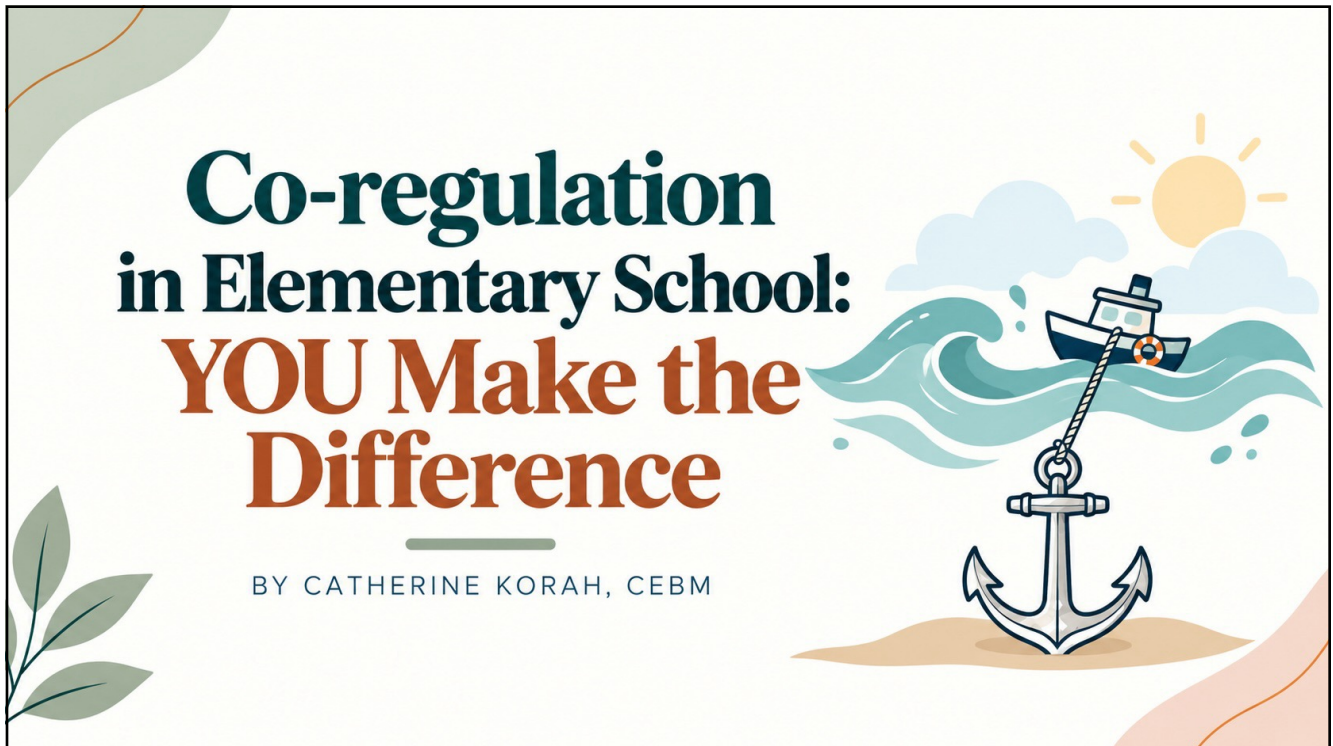
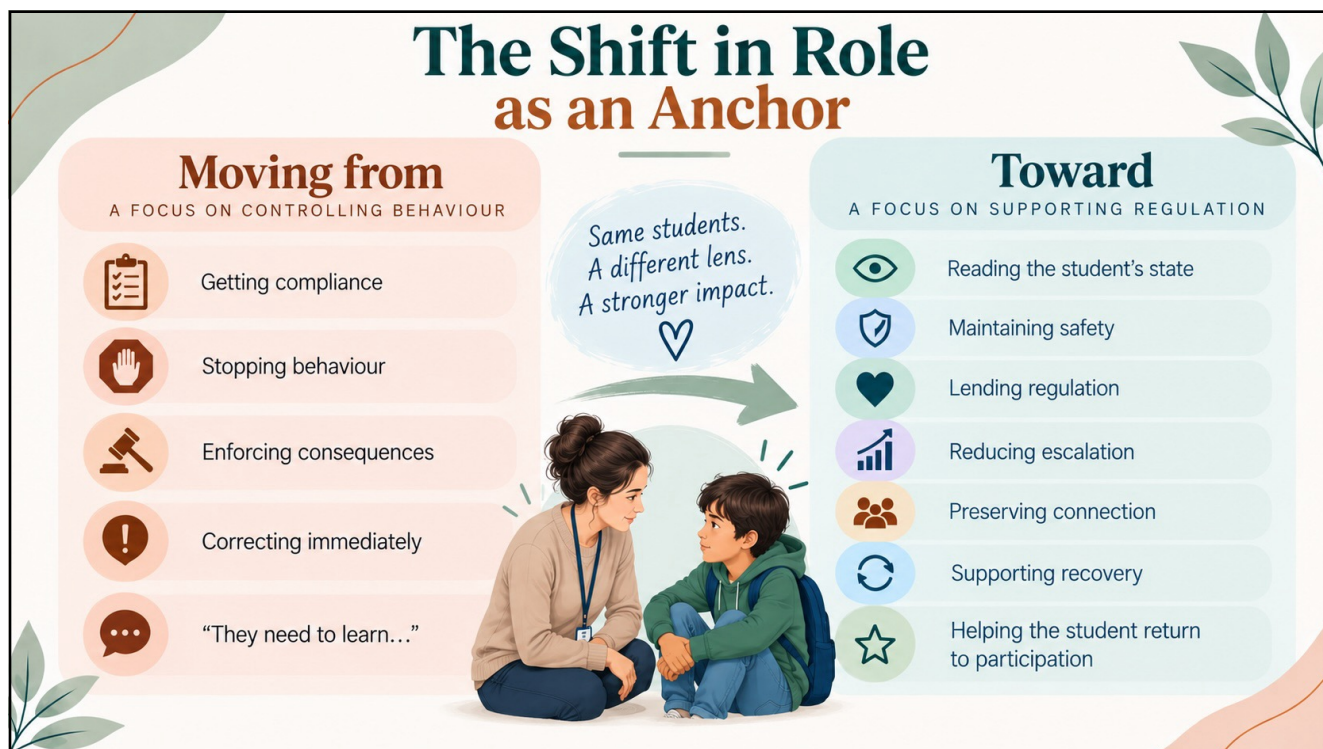




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4

Table of Contents

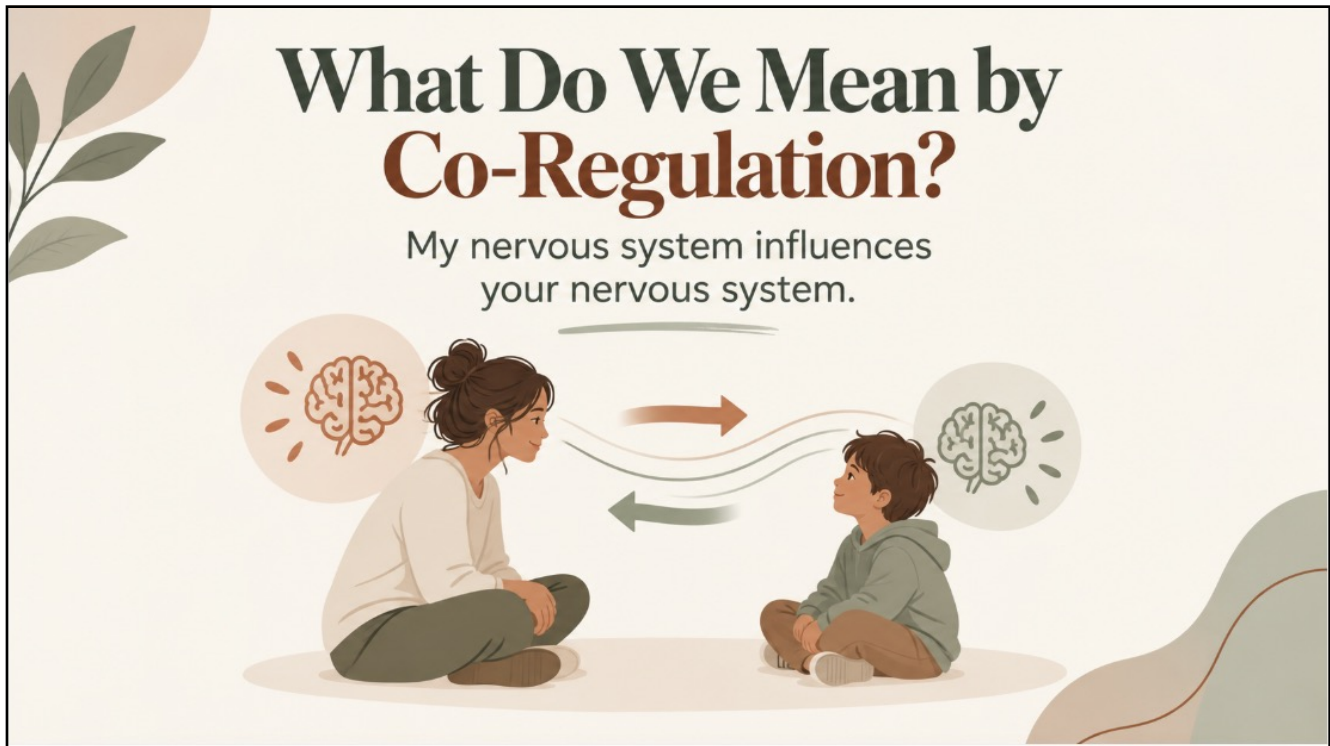
A JOURNEY FROM UNDERSTANDING TO ACTION

 1. UNDERSTANDING CO-REGULATION FROM SELF-REGULATION TO CO-REGULATION	 2. UNDERSTANDING WHAT LIES BENEATH BEHAVIOUR THE BRAIN, NERVOUS SYSTEM & BEHAVIOUR	 3. THE ADULT AS THE REGULATION ANCHOR ADULT POSTURE, PRESENCE & RELATIONAL SAFETY	 4. CO-REGULATION IN PRACTICE ENVIRONMENT, RESPONSE, LANGUAGE & DE-ESCALATION	 5. FROM CO-REGULATION TO SELF-REGULATION 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 (child, 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.

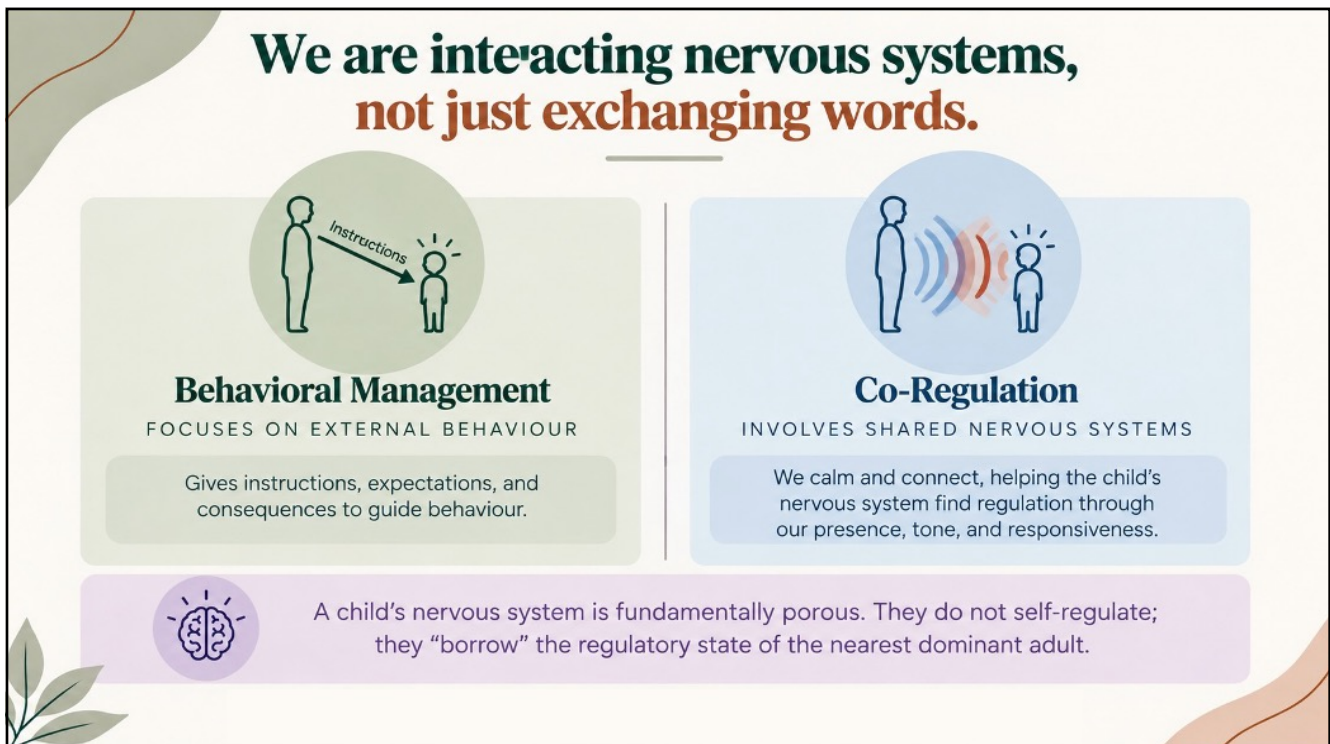
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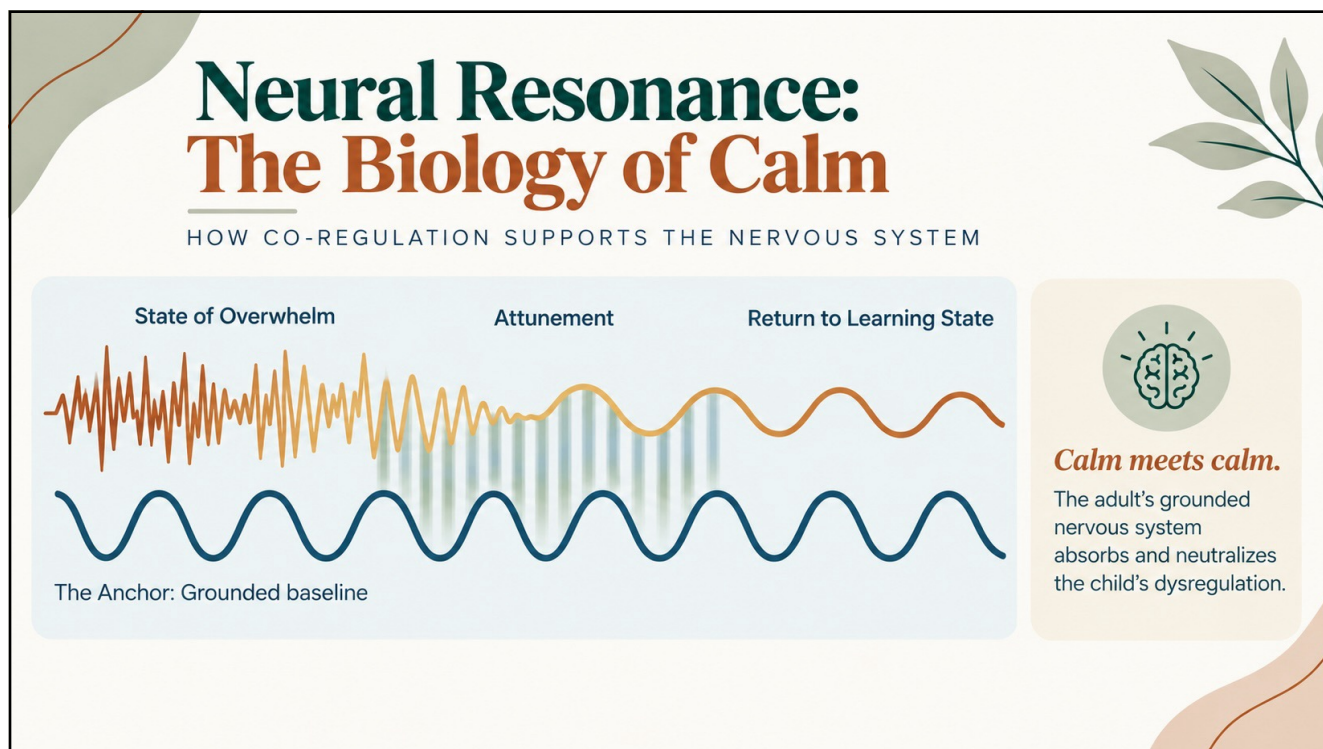
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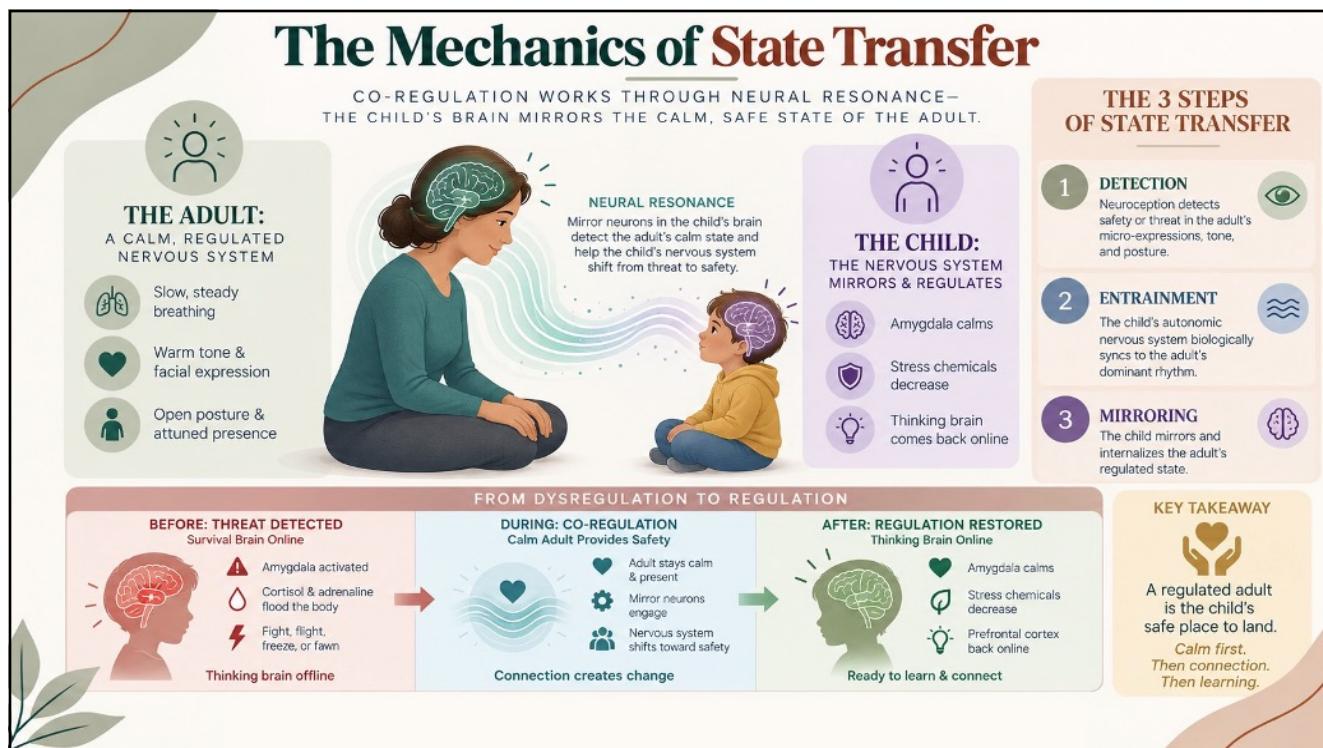
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9



10

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



Together, calmer futures are possible.

- 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.

11

The Role of Co-regulation

A SUPPORTIVE PROCESS FOR GROWTH, CONNECTION, AND RESILIENCE



WHAT IS CO-REGULATION?

Co-regulation is a supportive process where one person helps another manage their emotions, behavior, and physical responses through warm, 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.

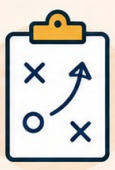
- 1** Helps calm the nervous system during times of stress.
- 2** Provides a model for healthy emotional and behavioral responses.
- 3** Builds a sense of safety, connection, and belonging.
- 4** Supports the gradual development of independent self-regulation.

12

The Adult is the Intervention.



Connection today,
brighter tomorrows.

- 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.**

14



The goal of co-regulation is **NOT** to stop your child'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



The Expectation

PERFECT EMOTIONAL
CONTAINMENT.



The Reality

WHAT HAPPENS WHEN EMOTIONS
ARE SUPPRESSED?



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

For example:

"I can see that you're angry
because it's time to stop playing.
It's okay to be angry.
I won't let you hit."



The adult accepts the emotion
while maintaining the boundary.



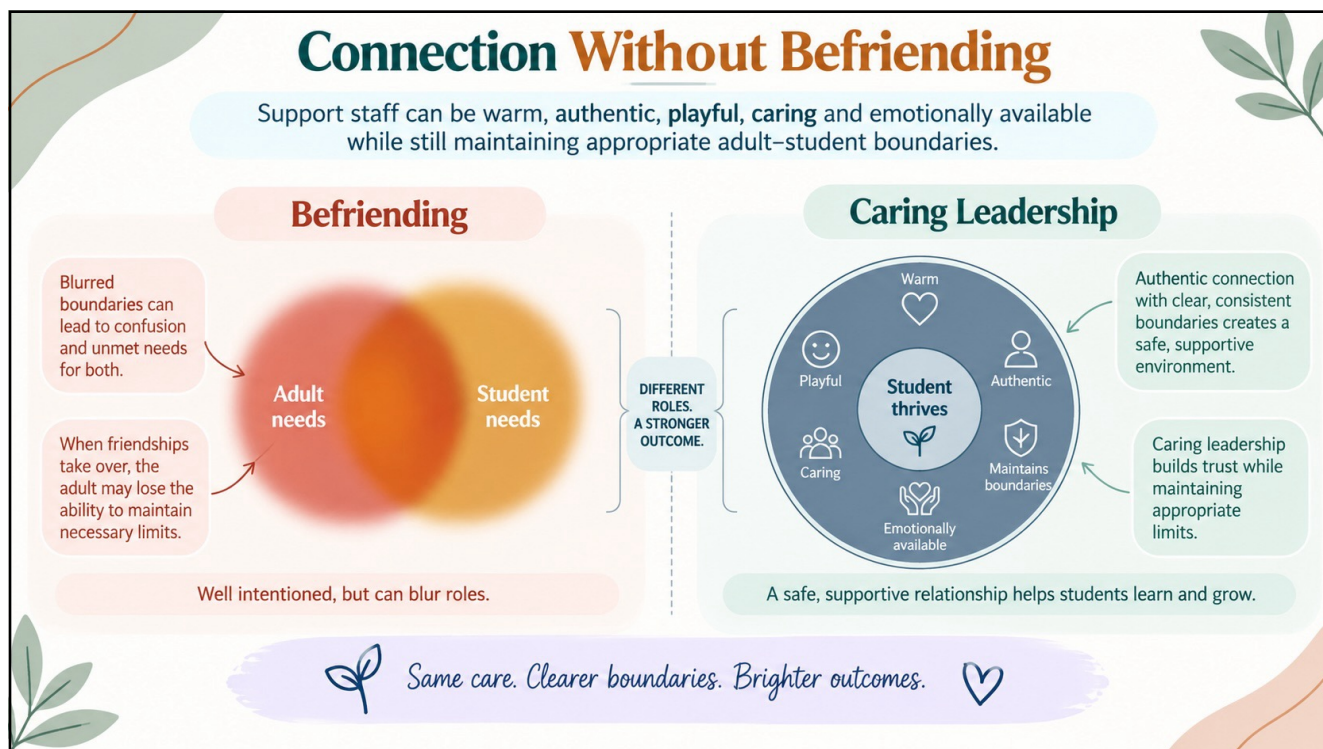
Children need both:

- Acceptance of their feelings
- Guidance around their actions



This balance helps children learn that
all emotions are acceptable, even
when some behaviours are not.

17



18



19

Traditional Classroom Management vs. Co-Regulation

TWO DIFFERENT PATHWAYS. TWO DIFFERENT OUTCOMES.

Traditional Classroom Management		Co-Regulation	
FOCUS ON CONTROL & COMPLIANCE		FOCUS ON CONNECTION & CAPACITY	
Philosophy	Behaviour control and external compliance	Philosophy	Relational safety and development of internal regulation
View of behaviour	Something to correct or manage	View of behaviour	A form of communication and information
Adult's role	Rule enforcer and behaviour manager	Adult's role	Regulation anchor and source of safety
Primary question	"What is wrong with this student?"	Primary question	"What is happening for this student?"
Response to distress	Correct, redirect, or consequence	Response to distress	Connect, regulate, then problem-solve
Understanding of stress	Students should control behaviour despite distress	Understanding of stress	Stress affects access to reasoning and self-control
Goal	Immediate behavioural change	Goal	Long-term capacity for self-regulation
Accountability	Through consequences	Accountability	Through reflection, repair, and restored connection
Typical outcome	Compliance in the moment, disconnection over time.	Typical outcome	Connection in the moment, self-regulation over time.


 Co-regulation doesn't remove expectations—it creates the conditions where students can meet them.

20



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.

21