



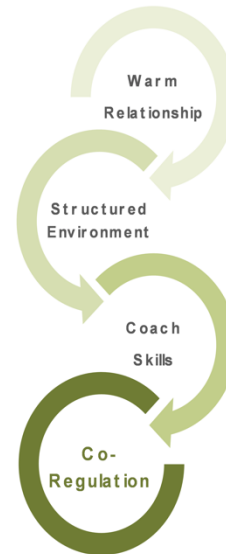
Classroom WISE

Well-Being Information and
Strategies for Educators

MODULE 6: Classroom Strategies to
Support Students Experiencing Distress

Strategies for Co-Regulating With Students

This process of a caring adult engaging with a child or young adult in a way that encourages the development of self-regulation is known as co-regulation. Co-regulation may look different depending on the student's age and capacity for self-regulation, but it is just as important for adolescents as it is for young children. Students facing adversity or distress may struggle with self-regulation and require more co-regulation support from caring adults than their peers. Effective co-regulation allows students to practice new self-regulation strategies, learn from their mistakes, and build confidence in their ability to self-regulate. Listed below are co-regulation strategies teachers can use with students.



SELF-AWARENESS

A critical component of co-regulation is self-awareness, which requires noticing your own thinking and feelings, before and in response to a student's emotions. Self-awareness can help teachers consider and control their responses to student emotions and behaviors, which might first require self-regulation like deep breaths or a break.

ATTUNEMENT

Attunement is a valuable tool for co-regulation, as it can teach students to be aware of their own thoughts and feelings. Teachers can attune to student needs by recognizing and identifying changes in student moods and behavior. Students may need help describing their own feelings, which teachers can nurture through regular discussion and identification of emotions in the classroom (e.g., feelings chart, emotion check-ins).

SELF-SOOTHING

Self-soothing is an important strategy for co-regulation and can help teach students how to relieve their own distress. It may take some variety to figure out which calming techniques work for each student, but exploring various methods (e.g., stress balls, guided breathing) as a class can help students identify what can help them regulate their own emotions.

Rosanbalm, K.D., & Murray, D.W. (2017). *Caregiver co-regulation across development: a practice brief* (OPRE Brief #2017-80). Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

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