

WEDNESDAY 12/11/24

1 PM ET | 12 PM CT | 10 AM PT

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PROUDLY PRESENTS

FREE LIVE CEU WEBINAR

Co-Regulation:

**Supervision and Evidence-Based
Practices for Escalated Moments**

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Presented by:

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CEU Coordinator:

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OP-23-10255

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- Board Certified Behavior Analyst and Speech Language Pathologist
- Currently pursuing a Ph.D. at Capella University
- 23 years of professional experience in public schools as a therapist and as a consultant



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Co-Regulation: Outline

- Why is this important?
- What is Co-regulation?
- How Is This Based on Solid Principles of Behavior Analysis?
- How do I find my own self-calm and teach staff to do the same?
- How do I establish co-regulation between the client and staff?
- How does my staff model and teach co-regulation skills in session?
- How does my staff utilize co-regulation to respond to escalated moments?

- I-2 Establish clear performance expectations for the supervisor and supervisee
- I-4 Train personnel to competently perform assessment and intervention procedures.
- I-5 Use performance monitoring, feedback, and reinforcement systems.

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MAD!!!



Close your eyes and feel the last time you were really mad.

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Why?

- When we have those big emotions, why does our body respond that way?
- Getting ready to fight
- Getting ready to run
- Preparing to protect ourselves
- “In children, anger is fear’s bodyguard.”
- Lori L Desautels, Ph.D. (2020)



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Adverse Childhood Experiences

- Emotional abuse
- Physical abuse
- Sexual abuse
- Physical neglect
- Emotional neglect
- Substance abuse in the household
- Mental illness in the household
- Mother treated violently
- Divorce or parental separation
- A household member in jail

A child with four or more ACEs is at extreme risk for academic and behavioral challenges.

-retrieved from CDC website, June 2024

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64%

adults reported experiencing at
least 1 ACE before age 18

17% (1 in 6)

Adults reported experiencing 4 or
more types of ACEs

These statistics were compiled
from 2016 – 2020 (pre-Covid)

Retrieved from CDC website, June 2024

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When We Respond to Pain - Based Behaviors with Pain - Based Punishers



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We are increasing their stress response. We are coercing through a fear response to comply

And the really hard part? - Coercion usually works in the short term.

Murray Sidman:

- Response suppression is temporary (probably due to habituation)
- Increase in escape and avoidance behaviors
- Punishment induced aggression
- Countercontrol - learning how to control their controllers

At best, we are coercing through a fear response to comply. At worst, we are triggering more intense behaviors

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It Starts with Us

“Behavior regulation is not about students. Behavior regulation is about the adults.”

Behaviors that have been developed over time through a long learning history of responding to ACE events, are not remediated quickly. “Staying connected and regulated through a conflict is at the core of educator well-being and brain-aligned relational discipline.”

“A dysregulated adult cannot regulate a child.”

Desautels, 2020

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Coregulation is a relational dyadic exchange that exudes feelings of safety and belonging. Co-regulation requires the adult to maintain a calm brain during the conflict.

Co-regulation is a step toward self-regulation. It is an interactive way to model and teach regulation skills.

Desautels, 2020



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Co-Regulation Operationalized

Co-regulation is engaging in mindfulness to achieve a calm body and modeling the strategies we use to get to a calm body in situ for our client.

It is also the responding behavior of the other person.

When your client engages in interactive Co-regulation with you, it is a step toward teaching coping strategies and self-regulation skills to our clients.

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Acceptance and Commitment Therapy



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Impact of Mindfulness on Behavior

Mark Dixon, 2019

Graduate students watched a 5 - minute mindfulness video

After watching the video, the students showed decreases in impulsive responding

So, what happens when we, as professionals, engage in mindfulness before we start a session?

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What Does Calm Look Like?

What behavior do you engage in when you have a calm body?

Define it for yourself.

Can you engage in this behavior at will?

- What about during a scary movie?
- At a football game?
- When your smoke detector goes off?



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Teach Your Staff What Their Calm Feels Like



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- Take your staff through the same exercise.
- 5-minute mindfulness activity
- What does their calm feel like? Define it.

Next Step

- Program 5 minutes of mindfulness for your staff before session starts.
- Include a review of the overall session goal in those 5 minutes – What will it look like when staff engage in a successful session? Picture yourself doing that!

I-2 Establish clear performance expectations for the supervisor and supervisee.
I-4 Train personnel to competently perform assessment and intervention procedures

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Establish Co-Regulation Between Client and Staff - Improve Rapport

1. Establish support people as generalized reinforcers
2. Encourage staff to display greater responsivity to client's communication attempts
3. Strengthen turn-taking

McLaughlin & Carr, 2005

I-4 Train personnel to competently perform assessment and intervention procedures.

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Skill	Brief Definition	Observation/ Feedback
Proximity	Remaining within an arm's reach or 3 feet of the client	
Acknowledging vocalizations	Imitation and/ or acknowledgement of any vocalization made by the client including whole words, partial words, and utterances. Acknowledgement includes imitation of utterances, responding to questions, and providing the item or activity the client requests. It does not include imitating more than once in a row, sounds of distress, negative statements, or laughter.	
Imitation of play	Copying any appropriate play skills demonstrated by the client, for example, clapping hands and drumming on objects	
Turn-taking	Following acknowledgement of vocalization or imitation of play, provide a leading question or gesture to invite them to take another turn.	
Behavior-specific praise	Behavior-specific vocal description of appropriate play skills or novel actions emitted by the client during session, for example, "Wow! You colored it red!"	
Initiation	Offering preferred tangible items to the child throughout the session (the child is not required to accept the item)	
Creativity	Providing a novel function to a toy that the child is already playing with or showing interest in	

Ensor, et al., 2023
McLaughlin & Carr, 2005

I-4 Train personnel to competently perform assessment and intervention procedures. I-5 Use performance monitoring, feedback, and reinforcement systems.

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Predictable Routines – a Little Bit of Rapport Building, a Little Bit of Antecedent Interventions

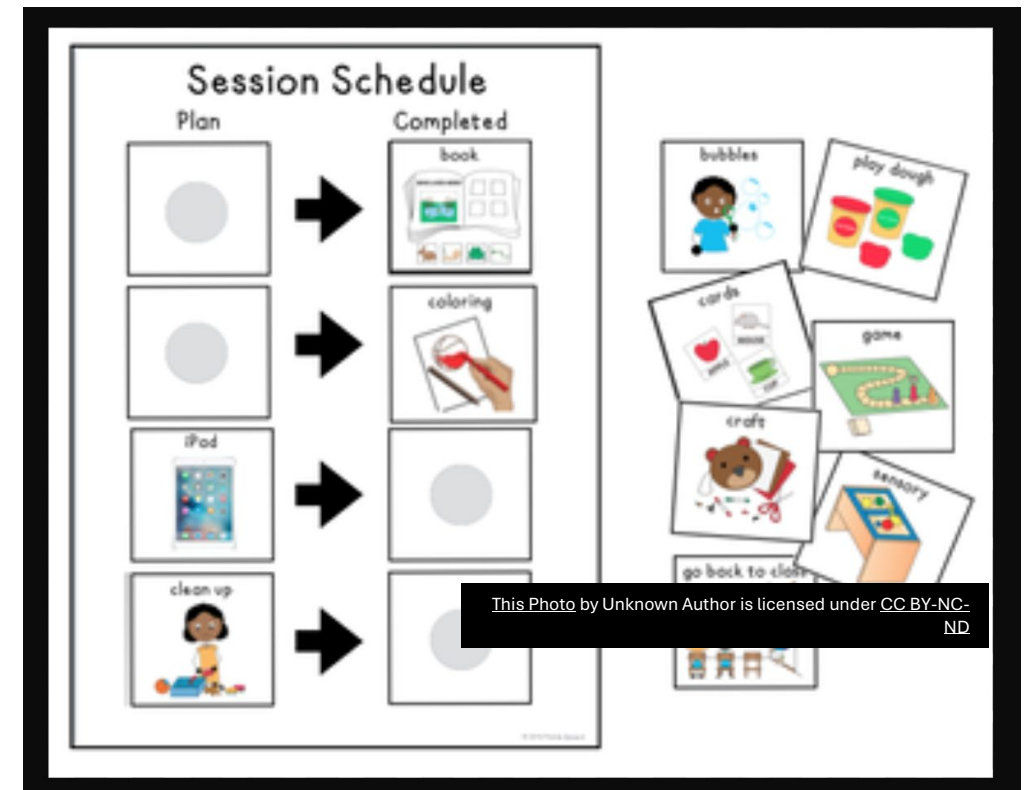
More than a schedule!

Build in predictable social routines that your staff **ALWAYS** show up for

- Allday & Pakurar (2007)

Build in small moments of mindfulness

You are building routines of regulation and teaching the skills when they are available to learn



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There are a million ways to regulate, but the most affective and brain aligned ways include one or more of the following: breath, movement, sensation, and rhythm/pattern

- Lori L Desautels, Ph.D (2020)



AIM

ACCEPT. IDENTIFY. MOVE.

A Behavior Analytic Curriculum for
Social-Emotional Development in Children



Mark R. Dixon, Ph.D. BCBA-D
Dana Paliliunas, M.S. BCBA

How to use contemporary behavioral science to
teach kids to successfully live with their emotions.

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Future You!

What do you look
like in the future?

Sara Ward, 2014

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Sample Session (Keeping that BST promise!!!)

Activity	Brief Description	Observation/Feedback
Social greeting routine	This is to immediately establish rapport and reciprocity. Should be a routine that is already taught and mastered - ex. Give me 5, up high, down low, you're too slow. Your turn!	
Short pairing activity with lots of reciprocity built in	This is to continue reciprocal interactions and rapport. Can also be used for developing language frames and language categories. Ex. "I'm going on a trip..."	
Mindfulness activity - future you about specific DTT	Priming and focusing activity. Describe what the client will do if they make an error and what they will look like when finished with the activity	
DTT	Specific to your clients' skill development. Run error correction procedure exactly like it was modeled in mindfulness activity	
Snack with NET reciprocal language (answering and asking questions)	Answering and asking "wh" questions related to the activity that the client has already mastered in DTT	

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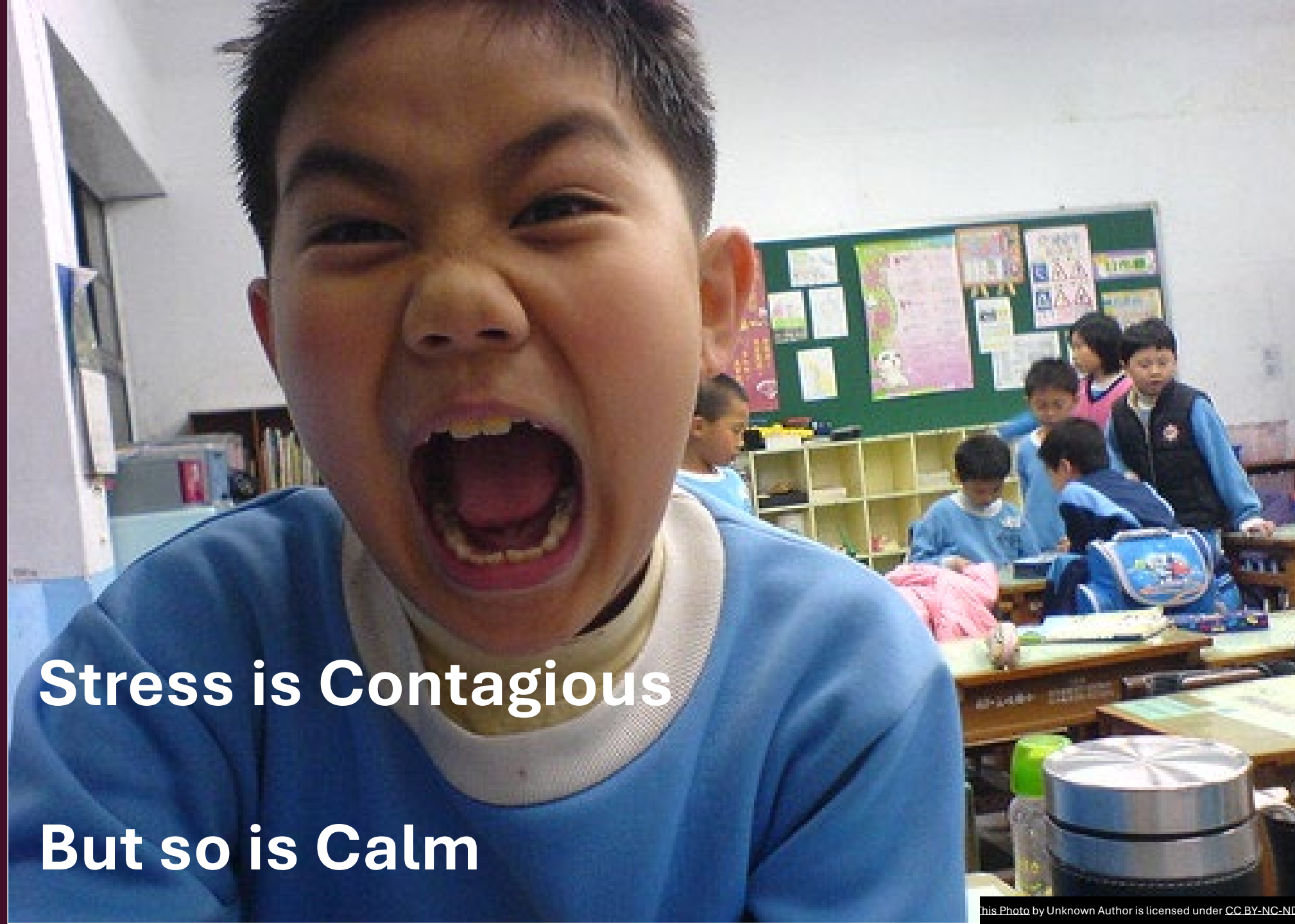
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Stress is Contagious

But so is Calm

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Being aware and adjusting tone of voice, posture, and facial expression can either soothe or unintentionally escalate a child's activated stress response systems.

This is when your staff “turn on” their calm state that they have practiced before session and taught the client during teaching moments in session.

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Closing Mindful Moments



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Q&A



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