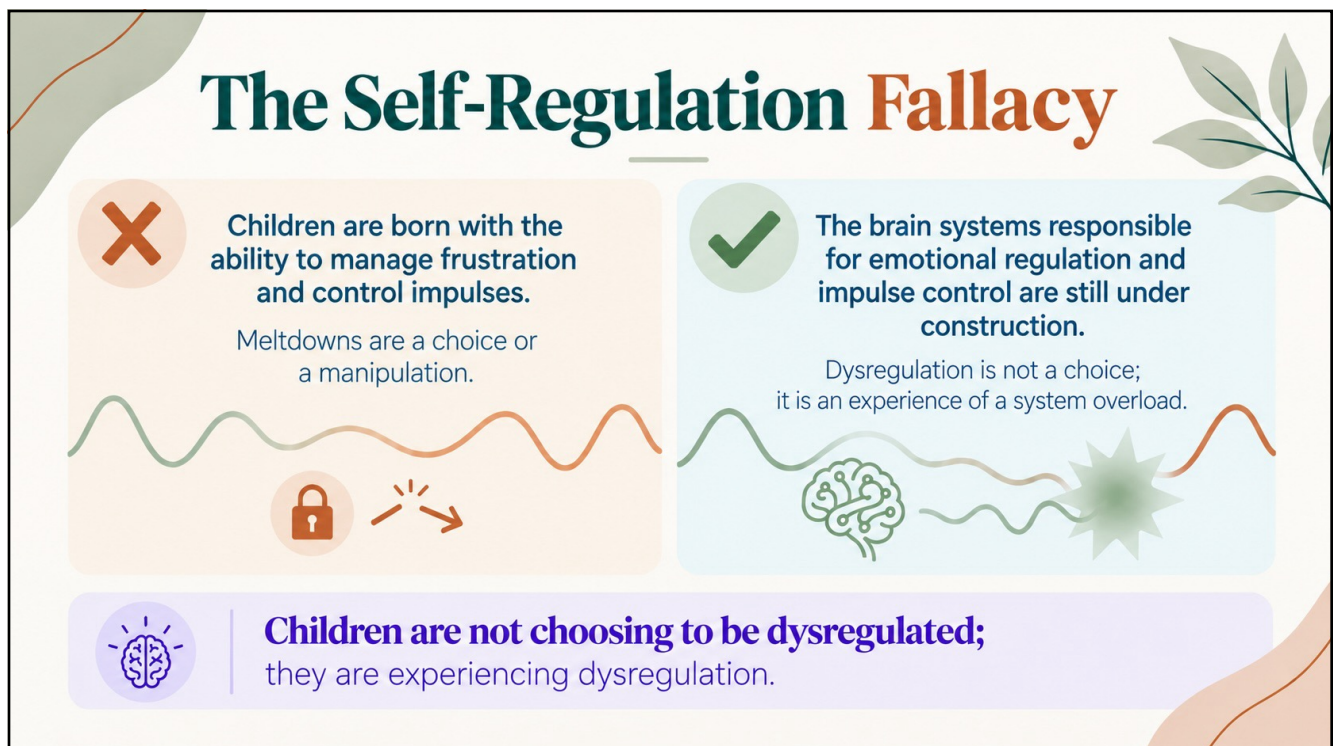




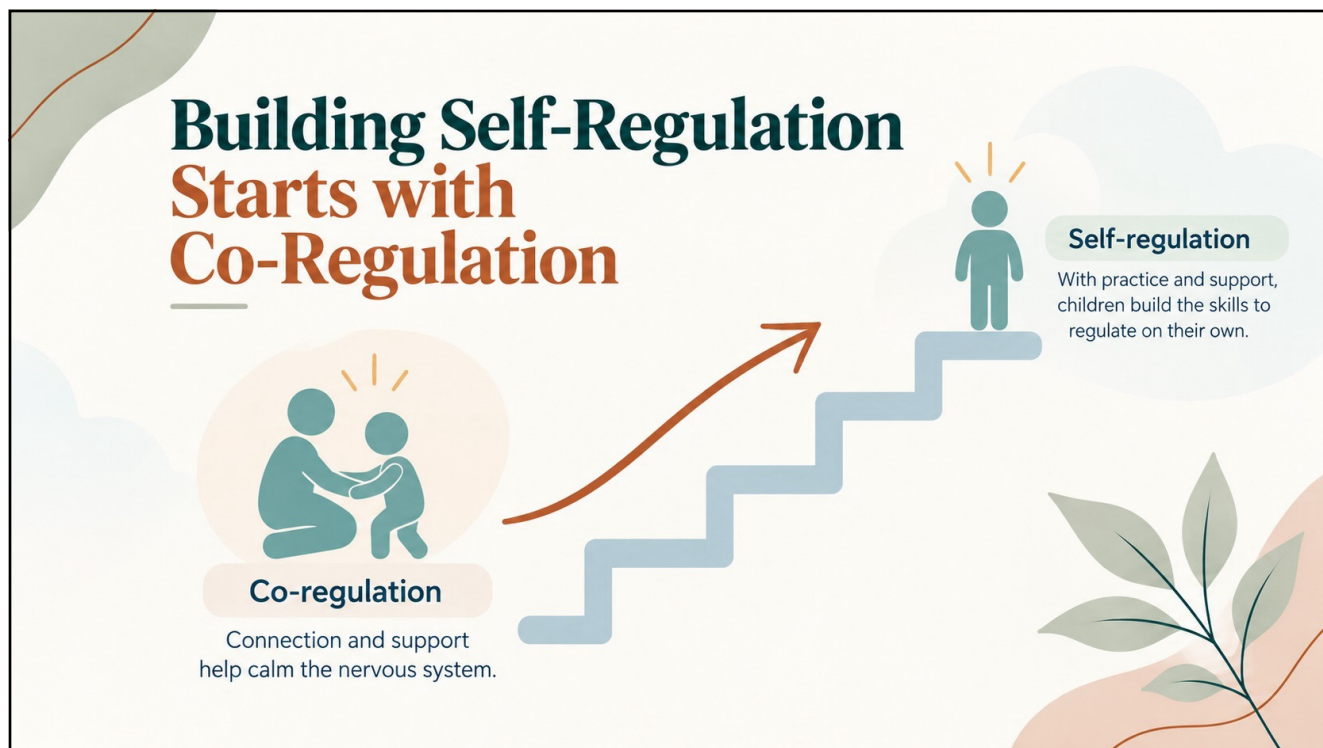
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Expecting Self-Regulation vs. Providing Co-Regulation A SHIFT FROM CONTROL TO CONNECTION	
EXPECTING SELF-REGULATION	PROVIDING CO-REGULATION
 Focusing on external elements to fix/control the problem.	 Being aware of the adult's own emotional state and stress response as a priority.
 Focusing on the student's behavior (what they've done wrong) and their intention to correct it.	 Focusing on the student's sense of safety, sensations and feelings, as well as the adult-student dynamic.
 When escalating, looking to stop the inappropriate behavior through the adult's authoritative posture and tone.	 When escalating, helping the student regulate through the adult's own soothing posture and tone.
 Upping the ante when the student is hostile to attempt to shut it down. Acting like a THERMOMETER that reacts to the rise of the student's behavior.	 Supporting the student in their dysregulation even when hostile (adapting the circumstances accordingly). Acting like a THERMOSTAT to hold a steady temperature.
 Focusing on the outcome and how to achieve it (e.g. by applying consequences).	 Meeting the student's needs through the application of specific support measures and emotion regulation strategies.
 Intervening when an incident occurs. No specific plan for debrief or follow up beyond the incident.	 Providing a debrief and follow up. Working proactively around the incidents by creating a preventative plan of action.
 Connection builds capacity. Regulation grows through safety, not control.	 Support today. Greater independence tomorrow. Co-regulation lays the foundation for lasting self-regulation.

3



4

Every Co-Regulation Experience Changes the Brain

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



Connection
today builds
stronger brains
tomorrow.

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



Difficult emotions can be tolerated.



Adults are safe during conflict.



Stress can decrease.



Recovery is possible.



Mistakes do not threaten relationships.

5

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

I'm here to
support you.



Skill
Building
and
Practice

Coping Strategies
and Problem-Solving

Co-Regulation
with Adult Support

Safety, Connection
and Co-Regulation

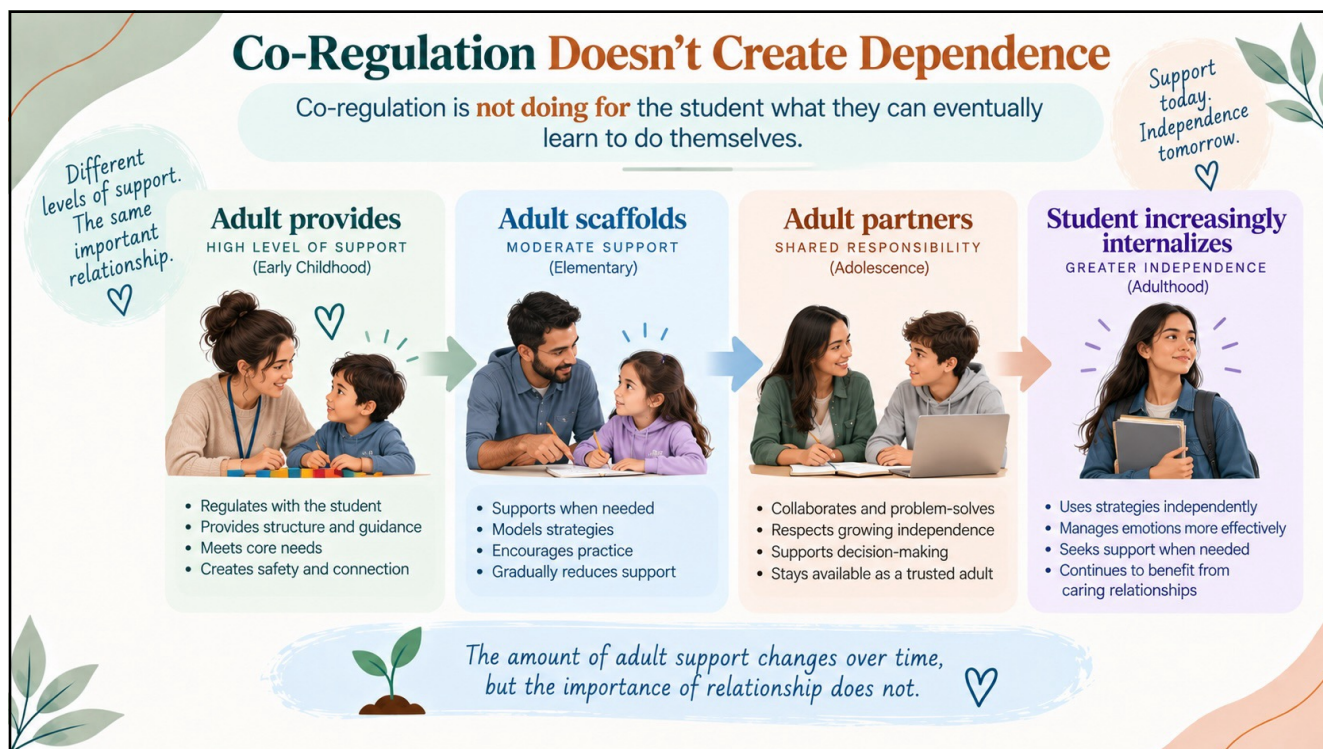
The goal:
Students reach the
bar on their own.



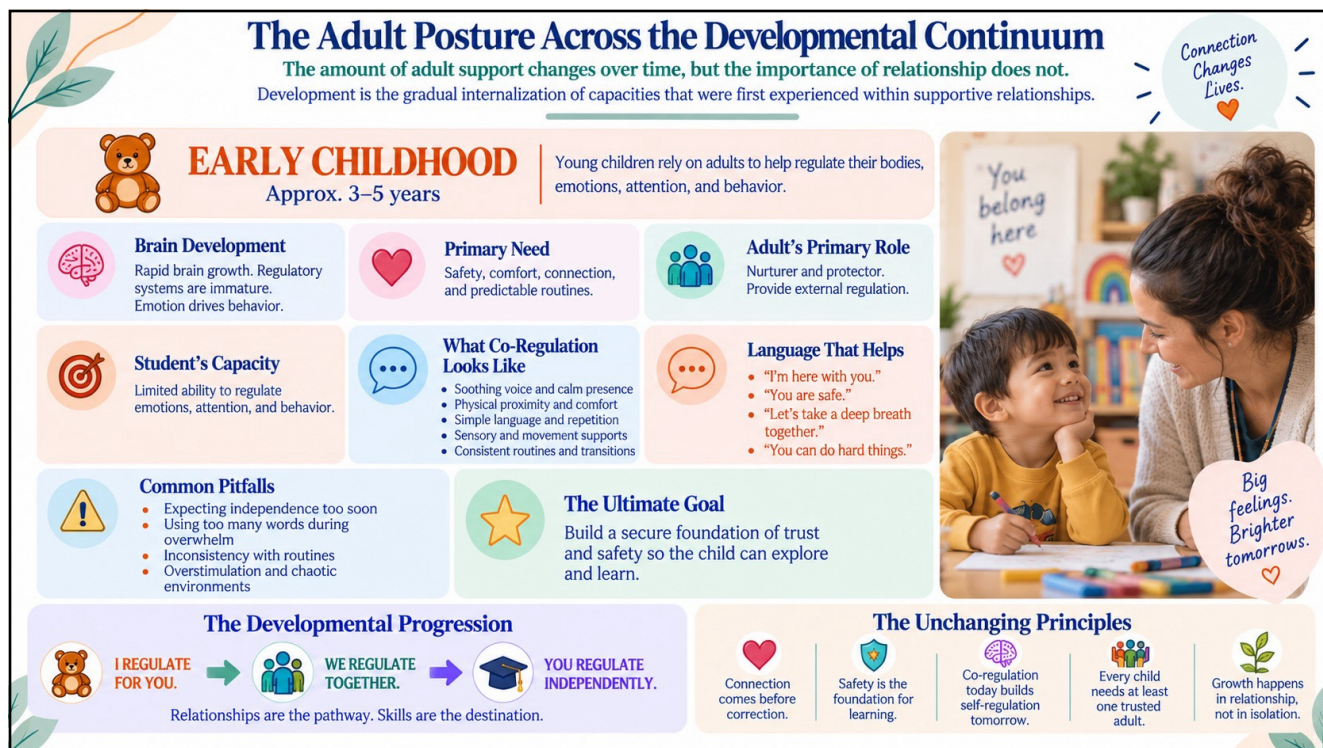
**Growth
through support.**

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

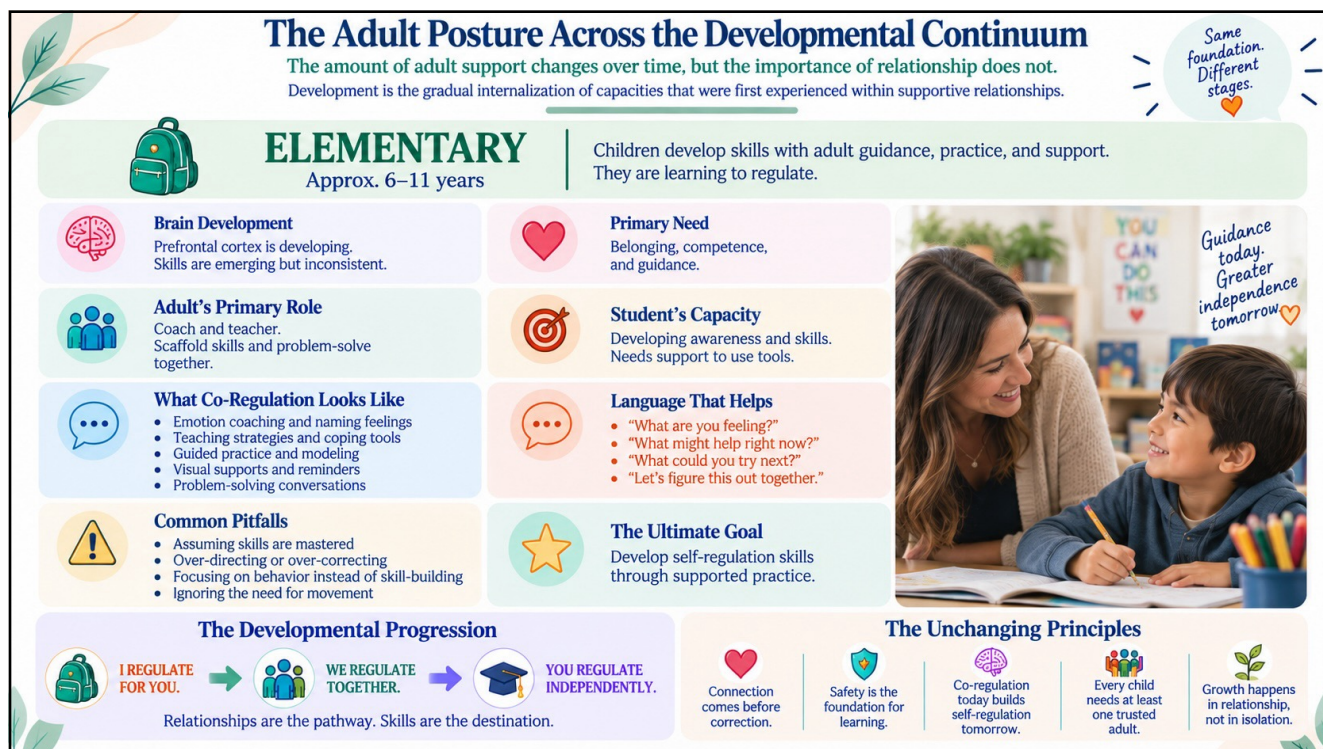
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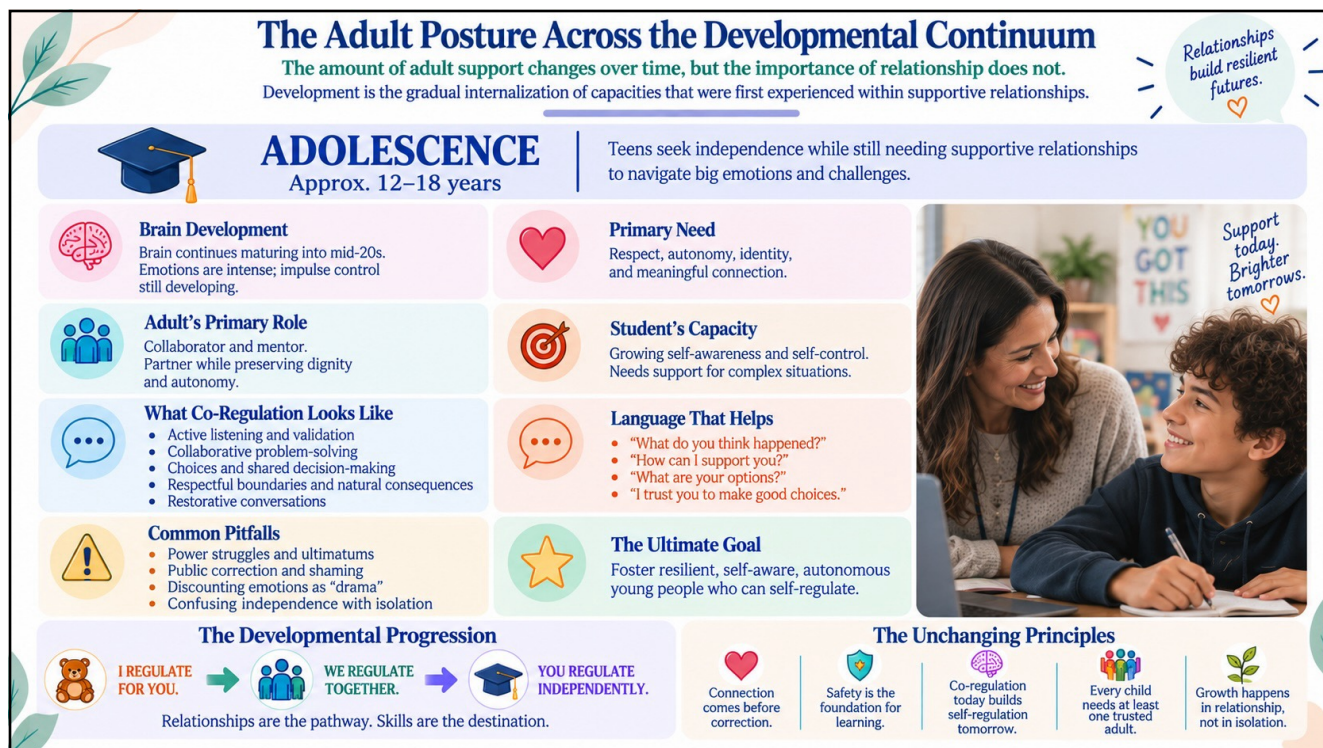
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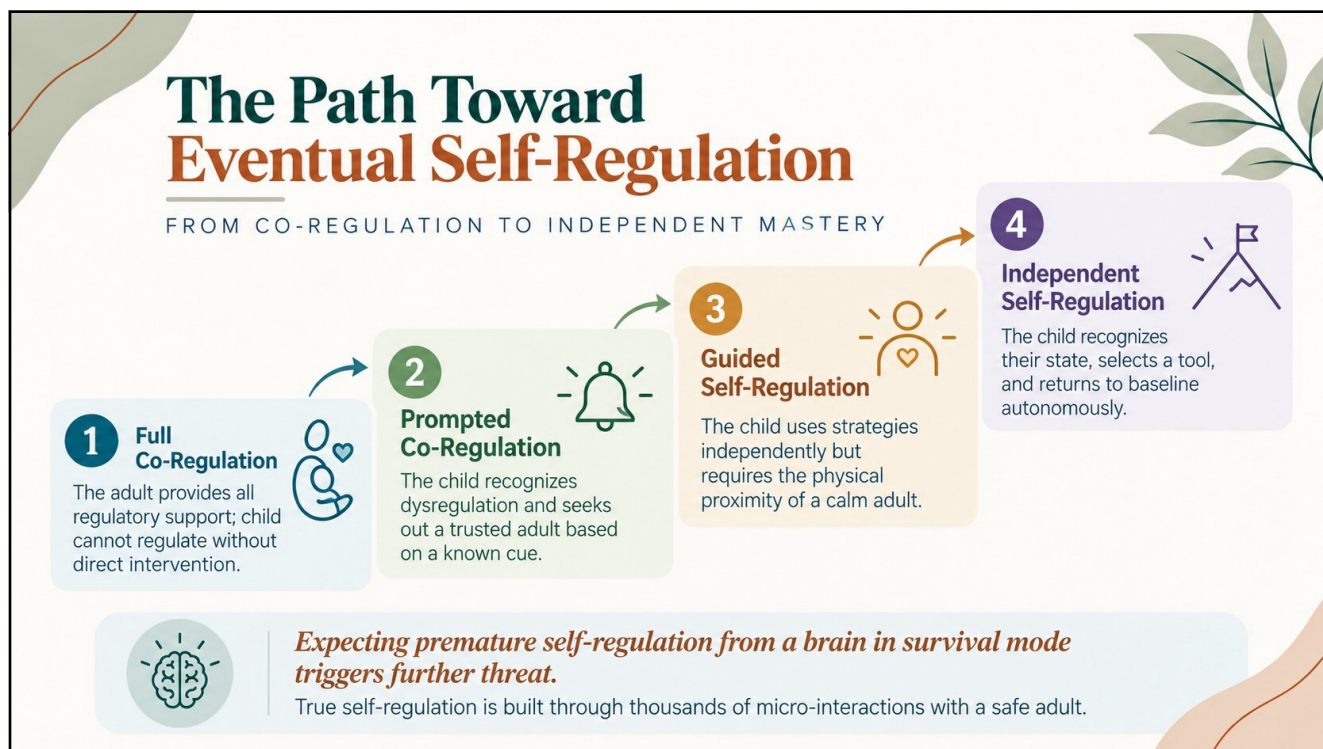
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11



12

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 children navigate adversity and recover from setbacks.
- 2

Children 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 children encounter challenges while experiencing the support needed to navigate them.

Supportive relationships help children approach challenges with confidence rather than fear.

13

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

The Rupture

Ruptures are inevitable. When an adult loses their cool or a student has a melt down, the connection is severed. Regulation isn't about being unshakable; it's about being reachable.

The Repair

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.”

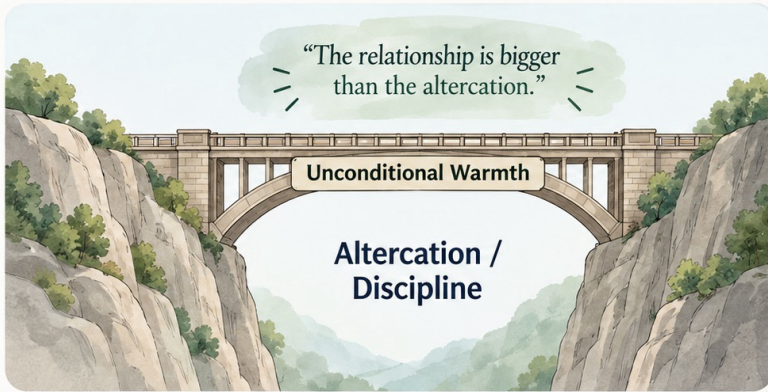
Repair is co-regulation applied to relationships. Wait for regulation, revisit without blame, and focus on metacognition over consequences.

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

14

The Relationship Bridge

"The relationship is bigger than the altercation."



Unconditional Warmth

Creating an invitation into relationship means letting students know that even when they mess up, you still care.

Bridge the Discipline

Bridge the discipline by empathizing with **where they are**, rather than just telling them where they should be.

When students feel **your care**, they are more open to guidance, more willing to reflect, and more likely to grow.

15

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.

16

Restorative Practices and Co-Regulation

CONNECTION TODAY BUILDS TOMORROW

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.



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 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?

17

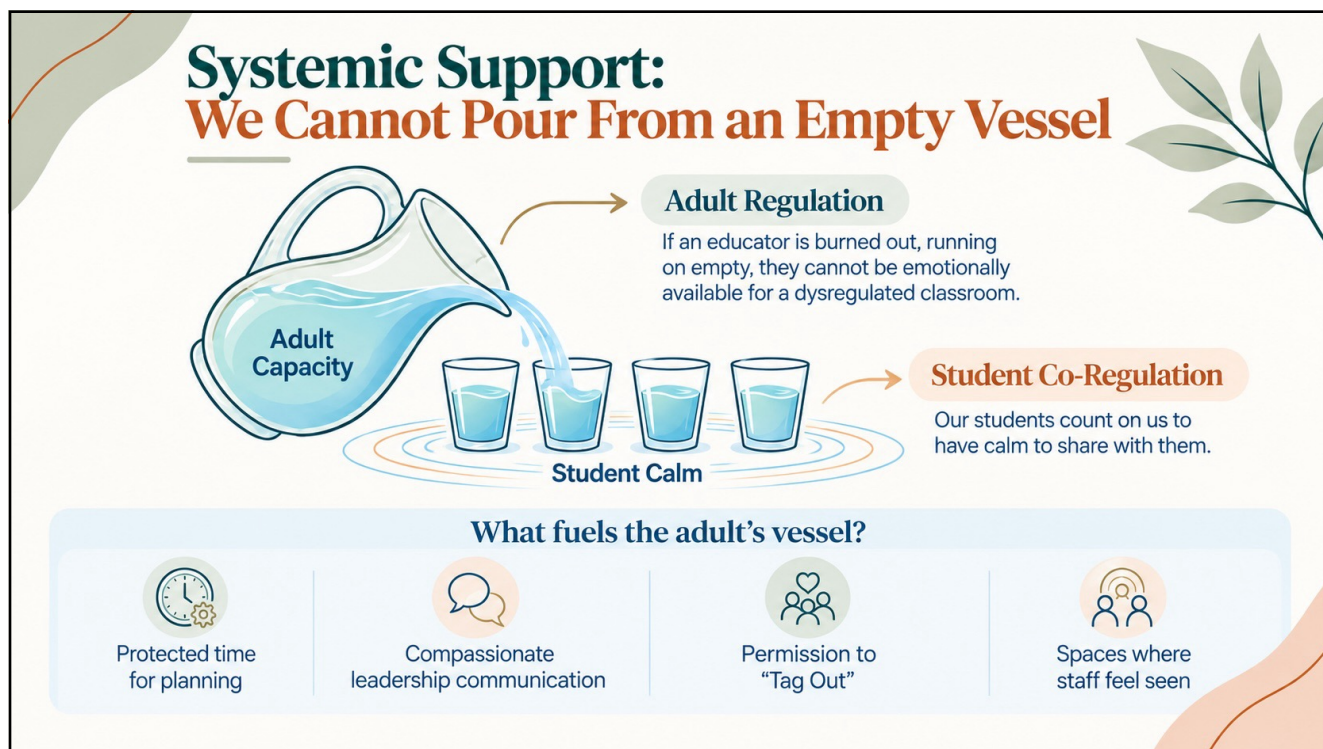
The First Law of Emotional Math



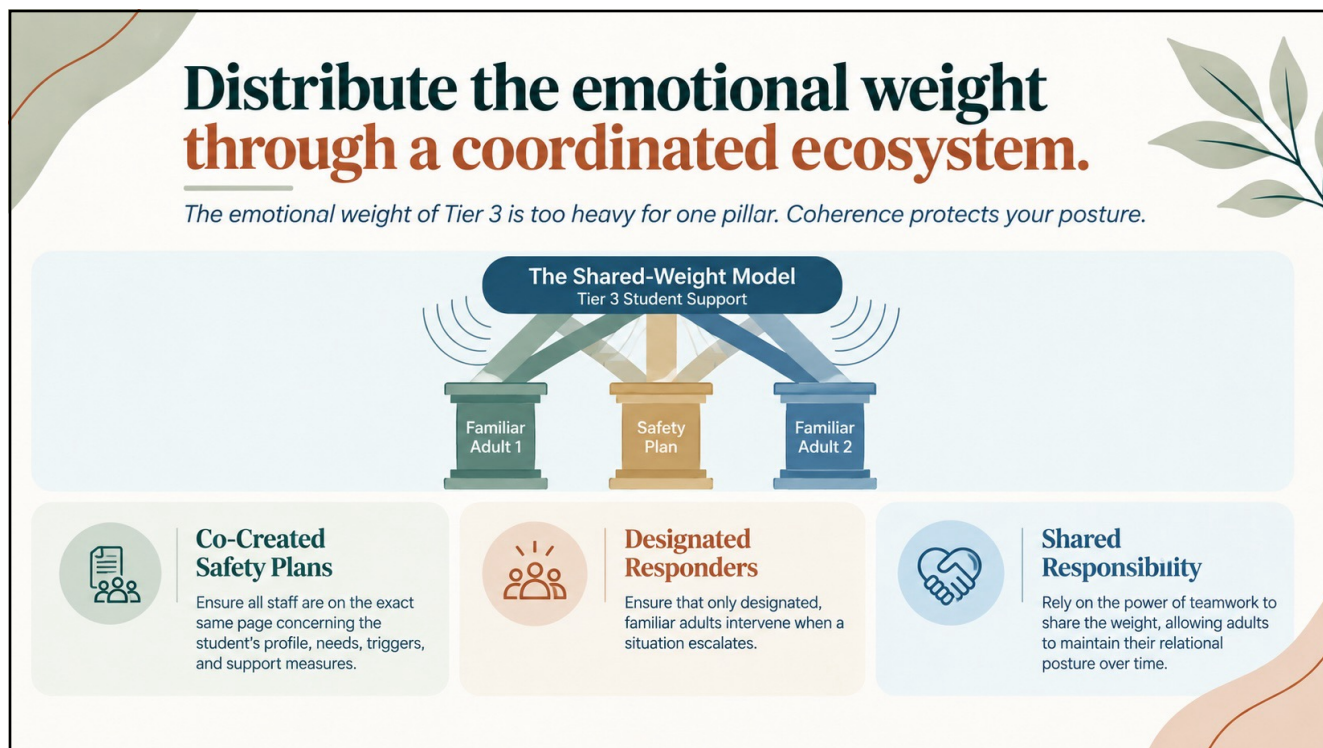
**You cannot regulate
a child's nervous system
using a dysregulated one
of your own.**

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

18



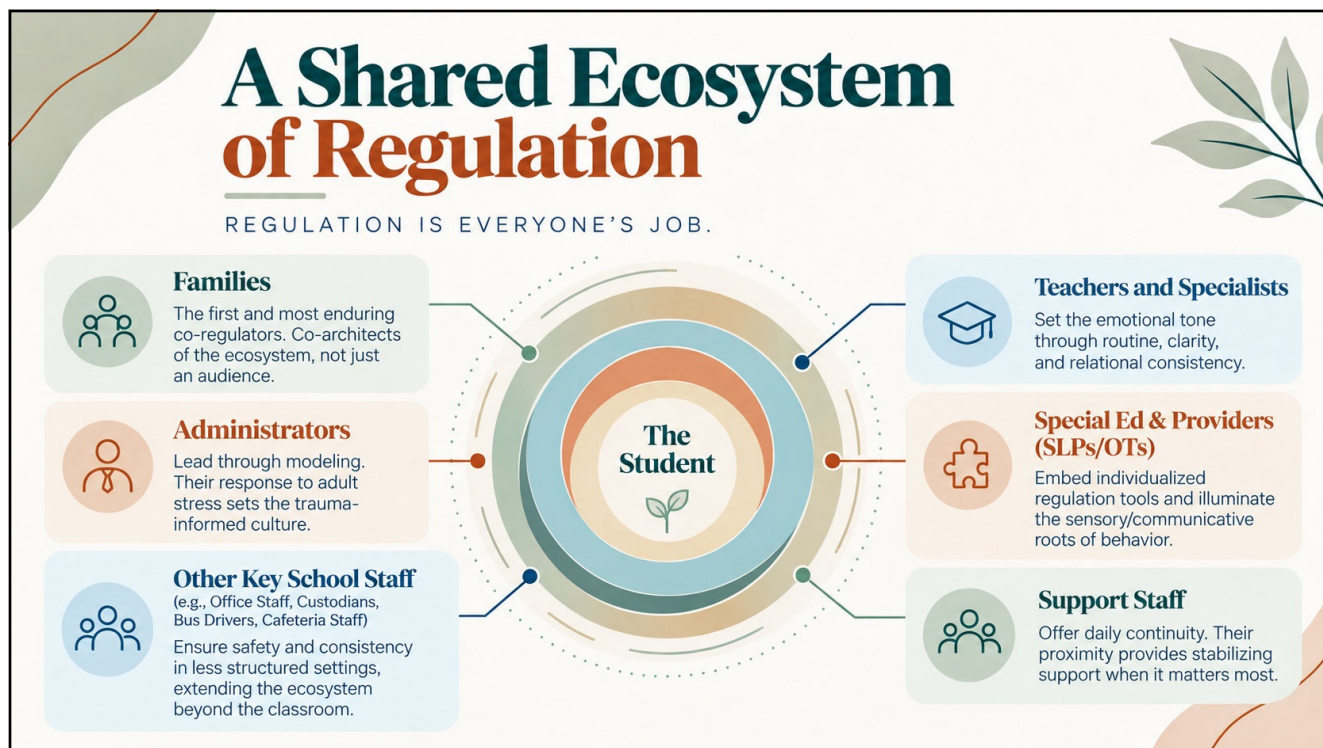
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22

Regulation is not a soft skill. It is the baseline.

FOCUS ON
CONNECTION
OVER COMPLIANCE.
BE THE ANCHOR.



“ Before we teach reading, writing, or math, we teach what it feels like to be safe. Because until students feel safe, nothing else sticks.” ”

23

Centre of Excellence for Behaviour Management

www.cebm.ca



Practical
resources for
real challenges.



Supporting
Quebec's English
school boards.



Also visit the CEBM Resource Center

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