

ask for help

keep it up!

express yourself

celebrate small wins

be kind

one step at a time

COPING STRATEGIES

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

Threatening someone or hurting them

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



Coping Skills

Stretch/move your body



Speak up for yourself



Break big tasks into small steps



Focus on what you're grateful for



Spend time outside



Be kind to yourself



Ground your body



Spend time with pets



Rest your body



Noise reducing headphones



Ask for/take a break

Fidgets



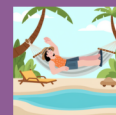
Spend time with the people you love



Cleanup your space



Go to your favorite places in your mind



Deep breathing



Know that feelings change often



Ask for help



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 • <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.		• 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	
2. INTRODUCTION • 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.”		3. TEACH • 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	

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	

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 ☐ _____

☐ FRUSTATED ☐ NERVOUS ☐ _____



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...
