



DYSREGULATED EDUCATORS DYSREGULATED CHILDREN Challenges in the Coaching Profession

Genevieve Jaramillo-Padilla, M.A.

Janet Humphryes M.A.



WHAT DOES DYSREGULATION LOOK LIKE?

- In children?
- In adults
- In society as a whole?



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VESTIBULAR ENGAGEMENT FOR EMOTIONAL REGULATION

--Linda Thai

- Rock your body side to side or get on a bouncy ball and bounce
- Stretch your arms from side to side.
- Add some joyous laughter

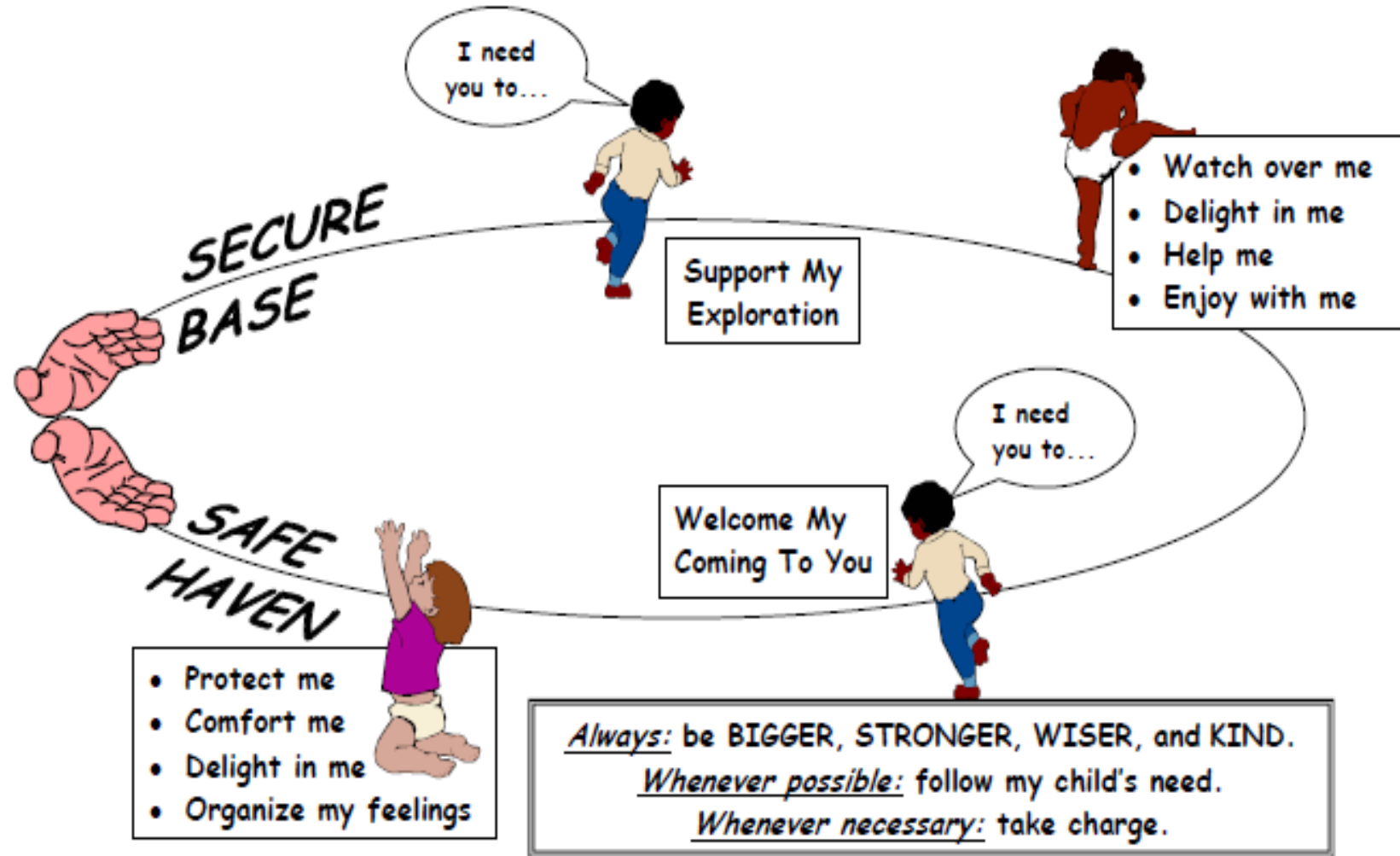


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CIRCLE OF SECURITY

PARENT ATTENDING TO THE CHILD'S NEEDS



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circleofsecurity.org

BEHAVIOR

TRAUMA



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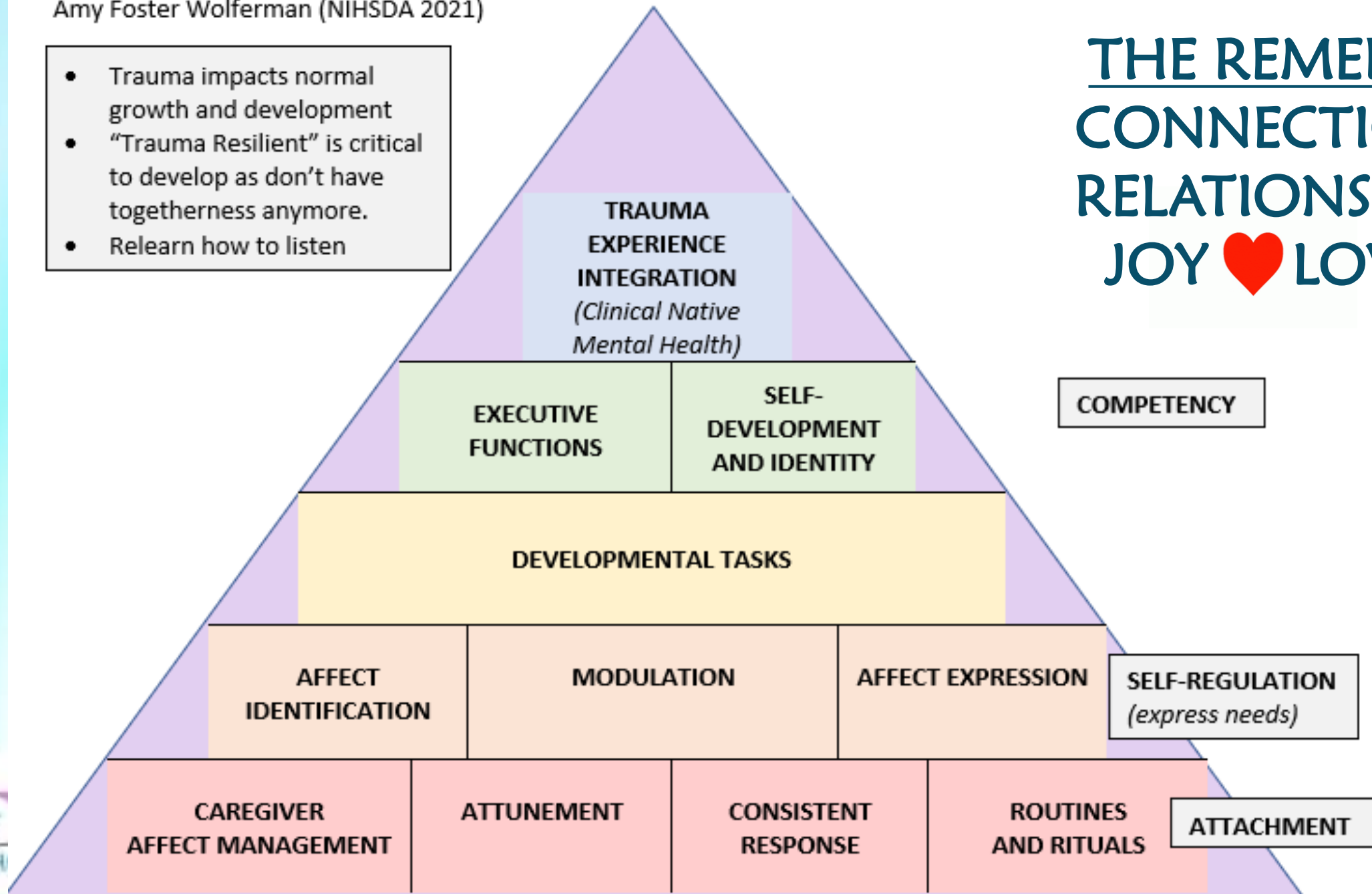
“Trauma is not what happens to you; it is what happens inside of you as a result of what happens to you.”

– Gabor Mate



- Trauma impacts normal growth and development
- “Trauma Resilient” is critical to develop as don’t have togetherness anymore.
- Relearn how to listen

THE REMEDY: CONNECTION RELATIONSHIP JOY ❤️ LOVE



EXECUTIVE FUNCTIONING SKILLS

Cognitive Flexibility

The ability to focus and pay attention to a task, to ignore distractions, and to switch attention to another task when needed.

(Rueda, Posner & Rothbart, 2005)

Working Memory

The ability to hold and process information mentally, e.g., remember instructions so to follow directions. (Gathercole, 2008)

Self-Control (Inhibitory Control)

The ability to resist temptation or stop an impulse and to choose another response (Dowsett & Livesey, 2000)



PROMOTING EXECUTIVE FUNCTIONING SKILLS

1. Promote critical thinking

- Describe, describe, describe
- Prepare children for transitions ahead of time
- Support children in solution discovery

2. Model your own self-regulation abilities

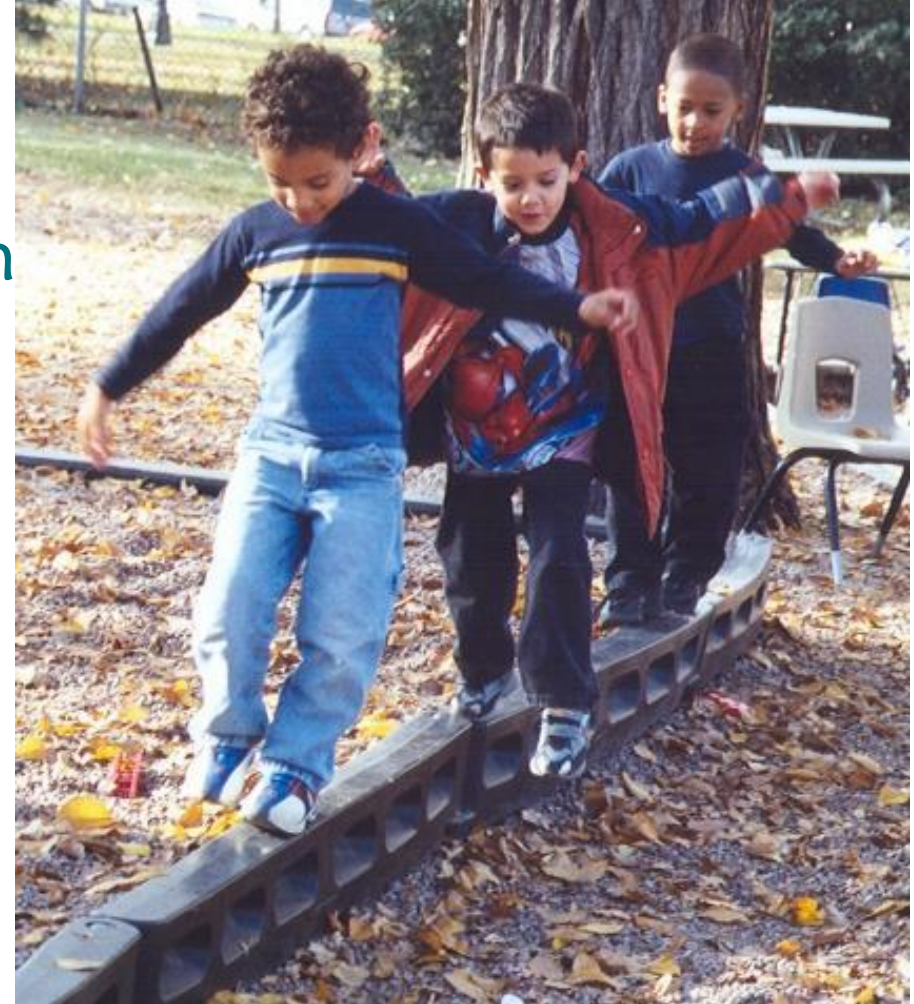
- Identify opportunities to model self-regulation daily
- Practice, practice, practice
- Realize that practicing and developing self-regulation is a process

3. Play self-regulation games



MINDFULNESS: SELF-REGULATION GAMES

- Brain Gym Exercises
- Yoga
- Walking on the Line/Balance Beam
- Silence Game
- Following Directions
- Puzzles
- Sorting in different ways
- Concentration Card Game
- Freeze Dance
- Songs: B-I-N-G-O/If You're Happy
- Native Dance



In the book, “What Happened to You?, Dr. Bruce Perry said,

“If a person is regulated, you can connect with them in ways that will facilitate rational communication.

But if they’re dysregulated, nothing you say will really get to their cortex, & nothing already in their cortex will be easy for them to access. This is essential to understand if you’re a teacher, because while the regulated child can learn, the dysregulated child will not.

It’s the same for supervising people in a work setting. Regulating is the key to creating a safe connection.

Relationships are the key to healing.”





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NATURE REGULATES ALL



© Janet Humphries



HOW CAN WE RETURN TO HUMAN CONNECTION?

- Breathe
- Drink water (4 oz for every 10 lbs. of weight)
- Indulge in self-care – this is a selfless act
- Sustain energy in yourself.
- Self-Talk: *“I can do this.”*
- Recognize, name and accept emotions.
- Stay connected to uplifting people.
- Daily, write what you are grateful for.
- Do what you say and say what you do.
- Practice broadening perspective; see a bigger picture.

PLAY
has no limits



Veronica Garcíakurita



“Play is the foundation of learning, creativity, self-expression, and constructive problem-solving. It’s how children wrestle with life to make it meaningful.”

– Susan Linn



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“CHANGE is a constant, inevitable, cyclical, and dynamic part of the human experience that occurs in natural, predictable patterns and can be facilitated to promote desired and measurable outcomes. It can be measured by observing key indicators of balance and harmony and by documenting change across time in relationships and patterns that result in observable outcomes.”

“HARMONY – various aspects of life are in a complementary relationship and taken together, produce wellness, beauty, growth, success, the capacity for joy, and the ability to thrive and acquire a state of health and well-being.”

--Terry Cross, Seneca Nation



REFLECTION

What might be different about how you see both children's and adult behavior after hearing all this?

What strategy might you add to your daily routines to build more self-regulation in children and adults, and thus promote their executive functioning skills?



WHAT ARE YOUR QUESTIONS REMAINING?



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Thank you for all our efforts on behalf of
children, families, and staff!

TAKE CARE OF YOURSELVES!

www.CoachingPotentials.org



Janet@CoachingPotentials.org

303-912-0540



DYSREGULATED EDUCATORS-DYSREGULATED CHILDREN – Challenges in the Coaching Profession

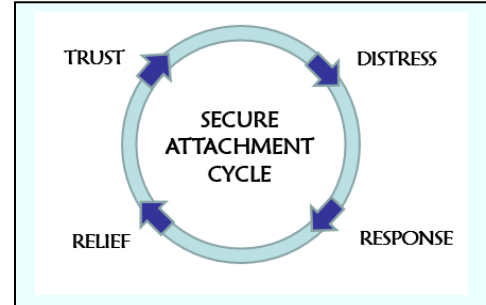
Janet Humphryes, M.A. and Genevieve Jaramillo-Padilla, M.A.

EXECUTIVE FUNCTIONING SKILLS

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MINDFULNESS - EXECUTIVE FUNCTION

ACTION STEP: How can I remind myself to set the model by engaging myself in doing these types of mindful activities throughout each day with my child(ren), staff, families?

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> • Brain Gym Exercises • Yoga • Walking on the Line • Silence Game • Following Directions • NATURE | <ul style="list-style-type: none"> • Puzzles • Sorting in different ways • Concentration Card Game • Freeze Dance • Songs: B-I-N-G-O/If You're Happy, etc. | <ul style="list-style-type: none"> • Promote critical thinking <ul style="list-style-type: none"> ○ Describe, describe, describe ○ Prepare children for transitions ahead of time ○ Support children in solution discovery • Model your own self-regulation abilities <ul style="list-style-type: none"> ○ Identify opportunities to model self-regulation daily ○ Practice, practice, practice ○ Realize that practicing and developing self-regulation is a process |
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RETURNING TO HUMAN CONNECTION

<p>P L A Y</p>	<ul style="list-style-type: none"> • Breathe • Drink water (4 oz for every 10 lbs. of weight) • Indulge in self-care – this is a selfless act • Sustain energy in yourself. • Self-Talk: “I can do this.” 	<ul style="list-style-type: none"> • Recognize, name and accept emotions. • Stay connected to uplifting people. • Daily, write what you are grateful for. • Do what you say and say what you do. • Practice broadening perspective; see a bigger picture.
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REFLECTION: What might be different about how you see both children’s and adult behavior after hearing all this?

What strategy might you add to your daily routines to build more self-regulation in children and adults, and thus promote the development of their executive functioning skills?

Resource: Center for the Developing Child at Harvard

<https://developingchild.harvard.edu/science/key-concepts/executive-function/>

