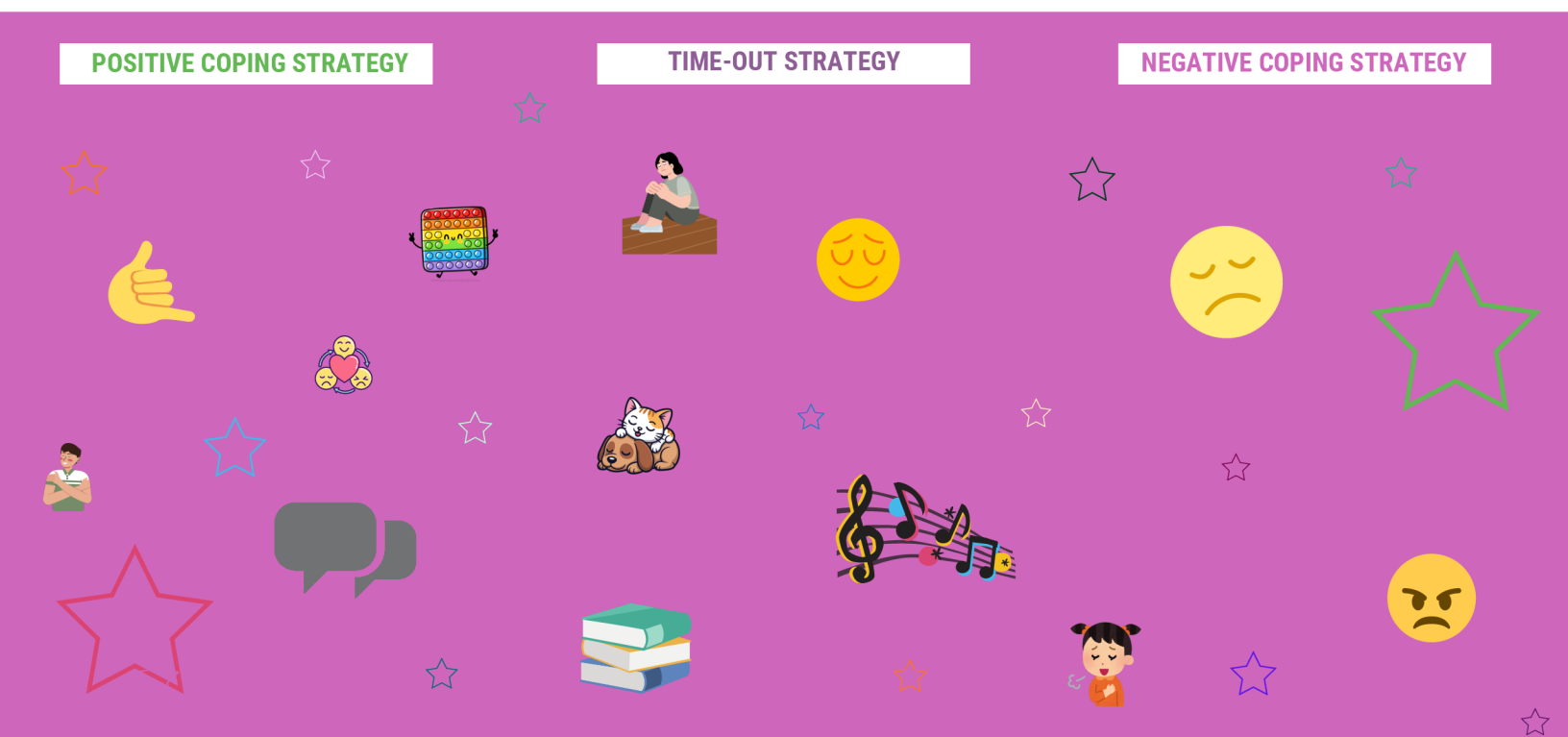
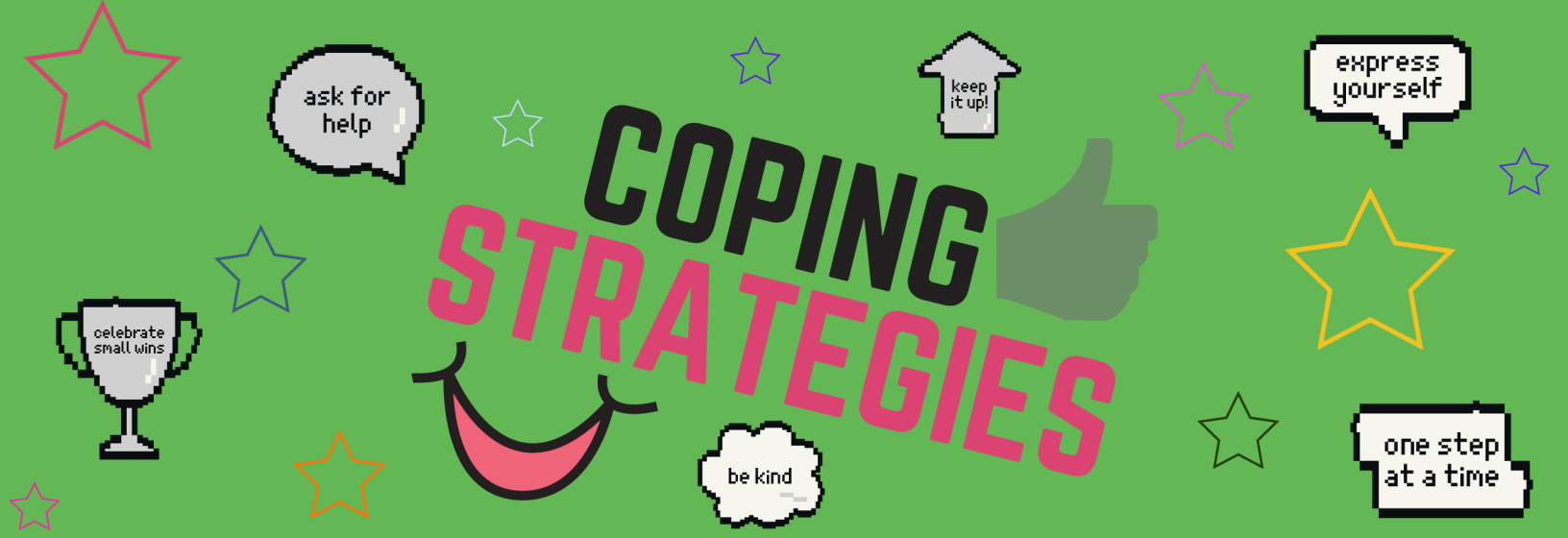




Coping with Purpose:
Reaction → Regulation → Response



RESOURCE GUIDE

Thank you for purchasing From Reaction to Regulation to Response. Your support means a lot to me! This resource was designed to help school counselors and educators teach students how to pause, regulate emotions, and choose thoughtful responses in challenging situations.

How to Use This Resource

This lesson is designed for Grades 3–5 and includes a complete counseling lesson plan, student activities, and a lesson data report aligned with the ASCA National 5th Edition.

Lesson Plan

The lesson plan provides step-by-step guidance for teaching students the difference between reactions, regulation, and responses. It includes discussion prompts, an activity worksheet, and opportunities for student reflection to reinforce learning.

Lesson Data Report

The lesson data report helps counselors document access, life-readiness, and academic success data to evaluate lesson effectiveness and support program implementation. Included in this resource are Canva template links for pre- and post-assessments. These templates allow you to easily collect student responses. If desired, results can be connected to a spreadsheet to generate automatic graphs and visual summaries of student learning outcomes for program documentation.

Differentiation and Tiered Use

This lesson can be adapted to meet different student needs and counseling delivery models.

Classroom Instruction (Tier 1)

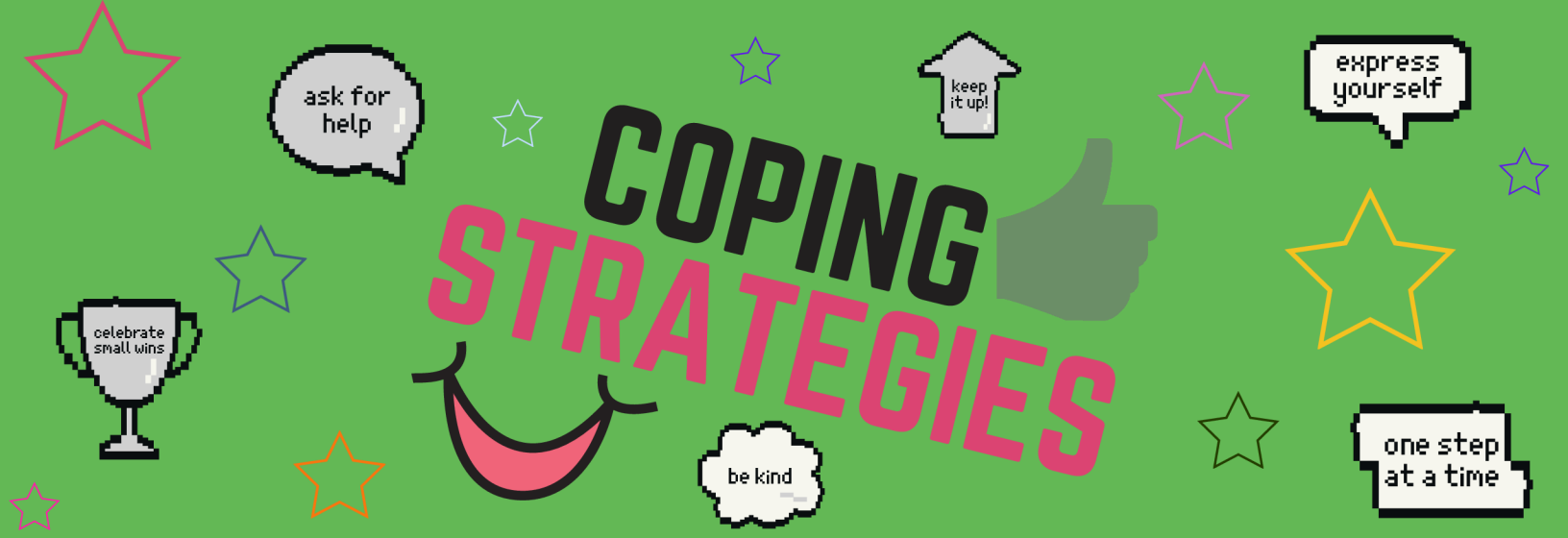
Use to introduce all students to the concepts of reactions, regulation, and thoughtful responses.

Small Group Counseling (Tier 2)

Use to provide additional practice for identified groups of students who need support with emotional regulation or conflict management.

Individual Counseling Support (Tier 3)

Use to help individual students explore personal triggers and develop regulation strategies tailored to their needs.



POSITIVE COPING STRATEGY

This is a strategy helps you to restore emotional balance; feel better about yourself; is respectful of you, others, and property; and helps you to solve the problem.



Talking it out with the person involved

Calling a Friend



Talk to a trusted adult such as my parents, teacher, or counselor

TIME-OUT STRATEGY

This is a strategy that helps you to calm down and restore emotional balance. It is only temporary and must be used with another positive strategy in order to solve the problem.



Take deep breaths and/or count to ten

Write in a journal, draw/paint, read a book, listen to music



Sit down and think about the situation; Cry

NEGATIVE COPING STRATEGY

This is a strategy that does not restore emotional balance; may be harmful to yourself, others, or property; does not solve the problem, and may create additional problems.

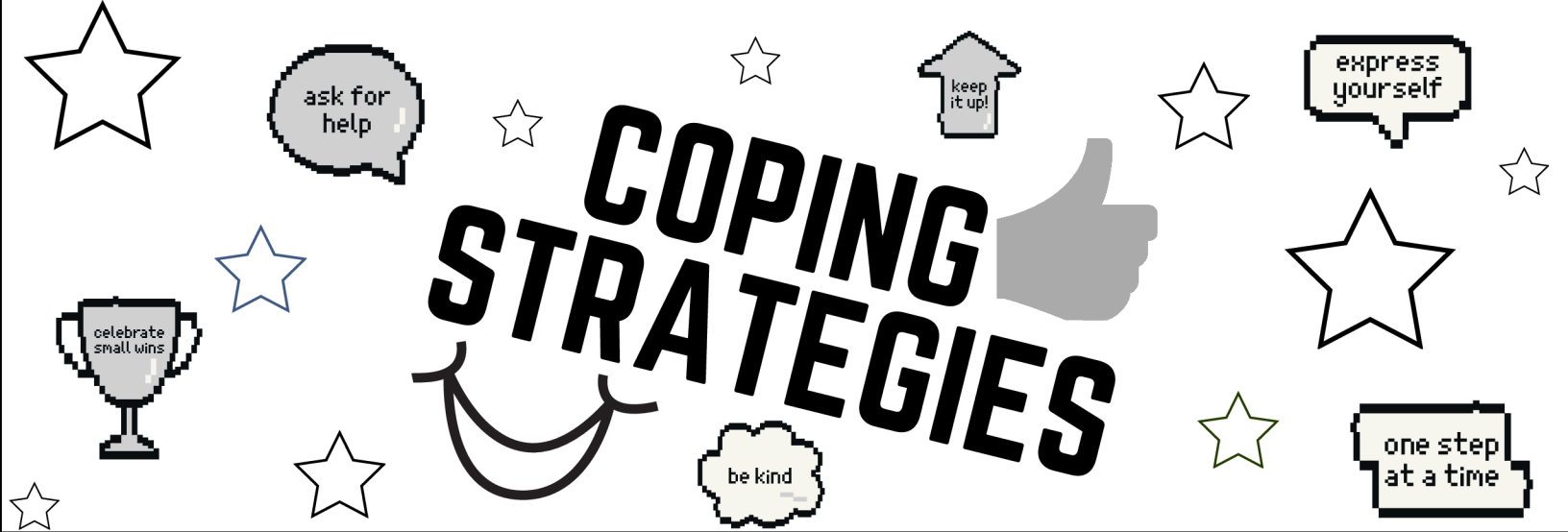


Feeling sorry for myself and/or harming myself

Throwing tantrum, cursing, throwing things, screaming and/ or yelling

Threatening someone or hurting them





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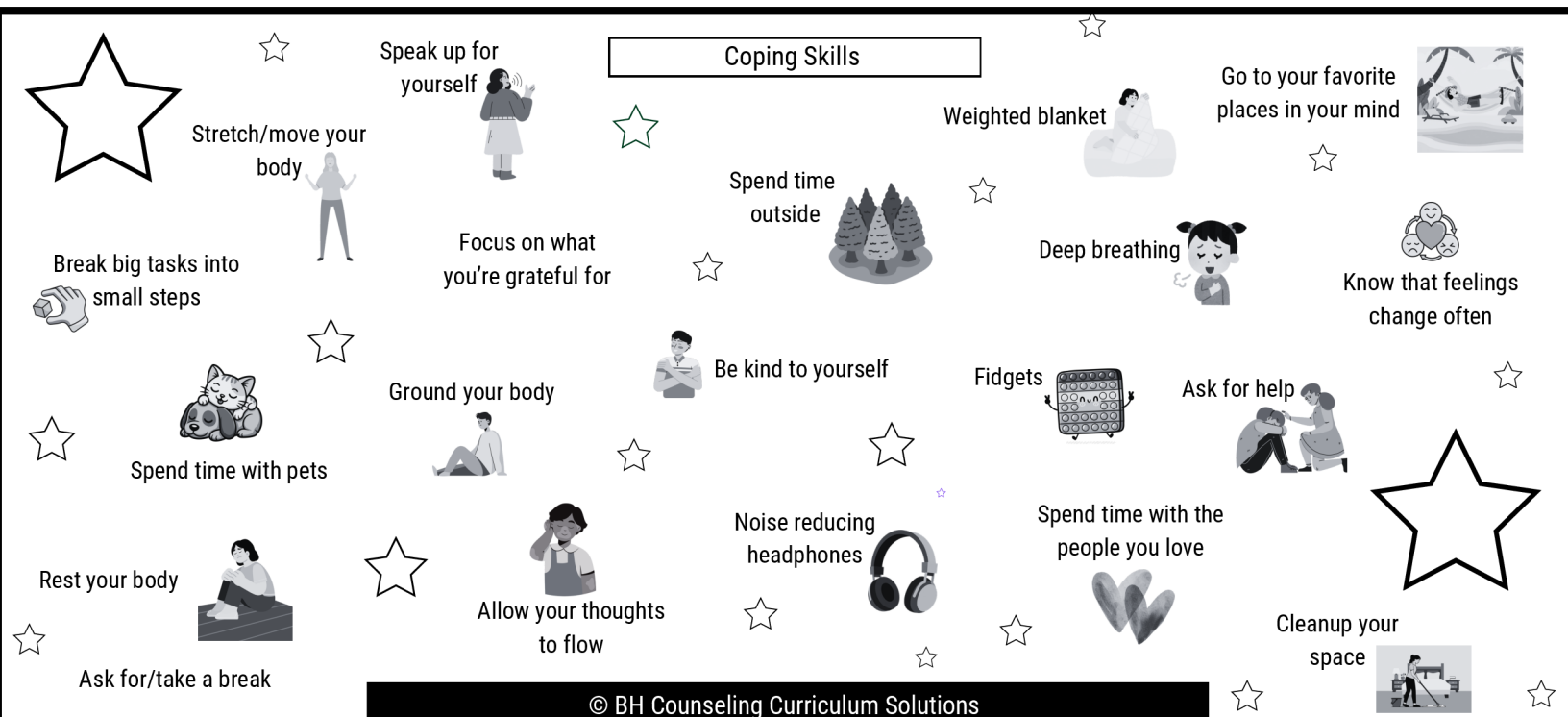
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Throwing tantrum, cursing, throwing things, screaming and/ or yelling

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FROM REACTION TO REGULATION TO RESPONSE

GRADE LEVEL: 3–5	Duration: 35–45 minutes	Domain: Social/Emotional	Lesson ____ of ____
DELIVERY: ____ TIER 1 CLASSROOM INSTRUCTION ____ TIER 2 SMALL GROUP COUNSELING ____ TIER 3 INDIVIDUAL SUPPORT			
ASCA STUDENT STANDARDS & LEARNING OBJECTIVES			
B-SMS 7. EFFECTIVE COPING SKILLS		Students will identify strategies they can use to calm their body and mind when they feel strong emotions.	
B-SS 9. SOCIAL MATURITY AND BEHAVIORS APPROPRIATE TO THE SITUATION AND ENVIRONMENT		Students will demonstrate their ability to identify and regulate emotions, and choose purposeful responses.	
MATERIALS			
Student activity worksheet Whiteboard or chart paper			
STEPS FOR INSTRUCTION			
1. PRE-ASSESSMENT		- Ask: - What might a reaction look like? - What might a response look like? - Explain: Reaction = fast, emotional, automatic Response = thoughtful, calm, intentional - Connect the two with regulation: Reaction → Regulation → Response	
<u>Administer pre-assessment</u> - I can name a strategy that helps me pause before I react. - I can explain the difference between a reaction and a response. Rating Scale:  NOT YET  YES - Record responses.			
2. INTRODUCTION		3. TEACH	
- Ask students: Have you ever done something quickly when you were upset and later wished you had done something different? - Write two words on the board/chart paper: Reaction Response - Discuss the difference. Example scenario: “A student bumps into you in the hallway.”		- Explain that strong emotions activate the brain’s stress response. - Teach students that self-regulation creates a pause between the feeling and the action. - Draw this simple model: - Feeling → Reaction - But when we regulate: Feeling → Regulate → Response	

FROM REACTION TO REGULATION TO RESPONSE

- Define:
 - **Positive Coping Strategy:** helps to restore emotional balance; feel better about yourself; is respectful of you, others, and property; helps to solve problems
 - **Time-Out Coping Strategy:** helps to calm down and restore emotional balance; temporary and must be used with another positive strategy in order to solve the problem
 - **Negative Coping Strategy:** does not restore emotional balance; may be harmful to yourself, others, or property; does not solve the problem, and may create additional problems.
- Discuss specific skills for each strategy.
- Emphasize: "Self-regulation gives our brain time to choose a better response."

4. GUIDED PRACTICE

- Students complete activity worksheet.
- Explain: "We are going to take a situation where we might have reacted and practice planning a response instead."
- Students write about:
 - **The Situation:** A time they felt a strong emotion at school
 - **My Reaction:** What they did automatically in the moment
 - **My Regulation Plan:** What they could do to calm their body
 - **Reflection:** Discuss how regulation supports their ability to respond
- Encourage students to focus on better choices rather than perfect choices.

5. CLOSING

- Invite students to share a response they planned.
- Ask reflection questions:
 - How does regulation help us respond instead of react?
 - Which coping strategies would help you pause before reacting?
 - Why do thoughtful responses help solve problems?
- Reinforce the lesson concept:
 - **Reaction is automatic.**
 - **Regulation helps us pause.**
 - **A response is a choice.**
- Administer Post-Assessment
 - I can name a strategy that helps me pause before I react.
 - I can explain the difference between a reaction and a response.

Rating Scale:



NOT YET



YES

- Record responses.

SCALFOLDING & DIFFERENTIATION

Support

- Sentence starters
- Emotion word bank
- Drawing option for younger students

Extension

- Older students explain:
 - How regulation affects the brain and body
 - Why responses lead to better outcomes than reactions

GRADE LEVEL: 3–5	Duration: 35–45 minutes	Domain: Social/Emotional	Lesson ____ of ____
DELIVERY: ____ TIER 1 CLASSROOM INSTRUCTION ____ TIER 2 SMALL GROUP COUNSELING ____ TIER 3 INDIVIDUAL SUPPORT			
ACCESS			
BASELINE DATA:		RESULTS DATA:	
Number of student participants: _____		Number of student participants: _____	
LIFE READINESS			
____ Mindset ____ Learning Strategies ____ Self-Management Skills ____ Social Skills			
B-SMS 7. Effective coping skills B-SS 9. Social maturity and behaviors appropriate to the situation and environment			
INSERT PRE-ASSESSMENT RESULTS GRAPH HERE		INSERT POST-ASSESSMENT RESULTS GRAPH HERE	

FROM REACTION TO REGULATION TO RESPONSE

ACADEMIC SUCCESS	
<i>Include any measurable data that contributes to achievement (assessment, grades, discipline, attendance, etc.)</i>	
BASELINE DATA:	RESULTS DATA:

FROM REACTION TO REGULATION TO RESPONSE

REFLECTION	
Lesson Implementation and Effectiveness	How effectively did this lesson support students in understanding the objectives and practicing the targeted social-emotional skills?
Student Engagement, Needs, and Observations	What patterns did you notice in student engagement, participation, and social-emotional needs during the lesson?
Future Planning	Based on this lesson, what adjustments, follow-up supports, or additional instruction may help strengthen student learning and skill development?

Name: _____

Date: _____



FROM REACTION TO REGULATION TO RESPONSE



In this activity, you will think about your feelings you have experienced at school. Learning how to handle big feelings is called self-regulation. Learning to regulate your emotions will help you make good choices.

Here are some things we will focus on:

- **Emotions:** Your automatic behaviors and/or feelings caused by an event or person.
- **Reactions:** What happens when you feel a strong emotion and act without thinking.
- **Responses:** What happens when you feel a strong emotion and think about what you want to say or how to do something.
- **Coping Strategies:** Ways to help you calm down and handle your feelings.

Think about a time at school when you felt a strong emotion. Answer each section honestly and thoughtfully. This is about learning—not getting in trouble.

THE SITUATION

Describe what happened.

Who was involved?

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

What emotions did you feel? What or who made you feel that way?

☐ ANGRY ☐ EMBARRASSED ☐ _____

☐ FRUSTRATED ☐ NERVOUS ☐ _____

Name: _____

Date: _____



FROM REACTION TO REGULATION TO RESPONSE



MY REACTION

What did you do in that moment?

How did your body feel?

- ☐ HEART BEATING FAST
- ☐ SWEATING
- ☐ MUSCLES TIGHT
- ☐ HOT
- ☐ HEADACHE
- ☐ JAW CLENCHED
- ☐ FAST/HEAVY BREATHING
- ☐ STOMACH HURTS/NAUSEOUS
- ☐ WANT TO SCREAM/YELL/CRY
- ☐ WANT TO HIT/RUN
- ☐ _____
- ☐ _____

Did your reaction help or hurt the situation? How do you know?

CHECK-IN

A time-out coping strategy:

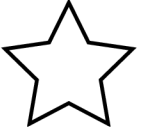
- A. restores emotional balance
- B. restores emotional balance but is temporary
- C. may be harmful and does not solve a problem

Name: _____

Date: _____



FROM REACTION TO REGULATION TO RESPONSE



MY REGULATION PLAN

If this happens again, the first thing I will notice in my body before I react is...

Coping strategies that can help me pause before reacting...

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

My positive self-talk statement:

If this happens again, I can RESPOND by...

Name: _____

Date: _____



FROM REACTION TO REGULATION TO RESPONSE



REFLECTION

How does regulation help us respond instead of react?

Why do thoughtful responses help solve problems?

On a scale from 1-5, how well do I handle big emotions right now?

1

I react
quickly

5

I respond
thoughtfully





FROM REACTION TO REGULATION TO RESPONSE



Name: _____

Date: _____

PRE-ASSESSMENT

I can name a strategy that helps me pause before I react.



NOT YET



YES

I can explain the difference between a reaction and a response.



NOT YET



YES

Name: _____

Date: _____

POST-ASSESSMENT

I can name a strategy that helps me pause before I react.



NOT YET



YES

I can explain the difference between a reaction and a response.



NOT YET



YES

FAMILY CONNECTION

From Reaction to Regulation to Response

What We Learned

This week in counseling, we explored the difference between **reacting** and **responding**. Students learned that when big feelings show up, taking a moment to calm their body and mind (**regulation**) gives them time to make a thoughtful choice.

Words We're Using

Emotion:

Automatic behaviors and/or feelings caused by an event or person.

Reaction:

What happens when you feel a strong emotion and act without thinking.

Response:

What happens when you feel a strong emotion and think about what you want to say or do.

Coping Strategies:

Ways to help you calm down and handle your feelings.

- **Positive Coping Strategy:** helps to restore emotional balance; feel better about yourself; is respectful of you, others, and property; helps to solve problems
- **Time-Out Coping Strategy:** helps to calm down and restore emotional balance; temporary and must be used with another positive strategy in order to solve the problem
- **Negative Coping Strategy:** does not restore emotional balance; may be harmful to yourself, others, or property; does not solve the problem, and may create additional problems.

Try This at Home

1. Name it kindly when you see it: "That was a fast reaction. Let's take a breath and try a response."
2. Model your own pause out loud: "I'm frustrated, so I'm going to take three breaths before I answer."
3. Practice calm-down breathing together when everyone is already calm, so it's easier to use in a hard moment.

Conversation Starters:

- "What's the difference between a reaction and a response?"
- "What helps you calm your body when you're upset?"
- "Can you think of a time you paused before you reacted?"



Thank You for Supporting This Resource!

I'm so glad you chose to use Coping with Purpose to support your students' emotional regulation and self-management skills. Your work matters. When we teach students to regulate with intention, we strengthen both behavior and achievement.

This resource can be used for:

Tier 1 classroom SEL instruction
Small group counseling
Calm corner implementation
Behavior intervention support
Individual student regulation plans

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