

# SELF-REGULATION BEFORE CO- REGULATION

## Supporting the Children in your Classroom

Teaching with CLASS® Podcast  
Season 3 Episode 3  
Guest: Dr. Angela Searcy



### Key Take Aways

When was the last time you experienced strong feelings in your classroom? Probably every day. Working with children is demanding and can bring up a lot of strong feelings. Are you considering your own self-regulation needs as well as those of the children you're working with? How can we process all of what we're feeling so we can move through challenging moments and make a difference for each child in our classrooms? This resource will guide you on how to deal with your own self-regulation in challenging moments.

#### + Understanding Emotions in the Classroom:

- Educators experience strong emotions daily, which is normal and expected.
- It's crucial for educators to recognize and address their own self-regulation needs alongside those of their students.
- Emotions in the classroom can be contagious, impacting the overall climate and interactions.

#### + Reflecting on Personal Experience:

- Dr. Searcy shared a personal story about dealing with a challenging behavior (biting) in her classroom, which led to the development of her strategies.
- She emphasized the importance of empathy and understanding the underlying causes of a child's behavior

#### + Strategies for Self-Regulation and Classroom Management:

- **Calm Down Tools:** Use strategies like taking walks, using cranky lotion, or engaging in calming activities.
- **Self Reflection:** Evaluate personal responses and behaviors in the classroom.
- **Environment Organization:** Plan and organize transitions and routines carefully to minimize stress.
- **PUSH Acronym:**
  - P:** Pick out the positive
  - U:** Understand everyone's intentions
  - S:** Seek neutral support
  - H:** Hone in on the child's perspective

#### + Creating Support Systems:

- Schools should have systems in place where teachers can safely express and process their emotions.
- Encourage consistent and reflective practices for dealing with challenging behaviors.

Continue>

To listen to this episode and read the transcript, visit our blog at <https://info.teachstone.com/blog/self-regulation-before-co-regulation>



# SELF-REGULATION BEFORE CO- REGULATION

## Supporting the Children in your Classroom



### + Implementing Consistent Strategies:

- Use a structured approach to problem-solving and strategy implementation.
- Allow time (4-6 weeks) for strategies to take effect, recognizing that immediate results are not always possible.

### + Engaging Families:

- Share classroom strategies with families to ensure consistency and support at home.
- Provide concrete tools and activities for families to use, such as patience flashlights or calming activities.

Managing emotions in the classroom is a complex and ongoing process. By recognizing and addressing their own needs, reflecting on personal experiences, and implementing structured strategies, educators can create a supportive and effective learning environment for all children. Dr. Angela Searcy's insights and strategies from Push Past It! offer practical guidance for navigating these challenges.

To listen to this episode and read the transcript, visit our blog at <https://info.teachstone.com/blog/self-regulation-before-co-regulation>

