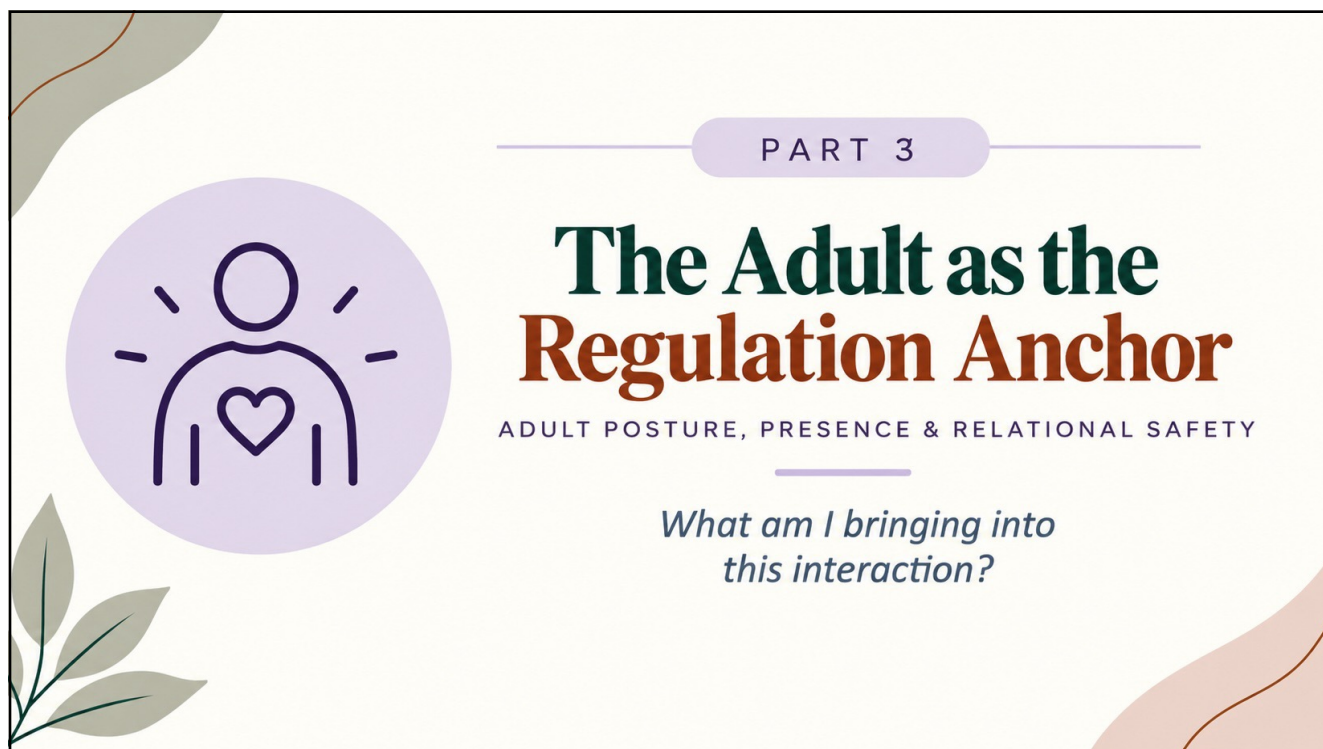
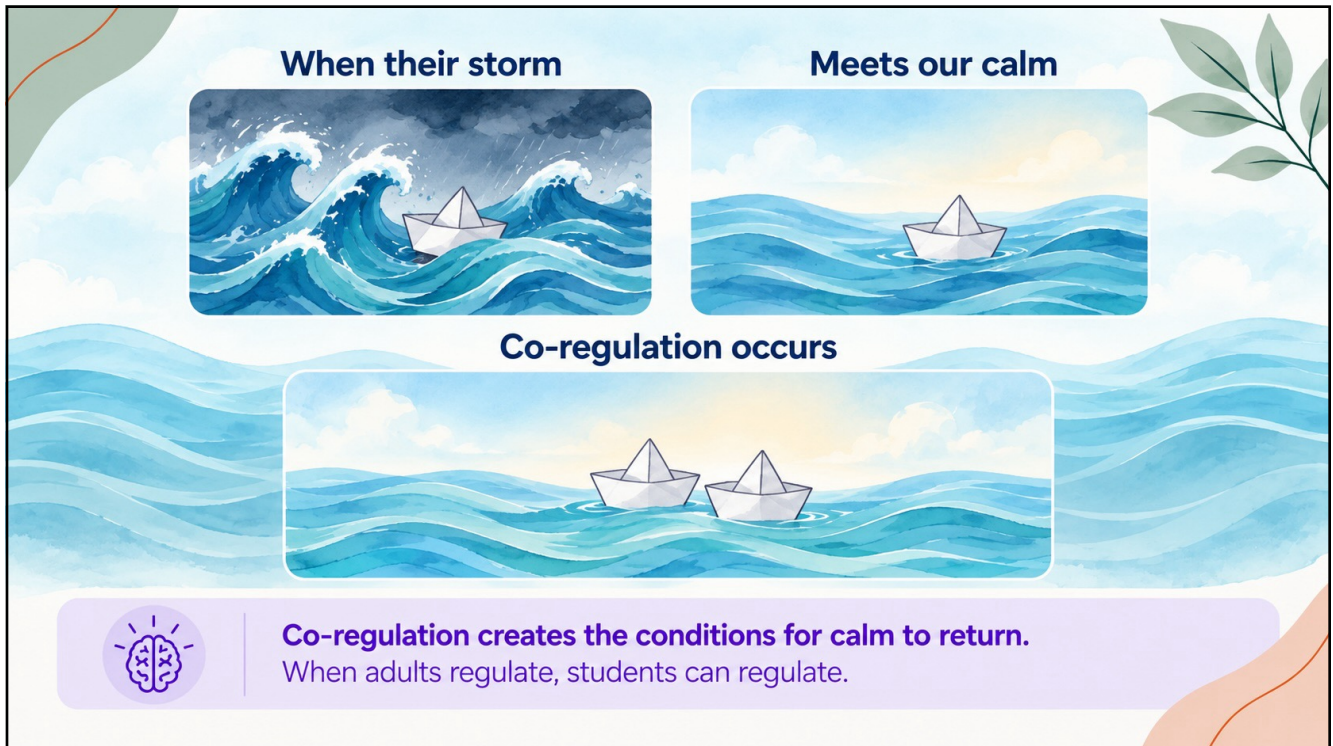




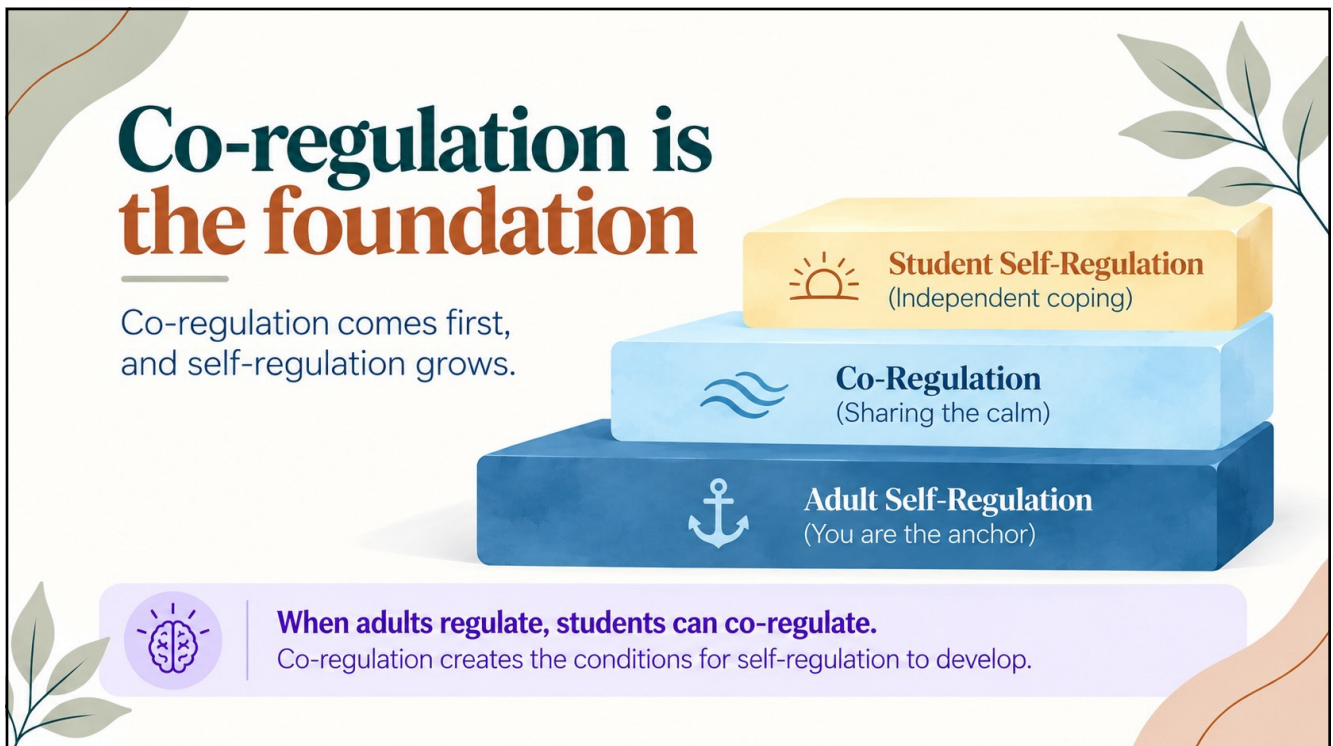
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4

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.

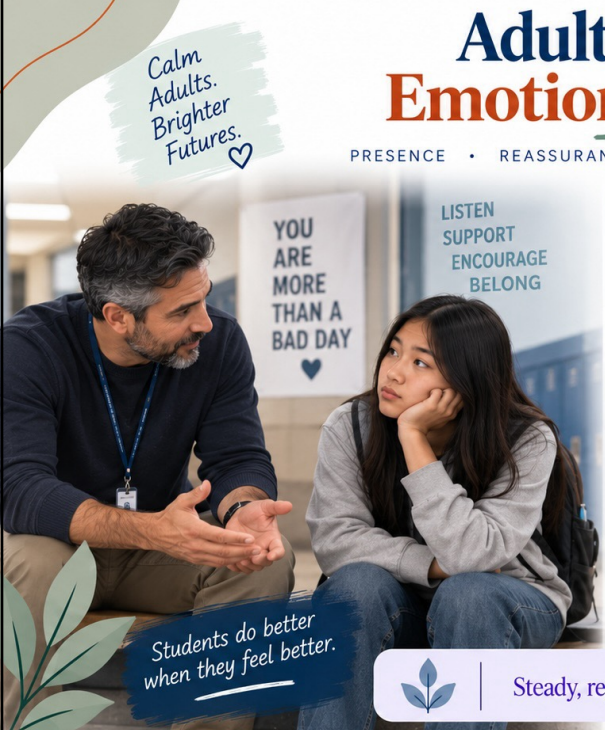
Regulated Response
Helps restore safety.

"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.*

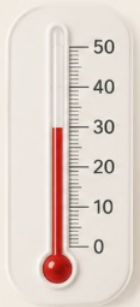


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Moving Away from Thermometer to Thermostat

Thermometer

Measures what is happening right now.



REACTIONS



Thermostat

Helps us influence the environment over time.



PREVENTION AND REGULATION

SAME GOAL • A MORE REGULATED ENVIRONMENT

6

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.

7

The Thermometer Adult (COERCIVE REGULATION)



Awareness
Focuses entirely on the student's behavior; ignores own sensations.



Tone
Loud, aggressive, escalates to stop the behavior.



Reaction
Retaliates to hostility. Gets caught in a toxic "serve and return" power struggle. Brain state rises and falls with the student.

The Thermostat Adult (CO-REGULATION)



Awareness
Willing to regulate own brain before disciplining. Senses own body.



Tone
Assertive, soothing. Uses prosody as a tool to drain off negativity.

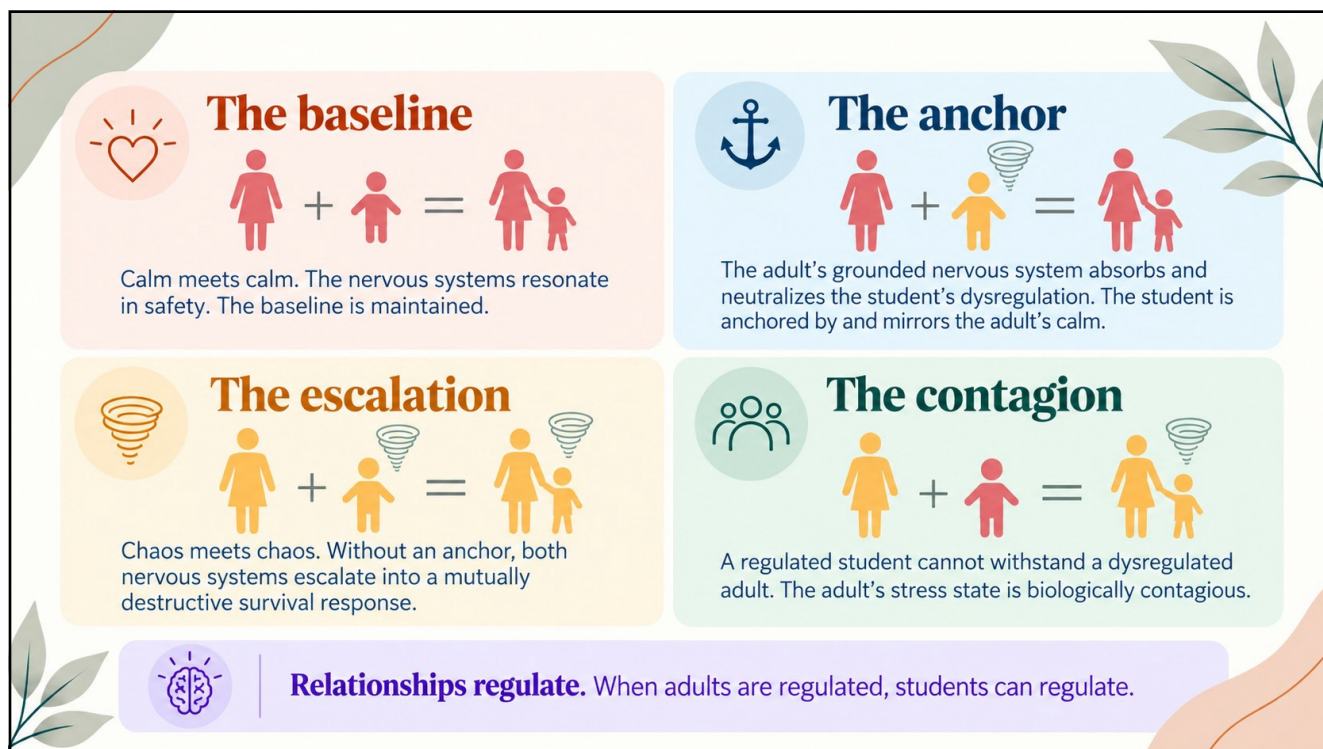


Response
Absorbs hostility. Models deep breaths or pulse-taking. Holds a steady emotional temperature regardless of the room's chaos.



A Thermometer reacts to the room. A Thermostat sets the temperature.
When adults regulate, students can regulate.

8



9



10

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?

11

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.

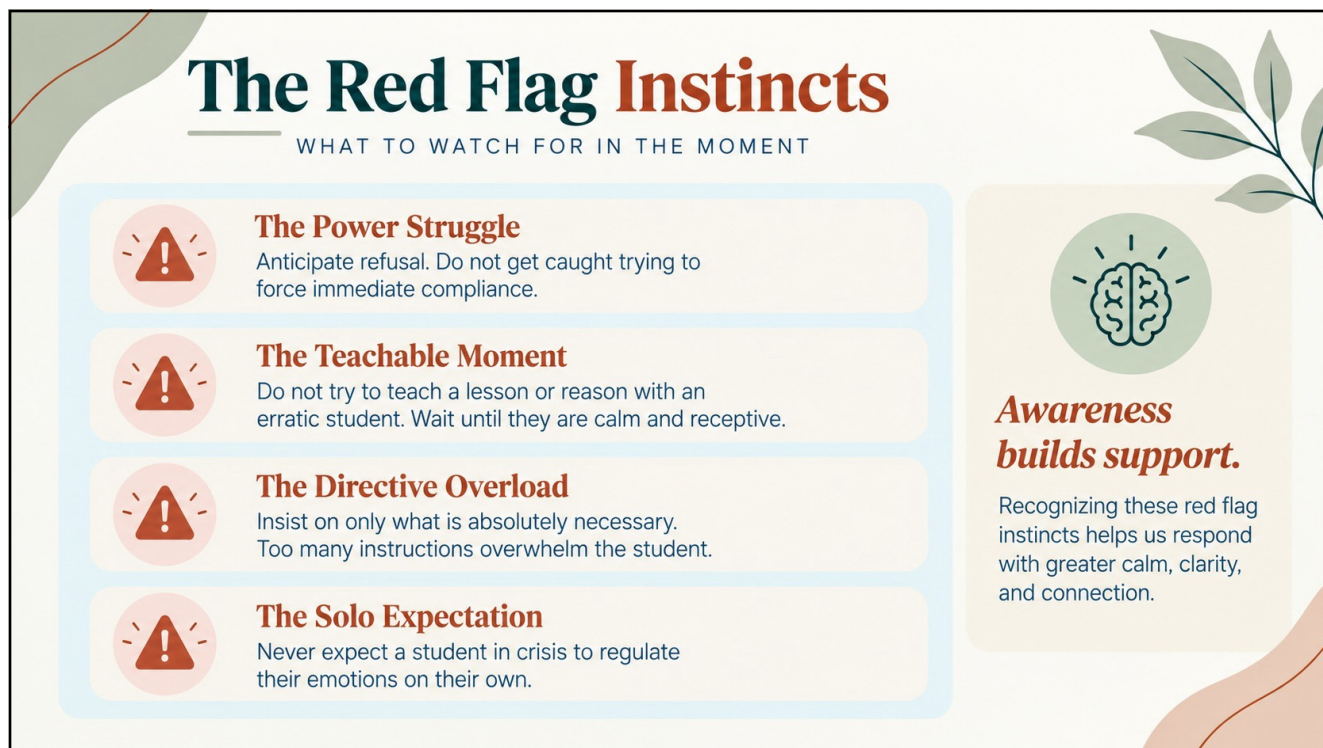
We cannot co-regulate a student unless we are regulated ourselves. Co-regulation starts with self-awareness of our own physiological triggers and our warning signs of activation. Outline your physiological profile below so you can catch your activation early:

- 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)

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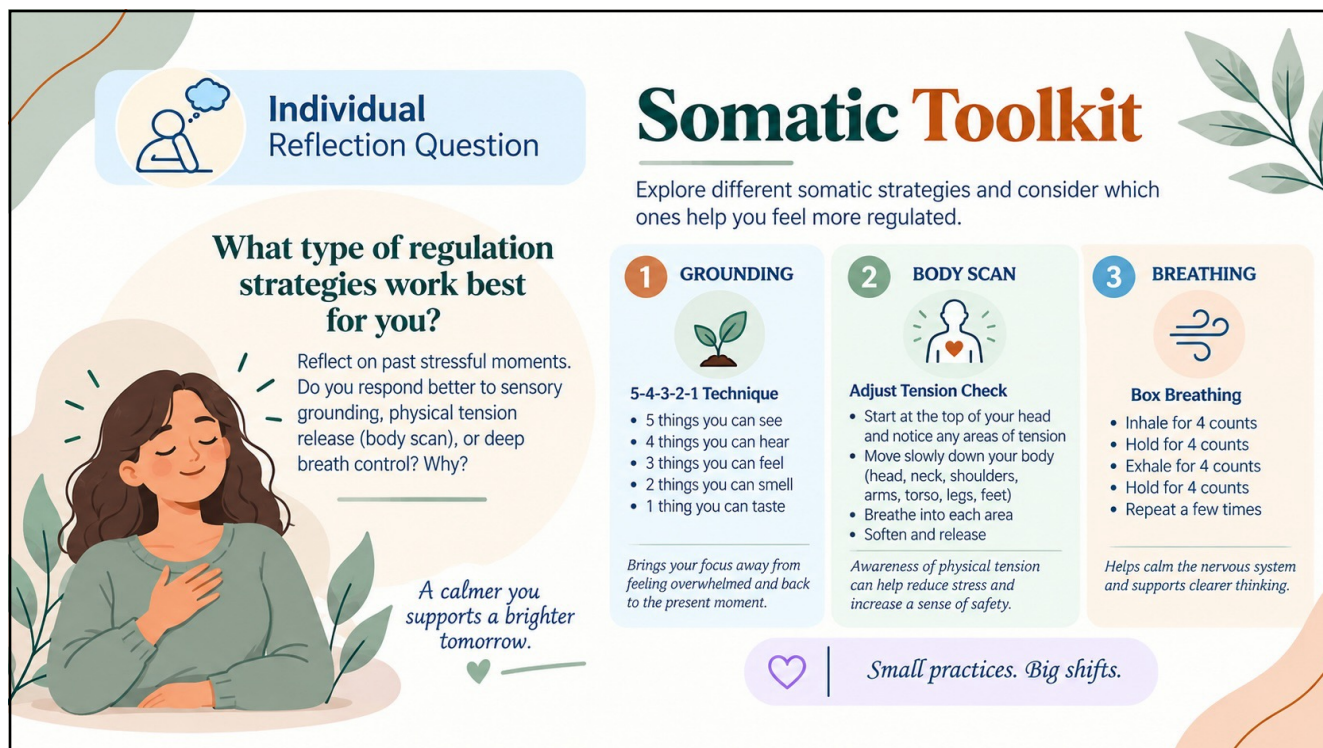
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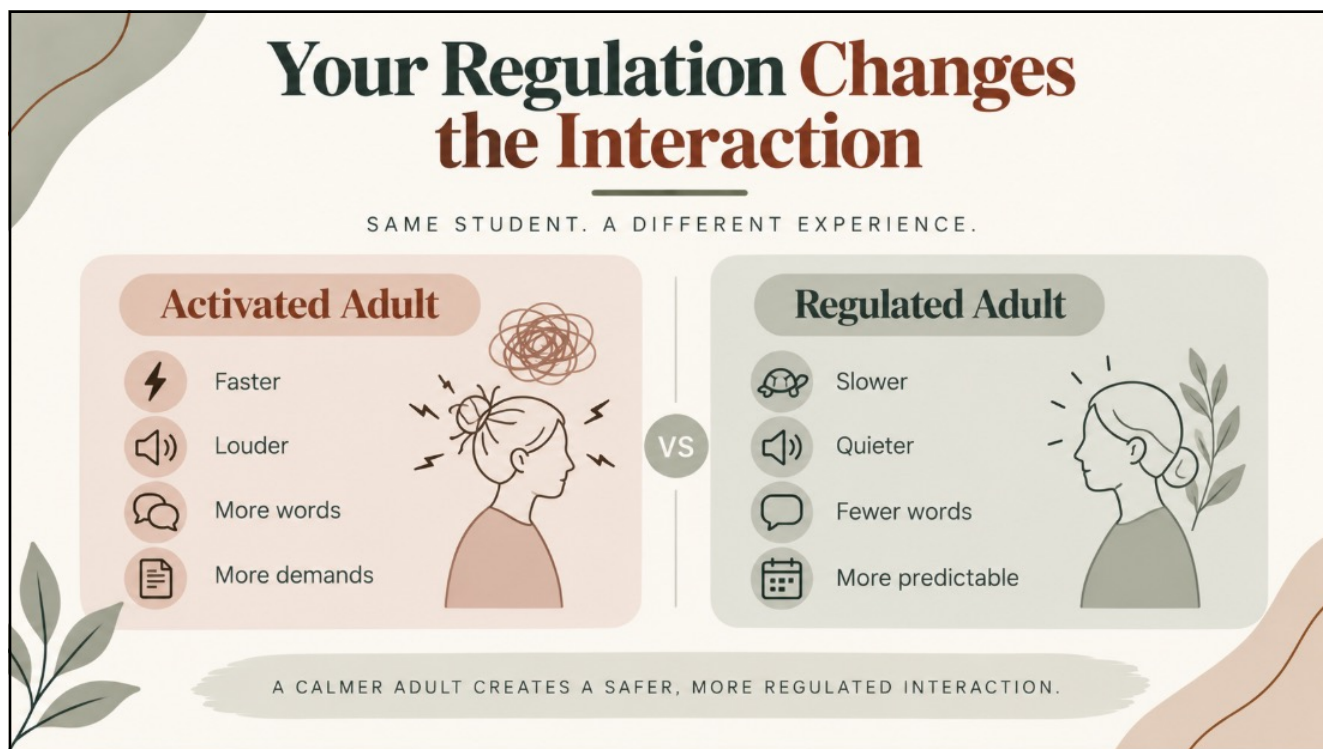
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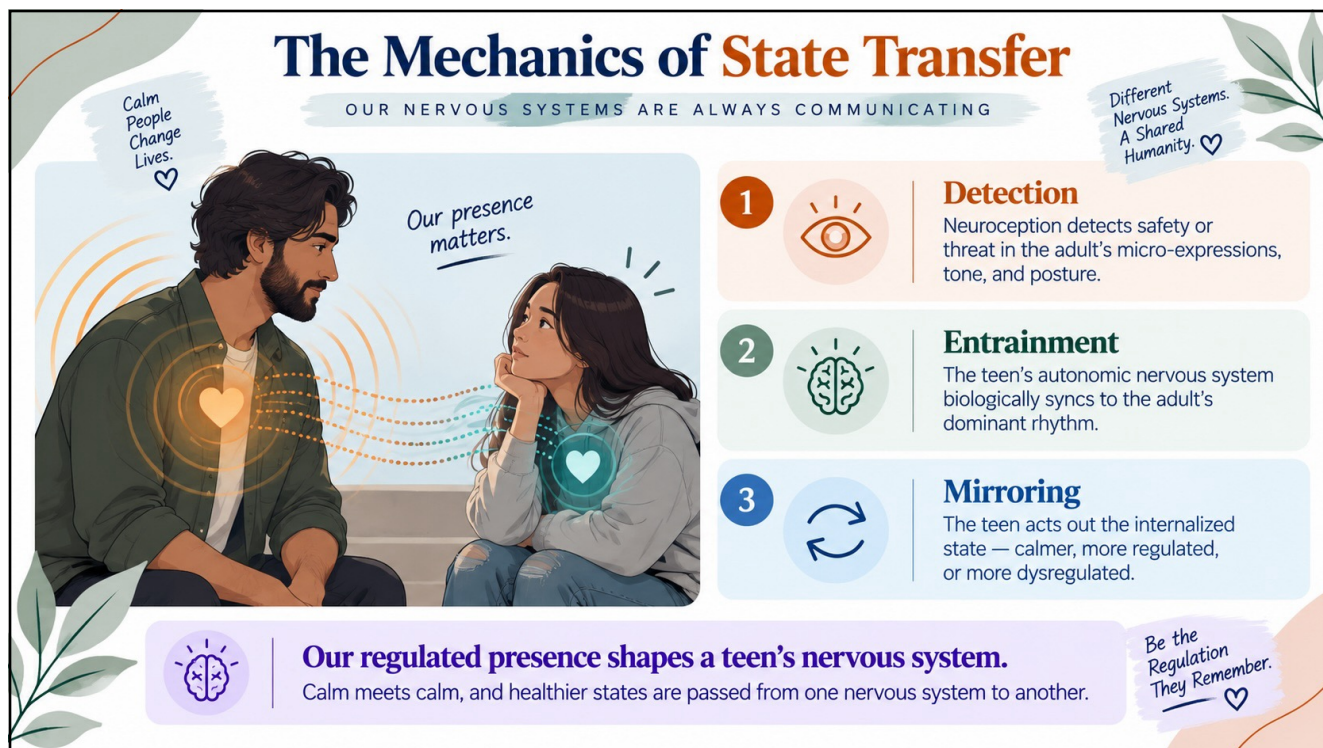
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Co-Regulation Do's and Don'ts

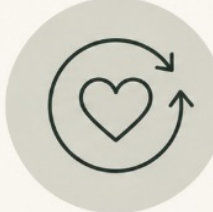
PRACTICES THAT SUPPORT A CALM, CONNECTED BRAIN

DO THIS	NOT THAT
 Speak slowly and warmly to guide their pace.	 Match the student's volume or aggressive tone.
 Offer calm presence without pressure to "perform" regulation.	 Demand immediate compliance from a dysregulated nervous system.
 Hold boundaries with compassion.	 Shame, isolate, or use retaliatory consequences.
 Validate emotions even when behaviour must be redirected.	 Attempt to teach a lesson or correct behaviour while the student is still upset.

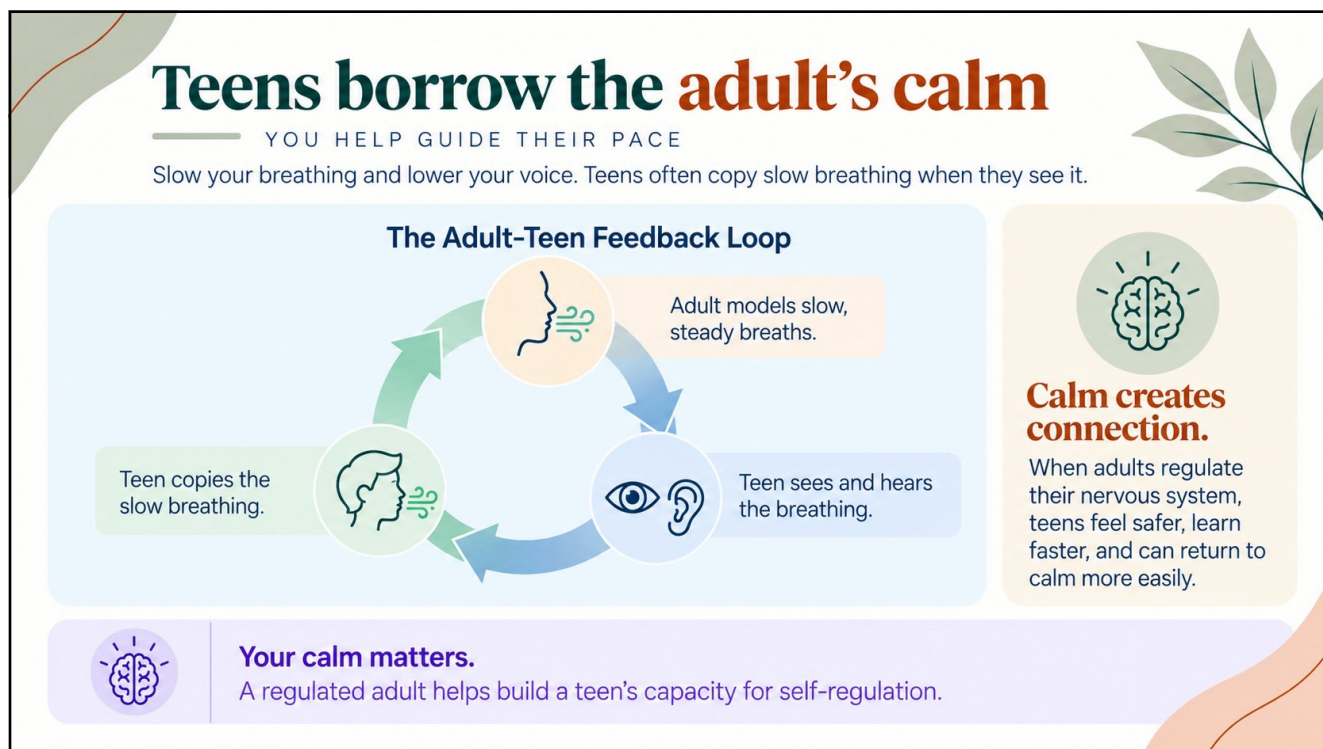
 **The difference between reacting and responding is everything.**
Reaction centers control. Response centers connection.

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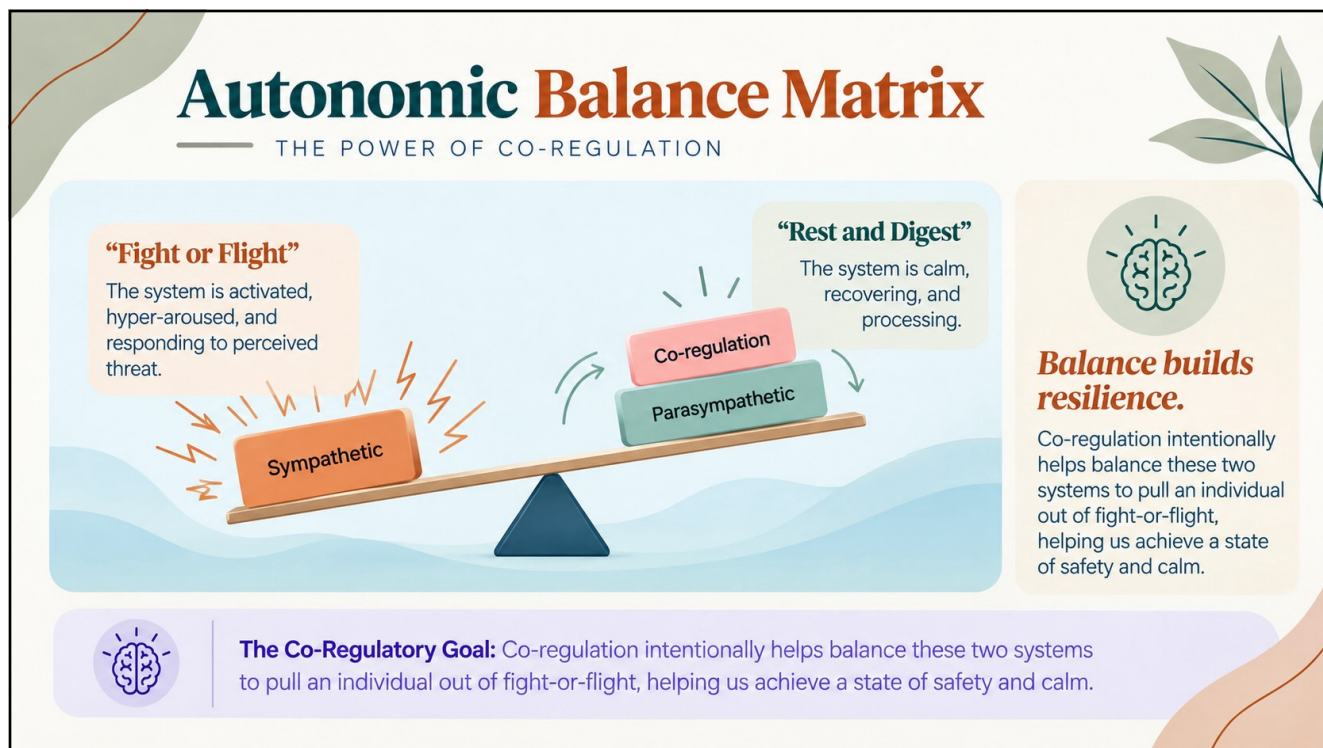
The Small Stuff Matters

			
How we give a direction matters.	How we correct matters.	How we respond to mistakes matters.	How we repair matters.

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