



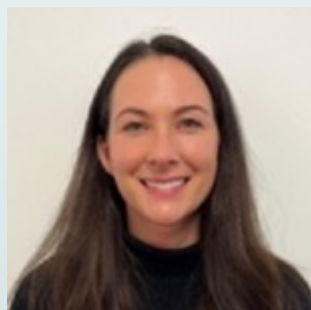
SUPPORTING EMOTIONAL REGULATION AT
ST JOHNS Highbury Vale



- What is '*emotional regulation*'?
- What tools do we use in school to support pupils emotional regulation?
- How can we support this at home?
- Questions

THE BRIDGE OUTREACH SERVICE

We are a team of 4 Special Needs Professionals, all with extensive experience working in schools with autism and special educational needs.



Team:
Ashleigh
Menita
Sarah
Laura



We have over **1015** pupils currently on our caseload, across all Islington schools.

We support any young person attending an Islington school, whether or not they are an Islington resident.

WHO ARE THE NRC OUTREACH TEAM? WHAT DO WE DO?



SEND

Communication and interaction.
Cognition and learning.
Sensory and/or physical needs
Social, emotional, and health difficulties.



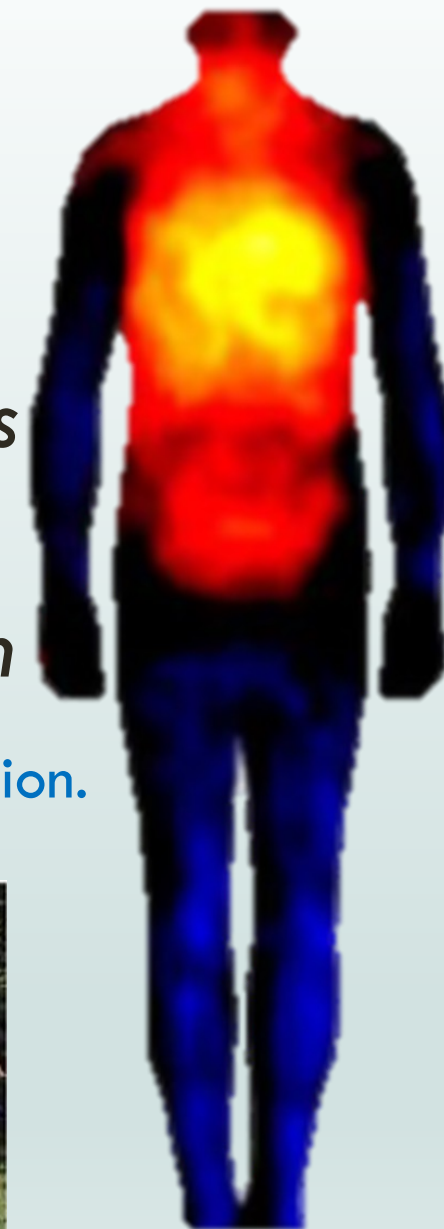
New River College





What is 'emotional regulation'?

Self-control, Resilience, Self-Management, Anxious behaviours, Refusal, Absconding, Anger Management, Impulse Control, Sensory Regulation



We want all pupils to move from co regulation/ mutual regulation to self regulation.



How we cope with the help of others.

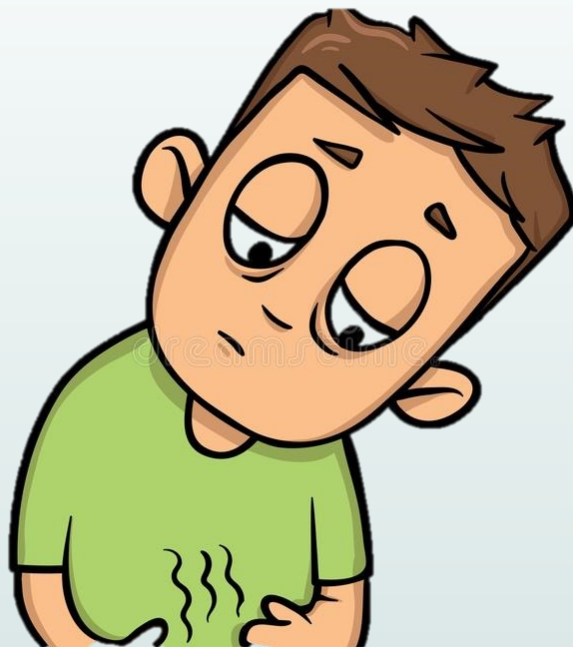
How we cope on our own.



'Bad' Behaviour Iceberg



WHY SHOULD WE TALK ABOUT THIS WITH PUPILS?



What tools do we use to support pupils with emotional regulation?



**Social
Understanding**



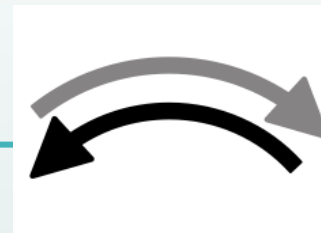
Communication

Autism

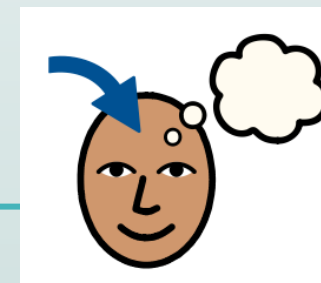
Differences in:



**Sensory
Processing**



Flexibility



**Information
Processing**

WHAT IS DONE IN SCHOOL TO SUPPORT EMOTIONAL REGULATION?

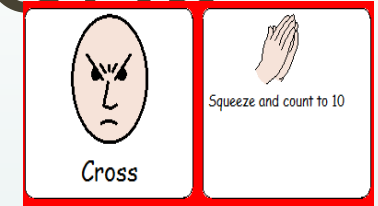
Teach the pupil to recognise and label their own emotions

- Start with three basic emotions: Happy, Sad and Cross
- **Label the emotion** for them and **show them a picture of it as it happens**. E.g. *'You're happy because you're in the swimming pool/on the swings etc.'* You can wear Emotions Keyrings for easy access to visuals
- When the child starts to understand what s/he is feeling and has a word for it, **make an Emotions Book**. *Here are some things that make me happy. I am happy when I go swimming. I am happy when I eat spaghetti etc.*
- Help the child to **generalise** understanding of that feeling across the day.



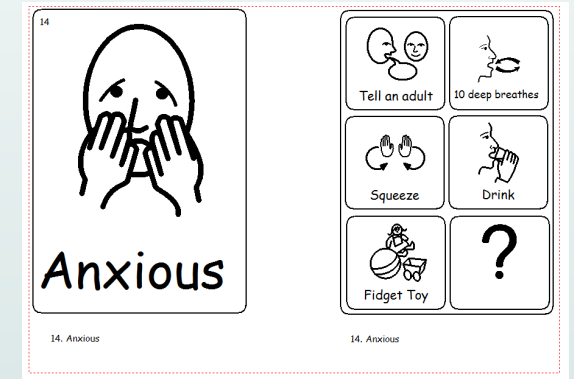
DEALING WITH ANXIETY AND EMOTIONS

Prepare reactive strategies to behave appropriately when they experience these emotions.






Use a Social Story or a Social Rule to show the child the best way of reacting to a particular emotion e.g. *When I feel cross, I squeeze my hands together and count to ten. In my room I can sit in my tent to feel calm.*

Practice these appropriate reactive strategies with the child so that they become fluent and automatic.



Alternatively, stick a list of reactive strategies to the back of the relevant emotion card on the Emotions Keyring.

Older children can learn to use a Emotion Scale to identify a variety of stressful situations and the appropriate reactive strategies to use in such situations.

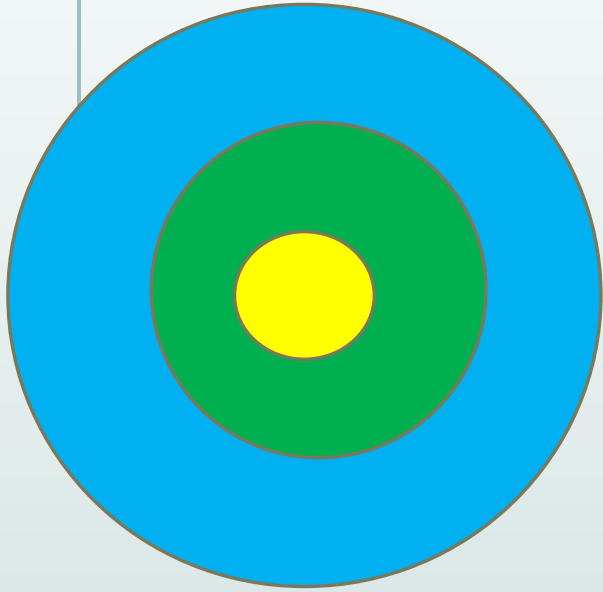
Level	Person, place or thing	Makes me feel like this     	How does it feel in my body? 	What helps?
3	When lots of Children in the class are being too loud and moving around the classroom	This could make me (feel) angry 	<ul style="list-style-type: none"> I can't focus on my work I want to run around the room My heart is beating faster I feel hot I've started calling children names 	Adults will prompt/help me to take a break
2	When the Children in class are doing partner work and I can hear lots of different voices	This could make me (feel) worried 	<ul style="list-style-type: none"> I'm beginning to lose interest in my work My body feels a bit restless I'm looking around the room so get attention from other children 	It's time for me to take a short break
1	When the children in class are quiet and focused well on their work	This could make me (feel) good 	<ul style="list-style-type: none"> I'm working well and concentrating hard My body feels relaxed and calm 	Keep doing what I'm doing. It's working well
0	After lunch, when I have been sitting for a long time	This could make me (feel) sleepy 	<ul style="list-style-type: none"> My eyes are heavy I can't concentrate I would really like to have a snooze 	It's time for me to take a short movement break

ZONES OF REGULATION

The **ZONES** of Regulation™

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Relaxed	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

What tools do school use to support emotional regulation?



Positive, trusting
relationships



Give pupil the
language!



A quiet space



Teach
them to
read their
body

Check ins



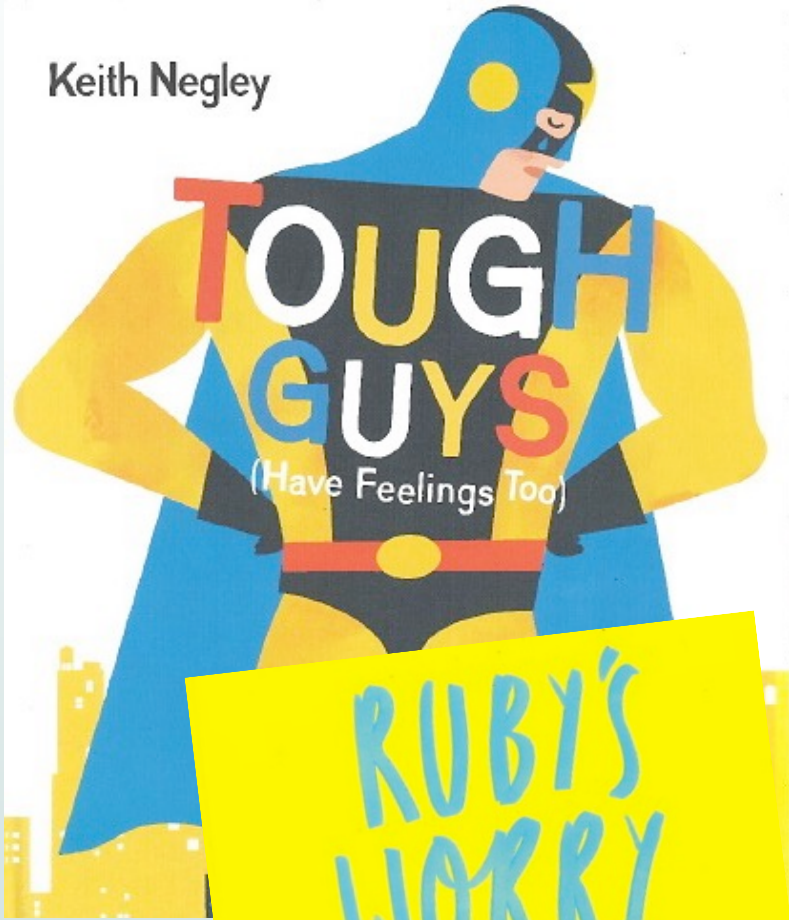
Listen!



Keith Negley

TOUGH GUYS

(Have Feelings Too)



What can be done at home to support emotional regulation?

Books about Feelings

Read different books
about feelings to your
child and actively
refer to which zone the
feelings in the book
belong to.

RUBY'S WORRY



TOM PERCIVAL
BLOOMSBURY

Max

the Brave



Rachel Bright

THE LION INSIDE

Jim Field

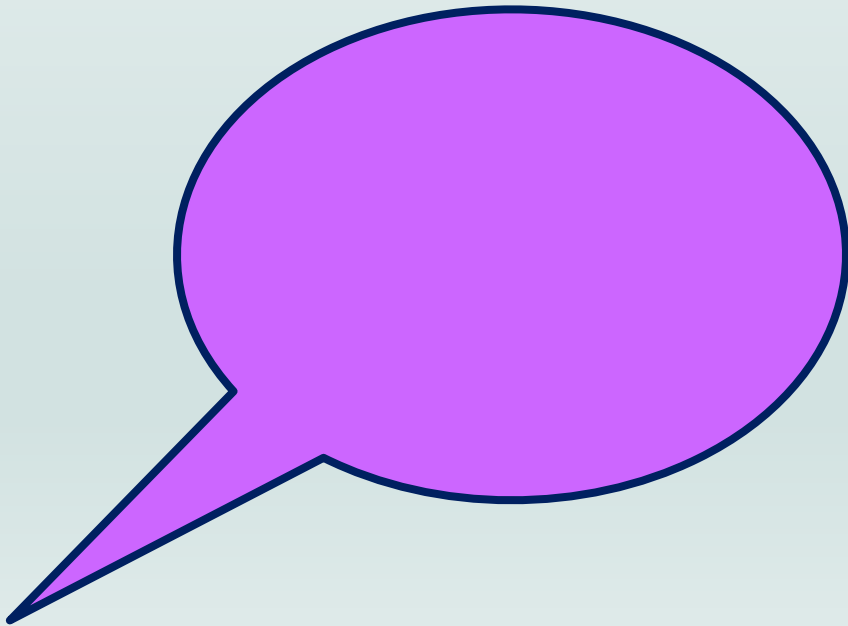


Talk about how characters might feel to encourage empathy

When you're watching TV with your child, ask them to identify which how characters are feeling in the show.



Pause and explore!



Talk about how you are feeling – narrate!

Children need to realise everyone goes through a range of emotions. It can help them to discuss their emotions more freely.

Modelling how you experience more difficult emotions is important too!

Create your own toolbox at home of things to help your child to calm. This could be a calming, alerting or a sensory box. You will know best what they need and what helps them.



Acknowledge and Praise
for speaking about their
emotions at home.

INSIDE OUT



Characters:



QUESTIONS?



New River College


The Bridge London
Outreach