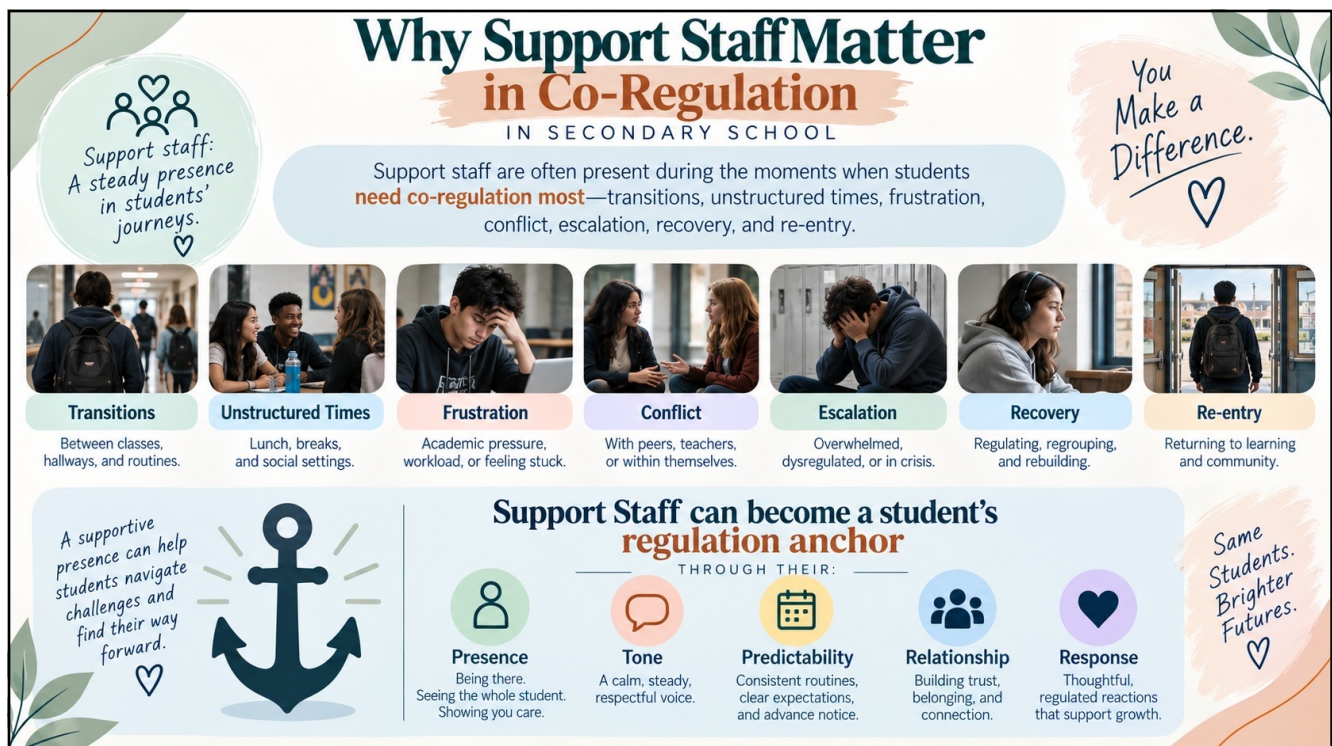




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2

The Shift in Role as an Anchor

Moving from

A FOCUS ON CONTROLLING BEHAVIOUR

-  Getting compliance
-  Stopping behaviour
-  Enforcing consequences
-  Correcting immediately in the moment
-  Assuming "they need to learn a lesson"

Same students.
A different lens.
A stronger impact.



Toward

A FOCUS ON SUPPORTING REGULATION

-  Reading the student's state (beyond the behaviour)
-  Maintaining safety (physical, emotional and relational)
-  Lending regulation through a calm, steady presence
-  Reducing escalation and creating opportunities for success
-  Preserving connection and dignity
-  Supporting recovery, repair, and re-entry to learning and community



Students do better when they feel safe, seen, and supported.

SAME STUDENTS.
BRIGHTER TOMORROWS.

3

Learning Objectives

BY THE END OF THIS SESSION, PARTICIPANTS WILL:



UNDERSTAND

STUDENTS AND THEIR BEHAVIOUR

- 1 Explore how a student's nervous system develops.
- 2 Understand what dysregulation does to the brain.
- 3 Recognize what dysregulation looks like in behaviour.



REFLECT

ON OUR OWN NERVOUS SYSTEM

- 4 Increase awareness of our own nervous system.
- 5 Identify our personal triggers and early signs of activation.
- 6 Learn practical strategies to regulate ourselves.



APPLY

IN EVERYDAY PRACTICE

- 7 Use everyday co-regulation strategies throughout the day, not just in crisis.
- 8 Understand how to respond during a crisis.
- 9 Explore how to reconnect, reflect, and repair after dysregulation.

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Table of Contents

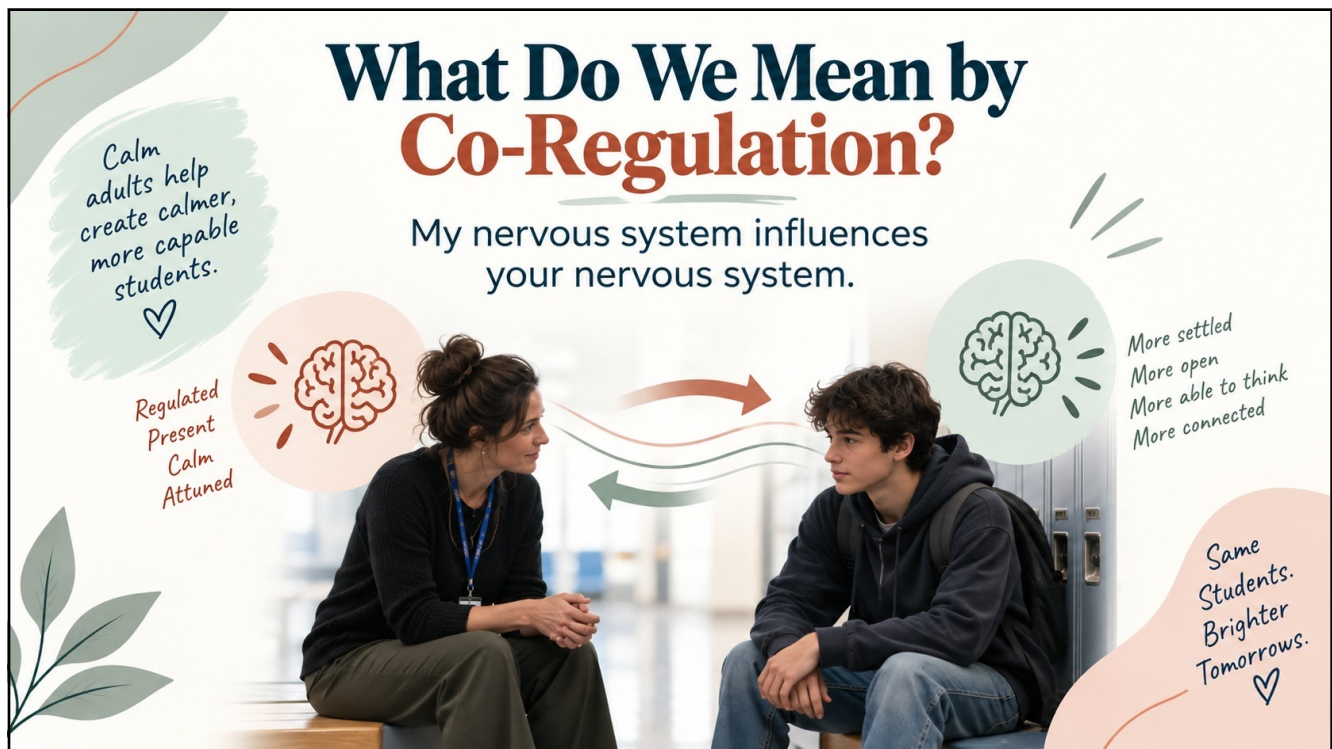
A JOURNEY FROM UNDERSTANDING TO ACTION

1. UNDERSTANDING CO-REGULATION	2. UNDERSTANDING WHAT LIES BENEATH BEHAVIOUR	3. THE ADULT AS THE REGULATION ANCHOR	4. CO-REGULATION IN PRACTICE	5. FROM CO-REGULATION TO SELF-REGULATION
FROM SELF-REGULATION TO CO-REGULATION	THE BRAIN, NERVOUS SYSTEM & BEHAVIOUR	ADULT POSTURE, PRESENCE & RELATIONAL SAFETY	ENVIRONMENT, RESPONSE, LANGUAGE & DE-ESCALATION	REPAIR, REFLECTION & BUILDING LONG-TERM CAPACITY
1 Explore what co-regulation is and why it matters. 2 Understand why self-regulation develops in relationship. 3 Recognize the shift from behaviour management to nervous system awareness.	4 Learn how the brain and nervous system respond to stress. 5 Understand what dysregulation looks like and what behaviour is communicating. 6 Consider the many factors that influence behaviour (student, context, adult, outcome).	7 Increase awareness of our own nervous system. 8 Identify personal triggers and early signs of activation. 9 Build skills for a calm, consistent, and responsive adult posture.	10 Use everyday co-regulation strategies throughout the day. 11 Apply supportive language and responses in real-time. 12 Create environments, routines, and prevention strategies that promote regulation.	13 Explore how repeated experiences of co-regulation build self-regulation over time. 14 Learn how to reconnect, reflect, and repair after dysregulation. 15 Consider adult well-being and sustainability to continue making a difference.

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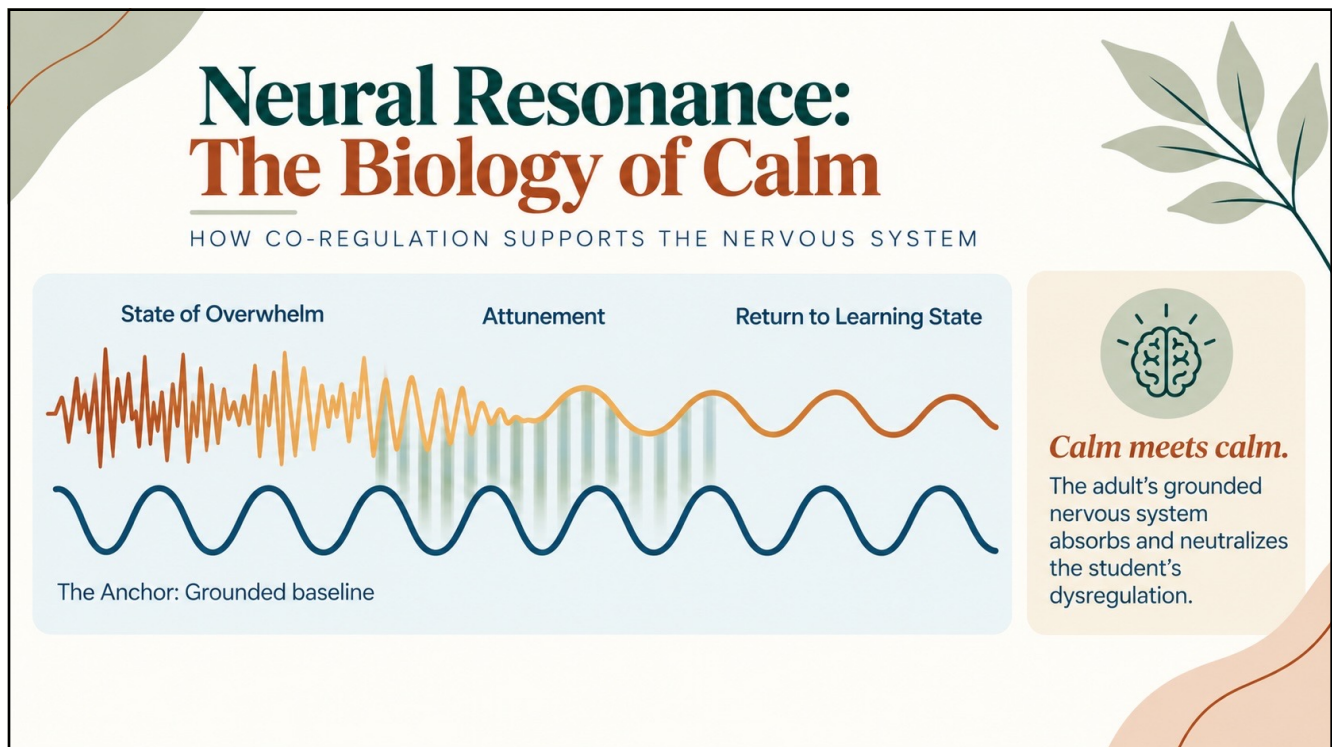
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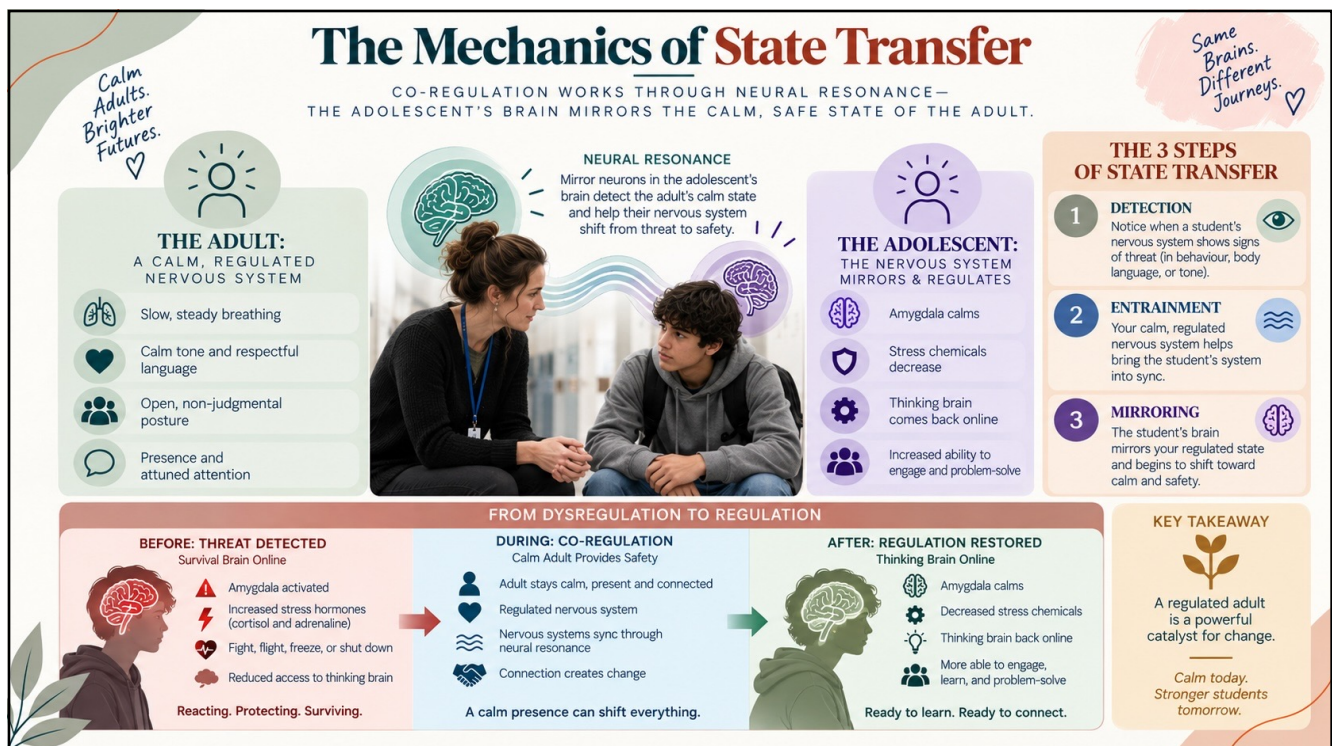
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9



10

Co-Regulation Isn't a Trick or Technique. It's a Relationship.

Same Students.
Brighter Tomorrows. ♥

A regulated adult can make a real difference. ♥



- 1 A neurobiological and relational process:**
 A regulated adult uses their own nervous system to help support and stabilize a dysregulated student.
- 2 An interactive and collaborative approach:**
 Which is grounded in the adult's sensitivity, responsiveness, and attunement to the student's cues, signals, and internal emotional state.

Connection today.
Brighter tomorrows. ♥

11

The Role of Co-Regulation

A SUPPORTIVE PROCESS FOR GROWTH, CONNECTION, AND RESILIENCE

Calmer Students.
Brighter Futures. ♥

People make a difference. ♥



Connection creates possibility. ♥

WHAT IS CO-REGULATION?

Co-regulation is a supportive process where one person helps another manage their emotions, behavior, and physiological responses through calm, connected interactions.

This shared experience helps individuals gradually develop self-regulation skills, making it easier to handle life's challenges on their own.

WHY IT MATTERS

WARM, CONNECTED RELATIONSHIPS BUILD STRONGER BRAINS AND BRIGHTER FUTURES.

- 1 Helps calm the nervous system during times of stress.
- 2 Provides a model for healthy emotional and behavioral responses.
- 3 Builds a sense of safety, connection, and belonging.
- 4 Supports the gradual development of independent self-regulation.

Calm today. Stronger tomorrow.

12

Regulation is the Curriculum.

BEFORE WE TALK ABOUT LEARNING, BEHAVIOR, OR COMPLIANCE,
WE MUST TALK ABOUT REGULATION.

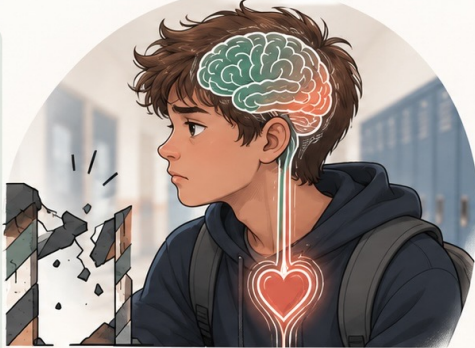
Same Students. Brighter Futures. ♥



UNTIL A STUDENT FEELS SAFE...

LEARNING WILL ALWAYS BE SECONDARY TO SURVIVAL.

- 1 A dysregulated brain prioritizes survival, not learning.
- 2 Stress and threat limit access to higher-order thinking.
- 3 Students need to feel safe, connected, and seen before they can fully engage.



A student who doesn't feel emotionally or physically safe cannot access the parts of the brain responsible for executive functioning, social reciprocity, and learning.



THE PATH FORWARD

SUPPORT REGULATION TO UNLOCK LEARNING, CONNECTION, AND GROWTH.

- 1 **CREATE SAFETY**
Reduce threat, support co-regulation, and build a sense of safety.
- 2 **BUILD CONNECTION**
Relationships and attunement help regulate the nervous system.
- 3 **ENABLE LEARNING**
When the brain feels safe and connected, curiosity, flexibility, and higher-order thinking become possible.

Calmer students. Stronger tomorrows.

13

The Adult is the Intervention.

People Matter Here ♥



*You Belong
You Matter
You Can Do This*

- 1  **In education, we often focus on what adults *should* do—**
the strategies they implement, the language they use, or the interventions they apply.
- 2  **While these practices matter,**
they are secondary to something even more fundamental: how **students experience the adults around them.**

Connection today, brighter tomorrows.

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The goal of co-regulation is **NOT** to stop your student's emotions, but to connect with them in a way that helps their emotions **come**, **flow**, and **pass** in a way that feels safe and manageable.

15

The Danger of Suppression

WHEN EMOTIONS ARE SUPPRESSED, NOT PROCESSED

Feel it. Process it. Move forward. 



The Expectation

PERFECT EMOTIONAL CONTAINMENT.



It's fine. I've got this.



The Reality

WHAT HAPPENS WHEN EMOTIONS ARE SUPPRESSED?



Too much. Overwhelmed. I can't deal with this. It's just easier to keep it in.

 When emotions are suppressed rather than processed, they emerge as tangled, challenging behaviors. Emotions demand to be released and expressed.

16

Co-Regulation Is Not the Same as Permissiveness

Supporting teens through emotions does not mean allowing all behaviours.
An effective adult posture combines empathy with leadership.

Support, Set Limits, Build Skills.

Real Conversations. Real Growth.

For example:

"I can see that you're feeling overwhelmed right now. Let's take a break together. You're safe, and I'm here with you. We can figure out what you need."

The adult acknowledges the emotion while maintaining clear and consistent boundaries.

Teens need both:

- Acceptance of their feelings
- Guidance around their actions

This balance helps teens learn that all **emotions are valid**, even when some **behaviours are not**.

17

Connection Without Befriending

Support staff can be warm, authentic, playful, caring and emotionally available while still maintaining appropriate adult-student boundaries.

Befriending

Blurred boundaries can lead to confusion and unmet needs for both.

When friendships take over, the adult may lose the ability to maintain necessary limits.

Well intentioned, but can blur roles.

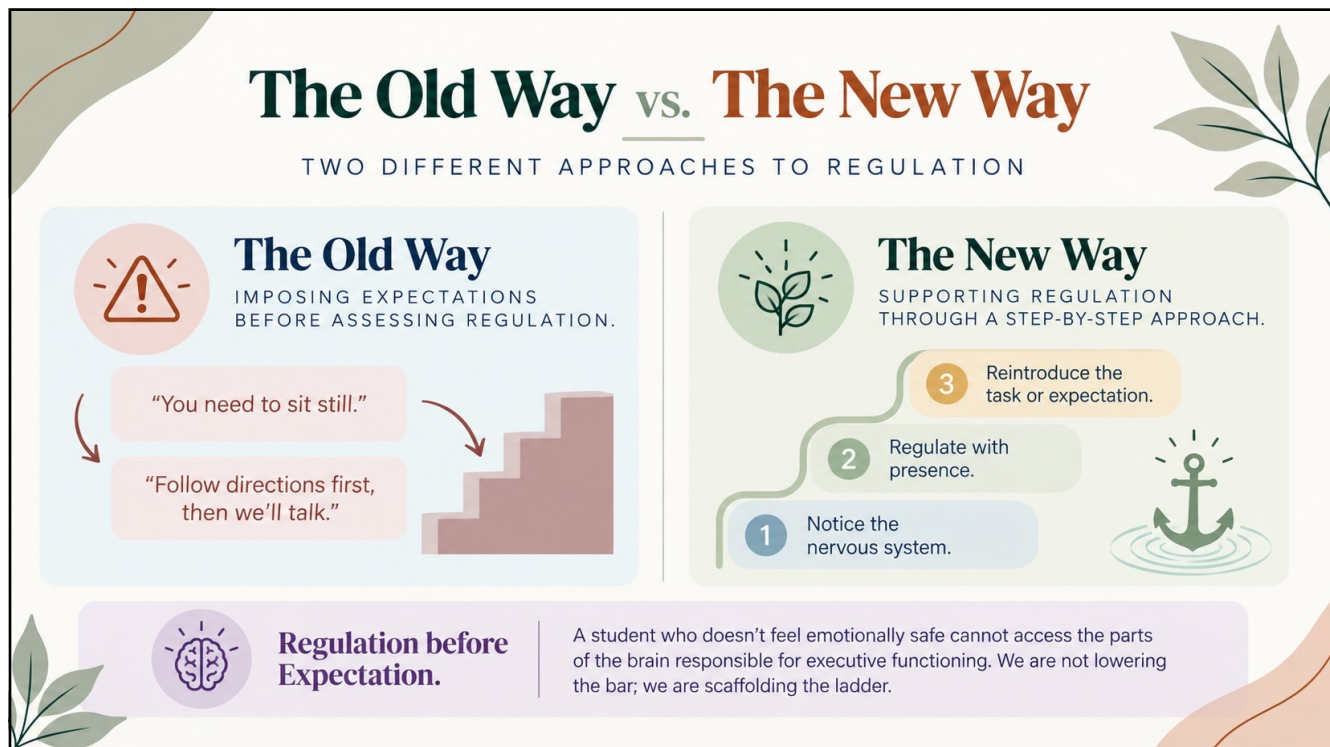
Caring Leadership

A safe, supportive relationship helps students learn and grow.

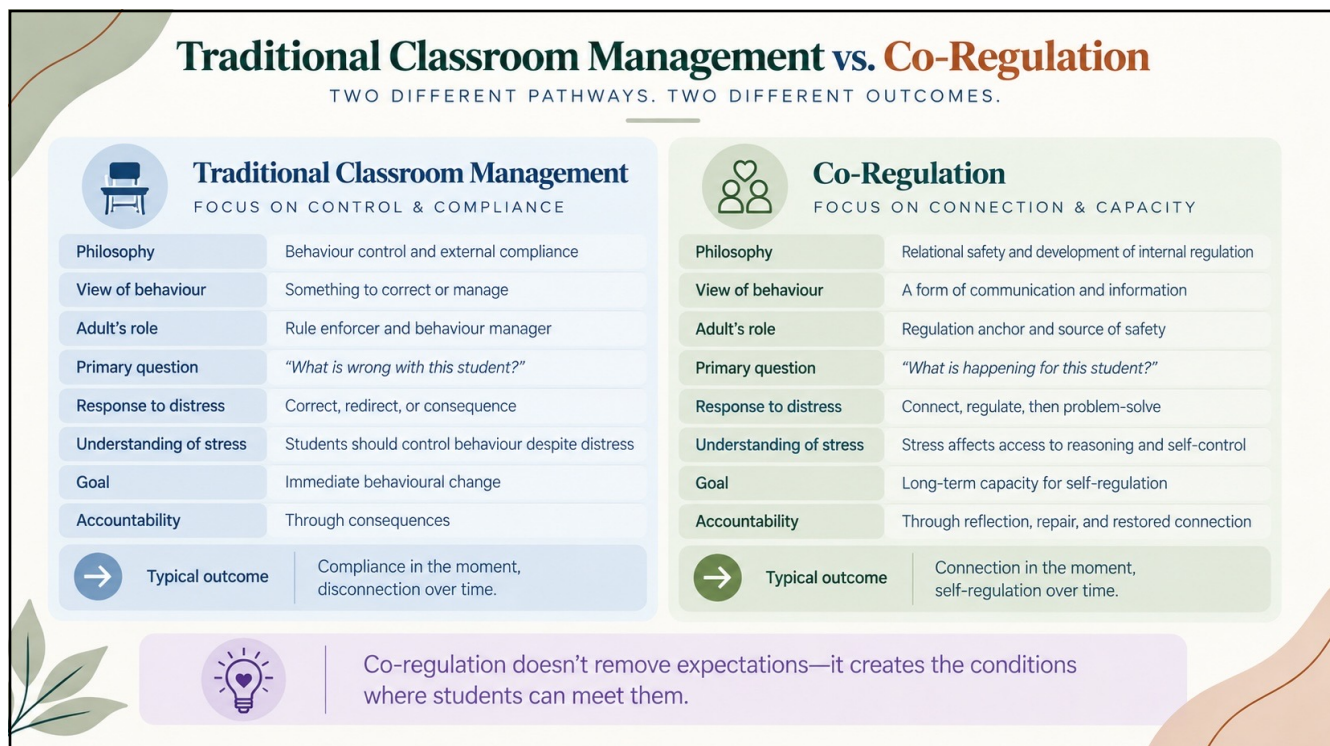
DIFFERENT ROLES. A STRONGER OUTCOME.

Same care. Clearer boundaries. Brighter outcomes.

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**Co-regulation
needs to come
FIRST**



We often respond to dysregulation after it's already escalated, instead of creating environments that proactively support regulation.



We need to prepare the adults in becoming co-regulators, rather than train them in compliance-based discipline.

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PART 2



**Understanding
What Lies Beneath
the Behaviour**

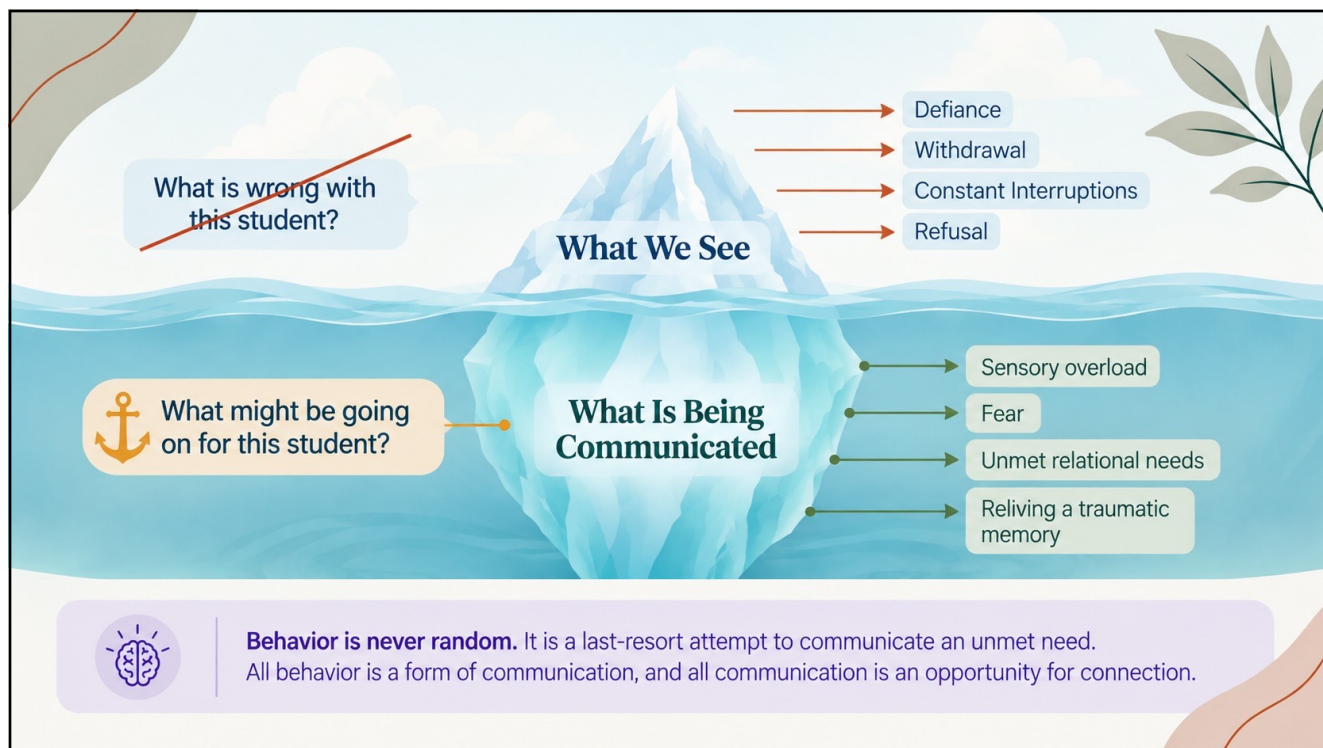
THE BRAIN, NERVOUS SYSTEM & BEHAVIOUR

*What is the student's behaviour
communicating?*

22



23



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Common Myths and Misconceptions About Student Behaviour

1  The student's reaction came out of nowhere; they had no reason to behave like that.	2  Students can choose to behave properly.	3  This has happened before; the student should get it by now.	4  Students should be able to ask for help when they need it.
5  The student has no excuse to behave that way; they don't have a history of trauma nor a diagnosis.	6  Students who are not disciplined will never learn.	7  We must address the inappropriate behaviour immediately, if not we're giving it permission.	8  Managing emotions has to be taught and the goal of SEL is self-regulation.



Students' behaviour is communication.
 Understanding the why helps us respond with empathy and support.

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Behaviour Is Information

What is the nervous system telling us?

INSTEAD OF...

"How do I stop this behaviour?"

✕

➔

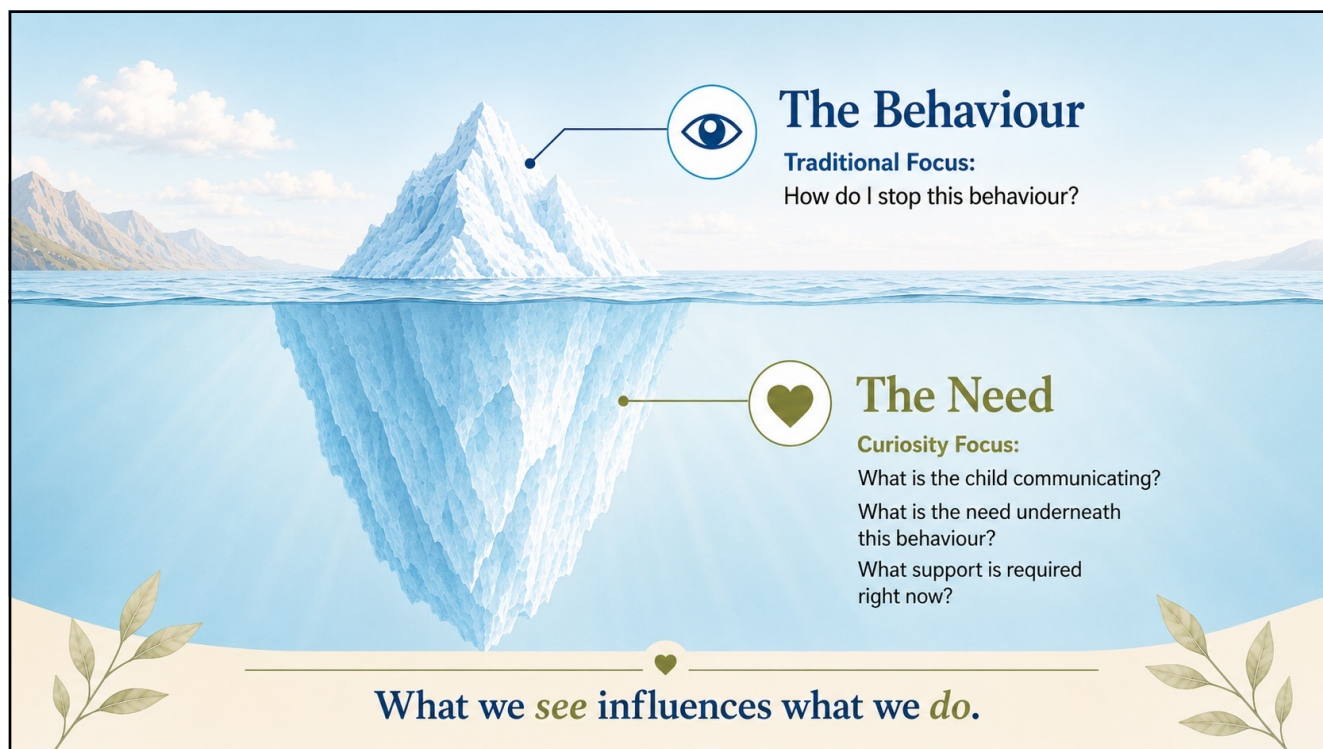
LET'S ASK...

"What is the nervous system telling us?"

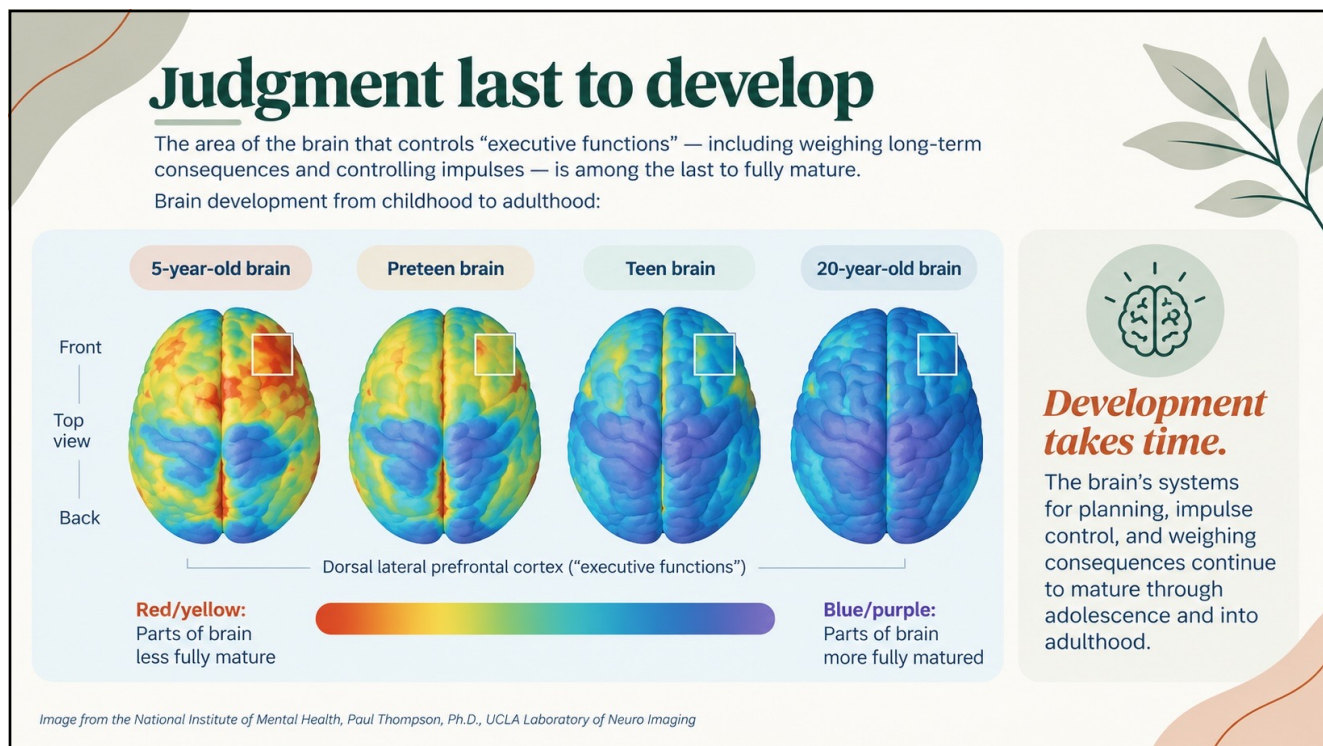
♡

BEHAVIOUR MAKES SENSE
IN THE CONTEXT OF THE NERVOUS SYSTEM.

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Why do Students Today Need Co-Regulation More than Ever?

Today's Learners

GROWING UP IN A COMPLEX WORLD

More Demands. Fewer Opportunities. Greater Need for Connection.

CONSTANT CONNECTION

GLOBAL UNCERTAINTY

HIGH EXPECTATIONS

SOCIAL PRESSURES

INCREASED MENTAL HEALTH CHALLENGES

They're navigating a lot.

Regulated adults help today's learners thrive.

- 1 A rapidly changing world.**
Adolescents today are navigating a rapidly changing world that places increasing demands on their nervous systems.
- 2 Fewer natural opportunities.**
While young people have always needed connection and support to develop self-regulation, many modern conditions have reduced the natural opportunities through which regulation develops:

- Increased screen time
- Reduced unstructured time
- Less time in nature
- Social pressures
- Higher levels of stress and anxiety
- Sleep disruptions

More connection. A calmer future.

Same Students. Brighter Futures.

29

Elements That Influence Adolescents' Emotional Maturity

FACTORS IN TODAY'S WORLD THAT CAN IMPACT SOCIAL-EMOTIONAL DEVELOPMENT

Today's Experiences Shape Tomorrow's Well-Being.

Different Pressures. Same Need: To Feel Safe, Connected, and Valued.

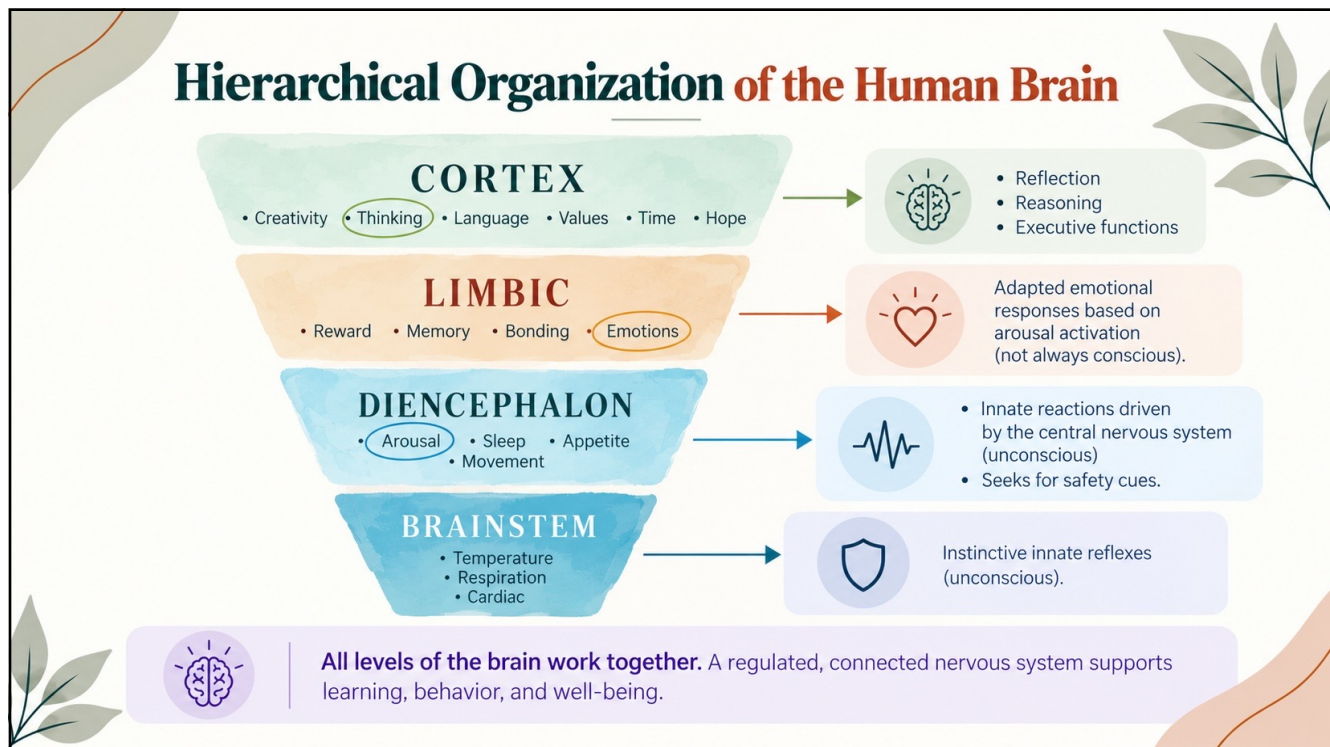
- 1 Less unstructured play and time outdoors**
Fewer opportunities for free play, movement, and connection with nature.
- 2 Less family time**
Busy schedules and fewer shared meals or meaningful conversations.
- 3 Not enough respite**
Constant stimulation and busy schedules leave little time to rest and recharge.
- 4 Increased screen time**
More time on social media, video games, and digital devices can impact mood, sleep, and social skills.
- 5 Society's tendency to avoid discomfort**
A focus on quick fixes and "being calm" can limit opportunities to experience and learn from challenging emotions.
- 6 Pressure for independence**
Many teens are pushed to be self-reliant before they feel ready, which can increase anxiety and self-doubt.
- 7 Cultural and social expectations**
Messages about performance, appearance, and success can impact self-esteem and emotional well-being.
- 8 Fewer opportunities to face real-life challenges**
Many daily struggles are removed or minimized, which can limit the development of coping skills and resilience.

Support Today. Stronger Tomorrow.

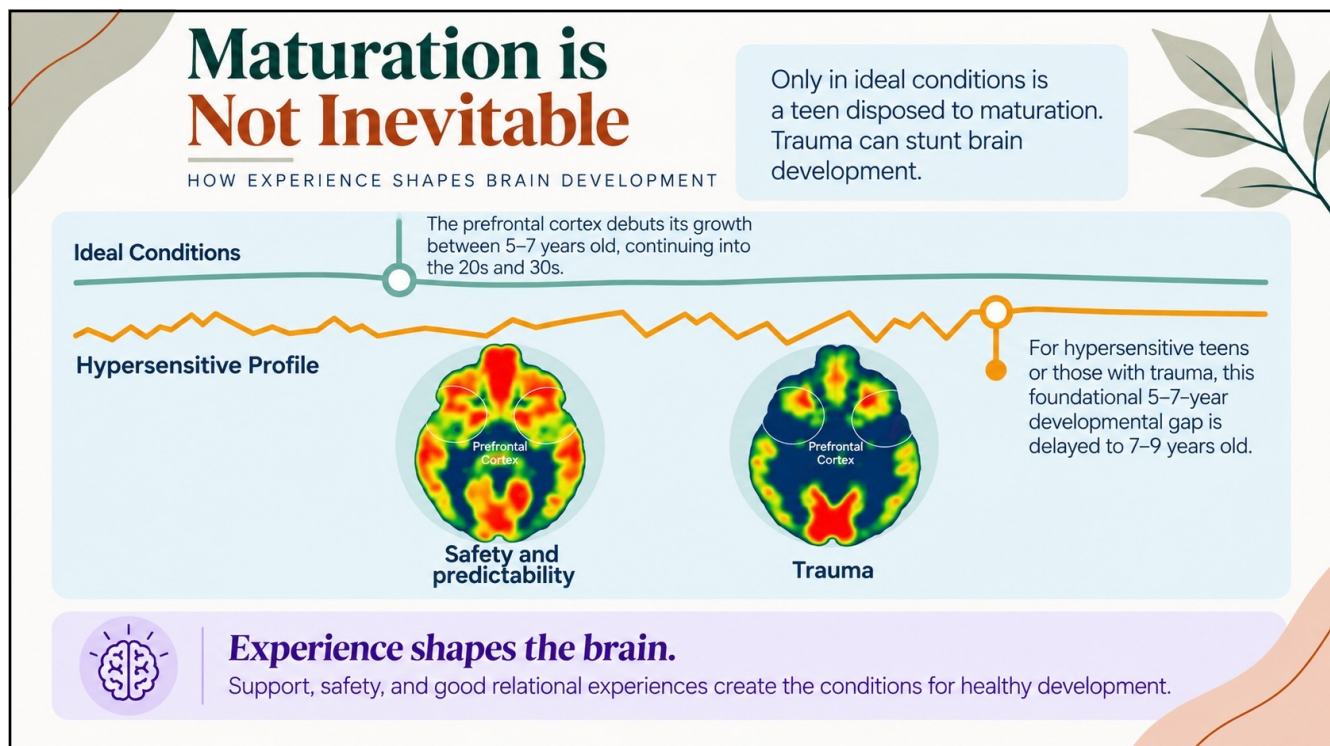
Emotional maturity develops through relationships, experience, challenges, and supportive environments — **not simply with age.**

Stronger People. Brighter Futures.

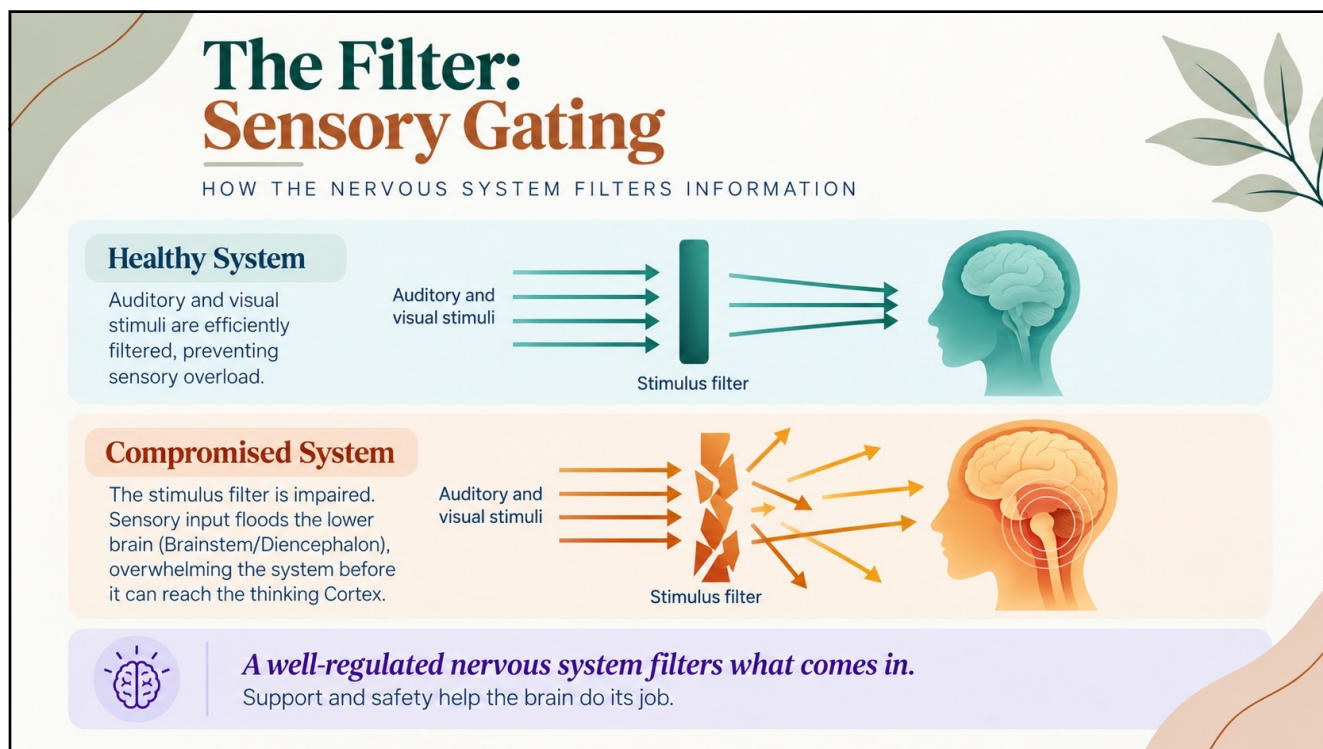
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Before Students Process Our Instructions, They Process Our Presence.

Connection Comes Before Compliance.

SEEN. HEARD. VALUED. MORE POSSIBLE.

Before they interpret our words, **they interpret** our tone, facial expression, posture, pace, and emotional availability.

Their nervous systems are **constantly asking** one important question:

- Am I safe?
- Can I trust this adult?
- Will they stay with me when things become difficult?
- Do I matter here?

When students feel safe, seen, and connected, they are more open to **learning, growth, and collaboration.**

Be the Calm They Can Count On.

Stronger Students. Brighter Futures.

35

Safety is Created Through Everyday Experiences.

Everyone Belongs Here.

SUPPORT. INCLUDE. RESPECT. BELONG.

Small Moments. Big Impact.

1 Safety isn't just for crises. A common misconception is that safety is created only during crises. In reality, students decide whether school feels safe through hundreds of small, daily interactions.

2 Examples of everyday experiences that build safety:

Predictable routines	Consistent responses	Warm greetings	Humour	Being remembered
Respectful correction	Opportunities for choice	Emotional availability	Adults repairing mistakes	Seeing peers treated with dignity

These experiences communicate:
"This is a place where I can relax enough to learn."

Safety is therefore not an event.
It is a culture.

Stronger Students. Brighter Futures.

36

Faulty Neuroception

The brain's tendency to misinterpret safe situations as threatening.



Perceives danger where there is none.



Triggers a stress response even in safe environments.



Can make it hard to access learning, connection and problem solving.

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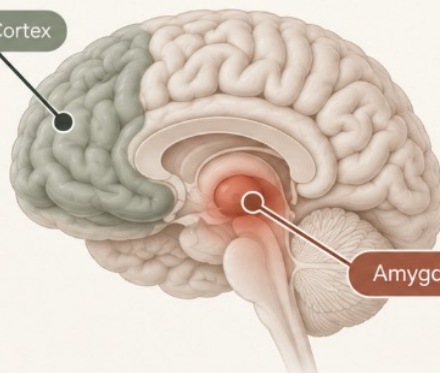
Neurological Flooding

WHEN THE BRAIN PERCEIVES THREAT, SURVIVAL TAKES OVER.

Thinking Brain ↓

- Language
- Reasoning
- Impulse control
- Flexible thinking

Prefrontal Cortex



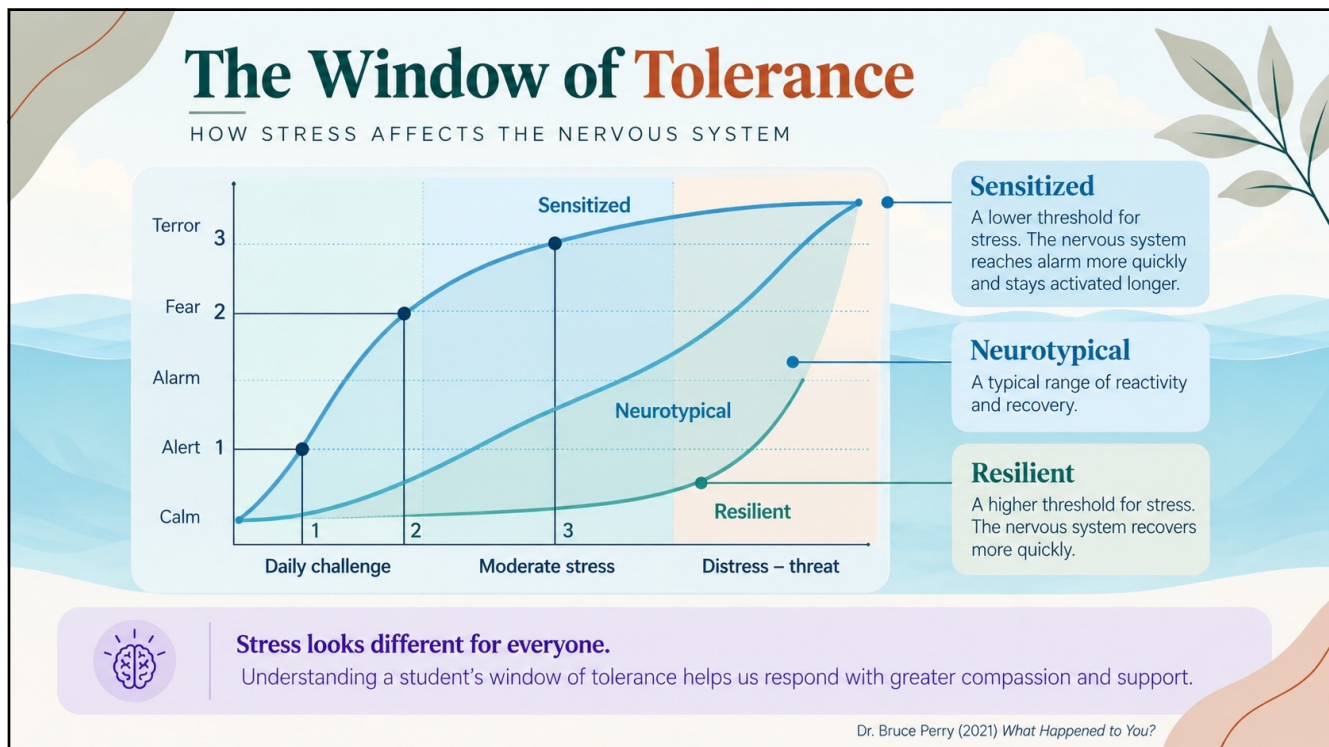
Amygdala

Survival Brain ↑

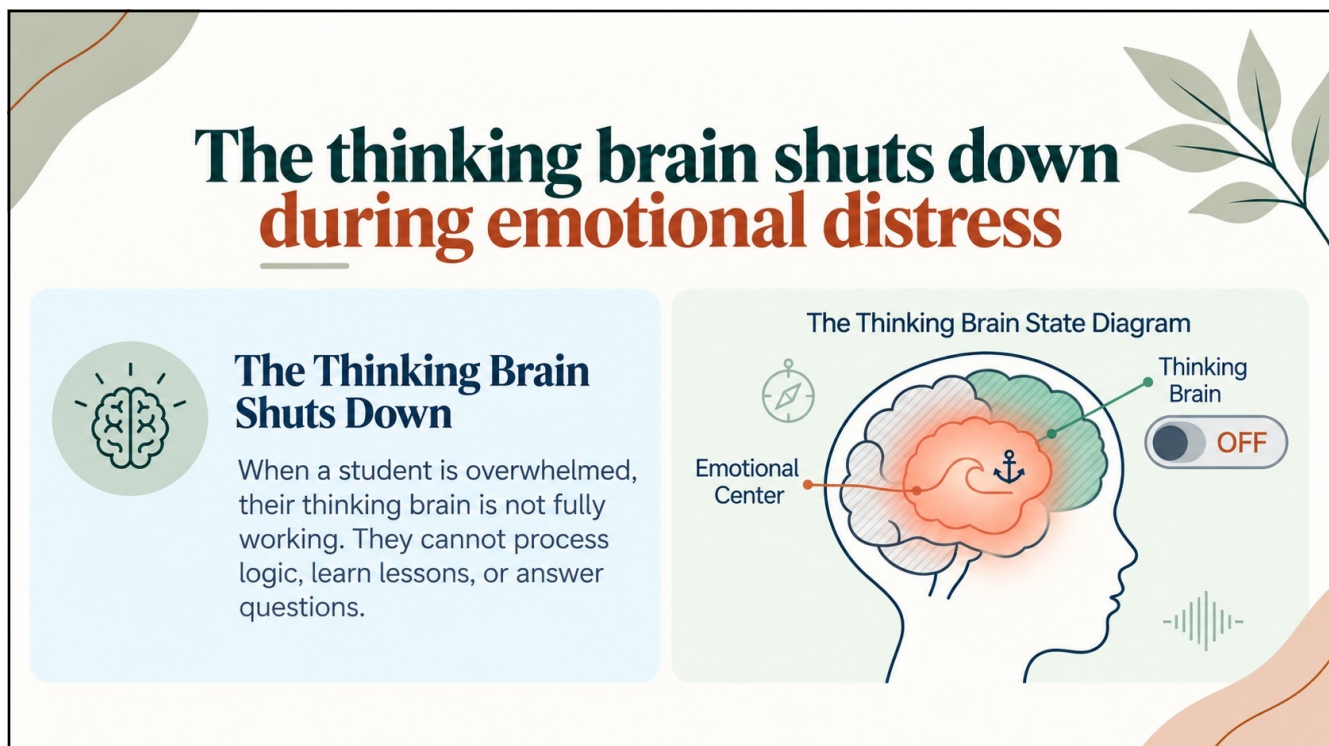
- Detects threat
- Triggers alarm
- Activates stress response

WHEN THE BRAIN FEELS UNSAFE, SAFETY COMES BEFORE LEARNING.

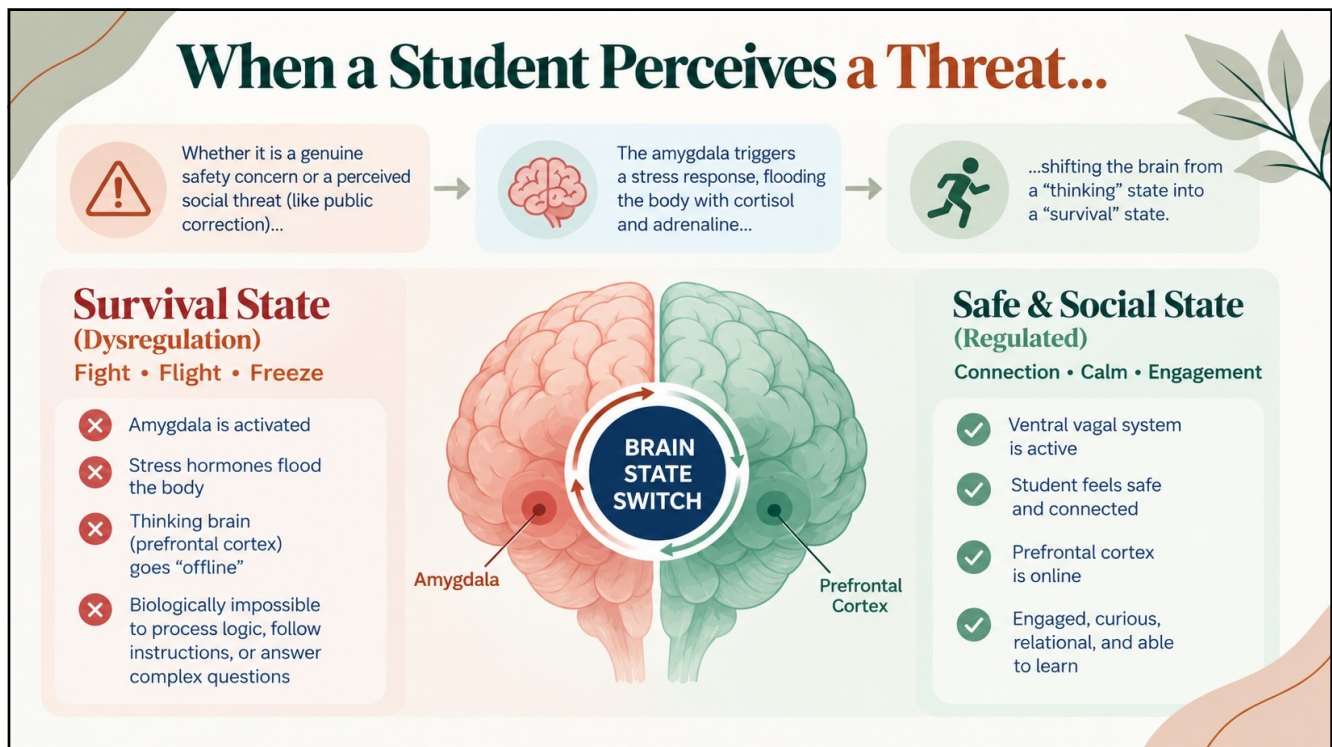
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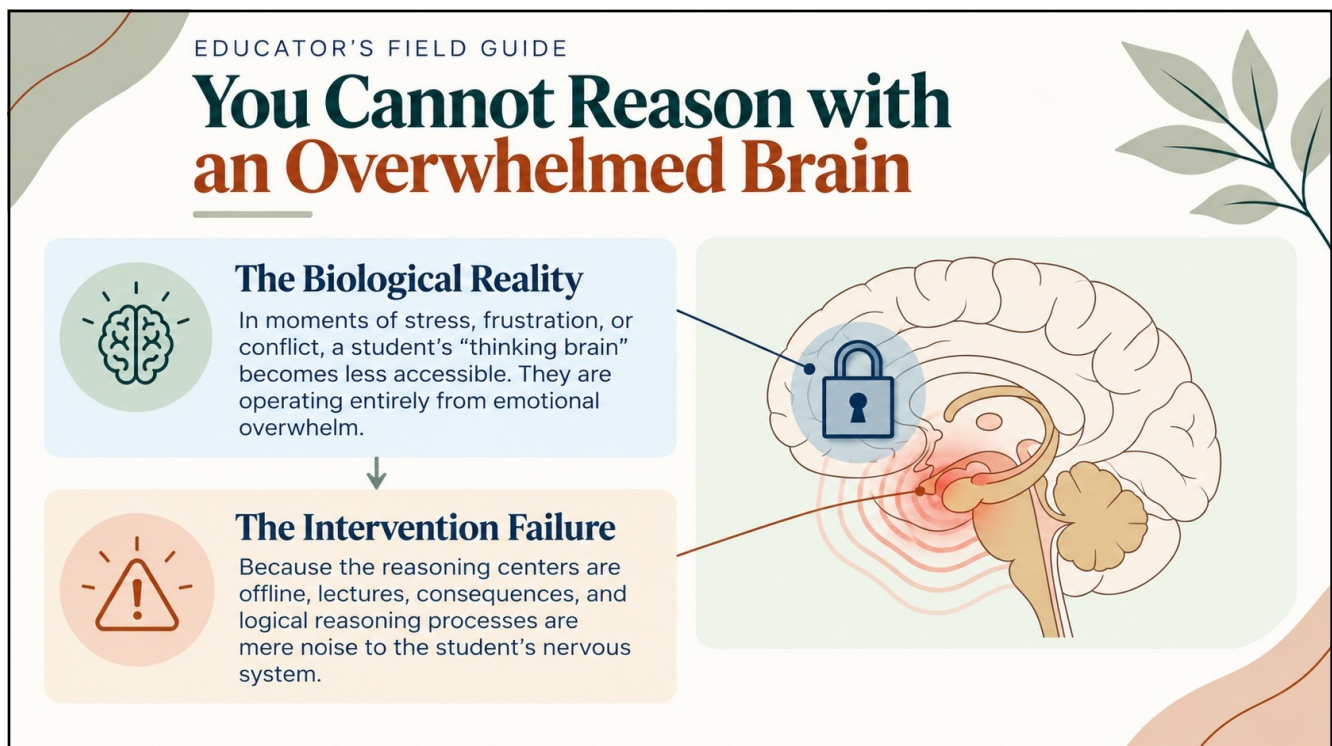
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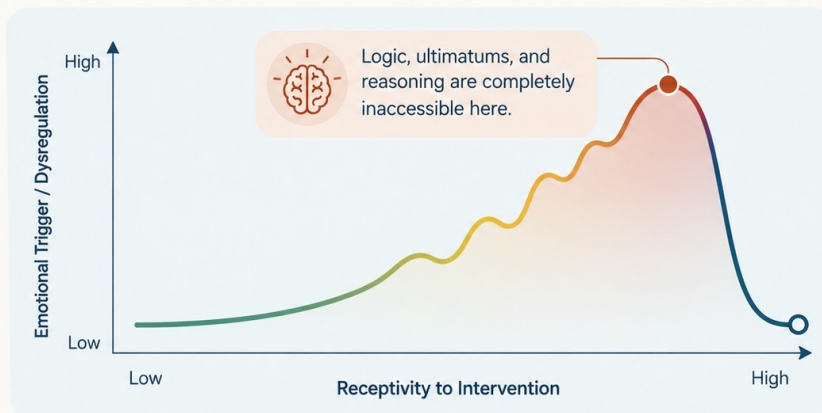
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When dysregulation peaks, cognitive availability plummets.

THE COGNITIVE AVAILABILITY CURVE



The Core Reality

When a student at Tier 3 is triggered and dysregulated, they are not receptive to our interventions in the moment.



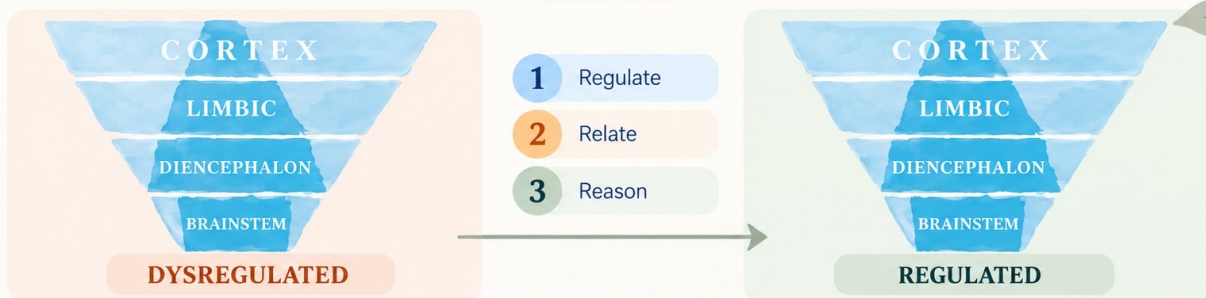
The Only Mandate

Adults must focus on establishing safety for all first.

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From Dysregulation to Regulation

HOW BRAIN DEVELOPMENT SUPPORTS BETTER BEHAVIOR



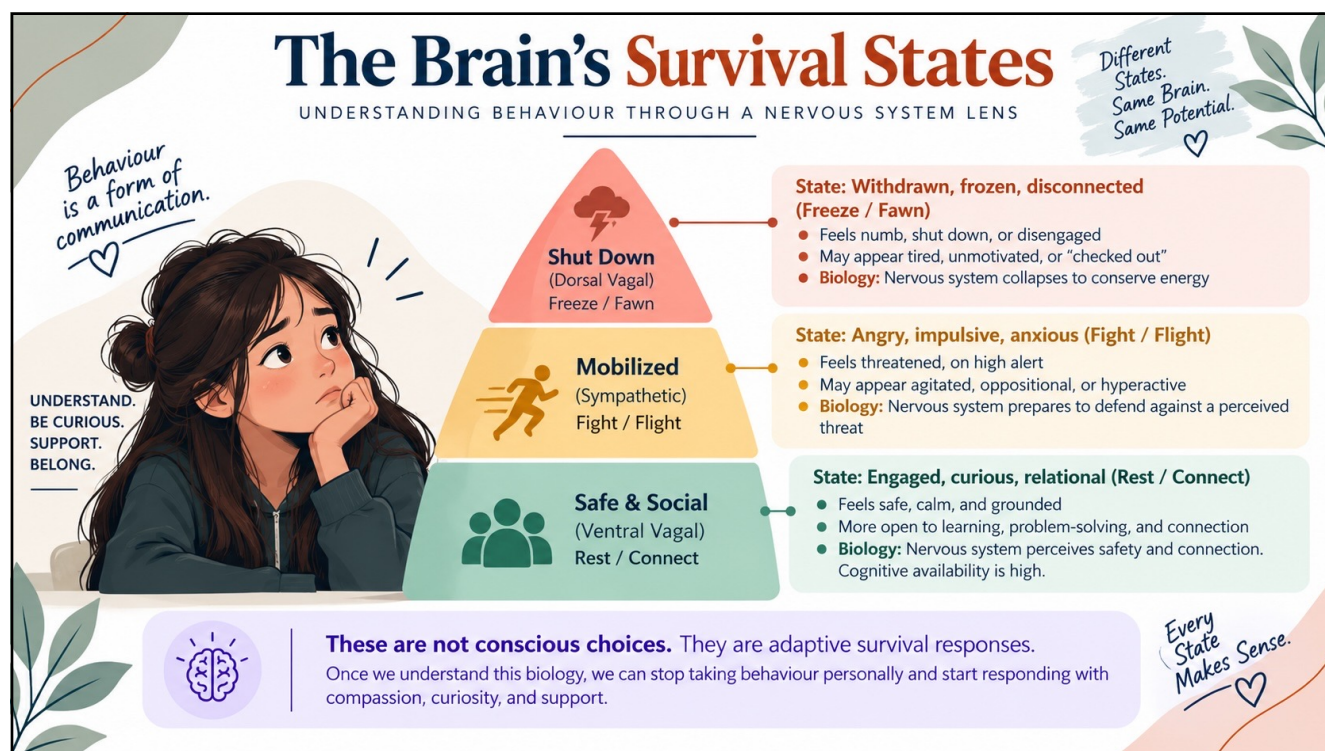
Neuroscience has helped dispel the myth that we need to think better to behave better.

When students are dysregulated, they have less access to their "thinking brain." Therefore, the key is rather helping students feel safe and grounded through structure/routine, predictability and adult support/co-regulation.



All levels of the brain work together. A regulated, connected nervous system supports learning, behavior, and well-being.

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Nervous System Diagnostic Guide

State	Student Presentation	Underlying Response
Fight	Aggression, yelling, controlling behavior	Defending against a perceived threat.
Flight	Avoidance, running away, anxious movement	Attempting to escape discomfort.
Freeze	Withdrawal, non-response, shut-down	Nervous system overwhelm.
Fawn	People-pleasing, self-erasure, excessive compliance	Seeking safety through appeasement.

Understanding these patterns allows us to stop taking behavior personally and start responding professionally.

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Individual Reflection Question



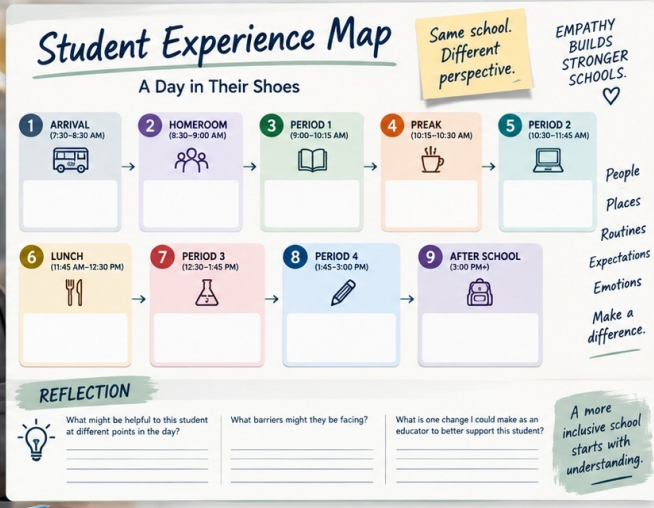
Reframing Challenging Behaviour

Think of a recent challenging student behavior. Deconstruct it through a curiosity lens:

- 1 Visible Student Behaviour**
(What did you see/hear?) [Describe the raw physical indicators...]
- 2 Possible Unmet Needs**
(What might they be communicating?) [Physiological, relational, safety, or sensory needs...]
- 3 My Initial Response**
(What did you do or feel tempted to do?) [Triggers, frustration, impulse to control...]
- 4 Alternative Curious Response**
(What could you say with a relational posture?) [Validating emotions, open-ended question, slowing down...]

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Individual Reflective Exercise



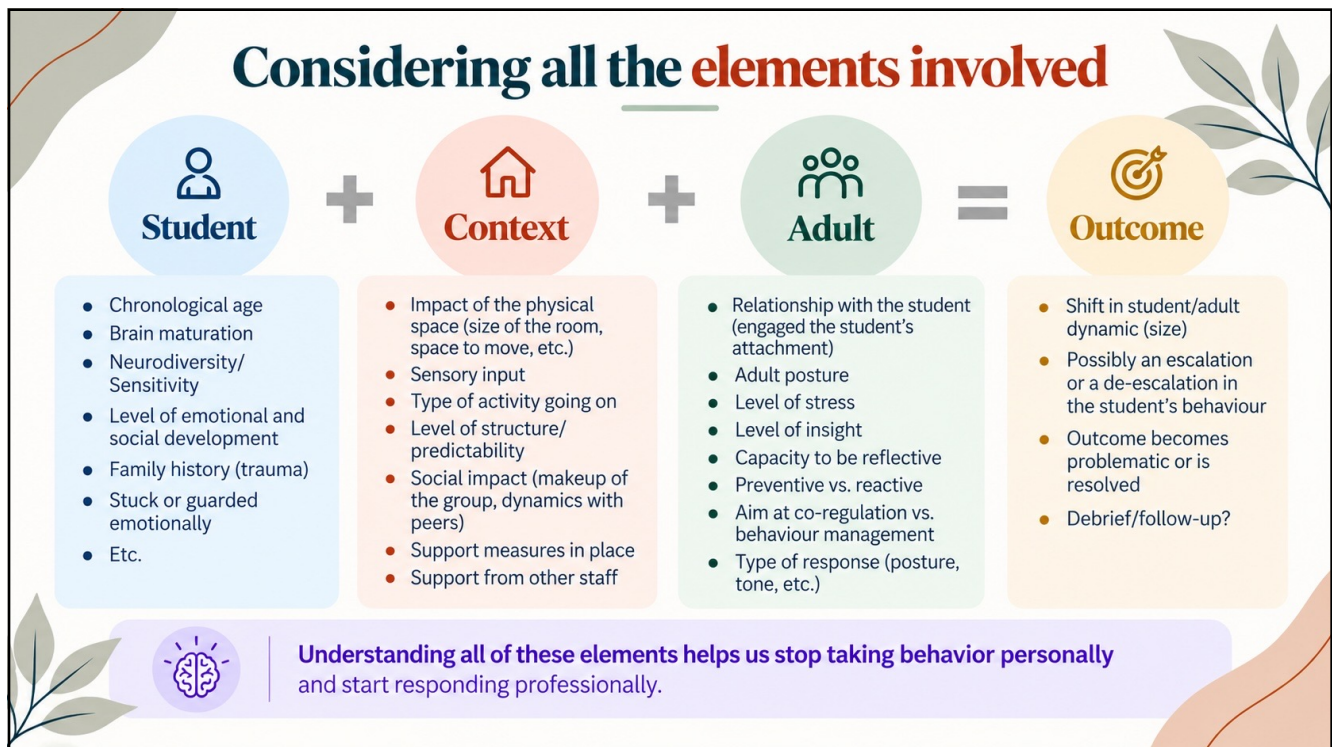
Experience Mapping Worksheet

Imagine a full school day from the perspective of a vulnerable student, taking into account how their environment impacts them.

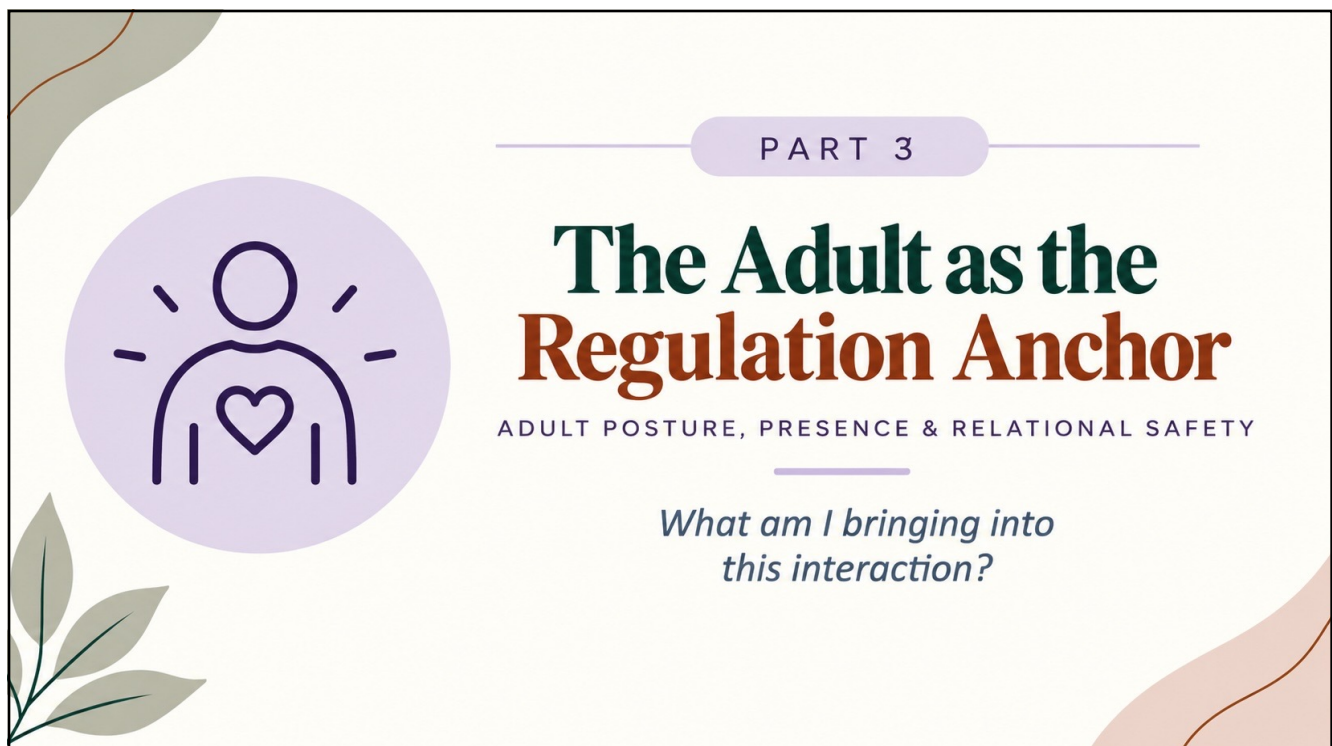
Greater understanding today leads to more compassionate and supportive tomorrow.

People affect people.

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Co-Regulation Is a Way of Being

Students don't only borrow our calm during crisis. They experience our nervous system all day long.

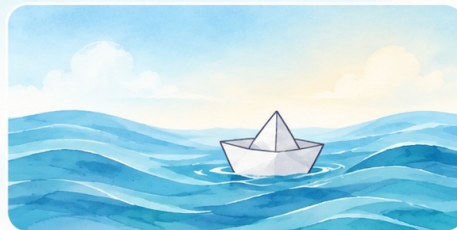


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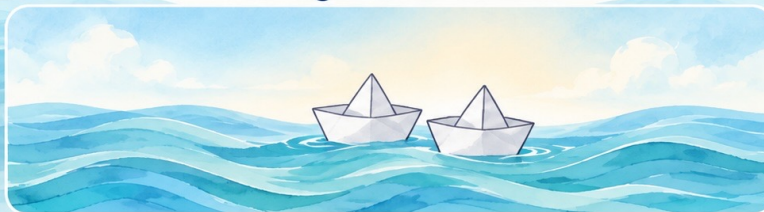
When their storm



Meets our calm

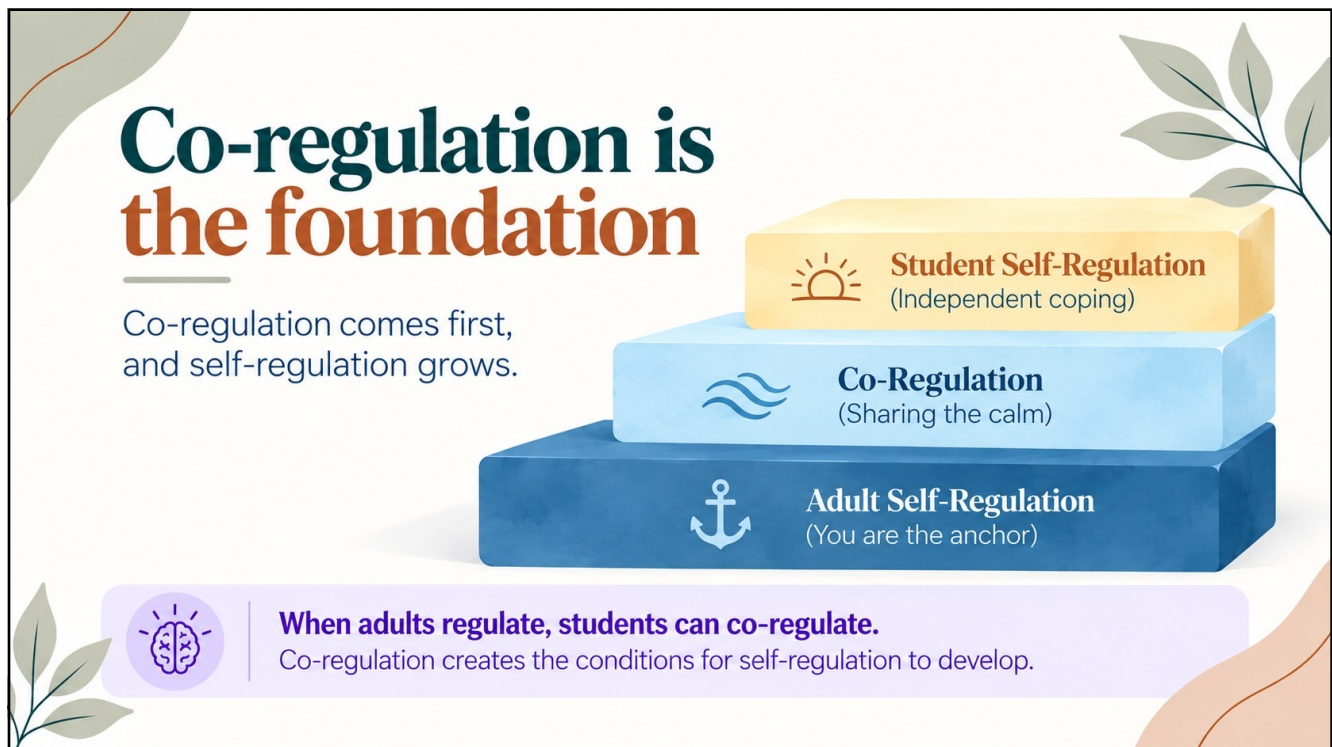


Co-regulation occurs



Co-regulation creates the conditions for calm to return.
When adults regulate, students can regulate.

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Adults Serve as Emotional Anchors.

PRESENCE • REASSURANCE • PERSPECTIVE • POSSIBILITY

Calm Adults. Brighter Futures.

Same People. Different Tomorrows.

1 **Students look to trusted adults.**
Students naturally look to trusted adults to help interpret situations and determine how to respond. During times of stress, they often rely on the emotional stability of the adults around them.

For example, when a student becomes frustrated after making a mistake, an adult's response can either intensify distress or help restore safety.

Reactive Response
Can increase distress.

"You need to stop and get back to work."

- May communicate that emotions are inconvenient or unacceptable.
- Can lead to shame or shutdown.
- May escalate the situation.

Regulated Response
Helps restore safety.

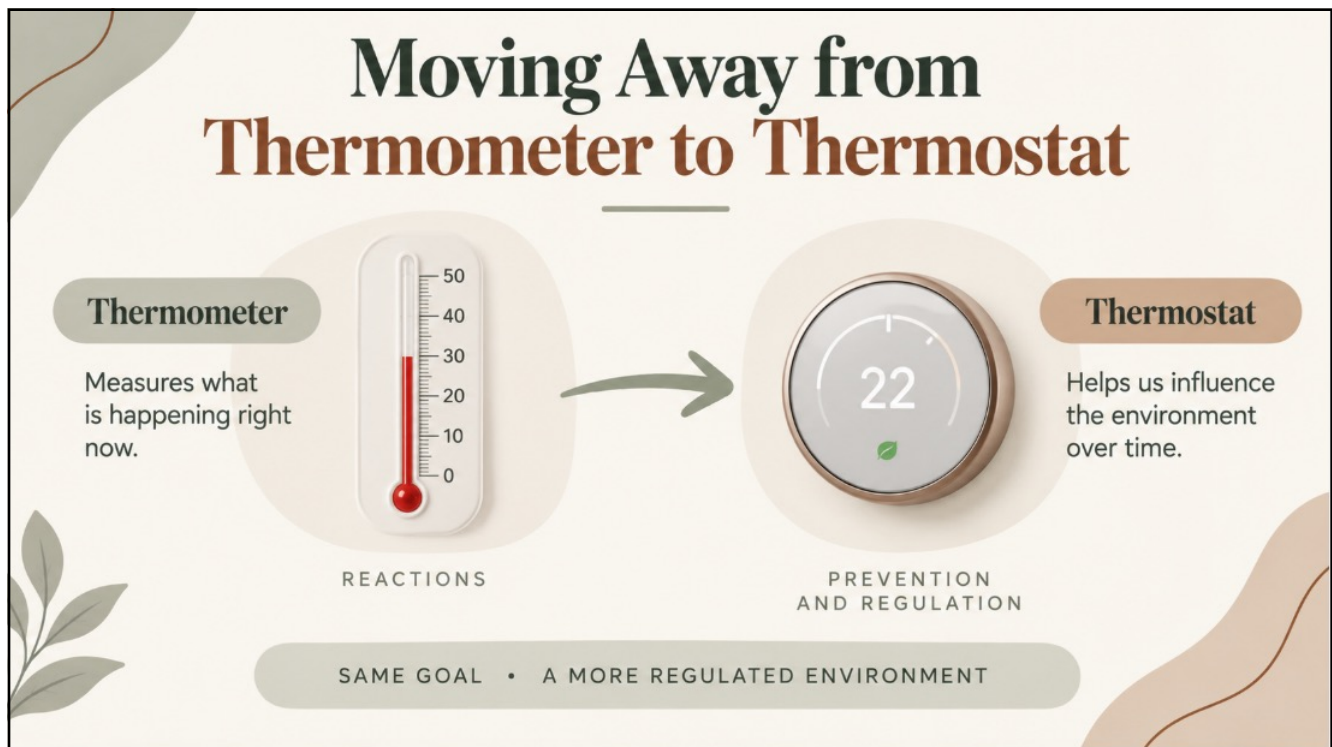
"This feels frustrating right now. Let's figure it out together."

- Communicates safety, support, and understanding.
- Builds trust and emotional resilience.
- Helps the student return to a problem-solving mindset.

Students do better when they feel better.

Steady, regulated adults help students feel *safe, seen,* and *capable* again.

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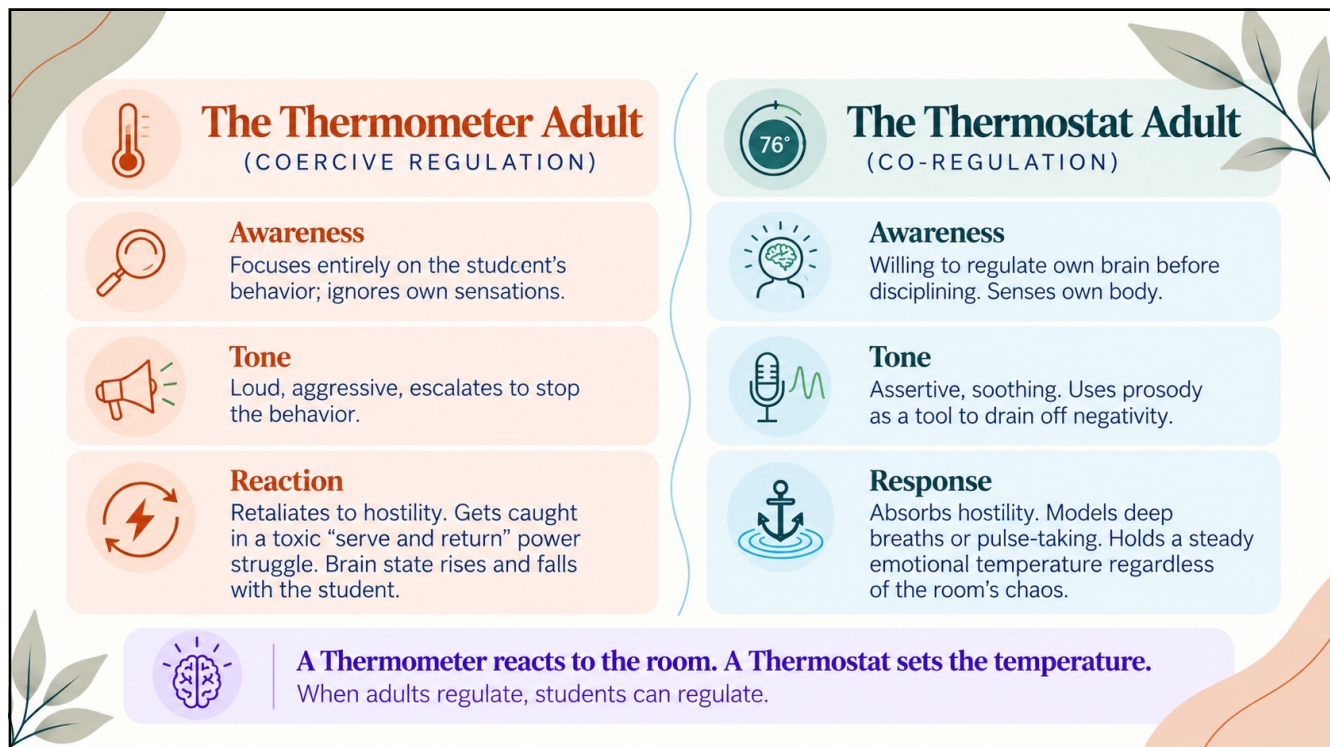
The diagnostic matrix: Are you a Thermometer or a Thermostat?

	 Traditional Coercive Management (The Thermometer) Reacts to the room's temperature.	 Co-Regulation (The Thermostat) Sets the room's temperature.
Primary Goal	Immediate compliance and control.	Relational safety and nervous system stabilization.
Focus	Fixing external behavior symptoms.	Addressing the underlying biological state.
Reaction to Hostility	Retaliates. Gets caught in a toxic serve and return power struggle.	Absorbs and drains off negativity. Models deep breaths and open posture.
Response to Crisis	Relies on reasoning, demands, and imposing consequences in the heat of the moment.	Regulates first. Saves reasoning and repair for after the body is calm.

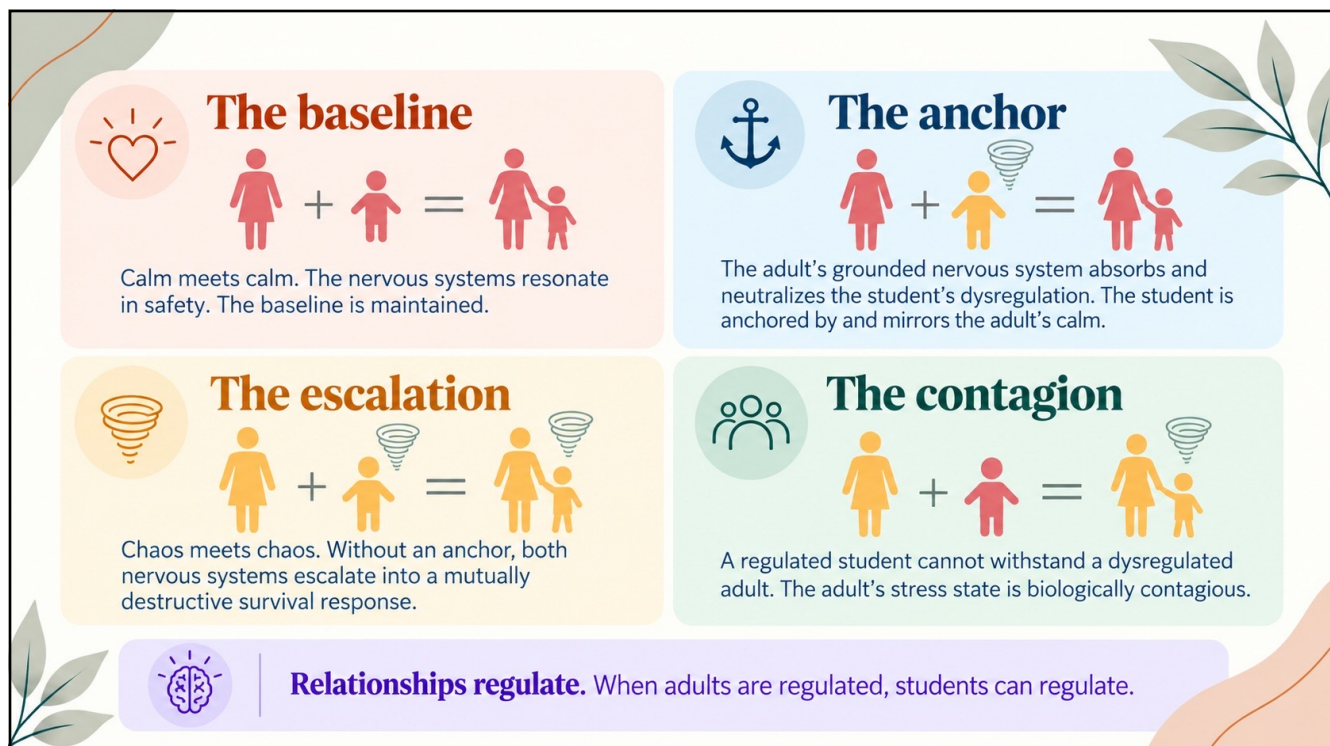


Co-regulation creates the conditions for self-regulation to develop.
When adults regulate, students can co-regulate.

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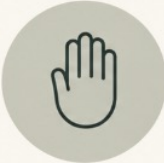
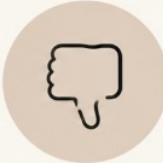
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Know Your Triggers

What student behaviours get under your skin?





Refusal

Disrespect

Swearing

Ignoring

Arguing

Aggression



TAKE A MOMENT TO REFLECT...

Which behaviours are most challenging for you?
What might be underneath your reaction?

59

What Happens in YOUR Body?

What tells you that you're becoming activated?








Jaw
(clenched)

Shoulders
(tight)

Heart rate
(faster)

Voice
(shifts)

Breathing
(shallower)

Urge to react
(stronger)



TAKE A MOMENT TO REFLECT...

What are your early warning signs?
How can you notice them sooner?

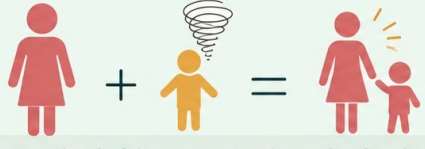
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My Regulation Roadmap.

Individual Reflection Question



A regulated adult can support a dysregulated student.



A dysregulated adult can unintentionally escalate a student's dysregulation.



*Regulate yourself first,
so you can be there for them.*

We cannot co-regulate a student unless we are regulated ourselves. Co-regulation starts with self-awareness of our own physiological triggers and our warning signs of activation.

Outline your physiological profile below so you can catch your activation early:

- 1**  **My Personal Classroom Triggers**
(e.g., screaming, backtalk, eye-rolling)
- 2**  **My Warning Signs**
(e.g., shallow breath, racing heart, clenching jaw)
- 3**  **My In-the-Moment Regulation Strategies**
(e.g., deep breath, pausing, physical step back)

61

Respond, Don't React

SAME SITUATION. A DIFFERENT CHOICE.



Notice
Recognize what's happening in me and around me.

→



Regulate
Take a breath. Calm my nervous system.

→



Respond
Choose my next best step.

A CALMER YOU CREATES A SAFER THEM.

62

The Red Flag Instincts

WHAT TO WATCH FOR IN THE MOMENT



The Power Struggle
Anticipate refusal. Do not get caught trying to force immediate compliance.



The Teachable Moment
Do not try to teach a lesson or reason with an erratic student. Wait until they are calm and receptive.



The Directive Overload
Insist on only what is absolutely necessary. Too many instructions overwhelm the student.



The Solo Expectation
Never expect a student in crisis to regulate their emotions on their own.



Awareness builds support.
Recognizing these red flag instincts helps us respond with greater calm, clarity, and connection.

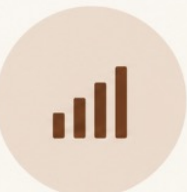
63

Regulate Yourself First

A CALMER YOU SUPPORTS A CALMER THEM.



Slow your voice.



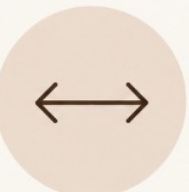
Lower your volume.



Exhale.



Ground your body.



Create space.



Pause before speaking.

YOUR REGULATION CHANGES THE MOMENT.

64

Individual Reflection Question

What type of regulation strategies work best for you?

Reflect on past stressful moments. Do you respond better to sensory grounding, physical tension release (body scan), or deep breath control? Why?



A calmer you supports a brighter tomorrow.

Somatic Toolkit

Explore different somatic strategies and consider which ones help you feel more regulated.

1 GROUNDING



5-4-3-2-1 Technique

- 5 things you can see
- 4 things you can hear
- 3 things you can feel
- 2 things you can smell
- 1 thing you can taste

Brings your focus away from feeling overwhelmed and back to the present moment.

2 BODY SCAN



Adjust Tension Check

- Start at the top of your head and notice any areas of tension
- Move slowly down your body (head, neck, shoulders, arms, torso, legs, feet)
- Breathe into each area
- Soften and release

Awareness of physical tension can help reduce stress and increase a sense of safety.

3 BREATHING



Box Breathing

- Inhale for 4 counts
- Hold for 4 counts
- Exhale for 4 counts
- Hold for 4 counts
- Repeat a few times

Helps calm the nervous system and supports clearer thinking.



Small practices. Big shifts.

65

Your Regulation Changes the Interaction

SAME STUDENT. A DIFFERENT EXPERIENCE.

Activated Adult

-  Faster
-  Louder
-  More words
-  More demands



VS

Regulated Adult

-  Slower
-  Quieter
-  Fewer words
-  More predictable



A CALMER ADULT CREATES A SAFER, MORE REGULATED INTERACTION.

66



67



68

The Mechanics of State Transfer

OUR NERVOUS SYSTEMS ARE ALWAYS COMMUNICATING

Calm People Change Lives.

Different Nervous Systems. A Shared Humanity.



- 1** **Detection**
 Neuroception detects safety or threat in the adult's micro-expressions, tone, and posture.
- 2** **Entrainment**
 The teen's autonomic nervous system biologically syncs to the adult's dominant rhythm.
- 3** **Mirroring**
 The teen acts out the internalized state — calmer, more regulated, or more dysregulated.

Our regulated presence shapes a teen's nervous system.
 Calm meets calm, and healthier states are passed from one nervous system to another.

Be the Regulation They Remember.

69

Co-Regulation Do's and Don'ts

PRACTICES THAT SUPPORT A CALM, CONNECTED BRAIN

DO THIS

- Speak slowly and warmly to guide their pace.
- Offer calm presence without pressure to "perform" regulation.
- Hold boundaries with compassion.
- Validate emotions even when behaviour must be redirected.

NOT THAT

- Match the student's volume or aggressive tone.
- Demand immediate compliance from a dysregulated nervous system.
- Shame, isolate, or use retaliatory consequences.
- Attempt to teach a lesson or correct behaviour while the student is still upset.

The difference between reacting and responding is everything.
 Reaction centers control. Response centers connection.

70

The Small Stuff Matters



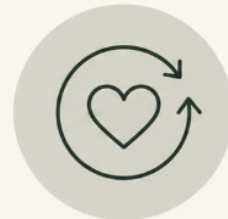
How we give
a direction
matters.



How we
correct
matters.



How we respond
to mistakes
matters.



How we
repair
matters.

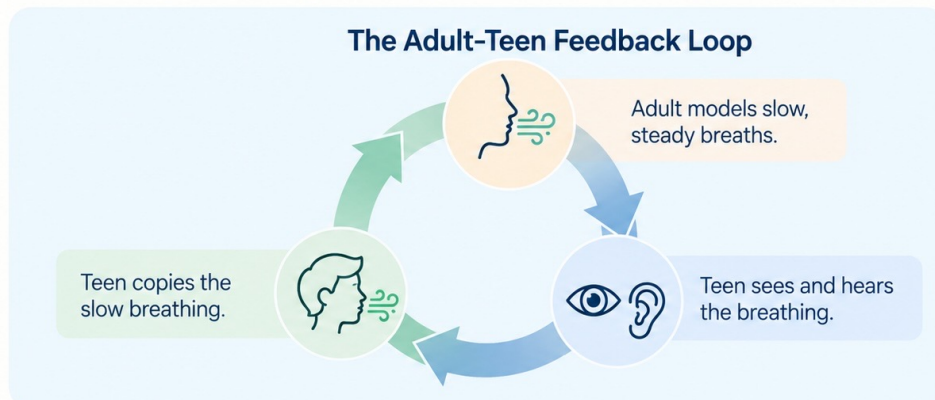
71

Teens borrow the adult's calm

YOU HELP GUIDE THEIR PACE

Slow your breathing and lower your voice. Teens often copy slow breathing when they see it.

The Adult-Teen Feedback Loop



Calm creates connection.

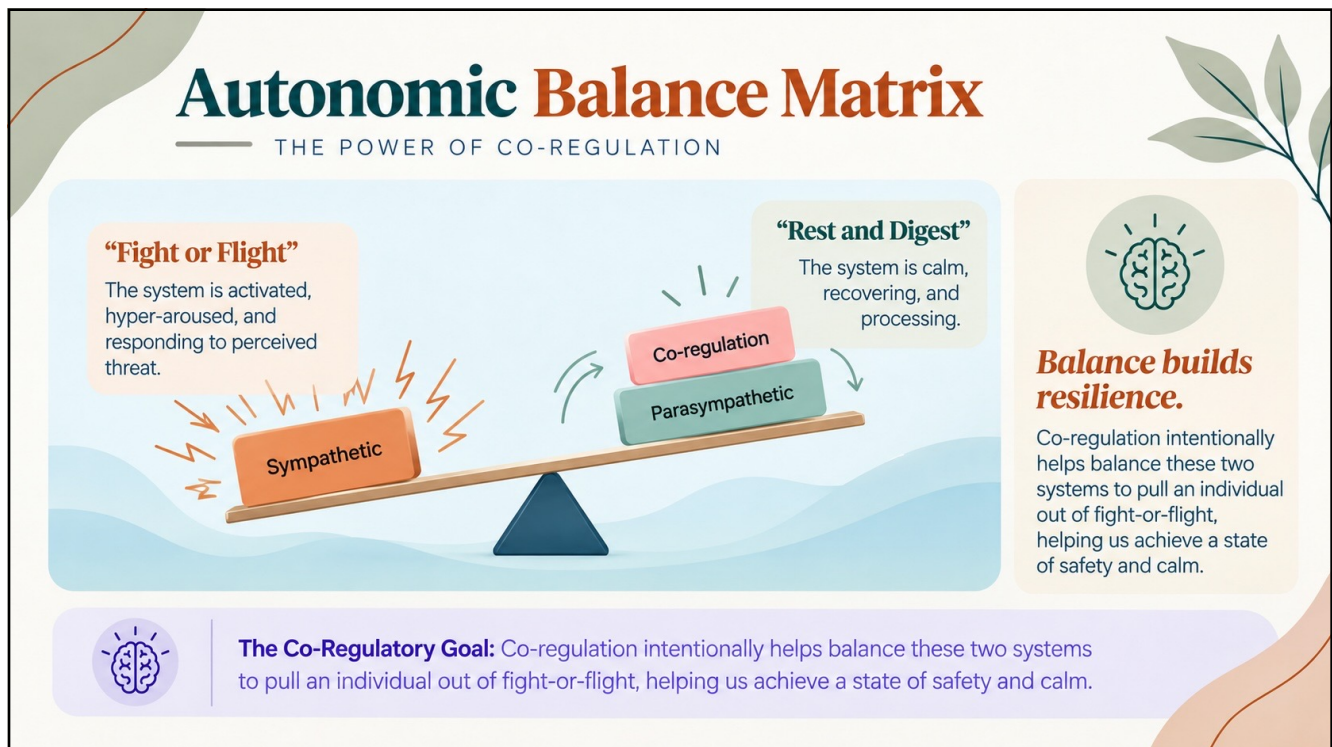
When adults regulate their nervous system, teens feel safer, learn faster, and can return to calm more easily.



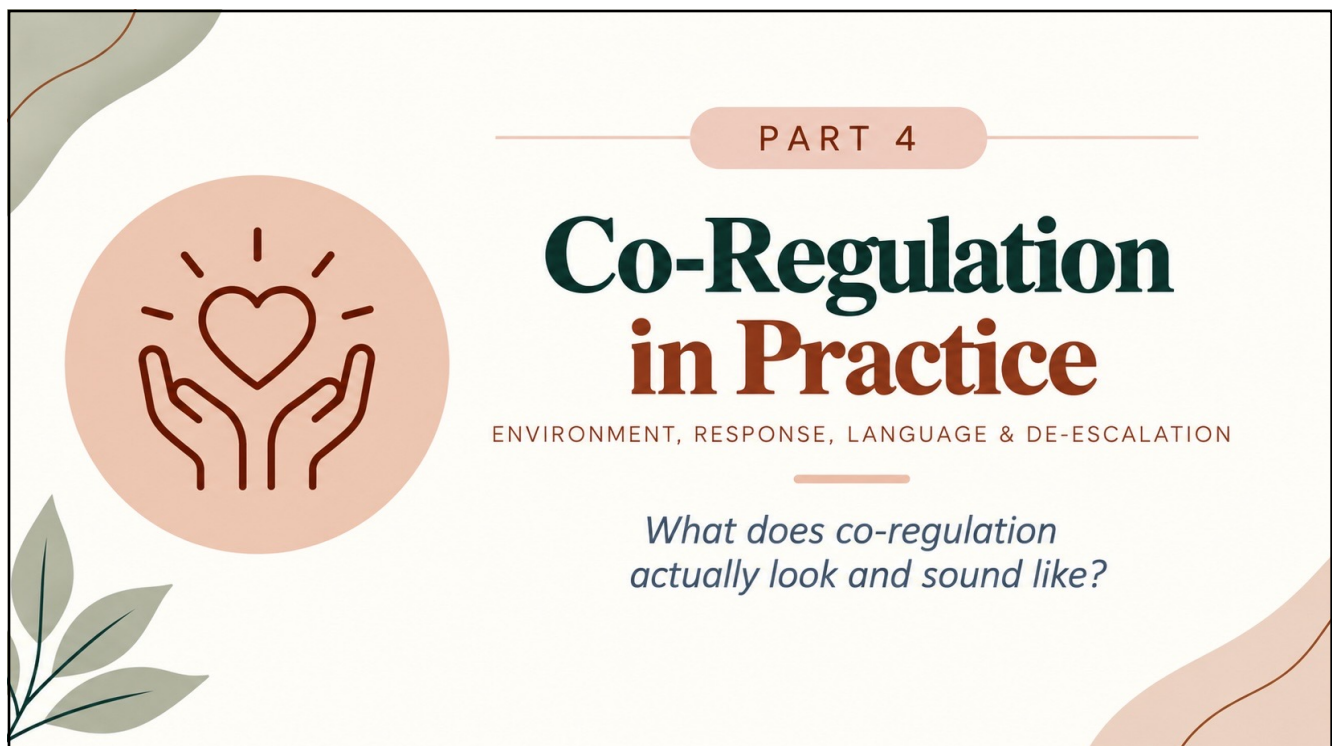
Your calm matters.

A regulated adult helps build a teen's capacity for self-regulation.

72



73



74

Co-Regulation is a Daily Practice.

Real Conversations. Real Impact.

Listen Support Believe Together We Can

Co-regulation is a daily practice. It is not intended to be used only when a student is already dysregulated. When applied effectively, it is an ongoing, **proactive** process that supports the management of everyday stressors. By consistently providing attuned, responsive interactions, adults help build a foundation of emotional stability that reduces the likelihood and intensity of future dysregulation.

To do this well, adults must be:

- Self-aware:** Able to recognize their own dysregulation cues. *Take care of yourself too.*
- Reflective:** Willing to explore what might be happening for a student. *Stay curious, not judgmental.*
- Intentional:** Using their body, breath, tone, and language as regulation tools. *Your presence makes a difference.*

Same People. Brighter Tomorrows.

When these qualities come together, educators move beyond managing behavior to creating the conditions in which students can return to regulation, reconnect with others, and re-engage in learning.

75

Bringing the Three Layers Together

FROM SAFETY TO CONNECTION TO LEARNING

Effective co-regulation rarely begins with words. It follows a developmental sequence:

1 Set the Scene
Create environments that reduce stress and support regulation (e.g., predictable routines, welcoming spaces, clear expectations). *PREDICTABLE INCLUSIVE FLEXIBLE SUPPORTIVE*

2 Be the Anchor
Use your own calm, regulated presence to communicate safety through your tone, body language, and consistency. *CALM CURIOUS RESPECTFUL CONSISTENT*

3 Use Reflecting Language
Help students understand and organize their emotional experience through validation, curiosity, and collaborative problem-solving. *I hear you... Let's figure this out together.*

When these three layers work together, educators move beyond managing behavior to creating the conditions in which students can return to regulation, reconnect with others, and re-engage in learning.

Stronger Relationships. Brighter Futures.

76

Layer 1: Universal Design for Regulation Pulls Support into the Core

ENVIRONMENTS MATTER FOR THE NERVOUS SYSTEM



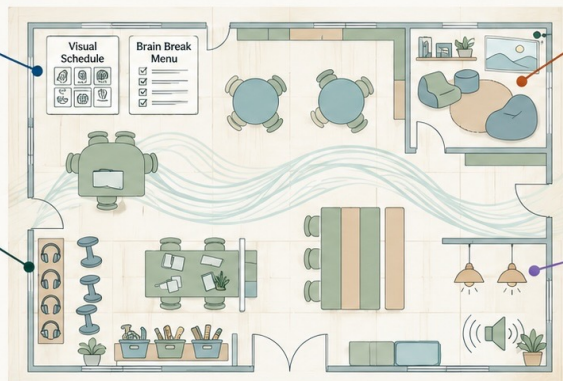
Spatial Predictability

Clearly posted visual schedules and Brain Break Menus to reduce the cognitive load of transitions.



Sensory Normalization

Integration of flexible seating, noise-reducing headphones, and tactile tools available to all students, reducing stigma.



Safe Break Spaces

Non-punitive Focus Zones or Cozy Corners where students can voluntarily settle their nervous systems before hitting overwhelm.



Environmental Softening

Using dimmable lighting and calm acoustic background sounds to muffle distractions and lower baseline stress.



Regulation tools are necessary accommodations, *not rewards for good behavior.*

77

Secondary (Grades 6–12) Map

SPACES THAT SUPPORT A REGULATED LEARNING ENVIRONMENT



Stations

standing desk, low table, couch/soft area for reading or journaling



Calm materials shelf

mandalas, headphones, putty, mindfulness cards



Option for quiet entry rituals

(e.g., music, journaling, breathing)



Personal reflection board

sticky notes for students to anonymously share needs or check in



Calm down space

bean bag, visual coping prompts, emotion wheel



Weekly planner/calendar wall

to reduce executive functioning load



Anchored adult zone

clearly visible, accessible, calm presence



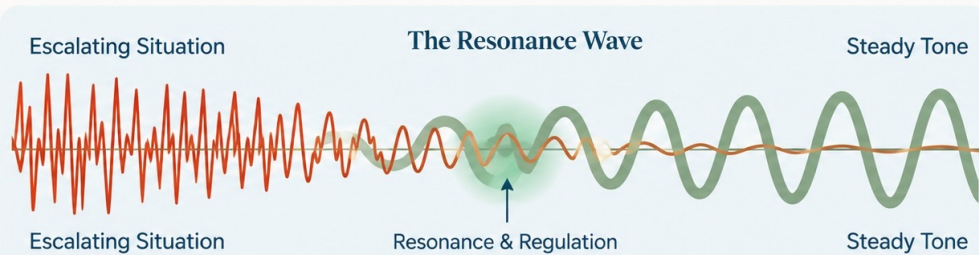
Why It Works:

Teens value autonomy and authenticity. Regulation-supportive secondary spaces offer privacy, dignity, and subtle co-regulation supports that don't feel infantilizing or shaming.

78

Layer 2: Anchor the situation with steady tone.

REGULATION HAPPENS THROUGH PRESENCE, NOT PRESSURE



Steady presence changes the wave.

A calm, regulated tone helps the nervous system find safety and return to balance.



The Move:

Match volume and tone.

In Practice:

When a situation is escalating, keep a quiet or moderate volume. Maintain a serious, calm, and steady tone. Do not attempt to out-volume the escalation.

79

Attunement vs. Technique

IT'S THE RELATIONSHIP, NOT THE SCRIPT.



Attunement means accurately noticing and responding to another person's emotional state while remaining **grounded** ourselves.



Same words.
Different impact.

It is different from simply following a protocol.



This approach feels authentic and **supportive**.

Two adults may say exactly the same words:

"I can see that you're upset."

The difference is not the script—it is the **relationship** and the authenticity behind it.



Connection changes everything.



This approach may feel **dismissive** or **mechanical**.

Attuned Adults:



Notice subtle changes in behaviour



Adjust their expectations



Remain flexible



Communicate genuine curiosity



Respond rather than react

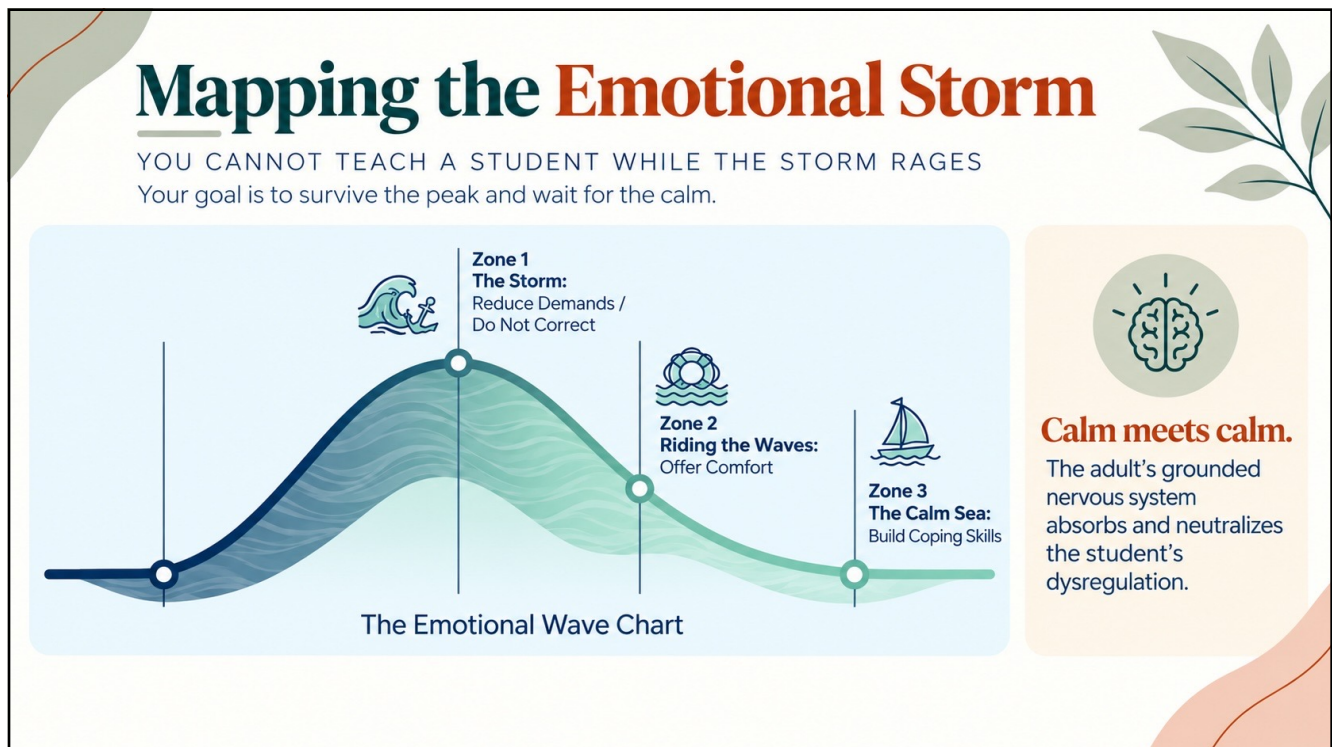


Students do not need perfect adults.

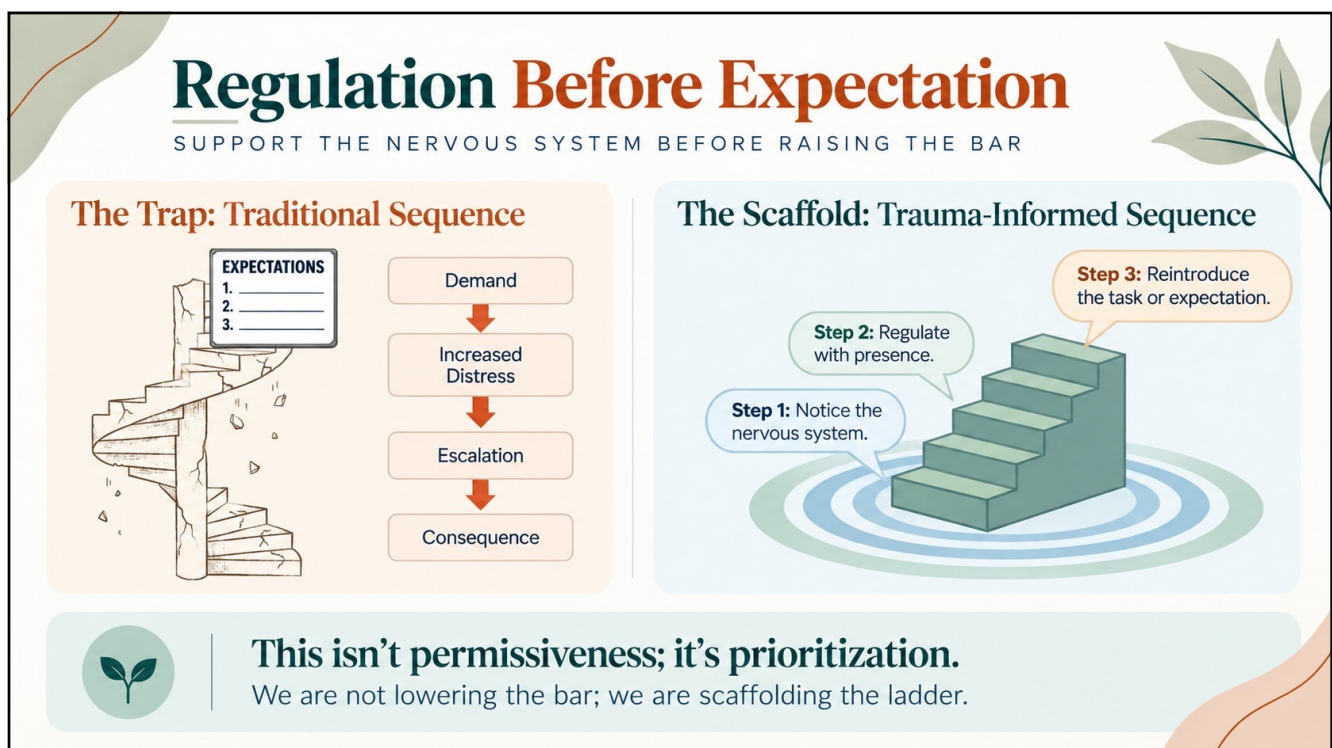
They need adults who are emotionally present enough to notice them.

Stronger Relationships.
Brighter Futures.

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The Pre-Response Pause



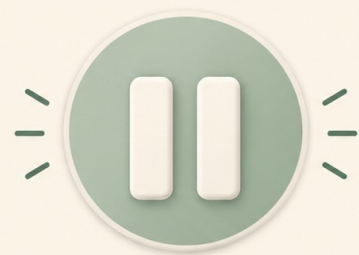
You cannot co-regulate a student if you are dysregulated.
The deliberate pause is where the strong posture is maintained.

83

The Educator's Pause: A Diagnostic Tool

WHEN CHALLENGING BEHAVIOUR OCCURS, HIT PAUSE AND ASK YOURSELF:

- 1 What might this student be **communicating** through this behaviour? 
- 2 Is this student giving me a **hard time**, or having a hard time? 
- 3 What **need, emotion, or skill deficit** might be contributing to this situation? 
- 4 How can I maintain the **boundary** while strictly preserving the relationship? 
- 5 What **specific support** does this student need to be successful right now? 



*Pause to respond
with purpose.*

84

The Anatomy of a Regulated Presence

AWARENESS, CALM, AND CONNECTION IN ACTION



Mind (Awareness):
Self-reflective. Willing to explore what might be happening rather than jumping to consequences.

Body (Posture):
Soft posture, relaxed shoulders. Non-threatening proximity.

Lungs (Breath):
Slow, steady breathing. (Children borrow the adult's calm.)

Face (Expression):
Receptive, relaxed facial muscles. (Students constantly scan environments for cues of safety.)

Voice (Tone):
Speaking slowly and warmly. Tone of voice is often more powerful than the words chosen.

Co-regulation doesn't happen in a manual.
It happens in the hallway, the classroom, the cafeteria line.

85

Processing Non-Verbal "Cues of Safety"

MIRROR NEURONS SCAN FOR NON-VERBAL "NEUROCEPTIVE" CUES.
These cues of safety help a student's nervous system feel safe enough to regulate.

Safety Builds Connection Supports Learning

1 AUDIBLE BREATHING
Making breathing visible and audible gives mirror neurons a rhythmic pattern to lock onto.



- Slow, visible inhales and audible exhales signal safety.
- Rhythmic breathing helps the nervous system downregulate.
- Your calm breath becomes contagious calm.

2 OPEN BODY LANGUAGE
Relaxed facial muscles, a warm tone of voice, and an open posture signal safety to be mirrored.



- Relaxed face and soft eyes
- Warm, calm tone of voice
- Open posture (unclenched, non-threatening)
- Friendly, approachable presence
- These non-verbal cues are biological signals of safety that the student's brain can mirror.

3 PROXIMITY & POSTURE
Kneeling beside a student or using parallel regulation communicates support, not threat.



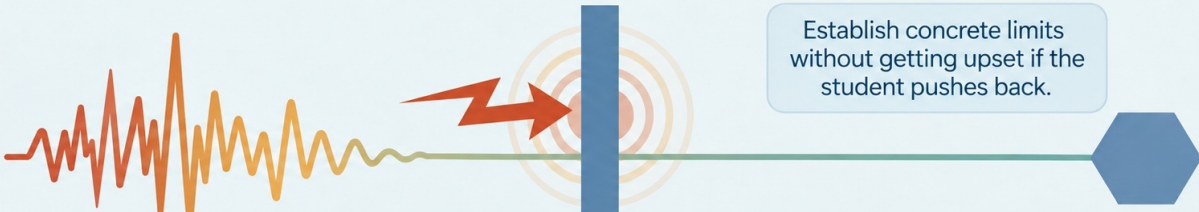
- Sit or kneel beside (not across) to reduce power imbalance.
- Parallel regulation (side-by-side) feels safer than face-to-face.
- Proximity communicates: "I'm here with you."

Mirror neurons are always watching.
Your non-verbal cues of safety help the student's brain know: "I am safe." When they feel safe, their thinking brain can come back online.

Calmer Students. Brighter Futures.

86

The Grounded Pushback Response



Establish concrete limits without getting upset if the student pushes back.

Pushback is a data point, not a personal attack.
Manage the environment through co-regulation rather than emotional reaction.

You cannot co-regulate a student if you are dysregulated.
The deliberate pause is where the strong posture is maintained.

87

Being the Thermostat

Individual Reflection Question

Your steady presence helps create a calmer tomorrow.

Calmer People. Brighter Futures.

The Thermometer



A **thermometer** reflects the room's temperature (it reacts to the student's emotional state).

When emotions rise, the thermometer rises too.

The Thermostat



A **thermostat** sets the temperature (brings a calming presence to defuse stress).

It helps bring the emotional climate back to a more regulated state.

Your Reflection:

Describe a situation where a student's emotional temperature was high, but you successfully remained the thermostat.

- 1 What happened?
- 2 How did you keep your posture intact?

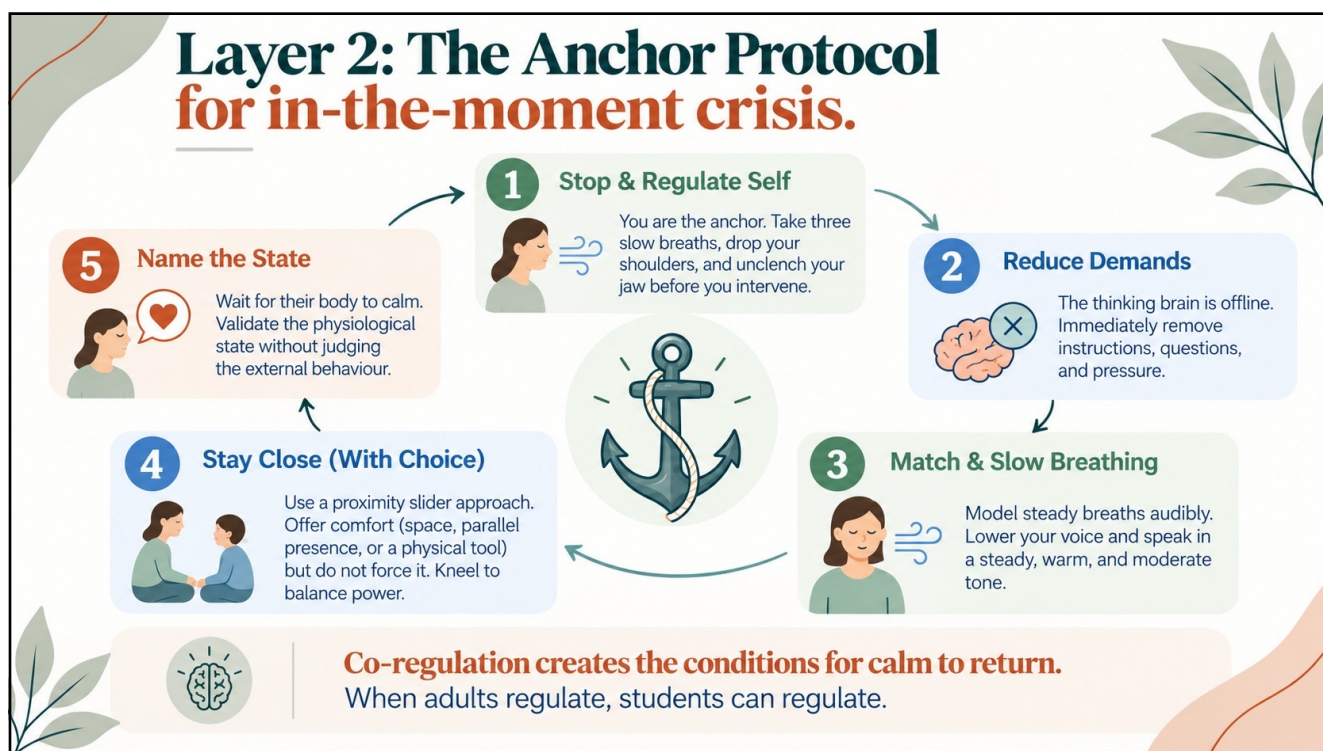
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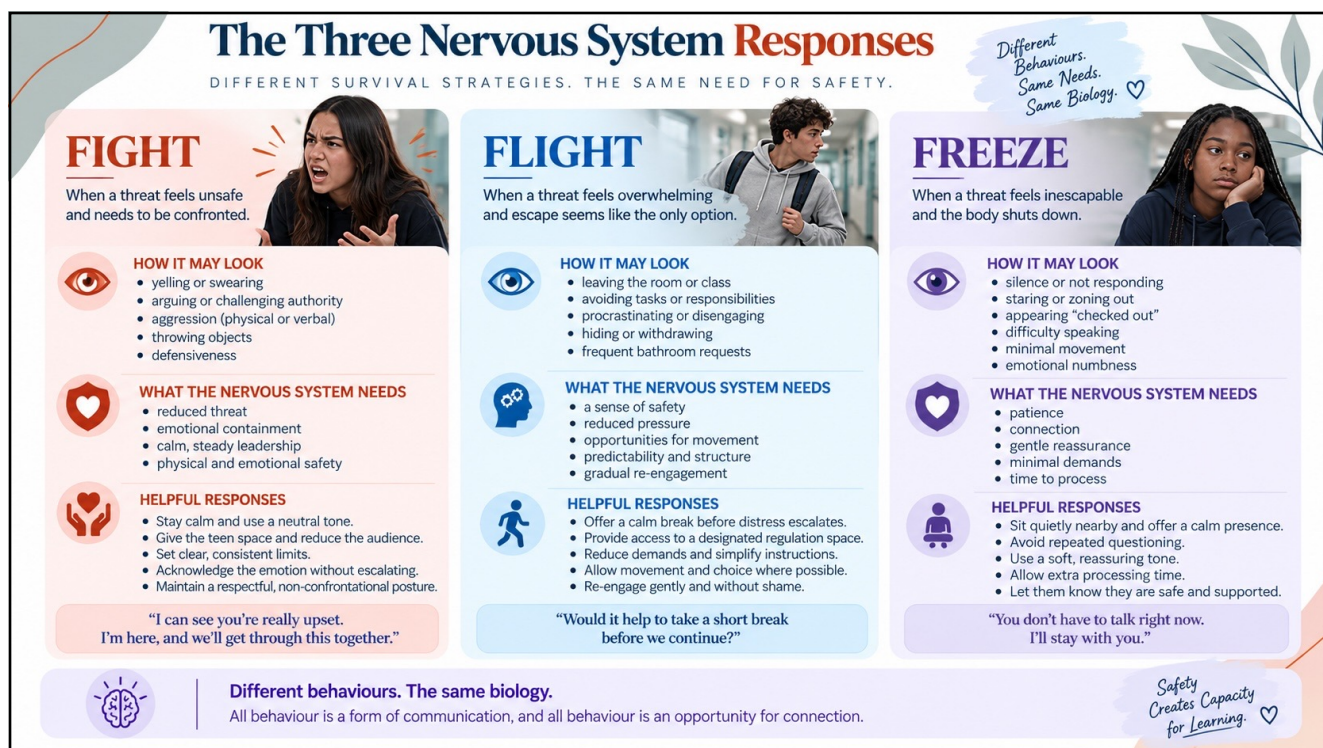
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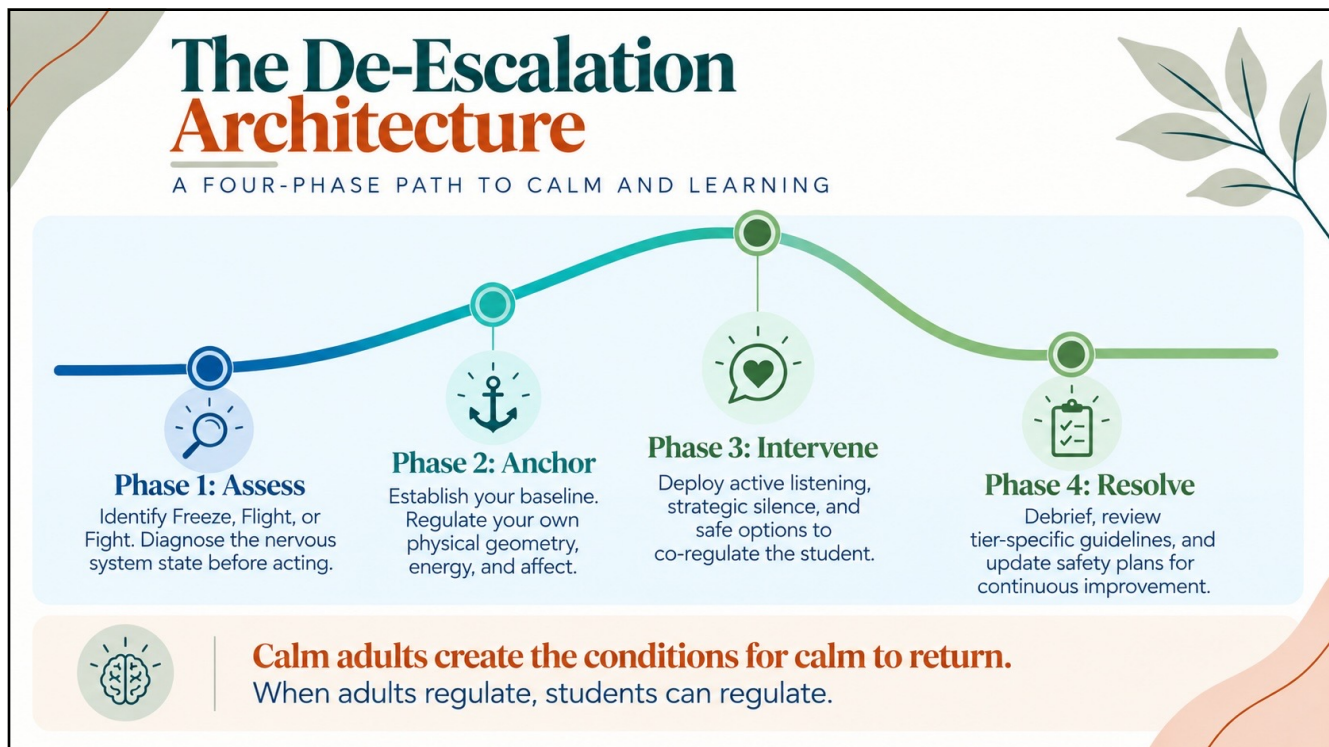
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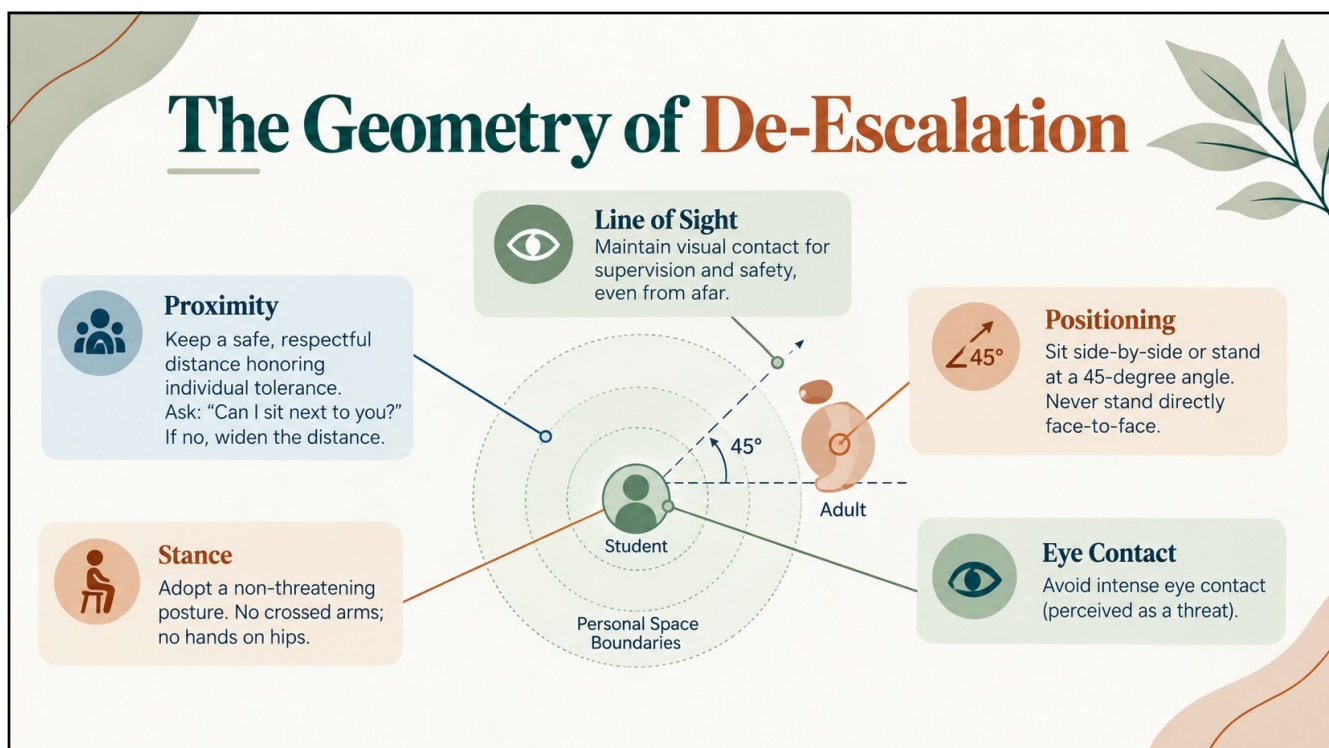
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93



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Examples of de-escalation strategies

— SMALL SHIFTS. A BIGGER IMPACT. —

1 Remove the audience.



Give privacy and reduce attention.

2 Respect personal space.



Give space.

3 Use a calm, respectful tone.



Keep it clear and calm.

4 Allow time and space.



Give time to think and regulate.

5 Validate their feelings.



Acknowledge without judgment.

6 Listen actively.



Be present and let them share.

7 Stay calm and grounded.



Regulate yourself first.

8 Get support if needed.



It's okay to bring in another adult.



Calm adults create safer, more connected learning environments.
These small shifts help de-escalate situations and support regulation for everyone.

*Same students.
Brighter tomorrows.* ♥

95

Examples of De-escalation Strategies

— SMALL SHIFTS. A BIGGER IMPACT. —

1 Avoiding getting caught in a power struggle.



2 Moving away from trying to teach a lesson or reason with the student.



3 Setting simple, concise, and realistic limits.



4 Allowing time/space for decision making (not pressuring for an immediate response).



5 Coming alongside the student's frustration, by naming and validating it.



6 Not taking it personally; being careful to not overreact.



7 Having another adult support or step in if the situation is not defusing.





Calm adults create safer, more connected learning environments.

*Calmer Conversations.
Brighter Futures.* ♥

SUPPORT TODAY.
STRONGER TOMORROWS. ♥

96

Emergency Protocol Caveat



Physical holds are strictly a control measure of absolute last resort.

Resorting to a hold is only permissible for safety purposes in a situation of eminent danger. If a hold is utilized, staff must immediately and rigorously follow the specific steps listed in the school board's protocol on control measures.



Safety first. Always.

Careful, consistent adherence to protocol protects both students and staff.

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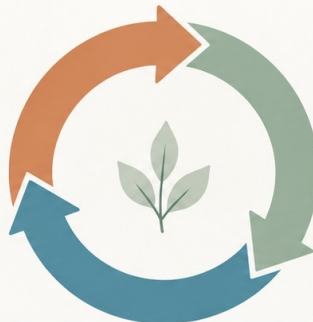
The Post-Event Protocol

REFLECT. REALIGN. MOVE FORWARD TOGETHER.



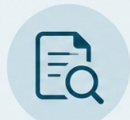
Step 3: Align

Consult the student's safety/action plan. Update notes on proper adult posture, specific practices to avoid at high stress levels, and post-debrief student practices.



Step 1: Debrief

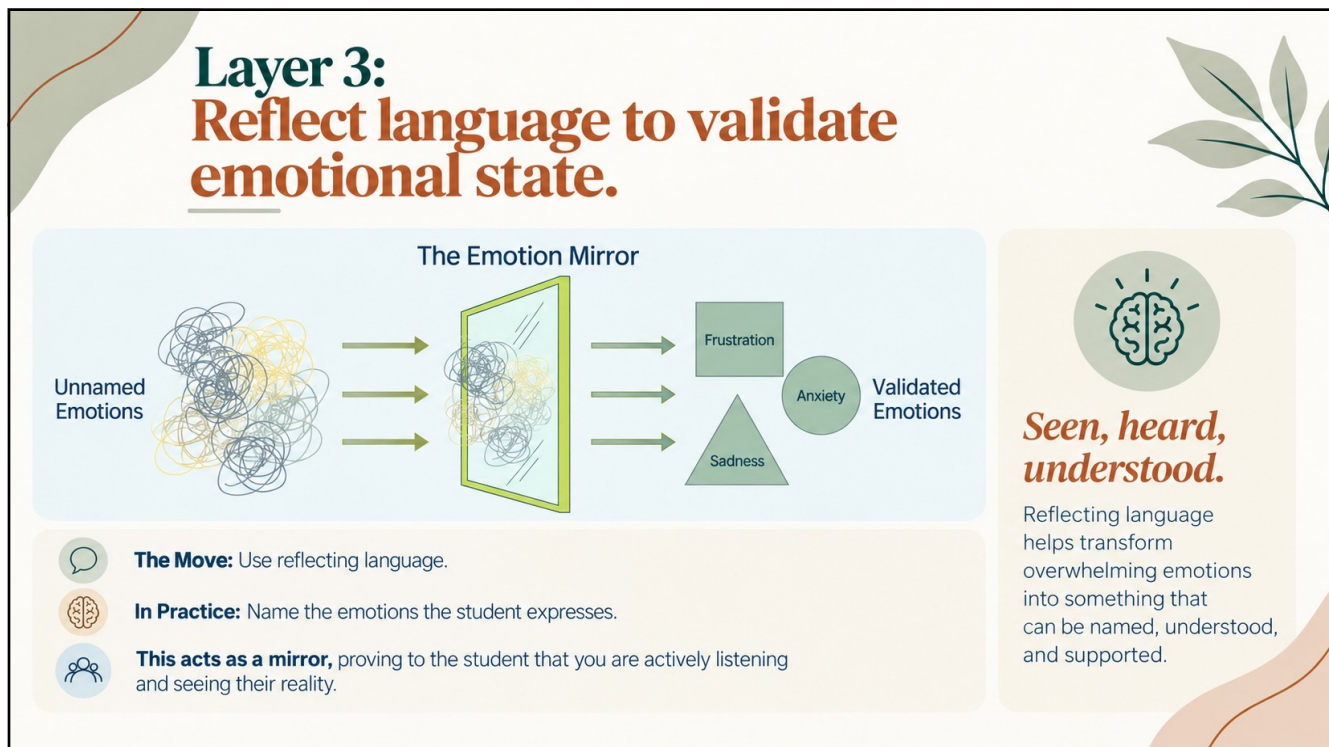
Adults involved must meet to review what happened and discuss whether actions could have been handled differently.



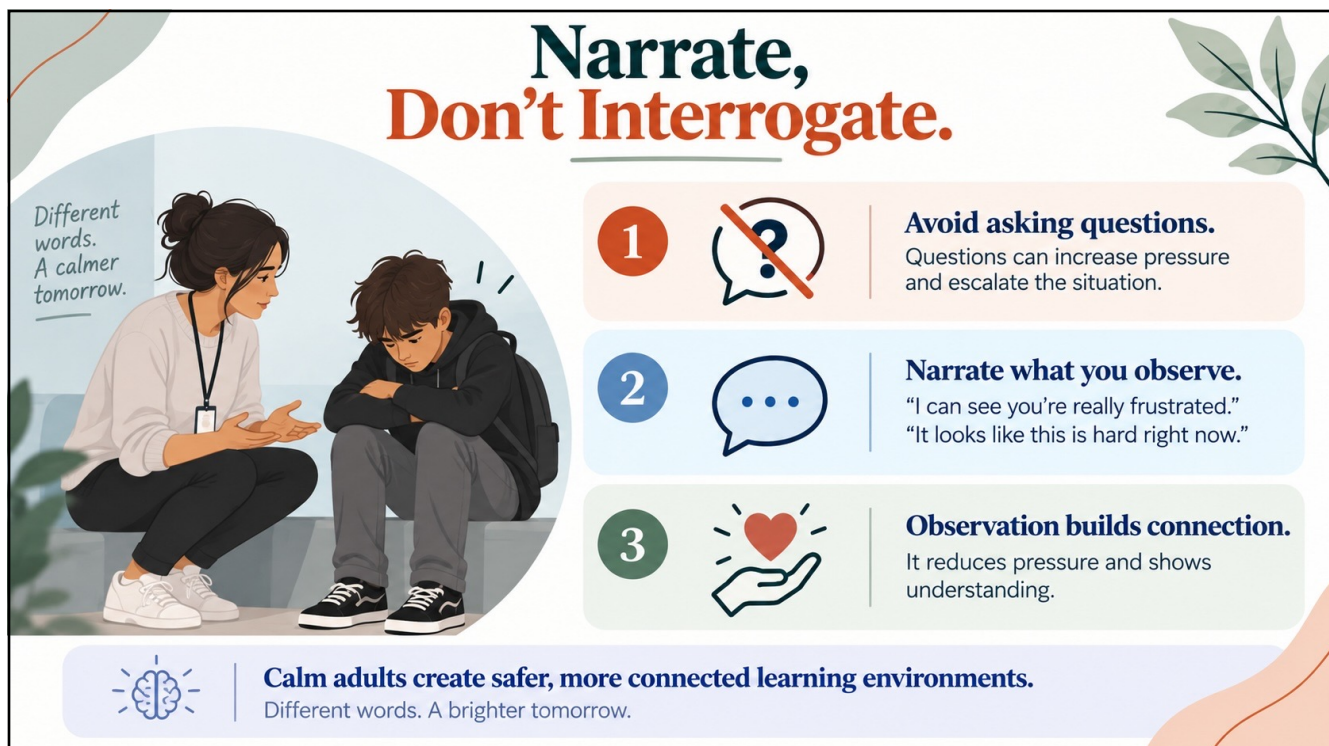
Step 2: Review

Evaluate school guidelines around preventative practices and alternate measures. Ensure practices are adapted to individual differences and specific Tier profiles.

98



99



100

Name the emotional state, not the external behavior

Speak slowly and simply. Short sentences work best. Naming the feeling helps them feel understood.



Focusing on Behavior

Stop yelling

Calm down right now

Why are you doing this?



Naming the State

You are feeling overwhelmed.

This feels too much for your body.



Feelings make sense.

When we name emotions, we help students feel seen, heard, and supported.

101

Validate the Emotion.



All feelings are welcome here.

1



Validate the Emotion.

Validation tells teens: *"Your feelings make sense."*

Examples include:

- "That was really disappointing."
- "I can understand why you're frustrated."
- "Anyone might feel overwhelmed in that situation."



Validation does not mean approving inappropriate behaviour.

It simply acknowledges the emotional experience before teaching alternative responses.

2



Help Teens Find Words.

Many teens experience emotions before they can describe them. Adults can gently help by saying:

- "It sounds like you felt left out."
- "I wonder if that felt unfair."
- "Your body looks frustrated."



Naming emotions helps organize the nervous system.

102

Separate Feelings from Behaviour.

All feelings are okay.

Not all behaviours are okay.

Same teen. Different choices. A brighter tomorrow.

Big feelings. Better choices. Brighter futures.

- 1

All emotions are acceptable.
Teens need to hear that all emotions are okay, even the difficult ones (e.g., anger, sadness, frustration).
- 2

Set clear limits on behaviour.
"It's okay to feel angry. I'll help you express that feeling. It isn't okay though to hurt someone when you're angry. So instead, let's..."
- 3

This distinction reduces shame while maintaining clear expectations and teaching more appropriate ways to express emotions.

103

The language we use matters.

The words we choose can either escalate distress or support connection, safety, and co-regulation.

Language shapes safety.
Calm, respectful, and curious words help the nervous system feel seen, heard, and supported.

<i>Instead of:</i>		<i>Try:</i>
"You need to calm down."	→	"I'm here with you. Let's take a breath and figure this out together."
"That's not appropriate."	→	"Let's talk about a different way to handle this."
"You're being disruptive."	→	"It seems like something's up. Do you want to talk or take a break?"

104

Offer Grounding Statements.

Simple words can make a big difference.

1

Use simple, calming statements.
During moments of distress, fewer words are often more effective.

2

These brief statements communicate safety more effectively than lengthy explanations.

105

The language we use matters

WORDS THAT SUPPORT CO-REGULATION

Moment	Co-Regulation Language
Student throws item	"You're having a hard time. Let's pause. I'm staying right here."
Student refuses to participate	"You don't have to talk right now. I'll be here when you're ready."
Student shuts down completely	"It's okay to need some quiet. I'm going to sit near you for a bit."
Student begins to escalate	"Let's take a few breaths together. We can handle this."
After a dysregulation moment	"That was a lot. I'm proud of you for getting through it. Let's talk."

Calm words create safety. Compassionate, clear, and curious language helps the nervous system feel seen, heard, and supported.

106

Firm Care



Boundary

“The answer is still no.”

“You can’t have the iPad right now.”

“That language is not okay.”

“You need to stay in the classroom.”



Regulation

“I’m going to help you through the no.”

“I know it’s hard to wait. I’m here with you until it’s time.”

“I won’t let you use that language. Let’s find a calmer way to say it.”

“I see that you don’t want to go. I’ll walk with you and help you get started.”

107

TIER 1: Universal Practices

The goal is to proactively support the nervous system before dysregulation occurs.



Calmer Students. Brighter Futures. ♥

KIND PEOPLE STRONGER SCHOOLS ♥

YOU GOT THIS ♥

BELONG
REGULATE
LEARN
GROW

SMALL SHIFTS BIG IMPACT ♥

- 1



Predictable Routines

Consistency reduces anxiety (e.g., schedules, transitions, clear expectations).
- 2



Safe Break Spaces

Non-punitive spaces (e.g., quiet corners, sensory supports) for students to rest.
- 3



Somatic Practices

Movement and breathing support regulation (e.g., stretch breaks, breathing exercises).
- 4



Check-In Tools

Non-verbal tools (e.g., feeling check-ins, zones) help students identify and name their emotions.
- 5



Co-regulation Language

Use supportive, grounding language (e.g., “Let’s take a breath together.”).



Support today. Stronger tomorrows.

When students feel safe and regulated, they can connect, learn, and thrive.

Same Students. Brighter Futures. ♥

108

TIER 2: Targeted Practices

The goal is to help students who need additional support in managing their emotions and building regulation skills beyond what is provided universally.

*Extra support today.
Greater confidence tomorrow.*

- 1

Targeted Somatic Practices

Provide extra support to practice calming strategies (e.g., breathing, movement, sensory tools) and build confidence.
- 2

Strategic Scaffolding

Use pre-taught strategies and offer 2–3 specific choices (e.g., take a break, stretch, use a quiet space) to help students manage challenging moments.
- 3

Relational Coaching

Use supportive, real-time language to model regulation (e.g., “My body is getting tight; I’m going to take two breaths.”).

Support today. Stronger tomorrows.

Targeted practices help students build the skills and confidence they need to succeed.

*Same Students.
Brighter Futures.* ♥

109

Tier 2: When a Student Becomes Emotionally Overwhelmed

The priority immediately shifts to re-establishing safety.

A calm adult can change the course of a difficult moment. ♥

Regulated
Able to cope, learn, and engage.

When stress builds...

Overwhelmed
Emotional overload often leads to changes in behaviour, attention, and participation.

Big Feelings Are Real. Support Makes a Difference. ♥

Be calm and grounded before responding.

- Regulate your own nervous system.
- Use a neutral and steady presence.
- Take a breath, pause, and respond rather than react.

Approach with authenticity, curiosity, and interest — never judgment.

- Stay present and listen.
- Focus on understanding rather than fixing.
- Validate their experience.

Use proactive supports.

- Adjust demands when needed.
- Offer choices and a sense of control.
- Incorporate preventive strategies such as routines, scheduling, respite, and smooth transitions.

Support in the moment. Stronger tomorrow.

When students feel safe, supported, and understood, they can move through challenges and continue to grow.

*Same Students.
Brighter Futures.* ♥

110

Student Preventive Action Plan

A proactive tool to support student success.

Identify needs
Understand triggers and challenges.

Plan ahead
Use proactive strategies and supports.

Promote success
Build safety, confidence, and independence.

STUDENT ACTIVE PREVENTION/SAFETY PLAN (giving priority to prevention) – **In Secondary**

Student name: _____ DOB: _____
 School/Board: _____ Grade Level: _____ Homeroom Teacher: _____

Student's needs/challenges/triggers	Specific objectives* related to the needs/challenges/triggers	Best practices/approaches** related to the objectives	Selected tools/support measures related to the practices
Plan B for a difficult time or activity		Plan B for a difficult day	

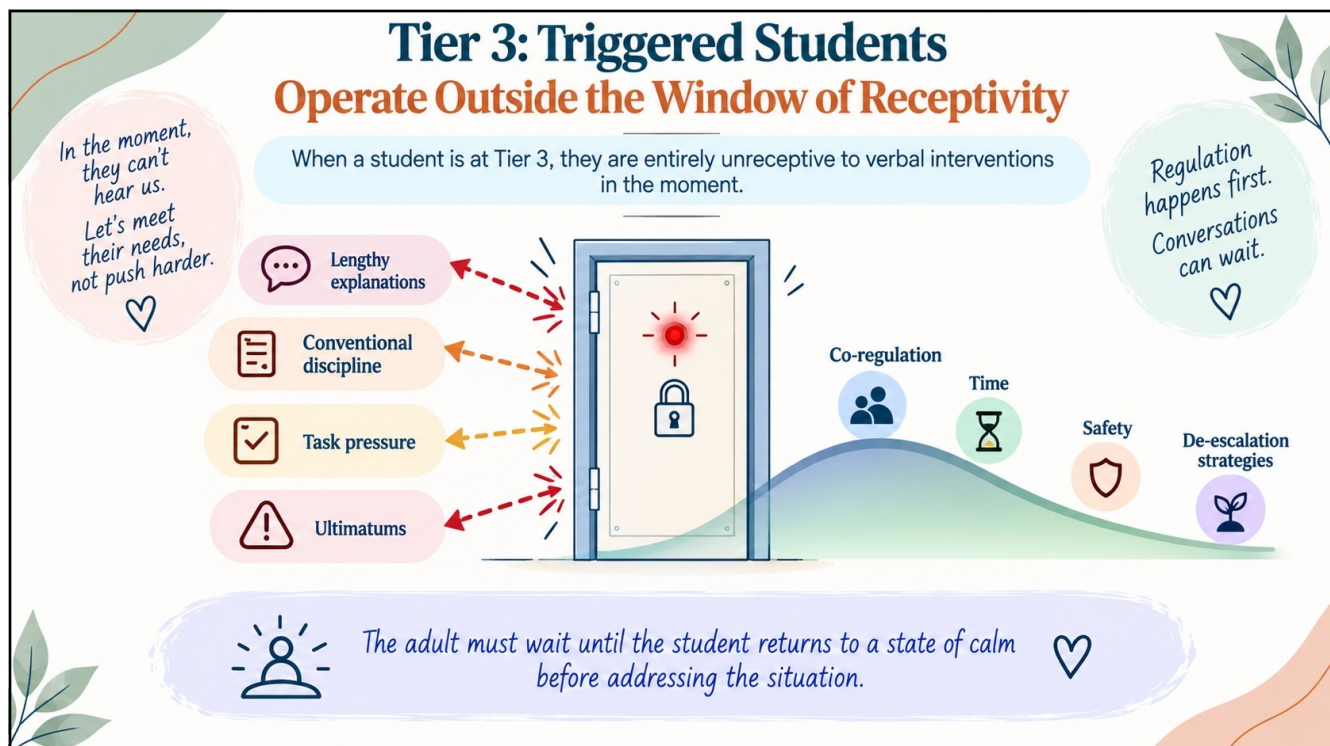
* The objectives are meant to be anchored in the adult posture and the selected support measures to scaffold/compensate for the needs and challenges
 ** The practices are meant to be preventive/proactive rather than waiting for the problem to arise to intervene. The division of adult roles and responsibilities must be clearly defined

Prevent challenges.
Build brighter days. ♥

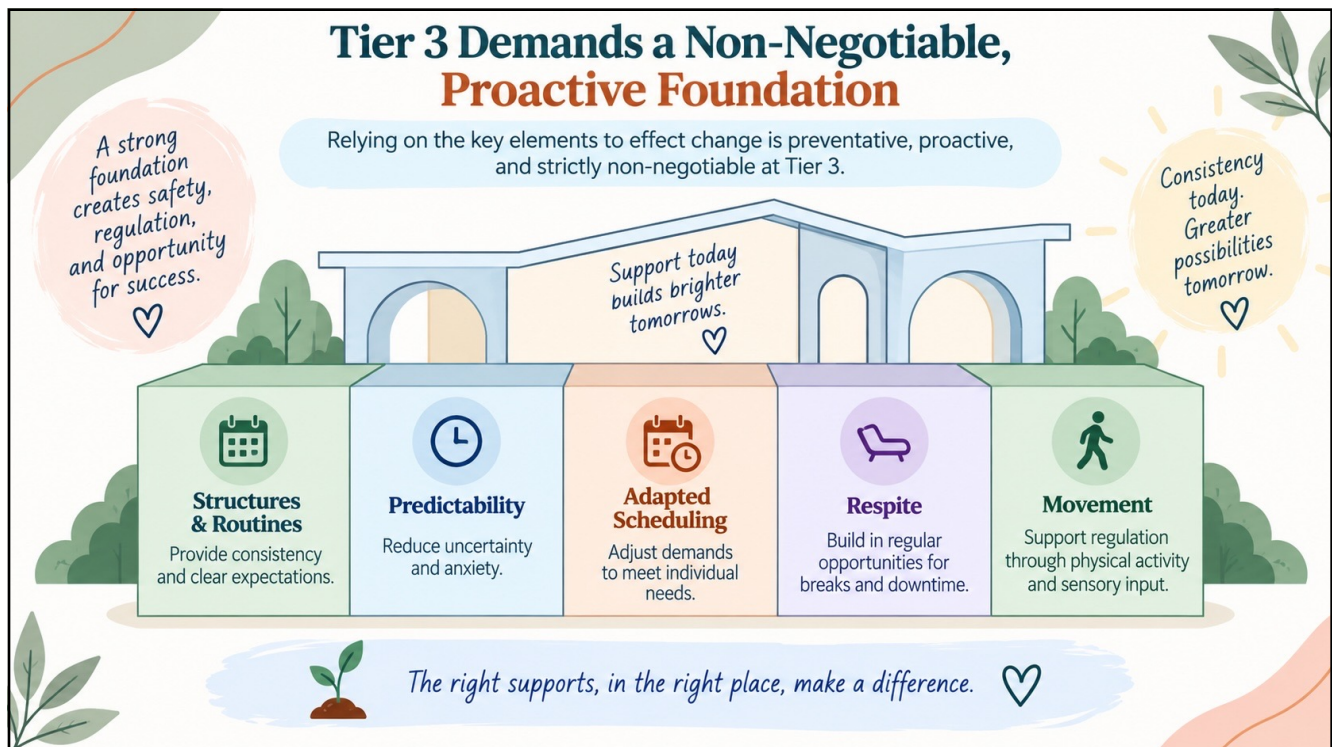
Same template.
Greater possibilities. ♥

Access the template here:
<https://www.cebmmember.ca/tier-2-targeted-practices>

111



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113



114

Student Safety Plan

A proactive tool to support safety, regulation, and success.

Plan for success
Identify early signs and triggers.

Use proactive strategies
Support regulation before challenges escalate.

Keep it collaborative
Involve the student, family, and school team.

STUDENT ACTIVE PREVENTION/SAFETY PLAN – in Secondary

Student name: _____ DOB: _____
School/Board: _____ Grade Level: _____ Homeroom Teacher: _____

Student stress level	Observable signs	Adult posture and practices <i>suggested</i>	Adult posture and practices <i>to avoid</i>
When the student is regulated, engaged, and receptive			
When the student appears to be tense, annoyed, or frustrated			
When the student's stress response or frustration level is activated and beginning to escalate			
When the student's stress response has fully escalated and is disorganized. No longer receptive towards the adult.			
Post-intervention – following an acting-out episode			

Safety today.
Brighter tomorrows. ♥

Support growth at every stage. ♥

Access the template here:
<https://www.cebmmember.ca/tier-3-individualized-practices>

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PART 5

From Co-Regulation to Eventual Self-Regulation

REPAIR, REFLECTION & BUILDING LONG-TERM CAPACITY

How do repeated experiences of co-regulation, repair and reflection build long-term capacity?

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The Self-Regulation Fallacy



Teens are born with the ability to manage frustration and control impulses.

Meltdowns are a choice or a manipulation.





The brain systems responsible for emotional regulation and impulse control are still under construction.

Dysregulation is not a choice; it is an experience of a system overload.



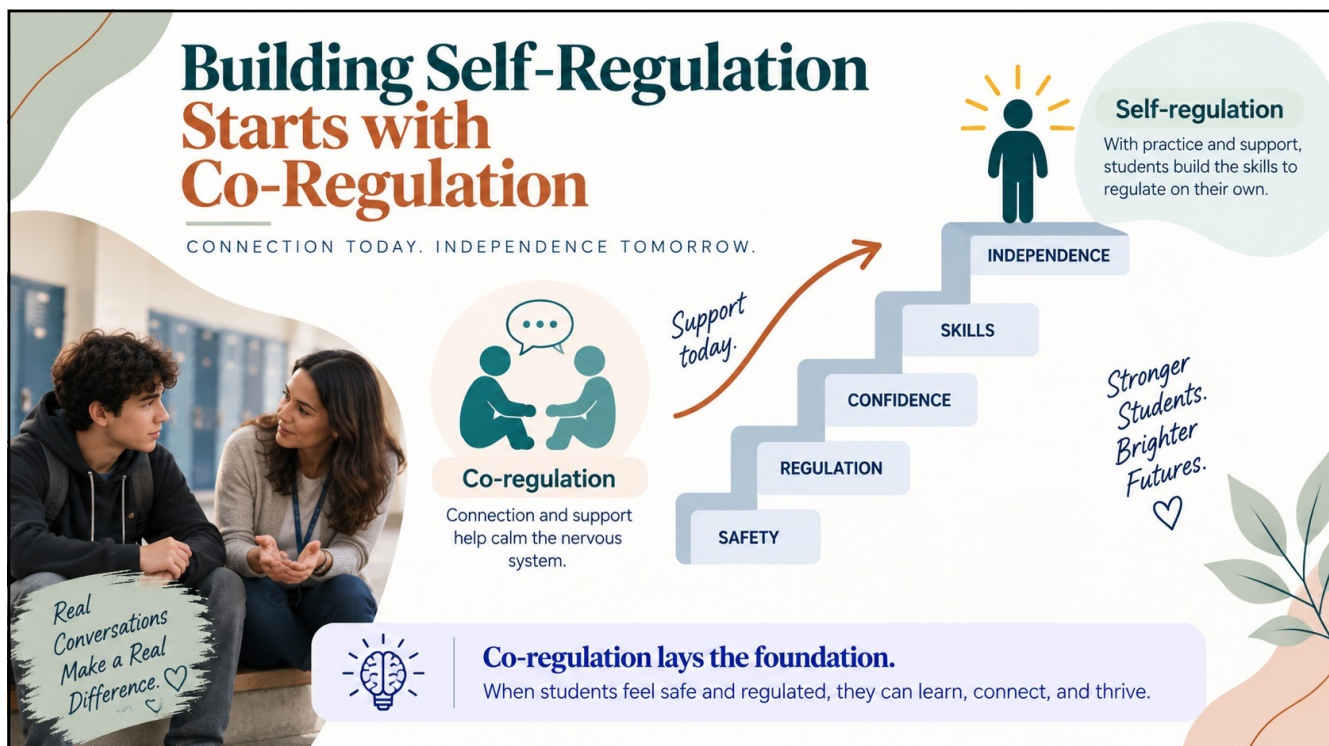


Teens are not choosing to be dysregulated;
they are experiencing dysregulation.

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Every Co-Regulation Experience Changes the Brain

Through repeated experiences of being co-regulated by a safe, attuned adult, teens begin to internalize regulatory strategies and build the actual **neural pathways** necessary to manage their own physiological and emotional states.

Each time a student experiences co-regulation, the brain is learning.

- Difficult emotions can be tolerated.**
The brain learns that big feelings are manageable and will pass.
- Adults are safe during conflict.**
The brain learns to feel safer, even when things are hard.
- Stress can decrease.**
The brain learns to shift from a heightened state to a calmer state.
- Recovery is possible.**
The brain learns flexibility and resilience.
- Mistakes do not threaten relationships.**
The brain learns that it can repair, stay connected, and keep belonging.

Strong relationships build stronger brains.
Co-regulation today creates the foundation for a more resilient, capable tomorrow.

Connection today builds stronger brains tomorrow.

Same Students. Brighter Futures.

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We're not "lowering the bar." We're "scaffolding the ladder."

Same Potential. Different Support.

YOU CAN DO HARD THINGS

SKILL BUILDING AND PRACTICE

COPING STRATEGIES AND PROBLEM-SOLVING

CO-REGULATION WITH ADULT SUPPORT

SAFETY & CONNECTION

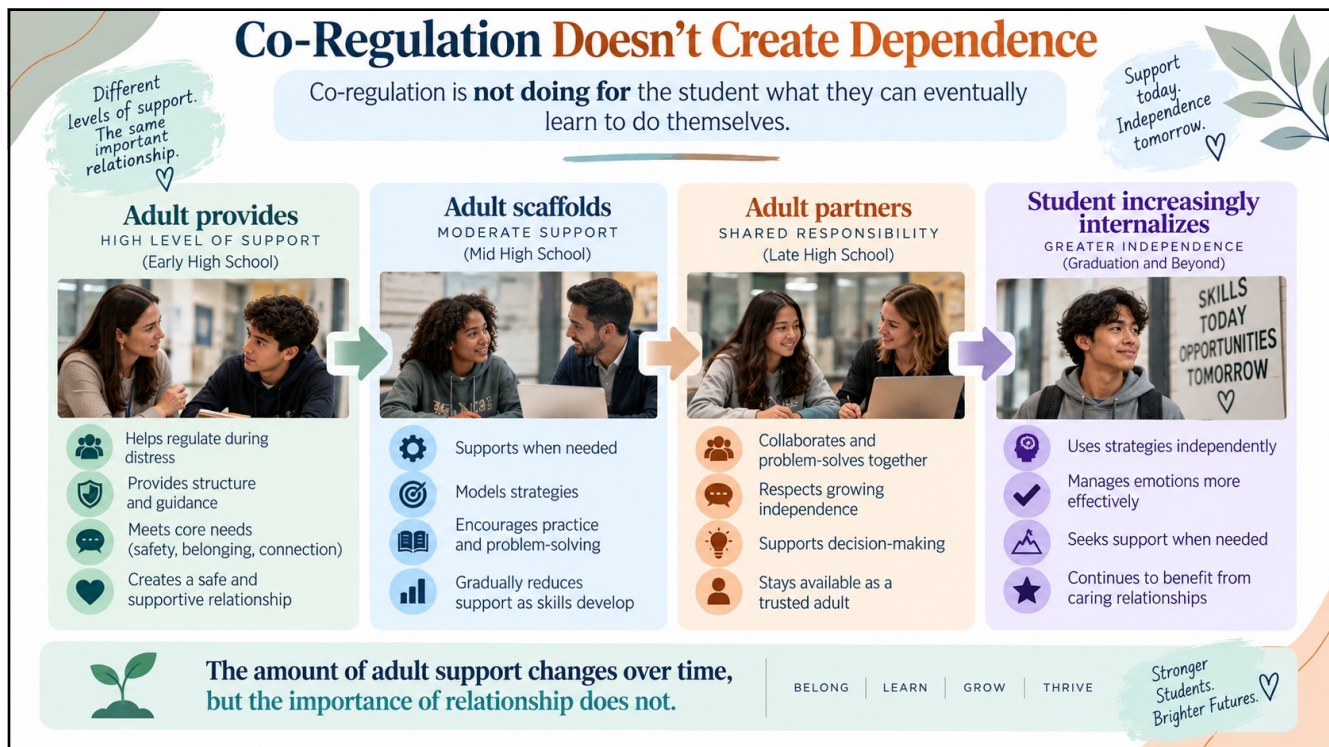
The goal: Students reach the bar on their own.

Growth through support.

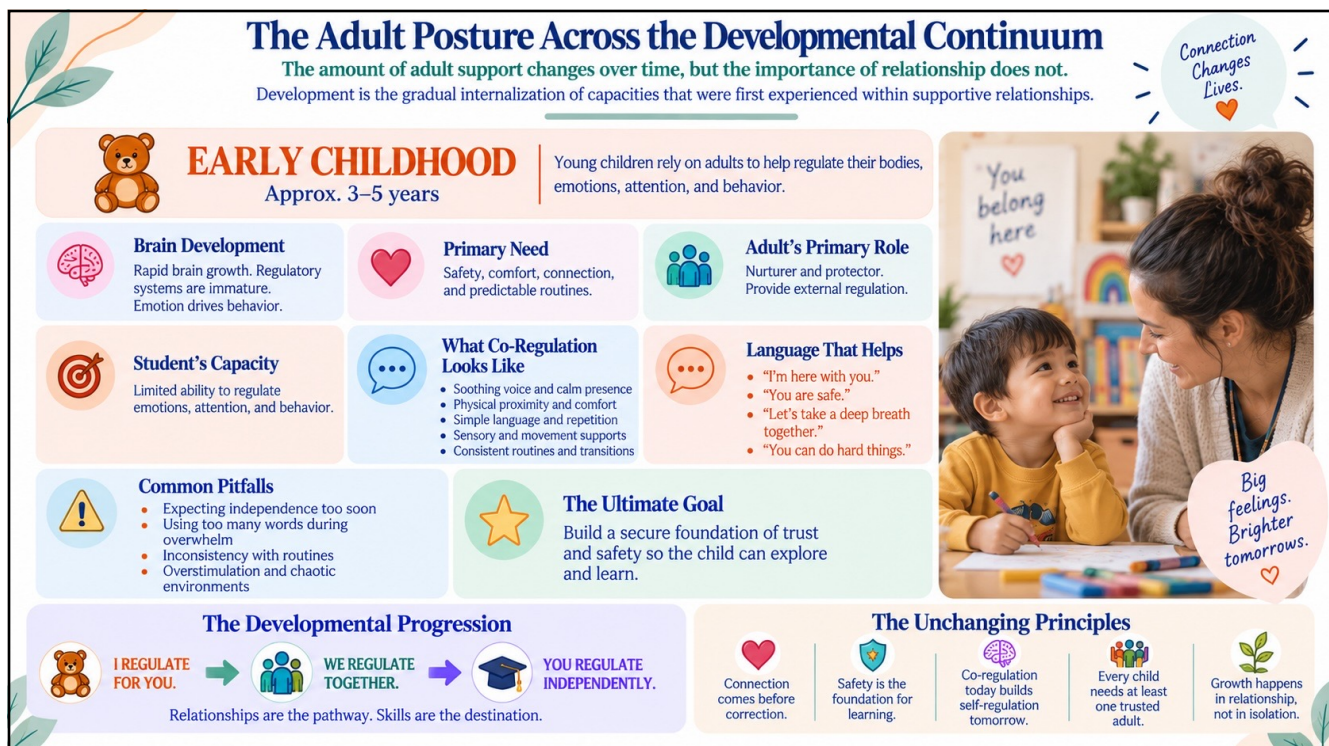
With the right support, teenagers build the skills, confidence, and resilience to reach new heights on their own.

BELONG | LEARN | THRIVE

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The Adult Posture Across the Developmental Continuum

The amount of adult support changes over time, but the importance of relationship does not.
Development is the gradual internalization of capacities that were first experienced within supportive relationships.



ELEMENTARY

Approx. 6–11 years

Children develop skills with adult guidance, practice, and support. They are learning to regulate.

Same foundation. Different stages.



Brain Development
Prefrontal cortex is developing. Skills are emerging but inconsistent.



Primary Need
Belonging, competence, and guidance.



Adult's Primary Role
Coach and teacher. Scaffold skills and problem-solve together.



Student's Capacity
Developing awareness and skills. Needs support to use tools.



What Co-Regulation Looks Like

- Emotion coaching and naming feelings
- Teaching strategies and coping tools
- Guided practice and modeling
- Visual supports and reminders
- Problem-solving conversations



Language That Helps

- "What are you feeling?"
- "What might help right now?"
- "What could you try next?"
- "Let's figure this out together."



Common Pitfalls

- Assuming skills are mastered
- Over-directing or over-correcting
- Focusing on behavior instead of skill-building
- Ignoring the need for movement



The Ultimate Goal
Develop self-regulation skills through supported practice.



Guidance today. Greater independence tomorrow.

The Developmental Progression



→



→



Relationships are the pathway. Skills are the destination.

The Unchanging Principles



Connection comes before correction.



Safety is the foundation for learning.



Co-regulation today builds self-regulation tomorrow.



Every child needs at least one trusted adult.



Growth happens in relationship, not in isolation.

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The Adult Posture Across the Developmental Continuum

The amount of adult support changes over time, but the importance of relationship does not.
Development is the gradual internalization of capacities that were first experienced within supportive relationships.



ADOLESCENCE

Approx. 12–18 years

Teens seek independence while still needing supportive relationships to navigate big emotions and challenges.

Relationships build resilient futures.



Brain Development
Brain continues maturing into mid-20s. Emotions are intense; impulse control still developing.



Primary Need
Respect, autonomy, identity, and meaningful connection.



Adult's Primary Role
Collaborator and mentor. Partner while preserving dignity and autonomy.



Student's Capacity
Growing self-awareness and self-control. Needs support for complex situations.



What Co-Regulation Looks Like

- Active listening and validation
- Collaborative problem-solving
- Choices and shared decision-making
- Respectful boundaries and natural consequences
- Restorative conversations



Language That Helps

- "What do you think happened?"
- "How can I support you?"
- "What are your options?"
- "I trust you to make good choices."

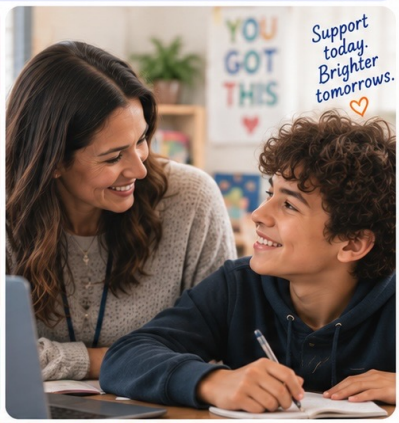


Common Pitfalls

- Power struggles and ultimatums
- Public correction and shaming
- Discounting emotions as "drama"
- Confusing independence with isolation



The Ultimate Goal
Foster resilient, self-aware, autonomous young people who can self-regulate.



Support today. Brighter tomorrows.

The Developmental Progression



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Relationships are the pathway. Skills are the destination.

The Unchanging Principles



Connection comes before correction.



Safety is the foundation for learning.



Co-regulation today builds self-regulation tomorrow.

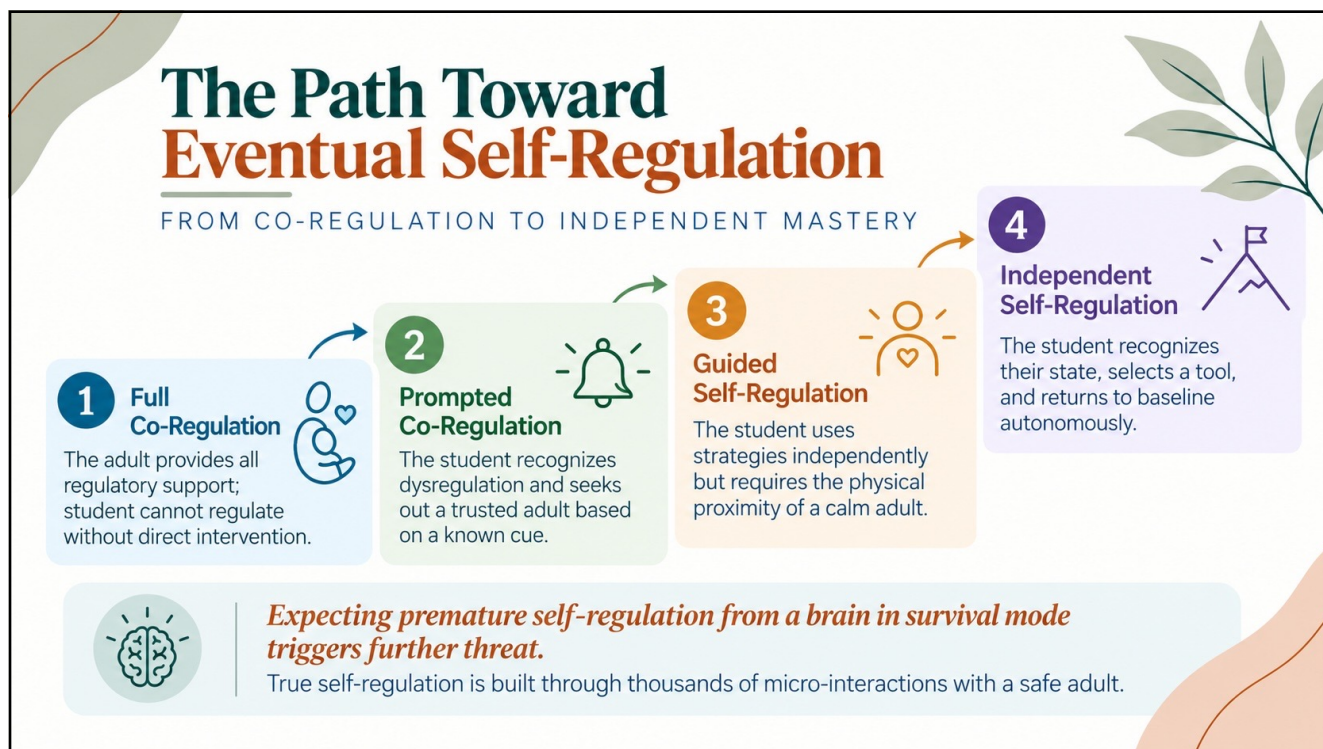


Every child needs at least one trusted adult.



Growth happens in relationship, not in isolation.

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Building Resilience Through Supportive Relationships.



*Challenges are a part of the journey.
Support makes the difference.*

- 1**  **Resilience is often misunderstood.**
It is not just the ability to cope independently with challenges. In reality, resilience develops through supportive relationships that help students navigate adversity and recover from setbacks.
- 2**  **Students become resilient when they repeatedly experience adults who communicate:**

 - “I believe in you.”
 - “You can get through this.”
 - “I will support you while you figure it out.”
- 3**  **Resilience is not built by removing every obstacle.**
It is built when students encounter challenges while experiencing the support needed to navigate them.

 **Supportive relationships help students approach challenges with confidence rather than fear.**

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Modeling repair builds trust more effectively than never getting it wrong.

You can repair. Relationships can grow.  *Real conversations. Stronger connections.* 

The Rupture

MOMENTS OF DISCONNECTION HAPPEN



Everyone has tough days.

Ruptures are inevitable. When an adult loses their cool or a student has a melt down, the connection can be strained.

It's not about being perfect — it's about being reachable.

“

Scripting the repair:

“I’m sorry I raised my voice. You didn’t do anything wrong. I got frustrated, and that’s not your fault. We’ll figure it out together.”

”



The Repair

RECONNECTION CREATES OPPORTUNITY



Repair builds stronger relationships.

Repair is co-regulation applied to relationships. Wait for regulation, revisit without blame, and focus on understanding and moving forward.

Repair teaches that relationships can survive hard moments — and grow stronger because of them.



Connection builds capacity.

Every repair is a chance to model trust, resilience, and what to do when things are hard.



SAME PEOPLE.
REAL CONVERSATIONS.
BRIGHTER TOMORROWS.

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Being a regulating presence doesn't mean being perfect

Regulation doesn't mean we are always calm. It means:



Being self-aware enough to pause, reset, and repair.



Showing up with intention.



Modeling how to stay connected even when the connection has been strained.

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Restorative Practices and Co-Regulation

CONNECTION TODAY BUILDS TOMORROW

People can repair. Relationships can grow. ♥

Same students. Brighter tomorrows. ♥

A critical component of restorative practices and co-regulation is the **repair conversation**, which occurs only after the student has returned to a regulated state.

"I'm still here, and we'll figure it out together."

REPAIR BUILDS TRUST. TRUST BUILDS BELONGING. BELONGING BUILDS LEARNING.



1. Reestablishing safety and connection

Focus on drawing the student back in rather than pushing them away through exclusionary discipline.

"I'm still here, and we'll figure it out together."



2. Revisiting the incident without blame

Move away from "Who started it?" or "What rule was broken?" to "What happened?"



3. Building metacognitive awareness

Help the student identify their own physiological patterns, emotions, and triggers to plan for future regulation.



4. Differentiating from punishment

While a consequence may eventually be necessary, the restorative process is distinct; its goal is building capacity and understanding, not issuing a penalty.



Restorative Prompts

- What happened?
- Who was affected?
- What do you need to make it right?
- How can we move forward together?

Real conversations. Real change. ♥

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The First Law of Emotional Math

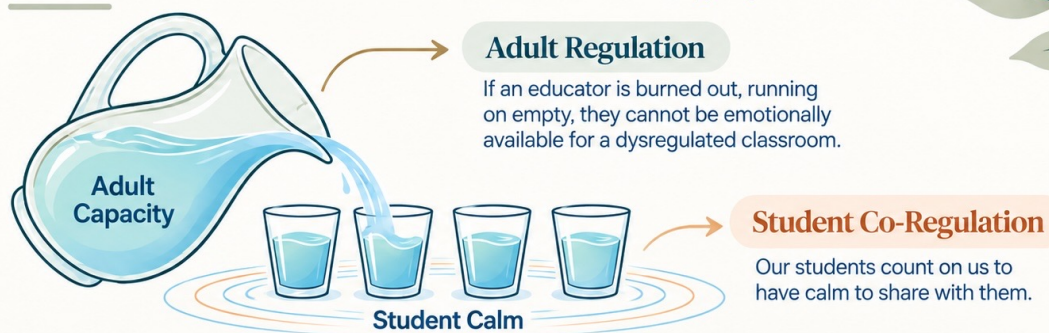


**You cannot regulate
a student's nervous system
using a dysregulated one
of your own.**

Before you attempt to manage their behavior,
you must first secure your baseline.
Be the anchor, not the storm.

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Systemic Support: We Cannot Pour From an Empty Vessel



What fuels the adult's vessel?

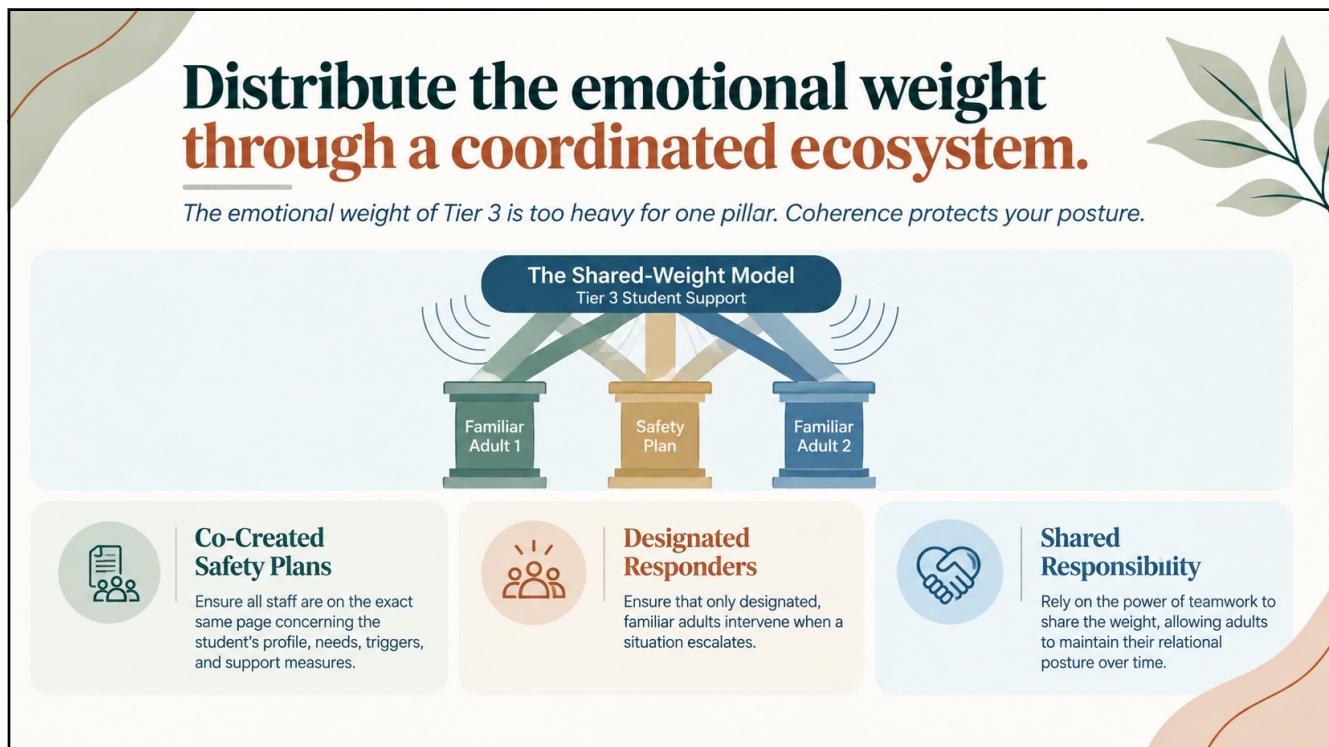

Protected time
for planning


Compassionate
leadership communication


Permission to
"Tag Out"


Spaces where
staff feel seen

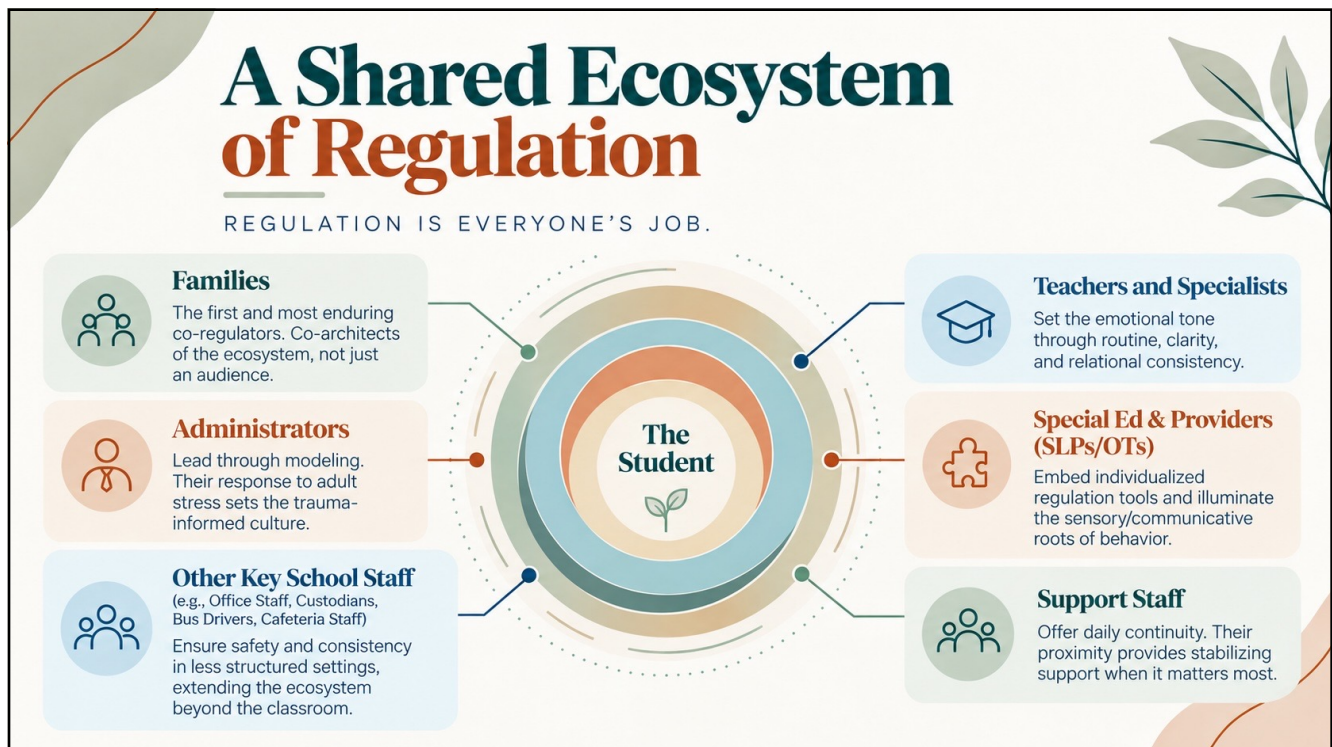
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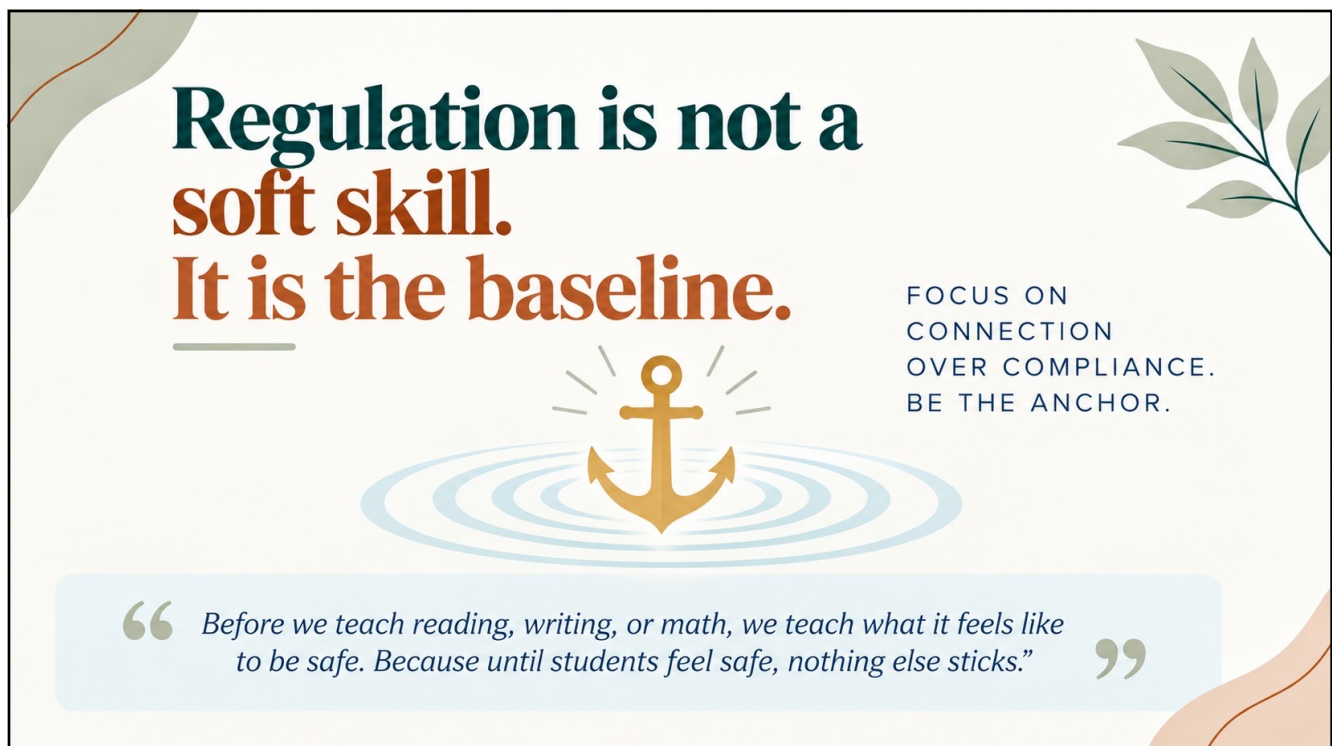
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**Centre of Excellence
for Behaviour Management**

www.cebm.ca

Practical resources for real challenges.

Supporting Quebec's English school boards.

THE CENTRE OF EXCELLENCE FOR BEHAVIOUR MANAGEMENT (CEBM)
As a support to the 10 English School Boards of Quebec, the CEBM aims to help boards and their staff to find effective and developmentally friendly interventions for working with students who experience significant behavioural challenges in the school setting.

Also visit the CEBM Resource Center
<https://www.cebmmember.ca/>

The image shows a laptop displaying the CEBM website. The website has a header with the CEBM logo and navigation links: ABOUT US, PROJECTS, ARTICLES, RESOURCES, and CONTACT. Below the header, there is a section titled 'THE CENTRE OF EXCELLENCE FOR BEHAVIOUR MANAGEMENT (CEBM)' with a brief description of its mission. To the left of the laptop, a callout bubble with a lightbulb icon says 'Practical resources for real challenges.' To the right, a callout bubble with a group of people icon says 'Supporting Quebec's English school boards.' At the bottom, a banner encourages visitors to also visit the CEBM Resource Center with the URL <https://www.cebmmember.ca/>.

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