

Problem: The student has difficulty self-regulating emotions that often get in the way of academic work.

Interventions:

1. The Second Step program

The Second Step program is a developmental and grade level appropriate curriculum presented to the entire class. The program teaches students how to handle their emotions appropriately and how to problem solve effectively. The program has helped children learn how to self-regulate using various interactive activities.

This program consists of 25, 20-minute lessons that can be presented to the entire class, not just the student with behavior/academic issues. The lessons consist of songs, books, activities, etc. that follow the program. Together, the students learn how to behave effectively with each other and themselves. The lessons can be implemented by the lead teacher (general education teacher) one to two times per week in the general education classroom. The program can be introduced to students as young as four years old, or whenever the self-regulatory issues surface, and can continue through age 14. If the lead teacher is not available for this program, the school counselor could present it as part of the bi-weekly classroom guidance visit.

Frey, K. (2005). Effects of a school-based social-emotional competence program: Linking children's goals, attributions, and behavior. *Journal of Applied Developmental Psychology, 26*(2), 171.

2. Martial arts

Introducing a school-based martial arts class, specifically Tae Kwon Do, can help strengthen students' self-regulatory skills through "self-control, body control, and discipline". Research by Lakes and Hoyt (2004) suggests that the students who participated in the school-based martial arts program show more effective self-regulation behaviors when faced with a problem than those who did not participate in the program.

To implement this intervention in the classroom, there must be a trained martial arts teacher that understands how to interact with the students on their developmental level. The students would have to be deemed healthy enough to participate. This intervention could be used as a homeroom so the class can start the day on a positive note that reminds them of the self-regulatory skills they are learning. The class would go over the foundational principles of martial arts, which include self-control, body-control, and discipline. This class could also, more realistically, be incorporate into physical education.

Lakes, K., & Hoyt, W. (2004). Promoting self-regulation through school-based martial arts training. *Applied Developmental Psychology, 25*, 283-302.