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Unlock the Power of Regulation:

Strategies that Work

Josh MacNeill



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Regulation

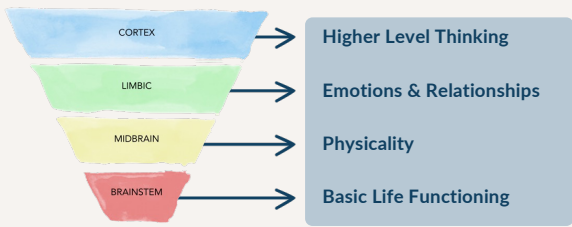
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The ability to self-reflect between a feeling and a response.

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Regulation & the Brain



CORTEX → Higher Level Thinking

LIMBIC → Emotions & Relationships

MIDBRAIN → Physicality

BRAINSTEM → Basic Life Functioning

INTELLIGENT NETWORK

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Cortical Modulation

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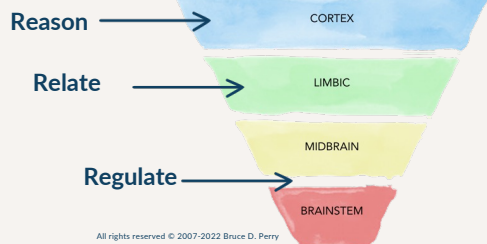
The "Go-To" Approach

Relies on the ability of the cortex to control physical & emotional responses

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Bottom-Up Regulation



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Strategies to Regulate

Primary Goal:

Create space for the child to engage in calming opportunities.

- Physical comfort
- Music
- Sensory Opportunities
- Oral Activation
- Controlled Movement
- Breathing

Hint: Fewer words are typically better at this point!

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Strategies to Relate

- Primary Goal:
The child needs rational safety with those around them.
- Check-in / apologize
 - 1:1 attention
 - Positive connection
 - Parallel interaction
 - Create space to listen
 - Avoid higher level thinking

Hint: Ask yourself who this child's 'people' are



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Strategies to Reason

- Primary Goal:
Move forward with task at hand, while preparing for the future.
- Student is ready for manageable stress
 - Avoid re-triggering / re-traumatizing
 - Create a regulation plan with the student
 - Discuss potential consequences, outcomes, etc.

Hint: Be a detective of the children you work with



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NOTE:

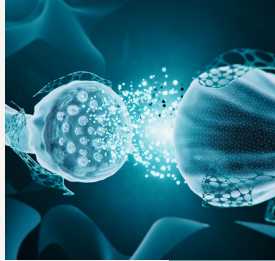
A dysregulated adult is going to struggle to support a dysregulated child.



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Mirror Neurons

Mirror neurons fire when they see something occurring: they mimic what they see happening in front of them - as if the person was doing that thing themselves.



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Your self-care
supports
student
regulation!

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Brain Plasticity

Consistent exposure to developmentally appropriate regulating opportunities can help rewire the brain.



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In your role, how can you help to change a child's brain?

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Thank you!

Questions? Get in touch:


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