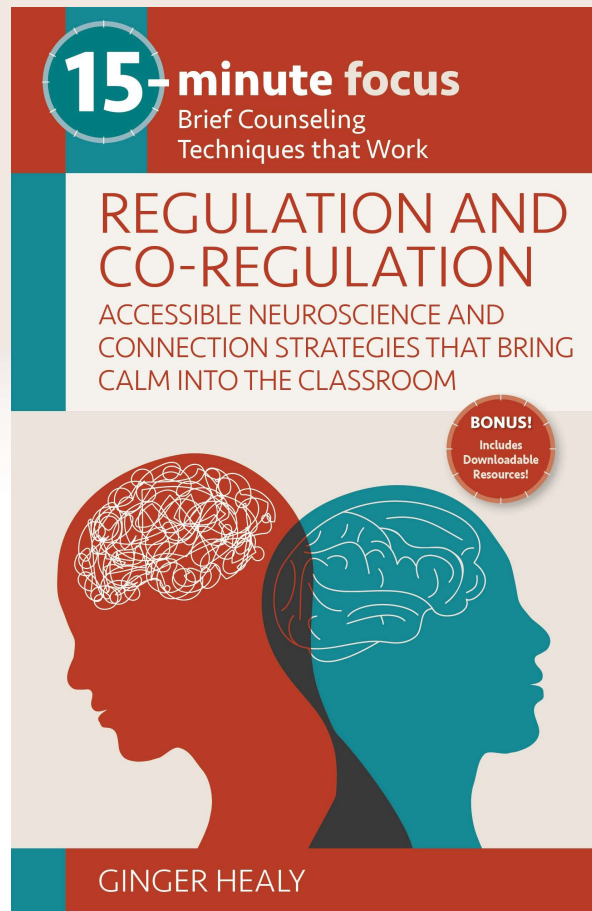


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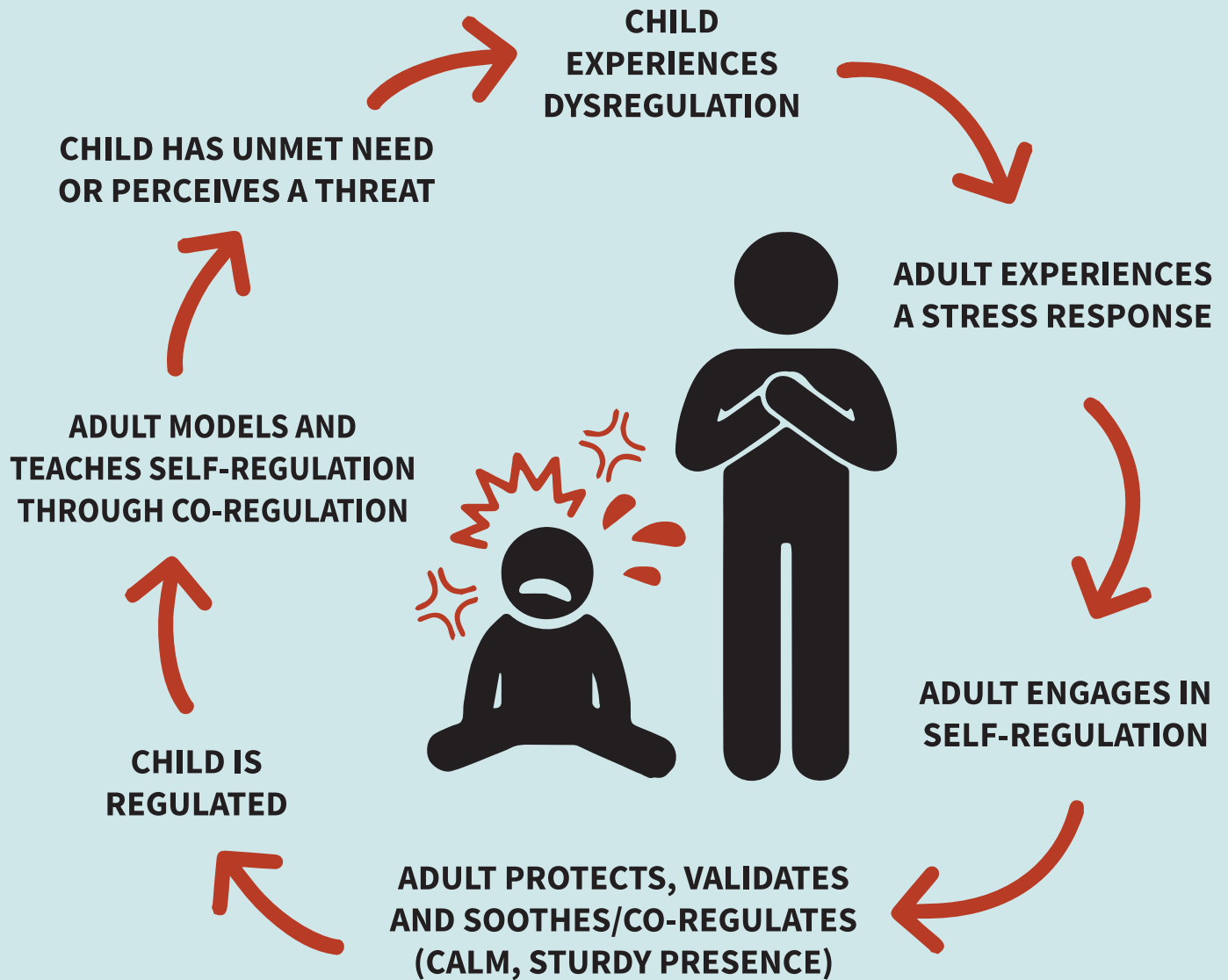


15-Minute Focus
Regulation and Co-Regulation:
Accessible Neuroscience and Connection Strategies
that Bring Calm into the Classroom
Written by: Ginger Healy
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The Regulation Cycle



Adapted from <https://instituteofchildpsychology.com>

WHAT CO-REGULATION IS:	WHAT CO-REGULATION ISN'T:
Compassion During Struggle	Demands for Compliance
Relational Regulation	Behavior Focused
Modeling Emotional Management	Self- Implementation
Borrowing of Another's Calm	Grit
Compromise	Our Agenda
A Balance of Structure and Nurture	Imbalance of Structure and Nurture
Connecting with Curiosity	Assumption of Incompetence
Soft Tone of Voice	Sarcasm, Condescension, Judgment
Eye Level and Side-By-Side Intervention	Sending the Child Away/Time-Out
Emotionally/Physically Safe Environment	Unpredictability, Inconsistency
Accountability	Permissive
Boundaries	Free Reign
Discipline	Punitive

Rupture & Repair

Rupture is inevitable. Repair takes work.

Repair is more than
“I’m Sorry.”

It’s also:

- Acknowledging that it happened
- Owning our role
- Naming the impact (and listening to their version)
- Talking through how it was co-created
- Planning a path forward



Source: Lindsay Braman

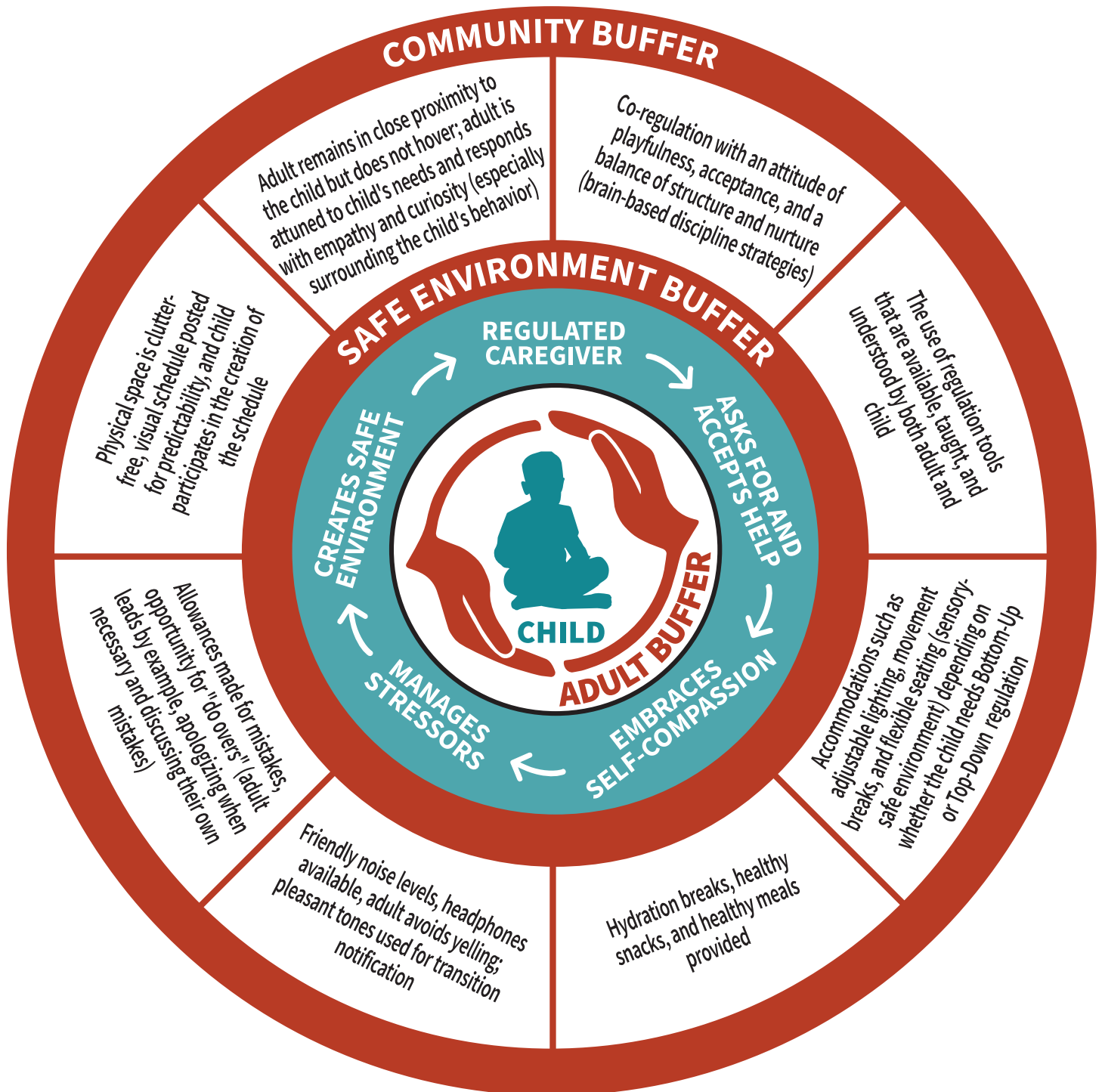
CO-ESCALATION	CO-REGULATION
Narrowed Eyes	Warm, Soft Gaze
Clenched Jaw	Relaxed Face
Tight Fists	Pause and Breathe
Standing Over	Kneeling Down
Lecturing	Fewer Words
Blaming	Avoiding Judgment
Shaming	Validating
Elevated Volume	Listening
Shallow Breathing	Deep Breathing
Quick Movements	Slowing Down

Student Resilience Cycle



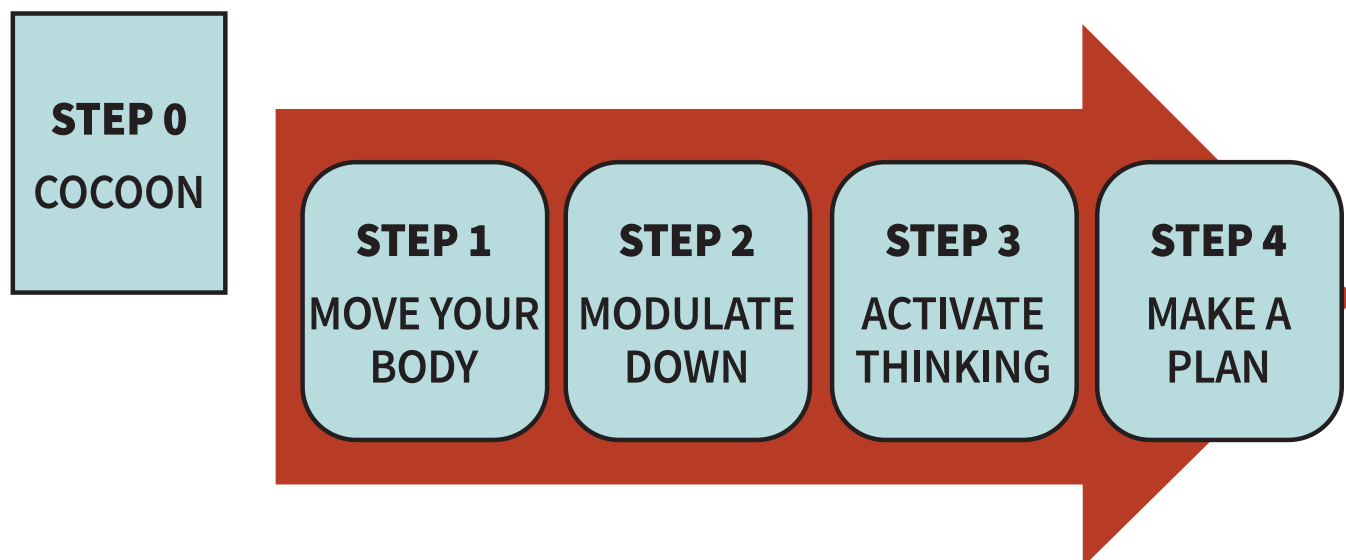
Source: Ginger Healy

Creating Physically and Emotionally Safe Environments as Buffers for Children



Source: Ginger Healy

The Re-Set Process™



The Re-Set Process adapted from Carrere et al 2020

- Establish Safety: Helping a child feel safe always comes first.
 - Keep language to a minimum
 - Provide comfort items (drink of water, weighted blanket)
 - Stay near, but don't hover
 - When the child is ready, get them moving with you. It will burn off stress chemicals, introduce feel-good hormones, and allow the child to tune in to you.
- Move for two minutes:
 - Lunges
 - Wide arm circles
 - Walking
- Transition from large to small movements (to continue burning off stress) for one minute:
 - Stretching
 - Shoulder shrugs
 - Tense and release
 - Deep breaths

- Activate their brain and get the hemispheres talking to each other for one minute:
 - Doodle
 - Make a list of their favorite things
- Discuss what happened for one minute:
 - Plan for the next time it happens in a non-shameful way
 - Laugh about mistakes everyone made

This whole process only takes a few minutes!

As parents/caregivers and educators, if our goal is compliance or obedience, we are communicating a need for control, power over, and relief from the felt chaos in our own nervous systems. If we desire connection when encountering a rough behavior, we can offer time, space, and a felt presence that invites the nervous system inside to rest while we figure it out.