

Happy New Year!

According to Bruce Perry, regulation is the *first* step in being able to help traumatized children heal and learn. Once regulated, we can relate and finally reason with them; more on these steps later. Research is continuing to show traumatized children need regulatory breaks, **reboots**, in regular intervals. Currently, Bruce Perry suggests that children ideally should receive these reboots approximately every hour for 5-7 minutes. As we all know from our trainings, trauma has *disrupted their neurodevelopment*, but the good news is that we can help them rewire their brains through the use of regulation activities. Bruce Perry states that ALL dysregulation (cognitive, social, emotional and physical) stems from physical dysregulation, SO rhythmic, repetitive, physical activities are effective at regulating all areas of the brain. Once regulated, they are more focused and attentive to relationships, academics, and self-control.

We believe that students are sometimes getting mixed messages with the word “break”; break could mean time to pull themselves together or calm down, but often implies free time, non-academic time, time away from assigned area, or a reward. Due to this confusion, we are suggesting that we avoid the word break. When a student or an entire class needs to be more regulated, we would like to offer them a **REBOOT**. Reboots are not earned; they are a required component of trauma treatment. When a child appears to be dysregulated they should be given a reboot to help them re-regulate and get back to learning.

We have collected a wide variety of rhythmic, repetitive, physical activities that can be use individually or with a group. Rather than overwhelm staff with pages of options, we’ve decided to highlight a few alternatives each month for you to try. We’ve broken them into three levels of intensity and strongly encourage you to try them all before the end of the month. Activities should be rotated; they respond better to novelty and repeating the same activity may lose its effectiveness after a few repetitions. In addition, try these ideas yourself; Perry says that regulation activities help dysregulated kids avoid crisis and regulated kids (and adults) do even better!

Feel free to give us feedback on which activities work best for your classroom. Please send us any ideas that you have for REBOOTS and we’ll try to include them in next month’s Regulation Reboot Blast.

Full Body Intensive Reboots:

1. Jumping Jacks
 - Try sets of 20, with a short breather in between.
2. Dancing
 - Teach them to line dance; both the music and the movement is regulating.
3. Scream and Run
 - This activity can be done either in the hallway, gym, or outside. Have them take a deep breath and then scream as they run. Instruct them to stop running when they run out breath to scream.

Moderately Active Reboots:

1. Yoga
 - We would recommend picking three poses that you are comfortable modeling
 - Do each one three times, holding the pose for 30 seconds each time
 - Suggested poses and descriptions are attached
2. Simon Says
3. Hula Hoop

Mild or Quiet Reboots (If used, the next reboot needs to be active):

1. 4-8 Count Breathing
 - € You should count aloud for them
 - € Breathe in deeply for the count of 4 through the nose
 - € Breathe out through the mouth with lips pursed, as if blowing through a straw, for the count of 8
 - € Try 5-10 repetitions
2. Mouth popping
 - € Help them find a way to make noises with their mouth, by clucking with their tongues or popping with their lips.
3. Tapping
 - € Rhythmic tapping on the floor or walls
 - € You may want to create a pattern and have them repeat or follow along