



# Helping Children Learn to Generalize Self-Regulation Skills



# About You

## Who is Here

Parents

Resource

Nurses

Mental Health

Elementary/MS/HS

Administrators

General Education

OT/PT

Speech Pathologist

Other...



# About Me

Co-Owner Summit PAC

School Psychologist

Licensed Psychologist

Self-Regulation and Active  
Problem Solving

A Family Influence



# Today

- ✓ Skill Deficits
- ✓ Social Emotional Curriculum
- ✓ Small Group Instruction
- ✓ Gap Between Small Group and Classroom
- ✓ Strategies
- ✓ Activities
- ✓ Parents can do it too
- ✓ Wrap Up

# Learner Outcomes

Share

- ideas for small group curriculum

Identify

- the gap between small group success and generalizing skills in the classroom

Gain

- tools to incorporate challenges into typical small group instruction to practice skills in a small group setting

Explain

- how others can challenge students outside of small group



# Skill Deficits

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Frustration Tolerance

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Emotional Regulation

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Cognitive Flexibility

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Self Awareness

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Theory of Mind

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Self Advocacy

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More...



# Teaching

- Zones of Regulation
- 5 point Scale
- Unstuck & On Target
- Anxiety Workbook for Teens
- Superflex
- 5 is Against the Law
- Social Stories
- Boys Town
- Skill Streaming
- Talking, Feeling, Doing Game
- The UnGame
- .... in a Jar
- Why Try
- MORE



# Small Group Success

Students can

Label/discuss emotions

Identify/discuss triggers

Label/discuss coping strategies

Talk through scenarios





# What we do next

- Create BEAUTIFUL classroom supports
- Go into the classroom
- Coach the teacher
- Front load the student
- Feel positive that it will all work

Then.....



# Classroom Challenges

- Someone took his chair
- Can't find her pencil
- Teacher changed the first routine
- He did not like the activity
- Sarcastic remark from peer
- He was excited to share his thoughts
- They were out of strawberry milk
- .....



# We debrief AFTER the incident

Students can talk through

“What if...”

“Next time...”

“Ask help from...”



# Consider:

Learning to Drive

How we scaffold skills with increased demands...







# What is Missing?

Students can demonstrate skills in controlled settings

Generalization requires

- Implementing the strategies when dysregulated
- Adding Stress

# What to Do

Must have a trusting relationship first

## Incorporate Reasonable Challenges

Missing materials

Specific rules

Be the difficult peer

Change location

Less instruction

Facilitate problem solving when upset





# Activities

- **Food** (Pudding, Trail Mix, No-Bake Cookies)
  - Missing ingredients
  - Missing tools
  - Define role
  - You do not know how to do it
  
- **Science Class**



# Activities

- **Games** (Card games, Heads Up, Quirkle, Operation)
  - Change a rule
  - Cheat
  - Interrupt
  - Forget it's your turn
  - Win
  
- **Physical Education Class**



# Activities

- **Make cards** (Holidays, Teacher Appreciation, etc.)
  - Pre plan
  - Require a draft
  - Require final looks like draft
  - Type or write
  - Practice presenting
- **Writing**



- Collaborate for goal writing so that the generalized skill can be practiced at home too
- Choose a task that the child can become more independent with
- Do not provide solutions
- Provide feedback

At  
Home



# At Home

Cleaning  
room

Cooking

Packing  
Backpack  
night before





# Thoughts or Questions



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