of Support
VTSS
VIRGINIA DEPARTMENT OF EDUCATION

To Know: video is 2:22; https://youtu.be/m4UGDaCgo_s

To Say: Let's watch a short video about the why self-regulation skills are foundational. (Following the video, provide opportunity for discussion; takeaways.)

Explicitly teach self-regulation

- set aside a planned time to teach: morning meeting, advisory, first 5 minutes of class, lunch group, etc.
- identify skills to teach
 - use a curriculum
 - develop your own areas of focus
 - provide a variety of activities
- provide opportunities for practice
- discuss and self-reflect



To Know: Managing emotions is a skill that needs to be taught

To Say: Just as it was stated in the video, managing emotions is not inborn, but it is teachable. Learning to monitor and manage emotions is a skill that we depend on every day. So how do we explicitly teach self-regulation?

- set aside a planned time to teach: morning meeting, advisory, first 5 minutes of class, lunch group, etc.
- identify skills to teach
 - use a curriculum
 - develop your own areas of focus
 - provide a variety of activities; use literature or real life scenarios to generate discussion
- provide opportunities for practice, through role plays, games, or even as situations naturally occur within the classroom
- discuss and self-reflect

Provide prompts to students

- close your eyes and relax your muscles
- take 10 deep breathes
- think about something that makes you happy
- picture a stop sign
- hit the pause button



To Know/Say: Once regulation skills are taught, teachers can prompt students, verbally or visually, to pause and practice or use those skills

Activities for regulation

- Write in a journal
- Read a book
- Listen to music
- Exercise
- Change activities



To Know/say: Each individual has their own technique that helps them to regulate. Have students explore different options to see what helps them the most. Some possible activities are writing in a journal, reading, listening to music, exercise, or just changing activities or environments. Take a minute and think about what activities work for you.

Use of Visuals

Take a Deep Breath

Smell the flower

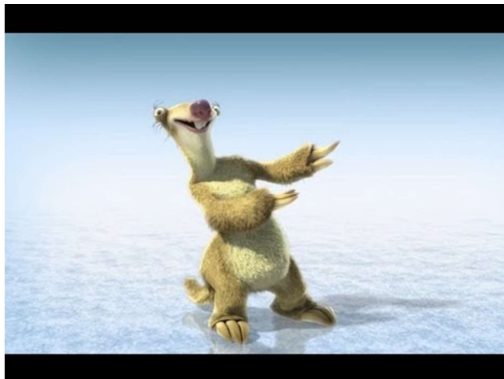


Blow the pinwheel



To Know/say: When upset, it is more difficult to access the reasoning part of our brains. Therefore, visual cues often assist individuals with using their regulation skills. Visuals can be posted in the classroom or on the desks. For some students, they may do better with a social story or script to guide them through using their skills.

Movement



To Know: <https://youtu.be/uMuJxd2Gpxo>

To Say: Movement is a great way to help with regulation. Teachers can incorporate movement breaks into lessons, provide brain breaks between instruction, and provide opportunities for physical exercise and recess. Let's take a moment to practice. Everyone one stand up and let's move!!! (Play the video)

Calm Space



To Know/Say: Sometimes students and adults just need a break to have time to “reset” A proactive strategy is to have a designated space where individuals can go and have an opportunity to self-regulate. A space within the classroom (or school) can be designated as an area for students (and staff) to use when they need to take a break. For students, explain the purpose of the space and set up procedures and routines for how the space will be accessed, length of time it can be used, as well how to use materials within the space. Provide items such as fidgets, sensory bottles, coloring sheets, etc. that the student can use to regulate. It is important that this space is set up as a **support**, and not as a *time out area*. Also, **communicate that it is healthy and normal to sometimes need to take a break!**

Mindfulness/Guided Meditation

- mindful minutes
- breathing exercises
- yoga stretches
- activities led by teacher or video



To Know: Individuals need a variety of options for regulation. There is a lot of research around the benefits of mindfulness and meditation; however, it is important to note that for some individuals, especially those who have experienced trauma, these procedures may be uncomfortable. Students should always be given the option not to participate in activities.

To Say: Incorporating mindfulness or yoga practices into your classroom is another option to provide students with opportunities for regulation. There are many resources available, including videos that will help lead the class. Many teachers and students have reported benefits of these techniques; however, it is also important to be sensitive that not all techniques work for everyone, and they should be optional.

Resource: [Nine Ways to Ensure Your Mindfulness Teaching Practice is Trauma-Informed](#)

Reflection

Which strategies can you teach and use into your classroom to help students to self-regulate?

How will you make sure you follow through with incorporating regulation skills into your daily routines?



To Know/To Say/To Do: Work with participants on reflection either individually or in a group.

Practice

Instructions: Identify one of the strategies we have discussed (or one of your own ideas) that you would like to try. Pick something that will take relatively little effort to implement.

–Think about particular students you would like to use the strategy with

- Why did you pick the strategy you did?
- How would you put it in place or get started?
- How would you practice it? Or how would your students practice it?
- What will your immediate next steps be?



To Say/To Do:

Team Talk: Review the “How”

How will you adjust your practices to support learning for students who have experienced trauma?

How will you involve families and students in practices?

Fill this in on your Action Plan under “Objectives and Action Planning”



To Know: Action planning supports engagement in the work and next steps

To Say:

We’ve now completed the module “Regulation”. This your time to pause and reflect on the “how”. How will you adjust your practices to support learning for students who have experienced trauma?Please fill this in on your action plan under objectives and action planning.

Handout: Action Planner

Resources

[Nine Ways to Ensure Your Mindfulness Teaching Practice is Trauma-Informed](#)

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