

# The Center for Innovative Practices

## Resiliency Tool Kit | Resource #1

### RESILIENCY RESOURCE #1 | Regulation Reboots

According to [Bruce Perry](#)\*, regulation is the *first* step in being able to help traumatized children heal and become more resilient. Once regulated, we can relate and finally reason with them; more on these steps later. Research is continuing to show traumatized children need regulatory breaks, **reboots**, in regular intervals. Currently, Bruce Perry suggests that highly dysregulated children should receive these reboots approximately every hour for 5-7 minutes. Trauma or traumatic stress has *disrupted their neurodevelopment*, but the good news is that we can help them rewire their brains through the use of regulation activities. Bruce Perry states that ALL dysregulation (cognitive, social, emotional and physical) stems from physical dysregulation, SO **rhythmic, repetitive, physical activities are effective at regulating** all areas of the brain. Once regulated, they are more focused and able to attend to relationships, academics, and self-control.

It's possible that children and youth are sometimes getting mixed messages with the word "break"; break could mean time to pull themselves together or calm down, but often implies free time, non-academic time, time away from assigned area, or a reward. Due to this potential confusion, we are suggesting that we avoid the word break. When somebody needs to be more regulated, we would like to offer them a **REBOOT**. Reboots are not earned, simply requested or offered; they are a required component of trauma treatment. When a child appears to be dysregulated they should be given a reboot to help them self-regulate and get back to relating, learning or whatever they should be doing.

We have collected a variety of rhythmic, repetitive, physical activities that can be use individually or with a group. While virtually any rhythmic, repetitive, physical activity can help a person to regulate, it can be helpful to offer novel, engaging activities. We've decided to highlight a few alternatives for you to try. We've broken them into three levels of intensity and strongly encourage you to try them all. If you find one that works well, great! Activities should be rotated; they respond better to novelty and repeating the same activity may lose its effectiveness after a few repetitions. In addition, try these ideas yourself; as Perry says, regulation activities help dysregulated kids avoid crisis and regulated kids (and adults) do even better!

\*Perry, B.D. & Hambrick, E.P. (2008). The Neurosequential Model of Therapeutics. *Reclaiming Children and and Youth*, 17(3), 38-43.

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#### Full Body Intensive Reboots:

Jumping Jacks

Try sets of 20, with a short breather in between.

Dancing

Teach them to line dance; both the music and the movement is regulating.

Scream and Run

This activity can be done either in the hallway, gym, or outside. Have them take a deep breath and then scream as they run. Instruct them to stop running when they run out breath to scream.



#### Moderately Active Reboots:

Yoga

We would recommend picking three poses that you are comfortable modeling  
Do each one three times, holding the pose for 30 seconds each time

Simon Says

Hula Hoop

Walking

#### Mild or Quiet Reboots (If used, the next reboot needs to be active):

4-8 Count Breathing

You should count aloud for them, Try 5-10 repetitions

Breathe in deeply for the count of 4 through the nose

Breathe out through the mouth with lips pursed, as if blowing through a straw,  
for the count of 8

Mouth popping

Help them find a way to make noises with their mouth, by clucking with their  
tongues or popping with their lips.

Tapping

Rhythmic tapping on the floor or walls

You may want to create a pattern and have them repeat or follow along.

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