



# PARENT INFO NIGHT

**Rochelle Mutton &  
Jordan Liseno**

**Parent Info Night**

**Motivate Kids**

**2023**



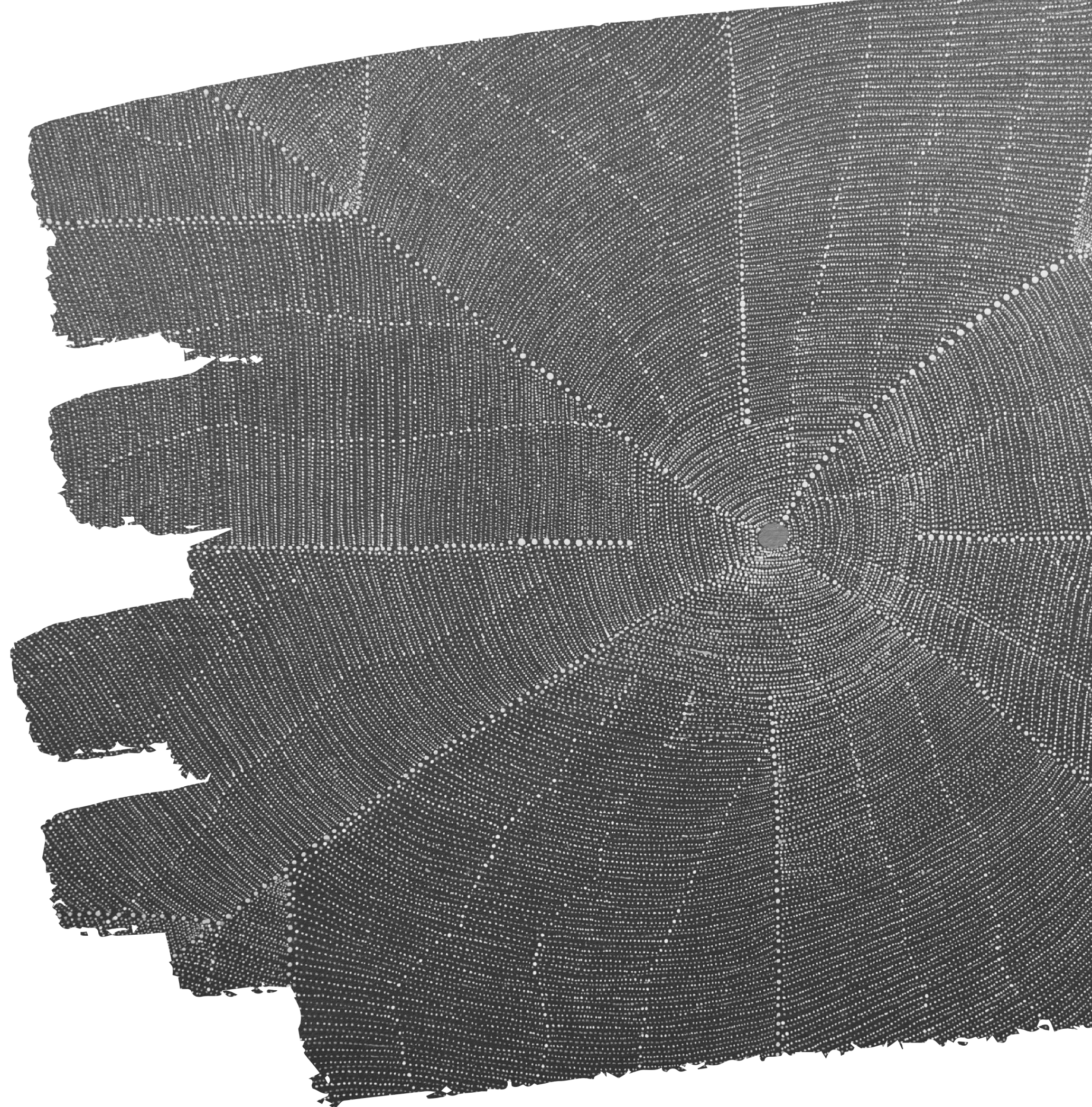
MOTIVATE  
KIDS



# ACKNOWLEDGMENT OF COUNTRY

We acknowledge and pay our respects to the Kurna people, the traditional custodians whose ancestral lands we gather on.

We acknowledge the deep feelings of attachment and relationship of the Kurna people to country. We respect and value their past, present and ongoing connection to the land and cultural beliefs.



# OBJECTIVES

01

## **UNDERSTAND**

Why regulation is so important in wellbeing and academics. What is Project Regulation?

02

## **DISCUSS**

Simple language to unpack behaviour and regulation.

03

## **APPLY**

Principles of regulation to daily life at home.

04

## **REFLECT**

One key take away to improve regulation for your child and your family.

01

## **UNDERSTAND**

Why regulation is so important  
in wellbeing and academics

PROJECT REGULATION -  
what is this?

# WHAT IS OT?

## OCCUPATION

Occupation = what people are occupied with.

## ENVIRONMENT

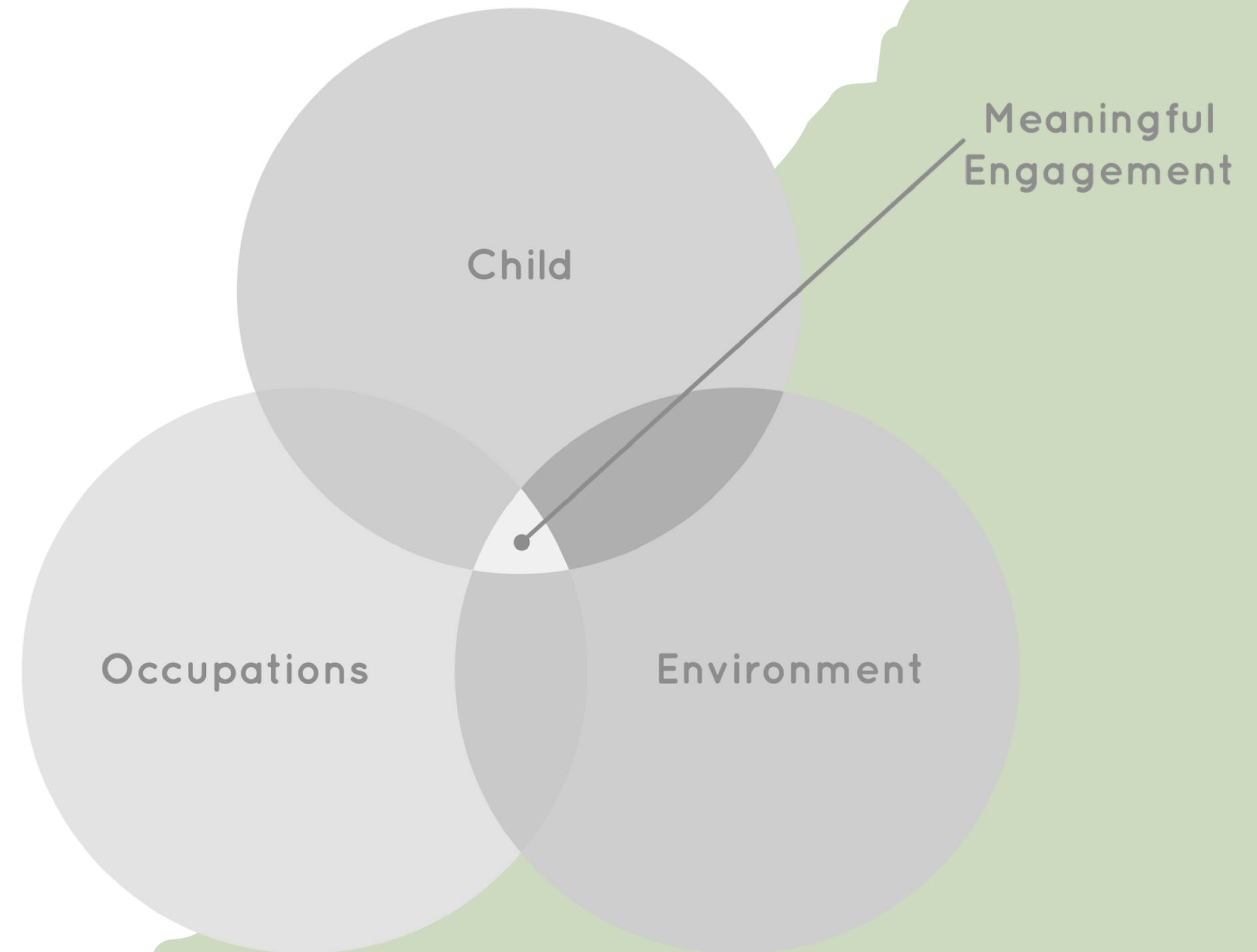
Neuroscience of environment factors influence regulation and participation.

## CHILD

The unique differences of each child influences the dynamic of their performance in occupations across environments.

## PARTICIPATION

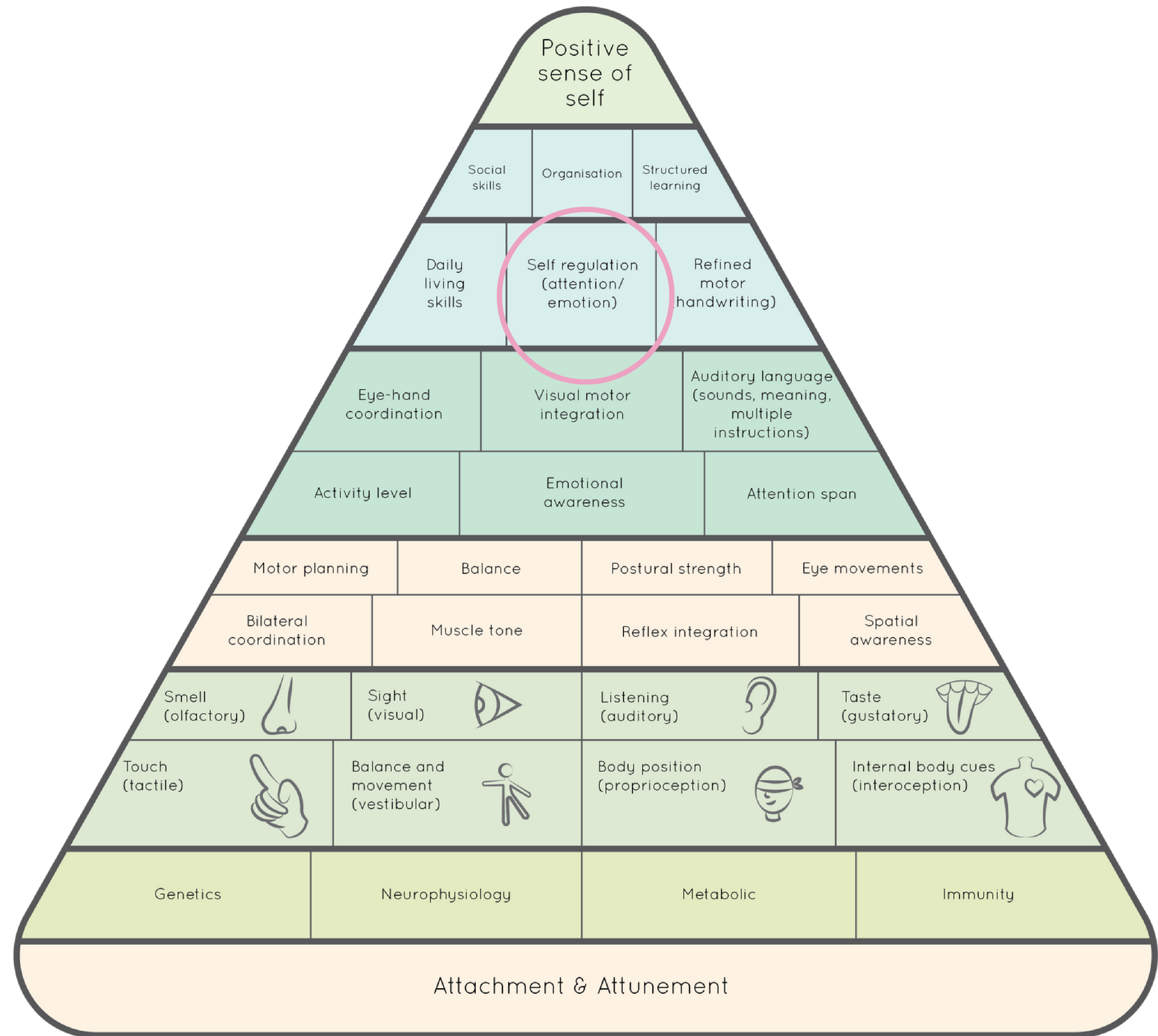
OT = profession of participation.



# DEVELOPMENTAL PYRAMID

**ITS LIKE BUILDING A HOUSE...**

Recognition of the importance of developing a strong foundation.



# REGULATION

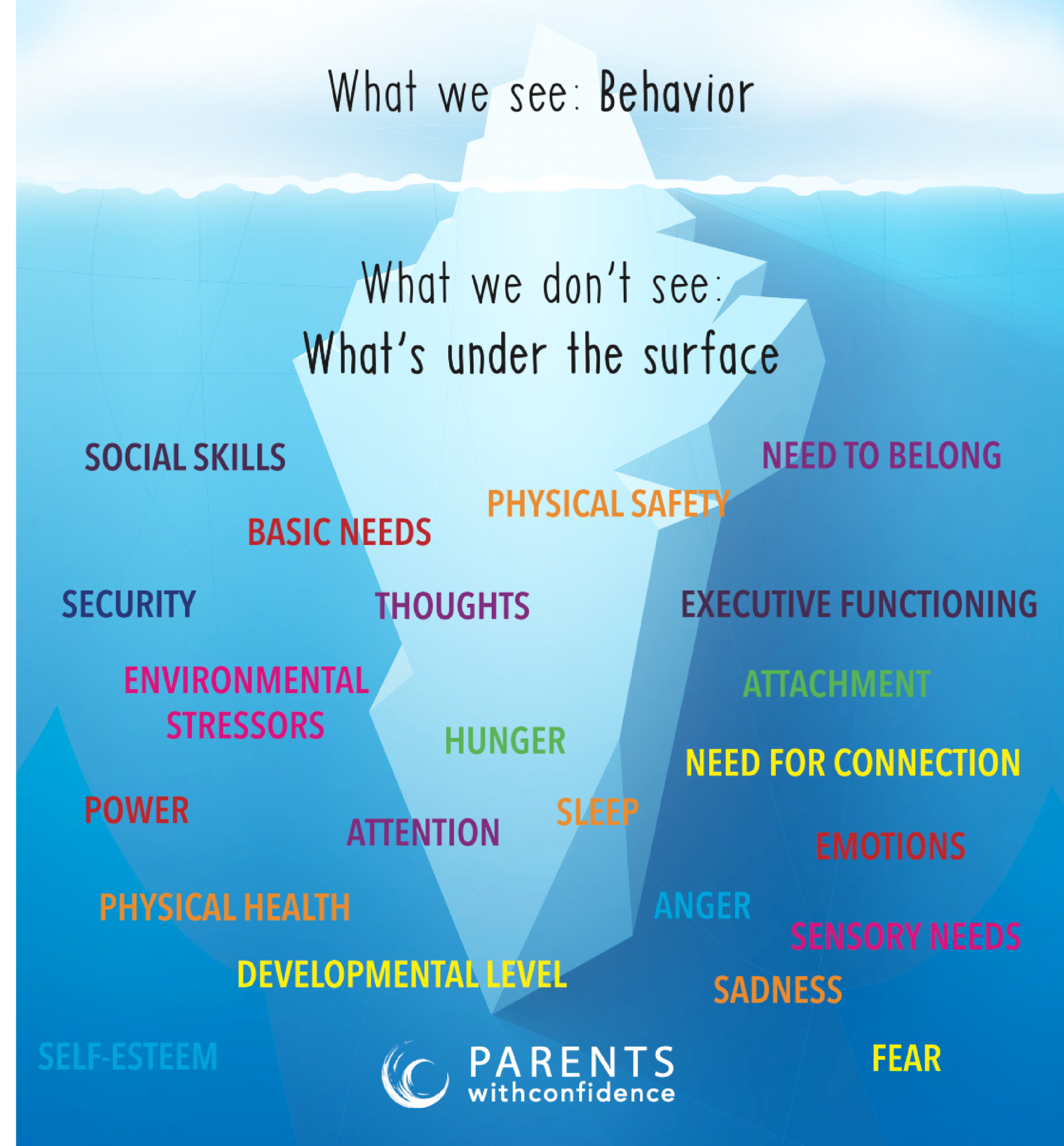
**REGULATION IS THE ABILITY TO MANAGE YOUR OWN ENERGY STATES, EMOTIONS, BEHAVIOURS AND ATTENTION, IN WAYS THAT ARE SOCIALLY ACCEPTABLE AND HELP ACHIEVE A POSITIVE GOAL, SUCH AS MAINTAINING GOOD RELATIONSHIPS, LEARNING AND MAINTAINING WELLBEING.**



# THE OUTSIDE BEHAVIOUR IS A SIGNAL THAT THERE IS A PROBLEM ON THE INSIDE.

DON'T REACT TO THE OUTSIDE BEHAVIOUR. FIND OUT WHY THE BEHAVIOUR IS OCCURRING

BEHAVIOUR IS COMMUNICATION





PREFRONTAL CORTEX

CEREBRAL CORTEX

LIMBIC REGIONS  
HIPPOCAMPUS & AMYGDALA

BRAIN STEM  
BASE OF SKULL

SPINAL CORD

# FLIP THE LID

**UPSTAIRS BRAIN = THINKING & REASONING – NOT FULLY DEVELOPED UNTIL MID TWENTIES**

**DOWNSTAIRS BRAIN = SURVIVAL BRAIN**

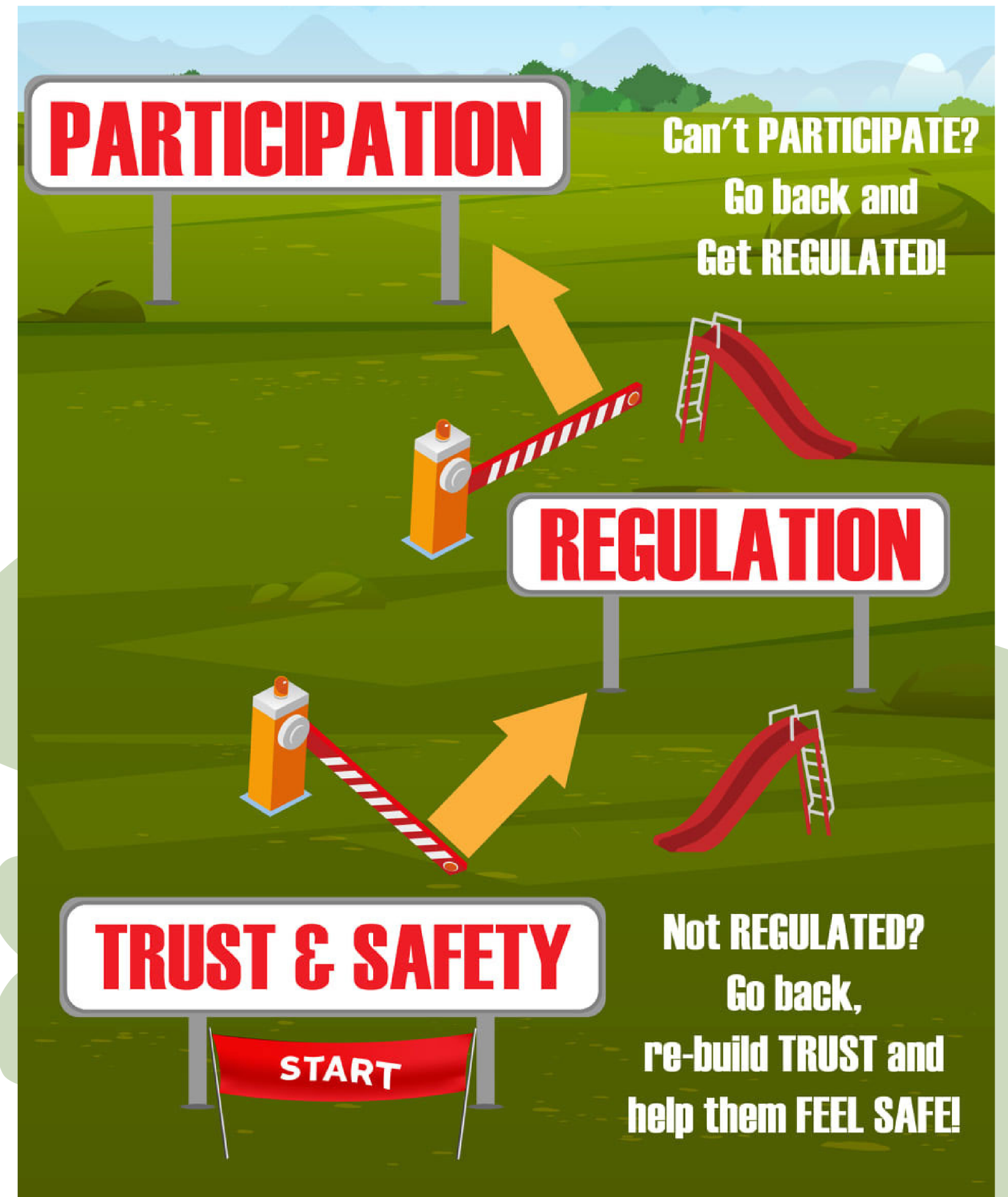
**ARE WE OBSERVING AN INTENTIONAL MISBEHAVIOUR?**

**OR A FIGHT OR FLIGHT, UNINTENTIONAL STRESS RESPONSE?**

# MODEL OF CHILD ENGAGEMENT

**IF YOUR CHILD DOESN'T FEEL SAFE, THEY CAN'T BE REGULATED. THEY MUST BE REGULATED FOR SKILL BUILDING AND LEARNING.**

**GREG SANTUCCI – OT**





# PROJECT REGULATION SUMMARY

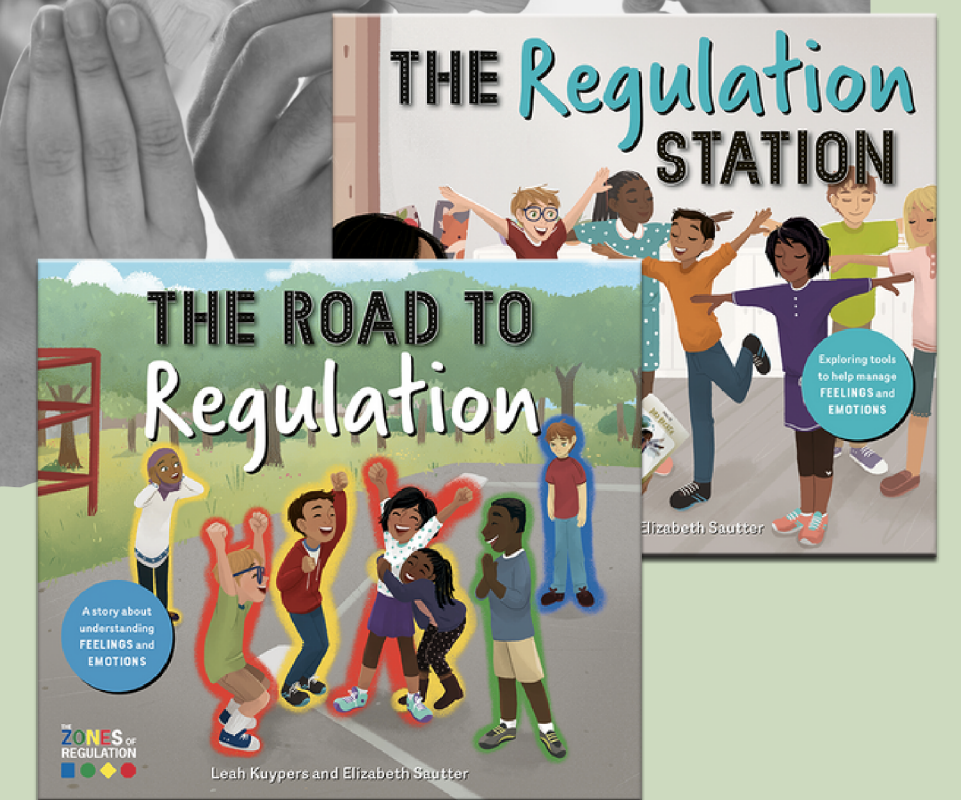
- **Co-regulate** (getting down to their level)
- **Transitioning opportunities** (class to class, mat to tables, specialist lessons, and with ESOs)
- **Auditory:**
  - Intentional utilisation of music
  - Modulation of voice
  - Countdowns: (bell, claps, 5-1 countdown, code-word, doorbell)
  - Alternative language: Expected and Unexpected as opposed to A and B Choices.
- **Movement:**
  - Intentional movement breaks
  - Focus on prevention rather than intervention
- **Visual:**
  - Removing visual clutter
  - Using natural light
  - Visual timer and
  - Visual schedules
- **Environment:**
  - Alternative areas of the classroom i.e. lying on the ground
  - Flexible use of seating
- **Survey:**
  - End of 2022 a staff and student survey surrounding the effectiveness of the Zones of Regulation program was sent out - data from this is still being collated.

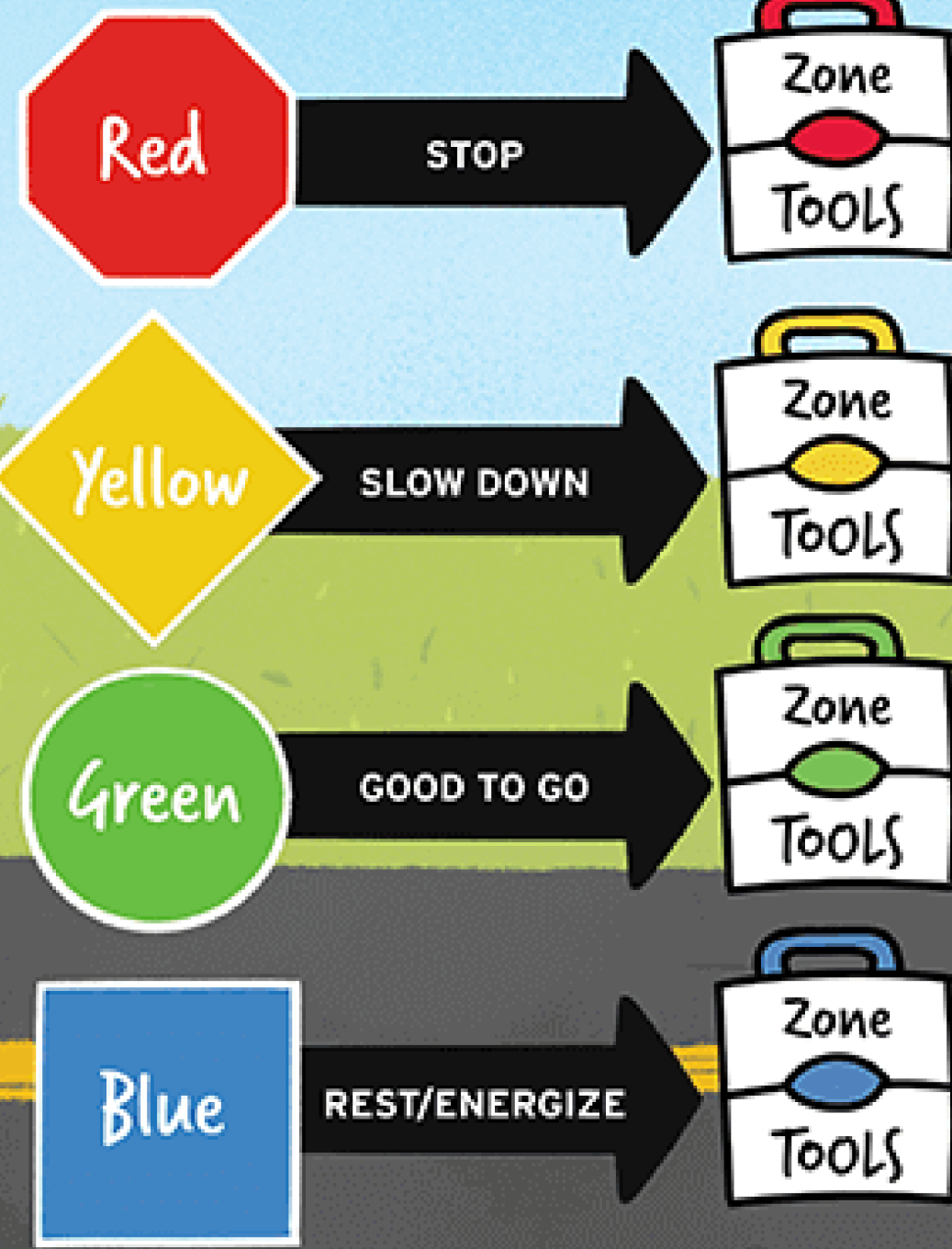




# KEY THEMES

- **Implementation of the Zones of Regulation** throughout classrooms and tailored lessons.
  - body clues and cues for feeling in the different coloured Zones and drawing these
  - triggers that cause Yellow or Red Zone reactions
  - scenarios that cause students to flow into one of the four Zones
  - taking perspectives,
  - for the older years: inner coach and inner critic
- **Books:**
  - The Road to Regulation - unpacking of the four coloured zones.
  - The Regulation Station - identification of strategies and calm down 'tools' for individual and classroom use
- **Practical** application through the creation of their own fidget tools in class
- **One on one:** working with students one-on-one to learn concepts at their pace
- **ESO's:** brainstorming routines for movement breaks
- **OSHC:** recommendations for staff and environment regarding student engagement.
- **Sensory Regulation Space** (coming soon)





**I CAN...**

- Have fun
- Do my job
- Focus
- Be in control
- Join in
- Solve the problem

**Welcome to Destination Regulation**



**STEP 1**  
How do I feel?

**STEP 2**  
What Zone am I in?

**STEP 3**  
Do I need a tool to regulate?  
Which one?

**STEP 4**  
Use the tool.

# THE ZONES OF REGULATION IS

A proactive, skills-based approach

A simple, common language to understand, talk about and teach regulation

A consistent, metacognitive pathway to follow for regulation

A systematic framework with developmental sequence of lessons

Meant to be adaptive for your learners and setting

# THE ZONES OF REGULATION IS NOT

A behaviour approach

A scripted curriculum with different lessons for each age/grade level

A discipline model, punitive in nature

Only about teaching the 4 zones and feelings associated with them

A "one size fits all" framework

02

**DISCUSS**

Simple language to  
unpack behaviour and  
regulation

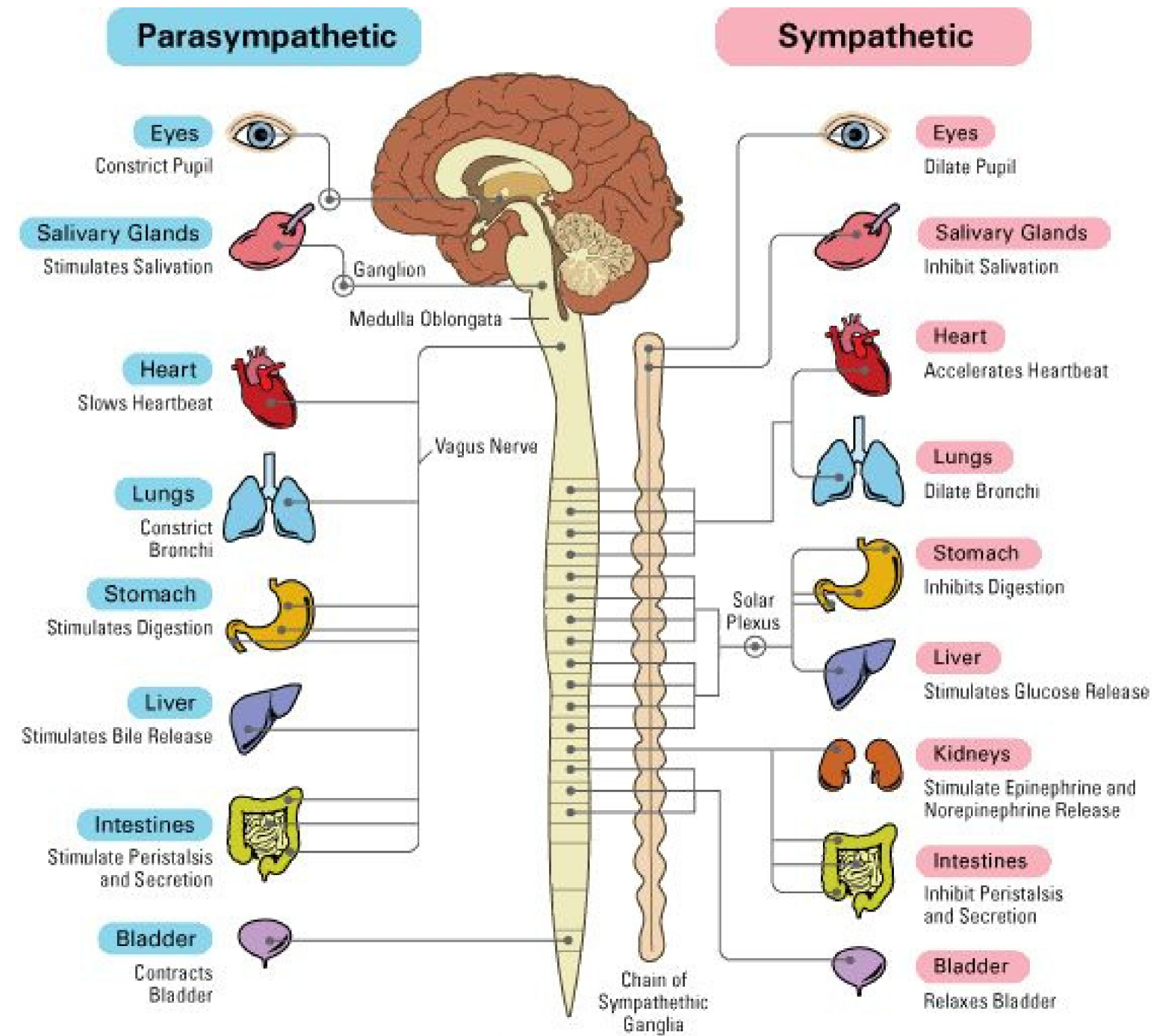
# AUTONOMIC NERVOUS SYSTEM

## SYMPATHETIC (STRESS)

Fight or flight  
Learning is not possible

## PARASYMPATHETIC (PEACE)

Rest and Digest, Relaxation.  
Learning, connecting, socialising occurs





# VAGUS NERVE (CRANIAL NERVE X)

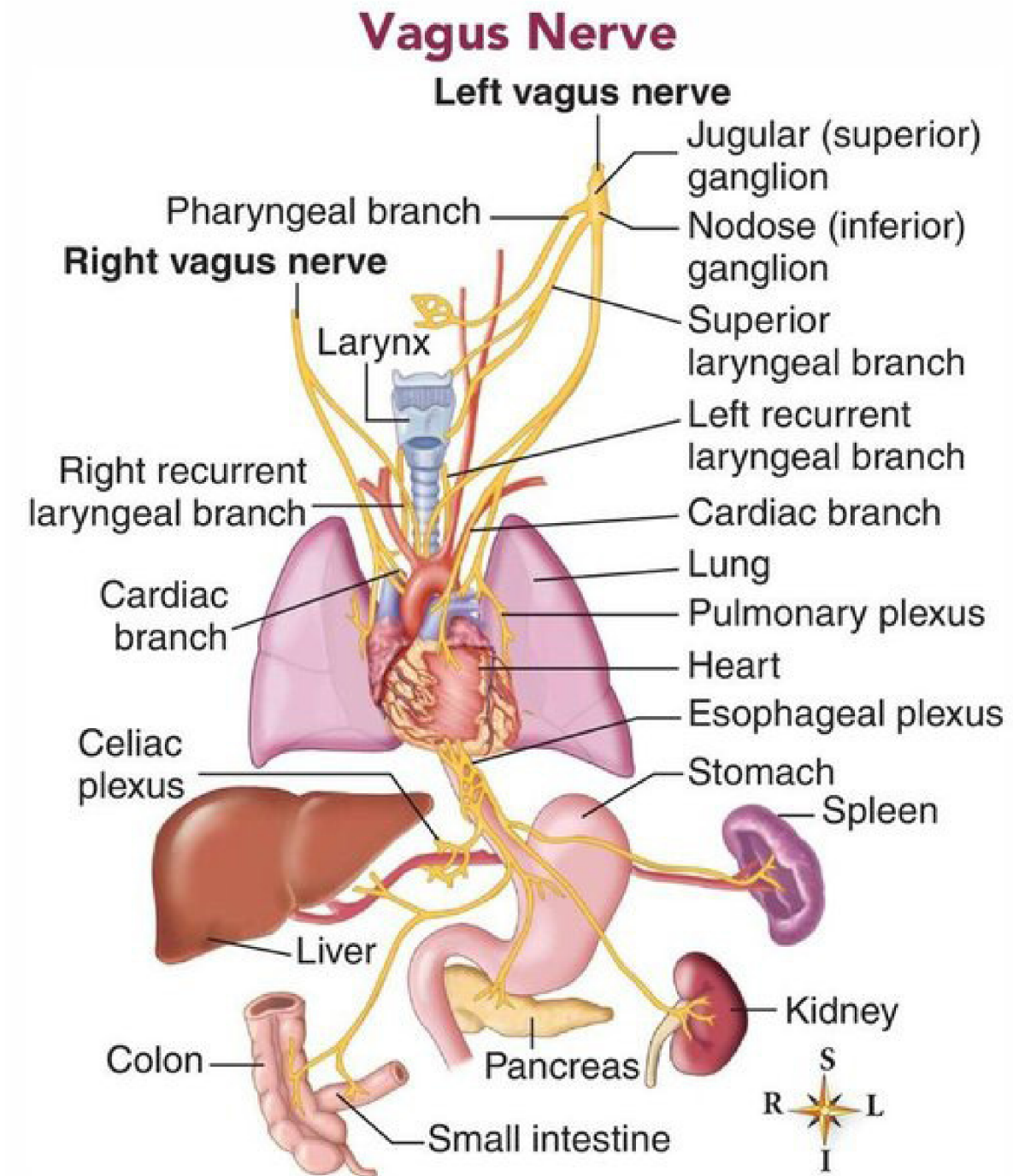
Cranial Nerve X: works with other cranial nerves to integrate feedback from eye movement, sound, swallowing, touch, head movement, jaw, tongue, breath, digestive organs, & interoceptive sensory input into brainstem regulatory capacities.

## VENTRAL VAGAL

“Social Engagement System” – Above diaphragm to eyes, facial muscles, mouth, inner ear, larynx, pharynx, heart, & lungs, Connection is a biological imperative.

## DORSAL VAGAL

Below Diaphragm: Connects to the organs (stomach, intestines, etc.)



Mosby's Medical Dictionary, 9th edition. © 2009, Elsevier.

# LANGUAGE OF A CHILD'S NERVOUS SYSTEM

2 BRANCHES  
3 PATHWAYS  
OF THE ANS

## DORSAL VAGAL BLUE ZONE

SHUTTING DOWN  
ISOLATING  
TUNING OUT

## VENTRAL VAGAL GREEN ZONE

FEELING SAFE  
ENGAGEMENT  
LEARNING  
THINKING

## SYMPATHETIC RED & YELLOW ZONE

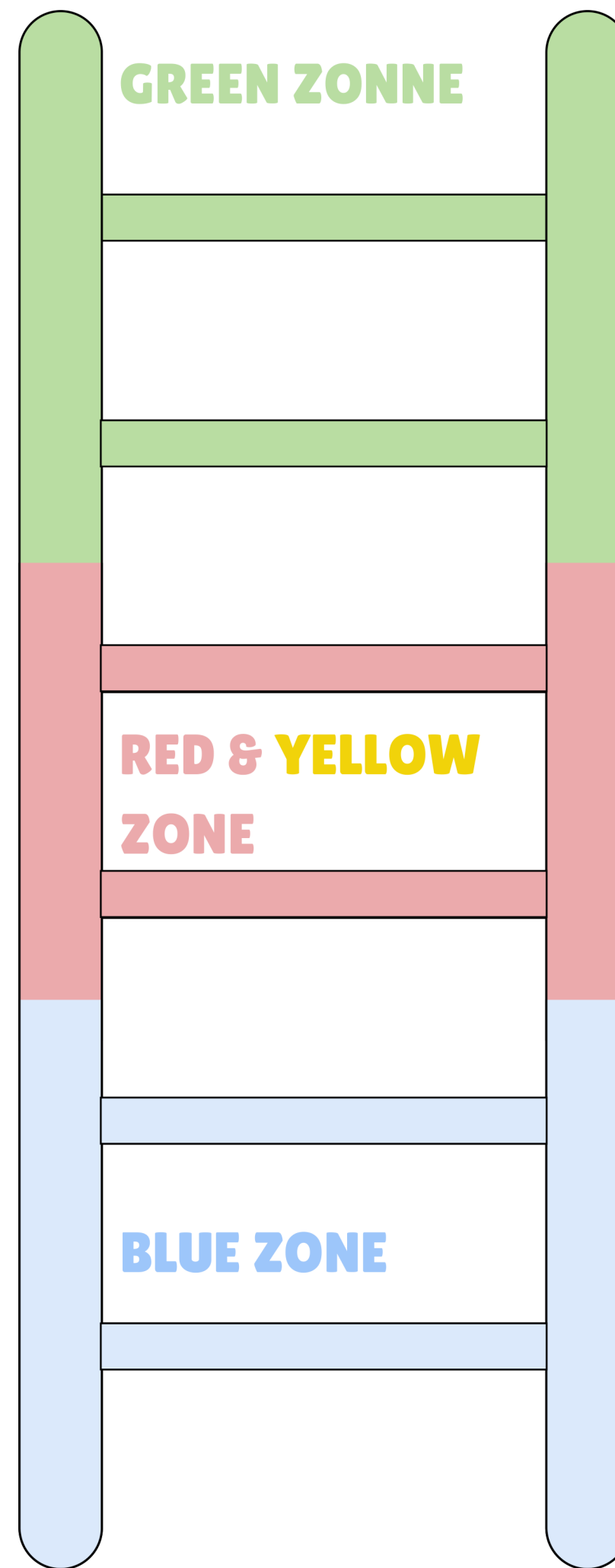
FIGHT OR FLIGHT  
STRIKING OUT  
RUNNING AWAY



# POLYVAGAL THEORY

Polyvagal theory is a collection of unproven, evolutionary, neuroscientific, and psychological constructs pertaining to the role of the vagus nerve in emotional regulation, social connection and fear response.

**INTRODUCED IN 1994 BY STEPHEN PORGES**



# SOCIAL ENGAGEMENT MODE

## GREEN ZONE

feeling calm, cozy and safe in mind and body  
Just right /alert

### Eyes

- Bright, shiny eyes
- Looks directly at people, objects
- Looks away for breaks, then returns to eye contact
- Seems alert, takes in information

### Body

- Relaxed with good muscle tone
- Stable, balanced and coordinated movements
- Infant moves arms and legs toward center of the body
- Infant molds body into a caregiver when held
- Moves faster or slower depending on environment

### Face

- Smiles, shows joy
- Neutral
- Can express all emotions

### Voice

- Laughing
- Tone changes

### Rhythm/Rate of Movement

- Changes smoothly to respond to the environment
- Movements not too fast or too slow



# FIGHT OR FLIGHT MODE

## YELLOW AND RED ZONE

Feel big feelings (scared, angry, need to move)

Too fast /Gas Pedal

Not in control

Unintentional

- Face is angry, disgusted, clenched jaw, grimacing
- Face has raised eyebrows, furrowed brow, trembling lips or mouth, fake forced grin, startled expression, looks worried or scared
- Eyes may dart around, avoid or have intense eye contact, roll upward
- Child has fast or repetitive movements, trembling hands, clings, grabs, or flails around
- Child moans, groans in pain, quivering, whimpering sounds
- Voice is high pitched, loud, sarcastic, screaming, hostile, grumpy; uncontrolled laughter
- Body in motion, hitting, kicking, biting, spitting, pushing, shoving; threatening gestures
- Body motions are impulsive; child may bump into things or fall



# SHUT DOWN MODE

## BLUE ZONE

Feeling sad, lonely or slow

Too slow / brakes

Unintentional

- Face looks flat, especially around eyes and forehead
- Voice sounds monotone, soft, and lacking in inflection or prosody
- Child is not talking or is making few sounds
- Child does not appear to be hearing what you are saying
- Body is slow moving; posture is slumped or frozen
- Child cowers or hides
- Child avoids interaction

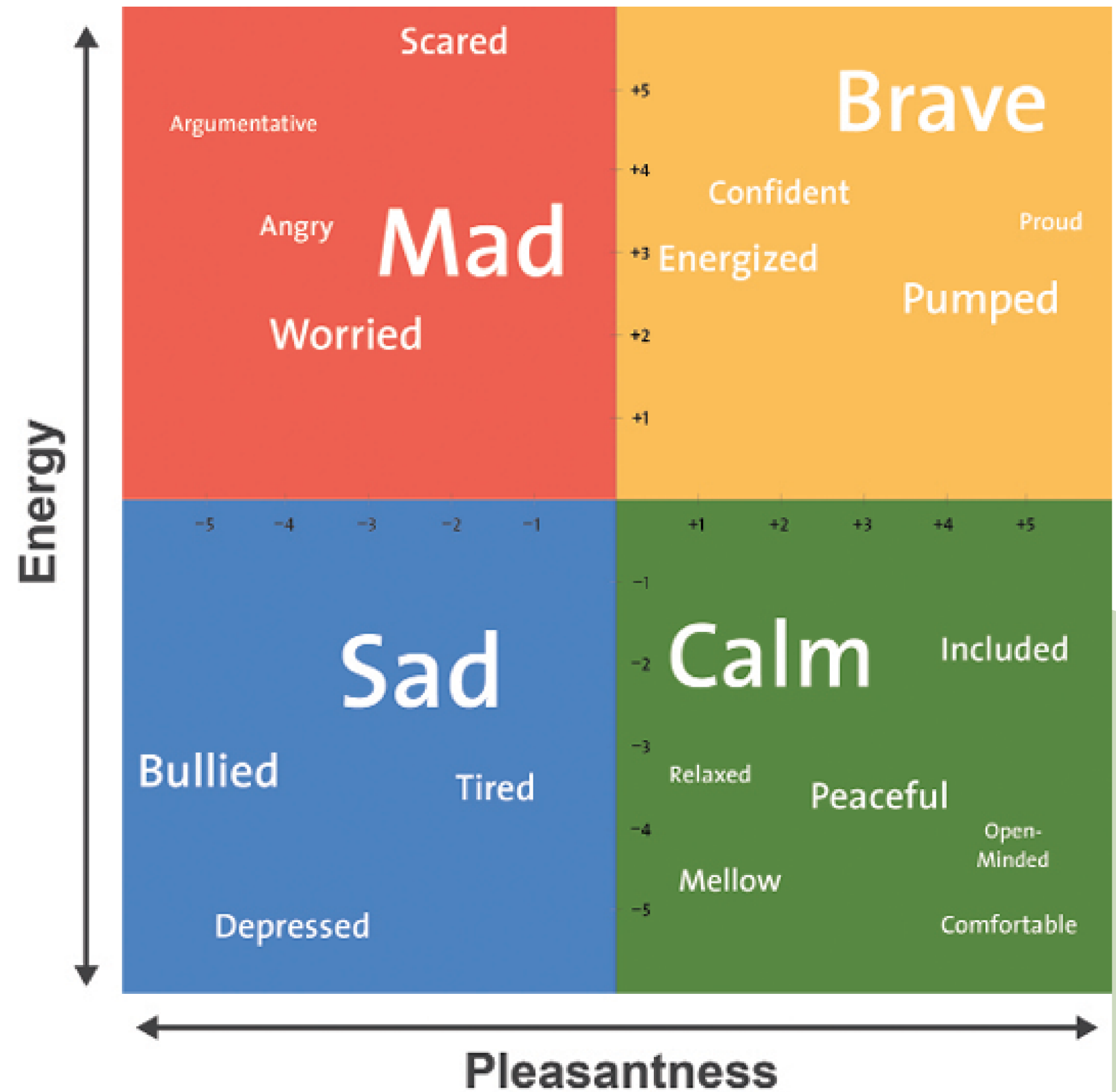


# ENERGY & EMOTIONS

ALL EMOTIONS FIT ON THE CONTINUUM OF ENERGY + PLEASANTNESS

NO FEELINGS ARE 'BAD'.

We just need our energy level to match the activity!



**“THE WAY KIDS LEARN  
TO MAKE GOOD DECISIONS  
IS BY MAKING DECISIONS,  
NOT BY FOLLOWING DIRECTIONS.”**

**ALFIE KOHN**



# KIDS DO WELL IF THEY CAN

**DR ROSS GREENE**



**LIVES**  
IN THE  
**BALANCE**



MOTIVATE  
KIDS

<https://livesinthebalance.org/walking-tour/>

# 3 STEPS TO CONSIDER

**Step one: Asking yourself first, "Why is my child acting this way?"**

Why are they experiencing challenging behaviour?" Studies show that children act out because they are lagging skills that are effective in dealing with stressful or hard situations.

**Step 2 - Identify lagging skills and unsolved problems**

This helps to predict situations or events that might cause the challenging behaviour. When you can plan ahead and know when a challenging behaviour might occur this helps in setting up the environment to avoid any challenging issues.

**Step 3 - Solving the problems**

This is where Plans A, B, and C come into play:



# CPS (COLLABORATIVE PROBLEM SOLVING)

**Plan A: Solving the problem from one side ("you must", parent gives solution)**

("Do your homework now or no screen time.")

**Plan B: Solving the problem collaboratively and proactively together.**

("Why don't you want to do your homework? This is the reason why I want you to do your homework. Can you tell me the reason why you don't like doing this homework? Maybe we can try something different")

**Plan C: Setting an unsolved problem aside for now.**

("OK, you don't want to do your homework right now, that's fine let's go for a walk.").



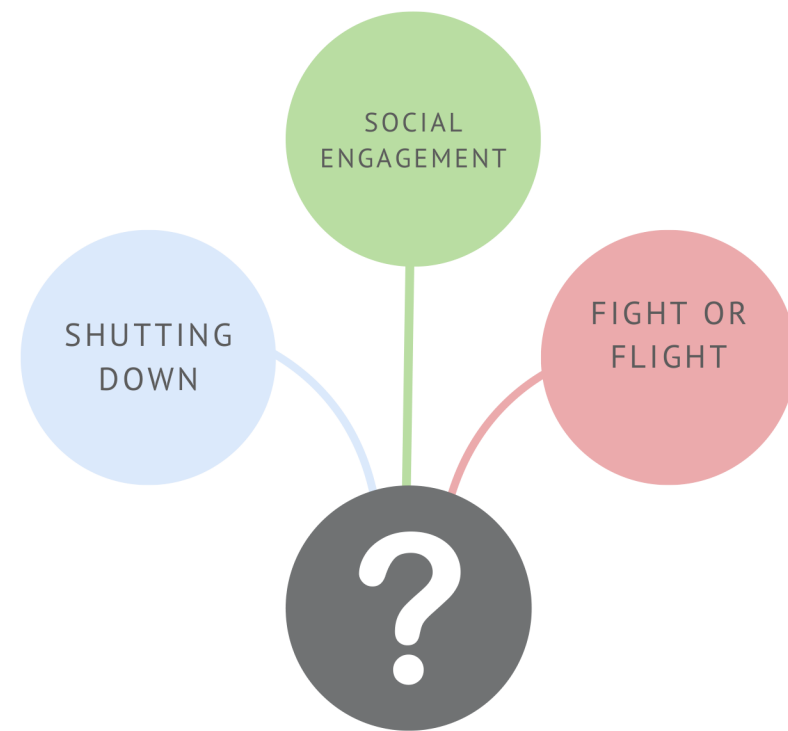
03

**APPLY**

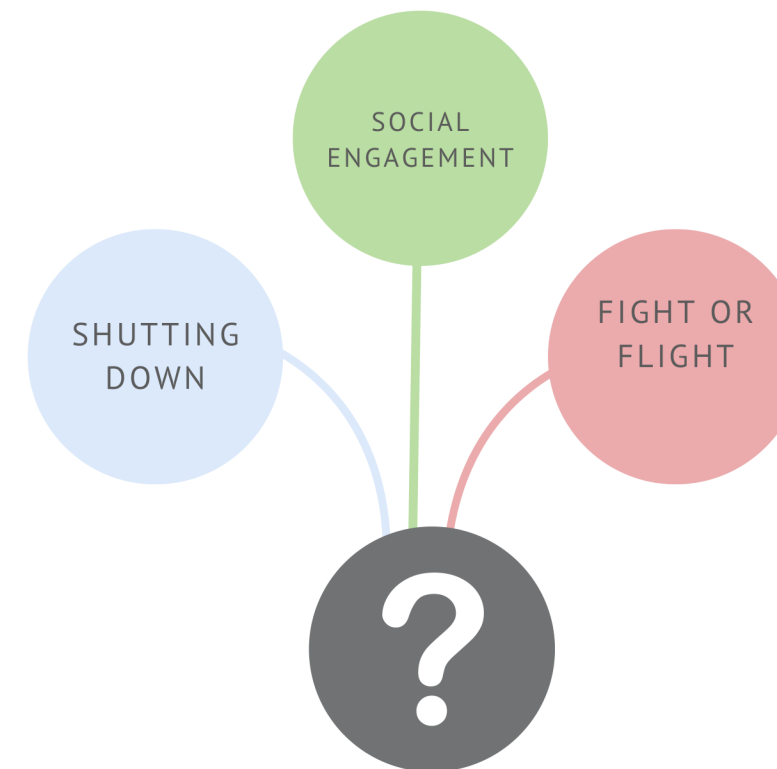
Principles of regulation  
to daily life

# CHECK THE PATHWAY

WHAT PATHWAY ARE YOU ON (PARENT)



WHAT PATHWAY IS THE CHILD ON



WHAT IS THE QUALITY OF THE PATHWAY?

STRONG  
MEDIUM  
LIGHT



# WHAT PATHWAY IS THE ADULT ON?

Our first step in helping children with behavioral challenges is to assess ourselves before acting.

**Create a moment of awareness by asking yourself: How am I feeling? What am I experiencing?** Using the following checklist may help:

## Green Pathway of Calm

- I'm breathing at a normal rate/rhythm
- I'm feeling calm in my body
- My voice is modulated, with nice variations (prosody)
- My facial muscles feel relaxed
- I can think
- I can plan
- I can come up with options
- I can ask for assistance from other adults or give myself a break if I'm too upset

## Blue Pathway of Disconnection

- I feel slow to react
- I can't think fast enough
- I feel like I'm sinking or disappearing
- I don't feel up to managing the situation
- I feel helpless
- My voice is monotone
- My facial expressions feel frozen
- I feel sad

## Red Pathway of Reactivity

- I'm upset
- I'm reacting quickly
- My breathing is shallow or heavy
- My body is tense
- I can't think
- I feel like I'm going to explode
- I'm talking loudly or yelling
- I can't stand or sit still



# RELATIONAL SAFETY CUES



## PRESENCE

am I present and attending to them singularly, and not distracted or multi-tasking?



## TONE OF VOICE

is the volume and inflection in my voice appropriate? Is there warmth and caring tone in my voice?



## FACIAL EXPRESSION

is my face expressive of safety and engagement?



## PACING AND TIMING

am I approaching and pacing with the child in accordance with their immediate needs?

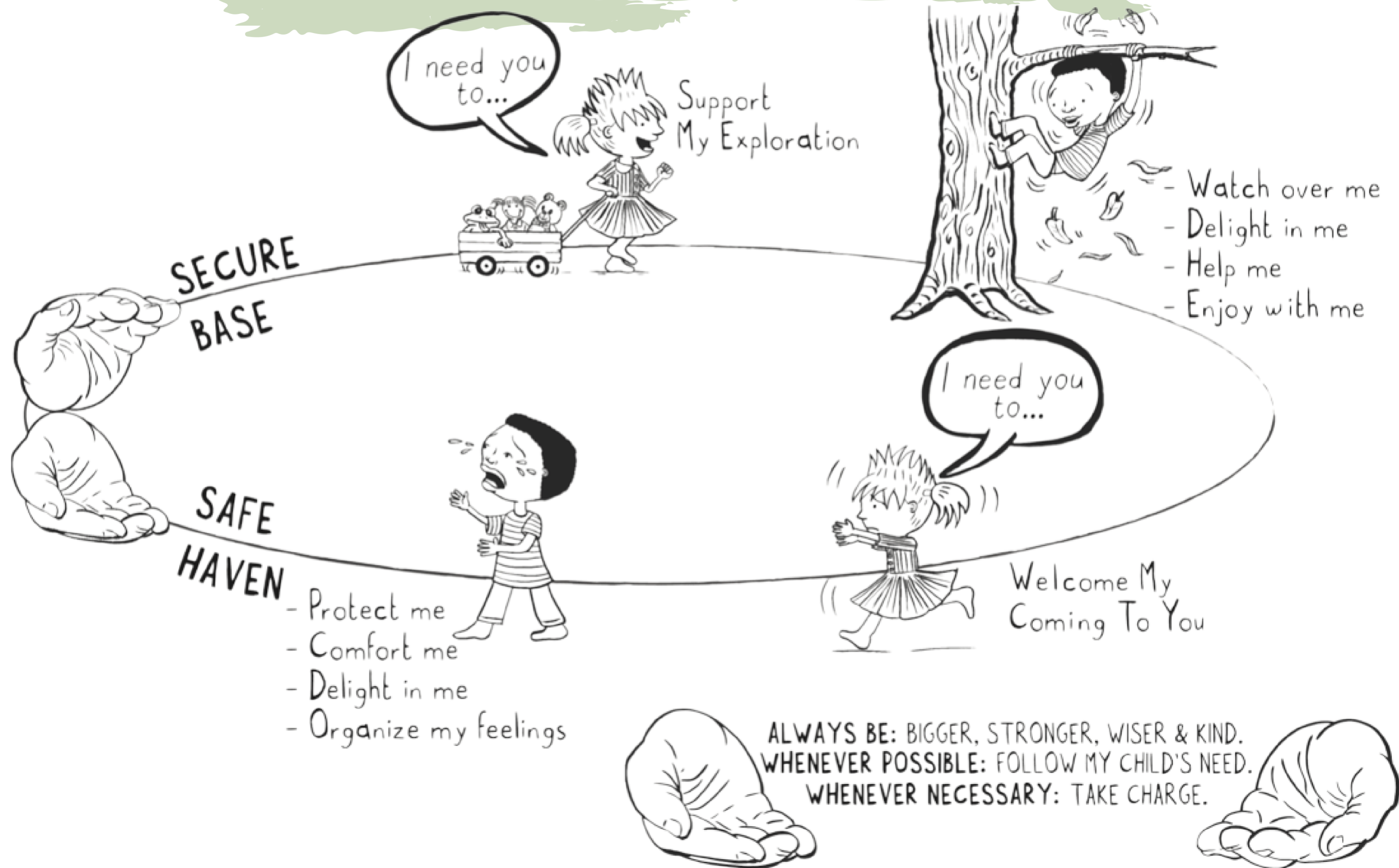


## POSTURE

Do I have a relaxed posture and inviting gestures?

# Circle of Security<sup>®</sup>

Parent Attending To The Child's Needs



I need you to...

Support My Exploration

I need you to...

Welcome My Coming To You



# THE BRIDGE TO SELF-REGULATION

## Co-Regulation

A back-and-forth partnership where one is **RELYING ON OTHERS** to help identify and manage their bodily and emotional needs



**INTEROCEPTIVE AWARENESS**

## Self-Regulation

A process where one can **INDEPENDENTLY** identify and manage bodily and emotional needs (\*seeking the help from others when needed)

**THERE IS A BIG PUSH FOR SELF-REGULATION, YET WE NEED TO ENSURE THAT OUR EXPECTATIONS ARE IN LINE WITH THE CHILD'S NEUROBIOLOGICAL CAPACITY.**

**OFTEN WE ARE MISSING CO-REGULATION**

# CO-REGULATION

## CO-REGULATION IS

### SHARING YOUR CALM



A regulated nervous system connecting with a dysregulated nervous system

### BEING WITH



It's a state of mind  
'I can hold your feelings'  
'Your feelings don't scare me'

## CO-REGULATION IS NOT

### JUDGEMENTAL STATEMENTS

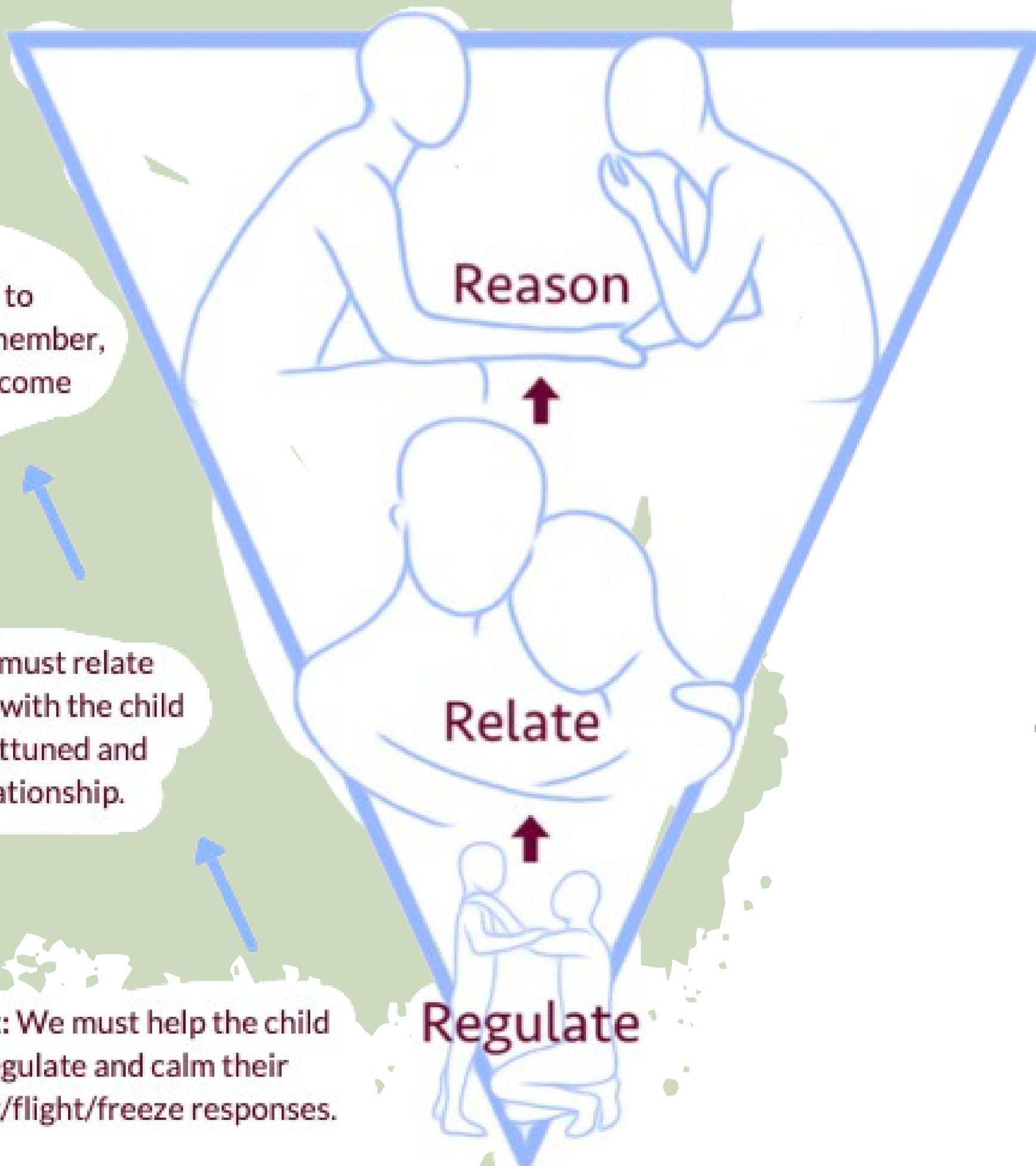


Make a smart choice  
You've learnt this already  
Use your words

### THREATS



Do I need to call your dad?  
Should I take away your iPad for the week



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

**Reason**



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

**Relate**



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

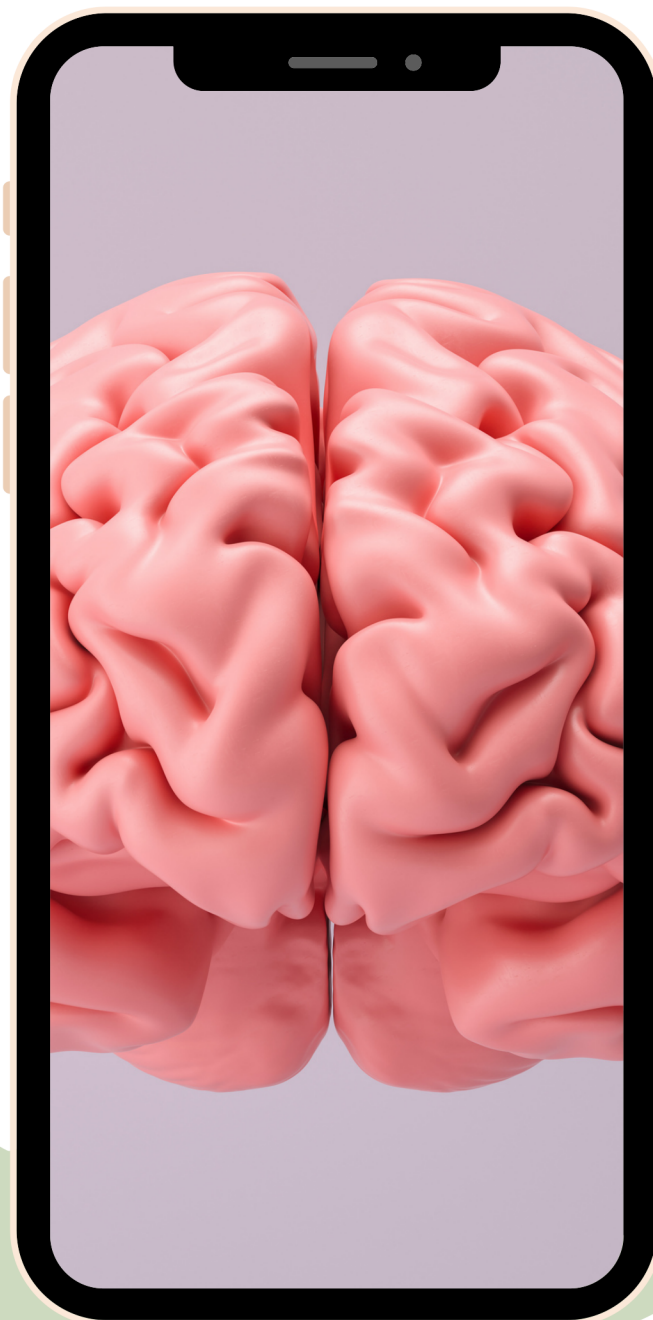
**Regulate**

# REGULATE, RELATE, REASON

**DR. BRUCE PERRY**

**THE (UNOFFICIAL) 4TH R IS 'REPAIR'**

# EVERY CHILD IS DIFFERENT



**THE BRAIN IS A REACTIVE DEVICE AND NEEDS TO BE ABLE TO RECEIVE AND PROCESS THE INPUT TO BE ABLE TO PRODUCE THE APPROPRIATE RESPONSE.**

# OVER RESPONSIVE

## SENSORY MODULATION

More sensitive to sensory stimulation than most. Bodies feel sensation too easily or too intensely.

They might feel as if they are being constantly bombarded with information.

Consequently, they often have a “fight or flight” response to sensation, e.g. being touched unexpectedly or a loud noise, a condition sometimes called “sensory defensiveness.”

They may try to avoid or minimise sensations, e.g. withdraw from being touched or cover their ears to avoid loud sounds.



# UNDER RESPONSIVE

## SENSORY MODULATION

Predisposition to be unaware of sensory stimuli, to have a delay before responding, responses are muted or responds with less intensity compared to the average person.



# SENSORY CRAVING

## SENSORY MODULATION

Driven to obtain sensory stimulation, but getting the stimulation results in disorganisation and does not satisfy the drive for more.



# ADULT PREFERENCE SENSORY MOTOR CHECKLIST

- drink a milkshake
- suck on hard candy
- crunch or suck on ice pieces
- tongue in cheek movements
- "chew" on pencil/pen
- chew on coffee swizzle sticks
- Take slow deep breaths
- Drink carbonated drink
- Eat a cold popsicle
- Eat a pickle
- Suck, lick, bite on your lips or the inside of your cheeks
- Drink coffee, caffeinated tea, hot cocoa or warm milk
- chew gum, eat popcorn
- crunch on nuts, pretzels or chips
- eat cut up vegetables
- smoke cigarettes
- eat chips and a spicy dip
- bite on nails or cuticles
- chew on buttons or collars
- chew on sweatshirt strings
- whistle while you work
- Other:

## MOVE (VESTIBULAR INPUT):

- Doodle while listening
- rock in a rocking chair
- shift or "squirm" in a chair
- Push chair back on 2 legs
- Aerobic exercise
- Isometrics, lift weights
- Rock own body slightly
- Scrub kitchen floor
- Roll neck and head slowly
- Sit with crossed legs and bounce one slightly
- Extreme exercise (run, bike, etc)
- Ride Bike
- Toe tap, heel or foot
- Dance
- Tap pencil or pen
- Yard work
- Stretch
- Shake body parts
- Other



# THE SENSORY SAFE ENVIRONMENT

## CHECKLIST

gregsantucci.com

### AUDITORY

- Too Much Background Noise?  Too Loud?
- Can they Hear Inner Voice?  Hear the Speaker Clearly?

### VISUAL

- Too Bright?  Too Dark?
- Overwhelming?  Visual Clutter?

### MOVEMENT

- Opportunities to move?  Heavy work opportunities?
- Flexible seating that supports body needs?

### TACTILE

- Tactile needs met?  Comfortable temp/clothing
- Options for tactile input (fidgets, weighted objects)

### TASTE/SMELL

- Overwhelming tastes/smells? (flavors, perfumes)  Availability of tastes/smells that help regulate?

### INTEROCEPTION

- Access to bathroom?  Something to drink/chew?
- A space to regulate?  Do they feel OK?

### HUMAN ENVIRONMENT

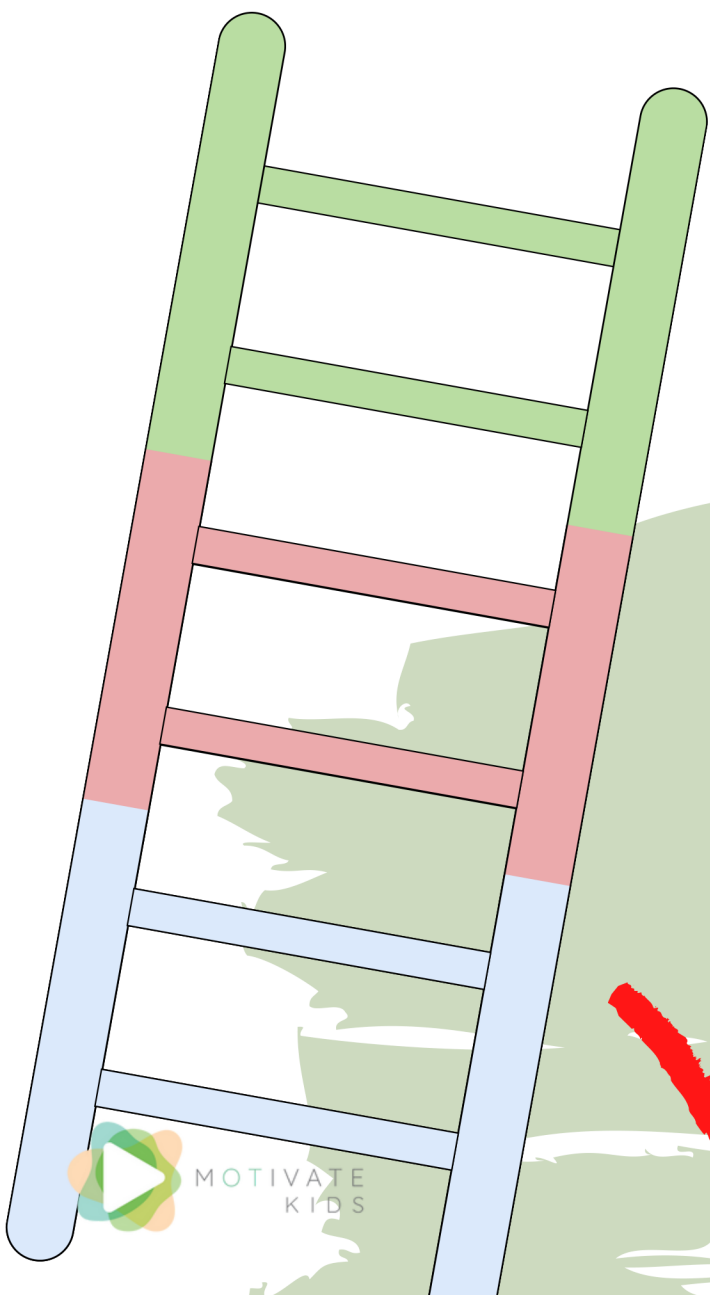
- Does someone understand their sensory needs?  Do they have someone who can help them?

A Sensory Safe Environment is Essential For Regulation and Participation

# TRIGGERS

THAT MOVE YOU OUT OF GREEN  
(MOVE YOU DOWN THE LADDER)

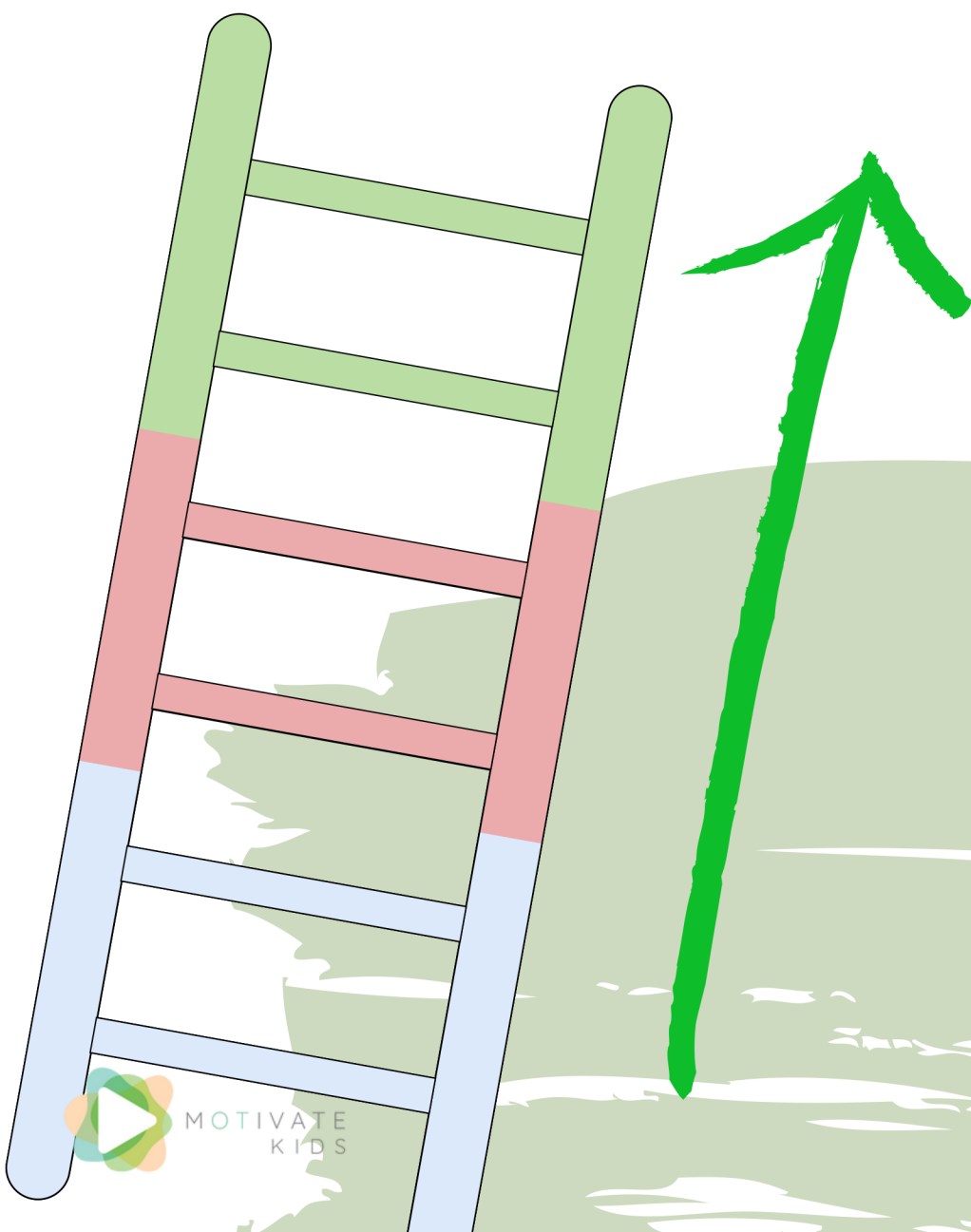
- Identify scenarios that can move the body and mind out of the green zone.
- Personalise scenarios.
- Consider individually and as a family.



# GLIMMERS

**THAT MOVE YOU INTO GREEN  
(MOVE YOU UP THE LADDER)**

- Practice tools when regulated.
- Identify when a tool is helpful for each member of the family.
- Identify when a tool is helpful for the entire family.
- Recognise that tools can be used for multiple zones.
- Acknowledge that tools don't work 100% of the time.
- Tools help us to achieve your goals and get jobs done. They don't get in the way. Fidget tool/toy.



# TOOLS TO TRY



# BREATH

## BREATHING IN MOMENTS OF RELIEF



At the most basic level, we all have our breath available.


Take a breath, if you can through your nose.

Try to take one that is slow and deliberate.

On the second or third breath, let your exhale be longer than your than your inhale.

Continue for a few more breaths if you feel comfortable doing so.

This is one way to slow the nervous system and begin to pump the brakes of the parasympathetic system— one of the most time-efficient ways back to the green pathway.



TAKE  
A DEEP  
BREATH

# PLAY

**PLAY FLEXES THE MUSCLES OF EMOTIONAL REGULATION AND BUILDS SYMBOLIC CHANNELS TO EXPRESS ONESELF.**

- Have fun, relax, and stay curious
- Follow the child's lead and value their play themes
- Let go of any agenda
- Be interactive and engaged
- Refrain from teaching or asking questions in play that you already know the answer to (such as, "What colour is the snake?")
- Become the characters and connect to your spontaneous inner child
- Have fun!

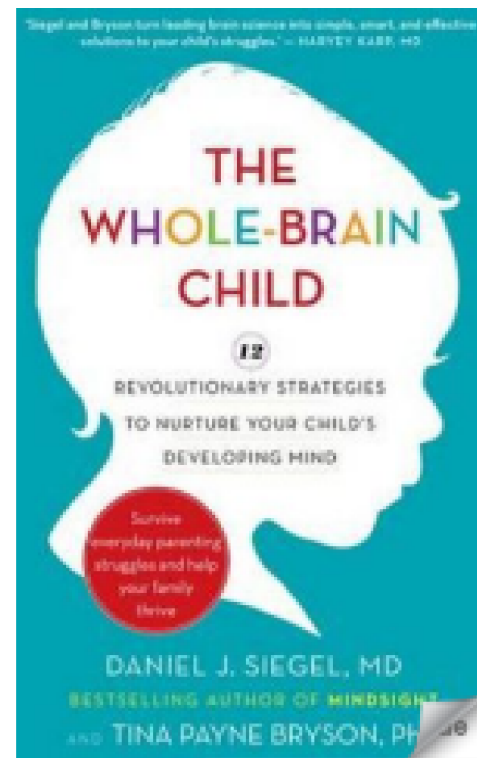


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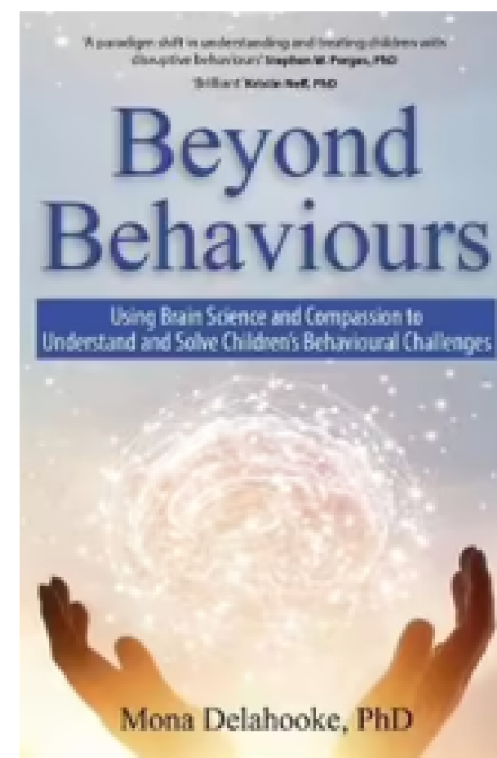
**REFLECT**

On one key take away  
to improve regulation

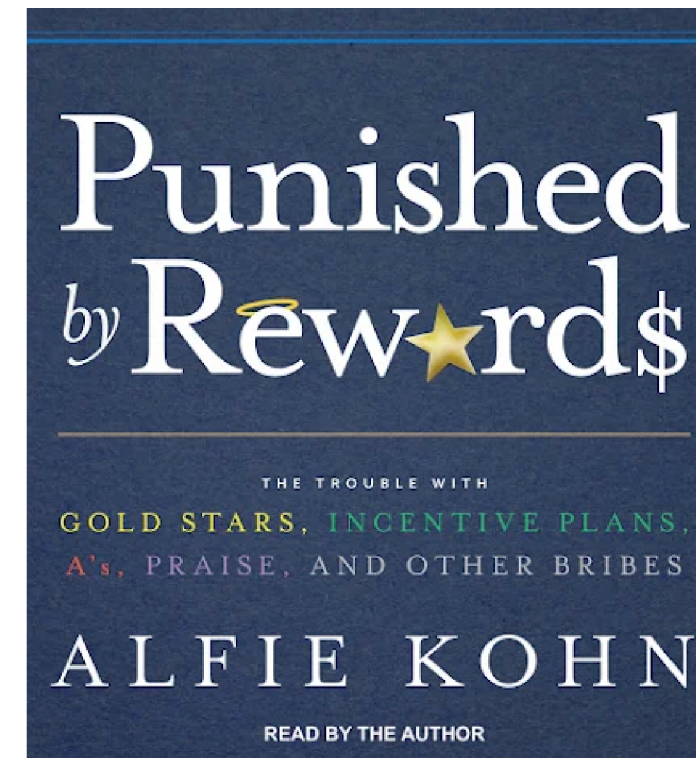
# RECOMMENDED READINGS



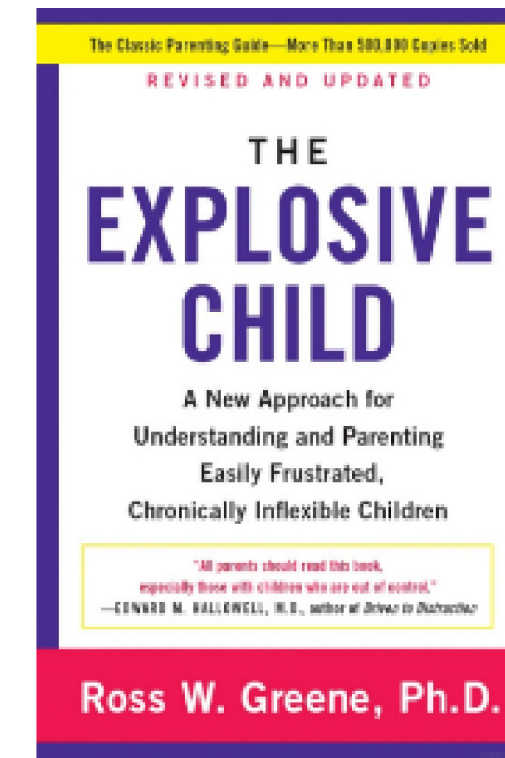
**DAN SIEGEL &  
TINA PAYNE  
BRYSON: THE  
WHOLE BRAIN  
CHILD**



**MONA  
DELAHOOKE:  
BEYOND  
BEHAVIOURS**



**ALFIE KOHN:  
PUNISHED BY  
REWARDS**



**ROSS GREENE:  
EXPLOSIVE CHILD**





# THANK YOU

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