

Composure



SAFETY FIRST

1. My state dictates your state.
2. My state co-regulates your state.
3. My job is to keep you safe. Your job is to help keep it safe. (Intention change is essential)
4. Intention determines the outcome of interactions.
5. A child is not born knowing how to regulate itself. They must first experience co-regulation before they can learn to self-regulate.

Triggers and Triggering (Adults with stress, old beliefs)

Brains biological imperative is to survive – to automatically react to any cue indicating the possibility of danger.

Brain is biased to respond to any danger it has known before:

Time of day
 Day of week
 Gender, age, or race
 Tone of voice, body language, touch
 Our own emotions
 Being surprised
 Silent treatment etc.

How can you tell you have been triggered? (Check those that apply)

Trigger = sudden, intense and hard to shake off or shift from says, “I am in danger NOW!”
 Not I am remembering implicitly danger from past.

Trigger List

- | | | |
|--|---|---|
| <input type="checkbox"/> Having to wait | <input type="checkbox"/> Being surprised | <input type="checkbox"/> Particular songs |
| <input type="checkbox"/> Being alone | <input type="checkbox"/> Seeing “X” | <input type="checkbox"/> Anger tone and expressions |
| <input type="checkbox"/> Victim people | <input type="checkbox"/> Dark rooms | <input type="checkbox"/> Silent treatment |
| <input type="checkbox"/> Complainers | <input type="checkbox"/> Messy rooms | <input type="checkbox"/> Being threatened |
| <input type="checkbox"/> Feeling trapped | <input type="checkbox"/> Heights | <input type="checkbox"/> Confrontation |
| <input type="checkbox"/> Center of attention | <input type="checkbox"/> Feeling inferior | <input type="checkbox"/> Center of attention |
| <input type="checkbox"/> Not being happy | <input type="checkbox"/> Being happy | <input type="checkbox"/> Overwhelmed, overloaded |



How do you know you are triggered? (Check those that apply)

- Anxiety, fear, anger
- Increased heart rate
- Grip in pit of stomach, tightness or other stomach issues
- Change in breathing: shallow, holding, fast
- Obsessive thinking - ruminating
- Disproportional response
- 0-60 reactions
- Muscle tensions
- Jumping to conclusions
- Jumping to worst case scenario
- Fear of abandonment - being alone
- Feeling small, feeling attacked
- Doing something I don't want to do

Upset Child Checklist

How do you respond to an upset child? (Not all responses are helpful.)

- Pick up and pat, rock, giggle. Say, "You're okay. You're okay."
- "Look over here! Play with this!" (Distraction)
- Pacifier, blanket, etc.
- Bounce and "Shoosh!"
- Ignore/let them cry.
- S.T.A.R. on body and "sssssssssss" sound on exhale.

A Helpful Way to Respond to the Upset Child

Step 1: S.T.A.R. (**S**mile, **T**ake a deep breath, **A**nd **R**elax). Actively calm yourself first to stay in the higher centers of your brain.

Step 2: Exhale with a "sssssssssss," focus on calming yourself.

Step 3: Touch, hold, rub and rock, depending on child.

Step 4: Wish the child well by continuing to breathe.

Step 5: Notice. "Your face is going like this (demonstrate with your own face)."

Step 6: Label the emotion. "You seem sad/scared/etc."

Step 7: "You wanted _____." or "You were hoping _____."

Step 8: Commit to keeping the child safe. "You're safe. I will keep you safe."

Step 9: Offer redirection, choices and/or teach a new skill. "Let's play an *I Love You Ritual*," "Let's find a toy," "Next time say, *My turn, my turn.*"

At first, the upset will escalate. This will allow the child to actually feel the emotion.

It is imperative to stay calm and follow through with the steps.



Adult Assertiveness



Assertive Voice Checklist

An assertive voice is the “voice of knowing.”

It focuses on what you WANT, and helps provide a felt sense of safety.



**Breathe before
you speak.**

Do you...

- Offer clear communication with instructions of what TO DO with visual cues or gestures (ie. modeling actions or pointing)?
- Send a non-verbal message of “Just do it?”
- State commands with useable information (ie. instead of saying, “Put the toys away,” you say something like, “Put the blocks in the basket like this.”)?

Children “think in pictures.”



***Paint a clear picture with your actions
and words.***

Tell them what

TO DO 
with visual cues.

Tell them what TO DO with visual cues.

Paint a clear picture with your actions and words.

- | | | |
|--------------------------|---|--|
| Give it back to her. | → | Put it in her hand. |
| Put the cars away, okay? | → | Put the cars on the shelf, like this. |
| Get down from there! | → | Put your feet on the floor, like this. |
| Don't squeeze his hand! | → | Hold his hand gently, like this. |
| Sit on the carpet, okay? | → | Sit on the carpet just like this. |



ACEs Survey

Female ____ or Male ____ Number of years in Education: ____ Grade Level(s): _____
 Profession (circle one): Teacher Counselor Administrator Other: _____

This survey includes questions about difficult childhood experiences. These experiences are more common than you might think, and can impact our health or the way we think about caring for children. Please answer these questions about your childhood experiences. Your answers will be kept completely private. *Circle the answer that applies to you.*

Prior to your 18th birthday:	NO	YES
1. Did a parent or other adult in the household often swear at you, insult you, put you down, or humiliate you? Or act in a way that made you afraid that you might be physically hurt?	0	1
2. Did a parent or other adult in the household often push, grab, slap, or throw something at you? Or ever hit you so hard that you had marks or were injured?	0	1
3. Did an adult or person at least 5 years older than you ever touch or fondle you or have you touch their body in a sexual way? Or attempt or actually have oral, anal, or vaginal intercourse with you?	0	1
4. Did you often feel that no one in your family loved you or thought you were important or special? Or your family didn't look out for each other, feel close to each other, or support each other?	0	1
5. Did you often feel that you didn't have enough to eat, had to wear dirty clothes, and had no one to protect you? Or your parents were too drunk or high to take care of you or take you to the doctor if you needed it?	0	1
6. Were your parents ever separated or divorced?	0	1
7. Was your mother or stepmother often pushed, grabbed, slapped, or had something thrown at her? Or ever kicked, bitten, hit with a fist, or hit with something hard? Or Ever repeatedly hit over at least a few minutes or threatened with a gun or knife	0	1
8. Did you live with anyone who was a problem drinker or alcoholic, or who used street drugs?	0	1
9. Was a household member depressed or mentally ill, or did a household member attempt suicide?	0	1
10. Did a household member go to prison?	0	1

Now add up your "yes" answers _____. This is your ACE score.



A Dozen Ways to Co-Regulate with your Child



Lower your Body Position



Lower your Voice



Soften your Facial Expression



Model Deep Breathing



Do Heavy Work Together



Walk Outside



Offer Deep Pressure



Model a preferred sensory activity



Move your Body Together



Dim the Lights



Stop Talking



Change your Proximity

@coastalconnectionsot

coastalconnectionsot • Following
OBX NC



coastalconnectionsot Edited • 43w
Before you do anything save this to refer back to!

★ Co-regulation is the ability to use your nervous system to help regulate someone else's, in this case your child. The biggest sensory tool that you have to offer your child is yourself! You will notice the majority of these strategies involve using your body and yourself as a sensory tool! They do not involve any fancy equipment or toys, just you!

✦ Sensory based strategies for co-regulation can often be over complicated, when actually what is needed the most is to simplify & remove stimuli.

✦ When a child is dysregulated they



1,935 likes

NOVEMBER 11, 2022



Add a comment...

