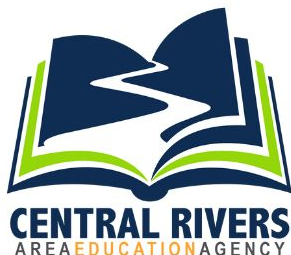


The Brain, Regulation, Self-Awareness, & Self-management

Christin Squier

School Social Worker/NW Well-Being Team

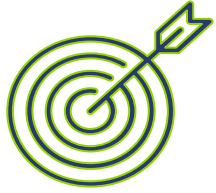
csquier@centralriversaea.org



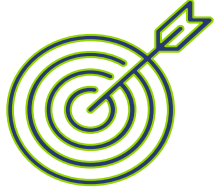
**People do well
if they can...**



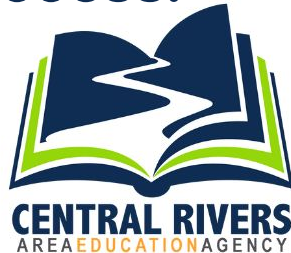
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We understand how brain functioning impacts our responses.



We understand how our own self-awareness and self-management support learning success.



A child's behavior is not always what it seems

Behavior is communication

What we see: Behavior

What we don't see:
What's under the surface

SOCIAL SKILLS

BASIC NEEDS

PHYSICAL SAFETY

NEED TO BELONG

SECURITY

THOUGHTS

EXECUTIVE FUNCTIONING

ENVIRONMENTAL
STRESSORS

HUNGER

ATTACHMENT

POWER

ATTENTION

SLEEP

NEED FOR CONNECTION

SELF-ESTEEM

SENSORY NEEDS

EMOTIONS

DEVELOPMENTAL LEVEL

ANGER

NEED FOR ATTENTION

SADNESS

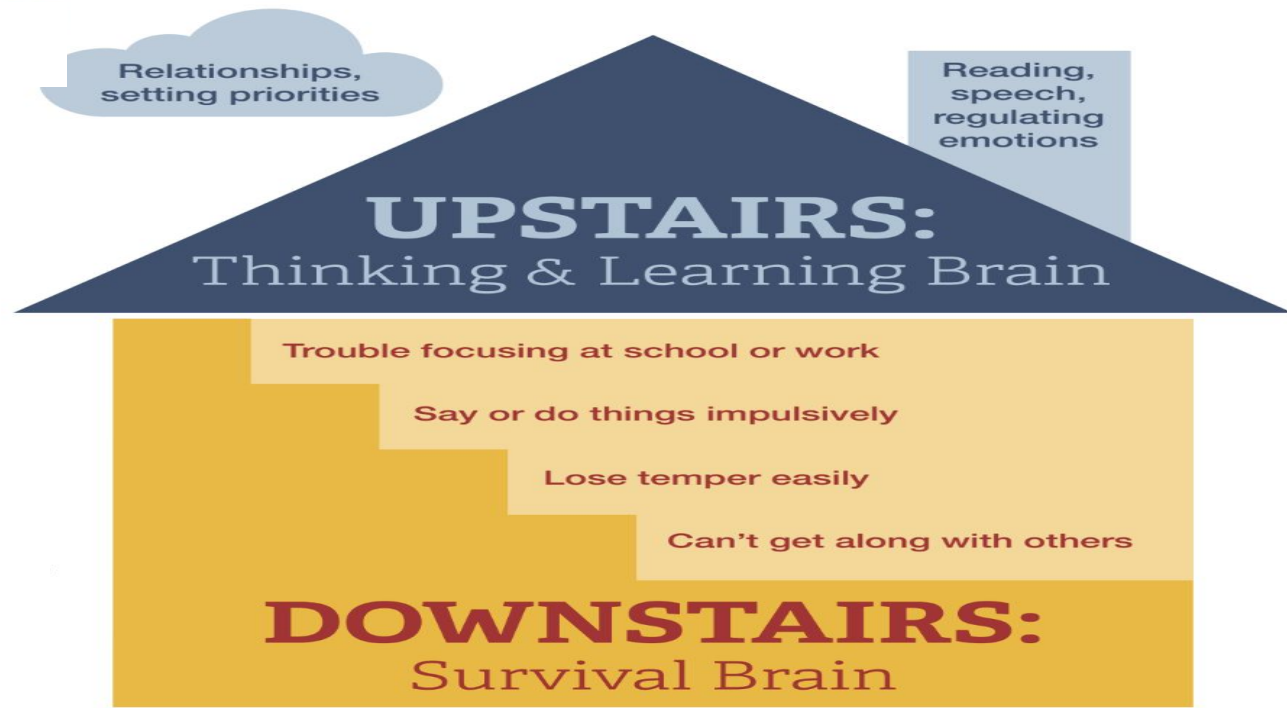
FEAR



PARENTS
with confidence

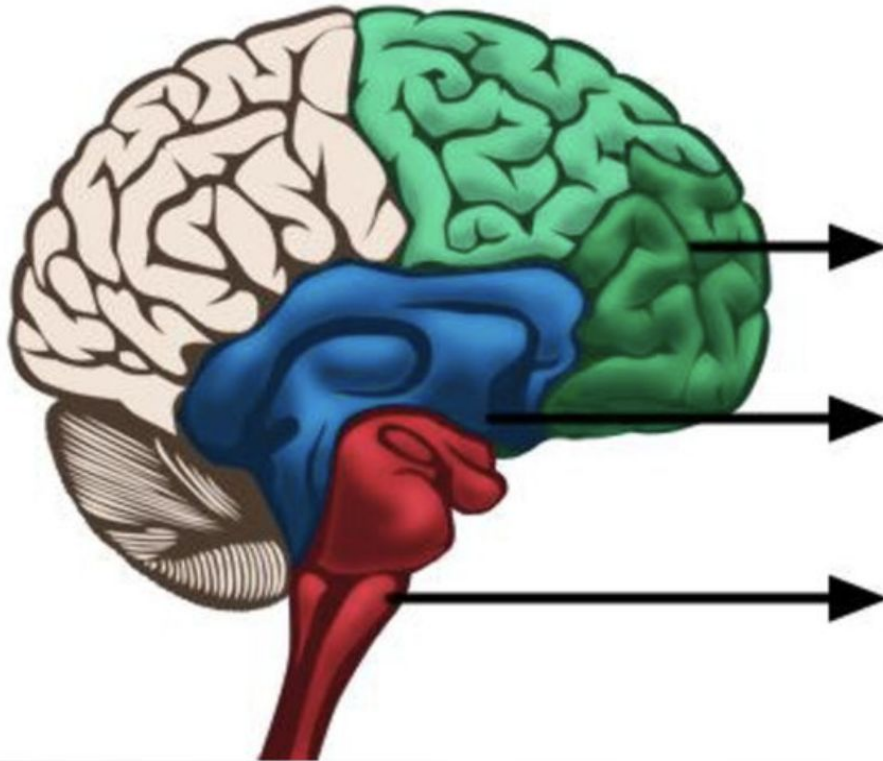


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Source: Connections Matter





Upstairs Brain

Thinking & Learning

Responsive

Basement Brain

Safety

Reactive

Basement Brain

Survival

Reactive



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Which part of our brain??

Reactive (Basement Brain):

- Meeting someone's actions with another action
- Instant
- Survival oriented
- Can be a defense mechanism
- Without thinking or the unconscious mind
- Based in the moment
- Doesn't take into consideration the long-term effect

Responsive (Thinking Brain):

- Meeting the person where they are
- Calm
- Deliberate/intentional
- Aligns with core values
- Thinking before you act; creating space between actions and thoughts
- Considerate of your own and other's well-being



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Self-Awareness: Personal Values and Beliefs



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Self-Management: Reactive vs. Responsive



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So, now what??



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Three R's

Collaborative Problem Solving, CPI (Non-Violent Crisis Intervention), Trauma Responsive, SEL prerequisites, etc.

- **Regulate**
- **Relate**
- **Reason**

An adult who is dysregulated cannot regulate a student who is dysregulated.



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Regulate Self...Relate with Student

#1Adult: Ensure self-regulation by being aware of your own thoughts, feelings, and behaviors; ask yourself: Am I calm enough to support this student? Am I ready to be responsive or am I reactive?

#2 Support Student Regulation&Relate

- Give space
- Validate the student's struggle
- Observe: what signals is the student sending with their words and actions?
- Listen
- Co-regulate with deep breaths and remaining calm
- Ask "What do you need?"
- Refrain from judgment ("They're being dramatic, they are trying to get out of XXX, it's not a big deal", refrain from minimizing)



- 
- 
- Breathing: Deep Breathing, Lazy 8
 - Grounding: Alphabet, Count Backward, 5-4-3-2-1- Method
 - Touch Stone
 - Mantras



**Students Do Well If
They Can.....**



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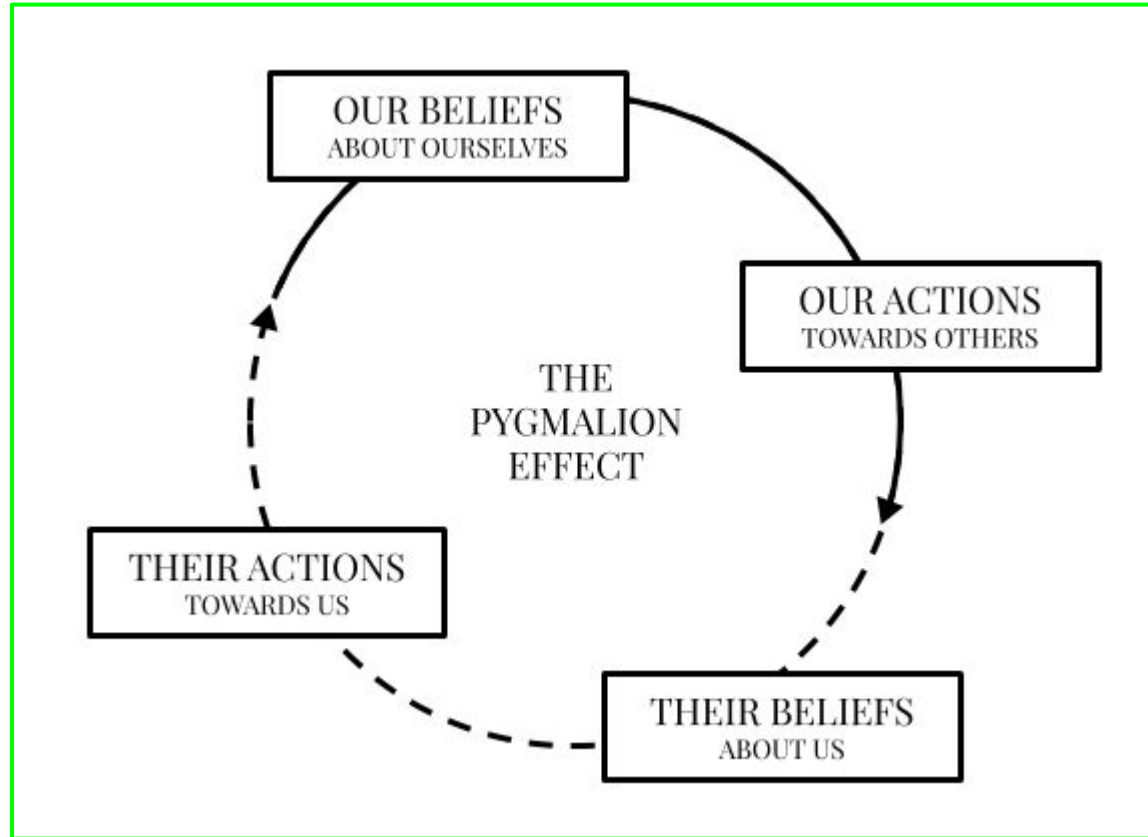
What If....

**Changing how we see people,
Changes people**

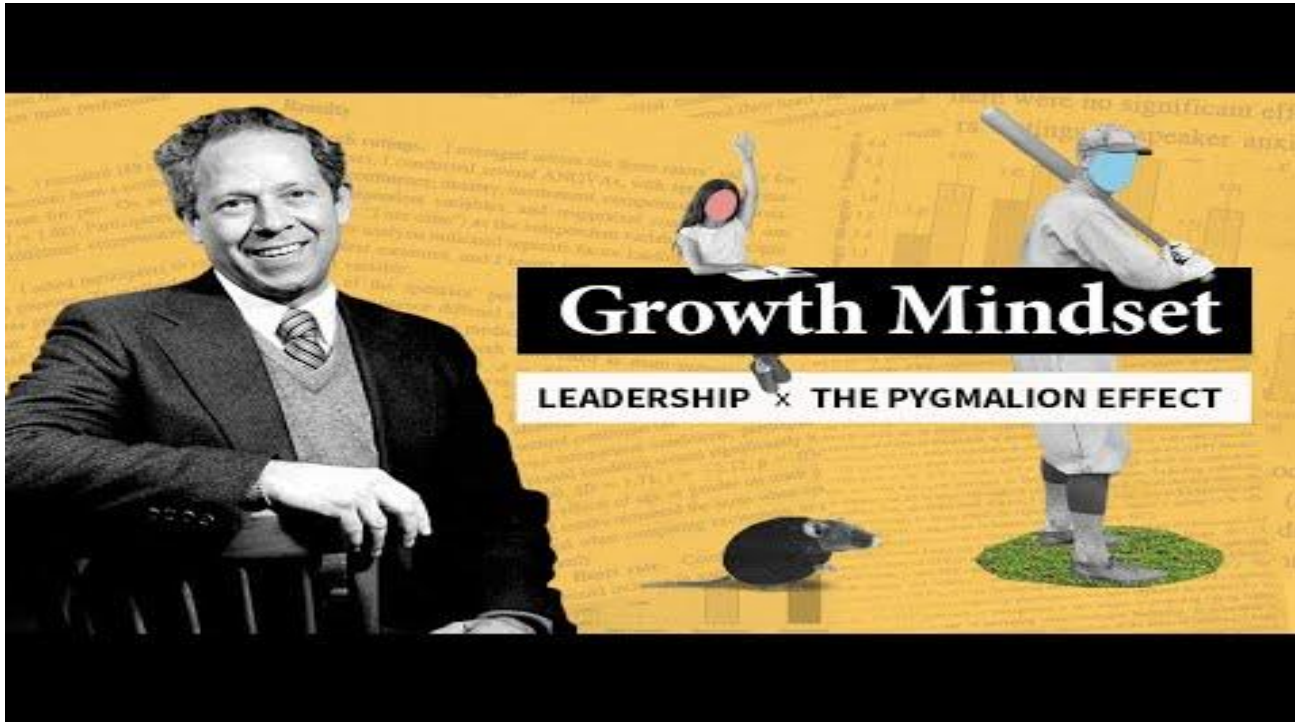
-Robyn Gobbel, robyngobbel.com



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The Pygmalion Effect



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- Breathing: Deep Breathing, Lazy 8
- Grounding: Alphabet, Count Backward, 5-4-3-2-1- Method
- Touch Stone
- Mantras



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**People do well,
if they can.**

And

**Changing how we see people,
Changes people.**



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Thank you!