



EDCU 9965: Spot and Reduce Dysregulation Before It Starts

Transcript Title:

Details:

- **Prerequisite:** Attend The Foundational Skills (in-person or on-demand) and Keeping Them in the Room (in-person) workshop led by The Catalyst Approach.
- **Credit:** Three (3) Semester graduate-level professional development credit (4.5 quarter credits) through University of Massachusetts Global. Upon successful completion of courses, the participant will receive graduate-level professional development credit. These credits are not part of a degree program but instead are primarily used for professional advancement such as salary increment steps and recertification. Students should seek approval of appropriate district or college officials before enrolling in these courses to satisfy any degree, state credential, or local school district requirements. This credit may be applied toward a degree program at the discretion of the accepting institution.
- **Cost:** \$360
- **Dates:** We can accommodate individual requests to submit registrations at any time. Course requirements and payment must be confirmed prior to receiving a transcript.

Registration and payment

1. Register and pay online at www.thecatalystapproach.com

Course Description:

For a variety of reasons students can become dysregulated throughout the day. This class will help you identify distress patterns that cause dysregulation as well as strategies to help decrease surprise and prevent dysregulation for your students.

Learning Outcomes:

1. Identify patterns that cause dysregulation
2. Implement strategies to help interrupt patterns of dysregulation
3. Identify patterns that help reduce surprise
4. Reflect on the impact that these strategies have on individual students as well as the class as a whole

Course Materials

Review strategy summaries from The Foundational Skills (in-person or on-demand) and Keeping Them in the Room (in-person). A PDF can be downloaded if you need an additional copy.

Assignment Description (8-10 double-spaced pages total)

Select three students, past or present, who you have identified as becoming dysregulated in your classroom. The goal is to implement strategies to help prevent dysregulation before it starts so that the student can stay regulated and engaged in the learning process. Complete each part for all three students.

Part 1: Student Information & Description (1-2 pages) (Prior to implementation of strategies. Save this description for revisiting and reflection at the end of the course)

1. Who is the student and why did you choose them for this assignment?
2. What are the student's interests? If you don't know the student well enough yet to document their interests, simply indicate that.
3. Analyze ways you have tried to connect with the student. Where have you been successful and where do you wish you were more successful? What attempts have you made to improve your connections with the student?
4. Describe the variables or patterns you noticed that cause dysregulation for your student. Which situations or people keep the student in their higher level, conscious thinking? Which situations tend to push the student's brain into the

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unconscious, survival part of the brain?

5. Discuss cultural factors that relate to your relationship with this student (gender, race/ethnicity, socioeconomic, faith, etc.). What cultural similarities/differences contribute toward a more positive connection with this student? What cultural similarities/differences make it more difficult for you to form a positive connection with this student?

Part 2: Identifying Patterns and Implementing Strategies (6 pages; 2 per strategy)

6. Read the summaries of the following strategies
 - Regulate Yourself
 - Invent an Errand
 - Recognize Distress Patterns
 - Introduce a Physical Shift
 - Interrupt the Pattern
 - Give Them a private Yellow Light
 - Give Them a private Heads Up
 - Distract Them
 - Lead with Touch
 - Boomerang a Signal
 - Remove Roadblocks
7. Select 2-3 strategies from the list above to try with each student. You can repeat strategies for each student, at the same time your students may have varying needs so they might all need different strategies. Document:
 1. The strategies you plan to implement
 2. In your own words, a description of the strategies
 3. For each strategy, predict what implementation roadblocks you might encounter
 4. For each strategy, predict how you think the student will respond
 5. For each strategy, predict the impact the strategy will have on you and the student
8. Try the strategies for at least a month. For each strategy document:
 1. The frequency you attempted the strategy
 2. Your initial reactions after the first attempt at the strategy
 3. Initial observations on how the strategy worked with the student
 4. Ongoing observations with subsequent attempts.

Part 3: Impact (1-2 pages) (After implementation of strategies)

10. Reread the Part 1 description you wrote about the students at the start of this course. Make any revisions to the description after implementing the strategies. You can cut and paste the original description information and revise or document the revisions in a different way.
11. Document the impact these strategies have had on:
 1. Your teaching
 2. The individual's learning
 3. The groups' learning
 4. Your connection with the individual
 5. The individual's relationship with the class

Assignment Submission

Submit completed coursework via the form on the Catalyst website.

Grading and Transcript

For a letter grade of an A, implement 3 strategies for all 3 students. For a letter grade of a B, implement 3 strategies for 2 students. All prompts should be addressed as part of the case study with a clear connection between the needs of the

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student and the selected strategies. Any assignments that are not high enough quality (depth of writing, etc) will be returned to the student for revising.

For an official transcript, visit:

<https://www.umassglobal.edu/current-students/office-of-the-registrar/transcript-requests>

Bibliography

Brickman, J. & Burns, N. (2018). *Keeping Them in the Room* (ISBN 978-1-955753-06-7). Jacki Brickman, Inc.

Brickman, J. & Burns, N. (2018). *Whole Group Classroom Leadership and Support* (ISBN 978-1-955753-02-9). Jacki Brickman, Inc.

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