

P reschool I ntervention R eferred T eam

January 4th-January 8th Weekly Newsletter

BACKPACK CONNECTION

How to Give Clear Directions

English: https://challengingbehavior.cbcs.usf.edu/docs/backpack/BackpackConnection_behavior_directions.pdf

Spanish: https://challengingbehavior.cbcs.usf.edu/docs/backpack/BackpackConnection_behavior_directions_SP.pdf

Self Regulation : In the month of January PIRT will be focusing on teaching self regulation strategies to the students.

When thinking about young children, self-regulation refers to the ability to:

- Be calm and alert enough to take in new information and take part in the activities or interactions around them

Why Is Self-Regulation Important?

Self-regulation is a key building block for nearly every aspect of a child's development, learning and growth, including:

- Language learning
- School success
- Attention and problem-solving skills
- Overall mental and physical health

Calm Down Area:

A calm down area provides a child a place to calm down and take a break. It is one strategy that might be used when children are feeling anxious, stressed, or overwhelmed. Families can help children learn how to take a break from activities or interactions that are challenging to them. Just like adults, young children might react to stress, frustration, and disappointment by becoming angry, shouting, refusing help from adults, or engaging in other challenging behaviors. Adults might use helpful strategies such as self-talk, deep breathing, or taking a break when they are feeling the need to take a break and calm down. The calm down area provides children with a place to let go of strong emotions and begin to feel calm and ready to engage with others again.



Taking a Break: Using a Calm Down Area at Home:

https://challengingbehavior.cbcs.usf.edu/docs/Calm-Down-Area_Tipsheet.pdf

Taking a Break: Using a Calm Down Area at Home

Tips for Using

► **The calm down area is not used for punishment.**

Do not "send" your child there or use the calm down area as a punishing consequence (e.g., "If you don't calm down, you will need to go to the calm down spot."). Your instructions to your child about the use of the calm down area should be supportive (e.g., "It sounds like you are feeling really frustrated right now. I can help you go the calm down spot so that you can feel better.>").



► **While your child is in the calm down area, try to limit interactions and distractions.** Help siblings and other family members understand that they should not interact with your child when they are using the calm down area.



► **Help children use the calm down area BEFORE they experience a meltdown or tantrum.** Try to notice when your child is nearing frustration or starting to get overwhelmed and redirect them to the calm down area. Look for signs like whining, crying, or other behaviors that happen before your child experiences very strong emotions to help you know when the calm down area might help them feel better.



► **Once your child is calm, discuss their emotions.** Help them compare how they might have felt before and after using the calm down area (e.g., "Before you went to the calm down area you were crying and very sad. How do you feel now?").



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