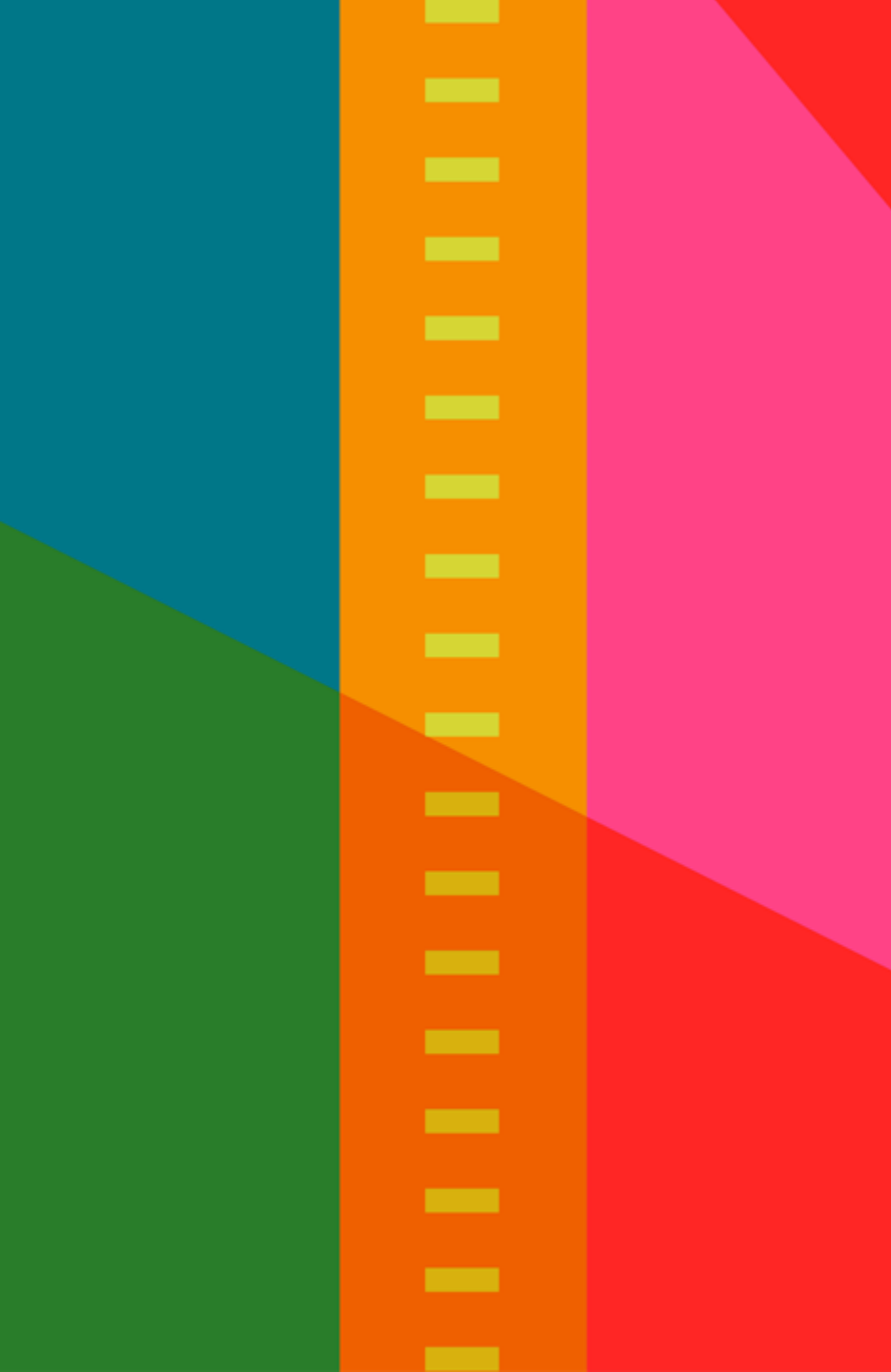




FY 24-25 Training Series

Focus Today:
Co-Regulation in the Context of
Serving Children

*In partnership with
Pajaro Valley Prevention and
Student Assistance, Inc.*

Presented by:
Oscar Flores, M. Ed., ACC, CMT-P, IFEC-TMHP
www.respondmindfully.com

Disclaimer about Training & Meditation Practices

- I am a coach and educator, not a mental health therapist. I am trauma and healing-informed practitioner. This workshop is therapeutic in nature, but not therapy.
- Stop any practice if it's not helpful to you.
- Education can be an important complement to medical care; however, it is never a substitute for diagnosis, treatment, or care of disease by a medical provider.

Thanks for signing the electronic waiver.

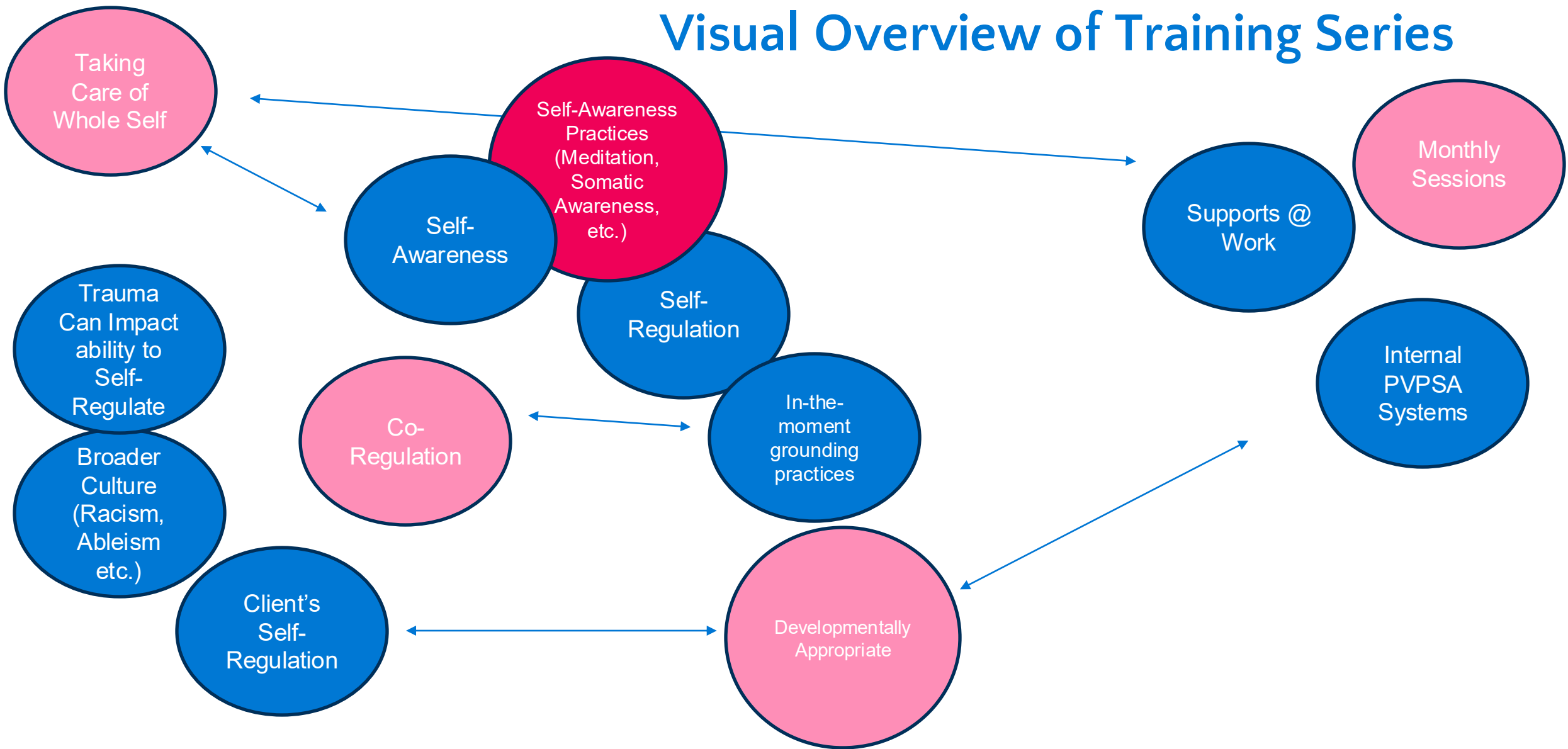


Community Vibe and Learning Space

Any new folks?

- No advice giving from others (*we are here to primary learn about ourselves*). *If you want advice, please ask. If you want to comment, pause.*
- Speak up or take a step back.
- What is said here, stays here. Learning can move beyond this space.
- Expect non-closure. Good news: we have monthly sessions!
- Keep in mind that there is a difference “knowing” something and following through with a new habit or practice. Approach this training from a curiosity stance, and with humility.
- As it relates to self-awareness and mindfulness, it’s learned best by practicing and modeling – we’ll get more into that later. Notice if you are trying to over-intellectualize.
- This is your training. Your experience is more important than slides; *I will move us forward, if needed.*

Visual Overview of Training Series



Transition Practice

(Self-Awareness & Self-Regulation)

Taking in sounds with curiosity and acceptance.

How was that practice? What did you notice?

Any "ahas" or insights since last session?



Review: Developmentally Appropriate

- It can be applied lifelong, especially for the periods of early childhood, middle childhood and adolescents due to unique ways brains, bodies, relationships and culture impact at these stages.
- To be DA, we must understand some basic human universals about the following learning domains:
 - Cognition
 - Social-Emotional
 - Physical / Brain Development
- Behavior has meaning and it's purposeful
- Culture/s impact behavior and all domains of learning
- The professional's work is to understand that learning is inter-connected (domains impact each other), **modeling is how children and teens learn**
 - Scaffolds learning, development and growth
 - Involves parents
- Relationship-based approaches at all times. When children feel seen and understood, they are more likely to listen and trust.
- Professional's who aware of the Hidden Curriculum often help children in deeper ways (i.e., what they are taking without 'teaching' outwardly)



What will we cover today?

Re-Defining Self-Regulation

In our work with children, we know the social-emotional development, and particularly self-regulation, is the cornerstone of the skills children need to be healthy and thrive. However, have you paused to ask yourself how children best learn the skills of self-regulation?

When do we get Dysregulated?

Children learn best when adults model what they preach. Because of this, we need to ask ourselves, how well do I model self-regulation skills? Do I know when I am dysregulated?

How to Self-Regulate?

Are you aware of the moments that cause you dysregulation in front of children or with coworkers? Are you aware that how you respond is something that children pick up on?

Modeling to Co-Regulate

Because of how children's brains are developing, the best way they learn is by how others model for them and help them understand the process of regulation. If we, the adults, cannot self-regulate, it's hard for children to learn from us.

Pair Reflection

- Share an experience where someone ask something of you that did they not model.
- What did you think? What did you feel?



Adult Self-Regulation

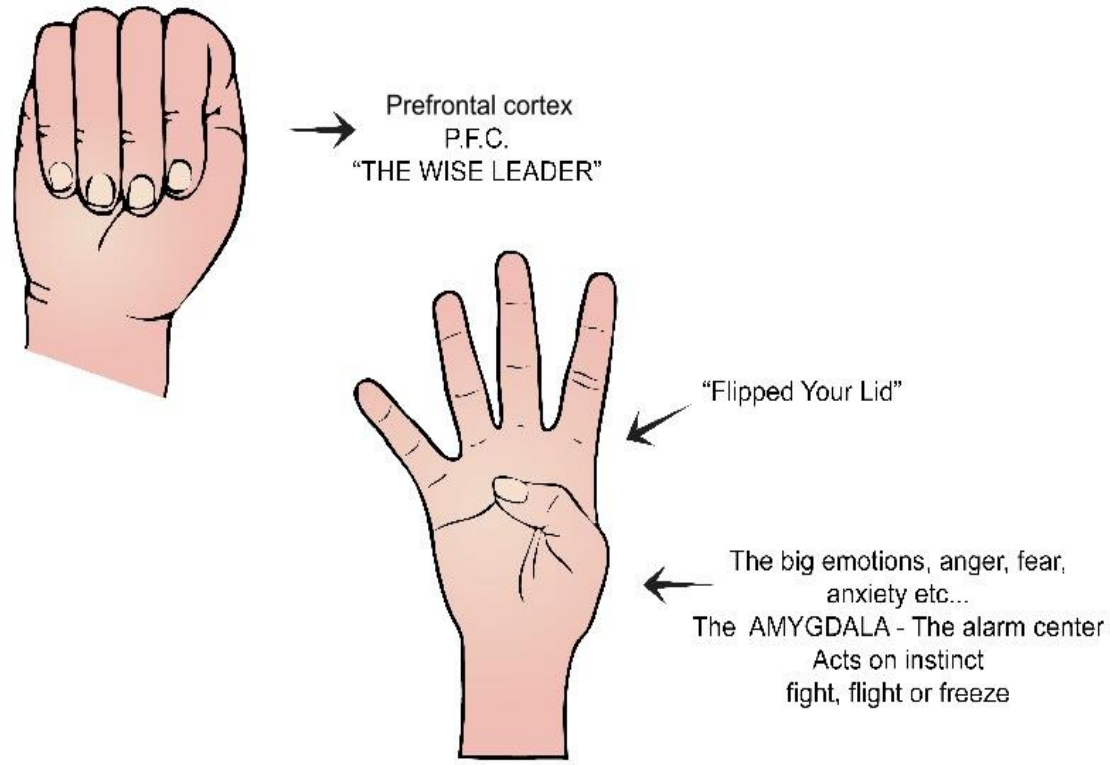
Often, when we study or think of helping children, we focus on their self-regulation. However, let's center our self-regulation first.

What happens to you when you get dysregulated inside the classroom?

This is safe, non-judgmental space! Remember, I am doing my best too.



“Flipping One’s Lid”



Credit: Daniel Siegel, V.D. is the creator of this metaphor
and expression 'Flipped Lid'. Copyright © 2014 www.sharon-selby.com

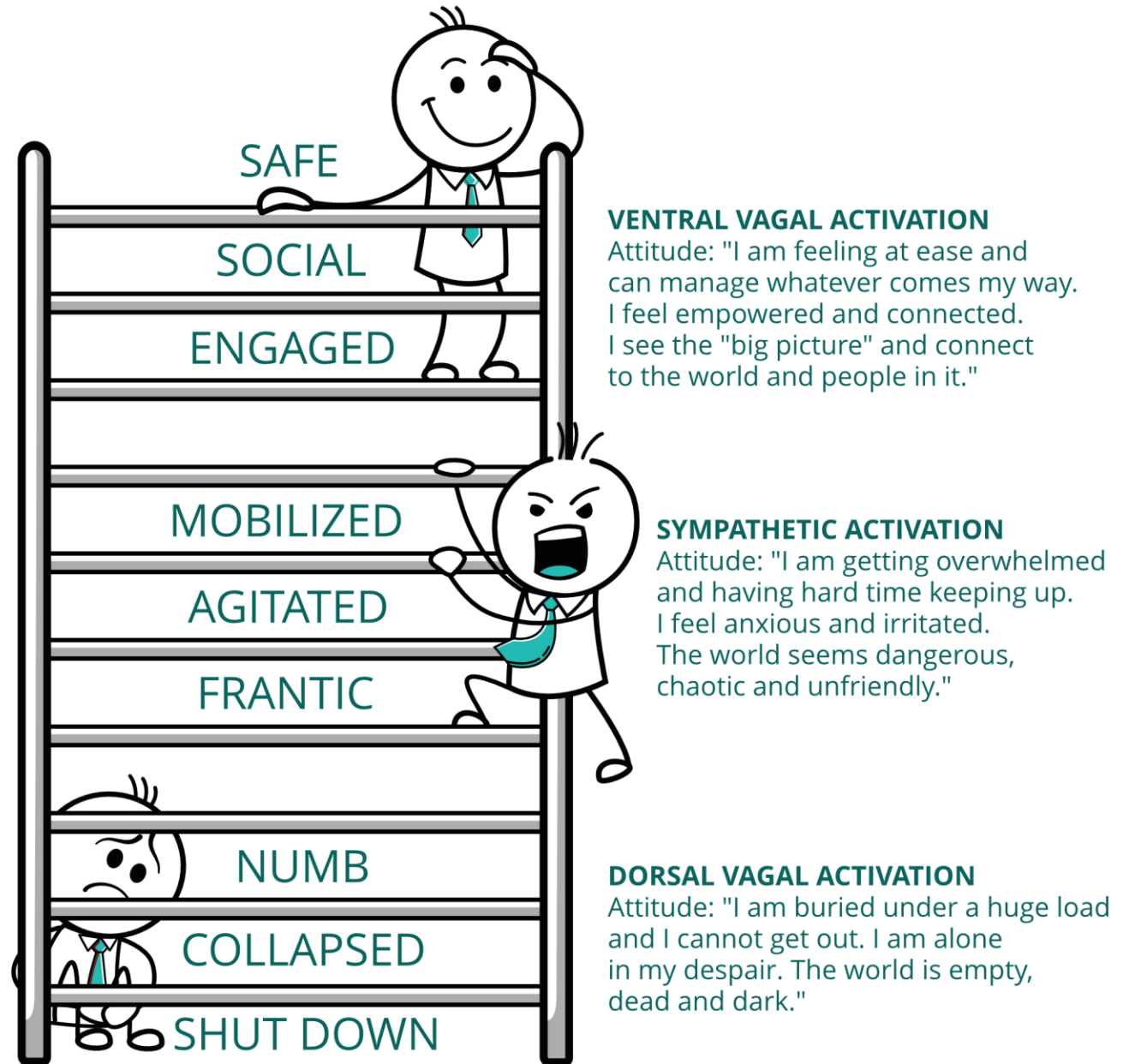
Adults Flip Their Lid Too



Ex: Co-worker is Not Very Kind

Adults Struggle with Self-Regulation Too

Mindful Tool: Autonomic Ladder



Yes, and Practice

How was that practice? What did you notice about yourself?

This can be done as a meditation or in the moment grounding.



Putting it all Together: Mindful Framework

- NAME IT (Where are you on the Autonomic Ladder?)
- FEEL IT (Be with the Autonomic Ladder and the feelings and the sensations)
- SELF-COMPASSION (Kind acceptance while being open to the next step to grow)
- REDIRECT (Respond with wisdom)

What is my intention?

How do I model for children and colleagues how to respond?

What would help children with their own self-regulation?

How do I help children be in the safe and engaged latter?



“
**MINDFULNESS MEANS PAYING
ATTENTION IN A PARTICULAR
WAY; ON PURPOSE, IN THE
PRESENT MOMENT, AND
NON JUDGEMENTALLY**
”

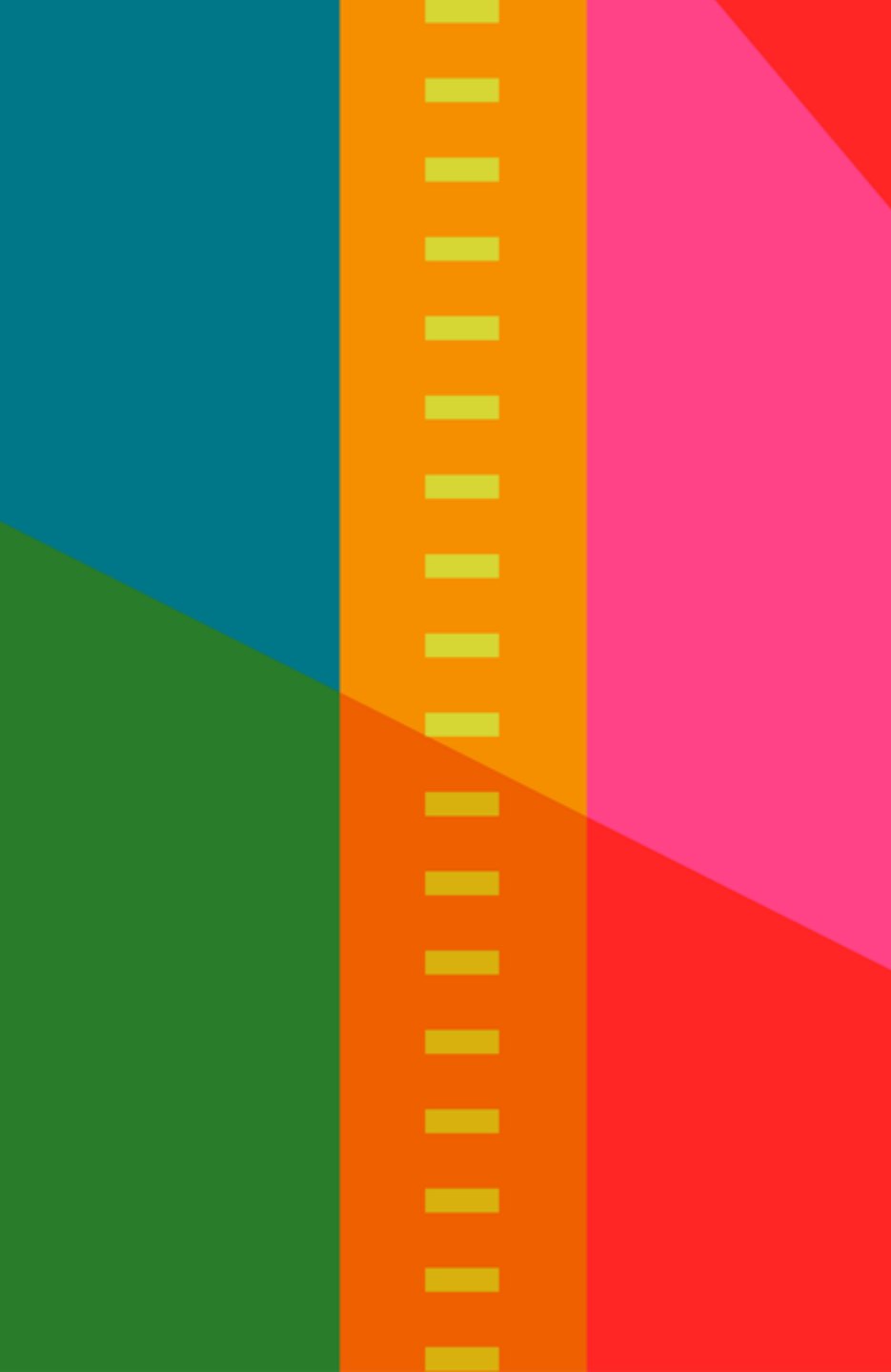
JON KABAT-ZINN

DISCOVER MINDFULNESS @ MINDEVOLVED.ORG



Working definition from Jon Kabat Zin

LivingMoreFully
.com



Important Distinctions & Practices

Mindful in the Moment (Presence)

Strategies to Self-Regulate (Active Mindfulness)

Meditating (Actively ‘Working Out’)

Lets practice! Any questions?

Co-Regulation

- This is less about what you say, *but how you say it and what you do.*
- "Everyone take a deep breath..." -----> *Not always most effective*
- Without being Safe and Engaged, it's hard to notice how and what you do.

Co-Regulation takes Practice and Support

Co-regulation is the process of one nervous system responding to the state of another nervous system.

It's *unconscious*
and *automatic*

It's a
survival necessity

It goes *both* ways

It's how children
learn to *self-regulate*



#ParentingWithTheNervousSystemInMind

MAMAMANON
Trauma-informed Parenting Support

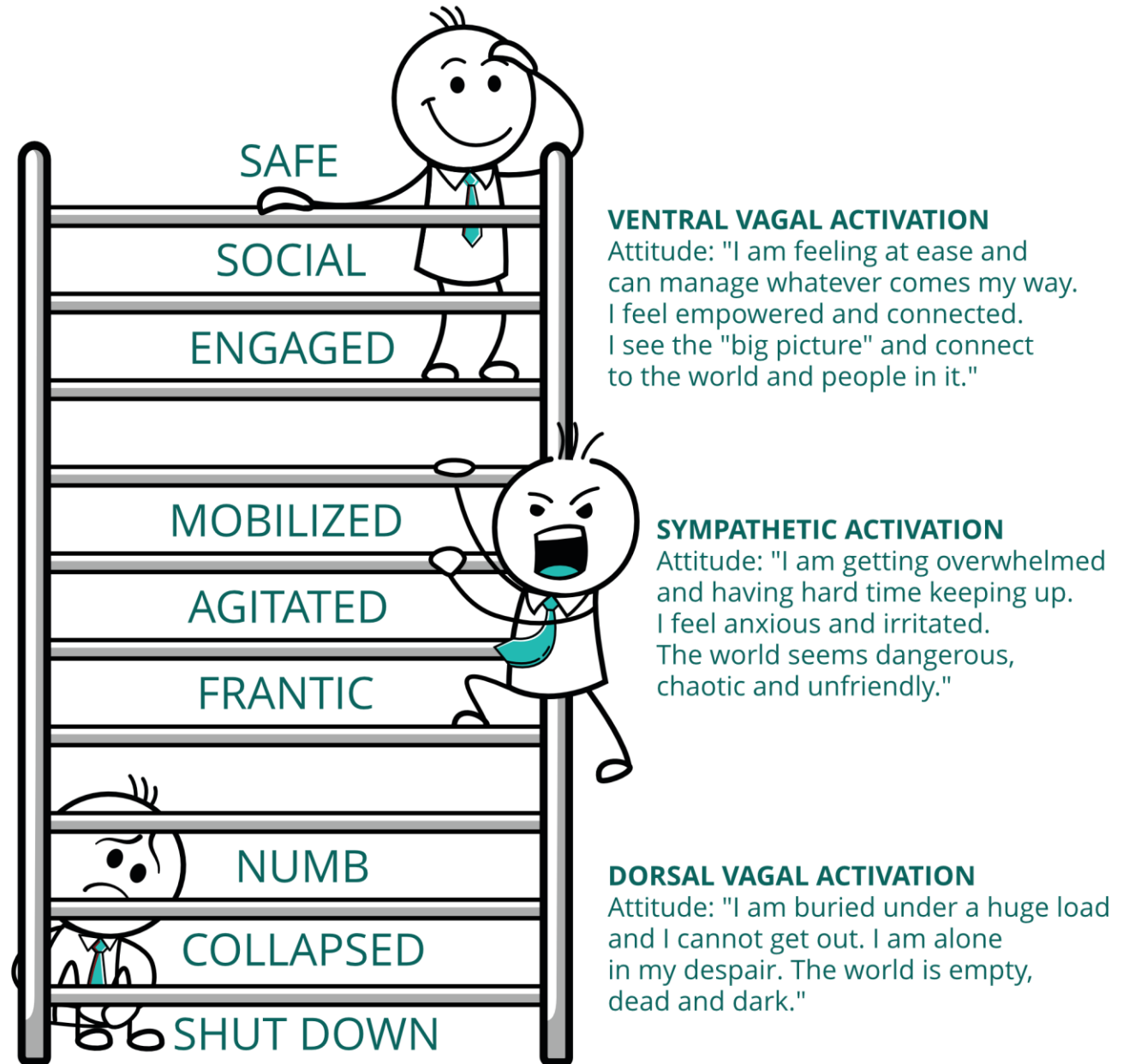
What I say, how I
say it, what I do.

Take a deep breath (before
saying something)

Notice your nonverbals.

Acknowledge what happened.

"Ahhh. Yes, this tough, I wish
there was something better for
us to do. Lets chat later about
this."

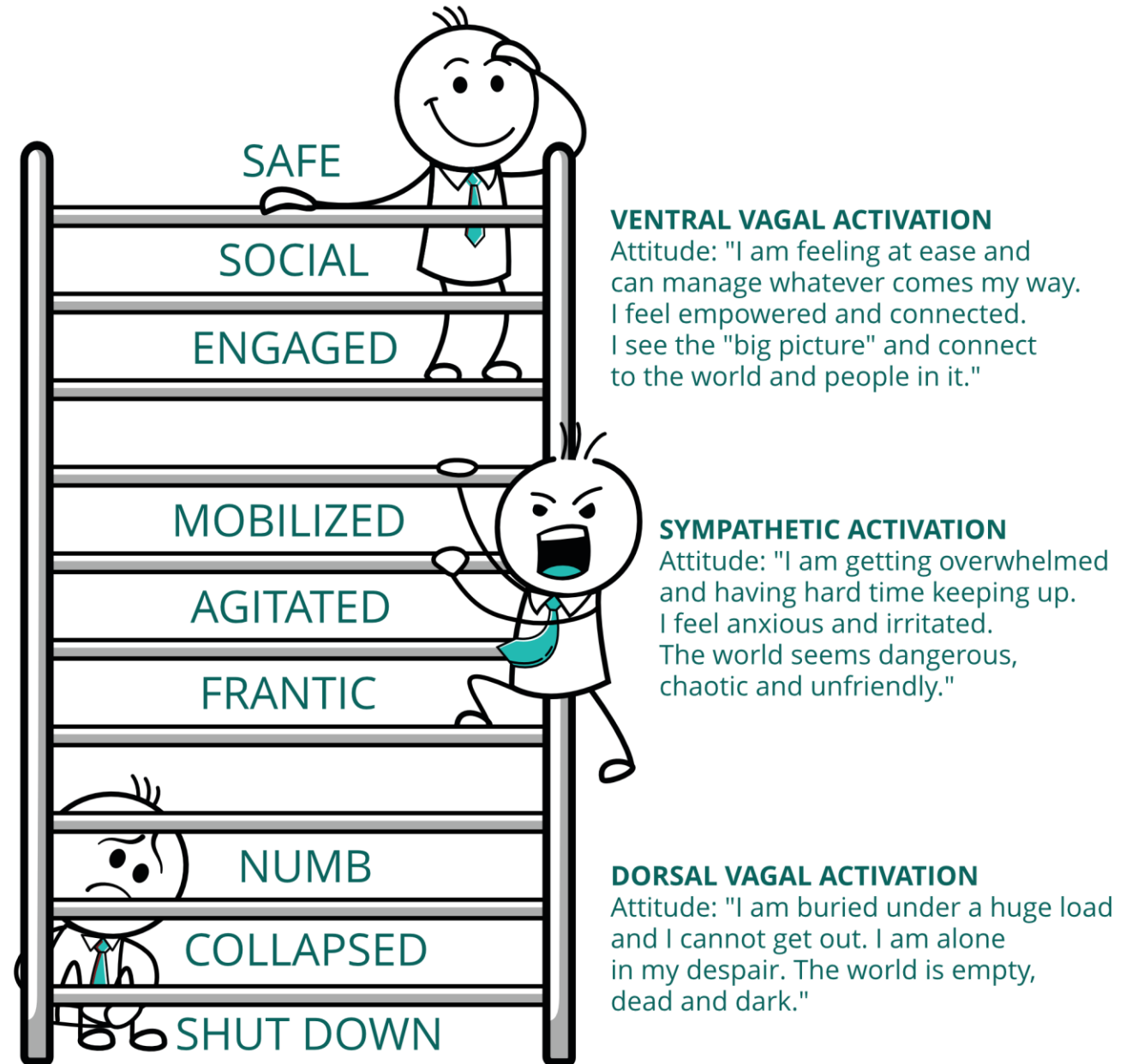


AUTONOMIC NERVOUS SYSTEM AS A LADDER

When we self-regulate, we are helping children develop their self-regulation skills.

Pair share: What is a group interactions where you noticed it was hard to stay safe, social and engaged?

How would the Mindful Framework have helped?



In few words, we are practicing:

- Our self-regulation is critical
- Knowing where we are on the Autonomic Ladder is key to support us
- How do we respond when we are dysregulated?
- Children learn by what we do, what we say and how we say it.

Transition & Goodbye

What is sticking with you?
What will you try to practice?

Questions: Oscar@RespondMindfully.com

Resources: www.respondmindfully.com/pvpsa



Upcoming Sessions

- ✓ • Mindfulness Meditation 202
- ✓ • Lifestyle Medicine Science
- ✓ • Somatic Awareness
- ✓ • Co-Regulation (March 13)
- ✓ • Developmentally Appropriate Practice:
 - Early Childhood/Preschool-Focused
 - Developmentally Appropriate Practice:
 - Middle Childhood
 - Developmentally Appropriate:
 - Adolescence
 - Social-Cultural Awareness
 - Equity, Ableism and Neurodivergence
 - Mindful Communication
 - Conflict and Difficult Conversations