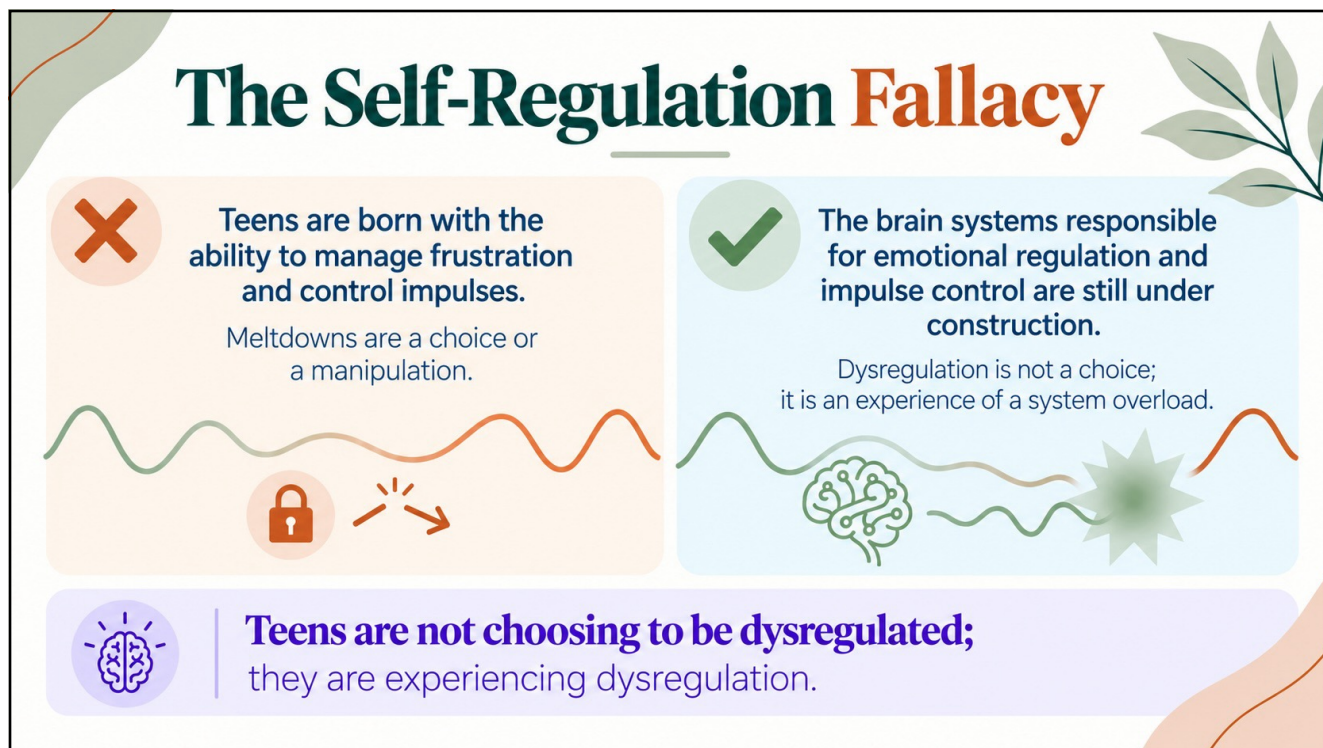




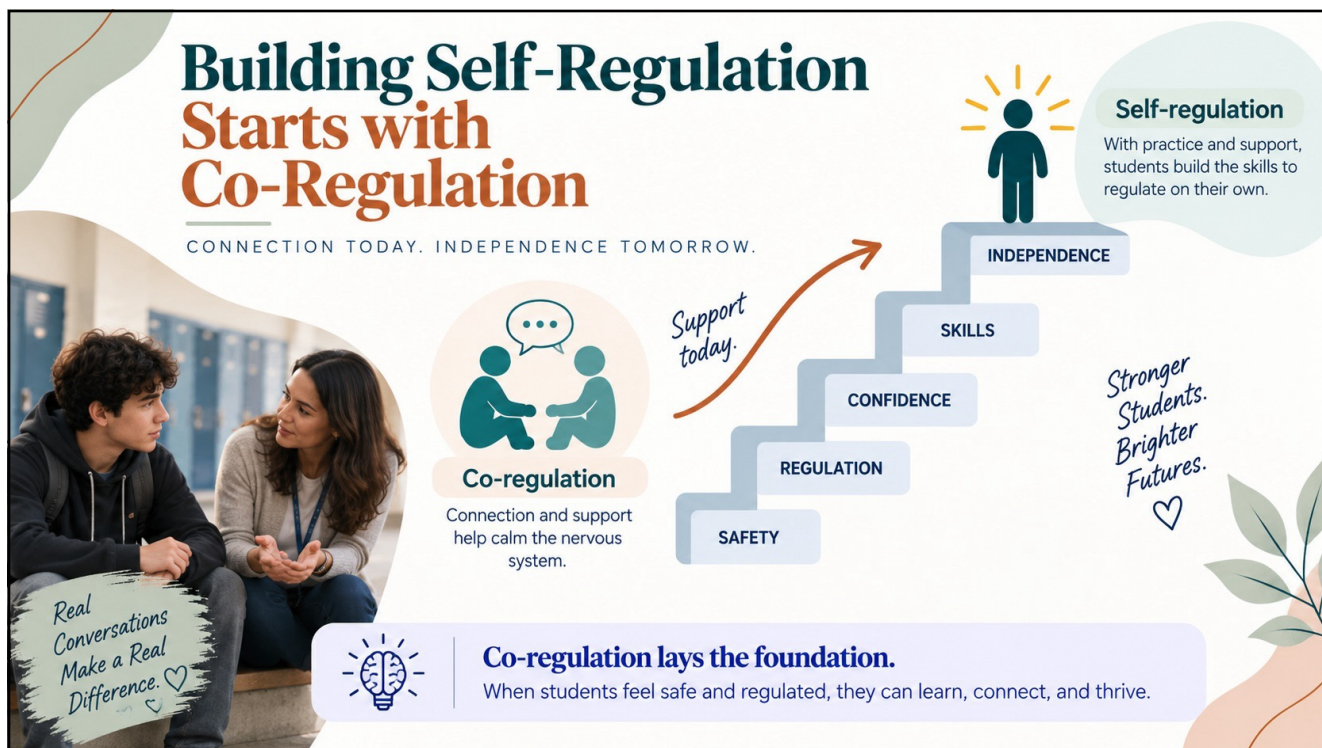
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2

Expecting Self-Regulation vs. Providing Co-Regulation A SHIFT FROM CONTROL TO CONNECTION	
EXPECTING SELF-REGULATION	PROVIDING CO-REGULATION
 Focusing on external elements to fix/control the problem.	 Being aware of the adult's own emotional state and stress response as a priority.
 Focusing on the student's behavior (what they've done wrong) and their intention to correct it.	 Focusing on the student's sense of safety, sensations and feelings, as well as the adult-student dynamic.
 When escalating, looking to stop the inappropriate behavior through the adult's authoritative posture and tone.	 When escalating, helping the student regulate through the adult's own soothing posture and tone.
 Upping the ante when the student is hostile to attempt to shut it down. Acting like a THERMOMETER that reacts to the rise of the student's behavior.	 Supporting the student in their dysregulation even when hostile (adapting the circumstances accordingly). Acting like a THERMOSTAT to hold a steady temperature.
 Focusing on the outcome and how to achieve it (e.g. by applying consequences).	 Meeting the student's needs through the application of specific support measures and emotion regulation strategies.
 Intervening when an incident occurs. No specific plan for debrief or follow up beyond the incident.	 Providing a debrief and follow up. Working proactively around the incidents by creating a preventative plan of action.
 Connection builds capacity. Regulation grows through safety, not control.	 Support today. Greater independence tomorrow. Co-regulation lays the foundation for lasting self-regulation.

3



4

Every Co-Regulation Experience Changes the Brain

Connection today builds stronger brains tomorrow. ♥

Through repeated experiences of being co-regulated by a safe, attuned adult, teens begin to internalize regulatory strategies and build the actual **neural pathways** necessary to manage their own physiological and emotional states.

Each time a student experiences co-regulation, the brain is learning.

-  **Difficult emotions can be tolerated.**
The brain learns that big feelings are manageable and will pass.
-  **Adults are safe during conflict.**
The brain learns to feel safer, even when things are hard.
-  **Stress can decrease.**
The brain learns to shift from a heightened state to a calmer state.
-  **Recovery is possible.**
The brain learns flexibility and resilience.
-  **Mistakes do not threaten relationships.**
The brain learns that it can repair, stay connected, and keep belonging.

 **Strong relationships build stronger brains.**
Co-regulation today creates the foundation for a more resilient, capable tomorrow.

Same Students. Brighter Futures. ♥



5

We're not "lowering the bar." We're "scaffolding the ladder."

Same Potential. Different Support. ♥

YOU CAN DO HARD THINGS ♥

The goal: Students reach the bar on their own.

Growth through support.
With the right support, teenagers build the skills, confidence, and resilience to reach new heights on their own.

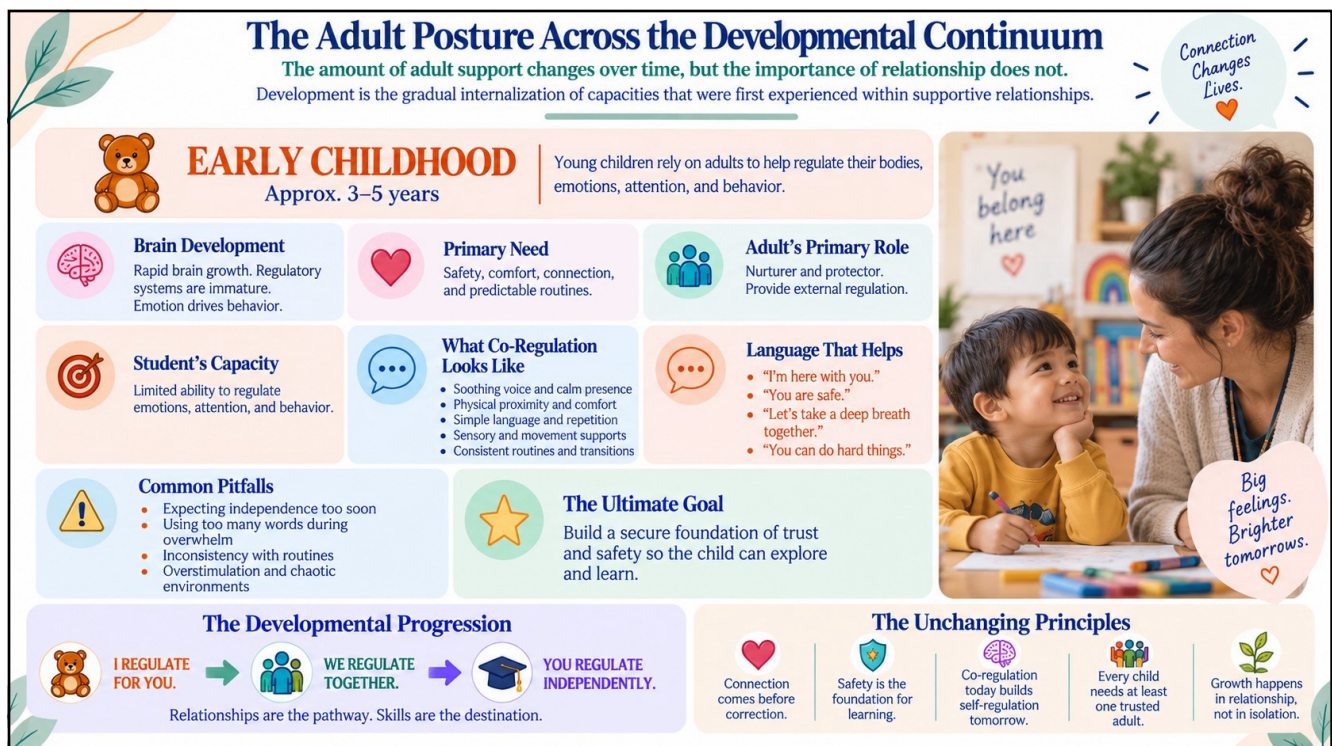
BELONG | LEARN | THRIVE



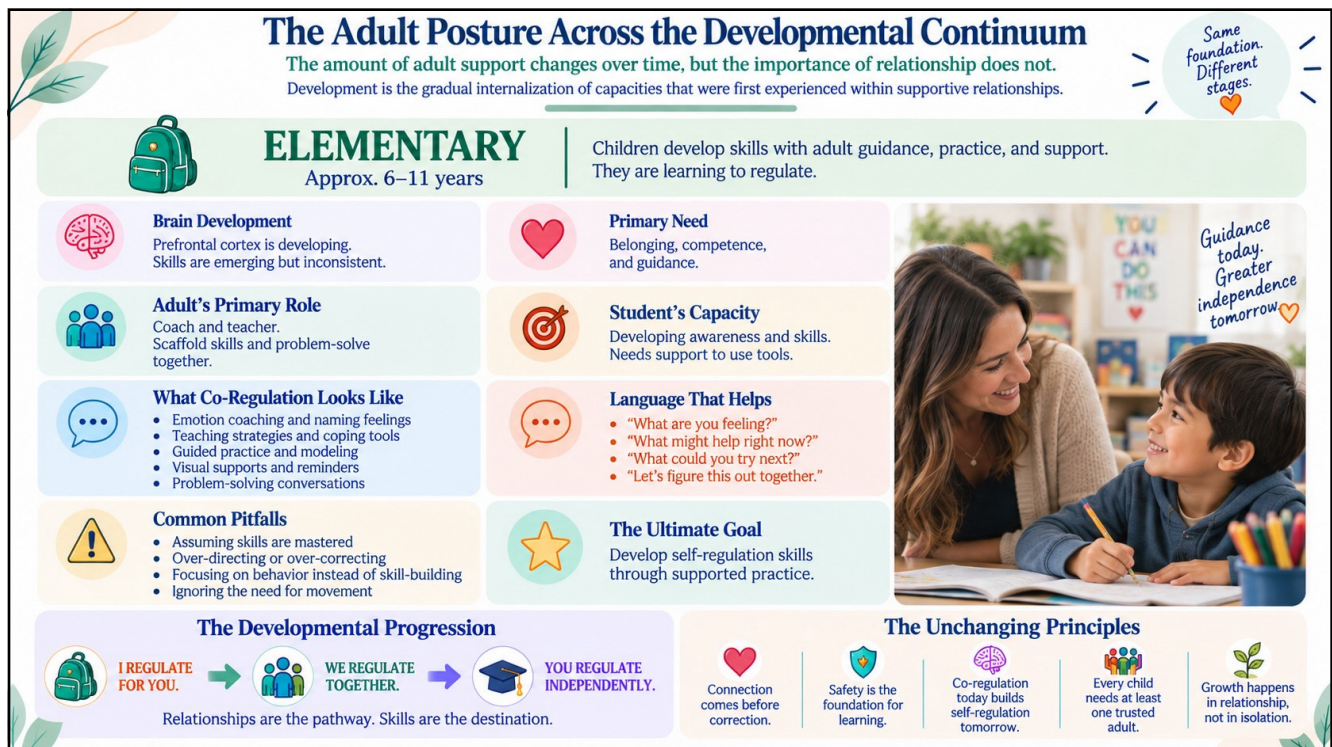
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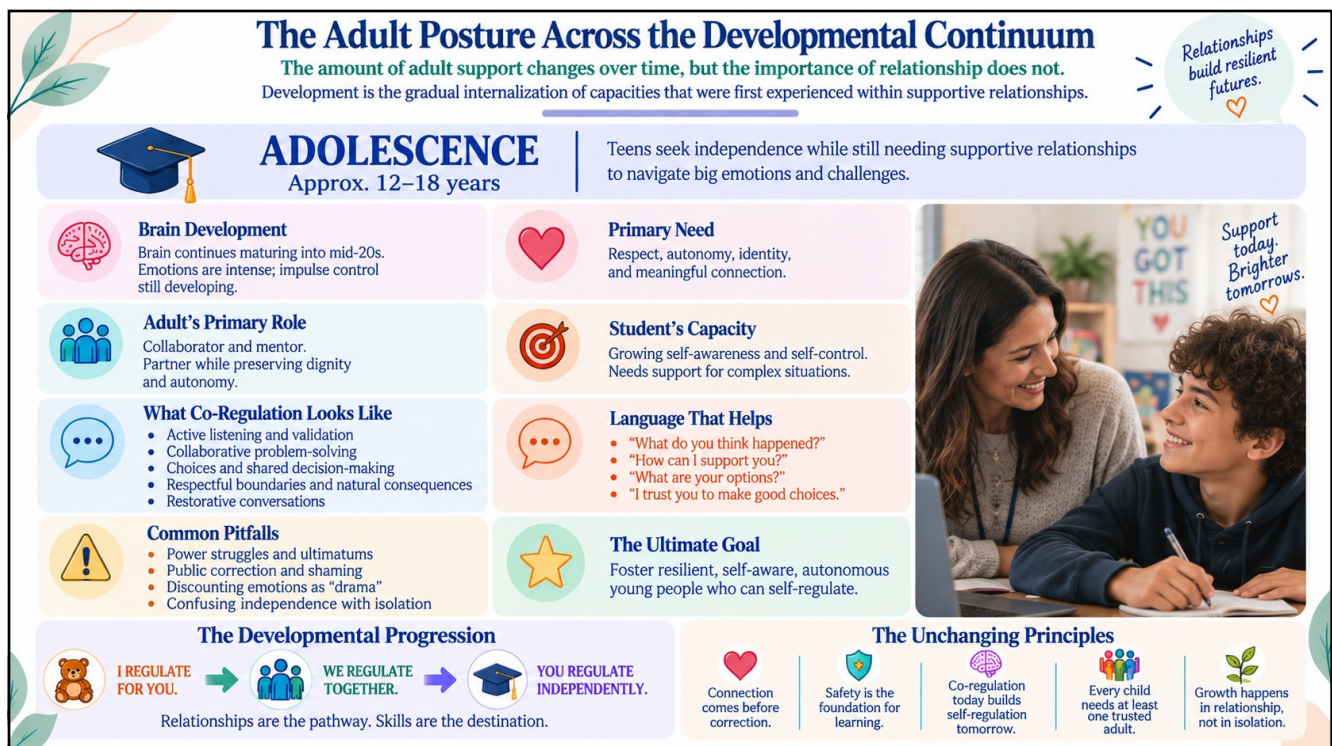
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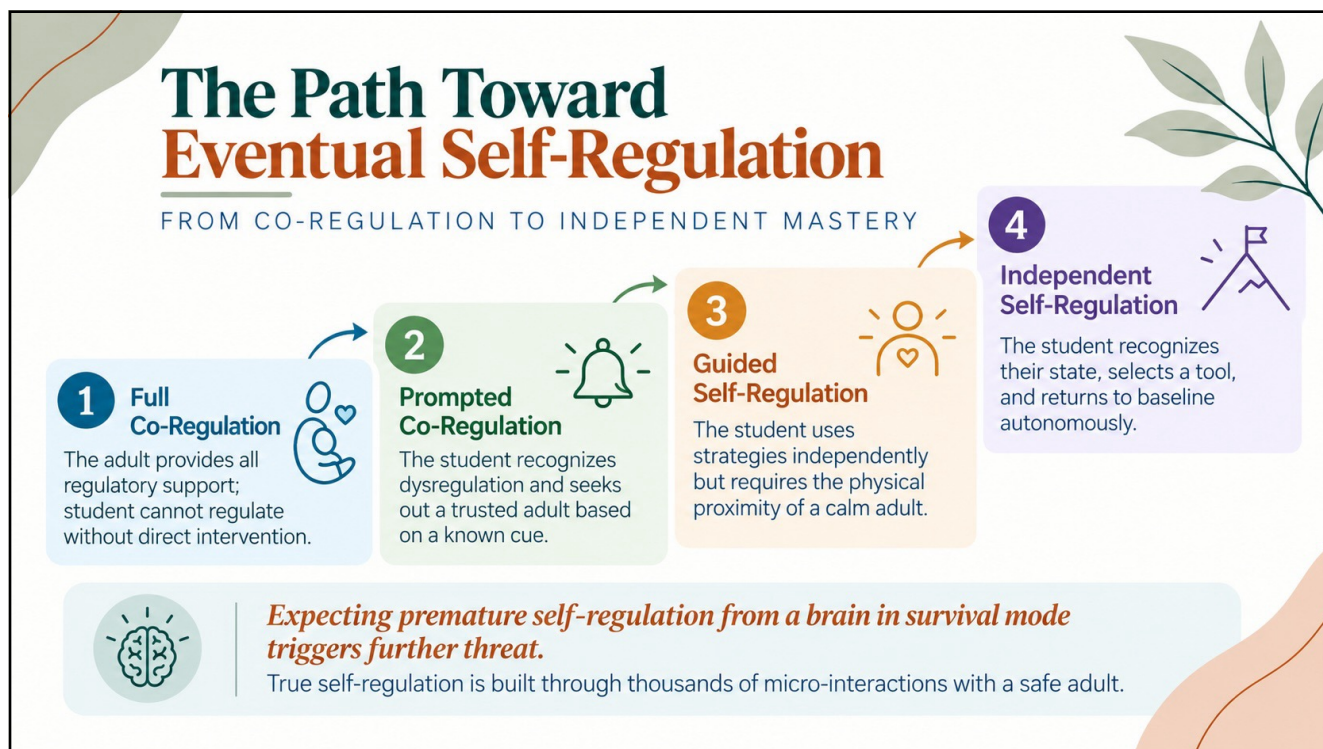
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11



12

Building Resilience Through Supportive Relationships.

*Challenges are a part of the journey.
Support makes the difference.*

- 1

Resilience is often misunderstood.
It is not just the ability to cope independently with challenges. In reality, resilience develops through supportive relationships that help students navigate adversity and recover from setbacks.
- 2

Students become resilient when they repeatedly experience adults who communicate:

 - “I believe in you.”
 - “You can get through this.”
 - “I will support you while you figure it out.”
- 3

Resilience is not built by removing every obstacle.
It is built when students encounter challenges while experiencing the support needed to navigate them.

Supportive relationships help students approach challenges with confidence rather than fear.

13

Modeling repair builds trust more effectively than never getting it wrong.

*You can repair.
Relationships can grow.*

*Real conversations.
Stronger connections.*

Repair builds stronger relationships.

The Rupture

MOMENTS OF DISCONNECTION HAPPEN

Ruptures are inevitable. When an adult loses their cool or a student has a melt down, the connection can be strained.
It's not about being perfect — it's about being reachable.

“

The Repair

RECONNECTION CREATES OPPORTUNITY

Repair is co-regulation applied to relationships. Wait for regulation, revisit without blame, and focus on understanding and moving forward.
Repair teaches that relationships can survive hard moments — and grow stronger because of them.

Connection builds capacity.
Every repair is a chance to model trust, resilience, and what to do when things are hard.

SAME PEOPLE.
REAL CONVERSATIONS.
BRIGHTER TOMORROWS.

14

Being a regulating presence doesn't mean being perfect

Regulation doesn't mean we are always calm. It means:

- Being self-aware enough to pause, reset, and repair.
- Showing up with intention.
- Modeling how to stay connected even when the connection has been strained.

15

Restorative Practices and Co-Regulation

CONNECTION TODAY BUILDS TOMORROW

People can repair. Relationships can grow. ♥

Same students. Brighter tomorrows. ♥

A critical component of restorative practices and co-regulation is the **repair conversation**, which occurs only after the student has returned to a regulated state.

"I'm still here, and we'll figure it out together."

BETTER PEOPLE BRIGHTER TOMORROWS ♥

- 1. Reestablishing safety and connection**
Focus on drawing the student back in rather than pushing them away through exclusionary discipline.
"I'm still here, and we'll figure it out together."
- 2. Revisiting the incident without blame**
Move away from "Who started it?" or "What rule was broken?" to "What happened?"
- 3. Building metacognitive awareness**
Help the student identify their own physiological patterns, emotions, and triggers to plan for future regulation.
- 4. Differentiating from punishment**
While a consequence may eventually be necessary, the restorative process is distinct; its goal is building capacity and understanding, not issuing a penalty.

Restorative Prompts

- What happened?
- Who was affected?
- What do you need to make it right?
- How can we move forward together?

REPAIR BUILDS TRUST. TRUST BUILDS BELONGING. BELONGING BUILDS LEARNING.

Real conversations. Real change. ♥

16

The First Law of Emotional Math

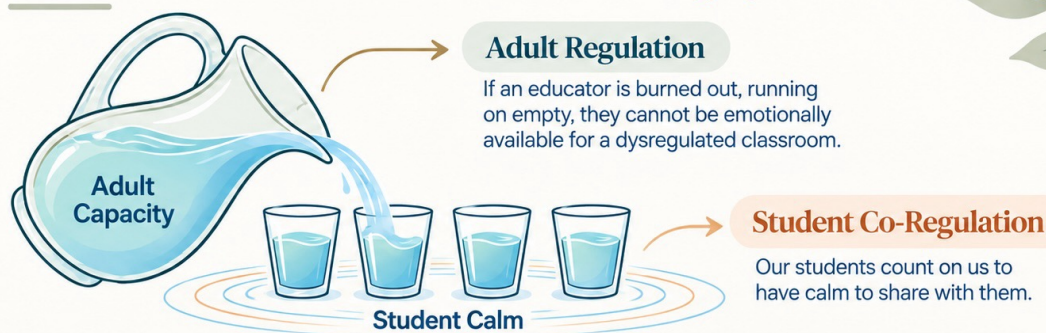


**You cannot regulate
a student's nervous system
using a dysregulated one
of your own.**

Before you attempt to manage their behavior,
you must first secure your baseline.
Be the anchor, not the storm.

17

Systemic Support: We Cannot Pour From an Empty Vessel



What fuels the adult's vessel?

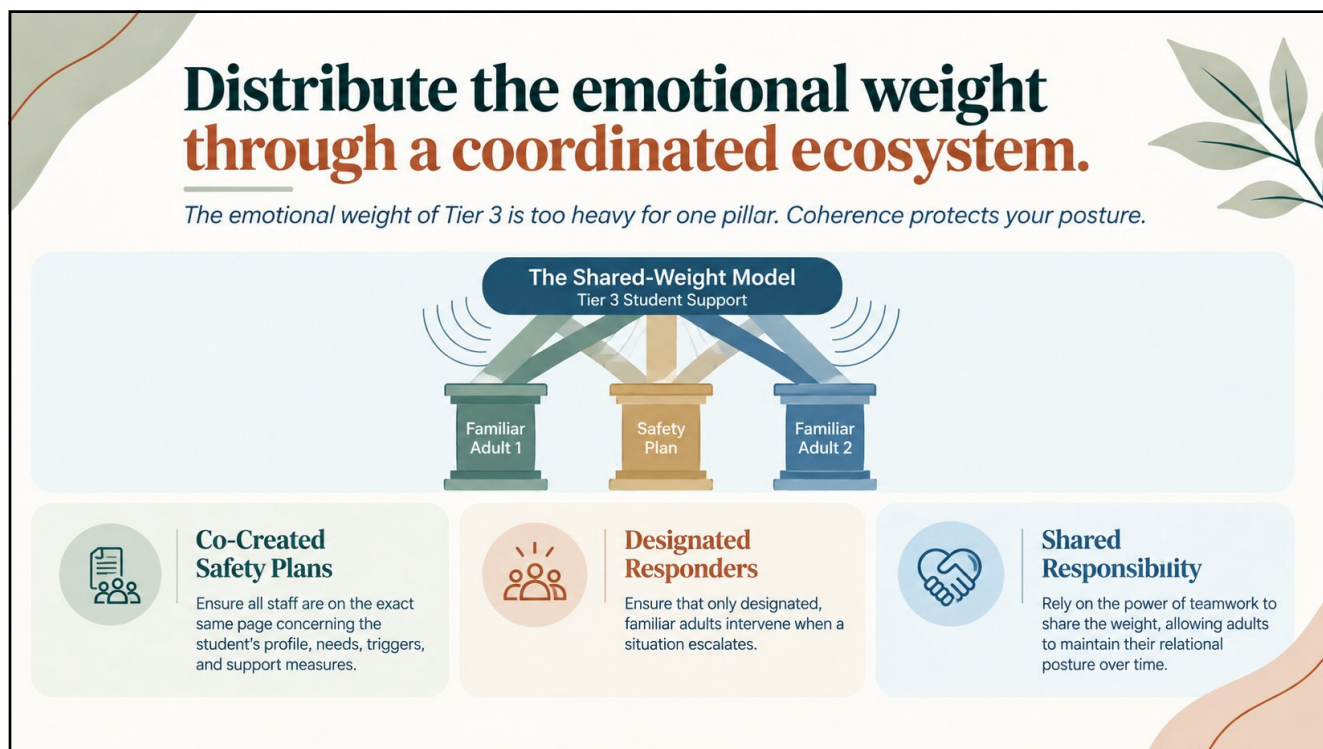

Protected time
for planning


Compassionate
leadership communication


Permission to
"Tag Out"


Spaces where
staff feel seen

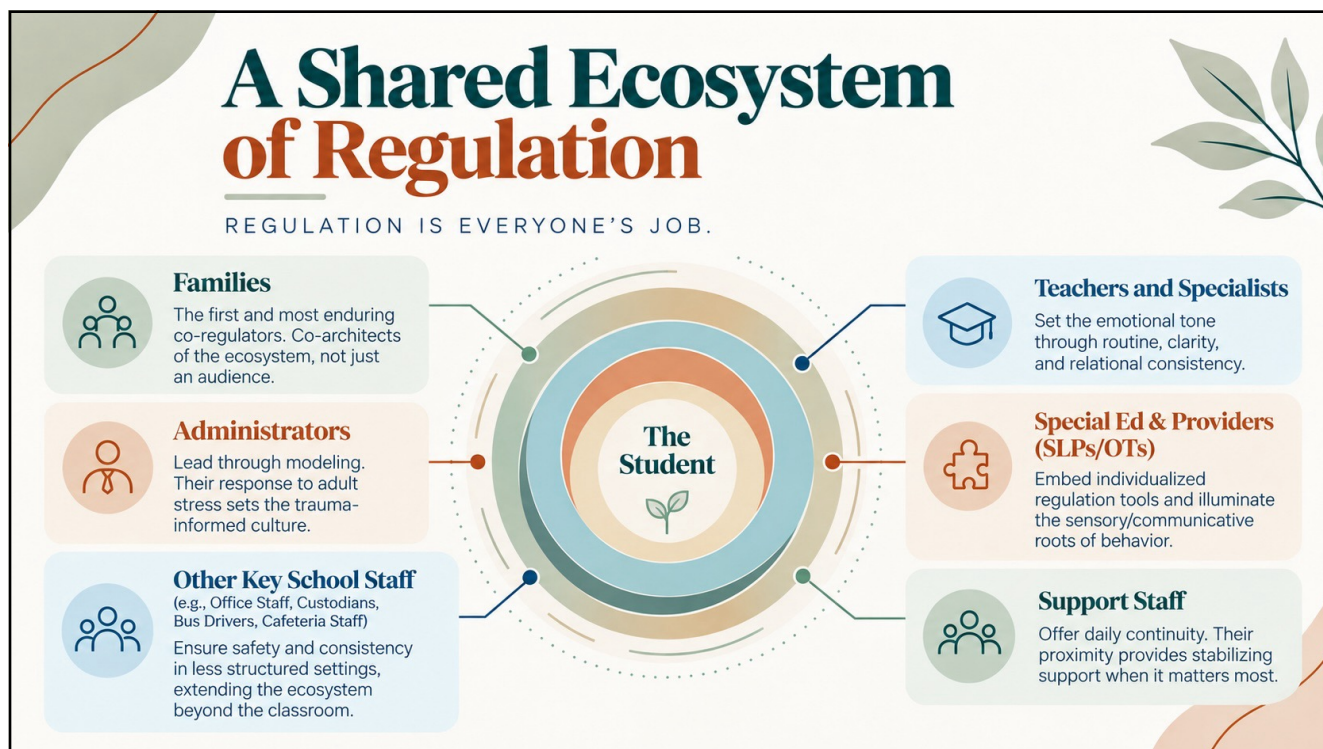
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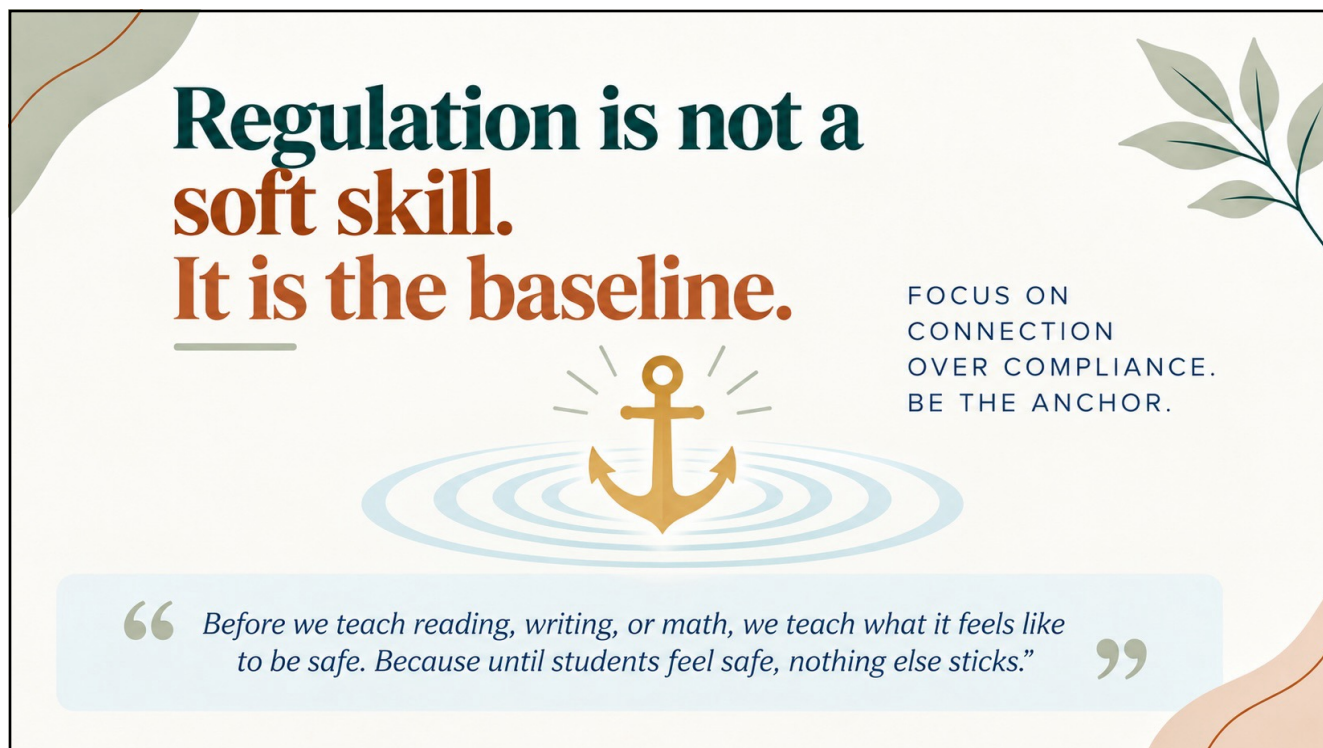
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21



22

**Centre of Excellence
for Behaviour Management**

www.cebm.ca

Practical resources for real challenges.

Supporting Quebec's English school boards.

Also visit the CEBM Resource Center
<https://www.cebmmember.ca/>

The screenshot shows the CEBM website interface. The header includes the CEBM logo and navigation links: ABOUT US, PROJECTS, ARTICLES, RESOURCES, and CONTACT. The main content area features the text: 'THE CENTRE OF EXCELLENCE FOR BEHAVIOUR MANAGEMENT (CEBM)' followed by a description: 'As a support to the 10 English School Boards of Quebec, the CEBM aims to help boards and their staff to find effective and developmentally friendly interventions for working with students who experience significant behavioural challenges in the school setting.' There is also a language toggle button labeled 'FR'.

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