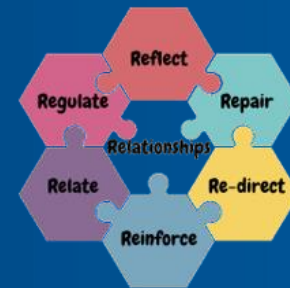




Northumberland
County Council



Dysregulation and De-escalation

Dineo Brittain-Dodd

Emotional Wellbeing & Behaviour Support (EWBS) Service

Inclusive Education Services



Northumberland
County Council

Our people. The heart of Northumberland

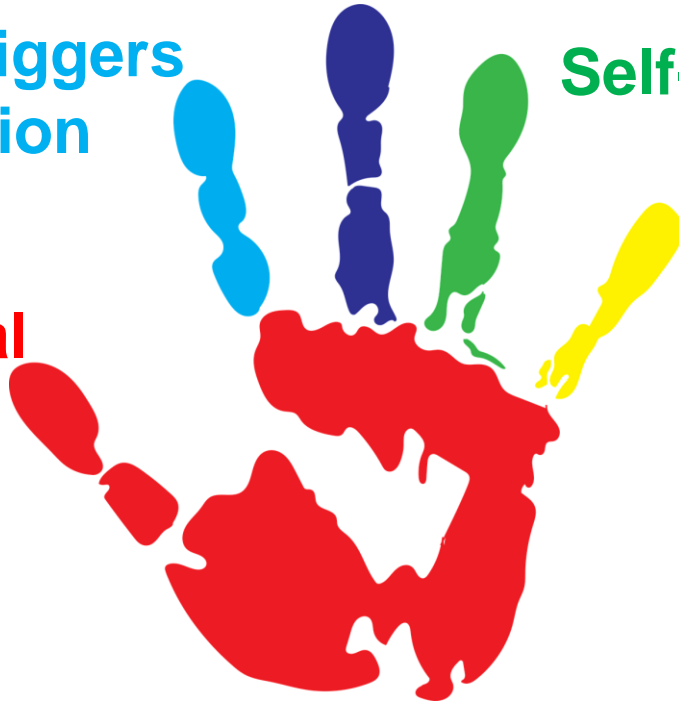


Our vision: One council that works for everyone **Our values:** Residents first, Excellence and quality, Respect, Keeping our communities safe and well

Neuroception

Understanding triggers
for dysregulation

Felt safety / social
engagement



Self-awareness

Strategies &
approaches



The goal of de-escalation is to reduce and / or provide support to manage the fight or flight response

INTERPERSONAL NEUROBIOLOGY

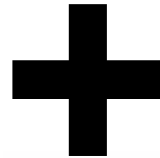


Believes human development and function is a product of the interaction of genes, body & mind, relationships, environments & experiences over a lifetime



Nature AND Nurture

RELATIONSHIPS



**UNDERSTANDING
THE BRAIN**

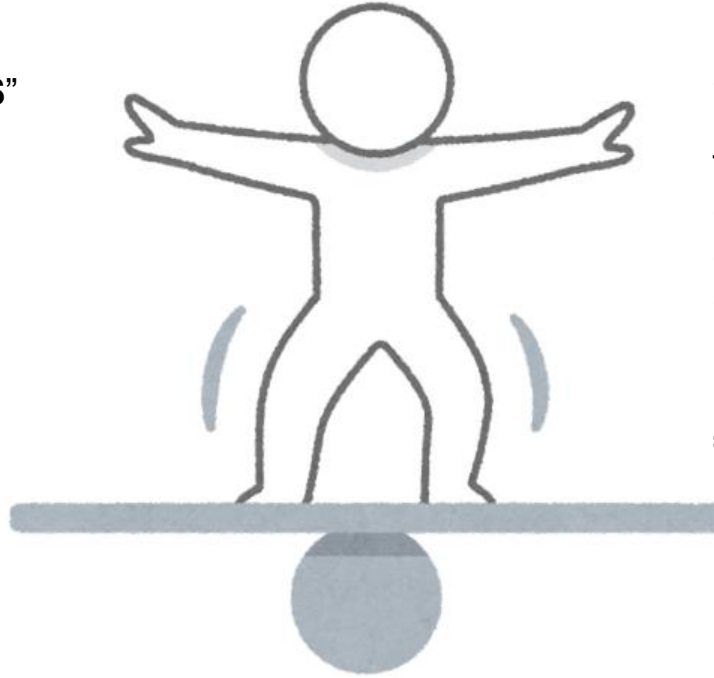
TWO SYSTEMS SEEKING BALANCE

Stress regulation - “**PROTECTS**”

The ability to:

- Regulate stress
- Regulate social interactions
- Regulate positive and toxic stress

= EMOTIONAL REGULATION



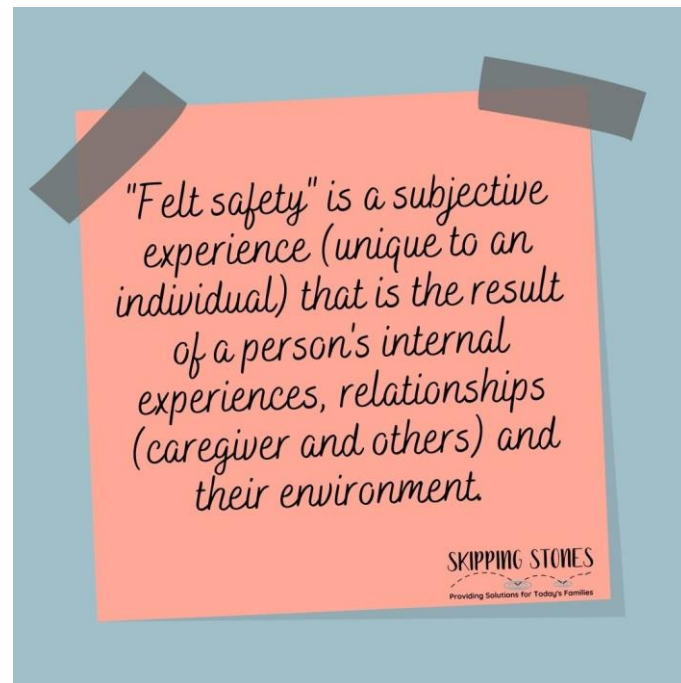
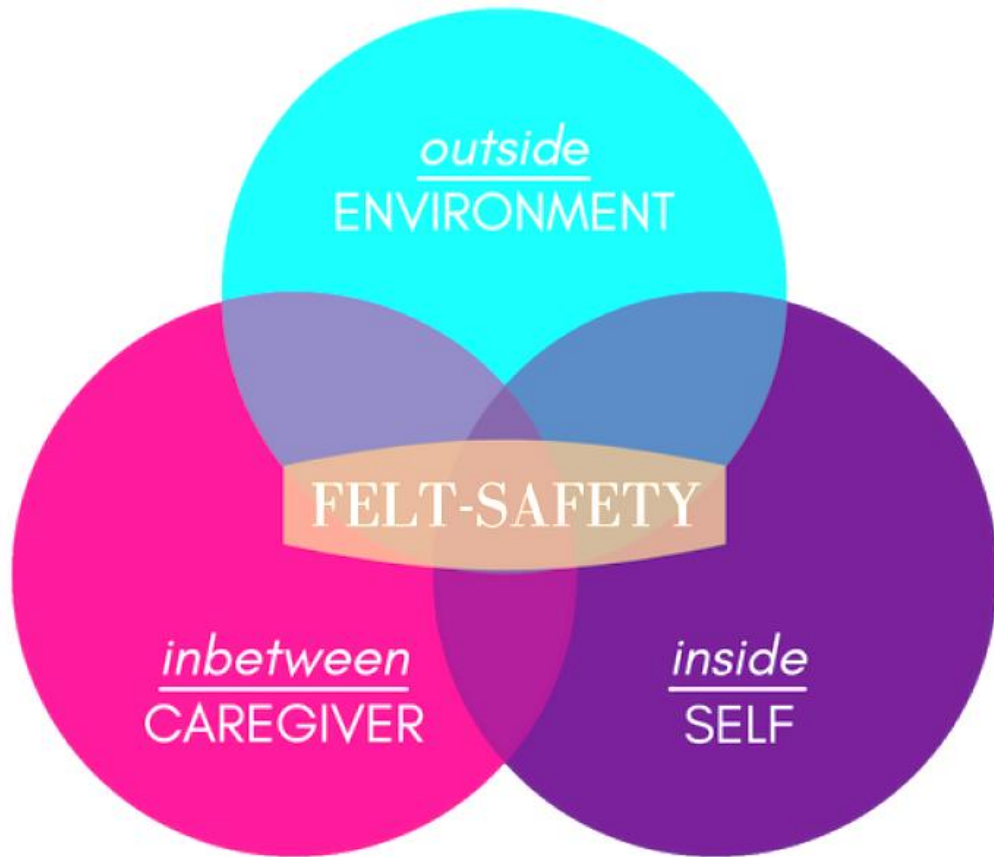
Social engagement – “**CONNECTS**”

The ability to:

- Interact with others
- Understand others
- Make sense of and enjoy social relationships

= SOCIAL COGNITION

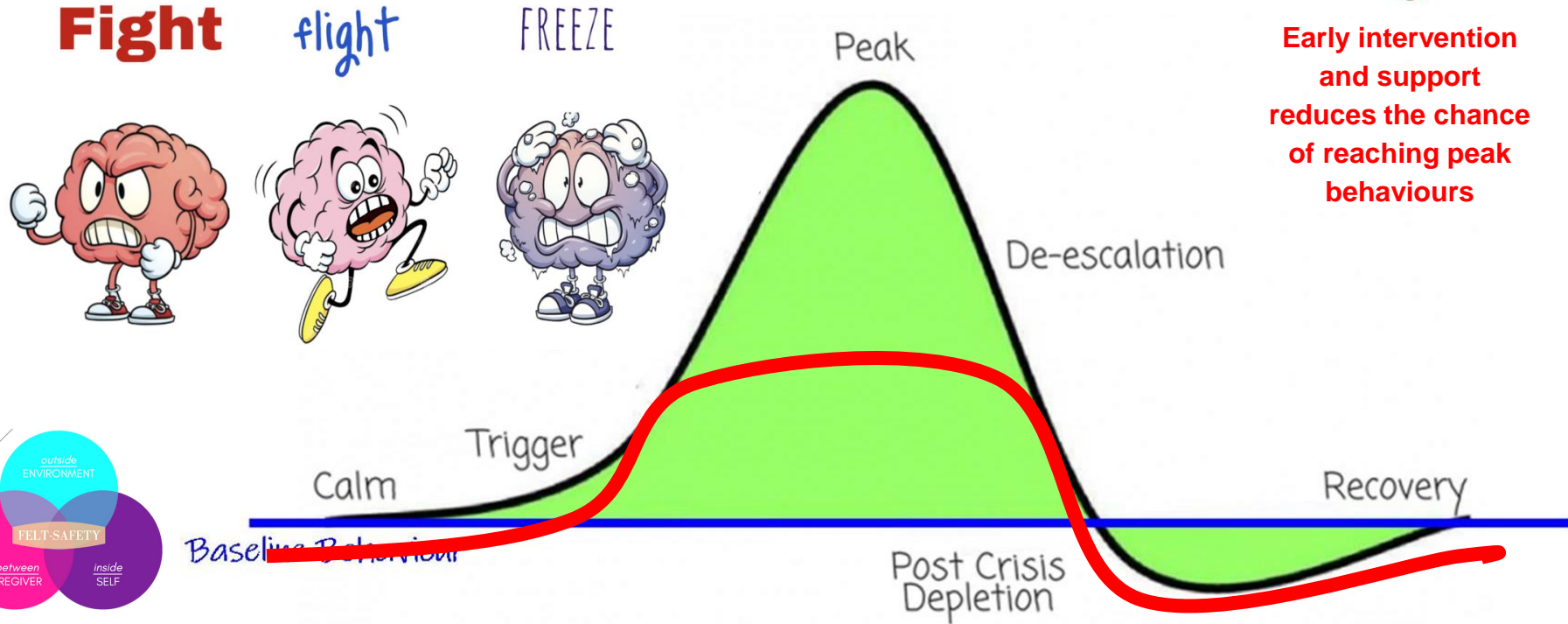
To survive and thrive we have to be able to detect, decipher and respond to features of safety and danger from environments, experiences and relationships



THE BEHAVIOUR CYCLE

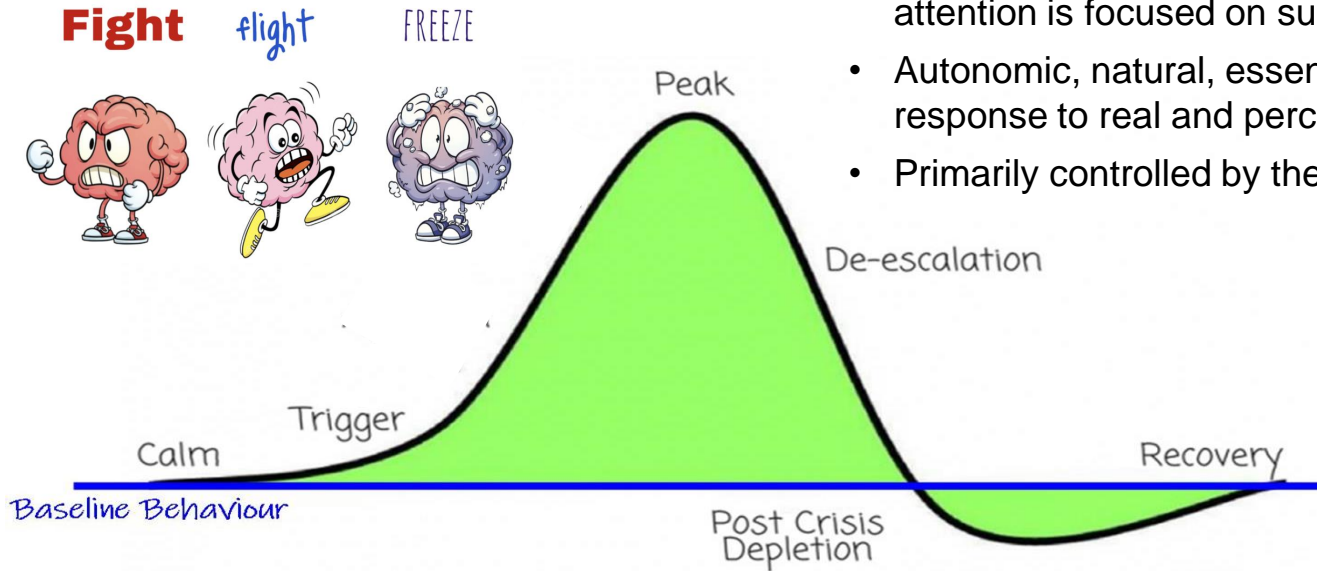


Early intervention and support reduces the chance of reaching peak behaviours



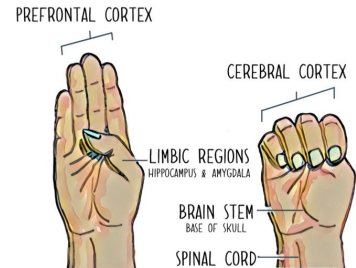
THE BEHAVIOUR CYCLE

Stress regulation system



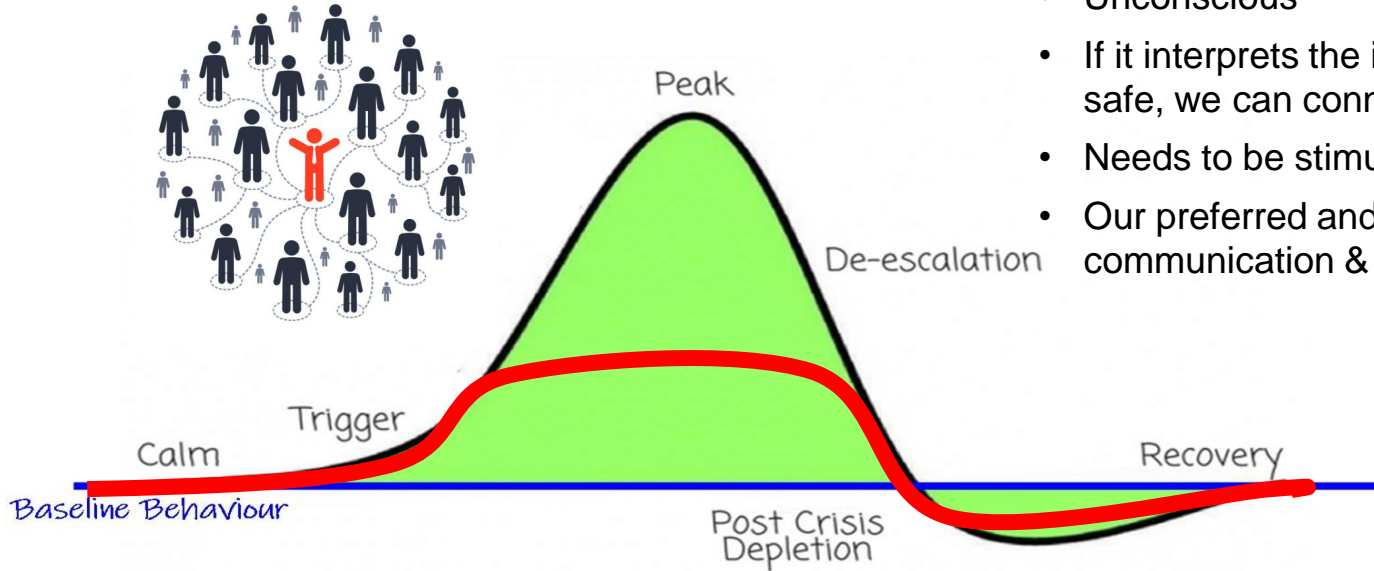
- When we feel threatened our stress response is activated.
- Driven by the sympathetic nervous system, energy & attention is focused on survival behaviours
- Autonomic, natural, essential, neural and hormonal response to real and perceived threat
- Primarily controlled by the limbic system

Dr Dan Siegel's
Hand Model of the Brain

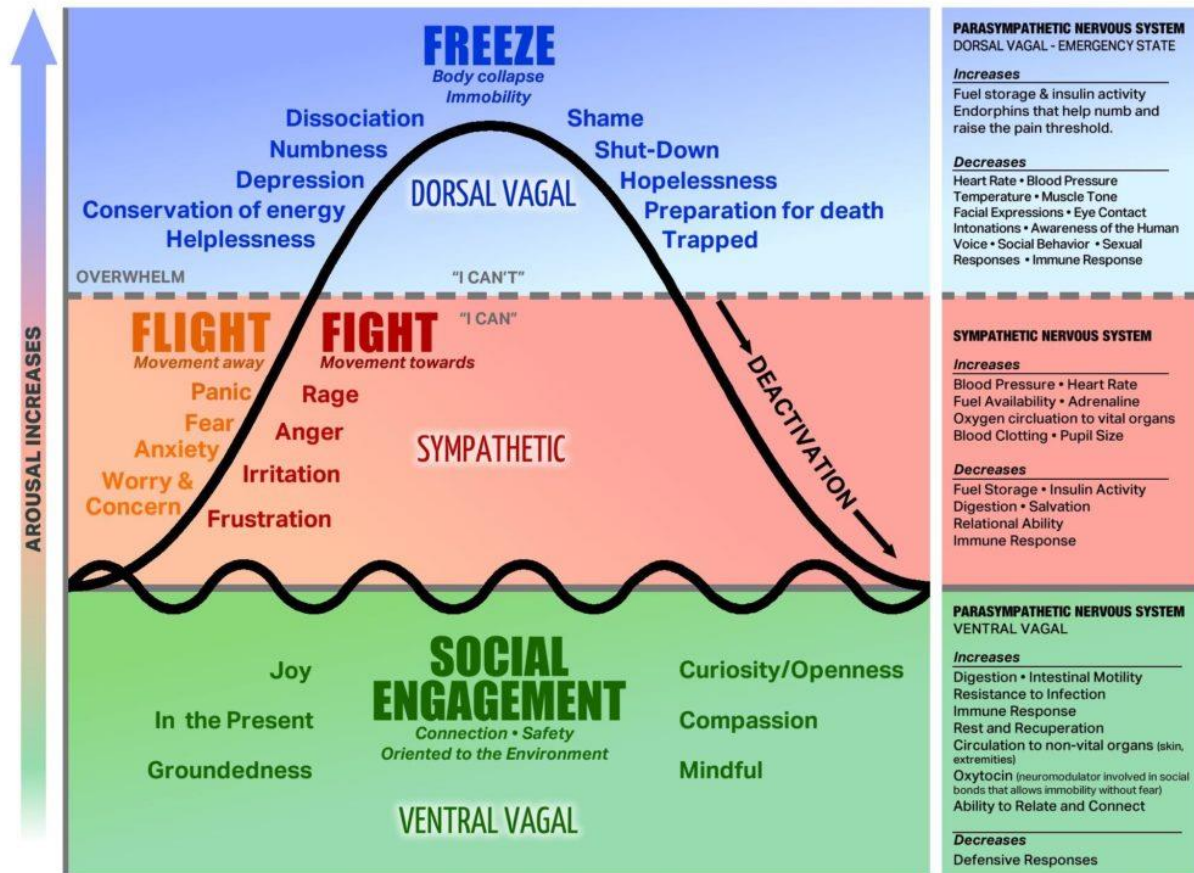


THE BEHAVIOUR CYCLE

Social Engagement System



- Neuroception supports the SES to interpret communication signals from others (verbal and non-verbal)
- Unconscious
- If it interprets the information it receives as safe, we can connect and engage
- Needs to be stimulated by safety cues
- Our preferred and most sophisticated communication & problem-solving system



Adapted by Ruby Jo Walker from: Cheryl Sanders, Steve Hoskinson, Steven Porges and Peter Levine

rubyjowalker.com

TRIGGERS

What are they?

- Anything that leads to a change / escalation from baseline behaviour
- Anything that moves us out of “felt safety” and into our stress response
- **NEUROCEPTION**
- You might not always know what they are **but** it is important to recognise that they have happened and there is **always** a trigger

EXAMPLES

- *Anxiety*
- *Being told “no”*
- *Shame*
- *Executive functions differences*
- *understanding / comprehension*
- *an enjoyable activity ending*
- *sensory needs*
- *Adverse Childhood Experiences (ACEs)*
- *Social communication differences*



Overprocessing sensory information - too much too quickly

Under-processing sensory information - not enough

Sensory information can't be processed - doesn't make sense



SENSORY NEEDS

COGNITIVE
REGULATION

BEHAVIOUR
REGULATION

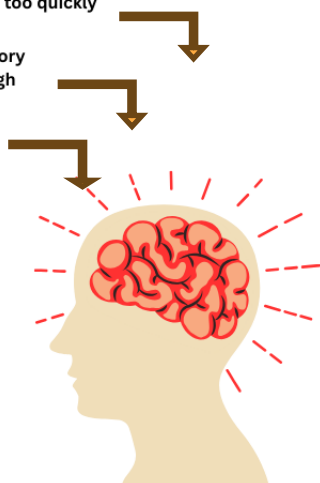
EMOTIONAL
REGULATION

SENSORY REGULATION

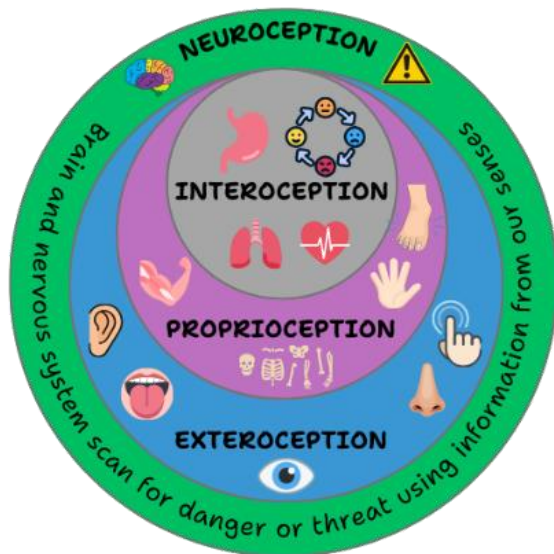
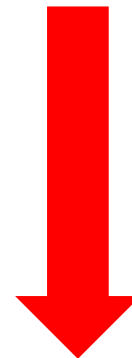
Overprocessing sensory information - too much too quickly

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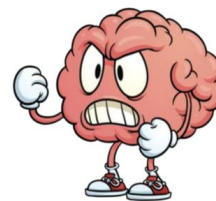
The amygdala sets off the alarm



Fight

flight

FREEZE



SUPPORT SENSORY NEEDS



- ✓ Look below the surface
- ✓ See behaviour through a sensory lens
- ✓ What need are they trying to meet?
- ✓ What strategies might meet that need more appropriately?
- ✓ Help them to learn about their own sensory preferences and what works for them
- ✓ Empower!!



Links for SENSORY NEEDS



Northumbria Healthcare
NHS Foundation Trust

[About us - Northumbria Healthcare NHS
Foundation Trust Sensory Processing Service](#)

[Workshops - Northumbria Healthcare NHS
Foundation Trust Sensory Processing Service](#)



EMOTIONAL WELLBEING & :
BEHAVIOUR SUPPORT

Inclusive Education Services • 1h

<https://padlet.com/nies1/emotional-wellbeing-behaviour-support-gebse2h89qvxby6x>

10 Executive Functioning Skills for Success

www.thepathway2success.com



Time Management



Planning



Organization



Task Initiation



Perseverance



Flexibility



Attention



Self-Control



Metacognition



Working Memory

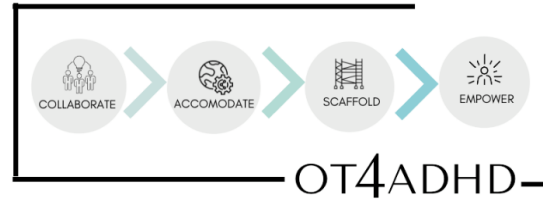
Links for EXECUTIVE FUNCTIONS



<https://www.thepathway2success.com>

[Executive Functioning Skills Practice at Home - The Pathway 2 Success](#)

[Executive Functioning Skills - The Pathway 2 Success](#)



<https://ot4adhd.com>

Thinking Patterns

Emotions are caused by our **THOUGHTS**, not by **FACTS**.
When we change our thoughts, we can change our **FEELINGS**
and our **MINDSET**, which helps us change our **BEHAVIOR**.

fact → thought → feeling → behavior

UNHELPFUL THINKING STYLES

Which one is yours....?

EMOTIONAL REASONING
assuming that because we feel a certain way, that we think must be true

OVERGENERALIZING
seeing a pattern based upon a single event, or being overly broad in the conclusions we draw

...every ...nothing
all... ...forever

LABELLING
assigning labels to ourselves or other people

Hello my name is
STUPID

JUMPING TO CONCLUSIONS
IMAGINING WE KNOW WHAT OTHERS ARE THINKING OR PREDICTING THE FUTURE

FORTUNE TELLING
MIND READING

MAGNIFICATION (CATASTROPHISING) & MINIMIZATION
blowing things out of proportion (catastrophizing), or inappropriately thinking something to make it seem less important

≠

"DON'T MAKE A MOUNTAIN OUT OF A MOLEHILL"

DISQUALIFYING THE POSITIVE
DISCOUNTING THE GOOD THINGS THAT HAVE HAPPENED OR THAT YOU HAVE DONE FOR SOME REASON OR ANOTHER

ALL OR NOTHING THINKING

IT'S WHITE IT'S BLACK

PERSONALIZATION
blaming yourself or taking responsibility for something that wasn't completely your fault, conversely, blaming other people for something that was your fault.

MENTAL FILTER
ONLY PAYING ATTENTION TO CERTAIN TYPES OF EVIDENCE, NOTICING OUR FAILURES BUT NOT SEEING OUR SUCCESSES

"opinion" "interesting" "idea"

"I AM A FAILURE"

SHOULD/MUST
using critical words like 'should', 'must', or 'ought' can make us feel guilty, or like we have already failed. If we apply 'shoulds' to other people the result is frustration.

"DON'T SHOULD ON YOURSELF OR OTHERS"

FACT

Received a bad grade on a test

FACT

Received a bad grade on a test

THOUGHT

"I'm so stupid, I never do well at anything"

THOUGHT

"I need to go over my mistakes so I can be more prepared"

vs.

FEELING

- Hopeless
- Frustrated
- Ashamed

FEELING

- Determined
- Motivated
- Resourceful

BEHAVIOR

Gives up. Continues getting bad grades.

BEHAVIOR

Perseveres. Grades start to improve over time.

Links for UNHELPFUL THINKING STYLES



<https://WeHeartCBT>

Shield against Shame Diagram

Golding and Hughes, 2012

Children who quickly experience shame that they cannot regulate will find it difficult to trust and will be over sensitive to signs that they are not good enough, that they are bad.

As these children experience increased stress, they draw away from the relationship, becoming controlling instead.



Regulate the shame that the child is experiencing by:

Providing emotional support with a focus on the relationship.

A focus on behaviour (correction) strengthens the shield.

A focus on their experience underlying the behaviour will weaken it (connection).

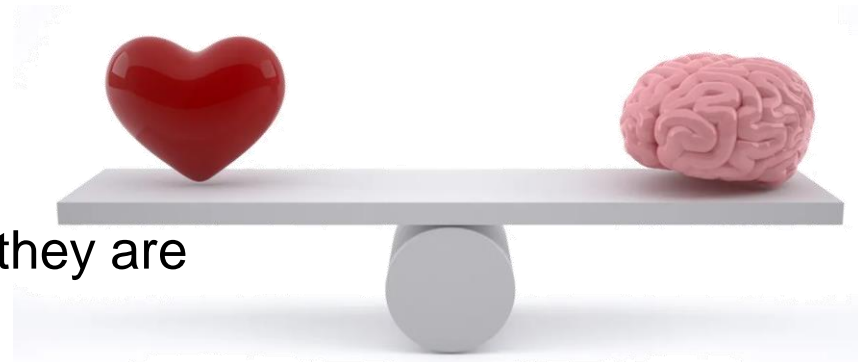
CHANGING PERCEPTIONS OF BEHAVIOUR



[You Tube Video - Why I am Rude](#)

PRACTICAL STRATEGIES

- Be accountable for our own actions
- Acknowledge and Validate
- Listen with Empathy not Sympathy
- Co-regulation – meeting them where they are
- Connection before correction
- Be flexible, adapt your expectations and offer a way out
- Emotion Coaching

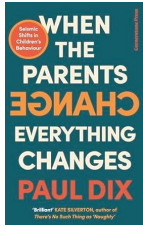


WHERE DO WE START...?



Betari's Box

BUTTON PUSHING / SPOTTING

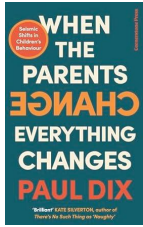


- **Values**
- **Fears**
- **Your own needs not being recognised**
- **Past experiences**
- **Stress**
- **Tired or hungry**
- **Shark music!**

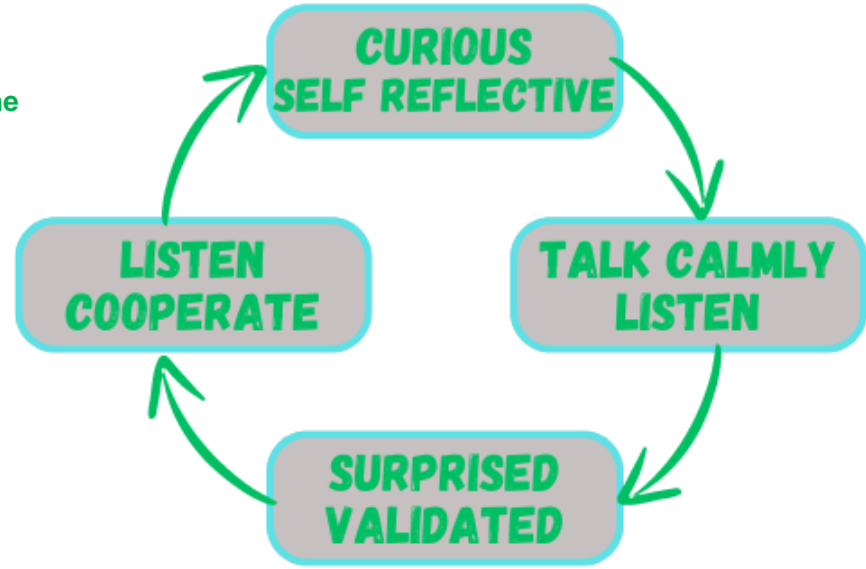


[You Tube Video - Shark Music \(circle of security\)](#)

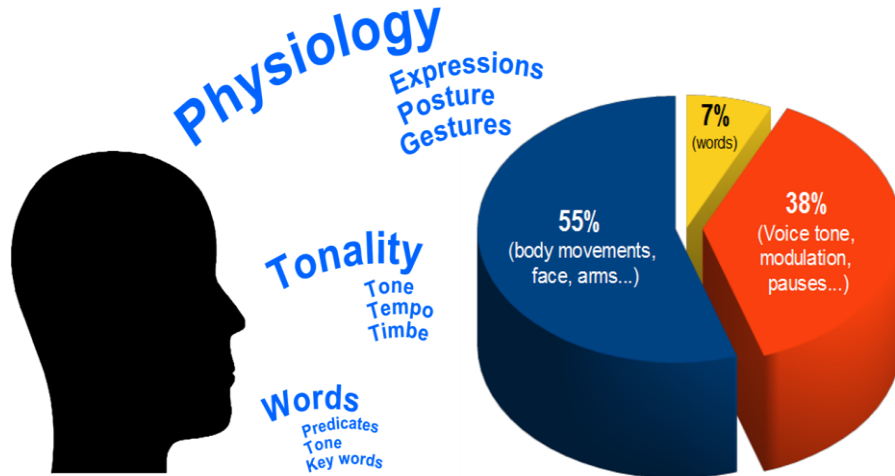
BUTTON PUSHING / SPOTTING



- **Be self curious / Self-reflection**
- **When are you emotionally triggered?**
- **How do you know you have been triggered?**
- **Particular times of day?**
- **Certain words or phrases?**
- **Monitor for a few days and become more consciously aware of what happens**



HOW DO WE COMMUNICATE?



- Separate behaviour from the person
- Use calm, non-judgemental language
- Be aware of your non-verbal communication
- Allow for positive, specific thinking or processing time
- Avoid shouting wherever possible *
- Limit the language you use
- Use consistent language and phrases
- “Neuroception

NEVER
in the history of **CALM DOWN**
has anyone **EVER**
calmed down by being told to
CALM DOWN.

PRACTICAL STRATEGIES

Co-regulate – promote felt safety

- Any effective approach here relies on trusting relationships and adults being aware of and managing their own nervous system responses
- Connect with the child where they are at rather than trying to connect with their rational / thinking brain
- Support the child to use strategies to calm their physical and sensory responses (co-regulation) eg. *breathing, movement, pressure, heavy work etc.*

CO-REGULATION

is a lifelong need. A child is born with a sympathetic nervous system. Parasympathetic regulation happens through the mother.

Because of its evolutionary ties, human to human co-regulation is the most powerful calming agent.

Gabor Mate

AUTHENTIC CONNECTION IS DEFINED BY WHAT THE CHILD PERCEIVES AS CONNECTION, NOT BY WHAT WE INTEND AS CONNECTION.



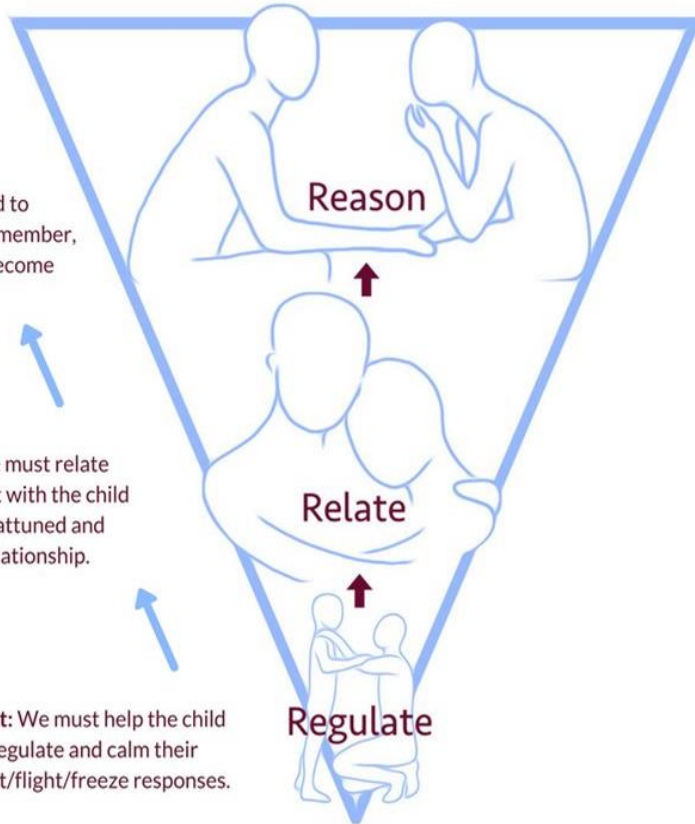
TO CONNECT WITH A CHILD, WE MUST OBSERVE, SLOW DOWN, UNDERSTAND THEM, AND MEET THEM WHERE THEY ARE.

VISIBLECHILD

Third: We can support the child to reflect, learn, remember, articulate and become self-assured.

Second: We must relate and connect with the child through an attuned and sensitive relationship.

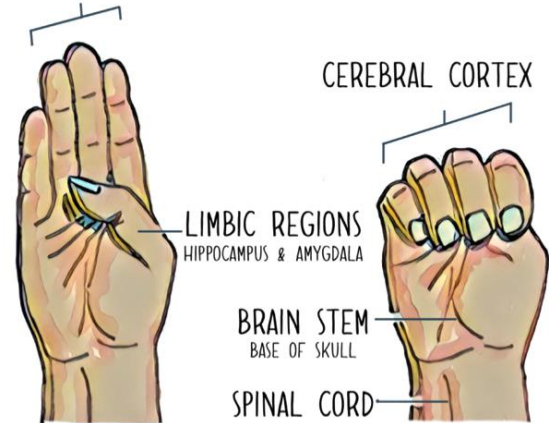
First: We must help the child to regulate and calm their fight/flight/freeze responses.



Dr Dan Siegel's Hand Model of the Brain

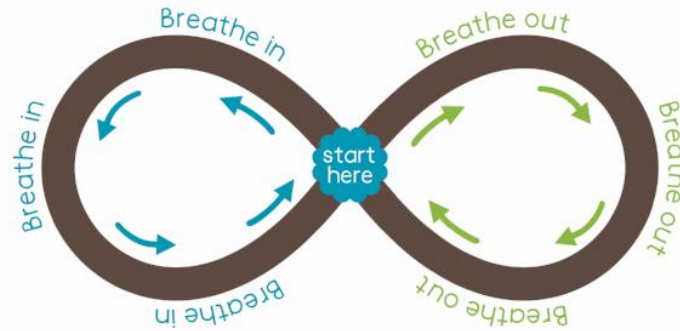
PREFRONTAL CORTEX

CEREBRAL CORTEX

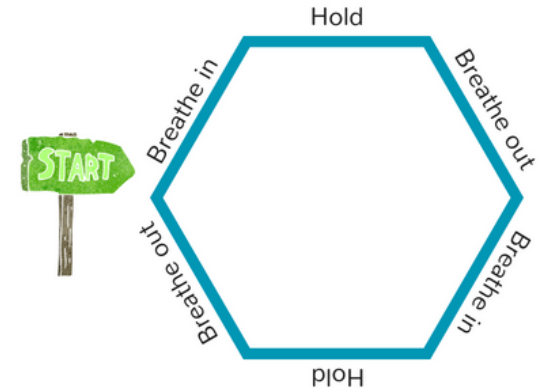


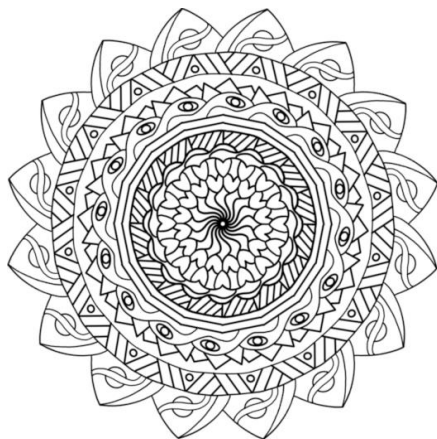
SELF REGULATION: BREATHING TECHNIQUES

Engaging the diaphragm triggers the limbic system to calm the amygdala



<https://copingskillsforkids.com>





MINDFULNESS & MEDITATION

Body Scan Meditation

- 1: Take ten deep breaths to relax
- 2: Focus on the sensations in your body in the following order:



BENEFITS:

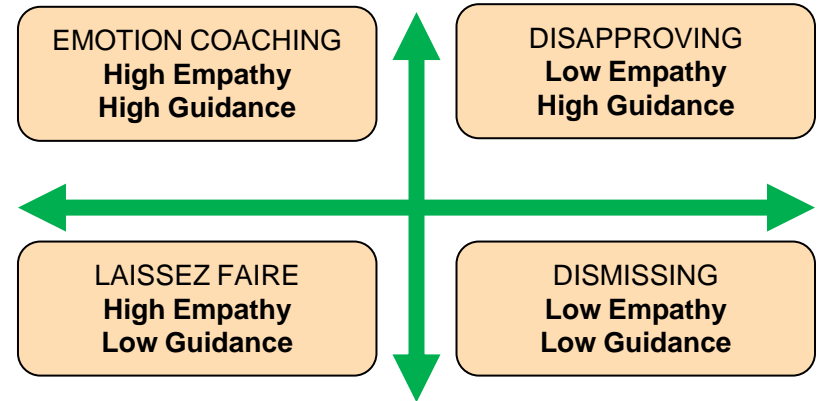
- Improved sleep
- Anxiety relief
- Stress relief
- Greater self-awareness
- Boosts self-compassion
- Reduced pain
- Reduced cravings when quitting smoking



EMOTION COACHING

- An ‘in the moment’ technique to manage and guide children’s behavioural responses
- It accepts negative emotions as a fact of life.
- It believes all feelings are acceptable but not all behaviours are.
- It views emotional moments as an opportunity for teaching.
- It is an ethos / philosophy as well as a tool.

EMOTIONAL STYLES



PARENTING STYLES

EMOTION COACHING

- Uses empathy to connect
- All emotions are okay and health (but not all behaviours)
- Scaffolds problem solving
- Negotiates Boundaries
- Follows 4 steps

50-60%

DISAPPROVING

- Disapproves of difficult emotions – viewed as a sign of weakness, lack of control, unconstructive
- Lacks empathy, noticeably critical
- Tries to get rid of difficult emotions through discipline, reprimand, punishment
- Focuses on behaviour rather than the emotions behind it
- May see emotional displays as manipulation, sign of bad character
- Often motivated to need to control and regain power and / or “toughen up” the child

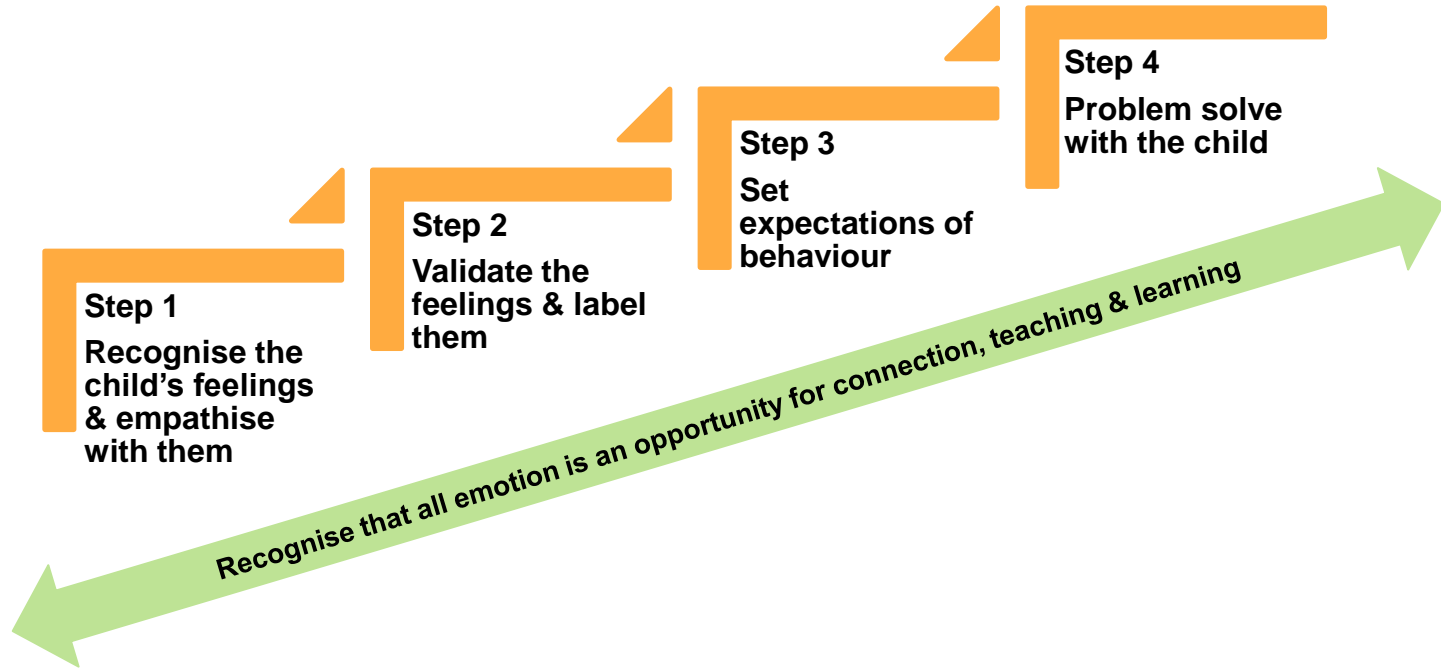
LAISSEZ FAIRE

- Freely accepts all emotional expression
- Offers comfort to those experiencing difficult feelings
- Is permissive – does not set boundaries or limits
- Offers little guidance on behaviour
- Does not teach children about emotions
- Does not teach children how to solve problems
- Believes there is little you can do about difficult emotions other than ride them out
- Believes that managing difficult emotions is simply to release the emotion and then it is done

DISMISSING

- Uncomfortable with difficult emotions and wants to avoid them / for them to go away quickly
- Considers paying attention to difficult emotions will make them worse
- Tries to stop difficult emotions by minimising or making light of their importance or significance
- Often motivated by the need to rescue, make things better or fix the problem
- Focuses on getting rid of the emotion with logic or distraction rather than understanding them

EMOTION COACHING



Step 1 – RECOGNISE AND EMPATHISE



- Need to genuinely empathise with the child from their point of view.
- Doesn't mean agreeing with them, just viewing things from their perspective
- Recognise all emotions are natural and normal
- Recognise behaviour as communication
- Look for physical and non-verbal signs of the emotion being felt



STOP: Don't act or react straight away. How the child's behaviour making you feel?



THINK: What is going on for the child right now? What feeling may lie underneath the behaviour?



ATTUNE: Yourself with that feeling by putting yourself in their shoes.



REFLECT: What would be an equivalent situation for you that could cause you to feel that way?

STEP 2 – VALIDATE AND LABEL



- Help the child verbally label emotions
- Use words to reflect back what you see & hear.
- “I can see you’re feeling... sad / worried / angry....”
- Double check with the child... ‘Have I got that right?’
- Help build emotional vocabulary.
- Use explicit language for actions helps to regulate thinking, helping to regulate actions
- Language makes an experience more explicit
- Remember if the words don’t match with the tone / non-verbal communication their neuroception will interpret it as a threat

“Wondering aloud”
– Dan Hughes

Step 3 – SETTING EXPECTATIONS

Set expectations on behaviour

- All emotions are acceptable but not all behaviours are.
- Promotes shared responsibility
- Behavioural expectations are the focus rather than enforcing rigid rules
- Simply state acceptable behaviours
- Validate feelings not actions.
- Remove the word but

Positive re-phrasing

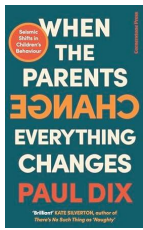
- Even a small perception of choice reduces arousal levels
- Use language of choice
- Be indirect versus direct
- Use consequences of behaviour, rather than sanctions or punishments
- Focus on what you want to see



Step 4 – PROBLEM SOLVING

- Explore the feelings that gave rise to the issue
- If you can allow the child to think up solutions to the problem before you offer suggestions.
- Ask questions about the possible outcomes of solutions e.g. ‘Is this solution likely to work?’ ‘Is it safe?’ ‘Is it fair?’ ‘How are you likely to feel?’ ‘How are others likely to feel?’
- Help the child choose a solution.
- Scaffold alternative ideas and actions
- Sometimes suggesting a next step is enough, especially with younger children.





PRACTICAL STRATEGIES

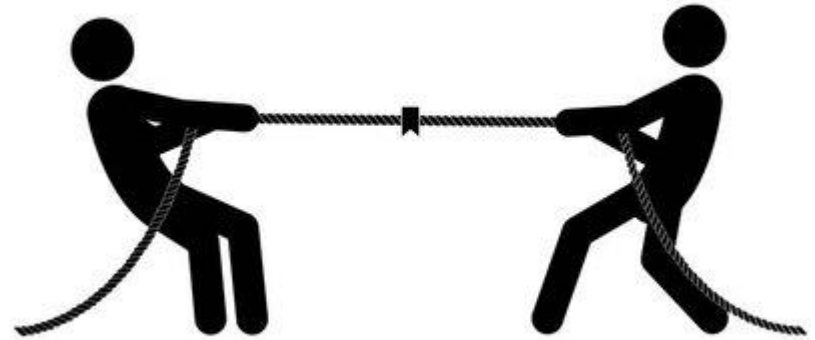
Connection before correction

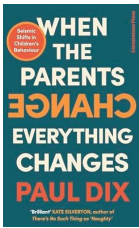
Ignore secondary behaviours

Fogging

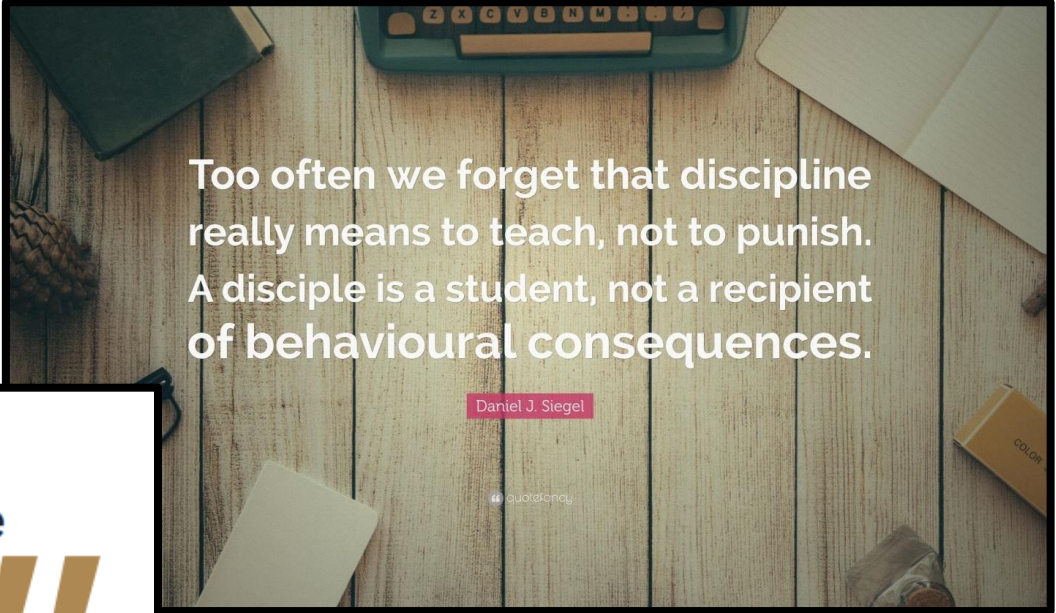
Noticing without accusing

The illusion of compromise





RESTORE AND REPAIR



Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences.

Daniel J. Siegel

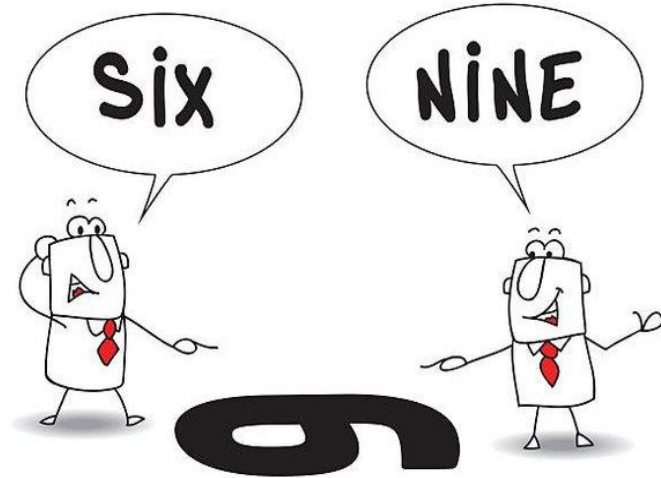
quotation

“ You can't make someone feel worse and expect them to perform better ”

— Randy Sprick, PhD

RESTORATIVE CONVERSATION QUESTIONS

- 1 **What happened?
What were/are your thoughts and feelings?**
- 2 **Who has been affected and how?**
- 3 **What needs to happen to put things right?**
- 4 **What can we do differently in the future?**



FINAL THOUGHTS...



[You Tube Video - Job Advert](#)

[You Tube Video - Just to make you smile!](#)

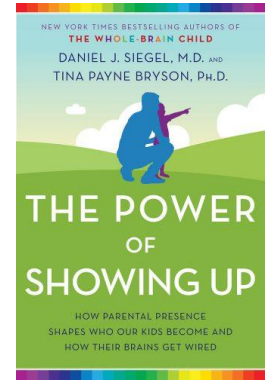
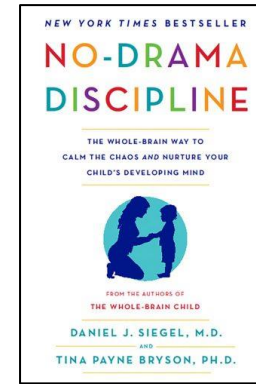
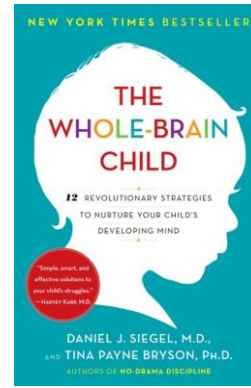


BE KIND TO YOURSELF!

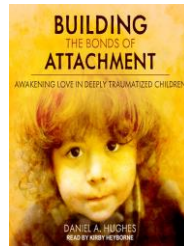
A selection of resources, books, weblinks and sources of further information.

This is not exhaustive, just a selection that may be useful starting points!

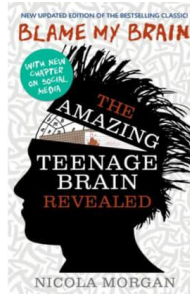
- ❑ [EMOTIONAL WELLBEING & BEHAVIOUR SUPPORT \(padlet.com\)](https://www.padlet.com)
- ❑ [ADHD resources for schools \(padlet.com\)](https://www.padlet.com)
- ❑ [Autism Support Team \(padlet.com\)](https://www.padlet.com)
- ❑ [Be You \(padlet.com\)](https://www.padlet.com)



- ❑ [Dr. Dan Siegel Home Page - Dr. Dan Siegel \(drdansiegel.com\)](https://www.drdansiegel.com)
- ❑ [What is meant by PACE? - DDP Network](https://www.ddp-network.com)
- ❑ [What is Emotion Coaching? \(emotioncoachinguk.com\)](https://www.emotioncoachinguk.com)
- ❑ [Polyvagal Theory Explained \(& 18 Exercises & Resources\) \(positivepsychology.com\)](https://www.positivepsychology.com)
- ❑ [What is Polyvagal Theory | Polyvagal Institute](https://www.polyvagal.com)



Books, DVDs & Digital
Media (danielhughes.org)



Books – Nicola Morgan

