

# Working Through Dysregulation

<b>1</b> Regulate	<b>Help the child to regulate and calm their fight/flight/freeze responses.</b>				
	Listen to their words and silence.	Remind them that you are here with them.	Maintain a safe and calm space.	Try initiating a breathing break or a stretching break.	Be mindful that your student may be experiencing hyper-arousal, hyper-aggression, dissociation, and/or an inability to concentrate.
<b>2</b> Relate	<b>Relate and connect with the child through an attuned and sensitive relationship.</b>				
	Think about your own safety plan. What helps you feel safe and centered after experiencing a trigger?	Give them time to express themselves, if they choose to.	Consider sharing about a time when you felt the same way.	Remember that your responses will change as you build rapport this year.	
<b>3</b> Reason	<b>Support the child to reflect, learn, remember, articulate, and become self-assured.</b>				
	Give them plenty of time to move from thinking reflexively to emotionally to concretely.	Work together to create a safety plan for the future.	Move on with the lesson once they indicate that they are ready.	Prepare your student for potential triggers or work with your Reading Specialist to make adjustments.	