



REGULATE, RELATE, AND  
REASON: A FOUNDATION  
FOR SUCCESS

## PRESENTERS

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Principal of Creekside Elementary  
Mead School District*



*Nick Edwards -  
Principal of Mead Learning Options  
Mead School District*

## TODAY WE HOPE YOU WILL:

1. *Consider one perspective on the cultural context creating urgency for biologically respectful social, emotional, and behavioral interventions*
2. *Understand the biologically respectful process of "regulate, relate, and reason"*
3. *Reflect on current social, emotional, and behavioral interventions through the lens of "regulate, relate, and reason"*

PART 1: KIDS NEED OUR HELP...

PART 2: BUT WE HAVE TO FOLLOW THE RULES.

PART 3: ARE WE FOLLOWING THE RULES?

# PART 1: KIDS NEED OUR HELP...



# Unconditional Education

## TIER 3

- The most intensive of the three tiers often requires one-to-one support or addresses a considerable skill gap for students at the lowest levels of academic or social emotional achievement.

5%

### DATA-BASED COORDINATION OF SERVICES

Seneca's team structures and facilitates a high functioning process to support integrated service planning and develops school-wide procedures to ensure the identification of students requiring additional intervention.

TIER 3: INTENSIVE

## TIER 2

- Students receiving targeted interventions have demonstrated the need for support to supplement what is offered in the classroom.

15%

TIER 2: TARGETED

## TIER 1

- As part of high quality instruction, in a climate of positive classroom culture, students receive interventions at many points throughout the day.

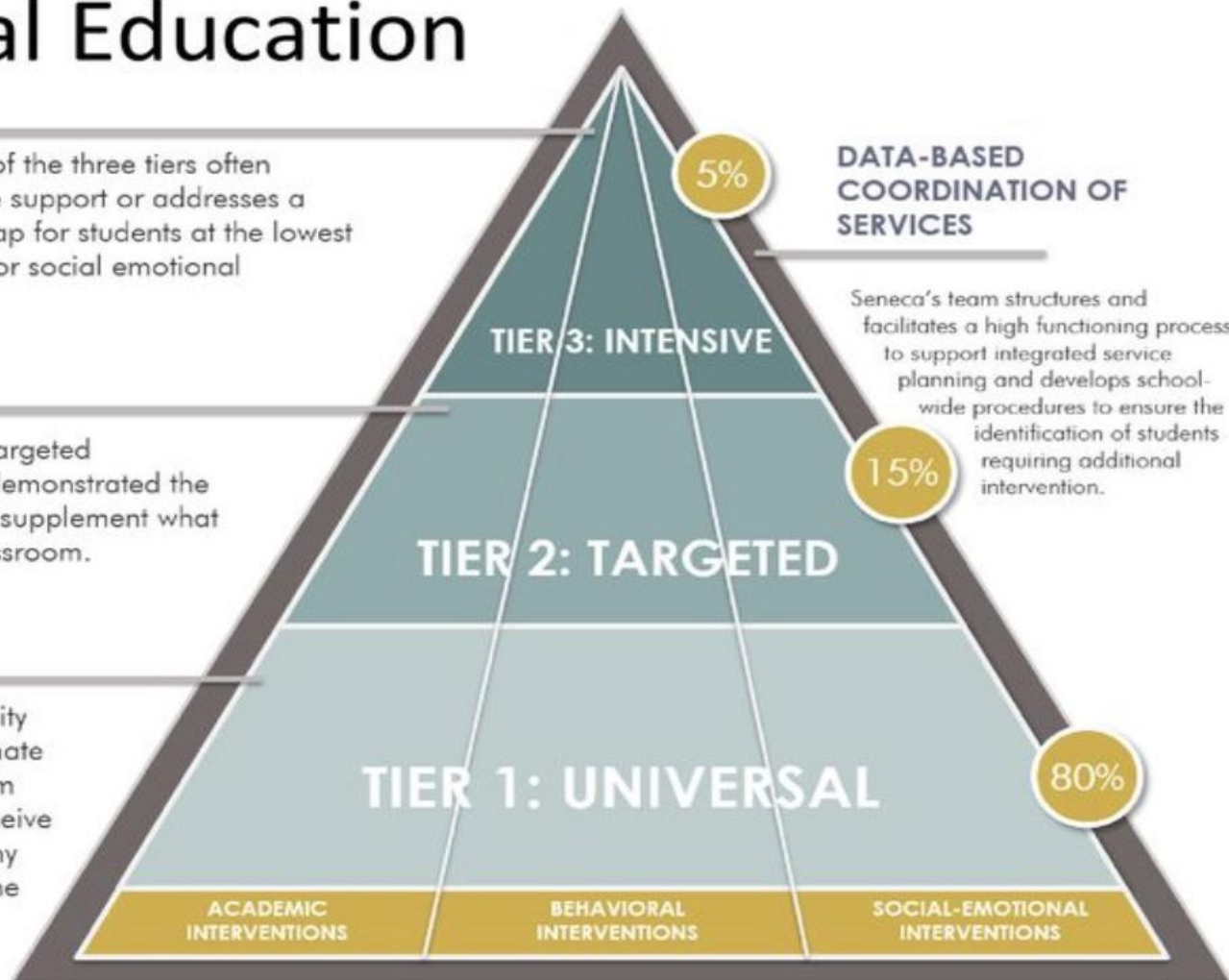
80%

TIER 1: UNIVERSAL

ACADEMIC  
INTERVENTIONS

BEHAVIORAL  
INTERVENTIONS

SOCIAL-EMOTIONAL  
INTERVENTIONS

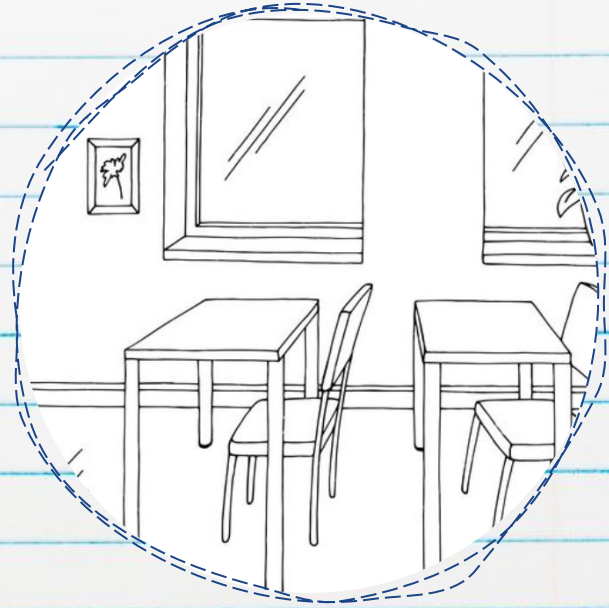


# CONSIDER THIS SCENARIO:

A 6th grade math class

Second day of school

A timed test with 100  
division facts is handed out  
to each student

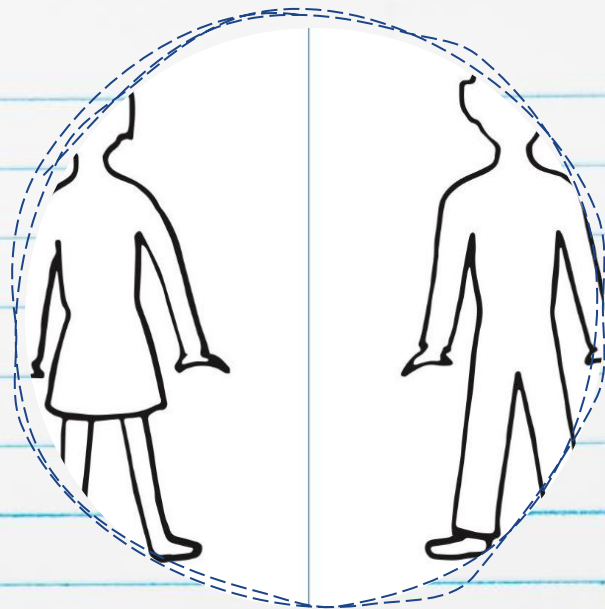


# THE KIDS:

Ann

Ben

Chris

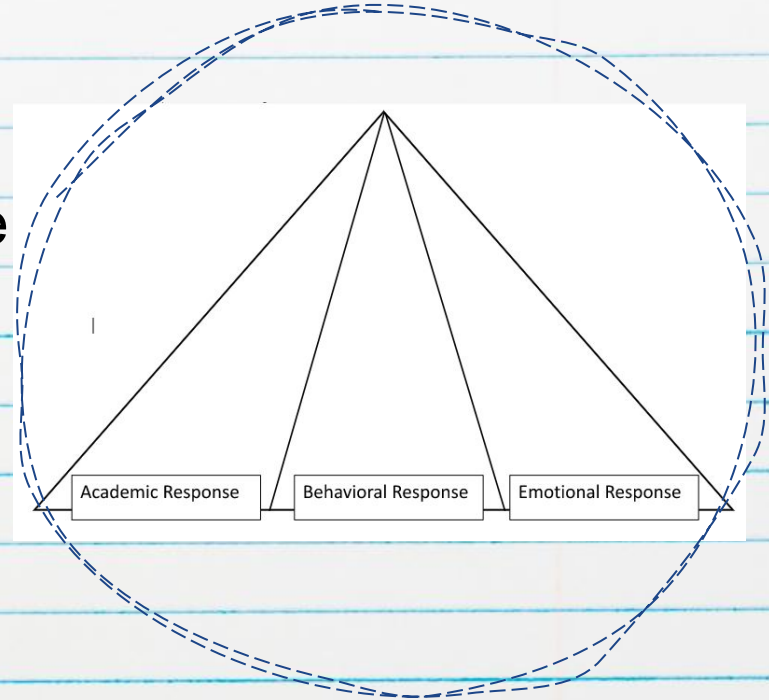


# THE RESPONSE

9

*Ann*

- Has pressure at home to be at the top of the class
- History of high academic achievement
- Highly social
- Seems emotionally secure and skilled
- Complies almost all the time

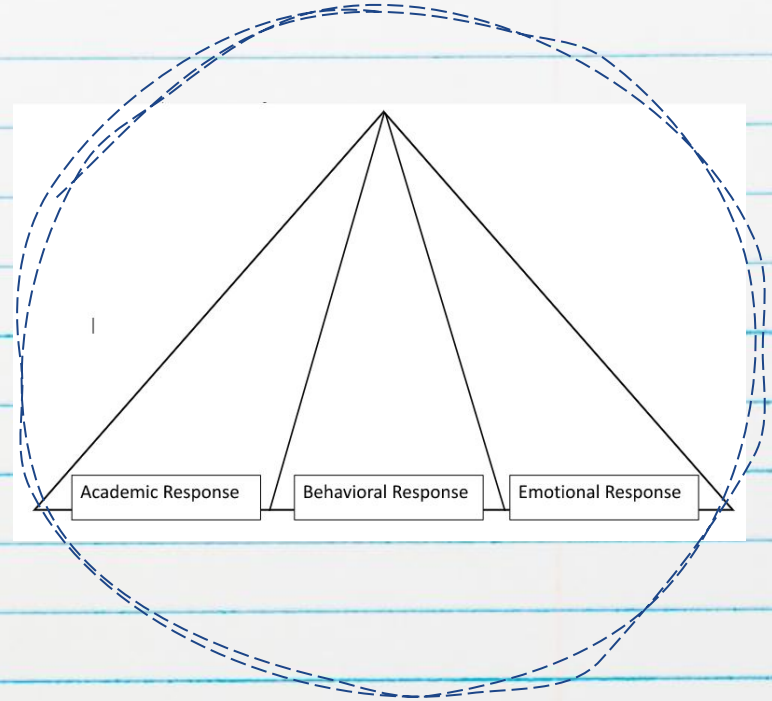


# THE RESPONSE

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*Ben*

- Academically average student (B's and C's)
- Emotionally immature
- Socially awkward
- Appears to be quiet and easy going

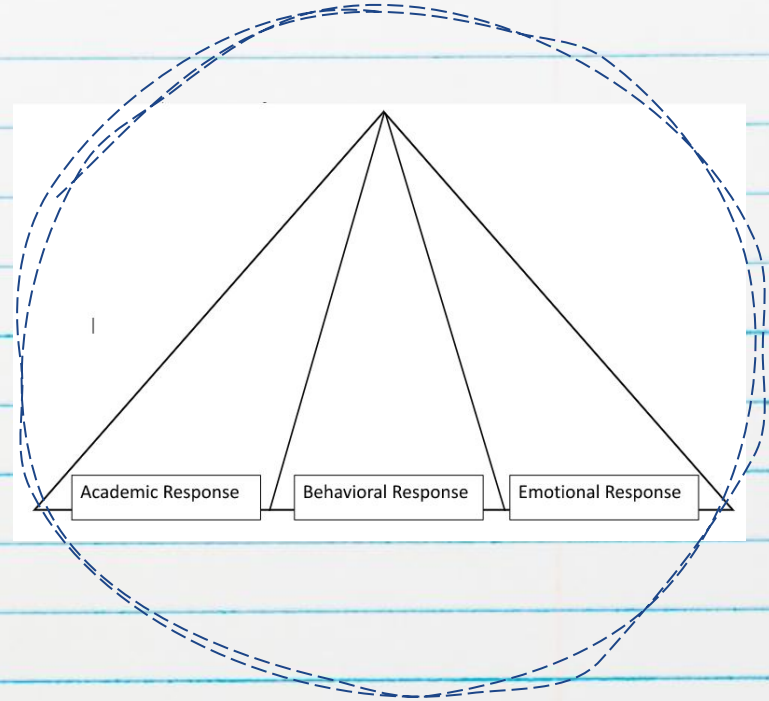


# THE RESPONSE

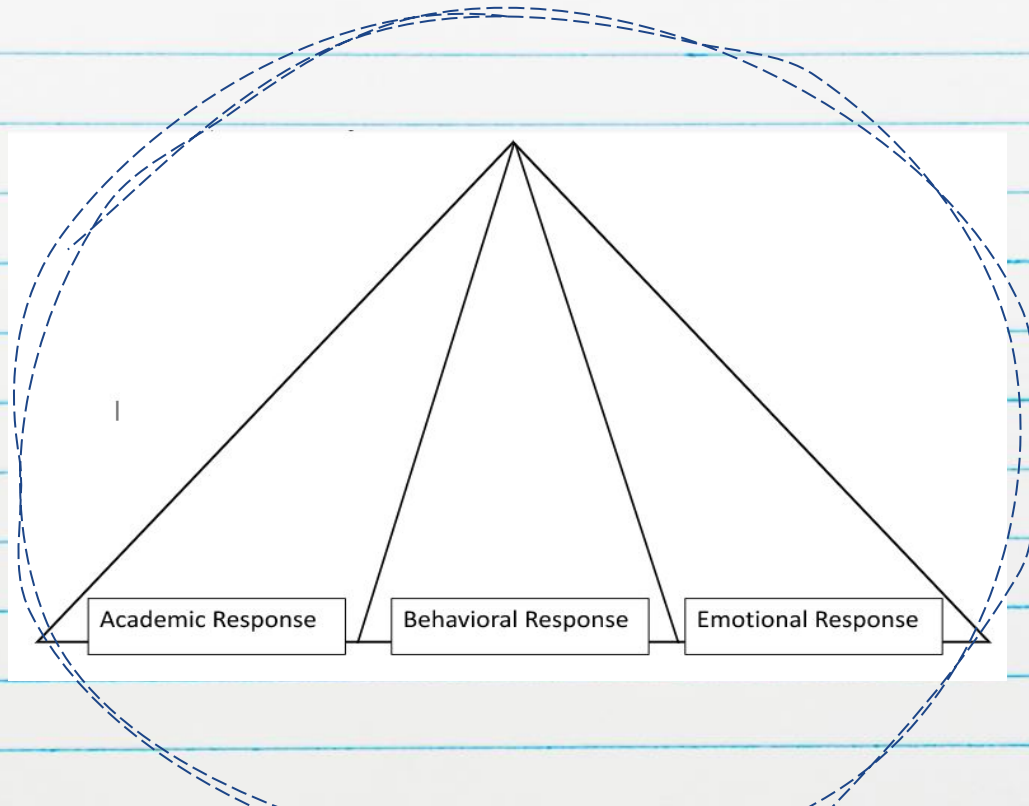
11

*Chris*

- Struggles academically
- Has few friends
- Shows tendencies for having verbally explosive behavior



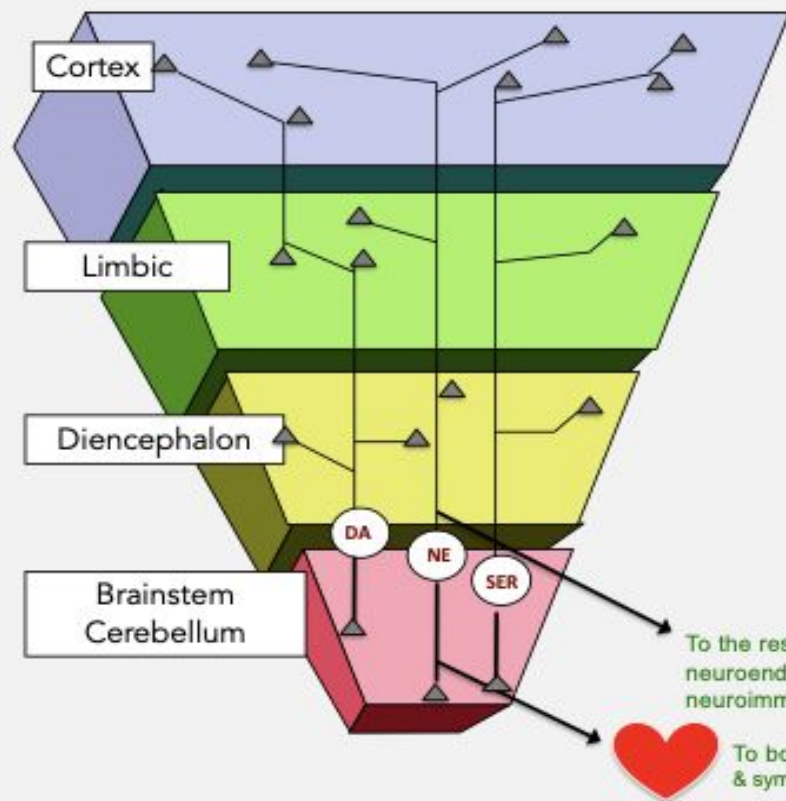
TAKE-AWAY: IN TODAY'S CULTURAL CONTEXT, KIDS NEED  
OUR HELP TO BUILD SKILLS IN THREE IMPORTANT WAYS.



# PART 2: BUT WE HAVE TO FOLLOW THE RULES.

Episode 1

The  
Neurosequential  
Model



Abstract thought

Concrete Thought

Affiliation/reward

"Attachment"

Sexual Behavior

Emotional Reactivity

Motor Regulation

"Arousal"

Appetite/Satiety

Sleep

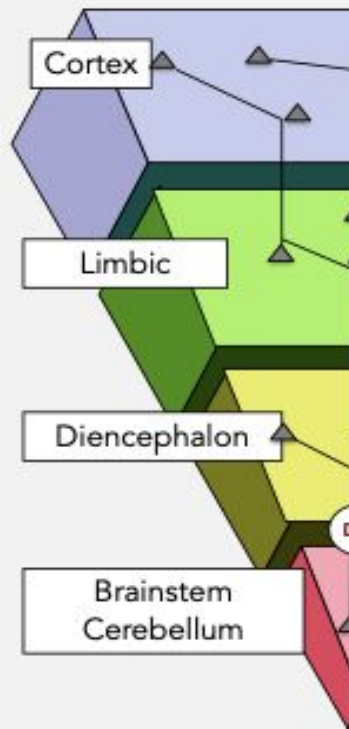
Blood Pressure

Heart Rate

Temperature



## Maslow's hierarchy of needs



# Maslow's hierarchy of needs

"YOU HAVE TO FOLLOW THE RULES."

—DR. BRUCE PERRY

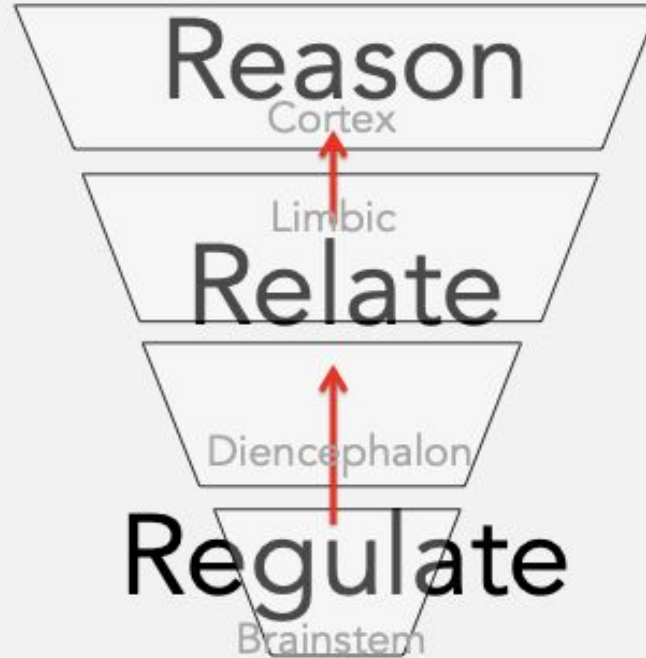
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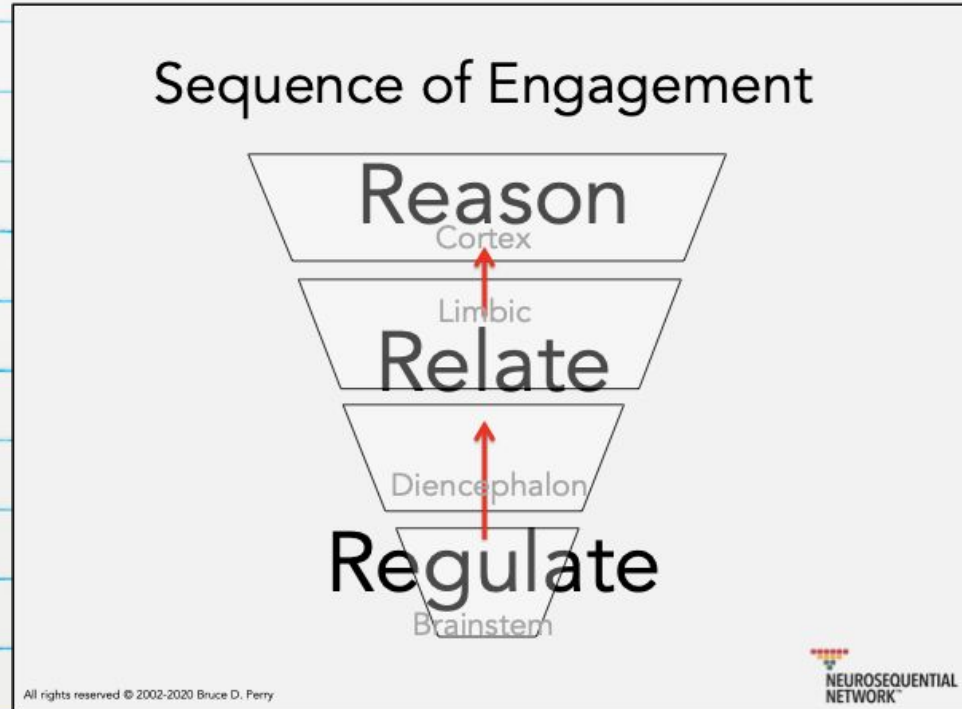
THE RULES



## Sequence of Engagement



TAKE-AWAY: NO MATTER HOW WE INTERVENE, WE HAVE TO  
FOLLOW THE RULES TO CREATE A HELPING RELATIONSHIP.



# PART 3: ARE WE FOLLOWING THE RULES?

MENTORING

THREAT  
ASSESSMENTS

CHARACTER  
STRONG

CHILD  
STUDY  
TEAM

DISCIPLINE

SECOND  
STEP

PBIS

ALTERNATIVE  
RECESS

# USE REGULATE, RELATE, AND REASON AS A LENS FOR INSTRUCTIONAL INTERVENTIONS



*"It's not what you do, It's how you are."*  
-Bruce Perry

# BUT FIRST, SHIFT YOUR LANGUAGE TO SHIFT YOUR LENS.

22

*Academic Content*



*Academic Instruction*

*Discipline*



*Behavioral Instruction*

*Social/Emotional  
Learning*




*Social/Emotional  
Instruction*

# INTERVENTIONS TO TEST THROUGH THE LENS OF REGULATE, RELATE, AND REASON

23

- *SEL Curriculum*
- *Child study teams*
- *Mentoring programs*
- *"Buddy" programs*
- *In-school mental health therapy*
- *Social/adaptive classes*

- *Alternative recess/  
lunch settings*
- *1-1 support*
- *disciplinary systems such as:  
after-school detention*
  - *suspension*
  - *loss of recess*
  - *Lunch detention*

List a few Social, Emotional, or Behavioral Interventions you currently have in place* in your setting in this column.	Is this a Tier 1, 2, or 3 intervention?	Does it help <u>regulate</u> the child?	Does it serve to build a helping <u>relationship</u> with the child?	Is it instructive by building <u>skills</u> ( <u>reasoning</u> )?
<b>Example 1:</b> PBIS lessons for common area expectations	Tier 1	Yes (makes the expectations known)	Possibly	Yes
<b>Example 2:</b> check in/check out	Tier 2	Possibly	Possibly	Yes
				

## TAKE-AWAY:

*Academic, Social, and Behavioral interventions  
that do not regulate students  
nor build relationships  
are unlikely to build skills (reasoning)  
or change behaviors in an enduring way.*

# LEARN MORE...

*The Neurosequential Network, Dr. Bruce Perry*

*The Neurosequential Model in Education*

*Stress, Trauma, and the Brain: Insights for  
Educators*