CO-REGULATION AND CONNECTION

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OBJECTIVES

1. Understanding our nervous system
2. Understanding the importance of connection
3. Building Reassurance, Routine, Regulation
4. Building Limit setting, boundaries, and next steps

OUR BASIC NEEDS

Drive to Survive ⟷ Longing to Connect

we are the stories we tell ourselves.

LET'S EXPLORE THE VAGUS NERVE

Vagus Nerve:
Information Superhighway

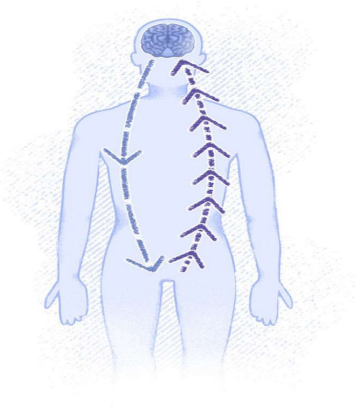
DID YOU KNOW?

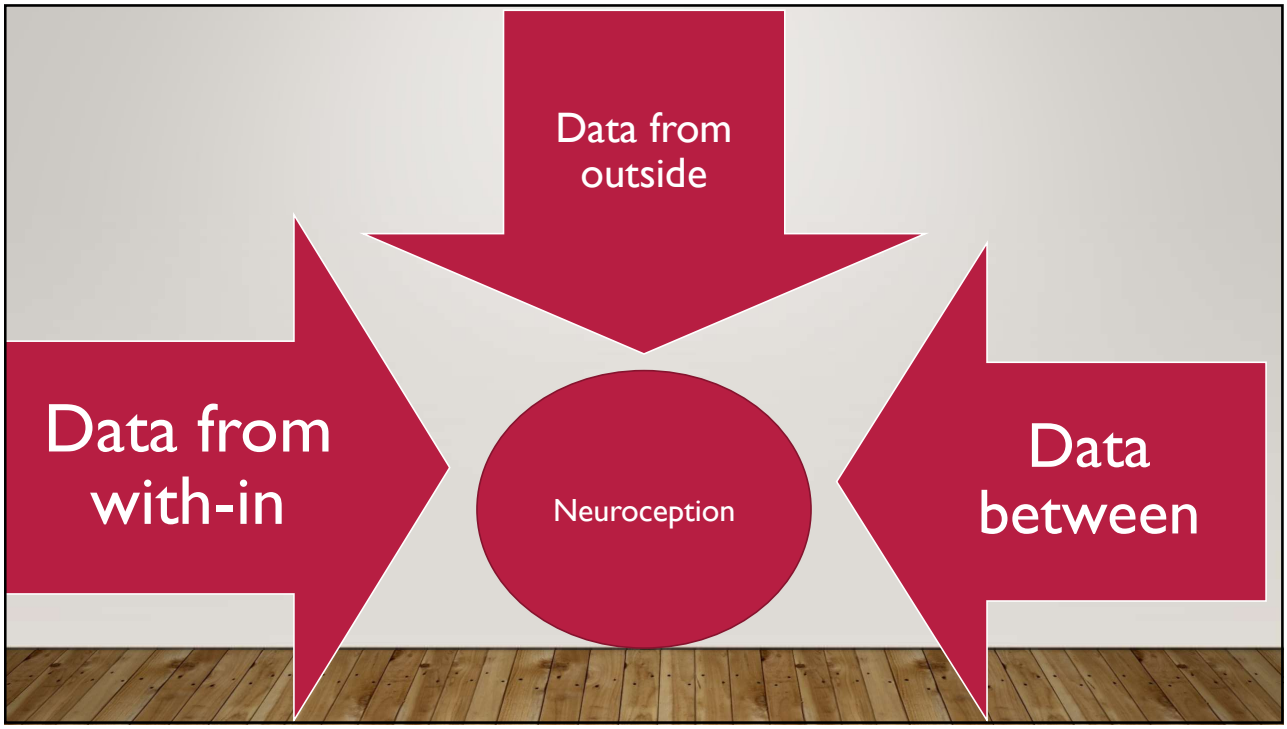
80%

of the vagus nerve fibers communicate from the body to the brain

20%

communicate from the brain to the body





NEUROCEPTION

Being safer does not necessarily make us feel safer

TRAUMA

1. A painful or threatening experience happens

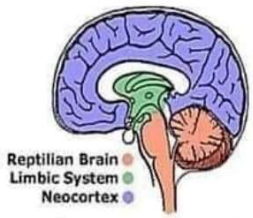
2. The amygdala charges and codes that memory

3. Perceived threat is experienced in similar future contexts

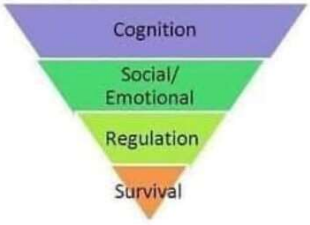
An event becomes traumatic because it overwhelms the brains capacity to cope.

> Although we are usually not aware of the cues that trigger neuroception, we tend to be aware of the physiological shift (ie , interoception). Sometimes we experience this shift as feelings in our gut or heart or as an intuition that the context is dangerous.
>
> Porges, 2023

Trauma & Brain Development

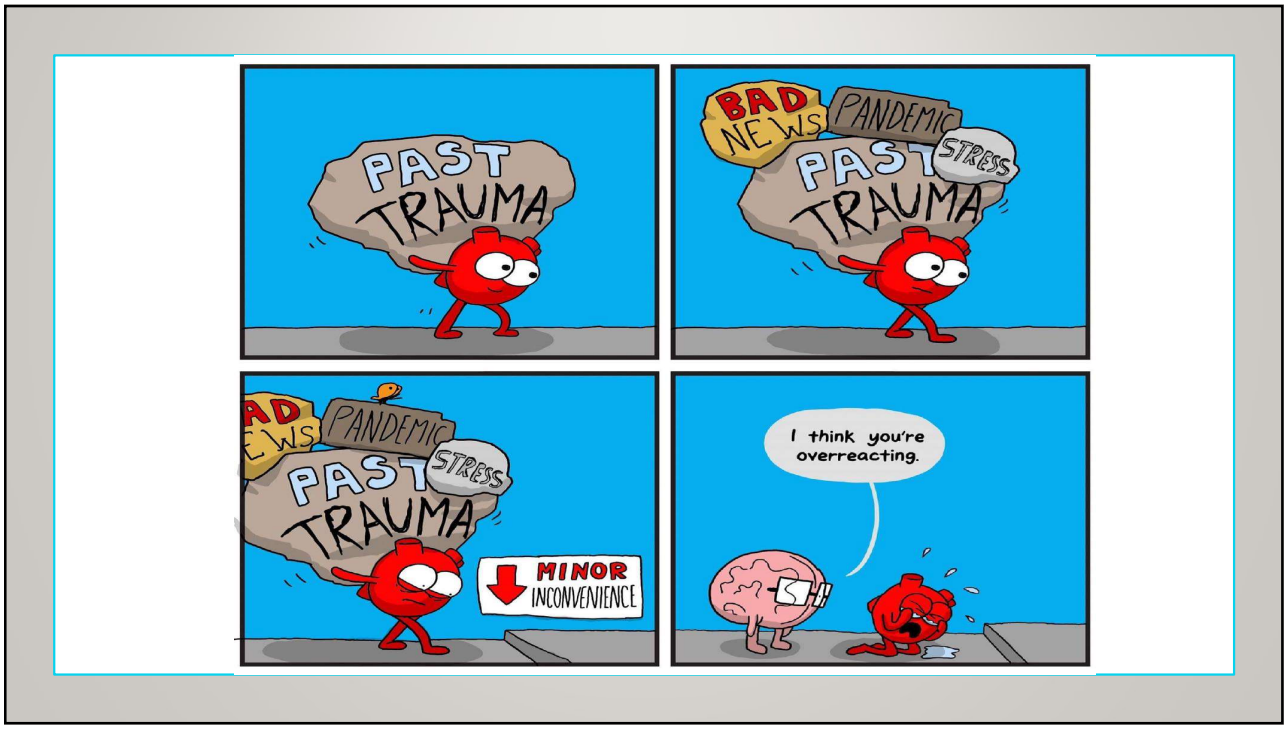


Typical Development



Developmental Trauma

Adapted from Holt & Jordan, Ohio Dept. of Education


PAST TRAUMA
BAD NEWS
PANDEMIC
STRESS
PAST TRAUMA
PANDEMIC
STRESS
PAST TRAUMA
MINOR INCONVENIENCE
I think you're overreacting.


ANY QUESTIONS?

WHAT IS HUMAN CONNECTION?

Human connection happens when people choose to interact with **vulnerability**, allowing each person to feel:


VALUED

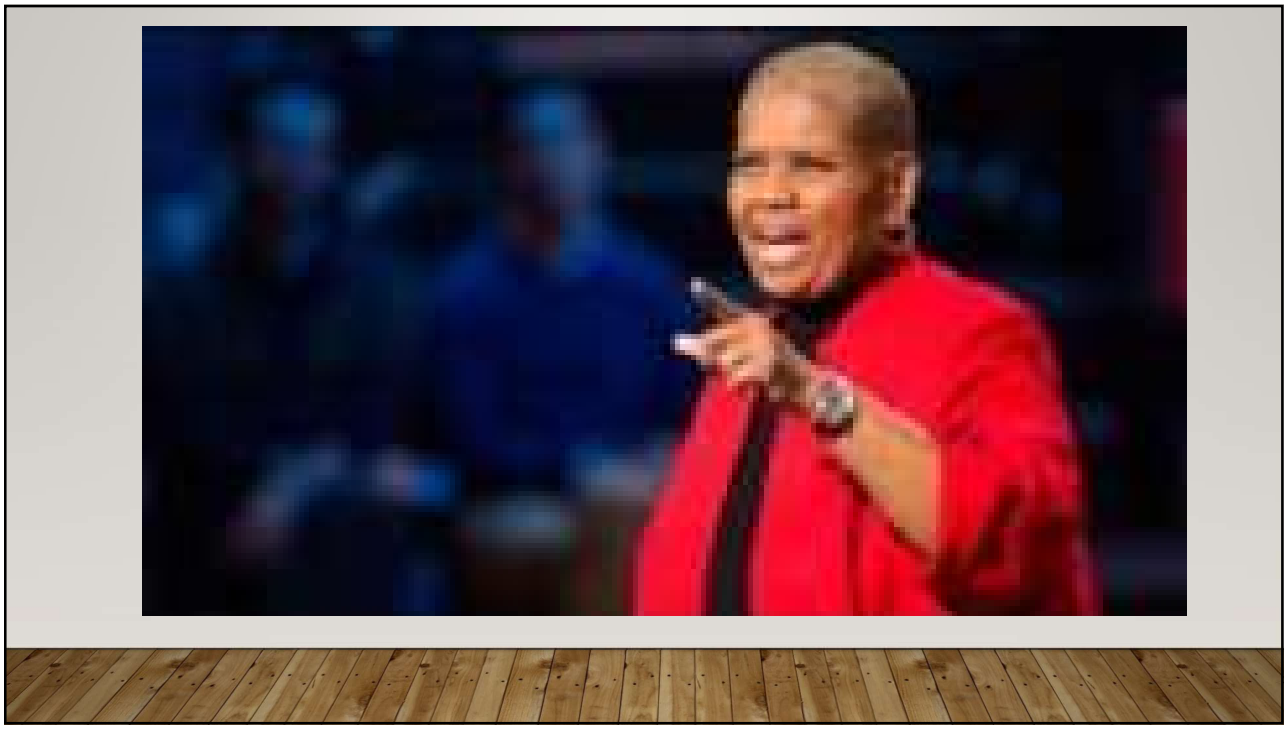

SEEN


KNOWN


HEARD

CONNECTION AND CO-REGULATION

- Co-regulation is a prerequisite for self-regulation
- Our students have often been shaped away from connection toward protection




AUDIENCE
ENGAGEMENT

NONVERBAL COMMUNICATION

Tone of Voice	Volume of Voice	Body Posture	Eye Contact
Facial Expressions	Mannerisms	Proximity	Breath

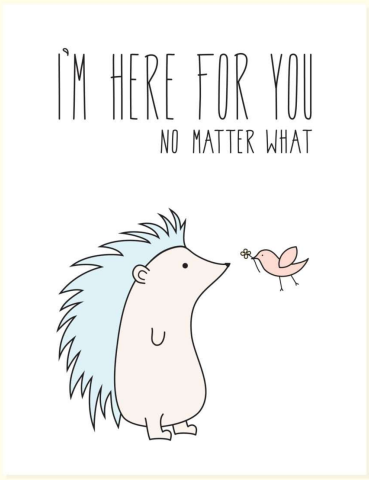
STRENGTHS-BASED

Focusing on what the adolescent can do	Identifying and building on strengths	Acknowledge challenges and difficulties
What's going well and how can we replicate it?	What is the adolescent's learning style?	How can we move challenges to strengths?


Celebrate the Small Wins.
@SELENAASHLEY_DESIGNS


The 3Rs
Reassurance
Routines
Regulation

REASSURANCE



Time of Day	Activity	Actions
8:00am	Greeting in hallway	Put backpacks, lunches in cubby
8:05am	Meet on the carpet for morning circle.	Greeting Group Regulation Morning Message
8:35am	Brain Break	As moving back to seats, cross tap march
Academics and brain breaks		Partner academics with brain breaks – think first, then or difficult with preferred
3:30pm	Pack up Items	Quietly pack up items
3:35pm	Meet on the carpet for closing circle	Best part of day Group Regulation What looking forward to
3:35pm	Dismissal	Say goodbye by name

WHY ARE ROUTINES IMPORTANT?

- Creates a sense of security due to predictability
- Helps provide self-discipline
- Develops mastery of handling daily life
- Builds skills to self-regulate ourself
- Learn to manage ourself in different environments

OTHER PLACES FOR ROUTINE

PREPPING FOR A TEST OR BEFORE NEW MATERIAL

KNOWN CHANGES IN ROUTINE

- **If possible, practice the change**
- **Discuss any new expectations in detail.**
- **Preparation for this change is key**
  - **Talking about what will be different, what will be the same, and where extra time to regulate will be put in**

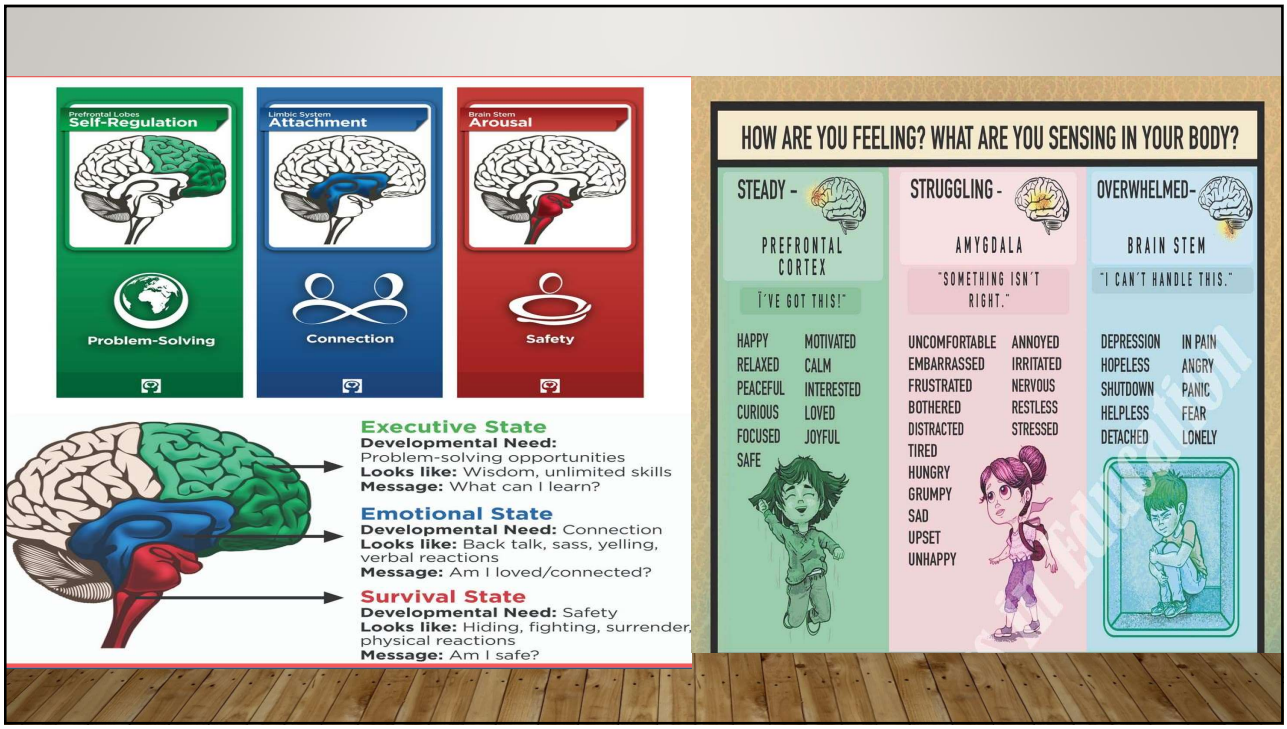
REGULATION

Adam Grant 
@AdamMGrant

Emotion regulation is like other skills: it takes practice.

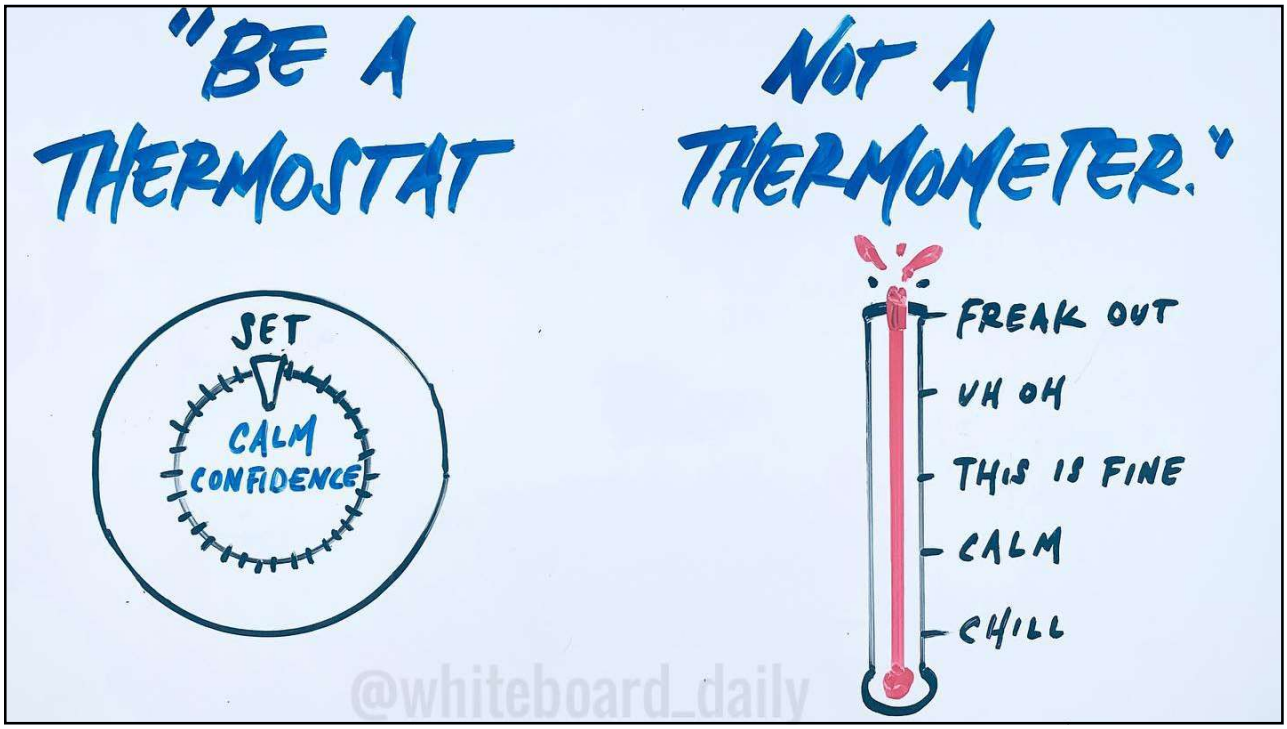
After 2 weeks of daily journaling to reframe unpleasant events, depression drops, life satisfaction rises, and the benefits last at least a month.

The best way to improve at managing emotions is to do more reps.

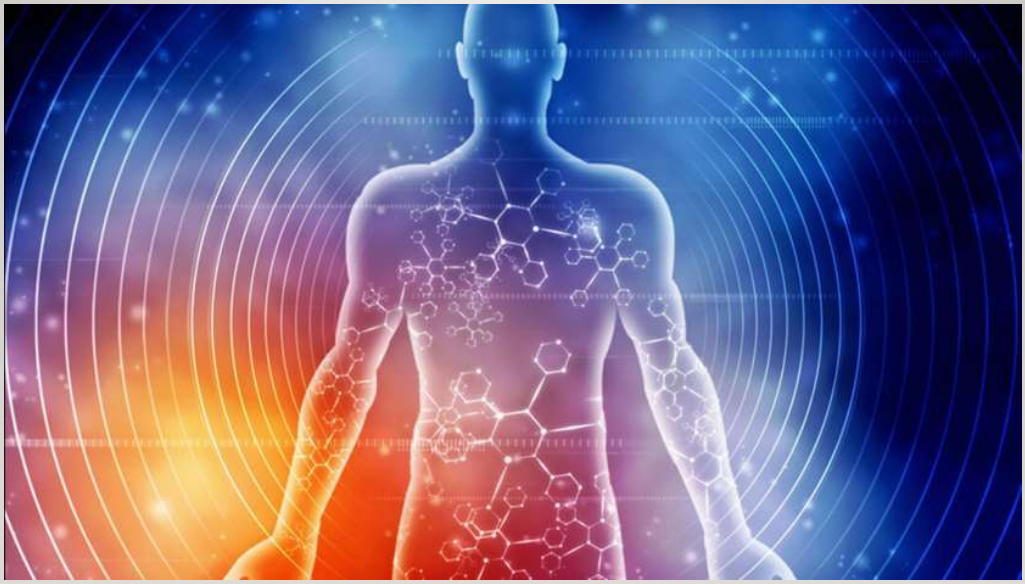


BETWEEN STIMULUS AND RESPONSE THERE IS A SPACE. IN THAT SPACE IS OUR POWER TO CHOOSE OUR RESPONSE. IN OUR RESPONSE LIES OUR GROWTH AND OUR FREEDOM.
–VICTOR FRANKL

Behavior Influences Behavior

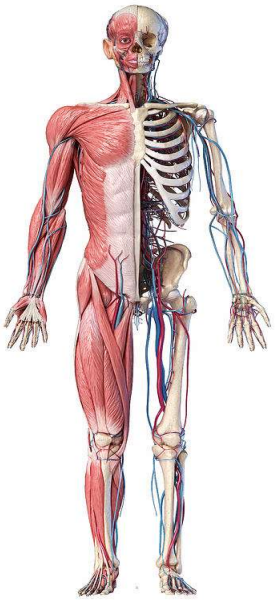

"BE A THERMOSTAT
NOT A THERMOMETER."
SET
CALM
CONFIDENCE
FREAK OUT
UH OH
THIS IS FINE
CALM
CHILL
@whiteboard_daily

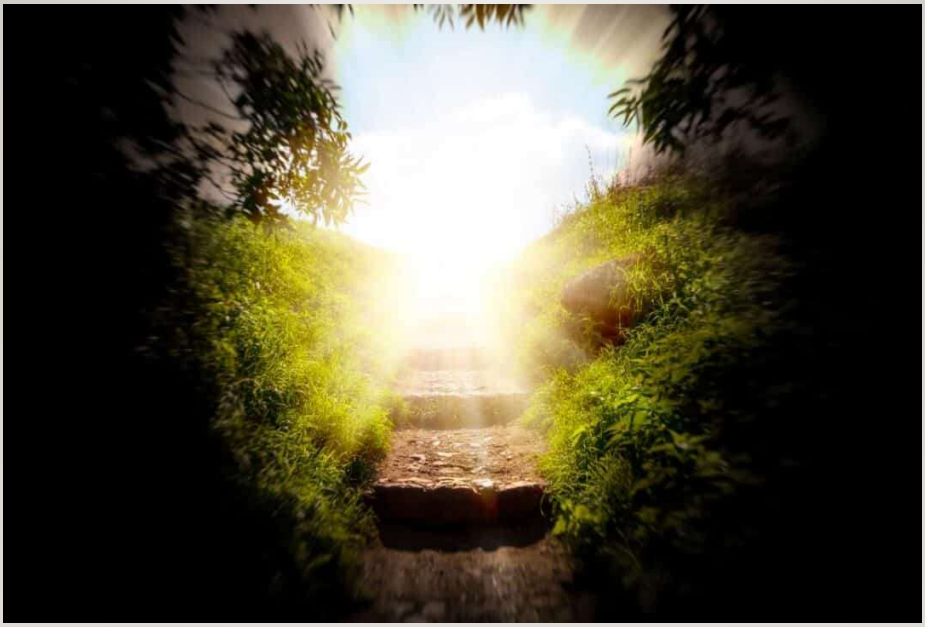

Self-Regulation
E-REGULATION



BODY SCAN

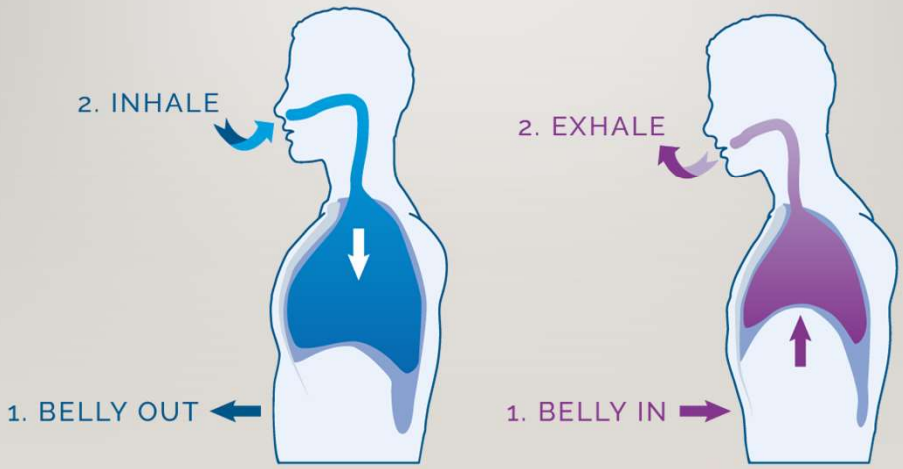
MUSCULAR TO SKELETAL





PERIPHERAL VISION

DIAPHRAGMATIC BREATHING

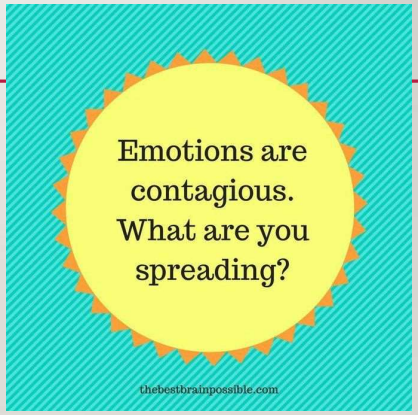


QUESTIONS TO ASK WHILE CO-REGULATING

- What is the other person communicating (why behind the behavior)
- How am I responding?
- What am I expressing?
- How are they responding to me?

WAYS TO CO-REGULATE

- Practice your self-regulation strategy with your student
- Distraction with movement (large muscle activation)
- Focus on the students' sensations and feeling beneath the behavior
- Validate feelings, this opens the door for choice and discussion



MORE ON CO-REGULATING

Listen and validate feelings

Readjust expectations

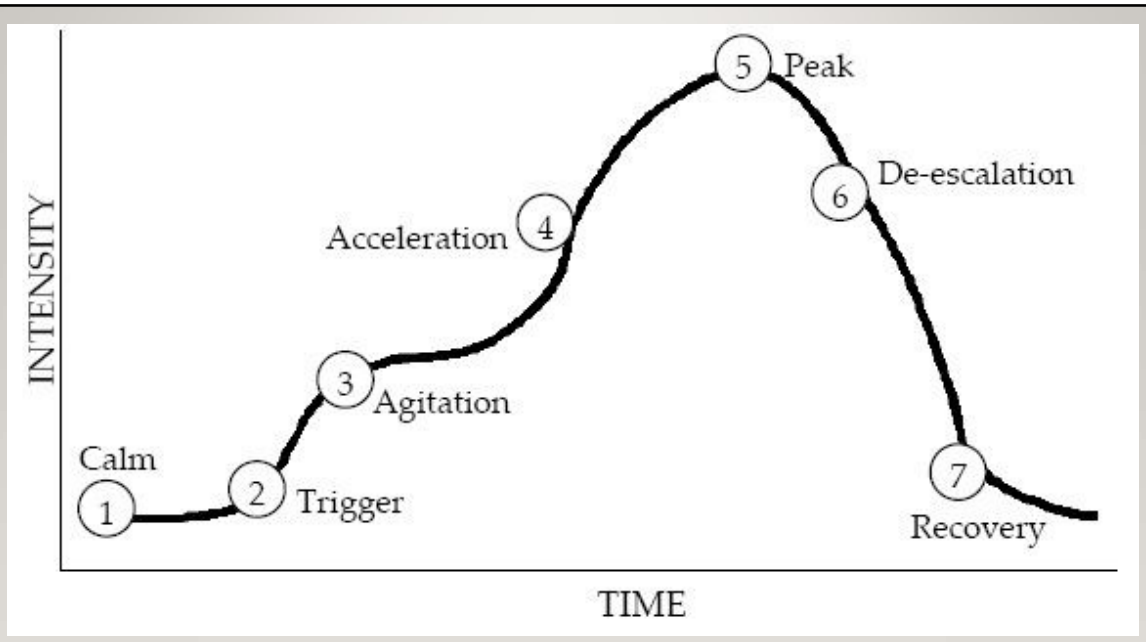
Manage the environment – sometimes means changing the environment

Give choice and time to decide

Redirect to another positive activity

Appeal to their interests to redirect the conversation

ALL
BEHAVIOR
IS
COMMUNICATION



ESCALATION CYCLE

HOW SETTING LIMITS CAN LOOK

- Interrupt and redirect
- When/Then Pattern
- If/Then Pattern
- Fail Safe Choice

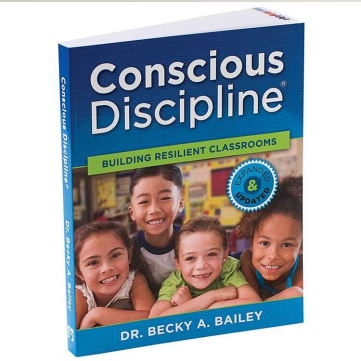
ACCELERATION TO PEAK – WHAT NOW?

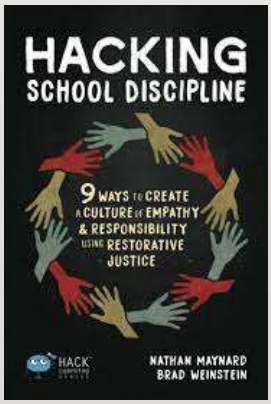
- Consider safety from self, individual, and other perspectives
- Non-restrictive interventions
  - Remove dangerous items
  - Remove the person
  - Remove other people
  - Ask for help

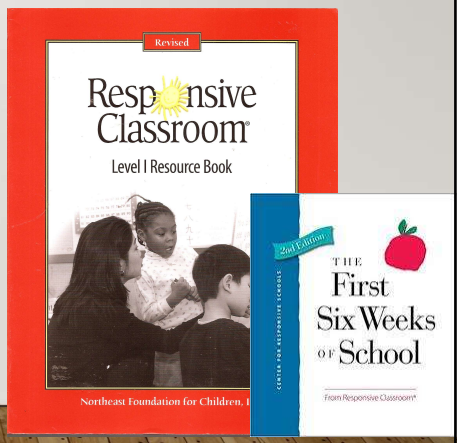
REPAIR AND RAPPORT

1. Accountability – ownership of the behavior
2. Restorative – how can we fix it?
3. Plan of Action – What could be done next time?
4. Practice – Practice the plan of action

SEL BASED DISCIPLINE BOOK RESOURCES







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