



# Calm Classroom

By IDE Corp.

## Co-Regulation Cards

The power of co-regulation cards lies in how they are used over time to shift students from dysregulation to self-regulation through co-regulation!

1. Print out a copy of the card you wish to use (on the following pages) for each student to have taped on their desk/table for breakfast. (Individual support)
2. An adult discusses the card with the student, having the student point to each section, perhaps demonstrating what it “looks like,” the goal being for the student to use these to support their classroom participation. (Individual understanding)
3. All adults in the classroom use these cards, rather than assigning this as one person’s responsibility.
4. Use the following phases to support co-regulation and move the student to self-regulation.

### **Phase 1: Adult-Led Co-Regulation**

An adult gently touches the student’s shoulder and points to the relevant image. Language is minimal and neutral.

### **Phase 2: Visual Prompting**

The adult points to the card without physical contact. The visual cue carries the message.

### **Phase 3: Student Identification**

The adult asks, “Which one are you working on right now?” The student points to the behavior.

### **Phase 4: Self-Initiation**

The student independently references the card and adjusts behavior without prompting.

At each phase, the adult is gradually releasing conscious control to the student.



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**Breakfast Time** can be problematic for students who struggle with self-regulation. Every student walks into the classroom with the outside world following them: what was happening at home, what happened on the ride or walk to school, what happened as the student entered the school, how the student is feeling physically, whether the student is hungry, . . . and so on.

Students need routine, predictability, and a safe environment to self-regulate.

*Print out a copy for each student to support a successful breakfast experience.*



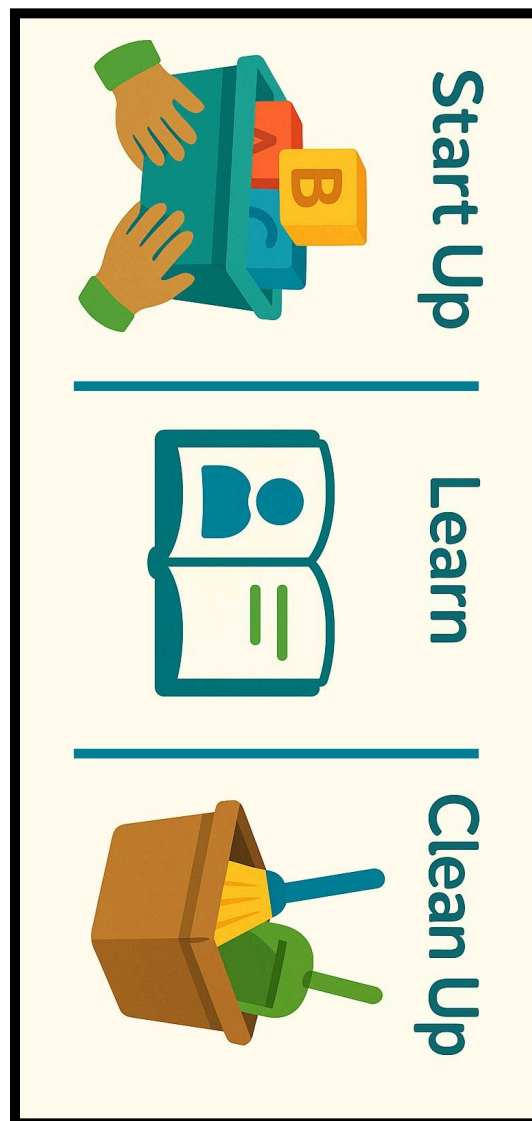


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**Learning Centers and Activity Time** can cause students to be overstimulated with materials and challenged with steps to follow. However, the answer is not to remove materials and close down centers. Offer students a predictable path to success with the following two cards. Choose the one that is most appropriate based on the student's level of self-regulation.

*Print out a copy for each student to travel with them to learning centers or activity areas.*

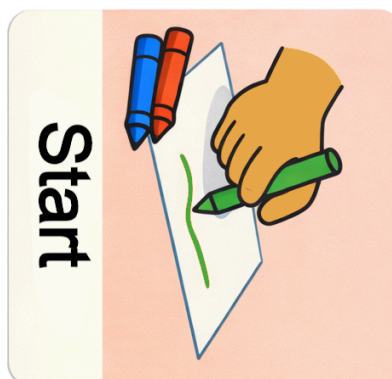




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*Print out a copy for each student to travel with them to learning centers or activity areas.*





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*Print out a copy for each student to keep in front of them during small-group meetings or lessons.*

