PART 4 | Co-Regulation in Practice

Prevention, environments, routines, supportive language, de-escalation, recovery, and re-entry.

Map the school day

Individual exercise • *Suggested time: 12 minutes*

Identify three predictable moments when students may need additional regulation support (e.g., arrival, transitions, unstructured times, group work, assessment, re-entry).

1. Where is regulation most fragile?

2. What can we change in predictability, environment, choice, or adult presence before escalation?

3. What is one feasible action I can try tomorrow?

See the '**Student Experience Map**' (for elementary or for secondary) below to help you visualize how the day can unfold for the student.

STUDENT EXPERIENCE MAP

Walking Through a School Day in Their Shoes

DIRECTIONS:

- What is happening? What are the demands?
- Where might this student struggle?
- How might they feel?
- What behaviour might adults see?



Imagine a day in the life of a vulnerable student.

What do they experience, feel, and need throughout the day?



1 ARRIVAL (YARD)

2 DAYCARE (BEFORE SCHOOL)

3 CLASS (MORNING)

4 RECESS

5 CLASS (LATE MORNING)

START

6 LUNCH

7 CLASS (AFTERNOON)

8 PHYS. ED.

9 DAYCARE (AFTER SCHOOL)

FINISH

REFLECTION

Which part of the day would likely be the MOST difficult for this student? Why?

Which transitions may be particularly challenging? Why?

What new understanding did you gain about this student's behaviour after mapping their day?

One change I could make as an educator to better support a student like this:

STUDENT EXPERIENCE MAP

A Day in Their Shoes – Secondary School

DIRECTIONS:

- What is happening? What are the demands?
- Where might this student struggle?
- How might they feel?
- What behaviour might adults see?

Imagine a day in the life of a student at the secondary level.

What do they experience, feel, and need throughout the day?

1 ARRIVAL
(7:30–8:00 AM)



2 HOMEROOM
(8:00–8:10 AM)



3 PERIOD 1
(8:10–9:20 AM)



4 BREAK
(9:20–9:35 AM)



5 PERIOD 2
(9:35–10:45 AM)



6 LUNCH
(10:45 AM–12:00 PM)



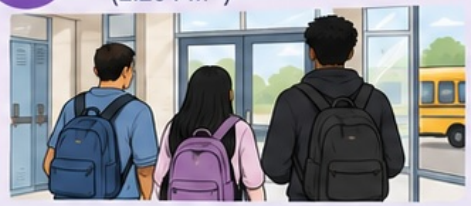
7 PERIOD 3
(12:00–1:10 PM)



8 PERIOD 4
(1:10–2:20 PM)



9 AFTER SCHOOL
(2:20 PM+)



REFLECTION

What might be helpful to this student at different points in the day?

What barriers might they be facing?

What is one change I could make as an educator to better support this student?

Language that supports regulation

Pairs • Suggested time: 12 minutes

Rewrite each statement into language that is brief, calm, respectful, and maintains an appropriate boundary: “Calm down right now”; “Why are you doing this?”; “You know better.”

1. Which words communicate safety and choice?

2. How would your language differ for an elementary student versus a secondary student?

3. How can you reduce language when the student is highly activated?

Respond, recover, re-enter

Small-group scenario • Suggested time: 15 minutes

During lunch, two students argue; one pushes a chair, leaves the area, and later wants to return to class. Design a response across the sequence safety → regulation → connection → reflection → accountability → learning.

1. What must happen immediately for safety?

2. What should wait until the student is regulated?

3. What does supported re-entry look like without shame or exclusion?