

## The Importance of Regulation During Explicit Reading Interventions and Strategies to Get There

Donna Fabian  
Reading Specialist  
Neillsville School District

Wisconsin State Reading Association's 2025 Conference  
Thursday, February 6, 2025

<https://www.youtube.com/watch?v=wwuS9xX7sf4>

---

---

---

---

---

---

## Hand Breathing Demonstration

### How I Got To This Point/Search for Magic Bullet

- Franklin Elementary, Wausau Wi-Elem LD Teacher(4 years)
- Neillsville Middle School-LD Teacher(5 years)
- Neillsville Middle School-ELA Teacher(7 years)
- Reading Specialist- UWEC
- Neillsville Elementary School-Title One Reading/Interventionist(15 years)
- Literacy Coaching Certification-Viterbo (4K/5K The Literacy Link-phonemic awareness by Peggy Northup)
- Science of Reading, Schools Cubed Consultants 2020-2023, Strengthen Core
- LETRS (Language Essentials for Teachers of Reading and Spelling ) Volumes 1 and 2
- NME (Neurosequential Model in Education) CESA 10 Tricia Kwick
  - Introduction to NME
  - NME Trainer Program
  - Advanced Trainer Training Program/Educational Access Group, Dr. Katie Lohmiller

---

---

---

---

---

---

## Learning Goal/Objective

You will learn about trauma informed practices but most importantly brain based content that can be used with all students.  
Brain Aware Perspective



---

---

---

---

---

---

## Brain Organization

### Brain Activity (The Boy Who Was Raised As a Dog P.18-19)

1. Fold five dollar bills in half, place them on your palm and make a hitchhiker's fist with your thumb pointing down.
2. Now turn your fist in a "thumbs down" orientation. Your thumb represents the brainstem.
3. The fatty part of your thumb would be the diencephalon
4. The folded dollars inside your fist, covered by your fingers and hand, would be your limbic system. The limbic system is completely internal, just like the dollar bills
5. Your fingers and hand which surround the bills represents the cortex. Your little finger represents the frontal cortex



---

---

---

---

---

---

## Brain Stem

- Breathing strategies/techniques are aimed at the brainstem
- The brain operates from the bottom-up
- All information travels through the brainstem to get to other brain regions
- Body temperature, heart rate, respiration, and blood pressure



---

---

---

---

---

---

## Diencephalon

- Primarily controls our movement
  - Small and large motor skills
  - Sleep, appetite, movement, coordination
  - Watch for handwriting changes
  - Constantly fidgeting or moving around the classroom
  - Crossing the midline/bilateral movements(handout)
- <https://docs.google.com/document/d/10KTYkDxJOpu6qKRBu-oFHaaW4FL4Xuf8rkDcuJPfAnY/edit?tab=t.0>

---

---

---

---

---

---

## Diencephalon

- Cross the midline activities(Roll Some Brain Breaks)
- <https://www.youtube.com/watch?v=GkrZBsOlt3k>



---

---

---

---

---

---

## Limbic

- Controls our emotions and relationships
- Reward, memory, bonding, empathy
- Struggling with mood control
- Difficulty with interpersonal relationships



---

---

---

---

---

---

## Cortex

- Speech, **language**, creativity, values, time, hope
- Abstract Thinking,"Is your brain open for business?" Dr. Perry
- Planning
- Deliberate decision making
- Education is a brain-based activity which requires access to the cortex.
- The fundamental task of teachers is to change the brain.
- <https://www.youtube.com/watch?v=lw0yUIOdzSpg>
- \*What would you like to share?



---

---

---

---

---

---

State Dependent Cognition

State	Calm	Alert	Alarm	Fear	Terror
Cognition	Abstract	Concrete	Emotional	Reactive	Reflexive
Fidelity with which information is processed and stored	80%	60%	40%	30%	10%

All Rights Reserved © 2002 - 2004 Bruce D. Perry

Approved NN<sup>TM</sup> Trainer Slide

---

---

---

---

---

---

---

\*Birthday  
Cake  
Candle  
Breathing\*

---

---

---

---

---

---

---

Dissociation

Healthy Dissociation Used to Regulate

What Happened to You P.170-171

- “...most people can only be completely focused on someone and what they are saying for about fifteen seconds, and then the mind wanders.”
- “...downtime plays a crucial role for memory consolidation.”
- “...a child daydreaming in class can indicate creativity. Our current public education system is good at producing workers, but it can be a miserable place for creators, artists, and future leaders.”

Used rhythmically (“in-out”), flow, in the zone,  
Most common form of regulation, healthy coping mechanism

Unhealthy Dissociation

- Disengaging from the “external” world
- Attending to elements of the “inner” world
- Mind-wandering, in our head, daydreaming, avoidant, numb
- Compliant or engaged?

putting on my active listener face when I’m actually knee deep in the dissociation pool

© iStockphoto.com

---

---

---

---

---

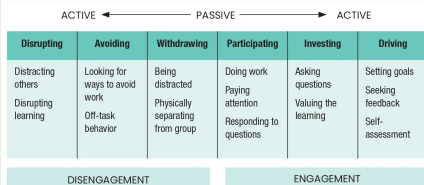
---

---



## Dissociation

FIGURE 1. A Continuum of Engagement



Note: This figure is based on Amy Berry's research on teachers' perceptions of engagement (Berry, 2020).

---

---

---

---

---

---

---

## The 6 “R’s”

1. Relevant (developmentally-matched)
2. Rhythmic (resonant with neural patterns, musical and flow)
3. Repetitive (patterned via practice & supports)
4. Relational (person & space, safe)
5. Rewarding (pleasurable, intrinsic and extrinsic)
6. Respectful (child, family, culture, socially & biologically)

---

---

---

---

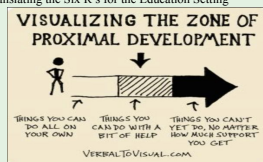
---

---

---

## Relevant (developmentally-matched)

- “When we create expectations based upon chronological age, we set up predictable failure for children and youth with developmental lags (such as often seen in our classrooms).” S. Grainer, “Translating the Six R’s for the Education Setting”
- “In order for our curriculum to be relevant, it needs to touch every student and offer a chance at learning success.” S. Grainer, “Translating the Six R’s for the Education Setting”
- Zone of Proximal Development




---

---

---

---

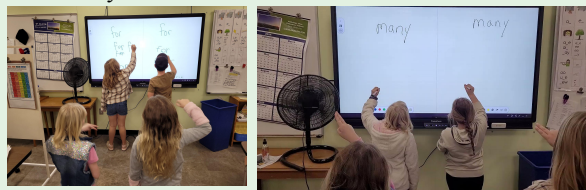
---

---

---

**Relevant (developmentally-matched)**

- Promethean Board/Air Write-Monday
- \*novelty\*



---

---

---

---

---

---

**Relevant (developmentally-matched)**

- Table Write-Tuesday
- \*novelty\*



---

---

---

---

---

---

**Relevant (developmentally-matched)**

- Gel boards-Wednesdays
- [kendorelearning.com](http://kendorelearning.com)



---

---

---

---

---

---

**Relevant (developmentally-matched)**

- Air Write-Thursday
- \*novelty\*



---

---

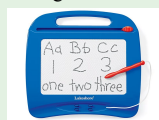
---

---

---

**Relevant (developmentally-matched)**

- Doodle Boards, etc...-Friday
- Lakeshore-magic board



---

---

---

---

---

**Relevant (developmentally-matched)**

What materials or resources  
do you use in your  
classrooms?

What do you want to share?



---

---

---

---

---

### Rhythmic (resonant with neural patterns)

- Nursery Rhymes -regulate, relate, then reason (video), rhyme take home book
- Chanting sight words-content that must be memorized(hand motions, marching, dancing, call and response, and singing)
- Flow of SIPPS routine, predictable
- Lotion, washing hands, walking to my room
- Rhythm-based skills like reading and writing become extra challenging to master
- School Schedule that has regulation breaks built in-lunch, recess



---

---

---

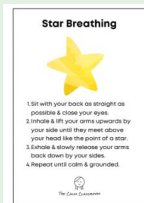
---

---

---

### Rhythmic (resonant with neural patterns)

- Certain times of day harder to focus
- At the end of the school day, don't teach new concepts or try to master new content
- "The more rhythm students can count on to make the situations regulating, predictable, and consistent-the safer and more regulated they will feel." Educational Access Group



---

---

---

---

---

---

### Repetitive (patterned)

- Red Folders, -Communication with gen.ed., making an effort for learning to transfer (handout)
- "Appropriate amount of relevant repetitions and exposure from multiple adults/supports throughout the day to build and reinforce the skill." Educational Access Group
- Anita Archer video  
<https://explicitinstruction.org/video-elementary/elementary-video-4/>
- Choral reading, partner reading

---

---

---

---

---

---

## Repetitions, The Science of Why it Works...

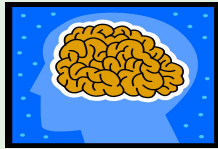
- Gifted/Talented Learners 1 to 4 Repetitions
- Average Learners 4 to 14 Repetitions
- Struggling Learners 14 to 40 Repetitions
- Disabled Learners 40 to 200 and up!

Schools Cubed

? If it takes over 40 repetitions, is it developmentally appropriate?

"It is also critically important that we consider students developmental ages and ensure content, experiences, and expectation are relevant and scaffolded for those ages." Education Access Group

"...repetition is how we will ensure lasting growth, change, and mastery." Education Access Group



---

---

---

---

---

---

---

## Relational (safe)

"...best relational space for our children is the school."

Video -Think TV PBS Series: The Power of Connection

"No R is more important than this one....we humans learn best via relationships."

"The stronger our relational web is, the more likely we are to learn well. On the flip side, a weak or limited relational web makes our brain feel less safe and less open to new learning."

"If we don't feel safe, we become dysregulated." WHTY P. 48

- Empathic bond
- Power in little moments, transforming impacts
- Moments second long
- Connecting milliseconds, tiny glance, say name
- Connections are regulating

---

---

---

---

---

---

---

## Relational (safe)

- Growth Mindset Conversations
- Co-regulating
- Breathing Exercises
- Staff
- Self-care for caregivers.
- The brain prefers a relationally rich environment.



---

---

---

---

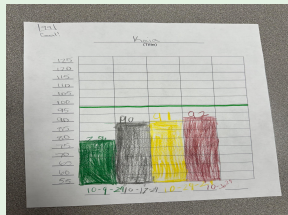
---

---

---

### Rewarding (pleasurable)

- Being Successful
- Graphing progress monitoring data, setting goals
- “Creating opportunities for students to find success and rewards in academics, relationships, and meeting expectations will naturally lead to skill development and repetition of the behavior.”  
Educational Access Group



---

---

---

---

---

---

### Rewarding (pleasurable)

#### Stress-Rest-Stress-Rest Continuum

- Brain breaks about every 20 minutes on average
- 4 minute brain break, 4-minute walk
- “Roll Some Brain Breaks” included
- Regulation Rooms
- In-class comfort corners or stations

Roll	Brain Break
1	Stand up, stretch, and shake out your arms and legs.
2	Take a deep breath in for 4 counts, hold for 4 counts, and exhale for 4 counts.
3	Do a quick math problem.
4	Recite a poem or song.
5	Take a 4-minute walk.
6	Do a quick math problem.
7	Recite a poem or song.
8	Take a deep breath in for 4 counts, hold for 4 counts, and exhale for 4 counts.
9	Stand up, stretch, and shake out your arms and legs.
10	Take a 4-minute walk.
11	Do a quick math problem.
12	Recite a poem or song.
13	Take a deep breath in for 4 counts, hold for 4 counts, and exhale for 4 counts.
14	Stand up, stretch, and shake out your arms and legs.
15	Take a 4-minute walk.
16	Do a quick math problem.
17	Recite a poem or song.
18	Take a deep breath in for 4 counts, hold for 4 counts, and exhale for 4 counts.
19	Stand up, stretch, and shake out your arms and legs.
20	Take a 4-minute walk.

“One of the most powerful ‘reinforcers’(rewards) is a sense of belonging that comes from a smile, kind tone of voice and the sense that you ‘belong here-you are wanted...”S. Grainer, “Translating the Six R’s for the Educational Setting”

---

---

---

---

---

---

### Respectful (child, family, culture)



Violence Prevention Through Health Promotion Six Core Strengths for Healthy Development-Bruce Perry, M.D., Ph.D

- “This is the capacity to see the value in yourself and others.”
- “Any person incapable of respecting others will be incapable of self-respect.”
- “When there is no respect, there will be violence. At the core of all violence is a lack of respect.”

---

---

---

---

---

---

## Respectful (child, family, culture)




---

---

---

---

---

---

---

## Respectful (child, family, culture)

- Stop and go to the bathroom before coming to my room for intervention
- Group before lunch hungry, provide with a lemon drop, crackers, etc...
- Last group of day run laps in lunchroom
- HALT can serve as a reminder that you (teacher) need to take care of your basic needs everyday.

Meeting students where they are.  
Letting kids be kids! Celebrating what is developmentally appropriate.

## H.A.L.T.

**HUNGRY**  
When are you last fed?  
Are you craving unhealthy food? Can you have a snack? Eating regularly and eating well can help keep you balanced. It doesn't have to be much, just by getting your body and mind fed, you're half the way there.

**ANGRY**  
Are you irritated all the time? Are you angry and don't know why? The situations or people that are annoying you might not be the problem. Take some deep breaths, stretch your legs, and make space to process your reactions.

**LOVELY**  
When was the last time you spoke to a friend? Reach out and connect in person, on the phone, or even with just a quick text. If you are home alone, get out of the house to get other living beings at the park, the library, or walking down the street.

**TIED**  
How are you sleeping? When was the last time you slept a full night through? Make some time to rest and re-energize. If not a full night or a rest, at least get the extra sleep you are able to get back on a regular sleep schedule.

Each word of these acronyms, or other acronyms, may signal that you need a break or help. Use H.A.L.T. to check in and recognize when to take extra care of yourself.  
This acronym is not related to anyone's trademark. It also is not related to anyone's trademark. It is a trademark of the author.  
www.dissidence.website

---

---

---

---

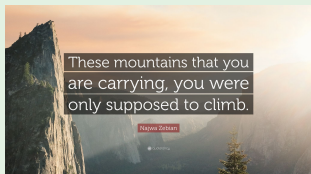
---

---

---

## Volcano Breathing

“By acknowledging students’ difficulties and offering encouragement and support, you can change a student’s life.” LETRS, Volume 2, Unit 7, Session 6




---

---

---

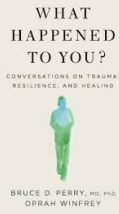
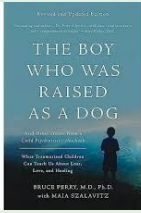
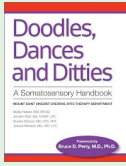
---

---

---

---

### Additional Resources



<https://wisconsinpbslearningmedia.org/resource/the-power-of-connection-video/stress-trauma-and-the-brain-insights-for-educators-thinktv-cet/>

---

---

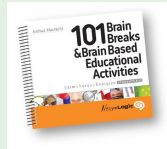
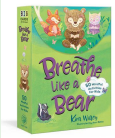
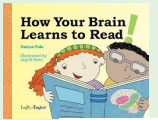
---

---

---

---

### Additional Resources



---

---

---

---

---

---

<https://sesameworkshop.org/resources/my-body-my-brain-with-elmo-and-friends/>  
<https://www.youtube.com/watch?v=wYuS9xX7sf4>

### Contact Information:

Donna Fabian  
Neillsville School District  
[dfabian@neillsvillek12.org](mailto:dfabian@neillsvillek12.org)

---

---

---

---

---

---



## References:

Perry, B. D. 1., & Winfrey, O. (2021). *What happened to you?: conversations on trauma, resilience, and healing*. First edition. New York, Flatiron Books.

Perry, B. D., & Szalavitz, M. (2007). *The boy who was raised as a dog*. Basic Books.

Gruber, H., Lohmiller, K. & Perry, B.D. (2024) The 6 Rs of the Neurosequential Model in the Educational Setting. NMN Press, Houston.

Graner, S. & Perry, B.D. (2023) Translate the Six R's for the Educational Setting(revised and updated from A '6Rs' Translational Template for Educators 2020). NMN Press, Houston

---

---

---

---

---

---