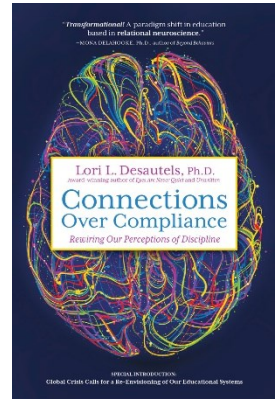


Connections Over Compliance

Rewiring Our Perceptions of Discipline



Co-Regulation/ Coercive Regulation

Below is a succinct chart that explores the distinct differences between co-regulation and coercive regulation as we explore relational brain aligned discipline. If we are truly to become trauma responsive, we need to embrace a very different perception with how we view discipline and the opportunities we must build while strengthening connections during this process of teaching and learning!

Co-Regulation	Coercive Regulation
<p>1. Awareness of my own feelings and sensations ...willingness to regulate my own brain before disciplining a student. I clearly will commit to three quick routines that feel doable to calm me in a short period of time.</p> <p>2. Paying attention to my non-verbal communication- I will notice how I sense my body when I am angry, feeling hopeless, anxious or irritated.</p>	<p>1. No awareness of my own feelings and sensations. In this traditional discipline protocol, as my focus is on the child or adolescent's behavior and there is little awareness of how I am feeling or sensing this experience. I need a quick fix; I need the student to feel the discomfort of their choices. I need to feel in control, and I use many words in an angry tone.</p>
<p>2. Focus on Child's sensations and feelings During this stage, I will notice the rising irritation, angst, and anger of the student recognizing that I may have a minute or less to redirect, reappraise, distract or suggest the taught procedures for calming the brain reminding the student he or she has choices and options.</p>	<p>2. Focus on the Child's Behavior I am focused only on what went wrong and the surface behavior that presents as disrespect, opposition, defiance or growing aggression or possibly withdrawn, shut down and internalizing behaviors. These internalizing behaviors can also look and feel disrespectful to adults.</p>
<p>3. Soothing: Assertive Tone I am aware of my own tone and checking into see if my prosody is in alignment with how I am feeling. I am aware that my tone of voice speaks louder than my words and my tone can be a tool to calm and regulate draining off the growing negativity and dysregulation of the child or adolescent.</p>	<p>3. Loud: Aggressive Tone In this traditional discipline approach, I am using a loud authoritative voice to stop the behavior that I feel is inappropriate and my tone is escalating each time I confront the student so that there is a growing conflict and power struggle to attain the power and control I feel I am losing!</p>

<p>4. Absorbing and draining off child's hostility In this discipline step I have sensed that the student may need time, space, movement, touch, warmth, coolness, or possibly a rhythmic activity. My goal during this step is to model for the student how to become calm before conversation and words are implemented.</p>	<p>4. Retaliating to child's hostility During this stage there is growing debilitating or negative serve and return / tit for tat /hostility and the continued power struggle is escalating both educator and student with little reasoning, problem-solving, emotional regulation or intentional time in between the yelling, nagging and growing discord. Retaliation becomes a battle of the wills.</p>
<p>5. Meeting Support Needs During this discipline phase, a routine of regulation strategies aligning with the child or adolescent's primary needs is provided and modeled. It is during this phase, that the educator can also model his or her own regulatory strategies, such as a deep breath, 5 jumping jacks, a drink of water or taking my own pulse to model the behaviors we want to see from the student.</p>	<p>5. Ignoring child's needs During this traditional phase, the consequences for stopping the behavior are shouted in the heat of the moment with the possible use of isolation, loss of a privilege... recess, lunch detention, etc. There is no plan of action for creating a new re-entry following the consequences ...or a new routine for starting over or beginning a new day or period of time. The student is left to recycle the angry thoughts, feelings and sensations in hopes of some immediate compliance and obedience.</p>
<p>6. Thermostat My brain state needs to resemble a thermostat that is holding a steady temperature and staying connected through the conflict with a goal of creating a preventative routine pre-taught to the student when the next emotional challenge arises. As a thermostat, I am teaching the behaviors I want to see and modeling self-care and respect during the discipline process.</p>	<p>6. Thermometer My brain state rises and falls with my student's brain state. I find myself unintentionally caught up in the conflict cycle of yelling, nagging and threatening and I begin to feel the wear and tear of this toxic serve and return within myself and my students!</p>