

EMOTION AND STRESS REGULATION MAGIC TOOL BOX

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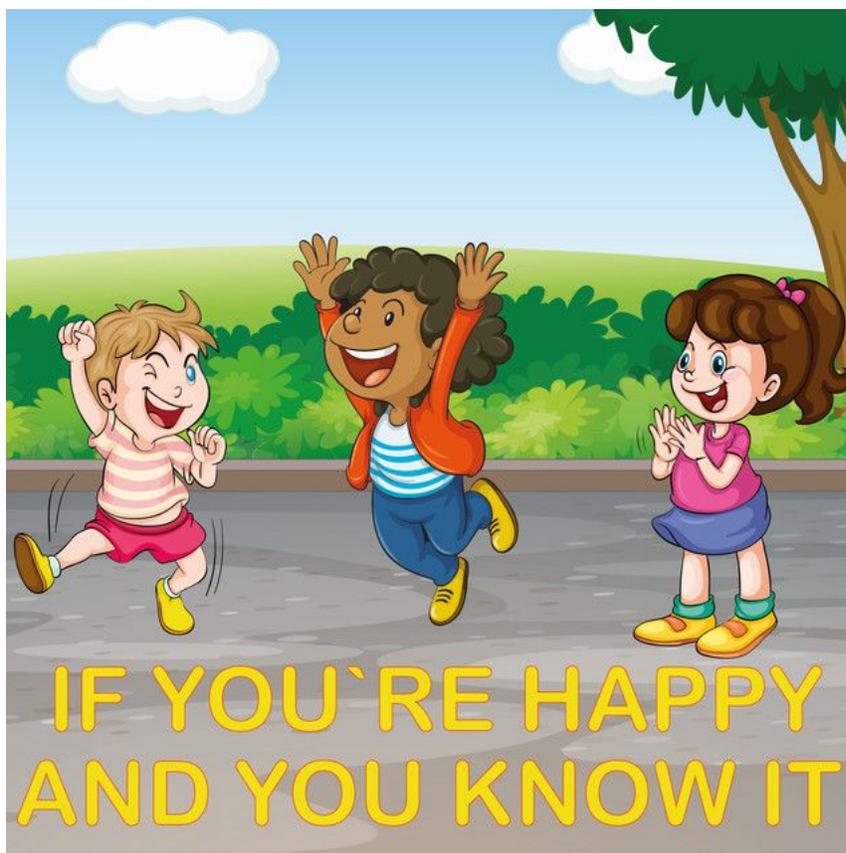
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Emotion Awareness

If You're Happy and You Know It

Goal: Help students to identify feelings.



- Identify *good* feelings and *not good* feelings
 - Happy is a good feeling. When I feel happy I like to smile.
 - Sad is a not good feeling. When I feel sad I want to cry.
- Have students practice identifying emotions by singing "If you're happy and you know it"
- Click [here](#) for a video you can show your class that helps children learn to sing *If You're Happy and You Know It*.

Emotions Wheel

Goal: Help students to identify feelings.

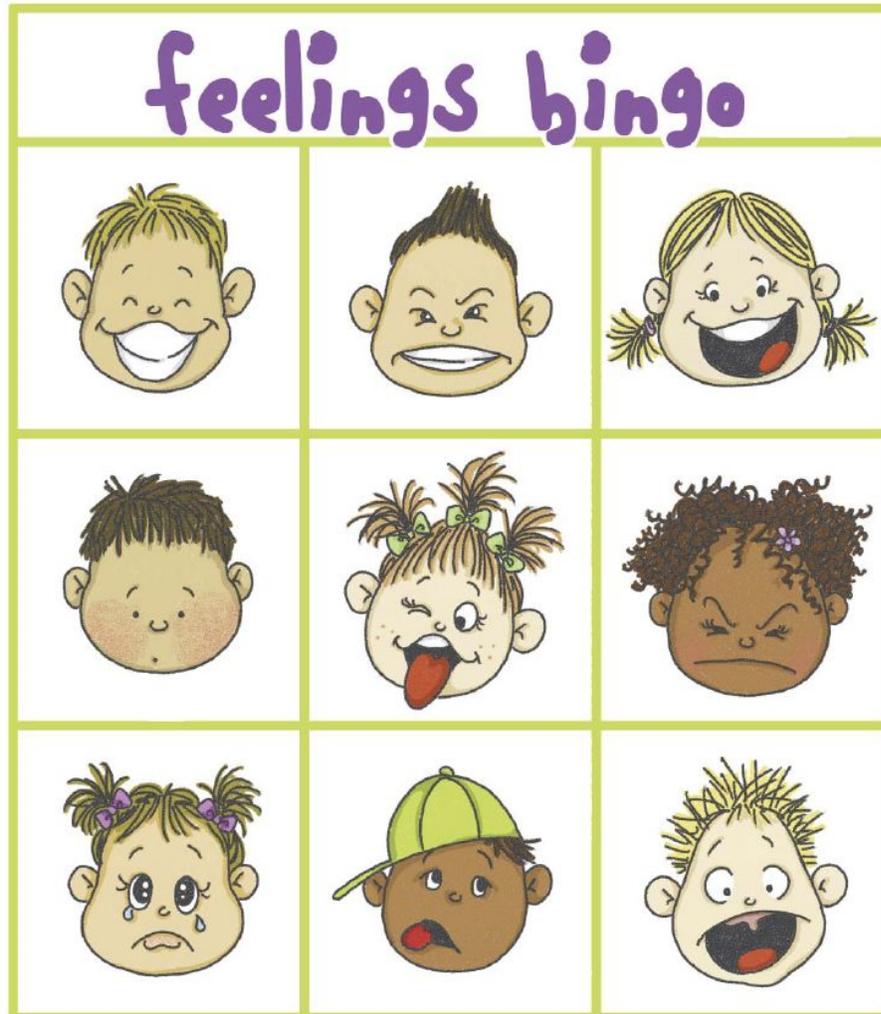


- Introduce each emotion on the Emotions Wheel.
- Ask students:
 - How does our body feel when we are feeling that emotion?
 - What does our face look like?
 - Can you share an example of when you felt that emotion?
- Have students draw a picture of that emotion or a memory when they felt that emotion in the wheel.
- Click [here](#) for a blank copy of the Emotions Wheel.

Source: Merrell, K. M., Parisi, D. M., & Whitcomb, S. G. (2007). Strong Start: A social and emotional learning curriculum for students in grades K-2. Baltimore: Paul H. Brookes Publishing.

Feelings Bingo

Goal: Help students to identify feelings.



- Each student gets a Bingo card
- Name one feeling at a time and
- Students mark the feeling on their card
- The first student to get three marked feelings in a row wins.
- Click [here](#) for a link to the feelings Bingo activity.

Source: Merrell, K. M., Parisi, D. M., & Whitcomb, S. G. (2007). Strong Start: A social and emotional learning curriculum for students in grades K-2. Baltimore: Paul H. Brookes Publishing.

Emotion Regulation

Zones of Regulation

Goal: Teach students self-regulation and self-control

- Introduce different zones of regulation and how students should behave when they're in a certain zone.
- **The Green Zone:** this is the zone students need to be in for schoolwork and socializing. Being in the Green Zone shows control and regulated alertness.
- **The Blue Zone:** One's body and/or brain is moving slowly or sluggishly.
 - Emotions in the Blue Zone: sad, tired, sick, or bored
 - How to get out of the Blue Zone:
 - Sit in a comfy spot
 - Take a break
 - Talk to a teacher
 - Ask for a hug
- **The Yellow Zone:** Students are experiencing slightly elevated emotions and are starting to lose some control
 - Emotions in the Yellow Zone: stress, frustration, anxiety, excitement, silliness, nervousness, confusion
 - How to get out of the Yellow Zone:
 - Tell a teacher
 - Belly breaths
 - Yoga poses
 - Take a walk
- **The Red Zone:** students are experiencing very intense feelings and are not in control of their body
 - Feelings in the Red Zone: anger, rage, explosive behavior, panic, terror, or elation
 - How to get out of the Red Zone:
 - Belly breaths
 - Time out
 - Count to ten
 - Talk about my problem

What zone am I in?



Use tools to get in the green zone.



Blue Zone
Tools: Rest Stop

- Take a break.
- Think happy thoughts.
- Talk about your feelings.
- Ask for a hug.
- Draw a picture

Green Zone
Tools: Go Time

- Complete your work.
- Listen to the teacher.
- Remember your daily goal.
- Think happy thoughts.
- Help others.

Yellow Zone
Tools: Slow Down

- Take a break.
- Talk to the teacher.
- Squeeze my stress ball.
- Go for a walk.
- Take three deep breaths.

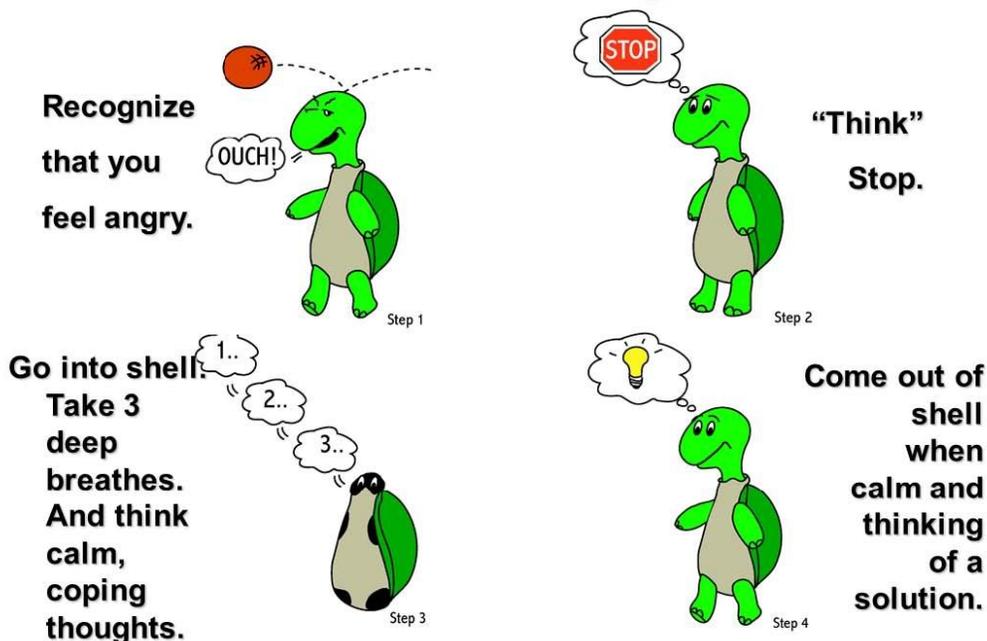
Red Zone
Tools: Stop

- Take a break.
- Squeeze my stress ball.
- Take three deep breaths.
- Count to ten.
- Talk about my problem.

Tucker Turtle

Goal: Teach students how to control feelings and calm down

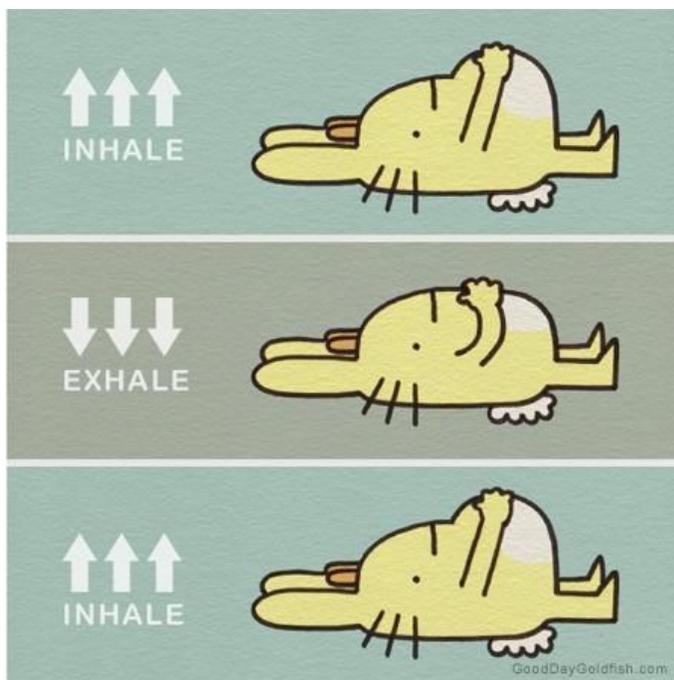
Turtle Technique



- Read the [Tucker Turtle](#) story to students
- Encourage students to control feelings and calm down by “thinking like a turtle”
 - Step 1: Recognize your feeling(s)
 - Step 2: Think “stop”
 - Step 3: Tuck inside your “shell” and take 3 deep breaths
 - Step 4: Come out when calm and think of a “solution”

Belly Breaths

Goal: Belly breaths calm students when angry.



- The students can either be standing, sitting up or laying down.
- The teacher shows how to take a deep breath in. Put your hands on your belly so it shows how your belly goes out when you inhale.
- Then show how the belly goes back in when you exhale by keeping your hand on your belly.
- Click [here](#) for a video you can show your class that helps children learn to breathe deeply when angry.

F.E.E.L.

Goal: Teach students FEEL steps to problem-solve emotions

FOCUS ON THE FEELINGS

- ASK: What happened?
- ASK: How did it make you feel?
- This includes validating the child's feelings by saying:
 - I understand how you are feeling.
 - I know that you are angry.
 - It's ok to feel scared.

EVALUATE THE SITUATION AND ALL OF ITS POSSIBLE SOLUTIONS

- ASK: What went wrong?
- ASK: What can you do to make it better?
- ASK: How can you solve the problem?
- ASK: What would happen if you choose to do that?

ENACT (CARRY OUT) THE BEST POSSIBLE SOLUTION

- ASK: How could you carry out the solution?
- ASK: When will you carry out the solution?
- ASK: How well did the solution work?

LEARN FROM THE EXPERIENCE

- ASK: What could you have done differently?
- ASK: What did you learn from the experience overall?

Reinforcing Happiness

Goal: Respond to children's positive emotions

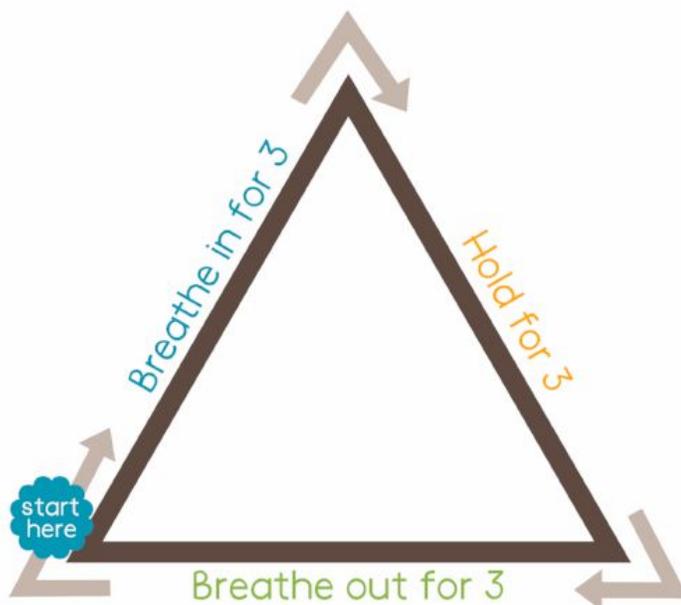


1. **TELL** the child what positive emotion he is feeling.
 - "You are feeling excited!"
 - "You are feeling interested or happy!"
 - "You are so curious about this book!"
2. **MATCH** the child's emotion with your own enthusiasm or interest.
 - Put a smile on your face and excitement in your voice
3. **ASK** the child what is making him so happy.
 - "What are you so excited about?"
4. **HELP** the child find ways to feel more of the positive emotion
 - "Could I draw with you?"
 - "What else would make you happy or interested?"

Body Relaxation

One-Two-Three Breathe

Goal: To help students calm their bodies and minds, like before a transition to start math class or eat lunch.



- Before a transition, like from math to lunch, practice slow breathing with your class.
- Show them how you breathe in for three seconds, hold for three, then breathe out for three
- Click here for a [video](#) you can show your class.

Body Grounding Activity

Goal: To relax the body by clenching and releasing.



- Teacher shows the students how to clench each part of their body and release it.
- Start from the top of your body, clenching your face and hands very tight, like in the photo above.
- Release the clench.
- Then do it with your shoulders. Then your arms, then stomach, then legs, and then feet.
- Click [here](#) for a video that you can show your students on body clenching when stressed.

Alternate Nostril Breathing

Goal: To relax, clear the mind, and improve focus



- Close your eyes and use your right thumb to plug your right nostril.
- Inhale as slowly as you can through your left nostril.
- Once you are filled with air, plug both nostrils with the index finger and thumb.
- Release your right thumb and exhale all the way out the other side.
- Take a deep inhale through your right nostril and then close this nostril with your thumb.
- Open the left nostril and slowly exhale through the left side.
- This is one cycle.
- Continue for up to 5 minutes.
- Click [here](#) for a video that you can show your class on alternate nostril breathing.

Child's Pose Stretch

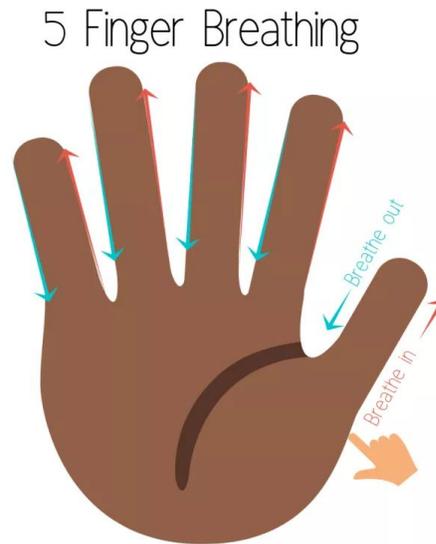
Goal: To release tension in the body and calm the mind.



- Get on your hands and knees.
- Press your hips back towards your heels.
- Stretch your arms forward as far as you can and press them into the ground.
- Let your forehead touch the ground and breathe deeply.

Starfish Breath

Goal: To help students bring awareness to their body and calm their mind, like during a transition time.



- Stretch your hand out like a star.
- Get your pointer finger ready to trace your hand up and down.
- As you slide up each finger, breathe in through your nose. As you slide down each finger, breathe out.
- Keep going until you have finished tracing your hand.

Mindful Hand Massage

Goal: To help students calm the mind and relax the body.



- Pass out a drop of lotion to each student.
- Have students give their hands and fingers a massage for 90 seconds.
- Tell your students to bring their attention to their palms, fingertips, and any sensations that feel uncomfortable or stiff during the massage.
- It is helpful to reflect on what the experience was like with your class afterwards.

Source: Desautels, L. (2016). 7 Ways to Calm a Young Brain in Trauma. Retrieved from <https://www.edutopia.org/article/7-ways-calm-young-brain-trauma-lori-desautels?fbclid=IwAR16Zlp5CeyYNntDICXCacuGZZxxJVxczwAnrZK0NaHqNQAJ0RE4bmK9GvU>

Drumming Activity

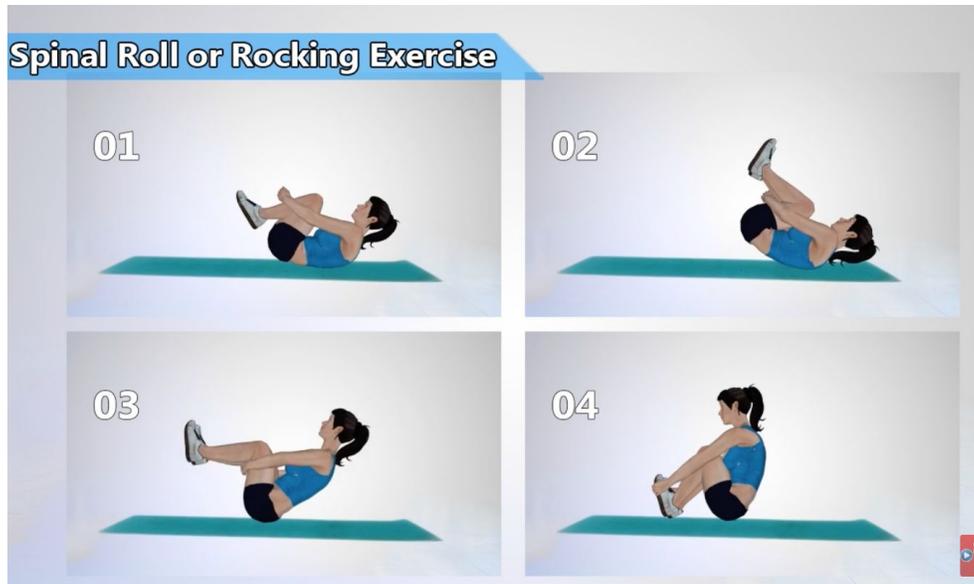
Goal: To help students activate and calm their brains, like in the morning before class or after lunch.



- Create a rhythm by drumming on your body with your hands for a few seconds.
- Have your class repeat the rhythm on their bodies.
- Repeat with different rhythm patterns for 5 minutes.

Spinal Roll

Goal: To release stress and tension in the body



- Lay down on your back, bend both knees in, and clasp your hands around your knees.
- Make sure your spine is curved.
- Rock all the way back until the top of your spine gently touches the ground.
- Then, rock all the way forward to the bottom of your spine.
- Repeat this rocking motion back and forth several times.
- Click [here](#) for a video you can show students on the spinal roll exercise.

Source: Desautels, L. (2016). 7 Ways to Calm a Young Brain in Trauma. Retrieved from <https://www.edutopia.org/article/7-ways-calm-young-brain-trauma-lori-desautels?fbclid=IwAR16Zlp5CeyYNntDICXCacuGZZxxJVxczwAnrZK0NaHqNQAJ0RE4bmK9GvU>

Ear Massage Activity

Goal: To help students release stress.



- Gently massage your ears (one at a time) with your thumb and index finger.
- Begin by massaging the inside of your ear and the outer ear cartilage.
- You can also pull down gently on the lobes.
- Continue for about 3-5 minutes on each ear.
- When you relax and massage your ear, you will feel soothed and calm all over.

Rabbit Pose

Goal: To release tension in the body and calm the mind.



- Kneel down and sit back on your heels.
- Interlace your fingers behind your back and bring the top of your head down to the ground.
- Push your bottom up and raise your hands up in the air, like rabbit ears.
- Take a deep breathe in and out.
- Lower your rabbit ears down to your back and sit up to come out of the stretch.
- Click [here](#) for a video you can show students on Rabbit Pose.

Emotion Engagement and Attention

Good Morning or Goodbye

Goal: Increase children's feelings of emotional and social engagement inside the classroom.

- Put a poster outside the door of the classroom.
Here is an example of a poster:



- Everyday ask each student which type of greeting or goodbye they want to have with the teacher and to tap on their choice. For example, if a student taps on the word "Hug" you give them a hug.
- If you want to help the children become more social, you can pick a different student each day to lead this activity with the other students.
- Click [here](#) for a video of this activity.

Use Rhythm

Goal: Engage students' attention, help them remember important facts, and enhance their mood.

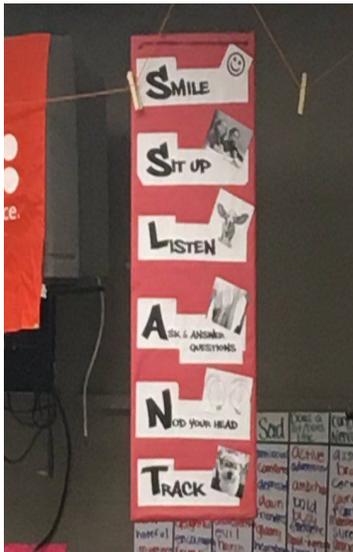


- Students clap hands, stomp feet, or snap fingers to make a rhythm for remembering facts, like math facts or colors. You can also have students sing the words.
- Click [here](#) for an example video of a sing-along song called "The Rainbow Song".

S.S.L.A.N.T.

Goal: Set clear expectations for attentive behaviors from students.

- Create a poster that explains the types of attentive behaviors you would like to see from your students.



An example is SSLANT:

- Smile
- Sit up
- Listen
- Ask
- Nod
- Track the Speaker

Fairness Cup

Goal: Encourage student participation

- Write the name of each student on a popsicle stick.
- Put the popsicle sticks in a cup.
- When you want to choose a student to answer a question, choose a popsicle stick. That student must answer the question.



Marble Jar

Goal: Encourage students to follow directions, pay attention, and engage in helpful behaviors



- Put an empty jar on the teacher's desk. Tell the class that every time you see a "good behavior" from someone you will put one marble in the jar.
- Examples of "good behavior" can include:
 - Helping another student with schoolwork
 - Following directions
 - The whole class handing in their work on time
 - Staying quiet during reading time
 - Cleaning up after an activity
- Tell students that after they earn X number of marbles they will earn X prizes. For example:
 - After 10 marbles the class will get 10 minutes of free time, game time, etc.

Attention Grabbers

Goal: Quickly gain the attention of the class.

- Use a clapping pattern or spoken phrase to quickly get the attention of the class.
 - Example:
 - Teacher: "1 (clap) 2 (clap) 3 (clap), **eyes on me!**"
 - Students in response: "1 (clap) 2 (clap), **eyes on you!**" (Students are quiet and ready for directions.)
 - Click [here](#) for an example video.

| Attention Grabbers | |
|---------------------------|--------------------|
| Teacher | Children |
| Hocus Pocus | Everybody Focus |
| Holy Moly | Guacamole |
| Chicka, Chicka | Boom Boom! |
| Spaghetti | Meatballs |
| Class | Yes |
| Oh Class | Oh Yes |
| Classy Class | Yessity Yes |
| Class Class | Yes Yes |
| Macaroni & Cheese | Everybody Freeze |
| All Set? | You bet! |
| Yakety Yak | Don't Talk Back! |
| Subway | Eat Fresh |
| Peanut Butter | Jelly |
| Ready to listen | Ready to learn |
| Ba Da Ba Ba Ba | I'm loving it |
| Pop | Corn |
| 1,2,3, Eyes on me! | 1, 2, Eyes on you! |
| Everybody rock! | Everybody roll! |
| Banana Split | I know how to sit |
| Your turn | Let's learn |

Teacher Whisper

Goal: Get the attention of the classroom without yelling.



- When students are noisy *lower* your voice to a whisper to get their attention.
- When in front of the room, whisper: **"If you can hear me, touch your head,"** or **"If you can hear me, touch your nose,"** or **"If you can hear, me touch your knees."**
- The students who are paying attention will listen to the teacher. The students who are not paying attention will see that the other students are following directions and will begin to follow the teacher's directions.

Mix-Freeze-Pair

Goal: Increase social engagement between students and get the attention of the class.



- Teacher says: "**Mix!**" This means the students must walk around the classroom for 5-10 seconds.
- Teacher says: "**Freeze!**" The students must stop or "freeze" where they are.
- Teacher says: "**Pair!**" The students must find the closest partner to them.
- Then, teacher can say the directions for a task. The teacher can use this in between different activities to allow students to have different partners.

Simon Says

Goal: Enhance students' body awareness, motor development, and listening skills



- Create a group of 3 or more people.
- One person is "Simon." Simon will say "Simon says..." before giving a command such as "...hop on one foot." Simon can also give a command without saying "Simon says..." and those who follow that command must leave the game.

Charades

Goal: Increase child's awareness of facial expressions, emotion, and social situations.



- One person must act out actions, such as giving a haircut, or they can act like a person, such as the Queen of England, but they cannot speak.
- The other students must guess who the person is pretending to be or what action they are modeling.

Direction Chants

Teacher Feeling Chant

Click [here](#) for a video

Point to the floor,
Point to the ceiling,
Point to your teacher
And see how she is feeling

Walk out the Door Chant

Click [here](#) for a video

Point to the ceiling,
Point to the floor,
We wave to our friends and we
Walk out the door.

Say No More Chant

Click [here](#) for a video

We point to the ceiling,
We point to the floor,
Wave to our friend,
And say no more!

Sit on the Floor Chant

Click [here](#) for a video

We point to the ceiling
We point to the door,
We wave to our friend
And sit on the floor!

Direction Rhymes

Look at Me Rhyme

Click [here](#) for a video

Hey! Hey!

Look at me.

Put your wiggles away.

Sit on the floor and fold your hands

Now it's time to start our day!

Eyes on Me Rhyme

Click [here](#) for a video

Come on put your eyes on me

Eyes on Me

Eyes on me

Come on put your eyes on me

Now it's time to start the day!

Quiet Indoor Activities

Duck Duck Goose

- Students sit in a circle.
- One student is chosen to be the "fox".
- The fox walks around the circle tapping each player on the head, while saying "duck" and chooses one player to be the "goose".
- The goose gets up and chases the fox, trying to tag him. The fox will try to take the place of the goose in the circle.
- If the goose tags the fox, then the goose can return to the circle.
- If the fox succeeds, then the goose becomes the next fox.



Click [here](#) for a video that you can show your students how to play Duck Duck Goose.

Group Drawing Project



A team of students draws on a big sheet of paper

Telephone

- Students stand in a line.
- The first student is given a sentence to pass on to the next student.
- The last student in the line says the line out loud, to see how it is different from the first sentence.
- Click [here](#) for a video that you can show your students how to play Telephone.



Yoga

- Stretching exercises
- Click [here](#) for a video that you can show your students how to do Yoga.



Animal Walk

- Walk around the room, pretending to be quiet animals like snakes
- Click [here](#) for a video that you can show your students how to do animal walks.

Doggie, Doggie, Where's Your Bone?



- Two students stand in front of the class
- The "doggie" closes his eyes and turn away from the class.
- The "picker" chooses an object which is the "bone" and hides the "bone" with one of the other students.
- The whole class sings "Doggie, doggie, where's your bone? Someone's got it in their home".
- Student A gets three guesses to find the bone.
- Click [here](#) for a video that you can show your students how to play Doggie, Doggie, Where's Your Bone.



Good Morning Judge

- Two students stand in front of the class,
- The "Judge" closes his eyes and turns away from the class.
- The "picker" chooses a 3rd student by silently pointing at a student.
- The 3rd student can move around and say "Good Morning, Judge", in a completely different voice in a completely different location.
- Then, the 3rd student sits back in his original place.
- The judge has to guess who said "Good Morning, Judge."

Statues

- Students pretend to be statues.
- One student is the museum guard, who walks around, trying to find students who are moving.
- They can only move when the guard is not looking, but they can't talk or laugh.



Relationship Building

PRIDE Skills



Here are some positive ways you can connect with children when they draw, play, or work:

PRAISE... good behavior

REFLECT... repeat what the child says

IMITATE... the child's gestures (e.g., smiling, waving)

DESCRIBE... what the student is doing

ENTHUSIASM... show excitement for good behavior



Sources: Brotman et al., 2013; Wong, E.L., Yap, C.K., Ng, W.S., Lim, F.C.P, Tan, S.C., & O'Neal, C. (2013) *Happy Teacher Happy Teaching, Happy Student Happy Learning: A Refugee Teacher Handbook*. Malaysia: Authors.

Positive Reframing



1. Use positive reframing to change negative thoughts about students
2. Stop yourself from getting angry
3. Reframe negative behavior
Example: This student is bossy. → This student is a leader.
4. Get the student to do something positive with their strengths
Example: This student will lead the line today.

Kindness Chain



- Students get into a circle
- Going around in the circle each student says something nice to the person on their right.
 - Ex: "You are an awesome friend."
- Once everyone has gone, go around the circle in the opposite direction and say something nice to the person on their left.

Conflict CAT

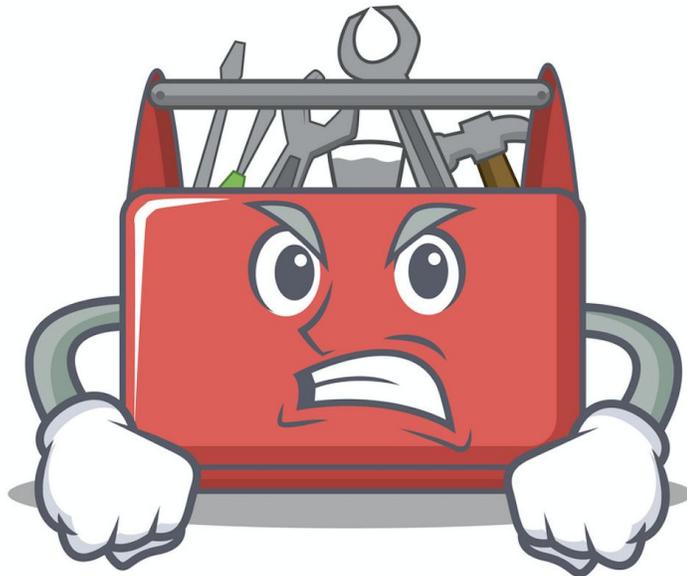
- Conflict CAT stands for the three most important things to do when working out a conflict

Calm Down

Apologize

Toolbox

- The Conflict Toolbox has tools that will help to solve the conflict such as: taking turns, sharing, being kind.
- The students should pick the appropriate tool from the toolbox depending on the conflict.



Behavior Skills

Transitions



Tips for easy transitions:

1. Tell your students in advance that you will be transitioning activities.
2. Explain what will happen next.
3. Move onto the next activity quickly without significant breaks or delays.

Star Chart

- Identify a specific behavior to reward.
- Set goals for students.
- Set a reward
 - (E.g. 20 stars = 5 minutes of free play time)
- Inform the student how the start chart works.
- Be consistent with using the star chart.

CHILD NAME : JOHNNY

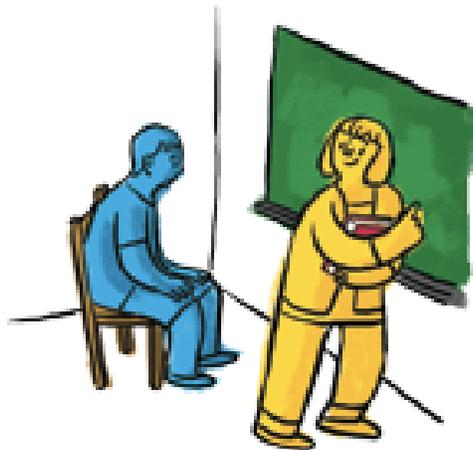
GOAL : A STAR IF ABLE TO SIT STILL FOR 5 MINUTES

| | 1 ST HALF OF SCHOOL | 2 ND HALF OF SCHOOL |
|-----------|--------------------------------|--------------------------------|
| MONDAY | ★ ★ | ★ |
| TUESDAY | ★ | ★ ★ ★ |
| WEDNESDAY | ★ ★ | |
| THURSDAY | | ★ ★ |
| FRIDAY | ★ ★ | |

Source: Wong, E.L., Yap, C.K., Ng, W.S., Lim, F.C.P, Tan, S.C., & O'Neal, C. (2013) *Happy Teacher Happy Teaching, Happy Student Happy Learning: A Refugee Teacher Handbook*. Malaysia: Authors.

Time Out

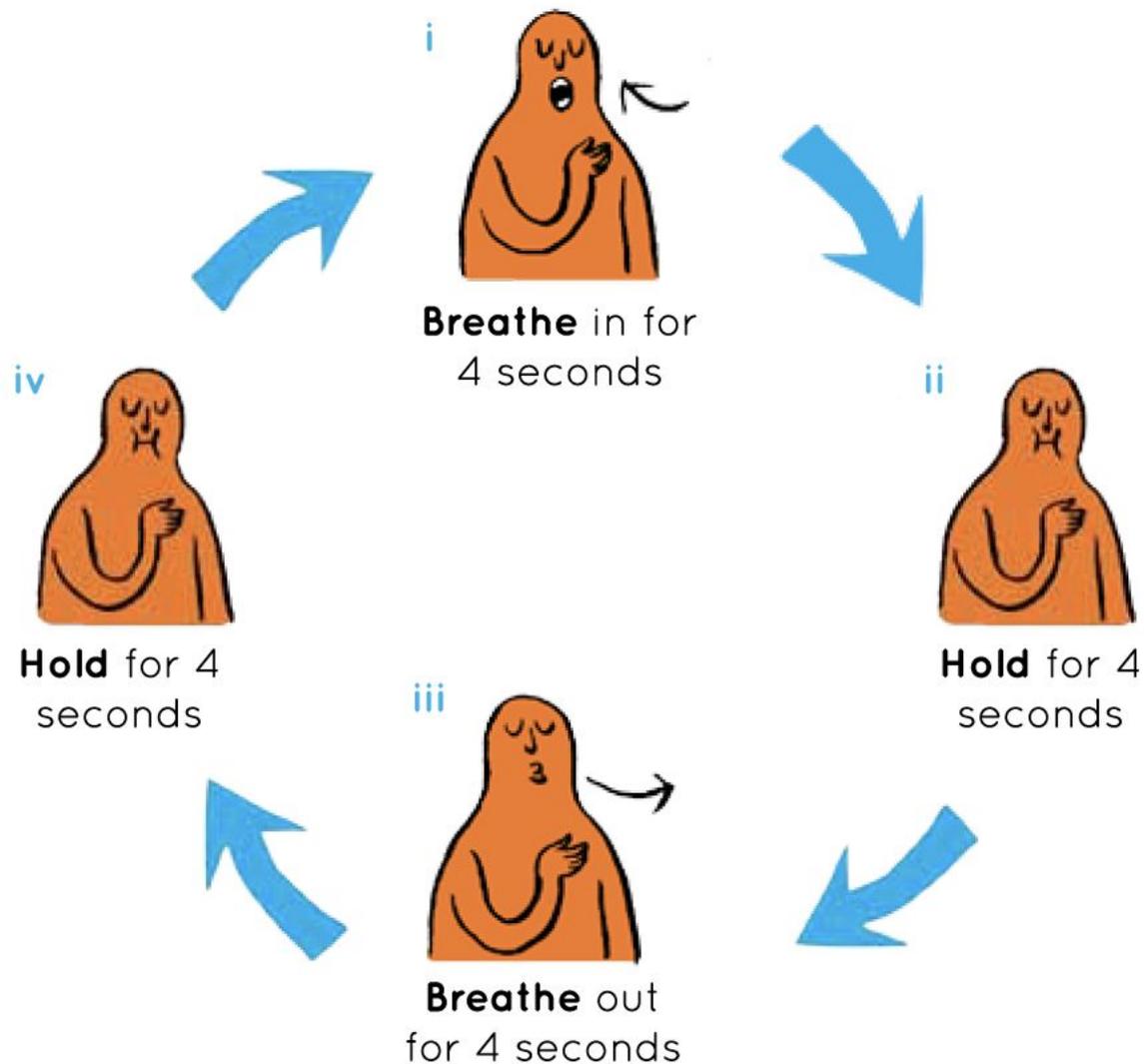
- Use a five-minute time out when student breaks a serious classroom rule.
- Practice time outs with the entire class before the first time you give a child a time out.
- The time out chair/area should be:
 - Free from dangerous objects
 - Free from distractions
 - Where you can see the child



- Explain why the child is getting a time out
- Remind the student of the classroom rule they broke
- When the time out is over invite the student back to the class. ("Welcome back!")

Teacher Self-Care

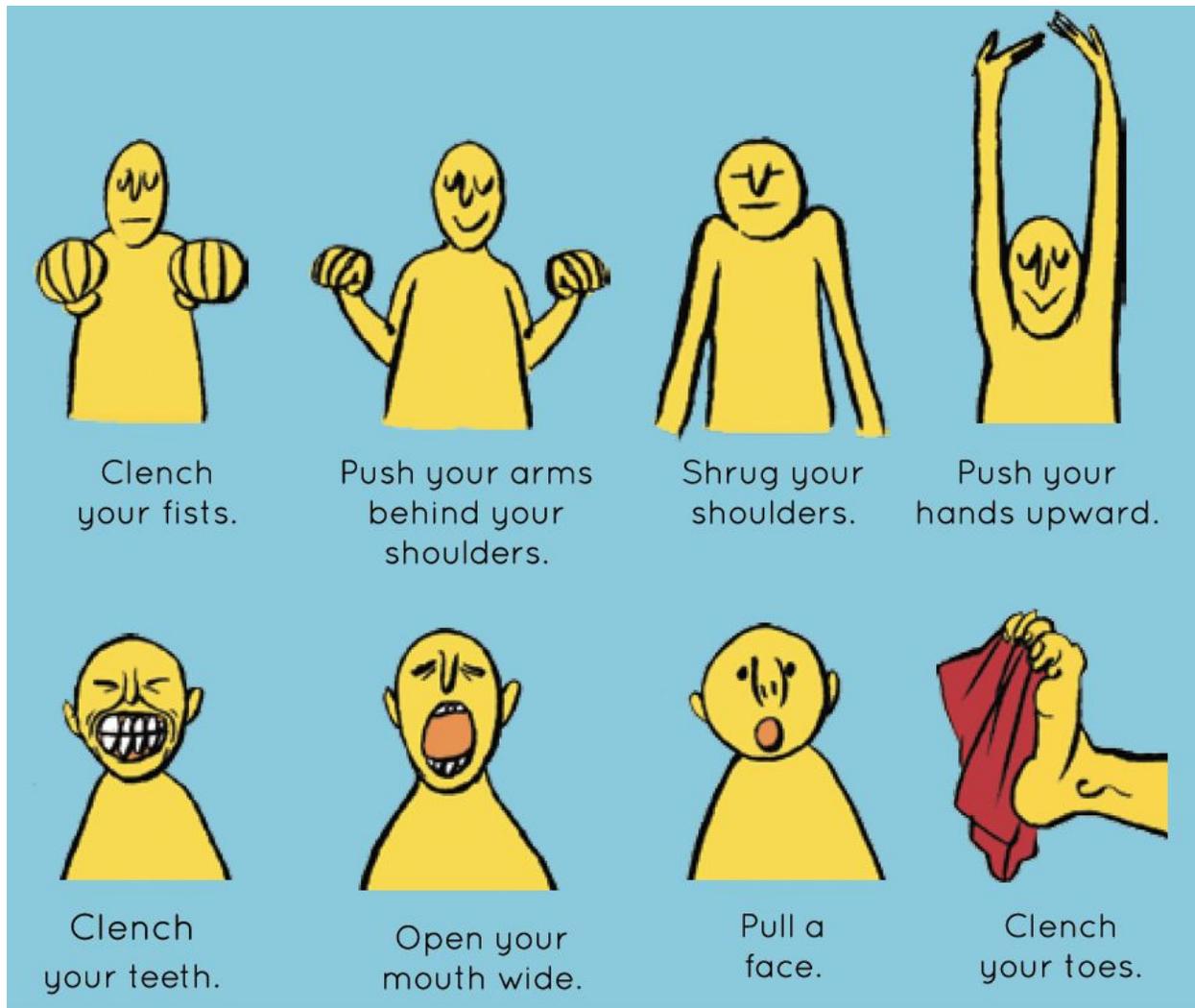
Deep Breathing



- Put one hand on your abdomen, feel the rising and falling of your abdomen when you are breathing.
- Practice breathing according to the diagram above.

Progressive Muscle Relaxation

For each exercise, keep your muscle tense while counting to ten slowly.



Source: Wong, E.L., Yap, C.K., Ng, W.S., Lim, F.C.P, Tan, S.C., & O'Neal, C. (2013) *Happy Teacher Happy Teaching, Happy Student Happy Learning: A Refugee Teacher Handbook*. Malaysia: Authors.

Stretching

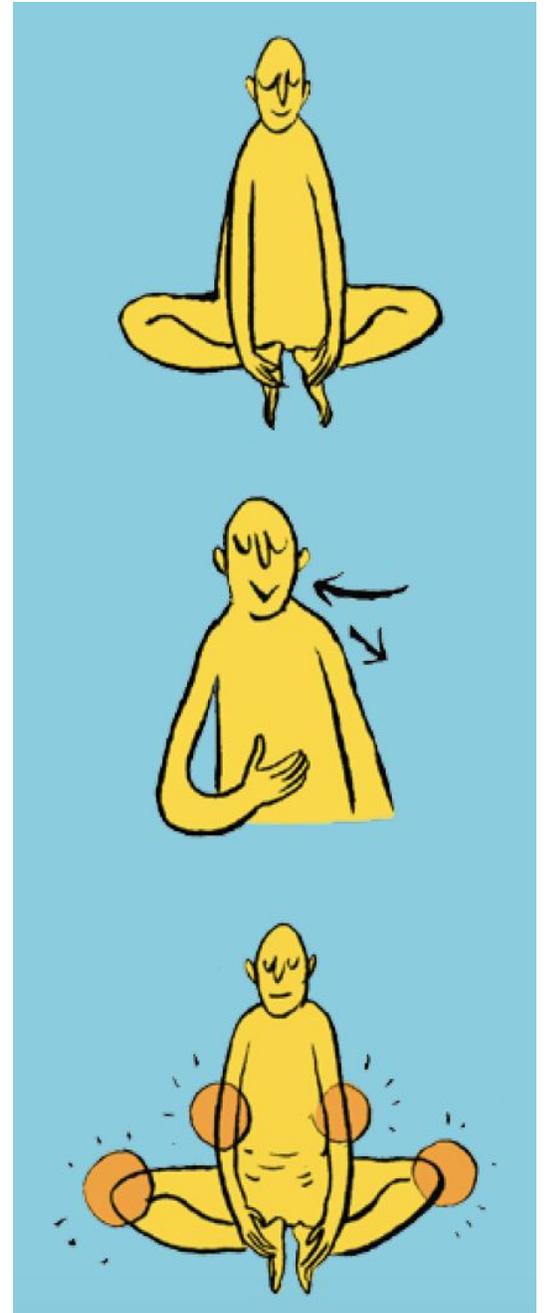
- Hold each stretch for 15 seconds
- Do not force a stretch. If it hurts, don't do it.



Source: Wong, E.L., Yap, C.K., Ng, W.S., Lim, F.C.P, Tan, S.C., & O'Neal, C. (2013) *Happy Teacher Happy Teaching, Happy Student Happy Learning: A Refugee Teacher Handbook*. Malaysia: Authors.

Pause and Reflect

- 1. Awareness:** Sit comfortably and ask yourself:
"What is my experience right now?"
"What am I thinking right now?"
"What do I feel in my body?"
- 2. Gathering:** Direct your attention to your breath. Feel the movement of air through your body.
- 3. Expanding:** Expand your awareness. Pay attention to any tightness or sensations in your body. When you are ready, allow your eyes to open.



Express Your Feelings

Talk about your feelings with people who care about you.



Express feelings through art, music, or physical activity.



Express and soothe your worries and feelings through prayer. However you practice your faith, set aside time to do so daily.