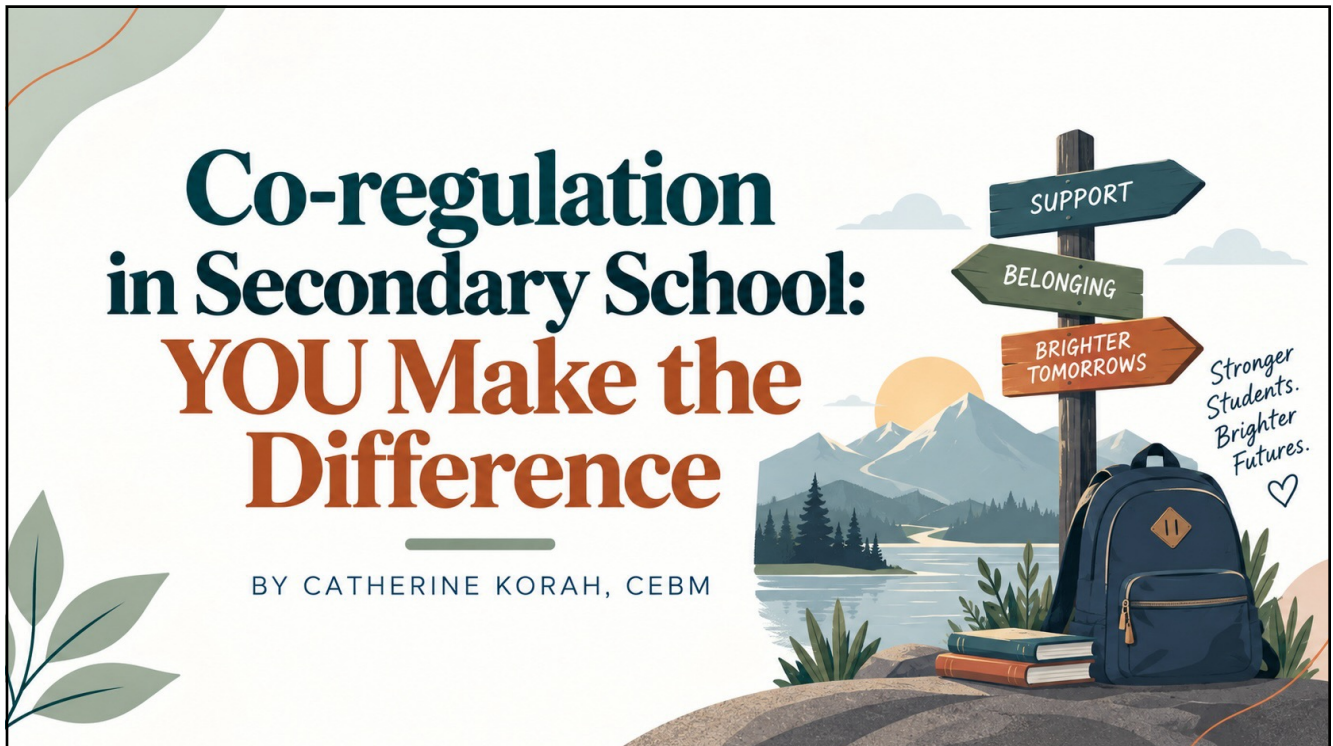
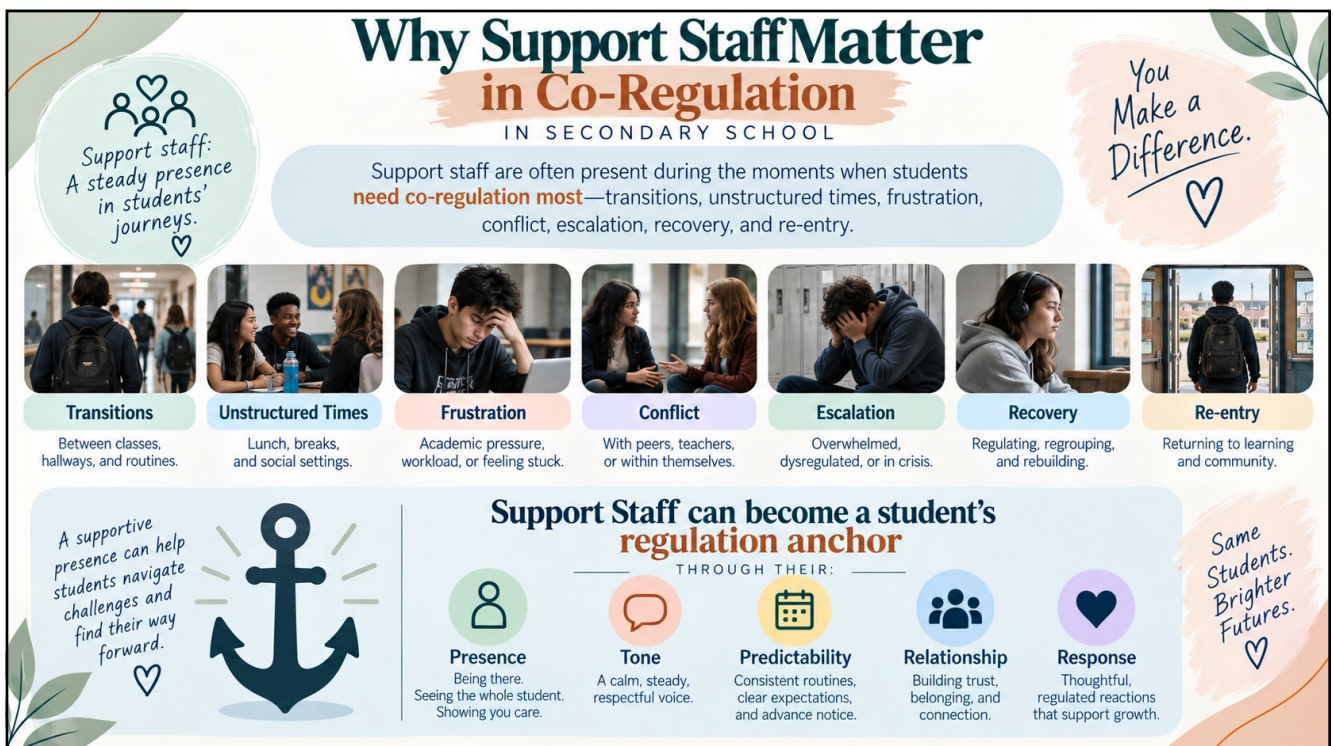
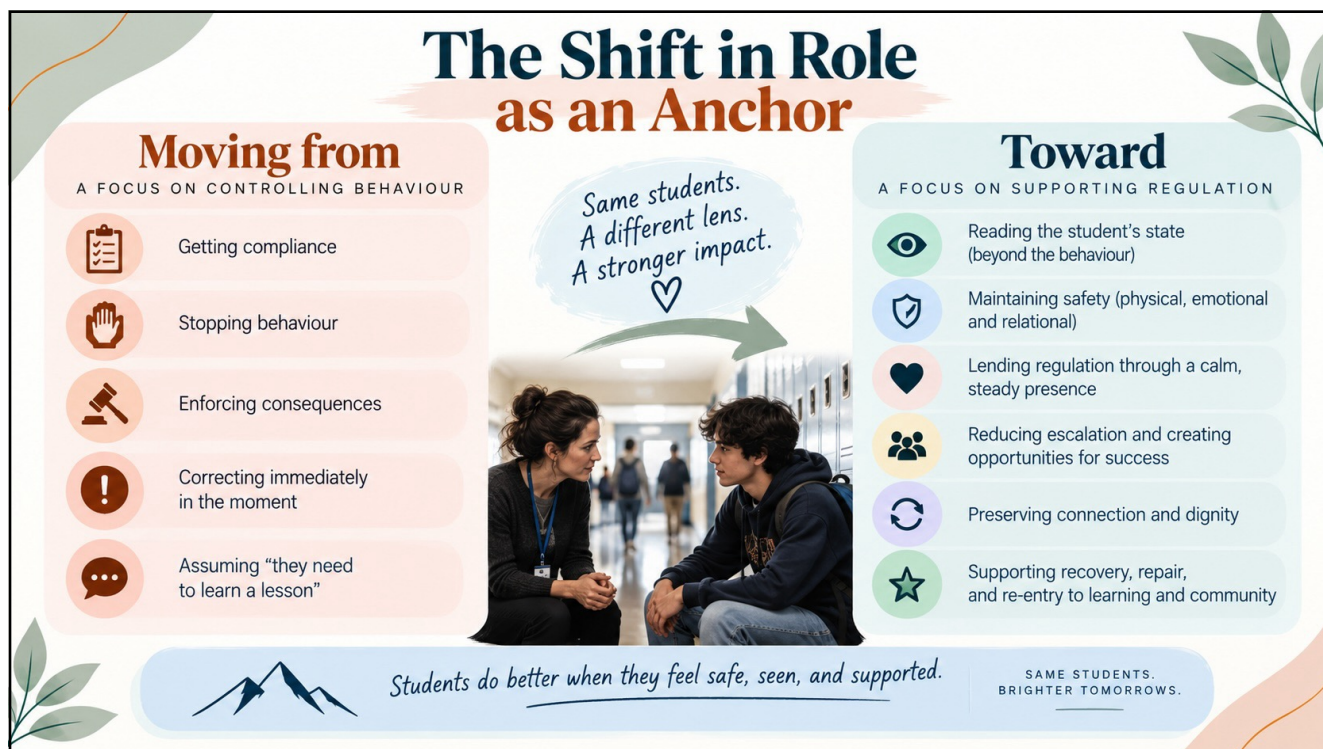




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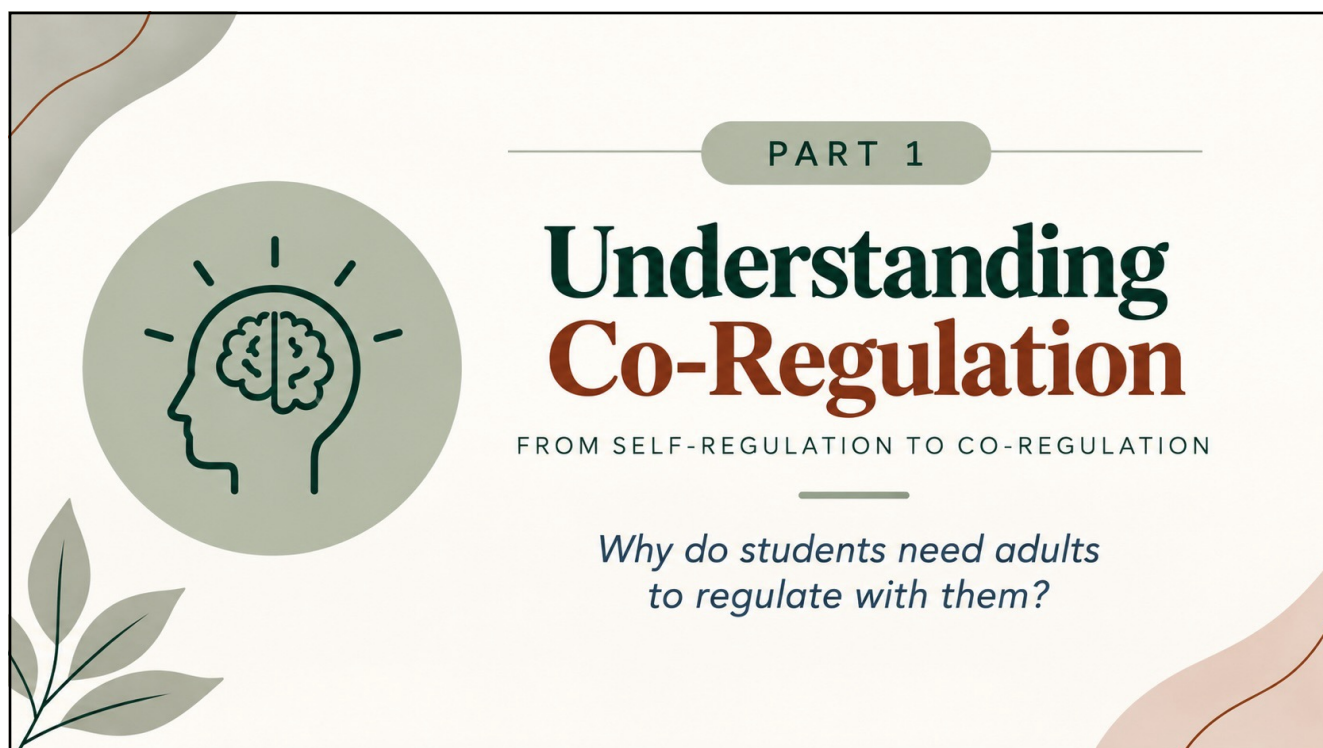
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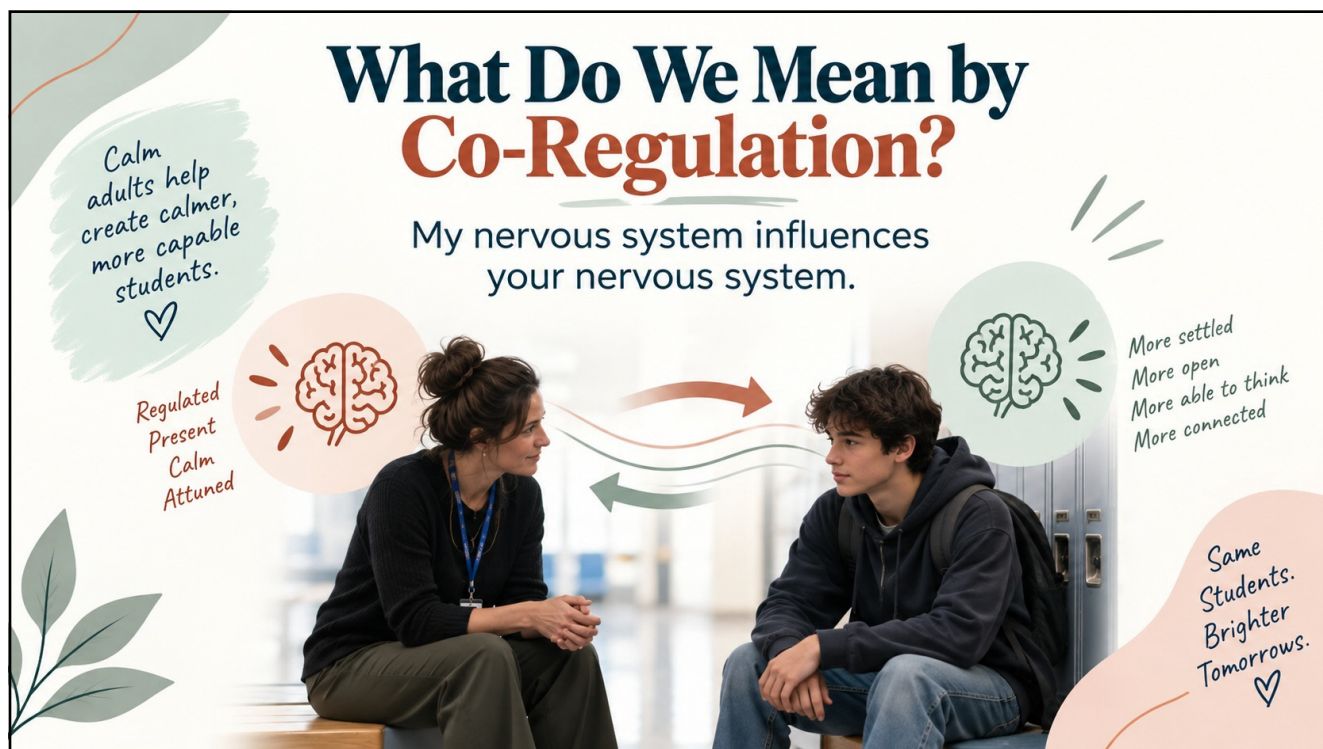
A JOURNEY FROM UNDERSTANDING TO ACTION

 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.	4 Learn how the brain and nervous system respond to stress.	7 Increase awareness of our own nervous system.	10 Use everyday co-regulation strategies throughout the day.	13 Explore how repeated experiences of co-regulation build self-regulation over time.
2 Understand why self-regulation develops in relationship.	5 Understand what dysregulation looks like and what behaviour is communicating.	8 Identify personal triggers and early signs of activation.	11 Apply supportive language and responses in real-time.	14 Learn how to reconnect, reflect, and repair after dysregulation.
3 Recognize the shift from behaviour management to nervous system awareness.	6 Consider the many factors that influence behaviour (student, context, adult, outcome).	9 Build skills for a calm, consistent, and responsive adult posture.	12 Create environments, routines, and prevention strategies that promote regulation.	15 Consider adult well-being and sustainability to continue making a difference.

5



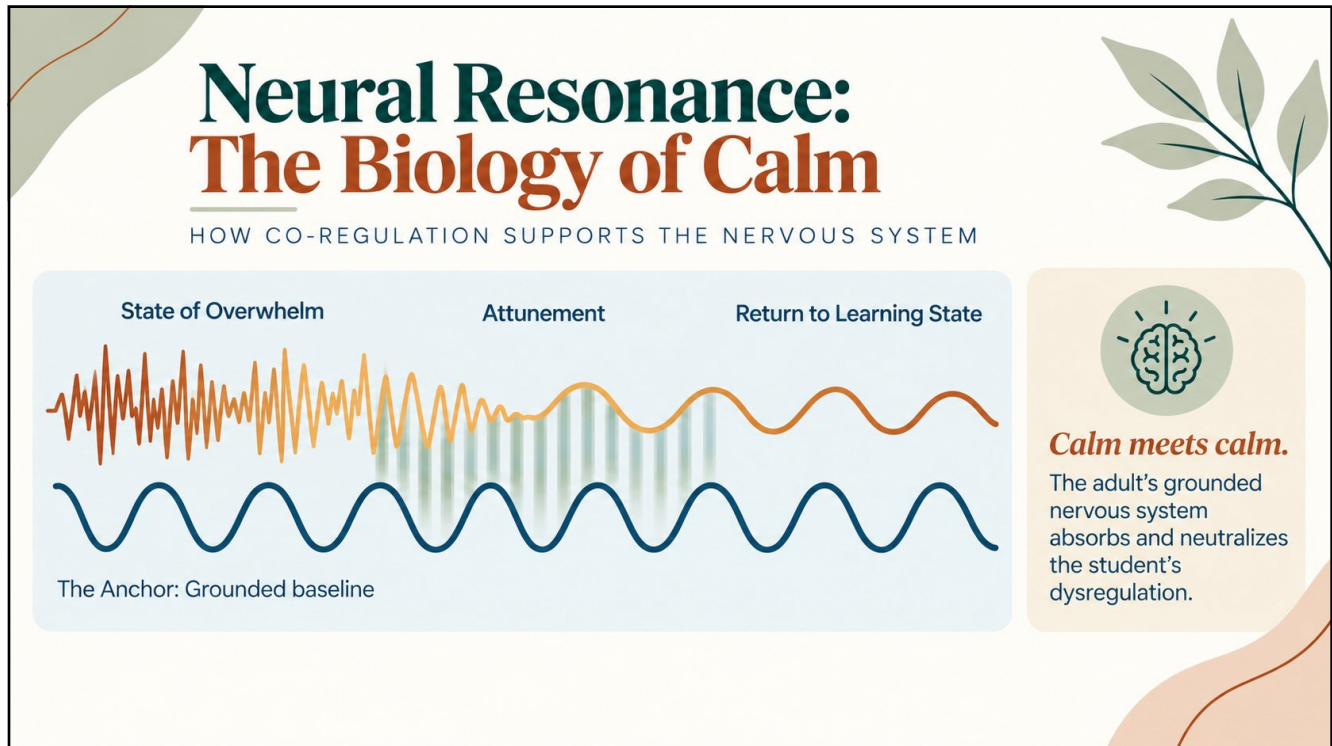
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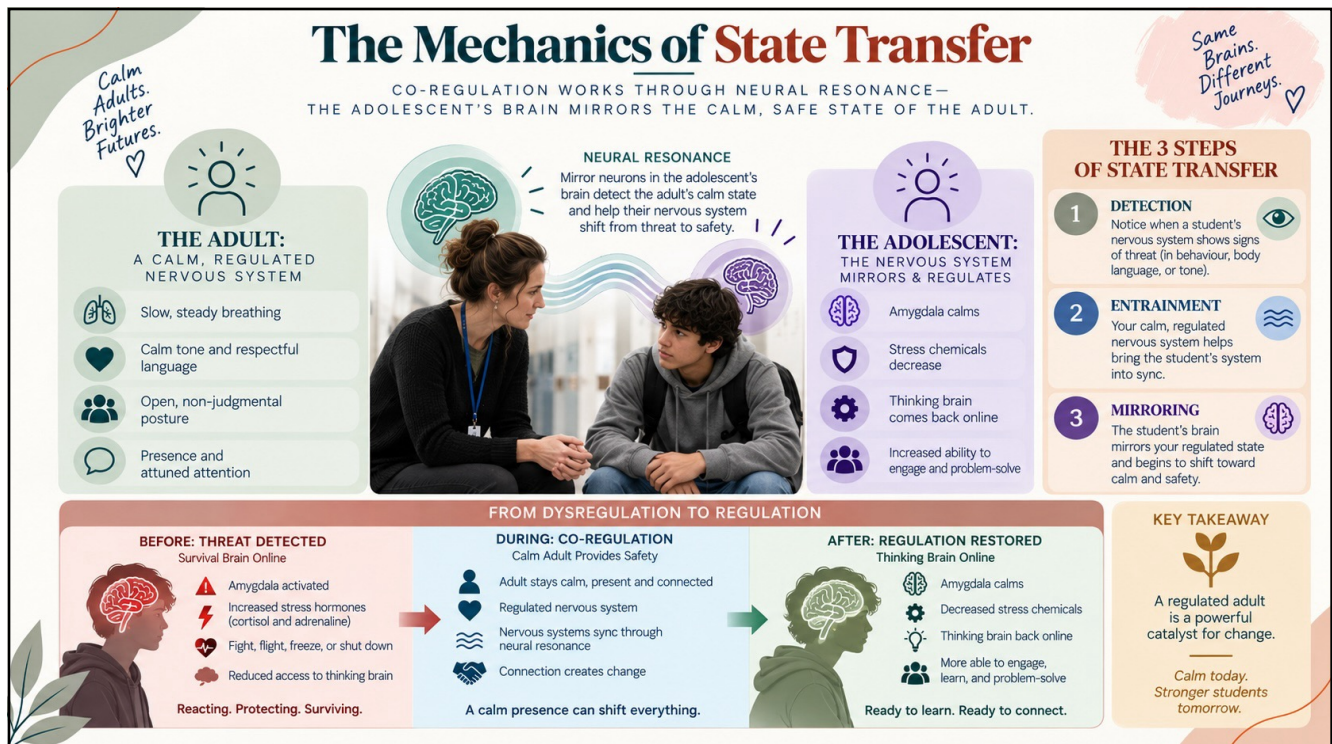
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9



10

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

A regulated adult can make a real difference.

Same Students. Brighter Tomorrows.

- 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.

Connection today. Brighter tomorrows.

11

The Role of Co-Regulation

A SUPPORTIVE PROCESS FOR GROWTH, CONNECTION, AND RESILIENCE

People make a difference.

Connection creates possibility.

Calmer Students. Brighter Futures.

WHAT IS CO-REGULATION?

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

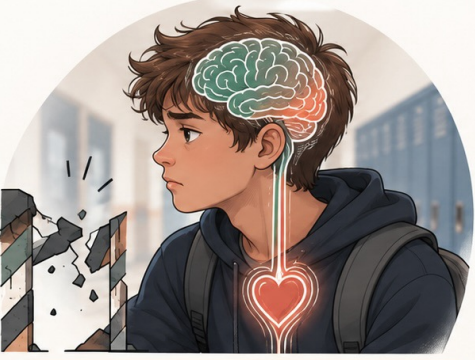
Calm today. Stronger tomorrow.

12

Regulation is the Curriculum.

BEFORE WE TALK ABOUT LEARNING, BEHAVIOR, OR COMPLIANCE,
WE MUST TALK ABOUT REGULATION.

Same Students. Brighter Futures. ♥



UNTIL A STUDENT FEELS SAFE...

LEARNING WILL ALWAYS BE SECONDARY TO SURVIVAL.

- 1 A dysregulated brain prioritizes survival, not learning.
- 2 Stress and threat limit access to higher-order thinking.
- 3 Students need to feel safe, connected, and seen before they can fully engage.

A student who doesn't feel emotionally or physically safe cannot access the parts of the brain responsible for executive functioning, social reciprocity, and learning.

THE PATH FORWARD

SUPPORT REGULATION TO UNLOCK LEARNING, CONNECTION, AND GROWTH.

- 1 **CREATE SAFETY**
Reduce threat, support co-regulation, and build a sense of safety.
- 2 **BUILD CONNECTION**
Relationships and attunement help regulate the nervous system.
- 3 **ENABLE LEARNING**
When the brain feels safe and connected, curiosity, flexibility, and higher-order thinking become possible.

Calmer students. Stronger tomorrows.

13

The Adult is the Intervention.

People Matter Here ♥



*You Belong
You Matter
You Can Do This*

- 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.**

Connection today, brighter tomorrows.

14



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

Feel it.
Process it.
Move forward. 



The Expectation

PERFECT EMOTIONAL CONTAINMENT.



CALM
FOCUSED
IN CONTROL
READY TO LEARN

*It's fine.
I've got this.*



The Reality

WHAT HAPPENS WHEN EMOTIONS ARE SUPPRESSED?



Too much.
Overwhelmed.
I can't deal
with this.
It's just easier
to keep it in.



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

Support, Set Limits, Build Skills.

Real Conversations. Real Growth.

For example:

"I can see that you're feeling overwhelmed right now. Let's take a break together. You're safe, and I'm here with you. We can figure out what you need."

The adult acknowledges the emotion while maintaining clear and consistent boundaries.

Teens need both:

- Acceptance of their feelings
- Guidance around their actions

This balance helps teens learn that all **emotions are valid**, even when some **behaviours are not**.

17

Connection Without Befriending

Support staff can be warm, authentic, playful, caring and emotionally available while still maintaining appropriate adult-student boundaries.

Befriending

Blurred boundaries can lead to confusion and unmet needs for both.

When friendships take over, the adult may lose the ability to maintain necessary limits.

Well intentioned, but can blur roles.

Caring Leadership

Student thrives

Warm, Playful, Caring, Emotionally available, Authentic, Maintains boundaries.

Authentic connection with clear, consistent boundaries creates a safe, supportive environment.

Caring leadership builds trust while maintaining appropriate limits.

A safe, supportive relationship helps students learn and grow.

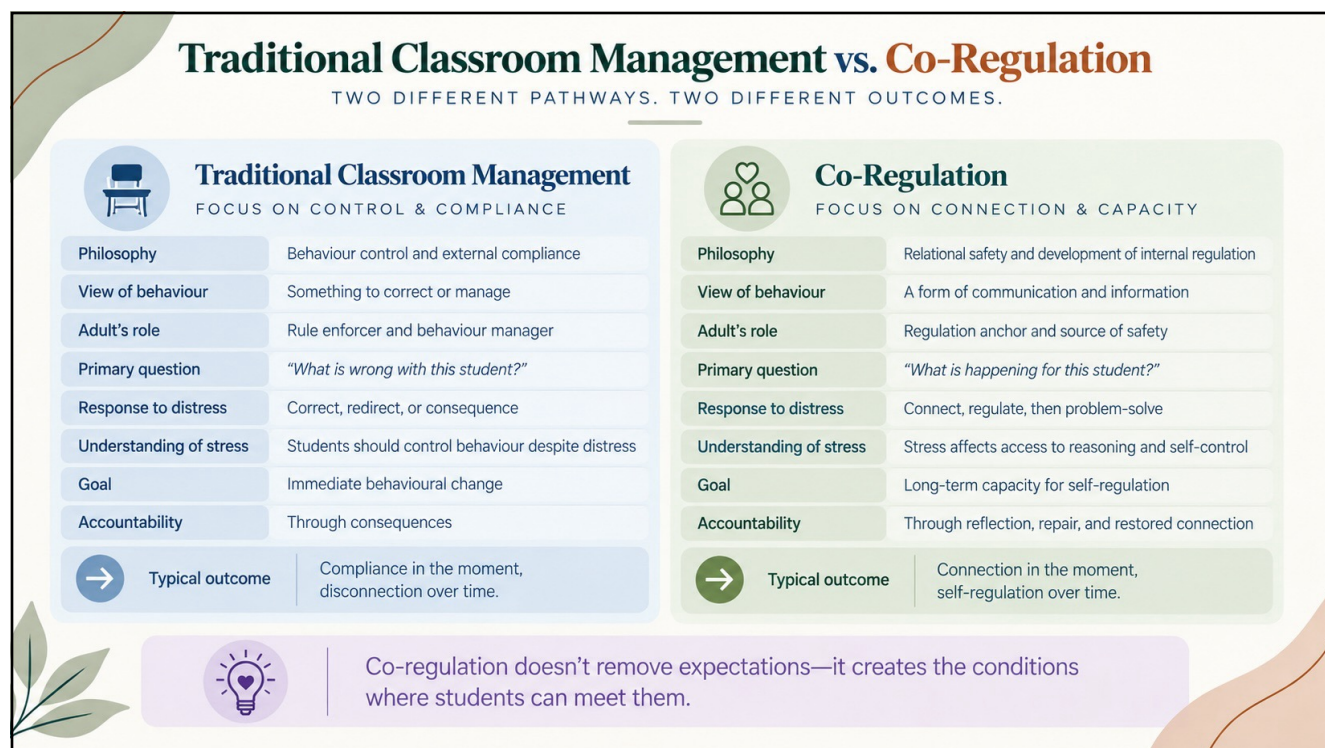
DIFFERENT ROLES. A STRONGER OUTCOME.

Same care. Clearer boundaries. Brighter outcomes.

18



19



20



The infographic features a light beige background with decorative green and orange wavy borders in the corners. On the left, a green circle contains an icon of three stylized figures with a heart above them. Below this, the text 'Co-regulation needs to come FIRST' is displayed, with 'FIRST' in a larger, bold, brown font. A vertical line separates this from the right side, which contains two colored boxes. The top box is light blue and contains a clock icon and text about responding to dysregulation. The bottom box is light orange and contains a plant icon and text about preparing adults.

**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.