



**BOYS & GIRLS CLUB
OF LAWRENCE**

Safe Space/Chill

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outline

What to expect today!

- Our background info
 - Population we serve
 - What is the Chill Zone
 - How it's utilized
 - What it looks like at the Elementary level
 - De-Escalation skills
 - Threats to Harm
 - How to create a safe space
 - Resources
-



our backgrounds



Center for great futures



**What is the “chill
zone”**



How we utilize our chill zone

- Teens can self select and ask to go to the Chill zone
- Teens can also be sent to the chill zone by staff.
- If teens are making threats to harm (self or others) (more on this later!)



The ins and outs

- Staffed by one of our Social Work interns every day
- Social Work interns keep notes on every teen who comes in.
- If sent by staff: 15 minutes and form completed



Elementary “Calming spaces”

And the Zones of Regulation

(For Afterschool time and at Home)

- Calming Spaces -
 - Safe space to take a break, talk to a mentor, and regulate emotions
- WHY?
 - We all need a break sometimes for all kinds of different reasons!



In's and out's of calming spaces

Where are they located?

- Front office with front desk staff
- In the Boys & Girls Club office
- In our BGC spaces

What's in our calming spaces?

- Zones of regulation and smiley face charts to identify feelings and learn new coping strategies
- Bean bags, pillows, cozy items to sit on
- Calming boxes--sensory objects
- Therapy clay, drawing materials, etc.



How we utilize “calming spaces”

When utilizing a calming space, members can speak with any caring staff member (SEL Americorps, group leaders, supervisors, etc!

- Members can self select and choose to ask for a break when needed
- BGC leaders may ask member to take a break
- Some members have scheduled, built in breaks or special plans for Club time.
 - In these cases we often meet with parents to work together as a team
- Time limits-often range from 10-20 min.





Zones of regulation

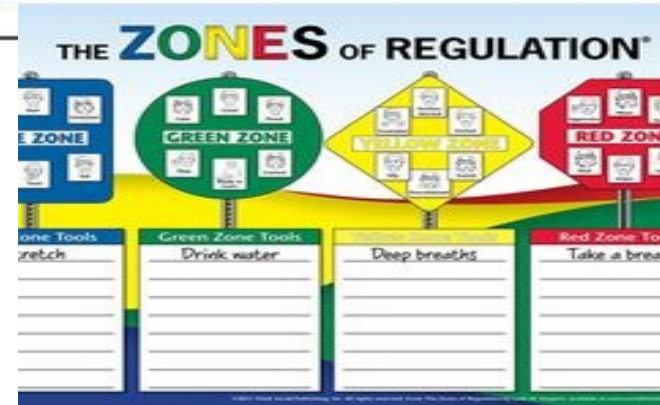
Zones of regulation

What are the Zones of Regulation:

- A conceptual framework used to teach kids self control and emotional regulation
- Many of the schools in USD497 also use the zones of regulation
- The Zones of regulation is a great tool to use both at Club and at home!

The Zones of Regulation

Blue Rest Area	Green Go	Yellow Slow Down	Red Stop
Sad	Happy	Nervous	Angry
Upset	Excited	Surprised	Yelling
Hurt	Calm	Confused	Aggressive
Tired			





Zones of regulation

Red Zone describes extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

Yellow Zone is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

Green Zone is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

Blue Zone is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.



Zones continued

- With each zone color, there are suggestions for how to get back to a calm (green). Examples:
 - Deep breathing
 - Get a drink of water
 - Write in your journal
 - Talk to a mentor
 - Exercise
 - Take a break
- If we are able to learn and recognize when we are starting to become less regulated, we can do something about it and get back to a healthier place.
- For more info: <https://www.zonesofregulation.com/learn-more-about-the-zones.html>



How to create calming s

Identify a safe space where members can be supervised and a supportive adult is close by

What to include:

- Zones materials, coping strategy charts, feelings chart
- Bean bag, bean bag chair, pillow to sit or lay on
- Sensory objects such as therapy clay, squishy toys, weighted blanket, etc.
- Signs with breathing and calm down techniques
- Coloring sheets
- Pad of paper and pencils or pens to draw or journal



Calming space and practices at home

- Very similar to how we create them at Club!
- Create a calming, welcoming environment where kids can go to regulate emotions
- Involve your kids in the process!
- Fill the space with supporting materials such as calming objects and reflection tools
- Resources for the Zones on pinterest, teachers pay teachers, or the official zones of regulation website.



Sensory objects

Where to find cozy items and sensory objects:

- “Calming boxes” on amazon.com
- Wal-Mart or Target
- The Dollar General



Getting Creative at home:

Look up any of these items online or on pinterest.com

- Create a DIY Mindfulness Jar
- Create a homemade stress ball out of balloons
- Calm down water bottle with glitter
- Homemade play-doh or putty
- Build your own calming box with art supplies, sensory items, etc



De-escalation tips (for all ages)

Verbal

- Maintaining a calm voice
 - No yelling/raised voice
- No verbal threats
- Acknowledge their feelings, without judgement

Non-Verbal

- An awareness of self
- Body stance
- Eye contact
- Personal Safety
- Active Listening
- Empathy



What to do when a kid makes threats

First - make sure to know your organization's policy and follow that!

How we handle threats to harm self or others:

- Talk with the child/teen
- Contact Supervisor
- Contact parent/guardian
- Determine if police need to be called (immediate danger)



Best Practices with virtual programming

- Multiple people on virtual programming
- If doing virtual check ins - have 2 adults on the call to maintain safety
- Mandated reporting
 - Still making reports if we are seeing or hearing things during virtual programming that is reportable.
 - Following the same protocol if a kid reports virtually to you that they want to hurt themselves or others. It's important to still tell parents/guardians/supervisors. You don't want to be the last person to know and not say something!



Taking care of ourselves and our fam

Self - Care: Deliberate action to take care of our mental, physical, and emotional health.

- Life has changed so fast!
- Important to check in with yourselves and how you are feeling just as we do with our kids
- Find time for yourselves to relax or find enjoyment
- It's ok if you or your family feel tired, worried, etc.

Self Care Activities:

- Exercise
- Meditate
- Drink a cup of tea or coffee
- Try to get good sleep
- Read for fun
- Cook a meal
- Practice deep breathing
- Listen to music
- Get outside to explore a park or trail



Resources

Supporting our staff and families during COVID

- 19

- Weekly parent emails: SEL Newsletter
- SEL Virtual Check-in's
- Check-in's with our staff
- Resources to families
 - Articles on "how to talk to youth about COVID-19"
 - Coping with stress and anxiety during COVID 19
 - Local mental health resources
- In person program for essential workers: Check in's with staff

Questions

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