

## Teaching Self-Regulation and Interoception: “How to” and Why Template

### Gradual release and scaffolding.

The Gradual Release of Responsibility Model is a teaching strategy characterized by a sequence of learning activities that shift the responsibility from the teacher to the student.

### Show me, Help me, Let me - *This is a process, It's ok to struggle and make mistakes.*

**Pre-beginner:** Statements where the adult labels their inner body signals. Show Me

Name your own physical sensations or experiences. (My experience)

- Moments of a felt experience, promoting self-reflection.
- Even if we don't see evidence of it right away, it's happening. This is the building schema stage.

Show me – modeling and direct instruction Help me – scaffolding and support through guided practice Let me – transfer and generalize skills
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**Beginner:** Statements that provide observations and prompt attention. Show/Help Me

Make observations about what you see or wonder about to prompt attention. (What I notice to support becoming aware)

- Naming what I see happening to create awareness, promoting shifting attention.
- To be able to keep my attention on something I first have to become aware of it.

**Intermediate:** Questions that call attention to a specific body part and provide choices for responses. Help Me

Call attention to physical sensations or experiences to support noticing and/or addressing them. (What is happening and/or what can we do about it?)

- Getting specific to aid in stabilizing and monitoring attention while supporting with naming options.
- Scaffolding with language and behavior as options to consider.

**Advanced:** Questions that call attention to a specific body part and require students to respond without choice options. Help/Let Me

- Higher level skill letting them choose and try out previous knowledge.
- This level of awareness supports the ability to modify energy and attention by making a different choice.

**Proficient:** Questions that call attention to the entire body. Let Me

- Prompting to call upon previous knowledge.
- Generalizing what they have learned to fit the situation at hand and modify energy and attention to support themselves.

Your routine:

	Pre-Beginner	Beginner	Intermediate	Advanced	Proficient
General Directions	Put your hand on the part of the body you are talking about and <b>name out loud the physical sensations you notice.</b>	<b>Notice and name</b> what others are doing... then prompt them to notice what they're doing.	<b>Ask questions</b> to bring attention to themselves. with <b>naming choices you noticed.</b>	<b>Ask questions</b> to bring attention to themselves with a <b>specific focus.</b>	<b>Ask questions</b> to bring attention to themselves <b>generally.</b>
Why?	Moments of a felt experience, promoting self-reflection. <b>Show me</b>	Naming what I see happening to create awareness, promoting shifting attention. <b>Show/Help me</b>	Getting specific to aid in stabilizing and monitoring attention while supporting with naming options. <b>Help me</b>	Higher level skill letting them choose and try out previous knowledge. <b>Help/Let me</b>	Prompting to call upon previous knowledge. <b>Let me</b>
Thinking it through...	What part of my body can I feel right now that I can highlight?	What do I see happening as a result of what I said/did, how can I prompt them to notice it?	What can I say to help them notice a part of their body and if they're doing something I noticed or different?	What can I say to help them notice a part of their body?	What to say to get them to notice their body?

Adding in more pieces...

Make the motions with your body, mirroring their reactions, and model regulation. Why?

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Why?	Moments of a felt experience, promoting self-reflection. <b>Show me</b>	Naming what I see happening to create awareness, promoting shifting attention. <b>Show me</b>	Getting specific to support stabilizing and monitoring attention, while supporting with options <b>Help me</b>	Higher level skill letting them choose and try out previous knowledge. <b>Help me/Let me</b>	Prompting to call upon previous knowledge. <b>Let me</b>
Thinking it through...	What part of my body can I feel right now that I can highlight?	What I see happening as a result of what I said/did, then prompting them to notice it.	What to say to notice that part of their body and if they're doing something I noticed or different?	What to say to get them to notice that part of their body?	What to say to get them to notice their body?
How can I add in mirroring & modeling regulation?					

Explicitly Teaching Interoception

Activities	Words