



Supporting Regulation among Children and Youth with FASD

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Developed with contributions from Occupational Therapists at the Rehabilitation Centre for Children

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GETTING SITUATED



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WHO I AM



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WHO ARE YOU?

What's something you have
with you today?

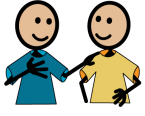
What are you hoping to get
out of today's session?

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WHY WE ARE HERE

What is Regulation?



Sensory, Brain & Development



Strategies



Discussion

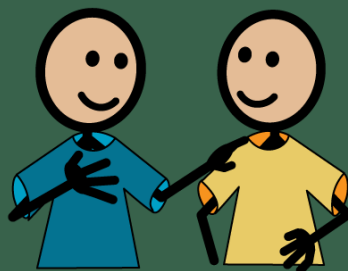


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WHAT IS REGULATION?



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REGULATION ISN'T...



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REGULATION IS...

The dynamic ability to monitor and change one's level of arousal to fit the task at hand.



It involves modulating your **ACTIONS**, **EMOTIONS**, and **THINKING**

Regulation Interest Group, Rehabilitation Centre for Children (2022)

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REGULATION IS...

Developed over the life span as a person grows, learns, interacts with others, and collects life experiences



Regulation Interest Group, Rehabilitation Centre for Children (2022)

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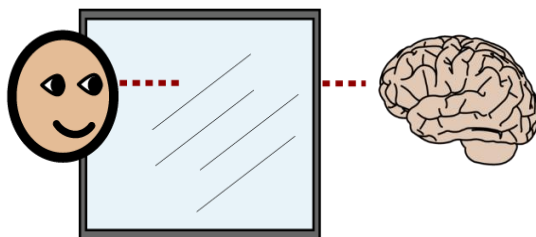
SENSORY, BRAIN, & DEVELOPMENT



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BRAIN = BEHAVIOUR

(behaviour is like a window into the brain)



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NO TWO BRAINS ARE THE SAME

- “Neuro” = brain,
“diversity” = having range,
differences, variety
- “Every human has a unique
nervous system with a
unique combination of
abilities and needs” – Judy
Singer
- One size fits ONE



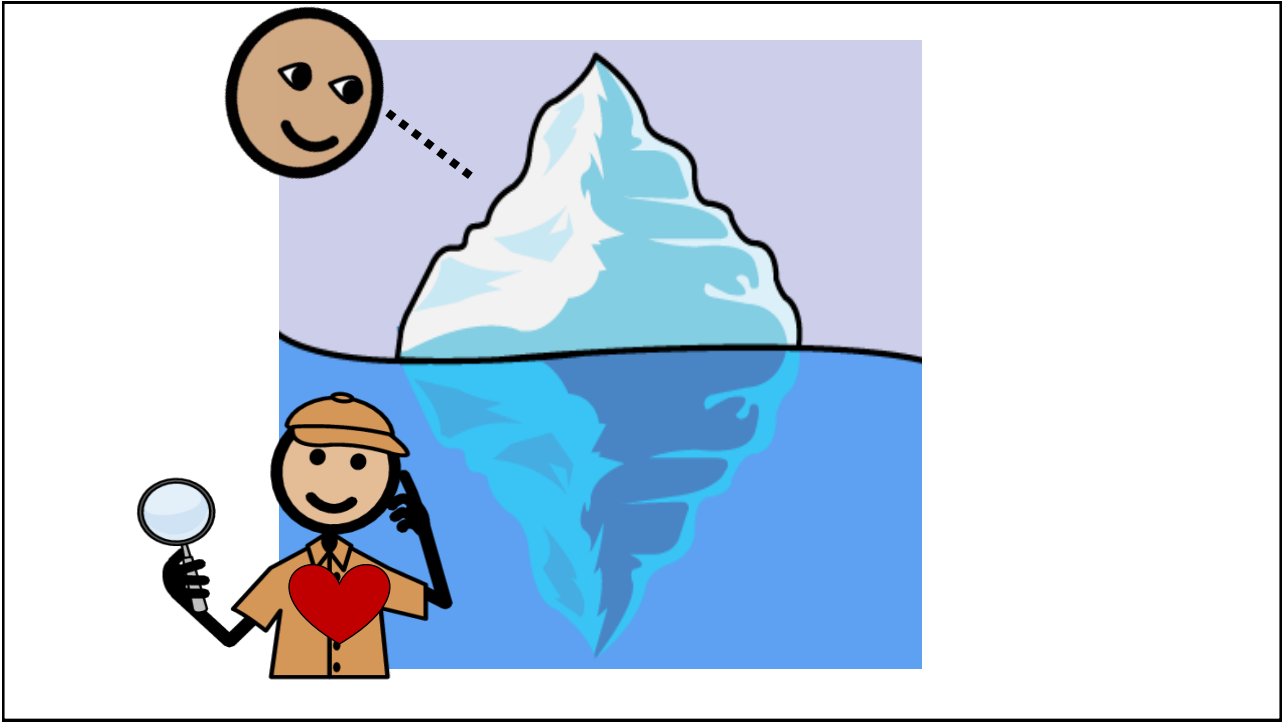
Judy Singer in [Reflections on the Neurodiversity Paradigm: What is Neurodiversity? \(neurodiversity2.blogspot.com\)](https://neurodiversity2.blogspot.com)

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COMPASSIONATE CURIOSITY



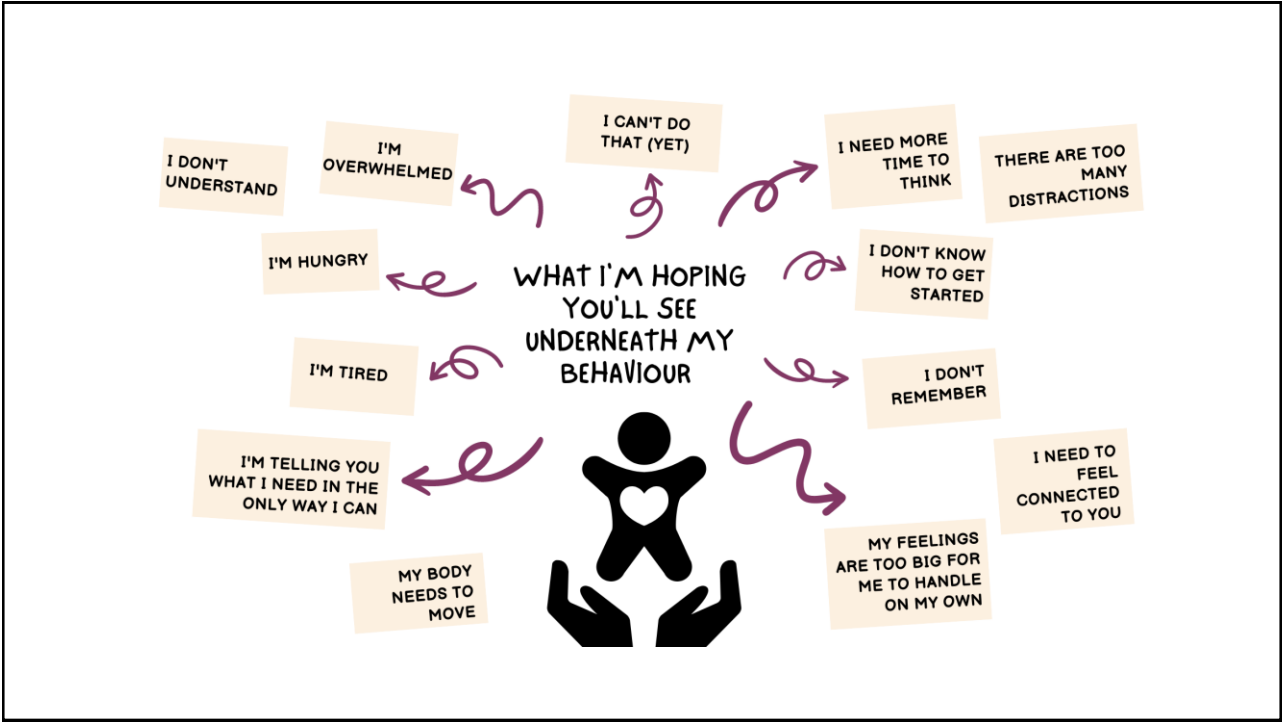
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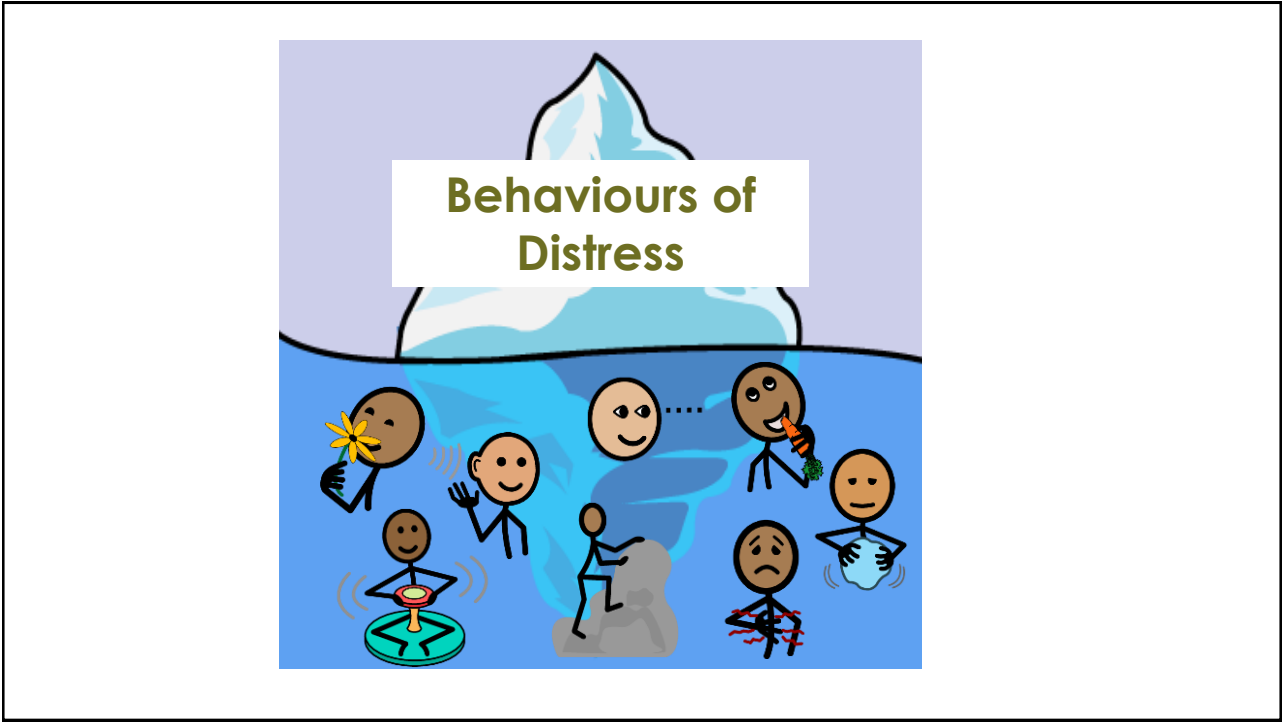
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“My child is a good kid who is having a hard time. What does my child need in this moment?” (Dr. Becky Kennedy)

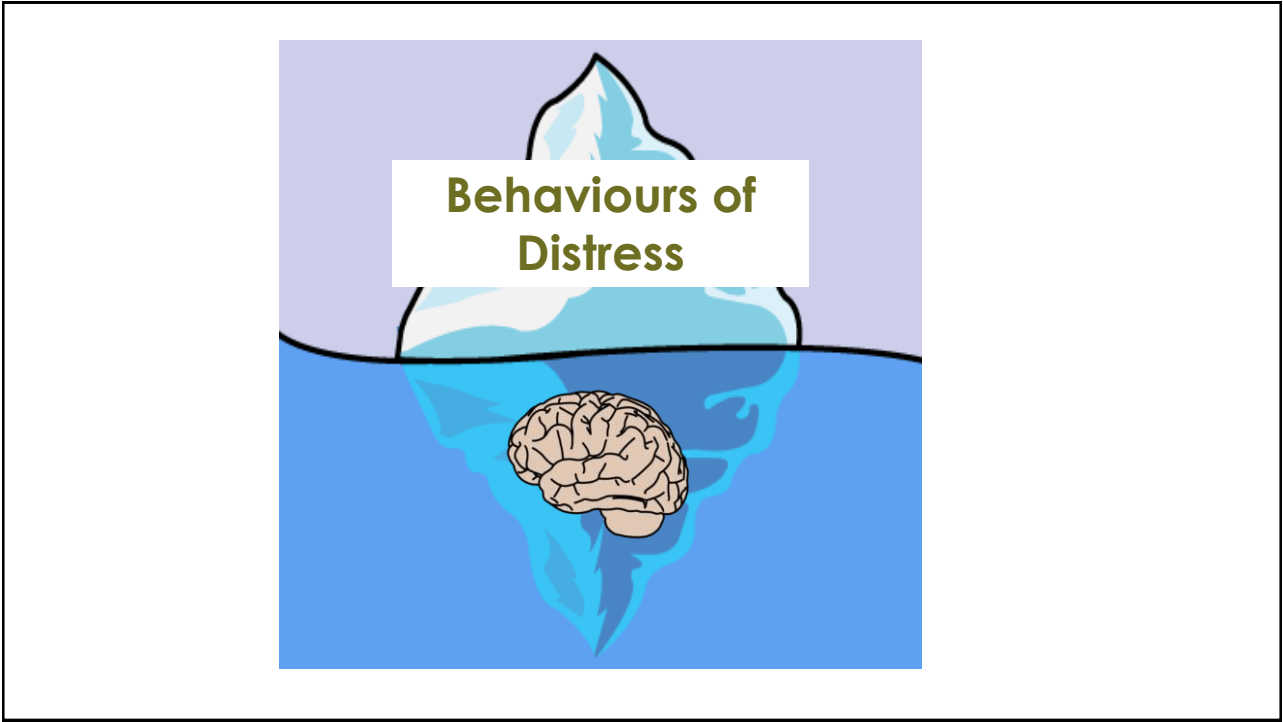




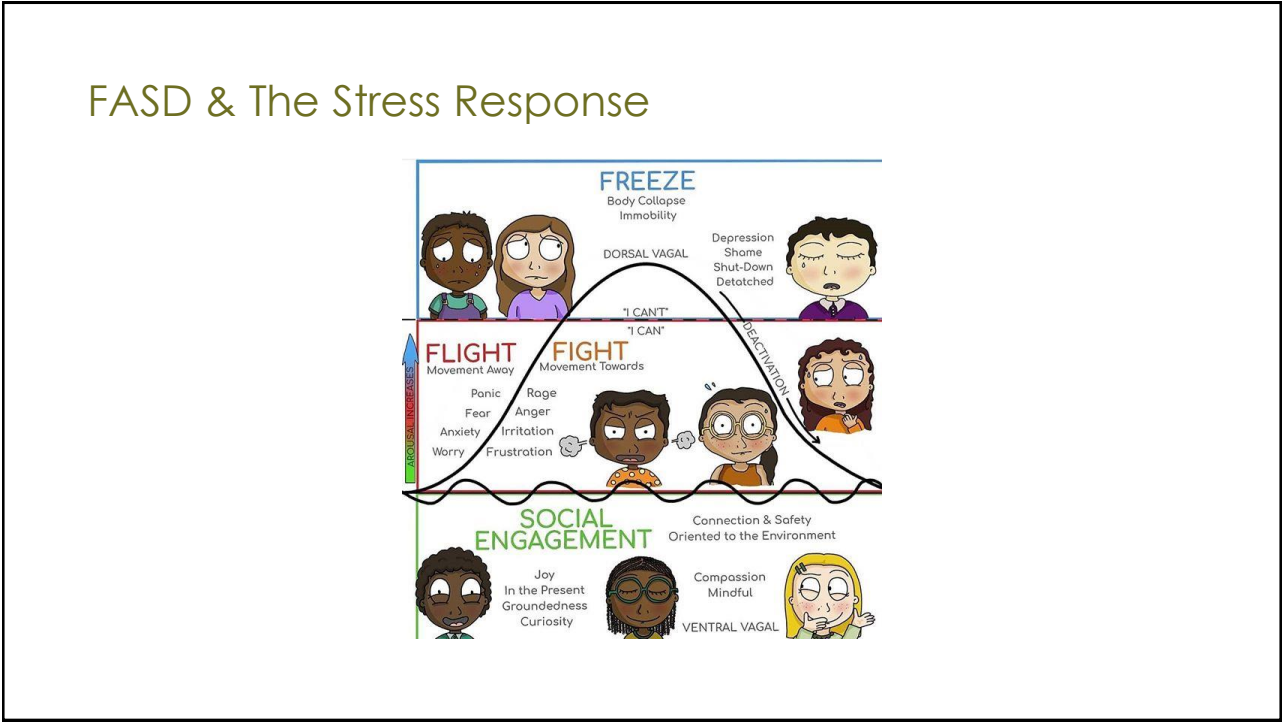
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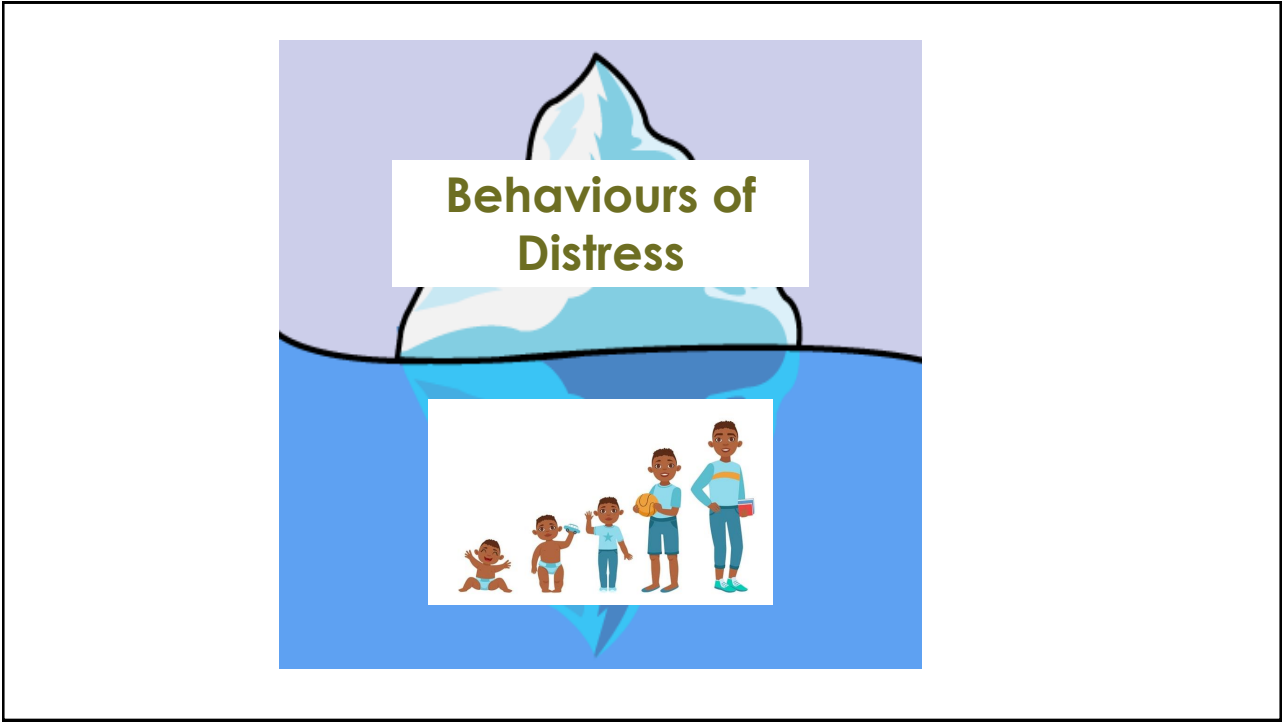
Hidden Disabilities & Masking



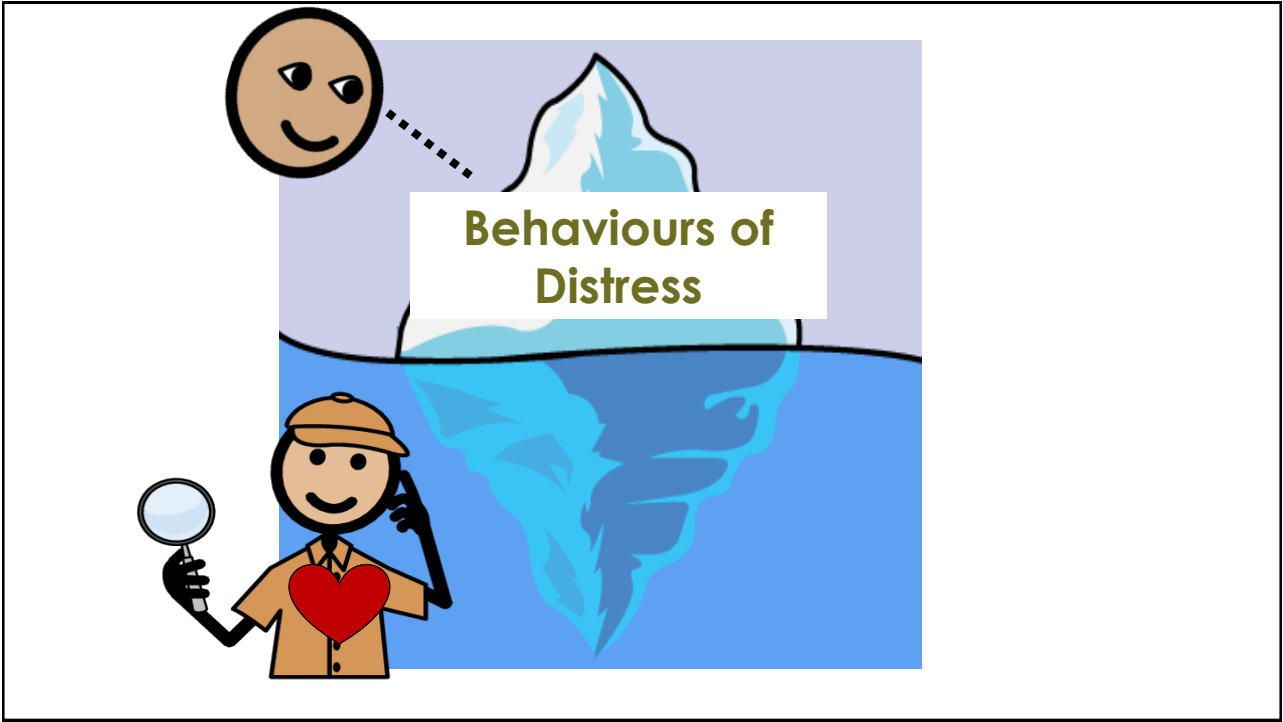
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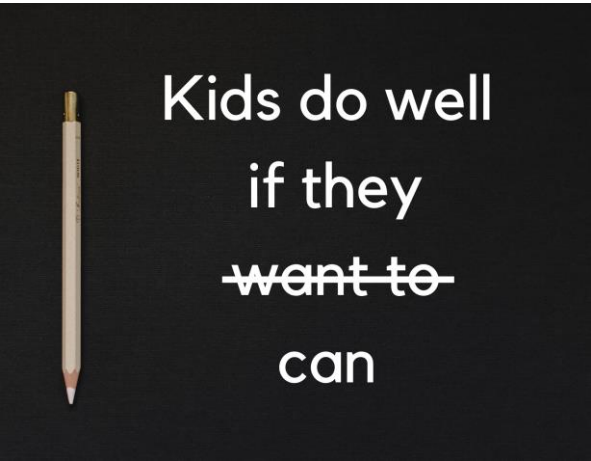
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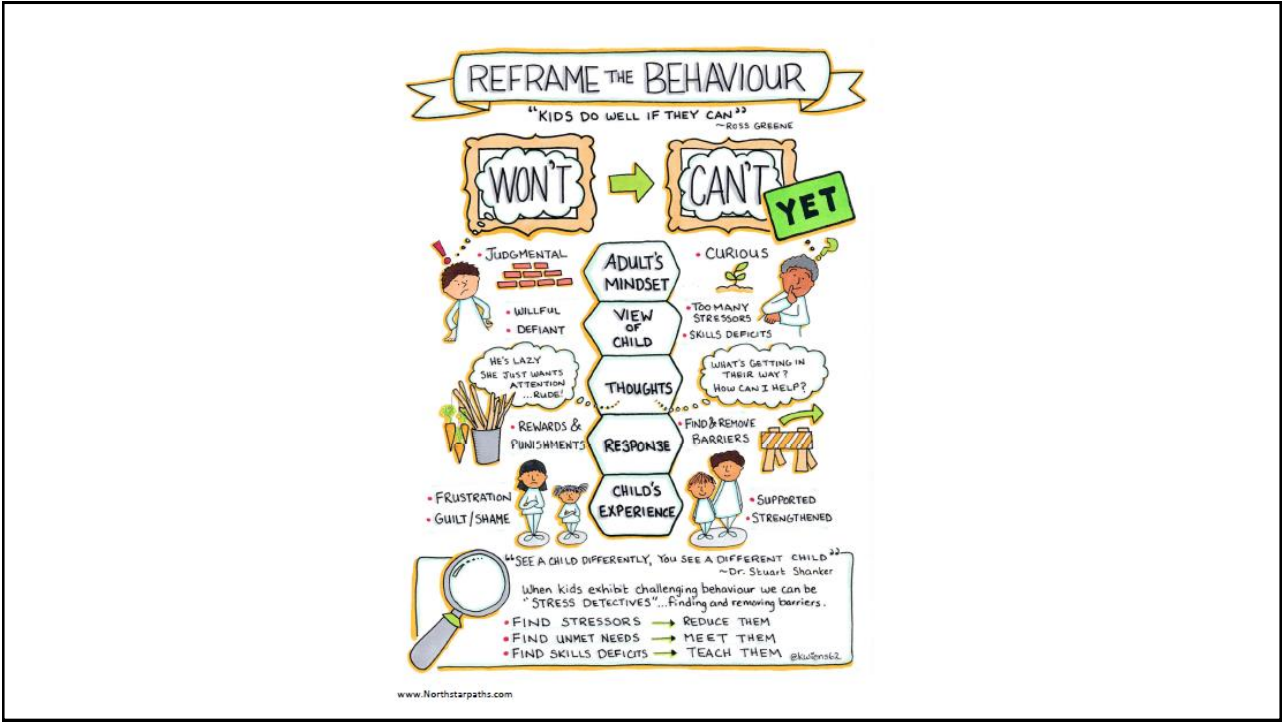


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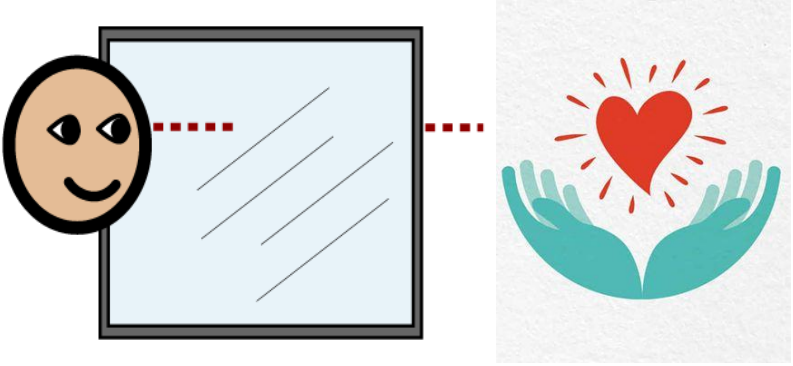


- Ross Greene

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Seeing things differently → Trying things differently



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STRATEGIES



"HOW-TO" ...

Collaborative & Proactive Solutions

THIS IS HOW PROBLEMS GET SOLVED

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Collaborative & Proactive Solutions

THIS IS HOW PROBLEMS GET SOLVED

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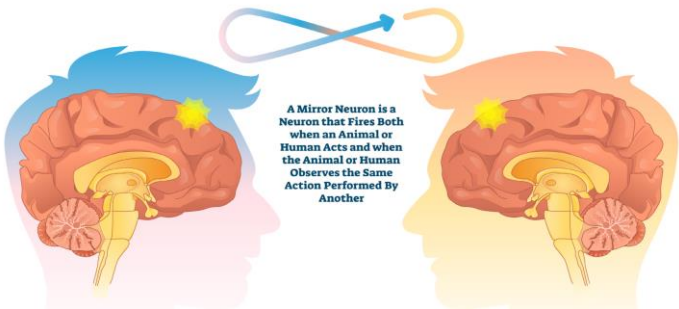



**WHAT WORKS
ISN'T TEACHING
SELF-
REGULATION.
IT'S GIVING
CHILDREN
EXPERIENCES OF
CO-REGULATION
OVER AND OVER
AND OVER AGAIN.**

GENMINDFUL.COM

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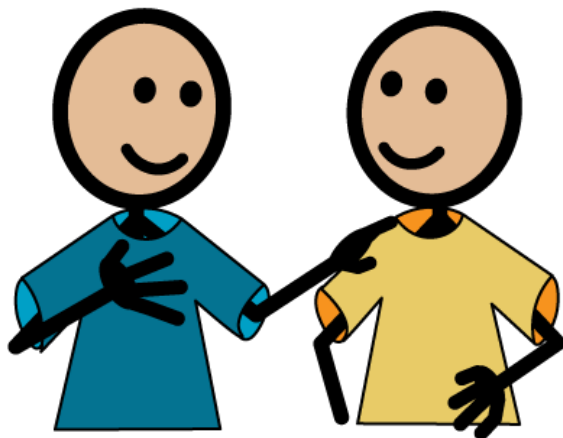
NEUROSCIENCE: Pathways & Mirror Neurons



A Mirror Neuron is a Neuron that Fires Both when an Animal or Human Acts and when the Animal or Human Observes the Same Action Performed By Another

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REGULATION STARTS WITH...



co-regulation

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curious

accepting

Focused on relational safety

Consistent

non-judgmental

Deliberate – responsive, prepared, “on”

playful

empathetic



willing to try again

attuned

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THINGS THAT SUPPORT CO-REGULATION

1. Find your own calm
2. Nonverbal communication
3. Meet body needs
4. Validating emotions
5. Help with “sense-making”
6. Re-engage through play

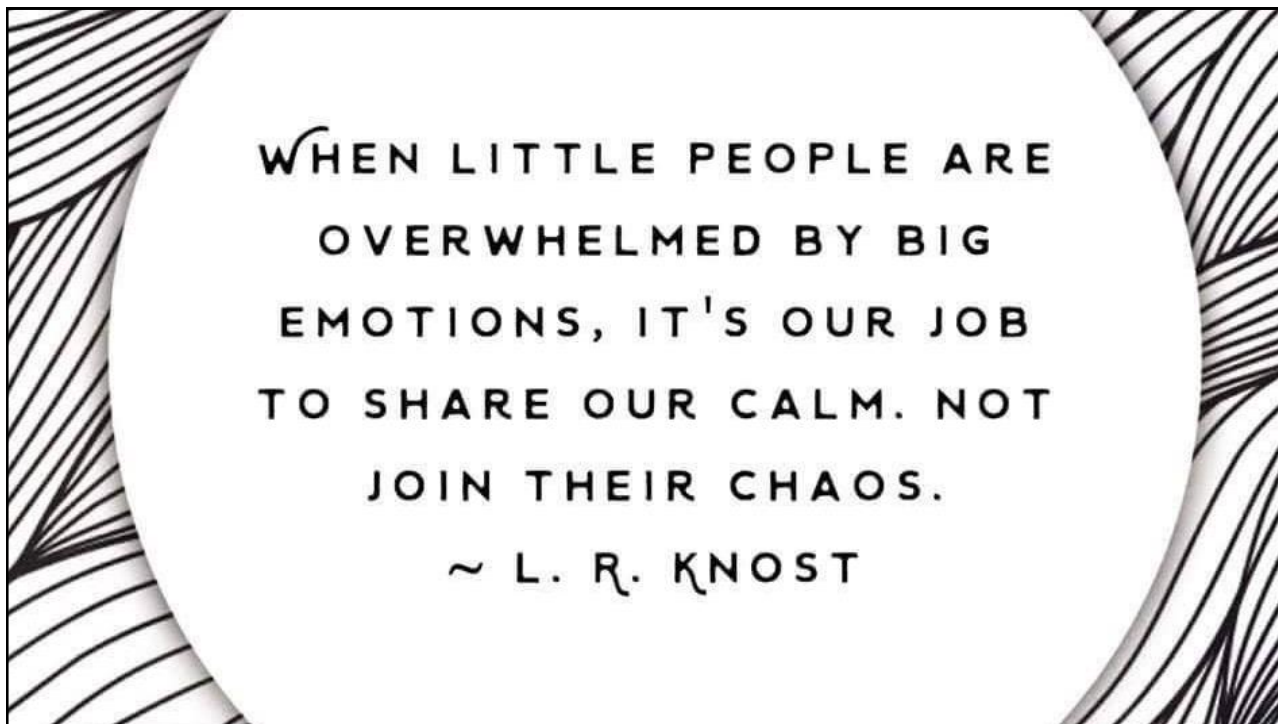


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1. FIND YOUR OWN CALM



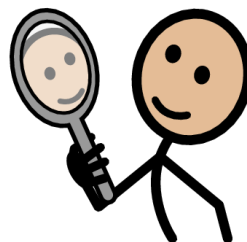
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To share calm, we need to have calm...

- Self-compassion
- What helps you feel resilient?
 - E.g. food, sleep, breaks, ...
- What are some of your triggers? Glimmers?
- How do you take care of yourself when stressed?



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Completing the stress cycle (Nagosky)



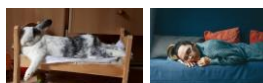
1.Run (e.g. progressive muscle relaxation)



2.Seek safety (e.g. 20 second hug)



3.Rest (e.g. sleep or play)



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(@annatheanxietycoach)

When you need to reset...

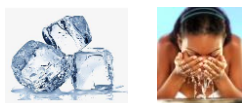
Sour & Salty



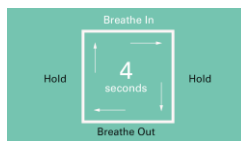
Heavy work



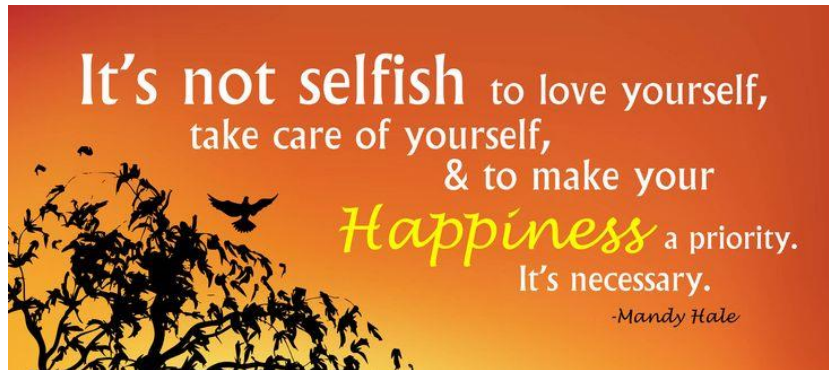
Cold exposure



Box breathing

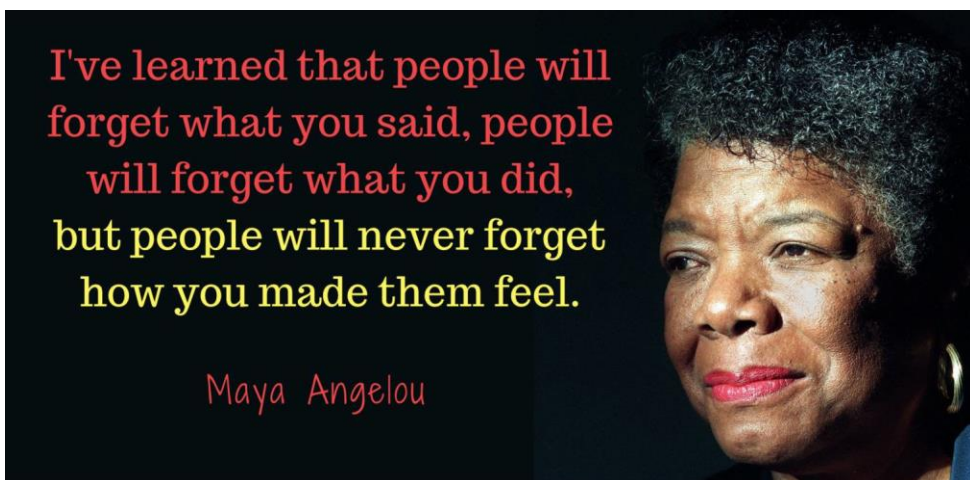


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2. NONVERBAL COMMUNICATION



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Facial expression: “Gleam & Beam”

Relaxed jaw

Soft, warm eyes

Slightly lifted eyebrows

Subtle closed-mouth smile

Slight head tilt

Think good thoughts



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Body language: “Slow & Low” (Kim Barthel)

At the child’s level

Relaxed shoulders

Open posture

Slow, rhythmic breath

Open hands

Follow the child’s lead



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Using Rhythm: “Getting in-sync”

Being physically in sync
can prime us to be socially
in sync

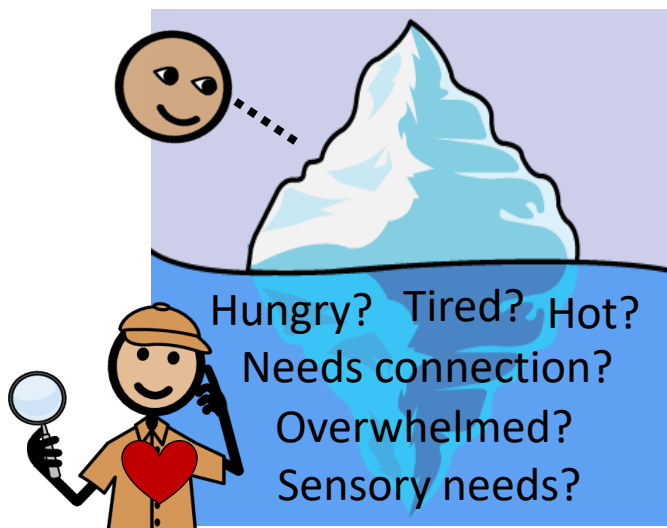


<https://www.priohealth.com/what-is-calmconnect/>

Rhythm helps soothe a
distressed nervous system

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3. MEET THE BODY NEEDS



4. VALIDATE EMOTIONS

DISMISSAL vs VALIDATION



© Can Stock Photo

You're overreacting



Yeowch! That looks like it hurts!

You'll do fine



It can be scary trying new things

JUST TRY TO FIND SOMEONE ELSE TO PLAY WITH



IT'S LONELY WHEN YOU CAN'T FIND YOUR FRIENDS AT RECESS

You're better off



It's disappointing when things don't go your way

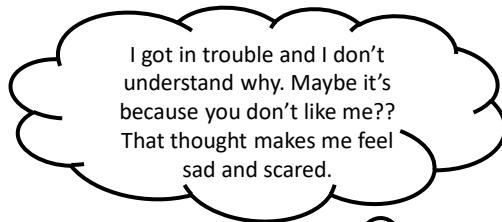
@KELLYLBOURNE

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ALL
YOUR
Feelings
ARE
OK

SEE YOUR STRENGTH

5. HELP WITH “SENSE-MAKING”



shutterstock.com - 1209396643

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GUIDED SCRIPTS

Externalizing Self-talk
(aka “Sports casting” – Kim Barthel)



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Be thoughtful about the words, body language, & tone of voice you use. Use statements/observations/stories instead of questions or commands.

- Identify the issue:** *say out loud what you observe*
- State the reason:** *notice clues in the environment, make a smart guess about the issue*
- Invite a strategy:** *can involve the child or be more directive, depending on the moment*
- Give feedback:** *what was the impact?*

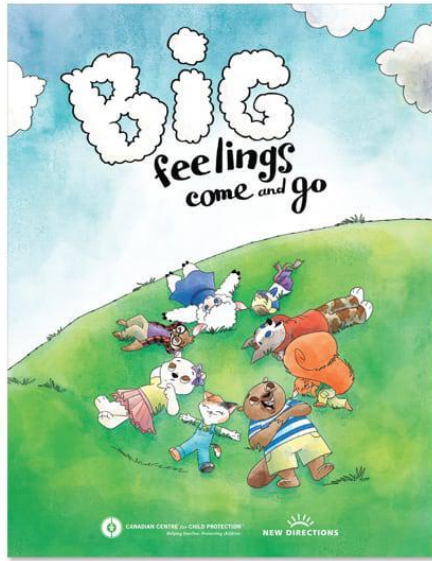
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Example: Sensory overload

You're making dinner. The kids are playing in the other room. Everyone's excited and voice volumes are getting high. It's a busy, noisy game! Jane appears to want to play, but keeps retreating into the kitchen. Each time she tries to join in the play, she gets more frustrated

- Identify the issue:** *"Jane, I see you want to play but it's hard to join in. I bet that's frustrating!"*
- State the reason:** *"It's pretty noisy in there."*
- Invite a strategy:** *"I remember when you used ear protectors at the birthday party. That was such a good trick. We have ear protectors here, too."*
- Give feedback:** *"Wow, you kids played together all the way until supper time! Those ear protectors helped."*

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Canadian Centre for Child Protection & New Directions
<https://www.protectchildren.ca/en/order/product/301:en>

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6. RE-ENGAGE THROUGH PLAY

Moments of shared joy

Laughter is medicine

Opportunity to complete the stress cycle



Play is POWERFUL

“Play led to short & long-term
reduction in the activity in the
amygdala, the brain’s alarm system”

(MEHRI Study, “Power of Play”, 2016)

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DISCUSSION



What still feels rough around the edges?

What's your "gem" that you're taking away?

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