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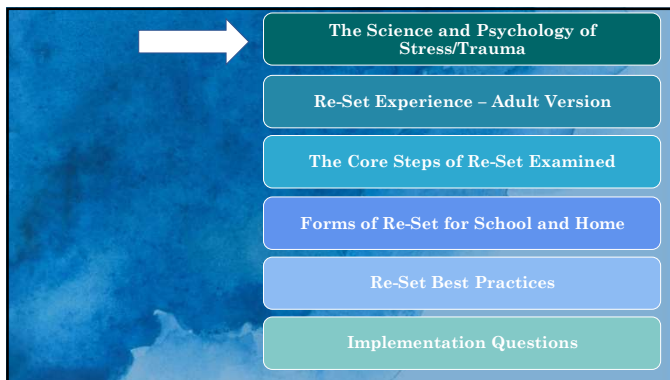
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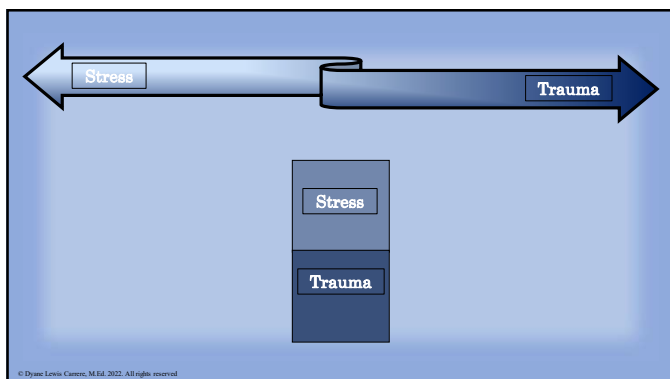
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Stress changes...



Pervasive trauma may change...

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Trauma is the result of  
acute and/or chronic stressors  
*without sufficient mitigating factors  
in place.*

**Event**  
single experience

**Pervasive**  
high frequency assault on sense of emotional  
and/or physical safety

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**Point of Clarification**

Stress and trauma can happen even in  
the context of loving relationships  
because there can be situational  
variables that do not allow for sufficient  
mitigation.



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# **1 Cognitive Functioning Differences**



Simplified for the off-line cognitive brain, does not explore emotions

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# **2 Vision & Auditory Differences**



Vision-oriented

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# **3 Hippocampus & Prefrontal Cortex Differences**



Settles the brain for thinking, uses pattern, practices executive skills

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**4**  
***Dorsolateral  
Prefrontal Cortex  
Differences***



**Practices same sequence, references time**

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**5**  
***Posterior  
Cingulate  
Differences***



**Provides "grounding" opportunity, tunes student back into body**

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**6**  
***Vasopressin  
&  
Oxytocin  
Differences***



**Explicitly teaches calming strategies in a cohesive manner, invites calming chemicals into system**

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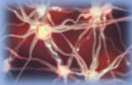
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**7**  
**Neurological  
System  
Organization  
Differences**

Less connected, less developed systems



Dysregulated systems (implications for emotional, physical and attentional regulation)



**Meets the body where it is, provides consistent regulation experiences**

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**Psyche**

the deepest thoughts, feelings, or beliefs of a person  
(Cambridge Dictionary)




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**Compromised trust in....**



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So, what can be trusted?

**ChaoS**

The predictability and familiarity of chaos

Attends to relationship, creates familiarity with the feeling of being regulated.

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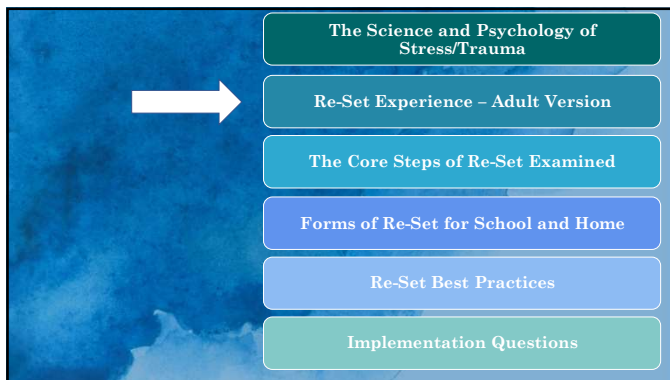
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The Science and Psychology of Stress/Trauma

Re-Set Experience – Adult Version

The Core Steps of Re-Set Examined

Forms of Re-Set for School and Home

Re-Set Best Practices

Implementation Questions

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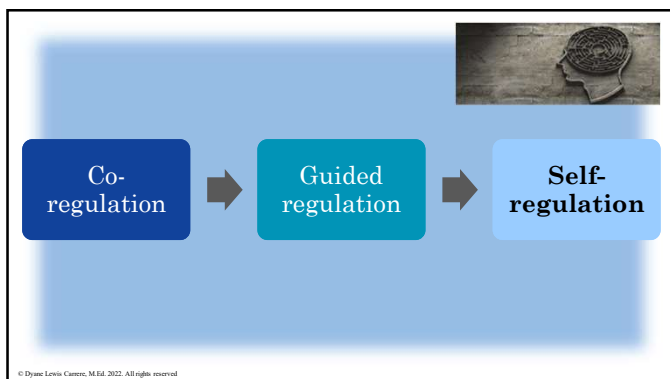
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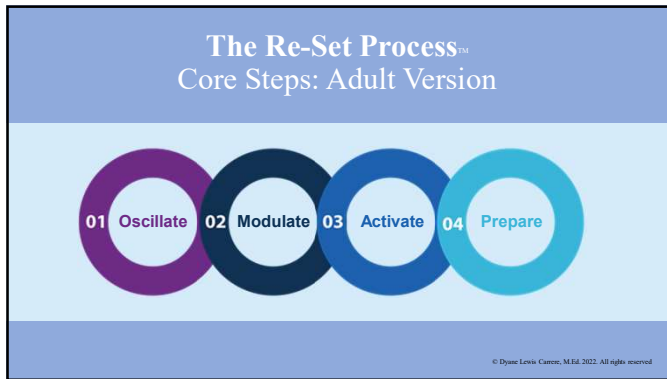
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#### Step 1 Oscillate

**Options (Adult examples)**

- Lean on desk (i.e., desk push-up)
- Rise up and down on toes
- Step into lunges
- Engage in wall push-ups
- Lift weights
- Circle arms to count of 10
- Go for a walk

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**Step 2 Modulate**  
Options (Adult examples)

Stretch and hold position

Roll pencil between palms of hands

Touch thumb to fingers in order

Drink something & attend to sensation

Take a breath in & do a long breath out



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**Step 3 Activate**  
Options (Adult examples)

Take a mental picture


Take an actual picture

Doodle

Do a simple mental task

Make a list (not related to work)

Think of all the... (words for bodies of water)



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**Step 4 Prepare**  
Options (Adult examples)

Make a short "to-do" list

Connect with your purpose


Picture your outcome

Review your calendar

Set a timeline for a task

Review your lesson

Repeat an affirmation



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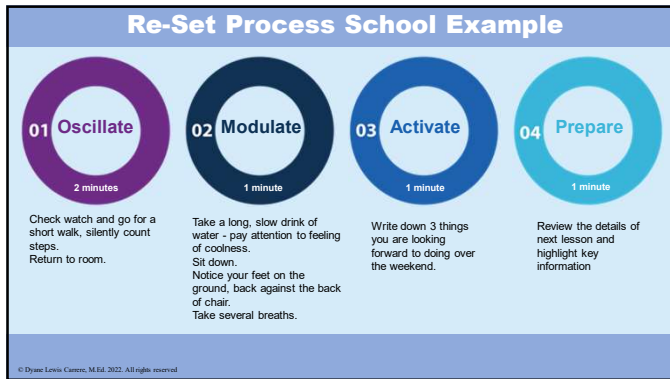
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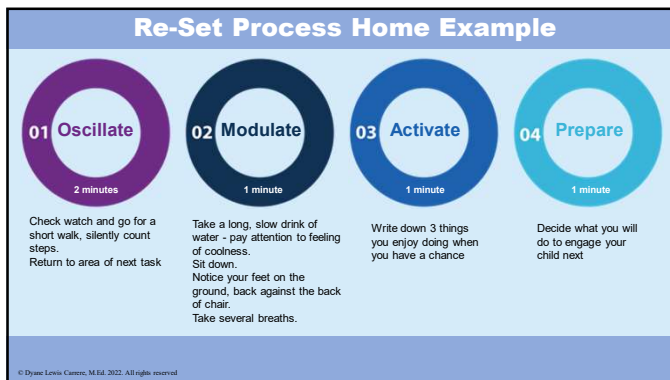
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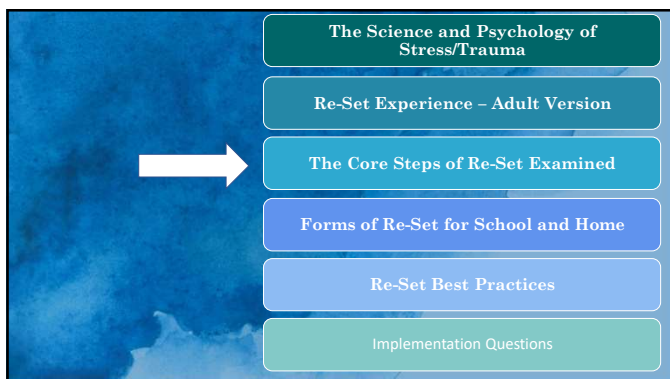
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A **complimentary** practice to other trauma-informed strategies such as calming corners/chill out zones, mindfulness, sensory rooms, counseling opportunities, Restorative Practices, and others.

The **opposite** of processes/rooms/spaces designed to punish, separate, shame or isolate students when they struggle behaviorally.



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**Regulation**      **Relationship**



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**Safety**

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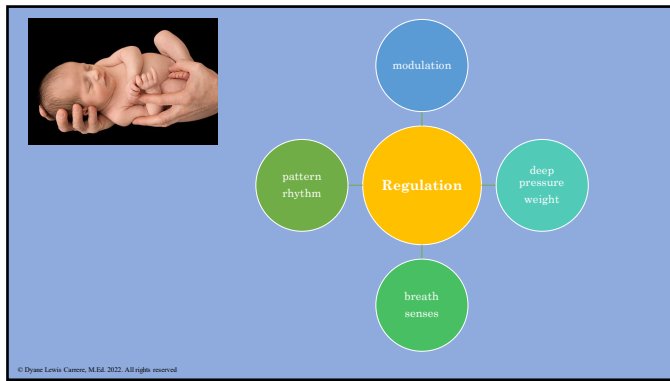
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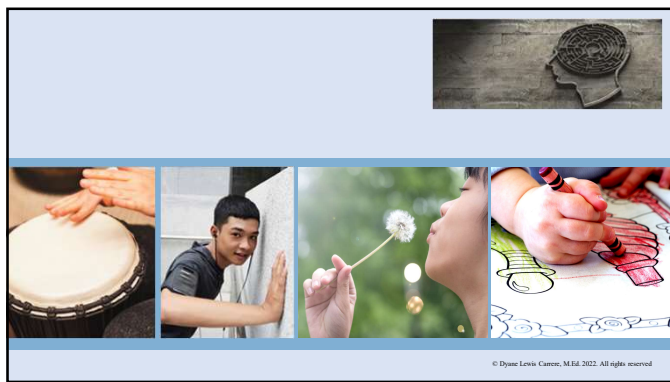
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Join: **vevox.app** ID: 126-459-393 **POLL OPEN**

What ways do you currently support your students/children in regulation?

Vote for up to 8 choices

1. weighted activities/weighted "diets"  
0%
2. brain breaks  
0%
3. sensory tools  
0%
4. calm down kits  
0%
5. sensory path  
0%
6. mindfulness activities  
0%
7. self-regulation instruction  
0%
8. self-regulation check-ins  
0%

(% = Percentage of Voters)

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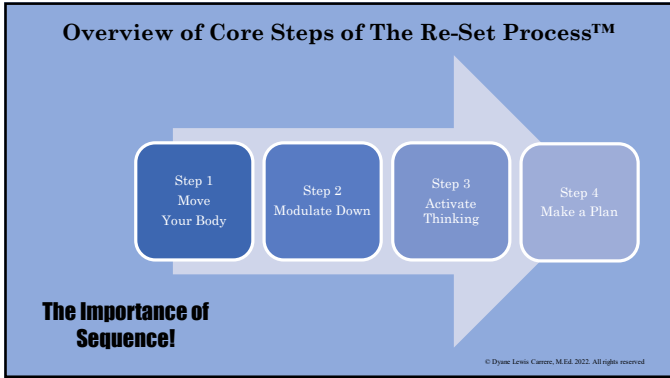
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### Re-Set Language Across the Age Spectrum

Audience	Step 1 Gross Motor	Step 2 Refined Gross Motor Fine Motor Senses Breath	Step 3 Simple Cognitive Tasks	Step 4 Connect with next activity
Preschool Primary	<b>Move</b>	<b>Focus</b>	<b>Think</b>	<b>Get Ready!</b>
K-Adult	<b>Move Your Body</b>	<b>Modulate Down</b>	<b>Activate Thinking</b>	<b>Make a Plan</b>
Adult Only	<b>Oscillate</b>	<b>Modulate</b>	<b>Activate</b>	<b>Prepare</b>

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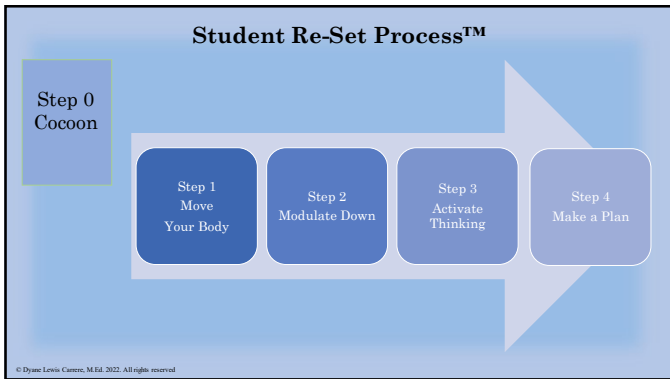
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## Step 1 Move Your Body

The purpose:

- to burn off stress chemicals in an efficient manner
  - to introduce calming chemicals
  - to allow child to tune into adult

Toward those goals:

- warm and structured short directives
  - synchronous movement
  - “do-able” movements

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## Step 1 Activities such as:



- ✓ big steps/lunges
- ✓ marching in place
- ✓ stretch band stretches
- ✓ toe rises
- ✓ toe touches
- ✓ imaginary weightlifting
- ✓ actual weightlifting
- ✓ TikTok dance with predictable, controlled movement
- ✓ arm circles
- ✓ wall push-ups
- ✓ going for a walk



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## Step 2 Modulate Down

The purpose:

- to continue to burn off stress chemicals in an efficient manner
  - to introduce portable tools for calming
    - to practice modulation
    - to tune into body signals

Toward those goals:

- warm and structured short directives – modulating voice
  - model simple thinking about calming tools

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**Step 2**  
Activities such as:



- ✓ smaller, slower arm circles
- ✓ arm stretch
- ✓ progressive muscle tense and release
- ✓ shoulder shrugs
- ✓ finger touches
- ✓ level focus
- ✓ roll a pencil in your hand
- ✓ use a fiddle object
- ✓ chime listening
- ✓ near and far sounds
- ✓ elevator breath

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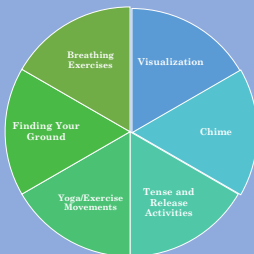
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**Important Tips for Typical Regulation Exercises**



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**Step 3 Activate Thinking**

The purpose:

- to gently re-engage the cognitive brain
- to move into shared cognitive experience

Toward those goals:

- simple thinking tasks
- serve and return opportunities
- pass and repeat options

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**Step 3**  
Activities such as:

- ✓ category listing
- ✓ focus and share
- ✓ skip counting
- ✓ antonyms
- ✓ synonyms
- ✓ call and response chants/poems
- ✓ in this picture, spy...
- ✓ in this picture, identify...
- ✓ days of week backwards
- ✓ months backwards

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**Step 4 Make a Plan**

The purpose:

- to engage those activated cognitive portions of the brain in thinking forward

Toward those goals:

- do the first steps of the next activity
  - use the power of ritual
- engage language or body movement that is moving students toward next activity

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**Step 4**  
Activities such as:

- ✓ share first step
- ✓ take out necessary material
- ✓ do a transition chant
- ✓ remember one thing from yesterday's content
- ✓ point to where you are going next
- ✓ open your book to a specific page
- ✓ structured share-a-thought with a peer
- ✓ identify a favorite tool and when to use
- ✓ decide on a way to make restitution
- ✓ review a social story or created plan

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**Step 4 (Home)**  
Activities such as:

- ✓ share first step of next thing
- ✓ take out necessary material
- ✓ do a transition song
- ✓ point to where you are going next
- ✓ identify a favorite tool and when to use
- ✓ decide on a way to make restitution
- ✓ review a social story or created plan

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**Step 0 Cocoon**

The purpose:

- to establish safety

Toward those goals:

- keep adult language minimal
- provide comfort items (weighted blanket, drink of water)
  - stay near but don't hover
- provide time structure and reapproach with quiet optimism

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**Step 0**  
Activities such as:

Cocoon and  
that is it!

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## The Mirroring Intervention

**Follow**  
by mirroring body positions and movements as appropriate

**The Lead**  
Slowly engage and lead to calmer, more engaged movements



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### For Tuned-out Children...



**Flip Steps 1 and 2 so you meet them where they are.**

**2-1-3-4**

Breath/senses/fine motor  
Gross motor  
Activate thinking  
Make a plan



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The Science and Psychology of Stress/Trauma

Re-Set Experience – Adult Version

The Core Steps of Re-Set Examined

Forms of Re-Set for School and Home

Re-Set Best Practices

Implementation Questions

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### Forms of Re-Set for the Classroom (and Home)



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### The Re-Set Process Forms: Proactive



whole class  
student choice (in class)  
individual scheduled (in class)  
individual scheduled (in the Re-Set Room/Space)



adult and child (children)  
child request  
part of daily schedule for child

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### The Re-Set Process Forms: Reactive



(mild dysregulation) adult choice in-class  
(mild dysregulation) adult choice partner/buddy teacher  
(increased dysregulation) adult choice - hallway  
(high dysregulation) adult choice - the Re-Set Room/Space



(mild dysregulation) adult guidance in current space  
(increased dysregulation) adult guidance in more private space  
(high dysregulation) adult guidance in a designated space

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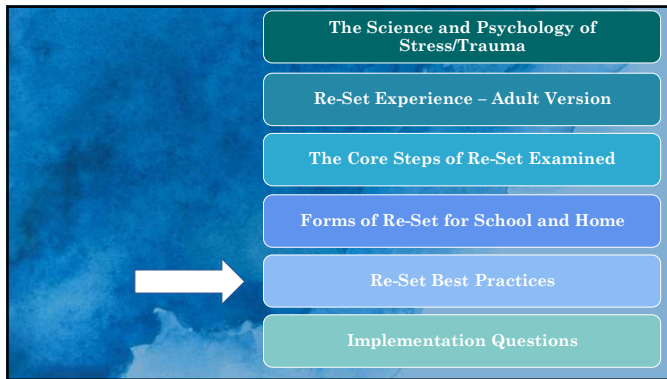
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### Re-Set Best Practices for All Forms

- Be sure that skills are at mastery level of child(ren)
- Think patterned not random movements
- Avoid any language or activity that speaks of aggression
- Follow the relationship guidelines for each step
- Repeat, repeat, repeat
- Provide visual supports
- Always do all steps and follow order

- Individual 5-10 minutes and follow relationship guidelines for each step
- Group 3 – 5 minutes and participate not just orchestrate



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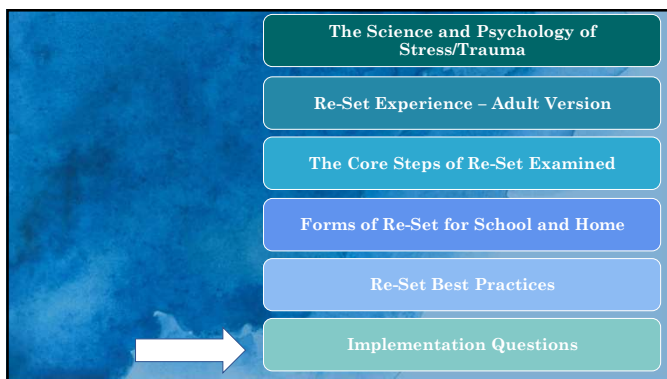
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### Choices at Each Step: The Match

Verbally/Cognitively

Motorically

Culturally



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### Student-oriented Strategies

- Children who don't want to participate
- Children who participate "inappropriately" (e.g., misuse materials, do something incorrectly, go at wrong pace)



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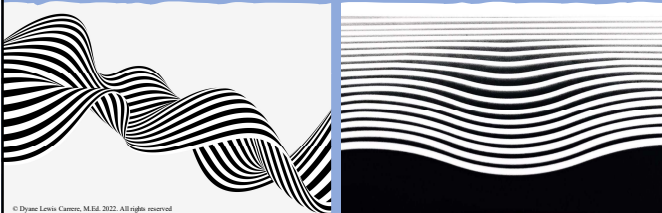
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The last thing a dysregulated child needs is a dysregulated adult.

When little people are overwhelmed by big emotions, it's our job to share our calm, not join their chaos.  
L.R. Knost



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### School Systems Questions

- Where?
- Who?
- When?

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### Home Questions

- Where?
- Who?
- When?

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### Continuous Growth Guidelines

- Meet people where they are
- Provide solid supports
- Offer grace

Love isn't a state of perfect caring. It is an active noun like struggle. To love someone is to strive to accept that person exactly the way he or she is, right here and now.  
Fred Rogers

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## Contact Info



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And visit me through

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The book:  
<https://products.brookespublishing.com/The-Re-Set-Process-P1205.aspx>  
 where you will find free resources (blogs and webinars) as well as more detailed information on the book.

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