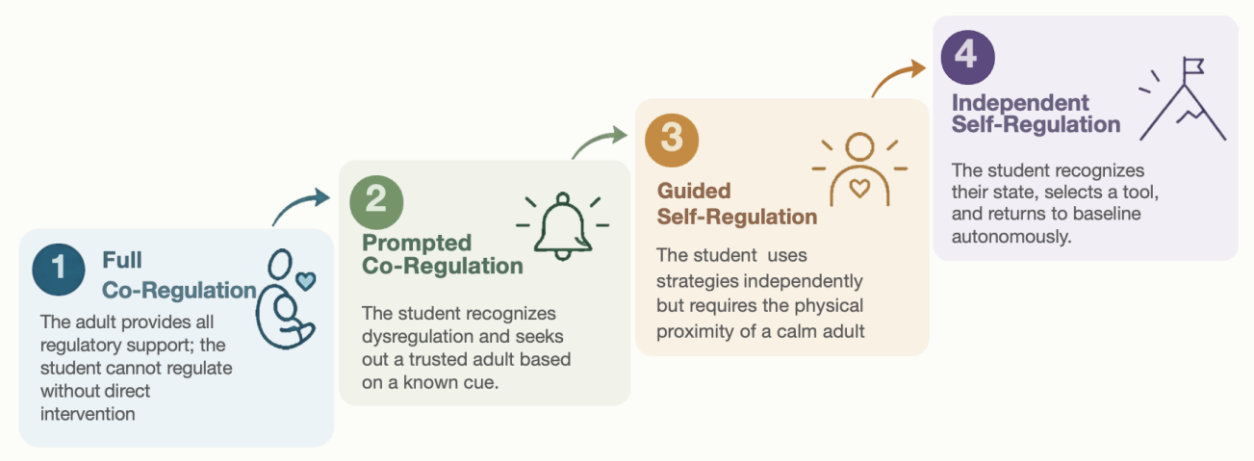
# PART 5 | From Co-Regulation to Self-Regulation

Repeated supported experiences, gradual internalization, repair, resilience, and adult sustainability.

## Progressive student support

*Individual reflection* • *Suggested time: 10 minutes*




Think of a student who frequently relies on adult help. Map how support could shift gradually from adult-led to shared to student-led.

1. What does the adult currently provide?

2. What skill or cue can we model and practise together?

3. What would show the student is ready for slightly more independence?

## Repair after rupture

*Pairs / role-play • Suggested time: 12 minutes*

Practise a brief repair conversation after both adult and student have returned to a regulated state. Focus on reconnection before problem-solving.

1. How will you communicate that the relationship is intact?

2. What curious, non-blaming question could open reflection?

3. How can accountability and a realistic plan for next time be included?

## Sustainable co-regulation

*Small-group discussion • Suggested time: 10 minutes*

Discuss the conditions adults need in order to remain available, steady, and effective over time.

1. What routines and team practices protect adult well-being?

2. Where can we share responsibility instead of relying on one “safe adult”?

3. What change is within our influence as a team?

## Putting Learning Into Action

Choose one small, observable shift in your everyday practice. Start with a specific setting rather than a broad promise.

**One practice I want to continue:**

**One practice I want to change:**

**One phrase or co-regulation response I will rehearse:**

**The situation or time of day where I will try it:**

### How I will know whether it is helping:

### A colleague who can support or reflect with me:

### Final reflection

How has my understanding of “challenging behaviour” changed? What does “YOU make the difference” mean in my role?