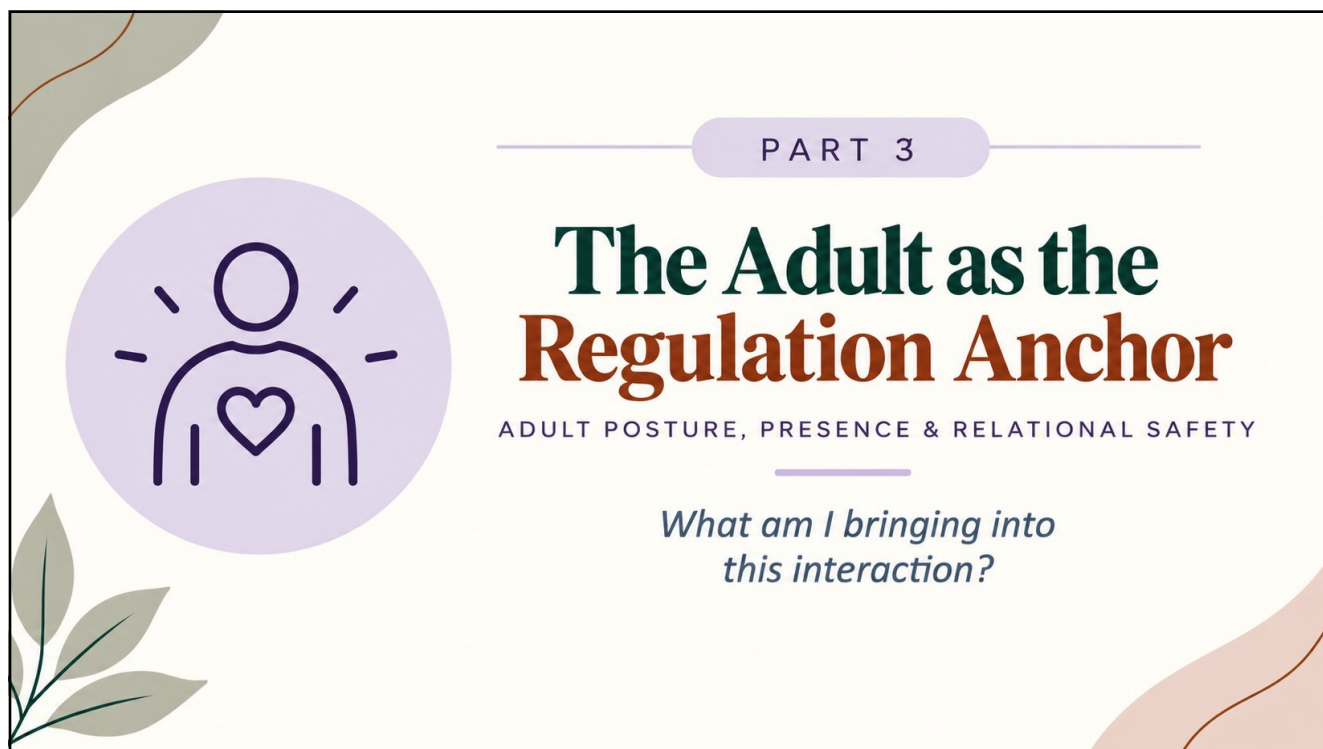
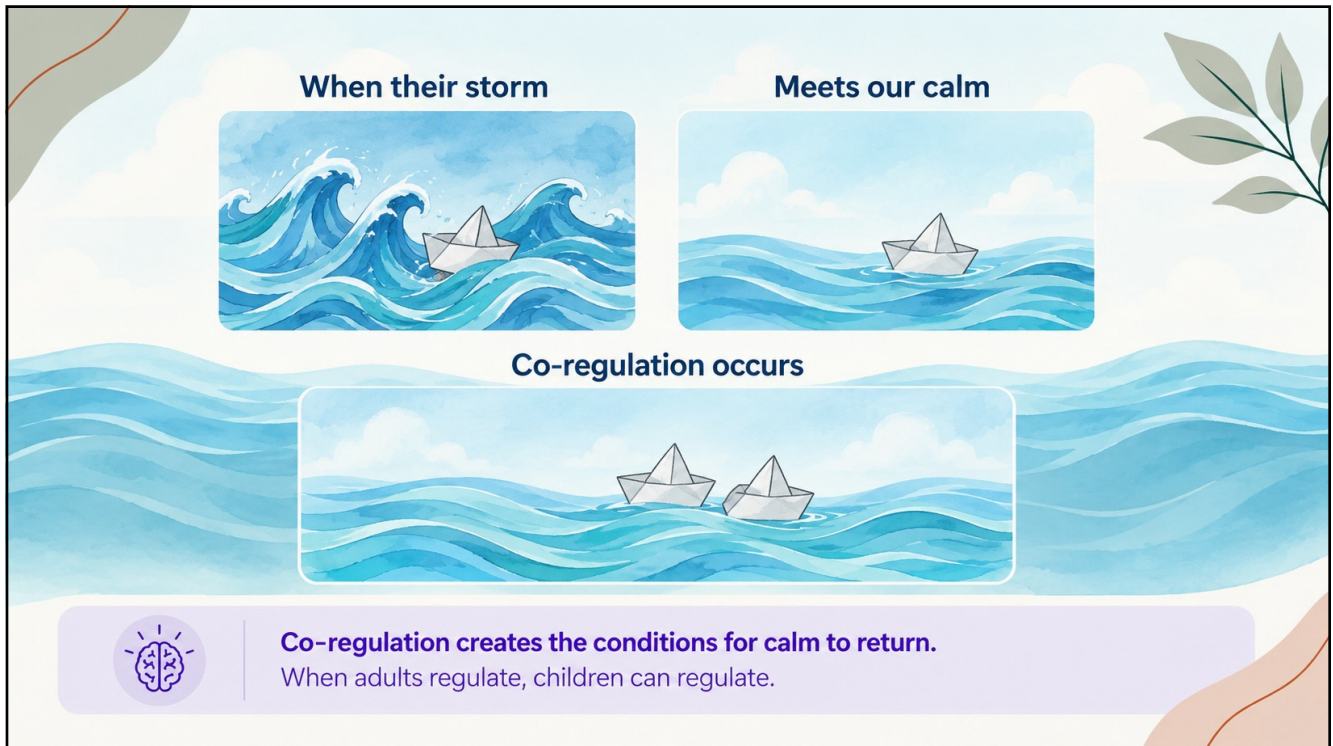




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4

Adults Serve as Emotional Anchors.



Steady adults help students feel safe again.

1  **Children look to trusted adults.**

Children naturally look to trusted adults to help interpret situations and determine how to respond. During moments of stress, students often rely on the emotional stability of the adults around them.

For example, when a child becomes frustrated after making a mistake, an adult's response can either intensify distress or help restore safety.

Reactive Response

"You need to stop crying and get back to work."

May communicate that emotions are inconvenient or unacceptable.

Regulated Response

"This feels frustrating right now. Let's figure it out together."

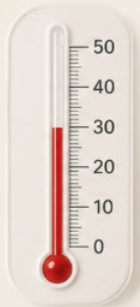
Communicates safety, support, and confidence in the child's ability to cope.

5

Moving Away from Thermometer to Thermostat

Thermometer

Measures what is happening right now.



REACTIONS

→

Thermostat

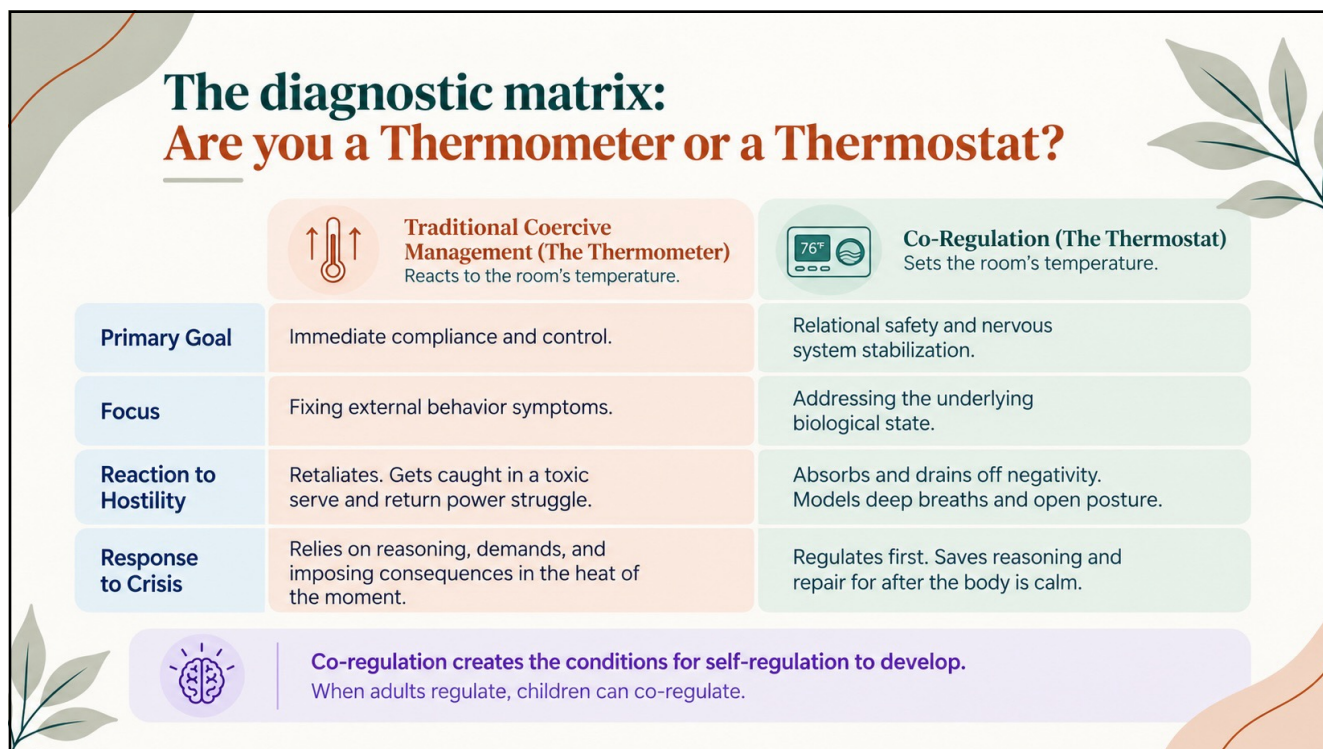
Helps us influence the environment over time.



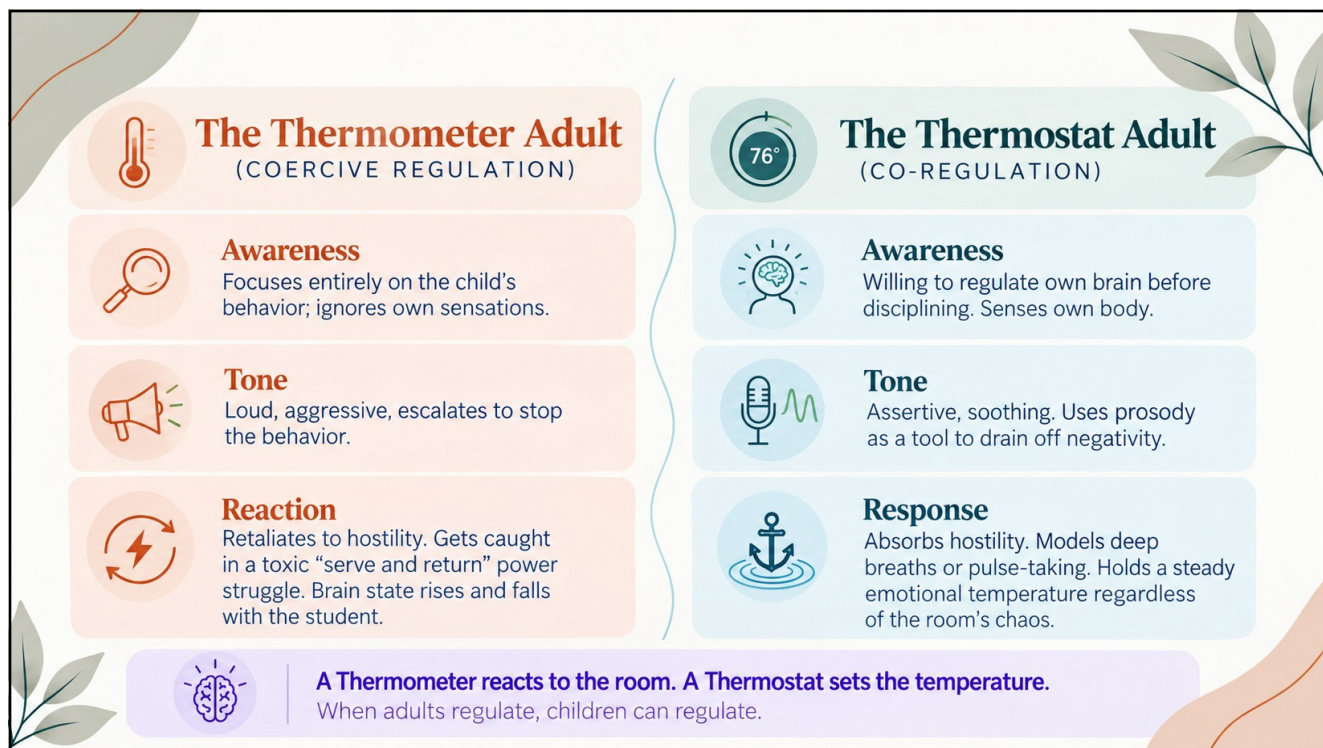
PREVENTION AND REGULATION

SAME GOAL • A MORE REGULATED ENVIRONMENT

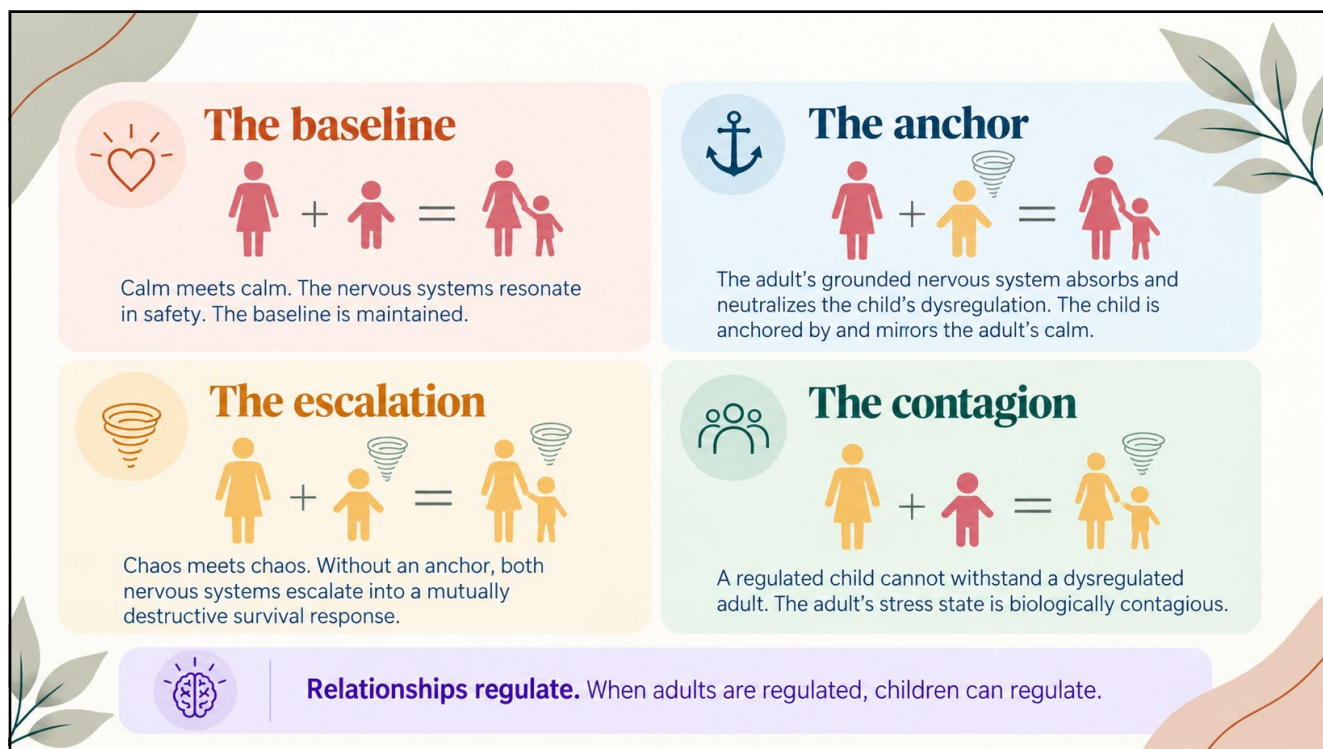
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10

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.

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:

Individual Reflection Question

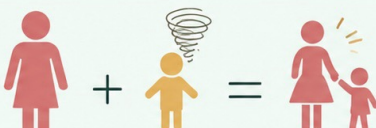


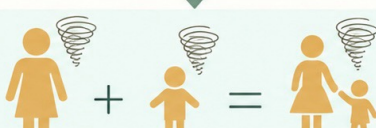
1  **My Personal Classroom Triggers**
(e.g., screaming, backtalk, eye-rolling)

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)

Individual Reflection Question


A regulated adult can support a dysregulated child.

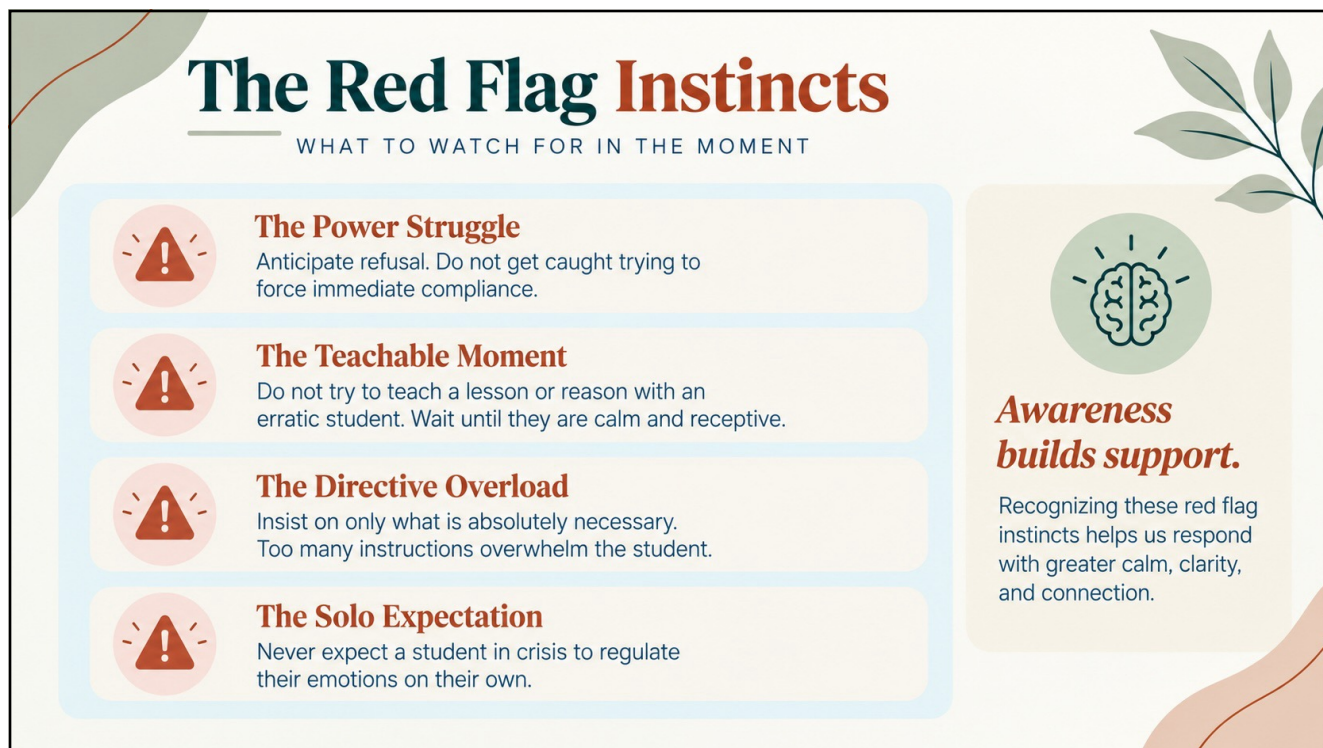

A dysregulated adult can unintentionally escalate a child's dysregulation.

Regulate yourself first, so you can be there for them.

12



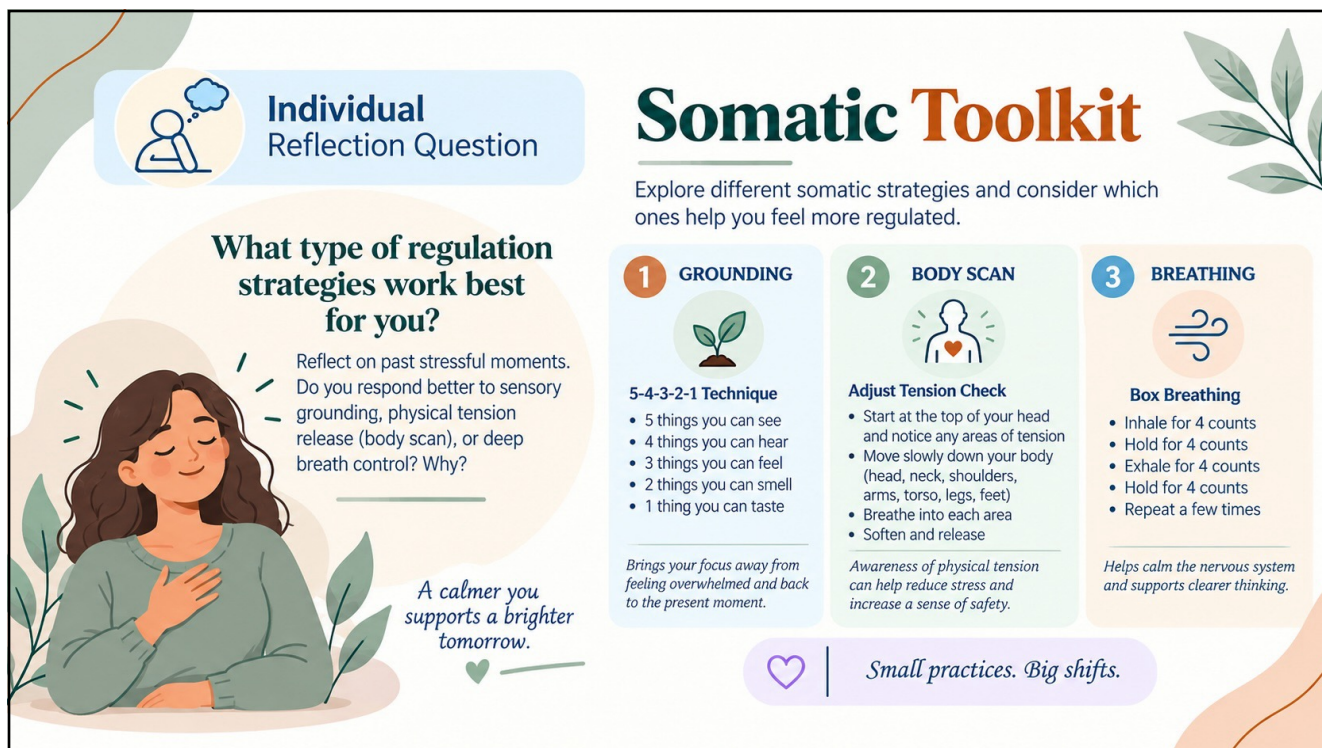
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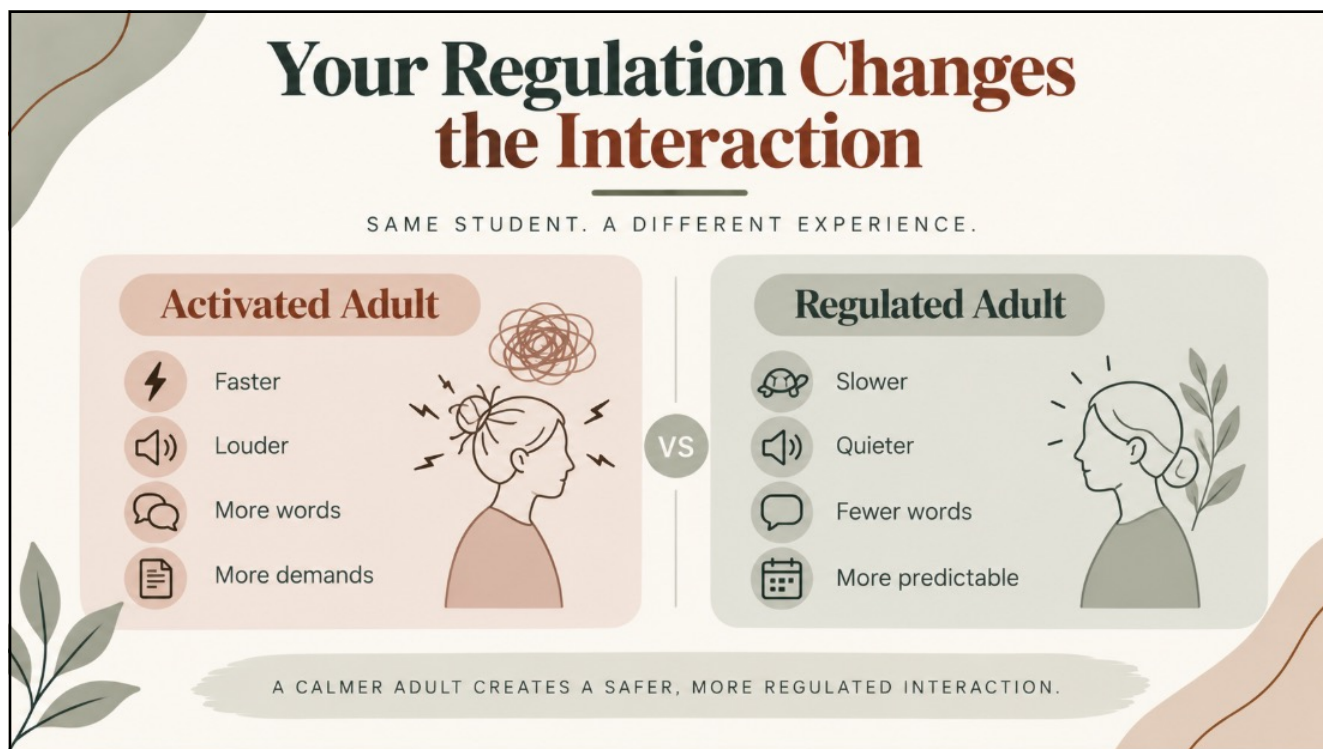
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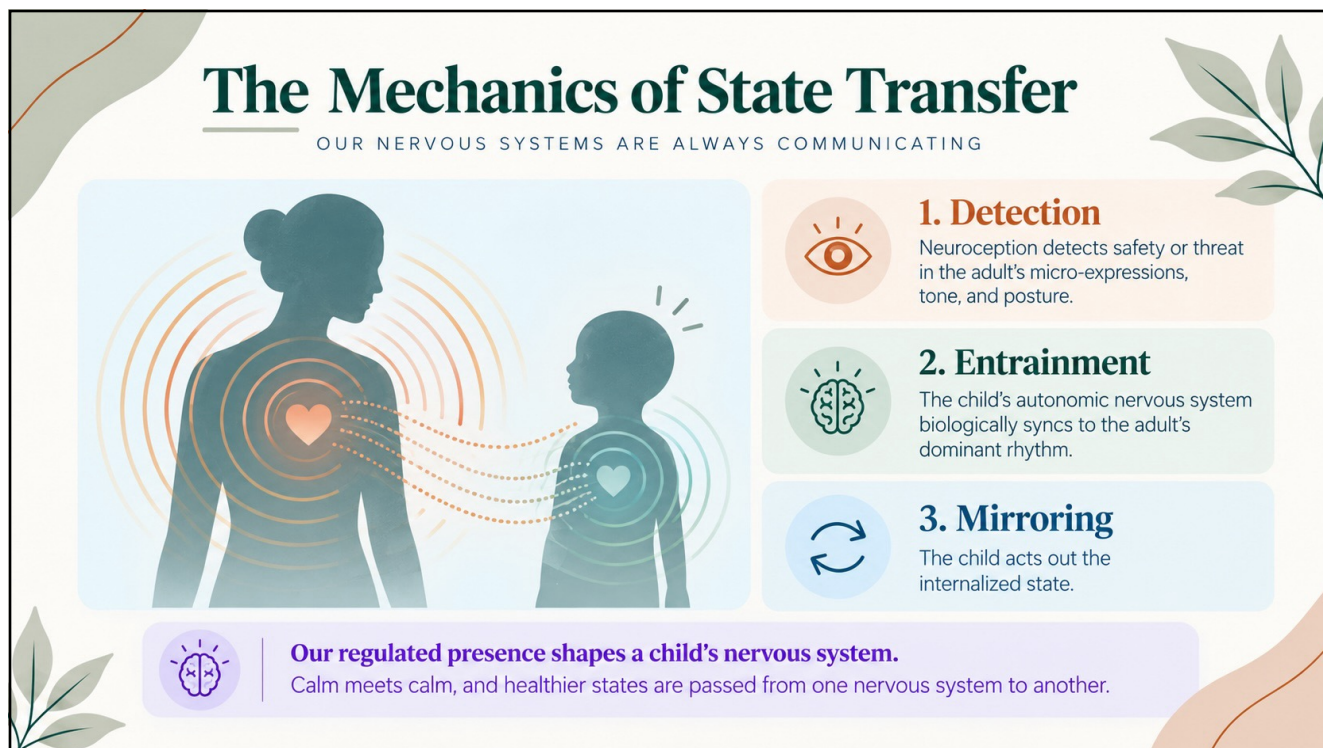
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20

Co-Regulation Do's and Don'ts

PRACTICES THAT SUPPORT A CALM, CONNECTED BRAIN

DO THIS

-  Speak slowly and warmly to guide their pace.
-  Offer calm presence without pressure to "perform" regulation.
-  Hold boundaries with compassion.
-  Validate emotions even when behavior must be redirected.

NOT THAT

-  Match the student's volume or aggressive tone.
-  Demand immediate compliance from a dysregulated nervous system.
-  Shame, isolate, or use retaliatory consequences.
-  Attempt to teach a lesson or correct behavior while the child 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



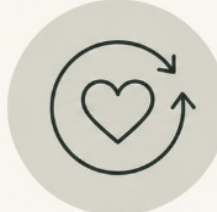
How we give a direction matters.



How we correct matters.

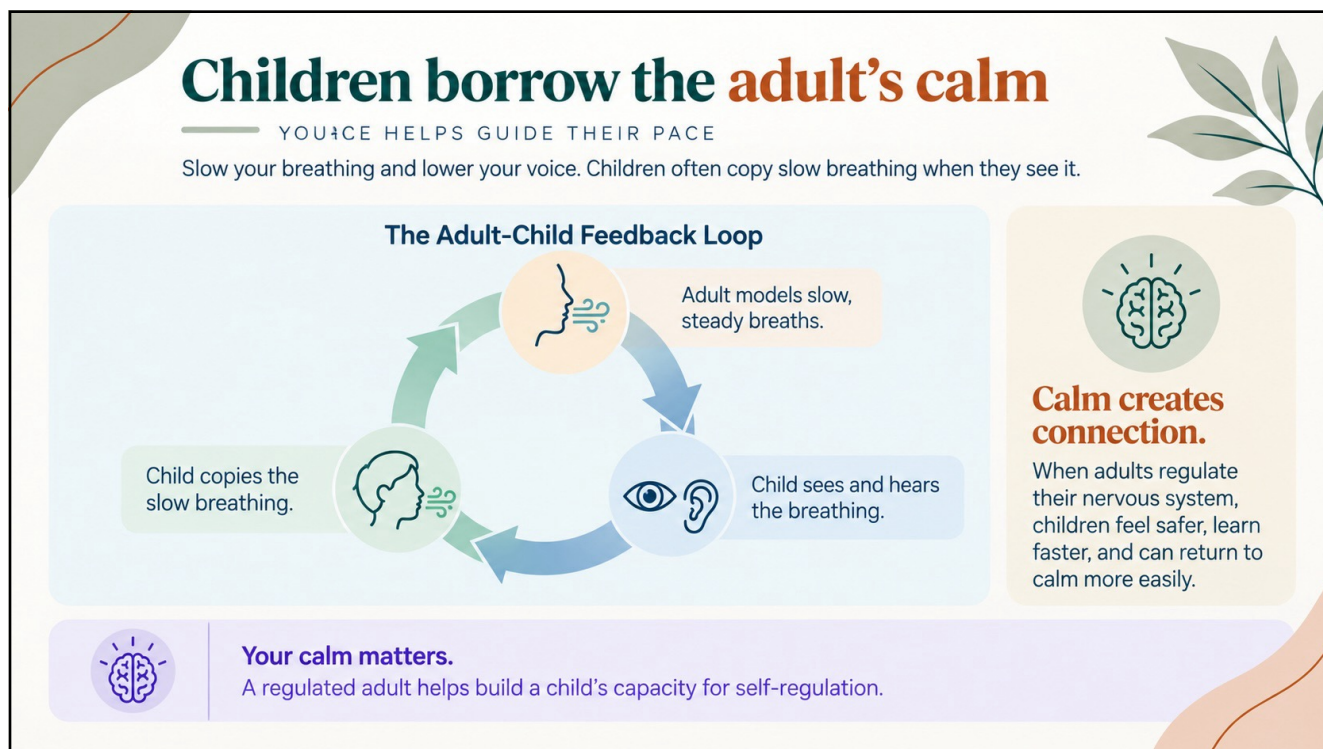


How we respond to mistakes matters.

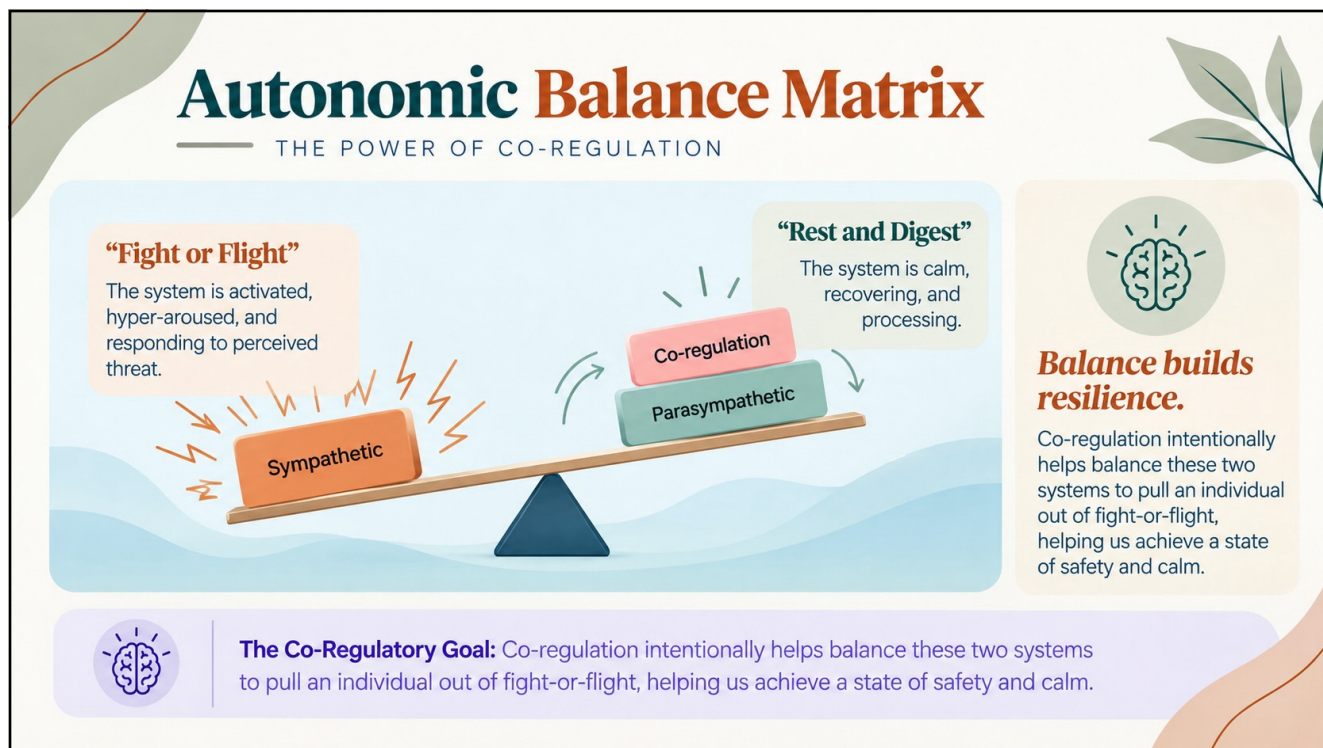


How we repair matters.

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