REGULATION & TRANSITIONS

Re-Set

A four-step process to help children be ready for what's next
based on the work of Dyane Lewis Carrere.

We're just starting to learn about a strategy called Re-Set based on the work and book by Dyane Lewis Carrere. This process formalizes strategies that many of you probably do with your students to help them regulate and transition. We've seen teachers use this process before transitioning outside and after transitioning back inside. They've said it seems to help children regulate and be ready to think about what is next.

Jenny, a preK teacher, gathered her students in a circle and went through the steps.

1 Move your body

This step burns off stress chemicals like cortisol and adrenaline. Even if it doesn't seem like a particularly stressful time, doing this proactively can set children up for a smoother transition. Jenny had her students do big arm circles first one way then the other, but this could look like running in place, hopping on both feet, or doing jumping jacks.

2 Modulate down

This moves students from highly active gross-motor activities to more refined gross-motor activities. Jenny had her students do ten shoulder shrugs, tightening at their ears and then releasing. Large movement activities (like arm circles) can be made smaller. Other ideas include going up and down on toes or listening for the end of a chime.

3 Activate thinking

In this step, you're "reactivating the cognitive portions of the brain." Jenny chanted a rhyming poem, line by line, while patting her knees rhythmically, and had her students echo it back. Other suggestions include playing Simon Says (*no one loses), skip counting, or drawing shapes in the air.

4 Make a plan

In the final step, children are given a direction for what to do next. In Jenny's case, she talked about what steps would be first in the transition. Pam, a Kindergarten teacher, had children point to the center they wanted to start their choice time out. The plan can be simple, but it's starting from a point of regulation.