

Co-Regulation

Accessing Your Superpower

By

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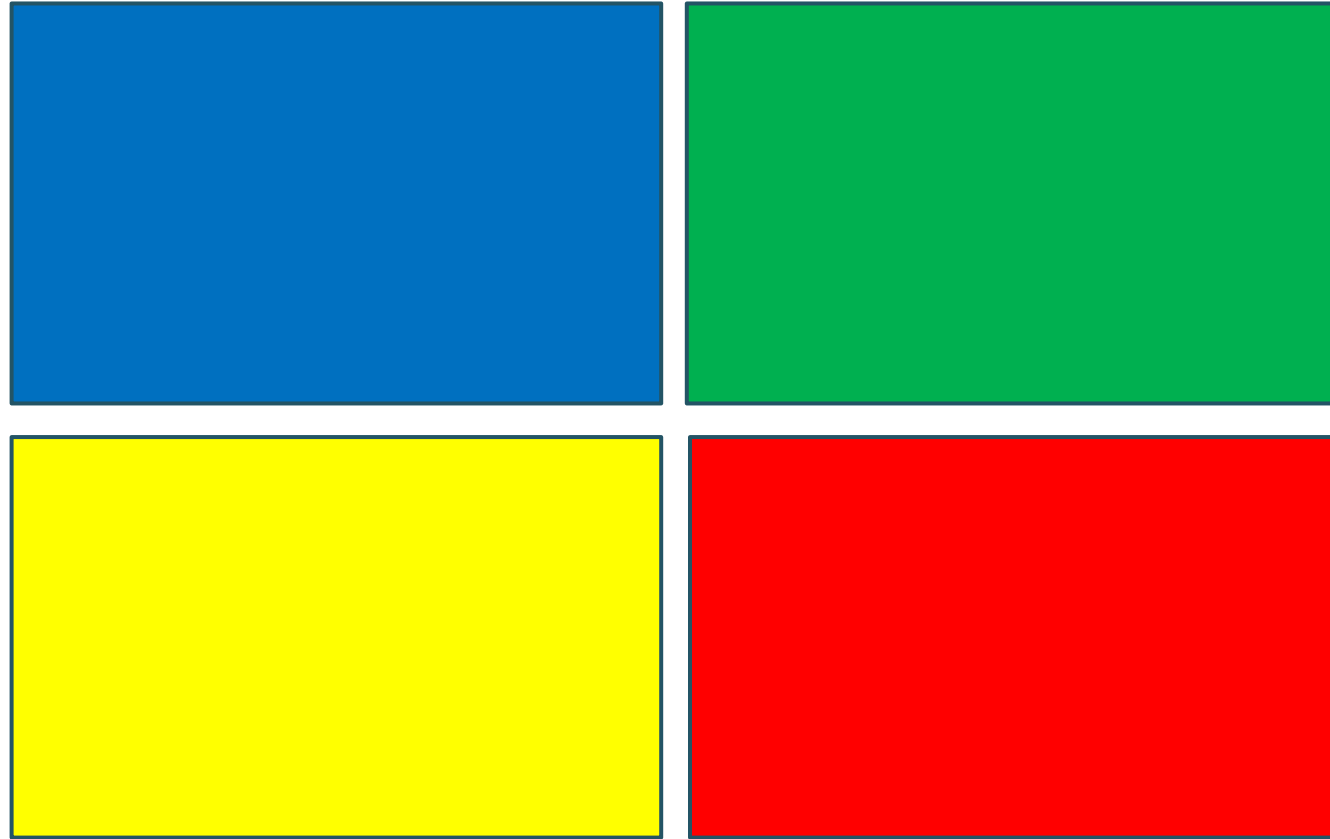
Three Key Concepts

- ▶ Co-regulation starts with regulation- ‘put on your oxygen mask first’
 - ▶ Accessing your Super Powers
 - ▶ Expand your toolbox-Use your tools
-
- ▶ Appendix
 - Additional tools for discussing level of regulation
 - How full is your bucket?
 - Tantrum vs meltdown

What is regulation?

- ▶ The **action** or **process** of regulating.
- ▶ Regulation does not mean that we are calm, happy, and focused all the time.
- ▶ It is an active and intentional **process** of getting get back to calm, happy, or focused (regulation) after we have been disrupted.

Zones of Regulation



Put on your
oxygen mask first
and then help
your child.

WHY?!!

Here's why

- ▶ Children will be scared and most likely will not let you put it on; especially a younger child. And you will be scared too!
- ▶ If you are feeling short of breath or anxious, you cannot calmly help them put on their mask if yours is not on.
- ▶ Child look to adults and imitate (your presence, movement, tone of voice, touch).
- ▶ If you are wearing the mask and breathing calmly, they may be more open to putting it on.
- ▶ If you go into F, F, or F or pass out, you cannot help your child.

What is co-regulation?

Co-regulation involves various types of responses, including but not limited to:

- a warm, calming presence
- tone of voice
- verbal acknowledgement of distress
- modeling of behaviors that can modulate arousal
- providing a structured environment that supports emotional and physical safety.

Chose your Super Power

- a warm, calming presence
- tone of voice
- verbal acknowledgement of distress
- modeling of behaviors that can modulate arousal
- providing a structured environment that supports emotional and physical safety

Warm, calming presence

- ▶ Posture
 - ▶ Intimidating vs accepting
 - ▶ Standing above vs getting on their level
- ▶ Eye contact - direct eye contact vs waiting for their eye contact
- ▶ Facial tone
- ▶ Breathe
 - ▶ Breath out more than in
 - ▶ Count to 5
- ▶ Find your calm space
- ▶ Heart rate

Tools

- ▶ Breathing
 - ▶ Blow bubbles-long slow blow out
 - ▶ Blow out candles
 - ▶ Blow or suck through a straw - pick up/drop things
 - ▶ Blow a whistle, harmonica, or pinwheel
 - ▶ Trace square or lazy eight
- ▶ Facial tone
 - ▶ Puffer fish
 - ▶ Lip movement
- ▶ Get down on their level

Tone of Voice

- ▶ Volume
 - ▶ Soft vs loud
 - ▶ Use of whisper
- ▶ Intonation
- ▶ Amount of words
 - ▶ Less is more-what are the key words
- ▶ Use of words-Saying the expected behavior vs 'Don't do...'
 - ▶ Gentle or nice feet/hands, inside voice vs Don't kick/hit, be quiet

Tools (continued)

- ▶ Choice of words
 - ▶ Instead of “What a mess!” Try “It looks like you had fun! ...
 - ▶ I can help you clean up OR Let’s clean up together. Should we put away the cars or the books first?
 - ▶ When you are sitting, I can get your snack
- ▶ Whisper - tell you a secret
- ▶ Pauses
 - ▶ Count 10 sec after direction
 - ▶ Time to process and act
- ▶ Transition songs
- ▶ First....then

Verbal acknowledgement of distress

- ▶ Keep is simple and short
- ▶ I hear you
- ▶ I see/hear you are sad, mad, frustrated.....
- ▶ Do you need help
- ▶ Caution with the use of 'you're okay'
 - ▶ It's going to be okay, I'm here, I can help
- ▶ I can help you/talk with your when you are calm/have a safe body
- ▶ First...then

Modeling behaviors that can modulate

- ▶ Children imitate adult's actions and words
- ▶ People in the same area entrain to one another, especially if they are close
- ▶ Model breathing, tone of voice, calm presence, etc.
- ▶ Verbal/physical modelling of zones of regulation
 - ▶ Label when you are happy, sad, mad, frustrated
 - ▶ Verbalize your need to take a break or get a drink or take exaggerated breaths
- ▶ Model cleaning up-sing a song, make it silly, divide up the tasks
- ▶ Stuffed animals or action figures can model what to say
- ▶ Role playing scenarios during calm times

Providing a structured environment that supports emotional and physical safety

- ▶ Visual schedule with embedded child choice into their day
- ▶ Using heavy work and movement breaks prior to potential triggers
 - ▶ Push, pull, carry
- ▶ Giving safe space to let it out (red zone)
- ▶ Calm, cozy space (yellow zone)
- ▶ Healthy and happy choices - discuss characters in books or on TV
- ▶ Natural consequences of actions
- ▶ Redirect the child's attention to something more positive (preferred book or topic of conversation, etc.) (yellow zone)
- ▶ Change of setting (get a drink of water)
- ▶ Take a cool down or sensory break

Working together

1. Discuss and practice strategies during happy, calm times
2. Model the strategies for them
3. Take turns with your child and role play
4. Embed choices into their day
5. Take time for a joyful moment each day





Time
to choose
your
Superpower

Appendix A

Additional Tools for discussing regulation

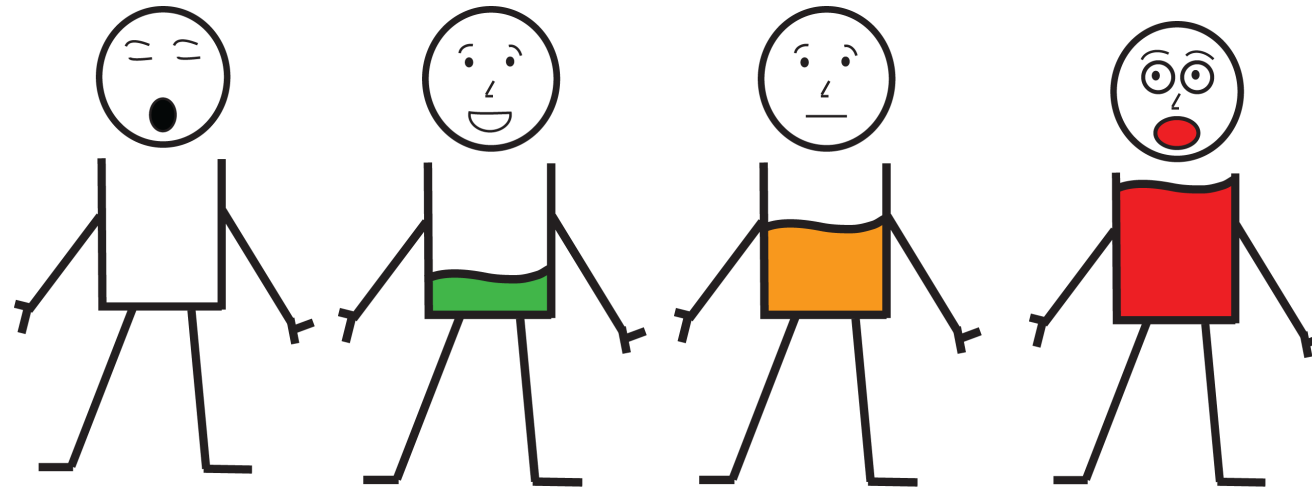
Five Point Scale

Thinkables/Unthinkables

Appendix B

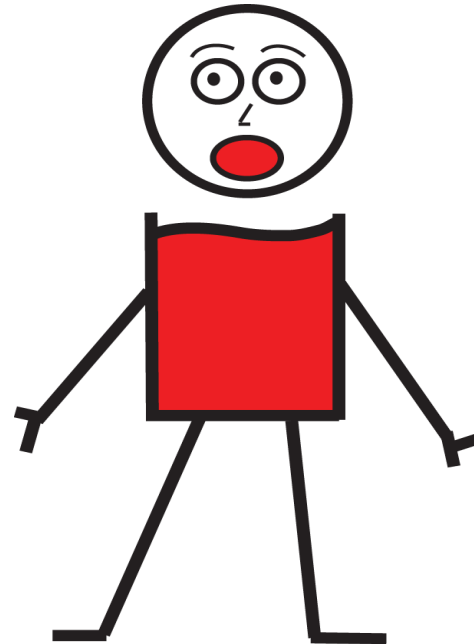
How full is your Bucket?

It's easier to empty our bucket if we can do it BEFORE it gets completely full



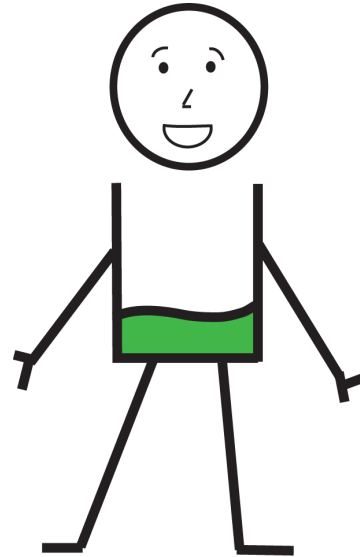
When overwhelmed, people may have problems with...

- ▶ How they feel physically
- ▶ Their emotions
 - ▶ Fight (e.g. anger)
 - ▶ Flight (e.g. anxiety)
 - ▶ Freeze
 - ▶ Sadness
 - ▶ Etc...
- ▶ Their behaviours
 - ▶ Withdrawal
 - ▶ Aggression
 - ▶ Controlling
 - ▶ Etc....



Getting “just right” is about getting just enough senses* in your bucket

- ▶ Touching
- ▶ Hearing
- ▶ Seeing
- ▶ Taste
- ▶ Smells
- ▶ Movement



* sensory input, sensory stimulation, etc...

Appendix C

Temper Tantrum

vs

Sensory Meltdown

Temper Tantrums

Outburst when trying to get something he/she wants or needs

Shorter in duration

Often stops when not getting your attention or when they get what they want

May resume when he/she noticing that you are looking at him/her

You can distract them out of it by something else

The child has some level of control over his/her behavior

Sensory Meltdown

A reaction to a situation when feeling overwhelmed or over aroused.

Tends to be longer in duration.

Triggers that 'fight, flight or fright' response.

The behavior is usually beyond the child's control.

It often doesn't stop even if the child gets what they want. They often don't know what they want.

Resources

- ▶ -Zones of regulation by Leah M. Kuypers
- ▶ -Thinkables/Unthinkables by Michelle Garcia Winner
- ▶ -Mind Ninja by Joeline Lavrick, BA
- ▶ -The Explosive Child by Ross Green
- ▶ -The Out of Sync Child by Carol Kranowitz
- ▶ -The Out of Sync Child has Fun by Carol Kranowitz
- ▶ -Are you in the Zone? By Timothy Kowalski
- ▶ -Gozen.com Anger iceberg

You can find these books in the library but you can also see YouTube videos of the authors sharing key concepts about each resource.