

SUPPORT PERSON IN THE CO-REGULATION PROCESS

This is designed for the support person and not the primary person.

Primary person is the one who is persevering to emotionally regulate their self, child(ren), or everyone who lives in the house.

Titles that most people in the support role are called:

- Partner:
 - *You are the one who is unsure how to help your partner co-regulate their self, child(ren), or family.*
 - *If you have child(ren), then you are not the primary parent to the child(ren).*
- Grandparent,
- Friend.
- Co-worker/Staff: teacher, counselor, social worker, nurse, etc.

PRESENTED BY: JESSICA TURK, LCSW



SUPPORT PERSON IN THE CO-REGULATION PROCESS

The support person:

- Tends to be outside the home more, or less available to meet family's emotional needs.
- Tends to not be the go-to parent/caregiver for child(ren).
- Tends to feel unsure how to assist primary person/parent who feels they have more pressure to meet the emotional needs of child(ren) and/or family.
- It is not uncommon to feel a multitude of emotions due to children preferring the other parent/caregiver.
 - Jealousy, hurt, guilt, shame, resentment, frustration, anger, sadness, etc.



SUPPORT PERSON IN THE CO-REGULATION PROCESS

- At this point we are going to explore dysregulation, self-regulation, and co-regulation.
- The following slides are from the Introduction to Co-regulate to Grow Program.

An abstract graphic at the top of the slide featuring a series of overlapping, flowing bands of color. From left to right, the colors transition from a warm orange-red to a bright yellow, then to a vibrant green, and finally to a cool cyan-blue. The bands have a soft, ethereal quality, suggesting movement and energy.

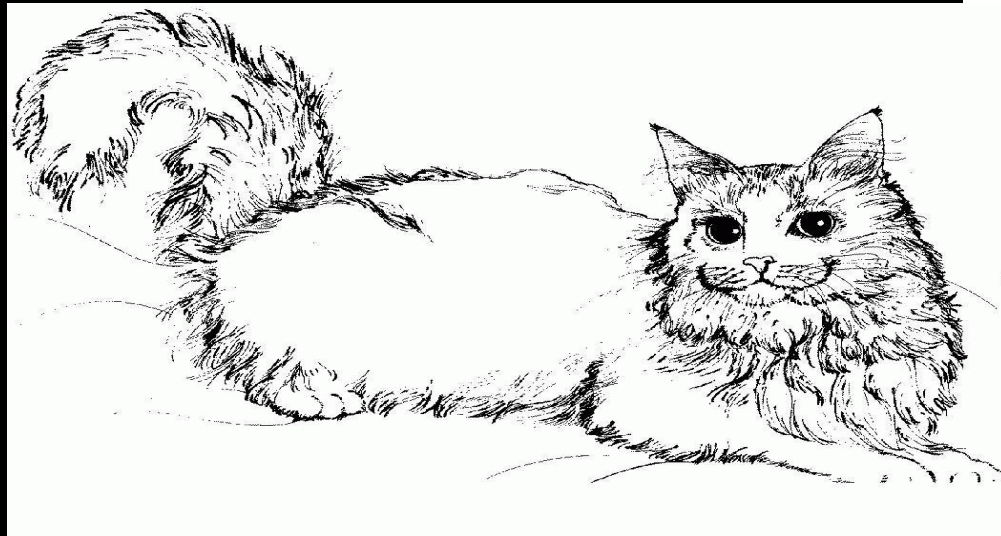
Welcome to Part 1

Introduction to Co-regulate to Grow Program.

PART 1 – WHERE DO WE START?

- Define dysregulation.
 - It is a spectrum.
 - Is when there is a disconnect between the emotional response and the situation.
 - When trauma has occurred then communication may only take place between the brainstem and amygdala creating a hypersensitive amygdala and increase a dysregulated response.
 - For people who have not experienced trauma, then engaging the prefrontal cortex can be easier. This allows the person to become regulated more quickly.
 - Chemical imbalances can also affect the communication between the limbic system and the cerebral cortex.

A cat enters the room and you
perceive it to be a lion.



THE ANATOMY OF ANXIETY

TIME Diagram by Joe Lertola.
Text by Alice Park

WHAT TRIGGERS IT ...

When the senses pick up a threat—a loud noise, a scary sight, a creepy feeling—the information takes two different routes through the brain

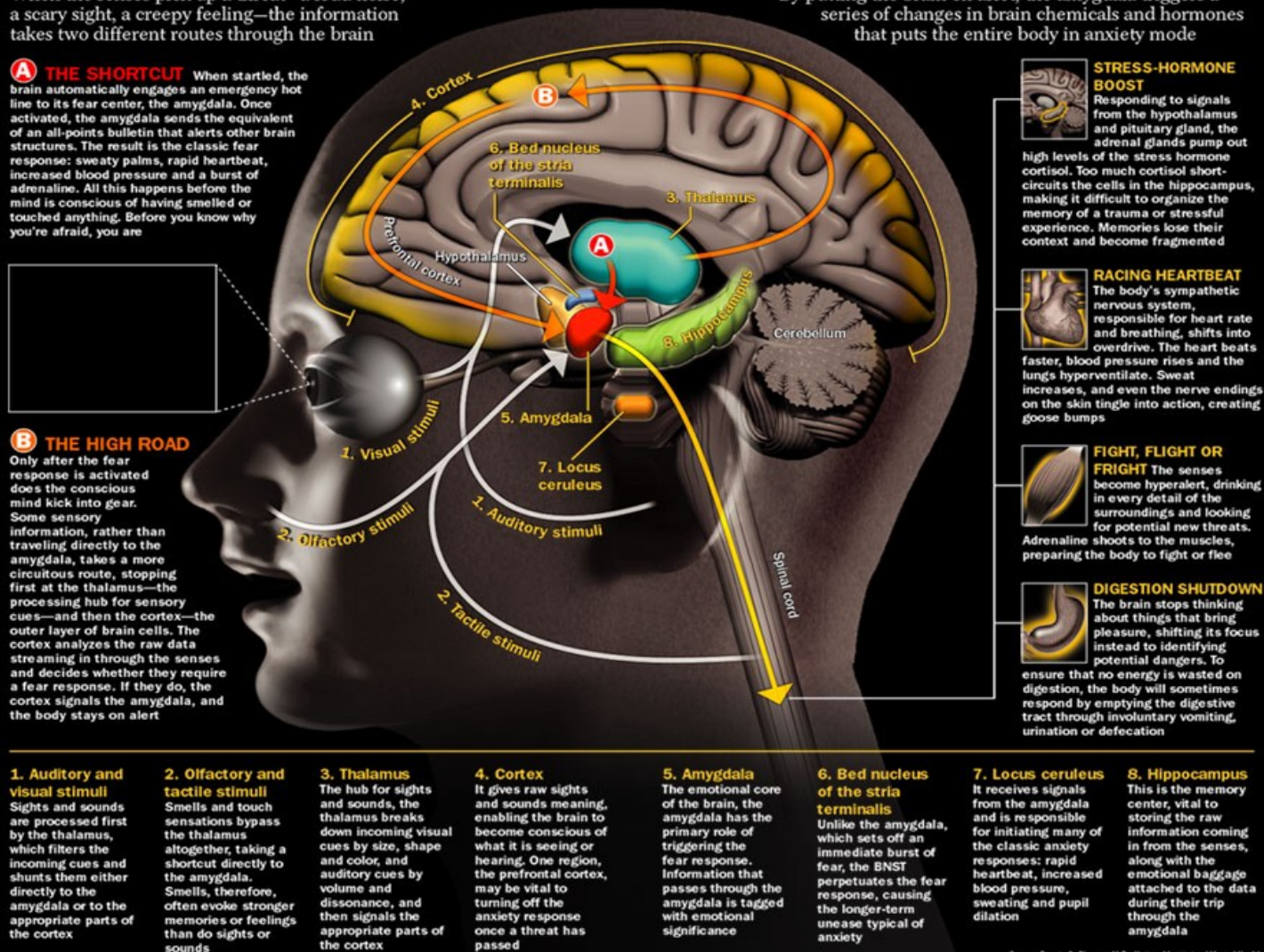
A THE SHORTCUT When startled, the brain automatically engages an emergency hot line to its fear center, the amygdala. Once activated, the amygdala sends the equivalent of an all-points bulletin that alerts other brain structures. The result is the classic fear response: sweaty palms, rapid heartbeat, increased blood pressure and a burst of adrenaline. All this happens before the mind is conscious of having smelled or touched anything. Before you know why you're afraid, you are

B THE HIGH ROAD

Only after the fear response is activated does the conscious mind kick into gear. Some sensory information, rather than traveling directly to the amygdala, takes a more circuitous route, stopping first at the thalamus—the processing hub for sensory cues—and then the cortex—the outer layer of brain cells. The cortex analyzes the raw data streaming in through the senses and decides whether they require a fear response. If they do, the cortex signals the amygdala, and the body stays on alert

... AND HOW THE BODY RESPONDS

By putting the brain on alert, the amygdala triggers a series of changes in brain chemicals and hormones that puts the entire body in anxiety mode



Source: Dennis S. Charney, M.D., National Institute of Mental Health



THE 5 F'S OF SURVIVAL

Fight

Flight

Freeze

Faint/Flop

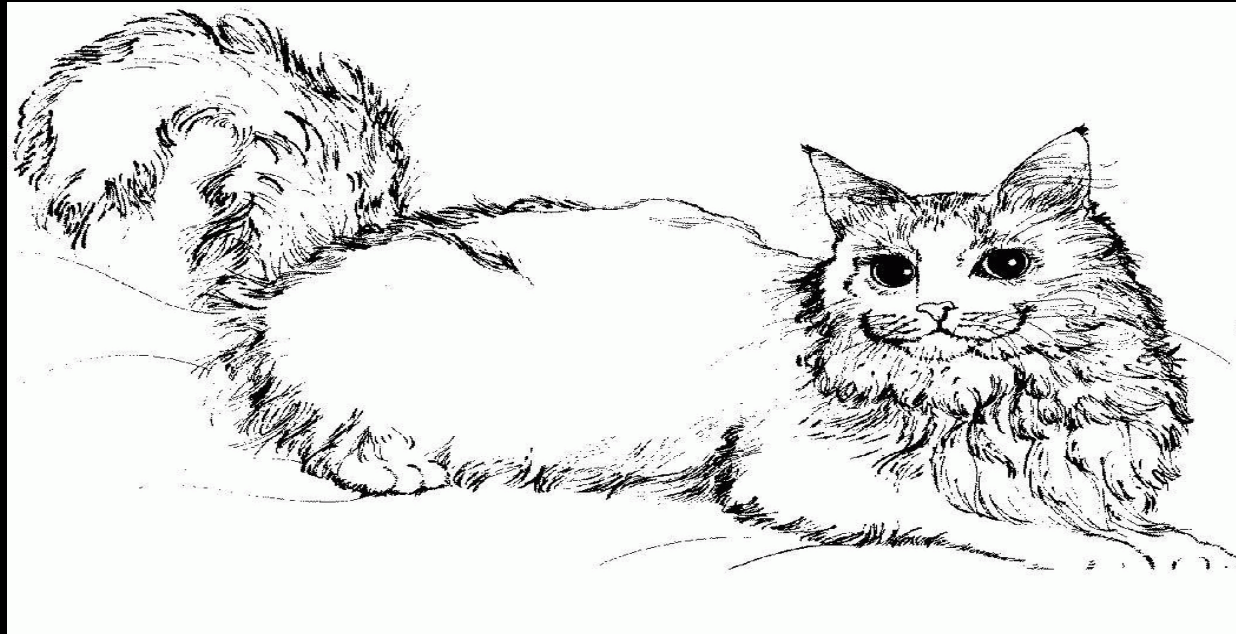
Fawn/Friend

PART 1 – WHERE DO WE START?

- Define regulation.
 - Regulation is where there is balance between emotion and situation.
 - The brainstem sends a message to the limbic system and that message is sent to the cerebral cortex where it is processed. The mind and body can escalate and deescalate in harmony with the situation.

REGULATION

- A cat enters the room and you perceive it as a cat.

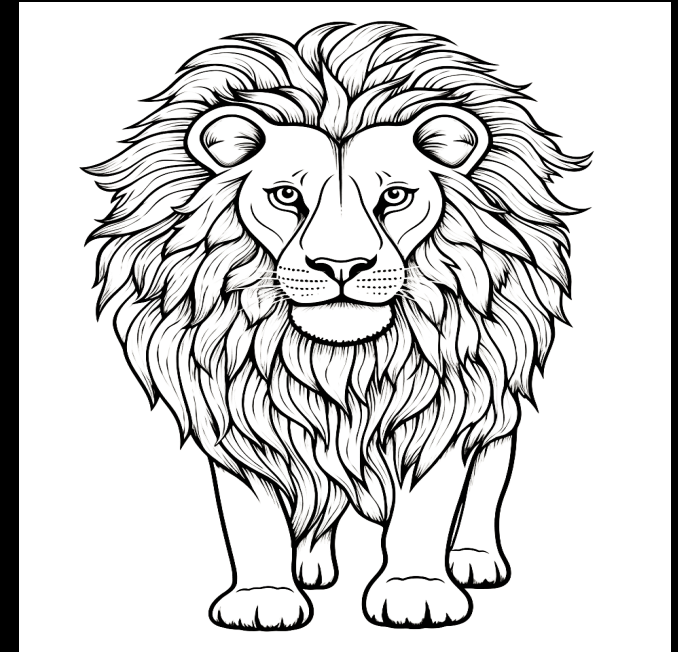


PART 1 – WHERE DO WE START?

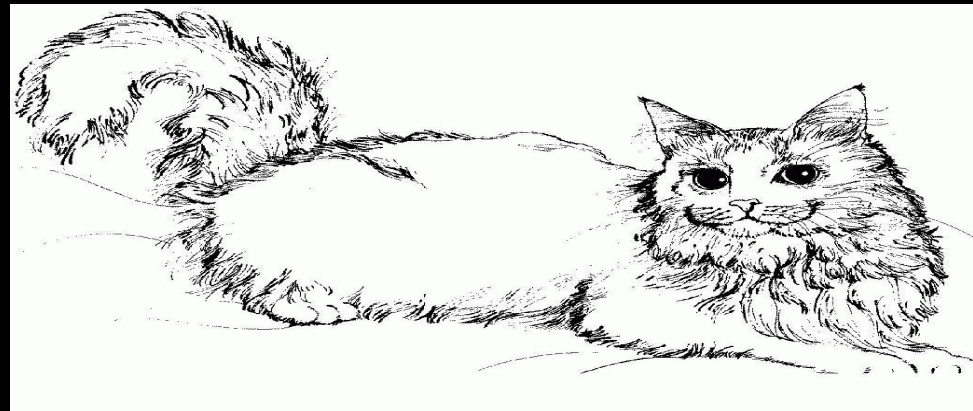
- Define co-regulation.
 - Co-regulation is where people use each other to regulate.
 - Who needs co-regulation?
 - Everyone, kids, partners, and families as a whole.

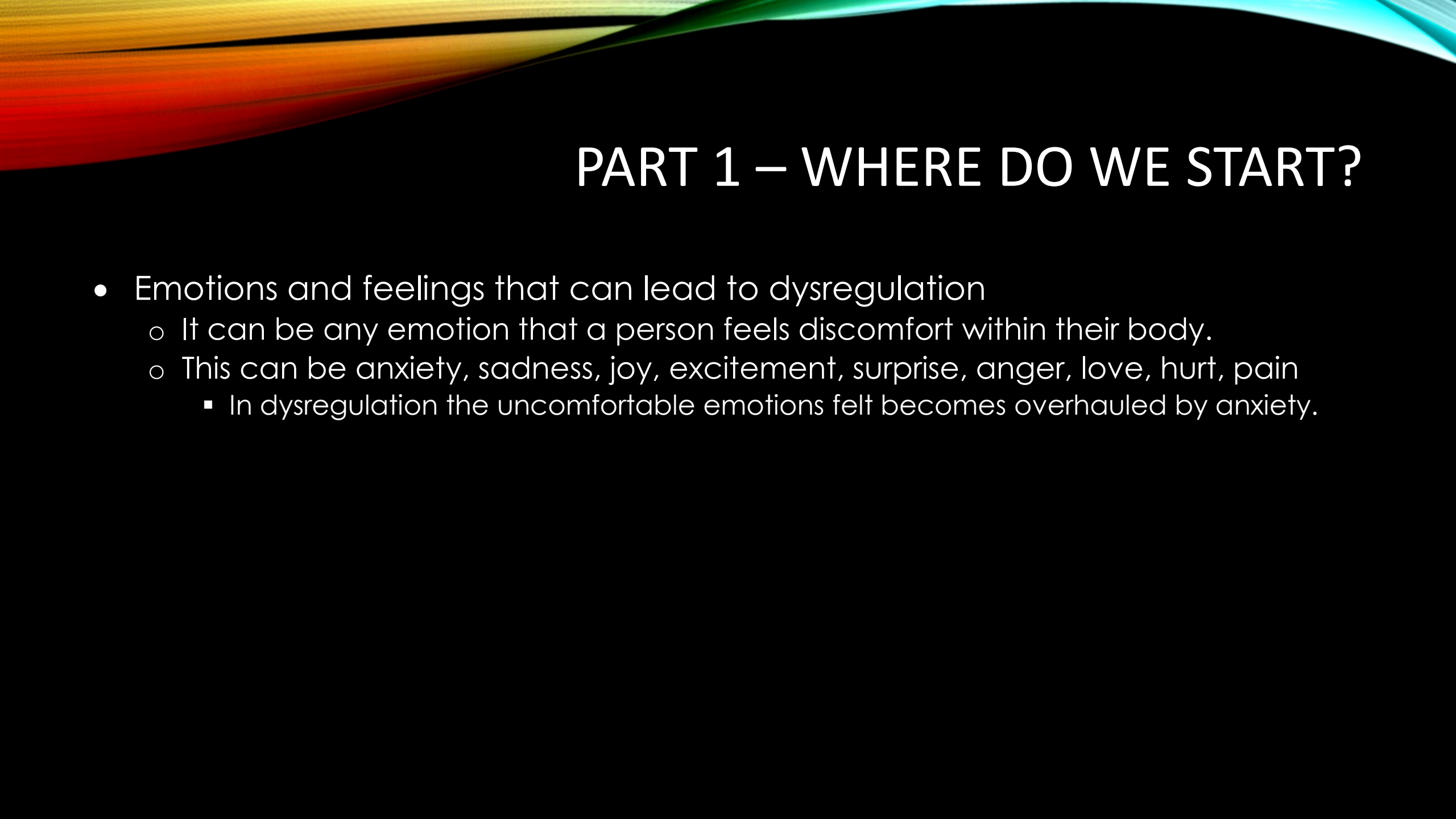
CO-REGULATION

A cat enters a room and you perceive it as a lion.



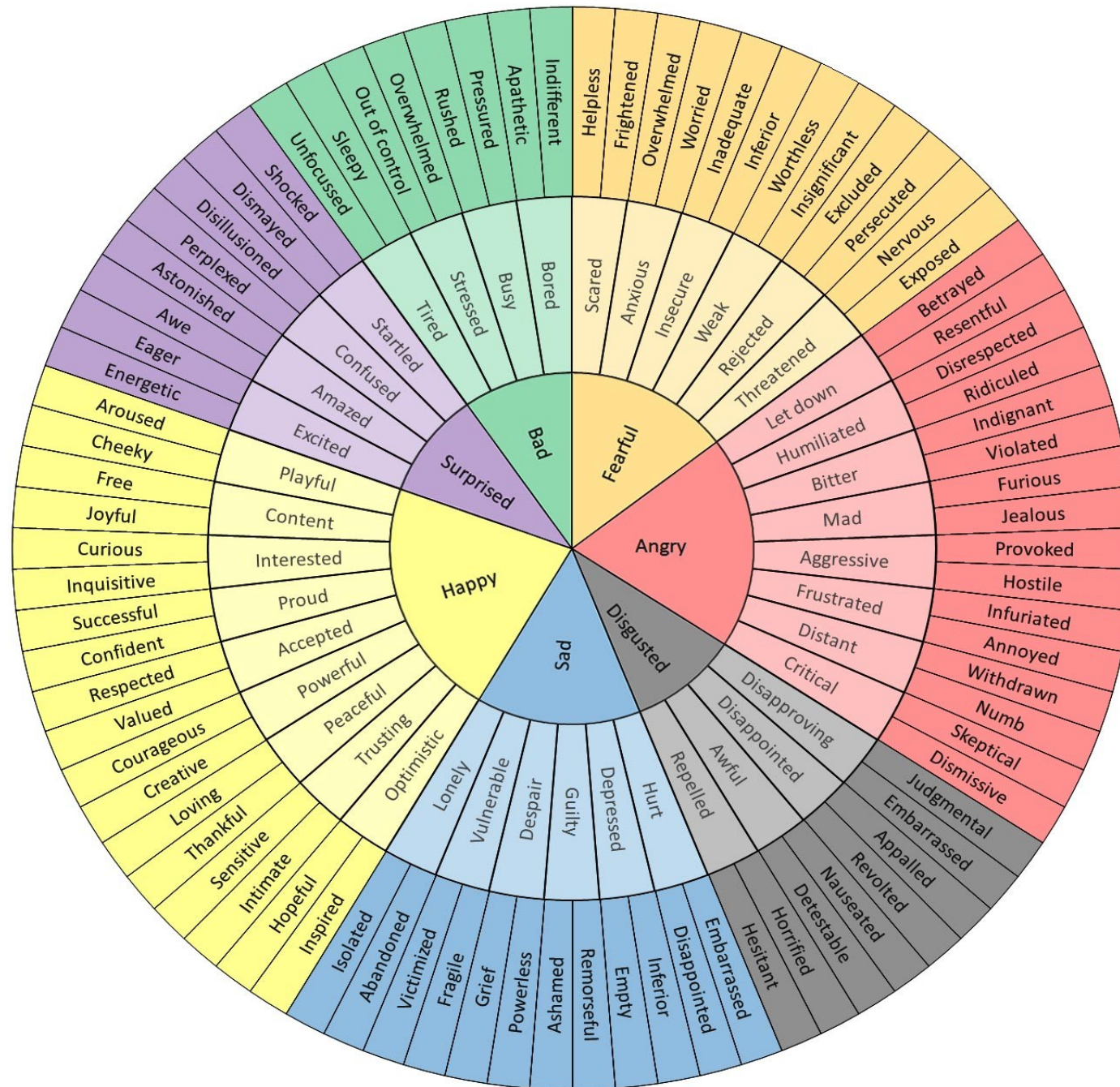
Your friend in a calm voice reassures you that it is their cat. Seeing that you are still scared your friend calmly sits with you and observes. They respond in the way you need to feel reassured and safe in their home about their cat.





PART 1 – WHERE DO WE START?

- Emotions and feelings that can lead to dysregulation
 - It can be any emotion that a person feels discomfort within their body.
 - This can be anxiety, sadness, joy, excitement, surprise, anger, love, hurt, pain
 - In dysregulation the uncomfortable emotions felt becomes overhauled by anxiety.

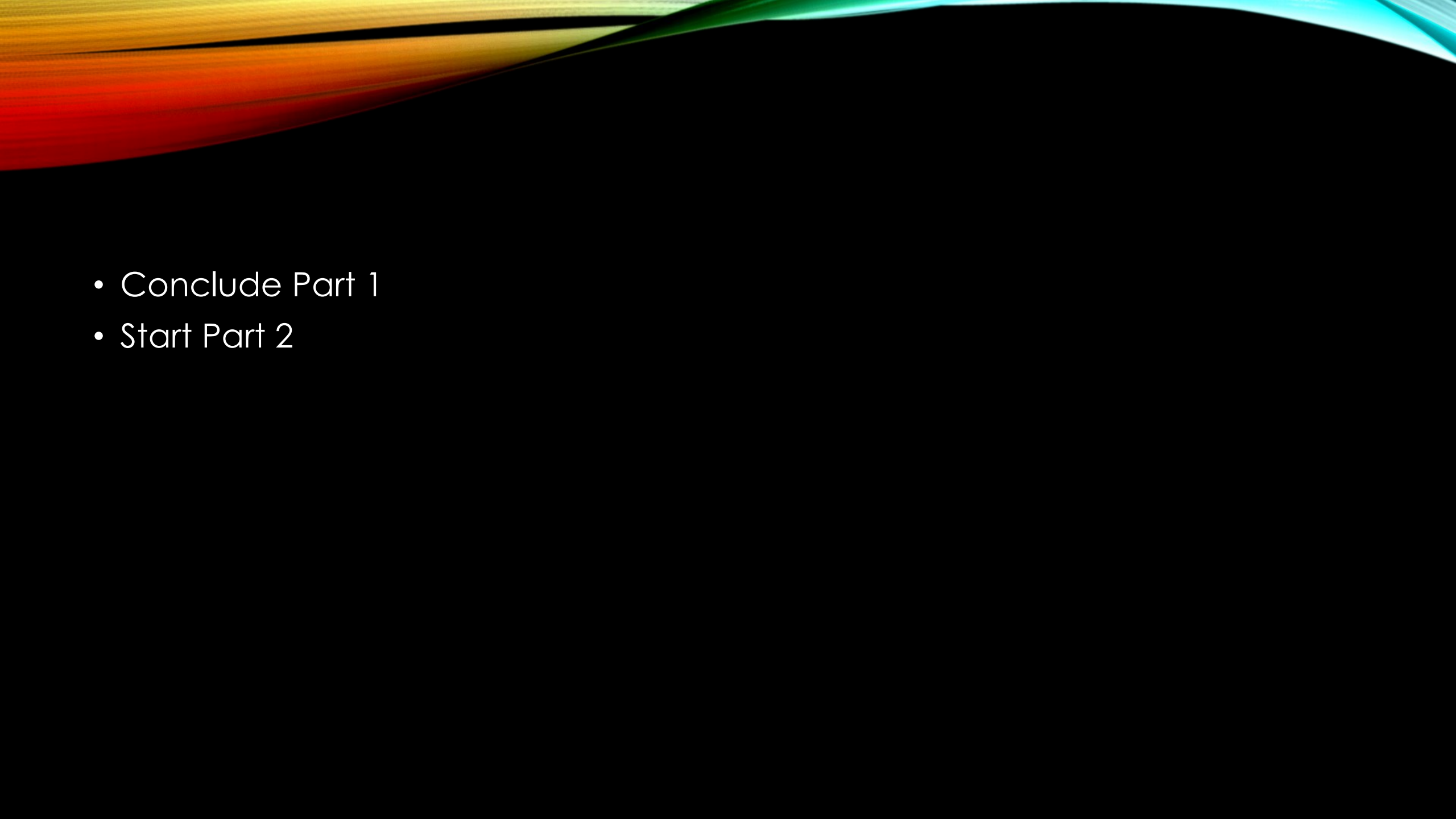


PART 1 – WHERE DO WE START?

- Behaviors can show up to express dysregulation.
 - When someone is dysregulated and the body goes into protective mode or survival mode, then the anxiety can present itself with various forms of flight, fight, faint, fawn.
- The past can cause current dysregulation.
 - Our mind and body remember past events and compare them to our current situations.

PART 1 – WHERE DO WE START?

- Masking
 - We all mask at times to make it through a situation.
 - Masking becomes a problem when it becomes the main way to interact with majority of daily life interactions/situation.
 - For some the body's nervous system is in hyperdrive often. When this is the case the body/mind perceives daily interactions/situation as threats.
 - What happens is the stress of daily activities are constantly stressful, so the MASK is used to hide stress making it appear all is well and functioning.

- 
- Conclude Part 1
 - Start Part 2

An abstract graphic at the top of the slide featuring a series of overlapping, flowing bands of color. From left to right, the colors transition from a warm orange-red to a bright yellow, then to a vibrant green, and finally to a cool cyan-blue. The bands have a soft, ethereal quality, suggesting movement and energy.

Welcome to Part 2

Introduction to Co-regulate to Grow Program.

PART 2 – HOW DOES DYSREGULATION EFFECT YOU?

- Think for a moment how dysregulation shows up in yourself?
 - On a sheet of paper write down what comes to your mind.
 - Daydreaming.
 - Withdrawing.
 - Ignoring.
 - Arguing.
 - Throwing.
 - Running.
 - Hiding in bed.
 - Struggling to move your body.
 - People pleasing.
 - Unproductive doing.

PART 2 – HOW DOES DYSREGULATION EFFECT YOU?

- What emotions do you feel are behind the dysregulation?
 - On sheet of paper write down what comes to mind.
 - Frustration.
 - Loneliness.
 - Fear.
 - Joy.
 - Excitement.
 - Anticipation.
 - Uncertainty.
 - Annoyed .
 - Misunderstood.
 - Apathy.

PART 2 – HOW DOES DYSREGULATION EFFECT YOU?

- What behaviors do you notice when these emotions first come over you compared to when you feel dysregulated?
 - Think of it as a timeline.
 - On a sheet of paper write down what comes to mind.
 - It's okay if you struggle to do this, or if you can only identify one emotion with one reaction or multiple reactions.

Event: Cat walks into the room



PART 2 – HOW DOES DYSREGULATION EFFECT YOU?

- Ask yourself do you have masking behaviors?
 - Masking is displaying socially acceptable behaviors to appear as though you are not stressed or dysregulated.
 - These behaviors help you blend in and hide the high levels of your stress that you feel.
 - Ongoing masking builds up stress levels in your body and increases anxiety making it harder to mask. Eventually, a breaking point will occur where dysregulation is heightened to the point of needing to survive.
 - The cat that became the lion now feels like it is attacking.
 - The body can no longer mask and this causes burnout and breakdown.
 - Neurodivergent Masking is how some neurodivergent individuals interact with the neurotypical expectations and interactions in life.
 - I will go further into this topic when discussing co-regulation.

PART 2 – HOW DOES DYSREGULATION EFFECT YOU?

- Where do these reactions come from?
 - Many of these reactions come from our childhood and become “automatic responses.”
 - These are responses we do without much thought.
 - They show up in how we respond to stress in ourselves, our relationships, our children, our family, and in our daily interactions with life.
 - How our parents related to themselves can become how we relate to ourselves.
 - How our parents engaged in relationships can become how we deal/engage in relationships.
 - How our parents parented us can become how we parent.
 - How our parents dealt with stress can become how we deal with stress.

PART 2 – HOW DOES DYSREGULATION EFFECT YOU?

Strategies

Short-term

- Deep breaths = making sure these are belly breaths
- Chewing gum
- Drink something hot/cold
- warm or cold water put hands in/splash on face
- Weighted blanket
- Sensory input – like a sand tray, fidget, swing/rocking
- Singing
- Listening to classical/relaxing music
- Creative expression = art, music, writing, dancing,
- Grounding techniques to help you focus on staying in the moment you're in (mindful/wise mind)

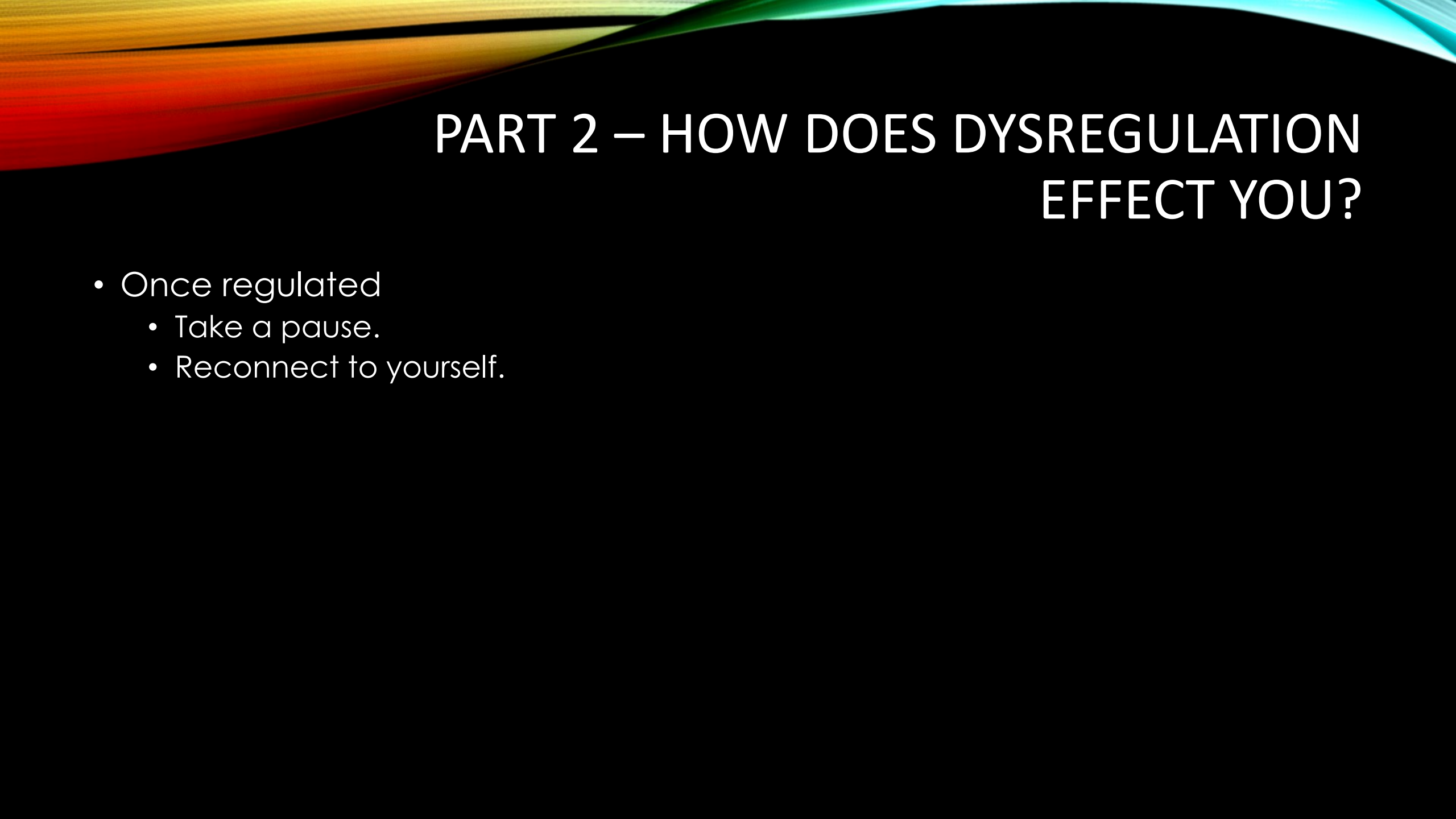
Long-term

- Self-care= meeting basic needs
- Extended self-care = doing things you enjoy/hobbies
- Mental Health Care/Therapy
- Occupational Therapy
- Follow dietary recommended for your body (gene testing can be helpful)
- Follow supplement and medication recommended for your body (gene testing can be helpful)
- Practicing mindfulness and using wise mind
- Regular Exercise
- Yoga
- Mediate
- Engaging in creativity regularly



PART 2 – HOW DOES DYSREGULATION EFFECT YOU?

- Think for a moment what strategies are the most helpful for you.
 - On a sheet of paper write down what comes to mind.



PART 2 – HOW DOES DYSREGULATION EFFECT YOU?

- Once regulated
 - Take a pause.
 - Reconnect to yourself.

PART 2 – HOW DOES DYSREGULATION EFFECT YOU?

- Once connected to yourself figure out the reason for the response you experienced.
 - Was it due to something that happened in that moment?
 - Was it due to something in the past?
 - Could it be something relating to earlier that day all the way to something relating to your childhood.

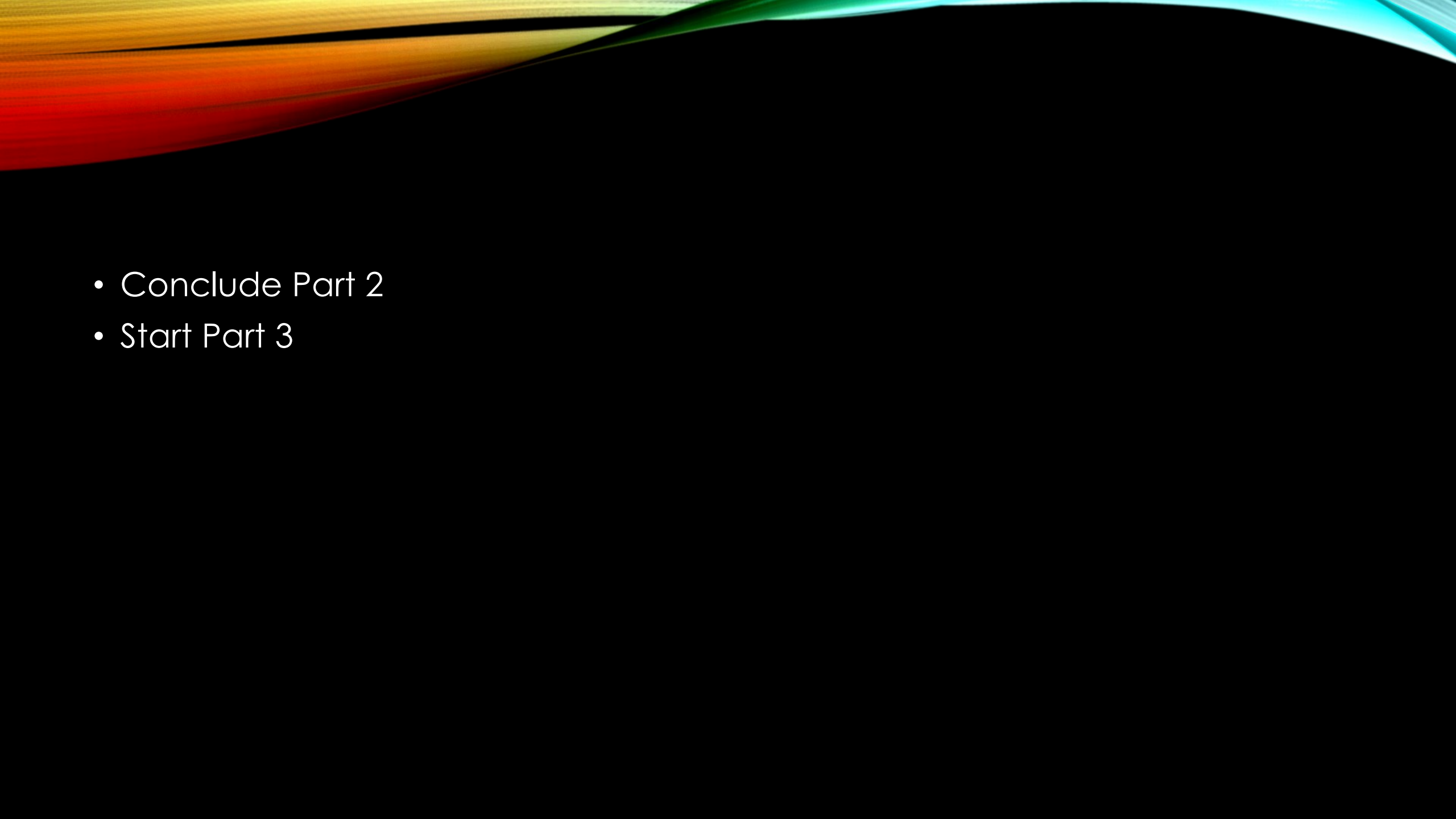
PART 2 – HOW DOES DYSREGULATION EFFECT YOU?

- Finally repair within yourself.
 - Give yourself grace for the way you reacted.
 - Send love to yourself.
 - Hold yourself.
 - Say positive mantras to yourself.
 - Spend a few seconds to minutes to be with you in the moment.
 - Spread comfort and care to yourself.



PART 2 – HOW DOES DYSREGULATION EFFECT YOU?

- Think for a moment ways you can repair with yourself.
 - On a sheet of paper write down what comes to mind.

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- Conclude Part 2
 - Start Part 3

An abstract graphic at the top of the slide featuring a series of overlapping, wavy bands of color. From left to right, the colors transition from a warm orange-red to a bright yellow, then to a vibrant green, and finally to a cool cyan-blue. The waves are fluid and organic in shape, creating a sense of movement and energy.

Welcome to Part 3

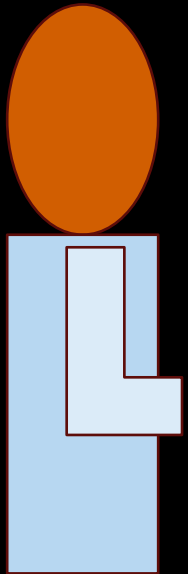
Introduction to Co-regulate to Grow Program.

PART 3 – REGULATION TO CO-REGULATION?

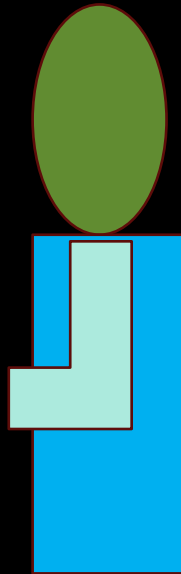
- Co-regulations is when one person (or more) in a regulated state within their self assists another person (or more) to create/maintain regulation within their self.
- Remember the cat in the room feeling like a lion, and the friend maintains regulated and observes to discover the best action to take to help the other person regulate and find comfort in the room with the cat.
- To co-regulate you have to be able to maintain regulation within yourself.

PART 3 – REGULATION TO CO-REGULATION?

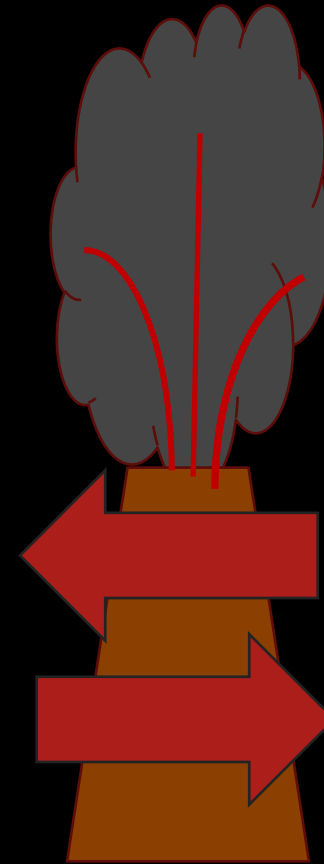
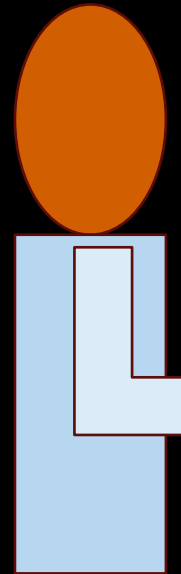
Dysregulated



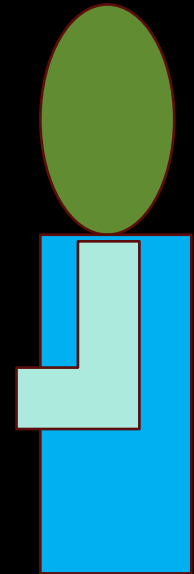
Regulated



Dysregulated



Dysregulated



PART 3 – REGULATION TO CO-REGULATION?

- How do you maintain regulation within yourself to co-regulate someone else?
 - Be ready to be open to change.
 - Changing automatic reactions takes time and repeated use.
 - Can feel weird or wrong when not doing automatic reactions.
 - Be ready to be flexible.
 - What you want and what needs to happen might be different.
 - Be ready to be vulnerable.
 - Admit your struggles so that you can make the needed changes to ensure the other person feels safe.
 - Be ready to pivot in the moment.
 - Dysregulation can be activated by anything, so what you think might be the reason and what is the reason might be different. This means your plan of action might need to change quickly in the moment.
 - Also, the intensity of dysregulation can increase at any time without any warning.

PART 3 – REGULATION TO CO-REGULATION?

- When you are observing the situation
 - Remember dysregulation is linear.
 - Examples are in the following order: Fight, Flight, Freeze/Flop, Fawn/Friend.



PART 3 – REGULATION TO CO-REGULATION?

- Someone on the sever end of dysregulation
 - Will most likely be stuck and will need to cycle through or reach their peak point.
 - They may not be able to unfreeze, be aroused, stop being aggressive, stop screaming, come out of hiding, stop hysterically laughing, and/or stop harming themselves or others.
 - You will most likely not be able to connect with them.
 - When in this state it is important to remain regulated yourself and keep them, yourself, and others safe.
 - You are regulating the environment to maintain safety which will help the person begin to reconnect to the environment and their self.

PART 3 – REGULATION TO CO-REGULATION?

- Once they have cycled through or reached their peak, then they will begin to come back down.
 - As they come down you will begin to gauge your next move.
 - Implementing a connection – approach without words/talk softly from a distance.
 - Once you have established a connection, then you can begin the co-regulation process on a deeper level.

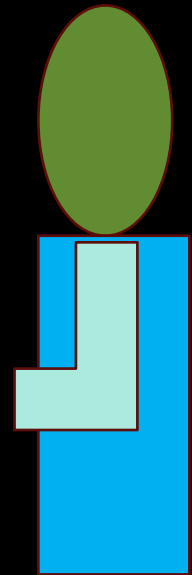
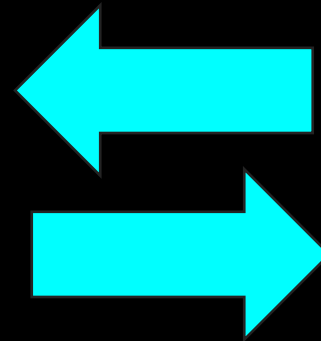
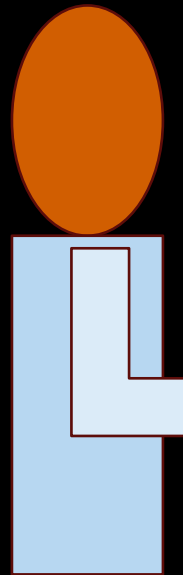
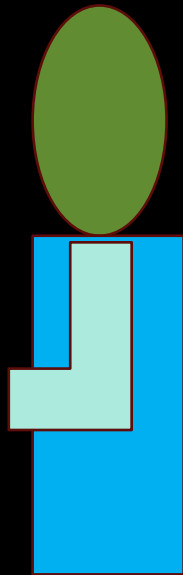
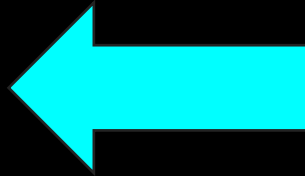
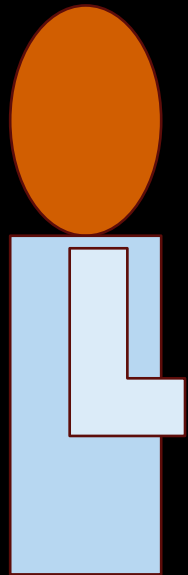
PART 3 – REGULATION TO CO-REGULATION?

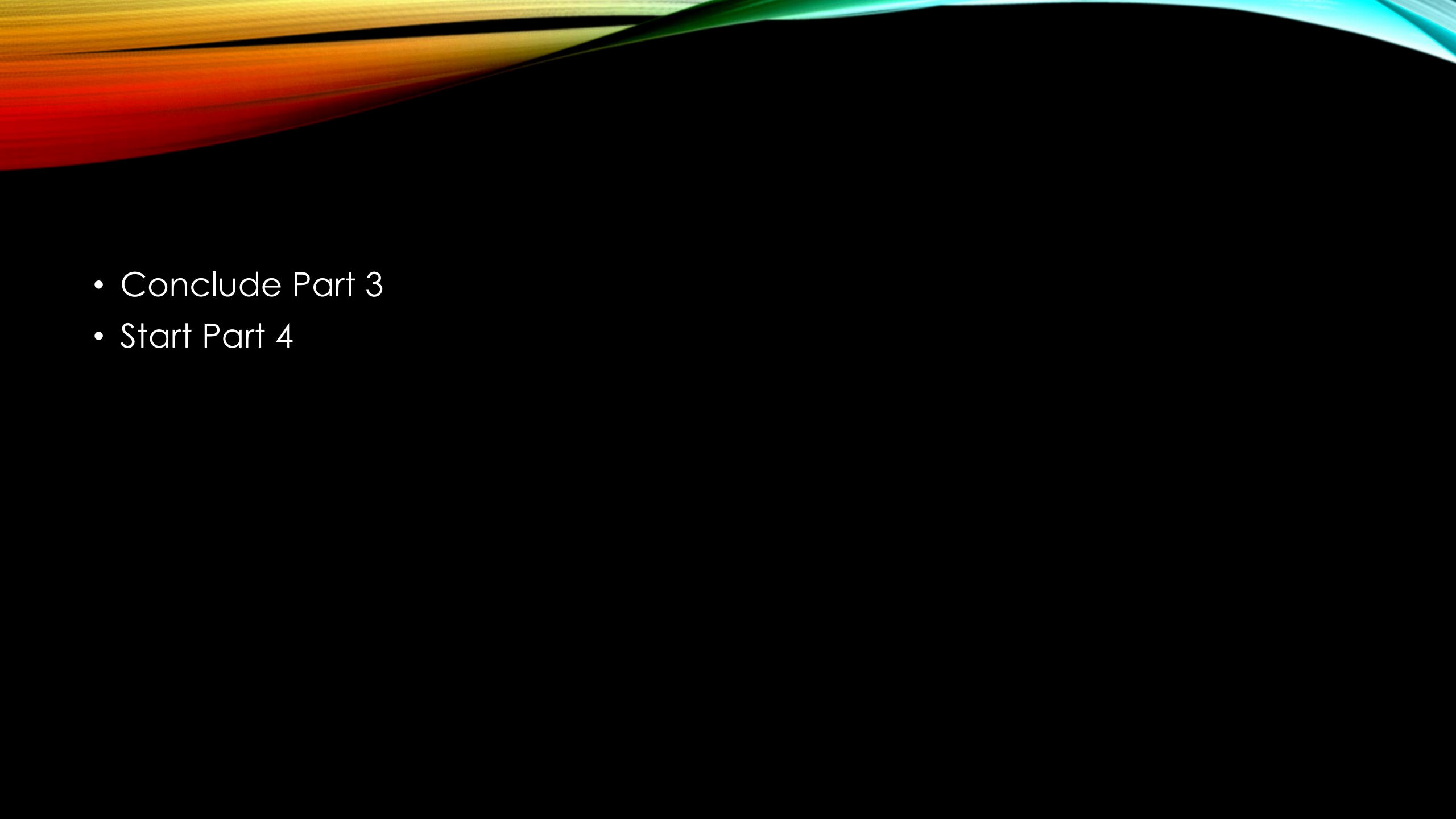
Dysregulated

Regulated

Regulated

Regulated



- 
- Conclude Part 3
 - Start Part 4

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Welcome to Part 4

Introduction to Co-regulate to Grow Program.

PART 4 – STEPS TO TAKE IN CO-REGULATION?

SUPPORT PERSON

IN THE CO-REGULATION PROCESS

- How the steps to co-regulation go when you are the support person:

1. Safe Environment.
2. **Observe.**
3. **Reconnect.** *With primary person and/or dysregulated person. Most likely a surface level connection.*
4. **Observe.**
5. Provide Safety.
6. Co-regulate.
7. **Reconnect.** *Most likely a deeper emotional level connection*
8. Repair.
9. Reason.

- How the steps to co-regulation go when you are the primary person:

1. Safe Environment.
2. Observe.
3. Provide Safety.
4. Co-regulate.
5. Reconnect.
6. Repair.
7. Reason.

PART 4 – STEPS TO TAKE IN CO-REGULATION?

- Step 1 – Safe environment
 - Check to make sure everyone is safe and create safety if needed.
 - You might need to quickly pause and regulate yourself.
 - Remember to deep breathe and remind yourself you can problem solve this situation.
 - Regulating yourself will seem like a simultaneous motion with creating a safe environment. While you are assessing the environment and taking note of safety needs and solutions you are deep breathing and regulating yourself.
- Support Person:
 - Ask primary person how you can help.
 - If they can't communicate with you, then look around to see how you can create safety in the environment by:
 - Removing yourself.
 - Removing other people/children.
 - Removing unsafe objects.
 - Be ready to call for help if needed.
 - Be ready to help if needed.
 - If possible do not leave other children alone, and call for help from neighbors, friends, and family.

PART 4 – STEPS TO TAKE IN CO-REGULATION?

- Step 1: Reflecting
 - Think of a situation that involved you needing to be the support person to the primary co-regulating person.
 - In that situation was it safe?
 - If yes, how was it safe?
 - If no, what could have been done to create a safer situation?
 - On a piece of paper write your thoughts.
- *The following is to reflect a time that involved you being the primary person.*
 - *Think of a situation that involved you needing to co-regulate another person/people.*
 - *In that situation was it safe?*
 - *If yes, how was it safe?*
 - *If no, what could have been done to create a safer situation?*
 - *On a piece of paper write your thoughts.*

PART 4 – STEPS TO TAKE IN CO-REGULATION?

- Step 2 – Observe
 - Take note if the person is in survival mode and needs you to wait it out with them until they are in a less intense dysregulated state where they are more able to connect and pivot with you.
 - If in a survival mode, while you sit with the person at a safe distance or with a barrier and begin the coregulation process, you can make yourself appear less threatening by lowering yourself to eye level or below eye level and take exaggerated deep breaths yourself. Sometimes people watching someone else have slow breathing will help them slow their breathing enough to begin engage in other co-regulating strategies.

PART 4 – STEPS TO TAKE IN CO-REGULATION?

- Step 2 – Observe continued:
 - Once out of survival mode, continue to remain at an eye level or below eye level position and exaggerated deep breathing. This is the time to create connection.
 - During this time, it is important to begin using soft, gentle, low tone voice and reminding them that they are safe and explaining why they are safe.
 - Use visual cards or other ways to communicate if needed.
 - Begin to allow your exaggerated deep breaths to be heard (if they are sensitive to noise keep space between you and the other person. For some, you don't ever want to make the noise).
 - Explain all your movements before moving.
 - Slowly move closer or express that you are there for them to come to you if they want.
 - If frozen, you might need to ask the question: Would you like me to come to you?
 - Unless you really know and have previously discussed what they like make sure you ask before making any movements or touching.

PART 4 – STEPS TO TAKE IN CO-REGULATION?

- Step 2 – Observe as the support person:
 - Observe from a distance by listening. Make sure dysregulated person can't see you.
 - If you needed to remove other people, then observe to measure their dysregulation.
 - You need to be ready to start the co-regulation process if anyone you are with is dysregulated
 - It is important to note, that it usually causes some dysregulation to be relocated when someone else is escalating with emotional and behavioral dysregulation.
 - You will observe again after you reconnect with the primary person and/or dysregulated person.

PART 4 – STEPS TO TAKE IN CO-REGULATION?

- Step 2: Reflecting
 - Reflecting on the situation you thought about earlier, think about what you observed?
 - On a piece of paper write your thoughts.
- The following is to reflect on a time that involved you being the primary person.
 - Reflecting on the situation you thought about earlier, think about what you observed in the other person?
 - Were they in survival mode?
 - If so, what strategies did you take?
 - Reflecting, do you feel there are other strategies you could have used?
 - On a piece of paper write your thoughts.

PART 4 – STEPS TO TAKE IN CO-REGULATION?

- Step 3 – Provide safety
 - Make sure to provide a safe physical and emotional environment.
 - Let them know that all safe actions are okay and all emotions needing to be expressed are accepted.
 - If struggling to safely express emotions, then provide one or two safe alternative ways for them to express and ask how you can help.
- Support Person:
 - You will provide safety to the primary person once the situation is over, and you reconnect with the primary person.
 - You will provide safety to the dysregulated person once you reconnect.
 - If you relocated other people, then you will provide safety to these people.

PART 4 – STEPS TO TAKE IN CO-REGULATION?

- Step 3: Reflecting
 - Was a physically and emotionally safe environment created by you for others involved (primary person, dysregulated person, and others you relocated)?
 - If yes, how?
 - If no, what else could have been done?
 - On a piece of paper write out your thoughts.
- *The following is to reflect a time that involved you being the primary person.*
 - *Was a physically and emotionally safe environment created?*
 - *If yes, how?*
 - *If no, what else could have been done?*
 - *On a piece of paper write out your thoughts.*

PART 4 – STEPS TO TAKE IN CO-REGULATION?

- Step 4 – Co-regulate
 - Incorporate other strategies to allow co-regulation to continue to allow the other's nervous system to regulate using your system to help.
 - Holding.
 - Hugging.
 - Soft touch.
 - Brushing.
 - Singing a soft song.
 - Doing deep breathing exercises.
 - Sitting quietly with them.
 - Getting them some water or food.
 - Running them a bath.
 - This list can be unique to fit individual needs.
- Support Person:
 - You will co-regulate the primary person once the situation is over, and you reconnect with the primary person.
 - You will provide ongoing co-regulation with the dysregulated person once you reconnect.
 - If you relocated other people, then you will co-regulate these people.

PART 4 – STEPS TO TAKE IN CO-REGULATION?

- Step 4: Reflecting
 - Did you use your nervous system to assist in co-regulation with the primary person and the person who was dysregulated once you reconnected?
 - If yes, how?
 - If no, what strategies could you have used?
 - On a piece of paper write your thoughts.
- The following is to reflect a time that involved you being the primary person.
 - Did you use your nervous system to assist in co-regulation?
 - If yes, how?
 - If no, what strategies could you have used?
 - On a piece of paper write your thoughts.

PART 4 – STEPS TO TAKE IN CO-REGULATION?

- Step 5 - Reconnect
 - Reconnect with each other – this can be continuing the previous steps with intention now being on connecting with the other person more than helping them regulate.
 - Think of person's love language.
 - Making eye contact.
 - Holding in lap, hands, or a shared item.
 - Soft touching.
 - Genuine smiles.
 - Special connection things (making heart with hands together, touching nose with finger, a saying, or a gesture).
- Support Person:
 - You will reconnect to the primary person once the situation is over, and this is when you will start the co-regulation process with them.
 - You will reconnect to the person who was dysregulated, and this is when you will provide ongoing co-regulation with them.
 - If you relocated other people, then you will reconnect with these people.

PART 4 – STEPS TO TAKE IN CO-REGULATION?

- Step 5: Reflecting
 - Reflecting, did you take steps to reconnect with the primary person and with the person who was dysregulated?
 - If yes, how?
 - If no, what could have helped with the reconnecting process?
 - On a sheet of paper write your thoughts.
- *The following is to reflect a time that involved you being the primary person.*
 - *Reflecting, did you take steps to reconnect?*
 - *If yes, how?*
 - *If no, what could have helped with the reconnecting process?*
 - *On a sheet of paper write your thoughts.*

PART 4 – STEPS TO TAKE IN CO-REGULATION?

- Step 6 - Repair
 - Repair any hurt that has taken place, and teach/model self-grace.
 - Own any part you had in activating the dysregulation.
 - Apologize, including how you will work at doing things different moving forward.
 - Think about their language of apology.
 - If the other person is feeling guilt or expressing shame for the way they reacted, then help them find self-forgiveness and grace, and discuss what was learned by the situation.
 - Discussing what was learned by the situation goes into step 7.
 - If any person is not able to discuss, or signs of dysregulation are still present, stop discussing.
 - Repeat steps 5 and 6, until repair has been made before moving on to step 7.
- Next slide will discuss the support person's role in repair.

PART 4 – STEPS TO TAKE IN CO-REGULATION?

- Continue Step 6 - Repair
- Support Person:
 - Once the primary person and the dysregulated person have reconnected with you, then you will engage in the repair process as needed with one or both by:
 - Owning any part that you had in activating the dysregulation and apologize for your part by discussing how you will improve things in the future.
 - Modeling how to give grace to yourself and all involved.
 - This step might re-escalate the dysregulation and need to be paused until a later time.
 - If you relocated other people, then you will repair with these people as needed.
 - You will begin to repair with anyone who did become dysregulated, and the rest of the repair will happen later when the original dysregulated person is regulated and ready to repair with others involved.

PART 4 – STEPS TO TAKE IN CO-REGULATION?

- Step 6: Reflect
 - Did repair occur with primary person and dysregulated person?
 - If yes, how?
 - If no, what might have helped?
 - Making sure to focus on your own actions.
 - On a piece of paper write your thoughts.
- The following is to reflect a time that involved you being the primary person.
 - Did repair occur?
 - If yes, how?
 - If no, what might have helped?
 - Making sure to focus on your own actions.
 - On a piece of paper write your thoughts.

PART 4 – STEPS TO TAKE IN CO-REGULATION?

- Step 7 – Reason

Discuss:

- What the person feels was the problem/reason for dysregulation.
- What you observed being the problem (and if able, discuss responses by all involved).
- What was learned and how to improve in the future.
 - How can you improve helping them co-regulate?
 - What can be done to prevent dysregulation from happening in the first place?
 - Share strategies that the other person can use to help maintain regulation in the future.
- THIS PART MIGHT NEED TO BE SKIPPED, If the other person and you are not in a mind space to examine the reason for dysregulation. Spend some time discussing once all involved are regulated and reconnected: Keep this simple and short. You will come back to it later.
 - Skip if any person involved is not ready to discuss.
 - If dysregulation reoccurs/escalated, then share that it is okay to not discuss at this time and that it can be discussed later.
 - Repeat previous steps as needed to repair the relationship.

- Next slide will discuss the support person's role in repair.

PART 4 – STEPS TO TAKE IN CO-REGULATION?

- Continue Step 7 – Reason
- Support Person
 - This will either happen for the first time with you or it might happen between the primary person and dysregulated person first.
 - This can happen between primary person and you later without the dysregulated person.
 - If you relocated other people, then you will repair with these people as needed.
 - This step can happen by keeping the dysregulated person and the people who were relocated separate and having either you or the primary person relaying shared information.
 - In this case the information is shared compassionately with the understanding that everyone's feelings are valid and discussing possible personal solutions for the future.

PART 4 – STEPS TO TAKE IN CO-REGULATION?

- Step 7 – Reflect
 - Were you able to discuss the reason for the dysregulated response with the primary person and dysregulated person?
 - If yes, how do you feel the conversation went?
 - If no, what do you feel needed to happen for the conversation to occur?
 - What do you think could have been discussed?
- *The following is to reflect a time that involved you being the primary person.*
 - *Were you able to discuss the reason for the dysregulated response?*
 - *If yes, how do you feel the conversation went?*
 - *If no, what do you feel needed to happen for the conversation to occur?*
 - *What do you think could have been discussed?*

PART 4 – STEPS TO TAKE IN CO-REGULATION?

- Maintaining co-regulation with primary person and dysregulated person:
 - Taking care of the person's needs
 - Caring.
 - Loving.
 - Feeding.
 - Nurturing.
 - Spending uninterrupted time together.
 - Providing the primary and secondary love language from the 5 love languages.
 - Many of the strategies discussed in Part 2 under the short-term and long-term strategies will also be useful to maintain co-regulation.

SUPPORT PERSON IN THE CO-REGULATION PROCESS

- How the steps to co-regulation go when you are the support person:
 1. Safe Environment.
 2. Observe.
 3. Reconnect with primary person and/or dysregulated person.
 4. Observe
 5. Provide Safety
 6. Co-regulate
 7. Repair
 8. Reason

Discuss the situation and process through what happened.
Make sure to discuss how you can each provide the other with support during these types of situations.

PART 4 – STEPS TO TAKE IN CO-REGULATION?

SUPPORT PERSON

IN THE CO-REGULATION PROCESS

- How the steps to co-regulation go when you are the support person:

1. Safe Environment.
2. **Observe.**
3. **Reconnect.** *With primary person and/or dysregulated person. Most likely a surface level connection.*
4. **Observe.**
5. Provide Safety.
6. Co-regulate.
7. **Reconnect.** *Most likely a deeper emotional level connection*
8. Repair.
9. Reason.

- How the steps to co-regulation go when you are the primary person:

1. Safe Environment.
2. Observe.
3. Provide Safety.
4. Co-regulate.
5. Reconnect.
6. Repair.
7. Reason.

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Support Person in the co-regulation process

- If you need a more individual experience or have personal goals with the co-regulation process you want to achieve sign up today for an individual session.
 - CONTACT
 - infohiw@hiwtherapies.com
 - 317.480.8600

The End