




Welcome!

Thank you for joining us! The webinar will begin shortly.





How to Help All Students De-Stress Using the Re-Set Process—In Person or Virtually
Presented by Dyane Carrere, M.Ed.

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Webinar Tips

- 1 Close any applications that use bandwidth or resources on your device
- 2 To submit a question, click "Questions" in the webinar panel and type in your question
- 3 To minimize the webinar panel, click the orange arrow in the upper left of the panel
- 4 If you experience computer audio issues, you can switch to "Phone call" in the "Audio" section of the webinar panel and use the dial-in information provided

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The Re-Set Process

A neuroscience-based approach to improving behavioral success in children from Grades K–8!

<https://bpub.fyi/The-Re-SetProcess>



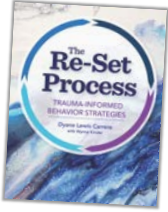




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Giveaway

We're giving away 3 FREE copies of
The Re-Set Process!

Three attendees will be selected at random and emailed after the webinar. Submit your questions to increase your chances!








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Survey

At the end of the webinar, you'll be prompted to complete a **short survey**.

Let us know what you thought, and you could **win a free book!**

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Certificates

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The Re-Set Process

A neurologically-based process that
reduces stress chemicals
 in the brain and body
 resulting in
improved focus and cognitive-emotional balance.






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Big Picture of the Re-Set Process

- has many different forms
- both proactive and reactive
- for individuals and groups of various sizes
- individually-guided and adult-guided
- for all students and for students with high intense needs

- nuances for each
- focus today is on the **proactive, adult-guided, whole group form**






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Prior to the COVID-19 pandemic...

- some of your students had trauma histories
- other students carried a variety of levels of stress
 - the work you did had its own stressors


and now....

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How Does Stress Impact the Body and Brain?

- Vision increases, hearing decreases
- Emotion increases, thinking decreases
- Body is "on go"*
- Sense of time may be impacted
- Awareness of body in space may be impacted



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The Re-Set Process Core Steps




Step 1
Move
Your Body

Step 2
Modulate Down

Step 3
Activate Thinking

Step 4
Make a Plan




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Time Commitment: Whole Class Re-Set

3-5 minute process

It is preferential to have more frequent, short sessions than longer, less frequent sessions





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The Science Behind Each of the Steps

Step 1: Move Your Body burns off stress chemicals
 increases calming chemicals

Step 2: Modulate Down continues to burn off stress chemicals
 continues to increase calming chemicals
 teaches how to "state shift"
 tunes students into the here and now






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The Science Behind Each of the Steps

Step 3: Activate Thinking gently begins to engage the thinking brain
 may turn students toward broader social context







Step 4: Make a Plan gets the student re-engaged in the learning activity
 creates forward momentum & sense of organization

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Keys to Success

- Go in with positivity
- Explain purpose
- Make it routine
- Make it interesting
- Give permission to move "off camera"
- Count
- Keep language minimal
- Keep voice warm, just above "calm"

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Step 1: Move Your Body Activities

- Chair push-ups
- Wall push-ups
- Lunges
- Marching in place
- Arm circles
- Toe rises
- Weighted object lifts
- Helicopter
- Jumping jacks
- Isometrics
- Toe touches

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Special Guidance for Step 1

- Think pattern, deep pressure and rhythm
- Use counting to support rhythm
- Be sure to only include movements that can be properly executed by students
- Avoid any activity with a tone of aggression or any aggressive language

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Step 2: Modulate Down Activities

Gross Motor

- T position to touching finger tips
- Lunge movement and hold
- Slower, smaller movement (arm circles, helicopter)
- Yoga position and hold (tree, warrior)

Fine Motor

- Fiddle object practice
- Finger touch
- Finger drumming
- Squeeze and release story

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Step 2: Modulate Down Activities

Tune Into Senses
 Chime and raise hand
 3-2-1
 Ball clap
 Level balancing

Breath
 Young children – belly breathing
 Lazy Eight
 High five (hand breathing)

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Special Guidance for Step 2

- Ease shift with controlled gross motor then proceed to fine motor, senses and breath (pick two)
- Remind students that fiddle object can be used when they need to increase focus at other times
- Avoid activation being accentuated (muscle tension, breath in)

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Step 3: Activate Thinking Activities

Structures
 Choral engagement
 Object focus and share
 Turn to a friend and share a _____ (one word)
 Around the circle
 Respond in chat with one word response to a simple question



Activities
 Sing a song, recite a poem
 Category listing
 Skip counting, counting by....
 Synonyms
 Antonyms
 Describing words

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Special Guidance for Step 3


- Keep well within the skill set of all students – do not make challenging
- Allow for passes and repeats
- Can do a “call and response” style interaction with adult leading


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Step 4 : Make a Plan Activities

- Turn to a neighbor and share something we talked about in _____ yesterday
- Touch the materials you need
- Get out the materials you need
- Write down 1 idea related to....
- Plan your fiddle object use





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When to Use the Whole Class Re-Set Process



- To start off the school day
- After an extended period of learning
- Transitioning from a higher energy activity (Recess, PE, lunch) to a learning activity
- Ending the day

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A Word About You

Seize the opportunity!



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Questions?



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COVID-19 Resources

- Recommended reading
- Downloadable resources
- Professional development webinars

<http://bit.ly/COVID-education>





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Thank you!

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