



Creating a Safe Place™: Teaching Self Regulation

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5 Steps to Calm	Visuals
<p>I AM: Step 1 is where the students and adults know when to go to the safe place by having consciousness of their triggers. In the older grades students will be able to walk to the safe place independently if they have an inner speech that is developmentally on level.</p>	<p>Step 1: I Am</p> 
<p>I CALM: Step 2 is when students and adults breathe enough to identify the root feeling. Older aged students may do this step as they are walking over to the Safe Place verse sitting in the safe place to breathe. Make sure students are aware that they are not breathing enough to calm down. Simply breathing enough to be two. Student and the feeling not just the feeling.</p>	<p>Step 2: I Calm</p> 
<p>I FEEL: Step 3 is when the students or adult choose the feeling (really focus on the messages) that is at the root AND go through the language that is replacing their old CD rom. We are not just picking a feeling buddy, we must use the new language to regulate the feeling or the safe place will turn into an unintentional time out or get out of work area. Older students may pick the feeling buddy and say the language as they walk back to their desk in their head.</p>	<p>Step 3: I Feel</p> 
<p>I CHOOSE: Step 4 is when we are choosing what to do to think about the problem before we solve it. This could change from year to year depending on what is helpful for that group of students. Typically a notebook with pens, friends and family book, or fidget type tool is helpful in the older grades.</p>	<p>Step 4: I Choose</p> 
<p>I SOLVE: Step 5 is the hardest part of the Safe Place because it is moving on from the feeling and sometimes it feels safer to stay in the feeling to protect ourselves. Ways to solve a problem are tasking your hand and asking for help, keeping the feeling buddy, looking at visuals, or using your assertive voice.</p>	<p>Step 5: I Solve</p> 

Safe Place Planning and Reflection Area

Six Week Implementation Suggestions for Grades 3rd and Up

Feeling Buddies® Lesson Overview for Ages 9 and Up: Katie Ahearn

<u>Week</u>	<u>What Lessons</u>	<u>Other Mini Lessons</u>
Week 1	Feeling Buddy Curriculum pages 2-30 (all 8 feeling buddies, their messages for us, and when we feel these)	Commit to Safety Wish Well Ritual Check in on belly breathing Agreements School Family Name, Chant, Uniting Ritual Shubert Star book
Week 2	Feeling Buddy Curriculum pages 32-60 (when I become angry, it bugs me when turned into a writing prompt and school family book, belly breathing pausing and thinking, safe place agreements and visual overview of what is inside it)	Commit to wishing well Shubert Rants and Raves Shubert's New Friend-narrative writing and feeling shade in where big emotions came
Week 3	Feeling Buddies Curriculum pages 62-120 (strong emotions, more belly breathing, all 4 breaths and explain they will start making up their own breaths, calm book, how to keep the feeling buddies safe by using picture rule cards, the feeling buddy language, how to flip feelings)	Commit to knowing where in the brain we are acting from Brain states discussions and sticky note drawn examples Shubert's Choice-School Family book I choose ____ job, so that was helpful. Shubert's Helpful Day- make ways to be helpful board
Week 4	Feeling Buddies Curriculum pages 122-154 (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)	Commit to seeing the best in others Shubert's Big Voice-time machine Shubert Sees the Best- positive intent triggers
Week 5	Feeling Buddies Curriculum pages 155-188 (connection choices, seeing with loving eyes, assertive voice, time machine, handle it, visuals, school family friends and family board)	Commit to using your assertive voice. Shubert's big voice- continue time machine and assertive voice
Week 6	Practice Steps of safe place through "made up" scenarios, create sequence map, match feeling to face to words	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 understand writing prompt
Follow up	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 verse character traits and actions. NOTICE!, play scenarios and rewind scenarios that happened and try a different way.	