

# EMOTIONAL REGULATION IN GIFTED AND TALENTED STUDENTS



**HealingChildren**  
LLC

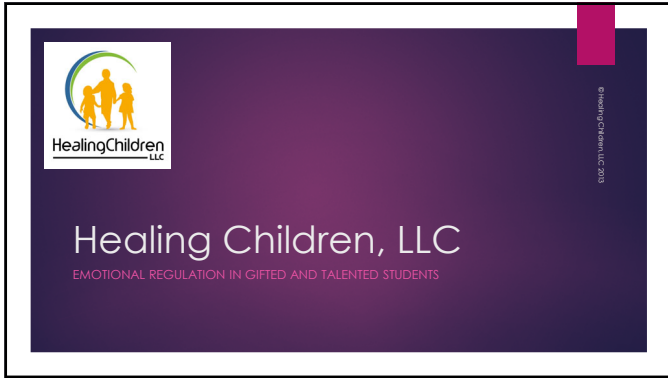
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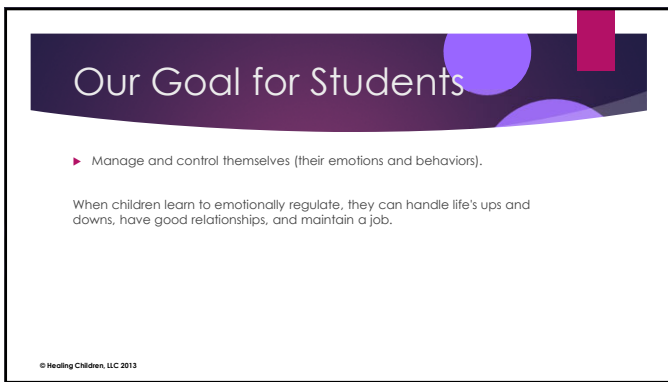
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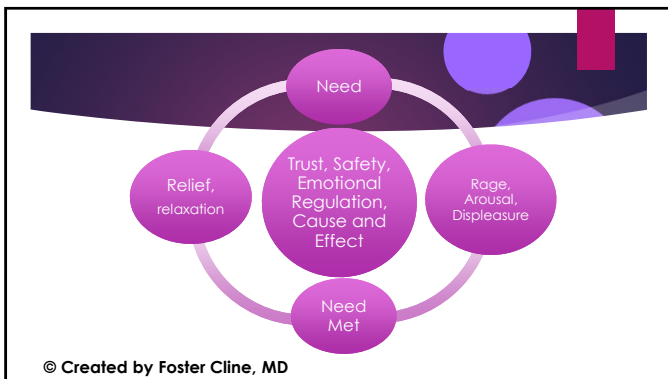
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## Erik Erickson's Stages of Psychosocial Development

Stage	Basic Conflict	Important Events	Outcome
Infancy (birth to 18 months)	Trust vs. Mistrust	Feeding	Children develop a sense of trust when caregivers provide reliability, care, and affection. A lack of this will lead to mistrust.
Early Childhood (2 to 3 years)	Autonomy vs. Shame and Doubt	Toilet Training	Children need to develop a sense of personal control over physical skills and a sense of independence. Success leads to feelings of autonomy, failure results in feelings of shame and doubt.
Preschool (3 to 5 years)	Initiative vs. Guilt	Exploration	Children need to begin asserting control and power over the environment. Success in this stage leads to a sense of purpose. Children who try to exert too much power experience disapproval, resulting in a sense of guilt.
School Age (6 to 11 years)	Industry vs. Inferiority	School	Children need to cope with new social and academic demands. Success leads to a sense of competence, while failure results in feelings of inferiority.
Adolescence (12 to 18 years)	Identity vs. Role Confusion	Social Relationships	Teens need to develop a sense of self and personal identity. Success leads to a sense of self, while failure leads to role confusion and a weak sense of self.

Source: [www.ericson.com](http://www.ericson.com)

## Dr. Foster Cline's Conscience Development

Stage I	"I'll take it!"	1-3 years of age	No lid on the id "no internalized object"
Stage II	"I would take it, but my dad (mom) would kill me!"	2-5 years of age	Outside lid on the id
Stage III	"I would take it but my parents might find out."	5-7 years of age	Partial lid on the id
Stage IV	"I would take it, but if my mom found out, she'd be upset"	6-9 years of age	The lid on the id
Stage V	"I would take it, but I don't feel good about doing things like that".	7-11 years of age	Super ego is developed- "internalized object/values in place"

## How is emotional regulation developed?

- We learn frustration tolerance, self-control, and work ethic through our struggles, our weaknesses, and the consequences we experience when we use poor coping skills.
- Learning emotional regulation is more difficult when we have experienced Trauma, Attachment issues and/or Entitlement.



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Overindulged, Entitlement

Hostile Dependency  
Lack conscience development  
Poor cause and effect thinking  
Little frustration tolerance  
Poor self concept



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What does not teach emotional regulation



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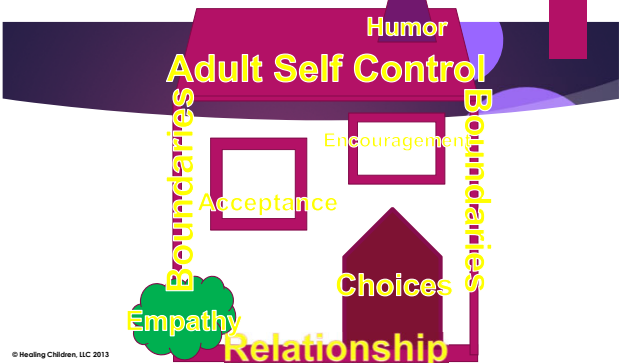
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## 5 minute plan for Chronic Behavior

- ▶ (See handout)
- ▶ Immediately to office or other location
- ▶ No adult conversation
- ▶ Sit quietly and "practice being a student", a.k.a "strong sitting"
- ▶ Back to class, welcomed warmly by the teacher

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## What is the difference between waiting out and a power struggle?



- Use of Anger to evoke Shame to change behavior
- Use of threats
- Adding on punitive consequences
- Our Mindset: "I have to control them to make them behave"
- Having a set expectations
- Waiting for the child to follow the expectation
- Calm body and mind (no anger, lecture or threat)
- Use of "tea talk" when needed
- Our Mindset: "Faith that the child can figure this out"

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## Questions?

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Traci Glover, M.Ed, LSW, LCP  
Leena Weaver, Ed.S, NCSP

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## **“5 Minute Plan”**

This is a plan for students who are chronically misbehaving (i.e. talking out, refusing, temper tantrums, etc.), and have not responded to typical classroom management or other behavior strategies. It is a simple and easy way for adults to follow through consistently. This helps with developing cause and effect thinking and self-regulation in a non-punitive way. Initially, implementing this plan may be difficult for highly oppositional youth; however, with consistency and follow-through, behavior changes can be observed quickly.

### Steps to implement the “5 Minute Plan”:

1. School team, including parent, identify specific behavior(s) where the plan will be implemented ie. refusal to listen to teacher, follow directions, yell at staff, etc.
2. Teach the student the plan prior to implementing it.
3. When the behavior occurs teacher will state “\_\_\_\_\_, you need to go do your 5 minutes in the office” or “\_\_\_\_\_, go sit strong in the office.”
4. Call office staff to let them know student is coming.
5. If student refuses to go, staff will call the office for someone to come and help get the student.
6. Student will:
  - a. **SITS STRONG**(\*see below) and quiet for 5 minutes as they were instructed during the practice session.
  - b. After the timer goes off staff goes and shakes the student’s hand and the student states “I’m ready Mr/s \_\_\_\_\_ to go back to class.”
7. When the student returns to class he/she will wait by the door and then the teacher will come and greet them. The student will say to his/her teacher “Mr/s. \_\_\_\_\_, Can I come back to class? I am ready to \_\_\_\_\_”.
8. Teacher greets him/her sincerely with positive eye contact, smile, handshake and states “Good to see you, so glad to have you back”.

After the 5-minute reset, the student is expected to follow the original direction or expectation that wasn’t followed the first time. This is done prior to resuming with his/her day. If the student has an emotional outburst and creates a mess during the process, after the 5-minute reset the student will follow the original direction or expectation and then be expected to clean-up the mess. Again, this is done prior to resuming his/her day.

### **\*Strong Sitting**

This technique has the student sit at a desk facing forward with his/her hands folded together on the desk. When the student is calm and quiet, the timer starts (5 minutes). If the student gets out of the sitting position or is not showing self-control, the timer stops. The time restarts at 5 minutes when the student is sitting in the correct position. Following an adult’s direction by sitting correctly is an important part of the learning process. The student is experiencing safety while following an adult’s direction as well as developing emotional regulation and self-control.



## THINGS TO REMEMBER

- Prior to the first 5-minute reset, the student is taught the process and practices how it works.
- No warnings, lectures, or threats are given as the adults remain calm and pragmatic. Do not use the relationship to discipline; let the 5-minute reset do the teaching.
- The child is practicing appropriate behavior during the 5-minute reset. He/she can feel good about the self-control demonstrated during the 5-minute reset.
- Emotional energy and attention goes into positive behavior (i.e. welcome back, high-five, handshake, smile, etc. when returning).
- There is no discussion or attention while in the designated area during the 5-minute reset.
- The student learns that appropriate behavior is expected in the learning environment.
- If the student misses assignments or instructions while in the office, the student will be expected to complete the missed work prior to receiving any free time.

If the student does not immediately follow the 5-minute plan, the adults will wait the student out until he/she sits strong and quiet for 5 minutes. This may take a long time for oppositional youth. If adults find it necessary, a timer may be set for how much time the child wastes and the student can owe recess time for how long it takes them to follow the 5-minute procedures—most students don't need this step.

If a student becomes a danger to him/herself or others, the staff will follow their district policy with regards to safety procedures (i.e. room clears, physical restraints, etc.).

## About Healing Children, LLC

Healing Children, LLC provides consultation and in-service training to adults (parents, educators, mental health providers, etc.) on how to effectively work with and build healing relationships with children who have severe emotional and behavioral challenges. We believe that through these relationships life-long healing can occur. Our mission is for all children to be emotionally healthy and happy. We believe as adults establish healthy relationships and appropriate boundaries children are more likely to grow and prosper. When adults understand the impact of trauma and development they are better able to create healing environments for children.

Healing Children, LLC is co-managed and co-owned by Leena S. Martin-Weaver and Traci Glover.

## About Us

Leena Martin-Weaver, Ed.S., NCSP

Leena completed her Education Specialist Degree in 1999. She became a Nationally Certified School Psychologist in 2009. Leena has worked as a school psychologist since 1999. She is a Love and Logic School Wide Discipline Facilitator. Leena has a passion for understanding how trauma impacts the brain and child development. She loves working with children who have severe emotional and behavioral difficulties and seeing their growth. She received the School Psychologist of the Year Award from the Idaho Association of School Psychologists in 2011.

Traci Glover, M.Ed., LSW, LPC

Traci has been a Licensed Social Worker since 1994 and a Licensed Professional Counselor since 2009. She has worked as a school counselor since 1999. Traci is trained in EMDR Therapy (Eye Movement Desensitization Reprocessing) and in Attachment Therapy. She is a Love and Logic Parent Education Facilitator as well as a Love and Logic School Wide Discipline Facilitator. Traci loves helping children face their critical issues and as a result seeing them grow and become more confident. She received the Friend of the School Psychologist award in 2007 from the Idaho School Psychologist Association and the Elementary School Counselor of the Year award in 2010 from the Boise School District

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## UPCOMING EVENTS

**March  
27th and 28th**

Healing Discipline:  
Finding Joy  
in Working with  
Challenging Students  
(Boise)



**July  
7th and 8th**

Healing Discipline:  
Part 2, The Joy  
Continues...  
(Boise)



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"upcoming classes".



**June  
22nd and 23rd**

Healing Discipline:  
Finding Joy  
in Working with  
Challenging Students  
(McCall)



**June  
25th and 26th**

Healing Discipline:  
Part 2, The Joy  
Continues  
(McCall)

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