00:00.51
Sasha Long
Hi, Lauren. Thank you so much for joining me.

00:02.81
Lauren Haas
Hi, thank you so much for having me.

00:04.84
Sasha Long
I probably say this about most topics, but this is one of my favorite topics to talk about. And I really mean it this time because I see this affecting so many students, so many adults, honestly. Today we're going to talk about emotional regulation.

00:20.70
Lauren Haas
Yeah I'm so excited to get into this topic.

00:23.14
Sasha Long
So how would you define this, this phrase emotional regulation and why is it so important and why does it affect so many students and individuals?

00:31.93
Lauren Haas
Yeah. I want to like... frame it first like I think emotional regulation is one of those terms you know we use in education a lot but I think It can start to feel vague.

00:43.15
Lauren Haas
or kind of be shorthand for a child needs to comply or behave better. And I think when I think of emotional regulation, right, I'm not thinking about making a child quiet or convenient for adults.

00:48.25
Sasha Long
Yeah.

00:55.36
Lauren Haas
I think it's more about helping children feel safe enough in their bodies, in their brains to access skills they have. um And I think emotional regulation really is just the ability to notice kind of what is happening internally, like our emotions, our body sensation, our thoughts, our energy.

01:14.20

Lauren Haas
And use supports or strategies to respond in a way that helps us and like our nervous system get through the moment. um And I think that looks different for every kid. um And it doesn't mean that we're never angry or overwhelmed. And I don't think regulation is the absence of big feelings. You know, I think it's having enough support and capacity to move through the feelings without hurting ourselves and others. and

01:40.24
Lauren Haas
For children, this matters so much because emotions impact everything, you know, and if a child isn't. you know fully online in terms of like

01:51.18
Lauren Haas
their ability to kind of be present impacts their learning, their relationships, transitions, communication. um And so if a child is, you know, in a fight, flight, freeze, or shutdown in response, I think a lot of adults can maybe see that as being oppositional, but...

02:10.98
Lauren Haas
just because they're, you know, struggling to follow direction. But I think when I see that, I see that behavior as communicating and a nervous system communicating that this is too much. I don't feel safe. I don't have access to my coping skills right now.

02:26.10
Lauren Haas
And so I do think emotional regulation is so foundational, but before we can expect you know a student to solve a problem or... use flexible thinking or recover from disappointment. You know, we need to consider whether the nervous system is in a place where those skills are you know even accessible

02:45.08
Sasha Long
Yes. Oh my gosh. I love. This, the way you explain that and that. That kind of... I think often misconception that you're right. Like emotional regulation means compliance. And I think.

02:56.03
Sasha Long
is often understood as this like lack of those quote unquote negative emotions or harder emotions. Like I'm not feeling frustrated or mad, but. It's knowing how to handle those more difficult emotions.

03:05.56
Lauren Haas

Totally. And I think it can be weaponized to create kids. to have suppression of their feelings you know if we don't

03:12.92
Sasha Long
Yes.

03:16.62
Lauren Haas
feelings are moved like energy and movement. And so I think what's so cool about kids is they really are. they are natural healers and if we give them the space to you know figure out what works for their nervous system and their body they really do know how to feel their feelings and let it pass but if we stump that process um i think that's where emotional regulation can kind of be used in ways that are meant to kind of

03:46.79
Lauren Haas
make the child fit in a certain box.

03:48.94
Sasha Long
Yeah, and I think it's... Sometimes i i I see it from the outside. it It seems instinctual to be like, oh, don't be mad. Don't be frustrated. But that's actually going against building emotional regulation skills.

03:58.68
Lauren Haas
and hand

04:03.29
Lauren Haas
Totally. And I think it's also just how a lot of adults maybe were raised and how they were taught to handle their feelings.

04:07.57
Sasha Long
Yeah.

04:09.86
Lauren Haas
i was I grew up in a family where I had to go to my room if I had a big feelings. So, you know, relearning that is not easy.

04:15.08
Sasha Long
Yeah.

04:16.90
Lauren Haas
And I think when kids have these reactions, it kind of triggers it in that educator. of like oh my gosh i'm not comfortable with this feeling and so we need to make it go away versus how can we help the child move through this feeling.

04:32.71
Lauren Haas
still having boundaries you know still being like it's not okay to hurt yourself or hurt others or you know maybe be disruptive in these ways but we can find ways that work for your body you know

04:44.77
Sasha Long
That's a really good point. And talk to me a little bit about. about that having boundaries but allowing feelings because i i talk about this a lot like You know, we're not going to. It's not productive to tell a kid not to be mad and then sometimes I do feel misunderstood Well, like what I'm gonna let them trash my class or I'm gonna let them do these things and How can we exist in both worlds where we're teaching that? emotions are okay and valid, but there's also...

05:09.62
Sasha Long
rules and boundaries that we have to you know live within.

05:13.79
Lauren Haas
Totally. And I when I look at schools, you know, it's so hard because it's this it's kind of a system like its own family system, each class and each kid comes in with their own experiences at home and maybe they're dealing with trauma. And so school might be their safe place, you know, and so.

05:30.63
Lauren Haas
I think that you can hold boundaries in a soft way and still validate what a child's going through and say, I see that you're struggling.

05:39.39
Lauren Haas
And here are your options, right? I think what I see a lot of times is when kids have big feelings, educators get into this power dynamic. And what's hard is when kids are dysregulated, their emotional brain is kind of running the ship, right? And so their prefrontal cortex isn't online and they can't make choices. They can't think properly. And so the more we try to engage verbally and tell them to stop or explain to them why their behavior is wrong, it really just won't even. land right they're not even able to integrate that and soak that

up in that moment and so I think a lot of times That boundary setting is kind of naming and and validating maybe what that student is feeling, getting them to a safe place. I know at my school, we have like a sensory room. So usually if a kid's super dysregulated.

06:28.95
Lauren Haas
you know we take them to our sensory room where they can kind of just let that energy out maybe that means that they gotta throw our weighted ball or put our weighted vest on and It-

06:41.02
Lauren Haas
It doesn't mean that it's... gonna end right away i think it's figuring out the systems in your school that can help a child when they are dysregulated stay safe right and and then over time you know when i work with students one-on-one I'm practicing these regulation skills when they're calm, when their prefrontal cortex is online. So that way, the hope is that over time...

07:05.30
Lauren Haas
they have more access to that right and so i think every kid's different but i think Every kid also has a different relationship. Maybe their home doesn't have boundaries and so they're not used to that But kids need boundaries at the end of the day boundaries tell a kid you know this is this is where you're

07:25.44
Lauren Haas
I begin and you end. And it it teaches them how to take care of themselves, how to take care of relationships. And so they may not always like the boundary. Right. And I think that's where people get discouraged because they're like, I'm setting the boundary, but the behavior won't stop.

07:41.06
Sasha Long
Yeah.

07:41.40
Lauren Haas
And that's... That's not always the case, right? it doesn't always just It's not a perfect fix, but I think over time, the more and more a child can expect boundaries, the safer it feels.

07:54.13
Sasha Long
Yeah. That's a really good way to frame it. and it's i mean there's not a magic wand for anything so yeah there is I know, right?

07:59.01
Lauren Haas
I wish. oh

08:00.20
Sasha Long
There is that expectation that like, yeah, I set the boundary. Shouldn't it stop? But yeah, it's going to take time. I...

08:04.95
Lauren Haas
Totally.

08:05.88
Sasha Long
Another tool in this process that you know i've heard you talk about and other people talked about is co-regulation can you talk a little bit about what co-regulation means and in these moments of dysregulation how that can be helpful

08:11.95
Lauren Haas
Mm-hmm.

08:18.85
Lauren Haas
Yeah, I i think co-regulation is so under... talked about in our kind of clickbaity world right now of regulation i think co-regulation really is just The support a child receives from a calm, responsive, trusted adult while they're still learning how to manage their internal world. and independently And I think I want to focus on that.

08:42.18
Lauren Haas
They're still learning, right? Kids. Don't come out. knowing how to regulate, right? And even adults don't always know how to regulate, right? It's not a skill we were always taught. And so i think what's you know the neuroscience and the research shows that You know if the adult is saying through their tone their body language their presence their words Like you're having a hard time and you're not alone in it

09:07.83
Lauren Haas
And I can stay grounded. Right. That child is able to kind of borrow some of that safety from you. Right. Co-regulation has to kind of happen before self-regulation because children don't develop regulation skills in isolation. And I think what we see a lot of is kids coming to school and maybe they're not getting that co-regulation. And so school is kind of the first place where.

09:33.50
Lauren Haas
They are around. trusted adults that have that capacity to hold that space. and so I like to think of it, we would never hand a child a book and say, teach yourself to read with like no instruction or feedback or modeling, right? But sometimes we expect children to...

09:50.30
Lauren Haas
kind of independently regulate during some of their hardest moments without having been consistently supported or taught or shown how to do that.

09:58.88
Sasha Long
Yes.

09:59.24
Lauren Haas
Um. I think self-regulation is like the long-term skill that we hope. kids can carry on into adulthood right but co-regulation is one of those foundational pathways that helps build it. um And I think that's just. built through a lot of repeated experiences of being met with calm and safety and predictability and responsive support and children kind of begin to internalize those strategies.

10:25.04
Lauren Haas
And. I think that unfortunately, you know we look at this. the data and a lot of kids don't have that outside of school and so that does put a lot of the burden on the education system to provide that but i think that that's the amazing role of you know school counselors and sped staff and different behavioral supports in schools is that they do have that.

10:50.60
Lauren Haas
ability to kind of be that person that models that interaction and can help scaffold and guide and help the child understand their thoughts and feelings and behavior.

11:04.81
Lauren Haas
Um. And I think another point about co-regulation that I always like to stress is that it is not rescuing. and It's not removing every challenge. it's kind of giving the child the amount of support they need in that moment so they can return to a place where learning is is accessible, right?

11:23.53
Sasha Long
Yeah, I hear that kind of conversation sometimes, especially like I'm a BCBA, so I'm coming at everything from a behavior analytic lens. And I'll sometimes hear feedback, well, like, well, isn't that reinforcing the behavior? and I don't even see it as that I see it as like, like what you've talked about is like modeling and scaffolding the missing skill, like, because right now we're not in a place that have that we they don't have those behaviors yet.

11:41.55
Lauren Haas
ad

11:48.14
Lauren Haas
Totally. Yeah, that's exactly it. And they just they need that safe landing spot, you know, and. they are just behavior is communication and a lot of time under that dysregulation is an unmet need or not feeling seen or um something that they're trying to communicate and they don't know how so when we you know sit with them through that and i literally i tell educators it's not co-regulation that can just be sitting with a child right like

12:15.92
Sasha Long
Yeah.

12:16.64
Lauren Haas
It takes a while for the chemicals once that... prefrontal cortex goes offline it takes a while for the brain to kind of get back to equilibrium and you know when I see adults kind of talking a kid through something I'm just like no You just gotta to sit there and just...

12:31.28
Sasha Long
Yeah.

12:33.14
Lauren Haas
hold the space and it can feel really uncomfortable because we're really not doing anything.

12:37.99
Sasha Long
Yeah.

12:38.37

Lauren Haas
except kind of just being that regulated space for them and their nervous system kind of feeds off that.

12:46.59
Sasha Long
I think it's. so hard for a few free reasons to do that. One is like, I think educators, support staff, clinicians, like in general, we're like helpers. You know, we're there to do stuff. We're fixers. So it like you said, it does feel odd.

13:01.25
Sasha Long
to just do nothing sometimes like that's hard for me like I'm a talker so I'm like ready to talk and problem solve but you have to like literally tell yourself like shut up like because it's doing too much and I think the other reason it's really hard and I'd love you to talk to about this is

13:04.71
Lauren Haas
Mm-hmm.

13:17.48
Sasha Long
man, we have our own emotional regulation going on and our own, you know, emotions as the adult, as the parent, as the educator going through our head. That. is hard to manage on your own. I see this much more in myself as a parent than I did as a teacher. Like I teach about this, I talk about this. And then I'm like,

13:36.07
Sasha Long
you know, snapping at my own kids because you know, we're in the moment and we have our own frustrations too.

13:40.15
Lauren Haas
totally Yeah, and I think... I look at teachers. there I have so much respect for teachers. I think they're... some of the most hard-working professionals out there and the education system is not really built at this moment to support them in a way that you know, is... is going to support them and being regulated all the time. And it's hard to watch because they do care and they do love their kids, but they're also struggling and they're burnt out. Right. And so.

14:09.31
Lauren Haas
i think you know this is a systemic issue at the end of the day right and i think that

14:13.40
Sasha Long
Yeah.

14:14.92
Lauren Haas
That is something that... we can't solve, but the more that we can kind of... allow for that. just awareness I think is the biggest thing and that relearning right I think a lot of well-meaning adults try but maybe just don't have the understanding or the education around the child development in the brain to really understand that like

14:38.36
Lauren Haas
you know when a ah child is dysregulated they can't access words they can't access these skills that maybe they could have accessed five minutes ago and so i think that you know, when we can separate the child from their behavior, right? I think a lot of adults can get burnt out and kind of have like this moral injury of like

14:58.72
Lauren Haas
this child is defiant or manipulative or, you know, they're doing this on purpose. And I think the more we can kind of separate those things of this child is having a hard time, but they're not a hard child.

15:11.94
Sasha Long
Yeah.

15:12.04
Lauren Haas
and kind of building that. Um, kind of more trauma-informed lens it kind of takes that shame out of the whole process for everyone involved.

15:21.39
Sasha Long
Yes. Oh my gosh. And it's. It's the awareness and the knowledge of it that can help you in those moments, you know, calm yourself down and and recognize what.

15:32.37
Sasha Long
potentially the next. good step could be. What advice do you have? for teachers noticing in themselves any like early signals or, you know.

15:43.49
Sasha Long

so cues within their own body that they may be becoming frustrated and acting from that place of frustration.

15:50.62
Lauren Haas
Absolutely. I think you know every teacher has their own early kind of warning signs per se. And you know for some people, I think it might be more of like a...

16:02.92
Lauren Haas
tight chest or they get rapid breathing or they get hot or a knot in their stomach. Maybe for others it's like a thought pattern. like they're doing this on purpose or this is ridiculous or they should know better and i think

16:10.81
Sasha Long
Mm hmm.

16:16.66
Lauren Haas
what I see is like those thoughts do not make someone a bad teacher they're just information right they're cues that maybe we just need to pause and take a second and that we're getting activated and a lot of our as adults the ways we get activated were the same ways it was when we were younger and the way we learned to cope with it and so i think a lot of this is our own reflective work of

16:41.23
Lauren Haas
what works for my nervous system when I get activated in the moment right like you're managing teachers are managing like 25 little nervous systems that are all feeding off yours so

16:50.83
Sasha Long
Yeah.

16:51.39
Lauren Haas
Once the teacher gets dysregulated, they can kind of feed off of that and so I think I would just encourage teachers to try and identify their personal signals, you know, ahead of time and decide what their reset looks like. and I think just also you know naming it with the students of, hey, when I...

17:11.04
Lauren Haas
need a When I'm starting to get upset, this is what I do. and then

modeling that and doing that when they are having a hard time. like modeling that. as a teacher is so powerful for kids right because we can teach them the information and say this is what to do but i think we also have to remember that a lot of these kids don't have these skills because they're not seeing it at home Right.

17:33.53
Sasha Long
Yeah.

17:33.57
Lauren Haas
And so if a teacher is able to take a hard moment in class, say, hey, I just need ah a moment. I'm going to do this for myself. right if they have the ability to and model that that's so powerful right and it also gives the educator that space to do that, right? And so I think that that also, you know, it doesn't mean that we can just ignore unsafe behavior or abandon boundaries. I think it just means that we can.

18:02.61
Lauren Haas
respond to behavior with safety and curiosity right and from a place of like groundedness for our nervous system and if that means that we model that for the kids and and take a second and it interrupts learning, that's that's worth it.

18:18.80
Lauren Haas
in my opinion

18:18.88
Sasha Long
One thousand percent. I'm like over here nodding, nodding. Yes. And I think oftentimes, I mean, that modeling moment is, like you said, so huge because. You've got 25 little brains looking at you like, and you're you're the person.

18:30.73
Sasha Long
So like when you do it and they're like, wow, she feels frustrated just like I feel frustrated.

18:35.38
Lauren Haas
Yeah.

18:36.44
Sasha Long
And then it oftentimes I think can. you know, slow down escalating

behaviors with kids and like prevent a bigger meltdown.

18:42.72
Lauren Haas
mm-hmm

18:44.28
Sasha Long
like

18:44.82
Lauren Haas
Absolutely.

18:45.07
Sasha Long
I always show this silly TikTok in in trainings that I do. And it's like of a mom doing a makeup tutorial. And in the background, the kid. knocks over her makeup and it breaks.

18:56.18
Sasha Long
And she. Is like. And she's not a teacher. She's a parent. and But she does this so well. She's like, you know what? Mommy's really upset about her makeup being broken.

19:06.48
Sasha Long
Can you go in the other room and watch your show? I need a minute to calm down. And like you can hear the kid kind of talking and go in the other room. And she's like, the mom's mad. But as she would be, your makeup gets broken.

19:16.34
Sasha Long
And and then the kid doesn't flip out.

19:16.41
Lauren Haas
Yeah.

19:18.45
Sasha Long
And I always think like, man, if she would have been like, dang it, you shouldn't have done that.

19:21.53
Lauren Haas
Oh, God.

19:22.02
Sasha Long
That kid would have started crying.

19:23.50
Lauren Haas
Absolutely. And it just would have made everyone more escalated. And it's just like that small pause, right?

19:28.54
Sasha Long
Yes.

19:29.27
Lauren Haas
And and then choosing. And I think also like everybody's. Bodies are different. Deep breathing for me personally, when I'm upset or dysregulated does not work, right? I have to like hold something cold. Or chug water. You know, some people need space. Some people need like something sensory. And so I think it's just.

19:47.79
Lauren Haas
really figuring out what works for your nervous system and your body and then what's beautiful about that that TikTok that you just said is like, yeah. And then that girl. grows up and is like Okay, when I'm upset...

19:59.94
Lauren Haas
I saw my mom take a break, so I'm allowed to take a break, right?

20:02.75
Sasha Long
Yes.

20:03.26
Lauren Haas
Yes. permission to the kids to do that, right?

20:07.77
Sasha Long
Yeah. So we've talked a lot about in the moment, like the the precursor behaviors, the escalation, and you you mentioned a little bit earlier some of the teaching that can happen before an escalated behavior. What does building a regulated environment look like? What does teaching and practicing some of these skills ahead of time look like?

20:27.36

Lauren Haas
Totally. I think, yeah, so much of emotional regulation and happens before. the dysregulation occurs and in that prevention right and so We can't prevent every hard moment and we shouldn't expect to, right? But we can reduce a lot of the unnecessary stress by just creating environments for kids that are.

20:46.84
Lauren Haas
predictable accessible and kind of more relationship centered i think I see that looking like consistent routines that students can see and understand right so a visual schedule maybe on the board.

20:59.32
Lauren Haas
um an advance notice when plans change so just really like trauma-informed practices I think you know clear transitions with warnings and countdowns and just concrete expectations right You're the one driving the ship or the captain of the ship and kids are looking to you, right? And so you have to give them.

21:19.37
Lauren Haas
you know a very laid out foundation of what to expect i love visual timers like you can get one of those big ones for your board and when i go in and i teach in classes i set it right and for each activity i said it and It just helps kids know what to expect.

21:36.80
Lauren Haas
Know when the transition is coming. right I think a classroom space that considers noise and lighting and seating and sensory needs is also really important. Unfortunately most of our schools have these horrendous fluorescent lights, you know, and so getting those little covers for them.

21:56.19
Lauren Haas
um noise machines, I think creating a calm area that really is you kind of

22:05.00
Lauren Haas
i think calm areas are amazing and we also have to teach students how to use the calm area because a calm area can very quickly become more of a punishment space that you're kind of sent to right and so i think that that space needs to be available well before a child reaches the breaking point and we have to kind of teach kids the expectations and how to use that right

22:09.63
Sasha Long
Yes.

22:15.74
Sasha Long
Yeah.

22:26.50
Sasha Long
Yes, i I see that. I honestly, more often than not, I see it used. either as a punishment space or a reinforcer space, which it's kind of not supposed to be either.

22:37.62
Sasha Long
But when used well, it can be such a powerful tool.

22:37.91
Lauren Haas
Mm-hmm.

22:41.08
Lauren Haas
Totally. yeah and i think that just takes you know professional development for teachers as well and i think just kind of giving that and that opportunity to understand what the why behind it right

22:52.89
Sasha Long
Yeah.

22:53.09
Lauren Haas
And that a lot of these things, I think, too, I want to name teachers have so much on their plate. We're telling them to do all these different things while also meet these unrealistic curriculum expectations. And so I think framing things for teachers is like.

23:05.98
Lauren Haas
it's a win-win for you and for me like if we do this prevention stuff earlier on it'll make the rest of the year go smoother.

23:13.34
Sasha Long
Yeah.

23:13.55
Lauren Haas

Um.

23:14.74
Sasha Long
Exactly. All the strategies you talked about, I loved because obviously they would work for a gen ed classroom, but would also work for a student with limited verbal language or more complex needs. Are there any other kind of...

23:29.99
Sasha Long
strategies or supports you recommend for students that have as I said, limited verbal skills, things like that, where you can't really talk about your feelings or name your feelings or things like that traditionally.

23:40.92
Lauren Haas
Yeah, I think this is such an important question because regulation support really can't just depend on spoken language. I think, you know, a non-speaking student or minimally speaking student or a student with complex you know communication needs still has emotions and preferences and sensory experiences and boundaries and communication rights. and The responsibility is on us to widen the ways that we listen to that child. And I think instead of assuming.

24:10.28
Lauren Haas
that they have access to that, obviously, we can ask, how does this student communicate stress? What do we see, you know, in their body or their movement or their facial expressions or their vocalizations or AAC use? You know, what supports help them feel safe? And so I think for a student with those needs, regulation might include just access to a robust AAC, including vocabulary for pain, discomfort.

24:36.91
Lauren Haas
Fear. Anger. you know things like stop or break or help you know so they have access to expressing their needs and emotions and preferences i think visual supports. choice boards, you know giving that autonomy back to them.

24:54.11
Lauren Haas
a lot of first then language and predictable routines. um I think just... like any student. sensory supports based on that individual students.

25:06.87
Lauren Haas

needs You know, we never want to assume what a student needs just based off of a diagnosis. I think. a lot of students just need more processing time. and fewer verbal demands, right?

25:17.82
Sasha Long
Yes. Oh, my gosh.

25:18.84
Lauren Haas
And... Just opportunities to communicate no and consent in meaningful ways, right?

25:25.36
Sasha Long
Yeah.

25:25.52
Lauren Haas
Um. So yeah, I think that's what I would say.

25:28.17
Sasha Long
Oh, I love that like brain dump of ideas right there. And yes, it's saying no, like.

25:33.03
Lauren Haas
and

25:33.11
Sasha Long
Man, like we have to teach our — that's a whole — maybe a different episode for a different time. But like, yes, we have to teach our kids how to say no because if not, they're going to go along with things later in life they maybe don't want to.

25:38.99
Lauren Haas
Yes.

25:43.00
Lauren Haas
Absolutely.

25:44.60
Sasha Long
So.

25:44.40

Lauren Haas
And just like that, that boundary setting, the more we can set boundaries with student, right, teaches them how to take care of themselves and have self-agency and not self-abandon in those moments.

25:55.29
Lauren Haas
Right.

25:55.82
Sasha Long
Oh that's so true.

25:55.57
Lauren Haas
Just because like. you know, when ah an adult gives into a boundary or something that models to the kid that. I'm willing to abandon what I'm saying needs to happen in order for you to be comfortable, right?

26:07.91
Sasha Long
Oh, yeah. am i And you know what, man? it's I have like so many guilt moments in this episode of like, oh, I do that as a parent. Like my youngest, he knows when I like say no for real and he knows when it's like for negotiation.

26:18.48
Sasha Long
And I'm like.

26:18.95
Lauren Haas
Totally.

26:19.42
Sasha Long
God, like you, I really, and I've taught it like it's my fault only.

26:21.94
Lauren Haas
that

26:22.48
Sasha Long
So, but like they figure it out.

26:23.69
Lauren Haas
And Sasha, I want a name to like... I am not a parent and I think parenting when I meet with parents is the hardest job in the world and

the last thing you know you need to do is shame yourself I think that

26:34.42
Sasha Long
Love.

26:35.41
Lauren Haas
parents that are open and willing to learn and like look inward like that is the work and that is going to serve your child so for so long.

26:44.15
Sasha Long
Oh, thank you. You're right. But yeah, it's it's easier. and It's so sometimes when you know too much, right? I'm like, i I'll be in a moment and I'm like.

26:49.10
Lauren Haas
Mm-hmm.

26:51.23
Sasha Long
you know, I'm definitely using bribery right here, not reinforcement, but so what, you know, here we are. My husband's like, you don't have to name that out loud for everyone. and but

26:58.18
Lauren Haas
Totally.

26:59.42
Sasha Long
um So the last kind of piece of this process, I think, is the is the repair. Like what happens, you know, think of the escalation cycle as we go down the mountain and we've recovered. What advice do you have for educators and parents on that repair piece?

27:14.35
Lauren Haas
Yes, i I honestly think repair is... probably the most important. thing out of all of this, right? Especially as someone I'm adopted and so my attachment system got activated a lot growing up when things weren't repaired.

27:29.69
Lauren Haas
And I just see that recovery moment matters so much because that is where kids learn what relationships look like after conflict. stress, mistakes, or that loss of control, right?

27:41.57
Lauren Haas
Repair is not a forced apology. after meltdown it's not pushing it under the rug It's not making a child kind of relive the hardest moment. it's And it's not pretending like nothing happened. i think Repair happens after when everyone's regulated enough to connect and reflect.

28:00.78
Lauren Haas
right and that

28:01.38
Sasha Long
Yeah.

28:02.20
Lauren Haas
might sound like you know earlier was really hard and i'm glad you're feeling more settled and and let's talk about what happened right Repair teaches accountability without that shame.

28:13.88
Lauren Haas
right And it says your behavior may have had an impact, but you are still worthy of this connection and I'm not leaving you. And that for kiddos, especially with a trauma background, is so important because as they usually don't have those moments of repair at home.

28:29.91
Lauren Haas
And so it also kind of gives adults the opportunity to model accountability, right? A lot of kids never hear. I'm sorry I messed up from an adult. When we can model, hey, maybe I didn't handle that right, or maybe I didn't hear you correctly.

28:38.90
Sasha Long
Yeah.

28:43.90
Lauren Haas
Right. That is so powerful for kids, you know, and the more that we can own, maybe if we were short or impatient or miss something. Right. Children learn so much.

28:55.85
Lauren Haas
when they see adults apologize sincerely and work with them to make a

plan. right

29:00.97
Sasha Long
Yes.

29:02.03
Lauren Haas
And so I.

29:02.24
Sasha Long
I lost. I love all that advice.

29:03.20
Lauren Haas
Oh.

29:03.84
Sasha Long
No go ahead. Keep going.

29:05.36
Lauren Haas
Yeah. And I think the goal is. To really just strengthen that trust and understand what the child needs. And it's not condoning what happened, but I think reflection and that repair.

29:16.42
Lauren Haas
you know, after regulation returns. are part of that co-regulation process and they kind of help the child feel safe again um and and safe enough to kind of reflect and be like okay this doesn't make me a bad person what happened.

29:33.19
Sasha Long
Yeah. And it's it's such a good point you make that, like, kids aren't. aren't seeing this or aren't having this happen may not be having this happen outside of school so we're sometimes the ones that really have to teach this process

29:45.97
Lauren Haas
Totally. And it teaches them, too, how to repair in friendship. How to say...

29:50.33
Sasha Long
Yeah

29:51.02
Lauren Haas
just because we had a fight doesn't mean that we're not friends anymore right conflict is a

29:54.62
Sasha Long
And that, man, that happens in elementary school. They're like, nope, we're done. And it's like, well, okay, we're going to move on.

29:57.65
Lauren Haas
Oh.

29:58.76
Sasha Long
but but

29:59.62
Lauren Haas
That's a daily occurrence in my office. And then two minutes later, you know, it's like a lot of times I just, I'm the mediator and I say, okay, this sounds like what you were feeling.

30:01.01
Sasha Long
Yes.

30:07.42
Lauren Haas
This sounds what you were feeling. And you just realize that kids, you know, we're all speaking out of our wounds and out of these places of ways we were hurt and little kids are the same way. Right. And if we can help give them the language and help them understand what someone else is going through, you know, kids are very naturally they're only really thinking about themselves.

30:27.27
Sasha Long
Yeah.

30:27.39
Lauren Haas
So I think that ability to repair can kind of help build that awareness of other people and my impact on other people, right?

30:34.99
Sasha Long
so true so we're not just like disinviting people to our birthday

parties for the rest of our lives

30:40.45
Lauren Haas
Absolutely.

30:41.84
Sasha Long
ah Lauren, I love this. I love all your advice and how it feels. It feels doable, like looking at, you know, these kind of simple like. Not simple, but, you know, mindset shifts and strategies that we can use in the moment or to think ahead. So thank you so much for sharing all of your expertise and advice. Where can people go to learn more from you?

31:02.26
Lauren Haas
Of course, thank you so much for having me on here. It's been awesome talking. um I am on Instagram at thecognitivecounselor. Feel free to give me a follow, shoot me a message.

31:12.06
Sasha Long
Yes. I love all of your your content. That's where I originally found you. So thank you so much. Go give Lauren a follow. And thank you again for joining us.

31:22.89
Lauren Haas
Awesome. Thank you so much, Sasha.