



Creating a Safe Place™: Teaching Self-Regulation

Audience: Grades 3–5

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Five Steps to Self-Regulation

Step 1:

I Am

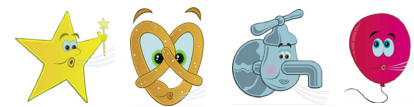
Child is triggered into a state of upset. Emotions biochemically overtake them and they become them. "I am angry."



Step 2:

I Calm

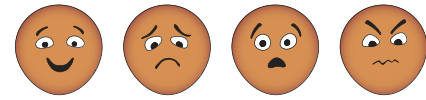
Children need assistance in turning off the stress response in their bodies and calming down their physiology. Begin to move from "I am angry" to "I feel angry."



Step 3:

I Feel

Children need assistance in naming and taming the feelings that have overwhelmed them. Once you can name a feeling and become conscious of it, you are automatically better able to manage it.



Step 4:

I Choose

Children need assistance in choosing strategies that will help them move from the lower centers of their brain to the higher centers of their brain in order to get back to classroom activities/work.



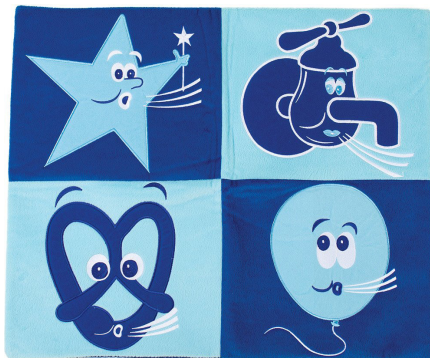
Step 5:

I Solve

Something triggered the child into a state of upset. Whatever happened needs some type of solution.



The Safe Place™



Safe Place Mat

The Safe Place is a self-regulating center where children practice changing their internal state from upset to calm in order to maximize their learning potential. It consists of the following:

- Comfortable physical structure to sit on (beanbag, soft pillows).
- Visual display of calming icons: S.T.A.R., Drain, Pretzel and Balloon. Visit ConsciousDiscipline.com to purchase Safe Place Mat or download the printable poster version.
- Feeling Buddies®: To identify feelings and practice self-regulation.
- I Choose Self-Control Board: To support children in regulating and changing their emotions.

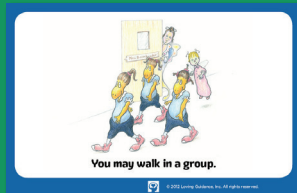
Calming Pillow Set



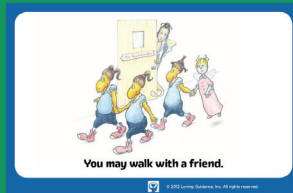


Our job is to help keep it safe.

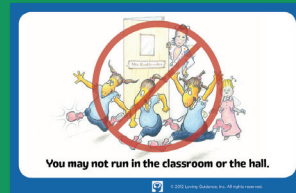
**Choice to Be Helpful
Natural Consequences**



You may walk in a group.



You may walk with a friend.

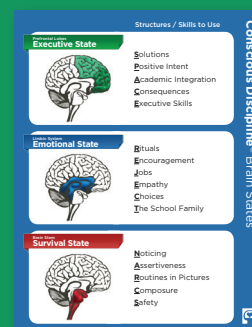


You may not run in the classroom or the hall.

Choice of Safe Place



**Behavior Plan
Problem-Solving**
Increase safety, connection
and problem-solving
(download available on portal)



Logical Consequences





Feeling Buddies® Lesson Overview for Ages 9 and Up:

Week	What Lessons	Other Mini Lessons
Week 1	<p><i>Feeling Buddies Curriculum</i> pgs 2-30</p> <ul style="list-style-type: none"> All 8 Feeling Buddies, their messages for us, and when we feel these. 	<ul style="list-style-type: none"> Commit to Safety Wish Well Ritual Check in on belly breathing Agreements School Family Name, Chant, Uniting Ritual <i>Shubert is a S.T.A.R.</i> book
Week 2	<p><i>Feeling Buddies Curriculum</i> pgs 32-60</p> <ul style="list-style-type: none"> "When I Become Angry" and "It Bugs Me When" - use these activities as writing prompts, and <i>School Family™</i> book, Belly Breathing, pausing and thinking, Safe Place agreements and 	<ul style="list-style-type: none"> Commit to Wishing Well <i>Shubert Rants and Raves</i> book <i>Shubert's New Friend</i> book - use this for a narrative writing activity and have children shade in on their Feeling Buddy where big emotions came.
Week 3	<p><i>Feeling Buddies Curriculum</i> pgs 2-30</p> <ul style="list-style-type: none"> Strong emotions, more belly breathing with S.T.A.R., Balloon, Pretzel and Drain. Explain they will start making up their own breathing methods, <i>I Calm</i> book, how to keep the Feeling Buddies safe by using Picture Rule Cards, the Feeling Buddies language, how to flip feelings. 	<ul style="list-style-type: none"> Commit to knowing where in the brain we are acting from Brain State discussions and sticky note drawn examples <i>Shubert's Choice</i> book, <i>School Family™</i> book, I Choose _____ job, so that was helpful <i>Shubert's Helpful Day</i> book - make Ways to be Helpful Board
Week 4	<p><i>Feeling Buddies Curriculum</i> pgs 62-120</p> <ul style="list-style-type: none"> Listen to feelings, turn on brain by teaching the brain states using the cards, sticky note examples of each state and brain state sort, calming cream, pinwheel, stress ball, water bottle. 	<ul style="list-style-type: none"> Commit to seeing the best in others <i>Shubert's BIG Voice</i> book - Conflict Resolution Time Machine™ <i>Shubert Sees the Best</i> book - positive intent triggers
Week 5	<p><i>Feeling Buddies Curriculum</i> pgs 122-154</p> <ul style="list-style-type: none"> Connection Choices, Seeing with Loving Eyes, Assertive Voice, Conflict Resolution Time Machine™, Handle It, Visuals, School Family, Friends and Family Board. 	<ul style="list-style-type: none"> Commit to using your Assertive Voice. <i>Shubert's BIG Voice</i> book - continue Conflict Resolution Time Machine™ and Assertive Voice
Week 6	<ul style="list-style-type: none"> Practice Steps of Safe Place through eleven made up scenarios, create sequence map, match feeling to face to words. 	<ul style="list-style-type: none"> Commit to being willing to listen to someone else's assertive voice. Invisible boy Read Aloud and writing prompt I hope my teacher knows or understands writing prompt
Follow-up	<ul style="list-style-type: none"> Continue to teach setting limits and assertive voice throughout the year, look at reading texts and identify spots to pull out the feelings and emotions versus character traits and actions. NOTICE! Play scenarios and rewind scenarios that happened and try a different way. 	<hr/> <hr/> <hr/> <hr/> <hr/>



Five Safe Place™ Steps

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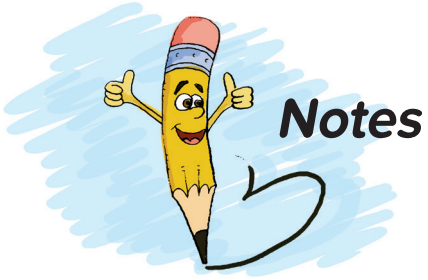
My Plan for the First Six Weeks

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My Plan for the First Six Weeks

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