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Supporting Student Regulation and De-escalation at home

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Compassion Curve with Sara Daniel

- Vice President of Educational Services
- 20-year history of service and leadership at SaintA
- Zei of Trauma Sensitive Schools (Zei TSS) trainer, coach and consultant
- Lead TSS coach and content expert Wisconsin Department of Public Instruction
- Author of TSS On-line learning modules





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Learning Objectives

1. To understand the causes of dysregulated behavior
2. Examine the power of co-regulation and co-dysregulation
3. Strategies for maintaining regulation



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Check in Question

Chat Question:

What is something that was thought to be critically important before COVID 19 that no longer seems to be a priority?

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Accelerate the Compassion Curve

Flatten the curve

Number of cases

Health care system capacity

Time

first case

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7 Essential Ingredients

1. Prevalence
2. Impact
3. Perspective Shift
4. Regulation
5. Relationship
6. Reason To Be
7. Caregiver Capacity

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How have our students been impacted?



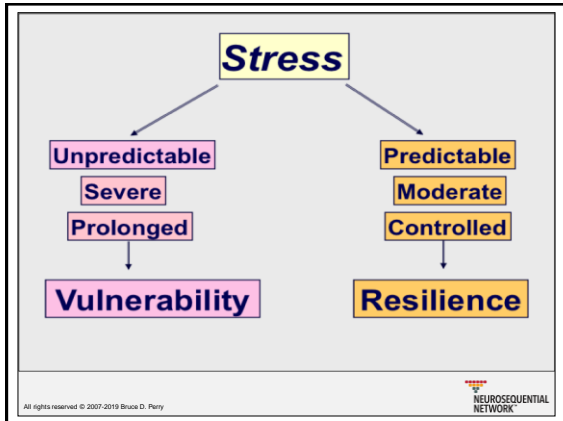
POSITIVE Brief increases in heart rate, mild elevations in stress hormone levels.

TOLERABLE Serious, temporary stress responses, buffered by supportive relationships.

TOXIC Prolonged activation of stress response systems in the absence of protective relationships.


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#1 Prevalence: COVID 19- All in this together?



Milwaukee's Covid-19 spread highlights the disparities between white and black

The Wisconsin city has a reputation for being the country's most segregated, and it's made clear in the pandemic numbers

- Coronavirus - latest US updates
- Coronavirus - latest global updates
- See all our coronavirus coverage

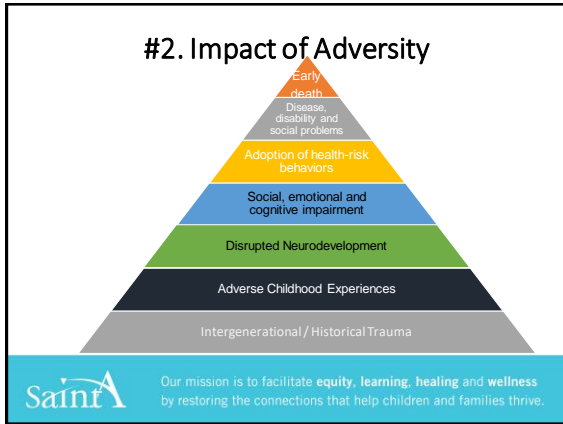
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- America begins to reopen but businesses and customers in no rush to get back
- Abmaad Arbery: anger mounts over killing of black

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#2. Impact

What is the potential impact of prolonged stress exposure?

- Organization
- Cause and effect
- Memory
- Executive functioning
- Attention
- Intrusive thoughts
- Receptive and expressive language
- Fine motor skills
- Frustration tolerance/ perseverance
- Withdrawal


- Perfectionism
- Reactivity
- Impulsivity
- Attention (vigilance/ dissociation)
- Relational engagement
- Emotional regulation
- Social and emotional development
- Aggression

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Impact:

Understanding that all of us may cope with stress & adversity differently.

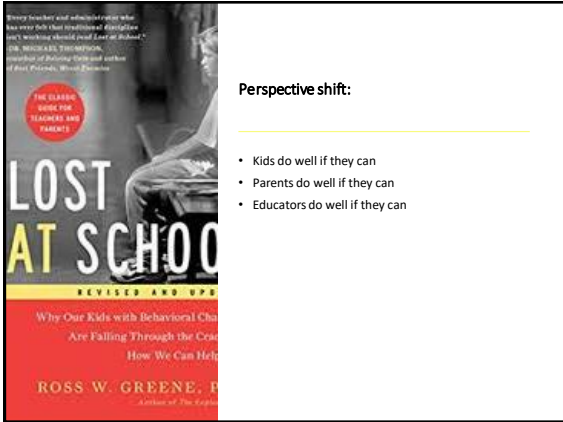


- Feeling helpless or hopeless
- Perfectionism / not doing enough
- Hypervigilance
- Diminished creativity
- Inability to embrace complexity
- Minimizing / denying
- Chronic exhaustion / physical ailments
- Avoidance/ inability to listen
- Egocentrism
- Dissociation/ numbing/ checking out
- Seeking distraction

- Sense of persecution
- Externalizing: complaining/ blaming
- Fear
- Guilt
- Anger and cynicism
- Inability to empathize
- Addictions
- Grandiosity & self-importance especially related to work.
- Self righteousness

Adapted from: Van der Kooij, L. Trauma Stewardship, 2009

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Perspective shift:

- Kids do well if they can
- Parents do well if they can
- Educators do well if they can

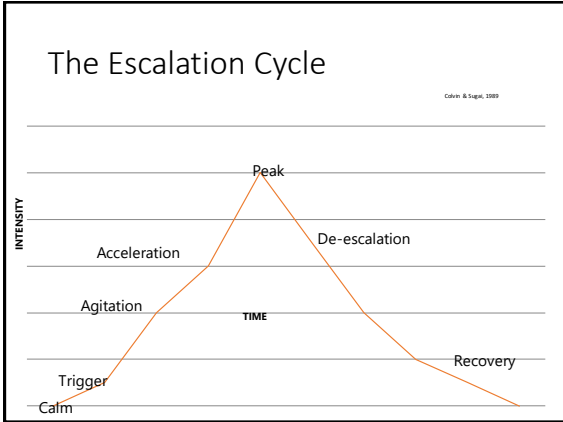
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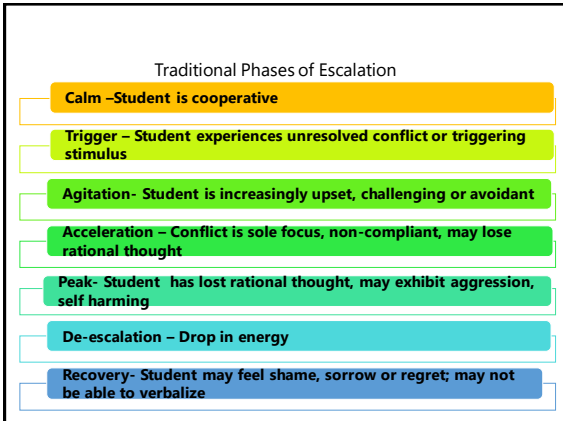
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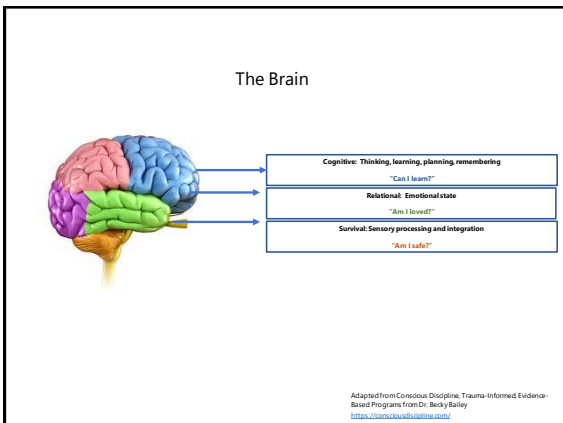
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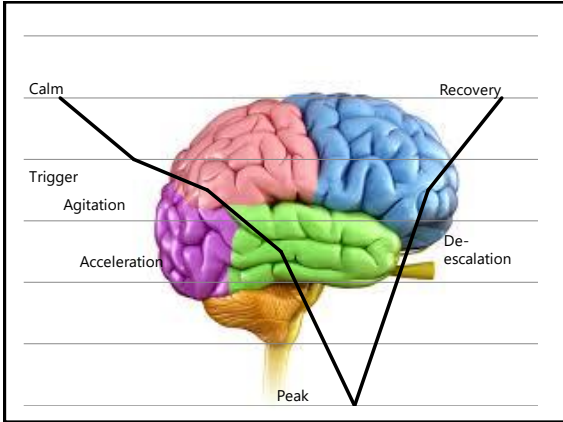
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			↓		
Hyperarousal Continuum	Rest (M > F, A > C)	Vigilance	Resistance	Defiance	Aggression
Dissociative Continuum	Rest (F > M, C > A)	Avoidance	Compliance	Dissociation	Fainting
Primary secondary Brain Areas	NEOCORTEX Subcortex	SUBCORTEX Limbic	LIMBIC Midbrain	MIDBRAIN Brainstem	BRAINSTEM Autonomic
Cognition	Abstract	Concrete	Emotional	Reactive	Reflexive
Mental State	CALM	ALERT	ALARM	FEAR	TERROR

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NEUROSEQUENTIAL NETWORK

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Why traditional strategies may not work

- Difficulty expressing concerns or needs in words
- Difficulty taking in wider context of a situations
- Difficulty with empathy or how one's behavior impacts others
- Difficulty working with others or in groups
- Difficulty with problem solving

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• Regulation
• Relationship
• Reason To Be


LEVEL ONE CALM:
Co-Regulation
Strategies

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Regulation: Sensory Needs

Sensory categories

- Temperature/Touch
- Auditory
- Vision
- Smell
- Taste/ Chewing
- Proprioception / Movement
- Vestibular/ Balance
- Interoception



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Response to Child at Level #1: Maintaining Calm

- Routine and predictability
- Preview novelty in advance
- Reviewing expectations / pre-corrects
- Directions are:
 - Slow and even in cadence and tone
 - Simple and broken down into steps
 - Clear expectations: "Pick up toys and put in bin" not "clean up"
 - Both verbal and non-verbal (accompanying hand gestures)
 - Modeled – explain what you are doing as you do it




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Regulation

- Music
- Art, coloring, mandalas
- Yoga
- Stretching
- Bouncing a basketball
- Playing catch
- Tossing a bean bag
- Aerobic exercise
- Comfort/ sensory rooms
- Pets
- Grounding
- Ritual and routine
- Deep breathing
- Mindfulness



Self-Regulation

- How can you incorporate these into daily routines?



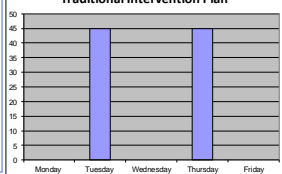
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Dosing

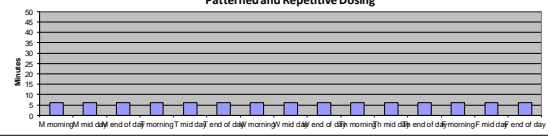
- A proactive intervention to increase regulated state and decrease stress response
- Builds resiliency to stressors by frequent intervals of practice.
- Think of dosing like taking medicine
- 3-4 doses a day at work; 5-8 minutes per dose; repeat at home
- Schedule 30 minutes prior to time when dysregulation is likely to occur

Traditional Intervention Plan



Day	Dose 1 (Minutes)	Dose 2 (Minutes)
Monday	0	0
Tuesday	45	0
Wednesday	0	0
Thursday	0	45
Friday	0	0


Patterned and Repetitive Dosing




Day	Dose 1 (Minutes)	Dose 2 (Minutes)	Dose 3 (Minutes)	Dose 4 (Minutes)	Dose 5 (Minutes)	Dose 6 (Minutes)	Dose 7 (Minutes)	Dose 8 (Minutes)	Dose 9 (Minutes)	Dose 10 (Minutes)
Monday	5	5	5	5	5	5	5	5	5	5
Tuesday	5	5	5	5	5	5	5	5	5	5
Wednesday	5	5	5	5	5	5	5	5	5	5
Thursday	5	5	5	5	5	5	5	5	5	5
Friday	5	5	5	5	5	5	5	5	5	5

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Building Blocks of Relationship




COLLABORATION




CHOICE




TRUST



EMPOWERMENT



SAFETY



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Relationship

- Assumption of positive intent
- Unconditional positive regard
- Interest in life outside of work
- Predictable structure, routines, and responses
- Safety (emotional & physical), Ok to take risk
- Effective praise
- Attunement
- Sharing self

Connection is why we're here We are hardwired to connect with others, it's what gives us purpose and meaning to our lives, and without it there is suffering.

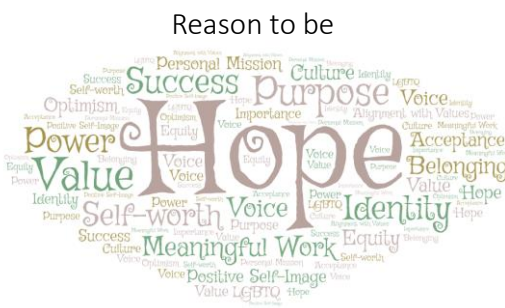

Brené Brown



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Reason to be

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RTB: Resilience

7 Factors Related to Resilience

1. Access to supportive **relationships**
2. Development of a desirable **personal identity**
3. Experiences of **power and control**
4. Experiences of **social justice**
5. Access to **material resources**
6. Experiences of a sense of **cohesion** with others
7. Adherence to **cultural traditions**


Michael Ungar, PHD 2007



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Responding to Triggers and Escalation



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Triggers/Level #2

					
Situational Unpredictability Misperceptions Unfairness/inconsistency Unexpected/uninvited touch People who look like / sound like abuser Loud / angry voices	Interactions Punishment Rejection/being ignored Facial expressions Confrontation Lack of empathy Intimidation Being laughed at Forced disclosure	Environmental Sensory Stimuli (e.g. bright lights, loud sounds, overwhelming smells, physical closeness/crowded area) Lack of movement or escape route	Emotions Fear Frustration Vulnerability Guilt Shame Embarrassment	Physiological Hunger Injury Pain Fatigue	Settling Events Home (conflicts, police calls, housing instability, etc.) Anniversary dates Objects/situations that remind of trauma Lack of sleep

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Level #2

Child's behavior

- Balled fists
- Increase in breathing rate
- Clenched jaw
- Staring
- Change in rate of speech, pitch or tone
- Fidgeting
- Change in usual behavior




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Level #2


Adult response

Support child to:

- Recognize and name the trigger
- Remove / avoid trigger
- Redirect attention away from trigger
- Cope with trigger
- Build tolerance to trigger

Provide Attunement

- Name the feeling, normalize the feeling
- Offer choices, help, empathy and encouragement



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My Emotional Regulation Plan




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Level #2

Adult co-regulation

- Body scan
- Self talk
- Focus on breath
- Slow down



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Agitation/ Level #3

Fight

- Questioning authority
- Starting to be uncooperative
- Area of concern is primary focus

Flight

- Attempting to avoid
- Looking for ways to leave room

Freeze

- Reduced activity
- Reduced speech or movement

Physical Indicators of Fight or Flight Response

Survival Brain

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Response to child at Level #3

- Invitation to deescalate:
 - Invite take a **deep breath**
 - Take a walk or other movement break
 - Offer things from level one
- Model calming strategies
- Reassure youth and focus on positive goal (not punishment)
- Leave trigger
- Distract and redirect when able
- Seek first to understand, not to be understood – Steven Covey
- Give simple information to questions
- Avoid power struggles (arguing, proving point, having last word)
- Reflective statements- I hear you saying...

Sample Supportive Action Level #3: "I want us to find a way to make this better. Would you take a walk with me?"

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Grounding Exercise

Name 3 things

you see

you smell

you hear

you feel

Thinking Brain

Breathe in and out slowly


Response to child at Level #3

- Grounding strategies
 - Mini-timeline 5 things that happened today
 - 1 strange thing someone told you
 - Name three things you see, smell, hear and feel
 - Change your hairstyle Pull your hair up and hold it with your hand for 45-60 seconds. Notice the tingles in your scalp,
 - Hair brushing
 - Drum you hands on the table; stomp your feet on the floor
- Communicate using simple, direct sentences
- Speak in a calm, even tone

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Level # 3 – Adult Co-regulation Strategies

- Self talk/ self reflection
 - "Why am I responding this way?"
 - "Is my response helping or hurting the relationship?"
 - "Am I helping the child to be more regulated?"
 - "What is my primary emotion in this moment? Fear, anger, annoyance?"
- Continue to use deep breathing and other regulating strategies to stay calm




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Acceleration / Level #4


Fight

- Challenging authority
- Hyperactivity
- Demanding
- Area of concern is sole focus



Flight

- Avoiding; attempting escape
- Scared, panicky, can't catch breath



Freeze

- Spacey or quiet
- Dazed, forgetful
- Emotionally shut down

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Response to child at Level #4

- Short statements of empathy and attunement: You are safe, You are not in trouble, no one will hurt you
- Limit the number of adults involved
- Seek support (partner, family member)
- Modeling self regulation strategies- breathing, rocking
- Do not direct or problem solve
- Allow for physical space, escape route and for safe release of energy (walk, pace, run, yell)
- Remove potential weapons or items that can be used for self harm
- Remove audience

Sample Supportive Action Level #4: Adult models taking slow deep breaths while saying "you are safe."


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Level # 4 –Adult	
Not Helpful	
FIGHT	<ul style="list-style-type: none"> • Yelling • Aggressive pointing; stand up • Restraint/ Hands-on • Anger
FLIGHT	<ul style="list-style-type: none"> • Desire to leave situation • Give up/ give in • Fear
FREEZE	<ul style="list-style-type: none"> • Nonresponsive • Numb

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Peak/ Level #5


- Swearing/ Ranting
- Threatening
- Physical aggression
- Destroying property
- Self harming
- Flooding
- Reenactment/reexperiencing



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Response to child at Level #5

- Calm quiet presence
- Stop talking
- Recognize that it is too late for redirection or offering calming strategies
- Maintain safety / comfortable distance
- Seek support if there is threat



Sample Supportive Action Level #5: Adult stays present but remains silent and calm

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De-escalation/Level #4 and #3

Child behavior


- Reduction of swearing or aggressive behavior
- Slowing down of speech
- Crying

Adult response

- Give space but do not abandon
- Establish safety and comfort
- Address immediate needs or concerns
- Continue to monitor for cues of further de-escalation
- Offer comfort items; sensory tool or drink of water

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Recovery/ Level #2 and #1



- Regret or remorse
- Express fear of consequences
- Lack of memory of event
- Seek out hug or connection
- Return to baseline state

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Response to Child/ Level #2 and #1 Debrief

Helpful statements:

- "I'm ready to listen when you're ready to talk."
- "Big feelings are ok and I want to help you manage them. What would help right now?"

Unhelpful statements:

- "You shouldn't be this angry, it won't help."
- "I know how you feel." – And then tell about challenges you have overcome
- "You'll get over it in time if you just try not to think about it."

- Conduct one-on-one
- Only when adult is calm
- Allow child perspective and voice
- Consider function of behavior
- Allow for repair

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**Level #2 and #1:
Adult**

How do we care for ourselves after escalation?

- Use regulatory strategies
- Connect with social supports
- Seek mental health support
- Debrief with another adult

Self Reflect

- What role did I play in that escalation?
- What could I have addressed sooner?
- What did I do that made it better or worse?
- What will I do differently next time?



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Questions?



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