

# THE IMPORTANCE OF DESIGNING THE ATMOSPHERE



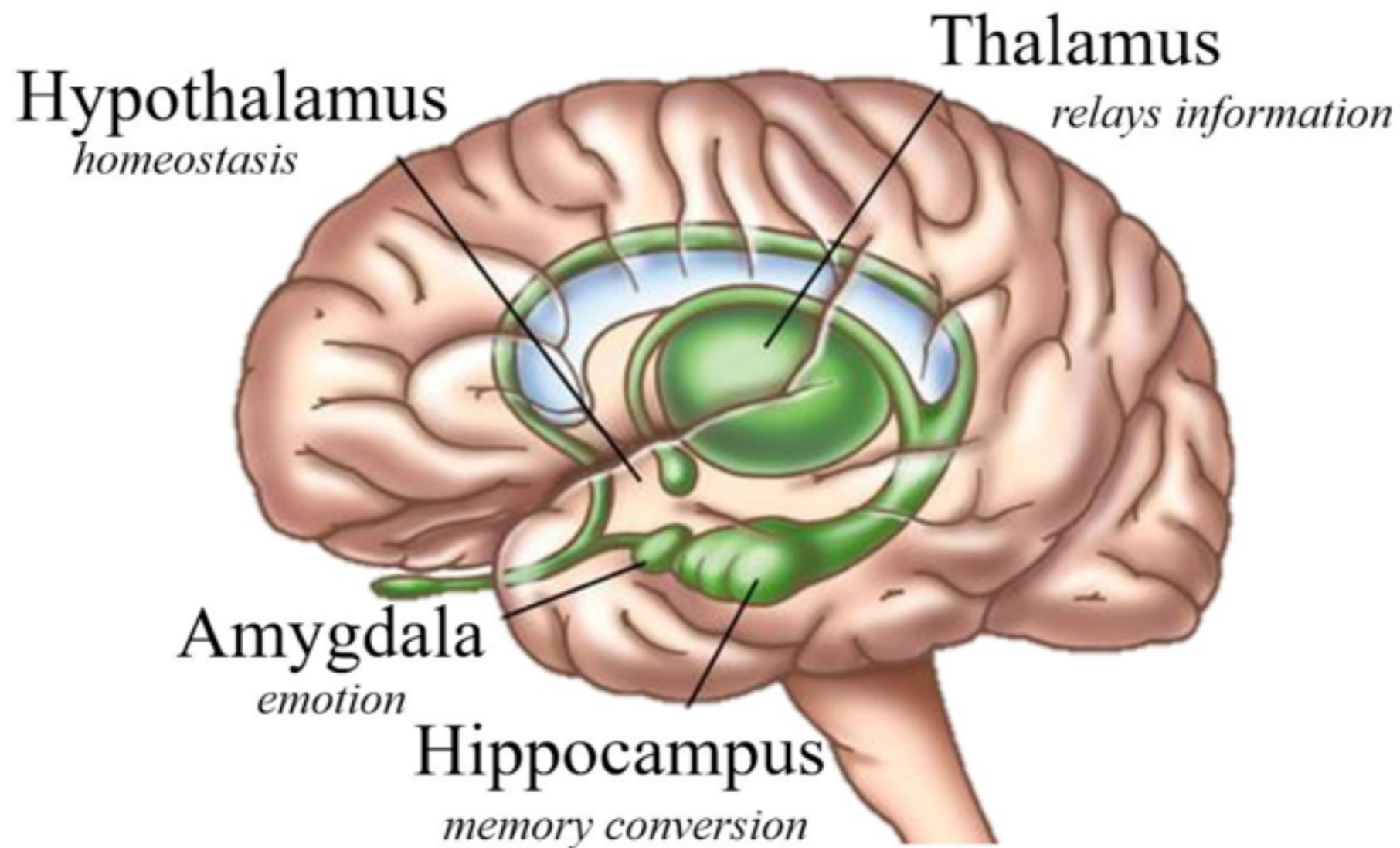
**TPPTK**

# An Brief Overview of Stress Regulation

*‘A child who can’t pay attention can’t learn,  
and a child who can’t learn can’t succeed.’*

Dr Stuart Shanker

# The Limbic System





# Limbic Resonance

- \* The Prefrontal Cortex (PFC) controls rational thought
- \* The Limbic System responds to perceived threats, subduing the PFC
- \* Limbic Resonance occurs naturally when you faced with someone else's limbic system, whether positive or negative, over riding both parties' PFC

## REST AND DIGEST

- Effortless/Easy Breathing
- Ability of Diaphragm & Pelvic Floor to lengthen
- Confident 'Spring', 'Light' Movement Behaviour
- Awareness of Movement Patterns
- Clear Sensory Awareness of Body
- Movement Variability
- Good Weight Distribution Through The Feet
- Controlled Breathing Through Movement

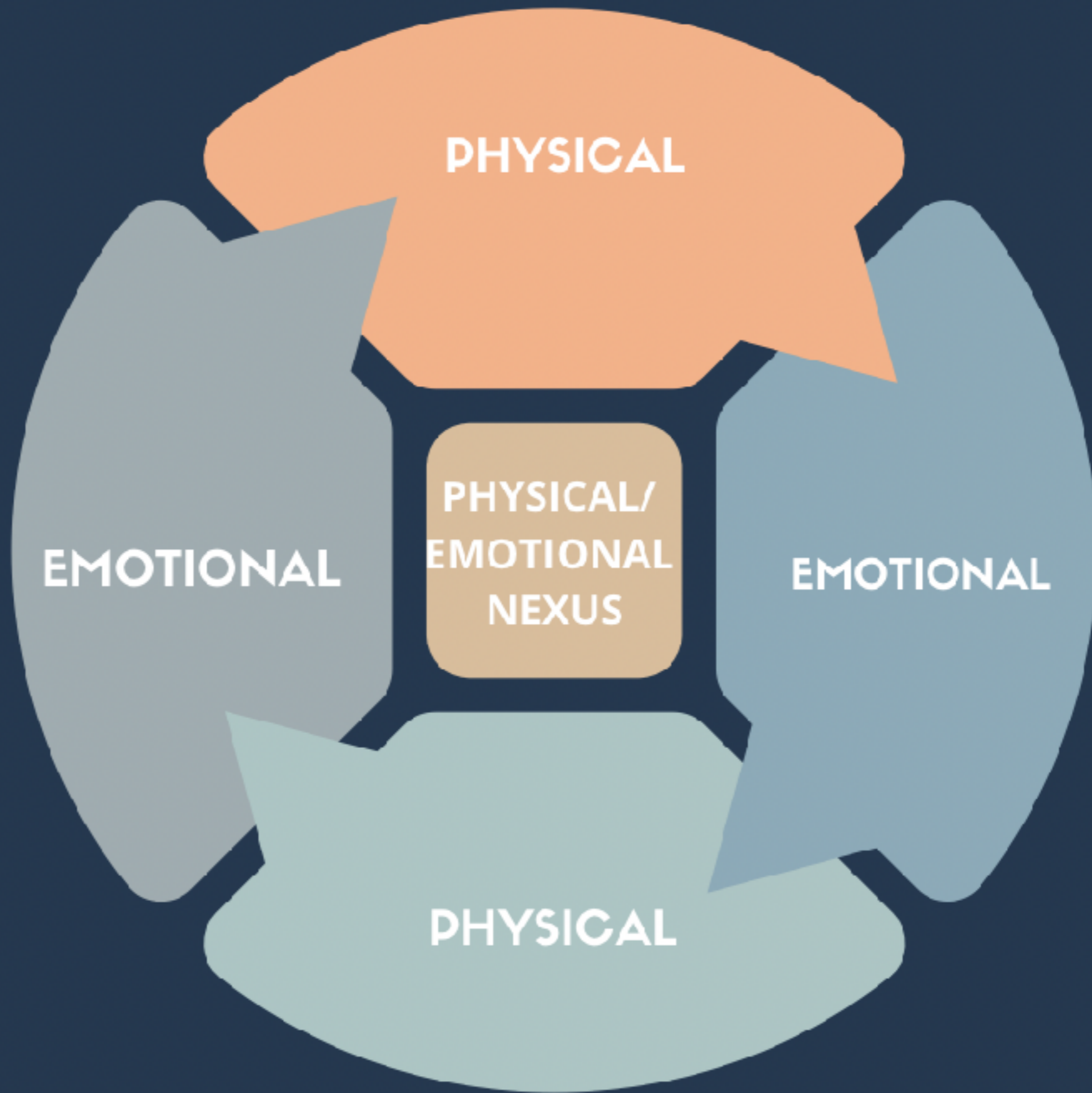


## FIGHT OR FLIGHT REACTIONS

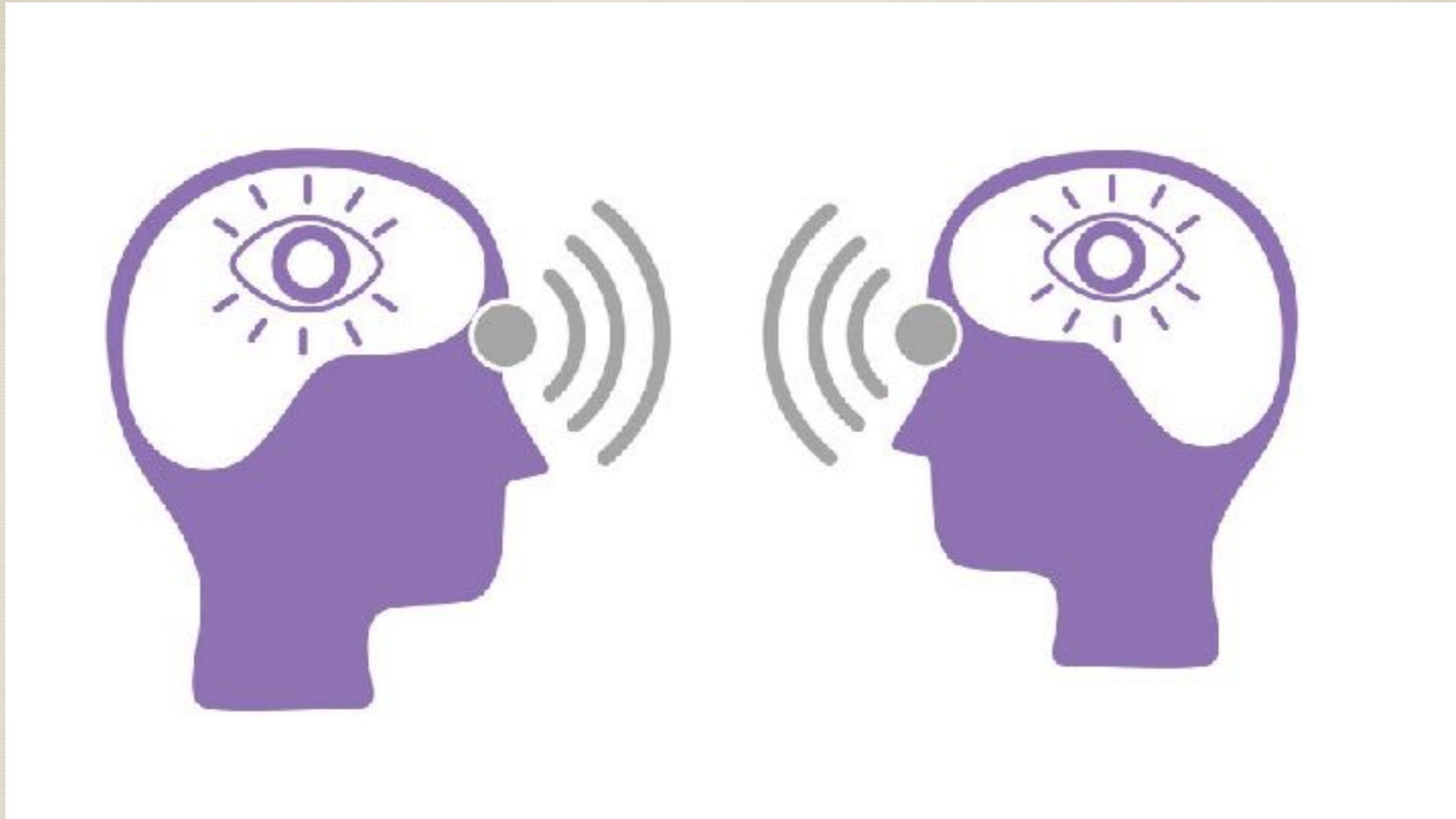
- Increased Breathing Rate & Depth
- Decreased Movement of Diaphragm & Pelvic Floor
- Protected Postures & Movement Patterns
- Decreased Awareness Or Recruitment
- 'Smudged' Motor Maps For Patterns of Movement
- Decreased Movement Variability
- Rigidity
- Poor Weight Distribution Through Feet
- Poor Control of Movement With the Breath

Source: Practical Psychology  
<https://practicalpie.com/fight-or-flight/>





# The Interbrain



Parent and Child Interbrain connection is established and maintained by touch, shared gaze, voice, and, most of all, shared emotion.



# SYMPATHETIC/ PARASYMPATHETIC NERVOUS SYSTEM

**SYMPATHETIC** - nervous system releases adrenaline and cortisol, and activates energy to up-regulate

**PARASYMPATHETIC** system releases acetylcholine and serotonin to down-regulate

ACTIVATION  
(GAS)

Sympathetic  
Arousal

**CALM**

INHIBITION  
(BRAKE)

Parasympathetic  
arousal



*FIGHT, FLIGHT OR FLOODED*

*HYPERAROUSED*

*CALMLY FOCUSED AND ALERT*

*HYPOAROUSED*

*DROWSY*

*ASLEEP*





# Become a Stress Detective

- How to notice if you need up/down regulating
  - \* WARNING SIGN - eg. physical
  - \* DANGER ZONE - eg. tone of voice or face
  - \* REACTION - e.g. relax shoulders, sit up straight and smile

# Self-Regulation as a Teacher during lessons

- Lower your centre of energy
- Find presence by using physical touch on surrounding surfaces
- Be aware of your warning signs
- Time your lessons effectively

# Helping Children and Parents to reduce stress during lessons

- Big up the small talk (both up and down regulation)
- Find space and encourage hugs between parent and child (down regulation)
- Be specific - praise and focus points must be verbally clear
- Give clear priority for the week ahead



# Counteracting the effects of Limbic Resonance

1. Read the Signs and Reframe the Behaviour
2. Become a Stress Detective
3. Reduce the Stress
4. Reflect to Develop Self-Awareness
5. Respond to figure out what this child finds calming