

Unit Title: Coping and Self-Regulation Strategies

Grade Level: 6-8th

Subject Area: Special Education

Duration/Length/Number of class periods: Ongoing, building project based on individual student growth and needs with the final product being a tool students can customize to use throughout their life

Description:

Students will be introduced to ways to identify strong emotional response and strategies to increase

Established Goals (National, State, Local):

“Students with self-management skills recognize and control their emotions and behaviors throughout the day. Self-management skills are important for building positive self-control, discipline and motivation. Students with strong self-management skills can accomplish goals by recognizing and working diligently through each step.”¹

ISTE Standards: Empowered Learner–1 a, c, d; 6 a, b, d

What **Enduring Understandings** are desired?

- Students will understand the importance of feeling centered and self-regulated.
- Students will understand strategies to utilize when facing situations out of their sphere of control.

What **Essential Questions** will be considered?

- How can we identify our bodies’ responses to strong emotions?
- How can we prepare ourselves for times that may induce strong emotions?
- How can we utilize strategies to self-regulate?
- How can we remind ourselves of past successes in similar situations?

Students will know / be able to:

- I can identify my body’s physical responses to situations and strong emotions.
- I can recognize situations that make me feel strong emotions and change what is in my sphere of control.
- I can use strategies to self-regulate.
- I can participate in classroom routines and adapt to new situations.

¹ Minneapolis Public Schools, “Social Emotional Learning Posters.”

| Description | Formative | Summative | Introductory Activity | Learning Activity | Student Technology Used | Teacher Technology Used | ISTE Standards |
|--|---------------------------|---------------------------|-----------------------|-------------------|-------------------------|-------------------------|--------------------------------|
| <p>Step 1: F2F: Review prior knowledge: identify body cues of stress and yoga poses for mindful movement from prior units. This would be a class discussion. DL: In Google Classroom, in Google Meet through 1:1 and groups, review prior knowledge about body cues of stress and yoga poses for mindful movement from prior units. Watch a video of demonstrated strategies.</p> | | | X | | X | X | |
| <p>Step 2: Since each child has different needs (i.e. anxiety, difficulties regulating emotional/behavioral response to transitions, unfocused/distracted), each student will start with a different skill. We will guide to their self discovery: discussion of the characteristics of exhibited behaviors so they can self-identify their first goal. Students will explore technology options with the aim of identifying resources for expressing personal goal.</p> | | | | X | X | X | 1a |
| <p>Step 3: Review teacher made slides with their first goal. The slides provide information with sensory skills, movements, and examples. https://docs.google.com/presentation/d/1zvCKxRn86cNwEhEF-IKviXff8qJOSQxL1vQ6ZD0FzcQ/edit?usp=sharing</p> | | | | X | X | | 1d |
| <p>Step 4: Students will create a video demonstrating the regulation strategy that pairs with their goal. Students will choose appropriate technology for their preferred format: video of self, stop-motion, animated cartoon, etc. https://docs.google.com/spreadsheets/d/1i_RV5DmJcduZ5aTxjzB4Nm5qs3q3Uw8yW_rndkrpJE4/edit?usp=sharing</p> | X | | | | X | | 1a, d 6a, b, d |
| <p>Step 5: Students create a slide that explains to others (teachers, support professionals, parents, peers) how these strategies help them be successful.</p> | X | | | | X | | 6d |
| <p>Product: What strategies can you use to calm yourself/deal with stress if you go back and forth between DL and F2F? They will utilize teacher slides for the steps of the strategy. When in a calm focused state, they will each make a video demonstrating the steps of the goal strategy. The video may be used as a regulation tool when the student is struggling.</p> | | X | | | X | | 6d |

Materials, tools and resources:

Minneapolis Public Schools, "Social Emotional Learning Posters"

https://mpls.k12.mn.us/uploads/sel_-_posters.pdf

ThinkTVPBS in collaboration with CASEL and Montgomery County, "Self Management"

<https://www.youtube.com/watch?v=tXKFNDfjKwY&feature=youtu.be>

2015. Learning ZoneXpress, "Move Mindfully"

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