**Self –Regulation Rubric**

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| **Domains** | | | | |
| ***Biological Domain***   * Soft starts (e.g. reading, repetitive activity, craft, nature walk, yoga, talking circles) * Up and down regulation * Explicit teaching of tools (bike, sensory circuit, rocking chair) * Environmental adaptations - seating, flow, light, sound * Common language (mindfulness/self-aware, emotional literacy) * Deep breathing techniques * Food/hydration * Help parents to investigate medical concerns (e.g. allergies, eczema; rule out hearing/vision) * Lessons: Breathe, brain, mindfulness, explicit teaching of tools | ***Emotional Domain***   * Emotional literacy * Emotional modulation: Zones of Regulation/Temperature gauge and reset tools * Physiological/Body Awareness * Quiet box (tension, soft, manipulative and squishy) * Bibliotherapy (anger, anxiety, positive emotions) * Child-empowering language(what do you need vs what are you doing) * Consider trauma impacts * Lessons: Emotional literacy and reset tools for emotional regulation | ***Cognitive Domain***   * Metacognitive strategies * Establish routines * Organizational techniques * Differentiated instruction * Attentional games (Simon Says) * Alternative seating areas * Rule out developmental concerns e.g. language * Lessons on PBIS | ***Social Domain***   * Problem solving/restorative justice and peace tables * Cooperative skills (e.g. PATHS, PAX, TRIBES) in class and at recess * Talking circles * Social Cognition: social-awareness and perspective taking) * Lessons on all the above | ***Pro-Social Domain***   * Volunteerism/ service learning (work with elders, animals, younger students) * Building Community in class: Gratitude/optimism/happiness closing circles * Programs could include: Second Step, MindUp, Be The Change, Virtues Project, Search Institute Developmental Assets * Lessons on kindness, generosity and empathy |

http://www.yesnet.yk.ca/staffroom/self\_reg.html