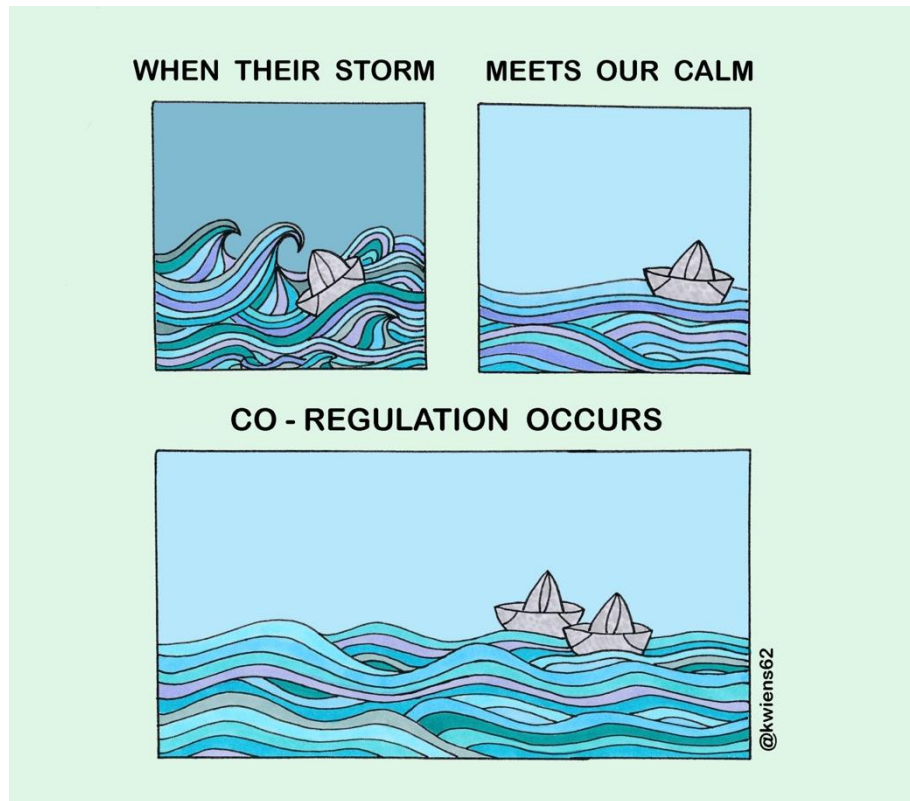


# Effective Co-Regulation – Package

Students with complex needs require assistance with regulation and sensory processing to help navigate their world. Co-regulation can assist that navigation so that students with complex needs have current and future quality of life.



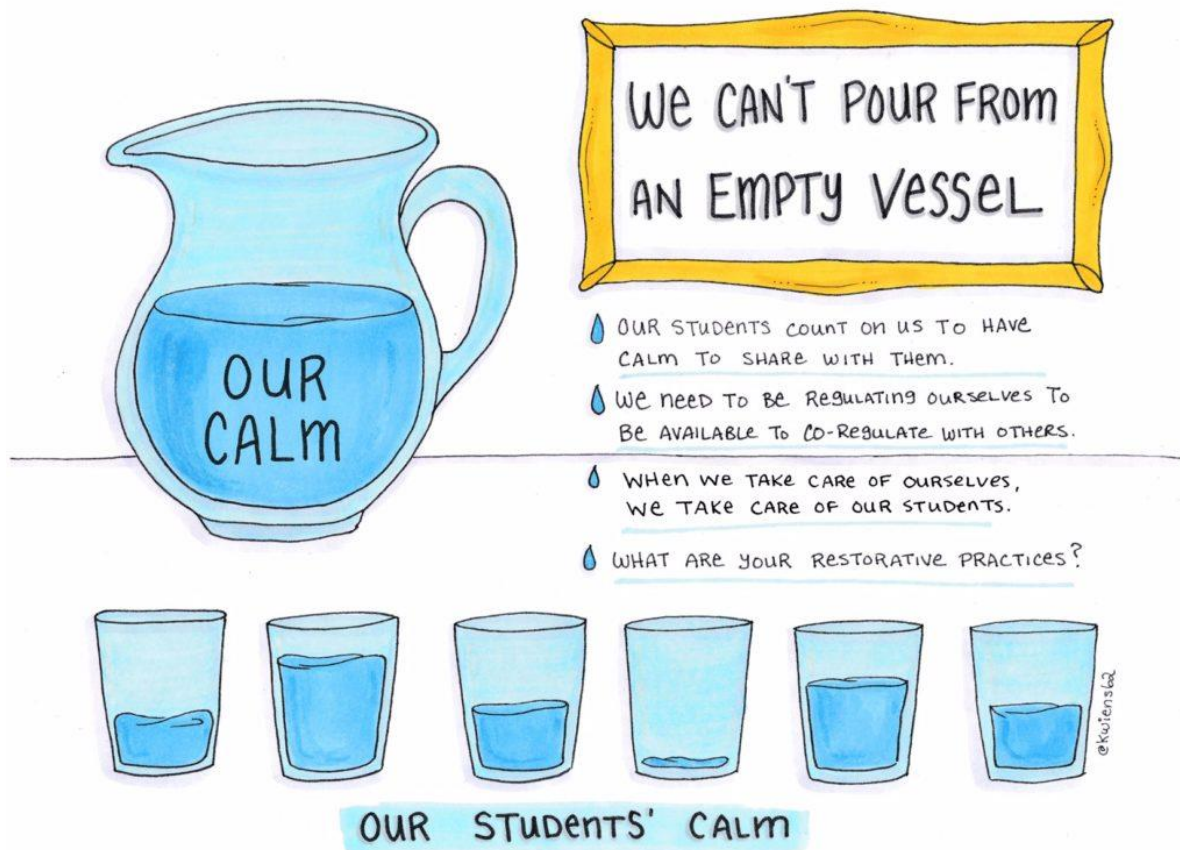
Successful co-regulators are skilled at:

- **Observing** the *clues* given by students
- Assessing the levels of arousal and stimulation
- Being aware of the **sensory impact of the environment** and **modifying** elements within various spaces to make it *more manageable*
- Being aware of the **sensory impact of activities** and **modifying** elements within the activity to make them *more manageable*
- Being aware of specific disabilities and disorders and their impact on regulation and sensory processing
- **Assisting** students with sensory processing
- **Modelling** regulated behaviours and responses
- Assisting the student to regulate in the context of always being included.

Credit: info taken from Inclusion Outreach – Module 5: Regulation and Sensory Processing

To learn more complete this short module - [Regulation and Sensory Processing](#)

Effective Co-Regulation begins with yourself...



REFLECT & ANSWER: What are my restorative/self-care practices?

For my mind?

For my body?

For my heart?

For my soul/spirit?

# Effective Co-Regulation – Package

*"When a flower doesn't bloom, you fix the environment in which it grows, not the flower"* Alexander Den Heijer

We are each a part of the environment...

## The Mindset Continuum



Fixed  
Mindset



Growth  
Mindset

### GROWTH MINDSET & SELF-REGULATION



INSTEAD OF THINKING...  
(FIXED MINDSET)

- HE NEEDS TO LEARN SOME SELF-CONTROL.
- SHE KEEPS GIVING ME A HARD TIME.
- MY CLASSROOM WORKS FINE FOR ALL THE OTHER STUDENTS.
- HIS BEHAVIOUR COMES OUT OF THE BLUE.
- NOTHING WORKS FOR THIS CHILD.
- SHE JUST NEEDS TO CALM DOWN.
- HE WON'T EVER LEARN SELF-REGULATION.



TRY THINKING...  
(GROWTH MINDSET)

- HE NEEDS HELP WITH SELF-REGULATION.
- SHE IS HAVING A HARD TIME. HOW CAN I HELP?
- EVERY STUDENT IS UNIQUE. WHAT CHANGES CAN I MAKE TO SUPPORT THIS STUDENT?
- LET'S LOOK DEEPER FOR PATTERNS AND SETTING EVENTS.
- WHAT ELSE CAN I TRY?
- DOES SHE EVEN KNOW WHAT CALM FEELS LIKE?
- HOW CAN I HELP HIM LEARN SELF-REGULATION?

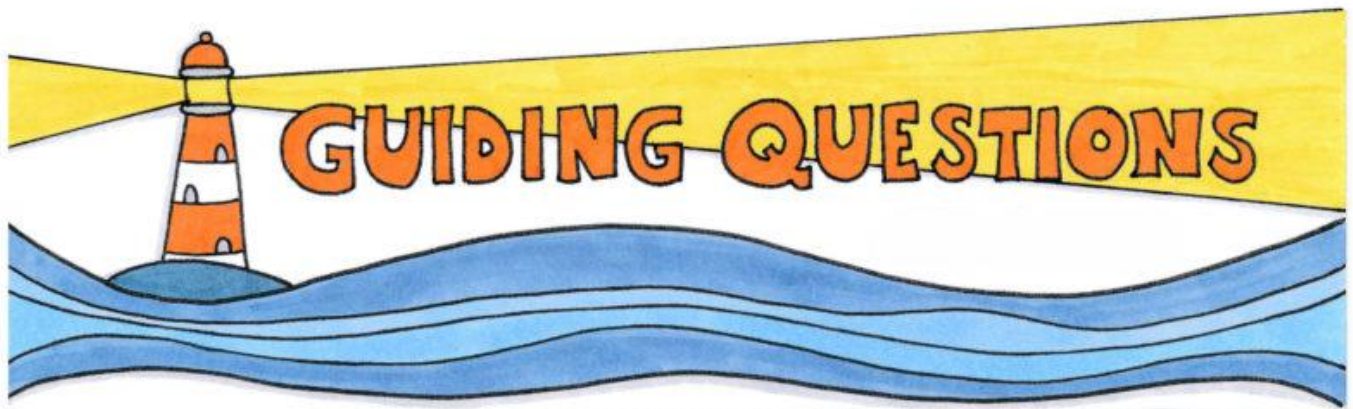
GROWTH MINDSET AND SELF-REGULATION  
DECREASE JUDGEMENT AND INCREASE CURIOSITY



FREE DOWNLOAD: [northstarpaths.com](http://northstarpaths.com)







WHO DO I  
WANT TO BE  
IN THIS  
SITUATION?



HAVE I MADE enough  
DEPOSITS INTO THIS  
CHILD'S emotional  
BANK ACCOUNT?



WILL THIS  
BUILD OR BREAK  
TRUST?



AM I CALM,  
ALERT AND  
READY TO  
SUPPORT THIS  
CHILD?



Am I Being  
INTENTIONAL ABOUT  
THE energy I Am  
BRINGING TO THIS  
SPACE?



Does THIS CHILD  
HAVE A sense of  
BELONGING in our  
SCHOOL?



AM I OFFERING  
OTHERS AND MYSELF  
UNCONDITIONAL  
POSITIVE REGARD?



IS THIS A GOOD  
USE OF THIS  
CHILD'S TIME?



ARE We HAVING  
enough FUN?



@kwiens62

GUIDING QUESTIONS INSPIRE US TO KEEP  
MOVING FORWARD WITH INTENTION AND PURPOSE

# Effective Co-Regulation – Package





DEB EVENSON AND JAN LUTKE'S

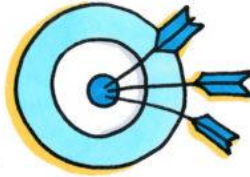
# EIGHT MAGIC KEYS

PLANNING FOR STUDENTS WITH FETAL ALCOHOL SPECTRUM DISORDER

@kwiens62



**CONCRETE**  
TALK IN CONCRETE TERMS  
AVOID ABSTRACT LANGUAGE



**CONSISTENCY**  
PARENTS & EDUCATORS USE  
THE SAME WORDS & STRATEGIES



**REPETITION**  
RE-TEACH MANY TIMES TO RETAIN  
IN LONG-TERM MEMORY



**ROUTINE**  
HELP REDUCE ANXIETY



Keep  
It  
Short &  
Sweet



**SIMPLICITY**



**SPECIFIC**  
SAY EXACTLY WHAT YOU MEAN  
GIVE STEP BY STEP DIRECTIONS



**STRUCTURE**  
THE GLUE THAT MAKES THE WORLD  
MAKE SENSE... THEIR FOUNDATION



**SUPERVISION**  
SCAFFOLD INDEPENDENCE

Kristin Wiens 2017