

## The Intersection between Regulation and Communication



Welcome! We're so glad you're here.

In the chat, please share:

- Your name and role (teacher, coach, administrator)
- Your location
- What is a form of non-verbal communication that you regularly use in the classroom or with your co-workers?

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## Becker's Education Team



Wesley Trammell, E.E.C.



Christina Fleming, M.Ed.



Elizabeth Ward, M.Ed.



Emily Whiting, E.E.C.

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## Things to Know...



Certificates



Recording



Resources



Evaluation

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## Mindfulness Moment



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## Today's Guest ...



**Sheila Chrobak**  
M.S., CCC-SLP

Sheila's passion is in the play! The "work" of childhood is all about exploration, hands on experiences, trial and error, moving and grooving! She takes pride in her unique approach to speech-language therapy services and in recognizing the influences of the "whole" child on their targets and progress within sessions.

Over the past 23+ years Sheila has served children in all types of settings and collaborated with a range of professionals including pediatricians, neurologists, neuropsychologists, occupational therapists, physical therapists, and classroom teachers. Additionally, Sheila has enjoyed presenting at conferences, publishing an article, mentoring undergraduate and graduate students, and creating a variety of therapeutic activities to support clients' growth and development.

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## The Intersection between Regulation and Communication

Sheila Currier Chrobak, M.S., CCC-SLP  
Dot to Dot: Pediatric Speech Language Therapy LLC



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# What's our plan for today?



Overview of Regulation & Communication



The Intersection between Regulation and Communication



Practical Strategies to Support Regulation and Enhance Communication

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## Regulation

Regulation is our ability to manage and adjust our emotions, thoughts, and behaviors in response to different situations.

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**REGULATED**  
MEANS THAT ENERGY LEVELS MATCH THE TASK

**How Can You Tell if a Child is Struggling With Self-Regulation?**

- 1. Difficulty staying on task or completing activities
- 2. Struggling with transitions or changes in routine
- 3. Having difficulty getting or staying focused
- 4. Having difficulty following directions

**6 signs A Child is REGULATED**

- 1. The child is able to follow directions
- 2. The child is able to play independently
- 3. The child is able to play cooperatively
- 4. The child is able to play for extended periods of time
- 5. The child is able to play with a variety of toys
- 6. The child is able to play with a variety of friends

*Right now we are in the business of helping dysregulated kids, when we need to be in the business of keeping kids regulated in the first place.*

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# Communication

Communication is our ability to attend to, process, respond to information and to express our thoughts with others. It includes our ability to send and receive information. It's the exchange of information.

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**Communication is Complex!**  
*(even under the best of circumstances)*

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auditory processing  
 receptive language  
 voice quality  
 attending to non-verbal cues  
 code switching  
 articulation  
 shared engagement  
 vocabulary/word retrieval  
 repairing communication breakdowns  
 attention to most salient info  
 respiratory timing  
 velopharyngeal closure  
 volume  
 working memory  
 motor planning/coordination  
 prosody/rhythm/intonation patterns  
 eye gaze referencing  
 turn-taking  
 executive function skills  
 fluency  
 organization of thoughts  
 social pragmatic/filtering/inhibitory response  
 grammar/syntax

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## What does a Speech Language Pathologist Do?

- **assess and treat communication disorders including:**  
speech/articulation, receptive language, expressive language, fluency, voice, and social/pragmatic language disorders, phonological/dyslexia, awareness challenges, executive function difficulties as they relate to communication challenges
- **assess and treat feeding/swallowing disorders**
- **collaborate and coordinate care with an individual's full support team including parents, caregivers, teachers, pediatrician, neurologist, occupational therapist, physical therapist**
- **work with individuals with a variety of diagnoses, often complex and multisensory in nature, including:**  
Autism Spectrum/Neurodiverse Profiles, Childhood Apraxia of Speech, Central Auditory Processing Disorder, Attention Deficit/Hyperactivity Disorder, Social Communication Disorder, Fluency Disorder, Traumatic Brain Injury
- **where do SLPs work?**  
early intervention programs, schools, hospitals, inpatient and outpatient clinics, private practices

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## Regulation and Communication in Real Life!

- **transitions**
- **following directions**
- **answering questions**
- **sharing back washboards**
- **retelling experiences**
- **conversational and social interaction**
- **learning new vocabulary and concepts**
- **academic skills development**



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# Communication Tools

Use Visuals Visuals Visuals!

Be clear and direct.

- Identify something concrete you are seeing/hearing.
- Provide language and vocabulary around what your observation may indicate.
- Provide a support/tool option(s) around that specific observation.

Provide the language and vocabulary every time.

Practice the skills, language, and vocabulary for regulation in play.

Model self-regulation language and vocabulary through your own experiences.

Pause. Leave more space for a response.

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proprioception: 

visual: 

auditory: 

oral motor/sensory: 

vestibular: 

touch: 

interceptive: 

olfactory: 

Tools to support Sensory Regulation

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## Checking In

- "How are your body and brain feeling?"
- "Are your body and brain ready for X?"
- "If you're not ready, let's figure out what your body and brain need to get ready."
- "Check in with what's happening in your body and your brain."



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# Tools to Support Cognitive Regulation

inhibitory response:  Freeze

turn-taking: 

attention/focus: 

problem solving/mental flexibility: 

working memory: 

time management: 

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# Tools to support Emotional Regulation

practice modulation



make a plan for anticipated emotional responses and practice  
make a plan around anxiety  
climb back up to the cognitive brain



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# Collaborating with Parents and the Whole Team

Hi Parents,

I thought it would be useful to send an email home [redacted] regarding data prior to arriving here that we identify this week and in a 2000 document. Not in the typical, super happy mood of many teachers, I might also be extra firm to write into all activity. I think this is going to be an effort to get to your being about a head-start!



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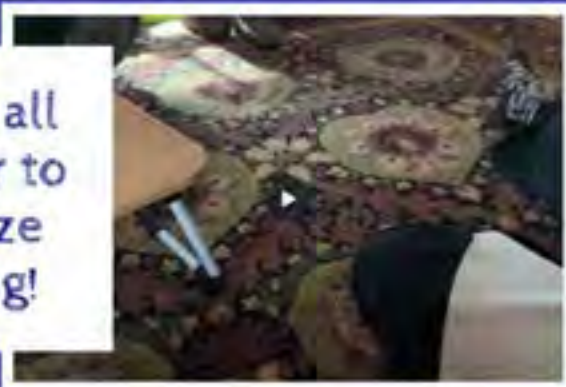
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Tying it all together to optimize learning!



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## Questions?



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## Resources

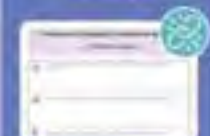


Regulation & Communication  
Quick Reference Download

### Webinar Reflection Guides



Inspiration Into Action  
Reflection Guide



Therapeutic Strategies for  
Educational Settings  
Reflection Guide

### NEW Blogs!



Becker's Blog:  
Sounds Like Success



Becker's Guest Blog:  
The Intersection Between  
Regulation and Communication

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## Where can we find Sheila?

Podiatric Speech Language Therapy LLC



www.dottodot.com



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## Evaluation



Click on the link to answer 3 quick questions.  
Upon completion, your certificate will be  
available to download.

Thank you for submitting your webinar evaluation. Click here for your certificate: <https://www.dottodot.com/certificate>



If you registered to attend our live session, you will also receive your certificate via email.

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## Stay Tuned for More...

March 2024 - 11:00 AM - 12:00 PM

**Self-Regulation Strategies for Emotional & Sensory Support**

Dr. Michelle Beck

Click here to watch the recorded session.

March 2024 - 11:00 AM - 12:00 PM

**Understanding Sensory Processing & Sensory Mismatch**

Wednesday, February 12, 1:00 PM ET

Dr. Michelle Beck, MEd, CDEI, The Occupational Therapist

Click here to watch the recorded session.

April 2024 - 11:00 AM - 12:00 PM

**Supporting Children's Social-Emotional Learning Through Play**

Christine Ballinger, MEd, LCAT, SP-1

Wednesday, April 24, 1:00 PM ET

Register Here!

May 2024 - 11:00 AM - 12:00 PM

**Beyond the Therapy Room: Using Therapeutic Strategies Through Play to Support All Children**

Wednesday, May 15, 1:00 PM ET

Register Here!

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