

## Window of Tolerance Guidance for Teachers

**Sample Video to describe the Window of Tolerance - from time 1:50-4:58:**

<https://www.youtube.com/watch?v=3bKuoH8CkFc>

### **Sample statement to explain the Window of Tolerance to students:**

We have two parts to our brains - the emotional part and the logic part. When our brain feels safe and emotions don't feel too big, our logical brain is active. It keeps our feelings in check and we can think, plan, problem solve, learn. When our emotions get too big, though, it makes it harder for our logical brain to keep our feelings in check. When that happens, our feelings take over and knock our logic brain offline. It becomes much harder to think or problem solve. It is also harder to manage those emotions.

This is okay and happens to adults as well (but it may not feel too great). Sometimes dysregulation takes the form of increased activity and difficulty focusing and sometimes dysregulation takes the form of decreased energy and checking out. In either case, it becomes harder to focus and to balance emotions and learning.

Skills for remaining and returning to the window of tolerance are useful throughout life, because there we are best able to understand our experiences and make clear decisions.

### **Examples of skills to remain in and return to window of tolerance:**

\*Add ideas shared during the No More Stolen Childhoods Professional Development Session

- Breathing exercises
  - Square breathing (inhale for 4, hold for 4, exhale for 5, hold for 5)
  - Smell the flower, blow out the candle
- Classroom activities
  - Circle art: draw as many circles on the page as you can, color in the shapes however you'd like (can do this with preprinted mandalas too)
  - Movement activity: Dice Moves (roll 1 and roller chooses a movement involving only hands, etc)
- Use of fidgets