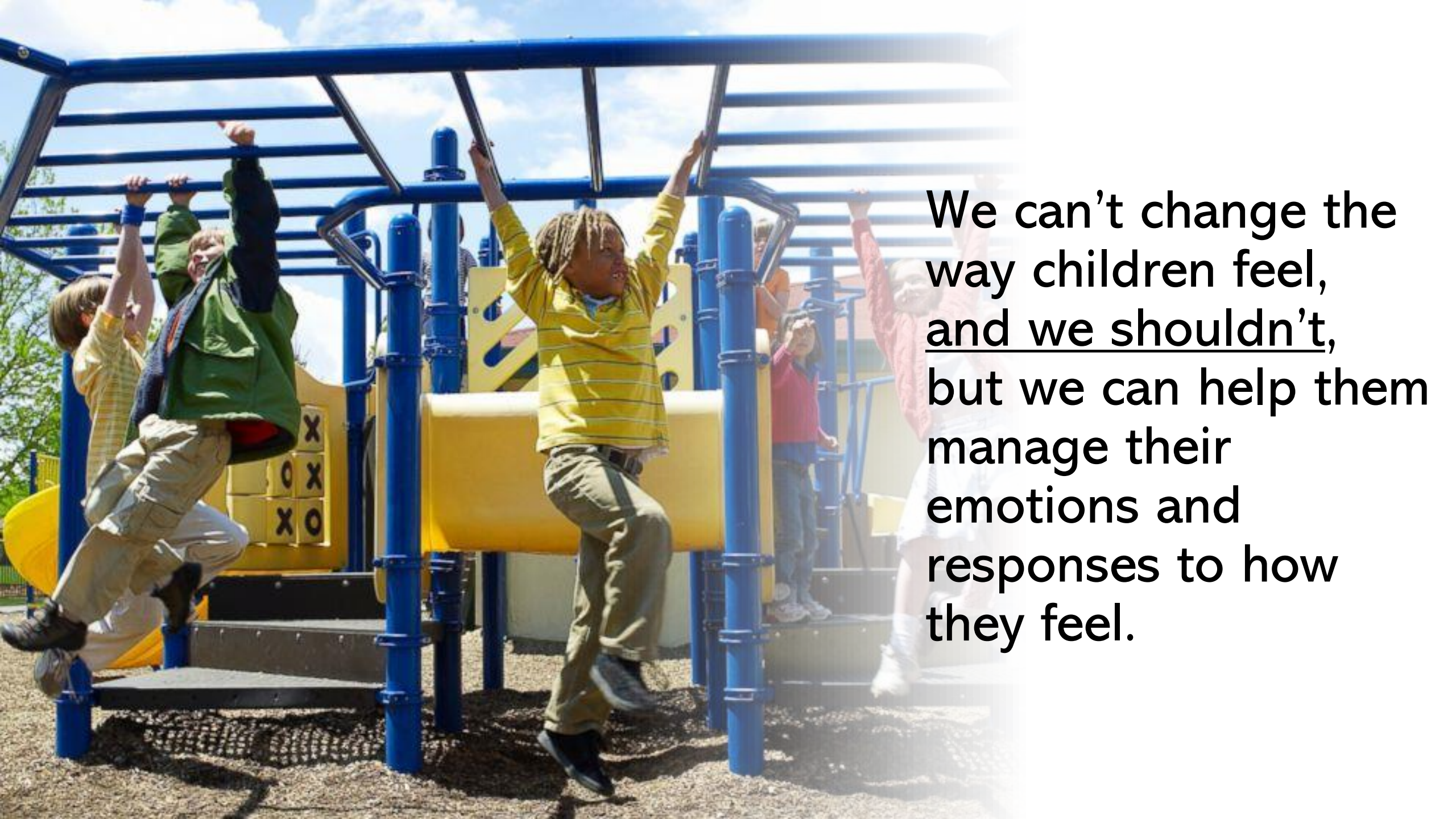


Emotional Regulation Strategies





We can't change the way children feel, and we shouldn't, but we can help them manage their emotions and responses to how they feel.

Emotional regulation: The ability to **recognise** and **manage** our feelings in a healthy way.

Why is it important?

- Relationships
- Understanding their own feelings -> others -> the world
- Responding and coping
- Engaging safely

60 second word
generation:

How many
emotions can you
think of?





Tick how many
of these you
have
experienced
this morning.



Tick how many
you believe your
child/children
have experienced
this morning.

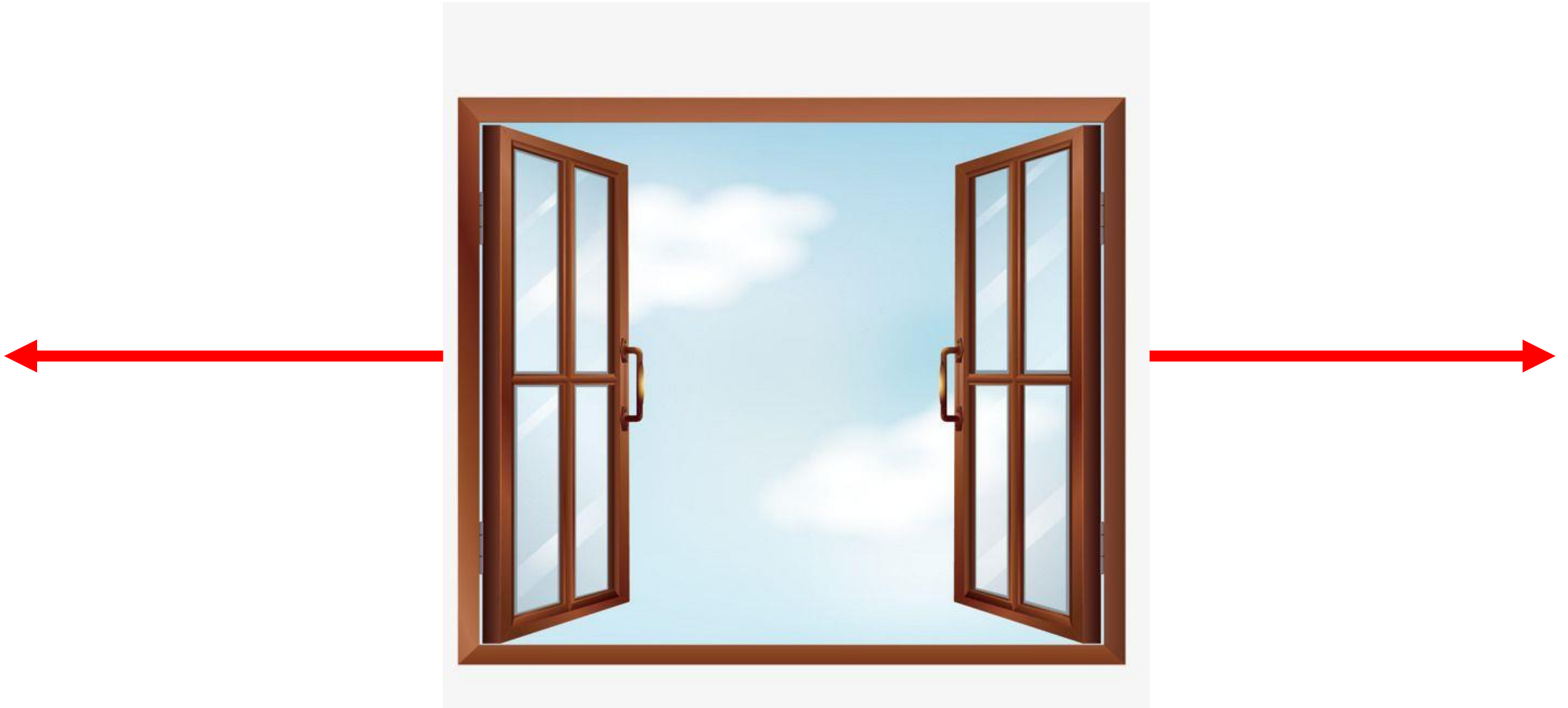
Window of Tolerance

-
- Inside the window
 - Narrowing
 - Outside the window

Example..

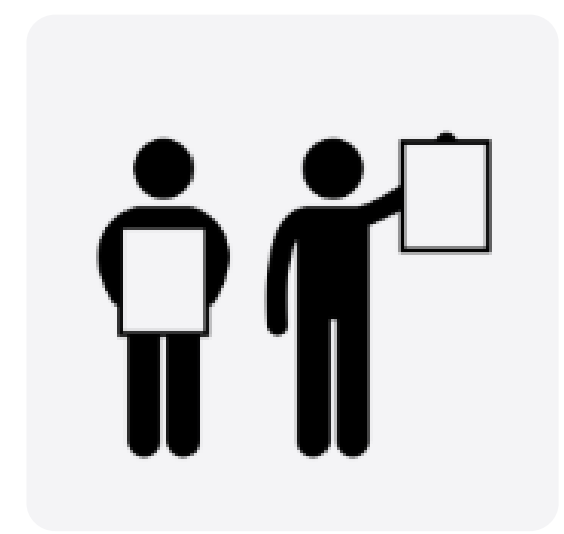


Widening that Window of Tolerance



1. Widening that Window of Tolerance

- Increasing happiness
- Modelling
- Building resilience



Increasing happiness



- What makes your child **truly** happy?
- How often can they engage in that activity?
- How can we make time to find more opportunities for this type of happiness?
- What makes your child belly laugh?

Music, socialising, outdoors, creativity, mindfulness, exercise

Playing and talking about emotions

Explicitly comment on examples of healthy emotional regulation.

- *Focussing and concentrating*
- *Sticking with a tricky activity*
- *Staying calm when something goes wrong*
- *Expressing their thoughts, feelings or ideas*
- *Solving a difficult problem independently*



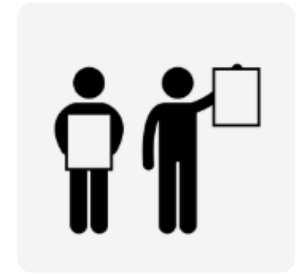
Modelling

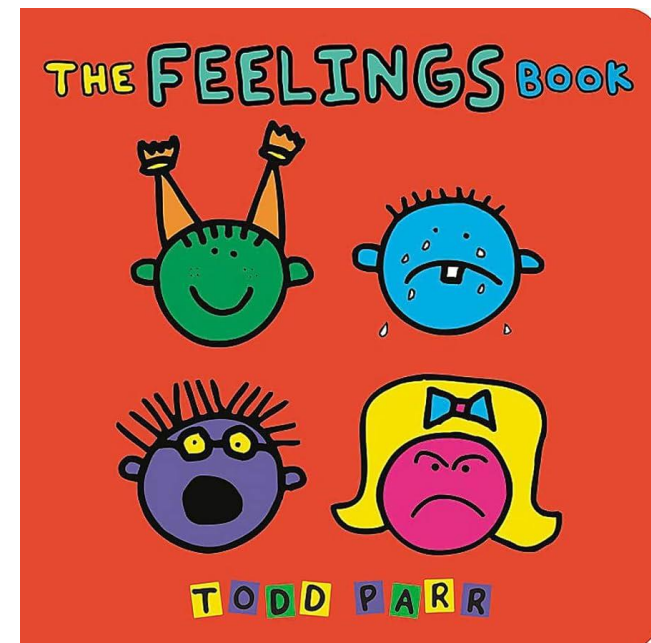
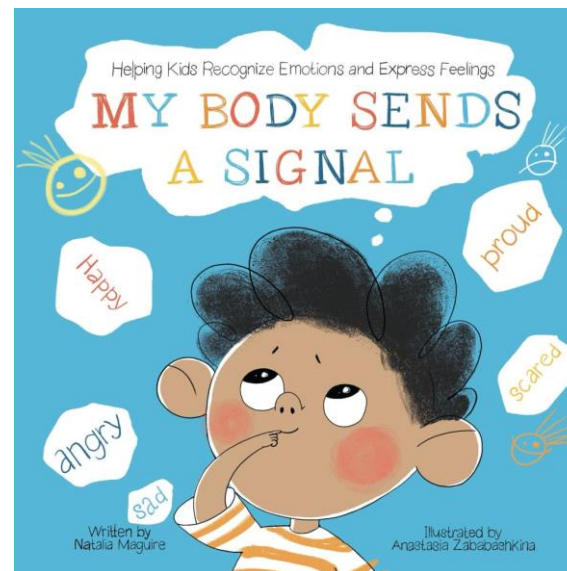
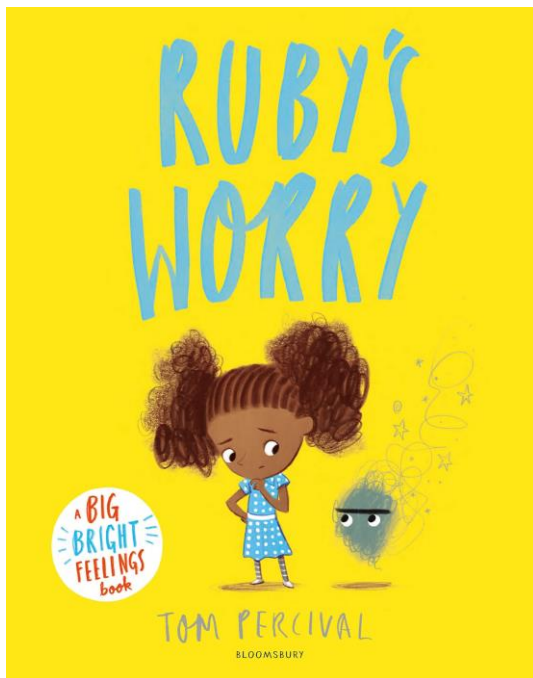
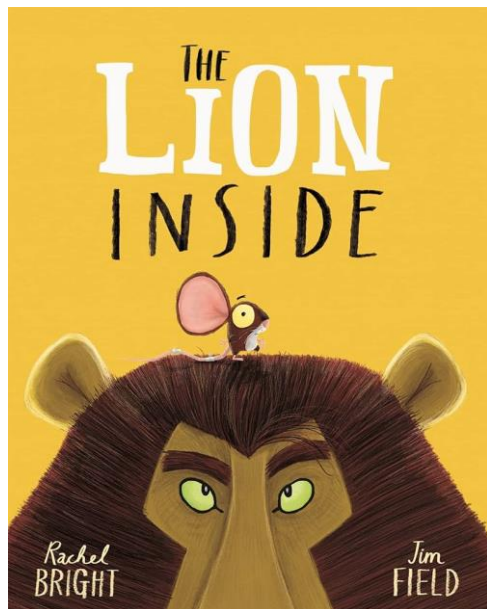
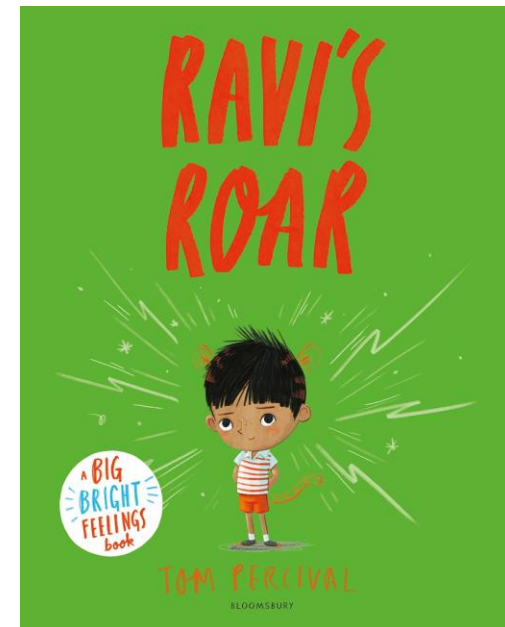
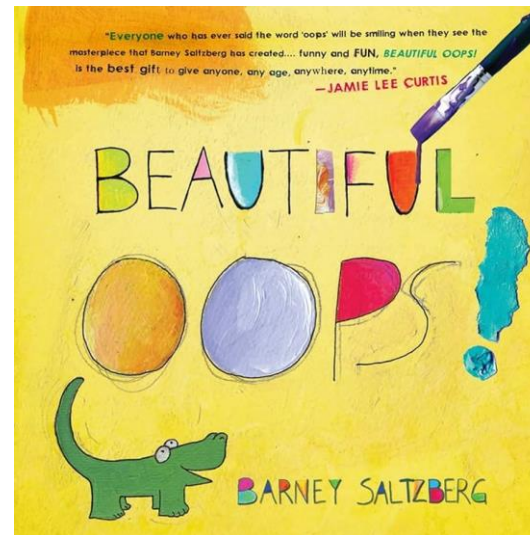
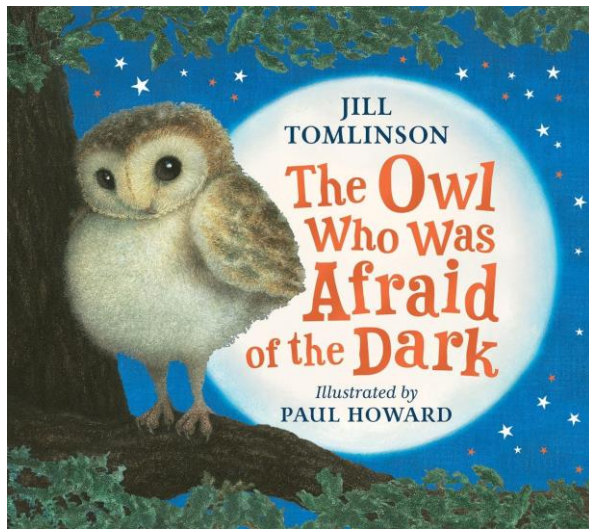
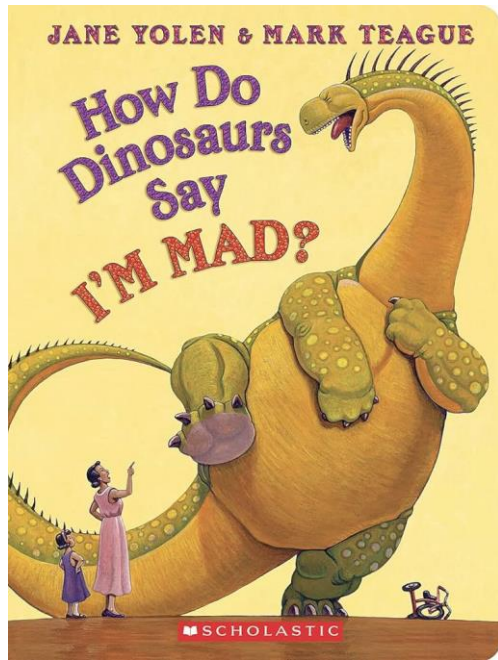
Talk aloud about your own emotions

Talk about asking for help

How do we respond to stress?

How do we self-regulate?





2. Self-regulation strategies

- Naming the feelings
- Reflective listening
- Building a toolkit



Naming the feelings

Zones of Regulation



Blue Zone

Sad - Bored
Tired - Sick



Green Zone

Happy - Focused
Calm - Proud



Yellow Zone

Worried - Frustrated
Silly - Excited



Red Zone

Overjoyed/Elated
Panicked - Angry - Terrified

Naming the feelings – the first step

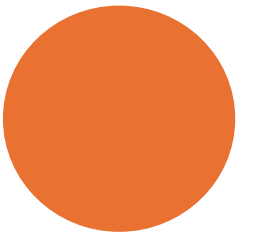
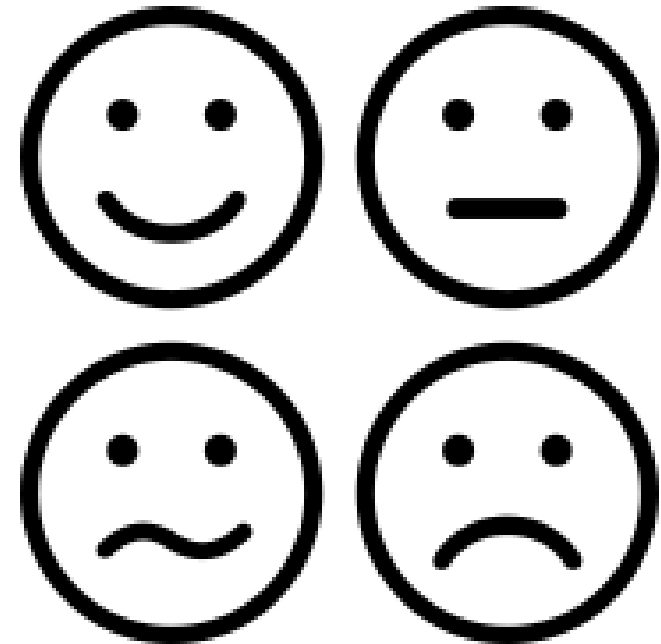
It sounds like you...

You sound like you're...

That must have felt...

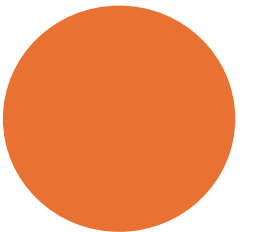
I know it can feel ___ when...

You seem... am I right?



Reflective listening: *curiosity, recognition, being alongside*

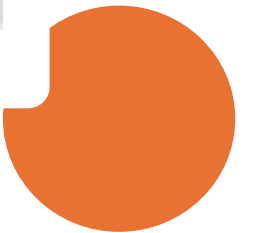
- Full attention
- Repeating back and paraphrasing
- Leaving space
- Listen to the feelings, not just the problem
- Use open questions
- No need to problem-solve





Building an emotional regulation toolkit:

1. Grounding strategies
2. Breathing exercises
3. Physical /sensory
4. Soothing exercises



Grounding strategies



With your five senses



Body scan - how does your body feel from head to do



Reciting something



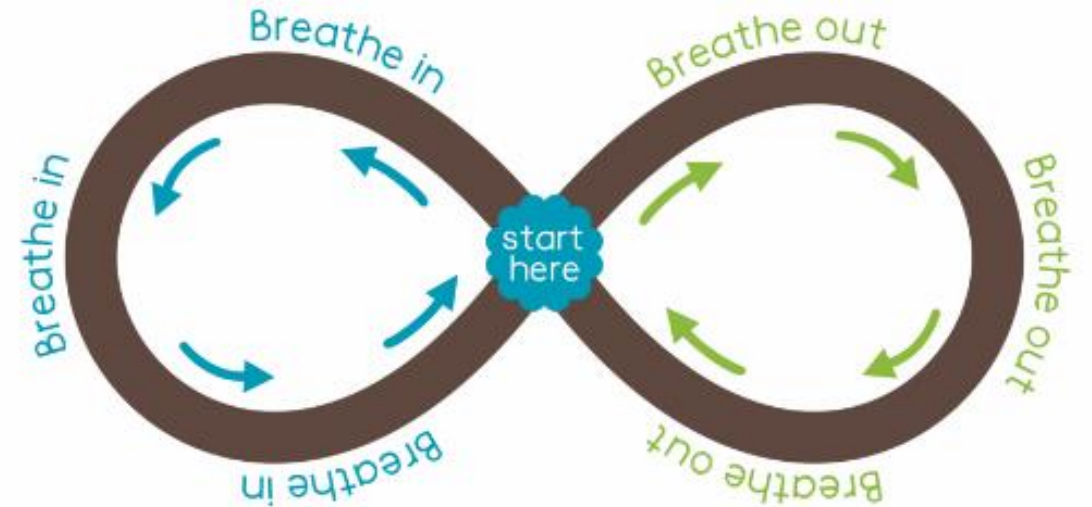
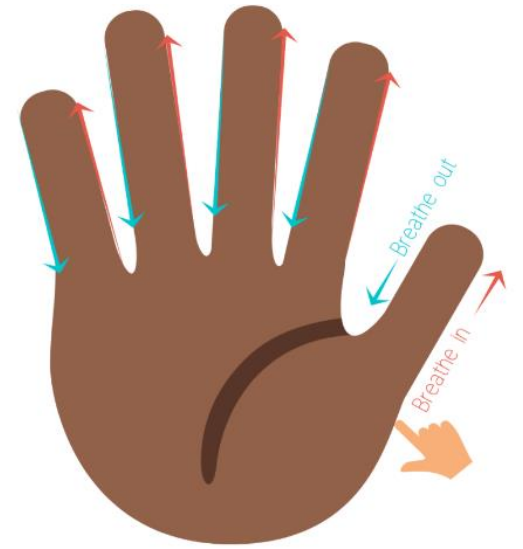
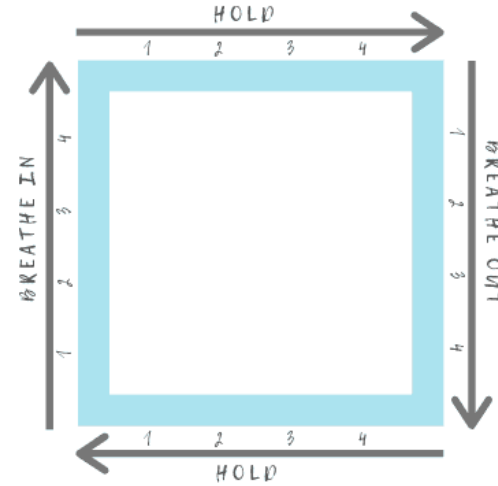
Memories



Think in categories 'ice-cream categories', 'football teams'.

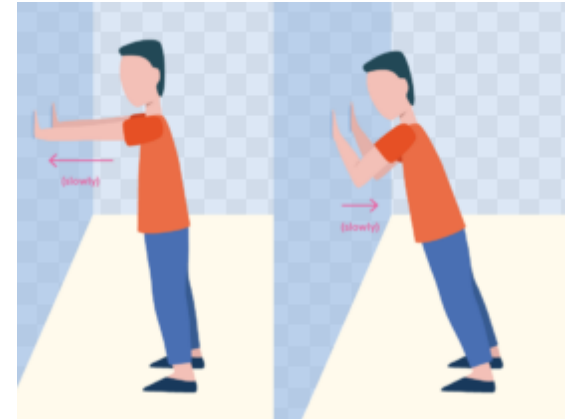
Breathing

- figure of 8 breathing
- 5 finger breathing
- square breathing
- belly breathing



Physical/sensory

- Finger pull
- Hugs + physical contact
- Wall push-ups
- Squeeze a toy
- Sand/water
- Digging heels into the floor
- Taking a walk
- Stretching
- Drinking water
- Animals /pets



Soothing and calming

- Safe and calm place
- Supportive statements
- Emotions journaling
- Drawing how you feel
- Taking a break
- Reading
- Music
- Talking



Think of a situation where you can remember your child was outside of their window of tolerance recently.

1. One way you will support them to widen their window of tolerance
2. One new tool you will support your child to use in their regulation toolkit
3. Your key takeaway from the session

Share this with the person next to you when ready.



Before we go...

